Part 1  Write these words without endings.

1. stripes ________
2. stinker ________
3. noses ________
4. smaller ________
5. choked ________
6. blushed ________
7. closer ________
8. talked ________

Part 2  Read the words in the box. Then fill in the blanks.

horse  ten  garden  six  tips  striped
see  five  mad  stripes  smell  stand
stinker  brown  hear  proud  middle  look

There were ________ stink bugs that lived in a ________. Stink bugs are proud if they can make a big stink. The biggest stink bug was very ________. She said, “This is how to make a stink.” And she made a big stink that you could ________ on the other side of the garden.

One stink bug had a ________ back. He said, “If a bug has stripes on its back, it has the best ________. Here I go.”

Part 3  Copy the sentences:

A bird was flying over the garden.

The smallest bug had stripes on its back.

We are in the middle of a contest.

Inflectional suffixes, vocabulary/context clues, copying sentences
Part 4
Write these words with ed endings.

1. jump
2. fish
3. form
4. talk
5. smell
6. trick

Part 5
Read the sentences in the box. Then write the answer to each question.

The little bug kept talking. She said, “One time, I made a stink that was so powerful it turned all the grass brown. I’ll bet that I can beat ten skunks in a stinking contest.”

1. What happened when the little bug made a powerful stink? ______________________

2. What did the little bug bet? ____________________________________________

Part 6
Match the words and complete them.

snow
chomping
sings
night
summer

chomp
sing
er
ow
n

A Note to the Parent
Work was completed at home.

(Parent’s/Listener’s) signature ___________________________  Date ________

Inflectional suffixes, inferences, word completion
Lesson 2

Part 1
Write these words without endings.

1. talking
2. taking
3. striped
4. bigger
5. shopped
6. stinker
7. closed
8. packed

Part 2
Match the words and complete them.

forest
began
stand
sick

and
si
gl
est

be

Part 3
Read the sentences in the box. Then write the answer to each question.

The little bug asked, “Are you grabbing onto something? Nobody can stand up when my stink reaches them. First it hits them so hard that they fall down. Then it knocks the air from them. And when it has done that, my stink chokes them up. But most bugs don’t die from the smell. They are just sick for weeks.”

1. What is the first thing that happens to other bugs when they smell the little bug’s stink?

2. How long are the bugs sick from the stink?

Inflectional suffixes, word completion, inferences

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Part 4
Read the words in the box. Then fill in the blanks.

trying  fort  cloud  best  telling  leave
fainting contest smallest stand shown told
left blush garden whiff taking laughing

There was a __________ in the __________. Five stink bugs were __________ to see who had the __________ stinker. All of the bugs but one had __________ off their best stink. Now that bug began telling the others how good she was at __________. She talked and talked. The other bugs began to __________. Soon only the biggest bug was __________.

Part 5
Write these words with er endings.

1. cold ______________
2. stick ______________
3. hard ______________
4. talk ______________
5. deep ______________
6. fast ______________
7. help ______________
8. stink ______________

Part 6
Copy the sentences:

Breathe in deeply and hold in the air.

She went to the other side of the garden.

A Note to the Parent
Work was completed at home.

(Parent’s/Listener’s) signature __________________________ Date _________

Vocabulary/context clues; inflectional suffixes, sentence copying
Part 1
Write the words without endings.

1. asked
2. loner
3. winked
4. skipped
5. making
6. planned
7. walked
8. closer

Part 2
Follow the instructions for each item.

1. Write the word couch. Make a line under ou.
   
2. Write the word coach. Make a line over oa.
   
3. Write the word pail. Make a line over ai.

Part 3
Write these words with er endings.

1. tell
2. farm
3. teach
4. old

Part 4
Write these words with ing endings.

1. wait
2. laugh
3. look
4. walk

Inflectional suffixes, sound/symbol correspondence

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Part 5
Match the words and complete them.

pond

grow

thirteen

block

tried

teen

g

po

ied

ock

Part 6
Read the sentences in the box. Then write the answer to each question.

After school, Art didn’t hang out with the other kids in his class. He went home to work on the farm. The other kids in his class said, “Art’s a loner. He never hangs out with us.” They didn’t know that Art was shy.

1. What did Art do after school? ______________________

2. Why did the other kids say, “Art is a loner”? ______________________

Part 7
Copy the sentences:

He skipped stones on the pond.

She went to class on time.

A Note to the Parent
Work was completed at home.

(Parent’s/Listener’s) signature ______________________ Date ________

Word completion, inferences, copying sentences
Lesson 4

Part 1
Write these words with ed endings.
1. coach
2. blush
3. toss

Part 2
Write these words with es endings.
1. coach
2. blush
3. toss

Part 3
Write the 2 words that make up each word.
1. herself = _____________ + _____________
2. basketball = _____________ + _____________
3. sometimes = _____________ + _____________
4. motorboat = _____________ + _____________
5. everyone = _____________ + _____________
6. anything = _____________ + _____________

Part 4
Write these words without endings.
1. raising
2. grabbed
3. smiled
4. nearly
5. sailed
6. deeply
7. skipping
8. roses

Vocabulary/inflectional and derivational suffixes, compound words

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Part 5

**Lonely Art**

Art was a farm boy. He talked like a farm boy. He walked like a farm boy. And when he was thirteen years old, he began to grow. When he was fifteen years old, he was taller than any other kid. His arms seemed too long. He looked like a long blade of grass.

After school, he didn’t hang out with the other kids in his class. He went home to work on the farm. The other kids in his class said, “Art’s a loner. He never hangs out with us.” They didn’t know that Art was shy.

A teacher in the school told Art that he should go out for basketball. And Art did. But he hadn’t played basketball before. And he wasn’t any good. He couldn’t shoot the ball. He couldn’t block shots. He couldn’t dribble the ball.

The coach said, “Art, this game is too hard for you. Why don’t you try out for another sport?”

But Art didn’t try another sport. After school, he went down to the pond near his farm house. He skipped stones on the pond. He said to himself, “I just wish there was a stone-skipping team. I’d be the champ of that team.”

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**A Note to the Parent**

Listen to the student read the passage. Count the number of words read in one minute and the number of errors.

Number of words read ______ Number of errors ______

We read the story ______ times.

(Parent’s/Listener’s) signature _____________________________________________

Date ____________________________
Part 1
Write these words with **er** endings.

1. play
2. small
3. catch
4. long

Part 2
Write these words with **ed** endings.

1. lean
2. walk
3. yell
4. dress

Part 3
Write the 2 words that make up each word.

1. baseball = ______________________ + ______________________
2. someone = ______________________ + ______________________

Part 4
Write 1, 2, or 3 in front of each sentence to show when these things happened in the story. Then write the sentences in the blanks.

____ Art didn’t sleep well that night.

____ Art tossed pitches to the catcher.

____ The coach said, “Art, I would like you to come out for baseball.”

1. __________________________________________

2. __________________________________________

3. __________________________________________

Inflectional and derivational suffixes, compound words, sequence
The Baseball Lot

Art was having a bad time in school. The kids didn’t talk with him, and he didn’t know what to say to them. After school, Art would go to the pond to skip stones. And as he skipped them, he said the things he would like to say to Patty.

“Patty,” he said to himself one day, “I want you to be my girlfriend.” He skipped a stone and looked at it as it sailed almost to the other side of the pond. Then he said, “No, I will never say anything like that to Patty. I would just blush, and I wouldn’t be able to say anything.”

After school one day, Art saw Patty standing on the corner near school. He walked up to her. “Hi, Art,” she said.

“Hi,” he said. He breathed in deeply and said, “Can I walk with you?” She smiled and said, “I’m waiting for somebody, Art. Sorry.”

“That’s okay,” Art said, and he began to walk down the street. He looked back from time to time. When he was about a block away, he saw Mark Jackson walk up to Patty and begin to walk with her.