

# Practice Book

## Grade 3

 **Harcourt School Publishers**

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Name \_\_\_\_\_

► Read the Spelling Words. Write each word where it belongs.

### Words with Short *a*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Words with Short *e*

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Words with Short *i*

7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

### Words with Short *o*

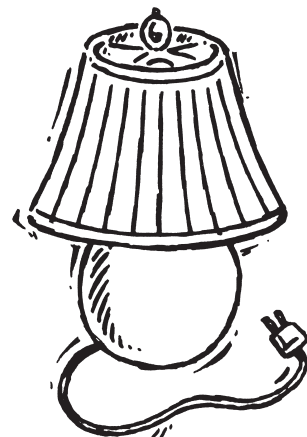
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

### Words with Short *u*

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### Spelling Words

1. this
2. went
3. jump
4. still
5. last
6. dust
7. tell
8. drop
9. shut
10. lamp
11. stop
12. felt
13. drink
14. clock
15. stand



#### School-Home Connection

Ask your child to help you write a grocery list. Have him or her point out the words that have short vowel sounds and circle the short vowel in each word.

Name \_\_\_\_\_

- Read the story. Then circle the letter of the best answer to each question.

Maribel and Tracy played in Maribel's grassy backyard nearly every day. Maribel liked to take off her shoes and run barefoot. Tracy always warned her about that. "Watch out," she would say. "You might step on a sharp rock or a piece of glass."



"Don't worry," Maribel would answer. "I will be fine." One day after playing, Maribel put her shoes back on. "Yeow!" she screamed. Maribel's mom came running to help. Quickly, she removed a stinger from Maribel's heel. "There was a bee in your shoe," she told Maribel. Maribel stopped crying for a minute. "See," she said to Tracy. "Running barefoot was safe. It was my shoe that was dangerous!"

1. What is the setting of the story?

A the lunch room  
B Maribel's house  
C the library  
D Maribel's yard

**Tip**

What words help you tell when and where the action begins?

2. Who is the main character of the story?

A Maribel  
B a teacher  
C a bee  
D a pair of shoes

**Tip**

Remember that the main character is usually the person who has a problem.

3. Who is another character in the story?

A a dog walker  
B Tracy  
C Ms. Hamilton  
D Maribel

**Tip**

Remember that another character is someone who interacts with the main character.



**School-Home Connection**

Have the student select two or three words from the story. Then help him or her to understand what they mean. Together, write a sentence using each word.

Name \_\_\_\_\_

► Read the words in the box. Write each word in the correct column below. You will write some words in more than one column.

this	went	jump	still	last
dust	tell	drop	shut	lamp
stop	felt	drink	clock	stand

Words that have the letter <i>t</i>	Words that have the letter <i>l</i>	Words that have the letter <i>p</i>
<p>tap</p> <p>sits</p> <p>lost</p>	<p>luck</p> <p>milk</p> <p>ball</p>	<p>pen</p> <p>tips</p> <p>top</p>
<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p> <p>10. _____</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>



**School-Home Connection**

Write the following words on a sheet of paper: *past*, *dust*, *doll*, and *pull*. Ask the student which words end in *-st*. Then ask which words end in *-ll*.

Name \_\_\_\_\_

► From the six Vocabulary Words in the box, select the word that best fits with each group of words.

coincidence  
murmured

pleasant  
loyal

modeled  
recited

1. true  
honest  
friend  
\_\_\_\_\_

4. memorize  
said  
out loud  
\_\_\_\_\_

2. nice  
smile  
good  
\_\_\_\_\_

5. showed  
taught  
explained  
\_\_\_\_\_

3. same  
not planned  
strange  
\_\_\_\_\_

6. quiet  
said  
shy  
\_\_\_\_\_

 **Try This**

Say a Vocabulary Word to a few of your classmates. Ask them to share the first words that come into their minds.

 **School-Home Connection**

Have the student name something that he or she has *recited*. Then ask the student to describe a *coincidence* that he or she has experienced.

Name \_\_\_\_\_

- ▶ As you read "Ruby the Copycat," fill in the graphic organizer. Each time you come across a new character, write in his or her name. Also, write in each setting. When you have finished, answer the questions that follow.

Characters

Setting

1. Who is main character in this story?

\_\_\_\_\_

2. Where does most of the story take place?

\_\_\_\_\_

3. Who are the other two characters besides the main character?

\_\_\_\_\_

4. Where does the story end?

\_\_\_\_\_

5. On a separate sheet of paper, summarize the story. Use the information from the graphic organizer to help you.

Name \_\_\_\_\_

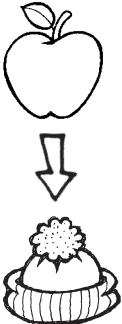
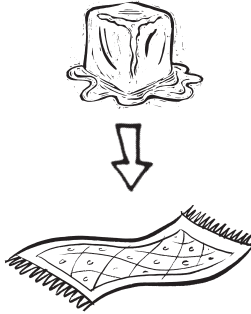
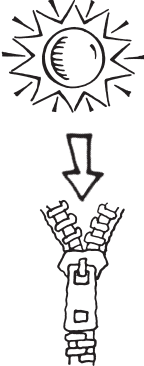
Use Alphabetical  
Order

Lesson 1

▶ Look at the list of spelling words. Then write each word under the correct part of the alphabet—*beginning, middle, or end*.

**Spelling Words**

1. this
2. went
3. jump
4. still
5. last
6. dust
7. tell
8. drop
9. shut
10. lamp
11. stop
12. felt
13. drink
14. clock
15. stand

ABCDEFGH Beginning	IJKLMNOPQR Middle	STUVWXYZ End
		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



**School-Home Connection**

Have the student write down five of his or her favorite foods. Then ask whether each word would come at the beginning, in the middle, or at the end of the alphabet.

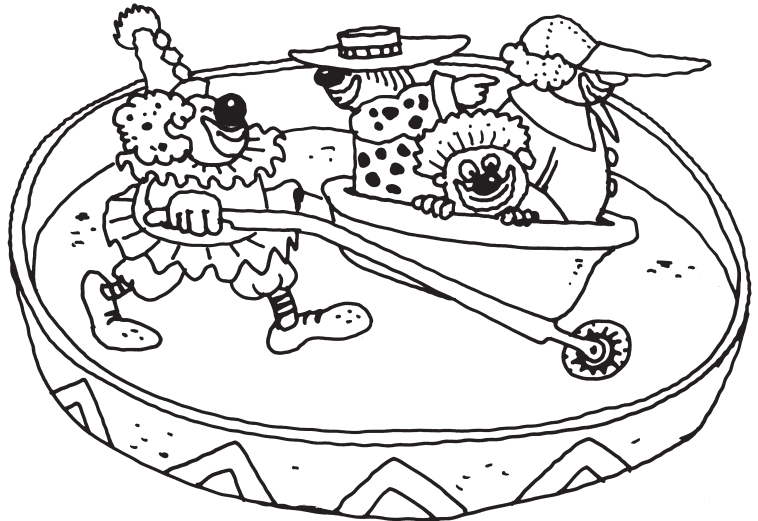


Name \_\_\_\_\_

- Draw a line from each syllable on the left to a syllable on the right to make a word. Then look across or down in the Search Puzzle to find the words. Circle the words you made.

## Syllable Box

- |        |      |
|--------|------|
| 1. per | cus  |
| 2. sil | cil  |
| 3. sis | haps |
| 4. pen | ver  |
| 5. cir | ter  |



## Search Puzzle

s	e	l	t	r	a	p	e	r	h	a	p	s
i	p	o	s	i	l	v	e	r	u	z	m	c
s	e	w	i	e	f	n	e	r	k	f	c	l
t	z	c	i	r	c	u	s	v	k	l	o	o
e	n	p	h	f	p	s	s	e	o	p	r	s
r	e	j	x	s	t	u	n	k	p	s	n	g
h	p	e	n	c	i	l	e	d	l	s	e	k
f	s	a	x	s	n	z	l	u	z	p	r	i



## School-Home Connection

Review the search words with the student. Discuss their meanings. Then have him or her write a few sentences using some of the words.

Name \_\_\_\_\_

► Add the correct end mark to each sentence.  
Then label each as a *statement* or a *question*.

1. Where is the teacher \_\_\_\_\_
2. I do not like to jump \_\_\_\_\_
3. When does Anita run \_\_\_\_\_
4. Do you know Mr. Wang \_\_\_\_\_
5. We play in the grass \_\_\_\_\_

► Rewrite each group of words to form a statement or a question. Put the words in an order that makes sense. Use capital letters and end marks correctly.

6. to the park I go (statement)

\_\_\_\_\_

7. do walk you to school (question)

\_\_\_\_\_

8. Willow ball the throws (statement)

\_\_\_\_\_

9. can Kurt play softball (statement)

\_\_\_\_\_

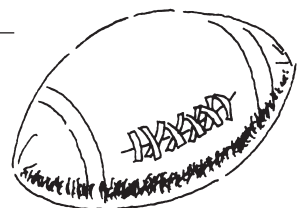
10. you can football play (question)

\_\_\_\_\_



**School-Home Connection**

Work with your child to write two questions about your family and two statements that answer the questions.



Name \_\_\_\_\_

► Read the Spelling Words. Write each word where it belongs.

### Words with *-ed*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### Words with *-ing*

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### Spelling Words

1. saved
2. moved
3. riding
4. waking
5. pulled
6. taking
7. hopped
8. baking
9. picked
10. having
11. letting
12. running
13. drawing
14. folded
15. shopped



#### School-Home Connection

Help your child make a list of words that have *-ed* and *-ing* endings. Discuss the correct spelling for each word. Confirm each word's spelling with your child, using a dictionary.

Name \_\_\_\_\_

- Read the story. Circle the letter of the best answer to each question.

Marissa wanted to surprise her mother. She was going to paint a picture on a piece of wood. "What color should I use?" she thought.

In a closet, she found pails and pails of paint. There was blue, yellow, red, and every other color she could think of. "I will use every color!" she said to herself. Marissa started to paint. The wet colors mixed together. Her painting was a mess. What could she do?

Just then, her mother came home. Crying, Marissa said, "I wanted to give you a special gift."

Her mother said, "Marissa, your gift *is* special to me. That is because you made it. It looks like a new kind of rainbow! Thank you for your hard work."

Marissa smiled. She helped her mother put the piece of wood on the wall, where they could see it every day.

1. Who is the story mostly about?
- A Marissa's mother      C a rainbow  
B pails of paint      D Marissa

Tip

Who is the most important person in the story?

2. How does the main character feel at the end of the story?
- A happy      C sad  
B angry      D mixed-up

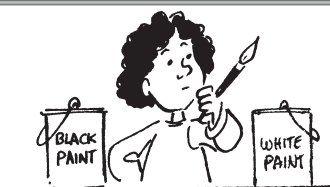
Tip

The main character's words and actions tell you how he or she feels.

3. What is the setting of the story?
- A a paint store      C a friend's house  
B Marissa's house      D Marissa's school

Tip

Where do most things happen in the story?



School-Home Connection

Ask the student to think about how he or she would improve the story. Brainstorm ideas about other possible characters and settings.

Name \_\_\_\_\_

► Read the story, and look at the two columns.  
In the correct column, write the root word for each underlined verb.

Yesterday afternoon, my mom was driving us home from a family cookout. I stared out the window. “Mom!” I yelled. “There’s a gray cat on the road!” My mother braked hard and turned our car to the right. She stopped.

We got out of the car, and the cat walked right up to us. He closed his eyes and purred. I could tell that he liked me a lot. But just then his owner came for him. I told her that I hoped I could have a cat of my own someday.

Roots with Final e	Roots without Final e
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



**School-Home Connection**

Write these words on a sheet of paper: *shave, tape, walk, and bend*. Ask the student to add an *-ing* ending to each word. (shaving, taping, walking, bending)

Name \_\_\_\_\_

- Fill in the characters, setting, and story events as you read "The Day Eddie Met the Author."

**Section 1** pages 58–59

**Characters:** Eddie,

\_\_\_\_\_

**Setting:**

\_\_\_\_\_

**First:** Everyone seems excited about

\_\_\_\_\_

**Next:**

\_\_\_\_\_

**Section 2** pages 64–65

**Then:**

\_\_\_\_\_

**Section 3** pages 72–73

**Last:**

\_\_\_\_\_

- Use the information in this chart to write a summary of "The Day Eddie Met the Author." Write your summary on another sheet of paper.

Name \_\_\_\_\_

► Read each question and the underlined Vocabulary Word. Write a sentence to answer each question.

1. If you were going to an assembly, would you expect to see one person or many people?  
\_\_\_\_\_
2. My little brother squirmed at the doctor's office. Did he sit quietly or did he move around a lot?  
\_\_\_\_\_
3. If a singer autographed a CD for you, did she sing her name or sign her name?  
\_\_\_\_\_
4. Mr. Jones will dismiss the class at three o'clock. Do you think a lot of people or no people will be left at three-thirty?  
\_\_\_\_\_
5. When I make a picture that is a patchwork of color, should I use one color or many colors?  
\_\_\_\_\_
6. If you brought plenty of food to a picnic, would there be not enough food or more than enough food?  
\_\_\_\_\_

**Try This**

Say a Vocabulary Word to a partner. Ask your partner to use it in a sentence.

**School-Home Connection**

Have the student act out *squirmed* and *autographed*. Ask the student to show how his or her teacher dismisses the class.

Name \_\_\_\_\_

- Put the words from the Spelling Words list in alphabetical order. The first, middle, and last words have been done for you.

sail

---



---



---



---



---



---



---



---

sixty

---



---



---



---



---



---



---



---

stick

---

**Spelling Words**

1. soap
2. stick
3. sandwich
4. song
5. sock
6. sixteen
7. soup
8. snake
9. smoke
10. sign
11. six
12. salt
13. scarf
14. sixty
15. sail

**School-Home Connection**

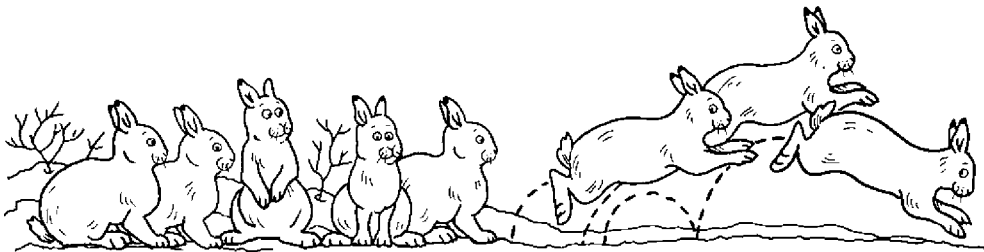
Have the student write two words that begin with the same three letters, like *crate* and *crazy*. Then have him or her write the two words in alphabetical order.



Name \_\_\_\_\_

► Read each root word in the left column. Circle the correct spelling of the word when the ending *-ed* or *-ing* is added.

- |          |          |         |
|----------|----------|---------|
| 1. save  | saved    | saveed  |
| 2. hop   | hoped    | hopped  |
| 3. ride  | rideing  | riding  |
| 4. take  | taking   | takeing |
| 5. dine  | dineed   | dined   |
| 6. let   | leting   | letting |
| 7. shop  | shoped   | shopped |
| 8. run   | runing   | running |
| 9. tip   | tipping  | tiping  |
| 10. wake | waked    | wakeed  |
| 11. jump | jumped   | jumped  |
| 12. step | stepped  | steped  |
| 13. tell | teling   | telling |
| 14. lift | liftting | lifting |
| 15. skip | skipping | skiping |



**School-Home Connection**

Have the student read aloud the words from the list above. Then help him or her write short sentences for five of the words.

Name \_\_\_\_\_

▶ If the sentence is complete, add a correct end mark. If the sentence is not complete, write *not a sentence*.

1. My father is an author \_\_\_\_\_
2. How he loves to write \_\_\_\_\_
3. How do I help him \_\_\_\_\_
4. Things that he can write about \_\_\_\_\_
5. Read his latest book \_\_\_\_\_
6. Wow, it's exciting \_\_\_\_\_

▶ Add words and end marks to make four kinds of sentences. Each sentence is started for you.

7. a statement

You \_\_\_\_\_

8. a command

Go \_\_\_\_\_

9. an exclamation

What \_\_\_\_\_

10. a question

What \_\_\_\_\_



**School-Home Connection**

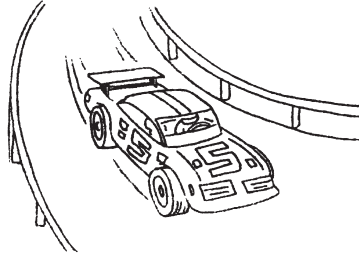
Work with your child to write a question and a command about the town where you live. The command should be related to the question.

Name \_\_\_\_\_

► Read the Spelling Words. Write each word where it belongs.

### Words with *ee*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



### Words with *ea*

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Words with *ai*

7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_



### Spelling Words

1. deep
2. play
3. lean
4. glow
5. team
6. away
7. slow
8. trail
9. dream
10. stain
11. toast
12. speed
13. raise
14. sweet
15. layer

### Words with *ay*

10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

### Words with *oa* or *ow*

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_



#### School-Home Connection

Work with your child to list words that have long vowel sounds spelled: ee, ea, ai, ay, oa, or ow. Have your child circle the vowels that spell the long vowel sound.

Name \_\_\_\_\_

▶ Read the title page below. Then write the answers to the questions.

**Animals That Bark and Meow**  
**How to Take Care of Them**

Brianna X. Fieldman  
*Chief Veterinarian at Oakland Animal Hospital*

Orlando      New York      Harcourt  
Chicago      Dallas      London

1. What do you think this book is about?

---

---

2. What does the information about the author tell about the book?

Explain.

---

---

---

3. What is the name of the publisher? In how many cities does the publisher have offices?

---

---



**School-Home Connection**

Look at the title page of another school book with the student. Have him or her tell you the publisher and the authors of the book.

Name \_\_\_\_\_

► Read the long /ē/, /ā/ and /ō/ words in the box below. Then complete the paragraph. Write each word where it makes the most sense.

deep	lean	speed	team	laid	know	row
reach	dream	least	sleep	playing	boat	

Last night, I \_\_\_\_\_ awake for a while in bed, then I went to \_\_\_\_\_ just after 9:00. I had a very strange \_\_\_\_\_. I was \_\_\_\_\_ with some people from my basketball \_\_\_\_\_. We were standing on a hill that was at \_\_\_\_\_ a mile high! When I looked down, it was like looking into a \_\_\_\_\_ hole. I didn't \_\_\_\_\_ why we were there. Then I began to \_\_\_\_\_ back against a fence, but I broke right through it! I grabbed for one of my friends, but I couldn't quite \_\_\_\_\_ her. Then I began to fall. At first I fell slowly, but I soon began to \_\_\_\_\_ toward the ground. Just before I hit the bottom, I landed in a \_\_\_\_\_ and began to \_\_\_\_\_ it up the river. When I woke up, I found I was in my bed, not on a river, and it was morning already!

**School-Home Connection**

Have the student read the completed paragraph aloud and then spell the ee and ea words he or she used to complete it.

Name \_\_\_\_\_

► Answer each question about one of the Vocabulary Words.

1. If I want a certain book, do I care about which book I get?

---

---

2. If you were going to tell me about your family's culture, what is something you could talk about?

---

---

3. When you work with a tutor, how will he or she help you?

---

---

4. What is an example of chores you do at home?

---

---

5. What kind of workers wear uniforms?

---

---

6. What are some resources you would need to grow flowers?

---

---

**Try This**

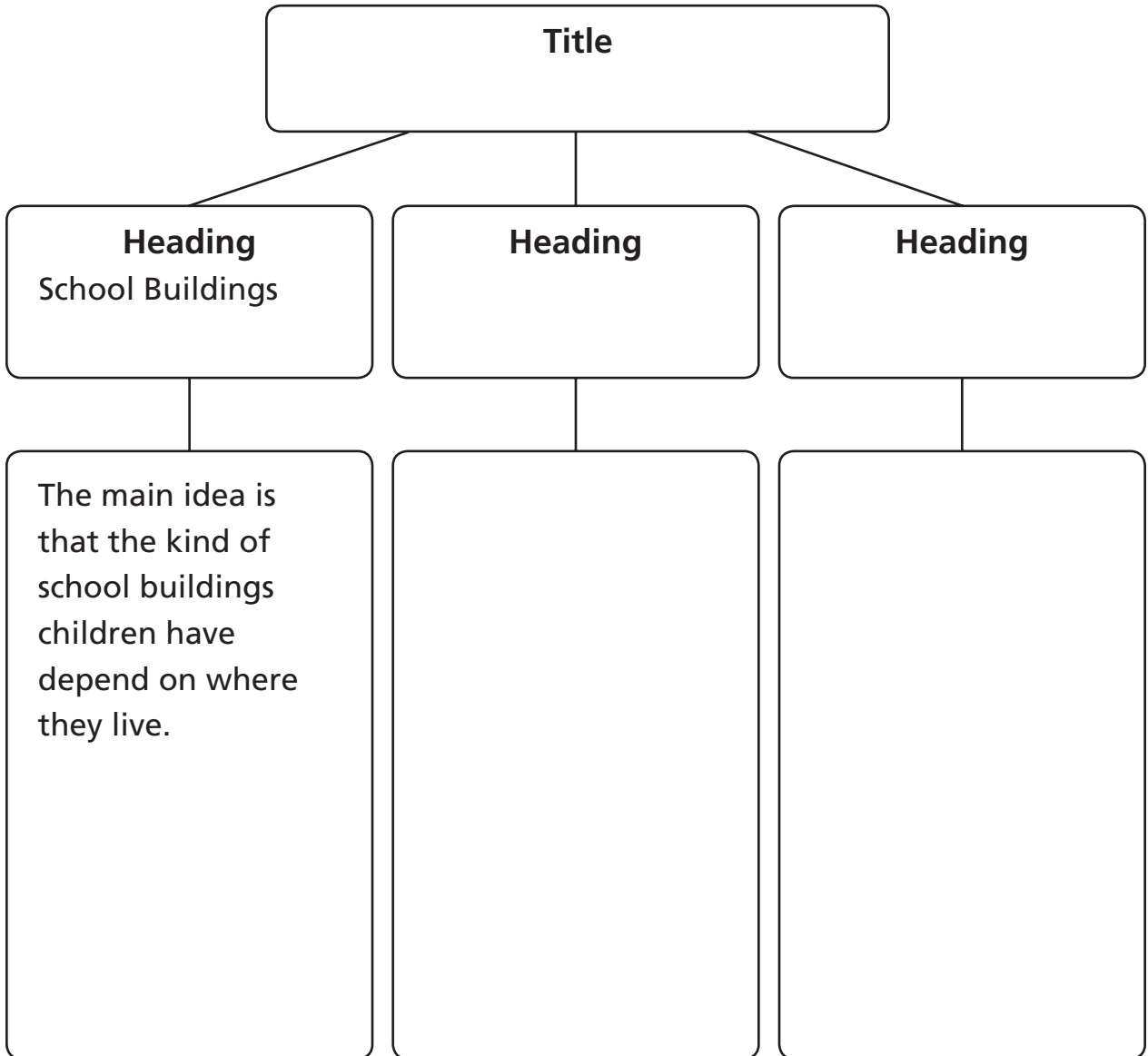
Choose a Vocabulary Word and make up a sentence using the word. Then say the sentence without the Vocabulary Word, and have a partner repeat the sentence with the correct word filled in.

**School-Home Connection**

Ask the student to write three sentences using the Vocabulary Words on this page.

Name \_\_\_\_\_

- ▶ Use the chart to help you organize and locate information from the story "Schools Around the World." Write the title in the first box. Write headings in the boxes just below the title. Write the main ideas in the boxes under each heading.



- ▶ Use information from the chart above to write a summary of the selection on a separate sheet of paper.

Name \_\_\_\_\_

- Read the words in each Word Box. Write the words in alphabetical order between the guide words.

leap    lean    layer    less    lady

lady

less

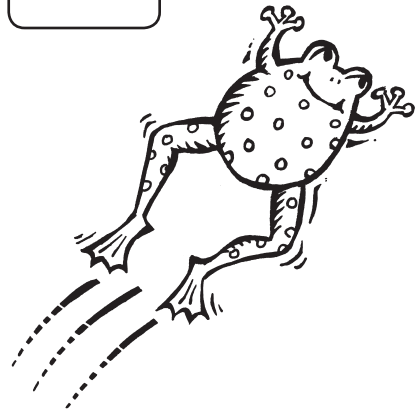
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



toast    tall    team    tap    time

tall

toast

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**School-Home Connection**

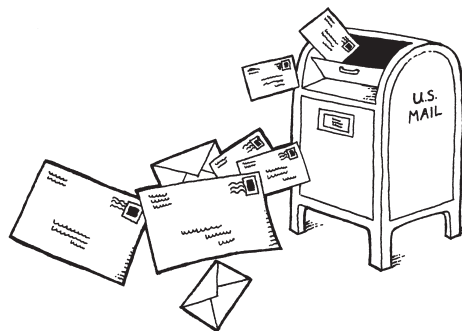
Help the student create a dictionary page by picking five words and putting them in alphabetical order. Then have him or her circle the guide words.



Name \_\_\_\_\_

- Read the first word in dark print in each row.  
Circle another word in the row that has the  
same vowel sound.

- |                 |       |       |       |
|-----------------|-------|-------|-------|
| 1. <b>speed</b> | hen   | treat | play  |
| 2. <b>shape</b> | drain | slow  | sheep |
| 3. <b>grow</b>  | flop  | broke | grain |
| 4. <b>tray</b>  | wade  | wide  | with  |
| 5. <b>beast</b> | tree  | best  | bay   |
| 6. <b>poke</b>  | step  | steep | roast |
| 7. <b>mail</b>  | man   | mill  | may   |
| 8. <b>oats</b>  | eats  | bowl  | aims  |
| 9. <b>gray</b>  | spike | cart  | face  |
| 10. <b>Pete</b> | steam | rate  | check |

**School-Home Connection**

Have the student think of three words with the long /ā/ sound. Have him or her write the words on a piece of paper and share them with you.

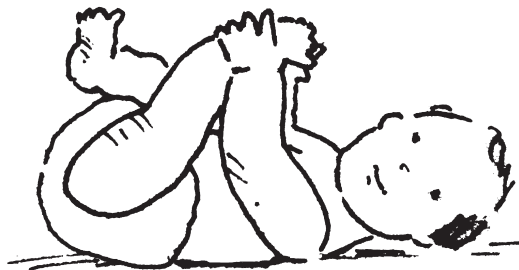
Name \_\_\_\_\_

► Add a complete subject to each predicate.  
Then underline the simple subject.

1. \_\_\_\_\_ went to school.
2. \_\_\_\_\_ played outside.
3. \_\_\_\_\_ ate lunch.
4. \_\_\_\_\_ took a nap.
5. \_\_\_\_\_ performed on stage.
6. \_\_\_\_\_ was made of brick.

► Add a complete predicate to each subject. Then underline the simple predicate.

7. An art teacher \_\_\_\_\_.
8. The excited children \_\_\_\_\_.
9. He \_\_\_\_\_.
10. My mother \_\_\_\_\_.
11. The school \_\_\_\_\_.
12. The tired baby \_\_\_\_\_.



**School-Home Connection**

Work with your child to write two sentences about your city or town. Ask your child to circle the simple subject and underline the simple predicate in each sentence.

Name \_\_\_\_\_

► Read the Spelling Words. Write each word where it belongs.

### Base Word with *-s*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Base Word with *-es*

7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### Spelling Words

1. ants
2. toys
3. flies
4. things
5. boxes
6. games
7. lines
8. rocks
9. wishes
10. ladies
11. dishes
12. babies
13. bushes
14. glasses
15. puppies



#### School-Home Connection

With your child, walk outside and look for groups of plants or objects. Help your child list objects you see, such as bushes, bikes, and houses. Discuss the correct spelling for each word.

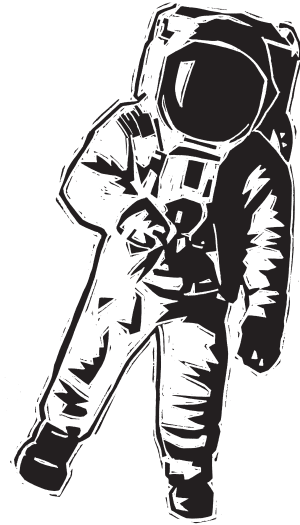


Name \_\_\_\_\_

- Use the Table of Contents to answer the questions. Write your answers in order on the lines.

**The History of Outer Space**  
Table of Contents

Chapter	Page
Introduction	
1. Why Study Space? . . . . .	3
2. Who Studies Space? . . . . .	8
3. Space in Ancient History . . . . .	15
4. Space in the Middle Ages . . . . .	24
5. The Space Age . . . . .	47
Glossary . . . . .	58
Index . . . . .	60



1. What is the title of the fourth chapter?  
\_\_\_\_\_
2. What is the title of the chapter that begins on page 3?  
\_\_\_\_\_
3. On what page would you begin reading "Space in Ancient History"?  
\_\_\_\_\_
4. What is the first page of the Index?  
\_\_\_\_\_
5. What is the title of the second chapter?  
\_\_\_\_\_



**School-Home Connection**

With the student, brainstorm possible ideas that might be covered in Chapter 1: "Why Study Space?"

Name \_\_\_\_\_

Plurals: -s, -es

Lesson 4

- Complete each sentence with the plural form of a word from the box. Be sure to use the correct ending, -s or -es.

beach	book	box	dime	tree
dress	flash	inch	side	river

1. Shelby tried on three \_\_\_\_\_ before she found the one she liked best.
2. Florida has some of the most famous sandy \_\_\_\_\_ in the world.
3. I like to read \_\_\_\_\_ about outer space.
4. A triangle has three \_\_\_\_\_.
5. Ms. Green bought two \_\_\_\_\_ of cereal at the grocery store.
6. I saw some \_\_\_\_\_ of lightning in the sky last night.
7. A foot is 12 \_\_\_\_\_ long.
8. One dollar amounts to the same as ten \_\_\_\_\_.
9. The maple \_\_\_\_\_ have colorful leaves in the autumn.
10. People can fish in the many \_\_\_\_\_ that run through the northwest.



**School-Home Connection**

Ask the student to spell the plural forms of the words in the box without looking at the paper.

Name \_\_\_\_\_

- Write the Vocabulary Word from the box that goes with each meaning.

apply      disappointed      invention

1. \_\_\_\_\_ unhappy about the way things worked out
2. \_\_\_\_\_ to fill out papers to do something, such as get a job
3. \_\_\_\_\_ something new that someone makes or creates

- Answer these questions about the Vocabulary Words from the box.

talented      research      hinder

1. What are some things that a talented person might be able to do?

\_\_\_\_\_

2. What is something you might do research about?

\_\_\_\_\_

3. If you hinder someone, are you helping her or not helping her?

\_\_\_\_\_

**School-Home Connection**

With the student, discuss the meanings of any Vocabulary Words that he or she does not understand. Then have the student create a definition for each word.

Name \_\_\_\_\_

▶ As you read "Ellen Ochoa: Astronaut," pay attention to the order in which events are told. Fill in the graphic organizer as you read.

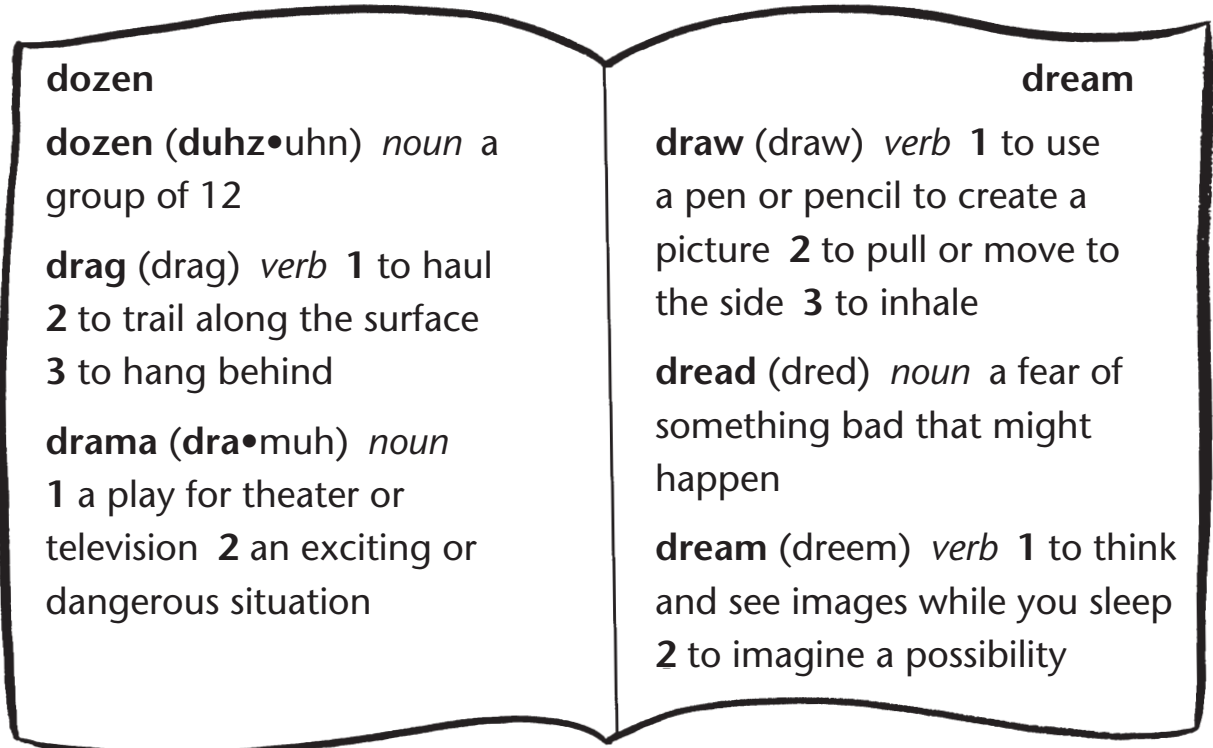
<b>Childhood</b>	
<b>School Years</b>	
<b>Adulthood</b>	

Name \_\_\_\_\_

Use a Dictionary

Lesson 4

- ▶ Review the sample dictionary page and answer the questions. Write your answers on the lines.



1. What part of speech is the word *dozen*? \_\_\_\_\_
2. How many definitions does this dictionary give for the word *draw*?  
\_\_\_\_\_
3. Read the sentence: *The box was so heavy that I had to drag it across the floor.* Which definition number of *drag* is used in this sentence?  
\_\_\_\_\_
4. What word means "a group of 12"? \_\_\_\_\_
5. Write a sentence using the word *dream*. \_\_\_\_\_  
\_\_\_\_\_



**School-Home Connection**

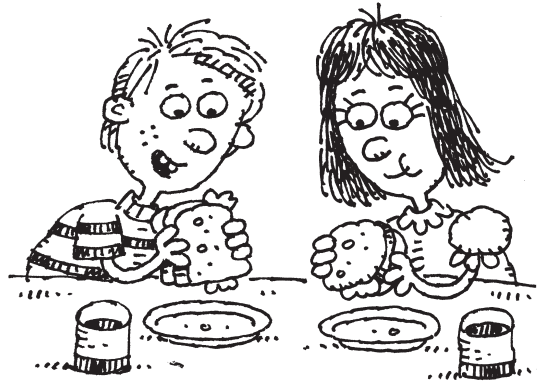
Have the student pronounce all six words and use each one in a sentence.



Name \_\_\_\_\_

► Write the plural form of each noun. Then circle the plural words in the Word Search.

1. country \_\_\_\_\_
2. cage \_\_\_\_\_
3. story \_\_\_\_\_
4. lunch \_\_\_\_\_
5. tree \_\_\_\_\_
6. fork \_\_\_\_\_
7. tray \_\_\_\_\_
8. party \_\_\_\_\_
9. set \_\_\_\_\_
10. book \_\_\_\_\_



### Word Search

B D T R N W A F O R K E S L H  
 W C A X Z E C O U N T R I E S  
 T R E E S L M R W Q I P Z B T  
 R G S A A C I K U P F C C O O  
 A S D D P Q A S L E O A H O R  
 Y E Y P A R T I E S X G U K I  
 S T O R Y S T E D A E E A S E  
 E S L L U N C H E S S S M I S



#### School-Home Connection

Ask the student to find the plural form of the word *fox* in the Word Search.

Name \_\_\_\_\_

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

1. \_\_\_\_\_ studied art.
2. The athletes \_\_\_\_\_.
3. The music student \_\_\_\_\_.
4. \_\_\_\_\_ took dance classes.
5. The actor \_\_\_\_\_.
6. \_\_\_\_\_ watched the stars.

► Rewrite each sentence. Add commas where they belong.  
Draw one line under each compound subject and two lines under each compound predicate.

7. The soccer player ran kicked and scored.

\_\_\_\_\_

8. Exercise rest and healthful food made the swimmer strong.

\_\_\_\_\_

\_\_\_\_\_

9. Raja his sister and his brother were good students.

\_\_\_\_\_

10. The scientist wrote a book won a prize and gave a speech.

\_\_\_\_\_

\_\_\_\_\_



**School-Home Connection**

Work with your child to write one sentence about his or her day using a compound subject and one sentence using a compound predicate.

Name \_\_\_\_\_

► **Part A. Read the sentences. Find one CVC word and one VCCV word in each sentence. Write the words in the spaces below each sentence.**

1. Rihanna's dog is such a rascal!

CVC: \_\_\_\_\_ VCCV: \_\_\_\_\_

2. Hilary drew a beautiful picture on the wooden box.

CVC: \_\_\_\_\_ VCCV: \_\_\_\_\_

3. The runner wore a baseball cap during the race.

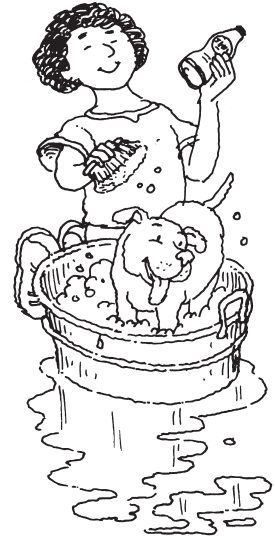
CVC: \_\_\_\_\_ VCCV: \_\_\_\_\_

4. Just give the ball a tap with the racket.

CVC: \_\_\_\_\_ VCCV: \_\_\_\_\_

5. There is rubber cement in the den.

CVC: \_\_\_\_\_ VCCV: \_\_\_\_\_



► **Part B. Choose one CVC word and one VCCV word from Part A, and write a short story using both words.**

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**School-Home Connection**

Ask the student to find the short vowel sounds in *racket* and *rubber*.

Name \_\_\_\_\_

► Read the story. Write the root word for each underlined word in the correct column below the story.

Yesterday afternoon, I was feeling a little bored. I sat and looked out our front window, waiting for something to happen.

As I was staring down the street, a boy skipped by with the strangest dog I had ever seen. I went outside, closing the door behind me.

The boy turned and faced me. "This is Twinkletoes," he said. "We have a big show tomorrow."

I glanced again at his pet. "Is it a dog show?" I asked.

Just then, Twinkletoes oinked. "Oh, no," said the boy. "It is a show at the State Fair. Twinkletoes is a pig!"

As Twinkletoes and the boy walked down the street, I was sorry for thinking my street was boring!

Root Words with Final e

Root Words without Final e

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

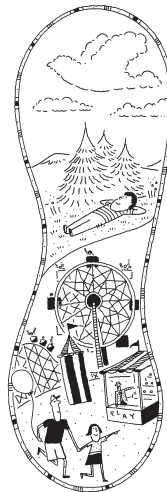
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**School-Home Connection**

Ask the student to identify the root words in *skipped*, *turned*, and *thinking*.

Name \_\_\_\_\_

► Underline the letters that make the long vowel sound in each word. Then circle the word whose vowel sound is different from the other two in the line.

1. bait      freeze      away

2. treat      feed      goal

3. essay      throw      goat

4. crow      drain      tray

5. mean      complain      see

6. snow      bowl      beak

7. reach      delay      feel

8. way      raise      beep

9. seal      coast      teeth

10. heap      know      oat



**School-Home Connection**

Have the student write three sentences using words from this page that have the long /ā/ sound.

Name \_\_\_\_\_

► Change the underlined noun to its plural form so that the sentence is correct. Write the new word on the line.

1. I found a basket of kitten on the sidewalk.

\_\_\_\_\_



2. Murat loves to collect butterfly. \_\_\_\_\_

3. There are four different juice mix in our pantry.

\_\_\_\_\_

4. Brodie has three wrench in his tool kit. \_\_\_\_\_

5. The workers built the shed with hammers and nail.

\_\_\_\_\_

6. Martina blows kiss to her friends as she gets on the bus.

\_\_\_\_\_

7. Everyone in the class gave speech yesterday.

\_\_\_\_\_

8. Why do you think clowns have red nose? \_\_\_\_\_

9. It is good to give flower water and sunlight.

\_\_\_\_\_

10. Carol carry two suitcases when she travels overseas.

\_\_\_\_\_



**School-Home Connection**

Ask the student to say the plural form of the nouns *activity*, *princess*, and *group*.

Name \_\_\_\_\_

► **Part A. Read the sentences below. Fill in the blanks with one of the Vocabulary Words from the word box.**

viewers	concealed	survive
independent	camouflage	donated



1. When I taught myself how to tie my shoes, I felt \_\_\_\_\_.
2. Rico and Nate looked for bugs in their backyard. They checked under the log to see if any were \_\_\_\_\_ there.
3. That television show is so funny! I am sure it has lots of \_\_\_\_\_.
4. When Brenda outgrew her jacket, her mom \_\_\_\_\_ it to the thrift store.
5. A cactus can \_\_\_\_\_ without much water.
6. Claire used a pile of laundry as \_\_\_\_\_ when she hid in her messy bedroom.

► **Part B. Write one sentence that uses any two Vocabulary Words from above.**

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**School-Home Connection**

Ask the student to think of three different animals that can survive in desert environments.

Name \_\_\_\_\_

- Read the story. Circle the letter of the best answer to each question.

Lin's father was working very hard to open a new restaurant. He was nervous and very grouchy. One day, Lin decided to cheer him up. She sneaked into the restaurant with a handful of flowers she had picked. She said to herself, "These will look pretty on the tables. They will make Dad happy."

That night at bedtime, Lin's father came to say good night. "Sleep tight, Lin," he said. He turned off the lights and started to close the door.

"Good night, Dad," she said. She was disappointed that he had not noticed the flowers. Then her father turned the lights back on. "I almost forgot," he said, pulling a flower from his shirt pocket and smiling. "I will make a big breakfast for us in the morning!"

1. Who are the characters in this story?
  - A Lin and her mother
  - B a father and son
  - C Lin and her father
2. How can you tell that Lin's father is happy at the end of the story?
  - A He smiles at Lin and says he will make her a big breakfast.
  - B He says "Good night, Lin."
  - C He is always sad.
3. Where does the story take place?
  - A a movie theater
  - B a restaurant and Lin's house
  - C a friend's house



**School-Home Connection**

Have the student describe Lin and explain how he or she knows what Lin is like.



Name \_\_\_\_\_

- Use your *Student Edition* to answer the questions.  
Write the answers on the lines.

1. Turn to page 22 and look at the illustration. What do you think is happening?  
\_\_\_\_\_
2. Turn to the table of contents. On which page does “The Singing Marvel” begin?  
\_\_\_\_\_
3. Turn to page 89 and look at the photographs on the page. What do you think this page will be about?  
\_\_\_\_\_
4. Turn to page 106 and look at the illustrations. What do you think the story is about?  
\_\_\_\_\_
5. Turn to page 116 and look at the title. What do you think this selection is about?  
\_\_\_\_\_
6. What is the last page of the story, “Ellen Ochoa, Astronaut”?  
\_\_\_\_\_

**School-Home Connection**

Ask the student to look at the picture on the cover of the *Student Edition* and write a possible caption for it.

Name \_\_\_\_\_

► Complete the sentences below by putting the words in ( ) in alphabetical order and writing them in the blanks.

1. To compete in that race, you must be able to \_\_\_\_\_  
five miles, \_\_\_\_\_ two miles, and \_\_\_\_\_  
500 feet. (swim, bike, run)
2. Maxine puts her \_\_\_\_\_ on her bed and leaves her  
\_\_\_\_\_ in the \_\_\_\_\_.  
(garage, football, doll)
3. For dinner last night, we had \_\_\_\_\_ with a side of  
\_\_\_\_\_ and \_\_\_\_\_.  
(peas, potatoes, chicken)
4. Austin keeps his \_\_\_\_\_ in a \_\_\_\_\_  
outdoors, but his \_\_\_\_\_ lives in the house.  
(bunny, cat, cage)
5. There were \_\_\_\_\_ and \_\_\_\_\_ on the  
nature show, but there were no \_\_\_\_\_.  
(lizards, leopards, lions)
6. You should travel by \_\_\_\_\_ or \_\_\_\_\_  
to get to Alaska from Florida. It is very far to travel there by  
\_\_\_\_\_. (truck, train, plane)



**School-Home Connection**

Together, write the names of five people the student knows. Have him or her put the names in alphabetical order.

Name \_\_\_\_\_

Review: Use a  
Dictionary

.....  
Lesson 5

- ▶ Review the sample dictionary page and answer the questions.

chase • cider

**chase** (chās) *verb* **1** to follow in order to catch someone or something.  
*noun* **2** the act of chasing.

**cheap** (chēp) *adjective* **1** low in cost, inexpensive. **2** of poor quality.

**chick** (chik) *noun* **1** a young chicken. *noun* **2** any young bird.

**choose** (chōōz) *verb* **1** to select. *verb* **2** to prefer (to do something).

**cider** (si'dər) *noun* **1** juice pressed from fruits, usually apples.

1. What part of speech is the word *chick*? \_\_\_\_\_
2. How many definitions does this dictionary give for the word *choose*? \_\_\_\_\_
3. Which definition of *cheap* is used in the following sentence?  
*These comic books are cheap, so I will buy three of them.* \_\_\_\_\_
4. How many syllables does *cider* have? \_\_\_\_\_
5. Which word can be a verb or a noun? \_\_\_\_\_
6. Which word has only one possible definition? \_\_\_\_\_



**School-Home Connection**

Ask the student to tell you which definition of *cheap* someone would use to describe an expensive coat that fell apart the first time it was worn.

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. \_\_\_\_\_

**Spelling Words**

1. clock
2. drink
3. hopped
4. moved
5. waking
6. folded
7. stain
8. layer
9. team
10. slow
11. toast
12. ladies
13. flies
14. bushes
15. games

Name \_\_\_\_\_

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

(1) There is something new in Room 112 (2) Can you guess what it is (3) our rabbit has four babies. (4) How tiny the bunnies are! (5) Wish could take one home. (6) Do you bunnies like?

- Which sentence should end with a period?  
A Sentence 1  
B Sentence 2  
C Sentence 4  
D Sentence 6
- Which sentence should end with a question mark?  
A Sentence 1  
B Sentence 2  
C Sentence 3  
D Sentence 4
- In which sentence are the words in an order that does not make sense?  
A Sentence 2  
B Sentence 3  
C Sentence 4  
D Sentence 6
- Which word in Sentence 3 should be capitalized?  
A our  
B rabbit  
C four  
D babies
- Which of the following is NOT a complete sentence?  
A Sentence 1  
B Sentence 3  
C Sentence 4  
D Sentence 5
- Which sentence is correct as it is?  
A Sentence 3  
B Sentence 4  
C Sentence 5  
D Sentence 6

Name \_\_\_\_\_

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

(1) Eric watched the news on TV. (2) His father watched the news on TV. (3) The newscaster talked about special events. (4) A police officer a firefighter and a teacher taught third graders about safety. (5) The mayor took a trip and gave a speech.

- Which is the simple subject of Sentence 1?  
A Eric  
B Eric watched  
C the news  
D watched the news on TV
- Which is the complete predicate of Sentence 3?  
A the newscaster  
B the newscaster talked  
C talked  
D talked about special events
- What is missing in Sentence 4?  
A commas  
B a subject  
C a simple predicate  
D a complete predicate
- Which sentence has a compound subject?  
A Sentence 1  
B Sentence 3  
C Sentence 4  
D Sentence 5
- Which sentence has a compound predicate?  
A Sentence 2  
B Sentence 3  
C Sentence 4  
D Sentence 5
- Which sentences could be joined to make one sentence with a compound subject?  
A Sentences 1 and 2  
B Sentences 2 and 3  
C Sentences 3 and 4  
D Sentences 4 and 5

Name \_\_\_\_\_

► Make cards for the Spelling Words. Lay them down and read them.

1. Put the words with *up* in the first column.
2. Put the words with *room* in the second column.

The first one is done for you.

Words with <i>up</i>	Words with <i>room</i>
1. <u>pickup</u>	3. _____
2. _____	4. _____

Words without *up* or *room*

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### Spelling Words

1. pickup
2. cannot
3. outside
4. bedroom
5. upstairs
6. raindrop
7. baseball
8. hallway
9. airplane
10. mailbox
11. sunshine
12. homework
13. classroom
14. something
15. playground



#### School-Home Connection

With your child, make a list of compound words. Write the words on a sheet of paper. Talk about the two smaller words that make up each compound word.

Name \_\_\_\_\_

- Read the passage. Then circle the letter of the best answer to each question.

The Sunshine Skyway Bridge in Florida was finished in 1987. Many people believe it is the most beautiful bridge in the world. It is painted yellow. I think the color is the reason that the bridge is so popular.

Another bridge once stood over Tampa Bay. Because of a terrible storm, 1,000 feet of that bridge fell into the bay. The Sunshine Skyway Bridge is 190 feet above the water at its highest point. It is held together by steel cables.

I feel that this bridge is the strongest bridge of all.

1. Which of the following sentences states a fact?
  - A It is painted yellow.
  - B I think the color is the reason that the bridge is so popular.
  - C Many people believe it is the most beautiful bridge in the world.
  - D I feel that this bridge is the strongest bridge of all.
2. Which of the following sentences is an opinion?
  - A The Sunshine Skyway Bridge in Florida was finished in 1987.
  - B I think the color is the reason that the bridge is so popular.
  - C Another bridge once stood over Tampa Bay.
  - D It is held together by steel cables.
3. Read the underlined sentence in the passage. It is a fact. How do you know?
  - A It is the author's belief.
  - B It is incorrect information.
  - C It is something that can be seen or proved.
  - D All bridges do this.



**School-Home Connection**

Read the passage aloud with the student. Then reread it. Work together to underline each sentence that is a fact and circle each sentence that is an opinion.



Name \_\_\_\_\_

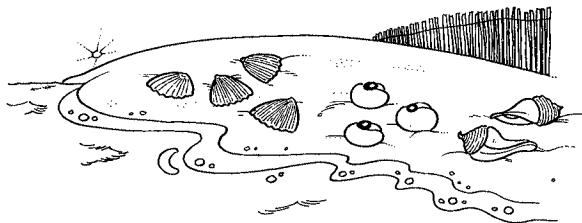
► Find and circle the ten compound words in the story. Write each one in the box below the story. Use a line to separate the compound word into two smaller words.

### My Vacation

This summer, my family visited a waterside cottage at the beach. We could watch oceangoing steamships pass right by. I spent hours exploring the beach, and I found dozens of beautiful seashells.

Mom took sunrise walks every day, while my brother tried to ride a surfboard. He did not get very far! Dad spent time in a rowboat. He would drop his line into the water and wait for the fish to bite.

We only stayed indoors during thunderstorms. Then we would just watch the lightning, listen to the thunder, and wait to go outside again.

#### School-Home Connection

Ask the student to explain how he or she knew which words in the paragraph were compound words.

Name \_\_\_\_\_

► Choose a Vocabulary Word to complete each sentence. Write the word on the line.

collapses	dazed	elevated
embarrass	midst	shabby



1. Maya was in the \_\_\_\_\_ of a large crowd of people.
2. The \_\_\_\_\_ shirt was too old to wear any longer.
3. Alejandro felt \_\_\_\_\_ after the ball hit his head.
4. The television was \_\_\_\_\_ so that everyone could watch it.
5. Do kind words and compliments \_\_\_\_\_ you?
6. Someone should repair that building before it \_\_\_\_\_.

► Find a Vocabulary Word in the box below with a meaning that matches the set of three words. Write the Vocabulary Word on the line.

collapses	dazed	elevated
embarrass	midst	shabby

1. confused    foggy    dazzled    \_\_\_\_\_
2. raised    top    high    \_\_\_\_\_
3. topples    crashes    falls    \_\_\_\_\_
4. ragged    torn    old    \_\_\_\_\_
5. center    core    middle    \_\_\_\_\_
6. shame    disgrace    upset    \_\_\_\_\_



**School-Home Connection**

Read the Vocabulary Words and their explanations with the student. Then have him or her write and illustrate a sentence for two of the words.

Name \_\_\_\_\_

- ▶ Use the graphic organizer to record the facts and opinions from these pages of "The Babe and I." Write each fact in the column labeled **Fact**. Write each opinion in the column labeled **Opinion**.

**Section 1** page 162

**Fact**

It was 1932, in the midst of the Great Depression, and millions of people were out of work.



**Opinion**

**Section 2** page 163–166

**Fact**



**Opinion**

**Section 3** page 167–174

**Fact**



**Opinion**

**Section 4** page 180–181

**Fact**



**Opinion**

- ▶ On a separate sheet of paper, summarize the story with three facts and three opinions. Use the graphic organizer to help you.

Name \_\_\_\_\_

► Read each sentence and the words under it.  
Circle the synonym for the underlined word.

1. He was smart enough to wait for his father.

wise    grown    foolish

2. They stood in the midst of the crowd.

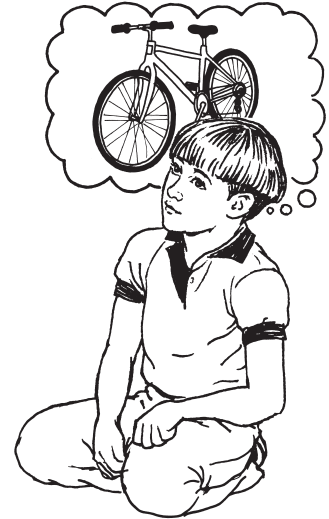
head    middle    back

3. Everyone was rushing to find a seat.

hurrying    carrying    going

4. He was hoping to get a bicycle for his birthday

needing    stopping    wishing



► Circle the antonym for the underlined word or words.

5. The boy stayed with Jacob.

saw    left    remained

6. The boy saved all his money.

spent    bought    kept

7. The father sold apples.

took    bought    collected

8. The crowd shouted.

whispered    yelled    cheered

**School-Home Connection**

Have the student write antonyms for questions 1-4 and synonyms for questions 5-8.

Name \_\_\_\_\_

▶ Connect each word in the left column with a word in the right column, to form a compound word. Then, write a sentence using each compound word.

apple

hook

down

case

coat

storm

thunder

hill

suit

sauce



1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_



**School-Home Connection**

Have the student read his or her sentences aloud. Discuss the meaning of each compound word.

Name \_\_\_\_\_

► Rewrite the sentences. Use commas and joining words correctly.

1. My father is a teacher and he works at a school.

\_\_\_\_\_

2. He drives to work, he takes a bus.

\_\_\_\_\_

3. He has lunch at work or he eats in the park.

\_\_\_\_\_

4. Most days he eats tuna, today he eats egg salad.

\_\_\_\_\_

► Rewrite each pair of sentences as one sentence. Use commas and the joining words *and* or *but* correctly.

5. Mrs. Lopez loves to read. She owns a bookstore.

\_\_\_\_\_

6. The store is small. It has many books.

\_\_\_\_\_

7. Sasha works with animals. She enjoys her job.

\_\_\_\_\_

8. She lives in the country. She works in the city.

\_\_\_\_\_



**School-Home Connection**

Work with your child to write two simple sentences about a person and his or her job. Then help your child turn the sentences into one compound sentence.

Name \_\_\_\_\_

► Read the Spelling Words. Find the consonants *ch*, *tch*, *sh*, or *wh* in each word. Write each word below where it belongs.

*ch, wh, sh* at the Beginning

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

*ch* in the Middle

9. \_\_\_\_\_

*sh, ch, tch* at the End

10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

**Spelling Words**

1. chin
2. itch
3. push
4. chef
5. when
6. wash
7. much
8. sharp
9. pitch
10. where
11. peach
12. child
13. wheat
14. chance
15. machine



**School-Home Connection**

Challenge your child to write as many words with the consonant digraphs *sh*, *wh*, *ch*, and *tch* as possible. Confirm each spelling with your child by using a print or online dictionary.

Name \_\_\_\_\_

- Read the passage below. Then answer the questions that follow.

If you ever visit Africa, you might see a gorilla. Gorillas live in rain forests, mountain slopes, and bamboo forests. They live in groups as small as five or as large as thirty. A group of gorillas is called a “troop”. Gorillas look fierce, but they are usually very gentle. They are big eaters — they can eat up to forty pounds of plants a day!

Sadly, gorillas are in danger. Logging companies cut down forests where gorillas live, leaving them homeless. It is sad to imagine gorillas with no place to live. Some people are trying to create new wildlife laws to protect gorillas. It is hard work, but saving gorillas is an important cause.



1. What is one opinion from the passage?

---

---

2. What is one fact from the passage?

---

---

3. What is another opinion from the passage?

---

---

**School-Home Connection**

Ask the student to tell you one opinion about his or her favorite animal.

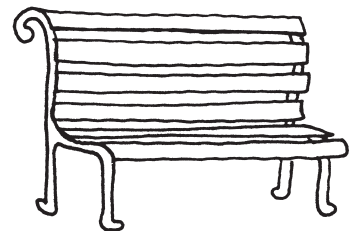


Name \_\_\_\_\_

- Complete each sentence with a /ch/ word spelled *ch* or *tch*. Write the word on the line. See the word box if you need help.

chance	watch	peach	hatched
bench	chin	pitch	children

- Something you wear on your wrist that tells time is a \_\_\_\_\_.  
\_\_\_\_\_
- If you have a group of more than one young person, you have a group of \_\_\_\_\_.  
\_\_\_\_\_
- When the bird came out of the egg, the egg was \_\_\_\_\_.  
\_\_\_\_\_
- In a baseball game, you \_\_\_\_\_ the ball to the batter.  
\_\_\_\_\_
- You may want to sit on the park \_\_\_\_\_ and rest a while.  
\_\_\_\_\_
- A fuzzy fruit that grows on trees is a \_\_\_\_\_.  
\_\_\_\_\_
- An opportunity is a \_\_\_\_\_ you take.  
\_\_\_\_\_
- The part of your face just below your mouth is your \_\_\_\_\_.  
\_\_\_\_\_

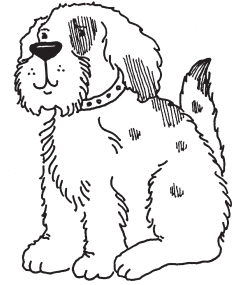


**School-Home Connection**

Give the student four examples of words that have the /ch/ sound. Then have him or her give four more examples.

Name \_\_\_\_\_

► Read each question, paying special attention to the Vocabulary Word in dark type. Then circle the letter of the best answer.



1. How can a dog **obey** its owner?
  - A By following the owner's commands
  - B By doing the opposite of what the owner asks
  - C By barking at other dogs
2. What sound would a child make if he or she **whined**?
  - A A happy sound
  - B A complaining sound
  - C A playful sound
3. What can give off a pleasant **scent**?
  - A A skunk
  - B A pile of garbage
  - C A bed of flowers
4. How can you **demonstrate** the way to set a table?
  - A Tell someone what to do.
  - B Ask someone to show you how to do it.
  - C Do it yourself while someone is watching.
5. What does someone do who **wanders** about?
  - A Walks without a plan
  - B Talks on the phone for hours
  - C Writes a long letter
6. Why would someone **patrol** a neighborhood?
  - A To water the plants
  - B To keep it safe
  - C To keep it crowded

**School-Home Connection**

Have the student use each Vocabulary Word in an original sentence.

Name \_\_\_\_\_

▶ As you read "Aero and Officer Mike," fill in the graphic organizer with facts and opinions from the passage.

**Section 1** pages 200–209

<b>Fact</b>	<b>Opinion</b>
<ul style="list-style-type: none"><li>Aero is a black and tan German shepherd.</li></ul>	

**Section 2** pages 210–217

1. What is a fact about Aero's training?

---

---

2. How does Aero feel about steep stairs and open gratings?

---

3. On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.

Name \_\_\_\_\_

► Write a synonym or antonym for the underlined word in each sentence.

1. Kim had to jump to reach the top shelf of her closet.

Synonym: \_\_\_\_\_

2. I cannot see over the table from where I am sitting.

Antonym: \_\_\_\_\_

3. Joe thought that last night's show was awful.

Synonym: \_\_\_\_\_

4. You can keep any of the objects in this box.

Synonym: \_\_\_\_\_

5. Those books are heavy.

Antonym: \_\_\_\_\_

6. The ranger's cabin is in the woods.

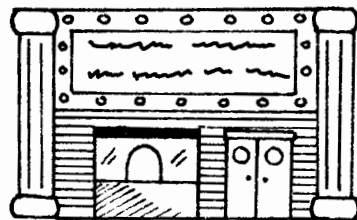
Synonym: \_\_\_\_\_

7. Everybody wants to go to the movies tonight.

Antonym: \_\_\_\_\_

8. The dog's hair is brown.

Synonym: \_\_\_\_\_

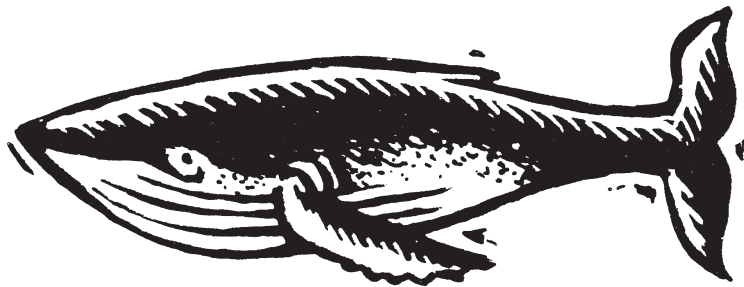
**School-Home Connection**

Ask the student to think of two antonyms for item #3.

Name \_\_\_\_\_

► Circle the word with the consonant pattern that is not pronounced like the other two.

1. chin      march      chef
2. when      why      who
3. chubby      cash      machine
4. child      sharp      chance
5. write      wrist      wheat
6. push      pitch      chap
7. shake      shoot      chase
8. stitch      whale      catch
9. much      patch      wheel
10. short      chat      chart



**School-Home Connection**

With the student, write four sentences that use at least one word each with consonant patterns *ch, tch, sh,* and *wh*.

Name \_\_\_\_\_

► Rewrite each sentence correctly.

1. danny has a Partner in the classroom.

\_\_\_\_\_

2. Her Name is ann.

\_\_\_\_\_

3. Danny and ann study every Afternoon.

\_\_\_\_\_

4. On fridays the Children learn math.

\_\_\_\_\_

► Rewrite each sentence correctly. Underline the common nouns. Circle the proper nouns.

5. Independence day was on tuesday.

\_\_\_\_\_

6. Yani's class went to new york city and saw fireworks.

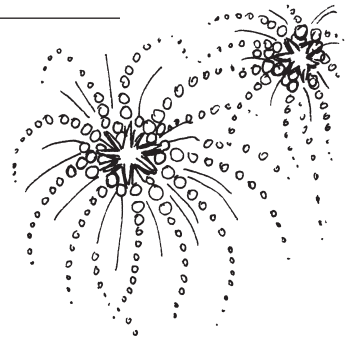
\_\_\_\_\_

7. Lights filled the sky over the hudson river.

\_\_\_\_\_

8. The Students wrote a report about their trip.

\_\_\_\_\_



**School-Home Connection**

Work with your child to name a proper noun for each of the following common nouns: *teacher, friend, place, day, month, holiday.*

Name \_\_\_\_\_

► Read the Spelling Words. Write each word where it belongs.

**Words with ou**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Words with ow**

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

**Words with oi**

10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_

**Words with oy**

14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

**Spelling Words**

1. foil
2. loud
3. gown
4. coil
5. house
6. annoy
7. growl
8. moist
9. enjoy
10. round
11. spoil
12. mouse
13. clown
14. bounce
15. cowboy



**School-Home Connection**

Help your child write a sentence using each Spelling Word. Then have him or her circle the vowels that spell the /oi/ sound.

Name \_\_\_\_\_

- Read the paragraph. Then follow the directions and answer the questions below.

Did you know that rabbits eat only plants? This type of animal is called a herbivore. Animals that are carnivores, like tigers, eat only meat. Some animals, like bears, eat both plants and meat. They are called omnivores. An animal can be a herbivore, carnivore, or omnivore depending on what it eats.

1. Write the main idea. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Draw a box around each of the supporting details.
3. Write the main idea in a different way so that you could put it at the beginning of the paragraph. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**School-Home Connection**

Have the student tell you in his or her own words what the paragraph is about. Explain to the student that this is the main idea.



Name \_\_\_\_\_

- Find ten spelling words in the Word Search puzzle that have the vowel sound /ou/ and /oi/. The words go across or down. Circle the words and write a sentence for each one.

### Word Search

C	H	L	O	U	D	T	A	N	N	O	Y
R	W	N	D	G	W	O	O	C	Y	F	L
O	Q	K	H	O	U	S	E	Z	T	O	C
U	G	R	O	W	L	X	R	U	Q	I	O
N	P	C	M	N	O	Y	X	L	X	L	I
D	C	L	O	W	N	O	S	P	O	I	L

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



#### School-Home Connection

On a sheet of paper, work with the student to write five more words with the sound /ou/ as in *mouse*.

Name \_\_\_\_\_

► **Part A Write the Vocabulary Word from the Word Bank that matches each idea.**

communicate  
signalflick  
chatteralert  
grooms

1. \_\_\_\_\_ to make neat and clean
2. \_\_\_\_\_ to tell a person or animal something
3. \_\_\_\_\_ to warn someone
4. \_\_\_\_\_ to make noises over and over
5. \_\_\_\_\_ a movement that has a meaning
6. \_\_\_\_\_ to snap something quickly

► **Part B Use what you know about the Vocabulary Words to answer each question. Answer in complete sentences.**

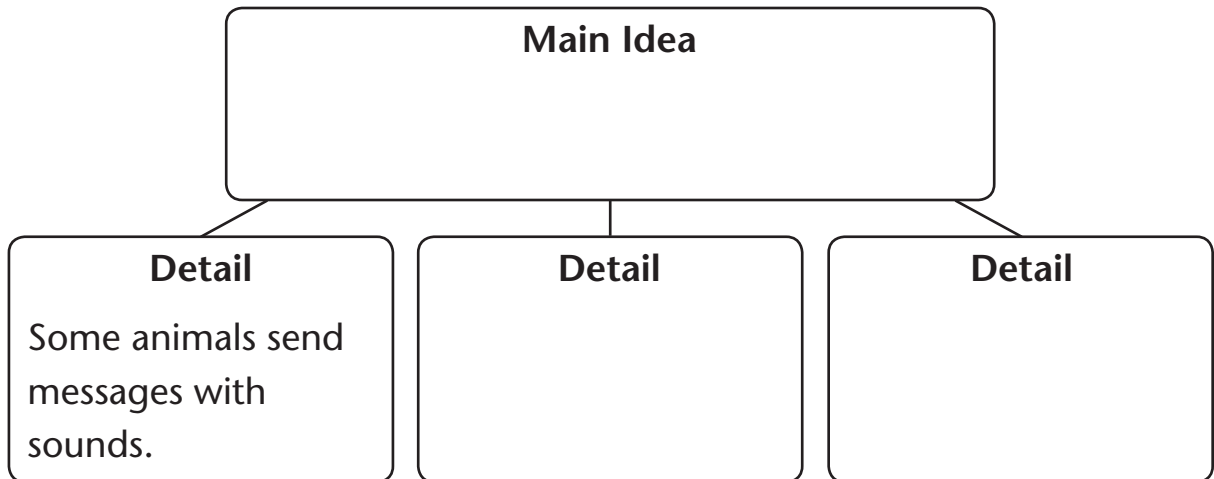
7. If you **alert** someone, are you smiling at the person or warning the person? \_\_\_\_\_
8. If you **flick** a towel, does the towel move quickly or slowly?  
\_\_\_\_\_
9. If a person **grooms** his dog, is he brushing it or feeding it?  
\_\_\_\_\_
10. If you **chatter** with a friend, are you speaking quickly or whispering?  
\_\_\_\_\_
11. When you give someone a **signal**, what are you doing?  
\_\_\_\_\_
12. Do you **communicate** by yourself or with other people?  
\_\_\_\_\_

**School-Home Connection**

Have the student act out the words *alert* and *chatter*. Then use your hands to send a *signal* to him or her. Have the student guess what the signal means.

Name \_\_\_\_\_

- ▶ As you read "How Animals Talk," fill in the graphic organizer with important details from the selection. Then write the most important idea from the selection.



1. What is the main idea of the selection?

---

---

---

---

2. What are three of the most important details?

---

---

---

---

3. On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.

Name \_\_\_\_\_

▶ Read the encyclopedia entry. Use the information to answer the questions.

**Oak.** Tree found in areas with four seasons. There are 450 different kinds of oaks. They grow in many areas, from sea coasts to mountains. Oaks are known by their fruit, called the acorn. Most oaks are slow-growing. They are an important source of wood. Oak wood is used to make furniture and floors.



1. How many kinds of oak trees are there?

\_\_\_\_\_

2. What is oak wood used to make?

\_\_\_\_\_

3. What is an acorn?

\_\_\_\_\_

4. What are two of the areas in which oaks grow?

\_\_\_\_\_

5. Where are oak trees found?

\_\_\_\_\_



**School-Home Connection**

Help the student write a poem about oak trees and acorns. Then read it aloud together.

Name \_\_\_\_\_

► Unscramble the words. Each word includes the letter pattern *ou*, *ow*, *oi*, or *oy*. Then use each word in a sentence.

1. wodn → \_\_\_\_\_

\_\_\_\_\_

2. liob → \_\_\_\_\_

\_\_\_\_\_

3. tipon → \_\_\_\_\_

\_\_\_\_\_

4. yots → \_\_\_\_\_

\_\_\_\_\_

5. lowh → \_\_\_\_\_

\_\_\_\_\_

6. hotum → \_\_\_\_\_

\_\_\_\_\_

7. dolu → \_\_\_\_\_

\_\_\_\_\_

8. rewot → \_\_\_\_\_

\_\_\_\_\_



**School-Home Connection**

Write the letters *thuso* on a sheet of paper. Have the student unscramble them to form a word that uses one of the letter patterns above.

Name \_\_\_\_\_

▶ Write the full word for each abbreviation.

1. FL \_\_\_\_\_

2. Tues. \_\_\_\_\_

3. Dr. \_\_\_\_\_

4. St. \_\_\_\_\_

5. Apr. \_\_\_\_\_

▶ Find the words in each sentence that have abbreviations. Write the abbreviations.

6. Mister Ward's party is on Sunday, November 5.

\_\_\_\_\_

7. Send the letter to Doctor Johnson at 5 Mesa Street, El Paso, Texas.

\_\_\_\_\_

8. In September, Mistress Torres's class goes to the animal shelter on River Avenue.

\_\_\_\_\_

9. Tennessee and Missouri are next to Kentucky.

\_\_\_\_\_

10. Mistress Brecht spoke at the school on Barstow Road on Friday.

\_\_\_\_\_

**School-Home Connection**

Have your child write his or her Name, Address, Birthday, and Teacher's name. Point out places where abbreviations can be used.

Name \_\_\_\_\_

► Read the Spelling Words. Write each word where it belongs.

### Words with *str*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### Words with *scr*

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### Words with *spr*

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### Spelling Words

1. spray
2. street
3. sprint
4. stripe
5. screen
6. strong
7. spring
8. stray
9. scream
10. strike
11. spread
12. string
13. sprout
14. scratch
15. stream



#### School-Home Connection

Encourage your child to think of other words that begin with these letter patterns and write them down. Then confirm each spelling by looking it up in a dictionary.

Name \_\_\_\_\_

- Read the passage. Then circle the letter of the best answer to each question.

Did you ever trade one thing for another? It can be fun. It also is a good way to get rid of old things and find yourself some wonderful new treasures. People have been swapping things for thousands of years. In ancient times, money was hard to get. So one family would trade their extra cow for another family's extra pig or horse. Today, people get most of what they need by buying things in stores. But swapping and trading is still going on. You can swap books with a friend. That way, you can trade a book you have read for a book that will be new and exciting to you. You can do the same thing with toys, games, and clothes that no longer fit.

1. What is the main idea of the passage?
  - A It's fun!
  - B Swapping is a great way to trade old things for new treasures.
  - C You can swap books with a friend.
2. Which detail does not support the main idea?
  - A Swapping and trading is still going on.
  - B In ancient times, money was hard to get.
  - C It's a nice day.
3. Which detail supports the main idea?
  - A You can swap books with a friend.
  - B The word *paws* spelled backwards is *swap*.
  - C Books can be a great deal of fun.

**Tip**

Remember that details help explain the main idea.

**School-Home Connection**

Reread the passage with the student. Then have the student retell the main idea in his or her own words.



Name \_\_\_\_\_

▶ Make real words by adding *str* or *scr* to the endings in the box. Then write each finished word under the correct heading.

**str**

**scr**

eet   oke   ap   atch   ing   eak   ape   eam

*str* words

---

---

---

---

---

---

---

*scr* words

---

---

---

---

---



**School-Home Connection**

Ask the student to blend *str* and *scr* with the ending *-ub*. Have him or her tell you which combination makes a real word and which makes a nonsense word.

Name \_\_\_\_\_

► Choose the correct Vocabulary Word from the box to answer each riddle.

banquet	agreeable	curiosity
gaze	famine	generous

1. I am quite unusual. You might find me if you hunt through old treasure chests. I am a \_\_\_\_\_.
2. I can be great fun. I have a lot of delicious food, and you might have to get dressed in fancy clothes. I am a \_\_\_\_\_.
3. I will not make you sick or unhappy. In fact, you will not find anything wrong with me at all. I am \_\_\_\_\_.
4. I look at you as though you are the most interesting thing in the world. I \_\_\_\_\_ at you.
5. I will give you everything I have and more. I am \_\_\_\_\_.
6. When I am around, people feel very hungry. I am a \_\_\_\_\_.

► Now it's your turn. Write riddles for the two Vocabulary Words below.

banquet    generous

1. \_\_\_\_\_
2. \_\_\_\_\_

**School-Home Connection**

Play charades with the student. Take turns giving clues to guess each Vocabulary Word.

Name \_\_\_\_\_

▶ As you read "Stone Soup," answer the questions below, and fill in the graphic organizer with the main idea and important details.

1. What is the main idea of the story? Put it in the Main Idea box.

\_\_\_\_\_

2. What is one important detail on page 258? Put it in the first Detail box.

\_\_\_\_\_

3. What is one important detail on page 261? Put it in the second Detail box.

\_\_\_\_\_

4. What is one important detail on page 271? Put it in the last Detail box.

\_\_\_\_\_

\_\_\_\_\_

**Main Idea:**

**Detail:** (p. 258)

**Detail:** (p. 261)

**Detail:** (p. 271)

▶ Use the information from the graphic organizer above to write a summary of the story on a separate sheet of paper.

Name \_\_\_\_\_

► Look up each word in a thesaurus. Write two synonyms for the word.

1. make

Synonyms: \_\_\_\_\_

2. walk

Synonyms: \_\_\_\_\_

3. sleepy

Synonyms: \_\_\_\_\_

4. angry

Synonyms: \_\_\_\_\_

5. leader

Synonyms: \_\_\_\_\_

6. friend

Synonyms: \_\_\_\_\_



**School-Home Connection**

Have the student name three feelings, such as *happy*, *sad*, and *nervous*. Help him or her find synonyms for these words in a thesaurus.

Name \_\_\_\_\_

- Combine letters to make words that have 3 consonants in a row. Start each word with letters from Row 1. End the word with letters from Row 2. The first one has been done for you.

Row 1

st trans hun com sub cen spr sc sp str

Row 2

tral roller inkle tract ramble plete dred form read eam

1. **stroller** \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



**School-Home Connection**

Ask the student to choose three of these words and use them in sentences.

Name \_\_\_\_\_

► Write the correct plural form of each singular noun. Use a dictionary if you need to.

1. pot \_\_\_\_\_

2. raspberry \_\_\_\_\_

3. tomato \_\_\_\_\_

4. meal \_\_\_\_\_

5. rabbit \_\_\_\_\_

6. moose \_\_\_\_\_

7. sheep \_\_\_\_\_

8. puppy \_\_\_\_\_



► Rewrite the sentences. Use the plural forms of the nouns in parentheses ( ). Use a dictionary if you need to.

9. The (child) made (sandwich).

\_\_\_\_\_

10. Amber sliced (carrot) and (apple).

\_\_\_\_\_

11. Do you want (blueberry) or (peach)?

\_\_\_\_\_

12. Brush your (tooth) after you eat the (strawberry).

\_\_\_\_\_



**School-Home Connection**

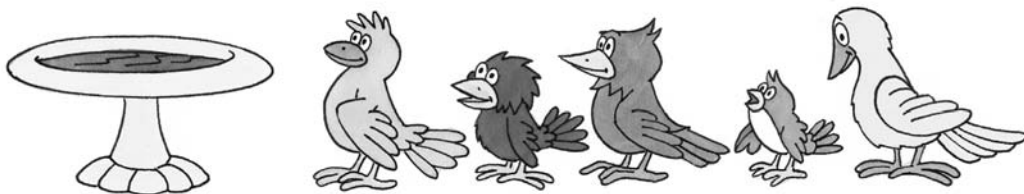
With your child make a grocery list. Take turns spelling the singular and plural forms of each noun on your list.

Name \_\_\_\_\_

- Write a compound word for each meaning.  
Combine words from the box to make the compounds.

flower	street	snow	bath	suit
rain	sun	block	light	pot
coat	star	fish	bird	

1. An outside lamp \_\_\_\_\_
2. A child's winter clothing \_\_\_\_\_
3. A five-pointed sea creature \_\_\_\_\_
4. A container for growing plants \_\_\_\_\_
5. A kind of lotion you put on your skin in the summer  
\_\_\_\_\_
6. A place where robins go to clean their feathers  
\_\_\_\_\_
7. A piece of clothing you wear to keep yourself dry  
\_\_\_\_\_

**School-Home Connection**

With the student, look around and find three places or objects whose names are compound words.

Name \_\_\_\_\_

▶ Read each question. Circle the best answer or answers.

1. Which two words have the same consonant sound?

chef    attach    chore

2. Which word has a letter pattern that stands for the /*(h)w*/ sound?

want    whether    worry

3. Which word has the /*sh*/ consonant sound?

chatter    machine    chair

4. Which word has the same consonant sound as *notch*?

charge    whirl    shut

5. Which two words have the same consonant sound?

sheet    chef    cheat

6. Which two words have the /*ch*/ sound?

channel    shift    champion

**School-Home Connection**

Ask the student to identify the consonant sound that *attach* and *chore* share.



Name \_\_\_\_\_

► Read each sentence. Complete each unfinished word by writing *ou*, *ow*, *oi*, or *oy* on the blanks.

1. I do not like brussels spr\_\_\_\_\_ts.
2. What time is your doctor's app\_\_\_\_\_ntment?
3. Try not to ann\_\_\_\_\_ your little brother.
4. What do you think pigs are saying when they \_\_\_\_\_nk?
5. The five v\_\_\_\_\_els are *a*, *e*, *i*, *o*, and *u*.
6. Albert added fl\_\_\_\_\_r to the bread dough.
7. My mother enj\_\_\_\_\_s gardening.
8. Be careful not to confuse baking soda with baking  
p\_\_\_\_\_der.



#### School-Home Connection

With the student, come up with four new words, each using one of the above vowel patterns.

Name \_\_\_\_\_

▶ Part A. Draw a line from each consonant blend in Column A to four different letter groups in Column B to form words.

Column A

scr

str

Column B

eech

amble

ide

ict

ape

ay

uggle

atch

▶ Part B.

1. Which letter combination from Column B will make a word with the consonant blend *spr*? \_\_\_\_\_

2. Use this new word in a sentence:

---

---

---



**School-Home Connection**

Ask the student to think of other letter combinations that will form a word when combined with *spr*.

Name \_\_\_\_\_

► **Part A. Complete each sentence with one of the Vocabulary Words from the Word Box.**

investigate	laboratory	suspect
expert	various	confess

1. Every night, the scientists wash all the beakers in the \_\_\_\_\_.
2. When her parents found the flashlight under her pillow, Leigh had to \_\_\_\_\_ she had been staying up past her bedtime to read.
3. I \_\_\_\_\_ you will not like the reptile documentary since you are afraid of snakes.
4. Tomorrow, Dad and I will go to the store to \_\_\_\_\_ the best kind of food processor to buy.
5. Santino is good at kickball, but he is certainly not an \_\_\_\_\_ at the game.
6. This summer, I read \_\_\_\_\_ books about mice.

► **Part B. Write a sentence describing something you might investigate in a laboratory.**

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**School-Home Connection**

Ask the student to list three things at which he or she would like to be an expert someday.

Name \_\_\_\_\_

- ▶ Read the selection below. Then answer the questions.

I love to paint with bright colors. Colors are so interesting! Did you know that just three colors make up almost all the different colors we see? Red, blue, and yellow combine to make many other colors. For example, red and blue make purple. Yellow and red make orange. Yellow and blue make green. And with these colors, a painter can make new colors. Paintings with lots of colors are the most beautiful kind. What kind of paintings do you like?

1. Write two facts from the passage.

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2. Write two opinions from the passage.

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3. Answer the question in the last sentence of the passage, giving your opinion.

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---

**School-Home Connection**

Ask the student to describe a sunset, using both facts and opinions.

Name \_\_\_\_\_

- Read the selection. Write an answer to each question.

My class is taking a field trip to a campground next week. I am very excited because we are going to learn how to set up a tent. If the weather is nice, we can even start a fire and roast some marshmallows. We will leave for the trip at 8 A.M. and get to the campsite by 10 A.M. I have a new book to read on the bus. Our teacher will show us how to identify poison ivy and other plants in the woods. The trip will teach us about nature and what it is like to live without many things from the modern world.



1. What is the main idea of the passage?

---

---

2. What are two supporting details in the passage?

---

---

---

---

3. What is a detail that does not support the main idea?

---

---

**School-Home Connection**

Ask the student to identify another sentence that tells the main idea of the selection.

Name \_\_\_\_\_

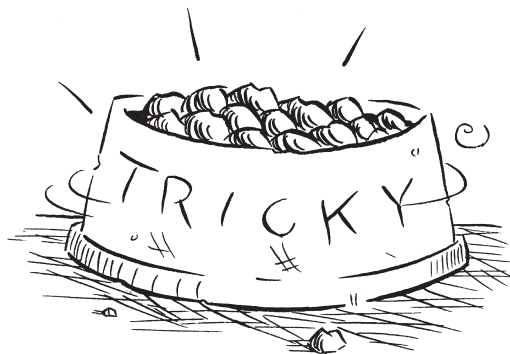
- Write a synonym or an antonym for the underlined word in each sentence.

### Synonyms

1. It was a dark, chilly night. \_\_\_\_\_
2. Please throw me the ball. \_\_\_\_\_
3. We were wet from head to toe. \_\_\_\_\_
4. What a wonderful time we had! \_\_\_\_\_
5. Gregg is kind to his Aunt. \_\_\_\_\_

### Antonyms

1. The dog's bowl was empty. \_\_\_\_\_
2. We took the crooked path. \_\_\_\_\_
3. I think I made a huge mistake. \_\_\_\_\_
4. We were all bored by the play. \_\_\_\_\_
5. He was an excellent teacher. \_\_\_\_\_



#### School-Home Connection

Write the sentence: *I feel* \_\_\_\_\_. Ask the student to fill in the blank with a word that expresses how he or she feels. Then write a synonym and an antonym for that word.

Name \_\_\_\_\_

▶ Write the answer to each question.

**Reference Sources**dictionary      encyclopedia  
thesaurus      atlas

1. Which reference source would you use to find a synonym for *empty*? \_\_\_\_\_
2. Which reference source would you use to find out which countries border Panama? \_\_\_\_\_
3. Which reference source tells what *lilac* means?  
\_\_\_\_\_
4. Which reference source describes the climate in which palm trees grow and how long it takes them to grow?  
\_\_\_\_\_
5. Which reference source would you use to find an antonym for *pleasant*? \_\_\_\_\_

**School-Home Connection**

Ask the student to name three types of information found in a dictionary.

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. \_\_\_\_\_

**Spelling Words**

1. airplane
2. upstairs
3. something
4. itch
5. chef
6. wheat
7. chance
8. push
9. enjoy
10. moist
11. clown
12. loud
13. sprint
14. street
15. scratch





Name \_\_\_\_\_

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

(1) Mrs. Sanchez's class performed a play on \_\_\_\_\_, October 2.  
(2) The Play was at the Madison Elementary School. (3) At 7:00 P.M.  
(4) My sister Elaine acted, she did a great job. (5) My bedtime is  
8:00 P.M. (6) My parents let me stay up late to watch the play.

- Which word could go in the blank in Sentence 1?  
A Monday  
B tuesday  
C evening  
D lunchtime
- Which word in Sentence 2 is incorrectly capitalized?  
A Play  
B Madison  
C Elementary  
D School
- Which word should follow the comma in Sentence 4?  
A but  
B or  
C and  
D tonight
- Which is the proper noun in Sentence 4?  
A sister  
B Elaine  
C great  
D job
- Which two simple sentences could be joined by a comma followed by *but*?  
A Sentences 1 and 2  
B Sentences 3 and 4  
C Sentences 4 and 5  
D Sentences 5 and 6
- Which sentence is NOT complete?  
A Sentence 2  
B Sentence 3  
C Sentence 5  
D Sentence 6

Name \_\_\_\_\_

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

(1) There is a mystery to solve at 10 Mountain Road.  
(2) The Brooks children can't find their puppy. (3) What  
are the clue? (4) The door is open, and cookies are baking  
in the house across the street. (5) \_\_\_\_\_ Brooks says she  
knows where the puppy is. (6) Do you?

1. What is the abbreviation for the underlined word in Sentence 1?  
A rd  
B rd.  
C Rd.  
D RD
2. What is the correct plural form of the noun in Sentence 3?  
A clue  
B clues  
C cluees  
D cluies
3. How many SINGULAR nouns are in Sentence 4?  
A two  
B three  
C four  
D five
4. How many PLURAL nouns are in Sentence 4?  
A one  
B two  
C three  
D four
5. Which abbreviation could go in the blank in Sentence 5?  
A mrs  
B Mrs  
C MS  
D Mrs.
6. Which sentence has an irregular plural noun?  
A Sentence 2  
B Sentence 3  
C Sentence 4  
D Sentence 5

Name \_\_\_\_\_

► Read the Spelling Words. Then read the name of each group. Write each word where it belongs.

### Words with *ble*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Words with *dle*

6. \_\_\_\_\_
7. \_\_\_\_\_

### Word with *cle*

8. \_\_\_\_\_

### Words with *ple*

9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_

### Words with *tle*

12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### Spelling Words

1. title
2. table
3. uncle
4. apple
5. cable
6. bubble
7. beetle
8. rattle
9. purple
10. little
11. middle
12. simple
13. saddle
14. trouble
15. scribble



#### School-Home Connection

Help your child write several words that rhyme with *cable*, *little*, and *bubble*. Discuss the correct spelling of each word. Confirm each word's spelling using a print or an online dictionary.

Name \_\_\_\_\_

► Read the story. Then complete the graphic organizer.

Jeremiah's first baseball game was today. He was more excited than he had ever been. "This is going to be a great day," he thought. "Maybe I'll hit the ball and score a run."

He opened a drawer to get his uniform. It wasn't there! A terrible feeling came over him. Where was his uniform? Without it, he couldn't play. What had happened?

Then he remembered. He had wanted to show the uniform to his grandfather last Sunday. He had worn it and had gotten mud on it while pretending to make diving catches.

What could he do? "This is not going to be such a wonderful day, after all," he thought.

Just then his dad walked in and tossed Jeremiah's uniform on the bed. "It's a good thing I did the laundry last night, isn't it?" his dad said.



**Characters:** Jeremiah, father, grandfather

**Setting:** \_\_\_\_\_

**Problem:** \_\_\_\_\_

**Important Details:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Solution:** \_\_\_\_\_  
\_\_\_\_\_



**School-Home Connection**

Have the student use the graphic organizer as a guide to retell the story to you in his or her own words.

Name \_\_\_\_\_

▶ Circle the C-*le* word and use it in a sentence.

1. staple stapel stapple

\_\_\_\_\_

2. muble mumble mumbble

\_\_\_\_\_

3. ridel ridle riddle

\_\_\_\_\_

4. starttle startle startell

\_\_\_\_\_

5. padel paddle paddoul

\_\_\_\_\_

6. genttle genle gentle

\_\_\_\_\_

7. cable cabble cabel

\_\_\_\_\_

8. titel title title

\_\_\_\_\_



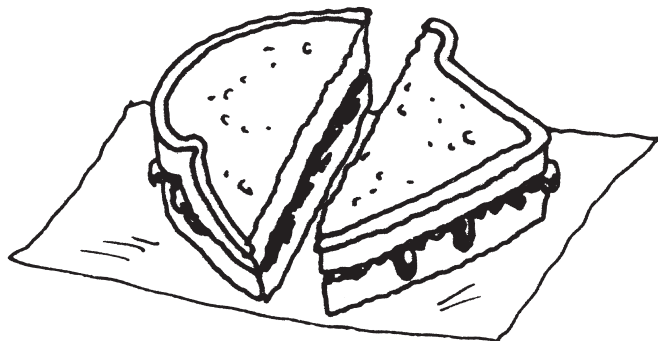
**School-Home Connection**

Write *wiggle*, *wigle*, and *wiggel* on a sheet of paper. Have the student identify the correct spelling, and then make up a sentence using the word.

Name \_\_\_\_\_

► Read each question. Pay special attention to the Vocabulary Word that is underlined. Then write your answer on the line.

1. If you sobbed at the end of a movie, how would you describe that movie to a friend?  
\_\_\_\_\_
2. If you hoped to be encouraging to a friend who was about to act in a play, what would you say?  
\_\_\_\_\_
3. When might you hear people chuckling?  
\_\_\_\_\_
4. What is something you could do that would be soothing, especially after working hard?  
\_\_\_\_\_
5. If you had a brief amount of time to eat, what would you eat?  
\_\_\_\_\_
6. When has someone praised you recently?  
\_\_\_\_\_

**School-Home Connection**

Ask the student to remember something that he or she thinks would be soothing. Have the student tell you what *soothing* means.

Name \_\_\_\_\_

- ▶ As you read "Loved Best," fill in the graphic organizer. Record the important facts you learn along the way.

**Section 1** pages 305–308

**Characters:** Mrs. Lasiter, Carolyn,  
Mama, Daddy, Granddaddy,

**Setting:**

**Section 2** page 312

**Problem:**

**Section 3** pages 302–319

**Important Events:**

**Section 4** page 319

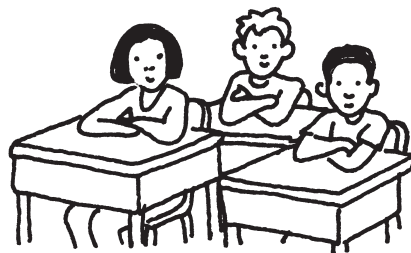
**Solution:**

- ▶ On a separate sheet of paper, summarize the story. Use the graphic organizer to help you.

Name \_\_\_\_\_

► Read each sentence. Look for a word or words with about the same meaning as the underlined word. Then circle the letter of the best definition for that underlined word.

1. I grinned at Grandma, and she beamed back at me.  
A smiled  
B growled  
C gave an unhappy look  
D laughed loudly
2. Carolyn's nervous stomach churned, and she thought it would never stop spinning.  
A grew calm  
B turned into butter  
C enjoyed  
D stirred violently
3. The performance was over, and everyone had enjoyed the play.  
A the whole group  
B a happy look  
C show  
D meal
4. The entire class was looking at her, and all of her classmates showed concern.  
A whole  
B wheels of a large truck  
C small  
D best

**School-Home Connection**

Ask the student to use each underlined word in a sentence.



Name \_\_\_\_\_

- Write the C-le word that goes with each clue. Then cross out the two syllables in the box that make up the word you wrote. When you are done, the leftover syllables will form a word that is “easy” to read.

bee	gle	bot	ea	crum	ple
ple	dle	fid	tle	dou	ap
ble	cra	sim	tle	dle	ble

1. Another name for a violin \_\_\_\_\_
2. A place to put a doll or a baby \_\_\_\_\_
3. To break into many pieces \_\_\_\_\_
4. A kind of insect \_\_\_\_\_
5. A container made from glass or plastic \_\_\_\_\_
6. The national bird of the United States \_\_\_\_\_
7. A kind of fruit \_\_\_\_\_
8. Twice as much \_\_\_\_\_

The word that is “easy” to read is \_\_\_\_\_



**School-Home Connection**

Have the student read the words that have long vowel sounds and tell you the letter or letters that stand for these sounds.

Name \_\_\_\_\_

► Rewrite each phrase. Use the correct possessive noun.

1. the costumes that belong to the girls

\_\_\_\_\_

2. the dance of Ron

\_\_\_\_\_

3. the necklace owned by her grandmother

\_\_\_\_\_

4. the bottles of the babies

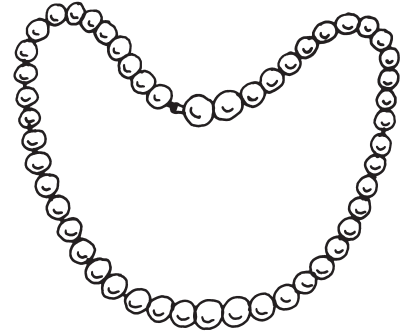
\_\_\_\_\_

5. the sleeves of the dresses

\_\_\_\_\_

6. the car that belongs to my mother

\_\_\_\_\_



► Write sentences using the noun below. The words in parentheses ( ) tell which form of the noun to use.

dancer

7. (singular) \_\_\_\_\_

8. (plural) \_\_\_\_\_

9. (singular possessive) \_\_\_\_\_

10. (plural possessive) \_\_\_\_\_



**School-Home Connection**

Help your child write three sentences about play. Use a singular possessive noun in the first sentence, a plural noun in the second, and a plural possessive noun in the third.

Name \_\_\_\_\_

► Make cards for the Spelling Words. Lay them down and read them.

- Put the words that have silent letters at the beginning in one group. Then write the words in the chart.
- Put the words that have silent letters in the middle in one group. Then write the words in the chart.
- Put the words that have silent letters at the end in another group. Then write the words in the chart.

### Spelling Words

- gnat
- knew
- sign
- knob
- gnaw
- write
- knees
- wrinkle
- kneel
- wrist
- cough
- known
- rough
- wrench
- knight

#### Beginning

1. _____	5. _____	9. _____
2. _____	6. _____	10. _____
3. _____	7. _____	11. _____
4. _____	8. _____	12. _____

#### Middle

#### End

13. _____	15. _____
14. _____	16. _____



#### School-Home Connection

Have your child read aloud the list of Spelling Words. Talk about and write other words that have these silent letters.

Name \_\_\_\_\_

► Read the story. Then write answers to the questions.

Nita was walking the family dog, Abe, when a car raced by. Abe barked. Nita ran home.

“We have to make drivers slow down. These cars could hurt Abe!” Nita said to her father and her older sister.

“Maybe you and your sister can write a letter to the newspaper. The paper will publish it, and a lot of people will read about the cars on our street. That may make some of them drive more slowly,” said her father.

“Come on,” Nita’s sister, Vera, said. “We can do this together.”

Nita and Vera wrote the letter. The newspaper sent a reporter to do a story, and Nita and Abe had their picture in the paper! The town put up a sign on Nita’s street. It read, “Please slow down. Children and pets live here. Drive slowly!” People now drive slowly down Nita’s street.



1. Who is the main character?

\_\_\_\_\_

2. Who are the other characters? \_\_\_\_\_

\_\_\_\_\_

3. What is a very important event in the story?

\_\_\_\_\_

4. What problem is faced by the main character? \_\_\_\_\_

\_\_\_\_\_

5. What is the solution to the problem?

\_\_\_\_\_

\_\_\_\_\_



**School-Home Connection**

With the student, write a letter to a newspaper about a problem in your community.

Name \_\_\_\_\_

► Unscramble the underlined letters and write the word on the line.

1. A small creature that appears in old stories is a meong.

\_\_\_\_\_

2. Tapping on a door or a window is called gcoinnkk.

\_\_\_\_\_

3. Very small insects that sometimes swarm around people are stang.

\_\_\_\_\_

4. A brave soldier from the Middle Ages is a kingth.

\_\_\_\_\_

5. You can make tnsok with string or rope.

\_\_\_\_\_

6. Gary slowly turned the round nbok on the door.

\_\_\_\_\_

7. The hungry cougar edgnwa on a tender bone.

\_\_\_\_\_

8. Sharon's keens were very strong because she walked uphill every day.

\_\_\_\_\_

9. The stop nigs was bright red.

\_\_\_\_\_

10. Please lenke at the water's edge, and quietly watch the manatees swim.

\_\_\_\_\_



**School-Home Connection**

Have the student act out as many of the words as he or she can.

Name \_\_\_\_\_

► Pick the word from the Word Box that best fits with each group of three words. Write the word on the line.

translate	bothersome	dodging
din	heaving	repairs

1. loud  
crowded  
yelling

\_\_\_\_\_

4. words  
change  
language

\_\_\_\_\_

2. annoying  
pesky  
disturb

\_\_\_\_\_

5. escaping  
quick  
diving

\_\_\_\_\_

3. fix  
patch  
mend

\_\_\_\_\_

6. earth  
moving  
quaking

\_\_\_\_\_

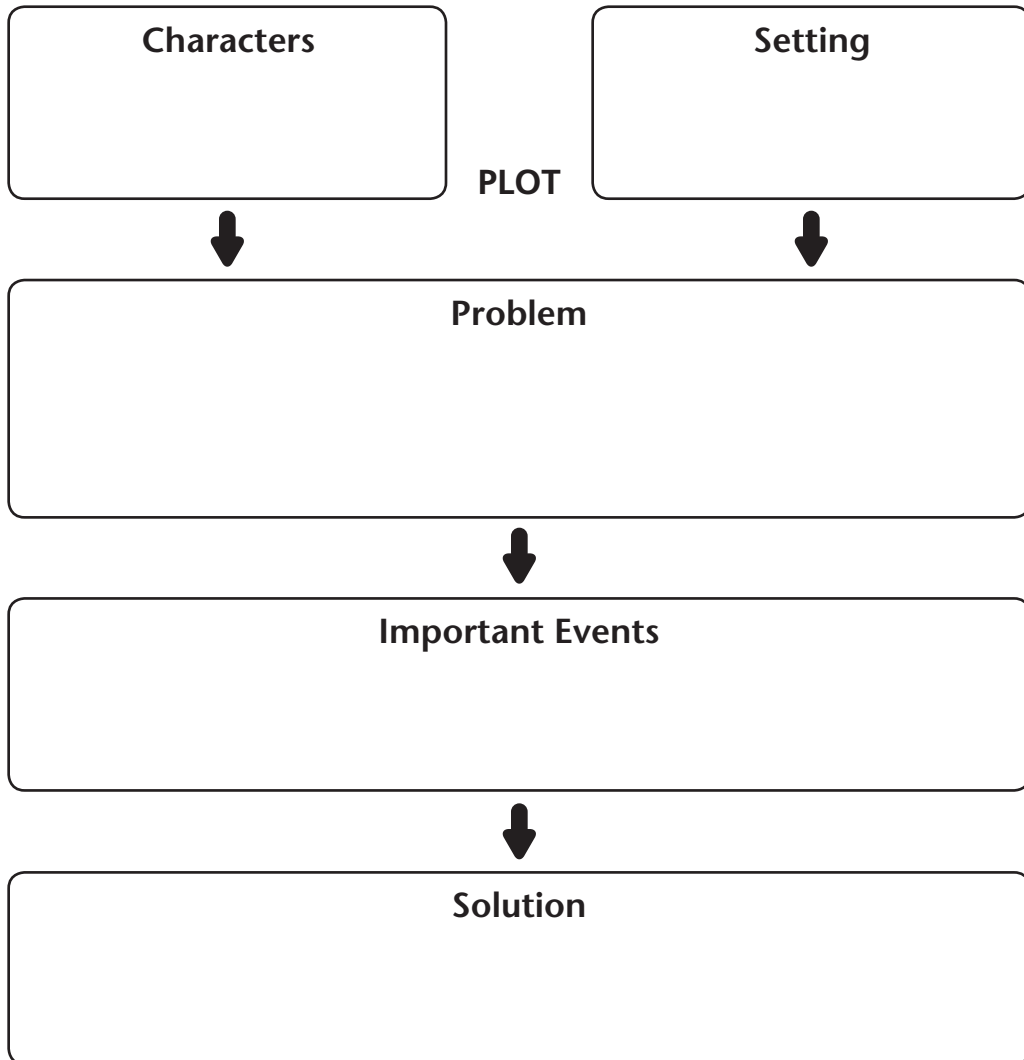


**School-Home Connection**

Have the student show you a **dodging** movement. Then have him or her imitate how a **bothersome** person might act.

Name \_\_\_\_\_

- ▶ As you read "A Pen Pal for Max," fill in the graphic organizer with important information from the story.



- ▶ On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.

Name \_\_\_\_\_

► Write a definition for each underlined word.

Next to the definition, describe the context clues that helped you understand what the word means.

1. Lenny made three attempts to climb the rope before he finally did it.

---

---

2. Mr. Robert's red face and loud voice showed that he was furious.

---

---

3. The fragile flowers could not live through cold weather.

---

---

4. When Angela lost the contest, she was upset and felt dejected.

---

---

5. Some animals hibernate, or rest and sleep, from late fall to early spring.

---

---



**School-Home Connection**

Describe a *pebble*, a *knight*, and a *blaze*, without naming the words, and have the student guess each word.



Name \_\_\_\_\_

► Read the sentence. Circle the correct spelling for the missing word. Then write the word on the line.

1. I \_\_\_\_\_ on the door, but no one answered.

knocked    gnocked    nocked

2. Sam likes to \_\_\_\_\_ with his brother.

restle    westle    wrestle

3. I set the table with a \_\_\_\_\_ and a fork.

nife    gnife    knife

4. When I hear a funny joke, I \_\_\_\_\_.

laugh    laff    lafe

5. Does the \_\_\_\_\_ on that house say "For Sale"?

sien    sign    sikn

6. Mr. Wright has lots of interesting \_\_\_\_\_ in his attic.

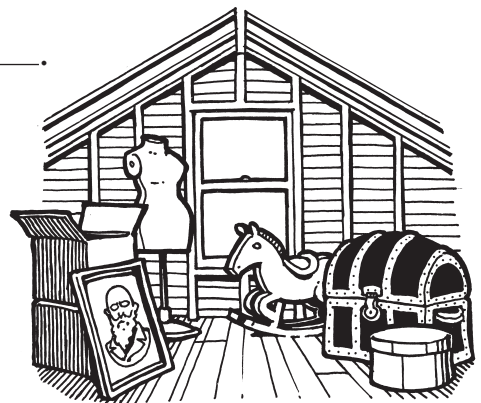
stuff    staugh    stough

7. The answer he gave me was \_\_\_\_\_.

rong    grong    wrong

8. I have a sore spot on my \_\_\_\_\_.

gneck    neck    kneck



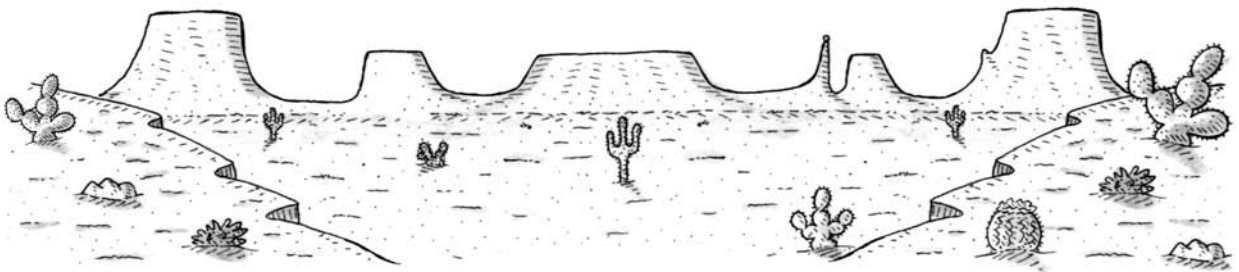
**School-Home Connection**

Write the sentence *The dog is \_\_\_\_\_ on a bone* on a sheet of paper. Have the student choose the correct spelling of the missing word from among *nawing, gnawing, and knawing*.

Name \_\_\_\_\_

► Write the pronoun in each sentence.  
Then label each as *S* (singular) or *P* (plural).

1. We learned about Chile today. \_\_\_\_\_
2. Mr. Edwards showed us two maps. \_\_\_\_\_
3. He hung the maps on the wall. \_\_\_\_\_
4. They showed volcanoes and a desert. \_\_\_\_\_
5. The students looked at them carefully. \_\_\_\_\_
6. Mr. Edwards asked me to point to the desert. \_\_\_\_\_



► Rewrite each sentence with a correct pronoun.

7. Ellen studied Spanish because \_\_\_\_\_ wanted to visit Spain.  
\_\_\_\_\_
8. The class was fun, and the students enjoyed \_\_\_\_\_.  
\_\_\_\_\_
9. The teacher brought pictures to show \_\_\_\_\_.  
\_\_\_\_\_
10. He took the pictures when \_\_\_\_\_ was in Spain.  
\_\_\_\_\_



**School-Home Connection**

Ask your child to write four sentences with pronouns. Then help him or her label each as *S* (singular) or *P* (plural).

Name \_\_\_\_\_

► Read the Spelling Words. Sort the words and write them where they belong.

### Words with /s/ Sound Spelled with c

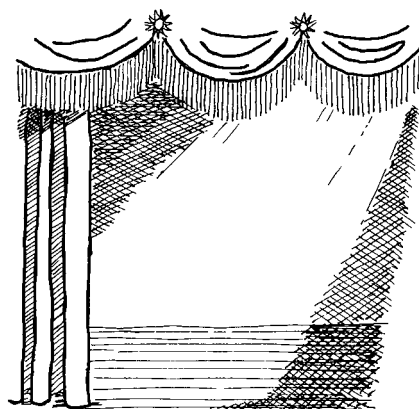
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Words with /j/ Sound Spelled with g, or dge

7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### Spelling Words

1. ice
2. age
3. rice
4. edge
5. stage
6. giant
7. range
8. judge
9. ledge
10. police
11. recent
12. bridge
13. office
14. strange
15. central



#### School-Home Connection

Help your child write a list of words that have the soft c or g sound. Discuss the correct spelling for each word. Together, confirm each spelling using a print or an online dictionary.

Name \_\_\_\_\_

► Read each paragraph. Then write the answers to the questions.

**A.** Sam turned on his flashlight, and the thin beam of light cut through the darkness. The room was filled with old furniture. Dust and cobwebs covered everything. No one had been in this room for years. So what had made that strange moaning noise? He just *had* to find out!

**B.** Litterbugs are really becoming a problem in our neighborhood. The next time you are walking or biking around, take a look. Soda cans and candy wrappers are lying in the grass or floating on the pond. Nature is too beautiful for us to ruin it with trash. So do your part. Don't litter!

**C.** Milk has things the body needs. It has calcium to make your bones strong and help them grow. Calcium helps your teeth grow and stay healthy, too. Milk has lots of protein to build strong muscles.

1. What is the author's purpose in paragraph A? Who is the main character? \_\_\_\_\_  
\_\_\_\_\_
2. What is the author's purpose in paragraph B? Why do you think so?  
\_\_\_\_\_  
\_\_\_\_\_
3. What is the author's purpose in paragraph C? Why do you think so?  
\_\_\_\_\_  
\_\_\_\_\_



**School-Home Connection**

Have the student write three sentences to persuade you to do an activity with him or her. Remind the student to support the main idea with detail in the sentences.

Name \_\_\_\_\_

Consonants:  
-ge and -dge

.....  
Lesson 13

- Read the story. Complete the spelling of each word. Use *-ge* or *-dge*.

Last month, I was in a play called "The Lar\_\_\_\_\_ Bird."

The play takes place in a town called Bri\_\_\_\_\_ View. In the

story, a stran\_\_\_\_\_ oran\_\_\_\_\_ bird flies into town and

sits on a le\_\_\_\_\_ at the top of the town hall. The people of

the town try to capture the bird and put it in a ca\_\_\_\_\_.

But they cannot quite reach the e\_\_\_\_\_ of the roof where

the bird is sitting!

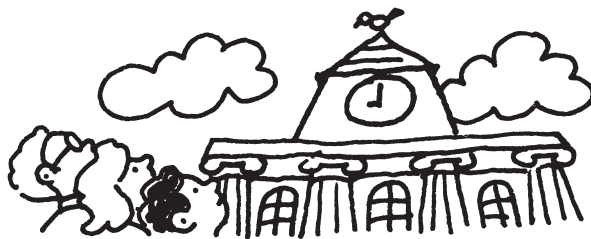
I played a girl who is eight years of a\_\_\_\_\_.

She tells the people that the bird is never going to bu\_\_\_\_\_ and that

they should just leave the bird alone. The people of the

town chan\_\_\_\_\_ their minds. They decide to let the bird

stay on top of the building. It is a great play!



**School-Home Connection**

Have the student tell a new story that uses several *-ge* and *-dge* words.

Name \_\_\_\_\_

► **Part A** Read each group of words. Write the Vocabulary Word that belongs in the group.

dissolve	absorb	protects
rustling	columns	particles

1. shields    guards    saves    \_\_\_\_\_
2. crackling    shuffling    crunching    \_\_\_\_\_
3. melt    disappear    mix    \_\_\_\_\_
4. take in    soak up    sop up    \_\_\_\_\_

► **Part B** Complete the sentences.

5. The **columns** of a library might be made out of \_\_\_\_\_  
\_\_\_\_\_
6. If you find **particles** of glass on your kitchen floor, someone probably  
\_\_\_\_\_
7. To **protect** your CD collection, you should \_\_\_\_\_  
\_\_\_\_\_
8. Something that **dissolves** quickly in water is \_\_\_\_\_  
\_\_\_\_\_

**School-Home Connection**

With the student, discuss a building you have seen that has columns. Come up with a list of adjectives to describe the columns.

Name \_\_\_\_\_

▶ As you read "A Tree Is Growing," fill the graphic organizer.

**Section 1** page 368

What I Know:

What I Read:

What I Learned:

**Section 2** page 369

What I Know:

What I Read:

What I Learned:

**Section 3** page 374

What I Know:

What I Read:

What I Learned:

1. What do you already know about trees?

\_\_\_\_\_

2. What is the first thing you read about trees?

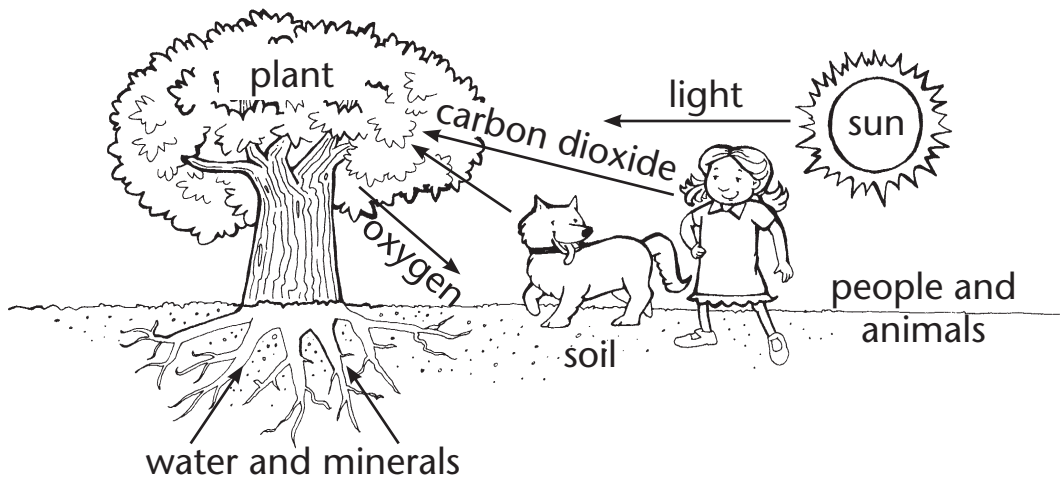
\_\_\_\_\_

\_\_\_\_\_

▶ On a separate sheet of paper, summarize what you learned about trees. Use the graphic organizer to help you.

Name \_\_\_\_\_

- Use the graphic aid to answer the questions.  
Circle the letter of the best answer to each question.



1. What does the sun bring to the plant?  
A carbon dioxide  
B oxygen  
C water and minerals  
D light
2. What do people and animals bring to the plant?  
A carbon dioxide  
B oxygen  
C water and minerals  
D soil
3. What does the plant bring to people and animals?  
A carbon dioxide  
B oxygen  
C water and minerals  
D sun



**School-Home Connection**

Work with the student to create a graphic aid illustrating a system or process such as a weather pattern or how a flower grows.



Name \_\_\_\_\_

▶ Each line of letters has two hidden words in which *c* is pronounced with the *s* sound or *g* is pronounced with the *j* sound. Circle the hidden words. Then write a sentence of your own that has both hidden words.



1. cejuoranforceblgespgiantceciol

---

---

2. acifcegippencilgerygermscerwot

---

---

3. gjudgefgentlevcehtciztciegidg

---

---

4. oskergedicdanceolgiceolimstage

---

---

5. gearceidgedieprincetraipgic

---

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**School-Home Connection**

Have the student write a sentence that includes any two of the following words: *manager*, *celery*, *image*, or *circle*. Then invite him or her to read the sentence aloud.

Name \_\_\_\_\_

► Write a subject or object pronoun to replace each underlined word or phrase.

1. Ariel's sister taught Ariel about bees. \_\_\_\_\_
2. Ariel's sister told Ariel that bees are insects. \_\_\_\_\_
3. Ariel and I watched bees in the park. \_\_\_\_\_
4. Ariel and I saw the bees fly. \_\_\_\_\_
5. Ariel's father gave Ariel and me a book. \_\_\_\_\_
6. The book had pictures of bees. \_\_\_\_\_



► Rewrite each sentence. Use *I* and *me* correctly.

7. You and me picked pears from the tree.  
\_\_\_\_\_
8. Todd ate cherries with my friend and I.  
\_\_\_\_\_
9. Me and my brother sliced apples.  
\_\_\_\_\_
10. They shared the plums with me and him.  
\_\_\_\_\_



**School-Home Connection**

Have your child write sentences using one or more of the following pronouns:  
I you he she him her we they us

Name \_\_\_\_\_

► Read the Spelling Words. Sort the words and write them where they belong.

**Words that end with *n***

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

**Words that end with *l***

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

**Spelling Words**

1. robin
2. petal
3. seven
4. solid
5. final
6. given
7. color
8. hotel
9. wagon
10. music
11. total
12. cabin
13. taken
14. pupil
15. broken

► Put the words that are left in alphabetical order.

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_



**School-Home Connection**

As you and your child discuss your daily activities, write down words that have the same syllable patterns as *robin* and *hotel*. Go over the list and have your child say and spell each word.

Name \_\_\_\_\_

► Read the selection. Then answer the questions that follow.

### Leave the Logs Alone

Have you ever walked through a forest? If so, you probably have seen logs on the forest floor. Some people think these fallen trees are no longer useful. They think the logs should be removed to clean up the forest. But that's not true. Fallen trees still have a purpose.

Animals use these logs for shelter and to find food. If you gently rolled a log and peeked underneath, you would be surprised at what you would find. Worms, grubs, insects, and snakes make their homes in the cool mud beneath the logs. Removing the logs would mean that all of these creatures would have to find new homes.

In time, the logs will rot and become soil. New plants and trees will grow in that soil. This is another reason that fallen trees are important.

As you can see, it is helpful to the forest to leave fallen trees where they are. We should leave the logs alone.

1. What was the author's purpose for writing this selection?

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2. How does the title help you know this?

---

---

3. What other sentences give you clues about the author's purpose?

---

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#### School-Home Connection

Have the student share a story with you. Work together to determine the author's purpose.

Name \_\_\_\_\_

► Look at each pair of spelling words. Choose the word in each pair that has the V/CV syllable pattern, and write it on the lines. Use the boxed letters to answer the riddle at the bottom of the page.

- |           |        |                          |       |                          |                          |                          |
|-----------|--------|--------------------------|-------|--------------------------|--------------------------|--------------------------|
| 1. vanish | broken | <input type="checkbox"/> | _____ | _____                    | _____                    | _____                    |
| 2. total  | wagon  | _____                    | _____ | _____                    | <input type="checkbox"/> | _____                    |
| 3. taken  | seven  | _____                    | _____ | <input type="checkbox"/> | _____                    | _____                    |
| 4. cabin  | music  | _____                    | _____ | _____                    | <input type="checkbox"/> | _____                    |
| 5. final  | given  | _____                    | _____ | <input type="checkbox"/> | _____                    | _____                    |
| 6. robin  | pupil  | _____                    | _____ | _____                    | _____                    | <input type="checkbox"/> |
| 7. hotel  | color  | _____                    | _____ | <input type="checkbox"/> | _____                    | _____                    |



**Riddle:**

Where can you leave your dog when you go to the mall?

**Answer:**

In the

\_\_\_\_\_ **R** \_\_\_\_\_ **G** \_\_\_\_\_ **O** \_\_\_\_\_  
 1      2      3      4      5      6      7



**School-Home Connection**

Read the spelling words on the page to the student. Ask him or her to tell whether each word has a long or short vowel sound.

Name \_\_\_\_\_

maze	glimpse	spears
suppose	strikes	roost



► **Part A Write the Vocabulary Word from the Word Bank that matches each idea.**

1. \_\_\_\_\_ when you think something may happen
2. \_\_\_\_\_ a winding path that is like a puzzle
3. \_\_\_\_\_ what a bird does to settle in a tree's branches
4. \_\_\_\_\_ a quick peek at something
5. \_\_\_\_\_ when something hits someone
6. \_\_\_\_\_ to stick a sharp object through something

► **Part B Use what you know about the Vocabulary Words in bold print to answer each question. Circle the answer within the sentence.**

7. If you get a **glimpse** of a frog, do you get a long look or a quick look?
8. If someone **spears** a piece of fruit, does he use a fork or a spoon?
9. If a bird **roosts**, is it flying or resting?
10. If you are in a **maze**, are you on a straight path or a winding path?
11. If you **suppose** something, might it happen or did it happen already?
12. If something **strikes** you, does it hit you or hug you?

**School-Home Connection**

Ask the student what he or she **supposes** will happen tomorrow in school. Discuss whether this is something that has happened before or if it is something completely new.

Name \_\_\_\_\_

- ▶ As you read "One Small Place in a Tree," fill in the first column of the graphic organizer with what you already know. In the middle column, write the information you read. Fill in the author's purpose after you finish the selection.

What I Know	What I Read	Author's Purpose

1. What is the main reason the author wrote the selection?

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2. What is the author's purpose?

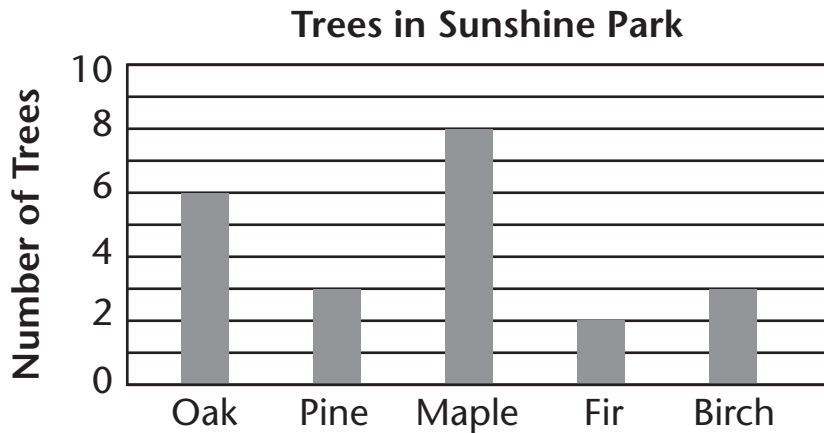
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3. On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.

Name \_\_\_\_\_

▶ The following graph shows the kinds of trees in Sunshine Park. Use the information in the graph to answer the questions. Answer each question with a complete sentence.



1. What kinds of trees does Sunshine Park have?  
\_\_\_\_\_
2. How many maple trees are there in the park?  
\_\_\_\_\_
3. What kind of tree has the fewest number in the park?  
\_\_\_\_\_
4. How many pine trees are there in the park?  
\_\_\_\_\_
5. The park has an equal number of which two kinds of trees?  
\_\_\_\_\_



**School-Home Connection**

Work with the student to create a new graph using the following information: ash trees, 10; cherry trees, 7; willow trees, 2.



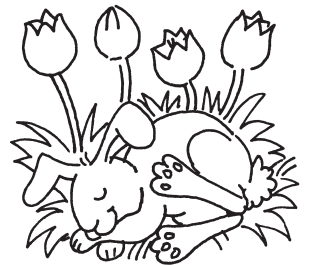
Name \_\_\_\_\_

► Use these VCV words to complete each sentence.  
Then circle those words in the puzzle. Look for  
them across and down.

cozy	baby	total	habit	tulips
pupils	future	visits	seven	equal

1. There are six or \_\_\_\_\_ in the classroom.
2. The \_\_\_\_\_ will be an adult in the \_\_\_\_\_.
3. When Ari \_\_\_\_\_, he has a \_\_\_\_\_ of always being late.
4. The \_\_\_\_\_ number of items on a balanced scale is  
\_\_\_\_\_ on each side.
5. The bunny looked \_\_\_\_\_ sleeping in the bed of colorful  
\_\_\_\_\_.

T	Y	R	Q	B	C	E	T	D	S
R	F	I	L	A	Y	E	O	I	E
A	U	T	D	B	N	Q	T	N	V
W	T	F	A	Y	N	U	A	A	E
L	U	U	G	L	E	A	L	T	N
R	R	B	T	H	N	L	N	U	T
N	E	P	U	P	I	L	S	L	S
W	C	O	Z	Y	P	Y	N	I	Q
H	A	B	I	T	Z	N	T	P	O
V	I	S	I	T	S	L	S	S	M



**School-Home Connection**

Ask the student to tell where each VCV word is divided into syllables. Then have him or her suggest other VCV words that could be used to complete the sentences.

Name \_\_\_\_\_

► Circle the pronoun in each sentence. Rewrite the sentence. Correct the pronoun so that it agrees with the underlined word.

1. The nest was too high for Maria to see him.

\_\_\_\_\_

2. Maria was excited because he saw an owl.

\_\_\_\_\_

3. Luke was homesick when it went to camp.

\_\_\_\_\_

4. The girls invited Hillary to play with her.

\_\_\_\_\_

5. John wrote a letter and sent them home.

\_\_\_\_\_

6. John's parents wrote back to it.

\_\_\_\_\_

► Fill in each blank with a correct pronoun. Then underline the word or words that the pronoun refers to.

7. Honeybees live in hives, where \_\_\_\_\_ have jobs to do.

8. Worker bees feed the queen bee and protect \_\_\_\_\_.

9. Honeybees gather nectar and use \_\_\_\_\_ to make honey.

10. Some people keep bees and collect honey from \_\_\_\_\_.



**School-Home Connection**

Ask your child to write three sentences about family members, using their names. Then ask him or her to rewrite the sentences, replacing the names with pronouns.

Name \_\_\_\_\_

table      cable      title  
maple      noble      staple

► Read the *-le* words in the Word Bank. Write each word on a line below. Then divide each word into syllables.

C-le Words
_____
_____
_____
_____
_____
_____



Write two more *C-le* syllable pattern words.

\_\_\_\_\_

\_\_\_\_\_

Choose a *C-le* word from the Word Bank. Write a sentence using that word.

\_\_\_\_\_

\_\_\_\_\_



**School-Home Connection**

Have the student think of other *-le* words. Discuss how to divide the new words into syllables.

Name \_\_\_\_\_

- ▶ Fold the paper along the dotted line. As each spelling word is read aloud, write it on the line. Then unfold the paper and check your work.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### Spelling Words

1. title
2. rattle
3. saddle
4. gnat
5. knight
6. wrench
7. rough
8. edge
9. police
10. giant
11. judge
12. hotel
13. seven
14. broken
15. taken



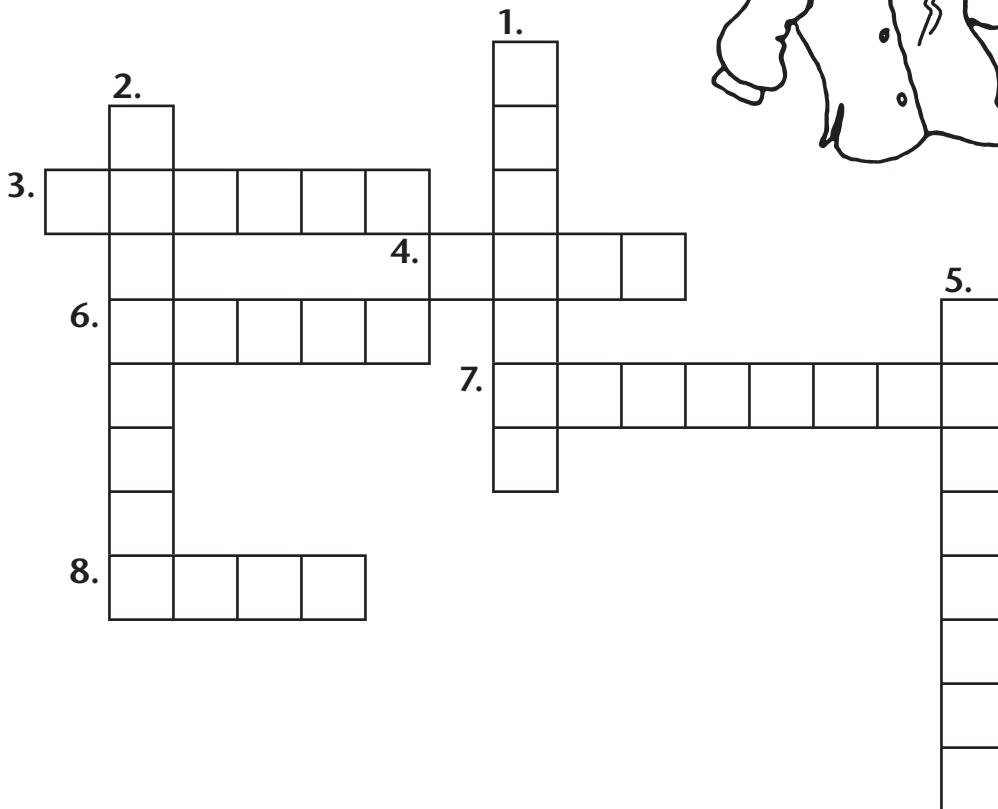
#### School-Home Connection

Ask the student to write five sentences using his or her favorite spelling words from the list above.

Name \_\_\_\_\_

► Circle the words in each sentence that contain *kn, gn, wr, or gh*. Then, write the words in the crossword puzzle.

1. There is a wrinkle in my new shirt.
2. I tapped on the door with my knuckles.
3. The knight rode a white horse.
4. We knew all the answers on the spelling test.
5. She put wrapping paper on the gift for her friend.
6. He had a bad cough while he was sick.
7. Can you hear the laughter on the playground?
8. Turn left at the stop sign.



**School-Home Connection**

Ask the student to think of other words that contain *kn, gn, wr, and gh*. Help him or her add several of these words to the puzzle.

Name \_\_\_\_\_

▶ Read the story. Then answer the questions.

Sumi could not believe that today had finally arrived! She had waited all summer for her birthday. She and her mom had planned for weeks. They called it “The Big Beach Birthday Bash.” She had invited all her friends for games, swimming, and a cookout at the beach.

Sumi’s excitement quickly ended when she looked out the window. Dark storm clouds filled the sky. Within minutes, lightning cracked and rain poured down. She had never been so disappointed.

“We’ll figure something out,” her mom assured her.

Meanwhile, Sumi’s dad took her to the grocery store to pick up meat for the burgers and ice for the cooler.

“Why are we buying this?” she asked. “We can’t go to the beach in the rain.”

When they got back home, Sumi opened the door.

“Surprise!” her friends shouted.

There were plastic swimming pools full of sand in the living room for sand-castle contests. There were beach chairs and picnic blankets all around the house. Her dad’s grill was on the back porch. Sumi would have her party after all!

1. Who are the characters? \_\_\_\_\_

2. What is the setting? \_\_\_\_\_

3. What is the problem? \_\_\_\_\_

\_\_\_\_\_

4. What is the solution? \_\_\_\_\_

\_\_\_\_\_



**School-Home Connection**

Have the student tell you a story about a party. Remind him or her to include all of the elements of plot including a problem, and a beginning, middle, and ending.

Name \_\_\_\_\_



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

(1) Tony is the friend of Joan. (2) Tony tells Joan that he is upset. (3) Joan asks he what is wrong. (4) Tony says that he lost his mothers pen. (5) Joan helps him look for the pen. (6) Together they find it under Tony's bed.

- Which sentence has a singular possessive noun?  
A Sentence 2  
B Sentence 3  
C Sentence 5  
D Sentence 6
- Which sentence has an incorrectly written possessive noun?  
A Sentence 2  
B Sentence 3  
C Sentence 4  
D Sentence 6
- Which phrase could replace the underlined phrase in Sentence 1?  
A the friend's of Joan  
B the friends of Joan  
C Joan's friend  
D Joans' friend
- Which pronoun could replace the underlined word in Sentence 2?  
A he  
B she  
C him  
D her
- Which pronoun could replace the underlined phrase in Sentence 5?  
A it  
B her  
C him  
D them
- Which sentence has an incorrect pronoun?  
A Sentence 3  
B Sentence 4  
C Sentence 5  
D Sentence 6

Name \_\_\_\_\_

▶ Follow the path from the arrow to the finish line. Shade only the boxes that have a word with the soft *c* or soft *g* sound. Then answer the questions.

 Start	stage	forget	coat	uncover	popcorn	gum
guppy	edge	celery	castle	mice	margin	trace
stag	game	engine	pack	prince	tic	 Finish
cast	green	cell	voice	judge	gave	leg

1. Which words in the puzzle end with *-dge*? \_\_\_\_\_
2. Which words end with the letters *-ice*? \_\_\_\_\_
3. Which word ends with the letters *-ace*? \_\_\_\_\_
4. Write three words from above that have the soft *c* sound.  
\_\_\_\_\_
5. Write three words from above that have the soft *g* sound.  
\_\_\_\_\_



**School-Home Connection**

With the student, make up a silly sentence that includes as many words with the soft *c* sound as possible. Repeat by making up a sentence with soft *g* words.



Name \_\_\_\_\_

► **Part A** Write the meaning of each word in dark type. Underline the clues that helped you figure out the meaning of that word.

1. Mom asked me to put the forks in the drawer with the other **utensils**.

Utensils means \_\_\_\_\_

2. Mario's new glasses **magnify** things, making them bigger and easier for him to see.

Magnify means \_\_\_\_\_

3. The President is elected by the **citizens** that live in our country.

Citizens means \_\_\_\_\_

4. All the noise and confusion was quite a **commotion**.

Commotion means \_\_\_\_\_

5. The collector said it was hard to find the **obscure** artwork that not many people knew about.

Obscure means \_\_\_\_\_

► **Part B** Fill in the blanks, using some words in dark type from above.

6. We set the table with plates, cups, and \_\_\_\_\_.

7. Patti had to \_\_\_\_\_ the tiny print to be able to see it.

8. All of the \_\_\_\_\_ at the playground made it hard to sit and read.



**School-Home Connection**

With the student, look for other unfamiliar words and use context clues to determine their meaning.

Name \_\_\_\_\_

► **Part A** Use the meaning of the underlined Vocabulary Word to complete each sentence.

1. I would need to ask for advice if \_\_\_\_\_  
\_\_\_\_\_
2. If a friend asked me to recommend something fun to do on a rainy day, I would suggest \_\_\_\_\_ because  
\_\_\_\_\_
3. It would not be sensible to \_\_\_\_\_  
\_\_\_\_\_
4. I always consult \_\_\_\_\_ when  
\_\_\_\_\_

► **Part B** Write a sentence for the Vocabulary Words *issue* and *devise*.

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**School-Home Connection**

With the student, think of a time when you have offered advice. Discuss the situation, challenging the student to use as many of the Vocabulary Words as possible.

Name \_\_\_\_\_

► There are five V/CV words and five VC/V words in the puzzle. The V/CV words are written across. The VC/V words are written down. Circle the words in the puzzle. Then write each one in the correct box at the bottom of the page.

a	t	i	g	e	r	k	s
r	b	a	c	o	r	n	o
i	t	o	t	a	l	v	l
v	w	h	r	s	t	e	i
e	a	a	e	q	l	r	d
r	g	b	n	y	p	y	t
a	o	i	p	u	p	i	l
z	n	t	m	e	v	e	n



V/CV

VC/V



**School-Home Connection**

Have the student think of three other V/CV and three other VC/V words. Then work together to make a word-search puzzle that includes these words.

Name \_\_\_\_\_

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

(1) Yasmin writes for a newspaper that she started. (2) She reports on what is new in school. (3) Yesterday Yasmin wrote about something that happened to her. (4) She found a kitten in the school playground. (5) Yasmin took the kitten home and gave them to her father. (6) Her father was happy to have the kitten.

- Which word does the pronoun in Sentence 1 refer to?  
A Yasmin  
B writes  
C newspaper  
D she
- Which sentence has a singular subject pronoun?  
A Sentence 2  
B Sentence 3  
C Sentence 5  
D Sentence 6
- Which sentence has a singular object pronoun?  
A Sentence 2  
B Sentence 3  
C Sentence 4  
D Sentence 6
- Which sentence has a pronoun that does not agree with the noun that it refers to?  
A Sentence 1  
B Sentence 2  
C Sentence 3  
D Sentence 5
- Which could replace the underlined words in Sentence 6?  
A a singular subject pronoun  
B a plural subject pronoun  
C a singular object pronoun  
D a plural object pronoun
- Which pronoun could replace the words *the kitten* in Sentence 5?  
A she  
B it  
C they  
D them

Name \_\_\_\_\_

- Read the article. On the lines below it, write your answers to the questions about the author's purpose.

My name is William Wu. I would like to be your Student Council president. I think I would make a good president. I am a responsible student, with exciting ideas for improving our school.

First, I would work with the school to change the school lunch menu. I think it should include some healthy choices. It should also have some foods everyone likes.

Next, I would like our school to have a carnival every year. We could use some of the money we make to buy a new computer for the library. This would help all of our students. We could give the rest of the money to a good cause. This would help our community.

If you like these ideas, vote for me for Student Council president.



1. What was the author's purpose for writing the article?

---

2. What clues helped you figure out the author's purpose?

---



---

3. What does William want readers to know?

---



---



---



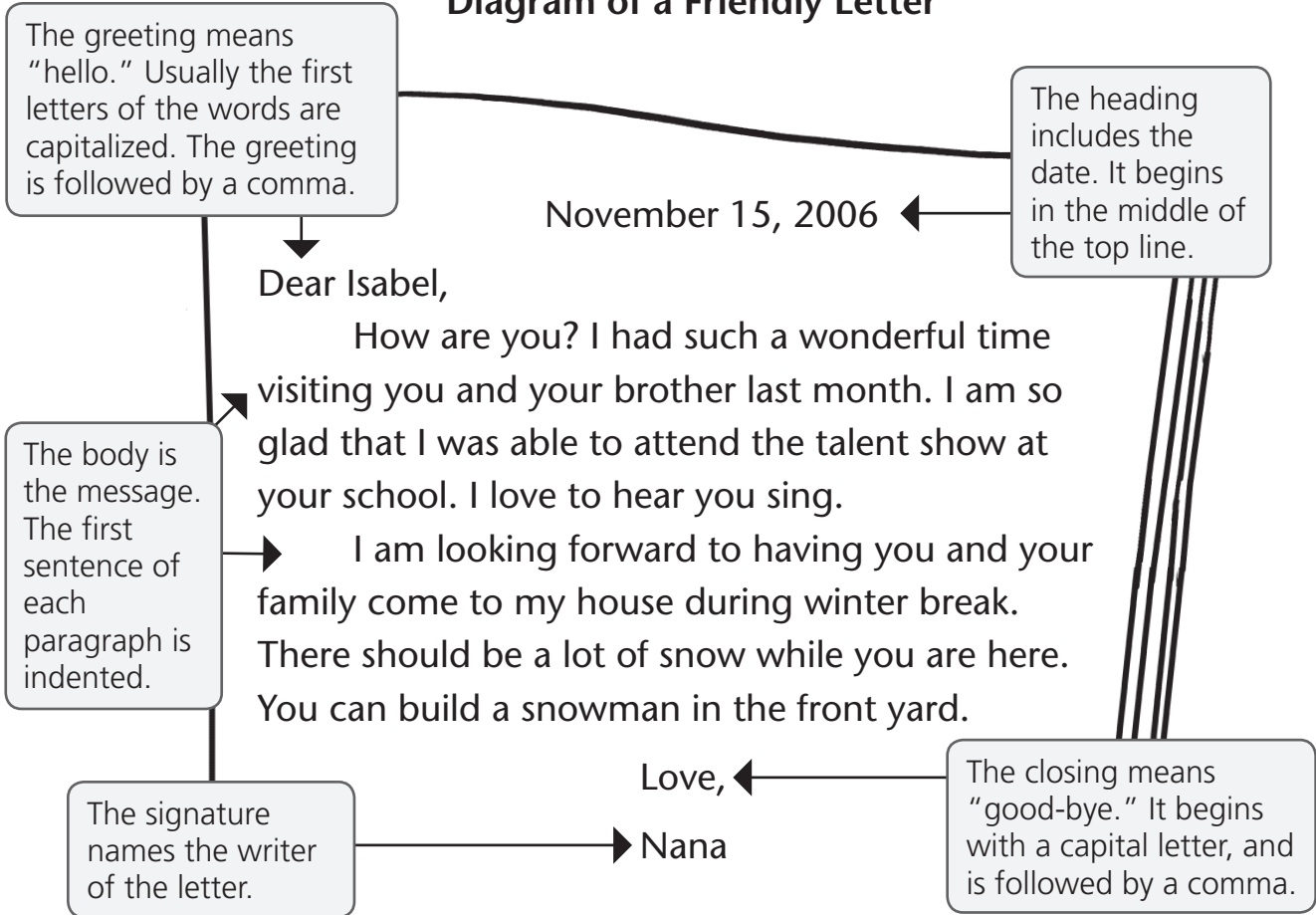
#### School-Home Connection

With the student, create a story. Decide on the author's purpose. Will it be to entertain, to inform, or to persuade?

Name \_\_\_\_\_

► Use the information in the diagram to answer the questions.

### Diagram of a Friendly Letter



1. What are the five parts of a friendly letter? \_\_\_\_\_  
\_\_\_\_\_
2. How do you capitalize and punctuate the greeting? \_\_\_\_\_  
\_\_\_\_\_
3. What goes in the body of the letter? \_\_\_\_\_
4. Find the part of the letter that says "Love." What is this called?  
\_\_\_\_\_
5. What part of the letter tells who wrote it? \_\_\_\_\_



#### School-Home Connection

Have the student use the information in the diagram to write a friendly letter.

Name \_\_\_\_\_

- Sort and write the Spelling Words with *ar*, *ore*, *oar*, *our*, and *or*.

### Words with *ar*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Words with *ore* and *oar*

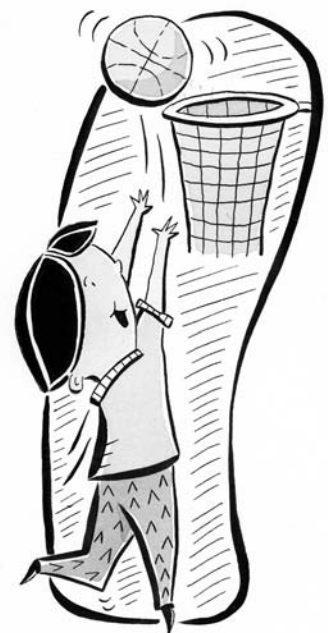
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### Words with *or* and *our*

9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### Spelling Words

1. *coarse*
2. *warm*
3. *soar*
4. *wore*
5. *swarm*
6. *form*
7. *story*
8. *warn*
9. *bore*
10. *sport*
11. *glory*
12. *force*
13. *course*
14. *before*
15. *fourth*



#### School-Home Connection

With your child write a short poem that includes words with *r*-Controlled vowels such as those above. Give your poem to family members to read.

Name \_\_\_\_\_

▶ Read the story. Then answer the questions below.

Two mice lived on a farm. One was named Meany, and the other was named Silly. One day the farmer's wife set a big piece of cheese on the kitchen table. Both mice looked at it, and their stomachs rumbled. "I know how we can get the cheese," said Meany. "I will scare the farmer's wife so that she bumps into the table and knocks the cheese to the floor. Then you will scare her so that she runs out the door."

Silly shook his head. "I know a better way," he said. Silly ran into the kitchen and did a funny dance. The farmer's wife laughed and laughed. She liked Silly's dance so much that she gave him a big hunk of cheese. To Meany, she gave nothing, and his stomach is still rumbling to this very day.



1. Who are the two main characters?

\_\_\_\_\_

2. What do they want to do?

\_\_\_\_\_

3. How are the characters alike?

\_\_\_\_\_

\_\_\_\_\_

4. How are the characters different?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**School-Home Connection**

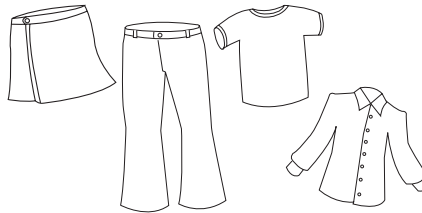
Help the student compare and contrast two characters in a story he or she enjoys. Ask the student to tell how the characters are alike and how they are different.



Name \_\_\_\_\_

► Circle the word that matches each sentence.  
Then underline the letters that stand for the  
/ôr/ sound in that word.

1. What you call clothes that you had on yesterday



warm

worn

worse

2. A contest or a game

spring

sport

splash

3. The opposite of *after*

fort

because

before

4. The energy to move something

force

fourth

farce

5. Something you write, tell, or read

story

sorry

stare



### Try This

On a separate sheet of paper, use the words you circled to make new sentences. Read your sentences aloud to a partner.



### School-Home Connection

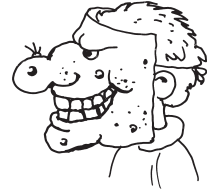
Have the student tell a story using the circled words from above.

Name \_\_\_\_\_

▶ Part A

Write the Vocabulary Word from the box below that completes each sentence.

disguised	cunning	embraced
tender	brittle	delighted



1. When you use a costume to hide who you are, you are \_\_\_\_\_.
2. If something is \_\_\_\_\_ it may break apart if you squeeze it.
3. A \_\_\_\_\_ person can play a clever trick on you.
4. If you can cut something easily, it is probably \_\_\_\_\_.
5. When people win a prize, they feel \_\_\_\_\_.
6. Ruth \_\_\_\_\_ her grandmother when she arrived for a visit.

▶ Part B

Write a sentence to answer each question.

1. What could a child do to delight his or her mother?

---

---

2. How would you know if a friend was disguised?

---

---

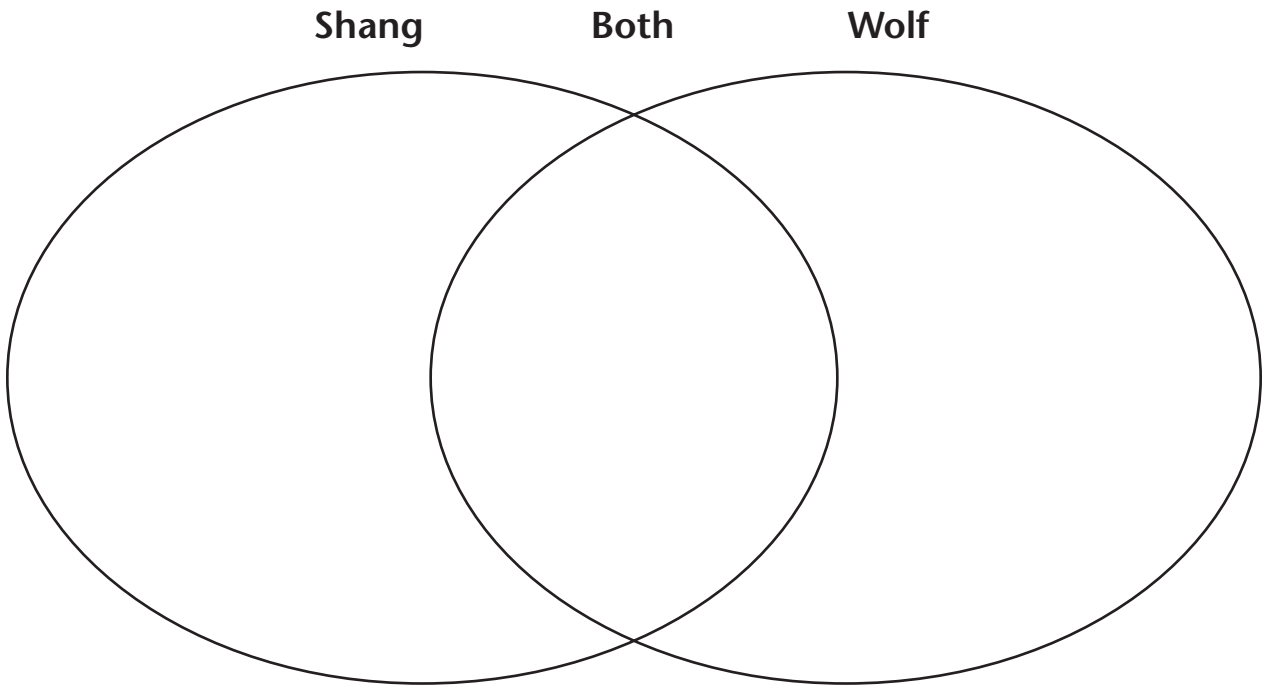


**School-Home Connection**

Help the student name synonyms for the following Vocabulary Words: *tender*, *delighted*, and *cunning*. Then have him or her choose one word and use it in a written sentence.

Name \_\_\_\_\_

▶ As you read "Lon Po Po," fill in the graphic organizer with details about how the characters are alike and different. Then answer the questions.



1. How is Shang different from the wolf?

\_\_\_\_\_

2. How are Shang and the wolf alike?

\_\_\_\_\_

3. On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.

Name \_\_\_\_\_

► For each rhyme, underline the word with the prefix or suffix. Then write the prefix or suffix in the correct column.



Prefix

Suffix

1. Thomas was a cheerful lad.

\_\_\_\_\_

\_\_\_\_\_

He laughed a lot and was never sad.

2. Sam was sleepless every night.

\_\_\_\_\_

\_\_\_\_\_

His brother would not turn off the light.

3. I read a story I liked quite well.

\_\_\_\_\_

\_\_\_\_\_

If you want to hear it, I will retell.

4. Don't be unhappy. Please don't cry.

\_\_\_\_\_

\_\_\_\_\_

I know you can do it, if you try.

5. A dog is a wonderful pet for you.

\_\_\_\_\_

\_\_\_\_\_

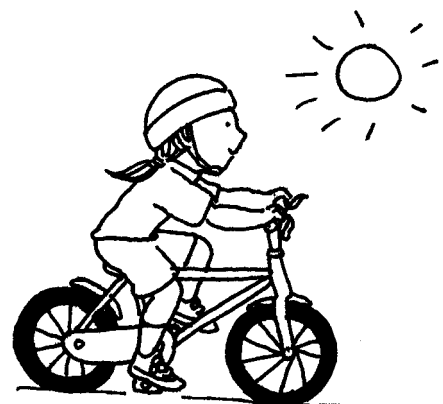
Cats and birds make nice friends, too.

6. Shonda was careful when riding her bike.

\_\_\_\_\_

\_\_\_\_\_

She did not want to hit her buddy, Mike.



**School-Home Connection**

Read aloud each underlined word to the student.  
Have him or her tell you the prefix or suffix.

Name \_\_\_\_\_

► Read the story. Find ten words with the /ôr/ sound spelled *or, ore, our, ar, or oar*. Underline them. Then write the word and the letters that stand for the /ôr/ sound on the lines below.

Will was on vacation with his family. It was their first day in Florida. Will was so excited that he jumped out of bed. He couldn't wait to see the Atlantic Ocean. But then he heard his sister, Cora, say, "It's pouring outside! Look, Will!"

"We won't be visiting the seashore today," he told her. "It looks like you can put away that surfboard."

"Of course, I warned you," said Cora. "The weather forecast said it would be stormy today. But you didn't listen to me."

Then the cordless telephone rang. It was their cousin, Jorge. He invited Will and Cora to his home to play card games!

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



**School-Home Connection**

Help the student write two more sentences to continue the story. Help him or her include two new *r*-controlled vowel words.

Name \_\_\_\_\_

► Underline the two adjectives in each sentence. Then write whether each adjective tells *what kind* or *how many*.

1. Many wolves eat five pounds of food a day.

\_\_\_\_\_

2. A few wolves have blue eyes.

\_\_\_\_\_

3. The coats of some wolves are white.

\_\_\_\_\_

4. Big wolves weigh more than ninety pounds.

\_\_\_\_\_

► Rewrite the sentences. Add an adjective before each underlined noun. Use an adjective that answers the question in parentheses ( ).

5. The apple fell from the tree. (What color?)

\_\_\_\_\_

6. There were apples on the tree. (How many?)

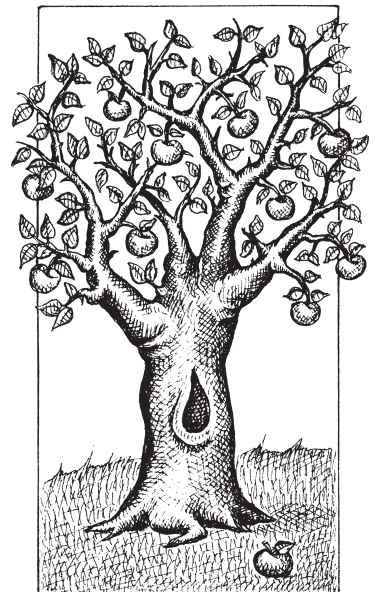
\_\_\_\_\_

7. Fatima ate the apple. (What size?)

\_\_\_\_\_

8. I cut the apple into slices. (What shape?)

\_\_\_\_\_



#### School-Home Connection

Ask your child to make a list of things in your home. Help him or her think of an adjective to describe each noun. The adjectives should tell what kind or how many.

Name \_\_\_\_\_

► Read the Spelling Words. Write each word in the group where it belongs.

### Words with *er*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Words with *ir*

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### Words with *ur*

9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_

### Words with *or*

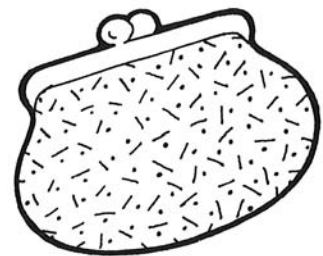
12. \_\_\_\_\_
13. \_\_\_\_\_

### Words with *ear*

14. \_\_\_\_\_
15. \_\_\_\_\_

### Spelling Words

1. *word*
2. *girl*
3. *burn*
4. *work*
5. *hurt*
6. *verse*
7. *purse*
8. *clerk*
9. *earth*
10. *perfect*
11. *first*
12. *pearl*
13. *answer*
14. *person*
15. *thirsty*



#### School-Home Connection

Read labels on food containers or clothing with your child. Find words with the *r*-Controlled vowels (*er, ir, ur, or, ear*) and write them down. Discuss the spelling of these words.

Name \_\_\_\_\_

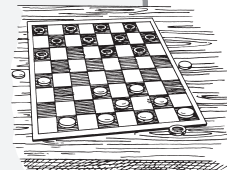
- Read the two story beginnings. Then write the answers to the questions.

### Story Beginning 1

Lin stood in the kitchen waiting for her older brother, Aki. She turned on the light so she could see in the dark green kitchen. Then she opened the cabinet by the sink. Everything they needed was there. She pulled out yellow sponges, a bottle of liquid soap, washcloths, and a bottle of window cleaner. Aki came down the kitchen stairs with two buckets. Now, they were ready for a car wash.

### Story Beginning 2

Angela watered the flowers on the kitchen table. Her sister, Georgette, put the clean dishes away. After Georgette was done, it was time for their checkers game. Every day after they cleaned up the kitchen, they played checkers on the kitchen table. Angela thought that the bright yellow kitchen kept her focused and alert.



1. How are the two main characters alike?

---

---

2. How are the two families different?

---

3. How are the two settings alike?

---

4. How are the two settings different?

---



#### School-Home Connection

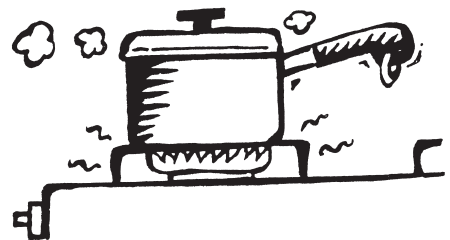
Help the student compare and contrast two things that are in the room. Ask how these things are alike. How are they different?



Name \_\_\_\_\_

► In each sentence below, you will find a word with the /ûr/ sound. Circle that word and underline the letters that stand for the /ûr/ sound.

1. My baby cousin just got his first tooth.
2. The car swerved to miss the hole in the road.
3. Each person who came received a free book.
4. Sasha plays third base on our softball team.
5. Li's new shirt is black and red.
6. Ms. Sanchez gave the class a stern look.
7. I was careful not to burn myself on the hot stove.
8. That baseball card is worth much more than I paid for it.
9. A strange car turned into the driveway.
10. The panting dog was very thirsty.



**School-Home Connection**

Have the student pronounce all the words with the underlined letter combinations *er, ir, and ur*. Then help him or her make up a story using those words.

Name \_\_\_\_\_

► **Part A** Complete each sentence with one of the Vocabulary Words in the box.

scolding	console	drowsy
glancing	heroic	burden

1. Two heavy piles of clothes are a \_\_\_\_\_ to carry.
2. A sleepy child looks \_\_\_\_\_.
3. A person with courage can be \_\_\_\_\_.
4. One reason for hugging people is to \_\_\_\_\_ them when they are feeling bad.
5. When someone looks quickly around a room, he or she is \_\_\_\_\_.
6. If I talk sternly to a child, I am probably \_\_\_\_\_ him or her.



► **Part B** Write an answer to each question.

1. Why would you be **glancing** around in a restaurant?  
\_\_\_\_\_

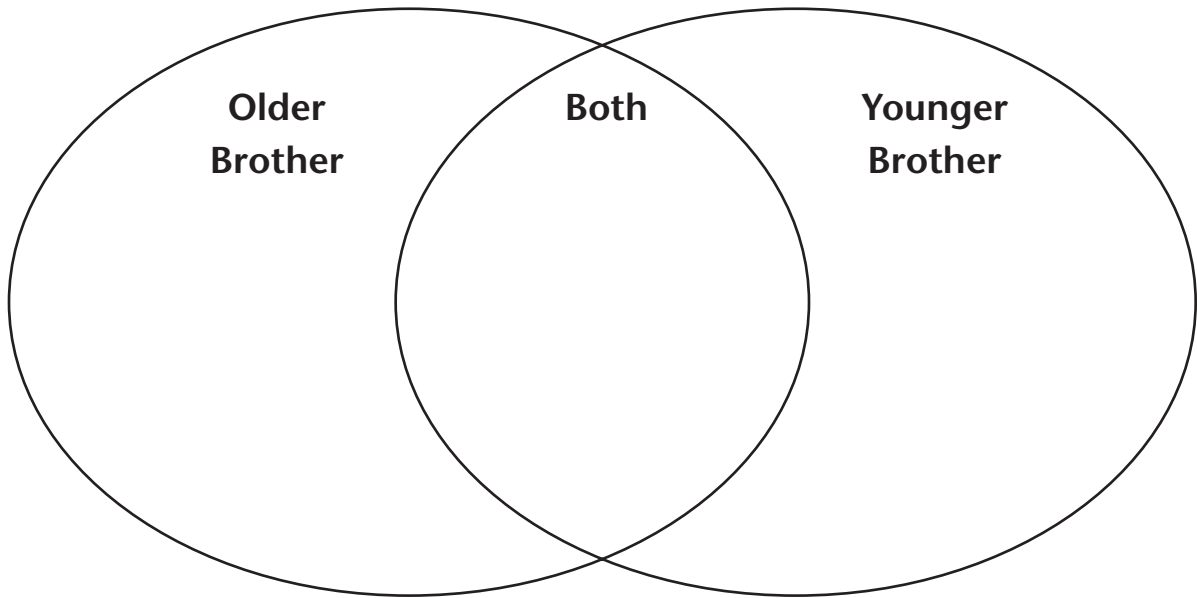
2. Why might you feel **drowsy**?  
\_\_\_\_\_

**School-Home Connection**

Ask the student to talk about when a lifeguard might be *heroic*. Ask him or her to describe the heroic action.

Name \_\_\_\_\_

- ▶ As you read "Two Bear Cubs," fill in the graphic organizer with details about how Older Brother and Younger Brother are alike and different. Then answer the questions.



1. How is Older Brother different from Younger Brother?

---

---

2. How are Younger Brother and Older Brother alike?

---

---

- ▶ On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.

Name \_\_\_\_\_

► Form a word from each root word and each prefix or suffix. Then write a sentence for each word that you made.

1. dis + agree

\_\_\_\_\_

2. dis + appeared

\_\_\_\_\_

3. long + er

\_\_\_\_\_

4. soft + er

\_\_\_\_\_

5. dark + est

\_\_\_\_\_

6. strong + est

\_\_\_\_\_

7. quick + ly

\_\_\_\_\_



**School-Home Connection**

Have the student pick two words with suffixes from above and help him or her write a sentence that uses both words.

Name \_\_\_\_\_

► Read each question. Circle the words in each question that have the letter combinations *er*, *ir*, *ur*, *ear*, and *or*. Then circle the word that answers that question.



1. Which animal has fur and searches for nuts?

a spider    an alligator    a squirrel

2. Who works to help people feel healthy?

an actor    a nurse    a tailor

3. What is less than thirty-two?

thirty-five    thirty-one    thirty-eight

4. Which animal might live beneath a fern and crawl through the dirt?

a blackbird    an earthworm    a tiger

5. Which word names a person who sails on the sea?

learner    tractor    sailor

6. Which could help you survive a cold night outside in early January?

doing a crossword puzzle    burning wood    watching birds



**School-Home Connection**

Have the student tell you how he or she knew which were the correct answers.

Name \_\_\_\_\_

▶ Write the form of each adjective that compares two things. Then write the form that compares three or more things.

1. playful \_\_\_\_\_

2. funny \_\_\_\_\_

3. afraid \_\_\_\_\_

4. important \_\_\_\_\_

5. high \_\_\_\_\_

6. exciting \_\_\_\_\_



▶ Rewrite each sentence correctly.

7. The raccoon was small than the fox.

\_\_\_\_\_

8. Today's sunset was lovely than yesterday's sunset.

\_\_\_\_\_

9. That cliff was the most steep one I have ever climbed.

\_\_\_\_\_

10. The river was more deeper than the stream.

\_\_\_\_\_



**School-Home Connection**

With your child, take turns writing sentences that compare things in your home. (Examples: *This plant is taller than that one. That is the biggest bowl in the house.*)

Name \_\_\_\_\_

► Write the Spelling Words on cards. Lay them down and read them.

1. Circle the base word in each Spelling Word.
2. If the Spelling Word has a base word that ends with a consonant, write it in the correct part of the chart.
3. If the Spelling Word has a base word that ends with a vowel, write it in the other part of the chart.

### Spelling Words

1. *nicer*
2. *finest*
3. *useful*
4. *bigger*
5. *really*
6. *nicest*
7. *faster*
8. *lonely*
9. *quickly*
10. *careful*
11. *smaller*
12. *playful*
13. *biggest*
14. *slowly*
15. *thankful*

Base Words That End with a Consonant	Base Words That End with a Vowel
1. _____	10. _____
2. _____	11. _____
3. _____	12. _____
4. _____	13. _____
5. _____	14. _____
6. _____	15. _____
7. _____	
8. _____	
9. _____	



#### School-Home Connection

Have your child retell a familiar short story as you write it down. Then have him or her circle all of the words that have the suffixes -er, -est, -ly, and -ful.

Name \_\_\_\_\_

Theme

.....  
Lesson 18

- Read the story. Circle the letter of the best answer to each question. Underline the clues in the story that helped you answer the first question.

### Allie's Wheels

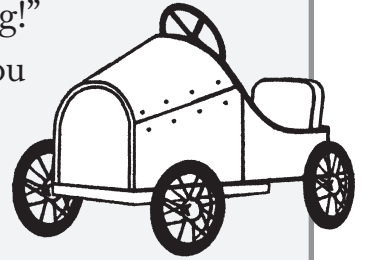
"I can't get this go-cart to work," Allie cried. She put down the wheel she had been trying to fit on the cart. "I'm tired of trying!"

Her mother picked up the wheel. "It will be fine. You just have to keep at it."

"But it's ugly," Allie said. "And I can't fix it!" She ran out of the garage and into her bedroom.

That night, Allie could not sleep. She thought about her go-cart. Slowly, she began to think of ways to make it better. She figured out how to attach the wheels so they would not fall off. She decided to paint the go-cart so it would not look so plain. In the morning, she hurried to the garage. Before her mother was up, Allie was hard at work. When her mother came into the garage, she was surprised. "Wow, Allie, your go-cart looks amazing!" she exclaimed.

"And look," Allie said, driving it out of the garage. "I've got wheels!"



1. What is the theme of this story?
  - A It is easy to make a go-cart.
  - B Even if something is hard to do, keep trying and you may do it.
  - C Stop trying if something is difficult to do.
  - D Having wheels is amazing.
2. What is a clue that helped tell what the theme is?
  - A Allie could not sleep.
  - B Her mother picked up the wheel.
  - C Allie could not fix the go-cart.
  - D Allie was hard at work.



#### School-Home Connection

Have the student make up a story of his or her own with this same theme.



Name \_\_\_\_\_

► Read the story. Circle the words with the suffixes *-er* and *-est*. On the lines below, list those words and write their root words beside them.

Twila and Carlos walked along the beach. “Hey!” shouted Twila. “Look at this rock. It is the shiniest rock I have ever seen!”

Carlos held out his hand. “This rock is shinier,” he said. “It is also bigger.”

Twila frowned. “My rock is nicer than yours,” she said. “It is pointier, too.”

“I do not like pointy rocks,” said Carlos. “I like round rocks. Mine is rounder than yours.”

“Well,” said Twila. “I do not like round rocks. I like red rocks. Mine is redder than yours.”

“Mine is the reddest!” shouted Carlos.

“Children,” called their mother. “Why are you both shouting? You are being the noisiest, silliest children I have ever seen.”

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



**School-Home Connection**

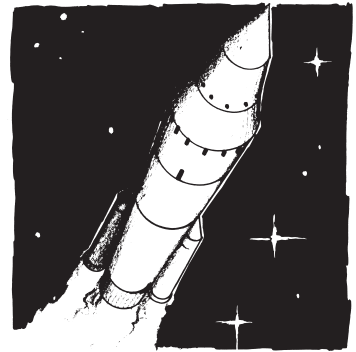
Have the student make a list of five *-er* words and five *-est* words.

Name \_\_\_\_\_

- Use the Vocabulary Words from the box below to complete the sentences.

glorious	memory	crept
ruined	streak	yanked

1. If you are looking at something \_\_\_\_\_, then it must be very beautiful.
2. He \_\_\_\_\_ the rope, and pulled the basket out of the water.
3. The cat \_\_\_\_\_ slowly across the grass as it watched the bird.
4. Our rocket ship was \_\_\_\_\_ when it landed on its side.
5. The plane left a lovely white \_\_\_\_\_ when it flew over the mountain peak.
6. My favorite \_\_\_\_\_ is of my kitten playing with a butterfly.

**School-Home Connection**

Help the student write a sentence of his or her own with one of the Vocabulary Words.

Name \_\_\_\_\_

- ▶ As you read "Me and Uncle Romie," fill in the graphic organizer to understand the story structure and theme. Use the page numbers to find what goes in each box.

**Section 1** pages 90, 91**Characters**James, Uncle Romie, Aunt  
Nanette**Setting****Section 2** pages 90, 98**Plot****Problem****Section 3** pages 91, 93, 94, 98, 99, 101, 103, 104, 105, 106**Events****Section 4** pages 100, 103**Solution****Theme**

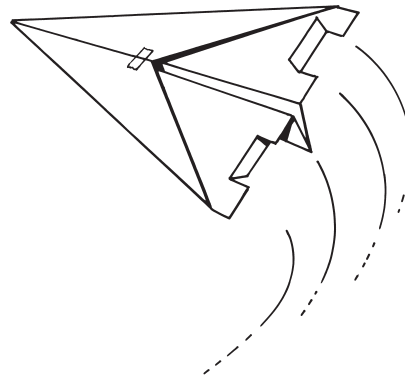
Name \_\_\_\_\_

► These directions tell how to make a paper airplane. Add a time-order word from the box to each step. Write the word on the line.

second      first      next      third      finally

## How to Make a Paper Airplane

1. \_\_\_\_\_, take a piece of paper.
2. \_\_\_\_\_, fold down one end of the paper to meet the middle. Do the same with the other end. You will have a sharp point at one end of the paper.
3. \_\_\_\_\_, fold down the remaining sides of the paper. You will have an even sharper point at the same end.
4. \_\_\_\_\_, fold the edges back over so that the slanted edges are together.
5. \_\_\_\_\_, you are ready to fly your plane. Turn it over, place your fingers on the bottom edge, and let it glide through the air.



### School-Home Connection

Have the student retell the directions for making a paper airplane in his or her own words. Encourage the student to use time-order words.

Name \_\_\_\_\_

► Read the story. Find the words with incorrect suffixes. Cross out those words. Then choose the correctly spelled words from the word box below, and write them above the words you crossed out.

carefully	sternly	loudly	happiest	worriedly
playful	respectful	joyfully	higher	beautiful

It was a beautier day. The Outdoor Club members hiked up the mountain. Viya was the happier of all. She was going to hike highest than she had ever hiked before. She hiked carefulest, though. She did not want to fall.

Suddenly, Sven gave a shout. "I see a bear," he cried worriedful.

"Everyone start singing loudful," said Ms. Packer. "That will scare the bear away."

"Look," called Viya joyfulest. "The bear has two cubs. Oh, they are so playly!"

"They are still bears," said Ms. Packer sternest. "They are wild animals and we need to be respectest of them."

Then Ms. Packer led the Outdoor Club members back to camp.



**School-Home Connection**

Have the student add two sentences to the story. Each sentence should contain at least one word with the suffix *-er*, *-est*, *-ly*, or *-ful*.

Name \_\_\_\_\_

► Use the articles *a*, *an*, and *the* to write two singular forms of each plural noun.

*Examples:* birds: a bird, the bird

icy roads: an icy road, the icy road

1. skyscrapers \_\_\_\_\_

2. elevators \_\_\_\_\_

3. rooftops \_\_\_\_\_

4. noisy trains \_\_\_\_\_

5. escalators \_\_\_\_\_

6. shops \_\_\_\_\_

7. airports \_\_\_\_\_

8. excited boys \_\_\_\_\_

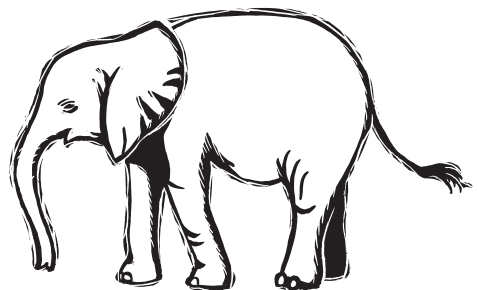
9. red cars \_\_\_\_\_

► Write a sentence for each article. Circle the article, and underline the noun that it introduces.

10. a \_\_\_\_\_

11. an \_\_\_\_\_

12. the \_\_\_\_\_



**School-Home Connection**

Ask your child to write four sentences about a trip, using the articles *a*, *an*, and *the*. Have your child circle each article and draw an arrow to the noun that it introduces.

Name \_\_\_\_\_

- ▶ Sort and write the Spelling Words with the prefixes *un-* *re-* and *dis-*.

### Words with Prefix *un-*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Words with Prefix *re-*

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

### Words with Prefix *dis-*

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### Spelling Words

1. *undo*
2. *redo*
3. *dislike*
4. *react*
5. *refill*
6. *uneasy*
7. *reread*
8. *unlike*
9. *remove*
10. *dishonest*
11. *unhappy*
12. *rebuild*
13. *displease*
14. *uncover*
15. *rewrite*



#### School-Home Connection

With your child write as many words with the prefixes *un*, *re*, and *dis* as you can. Use a dictionary to check your spelling.

Name \_\_\_\_\_

Theme

.....  
Lesson 19

- Read the story. Then circle the letter of the best answer to each question.

Nara the cat loved to daydream. She dreamed of living in a palace. She dreamed of wonderful meals and a servant to brush her fur. When her owner came near her, she hissed at him. She did not want to play. She just wanted to daydream.

The boy grew up and moved away, so Nara went to a new home. Nobody ever talked to her there. Nobody came to play with her, either. She had time to daydream, but she was not happy. She missed her old home. "I wish I had paid more attention to my owner," she thought. "We could have had fun. Now I am alone. My dreams were only dreams. Oh, why was I so foolish?"



1. What did Nara do instead of playing?
  - A She ate and ate.
  - B She ran away.
  - C She slept in the sunshine.
  - D She dreamed of a different place.
2. How did Nara feel about her new home?
  - A She was scared and nervous.
  - B She was unhappy.
  - C She was happy and content.
  - D She was cold and tired.
3. What is the theme of the story?
  - A Try to enjoy the life you have.
  - B Daydreams are better than real life.
  - C Always try to live in a palace.
  - D Cats have unusual habits.



**School-Home Connection**

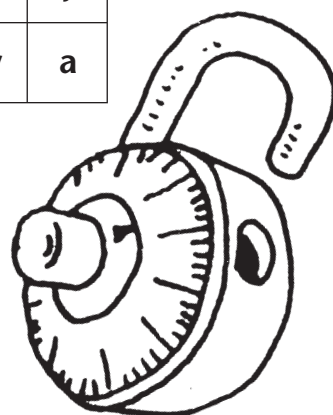
Talk about a story you have read with the student. What message did the author try to teach in the story?



Name \_\_\_\_\_

- Find the *un-* words in the Word Search. Look up, down, and across. Circle the words you find.

u	j	u	n	c	o	v	e	r	l	i	a
n	u	s	u	n	p	l	a	n	n	e	d
s	a	t	r	c	l	a	i	e	o	n	m
u	n	c	o	o	k	e	d	w	u	a	n
r	u	p	v	w	r	q	e	z	n	h	u
e	n	u	n	c	r	o	s	s	h	n	n
s	d	l	t	o	h	r	u	n	a	r	r
f	o	m	b	r	t	f	n	l	p	i	e
l	i	h	a	i	g	p	w	a	p	o	a
e	u	n	r	o	l	l	i	n	y	e	d
u	n	l	o	c	k	t	s	o	r	b	f
x	t	o	k	d	y	v	e	u	k	m	s
e	y	b	v	i	u	n	e	a	t	e	n
u	n	a	b	l	e	u	n	c	a	p	j
u	n	c	o	m	m	o	n	x	c	w	a

**School-Home Connection**

With the student, think of things a person might do around their home that are spelled with the prefix *un-*. Write them in a list.

Name \_\_\_\_\_

► Write the Vocabulary Word from the box that best fits with the other words in each group.

swift	vain	overheard
suggested	enormous	exclaimed

1. shouted  
loud  
\_\_\_\_\_

4. huge  
large  
\_\_\_\_\_

2. listened  
secret  
\_\_\_\_\_

5. fast  
run  
\_\_\_\_\_

3. stuck-up  
proud  
\_\_\_\_\_

6. asked  
offered  
\_\_\_\_\_

► Complete each sentence.

7. Vain people look in the mirror because \_\_\_\_\_

\_\_\_\_\_

8. Swift runners would win races because \_\_\_\_\_

\_\_\_\_\_

9. An enormous sandwich would be hard to eat because \_\_\_\_\_

\_\_\_\_\_

10. If you overheard a secret, you should \_\_\_\_\_

\_\_\_\_\_



School-Home Connection

With the student, name an animal that is enormous. Then name an animal that is swift.

Name \_\_\_\_\_

- Fill in the chart with information from the story. Since there are many characters, list only the five main characters. At the bottom of the page, write a summary of the theme.

**Section 1** pages 123, 126, 128–130, 132

Characters

Setting

Plot

**Section 2** page 131–132

Problem

**Section 3** pages 128–130

Important Events

**Section 4** pages 132, 134

Solution

Theme

- Use the information from the chart above to write a summary of the story on a separate sheet of paper.

Name \_\_\_\_\_

▶ The directions below are out of order. Rewrite them on the lines that follow. Use the time-order words to figure out the correct order.

### How to Teach a Dog to “Sit”

Third, gently press down on your dog’s bottom until the dog sits.

Second, say “Sit” in a firm voice.

Then repeat the lesson until your dog sits on its own.

First, be sure your dog is standing up and facing you.

Next, say “Good dog!” and give the dog a nice treat.

Finally, remember to always take very good care of your dog.



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**School-Home Connection**

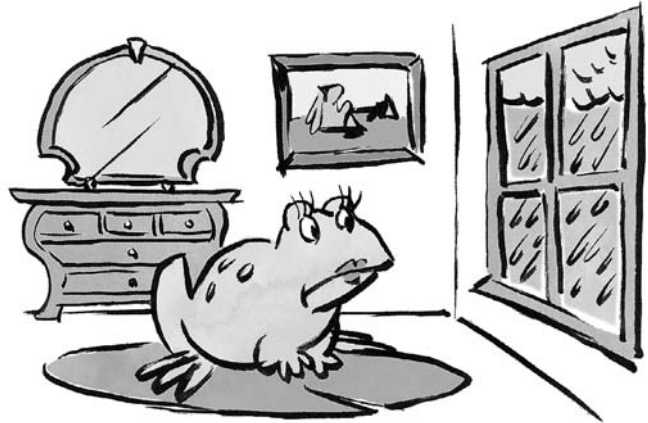
Have the student write directions for something that he or she does every day.

Name \_\_\_\_\_

► Part A

Make spelling words by joining *re-*, *un-*, or *dis-* with one of the base words. Write the spelling words on the lines.

re-	honest
	easy
un-	write
	act
dis-	please
	happy



1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

► Part B

Write sentences, using the spelling words you used in Part A. Use at least two spelling words in each sentence.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_



School-Home Connection

With the student, think of other words with the prefixes *re-*, *un-*, and *dis-*. Write the words in a list.

Name \_\_\_\_\_

► Rewrite each sentence. Use the correct form of the verb in parentheses ( ).

1. An egg (hatch/hatches) in the nest.

\_\_\_\_\_

2. The ducklings (follow/follows) their mother.

\_\_\_\_\_

3. The farmer (hurry/hurries) home.

\_\_\_\_\_

4. Mice (scurry/scurries) around the barn.

\_\_\_\_\_

5. We (milk/milks) the cows every morning.

\_\_\_\_\_

6. She (drive/drives) the big tractor.

\_\_\_\_\_

7. Jessica (help/helps) my brother dry dishes.

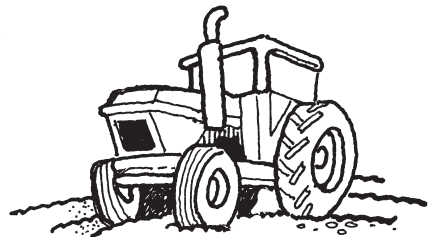
\_\_\_\_\_

8. They (clean/cleans) the kitchen.

\_\_\_\_\_

**School-Home Connection**

Work with your child to write four sentences, using action verbs in the present tense. Ask him or her to underline each verb and write *S* (singular) or *P* (plural) above each subject.



Name \_\_\_\_\_

► Read the words in the Word Box. Write each word in the correct column. Then answer the questions.

pour	wore	swarm	score	board
hoarse	horse	warp	before	port
wart	roar	fort	course	four

<i>r</i> -controlled vowel pattern:				
<i>or</i>	<i>ore</i>	<i>our</i>	<i>ar</i>	<i>oar</i>

1. How are the words *pour* and *hour* alike and different?

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2. What other words use *ore* to make the /ôr/ sound?

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3. What is one more word with *ar* that stands for /ôr/? What is one word with *ar* that does not stand for /ôr/?

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**School-Home Connection**

Ask the student to think of one more word for each column of the chart.

Name \_\_\_\_\_

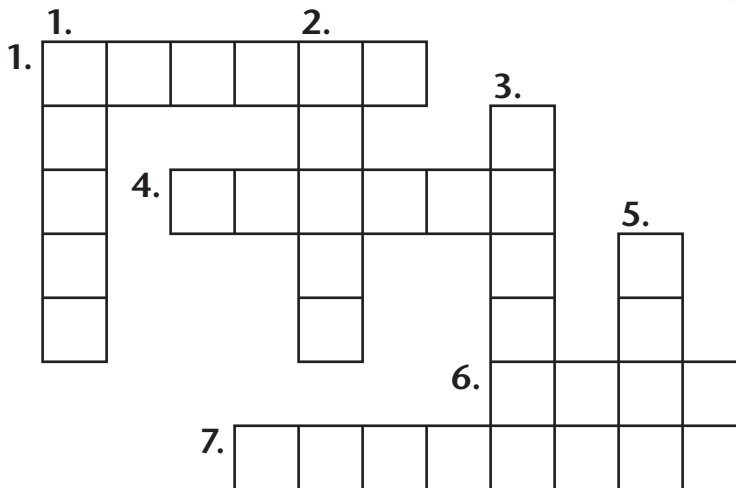
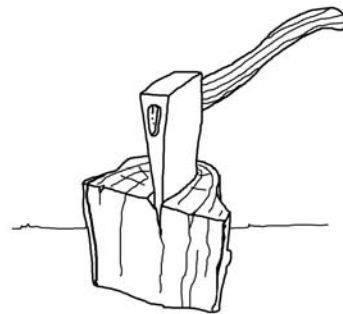
► Circle the word in each clue that has the /ûr/ sound. Then write the circled words in the crossword puzzle.

**Across**

1. I like the purple pants.
4. Help me search for my dog.
6. Make a left turn.
7. Have you memorized all the spelling words?

**Down**

1. That is a pretty pearl necklace.
2. We will learn about vowels today.
3. I want to buy new shirts.
5. Chopping wood is hard work.



**School-Home Connection**

Ask the student to think of other words that use *er, ir, ur, or,* and *ear* to stand for the /ûr/ sound. Help the student make sentences that include several of these words.



Name \_\_\_\_\_

▶ Circle the word in each row that is spelled incorrectly. Then write the correct word on the line.

- |             |          |           |       |
|-------------|----------|-----------|-------|
| 1. lovely   | loveler  | loveliest | _____ |
| 2. fast     | faster   | fastiest  | _____ |
| 3. nicer    | niciest  | nicely    | _____ |
| 4. bigger   | biggest  | big       | _____ |
| 5. clumsy   | clumsest | clumsier  | _____ |
| 6. harder   | hardly   | hardest   | _____ |
| 7. quietly  | quietier | quietest  | _____ |
| 8. softtest | softly   | softer    | _____ |
| 9. sillyer  | silliest | silly     | _____ |
| 10. gentle  | gentler  | gentliest | _____ |



**School-Home Connection**

Have the student think of a synonym for *lovely* that has the suffix *-ful*. Then help him or her think of synonyms for *happy* that have the suffixes *-ly* and *-ful*.

Name \_\_\_\_\_

► Circle the word that matches the definition.  
Then underline the other words that are real words.

1. to take off the cover

discover      uncover      recover

2. to play again

replay      unplay      display

3. to visit again

disvisit      unvisit      revisit

4. to not like something

unlike      dislike      relike

5. to type again

retype      distype      untype

6. not popular

repopular      dispopular      unpopular

7. to not obey

disobey      reobey      unobey



**School-Home Connection**

Ask the student to reread the word choices for #4 and share a definition for *unlike*. Point out that, in this case, *like* is an adjective.

Name \_\_\_\_\_

► Use the clues to unscramble the letters. Then write the Vocabulary Word and definition.

versions      rehearse      mandatory  
criticize      immerse      dialogue

1. Soccer practice is ytdnamaro if you want to play in the game.  
\_\_\_\_\_
2. When you rrheesa for the play, make sure you say your lines clearly.  
\_\_\_\_\_
3. Many painters sketch out different nsovreis before they begin painting.  
\_\_\_\_\_
4. When teachers zicitrcei your work, they give you suggestions to improve it.  
\_\_\_\_\_
5. The best way to learn about something is to emmeisr yourself in it.  
\_\_\_\_\_
6. The eulaodig in a book can tell you a lot about a character's traits.  
\_\_\_\_\_



**School-Home Connection**

Have the student make up other sentences using the Vocabulary Words.

Name \_\_\_\_\_

► Read the passage. Then compare and contrast frogs and toads by completing the chart.

### Frogs and Toads

Although frogs and toads are similar, they are also quite different. Frogs and toads are both amphibians. They live both in water and on land, hatching from eggs as tadpoles. Both creatures can make sounds by passing air through their throats. Both also have special glands on their skin that make their bodies taste bad to predators.

Frogs, however, have moist, smooth skin, while toads have drier, bumpy skin. In addition, frogs have long back legs and can jump higher and farther than toads can jump. But toads can walk. Frogs also have tiny teeth, but toads have no teeth at all.

Next time you see a frog, stop and look. It could be a toad!

Frogs only	Frogs and Toads	Toads only



#### School-Home Connection

Have the student name two of his or her favorite animals and write sentences comparing and contrasting them.

Name \_\_\_\_\_

Theme

.....  
Lesson 20

▶ Read the story. Then answer the questions.

Olivia wanted to be a singer more than anything in the world.  
“Your voice is too scratchy and low,” Carl said during choir practice.  
“It sounds like you ate a cactus!”

Olivia tried to ignore him. Her voice did not sound like the other singers’ voices. Carl’s voice was smooth and not too high or too low.

“I have new songs today,” Miss Cuttle announced to the class. “Each person will get a song to sing that suits his or her voice.”

Olivia was nervous. She wondered what song could suit her rough voice. Olivia anxiously walked up to Miss Cuttle. “I know I have problems with my voice,” Olivia said quietly.

Miss Cuttle grinned. “I have a special song for you. Many famous jazz singers had voices just like yours. I think a jazz song will be perfect.”

1. What is Olivia’s voice like? \_\_\_\_\_

2. Why is Olivia nervous? \_\_\_\_\_

\_\_\_\_\_

3. Why does Miss Cuttle choose a jazz song for Olivia? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What is one possible theme for the story? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**School-Home Connection**

Have the student explain which story clues he or she used to determine the story’s theme.

Name \_\_\_\_\_

▶ Underline the prefix or suffix in each word.  
Then write the meaning of the word.

Word	Definition
1. repay	_____
2. joyful	_____
3. unwrap	_____
4. colder	_____
5. disrespect	_____
6. funniest	_____
7. unable	_____
8. eventful	_____
9. cleverly	_____
10. happiest	_____



**School-Home Connection**

With the student, think of other prefixes or suffixes you could add to each root word in the first column.

Name \_\_\_\_\_

▶ Follow the directions to draw a picture in the space below.

First, draw a square.

Second, draw a large circle inside the square.

Third, draw two triangles inside the circle.

Fourth, draw a star below the triangles.

Last, write the names of all the shapes you drew below the picture.

Shapes: \_\_\_\_\_



**School-Home Connection**

Give verbal directions for the student to draw a picture. Make sure you use time-order words. Then switch roles and have the student give you directions to draw a picture.

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. \_\_\_\_\_

### Spelling Words

1. form
2. wore
3. fourth
4. soar
5. warn
6. perfect
7. girl
8. burn
9. work
10. earth
11. bigger
12. finest
13. lonely
14. refill
15. dishonest



Name \_\_\_\_\_

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

(1) There was an art show at the library yesterday. (2) Children displayed their art. (3) I showed two paintings. (4) They were the largest ones in the room. (5) There were also \_\_\_\_\_ photographs and a black sculpture. (6) The sculpture was interesting than the photographs.

- Which sentence uses the correct form of an adjective that compares?  
A Sentence 3  
B Sentence 4  
C Sentence 5  
D Sentence 6
- Which adjective needs the word *more* before it?  
A two (Sentence 3)  
B largest (Sentence 4)  
C black (Sentence 5)  
D interesting (Sentence 6)
- Which adjective could be written before *Children* in Sentence 2?  
A Many  
B One  
C Hundred  
D Each
- Which adjective that tells *what kind* could fill in the blank in Sentence 5?  
A biggest  
B tiniest  
C small  
D some
- Which sentence has an adjective that tells *what color*?  
A Sentence 1  
B Sentence 3  
C Sentence 4  
D Sentence 5
- Which of these sentences does NOT have an adjective?  
A Sentence 2  
B Sentence 3  
C Sentence 4  
D Sentence 5

Name \_\_\_\_\_

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

(1) Luke interviews his mother for a newsletter at school. (2) He asks his mother questions and writes down a answers. (3) \_\_\_\_\_ questions are about his mother’s job. (4) Luke’s mother is a engineer. (5) She plans bridges, and people builds them. (6) Students enjoy the report that Luke writes.

- In which sentence should the article be changed to *an*?
  - Sentence 1
  - Sentence 2
  - Sentence 4
  - Sentence 6
- Which word could fill in the blank in Sentence 3?
  - A
  - An
  - The
  - Writes
- Which sentence has a plural noun with an article that does NOT agree?
  - Sentence 1
  - Sentence 2
  - Sentence 4
  - Sentence 6
- Which of these action verbs does NOT agree with its subject?
  - interviews (Sentence 1)
  - writes (Sentence 2)
  - plans (Sentence 5)
  - builds (Sentence 5)
- Which sentence has only one action verb?
  - Sentence 1
  - Sentence 2
  - Sentence 5
  - Sentence 6
- Which sentence has a plural subject and an action verb that agrees?
  - Sentence 1
  - Sentence 2
  - Sentence 4
  - Sentence 6

Name \_\_\_\_\_

► Read the Spelling Words. Then write each word in the group where it belongs.

### Words with /ōō/ as in *booth*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### Words with /ōō/ as in *cook*

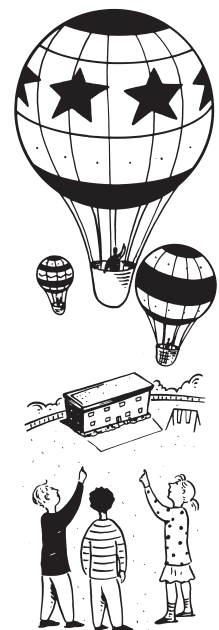
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

► Write the word that is left on the line.

15. \_\_\_\_\_

### Spelling Words

1. *threw*
2. *cool*
3. *foot*
4. *cook*
5. *bruise*
6. *hook*
7. *tool*
8. *brook*
9. *booth*
10. *school*
11. *choose*
12. *balloon*
13. *cartoon*
14. *afternoon*
15. *understood*



#### School-Home Connection

Talk about the different vowel sounds in *booth* and *cook*. Discuss with your child other words that share the same vowel sounds. Practice spelling aloud words with the *ōō* and *ōō* sounds.

Name \_\_\_\_\_

▶ Read the passage and answer the questions.

Roald Amundsen (1872–1928) was a polar explorer from Norway. He is best known for leading the first successful expedition to the South Pole, which lasted from 1910 to 1912.

Before leading his own expedititons, Amundsen was a member of the Belgian Antarctic Expedition (1897-1899). This journey taught Amundsen how to survive the harshness of Antarctica. He would later use this knowledge for his own expeditions.

In 1910, Amundsen and his expedition set out for the South Pole. On his ship *Fram*, whose name means “forward,” Amundsen and his crew first arrived at the edge of the Ross Ice Shelf. There he established a base camp, from which he led his crew across the Antarctic ice. Amundsen and his crew arrived at the South Pole on December 14, 1911. Then they faced the long, dangerous journey back. It took until March 1, 1912, to complete that trek and let the rest of the world hear the news of their accomplishment.

1. What happened before Amundsen led his own expeditions?

\_\_\_\_\_

2. When did Amundsen begin his journey to the South Pole?

\_\_\_\_\_

3. When did Amundsen and his crew arrive at the South Pole?

\_\_\_\_\_

4. What are some time-order words used in this passage?

\_\_\_\_\_



**School-Home Connection**

Help the student write sentences explaining a trip he or she would like to take. Use time-order words, like *first* and *next*, to explain steps in order.

Name \_\_\_\_\_

- Circle the /ōō/ word in each riddle. Then unscramble the letters to make a /ōō/ word that solves the riddle. Write the answer word on the line.

### What Am I?

1. I am a place where you might see a kangaroo.

ozo \_\_\_\_\_

2. You do this when you eat food.

wche \_\_\_\_\_

3. I am a building with many classrooms.

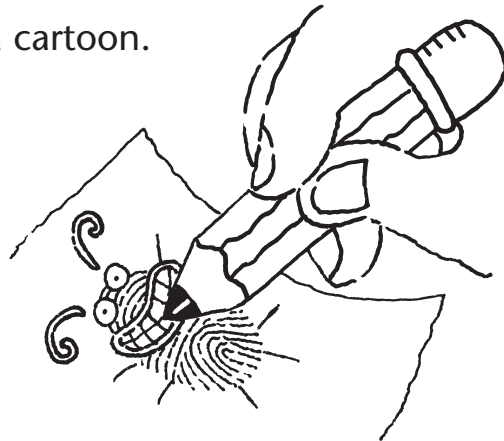
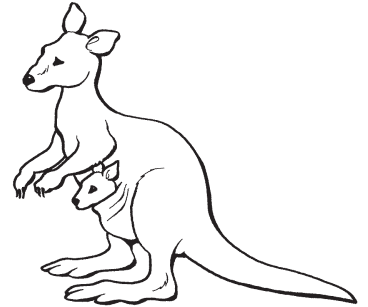
socohl \_\_\_\_\_

4. It's hard to eat noodles while using me.

nospo \_\_\_\_\_

5. Someone did this to make a cartoon.

rewd \_\_\_\_\_



#### School-Home Connection

Work with the student to create another /ōō/ riddle with *moon*, *flew*, or *new*.

Name \_\_\_\_\_

► Pick a word from the Word Box that best fits with each group of words. Write the word on the line.

permanently  
scarce

drifts  
shelters

dim  
absence

1. weak

faint

not bright

\_\_\_\_\_

2. gone

missing

away

\_\_\_\_\_

3. few

rare

hard to find

\_\_\_\_\_

4. carried along by water

floats

to move slowly

\_\_\_\_\_

5. protects

covers

shields

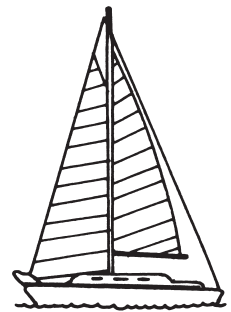
\_\_\_\_\_

6. lasting

forever

without change

\_\_\_\_\_



**School-Home Connection**

Have the student use his or her hands to act out the word **drifts**. Then ask the student to do something to show the **absence** of light in a room.

Name \_\_\_\_\_

▶ As you read "Antarctic Ice," fill in the graphic organizer with events in time order. Then answer the questions below the graphic organizer.

**FIRST** Antarctic sea animals are waiting for summer to arrive.



**NEXT**



**THEN**



**LAST**

1. What is happening at the beginning of "Antarctic Ice"?

---

---

2. What happens to the days soon after the sun returns?

---

---

3. On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.

Name \_\_\_\_\_

▶ Read the passage below from "Living at the Bottom of the World." Then answer each question.

Because the weather outside was cold and windy, I wore special clothing issued by the U.S. Antarctic Program—thermal underwear, socks, boots, a hat, a waterproof coat, and gloves. Anytime I was near the water, I wore a bright-orange float-coat that worked as a life preserver. The divers wore even more warm layers plus a watertight dry suit to protect them from the icy water. They also carried more than 50 pounds of equipment.

1. What is the topic of this passage?

\_\_\_\_\_

2. What details does the author give about Antarctic clothing?

\_\_\_\_\_  
\_\_\_\_\_

3. Why did the scientists and divers wear special clothing?

\_\_\_\_\_  
\_\_\_\_\_

4. What kind of clothes did divers wear?

\_\_\_\_\_  
\_\_\_\_\_

5. What do you think is the author's message?

\_\_\_\_\_



**School-Home Connection**

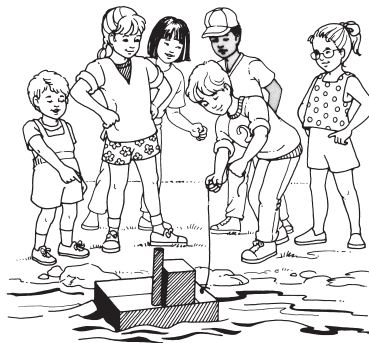
Discuss with the student other information that might be added to this passage.



Name \_\_\_\_\_

► Unscramble each /ōō/ or /ōō/ mystery word.  
Then use it to complete the sentence.

1. leub            Saul painted his toy boat bright \_\_\_\_\_.
2. olop            He sailed his boat in a small \_\_\_\_\_ of  
water.
3. sciure           He said his boat was going on a \_\_\_\_\_.
4. otto            I heard his boat \_\_\_\_\_ and whistle.
5. nwek            Then it was quiet, and I \_\_\_\_\_  
something had happened.
6. okol            "Let me take a \_\_\_\_\_," I said.
7. ugle            I fixed the broken boat with a little bit of  
\_\_\_\_\_.
8. godo            In no time, Saul's boat was as \_\_\_\_\_  
as ever.
9. wleb            The wind \_\_\_\_\_ the boat across the  
water.
10. fenatrono    It had been a nice, sunny \_\_\_\_\_.



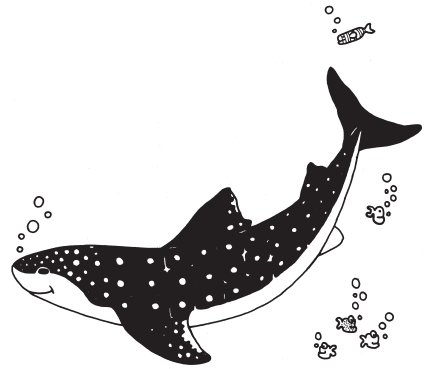
**School-Home Connection**

Have the student choose two of the mystery words and use them in oral sentences.

Name \_\_\_\_\_

- Circle the form of the verb *be* in each sentence. Then write whether each links the subject to words that tell *what* or *where*.

1. Some seals are white. \_\_\_\_\_
2. The penguin chick was fuzzy. \_\_\_\_\_
3. You were on the shore. \_\_\_\_\_
4. That shark is near a whale. \_\_\_\_\_
5. I am with my parents. \_\_\_\_\_
6. They are scientists. \_\_\_\_\_



- Rewrite each sentence, using a correct form of the verb *be*. Then write *S* above each singular subject and *P* above each plural subject.

7. Those fish \_\_\_\_\_ small and silver.

---

8. We \_\_\_\_\_ close to the beaver's dam.

---

9. He \_\_\_\_\_ in a wooden boat.

---

10. The river \_\_\_\_\_ full of life.

---

**School-Home Connection**

Have your child write sentences about his or her favorite season. Ask him or her to use singular and plural subjects and to write sentences that tell *what* and *where*.

Name \_\_\_\_\_

► Read the Spelling Words. Listen for the vowel sound in each word. Sort the words and write them where they belong.

### Words Beginning with a Vowel Sound

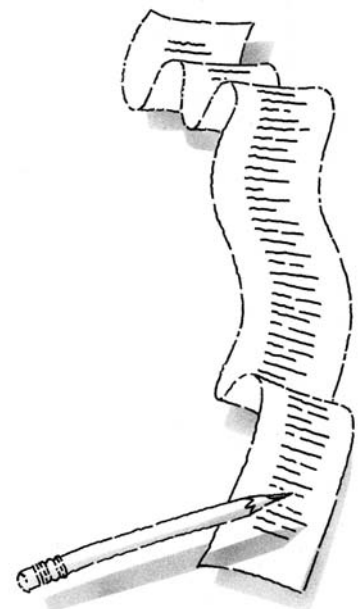
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Words with a Vowel Sound in the Middle

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### Spelling Words

1. *ought*
2. *soft*
3. *yawn*
4. *walk*
5. *long*
6. *also*
7. *thaw*
8. *lost*
9. *cause*
10. *taught*
11. *pause*
12. *straw*
13. *false*
14. *author*
15. *almost*



#### School-Home Connection

With your child, make a list of words that have the same vowel sound you hear in the word *ball*. Discuss the spelling of each word.

Name \_\_\_\_\_

► Read the article. Then write the main events in order.

### Fishing With Feet

One kind of bat eats fish. The way the bat catches its dinner is amazing. First, it flies very low over the water. Next, it dangles its hind legs in the water. The legs look like a tasty treat to the fish, so the fish comes closer. Then, the bat snags a small fish with its sharp toe nails. The fish may struggle, but the bat holds tight. Finally, the bat pulls the fish out of the water and eats it.



First \_\_\_\_\_

---

---

Next \_\_\_\_\_

---

---

Then \_\_\_\_\_

---

---

Finally \_\_\_\_\_

---

---



#### School-Home Connection

With the student, watch an animal in your community. Have the student describe what the animal does, using time-order words.

Name \_\_\_\_\_

► In the chart below write a word from the word box in the correct column. Some words might belong in more than one column. Use the words that do not belong in any column to answer the questions below.

ought	soar	caught	pause
clown	bought	cause	strong
author	cool	boil	taught

Words with /ô/ as <i>au</i>	Words with /ô/ as <i>ou</i>	Words with <i>gh</i>

- How would a glass of lemonade feel on a hot summer day?  
\_\_\_\_\_
- If you could lift a heavy load of books, what would you be?  
\_\_\_\_\_
- What happens to water when it heats until bubbles appear?  
\_\_\_\_\_
- What kind of person is very funny and usually wears a big red nose?  
\_\_\_\_\_
- What does a bird do when it flies high into the air? \_\_\_\_\_



**School-Home Connection**

With the student, think of other words that have /ô/ as *au*. Have him or her write the words in sentences.

Name \_\_\_\_\_

- Write the Vocabulary Word from the box that goes with each explanation.

effort	swoops	detail
fluttering	nocturnal	dozes



- \_\_\_\_\_ Active at night
- \_\_\_\_\_ An important point
- \_\_\_\_\_ Flies quickly downward
- \_\_\_\_\_ Trying hard
- \_\_\_\_\_ Moving wings quickly
- \_\_\_\_\_ Sleeps lightly

- Answer the questions in complete sentences.

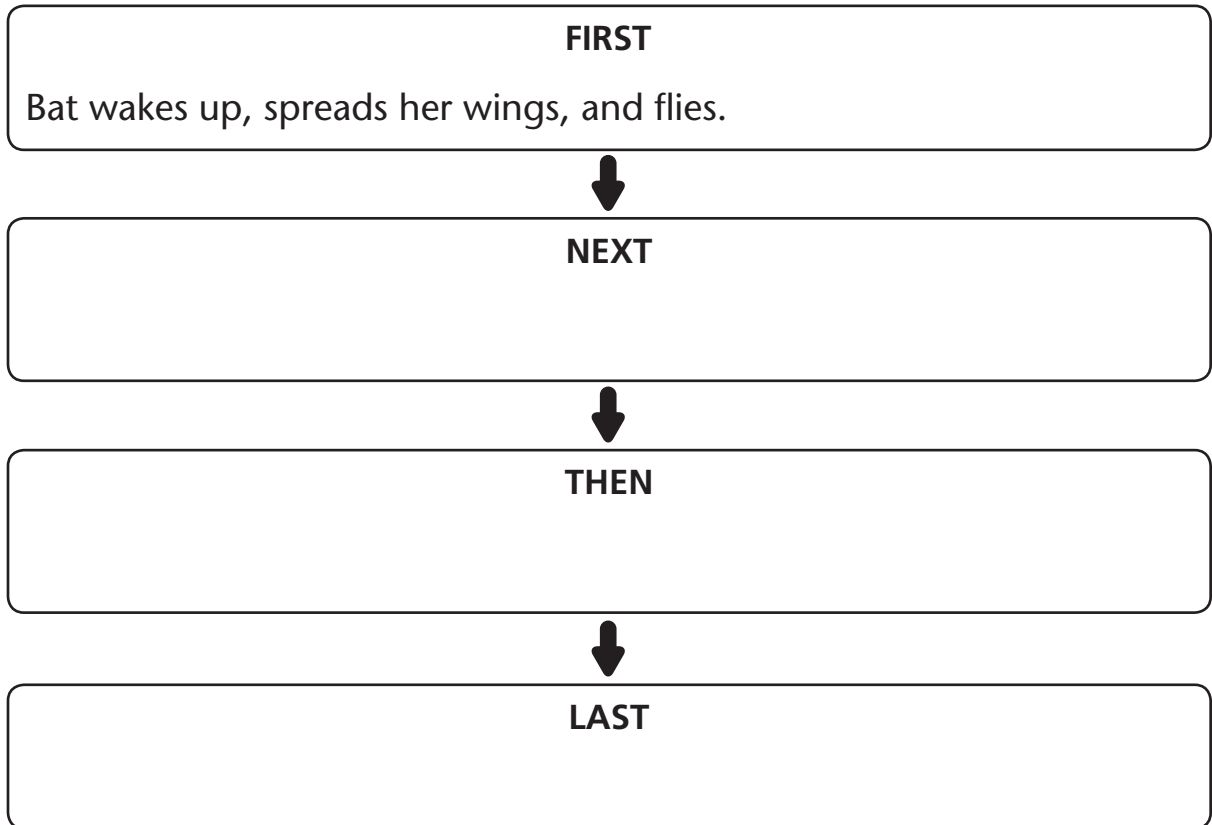
- If a bird **swoops**, does it move quickly or slowly?  
\_\_\_\_\_
- If you notice a **detail** in a painting, are you looking at only a part of it?  
\_\_\_\_\_
- If someone makes an **effort**, is he or she trying hard or not trying?  
\_\_\_\_\_
- When is a **nocturnal** animal likely to be active?  
\_\_\_\_\_
- Is it hard or easy to wake up someone who **dozes**?  
\_\_\_\_\_
- If a bird is **fluttering**, how are its wings moving?  
\_\_\_\_\_

**School-Home Connection**

With the student, look outside for **nocturnal** animals and insects that might be **fluttering** around an outside light at night.

Name \_\_\_\_\_

- ▶ As you read "Bat Loves the Night," fill in the graphic organizer with the sequence of events in the narrative.



1. What happens to the moth after Bat bites it for the first time?

\_\_\_\_\_

2. What is the last thing Bat does in the narrative?

\_\_\_\_\_

3. On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.

Name \_\_\_\_\_

- Read the passage. Circle the letter of the best answer to each question about the author's message.

Many people know that baseball is called “America’s pasttime” because it is so popular in the United States. But did you know that another game that uses a bat and a ball is just as popular in other parts of the world? That game is cricket, and a lot of its rules are similar to baseball’s. Cricket is played with two teams. Each team takes turns batting and fielding, like in baseball.



In baseball, the batter stands at home plate. In cricket, a player called a striker stands at a spot called a wicket. In baseball, the player who throws the ball is called the pitcher; in cricket, that player is called the bowler. Both games have umpires. Cricket has been played since the 1300s and is still popular all over the world today!

1. How is cricket like baseball?
  - A Both games have catchers.
  - B Both games use a bat and a ball.
  - C Both games have players called shortstops.
  - D Both games use wickets.
2. Which sentence is true?
  - A Both cricket and baseball have pitchers.
  - B Cricket uses umpires, but baseball does not.
  - C Cricket is played with four teams; baseball is played with two.
  - D Cricket has been played since the 1300's, but baseball was invented in the 1800s.
3. What was the author's message in this passage?
  - A Cricket is popular in the United States.
  - B Baseball players should play cricket instead.
  - C Playing cricket or baseball is a good way to get in shape.
  - D Cricket and baseball are alike and different in many ways.



**School-Home Connection**

Ask the student to point out some of the sentences that helped show the author's message in this selection.



Name \_\_\_\_\_

► Write the words from the word box in the correct column. Then, find the /ô/ words in the word search below.

bought	caught	taught
fought	ought	author
thought	pause	

<i>/ô/ as au(gh)</i>	<i>/ô/ as ough</i>
_____	_____
_____	_____
_____	_____
_____	_____

### WORD SEARCH

B	F	T	A	U	G	H	T	X	A
D	P	A	U	S	E	I	H	U	A
F	Q	I	T	R	C	J	O	V	R
O	U	G	H	T	A	T	U	C	I
U	R	H	O	C	A	U	G	H	T
G	S	K	R	Z	W	E	H	U	N
H	M	B	O	U	G	H	T	A	W
T	G	E	O	H	K	N	A	L	T



#### School-Home Connection

With the student, talk about the different sounds *au(gh)* and *ough* make. List other words that have those sounds.

Name \_\_\_\_\_

► Rewrite the sentences. Add a helping verb to each one.

1. I never studied mammals.

\_\_\_\_\_

2. We learn about bats.

\_\_\_\_\_

3. We go to the library.

\_\_\_\_\_

4. Butterflies see red, yellow, and green.

\_\_\_\_\_

5. A butterfly landed on that leaf.

\_\_\_\_\_

6. That butterfly laid 400 eggs.

\_\_\_\_\_

7. Butterflies fly only when they are warm.

\_\_\_\_\_

8. The librarian found a great book about butterflies.

\_\_\_\_\_

**School-Home Connection**

Work with your child to write four sentences about nighttime that include main and helping verbs. Have your child underline each main verb and circle each helping verb.

Name \_\_\_\_\_

► Read the Spelling Words. Sort the words and write them where they belong.

### Words with *pre-*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Words with *mis-*

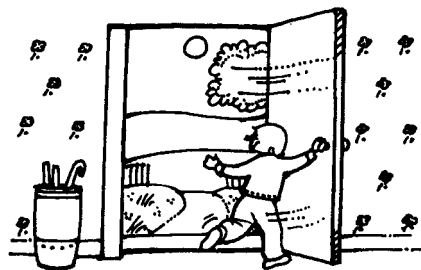
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_

### Words with *in-*

12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### Spelling Words

1. *input*
2. *preset*
3. *misuse*
4. *inside*
5. *preview*
6. *incorrect*
7. *pretest*
8. *mislead*
9. *preheat*
10. *indoors*
11. *misplace*
12. *preschool*
13. *misread*
14. *mismatch*
15. *misspell*



### School-Home Connection

With your child, make a list of five words with the prefixes *pre-*, *mis-*, and *in-*. Then have your child circle the prefix in each word. Challenge him or her to use each word in a sentence.

Name \_\_\_\_\_

- Read the passage. Look for cause and effect relationships as you read. Then answer the questions.

### Using Good Sense



Bats are amazing creatures. Not only are they the only flying mammals, but they also have great senses. Bats have strong senses of smell, hearing, and eyesight. Because of these great senses, bats are able to be active at night.

Bats use their hearing, vision, and sense of smell to find food in the dark. In fact, they can see better in the dark than in the daylight. Their strong sense of smell lets bats find ripe fruit. They use their sharp hearing to find other food sources, too, such as insects and fish.

Bats also use these strong senses to find other bats. They use their sense of smell to recognize their roost mates. Their great hearing helps them find their young.

1. What causes bats to be able to be active at night?

---

2. What is an effect of a bat's strong sense of hearing?

---

3. What causes bats to be able to find other bats?

---

4. What is an effect of a bat's strong sense of smell?

---



#### School-Home Connection

Read and discuss the passage with the student. Have him or her explain the cause and effect relationships in the text using words such as *so* and *because*.

Name \_\_\_\_\_

▶ Look at the words in the squares. Shade the squares that have words with the prefix *pre-*, *mis-*, or *in-* in front of a root word. Circle the prefix in each word.

preheat	pretzel	misuse	preview
injure	mister	pretest	indoors
predator	misspell	miserable	insect
input	preschool	mislead	ink
missing	president	incorrect	mission



**School-Home Connection**

Have the student read the spelling words on the page aloud. Then ask him or her to share the meanings of the words with the prefix *pre-*.

Name \_\_\_\_\_

fondness  
ridiculousdecent  
emotioninherit  
disgraceful**▶ Part A. Write the Vocabulary Word that matches each idea.**

- \_\_\_\_\_ something silly or strange
- \_\_\_\_\_ honest and good
- \_\_\_\_\_ to receive something from someone else
- \_\_\_\_\_ a liking or affection
- \_\_\_\_\_ shameful or unacceptable
- \_\_\_\_\_ a feeling such as happiness or anger

**▶ Part B. Answer each question about the Vocabulary Words.**

- If someone's actions are **disgraceful**, should that person be embarrassed by or proud of that behavior?  
\_\_\_\_\_
- Would a **decent** person be trustworthy or untrustworthy?  
\_\_\_\_\_
- Would something **ridiculous** make you laugh or cry?  
\_\_\_\_\_
- What kind of **emotion** would make you smile?  
\_\_\_\_\_
- Would a mouse have a **fondness** for snakes or cheese?  
\_\_\_\_\_
- If you **inherit** something, is it a gift or do you buy it?  
\_\_\_\_\_

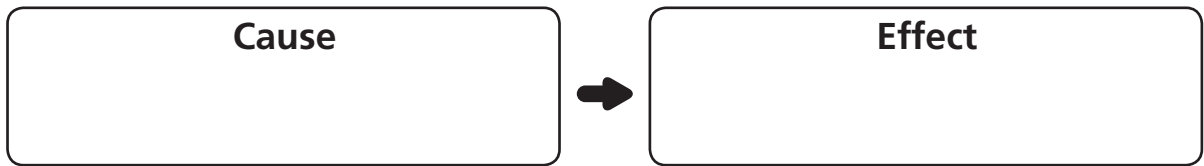
**School-Home Connection**

Ask the student to give examples of things that are ridiculous. Then ask him or her to name several emotions and to tell which things cause those feelings.

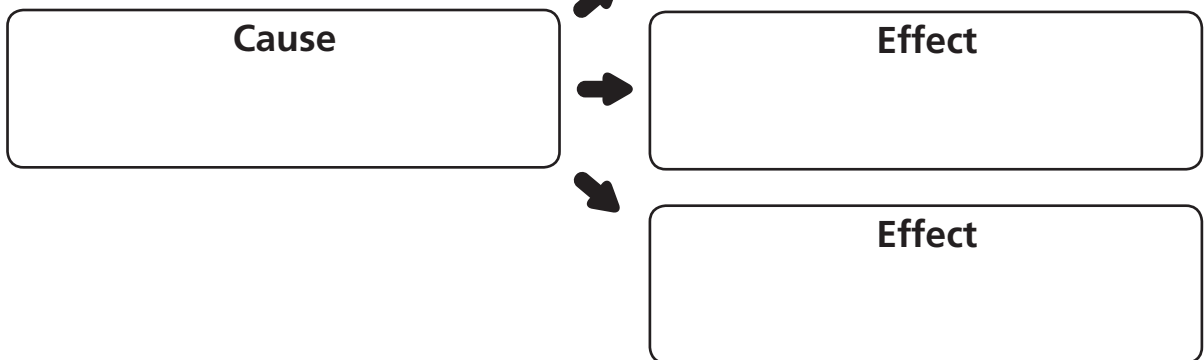
Name \_\_\_\_\_

▶ As you read "Chestnut Cove," fill in the graphic organizer. Sometimes there may be more than one cause or effect for a single action. You may also find more than one cause and effect relationship in the story. Draw more boxes as you need them.

**Section 1** page 233



**Section 2** page 238



1. What was one cause you found in the story?

---

---

2. What effect or effects did this action have?

---

---

3. On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.

Name \_\_\_\_\_

► Choose the correct homophone to complete each sentence. Then write a sentence using the other homophone.

1. blew / blue

We painted my bedroom walls \_\_\_\_\_.

\_\_\_\_\_

2. pear / pair

I wore a new \_\_\_\_\_ of shoes to school today.

\_\_\_\_\_

3. see / sea

The sailor said there is nothing like being on the open \_\_\_\_\_.

\_\_\_\_\_

4. nose / knows

Do you think anyone \_\_\_\_\_ how to get there?

\_\_\_\_\_

5. hair / hare

She washes her \_\_\_\_\_ every night.

\_\_\_\_\_

**School-Home Connection**

Have the student write homophones for *bee*, *won*, *knight*, *two*, and *their*.



Name \_\_\_\_\_

- Read each of the words at the top of the page. Then follow the directions below.

precook

mislead

invisible

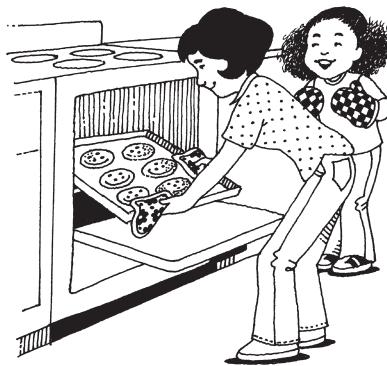
preheat

mismatch

prepackage

misuse

1. Circle the word that means "to package before."
2. Draw a triangle around the word that means "not visible."
3. Underline the word that means "to cook before."
4. Draw a box around the word that means "to use badly."
5. Cross off the word the means "to lead wrongly."
6. Draw a star beside the word that means "to heat before."
7. Draw a zigzag line under the word that means "to match wrongly."

**School-Home Connection**

Have the student use the words *invisible*, *preheat*, and *misdirect* in sentences. Then ask him or her to tell you the meanings of each of these prefixes.

Name \_\_\_\_\_

- Rewrite each sentence correctly, using the subject in parentheses ( ). Be sure that the verb in your sentence agrees with its new subject.

*Example:* Glenda likes math. (My brothers)

**My brothers like math.**

1. I enter a writing contest. (George)  
\_\_\_\_\_
2. The teachers judge the contest. (A teacher)  
\_\_\_\_\_
3. One student wins the contest. (Two students)  
\_\_\_\_\_
4. We like stories about animals. (You)  
\_\_\_\_\_
5. She prefers true stories. (He)  
\_\_\_\_\_
6. The princesses meet a prince. (The princess)  
\_\_\_\_\_
7. We hurry home from school. (They)  
\_\_\_\_\_
8. Our mother opens the front door. (We)  
\_\_\_\_\_

**School-Home Connection**

Write two sentences with present-tense verbs. Ask your child to rewrite the sentences, changing the subjects and making sure that the verbs agree with their new subjects.

Name \_\_\_\_\_

Schwa /ə/

Lesson 24

► Read the Spelling Words. Sort the words and write them where they belong.

### Words Beginning with the /ə/ Sound

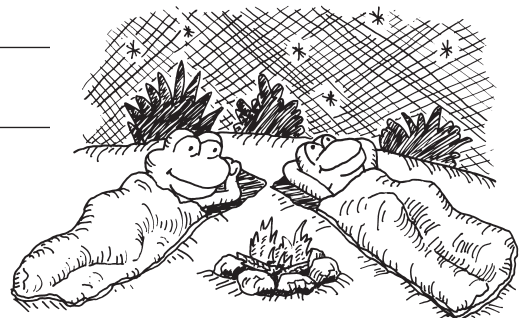
1. \_\_\_\_\_ upon \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

### Spelling Words

1. upon
2. above
3. cover
4. apart
5. either
6. alike
7. awake
8. afraid
9. across
10. agree
11. ever
12. amount
13. ahead
14. alive
15. around

### Words Ending with the /ər/ Sound

13. \_\_\_\_\_ cover \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_



#### School-Home Connection

Brainstorm with your child other words that have the schwa sound that you hear in *above* and *ever*. Discuss how to spell each word. Confirm each spelling in a dictionary.

Name \_\_\_\_\_

▶ Read the passage. Then answer the questions.

“Ha!” Keisha said. “I knew I could do it!” Keisha had just taught herself to ride her older brother, Ben’s, bike. Ben had delivered papers for six months and made enough money to buy it. He told her not to ride the bike because she was too little and might break it. Since she was stubborn, Keisha secretly rode the bike when he was at oboe practice.

One afternoon, Keisha left the bike on the driveway and went inside. Then she heard a loud crunch from outside. “Oh no!” she said. “The bike!” Sure enough, Mom had run over the bike with the car. Since the broken bike was Keisha’s fault, she agreed to help Ben deliver newspapers on foot until he made enough money to buy a new bike.

1. What is the cause of Keisha secretly riding Ben’s bike?

\_\_\_\_\_

2. What is the effect of Keisha leaving the bike on the driveway?

\_\_\_\_\_

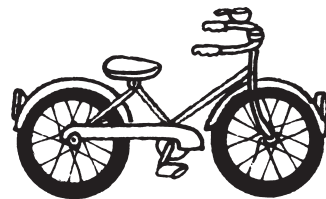
3. What is the cause of Keisha helping Ben deliver newspapers?

\_\_\_\_\_

4. What is the effect of Ben delivering papers for six months?

\_\_\_\_\_

\_\_\_\_\_



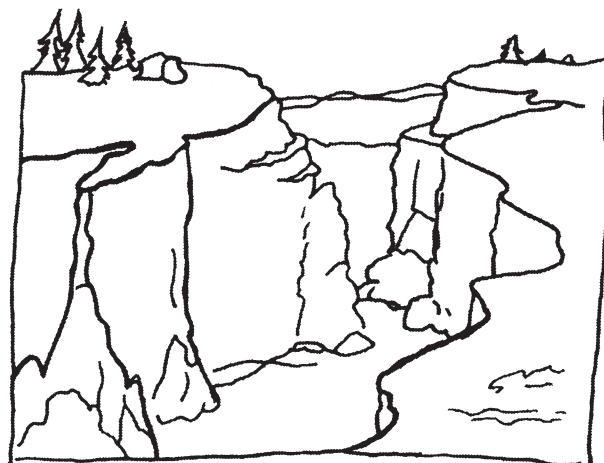
**School-Home Connection**

Ask the student to identify the cause of Ben telling Keisha not to ride his bike.

Name \_\_\_\_\_

► Read the incomplete sentences below. Underline the word that has the schwa sound and completes the sentence.

1. If you do not understand the sentence, read \_\_\_\_\_. (ahead / slowly)
2. After the race, she needed to drink a lot of \_\_\_\_\_. (water / limeade)
3. The building in the \_\_\_\_\_ is the tallest. (background / center)
4. The school play was a huge \_\_\_\_\_. (success / sellout)
5. A long time \_\_\_\_\_, my family lived in Italy. (back / ago)
6. My sister has special \_\_\_\_\_ because she is a runner.  
(outfits / sneakers)
7. They went \_\_\_\_\_ on vacation to the Grand Canyon. (away / quickly)
8. What was your \_\_\_\_\_ for being late? (excuse / reason)
9. She had to do her math homework \_\_\_\_\_ because she made too many mistakes. (twice / again)
10. Autumn is my favorite \_\_\_\_\_ because of the colorful leaves.  
(season / time)



**School-Home Connection**

Ask the student to identify the letters that make the schwa sound in items #1 and #2.

Name \_\_\_\_\_

clutter	mentioned	remark
visible	beckoned	flustered

- **Part A** Choose one Vocabulary Word from the box to complete each unfinished sentence below. Write the word on the line.

Anna's mom entered her daughter's room. It was a mess! Anna's bed was so covered with clothes, it was barely \_\_\_\_\_.

Anna's mom \_\_\_\_\_ that perhaps Anna should clean her room if she wanted to play with her friends. Anna seemed \_\_\_\_\_, but she did start putting things away. About an hour later, Anna \_\_\_\_\_ to her mom to take a look. All the \_\_\_\_\_ had been removed. Her mom was pleased with the results. Anna was able to go out and play. As she ran out the door, Anna heard her mom \_\_\_\_\_, "Good job!"

- **Part B** Write one or two sentences to answer each question.

1. What might you show your friends if you *beckoned* for them to come see something?

---

---

2. How would you make sure you were *visible* if you were riding your bicycle at night?

---

---

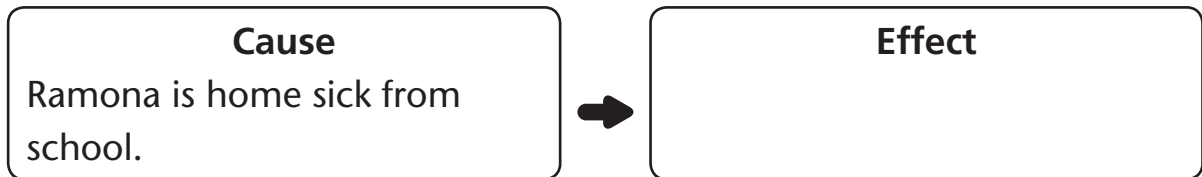
**School-Home Connection**

Ask the student to think of three things that would make them feel *flustered*.

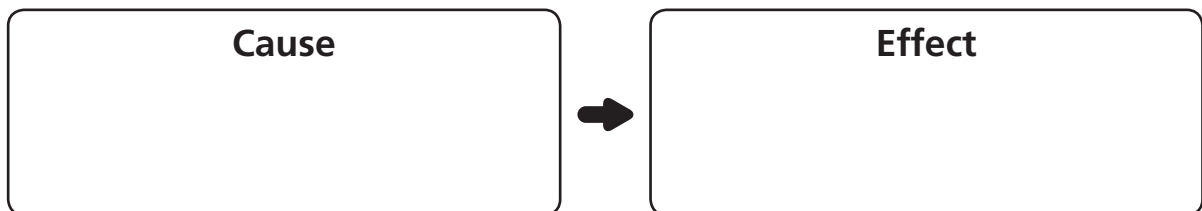
Name \_\_\_\_\_

- ▶ As you read "Ramona Quimby, Age 8," think about events that cause other events to happen. Think about events that happen as a result of others. Write the causes and effects in the chart below.

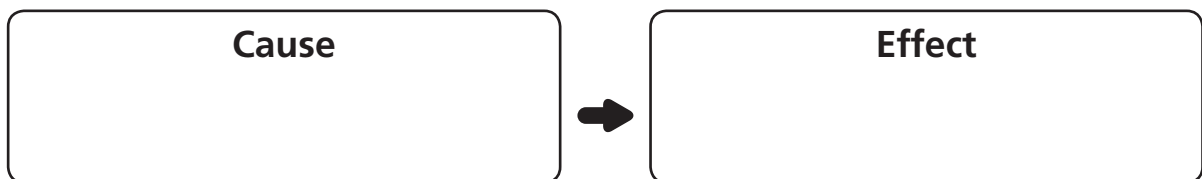
**Section 1** pages 260–263



**Section 2** pages 264–267



**Section 3** pages 268–271



- How does Ramona choose to present her book report? \_\_\_\_\_  
\_\_\_\_\_
- What causes this to happen? \_\_\_\_\_  
\_\_\_\_\_

- ▶ On a separate sheet of paper, summarize "Ramona Quimby, Age 8." Use the graphic organizer to help you.

Name \_\_\_\_\_

► Read the homophones in parentheses. Complete each sentence with the correct word.

1. (hole, whole) There is a big \_\_\_\_\_ in my old jeans.

I can't believe I read the \_\_\_\_\_ thing!

2. (flew, flu) A flock of birds just \_\_\_\_\_ by the window.

Jisela missed school when she had the \_\_\_\_\_.

3. (rains, reins) When you go horseback riding, hold the \_\_\_\_\_ tightly.



When it \_\_\_\_\_, the hiking trail gets muddy.

4. (meet, meat) Beef and chicken are two types of \_\_\_\_\_.

I hope I get to \_\_\_\_\_ that movie star.

5. (There, Their) \_\_\_\_\_ are colorful birds on the island.



\_\_\_\_\_ beaks are red and yellow.

6. (write, right) Caitlyn throws with her \_\_\_\_\_ hand.

Beverly is going to \_\_\_\_\_ a poem for her mother.



**School-Home Connection**

Ask the student to come up with a homophone and a sentence for the word see.



Name \_\_\_\_\_

- Complete the riddles by filling in each blank with a word from the box. Then write the word on the second line, dividing it into syllables. Underline the syllable or syllables that make the schwa sound.

sofa	mirror	imitate
cucumber	pizza	reporter

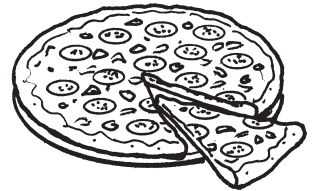
1. A green vegetable with seeds is a \_\_\_\_\_.

\_\_\_\_\_

2. When you copy what someone says or does, you  
\_\_\_\_\_ that person.

\_\_\_\_\_

3. \_\_\_\_\_ is a food made of dough,  
cheese, tomato sauce, and other toppings.



4. A \_\_\_\_\_ is one piece of furniture  
that might be found in a living room.

\_\_\_\_\_

5. A \_\_\_\_\_ is someone who  
works for a newspaper. \_\_\_\_\_

6. A piece of glass that shows your reflection is  
a \_\_\_\_\_.



**School-Home Connection**

With the student, write two more words that have the schwa sound. Underline the syllable or syllables that make the schwa sound.

Name \_\_\_\_\_

► Underline the verb in each sentence. Then rewrite the sentence in the tense shown in parentheses ( ).

1. The children study quietly. (past)

\_\_\_\_\_

2. The teacher will talk about the report. (past)

\_\_\_\_\_

3. Many students enjoyed music class. (present)

\_\_\_\_\_

4. Mr. Green scores the test. (future)

\_\_\_\_\_

5. Tim will hurry to school. (present)

\_\_\_\_\_

6. We play outside during recess. (past)

\_\_\_\_\_

7. You solved the math problem. (future)

\_\_\_\_\_

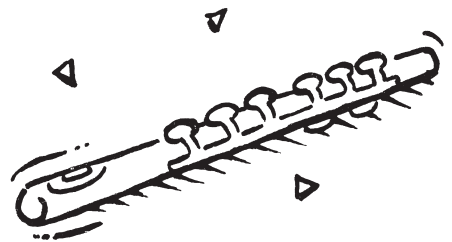
8. Misha practices the flute. (past)

\_\_\_\_\_



**School-Home Connection**

Work with your child to write three sentences about school. Write one verb in the present tense, one in the past tense, and one in the future tense.



Name \_\_\_\_\_

▶ There are four /ü/ words spelled with the letters oo and four /u/ words spelled with the letters oo in the word search below. Circle the words. Then write each one in the correct column in the chart.

S	R	B	H	M	F	Q	R
P	C	O	O	K	D	J	O
B	R	O	O	K	Z	P	O
E	X	S	D	W	U	W	T
Q	D	T	O	O	T	H	V
C	A	D	R	O	O	P	A
V	P	E	N	L	W	R	D

/ü/	/u/

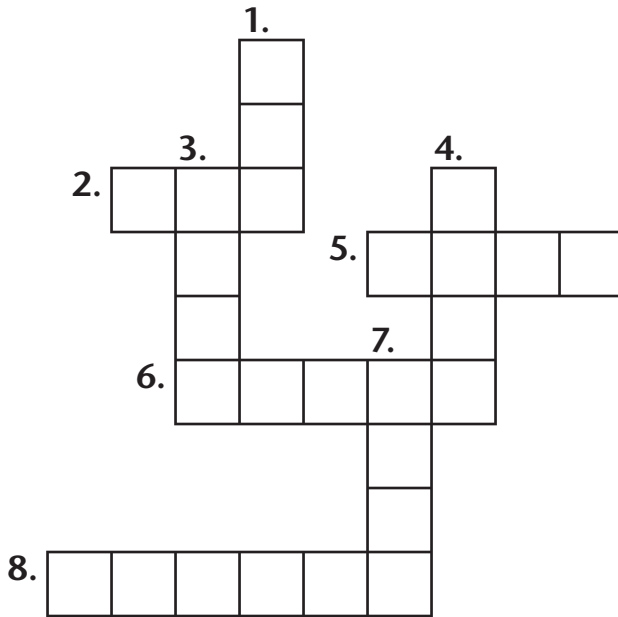


**School-Home Connection**

With the student, think of two more words for each column.

Name \_\_\_\_\_

► Circle the word in each sentence that has the /ô/ sound. Then fill in the crossword puzzle with the words.



**Across**

2. Did you hear the crow caw?
5. What is your favorite song?
6. Bike riders ought to wear helmets.
8. The coach taught us to shoot baskets.

**Down**

1. My jaw was sore after I visited the dentist.
3. Kyle is my brother and also my best friend.
4. I lost my favorite ring.
7. The man told his dog to halt.



**School-Home Connection**

Have the student list words with the /ô/ sound. Encourage him or her to think of /ô/ words that are not on the spelling list.

Name \_\_\_\_\_

► Add *pre-*, *mis-*, or *in-* to each root word to form a real word. Write the new word on the line.

1. exact \_\_\_\_\_
2. heat \_\_\_\_\_
3. trust \_\_\_\_\_
4. direct \_\_\_\_\_
5. behave \_\_\_\_\_
6. school \_\_\_\_\_
7. correct \_\_\_\_\_
8. read \_\_\_\_\_
9. view \_\_\_\_\_
10. match \_\_\_\_\_



**School-Home Connection**

Have the student explain how the prefix changes the meaning of each root word.

Name \_\_\_\_\_

▶ Follow the path from **START** to **FINISH**. Shade in the boxes that have a word with the schwa sound. Then answer the questions.

<b>START</b>	about	door	really	calmly	happy	begin
falling	happen	support	nosy	tick	scared	ray
stag	game	alarm	dentist	reckon	carrot	chorus
cast	green	taken	polite	select	gave	<b>FINISH</b>

1. Which words on the path spell the schwa sound with *a*?

\_\_\_\_\_

2. Which words on the path spell the schwa sound with *e*?

\_\_\_\_\_

3. Which words on the path spell the schwa sound with *o*?

\_\_\_\_\_

4. Which words on the path spell the schwa sound with *u*?

\_\_\_\_\_



**School-Home Connection**

With the student, make up three sentences that each have two of the schwa words.

Name \_\_\_\_\_

► Part A. Read each sentence. Write the Vocabulary Word from the box that is a synonym for the underlined word.

required	inhabitants	ample
functional	amazement	responsibility

1. The old microwave oven is barely working.  
\_\_\_\_\_
2. There is enough work to keep everyone busy.  
\_\_\_\_\_
3. Three eggs are needed for this recipe.  
\_\_\_\_\_
4. My biggest task is to take care of my little sister.  
\_\_\_\_\_
5. The firefighters made sure all the residents of the building got out safely. \_\_\_\_\_
6. Juan jumped up in surprise when he was named the winner.  
\_\_\_\_\_

► Part B. On a separate sheet of paper, write a sentence describing three *responsibilities* you have at home.



**School-Home Connection**

Ask the student to list some of the *inhabitants* of the White House.

Name \_\_\_\_\_

► Read the story. Then answer the questions about the sequence of events.

Spring had come. The snow melted, and flowers began to bloom. The air was warm. In a cozy, hidden cave, a mother bear and her two cubs woke up.

The mother bear went to the cave entrance. She sniffed the air for danger. Then she lumbered outside. Her cubs followed her.

The bears spent all day outside. They ate some berries. After that, they splashed in the cold river. The cubs played with each other while their mother watched.

As night fell, the bears returned to their cave. Their stomachs were full. They were tired and drifted off to sleep.

1. What happens after the mother bear sniffs the air? \_\_\_\_\_  
\_\_\_\_\_
2. What do the bears do before they splash in the river? \_\_\_\_\_  
\_\_\_\_\_
3. What is the last thing the bears do? \_\_\_\_\_  
\_\_\_\_\_
4. What time-order words and phrases are in the story? \_\_\_\_\_  
\_\_\_\_\_



**School-Home Connection**

With the student, think of some other activities the bears might do. Use time-order words and phrases to show when they take place.



Name \_\_\_\_\_

▶ Read the article below. Write the answer to each question.

Winter is the time when people catch more colds. There are many reasons why people get sick more often in the winter. Children are back in school, sharing germs. The colder weather keeps grown-ups indoors, too. The nearer people are to one another, the more likely they are to spread germs. So what can you do when winter comes? Wash, wash, wash your hands. This gets rid of the germs that get on your hands. If someone is sick, stay away from him or her. And do not share food or drinks.

1. What are two causes of getting sick in the winter?

---

---

---

2. What is the effect of washing your hands?

---

3. What are two other ways to avoid getting sick?

---

---



**School-Home Connection**

Discuss with the student two cause-and-effect relationships connected to going to work or school and catching colds.

Name \_\_\_\_\_

- Read the article. Circle the letter of the best answer to each question. Then write the author's message.

You are used to getting a letter one or two days after it was mailed. In 1860, though, it could take months for your mail to arrive. That changed when the Pony Express started. It took the Pony Express only ten days to get mail from Missouri to California. Riders on horseback sped across the country with the mail. The riders faced many dangers on the trip, such as rough trails, bad weather, and robberies by bandits. The Pony Express stopped running in 1861 when a telegraph system was built. It connected the entire country. Even though the Pony Express lasted only eighteen months, it was an important way to carry mail across the country.

1. What did the Pony Express carry?  
A ponies  
B mail  
C e-mail
2. What was a danger Pony Express riders faced?  
A bad weather  
B lack of food  
C closed roads
3. What is the author's message?



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**School-Home Connection**

Ask the student to explain which details he or she used to find the author's message.

Name \_\_\_\_\_

► Read the homophones. Then complete each sentence with the correct word.

1. (pair, pear) I wore my favorite \_\_\_\_\_ of jeans today.  
The \_\_\_\_\_ was ripe.
2. (be, bee) The buzzing \_\_\_\_\_ landed near Jane.  
I hope I will \_\_\_\_\_ fast enough to win the race.
3. (feat, feet) Tonya's \_\_\_\_\_ were sore after the hike.  
The acrobat performed an amazing \_\_\_\_\_ of strength.
4. (horse, hoarse) Shouting so loudly made me \_\_\_\_\_.  
Kari rode her \_\_\_\_\_ every afternoon.
5. (beat, beet) I had a \_\_\_\_\_ salad for lunch.  
Our team \_\_\_\_\_ theirs in the final game.
6. (peak, peek) Wait until we get to the mountain \_\_\_\_\_.  
Did you \_\_\_\_\_ at your present?



**School-Home Connection**

With the student, think of another sentence for each homophone and then share the sentences with each other.

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. \_\_\_\_\_

**Spelling Words**

1. choose
2. booth
3. foot
4. bruise
5. threw
6. soft
7. cause
8. thaw
9. false
10. preschool
11. misspell
12. indoors
13. apart
14. across
15. around

Name \_\_\_\_\_

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

(1) Mia and Simon writing a story. (2) The story are about a robot. (3) The robot is funny. (4) It \_\_\_\_\_ say all sorts of things. (5) The children are excited. (6) They will show the story to their teacher.

- Which sentence has a singular subject and the correct form of the verb *be*?
  - Sentence 2
  - Sentence 3
  - Sentence 5
  - Sentence 6
- Which sentence has a plural subject and the correct form of the verb *be*?
  - Sentence 2
  - Sentence 3
  - Sentence 5
  - Sentence 6
- Which sentence has a form of the verb *be* that does not agree with the subject?
  - Sentence 2
  - Sentence 3
  - Sentence 5
  - Sentence 6
- Which helping verb should go before the main verb in Sentence 1?
  - have
  - will
  - can
  - are
- Which helping verb could complete Sentence 4?
  - have
  - had
  - can
  - is
- Which other helping verb could replace *will* in Sentence 6?
  - had
  - can
  - have
  - were

Name \_\_\_\_\_

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

(1) William loves space. (2) He looked at pictures of the sun and moon when he was younger. (3) Now he read books about the solar system. (4) He will learn about the planets. (5) He will studies space travel. (6) One day he will become an astronaut.

- Which sentence has a correct past-tense verb?  
A Sentence 1  
B Sentence 2  
C Sentence 4  
D Sentence 5
- Which sentence has a correct present-tense verb?  
A Sentence 1  
B Sentence 2  
C Sentence 3  
D Sentence 4
- Which sentence has an incorrect form of a future-tense verb?  
A Sentence 2  
B Sentence 4  
C Sentence 5  
D Sentence 6
- Which verb should end with an *s*?  
A *looked* (Sentence 2)  
B *read* (Sentence 3)  
C *learn* (Sentence 4)  
D *become* (Sentence 6)
- Which is the future-tense form of the verb in Sentence 1?  
A love  
B will love  
C will loves  
D loved
- Which is the past-tense form of the verb in Sentence 4?  
A learn  
B learns  
C can learn  
D learned

Name \_\_\_\_\_

► Read the Spelling Words. Sort the words and write them where they belong.

### Words with -tion

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_

### Words with -sion

14. \_\_\_\_\_
15. \_\_\_\_\_

### Spelling Words

1. *section*
2. *caution*
3. *fiction*
4. *nation*
5. *action*
6. *vision*
7. *vacation*
8. *motion*
9. *question*
10. *mention*
11. *station*
12. *attention*
13. *portion*
14. *collection*
15. *session*



#### School-Home Connection

Write the words *operate* and *discuss* on a sheet of paper. Ask your child to rewrite each word adding the correct suffix. Discuss the changes in spelling and meaning that occurred.

Name \_\_\_\_\_

► Read the story. Then answer the questions.

Leslie's father owns a music store. It is filled with all kinds of instruments that he sells and repairs.

Leslie helps at the music shop after school, keeping the violins, flutes, and trumpets shiny and clean. "Hi, Dad, how's business?" she asked as she arrived one afternoon.

"Well, we just received some beautiful, new guitars. They're really expensive ones. I put the cases over by the wall," he replied.

"Oh!" Leslie exclaimed as she saw them. "They *are* beautiful. Can I try one?"

Her father hesitated. "Well, what about your homework? Maybe you should do that," he said, taking a glance at the guitars.

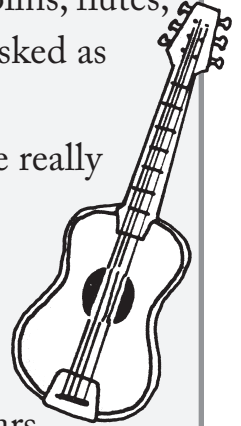
"I don't have any homework today," said Leslie. "Can I try one?"

"Well, maybe you should help with something else—like that flute over there. Perhaps that would be better," he said slowly.

"But I *always* polish the flutes. Why can't I help with the new guitars?" she asked.

"Well," said her dad. "Why don't we try one of the guitars together. Will that make you happy?"

"Yes! Don't worry. I remember how to hold a guitar," she said.



1. What does Leslie's dad say about the guitars?

\_\_\_\_\_

2. Why does Leslie's Dad mention her homework?

\_\_\_\_\_

3. Why does Leslie's father not want her to try a guitar?

\_\_\_\_\_



**School-Home Connection**

Help the student suggest another reason why Leslie's dad might not want her to try a guitar.

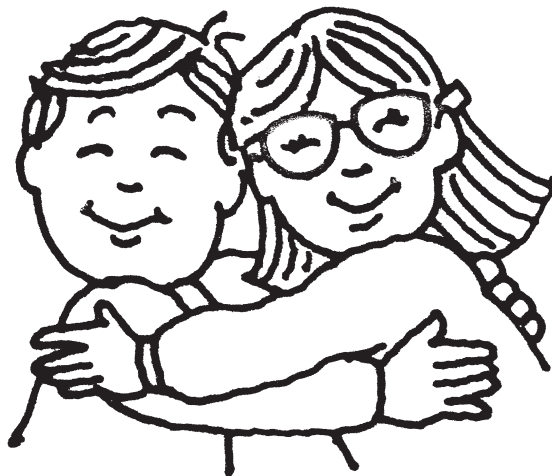


Name \_\_\_\_\_

► Complete each sentence. Combine a root from the box with *-tion* or *-sion* to make the missing word.

quest_____	inject_____	object_____
collect_____	affect_____	act_____

1. It is important to take \_\_\_\_\_ to help protect manatees.
2. Do you have any \_\_\_\_\_ to riding in the back seat of a car?
3. He has a small \_\_\_\_\_ of sea shells.
4. A hug is a form of \_\_\_\_\_.
5. Dr. Harris gave the patient an \_\_\_\_\_.
6. Do you have a \_\_\_\_\_ for the guest speaker?



**School-Home Connection**

Have the student write sentences with the following words: *session*, *affection*, and *admission* on the back of this page.

Name \_\_\_\_\_

► Complete the sentence about each Vocabulary Word.

Part A

1. If someone is \_\_\_\_\_, he or she is a **nuisance**.

\_\_\_\_\_

2. Someone who \_\_\_\_\_ is **boasting**.

\_\_\_\_\_

3. Trees move \_\_\_\_\_ when they **sway**.

\_\_\_\_\_

4. If you **oblige** someone, you make them feel as if you \_\_\_\_\_.

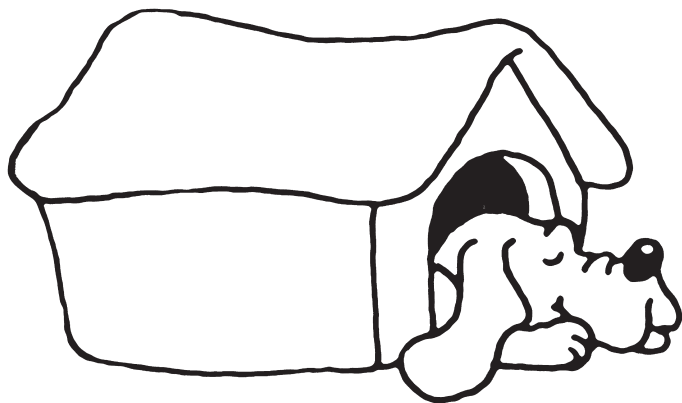
\_\_\_\_\_

5. If you are **summoning** someone, you are \_\_\_\_\_.

\_\_\_\_\_

6. If a dog is **sedentary**, it \_\_\_\_\_.

\_\_\_\_\_



**School-Home Connection**

Have the student think of different things he or she can do to *oblige* a family member and make a list of these things on the back of this page.

Name \_\_\_\_\_

▶ As you read "Charlotte's Web," fill in the graphic organizer. Then answer the questions below.

The graphic organizer consists of three rounded rectangular boxes. The top-left box is titled "Characters" and contains the name "Wilbur". The top-right box is titled "Setting" and is empty. The bottom box is titled "Plot" and is empty. Two lines connect the bottom corners of the "Characters" and "Setting" boxes to the top corners of the "Plot" box, indicating that the characters and setting contribute to the plot.

1. Who are some characters in the story?

---

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2. What is the setting of the story?

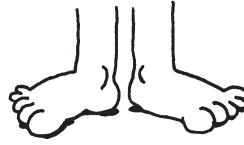
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3. On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.

Name \_\_\_\_\_

► Read each sentence. Look at the word in dark print. Then write a new sentence with this word but using a *different* meaning.



1. I can jump three **feet** in the air!

---

---

2. Do you have a **match** for the campfire?

---

---

3. The living room has only one **coat** of paint.

---

---

4. The math and science **clubs** sponsor the annual science competition.

---

---

5. The **change** in weather is annoying.

---

---

6. A hand **wave** means "hello."

---

---



**School-Home Connection**

Help the student pick three words and come up with a list of descriptive phrases for each one. For example: *muddy feet*, *wooden club*, or a *friendly wave*.

Name \_\_\_\_\_

► Complete each sentence with a word from the word box.

profession	action	reaction	collection	question
decision	correction	attention	tension	vision

1. Raul's father's \_\_\_\_\_ is law.
2. I always pay \_\_\_\_\_ in class.
3. I made a \_\_\_\_\_ to go to Mia's party.
4. There was lots of \_\_\_\_\_ in the championship game.
5. The class felt a great deal of \_\_\_\_\_ before the test.
6. Trey has a huge stamp \_\_\_\_\_.
7. I need to make a \_\_\_\_\_ to that story.
8. Nora's face showed her \_\_\_\_\_ to the news.
9. Shirley has a \_\_\_\_\_ about turtles.
10. Ernastein learned that opossums have poor \_\_\_\_\_ and hearing, but can smell very well.

**School-Home Connection**

Help the student use the words *tension*, *action*, and *collection* in a short, funny story about a contest of some kind.

Name \_\_\_\_\_

► Rewrite each sentence, using the verb tense in parentheses ( ).

1. The spider laid eggs. (present tense)

\_\_\_\_\_

2. I have two books on spiders. (past tense)

\_\_\_\_\_

3. The farmer's daughter had done her chores. (present tense)

\_\_\_\_\_

4. She sits at the kitchen table. (past tense)

\_\_\_\_\_

5. Her brother comes home from school. (past tense)

\_\_\_\_\_

6. He will say "giddyup" to the horse. (past tense)

\_\_\_\_\_

7. The neighbors raised their new flag. (present tense)

\_\_\_\_\_

8. We saw many animals on the farm. (present tense)

\_\_\_\_\_

**School-Home Connection**

Ask your child to choose an irregular verb from this lesson. Then work with him or her to write three sentences, using the verb in a different tense each time.

Name \_\_\_\_\_

► Read the Spelling Words. Sort the words and write them where they belong.

### Words with Two Vowel Sounds in the Middle

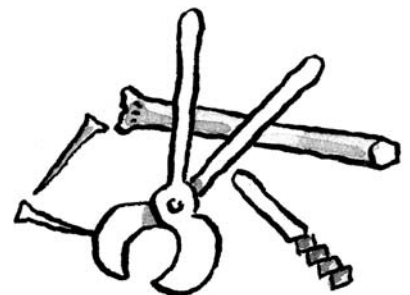
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### Words with Two Vowel Sounds at the End

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### Spelling Words

1. *lion*
2. *dial*
3. *idea*
4. *neon*
5. *science*
6. *area*
7. *radio*
8. *quiet*
9. *piano*
10. *fluid*
11. *video*
12. *loyal*
13. *stereo*
14. *pliers*
15. *create*



#### School-Home Connection

Ask your child why he or she wrote the Spelling Words in each part of the chart. Discuss other words that follow the same syllable patterns.

Name \_\_\_\_\_

- Read the following story. Then circle the letter of the best answer to each question.

Long ago in China, there were two sisters who were weavers of silk. One day a lady, followed by her many servants, came to their shop. "I want a gown," she said. "You will each make twenty yards of your best silk. Then I will choose which I want. I will come for it in two days."

The sisters, Siwo and Sun, went to work. For two days they spun silk. Again and again Sun bragged, "I am a much better worker than you!"

Siwo only replied. "One must work carefully to make silk."

In two days, the lady returned. As she looked at Siwo's silk, Siwo apologized, "I could only make fifteen yards of silk."

"Lady," Sun interrupted, "I have made twenty-five yards of silk!"

The lady looked at Sun's silk. "Siwo's silk will make the prettiest gown."

1. Which words from the story suggest that the lady is rich and important?
  - A The sisters, Siwo and Sun, went to work.
  - B "One must work carefully to make silk."
  - C followed by her many servants
2. Which words from the story suggest that Sun is vain?
  - A Again and again Sun bragged
  - B "Siwo's silk will make the prettiest gown."
  - C The lady looked at Sun's silk.
3. Which words from the story suggest that Siwo had made the best silk?
  - A "I want a gown."
  - B In two days, the lady returned.
  - C "Siwo's silk will make the prettiest gown."



**School-Home Connection**

Have the student write two facts from the story. Then help him or her make an inference based on those two facts.



Name \_\_\_\_\_

► Write each word from the box next to a word that rhymes with it. If the word has two syllables, draw a line to show where the syllables divide.

feud	react	fuel	lead
loud	reuse	road	sour

1. rude \_\_\_\_\_

2. mode \_\_\_\_\_

3. excuse \_\_\_\_\_

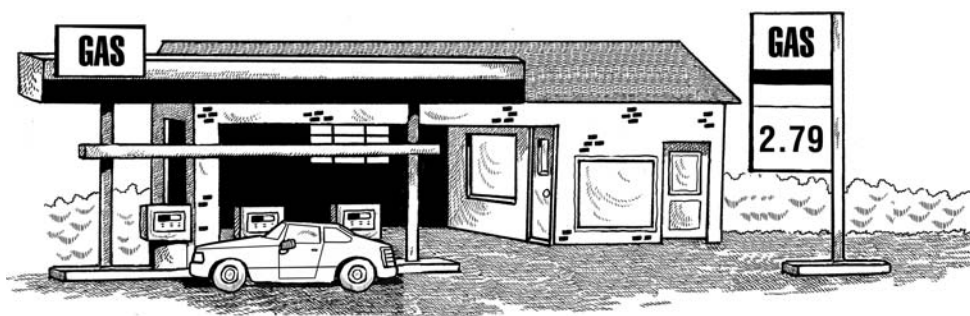
4. seed \_\_\_\_\_

5. attract \_\_\_\_\_

6. jewel \_\_\_\_\_

7. crowd \_\_\_\_\_

8. power \_\_\_\_\_



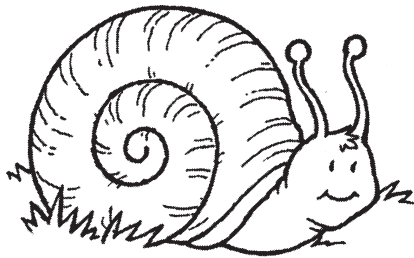
**School-Home Connection**

Have the student write two-syllable words that rhyme with *higher*. Then have him or her divide those words into syllables.

Name \_\_\_\_\_

► Write the letter of the Vocabulary Word that best matches each definition.

- |  |           |
|--|-----------|
| _____ 1. an animal that is hunted for food                   | A spiral  |
| _____ 2. a shape that curls around and around<br>in a circle | B social  |
| _____ 3. long pieces of something                            | C reels   |
| _____ 4. living in groups of similar animals                 | D prey    |
| _____ 5. to wind something in                                | E shallow |
| _____ 6. not very deep                                       | F strands |

**School-Home Connection**

Challenge the student to work as many of the Vocabulary Words as he or she can into one conversation.

Name \_\_\_\_\_

- ▶ Use the graphic organizer to record facts from "Spiders and Their Webs." Fill in the box on the left with things you already know about spiders. In the box on the right, write what you learn as you read. Make inferences in the bottom box.

**What You Know**

Insects can cause disease.

**What the Author Tells You**

Spiders capture insects.



**Inferences**

- ▶ On a separate sheet of paper, summarize the selection with three of your inferences. Use the graphic organizer to help you.

Name \_\_\_\_\_

- Read the meanings in the box below. In each sentence, which meaning of the underlined word is used? Write the letter of the correct meaning on the line.

- A to deal with something in a court of law
- B to attempt
- C to make demands on something
- D a piece of metal that holds things in place
- E what happens when you grab and hold something
- F the amount of fish captured
- G a flaw or mistake

1. Please try to do your best in the game. \_\_\_\_\_
2. The judge will try the case tomorrow. \_\_\_\_\_
3. Sometimes my little brother can try my patience! \_\_\_\_\_
4. The center fielder made an amazing catch. \_\_\_\_\_
5. Mia's catch set a record for most trout in a day. \_\_\_\_\_
6. There was only one catch in our plan. \_\_\_\_\_
7. The catch on the zipper broke off. \_\_\_\_\_

**School-Home Connection**

Have the student use a dictionary to find at least two meanings for the word *leave*.

Name \_\_\_\_\_

► Use the words in the box to complete the sentences. Then divide those words into syllables.

appreciate	poetry	idea	biology
dial	science	violin	pliers

1. Will you \_\_\_\_\_/\_\_\_\_\_ the telephone number for me?

2. Let's think of a better \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_.

3. Remove the nail with the \_\_\_\_\_/\_\_\_\_\_.

4. The poet writes lovely \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_.

5. We learned about frogs in  
\_\_\_\_\_/\_\_\_\_\_ class.

6. Two kinds of science are chemistry and  
\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_/\_\_\_\_\_.

7. She started taking \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ lessons  
when she was five years old.

8. I \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
that you came for a visit.



**School-Home Connection**

Have the student write a sentence that includes one V/V word. Then have him or her divide that word into syllables.

Name \_\_\_\_\_

► Write the adverb in each sentence. Then write the verb that it describes.

1. My teacher talks excitedly about science.

\_\_\_\_\_

2. Tomorrow we will learn about insects.

\_\_\_\_\_

3. Of all the students, Evan studied the longest.

\_\_\_\_\_

4. I speak more softly than the other students at the library.

\_\_\_\_\_

► Rewrite each sentence. Complete it with an adverb that answers the question in parentheses ( ).

5. This spider crawls \_\_\_\_\_ than that spider. (How?)

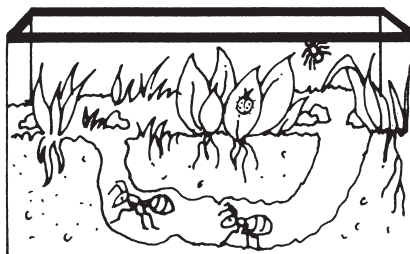
\_\_\_\_\_

6. I put my report \_\_\_\_\_. (Where?)

\_\_\_\_\_

7. \_\_\_\_\_ you will learn about the sun. (When?)

\_\_\_\_\_



**School-Home Connection**

Work with your child to write four sentences about animals. Use a different kind of adverb in each sentence, including forms that compare.

Name \_\_\_\_\_

► Read the Spelling Words. Sort the words and write them where they belong.

### Words with *-able*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Words with *-ible*

5. \_\_\_\_\_
6. \_\_\_\_\_

### Words with *-less*

7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_

### Words with *-ous*

- |           |           |
|-----------|-----------|
| 12. _____ | 14. _____ |
| 13. _____ | 15. _____ |

### Spelling Words

1. *doable*
2. *famous*
3. *careless*
4. *various*
5. *endless*
6. *reliable*
7. *nervous*
8. *useless*
9. *flexible*
10. *washable*
11. *helpless*
12. *terrible*
13. *valuable*
14. *dangerous*
15. *powerless*



#### School-Home Connection

Make a list of additional words with the suffixes *-able*, *-ible*, *-less*, and *-ous* that you and your child can recall. Discuss the correct spellings with your child.

Name \_\_\_\_\_

▶ Read the story. Then answer the questions.

“But it’s vacation!” cried Nick. “I don’t want to go visit Uncle James!”

“You’ve never even met him,” Dad said. “He’s a very interesting person.”

Two weeks later, Nick and his father were staring at Uncle James’s big old house in the country. “His house looks creepy,” grumbled Nick.

Dad only smiled. “Uncle James has some unusual things. He might even show you his special trunk!”

“Who cares about an old trunk,” Nick muttered.

Suddenly, a very small, elderly man opened the door. “So this must be Nick,” said Uncle James. “You look just like your Uncle Phil. He was a famous mountain climber. He climbed every tall peak in North America.”

“Wow,” said Nick. He was impressed that he had a famous relative.

After dinner, Uncle James opened up an old trunk. In it were pictures, letters, and even newspaper articles. One by one, Uncle James introduced Nick to relatives from long ago. There were cowhands, sea captains, and even his Aunt Emma, who had lived to be 106.

1. What does Nick say about Uncle James in the beginning of the story?

\_\_\_\_\_

2. What is your prediction for what will happen next?

\_\_\_\_\_

\_\_\_\_\_

3. Which story clue helped you make a prediction?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**School-Home Connection**

Have the student tell you an ending that will be appropriate for the story.



Name \_\_\_\_\_

Suffixes:  
-able, -ible

Lesson 28

► Complete the story by adding *-able* or *-ible* to each unfinished word.

It was Aunt Marta's birthday, and Celia wanted to give her the best birthday party poss\_\_\_\_\_. She baked a cake and invited all of Aunt Marta's friends and family. Then she put on some suit\_\_\_\_\_ clothes. As she was dressing, though, Marta heard a terr\_\_\_\_\_ racket. When she looked out the window, she saw her three little brothers playing instruments. They were very aud\_\_\_\_\_, even through the window. But the music they made was laugh\_\_\_\_\_.! It sounded more like a lot of banging and screeching than actual music. Still, Marta thought, her brothers might be train\_\_\_\_\_.

For the next hour, Marta helped her little brothers learn a song. They practiced hard. "Who says little kids are not teach\_\_\_\_\_?" she said to herself over and over again.

Later, at Aunt Marta's birthday dinner, the three brothers played "Happy Birthday" for Aunt Marta and all of the guests.

"Wow," everyone said when it was over. "This celebration is incred\_\_\_\_\_!"



**School-Home Connection**

Have the student make up a new sentence for each completed word. (For example: *It is not possible for me to fly through the air like a bird.*)

Name \_\_\_\_\_

► Circle the word that correctly completes each sentence.

1. The chef \_\_\_\_\_ pepper on the salad.

expand    sprinkled    erupt

2. The scientist did careful and \_\_\_\_\_ research on volcanoes.

grainy    thorough    deliberation

3. The soup looked \_\_\_\_\_ and lumpy.

erupt    sprinkled    grainy

4. The team will \_\_\_\_\_ if more people join.

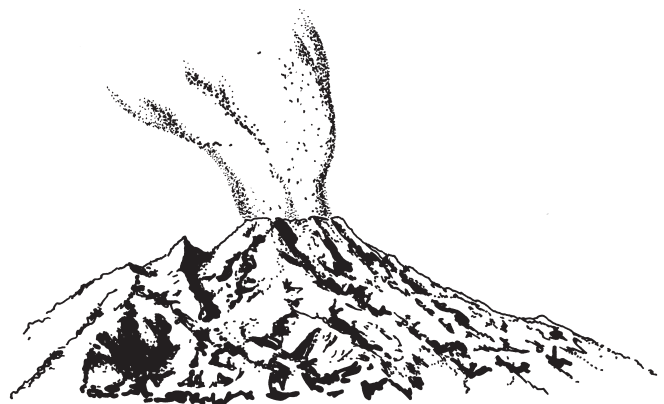
expand    deliberation    thorough

5. The jury reached its decision after a long \_\_\_\_\_.

sprinkled    thorough    deliberation

6. That volcano may \_\_\_\_\_ soon.

thorough    grainy    erupt

**School-Home Connection**

On the back of this page, have the student write short definitions for each Vocabulary Word.

Name \_\_\_\_\_

- Realistic fiction has details that help you make predictions about events to come. You can read ahead to revise or confirm your predictions.

### Beginning

Prediction:

Look at the pictures and read pages 358–359. Use details to make a prediction about what will happen next.



### Middle

Confirm/Revise Prediction:

New Prediction:

Look at the pictures and read pages 373–374. Confirm your prediction.



### End

Confirm/Revise Prediction:

Look at the pictures and read pages 360–372. Revise or confirm your prediction. Make a new prediction about what will happen next.

- On a separate sheet of paper, write a summary of “The Science Fair.”

Name \_\_\_\_\_

- Read each homograph and its two pronunciations. Write the letter of the pronunciation that goes with each sentence.

close	a. klōs	b. klōz	tear	c. ter	d. tir
lead	e. led	f. lēd	does	g. duz	h. dōz
wind	i. wind	j. wīnd			

- The **wind** blew the papers down the street. \_\_\_\_\_
- Please do not **tear** my paper. \_\_\_\_\_
- The mother hen will **lead** her chicks to the pond. \_\_\_\_\_
- Two **does** and two fawns drank from the river. \_\_\_\_\_
- Did you remember to **close** the door? \_\_\_\_\_
- I felt sad, and a **tear** came to my eye. \_\_\_\_\_
- Frida has to **wind** her alarm clock every evening. \_\_\_\_\_
- Does** anyone know where my pencil is? \_\_\_\_\_
- A kite made of **lead** will never fly. \_\_\_\_\_
- My friend lives very **close** to me. \_\_\_\_\_


**School-Home Connection**

Have the student state the definition of a homograph in his or her own words.

Name \_\_\_\_\_

► Each underlined word has the wrong suffix.  
Rewrite the words with the correct suffixes.

Use *-able*, *-ible*, *-less* or *-ous*.

1. The clothes that I bought today are washless.

\_\_\_\_\_

2. Is that paintbrush still usous?

\_\_\_\_\_

3. Those circus acrobats are flexous!

\_\_\_\_\_

4. The movie was so long it seemed endible.

\_\_\_\_\_

5. If you are relyous, I will let you borrow this CD.

\_\_\_\_\_

6. Try not to be so nerveable when you perform.

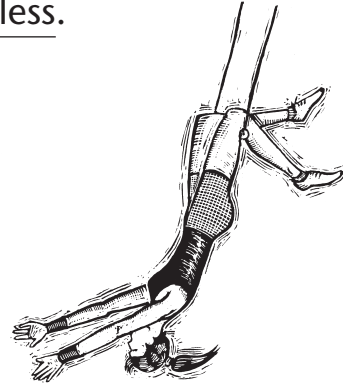
\_\_\_\_\_

7. It is too dangerable to ride your bike down that hill.

\_\_\_\_\_

8. Mona was bored and restable.

\_\_\_\_\_



**School-Home Connection**

Have the student give an oral definition for each word he or she wrote.

Name \_\_\_\_\_

► Rewrite each sentence. Replace each contraction with the words used to form it.

1. Alice doesn't see that we're waving.

\_\_\_\_\_

2. She's worried that we haven't arrived.

\_\_\_\_\_

3. I'm glad that you didn't stay home.

\_\_\_\_\_

4. It isn't clear that he's the winner.

\_\_\_\_\_

► If the sentence is correct, write *correct*. If it is not, rewrite it correctly.

5. Wouldn't you like any help?

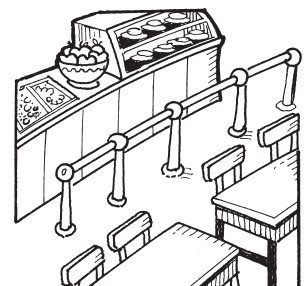
\_\_\_\_\_

6. I don't see my teacher nowhere.

\_\_\_\_\_

7. There wasn't nobody in the cafeteria.

\_\_\_\_\_



**School-Home Connection**

Work with your child to write three sentences about his or her day, using contractions. Use at least one contraction with a pronoun and one with *not*.

Name \_\_\_\_\_

▶ Read the Spelling Words. Sort the words and write them where they belong.

### Words with *bi-*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Words with *non-*

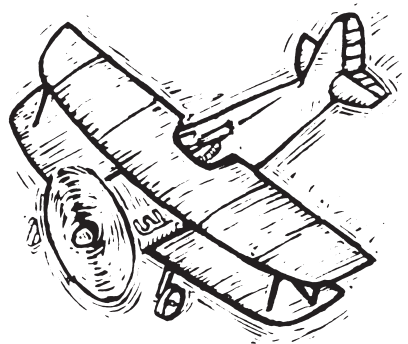
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### Words with *over-*

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### Spelling Words

1. *overnight*
2. *bicycle*
3. *nonstop*
4. *overdue*
5. *overlook*
6. *biweekly*
7. *overflow*
8. *nonsense*
9. *oversee*
10. *overhead*
11. *nonfiction*
12. *overcoat*
13. *nonfat*
14. *overdone*
15. *biplane*



#### School-Home Connection

With your child, write sentences using each Spelling Word. Discuss how the prefixes *bi-*, *non-*, and *over-* change the meaning of each base word.

Name \_\_\_\_\_

▶ Read the story. Then answer each question about it.

Vanessa and Keisha were walking home through the park. They were busy chatting, and they paid no attention to where they were. Just beyond the swings, there was a soccer field. Suddenly a strange-looking object landed right in the middle of it. It made no sound, and the girls were too busy to notice anyway. They just kept walking and talking. Then, just as they were almost past the strange object, voices began to come from it. "Do you hear something?" Vanessa asked.

1. What will happen next?

---

---

---

2. What story clues helped you make your prediction?

---

---

---

3. What do you know from your experience that helped you make your prediction?

---

---

---



**School-Home Connection**

Read the story with the student. Then work together to write an ending. Be sure to point out story clues that helped you make your predictions.

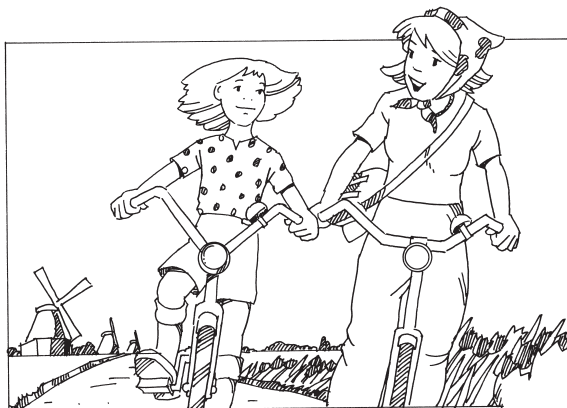


Name \_\_\_\_\_

► Write a word from the box to complete each sentence.

overcoat	biweekly	nonstop	overflow
nonfiction	overnight	biplane	bicycle

1. My little brother runs around \_\_\_\_\_.
2. The old \_\_\_\_\_ flies very slowly.
3. The \_\_\_\_\_ she wore over her dress was long and very warm.
4. Gia prefers fiction to \_\_\_\_\_.
5. We will stay \_\_\_\_\_ at the campground.
6. That magazine comes out \_\_\_\_\_, or every two weeks.
7. The river began to \_\_\_\_\_ its banks.
8. Tara's \_\_\_\_\_ has narrow tires.



**School-Home Connection**

Ask the student to explain how he or she knew which word to use in each sentence.

Name \_\_\_\_\_

► Use a Vocabulary Word to complete each sentence.

rotates	steady	reflects
surface	evidence	appears

1. We see the moon at night because it \_\_\_\_\_ light from the sun.
2. All the \_\_\_\_\_ suggested that he had not discovered a new planet.
3. When you spin the classroom globe, it \_\_\_\_\_ around and around.
4. My mom held the ladder \_\_\_\_\_ so Aunt Nita could paint the ceiling.
5. That little dog \_\_\_\_\_ to be frightened by the storm.
6. The \_\_\_\_\_ of that table is smooth.

**School-Home Connection**

Have the student act out the words *rotates* and *steady*.

Name \_\_\_\_\_

► Use the graphic organizer to record what you already know about the planets. Put this information under *What I Know*. Then ask questions for what you want to know about the planets. Put the questions under *What I Want to Know*. After reading, write what you have learned from “The Planets” under *What I Learned*.

What I Know	What I Want to Know	What I Learned
In the sky, there are planets, stars, a sun, and a moon.	How is a planet different from a star?	A planet is seen because the sun shines on it. A star gives off its own light.

p. 391

p. 394

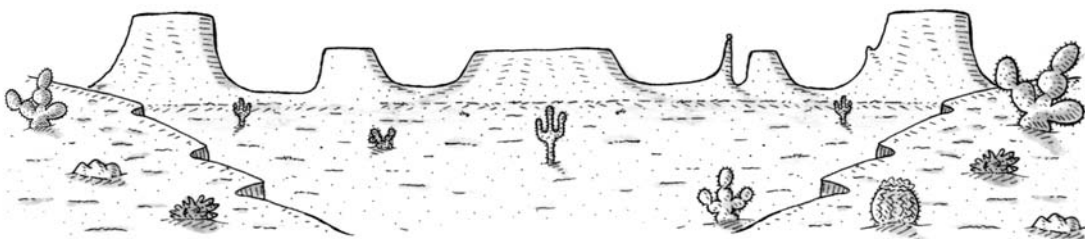
pp.  
396–405

► On a separate sheet of paper, summarize the selection, providing facts you have learned about the planets. Use the graphic organizer to help you.

Name \_\_\_\_\_

► Read each sentence. Then draw a line to match the underlined homograph with the correct definition.

- |  |                                   |
|--|-----------------------------------|
| 1. A gray <u>dove</u> sat in the tree.                         | the past tense of dive            |
|  | a type of bird                    |
| 2. Tim sings <u>bass</u> in our chorus.                        | a type of fish                    |
|  | a voice with a deep sound         |
| 3. My sister will <u>polish</u> her trumpet.                   | to shine                          |
|  | relating to the country of Poland |
| 4. We will <u>present</u> a gift to our teacher.               | to give in a formal way           |
|  | a gift                            |
| 5. Temperatures were very hot out on the sandy <u>desert</u> . | a land area without water         |
|  | to flee or run away               |



#### School-Home Connection

Have the student write sentences for the homographs that were not used in sentences on this page.

Name \_\_\_\_\_

▶ Draw a line to match each word on the left with its meaning on the right. Then write sentences for three of the words.

- |                  |                                     |
|------------------|-------------------------------------|
| 1. nonsense      | to extend too far                   |
| 2. overripe      | able to use two languages           |
| 3. overextend    | not sticking                        |
| 4. nonstick      | too ripe                            |
| 5. bilingual     | without sense                       |
| 6. bilevel       | having two levels                   |
| 7. nonpayment    | every two hundred years             |
| 8. overqualified | being more qualified than necessary |
| 9. bicentennial  | not paying                          |
| 10. bicoastal    | having to do with two seacoasts     |

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



**School-Home Connection**

Have the student make up a sentence with at least two of the prefixed words from above. (For example: *I cooked the overripe apples in a nonstick pan.*)

Name \_\_\_\_\_

**▶ Rewrite each sentence correctly.**

1. sometimes i sing my favorite song.

\_\_\_\_\_

2. that song is called twinkle, twinkle, little star.

\_\_\_\_\_

3. those three stars are named altair castor and polaris.

\_\_\_\_\_

4. sirius is the brightest star in the sky and i see it at night.

\_\_\_\_\_

5. you can read about stars in a magazine called Ask.

\_\_\_\_\_

6. mrs. wong reads to children at the library in middletown.

\_\_\_\_\_

7. she lives in new york but she works in connecticut.

\_\_\_\_\_

8. today she reads the book a child's introduction to the night sky.

\_\_\_\_\_

**School-Home Connection**

Write three sentences. One should include a comma, one a title, and one a pronoun. Read them aloud, and challenge your child to write them down correctly.

Name \_\_\_\_\_

► Part A. Add *-tion* or *-sion* to the following root words.

1. omit \_\_\_\_\_
2. infect \_\_\_\_\_
3. explode \_\_\_\_\_
4. celebrate \_\_\_\_\_
5. decide \_\_\_\_\_

► Part B. Use the words you wrote in Part A to complete the following sentences.

1. When the fireworks went off, they made a loud \_\_\_\_\_.
2. Choosing a present for someone can be a difficult \_\_\_\_\_.
3. We had a \_\_\_\_\_ for my sister's high school graduation.
4. Emily is at home with an ear \_\_\_\_\_.
5. The \_\_\_\_\_ of two letters on the sign made it very confusing!



**School-Home Connection**

Have the student tell the meanings of each of the new words. Tell him or her to check with a dictionary if necessary.

Name \_\_\_\_\_

▶ Look at each row of scrambled letters. Underline the word that has the V/V syllable pattern. Then use it in a sentence on the line below. Divide the V/V word into syllables.

1. schlaidsoutefuelpoiamrwrudetaem

\_\_\_\_\_

2. asjmioloudespscienceeakfliesatm

\_\_\_\_\_

3. yulkiomreactarmieroadameijdoesk

\_\_\_\_\_

4. uipliespaemtriedamklcerealomeatj

\_\_\_\_\_

5. preebdiaryamdairypoamxleadoume

\_\_\_\_\_



**School-Home Connection**

For each word, have the student write another word in which the same letters make the same V/V sound.



Name \_\_\_\_\_

► Underline the word with a prefix in each sentence. Then write its meaning on the line.

1. Our bicoastal flight from New York to California took five and a half hours.

\_\_\_\_\_

2. Billy took all nonessential items out of his backpack.

\_\_\_\_\_

3. None of the overhead lights was on when we got home.

\_\_\_\_\_

4. Mareeka made a face when she took a bite of the overripe banana.

\_\_\_\_\_

5. What Trina said was nonsense, so we did not believe her.

\_\_\_\_\_

6. The bilevel house is the biggest on our street.

\_\_\_\_\_

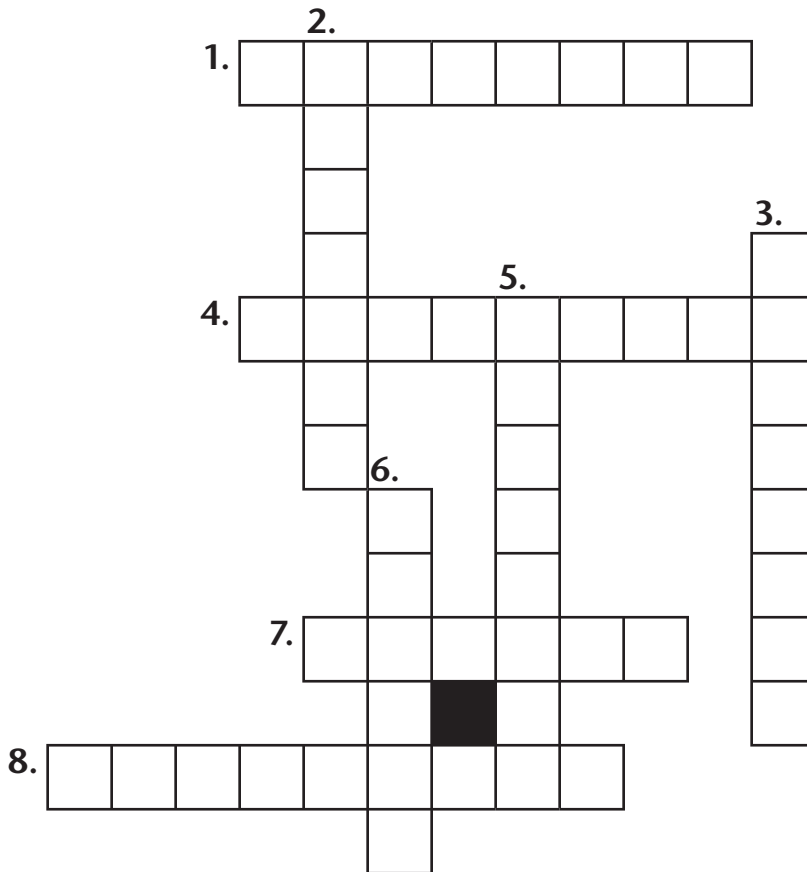


**School-Home Connection**

Have the student explain the meaning of each word with a prefix.

Name \_\_\_\_\_

► Use the clues to complete the puzzle. Use words with suffixes.



**ACROSS**

- 1. capable of being relied upon
- 4. capable of being reached
- 7. full of fame
- 8. without power

**DOWN**

- 2. without end
- 3. capable of being worn
- 5. full of humor
- 6. capable of being done



**School-Home Connection**

Have the student think of one more word for each suffix.

Name \_\_\_\_\_

► **Part A. Draw a line to match each Vocabulary Word with its definition.**

- |                |                      |
|----------------|----------------------|
| 1. observed    | a. to keep safe      |
| 2. confirm     | b. to make bigger    |
| 3. magnify     | c. creates or makes  |
| 4. picturesque | d. to make sure      |
| 5. generates   | e. looked at closely |
| 6. safeguard   | f. like a picture    |

► **Part B. Write answers to the questions on the lines below.**

1. What are three ways you could confirm that it was snowing outside?

---

---

2. If you observed a bird's nest for a day, what might you see?

---

---



**School-Home Connection**

Ask the student to name a place where he or she might find a machine that *generates* snow.

Name \_\_\_\_\_

► Read the story. Then write your answers to the questions on the lines below.

Aida dropped her bag and sat down. Her face was bright red, and she wiped the sweat off her forehead.

“Aida, what’s wrong?” asked her brother Tim.

Aida poured a glass of water and drank it all. “Coach Lee made us do four extra laps!”

Tim dropped a few ice cubes into Aida’s glass. “Sounds like the new coach is really tough on the team.”

“We’re getting ready for the big game next week,” Aida replied. She leaned her head back and closed her eyes.

“Are you nervous?” asked Tim.

“No, not yet,” said Aida.

1. How do you think Aida feels? How can you tell?

---

---

---

2. How do you think Tim feels about Aida?

---

---

3. How do you think Aida will feel on the day of her big game? Why?

---

---

---



**School-Home Connection**

Have the student tell you the facts that helped him or her answer these questions. For example, Aida is tired because she is sweating.

Name \_\_\_\_\_

► Read the story. Then write your answer to each question.

Ravi swung the bat again and missed. "I'm never going to hit the ball!" he cried, stomping his feet.

"Just keep your eye on it," his sister said.

"I am keeping my eye on the ball!" Ravi yelled.

"You have to relax. Close your eyes and take a deep breath."

Ravi put his bat down and closed his eyes. He breathed in deeply and smelled the fresh grass and the trees.

"Now think of me throwing the ball. You see it coming slowly. Now you hit the ball. It flies into left field. Ready?"

Ravi nodded and opened his eyes. He took a few practice swings. His sister threw him the ball.



1. What is Ravi's problem in the story?

---

---

2. What does Ravi do to solve his problem?

---

---

3. What do you think will happen next in the story? Why?

---

---



**School-Home Connection**

Have the student write a paragraph that continues the story.

Name \_\_\_\_\_

- Read each sentence. Then choose the sentence that uses the same meaning for the underlined word. Circle the letter of the best answer.
1. Please lay those bags down carefully.  
A Chickens can lay more than three hundred eggs per year.  
B John will lay his clothes out on his bed.
  2. Whom did you pick to play on your kickball team?  
A Mom let me pick what we had for dinner last night.  
B We will pick flowers from our garden to put on the table.
  3. It is hard to tie a butterfly knot.  
A Do not forget to tie your shoes before you leave.  
B Gina scored a basket to tie the game.
  4. I used tape to fix my torn paper.  
A Please put the tape in the VCR.  
B Herman attached the picture to the wall with tape.
  5. The leaves change color in the fall.  
A The ice skater's fall looked painful.  
B Do you prefer fall or winter?
  6. Dan took a trip to the park.  
A I would like to go on a hiking trip.  
B A trip over loose wires can cause a sprained ankle.

**School-Home Connection**

Ask the student to write a sentence that uses the second meaning of *fall* from #5.

Name \_\_\_\_\_

▶ Read each sentence. Then write a second sentence, using a different meaning of the underlined homograph.

1. John plays the bass guitar in a band.

---

---

2. There is an empty desk at the end of the row.

---

---

3. My father loves to listen to his old records.

---

---

4. There is a tear in my jacket.

---

---

5. I object to having too much homework over the winter holiday.

---

---

6. I do not want to subject you to such a sad event.

---

---



**School-Home Connection**

Make a homograph glossary with the student, using the words above. Have the student write the underlined word and then the definitions for both meanings.

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. \_\_\_\_\_

**Spelling Words**

1. vision
2. caution
3. session
4. fluid
5. piano
6. loyal
7. reliable
8. flexible
9. powerless
10. dangerous
11. famous
12. biplane
13. nonstop
14. overnight
15. oversee



Name \_\_\_\_\_

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

(1) Yesterday my class went to an animal park. (2) We saw lions from the window of the school bus. (3) One lion \_\_\_\_\_ on a rock. (4) Monkeys played happily in the trees. (5) Some of them come excitedly to the bus. (6) \_\_\_\_\_, I will write a story about all the animals I seen.

- Which of these verb forms could go in the blank in Sentence 3?
  - sit
  - sets
  - sat
  - set
- Which verb needs the helping verb *have* before it?
  - went (Sentence 1)
  - saw (Sentence 2)
  - write (Sentence 6)
  - seen (Sentence 6)
- Which is the past-tense form that could replace the underlined verb in Sentence 5?
  - comes
  - comed
  - came
  - camed
- Which sentence has an adverb that tells *when*?
  - Sentence 1
  - Sentence 2
  - Sentence 4
  - Sentence 5
- Which sentence does NOT have an adverb?
  - Sentence 1
  - Sentence 2
  - Sentence 4
  - Sentence 5
- Which adverb could go in the blank in Sentence 6?
  - Tomorrow
  - More quickly
  - Most slowly
  - More slow

Name \_\_\_\_\_

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

(1) Latisha, Latisha's father and his friend went to Tonto National Forest in Arizona. (2) They \_\_\_\_\_ stay long but they had a great time. (3) They camped, hiked and swam on Friday. (4) On Saturday night they sang a song around the campfire called "Make New Friends." (5) Latisha didn't never want to leave the forest.

- Which sentence has a contraction?  
A Sentence 1  
B Sentence 3  
C Sentence 4  
D Sentence 5
- Which contraction could go in the blank in Sentence 2?  
A doesn't  
B aren't  
C couldn't  
D they're
- Which sentence has a double negative that needs to be corrected?  
A Sentence 1  
B Sentence 3  
C Sentence 4  
D Sentence 5
- Which of these sentences does NOT need a comma added?  
A Sentence 1  
B Sentence 2  
C Sentence 3  
D Sentence 5
- Which of these sentences has a proper noun that is incorrect?  
A Sentence 1  
B Sentence 3  
C Sentence 4  
D Sentence 5
- Which sentence is correct?  
A Sentence 1  
B Sentence 3  
C Sentence 4  
D Sentence 5

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