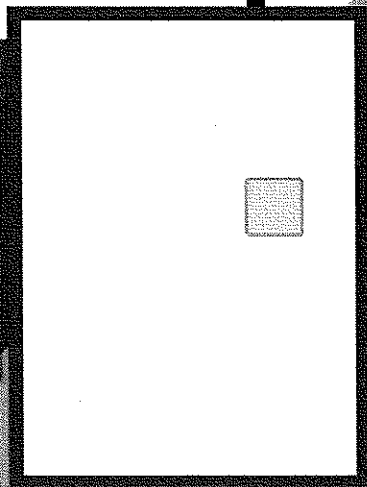


Summer Reading and Writing Packet

Independent Study Packet

Education.com

The image displays three sample worksheets from the packet. The central worksheet is a white sign with a black border that reads "You Can Do It!". To its left is a worksheet titled "More Hyperbole in Poetry" which includes a definition of hyperbole, a list of examples, and a writing prompt. To its right is a worksheet titled "Rudyard Kipling: What's the Theme?" which features a poem and a reading comprehension section. A cartoon character with a large, bushy head and a wide smile is positioned at the bottom center of the worksheets.



Choose any 3 task cards

Name: _____

Date: _____

Directions

Journal Writing Task Cards #1



Write a spooky story. Start with, "On a dark December night..."

Write a silly story about a talking animal. Include dialogue in your story.

Write a story that takes place on another planet. Underline the adjectives you use to describe the setting.

Describe a small moment from your best day ever. Use descriptive language!

Describe your bedroom in detail. Underline the adjectives you use in your description.

Describe a party you attended. Include dialogue in your writing.

Write a letter to a family member who is important in your life. Include two or more examples of why they are important to you.

Write a letter to a character from your favorite book. Include specific details from the story.

Write a letter to your teacher. Start with, "Something I wish you knew about me..."

If you could only eat one meal for the rest of your life, what would it be? Use sensory language in your description!

If you were a superhero, would you rather be super strong or invisible? Explain your reasoning.

Are video games bad for kids? Write three reasons that support your opinion.

Read
twice
what
you
wrote

- Journal Writing Task !
- Write 10 lines only
- Read the task twice
- Use 5 transitions words/phrases

✓
○
Read
twice
what
you
wrote

- Journal Writing Task 2
- Write 10 lines only
- Read the task twice.
- use 5 transitions words/phrases

✓
Read
twice
what
you
wrote

- Journal Writing Task 3
- Write 10 lines only
- Read the task twice
- Use 5 transitions words/phrases

Name: _____

Date: _____

the act of
choosing actors



Casting Call!



↑ choose

Pretend you're making a movie or play of the book and you need to cast actors for it. What should the actors look like? What kind of personalities will they need to portray? Write character descriptions and cast famous actors on the lines below.

Main Character: _____

Description: _____

Actor: _____

Main Character: _____

Description: _____

Actor: _____

Supporting Character: _____

Description: _____

Actor: _____

Supporting Character: _____

Description: _____

Actor: _____

Name: _____

Date: _____

Rudyard Kipling: What's the Theme?

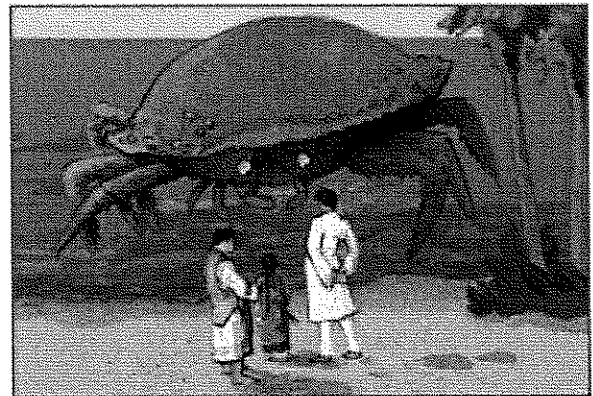
universal message like

friendship,
love,
courage.

The Crab that Played with the Sea by Rudyard Kipling

In the Time of the Very Beginning, the Eldest Magician was getting everything ready. He made the Earth ready and the Sea ready. When all was as it should be, he called all the Animals to come out and play. "What shall we play?" asked each Animal. "Play at being an Elephant," the Eldest Magician told the Elephant. "Play at being a Turtle," he told the Turtle. The Eldest Magician continued telling each Animal how he should play. As evening came, the Man arrived with his small Daughter. "What is this play?" the Man asked. "It is the play of the Very Beginning," said the Eldest Magician. "But you are too wise for this play." "Yes, I am," said the Man. "But make sure all the Animals are obedient to me." Next in line was the Crab, who had grown tired and restless with all the waiting. He scuttled off sideways into the Sea, saying to himself, "I will play as I like, and I will not have to be obedient to the Man." No one saw the Crab go into the Sea except the Daughter, who said nothing. After some time, the Eldest Magician came to check on how the world was doing. He went to the Man and asked, "How goes it with you? Are all obedient to you?" "All are obedient except the Sea," answered the Man. "Once a day the Sea comes flooding in and covers my house. And once a day the Sea runs back out. All I have left is mud." Something was wrong. The Eldest Magician, the Man, and the Daughter got into the canoe to visit each Animal. The Eldest Magician asked each one if they were playing as he told them and each one said yes. The Daughter said, "Eldest Magician, at the Very Beginning while you talked to my father, I saw the Crab go into the Sea before you could tell him how to play." "How wise you are, little child!" cried the Eldest Magician. "I know where to find him!" The Eldest Magician went directly to a large island. He reached under the Wonderful Tree with its two coconuts, and

touched the Crab. "You have been playing with the Sea," said the Eldest Magician. "Each day, the waters dry up when you leave your home and flood again when you return. You are making trouble for all the Animals and the Earth." "I did not know I was so important!" said the Crab. "From now on, I will do it seven times a day." "I cannot make you play as you should, since you escaped me on that first day," said the Eldest Magician. "If you are not afraid, then come out and we will talk." The Crab came out from his home and he was huge; as big as the Wonderful Tree! "You are not as important as you think. To prove this, I will remove your hard shell and you will have no protection from the Elephant or the Crocodile."



"Please give me back my shell!" cried the Crab when his shell vanished. "I promise I will play as I should." "You may have your shell eleven months of the year," said the Eldest Magician. "The other month will remind you of your promise. I will also make the weeds and rocks a safe home for you and your children." "I will make it so you can live in deep water or dry land," said the Man. "I will give you my scissors, so you can eat the coconuts from the Wonderful Tree," said the Daughter. "I will take all the gifts and play as I should," said the Crab. With that, the Crab grew smaller and smaller, until he was just a tiny Crab. After that, he always played as he should in the Sea.

Name: _____

Date: _____

Rudyard Kipling: What's the Theme?

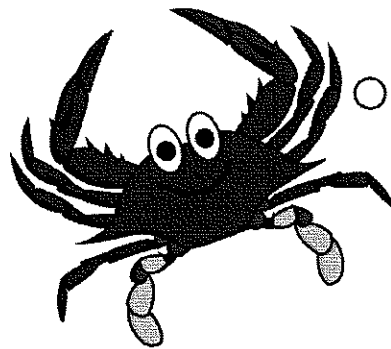
In literature, a **theme** is a central lesson that is revealed through the events in a story. The theme of a story conveys a message or lesson about life that can apply to any person, not just the story's characters. The theme is typically not stated outright, but rather revealed by the story's characters and their actions.

Directions: After reading the story, answer the questions to find the theme.

1. What **problem** did the crab face?

2. How did the crab **solve** his problem?

3. What **lesson** did the crab learn when the problem was solved?



Remember! Write your theme as a complete sentence. But do not use character names. The theme should apply to *everyone*.

4. Rewrite the lesson as a general statement that could apply to anyone. This is the **theme** of the story.

5. Describe a time that you experienced this theme in your own life.

Parts of Speech

a) Draw a line to match each part of speech with its definition.

noun	a word that expresses action or a state of being
pronoun	a word that describes a verb
verb	a word used to express emotion
adjective	a person, place, thing, or idea
adverb	a word that joins words, phrases, or clauses
preposition	a word that describes a noun or a pronoun
conjunction	a word used in place of a noun
interjection	a word that expresses the relationship between a noun and another word

b) Choose the correct part of speech for the underlined word in each sentence below.

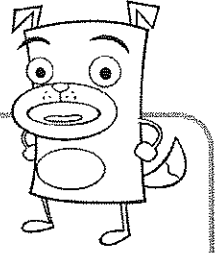
<p>1. Jenny <u>ran</u> towards the apple tree.</p> <p>a. noun b. verb c. adjective</p>	<p>2. "<u>Wow!</u>" she shouted after riding the roller coaster.</p> <p>a. conjunction b. noun c. interjection</p>
<p>3. When Carl got to <u>school</u>, it started to rain.</p> <p>a. conjunction b. adverb c. noun</p>	<p>4. After dinner, I'm going to eat <u>chocolate</u> ice cream.</p> <p>a. adverb b. adjective c. preposition</p>
<p>5. I dropped my favorite book <u>under</u> the chair.</p> <p>a. preposition b. verb c. interjection</p>	<p>6. Cora likes ketchup, <u>but</u> she doesn't like mustard.</p> <p>a. interjection b. conjunction c. pronoun</p>
<p>7. Owen <u>gently</u> picked up his pet snake.</p> <p>a. verb b. pronoun c. adverb</p>	<p>8. <u>We</u> all love to play basketball during recess.</p> <p>a. pronoun b. noun c. preposition</p>

Draw one thing that you don't enjoy.

Name: _____

Date: _____

Inferences & Evidence



An **inference** is a conclusion you draw based on your own reasoning and evidence found in a reading passage.

As you read, take note of the inferences you are making. Then, explain your reasoning using **evidence** from the text. If you are reading a book or article, make sure to write the page number where you found the evidence.

Example: I think that the third little pig is the most patient and clever pig of the three because, on page 34, he said that he waited to build his house until he found the strongest materials available, instead of using straw or sticks.

Inference

I infer,

Evidence

Because...

Inference

I noticed,

Evidence

Because...

Inference

Reading and using my background knowledge,
I can infer

Evidence

Because...

Name: _____

Date: _____

Reading Response Letter Interactive

Read the letter below and complete the following tasks. You will need different colored markers.

- _____ Add commas in the greeting and closing/signature.
- _____ Underline the book genre, title, and author in BLUE.
- _____ Underline the book summary in YELLOW.
- _____ Underline the setting of the story in RED.
- _____ Circle the juicy thinking paragraph with a GREEN marker.
- _____ Underline the closing statement in PURPLE.
- _____ Underline the question for the reader in ORANGE.

Dear Ms. Franklin

I am almost done with the book *Bud, Not Buddy* by Christopher Paul Curtis. It is a Newbery Medal historical fiction novel. I'm really enjoying it so far!

This book is set during the 1930s during the Great Depression. Bud Caldwell, a 10-year-old African American boy, is the main character. He starts out at an orphanage only to get placed with a nasty foster family. He escapes that family and travels hundreds of miles on his own looking for his father.

This book is so powerful. The thing that impacted me most was his quest to belong. He really wanted to find his people—his family. There are flashbacks to moments with his mother where he felt deeply cared for and he longs to have that again. The way the author describes the scene where he thinks he finds his dad actually made me cry. I also LOVED the way the author wrote the story so that you really believe a ten-year-old is telling it. The word choice and the kinds of things Bud notices and thinks about really made this character come alive.

I can see why this book won a Newbery Medal! Have you ever read a book that made you cry?

Your student
Anita Break

Name: _____

Date: _____

Verbs: Past, Present, and Future Tense

Verbs are words that show an action or state of being. The **verb tense** tells when the action happened. When the verb tense changes, the verb often changes its spelling. The three major tenses are:

- **past** (yesterday, earlier, long ago)
- **present** (today, now, currently)
- **future** (tomorrow, later, next year)



Example: **Run**

Past

She ran yesterday.

Present

She runs past me today.

Future

She will run tomorrow.

The progressive tense is formed when you add the helping verb "to be" and the suffix *-ing*.

Past Progressive

She was running yesterday.

Present Progressive

She is running today.

Future Progressive

She will be running tomorrow.

Directions: Write each word or phrase from the verb bank in the proper column below.

Verb Bank				
is playing	chose	will be hopping	flew	swung
will smile	is trying	flies	was kicking	
will fly	slid	hopped	will be jumping	will swing
kicks	looks	will choose	is smiling	

Past/Past Progressive	Present/Present Progressive	Future/Future Progressive

Name: _____

Date: _____

Verbs: Past, Present, and Future Tense

Directions: Write each word in the correct verb tense.

	Past	Present	Future
sit			
pop			
scream			
hear			
build			
buy			

Directions: Write the correct form of the verb to complete each sentence.

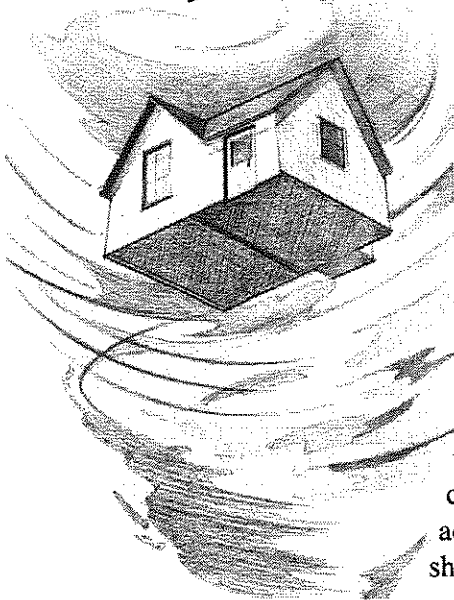
- Mom _____ to the store yesterday.
(go)
- Tomorrow, I _____ an essay in class.
(write)
- Ken _____ an original song at the talent show last week.
(sing)
- Now I am _____ to you.
(listen)
- Patricia _____ to Malaysia next month.
(travel)

Directions: Somebody used the wrong verb tense in their writing! Write the correct form of the verb in each of the incorrect sentences below.

- Yesterday I will be at home. _____
- Kai is had a sandwich right now. _____
- Ben is kicking the ball earlier. _____
- Tomorrow the librarian read a book. _____

The Wonderful Wizard of Oz

by L. Frank Baum



"There's a cyclone coming, Em," Uncle Henry called to his wife. "I'll go look after the stock." Then he ran toward the sheds where the cows and horses were kept.

Aunt Em dropped her work and came to the door. One glance told her of the danger close at hand.

"Quick, Dorothy!" she screamed. "Run for the cellar!"

Toto jumped out of Dorothy's arms and hid under the bed, and the girl started to get him. Aunt Em, badly frightened, threw open the trap door in the floor and climbed down the ladder into the small, dark hole. Dorothy caught Toto at last and started to follow her aunt. When she was halfway across the room there came a great shriek from the wind, and the house shook so hard that she lost her footing and sat down suddenly upon the floor.

Then a strange thing happened. The house whirled around two or three times and rose slowly through the air. Dorothy felt as if she were going up in a balloon.

In the middle of a cyclone the air is generally still, but the great pressure of the wind on every side of the house raised it up higher and higher, until it was at the very top of the cyclone; and there it remained and was carried miles and miles away as easily as you could carry a feather.

It was very dark, and the wind howled horribly around her, but Dorothy found she was riding quite easily. She felt as if she were being rocked gently, like a baby in a cradle.

Toto did not like it. He ran about the room, now here, now there, barking loudly; but Dorothy sat quite still on the floor and waited to see what would happen.



Who Was It?

Circle the correct answer.

1. Who went to check the cows and horses?

- A. Dorothy B. Toto
C. Uncle Henry D. Auntie Em

2. Who hid under the bed?

- A. Dorothy B. Toto
C. Uncle Henry D. Auntie Em

3. Who sat still on the floor?

- A. Dorothy B. Toto
C. Uncle Henry D. Auntie Em

Sequence of Events

The events of the story are mixed up. Put them in the correct order.

Toto ran around the room barking. _____

The house rose into the air. _____

Uncle Henry saw the cyclone. _____

The cyclone hit the house. _____

Dorothy caught Toto. _____

Auntie Em went into the cellar. _____

Name _____

Date _____

Parts of Speech: Words that Describe

adjective + noun

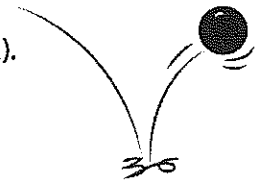
An **adjective** is a word that describes a noun (a person, place, thing, or idea).

Example: The ball bounced. (noun)

What kind of ball? → The red ball bounced. (adjective)

Remember: An adjective can be placed before the noun. → The red ball bounced.

Or after the noun. → The ball is red.



Directions: Make your own adjective bank. Think about words that describe *shape, size, color, number, feel, taste, sound, or smell*.

<u>red</u>	_____	_____
<u>small</u>	_____	_____
<u>bumpy</u>	_____	_____
<u>stinky</u>	_____	_____
<u>loud</u>	_____	_____
<u>many</u>	_____	_____

Directions: Circle an adjective in each sentence. Then, underline the noun it is describing.

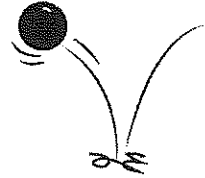
1. The old doctor leaves at 5:00 pm.
2. The purple balloon blew quickly through the air.
3. Julia is the tallest girl in our class.
4. Our class is awesome.
5. The tired dog sleeps by the window.
6. Yesterday, I wore a blue, striped shirt.
7. The oldest tree in California is over 5,000 years old.
8. My teacher is so nice.
9. My big, mean cat jumped out of my arms.
10. The gray bunny hopped excitedly through the meadow.

Parts of Speech: Words that Describe

adverb + verb

An **adverb** is a word (or phrase) that describes a verb (an action or state of being). Adverbs can describe how, when, or where an action takes place.

Example: The ball bounced. (verb)



How did the ball bounce? → The ball bounced quickly.

When did the ball bounce? → The ball bounced all day.

Where did the ball bounce? → The ball bounced on the floor.

Directions: Circle an adverb in each sentence. Then, underline the verb it is describing.

a. "How" Adverbs

1. The gray bunny hopped excitedly through the meadow.
2. My wagon rolled smoothly over the sidewalk.
3. Henry quickly jumped into the pool.

b. "When" Adverbs

1. The old doctor leaves at 5:00 pm.
2. Kendra likes to run every day.
3. On Monday, they will be painting.

c. "Where" Adverbs

1. Mom walked outside to get some fresh air.
2. The tired dog sleeps by the window.
3. We aren't allowed to yell inside the house.

Directions: Choose an adverb to complete each sentence.

1. Peter dances _____.
2. The sun will rise _____.
3. I knocked _____ before entering the room.
4. You should _____ ride a bucking bronco.
5. We like to swim _____.

Adverb Bank

politely
on Saturdays
over the mountains
gracefully
never

Name: _____

Date: _____

AUTHOR'S PURPOSE: Task Cards

Authors have three main purposes for writing:

PERSUADE - the author wants you to believe or do something.

INFORM - the author wants to tell or teach you something.

ENTERTAIN - the author wants to tell a story that you will enjoy.

*Remember the word **PIE!**

It is a trick to remember the three main reasons why authors write a piece of text.

Directions: Read the passages and answer the question on your answer document.

1 Halloween is the best holiday of the year! Everyone should go out and get a costume. If you can't find one to buy, make one. Halloween is better than the other holidays because you get to trick-or-treat with your friends.

What is the author's purpose?

2 Sarita was excited to get out of the car. She had been waiting for today for weeks and it was finally here. She skipped as she went up the walkway to the house, and her mom opened the door. Suddenly, everyone shouted, "Surprise!"

What is the author's purpose?

3 Have you seen the dancing show on tv? It is very entertaining. You should watch it because you will see new dance moves. You will like the music, too. Sometimes I like to get up and dance while the show is on. The show is really good and you will enjoy it!

What is the author's purpose?

4 The United States has five branches of the military. The Army, Navy, Air Force, Coast Guard, and Marines are the five branches. Each branch serves an important role for the country. The country relies on the people who serve in order to protect freedom.

What is the author's purpose?

5 Birthdays are celebrated around the world. In the United States, people celebrate with cake and candles. Many other places celebrate with singing songs. In Mexico, a birthday is celebrated with a piñata filled with candy. A person uses a broomstick to hit the piñata. Each of these birthday traditions is a fun celebration!

What is the author's purpose?

6 Rio and Marcus sat in the backseat of the car as their dad drove. The car traveled quickly on the highway and it seemed like they had been in the car for hours. Suddenly, their dad started singing loudly and dancing. He turned the music up and the boys cracked up. They laughed so hard and their faces turned bright red.

What is the author's purpose?

7 Smoking is a bad habit. Smoking costs Americans thousands of dollars a year. It also causes major health problems. There are over 4,800 chemicals found in one cigarette. Smoking is a habit that people can choose to quit, but it takes a lot of effort.

What is the author's purpose?

8 Hurry! This house will not be available for long. It has four huge bedrooms, a beautiful kitchen, and an awesome playroom. The best part of this house is that there is a pool in the backyard. Did I mention that the backyard is massive, too? Hurry! Buy it before someone else does!

What is the author's purpose?

Name:

Date:

AUTHOR'S PURPOSE: Task Cards

Author's Purpose

Text Evidence

1

How do you know?

.....

2

How do you know?

.....

3

How do you know?

.....

4

How do you know?

.....

Name: _____

Date: _____

AUTHOR'S PURPOSE: Task Cards

Author's Purpose

Text Evidence

5

• How do you know?
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6

• How do you know?
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• How do you know?
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8

• How do you know?
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More Hyperbole in Poetry

A **hyperbole** (hy-PER-buh-lee) is an exaggeration so dramatic that it is obviously not true. It is used as a figure of speech in writing to make a point or create a vivid image.

Example: I'm so tired I could sleep for a year!

Sometimes authors use **superlatives** when they write hyperboles. A superlative is an adjective that expresses the highest degree of something. Superlatives often end with the suffix -est.

Example: Joe is the tallest kid in the world!

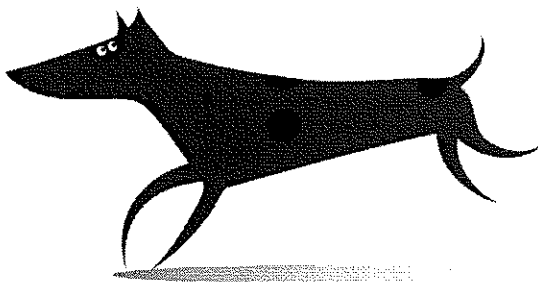
Read the poem and answer the questions that follow.

It was the longest day, with the hottest sun
When Old Man Pete went out to run.
He ran so fast, he ran so long
He didn't stop 'til the break of dawn.

When Pete finally sat down to rest,
He found that he'd reached Budapest.
A thousand miles from home, and yet
He jumped right up, ran to Tibet.

Pete ran up the steepest hills, then
turned around and ran up again.
He ran along the China wall
He didn't slow, he didn't fall.

Old Man Pete ran 'round the globe
wearing nothing but his bathroom robe.
When he was done, said with a sigh,
"Never did catch that dog of mine."



1. Underline an example of hyperbole in the poem.

2. What is the author or speaker literally saying?

3. What does the author or speaker actually mean?

4. Circle three superlatives.

5. How did the author use superlatives to create hyperbole?

Storyboard Summary

Name: _____

Date: _____

Use this storyboard to draw three important scenes that happen in the beginning, middle, and end of the story. Below each drawing, write one or two sentences to describe the scene.

BEGINNING

MIDDLE

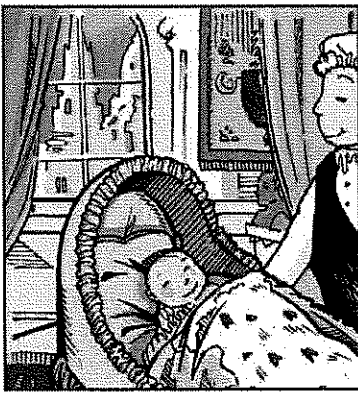
END

The PRINCE and the PAUPER

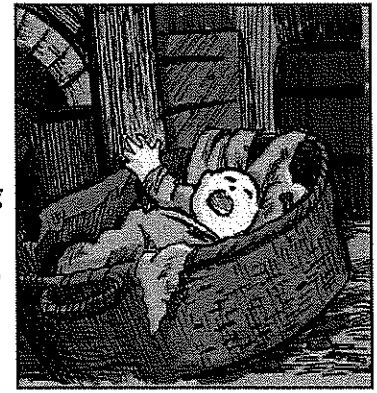
by Mark Twain

Chapter I. The Birth of the Prince and the Pauper

In the ancient city of London, on a certain autumn day in the second quarter of the sixteenth century, a boy was born to a poor family of the name of Canty, who did not want him. On the same day another English child was born to a rich family of the name of Tudor, who did want him. All England wanted him too. England had so longed for him, and hoped for him, and prayed God for him, that, now that he was really come, the people went nearly mad for joy. Mere acquaintances hugged and kissed each other and cried. Everybody took a holiday, and high and



low, rich and poor, feasted and danced and sang, and got very mellow; and they kept this up for days and nights together. By day, London was a sight to see, with banners waving from every balcony and housetop, and splendid pageants marching along. By night, it was again a sight to see, with its great bonfires at every corner, and its troops of revellers making merry around them. There was no talk in all England but of the new baby, Edward Tudor, Prince of Wales, who lay lapped in



silks and satins, unconscious of all this fuss, and not knowing that great lords and ladies were tending him and watching over him—and not caring, either. But there was no talk about the other baby, Tom Canty, lapped in his poor rags, except among the family of paupers whom he had just come to trouble with his presence.

Vocabulary Matching

Find the correct meaning of each word and write the letter in the blank.

- | | |
|-------------------|--|
| ___ pauper | A. large fire for a celebration |
| ___ mere | B. wrapped |
| ___ acquaintances | C. poor person |
| ___ mellow | D. not knowing or unaware |
| ___ pageants | E. extreme activity |
| ___ bonfires | F. mild and relaxed |
| ___ revellers | G. public entertainment; parades and shows |
| ___ lapped | H. people who are celebrating |
| ___ unconscious | I. someone known but not closely |
| ___ fuss | J. nothing more than |

Quick Quiz

1. What was the name of the prince?

2. What was the name of the poor boy?

3. What country are the boys born in?

4. Why did the country celebrate?

METAPHOR

A metaphor is the comparison of two things that are usually very different, but alike in at least one way. Writers use metaphors to describe something and let the reader discover the way the things are alike.

Example: Her hair was a waterfall of gold.

The writer is comparing two things: hair and a waterfall. There are many ways hair is different from a waterfall. Hair is made up of solid strands, while a waterfall is made up of liquid drops. There are ways that they are similar. Hair sometimes moves or shines like a waterfall. This metaphor puts a picture in the reader's mind. It tells more than simply saying "Her hair was shiny."

How Are They Alike?

In the following sentence write the two things being compared and one way they are alike.

My sister is a bear in the morning.

1. _____ 2. _____

One way they are alike: _____

The clouds were marshmallows in the sky.

1. _____ 2. _____

One way they are alike: _____

The tree's branches were arms, grabbing at Dorothy.

1. _____ 2. _____

One way they are alike: _____

Make a Metaphor

One word in the sentence is underlined. Write a word in the blank that will make the sentence a metaphor. Remember, the two things must be different in most ways, but alike in at least one way.

The flowers were _____ in the garden.

His eyes were _____ when he was scared.

My sweet cat is a _____ at night.

Word Search

Circle each of the words on the list in the puzzle. Words can go up, down, backwards or diagonally.

I	U	I	E	Z	Q	S	R	R	U	WORDS
I	P	I	X	A	H	O	W	R	T	METAPHOR
Z	E	I	L	Y	H	O	R	T	N	ALIKE
E	G	I	C	P	W	S	I	K	E	DIFFERENT
J	K	I	A	T	D	X	T	R	R	COMPARE
E	D	T	T	I	U	V	E	R	E	WORDS
I	E	E	W	D	N	R	R	H	F	WRITER
M	S	D	R	O	W	T	E	Z	F	PICTURE
C	O	M	P	A	R	E	X	T	I	
Z	X	J	Q	Q	C	Q	P	N	D	

☆ US State Capitals Crossword ☆

1 → C O L U M B I A

2 → D O V E R

3 ↓

4 → L

5 → S

6 →

7 ↓

8 ↓

9 ↓

10 →

11 ↓

12 →

13 ↓

14 ↓

15 ↓

16 ↓

17 →

18 →

19 →

20 →

21 →

22 ↓

23 ↓

24 ↓

25 →

26 ↓

27 ↓

28 →

29 →

30 ↓

31 ↓

32 ↓

33 →

34 →

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36 →

37 ↓

38 ↓

39 →

40 →

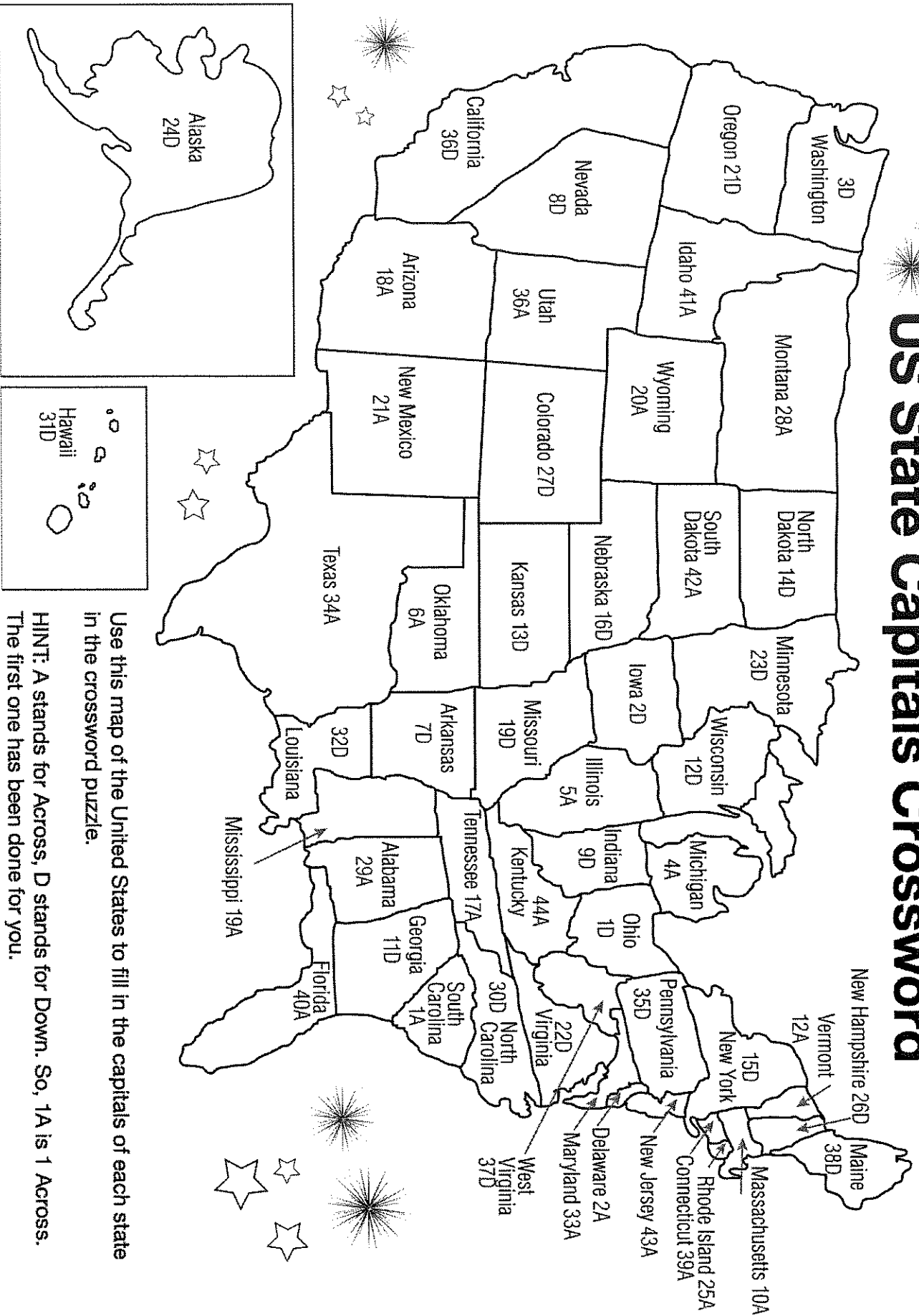
41 →

42 →

43 →

44 →

US State Capitals Crossword



Use this map of the United States to fill in the capitals of each state in the crossword puzzle.

HINT: A stands for Across, D stands for Down. So, 1A is 1 Across. The first one has been done for you.

More Anagrams Galore

Fill in the correct letters to complete the anagram of the word given.

HEART
EARTH

ALERT
AT

BREAK
B_K_

CRATE
_A_E

TACOS
C__T

ELBOW
B_L_

SMILE
__I_E

BREAD
_E_R_

HORSE
S__R_

LEAST
__EA_

PLATE
PE__

SKATE
S__A_

Can you create an anagram for the word given?

STATE

SAINT

PANEL

WEIRD

SNAIL

CIDER

THERE

BEGIN

Name: _____

Date: _____

TRANSMISSION FROM HQ: Many thanks, Agent Danger. We've received word that Warner and Snide are in our hands and are on their way to headquarters. Well done.

Help Ian find his way back to HQ!

