

Challenge Copying Masters

Grade 3

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Name _____

► Read the story. Then write the answers.

Tanika wanted to be outside. The golden sun was shining. White clouds blew across the sky. Her friend Leon was ready to play basketball with her. Tanika said, “Mom, why do I have to go to my piano lesson today?”

“Because it’s Monday, the day for your lesson,” her mother said. “You have to practice for the show.”

“But I don’t want to practice,” Tanika said.

Her mother frowned. Then she said, “Fine. Go tell Mrs. Rosa.”

Tanika ran down the block. She hopped up the steps of Mrs. Rosa’s house. She was about to knock when she heard music. Beautiful music. Mrs. Rosa sat at the piano. Her fingers danced on the keys. Tanika knocked.

“Why, Tanika,” Mrs. Rosa said, “are you ready to play music?”

“Yes, I am,” Tanika said. “Practice makes perfect.”

1. What are the settings of the story?

Tip

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

2. Who is the main character of the story?

Tip

Remember that the main character is the person the story is mostly about.

3. Who are the other characters in the story?

4. What is Tanika like?

Tip

Think about what happens in the story. How do Tanika’s actions show what she is like?



School-Home Connection

Discuss the importance of practice with the student. Ask him or her to write two sentences about something they should practice.

Name _____

Short Vowels:

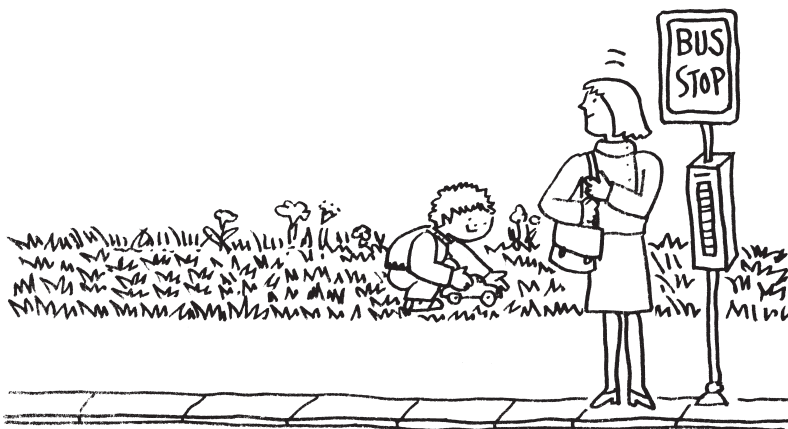
a, e, i, o, u

Lesson 1

- Read the words in the box. Write the words with *st* in the first column. Then think of two new ways to group some of the leftover words. Complete the two other columns.

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

Words with <i>st</i>	Words with _____	Words with _____



School-Home Connection

Ask the student to clap each time you say a word with the short vowel sound *a*. Continue with other words, and have him or her identify the short vowel sounds for *e*, *i*, *o*, and *u*.

Name _____

- The following questions use Vocabulary Words from the box. Answer the questions. Explain your answers in one or two complete sentences. Include both Vocabulary Words.

coincidence
murmuredpleasant
loyalmodeled
recited

1. Would it be easier for you to listen to someone as they *murmured* a speech or *recited* a speech?

2. Would it be more *pleasant* for you to plan to meet a friend or run into a friend by *coincidence*?

3. Tito gave Lyn his secret recipe for his favorite sandwich. Tito asked her not to show anyone. If Lyn *modeled* how to make the sandwich for Jan, would Lyn still be *loyal* to Tito?

**Try This**

Separate the Vocabulary Words into two groups, *things a person did* and *things a person can be*. Which word does not fit into either group?

**School-Home Connection**

Ask the student what makes a day pleasant for him or her. What would the weather be like? What events or activities would be pleasant?

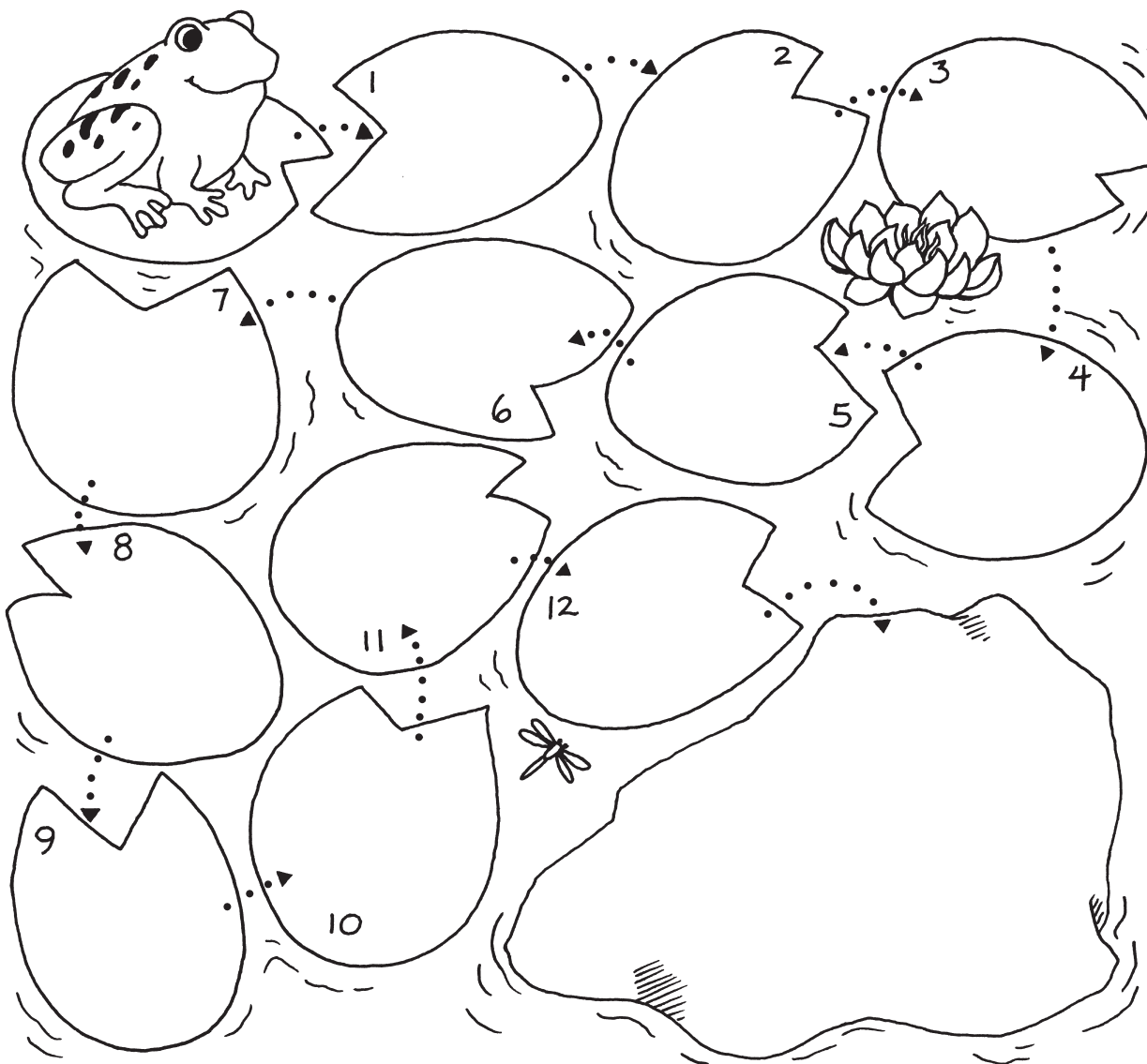
Name _____

Alphabetical Order

Lesson 1

- Follow the arrows from one lily pad to the next.
Put the words from the box in alphabetical order
on the lily pads.

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



School-Home Connection

Have the student make a list of some of the people you both know. Then have him or her put the first names in alphabetical order.

Name _____

- Draw lines to match each syllable on the left with a syllable on the right to make a word. Then complete the sentences below with some of the words you just made. Write the words on the lines.

Syllable Box

cir	et
win	ver
gob	haps
pen	dow
sil	let
bar	cil
per	nal
mar	ber
sig	gin
jack	cus

1. Annette's mother bought her some _____ earrings.
2. Eric put on his _____ in the cold weather.
3. My favorite _____ act is the flying trapeze.
4. The living room _____ overlooks the ocean.
5. Mom said, "_____ we can eat out tonight."

- Read each word in the first column. Write the number of syllables in the second column. Then divide the word into syllables in the third column.

Words	Number of Syllables	Write and Separate the Syllables
perhaps		per haps
silver		sil ver
run		run
circus		cir cus



School-Home Connection

Have the student pick out all of the one-syllable words from the page. Then help him or her create short sentences with these words.

Name _____

► Read the story. Then answer each question.

Reynaldo rested his head against his mother's arm. It was hard to rest because he was excited. This would be his first trip to San Francisco. He kept asking questions about when the plane would leave.

They sat in the waiting room at the airport for most of the morning. Then Reynaldo fell asleep. Suddenly, he woke up. Had they missed the plane?

"Hey, sleepyhead," his mother said, kindly. "You were having a dream."

Reynaldo asked, "Did we miss the plane?"

"Don't worry," said his mother. "Trust me."

Just then, they saw a woman walking toward the airplane. From the wings on her uniform, Reynaldo knew she was the pilot. The pilot waved to them and smiled. They hadn't missed the trip after all. His mother was right.

1. Who is the main character of the story?

Tip

Who is the story mostly about?

2. Who are the other characters?

Tip

Who else is in the story?

3. What is Reynaldo's mother like?

Tip

What does Reynaldo's mother do or say to show what she is like?

4. What is the setting of the story?

Tip

What words help you tell where the action happens?

5. What time of day does the story take place?



School-Home Connection

Ask the student to think about the pilot in the story. If the pilot spoke, what would she say to Reynaldo? Then help the student write some dialogue for the pilot.

Name _____

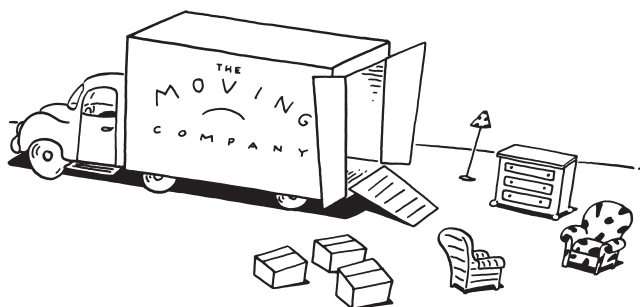
Root Word and
Ending: **-ed, -ing**

.....
Lesson 2

- Read the story. Then complete it by adding **-ed** or **-ing** endings to the root words from the Word Box.

talk	move	drive	settle	pack
cook	turn	stack	make	hope

Last year, our family _____ to a new part of town. My sister and I spent days _____ our clothes in boxes. We _____ the boxes in our bedroom. My father was _____ that the truck would come at seven o'clock the next morning. But by eight o'clock it still was not there. My grandmother began _____ phone calls. Finally she _____ to someone who knew what was wrong. It _____ out that the people in the truck had the wrong address. At nine o'clock the movers finally came _____ up the road. It took all day, but by dinnertime we were in our new home. We _____ in and _____ a delicious meal.



School-Home Connection

Ask the student to write a short paragraph that includes several words ending in **-ed** or **-ing**. Have the student explain how he or she knew how to spell these words.

Name _____

► Complete each sentence to show the meaning of the underlined word.

1. When teachers dismiss the students, the students _____

2. When we have an assembly, we go to _____

3. If something is a patchwork of colors, it has _____

4. If I squirmed in my seat, I _____

5. If there are plenty of oranges, there are _____

6. If Mac Johnson autographed the photograph for me, _____

**Try This**

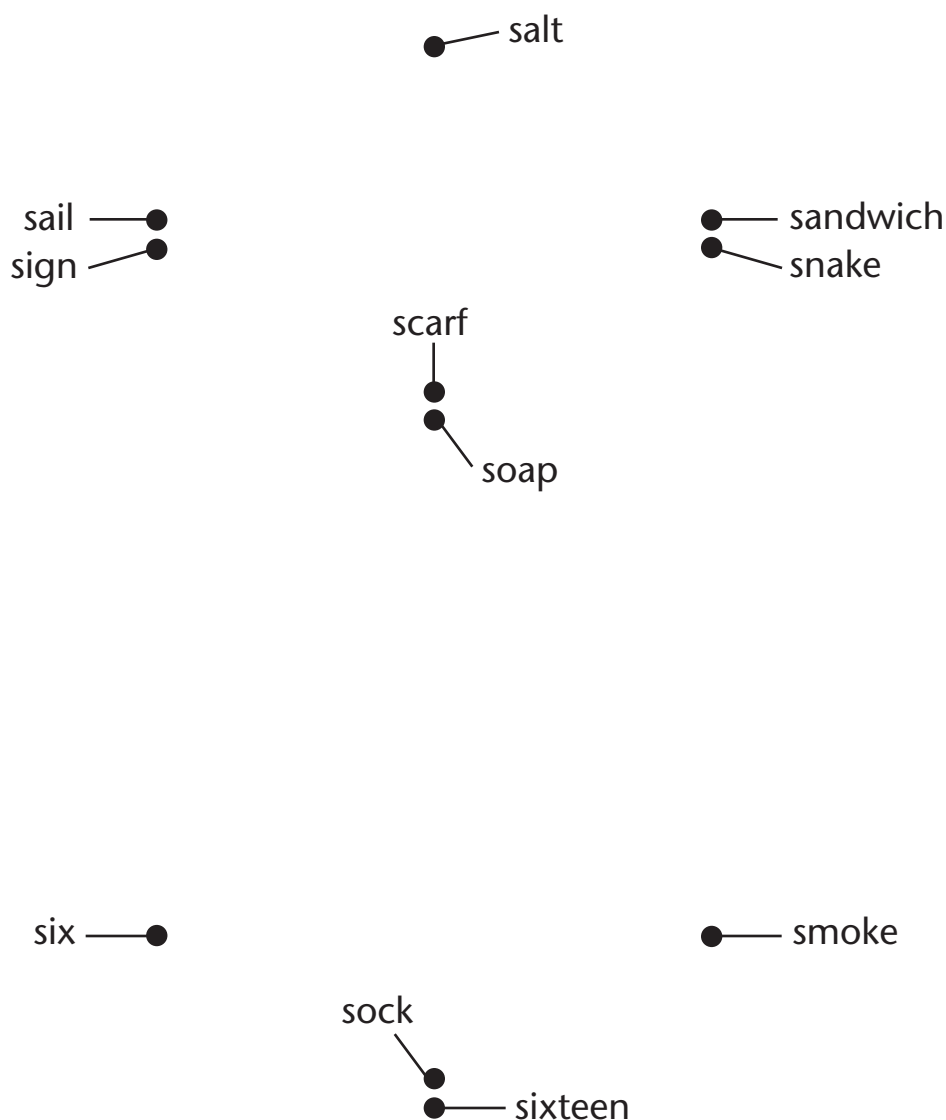
Create a crossword puzzle with a partner. Be sure to use all the Vocabulary Words. Then trade puzzles with another set of partners and try to solve their puzzle.

**School-Home Connection**

Work with the student to develop a story that includes as many of the Vocabulary Words as possible.

Name _____

- Use a ruler to connect the dots. Start with *sail*.
Draw straight lines from one word to the next
in alphabetical order until you get to *sock*.
Answer the question at the bottom.



What did you draw? _____



School-Home Connection

Have the student write six words that begin with the same letter. Then have him or her put those words into alphabetical order.

Name _____

- Unscramble each group of letters to make a word with an *-ed* or *-ing* ending. Then write the word in the blank to complete each sentence. See the unscrambled words in the Word Bank below for help.

tapping	chopped	hiking
hopped	staring	

1. podphe

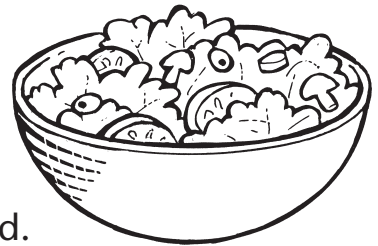
My little brother _____ from the kitchen to the porch!

2. gaptpin

Who is _____ on my door?

3. pochedp

My dad _____ onions for our salad.



4. nisratg

Please stop _____ at me!

5. gihkin

Aunt Fran put on her backpack and started _____.



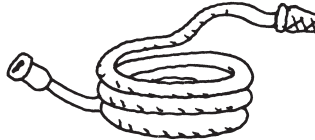
School-Home Connection

Have the student read these sentences aloud to you. Then ask how he or she knew which word belonged in which blank.

Name _____

- Unscramble each word and write it to complete the sentence. Each unscrambled word includes a long vowel sound. See the Word Bank for unscrambled words.

clean	spray	street	east	braid
show	boat	beach	bike	tape

1. stae If you are facing west and turn around, you are now facing _____.
2. toba You can use a _____ to get across a lake.
3. hsw0 Please _____ me your rock collection.
4. cbaeh I like to swim at the _____. 
5. rasyp Do not _____ me with the hose!
6. dibra Sonia wears her hair in a _____.
7. lenac We made the room as neat and _____ as we could.
8. srette Ahalia and her family live down the _____ from the school.
9. kebi I _____ to school when the weather is warm.
10. paet Troy must _____ the box shut before he mails it.



School-Home Connection

Ask the student to tell you the letter combinations that make the long vowel sounds in each word.

Name _____

Vowel digraphs
ee, ea

Lesson 3

► Read the /ē/ homophones. Write a sentence for each word. Use a dictionary if you need help.

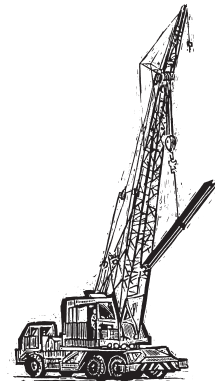
1. see sea

2. read reed

3. meat meet

4. steel steal

5. bee be



School-Home Connection

Ask the student to use the words *seem* and *seam* in a sentence.

Name _____

- Choose one of the words from the Word Box below to complete each sentence. Write the words on the lines.

resources

chores

culture

uniforms

tutor

certain



1. We had some wood, but we had no other _____ for our playhouse.
2. We go to this mall because it has a _____ toy store that I like.
3. Julie is having a hard time with her reading, so she will start studying with a _____ next week.
4. Tina showed us pictures of her family in Italy and told us a bit about Italian _____.
5. Jose had finished most of his _____ on the farm, but he still had to milk the cows.
6. The school band just got new _____ to wear at tomorrow's game.

**Try This**

Read the above sentences again. Write your own sentences, using each of the Vocabulary Words.

**School-Home Connection**

Ask the student to think of other words that could mean the same thing as the Vocabulary Words on this page.

Name _____

Use a Dictionary

Lesson 3

► Look at the guide words and write five words alphabetically that you would find on that dictionary page. Then find the words in a dictionary and write their meanings next to the words.



sack

seal

1. _____

2. _____

3. _____

4. _____

5. _____



School-Home Connection

Have the student use each word on the page in an oral sentence.

Name _____

- Circle the letters in each word that stand for a long vowel sound. Then write a sentence using the word.

1. rowboat _____

2. mailbox _____

3. oatmeal _____

4. paintbrush _____

5. homesick _____



School-Home Connection

Have the student find and read aloud all the words on this page that include the long vowel /ā/.

Name _____

Locate Information

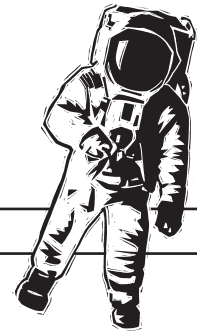
Lesson 4

- Use the information in the box to create a Table of Contents that could be used in a book. Put the chapter titles with their page numbers in the order in which they should appear in the book.

Chapters: Ellen Ochoa, page 32; Neil Armstrong, page 16; John Glenn, page 23; The First Astronaut, page 9; How You Can Be an Astronaut, page 41; What is an Astronaut?, page 3

Title: Famous Astronauts

Index: page 60 Glossary: page 58



Famous Astronauts

Table of Contents

Chapter	Page



School-Home Connection

With the student, brainstorm titles for another chapter that might be added to this book. Help him or her choose a chapter title and add it to the table of contents.

Name _____

Plurals: with -s, -es

Lesson 4

- Complete the story by making plurals. Be sure to add the correct -s, or -es ending for each plural.

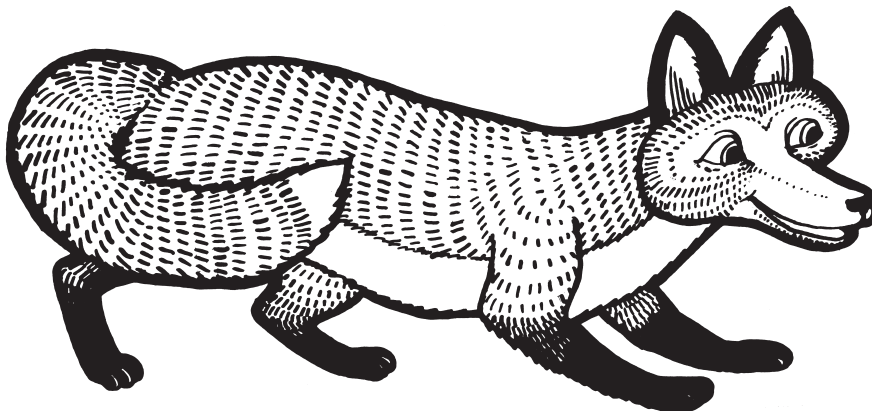
Two sister_____ named Anya and Tanya went to the store to buy some peach_____. On their way, the girl_____ took a shortcut. They walked by a house with three big bush_____ in the front.

"Look!" Anya yelled. "There are two red fox_____ in that yard!"

Tanya blinked her eye_____, but she couldn't see the animal_____. "Where?" she asked.

"Look behind the branch_____ of the tallest bush," said Anya. "They're standing a few inch_____ in front of the house."

Tanya wondered if she needed new glass_____.! But then she spotted two red heads and two long, furry tails. "There they are!" she cried. "I see them now!"



School-Home Connection

Have the student read the completed story aloud. Ask how he or she knew when to use -s and when to use -es to form the plurals.

Name _____

- Circle the word that means the *opposite* of each Vocabulary Word in bold type. Then write the answers to the last two questions.

1. **hinder**

- A assist
- B stop
- C enjoy
- D understand

2. **talented**

- A gifted
- B spotless
- C smart
- D unable

3. **invention**

- A copy
- B destroy
- C hat
- D report

4. **disappointed**

- A unhappy
- B confused
- C delighted
- D disgusted

5. Write a word that means the same as *apply*. _____

6. Write a word that tells what you would find in a *research* center. _____

**Try This**

Write a paragraph that uses at least four of the Vocabulary Words. Underline the Vocabulary Words.

**School-Home Connection**

With the student, discuss the Vocabulary Words and their meanings. Have him or her create a definition for each word. Then use the words in sentences.



Name _____

Use a Dictionary

Lesson 4

- Use the sample dictionary page to answer the questions. Write your answers on the lines.

prey

prune (proon)

1. *noun* a dried plum
2. *verb* to cut branches off a tree so it will grow better

public (puhb lik)

1. *noun* all of the people as a whole
2. *adjective* something that belongs to or can be used by everyone

pure

punish (puhn ish) *verb*

1. to make someone suffer for committing a crime
2. to hurt someone

pup (pup) *noun* a young dog

1. Which words have two syllables? _____
2. Which of the entries for the word *public* is a noun? _____
3. Read this sentence: *We will prune the maple tree.* Is the word *prune* used as a noun or a verb in the sentence? _____
4. Use the word *public* in a sentence. Then write the number of the definition you used. _____

5. What are the two parts of speech for the word *prune*? _____



School-Home Connection

Ask the student to pick an object found in his or her home and write a dictionary entry for that word.

Name _____

Syllable Endings:

-s, -es

Lesson 4

- Find ten misspelled plurals in the paragraph below. Write them correctly on the lines.

My Little Sister

My little sister likes to eat blackberrys, applees, and peaches. She also loves to eat sandwichs. After dinner we sometimes play checkers. I let her get lots of kinges! Then it is time for her to wash up. She does not like to wash up, because she has to clean behind her eares and brush her teeth. When she is done, she likes to count all the toothbrushs and bars of soap near the sink. Just before she goes to bed, I tell her storys. I think that is one of her favorite parts of the day! Then I put stuffed animales by her pillow, and sing her songes. She closes her eyees, and falls asleep.

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



School-Home Connection

Have the student correct the following misspellings: daisys, coachs, dreames.

Name _____

► **Part A.** Find and circle the CVC words with short vowel sounds in the Word Box below.

ten	bit	bee
reed	kit	off
buy	rib	mat

► **Part B.** Write each CVC word on one of the lines below. Add one syllable to each word to create a new VCCV word.

1. _____



2. _____



3. _____



4. _____



5. _____



School-Home Connection

Have the student write a sentence using one word from Part A and one word from Part B.

Name _____

- Read the root words in the Word Box below.
Then complete the story by adding *-ed* or *-ing*
to each root word and writing it in the blank.
Use each word only once.

waste
ruin

roll
crawl

plan
decide

shrug
time

My sister and I had been _____ to go to the
amusement park for weeks. The day we had picked to go, though, there
was a huge thunderstorm. Our plan was _____. We
quickly _____ that our day would not be
_____. We made a huge obstacle course in our house.
We _____ under tables, jumped over broomsticks,
and _____ down the hallway. We took turns
_____ each other on Dad's old stopwatch. We were
having so much fun that we did not notice that the rain had stopped. My
sister asked if I wanted to go to the park then. _____
my shoulders, I said, "I think our house is even more fun!"



School-Home Connection

Have the student write three sentences about
something that is fun to do on a rainy day.
Each sentence should contain at least one *-ed*
or *-ing* word.

Name _____

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

One morning, Ernesto was trying to eat breakfast, but he did not have an appetite. “Dad, why do we have to move?” he asked.

Ernesto’s father buttered a piece of toast. “Well, I got a great, new job in Brazil. I know it will be a big change, but I think you will like it. I visited your new school and there are lots of nice teachers and students. Don’t you think it will be exciting to live somewhere new?”

Ernesto was starting to feel a little better. He went to his room and called his friend Mike. Ernesto shared the news with him.

Mike said, “Wow, I will really miss you. But I am jealous. I just watched a DVD about Brazil and it looks so cool!”

“Really?” asked Ernesto. “Maybe I can come watch it with you. I think I will like it there, but it would help to see what Brazil is like first.”

1. Who is the main character of the story?

2. How does Ernesto feel about moving to a new country? How do you know?

3. What is the setting of the story?

4. Who are two other characters in the story?



School-Home Connection

Ask the student what he or she thinks Ernesto’s friend, Mike, is like and why.

Name _____

- Find the word in each sentence that contains a long vowel sound. Write the word in the spaces. Unscramble the boxed letters to form one final long vowel word. Then solve the riddle.

1. Cover the sandwiches so that the wind does not blow sand on them. _____
2. Did Jamill sprain his wrist? _____
3. Jeff passed the baton to Helen during the relay.

4. You will have to fix the front wheel of your wagon.

5. The heat from the furnace kept us warm. _____
6. Tim helped his mom unload the truck.

7. Tina fixed the rip in her jeans with a colorful patch.

This is a beautiful bird that is the color of the sky:



School-Home Connection

Have the student identify the letters that make the long vowel sound in each of the answers above.

Name _____

- Some words are missing from the grocery list.
Complete the list by adding words from the
Word Box in alphabetical order.

Grocery List

bananas

flour

spaghetti

water

milk
apricots
bread
sugar
salt
crackers
cheese
salsa
fish
asparagus



School-Home Connection

Ask the student to list the ingredients needed to make a peanut butter and jelly sandwich. Then have him or her put the ingredients in alphabetical order.

Name _____

- **Part A. Read the story below. Fill in each blank with a Vocabulary Word from the Word Box.**

viewers
independentconcealed
camouflagesurvive
donated

My friends and I love the TV show, “Animal Survival.” It shows the different ways animals _____ in the wild. My favorite episode was about chameleons. They usually live alone. Sometimes chameleons live in the same tree, but they stay by themselves because they are very _____. Chameleons use _____ to hide in the trees. It can be hard to find a chameleon who is _____ in the leaves.

“Animal Survival” is a great show for people who want to study animals. Lots of the equipment used on the show is _____ by scientists. “Animal Survival” has made us realize we want to be veterinarians. We will always be loyal _____ of this great show!

- **Part B. Write a sentence about another animal you know that uses *camouflage*.**

**School-Home Connection**

With the student, brainstorm a list of shows, events, or movies that have many *viewers*.

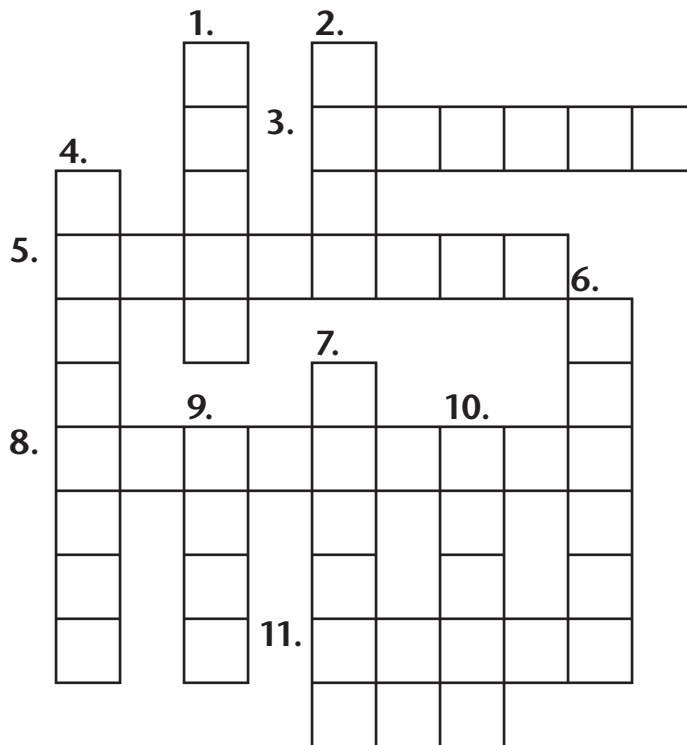
Name _____

Review Plurals:

-s, -es (y to i)

Lesson 5

- Read the clues and fill in the crossword puzzle.
Each answer is a plural noun.



Across

3. Small, round, purple or green fruit that grows on vines
5. Crisp, red vegetables with white insides
8. Tools with magnetic needles that always point north
11. Numbers that end in 0, 2, 4, 6, or 8

Down

1. Body parts with five fingers
2. Objects that chickens lay
4. Objects held under arms to help people walk
6. Shrubs
7. Young children; infants
9. Drawings of areas such as countries or cities
10. Pigs' homes



School-Home Connection

Ask the student to think of singular nouns ending in -ss or a consonant followed by -y. Then ask the student to write the plural for each and then use the words in a sentence.

Name _____

- Use your *Student Edition* to answer the questions. Write the answers on the line. After each answer, note which part of the book you used to locate the information.

1. On what page does “Ruby the Copycat” start? _____

I found this information _____

2. Turn to pages 42–43. Where would you find information about where the mockingbird lives? _____

I found this information _____

3. Turn to pages 56–77. Who is the author of “The Day Eddie Met the Author”? _____

I found this information _____

4. Turn to page 77. Who illustrated the story, “The Day Eddie Met the Author”? _____

I found this information _____

5. Turn to pages 106–107. What do you think this selection is about? _____

I found this information _____

**School–Home Connection**

Have the student identify another place where he or she might find the answer to question 3.

Name _____

Review: Use a
Dictionary

.....
Lesson 5

- Use a dictionary in your classroom or the library to complete each entry below. Answers will be either definitions or parts of speech. Then answer the questions that follow.

calf • crocodile

calf (kaf) *noun* **1** a young cow.

noun **2** _____

clock (klock) *noun* **1** _____

coast (kōst) *noun* **1** _____

verb **2** to slide down a slope

comical (kom'i-kəl) _____ **1** funny

crocodile (krok'ə-dīl) _____ **1** a large lizard that lives mostly in the water

1. Which word is an adjective? _____
2. How many syllables does *crocodile* have? _____
3. Read the sentence: *The calf was born in the barn.* Which definition of *calf* is used in this sentence? _____
4. Which word means *device that tells time*? _____



Try This

Write a definition for the word *mouse*. Remember to include pronunciation, part or parts of speech, and the word's definition or definitions. You may check your entry against a dictionary.



School-Home Connection

Ask the student to create a sentence using the word *comical*.

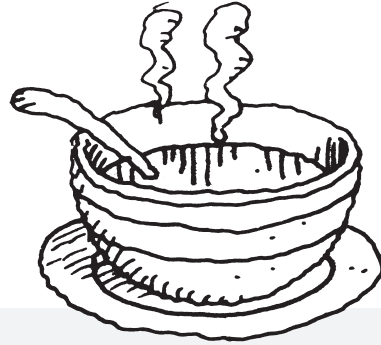
Name _____

The Ads Have It!

- ▶ A fact is something that can be seen or proved.
- An opinion is someone's thoughts or feelings.
- Advertisements may have both facts and opinions.

What You Need

- paper • crayons
- pencil



What to Do

- step 1** Think about a type of food you like very much.
- step 2** On a separate sheet of paper, write at least two facts about the food you chose, perhaps what type of food and what color it is.
- step 3** Then write at least two sentences telling what you think about your food. You could tell why you like it, what you think about how it looks, or something else about it.
- step 4** Next, organize your sentences into facts and opinions. On another sheet of paper write facts in one column and opinions in another column.
- step 5** Now create an advertisement that will make other people want to eat your food. Draw a picture of your food. Then write about your food, using some or all of the sentences you wrote. When you are done, draw one line under each fact in your ad and two lines under each opinion. Which did you use more often in your advertisement, facts or opinions?
- step 6** Share your advertisement with the class.

Name _____

► The compound word in each sentence is spelled incorrectly. Write it correctly. Then, draw a line to divide it into two smaller words.

1. I put the forks and plates into the diswasher.

2. When my dad drives at night, he always turns his healdights on.

3. I played soccer this nafternoo.

4. Greg steered the robwoat to the shore.



5. Some people think that horshoes can bring you good luck.

6. Kelly's favorite food is panakes with syrup.

7. Raj is hoping to make the foobtall team.

8. Was there any snow in your driveway this morning?

9. Mary was a babysittre for the large family down the street.

10. Warren smoothed the edge of the wood with sandpapr.



School-Home Connection

Have the student tell you how he or she knew where to divide each word.

Name _____

► Answer the following questions with complete sentences.

1. What is something you might be in the midst of at a baseball game?

2. Why might a piece of clothing look shabby?

3. What might make a person feel dazed?

4. If there is baby in the house, why would it be a good idea to keep all dangerous objects elevated?

5. What might embarrass someone who is shy?

6. Why might a stack of books collapse?



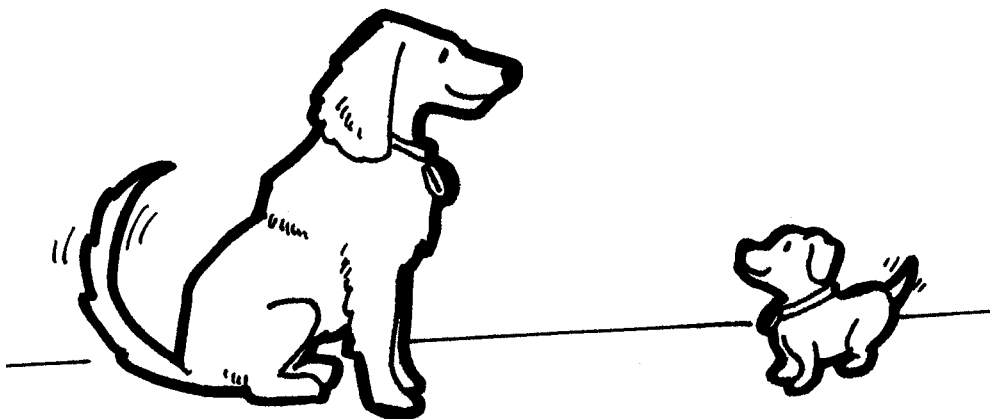
School-Home Connection

Ask the student to talk about different situations in which he or she might become *dazed*. Then ask for situations in which he or she might be *embarrassed*.

Name _____

► Read each analogy. (An analogy is a pair of words that are related.) Complete the analogies. HINT: The missing analogies will be either synonyms or antonyms.

1. *Small* is to *tiny* as *large* is to huge.
2. *High* is to *low* as *poor* is to _____.
3. *Start* is to *stop* as *worst* is to _____.
4. *Day* is to *night* as *play* is to _____.
5. *Pairs* are to *partners* as *friends* are to _____.
6. *Run* is to *dash* as *shout* is to _____.
7. *Old* is to *new* as *asleep* is to _____.
8. *Easy* is to *simple* as *difficult* is to _____.
9. *Dark* is to *light* as *cold* is to _____.
10. *Nice* is to *mean* as *in* is to _____.



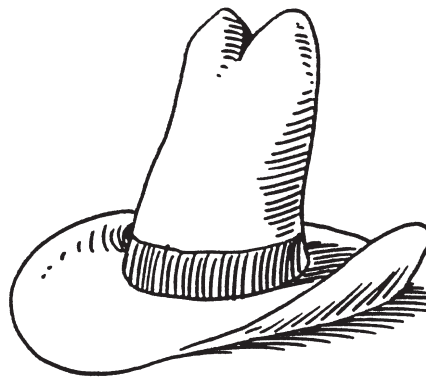
School-Home Connection

Have the student think of other words that can be substituted in the analogies. Invite him or her to start a synonym and antonym list and add to it as the student learns new words.

Name _____

- Make compound words by connecting each word on the left with a word on the right. Use some of these compound words to complete the sentences that follow.

post	knob
down	place
inch	pole
fire	worm
cow	brush
card	board
door	berry
tooth	card
blue	boy
flag	town



- I plan to go _____ to shop on Saturday afternoon.
- Bruce's grandmother brought him a _____ hat from New Mexico.
- A little green _____ is crawling on my sweatshirt!
- There is a very tall _____ in front of our school.
- Gia keeps her seashells in a _____ box.



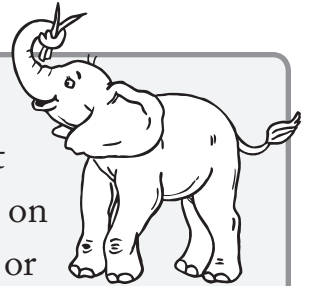
School-Home Connection

Have the student construct sentences for the compound words that were not used in the sentences above.

Name _____

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

Elephants are amazing animals. They have thick skin and long tusks. Their skin is about an inch thick, but it is sensitive enough that elephants can feel a fly landing on it. Elephants' tusks are sharp and can be used for digging or lifting things. Tusks are made of the same material as human teeth.



The most interesting thing about elephants is their trunks. The elephant's trunk is strong enough to push over a tree. An elephant can use its trunk to pick things up, smell things, and pour water into its mouth. Baby elephants are clumsy with their trunks. They are funny to watch. There are more than 40,000 muscles in an elephant's trunk. That is more muscles than there are in the entire human body!

1. What is a fact in the passage? _____

2. What is an opinion in the passage? _____

3. Think of your favorite animal. Write three facts and one opinion that you could use to write a nonfiction passage like the one above.



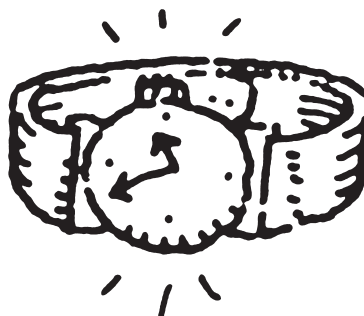
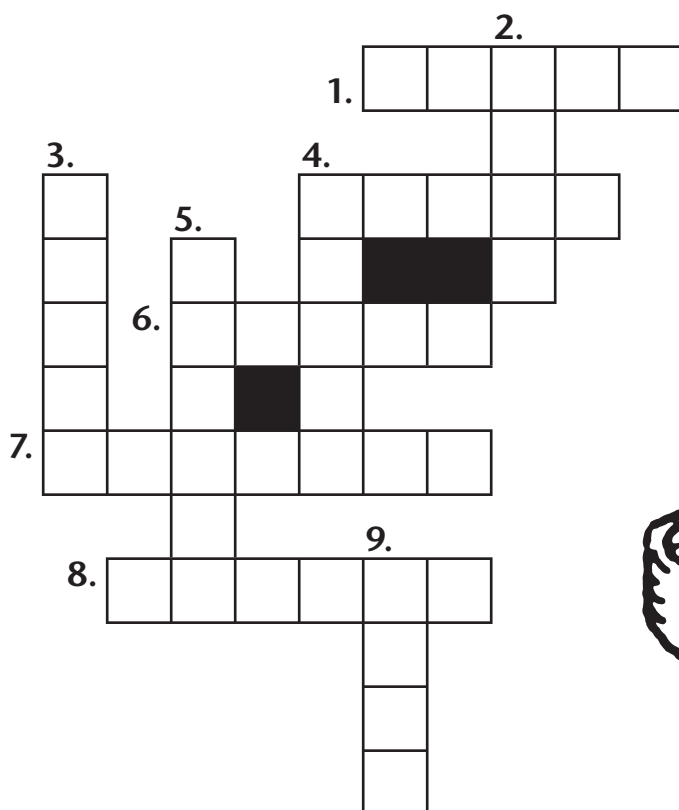
School-Home Connection

Ask the student to share a fact about something he or she did today. Then ask for his or her opinion about that fact.

Name _____

► Complete the crossword puzzle with words that have the /ch/ sound spelled *ch* and *tch*. You may use the word box below for help.

chance	itch	pitch	watch	chin
peach	child	switch	beach	hatched



Across:

1. Not yet a teenager
4. A fuzzy fruit
6. A clock on your wrist
7. How a baby chick was born
8. An opportunity

Down:

2. You scratch it
3. A sandy place
4. Throw or toss
5. To trade or change places
9. Located below the mouth



School-Home Connection

Ask the student to give an example of words with the /ch/ sound. Have him or her think of a word that uses *tch* and a word that uses *ch*.

Name _____

► **Part A.** Fill in the blanks in the paragraph with the Vocabulary Words from the box.

scent
obeypatrol
whinedwanders
demonstrate

Rocky and Officer Paul went out to _____ the town. Officer Paul knew that Rocky would be a good dog and _____ his commands as usual. Rocky sniffed the grass. There was a _____ that he did not recognize. He _____ to let Officer Paul know he was confused. Suddenly a black and white animal jumped out of the bushes. Officer Paul laughed. "We should wait until that skunk _____ back to its home before we continue," he said. "We do not want it to _____ how it defends itself."

► **Part B.** Use each Vocabulary Word in a sentence.

1. scent _____
2. wanders _____
3. whined _____
4. patrol _____
5. demonstrate _____
6. obey _____

**School-Home Connection**

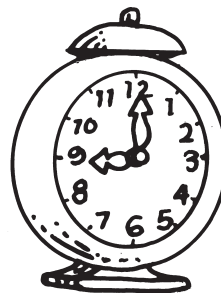
With the student, write a paragraph using three Vocabulary Words from the word box.

Name _____

► Read the paragraph below. Write a synonym and an antonym for each underlined word in the chart.

Mallory looked around her room happily. It was so neat! She had spent the whole day cleaning. She swept the floor and made her bed, replacing the scratchy wool blanket with a soft quilt. She cleaned out her closet and saved the old clothes to use for funny Halloween costumes. Mallory even asked her mother if she would help repair her broken alarm clock. Now she was ready to go out and enjoy the sunny day!

Underlined Word:	Synonym:	Antonym:
neat	_____	_____
scratchy	_____	_____
funny	_____	_____
repair	_____	_____
sunny	_____	_____

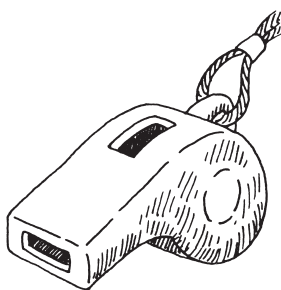


School-Home Connection

Ask the student to think of and share at least three synonyms and antonyms for the word *small*.

Name _____

- Organize the words in the word box by the way they are pronounced. Write the words in the correct column on the chart.



chin	wash	child
push	much	wheat
chef	sharp	itch
when	pitch	where
whistle	ship	whatever
cashier	finish	machine

/ch/	/sh/	/(h)w/
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



School-Home Connection

Ask the student to find items around the room that have the /ch/, /sh/, and /(h)w/ sounds.

Name _____

- Read the paragraph and answer the questions below.

Almost everyone has heard of a school of fish or a flock of sheep, but have you ever heard of a flink of cows? There are names for many different groups of animals. Here are some you might not know. A group of kangaroos is called a mob, and a den full of lions is called a pride. Rhinos gather in a crash, while caterpillars are part of an army. One of the most accurate names of all, though, is a prickle of porcupines!

1. What is the main idea of this paragraph? _____

2. Where is the main idea found in the selection? _____

3. What are five details that support the main idea?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____



Try This

Write a paragraph with the following main idea:
A prickle is an accurate name for a group of porcupines.



School-Home Connection

In his or her own words, have the student tell you what the main idea and supporting details of the paragraph are.

Name _____

Diphthongs:
/ou/ and /oi/

.....
Lesson 8

► Read the words in bold print. Then follow the directions. Write the new words in the blanks. Be sure to spell the new words correctly.

1. Change the first letter of **power** to get a word that means "a tall, narrow building." _____
2. Change the first letter of **sound** to get a word that means "shaped like a circle." _____
3. Change the first letter of **gown** to get a word that means "a small city." _____
4. Change the first letter of **mount** to get a word that means "to say numbers in order." _____
5. Change the first letter of **how** to get a word that means "immediately." _____
6. Change the first two letters of **proud** to get a word that means "an object in the sky that is made of water." _____
7. Change the first two letters of **scowl** to get a word that means "an angry noise that a bear or a dog might make." _____
8. Change the first two letters of **frown** to get a word that means "a person who tries to make you laugh." _____
9. Change the first letter of **toy** to get a word that means "the opposite of girl." _____
10. Change the first letter of **boil** to get a word that means "to wrap around something." _____



School-Home Connection

Ask the student to suggest other words that rhyme with the words in these sentences.

Name _____

- The following questions use Vocabulary Words from the Word Bank. Complete each item. Each answer should be one or two complete sentences.

communicate
groomsalert
flicksignal
chatter

1. If Ron **grooms** himself, what might he do?

2. If you heard a friend **chatter**, what would that person probably be talking about? _____

3. When Allison wants to **communicate** with a good friend, how might she get in touch? _____

4. Describe a time when someone had to **alert** you to danger.

5. What are two things that are a **signal** to stop? _____

6. If a fly buzzed around a horse, do you think the horse would **flick** its tail? Why or why not? _____

**School-Home Connection**

With the student, think of street signs. Discuss what signal each street sign communicates. Have the student write his or her responses on a piece of paper.

Name _____

Use Reference
Sources

.....
Lesson 8

- Use the encyclopedia article and the atlas map below to answer the questions.

blue whale. The blue whale is the largest living animal. It can grow to be 80 feet long. Blue whales are found in every ocean. They travel from warmer water to colder water as summer comes. In late fall, they go back to warmer water. They were hunted almost to extinction in the early 1900s. Now their numbers are growing again. They are often seen in Monterey Bay.



1. What is unusual about the blue whale?

2. Where are blue whales found?

3. In what ocean is Monterey Bay?

4. What state borders Monterey Bay?

5. How large can blue whales grow?



School-Home Connection

Have the student write a list of animals that live in the oceans with the blue whales.

Name _____

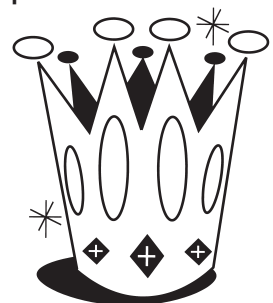
► Unscramble each group of letters to spell a word with the letter pattern *ou*, *ow*, *oi*, or *oy*. Then use the word to complete one of the sentences below.

Part A.

rowdc _____	dunsop _____	delibo _____	ybso _____	topu _____
snoci _____	worfle _____	lyora _____	tuhos _____	odlu _____

Part B.

1. My little sister weighs thirty-four _____.
2. Many people enjoy eating _____ eggs.
3. Wei Lin collects _____ from nations around the globe.
4. A member of a _____ family might wear a crown.
5. The mouse hid under a tall _____ in the garden.
6. Julio and Howard are the only _____ in the room.
7. A large _____ stood outside the movie theater.
8. Did you hear a loud _____ when you were downstairs?
9. If you _____, you may not get to go to the park.
10. The music became very _____ when the trumpets began to play.



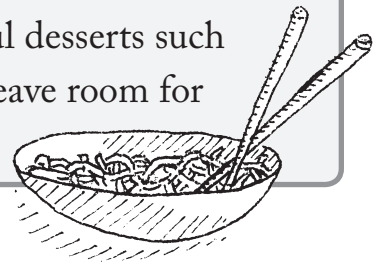
School-Home Connection

Ask the student how he or she knew what words to use for sentences 7 and 8.

Name _____

- Read the passage. Then write an answer to each question.

Soup is one of the great foods of China. There are soups with rice and soups with noodles, soups that are spicy and soups that warm you on a cold, cold day. There even are soups that have delicious dumplings floating in them. But soup is not all there is to eat in China. For thousands of years, rice has been one of the country's main foods. In fact, people in modern China tend to eat almost a pound of rice each day! Bread and noodles are popular, too. Noodle dishes often have meat and vegetables added to them. Vegetables have always been an important food in China, as well. Tomatoes, cucumbers, and cabbage are very popular. Eggplant and turnips are popular, too. Meat and fish of all kinds are used in many delicious dishes. There are wonderful desserts such as cake. So, eat all the soup you want. But be sure to leave room for some of the other wonderful foods of China.



1. What is the main idea of the passage?

2. Write one detail that supports the main idea.

3. Write another detail that supports the main idea.

4. Write one detail that does **not** support the main idea.



School-Home Connection

Work with the student to write at least one more detail to add to the paragraph.

Name _____

- Make *str* and *scr* words to finish these sentences. Combine either *str* or *scr* with an ending in the word box. Write the word on the line.

eech etch atch ap ong ub

1. It's a good idea to _____ the muscles in your legs before you run.
2. José is so _____ that he can lift up his older brother!
3. Please _____ the tables after lunch so they will be clean tomorrow.
4. Devi solved the math problem on _____ paper and then wrote the answer on her test.
5. It can be scary to hear an owl _____ in the woods at night!
6. It feels good to _____ your back when it itches.
7. To keep from falling over in the crowded bus, Max held tightly to a leather _____ that hung from the ceiling.



School-Home Connection

Have the student create a new sentence for each word he or she made.

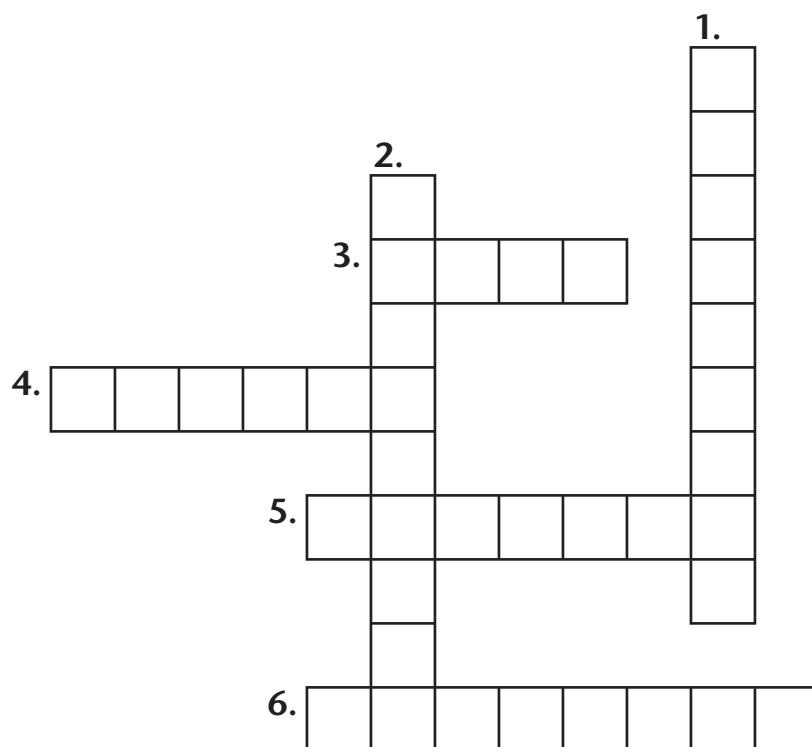
Name _____

- Complete the puzzle with Vocabulary Words from the word box.

generous
agreeable

banquet
curiosity

gaze
famine



Across

3. I do this whenever I see my favorite food.
4. When there is one of these, no one has much to eat.
5. This is the kind of party you won't want to miss.
6. I always pile this amount of my favorite foods on my plate.

Down

1. It is what spinach pancakes would be called.
2. I feel this way about all food. I like everything.



School-Home Connection

Help the student write two or three more sentences to expand on one of his or her answers.

Name _____

Use Reference
Sources

.....
Lesson 9

- Complete each sentence with a word from the word box. Then use a thesaurus to find the best synonym for that word. Write that synonym on the line beneath the sentence.

guide	sleepy	make
friend	walk	angry

1. Tito will _____ a castle with his blocks.

Synonym: _____

2. Usually, I _____ to school.

Synonym: _____

3. After dinner, I felt _____.

Synonym: _____

4. Do not get _____ at her for winning the race.

Synonym: _____

5. Follow the _____ through the museum.

Synonym: _____

6. She gave her _____ an orange.

Synonym: _____



School-Home Connection

Help the student choose five words from a favorite book and look up the words in a thesaurus or dictionary to find synonyms.

Name _____

► Unscramble the word in dark print to complete each sentence. Write the word on the line. Each unscrambled word will have 3 consonants in a row.

1. The little boy next door knows how to add, but he cannot yet multiply or **trusbact**.

2. "Don't destroy the furniture, Rover!" Kate said **mrifly**.

3. Ouch! I think I might have **riansped** my ankle!

4. The artist made a clay **pulscuter** of a dolphin.

5. I can't **plexian** why cats like to be scratched behind their ears, but I know they do!



6. Eva dances and plays soccer, and I think she must be one of the **grestonst** children in the school.

7. I like to sprinkle pepper on my **blamscred** eggs.



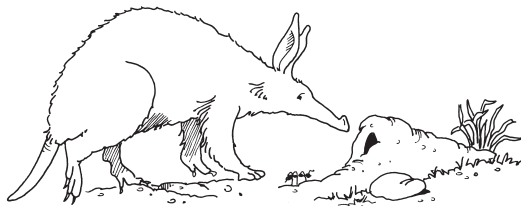
School-Home Connection

Ask the student to create three words by combining the syllables *stead, ther, scrib, in, ble,* and *far*.

Name _____

- Read the compound word in the first column.
Rewrite it, drawing a line between the two smaller
words. Then write a new compound word that uses
one of the smaller words.

- | | | |
|--------------|-------|-------|
| 1. saltwater | _____ | _____ |
| 2. anteater | _____ | _____ |
| 3. yardstick | _____ | _____ |
| 4. uptown | _____ | _____ |
| 5. storybook | _____ | _____ |
| 6. starlight | _____ | _____ |
| 7. outlaw | _____ | _____ |
| 8. rainbow | _____ | _____ |
| 9. sundown | _____ | _____ |
| 10. doorway | _____ | _____ |



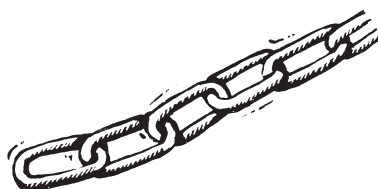
School-Home Connection

Ask the student to come up with three
compound words that use the word *sun*.

Name _____

► Read the words and circle the consonant pattern in each. On the line, write two more words with the same consonant sound.

- | | | |
|------------|-------|-------|
| 1. shade | _____ | _____ |
| 2. wharf | _____ | _____ |
| 3. latch | _____ | _____ |
| 4. chicken | _____ | _____ |
| 5. chain | _____ | _____ |
| 6. bush | _____ | _____ |
| 7. notch | _____ | _____ |
| 8. sheep | _____ | _____ |
| 9. wheeze | _____ | _____ |
| 10. shave | _____ | _____ |



School-Home Connection

Ask the student to look for words in a book that have the ch sounds.

Name _____

- Read the story. Then fill in the fact and opinion chart with three facts and three opinions from the story.

One day, I hope to become an astronaut. The moon is the first place I will visit. It is 238,857 miles from Earth. The moon is fascinating. It looks different every night because its position in the sky changes.

Neil Armstrong was the first person to step onto the moon on July 20, 1969. He was very lucky to have that chance. During that mission to the moon, astronauts collected rocks and brought them back to Earth for scientists to examine. The rocks were over four billion years old. It is hard to imagine anything that old. Someday, I will go to the moon and see moon rocks for myself!



Facts	Opinions



Try This

Write one more fact and one more opinion about the moon in your journal.



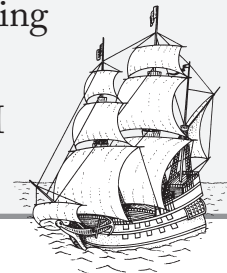
School-Home Connection

Have the student tell you what job he or she would like to have someday, using facts and opinions to explain why.

Name _____

- Read the paragraph below. Underline the words with letters that stand for /ou/ or /oi/. Then write the words in the correct column of the chart.

Last night, I dreamed I went on a sailing voyage all around the world. I was playing with my dog, Davy, when I heard someone yell, “Ahoy!” It was the captain of the ship! “Come aboard, boy,” he said. “And bring that hound with you!” Davy bounded onto the ship, and I joined him. We had a great time sailing. We caught fish every day and had chowder for dinner every night. All we needed to find our way around the sea was the point of our compass. I woke up this morning with a frown, because I realized it was only a dream. However, I know that I can continue my adventure when I fall asleep tonight!



/ou/ sound	/oi/ sound



School-Home Connection

Ask the student to identify the letters that stand for the /ou/ or /oi/ sound for each word in the chart.

Name _____

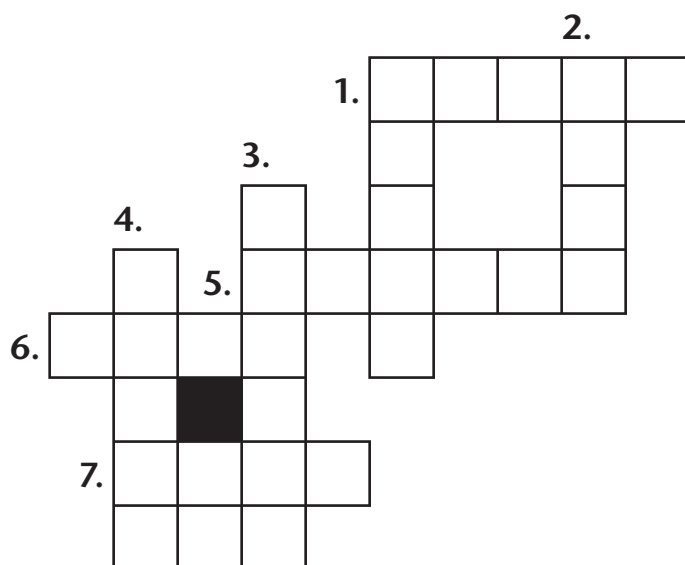
► Complete the crossword puzzle with synonyms or antonyms.

ACROSS

1. antonym of *plain*
5. antonym of *outside*
6. synonym of *ache*
7. antonym of *hot*

DOWN

1. antonym of *last*
2. antonym of *go*
3. synonym of *small*
4. synonym of *fast*



Try This

Write a short paragraph using synonyms for *hot* and *last* and antonyms for *small* and *fast*.



School-Home Connection

Ask the student to think of a synonym for *go*.

Name _____

► **Part A.** Answer each question in a complete sentence.

1. What do you *suspect* you will do when you get home tonight?

2. Where would you go to *investigate* different kinds of butterflies?

3. Which would you be more likely to wear in a *laboratory*, safety goggles or a bathing suit? Why?

4. Would you *confess* that you were throwing someone a surprise party? Why or why not?

► **Part B.** Write two sentences about *various* things you would like to be an *expert* at doing.

**School-Home Connection**

Ask the student to name five things he or she might find in a *laboratory*.

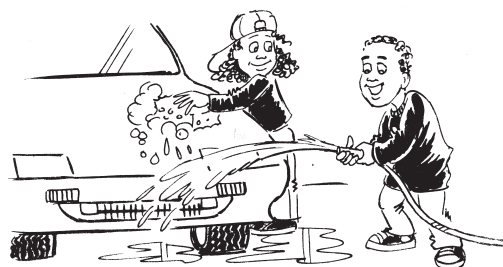
Name _____

► Answer each question with a word that uses the consonant blend *scr*, *spr*, or *str*.

1. What season comes after winter? _____
2. Where do cars drive? _____
3. What do you get on your knee if you fall? _____
4. What is another word for *odd*? _____
5. What do you do when you have an itch? _____
6. What could you have done to your ankle if you twisted it?

7. What is the opposite of *crooked*? _____
8. What is another word for a small piece of paper? _____
9. What do you put on a window to keep bugs out?

10. What does a hose do? _____



School-Home Connection

Have the student think of three more questions whose answers have the *scr*, *spr*, or *str* consonant blend.

Name _____

- Read the paragraphs. Write the answer to each question.

Do you know how old the game of golf is? It began as a sport in Scotland in the 15th century. The earliest golfers hit stones instead of golf balls. It was not until 1774 that players in Scotland wrote down the first set of rules that golfers could follow.

1. What is the main idea?

2. Which supporting detail describes golf equipment?

Golf is my favorite sport. I love watching golf tournaments on television and going to the driving range. I even have special golf balls with my name on them. A long time ago, golfers used small leather bags as balls. One day, I will be in those tournaments on TV!

3. What is the main idea?

4. What is one detail that should have been in the first paragraph?



Try This

Make a list of five details about your favorite sport.



School-Home Connection

Ask the student to identify the main idea and three supporting details from a favorite non-fiction book.

Name _____

► Write the best answer to each question.

1. If you were not sure you had used the word *laboratory* correctly, where would you look? _____
2. If you wanted to find a word that means the opposite of *triumph*, which reference source would you use? _____
3. If you wanted to know how a microwave oven works, where would you look? _____
4. If you wanted to see how far away your pen pal in Austria lived, which reference source would you use? _____
5. If you wanted to find information about the word *water*, which reference sources could you check?



Try This

Brainstorm two more words you could look up in multiple reference sources.



School-Home Connection

With the student, come up with a topic about which someone might write a research paper. List and discuss all the reference sources that could be used to write the report.

Name _____

Plot

Lesson 11

- Read the story, and answer the questions that follow. Then write an ending for the story that tells how the problem might be solved.

Colleen looked up at the mountain. It was even taller than she had imagined. Would she be able to climb it? She was part of a team of experienced climbers. Still, the mountain was more of a challenge than she had thought when she agreed to the climb.

Colleen thought back over the past months. She had trained hard by climbing smaller mountains for practice. Her team worked together until they all could do their jobs perfectly.

Now, though, she felt weak—and a little afraid. Was she ready for this? But then she remembered words her father had often said to her: “You will never know if you can until you try.”



1. Who is the main character? _____
2. What is the setting? _____
3. What is the problem? _____

4. What is happening to the main character? _____

5. Write an ending that solves the problem.



School-Home Connection

Have the student make up a story based on a problem that he or she solved. Then have the student identify the characters, the setting, the problem, and the solution.

Name _____

- Each sentence is missing a word that has a C-le letter combination. Complete each sentence so that it makes sense, using a word from the Word Bank below.

bubble	cuddle	puzzles	stubble	simpler
rattle	candle	paddle	puddle	saddle

1. We should _____ down the river in a boat.
2. Gregory likes to solve crossword _____.
3. Would you light the _____ that is on the shelf?
4. Chani blew a huge _____ with her gum.
5. My cousin likes to _____ her baby sister.
6. I hope I never hear a snake's _____.
7. I watched Andy put a _____ on his horse.
8. Today's math homework was _____ than yesterday's.
9. Georgia jumped over the _____ in the rain.
10. The _____ on his chin was prickly and coarse.



Try This

Use two or three of the C-le words from above in a sentence.



School-Home Connection

Have the student explain how he or she knew how to spell the words in sentences 3, 7, and 8.

Name _____

- Add Vocabulary Words with a similar meaning to each pair. Write the word on the line.

chuckling

sobbed

brief

soothing

1. short quick

2. giggling laughing

3. wept cried

4. calming gentle

- Complete the sentences.

5. A parent could **praise** a young child for

6. An **encouraging** note from a teacher might tell a student

7. I often **chuckle** when I

8. It is nice to spend only a **brief** time in a waiting room because

9. Tory **sobbed** on the day that he

10. Beth's kitten found it **soothing** when

**School-Home Connection**

With the student, discuss times when you have sobbed and other times when you have been praised. Then use the Vocabulary Words to create sentences.

Name _____

Use Context Clues

Lesson 11

► Each pair of sentences has a word or phrase that has almost the same meaning as the word in dark type. Circle that word or phrase, and then use it in a sentence of your own.

1. Dana **clutched** her sister's hand. She held it tightly.

2. At first, Carolyn's words sounded **bitter**, but soon the harsh words became kind and friendly.

3. Philip **blushed**. "Why has your face turned red, Philip?" his mother asked.

4. Alea was **aware** that people were looking at her. She knew they wondered what had happened.

5. Roger was **furious**. He was angry because he missed the science test.



School-Home Connection

Work with the student to create two more sentences with synonyms.

Name _____

Words with C -le

Lesson 11

- Use the clues to solve the crossword puzzle.
Put one letter in each square. All the words
in the puzzle are *-le* words. Use the Word Bank for help.

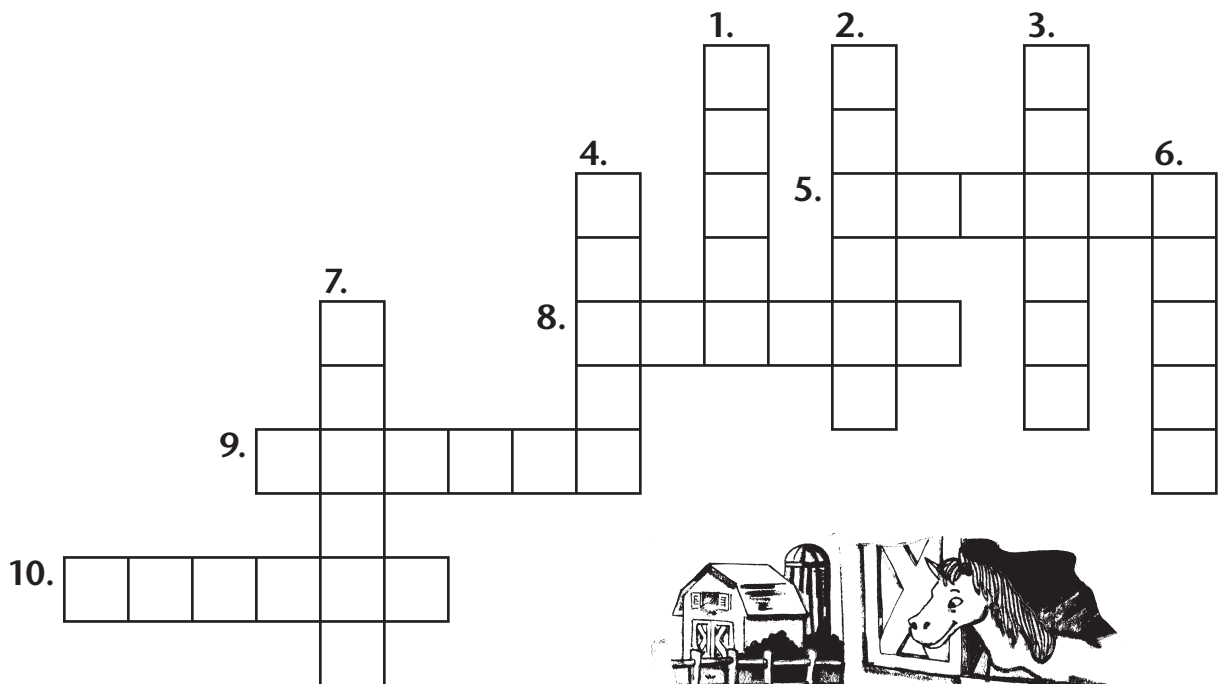
waddle
simple

beetle
nibble

eagle
pebble

fable
title

candle
stable



ACROSS

5. to take small bites
8. a kind of insect
9. to walk like a duck
10. easy

DOWN

1. the name of any book
2. a wax object that gives off light
3. a small stone
4. a story with a lesson
6. America's national bird
7. a place where horses are kept



School-Home Connection

Ask the student to explain how knowing some of the words in the puzzle helped him or her figure out the other words.

Name _____

Plot

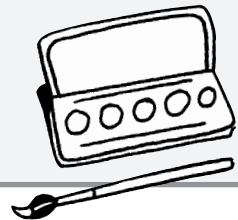
Lesson 12

- The passage is the beginning of a story. Read it and answer the questions. Then write an ending for the story. Make sure your ending has a solution to the problem.

Tanya was a brand-new student at Washington School. She was terribly shy and had trouble making friends. After school each day, she went home and painted pictures in her room.

About two weeks into the school year, another new girl entered the class. Ms. James, the teacher, said that her name was Lena and pointed her to the empty seat next to Tanya. As she sat down, Lena smiled at Tanya. Tanya tried to smile back, but she could not.

Later that day, Tanya noticed Lena making a beautiful drawing. They both liked to draw!



1. Who are the characters in the story?

2. Who is the main character?

3. What problem does the main character have?

4. What is an important event in the story?

5. Write an ending for the story: _____



School-Home Connection

Ask the student to tell a story about how he or she made a friend.

Name _____

Words with *kn, gn*

Lesson 12

- Circle the *kn* and *gn* words in the Word Search. Then write a sentence for each word. There are ten words in all. Look across or down. Use the Word Bank for help.

knot
gnome

gnat
knit

knee
gnash

know
knock

knight
gnaw

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



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



School-Home Connection

Have the student find a *gn* or *kn* word on this page that has a homophone. Then write a sentence that uses both words.

Name _____

► **Part A** Write answers to the three questions, paying special attention to the underlined Vocabulary Words.

1. What do you need to know in order to translate something?

2. If someone is dodging a ball, what is that person trying to do?

3. What is the most bothersome thing you can do?

► **Part B** Write a brief story about an earthquake. Use the following Vocabulary Words in your story.

din heaving repairs



School-Home Connection

Have the student write a sentence using the Vocabulary Words *bothersome*, *din* and *dodging*. Ask him or her to read it aloud to you.

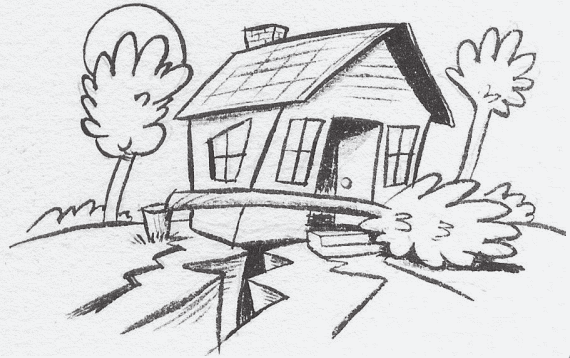
Name _____

Use Context Clues

Lesson 12

- Read the passage. Then write your own definition for each underlined word.

An earthquake hit the town of Nadina last night. Rescuers came to the town at dawn, just as the sun rose. They helped the victims by treating their wounds. One family was trapped in their house. An oak tree had fallen in front of the only door and the windows were blocked by rubble. Rescuers worked for hours to free them. Finally, they moved the tree and the family could get out. One at a time, each family member emerged from the ruined house into the sunny day. The people watching applauded until their hands hurt.



1. dawn _____
2. victims _____
3. trapped _____
4. emerged _____
5. applauded _____



Try This

Turn your paper over and use three of these words to write your own news article about a natural disaster or catastrophe. Make sure you provide context clues for the words.



School-Home Connection

Have the student create oral sentences using the two words he or she did not use in "Try This."

Name _____

- Complete the sentences with words from the Word Box. Then make up two sentences that use the two words that are left over.

wrestling	doorknob	gnawing	sign	wrapping
knuckles	laughed	knit	cough	enough
rough	knights	knew	wrist	wrench

1. My aunt Bess likes to _____ sweaters.
2. Do you think you have _____ paint to finish the walls?
3. In some places, the arrival of robins can be a _____ of spring.
4. Mandy used a _____ to fix the broken _____.
5. I hurt my left _____ and most of my _____ when I fell off my bike.
6. Skye _____ so hard at the movie that she started to _____.
7. I _____ we needed more _____ paper!
8. Three _____ were riding into the castle when they saw a dog _____ on a bone.
9. _____
10. _____



School-Home Connection

Ask the student to write the words *knock* and *wrong*, and then write a sentence that uses both words.

Name _____

- Read the passage about Bobby Baroo. The author's purpose is to entertain readers. Then it is your turn to write for different purposes.

Bobby Baroo collected kazoos. Oodles and oodles of groovy kazoos. He kept red ones in his dresser, and he stuffed the green ones into his shoes. He put the biggest ones under his bed. The tiniest ones he trapped in a hat that sat on his head. The funniest thing of all is that Bobby Baroo never played a kazoo. For him, collecting was just as much fun.



1. Imagine you are Bobby Baroo. Write a paragraph in which you try to persuade a friend that the kazoo is the best musical instrument in the world.

2. Imagine you have a pen pal named Max who lives in Chile. Max has never seen a kazoo. Write a paragraph that tells him about a kazoo.



School-Home Connection

Ask the student to name three things that he or she would like to persuade a friend to do. Then have him or her pick one and write a few persuasive sentences about the topic.

Name _____

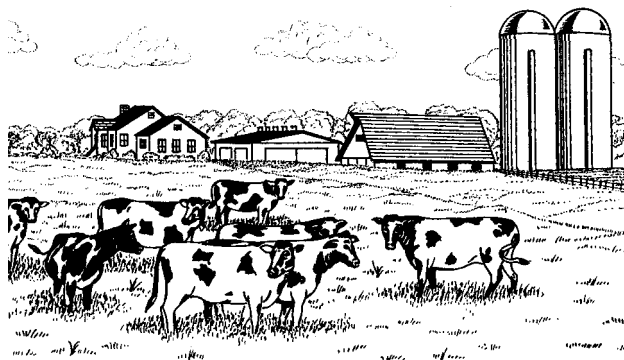
Words with Final
-ge and -dge

Lesson 13

- Complete each sentence with a word that ends with the sound /j/ spelled -ge or -dge. Use the Word Bank for help.

edge	orange	cage	stage	range
strange	change	dodge	charge	bridge

1. Ms. Willis has to _____ planes at the airport in Miami.
2. The lion paced around in the _____.
3. Hank and Chris love to play _____ ball.
4. My pencil rolled off the _____ of my desk.
5. The singers walked out onto the _____.
6. That store will _____ a dollar for each pad of paper.
7. I crossed a _____ over the Mississippi River.
8. The teacher thought it was _____ that so many students were absent on Tuesday.
9. The cattle grazed on the _____.
10. I ate a juicy _____ for breakfast.



School-Home Connection

Have the student say -ge or -dge words that rhyme with rage, barge, and fudge. Then have him or her use these words in a sentence.

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 _____
5. pieces parts bits _____

- **Part B** Complete the sentences.

1. The **columns** of a library might be made out of _____

2. If you find **particles** of glass on your kitchen floor, someone probably

3. To **protect** your CD collection, you should _____

4. Something that **dissolves** quickly in water is _____

5. When leaves are **rustling** in the wind, they are _____

**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.

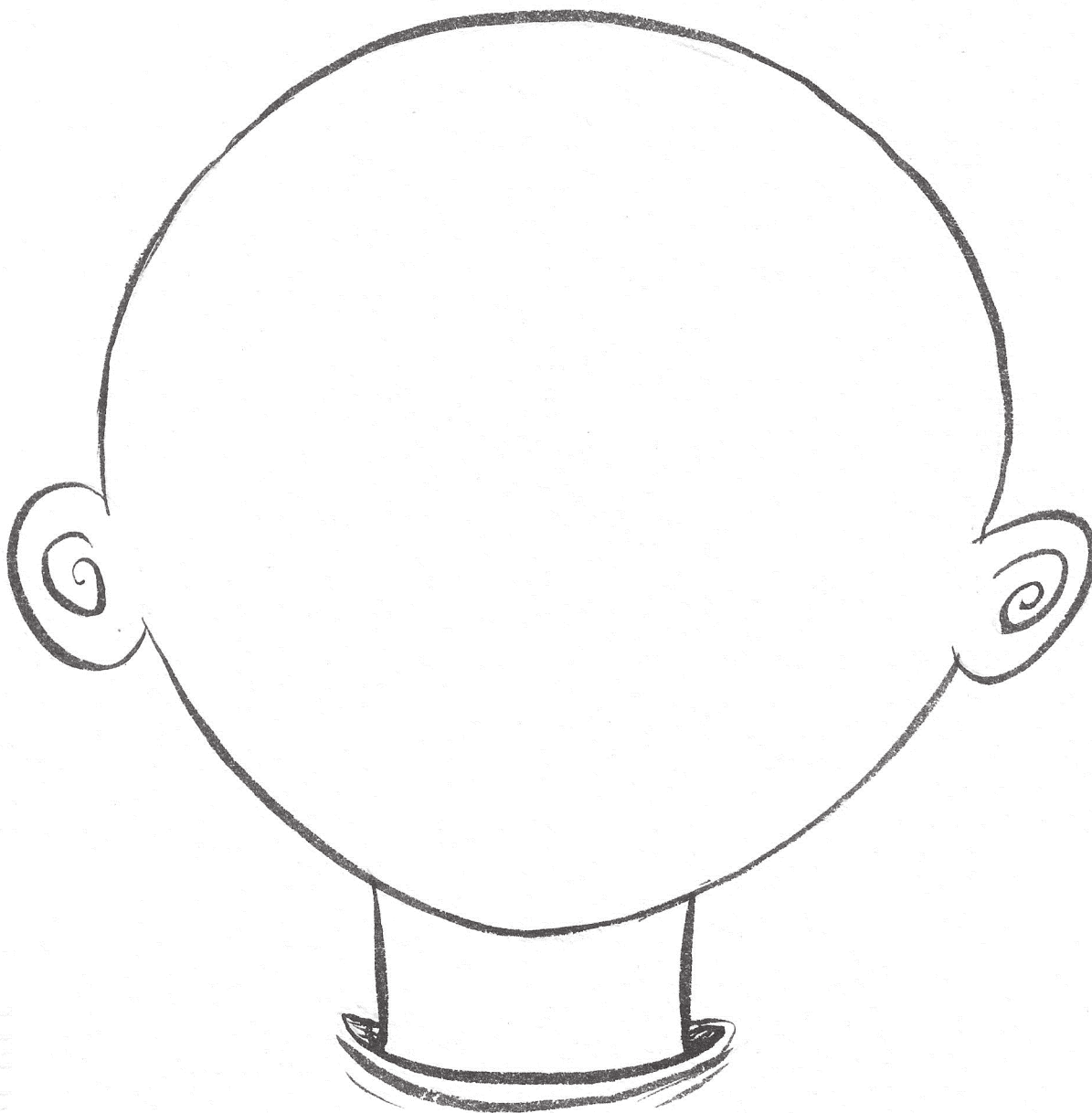
Name _____

Use Graphic Aids

Lesson 13

Use Graphic Aids

- Make a graphic aid that shows the parts of a human face. Include labels for at least five parts, and tell what each part does.



School-Home Connection

With the student, add more parts and labels to the graphic aid.

Name _____

Words with /s/c
and /j/g

Lesson 13

► Unscramble the letters to spell a word with a soft *c* or a soft *g*.

1. things that can cause sickness: srmge

2. a shape that is round and has no straight lines: rccile

3. the son of a king or a queen: cernpi

4. a tool you can use to write: ciplen

5. a person who decides if others are guilty of crimes: guejd

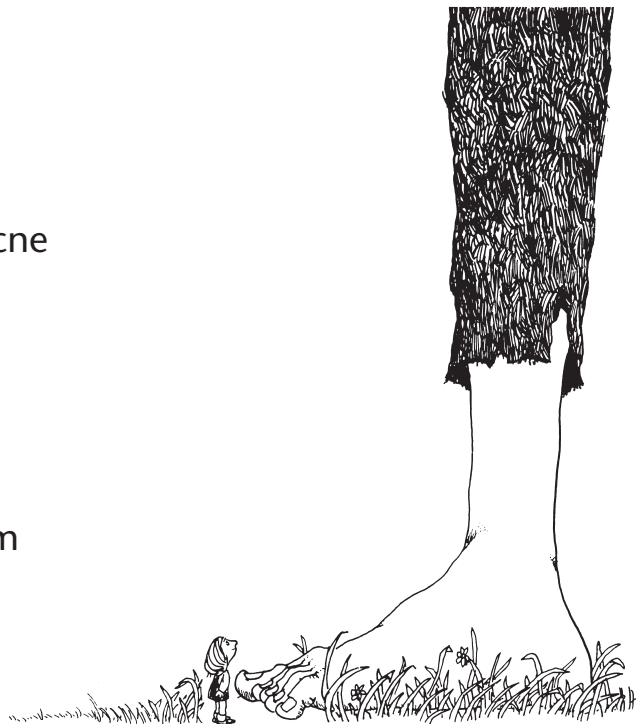
6. a place where some people work: fiefoc

7. very tall people: ingats

8. the middle of something: trecne

9. soft, mild, and kind: gtnele

10. a precious stone or jewel: egm



School-Home Connection

Have the student make up his or her own scrambled word with a soft *c* or soft *g*. Help him or her write a clue for it.

Name _____

- Read the passage. Then follow the directions below.

You have probably heard it—a sound like a jackhammer drilling into a tree. However, it is not a construction worker making all that noise. It is a bird. It is a woodpecker.



Woodpeckers are best known for the sound their beaks make while tapping against trees. They peck at bark to find insects inside trees. Then they use their long, sticky tongues to grab the insects and pull them out of the tree to eat.

Woodpeckers can be as small as six inches long, or as big as two feet long. But all of them have to be very strong to live the way they do. They have powerful claws that help them climb up and down trees. Strong neck muscles move their heads back and forth to peck quickly. Muscles on their heads protect their skulls from getting hurt when they drill for insects. Woodpeckers are hard workers with lots of tools to get their job done.

1. What is the author's purpose? _____
2. Write three or more sentences about woodpeckers for the purpose of entertaining.



School-Home Connection

Ask the student to explain how his or her sentences would be different if the purpose was to inform.

Name _____

- Look at each pair of words. Then write a sentence that includes those words as well as one Vocabulary Word from the box. Use each Vocabulary Word only once.

glimpse

suppose

strike

roost

spear

maze

1. path winding

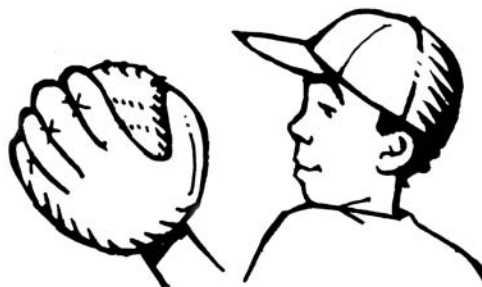
2. butterfly sight

3. owl branch

4. happen weekend

5. tongue bugs

6. bat throw

**School-Home Connection**

Have the student suggest his or her own definition for each Vocabulary Word.

Name _____

- Desmond and his aunt made muffins. This flowchart shows the steps they followed. Use the chart to answer the questions.

Check the oven to be sure it is empty. Preheat the oven to 375 degrees.



Measure flour, sugar, and baking powder as shown in the recipe. Then stir the dry ingredients together. Add blueberries.



Measure the milk, vanilla, and eggs as shown in the recipe. Mix the wet ingredients into the dry mixture. Fill each muffin cup halfway.



Bake in the oven until brown. Cool and enjoy!

1. What is the first step in the flowchart?

2. What is the fourth step in the flowchart?

3. What steps did Desmond follow before measuring the milk?

4. What is the third step in the flowchart?

5. How far do you fill each muffin cup?

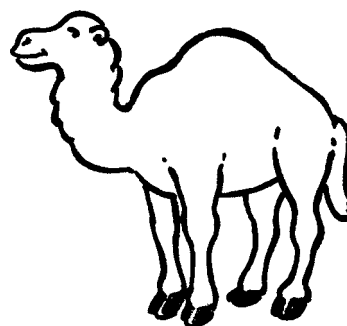
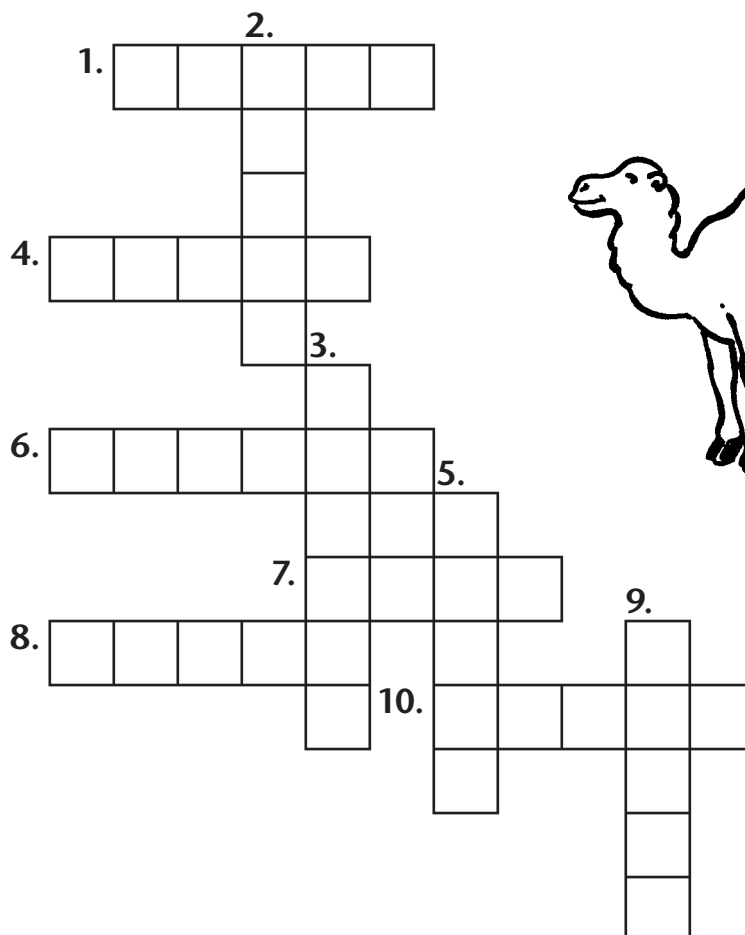


School-Home Connection

Discuss ideas the student could show in a flowchart, such as how to build something, play a game, or complete a project. Remind him or her to include all the steps.

Name _____

- Complete the crossword puzzle with words that have the VCV syllable pattern.



ACROSS

1. A place where travelers sleep
4. An animal with a hump on its back
6. A place to hang clothes
7. Numbers that are not odd
8. A person who bakes food, such as bread
10. Another word for *sea*

DOWN

2. A large, striped cat
3. A dry place, often covered with sand
5. A yellow, sour fruit
9. A small, wooden house



School-Home Connection

On a separate sheet of paper, have the student write a paragraph using some words from the puzzle. Then discuss the VCV syllable pattern in each word.

Name _____

Review:
C-/e Syllables

.....
Lesson 15

► Find the *-le* words in each sentence and write them on the lines. Then divide them into syllables.

1. Our little beagle sleeps in the middle of the floor.

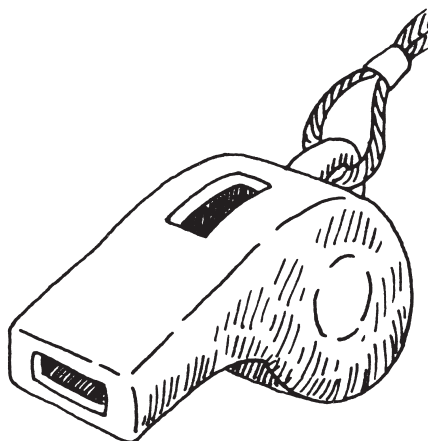
2. Did Sara grumble when she got in trouble for losing the puzzle?

3. Were you able to buckle the safety belt on the roller coaster?

4. Did Marcus staple the bundle of purple construction paper?

5. The title of the book is *The Fort My Uncle Built in the Maple Tree*.

6. I left my whistle on the table near the noodles.



School-Home Connection

Have the student draw a circle around the words with the *-le* pattern. Discuss the vowel sounds in each of the words.

Name _____

► Read each clue, unscramble the letters, and write the word on the line. Then, circle the words in the puzzle. Some words can be found diagonally.

HINT: Each word has the letter combination *kn*, *gn*, *wr*, or *gh*.

used for cutting	fkine	_____
pronounced the same as <i>rain</i>	grine	_____
part of your arm	striw	_____
not smooth	urogh	_____
happy sound	glhua	_____
make with yarn	tink	_____
to draw a plan	ensidg	_____
to fight without fists	twlrsee	_____

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



School-Home Connection

Have the student choose three of the unscrambled words from above and use them in a sentence.

Name _____

Review: Plot

Lesson 15

- Read the beginning of the story. Complete the graphic organizer. Then write the rest of the story on a separate sheet of paper. Be sure to include events and the solution in the organizer and in the story.

Every Saturday, Britney helps out around the neighborhood. Sometimes she helps her neighbors wash their cars or rake their lawns. Sometimes she helps them by playing with their young children while the adults do laundry. Today, Britney is walking Domino and Patches, the two dogs who live next door to her.

Britney attaches the dogs to their leashes and starts off down the street toward the park. After about two blocks, Britney notices a squirrel sitting on the sidewalk. Then Domino notices the squirrel, too. With one quick tug, his leash comes unhooked. In a flash, Domino runs off to chase the squirrel. Britney runs after him, but within a few seconds, the dog and the squirrel are out of sight.



Characters: _____

Setting: _____



Problem: _____



Events: _____



Solution: _____



School-Home Connection

Work with the student to create a different ending to the story about Britney and Domino. Use a graphic organizer like the one above to set up the story before he or she tells it to you.

Name _____

Review:
/s/c and /j/g, dge
.....
Lesson 15

► Find the word in each sentence that contains the soft *c* or soft *g* sound. Write it on the lines, with one letter on each line.

1. Have you been camping recently?

2. I helped my dad trim the hedge.

3. Luis bought a new pack of pencils.

4. Please move away from the ledge.

5. Mrs. Chin has candy in the office.

6. We played the game in the car twice.

7. He kept the strange hat in a box.

8. Can you imagine seeing a green toucan?

9. What is the price of the long coat?

10. Shana cut the paper along the margin.



School-Home Connection

Have the student identify the words in which *c* and *g* do not have a soft sound. Have him or her explain why the letters make different sounds in different words.

Name _____

► **Part A** Read the sentences. Look for clues that tell the meanings of the words in **bold type**. Then write a definition for each of the words.

1. We put fruit in the blender to **puree** it so it would be easy to drink.

Puree _____

2. I helped my dad spread new **grout** to fill in between the tiles in the shower.

Grout _____

3. I got in a fight with my brother, but he **instigated** it by pushing me first.

Instigated _____

4. Holly planned a **strategy** that would help her learn the spelling words by Friday.

Strategy _____

5. **Amphibians** such as frogs spend part of their lives on land and part in the water.

Amphibians _____

► **Part B** Write a sentence using each of the words in **bold type** above.

6. _____

7. _____

8. _____

9. _____

10. _____



School-Home Connection

Ask the student to point out the clues in each sentence that helped him or her determine the meaning of the word.

Name _____

- The questions below use Vocabulary Words from the Word Bank. Answer each question in a sentence using the Vocabulary Word.

advice	issue	consult
recommend	sensible	devise

1. If you need **advice** from someone, who would you ask?

2. Describe an **issue** of your favorite magazine or newspaper.

3. If you **consult** a dictionary, what are you trying to do?

4. What are two activities you would **recommend** to a friend?

5. Describe a **sensible** decision you once made.

6. When you want to **devise** a plan, what is a good way to start?

**School-Home Connection**

Have the student write a paragraph that includes as many of the Vocabulary Words as possible. Read the paragraph together, and discuss the meaning of each of the words.

Name _____

tulip	color	table
vanish	taken	petal robin
detail	Friday	visiting

Part A Select the V/CV words from the Word Bank. Write them on the lines below. Then write a short paragraph that includes all of the V/CV words.

Part B Select the VC/V words from the Word Bank. Write them on the lines below. Then, write a short paragraph that includes all of the VC/V words.



School-Home Connection

Have the student look for other V/CV and VC/V words in the paragraph that he or she writes. Have the student circle these words and divide the words into syllables.

Name _____

- The author of the following article had more than one purpose for writing in mind. For each purpose, tell how you know the author had that purpose for writing. Use examples from the article.

The Hudson River is one of our nation's great natural beauties. It is our responsibility to keep it beautiful. The river starts up in the Adirondack Mountains of New York State. It flows south for hundreds of miles, getting wider and slower. Finally it empties into the ocean at New York City. Not long ago, the Hudson was very dirty, and pollution had killed many of its fish. Pollution had gotten so bad that people could not safely swim in the river. Now, thanks to the efforts of hundreds of people, the river is much cleaner. It has taken a lot of hard work to clean up the pollution. But today, fish are coming back and people are swimming in the waters of the Hudson once again. All this is good news. But it is important for people to keep working to keep it clean. It will take the efforts of people all over the country to completely save the Hudson River.

Author's Purpose: To Inform

Author's Purpose: To persuade _____



School-Home Connection

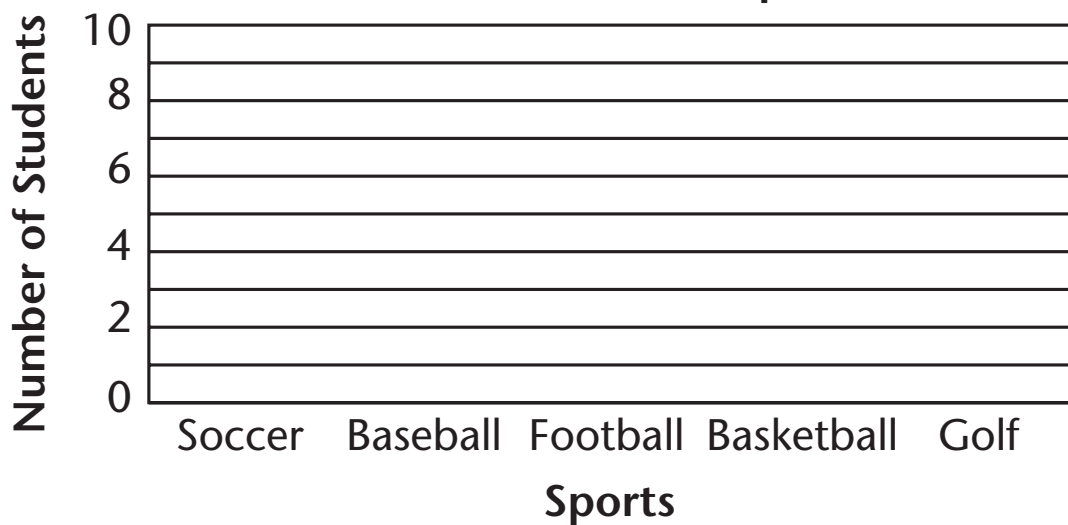
Help the student write an article that informs, entertains, or persuades. Ask him or her "For what purpose was this written?"

Name _____

- Use the information in the table to complete the bar graph. Then write two sentences that tell about the data shown in the graph.

Soccer	
Baseball	
Football	
Basketball	
Golf	

Student's Favorite Sports





School-Home Connection

Have the student think of a question to ask friends. With him or her, ask the question, collect data, and make a graph to display the data.

Name _____

Compare and
Contrast

Lesson 16

► Read the story and answer the questions.



Worm did not want to look like a worm. She asked Parrot how she could grow wings and be beautiful, like a parrot. "You are a silly worm," cried Parrot, flashing her bright feathers. "Worms cannot grow wings!" Parrot flew away, laughing.



Worm felt sad, but she was determined. She asked Bear how she could grow fur and be beautiful and big like a bear. Bear shook his large, shaggy head. He just shrugged and walked away into the forest.

Worm started to cry. "How can I be beautiful?" she asked herself. Then she wiped away her tears. She would not give up!

Worm crawled into a flower bed. All around her were colorful flower petals that had fallen to the ground. She got an idea! Worm gathered up the flower petals and stuck them to her body. Soon, she had changed into a beautiful creature unlike any anyone had ever seen. All the animals came to look at her in amazement. "What kind of creature are you?" they asked.

"I am a worm, a beautiful worm. Now I am beautiful, like all of you."



1. Who are the characters in the story? _____
2. Who is the main character? _____
3. How is Worm different from Parrot? _____

4. How is Worm different from Bear? _____

5. How are Worm, Parrot, and Bear alike at the end of the story?



School-Home Connection

Ask the student to compare and contrast people that he or she knows. Have the student tell you how these people look and act the same or different from one another.

Name _____

**r-Controlled
Vowel: or, ore**

.....
Lesson 16

Part A

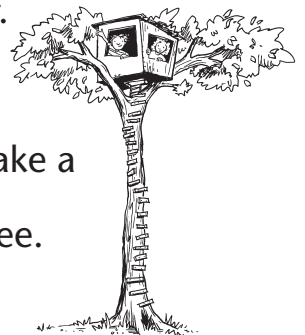
Read the Starting Word. Then follow the directions.

Starting Word = core

1. Change the first letter of the Starting Word to make a word that you would use to describe how your leg feels when it hurts.

2. Change the last letter of the new word in number one to make a word that means to put things in order.

3. Change the first letter of the previous new word to make a word that names something children can make in a tree.



4. Change the last letter of the new word in number three to make a word that means the same as *shape*.

5. Replace the first letter of the previous new word with two letters to make a word that describes bad weather.

Part B

Write a sentence using the last word you wrote.



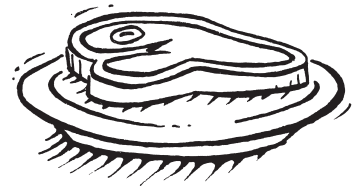
School-Home Connection

Help the student think of a clue like the ones above to turn *storm* into *store*. Then have him or her write a sentence using the word *store*.

Name _____

► Part A

Read the questions. Pay special attention to the Vocabulary Words in dark print. Then write your answers on the lines.



1. Why is food easier to eat when it is **tender**?

2. What might happen that could make you feel **delighted**?

3. If you snapped a **brittle** piece of spaghetti, what sound would it make?

► Part B

Write two or three sentences about a Halloween party. Use these Vocabulary Words in your story: **disguised** **cunning** **embraced**



School-Home Connection

Have the student think of a new character for his or her Halloween story. Then ask him or her to add the new character to the story above.

Name _____

- Read the story. Find ten words with the prefixes and suffixes *re-*, *un-*, *-ful*, and *-less*. Underline each word and circle its prefix or suffix. Then write the words and their meanings on the lines.

Once upon a time, there was a sad, sleepless girl named Sari. She tried everything to help her fall asleep. She reread her favorite books. She wrote jokes. She cleared off all the unwanted stuffed animals from her bed. But it was hopeless. Sari felt so unhappy. If only she could sleep, it would be so wonderful!

The next night, Sari was very careful when she got ready for bed. She searched her blankets to make sure there were no toys hiding. Small toys could be unsafe. But Sari felt cheerful because there were only soft pillows on her bed. Now she felt safe and sleepy, too. She was unable to keep her eyes open. Soon, she was having the most amazing dream. She dreamed that she would never be sleepless at bedtime again!

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



School-Home Connection

Help the student think of other words with the prefixes and suffixes *re-*, *un-*, *-ful*, and *-less*. Then help him or her share the meanings of these words.

Name _____

► In each row, underline the word that has the /ôr/ sound and circle the letters that stand for that sound. Then write a sentence that uses the underlined word.

1. explorer stamp boat travels

2. walked from forest night

3. heard owner house fourteen

4. weaver coarse cover several

5. friends laughter form from

6. scream warn singer winner

7. warm yellow ladder charm

8. speaker book children story



School-Home Connection

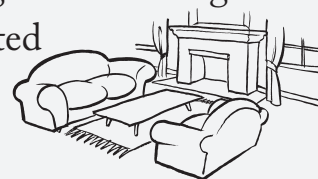
Help the student pick three underlined words from above and write a sentence that includes all three.

Name _____

- **Part A** Read the story beginning and answer the questions. Your answers should be in complete sentences.

Jason was looking forward to the afternoon. He planned to put together a three-dimensional puzzle of New York City. He couldn't wait to build the Empire State Building and Central Park. He thought about his visit to New York City last summer. He remembered the twinkling city lights he saw from the top of the Empire State Building. It was amazing!

Jason needed to make a place to work in the living room. He began by removing everything from the coffee table. He dusted the table and set the puzzle box on it. Then Jason started sorting through the pieces.



1. Who is the character in this story beginning?

2. What is the setting in the story beginning?

- **Part B** Write a story beginning of your own. Use the same setting but different characters and events.

**Try This**

Compare and contrast both story beginnings. In a notebook, list examples of how the stories are alike and different.

**School-Home Connection**

Ask the student to make a Venn diagram to compare and contrast the characters in the two story beginnings.

Name _____

Controlled Vowel
er, ir, and ur

Lesson 17

► Each sentence gives a clue for an *er, ir, or ur* word. Use the clue to help you unscramble the underlined letters. Then write the word on the line below.

1. The color pp lure is a mixture of blue and red.

2. The roncer of a table is where two edges come together.

3. If you wiggle around nervously, you are imurqsngi.

4. A icerlc is perfectly round.

5. A mail carrier delivers ltsrete and packages.



6. To trrnue is to come back from another place.

7. During twiren, some parts of the country are covered with snow.



School-Home Connection

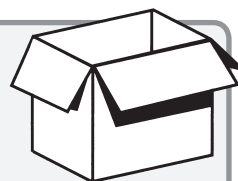
Write the letters *rvsee* on a sheet of paper. Tell the student that these letters can form two /*ûr*/ words. Help him or her form these two words. (verse, serve)

Name _____

► **A Use the Vocabulary Words in the box to complete sentences in this story.**

scolding heroic glancing console burden drowsy

Last night, we began to move into our new home. Just by _____ at it, you can tell that it is very big.



Moving in was a chore. Each of us had to carry box after box inside.

Every once in a while, I would feel _____. We would put down our _____ and take a short rest. Still, it was hard work and we all felt _____.

After a few hours of work, I spent some time arranging my room. At first, my mother wasn't happy with where I put things. I argued with her so much that I was afraid she would start _____ me. But we worked it out. I knew my sister was sad to leave her friends. I tried to _____ her by giving her a big hug.

► **Part B Now use each word in a sentence of your own.**

1. console _____
2. burden _____
3. glancing _____
4. heroic _____
5. scolding _____
6. drowsy _____



School-Home Connection

With the student, act out *consoling* each other and have him or her describe your actions. Then have the student list three things that might be a *burden*.

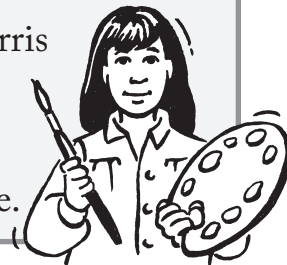
Name _____

- Read the story. Find six words with the prefix *dis-* or the suffixes *-er*, *-est*, or *-ly*. Underline each prefix or suffix. Then write the word on the first line. On the line next to the word, write its meaning.

The local park was sponsoring Family Day. There would be a fair with games and lots of food. Judy disliked the idea of missing a single moment of the fair. She quickly ran to the artist booth, put on an apron, and got her supplies.

Judy usually sketched before painting. She drew a family picnicking. She sketched a large ferris wheel behind them. Then she then thought about which colors to use. Judy wanted the darkest green she could find to color the grass. She slowly colored the sky blue and the ferris wheel bright yellow.

Judy looked at her painting. Even though this one was smaller than her other paintings, she knew it was her favorite.



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



Try This

Turn your paper over, and write a story of your own about attending a fair. Use three words with prefixes and suffixes from above. Exchange stories with a partner, and check for the prefix *dis-* and suffixes *-er*, *-est*, *-ly*.



School-Home Connection

Have the student create oral sentences using the three words he or she did not use in "Try This."

Name _____

- Circle the words in the box that have the /ûr/ sound. Then use the circled words to complete the paragraph. When you finish, circle the other /ûr/ words in the paragraph.

furniture

turned

grass

searchlight

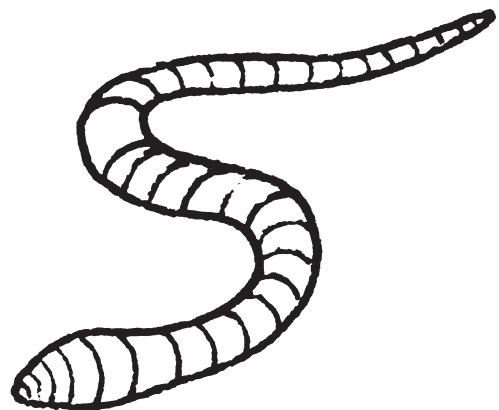
further

fourteen

earthworm

disappear

Last night, I was in my yard washing some of our outdoor furniture. Suddenly, I saw a huge earthworm! It was certainly the largest worm I had ever seen. It was probably thirty inches long! It was further away than I first thought. As I got close, I could see that it was unusual. Some of it was pink, some of it was yellow, and some was even purple. Then it turned away, and crawled down a hole. I could not see it any more. Tonight I will switch on a searchlight to see if I can spot it again!



School-Home Connection

Ask the student to read the words *murmured* and *mermaid*. Have him or her create a sentence that contains both words.

Name _____

Theme

.....
Lesson 18

- Read the story. Underline the clues that help you recognize the theme. Then answer the questions below the story.

The Trip

"But I don't want to go to a museum," Dorothy said. "Art is boring."

Aunt Emma just smiled as she drove. "If you think art is boring after this, we'll go to the beach all day tomorrow." A moment later she stopped the car at the edge of a forest. "Come on," she said, as she led the way into the forest. "Look up there!"

Dorothy followed Aunt Emma's finger and saw a huge, fantastic creature sitting in the tree. "It's incredible," Dorothy said. "What is it?"

"Art!" chuckled Aunt Emma. "Come on, let's find more."

Other strange things were in the forest, too. Enormous, crooked flowers sang as they walked by. "Where are we?" Dorothy asked.

"This is the museum," explained Aunt Emma, laughing. "It's a fairy tale exhibit. It happens once a year in this forest. Look! The sign says there is a big candy house."

Dorothy read the sign. It read, "Eat Art and Be Happy." She couldn't agree more.

1. What is a message in this story?

Art can be adventure.

2. What is the theme of this story?



School-Home Connection

Have the student tell you a story he or she knows. Then ask him or her to state the theme of that story.

Name _____

Suffixes: -er, -est

Lesson 18

► Read the story. Write words with suffixes
-er or -est to complete the story.

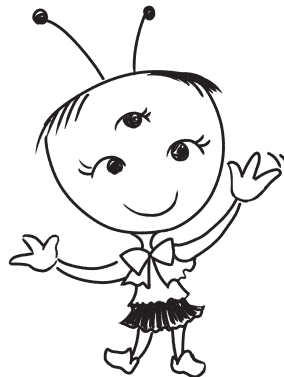
Finally, Jorge had landed on Planet X. He quickly put on his space suit and left the space ship. "Wow," he said. "This is the _____ place I've ever seen! The trees are so much _____ than the ones back on Earth. And look at all those birds! They are so much _____ than Earth birds."

Jorge kept walking. This was the _____ he had ever felt. Then it started to rain. The rain was _____ than the rain on Earth. "I'd better find a place to stay dry," said Jorge. He saw a house up ahead and knocked on the door. Suddenly, a strange-looking person stood before him. "Yikes," whispered Jorge. "The people on Planet X are _____ than the people on Earth. I am feeling _____ than I did before." He almost ran away, but then the strange-looking person smiled.

"Welcome to Planet X, Earth Visitor," said the person. "My name is X3X. I have been waiting for you. You are _____ than the visitors I've had from other planets."

"Really?" said Jorge. He smiled. Now he felt _____ than he did before.

"Please come in and dry off," said X3X. "Then I will take you on a tour of my planet. Planet X is a lot _____ than Earth, but people here are the friendliest in the universe!"



School-Home Connection

Help the student write two or three more sentences to continue the story. Encourage him or her to use words with the suffixes -er and -est.

Name _____

- The underlined words in the story can be replaced with Vocabulary Words. Cross out each underlined word and write a Vocabulary Word above it.

glorious

crept

memory

ruined

streak

yanked

Grandma's Island Home

Jayda was happy to be on Duck Island again. It had been so long since she had visited Grandma's home by the sea. She wandered through the rooms, each one reminded her of all the things that happened while she was there.



The living room had a big window where she loved to watch lightning race across the clouds. Grandma's little cat often sneaked under a quilt in the bedroom. In the kitchen, Jayda found the special cup that she almost destroyed by accident. Luckily, Grandma was able to glue it back together. Every summer, Grandma pulled weeds from the backyard garden. Then, she walked down the hill to the amazing beach.

There, she collected shells and created a new mental image of Duck Island.



School-Home Connection

Ask the student questions about Jayda's memories. Have the student use Vocabulary Words from the box in his or her answers.

Name _____

► The following directions are numbered correctly, but they are out of order. Rewrite the directions in order on the lines below. Replace each number with a time-order word.

5. Cover the seeds and fill up the holes with more soil.
1. Choose a sunny spot for your garden.
4. Put seeds in each hole.
2. Gather all the supplies you need to plant your garden.
6. Water your freshly planted seeds and wait for them to grow!
3. Dig holes for seeds.



School-Home Connection

Have the student tell you directions for making something. Guide him or her to use time-order words. Then ask questions about the directions, "What do you do first? Second? Last?"

Name _____

Suffixes: -er,
-est, -ly, -ful

Lesson 18

- Complete the story by adding suffixes *-er*, *-est*, *-ly*, or *-ful* to the root words from the box. Write the new words on the lines. You may use a word more than once.

worried
care

delight
quick

big
cool

nice
excited

tasty
happy

Tim was allergic to flour, so he was _____ not to eat cake. So Nina and Sam were making him homemade applesauce for his birthday. "It's going to be great," Nina told Sam _____. "This applesauce is going to be _____ than the applesauce I made before. It's probably going to be the _____ applesauce in the world!"

"Almost," said Sam. "But we have to work _____. Tim's birthday party starts in an hour and the applesauce still needs to cool."



Sam put the applesauce in the refrigerator. "I hope it is done in time," he said _____. "Applesauce is Tim's favorite snack."

Thirty minutes later, Sam checked on the applesauce. "Is it ready now? Or does it need to be _____?" he asked Nina.

Nina ate a spoonful. Then she ate a _____ spoonful. She smiled _____. "This is just right. Tim could not ask for a _____ birthday surprise. It will be **delightful**!"



School-Home Connection

Have the student write several more sentences to continue the story. Challenge him or her to use words with suffixes.

Name _____

Theme

Lesson 19

- Read the story. Then write an answer to each question.

Lev the gardener was very poor. He had to work hard every day in rich people's gardens. He longed for great riches himself. One day he was planting a rosebush in his own yard. His shovel struck a box. When Lev opened the box, he saw that it was full of gold.

Lev stopped working. He was rich now. He built a grand new house and ate fine food. His friends no longer visited him. They felt too poor and shabby in Lev's fine house. Lev was bored and lonely. He grew more and more unhappy.

At last, he gave his money away to the very poorest people in the town. He kept just enough to set up a new greenhouse. Soon he was gardening again. And every night Lev sat happily with his friends, laughing and telling stories.



1. What happens to Lev when he finds the box?

2. What bad effect do Lev's new riches have?

3. What is the theme of the story?



Try This

On a separate sheet of paper, write another story with the same theme as this story.



School-Home Connection

Talk with the student about the themes of stories you have read together.

Name _____

► All the words in the word box begin with the letters *un*. For some of those words, *un* is a prefix. For others, it is not. On the lines below, write the words with prefixes by adding root words to the prefix *un-*.

unhappy
uncle
uniform

unpaid
unwrap
unlucky

unreal
unripe
unplug

under
unfit
united

unit
unsure
untie

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



School-Home Connection

With the student, come up with more words that begin with the prefix *un-*.

Name _____

- Each question has a Vocabulary Word in dark print.
Answer the questions with complete sentences.

1. Why is it good for a wild animal to be **swift**?

2. What do most people think of someone who is **vain**?

3. If you **overheard** a secret, what would you do?

4. If you **suggested** a game for some friends to play, what did you do?

5. Would you like to travel on an **enormous** ship? Why or why not?

6. If a person **exclaimed** in fear, what would he or she be doing?

**School-Home Connection**

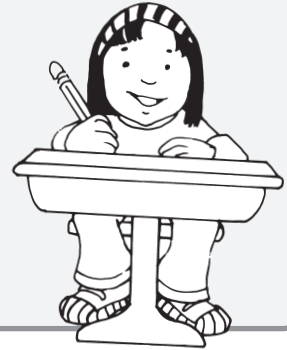
With the student, look for the words
suggested and *exclaimed* in other stories.

Name _____

- Read the directions below and follow them. Make your map in the space under those directions.

How to Make a Map of Your Classroom

First, draw a big box for the room. Second, draw smaller boxes or circles for each piece of furniture in the room. Next, make lines on the edges of the big box to show where windows and doors are. Finally, label the map with your classroom number or class name.



A large, empty rectangular box for drawing a map of the classroom.



School-Home Connection

Give the student directions that are fun to follow, such as "First, hop on one foot. Then, pat your head. Finally, snap your fingers."

Name _____

Prefixes: *un-*,
re-, *dis-*

Lesson 19

Part A

Create as many words as you can from the prefixes and root words below. Write the new words on the lines.

Prefixes

Root Words

re-

do

dis-

cover

un-

like

Part B

Use the words from Part A to complete these sentences.

1. James had to _____ his messy paper.
2. One twin was _____ the other twin.
3. It took me days to _____ from the flu.
4. Tomas could not _____ the knot.
5. It might be exciting to _____ new lands.
6. We pulled off the box lid to _____ what was inside.
7. Many people _____ bitter tastes.



School-Home Connection

Ask the student to think of other *re-*, *un-*, and *dis-* words, and then write them in a list.

Name _____

► **Read the story. Underline and rewrite the words that use or, ore, our, ar, and oar to stand for /ôr/.**

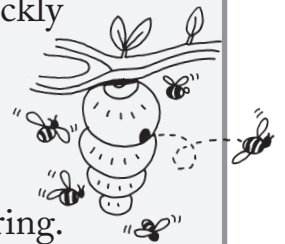
Lori wanted to read her four-year-old brother a bedtime story. She looked at all the books on the shelves. "What should we read, Juan?" Lori asked.

"A story about horses!" Juan said excitedly.

Lori held up a book. "This one is called "The Horse That Roared." We have never read this book before."

Juan nodded and yawned. Lori poured him a glass of water and tucked him under the warm blankets. Juan rubbed his eyes.

Lori read, "One day, a young boy and his sister decided to explore the woods behind their house. Their mother warned them not to get too close to any bees' nests, but they did not listen. They were quickly surrounded by a swarm of bees. They tried to form a plan to get away, but they were trapped. Suddenly, a horse appeared. It roared and scared all the bees away!" Lori started to read more, but she heard that Juan was already snoring.



or words: _____

ore words: _____

our words: _____

oar words: _____

ar words: _____



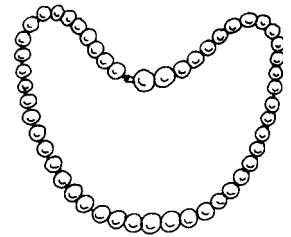
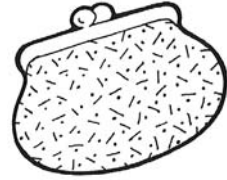
School-Home Connection

With the student, write a story using words with *r*-controlled vowels. You may wish to brainstorm words that have the letter patterns and then build a story around them.

Name _____

► Complete each word with the correct spelling for /ûr/. Then answer the question that follows.

1. A pilot is a p_____son who flies planes.
2. Ms. Lee left her p_____se at the store.
3. The stray cat's fur was d_____ty.
4. This is the w_____st storm I have ever seen!
5. The h_____d of cows ate the grass.
6. She wore a p_____l necklace to the dance.
7. I h_____d a strange noise in the attic.
8. Do not forget to st_____ the soup.
9. I know how to say a few w_____ds in Spanish.
10. The new g_____l in class asked the teacher a question.



Which two /ûr/ words that you completed sound the same but are spelled differently?

_____ and _____



Try This

Look around the room. Make a list of objects you see that have the /ûr/ sound.



School-Home Connection

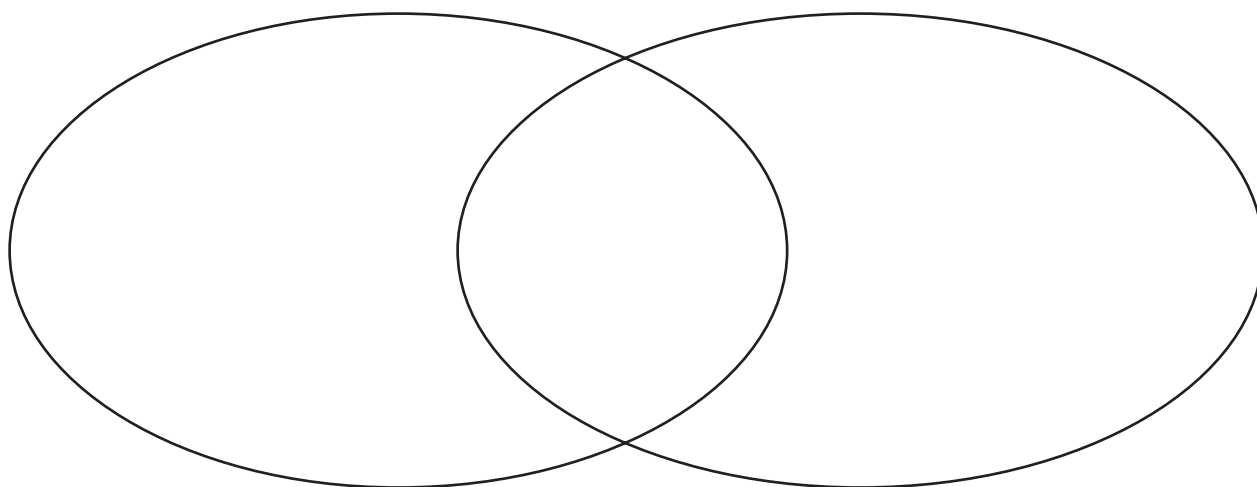
Explain that *fir* can also mean a kind of tree, but it is spelled differently than *fur*. Help the student figure out the /ûr/ spelling.

Name _____

- Think about the wolves in “Little Red Riding Hood” and “The Three Little Pigs.” Complete the Venn diagram to compare and contrast them. Then answer the questions.

Wolf in “Little Red Riding Hood”

Wolf in “The Three Little Pigs”



How are the wolves similar in the two stories?



Compare and contrast the themes of the two stories.



Try This

Write a compare and contrast paragraph about the wolves in the two stories.



School-Home Connection

Have the student name two people you both know and then tell you how they are alike and how they are different.

Name _____

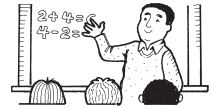
Suffixes: -er,
-est, -ly, -ful

Lesson 20

- Use the hint to unscramble the underlined words. Then write them on the lines. Each word has the suffix *-ful*, *-ly*, *-er*, or *-est*.

1. Someone who teaches is called a rceetah. _____

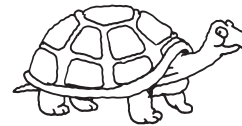
2. A wrench is a fesulu tool. _____



3. The ralgtse mammal is the Blue Whale. _____

4. My little brother is rotshre than I am. _____

5. A turtle walks wllosy. _____



6. Jan can run the fesastt of all our friends. _____

7 I think painting is derhar than drawing. _____

8. The boat sailed legnty down the river. _____

9. Be lcuarfe of the trick question! _____

10. The dragonfly had fbaeluuti wings. _____



School-Home Connection

With the student, make up more sentences using scrambled words with suffixes. Then swap sentences and try to unscramble each other's words.

Name _____

► Read the definition. Then write a word with a prefix or suffix that matches the definition.

1. to read again _____

2. in a sneaky way _____

3. the most fresh _____

4. to not agree _____

5. the opposite of lucky _____

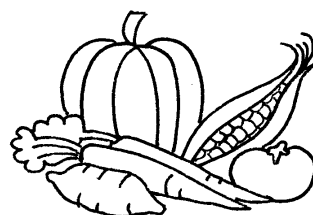
6. more silly than another _____

7. full of cheer _____

8. to paint again _____

9. in a way that is silent _____

10. full of wonder _____



Try This

Write a paragraph using as many words with prefixes and suffixes as you can.

School-Home Connection

Say a definition for a word that uses a prefix or suffix and have your child guess the word. Then have the student say a definition and have you guess the word.

Name _____

► Read the passage and complete the sentences with Vocabulary Words.

versions
criticize

rehearse
immerse

mandatory
dialogue



The actors gathered in the theater. They read over their scripts carefully and worked on memorizing their lines.

“As you study your parts, it is important to _____ yourself in your roles,” explained the director. “Look for ways to make your character come to life.” The director had the actors work with partners so they could _____ their scenes.

Emily and Donna practiced their _____ together. They made their conversation more realistic by adding arm movements and facial expressions. The director watched the two rehearse.

“I would like to _____ one thing,” said the director. “Both of you must speak more clearly. Your lines get lost when you mumble!”

Emily and Donna nodded their heads and started over. With the director’s help, they rehearsed different _____ of their scene. Sometimes Emily paced and waved her hands around. Other times Donna stamped her feet to add to her performance.

“Now I see why rehearsals are _____,” exclaimed Donna. “Without the director’s help, I would make a lot of mistakes.”



School-Home Connection

Have the student make a glossary of the Vocabulary Words. Help him or her write each word, identify its part of speech, and write a definition.

Name _____

► Write the word that matches the definition.
Then circle the word in the Word Find.

1. to write again _____
2. to not like _____
3. to heat again _____
4. not clear _____
5. to not agree _____
6. to type again _____

Word Find

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



Try This

Create a Word Find of your own. Hide words with prefixes in them.
Have a partner find and circle the words.



School-Home Connection

Say the definition of a word that has the prefix *un-*, *re-*, or *dis-*. Then have the student write the word and then separate it into its root word and prefix.

Name _____

Theme

.....
Lesson 20


- Read the story and write the theme.
Then fill in the chart.

Jack's kite hung limply on a branch at the top of the tree, and he saw that it was broken. His day was ruined! With a heavy sigh, Jack climbed the tree to get his kite.

As he was climbing, Jack heard a squeak. He looked around the branches and found a nest of eggs. One was hatching! Jack beamed. He watched quietly as the little bird broke free from its shell and chirped. Jack ran home and told his mother what he saw in the trees.

"See, Jack?" his mother said with a smile. "If you had not broken your kite, you would never have seen something so special!"

Theme: _____

Story Clue	How Clue Shows Theme
Jack's kite is stuck in a tree.	
Jack sees a nest with hatching eggs. 	



Try This

Write three or four sentences that describe the theme of your favorite story and share how the theme is shown.

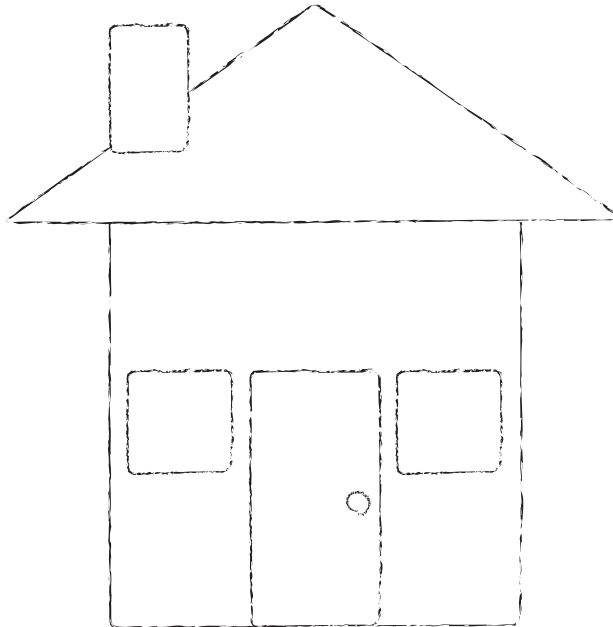


School-Home Connection

Have the student tell you which sentences from the story helped him or her understand the theme.

Name _____

- Look at the picture of the house. Write instructions that someone could follow to draw the house without looking at the picture. Remember to use time-order words. The first and last step have been written for you.



First, draw a big square to make the main part of the house.



Try This

Write directions explaining how to play your favorite sport or game.



School-Home Connection

Have the student write directions to complete a simple task, such as watering the plants, or walking a pet. Make sure your child uses time-order words in the directions.

Name _____

Sequence

Lesson 21

► Read the passage and answer the questions.

Born in England, Sir Douglas Mawson (1882–1958) was raised in Australia, where his family moved when he was a boy. He graduated from the University of Sydney after studying science and mining engineering. He went on to become a world-famous polar explorer.

In 1903, Mawson served as a geologist on an expedition to the New Hebrides, a chain of islands in the Pacific Ocean just west of Fiji. Afterwards, in 1905 he accepted a position at Australia's University of Adelaide, where he taught students about rocks and minerals.

In 1907, he joined the *British Antarctic Expedition*, led by the famous explorer Ernest Shackleton. This journey, during which he was among the first to climb Antarctica's Mount Erebus, began Mawson's dramatic adventures in the Antarctic. Mount Erebus is a volcano with an elevation of 12,444 feet. He later led the *Australasian Antarctic Expedition* (1911–1914), and the tale of his survival in the face of terrible hardships won him fame and a knighthood. During the 1920s and 1930s, he led several other expeditions to Antarctica, becoming a legendary figure in Australia, as well as a devoted teacher.

1. What happened in 1903?

2. What happened in 1907?

3. When did the Australasian Antarctic Expedition begin and end?



School-Home Connection

Ask the student to name the time-order words used in the passage about Sir Douglas Mawson. Then help him or her brainstorm other time-order words that could have been used.

Name _____

Vowel Variants:
oo and ew

Lesson 21

► Use /ü/ words from the word box to complete the puzzle.

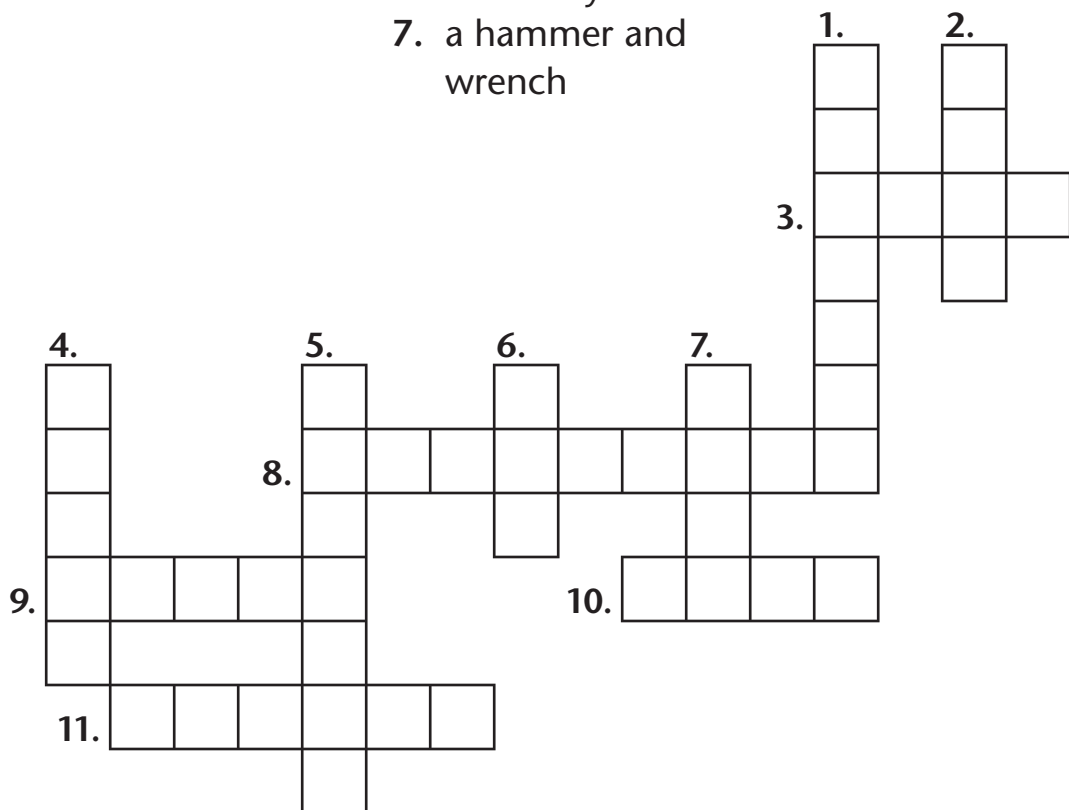
raccoon	baboon	afternoon	few
blew	stew	stool	chew
moose	tool	balloon	

ACROSS

3. something teeth do
8. a time of day
9. something to sit on
10. what the wind did
11. a member of the monkey family

DOWN

1. an animal with a ringed tail
2. a meat and vegetable meal
4. a large member of the deer family
5. a floating object filled with air
6. not many
7. a hammer and wrench



School-Home Connection

Ask the student to create a sentence using two words from above.

Name _____

► Use the Vocabulary Words in dark print to help you answer each question.

1. Why would you not want to **permanently** be the same age?

2. How would the **absence** of cars be a good thing?

3. When would it be good to have **dim** lights?

4. If gasoline became **scarce**, what might change?

5. What would you ask someone who **drifts** through the air in a giant balloon?

6. What **shelters** wild animals in storms?



School-Home Connection

Have the student name antonyms for the Vocabulary Words *dim* and *permanently*. Then help him or her use one Vocabulary Word and its antonym in a sentence.

Name _____

Author's Message

.....
Lesson 21

- Read the passage below from “Living at the Bottom of the World.” Then answer the questions.

On weekends, we hiked or skied on the glacier behind the station or took short boat trips. To be able to explore or work “off-station,” everyone first went to Survival School—a safety and survival training class.

When we were on the glacier, we stayed on marked paths to avoid falling into deep cracks in the ice hidden by snow. On boat trips, we avoided dangerous icebergs. We were careful not to disturb any animals, because there are strict rules to protect them. A few times, penguins and seals visited us at the station, though.

1. What is the story mostly about?

2. What details does the author give about Survival School?

3. What are some weekend activities described in this passage?

4. What do you think is the author's message of this passage?



School-Home Connection

With the student, read the passage and discuss what the scientists did on weekends. Then ask the student which activity sounds like fun.

Name _____

► **Part A** Use the clues to spell words with the letter combinations *oo*, *ew*, *ue*, and *ui*.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

1. A sound a dog makes

2. A sound a cow makes

3. What facts are

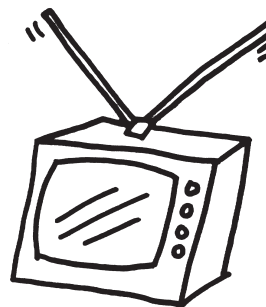
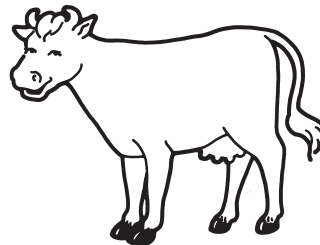
4. Water on grass

5. Reports on television

6. A sound an owl makes

7. A fruity drink

8. A place with animals



► **Part B** Read the boxed letters from Part A to answer this question.

What are you if you complete the puzzle? _____

**School-Home Connection**

Have the student brainstorm other words with the /ū/ sound and the letter combinations *oo*, *ew*, *ue*, and *ui*, as in *woof* or *blue*. Have the student use these words in sentences.

Name _____

Sequence

Lesson 22

- Use the time-order words to put the events in the correct sequence. Rewrite the paragraph on the lines below.

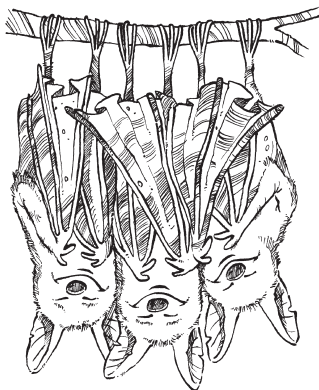
Winter for Bats

Some bats hibernate when it gets cold outside. Next, they go inside a cave. First, they eat a lot and store up food to last all winter. Finally, they fall asleep for up to five months. Then, their breathing slows down and their hearts beat more slowly.



Try This

On a separate sheet of paper, write a description of what you might do one winter day. Use time-order words to explain the order of events.



School-Home Connection

Have the student share the plot of a television show or movie. Ask him or her to use time-order words to explain the sequence of events.

Name _____

- **Part A. Read the paragraph. Circle the /ô/ words and place them in the correct column in the chart below.**

Last week, Mom took me to the library to see my favorite author. I could not decide what shirt to wear, so I paused in front of my closet while I looked at all my clothes. Once I picked a shirt, I sat down to eat breakfast. "You ought to hurry up!" I heard Mom say. "We're going to be late!" We finally left the house. Then I realized I left my book at home, so we went to the store and bought a new copy. I thought all these delays would cause us to miss the reading, but we just made it. The whole day sure taught me to be ready early next time!

Words with /ô/ as <i>au</i>	Words with /ô/ as <i>ough</i>	Words with /ô/ as <i>ough</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____

- **Part B. Now pick three words from the paragraph above and write a new sentence for each.**



School-Home Connection

With the student, read through a newspaper article and find more *au*, *ough*, and *ough* words that have the /ô/ sound.

Name _____

- Each question uses a Vocabulary Word from the box. Answer the questions with one or two complete sentences.

effort
flutteringswoops
nocturnaldetail
dozes

1. If you were an animal, would you rather be one that is **nocturnal**, or one that **dozes** off when the sun goes down? Why? _____

2. Would a mouse be more afraid of a hawk that **swoops** down, or of a bird that is **fluttering** across the sky? Why? _____

3. Which takes more **effort** for you, drawing a picture of a place or writing a description with lots of **detail** about the same place?

**Try This**

Three of the Vocabulary Words in the box describe actions. Write the three words on the line. Which two words describe something that is moving quickly?

**School-Home Connection**

With the student, look at a painting or other work of art. Note the **detail** in the work and share thoughts with each other.

Name _____

- Read the selection. Circle the letter of the best answer. Then answer the question that follows.

When settlers moved west across North America in the 1700s and 1800s, they had to build new houses. They learned to build log cabins. These cabins were made of logs that stacked on top of one another. Even though they looked simple, log cabins took a lot of work to build. Builders cut notches into the logs so that they would fit into each other. Then they filled the cracks between the logs with moss, clay, or mud. The roof was usually made of bark or shingles. Log cabins often had no windows and only one or two rooms. Lots of famous Americans were born in log cabins. Perhaps the most famous of all was President Abraham Lincoln, who was born in a log cabin in the state of Kentucky. Although there are not many log cabins around today, the ones that still exist remind us of what it was like to live on the frontier.

- Which of the following is something you learned from this passage?
 - George Washington was born in a log cabin.
 - Oak is the best wood for a log cabin.
 - Log cabins took a lot of work to build.
 - Log cabins had fancy windows.
- What might the author's message have been for this passage?
 - American houses have changed a lot since the 1700s.
 - People who sold saws probably made a lot of money.
 - Abraham Lincoln knew how to build cabins.
 - Grass is a good material for house walls.
- What sentence tells you the author's message? _____



School-Home Connection

Have the student explain the selection and the author's message to you in his or her own words.

Name _____

Vowel Variant /ô/

Lesson 22

► In each poem below, fill in the blanks with rhyming /ô/ words from the word box.

walk	lawn	pause	song	thaw
long	saw	talk	yawn	cause

1. Allie wanted to go for a _____,
But Nina just wanted to sit and _____.
2. The band played such a lively _____
That people clapped both loud and _____.
3. I knew that spring had come when I _____
The branches dripping in the sudden _____.
4. The reader took a very long _____,
And no one quite understood the _____.
5. I felt so drowsy I started to _____
And fell asleep on the soft, green _____.



School-Home Connection

With the student, make up a poem using two words with the /ô/ sound.

Name _____

- Read the passage. Look for cause and effect relationships. Then answer the questions.

Our Flying Bat Friends

Did you know that when bats enjoy a meal, they are also helping humans? As strange as it may sound, this is true. Most bats eat insects, which helps control the insect population. The more bugs bats eat, the fewer bugs there are to pester people. Fewer insects also means that fewer chemicals will be sprayed on crops, which is healthier for people and the environment. In a single summer, one colony of 150 brown bats can eat more than 18 million rootworms. This means less crop damage and more food at the market.



Not all bats eat insects. Some eat fruit. As they eat, these bats drop fruit seeds, which grow into new plants. In the wild, nuts, bananas, dates, and figs depend on bats to drop the seeds that become new plants.

Some bats eat nectar, which is the sweet liquid inside flowers. As they eat, the bats pick up pollen, which they move from flower to flower. This also helps make new plants.

1. In what ways does the fact that bats eat insects affect people?

2. How do bats cause new plants to grow?



School-Home Connection

Ask the student how bats affect nature, such as causing new plants to grow. Together, think of the effects of having fewer insects.

Name _____

Prefixes:
pre-, mis-, in-

.....
Lesson 23

- Read the story. Circle words with the prefixes *pre-, mis-, and in-*. Then, on the lines below, write the meaning of each circled word.

My friend Misty and I had to stay indoors today because of the weather. We found an incomplete recipe for pretzels. We both think pretzels are pretty wonderful.



So we were on a mission to make them, even if some of the directions were missing. Do not be mistaken. We knew it would be a challenge.

We decided to first preview the recipe. We were careful not to misread the directions we had. Next, we had to preheat the oven. We knew it was important to be careful with the oven, so we would not get injured. After that, we got a bowl and added the ingredients. We were surprised that someone would misspell “salt” in a recipe, but they did. We erased the word until it was invisible, then rewrote it correctly in ink. The misprint would not be a problem next time. Then we put the ingredients away. We were careful not to misplace anything.



School-Home Connection

Ask the student to read the story to you and to point out the spelling words used. Ask him or her to spell each of the words aloud, without looking at the story.

Name _____

- Combine each idea with a Vocabulary Word from the word box to make a sentence. The first one has been done for you.

fondness	decent	inherit
ridiculous	emotion	disgraceful

1. your principal wearing a bunny costume

Our principal looked ridiculous wearing the bunny costume to school.

2. a faithful friend

3. sand castles

4. a food fight in a restaurant

5. hearing good news

6. your great grandmother's music box

**School-Home Connection**

Have the student make up a story that includes all of the Vocabulary Words. Help him or her write and illustrate the story.

Name _____

- Read the story. Underline words in the story that are homophones. Above the underlined words in the story, write a homophone that matches it from the word box. The first one has been done for you. Then write an ending to the story. Use at least two homophones in your story ending. Underline the homophones you use.

buy	bee	won	whole	two	blew	wood
knew	know	eye	for	too	knot	guest
inn	wood	male	ate	weight	write	

eye

I used to sleep until eight o'clock every day. But now I am too excited to sleep and I wake up by four o'clock each day. It all began when I got an amazing gift in the mail. It was two blue seeds. I could not have guessed what they would be, and could not wait to plant them. I put them in a hole in the ground. They began to sprout right away. I watched the new plants. No one would believe what happened next!



School-Home Connection

Ask the student to read the entire story to you, including the ending. Have him or her point out the homophones in the ending of the story and share the meaning of each word.

Name _____

Review Prefixes:

pre-, mis-, in-

Lesson 23

- Look at the chart below. The first column lists prefixes. The second column lists words with prefixes. The third column tells the meanings of the words. Fill in the empty boxes on the chart. The first row has been done for you.

Prefix	Word With Prefix	Meaning
pre-	prearrange	to arrange before
mis-		to understand badly
in-		not appropriate
	preflight	before flight
pre-		to select before
mis-	misjudge	
	inaccurate	
mis-		to quote wrongly
	misbehave	
	inoffensive	



School-Home Connection

On a separate sheet of paper, have the student add several more words and the appropriate information to the chart.

Name _____

One Thing Leads to Another!

- Work with a partner to create a story made up of a sequence of cause and effect relationships.

What You Need

- paper
- pencil

What to Do

- step 1** With your partner, brainstorm an idea for a story. Choose a title. On the paper, write the title.
- step 2** The first partner should write *Cause* on the first line of the paper. Then he or she should write a sentence for the story that could be a cause and give the paper to his or her partner.
- step 3** The other partner should write *Effect* on the next line. He or she should write a sentence that could be an effect for the cause.
- step 4** The same partner should then write *Cause* on the next line, adding a sentence that could be a cause. Then he or she should give the paper back to his or her partner.
- step 5** Partners should continue writing causes and effects for their story until they have five of each.
- step 6** Share your cause-and-effect story with classmates.



School-Home Connection

Ask the student to read the story he or she wrote in class to you. Together, come up with two different effects the first cause could have had.

Name _____

Schwa /ə/

Lesson 24

- Choose words with schwa from the Word Box below to complete the story. Underline the vowel in each word that makes the /ə/ sound.

upon	singer	across	alive
about	organ	never	afraid

A Life With Music

I have loved music since I was _____ three years old. When I was five, I learned how to play the _____ and sing. Last year, I joined the school chorus. The first time we had a show, I thought I would feel shy. When I stood _____ the stage, though, I felt so _____. I knew that I would _____ be the same. I was not _____ to be there. As I walked _____ the stage, I knew that someday I would be a world-famous _____!



School-Home Connection

Have the student write one more sentence with a schwa word to add to the paragraph.

Name _____

► Answer the following questions with complete sentences. Use the **boldfaced** word in your response.

1. Why might it be hard to do homework in a room full of **clutter**?

2. When you open the door to your house, what is **visible**?

3. If your best friend **mentioned** your favorite hobbies, what would he or she say?

4. Why would you have **beckoned** to your friends at the beach?

5. Do you think dogs can be **flustered** by anything? If so, what?

6. What would you **remark** if someone told you that you were smart?



School-Home Connection

Ask the student to choose two Vocabulary Words from above and use them in a new sentence.

Name _____

- Choose the correct homophone in parentheses and write it in the blank. Complete the story.

It was a summer afternoon and Max and his brother, Sam, were _____ (board, bored). The boys had _____ (thrown, throne) their football around every morning. By noon, though, the _____ (sun, son) made it too hot to stay outside. Max and Sam went inside to _____ (reed, read), but they soon finished all their books. Max lay on the couch and _____ (side, sighed). “This summer has been a _____,” (waste, waist) he said.

Just then, Max and Sam’s mom came into the room and announced they were going camping. The boys were so excited that all they could do was _____ (stair, stare) at their mother. They packed and drove to a cabin by the lake, arriving just before the sun set. That _____ (night, knight), they sat by the campfire. They heard a rustling in the woods and Sam swore he saw a _____ (bear, bare)! “I am so glad we got to spend _____ (sum, some) time by the lake,” Sam said. “Yes,” Max agreed. “This summer has been _____ (so, sew) much fun!”



School-Home Connection

Work with the student to create a poem using two sets of homophones from the story above.

Name _____

- Put two or three syllables together to write a word that completes the sentence. Then underline the syllable with the schwa sound.

1. Last night I had _____ at Jeffrey's house.

ner di din r

2. Would you please set the _____ for six people?

ta ble a t

3. When Vincent finished his song, we gave

him a round of _____.

ap use plause app



4. My mother has a great _____, especially for names and dates.

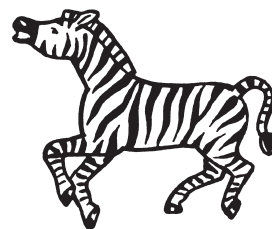
o me ry mem

5. The man in the pet store said that the green _____ could speak.

pa par rot ot

6. Laura's favorite animal is the _____.

ze a bra zeb



7. Did that loud _____ wake you up last night?

cir ren si rrem

8. In music class today, we learned how to play the _____.

re cord er chord





School-Home Connection

Have the student create a syllable puzzle like the ones on this page for two of the spelling words.

Name _____

► Complete each sentence with a word that makes either the /ü/ or /u/ sound. Write the word on the line, and circle the letters that make the /ü/ or /u/ sound.

1. Did you think the movie was _____ or bad?
2. Andi was reading her favorite _____ when I saw her.
3. I have a _____ where the ball hit my leg.
4. Sam went up in a hot-air _____. 
5. We watched as three birds _____ overhead.
6. The water in the _____ was very cold.
7. My favorite color is _____.
8. We eat lunch at 1 o'clock in the _____. 
9. Please hang your coat on the _____.
10. That animal is not a duck. It is a _____!



School-Home Connection

Work with the student to write a sentence containing three of the /ü/ or /u/ words from the sentences above.

Name _____

► Find the word in each sentence that has the /ô/ sound. Write the word on the lines. Then write the boxed letter from each word at the bottom of the page to answer the riddle.

1. My brother and I fought during the trip.

2. The farmer stored hay in the loft. _____

3. The moss on the tree is green and fuzzy. _____

4. The scarecrow was stuffed with straw.



5. We went for nature walks every day

6. Mrs. Simons has one daughter.

7. My favorite vegetable is cauliflower.

8. The lion had a thorn in its paw. _____



9. I ran almost a mile. _____

The more of these you take, the more you leave behind.



School-Home Connection

Have the student think of four other words in which *ough* and *ough* stand for /ô/.

Name _____

Sequence

Lesson 25

► Read the story beginning. Fill in the graphic organizer.

One morning, Habiba watched the birds at the feeder. One little bird had been there for a long time. Habiba looked closely at it. Then she gasped. The bird's leg was caught in the feeder! It tried to fly away, but it was stuck. Habiba stepped closer, and the bird chattered loudly and flapped its wings. Habiba was worried. If she tried to help the bird, it might peck her. If she did not help it, it would not be able to fly away. Habiba quickly decided what to do.

First



Next



Then



Last



Try This

Write an ending to the story. Be sure to use time-order words and phrases.



School-Home Connection

Have the student name the time-order words and phrases in the story.

Name _____

► **Part A.** Add *pre-*, *mis-*, or *in-* to each root word to form eight real words.

_____ formal	_____ cook
_____ considerate	_____ place
_____ mixed	_____ expensive
_____ match	_____ game

► **Part B.** Complete the story below using the words you created in Part A.

I am so excited about my football party! I sent out invitations asking people to tell me if they could come. None of my friends is _____, so I know they will all respond quickly. Everyone will come over before kickoff time so we can watch the _____ show. The party will be very _____ but fun. I created decorations using all the extra construction paper we had lying around the house. They may look _____, but they were _____ since I did not have to buy anything. I will _____ the spinach for the dip and use _____ salsa so that I do not have to prepare any food during the game. I just hope that I do not _____ the remote control!



School-Home Connection

With the student, think of one more word for the prefix *mis-* and write a sentence using it.

Name _____

Author's Message

Lesson 25

- Read the article. Write three things you learned from it. Then write the author's message.

Arctic foxes are able to survive where most animals would starve or freeze. In the Arctic, temperatures can go as low as forty degrees below zero. Arctic foxes have thick fur, even on the bottom of their paws. This helps them stay warm. The foxes turn white in winter. This helps them blend in with the snow and protects them from animals that want to eat them, such as polar bears. Arctic foxes also have a fine sense of hearing. They listen for animals running beneath the snow. When they hear something, they break through the snow and grab the prey with their paws. All these special things about the arctic fox help it stay alive in a very harsh land.



What I Learned:

1. _____
2. _____
3. _____

Author's Message: _____



School-Home Connection

Ask the student to identify the author's message in another nonfiction selection he or she has read.

Name _____

- **Part A. Complete the news article by writing one of the Vocabulary Words from the box on each line.**

required
functional

inhabitants
amazement

ample
responsibility



New _____ of the Zoo!

Zoo visitors watched in _____

as the newest additions to the zoo tumbled and played. The two little pandas gave onlookers _____ reason to laugh. The pandas did somersaults and teased each other for hours. They are the _____ of zookeeper Ben Tiller. He is _____ to make sure their areas are clean. He also checks to be sure all the controls in their areas are _____.

- **Part B. Write two or three sentences about a space traveler who is filled with amazement when he or she meets the inhabitants of another planet.**



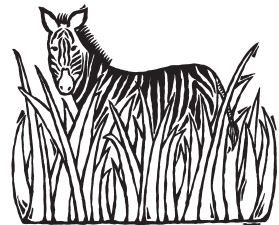
School-Home Connection

Ask the student to name one responsibility he or she has at school.

Name _____

► **Part A.** Write the words from the box in which *a* stands for schwa. Then use those words to complete the sentences.

zebra	asking	upon	pizza
any	success	awake	quarrel
amount	easy	even	see



- _____
- _____
1. Were you already _____ when the alarm clock rang?
2. Please do not order olives or onions on the _____.
3. We watched a nature show about a beautiful _____.
4. Our washing machine cannot hold that _____ of laundry.

► **Part B.** Write the words from the box in which *u* or *e* stands for the schwa sound. Use two of the words in a new sentence.



School-Home Connection

Ask the student to think of three words in which *o* stands for schwa.

Name _____

- Read the article. Then fill in the graphic organizer with causes and effects.

On the morning of Wednesday, April 18, 1906, the people of San Francisco woke to feel their city shaking. A terrible earthquake had hit. The shaking went on for a full minute. Buildings fell down, and gas pipes broke. Fires started, too, burning for four days and nights. Thousands of people were killed by the earthquake and the fires. More than half of the people in the city lost their homes and their jobs. The earthquake was one of the strongest ever recorded. It destroyed more than eighty percent of San Francisco. It took the city nearly ten years to rebuild. The new houses and buildings were stronger. They were built to stand through another earthquake.

Cause

An earthquake hit San Francisco on April 18, 1906.

Effect

People lost their homes.

Effect

Effect

Cause

Cause

Try This

Think about what might happen if a person started a forest fire. Write two cause and effect relationships.



School-Home Connection

Think of three causes, and have the student describe what the effect would be.

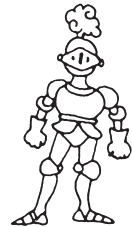
Name _____

► Read each sentence. Then replace the underlined homophone with the correct homophone.

1. Marco read the story allowed to his little sister. _____

2. I was board, so I invited Mildred to come over. _____

3. We looked at the armor in the museum and tried to imagine the night who wore it. _____



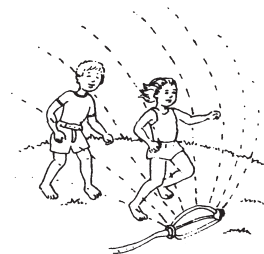
4. The sauce was so thick that I could not poor it. _____

5. Kim cut herself a big peace of pie. _____

6. Patrick new the answer to the question. _____

7. Lily used a needle and thread to so on a button. _____

8. Let's run threw the sprinklers! _____



Try This

Think of another pair of homophones, and write sentences for each word.



School-Home Connection

With the student, write a sentence for each of the underlined homophones.

Name _____

► Read the story. Then answer the questions.

Antonio's family had recently moved to San Francisco. It was very different from the small, quiet town where they had lived before.

Antonio had not wanted to leave his old home, but he knew that it was for the best. His mother called this move "a great opportunity, too good to miss." His brother Carlos was not so sure, however.

"What does she mean by 'a great opportunity'?" asked Carlos one day.

"Well, San Francisco has lots of people, and there's stuff to do all the time," answered Antonio.

"But we could have come here to visit," replied Carlos. "We didn't have to move here."

"Yes, but Mom just got a new job. That's why we can have this nice, big apartment," said Antonio.

"But we had a good apartment back home," Carlos said, sounding upset. "We even shared a room."

"I know. Our apartment was cozy. But now we all have our own rooms," Antonio told him.

Carlos thought for a moment. "Gee, I might like San Francisco!"

1. What can you infer about the family's old apartment?

2. What can you infer about Antonio's mother's new job?

3. What can you infer about how Antonio and Carlos will eventually feel about the move?



School-Home Connection

Have the student explain how he or she figured out the reasons that the family moved to San Francisco.

Name _____

- Find six words with suffixes *-tion* and *-sion* in the Word Search. Look across, down and up to find the words. Circle them. Then write a meaning for each word.

Word Search

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

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



School-Home Connection

Help the student pronounce each word. Then help him or her think of four other words with suffixes *-tion* and *-sion*.

Name _____

► Answer each question. Use the Vocabulary Word in boldface type to guide each response. Write your answers in complete sentences.

1. How would Alfredo act if he was a **nuisance**?

2. When would a classmate be **boasting** about herself?

3. What object could a strong wind cause to **sway**?

4. How would a friend act if he or she wants to **oblige** you?

5. Why might a family member be **summoning** you?

6. What animals tend to be **sedentary**?

**School-Home Connection**

Have the student think of words that mean the opposite of *summoning*, *nuisance*, and *sedentary*. Then have him or her write sentences with these words.

Name _____

- Read the story. Pay attention to the words in dark print. Use the other words in the story to figure out what each word means. Then write that meaning on the line below.

Saturday was shopping day. Nancy and her sister, Amelia, were going to buy shoes. Amelia needed a new pair for her **play**. She wanted them to be comfortable, shiny, and red. She hoped that they would find them quickly.



Once at the store, the sisters began their search. Nancy showed Amelia a pair with a big, white ribbon. Amelia sat down and tried them on. Her **feet** felt comfortable, but she didn't think they were **right**. She tried on a few more pairs, but with no luck. The shoes were either too tight, or did not **match** her dress. Amelia couldn't believe she hadn't found her shoes yet.

Her sister brought another box and told her to open it. The shoes were perfect! Amelia put them on, and they felt great. They were comfortable, shiny, and red.

After Nancy paid for Amelia's shoes, she had enough **change** to buy herself a pair as well.

1. play: _____
2. feet: _____
3. right: _____
4. match: _____
5. change: _____

**School-Home Connection**

Help the student think of two more multiple-meaning words to use in the story. Then write a new sentence for the story using one of these words.

Name _____

- Make words by adding *-tion* or *-sion* to each root word. Use a dictionary for help if you wish. The first one has been done for you.

1. collect + tion = collection
2. act + _____ = _____
3. profess + _____ = _____
4. construct + _____ = _____
5. success + _____ = _____
6. produce + _____ = _____
7. attend + _____ = _____
8. progress + _____ = _____
9. destruct + _____ = _____
10. project + _____ = _____



School-Home Connection

Help the student think up questions using all of the words with the suffixes *-tion* and *-sion* found above.

Name _____

► Use each set of facts to write an inference.

1. Fact: Lucy paints pictures of trees and animals.

Fact: Lucy belongs to a gardening club and volunteers at the nature preserve.

Inference: _____

2. Fact: Luca can play guitar, piano, and saxophone.

Fact: Luca always sings on key.

Inference: _____

3. Fact: Rod wants his whole room to be green.

Fact: Rod wears green every day.

Inference: _____

4. Fact: Peg helps baby sea turtles swim out to sea.

Fact: Peg works to help manatees stay safe and healthy.

Inference: _____



Try This

How many more inferences can you make about one of these sets of facts? Choose one item. Then write at least one more inference you can make from it.



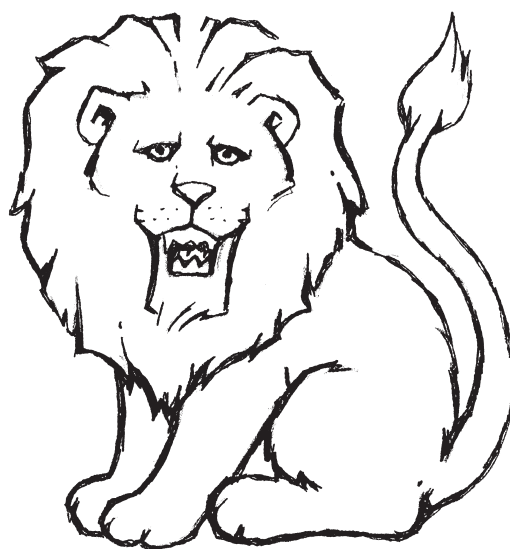
School-Home Connection

Share two facts with the student. Then ask him or her to make an inference based on the two facts.

Name _____

► Unscramble each mystery word to make a two-syllable word with the V/V pattern. Draw lines to divide the words into syllables.

1. latri _____
2. noen _____
3. uilfd _____
4. oiln _____
5. actre _____
6. aldu _____
7. iral _____
8. emop _____
9. alid _____
10. onpai _____



School-Home Connection

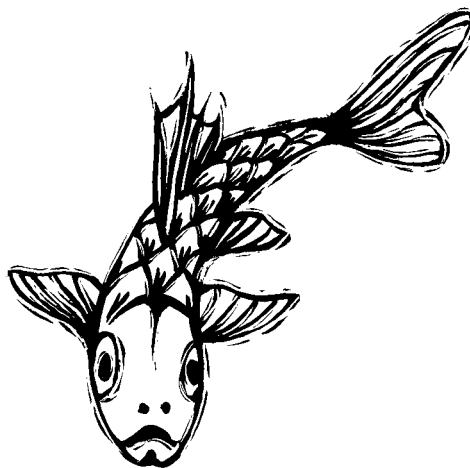
Have the student make two similar scrambled mystery words for you to unscramble.

Name _____

- Complete the story by filling in the blanks with the correct Vocabulary Words from the box.

prey shallow reels strands social spiral

What a beautiful day at the seashore! I do not feel very _____ today, and I am happy to be alone. I throw back my head and look up. Seagulls are flying in a _____, around and around in the sky. Then I decide to wade in the _____ water. It feels cool against my ankles. Up ahead I see someone fishing. She pulls back her arms as she _____ in her catch. A warm breeze gently blows _____ of hair in my eyes. I push them away and walk further into the water. Looking down, I see dozens of tiny fish nipping at my legs, and I laugh to think that the fish have confused me with their _____.



School-Home Connection

Use the Vocabulary Words to play a game of charades. Take turns picking Vocabulary Words and acting them out for each other.

Name _____

► Read each sentence. Then write a new sentence below it, using a different meaning for the underlined word. Use a dictionary for help if you wish.

1. My mother has excellent taste in clothes.

2. My cousin, Ed, is a person of excellent character.

3. The setting on the table looked very nice.

4. Gerard was my last resort for help.

5. A stream of people moved down the street.

6. Most stars are smaller than the Sun.

7. The new plant needs water and sunlight.

**School-Home Connection**

Ask the student to add a sentence with a different multiple-meaning word. Then work together to write a sentence using another meaning of that word.

Name _____

Review: V/V
Syllable Pattern

Lesson 27

► The answer to each riddle has a vowel pair that makes two syllables. Complete each answer. Then divide the answer into syllables. The first one has been done for you.

1. I am a kind of gas used for colorful lights in store windows and signs.

neon n e / o n

2. You can listen to music on me.

_____ e _____ o

3. You can record anything you want on me and show it later.

_____ e _____ o

4. I am something you want a friend to be.

_____ oy _____ a _____

5. I flow, like any liquid.

_____ u _____ i _____

6. I am what you think or imagine.

_____ i _____ d _____

7. I am how you are supposed to be in a library.

_____ qu _____ t



School-Home Connection

Have the student write three new V/V syllable pattern words and then divide them into syllables.

Name _____

Make Predictions

Lesson 28

► Read the story. Then answer the questions.

It was the first meeting of the Secret Explorer Club. So far, the only members of the club were Tami and her best friend, Rachel. The meeting was held in Rachel's bedroom.

"My room isn't a good place for a secret meeting," Rachel whined.

"Maybe we could use a room at the Community Center," suggested Tami.

"They'll never let us do that. We're just kids," complained Rachel. "Besides, then the meetings wouldn't be secret."

"Maybe our club shouldn't be secret. Maybe we should let other kids join," said Tami.

"That won't be any fun," said Rachel. "Then even Bella will be in it."

"Bella's not so bad," said Tami. "She let me borrow her scooter yesterday."

"Explorers don't ride scooters," said Rachel. "We only use in-line skates."

"This club sure has a lot of rules," said Tami.

"If you don't like the rules, maybe you shouldn't be in the club," said Rachel.

"Maybe not," said Tami.



1. Where is the first meeting of the Secret Explorer Club held?

2. What is your prediction for what will happen between Rachel and Tami?

3. Which story clue helped you make your prediction about the Secret Explorer Club?



School-Home Connection

On the back of this page, have the student continue the story based on his or her prediction.

Name _____

- Find ten *-able* and *-ible* words in the Word Search. Look across and down to find the words. Circle them.

Word Search

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



School-Home Connection

Have the student create sentences that include at least two of the circled words.

Name _____

- A synonym is a word that means the same thing as another word. On the line, write the word from the box that is a synonym for the word in dark print in each sentence.

sprinkled
thorougherupt
deliberationexpand
grainy

1. We **dusted** the bread with toasted sesame seeds.

2. After a great deal of **thought**, Rosa decided to buy the blue shirt.

3. We did a **complete** job of cleaning the car.

4. Metal will **enlarge** if you heat it.

5. The sandwich was **gritty** after it fell on the sandy beach.

6. The volcano may **explode** soon.

**School-Home Connection**

Have the student make up his or her own sentences for the Vocabulary Words.

Name _____

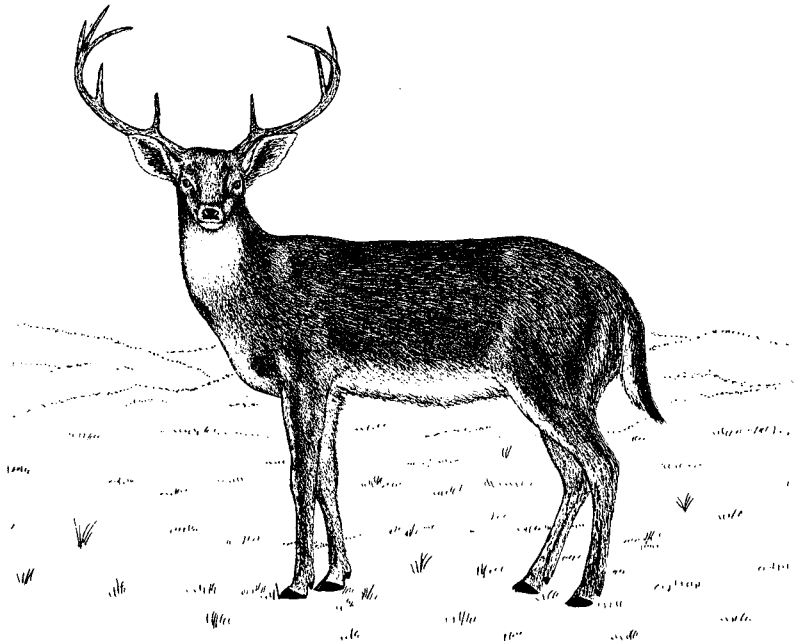
Homographs

Lesson 28

► Use the homographs from the box to complete the story.

does wind lead read
tear close live

Today at the park, I _____ my sister a story I am writing. It is about a deer that wants to _____ a hundred _____ out of a burning forest. If the _____ in my pencil was sharp, I could write the end of my story. It's going to be great to _____. Now I hope the _____ not blow too hard. It might _____ the pages out of my notebook. Then you would see a _____ run down my cheek!



School-Home Connection

Help the student use a dictionary to find the meanings of the homographs *tower*, *record*, and *bow*. Have the student use each homograph in a sentence.

Name _____

Suffixes: *-able*,
-ible, *-less*, *-ous*

.....
Lesson 28

- Use words from the Word Box to complete the conversation between two friends.

nervous
humorous

terrible
enjoyable

careless
possible

It was the morning before the town's annual dance competition. The Community Center was busy with preparations.

As Molly and Eric sold tickets, Molly seemed a bit worried. She even made several _____ mistakes.

"What's wrong, Molly?" said Eric.

"Something _____ happened," said Molly. "The dance contest is tomorrow, and my partner is too sick to dance!"

"Can I help?" replied Eric.

"Would you be my partner?" asked Molly.

"It sounds _____. I'm a bit _____, though. I'm not a very good dancer."

"Then maybe we should make our dance as _____ as _____! That way, everyone will be laughing from the beginning. We can't fail!"



School-Home Connection

Have a conversation with the student, using as many of the words with suffixes *-able*, *-ible*, *-less*, and *-ous* as you can.

Name _____

Make Predictions

Lesson 29

► Read each nonfiction title. Then write what you think the article or book will be about.

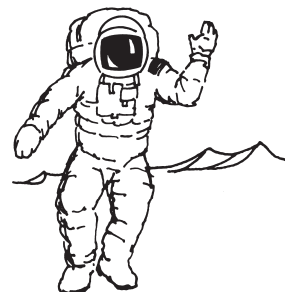
1. *The Story of the First Flight in Space*

2. "Is There Life on Mars? One Scientist's View"

3. *Jupiter: The Giant in the Sky*

4. "Footsteps on the Moon: My Flight to the Moon"

5. "What Lies Ahead for Space Travel?"



School-Home Connection

Have the student make up two more titles and predict what they will be about. Then reverse roles, and make up titles for the student to make predictions about.

Name _____

Prefixes:
bi-, non-, over-

Lesson 29

► Create a word for each meaning. Add the prefix *bi-*, *non-*, or *over-* to the underlined word. Write the new word on the line.

1. flow beyond the boundaries _____

2. airplane with two sets of wings _____

3. without sense _____

4. a coat worn over other clothes _____



5. throughout the night _____

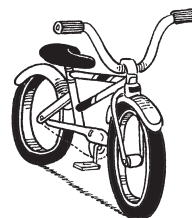
6. past due _____

7. without a stop _____

8. not fiction _____

9. done too much _____

10. two-wheeled cycle _____



School-Home Connection

Have the student tell you how he or she knew which prefix to add to each root word.

Name _____

► Write the Vocabulary Word that goes with each group of words.

rotates
surface

steady
evidence

reflects
appears

1. has a look of seems to be gives a feeling of

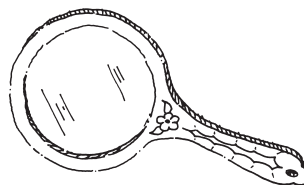
2. upper part top covering _____

3. firm constant straight _____

4. proof facts data _____

5. spins turns twirls _____

6. mirrors gives back bounces off



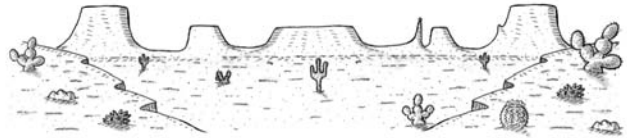
School-Home Connection

Have the student use each Vocabulary Word in a sentence.

Name _____

- Write the homograph from the box that goes with each definition.

minute	desert
does	present



1. land without water _____
2. very small _____
3. to give something in a formal way _____
4. more than one female deer _____
5. to run away from one's own army _____
6. a gift _____
7. acts _____
8. sixty seconds _____



School-Home Connection

Have the student make up a similar item for you to answer.

Name _____

Prefixes:
bi-, non-, over-

Lesson 29

- Combine each word in the box with *bi-*, *non-*, or *over-*. Write the new word next to its meaning.

stick	verbal	monthly	sleep
coastal	crowded	resident	head
	cycle	dairy	

1. get up too late _____
2. every two months _____
3. having too many people _____
4. having no milk _____
5. living on two shores _____
6. not speaking _____
7. a two-wheeled vehicle _____
8. someone not living here _____
9. not clinging or sticking _____
10. above one's head _____



School-Home Connection

Have the student suggest at least one more word that could be combined with each prefix.

Name _____

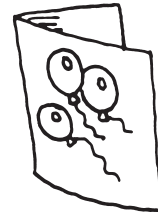
► In each sentence, find the word with the suffix *-tion* or *-sion*. Underline the word, and write its root on the line.

1. We watched a television show about penguins.



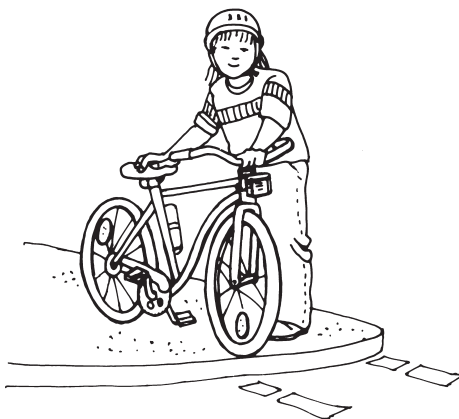
2. We had permission to visit a special part of the museum.

3. I received an invitation to Amy's birthday party.



4. Did you finish that revision of your paper?

5. Carlotta's new bike is her prize possession.



School-Home Connection

Have the student think of four *-tion* or *-sion* words that are not on this page. Have him or her write a sentence for each word.

Name _____

► **Part A** Find and circle seven V/V words hidden in the puzzle.

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

► **Part B** Write two sentences using words from the puzzle.



School-Home Connection

Have the student write the words from the puzzle and then divide them into syllables. Ask how many syllables are in each word.

Name _____

- Read the story. Look at the inferences and then fill in the clues that support each one.

Little pieces of glass littered the living room floor. Sam and Rosa looked at the mess.

“What are we going to do?” Rosa asked quietly.

Sam’s face was pale. “I don’t know. We have to glue it back together!”

Rosa shook her head. “That’s impossible!”

“We can’t let Mom find out,” Sam stated.

“It will never work!” Rosa exclaimed.

Sam picked up the baseball and stuck it in his jacket pocket. “Maybe she won’t notice.”

A chilly gust of wind blew through the living room.

“I’m pretty sure she’ll notice, Sam,” said Rosa.

“Hey kids, what’s going on in there? I heard a strange noise!”

“Nothing,” Sam and Rosa said together. They heard their mother’s footsteps coming down the hallway.

Clues	Inference
	Sam feels nervous and scared.
	The living room window is broken.
	Sam and Rosa’s mother will find out about the broken window.



School-Home Connection

With the student, write an ending to the story. Use the clues and inferences in the chart to make sure that the ending is reasonable and goes with the rest of the story.

Name _____

- Rewrite each sentence, replacing the underlined words with a word ending with *-able*, *-ible*, *-less*, or *-ous*.

1. Elastic made the waist of the shorts capable of expanding.

2. The mountain path is full of hazards.

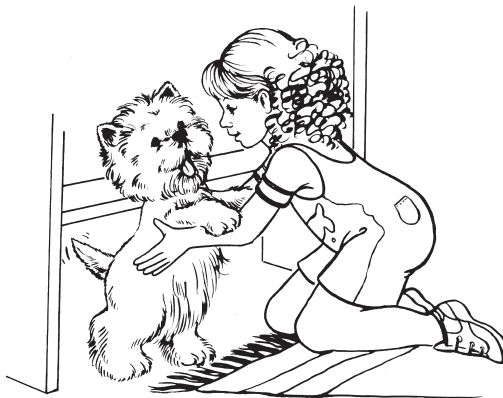
3. We found the scraps of material to be without use.

4. Some materials are not capable of being digested.

5. The bland soup was without flavor.

6. Armand's cat is without any hair.

7. Most breeds of dogs are capable of being trained.

**School-Home Connection**

Have the student tell how the spelling of each root word changed when the suffix was added.

Name _____

- Think about the meaning of the underlined word in each sentence. Write a definition for the underlined word on the line that follows.

1. I put a band around the papers to keep them together.

I watched the band play music on stage.

2. Mrs. Smith painted her nails with dark red polish.

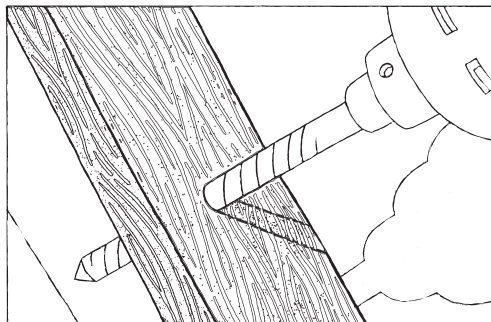
I need to use a hammer and nails to fix the bookcase.

3. Maureen's dad used a drill to build a new desk.

We had to dribble up and down the court as a practice drill.

**Try This**

Write two sentences using different meanings of the word *free*.

**School-Home Connection**

Have the student think of another multiple-meaning word and write a sentence for each of its meanings.

Name _____

► **Part A.** Use the Vocabulary Words to complete the paragraph.

magnify
observedgenerates
confirmpicturesque
safeguard

At home, we have a small greenhouse in the backyard. I set up a lamp there that _____ heat. This helps the plants stay warm, even in the winter. I check on them every day. Yesterday flowers started blooming. They looked very _____. I _____ an insect on a leaf. It was so tiny, I needed a hand lens to _____ it. I was not sure if the insect was poisonous. To _____ myself from it, I used tweezers to pick it up. It had black spots on a red shell. I thought it was a ladybug. To _____ this, I looked up ladybugs in a book. I found a picture of one that looked just like the insect from the greenhouse. I was glad to know that it was nothing more than a harmless garden bug!

► **Part B.** On a separate sheet of paper, write two or three sentences describing ways you could safeguard yourself from injury when riding a skateboard.

**School-Home Connection**

Ask the student to name three things that he or she has *observed* in science class this year.

Name _____

► Complete each sentence with a word that has *bi-, non-,* or *over-* as a prefix. Then find each word with a prefix in the word search.

- Someone whose family has two cultures is _____.
- Something that is done too much _____.
- If you reach too far for something, you _____.
- A food that is made without any dairy products is _____.
- A cycle with two wheels is a _____.
- Food that does not contain fat is _____.

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



School-Home Connection

Ask the student to choose one word with each prefix and use it in a new sentence.

Name _____

► Read each paragraph. Then make a prediction of what will happen, explaining your answer.

1. Carla walked down the hall, carrying a large stack of books. She stumbled a little bit because of the great weight. Just ahead of her, Billy dropped his carton of milk.

2. Today's game was the last of the softball season. A clap of thunder boomed in the distance. Layla looked up at the sky, and a cold breeze blew her hat off her head. Her team was winning 3–2 with one inning left. The sky was getting darker each moment.



Try This

Using your predictions, write an end for each story. Be sure to include some dialogue. Make the ending exciting.



School–Home Connection

With the student, discuss a book you have read together. Review the plot. Then ask him or her to think of a different ending to the story.

Name _____

► Use the clues from both sentences to identify the homograph and write it on the line.

1. There is an old saying that a cat has nine _____.

She _____ on a farm.



2. A _____ is a kind of bird that stands for peace.

The swimmer _____ into the pool.

3. I _____ up at home caring for my sick brother on Saturday.

The _____ on your knee should heal nicely.

4. The _____ was too strong to go sailing today.

The road will _____ to the right before turning back left.

5. The _____ of the school is 174 Spring Street.

The school leaders will _____ the students on Friday.

6. I gave my mother a yellow _____.

The bird _____ off the ground and into the air.



Try This

Think of two other homographs, and write a sentence for each of their meanings.



School-Home Connection

Select two homographs from above. Have the student write a sentence or paragraph that uses both meanings of the homographs.