Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

You are free:
- to Share — to copy, distribute and transmit the work
- to Remix — to adapt the work

Under the following conditions:
- Attribution — You must attribute the work in the following manner:
  This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.
- Noncommercial — You may not use this work for commercial purposes.
- Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:
For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:
http://creativecommons.org/licenses/by-nc-sa/3.0/
This Workbook contains worksheets that accompany many of the lessons from the Teacher Guide for Unit 6. Some of the worksheets in this book do not include written instructions for the student because the instructions would have contained nondecodable words. The expectation is that teachers will explain these worksheets to the students orally, using the guidelines in the Teacher Guide. The Workbook is a student component, which means that each student should have a Workbook.
Dear Family Member,

Below you will find the spelling words for this unit. You will notice that there are 20 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.

<table>
<thead>
<tr>
<th>noise</th>
<th>night</th>
<th>kneel</th>
<th>wrinkle</th>
<th>ripple</th>
</tr>
</thead>
<tbody>
<tr>
<td>ferret</td>
<td>whistle</td>
<td>window</td>
<td>western</td>
<td>jungle</td>
</tr>
<tr>
<td>jolly</td>
<td>ginger</td>
<td>gentle</td>
<td>margin</td>
<td>photo</td>
</tr>
<tr>
<td>dolphin</td>
<td>graph</td>
<td>finish</td>
<td>traffic</td>
<td></td>
</tr>
</tbody>
</table>
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 Blanks

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 can live on land or in the water. It is an _____________________.
Parts of Speech

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.

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

3. The class sang the patriotic tune, “Yankee Doodle.”

4. King Henry wore a gold crown.

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

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

7. The older boys are at Rock Creek Park.

8. Jason ate a yummy hamburger at Smith’s Burger House.
Draw a circle around the correct tense.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The little cub will grow into a fierce lion.</td>
<td><strong>past</strong></td>
<td><strong>present</strong></td>
</tr>
<tr>
<td>2. Rachel looks at the menu.</td>
<td><strong>past</strong></td>
<td><strong>present</strong></td>
</tr>
<tr>
<td>3. Robert will remove the blue sheets from the bed.</td>
<td><strong>past</strong></td>
<td><strong>present</strong></td>
</tr>
<tr>
<td>4. I told the truth.</td>
<td><strong>past</strong></td>
<td><strong>present</strong></td>
</tr>
<tr>
<td>5. The boys formed three teams.</td>
<td><strong>past</strong></td>
<td><strong>present</strong></td>
</tr>
<tr>
<td>6. Dad will purchase a new jacket.</td>
<td><strong>past</strong></td>
<td><strong>present</strong></td>
</tr>
<tr>
<td>7. Sylvia ate a banana this morning.</td>
<td><strong>past</strong></td>
<td><strong>present</strong></td>
</tr>
<tr>
<td>8. Janet rides the bus home every day.</td>
<td><strong>past</strong></td>
<td><strong>present</strong></td>
</tr>
<tr>
<td>9. Matt enjoyed the show.</td>
<td><strong>past</strong></td>
<td><strong>present</strong></td>
</tr>
<tr>
<td>10. Tim caught a fly ball at the baseball game.</td>
<td><strong>past</strong></td>
<td><strong>present</strong></td>
</tr>
</tbody>
</table>
# 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.

<table>
<thead>
<tr>
<th>noise</th>
<th>night</th>
<th>kneel</th>
<th>wrinkle</th>
<th>ripple</th>
<th>ferret</th>
<th>whistle</th>
<th>window</th>
<th>western</th>
<th>jungle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>jolly</th>
<th>ginger</th>
<th>gentle</th>
<th>margin</th>
<th>photo</th>
<th>dolphin</th>
<th>graph</th>
<th>finish</th>
<th>traffic</th>
<th>Britain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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. _______
Sound Comparison

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

1. trophy  funny _______________________________
2. knock  kettle _______________________________
3. sphere  spear _______________________________
4. when  witch _______________________________
5. traffic  orphan _______________________________
6. nickel  knot _______________________________
7. phone  pane _______________________________
8. graph  group _______________________________
9. write  when _______________________________
10. wrong  right _______________________________
## Fill in the Blanks

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

<table>
<thead>
<tr>
<th>gopher</th>
<th>trophy</th>
<th>graph</th>
<th>paragraph</th>
<th>write</th>
</tr>
</thead>
<tbody>
<tr>
<td>wrap</td>
<td>wrist</td>
<td>wren</td>
<td>knee</td>
<td>knife</td>
</tr>
</tbody>
</table>

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?
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
Fill in the Blanks

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

<table>
<thead>
<tr>
<th>thread</th>
<th>spread</th>
<th>meant</th>
<th>dead</th>
<th>bread</th>
</tr>
</thead>
<tbody>
<tr>
<td>breakfast</td>
<td>feather</td>
<td>dread</td>
<td>head</td>
<td>lead</td>
</tr>
</tbody>
</table>

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 ___________________.
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
8. *Sir Gus*   Fiction / Nonfiction
9. *The Three Little Pigs*   Fiction / Nonfiction
10. *The Solar System*   Fiction / Nonfiction
Spelling Assessment

1. ________________  11. ________________

2. ________________  12. ________________

3. ________________  13. ________________

4. ________________  14. ________________

5. ________________  15. ________________

6. ________________  16. ________________

7. ________________  17. ________________

8. ________________  18. ________________

9. ________________  19. ________________

10. ________________

Tricky Word: ___________________
1. _______________________________________
2. _______________________________________
3. _______________________________________
 Trouble with the British

1. Who was the president of the United States in 1812?
   A. George Washington
   B. James Madison
   C. Napoleon

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.

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.
4. Which part of North America was still controlled by the British in 1812?
   A. the United States
   B. Mexico
   C. Canada

5. Which country was already fighting a war with Great Britain in 1812?
   A. France
   B. Spain
   C. Germany
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.

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

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

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

<table>
<thead>
<tr>
<th>after</th>
<th>barber</th>
<th>camera</th>
<th>difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>birthday</td>
<td>swirling</td>
<td>thirteen</td>
<td>chirping</td>
</tr>
<tr>
<td>burden</td>
<td>furnace</td>
<td>hamburger</td>
<td>turtle</td>
</tr>
<tr>
<td>marker</td>
<td>parcel</td>
<td>ramparts</td>
<td>safari</td>
</tr>
<tr>
<td>informer</td>
<td>organize</td>
<td>perform</td>
<td></td>
</tr>
</tbody>
</table>

Tricky Word: war
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 United States ships traded with the British, the French got upset. They did not want Americans trading with their enemies. When United States 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.
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.

<table>
<thead>
<tr>
<th>after barber camera difference birthday</th>
<th>swirling thirteen chirping burden furnace</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________________________</td>
<td>1. __________________________</td>
</tr>
<tr>
<td>2. __________________________</td>
<td>2. __________________________</td>
</tr>
<tr>
<td>3. __________________________</td>
<td>3. __________________________</td>
</tr>
<tr>
<td>4. __________________________</td>
<td>4. __________________________</td>
</tr>
<tr>
<td>5. __________________________</td>
<td>5. __________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>hamburger turtle marker parcel ramparts</th>
<th>safari after informer organize perform</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________________________</td>
<td>1. __________________________</td>
</tr>
<tr>
<td>2. __________________________</td>
<td>2. __________________________</td>
</tr>
<tr>
<td>3. __________________________</td>
<td>3. __________________________</td>
</tr>
<tr>
<td>4. __________________________</td>
<td>4. __________________________</td>
</tr>
<tr>
<td>5. __________________________</td>
<td>5. __________________________</td>
</tr>
</tbody>
</table>
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

____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
### 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.*

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. farmer</td>
<td>/ar/ as in <em>car</em></td>
<td>/or/ as in <em>for</em></td>
<td>/er/ as in <em>her</em></td>
</tr>
<tr>
<td>2. snorting</td>
<td>/ar/ as in <em>car</em></td>
<td>/or/ as in <em>for</em></td>
<td>/er/ as in <em>her</em></td>
</tr>
<tr>
<td>3. beggar</td>
<td>/ar/ as in <em>car</em></td>
<td>/or/ as in <em>for</em></td>
<td>/er/ as in <em>her</em></td>
</tr>
<tr>
<td>4. favor</td>
<td>/ar/ as in <em>car</em></td>
<td>/or/ as in <em>for</em></td>
<td>/er/ as in <em>her</em></td>
</tr>
<tr>
<td>5. corner</td>
<td>/ar/ as in <em>car</em></td>
<td>/or/ as in <em>for</em></td>
<td>/er/ as in <em>her</em></td>
</tr>
<tr>
<td>6. effort</td>
<td>/ar/ as in <em>car</em></td>
<td>/or/ as in <em>for</em></td>
<td>/er/ as in <em>her</em></td>
</tr>
<tr>
<td>7. custard</td>
<td>/ar/ as in <em>car</em></td>
<td>/or/ as in <em>for</em></td>
<td>/er/ as in <em>her</em></td>
</tr>
<tr>
<td>8. army</td>
<td>/ar/ as in <em>car</em></td>
<td>/or/ as in <em>for</em></td>
<td>/er/ as in <em>her</em></td>
</tr>
<tr>
<td>9. blizzard</td>
<td>/ar/ as in <em>car</em></td>
<td>/or/ as in <em>for</em></td>
<td>/er/ as in <em>her</em></td>
</tr>
<tr>
<td>10. alligator</td>
<td>/ar/ as in <em>car</em></td>
<td>/or/ as in <em>for</em></td>
<td>/er/ as in <em>her</em></td>
</tr>
</tbody>
</table>
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 impressment. 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.
Fill in the Blanks

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

<table>
<thead>
<tr>
<th>dollar</th>
<th>actor</th>
<th>color</th>
<th>history</th>
<th>doctor</th>
</tr>
</thead>
<tbody>
<tr>
<td>polar</td>
<td>calendar</td>
<td>lizard</td>
<td>wizard</td>
<td>mustard</td>
</tr>
</tbody>
</table>

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.


9. The ________________ sat in the sun on a rock.

10. A ________________ can cast a spell.
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. __________
   Page ______

2. Many Americans who lived in western states wanted to declare war on Great Britain. __________
   Page ______

3. Americans who were angry at the British and wanted a war were called War Hawks. __________
   Page ______

4. In 1812, a merchant was the president of the United States. __________
   Page ______

5. In 1812, the size of the United States was the same as it is today. __________
   Page ______
6. Pretend you are a War Hawk. Write a short speech to convince Congress to go to war. Include your reasons why.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
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.
Fill in the Blanks

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.
Spelling Assessment

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

Tricky Word: ___________________
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 ice tea.

8. _________________________ will be in the play.
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: _____________________
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 _________

2. 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 _________

3. At the start of the war, most people thought the United States would defeat the British easily. __________
   Page _________

4. A monarchy is a nation that is ruled by a king or queen. __________
   Page _________

5. In 1812, the United States was a monarchy. __________
   Page _________

6. In 1812, most of the nations of Europe were ruled by presidents who were elected and served for four years. __________
   Page _________
7. In 1812, the United States had a large army and a very powerful navy.

__________
Page __________

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

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.
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
Tricky Spelling ‘ch’

Read the words aloud with your class.

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

<table>
<thead>
<tr>
<th>chin</th>
<th>chop</th>
<th>cheap</th>
<th>chore</th>
</tr>
</thead>
<tbody>
<tr>
<td>chest</td>
<td>lunch</td>
<td>branch</td>
<td>change</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>school</th>
<th>Chris</th>
<th>chorus</th>
<th>stomach</th>
</tr>
</thead>
<tbody>
<tr>
<td>anchor</td>
<td>echo</td>
<td>monarch</td>
<td>orchid</td>
</tr>
<tr>
<td>chemical</td>
<td>chemistry</td>
<td>chemist</td>
<td>character</td>
</tr>
<tr>
<td>mechanic</td>
<td>orchestra</td>
<td>architect</td>
<td>technical</td>
</tr>
</tbody>
</table>
Fill in the Blanks

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

<table>
<thead>
<tr>
<th>School</th>
<th>stomach</th>
<th>monarchy</th>
<th>anchor</th>
</tr>
</thead>
<tbody>
<tr>
<td>chemist</td>
<td>architect</td>
<td>orchestra</td>
<td>echo</td>
</tr>
</tbody>
</table>

1. Chris is in tenth grade at East Side High **school**.

2. A person who mixes chemicals is called a **chemist**.

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

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

5. Zachary plays the violin in the symphony **orchestra**.

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

7. A country ruled by a king is called a **monarchy**.

8. The man tossed the **anchor** into the water.
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 United States 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.
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.

<table>
<thead>
<tr>
<th>change action cottage</th>
<th>fudge fraction range</th>
</tr>
</thead>
<tbody>
<tr>
<td>addition caption</td>
<td>revenge attention</td>
</tr>
</tbody>
</table>
| 1. ___________________
| 2. ___________________
| 3. ___________________
| 4. ___________________
| 5. ___________________

| large judge huge      | nudge direction stations |
| nation locomotion     | option Europe            |
| 1. ___________________
| 2. ___________________
| 3. ___________________
| 4. ___________________
| 5. ___________________
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.
   ________________________________
   ________________________________

   ________________________________
   ________________________________

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.

_________________________________________________
_________________________________________________
_________________________________________________
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.

_________________________________________________

_________________________________________________
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*.

<table>
<thead>
<tr>
<th>‘i’</th>
<th>/i/</th>
<th>/ie/</th>
<th>/ee/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>it</td>
<td>driver</td>
<td>ski</td>
</tr>
<tr>
<td></td>
<td>fish</td>
<td>find</td>
<td>taxi</td>
</tr>
<tr>
<td></td>
<td>his</td>
<td>writer</td>
<td>easier</td>
</tr>
</tbody>
</table>

1. My mom plays the 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.
<table>
<thead>
<tr>
<th></th>
<th>/i/ as in <em>it</em></th>
<th>/ic/ as in <em>driver</em></th>
<th>/ee/ as in <em>ski</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>The huge waves tossed the ship.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>At the zoo, we saw a tiger.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Do you like spaghettï noodles?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The lettuce is crïsp.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>They play that song on the radio.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 _____
Fill in the Blanks

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.
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!
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/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.
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?
Spelling Assessment

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

Tricky Word: ___________________
1. _______________________________________

2. _______________________________________

3. _______________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________
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 cut 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.
Run-On Sentences

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.

_________________________________________________

_________________________________________________
6. Our day is full of homework our day is full of chores.

7. Jesse is a fast runner Jesse runs in races.

8. The cat is fluffy the cat is pretty.

9. Jamie likes to bake Jamie likes to cook.

10. The book was long the book was scary.
Dear Family Member,

This week all of the spelling words have something to do with *The War of 1812* Reader that we are working our way through 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.

<table>
<thead>
<tr>
<th>Madison</th>
<th>president</th>
<th>Congress</th>
<th>British</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington</td>
<td>impressment</td>
<td>cannon</td>
<td>death</td>
</tr>
<tr>
<td>Dolley</td>
<td>merchants</td>
<td>paved</td>
<td>hawks</td>
</tr>
<tr>
<td>monarchy</td>
<td>navy</td>
<td>battle</td>
<td>march</td>
</tr>
<tr>
<td>support</td>
<td>troops</td>
<td>painting</td>
<td></td>
</tr>
</tbody>
</table>

**Tricky Word: Ironsides**
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. It was the home to President Madison and his wife, Dolley.

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. The President’s House was home to the Madisons.

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. There was no time to gently take it from its frame. She ordered the slaves and servants to cut out the painting.

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

<table>
<thead>
<tr>
<th>support Congress cannon Madison battle</th>
<th>monarchy merchants hawks president march</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________________________</td>
<td>1. __________________________</td>
</tr>
<tr>
<td>2. __________________________</td>
<td>2. __________________________</td>
</tr>
<tr>
<td>3. __________________________</td>
<td>3. __________________________</td>
</tr>
<tr>
<td>4. __________________________</td>
<td>4. __________________________</td>
</tr>
<tr>
<td>5. __________________________</td>
<td>5. __________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>troops Ironsides impressment Washington navy</th>
<th>British Dolley death paved painting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________________________</td>
<td>1. __________________________</td>
</tr>
<tr>
<td>2. __________________________</td>
<td>2. __________________________</td>
</tr>
<tr>
<td>3. __________________________</td>
<td>3. __________________________</td>
</tr>
<tr>
<td>4. __________________________</td>
<td>4. __________________________</td>
</tr>
<tr>
<td>5. __________________________</td>
<td>5. __________________________</td>
</tr>
</tbody>
</table>
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 worksheet to make up your own sentences about the War of 1812 or the burning of Washington, D.C.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
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
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.
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.
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
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.

2. What city did the British Army burn?
   A. York, New York
   B. York, Canada
   C. Washington, D.C.
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.

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
Building Sentences

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

The snake slithered.

1. What did the snake look like?
   ___________________________________________________
   ___________________________________________________

2. Where was the snake going?
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

3. How did the snake slither?
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

Unit 6  101
© 2013 Core Knowledge Foundation
4. Why did the snake start slithering?
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.
Spelling Assessment

1. __________________  11. __________________

2. __________________  12. __________________

3. __________________  13. __________________

4. __________________  14. __________________

5. __________________  15. __________________

6. __________________  16. __________________

7. __________________  17. __________________

8. __________________  18. __________________

9. __________________  19. __________________

10. __________________

Tricky Word: __________________
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.

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.

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.
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 _____
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.

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

<table>
<thead>
<tr>
<th>ransacked</th>
<th>White House</th>
<th>harbor</th>
<th>flag</th>
<th>stripes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ship</td>
<td>commander</td>
<td>rockets</td>
<td>McHenry</td>
<td>brave</td>
</tr>
<tr>
<td>poem</td>
<td>anthem</td>
<td>dawn</td>
<td>giant</td>
<td>port</td>
</tr>
<tr>
<td>construct</td>
<td>burned</td>
<td>stitching</td>
<td>fifteen</td>
<td></td>
</tr>
</tbody>
</table>
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!

<table>
<thead>
<tr>
<th>alphabet</th>
<th>phone</th>
<th>head</th>
<th>bread</th>
<th>polar</th>
</tr>
</thead>
<tbody>
<tr>
<td>dollar</td>
<td>harbor</td>
<td>color</td>
<td>ski</td>
<td>piano</td>
</tr>
<tr>
<td>anchor</td>
<td>school</td>
<td>animal</td>
<td>April</td>
<td>fossil</td>
</tr>
<tr>
<td>pencil</td>
<td>about</td>
<td>camel</td>
<td>China</td>
<td>nation</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

14. Did you know that a ____ ____ ____ ____ ____ bear is all white?
15. I think the ___ ___ 13, 18 ___ ___ of the animals’ fur at the North Pole helps them survive.

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

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

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

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:

\[
O \text{ say can you see by the dawn's early light}
\]
\[
\text{What so proudly we bailed at the twilight's last gleaming?}
\]
\[
\text{Whose broad stripes and bright stars through the perilous fight,}
\]
\[
\text{O'er the ramparts we watched were so gallantly streaming?}
\]
\[
\text{And the rocket's red glare, the bombs bursting in air,}
\]
\[
\text{Gave proof through the night that our flag was still there.}
\]
\[
\text{O say does that Star-Spangled Banner yet wave}
\]
\[
\text{O'er the land of the free and the home of the brave?}
\]

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

<table>
<thead>
<tr>
<th>poem harbor flag stripe ship</th>
<th>bomb commander giant McHenry brave</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _________________________</td>
<td>1. ______________________________</td>
</tr>
<tr>
<td>2. _________________________</td>
<td>2. ______________________________</td>
</tr>
<tr>
<td>3. _________________________</td>
<td>3. ______________________________</td>
</tr>
<tr>
<td>4. _________________________</td>
<td>4. ______________________________</td>
</tr>
<tr>
<td>5. _________________________</td>
<td>5. ______________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ransacked anthem dawn rockets White House</th>
<th>construct burned fifteen ports stitching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _________________________</td>
<td>1. ______________________________</td>
</tr>
<tr>
<td>2. _________________________</td>
<td>2. ______________________________</td>
</tr>
<tr>
<td>3. _________________________</td>
<td>3. ______________________________</td>
</tr>
<tr>
<td>4. _________________________</td>
<td>4. ______________________________</td>
</tr>
<tr>
<td>5. _________________________</td>
<td>5. ______________________________</td>
</tr>
</tbody>
</table>
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.
Building 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?

_____________________________________________________

_____________________________________________________

_____________________________________________________
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!

<table>
<thead>
<tr>
<th>spaghetti</th>
<th>cafeteria</th>
<th>broccoli</th>
<th>salami</th>
<th>kiwi</th>
<th>lollipop</th>
<th>chili</th>
<th>Italian</th>
<th>zucchini</th>
<th>pizza</th>
</tr>
</thead>
</table>

1. We had lunch in the ___ ___ ___ ___ ___ ___ ___.

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

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.
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.
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?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Alphabetize Words

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

<table>
<thead>
<tr>
<th>music</th>
<th>cat</th>
<th>matches</th>
<th>copper</th>
<th>meatball</th>
</tr>
</thead>
<tbody>
<tr>
<td>cute</td>
<td>city</td>
<td>motion</td>
<td>mighty</td>
<td>cell</td>
</tr>
</tbody>
</table>

1. _________________________________________________
2. _________________________________________________
3. _________________________________________________
4. _________________________________________________
5. _________________________________________________
6. _________________________________________________
7. _________________________________________________
8. _________________________________________________
9. _________________________________________________
10. _______________________________________________
Create a Paragraph

I like spring. ___________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________
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 the map on the next page. 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.
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  nickel  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. Five cents
5. Only one
8. Move around
Practice Grammar

Part I. 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 II. Change the following singular words to plurals.

fox

dog

cat

bird

horse

Part III. 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
Part IV. 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 V. 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

   ____________________________________________

   ____________________________________________
Spelling Assessment

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

Tricky Word: __________________
1. _______________________________________
2. _______________________________________
3. _______________________________________
4. _______________________________________
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.

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.

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.
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.

   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
Fill in the Blanks

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

<table>
<thead>
<tr>
<th>watercolors</th>
<th>Wanda</th>
<th>Watkins</th>
<th>waffle</th>
</tr>
</thead>
<tbody>
<tr>
<td>wands</td>
<td>wash</td>
<td>water</td>
<td>wander</td>
</tr>
</tbody>
</table>

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 that he did not ___________________ off and get lost.
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.

<table>
<thead>
<tr>
<th>general</th>
<th>mortar</th>
<th>ragtag</th>
<th>knotty</th>
</tr>
</thead>
<tbody>
<tr>
<td>peace</td>
<td>treaty</td>
<td>soldiers</td>
<td>Mississippi</td>
</tr>
<tr>
<td>traders</td>
<td>river</td>
<td>goods</td>
<td>highways</td>
</tr>
<tr>
<td>drains</td>
<td>orphan</td>
<td>fired</td>
<td>proud</td>
</tr>
<tr>
<td>streak</td>
<td>defend</td>
<td>hickory</td>
<td></td>
</tr>
</tbody>
</table>

**Tricky Word: New Orleans**
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.
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 United States 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.
# Alphabitize 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.

<table>
<thead>
<tr>
<th>general</th>
<th>mortar</th>
<th>ragtag</th>
<th>knotty</th>
<th>peace</th>
</tr>
</thead>
<tbody>
<tr>
<td>treaty</td>
<td>soldiers</td>
<td>Mississippi</td>
<td>traders</td>
<td>river</td>
</tr>
<tr>
<td>goods</td>
<td>highways</td>
<td>drains</td>
<td>orphan</td>
<td>New Orleans</td>
</tr>
<tr>
<td>fired</td>
<td>proud</td>
<td>streak</td>
<td>defend</td>
<td>hickory</td>
</tr>
</tbody>
</table>

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________

11. ______________________
12. ______________________
13. ______________________
14. ______________________
15. ______________________
16. ______________________
17. ______________________
18. ______________________
19. ______________________
20. ______________________
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. Native Americans 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.

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
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 anseres!

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 Ft. 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?
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 worksheet to make up your own sentences about Andrew Jackson.
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
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 cut out the portrait of George Washington from its frame.
Staying on Topic

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

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.

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!

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 get to see at the zoo. Last week, Clara went with her dad to get the car fixed. She hopes that she’ll get to see the tigers and the bears at the zoo. But she knows that even if she doesn’t get to see them, her day will still be amazing.
Alphabetize Words

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

<table>
<thead>
<tr>
<th>cymbal</th>
<th>cell</th>
<th>crest</th>
<th>cost</th>
<th>candle</th>
</tr>
</thead>
<tbody>
<tr>
<td>circle</td>
<td>cat</td>
<td>cubby</td>
<td>change</td>
<td>clam</td>
</tr>
</tbody>
</table>

1. ____________________________________________________
2. ____________________________________________________
3. ____________________________________________________
4. ____________________________________________________
5. ____________________________________________________
6. ____________________________________________________
7. ____________________________________________________
8. ____________________________________________________
9. ____________________________________________________
10. ____________________________________________________
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. I made a ___ ___ ___ ___ ___ ___ ___ and used the
   pepper instead of the ___ ___ ___ ___!

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.

5. My mom put ___ ___ ___ ___ ___ ___ ___ ___ in
   the salad.
6. The telephone _____ _____ _____ _____ fell down from the telephone pole in the storm.

7. I _____ _____ _____ _____ my hair with _____ _____ _____ _____ _____.

8. I did not have an _____ _____ _____ _____ _____ and was not hungry because I was sick.
Staying on Topic

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

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.

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!

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!
The Writing Process for Reports

Plan

1. _______________________________

2. _______________________________

3. _______________________________

Draft

4. _______________________________

5. _______________________________

Edit

6. _______________________________

7. _______________________________

8. _______________________________
# Report Editing Checklist

Ask yourself these questions as you edit your draft.

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

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

Tricky Word: __________________

© 2013 Core Knowledge Foundation
1. _______________________________________

2. _______________________________________

3. _______________________________________

4. _______________________________________
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.
Taking 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?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Unit 6 193
© 2013 Core Knowledge Foundation
3. How do people show respect for the flag?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Taking 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?

_________________________________________________

_________________________________________________

_________________________________________________
The Young Mouse

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

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

“But the other one was a scary monster! You should have seen him! He had just two legs and scratched at the ground with his claws. He kept beating his arms. He was ugly, too. He had no fur, just feathers, and he had big red flaps hanging from his head and neck. But what scared me the most was the awful sound he made. It sounded like cock-a-doodle-doo!”
The young mouse went on. “I wanted to say hello to the nice animal that looked like me. She was so lovely, and she looked so good and gentle. She had thick, glossy hair and a modest face. As she looked at me, she waved her fine, long tail and smiled. I think she was about to speak to me when the other animal let out his awful scream. I was so scared that I ran for my life. I didn’t even have time to smile back at the nice animal. It is such a shame. I would have liked to meet that lovely animal.”

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

<table>
<thead>
<tr>
<th>Test Scores</th>
<th></th>
<th>% accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silent Reading Comprehension Score</td>
<td>____/8 and ________</td>
<td></td>
</tr>
<tr>
<td>W.C.P.M.</td>
<td>______ and ________ percentile</td>
<td></td>
</tr>
<tr>
<td>Oral Comprehension Score</td>
<td>______/6 and ________ % accuracy</td>
<td></td>
</tr>
<tr>
<td>Word Reading in Isolation</td>
<td>______/70 and ________ % accuracy</td>
<td></td>
</tr>
</tbody>
</table>

Recommended Placement for Next Year

_____ Needs intensive remediation
_____ On level
_____ Below level
_____ Above level
Missed Letter-Sound Correspondences

List missed letter-sound correspondences (from Worksheet 21.2):

Other notes (missing literal or evaluative questions, confidence level, etc.):
Report Draft

Title: ____________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________
Report Draft

Title: ________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________

Name ____________________________________________
W.C.P.M. Calculation Worksheet

Student: ________________________________

Date: ________________________________

Story: The Young Mouse

Total words in story: 357

Words

Uncorrected Mistakes

Words Correct

Time

Finish Time

Start Time

Elapsed Time

(\[ \text{Words Correct} \times 60 \]) + \[ \text{Time in Seconds} \] = W.C.P.M.

W.C.P.M. = \[ \frac{\text{Words Correct}}{\text{Time in Seconds}} \times 60 \]
Compare the student’s W.C.P.M. score to national norms for Spring of Grade 2 (Hasbrouck and Tindal, 2006):

<table>
<thead>
<tr>
<th>Reading Time for this story</th>
<th>W.C.P.M.</th>
<th>National Percentiles for Spring, Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:35</td>
<td>141</td>
<td>90th</td>
</tr>
<tr>
<td>3:05</td>
<td>118</td>
<td>75th</td>
</tr>
<tr>
<td>4:05</td>
<td>91</td>
<td>50th</td>
</tr>
<tr>
<td>4:55</td>
<td>74</td>
<td>50th</td>
</tr>
<tr>
<td>5:55</td>
<td>62</td>
<td>25th</td>
</tr>
<tr>
<td>8:00</td>
<td>46</td>
<td>25th</td>
</tr>
<tr>
<td>11:35</td>
<td>31</td>
<td>10th</td>
</tr>
<tr>
<td></td>
<td>knee</td>
<td>shake</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>2.</td>
<td>school</td>
<td>booked</td>
</tr>
<tr>
<td>3.</td>
<td>auto</td>
<td>metal</td>
</tr>
<tr>
<td>4.</td>
<td>churn</td>
<td>burst</td>
</tr>
<tr>
<td>5.</td>
<td>sweater</td>
<td>unite</td>
</tr>
<tr>
<td>6.</td>
<td>cue</td>
<td>athlete</td>
</tr>
<tr>
<td>7.</td>
<td>bounce</td>
<td>choice</td>
</tr>
<tr>
<td>8.</td>
<td>mermaid</td>
<td>bark</td>
</tr>
<tr>
<td>9.</td>
<td>pencil</td>
<td>voice</td>
</tr>
<tr>
<td>10.</td>
<td>afraid</td>
<td>clay</td>
</tr>
<tr>
<td>11.</td>
<td>snow</td>
<td>oatmeal</td>
</tr>
<tr>
<td>12.</td>
<td>drying</td>
<td>reflex</td>
</tr>
<tr>
<td>13.</td>
<td>month</td>
<td>come</td>
</tr>
<tr>
<td>14.</td>
<td>myth</td>
<td>key</td>
</tr>
<tr>
<td>Word Reading in Isolation Scoring Sheet</td>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1. knee</td>
<td>/k/</td>
<td>/li/</td>
</tr>
<tr>
<td>2. school</td>
<td>/s/</td>
<td>/l/</td>
</tr>
<tr>
<td>3. auto</td>
<td>/aw/</td>
<td>/oo/</td>
</tr>
<tr>
<td>4. churn</td>
<td>/ch/</td>
<td>/oo/</td>
</tr>
<tr>
<td>5. sweater</td>
<td>/s/</td>
<td>/l/</td>
</tr>
<tr>
<td>6. cue</td>
<td>/k/</td>
<td>/oo/</td>
</tr>
<tr>
<td>7. bounce</td>
<td>/b/</td>
<td>/oo/</td>
</tr>
<tr>
<td>8. mermaid</td>
<td>/mi/</td>
<td>/l/</td>
</tr>
</tbody>
</table>

---

Word Reading in Isolation Scoring Sheet

<table>
<thead>
<tr>
<th>Word Reading in Isolation Scoring Sheet</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. knee</td>
<td>/k/</td>
<td>/li/</td>
<td>/oi/</td>
<td>/l/</td>
<td>/ei/</td>
</tr>
<tr>
<td>2. school</td>
<td>/s/</td>
<td>/l/</td>
<td>/oo/</td>
<td>/l/</td>
<td>/oo/</td>
</tr>
<tr>
<td>3. auto</td>
<td>/aw/</td>
<td>/oo/</td>
<td>/l/</td>
<td>/oo/</td>
<td>/l/</td>
</tr>
<tr>
<td>4. churn</td>
<td>/ch/</td>
<td>/oo/</td>
<td>/l/</td>
<td>/oo/</td>
<td>/l/</td>
</tr>
<tr>
<td>5. sweater</td>
<td>/s/</td>
<td>/l/</td>
<td>/oo/</td>
<td>/l/</td>
<td>/oo/</td>
</tr>
<tr>
<td>6. cue</td>
<td>/k/</td>
<td>/oo/</td>
<td>/l/</td>
<td>/oo/</td>
<td>/l/</td>
</tr>
<tr>
<td>7. bounce</td>
<td>/b/</td>
<td>/oo/</td>
<td>/l/</td>
<td>/oo/</td>
<td>/l/</td>
</tr>
<tr>
<td>8. mermaid</td>
<td>/mi/</td>
<td>/l/</td>
<td>/oo/</td>
<td>/l/</td>
<td>/oo/</td>
</tr>
</tbody>
</table>

---

© 2013 Core Knowledge Foundation
<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>pencil</td>
<td>voice</td>
<td>rinse</td>
<td>baby</td>
</tr>
<tr>
<td>/p/ /e/ /n/ • /s/ /æ/ /N/</td>
<td>/n/ /oi/ /s/</td>
<td>/r/ /i/ /n/ /s/</td>
<td>/b/ /æ/ / • /b/ /æe/ /t/</td>
<td>/r/ /ae/ /n/ • /k/ /œ/ /t/</td>
</tr>
<tr>
<td>closed • æ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>afraid</td>
<td>clay</td>
<td>noble</td>
<td>echo</td>
</tr>
<tr>
<td>/æ/ • /ɪ/ /r/ /æe/ /d/</td>
<td>/k/ /N/ /æe/</td>
<td>/n/ /œe/ • /b/ /æ/ /N/</td>
<td>/e/ /k/ • /œe/</td>
<td>/g/ /œe/ /z/</td>
</tr>
<tr>
<td>æ • digraph</td>
<td></td>
<td>open • open</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>snow</td>
<td>oatmeal</td>
<td>spider</td>
<td>mighty</td>
</tr>
<tr>
<td>/s/ /n/ /œe/</td>
<td>/œe/ /t/ • /m/ /œe/ /N/</td>
<td>/s/ /p/ /i/ /æd/ /œr/</td>
<td>/m/ /œe/ • /t/ /œe/</td>
<td>/l/ /œe/</td>
</tr>
<tr>
<td>æ • digraph</td>
<td></td>
<td>open • r-controlled</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>drying</td>
<td>reflex</td>
<td>repeat</td>
<td>bunnies</td>
</tr>
<tr>
<td>/d/ /r/ /œe/ • /i/ /ng/</td>
<td>/t/ /œe/ • /f/ /œl/ /œx/</td>
<td>/r/ /œe/ • /p/ /œe/ /œr/</td>
<td>/œ/ /œ/ /œ/</td>
<td>/œ/ /œ/ /œ/</td>
</tr>
<tr>
<td>open • closed</td>
<td></td>
<td>open • closed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>month</td>
<td>come</td>
<td>apple</td>
<td>nickel</td>
</tr>
<tr>
<td>/m/ /œ/ /n/ /th/</td>
<td>/k/ /œ/ /m/</td>
<td>/œ/ /p/ • /æ/ /œ/</td>
<td>/œ/ /N/ /k/ • /œ/ /œ/</td>
<td>/œ/ /œ/</td>
</tr>
<tr>
<td>æ • digraph</td>
<td></td>
<td></td>
<td>closed • æ</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>myth</td>
<td>key</td>
<td>also</td>
<td>orchard</td>
</tr>
<tr>
<td>/m/ /i/ /th/</td>
<td>/k/ /œe/</td>
<td>/œw/ /œ/ • /s/ /œe/</td>
<td>/œr/ • /œh/ /œr/ /œd/</td>
<td>/œ/ /œ/</td>
</tr>
<tr>
<td>æ • digraph</td>
<td></td>
<td>open</td>
<td>r-controlled • r-cont.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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:**
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 United States 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 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!
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 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.
‘ph’ > /f/: Fill in the Blanks

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

<table>
<thead>
<tr>
<th>dolphin</th>
<th>graph</th>
<th>elephant</th>
<th>pharmacy</th>
<th>phobia</th>
</tr>
</thead>
<tbody>
<tr>
<td>phone</td>
<td>trophy</td>
<td>phase</td>
<td>phonics</td>
<td>phony</td>
</tr>
</tbody>
</table>

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 that the doctor prescribed for my sore throat.

5. A ________________ lives in the sea, but it is a mammal that breathes air.
<table>
<thead>
<tr>
<th>dolphin</th>
<th>graph</th>
<th>elephant</th>
<th>pharmacy</th>
<th>phobia</th>
</tr>
</thead>
<tbody>
<tr>
<td>phone</td>
<td>trophy</td>
<td>phase</td>
<td>phonics</td>
<td>phony</td>
</tr>
</tbody>
</table>

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.
Practicing ‘ph’ > /f/

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

1. She has a ___________ snake.

<table>
<thead>
<tr>
<th>ph</th>
<th>u</th>
<th>ff</th>
<th>y</th>
</tr>
</thead>
<tbody>
<tr>
<td>f</td>
<td>o</td>
<td>n</td>
<td>ea</td>
</tr>
</tbody>
</table>

2. Please use my cell ________________ to call 911.

<table>
<thead>
<tr>
<th>ph</th>
<th>u</th>
<th>ff</th>
<th>y</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
<td>o</td>
<td>n</td>
<td>e</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>d</th>
<th>u</th>
<th>l</th>
<th>f</th>
<th>e</th>
<th>n</th>
<th>s</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>o</td>
<td>t</td>
<td>ph</td>
<td>i</td>
<td>m</td>
<td>z</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>f</th>
<th>a</th>
<th>z</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>ph</td>
<td>u</td>
<td>s</td>
<td>e</td>
</tr>
</tbody>
</table>
5. We learn ______________ so that we will be better readers.

<table>
<thead>
<tr>
<th>f</th>
<th>u</th>
<th>e</th>
<th>g</th>
<th>z</th>
</tr>
</thead>
<tbody>
<tr>
<td>ph</td>
<td>o</td>
<td>n</td>
<td>i</td>
<td>cs</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ph</th>
<th>rr</th>
<th>i</th>
<th>s</th>
<th>ee</th>
</tr>
</thead>
<tbody>
<tr>
<td>ff</td>
<td>r</td>
<td>a</td>
<td>z</td>
<td>e</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>f</th>
<th>u</th>
<th>b</th>
<th>e</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>ph</td>
<td>o</td>
<td>d</td>
<td>i</td>
<td>a</td>
</tr>
</tbody>
</table>

8. I can sing the ________________ song.

<table>
<thead>
<tr>
<th>e</th>
<th>f</th>
<th>a</th>
<th>d</th>
<th>e</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>al</td>
<td>ph</td>
<td>u</td>
<td>b</td>
<td>k</td>
<td>k</td>
</tr>
</tbody>
</table>

9. The ringing ________________ woke me up.

<table>
<thead>
<tr>
<th>t</th>
<th>i</th>
<th>l</th>
<th>a</th>
<th>ph</th>
<th>o</th>
<th>n</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>k</td>
<td>e</td>
<td>ll</td>
<td>e</td>
<td>ff</td>
<td>u</td>
<td>m</td>
<td>e</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>gl</th>
<th>e</th>
<th>ph</th>
</tr>
</thead>
<tbody>
<tr>
<td>gr</td>
<td>a</td>
<td>ff</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>noise</th>
<th>night</th>
<th>kneel</th>
<th>wrinkle</th>
<th>ripple</th>
</tr>
</thead>
<tbody>
<tr>
<td>ferret</td>
<td>whistle</td>
<td>window</td>
<td>western</td>
<td>jungle</td>
</tr>
<tr>
<td>jolly</td>
<td>ginger</td>
<td>gentle</td>
<td>margin</td>
<td>photo</td>
</tr>
<tr>
<td>dolphin</td>
<td>graph</td>
<td>finish</td>
<td>traffic</td>
<td>Britain</td>
</tr>
</tbody>
</table>

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
## Tricky Spelling ‘ea’: Word Sort

Sort the words by sound.

<table>
<thead>
<tr>
<th>peach</th>
<th>bread</th>
<th>dead</th>
<th>cream</th>
<th>dream</th>
</tr>
</thead>
<tbody>
<tr>
<td>health</td>
<td>dread</td>
<td>deaf</td>
<td>mean</td>
<td>wealth</td>
</tr>
<tr>
<td>spread</td>
<td>sweat</td>
<td>scream</td>
<td>thread</td>
<td>seam</td>
</tr>
<tr>
<td>tread</td>
<td>stream</td>
<td>team</td>
<td>beaver</td>
<td>steam</td>
</tr>
</tbody>
</table>

‘ea’ > /eel (beach)  
_______________________  
_______________________  
_______________________  
_______________________  
_______________________  
_______________________  

‘ea’ > /e/ (head)  
_______________________  
_______________________  
_______________________  
_______________________  
_______________________  
_______________________  

© 2013 Core Knowledge Foundation
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.

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
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? ____________________
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.

<table>
<thead>
<tr>
<th>forward</th>
<th>diary</th>
<th>calendar</th>
<th>alligator</th>
<th>vapor</th>
</tr>
</thead>
<tbody>
<tr>
<td>butter</td>
<td>forgot</td>
<td>author</td>
<td>dollars</td>
<td>collar</td>
</tr>
</tbody>
</table>

1. The person who writes a book is called an
   ____  ____  ____  ____  ____.
   \[3\]

   \[5\]

3. Don’t go back! Go
   \[10\]

   \[1\]  \[6\]

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

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

   \[9\]
8. My sister writes in her ______ ______ ______ ______ every night before she goes to bed.

9. The water ______ ______ ______ ______ turned into fog.

10. It is a new month; please turn the ______ ______ ______ ______ ______ ______ ______ page.

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

<table>
<thead>
<tr>
<th>4</th>
<th>2</th>
<th>3</th>
<th>1</th>
<th>5</th>
<th>9</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>3</td>
<td>8</td>
<td>9</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>3</td>
<td>10</td>
<td>9</td>
<td>11</td>
<td>6</td>
</tr>
</tbody>
</table>
Complete or Incomplete Sentences

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
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.

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
### Tricky Spelling ‘ch’: Word Sort

Sort the words by sound.

<table>
<thead>
<tr>
<th>ache</th>
<th>anchor</th>
<th>screech</th>
<th>ranch</th>
<th>rich</th>
</tr>
</thead>
<tbody>
<tr>
<td>orchid</td>
<td>stomach</td>
<td>orchestra</td>
<td>porch</td>
<td>change</td>
</tr>
<tr>
<td>chemical</td>
<td>munch</td>
<td>chord</td>
<td>child</td>
<td>coach</td>
</tr>
<tr>
<td>chorus</td>
<td>grinch</td>
<td>lunch</td>
<td>echo</td>
<td>headache</td>
</tr>
</tbody>
</table>

‘ch’ > /ch/ (chin)          ‘ch’ > /k/ (school)

|                               |                               |
|                               |                               |
|                               |                               |
|                               |                               |
|                               |                               |
|                               |                               |
|                               |                               |
|                               |                               |
|                               |                               |
|                               |                               |
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.

   __________________________________________________
   __________________________________________________
Practice ‘i’ > /ee/ (ski)

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

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

piano  pizza  patio  kiwi  media
alien  radio  India  taxi  confetti
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.

Across
3. Kidnapping men to serve in the navy
7. ___________ Madison
8. When one dies

Down
1. A person who sells 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. Also a bird
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.

Box:
- ransacked
- White House
- harbor
- flag
- stripes
- ship
- commander
- rockets
- McHenry
- brave
- poem
- anthem
- dawn
- troops
- bomb

Across
1. Mary Pickersgill made this
3. They defended the fort
5. In charge of a ship
11. President’s home
13. Old Ironsides is one
14. Our flag has red and white ones

Down
6. It explodes
7. When the sun rises
8. Fort __________
10. Key saw their red glare
12. Where ships anchor
‘a’ > /o/ Following ‘w’: Fill in the Blanks

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.
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.

battl  port  ragtag  knotty  peace  
treaty  soldiers  river  Mississippi  traders  
goods  highways  drains  orphan  Ghent

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. New Orleans is one
13. When two armies fight each other

Down
1. A big river that runs from north to south in the middle of the United States of America
3. Products for sale
4. A little of this, a little of that
8. Full of holes
10. An agreement to end a war
11. An antonym for war
12. People who buy and sell for a living
‘a’ > /o/ and ‘al’ > /aw/: Fill in the Blanks

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

<table>
<thead>
<tr>
<th>grandma</th>
<th>walnut</th>
<th>wallet</th>
<th>squat</th>
<th>tall</th>
<th>ball</th>
</tr>
</thead>
<tbody>
<tr>
<td>small</td>
<td>lava</td>
<td>wall</td>
<td>salt</td>
<td>pajamas</td>
<td>father</td>
</tr>
</tbody>
</table>

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 ____________.
Writing 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


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?

_____________________________________________

_____________________________________________

_____________________________________________

_____________________________________________

_____________________________________________

_____________________________________________

_____________________________________________

_____________________________________________

_____________________________________________

_____________________________________________
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.

_________________________________________________

_________________________________________________

_________________________________________________

_________________________________________________

_________________________________________________

_________________________________________________

_________________________________________________

_________________________________________________

_________________________________________________
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 such as in a battle or contest
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

**imagine**—to think or believe something

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

**inspired**—wanted to do something

K

**knotty**—having many dark marks 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

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

do oppose—to be against something (opposed)

do orphan—a child whose parents are no longer alive

P

do panic—to suddenly become very scared (panicked)

do patriotic—having or showing support and love for your country

do peace—a state of no war or fighting

do perilous—dangerous

do pile up—to collect (piled up)

do pitch in—to help with (pitched in)

do plank—a long, thick board (planks)

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

do proof—something showing that something else is true or correct

Q

Quaker—a person who belonged to the Quaker faith, also known as the “Religious Society of Friends.” During colonial times, Quakers did not wear fancy, colorful clothing. They also did not think it proper to dance or attend parties.
**R**

**ragtag**—disorganized and made up of many different types

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

**ransacked**—searched in order to steal and cause damage

**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

upbringing—the way a child is raised

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

widow—a woman whose husband has passed away
ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS


We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.
CREDITS

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

ILLUSTRATORS AND IMAGE SOURCES


Regarding the Shutterstock items listed above, please note: No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content.