

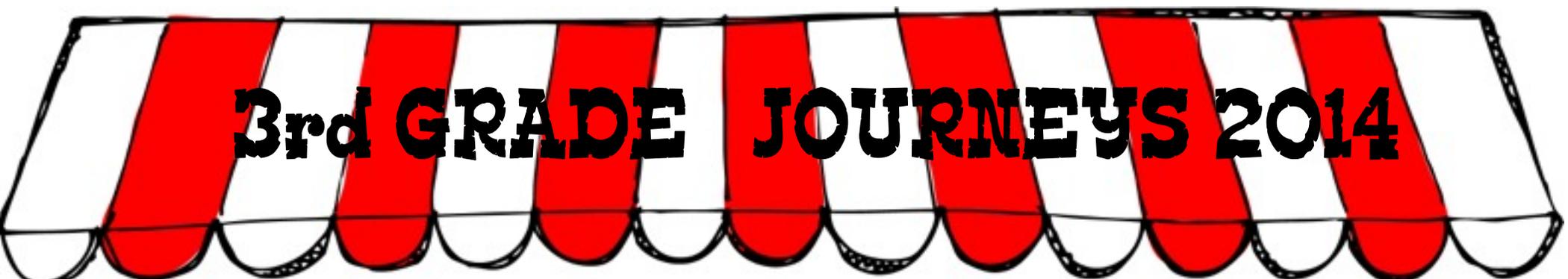
Journeys 2014 Grade 3 Unit 2

Unit 2 Bundle of Resources

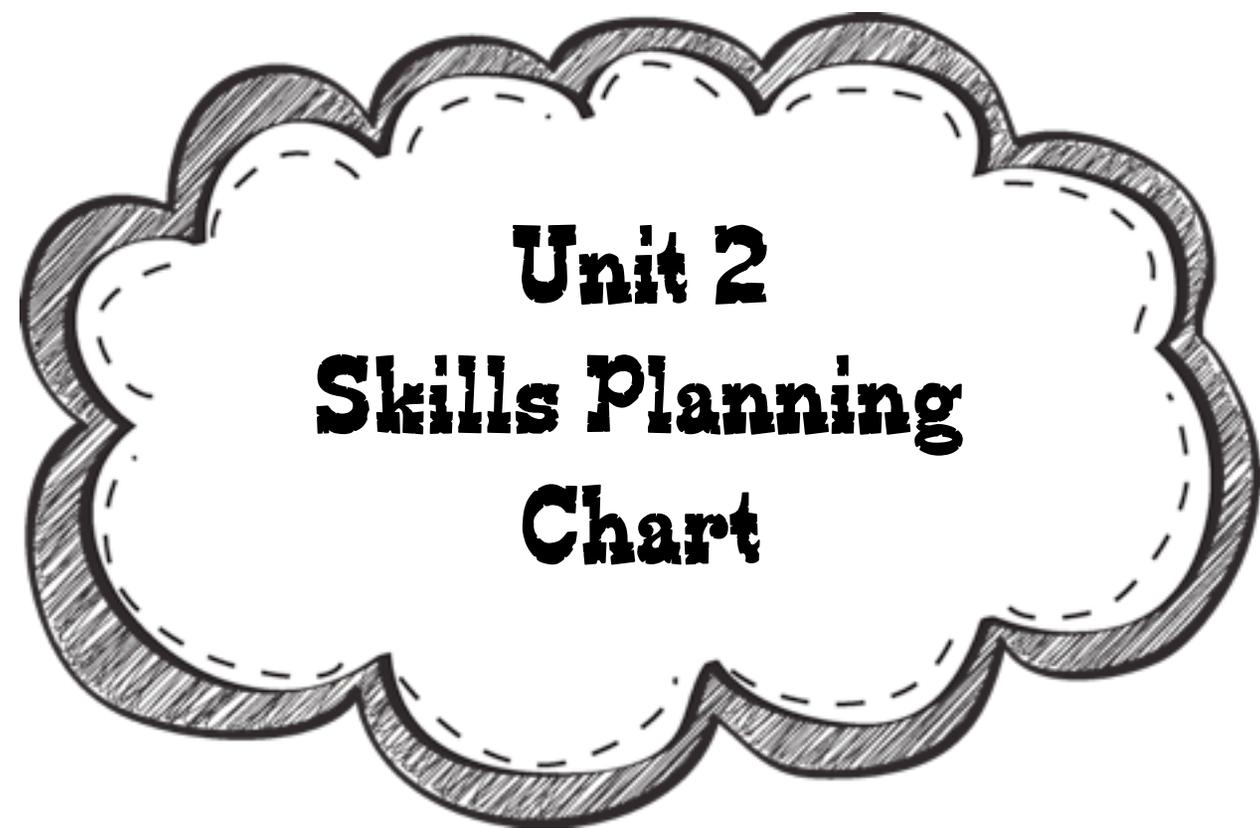
Included are these helpful resources:

- ◆ Unit 2 Skills Planning Chart
- ◆ Weekly Newsletters
- ◆ Study Guide Comprehension Questions
- ◆ Spelling Quiz & Sentence Dictation

Please see individual items at
[It All Started with Flubber](#)
For complete descriptions.

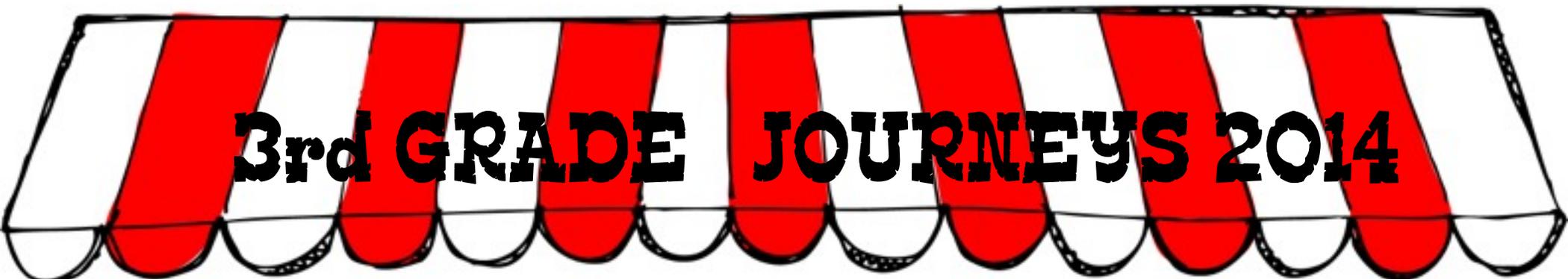


3rd GRADE JOURNEYS 2014



**Unit 2
Skills Planning
Chart**

	Journeys 2014 - Grade 3 Unit 2 - Skills Planning Chart				
	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Anchor Text	Bat Loves the Night (Lexile 710, GR - M)	What Do Illustrators Do? (Lex 490, GR-M)	The Harvest Birds (Lexile 770, GR-N)	Kamishibai Man (Lexile 610, GR-N)	Young Thomas Edison (Lexile 810, GR-N)
Vocabulary	twitch, swoops, squeak, echoes, detail slithers, dozes, snuggles	imagine, tools, illustrate, scribbles, sketches, tracing, research, textures	harvest, separate, patch, borders, ashamed, advice, borrow, serious	familiar, applause, rude, vacant, rickety, blurry, blasted, jerky	invention, experiment, genius, signal, gadget, electric, occasional, laboratory
Phonics	short/long vowel mix	words w/ thr, spr, str, scr	words w/ tch, kn, wr	words w/ ou, ow	words w/ au, aw, al, o
Connect to Text	A Bat Is Born (no Lexile pub., GR - M)	Jack Draws a Beanstalk (Lexile 670, GR-L)	The Treasure (Lexile 650, GR-N)	The True Story of Kamishibai (lex 700, M)	Moving Pictures (Lexile 740, GR-N)
Target Skill	sequence	text/graphic features; sequence	conclusions; literal and non-literal meanings	cause/effect	Main idea/details
Strategy	questions while reading	analyze/evaluate	infer/predict	monitor/clarify	summarize
Spelling Pattern	More short./long vowels: math, toast, piles, easy, socks, stuff, paid, June, cheese, elbow, program, shiny, sticky, Friday, each, both, comb, holiday	3-letter clusters: three, scrap, street, spring, thrill, scream, strange, scrape, throw, string, spray, strong, threw, scratch, they, think, straight, scramble	kn/wr/tch: itch, wreck, knee, knife, patch, wrap, watch, knot, stretch, write, knew, knock, match, wrong, know, catch, wrinkle, knuckle	Vowel sound in "town:" clown, crowd, powder, frown, bow, power, crown, cloud, round, pound, sound, count, blouse, house, mountain, found, coward	Vowel sound in "talk:" talk, cross, awful, law, cloth, cost, crawl, chalk, also, raw, salt, wall, lawn, always, soft, small, often, strawberry
English	verbs	verb tenses	using commas	abstract nouns	pronouns/antecedents
Writing	written response paragraph	opinion paragraph	opinion - response paragraph	prewrite - response to lit.	draft/revise/edit/publish
Focus Trait	ideas	organization	word choice	organization	sentence fluency



3rd GRADE JOURNEYS 2014

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for purchasing the
Unit 2 Skills Planning Chart
from
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Please check our TpT store for additional resources that you might find useful.

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kpmddoodles.com and mycutegraphics.com

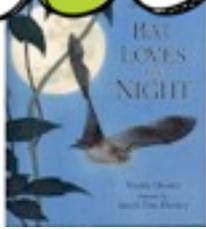
3rd GRADE

JOURNEYS 2014

UNIT 2

Study Guide
Comprehension
Questions

Lessons 6-10



Bat Loves the Night by Nicola Davies: Unit 2, Lesson 6

Answer these questions using complete sentences.

(Do not begin with so, to, for, or because.)

1. Give three details to tell how a bat sleeps. (pg. 212-213) _____

2. Look at the scientific facts that are typed in smaller print at the bottom of the page. Why does the author include these? (pg. 212-213) _____

3. Look at the illustration on page 216 for the lines near the bat's head. This helps you to understand..... _____

4. Tell what the author means when she says the bat "beams her voice around like a flashlight." (infer from pg. 216-217) _____

5. Tell what the clues the author gives to explain the meaning of the word "echolocation." (pg. 216)

6. How does the author tell you that it is time for Bat to return to the roost? (pg. 220-221)

7. Explain what these two words mean: (pg. 220-221)

roost: -----

nocturnal: -----

8. Why don't the batlings go out to hunt with the mother bats? (pg. 222)

9. The author has given what important detail to show that bats are mammals? (pg. 227)

10. We are learning about VERBS this week, and this author uses many interesting verbs. Pick five strong verbs to list here; include the page number to show where you found it.

verb: -----, pg. -----

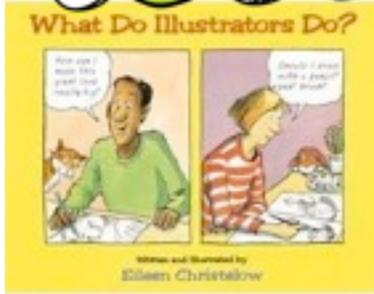
11. Our reading skill this week is tuning in to the sequence of events. Use pages 216-219 to tell the sequence of events that happen in order for Bat to eat the moth:

First, -----

Then, -----

Next, -----

Last, -----



What Do Illustrators Do? by Eileen Christelow

Unit 2, Lesson 7

Answer these questions using complete sentences.

(Do not begin with so, to, for, or because.)

1. Use the text and graphic features (this week's skill) to tell what the people at the bottom of page 244 are doing. _____

2. Tell why an illustrator cannot illustrate every scene in a story? (pg. 245) _____

3. Explain the steps an illustrator takes to create his or her "dummy" of the book: (pg. 246-247)
First, _____
Then, _____
Next, _____
4. How does the female artist change her story as she works on her illustrations? (pg. 248)

5. Which "point of view" works best for showing a magic bean being planted? (pg. 249)

6. How does the male artist show that the beanstalk grew? (pg. 250) _____

7. What might an illustrator do with the mirror? (pg. 251) _____

8. Tell what two changes the editor asks the male illustrator to make. (pg. 253) _____

9. How do the illustrations shown on page 255 help you understand the text on pg. 254-255?

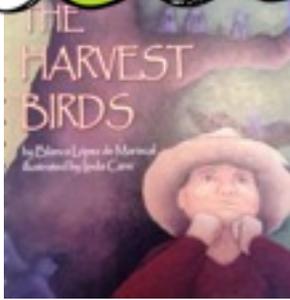
10. Why does it sometimes take months to finish all of the illustrations for a picture book? (pg. 256) _____

11. Why is the cover often the last illustration the artist makes for the book? (pg. 258-259)

12. Use the text features and graphics at the top of pages 258-259 to explain how the two book covers are different and how they are the same:

same: _____

different: (think beyond boy/girl) _____



The Harvest Birds by Blanca Lopez de Mariscal
Unit 2, Lesson 8

Answer these questions using complete sentences.
(Do not begin with so, to, for, or because.)

1. Use text evidence to give three facts about Juan Zanate. (pg. 280) _____

2. How can you tell that Don Tobias didn't take Juan's request seriously? (pg. 281) _____

3. Why does the illustration show Grgjo sitting on Juan's hat on pages 282-283? _____

4. Explain why Grandpa Chon became serious after Juan asked for a chance to show he could be a good farmer? (pg. 284-285) _____

5. What arrangement to Grandpa Chon and Juan make? (pg. 285) _____

6. How do the people in town react to Juan's news? (pg. 286) _____

7. Tell how Juan's actions on page 288 show he is an honest and trustworthy man. _____

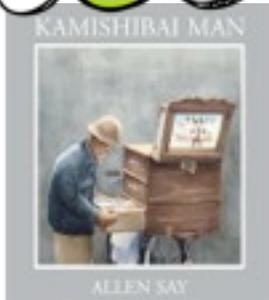
8. Finish this sentence: Instead of following the advice the people give him, Juan follows the advice of... (pg. 289-291) _____

9. Explain why the other farmers laughed at Juan on page 292. _____

10. How does the author show that Juan's plan was a success? (pg. 293-295) _____

11. On page 295 the author tells that Juan "learned to listen to the voice of nature." Tell what this means, since nature really has no true voice with which to speak. _____

12. Tell what lesson the birds taught Juan about farming. _____



Kamishibai Man by Allen Say
Unit 2, Lesson 9

Answer these questions using complete sentences.
(Do not begin with so, to, for, or because.)

1. Using commas in a series, tell three things you learn about Jiichan at the beginning of the story. (pg. 320) _____

2. Why has Jiichan been quiet lately? (pg. 320)

3. Why does Jiichan think he has taken a wrong turn when he gets to the city? (pg. 322)

4. How can you tell that Jiichan is not paying attention to the traffic? (pg. 324-325)

5. How can Jiichan tell that this is the same neighborhood that he used to visit? (pg. 326)

6. Tell what has caused the city to be so different from when Jiichan was last here. (infer, pg. 324-326) _____

7. What evidence does the author give so you know Mr. Jiichan cares about the children? (infer, and pg.332) _____

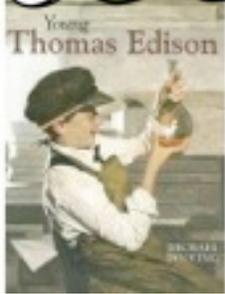
8. In his story, Jiichan tells the children that he looks at the television for only a short time. Give two reasons why it doesn't hold his attention longer. (pg. 333) _____

9. Jiichan states that "television antennas started to sprout from the rooftops like weeds in the springtime." Tell the effect this had on Jiichan. (pg. 334) _____

10. What effect does Jiichan's story have on the crowd gathered around him? (pg. 338) _____

11. Tell how the mood of the story changes by the end of the story. (infer, pg. 338-341) _____

12. Why does Jiichan ask Baachan to make twice as many sweets? (pg. 341) _____



Young Thomas Edison by Michael Dooling

Unit 2, Lesson 10

Answer these questions using complete sentences.

(Do not begin with so, to, for, or because.)

1. How was life different in the time Edison was young? (pg. 360) _____

2. If Thomas's mother hadn't encouraged him to ask lots of questions, how might his childhood have been different? (infer, pg. 362) _____

3. What did young Edison use to make a laboratory in the family's cellar? (pg. 362-363) _____

4. What was the effect on Thomas when he had scarlet fever as a boy? (pg. 364) _____

5. Why did Thomas's mother teach him at home? (pg. 364) _____

6. How can you tell that Young Al was a determined youngster? (infer, pg. 366-367) _____

7. Summarize a day in the life of young Al using the information the author gives on pages 366-367. _____

8. What effect did Al's failures have on him? (pg. 370) _____

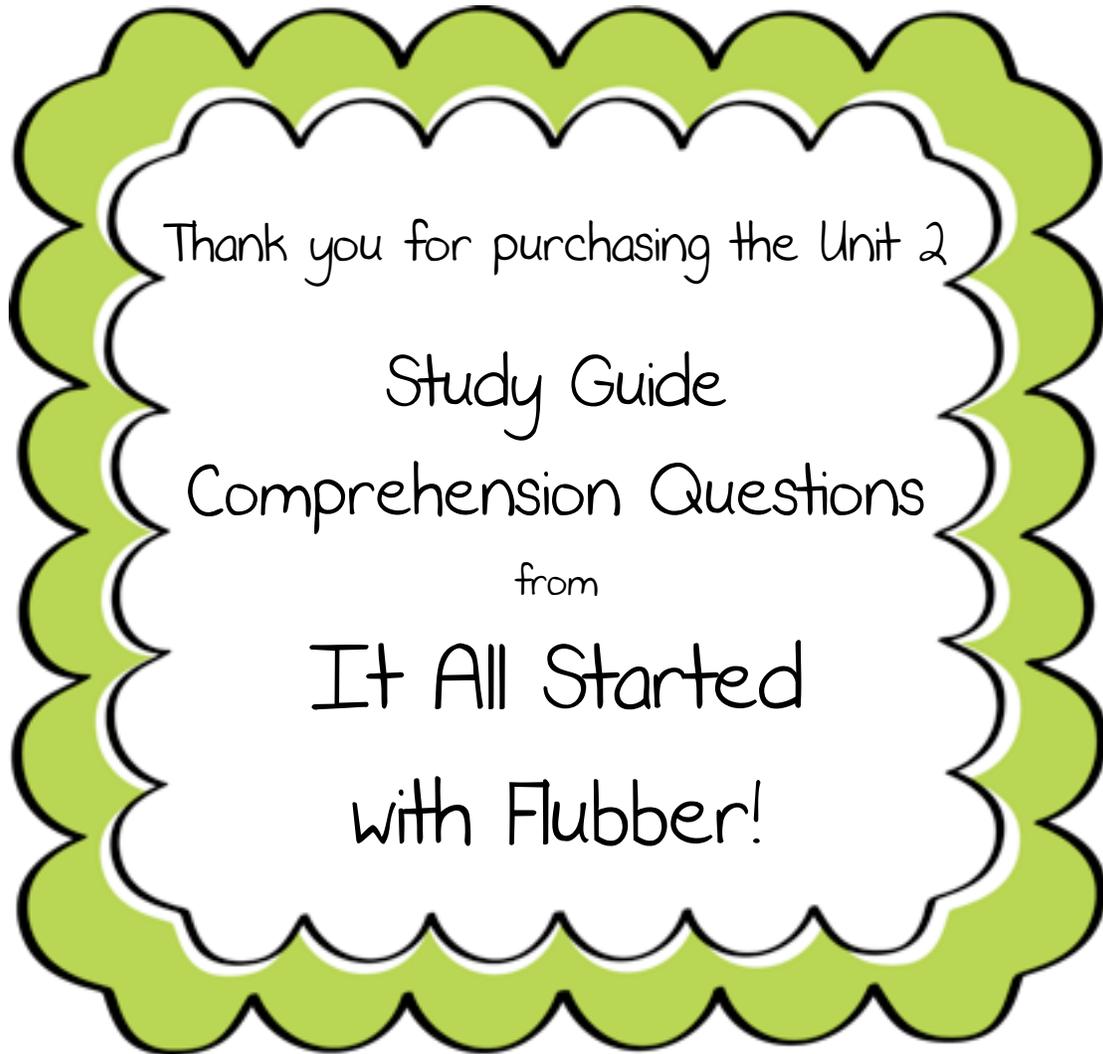
9. Tell the details that support the idea that Edison loved to learn and experiment using the information on page 371. _____

10. Effect: Edison invented a way to send a telegraph every 6 hours while he was asleep.
Cause: (pg. 372) _____

11. What was Edison's first patented invention, and was it a success? (pg. 374) _____

12. What details does the author give to support the main idea that Thomas didn't let his hardships and disappointments discourage him? (infer, pg. 374-377) _____

13. Main idea: Thomas Edison invented many useful devices. Details (give 4): (pg. 378-381)



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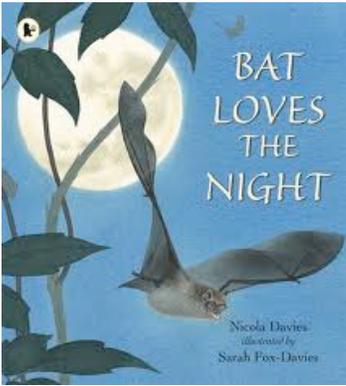
3rd GRADE

JOURNEYS 2014

UNIT 2

Weekly Newsletters

Send these home to give your students and parents easy access to spelling lists, vocabulary words and meanings, and a complete listing of English, phonics, and reading skills for the week.



Bat Loves the Night

Parent Newsletter

Unit 2, Lesson 6

Spelling Words: Short and Long Vowels

math	toast	easy	socks	Friday	stuff
paid	cheese	June	elbow	program	shiny
piles	sticky	each	both	comb	holiday

Vocabulary Words:

detail	each part of several items of information
squeak	a short, high-pitched sound
echoes	repeating sounds caused by sound waves rebounding from a surface
swoops	to descend quickly with a sweeping motion
twitch	to move with a slight jerk
slithers	to move in a slippery way
doze	to sleep lightly
snuggles	to curl up closely

Reading Target Skill - Sequence of Events

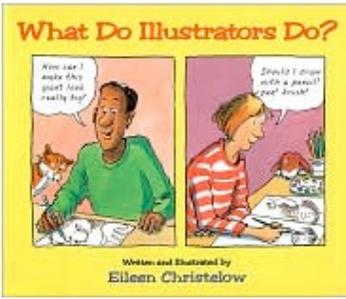
- To determine of the sequence of events, look for signal words such as *now*, *then*, and *soon* to help you understand the connection between sentences and paragraphs

Reading Target Strategy - Question

- Question** - Ask yourself questions as you read a story. Look for text evidence to help you answer the questions.

English Skill - Verb

- Verb** - the main word in the predicate
- Action Verb** - a word that tells what people or things do



What Do Illustrators Do?

Parent Newsletter

Unit 2, Lesson 7

Spelling Words: Three-Letter Clusters

three	scrap	street	spring	thrill	scream
strange	throw	string	scrape	spray	threw
strong	scratch	think	they	straight	scramble

Vocabulary Words:

tool	things people use to help them do a job
sketches	quick drawings without much detail
scribbles	drawings or doodles, drawn in a quick or careless way
research	careful study of a subject or problem
textures	the ways that surfaces look and feel
imagine	to see a picture in your mind
illustrate	to make pictures that show or explain something
tracing	used to copy or trace lines

Reading Target Skill - Text and Graphic Features

- **Text Features** - part of information text that allows readers to locate information quickly (ex. headings, speech balloons, photo captions)

Reading Target Strategy - Analyze/Evaluate

- **Analyze** - to think about the information
- **Evaluate** - to judge how well the author explained their ideas with examples and text evidence

English Skill - Verb Tenses

- A verb tense tells when something happens
- **Tense of a Verb** lets you know whether something happens in the **present, past, or future**



The Harvest Birds

Parent Newsletter

Unit 2, Lesson 8

Spelling Words: Unexpected Consonant Spellings

itch	wreck	knee	patch	wrap	knot
watch	knife	stretch	write	knew	knock
match	wrong	know	catch	wrinkle	knuckle

Vocabulary Words:

serious	not playful or silly; not joking
patch	a small piece of land
borrow	to use something that someone else owns and return it later
advice	ideas or suggestions about what someone should do
ashamed	feeling guilty, sorry, or embarrassed
borders	the edges of a place
separate	divide into groups
harvest	the ripe crops that are gathered

Reading Target Skill - Conclusions

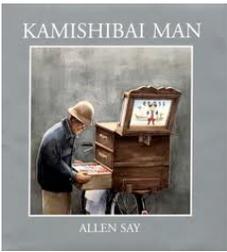
- **Drawing Conclusions** - using details from the story to figure out what the author means when it is not directly stated

Reading Target Strategy - Infer/Predict

- **Infer** - to figure out (use the conclusions you draw to infer)
- **Predict** - what you think may happen in the story

English Skill - Using Commas

- **Comma** - tells a reader where to pause; also helps to make the meaning of a sentence clear
- **Series** - a list that has three or more words together in a sentence



Kamishibai Man

Parent Newsletter

Unit 2, Lesson 9

Spelling Words: Vowel Sound in *town*

clown	round	bow	cloud	power	crown
thousand	crowd	sound	count	powder	blouse
frown	pound	house	found	mountain	coward

Vocabulary Words:

familiar	well known from being seen often
blurry	unclear or smeared
vacant	empty or not occupied
jerky	moving in sudden, uneven, or awkward ways
applause	clapping meant to show appreciation or enjoyment
blasted	made a sudden, loud sound
rude	impolite or having bad manners
rickety	shaky or likely to fall apart

Reading Target Skill - Cause and Effect

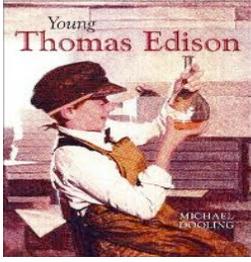
- **Cause** - an event that makes something else happen
- **Effect** - the event that happens has a result

Reading Target Strategy - Monitor/Clarify

- **Monitor** - to pay attention to the parts of the story that you don't understand
- **Clarify** - reread or look for text evidence to make sense of the text

English Skill - Abstract Nouns

- **Abstract Noun** - a special kind of noun that names an idea, a feeling, or a quality. These are nouns that people can not see, hear, taste, smell, or touch.



Young Thomas Edison

Parent Newsletter

Unit 2, Lesson 10

Spelling Words: Vowel Sound in *talk*

talk	cross	awful	law	cloth	cost
crawl	chalk	also	raw	salt	wall
lawn	always	soft	small	often	strawberry

Vocabulary Words:

genius	extraordinary intellectual power, especially in creative ability
signal	a sound, motion, or other sign that sends a message
electric	powered by electricity, a form of energy caused by the motion of electrons and protons
laboratory	a place where scientists work and do experiments
gadget	a small, useful machine or device
experiment	a test to find out or prove something
invention	an original device, system, or process
occasional	happening from time to time

Reading Target Skill - Main Idea and Details

- **Main Idea** - each important idea about a topic
- **Details** - facts and examples that help explain the main idea

Reading Target Strategy - Summarize

- **Summarize** - to retell the important events in the story

English Skill - Pronouns and Antecedents

- **Pronoun** - a word that takes the place of one or more nouns in a sentence
- **Subject Pronoun** - a word that takes the place of a subject
- **Object Pronouns** - a pronoun that follows the verb of a sentence
- **Antecedent** - the noun that is being replaced by a pronoun

3rd GRADE

JOURNEYS 2014

UNIT 2

Thank you for purchasing
UNIT 2 WEEKLY NEWSLETTERS

from

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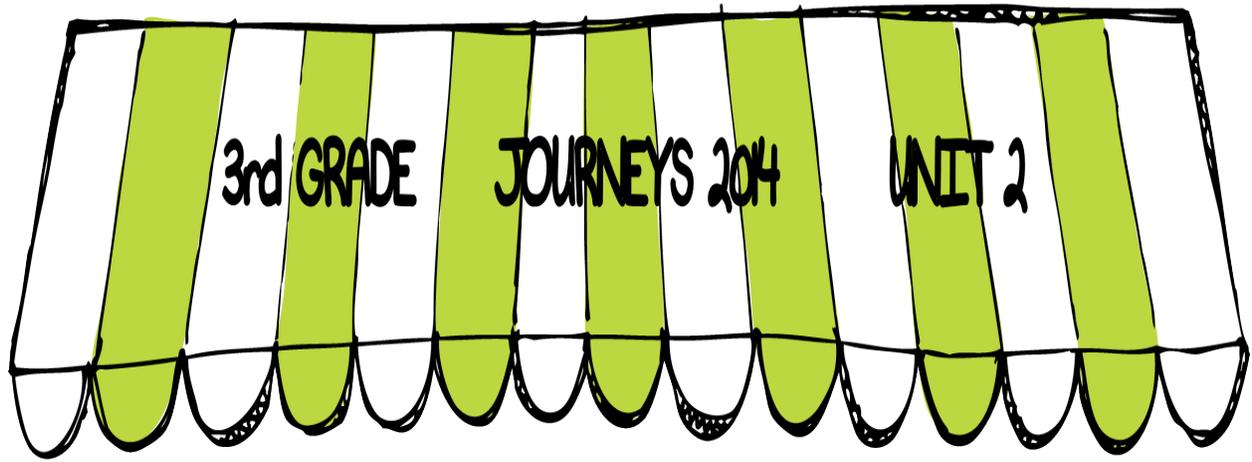
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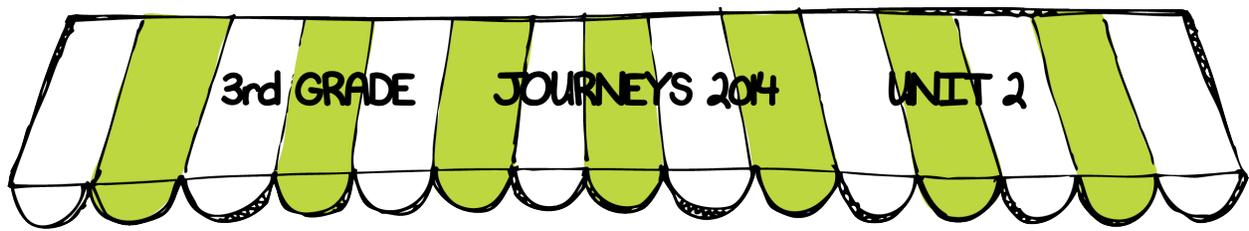
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Spelling
Quizzes
and
Sentence
Dictation



Unit 2, Lesson 6

Name _____ # _____

Directions: First, read each sentence. Then fill in the bubble next to the word that is spelled correctly. If none of the choices are correct, fill in the bubble next to the choice "none."

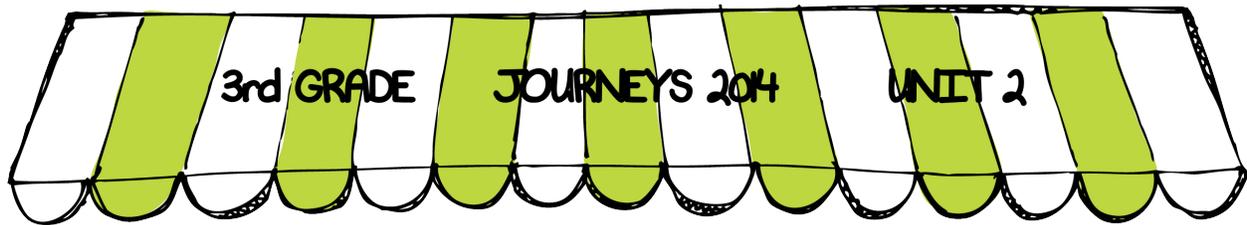
1. We solve problems in _____. <input type="radio"/> matf <input type="radio"/> math <input type="radio"/> matth <input type="radio"/> none	2. I like _____ for breakfast. <input type="radio"/> tasot <input type="radio"/> toast <input type="radio"/> taost <input type="radio"/> none
3. The dance was _____ to learn. <input type="radio"/> eazy <input type="radio"/> easy <input type="radio"/> esy <input type="radio"/> none	4. We made puppets out of _____. <input type="radio"/> soks <input type="radio"/> soaks <input type="radio"/> socks <input type="radio"/> none
5. We clean out our desks every _____. <input type="radio"/> friday <input type="radio"/> fryday <input type="radio"/> Friday <input type="radio"/> none	6. There is a lot of _____ in that bag. <input type="radio"/> stuff <input type="radio"/> stuf <input type="radio"/> stuph <input type="radio"/> none
7. She _____ \$5 for a ticket to the movies. <input type="radio"/> payed <input type="radio"/> paid <input type="radio"/> pay <input type="radio"/> none	8. She likes to eat _____ pizza. <input type="radio"/> cheeze <input type="radio"/> chese <input type="radio"/> cheese <input type="radio"/> none
9. We go on vacation in _____. <input type="radio"/> Jun <input type="radio"/> June <input type="radio"/> june <input type="radio"/> none	10. I hurt my _____ when I fell down. <input type="radio"/> ellbow <input type="radio"/> elbow <input type="radio"/> elboo <input type="radio"/> none

<p>11. We had a Christmas _____.</p> <p><input type="radio"/> progam</p> <p><input type="radio"/> prograim</p> <p><input type="radio"/> program</p> <p><input type="radio"/> none</p>	<p>12. She wore a _____ necklace today.</p> <p><input type="radio"/> shine</p> <p><input type="radio"/> shiney</p> <p><input type="radio"/> shiny</p> <p><input type="radio"/> none</p>
<p>13. We raked the leaves into _____</p> <p><input type="radio"/> piles</p> <p><input type="radio"/> pils</p> <p><input type="radio"/> plies</p> <p><input type="radio"/> none</p>	<p>14. The ice cream made my hands _____.</p> <p><input type="radio"/> stiky</p> <p><input type="radio"/> stecky</p> <p><input type="radio"/> sticky</p> <p><input type="radio"/> none</p>
<p>15. The teacher gave _____ student a pencil.</p> <p><input type="radio"/> ech</p> <p><input type="radio"/> each</p> <p><input type="radio"/> eash</p> <p><input type="radio"/> none</p>	<p>16. I invited _____ of my friends to the party.</p> <p><input type="radio"/> both</p> <p><input type="radio"/> boph</p> <p><input type="radio"/> booth</p> <p><input type="radio"/> none</p>
<p>17. It is hard to _____ my hair.</p> <p><input type="radio"/> coom</p> <p><input type="radio"/> cobm</p> <p><input type="radio"/> comb</p> <p><input type="radio"/> none</p>	<p>18. I love to celebrate that _____.</p> <p><input type="radio"/> haliday</p> <p><input type="radio"/> holiday</p> <p><input type="radio"/> holliday</p> <p><input type="radio"/> none</p>

Sentence Dictation:

19. _____

20. _____



Unit 2, Lesson 7

Name _____ # _____

Directions: First, read each sentence. Then fill in the bubble next to the word that is spelled correctly. If none of the choices are correct, fill in the bubble next to the choice "none."

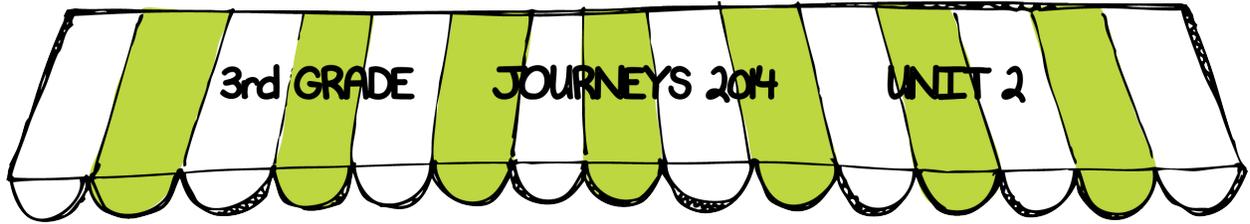
1. There are _____ little pigs. <input type="radio"/> tree <input type="radio"/> thre <input type="radio"/> three <input type="radio"/> none	2. I wrote the story on a _____ piece of paper. <input type="radio"/> skrap <input type="radio"/> scaip <input type="radio"/> scrap <input type="radio"/> none
3. We live on a very busy _____. <input type="radio"/> stret <input type="radio"/> street <input type="radio"/> streit <input type="radio"/> none	4. Summer follows the _____. <input type="radio"/> spring <input type="radio"/> spreng <input type="radio"/> sprieng <input type="radio"/> none
5. It was a _____ to meet the new kid! <input type="radio"/> phrill <input type="radio"/> thril <input type="radio"/> thrill <input type="radio"/> none	6. The rollercoaster made us _____. <input type="radio"/> screem <input type="radio"/> skream <input type="radio"/> scream <input type="radio"/> none
7. Never pet a _____ dog. <input type="radio"/> strange <input type="radio"/> stragne <input type="radio"/> strainge <input type="radio"/> none	8. Please don't _____ away anything that can be recycled. <input type="radio"/> throo <input type="radio"/> throew <input type="radio"/> throw <input type="radio"/> none
9. They pulled the toy by the _____. <input type="radio"/> streng <input type="radio"/> string <input type="radio"/> strieng <input type="radio"/> none	10. I fell and got a _____ on my knee. <input type="radio"/> skrape <input type="radio"/> scrap <input type="radio"/> scaep <input type="radio"/> none

<p>11. Please don't _____ me with water.</p> <p><input type="radio"/> spraiy</p> <p><input type="radio"/> spriay</p> <p><input type="radio"/> spray</p> <p><input type="radio"/> none</p>	<p>12. The pitcher _____ the ball really fast.</p> <p><input type="radio"/> through</p> <p><input type="radio"/> threw</p> <p><input type="radio"/> throogh</p> <p><input type="radio"/> none</p>
<p>13. Exercise to stay healthy and _____.</p> <p><input type="radio"/> strong</p> <p><input type="radio"/> storng</p> <p><input type="radio"/> stronng</p> <p><input type="radio"/> none</p>	<p>14. Please _____ my back.</p> <p><input type="radio"/> skratch</p> <p><input type="radio"/> scraitch</p> <p><input type="radio"/> skrath</p> <p><input type="radio"/> none</p>
<p>15. What did you _____ of the test?</p> <p><input type="radio"/> think</p> <p><input type="radio"/> thenk</p> <p><input type="radio"/> thinck</p> <p><input type="radio"/> none</p>	<p>16. The girls said _____ went to camp.</p> <p><input type="radio"/> theyy</p> <p><input type="radio"/> they</p> <p><input type="radio"/> thay</p> <p><input type="radio"/> none</p>
<p>17. It is hard to draw a _____ line.</p> <p><input type="radio"/> strait</p> <p><input type="radio"/> straihgt</p> <p><input type="radio"/> straight</p> <p><input type="radio"/> none</p>	<p>18. I love to eat _____ eggs.</p> <p><input type="radio"/> sckramble</p> <p><input type="radio"/> sckrambel</p> <p><input type="radio"/> scramble</p> <p><input type="radio"/> none</p>

Sentence Dictation:

19. _____

20. _____



Unit 2, Lesson 8

Name _____ # _____

Directions: First, read each sentence. Then fill in the bubble next to the word that is spelled correctly. If none of the choices are correct, fill in the bubble next to the choice "none."

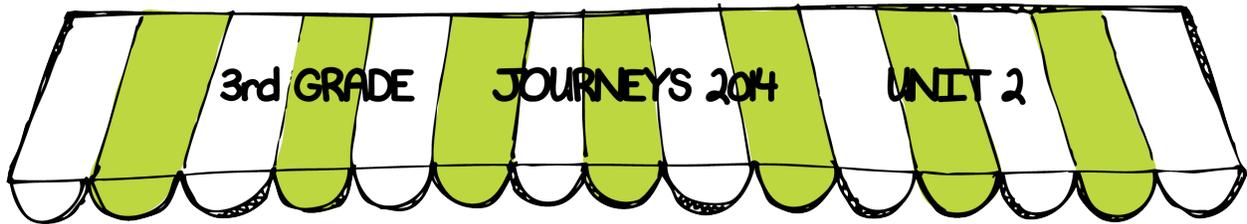
1. A pepper's smell makes my nose _____. <input type="radio"/> etch <input type="radio"/> itsh <input type="radio"/> itch <input type="radio"/> none	2. No one was hurt in the car _____. <input type="radio"/> reak <input type="radio"/> wreak <input type="radio"/> wreck <input type="radio"/> none
3. I hurt my _____ today. <input type="radio"/> nee <input type="radio"/> knea <input type="radio"/> knee <input type="radio"/> none	4. The garden was a tiny _____ of land. <input type="radio"/> patch <input type="radio"/> patsh <input type="radio"/> paitch <input type="radio"/> none
5. Please _____ my sandwich up. <input type="radio"/> rap <input type="radio"/> wrap <input type="radio"/> wrape <input type="radio"/> none	6. She will tie her shoelaces in a _____. <input type="radio"/> not <input type="radio"/> knote <input type="radio"/> knot <input type="radio"/> none
7. Can you _____ my kids? <input type="radio"/> watsh <input type="radio"/> watch <input type="radio"/> waitch <input type="radio"/> none	8. Be careful when using a _____. <input type="radio"/> nife <input type="radio"/> niff <input type="radio"/> knif <input type="radio"/> none
9. It is good to _____ before you get up. <input type="radio"/> streatch <input type="radio"/> stretch <input type="radio"/> streitch <input type="radio"/> none	10. I love to _____ stories! <input type="radio"/> right <input type="radio"/> write <input type="radio"/> rihgt <input type="radio"/> none

<p>11. He _____ the right answer.</p> <p><input type="radio"/> new</p> <p><input type="radio"/> neuw</p> <p><input type="radio"/> knew</p> <p><input type="radio"/> none</p>	<p>12. Did you _____ on the door?</p> <p><input type="radio"/> nock</p> <p><input type="radio"/> noke</p> <p><input type="radio"/> knoke</p> <p><input type="radio"/> none</p>
<p>13. Make sure your socks _____.</p> <p><input type="radio"/> matsh</p> <p><input type="radio"/> match</p> <p><input type="radio"/> maetch</p> <p><input type="radio"/> none</p>	<p>14. I hope I don't get any questions _____.</p> <p><input type="radio"/> rong</p> <p><input type="radio"/> roong</p> <p><input type="radio"/> wrong</p> <p><input type="radio"/> none</p>
<p>15. I _____ all the right answers.</p> <p><input type="radio"/> now</p> <p><input type="radio"/> knoew</p> <p><input type="radio"/> know</p> <p><input type="radio"/> none</p>	<p>16. He had a good _____ during the game.</p> <p><input type="radio"/> katch</p> <p><input type="radio"/> catch</p> <p><input type="radio"/> caeth</p> <p><input type="radio"/> none</p>
<p>17. He had a huge _____ in his shirt.</p> <p><input type="radio"/> rinkle</p> <p><input type="radio"/> wrinkel</p> <p><input type="radio"/> wrinkle</p> <p><input type="radio"/> none</p>	<p>18. It is bad to crack your _____.</p> <p><input type="radio"/> nookle</p> <p><input type="radio"/> nuckle</p> <p><input type="radio"/> knuckle</p> <p><input type="radio"/> none</p>

Sentence Dictation:

19. _____

20. _____



Unit 2, Lesson 9

Name _____ # _____

Directions: First, read each sentence. Then fill in the bubble next to the word that is spelled correctly. If none of the choices are correct, fill in the bubble next to the choice "none."

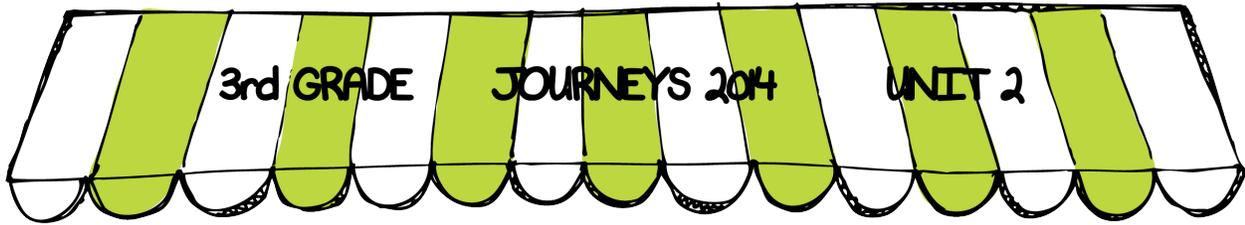
1. The _____ was very funny. <input type="radio"/> klown <input type="radio"/> cloun <input type="radio"/> clown <input type="radio"/> none	2. She had a _____ birthday cake. <input type="radio"/> rownd <input type="radio"/> round <input type="radio"/> roud <input type="radio"/> none
3. The dancers took a _____ after the performance. <input type="radio"/> bouw <input type="radio"/> bow <input type="radio"/> bou <input type="radio"/> none	4. The dark _____ means we will get rain soon. <input type="radio"/> clowd <input type="radio"/> cloud <input type="radio"/> cloud <input type="radio"/> none
5. During the storm, the _____ went off. <input type="radio"/> pouer <input type="radio"/> power <input type="radio"/> powr <input type="radio"/> none	6. The king wore a _____ on his head. <input type="radio"/> krown <input type="radio"/> kroun <input type="radio"/> crown <input type="radio"/> none
7. The new TV was a _____ dollars. <input type="radio"/> thouzand <input type="radio"/> thousad <input type="radio"/> thousand <input type="radio"/> none	8. When the race started, the _____ cheered. <input type="radio"/> crowd <input type="radio"/> croud <input type="radio"/> crown <input type="radio"/> none
9. The _____ of the song made me sleepy. <input type="radio"/> sound <input type="radio"/> sownd <input type="radio"/> shound <input type="radio"/> none	10. Can you _____ by threes? <input type="radio"/> cownt <input type="radio"/> count <input type="radio"/> kount <input type="radio"/> none

<p>11. The _____ was soft and white.</p> <p><input type="radio"/> power</p> <p><input type="radio"/> powder</p> <p><input type="radio"/> pouder</p> <p><input type="radio"/> none</p>	<p>12. The girl had a pretty _____ on today.</p> <p><input type="radio"/> blouse</p> <p><input type="radio"/> blouce</p> <p><input type="radio"/> blouese</p> <p><input type="radio"/> none</p>
<p>13. A _____ is the opposite of a smile.</p> <p><input type="radio"/> froun</p> <p><input type="radio"/> frown</p> <p><input type="radio"/> froud</p> <p><input type="radio"/> none</p>	<p>14. Mom ordered a _____ of turkey.</p> <p><input type="radio"/> pownd</p> <p><input type="radio"/> pound</p> <p><input type="radio"/> poudn</p> <p><input type="radio"/> none</p>
<p>15. We moved into a new _____.</p> <p><input type="radio"/> houce</p> <p><input type="radio"/> house</p> <p><input type="radio"/> houze</p> <p><input type="radio"/> none</p>	<p>16. Have you ever _____ a 4 leaf clover?</p> <p><input type="radio"/> foudn</p> <p><input type="radio"/> found</p> <p><input type="radio"/> fownd</p> <p><input type="radio"/> none</p>
<p>17. The _____ had snow on top of it.</p> <p><input type="radio"/> mountan</p> <p><input type="radio"/> mountian</p> <p><input type="radio"/> mountain</p> <p><input type="radio"/> none</p>	<p>18. A _____ is scared to stand up for what is right.</p> <p><input type="radio"/> koward</p> <p><input type="radio"/> cowerd</p> <p><input type="radio"/> coward</p> <p><input type="radio"/> none</p>

Sentence Dictation:

19. _____

20. _____



Unit 2, Lesson 10

Name _____ # _____

Directions: First, read each sentence. Then fill in the bubble next to the word that is spelled correctly. If none of the choices are correct, fill in the bubble next to the choice "none."

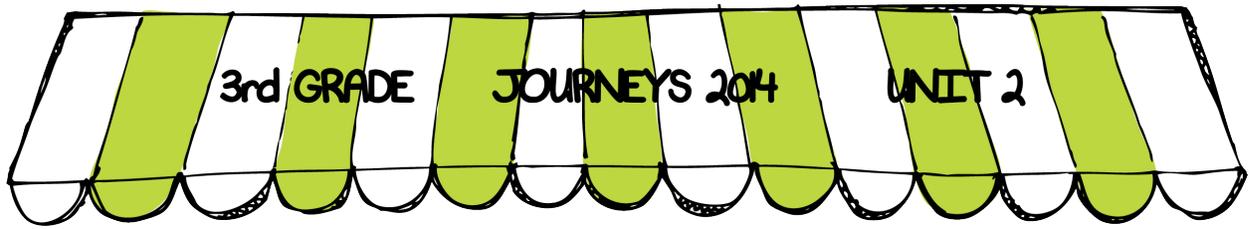
1. I love to _____ to my grandparents. <input type="radio"/> tawlk <input type="radio"/> talk <input type="radio"/> tauk <input type="radio"/> none	2. Be careful when you _____ the road. <input type="radio"/> kross <input type="radio"/> croos <input type="radio"/> cross <input type="radio"/> none
3. The girl felt _____ about breaking it. <input type="radio"/> ouful <input type="radio"/> awfull <input type="radio"/> awful <input type="radio"/> none	4. It is a _____ that you can't speed. <input type="radio"/> lau <input type="radio"/> law <input type="radio"/> lauw <input type="radio"/> none
5. Her shirt was made out of a soft _____. <input type="radio"/> kloth <input type="radio"/> clouth <input type="radio"/> cloth <input type="radio"/> none	6. How much do those skates _____? <input type="radio"/> coost <input type="radio"/> kost <input type="radio"/> cost <input type="radio"/> none
7. The baby just learned how to _____. <input type="radio"/> craul <input type="radio"/> crawl <input type="radio"/> krawl <input type="radio"/> none	8. She used the new, colored _____. <input type="radio"/> chawlk <input type="radio"/> chaulk <input type="radio"/> chalk <input type="radio"/> none
9. She would _____ like to go to the park. <input type="radio"/> allso <input type="radio"/> also <input type="radio"/> awlso <input type="radio"/> none	10. Some healthy snacks are _____ vegetables. <input type="radio"/> raul <input type="radio"/> rauw <input type="radio"/> raw <input type="radio"/> none

<p>11. _____ and pepper can be added to food.</p> <p><input type="radio"/> calt</p> <p><input type="radio"/> salt</p> <p><input type="radio"/> sault</p> <p><input type="radio"/> none</p>	<p>12. Mom hung a picture on the _____.</p> <p><input type="radio"/> wahl</p> <p><input type="radio"/> wall</p> <p><input type="radio"/> waul</p> <p><input type="radio"/> none</p>
<p>13. He learned how to mow the _____.</p> <p><input type="radio"/> laun</p> <p><input type="radio"/> laen</p> <p><input type="radio"/> lawn</p> <p><input type="radio"/> none</p>	<p>14. Sam _____ uses his manners.</p> <p><input type="radio"/> allways</p> <p><input type="radio"/> always</p> <p><input type="radio"/> all ways</p> <p><input type="radio"/> none</p>
<p>15. The pillow is very _____.</p> <p><input type="radio"/> sopht</p> <p><input type="radio"/> soft</p> <p><input type="radio"/> soft</p> <p><input type="radio"/> none</p>	<p>16. He ate a whole, _____ pizza.</p> <p><input type="radio"/> smawl</p> <p><input type="radio"/> smal</p> <p><input type="radio"/> small</p> <p><input type="radio"/> none</p>
<p>17. It rains quite _____ in the spring</p> <p><input type="radio"/> aftin</p> <p><input type="radio"/> aften</p> <p><input type="radio"/> often</p> <p><input type="radio"/> none</p>	<p>18. Her favorite fruit is the _____.</p> <p><input type="radio"/> straulberry</p> <p><input type="radio"/> strawbery</p> <p><input type="radio"/> strawberry</p> <p><input type="radio"/> none</p>

Sentence Dictation:

19. _____

20. _____



These dictation sentences use the words from the previous week as a review to test for mastery of spelling patterns.

Optional Scoring Guide:

- ✓ First word counts as two points - spelling and capitalization
- ✓ Underlined words count as two points - former spelling list words
- ✓ Punctuation counts as one point
- ✓ All other words count as one point

Week 6 (review of long i words from Lesson 5)

1. The pilot didn't mind finding the airport at midnight.
2. My tights and tie each have a slight stain from the pie.

Week 7 (review more long and short vowel words from Lesson 6)

1. Did you know the math program has a camp on each Friday in June?
2. It was easy to put both the shiny and sticky stuff in two piles.

Week 8 (review of words with three-letter clusters from Lesson 7)

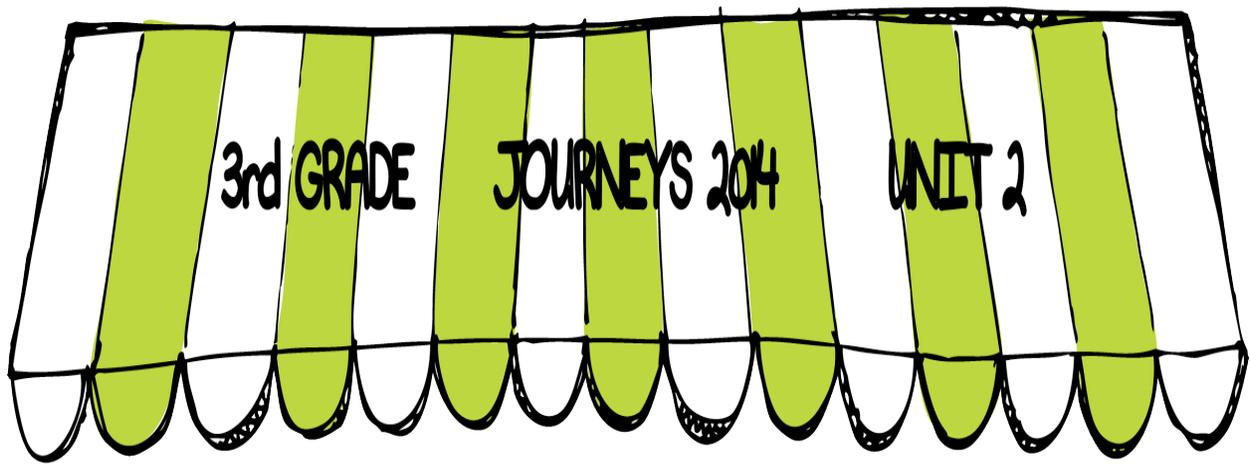
1. They got some scrapes and a scratch when they fell in the street.
2. Do you think you can hold three springs and strings straight on the scrap of paper?

Week 9 (review of unexpected consonant spellings kn, wr, tch from Lesson 8)

1. The girl knew how to wrap her knee and patch her tire after the bike wreck.
2. Can you write a silly song about a watch that can catch a throw and tie a knot?

Week 10 (review of words with the vowel sound in town from Lesson 9)

1. The sad clown will frown and bow for the crowd of one thousand children.
2. The clouds float above the mountain like a round fluffy white crown.



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