

Practice Book

Grade 4

 **Harcourt School Publishers**

www.harcourtschool.com

Copyright © by Harcourt, Inc.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher.

Permission is hereby granted to individuals using the corresponding student's textbook or kit as the major vehicle for regular classroom instruction to photocopy entire pages from this publication in classroom quantities for instructional use and not for resale. Requests for information on other matters regarding duplication of this work should be addressed to School Permissions and Copyrights, Harcourt, Inc., 6277 Sea Harbor Drive, Orlando, Florida 32887-6777. Fax: 407-345-2418.

STORYTOWN is a trademark of Harcourt, Inc. HARCOURT and the Harcourt Logos are trademarks of Harcourt, Inc.

Printed in the United States of America

ISBN 10: 0-15-349878-1

ISBN 13: 978-0-15-349878-7

1 2 3 4 5 6 7 8 9 10 073 17 16 14 13 12 11 10 09 08 07 06

If you have received these materials as examination copies free of charge, Harcourt School Publishers retains title to the materials and they may not be resold. Resale of examination copies is strictly prohibited and is illegal.

Possession of this publication in print format does not entitle users to convert this publication, or any portion of it, into electronic format.

Contents

WINNING CATCH

The Hot and Cold Summer	1–6
Mighty Jackie: The Strike-Out Queen	7–11
Danitra Brown Leaves Town	12–17
Kai’s Journey to Gold Mountain	18–22
Readers’ Theater: Pedro Puts On a Play	23–30
On the Banks of Plum Creek	31–36
Justin and the Best Biscuits in the World.....	37–41
Three Little Cyberpigs.....	42–47
Weaving A California Tradition	48–52
Readers’ Theater: Emerald’s Eggs	53–60
Mimicry and Camouflage	61–66
Mountains	67–71
Fire Storm.....	72–77
The Stranger.....	78–82
Readers’ Theater: The Adventurers.....	83–90
So You Want to Be an Inventor?.....	91–96
Just Like Me	97–101
Hewitt Anderson’s Great Big Life.....	102–107
Juan Verdades: The Man Who Couldn’t Tell a Lie	108–112
Readers’ Theater: The Case of the Too-Hot Apple Cider	113–120
Because of Winn-Dixie	121–126
My Diary from Here to There	127–131
The Cricket in Times Square.....	132–137
Mangrove Wilderness	138–142
Readers’ Theater: Welcome to Chinatown!.....	143–150
Dragons & Dinosaurs.....	151–156
Grand Canyon: A Trail Through Time.....	157–162
The Bunyans.....	163–167
John Muir and Stickeen: An Icy Adventure with a No-Good Dog...	168–172
Readers’ Theater: Discovering the Atocha	173–180
Skills and Strategies Index.....	181–182

Name _____

▶ Write the Vocabulary Word that goes with each statement below. The words in dark type are clues.

pact	queasy	venture
annoyed	depriving	foisted

- _____ At camp we have to **live without** TV for a week.
- _____ The buzzing mosquito **drove me crazy!**
- _____ I **plan to make a million dollars** making and selling robots.
- _____ Please pull over, because I'm **feeling sick**.
- _____ Remember our **promise**: we will never, ever, eat a whole pizza again.
- _____ I don't want this baby alligator—you **take it**.

▶ Use what you know about the Vocabulary Words to answer each question below.

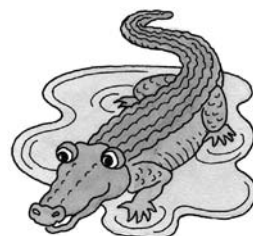
7. What might make you feel *queasy*?

8. What might cause an older sister to be *annoyed* by a younger sister?



School-Home Connection

Discuss the Vocabulary Words and their meanings with your child. Try to use some of the words in conversation. Encourage your child to use them, too.



Name _____

▶ Read each section of "The Hot and Cold Summer."
Then fill in the story map.

Section 1 pages 28–29

Setting



Characters



Plot Events

Section 2 pages 30–33

Section 3 pages 34–40

▶ Think about the information above. Then, on a separate sheet of paper, write a summary of "The Hot and Cold Summer."

Name _____

▶ Read the story below. Then complete the graphic organizer.

It was the last round of the Pizza Toss. Angelo's Pizza Parlor held the contest every year. Whoever tossed a whirling disk of pizza dough the highest and caught it again would get free pizza for a month.

Dan had told everyone that he would win. He had even started to plan his first free pizza party. Now that the contest was on, Dan was more confident than ever. He watched as eight pizza tossers competed before him. Angelo himself decided how high each disk of pizza dough went. So far, the winning dough whirled 6 feet, 7 inches above the ground. At last it was Dan's turn. Angelo handed him a disk of dough and said, "Three...two...one...start tossing!"

Dan tossed the dough into the air. The crowd cheered as he threw it higher and higher. Shouts of "Hurrah!" filled his ears. *This time I'll catch it behind my back*, Dan thought. He threw the pizza higher still, and reached behind his back to catch it. Dan looked up. His pizza dough was stuck on a street light!



Dan's Actions	Dan's Traits	Dan's Motivations



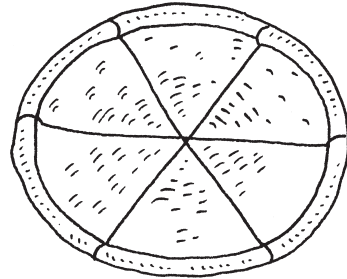
School-Home Connection

Choose a character from a story or movie that you and your child both know. Work with your child to identify that character's traits and motives.

Name _____

► Choose two synonyms from the box for each of the three words below. Decide which synonym has a milder meaning and which one has a stronger meaning. Then write the synonyms where they belong. Use a thesaurus, if necessary. One has been done for you.

lean	noisy	scrawny
rowdy	brilliant	clever



Milder Word		Stronger Word	
1. _____	lean	thin	_____
2. _____		loud	_____
3. _____		smart	_____

► Write an antonym for each underlined word. Use a thesaurus to help you.

4. a sad ending _____
5. a boring contest _____
6. an old friend _____
7. a fair judge _____
8. a serious moment _____
9. an empty pizza box _____
10. an honest answer _____



School-Home Connection

Play an antonym game with your child. Take turns saying direction words, such as *up*, *down*, *forward*, and *back*. Have the other player say an antonym for the word.

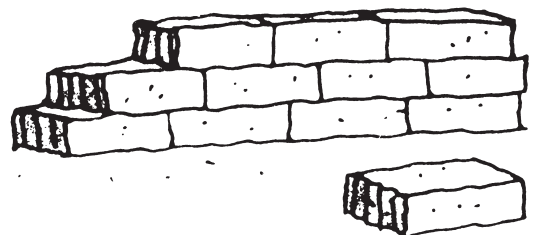
Name _____

▶ Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *pact*
2. *brand*
3. *brick*
4. *crop*
5. *broad*
6. *tread*
7. *film*
8. *else*
9. *gram*
10. *gum*
11. *dread*
12. *spend*
13. *past*
14. *plot*
15. *check*
16. *split*
17. *sting*
18. *strap*
19. *task*
20. *twin*



School-Home Connection

Give your child clues, such as *What is something a bee might do?* (sting) After identifying the correct word, have your child spell the word aloud.

Name _____

► Rewrite these sentences correctly. Put the words in an order that makes sense.

1. a new friend I made.

2. meet did you the friend at camp?

3. birthday party her will be fun.

4. will a present her you give?

5. time is what the party?

► Rewrite each sentence correctly. Then label it as *declarative* or *interrogative*.

6. what is your favorite thing to do

7. my friends and I like to spend time together

8. sometimes we play games

9. do you want to play outside

10. sometimes we just sit and talk



School-Home Connection

Work with your child to write three statements and three questions about his or her favorite things to do.

Name _____

▶ Write the Vocabulary Word that goes with each idea.

glared	legendary	muttered	gaped
flinched	fluke	snickering	stunned

1. _____ stared at angrily
2. _____ something so great that stories are told about it
3. _____ said very quietly, under your breath
4. _____ looked at in surprise, with your mouth wide open
5. _____ drew back suddenly
6. _____ something unlikely that happens one time
7. _____ laughing in a mean way
8. _____ shocked and surprised

**School-Home Connection**

Discuss the Vocabulary Words and their meanings with your child. Try to use some of the words in conversation. Encourage your child to use them, too.

Name _____

▶ As you read "Mighty Jackie: The Strike-Out Queen," fill in the graphic organizer with information about the setting and characters.

Setting: _____

Character: Jackie Mitchell

Traits	Actions	Motivations

Character: Babe Ruth

Traits	Actions	Motivations

▶ Think about the information above. Then, on a separate sheet of paper, write a summary of "Mighty Jackie: The Strike-Out Queen."

Name _____

▶ Read the paragraph below. Then complete the graphic organizer. Part of it has been filled in for you.

“I’ll show them that I can write well,” Ling thought. Back in China, she had gotten the best grades in English class. But ever since her family had moved to Florida, her reports had been coming back all marked up. Ling asked her teacher if there was something she could do to improve her writing. Her teacher told her about an after-school writing program for people who hadn’t grown up speaking English. Ling joined the program. She had always been proud of her good grades, and she wasn’t about to let people here think she wasn’t smart!

Character: <u>Ling</u>		Setting: <u>Florida</u>	
Traits	Actions	Motivations	
Ling is _____.	Ling asks her teacher	Ling wants to prove that	
Ling is _____.	_____	_____	

	Ling signs up for		

▶ Write answers to the questions below.

1. What change in setting did Ling experience?

2. Why was this change hard for Ling?



School-Home Connection

Choose a character from a TV show that both you and your child are familiar with. Work with your child to identify that character’s traits and motives.

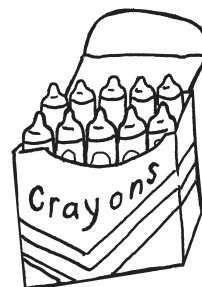
Name _____

► Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *cheese*
2. *heel*
3. *season*
4. *boast*
5. *chief*
6. *gape*
7. *aim*
8. *brain*
9. *fluke*
10. *crayon*
11. *eagle*
12. *throw*
13. *rose*
14. *student*
15. *goal*
16. *woke*
17. *ripen*
18. *cube*
19. *rainbow*
20. *scrape*



School-Home Connection

Play "spelling charades" with your child. Take turns using gestures and movements to act out each Spelling Word. After your child guesses a word, have him or her spell the word aloud.

Name _____

▶ Rewrite these sentences with the correct punctuation.
Then label each sentence as *imperative* or *exclamatory*.

1. Wait for me after school

2. Put your uniforms on

3. How excited I am about the game

4. Bring me the basketball

5. Wow you are a good player

6. Tell us the score

7. Hey that player can really jump

8. Listen to the crowd yell

▶ Write an exclamatory sentence with an interjection. Then write an imperative sentence.

9. _____

10. _____



School-Home Connection

Work with your child to write four sentences describing an activity you enjoy doing together. Include one exclamatory sentence and one imperative sentence.

Name _____

- Write the Vocabulary Word that goes with each statement below. The words in dark type are clues.

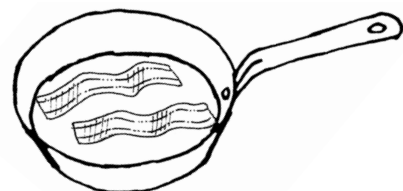
surrender	particular	sparkling
stroll	sizzles	clusters

- _____ I like to **wander around** the park.
- _____ I **give up**—this game of hide-and-seek is too hard!
- _____ The city lights are **shining like stars!**
- _____ **Groups** of photographers followed the movie star down the street.
- _____ When bacon hits a hot griddle, it **makes a hissing sound.**
- _____ I want that **exact** color.

- Use what you know about the Vocabulary Words to answer each question below.

7. When would be a bad time to *stroll*?

8. If someone is very *particular* about what he eats, do you think he would be willing to eat any kind of food?

**School-Home Connection**

Discuss the Vocabulary Words and their meanings with your child. Try to use some of the words in conversation. Encourage your child to use them, too.

Name _____

▶ Read each section of "Danitra Brown Leaves Town."
Then fill in the story map.

Characters

Danitra
Zuri

Setting

Zuri's home in the city.
Danitra's aunt's house in the country.

Section 1 pages 86–89

Plot Events

[Empty box for plotting events in Section 1]

Section 2 pages 90–93

[Empty box for plotting events in Section 2]

Section 3 pages 94–98

[Empty box for plotting events in Section 3]

▶ Think about the information above. Then, on a separate sheet of paper, write a summary of "Danitra Brown Leaves Town."

Name _____

► Read the letter below. Then complete the Venn diagram to compare and contrast the two Fourth of July celebrations.

Dear Zack,

The Fourth of July celebration here in Maine was really different from what I'm used to. Instead of cooking hamburgers on a grill, we cooked lobsters and corn! We made a big fire on the beach and put the cooking pot on a wire grill over the coals. In Texas we have a July 4th parade, and they have one here, too. Instead of floats and decorated tractors, in Maine, there is a boat parade. All the boats have colored lights on them. I got to ride in a lobster boat named *Wanda*. However, some things are the same wherever you go. The celebration ended with a fireworks show, just like it does at home.

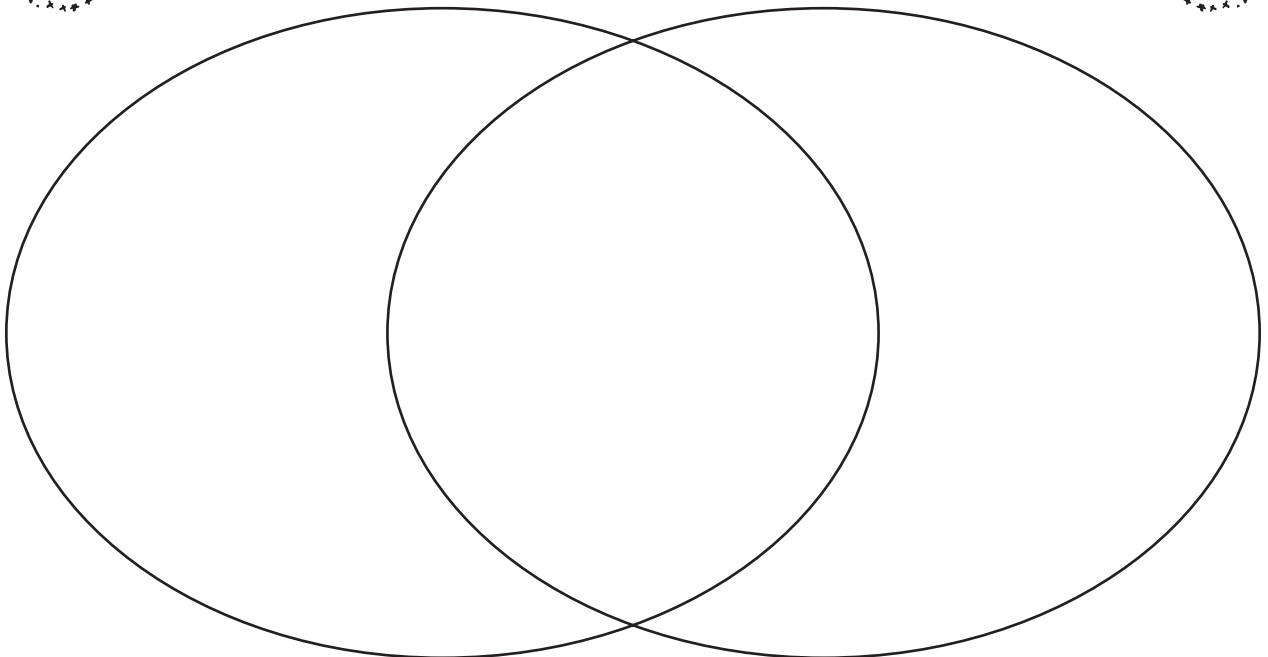
Your friend,
Sam



In Maine

Both

In Texas



School-Home Connection

Talk with your child about a holiday or celebration that you have celebrated at different times. Discuss the similarities and the differences among the celebrations.

Name _____

▶ Read the passage below. Then answer the questions.

Malika stared out the window, feeling cranky. It was the first week of summer vacation, and it had rained every single day! The phone rang, but Malika ignored it. Jessie was calling again. Malika had been so grumpy that she hadn't even wanted to talk to her best friend.

Then Malika heard her mother pick up the phone. "Hello, Jessie . . . yes, Malika is home. Wait a moment, please." Malika's mother came in and offered her the phone.

Malika shook her head. She grumbled, "I don't feel like talking right now."

Her mother said, "Malika, it is rude to ignore your friends. Please talk to Jessie." Finally, after a long pause, Malika reached for the phone. She took a deep breath, and said "Hi, Jessie."



1. Why is Malika so miserable?

2. Do you think it is proper for Malika to refuse to talk with Jessie? Why or why not?

3. In your opinion, is Malika starting the summer the right way? Use details from the passage to support your answer.

4. What do you think Malika should do to make sure that her summer is a good one?



School-Home Connection

With your child, discuss a character in a movie or a book you are both familiar with. Make a judgment about one aspect of the character. Use examples to support your judgment.

Name _____

▶ Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *toil*
2. *faucet*
3. *boyhood*
4. *choice*
5. *dawn*
6. *awful*
7. *foist*
8. *daughter*
9. *flaw*
10. *annoyed*
11. *royal*
12. *allow*
13. *destroy*
14. *blew*
15. *spoon*
16. *shampoo*
17. *brown*
18. *renew*
19. *wooden*
20. *auction*



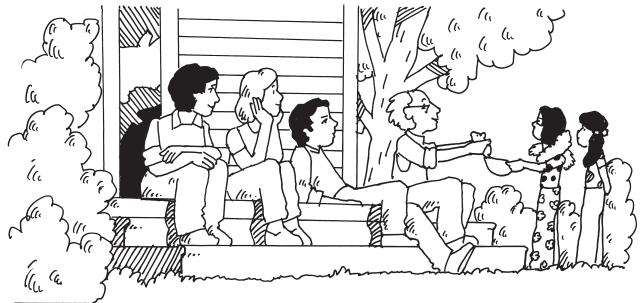
School-Home Connection

Have your child read each Spelling Word aloud and write it. Together, review the spellings. Then, have your child cut out the words and arrange them in alphabetical order.

Name _____

► Underline each subject once. Underline each predicate twice.

1. The summer is long and hot.
2. Everybody sits on the front steps.
3. No one wants to move.
4. We decide to make ice cream.
5. I find a recipe in a cookbook.
6. My parents help.
7. The ice cream is cold and delicious.
8. Everyone eats a big portion.
9. My family is happy.
10. The day feels much cooler.



► Add a subject or a predicate to complete each sentence.

11. The street party _____
12. _____ played music.
13. _____ danced fast.
14. The food _____
15. All the people _____
16. _____ had a great time.



School-Home Connection

With your child, take turns writing sentences that describe a summer day where you live. Ask your child to name the subject and predicate of each sentence.

Name _____

- Write the Vocabulary Word that goes with each item below. The words in dark type are clues.

averted	fury	interrogation
stern	accusing	solemnly
cringed	craned	

- _____ The detective said, "**You stole the money!**"
- _____ I couldn't see over the hedge, **even when I stood on tiptoe.**
- _____ Don't act silly during your speech. Speak **slowly and seriously.**
- _____ I **turned my eyes away** from the sun's bright light.
- _____ The **questioning of the suspect** went on for an hour.
- _____ My dog **crept into a corner** after he chewed up my slippers.
- _____ The toddler stomped his feet and screamed in **anger.**
- _____ The judge looked **serious and angry** as she said, "Order in the courtroom!"

- Use what you know about the Vocabulary Words to complete each sentence below.

- I might crane my neck to _____.
- I might cringe if I saw a _____.

**School-Home Connection**

Discuss the Vocabulary Words and their meanings with your child. Try to use some of the words in conversation. Encourage your child to use them, too.

Name _____

▶ Read each section of "Kai's Journey to Gold Mountain."
Then fill in the story map.

Introduction page 114

Setting

Characters



Section 1 pages 114–115

Plot Events

Section 2 pages 116–119

Section 3 pages 120–125

Section 4 pages 126–127

▶ Think about the information above. Then, on a separate sheet of paper, write a summary of "Kai's Journey to Gold Mountain."

Name _____

► Read the story below. Then complete the graphic organizer.

Last year I was an exchange student in Bergen, Norway. It was a big change from my home in Santa Monica, California. When I arrived, I wasn't prepared for the weather at all. My Norwegian hosts, Nels and Anna, laughed when they saw the shorts and T-shirts in my suitcase. They loaned me rain boots, warm pants, and a thick wool sweater.

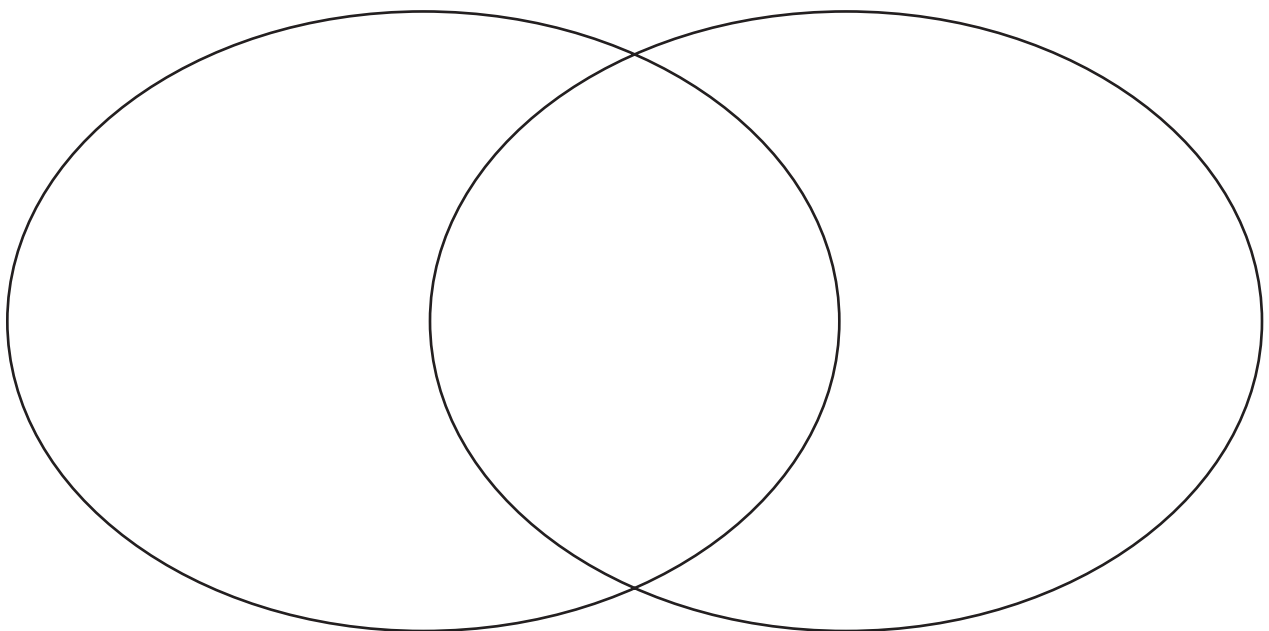
Like Santa Monica, Bergen is by the water. However, the North Sea is a lot colder than the Pacific Ocean! People don't go surfing as we do back home. The cold Norwegian weather didn't stop us from having fun, however. We explored Bergen, hiked on glaciers, and visited fish markets. We found that all of us like sardines!

My hosts taught me many Norwegian words. I was surprised to find out that Nels and Anna both speak perfect English. That's because everyone in Norway learns English at school. Next year Nels and Anna are coming to visit me in Santa Monica. I can't wait to teach them how to surf!

The Narrator

Both

Nels and Anna



School-Home Connection

With your child, make a Venn diagram to compare and contrast two people you both know.

Name _____

► Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *counting*
2. *craned*
3. *seemed*
4. *burned*
5. *chopped*
6. *cracked*
7. *begged*
8. *moving*
9. *slipped*
10. *sailing*
11. *trimmed*
12. *shopping*
13. *returned*
14. *watching*
15. *pushed*
16. *visited*
17. *cringed*
18. *screamed*
19. *scratching*
20. *flapping*



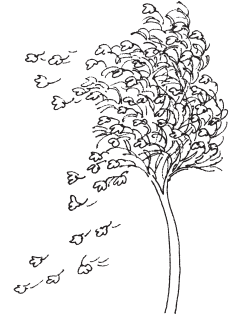
School-Home Connection

Review the Spelling Words. Have your child point out where the *-ed* and *-ing* endings change the spellings of the base words. For example, in the word *moving*, the letter *e* is dropped when the *-ing* ending is added.

Name _____

▶ Match the subjects and predicates in the box to write sentences. Then draw one line under each simple subject and two lines under each simple predicate.

The excited girl	blew the leaves in the trees.
The cool wind	ran down the hill together.
A small insect	were fun to climb.
Several friends	shouted to her friend.
Three big rocks	jumped onto the branch.



1. _____
2. _____
3. _____
4. _____
5. _____

▶ Add a complete subject or a complete predicate to complete each sentence.

6. _____ went to a concert in the park.
7. _____ played traditional Chinese harps.
8. _____ became very quiet.
9. The audience _____
10. The grateful musicians _____



School-Home Connection

Ask your child to write three sentences about an accomplishment he or she is proud of. Then have your child circle the simple subjects and underline the simple predicates.

Name _____

▶ Write the Vocabulary Word that goes with each idea.

culinary

downcast

consternation

reminiscent

pensive

vivid

extensive

serenely

commenced

recruit

1. _____ a feeling of worry and panic
2. _____ very brightly colored
3. _____ deep in thought
4. _____ sad or discouraged
5. _____ related to cooking
6. _____ brings something to mind, such as an event in the past
7. _____ very large, or containing many things
8. _____ convince to join
9. _____ started or begun
10. _____ in a calm, peaceful way



School-Home Connection

Discuss the Vocabulary Words and their meanings with your child. Over the next few days, try to use some of the words in conversation. Encourage your child to use them, too.

Name _____

► Read the story below. Then complete the graphic organizer.

Jane had been getting ready for her birthday party for weeks. She had sent out a lot of invitations, along with a wish list of presents she wanted. She had folded origami cats and dogs for party favors. She had made cupcakes. Jane really wanted her party to be a big success.

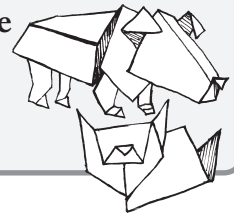
On the day of Jane's party, her mother drove her to the animal shelter where she volunteered. "Hi, Jane!" said Ms. Rogers. "Are you working today?"

"Nope, I'm having a party!" said Jane. "And I hope I get a lot of presents!"

Ms. Rogers laughed. "You always say what you think, Jane!"

Soon the party guests arrived at the animal shelter. Jane gave them their cupcakes and party favors. She took them on a tour of the animal shelter.

"It's present time!" Jane said. One by one, she opened her birthday presents. There were dog leashes and balls. There were toys for the cats. There were bags of kitty litter and cleaning supplies. "Thank you all so much!" said Jane. "You made my birthday wishes come true!"



What Jane Says and Does	Jane's Motivations	What Traits Jane Demonstrates
She spends a lot of time getting ready for the party.	She wants her party to be a success.	
"I hope I get a lot of presents!"		She says what she thinks.
She thanks everyone for giving her gifts for the pets she cares for.		



School-Home Connection

Choose a character from a book or movie that you and your child both know. Work with your child to identify that character's traits and motivations.

Name _____

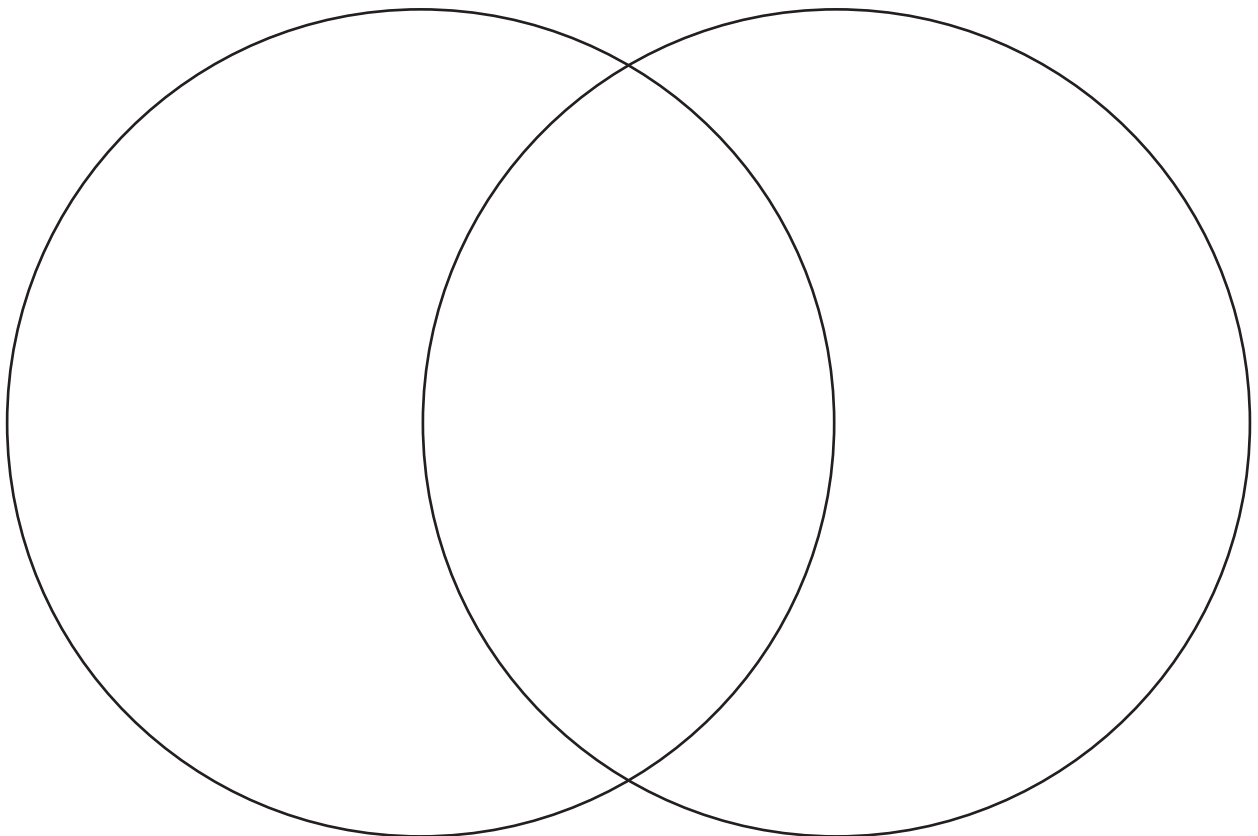
▶ Read the paragraph below. Then complete the Venn diagram.

Mrs. Kunishi is my next door neighbor. She and I are good friends. We are very different from each other, though. Mrs. Kunishi is 70 years old and I am 10 years old. Mrs. Kunishi is small with gray hair, and I am tall with brown hair. But we are a lot alike, too. We both speak two languages. Mrs. Kunishi speaks Japanese and English, and I speak English and Spanish. We like many of the same things. We both like movies, and we often watch them together.

Mrs. Kunishi

Both

Narrator



School-Home Connection

With your child, compare and contrast two places you visit together often.

Name _____

► Choose two synonyms from the box for each word below. Decide which synonym has a milder meaning and which one has a stronger meaning, and write the synonyms where they belong. Then follow the directions below.

filthy	amusing	pleased
thrilled	dusty	hilarious

Milder Word

Stronger Word

- | | | |
|----------|-------|-------|
| 1. _____ | happy | _____ |
| 2. _____ | dirty | _____ |
| 3. _____ | funny | _____ |

► Write an antonym for each underlined word. Use a thesaurus to help you.

- a soft chair _____
- moving forward _____
- a polite child _____
- a quiet classroom _____
- a difficult test _____
- many people _____
- a sturdy fence _____



School-Home Connection

Say descriptive words such as *messy*, *sweet*, *shiny*, and *nice*. Have your child think of a synonym or antonym for each word, and tell which it is.

Name _____

▶ Read the diary entry below. Then answer the questions.

Dear Diary,

Today we are camping near the coast. There are huge white sand dunes at our campground. You can start at the top of one and roll all the way down, right into a lake! You can swim in the lake or paddle a boat. I think it's fun. My brother doesn't like camping, though. He says the sand gets into everything, even into his food. He says he is bored, and wants to go home and see his friends.

1. What does the narrator think about the camping trip?

2. What does the narrator's brother think about camping?

3. In your opinion, would this camping trip be fun or boring? Use details from the passage to support your answer.

4. Do you think the narrator's brother should be allowed to go home early with another family member? Why or why not?



School-Home Connection

With your child, discuss the setting in a movie, a TV show, or a book you are both familiar with. Make a judgment about that setting. Would you like to live there? Why or why not?

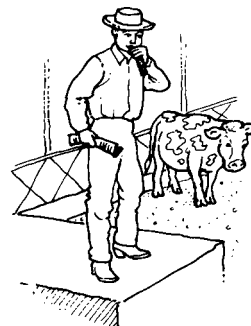
Name _____

► Fold the paper along the dotted line. As each Spelling Word is read, write it in the blank. Then unfold your paper, and check your work. Practice spelling any words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. tread
2. broad
3. split
4. chief
5. season
6. brain
7. throw
8. goal
9. scrape
10. choice
11. allow
12. auction
13. flaw
14. daughter
15. destroy
16. renew
17. boyhood
18. returned
19. chopped
20. counting



Name _____

- Read this part of a student's rough draft. Then answer the questions that follow.

(1) The band has just stopped playing. (2) Do you see the lead singer smiling? (3) How happy she looks. (4) Look at the guitar player waving to the crowd. (5) He told me that they are playing another concert tomorrow? (6) Wow, so great!

- Which sentence is an interrogative sentence?
A Sentence 1
B Sentence 2
C Sentence 4
D Sentence 6
- Which sentence is an imperative sentence?
A Sentence 2
B Sentence 3
C Sentence 4
D Sentence 5
- Which sentence should have an exclamation point?
A Sentence 1
B Sentence 2
C Sentence 3
D Sentence 4
- Which is not a complete sentence?
A Sentence 1
B Sentence 3
C Sentence 5
D Sentence 6
- Which of these sentences is correct as it is?
A Sentence 2
B Sentence 3
C Sentence 5
D Sentence 6
- Which sentence is a declarative sentence?
A Sentence 1
B Sentence 2
C Sentence 4
D Sentence 6

Name _____

- Read this part of a student's rough draft. Then answer the questions that follow.

(1) My greatest dream is to become a playwright.
(2) A playwright writes stories for the stage. (3) My favorite playwright is Lorraine Hansberry. (4) She wrote a play called *A Raisin in the Sun*. (5) The title is from a line in a poem.
(6) Hope to write a play as good as that some day!

- Which sentence is missing a subject?
A Sentence 1
B Sentence 3
C Sentence 5
D Sentence 6
- Which is the simple predicate of Sentence 2?
A playwright
B writes
C stories
D stage
- Which is the complete subject of Sentence 3?
A playwright
B My favorite playwright
C is Lorraine Hansberry
D Lorraine Hansberry
- Which is the complete predicate of Sentence 4?
A She wrote
B She wrote a play
C a play called *A Raisin in the Sun*
D wrote a play called *A Raisin in the Sun*
- Which is the simple subject of Sentence 5?
A title
B is
C line
D poem
- Which word is NOT part of the complete subject of Sentence 1?
A dream
B greatest
C playwright
D My

Name _____

▶ Which example is better? Underline the sentence.

Word	Example 1	Example 2
1. responsible	Eva fed her pet mouse and cleaned its cage.	Eva played with her pet mouse.
2. darted	Oliver ran quickly into the house to avoid the rain.	Oliver went for a long walk in the rain.
3. jostling	People talked during the whole movie.	People pushed up against me as the movie let out.
4. swerved	The car turned to avoid hitting a squirrel.	The car turned right at the stop sign.
5. attentive	My friend asked if he could borrow a dollar.	My friend listened as I told my story.
6. pounced	Wendell was expecting a letter from his grandpa.	Wendell grabbed his letter as soon as it arrived.
7. contradicting	Ed said it took a long time to learn soccer; Ann said it was easy.	Soccer was Paul's favorite sport; Ann enjoyed soccer, too.

▶ Use what you know about the Vocabulary Words to answer the questions below.

8. How do you look when you are being *attentive* in class?

9. How do you feel when people *contradict* you?



School-Home Connection

Discuss the Vocabulary Words and their meanings with your child. Over the next few days, try to use some of the words in conversations. Encourage your child to use them, too.

Name _____

▶ Read each section of "On the Banks of Plum Creek."
Then fill in the story map.

Section 1 pages 158–162

What problem or challenge do the main characters face?

Characters

Setting

Conflict

Section 2 page 163



What do the main characters do to try to solve their problem?

Plot Events

Section 3 page 164



How is the problem solved?

Resolution

Section 4 pages 165–171



How does the story end?

▶ Think about the information above. Then, on a separate sheet of paper, write a summary of the story.

Name _____

► Read the story. Then fill in the graphic organizer by describing the conflict, the plot events, and the resolution.

Ben had not seen his cat Elsie for two days. He was afraid that a coyote had gotten her. Ben looked for her in all of her favorite places. She was not sunning herself on the back fence. She was not trying to nap in his mother's laundry basket. She was not even bothering the chickens. The barn was the last place she could be hiding.

"Here, Elsie!" Ben called out as he walked inside the barn. Silence. Ben turned to leave, but then he heard a tiny meowing noise and another and another. Kittens! Ben scrambled up the ladder to the hayloft. There was Elsie, the proud mother of six new kittens!

Conflict



Plot Events



Resolution



School-Home Connection

With your child, discuss a story you have read or a movie you have seen recently. Discuss the conflict and resolution of that story or movie.

Name _____

▶ Review the word parts in the box. Then complete the activities below.

Prefixes	Roots	Suffixes
pre- <i>before</i>	vis <i>to see</i>	-less <i>without or lacking</i>
re- <i>again</i>	aud <i>to hear</i>	-ful <i>full of</i>
dis- <i>not</i>	dict <i>to say</i>	-ness <i>state or quality of being</i>
in- <i>not</i>	port <i>to carry</i>	-ible, <i>able to be</i>
		-able

▶ Match each word with its meaning. Use word parts to help you.

- | | |
|-----------------|---|
| 1. incorrect | <i>not allowed</i> |
| 2. preheat | <i>the state of being full of cheer</i> |
| 3. review | <i>heat before</i> |
| 4. disallowed | <i>not able to be seen</i> |
| 5. invisible | <i>not correct</i> |
| 6. cheerfulness | <i>view again</i> |

▶ Read each definition. Then write a word from the box that matches the meaning.

inaudible portable forcefulness predict

7. *able to be carried* _____
8. *to say before* _____
9. *not able to be heard* _____
10. *the state of being full of force* _____



School-Home Connection

Work with your child to list five other words that contain the word parts in the box. Identify all of the word parts and discuss how they affect each word's meaning.

Name _____

► Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *circle*
2. *angle*
3. *cradle*
4. *ladle*
5. *castle*
6. *ruffle*
7. *juggle*
8. *ankle*
9. *battle*
10. *candle*
11. *fable*
12. *riddle*
13. *icicle*
14. *sparkle*
15. *jungle*
16. *tangle*
17. *marble*
18. *sizzle*
19. *paddle*
20. *handle*



School-Home Connection

Play "Spelling Word Concentration." Using index cards, have your child write each Spelling Word twice. Place the cards face down. Take turns choosing two cards, spelling the word on each card.

Name _____

► Each sentence has a compound subject or a compound predicate. Circle the compound subject or the compound predicate.

1. Maria collects the tickets and tears them in half.
2. Juan and Reid help people find their seats.
3. The musicians and their friends build the stage.
4. Quinton, Jules, and Simon are the lead singers.
5. Rhea or Kyle can help you find your costume.
6. We fit the costumes and pin up the hems.
7. The performers sing or dance.



► Complete each sentence. Add a compound subject or a compound predicate as shown in parentheses (). Remember to add commas as needed.

8. Jonah _____ . (compound predicate)
9. _____ picked up rocks. (compound subject)
10. My dog _____ . (compound predicate)
11. _____ started growing. (compound subject)
12. My father and my brother _____ .
(compound predicate)

**School-Home Connection**

Discuss tasks that your family does together. Have your child write a sentence about one task, with both a compound subject and a compound predicate.

Name _____

► Which sentence uses the word correctly? Underline that sentence.

Word	Example 1	Example 2
1. reluctant	Noreen was reluctant to cross the river.	The hungry kittens were reluctant to eat.
2. inspecting	Tony is inspecting his hair as he runs out the door.	The firefighter is inspecting the ruins for hot ashes.
3. taut	Pull the string taut to loosen the knot.	Pull the string taut to tighten the knot.
4. untangled	Brian untangled the knots in the kite string.	Amy untangled the dishes from the dishwasher.
5. resounded	Tim leaped up and resounded the bell.	Tim's shout resounded through the woods.
6. lurked	The cat lurked under a tree, waiting for a bird.	Elena lurked onto the shore after her swim in the lake.
7. surge	Ben held a surge of squirming puppies on his lap.	Ben felt a surge of joy when he held his new puppy.
8. rumpled	I took out a rumpled pen and a clean sheet of paper.	I unfolded the rumpled sheet of paper and pressed it flat.

► Use what you know about the Vocabulary Words to answer the questions below.

9. What is one way your clothes can get *rumpled*?

10. Why might someone be *reluctant* to cross a river?



School-Home Connection

Discuss the Vocabulary Words and their meanings with your child. Over the next few days, try to use some of the words in conversations. Encourage your child to use them, too.

Name _____

▶ Read each section of "Justin and the Best Biscuits in the World." After reading each section, fill in the story map below.

Section 1 pages 186–191

Main Characters

Setting

Conflict



Section 2 pages 192–195

Plot Events



Section 3 pages 196–202

Resolution

▶ Use the information in the story map above to write a summary of "Justin and the Best Biscuits in the World."

Name _____

▶ Read the story. Then complete the graphic organizer.

Red Blaze watched his band of mares and foals graze near a watering hole. The big stallion was always watching, ready to defend his band. Suddenly, Red Blaze caught the scent of another stallion. A young newcomer was challenging Red Blaze for control of the band. The big red horse turned to face his challenger. Snorting loudly, he pawed the ground. The other stallion approached. With a piercing scream, Red Blaze reared up on his hind legs. That was enough to scare the challenger away. Red Blaze trotted back to join his mares. He had won the challenge.

Conflict



Plot Events

1. _____

2. _____

3. _____



Resolution



School-Home Connection

Talk about another story, movie, or TV show your child has watched. Talk about the conflict and the resolution.

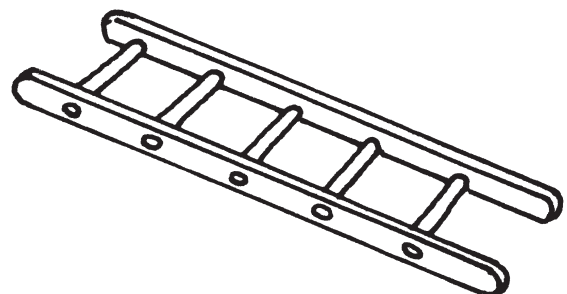
Name _____

▶ Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *letter*
2. *ladder*
3. *appear*
4. *lesson*
5. *soccer*
6. *classic*
7. *hollow*
8. *supper*
9. *accent*
10. *pizza*
11. *officer*
12. *lettuce*
13. *better*
14. *slipper*
15. *bottom*
16. *ribbon*
17. *summer*
18. *college*
19. *occur*
20. *rabbit*



School-Home Connection

Draw ten columns on a sheet of paper. Label the columns as follows: *bb*, *cc*, *dd*, *ff*, *ll*, *mm*, *pp*, *ss*, *tt*, and *zz*. Help your child write each Spelling Word in the correct column.

Name _____

▶ Rewrite the sentences, adding commas as needed.

1. Lela runs across the grass but she stops at the creek.

2. She can wade in the water or she can lie on the grass.

3. Lela tries to catch a small fish but the fish gets away.

4. Lela walks home slowly and she sits on the porch.

▶ Tell whether each sentence has a *compound subject*, has a *compound predicate*, or is a *compound sentence*. Then circle each conjunction.

5. A man and a boy are cooking together. _____

6. The boy collects wood, and the man builds a fire. _____

7. They smile and laugh together. _____

8. The man cleans up, but the boy sits quietly. _____

9. The boy waters and feeds the horses. _____

10. The horses eat hay, or they eat grain. _____

11. The sun sets, but it is not cold. _____

12. The moon and the stars will be out soon. _____



School-Home Connection

Ask your child to tell a story about a time he or she learned a new skill. Ask him or her to use simple and compound sentences and to identify each one.

Name _____

▶ Which example is better? Underline the better example.

Word	Example 1	Example 2
1. exist	More than six billion people live on the planet.	Many people wash their cars on the weekend.
2. nimble	Yasmin quickly hopped between two jump ropes.	One jump rope had a knot in it that we could not untie.
3. fierce	The cat led me to its litter of kittens.	The dog glared at me and growled.
4. slick	The buttons on my new calculator light up.	I lost my calculator on the bus.
5. impressed	I went to get my hair cut after school.	Everybody at school liked my new haircut.
6. cease	I wish that loud music would stop!	The band won an award at the concert.

▶ Use what you know about the Vocabulary Words to answer the questions below.

7. How do people show that they are *impressed* after a play?

8. What *slick* new gadgets might you see in a computer store?

**School-Home Connection**

Discuss the Vocabulary Words and their meanings with your child. Over the next few days, try to use some of the words in conversations. Encourage your child to use them, too.

Name _____

- ▶ Read each section of "Three Little Cyberpigs." After reading each section, fill in the sequence chart below.

Section 1 pages 218–219

First



Next

Section 2 pages 220–221

Then

**Section 3** pages 222–223

Last

- ▶ Use the information in the sequence chart above to write a summary of "Three Little Cyberpigs."

Name _____

- ▶ Read the paragraph. Then think about what the author's purpose and perspective are. Use that information to fill in the graphic organizer.

The Internet has many important uses. Electronic mail, or e-mail, is one of the most common uses of the Internet. E-mail gives people all over the world a fast, easy, inexpensive way to stay in touch. The Internet is also used for finding and sharing information. It is like a huge library. People can find articles, photographs, videos, and software. Even newspapers and magazines can be found online. The Internet offers a treasure chest of knowledge, and most of it is free! Since the early 1990s, the Internet has helped people find information, share experiences, and stay in touch. Who knows what other uses it will have in the future?

Author's Purpose	Author's Perspective	Details That Reveal the Author's Perspective







School-Home Connection

Discuss with your child the ways in which this paragraph might be different if the author had wanted to express a strong opinion against the Internet.

Name _____

▶ The page below looks like a screen from a library database. Read the information on the page. Then complete the items below.

Library Catalog

View Entire Collection   Keyword  

Or search by:

Author Subject Title Call Number

1. What types of information can you find by looking in a library database?

2. Circle the arrows you would click if you wanted to view only children's books instead of the entire library collection.

3. Mark an X where you would type a keyword to do a database search.

4. Draw a box around the button you would click on to start your search.

5. Circle the link you would click on if you wanted to search for a book by call number. Draw a box around the link you would click on if you wanted to look for books about a topic, such as dinosaurs.



School-Home Connection

Ask your child to tell you what he or she has learned about using an electronic library catalog.

Name _____

▶ Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *history*
2. *number*
3. *hunger*
4. *company*
5. *window*
6. *welcome*
7. *blanket*
8. *perhaps*
9. *service*
10. *subject*
11. *thunder*
12. *furnish*
13. *jersey*
14. *mother*
15. *secret*
16. *harvest*
17. *winter*
18. *problem*
19. *chapter*
20. *nurses*



School-Home Connection

On a lined sheet of paper, have your child write each Spelling Word, and carefully outline each word. Have your child pay special attention to tall letters or those that fall below the line.

Name _____

▶ Write each prepositional phrase. Underline the preposition and circle its object.

1. There are many kinds of computer systems. _____
2. Some computer programs are used in office work. _____
3. Other programs create art with drawing tools. _____
4. Many people play games on computers. _____
5. Friends send photographs through e-mail. _____
6. We use computers for learning. _____
7. If you walk into a school, you will see many computers.

8. Computers are a good source of information. _____

▶ Rewrite each sentence, using a preposition from the box to complete it. Use each word only once.

after with on of

9. _____ a power failure, you may lose computer files.

10. It is best to save extra copies _____ your work.

11. You can print files _____ a printer.

12. You can also save data _____ a disk.

**School-Home Connection**

With your child, write a paragraph describing ways computers are used today. Then have him or her underline all the prepositional phrases in the paragraph.

Name _____

► Use what you know about the Vocabulary Words to answer the following questions.

1. Is a *unique* painting style like everyone else's painting style, or is it like no one else's?

2. Would it take 5 ants or 500 ants to *infest* a kitchen?

3. What makes sounds at regular *intervals*: a clock that chimes on the hour or a crow that squawks whenever it wants to?

4. If you want to draw a *delicate* design on a piece of wood, would you use a thin paintbrush or a thick paintbrush?

5. If a friend asks you to find a *flexible* stick, what kind of stick does your friend want you to get?

6. Do two friends who have a *bond* like doing things together, or do they dislike doing things together?

7. If you are *inspired* by something, does it affect you in a good way or a bad way?

8. Is it easier to *preserve* peace when people agree or when they disagree?

**School-Home Connection**

Discuss the questions and your child's answers. Over the next few days, try to pose questions using the Vocabulary Words in other situations. Encourage your child to choose the best meaning and usage for each word.

Name _____

- ▶ Read each section of "Weaving a California Tradition."
List the main events in the chart below.

Section 1 pages 240–245

First

--

Section 2 pages 246–249

Next

--

Section 3 pages 250–255

Last

--

- ▶ Think about the information above. Then, on a separate sheet of paper, write a summary of "Weaving a California Tradition."

Name _____

- ▶ Read the paragraph. Then think about what the author's purpose and perspective are. Use that information to fill in the graphic organizer.

Native Americans have been making baskets and pottery for thousands of years. Scientists disagree over which came first. Some pieces of pottery have been found that date back tens of thousands of years. Baskets that old have not been found. However, baskets are made of materials that don't last for a very long time. It may be true that baskets were made before pottery, but if so, no proof exists because the baskets rotted away long ago. Which came first, baskets or pottery? No one knows for sure. This fascinating question may never be answered.



Author's Purpose	Author's Perspective	Evidence



School-Home Connection

Page through a local newspaper or a magazine with your child. Look for an article that is meant to persuade readers to do something, think something, or buy something.

Name _____

▶ Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *monster*
2. *complete*
3. *hundred*
4. *kitchen*
5. *sandwich*
6. *surprise*
7. *applause*
8. *although*
9. *conflict*
10. *mattress*
11. *purchase*
12. *merchant*
13. *pumpkin*
14. *angry*
15. *Thursday*
16. *ostrich*
17. *punctual*
18. *address*
19. *chestnut*
20. *luncheon*



School-Home Connection

As you say each Spelling Word aloud, have your child write the word on a sheet of paper. Review the words together and correct any spelling errors.

Name _____

▶ Rewrite each sentence. Add the type of clause shown in parentheses. Remember to add commas as needed.

1. Although baskets are mostly used to hold things, _____
_____. (independent)
2. Before I use any materials for weaving, _____
_____. (independent)
3. _____ Maya collected
weaving materials in the mountains. (dependent)
4. _____ her mother
showed her how to weave. (dependent)

▶ Make complex sentences from the sentence pairs. Underline the independent clause once and the dependent clause twice. The first one is done for you.

5. My school days end at 3:30 P.M. I help my family weave baskets.

When my school days end at 3:30 P.M., I help my family weave
baskets.

6. Artie wants to learn to weave. He can take free classes.

7. My mother collects pine needles. She soaks them in water.

8. Marian cuts many reeds. She will make baskets for the festival.

9. Tonya finds a book about weaving. She tries to make a basket.

10. The weavers sit down. They are ready to begin weaving.



School-Home Connection

Ask your child to write two sentences about an activity your family does together. Then have your child combine the sentences using one independent clause and one dependent clause.

Name _____

▶ Which example is better? Underline the sentence.

Word	Example 1	Example 2
1. comprehend	A student cannot answer a question.	A student understands a math concept.
2. solitary	Wolves travel in packs.	Grizzly bears live alone.
3. scan	A boy listens carefully to identify a birdsong.	A girl searches a page to find the hidden picture.
4. vulnerable	A turtle has his head and legs out of his shell.	A turtle has his head and legs inside his shell.
5. mature	A baby crawls across the floor.	An adult goes to work.
6. lumbers	A bear clumsily thrashes its way through the thick forest.	A herd of gazelles race across the plain.
7. encircle	Students form a line to go into the classroom.	The chairs in a theater surround a small stage.

▶ Use what you know about the Vocabulary Words to answer the questions below.

8. Which is more *pliable*, a stuffed animal or a glass window? Explain.

9. What sport makes you feel *exuberant* when you watch it?

10. What type of pet would you like to help *nurture*? Why?



School-Home Connection

With your child, discuss the Vocabulary Words and their meanings. Over the next several days, try to use some of the words in conversations.

Name _____

- ▶ Read the story. Then fill in the graphic organizer by writing the conflict, the plot events, and the resolution.

Mimi was excited. Her teacher had chosen her to take the class guinea pig home for the weekend. On Friday her mother came to the classroom after school. Mimi picked up the guinea pig's cage. "This is Nicky!" Mimi said.

"Achoo!" her mother replied. She helped Mimi take Nicky and his supplies to the car. She sneezed all the way home. "I guess I'm allergic to guinea pigs," she said.



Mimi set up Nicky's cage in the family room. Mimi's mother sneezed and sneezed. Mimi moved Nicky's cage to her bedroom. Mimi's mother couldn't walk down the hallway without having a sneezing attack.

By Saturday, Mimi knew she had to do something. She called her friend Bridget. "How do you feel about pet sitting until Monday?" she asked.

Bridget and her dad picked up the guinea pig an hour later.

CONFLICT



PLOT EVENTS



RESOLUTION



School-Home Connection

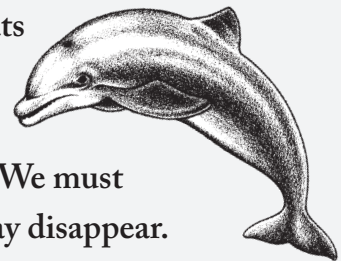
With your child, discuss a story, movie, or TV show you are both familiar with. Talk about the conflict and how it was resolved.

Name _____

- ▶ Read the passage. Then think about what the author's purpose and perspective are. Use that information to fill in the graphic organizer.

Sea turtles are not the only endangered marine animals. Whales, dolphins, and porpoises are also at risk. Unlike fish, these fascinating sea creatures are warm-blooded. They belong to a group called *cetaceans*. Cetaceans live in every ocean on Earth.

Cetaceans play an important role in marine life. Their health tells us about the health of the oceans. When pollution harms cetaceans, scientists know that the health of all marine life is at risk. There are other threats to cetaceans too. Some get tangled in fishing nets. Others are hunted. Still others collide with ships.



People are working to eliminate threats to cetaceans. We must support these efforts, or these wonderful sea mammals may disappear.

Author's Purpose	Author's Perspective	Details That Reveal the Author's Perspective



School-Home Connection

Read the passage with your child. Ask your child how the paragraph might be different if the author did not think cetaceans were fascinating, interesting, or important.

Name _____

▶ Review the word parts in the box. Then complete the activities below.

Prefixes		Roots		Suffixes	
pre-	“before”	vis	“to see”	-less	“without” or “lacking”
re-	“back” or “again”	aud	“to hear”	-ful	“full of”
dis-		dict	“to say”	-ness	“state or quality of being”
in-	“not”	port	“to carry”	-ible, -able	“able to be”

▶ Circle the correct meaning of each word. Use word parts to help you.

- dishonest very honest, honest again, not honest
- portable carry again, able to be carried, carry across
- pretest test before, test after, test again
- audible able to be heard, able to be seen, able to be carried
- rewrite fully written, not written, write again
- predict say again, say before, able to be said

▶ Read each definition. Then write a word from the box that matches the meaning.

invisible redoable cheerfulness carelessness

- “able to be done again” _____
- “lacking the quality of care” _____
- “not able to be seen” _____
- “the state of being full of cheer” _____





School-Home Connection

Work with your child to make up three words that combine more than one word part in the box; for example, *helplessness*. Discuss how the word parts affect each word’s meaning.

Name _____

▶ This page looks like a screen from a library database. Read the information on the screen. Then complete the items below.

View Entire Collection  Keyword 

Search Catalog

Or search by:

Author Subject Title Call Number

1. What are two ways you can access a library database?

2. Circle the arrows you would click and hold on if you wanted to view only magazines instead of viewing the entire library collection.

3. In the empty box write a keyword you might type in if you wanted to do research about your state.

4. After you typed that keyword, what would you press?

5. Circle the link you could press if you wanted to search for a book by title.

6. Draw a box around the link you could press if you wanted to look for books by a writer, such as Louis Sachar.



School-Home Connection

Discuss with your child topics you're both interested in. Make a list of keywords you could use to look up information about those topics.

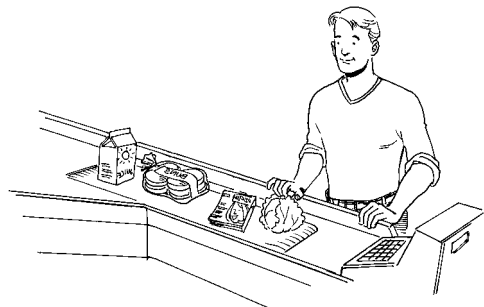
Name _____

► Fold the paper along the dotted line. As each Spelling Word is read, write it in the blank. Then unfold your paper, and check your work. Practice spelling any words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. castle
2. handle
3. ruffle
4. icicle
5. fable
6. soccer
7. appear
8. hollow
9. college
10. classic
11. accent
12. service
13. jersey
14. mother
15. problem
16. subject
17. complete
18. mattress
19. purchase
20. luncheon



Name _____

- Read this part of a student’s rough draft. Then answer the questions that follow.

(1) My family cooks and eats dinner together. (2) We plan the week’s menus on Saturday we go shopping for groceries on Sunday. (3) We make many different dishes. (4) My father and my sister like to make pizza, but my mother and I like spaghetti best. (5) I think making dinner is fun, but it is not as much fun as eating it!

- Which sentence is a run-on sentence?
A Sentence 1
B Sentence 2
C Sentence 4
D Sentence 5
- Which are the simple predicates of Sentence 1?
A *My and family*
B *family and cooks*
C *cooks and eats*
D *eats and dinner*
- Which of these sentences is a simple sentence?
A Sentence 2
B Sentence 3
C Sentence 4
D Sentence 5
- Which sentence has a compound subject AND is a compound sentence?
A Sentence 1
B Sentence 3
C Sentence 4
D Sentence 5
- Which describes Sentence 5?
A compound sentence
B simple sentence
C compound subject
D compound predicate
- Which is the subject of both parts of Sentence 2?
A groceries
B Saturday
C menus
D We

Name _____

- Read this part of a student's rough draft. Then answer the questions that follow.

(1) Aunt Millie stood on the dock by her sail boat. (2) She suggested a trip across the lake. (3) Although I was nervous I agreed. (4) Before we could leave, we had to get everything ready. (5) After we prepared the boat, we sailed into the deep waters. (6) Because it was a great trip, I learned to love sailing!

- Which of these is NOT a dependent clause?
A Although I was nervous
B Before we could leave
C I learned to love sailing!
D Because it was a great trip
- Which is the preposition in Sentence 2?
A she
B suggested
C a
D across
- Which is the object of the preposition in Sentence 5?
A we
B boat
C sailed
D waters
- Which sentence has two prepositional phrases?
A Sentence 1
B Sentence 2
C Sentence 3
D Sentence 4
- Which of these sentences is NOT a complex sentence?
A Sentence 2
B Sentence 4
C Sentence 5
D Sentence 6
- Which sentence has a dependent clause that is missing a comma?
A Sentence 1
B Sentence 3
C Sentence 5
D Sentence 6

Name _____

▶ Which example is better? Underline the better example.

Word	Example 1	Example 2
1. lure	A plant attracts insects to land on it.	A plant grows six inches in one week.
2. resemble	A father makes dinner for his son.	A son looks like his father.
3. deceptive	A dog tricks its owners into feeding it twice.	A dog chases a cat around the neighborhood.
4. avoid	A girl does not call her friends on the day of the party.	A girl sends an e-mail to her grandmother.
5. mimic	A bird soars through the air.	A bird imitates a person singing a song.
6. obvious	A boy goes to bed after he finishes his homework.	A boy shows clear signs of being sick.

▶ Use what you know about the Vocabulary Words to answer the questions below.

7. Why might you be surprised if a rabbit turned out to be a *predator*?

8. Why might you be surprised if you had exactly the same *traits* as a stranger?



School-Home Connection

With your child, discuss the Vocabulary Words and their meanings. Over the next several days, try to use some of the words in conversations.

Name _____

- Read each section of "Mimicry and Camouflage." Then list the cause or the effect that answers each question.

Section 1 pages 288–291

Why do some predators play the hiding game?

Causes

Predators want to sneak up on their prey.


Effects
Section 2 pages 292–295

Why do some prey animals pretend to be something they are not?



Some prey animals have disguises that make them look like other living or nonliving things.

Section 3 pages 296–299

Why do some predators pretend to be something they are not?

Predators want to attract their prey to them.



- Think about the information above. Then, on a separate sheet of paper, write a summary of the selection.



Name _____

► Read the paragraph. Circle the clue words and phrases that signal cause-and-effect relationships in the text. Then write the correct cause or effect in the boxes below.

Many animals are protected by mimicry or camouflage. The poplar hawk moth has wings that look like the leaves of a tree. As a result, it can hide in trees. The squash vine borer moth looks like a wasp. This makes predators stay away because they do not like wasps. The arctic fox changes colors with the seasons. The arctic fox's fur is gray-brown. Because of this, it can blend in with its summer habitat. As winter approaches, the arctic fox turns white. It can then hide in the snow to escape predators.



Causes

Effects

The poplar hawk moth's wings look like the leaves of a tree.



The squash vine borer moth looks like a wasp.



The arctic fox can blend in with its summer habitat.



School-Home Connection

Discuss with your child three things he or she did today. Together, think of an effect of each action.

Name _____

- Whether they are in print or online, reference sources are great places to find answers to your questions. Read each question below. Then choose the reference source from the box that could best answer the question. You may choose more than one source.

encyclopedia dictionary atlas globe

1. What is the correct pronunciation of the word *deceptive*?

2. Where does the puffer fish live? _____

3. What is the root of the word *mimicry*? _____

4. What countries border the Mediterranean Sea?

5. What type of animal is a zebra? _____

- Imagine you are using an encyclopedia. Write the entry word or words you would look for to find the answer to each question below.

6. Where can polar bears be found? _____

7. Are there leopards in North America? _____

8. What color does the arctic fox become in summer?

9. Why does a zebra have stripes? _____

10. When did scientists first discover the viceroy butterfly?

**School-Home Connection**

Talk with your child about other sources of information, such as telephone books. Work together to make a list of telephone numbers for businesses or offices your family calls often.

Name _____

▶ Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *begin*
2. *vanish*
3. *bonus*
4. *legal*
5. *event*
6. *moment*
7. *motive*
8. *native*
9. *suburb*
10. *mimic*
11. *paper*
12. *pilot*
13. *raven*
14. *rival*
15. *relish*
16. *silent*
17. *solar*
18. *spider*
19. *super*
20. *virus*



School-Home Connection

Think of a word or phrase that means the same as each Spelling Word. Have your child write the matching Spelling Word on a sheet of paper.

Name _____

► Fill in each blank with a common noun.

1. At the _____, we learned about ocean animals.
2. The tour guide showed us a model of a _____.
3. We also saw a film about _____.
4. Learning about the _____ was my favorite part.
5. Our _____, Ms. Rodondo, told us to get on the bus.
6. When we got back to _____, we wrote reports.
7. I told my _____ about my field trip.

► Fill in each blank with a proper noun. Use abbreviations for titles of people.

8. _____ is a park ranger.
9. We go swimming in the _____.
10. The park is closed on _____.
11. Tara and _____ like to collect rocks.
12. My dog, _____, barks at the birds.
13. Around the campfire, we sing a song called _____.
14. _____ drives me home.
15. On _____, I write about our visit to the park.

**School-Home Connection**

Work with your child to write a paragraph about a class field trip. Ask your child to underline the common nouns and circle the proper nouns.

Name _____

▶ Which example is better? Underline the better example.

Word	Example 1	Example 2
1. constant	Crickets sing all evening.	Thunder booms once in the distance.
2. contract	A tadpole wriggles up a stream.	A dead leaf shrinks as it dries out.
3. depths	No light reaches the bottom of a well.	A tower glows in the dark sky.
4. eruption	The oven door slams shut and the cake collapses.	The lid flies off of the blender and cranberry sauce shoots out.
5. gradually	Ants build an anthill.	An angry elephant smashes a pumpkin.
6. immediate	"Come here right now!"	"Come over when you have time."
7. revealed	The mittens are covered with fresh snow.	The snow covering the mittens melts.

▶ Use what you know about the Vocabulary Words to answer the question below.

8. What is the difference between something that happens *gradually* and something that happens *immediately*?

**School-Home Connection**

Discuss the Vocabulary Words and their meanings with your child. Over the next few days, try to use some of the words in conversation. Encourage your child to use them, too.

Name _____

- ▶ Read each section of "Mountains." Then list the missing causes or effects.

Section 1 The Height of Mountains (pages 318–319)

Causes

Effects



The peaks of many tall mountains are always covered with snow.

Section 2 How Mountains Form (pages 320–325)



The Rocky Mountains formed.

Section 3 Weathering and Erosion (pages 326–327)

Streams and rivers plunge down steep mountains.



Section 4 Climate Changes (pages 328–329)



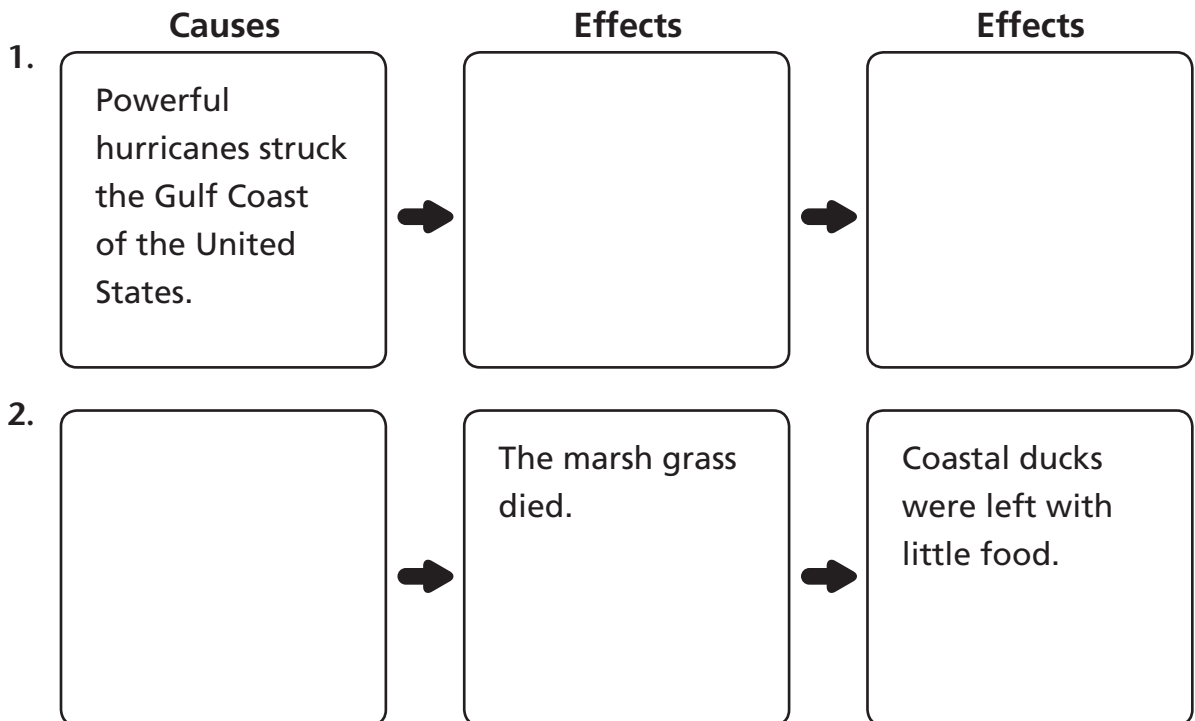
Less rain falls on the eastern slopes of western mountains.

- ▶ Think about the information above. Then, on a separate sheet of paper, write a summary of "Mountains." Use the headings to help you restate the main ideas in the selection.

Name _____

- Read the paragraph. Circle the clue words that signal cause-and-effect relationships. Then complete the diagrams below.

In 2004 and 2005, hurricanes struck the Gulf Coast of the United States. These storms had a huge impact on the coast. They caused many beaches to wash away. The coastline from Texas to Florida was affected by the storms. The shape of the coastline changed so much that some experts believe new maps must be made. The hurricanes also drenched the Louisiana coast with salt water, causing the marsh grass to die. As a result, coastal ducks were left with little to eat.



- Answer this question.

3. What effect could the hurricanes have on maps of the Gulf Coast?

**School-Home Connection**

Discuss with your child some of the other effects major weather events can have on land.

Name _____

▶ Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *reuse*
2. *restart*
3. *retell*
4. *resend*
5. *replace*
6. *uncork*
7. *unstuck*
8. *unannounced*
9. *unpleasant*
10. *unchain*
11. *unfit*
12. *nonprofit*
13. *nonmetal*
14. *recall*
15. *nontoxic*
16. *unwelcome*
17. *reproduce*
18. *retrace*
19. *uninvited*
20. *reapply*



School-Home Connection

On a sheet of paper, make three columns. At the top of each column, write the prefix (*re-*, *un-*, *non-*). Have your child write the Spelling Words that belong in each column.

Name _____

► Rewrite each sentence. Complete it with the plural form of the word in parentheses ().

1. Did you see the wild _____ on the island? (pony)

2. We saw blueberry _____ on that hill. (bush)

3. The _____ ran through the forest. (fox)

► Rewrite the paragraph. Change the underlined singular nouns to plural nouns.

Last week, I toured the (4) farm outside of town. At the first farm, I saw (5) pig, (6) horse, and (7) cow. Some of the cows had recently had (8) baby. Young cows are called (9) calf. The (10) owner of the farm told me many interesting (11) story about life on a farm. They also told me about some of the (12) job they do. One job is to feed the (13) animal. Another job is to shear the (14) sheep and the (15) lamb. I enjoyed my visit very much.

**School-Home Connection**

Work with your child to write sentences that describe the number of dishware and cutlery items in your home. For example, *There is one mixing bowl. There are five knives.*

Name _____

▶ Which example is better? Underline the better example.

Word	Example 1	Example 2
1. treacherous	A butterfly rests on a flower.	The tile floor is very slippery.
2. smoldering	A telephone is ringing.	Smoke comes from a charred log.
3. plunge	A girl dives into a pool.	A boy tosses a ball to his friend.
4. skeptically	A boy listens to an explanation but doubts its truth.	A boy makes soup for his younger sister, who is ill.
5. altered	Two boys studied a distant star.	Two girls repaired and painted a fence.
6. discouraged	A student cannot find the book she needs.	A softball player helps her team win the game.
7. drudgery	"You're next in line for the roller coaster."	"Please stuff all 1,000 of these envelopes."
8. scoffed	"That couldn't possibly be true!"	"You've done an excellent job!"

▶ Use what you know about the Vocabulary Words to answer the questions below.

9. Why should you listen *skeptically* to radio and TV ads?

10. What should you do if you come across a *smoldering* campfire?



School-Home Connection

Discuss the Vocabulary Words and their meanings with your child. Over the next few days, try to use some of the words in conversation. Encourage your child to use them, too.

Name _____

- Read each section of "Fire Storm." Then list the major events in each part of the story.

CHARACTERS	
------------	--

SETTING	
---------	--

Section 1 pages 346–347

EVENT	
-------	--

Section 2 pages 348–351

EVENT	
-------	--

Section 3 pages 352–353

EVENT	
-------	--

Section 4 page 354

EVENT	
-------	--

- On a separate sheet of paper, write a summary of "Fire Storm." Use words such as *first*, *next*, *then*, and *finally* to make clear the order of events.

Name _____

- Read the story. Then use the information in the story plus what you already know about how things happen in real life to draw conclusions. In the charts, write your conclusions and the information you used to draw them.

Joel was trying to make popcorn on the stove. Suddenly, the oil in the pan he was using caught fire. Joel ran down the hall and pounded on his neighbor's door. "Help! Fire!" he shouted.

Mr. Johnson opened his door and asked, "What's going on?"

"I set a pan on fire! It has oil in it!" Joel shouted.

Mr. Johnson quickly wheeled toward Joel's apartment. Joel followed Mr. Johnson inside. The oil in the pan was still burning, but the fire had not spread.

"Get me the lid for that pan!" Mr. Johnson ordered. Joel pulled a lid out of the cupboard and handed it to Mr. Johnson, who carefully covered the pan.

1. Draw a conclusion about whether any adults were at home with Joel.

Story Details	What I Know	Conclusion
Joel ran out into the hall to try to get help.		

2. Draw a conclusion about how serious the fire was.

Story Details	What I Know	Conclusion
	A fire that is only in a pan is dangerous but not yet serious.	



School-Home Connection

Discuss home fire safety with your child. Stress the importance of calling 911 in case of any fire in the house.

Name _____

Predict Outcomes

- Read the story below. Then use clues from the story along with what you know from real life to make a prediction.

It was the day of the school softball game. “I can’t find my backpack,” Lara cried. “What will I do?”

Her friend Rob looked worried. “Have you looked everywhere?” he asked.

“I looked for it at home and at school this morning,” Lara said. “My softball glove was in there,” she groaned. “Now I can’t play in the game.”

Rob remembered that Lara had her backpack with her when she was at his house the day before.

“Let’s go to my house, Lara. I think you’ll be able to play in the game after all,” Rob said with a smile.

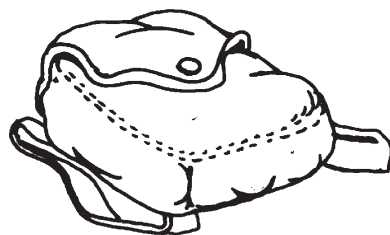
1. What do you predict will happen next?

Story Clues	What I Know	Prediction
Lara lost her backpack. She looked for it at home and at school. Rob remembered that Lara had her backpack with her when she was at his house the day before.	If you lose something, you should look for it in all of the places you were when you last had it with you.	



School-Home Connection

As you and your child read together, pause periodically to predict what might happen as the story continues. Encourage your child to explain his or her predictions.



Name _____

► Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *likable*
2. *removable*
3. *printable*
4. *adorable*
5. *comfortable*
6. *durable*
7. *usable*
8. *invisible*
9. *responsible*
10. *darkness*
11. *tidiness*
12. *silliness*
13. *excitement*
14. *government*
15. *requirement*
16. *loneliness*
17. *harmless*
18. *hopeless*
19. *fearless*
20. *horrible*



School-Home Connection

Think of a word or phrase that means the opposite of each Spelling Word. Have your child say and spell the matching Spelling Word. Review any words that were missed.

Name _____

► Identify each underlined noun as *plural*, *singular possessive*, or *plural possessive*.

1. The boys' trip down the river was exciting. _____
2. I put the children's names on their backpacks. _____
3. The kayak's paddle was missing. _____
4. There were two seats in the large kayak. _____
5. The instructor told them to grab the paddle's handle. _____
6. The rushing sounds of running water got louder. _____
7. They fastened their lifejackets' straps tightly. _____

► Rewrite each sentence, using the possessive form of the noun in parentheses ().

8. The _____ favorite activity is to hike the trails near the school.
(students)

9. Adina knows which of the _____ signs to follow. (trail)

10. Her _____ wish is to become a park ranger. (life)

11. Using the map, we can find the _____ location. (campsite)

12. I hold onto the _____ handrail as I cross the river. (bridge)



School-Home Connection

Work with your child to write a paragraph that describes the damage caused by a forest fire. Use at least two plural nouns, two singular possessive nouns, and one plural possessive noun.

Name _____

▶ Which example is better? Underline the better example.

Word	Example 1	Example 2
1. dashed	Nell quickly ran from first to second base before the catcher could find the ball.	Kim was learning to do cartwheels and backflips.
2. timid	The fish hides behind a rock whenever I walk by.	The carp swim slowly around the pond.
3. occasionally	The waiter zooms back and forth from the kitchen to the tables.	The busy chef stirs the soup every once in a while.
4. trembling	The cat shivers as it gets shampooed in the sink.	The dog barks and growls.
5. drab	Linda's dress was a dull brown color.	Suzanne wore flashy silver shoes.
6. hermit	"I'm happiest when I'm with a large group."	"I dislike being near other people."

▶ Use what you know about the Vocabulary Words to answer these questions.

7. What wild animal *fascinates* you the most? Why?

8. What would be *peculiar* about a pink cow?



School-Home Connection

Use the Vocabulary Words in conversation with your child. When you hear your child use a synonym, encourage him or her to replace it with a Vocabulary Word.

Name _____

▶ Read "The Stranger." Then list the major events in each part of the story.

pp. 372–375	Characters: _____ _____ Setting: _____ Events: _____ _____ _____
pp. 376–377	_____ _____ _____ _____
pp. 378–381	_____ _____ _____ _____ _____ _____
pp. 382–383	_____ _____

▶ Think about the information above. Then write a summary of "The Stranger."

Name _____

- ▶ Read the story. Then answer the questions below to draw two conclusions about the story. The story details have been completed for you.

Farmer Morse looked up at the morning sky. It was as clear and blue as a robin's egg. Then he looked at his corn crop. "That corn ought to be knee-high by now," he said with a sad sigh. He picked up a handful of soil. It crumbled into dry bits between his fingers.

"I saw the weather report," his son David said hopefully. "The reporter said that it might rain tomorrow."

1. What has the weather been like lately?

Story Details	What I Know	Conclusion
The sky is clear and blue. The soil is dry.		

2. What is happening to the corn crop? Why?

Story Details	What I Know	Conclusion
Farmer Morse seems sad that his corn is not knee-high.		



School-Home Connection

Read a magazine article or short story with your child. Find something that is not fully explained, and ask your child to draw a conclusion about it.

Name _____

▶ Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *apron*
2. *button*
3. *canyon*
4. *certain*
5. *chicken*
6. *cardigan*
7. *cotton*
8. *dragon*
9. *even*
10. *fountain*
11. *gallon*
12. *horizon*
13. *listen*
14. *orphan*
15. *pardon*
16. *pollen*
17. *prison*
18. *siren*
19. *swollen*
20. *driven*



School-Home Connection

Have your child write and cut out the Spelling Words and sort them according to their endings: *-on*, *-ain*, *-en*, and *-an*.

Name _____

▶ **Underline each noun. Rewrite each sentence, replacing each noun with a pronoun.**

1. Tina brushed the horse. _____

2. Did Carter see Helen? _____

3. Mr. Finn found the rake. _____

4. The dog shook the bone. _____

5. Aunt Mary went with the girls. _____

6. The brothers waved to Mr. Lewis. _____

▶ **Write each pronoun and its antecedent.**

7. Dana and Giles told Lisa that she had missed riding practice. They walked her home.

8. After Phyllis saw the horse competition, she couldn't stop talking about it. She said it was very exciting!

9. Blake let Jasmin borrow the camera for the State Fair. She accidentally broke it. He was not angry, because it was old.

10. Jen told Grandma and Grandpa that they make the best apple pies. They said the pies taste good to them, too.



School-Home Connection

Ask your child to write four sentences that include pronouns. Then ask him or her to rewrite the sentences, replacing each pronoun with a noun.

Name _____

▶ Which example is better? Underline the sentence.

Word	Example 1	Example 2
1. seasoned	A person has traveled to Africa many times.	A person is making her first trip out of the country.
2. undoubtedly	A baby's aunt might be there the first time the baby walks.	A baby will definitely fall a lot while learning to walk.
3. cherish	A boy has great memories of his river rafting trip.	A boy went to the store to buy clothes for school.
4. hoist	A sailor pulled up the anchor and set sail.	A sailor lowered the anchor and docked for the night.
5. delectable	A chef made a delicious meal.	A chef planted flowers.
6. intrepid	The crew pulled into a safe harbor.	The crew sailed fearlessly into uncharted waters.
7. privilege	A girl practiced soccer with her little brother.	A girl was selected to be on the all-star soccer team.

▶ Use what you know about the Vocabulary Words to answer the questions below.

8. Whom would you ask for *guidance* with your schoolwork?

9. Would you expect a big city's downtown to be *pristine*? Why or why not?

10. What is something in nature that is *fragile*?



School-Home Connection

With your child, discuss the Vocabulary Words and their meanings. Over the next several days, try to use some of the words in conversations.

Name _____

- Read the paragraph. Circle the signal words that show cause-and-effect relationships in the text. Then write the correct cause or effect in the boxes below.

Tourism brings many visitors to areas where beautiful coral reefs grow. As a result, the coral reefs suffer. People come to snorkel, dive, and boat. These activities are bad for the reefs because people and their boats break the fragile coral. They also stir up sediment, which creates stress on corals. Large numbers of tourists increase the demand for fish and shellfish at local restaurants. Because of this, some of the world's most popular coral reefs are overfished. Today people are working to balance the important tourist industry with the need to protect the coral reefs.



Cause

Tourists visit coral reef areas.



Effect

Cause

People come to snorkel, dive, and boat.



Effect

Cause

Effect

The coral reefs are overfished.

**School-Home Connection**

Discuss with your child the effects that people have on the coast nearest where you live.

Name _____

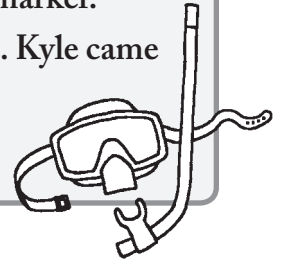
▶ Read the story. Then complete the charts below.

Tyler was teaching his friend Kyle to snorkel. “Put the snorkel tube in your mouth and breathe through it,” he said.

Kyle put the snorkel tube in his mouth and lowered himself into the deep end. “Bottoms up!” he said, and dove straight down near the 10-foot marker.

“Kyle, wait! That’s not how you do it!” yelled Tyler. It was too late. Kyle came up coughing and spitting out water.

“Why didn’t you tell me how this thing works?” he complained.



1. What did Kyle do wrong?

Story Details	What I Know	Conclusion
Kyle is coughing and spitting up water.		

2. Where were Kyle and Tyler snorkeling?

Story Details	What I Know	Conclusion
Kyle jumped into the deep end and dove down near the 10-foot marker.		



School-Home Connection

Tell your child about one event that happened at home or work today. Ask your child to draw a conclusion about the event, based on what he or she knows.

Name _____

- Read each question below. Then choose the reference source or sources from the box that could best answer the question.

encyclopedia	dictionary	atlas
globe	almanac	thesaurus

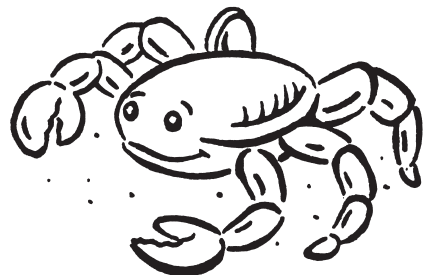
- Where do seahorses live? _____
- What is the correct pronunciation of the word *pristine*?

- What countries border the Atlantic Ocean? _____
- What major volcanic eruptions happened in 2006?

- What country is east of Portugal? _____
- What is a synonym for *intrepid*? _____

- Imagine you are using an encyclopedia. Write the entry word or words you would look for to find the answer to each question below.

- What wildlife can be found in the Florida Keys? _____
- How do coral reefs form? _____
- How does a decorator crab camouflage itself? _____
- How do sailboats sail? _____

**School-Home Connection**

With your child, think of a topic or topics that you both want to know more about. Discuss what sources you would use to find out about the topic.

Name _____

► Read the paragraphs. Then answer the questions below to predict the outcomes.

Elke has to be careful when her baby brother is around. If she is making a bead necklace, he will grab the beads and try to put them in his mouth. If she is coloring, he will grab a crayon and scribble all over everything.

Today, Elke is painting a picture of a horse for an art project. There are paints, paintbrushes, and cups of water all around her. Her baby brother is nearby.

Her mother calls her from another room. "Elke, come set the table for dinner!"



What do you predict Elke's baby brother will do next?

Story Clues	What I Already Know	Prediction
Elke's brother grabs things and makes a mess with art supplies.		

What do you predict Elke will do next?

Story Clues	What I Already Know	Prediction
Elke knows that she has to be careful when her baby brother is around. Yet her mother wants her to leave the room to set the table.		



School-Home Connection

Tell your child the beginning part of an event that happened at home or work today. Based on what he or she knows, ask your child to predict what happened next.

Name _____

▶ Fold the paper along the dotted line. As each Spelling Word is read, write it in the blank. Then unfold your paper, and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *event*
2. *rival*
3. *solar*
4. *moment*
5. *unannounced*
6. *reuse*
7. *retrace*
8. *unpleasant*
9. *nonmetal*
10. *likable*
11. *comfortable*
12. *horrible*
13. *invisible*
14. *loneliness*
15. *requirement*
16. *fearless*
17. *cotton*
18. *listen*
19. *fountain*
20. *orphan*



Name _____

- Read this part of a student's rough draft. Then answer the questions that follow.

(1) Mistress Hernandez, the camp swimming Instructor, announced some special events for child this Fourth of July. (2) There will be diving competitions, swimming races, and boat races in dogwood lake. (3) There will be prizes for all the winners of the events. (4) In the evening, a band will perform.

- Which word in Sentence 1 should NOT be capitalized?
A Mistress
B Instructor
C Fourth
D July
- How should the underlined noun in Sentence 1 be written?
A childs
B childies
C childes
D children
- Which of these is the correct abbreviation for the underlined word in Sentence 1?
A Mr.
B Ms.
C Mrs.
D Miss
- Which words in Sentence 2 should be capitalized?
A diving competitions
B swimming races
C boat races
D dogwood lake
- How many plural nouns are in Sentence 3?
A two
B three
C four
D none
- Which sentence has no plural nouns?
A Sentence 1
B Sentence 2
C Sentence 3
D Sentence 4

Name _____

- Read this part of a student's rough draft. Then answer the questions that follow.

(1) My cousins', Jen and Angel, competed in a swim meet last week.
(2) My brother Pablo and I like to watch them swim, so we went to the meet, too. (3) When Pablo and I arrived, Jen and Angel told us that they have lucky swimsuits. (4) My cousins must be right because they each won an event!
(5) I got to hold my cousins' trophies and celebrate with them.

- Which is the antecedent for the pronoun *they* in Sentence 3?
 - Jen and Angel
 - Pablo and I
 - brother Pablo
 - cousins
- Which is the antecedent for the pronoun *we* in Sentence 2?
 - Jen and Angel
 - brother Pablo
 - Pablo and I
 - them
- Which describes the word *cousins'* in Sentence 5?
 - singular noun
 - singular possessive noun
 - plural noun
 - plural possessive noun
- Which sentence has a plural possessive noun that should be a plural noun?
 - Sentence 1
 - Sentence 3
 - Sentence 4
 - Sentence 5
- Which describes the word *trophies* in Sentence 5?
 - singular noun
 - singular possessive noun
 - plural noun
 - plural possessive noun
- How many pronouns are in Sentence 3?
 - one
 - two
 - three
 - four

Name _____

► Write the Vocabulary Word that goes with each idea.

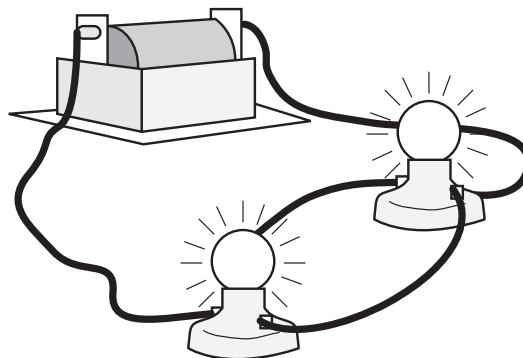
tinker	trampled	perfect	hoaxer
forged	quest	barriers	

- _____ things that get in the way
- _____ stomped on and crushed
- _____ kidder, joker, prankster
- _____ take apart, put together, experiment
- _____ make it the best that it can be
- _____ search, journey, goal
- _____ made with effort.

► Use what you know about the Vocabulary Words to complete each sentence below.

8. A person who likes to *tinker* might enjoy

9. A *hoaxer* is a person who



School-Home Connection

Discuss the Vocabulary Words and their meanings with your child. Try to use some of the words in conversation. Encourage your child to use them, too.

Name _____

- ▶ Read each section of "So You Want to Be an Inventor?" Then fill in the chart.

Section 1 pages 416–418

Inventors	Inventions	An Opinion the Author Gives

Section 2 pages 419–420

Inventors	Inventions	An Opinion the Author Gives

Section 3 pages 421–426

Inventors	Inventions	An Opinion the Author Gives

- ▶ Think about the information above. Then, on a separate sheet of paper, write a summary of "So You Want to Be an Inventor?"

Name _____

- Read the paragraph below. Then write the correct answers.

Some inventions have never become famous. The electric dog-washer is one example of an invention that didn't make it. The idea of an electric dog-washer is very silly. Giving a dog a bath is both fun and easy. You can buy pet shampoo at any pet shop. The electric dog-washer didn't become famous because no one needs this device. The inventor forgot the first rule of inventing: find a need and fill it.



1.

Statement	Fact or Opinion?	Evidence
Some inventions have never become famous.		

2.

Statement	Fact or Opinion?	Evidence
Giving a dog a bath is both fun and easy.		

3. Find another fact in the paragraph. Write it on the line below. _____
- _____

**School-Home Connection**

Choose a magazine article or newspaper article with your child. Work with your child to identify a fact and an opinion.

Name _____

- ▶ Read the directions for making a weather vane. Then answer the questions.

Materials:

- scissors
- a drinking straw
- two cardboard triangles, one large and one small
- a pin with a big head
- a pencil with an eraser

Directions:

First, cut a $\frac{1}{2}$ inch-long slit at each end of the straw. Then slide the tip of the bigger triangle into one of the slits and the wide end of the smaller triangle into the other slit. Next, hold the straw horizontally. Find the point near the middle of the straw where you can balance it on one finger and it doesn't tip forwards or backwards. Mark the point, and have an adult push the pin through the straw at that point and into the pencil's eraser. Now you can hold up your finished weather vane to see which way the wind is blowing.

Questions:

1. What is the first thing you should do?

2. What are the slits in the straw for?

3. What is the last step?

4. What might happen if you don't follow the directions in the right order?

**School-Home Connection**

Work with your child to read the directions for a simple recipe. If possible, work together to follow the recipe.

Name _____

► Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *tropical*
2. *animal*
3. *April*
4. *arrival*
5. *trample*
6. *bottle*
7. *camel*
8. *capital*
9. *couple*
10. *swivel*
11. *festival*
12. *gentle*
13. *level*
14. *national*
15. *normal*
16. *tremble*
17. *puddle*
18. *rebel*
19. *single*
20. *tunnel*



School-Home Connection

Read aloud each Spelling Word. Have your child spell each word. Then, list several words that rhyme with each one.

Name _____

► Fill in each blank with a pronoun from the box. Not all of the pronouns will be used.

me	her	it	him	I	she
he	they	we	us	them	

1. James thinks _____ would like to design video games.
2. Dion showed _____ a model of the toy he made.
3. My friend Noelle invented a game, and we played _____.
4. _____ told Rafiq that his idea would save people time.
5. Pia and _____ entered the competition together.
6. Damien is nervous, but his friends will be there with _____.
7. Raven asked Ron and _____ to help.

► Rewrite each sentence. Replace the underlined word or words with a pronoun. Write *subject* or *object* to identify each kind of pronoun.

8. Fred gave a report on Tabitha Babbitt.

9. Tabitha Babbitt invented the circular saw.

10. Trey and Marie told Fred the report was terrific.



School-Home Connection

Ask your child to write four sentences about something he or she would like to invent. Help your child put the sentences into a paragraph, using pronouns to replace nouns as needed.

Name _____

- Which example uses the word correctly? Underline that example.

Word	Example 1	Example 2
1. graceful	A graceful dump truck screeched to a halt.	The graceful deer leapt across the grass.
2. exotic	Cats and dogs are exotic pets.	The exotic music was from a faraway land.
3. mischievous	My mischievous dog hid my shoes.	Jeff is always polite and mischievous.
4. brilliant	A brilliant noise woke us suddenly.	A brilliant light woke us suddenly.
5. participate	The rain will participate all day.	Everyone wants to participate in the parade.
6. ancestors	My grandma tells stories about our ancestors.	This rock's ancestors were used to make steel.

- Use what you know about the Vocabulary Words to answer the questions below.

7. You are trying to convince your *mischievous* cousin not to *participate*

in an April Fool's trick. What might you say? _____

8. What could you do to learn more about your family's *ancestors*?

**School-Home Connection**

Discuss the Vocabulary Words and their meanings with your child. Try to use some of the words in conversations. Encourage your child to use them, too.

Name _____

▶ Read each section of "Just Like Me." Choose two artists from each section. Then fill in the graphic organizer below.

Section 1 pages 446–448

Artist	A fact about the artist	An opinion expressed by the artist

Section 2 pages 449–451

--	--	--

Section 3 pages 452–454

--	--	--

▶ Think about the artists you have just read about. Then, on a separate sheet of paper, write a summary of "Just Like Me."

Name _____

- Read the paragraph below. Then write the correct answers.

People often ask me, “Where do you get ideas for your art?” I just smile. Inspiration is all around us. I believe that you just have to pay attention! My art comes from normal, everyday things I see around me. Once I painted the dandelions growing out of a crack in the sidewalk!

1.

Statement	Fact or Opinion?	Evidence
People often ask me, “Where do you get ideas for your art?”		

2.

Statement	Fact or Opinion?	Evidence
Inspiration is all around us.		

3. Underline one other opinion in the paragraph. Circle the clue words that tell you it is an opinion.

**School-Home Connection**

Read a magazine or newspaper article with your child. Ask your child to identify a fact and an opinion in the article.

Name _____

▶ Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *lunar*
2. *cellar*
3. *collar*
4. *corner*
5. *danger*
6. *director*
7. *doctor*
8. *dollar*
9. *tinker*
10. *finger*
11. *honor*
12. *horror*
13. *labor*
14. *master*
15. *motor*
16. *ancestor*
17. *checkers*
18. *power*
19. *regular*
20. *sugar*



School-Home Connection

Have your child write the Spelling Words on a sheet of paper. Then, have your child cut out the words and arrange them in alphabetical order.

Name _____

▶ Write the pronoun in each sentence. Then write *P* if it is possessive or *R* if it is reflexive.

1. The artists were pleased with their work. _____
2. The woman admired her paintings. _____
3. Juanita painted all of the portraits herself. _____
4. I gave my painting to a dear friend. _____
5. The sculpture was ours. _____
6. Did Maria put a price tag on yours? _____
7. William and Peter put the exhibit together themselves. _____

▶ Rewrite each sentence. Correct any errors in the use of possessive or reflexive pronouns.

8. Kyle said the illustration belonged to his.

9. That was mine picture!

10. Andrea put hers art supplies in the cabinet.

11. We helped ourself to more oil paints.

12. Joanie and Niall said they colored the poster himself.



School-Home Connection

Sketch a picture of your child and ask him or her to sketch you. Exchange papers, and write three sentences describing the picture. Use possessive and reflexive pronouns.

Name _____

- Which sentence uses the word correctly? Underline that sentence.

Word	Example 1	Example 2
1. bountiful	We have a bountiful supply of bananas.	I waxed the car until it was bountiful.
2. vast	One of the eggs in this carton is vast.	The meadow is vast and covered with flowers.
3. stature	The other team's large stature didn't bother us.	I saw a stature of a famous queen.
4. relentless	We began a relentless search for the lost ring.	I felt relentless when I lost the ring.
5. roused	I roused the dirty puppy with soap.	A sharp sound roused Mr. Eng from his nap.
6. resourceful	My knee was resourceful after the long hike.	Dad always tells me to be resourceful.
7. intentions	I saw three intentions on the ground.	My intentions include cleaning my room.
8. inadvertently	Dad inadvertently sang me a song.	Lea inadvertently left her key in the lock.

- Use what you know about the Vocabulary Words to answer the questions below.

9. Imagine an apple tree that produces a *bountiful* crop of fruit. What would the tree look like before the apples were picked?

10. What might a puppy do if it was *relentlessly* trying to *rouse* you?



School-Home Connection

Discuss the Vocabulary Words and their meanings with your child. Encourage your child to use some of the words in conversations.

Name _____

▶ Read each section of "Hewitt Anderson's Great Big Life."
Write what you learn about the characters, the setting,
and the plot.

Section 1 pages 464–471

Characters

Setting

Conflict

Section 2 pages 472–475

Plot Events

Section 3 pages 477–479

Theme

▶ Use the story map to help you write a summary of "Hewitt Anderson's Great Big Life."

Name _____

Theme

.....
Lesson 18

▶ Read the story. Then fill in the story map.

A woman and her son were on their way to market in the next village. They walked beside their donkey, which would carry their purchases home. A man on a horse passed by. "How foolish!" he exclaimed. "You have a fine donkey, yet neither of you is riding!" Hearing this advice, the boy hopped onto the donkey's back.

A little later, a woman passed by. "Tsk! Tsk! How selfish you are to make your mother walk while you ride!" Red-faced, the boy helped his mother climb up, too.

Still later, an older woman passed them. "How cruel to make that little donkey carry you!" she scolded. Fed up with the advice of others, the mother and her son both got off the donkey and walked the rest of the way to the village.

Main Characters

1. _____
2. _____

Setting

Place: _____
Time: _____

Plot Events

Beginning: _____

Middle: _____

End: _____

Theme

What do the mother and son learn from trying to please everyone?



School-Home Connection

Ask your child to retell the story in his or her own words. Then discuss what the woman and her son learn.

Name _____

- ▶ Read the story summaries below. Think about what kind of literary form each story is an example of. Then write the name of that genre on the line.



1. A brightly-colored bird bragged about its beautiful feathers. The other animals became tired of the bragging, and they complained to the lion, ruler of beasts. The lion took away the bird's bright feathers. That is why the crow is black.

2. A princess shows great kindness to an ugly, lost little toad. She does not realize that the toad is really a king's son. Her kindness transforms the toad into a handsome prince.

3. A larger-than-life cowboy named Pecos Bill rides a mountain lion instead of a horse. He catches a tornado, tosses it back into the sky, and saves an entire town from destruction.

4. This story from ancient Greece features a powerful god named Zeus. Zeus punishes a human who displeases him by throwing a lightning bolt at the human's farm that burns the human's crops.

**School-Home Connection**

Encourage your child to retell an imaginative literary work he or she has read.

Name _____

▶ Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *overactive*
2. *overbite*
3. *overboard*
4. *overdrive*
5. *overestimate*
6. *overhand*
7. *overheat*
8. *overpass*
9. *overreact*
10. *underline*
11. *underbrush*
12. *underdeveloped*
13. *undergo*
14. *underhand*
15. *underpass*
16. *underscore*
17. *underwater*
18. *submarine*
19. *subway*
20. *overact*



School-Home Connection

Work with your child to write down words that begin with the word parts *over-*, *under-*, and *sub-*. Discuss the spelling and meaning of each word.

Name _____

▶ Rewrite the letter. Add an adjective or adjectives to describe each underlined noun. Correct the articles when necessary.

Dear Mom and Dad,

I am having a (1) time at camp. After (2) days, I met (3) friends. We do (4) activities together.

One (5) activity is arts and crafts class. I make (6) pots and paint them (7) colors. It takes (8) work, but I will be able to bring a (9) pot home to you!

I am happy to be at (16) camp, and I feel lucky to have (17) parents.

Please give my (18) dog a (19) hug from me.

Your (20) son,

Kyle



School-Home Connection

Ask your child to write a paragraph describing a favorite toy or activity. Help him or her identify all of the adjectives and articles in the description.

Name _____

▶ Which example is better? Underline that sentence.

Word	Example 1	Example 2
1. magnificent	Eric let me borrow his new bike.	The sunset was unbelievably beautiful.
2. insisted	My mother wouldn't let me leave without wearing a sweater.	My mother bought the sweater I am wearing.
3. declared	"Can you keep a secret?"	"I'm not going!"
4. confidently	I practiced hard, so I'm sure I'll win.	I wonder what time the game will start.
5. distressed	Josh felt upset about the change in plans.	Josh cheered when he found his favorite shirt.
6. gloated	Lina was excited about celebrating her birthday.	The winners bragged loudly about their victory.
7. anxiously	Hannah paced the floor nervously.	Mom gently rocked my baby brother.

▶ Use what you know about the Vocabulary Words to answer the questions below.

8. If you behaved *confidently*, did you act like you knew what you were doing, or did you act shy and uncertain?

9. If someone *insisted* that something was true, did the person feel certain or uncertain?

10. If you feel *distressed* about an event, does the event make you happy or does it make you worry?



School-Home Connection

Discuss the Vocabulary Words and their meanings with your child. Try to use some of the words in conversation. Encourage your child to use them, too.

Name _____

- Read each section of "Juan Verdades: The Man Who Couldn't Tell a Lie." Write what happens in each section.

Section 1 pages 500–502



Setting: _____

Character's Actions: _____

Character's Motivations: _____

Section 2 pages 503–505

Setting: _____

Character's Actions: _____

Character's Motivations: _____

Section 3 pages 506–511

Character's Actions: _____

Character's Motivations: _____

Section 4 pages 512–513

Character's Actions: _____

Character's Motivations: _____

Theme: _____

- Think about the information above. Then, on a separate sheet of paper, write a summary of "Juan Verdades: The Man Who Couldn't Tell a Lie."

Name _____

Theme

.....
Lesson 19

▶ Read the story. Then answer the questions.

Two badgers worked together in the kitchen one afternoon to bake a cake. As they took it out of its pan, a little piece broke off and fell on the floor. “Now look what you’ve done! The cake is uneven,” the first badger said.

“We’ll have to even it out,” the second one replied. She sliced off the broken corner with a knife.

“You’ve cut it at the wrong angle!” the first badger complained, slicing off another piece. The badgers kept quarreling and slicing. At last, they stood back to admire their cake. Most of it lay in pieces. Although perfectly even, the cake was now only two inches wide.

1. Describe the characters and the setting. _____

2. What mistake do the characters make? _____

3. What does the theme of this story have to do with? Circle the letter of the best answer.

A not telling the whole truth

C trying too hard to be perfect

B being greedy

D being lazy

4. State the story’s theme in your own words. _____



School-Home Connection

Read a traditional story or folktale with your child. Ask your child to identify a lesson that a character learns. Then work with your child to restate the theme of the story.

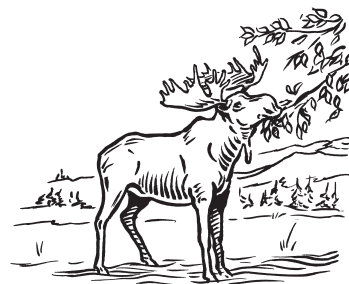
Name _____

► Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *babies'*
2. *baby's*
3. *child's*
4. *children*
5. *classes'*
6. *class's*
7. *sheep*
8. *feet*
9. *elk*
10. *fish*
11. *fishes'*
12. *goose's*
13. *geese*
14. *jeans*
15. *mouse's*
16. *mice*
17. *teeth*
18. *women*
19. *woman's*
20. *moose*



School-Home Connection

Play "Spelling Word Concentration." Have your child write each Spelling Word on two index cards and arrange them face down on a table. Turn over two cards at a time to find pairs.

Name _____

► Write the correct comparative form of the underlined adjective.

1. Sean's basket of apples was heavy than Ollie's basket. _____
2. The tree in the front yard was large than the tree in the backyard.

3. Don said it was the amazing tree he had ever seen. _____
4. The field trip to the orchard was the fun I have had all week. _____
5. Of all the fruits, the cherry is the good fruit. _____
6. Don't you think that was the interesting field trip of all? _____

► Rewrite each sentence. Correct the errors in the use of adjectives.

7. Fran chose the colorful of the three cakes.

8. Was that menu most recent than the one we have at home?

9. Ana ate dinner more later than Tyrone.

10. That meal was the most better meal that Kate had ever eaten.

11. The pie tasted more bad than the cheesecake.

12. Mr. Young says the pastries are tastiest than the ones he made.



School-Home Connection

Ask your child to write about his or her favorite foods, using several adjectives that compare the foods.

Name _____

▶ Which example is better? Underline the sentence.

Word	Example 1	Example 2
1. ominous	Heavy black clouds moved closer to the picnic area.	The children played happily in the sunshine.
2. miserable	A girl puts on her backpack.	A girl hurts her ankle while hiking.
3. gracious	The scientist accepts her award and thanks the crowd.	The scientist studies earthquakes.
4. beams	The baby smiles happily when he sees his favorite toy.	The baby cries loudly.
5. self-assurance	The new student eats lunch by herself.	The new student introduces herself to the class before the teacher even asks her to.
6. monitor	The girl wants to join the volleyball team.	The nurse takes the girl's temperature every hour.
7. installed	The student bought a new CD by his favorite band.	The student put the stereo system together and turned it on.
8. exposed	the top of your head without a hat	the soles of your feet inside your shoes

▶ Use what you know about the Vocabulary Words to answer the questions below.

9. How might a writer feel about a *looming* deadline? _____

10. What kinds of things *confound* you?



School-Home Connection

With your child, discuss the Vocabulary Words and their meanings. Over the next several days, try to use some of the words in conversation.

Name _____

► Read the paragraph below. Then write the correct answers.

I think that Alexander Calder is the best artist who ever lived. Even though he died more than 30 years ago, his art looks fresh and modern. You really should see some of his enormous sculptures. Many of them are outdoors, in public places like city plazas. They are made of metal and have names like “Flying Dragon” and “Flamingo.” Alexander Calder worked with many different materials, including steel, wood, oil paints, ink, and watercolors. He is especially famous for his mobiles. Mobiles are made with objects hanging from wires and rods that move.



1.

Statement	Fact or Opinion?	Evidence
I think that Alexander Calder is the best artist who ever lived.		

2.

Statement	Fact or Opinion?	Evidence
They are made of metal and have names like “Flying Dragon” and “Flamingo.”		

3. Find another opinion in the paragraph. Write it on the lines below.



School-Home Connection

Play a “fact or opinion” game with your child. Make a statement that contains a fact or an opinion, and have your child tell you which one it is. Then switch roles.

Name _____

Theme

.....
Lesson 20

▶ Read the story. Then fill in the story map.

Fox and Stork were friends, but Fox liked playing jokes too much for his own good. One day, Fox invited Stork over for lunch. Fox cooked up a delicious soup. He served the soup in a shallow dish, thinking that Stork would look silly trying to drink the soup with her long bill.

Stork was not pleased with Fox's joke. Stork sat politely through lunch and didn't even try to eat the soup. Then she went home and ate a proper meal.

The next day, Stork invited Fox over for dinner. She made an excellent stew. She served it in the tallest, thinnest jars she could find. Stork started to eat, but Fox couldn't reach the stew. His short snout wouldn't fit far enough down the mouth of the jar. He said nothing, but after that, he never played another joke on Stork.



Main Characters

1. _____
2. _____

Setting

Place: _____
Time: _____

Plot Events

Beginning _____
Middle _____
Ending _____

Theme

What does Fox learn about playing jokes? _____



School-Home Connection

Tell your child that the story is a fable by Aesop. Have your child retell the story in his or her own words, and make up a moral for the story.

Name _____

Make a Paper Chain

► Read the directions for making a paper chain. Then answer the questions.

What You Need

- paper
- pen or pencil
- scissors
- glue stick



What to Do

- step 1** Fold a piece of paper in half the long way. Unfold and cut along the fold to make two long strips.
- step 2** Glue the two strips together to make one long strip.
- step 3** Fold one end of the paper to make a square. Then fold the square back in the other direction. Continue folding paper back and forth, accordion-style.
- step 4** Draw the outline of a person, a daisy, or another shape onto the top fold. The shape must touch the edges of the paper where it is folded.
- step 5** Cut out your shape. Make sure you don't cut off the whole fold, or your chain will fall apart.
- step 6** Open the paper chain.

1. What should you do before you start to follow the directions?

2. What will happen if you cut the whole fold? _____

Name _____

- Read the story summaries below. Think about what kind of narrative form each story is an example of. Then write the name of that narrative form on the line.



1. A princess pricks her finger on a needle. She and everyone in the castle fall asleep for 100 years. Eventually, a prince arrives, makes his way into the castle, and kisses the princess. She and everyone else wake up, and everyone lives happily ever after.

2. Bear used to have a very long tail. One winter, Fox made an ice hole in a frozen lake and told Bear to put his tail in it to catch a fish. Bear put his tail into the ice hole and kept it still for a long time. But instead of catching a fish, his tail froze and broke off. That is why Bear now has a short tail.

3. A lumberjack named Paul Bunyan is so huge that he created Minnesota's ten thousand lakes with his footprints. His pancakes are made on a griddle so big that it takes 50 men skating with pork rinds tied to their feet to grease it.

4. The ancient Greek gods Athena and Poseidon compete to become the patron of the city of Athens. Athena gives the city an olive tree, and Poseidon gives it a saltwater spring. The people of the city prefer the olive tree, so Athena becomes the patron of Athens.

**School-Home Connection**

With your child, pick one of the summaries above. Work together to add more description to it. Then have your child tell the tale to others.

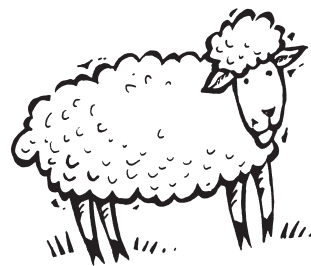
Name _____

- Fold the paper along the dotted line. As each Spelling Word is read, write it in the blank. Then unfold your paper, and check your work. Practice spelling any words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. arrival
2. gentle
3. national
4. single
5. level
6. collar
7. doctor
8. checkers
9. power
10. overboard
11. overheat
12. underbrush
13. undergo
14. subway
15. sheep
16. class's
17. fishes'
18. women
19. jeans
20. fish



Name _____

- Read this part of a student’s rough draft. Then answer the questions that follow.

(1) This month our reading club had its anniversary party. (2) I baked the cake for the party myself. (3) My friends Raoul and Belinda helped me decorate it. (4) Raoul, Belinda, and I made the cake look like our club’s first book. (5) Raoul did the writing on the cake by _____. (6) There were other desserts at the party, but the best one was ours!

- Which is NOT a possessive pronoun?
 - our (Sentence 1)
 - its (Sentence 1)
 - myself (Sentence 2)
 - My (Sentence 3)
- Which pronoun could replace the underlined words in Sentence 4?
 - They
 - We
 - Us
 - You
- Which of the following sentences has a possessive pronoun that is not used before a noun?
 - Sentence 2
 - Sentence 4
 - Sentence 5
 - Sentence 6
- Which is the antecedent for the pronoun *it* in Sentence 3?
 - club
 - party
 - cake
 - friends
- Which reflexive pronoun could fill the blank in Sentence 5?
 - yourself
 - ourselves
 - himself
 - themselves
- Which sentence has the most pronouns?
 - Sentence 1
 - Sentence 3
 - Sentence 4
 - Sentence 6

Name _____

- Read this part of a student's rough draft. Then answer the questions that follow.

(1) The best pet Sandy ever owned was a small friendly pig named Gertrude. (2) She thought this pig was the most cute animal she had ever seen. (3) Sandy took good care of an adorable pig. (4) The most fun was taking Gertrude for walks down the street. (5) People gave Sandy most cheerful greetings than when she walked by herself. (6) "A pig is better than a dog for a pet!" said Sandy.

- Which adjective from the passage tells *which one*?
 - best
 - this
 - good
 - fun
- Which is the correct way to write *cute* when comparing more than two things in Sentence 2?
 - more cute
 - more cuter
 - cuter
 - cutest
- Which is the correct word to replace the article in Sentence 3?
 - a
 - the
 - its
 - correct as is
- Which word or words should replace the underlined words in Sentence 5?
 - cheerfuller
 - cheerfullest
 - more cheerful
 - correct as is
- Which sentence is missing a comma between two adjectives?
 - Sentence 1
 - Sentence 2
 - Sentence 4
 - Sentence 5
- Which noun does the adjective *better* describe in Sentence 6?
 - pig
 - dog
 - pet
 - Sandy

Name _____

- Read the words and the example sentences. Underline the example sentence that uses the word correctly.

Word	Example 1	Example 2
1. consisted	The movie consisted of many adventure scenes.	The play consisted for an hour.
2. prideful	Sally was very prideful, so she always shared with others.	The prideful boy bragged about his new bicycle.
3. intends	My aunt intends to her garden every week.	Rita intends to do her chores after school.
4. snatched	Ben snatched the basketball from the other player.	Gwen snatched flowers to her mother for her birthday.
5. recalls	Terri recalls plants with garden tools.	My uncle recalls traveling to China when he was a boy.
6. select	Marta was among the select few invited to the party.	The select wind howled through the trees.

- Use what you know about the Vocabulary Words to answer the questions below.

7. Would you want a friend to be *prideful*? Explain.

8. What did your last breakfast *consist* of?

**School-Home Connection**

Discuss the Vocabulary Words and their meanings with your child. Encourage your child to use them in conversations with you.

Name _____

▶ Read each section of "Because of Winn-Dixie."
After reading each section, fill in the story map below.

Section 1 page 548

Characters

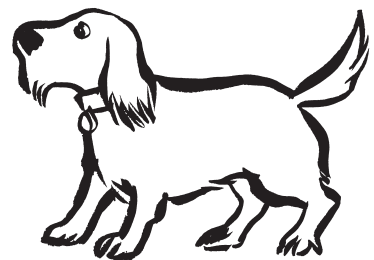
Setting

Section 2 pages 548–553

Plot Events

Section 3 pages 554–559

▶ Use the information in the story map to write a summary of
"Because of Winn-Dixie."



Name _____

▶ Read the story. Then complete the graphic organizer.

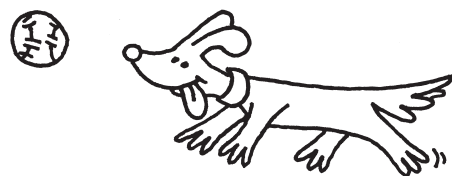
Pete Leong and his family had just moved to Chicago. Pete still missed his friends back in Dallas. One day Pete and his brother Matt were playing catch in the park. Matt threw the ball too high, and it went sailing over Pete's head. Pete ran after it, but before he could grab the ball, it was snatched up by a huge black dog. "Oh no!" Pete thought. "Now what am I going to do?"

Just then the dog's owner came up. He was about Pete's age. "Sorry. Elsie likes to play catch," he said, pulling the ball out of his dog's mouth.

"Thanks," said Pete, taking the ball. "She's better at catch than I am! Do you two want to play with us?" That's how Pete made his first new friend in Chicago.

Characters	Setting

Plot Events
• _____
• _____
• _____
• _____
• _____



School-Home Connection

Choose another story your child has read, or a movie or TV show your child has watched. Talk about the characters, setting, and plot in it.

Name _____

▶ Read the story. Then complete the chart below.

Walter Johnson and his father had returned from their day-long hike. That morning, Walter's father had locked up their food to keep it safe from animals. All around the locked container they saw huge tracks. The tracks were bigger than those made by Walter's German shepherd.

"Hey, Dad, have you seen my backpack?" Walter asked. "I left it in the tent, but it's gone."

"You didn't have any food in it, did you?" his father asked. Suddenly Walter remembered the apple he'd left in his pack!

	Clues from the Text	What I Already Know	My Inference	
1.	Walter and his father go on a hike. They have a tent. There are animals nearby.	+	=	Where are Walter and his father?
2.	The tracks around the food container are larger than those made by Walter's dog.	+	=	Who left the tracks?
3.	Walter's backpack with an apple inside it is missing.	+	=	Who took the pack?



School-Home Connection

As you and your child read together, pause periodically to make inferences about story events. Ask your child to explain the inferences.

Name _____

▶ Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *assistant*
2. *consultant*
3. *coolant*
4. *defendant*
5. *radiant*
6. *disinfectant*
7. *ignorant*
8. *absorbent*
9. *confident*
10. *different*
11. *engineer*
12. *activist*
13. *cyclist*
14. *motorist*
15. *pianist*
16. *typist*
17. *comedian*
18. *electrician*
19. *librarian*
20. *musician*



School-Home Connection

Help your child cut out the Spelling Words and sort them by suffix: *-ant, -ent, -eer, -ist,* and *-ian*.

Name _____

► For each sentence, write the main verb. Then write the helping verb.

1. This dog food is made for larger dogs. _____
2. One bag of food can feed two adult Dalmatians.

3. I have developed a special formula for the food.

4. It could satisfy the hungriest of dogs! _____
5. This customer would like a sample. _____
6. I am buying two bags of this dog food. _____

► Choose a helping verb from the box to complete each sentence. You may use a helping verb more than once or not at all.

are	would	could	should
did	has	will	is

7. The store _____ staying open until 7:00 P.M.
8. Which flavor of ice cream _____ you like?
9. Katie _____ not make her choice yet.
10. _____ she ever eaten a banana split?
11. My family _____ bring potato salad to the picnic.
12. We _____ see huge storm clouds in the sky.
13. If it rains, the picnic _____ be canceled.
14. _____ we meeting at the park?
15. The weather forecast says that we _____ have sunny weather.



School-Home Connection

Ask your child to write five sentences about things to do with a friend. Have your child use a helping verb in each sentence.

Name _____

► Write the Vocabulary Word that goes with each idea.

burst
comforted

opportunities
recognizes

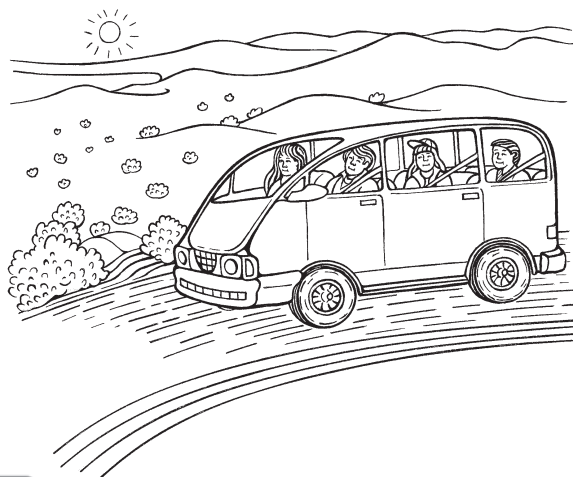
huddle
journey

1. _____ knows someone by sight
2. _____ to give way to a sudden, strong feeling
3. _____ a long trip
4. _____ chances to do things
5. _____ helped and cared for at a difficult time
6. _____ to crowd closely together

► Use what you know about the Vocabulary Words to complete each sentence below.

7. A young child might need to be *comforted* _____

8. In the future, there may be many *opportunities* to _____



School-Home Connection

Discuss the Vocabulary Words and their meanings with your child. Try to use some of the words in conversations. Encourage your child to use them, too.

Name _____

▶ Read each section of "My Diary from Here to There."
Then fill in the story map below.

Characters

Setting

Section 1 pages 576–579

- _____

- _____

Section 2 pages 580–583

- _____

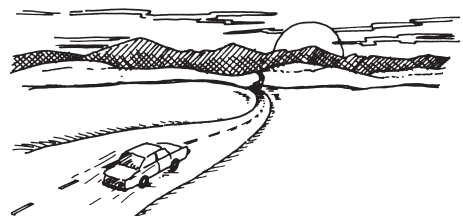
- _____

Section 3 pages 584–587

- _____

- _____

▶ Use the information in the story map to write a summary of "My Diary from Here to There."



Name _____

▶ Read the paragraph below. Then complete the story map.

Well, Diary, here we all are on the plane to Japan. It's certainly been a hectic month since Dad found out he was being sent to his company's office in Tokyo for two years. That's on the other side of the world! I won't know anyone. I won't be able to speak the language or read a sign. Dad left right away, so Mom and I had to do the packing. Bart and Davey were no help at all. (Little brothers never are!) My friend Bridget thinks I'm lucky. She keeps saying things like, "Miranda, this is a great opportunity." I don't feel lucky, though. How can I enjoy myself in a place where I don't know anyone and can't speak the language? Mom just gave me a CD titled "40 Easy Steps to Learning Japanese." This will be a long flight. I think I'll listen to the CD and see if I can learn a few Japanese words.

Characters

Setting



Plot Events

- _____

- _____

- _____

- _____

- _____



School-Home Connection

Read a story in a children's fiction magazine with your child. Talk about the characters, setting, and plot in the story.

Name _____

► Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *incomplete*
2. *indirect*
3. *indent*
4. *instead*
5. *include*
6. *inexact*
7. *infamous*
8. *outbid*
9. *outbreak*
10. *outcast*
11. *outdated*
12. *outdoor*
13. *downfall*
14. *downhill*
15. *downpour*
16. *downstairs*
17. *update*
18. *upfront*
19. *uphill*
20. *upwind*



School-Home Connection

Read each Spelling Word aloud with your child. Then, have your child write the words in alphabetical order.

Name _____

▶ Write the main verb in each sentence. Then label each one as *action* or *linking*.

1. The car ride is long. _____
2. Raoul and Hector are tired from the trip. _____
3. That night, Mr. Diaz falls asleep immediately. _____
4. My mother and aunts cook breakfast. _____
5. Our home seems so far away. _____
6. I think about my friends there. _____

▶ Add a verb to complete each sentence. Write *action* or *linking* to tell what kind of verb you used.

7. The city _____ noisy. _____
8. Lola _____ her bicycle. _____
9. A girl _____ across the yard. _____
10. She _____ friendly. _____
11. Hugo _____ used to the city sounds. _____
12. I _____ a quarter. _____
13. Lola _____ a tree in the park. _____
14. I _____ an ice-cream cone. _____
15. The ice cream _____ delicious. _____



School-Home Connection

Work with your child to write a few sentences about the place where you live. Ask your child to tell whether each verb is an action verb or a linking verb.

Name _____

► Which example is better? Underline the sentence.

Word	Example 1	Example 2
1. forlornly	Our friends waved good-bye sadly when we moved away.	We waved at our team when they won the game.
2. fidget	Kevin could not sit still during the meeting.	Gene paid careful attention to the teacher.
3. pathetic	The child gave her mother a gift.	The child cried after losing her favorite doll.
4. resolved	We made up our minds to do better in the next game.	We could not make up our minds about what movie to see.
5. scrounging	Matt was helping his parents do the laundry.	Sue was hunting through the refrigerator for a snack.
6. noble	No one believed Tom because he often told lies.	Everyone respected Liu for being so honest.
7. stingy	Melissa never shared her toys with friends.	Tim lent his brother money to see the movie.
8. suspicion	Wayne thought he knew who had taken his comic book.	Wendy was confused about which train to catch.

► Use what you know about the Vocabulary Words to answer the question below.

9. How do people show that they are *noble*? _____



School-Home Connection

Discuss the Vocabulary Words and their meanings with your child. Over the next few days, encourage your child to use some of the words in conversation.

Name _____

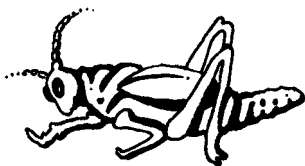
▶ Read each section of "The Cricket in Times Square."
After reading each section, fill in the sequence chart below.

Section 1 pages 596–598

Section 2 pages 599–601

Section 3 pages 602–604

Section 4 pages 605–607



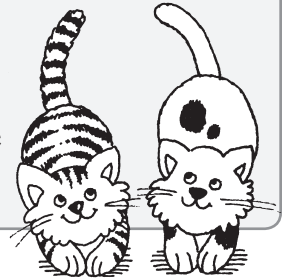
▶ Use the information in the sequence chart to write a summary of "The Cricket in Times Square."

Name _____

► Read the passage. Then think about the sequence of events in the story. Use that information to fill in the graphic organizer.

Waldorf was happy as an indoor cat, but sometimes he wondered what it was like out in the world. One day he decided to join his friend Margo on an outdoor adventure. First they went to the park to chase pigeons. Then they ran along the tops of fences and teased neighborhood dogs.

By the end of the afternoon, Waldorf was very tired. He said good-bye to his friend and returned home to his favorite spot by the window. As he lay in the sun, he decided that adventures were fun once in a while, but they don't need to happen every day.



First



Next



Then



Finally



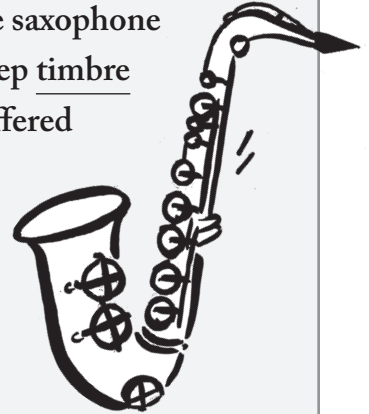
School-Home Connection

Reread the story with your child and identify the words and phrases that signal time order, such as *first* and *then*.

Name _____

- Read the paragraph below. Use context clues to figure out the meanings of the underlined words.

Summers meant that Tracey got to help her parents out at the newsstand. She loved watching the steady stream of people pass by on the busy city streets. She also enjoyed listening to the buskers who played music inside the subway. Her favorite was an older man named Charles. He played the saxophone right across from the newsstand. Tracey loved hearing the deep timbre of the sax as it echoed through the station. One day Tracey offered Charles a newspaper in exchange for a song. Charles shook his head and said his eyesight was too bad to read the news. After much thought, Tracey hatched this plan: Each day, Charles would play her a song, and she would read him the top news stories.



- Circle the letter of the ending that makes the most sense.

1. If you see a stream of people, you see _____.
A a steady flow of people C people stuck in a traffic jam
B people swimming in a river D people walking in the rain
2. A busker is a _____.
A bus driver C subway passenger
B person who makes records D street musician
3. The timbre of an instrument is _____.
A its shape C the kind of wood it is made from
B its musical tone D the place where it was made
4. To hatch a plan is _____.
A to sit on a plan C to think of a plan
B to divide a plan into two parts D to decide that a plan won't work



School-Home Connection

Work with your child to use context clues to clarify the meaning of unfamiliar words in another fiction story.

Name _____

► Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *decoration*
2. *abbreviation*
3. *admiration*
4. *association*
5. *aviation*
6. *civilization*
7. *declaration*
8. *addition*
9. *composition*
10. *preposition*
11. *abdominal*
12. *admiral*
13. *rendition*
14. *disposal*
15. *emotional*
16. *environmental*
17. *denial*
18. *facial*
19. *judicial*
20. *testimonial*



School-Home Connection

Have your child carefully outline each handwritten Spelling Word. Remind him or her to pay special attention to any tall letters and letters that fall below the line.

Name _____

► Rewrite each sentence, adding a subject from the box. Use each pronoun only once. Make sure that the subjects and verbs agree.

I You She It They

1. Can _____ read a book about zoo animals today?

2. _____ are all different kinds of animals.

3. _____ is a really great story.

4. _____ am not sure how it ends.

5. _____ keeps the book on her shelf.

► Write the form of the verb *be* in each sentence. Then write whether the subject is *singular* or *plural*.

6. We are students in Mr. Stanley's writing class. _____

7. I am one of the best writers. _____

8. You are my favorite author. _____

9. This lesson is harder than last week's lesson. _____

10. Mr. Stanley tells us, "You are all very talented." _____



School-Home Connection

Work with your child to write a short story about a group of friends. Ask your child to write in the present tense and to use both singular and plural subjects.

Name _____

► Use what you know about the Vocabulary Words to answer the following questions.

1. If something is *remarkable*, is it special and noticeable, or average and ordinary?

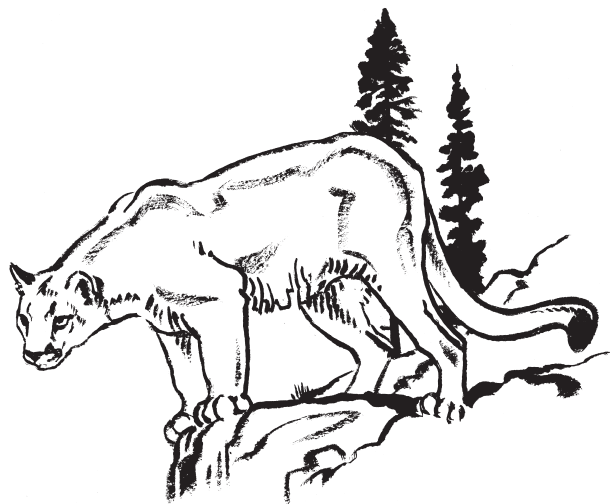
2. If your behavior in class is *suitable*, do you pay attention to the lessons or talk loudly to your friends?

3. When you have an *advantage* in a game, are you more likely to win or to lose?

4. When you *extract* a tree stump, do you bury it in the ground or pull it out?

5. If you want to *withstand* the effects of a cold, should you rest and drink plenty of liquids, or run around and play?

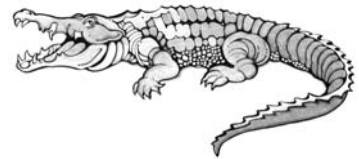
6. When an animal is *stealthy*, does it make a lot of noise or sneak around quietly?

**School-Home Connection**

Work with your child to write a story using as many of the Vocabulary Words as possible.

Name _____

- ▶ Read each section of "Mangrove Wilderness." After reading each section, fill in the chart below.



Section 1 pages 623–627

What I Know	What I Want to Know	What I Learned
The red mangrove is a remarkable tree that supports a great variety of animal life along the southern coast of Florida.		

Section 2 pages 628–630

What I Know	What I Want to Know	What I Learned
Red mangroves grow best in the shallow water off Florida's southwestern coast.		

Section 3 pages 631–635

What I Know	What I Want to Know	What I Learned
The red mangrove forest supports a large food chain.		



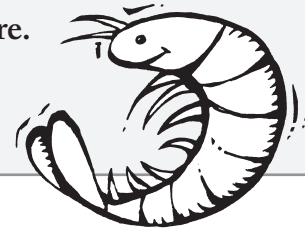
School-Home Connection

Use the information in the chart above to write a summary of "Mangrove Wilderness."

Name _____

- Read the paragraph. Then think about how the paragraph is organized. Use that information to fill in the graphic organizer.

Most pink shrimp that live in the red mangrove forests off Florida's southern coast travel south to the Dry Tortugas to lay their eggs. The Dry Tortugas are islands in the Gulf of Mexico just south of the Florida Keys. Pink shrimp lay their eggs in the warm water there between April and August. After hatching, the baby shrimp travel north on floating pieces of sea grass. At the mangrove forest, they find food and safe shelter. The young pink shrimp feed on tiny creatures they find in the sea grass that grows in the shallow waters there. The pink shrimp stay among the mangroves until they mature. Then, as adults, they head south in the fall and winter to the Dry Tortugas to repeat the cycle.



First



Next



Finally

**School-Home Connection**

Discuss with your child the ways in which this paragraph might look different if the author had wanted to compare young pink shrimp to adult pink shrimp.

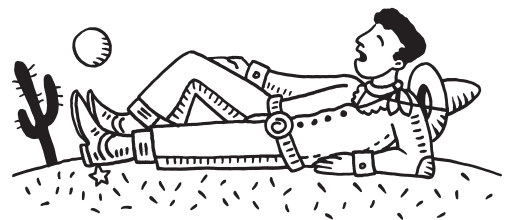
Name _____

► Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *additional*
2. *beautifully*
3. *blissfully*
4. *boastfully*
5. *carefully*
6. *cheerfully*
7. *colorfully*
8. *educational*
9. *effortlessly*
10. *endlessly*
11. *guiltlessly*
12. *joyfully*
13. *meaningfully*
14. *playfully*
15. *restfully*
16. *respectfully*
17. *childishness*
18. *truthfully*
19. *usefully*
20. *powerfully*



School-Home Connection

Have your child write the Spelling Words on a sheet of paper. Then circle one or more smaller words he or she sees within each word.

Name _____

► Write the past-tense and future-tense forms of each present-tense verb.

1. remark _____
2. surround _____
3. smile _____
4. bloom _____
5. trade _____
6. grin _____
7. hurry _____



► Rewrite each sentence. Write the future-tense verbs in the past tense. Write the past-tense verbs in the future tense.

8. The storm caused a lot of damage.

9. We will check the yard after the storm.

10. The heavy rain ruined my vegetable garden.

11. Our neighbors' garage collapsed!

12. They will report this to their insurance company.



School-Home Connection

Write three sentences in the present tense, and ask your child to rewrite them in the past tense. Then ask your child to rewrite the sentences again, changing past-tense verbs to the future tense.

Name _____

► Which sentence uses the word correctly? Underline that sentence.

Word	Example 1	Example 2
1. destinations	Our airline tickets show our destinations.	Destinations must be watered regularly in hot weather.
2. aspects	The aspects lost their leaves every autumn.	Tourist sites are interesting aspects of a city.
3. vigorously	Scott vigorously fell asleep.	Scott exercised vigorously.
4. reconstruct	Builders will reconstruct the old city hall.	Josh will reconstruct the approaching rainstorm.
5. misfortune	Ana had the misfortune of winning a hundred dollars.	Ana had the misfortune of losing a hundred dollars.
6. ornate	The wood was carved in an ornate pattern.	The woman's dress was plain and ornate.
7. symbolize	A heart symbolizes love.	A hamburger symbolizes ketchup, lettuce, and tomato.

► Use what you know about the Vocabulary Words to answer the questions below.

8. Name a time when you were somewhere that looked *festive*.

9. What might a dog wait *expectantly* for?

10. Name something that you think is *gorgeous*. Explain.



School-Home Connection

Discuss the Vocabulary Words and their meanings with your child. Try to use some of the words in conversation. Encourage your child to use them, too.

Name _____

▶ Read the story. Then complete the graphic organizer.

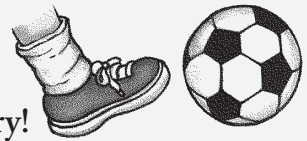
I'll never forget the first time I met my best friend, Kat. We had just moved from Maine to England. I was outside kicking a soccer ball. Suddenly a girl burst out of the house next door.

"Oh, you play football!" she said. "I play football, too! My name's Kat."

Football? I didn't know what she was talking about. "Hi, I'm Sierra," I said.

"Come meet my mum!" said Kat. "My dad's at work. He's a lorry driver."

Football? Mum? Lorry? I needed help! I followed Kat into her house. "Have some crisps!" she said, tossing me a bag of potato chips. With Kat's help, I soon learned that in England, soccer is *football*, a mom is a *mum*, and a truck is a *lorry*. I found myself wondering what other things I would have to learn new names for in my new country!



Characters

Setting

Plot Events

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
- _____



School-Home Connection

Review the story with your child. Discuss how it would be different if the setting were changed to some other country, such as Japan.

Name _____

- Read the passage. Think about how the author organized the events. Then answer the questions.

My family is visiting San Francisco for a few days. Today was a lot of fun! First, we took a bus tour of the whole city. We went up and down a lot of hills, and drove across the Golden Gate Bridge and back. Next, we went to Golden Gate Park. There we visited the de Young Museum and had tea at the Japanese Tea Garden. I loved climbing over the steep Drum Bridge in the garden. After that, we took a long walk through North Beach and Chinatown. North Beach has been called “Little Italy,” and we ate dinner at an Italian restaurant there. By that time, we were all very tired. Then we did one last thing: we took a cable car ride. I wonder what we’ll do tomorrow.

1. How has the author organized the events in the passage?

2. Write the events in the chart.

Event 1



Event 2



Event 3



Event 4

**School-Home Connection**

Reread the story with your child, and identify the words and phrases that signal time order, such as *first*, *next*, and *last*.

Name _____

▶ Read the passage. Look for clues about where the characters are and what they are doing. Then complete the chart below.

Lorna and Brianna had been walking in a neighborhood in New York City all afternoon. They had bought jade bracelets, silk purses, and Chinese paper lanterns for their friends back home.

Now it was dinnertime. Lorna and Brianna were looking at menus. "I don't know what these foods are!" Lorna said. She picked up a pair of chopsticks. "And I don't know how to use these!"

A friendly waiter showed them how to use the chopsticks. They enjoyed all the Chinese foods they tried. After the meal, the waiter brought one last treat. Brianna opened her thin, crisp folded cookie and pulled out a slip of paper. "Long life is in store for you," she read.

	Clues from the Text	What I Already Know	My Inference
1.	Lorna and Brianna were taking a walk and bought gifts. The gifts are from China.	Tourists walk a lot and buy gifts. Chinatown is a neighborhood in New York.	Who are Lorna and Brianna? Where are they?
2.	Lorna and Brianna look at menus. A waiter shows them how to use chopsticks. They eat Chinese food.		Where are Lorna and Brianna eating?



School-Home Connection

With your child, listen to or read a news item. Encourage your child to make inferences about the events in the news story.

Name _____

Use Context Clues

Lesson 25

- Read the passage below. Use context clues to figure out the meanings of the underlined words.

The Jackson family had just moved to a new community. Their three pets had moved with them. Toby the dog, Fluffy the cat, and Beaky the parrot were talking about the move.

“You’re lucky, Toby, you get to go outside! I have to stay in!” said Fluffy dejectedly.

“Don’t be so gloomy!” said Toby. “I get to go outside because I am a human’s best friend.”

“You’re so pompous!” said Beaky. “You think you’re so special and important!”

“Look who’s talking!” snapped Toby. “In fact, look who’s always talking!”

“The family likes me because I’m garrulous,” replied Beaky. “My cheerful chattering gets them in a good mood.”

“The family likes all of us,” said Fluffy, “although they might not if they could fathom our conversations.”

- Circle the letter of the answer that makes the most sense.

1. If you say something dejectedly, you say it _____.

- A cheerfully
B excitedly

- C unhappily
D sleepily

2. If someone is pompous, he or she is _____.

- A mean
B active

- C friendly
D vain

3. If someone is garrulous, he or she _____.

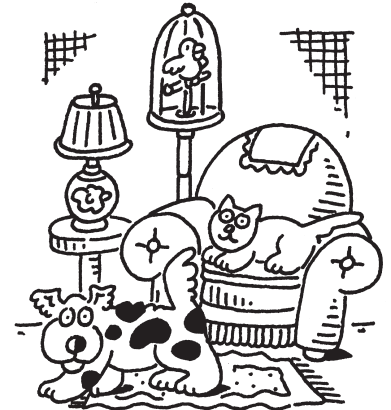
- A whistles and screeches
B talks a lot

- C does not listen to others
D acts warm and friendly

4. Here, the word fathom means _____.

- A swim against the current
B six feet deep

- C understand
D make things better



School-Home Connection

Work with your child to use context clues to clarify the meanings of unfamiliar words in a story or newspaper article.

Name _____

▶ Fold the paper along the dotted line. As each Spelling Word is read, write it in the blank. Then unfold your paper, and check your work. Practice spelling any words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. radiant
2. confident
3. engineer
4. typist
5. electrician
6. inexact
7. outdated
8. downfall
9. upfront
10. upwind
11. admiration
12. addition
13. emotional
14. abdominal
15. testimonial
16. decoration
17. effortlessly
18. meaningfully
19. truthfully
20. carefully



Name _____

- Read this part of a student’s rough draft. Then answer the questions that follow.

(1) The volume of the radio was loud. (2) The announcer was yelling about a contest. (3) My friend Pedro had entered the contest. (4) We should listen for the winner. (5) Wow, Pedro has won a trip to China! (6) He is so excited!

- Which sentence has a linking verb as its main verb?
 - Sentence 1
 - Sentence 2
 - Sentence 4
 - Sentence 5
- Which is NOT a main verb in the passage?
 - yelling (Sentence 2)
 - entered (Sentence 3)
 - should (Sentence 4)
 - won (Sentence 5)
- Which sentence does NOT have a helping verb?
 - Sentence 2
 - Sentence 3
 - Sentence 5
 - Sentence 6
- Which is NOT a helping verb in the passage?
 - was (Sentence 2)
 - had (Sentence 3)
 - should (Sentence 4)
 - is (Sentence 6)
- Which describes the verb *entered* in Sentence 3?
 - helping and linking
 - main and linking
 - main and action
 - helping and action
- Which are the main verbs in Sentences 4 and 5?
 - listen* and *won*
 - listen* and *has*
 - should* and *won*
 - should* and *has*

Name _____

- ▶ Read this part of a student's rough draft. Then answer the questions that follow.

(1) Jamal is going to San Francisco. (2) He will ride a train from Arizona to California. (3) Jamal packed his bags. (4) Jamal and his sister walk to the train station. (5) The conductor shout, "All aboard!" (6) Jamal hugs his sister and jumps onto the train.

- Which verb agrees in number with its plural subject?
A is going (Sentence 1)
B will ride (Sentence 2)
C walk (Sentence 4)
D hugs (Sentence 5)
- Which sentence has a future-tense verb?
A Sentence 1
B Sentence 2
C Sentence 3
D Sentence 6
- Which sentence has a verb that does not agree with its singular subject?
A Sentence 1
B Sentence 3
C Sentence 4
D Sentence 5
- Which describes the verb *hugs* in Sentence 6?
A past-tense
B future-tense
C present-tense
D plural
- Which is the past-tense form of the underlined verb in Sentence 6?
A jumped
B jump
C will jump
D jumping
- Which sentence has a past-tense verb?
A Sentence 1
B Sentence 2
C Sentence 3
D Sentence 6

Name _____

► Use what you know about the Vocabulary Words to answer the following questions.

1. If you invented a *contraption*, did you invent a food or a device?

2. If you *roamed* a place, did you explore it or did you complain about it?

3. Would a *massive* backpack be small and light, or would it be big and heavy?

4. If a turtle is *submerged* in the water, is it sitting on a rock or is it diving underwater?

5. If you look *elegant*, do you look graceful and well-dressed or do you look hungry and tired?

6. If you are walking and you see an *obstacle* in front of you, is there a beautiful sight ahead or is there something blocking your way?

7. If something is *complicated*, does it have many parts or is it extremely stretchy?

8. If you hear an *eerie* sound, does it make you feel happy or does it make you feel unsettled?



School-Home Connection

Discuss the Vocabulary Words and their meanings with your child. Over the next few days, encourage your child to use some of the words in conversation.

Name _____

- ▶ Read each section of "Dragons and Dinosaurs." Then fill in the chart with the main ideas and supporting details from the selection.

Section 1 pages 674–677

Main Idea	Details

Section 2 pages 678–682

Main Idea	Details

Section 3 pages 683–684

Main Idea	Details

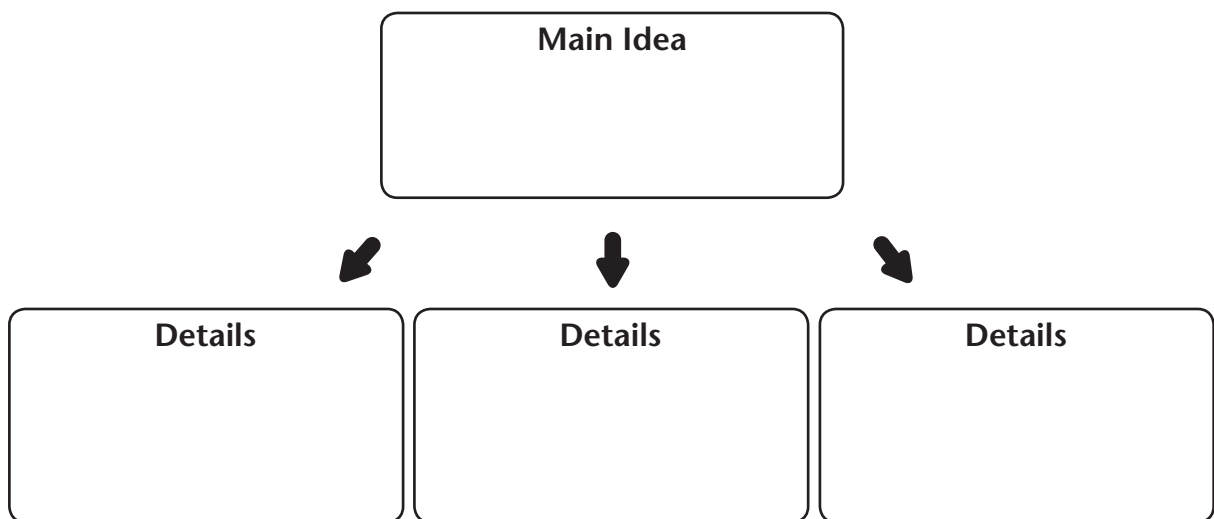
- ▶ Use information in the chart to write a summary of "Dragons and Dinosaurs."

Name _____

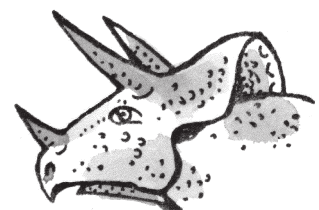
▶ Read the paragraph below.

Most people agree that Triceratops must have been an amazing dinosaur to look at. First of all, it had three horns on its face. Two were on its forehead, and the other was on its snout. Its mouth looked like a thick beak, but it also had big teeth for grinding plants. Its most unusual feature was a large bony frill behind its head. If you want to see an amazing Triceratops skeleton, there is one on display at the Smithsonian Institution in Washington, D.C.

1. Fill in the main idea and details web.



2. What detail in the paragraph does not support the main idea?

**School-Home Connection**

Choose a magazine article to read with your child. Work with your child to identify the main ideas and the supporting details.

Name _____

▶ Read the paragraph. Then answer the questions below.

(1) Where could you go to see fossils of more than 600 species of plants and animals? (2) You could visit the La Brea tar pits in Los Angeles, California. (3) At the La Brea tar pits, natural tar comes to the surface and creates gooey pools. (4) Since prehistoric times, plants and animals have fallen into the tar and gotten stuck. (5) Over the ages, their remains became fossilized. (6) Today, scientists digging there recover as many as 500 fossils a month.



1. What is one way you could paraphrase sentence 3?

2. Paraphrase sentence 4.

3. How would you paraphrase sentence 6?



School-Home Connection

Read a very short paragraph of nonfiction text with your child. Ask your child to restate the ideas in his or her own words.

Name _____

► Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *subtle*
2. *scene*
3. *climbed*
4. *comb*
5. *exhibit*
6. *doubt*
7. *folks*
8. *exhaust*
9. *half*
10. *whistle*
11. *island*
12. *lamb*
13. *numb*
14. *often*
15. *rustle*
16. *debt*
17. *knack*
18. *thumb*
19. *unknown*
20. *mortgage*



School-Home Connection

Play "spelling charades" with your child. Take turns using gestures and movements to show each Spelling Word. As each word is guessed, have your child spell the word aloud.

Name _____

► Rewrite the underlined verbs in the past tense.

1. Writing stories about dinosaurs is Jane's favorite pastime. _____
2. She begins with a description of the dinosaur. _____
3. Jane thinks of its habitat. _____
4. Then she writes about events from her imagination. _____
5. When she makes a mistake, she throws the page away. _____
6. The stories are always great! _____
7. Jane knows so much about these animals. _____

► Write a sentence to answer each question. Use the past-tense form of the verb you see in the question.

8. When did you go to bed last night?

9. What kind of shoes did you wear yesterday?

10. When did you begin your homework?

11. What did you see on your way to school today?

12. What did you think of the book?



School-Home Connection

Write a list of irregular verbs that appear on this page. Ask your child to add more irregular verbs to the list. Help him or her make up sentences using each of your listed words.

Name _____

▶ Write the Vocabulary Word that goes with each idea.

ancient	glistens	weary	sentries
distant	embedded	eroding	cascading

- _____ flowing quickly
- _____ very tired
- _____ shines because of its wetness
- _____ very old
- _____ guards who keep watch
- _____ wearing away
- _____ very far away
- _____ stuck inside

▶ Use what you know about the Vocabulary Words to complete each sentence below.

- If you heard a faint sound from far away, you would say it was a _____ sound.
- In the morning, sunlight hits the dew on the grass and makes it _____.



School-Home Connection

Discuss the Vocabulary Words and their meanings with your child. Over the next few days, encourage your child to use some of the words in conversation.

Name _____

- ▶ Read each section of "Grand Canyon: A Trail Through Time." Then fill in the chart with the main ideas and supporting details from the selection.

Section 1 pages 706–707

Main Idea	Details

Section 2 pages 708–712

Main Idea	Details

Section 3 page 713

Main Idea	Details

- ▶ Use the information in the chart to write a summary of "Grand Canyon: A Trail Through Time"

Name _____

- ▶ Read the paragraph below. Fill in the chart with details.
Then fill in the unstated main idea.

Most landforms need millions of years to take shape, but a few are created very rapidly. The Palm Islands are examples of landforms that were formed quickly. A good guess would be that they were made by a volcano. That isn't the case, however. Each island was built in less than ten years. Big machines brought up tons of sand from the seabed. The islands were created in the shape of palm trees. A ring of rocks protects each island from the waves. Sand is already being carried away from some places, though, and being dropped in others. No one knows how long these artificial islands will stay above water.

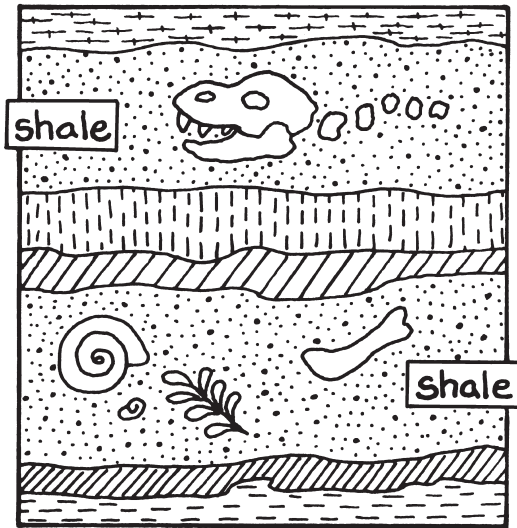
Detail	Detail	Detail
↓ ↓ ↓ Unstated Main Idea		

**School-Home Connection**

Choose a nonfiction magazine or book to read with your child. Work with your child to identify the main ideas and supporting details.

Name _____

▶ Look at the diagram and read the paragraph. Then answer the questions below.



Fossils are created when an animal or plant is quickly buried in mud or sand. Over time, the soft parts of the animal or plant usually rot away. Only the hard parts, such as bone and shell, remain. As more and more layers build up above, the mud or sand layer is compressed into sedimentary rock around the hard parts, creating a fossil.

1. How do the diagram and the paragraph work together? _____

2. What information do the diagram and the paragraph give about the kind of stone that fossils are found in? _____

3. What did you learn about fossils by looking only at the diagram? _____



School-Home Connection

Look through your child's science textbook to find a graphic aid. Have your child tell you how the graphic aid represents information from the text.

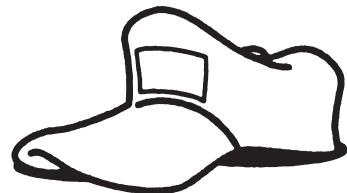
Name _____

▶ Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *respect*
2. *inspect*
3. *spectacle*
4. *spectator*
5. *spectrum*
6. *specific*
7. *construct*
8. *destruction*
9. *instruct*
10. *structure*
11. *autograph*
12. *photograph*
13. *phonics*
14. *telegraph*
15. *paragraph*
16. *visor*
17. *visitor*
18. *visual*
19. *visible*
20. *television*



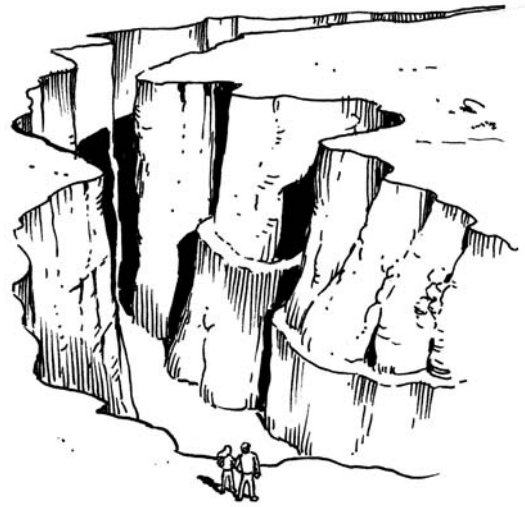
School-Home Connection

Make a list of other words that contain these Greek and Latin word parts: *spect*, *struct*, *tele*, *photo*, *auto*, *vis*, and *graph*. Add to the Spelling Word list. Discuss the meaning of each word.

Name _____

▶ Write the contraction for each word pair.

1. can not _____
2. they had _____
3. do not _____
4. you have _____
5. we have _____
6. are not _____
7. were not _____

▶ Write whether the underlined word is *correct* or *incorrect*. If the word is incorrect, write the correct one.

8. Their are many wonderful parks in the United States. _____
9. I haven't been too them all. _____
10. If you've seen the Grand Canyon, you're lucky. _____
11. My sister has heard that it is more than 275 miles long.

12. I've read it is about won mile deep! _____
13. Its a five-hour trip to the deepest part of the canyon. _____
14. Ollie's parents showed us their photographs of the Grand Canyon.

15. I no I want to go there some day. _____

**School-Home Connection**

Have your child use each of the following word pairs together in one sentence: *your/you're*, *its/it's*, *too/two*, *their/they're*, *new/knew*, and *right/write*.

Name _____

► Which example uses the word correctly? Underline the answer.

Word	Example 1	Example 2
1. behemoth	500 feet tall	5 feet tall
2. cordially	with a growl and a glare	with a smile and a handshake
3. hearty	small bites of tasty food	large helpings of filling food
4. colossal	a two-story building	an 80-story building
5. illusion	a reflection on a pond	a look at a rare bird

► Use what you know about the Vocabulary Words to answer the questions below.

6. Which might be described as *scenic*, a lofty mountain range or a street with vacant lots? Explain.

7. Which might be described as *fanciful*, a front door that looks like most other doors or a door decorated with seashells?



School-Home Connection

Discuss the Vocabulary Words with your child. Have your child write sentences using two Vocabulary Words in each sentence.

Name _____

▶ Read each section of "The Bunyans." Then fill in the story map.

Characters

Setting

Section 1 pages 729–730

Plot Events

Section 2 pages 731–732

Section 3 pages 733–734

Section 4 pages 735–736

Section 5 page 737

Section 6 pages 738–740

▶ Think about the information above. Then, on a separate sheet of paper, write a summary of "The Bunyans." Include the most important events in the story.

Name _____

- ▶ Read the story below. Then complete the chart by writing the type of figurative language and the meaning of each example. Then answer the question.

Big Gil Finley was the best fisherman who ever lived. Born on the East Coast, he grew up eating fish for breakfast, lunch, dinner, and dessert. By the time he was fifteen, people said he was a great walrus, and his arms were as strong as moray eels.

One summer he traveled to Minnesota to go fishing with his best friend, his fishing pole. Minnesota was bone-dry back then. Big Gil had to cast his fishing line right through the soil to the groundwater below. He'd give a tug, and a fish would shoot up through the ground like a rocket. All the fish he caught that way were dirty from tip to tail. That made Big Gil so mad that he kicked a hole in the ground. The hole was as big as a lake, which gave Big Gil an idea. He grabbed a rain cloud and squeezed its rain into the hole. The fish in the groundwater smelled the new lake and swam up into it. That was the first of 10,000 lakes Big Gil Finley made in Minnesota.

Example	Type of Figurative Language	Meaning
best fisherman who ever lived		
he was a great walrus		
arms as strong as moray eels		
his best friend, his fishing pole		

- ▶ What does the idiom "bone-dry" mean?



School-Home Connection

Choose a tall tale or fable to read with your child. Work with your child to identify examples of figurative language.

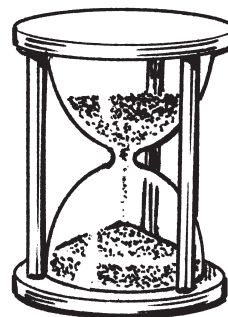
Name _____

- Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *there*
2. *they're*
3. *their*
4. *sent*
5. *scent*
6. *hour*
7. *our*
8. *seam*
9. *seem*
10. *plain*
11. *plane*
12. *piece*
13. *peace*
14. *two*
15. *too*
16. *to*
17. *whole*
18. *hole*
19. *pail*
20. *pale*

**School-Home Connection**

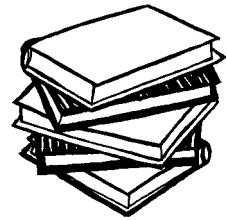
Have your child make two sets of index cards with the Spelling Words. Then arrange the cards face down. Take turns matching word cards and spelling the word aloud.

Name _____

► Fill in the chart with the correct forms of each adverb.

ADVERB	COMPARING TWO ACTIONS	COMPARING MORE THAN TWO ACTIONS
1. quietly	_____	_____
2. high	_____	_____
3. frequently	_____	_____
4. well	_____	_____
5. carefully	_____	_____
6. early	_____	_____

► Rewrite the sentences. Use adverbs from the chart above. Correct all double negatives.



7. I read books _____ than Kate does.

8. Paul Bunyan jumps the _____ of all.

9. She plays _____ than her younger sister does.

10. Paul doesn't think no animal works _____ than Babe.



School-Home Connection

Write sentences comparing the actions of two folk tale characters. Ask your child to identify each adverb and tell what type it is and what verb it describes.

Name _____

- Write the Vocabulary Word that goes with each definition.

dedicated coddled endured determined
pitiful memorable dainty

- _____ put up with
- _____ overprotected, pampered
- _____ devoted or committed
- _____ looking sad and weak
- _____ acting or looking delicate
- _____ unlikely to be forgotten
- _____ wanting to do everything possible to reach a goal

- Use a Vocabulary Word to complete each sentence below.

- If someone was doing a task and did not want to stop until it was finished, you would say that person was _____ to finish.
- The _____ white poodle walked with small, careful steps.

**School-Home Connection**

Discuss the Vocabulary Words and their meanings with your child. Over the next few days, try to use some of the words in conversation. Encourage your child to use the words, too.

Name _____

- ▶ Read each section of "John Muir and Stickeen." Then fill in the chart with the sequence of events.

Section 1 pages 751–753 **Events**



Section 2 pages 754–755



Section 3 pages 756–757



Section 4 pages 758–761

- ▶ Think about the information above. Then, on a separate sheet of paper, write a summary of "John Muir and Stickeen." Include the major events from each section.

Name _____

- ▶ Look at each underlined example in the paragraph below. Write in the chart what type of figurative language each example is and its meaning. Then answer the question.

The seeds of adventure began to grow inside John Muir when he was just a child. By the time he had grown up, though, he had become an industrial engineer with little chance to explore the wilderness. Then, when he nearly lost his eyesight in a factory accident, he decided to pursue his true interests. He did nothing but follow his passion for nature. He set out on a thousand-mile walk from Indiana to Florida and kept a pace as steady as a ticking clock. Along the way, the sun and the moon smiled down on him as he jotted down descriptions of every wild thing he saw. In time, John Muir would make his mark as an explorer, a writer, and a preserver of wild lands.

Example	Type of Figurative Language	Meaning
seeds of adventure began to grow		
did nothing but follow his passion for nature		
as steady as a ticking clock		
the sun and moon smiled down on him		

What does the idiom “make his mark” mean literally? _____

What does the author of this passage intend it to mean? _____



School-Home Connection

Choose a narrative nonfiction selection to read with your child. Work together to identify examples of figurative language.

Name _____

► Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. *impatiently*
2. *disappearance*
3. *unhappily*
4. *unnaturally*
5. *refreshment*
6. *mistakenly*
7. *nonrefundable*
8. *remarkable*
9. *unlikely*
10. *unpleasantly*
11. *disagreement*
12. *inaccurately*
13. *incorrectly*
14. *irreversible*
15. *repayment*
16. *uneasily*
17. *unhealthy*
18. *unusually*
19. *misguidance*
20. *refillable*



School-Home Connection

With your child write the Spelling Words on a sheet of paper. Together, underline the prefixes and suffixes. Discuss their meanings.

Name _____

▶ Rewrite each sentence. Correct any mistakes in punctuation.

1. The book Old Yeller is about a dog and a boy.

2. The setting of the story is Salt Lick Texas.

3. I like that story a lot says Daisy.

4. Ernesto says The movie Lassie is better.

5. I take three things to the park my ball my bat and my jacket.

6. What are you reading asks Fletcher.

7. He is reading The Mouse and the Motorcycle.

8. Edie sings This Land Is Your Land with me.

9. Kaia's mother is thirty seven years old.

10. James says My dog is the best dog in the world!



School-Home Connection

Have a conversation with your child. Ask your child to write sentences about what you say. Be sure he or she writes who is speaking and what is said. Check for correct punctuation.

Name _____

► Write the Vocabulary Word that goes with each idea.

distinguished

verify

discern

dubious

descend

frantically

estimate

vicinity

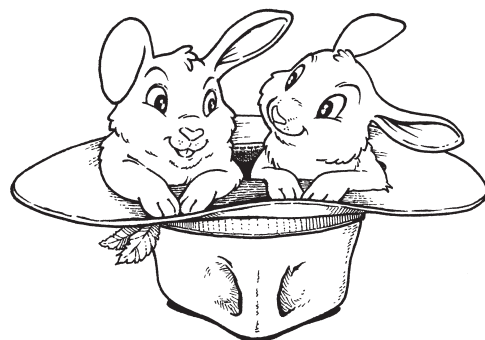
abruptly

scrutinize

1. _____ doubtful or unsure about
2. _____ to see or be aware of
3. _____ suddenly
4. _____ to move downwards
5. _____ very successful at something
6. _____ examine carefully
7. _____ wildly and excitedly

► Use what you know about the Vocabulary Words to complete each sentence below.

8. When there are too many things to count, people often _____.
9. If you want to make sure that something is true, you must _____ it.
10. When something is nearby, it is in the _____.



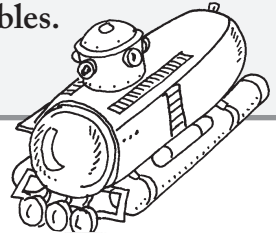
School-Home Connection

Discuss the Vocabulary Words and their meanings with your child. Over the next few days, try to use some of the words in conversation. Encourage your child to use them, too.

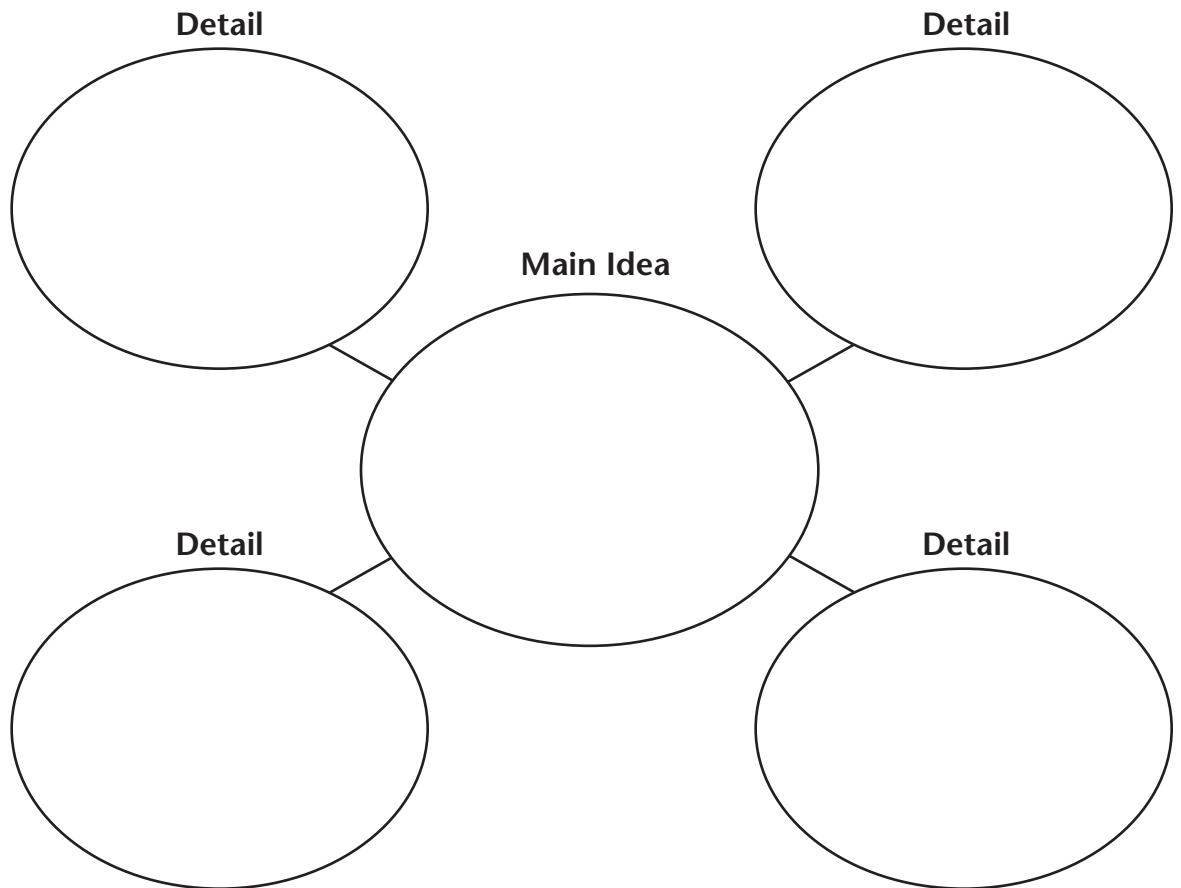
Name _____

▶ Read the paragraph below.

Submersibles are highly effective tools for deep-sea exploring. These small underwater vessels can take as many as three people 20,000 feet under the sea! Submersibles have huge view ports and nimble collecting arms to scoop up samples. Using submersibles, scientists have discovered hundreds of new deep-sea life forms. Scientists aren't the only people using submersibles. Moviemakers have used them to film deep-sea shipwrecks.



1. Fill in the main idea and details web.



2. Write the topic sentence here.



School-Home Connection

Choose a newspaper article to read with your child. Work with your child to identify the most important ideas and the supporting details.

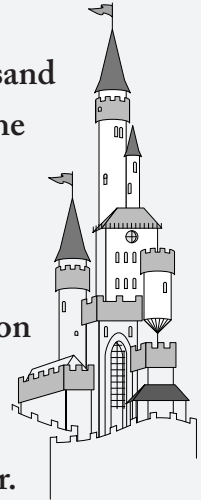
Name _____

- Read the paragraph below. Then complete the chart by writing the type of figurative language and the meaning of each example.

Sandcastle Sally grew up in a palace under the sea. She liked playing with golden treasures and oyster shells filled with pearls. But there was one thing Sally loved more than life itself. She loved building sand castles.

Sally was a lighthouse of a girl, so you can imagine how tall her sand castles were. Some stretched so high that their tops poked through the ocean's surface. Because Sally baked her castle bricks in an undersea volcano, her sand castles were hard. Many still stand today as islands in the sea.

One day, Sandcastle Sally heard about the huge red sand dunes on Mars. Curious as a kitten, she hopped on a comet and rode it to Mars. The red planet welcomed Sally and gave her its biggest dune as a workshop. There, she built one giant red sand castle after another. Someday perhaps you'll be able to hop on a comet and go to see her creations.



Figurative Expression	Type of Figurative Language	Meaning
loved building sand castles "more than life itself"		
a lighthouse of a girl		
The red planet welcomed Sally and gave her its biggest dune as a workshop.		
curious as a kitten		



School-Home Connection

With your child, read a story and identify examples of figurative language in it. Encourage your child to explain the meanings of the figurative expressions.

Name _____

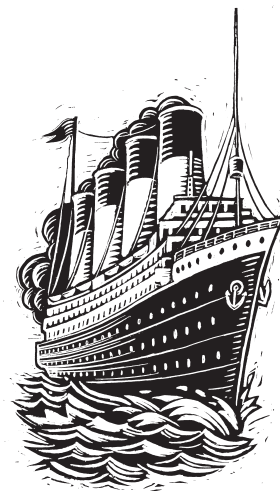
▶ Read the paragraph. Then answer the questions below.

(1) The most famous shipwreck in the world is that of the *Titanic*. (2) On April 14, 1912, this “unsinkable” luxury liner was crossing the North Atlantic Ocean, on its way to New York. (3) At 11:40 P.M., the ship collided with a huge iceberg, and within three hours it sank beneath the sea. (4) There were not enough lifeboats on the ship, and more than 1,500 people died in the tragedy. (5) In 1985, a team of scientists discovered the shipwreck of the *Titanic*. (6) Since then, a number of research expeditions have visited and analyzed the wreck.

1. How would you paraphrase sentence 1?

2. How would you paraphrase sentence 3?

3. How would you paraphrase sentence 4?



School-Home Connection

Find a long informational sentence in a newspaper or magazine. Ask your child to restate the ideas in his or her own words.

Name _____

▶ Look at the map and read the paragraph. Then answer the questions below.



Florida is famous for its numerous shipwrecks. Over the centuries, hundreds of ships have been sunk by the reefs and shoals off of Florida's east coast and Keys. Some were carrying riches to Spain. A number of those treasure ships have yet to be located. Both scientific researchers and fortune hunters search the depths near Florida in hopes of finding an overlooked hulk.

1. How do the map and the paragraph work together?

2. What information does the paragraph give that the map cannot?

3. How does information given in the map relate to the information given in "Discovering the *Atocha*"?



School-Home Connection

Look through your child's social studies textbook to find a map. Have your child tell you how the map represents information from the text.

Name _____

- Fold the paper along the dotted line. As each Spelling Word is read, write it in the blank. Then unfold your paper, and check your work. Practice spelling any words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. scene
2. numb
3. rustle
4. debt
5. knack
6. specific
7. phonics
8. destruction
9. paragraph
10. sent
11. scent
12. pail
13. pale
14. to
15. too
16. two
17. inaccurately
18. unusually
19. repayment
20. misguidance



Name _____

- Read this part of a student’s rough draft. Then answer the questions that follow.

(1) Last year Grandma and I moved to a new town. (2) We had thought that we would not know anyone there, but we did! (3) The Pattersons, friends from our old neighborhood, brought us brownies when we moved in. (4) They’re house was next door. (5) Patty Patterson said that we will go to the same school. (6) Its so nice to have friends!

- Which sentence has helping verbs?
 - Sentence 1
 - Sentence 2
 - Sentence 3
 - Sentence 6
- Which is the contraction for the word pair *would not* in Sentence 2?
 - wouldn’t
 - won’t
 - weren’t
 - wasn’t
- Of which verb is *brought* (Sentence 3) the past-tense form?
 - begin
 - be
 - bring
 - bristle
- Which sentence incorrectly uses a possessive pronoun where there should be a contraction?
 - Sentence 3
 - Sentence 4
 - Sentence 5
 - Sentence 6
- Which sentence incorrectly uses a contraction where there should be a possessive pronoun?
 - Sentence 2
 - Sentence 4
 - Sentence 5
 - Sentence 6
- Which verb is the past-tense form of the verb *think*?
 - thought (Sentence 2)
 - brought (Sentence 3)
 - was (Sentence 4)
 - said (Sentence 5)

Name _____

- Read this part of a student's rough draft. Then answer the questions that follow.

(1) First prize for the Book Report Fair goes to Shelly King announced Mr. Langley. (2) "Her report on Shipwreck at the Bottom of the World was the best of all, said Ms. Winston. (3) I think I worked harder than Shelly did," said Evan. (4) "Come quickly to get your ribbon, Shelly!" called out Mr. Langley. (5) Shelly was not nowhere to be found. (6) "Can I have the prize, then?" Evan asked hopefully.

- Which sentence is missing a comma?
 - Sentence 1
 - Sentence 2
 - Sentence 3
 - Sentence 5
- Which sentence has a double negative?
 - Sentence 1
 - Sentence 2
 - Sentence 3
 - Sentence 5
- Which is NOT an adverb?
 - first (Sentence 1)
 - harder (Sentence 3)
 - quickly (Sentence 4)
 - hopefully (Sentence 6)
- Which sentence is NOT missing one or more quotation marks?
 - Sentence 1
 - Sentence 2
 - Sentence 3
 - Sentence 4
- Which should be underlined?
 - Book Report Fair (Sentence 1)
 - Shelly King (Sentence 1)
 - Shipwreck at the Bottom of the World (Sentence 2)
 - Mr. Langley (Sentence 4)
- Which sentence compares two actions?
 - Sentence 1
 - Sentence 2
 - Sentence 3
 - Sentence 4

Index

COMPREHENSION

Author's purpose and perspective 44, 50, 55
Compare and Contrast 14, 20 25
Draw conclusions 74, 80, 85
Fact and opinion 93, 99, 114
Follow written directions 94, 116
Main idea and details 153, 159, 174
Make inferences 124, 146
Make judgments 15, 27
Paraphrase 154, 176
Predict outcomes 75, 87
Sequence 134, 140, 145
Text structure: cause and effect 63, 69, 84

GRAMMAR

Adjectives and articles 107, 120
Adverbs 167, 180
Clauses and phrases 52, 60
Comparing with adjectives 112, 120
Complete and simple subjects and predicates 22, 30
Compound subjects and predicates 36, 59
Easily confused words 162, 179
Interjections 11, 29
Nouns
 Common and proper 66, 89
 Possessive 77, 90
 Singular and plural 71, 89
Prepositional phrases 47, 60
Pronouns and antecedents 82, 90
 Possessive and reflexive pronouns 101, 119
 Subject and object pronouns 96, 119
Punctuation 172, 180
Verbs
 Action and linking verbs 131, 149
 Irregular verbs 156, 179
 Main and helping verbs 126, 149

Past and future tenses 142, 150

Present tense 137, 150

Subject-verb agreement 137, 150

Sentences

Complex 52, 60

Declarative and interrogative 6, 29

Imperative and exclamatory 11, 29

Simple and compound 41, 59

Subjects and predicates 17, 30

LITERARY RESPONSE AND ANALYSIS

Character, setting, and plot 123, 129, 144

Character's traits and motivations 3, 9, 24

Figurative language 165, 170, 175

Narrative forms 105, 117

Plot: conflict and resolution 33, 39, 54

Theme 104, 110, 115

RESEARCH AND INFORMATION SKILLS

Locate information 45, 57

Reference sources 64, 86

Use graphic aids 160, 177

SPELLING

Homophones 166, 178

Irregular plurals and possessives 111, 118

Word parts *in-*, *out-*, *down-*, *up-* 130, 148

Words parts *over-*, *under-*, *sub-* 106, 118

Words with

Consonant *-le* 35, 58

Ending /ə/ 95, 118

Ending /ən/ 81, 88

Ending /ər/ 100, 118

Greek and Latin word parts 161, 178

Inflections *-ed* and *-ing* 21, 28

Long vowels and vowel digraphs 10, 28

Prefix + root + suffix 171, 178

Prefixes *re-*, *un-*, *non-* 70, 88

Short vowels and vowel digraphs 5, 28

Silent Letters 155, 178

Suffixes *-able, -ible, -ness, -ment, -less* 76, 88

Suffixes *-ant, -ent, -eer, -ist, -ian* 125, 148

Suffixes in combination 141, 148

Suffixes *-ition, -al, -ial* 136, 148

Variant vowels and diphthongs 16, 28

VCCCV 51, 58

VCCV: different medial consonants 46, 58

VCCV: same medial consonants 40, 58

VCV 65, 88

VOCABULARY

Prefixes, suffixes, and roots 34, 56

Selection vocabulary 1, 7, 12, 18, 23, 31, 37, 42, 48, 53,

61, 67, 72, 78, 83, 91, 97, 102, 108, 113, 121, 127,

132, 138, 143, 151, 157, 163, 168, 173

Synonyms and antonyms 4, 26

Use context clues 135, 147