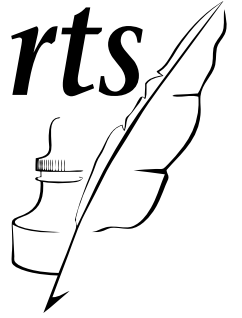


Learning Language Arts Through Literature



THE RED
STUDENT ACTIVITY BOOK
3rd Edition

By

Debbie Strayer

and

Susan Simpson



Common Sense Press
Simple to teach. Easy to learn.

The *Learning Language Arts Through Literature* series:

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The Red Book - 2nd Grade Skills

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∞ Our thanks to Debbie Ward for her work on the 3rd edition of this book. ∞

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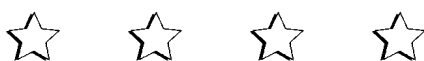
Message to the Student



Welcome to *Learning Language Arts Through Literature*! This is *The Red Student Activity Book* where you will record your answers to the questions in *The Red Teacher Book*.

You will enjoy learning language arts as you read good books and practice your writing skills in fun and creative ways. Remember, any skill seems difficult at first, but as you complete each day's work, you will get better and better.

Enjoy yourself this year while *Learning Language Arts Through Literature*.



Teacher's Note



This *Red Student Activity Book* is a companion to *The Red Teacher Book* from the *Learning Language Arts Through Literature* series. Not intended to be used independently, the complete information, material, and answer keys you need to teach are found in *The Red Teacher Book*, also sold by Common Sense Press. Look for these and other Common Sense Press products at book stores or online at www.commonensepress.com

Read the words in the Phonics Word Box.

Phonics Word Box
four pour court source

Phonics Fact Review
ou says /ow/ as in <i>out</i> ; and ou says /ō/ as in <i>court</i>

e. How Do You Spell That Word?

Day 3 a. Review the story, “Tales About Tails.”

b. Look at the title of our story: Tales About Tails

Grammar Guide Review
A homonym is a word that often has the same sound, but has a different meaning and usually a different spelling.

c. Write the correct words in the blanks to complete the sentences.

1) I have _____ dimes in my pocket. (*two, too, to*)

2) I woke up _____ late. (*two, too, to*)

3) Please come _____ my house. (*two, too, to*)

4) The pig has a curly _____. (*tale, tail*)

5) Dad will tell us a funny _____. (*tale, tail*)

d. Read the sentence.

Context Word
once

I rode the bike *once* around the block.

e. Syllable Sense

Divide the following words by syllable.

began along behind over

f. Read this sentence.

Otter ran across the field into the river.

Circle the word that has **ie** in the middle of the word.



Phonics Fact

ie usually says /ē/ as in *field*

Read the words in the Phonics Word Box.

Phonics Word Box

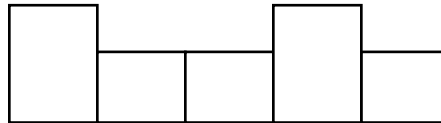
piece thief believe chief cookie carried

- 1) The word _____ rhymes with _____.
- 2) We baked a big _____ today.
- 3) I would like a _____ of pie.
- 4) Do you _____ that story?

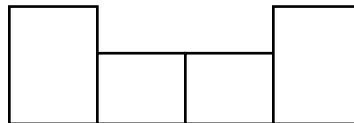
g. Spelling Words Puzzle

Write the spelling word that matches the clue and fits in the space.

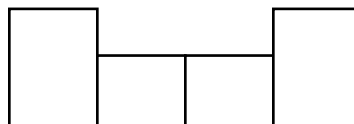
1. rhymes with *life*



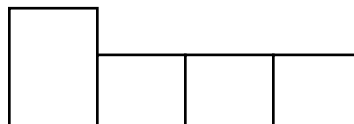
2. a homonym for *not*



3. rhymes with *kit*



4. a homonym for *no*



h. Handwriting page 215.

Day 4 a. Review the Word List below for “Tales About Tails.”

course shoulder carried caught once
 climb began behind over along

b. Read these sentences.

Beaver caught some fish. He taught Otter how to cook it.
 Beaver cooked it in sauce.

Circle the word *sauce*.



Phonics Fact
au says /aw/ as in <i>sauce</i>

c. Fill in the blank with the correct word from the Phonics Word Box.

Phonics Word Box
cause pause fault
sauce haul maul

- 1) We need to _____ that wood to the pile.
- 2) I’m sorry. This was my _____.
- 3) Mom makes the best cheese _____.
- 4) A sharp pin may _____ pain.

d. Using the sentence in **4b**, circle the word *caught*.



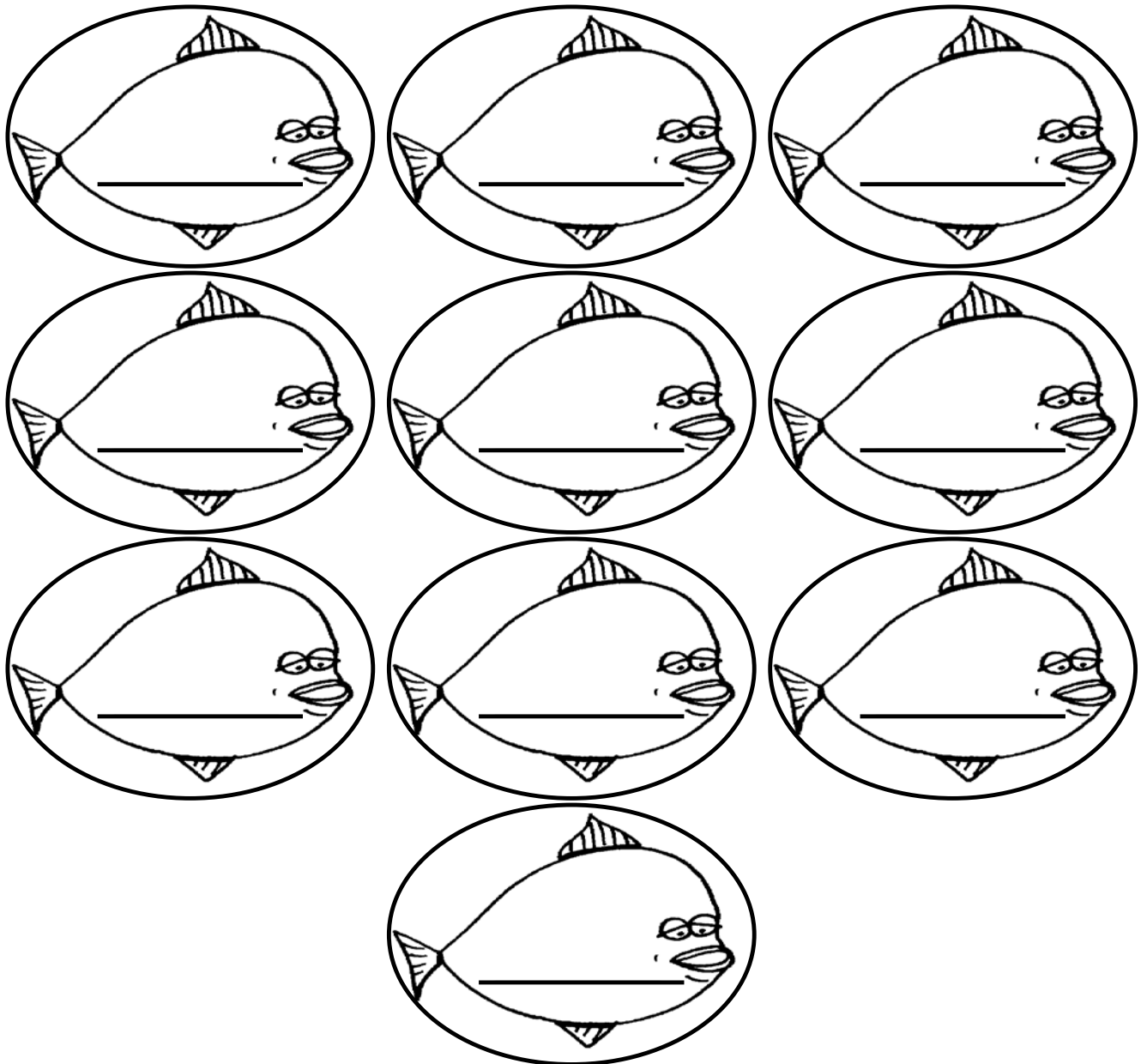
Phonics Fact
augh says /aw/ as in <i>taught</i> ; gh is silent

Day 3 h. and Day 4 g.

“We shall see!” he shouted.



Day 2 b.



Day 2 c.

where	every	where
no	some	any
where	where	

e. Fill in the blanks with the correct word from the Phonics Word Box.

Phonics Word Box	
naughty	taught
caught	daughter

1) I _____ the ball.

2) My teacher _____ me how to read.

3) Mary is her _____.

f. How Do You Spell That Word?

g. Handwriting page 215.

Day 5 a. Read “Tales About Tails” to your teacher.

b. Read these sentences.

Muskrat has a long, thin tail. Beaver has a short, flat tail.

Underline the words that describe Muskrat’s tail. Underline the words that describe Beaver’s tail. Circle the commas.

Grammar Guide Review

When two or more describing words come before the noun, use commas (,) to separate those describing words.

Add commas to these sentences.

1) Beaver chewed on the big thick branch.

2) Muskrat lay on the old rotten log.

3) Otter swam in the clean cool water.

c. Read this sentence.

See Muskrat climb out of the water.

Circle the word *climb*. Cross out the silent letter.



Phonics Fact

Some words end with a silent **b** as in *climb*.

Read the words in the Phonics Word Box. Choose a word to complete these sentences.

Phonics Word Box

climb lamb comb

tomb limb bomb

dumb

1) I have to _____ my hair.

2) Don likes to _____ trees.

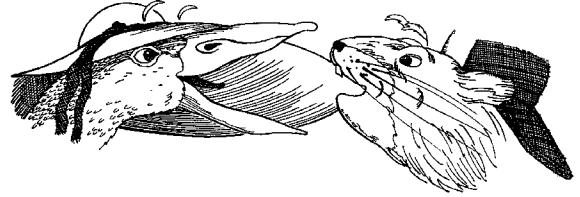
3) He has a swing on the _____ of that tree.

4) The _____ has white fur.

d. Spelling test

Day 1 a. Read the story “Five Times Ten.”

b. Talk to your teacher about the story.



c. Read this sentence.

“Today is Turtle’s birthday,” Duck said.

Write the possessive form using an apostrophe and s ('s).

Ex: the house belonging to Muskrat - Muskrat’s house

1) the rock belonging to Turtle _____

2) the secret belonging to Duck _____

3) the hat belonging to Beaver _____

d.

Phonics Fact Review

ou says /ow/ as in *out*; and
ou says /o/ as in *court*

Read the words in the Phonics Word Box. Choose a word to complete these sentences.

Phonics Word Box

pour court four
shoulder

1) Two plus two is _____.

2) Mom will _____ the milk.

3) The judge is in _____.

4) Grandma put a blanket on her
_____.

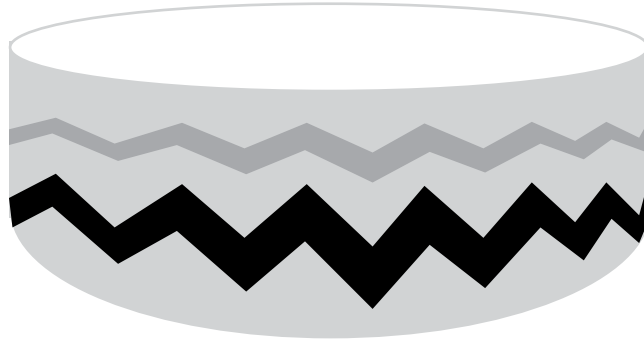
e. Copy the spelling words.

four _____ piece _____

pour _____ sauce _____

- f. This is a picture of Turtle's birthday cake. Draw five rows, with ten candles in each row.

Turtle is _____ years old today.



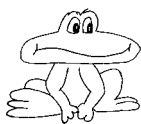
Day 2

- a. Review the story, "Five Times Ten."
b. Find page 227 and cut out the pictures. Put the pictures in the order in which they happened. Glue them on a sheet of paper. Write a sentence for each picture.
c. Make three compound words using these words.

fish birth after day noon cat

d.

Phonics Fact Review
ou says /ow/ as in <i>out</i>



Phonics Fact
ou says /ŭ/ as in <i>young</i>

Read the words in the Phonics Word Box. Choose a word from the Phonics Word Box, to complete these sentences.

Phonics Word Box		
house	young	country
touch	double	trouble
sound	cloud	mouse

- 1) There was a loud _____ just now.
- 2) My aunt has a farm in the _____.
- 3) The sky has a big fluffy _____ in it today.
- 4) Do not _____ the stove. It is hot.
- 5) There is a cute little _____ in our _____.
- 6) The kittens are still too _____ to leave their mother.

e. How Do You Spell That Word?

Day 3

- a. Review the story, "Five Times Ten."
- b. Circle the doing word in each sentence.
 - 1) Turtle stretched in the sun.
 - 2) Duck shook her wings.
 - 3) Muskrat swam in the pond.
- c. Read this sentence.

Context Word
gone

I went outside to find my cat, but he was *gone*.

d. Syllable Sense

Divide the following words into syllables.

secret indeed figure never

e. Spelling Words Puzzle

Put a letter in each space to complete the sentence using the code.

Code									
a	c	e	f	i	o	p	r	s	u
1	2	3	4	5	6	7	8	9	10

“You may a drink and get a
7 6 10 8 7 5 3 2 3
of pizza, Jack,” said Mom.

“Mom, this pizza is great. I could eat
9 1 10 2 3
 pieces,” said Jack.
4 6 10 8

f. Handwriting page 226.

Day 4

a. Read the Word List below for “Five Times Ten.”

young gone secret indeed figure never myself afternoon

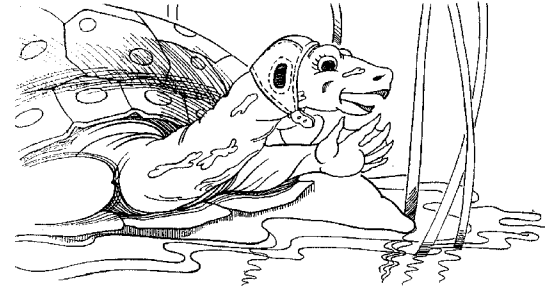
b.

Grammar Guide Review
<p>A sentence has two parts: a subject and a predicate. The subject tells who or what the sentence is about. The predicate tells something about the subject.</p>

Underline the subject once and double underline the predicate.

- 1) Turtle stretched in the sun.
- 2) Duck shook her wings.
- 3) Muskrat swam in the pond.

- c. Read the book *Little Island*.
- d. Talk to your teacher about the story.
- e. How Do You Spell That Word?
- f. Handwriting page 226.



- Day 5**
- a. Read “Five Times Ten” to your teacher.
 - b. Read this sentence.

One day, Muskrat was fixing the door on his house.

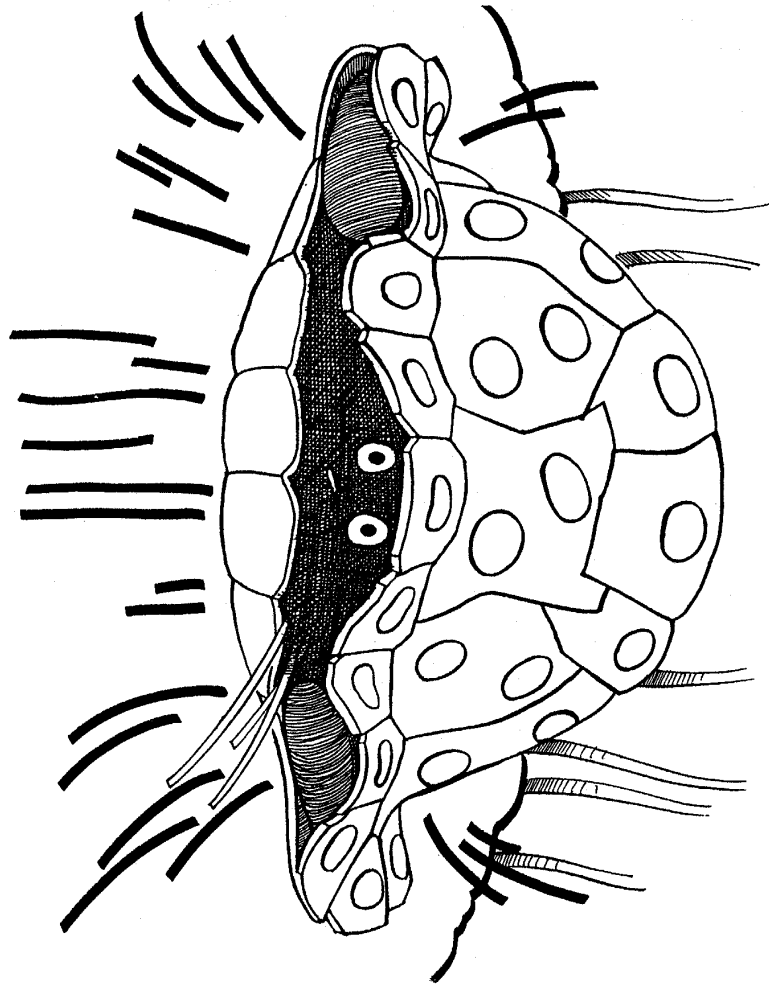
Grammar Guide Review
A noun names a person, place, or thing. A proper noun names a particular person, place, or thing.

Circle all the nouns in the sentence.

Write all the proper nouns in the story, “Five Times Ten.”

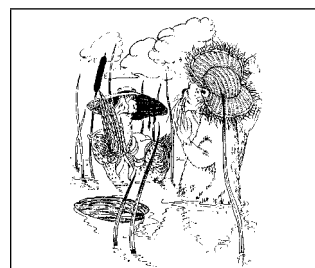
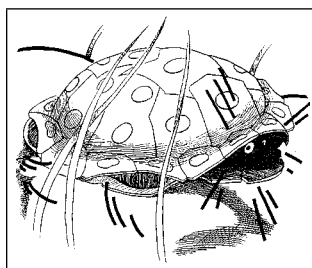
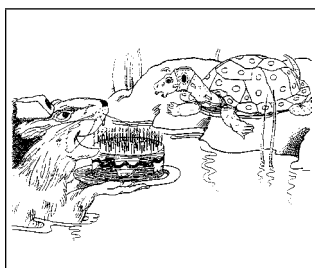
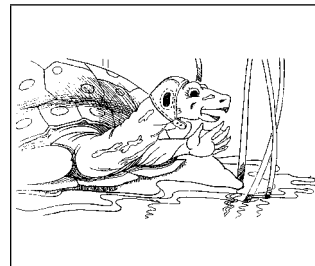
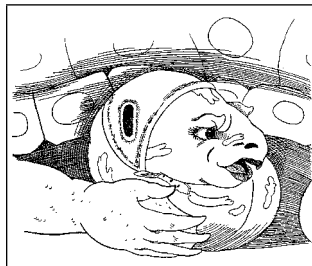
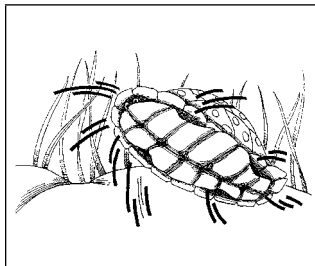
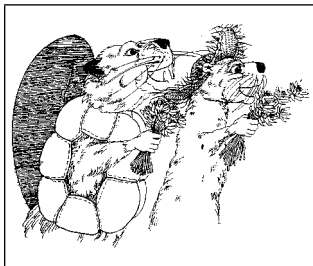
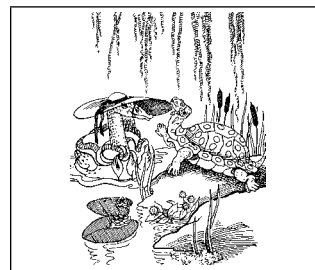
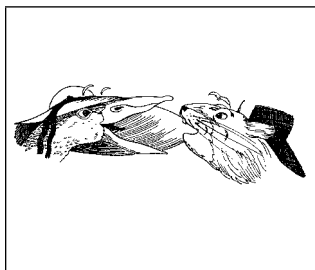
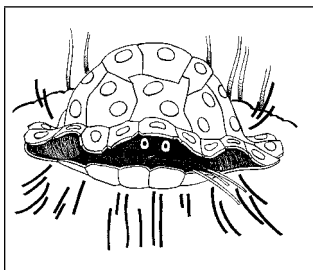
- c. Discussion with teacher. Draw a picture of the island in the space provided on page 227, **5c**.
- d. Spelling test

Day 3 f. and Day 4 f.



POPI Her head was gone.

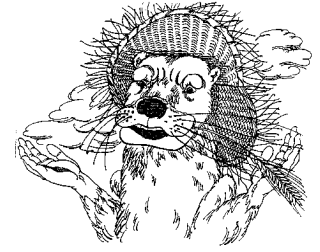
Day 2 b.



5. c.



- Day 1**
- a. Read the story “Muskrat’s Fishing Hat.”
 - b. Talk to your teacher about the story.
 - c. Read this passage.



“What a day for fishing!” Muskrat said. He put on his fishing pants. He picked up his fishing box. He reached in the closet for his green fishing hat. But the hat was not there.

Circle the quotation marks (“ ”).

Grammar Guide

Quotation marks (“ ”) tell us the actual words spoken.

Act it Out

- d. Read this passage.

“I cannot go fishing without my hat,” Muskrat said. He looked under the bed. He looked behind the door. But the hat was not there.

Circle the quotation marks in the passage above. Act it out.

- e. Read the words in the Phonics Word Box.

Phonics Word Box	
country	touch
young	trouble

Phonics Fact Review
ou says /ow/ as in <i>out</i>
ou says /ō/ as in <i>court</i>
ou says /ū/ as in <i>young</i>

Look at the picture, read each sentence and put an X next to the sentence that best describes the picture.



- ___ 1) The young lady sat down.
- ___ 2) May I touch the bushes in your yard?
- ___ 3) My grandma lives in the country.
- ___ 4) He caused her some trouble.

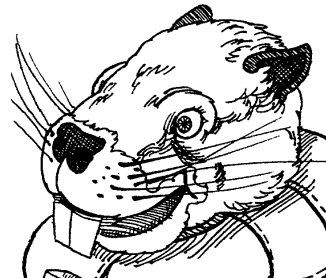
f. Copy the spelling words.

shout _____ come _____

touch _____ could _____

Day 2 a. Review the story, "Muskrat's Fishing Hat."

b. Under each picture, list words that describe each character.



c. Underline the actual words spoken.

1) “Someone has taken my fishing hat!” Muskrat shouted.

2) “Who would take your fishing hat?” Otter asked.

3) Muskrat patted his head with his paw. “It must be Beaver,”
Muskrat said.

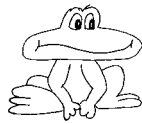
d. How Do You Spell That Word?

e. Read these sentences.

Muskrat had no joy because he could not find his fishing hat.

Duck pointed a wing at Beaver. She said, “You have taken
Muskrat’s fishing hat.”

Circle the word *joy*.



Phonics Fact

oy says /oi/ as in *joy*



Copy the words in the Phonics Word Box. Say the words aloud as you write them.

Phonics Word Box

joy toy boy Roy Troy

Circle the word *pointed*.



Phonics Fact
oi says / oi / as in <i>point</i>

Copy the words in the Phonics Word Box. Say the words aloud as you write them.

Phonics Word Box
point boil oil coin soil

f. Word Search Puzzle

Find words that have the /**oi**/ sound and circle them. The words are found across or down in the puzzle.

Can you find all 9 words?

c	r	o	s	s	c	a	t
b	o	i	l	e	o	b	t
t	o	l	a	a	i	o	o
p	o	i	n	t	n	u	i
i	j	o	y	o	b	t	l
g	o	o	d	s	o	i	l
t	o	o	t	o	y	s	i

g. Write a letter to Muskrat telling him how damaging it is to accuse someone without proof of wrong-doing.

Day 3 a. Review the story “Muskrat’s Fishing Hat.”

b. Read this passage.

“Beaver seems like an honest fellow. I let him take care of my house when I was away last fall,” Otter said. “I always trusted Beaver. But maybe I was wrong.”

Grammar Guide Review
A noun names a person, place, or thing. A pronoun is a word that takes place of a noun.

Read the same sentences without any pronouns.

“Beaver seems like an honest fellow. Otter let Beaver take care of Otter’s house when Otter was away last fall,” Otter said.

“Otter always trusted Beaver. But maybe Otter was wrong.”

c. Read this passage and circle the pronouns.

Muskrat shook his fur. “I know Beaver has my hat,” he said.



d. Read the sentences.

Context Word
honest closet guess

1) Mary tells the truth. She is an *honest* person.

2) I keep my coat in the *closet*.

3) I don’t know the answer, but I will *guess* it.

e. Syllable Sense

Divide these words into syllables.

under after opened taken going ducklings

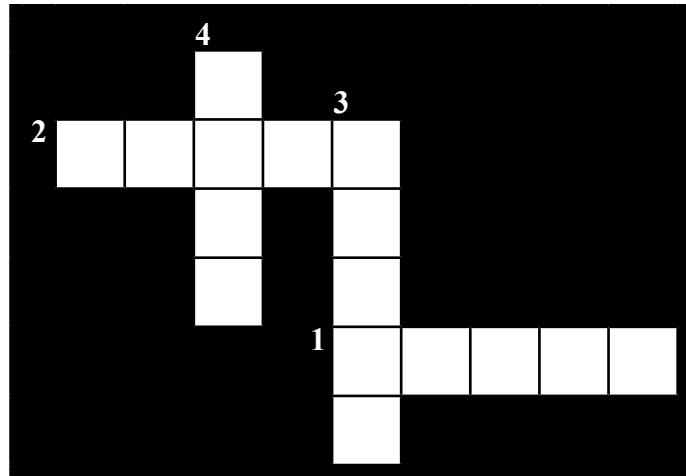
f. Spelling Words Crossword Puzzle

Across

- 1) rhymes with *would*
- 2) opposite of *whisper*

Down

- 3) The stove is hot. Do not ___ it.
- 4) the opposite of *go*



g. Handwriting page 236.

Day 4

a. Read the Word List below for “Muskrat’s Fishing Hat.”

pointed honest closet guess ducklings going yourself

b. Read the book *Billy and Blaze*. Talk to your teacher about the story.

c. Cross out the letter(s) that the apostrophe replaces in the following contractions.

Ex: couldn’t - could ~~n~~o~~t~~

1) didn’t - did not

3) he’s - he is *or* he has

2) haven’t - have not

4) she’ll - she will

Write the words for these contractions.

Ex: they’ll - they will

5) doesn’t _____

6) isn’t _____

7) you’re _____

8) it’s _____

d. How Do You Spell That Word?

e. Handwriting page 236.

f. Discussion with teacher.

Day 5 a. Read the story “Muskrat’s Fishing Hat.”

b. Look at the title of our story: Muskrat’s Fishing Hat.
Circle the apostrophe s (’s).

Write the possessive form for the following.

Ex: the tail belonging to Beaver - Beaver’s tail

1) the fishing pants belonging to Muskrat _____

2) the face belonging to Beaver _____

3) the wings belonging to Duck _____

c. Look at page 46 of *In, Out, and About Catfish Pond*.

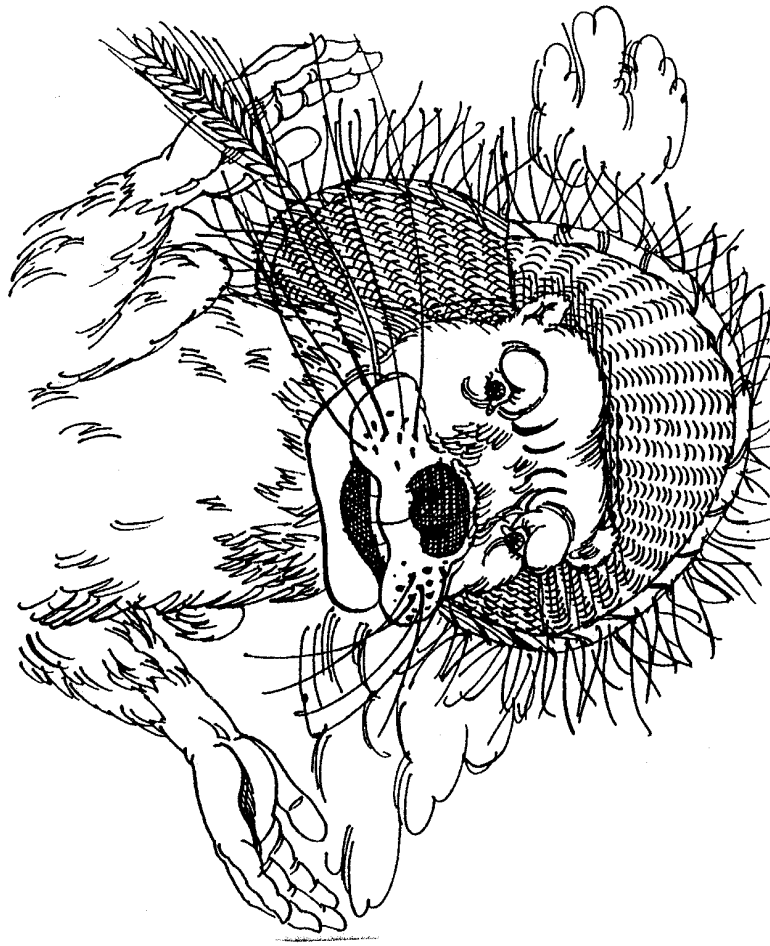
What words describe Beaver’s head?

What words describe Muskrat’s head?

d. Find page 237. Decorate and color the hats to match the characters’ personalities.

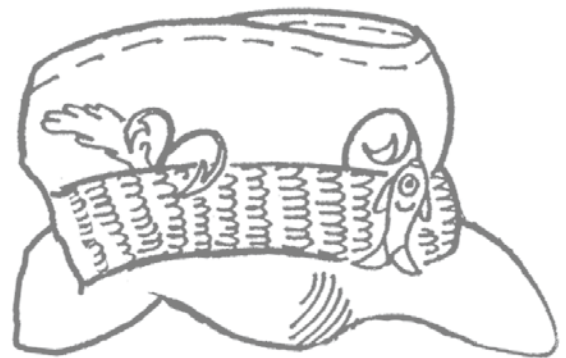
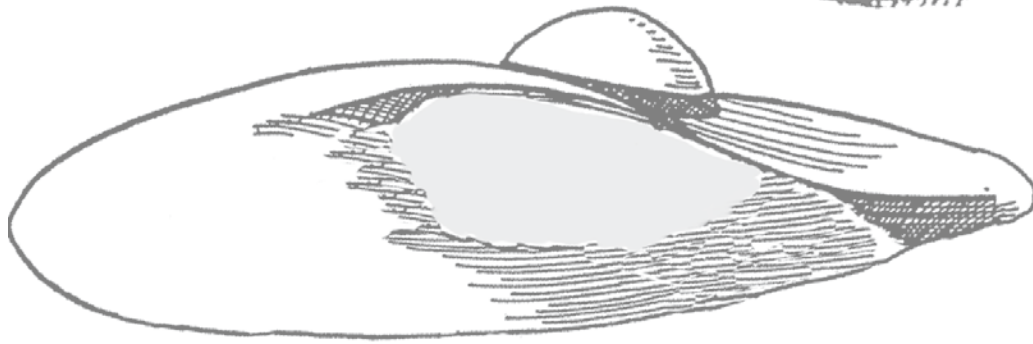
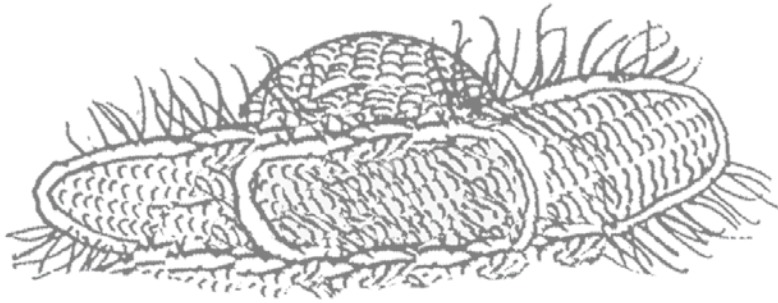
e. Spelling test

Day 3 g. and Day 4 e.



“Are you sure?” Otter asked.

Day 5 d.



- Day 1**
- a. Read the story “The Pond Monster.”
 - b. Talk to your teacher about the story.
 - c. Tell your teacher an antonym for these words.

Grammar Guide Review

An **antonym** is a word of opposite meaning.

- 1) closed
- 2) out
- 3) near
- 4) over
- 5) loud

- d. Read the words in the Phonics Word Box. Choose a word to complete these sentences.

Phonics Word Box

boil coin boy toy

- 1) Mother will _____ the water.
- 2) I broke my _____.
- 3) I put a _____ in my piggy bank.
- 4) The little _____ played.

- e. Copy the spelling words.

boy _____ soil _____

toy _____ coin _____

- f. Find page 241 and cut out the word cards for **1f**. Match the words with opposite meanings. Glue them on blank paper and illustrate three of them.

- Day 2**
- a. Review the story “The Pond Monster.”
 - b. Discussion with teacher.
 - c.

Grammar Guide

A **sentence** has two parts: a subject and a predicate. The **subject** tells who or what the sentence is about. The **predicate** tells something about the subject.

Underline the subject once and double underline the predicate.

- 1) The sun was halfway behind the willow trees.
- 2) The noise came from Turtle’s shell.
- 3) Otter stopped hitting the water with his tail.

d. How Do You Spell That Word?

e. Read this passage.



“I’m sorry,” said Turtle. The next day she put a sign on her rock.



Phonics Fact
kn says /n/ as in <i>knee</i> gn says /n/ as in <i>sign</i>

Read the words in the Phonics Word Box. Choose a word to complete these sentences.

Phonics Word Box
sign gnaw gnat design

- 1) Her dress has a pretty _____ on it.
- 2) We will meet you at the stop _____.
- 3) There is a little _____ flying near me.
- 4) The king will _____ on the turkey leg.

Day 3 a. Review the story “The Pond Monster.”

b. Read these sentences.

Turtle put a bag over her head. Turtle made an awful noise.
The noise was very loud.

Day 1 f.

open	tall	black
good	slow	up
fast	close	down
short	young	heavy
night	bad	white
old	day	light

Lesson 21

Day 3 f.

every	every	where	day
every	every	one	thing

Grammar Guide

Use *a* before a word beginning with a consonant sound.

Use *an* before a word beginning with a vowel sound.

Ex: *a* dog; *an* egg, *an* hour

Write *a* or *an* in each blank.

1) _____ apple

3) _____ ear

2) _____ bag

4) _____ rock

c. Read the sentences.

Context Words	
half	thought

1) I can't eat a whole pizza, but I can eat *half*.

2) I was unhappy about the game. I *thought* it was going to be better.

d. Syllable Sense

Divide the following words by syllables.

afraid again disturb

e. Spelling Words Puzzle

Write the spelling word that matches the clue and fits the space.

1) We plant seeds in the

--	--	--	--

 .

2) Jack is a

--	--	--

 in my class.

3) A dime is a

--	--	--	--

 .

4) He got a

--	--	--

 truck for his birthday.

f. Handwriting page 245.

Day 4 a. Review the Word List below for “The Pond Monster.”

sign half thought afraid disturb again hardly

b. Talk to your teacher about the book *In, Out, and About Catfish Pond*.

c. Read this passage.

“There’s a monster over there!”

Find the contraction in this passage and copy it.



Write the words the contraction stands for and cross out

the letter(s) that the apostrophe replaces. _____

Write the words in the following contraction and cross out the letter(s) that the apostrophe replaces.

1) what’s _____

2) here’s _____

3) where’s _____

d. Find page 247. Cut out the pictures and choose a project.

e. How Do You Spell That Word?

f. Handwriting page 245.

Day 5 a. Read the story “The Pond Monster” to your teacher.

b. Continue to work on the project you chose in **4d**.

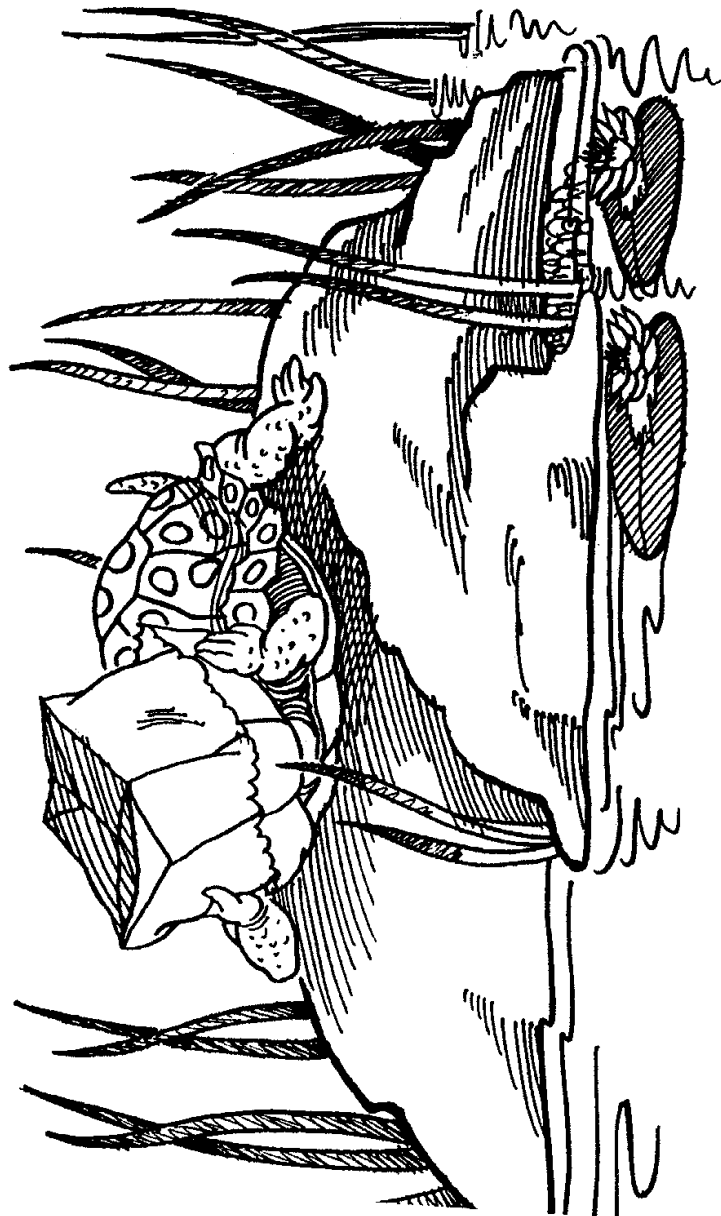
c. Prepare to present it to a group.

d. Spelling test

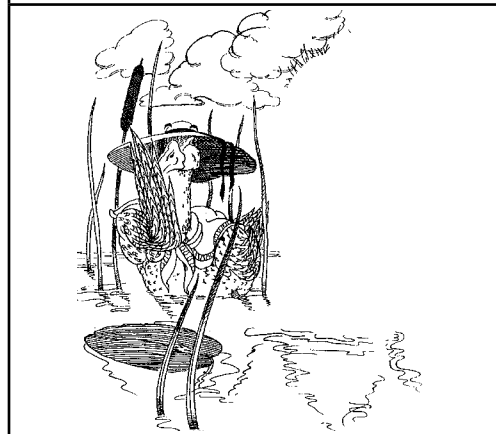
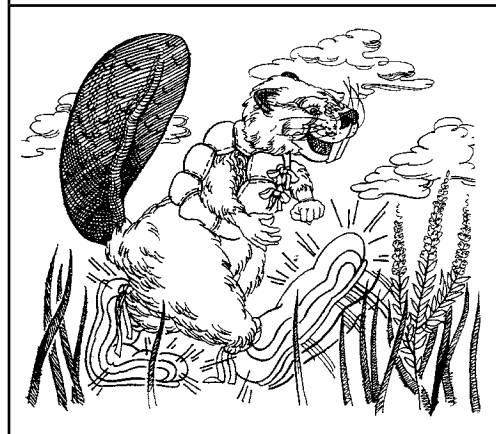
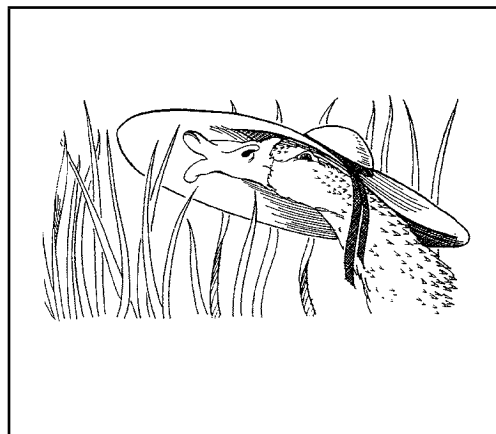
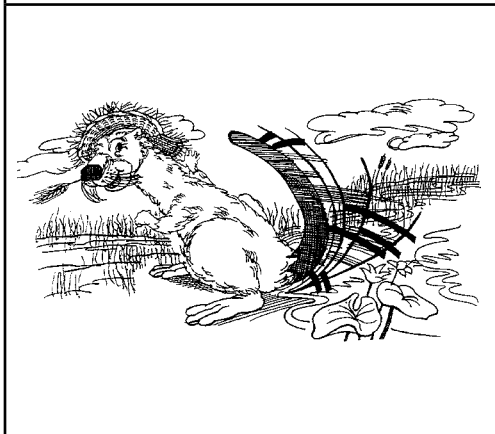
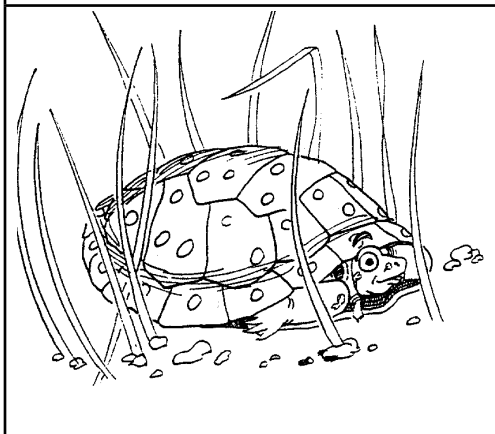
e. Today, complete Assessment 4.

Day 3 f. and Day 4 f.

She put a bag over her head.



Day 4 d.



Assessment 4

1. Add **-ly** to these words.
 - a. slow _____
 - b. glad _____
 - c. sad _____

2. The words *too*, *to*, and *two* are homonyms. Write the correct word.
 - a. I have _____ cookies.
 - b. I will give one cookie _____ my friend.
 - c. I ate _____ many cookies.

3. The words *a* and *an* are words that tell us a naming word, or noun, is coming. Write *a* or *an* in the blanks.
 - a. _____ butterfly
 - b. _____ horse
 - c. _____ octopus
 - d. _____ eel

4. A sentence has two parts: the subject, or who or what the sentence is about; and the predicate, the part that tells something about the subject. Underline who or what the sentence is about. Double underline the part that tells something about the subject.
 - a. Stacy and Kelly laughed.
 - b. Stacy rolled on the grass.
 - c. Kelly jumped over the fence.

5. Add **-ed** to these words.
 - a. hope _____
 - b. like _____
 - c. save _____

Assessment 4

6. Add **-ing** to these words.

a. skip _____

b. sit _____

c. put _____

d. eat _____

e. sing _____

7. Quotation marks tell us that someone is speaking. Underline the words that are spoken.

Jamie said, "I will come today."