**Activity:** Words with the sounds “a” and “m”  
**What to do:** Think of 3 words that have the sound “a” (as in *am*) in them. Draw a picture to match the words.

<table>
<thead>
<tr>
<th>Words with “a”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture 1:</td>
</tr>
<tr>
<td>Picture 2:</td>
</tr>
<tr>
<td>Picture 3:</td>
</tr>
</tbody>
</table>

**What to do:** Think of 3 words that have the sound “m” (as in *man*) in them. Draw a picture to match the words.

<table>
<thead>
<tr>
<th>Words with “m”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture 1:</td>
</tr>
<tr>
<td>Picture 2:</td>
</tr>
<tr>
<td>Picture 3:</td>
</tr>
</tbody>
</table>
Activity: Words with the “s” sound
What to do: Think of 4 words with the “s” sound in them. Draw pictures of the “s” words in the boxes below. Then have an adult write the word for each picture.
Activity: Drawing “me”

What to do: Read the word “me” and draw a picture of yourself.

me
Activity: Word Search with "ad" words
What to do: Find and circle the words mad and sad. Talk about the emotions with an adult. When have you felt mad? When have you felt sad? What can you do when you feel mad or sad?

mad
dtbd
sad
Activity: Words that start with the “t” and “n” sound s
What to do: Draw a picture of a tree in the box below (or cut out a picture of a tree). Think of four other words that start with the “t” sound and have an adult write the words beside the tree.

1. _______________________
2. _______________________
3. _______________________
4. _______________________

What to do: Draw a picture of a nose in the box below (or cut out a picture of a nose). Think of four other words that start with the “n” sound and have an adult write the words beside the nose.

1. _______________________
2. _______________________
3. _______________________
4. _______________________
Activity: Picture Comprehension

What to do: Have an adult draw a picture in the space below (or cut out a picture). Explain what you think is happening in the picture. Tell what you think will happen next. Have an adult write down your ideas.
Activity: Word Search with irregular words
What to do: Find and circle the words is, this, and the.

t  h  i  s

b  d  t  y

i  s  h  n

j  q  e  p
Activity: Matching beginning sounds with pictures
What to do: In the top row of boxes, have an adult help you draw or cut and paste pictures of a heart, ladder, ladybug, under (one object under another; talk about the concept), helicopter and umbrella. Cut out the letters below and paste the correct beginning sound under the pictures.

u  u  l  l  h  h
Activity: Reading comprehension  
What to do: Have an adult read you the story and questions below. Then write the answers on the lines.

A lizard named Glen loved to hide. He hid in grass and under bushes. He could not hide next to an apple because other animals would see him there.

1. Who is the story about? _______________________________________

2. What did Glen like to do? _______________________________________

3. Where did he hide? ___________________________________________

4. Why didn't it work for Glen to hide next to an apple? _________________
   _________________________________________________________________

5. Why doesn't Glen want other animals to see him? ___________________
   _________________________________________________________________

When you’re done, draw a picture of the story below:
Activity: Words with the “sh” sound at the beginning and at the end

What to do: Think of 2 words that start with the “sh” sound and 2 words that end with the “sh” sound. Have an adult write them on the lines below. Then draw or cut out a picture for one of the words you chose.

Words beginning with “sh”

________________________________________

________________________________________

Words ending with “sh”

________________________________________

________________________________________
**Activity**: Words with the “k” sound made by the letters k or ck  
**What to do**: If the “k” sound is at the beginning of the word, color the space red. If the “ck” sound is at the end of the word, color the space blue.

What shape do you see?  
Have an adult write the word for the shape ______________________________
Reading Mastery Signature Edition, Grade K / Activity Page 12 (after Lesson 120)

Activity: Word Search with irregular words
What to do: Circle the words said, was, of, and to.

said

w

of

said

w

of

said
Activity: Making words with “ar”

What to do: Fill in the blanks with “ar” to create rhyming words. Read the words and draw or cut out a picture to match each word.

c____  b____  f____  j ____
Activity: Actions that end in “ing”

What to do: Think of 2 actions that end in “ing;” act them out and have an adult write the words on the lines. Then draw or cut out a picture to show one of the actions you chose.

Actions ending in “ing”
____________________________________
____________________________________
Activity: Word Search with irregular words
What to do: Circle you, brother, mother and love

brother
many
brother
orbckckx
-twylkdll
htlppop
eltyouv
rmrnjfe
Activity: Words with the “j” (as in jump) sound
What to do: Find 3 things in your house with the “j” (as in jump) sound. Have an adult write the words on the blanks. Then circle beginning, middle or end to describe where you hear the sound in the word.

Words with “j”

__________________________   beginning   middle   end

__________________________   beginning   middle   end

__________________________   beginning   middle   end

Draw or cut out a picture for one of the words you chose.
Activity: Words with “ar”
What to do: Fill in each blank with “ar.” Read each word with an adult and say whether the “ar” sound is at the beginning, in the middle, or at the end of the word.

c______ b______ f______

y____n f_____m b_____n

t_____t _____m _____t

st_____t y_____d b_____k
Activity: Word Search with irregular words
What to do: Find and circle the words of, do, talk, walk, boy, girl, come, some and what.
Activity: Defining vocabulary words

What to do: Think of how you would describe the words below to a friend. Think of a sentence that would help someone understand what the word means. Have an adult write your sentence beside each word.

bake: ___________________________________________________________
________________________________________________________________

kind: ___________________________________________________________
________________________________________________________________

street: ___________________________________________________________
________________________________________________________________

drop: ___________________________________________________________
________________________________________________________________

horn: ___________________________________________________________
________________________________________________________________

farmer: __________________________________________________________
________________________________________________________________
Activity: Words with “al”
What to do: If the word has the sound “al” (as in ball), circle it with a purple crayon. If the word does not have the sound “al,” cross it out with a red crayon.

- blow
- six
- hold
- ball
- last
- mall
- bug
- tall
- falls
- three
- all
- also
- taller
- salt
- rip
- small
- candy
- kick
- calling
- win
- hall
- small
- thank
- always
Activity: Word Search with “ou” (as in out) words
What to do: Find and circle the words cloud, loud, out, shout, sound, hound, ouch, found and round.

Now find a hidden message by copying the first 8 unused letters on the blanks below.

____ ____ ____  ____ ____  ____    ____ ____!
Activity: Silent –e rule
What to do: Cut out the e below. Read each word below. Then put the e at the end of the word and read the new word. Have an adult draw a star in the box for each word you read correctly. Talk about what each word means.

rat       hid
pin       cap
can       kit

e
Draw a star for each word read correctly (12 total, 2 for each).
**Activity:** Using vocabulary words in context  
**What to do:** Read each sentence with an adult and fill in the blank with the correct vocabulary word. Then draw a picture to illustrate one of the sentences.

*bending  hugged  save  paper  kites  string*

The mother was ______________ over to pick up the child.

I want to ______________ my money to buy a puppy.

We made ______________ airplanes to fly across the room.

_______________ need ______________ so they won’t fly away.

My brother ______________ me when he left the house.
Activity: Picture Comprehension

What to do: Have an adult draw a picture on the back of this paper (or cut out a picture and glue it on the back). Have an adult write your answers to the questions below:

1. What do you think is happening in the picture?
   ________________________________________________________________
   ________________________________________________________________

2. Where do you think this is taking place?
   ________________________________________________________________
   ________________________________________________________________

3. What do you think will happen next?
   ________________________________________________________________
   ________________________________________________________________
Activity: Word Search with irregular words
What to do: Find and circle the words somebody, answer, nothing, said, anybody and you (hint: the words may be diagonal).

What is the hidden question? (Copy the unused letters from left to right in the blanks below.)

___ ___ ___ ___ ___ ___ ___ ___ ___ ___
___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
___ ___ ___ ___? Answer: _________________________________
Activity: Words with ea and ee
What to do: These words all have the long -e sound in them. The letters ea and ee both make the long –e sound. Fill in the blanks with ea or ee to complete the words.

n___d  ch___k  t___r

s___d  ch___se  l___ves

t___ch  s___t  l___p

Go back and circle the words with ea green and the words with ee orange. Then try to use each word in a sentence. Have an adult write 2 of your sentences below.

1) ______________________________________________________________
2) ______________________________________________________________
Activity: Matching activity
What to do: Draw a line to connect each vocabulary word to its correct description. Then try to use each word in a sentence. Have an adult write 2 of your sentences below.

nest          has liquid on it; the opposite of dry

wet           a pile of something

bald          someone who has no hair

heap          what you feel when something scares you

fear          a home made of branches; where a bird lives

1) ______________________________________________________________

2) ______________________________________________________________
Activity: Word Search
What to do: Find and circle the words face, new, laugh, through, themselves and shade. Then find the hidden message in the first 5 rows of unused letters and write it on the blanks below.

Hidden message:

___ ___ ___  ___ ___ ___  ___ ___ ___ ___ ___ ___ ___
___ ___ ___ ___ ___ ___ ___ ___ ___ ___                  
___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___!

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Activity: Creative writing with vocabulary words
What to do: Create a story using the following vocabulary words: person, flipping, hug, hungry, fingers and teeth. Have an adult write your story on the lines below. Create a title for the first line and sign your name as the author at the end. Draw an illustration below your story.

________________________________________________________________________

by _________________________________

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**Activity:** Counting letters in words

**What to do:** Cut out the vocabulary words below. Read each word. Count the number of letters in each word and paste it in the correct column in the table. Then answer the questions.

<table>
<thead>
<tr>
<th>Number of Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 letters</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>loaded</th>
<th>chicken</th>
<th>branch</th>
<th>toe</th>
<th>joke</th>
</tr>
</thead>
<tbody>
<tr>
<td>slid</td>
<td>stepped</td>
<td>safe</td>
<td>feather</td>
<td>turtles</td>
</tr>
</tbody>
</table>

1. Which column has the most words? _______________

2. Which column has only 1 word? _______________

3. Which column does not have any words? _______________
Activity: Drawing pictures to illustrate vocabulary words
What to do: Read the words and draw a picture to illustrate each word. Then write a sentence using each word.

<table>
<thead>
<tr>
<th>leaning</th>
<th>sinking</th>
<th>sniffed</th>
</tr>
</thead>
</table>

1) ______________________________________________________________

2) ______________________________________________________________

3) ______________________________________________________________
Activity: Defining vocabulary words
What to do: Think of how you would describe the words below to a friend. Think of a sentence that would help someone understand what the word means. Have an adult help you write your sentence beside each word.

chop: ___________________________________________________________
________________________________________________________________

vine: _____________________________________________________________
________________________________________________________________

whale: ___________________________________________________________
________________________________________________________________

winter: ___________________________________________________________
________________________________________________________________

prince: ___________________________________________________________
________________________________________________________________

disappeared: _____________________________________________________
________________________________________________________________

handle: ___________________________________________________________
________________________________________________________________
Activity: Word Search with clues
What to do: Write the correct vocabulary words in the blanks below. Then find those 5 words in the Word Search below (the unused words are not in the Word Search).

striped whole wise seasons ruler garden half

1. Not the whole; divide something into 2 parts, this is one of those parts. ____________
2. Someone who is smart or who knows a lot of things. ____________
3. A patch of dirt where fruits, vegetables and/or flowers grow. ____________
4. A tool that is used to measure things. ____________
5. Winter, Spring, Summer, Fall. ____________

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**Activity**: Researching Alaska  
**What to do**: Write 3 facts about Alaska on the lines below. Use magazines, T.V. programs, the Internet, books, a dictionary, or any other resource you have. Write where you found your information. Then draw a picture of what you think Alaska looks like based on what you learned.

Fact 1: ________________________________________________________________________________

______________________________________________________________________________________

Fact 2: ________________________________________________________________________________

______________________________________________________________________________________

Fact 3: ________________________________________________________________________________

______________________________________________________________________________________

Where did you find your information? ______________________________________________________
Activity: Researching New York City
What to do: Write 3 facts about New York City on the lines below. Use magazines, T.V. programs, the Internet, books, a dictionary, or any other resource you have. Write where you found the information. Then draw an illustration of what you think New York City looks like based on what you learned.

Fact 1: ____________________________

________________________________________________________________

Fact 2: ____________________________

________________________________________________________________

Fact 3: ____________________________

________________________________________________________________

Where did you find your information? ________________________________
Activity: Word Search with vocabulary words
What to do: Find and circle the vocabulary words listed. Then figure out the mystery question by writing the unused letters from the first 3 lines of the Word Search on the blanks below. Answer the question on the blank provided.

gram speedometer realized insect engine passengers

W H A T D O S P E E D E D
O R E A L I Z E D S M
E T E R S D O ? R Z K
S P E E D O M E T E R R
Z M C J T J G B Z M E
I N B F K N L D A X N
Y N W L E L L R L L G
M Z S S D T G M B R I
Q Y S E N V D X C Q N
Q A R H C D M R M Z E
P F Y P N T T V M R G

__________________________

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___? __________________________________________________________________

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Activity: Researching and Comparing the Pacific Ocean and Lake Michigan
What to do: Write 2 facts about the Pacific Ocean and 2 facts about Lake Michigan on the lines below. Use magazines, T.V. programs, the Internet, books, a dictionary, or any other resource you have.

Pacific Ocean Facts
Fact 1: __________________________________________________________
________________________________________________________________
Fact 2: __________________________________________________________
________________________________________________________________

Lake Michigan Facts
Fact 1: __________________________________________________________
________________________________________________________________
Fact 2: __________________________________________________________
________________________________________________________________

Comparing the Pacific Ocean and Lake Michigan
1. How are the Pacific Ocean and Lake Michigan the same? ________________
________________________________________________________________
________________________________________________________________

2. How are the Pacific Ocean and Lake Michigan different? ________________
________________________________________________________________
________________________________________________________________
Reading Mastery Signature Edition, Grade 2 / Activity Page 6 (after Lesson 60)

**Activity**: Defining vocabulary words  
**What to do**: Think of how you would describe the words below to a friend. Think of a sentence that would help someone understand what the word means. Write your sentence beside each word. Then read your sentences to an adult and see if they can guess what vocabulary word you are describing.

contest: ____________________________________________________________

____________________________________________________________________

echoed: _____________________________________________________________

____________________________________________________________________

jungle: ____________________________________________________________

____________________________________________________________________

raw: ______________________________________________________________

____________________________________________________________________

weigh: _____________________________________________________________

____________________________________________________________________

frost: _____________________________________________________________

____________________________________________________________________

announce: __________________________________________________________

____________________________________________________________________

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Activity: Word Search with vocabulary words
What to do: Find and circle the words directly, important, investigate, lowered and damage (hint: the words may be backwards).

LOW EREDLT I L
TK V N P Q N N T N W
MZ T Z T L A P Y V L
DZ KT TD TF N L E R
QAMHR TV DT SK
PBOMMLLKCTH
FYPATNQWEIN
WMNKGQLRRGL
IQLMLEYZIAK
WGZQWDVDRDTK
GXCNXPRLFLED
Reading Mastery Signature Edition, Grade 2 / Activity Page 8 (after Lesson 80)

Activity: Demonstrating vocabulary meaning
What to do: Write a sentence using each of the following words: pretend and practice. Then draw a picture to illustrate each sentence.

pretend:
________________________________________________________________
________________________________________________________________

practice:
________________________________________________________________
________________________________________________________________

pretend
practice

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Activity: Creative writing with vocabulary words
What to do: Create a story using the following vocabulary words: **imitate**, **earlier**, **tusks**, **hollow**, and **stars**. Have an adult write your story on the lines below. Create a title for the first line and sign your name as the author at the end. Draw an illustration below your story.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

by _________________________________

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Activity: Researching electricity and magnets
What to do: Write 2 facts about electricity and 2 facts about magnets. Use magazines, T.V. programs, the Internet, books, a dictionary, or any other resource you have.

Facts About Electricity

Fact 1: __________________________________________________________________________
   __________________________________________________________________________

Fact 2: __________________________________________________________________________
   __________________________________________________________________________

Where did you find your information? ________________________________

Facts About Magnets

Fact 1: __________________________________________________________________________
   __________________________________________________________________________

Fact 2: __________________________________________________________________________
   __________________________________________________________________________

Where did you find your information? ________________________________
Activity: Using vocabulary words in context

What to do: Write a sentence using each of the vocabulary words below. Write your sentences on the lines below. Then read each sentence to an adult and ask if they can tell you the meaning of each word from the clues in your sentence.

receive:

________________________________________________________________
________________________________________________________________

honest:

________________________________________________________________
________________________________________________________________

confusion:

________________________________________________________________
________________________________________________________________

relative:

________________________________________________________________
________________________________________________________________
Activity: Researching India
What to do: Write 3 facts about India on the lines below. Use magazines, T.V. programs, the Internet, books, a dictionary, or any other resources you have. Write where you found the information. Then draw an illustration of what you think India looks like based on what you learned.

Fact 1: __________________________________________________________
______________________________________________________________

Fact 2: __________________________________________________________
______________________________________________________________

Fact 3: __________________________________________________________
______________________________________________________________

Where did you find your information? __________________________________

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Activity: Word Search with vocabulary words
What to do: Find and circle the words encyclopedia, jewels, project, constantly, describe, and involved.

P Y L T N A T S N O C S
W F N C R I P C Y K L J
T K T L D D K W M E L K
L Q T D Q E P Q W T G G
N Z I V J P S E T J L L
K R N B D O J C K C K M
H J V G F L N N R K K Q
P R O J E C T R M I J L
L K L M T Y Y R B K B N
V P V H J C K L Y Q N E
X N E F P N G G N Y H C
M T D L Y E Z F W K F W
Activity: Creative writing with vocabulary words

What to do: Create a story using the following vocabulary words: **pyramid, discover, buried, forever,** and **earthquake.** Have an adult write your story on the lines below. Create a title for the first line and sign your name as the author at the end. Draw an illustration below your story.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

by _________________________________
Reading Mastery Signature Edition, Grade 2 / Activity Page 15 (after Lesson 145)

Activity: Word Search with fill in the blanks
What to do: Write the correct vocabulary words in the blanks below. Then find those 5 words in the Word Search (the unused word is not in the Word Search). Figure out the hidden message by writing the unused letters from the first 3 lines of the Word Search on the blanks below.

probably wrapped confused microphone spy attacked

1. I ____________________ her birthday present with a pink bow.

2. The lion ____________________ the deer.

3. There are no clouds in the sky today, so it ____________________ won’t rain.

4. The girl was ____________________ when she was working on the math problem.

5. The teacher spoke into a ____________________ at the assembly.

   MGREATJOAB
   YITHISYETALRCDTNFTF
   BFKRYZEZAR
   ATDROPVCM
   BTPPMKQ
   OKMAZHPEM
   RGRTMXVODT
   PWTFDYVRNT
   KCONFUSEDE

   Hidden message:
   ___ ___ ___ ___ ___ ___ ___ ___
   ___ ___ ___ ___ ___ ___ ___ ___!

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Find all of the vocabulary words in the word search. Words can go across, backwards, up, down and in two diagonals.

CONSTANT  P  H  G
D  N  O  E  W  K  L  R  S  R  L
X  C  I  P  Q  T  Q  I  P  H  I
S  R  T  V  J  U  L  M  F  M  D
R  O  A  M  Q  O  A  Y  M  S  E
E  O  R  G  O  W  F  T  K  Z  D
G  K  G  F  G  N  V  C  O  C  J
N  E  I  T  Z  P  O  D  Y  R  F
A  D  M  C  K  L  R  O  U  T  E
D  B  H  N  F  N  F  H  T  K  F
E  V  I  E  C  E  R  T  J  V  B

CONSTANT
CROOKED
DANGERS
EQUATOR
FLOCKS
FOOLISH
GLIDED
MIGRATION
RECEIVE
ROUTE
Fact Review: If an animal is cold-blooded, the inside temperature of their body changes when the outside temperature changes.

Activity: Warm-Blooded or Cold-Blooded?

What to do: Cut out the animal cards below. Place the cards face down on the game board. Place 2 markers (old game pieces, buttons, etc.) on “Start.” Player 1 picks up the first card, reads the animal name and tells if the animal is warm-blooded or cold-blooded. If the answer is correct, the card is placed on the warm-blooded or cold-blooded label on the game board and the marker is moved forward one step. If the answer is incorrect, the card goes back into the pile for another time. Take turns playing until one or both players reach the “End!”

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**Fun Fact:** Practice using your vocabulary words in different ways to help strengthen your understanding of them!

**Activity:** *Vocabulary Word 4-Square*

**What to do:** Use paper or index cards to make a Vocabulary 4-Square for each vocabulary word. Write the word, definition, and a sentence for each word. Then draw a picture to help you remember what the word means. After you’ve completed a Vocabulary 4-Square for all 10 words, share them with someone at home or use them to study!

**Vocabulary Words:** gulped, sight, armor, Bermuda Triangle, engineer, shallow, stumbled, faint, leathery, and clearing.

<table>
<thead>
<tr>
<th>WORD</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SENTENCE</th>
<th>PICTURE</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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</tbody>
</table>

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Each of the statements below is a definition for one of the 10 vocabulary words in Home Letter 4. Circle the vocabulary word in the word search that matches the definition. Words can go across, backwards, up, down, and in two diagonals.

Vocabulary word list: REMAINS, SWIFT, QUAKE, APPROACH, DIVIDED, DARTED, INVENT, SUGGEST, CHUCKLED, and CHECKER.

Move toward something.
A person or machine that checks things.
A little laugh.
Moved very fast and straight.
Separated into parts.
Make an object for the very first time.
Shake very hard.
Parts of something that are left.
Tell about a possibility.
Very fast.
Fun Fact: Our vocabulary words can be heard, seen, or used almost everywhere outside of school!

Activity: Vocabulary Word Hunt

What to do: How often you do hear, see, or use our vocabulary words outside of school? Use the log below to collect evidence of hearing, seeing, or using our vocabulary words outside of school. Write down the vocabulary word, where you heard it, saw it, or how you used it in a sentence. Use the following vocabulary words for your hunt: device, mentioned, expect, tone, whether, purchase, manufacturer, disappointed, hesitated, and products. **Don’t stop there! If you hear, see, or use other or past vocabulary words write them down too!

<table>
<thead>
<tr>
<th>Heard It!</th>
<th>Saw It!</th>
<th>Used It!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence Log
Fact Review: Every planet and moon has its own gravity. You'll weigh more on a planet that has stronger gravity.

Activity: Fun with Gravity!

What to do: This activity has two parts. For the first part you’ll need a piece of string, a piece of paper, and tape. Crumple the paper into a ball. Use the tape to hold it together if needed. Tape one end of the string to the ball.

Now, hold and spin the ball around your head like you’re the Earth, the paper ball is the Moon, and the string is gravity. The Moon will continue to go around the Earth as long as gravity is holding the two together. Next, imagine that there is NO gravity by letting go of the string. What happens to the Moon? Use the lines below to write about it!

________________________________________________________________
________________________________________________________________
________________________________________________________________

For the second part of the activity, answer the following questions:

1) What is your weight on Earth?  __________ pounds

2) On Jupiter you would weigh a lot more, about 2 times more than what you weigh on Earth. How much would you weigh on Jupiter?  __________ pounds

3) Would you be able to stand on Jupiter? Why?  __________

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Fun Fact: Practice using your vocabulary words in different ways to help strengthen your understanding of them!

Activity: Vocabulary Word 4-Square

What to do: Use paper or index cards to make a Vocabulary 4-Square for each vocabulary word. Write the word, definition, and a sentence for each word. Then draw a picture to help you remember what the word means. After you’ve completed a Vocabulary 4-Square for all 10 words, share them with someone at home or use them to study!

Vocabulary Words: ridiculous, gather, solve, deliver, telescope, equipped, dome, manage, slumped, and pale.

<table>
<thead>
<tr>
<th>WORD</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SENTENCE</th>
<th>PICTURE</th>
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<tr>
<td></td>
<td></td>
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</tbody>
</table>
Find the vocabulary words in the word search. Words can go across, backwards, up, down and in two diagonals.

E Y D E M M A J E N
V L R G R R C P O W
R T D N Q E O I T M
E R B X N R S N F P
S O T U T S T Q L R
E H T H I B H L O R
D S G M T B E B P B
L I D L I B R A R Y
T A C W A S T E K G
L Q J Q J W T G Y L

ADMISSION
BEAK
DESERVE
FLOP
JAMMED
LIBRARY
SHORTLY
TIGHTROPE
TUNE
WASTE
Fun Fact: Our vocabulary words can be heard, seen, or used almost everywhere outside of school!

Activity: Vocabulary Word Hunt

What to do: How often you do hear, see, or use our vocabulary words outside of school? Use the log below to collect evidence of hearing, seeing, or using our vocabulary words outside of school. Write down the vocabulary word, where you heard it, saw it, or how you used it in a sentence. Use the following vocabulary words for your hunt: success, gear, platform, deathly, panic, scene, rapidly, twilight, grasp, and overcome. **Don’t stop there! If you hear, see, or use other or past vocabulary words write them down too!

Evidence Log

<table>
<thead>
<tr>
<th>Heard It!</th>
<th>Saw It!</th>
<th>Used It!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Each of the clues below is a definition for one of the 10 vocabulary words in Home Letter 10. Circle the vocabulary word in the word search that matches the definition. Words can go across, backwards, up, down and in two diagonals. 

Vocabulary word list: PARKA, OFFICIAL, ENDURANCE, LIMP, WEARY, TRUDGED, PEERED, ARRANGEMENTS, INSIST, and AIMLESSLY.

Don’t have a plan about what you’re doing
Make plans to do something.
Tells how long you can keep doing something.
Keep arguing that you must have something.
The opposite of stiff.
Somebody who can judge if things are done how they’re suppose to be done.
Winter jacket with a hood.
Looking at something as hard as you can.
Walked along slowly.
Very tired.

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**Fact Review:** Solid is when the form of matter is hard and it can be held in your hand. Liquid is when the form of matter flows. It cannot be held in your hand. Gas is when something is in the air. Most of the time, it isn’t easily seen.

**Activity:** *Matter Hunt!*

**What to do:** Find 6 different forms of matter (2 liquids, 2 solids, and 2 gases) at home. Write the name of each form (e.g., ice) and draw a picture of it under the appropriate heading.

<table>
<thead>
<tr>
<th>Name</th>
<th>Liquid</th>
<th>Solid</th>
<th>Gas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2)</td>
<td></td>
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<td>3)</td>
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<td>4)</td>
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<tr>
<td>5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
New Fact: The environments that you’ve read about are alike and different in many ways!

Activity: Venn Diagram

What to do: Think about all of the environments you’ve read about (e.g., space, planets, moons, oceans, coral reefs, human body). Choose two of your favorite environments and use the Venn diagram below to describe how the environments are the same and how they’re different. First, write the names of the environments on the lines at the top of the diagram. Next, for each environment, write how they are different under the boxes labeled, “Different.” Last, write how the environments are the same under the box labeled, “Same.” Share your findings when you’re finished!
**Fun Fact:** Practice using your vocabulary words in different ways to help strengthen your understanding of them!

**Activity:** *Vocabulary Word 4-Square*

**What to do:** Use paper or index cards to make a Vocabulary 4-Square for each vocabulary word. Write the word, definition, and a sentence for each word. Then draw a picture to help you remember what the word means. After you’ve completed a Vocabulary 4-Square for all 10 words, share them with someone at home or use them to study!

**Vocabulary Words:** blood vessel, chamber, cell, magnifying, pulse, nerve, spiral, absolutely, suspended, and briskly.

<table>
<thead>
<tr>
<th>WORD</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SENTENCE</th>
<th>PICTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Find the vocabulary words in the word search. Words can go across, backwards, up, down and in two diagonals.

```
S K N R R X R L R S N N
E C I F I R R E T U T E
I K R V P D L T H R D V
L Q R V R X N G S U M I
F R G N M E J D Z A P T
N B D O V H N H N S O C
O R T E R E C Z C O R A
G L R R T I R N N E P R
A P M X M N L C N T O T
R J E M G M H L B A I T
D I R I S T Y P A L S A
Y R O T S I H Z C P E J
```

ATTRACTIVE
DRAGONFLIES
EXTENDS
GORILLA
HISTORY
IRIS
PLATEOSAURUS
PORPOISE
PREVENT
TERRIFIC
Find the vocabulary words in the word search. Words can go across, backwards, down and in all four diagonals.

J R S M L D E Z I L I V I C
D M C P Q A Z R U B I E S X
E Y V G O K C Z D F E N C T
L W L W A R G K K N X C W J
I J C Y C K C O O C U T O K
C Y A Q D F R L R R L U F Y
I K B P M L C N R G R I L W
O R M N R Y L E M N E T A Q
U V T X C V N W E J S O T W
S R M Z R T X Y N E S N U J
D N O Z I R O H N M H G M S
V A N I S H R R C Z R M H D
M F Q N L Q A K D G U Y L G
M L Y J R E R P T M G G N N

CIVILIZED       JOURNEY
CROPS           KAYAK
CURRENT         LACK
CYCLONE         RUBIES
DELICIOUS       SHRUG
EARNESTLY       VANISH
GORGEOUS        WAIL
HORIZON
**Activity:** Vocabulary Word 4-Square

**What to do:** Use paper or index cards to make a Vocabulary 4-Square for 10 of the 15 vocabulary words below. Write the word, definition, and a sentence for each word you choose. Then, draw a picture to help you remember what the word means. When you’re done, share them with someone at home or use them to study!

**Vocabulary Words:**
- fortunate
- hearty
- inconvenient
- jagged
- comrade
- remarkable
- strides
- dreadful
- meadow
- scarcely
- odor
- therefore
- stunned
- presence
- spectacles

<table>
<thead>
<tr>
<th>WORD</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SENTENCE</th>
<th>PICTURE</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity: Vocabulary Word Hunt

What to do: How often do you hear, see, or use our vocabulary words outside of school? Use the log below to collect evidence of hearing, seeing, or using our vocabulary words outside of school. Write down the vocabulary word, where you heard it, saw it, or how you used it in a sentence. Use the following vocabulary words for your hunt: enormous, willingly, pure, seize, feast, mischief, overhead, imitate, gradually, deceive, shears, extend, utter, and whisk.
**Don’t stop there! If you hear, see, or use other or past vocabulary words write them down too!**

<table>
<thead>
<tr>
<th>Heard It!</th>
<th>Saw It!</th>
<th>Used It!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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**Reading Mastery Signature Edition, Grade 4 / Home Activity 4** (after Lesson 40)

**New fact:** A homophone is a word that sounds the same as another word but has a different meaning and spelling (e.g., sun/son).

**Activity: Homophone Word Search**

**What to do:** First write the homophone for each word below. Then write those words on the word search board. Fill in the rest of the blank squares with any letters. Give the word search to someone at home. Can they find all the words? One is done for you.

Use these words to fill in the squares.

<table>
<thead>
<tr>
<th>Another word that sounds the same.</th>
<th>Another word that sounds the same.</th>
</tr>
</thead>
<tbody>
<tr>
<td>beat → beet</td>
<td>their →</td>
</tr>
<tr>
<td>knew →</td>
<td>ate →</td>
</tr>
<tr>
<td>four →</td>
<td>reeds →</td>
</tr>
</tbody>
</table>
**Activity: Vocabulary Word 4-Square**

**What to do:** Use paper or index cards to make a Vocabulary 4-Square for 10 of the 15 vocabulary words below. Write the word, definition, and a sentence for each word you choose. Then, draw a picture to help you remember what the word means. When you’re done, share them with someone at home or use them to study!

**Vocabulary Words:**
- advantages
- prey
- gnaw
- shall
- vivid
- descended
- rustling
- limp
- staggered
- sap
- embrace
- tolerated
- flushed
- clutched
- quiver

---

### Vocabulary 4-Square

<table>
<thead>
<tr>
<th>WORD</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SENTENCE</th>
<th>PICTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fact review: A homophone is a word that sounds the same as another word but has a different meaning and spelling (e.g., write/right).

Activity: Homophone Word Search

What to do: First write the homophone for each word below. Then write those words on the word search board. Fill in the rest of the blank squares with any letters. Give the word search to someone at home. Can they find all the words? One is done for you.

Use these words to fill in the squares.

<table>
<thead>
<tr>
<th>Another word that sounds the same.</th>
<th>Another word that sounds the same.</th>
</tr>
</thead>
<tbody>
<tr>
<td>blew ➔ blue</td>
<td>hoarse ➔</td>
</tr>
<tr>
<td>weak ➔</td>
<td>hair ➔</td>
</tr>
<tr>
<td>fare ➔</td>
<td>knows ➔</td>
</tr>
</tbody>
</table>
Each of the statements below is a definition for one of the 15 vocabulary words in Home Letter 7. Circle the vocabulary word in the word search that matches the definition. Words can go across, backwards, down and in all four diagonals.

Vocabulary list: DARING, BIOGRAPHY, INSULT, MECHANIC, PROMOTED, ORGANIZATION, DECENT, CONTRACT, OPPOSE, GLEAM, LINEN, FRENZY, APPETITE, GREEDY, and VICTIM.

Desire for food.  
The true story of a person's life.  
A written agreement.  
Takes chances.  
Good.  
Doing something in a hurried or excited way.  
Shiny.  
Never happy with how much you have.  
A name or gesture that's supposed to make you mad.  
An expensive cloth that some sheets and clothes are made of.  
A person who fixes cars or other machines.  
Go against something.  
Another name for a business.  
Get a more important job.  
Somebody who is harmed.

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**Activity:** The Olympian Deities

**What to do:** Cut out the question and answer cards and place the cards face down by the scoreboard below. Player 1 picks up the first card and reads the point value and the question to Player 2. If Player 2 answers correctly, he/she signs the card and places the card under the matching point heading on the scoreboard. If the answer is incorrect, the card goes back into the pile for another try. You'll notice that help pronouncing the Greek names are in parenthesis after each answer. Take turns playing until the question and answer cards are gone. Then total both players' points to see who the winner is!

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who was the goddess of love?</td>
<td>Aphrodite (af ruh DY tee).</td>
</tr>
<tr>
<td>Who was the god of the sun?</td>
<td>Apollo (uh PAHL oh).</td>
</tr>
<tr>
<td>Who was the god of the sky?</td>
<td>Zeus (zoose).</td>
</tr>
<tr>
<td>Who was the goddess of hunting?</td>
<td>Artemis (AHR tuh miss).</td>
</tr>
<tr>
<td>Who was the goddess of wisdom?</td>
<td>Athena (uh THEE nhu).</td>
</tr>
<tr>
<td>Who was the god of the ocean?</td>
<td>Poseidon (puh SY dun).</td>
</tr>
<tr>
<td>Who was the god of war?</td>
<td>Ares (AIR eez).</td>
</tr>
<tr>
<td>Who was the goddess of farming?</td>
<td>Demeter (duh MEE tur).</td>
</tr>
<tr>
<td>Who was the god of fire?</td>
<td>Hephaestus (hih FACE tuss).</td>
</tr>
<tr>
<td>Who was the goddess of marriage?</td>
<td>Hera (HAIR uh).</td>
</tr>
</tbody>
</table>

**Scoreboard**

<table>
<thead>
<tr>
<th>100 points</th>
<th>300 points</th>
<th>500 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Activity: Venn Diagram

What to do: Think about the two biographies you’ve read (Jackie Robinson and Jane Addams). Use the Venn diagram below to explore how their lives and experiences were the same and how they were different. First, write the names of the people on the lines at the top of the diagram. Next, for each person, write how their lives and experiences were different under the boxes labeled “Different.” Last, write how their lives and experiences were the same under the box labeled “Same.” Share your findings when you’re finished!

Comparing and Contrasting People in History

_________________________                                                               ___________

Different                                                                 Different

Same

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Activity: Vocabulary Word Hunt

What to do: Use the log below to collect evidence of hearing, seeing, or using our vocabulary words outside of school. Write down the vocabulary word, where you heard it, saw it, or how you used it in a sentence. Use the following vocabulary words for your hunt: pauper, scurry, opportunity, properly, optimistic, fathom, bankrupt, ignorant, wisdom, salute, tattered, torment, dignity, stricken, and identical.

**Don’t stop there! If you hear, see, or use other or past vocabulary words write them down too!**

Evidence Log

<table>
<thead>
<tr>
<th>Heard It!</th>
<th>Saw It!</th>
<th>Used It!</th>
</tr>
</thead>
</table>

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Each of the statements below is a definition for one of the 15 vocabulary words in Home Letter 11. Circle the vocabulary word in the word search that matches the definition. Words can go across, backwards, down and in all four diagonals.

Vocabulary word list: INSPECT, STOUT, VAST, BARGE, SHUDDER, REGRET, SUSPICIOUS, DROWSY, GARMENT, ORDEAL, CONDUCT, CHARRED, PROSPER, VAGRANT, and MOTLEY

1. A large flat boat that travels on rivers.
2. Burned.
3. To take the lead.
4. Sleepy.
5. A piece of clothing.
7. Something that is made up of many different types of things.
8. A really difficult experience.
9. To earn money and do well.
10. Being sorry about something that happened.
11. Another word for shiver.
12. Thick and sturdy.
13. Don't really believe it's true.
14. A person who doesn't have a job or place to live.
15. Very large.
Reading Mastery Signature Edition, Grade 4 / Home Activity 12 (after Lesson 120)

Activity: Venn Diagram

What to do: Think about two of the fictional characters you've read about (e.g., Dorothy, the Scarecrow, Nellie, the Prince, the Pauper, etc). Use the Venn diagram below to explore how the characters are the same and how they're different. First, write the names of the characters on the lines at the top of the diagram. Next, for each character, write how the characters are different under the boxes labeled “Different.” Last, write how the characters are the same under the box labeled “Same.” Share your findings when you’re finished!

Comparing and Contrasting Fictional Characters

[Diagram of Venn diagram with sections labeled Same and Different]
**Activity:** Greek Gods and Goddesses

**What to do:** Cut out the question and answer cards and place the cards face down by the scoreboard below. Player 1 picks up the first card and reads the point value and the question to Player 2. If Player 2 answers correctly, he/she signs the card and places the card under the matching point heading on the scoreboard. If the answer is incorrect, the card goes back into the pile for another try. You’ll notice that help pronouncing the Greek names are in parenthesis after the answer. Take turns playing until the question and answer cards are gone. Then total both players’ points to see who the winner is!

**Scoreboard**

<table>
<thead>
<tr>
<th></th>
<th>100 points</th>
<th>300 points</th>
<th>500 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>100 points</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who was the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>goddess of</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>wisdom and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>work?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Answer:</strong></td>
<td>Athena (uh</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>THEE nuh)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>100 points</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How was</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athena related</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to Zeus?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Answer:</strong></td>
<td>She was</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>his</td>
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<td></td>
<td>daughter.</td>
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<tr>
<td><strong>100 points</strong></td>
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<tr>
<td>Question:</td>
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<tr>
<td>Who was the</td>
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<td></td>
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<tr>
<td>chief god?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Answer:</strong></td>
<td>Zeus</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>(zoose).</td>
<td></td>
<td></td>
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<tr>
<td><strong>300 points</strong></td>
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<td>Question:</td>
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<tr>
<td>Who was the</td>
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<td></td>
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<tr>
<td>goddess of</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>hunting?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Answer:</strong></td>
<td>Artemis</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>(AHR</td>
<td></td>
<td></td>
</tr>
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<td></td>
<td>tuh miss).</td>
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<td><strong>300 points</strong></td>
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<tr>
<td>Question:</td>
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<tr>
<td>Who was the</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>goddess of</td>
<td></td>
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<td></td>
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<tr>
<td>love?</td>
<td></td>
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<td></td>
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<tr>
<td><strong>Answer:</strong></td>
<td>Aphrodite</td>
<td></td>
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<td>(af</td>
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<td></td>
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<tr>
<td></td>
<td>ruh DY tee)</td>
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<tr>
<td><strong>300 points</strong></td>
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<tr>
<td>Question:</td>
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<td></td>
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<tr>
<td>Who was the</td>
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<tr>
<td>god of the</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ocean?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Answer:</strong></td>
<td>Poseidon</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>(puh SY</td>
<td></td>
<td></td>
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<td>dun).</td>
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<td></td>
</tr>
<tr>
<td><strong>300 points</strong></td>
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</tr>
<tr>
<td>Question:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>How was</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poseidon</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>related to</td>
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<td></td>
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<tr>
<td>Zeus?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Answer:</strong></td>
<td>He was his</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>brother.</td>
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</tr>
<tr>
<td><strong>300 points</strong></td>
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</tr>
<tr>
<td>Question:</td>
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<td></td>
</tr>
<tr>
<td>Who was the</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>goddess of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the earth?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Answer:</strong></td>
<td>Demeter</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(duh MEE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>tur).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>500 points</strong></td>
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<td></td>
</tr>
<tr>
<td>Question:</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Who was the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>messenger for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zeus?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Answer:</strong></td>
<td>Hermes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(HER mees)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>500 points</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question:</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Who was the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>goddess of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>marriage?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Answer:</strong></td>
<td>Hera</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(HAIR uh).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reading Mastery Signature Edition, Grade 5
Home Activity 2

New fact: A homophone is a word that sounds the same as another word but has a different meaning and spelling (for example, sun/son).

Activity: Homophone Word Search

What to do: First write the homophone for each word below. Then write those words on the word search board. Fill in the rest of the blank squares with letters. Give the word search to someone at home. Can they find all the words? One is done for you.

Use these words to fill in the squares.

<table>
<thead>
<tr>
<th>Another word that sounds the same.</th>
<th>Another word that sounds the same.</th>
</tr>
</thead>
<tbody>
<tr>
<td>knight ➔ night</td>
<td>idle ➔</td>
</tr>
<tr>
<td>flee ➔</td>
<td>poor ➔</td>
</tr>
<tr>
<td>stare ➔</td>
<td>would ➔</td>
</tr>
</tbody>
</table>
Activity: Word Jumble

What to do: Unscramble the mixed up letters to make a vocabulary word and write the unscrambled word on the lines below. Not all of the vocabulary words have been used. (Hint: Some letters are already filled in to help you!)

Vocabulary words: devour, wrath, subside, agreeable, exchange, collapse, abroad, tenant, mirage, nourishment, dainty, pneumonia, gnarled, contempt, persistent

b a a d r o   a e e g r b a l e   t h a r w
1)   a b _ _ _ _  2)   a _ _ _ _ _ _ _ _   3)   _ _ _ _ h

a n n t t e   s o u r m t h n l i e n   d o u v r e
4)   _ _ n _ _   5)   _ _ r _ _ h _ _   6)   _ e _ _ _

s l a p l e c o   e m p t c t o n   g a i r m e
7)   _ o _ _ _ _   8)   _ o _ _ _ _ _ _   9)   _ _ a _ _

d n e g l a r
10)  _ _ _ _ _ _

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Find the vocabulary words in the word search. Words can go horizontally, vertically, and diagonally in all eight directions.

| A | D | O | R | N | T | W | P | C |
|---|---|---|---|---|---|---|---|
| H | Z | C | X | E | X | C | E | S | S | I | V | E | G |
| K | I | W | G | A | R | R | E | T | T | M | H | D | M |
| E | K | L | R | X | N | R | X | N | T | R | L | H | R |
| B | L | D | L | P | N | I | S | N | E | C | G | T | M |
| I | R | X | W | U | K | E | A | F | G | K | C | H | T |
| R | C | T | M | K | M | H | R | T | R | T | R | T | I |
| C | L | M | L | U | P | I | K | K | E | C | I | E | R |
| S | Q | Y | L | M | V | T | N | Y | M | D | M | S | E |
| B | G | P | U | O | N | L | R | A | E | N | S | H | H |
| U | K | I | L | X | F | I | Q | F | T | K | O | O | N |
| S | R | O | L | K | Y | W | Z | M | L | E | N | L | I |
| T | U | N | P | N | L | Q | V | Q | C | K | D | D | L |
| S | H | Y | L | O | H | C | N | A | L | E | M | F | K |

www.WordSearchMaker.com

ADORN  CRIMSON  DETAIN  EMERGE  EXCESSIVE  FRIVOLOUS  GARRET  ILLUMINATED

INHERIT  MELANCHOLY  PLUMES  SUBSCRIBE  THRESHOLD  TRIUMPHANT  WILT
Activity: *Similes*

**What to do:** Use what you know about similes to fill in the sentences below. When you’re done, share them with someone at home!

*Remember, similes compare two things using the words *like* or *as*. For example, if you wanted another way to say you are very busy, you could say “I’m busy *as a bee!*” Similes and other types of figurative language help to make your writing more interesting.

1. His beard was like ________________________.
2. Her eyes were as blue as __________________.
3. The city was busy like ____________________.
4. The man ran like ________________________.
5. The ice was as ___________ ______ as ___________________.
6. My feet were as heavy as __________________.
7. I was as hungry as ________________________.
8. The mesa was like ______________________.
9. His hair was as curly as ____________________.
10. Write one of your own:

   __________________________________________
   __________________________________________
Each of the statements below is a definition for one of the 15 vocabulary words in Home Letter 6. Circle the vocabulary word in the word search that matches the definition. Words can go horizontally, vertically, and diagonally in all eight directions.

1. Extreme pain or sorrow
2. A hook that holds objects together
3. A tuft of feathers on top of a bird’s nest
4. Something that pulls your attention away
5. To erase something
6. Brave and noble
7. Really embarrassing
8. An easily recognized feature of a landscape
9. Move skillfully
10. A light umbrella used for shade
11. Relates to something
12. Take something out of hiding and show it or tell it
13. Three
14. No doubt about it
15. Has never happened before
**New fact:** Idioms are sayings that use colorful language and give us another way to say something.

**Activity:** *Using Idioms and their Meanings*

**What to do:** For each idiom below, use the lines to write a 2–3 sentence paragraph using the idiom and its meaning. When you're done, share your sentences with someone at home. The first one is done for you!

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Meaning</th>
<th>2–3 Sentence Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Give somebody the slip.</td>
<td>Escape or hide from that person.</td>
<td>Thelma wanted to get away from her little brother. She tried to <strong>give him the slip</strong> by hiding from him in the closet.</td>
</tr>
<tr>
<td>2. Horse around.</td>
<td>Aimlessly playing around.</td>
<td></td>
</tr>
<tr>
<td>3. Cat got your tongue?</td>
<td>Keeping quiet.</td>
<td></td>
</tr>
<tr>
<td>4. Smell a rat.</td>
<td>Convinced that something very wrong is happening.</td>
<td></td>
</tr>
<tr>
<td>5. Pull someone's leg.</td>
<td>Try to fool someone with a ridiculous story.</td>
<td></td>
</tr>
</tbody>
</table>
Reading Mastery Signature Edition, Grade 5
Home Activity 8

Activity: Word Jumble

What to do: Unscramble the mixed up letters to make a vocabulary word, and write the unscrambled word on the lines below. Not all of the vocabulary words have been used. (Hint: Some letters are already filled in to help you!)

- SUMMIT
- POISED
- FORGE AHEAD
- VENGEANCE
- SHOW PROMISE
- RECEPTION
- DESPISE
- UNHEEDED
- SCORNFUL
- WRITHE
- PLANTATION
- RUTS
- FIT
- LICKING
- SNICKER

<table>
<thead>
<tr>
<th>m s u m t i</th>
<th>c p t e r i n o e</th>
<th>p s d i e s e</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) s_______</td>
<td>2) <em>e</em>________</td>
<td>3) _______e</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>k s n c i e r</td>
<td>l p a a t n t i n o</td>
<td>d o i s p e</td>
</tr>
<tr>
<td>4) <em><strong>i</strong></em>___</td>
<td>5) <strong>a____t</strong>_</td>
<td>6) <em><strong>s</strong></em></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>s r f n l u c o</td>
<td>e u h n e d e d</td>
<td>h t i r w e</td>
</tr>
<tr>
<td>7) <strong><strong>r</strong></strong>__</td>
<td>8) ______<em>e</em></td>
<td>9) <strong>i</strong>_</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>g i k i l c n</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10) _______</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Review facts: A dictionary gives facts about words, an atlas gives facts about places, and an encyclopedia gives facts about plants, animals, history, and many other topics!

Activity: Reference Review

What to do: Select the best reference book for the following questions. Write dictionary, atlas, or encyclopedia on the line below.

1. How many states border Missouri?
______________________________

2. How is perplexed spelled?
______________________________

3. What are William Shakespeare’s most famous poems?
______________________________

4. What does dispute mean?
______________________________

5. What is the capital of New Mexico?
______________________________

6. Where does poison ivy grow?
______________________________

7. How many people live in Africa?
______________________________

8. How do you pronounce the word dominion?
______________________________
**Reading Mastery Signature Edition, Grade 5**
**Home Activity 10**

**Activity:** Vocabulary Word Hunt

**What to do:** Use the log below to collect evidence of hearing, seeing, or using your vocabulary words outside of school. Write down the vocabulary word, where you heard it, saw it, or how you used it in a sentence. Use the following vocabulary words for your hunt: **perplexed, vicious, tranquil, fragment, contemplate, lapse, logic, ailment, wistful, lull, critical, scuffle, blunder, pathetic, and oath.**

**Don’t stop there! If you hear, see, or use other vocabulary words write them down too!**

**Evidence Log**

<table>
<thead>
<tr>
<th>Heard It!</th>
<th>Saw It!</th>
<th>Used It!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Find the vocabulary words in the word search. Words can go horizontally, vertically, and diagonally in all eight directions.

G D Q I N T E R F E R E N
I R E J R H L V N L A Y M
F N P T P P I J C M W M T
E C D R A L D I I U M A D
G T W I L L T D N T D N Y
N N E A F N O V L T R A L
O N I R A F E S J E A T T
R N W C N L E P I R G O S
H K M H F I H R Y L G M A
T R G I B Q T T E Y A Y H
Z T R B Q M P Y V N H P G
D T E R E H P S O M T A G
M G C R E S T F A L L E N

AMID  INDIFFERENT
ANATOMY  INTERFERE
ANTIC  ISOLATED
ATMOSPHERE  THRONG
CRESTFALLEN  TRIFLE
ETERNITY  UTTERLY
GHASTLY  VILLAIN
HAGGARD
Activity: Venn Diagram

What to do: Think about two fictional characters you’ve read about (for example, Persephone, Sara Crewe, Tom Sawyer, Huckleberry Finn, and so on). Use the Venn Diagram below to explore how the characters are the same and how they are different. First write the names of the characters on the lines above the diagram. Next write how each character is different under the boxes labeled “Different.” Last write how the characters are the same under the box labeled “Same.” Share your findings when you’re finished!