

Name _____

Theme

.....
Lesson 18

- Read the story. Circle the letter of the best answer to each question. Underline the clues in the story that helped you answer the first question.

Allie's Wheels

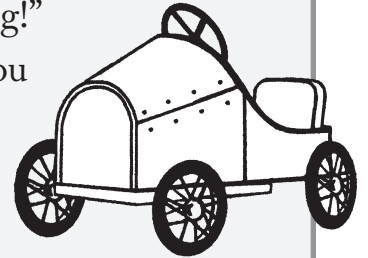
"I can't get this go-cart to work," Allie cried. She put down the wheel she had been trying to fit on the cart. "I'm tired of trying!"

Her mother picked up the wheel. "It will be fine. You just have to keep at it."

"But it's ugly," Allie said. "And I can't fix it!" She ran out of the garage and into her bedroom.

That night, Allie could not sleep. She thought about her go-cart. Slowly, she began to think of ways to make it better. She figured out how to attach the wheels so they would not fall off. She decided to paint the go-cart so it would not look so plain. In the morning, she hurried to the garage. Before her mother was up, Allie was hard at work. When her mother came into the garage, she was surprised. "Wow, Allie, your go-cart looks amazing!" she exclaimed.

"And look," Allie said, driving it out of the garage. "I've got wheels!"



1. What is the theme of this story?
 - A It is easy to make a go-cart.
 - B Even if something is hard to do, keep trying and you may do it.
 - C Stop trying if something is difficult to do.
 - D Having wheels is amazing.
2. What is a clue that helped tell what the theme is?
 - A Allie could not sleep.
 - B Her mother picked up the wheel.
 - C Allie could not fix the go-cart.
 - D Allie was hard at work.



School-Home Connection

Have the student make up a story of his or her own with this same theme.

Name _____

► Read the story. Circle the words with the suffixes *-er* and *-est*. On the lines below, list those words and write their root words beside them.

Twila and Carlos walked along the beach. “Hey!” shouted Twila. “Look at this rock. It is the shiniest rock I have ever seen!”

Carlos held out his hand. “This rock is shinier,” he said. “It is also bigger.”

Twila frowned. “My rock is nicer than yours,” she said. “It is pointier, too.”

“I do not like pointy rocks,” said Carlos. “I like round rocks. Mine is rounder than yours.”

“Well,” said Twila. “I do not like round rocks. I like red rocks. Mine is redder than yours.”

“Mine is the reddest!” shouted Carlos.

“Children,” called their mother. “Why are you both shouting? You are being the noisiest, silliest children I have ever seen.”

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



School-Home Connection

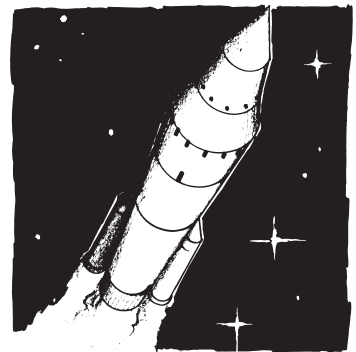
Have the student make a list of five *-er* words and five *-est* words.

Name _____

- Use the Vocabulary Words from the box below to complete the sentences.

glorious	memory	crept
ruined	streak	yanked

1. If you are looking at something _____, then it must be very beautiful.
2. He _____ the rope, and pulled the basket out of the water.
3. The cat _____ slowly across the grass as it watched the bird.
4. Our rocket ship was _____ when it landed on its side.
5. The plane left a lovely white _____ when it flew over the mountain peak.
6. My favorite _____ is of my kitten playing with a butterfly.

**School-Home Connection**

Help the student write a sentence of his or her own with one of the Vocabulary Words.

Name _____

- ▶ As you read "Me and Uncle Romie," fill in the graphic organizer to understand the story structure and theme. Use the page numbers to find what goes in each box.

Section 1 pages 90, 91**Characters**James, Uncle Romie, Aunt
Nanette**Setting****Section 2** pages 90, 98**Plot****Problem****Section 3** pages 91, 93, 94, 98, 99, 101, 103, 104, 105, 106**Events****Section 4** pages 100, 103**Solution****Theme**

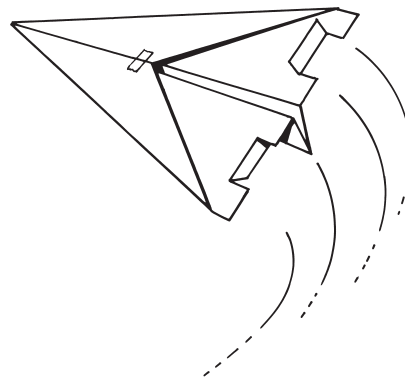
Name _____

- These directions tell how to make a paper airplane. Add a time-order word from the box to each step. Write the word on the line.

second first next third finally

How to Make a Paper Airplane

1. _____, take a piece of paper.
2. _____, fold down one end of the paper to meet the middle. Do the same with the other end. You will have a sharp point at one end of the paper.
3. _____, fold down the remaining sides of the paper. You will have an even sharper point at the same end.
4. _____, fold the edges back over so that the slanted edges are together.
5. _____, you are ready to fly your plane. Turn it over, place your fingers on the bottom edge, and let it glide through the air.



School-Home Connection

Have the student retell the directions for making a paper airplane in his or her own words. Encourage the student to use time-order words.

Name _____

► Read the story. Find the words with incorrect suffixes. Cross out those words. Then choose the correctly spelled words from the word box below, and write them above the words you crossed out.

carefully	sternly	loudly	happiest	worriedly
playful	respectful	joyfully	higher	beautiful

It was a beautier day. The Outdoor Club members hiked up the mountain. Viya was the happier of all. She was going to hike highest than she had ever hiked before. She hiked carefulest, though. She did not want to fall.

Suddenly, Sven gave a shout. “I see a bear,” he cried worriedful.

“Everyone start singing loudful,” said Ms. Packer. “That will scare the bear away.”

“Look,” called Viya joyfulest. “The bear has two cubs. Oh, they are so playly!”

“They are still bears,” said Ms. Packer sternest. “They are wild animals and we need to be respectest of them.”

Then Ms. Packer led the Outdoor Club members back to camp.



School-Home Connection

Have the student add two sentences to the story. Each sentence should contain at least one word with the suffix *-er*, *-est*, *-ly*, or *-ful*.

Name _____

- Use the articles *a*, *an*, and *the* to write two singular forms of each plural noun.

Examples: birds: a bird, the bird

icy roads: an icy road, the icy road

1. skyscrapers _____

2. elevators _____

3. rooftops _____

4. noisy trains _____

5. escalators _____

6. shops _____

7. airports _____

8. excited boys _____

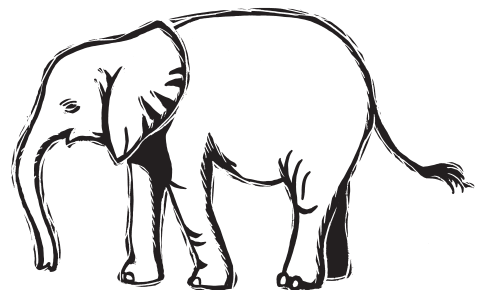
9. red cars _____

- Write a sentence for each article. Circle the article, and underline the noun that it introduces.

10. a _____

11. an _____

12. the _____



School-Home Connection

Ask your child to write four sentences about a trip, using the articles *a*, *an*, and *the*. Have your child circle each article and draw an arrow to the noun that it introduces.