



Compton USD Learning Packet #4

First Grade

Name _____

1st Grade Learning Packet

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Week 5

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1	Phonics: or, ore, oar, High Frequency Words Spelling: or, ore, oar	
	Complete Make 10 to Add	
	Social Studies: Work People Do	
2	Vocabulary Read "The Story of a Robot Inventor" and answer the questions.	
	Complete Use Place Value to Add	
	Social Studies: Finding Service Workers	
3	Read "Good Ideas" and answer the questions,	
	Start Adding & Recording 2 - Digit Addition, #1-8	
	Social Studies: New Tools at Work	
4	Vocabulary Strategy: Prefixes Structural Analysis: Abbreviations	
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5	Grammar: Adjectives That Compare	
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Recommended Online Usage

<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

Name _____

The letters or, ore, and oar can make the sounds you hear at the end of for.

shortmoreboard

Underline the letters in each word that make the sound you hear at the end of for.

1. store



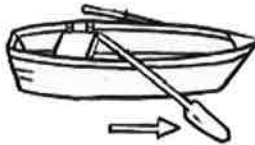
2. wore



3. storm



4. oar



5. tore



Name _____

Circle the word that completes the sentence.
Write the word.



1. Can you _____ what is in the box?
 right guess

2. I hope you feel _____ today.
 better learn



3. Dad _____ to cut the grass.
 guess began



4. You can _____ to plant a tree.
 learn better

5. Which is the _____ way to ride a bike?
 began right

6. I am _____ I will do well on my test.
 guess sure

Name _____

**A. Read the words in the box. Say each word.
Then complete each word to make a spelling word.**

born
roar

corn
soar

core
learn

more
sure

1. m _____ e

5. b _____ n

2. c _____ e

6. r _____ r

3. s _____ e

7. c _____ n

4. s _____ r

8. _____ earn

B. Write your own sentence. Use one or two words from the box. Check that your sentence begins with a capital letter.

Name _____

born

corn

core

more

roar

soar

learn

sure

Write the words that end with ore.

1. _____

2. _____

Write the words that end with oar.

3. _____

4. _____

Write the words that end with orn.

5. _____

6. _____

Write the word that ends with ure.

7. _____

Write the word that ends with earn.

8. _____

Name _____

HANDS ON Lesson 8.6

Make Ten to Add



COMMON CORE STANDARD—1.NBT.4
Use place value understanding and properties of operations to add and subtract.

Use . Draw to show how you make a ten. Find the sum.

1. $26 + 5 =$ _____



2. $68 + 4 =$ _____



3. $35 + 8 =$ _____



Problem Solving



Choose a way to solve. Draw or write to show your work.

4. Debbie has 27 markers. Sal has 9 markers. How many markers do they have?

_____ markers

Lesson Check (1.NBT.4)

1. What is the sum?
Write the number.

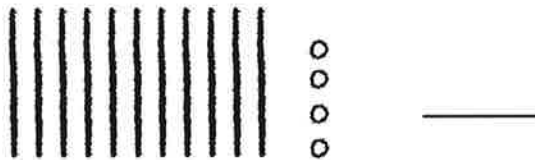
$$47 + 6 = \underline{\quad}$$

2. What is the sum?
Write the number.

$$84 + 8 = \underline{\quad}$$

Spiral Review (1.OA.7, 1.NBT.1)

3. What number does the model show?
Write the number.



4. Write a number to make the sentence true.

$$5 + 4 = 10 - \underline{\quad}$$

Work People Do

A job is work that people do. Circle the pictures that show people working to help others. Draw a line under the pictures that show people making or growing something.



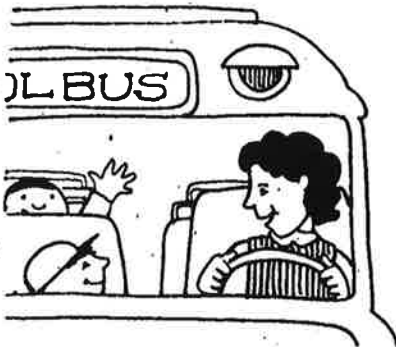
baker



police officer



farmer



school bus driver



doctor



builder



barber



rug maker



sanitation worker

Name _____

idea: I have an **idea** for my class project.

unusual: I have never seen a food that color.
It is **unusual**.

A. Match each sentence to the picture.

1. I have an idea for a present for Jim.

a.



2. Tom's hat is very tall.
It is an unusual hat.

b.



B. Circle the word that completes the sentence. Write the word.

3. The _____ coat had a zipper in the back.

idea unusual

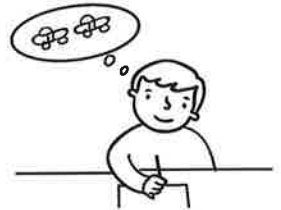
4. Do you have a good _____ for a story?

idea unusual

Name _____

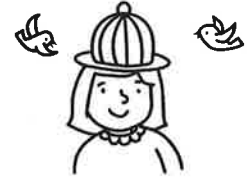
An **idea** is a thought or picture in your mind.

I have a great **idea**!



An **unusual** thing is not seen a lot.

What an **unusual** hat!



Circle the word that completes each sentence.

Write the word.

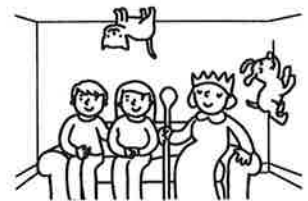
- _____
-
1. Ed's _____ is to use glue.
- idea unusual



- _____
-
2. That is an _____ house.
- idea unusual



- _____
-
3. It was a very _____ day.
- idea unusual



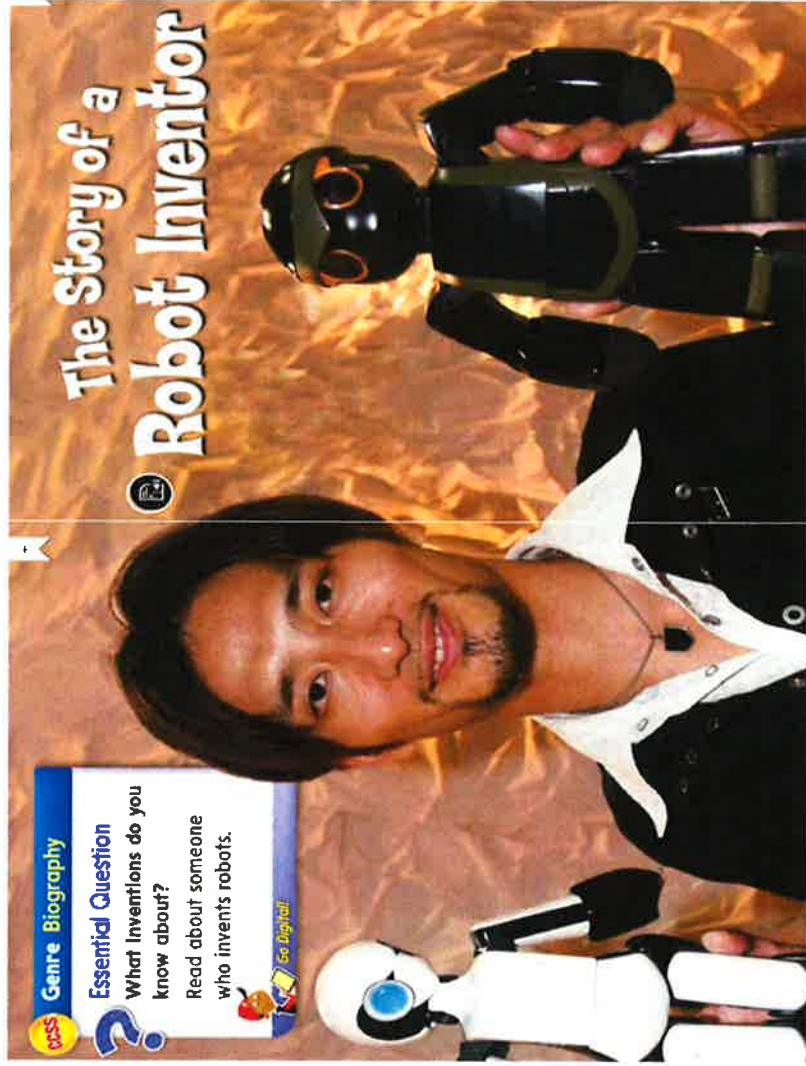
- _____
-
4. I have an _____ for a game.
- idea unusual



Unit 5 Week 3

SOURCE TITLE: The Story of a Robot Inventor

LEXILE: 420L



1. Standard: R1 1.1

What did Takahashi like to do as a child?

- (A) play with robots
- (B) play outside
- (C) play with blocks
- (D) Play in the rain

Big Ideas

Meet Tomotaka Takahashi.

He invents **unusual** robots.

How did he get started?

Mr. Takahashi was born in Japan in 1975. As a child, he played with blocks. He used his imagination to make all sorts of forms and shapes.



2. Standard: RI 1.2

How did Takahashi make his robots walk better than others?

- (A) his robot's legs did not bend
- (B) he used wheels
- (C) he made them longer
- (D) he bent their legs



Later, he read comic books about robots. One of the robots looked like a real child. Takahashi wanted to make robots just like it.



Tou Yamashita/Alamy Images

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3. Standard: RI 1.1.1

What did Takahashi's robots have to do for the contests?

Takahashi's robots had to _____.

- A run
- B ride a bike
- C swim
- D All of the above

How far did his robot ride a bike?

- A 50 miles
- B 100 miles
- C 150 miles
- D 200 miles

Finding Out About Robots

In 1999, Takahashi **began** to study robots. He took classes to **learn** how they move. The robots bent their legs when they walked. It did not look **right** to Takahashi. People did not walk that way.

Then Takahashi had an **idea**. He made a **better** robot. It did not bend its legs when it walked. It moved more like a person.



Making Better Robots

In 2003, Takahashi started his own company. He made many robots. A short robot climbed up a cliff with a rope. A bigger robot lifted a car with its arms. Another robot rode a bike for 24 hours.



Read the sentences from the story.

Then Takahashi had an **idea**. He made a better robot.

The word **idea** most likely means _____.

- A curious
- B imagine
- C right
- D thought

6. Standard: W 1.1

What do you think Takahashi will invent next?

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are eight sets of these lines for writing.



Takahashi began to put his robots in contests. He made three robots for a sports race in Hawaii in 2011. The first robot had to swim. The second robot had to ride a bike. The third robot had to run. The robots had to do these tasks for a week!





For the race, there were many problems to solve. Takahashi made the swimming robot waterproof. He gave it arms like fins to help it swim faster. Another robot was able to ride its bike for 100 miles without breaking. The third robot ran for 26 miles!



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are two sets of these lines, one on the left and one on the right of the page.

What will Takahashi invent next? Will his robots fly and soar like Astro Boy? Will they be his finest? We can only **guess**. We must wait and see.

Tomotaka Takahashi is **sure** of one thing. His robots will do more and more!



Make Connections

What kind of robot would you like to invent? **Essential Question**

Name _____

Use Place Value to Add



COMMON CORE STANDARD—1.NBT.4
Use place value understanding and properties of operations to add and subtract.

Draw a quick picture. Use tens and ones to add.

1.
$$\begin{array}{r} 31 \\ + 26 \\ \hline \end{array}$$

Tens	Ones

3 tens + 1 one
2 tens + 6 ones

_____ tens + _____ ones

_____ + _____ = _____

$$\begin{array}{r} 31 \\ + 26 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 54 \\ + 34 \\ \hline \end{array}$$

Tens	Ones

5 tens + 4 ones
3 tens + 4 ones

_____ tens + _____ ones

_____ + _____ = _____

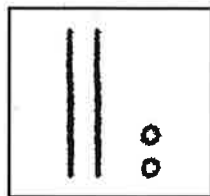
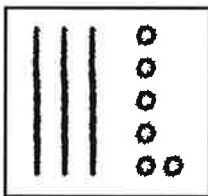
$$\begin{array}{r} 54 \\ + 34 \\ \hline \end{array}$$

Problem Solving

3. Write two addition sentences you can use to find the sum. Then solve.

Addend

Addend



_____ + _____ = _____

_____ + _____ = _____

Lesson Check (1.NBT.4)

1. What is the sum?
Write the number.

$$\begin{array}{r} 42 \\ + 31 \\ \hline \end{array}$$

2. What is the sum?
Write the number.

$$\begin{array}{r} 23 \\ + 12 \\ \hline \end{array}$$

Spiral Review (1.OA.6, 1.NBT.2)

3. I have 28 cubes. How many tens and ones can I make?

_____ tens _____ ones

_____ ten _____ ones

-
4. What is the sum?
Write the number.

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

Name: _____

Date: _____

Practice
and Activity

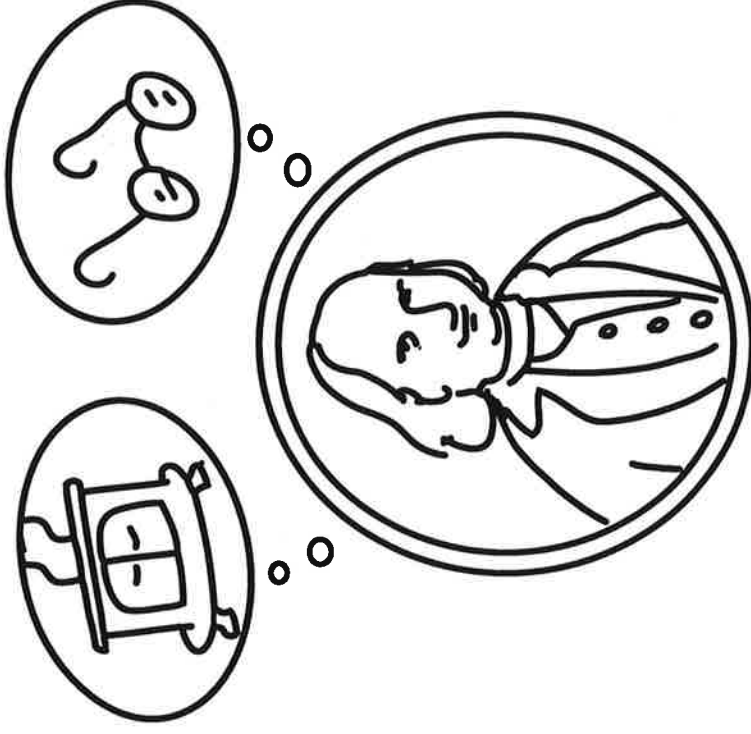
Finding Service Workers

The picture shows six service workers.
Find the service workers. Then draw a circle
around each one. Now color the picture.



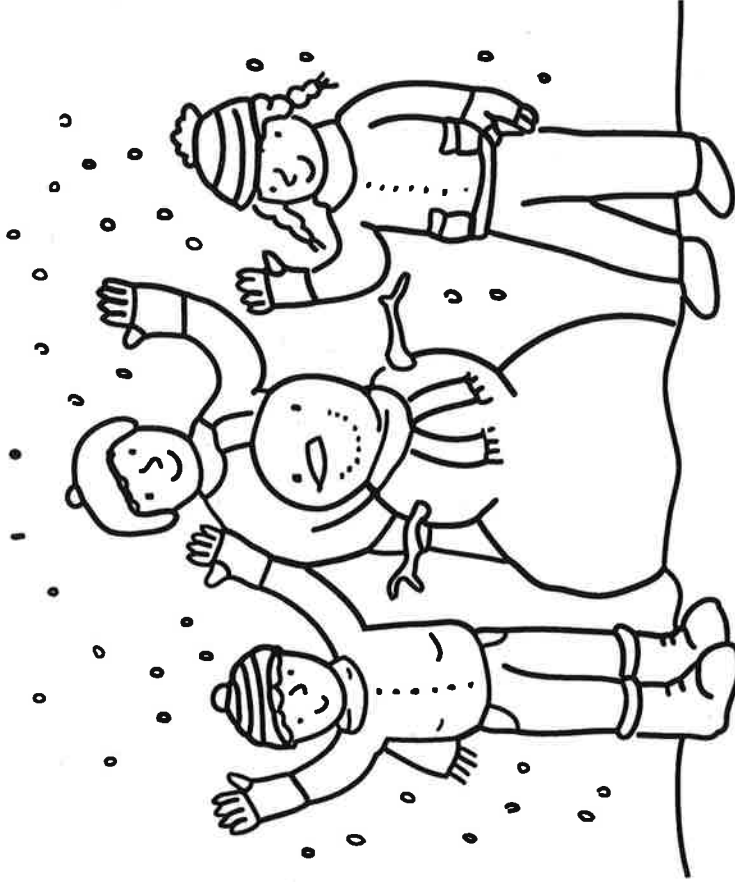
© Macmillan/McGraw-Hill

Good Ideas



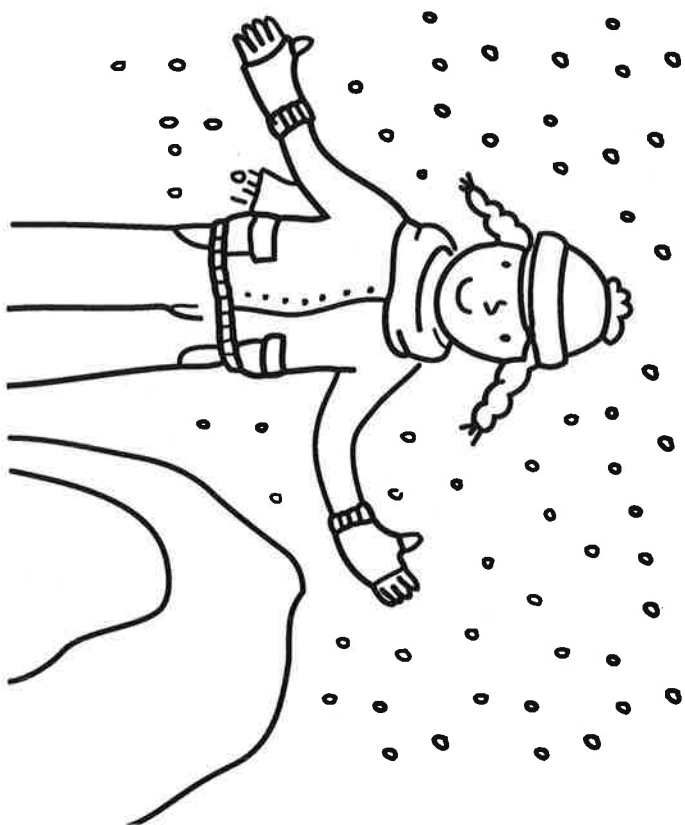
This is Ben Franklin.
He invented lots of things.
Kids can invent great things, too!
Here is one kid's true story..

①



KK made the cuff better.
KK's idea was a hit!
Soon, many people wore her cuff!

④



KK is a real girl.
KK liked to play in the snow.
But her hands got too cold.

2



So KK made a cuff.
It was supposed to keep snow out.
At first, it did not work well.

3

Name _____

A. Reread “Good Ideas.” Then circle “problem” or “solution.” Write the word.

1. KK’s hands got cold. _____

problem solution



2. KK made a cuff. _____

problem solution



3. The cuff did not work well. _____

problem solution



4. KK made a better cuff. _____

problem solution

B. Work with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

name:

date:

#:

Adding & Recording 2-Digit Addition

Directions:

Task 1: Use Base 10 Blocks and your place value mat to simplify each problem. Represent the sum using the LEAST number of base 10 blocks possible. Then, use your place value cards to model what you did with the base 10 blocks. Record what the math looks like using the place value cards.

1. $34 + 7 = 41$

	Tens	Ones
34		
+		
7		
<hr/>		
Total:	41	

Place Value Cards		
3	0	4
1	0	7
		10
4	0	1

2. $29 + 7 = \underline{\hspace{2cm}}$

+	2	0	+	9
				7
<hr/>				



3. $44 + 6 =$ _____

+	4	0	+	4
				6
<hr/>				

4. $87 + 8 =$ _____

+			+	
<hr/>				

Task 2:

5. $19 + 7 = \underline{\hspace{2cm}}$

+				+		

6. $45 + 23 = \underline{\hspace{2cm}}$

+				+		

7. $37 + 16 = \underline{\hspace{2cm}}$

+				+		

8. $73 + 17 = \underline{\hspace{2cm}}$

+				+		

Name: _____

Date: _____



New Tools at Work

Read the sentences. Then use the words from the box to fill in the blanks.

tools • job • new • changed • work

1. Many people use _____

2. Tools help people do a better _____

3. Over the years, tools have _____

4. Today farmers use _____ tools.

5. Now farmers can do more _____

Name _____

A **prefix** is a group of letters you add to the beginning of a word. A prefix changes the meaning of the word.

I read a book last week. I will **reread** the book today.

The prefix **re-** means “again.”

re + read = reread

The word reread means “to read again.”

Add the prefix and the word together. Write the new word. Then pick a word and draw a picture. Write about your drawing.

1. un + happy = _____

2. re + fill = _____

Name _____

A **prefix** is a word part added to the beginning of a word. A prefix changes the meaning of the word.

I read a book last week. I will **reread** the book today. The prefix **re-** means "again."

re + **read** = **reread**

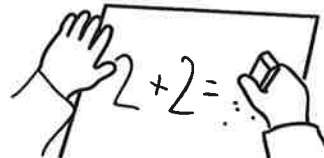
The word **reread** means "to read again."

A. Add the prefix to the word. Write the new word on the line. Then match the new word to a picture.

1. **re** + **write** = _____



2. **un** + **tie** = _____



B. Add re- or un- to a word in the box to make a new word. Write a sentence for each new word.

sure send

3. _____

4. _____

Name _____

An **abbreviation** is a short way of writing a word.

Most abbreviations end with a period.

Saturday → Sat. September → Sept.

Draw a line from each word to its abbreviation.

1. Monday

Tues.

2. August

Mar.

3. Friday

Nov.

4. November

Aug.

5. Tuesday

Mon.

6. March

Fri.

Name _____

An **abbreviation** is a short way of writing a word.
Most abbreviations end with a period.

Saturday → Sat.

September → Sept.

Write the abbreviation for each word. Remember to use a period.

1. Monday

Mon.

2. February

3. August

4. Wednesday

5. Thursday

6. March

7. November

8. October

9. Tuesday

10. January

Additional Problems for Practice on Notebook Paper:

9. $64 + 28 = \underline{\hspace{2cm}}$

10. $30 + 65 = \underline{\hspace{2cm}}$

11. $35 + 35 = \underline{\hspace{2cm}}$

12. $42 + 56 = \underline{\hspace{2cm}}$

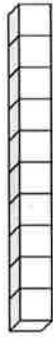
13. $72 + 18 = \underline{\hspace{2cm}}$

14. $66 + 28 = \underline{\hspace{2cm}}$



Base 10 Place Value Chart

tens



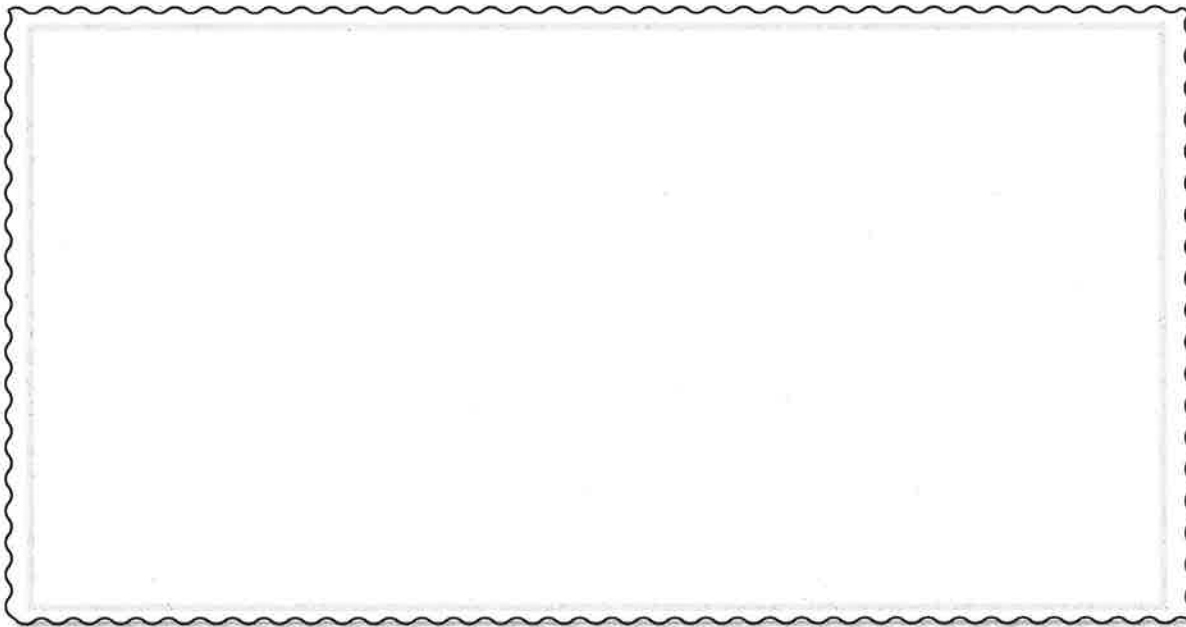
ones



Be a Service Worker

What kind of service worker would you like to be? In the box below, draw a picture of yourself doing that job.

I am a _____ .



Think About It Why did you pick this job? _____

Name _____

Add **-er** to an adjective to compare two people, places, or things.

Example: Flip's ears are **smaller** than Nell's ears.

Add **-est** to an adjective that compares three or more people, places, or things.

Example: Pip's ears are the **smallest** ears of all.

A. Write the adjectives that compare.

add -er

add -est

1. fast

2. slow

3. cold

B. Underline the adjectives that compare.

4. Mike is the tallest boy in his class.

5. My dog is bigger than Tom's.

6. We had a longer recess today than yesterday.



Name _____

Add **-er** to an adjective to compare two people, places, or things.

Add **-est** to an adjective to compare three or more people, places, or things.

A. Write the adjective that completes the sentence correctly.



1. Harry is the _____ swimmer on the team.

fast faster fastest

2. Ron's kite is _____ than mine.

highest higher high

3. January is the _____ month of all.

cold colder coldest

B. Write your own sentence using one of the adjectives you wrote above.

4. _____

Name _____

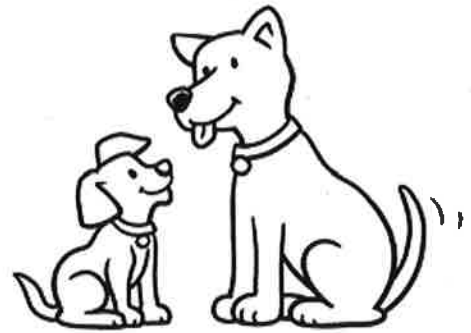
Add **-er** to most adjectives to compare two nouns.

Add **-est** to most adjectives to compare three or more nouns.

Days, months, and holidays are **proper nouns**. All **proper nouns** begin with a capital letter.

Circle the sentences that are written correctly.

1. My dog is biggest than your Dog.
My dog is big than your dog.
My dog is bigger than your dog.



2. Flag day is in June.
Flag day is in june.
Flag Day is in June.
3. I made the greatest catch ever on Saturday.
I made the greater catch ever on saturday.
I made the great catch ever on Saturday.
4. We were off from school on Martin luther king day.
We were off from school on Martin Luther king day.
We were off from school on Martin Luther King Day.

Name _____

Add **-er** to most adjectives to compare two nouns.

Add **-est** to most adjectives to compare three or more nouns.

Days, months, and holidays are **proper nouns**.

All **proper nouns** begin with a capital letter.

A. Look for mistakes with adjectives that compare and proper nouns. Underline sentences with mistakes. Circle sentences that are correct.

1. My dad cooked a big meal on Thanksgiving.
2. Of all the cats, mine is the softer.
3. We had no school on friday.
4. June is a warm month.
5. My brother is shortest than me.
6. My room is darker at night.

B. Write a sentence about your favorite day of the week.

- _____
-
7. _____
- _____
-
- _____

Name _____

Lesson 8.1

Add and Subtract within 20

COMMON CORE STANDARD—1.OA.6
Add and subtract within 20.

Add or subtract.

1.
$$\begin{array}{r} 6 \\ +0 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 11 \\ -2 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 9 \\ +8 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 4 \\ +10 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 14 \\ -9 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 7 \\ +4 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 12 \\ -3 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 6 \\ +7 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 18 \\ -9 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 15 \\ -6 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 6 \\ +5 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 12 \\ -6 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 10 \\ -10 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 13 \\ -7 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$$

18.
$$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$$

Problem Solving 

Solve. Draw or write to explain.

19. Jesse has 4 shells. He finds some more. Now he has 12 shells. How many more shells did Jesse find?

_____ more shells

Lesson Check (1.OA.6)

1. What is the sum?
Write the number.

$$8 + 5 = \underline{\quad}$$

2. What is the difference?
Write the number.

$$11 - 4 = \underline{\quad}$$

Spiral Review (1.NBT.3)

3. Circle the greater number. Did tens or ones help you decide? Write the numbers.

43 46

tens ones

_____ is greater than _____.

_____ > _____

4. Circle the number that is less. Did tens or ones help you decide? Write the numbers.

69 84

tens ones

_____ is less than _____.

_____ < _____

People's Jobs

Look at the pictures. Write about what each person does at work.



police officer



teacher



Compton USD

Learning Packet # 5

ELD

Grade 1

Name: _____

1st Grade-ELD Learning Packet

TABLE OF CONTENTS

Week 5





Day	Lesson	Date Completed
1	Phonics /ur/er, ir, ur, or: Read the text in the box. Then, complete Sections A (activities 1-3) and B (activities 5-7).	
	Phonics /ur/er, ir, ur, or: Use the words underneath the lines to complete the sentences.	
2	High-Frequency Words: Match each sentence with the related picture. Then, say the sentence aloud.	
	Vocabulary: Read the sample sentences in the box. Then, complete sections A (questions 1-2) and B (questions 3-4).	
	Vocabulary: Shades of Meaning. Read the information in the box. Then, complete questions 1-3.	
3	Reading Comprehension: Plot: Cause and Effect. Read the book "A Bunny Wish". First, complete sections A & B of the first handout. Then, fill in the Cause and Effect Chart using the information from the story.	
4	Differentiated Texts: Read the book "Cora". Respond to the text: a. Answer the questions 1-3 b. Write about it.	
	Text Feature:: Captions. First, read the information in the box. Then, complete questions 1-5 following the directions given.	
5	Structural analysis: Inflectional Ending -er. First, read the information in the box. Then, complete sections A (activities 1-4) and B (activity 5).	
	Writing Trait: Word Choice. Read the Draft Model. Use the questions to help you draft the paragraph. Then, revise the draft by adding describing words..	

Recommended Online Usage	
<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

Name _____

The end sound you hear in fur can be spelled er as in her, ir as in dirt, ur as in turn, and or as in word.

A. Read the words. Listen for the ur sounds. Circle the word that names the picture.

1. wide	<u>worm</u>		2. bed	bird	
3. shirt	show		4. sun	surf	

B. Use a word from the box to complete each sentence.

her

nurse

skirt

work

5. There is a _____ at my school.

6. _____ hat is green.

7. I have a pretty blue _____.

Name _____

Circle the word that completes the sentence.
Then write the word.

1. The _____ **bird** _____ is in the nest.

bag **bird**

2. The bird will eat the _____

wave worm

3. Nan _____ her foot.

hut hurt

4. I won _____ place!

first fish

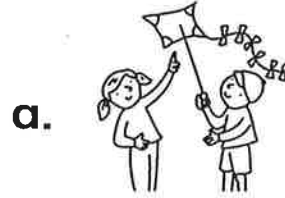
5. He gave a gift to _____

her harp

Name _____

Draw a line to match the sentence to the picture it describes.

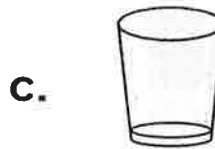
1. Can I have **another** cup of water?



2. My bag is **full** of food.



3. The boy will **climb** up the tree.



4. We walk **through** the door at school.



5. The **poor** girl is sick.



6. That kite is **great**.



Name _____

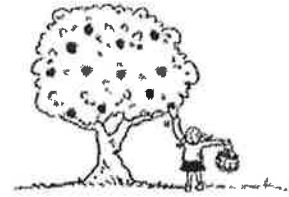
leaped: The dog leaped up to catch the ball.

stretched: The girl stretched her legs before she ran.

A. Match each sentence to the picture.

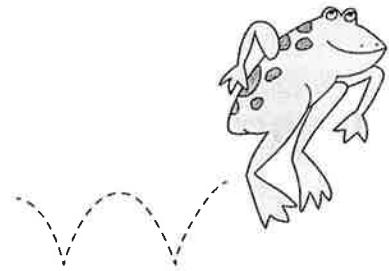
1. The frog leaped to the edge of the pond.

a.



2. She stretched her arm up to pick the apple.

b.



B. Circle the word that completes the sentence. Write the word.

3. I _____ my arm to reach the book.

leaped stretched

4. The cat _____ down from the steps.

leaped stretched

Name _____

Shades of meaning are small differences in meaning between similar words.

Read the sentences. Then choose the best word in bold to answer the question.

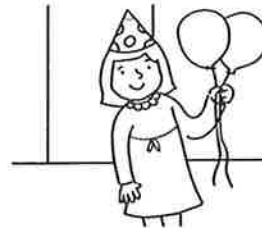
1. Max is very wet. Is Max **soaked** or **damp**?



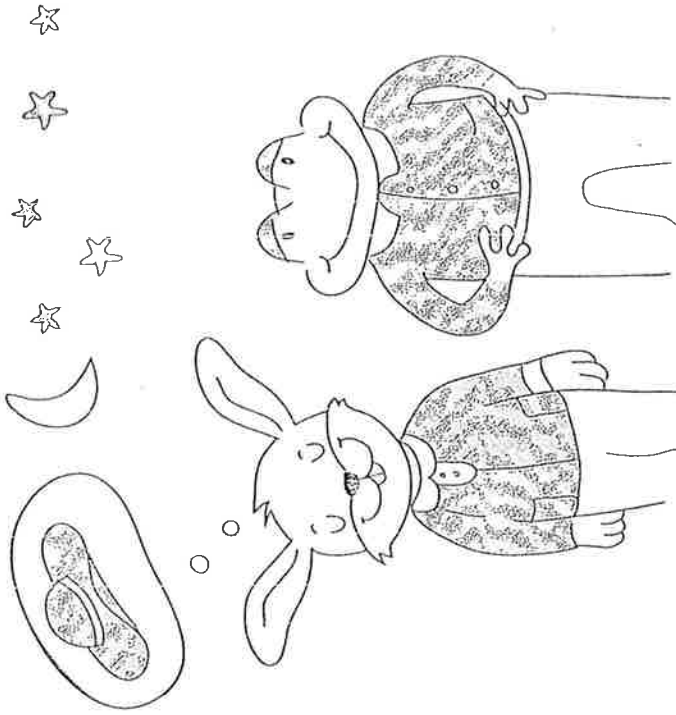
2. Tess is giving the dog some food. Is Tess **pouring** or **spilling** the food?



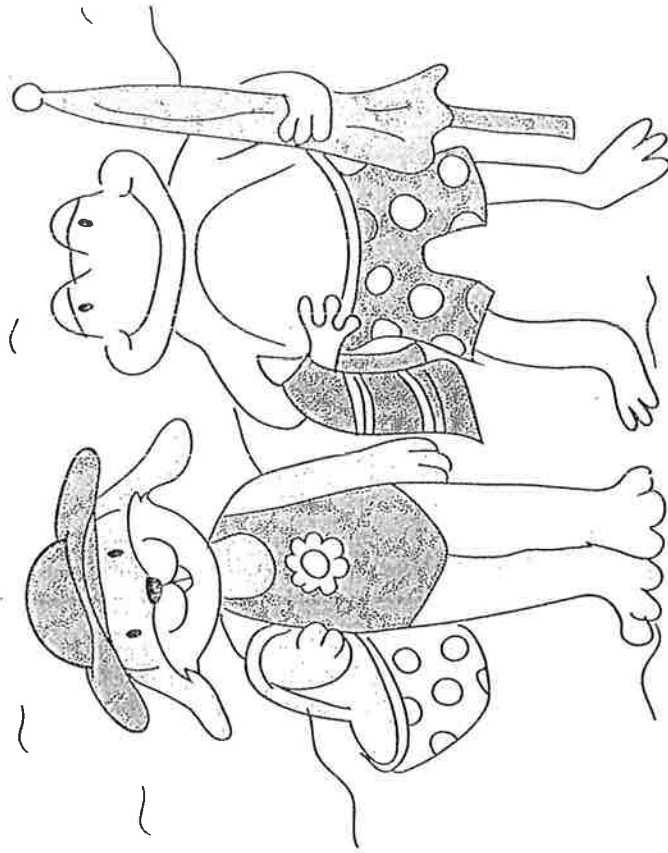
3. Kate thinks the party is great. Does Kate think the party is **good** or **wonderful**?



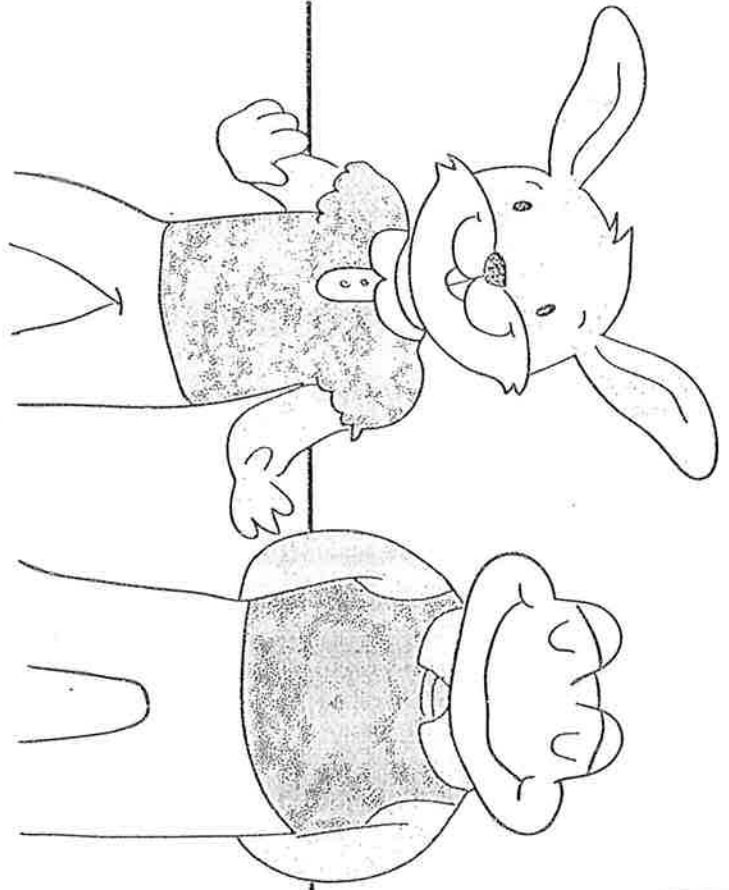
A Bunny Wish



"There's a wishing star!" Bethy Bunny said. "I wish for a sunhat!"

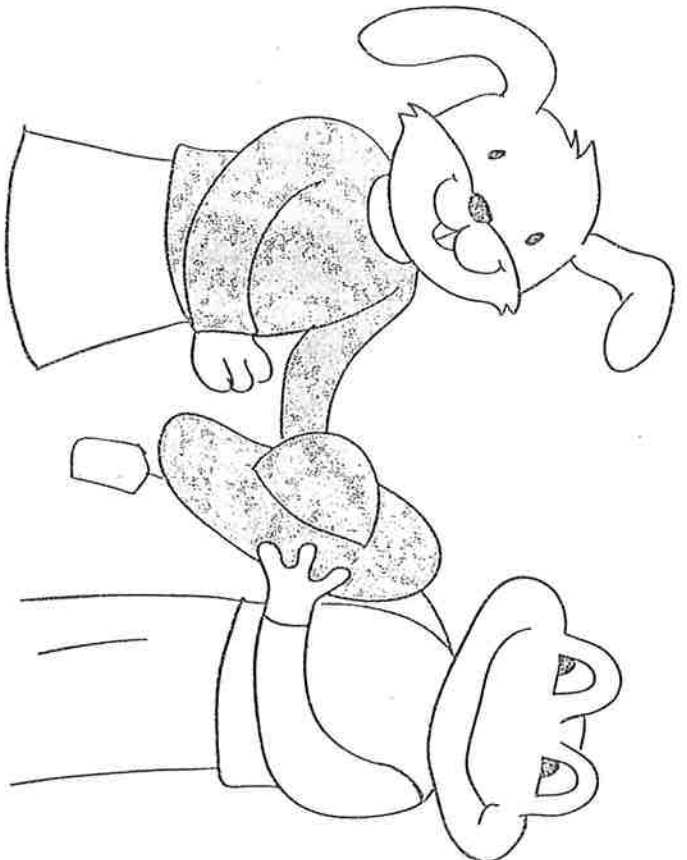


"I wished for a sunhat and it worked," said Bethy. "Now we can go to the beach," said Freddy.



Freddy Frog said, "I think you
will get your wish."

2



The next day, Freddy gave Betty
a sunhat.

3

Name _____

A. Reread "A Bunny Wish" and follow the directions.

1. What does Bethy do when she sees a star?

She makes a _____.

2. Write the word that tells you what Bethy

wishes for. _____



3. What causes Bethy's wish to come true?

_____ gives Bethy a sunhat.

4. What effect is on the last page?

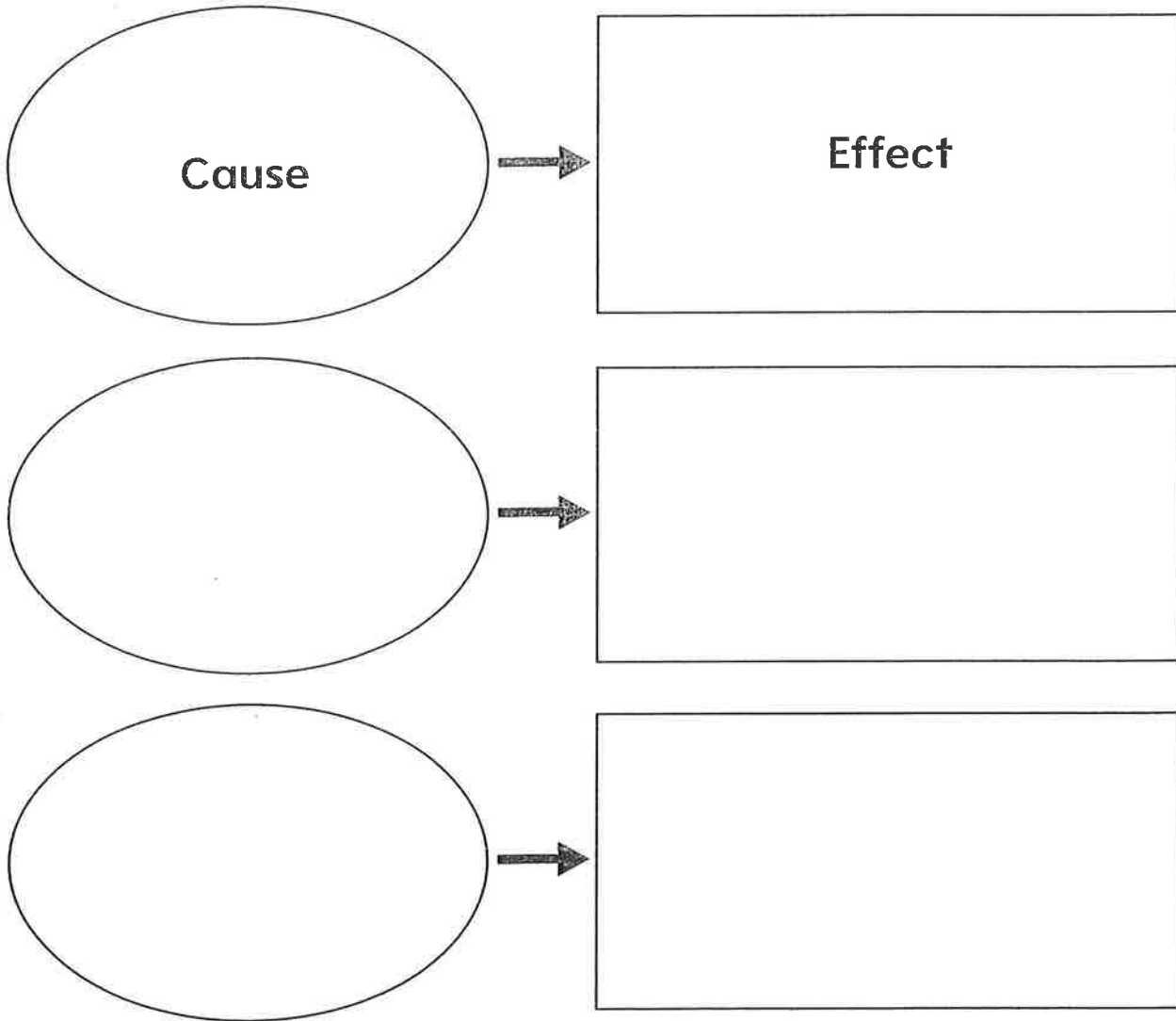
B. Word with a partner. Read the passage aloud. Pay attention to intonation. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

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Name _____

Fill in the Cause and Effect Chart. Use events from the story.





Essential Question

What can you see in the sky?

Cora

Fantasy



Cora was excited to fly for the first time. She watched her mom fly up into the air. Then, she flew.

The sky was full of new things. "What are these?" asked Cora. "They are dragonflies," Mom said.



“Here are some clouds,” Mom said.
Cora flew through one.
“Clouds are great!” she yelled.



“Another dragonfly!” cried Cora.
“No! It’s an airplane,” Mom said,
laughing. Cora smiled happily.



**Read "Cora" with a partner.
Discuss the questions below.**

1. Why is Cora excited at the beginning?

2. What do Cora and Mom see in the sky?

3. Why does Mom laugh?

Write about it. Why does Cora learn about the sky?

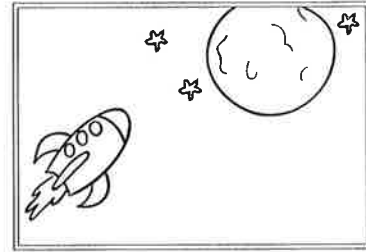
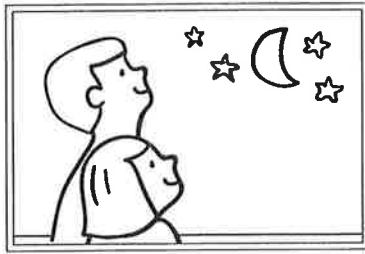


Respond to the Text Guide children to retell the story, and to talk about the different things Cora sees in the sky. Have partners read and discuss the questions. Then have children write about what Cora learns about the sky. Ask partners to share their writing and ideas.

Name _____

Captions are short descriptions that tell more about a photograph or picture.

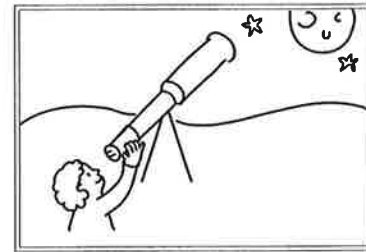
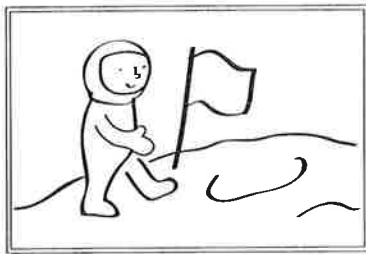
Circle the caption that tells about the picture.



1. Dad and Jess look at the moon.
2. The spaceship is near the moon.

Dad and Jess read about the moon.

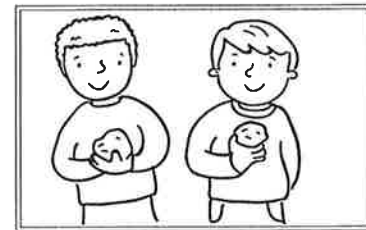
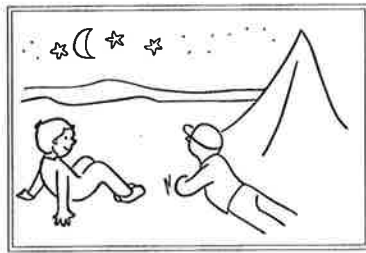
The spaceship landed.



3. He is on the spaceship.
4. Dan looks at the moon.

He is on the moon.

Dan looks at a map.



5. They like to read.
6. They have moon rocks.
- They gaze at the stars.
- They look up at the moon.

Name _____

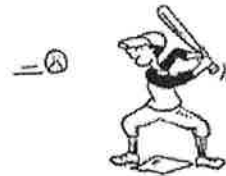
Adding -er to an action word changes the word to a naming word.

teach + er = teacher
a person who teaches

work + er = worker
a person who works

A. Add -er to the action word to make a naming word. Write the new word.

1. play + er = _____
_____ **player** _____



2. help + er = _____



3. paint + er = _____



4. surf + er = _____



B. Write your own sentence. Use a naming word you wrote above.

5. _____

Name _____

A. Read the draft model. Use the questions to help you add describing words.

Draft Model

I like to look at the night sky with my dad. There is a lot to see in the sky. There are stars in the sky.

1. What is the topic of the writing?
2. What describing word is used in the writing?
3. What describing words could you add to the writing?

B. Now revise the draft by adding describing words to tell about the night sky.

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