Amplify Core Knowledge Language Arts®

Skills 6

Activity Book | Grade 2

Grade 2

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Activity Book

Amplify Core Knowledge Language Arts

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Skills 6

Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 6. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.

NAME: _____

DATE: _____

1.1 **Activity Page**

Circle the Spelling

Read these words that have the /f/ sound spelled 'ph'. Then, circle the letters that stand for the /f/ sound in each word.

phone	phrase	graph	sphere
dolphin	triumph	orphan	phantom
paragraph	alphabet	photograph	emphasize
physical	atmosphere	pharmacy	elephant
homophone	telephone	microphone	Joseph
amphibian	apostrophe	geography	biography

Fill in the Blank

Use the best word from the box to complete each sentence.

photograph	homophones	amphibian	trophy
alphabet	paragraph	telephone	dolphin

1. Philip answered the _____.

2. 'Z' is the last letter in the _____.

3. Ralph saw a _____ swimming in the sea.

4. Sophie took this _____ of her sister with her camera.

5. Stephanie wrote the first _____ of the story.

6. Randolph won a _____.

7. *Road* and *rode* are _____.

8. A frog lives on land and in the water. It is an _____.

NAME: _____

DATE: _____

1.2 **Activity Page**

Parts of Speech and Apostrophes

For each sentence, circle the common noun; draw a box around the proper noun; draw an arrow from the adjective to the noun that it describes. Draw a wiggly line under the verb.

1. Sisters Forever is a good film.

1 □	1 〰	1 ↷	1 ○

2. It will be a sunny day on Monday and Tuesday.

2 □	1 〰	1 ↷	1 ○

3. The class sang the patriotic tune "Yankee Doodle."

1 □	1 〰	1 ↷	2 ○

4. King Henry wore a gold crown.

1 □	1 〰	1 ↷	1 ○

5. We planned a family trip to New York City for June and July.

3 □	1 〰	1 ↷	1 ○

6. Miss Andrews, our math teacher, lives on Duncan Street.

2 □	1 〰	1 ↷	1 ○

7. The older boys are at Rock Creek Park.

1 □	1 〰	1 ↷	1 ○

8. Jason ate a yummy hamburger at Smith's Burger House.

2 □	1 〰	1 ↷	1 ○

Draw a circle around the correct tense.

1.	The little cub will grow into a fierce lion.	**past**	**present**	**future**
2.	Rachel looks at the menu.	**past**	**present**	**future**
3.	Robert will remove the blue sheets from the bed.	**past**	**present**	**future**
4.	I told the truth.	**past**	**present**	**future**
5.	The boys formed three teams.	**past**	**present**	**future**

Draw a circle around the correct way to write the contraction.

6.	cant’	ca’nt	can’t
7.	shouldn’t	shou’ldnt	shouldnt’
8.	have’nt	haven’t	havent’

Write the proper and common nouns showing what belongs to the person the proper noun names.

9. Jayden has a cat _____

10. Shonda has a notebook _____

NAME: _____

DATE: _____

1.3 Take-Home

Dear Family Member,

Below you will find the spelling words for this unit. You will notice that there are twenty words. Additionally, we are teaching your child to take the next step in alphabetizing by alphabetizing words to the second letter. We will be working on this skill throughout this unit. Your child will see the practical application of this skill as we learn to use a glossary in this unit.

Additionally, in this unit we will introduce nonfiction reading through a series of American history chapters about the War of 1812. Much later in the unit we will be learning how to write a research report.

noise	night	kneel	wrinkle	ripple
ferret	whistle	window	western	jungle
jolly	ginger	gentle	margin	photo
dolphin	graph	finish	traffic	

Tricky Word: Britain

NAME: _____

DATE: _____

1.4 Take-Home

Alphabetize Words

Read the words in the box aloud to a family member. When there are two words that start with the same letter, underline the second letter in each word. Then, write the words in alphabetical order.

noise night kneel wrinkle ripple	ferret whistle window western jungle
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
jolly ginger gentle margin photo	dolphin graph finish traffic Britain
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

NAME: _____

DATE: _____

2.1 **Activity Page**

Scavenger Hunt

Write a number beside each statement. You will use some numbers more than once.

1. You would find facts about the life of a person in this kind of book. _____

2. This kind of book would tell you many facts about things that happened in the past. _____

3. If you wanted to find out about animal habitats, you would look in this kind of book. _____

4. You would find mostly maps in this book. _____

5. This is generally printed every day and has articles about the news and sports. _____

6. You would find a book about Martin Luther King Jr. here. _____

7. This might be printed weekly or monthly and has articles about different topics. _____

8. If you were looking for the location of a country or city, you would look here. _____

9. If you wanted to know about the life cycle of a honeybee, you would look here. _____

10. If you wanted to know which team won yesterday's baseball game, you would look here. _____

NAME: _____

DATE: _____

2.2 **Activity Page**

Sound Comparison

Do the bolded letters stand for the same sound? Check *yes* or *no*.

			Yes	No
1.	tro**ph**y	**f**unny	☐	☐
2.	**kn**ock	**k**ettle	☐	☐
3.	**sph**ere	**sp**ear	☐	☐
4.	**wh**en	**w**itch	☐	☐
5.	tra**ff**ic	or**ph**an	☐	☐
6.	**n**ickel	**kn**ot	☐	☐
7.	**ph**one	**p**ane	☐	☐
8.	gra**ph**	grou**p**	☐	☐
9.	**wr**ite	**wh**en	☐	☐
10.	**wr**ong	**r**ight	☐	☐

Fill in the Blank

Use the best word from the box to complete each sentence.

gopher	trophy	graph	paragraph	write
wrap	wrist	wren	knee	knife

1. Would you help me _____ the gift for Dad?

2. I won a _____ at the spelling bee.

3. A _____ is a small animal that lives in underground holes.

4. Could I use the _____ to cut the cake?

5. Will you _____ a thank you note to Grandma?

6. He broke his _____ when he fell while skating.

7. Our teacher wants us to write a _____ about the War of 1812.

8. In math, we are learning to read a bar _____.

9. A small _____ flew by the window.

10. Did you scrape your _____ when your leg got caught in the rosebush?

NAME: _____

DATE: _____

2.3 **Take Home**

Practice 'ph'

Use the words in the word box and the clues to complete the crossword puzzle.

phone	dolphin	alphabet	sphere	orphan
gopher	graph	photo	asphalt	hyphen

Across

3. A bar _____

5. A cell _____

7. A child whose parents are no longer alive

8. Your ABCs

9. Round ball

10. Little tiny line between words (e.g., Smith-Jones)

Down

1. Small burrowing animal

2. Another word for a picture taken with a camera

4. Another word for pavement

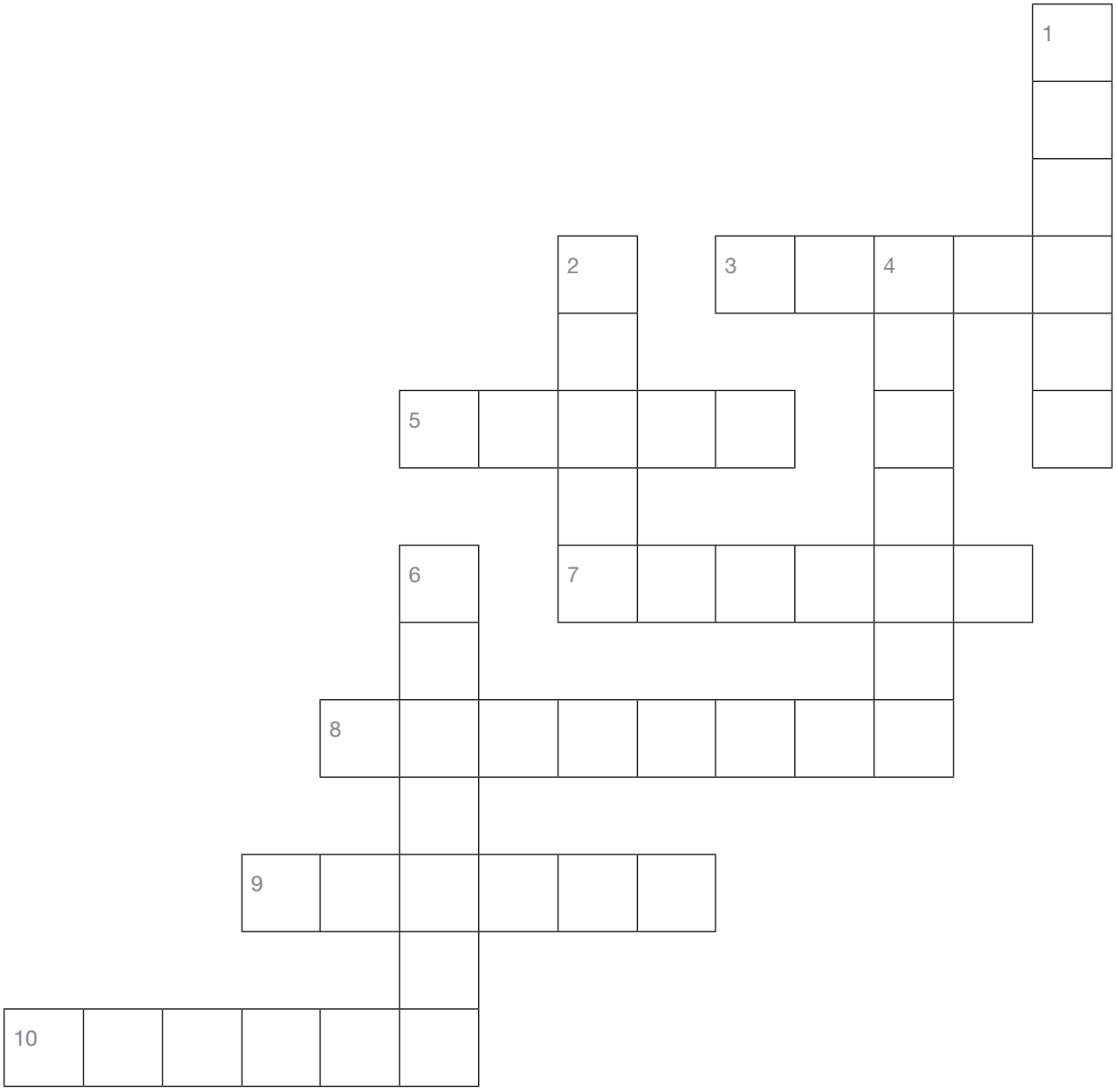
6. Mammal that swims in the sea

NAME: _____

DATE: _____

2.3 CONTINUED

Take Home



NAME: _____

DATE: _____

3.1 **Activity Page**

Fill in the Blank

Use the best word from the box to complete each sentence.

thread	spread	meant	dead	bread
breakfast	feather	dread	head	lead

1. Would you _____ butter on the toast?

2. I _____ to pick up the paper but I forgot it.

3. It has been a very dry summer with little rain, so some of the plants in the garden are _____.

4. My _____ is hurting from the loud noise.

5. I like _____ and jam for a snack.

6. My mom fixed the rip in my pants with a needle and _____.

7. Most people _____ going to the dentist.

8. Do you like eggs and bacon for _____?

9. I found the _____ of a bird outside next to a nest.

10. The pipes were made of _____.

NAME: _____

DATE: _____

3.2 Take-Home

Fiction or Nonfiction?

Based on what you have learned about fiction and nonfiction, decide whether the following titles are more likely to be fiction or nonfiction. Circle *Fiction* or *Nonfiction* for each title.

1. *The True Book of Bird Facts* Fiction / Nonfiction
2. *Fluffy the Bunny Rabbit Visits the City* Fiction / Nonfiction
3. *The Biography of James Madison* Fiction / Nonfiction
4. *The History of the United States* Fiction / Nonfiction
5. *The Cat Bandit* Fiction / Nonfiction
6. *Mary's Little Lamb Goes to School* Fiction / Nonfiction
7. *The Atlas of South American Countries* Fiction / Nonfiction
8. *Sir Gus* Fiction / Nonfiction
9. *The Three Little Pigs* Fiction / Nonfiction
10. *The Solar System* Fiction / Nonfiction

NAME: _____

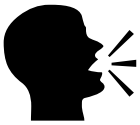
DATE: _____

5.1 **Assessment**

Spelling Assessment

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____

Tricky Word: _____



1. _____

2. _____

3. _____

NAME: _____

DATE: _____

5.2 **Activity Page**

Trouble with the British

1. Who was the president of the United States in 1812?

   A. George Washington

   B. James Madison

   C. Napoleon

   Page _____

2. Why were many Americans angry with the British in 1812?

   A. The British forced some American men to serve in the British Navy.

   B. The British forced some French men to serve in the British Navy.

   C. The British forced some Native Americans to serve in the British Navy.

   Page _____

3. What is another reason many Americans were angry with the British in 1812?

   A. The British were trading with the French.

   B. The British were trading with the Spanish.

   C. The British were trading with Native Americans.

   Page _____

4. Which part of North America was still controlled by the British in 1812?

   A. the United States

   B. Mexico

   C. Canada

   Page _____

5. Which country was already fighting a war with Great Britain in 1812?

   A. France

   B. Spain

   C. Germany

   Page _____

NAME: _____

DATE: _____

6.1 **Activity Page**

Trouble with the British

1. What did President Madison have to think long and hard about?
   A. President Madison had to think long and hard about whether he wanted to still be president.
   B. President Madison had to think long and hard about declaring war.
   C. President Madison had to think long and hard about impressing British sailors in the U. S. Navy.

   Page _____

2. The Americans had problems with _____.
   A. people in Africa
   B. soldiers in the army
   C. both the French and the British

   Page _____

3. How did Americans feel when they read stories about men taken by the British?
   A. angry
   B. sad
   C. happy

   Page _____

4. In 1812, most Americans were what?
   A. Most Americans were sailors.
   B. Most Americans were soldiers.
   C. Most Americans were farmers.

   Page _____

NAME: _____

DATE: _____

6.2

Take-Home

Dear Family Member,

We are continuing our work with alphabetizing to the second letter of the word. Please have your child read the words aloud to you. As always, continue to ask your child to read for at least 20 minutes every night.

after	barber	camera	difference
birthday	swirling	thirteen	chirping
burden	furnace	hamburger	turtle
marker	parcel	ramparts	safari
informer	organize	perform	

Tricky Word: war

NAME: _____

DATE: _____

6.3 Take-Home

Trouble with the British

In 1812, James Madison had a hard choice to make. Many Americans were angry with the **British**. Some of them were saying the United States should **declare war** on Great Britain. But others disagreed. They said the United States should not go to war.

Madison was president of the United States. He had to decide what to do. Should he ask the **U.S. Congress** to declare war? Or should he try to keep the **peace**?

At the time, Great Britain was already at war with France. The two countries had been fighting for years. Most of the countries in Europe were involved in the war. Some sided with the British. Others sided with the French.

The French were led by a man named Napoleon. He was a brave leader. He had beaten the British in a number of battles. Still, the British kept fighting.

The United States tried to stay out of this big war. At first, most Americans did not care to get involved. American **traders** wished to trade with both Great Britain and France. But this led to problems.

When U.S. ships traded with the British, the French got upset. They did not want Americans trading with their enemies. When U.S. ships traded with the French, the British got upset for the same reason.

Sometimes British ships would stop American ships to keep them from trading with the French. Sometimes French ships would stop American ships to keep them from trading with the British.

The Americans had problems with both the French and the British. As time went on, the problems with the British increased.

The British had a strong **army** and an even stronger **navy**. But serving in the British Navy was a hard job. Some people quit. Others ran away. This was a problem for the British. They needed all the men they could get. How else could they **defeat** the French?

The British spent a lot of time looking for men who had run

off. From time to time they would stop American ships. British officers would come on deck to look for British men. They would grab men and force them to serve in the British Navy. This was called **impressment**.

The British said they only took British men who had run away. But they were not always careful. Sometimes they grabbed Americans. Stories about men taken by the British were printed in the papers. How do you think Americans felt when they read them? They felt angry. Some of them felt the United States needed to fight back. They said the United States needed to declare war on Great Britain.

Impressment was one problem. But there were others. Many in the United States were also upset with the British for trading with Native Americans.

In 1812, most Americans were farmers. At first, most farmers had homes near the East Coast. But then the country began to grow. People went west. They settled in places far from the coast. They set up farms. They planted crops. There was just one problem: there were already people living there!

The settlers were moving onto land where Native Americans hunted and made their homes. Native Americans did not like this. There were many fights between settlers and Native Americans.

The British controlled Canada. They sent traders south from Canada to trade with Native Americans. These traders sold all sorts of things to Native Americans.

The British said they had a right to trade with Native Americans. But lots of people in the United States did not see it that way. They said the British were helping Native Americans attack American settlers. They felt they needed to fight back.

You can see there were many reasons for Americans to be angry with the British. But there were also good reasons for not declaring war. A war causes death, wrecks towns, and costs a lot of money. Plus, Americans felt that the British would not be easy to defeat. President Madison and the men in Congress would have to think long and hard about declaring war.

NAME: _____

DATE: _____

6.4 Take-Home

Alphabetize Words

Read the words in the box aloud to a family member. When there are two words that start with the same letter, underline the second letter in each word. Then write the words in alphabetical order.

after barber camera difference birthday	swirling thirteen chirping burden furnace
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
hamburger turtle marker parcel ramparts	**safari after informer organize perform**
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

NAME: _____

DATE: _____

7.1 **Activity Page**

Verbs and Adverbs

Read each sentence and put a wiggly line under the verb and a triangle around each adverb. Then, draw an arrow from the adverb to the verb it describes.

1. Jane swims fast.

2. Mom bakes well.

3. They battled bravely.

4. Dogs barked loudly.

5. He prints his letters neatly.

6. The cat landed gently.

7. He ran quickly.

8. She sat still.

9. We ate dinner silently.

10. Dan tiptoed lightly down the stairs.

In each box there are three adverbs. Pick one and write a sentence using it.

1.	quickly	slowly	loudly

_____

_____

_____.

2.	well	badly	quietly

_____

_____

_____.

3.	rarely	never	always

_____

_____

_____.

NAME: _____

DATE: _____

8.1 **Activity Page**

Bubble the Sound

Read each word. Then, fill in the bubble for the sound the underlined letters stand for. Hint: *Follow your ear, not your eye.*

1. farmer	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
2. snorting	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
3. beggar	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
4. favor	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
5. corner	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
6. effort	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
7. custard	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
8. army	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
9. blizzard	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*
10. alligator	○ /ar/ as in *car*	○ /or/ as in *for*	○ /er/ as in *her*

NAME: _____

DATE: _____

8.2 Take-Home

The War Hawks

At first, President Madison tried to keep America out of the war. He tried to make a deal with the British. He asked them to stop taking American sailors. He asked them to stop trading with Native Americans. But he did not ask Congress to declare war.

This made some people happy. There were many people in the United States who did not care to go to war. Most **merchants** and traders felt this way. They traded with Great Britain, as well as other countries. A war would mean less trade between countries. It would mean sunken ships and lost goods. A war would cost them money. For this reason, as well as some others, most merchants **opposed** the war.

But others felt a war was needed. The states out west, like Ohio, Kentucky, and Tennessee, were closer to Native American land. The settlers in these states were scared of Native Americans. They were also angry with the British.

These people were called "War Hawks." They made loud, angry speeches. They complained about impression. They complained that the British were selling guns to Native Americans. They felt the United States needed to declare war.

When some War Hawks found out that the British were selling guns to Native Americans, it made them angry.

These War Hawks gave President Madison an earful. They got up in Congress and made angry speeches. They said that the United States should stand up to Great Britain. They said that Madison should ask Congress to declare war.

NAME: _____

DATE: _____

8.3 Take-Home

Fill in the Blank

Use the best word from the box to complete each sentence.

dollar	actor	color	history	doctor
polar	calendar	lizard	wizard	mustard

1. I would like _____, not ketchup, on my hot dog.
2. May I have a _____ to buy candy?
3. Do I have to get a shot when I go to the _____?
4. I like the _____ red.
5. Are all _____ bears white?
6. My teacher puts up a new _____ each month.
7. John is an _____ in the school play.
8. *The War of 1812* is a _____ book.
9. The _____ sat in the sun on a rock.
10. A _____ can cast a spell.

NAME: _____

DATE: _____

9.1 **Activity Page**

The War Hawks

If a statement is correct, write *true* on the line. If a statement is not correct, write *false* on the line. Also write the page number.

1. Most American merchants and traders wanted to declare war on Great Britain. _____ Many Americans who lived in western states wanted to declare war on Great Britain. _____
   Page _____

2. Americans who were angry at the British and wanted a war were called War Hawks. _____
   Page _____

3. President Madison tried to keep America out of the war by making a deal with the British. _____
   Page _____

4. In 1812, the size of the United States was the same as it is today.
   _____
   Page _____

5. Pretend you are a War Hawk. Write a short speech to convince Congress to go to war. Include your reasons why.

NAME: _____

DATE: _____

9.2 **Activity Page**

Adverbs

Read each sentence and draw a wiggly line under each verb and a triangle around the adverb. Then, draw an arrow from the adverb pointing to the verb it modifies.

Example: I quickly made my bed.

1. I rode my bike slowly up the hill.

2. Mark walked painfully down the hall on his crutches.

3. The class quickly lined up for recess.

4. Dad carefully drove around the accident.

5. The little girl held her mother's hand tightly.

6. The nurse gently removed the bandage from my knee.

7. The liquid in the pan boiled rapidly on the stove.

8. My teacher patted me lightly on the back and said I did a good job.

9. Everyone was talking loudly.

10. Mom carried the platter of turkey carefully to the table.

11. She slept soundly at night.

12. The brown puppy sleeps soundly.

13. Speedy Jamie easily won the race.

14. The dog greedily lapped the food.

NAME: _____

DATE: _____

9.3 Take-Home

Fill in the Blank

Use the best word from the box to complete each sentence.

factory	orchard	similar	grammar	mirror
cellar	calendar	effort	blizzard	actor

1. I looked in the _____ while I brushed my hair.
2. We went to an apple _____ to pick apples from trees.
3. A synonym for a basement in a house is a _____.
4. Someday, I would like to be an _____ on a TV show.
5. My class visited a car _____ to see how cars are made.
6. Don't forget to mark the date on your _____.
7. I came in second place in the race, but I gave it my best _____.
8. A _____ is a synonym for a bad snowstorm.
9. We both like the color green, so we have _____ taste.
10. We are studying the parts of speech in our _____ lessons.

NAME: _____

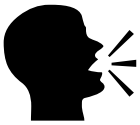
DATE: _____

10.1 **Assessment**

Spelling Assessment

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____

Tricky Word: _____



1. _____

2. _____

3. _____

NAME: _____

DATE: _____

10.2 **Activity Page**

Subject and Predicate

Make the following incomplete sentences complete by adding a predicate to each subject. Then, draw one line under the subject and two lines under the predicate.

1. The dog _____
_____.

2. The jealous boy _____
_____.

3. The powerful queen _____
_____.

4. The angry crowd _____
_____.

5. My mother _____
_____.

6. You _____
_____.

7. I _____
_____.

Make the following incomplete sentences complete by adding a subject to each predicate. Then, draw one line under each subject and two lines under each predicate.

1. _____ took a long, hot shower.

2. _____ annoyed me.

3. _____ is a loyal pal.

4. _____ plowed the field.

5. _____ won the race.

6. _____ reminded me to get my jacket.

7. _____ drank the iced tea.

8. _____ will be in the play.

NAME: _____

DATE: _____

10.3 **Activity Page**

Parts of Speech

Find examples of the following parts of speech in "Trouble with the British" and write them on the lines.

1. common noun: _____
2. proper noun naming a person: _____
3. proper noun naming a person: _____
4. common noun: _____
5. common noun naming a place: _____
6. common noun naming a thing: _____
7. adjective: _____
8. adjective and a noun: _____
9. verb: _____
10. verb *to be*: _____
11. adverb and a verb: _____

NAME: _____

DATE: _____

11.1 **Activity Page**

The War Starts

If a statement is true, write *true* on the line. If a statement is false, write *false* on the line. Also write the page number.

1. On June 18, 1812, the United States declared war on Great Britain. _____
   Page _____

1. In 1812, the British were already at war with France, so they could only send some of their troops to fight the United States.
   _____
   Page _____

2. At the start of the war, most people thought the United States would defeat the British easily. _____
   Page _____

3. A monarchy is a nation that is ruled by a king or queen. _____
   Page _____

4. In 1812, the United States was a monarchy. _____
   Page _____

5. In 1812, most of the nations of Europe were ruled by presidents who were elected and served for four years. _____
   Page _____

6. In 1812, the United States had a large army and a very powerful navy. _____
Page _____

7. At the beginning of the war, the U.S. Army attacked the British in Canada and won all of its battles there. _____
Page _____

8. Number these events in the order that they happened.

___ Today, the United States is a strong nation.

___ The U.S. Navy beat the British in a number of naval battles.

___ George Washington set up the first U.S. Navy.

___ President Madison asked farmers to join the army.

___ On June 18, 1812, the United States declared war on Great Britain.

NAME: _____

DATE: _____

11.2 **Activity Page**

Tricky Spelling 'ch'

Read the words aloud with your class.

In most words, the letters 'ch' stand for the /ch/ sound:

chin	**ch**op	**ch**eap	**ch**ore
chest	lun**ch**	bran**ch**	**ch**ange

However, in some words, the letters 'ch' stand for the /k/ sound:

s**ch**ool	**Ch**ris	**ch**orus	stoma**ch**
an**ch**or	e**ch**o	monar**ch**	or**ch**id
chemical	**ch**emistry	**ch**emist	**ch**aracter
me**ch**anic	or**ch**estra	ar**ch**itect	te**ch**nical

Fill in the Blank

Use the best word from the box to complete each sentence.

S**ch**ool	stoma**ch**	monar**ch**y	an**ch**or
chemist	ar**ch**itect	or**ch**estra	e**ch**o

1. Chris is in tenth grade at East Side High _____.

2. A person who mixes chemicals is called a _____.

3. Christina shouted into the cave and her voice came back as an _____.

4. A person who draws plans for houses and buildings is called an _____.

5. Zachary plays the violin in the symphony _____.

6. This food is awful! I think I may be sick to my _____.

7. A country ruled by a king is called a _____.

8. The man tossed the _____ into the water.

NAME: _____

DATE: _____

11.3

Take-Home

Dear Family Member,

We are continuing to work on alphabetizing to the second letter this week. Please ask your child to read all of the words aloud to you. As always, continue to ask your child to read for at least 20 minutes every night.

revenge	large	judge	fudge
nudge	huge	nation	attention
direction	fraction	locomotion	stations
option	action	change	range
cottage	addition	caption	

Tricky Word: Europe

NAME: _____

DATE: _____

11.4 Take-Home

The War Starts

Presidents have to make hard choices. James Madison had to decide whether to side with the War Hawks or with the merchants who hoped for peace. In the end, he sided with the War Hawks. Madison asked Congress to declare war. On June 18, 1812, the United States declared war on Great Britain.

The Americans were in for a hard fight. The British had a huge army. They also had the world's biggest navy. But the British were already at war with France. They could only send some of their troops to fight the United States. That was a good thing for the Americans. It meant that the United States would have a better chance of winning.

Even so, not a lot of people at the time could imagine that the United States could win. Today the United States is a strong nation. It has been around for many years. It has a strong army and navy. But that was not the case in 1812.

In 1812, the United States was not very old as a country. It had broken away from Great Britain only about 30 years before.

The United States had a different kind of government, too. At the time, most of the nations of Europe were **monarchies**. That means they were ruled by kings or queens. A king or queen would rule until he or she died. Then, in most cases, the oldest son would take over. The United States was not a monarchy. It did not have a king or queen. Instead, it had a president. The president was chosen by voters. He did not get to serve until he died. He served for four years. Then the voters got a chance to pick their president. If they voted for a different president, the old one had to step down.

In 1812, most people in the world felt that the American government had a very strange way of doing things. They were not sure that the system would last and that the United States would be able to survive.

In 1812, the United States did not have a strong army. In fact, the U.S. Army was tiny. It had about 4,000 soldiers.

The navy was tiny, too. George Washington, the first president, had set it up. He didn't think the United States needed a big navy, but just a small number of ships to protect merchants from pirates.

President Madison found a way to make the army bigger. He got farmers to join. Many Americans were farmers. They used guns to hunt and to defend their homes. Madison called on these farmers. He asked them to grab their guns and join the army. Farmers were paid money and given land for joining.

The U.S. soldiers were not well trained. Still, Madison was sure they could win if they attacked the British in Canada. He sent the army north to Canada.

The attack on Canada did not go well. The army lost a string of battles. The United States lost **forts** along the border. The army was simply not ready for war.

No one expected much from the tiny U.S. Navy. But things went better on the seas than they did on land. The United States battled bravely. They beat the British in a number of naval battles.

NAME: _____

DATE: _____

11.5 Take-Home

Alphabetize Words

Read the words in the box aloud to a family member. When there are two words that start with the same letter, underline the second letter in each word. Then, write the words in alphabetical order.

change action cottage addition caption	fudge fraction range revenge attention
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
large judge huge nation locomotion	nudge direction stations option Europe
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

NAME: _____

DATE: _____

12.1 **Activity Page**

Run-On Sentences

Change each run-on sentence into two sentences, adding correct capitalization and punctuation.

1. The flower is pink it has six petals.

_____

_____

2. The boy is eating an oyster the oyster is big.

_____

_____

3. Joyce enjoys eating fish Roy enjoys eating steak.

_____

_____

4. The town is far away it is forty miles from here.

_____

_____

5. A cow is an animal an owl is an animal, too.

_____

_____

Correct each run-on sentence by combining and rewriting it into one sentence.

6. The crowd is loud the crowd is angry.

_____

_____

_____

7. The clown rode the bike it was red.

_____

_____

_____

8. I think cookies taste good I think cupcakes taste good.

_____

_____

_____

NAME: _____

DATE: _____

12.2 Take-Home

Run-On Sentences

Rewrite each run-on sentence as two separate sentences, adding the correct punctuation and capitalization.

Example: Do not push it do not pull it.

Do not push it.

Do not pull it.

1. I ate a handful of candy it was good.

2. Andrew broke the computer the computer will not start.

3. The suitcase is full there is no room for your gown.

4. We went to lunch on Tuesday we'll go again on Friday.

5. The group wanted pasta I wanted fish.

_____

_____

Correct each run-on sentence by combining and rewriting it into one sentence.

Example: The stew is hot the stew is spicy.

The stew is hot and spicy.

_____

1. Julia found a clue it was the last clue.

_____

_____

2. There is a nest in the bush it is a cuckoo's nest.

_____

_____

3. The dog is brown he is big.

_____

_____

NAME: _____

DATE: _____

13.1 **Activity Page**

Tricky Spelling 'i'

Write the word in each sentence that has the tricky spelling 'i' sounded /i/ under *it*, the word that has the tricky spelling 'i' sounded /ie/ under *driver*, or the word that has the tricky spelling 'i' sounded /ee/ under *ski*.

'i'	→	/i/	it	fish	his
	→	/ie/	driver	find	writer
	→	/ee/	ski	taxi	easier

		/i/ as in *it*	/ie/ as in *driver*	/ee/ as in *ski*
1.	My mom plays the piano.			piano
2.	I like pepperoni pizza.			
3.	Instead of being mean, be kind.			
4.	Curious means to want to know.			
5.	Rub some sunblock on your skin.			
6.	My dad was furious when the glass broke.			
7.	I do not like beans in chili.			

		/i/ as in *it*	/ie/ as in *driver*	/ee/ as in *ski*
8.	The huge waves tossed the ship.			
9.	At the zoo, we saw a tiger.			
10.	Do you like spaghetti noodles?			
11.	The lettuce is crisp.			
12.	They play that song on the radio.			

NAME: _____

DATE: _____

14.1 **Activity Page**

A Famous Ship

1. What is the USS *Constitution*?

   A. The USS *Constitution* is a ship used in the War of 1812.

   B. The USS *Constitution* is a document that lays out the laws of the United States.

   C. The USS *Constitution* is a famous building.

   Page _____

2. What is the Constitution?

   A. The Constitution is a ship used in the War of 1812.

   B. The Constitution is a document that lays out the laws of the United States.

   C. The Constitution is a famous building.

   Page _____

3. What nickname was the USS *Constitution* given?

   A. "Old Glory"

   B. "Old Ironsides"

   C. "Old Hickory"

   Page _____

4. Which sentence best describes the later history of the USS *Constitution*?

   A. The USS *Constitution* fought six more battles and won three of them.

   B. The USS *Constitution* fought ten more battles but was beaten in the tenth.

   C. The USS *Constitution* fought more than twenty battles and was never defeated.

   Page _____

5. If you wanted to see the USS *Constitution* today, where would you need to go?

   A. Boston

   B. New York

   C. Washington, D.C.

   Page _____

NAME: _____

DATE: _____

14.2 **Activity Page**

Fill in the Blank

Use the best word from the box to complete each sentence.

igloo	media	item	impossible	chilly	chili
medium	violin	piano	curious	spaghetti	India

1. Mom made _____ beans and rice for supper.

2. The strings on a _____ are hard to hold down.

3. I need to practice before my _____ lesson.

4. My teacher says that I am very _____ because I ask lots of questions and like to learn about new things.

5. I like _____ and meatballs best of all.

6. An _____ is a kind of home made of ice.

7. I needed my coat, as it was a _____ spring day.

8. It is _____ to travel in time.

9. We have one _____ too many for the quick checkout line at the grocery store.

10. I need a _____ size shirt, not a small size.

11. _____ is the name of a country.

12. The news _____ reported on the recent election results.

NAME: _____

DATE: _____

14.3 Take-Home

A Famous Ship

The ship on the right is the USS *Constitution*. It was one of the ships that battled in the War of 1812. The letters '*USS*' stand for *United States Ship*.

The USS *Constitution* was named for a very important **document**, the Constitution of the United States. The Constitution lays out the laws of the land. It states what people serving in each **branch** of the U.S. government can do. It says what the president, the Congress, and the **Supreme Court** can do—and also what they cannot do.

James Madison had helped write the Constitution. He had also played a key role in getting states to accept it. The people of the United States were proud of the Constitution. So they named one of their fighting ships the USS *Constitution*.

During the War of 1812, the USS *Constitution* had a **string** of battles on the high seas.

In one battle, the USS *Constitution* attacked a British ship. It was a hard fight. The sailors on both sides fired cannons. The guns blazed and smoked. The two ships drifted closer. Once they even bumped into each other.

Cannonballs from the USS *Constitution* smashed into the side of the British ship. They made big holes in it. They ripped off a sail. They knocked down the ship's **masts**.

The British ship fired back. But its cannonballs did less damage to the U.S. ship. In fact, some of them bounced off the thick walls of the American ship!

When the American sailors saw this, they cheered.

"Hooray!" one of them shouted. "Her sides are made of iron!"

In fact, however, the sides of the ship were not made of iron but of very thick **planks** of wood. The wooden sides of the USS *Constitution* were much thicker than most ships.

The USS *Constitution* won the battle. The British ship was so smashed up that it could not be fixed. The British had to sink it.

When people were told about the battle, they became excited. They yelled and shouted. They waved flags and had parties. They treated the sailors on the USS *Constitution* as heroes. They also gave the ship a nickname. They called it "Old Ironsides" because its wooden sides seemed as strong as iron.

Old Ironsides kept on fighting. It battled more than twenty times and never lost a battle!

NAME: _____

DATE: _____

14.4 **Take-Home**

Mixed Practice

Dear Family Member,

Please have your child:

1. Read aloud all of the words in the box.
2. Read aloud all of the sentences.
3. Then, ask your child to fill in the missing word in each sentence.

Remind your child to read the sentences again to make sure the words he or she has written make sense.

pizza	taxi	phone	polar	dollar	color
alphabet	head	bread	author	thread	school

1. I go to _____ every day.
2. Can you sing the _____ song?
3. We must take a _____ to the airport.
4. I need a needle and _____ to fix your pants.
5. Mom lost her cell _____.
6. I need a hat for my _____.
7. The _____ writes books.

pizza	taxi	phone	polar	dollar	color
alphabet	head	bread	author	thread	school

8. I like pepperoni _____ best of all.

9. Could I have a _____ to purchase some candy?

10. I like to eat _____ and butter with spaghetti.

11. The _____ bear lives at the North Pole.

12. What _____ are your eyes?

NAME: _____

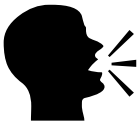
DATE: _____

15.1 **Assessment**

Spelling Assessment

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____

Tricky Word: _____



1. _____

2. _____

3. _____

NAME: _____

DATE: _____

15.2 **Activity Page**

The Attack on Washington, D.C.

The sentences below are in the wrong order. Use the numbers 1–5 to put them in the right order.

___ Dolley Madison ran out the door of the President's House to safety.

___ President Madison ordered some soldiers to stay at the President's House to protect Mrs. Madison.

___ Dolley Madison ordered slaves and servants to take the painting of George Washington out of its frame.

___ The U.S. Army was defeated by the British outside of Washington, D.C.

___ President Madison jumped on his horse and rode off to support the troops.

If you had been alive during the attack on Washington, D.C., how would you have helped Dolley Madison? Use information from the chapter in your answer.

NAME: _____

DATE: _____

15.3 **Activity Page**

Run-On Sentences and Apostrophes

Correct the run-on sentences. You may either rewrite the run-on sentence as two separate sentences with correct punctuation, or you may combine the ideas of the run-on sentence to create one sentence.

1. Take the trash to the trash can bring the paper to the trash can.

_____

_____

2. The soup was hot the soup was tasty.

_____

_____

3. Matt likes sausage Matt likes eggs.

_____

_____

4. We can go to the park we can go to the store.

_____

_____

5. I like to eat ice cream I like to eat cookies.

_____

_____

Draw a circle around the correct way to write the contraction.

6. wouldnt' would'nt wouldn't

7. aren't arent' are'nt

8. wo'nt won't wont'

Write the proper and common nouns showing what belongs to the person named in the proper noun.

9. Marissa has a bike _____

10. Jackson has a snake _____

NAME: _____

DATE: _____

16.1

Take-Home

Dear Family Member,

This week all of the spelling words have something to do with *The War of 1812* Reader that we are reading in this unit. As you ask your child to read these words, please also ask them what he or she can tell you about each word.

Madison	president	Congress	British
Washington	impressment	cannon	death
Dolley	merchants	paved	hawks
monarchy	navy	battle	march
support	troops	painting	

Tricky Word: Ironsides

NAME: _____

DATE: _____

16.2 Take-Home

The Attack on Washington, D.C.

In August of 1814, President Madison was upset. Two years had passed. The war was still going on. The U.S. Army had won some battles, and it had lost some battles.

The British had landed an army near Washington, D.C. British soldiers were marching. Madison hoped the U.S. Army would be able to stop them.

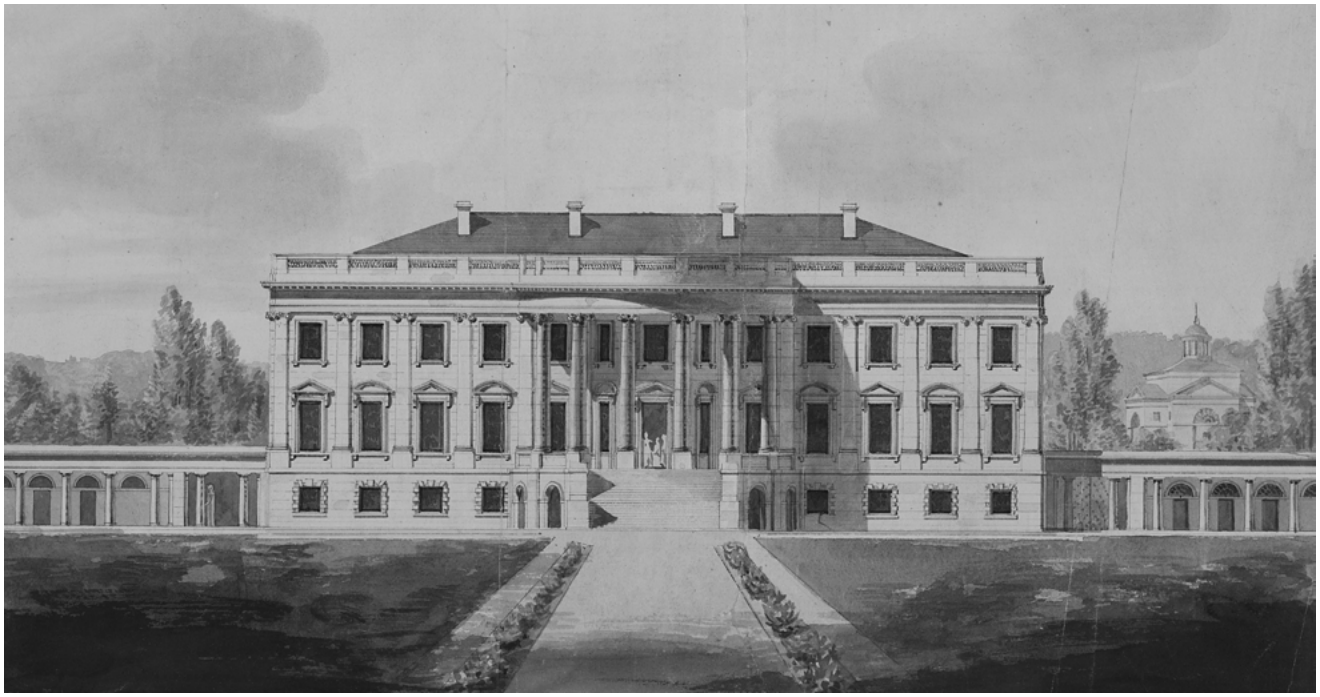
At the time, Washington, D.C., was a young town. Some buildings had just been finished, such as the **Capitol**. Others were not finished yet. Still, it was an important place. It was where the U.S. Congress met to make laws. It was where the Supreme Court met.

The President's House was a special house that had been constructed for the president. (Today it is called the White House.) It was only about ten years old at the time. It was home to President Madison and his wife, Dolley.

President Madison was aware that there was going to be a big battle outside the city. He planned to go **support the troops**. He ordered some soldiers to protect Mrs. Madison and the President's House. Then he jumped on his horse and rode off.

The battle outside the city did not go well. The U.S. Army was beaten.

People quickly found out about the **defeat**. The army had lost! The British were coming!



People in the city **panicked**. They grabbed their things and ran away. The roads were jammed with people and carts.

President Madison could not get back to the President's House. His wife, Dolley, was left there with servants and soldiers.

The soldiers ran away.

Mrs. Madison could not stay in the President's House. The British would be there soon. She had to **flee**.

Mrs. Madison hoped to take as much with her as she could. But which things should she take? There were many fine things in the President's House. She loved a lamp that hung in one room. But there was no way she could take that. It was too heavy. She had a big closet of fancy dresses. She loved them, too. But there were more important things for her to carry away.

In the end, Mrs. Madison left most of her own things behind. Instead, she carried away things that were important to the American people. She grabbed papers and letters. She stuffed as many of them as she could into a **trunk**.

Mrs. Madison was ready to leave. Then she remembered one last thing. It was a painting of George Washington. She did not want the painting to fall into the hands of the British. She called one of President Madison's trusted servants, Paul Jennings, for help. There was no time to take the painting gently from its frame. Jennings and the other servants broke the frame so they could quickly remove the canvas painting. They carefully rolled the canvas like a tube and carried it away.

"It is done!" said Dolley Madison. Then she ran out the door to safety.

NAME: _____

DATE: _____

16.3 Take-Home

Alphabetize Words

Read the words in the box aloud to a family member. When there are two words that start with the same letter, underline the second letter in each word. Then, write all the words in alphabetical order.

support Congress cannon Madison battle	monarchy merchants hawks president march
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
troops Ironsides impressment Washington navy	**British Dolley death paved painting**
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

NAME: _____

DATE: _____

17.1 **Activity Page**

Parts of Speech

Find examples of the following parts of speech in "The Burning of Washington, D.C." and write them on the lines.

1. common noun: _____
2. proper noun naming a person: _____
3. proper noun naming a person: _____
4. common noun: _____
5. common noun naming a place: _____
6. common noun naming a thing: _____
7. adjective: _____
8. adjective and a noun: _____
9. verb: _____
10. verb *to be*: _____
11. adverb and a verb: _____
12. adverb: _____

Use some of the words from the list on the front of the activity page to make up your own sentences about the War of 1812 or the burning of Washington, D.C.

NAME: _____

DATE: _____

17.2 **Activity Page**

Same or Different?

Write *same* if the underlined letters stand for the same sound. Write *different* if the letters stand for different sounds.

1.	stampede	reveal	_____
2.	increase	instead	_____
3.	character	church	_____
4.	actor	burp	_____
5.	Joseph	Frank	_____
6.	collar	harbor	_____
7.	jealous	meadow	_____
8.	slippery	reason	_____
9.	squirrel	dollar	_____
10.	chimney	stomach	_____
11.	stuffy	triumph	_____
12.	steady	leather	_____
13.	kindergarten	polar	_____
14.	armor	popcorn	_____
15.	bread	health	_____
16.	hiccup	echo	_____
17.	aspirin	alphabet	_____
18.	repeat	heaven	_____

NAME: _____

DATE: _____

17.3 **Activity Page**

Verbs and Adverbs

Read each sentence and put a wiggly line under the verb and a triangle around each adverb. Then, draw an arrow from the adverb, pointing to the verb it modifies.

1. Mark runs quickly.

2. Trish sang sweetly.

3. The team played nicely in the last game.

4. The rain fell gently.

5. The thunder cracked loudly.

6. We ate our dinner hurriedly.

7. She colors neatly.

8. Kim smoothly skated around the rink.

9. The puppy snores loudly.

10. The car slowly turned at the corner.

NAME: _____

DATE: _____

17.4 Take-Home

The Burning of Washington, D.C.

The British Army marched into Washington, D.C. The British soldiers were angry because the U.S. Army had burned York, the capital city of Canada. They planned to get back at the Americans by burning the U.S. Capitol Building.

The British soldiers went to the Capitol Building. This was where the U.S. Congress met. They set it on fire. Then they marched down the hill to the President's House.

The British arrived just after Dolley Madison left. They broke down the doors and **charged** inside.

The President's House was empty. In the dining room, the table had been set for dinner.

The British general sat down with some of his men. They ate dinner. They drank some wine, too. As a joke, they **toasted** President Madison. They lifted up their wine glasses and thanked him for the wine.

After dinner, the British soldiers started smashing things. They smashed the dishes. They smashed the table. They smashed the chairs.

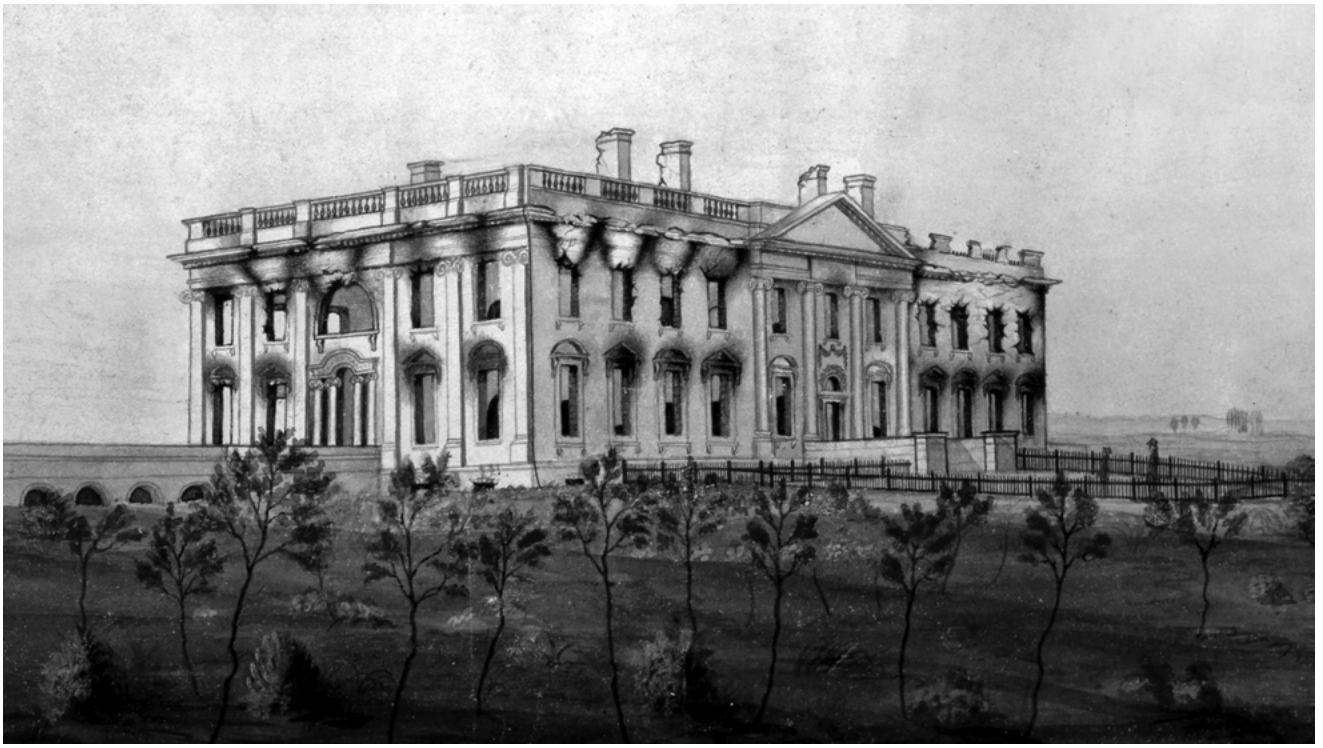
The soldiers ran up and down in the President's House looking for things to steal. They took the spoons and forks. They took the buckles from Mrs. Madison's shoes. They even took the love letters her husband had sent her! The house was **ransacked**.

Then the British general ordered his men to set the house on fire. The soldiers lit their **torches**. Then they went from room to room. They lit the **drapes** on fire. They burned the beds. They burned the desks and chairs. They even burned Mrs. Madison's dresses.

Then the British marched away. They did not care to take over the city. They just planned to burn it. Burning the city would be a **heavy blow**. The British hoped the Americans might feel like there was no longer hope and stop fighting.

Later that day a storm rolled in. The rain stopped most of the fires. But it was too late. Many of the buildings were already lost.

Later in the week, the Madisons came home. The President's House was still standing. But it was a mess. The walls were black with **soot**. The windows were broken. All of their things had been stolen or burned. They felt they would never call the President's House home again.



NAME: _____

DATE: _____

17.5 Take-Home

Run-On Sentences

Correct the run-on sentences. You may either rewrite the run-on sentence as two separate sentences with the correct punctuation and capitalization, or you may combine the ideas of the run-on sentence to create one sentence.

1. Madison scowled Dennis scowled

_____

_____

2. The teacher smiled the students smiled

_____

_____

3. The crows flew away the doves flew away

_____

_____

4. Her attitude improved her performance improved

_____

_____

5. The kids enjoyed it the adults enjoyed it

_____

_____

NAME: _____

DATE: _____

18.1 **Activity Page**

The Burning of Washington, D.C.

1. What city did the U.S. Army burn?

   A. York, New York

   B. York, Canada

   C. Washington, D.C.

   Page _____

2. What city did the British Army burn?

   A. York, New York

   B. York, Canada

   C. Washington, D.C.

   Page _____

3. What did the British soldiers do while they were in the President's House?

   A. The soldiers set the Capitol on fire.

   B. The soldiers ate the food.

   C. The soldiers took the painting of George Washington.

   Page _____

4. What are some things that the British soldiers stole from the President's House?

   A. spoons and forks

   B. the picture of George Washington

   C. the Capitol door

   Page _____

NAME: _____

DATE: _____

18.2 **Activity Page**

Build Sentences

Rewrite the following sentence four times, adding a bit more information each time:

The dog ran.

1. What did the dog look like?

_____

_____

2. Where was the dog going?

_____

_____

_____

3. How did the dog run?

_____

_____

_____

_____

4. Why did the dog start running?

NAME: _____

DATE: _____

19.1 Take-Home

The Attack on Baltimore

Washington, D.C., took ten years to construct. It took less than one day to destroy it.

Next the British planned to attack Baltimore. Baltimore was a big city north of Washington, D.C. At the time, it was the third largest city in the United States. It was also a key **port**.

Baltimore was protected from naval attack by a large fort. It was called Fort McHenry.

The British focused on Fort McHenry. They hoped that if they could take the fort, they could take the city. They planned to attack the fort by land and also by sea.

The people of the city were aware an attack was coming. They got ready. They **piled up** supplies. They set up walls. They even sank ships in the **harbor** to keep the British ships from getting too close to the city. All of the people in the city **pitched in**. Even the children helped.

A year earlier, the soldiers in Fort McHenry felt like they needed a flag they could fly over the fort. They asked a local woman named Mary Pickersgill to make a flag. "Make it big," they told her. "Make it so big that the British will be able to see it from miles away!"

The U.S. flag is covered with stars and stripes. Today, the United States flag has fifty stars and thirteen stripes. Each star stands for one of the fifty states of the United States. Each stripe stands for one of the thirteen original colonies. Sometimes America's flag is referred to as "the stars and stripes."

The flag that Mary Pickersgill made for Fort McHenry was different. It had fifteen stars and fifteen stripes.

The Fort McHenry flag was different in another way, too. It was huge! Each star was two feet across. Each stripe was two feet tall and forty-two feet long.

Mrs. Pickersgill could not do all the **stitching** herself. The flag was too big. She needed help. She got her daughter to help her. But she still needed more help. She had her servants help with the stitching. Still she needed more help. She sent for two of her **nieces**. That did the trick. She and her five helpers stitched day and night until the flag was finished.

When it was done, the flag was as large as a house. It was hung on a giant pole over the fort. You could see it from miles away.

The British arrived later in the week. They sent troops to attack the city. But this time the U.S. soldiers were ready. They stopped the British Army. The British **commander** was killed during the attack.

The British went back to their ships. They decided to attack Fort McHenry with their navy instead.

NAME: _____

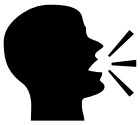
DATE: _____

20.1 **Assessment**

Spelling Assessment

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____

Tricky Word: _____



1. _____

2. _____

3. _____

NAME: _____

DATE: _____

20.2 **Activity Page**

The Attack on Baltimore

1. What was Fort McHenry?

   A. Fort McHenry was a large fort that protected York.

   B. Fort McHenry was a large fort that protected Baltimore.

   C. Fort McHenry was a large fort that protected Washington, D.C.

   Page _____

2. Why did the Americans sink their ships in Baltimore harbor?

   A. They sunk their ships to keep the British ships from getting too close.

   B. They sunk their ships to keep the British Navy from stealing them.

   C. They sunk their ships to make the British Navy think that they were giving up.

   Page _____

3. What did the soldiers in Fort McHenry ask Mary Pickersgill to make?

   A. They asked her to make a pie.

   B. They asked her to make a flag.

   C. They asked her to make a ship.

   Page _____

4. What happened when the British Army attacked Baltimore by land?

   A. The U.S. Army stopped them.

   B. The American commander was killed.

   C. The British defeated the U. S. Army and entered Baltimore.

   Page _____

5. Why are there fifty stars on the U.S. flag today?

   _____

   _____

   _____

   Page _____

6. What do the thirteen stripes on the U.S. flag stand for?

   _____

   _____

   _____

   _____

   Page _____

NAME: _____

DATE: _____

21.1 **Activity Page**

Francis Scott Key and the National Anthem

If a statement is true, write "true" on the line. If a statement is false, write "false" on the line. Write the page number where you found the answer.

1. British ships opened fire on Fort McHenry on June 13, 1913.

   _____

   Page _____

2. The soldiers in Fort McHenry fired back at the British ships and sank ten of them. _____

   Page _____

3. The guns in Fort McHenry were so old that they could not hit the British ships. _____

   Page _____

4. In the end, the troops in Fort McHenry had to give up and take down the U.S. flag. _____

   Page _____

5. Francis Scott Key was an American soldier. _____

   Page _____

6. Francis Scott Key wrote a poem about the attack on Fort McHenry. _____
Page _____

7. Make a drawing of the attack on Fort McHenry.

NAME: _____

DATE: _____

21.2 **Activity Page**

Find the Secret Message

Find the hidden message by completing each sentence with a word from the box. Then match the numbers to the letters to reveal a secret message just for you!

alphabet	phone	head	bread	polar
dollar	harbor	color	ski	piano
anchor	school	animal	April	fossil
pencil	about	camel	China	nation

1. I dug up a very old ____ ____ ____ ____ ____ ____ that had a leaf imprint on it.
   1

2. Can you sing the ____ ____ ____ ____ ____ ____ ____ ____ song?
   3

3. May I use your cell ____ ____ ____ ____ ____ to make a call?
   12

4. The ____ ____ ____ ____ ____ ____ of the United States is located on the continent of North America.
   6

5. A person might ride a ____ ____ ____ ____ ____ in the desert to get from one place to another.
   9

6. Do you have a favorite ____ ____ ____ ____ ____ ____ that you would like as a pet?
   14

alphabet	phone	head	bread	polar
dollar	harbor	color	ski	piano
anchor	school	animal	April	fossil
pencil	about	camel	China	nation

7. I need to take some medicine for my
____ ____ ____ ____ ache.
5

8. May I have a ____ ____ ____ ____ ____ ____ to buy a toy?
8

9. Are you learning to play the ____ ____ ____ ____ ____ by taking lessons?
7

10. I would like to learn ____ ____ ____ ____ ____ animals that live at the North Pole.
2, 17 10

11. I will write a report for my class at
____ ____ ____ ____ ____ ____ about the animals at the North Pole.
11

12. I will use my paper and ____ ____ ____ ____ ____ ____ for notes.
16

13. Do you think there will be snow so we can ____ ____ ____?
20

14. Did you know that a ____ ____ ____ ____ ____ bear is all white?
4

NAME: _____

DATE: _____

21.2 CONTINUED

Activity Page

alphabet	phone	head	bread	polar
dollar	harbor	color	ski	piano
anchor	school	animal	April	fossil
pencil	about	camel	China	nation

15. I think the ____ ____ _____ ____ ____ of the animals' fur at the North Pole helps them survive.
    13, 18

16. A ship drops its ____ _____ ____ ____ ____ ____ when it wants to stay in one place.
    15

17. Long ago on ships, sailors ate a kind of hard ____ ____ _____ ____ ____ called hardtack.
    19

18. Often ships would leave in the month of ____ _____ ____ ____ ____ and not arrive until June.
    16

Y _____ _____ _____ _____ _____
1 2 3 4 5

G _____ _____ _____ _____ _____
6 7 8 9 10

_____ _____ _____ **V** _____ _____ **G**
11 12 13 14 15

_____ _____ **ZZ** _____ _____ _____ **!**
16 17 18 19 20

NAME: _____

DATE: _____

21.3

Take-Home

Dear Family Member,

This week all of the spelling words relate to the War of 1812, the topic of this unit's Reader. As you ask your child to read these words, please also ask what he or she can tell you about each word in the context of the War of 1812.

ransacked	White House	harbor	flag	stripes
ship	commander	rockets	McHenry	brave
poem	anthem	dawn	giant	port
construct	burned	stitching	fifteen	

Tricky Word: bomb

NAME: _____

DATE: _____

21.4 Take-Home

Francis Scott Key and the National Anthem

On September 13, 1814, British ships **opened fire** on Fort McHenry. They fired **rockets** and **mortars**.

The soldiers in the fort would have fired back, but there was not much point. The guns in the fort were old. They could not hit the British ships.

The British ships kept firing for a long time. They fired all day. They fired on into the night.

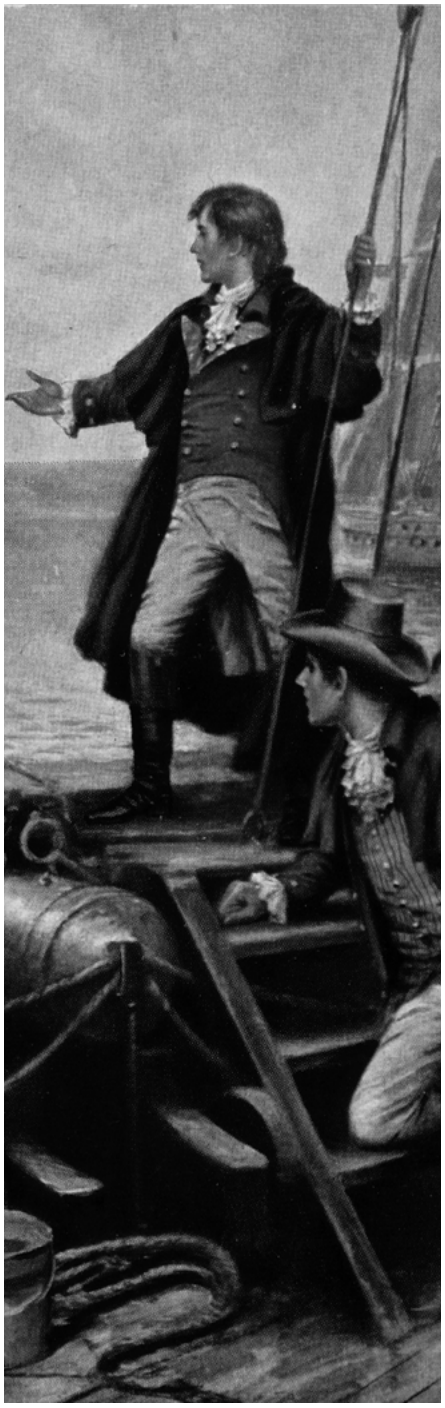
An American named Francis Scott Key watched the British attack. He was on a boat in the harbor. Key was not a soldier. He did not fight in the battle. But he was able to see it. He could see the British ships blasting away. He could see Fort McHenry. He could also see the huge flag Mrs. Pickersgill had made.

Key kept his eye on the American flag. As long as the flag was still flying at the fort, America was still in the battle. It meant that the troops in Fort McHenry had not given up. If the flag went down, that would mean America was no longer fighting. That would mean that the troops in the fort had given up.

Key watched all day. He was still watching when the sun set. He was proud that the flag was still flying.

At night it was harder for Key to see. But there were flashes of light. Sometimes a rocket would go **streaking** through the darkness. Sometimes a bomb would explode and light up the sky. The flashes of light allowed Key to see the flag.

The firing went on until just before dawn. Then it stopped. The sun had not come up yet. It was still dark. There were no rockets blasting. There were no bombs bursting in the air. Key could not see much. The silence



was puzzling. What did it mean? Was the battle over? Had the soldiers in the fort given up? Key could not tell.

Key waited nervously. At last the sun rose. Key looked at the fort. And what did he see? The soldiers had raised the huge flag that Mrs. Pickersgill had made. It was not the U.S. soldiers who had given up. It was the British sailors! They had stopped firing on the fort.

Key felt a surge of joy. He felt pride, too. The brave men in the fort had not given up!

Key felt **inspired**. He hoped to share with others what he had seen. He needed to tell what it was like to wait and wait—and then see the flag still flying in the morning. Key reached into his pocket. He found an old letter. On the back, he wrote a poem. Here is the first part of his poem:

O say can you see by the dawn's early light

What so proudly we ***hailed*** *at the twilight's last gleaming?*

Whose broad stripes and bright stars through the ***perilous*** *fight,*

O'er the ***ramparts*** *we watched were so* ***gallantly*** *streaming?*

And the rocket's red glare, the bombs bursting in air,

Gave ***proof*** *through the night that our flag was still there.*

O say does that Star-Spangled Banner yet wave

O'er the land of the free and the home of the brave?

Key did not know then that, one day, his poem would become our **national anthem**.

NAME: _____

DATE: _____

21.5 Take-Home

Alphabetize Words

Read the words in the box aloud to a family member. When there are two words that start with the same letter, underline the second letter in each word. Then, write the words in alphabetical order.

poem harbor flag stripe ship	bomb commander giant McHenry brave
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
ransacked anthem dawn rockets White House	**construct burned fifteen ports stitching**
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

NAME: _____

DATE: _____

22.1 **Activity Page**

Topic Sentences

Draw a box around the topic sentence of each paragraph.

Cookies are the best treat. They are very sweet and very tasty. Also, there are lots of different yummy flavors of cookies. If you get tired of one kind of cookie, you can always try another kind. I can't think of one thing that's bad about cookies.

Joyce is not good at singing. When she sings, she can never seem to hit the right notes. If she is supposed to sing high, Joyce sings low. If she is supposed to sing low, Joyce sings high. Even Joyce's dog runs away when she sings!

Hugo is good at drawing. In fact, he once won a drawing contest. Hugo drew a car for the contest, but he can draw all sorts of things. If you ask Hugo to draw an animal or a person or a plant, his drawing will look just like the real thing. He is the best artist I know.

NAME: _____

DATE: _____

22.2 **Activity Page**

Build Sentences

Rewrite the following sentence six times, adding a little more detail each time:

Jack picked it up.

1. What did Jack pick up?

_____

_____

_____

2. Why did Jack pick it up?

_____

_____

_____

3. What did Jack do with the thing that he picked up?

_____

_____

_____

4. When did Jack pick it up?

_____

_____

_____

5. How did Jack pick it up?

_____

_____

_____

6. What did Jack do after he picked it up?

_____

_____

_____

NAME: _____

DATE: _____

22.3 **Activity Page**

Find the Secret Message

Find the hidden message by completing each sentence with a word from the box. Then match the numbers to the letters to reveal a secret message just for you!

spaghetti	cafeteria	broccoli	salami	kiwi
lollipop	chili	Italian	zucchini	pizza

1. We had lunch in the

   ____ ____ ____ ____ ____ ____ ____ ____ ____.
   6 3 8

2. There were many kinds of food, but I like

   ____ ____ ____ ____ ____ ____ ____ food best of all.
   9 10

3. I could not decide between

   ____ ____ ____ ____ ____ ____ ____ ____ ____
   5

   noodles or a slice of ____ ____ ____ ____ ____.
   4

4. Then I saw the ____ ____ ____ ____ ____ ____
   11

   and cheese sub.

5. Maybe I should have the fruit and veggie plate with

   ____ ____ ____ ____ ____ ____ ____ ____ ,

   ____ ____ ____ ____ ____ ____ ____ ____,
   2

   and ____ ____ ____ ____.
   1

spaghetti	cafeteria	broccoli	salami	kiwi
lollipop	chili	Italian	zucchini	pizza

6. It was all too much to choose. So I just had a bowl of
____ ____ ____ ____ ____ and crackers.

7. Then I had a grape
____ ____ ____ ____ ____ ____ ____ ____ for dessert.
7

	1	2	4	9	
		11	10		
3	6	6	7	8	5

NAME: _____

DATE: _____

23.1 **Activity Page**

Andrew Jackson

Answer each question with a complete sentence.

1. Why was New Orleans an important city in 1814?

_____

_____

_____

_____

2. Who led the U.S. Army that was sent to defend New Orleans?

_____

_____

_____

_____

3. Why did Andrew Jackson dislike the British?

_____

_____

_____

_____

4. Why was Andrew Jackson nicknamed “Old Hickory”?

5. Who did Andrew Jackson ask to join his army?

NAME: _____

DATE: _____

23.2 **Activity Page**

Create a Paragraph

I like spring. _____

NAME: _____

DATE: _____

23.3 **Activity Page**

Alphabetize Words

Place the words from the box in alphabetical order on the lines below.

music	cat	matches	copper	meatball
cute	city	motion	mighty	cell

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

NAME: _____

DATE: _____

23.4

Take-Home

Andrew Jackson

After the Battle of Baltimore, both sides began to get tired of the war. They called a meeting. Men from both sides sat down to try to form a **peace treaty**. But in the meantime, the war went on.

The British sent troops to attack the city of New Orleans, on the Gulf of Mexico.

You can see why New Orleans is an important place if you look at a map. The city is located at the **mouth** of the Mississippi River, right where the river drains into the Gulf of Mexico. From New Orleans you can travel north along the Mississippi River. You can also turn off onto other rivers that feed into the Mississippi, like the Ohio River. These rivers are like highways that lead right into the middle of North America.

In 1814, New Orleans was already an important, big port. Lots of ships landed there. Farmers could ship their goods down the river and sell them in New Orleans. Traders could unload goods in New Orleans and ship them up the river. New Orleans was an important city, not only for the people who had homes there, but also for the farmers up the river in places like Ohio and Kentucky.

If the British took New Orleans, they could control trade along the Mississippi. Farmers in Ohio and Kentucky would be cut off. The Americans could not let this happen. They sent an army to defend the city. The army was led by a man named Andrew Jackson.

Andrew Jackson was from Tennessee. He had joined the U.S. Army during the American Revolution. At the time he was just a boy. He was too young to fight. He carried notes from place to place.

During the Revolution, Jackson and his brother were taken prisoner by the British. It was a difficult time for them. They were treated badly. They almost starved to death. Jackson's brother got sick and died.

While he was a prisoner, Jackson had a run-in with a British officer. The man ordered Jackson to clean his boots. Jackson was proud and stubborn. He refused. The man shouted at Jackson. Still Jackson refused. The man struck Jackson with his weapon. Jackson was left with a scar on his face.

As a result of this, Andrew Jackson had no love for the British. He was happy to fight them again as an army **general** when the War of 1812 broke out.

Jackson had not been trained as a soldier. But he was bold and strong. His mother had died when he was young. He had gotten by on his own as an **orphan**. He had made his own way in life.

During the first part of the War of 1812, Jackson battled against Native Americans in the west. Many Native Americans had sided with the British.

Jackson's men called him "Old **Hickory**" because he was as strong as a **knotty** old piece of hickory wood. In 1814, "Old Hickory" was given an important job. He was told to raise an army to protect New Orleans. Jackson rushed to the city. He picked up new troops along the way. Many of the men who joined him were farmers. But there were also free African Americans, Native Americans, and even pirates. When Jackson arrived, he ordered his **ragtag** army to set up walls and get ready for an attack. Then they waited.

NAME: _____

DATE: _____

23.5

Take Home

Review 'tion' and 'le'

Use the clues to find the words from the box and solve the puzzle. Hint: You will not use all of the words in the word box.

lotion	puzzle	wiggle	eagle	travel
single	station	pickle	vacation	apple

Across

1. Cream for your dry hands

6. Time off, often in summer

7. A bird

9. This is a crossword _____.

Down

2. Fire _____

4. Dill _____

5. Only one

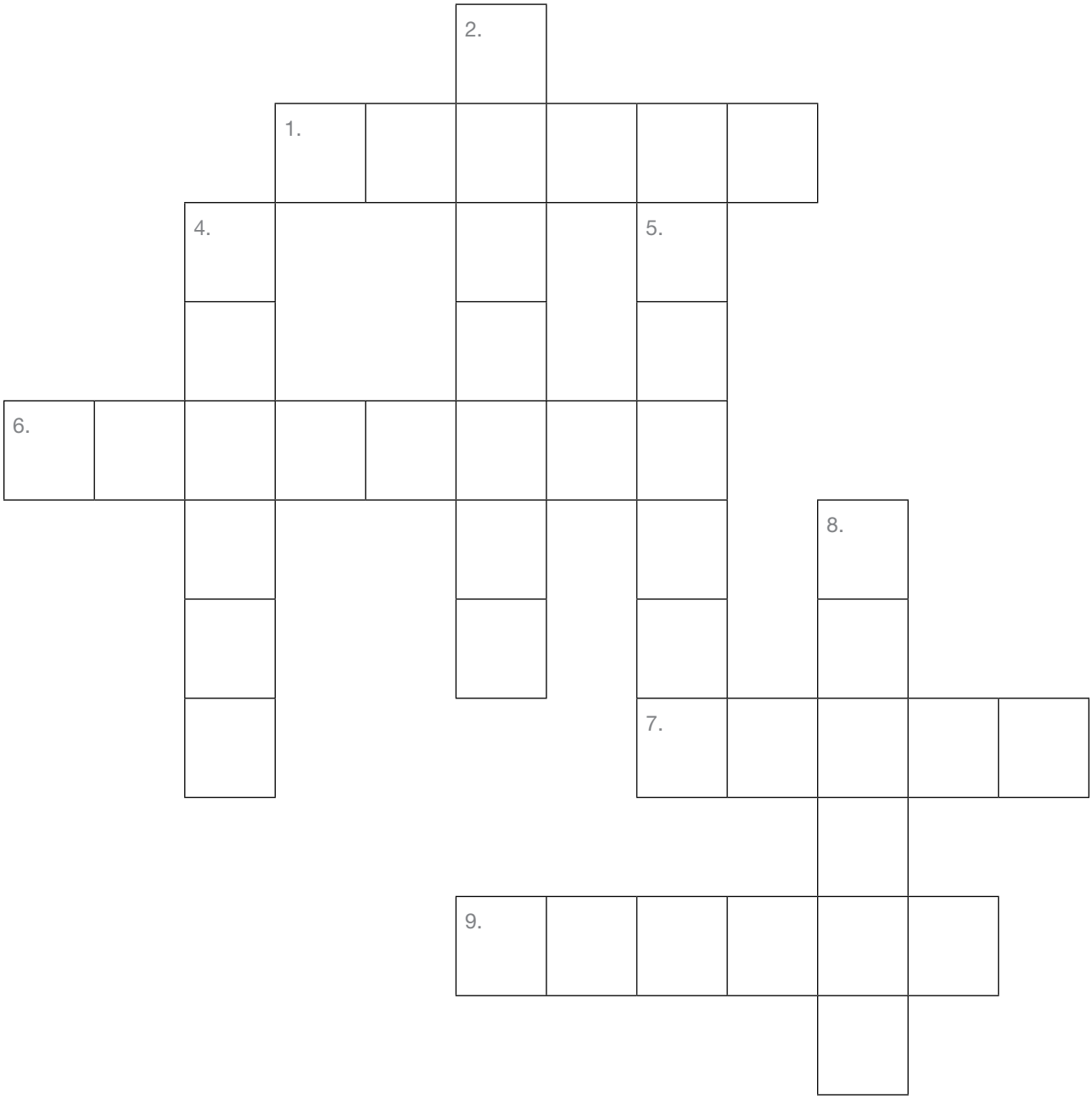
8. Move around

NAME: _____

DATE: _____

23.5 CONTINUED

Take Home



NAME: _____

DATE: _____

24.1 **Activity Page**

Practice Grammar

Part 1. Correct the capitalization and add punctuation for each sentence. Rewrite the sentence.

1. john and nancy went on a trip to the city of washington to see the cherry blossoms (4)

_____

_____

_____

2. our class has a pet hamster named homer (3)

_____

_____

_____

3. is the hummingbird the smallest bird in the world (2)

_____

_____

_____

Part 2. Change the following singular nouns to plural nouns.

fox _____

dog _____

cat _____

bird _____

horse _____

Part 3. Circle the correct tense of the verb in each sentence.

1. Our class will go on a trip tomorrow. present past future

2. We are reading our books. present past future

3. We wrote a story about Mr. Mowse. present past future

4. We will eat lunch at noon. present past future

5. Our bus was late this morning. present past future

NAME: _____

DATE: _____

Part 4. Circle *complete* if the item is a complete sentence or *incomplete* if it is not a sentence. Remember that a complete sentence has both a subject and a predicate.

1.	Ice cream cone.	complete	incomplete
2.	I like vanilla best.	complete	incomplete
3.	It is cold.	complete	incomplete
4.	My lips are frozen.	complete	incomplete
5.	Vanilla ice cream cones.	complete	incomplete

Part 5. Combine the ideas of the run-on sentences in each item to write a single sentence with correct capitalization and punctuation.

1. the cat is fuzzy the cat is soft the cat is gentle

_____

_____

2. broccoli is green zucchini are green kiwis are green

_____

_____

NAME: _____

DATE: _____

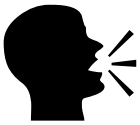
25.1

Assessment

Spelling Assessment

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____

Tricky Word: _____



1. _____

2. _____

3. _____

NAME: _____

DATE: _____

25.2 **Activity Page**

The End of the War

1. Who won the Battle of New Orleans?

   A. The British won.

   B. The French won.

   C. The Americans won.

   Page _____

2. A peace treaty was signed on December 24, 1814. Why did the British and the Americans keep fighting?

   A. They did not know about the treaty.

   B. They did not want the war to end.

   C. A new war had started.

   Page _____

3. Who won the War of 1812?

   A. The British won the War of 1812.

   B. The Americans won the War of 1812.

   C. There was not really a clear winner.

   Page _____

4. Which person that you read about appears on the twenty dollar bill?

   A. Henry Clay

   B. Andrew Jackson

   C. James Madison

   Page _____

5. Is there anything else about the War of 1812 that you would like to learn? Write any questions that you still have or things you are wondering about.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

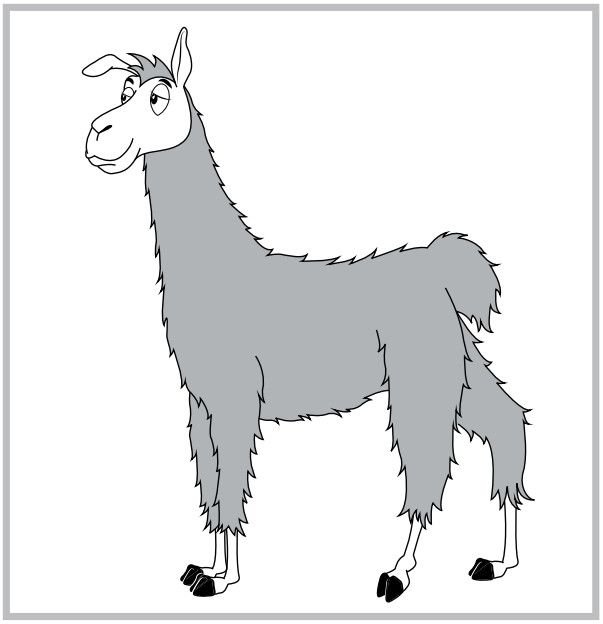
_____

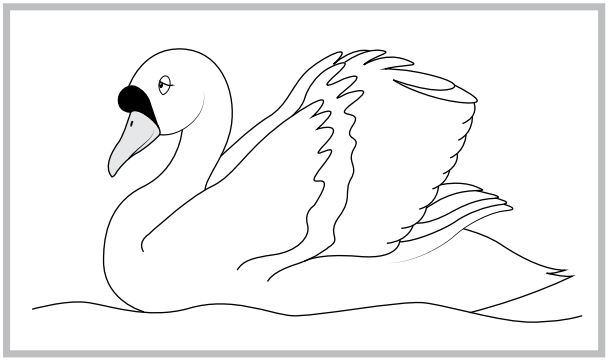
NAME: _____

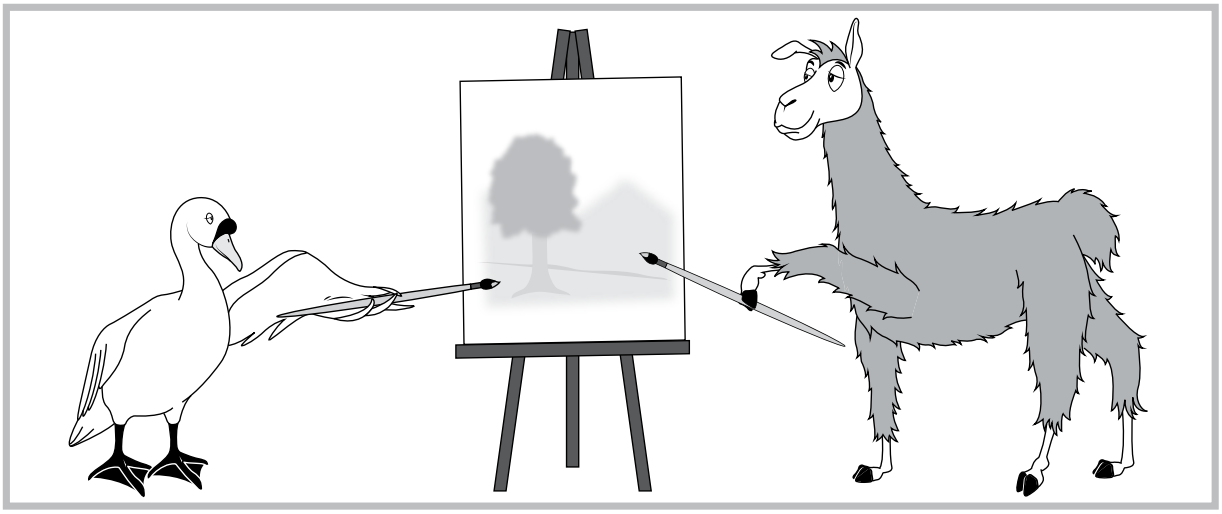
DATE: _____

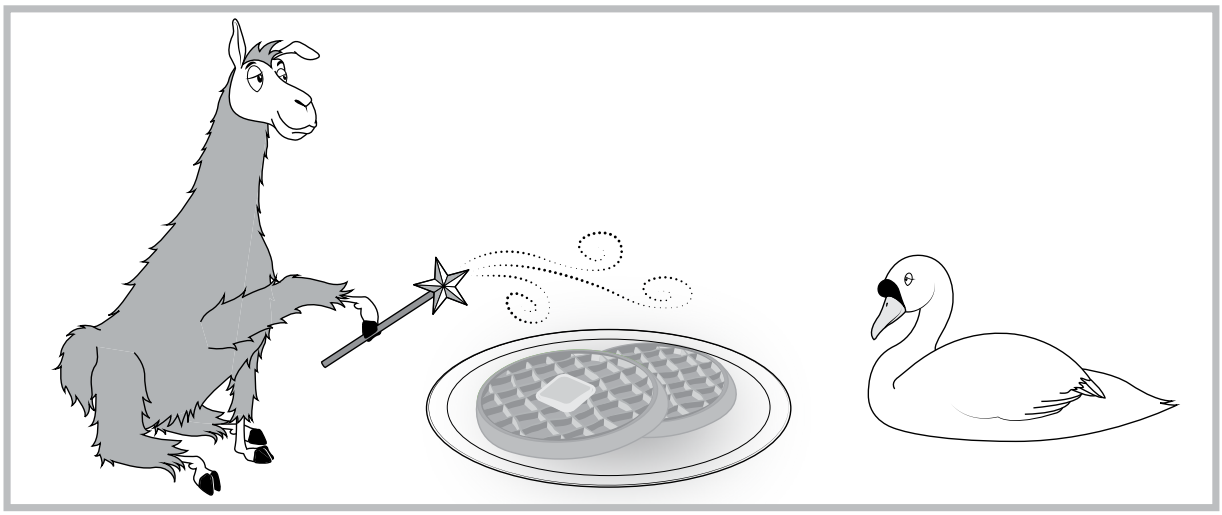
25.3 **Activity Page**

Watkins Llama & Wanda Swan









NAME: _____

DATE: _____

25.4 **Activity Page**

Fill in the Blank

Use the best word from the box to complete each sentence.

watercolors	Wanda	Watkins	waffle
wands	wash	water	wander

1. _____ Llama likes green pajamas.

2. _____ Swan floats on water.

3. I need some more shampoo to _____ my hair.

4. I like jam on my _____ for breakfast.

5. Wanda and Watkins like to pretend to use their _____ to make magic.

6. I need some _____ to add to the cake mix.

7. In art class, we get to paint with _____.

8. Mom asked me to watch my baby brother while he played outside in the yard, so he did not _____ off and get lost.

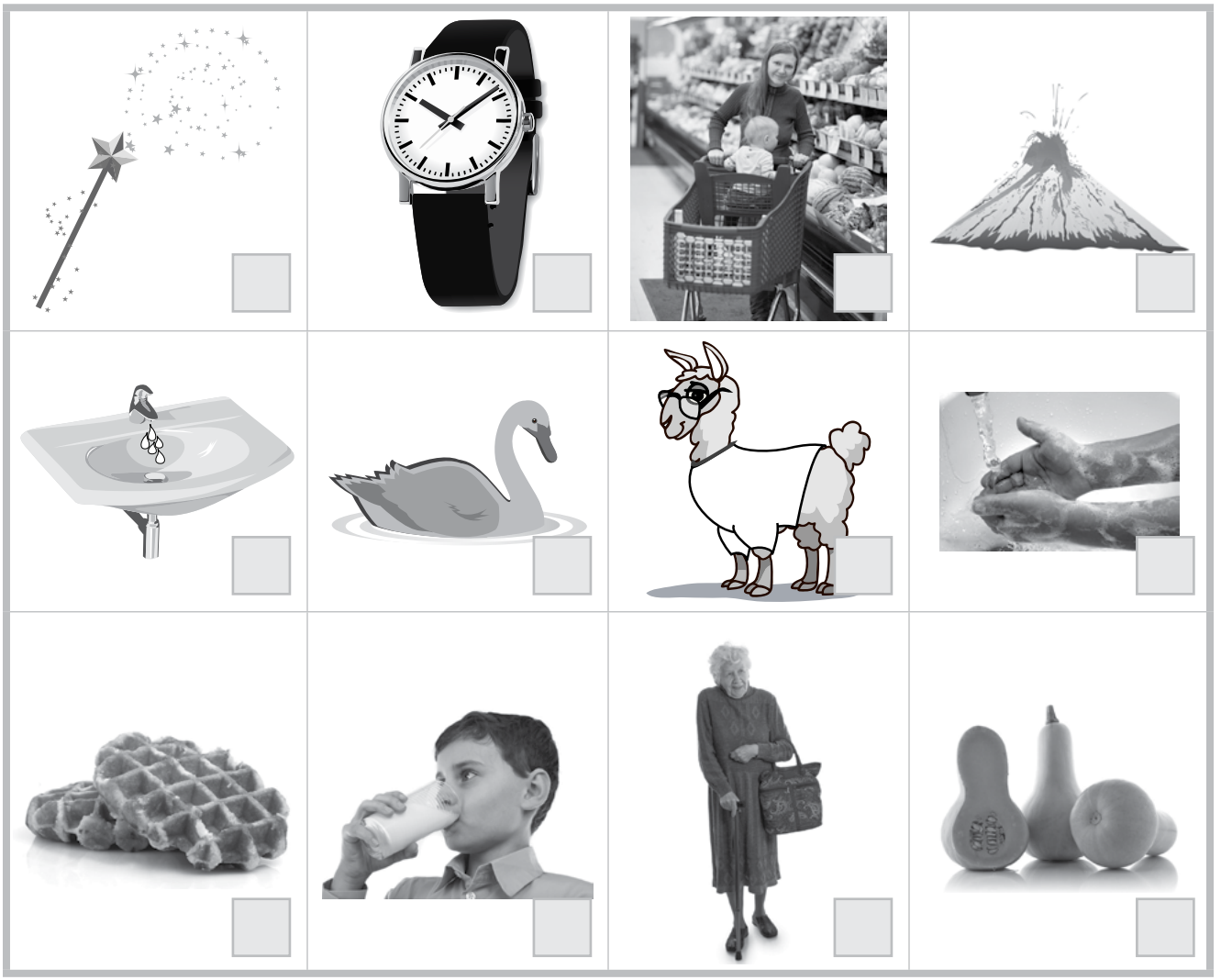
NAME: _____

DATE: _____

26.1 **Activity Page**

Matching Pictures and Sentences

Write the number of the sentence that matches each picture in the box.



1. Watkins Llama has on pajamas.

2. Can you see the magic wand?

3. There was a trail of lava flowing down the volcano.

4. I love waffles with lots of butter for breakfast.

5. Please turn off the water when you are brushing your teeth.

6. Mom said not to wander away from her while we are in the store.

7. I am going to visit my grandma this weekend.

8. Wash your hands before you eat.

9. Do you like acorn or butternut squash?

10. My father has a wristwatch that my grandpa gave him.

11. Wanda Swan swims slowly across the big blue lake.

12. I took a big gulp and swallowed.

NAME: _____

DATE: _____

26.2

Take-Home

Dear Family Member,

This is the last set of spelling words for your child for this school year. All of these words have importance at the end of our Reader, *The War of 1812*. As you work with your child on these words, ask him or her to use each word in a sentence in a way that will convey the meaning of the word in the context of what your child is learning about the war.

general	mortar	ragtag	knotty
peace	treaty	soldiers	Mississippi
traders	river	goods	highways
drains	orphan	fired	proud
streak	defend	hickory	

Tricky Word: New Orleans

NAME: _____

DATE: _____

26.3

Take-Home

The End of the War

On January 8, 1815, the British attacked New Orleans. They planned on winning without much trouble. But they did not know how brave Andrew Jackson and his men were—or how good they were with their weapons.

The British soldiers had on bright red coats. A wave of them charged. Jackson's men crouched behind their walls. They took careful aim. Then they fired. Their bullets hit the first wave of British soldiers.

The British kept coming. Jackson and his men kept firing. The wall helped to keep them safe. When it was all over, the U.S. flag was still flying. The British gave up their attack.

The British took heavy losses. Two thousand of their men were killed or hurt. The U.S. Army lost no more than one hundred men. New Orleans was safe! Americans cheered for Andrew Jackson and the Battle of New Orleans.

After time passed, a letter arrived. It said that the war was already over. On December 24, 1814, the United States and Great Britain had signed a treaty to end the war. This was two weeks before the Battle of New Orleans! But Jackson and his men did not know that.

In those days news traveled slowly. There were no radios or television sets. There were no phones. There were no computers to send emails. A letter could only travel as fast as the man who carried it. It

took a couple of weeks for news of the treaty to get from Europe to the United States. That is why Jackson and his men did not find out about the treaty until after the battle. America's greatest victory in the War of 1812 came after the war was already over!

The War of 1812 lasted three years. It's hard to say who won. Both sides won battles. The British burned Washington, D.C. But the Americans won the Battle of New Orleans. "Old Ironsides" won a number of battles on the sea. But other U.S. ships were sunk. All in all, there was no clear winner.

It might seem as if the war was for nothing. But some things had changed. The Americans had battled together as a nation, and they had done it well. They had taken on the mighty British and had held their own. The world saw they were strong.

The end of the war marked the start of a new age in U.S. history. It was an age of national pride. The War of 1812 showed that the United States of America was here to stay.

NAME: _____

DATE: _____

26.4

Take-Home

Alphabetize Words

Read all of the words aloud. Then, write them in alphabetical order. Hint: You may want to number the words in the box first.

general	mortar	ragtag	knotty	peace
treaty	soldiers	Mississippi	traders	river
goods	highways	drains	orphan	New Orleans
fired	proud	streak	defend	hickory

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

NAME: _____

DATE: _____

27.1 **Assessment**

The War of 1812

Circle the correct answer.

1. During the War of 1812, the United States fought against _____.

   A. the Americans
   B. the British
   C. the French
   D. the Spanish

2. During the War of 1812, the president of the United States was _____.

   A. Thomas Jefferson
   B. Andrew Jackson
   C. Dolley Madison
   D. James Madison

3. Why were many Americans angry with the British in 1812?

   A. The British were unfairly taxing the Americans.
   B. The British had taken Dolley Madison prisoner.
   C. The British were forcing Americans to serve in the British Navy by impressment and were also trading with Native Americans.
   D. The British would not sell tea to the Americans.

4. What was the USS *Constitution*?

   A. The USS *Constitution* was a fort that the British attacked during the War of 1812.

   B. The USS *Constitution* was a ship that fought many battles during the War of 1812.

   C. The USS *Constitution* was a document that declared the United States independent of Great Britain.

   D. The USS *Constitution* was a building in Washington, D.C.

5. Why was the USS *Constitution* nicknamed "Old Ironsides"?

   A. It was the first American ship made of iron.

   B. It was a very old ship used during the Revolutionary War.

   C. Even though it was attacked and hit by many cannon balls in different battles, the sides of the ship did not crumble and the ship did not sink.

   D. It was nicknamed after Andrew Jackson, a general in the War of 1812.

6. Where is the White House?

   A. Baltimore

   B. New Orleans

   C. Washington, D.C.

7. What happened to the President's House during the War of 1812?

   A. The U.S. Army attacked and burned it.
   B. The U.S. Army made a fort there.
   C. Andrew Jackson wrote a song about it.
   D. The British Army attacked and burned it.

8. Why did Mary Pickersgill make a flag for Fort McHenry?

   A. The British soldiers asked her to make a big flag.
   B. The old flag had been destroyed.
   C. The American soldiers wanted a very big American flag for the fort.
   D. She hoped that Dolley Madison would see the flag.

9. Who saw the attack on Fort McHenry and wrote a poem that begins, "O say can you see," that became our national anthem?

   A. Francis Scott Key
   B. Dolley Madison
   C. Andrew Jackson
   D. James Madison

10. Who led the army that defended New Orleans during the Battle of New Orleans?

    A. Francis Scott Key
    B. Dolley Madison
    C. Andrew Jackson
    D. James Madison

11. Why did the British and American soldiers still fight the Battle of New Orleans after a treaty had been agreed to?

    A. The soldiers in New Orleans were still angry with one another.
    B. The soldiers in New Orleans did not agree with the treaty.
    C. The soldiers in New Orleans did not know that the treaty had been agreed to.
    D. The soldiers in New Orleans wanted to start a new war.

12. Name two adjectives to describe Francis Scott Key and tell why you chose them. Use examples of things that Key said or did.

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

27.2 **Activity Page**

A Letter from Mr. Mowse

Dear Boyz and Gurlz,

Greetings from yur old frend, Mr. Mowse! I hav really been injoying lisning to you and yur teecher reading and talking ubout the War of 1812. I am really lerning a lot.

I even lerned that the Star Spangld Baner is our nashunil anthim! But I still hav some kwestjins a ubout our flag and the werdz to our anthim. Maybe you can help me find the ansers!

Yur pal,

Mr. Mowse

Dear Boys and Girls,

Greetings from your old friend, Mr. Mowse! I have really been enjoying listening to you and your teacher reading and talking about the War of 1812. I am really learning a lot.

I even learned that "The Star-Spangled Banner" is our national anthem! But I still have some questions about our flag and the words to our anthem. Maybe you can help me find the answers!

Your pal,

Mr. Mowse

Here are some of Mr. Mowse's questions:

1. What do the words of our national anthem describe?

2. When singing our national anthem, how should people behave?

3. How do people show respect for the flag?

4. How did the poem Francis Scott Key wrote become our national anthem?

---

1. What are the three times during the attack on Fort McHenry that Key looked for the flag?

2. How could Key see the flag in the middle of the night?

3. Why couldn't Key see the flag just before the sun came up?

4. Why was it important to Key to see if the flag was still flying after the attack ended?

NAME: _____

DATE: _____

27.3 **Activity Page**

Parts of Speech

Find examples of the following parts of speech in "The End of the War" and write them on the lines.

1. common noun: _____
2. proper noun naming a person: _____
3. proper noun naming a person: _____
4. common noun: _____
5. proper noun naming a place: _____
6. common noun naming a thing: _____
7. adjective: _____
8. adjective and a noun: _____
9. verb: _____
10. verb *to be*: _____
11. adverb and a verb: _____
12. adverb: _____

Use some of the words from the list on the front of the activity page to make up your own sentences about Andrew Jackson.

NAME: _____

DATE: _____

27.4 **Activity Page**

Complete or Incomplete Sentence?

Circle *complete* or *incomplete* for each of the following. If it is a complete sentence, place the correct punctuation in the sentence.

1.	The girls have some good news	complete	incomplete
2.	Got a puppy	complete	incomplete
3.	The cutest kitten	complete	incomplete
4.	Sam really likes pizza	complete	incomplete
5.	His name is Freckles	complete	incomplete
6.	Went to school	complete	incomplete
7.	The beach is fun	complete	incomplete
8.	Did you get the dress	complete	incomplete
9.	What time is the show	complete	incomplete
10.	Maybe Stacey	complete	incomplete

NAME: _____

DATE: _____

28.1 **Activity Page**

The War of 1812

A Report by Mr. Mowse

Select and mark the topic sentence 'TS' and concluding sentence 'CS' in this paragraph. Then, number the remaining sentences that provide supporting details in the correct order.

_____ The British were kidnapping men from American ships to make them serve in the British Navy.

_____ There were many reasons that the Americans declared war on the British in 1812.

_____ This was called impressment.

_____ But he finally decided and the United States went to war with Great Britain.

_____ President Madison was not sure if he should declare war or not.

_____ Also, the British were trading with Native Americans, which made the settlers in the west very afraid.

Select and mark the topic sentence 'TS' and concluding sentence 'CS' in this paragraph. Then, number the remaining sentences that provide supporting details in the correct order.

_____ She rolled up the portrait and took it along with important American documents, so that the British would not get them.

_____ The British burned Washington, D.C.

_____ One important event during the War of 1812 was the attack on Washington, D.C.

_____ Dolley Madison was alone at the President's House with just a few servants.

_____ There were other battles during the War of 1812, but the attack on Washington, D.C., was one of the most important.

_____ When she heard that the British were coming, Dolley Madison told her servants to take the portrait of George Washington from its frame.

NAME: _____

DATE: _____

28.2 **Activity Page**

Staying on Topic

For each paragraph, underline the topic sentence and cross out the sentence that does not stay on the topic.

1. Vegetables come in many different colors. Some vegetables are green like beans and lettuce. Some vegetables are yellow like squash. Sometimes meat is red. Other vegetables, like carrots, are even orange.

2. I visit the dentist for a checkup two times a year. The dentist checks my teeth for cavities. A vet helps sick animals. Then, the dentist cleans my teeth and flosses them. After that, the dentist lets me pick out a toothbrush. When I leave the dentist's office, my teeth are so clean!

3. Clara jumps out of bed excitedly. Today is the day that her class is going to the zoo. As she brushes her teeth, Clara wonders what animals she will see at the zoo. Last week, Clara went with her dad to get the car fixed. She hopes that she'll see the tigers and the bears at the zoo. But she knows that even if she doesn't see them, her day will still be amazing.

NAME: _____

DATE: _____

28.3 **Activity Page**

Alphabetize Words

Write the words in the box in alphabetical order on the lines below. You may want to number the words in the box first.

cymbal	cell	crest	cost	candle
circle	cat	cubby	change	clam

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

NAME: _____

DATE: _____

28.4 **Activity Page**

Find the Secret Message

Find the hidden message by completing each sentence with a word from the box. Then match the numbers to the letters to reveal a secret message just for you!

water	apple	shampoo	mistake	appetite	salt	nap
walrus	radishes	cable	drama	squatted	washed	halo

1. May I have an ____ ____ ____ ____ ____ and a glass of
   ____ ____ ____ ____ ____ for snack after my
   ____ ____ ____?
   (2 / 1 / 6)

2. I made a ____ ____ ____ ____ ____ ____ ____ and used the
   pepper instead of the ____ ____ ____ ____!
   (3 / 4 / 7)

3. The trainer ____ ____ ____ ____ ____ ____ ____ ____ down
   to feed a fish to the ____ ____ ____ ____ ____ ____ swimming
   in the pool at the zoo.

4. I wore a ____ ____ ____ ____ as part of my costume in the
   ____ ____ ____ ____ ____ we performed at school.
   (11)

5. My mom put ____ ____ ____ ____ ____ ____ ____ ____ in the
   salad.
   (8 / 9)

water	apple	shampoo	mistake	appetite	salt	nap
walrus	radishes	cable	drama	squatted	washed	halo

6. The telephone ____ ____ ____ ____ ____ fell down from the telephone pole in the storm.
   10 13

7. I ____ ____ ____ ____ ____ ____ my hair with ____ ____ ____ ____ ____ ____ ____.
   12

8. I did not have an ____ ____ ____ ____ ____ ____ ____ ____ and was not hungry because I was sick.
   5

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7

_____ 8 _____ 9

_____ 10 _____ 11 _____ 12 _____ 13

NAME: _____

DATE: _____

28.5

Take-Home

Staying on Topic

For each paragraph, underline the topic sentence and cross out the sentence that does not stay on the topic.

1. Summer is the best season. When it is summertime, I get to swim in the lake by my house. I also get to go to the beach with my family. When it is wintertime, I get to go sledding. That is why I like summer best of all.

2. Last Halloween, Linda dressed up in a pink, silk princess costume. She even wore a silver crown on her head. Carly wore a witch costume. She really looked like a princess. Linda's princess costume was great!

3. Gertrude did not enjoy her walk in the forest. As she walked, branches from the trees scratched her arms and legs. It was very hot and there were lots of flies. Gertrude really likes to eat French fries. Then, there was a loud howling in the forest that really scared Gertrude. She decided that the next time she takes a walk, she will walk in the park!

NAME: _____

DATE: _____

29.1 **Activity Page**

The Writing Process for Reports

Plan

1. _____

2. _____

3. _____

Draft

4. _____

5. _____

Edit

6. _____

7. _____

8. _____

NAME: _____

DATE: _____

29.2 **Activity Page**

Report Editing Checklist

Ask yourself these questions as you edit your draft.

1.	Do I have a title?	
2.	Have I organized information into paragraphs that relate to my topic?	
3.	Does every paragraph have a topic sentence?	
4.	Is every topic sentence indented?	
5.	Does every paragraph have other sentences in a logical order that provide details supporting the topic sentence?	
6.	Does every paragraph have a concluding sentence?	
7.	Do all of my sentences start with uppercase letters?	
8.	Do all of my sentences end with a final mark? (. ? or !)	
9.	Have I checked my spelling?	
10.	Have I added other things such as illustrations to make my report interesting?	

NAME: _____

DATE: _____

29.3 **Activity Page**

Topic Sentences and Concluding Sentences

Read the sentences that go with each topic. Then, write a topic sentence and a concluding sentence for each topic. Remember to indent the topic sentence.

1. **Topic: Summer**

_____

_____

One of the best things about summer is that we don't have school! I have the whole day to do lots of fun things. Another good thing about summer is that it is hot and sunny so I can go swimming almost every day. And since it stays light out later at night, my mom lets me go to the park after dinner to play ball with my friends.

_____

_____

2. **Topic: Class Trip**

First, we all got on a bus that took us from school to the harbor at Battery Park. Then we took a boat to the Statue of Liberty. Then we got to climb up inside the statue. When it was time for lunch, we had a picnic outside on the grass near the statue. Then it was time to go back to school.

NAME: _____

DATE: _____

29.4

Take-Home

Topic Sentences and Concluding Sentences

Read the sentences that go with each topic. Then write a topic sentence and a concluding sentence for each topic. Remember to indent the topic sentence.

1. **Topic: A Best Friend**

_____

_____

Someone who is a best friend likes doing many of the same things you do. A best friend is also someone you can trust. You can tell a best friend things that you might not tell anyone else and he will keep it a secret. A best friend is also someone who will stick up for you and will help you out.

_____

_____

2. **Topic: USS *Constitution***

The USS *Constitution* was nicknamed "Old Ironsides" during the War of 1812 because no matter how many cannon balls were fired by the British and how fierce the battle, the ship was not destroyed and managed to keep fighting. It was never defeated in any battle during the war. You can still visit the USS *Constitution* today in Boston where it is in the harbor.

NAME: _____

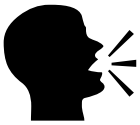
DATE: _____

30.1 **Assessment**

Spelling Assessment

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____

Tricky Word: _____



1. _____

2. _____

3. _____

NAME: _____

DATE: _____

30.2 **Activity Page**

Identify Topic and Irrelevant Sentences

Read all of the sentences in each set. One of the sentences in each set is a topic sentence; underline that sentence. Most of the other sentences in the set are supporting details for the topic sentence. But there is one sentence in each set that does not belong because it does not stay on the topic. Cross out this sentence.

Set 1:

If you are interested in art, there are many art museums that you can visit.

If you like going to shows, you can choose from many different dramas and plays.

New York City is a wonderful place to visit.

There are also many different kinds of restaurants, so you can find just about anything you want to eat.

Valentine's Day is in February.

Set 2:

You must be sure to give a dog food and clean water each day.

Taking care of a dog as a pet is a big responsibility.

Birds make their nests in the spring.

You also need to walk a dog or let him outside at least three times a day.

It is important that a dog has a comfortable, dry place to sleep.

Set 3:

Francis Scott Key wrote a poem while watching the attack on Fort McHenry.

Andrew Jackson led the army in the Battle of New Orleans.

This poem later became a song known as "The Star-Spangled Banner," which is now our national anthem.

Key watched the American flag at Fort McHenry during the entire battle.

He was inspired to write the poem when he saw that the flag was still waving at Fort McHenry the morning after the battle.

NAME: _____

DATE: _____

31.1 **Activity Page**

Take Notes on "Our National Anthem"

1. What do the words of our national anthem describe?

_____

_____

_____

_____

2. When singing our national anthem, how should people behave?

_____

_____

_____

_____

3. How do people show respect for the flag?

_____

_____

_____

_____

4. How did the poem Francis Scott Key wrote become our national anthem?

_____

_____

_____

_____

NAME: _____

DATE: _____

32.1 **Activity Page**

Take Notes on "Making Sense of the National Anthem"

1. What are the three times during the attack on Fort McHenry that Key looked for the flag?

_____

_____

_____

_____

2. How could Key see the flag in the middle of the night?

_____

_____

_____

_____

3. Why couldn't Key see the flag just before the sun came up?

4. Why was it important to Key to see if the flag was still flying after the attack ended?

NAME: _____

DATE: _____

33.1 **Assessment**

The Young Mouse

Once upon a time there was a young mouse who had never left his **14**
mother's side. One day the young mouse went outside for a walk **26**
to explore. But it was not long until he came running back to his **40**
mother. **41**

"Mother! Mother!" said the young mouse. "What a scare I have had! **53**
I was walking along when I saw two strange animals. One of them **66**
looked a lot like me. She had paws and a tail. She looked soft, and **81**
kind, and graceful. **84**

"But the other one was a scary monster! You should have seen him! **97**
He had just two legs and scratched at the ground with his claws. He **111**
kept beating his arms. He was ugly, too. He had no fur, just feathers, **128**
and he had big red flaps hanging from his head and neck. But what **138**
scared me the most was the awful sound he made. It sounded like **151**
cock-a-doodle-doo!" **156**

The young mouse went on. “I wanted to say hello to the nice animal **170**
that looked like me. She was so lovely, and she looked so good and **184**
gentle. She had thick, glossy hair and a modest face. As she looked at **198**
me, she waved her fine, long tail and smiled. I think she was about **212**
to speak to me when the other animal let out his awful scream. I was **227**
so scared that I ran for my life. I didn’t even have time to smile back **243**
at the nice animal. It is such a shame. I would have liked to meet **258**
that lovely animal.” **261**

“My son,” said the mother, “the animal that scared you was a rooster. **274**
He may look and sound scary, but he would never harm you. The **287**
other animal that you saw was a cat. She may look good and gentle, **301**
but she is no pal of ours. She would gladly eat you and your mice **316**
pals. In fact, she would have eaten you if you had not run away. So **331**
be thankful, my son, that you escaped with your life. Stay close to **344**
me and remember that things are not always what they seem to be.” **357**

NAME: _____

DATE: _____

33.2

Assessment

The Young Mouse

1. Which animal in the story had never left his mother's side?
   - A. The young cat had never left his mother's side.
   - B. The young rooster had never left his mother's side.
   - C. The young mouse had never left his mother's side.
   - D. The young fox had never left his mother's side.

2. When it says the animal never left his mother's side, it means . . .
   - A. The animal was stuck to his mother's side.
   - B. The animal always stayed next to or close by his mother.
   - C. The animal always agreed with his mother.
   - D. The animal always stayed on the right side of his mother.

3. Which animal was the young mouse most afraid of?
   - A. He was most afraid of the cat.
   - B. He was most afraid of the rooster.
   - C. He was most afraid of the fox.
   - D. He was most afraid of the dog.

4. Why did the young mouse want to meet the cat?
   - A. He liked the way she looked.
   - B. The cat saved him from the rooster.
   - C. The cat and his mother were best pals.
   - D. His mother told him that cats are nice.

5. Why did the young mouse run for his life?

   A. He was scared of the cat.
   B. He was scared of the loud noise the rooster made.
   C. His mother told him to run.
   D. He was scared when a hunter fired a gun.

6. What did the mother mouse explain to her son?

   A. She explained that roosters are very bad animals.
   B. She explained that he was scared of the wrong animal.
   C. She explained that roosters like to eat cats.
   D. She explained that cats are nothing to be scared of.

7. If the rooster had not made the cock-a-doodle-doo noise, what probably would have happened?

   A. The rooster and the mouse would have become pals.
   B. The rooster would have chased the mouse.
   C. The cat would have eaten the mouse.
   D. The mouse would have chased the cat.

8. What is the moral of this story?

   A. Never trust a rooster.
   B. Do unto others as you would have them do unto you.
   C. Things are not always what they seem to be.
   D. Better late than never.

NAME: _____

DATE: _____

33.3

Assessment

Grade 2 CKLA End-of-Year Summary

Teacher Name_____ Student Name_____

Benchmarks

Reading Comprehension:

Students who answer **5 or fewer out of 8** correctly appear to have **poor preparation** for Grade 3

Students who answer **6 out of 8** questions correctly appear to have **adequate preparation** for Grade 3.

Students who answer **7 or more of 8** questions correctly have **outstanding preparation** for Grade 3.

Fluency:

Students who score in the **25th or lower percentile** are **below grade level**.

Students who score in the **50th percentile** are **on grade level**.

Students who score in the **75th–90th** or above percentile are **above grade level**.

Word Reading in Isolation:

Students who score **48 or fewer words out of 70** correctly have **poor preparation** for Grade 3.

Students who score **49–59 out of 70** correctly have **adequate preparation** for Grade 3.

Students who score **60 or more out of 70** correctly have **outstanding preparation** for Grade 3.

Assessment Scores	
Silent Reading Comprehension Score	_____ /8 and _____ % accuracy
W.C.P.M.	_____ and _____ percentile
Oral Comprehension Score	_____ /6 and _____ % accuracy
Word Reading in Isolation	_____ /70 and _____ % accuracy

Recommended Placement for Next Year

_____ Needs intensive remediation

_____ On level

_____ Below level

_____ Above level

Notes

List missed letter-sound correspondences (from Activity Page 35.2):

Other notes (missing literal or inferential questions, confidence level, etc.):

NAME: _____

DATE: _____

33.4 **Activity Page**

Report Draft

Title: _____

NAME: _____

DATE: _____

33.5 **Activity Page**

Report Draft

Title: _____

NAME: _____

DATE: _____

34.1 **Assessment**

W.C.P.M. Calculation Sheet

Student: _____

Date: _____

Story: "The Young Mouse"

Total words in story: 357

Words

Words Read

− Uncorrected Mistakes

Words Correct

Time

Minutes | Seconds

Finish Time

− Start Time

Elapsed Time

(___ × 60) + ___ = ___ Time in Seconds

WCPM

___ ÷ ___ × 60 = ___

Words Correct | Time in Seconds | WCPM

Compare the student's W.C.P.M. score to national norms for Spring of Grade 2 (Hasbrouck and Tindal, 2006):

Reading Time for this story	W.C.P.M.	National Percentiles for Spring, Grade 2
2:35	141	90th
3:05	118	75th
4:05	91	50th
4:55	74	
5:55	62	25th
8:00	46	
11:35	31	10th

NAME: _____

DATE: _____

35.1

Assessment

	Word Reading in Isolation Assessment				
1.	knee	shake	line	phone	accuse
2.	school	booked	cookie	shook	author
3.	auto	metal	emotion	actor	bird
4.	churn	burst	water	cowboy	shower
5.	sweater	unite	station	blue	uniform
6.	cue	athlete	daughter	sausage	faucet
7.	bounce	choice	awful	germ	paper
8.	mermaid	bark	torch	fetch	city
9.	pencil	voice	rinse	baby	raincoat
10.	afraid	clay	noble	echo	goes
11.	snow	oatmeal	spider	mighty	lie
12.	drying	reflex	repeat	bunnies	believe
13.	month	come	apple	nickel	appetite
14.	myth	key	also	orchard	taxi

NAME: _____

DATE: _____

35.2

Assessment

Word Reading in Isolation Scoring Sheet

Word Reading in Isolation Scoring Sheet					
	a	**b**	**c**	**d**	**e**
1	knee	shake	line	phone	accuse
	/n/ /ee/	/sh/ /ae/ /k/	/l/ /ie/ /n/	/f/ /oe/ /n/	/ə/ • /k/ /ue/ /z/
					ə • digraph
2	school	booked	cookie	shook	author
	/s/ /k/ /oo/ /l/	/b/ /oo/ /k/ /t/	/k/ /oo/ /k/ • /ee/	/sh/ /oo/ /k/	/aw/ • /th/ /er/
			digraph • open		digraph • r-controlled
3	auto	metal	emotion	actor	bird
	/aw/ • /t/ /oe/	/m/ /e/ /t/ • /ə/ /l/	/ee/ • /m/ /oe/ • /sh/ /ə/ /n/	/a/ /k/ • /t/ /er/	/b/ /er/ /d/
	digraph • open	closed • ə	open • open • ə	closed • r-controlled	
4	churn	burst	water	cowboy	shower
	/ch/ /er/ /n/	/b/ /er/ /s/ /t/	/w/ /o/ /t/ • /er/	/k/ /ou/ • /b/ /oi/	/sh/ /ou/ • /er/
			closed • r-controlled	digraph • digraph	digraph • r-controlled
5	sweater	unite	station	blue	uniform
	/s/ /w/ /e/ /t/ • /er/	/ue/ • /n/ /ie/ /t/	/s/ /t/ /ae/ • /sh/ /ə/ /n/	/b/ /l/ /oo/	/ue/ • /n/ /i/ /f/ • /or/ /m/
	digraph • r-controlled	open • digraph	open • ə		open • closed • r-cont.
6	cue	athlete	daughter	sausage	faucet
	/k/ /ue/	/a/ /th/ • /l/ /ee/ /t/	/d/ /aw/ • /t/ /er/	/s/ /aw/ • /s/ /i/ /j/	/f/ /aw/ • /s/ /e/ /t/
		closed • digraph	digraph • r-controlled	digraph • digraph	digraph • closed
7	bounce	choice	awful	germ	paper
	/b/ /ou/ /n/ /s/	/ch/ /oi/ /s/	/aw/ • /f/ /ə/ /l/	/j/ /er/ /m/	/p/ /ae/ • /p/ /er/
			digraph • ə		open • r-controlled
8	mermaid	bark	torch	fetch	city
	/m/ /er/ • /m/ /ae/ /d/	/b/ /ar/ /k/	/t/ /or/ /ch/	/f/ /e/ /ch/	/s/ /i/ /t/ • /ee/
	r-controlled • digraph				closed • open

Word Reading in Isolation Scoring Sheet					
	a	**b**	**c**	**d**	**e**
9	pencil	voice	rinse	baby	raincoat
	/p/ /e/ /n/ • /s/ /ə/ /l/	/v/ /oi/ /s/	/r/ /i/ /n/ /s/	/b/ /ae/ • /b/ /ee/	/r/ /ae/ /n/ • /k/ /oe/ /t/
	closed • ə			open • open	digraph • digraph
10	afraid	clay	noble	echo	goes
	/ə/ • /f/ /r/ /ae/ /d/	/k/ /l/ /ae/	/n/ /oe/ • /b/ /ə/ /l/	/e/ /k/ • /oe/	/g/ /oe/ /z/
	ə • digraph		open • ə	closed • open	
11	snow	oatmeal	spider	mighty	lie
	/s/ /n/ /oe/	/oe/ /t/ • /m/ /ee/ /l/	/s/ /p/ /ie/ • /d/ /er/	/m/ /ie/ • /t/ /ee/	/l/ /ie/
		digraph • digraph	open • r-controlled	digraph • open	
12	drying	reflex	repeat	bunnies	believe
	/d/ /r/ /ie/ •/i/ /ng/	/r/ /ee/ • /f/ /l/ /e/ /x/	/r/ /ee/ • /p/ /ee/ /t/	/b/ /u/ /n/ • /ee/ /z/	/b/ /ə/ • /l/ /ee/ /v/
	open • closed	open • closed	open • digraph	closed • digraph	ə • digraph
13	month	come	apple	nickel	appetite
	/m/ /u/ /n/ /th/	/k/ /u/ /m/	/a/ /p/ • /ə/ /l/	/n/ /i/ /k/ • /ə/ /l/	/a/ /p/ • /ə/ • /t/ /ie/ /t/
			closed • ə	closed • ə	closed • ə • digraph
14	myth	key	also	orchard	taxi
	/m/ /i/ /th/	/k/ /ee/	/aw/ /l/ • /s/ /oe/	/or/ • /ch/ /er/ /d/	/t/ /a/ /x/ • /ee/
			digraph • open	r-controlled • r-cont.	closed • open

NAME: _____

DATE: _____

35.3

Assessment

Writing Rubric for the War of 1812 Report

4 Information is appropriately organized by paragraphs

Each paragraph includes a strong topic sentence that is indented

Each paragraph has multiple sentences with details supporting the topic sentence

Supporting sentences in each paragraph are organized in a coherent order

Each paragraph has a strong concluding sentence

No errors in grammar, capitalization, or punctuation

References are properly listed and formatted

An appropriate illustration is included

3 Information is appropriately organized by paragraphs

Each paragraph includes a topic sentence that is indented

Each paragraph has multiple sentences with details supporting the topic sentence

Supporting sentences in each paragraph are organized in a coherent order

Each paragraph has a good concluding sentence

Few errors in grammar, capitalization, or punctuation

References are listed, though may not be correctly formatted

An appropriate illustration is included

2 Information is appropriately organized by paragraphs

Paragraphs include topic sentences, but may not have been indented

Paragraphs have sentences with some details supporting the topic sentence

Some supporting sentences in paragraphs are not properly sequenced

Paragraphs have weak concluding sentences

Some errors in grammar, capitalization, or punctuation

References are listed, though may not be correctly formatted

An appropriate illustration is included

1 Information is not organized by paragraphs

One or more topic sentences are missing or unclear

Few sentences with details supporting the topic sentence

Supporting sentences in paragraphs are not properly sequenced

One or more concluding sentences are missing or unclear

Many errors in grammar, capitalization, or punctuation

References are not listed

No illustration

Teacher Comments:

NAME: _____

DATE: _____

35.4

Take-Home

Our National Anthem

A national anthem is a special **patriotic** song. Many countries have a national anthem. People sing a national anthem to show that they are proud of their country.

In the United States, our national anthem is "The Star-Spangled Banner." The words to this song were written by Francis Scott Key during the War of 1812. The song describes what Key saw during the attack on Fort McHenry.

After the attack, he saw the U.S. flag, or in his words, the "star-spangled banner."

We sing "The Star-Spangled Banner" before baseball games and other sporting events. We sing it on holidays like the Fourth of July. We sing it on special days when we gather together. Sometimes we sing it at school. We sing it to show that we care about our country.

In the United States, we always stand when we sing or hear the national anthem. If you are playing or talking and you hear this song, you should stop what you are doing and turn to face a flag. You may wish to place your right hand over your heart. You should stand still and look at the flag until the song is over. You should never talk or giggle or fool around during the national anthem.

During the national anthem, you will see men taking off their hats. You may also see soldiers **saluting** the flag. They salute by bringing their right hand up to their head or the tip of their hat. Also, the flag should never touch the ground. These are all ways of showing respect for the U.S. flag and pride in our country.

You know that "The Star-Spangled Banner" was written by Francis Scott Key. But did

you know that it was not always our national anthem? In fact, it took more than one hundred years for it to become our national anthem.

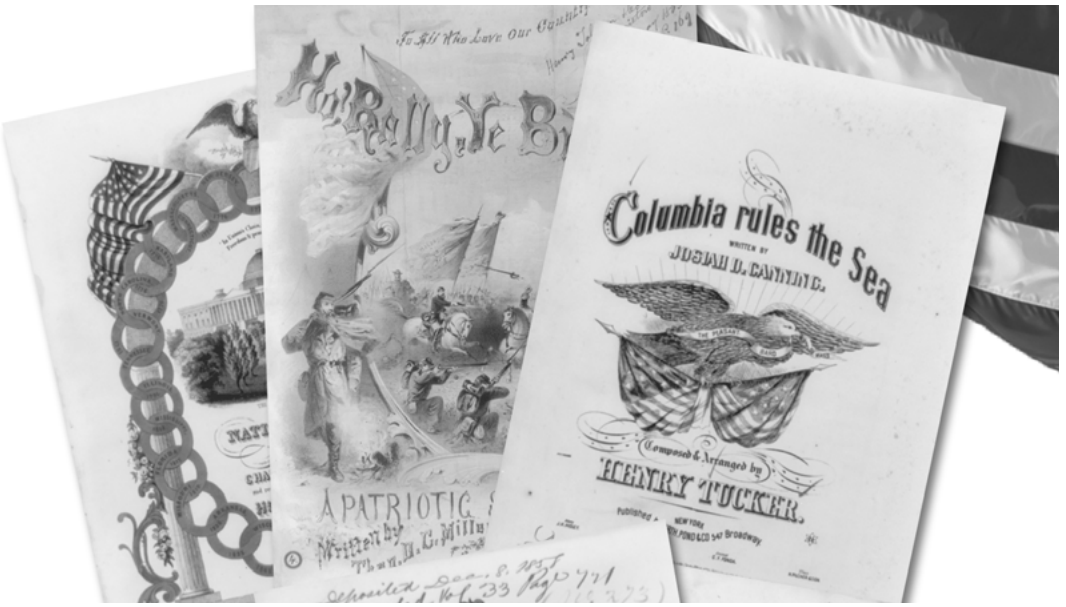
When it was first written, "The Star-Spangled Banner" was not a song. It was a poem. A little later, people took the words and set them to music. They sang the words to a tune that was popular at the time. Do you ever change the words to songs you know? That's what people did with "The Star-Spangled Banner." They took an old tune and gave it different words.

Soon, lots of people were singing "The Star-Spangled Banner." It was a big hit!

"The Star-Spangled Banner" became a popular national song. People all over the nation liked to sing it. But they also liked to sing lots of other songs, and we still sing some of them today. Do you know "Yankee Doodle?" What about "My Country, 'Tis of Thee?" Have you ever sung "America, the Beautiful?" These are all patriotic songs that we sing to show how we feel about our country.

If you went to a big **state dinner** at the White House one hundred years ago, the band might have played "The Star-Spangled Banner." Or it might have played "Yankee Doodle," or "My Country, 'Tis of Thee." At that time, the United States did not have a national anthem. It had a set of national songs. Then, in 1931, Congress made "The Star-Spangled Banner" the national anthem.

"The Star-Spangled Banner" is sung to show that we love our country. It is one of the things that unite us as a people. So when you sing it, sing it with pride!



NAME: _____

DATE: _____

35.5

Take-Home

Making Sense of the National Anthem

Francis Scott Key wrote "The Star-Spangled Banner" almost two hundred years ago. There are some old words in the poem. Some parts can be hard to understand. Let's look at the words and try to make sense of them.

On the next page is the first verse of the song, the part that we sing before a sporting event. Can you read it two or three times?

"O'er" is a short form of the word *over*.

To make sense of the "The Star-Spangled Banner," it helps to think of what Francis Scott Key was doing the night he wrote it. Key was watching the attack on Fort McHenry. In the poem he describes the attack as a "perilous fight." That means it was a dangerous battle.

During the battle, Key kept his eye on Fort McHenry. In the poem he mentions the ramparts, or walls, of the fort. But what Key talks about the most is the U.S. flag that he could see flying over the fort.

Key says the flag is "spangled," or dotted, with stars. He also talks about its "broad stripes." When the wind blows, Key says these stripes blow back and forth. They look like they are "streaming" or rippling in the air. Have you ever seen a flag look that way?

In the poem, Key describes three different times when he looked for the flag. First, he tells us he looked for the flag at "the twilight's last gleaming," or just as the sun set. Since it was not dark yet, Key could see. He saw that the flag was still flying over the fort. That was good. It means that the troops had not given up.

Key tells us he also looked for the flag at night. You might think he would not be able to see much at night. But Key explains that the "rocket's red glare" and the "bombs bursting in air" lit up the night sky. These flashes of light helped him see. They gave him "proof" that the flag was still flying.

Key looked for the flag again just before dawn. This time he could not see it. Remember, the attack on the fort had stopped just before dawn. There were no more "bombs bursting in air." There was no more "rocket's red glare." It was dark. Was the flag

still flying? Had the troops in the fort given up? Or had the British? In the time before the sun rose, Key did not know. At that time, he had a lot of questions, but not a lot of answers.

Look back at the words Key wrote. Do you see the question marks? There are three of them. An important thing to understand about our national anthem is that it starts with a set of questions.

In the first lines, Key asks a question:

"O say can you see by the dawn's early light
What so proudly we hailed at the twilight's last gleaming?"

Wow! That's a long sentence. Suppose we broke it up into shorter sentences and used simpler words. Then it might sound like this: "The sun is coming up. Tell me, my friend, can you see the flag? Remember? We saw it last night at sunset. Now the night has passed. Is it still there?"

In the last lines of the song, Key asks another question. He says,

"O say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?"

The "star-spangled banner" is the American flag. "The land of the free and the home of the brave" is what Key calls his country. It's another name for the United States. So Key is really asking the same thing he asked before. He is asking, "Is our flag still waving?"

Key asks these questions, but it might seem like he never answers them. In fact, he does. If you ever get a chance to read the rest of the poem, you will see that Key answers his own questions a little later. There is a part later in the poem where he says, "Yes! The flag is still flying! Hooray!" But that is in a part of the poem that we don't sing very much. Most of the time we only sing the part with the questions. We don't sing the part with the answers.

So the next time you sing or hear the national anthem, think of Francis Scott Key. Think of him watching the bombs bursting over Fort McHenry. Think of him checking on the flag and wondering if it's still flying. If you keep your eyes on the flag during the song, you will be doing just what Francis Scott Key was doing that night long ago.

NAME: _____

DATE: _____

PP.1 **Activity Page**

/f/ > 'ph': Fill in the Blank

Use the best word from the box to to complete each sentence.

dolphin	graph	elephant	pharmacy	phobia
phone	trophy	phase	phonics	phony

1. The bar _____ shows that we like green apples best of all.

2. Dad will call on his cell _____.

3. My two-year-old sister is in a stubborn _____.

4. Mom needs to stop by the _____ to pick up the pills the doctor prescribed for my sore throat.

5. A _____ lives in the sea, but it is a mammal that breathes air.

dolphin	graph	elephant	pharmacy	phobia
phone	trophy	phase	phonics	phony

6. We study _____ every day in reading.

7. I have a fear, or _____, of spiders.

8. He is such a fake, he is _____.

9. The first place winner in the spelling bee got a _____.

10. We fed peanuts to the baby _____ at the zoo.

NAME: _____

DATE: _____

PP.2 **Activity Page**

Practice /f/ > 'ph'

Circle letter(s) in each column to make a word to fill in the blank.

1. She has a _____ snake.

ph	u	ff	y
f	o	n	ea

2. Please use my cell _____ to call 911.

ph	u	ff	y
p	o	n	e

3. I can see the _____ swimming by the ship.

d	u	l	f	e	n	s
b	o	t	ph	i	m	z

4. The acorn just sprouted, and the oak tree is in the seedling _____ of growth.

f	a	z	i
ph	u	s	e

5. We learn _____ so that we will be better readers.

f	u	e	g	z
ph	o	n	i	cs

6. Please tell me if this is a sentence or a _____.

ph	rr	i	s	ee
ff	r	a	z	e

7. I have a fear, or _____, of snakes.

f	u	b	e	o
ph	o	d	i	a

8. I can sing the _____ song.

e	f	a	d	e	t
al	ph	u	b	k	k

9. The ringing _____ woke me up.

t	i	l	a	ph	o	n	e
k	e	ll	e	ff	u	m	e

10. We will make a bar _____ of our favorite candy.

gl	e	ph
gr	a	ff

NAME: _____

DATE: _____

PP.3 **Activity Page**

Tricky Spelling 'ea': Word Sort

Sort the words by sound.

peach	bread	dead	cream	dream
health	dread	deaf	mean	wealth
spread	sweat	scream	thread	seam
tread	stream	team	beaver	steam

'ea' > /ee/ (*beach*)	**'ea' > /e/ (*head*)**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

NAME: _____

DATE: _____

PP.4 **Activity Page**

R-controlled Vowels: Find the Secret Message

Use the best word from the box to fill in the blank for each sentence. Then, use the numbered letters to help you find the secret message.

forward	diary	calendar	alligator	vapor
butter	forgot	author	dollars	collar

1. The person who writes a book is called an

   ____ ____ ____ ____ ____ ____.
   3

2. My shirt ____ ____ ____ ____ ____ ____ is crooked.
   5

3. Don't go back! Go

   ____ ____ ____ ____ ____ ____ ____!
   10

4. The fierce ____ ____ ____ ____ ____ ____ ____ ____ ____
   1 6
   jumped out of the water.

5. It will cost ten ____ ____ ____ ____ ____ ____ ____ to buy the
   7
   toy truck.

6. I ____ ____ ____ ____ ____ ____ to turn off the stove when I
   2
   left home.

7. Sam likes ____ ____ ____ ____ ____ ____ on warm bread.
   9

forward	diary	calendar	alligator	vapor
butter	forgot	author	dollars	collar

8. My sister writes in her ____ ____ ____ ____ ____ every night
   4
   before she goes to bed.

9. The water ____ ____ ____ ____ ____ turned into fog.
   8

10. It is a new month; please turn the

    ____ ____ ____ ____ ____ ____ ____ ____ page.
    11

Now solve the secret message by writing the letters that match the numbers.

____	____	____				____	____	____				____					
4	2	3				1	5	9				1					
____	____	____	____	____													
7	3	8	9	5													
____	____	____	____	____	____	____!											
7	6	3	10	9	11	6											

NAME: _____

DATE: _____

PP.5 **Activity Page**

Tricky Spelling 'ch': Word Sort

Sort the words by sound.

ache	anchor	screech	ranch	rich
orchid	stomach	orchestra	porch	change
chemical	munch	chord	child	coach
chorus	grinch	lunch	echo	headache

'ch' > /ch/ (*chin*)	**'ch' > /k/ (*school*)**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

NAME: _____

DATE: _____

PP.6 **Activity Page**

Practice 'i' > /ee/ (*ski*)

Use the clues to find the words from the box and solve the puzzle.

piano	pizza	patio	kiwi	media
alien	radio	India	taxi	confetti

Across

2. It has 88 black and white keys.
5. Could be from another planet
6. TV is a type of _____.
7. Outdoor deck or sitting place
8. Car for hire
9. Fuzzy food that is green inside

Down

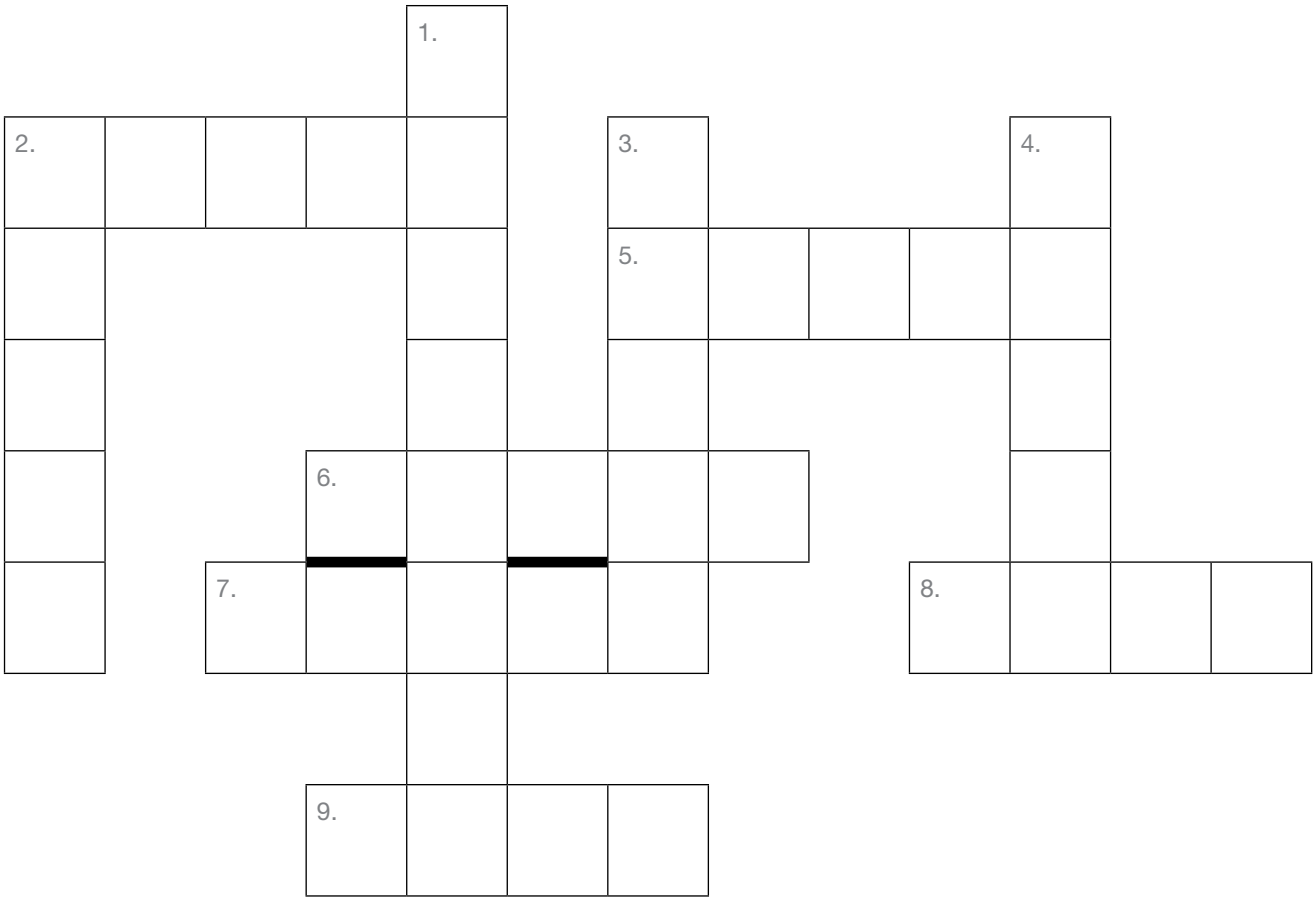
1. Little bits of paper thrown at a party or celebration
2. A slice is the shape of a triangle
3. An AM and FM car _____
4. A country in the Far East

NAME: _____

DATE: _____

PP.6 CONTINUED

Activity Page



NAME: _____

DATE: _____

PP.7 **Activity Page**

/o/ > 'wa': Fill in the Blank

Use the best word from the box to complete each sentence.

swamp	wander	want	swat	water
swab	swallowing	wash	swap	watch

1. The plant needs _____.
2. Can we _____ books after we each finish reading our own?
3. Your socks are dirty. You should _____ them.
4. Mom loves to _____ the birds.
5. Sometimes when I go shopping, I just like to _____ around the store, looking at everything.
6. Is that a gift that she would _____?
7. The puppy loves chewing and _____ treats.
8. The nurse used a piece of cotton to _____ and clean my cut.
9. I would not want to swim in a muddy _____!
10. There were so many flies at the beach, I used my towel to _____ them.

NAME: _____

DATE: _____

PP.8 **Activity Page**

/o/ > 'a' and 'wa' and /aw/ > 'al': Fill in the Blank

Use the best word from the box to complete each sentence.

grandma	walnut	wallet	squat	tall	ball
small	lava	wall	salt	pajamas	father

1. Please pass the pepper and the _____.
2. After molten _____ cools, it turns into hard rock.
3. Justin is short, but I am _____.
4. Dad stuck the cash in his _____.
5. Would you like a big slice of cake or a _____ slice?
6. I had to _____ down to look under the counter for the pencil I dropped.
7. Dad is a synonym for _____.
8. There is a painting hanging on the _____.
9. Jeff kicked the rubber _____ to the end of the playground.
10. Please pass the nutcracker so I can crack open the _____.
11. My _____ baked cookies with me.
12. On Saturday, I like to get up late and have breakfast in my _____.

NAME: _____

DATE: _____

PP.9 **Activity Page**

Spelling Words Lessons 1–5

Use the clues to find the words from the box and solve the puzzle.
Hint: You will not use all of the words in the word box.

noise	night	kneel	wrinkle	ripple
ferret	whistle	window	western	jungle
jolly	ginger	gentle	margin	photo
dolphin	graph	finish	traffic	Britain

Across

2. A mammal that swims in the sea
3. Soft and kind
4. Not day
6. You blow this to make a sound
8. Happy

Down

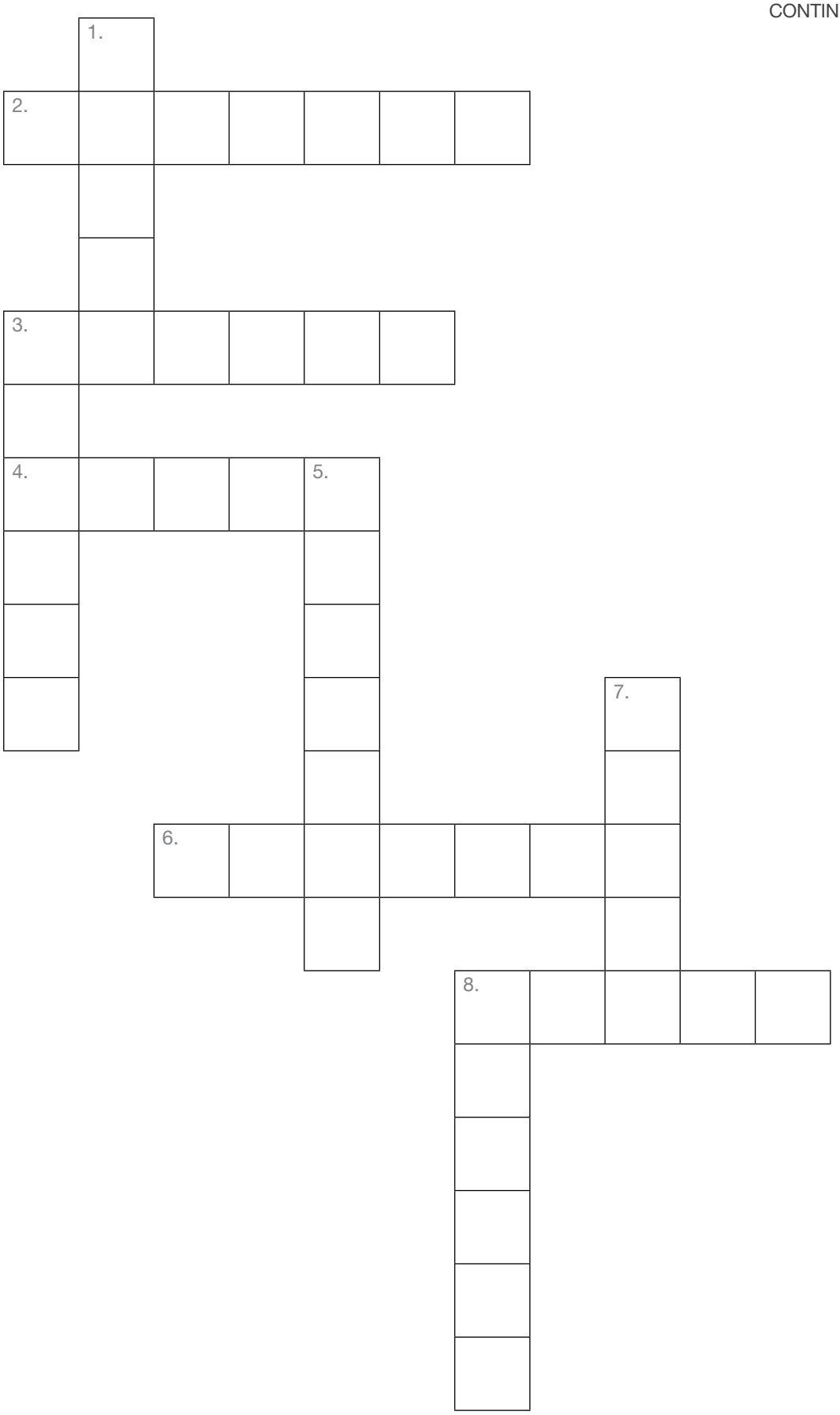
1. Sounds
3. A spicy cake-like bread
5. Lots of cars and trucks
7. To stoop
8. Monkeys live here

NAME: _____

DATE: _____

PP.9 CONTINUED

Activity Page



NAME: _____

DATE: _____

PP.10 **Activity Page**

Spelling Words Lessons 6–10

Use the clues to find the words from the box and solve the puzzle.
Hint: You will not use all of the words in the word box.

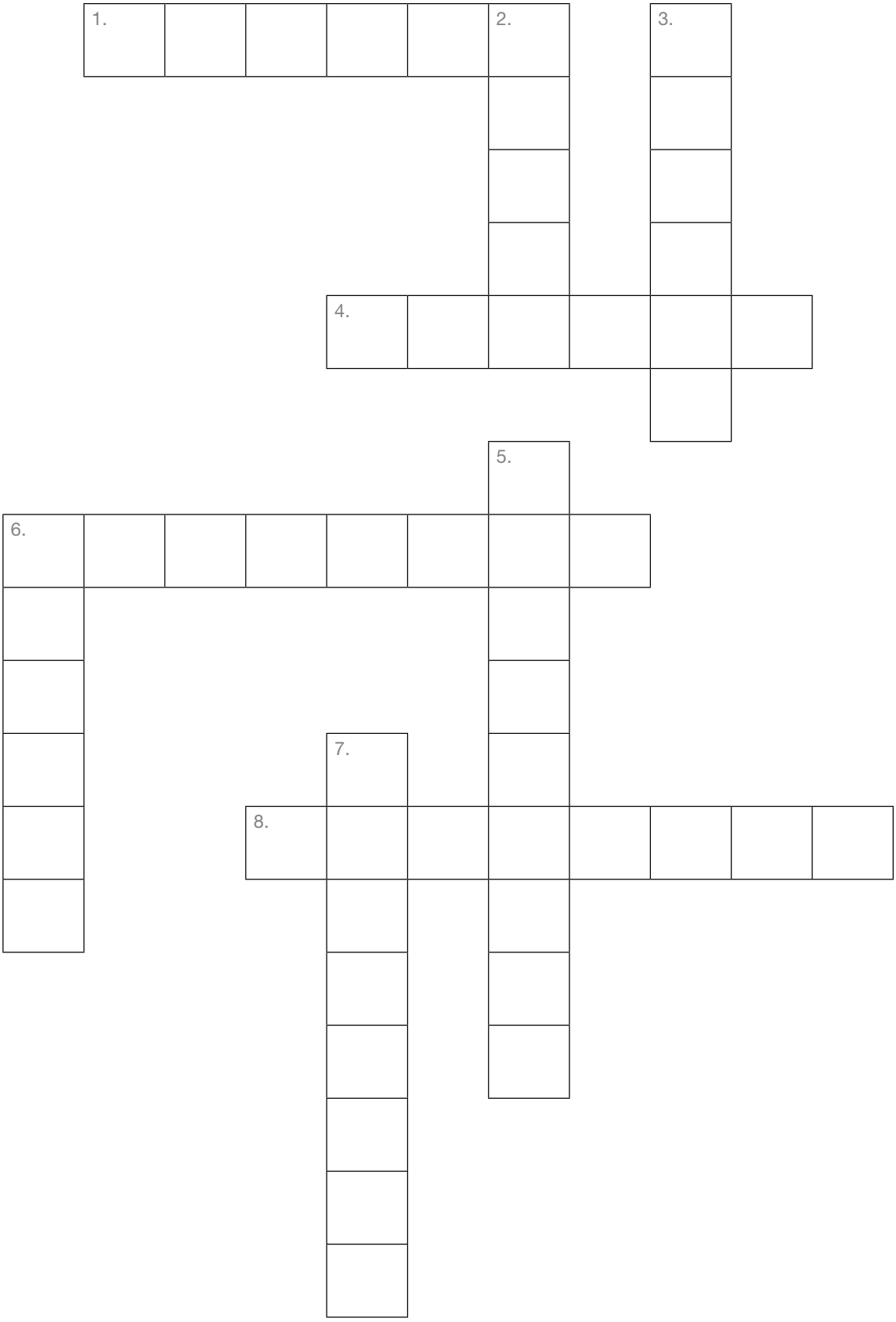
after	barber	camera	difference	birthday
swirling	perform	thirteen	chirping	burden
furnace	hamburger	turtle	organize	marker
parcel	ramparts	safari	informer	war

Across

1. Use this to snap a photo
4. Another word for package
6. You have one every year
8. Birds are doing this

Down

2. Not before
3. Someone who cuts men's hair
5. This is served on a bun
6. Heavy load
7. 11, 12, ___, 14


1.
2.
3.
4.
5.
6.
7.
8.

NAME: _____

DATE: _____

PP.11 **Activity Page**

Spelling Words Lessons 11–15

Use the clues to find the words from the box and solve the puzzle.
Hint: You will not use all of the words in the word box.

revenge	large	judge	fudge	nudge
huge	nation	attention	direction	fraction
locomotion	stations	option	action	change
range	cottage	addition	caption	Europe

Across

1. You are driving in the wrong _____.

3. Listen and pay _____!

4. Another word for a country

6. Small house

7. A kind of candy

Down

2. Words under a photo

3. Opposite of subtraction

5. Very big

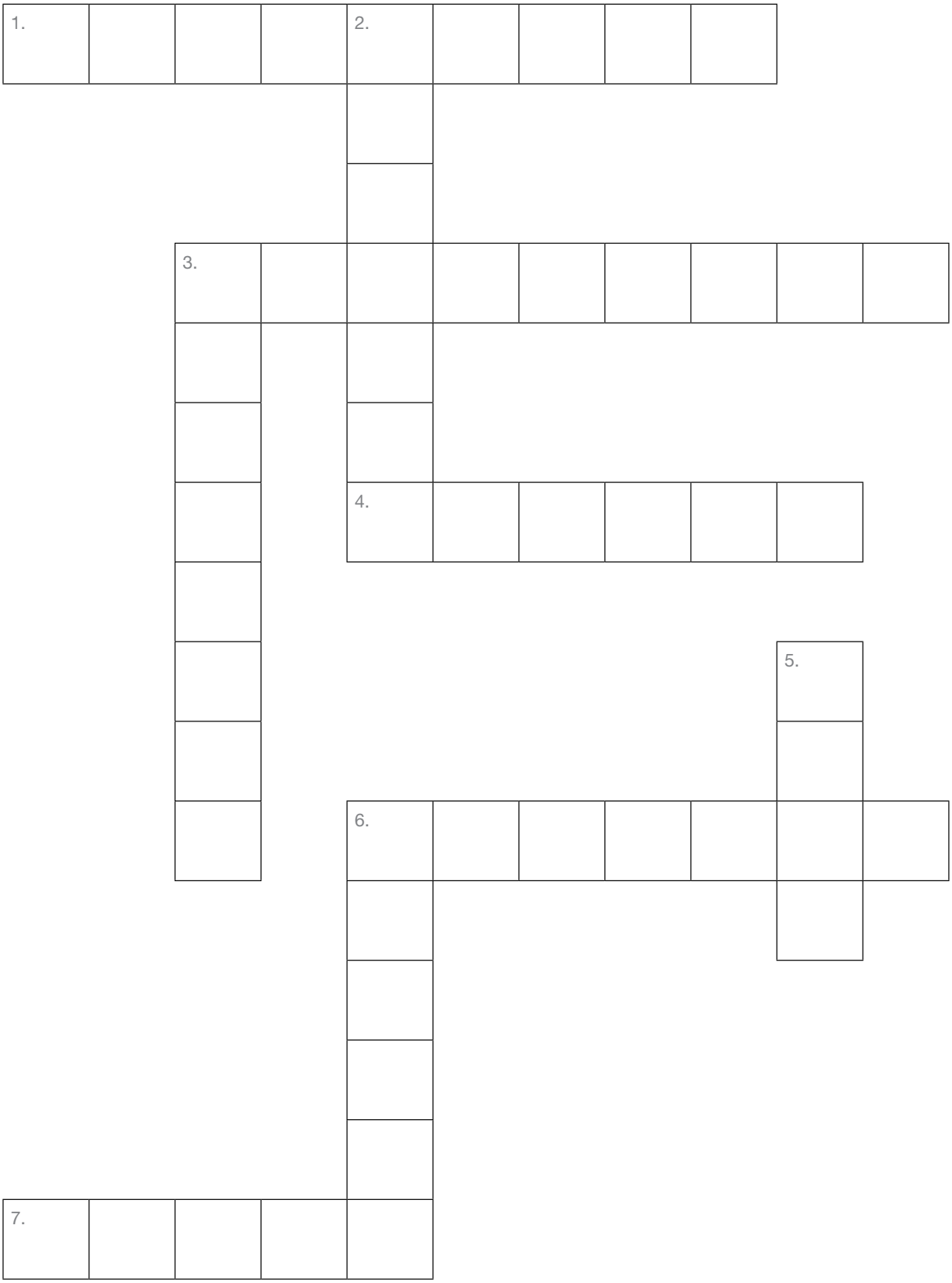
6. To make different

NAME: _____

DATE: _____

PP.11 CONTINUED

Activity Page



NAME: _____

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PP.12 **Activity Page**

Spelling Words Lessons 16–20

Use the clues to find the words from the box and solve the puzzle.
Hint: You will not use all of the words in the word box.

Madison	president	Congress	British	Washington
impressment	cannon	death	Dolley	merchants
hawks	monarchy	navy	Ironsides	

Across

3. Kidnapping men to serve in the navy

7. _____ Madison

8. When one dies

Down

1. People who sell things

2. The Senate is part of this

4. The head of the U.S.A.

5. The group of soldiers who fight battles at sea

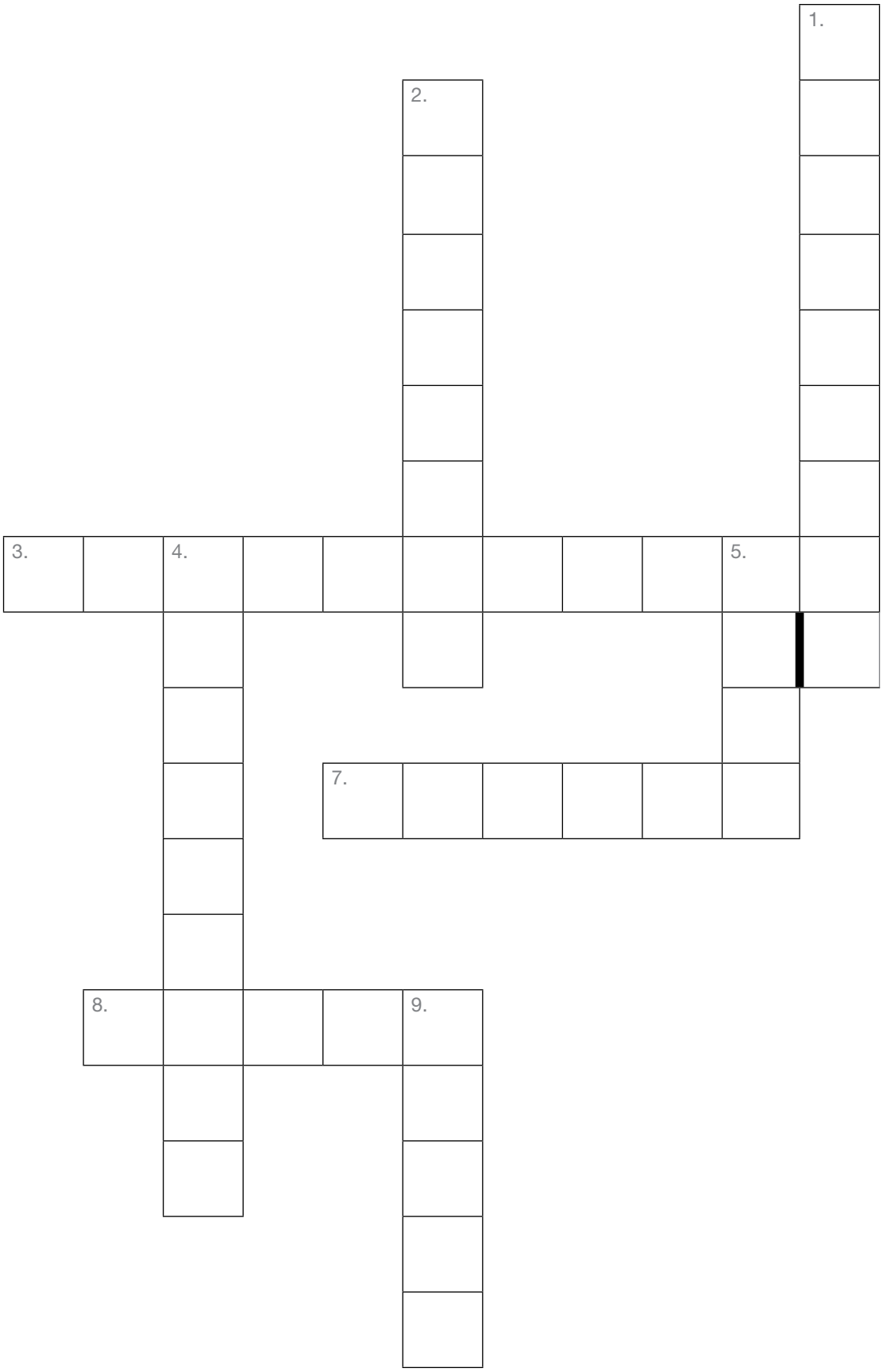
9. These are also birds.

NAME: _____

DATE: _____

PP.12 CONTINUED

Activity Page



NAME: _____

DATE: _____

PP.13 **Activity Page**

Spelling Words Lessons 21–25

Use the clues to find the words from the box and solve the puzzle.
Hint: You will not use all of the words in the word box.

ransacked	White House	harbor	flag	stripes
ship	commander	rockets	McHenry	brave
poem	anthem	dawn	port	poem

Across

1 A place on the water near land, where ships load and unload cargo

3. In charge of a ship

7. President's home

5. Old Ironsides is one

9. Our flag has red and white ones

Down

2. Francis Scott Key wrote a _____ about the battle he saw.

4. Key saw their red glare

6. When the sun rises

8. Where ships anchor

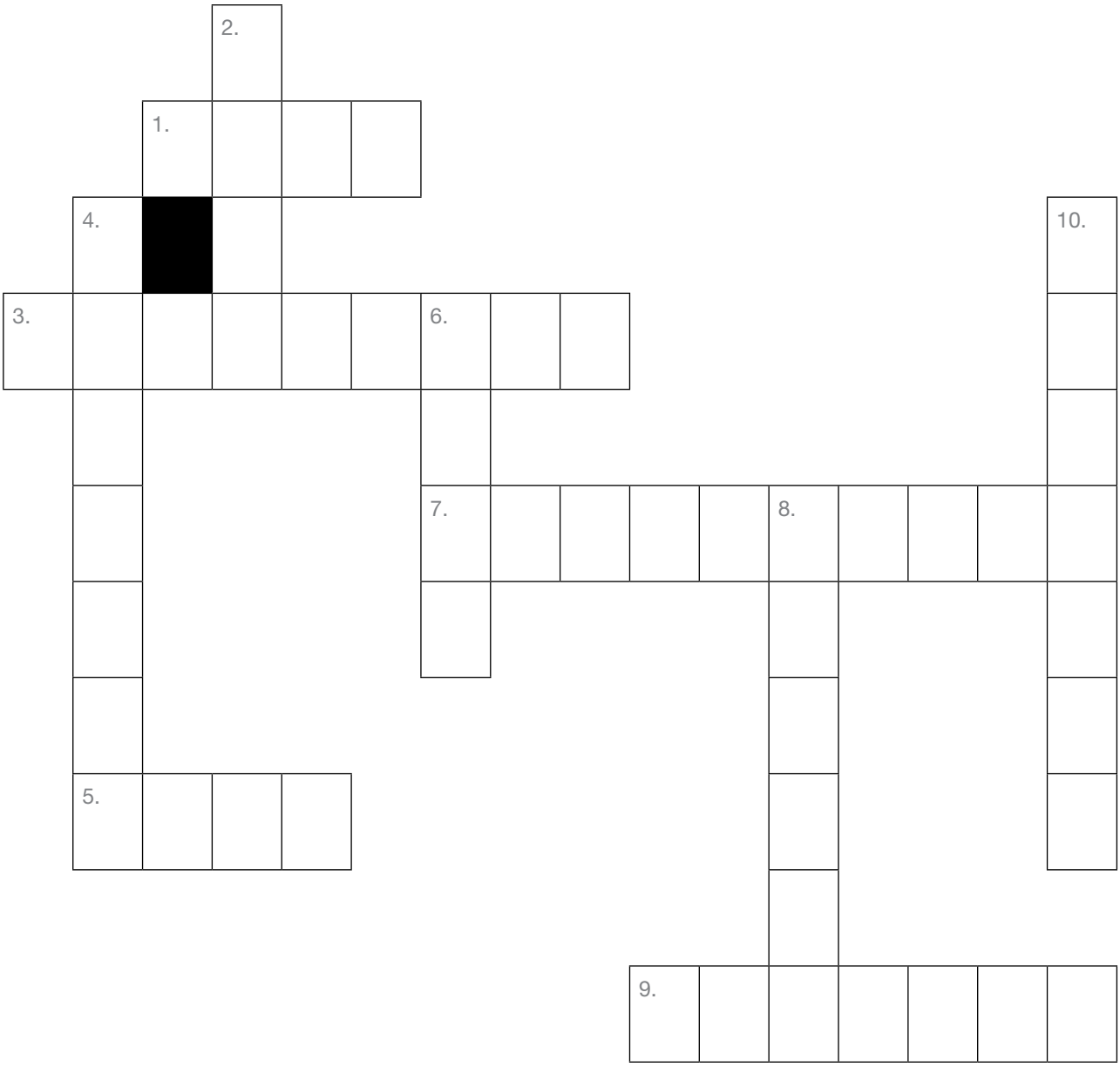
10. Fort _____

NAME: _____

DATE: _____

PP.13 CONTINUED

Activity Page



NAME: _____

DATE: _____

PP.14 **Activity Page**

Spelling Words Lessons 26–30

Use the clues to find the words from the box and solve the puzzle.
Hint: You will not use all of the words in the word box.

general	orphan	ragtag	knotty	peace
treaty	soldiers	river	Mississippi	traders
goods	highways	drains		

Across

2. The Mississippi is one
5. You drive on these in cars
6. Another word for troops
7. Water flows down these in sinks and bathtubs
9. A child whose parents are no longer living
11. A high-ranking officer in the military
13. People who buy and sell for a living
14. Full of holes

Down

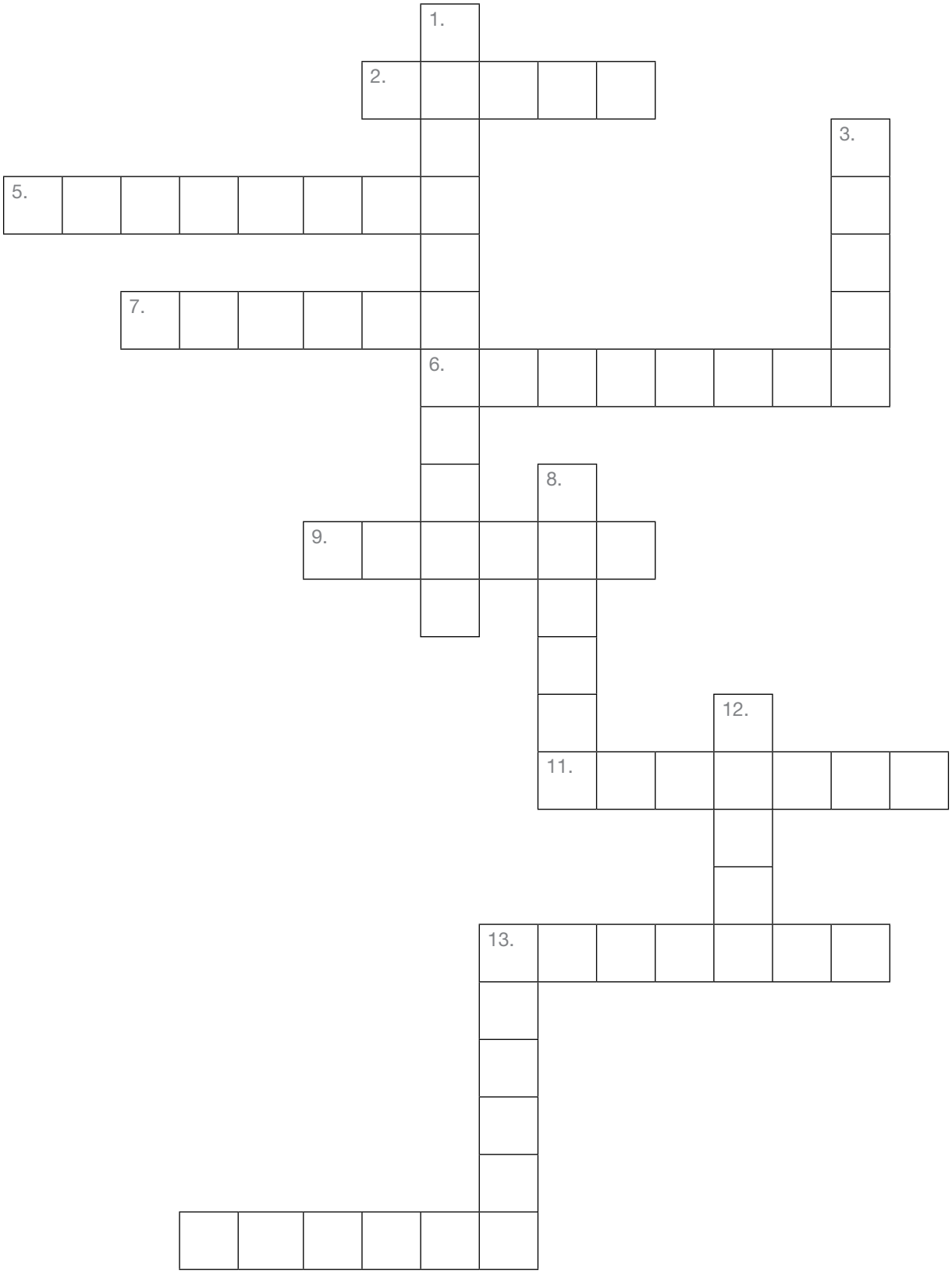
1. A big river that runs from north to south in the middle of the United States of America
3. Products for sale
8. A little of this, a little of that
11. An antonym of war
13. An agreement to end a war

NAME: _____

DATE: _____

PP.14 CONTINUED

Activity Page



NAME: _____

DATE: _____

PP.15 **Activity Page**

Verbs and Adverbs

Draw a wiggly line under the verb. Then, draw a triangle around the adverb. Then answer the question.

1. Jesse ran quickly.

   How did Jesse run? _____

2. The flower bloomed early.

   When did the flower bloom? _____

3. I dunked the cookie completely.

   How did I dunk the cookie? _____

4. The ice cream melted quickly.

   How did the ice cream melt? _____

5. The horse noisily crunched the carrot.

   How did the horse crunch the carrot? _____

6. The stars sparkled brightly.

How did the stars sparkle? _____

7. The bat flew blindly into the night.

How did the bat fly? _____

8. Jane gladly went to the store.

How did Jane go to the store? _____

9. The water was instantly hot.

When was the water hot? _____

10. My birthday arrives yearly.

When does my birthday arrive? _____

NAME: _____

DATE: _____

PP.16 **Activity Page**

Complete or Incomplete Sentence?

Circle the correct answer and add punctuation if it is a complete sentence.

1. Cute kitty cat	Complete	Incomplete
2. Polar bears swim	Complete	Incomplete
3. Crunch a bunch	Complete	Incomplete
4. Wilbur the cat	Complete	Incomplete
5. Spin spool swirl	Complete	Incomplete
6. It's fun to swirl	Complete	Incomplete
7. I like to joke	Complete	Incomplete
8. The dog will run	Complete	Incomplete
9. Fast swift quick	Complete	Incomplete
10. Do you run	Complete	Incomplete

NAME: _____

DATE: _____

PP.17 **Activity Page**

Run-On Sentences

Rewrite each run-on sentence as two separate sentences, adding the correct punctuation and capitalization.

1. The kite was blown away the kite got stuck in a tree.

_____

_____

2. Scrub your back wash your neck.

_____

_____

3. A long soak in the tub will be nice a warm robe is cozy.

_____

_____

4. I woke up too early to leave for school I ate breakfast.

_____

_____

5. The bus is crowded we sit three to a seat.

_____

_____

NAME: _____

DATE: _____

PP.18 **Activity Page**

Write Paragraphs

Underline the three sentences about playing outside, and then number them in the order you think makes the most sense. Then, write the sentences as a paragraph under the heading "Playing Outside." Draw squiggly lines under the three sentences about playing inside, and then number them in the order you think makes the most sense. Then, write the sentences as a paragraph under the heading "Playing Inside."

When I am inside, I can play hide-and-seek with my pals.

When I am outside, I can play sports like kickball and baseball with my buddies.

I like playing outside.

I can also read books when I am inside.

Playing inside is fun, too.

I can also ride my bike or rollerblade when I am outside.

Playing Outside

Playing Inside

NAME: _____

DATE: _____

PP.19 **Activity Page**

Write a Paragraph

Write one paragraph about what you like about summer.

Summer

_____

_____

_____

_____

_____

Write one paragraph about what is good about winter.

Winter

_____

_____

_____

_____

_____

_____

Write one paragraph about which season you like better.

Which is better?

NAME: _____

DATE: _____

PP.20 **Activity Page**

Dolley Madison

1. As the wife of the president of the United States, Dolley Madison was called _____.

   A. Mrs. President

   B. Queen Dolley

   C. the First Lady

2. Which of the following best describes the Quakers?

   A. They believed in living a simple life.

   B. They believed in many gods.

   C. They believed that fancy churches are pleasing to God.

3. What was the name of the house in Washington, D.C., where the president and the First Lady lived?

   A. The Capitol

   B. The Washington House

   C. The President's House

4. List ways Dolley Madison was helpful to her husband while he was president.

NAME: _____

DATE: _____

PP.21 Take-Home

Glossary for *The War of 1812*

A

anthem—an important song

army—a group of soldiers trained to fight on land

B

branch—one of three major parts of the government

British—people who are from Great Britain

C

Capitol—the building in Washington, D.C., where Congress meets

charge—to rush into (**charged**)

charming—pleasing or delightful

commander—a high-ranking officer in the military

D

declare war—to officially say that one country will start a war with another country (**declaring war**)

defeat—loss in a contest or battle

diplomat—a person who represents his or her country (**diplomats**)

distant—far away

document—an official or important paper

drape—curtain (**drapes**)

F

flee—to run away from danger

fort—a large building constructed to survive enemy attacks (**forts**)

G

gallantly—impressively

general—a high-ranking officer in the military

H

hail—to greet or see (**hailed**)

harbor—an area of calm, deep water near land, where ships can safely put down their anchors

heavy blow—a difficult loss to deal with

hickory—a tree with very hard wood

hostess—a woman who entertains guests at an event

I

impressment—the state of being forced to serve in the British Navy (**impressed**)

inspired—wanting to do something

K

knotty—having many dark marks on wood where branches once grew

M

mast—the tall pole on a ship to which the sails are attached (**masts**)

meeting hall—an indoor space where many people can gather (**meeting halls**)

merchant—a person who sells things (**merchants**)

monarchy—a government ruled by a king or queen (**monarchies**)

mortar—a type of cannon (**mortars**)

mouth—the place where a river enters the ocean

N

national—relating to a nation or country

navy—a group of soldiers trained to fight battles at sea on board ships

niece—the daughter of your brother or sister (**nieces**)

O

open fire—to shoot a weapon in order to start a fight or battle (**opened fire**)

oppose—to be against something (**opposed**)

orphan—a child whose parents are no longer alive

P

panic—to suddenly become very scared (**panicked**)

patriotic—having or showing support and love for your country

peace—a state of no war or fighting

perilous—dangerous

pile up—to collect (**piled up**)

pitch in—to help with (**pitched in**)

plank—a long, thick board (**planks**)

port—a place on the water near land, where ships load and unload cargo

proof—something showing that something else is true or correct

R

ragtag—disorganized and made up of many different types

rampart—the wall of a fort (**ramparts**)

ransack—to search in order to steal and cause damage (**ransacked**)

rocket—a type of missile (**rockets**)

S

salute—to show respect (**saluting**)

soot—the black powder left behind when something burns

state dinner—a special dinner hosted by the president of the United States for important people (**state dinners**)

stitching—sewing (**stitched**)

streak—to move quickly (**streaking**)

string—a series

support the troops—to provide encouragement and sometimes food and supplies to soldiers

Supreme Court—the highest court of law in the United States

T

toast—to raise a glass and drink in honor of someone or something (**toasted**)

torch—a piece of wood that burns at one end (**torches**)

trader—someone who exchanges something to get something in return (**traders, traded, trading, trade**)

treaty—a formal agreement between countries

trunk—a large box or crate used to carry things

U

upbringing—the way a child is raised

U.S. Congress—the people elected to make laws for the United States

W

widow—a woman whose husband has passed away

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Scott Ritchie
Kelina Summers

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Contributors to Earlier Versions of These Materials

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