

Name _____

Instructions: Before reading the book, fill in the first column with your prediction about what will happen in *Morty and the Mousetown Gazette*. Halfway through the book, pause to fill in the middle columns to make changes to or add to your prediction. After reading the book, write what actually happened in the final column.

Make

Revise/Confirm

Actual



Name _____

Instructions: As you read, list causes in the left-hand column and their effects in the right-hand column.

Cause

Effect

Morty and the Mousetown Gazette • Level T • 2

Skill: Cause and Effect

Name _____

Instructions: Identify the sentences below that are compound sentences. If the sentence is compound, write a C on the line. If the sentence is not compound, leave the line blank. Circle the conjunctions and the commas that separate the individual clauses of the compound sentences.



- _____ ① "I'll only be gone for three days, but I need someone to do my paper route."
- _____ ② "I have nine months down and only three to go."
- _____ ③ "I'll pay you, and if you do a good job covering the route," Ben explained, "my supervisor might give you your own route when one opens up."
- _____ ④ Getting up early wasn't Morty's favorite idea, but he was already planning what he would buy with his earnings.
- _____ ⑤ He set his Mega Mouse alarm clock for 4:00 a.m., but he couldn't sleep.
- _____ ⑥ He put on his paper bags and headed out into the dark, misty morning on his bike.
- _____ ⑦ He didn't want to have to go back and get a paper that was delivered to the wrong house.
- _____ ⑧ Morty wasn't so tired at school on the second day, but he was realizing that a paper route was hard work.
- _____ ⑨ Morty couldn't concentrate in school, and he didn't feel like eating lunch.
- _____ ⑩ "He trusted me, and I didn't deliver the papers on time."
- _____ ⑪ The supervisor looked closely at Morty, but he didn't say a word.
- _____ ⑫ The supervisor seemed to like the idea, so Morty forged on with the next part of his plan.

Name _____

Instructions: Write one sentence for each pair of homophones. Use each homophone once within the sentence. You may add suffixes such as *-ed*, *-s*, or *-ing* to the homophones to help make them fit in the sentence.

Example: (read/red): *I read a book about a little red hen.*



① (eight/ate)

② (plane/plain)

③ (in/inn)

④ (flew/flu)

⑤ (where/wear)

⑥ (cent/sent)

⑦ (knew/new)

⑧ (two/too)
