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- Play Time!
- Pushing Up the Sky
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- Time For Kids: Columbus Explores New Lands
- In the Garden
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The **a** in *cat* stands for the sound of short **a**.
The **i** in *pig* stands for the sound of short **i**.

Write the word from the box that names each picture.

fan   crib   hat   crab   mitt   hand   pin   fish

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________

*At Home: Help your child suggest other words that have the sounds for short **a** or **i**.*
A. Choose a word from the box to finish each sentence. Write the word on the line.

- carefully  - different  - excited  - groan  - tomorrow  - whisper

1. Tigers are ________________ from lions because they have stripes.

2. Karen had to ________________ when she talked in the library.

3. Emily was ________________ to start school.

4. We are going on a field trip ________________.

5. Juan ________________ cut out the small pieces of paper.

6. I heard Taylor ________________ when he finished the race.

B. Choose two words from the box. Then use each word in a sentence to tell about your first day of school. Write the sentences on the lines below.

7. ____________________________________________________________________

8. ____________________________________________________________________
As you read *David's New Friends*, fill in the Character and Setting Chart.

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How does the information you wrote in this Character and Setting Chart help you analyze story structure in *David’s New Friends*?
The **characters** are the people or animals in a story.
The **setting** is where and when a story happens.

Read the passage below. Then write the answers to each question on the line.

It was the first day of school. Tim was worried. He saw the large playground and lots of children. He wondered if he would make new friends. When Tim heard the bell ring, he walked to his classroom. He sat at a desk next to a boy named Rob. Rob asked Tim if he would like to be friends. Tim was excited to have a new friend.

1. Who are the characters in the passage? ______________________

2. What is each character like?

   __________________________________________________________

3. What is the setting of this passage? ______________________

   __________________________________________________________

4. Write two sentences about your first day of school.

   __________________________________________________________
As I read, I will pay attention to punctuation in each sentence.

“It’s nearly time for our school fair,” said Mr. Jeffs.

“What is our class doing?” asked Lucy.

“We could grow vegetables in our garden,” said Sam.

“Then we could sell them,” said Chico.

“It’s too late,” said Mr. Jeffs. “Potatoes, beans, and carrots need time to grow.”

Jing took a deep breath. “We could grow sprouts,” she whispered.

“Sprouts?” said Mr. Jeffs. “That sounds interesting, Jing.”

“We grow sprouts at home,” said Jing. “They’re ready to eat in a few days.”

“Sprouts!” Everyone was excited. “We’ll grow sprouts!”

Comprehension Check

1. How can you tell that Jing is shy? Character and Setting

2. Why is Jing’s solution a good idea? Draw Conclusions

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Dictionary entries are listed in alphabetical order. To help you put words in alphabetical order, think about where you would find them in the dictionary.

Write the following groups of words in alphabetical order.

1. friend  ________________  2. share  ________________
   trust  ________________  caring  ________________
   nice  ________________  sweet  ________________

3. dog  ________________  4. love  ________________
   game  ________________  ice  ________________
   bed  ________________  jump  ________________

5. teacher  ________________  6. recess  ________________
   school  ________________  reading  ________________
   principal  ________________  math  ________________

At Home: Write six to eight words and have your child put them in alphabetical order.
Read each sentence. Then complete the sentence with one of the words from the list below it.

1. Please put all your ______________ in the sink.
   dish    dishes    dishes

2. Ken has three baseball ______________.
   bats    bat       bates

3. Which one of these ______________ would you like?
   cat      cats      cates

4. Laura has two ______________ on her farm.
   piges    pig       pigs

5. The baby gave me two wet ______________ on the cheek.
   kisses   kisss     kiss

6. My cat likes to take four ______________ a day.
   napes    naps      nap

Short a is the middle sound heard in trap and map.
Short i is the middle sound heard in sit and pick.
Use -s or -es to make some words mean more than one.

At Home: Have your child name two words that have the short a and i sounds.
Captions are the words below a picture. They tell what the picture is about or explain what the people in it are saying or doing.

1. Write a caption to go with this picture.

![Picture of two children swinging]

2. Read the caption and draw a picture to go with it.

**Recess is my favorite time of day.**
The letters *o*, *e*, and *u* can stand for a short vowel sound in the middle of a word.

Say the name of each picture. Write the name of the picture under the correct vowel sound.

1. top
2. cup
3. bed
4. sun
5. box
6. net

**short o**

1. __________
2. __________

**short e**

3. __________
4. __________

**short u**

5. __________
6. __________

At Home: Ask your child to identify six new words with short *o*, short *u*, and short *e* that name objects in the home. Then have him or her write the words in a list for each vowel.
Read the story. Choose words from the box to complete the sentences. Write the words on the lines. Then reread the story to check your answers.

enjoyed company delighted wonderful share thinning

Maria’s family liked to have visitors. ________________ came over often. Maria was always ________________ to have her friends and family at the house. She really ________________ visits from her best friend, Lea. The two liked to ________________ their books and play with Maria’s dog. Maria always laughed about the dog’s hair on the floor. She said she could make a rug from the ________________ hair that had fallen out of its coat.

“That would make a ________________ story,” Lea said. “It could be the best story ever. Let’s start writing now!”
As you read *Mr. Putter & Tabby Pour the Tea*, fill in the Story Map.

How does the information you wrote in this Story Map help you analyze story structure in *Mr. Putter & Tabby Pour the Tea*?
A plot contains a problem and a solution. Thinking about the plot can help you understand the story.

Read the passage. Answer the questions about the plot.

It was time to head home from school. Lee could not find his hat. He had seen Jim near the hats and coats earlier. “You took my hat,” Lee said. Jim said he did not, but he would be happy to help Lee look for it.

An angry Lee grabbed his coat to put it on. His hat fell out of his own coat pocket. “I’m sorry,” he said to Jim. “I should have known you wouldn’t take my hat. I’ll think and look next time before I talk.”

1. Who are the characters in the story? Who is the main character?

2. What is Lee’s problem?

3. Why does Lee think that Jim took his hat?

4. Does Lee solve his problem? What does he do?
As I read, I will pay attention to punctuation and how it affects expression.

“Where does this path go?” asked Jasmine.

Just then, a butterfly flew past. It went down the path.

“We should follow it!” said Jasmine.

“Okay,” said Dad.

Jasmine pulled him up.

The butterfly led Jasmine and her dad into a field.

“Wow!” she said. They saw a big bush. It was covered in purple flowers and butterflies.

A woman was kneeling next to the bush.

“Excuse me,” said Jasmine. “Why do butterflies love this bush?”

“It is a butterfly bush,” said the woman.

Comprehension Check

1. Why does Jasmine follow the butterfly? Plot

2. What do you think the woman is doing? Make Inferences

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Verbs can have different **word endings**. These groups of letters tell when something happens.

Underline the word that completes each sentence. Write the word on the line. Then circle the sentences that tell about the past.

1. Josie is always _____________ to new people.
   talked talking

2. After school, Jen _____________ home with her new friends.
   walking walked

3. Tim and Sam are still ______________ outside.
   playing played

4. Tammy _______________ her mom if she could come over to my house.
   asking asked

5. Grandma _______________ the flowers I gave her.
   saved saving

6. Lisa is _______________ for Jim on the soccer field.
   waited waiting

**Vocabulary Strategy:**
**Base Words and Inflected Verbs**

**At Home:** For each question above, have your child make up a sentence using one of the inflections not chosen as the answer.
Before adding *-ing* to some verbs with short vowels, double the final consonant.

**A. Add *-ing* to each word. Then use each new word in a sentence.**

1. run ____________________________
   ____________________________

2. hop ____________________________
   ____________________________

3. get ____________________________
   ____________________________

**B. Add *-ed* to each word. Then use each new word in a sentence.**

4. lock ____________________________
   ____________________________

5. help ____________________________
   ____________________________

6. jump ____________________________
   ____________________________

**At Home:** Have your child suggest other words that have the sounds of short *e*, short *o*, and short *u*. Then have him or her use each one in an oral sentence.
**Text Feature: List**

A **list** is a number of things written down in a certain order or grouping.

**Read the list of rules. Then use the rules to answer each question below.**

**Park Rules**
- Throw trash in trash cans.
- Be kind to friends and others in the playground.
- Do not play in the playground after dark.
- Do not let pets go close to swings and slides.

1. Juan has just finished eating his lunch. What should he do with the empty bags?

2. The sun has gone down. Is it okay for Mai Lee to play on a swing? Why or why not?

3. Gina is walking her dog on the sidewalk. She wants to talk to a friend who is on the slide. What should she do? Why?

4. Write another rule you think would be helpful at the park.

---

**At Home:** Ask your child to write a list of at least three classroom rules and explain why each one is important.
Read the sentences below. Circle the word that completes each sentence. Then write the word on the line.

1. My mom baked us a _____________.
   - cake
   - late
   - date

2. I was ____________ when my best toy broke.
   - sad
   - pat
   - cap

3. My friends ____________ me happy.
   - take
   - race
   - make

4. Please open the _____________.
   - name
   - gate
   - fake

5. We put our books in this _____________.
   - bag
   - sat
   - had
Read the sentences below. Match the lettered definitions with the underlined word in each sentence. Then write the letter of the correct definition on the line.

1. There are pine trees and oak trees in this forest. _____
   a. the hot, glowing part of a fire
   b. to give information
   c. a large area of land covered with trees
   d. great warmth or high temperature
   e. unhurt or out of danger

2. Heat from the fire could hurt the trees. _____
   a. the hot, glowing part of a fire
   b. to give information
   c. a large area of land covered with trees
   d. great warmth or high temperature
   e. unhurt or out of danger

3. The fire’s hot flames burned some logs. _____
   a. the hot, glowing part of a fire
   b. to give information
   c. a large area of land covered with trees
   d. great warmth or high temperature
   e. unhurt or out of danger

4. Firefighters tell children how to prevent forest fires. _____
   a. the hot, glowing part of a fire
   b. to give information
   c. a large area of land covered with trees
   d. great warmth or high temperature
   e. unhurt or out of danger

5. Firefighters help children stay safe. _____
   a. the hot, glowing part of a fire
   b. to give information
   c. a large area of land covered with trees
   d. great warmth or high temperature
   e. unhurt or out of danger
As you read *Fighting the Fire*, fill in the Main Idea and Details Web.

Main Idea

Detail

Detail

Detail

How does the information you wrote in this Main Idea and Details Web help you summarize *Fighting the Fire*?

At Home: Have your child use the chart to retell the story.
The **main idea** is the most important idea in a story. **Details** give more information about the main idea.

**Read the passage. Then circle the answer to each question.**

This old, brick firehouse is red. It is also crowded. There are too many tools to fit on the shelf. There are hoses piled everywhere. People bump into each other inside the firehouse. It was built a long time ago. There were fewer homes to protect back then. It is time to get a bigger firehouse!

1. What is the main idea of this paragraph?
   a. The old firehouse is red.
   b. The old firehouse was built a long time ago.
   c. The old firehouse is too small.

2. Choose two details that tell about the main idea.
   a. The firehouse has piles of hoses.
   b. The firehouse is made from bricks.
   c. People bump into each other inside of it.

3. Choose one detail that does not tell about the main idea.
   a. There are too many tools to fit on the shelf.
   b. The firehouse is red.
   c. People bump into each other inside the firehouse.

4. Write a good title for this passage.

---

**At Home:** Have your child make up two or more supporting details to tell about the main idea of the paragraph.
A word family is a group of words that share some of the same sounds and letters. Knowing how to read one word in a word family can help you to read other words in the same family.

A. Write the letters -ill or -ame to complete the name of each picture.

1. fr___________
2. dr___________
3. b___________
4. g___________
5. g___________
6. fl___________

B. Write two more words for each word family.

-ill family
7. ____________
8. ____________

-ame family
9. ____________
10. ____________

At Home: Challenge your child to write a short poem using words in the -ill and -ame word families.
The **table of contents** tells what is on the book’s pages. The **title page** gives the book’s title and the names of its author, illustrator, and publisher.

Read the title page and table of contents. Then complete each sentence below.

**The Big Kelton Fire**
by Ana Luisa Ramirez  
illustrated by Bert Klein  
Bigtime Publishers, NY

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<tr>
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1. The title of the book is ________________________________.

2. Its publisher is ________________________________.

3. The book was written by ________________________________.

4. It was illustrated by ________________________________.

5. There are ________ chapters in this book.

6. Chapter 4 begins on page ________________________________.
As I read, I will pay attention to the punctuation and pronunciation of vocabulary words.

Fire can be dangerous. But it is also very useful. People use fire every day. Sometimes they use fire without even knowing it. Some people have a fireplace at home. Fireplaces burn wood, gas, or coal. Some can now be turned on with the touch of a button. People also use fire at home to cook. Many kitchen stoves burn gas. Others are electric. Electric burners turn red when they are hot, but you will not see flames.

Comprehension Check

1. Why is fire important? Main Idea and Details

2. What are two ways people use fire in their homes? Main Idea and Details

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Practice

A. Write a word from the box to complete each sentence. Then circle the words that have the short a sound.

| came | hat | gave | class |

A fireman ____________ to our ____________ today. He ____________ us some great safety tips. After his speech, he let Mrs. Jacobs wear his firefighter ____________.

You can add the suffixes -er and -est to make comparisons.

- The suffix -er means “more than.”
- The suffix -est means “most.”

B. Add -er or -est to the words in the box to complete each sentence.

| fast | loud | small | strong |

The fire trucks drove ________________ than the cars on the road. The sirens were the ________________ I have ever heard.

The chief told the ________________ firefighter to carry up the heavy hose. Soon the flames became ________________, and the fire was put out.

At Home: Help your child identify words with the suffixes -er and -est in a newspaper article. Discuss how the suffix changes the meaning of the base word.
Short $i$ is the sound you hear in the word *pig.*
Long $i$ is the sound you hear in the word *bike.*

Circle the word that completes the sentence. Then write it on the line.

1. The sun will ___________ in the east.
   rinse  rise

2. My birthday is ___________ days from today.
   nine  nice

3. I ___________ a home run!
   hit  hike

4. Let’s ___________ from the raft to the beach.
   smile  swim

5. They like to play ___________ and seek.
   hid  hide

6. Put the dog’s water ___________ next to his food bowl.
   dine  dish

At Home: Ask your child to look around the room and name things that are spelled with an *i.* Have him or her identify whether the vowel sound is long or short.
Choose a word from the box to complete each sentence. Then write the word on the line.

signing cultures relatives language celebrate deaf

1. My _____ came over for a family dinner.
   ________________

2. Jenny is taking a French class to learn a different _____.
   ________________

3. Lily wants to ____ her birthday at the park.
   ________________

4. Lana can’t hear. She goes to a school for the _____.
   ________________

5. Aunt Tina travels all around the world to meet people from different _____.
   ________________

6. Randy’s parents are talking with their hands. They are _____.
   ________________
As you read *Meet Rosina*, fill in the Main Idea and Details Web.

How does the information you wrote in this Main Idea and Details Web help you summarize *Meet Rosina*?

At Home: Have your child use the chart to retell the story.
Read the passage. Circle the word or group of words that complete each sentence. Then write the answers on the lines.

Jack likes baseball. He plays every day after school. He also plays on weekends. Jack likes first base best. He plays first base for the town team. He reads books about baseball. In the summer he plays ball at sports camp. Jack wants to be a baseball player when he grows up.

1. The story is all about ____________________________.
   a. Jack
   b. how to play baseball
   c. sports camp

2. After school, Jack ____________________________.
   a. watches TV
   b. goes to camp
   c. plays baseball

   a. reading about baseball
   b. playing first base
   c. playing second base

4. When he grows up, Jack wants to be a ____________.
   a. baseball player
   b. baseball coach
   c. sports writer

Meet Rosina • Book 2.1/Unit 1

At Home: Ask your child: If this story were about you and what you like, what would it be all about? Have your child dictate his or her story to you. Then have your child identify the main idea.
As I read, I will pay attention to the pronunciation of the vocabulary words.

People who are deaf cannot hear. They need to talk and listen without using sounds.

Deaf people communicate in many ways. A language that is often used by deaf people is called sign language.

Sign language uses signs for words. Signs are made using hand shapes and movements. One way to sign is to spell out a word. There is a sign for each letter of the alphabet. Another way to sign is to show a whole word.

Comprehension Check

1. What is this passage about? Main Idea and Details

2. How do people use signs to communicate? Main Idea and Details

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Use the dictionary definition to find the correct definition for the word *sign* in each sentence. Write the number of the definition on the line. Then write if *sign* is used as a **noun** or **verb**.

**sign** (sine) **noun** 1. A symbol that means or stands for something: *This sign means add:* +. 2. Something written, such as a poster, that gives information: *This sign means the street goes one way.*  
**verb** 3. To write your name: *Please sign on the dotted line.*  
4. To use American Sign Language: *I can sign the word dog.*

1. That movie star will **sign** pictures for her fans.
   
   In this sentence, *sign* means __________________________

2. The **sign** says we should turn left.
   
   In this sentence, *sign* means __________________________

3. They **sign** to each other across the room.
   
   In this sentence, *sign* means __________________________

4. This is the **sign** for cents ¢.
   
   In this sentence, *sign* means __________________________
The letters **-ing** and **-ed** can be added to the end of a verb to change its meaning. If a word ends in silent **e**, drop the **e** before adding **-ing** or **-ed**.

- smile: smile – e + ed = smiled
- shine: shine – e + ing = shining

**A. Add **-ing** to the end of each word. Write the new word. Then use the word in a sentence.**

1. **dive**

2. **bike**

**B. Add **-ed** to the end of each word. Write the new word. Then use the word in a sentence.**

3. **wipe**

4. **rinse**

**At Home:** Have a spelling bee. Show your child the following words: **hide, make, take, and ride**. Then ask him or her to add **-ing** and spell the word aloud.
Words that **rhyme** begin with different sounds but end with the same sound.

**Read the poem. Circle the words that rhyme. Then finish the poem.**

We are different, you and I.
I like peanuts in my pie.
You like cake.
You love to bake.
We are special, you and I.

We are different, you and I.

At Home: Have your child write a rhyming poem about how he or she is special.
Circle the word that completes each sentence. Write it on the line. Then X all the words below each sentence that have the long o sound.

1. The bunny likes to ____________.
   rope    hop    hope

2. This flower is a ____________.
   top      lot     rose

3. Brett is cleaning with a ____________.
   mop      rope    mope

4. The ____________ sun is melting the ice.
   nose     bone    hot

5. Tandy is writing a ____________.
   not      note    pot

6. The dog is digging a hole for his ____________.
   bone     fox     dot

The o in pot stands for the sound of short o.
The o in nose stands for the sound of long o.

At Home: Play a riddle game with your child. For example, say:
“I am thinking of something that rhymes with hose. It sits on your face and has two holes in it (nose).” Alternate between words with the short and long o sound.
Read the story. Choose words from the box to complete the sentences. Then write the answers on the lines.

**cuddle**  **favorite**  **patient**  **practiced**  **settled**  **wrinkled**

At my house, we have two fish and a dog.

They are all great pets, but Max the dog is my _____________. Max ____________ his nose when he smelled dinner yesterday. He likes to ____________ with me when I read. After he gets ____________ on my lap, he falls asleep. I got Max when he was a puppy. I taught him how to sit and stay. We ____________ the tricks every day until Max knew how to do them. It took a long time, so I had to be ____________. Now Max does them all the time, even when I don’t ask him to!
As you read *My Name Is Yoon*, fill in the Predictions Chart.

<table>
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<tr>
<th>What I Predict</th>
<th>What Happens</th>
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How does the information you wrote in this Predictions Chart help you summarize *My Name Is Yoon*?
Comprehension: Make and Confirm Predictions

You can use what you know and what has happened in a story to make **predictions**. Predictions can help you figure out what happens next in a story.

Read the paragraph. Then circle the sentence that tells what will probably happen next. Write a sentence to explain your prediction.

Umi looked at the new house. It was so different. There were heavy wooden doors. She missed the light paper doors of her old home. There were cold tile and wood floors. She missed the light bamboo floors of her old home. Umi’s father answered a knock at the door. A family came in with a cake. The girl smiled shyly. “My name is Kate. Want to play?” Umi smiled back.

- a. Umi will make a new friend.
- b. Umi will cry.
- c. Umi will move to a new house.

What do you think will happen next?

---

**At Home:** Have your child predict what will happen next as you read a story together. Take time to confirm his or her predictions as you get further into the story.
As I read, I will pay attention to the tempo and punctuation in each sentence.

“We have to leave Ireland,” said Mam. “We have a family to look after, and not enough food.”

“We should go to North America like the Sullivans,” said Dad.

I thought of how Fergus Sullivan always bragged about going to America. Then we never heard from him after he went across the Atlantic Ocean!

“Your Uncle Paddy will help us get settled there,” said Dad.

Uncle Paddy is my favorite uncle. If he was brave enough to go to America, I can be brave, too.

Comprehension Check

1. Why does the family have to leave Ireland? **Main Ideas and Details**

2. How did the main character feel at first about moving to America? **Make Inferences**

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Practice

Name ________________________________

Vocabulary Strategy: Inflected Verbs

Verbs with -ed word endings tell about actions that happened in the past.

A. Add -ed to each word. Then print the new word on the line.

1. hop ____________________ 4. joke ____________________
2. vote ____________________ 5. stop ____________________
3. note ____________________ 6. pick ____________________

B. Use the new words from above to complete the sentences below.

7. He ____________________ about buying an elephant for a pet.
8. They ____________________ in the election.
9. She ____________________ like a bunny.
10. I ____________________ that everyone else had been seated.
11. We ____________________ apples to put in the basket.
12. Mom ____________________ at the market before dinner.

At Home: With your child, write out verbs that end in -ed. Think of a sentence for each word.
A. Read the words in the box. Write one of the words next to the clue it describes. Then circle the words that have a long o sound.

pond   nose   rope   pot

1. You can use me to smell things. ____________
2. You can cook lunch in me. ____________
3. Fish swim in me. ____________
4. You can tie me in a knot. ____________

Use -s or -es to make some words mean more than one. For words ending in a consonant and -y, change the y to i and add -es.

bunny - y + i + es = bunnies

B. Change these words to mean more than one. Then write the new words on the lines.

1. story ________________  2. treat ________________
3. mile ________________  4. penny ________________
Bar graphs show the relationship between numbers using bars of different lengths.

Read the bar graph. Circle the correct answer to each question.

1. What is being compared?
   a. color of frogs  
   b. how far each frog jumped

2. Which frog jumped the farthest?
   a. Kerm  
   b. Hopper  
   c. Topper  
   d. Toad

3. Which frog jumped the least distance?
   a. Kerm  
   b. Hopper  
   c. Topper  
   d. Toad

4. Which two frogs jumped the same distance?
   a. Kerm and Hopper  
   b. Topper and Toad  
   c. Kerm and Toad

5. Which frog jumped 10 feet?
   a. Kerm  
   b. Ralph  
   c. Hopper  
   d. Topper

At Home: Have your child look through the newspaper and point out all the bar graphs he or she finds.
A. Match each word to its meaning. Then write the letter of the meaning on the line.

1. cuddle ______ a. protected
2. wrinkled ______ b. warmth or hotness
3. heat ______ c. made lines in
4. delighted ______ d. hug
5. flames ______ e. pleased
6. safe ______ f. fire

B. Write the word from the box that completes each sentence.

- yams
- vase
- groan
- language
- fog
- rim

1. Ella put the flowers in a ________________.
2. Dad had trouble finding his way in the thick ________________.
3. The ________________ of the cup was chipped.
4. I like ________________ better than white potatoes.
5. Our trip to Germany was hard because we didn’t speak the ________________.
6. The boys ________________ when they have to go to bed early.
Choose a word from the box to complete each sentence. Then write the answers in the puzzle.

excited  tomorrow  company  enjoyed
well  celebrate  deaf  settled

Across
1. If you move to a new house, it will take time for you to feel ________________.
5. People who come to your house to visit are ________________.
6. The opposite of sick is ________________.
7. You feel ________________ when you know something fun will happen.

Down
2. If you had a good time, you ________________ yourself.
3. The day after today is ________________.
4. Someone who cannot hear is ________________.
5. How do you ________________ birthdays and holidays?
Circle the word that completes each sentence. Then write the word on the line.

1. Chewing ____________ is not good for your teeth.
   gum glue tube

2. Planting seeds is a lot of ____________.
   hug fume fun

3. Keith is learning to play the ____________.
   fuse flute fluff

4. Everyone needs to follow the class ____________.
   shut rules run

5. The ____________ carried food to the stores.
   chunk trust truck

6. The ice ____________ melted.
   cute cube cub

7. The ____________ has a bad odor when it lifts its tail.
   skunk stink fume

8. Mary squeezed the ____________ of toothpaste.
   tub tube huge

At Home: Help your child suggest other words that have the sounds for short and long u. Have him or her use each word in a sentence.
Practice

A. Match each meaning with the correct word. Write the letter of the meaning on the line.

1. burst ______  a. floats or moves along by wind
2. gently ______  b. hot, dry, sandy area of land
3. drifts ______  c. person living near another
4. drowns ______  d. to break open, suddenly
5. neighbor ______  e. carefully
6. desert ______  f. to die by staying underwater

B. Choose two words. Use each one in a sentence. Write the sentences on the lines below.

7. ______________________________________________________
   ______________________________________________________

8. ______________________________________________________
   ______________________________________________________
As you read *The Tiny Seed*, fill in the Conclusion Chart.

![Conclusion Chart]

How does the information you wrote in this Conclusion Chart help you summarize *The Tiny Seed*?

At Home: Have your child use the chart to retell the story.
You can use clues and what you know to help you make decisions, or **draw conclusions**, about what is happening in a story.

**Draw a conclusion about each set of clues below.**
**Write the conclusion in a sentence on the line.**

1. **Clues:** Mike has a pair of scissors.  
   Now there are fewer flowers in the garden.

   **Conclusion:**

2. **Clues:** Sarah had a pack of seeds.  
   The seed pack is empty now.

   **Conclusion:**

3. **Clues:** The sky looks cloudy.  
   The ground is wet.

   **Conclusion:**

4. **Clues:** There was a bud on the plant.  
   Now there is a flower on the plant.

   **Conclusion:**

**At Home:** Have your child make up his or her own clues for you to draw a conclusion. Discuss the words that helped you draw a conclusion.
As I read, I will pay attention to the punctuation in each sentence.

The raffia palm (PAHLM) has the longest leaves of any plant. One leaf can be as long as a school bus.

The leaves of the giant taro plant are also huge. They look like elephant ears. But the largest leaf ever is even bigger than an elephant’s body!

A rafflesia has giant petals. These flowers can be as wide as you are tall!

Some plants have giant seeds. The coco-de-mer palm has seeds that are heavier than two bowling balls.

Comprehension Check

1. How can you tell that the coco-de-mer seeds are heavy? **Draw Conclusions**

2. How are the plants in the passage alike? **Compare and Contrast**

<table>
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<tr>
<th>Words Read</th>
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<th>Words Correct Score</th>
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<td></td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>
Context clues are words in a sentence or a story that can help you figure out the meaning of a word you don’t know. They can come before or after the new word.

Read each sentence. Look at the word in dark print. Underline the context clues that help you figure out what the word in dark print means. Then write what you think each word means.

1. With sunlight and water, a seed can mature into a plant.

2. Tim dug a hole in the earth and placed the seed in it.

3. The veins in the leaf looked like a spiderweb.

4. Lisa thought the gigantic seed would grow into a big plant.

5. Omar was so excited that the plant had grown that he cheered.

At Home: Ask your child to find a sentence in a book with a new word and use context clues to tell what the word means.
A. Circle the correct word to complete each sentence. Then write it on the line.

1. My dad took ____________ to the park.
   us       use

2. The little baby was very ____________.
   cute     cut

3. The bear ______________ ran to its mother.
   cube     cub

   The -er ending means “more.” The -est ending means “most.”
   fast + er = faster (more fast)    fastest + est = fastest (most fast)

B. Circle the correct word to complete each sentence. Then write it on the line.

4. Molly planted the ______________ seed of them all.
   smaller    smallest

5. She planted two ______________ seeds.
   largest    larger

6. Which plant grew the ______________?
   tallest    taller

At Home: Have your child add -er and -est to five words and write a sentence for each word.
Diagrams are drawings that give information. Labels tell more about a diagram.

Look at the diagram. Read the labels. Then answer the questions below.

The Parts of a Pine Tree

Branches and trunk carry water and food to different parts of the tree.

Roots take water from the soil.

Needles make food for the tree. They stay green all year.

Cones hold the tree’s seeds.

1. What does this diagram show? ________________________________

2. Which part makes food for the tree? __________________________

3. What do cones do? ________________________________________

4. What carries water and food? _________________________________

5. How does the diagram show what the roots look like?
   ___________________________________________________________
Sometimes two **consonants** form a blend. In a consonant blend, you can hear the sound of each consonant.

Listen for the **blends** at the beginning of these words.

- **spoon**
- **sky**

Listen for the **blends** at the end of these words.

- **toast**
- **mask**

**A. Circle the two pictures in each row whose names have the same beginning blend.**

1.  
2.  

**B. Circle the two pictures in each row whose names have the same blend at the end.**

3.  
4.  

**At Home:** Ask your child to choose the name of one of the pictures and use it in a sentence.
Choose a word from the box to answer each question. Write the word on the line.

young  normal  rescued  examines  mammal  hunger

1. What is another word for saved? ________________

2. Which word names a kind of animal that drinks its mother’s milk and has hair or fur? ________________

3. Which word best tells about someone who is not old? ________________

4. Which word tells what a doctor does to an animal to see if it is well? ________________

5. Which word tells about the feeling an animal has when it needs to eat? ________________

6. Which word tells about something that is not odd? ________________
As you read *A Harbor Seal Pup Grows Up*, fill in the Sequence Chart.

**Beginning**

**Middle**

**End**

How does the information you wrote in this Sequence Chart help you summarize *A Harbor Seal Pup Grows Up*?
The sequence of events is the order of which things happen. Words such as first, then, next, and last give clues to when events take place.

Read the story. Then write sentences that tell what happened first, then, next, and last on the lines below.

First, a kitten raced up a tree after a bird. Before she knew it, the kitten was stuck. She was high on a branch and couldn’t get down. Next the kitten cried and cried. Then, a boy came along. He scooped up the kitten and placed her gently on the grass. At last the kitten was safe.

1. First

2. Next

3. Then

4. Last

At Home: Have your child use the words first, then, next, and last to tell you what happened at school today.
As I read, I will pay attention to the pronunciation of vocabulary words.

All tigers have stripes. But each tiger has different stripes.

Tigers live in jungles and forests. A tiger’s coat helps it blend in with long grass, bushes, and trees.

This helps keep the tiger safe.

Tigers are mammals. A mammal feeds its young on milk. Tiger cubs live with their mother for two to three years. Adult male tigers live alone.

Tigers hunt alone. They hide, and then sneak up on their prey. They catch deer, wild pigs, and cattle.

Comprehension Check

1. How does a tiger’s diet change as it grows up? **Sequence**

2. How do stripes help a tiger? **Main Idea and Details**

<table>
<thead>
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<tr>
<td>Second Read</td>
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</table>
Antonyms are words that have opposite or almost opposite meanings.

Circle the antonyms in each pair of sentences. Then write them on the line.

1. I remember my first animal rescue. ___________
   I knew it would not be my last. ___________

2. My neighbor lost her puppy. ___________
   I found him the next day. ___________

3. The puppy did not go very far. ___________
   He was near the park behind my house. ___________

4. The puppy was shaking from the cold. ___________
   His fur could not keep him warm in all the snow. ___________

5. I bent down to see if the puppy was alright. ___________
   He let me pick him up to carry him home. ___________

At Home: Ask your child to tell you other antonym pairs and use them in sentences.
A. Choose a word from the word box that has the same beginning or ending blend as each of the words below. Write the word on the line.

skunk  drop  spill  spoon  mask  best  sleep

1. drain __________  3. slow __________  5. sky __________
2. spark __________  4. task __________  6. nest __________

A **compound word** is a word made up of two smaller words.
up + stairs = upstairs  week + end = weekend

B. Put a word from the box with each word below to make a compound word. Write the compound word on the line.

pack  box  corn  fall

7. water ____________  9. back ____________
8. mail _____________  10. pop ____________

At Home: Ask your child why *horseback* is a compound word.
Similes compare one thing to another. It uses the words like or as.

Read each question. Answer it with a complete sentence that includes the underlined simile from the question. Then draw a picture to show what is happening in the sentence.

1. When might a person be as hungry as a bear?

2. What might people be doing when they are as busy as bees?

At Home: Have your child answer this question: “When might someone work like a dog?”
The letters *ai* and *ay* can stand for the long *a* sound.  
Listen for the long *a* sound as you say the word *braid*.  
Listen for the long *a* sound as you say the word *day*.

Read each sentence. Then write the letters *ai* or *ay* on the lines to complete each word.

1. Tod_____ I will go to the doctor.

2. Dad and I will take a tr_____n there.

3. Dad said I could p_____ the clerk for the train tickets.

4. He will w_____t with me in the doctor’s office.

5. Mom m_____ come, too.

6. A sitter will st_____ with my little sister.

7. Mom has p_____d the sitter already.

8. We’ll read our m_____l when we get home.
Dear María,

I have big news! I fell next to the pool at camp and now I have a ___________ arm. The fall was very ___________, but the doctors told me I will ___________ quickly. My family came for a visit as soon as they found out. They got here in just a few hours.

When a kid is hurt, the hospital always ___________ parents right away. The camp let me have a ___________ day so I could visit with my family. I am staying at camp until it is over, but no more swimming for me! Let me know how you are.

Your friend always,

Ricky

Choose one of the words from the box to write a P.S. to the letter.

P.S.: ____________________________________________________________
As you read *A Trip to the Emergency Room*, fill in the Sequence Chart.

First

Next

Then

Last

How does the information you wrote in this Sequence Chart help you summarize *A Trip to the Emergency Room*?
Sequence is the order in which events happen in a story.

Read the story and the sentences below it. Number the sentences from 1 to 6 to show the order of the story events.

A big storm left puddles everywhere. After school at soccer practice, Liza slipped in the mud. She hurt her ankle and couldn’t get up. Coach Grimes put an ice pack on Liza’s ankle. Liza’s dad was there. He drove her to the emergency room. “I hope you didn’t break your ankle, honey,” Liza’s dad said. The doctor said Liza’s ankle was sprained, not broken. He told Liza to stay off the soccer field for a few weeks until her ankle healed.

In the first game Liza played after she came back, Liza scored the winning goal for her team. “I feel as good as new. No, better than new!” she told her dad.

1. Liza slipped and hurt her ankle.
2. Liza’s dad drove her to the emergency room.
3. Liza told her dad she felt better than new.
4. Liza came back and scored the winning goal.
5. There was a big storm.
6. The doctor said Liza’s ankle was sprained.
Homophones are words that sound the same, but have different meanings and different spellings. When you come to a new word that sounds the same as another word you know, you can use a dictionary to look up the word’s meaning.

Study the dictionary entries. Then write a new sentence for each homophone.

**knows** verb is aware of or understands something.  
*Alex knows that summer begins in June.*

**nose** noun the part of the face we breathe and smell with.  
*The boy covered his nose before he sneezed.*

1. ________________________________________________________________

2. ________________________________________________________________

**weak** adjective not strong.  
*Grandma was weak during her illness.*

**week** noun a period of seven days in a row.  
*We went on vacation for a week.*

3. ________________________________________________________________

4. ________________________________________________________________

At Home: Have your child write sentences using the homophones right and write. If a dictionary is available, help your child look up the meaning of each word before he or she writes the sentences.
The library’s **card catalog** and other **reference sources** have many different kinds of information.

clarity.

**Match each reference source to its description below. Write the letter of the description on the line.**

1. card catalog ___  
   2. almanac ___  
   3. atlas ___  
   4. newspaper ___  
   5. globe ___  
   6. telephone directory ___  

   a. a model of Earth with labeled countries and bodies of water  
   b. a daily or weekly publication containing news about current events  
   c. a book of maps and information about different geographical areas  
   d. a book that lists people and businesses alphabetically, along with their addresses and phone numbers  
   e. an alphabetical listing of books in a library, on computer or index cards  
   f. a yearly book containing a variety of practical information  

**Read each item. Write the answer to the question.**

7. You want to know where Italy is. What are two good places to look? __________________________  

8. You need a book about nursing. Where should you look? __________________________
As I read, I will pay attention to the pronunciation of vocabulary words.

Your body is working even when you are just sitting still. You can see, hear, smell, taste, and feel. Your body knows when it is cold or hot. It can even **heal** itself when a part is **broken** or you feel sick. Sometimes a doctor can help your body get well. A doctor can also give you a **personal** checkup once a year to be sure you stay healthy. Let’s take a look at the human body. Then we will see how a doctor can help you keep it healthy.

Comprehension Check

1. Does your body always need a doctor to get well? **Make Inferences**

2. How do you know that your body is working even when you are still? **Make and Confirm Predictions**

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</tbody>
</table>
The long a sound can be spelled with the letters *ai* and *ay*. You can hear the long a sound in *main* and the long a sound in *way*.

Circle a word to complete each sentence. Then write the word on the line.

1. Sam put some oats in a _____________.
   - pain
   - pail
   - may

2. Then he grabbed a bundle of _____________.
   - stay
   - nail
   - hay

3. Sam fed the ____________ horse.
   - gray
   - day
   - rain

4. Then he brushed the horse’s _____________.
   - tray
   - tail
   - raid

5. Kelly wrote a letter about biking on a mountain _____________.
   - paid
   - gain
   - trail

6. Kelly put the letter in the _____________.
   - mail
   - say
   - wait
Choose a word from the box to complete each sentence.

why  climb  light  blind
tie  fly  high  pie

1. We like to ___________ trees.
2. The street ___________ shines in my window at night.
3. Dad likes apple ___________ with raisins.
4. My friend has a seeing-eye dog. She is ___________.
5. Mr. Simon wears a ___________ with his suit.
6. The geese ___________ south every year.
7. Ask if you want to know ___________.
8. How ___________ is that kite?

At Home: Have your child suggest other words that have the long i sound spelled i, ie, igh, and y. Then ask him or her to use the words in oral sentences.
A. Write the word from the box that matches each clue.

peered  giggled  snuggled  fluttered  vanished  recognized

1. This word means “held something close” or “cuddled.”
   ____________________________

2. This word means “disappeared” or “went out of sight.”
   ____________________________

3. This word means “laughed in a silly way.”
   ____________________________

4. This word means “knew by sight.”
   ____________________________

5. This word means “flew with quick flapping movements.”
   ____________________________

6. This word means “looked closely.”
   ____________________________

B. Choose two words from the box. Then write a sentence for each word that you chose on the lines.

________________________________________

________________________________________
As you read *Farfallina & Marcel*, fill in the Inference Chart.

<table>
<thead>
<tr>
<th>What I Learned From Reading</th>
<th>What I Already Know</th>
</tr>
</thead>
</table>

My Inference

How does the information you wrote in this Inference Chart help you to better understand *Farfallina and Marcel*?
When you make inferences, you use what you already know and what you have read to figure out something about a story.

Read each set of sentences. Then answer each question to make an inference.

1. The kittens met Mary at the door. Then they ran over to their food bowls and meowed loudly.

What do the kittens want? ________________

2. Ty stored his shorts, T-shirts, and bathing suit in a chest. He took out his sweaters and long pants.

What time of year is it? ________________

3. All the kids lined up. Max yelled, “Go!” Everyone ran fast. Amy won. “That’s my sister, Amy!” Max yelled.

How does Max feel about his sister? ________________

4. Janet sneezed. Then she coughed. Dad felt her forehead. “You feel hot. I think you better go back to bed.”

How is Janet feeling? ________________

5. Mr. Night milked the cows. Then he gathered eggs from the hen house. After that he plowed the fields and planted the corn.

Where does Mr. Night work? ________________
As I read, I will pay attention to the punctuation in each sentence and tempo.

My name is Hermie. My mother was a land hermit crab. She laid her eggs on the wet rocks next to the sea. When I hatched, I floated in the warm ocean. I saw many other baby hermit crabs there. That is where I met my friend Harriet. As we grew, we molted. We slipped out of the hard skin around our body. When we had molted for the last time, we knew it was time to swim to shore. Our lungs were changing. Soon we would only be able to breathe air.

Comprehension Check

1. What happens to a crab when it molts? **Description**

2. Where will Hermie live after his lungs change? **Draw Conclusions**

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</tbody>
</table>
Synonyms are words that have the same or almost the same meaning.

Use the dictionary and thesaurus entries to answer the questions. Then circle the source you used.

<table>
<thead>
<tr>
<th>Dictionary</th>
<th>Thesaurus</th>
</tr>
</thead>
<tbody>
<tr>
<td>trash (trash) noun</td>
<td>trash noun</td>
</tr>
<tr>
<td>something you throw away</td>
<td>garbage, junk, rubbish</td>
</tr>
<tr>
<td>trip (trip)</td>
<td>trip noun</td>
</tr>
<tr>
<td>1. noun to go from one place to another.</td>
<td>drive, ride, journey</td>
</tr>
<tr>
<td>2. verb you hit your foot on something and almost fall</td>
<td>verb fall, slip, stumble</td>
</tr>
</tbody>
</table>

1. What does **trash** mean? ____________________________________________
   
dictionary        thesaurus

2. What is a synonym for the verb **trip**? ____________________________
   
dictionary        thesaurus

3. What does the noun **trip** mean? ____________________________
   
dictionary        thesaurus

4. What are two synonyms for **trash**? ____________________________
   
dictionary        thesaurus

At Home: Help your child use the synonyms for *trash* and *trip* in sentences.
Write the letters *i*, *igh*, *ie*, or *y* to complete each word.

1. Yesterday the sk________ was cloudy and gray.

2. The stars did not come out last n________t.

3. Our cat was not home b________ eight o’clock.

4. She likes to l________ under the front porch.

5. I knew that is where I would f________nd her.

A *contraction* is a short way to write two words.

- she is = she’s
- he is = he’s
- we are = we’re
- they are = they’re
- do not = don’t
- does not = doesn’t

Write the contraction that takes the place of the words in dark print.

6. **She is** my sister, Lila. ______________

7. **He is** my brother, Lou. ______________

8. **We are** the first twins in our family. ______________

9. **Twins do not** always look alike. ______________
Captions are the words below a picture. They tell what the picture is about.

Match each caption to a picture. Write the letter in the box. Then write a different caption for each picture on the line below.

- a. Go that way.
- b. This is a painting.
- c. We have fun.
- d. This is a kitten.

1. 

2. 

3. 

4. 

At Home: Have your child draw a picture. Then ask him or her to write a caption for it.
Search for the words from the box. Circle each word as you find it. Then write it in the correct list below.

<table>
<thead>
<tr>
<th>coach</th>
<th>no</th>
<th>slow</th>
<th>toe</th>
<th>ago</th>
</tr>
</thead>
<tbody>
<tr>
<td>toad</td>
<td>glow</td>
<td>goat</td>
<td>bow</td>
<td>foe</td>
</tr>
</tbody>
</table>

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

1. words with the long o sound as in so

2. words with the long o sound as in Joe

3. words with the long o sound as in road

4. words with the long o sound as in grow

At Home: Say a long o word and have your child say others that rhyme with it.
Choose a word from the box to match the group of clues that best describe its meaning.

- uniform
- coach
- tryouts
- practices
- starting
- imaginary

1. This word means events where people show their skills to gain a place on a team or in a play. ________________

2. This is a word for a person who helps others improve their skills. ________________

3. This is a word for events where people do the same skills over and over to try to get better at them. ________________

4. This word describes pictures or ideas that a person might make up in his or her mind. It describes things you can’t actually touch. ________________

5. This word can mean a type of clothing worn by people on the same team or who do the same job. ________________

6. Players who get to play first in a game are described by this word. ________________
As you read *There’s Nothing Like Baseball*, fill in the Inference Chart.

- **What I Know**
- **What I Read**

**My Inferences**

How does the information you wrote in this Inferences Chart help you to better understand *There’s Nothing Like Baseball*?
When you **make inferences**, you use story clues and what you already know to figure out things that the text does not tell you.

**Read the story. Circle the answer to each question.**

Katie bounced a soccer ball on her knees. Her dad sighed. “Not in the car, please.” Katie held the ball in her lap. She wiggled. She wore a blue shirt that said “21” on the back. Her dad parked by the field. Katie started to get out of the car.

“Wait!” her dad called. He pulled out a wrapped box and smiled. “I know you want to run faster, kick harder, and score more goals. These will help. Happy Birthday, Katie!”

1. Where do you think Katie and her dad are going?  
   a. to the supermarket  b. to a soccer game  c. to a baseball game
2. Do you think Katie will watch or play?  
   a. Katie will watch.  b. Katie will play.
3. What is most likely in the box that Katie gets?  
   a. another ball  b. a new soccer shirt  c. new soccer shoes
4. How do you think Katie feels about her present?  
   a. happy  b. sad  c. confused
5. What can you tell about Katie from reading this passage?  
   a. She likes soccer.  b. She likes ice cream.  c. She likes cats.

---

**At Home:** Encourage your child to make inferences based on facial expressions and gestures he or she sees in pictures or on television.
As I read, I will pay attention to punctuation and expression.

Harry woke up. He rolled over and **groaned**.

8 Getting up early was the worst part of training for
18 team **tryouts**. Starting last week, he’d been jogging
26 every morning. He wanted to be a strong runner,
35 just like his mom.

39 After school, Harry met his dad at the basketball
48 courts. Harry’s dad was a great basketball player.

56 Harry was training for the basketball team as well
65 as the track team!

69 The night before the tryouts, Harry went to bed
78 early. He stared at his **uniform**. He wondered if he
88 could ever be a track star. What if he could become
99 a basketball superstar, too? 103

Comprehension Check

1. Why does Harry wonder if he could be a track or basketball star? **Make Inferences**

2. What is the sequence of events in Harry’s day? **Sequence**

<table>
<thead>
<tr>
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<tr>
<td>Second Read</td>
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</table>
Multiple-meaning words are words that have more than one meaning.

Use the dictionary entry to figure out which meaning is used in each sentence. Write the number of the meaning that matches its use in the sentence.

**fall** verb 1. to come down from a place. *Rain drops fall from the sky.* noun 2. when something or someone comes down suddenly to the floor or ground. *Henry had a bad fall from his bicycle.* 3. a season of the year. *Fall comes after summer and before winter.*

1. I will take gymnastics in the **fall**. _____

2. If we win this game, we will not **fall** from first place. _____

3. I was not hurt by the **fall**. _____

4. I am always careful not to **fall** off the diving board. _____

5. September is in the **fall**. _____

6. Dana was walking on the ice and had a **fall**. _____
A contraction is a short way of writing two words. An apostrophe is used to take the place of the letters that are left out.

we will = we’ll    I have = I’ve

Replace the underlined words in each sentence with the correct contraction. Write the contraction on the line. Then circle all the words in each sentence that have the long o sound.

1. I have never been on a boat. ____________

2. We will go to the park to play baseball. ____________

3. We have never played with snow on the field. ____________

4. Moe has a game that you will love. ____________

5. They have had no practice this week. ____________

6. I will bring the snacks, and Joan will bring the drinks. ____________

7. They will sit in the first row. ____________

8. You have never played soccer with Joe. ____________

At Home: Look through a book or magazine and have your child find five words that have the long o sound.
Newspapers and magazines often use **bar graphs** to compare amounts.

**Read the graph. Circle the correct answer to each question.**

**Trees in Pineville**

<table>
<thead>
<tr>
<th>Tree</th>
<th>Number of Trees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fir</td>
<td>10</td>
</tr>
<tr>
<td>Spruce</td>
<td>90</td>
</tr>
<tr>
<td>Pine</td>
<td>70</td>
</tr>
<tr>
<td>Cedar</td>
<td>50</td>
</tr>
<tr>
<td>Maple</td>
<td>30</td>
</tr>
</tbody>
</table>

1. What is being compared?
   - a. height of trees       - b. number of trees

2. Which kind of tree is least common in Pineville?
   - a. fir               - b. maple

3. Which kind of tree is most common in Pineville?
   - a. fir               - b. maple

4. The state tree is the pine. Pineville wants to have more pines than any other tree. Does the town need to plant more pines?
   - a. Yes               - b. No

5. How many spruce trees are in Pineville?
   - a. 10    - b. 50    - c. 60    - d. 100

**At Home:** Have your child look through a newspaper or a magazine and point out to you all the graphs he or she finds.
A. Use words from the box to complete the paragraph.

coach  stay  personal  starting  recognized

We ____________ after school to watch baseball practice. We watch the ____________ and the players. Each player hits, catches, and runs bases. The ____________ players are the ones who play first in a game. On Monday the top pitcher ____________ us. He waved. We waved back. We are his ____________ fan club.

B. Use words from the box to complete the crossword puzzle.

Across
4. what you feel when you need to eat
5. an area that is hot and dry

Down
1. tells someone about something
2. tests to get on a team or in a performance group
3. street or path
A. Match each word to its meaning. Then write the letter next to the word on the line.

1. neighbor _____ a. saved
2. rescued _____ b. in pieces
3. broken _____ c. a solid shape like a block
4. vanished _____ d. looked closely
5. peered _____ e. someone living nearby
6. cube _____ f. disappeared

B. Write the word from the box that completes each sentence.

flight drove gently examines

1. The breeze ___________________ rocked the hammock.

2. We watched the ___________________ of the eagles high in the sky.

3. Mom ___________________ us home after school.

4. My doctor ___________________ me carefully when I have a checkup.
The letters e, ee, ea, ey, and y stand for the long e sound.

we  feet  meat  key  happy

Write the missing letter or letters to complete each word.

1. t_____
2. m_____
3. str_____t
4. b_____ds
5. bab_____
6. mon_____
7. donk_____
8. lad_____

At Home: Help your child suggest other words that have e, ee, ea, ey, or y that make the long e sound. Have him or her use each word in a sentence.
Choose a word from the box to match each clue. Then write the answers in the puzzle.

breathe  swung  gasped

delicious  frantically  attached

Across
3. A baseball player _____ the bat to hit the ball.
4. Your head is _____ to your neck.
6. People who love pizza think it tastes _____.

Down
1. Kendra _____ searched for her lost dog.
2. It might be hard to _____ with a stuffy nose.
5. The tired runner _____ when she won the race.
As you read *Head, Body, Legs: A Story from Liberia*, fill in the Cause and Effect Chart.

How does the information you wrote in this Cause and Effect Chart help you to better understand *Head, Body, Legs: A Story from Liberia*?

At Home: Have your child use the chart to retell the story.
A cause is the reason something happens. An effect is what happens.

Read the story about two brothers to find an effect for each cause below. Write the effect on the line.

Bob wanted to put his new toy together, but he had a hard time doing it by himself. He asked his brother, Joe, to help him. First Joe got a screwdriver to help attach the wheels. Then Bob tried to put the doors on the car, but they wouldn’t fit. Joe helped put the doors on. They turned on the car, but it did not move. Then Bob remembered that they needed to put batteries in the car. The car worked!

1. cause: Bob had a hard time putting his new toy together.
   
   effect: ________________________________________________________

2. cause: Bob and Joe wanted to attach the wheels to the car.
   
   effect: ________________________________________________________

3. cause: The car doors would not fit.
   
   effect: ________________________________________________________

4. cause: The toy car did not move.
   
   effect: ________________________________________________________

At Home: Have your child read a storybook and look for examples of cause and effect.
As I read, I will pay attention to the punctuation in each sentence.

A fisherman lived with his wife in a little house.

Every morning he went to the sea. He tried to catch fish to eat.

One day the fisherman caught nothing. Then he felt a strong tug on his fishing line. The fishing rod swung from side to side. The fisherman fought frantically to hold on to it.

The fisherman reeled in the line. There was a golden fish attached to his hook.

"Please let me go!" it cried. "I cannot breathe out of water!"

The fish was beautiful. But it was too small to eat, so the fisherman let it go.

Comprehension Check

1. What made the fisherman’s fishing rod swing from side to side?
   Draw Conclusions

2. Why did the fisherman go down to the sea every morning?
   Cause and Effect

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<th>Words Read</th>
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<th>Words Correct Score</th>
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<tr>
<td>First Read</td>
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<tr>
<td>Second Read</td>
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</table>
Sometimes the other words in a sentence can help you figure out the meaning of a new word. These words are **context clues** and can come before or after an unknown word.

**Read each sentence. Then circle the meaning of the word in dark type.**

1. The teacher let Lorna and me work on the project **together**, so each of us completed half of the work.
   - with another person
   - alone

2. The **coach** helps us learn to throw and hit balls.
   - person who trains a team
   - a type of ball

3. Each camper completed a **task** to help the camp.
   - camp
   - job

4. Everyone got along and **cooperated** to get the job done.
   - worked together
   - worked separately

5. Megan used a screwdriver to **assemble** the toy house.
   - play with
   - build

6. All of us **participated** in the reading program by reading five books each.
   - took part
   - ate

**At Home:** Help your child identify four new words that describe something in his or her home. Then have your child write a sentence that gives a clue to each word’s meaning.
A word part that is added to the end of a word to change its meaning is called a **suffix**.

- The suffix **-less** means “without.”
- The suffix **-ful** means “full of.”

When you add **-ful** or **-less** to a word that ends with **y**, you drop the **y** and add **i** before adding the suffix.

- mercy + ful = merciful

**Write a word that means the same as the group of words. Your new word will end in **-less** or **-ful** and have a long **e** sound.**

1. full of beauty
   
   ________________

2. without need
   
   ________________

3. without sleep
   
   ________________

4. full of meaning
   
   ________________

5. full of peace
   
   ________________

6. without seeds
   
   ________________

7. without a penny
   
   ________________

8. full of glee
   
   ________________

**At Home:** Have your child add **-ful** and **-less** to five words and write a sentence for each word.
A home page on the Internet is the starting place for getting information. It has links to other related information on the Web site. A **drop-down menu** will help you find more links.

Look at the home page below. Then follow the directions and answer the question.

1. What is the title of this Web page?
   
2. What are two links under products?

3. Where would you find the link Summer Camp?

4. What would you click on to contact the president of Stories Galore?
Listen to the long \( u \) sound as you say each of these words.

mule      use      tune

A. Choose the word from the box that names each picture.
   Careful! You will not use all the words in the box.

<table>
<thead>
<tr>
<th>Picture</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rug</td>
<td>Rug</td>
</tr>
<tr>
<td>Tuba</td>
<td>Tuba</td>
</tr>
<tr>
<td>June</td>
<td>June</td>
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<tr>
<td>Use</td>
<td>Use</td>
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<tr>
<td>Cube</td>
<td>Cube</td>
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<td>Cub</td>
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<tr>
<td>Cute</td>
<td>Cute</td>
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<tr>
<td>Mule</td>
<td>Mule</td>
</tr>
</tbody>
</table>

1. ____________  
2. ____________  
3. ____________  
4. ____________  

B. Find the words from the box with the long \( u \) sound that do not name a picture. Then write a sentence for each word on the lines below.

5. ____________________________________________________________________

6. ____________________________________________________________________

At Home: Ask your child to tell you two words that have the long \( u \) sound.
A. Read the passage. Choose a word from the box to complete each sentence. Write it on the line.

Our class took a field trip to the zoo. I couldn’t believe how big the zoo was. It was ________________! Each of us had to hold hands with a ________________. We paid ________________ to our teacher. He told us the rules. He said, “A good student ________________ the rules. Following rules can keep you from having an ________________. I don’t want you to get hurt or lost.” Our teacher also gave us good ideas about what to look for at the zoo. His ________________ helped us have a good time.

B. Use two vocabulary words to write two new sentences.

1. __________________________________________

2. __________________________________________
As you read *Officer Buckle and Gloria*, fill in the Illustrations Chart.

<table>
<thead>
<tr>
<th>Illustration</th>
<th>What I Learn From the Picture</th>
</tr>
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How does the information you wrote in this Illustrations Chart help you to better understand *Officer Buckle and Gloria*?
Illustrations are pictures that go with a story or article. They can help you understand what you are reading.

Look at each illustration and read the sentence. Use the illustration to help you answer the question. Then fill in the circle in front of the correct answer.

1. The girl wore her safety gear when she skated.
   Which is part of safety gear?
   - (a) window
   - (b) helmet
   - (c) dog

2. The boy put on his life jacket so he could go on the boat.
   Which letter shows the life jacket?
   - (a) a
   - (b) b
   - (c) c

3. We stayed on the curb because the bus was approaching.
   An approaching school bus is ____________.
   - (a) leaving
   - (b) coming
   - (c) stopped

4. We were careful to keep our hands away from the porcupine.
   What is a porcupine?
   - (a) a drink
   - (b) a hat
   - (c) an animal
As I read, I will pay attention to the punctuation in each sentence.

Roads can be dangerous places. Pay attention when you are on or near a road. If you are not careful, an accident may happen. Here are some tips to keep you safe.

Always walk on the sidewalk. If there is no sidewalk, walk on the side of the road. Face cars coming toward you.

You should also be careful when crossing the road.

A safe pedestrian obeys these rules.

Follow these five steps when you need to cross the road:

Step 1: STOP at the side of the road.
Step 2: LOOK for any traffic.
Step 3: LISTEN for any traffic that might be coming.
Step 4: WAIT until there is no traffic before you cross.
Step 5: GO when it is safe to cross.

Comprehension Check
1. Why should you pay attention when you are on or near a road?
   Main Idea and Details

2. Why do you think it is a good idea to wait until there is no traffic to cross the street? Make Inferences

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At Home: Help your child read the passage, paying attention to the goal at the top of the page.
Synonyms are words that have the same or almost the same meaning.

Read each pair of sentences. A word in the first sentence and a word in the second sentence are synonyms. Circle the synonyms. Then write them on the lines.

1. It was time for Gina to go.
   She was ready to leave.

   __________  __________

2. Gina put on her helmet to begin her bike ride.
   She could not wait to start.

   __________  __________

3. Gina had to ride her mom’s big bike.
   The large bike was a little bit hard to ride.

   __________  __________

4. Gina was careful as she rode quickly.
   She wanted to get to her friend’s house fast.

   __________  __________

At Home: Ask your child to tell you a synonym for each of these words: yell, near, correct.
Say these words and listen to the long $u$ sound.

cute  duke

A. Answer each riddle with a word from the box. Careful! You will not use all the words in the box.

mud  hug  tube  tub  tune
cub  mule  sun  menu  bush

1. You can sing and play me. What am I? __________

2. I can be stubborn. I look like a horse. What am I?
   __________

3. You look at me to choose what to eat. What am I? __________

4. Toothpaste comes inside of me. What am I? __________

B. Choose two words from the box that have the long $u$ sound. Write a sentence for each word on the lines.

5. ______________________________________________________________________

6. ______________________________________________________________________

At Home: Ask your child to tell you two words that have the long $u$ sound and to use each one in a sentence.
A floor plan is a small map of a building. It shows where you can find rooms and other things in a building.

Read the floor plan. Then circle the correct answer to complete each sentence.

1. Tam is in the lunchroom. The nearest exit for Tam is _____?
   a. exit A  b. exit B

2. Joe is in room 3. The nearest exit for Joe is _____?
   a. exit B  b. exit A

3. The lunchroom is right across the hall from _____.
   a. the gym and room 1  b. the office and room 2

4. The gym is right across the hall from _____.
   a. room 3  b. the lunchroom

5. The second room on the left is _____.
   a. the gym  b. the lunchroom

6. Moe is in room 1. The nearest exit for Moe is _____.
   a. the front door  b. exit B
A **consonant digraph** is two consonants that together stand for only one sound. Say these words. Then listen for the sounds made by the letters in dark print.

- thin
- shed
- when
- chop

Choose the group of letters from the box that completes each word. Write the letters on the line.

- th
- sh
- wh
- ch

1. I took a walk ____rough the park.

2. There was a ____ill in the wintry air.

3. I ____all find a fossil, I thought.

4. I looked for a long time but did not see a ____ing.

5. Then I saw a flat ____ite piece of rock with a pattern on it.

6. The pattern on the rock was in the ____ape of a leaf.

7. ____en I saw the leaf, I knew I was lucky.

8. My rock ____ip was a fossil!
A. Write words from the box to complete the story.

Sasha found a little bone in her yard. The bone was covered in dirt as if it had been there for many years. It looked ____________________. Maybe it was a dinosaur bone! Sasha was excited and __________________ about this idea.

“Let’s try to __________________ what it is,” Dad said. They looked at pictures in dinosaur books. They tried and tried but were __________________ to find a bone that looked like the one Sasha had found. Sasha still thought it was a dinosaur bone. Dad said, “Your idea might be __________________. Or maybe you found a chicken bone from a picnic last summer!”

B. Use a word from the box to add another sentence to the story.

_________________________________________________________________
_________________________________________________________________
As you read *Meet the Super Croc*, fill in the Summary Chart.

How does the information you wrote in this Summarize Chart help you to better understand *Meet the Super Croc*?
When you **summarize** an article or story, you tell about the most important facts and ideas in one or two sentences.

**Read the passage. Then follow the directions.**

Some animals can grow new body parts. Spiders can grow new legs if their legs get hurt or lost. Lizards can grow new tails. Sharks lose thousands of teeth in their lives, but don’t worry, they also grow thousands of new ones. These are just a few of many animals that can grow new parts.

Other animals can grow whole new animals from pieces of body parts. Most starfish have five legs. A new starfish can grow from just one leg. Sea sponges and sea cucumbers can also grow from pieces of other sea sponges and sea cucumbers.

1. Choose the best title for the passage.
   a. *Animals That Can Regrow Parts*
   b. *What All Animals Have in Common*

2. Choose the best summary for the first paragraph.
   a. When animals lose teeth, legs, or tails, they get new ones.
   b. Some animals grow new parts if old parts are hurt or lost.

3. Choose the best summary for the second paragraph.
   a. Some animals can grow from pieces of an animal.
   b. There are animals called sea sponges and sea cucumbers.

**At Home:** Have your child summarize his or her day at school in two or three sentences.
A word part that is added to the end of a word to change its meaning is called a suffix. A word part that is added to the beginning of a word to change its meaning is called a prefix.

**Suffixes**
- *-ful* = “full of”
- *-less* = “without”

**Prefixes**
- *re-* = “again”
- *un-* = “not”
- *dis-* = “do the opposite of”

Complete each sentence with a new word made from one of the base words and one of the prefixes or suffixes below. Use any word part more than once if you need to.

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

**Base words:**
- use
- care
- visit
- like

**Suffixes:**
- *-ful*
- *-less*

1. A raccoon was at our campsite last night and it may ________ us tonight.
2. This dinosaur book is very _____________ to our class.
3. I _____________ burned toast.
4. The peacock’s tail is _____________ any other bird’s tail.
5. It was _____________ of you to let the dog out.

**At Home:** Have your child put together different word parts from the box to create more words. Discuss how prefixes and suffixes change the meaning of the base word.
Before you write a report, you need to choose a topic. You need to **narrow the topic** until it is small enough to cover in the space you have. Plan to focus on just one or two main ideas so your topic is not too big.

A. Read the sentences below. Then answer the questions.

Liam has to research and write a one-page report about one animal. He plans to write about mammals.

1. Is Liam’s topic idea a good one for his report? Why or why not?

B. Write three examples of better topic ideas for Liam.

2. 

3. 

4. 

5. Tell why your ideas would work well for Liam’s report.

---

**At Home:** Give your child the following made-up assignment: **Write a one-page report about one sport.** Challenge your child to come up with three topic ideas that would work well for this assignment.
As I read, I will pay attention to punctuation and the pronunciation of the vocabulary word.

Have you ever seen a living dinosaur? Of course not! Dinosaurs are extinct. They no longer exist.

All of the dinosaurs died out about 65 million years ago. No one really knows why. Some scientists think it was because Earth’s climate changed.

Many other animals are also extinct. Some became extinct in ancient times. Others became extinct less than 100 years ago. Let’s learn about some of them.

The woolly mammoth looked like an elephant.

But woolly mammoths were even bigger!

Like elephants, woolly mammoths had tusks and a trunk. Unlike elephants, they had long, shaggy hair all over their bodies. Woolly mammoths lived during the Ice Age. Their long hair kept them warm.

Comprehension Check
1. What does it mean for an animal to be extinct? **Summarize**

2. How were woolly mammoths like elephants? **Main Idea and Details**

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</tbody>
</table>
A **prefix** is a word part that can be added to the beginning of a word to change its meaning.

*re-* = “again”  
*un-* = “not”  
*dis-* = “opposite of”

Read each sentence. Choose the correct group of letters from the box to complete the word. Write the letters on the line. Then write the meaning of the underlined word on the line below.

**wh**  
**sh**  
**ch**  
**th**

1. David will **redraw** the picture of the ____air.

_________________

2. I will read the card ____ile you **unwrap** your present.

_________________

3. Tara **disagreed** with Sam’s ____ird answer.

_________________

4. We have a ____ance to help **rejoin** the dinosaur bones. _______________

**At Home:** Work with your child to think of other words that have the prefixes **re-**, **un-**, or **dis-**. Discuss how the prefixes change the words’ meanings.
Write a word from the box to answer each clue.

leash  booth  graph  stitches
pitcher  mashed  mouth  teacher

1. You may sit here in a diner
   or restaurant. ________________

2. Some people like their potatoes
   made this way. ________________

3. Use this when walking the dog. ________________

4. You can learn a lot from this person. ________________

5. Fix a rip in your clothes with these. ________________

6. You look at this for information. ________________

7. You use this when you talk and eat. ________________

8. This baseball player throws the ball to the batter.
   ________________

At Home: Help your child say each word and listen for the sounds th, sh, ch, and tch. Ask him or her to suggest other words that have these sounds.
A. Write the word from the box to complete each sentence.

remember students perform effort proud mood

1. Charlene’s hard work and _____________ really paid off.

2. The school band will _____________ next week.

3. Ruthann was _____________ to be singing in the school play.

4. Nathan can _____________ his lines for the play.

5. Pizza for lunch always puts me in a good _____________.

6. All the _____________ and teachers like to sing.

B. Choose two words from the box. Write a sentence for each word on the lines below.

7. __________________________________________

8. __________________________________________
As you read *The Alvin Ailey Kids: Dancing As a Team*, fill in the Summarize Chart.

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Main Idea</th>
<th>Main Idea</th>
<th>Summary</th>
</tr>
</thead>
</table>

How does the information you wrote in this Summarize Chart help you to better understand *The Alvin Ailey Kids: Dancing As a Team*?
A summary tells what an article or story is about in just one or two sentences.

Read each story. Then underline the sentence that could be part of its summary.

1. The toy Noah liked best was a kazoo. He also played with toy flutes and horns. Now he plays the recorder. When Noah is bigger and stronger, he wants to try the tuba. Right now a tuba is bigger than he is!
   a. Noah likes to play music.
   b. Noah plays the kazoo.
   c. Noah is too small to play the tuba.

2. The school marching band was ready. Their instruments were tuned. Their uniforms were neat and clean. At halftime the band lined up. When they marched out onto the field, everyone cheered.
   a. The marching band tuned their instruments.
   b. The marching band wore neat and clean uniforms.
   c. The marching band performs at halftime.

3. Wendy has an older sister named Jane. They both go to ballet class after school. Eve has a younger sister named Lara. They go to tap class. The girls’ classes are in the same dance school. In the spring they will all perform in the dance concert.
   a. All the girls have sisters.
   b. All the girls like to dance.
   c. The dance concert is in the spring.
As I read, I will pay attention to the punctuation.

When Nan was eight, she joined a sports school in the Chinese city of Beijing (bay-JING). Only the best child athletes in the country live and train at special schools like this one. Training to be a gymnast is hard work. Children begin with stretches at 6:30 in the morning! Next, they go into classrooms. That is where they are taught reading, math, and other lessons until lunchtime. There is a lot to remember. After lunch, the younger students take a nap. Then training goes on until dinnertime. Sometimes the children perform the same exercise for an hour. They only stop when they do it right.

Comprehension Check

1. What did Nan do when she was eight? Main Idea and Details

2. When does the training day begin at Nan’s school? Main Idea and Details

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</table>
Look for the definition of words in the dictionary. Use a thesaurus to find antonyms and synonyms.

<table>
<thead>
<tr>
<th>Dictionary</th>
<th>Thesaurus</th>
</tr>
</thead>
</table>
| **applaud** (uh-plawd) verb To show that you like something by clapping your hands. | **applaud** synonyms: clap, appreciate  
  **antonyms**: boo, hiss, jeer |
| **chorus** (kor-uhss) noun A group of people who sing or dance together.             | **chorus** synonyms: choir, glee club  
  **antonyms**: star, soloist |

Read each sentence. Use the dictionary and thesaurus entries above to find an antonym for the word in dark print. Then write the new word on the line.

1. We were excited to see the show. We began to **boo** as the performers came on stage. ________________

2. The **soloist** stood along the back of the stage. ________________

3. The **chorus** stood at the front of the stage. ________________

4. When the beautiful song ended, we did not hear anyone **applaud**. ________________

**At Home:** Ask your child to tell about a show or movie he or she saw. Write down what he or she says. Help your child suggest synonyms and antonyms for some of those words.
Listen to the sounds made by the letters ch, sh, ph, tch, and th.
teach wish orphan watch tooth

Circle the word in ( ) that best completes each sentence.
1. In the summer my family goes to the (bead/beach) a lot.
2. Dad (washes/walks) the car when it is dirty.
3. I give my baby brother a (bath/back) each night.
4. I want to (teach/reach) when I grow up.
5. I need to make a (shone/phone) call.

An **open syllable** ends with a vowel. The vowel sound is often long.  
broken = bro/ken

A **closed syllable** ends with a consonant. The vowel sound is often short. 
picnic = pic/nic

Say each word. Draw a line between the syllables. Then circle *open* or *closed* to tell about the first syllable in each word. 

5. music open closed
6. bottle open closed
7. label open closed
8. picture open closed
Alliteration is the repeated use of the same beginning sound in a group of words.

Alice sells apples in Atlanta.

Rhythmic patterns are sounds and words that repeat to make a rhythm.

Mary had a little lamb, little lamb, little lamb.

Read the lyrics to this American folk song. Then follow the directions.

Sunny valley, sunny valley,

Sunny valley low.

When you’re in that sunny valley,

Sing it soft and slow.

Stormy ocean, stormy ocean,

Stormy ocean wide.

When you’re on that stormy ocean,

There’s no place you can hide.

1. Circle the group of words in these lyrics that show alliteration.

2. Underline two groups of words in these lyrics that repeat to give a certain rhythm.
Some words begin with three consonants. The words **street**, **scrub**, and **spray** all begin with three consonant sounds. Blend the consonant sounds together so that each sound is heard.

![](https://via.placeholder.com/150)

<table>
<thead>
<tr>
<th>street</th>
<th>scrub</th>
<th>spray</th>
</tr>
</thead>
</table>

Read the name of each picture. Find words from the box that begin with the same sounds. Write the words on the lines.

scream  sprain  scrape  stream  scrub  spray  
string  splint  street  strict  screen  strap

sprinkler

1. ______________  2. ______________

screw

3. ______________  4. ______________

straw

5. ______________  6. ______________

At Home: Write words that start with **scr**, **str**, and **spr** and have your child sort them by initial consonant blend.
A. Choose a word from the box to finish each sentence. Then write the word on the line.

furious  snoop  emergency  impatient  demand  sincerely

1. Max felt _______________ as he waited in line.

2. Ben knew not to _______________ through the wrapped gifts.

3. Milo was _______________ thankful for the help.

4. The building caught fire, and everyone inside used the _______________ exit.

5. Dad was _______________ when he hit his thumb with the hammer.

6. We learned you cannot _______________ more recess.

B. Write two sentences using a word from the box.

7. __________________________________________________________

8. __________________________________________________________
As you read *Click, Clack, Moo: Cows That Type*, fill in the Cause and Effect Chart.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in this Cause and Effect Chart help you to better understand *Click, Clack, Moo: Cows That Type*?
The reason why or how something happens is the **cause**. An **effect** is what happens.

Look at the pictures of the causes and their effects. Write a sentence that tells about each cause and effect shown.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
</tbody>
</table>

1. ____________

2. ____________

3. ____________

**At Home:** As you read a story with your child, ask him or her to point out the cause and effect relationships in the story.
As I read, I will pay attention to tempo and copy tone and expression when reading words that have special type.

Next door was Farmer Rosie’s farm. Farmer Rosie’s sheep were watching.

“What’s going on next door?” they asked. “Selina, snoop for us!”

Selina his behind a fence post.

“They’re knitting!” said Selina. “You hold two sticks and some wool. Then you say a rhyme. Knit and knit. Knit. Knitwit. Make a sweater that will fit!”

Now Farmer Rosie’s sheep had Knitting Fever, too!

Then Selina had an idea. “Let’s see who can knit the most sweaters!” she shouted. “Our team will be the Woolly Sweaters.”

“And our team will be the Knitwits,” said Sharon.

“This is our rhyme,” said Selina. “You are good, but we are better. You can’t beat a Woolly Sweater!”

Comprehension Check

1. Why do Farmer Rosie’s sheep get Knitting Fever? **Cause and Effect**

2. What happens after Farmer Rosie’s sheep get Knitting Fever? **Sequence**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Read</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Synonyms** are words that have almost the same meaning. You can use a thesaurus to find synonyms for many words.

*Cup* and *lid* are synonyms.

I put the *cup* on the bottle. I put the *lid* on the bottle.

Replace *big* in each sentence with a synonym that makes sense. Write the new sentence on the line.

**big** adjective 1. Large in size: *The elephant is a big animal.*
*large, gigantic, huge* 2. Of great importance: *Our trip to Florida is a big event for us.*
*important, major, notable* 3. Grown-up: *When I’m big, I’ll be a doctor.*
*adult, older, mature*

1. I am going to travel when I am big.

2. It was a small wedding but a big event.

3. Our yard is *big* so it takes a long time to mow it.

4. We practiced hard for the *big* game.
A **possessive** noun tells who or what owns something. Add an **apostrophe (‘) and s** to a singular noun to make it possessive.

Write the possessive that can take the place of the underlined words. Then choose a consonant blend from the box to complete each word in dark print.

**str-**

**scr-**

**spr-**

1. The cat that belongs to Mia loves his ____________atching post. ______________

2. The crayons that belong to Mark are ____________ead all over the table. ______________

3. The arms that belong to Dad are ____________onger than mine. ______________

4. The shirt that belongs to Clint has many ____________ipes. ______________

5. Mom used the tools that belong to Sarah to ____________ape the ice away. ______________

**At Home:** Have your child practice writing possessives using the names of people and objects in your home.
Calendars show the days, weeks, and months in a year.

Read the calendar. Then write the answer for each question.

1. How many days are in the month? ______________

2. On which day of the week will the next month begin? ______________

3. How many Fridays are in this month? ______________

4. Is that more, less, or the same as the number of Saturdays? ______________

5. If today is the 8th and something exciting is happening on the 20th, how many more days do you have to wait? ______________

6. What day of the week is the 20th? ______________

7. Which symbol on the calendar shows a birthday party? ______________

8. On which day and date is the birthday party? ______________
A. Write the word from the box that means the same or almost the same as the underlined word or words in each sentence.

| music | remember | attached | confirm | springs |

1. My hood is connected to my coat. ________________
2. I recall the way to Art’s house! ________________
3. Mom called to double-check our flight. ________________
4. She leaps out of bed in the morning. ________________
5. I can play simple tunes on the piano. ________________

B. Match each word to its meaning. Then write the letter next to the meaning on the line.

1. breathe _____ a. to ask for with force
2. attention _____ b. unwilling to wait
3. impatient _____ c. the act of watching or listening carefully
4. accident _____ d. to take air into your body
5. demand _____ e. a sad event that is not expected
A. Write the word from the box to complete each sentence.

- gasped
- leave
- effort
- emergency
- flashlight
- ancient

1. The police get _____________ calls about accidents.
2. We were so startled we _____________ in surprise.
3. This _____________ art is more than two thousand years old.
4. During a fire drill, we must _____________ the building.
5. The power failed, and I needed my _____________!
6. Lea made a great _____________ to study for the test.

B. Use the words in the box to complete the crossword puzzle.

- students
- shark
- buddy
- unable

Across
1. friend
3. an ocean fish with a large mouth and sharp teeth
4. people who study

Down
2. not able
The vowel sound you hear in these words is followed by the \textit{r} sound. The vowel sound is changed by the \textit{r} that follows it. 

You can hear the \textit{ar} sound in \textit{car} and \textit{art}. You can hear the \textit{or} sound in \textit{store} and \textit{horn}. 

Write a word from the box to complete each sentence.

\begin{itemize}
  \item farm
  \item corn
  \item sport
  \item storm
  \item dark
\end{itemize}

1. Basketball is my favorite \underline{__________}. 

2. We shut off all the lights so the room was completely \underline{__________}. 

3. The farmer harvested \underline{__________} and carrots. 

4. The weatherman predicted there was going to be a \underline{__________} with lots of rain and lightning. 

5. Laura visits her grandfather’s \underline{__________} to see the cows, horses, and pigs. 

\textbf{At Home:} Have your child brainstorm three more \textit{r}-controlled words and use each one in a sentence.
Choose words from the box to finish the animal reports. Write the words on the lines.

itches    puddles    handy    preen    beasts    nibble

Bears

Bears are ________________ because they have four feet. They are gentle and ________________ on berries. Bears rub their backs against trees to scratch their ________________.

Birds

Birds have beaks that are ________________ for picking up food. They also use their beaks to ________________ or smooth their feathers. Birds take baths in ________________.
As you read *Splish! Splash! Animal Baths*, fill in the Compare and Contrast Chart.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Animal</th>
<th>Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td>Behavior</td>
<td>Behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in this Compare and Contrast Chart help you to better understand *Splish! Splash! Animal Baths*?
When you **compare**, you tell how things are alike.

When you **contrast**, you tell how things are different.

**A. Put a check in each box if it tells something about bears or about pigs. Then use the chart to talk about how bears and pigs are alike and different.**

<table>
<thead>
<tr>
<th></th>
<th>Bear</th>
<th>Pig</th>
</tr>
</thead>
<tbody>
<tr>
<td>lives on a farm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is a mammal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has a snout</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has fur</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has two small eyes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. Write a sentence comparing a bear and a pig. Then write a sentence contrasting a bear and a pig.**

________________________________________

________________________________________
As I read, I will pay attention to the punctuation in each sentence.

Giraffes are the tallest animals on Earth. They are mammals. This means they have warm blood and hair on their bodies. They feed their babies milk.

Giraffes look a bit like jigsaw puzzles. They are tan-colored with brown patches. They have long legs, long necks, and tiny horns. Giraffes live for 20 to 30 years.

Most giraffes live on the African savanna. This is a dry grassland with few trees.

Giraffes share their home with many other animals.

Lions also live on the savanna. Sometimes they hunt giraffes.

Tick birds live on the savanna. They are handy because they eat insects that live in the giraffes’ fur. This helps the giraffes have fewer itches caused by insects.

Comprehension Check

1. What do lions and giraffes have in common? Compare and Contrast

2. How do you know giraffes are the tallest animals on the African savanna? Make and Confirm Predictions
You can tell whether a noun is singular or plural by looking at its ending. Nouns that end with \textit{–s} or \textit{–es} are plural.

Read the story. Find the plural nouns. Write them on the lines. Then circle the ending in each noun you wrote.

We saw many animals on Mr. Brown’s farm. There were horses in the field and pigs rolling in the mud. The ducks were near the lake and the hens were in the barn. I liked the baby chicks. Mrs. Brown made lunches for us to eat. We sat on the benches and ate them.

1. ____________________  
2. ____________________
3. ____________________  
4. ____________________
5. ____________________  
6. ____________________
7. ____________________  
8. ____________________
Words are divided into **syllables**. A syllable is a word part. Each syllable has one vowel sound.

A. Circle the number that matches the number of syllables in each word.

1. smart  
   1 2 3

2. corner  
   1 2 3

3. anymore  
   1 2 3

4. morning  
   1 2 3

5. chore  
   1 2 3

6. alarming  
   1 2 3

7. fork  
   1 2 3

8. charming  
   1 2 3

9. barn  
   1 2 3

10. harmony  
    1 2 3

11. normal  
    1 2 3

12. partner  
    1 2 3

B. Write two sentences using *r*-controlled vowels.

13. ________________________________________________________________

    ________________________________________________________________

14. ________________________________________________________________

    ________________________________________________________________

At Home: Name several words and have your child tell how many syllables are in each word.
Characters and Setting

Characters are people or animals in a story or play. The setting is where and when a story or play happens.

Read the play. Then answer the questions.

Happy Birthday, Duck!

(in the forest, on a sunny morning)

Bear: Hi, Rabbit, what are you doing?

Rabbit: (holding a cake) Hi, Bear. I am waiting for Bird. We are going to visit Duck. Today is Duck’s birthday. Would you like to come with us?

Bear: Sure. (Bird walks into the forest.)

Bear and Rabbit: Hi, Bird. Let’s go to the lake to surprise Duck. (The three walk to the lake.)

Bear, Rabbit, and Bird: Good Morning, Duck. Happy Birthday!

Duck: Thank you! What a wonderful surprise!

1. How many characters are in the play? ______________________

2. Where is the play set? ____________________________________

3. When does the play happen? ________________________________

4. What is Rabbit holding? ________________________________
The letters **er**, **ir**, and **ur** can sometimes stand for the same vowel sound.

Listen for the vowel sound as you say these words.

her  first  fur

A. Read the words in the box below. Then circle the letters in each word that stand for the vowel sound.

turn  herd  curl  bird  term  girl

B. Write the words from the box that have the same vowel sound and spelling as the name of the picture.

---er words

- 1. __________
- 2. __________

---ir words

- 3. __________
- 4. __________

---ur words

- 5. __________
- 6. __________

At Home: Ask your child to write a sentence using the words her, bird, and turn.
A. Choose the correct word from the box to match each definition. Write the word on the line.

wider saddest freezes imagine deserted balance

1. becomes solid because of cold ________________

2. to picture something in the mind ________________

3. the most unhappy ________________

4. covering a larger area from side to side ________________

5. a safe position where something can’t fall ________________

6. left behind ________________

B. Write two sentences using two of the words from the box.

7. __________________________________________________________________________

8. __________________________________________________________________________
As you read *Goose’s Story*, fill in the Cause and Effect Chart.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>

How does the information you wrote in this Cause and Effect Chart help you to better understand *Goose’s Story*?
A **cause** is what makes something happen. 
The **effect** is what happens.

**Write a cause or an effect for each item.**

1. **Cause:**
   
   __________________________________________________________________________

   **Effect:** The ice cube melted.

2. **Cause:** Someone left the bath water running.

   **Effect:** __________________________________________________________________________

3. **Cause:**

   __________________________________________________________________________

   **Effect:** The lake froze.

4. **Cause:** A strong wind blew.

   **Effect:** __________________________________________________________________________
As I read, I will pay attention to the punctuation in each sentence.

Kenny and Grandfather sat together on the porch.

They could hear the frogs singing in the pond behind the fence.

“Have the frogs sung every summer?” Kenny asked Grandfather.

“Every summer,” Grandfather told him. “Every year.”

Kenny loved the pond. It was part of a wetland area where waterbirds lived. Dragonflies buzzed in the grass and wild ducks swam.

But tonight Grandfather had bad news.

“Big changes are coming,” Grandfather told Kenny.

“What kind of changes?”

“As more people come to live here, they’ll need more houses and more roads.”

Kenny was surprised. “Where will they build them?” he asked.

Comprehension Check

1. Why will more houses and roads be built? Cause and Effect

2. What did Kenny love about the pond? Make Inferences
You can use adjectives to compare.

Adjectives with –er compare two people, places, or things.

Adjectives with –est compare more than two people, places, or things.

Add –er or –est to the adjective in ( ). Write the new word on the line to complete each sentence.

1. The little hen works (hard) ________________ than the big hen to keep its eggs safe.

2. The little hen has the (small) ________________ nest of all the nests on the farm.

3. Ron’s pig spends a (long) ________________ time in the mud than Ann’s pig does.

4. The horse runs (fast) ________________ than the cow.

5. The rooster is the (loud) ________________ of all the farm animals.

6. The blue bird can see worms from a (high) ________________ spot than the hen can see them.
When the letter \( r \) comes after a vowel, the vowel sounds different from the usual short or long sound. Listen to the different vowel sounds in each word pair.

\[
bun \quad burn \quad fist \quad first \quad gem \quad germ
\]

Circle the missing letters. Then write them to complete the word. Read the word.

1. er \( \quad \) ir
c\( \_\_\_ \) cle

2. er \( \quad \) ir
k\( \_\_\_ \) nel

3. ur \( \quad \) er
t\( \_\_\_ \) tle

4. ur \( \quad \) er
p\( \_\_\_ \) ch

5. ir \( \quad \) er
sk\( \_\_\_ \) t

6. er \( \quad \) ur
h\( \_\_\_ \) t

At Home: Ask your child to tell you a riddle whose answer is bird.
A map is a drawing that shows where different places are. The compass rose on the map shows you directions north, south, east, and west.

Tracie and her family just moved to a new town. Use the map below to help them get around. Circle the best answer to each question.

1. If Tracie wants to go to the park after school, which direction should she travel to get there?
   a. north       b. east       c. west

2. If Tracie wants to go home from the park, which direction should she travel to get there?
   a. south       b. west       c. east

3. Tracie and her family want to go out for dinner. How can they get to the restaurant from home?
   a. travel southeast   b. travel northeast   c. travel northwest

4. Tracie and her family want to volunteer at the animal shelter on weekends. How can they get to the animal shelter from home?
   a. go east and past the school   b. go west and through the park
Variant Vowels:  
*oo, ou*

The letters *oo* and *ou* can stand for the vowel sound you hear in *cook* and *should*.

**A. Read each word. Write a new word that rhymes. Then underline the letters in each word that make the sound you hear in the middle of *cook* and *would*.**

1. stood  ________________
2. shook  ________________
3. soot  ________________
4. could  ________________
5. brook  ________________
6. good  ________________

**B. Write two sentences using two of the words you wrote above.**

7. ___________________________________________________________
8. ___________________________________________________________
Use a word from the box to complete each clue. Then write your answers in the puzzle.

hardest conservation extinct trouble remains

Across
2. _____ are what is left of an animal’s body after it has died.
3. An animal that is _____ has died out forever.
5. You would have less _____ if you followed directions.

Down
1. Using as little water as you can is good _____.
4. Diamonds are the _____ kind of stone.
As you read *A Way to Help Planet Earth*, fill in the Description Web.

Recycling Plastic

How does the information you wrote in this Description Web help you to better understand *A Way to Help Planet Earth*?
A description tells what a person, place, or thing is like.

Read the passage. Then answer the questions below.

Tropical rain forests are amazing places to see. They are crowded with many kinds of colorful plants and animals. Tropical rain forests are dark and shady because tall trees make a kind of ceiling over everything. In a tropical rain forest it can rain almost every day. Some areas can get up to 430 inches of rain a year. A desert may get 10 inches of rain a year. It is almost always warm in tropical rain forests because most of them are close to the equator. Because there is a lot of rainfall and warmth, the trees and plants grow well. Hundreds of different kinds of insects and animals use the plants and trees for food and shelter.

1. Do tropical rain forests have a lot of empty space? Explain.

2. How do many rain forest animals use trees and plants?

3. Do the rain forest animals that stay close to the ground get a lot of sunlight? Why or why not?

4. What is the weather like in a tropical rain forest?
Read the passage. Then answer the questions below.

West Lakes Wildlife Park is a protected place where animals live. Many bison live here. No other animal here is as tall and heavy as the bison. Some big elks live here, too. There are also some deer living here. An adult deer comes up to an elk’s shoulder. One of our deer weighs only about half as much as an elk. Other animals live here, too. Some are large, and some are small. Come on in and see them all!

1. What is the biggest animal at this wildlife park? ____________

2. Underline the context clue or clues that helped you to figure out the answer to question 1.

3. Which is bigger, an elk or a deer? ________________________

4. Circle the context clues that helped you to figure out the answer to question 3.

5. Can you tell from the passage what the smallest animal at the park is? Explain your answer. ______________________________

You can use context clues to help figure out what and how things are being compared.

At Home: Put three common household items of different sizes in a row. Then have your child practice comparing the sizes using adjectives that end in -er or -est.
You can use **text features** and **changes in print** to get information. A **caption** is a short label that tells about a picture. A **sidebar** can be a shorter story, a chart or graph, or a picture that is placed next to the main article. **Bold type** is heavy, dark type. **Italic type** slants to the right. Authors use these features to call attention to important words.

Read the article below. Then answer the questions.

**How Can We Care for the Land?**
*Planting trees* can help care for the land. *Recycling* paper, glass, cans, and plastic can help care for the land. More ways to help care for the land can be found in the book *What I Can Do to Help.*

1. Underline the title of this article.

2. How is the title different from the rest of the text? _____________

3. Draw a box around the words below the title that the author wants to call special attention to.

4. What kind of information is in the sidebar? ________________

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As I read, I will pay attention to the pronunciation of vocabulary words.

- Sometimes there is an oil spill. This may happen because the tanker has an accident. Or the tanker may be caught in a natural disaster, such as a hurricane.
- In an oil spill, most of the oil floats on the water. It spreads very quickly. It forms a layer called an oil slick. The more the oil spreads, the thinner the layer becomes.
- Then winds and ocean waves carry the oil toward the shore. The oil covers the rocks and sand on the beach.
- Even a small spill means big trouble. It can kill hundreds of animals. A large spill can kill thousands!
- When oil spills happen, endangered animals are at risk of becoming extinct.

Comprehension Check

1. What happens when a tanker has an oil spill? **Description**

2. How can a large oil spill cause animals to become extinct? **Cause and Effect**
Rules for Breaking Words into Syllables

| Words with two consonants between two vowels usually break between the consonants. | after |
| Words with a consonant between a short vowel and another vowel usually break after the consonant. | river |
| Words with a consonant between a long vowel and another vowel usually break before the consonant. | hotel |
| Compound words break between the two shorter words. | driveway |
| Words with suffixes or prefixes break between the root word and the suffix or prefix. | useless, re-read |
| Words with word endings -s, -s, or -ed usually have no break except -ed after d or t. | Jen’s, rained, want-ed |

Rewrite each word. Put hyphens (-) between the syllables. If the word has only one syllable, rewrite the word with no hyphens.

1. somewhere _________________________
2. reran _____________________________
3. bookbag __________________________
4. button ____________________________
5. hinted ____________________________
6. hooked ____________________________
7. heavy ______________________________
8. could _____________________________

At Home: Write words that fit the patterns described above. Then help your child identify which pattern applies, and work together to break the words into syllables.
The letters **oo, ui, ew, ue, and oe** can make the same vowel sound.

**new suit**

**boots in a canoe**

**glue**

---

**Write a word from the box to fit each clue.**

- kangaroo
- blue
- shoes
- hoot
- fruit
- juice
- glue
- canoe
- flew
- chew

1. This is the sound an owl makes. ________________

2. This is something to wear on your feet. ________________

3. A bird did this to get to the top of a tree. ________________

4. Apples and grapes belong to this food group. ________________

5. The sky can be this color. ________________

6. This animal hops, but it is not a rabbit. ________________

7. This is a kind of boat. ________________

8. This is something you can drink. ________________

---

**At Home:** Help your child make up sentences for the words in the box that were not used on the page.
A. Write the correct word from the box next to each definition.

beware  destroy  grasslands  prevent  uprooted  violent

1. to keep something from happening: ___ ___ ___ ___ ___ ___ ______
   11  4

2. pulled up by the roots: ___ ___ ___ ___ ___ ___ ___ ___
   3  10  9

3. to ruin completely: ___ ___ ___ ___ ___ ___ ___ ___
   5  8

4. lands covered with grass, where animals feed:
   ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
   7

5. happening with or because of a strong force
   ___ ___ ___ ___ ___ ___ ___ ___ ___
   1

6. to be on one’s guard: ___ ___ ___ ___ ___ ___ ___
   6

B. Write the numbered letters from your answers on the lines below to find the answer to the riddle.

   Beware of me! I can be violent, destroy buildings, uproot trees, and damage grasslands. What am I?

   H
   1  2  3  4  5  6  7  8  9  10 11 12  M
As you read *Super Storms*, fill in the Predictions Chart.

<table>
<thead>
<tr>
<th>What I Predict</th>
<th>What Happens</th>
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How does the information you wrote in this Predictions Chart help you to better understand *Super Storms*?
Comprehension: Make and Confirm Predictions

When you **make a prediction**, you use information from the story and what you already know to make a good guess about what will happen next.

Read each story. Then answer the question.

Jorge didn’t like going out in the rain, but it was his turn to walk the dog. Jorge put on his raincoat, rain boots, and rain hat, and picked up the leash.

1. What do you think Jorge will do next? __________

Leslie stirred the soup in a pot on the stove. Allison made a salad. Louie set the table and looked at the clock again. Just then, Mom walked in. “Hi, kids,” she called, “sorry, I’m late.”

2. What do you think the family will do next? __________

It is a cloudy afternoon, but not raining. Ms. Sherman takes her class to the playground. Eva and Nathan play catch. Mark hangs from the monkey bars. Ms. Sherman keeps an eye on the sky. Suddenly they hear the rumble of thunder.

3. What do you think the class will do next? __________
As I read, I will pay attention to the pronunciation of the vocabulary words and tempo.

Suddenly Abby felt the air get cooler. She stood up and looked at the sea. Abby saw big, black clouds moving in the sky.

“Better beware! A great big storm is coming this way!”

Abby cried out.

Then the wind blew in. A violent gust took them all by surprise! They couldn’t prevent their towels from flying up in the air. Wild weather was on its way. Fudge ran around in circles.

As the family packed up the picnic, sand blew in their faces.

Waves were quickly rolling onto the beach.

Lightning flashed over the sea. Thunder rumbled, closer and closer.

“Look!” shouted Jack. “The tree is being uprooted by the storm!”

Comprehension Check

1. How did Abby know a big storm was coming? Make and Confirm Predictions

2. What caused the towels to fly up in the air? Cause and Effect
A **compound word** is a word that is made up of two smaller words. You can often figure out the meaning of a compound word by thinking about the meanings of the smaller words.

rain + coat = raincoat       snow + suit = snowsuit

Read each sentence. **Circle the compound word.** Then write its meaning on the line.

1. Big, fluffy snowflakes fell during the blizzard yesterday.

2. The strong wind made the sailboats speed across the water.

3. The storm made the power go out, so we ate dinner by candlelight.

4. The heavy rain and loud thunder make thunderstorms scary.

5. Be sure to wipe your muddy shoes on the doormat.

**At Home:** Have your child look around the house for things with names that are compound words, such as bedspread. Then help him or her use the words in sentences.
The letters *oo, ui, oe, ue*, and *ew* can make the same vowel sound. Sometimes the same sound can be spelled in different ways. Listen to the vowel sounds as you say these words: *boot, suit, shoe, blue, new*

Circle the word that has the same vowel sound as the name of the picture.

1. glue, foot, would, kangaroo

2. took, smooth, town, fruit

3. blew, shook, push, tooth

4. cut, juice, full, moose

5. canoe, fur, could, spacesuit

6. good, took, zoom, balloon

At Home: Have your child write a sentence for the words that he or she circled.
**Repetition** is when one word or phrase appears two or more times in a poem.

**Word choice** is important in a poem. The words a poet chooses gives the poem a certain feeling or mood.

Read the nursery rhyme. Then answer the questions below.

Three little kittens lost their mittens,
And they began to cry,
Oh, mother dear, we sadly fear,
Our mittens we have lost.

Lost your mittens! You naughty kittens!
Then you shall have no pie.
Meow, meow! Meow, meow!
Then you shall have no pie.

1. What words are repeated in this rhyme? ___________________________

2. What is the mood in the first verse? ___________________________

3. Which words or lines help create the mood of the first verse?

4. What is the mood in the second verse? ___________________________

5. Which words or lines help create the mood of the second verse?

**At Home:** Read other poems and rhymes with your child and have him or her identify the words that create the mood.
The letters *au* and *aw* often have the same sound. You can hear the sound of *au* in *caught* and *aw* in *claw*.

Choose the word from the box that best matches each picture and clue. Then write it on the line below.

**sauce**  **yawn**  **laundry**  **straw**  **sausage**

1. This is clothing that needs to be washed. 
   __________________________

2. This is something that can help you drink. 
   __________________________

3. This can be good with spaghetti. __________________________

4. You may do this when you are tired. 
   __________________________

5. You might eat this for breakfast. __________________________
Choose the word from the box to complete each sentence. Then write the word on the line.

glanced  beloved  promised  noble  gleamed  wiggled

1. Aunt Linda lives in a farmhouse with her _______________ pigs, Princess and Queeny.

2. I _______________ to visit when school lets out for the summer.

3. I _______________ at the pictures of my last visit to her farm.

4. Queeny wore a diamond collar that _______________ in the light.

5. Princess _______________ around in mud to keep cool.

6. Although pigs like to roll around in the mud, I think they are very _______________ animals.
As you read *Nutik, the Wolf Pup*, fill in the Inference Chart.

<table>
<thead>
<tr>
<th>What I Read</th>
<th>What I Know</th>
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<tbody>
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</table>

**My Inferences**

How does the information you wrote in this Inference Chart help you to better understand *Nutik, the Wolf Pup*?

**At Home:** Have your child use the chart to retell the story.
Hebert hummed as he unlocked the door to his shop. Yesterday was his first day as a shopkeeper, and it hadn’t gone well. He hadn’t sold anything. But he was sure today would be different! His idea to sell bottled ice water was sure to take off. He tipped his head back and looked at the bright sun. It made the polar seas and icebergs that surrounded his shop gleam. Perfect! He stretched his wings and smoothed his feathers with his beak. Waddling into the store, he began to tidy the shelves lined with frozen bottles of water. He was sure that customers would be coming soon.

1. What time of day do you think it is? What clues did you use?

2. What clues do you have that Hebert is not a human?

3. What kind of animal do you think Hebert is?

4. What do you think is wrong with Hebert’s plan?
As I read, I will pay attention and copy tone and expression.

A coral reef is like a big city under the water. Thousands of sea creatures live around a coral reef. Coral reefs grow in shallow, warm seas. They grow all over the world. Tiny animals called polyps (PAHL-ips) build corals. Each polyp makes a hard coral cup to use as a home. Millions of cups form a coral reef. Corals come in all shapes and sizes. Staghorn coral looks like spiky purple antlers. Plate coral looks like a large dinner plate. Brain coral looks like a big brain. Fish love coral reefs because there is plenty of food. Parrotfish crunch on the coral with their sharp teeth. Lionfish have red and white stripes. They also have long fins and spines. Lionfish use their long spines to trap small fish against the coral.

Comprehension Check

1. Why do fish love coral reefs? **Make Inferences**

2. How are coral reefs like big underwater cities? **Make and Confirm Predictions**

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<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
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<tr>
<td>First Read</td>
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<tr>
<td>Second Read</td>
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</table>
A verb is an action word. To show that action takes place in the past, -ed is added to the verb.

Underline the verb in each sentence. Then change each verb so that it tells about the past. Write the new word on the line.

1. I wash the dog on Saturdays. ________________
2. My parents clean the yard. ________________
3. I love my science class. ________________
4. The teachers plan our class parties. ________________
5. We like the new teacher. ________________
6. Puppies wag their tails. ________________
7. The students talk about the class trip. ________________
8. We hope for sunny skies. ________________
The letter pairs **au** and **aw** often make the same sound. You can hear the sound of **au** and **aw** in **August** and **paw**.

A. Use a word from the box to complete each sentence.

| sauce | autumn | yawn | fault | hawk | draw |

1. The leaves fall in the _________________.

2. The _________________ flew high overhead.

3. I like to eat noodles with _________________.

4. It was an accident so it was not my _________________.

5. I _________________ when I am tired.

B. There is one word in the box that you have not used. Use it in a sentence. Write it on the lines.

6. __________________________________________________________________________
Suppose you have a research assignment. You have to write a one-page paper on one animal. Think about this assignment as you answer each question below.

1. Circle the topic that best fits the assignment.
   arctic animals  polar bears  fish

2. Which reference material would be the best one to use?
   encyclopedia  dictionary  atlas

3. Why is your choice the best reference material for the assignment?

   ____________________________________________
   ____________________________________________
   ____________________________________________

The encyclopedia article on your animal has sections with the following heads:
   Appearance  Habitat  Diet

4. In which section would you find information about what your animal eats?
   ____________________________________________

5. Which section may include a photo of your animal?
   ____________________________________________

6. Which section may include a map that shows where your animal lives?
   ____________________________________________

At Home: Look at different encyclopedia entries with your child and talk about the kinds of information the heads provide.
A. Write a word from the box to complete each caption.

freezes  extinct  itches  preen

1. Birds ____________.  Dinosaurs are ________________.

2. ____________

3. Water ______________.  A rash ________________.

B. Match each clue to the correct word. Then write the letter next to the word on the line.

1. wild animals ______  a. uprooted

2. to keep from happening ______  b. juice

3. pulled out of the ground ______  c. gleamed

4. made a vow ______  d. prevent

5. squeeze oranges for this ______  e. beasts

6. sparkled in the light ______  f. promised
A. Write a word from the box to complete each sentence.

wider  imagine  trouble  hardest  destroy  glanced

1. I can _______________ myself becoming a doctor.
2. Termites eat wood and can _______________ a house.
3. A mountain bike has _______________ tires than a racing bike.
4. She _______________ at her notes before taking the test.
5. Yung said that Chinese is one of the _______________ languages to learn.
6. Carl’s sister had _______________ writing with a cast on her broken arm.

B. Circle and then write the word that completes each sentence.

1. I was _______________ in July.
   torn    horn    born
2. I love to _______________ pictures of animals.
   draw    taught    hawk
3. My cat sheds a lot of _______________.
   fern    fur    bird
4. It is my turn to help _______________ dinner.
   foot    cook    could
Two letter sounds blended together can make one vowel sound. Sometimes the letters *ow* or *ou* can stand for the same vowel sound. You can hear the sound of *ou* in *house* and the sound of *ow* in *cow*.

Read each word. Then circle the word next to it that has the same vowel sound.

1. south  toy  clown
   2. ground  wow  tool

3. sound  now  one
   4. shower  show  pound

5. power  out  point
   6. clown  round  soil

7. cloud  grow  brown
   8. loud  loyal  town

9. how  mow  ouch
   10. howl  mouth  own

At Home: Ask your child to say words that rhyme with the words that he or she circled.
Choose a word from the box to finish each sentence. Then write the word on the line.

ranger’s lengthy beyond burrow warning distant

1. Mark ran so quickly that he ran ________________ the finish line.

2. Scientists study ________________ stars and planets.

3. Many desert animals can spend ________________ periods of time without water.

4. There was a ________________ to all hikers to stay inside because of the sand storm.

5. A desert tortoise can dig an underground ________________ to escape the heat.

6. The hiking trail started at the ________________ station and ended at the top of the mountain.
As you read *Dig, Wait, Listen: A Desert Toad’s Tale*, fill in the Author’s Purpose Chart.

How does the information you wrote in this Author’s Purpose Chart help you summarize *Dig, Wait, Listen: A Desert Toad’s Tale*?
One way to summarize a selection is to think about the **author’s purpose**. The author’s purpose is the writer’s reason for writing.

Read each story. Then write the author’s purpose on the lines.

1. Coyotes make different sounds. They howl to talk to other coyotes. They yelp when they play, and they bark when they are protecting their den.

2. A desert is a dry habitat. It gets less rain in a year than most plants and animals need to live. Some desert plants can live a long time without rain. They store water in their leaves, roots, and stems. Some desert animals get the water they need from their food.

3. When Joe was six, he loved to dig in the dirt. He found coins, tree branches, and broken toys. He liked to find things and examine them. When Joe grew up, he became a scientist.
As I read, I will pay attention to tone and expression.

Australia is the driest continent in the world. It has 10 deserts.

All deserts are very dry. They are hot during the day, and cold at night. But many plants and animals have adapted to life in the desert.

People live in the Australian desert, too. The Aboriginal [ab-uh-RI]-i-nuhl] people have lived in the Australian desert for 40,000 years.

The red kangaroo lives in the Australian desert. A female can carry its young in a pouch, or pocket, on its stomach.

Kangaroos are marsupials. There are more than 200 kinds of marsupials that live in or near Australia.

Most desert marsupials, such as the numbat, are small. They can dig into the sand and hide under rocks or in trees.

Comprehension Check

1. What does the author want you to know? **Author’s Purpose**

2. How is Australia different from all other continents? **Compare and Contrast**

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<tr>
<td>Second Read</td>
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</table>
Practice

Name ________________________________

Vocabulary Strategy: Possessives

A word that shows who or what owns something is a **possessive** noun. Many possessive nouns are formed by adding an apostrophe (’) and **s**.

Choose the possessive from the box that best completes the sentence. Then write it on the line.

- giraffe’s
- teacher’s
- dad’s
- bird’s
- dentist’s
- rabbit’s

1. I borrowed chalk from the ________________ desk.
2. Two eggs were in the ________________ nest.
3. I waited to get my teeth checked at the ________________ office.
4. The fox tried to enter the ________________ burrow.
5. I used my ________________ tools to fix my toy car.
6. Can you believe how long

   the ________________ neck is?

At Home: Read a storybook with your child. Then have him or her look for any possessives in the story and point them out.
Synonyms are words that have the same or nearly the same meaning.

Antonyms are words that have the opposite or nearly the opposite meaning.

Choose a synonym or an antonym from the box for each underlined word. Use it in a sentence. Then write an A next to the sentence if you used an antonym or an S next to the sentence if you used a synonym.

- couch
- shout
- loud
- gown
- sound

1. Lori’s cat likes to lie on the sofa.

2. When I am trying to be quiet, I whisper.

3. Jenna wore a beautiful dress to the party.

4. The washing machine made a swishing noise.

5. Tapping on the drums makes a quiet noise.

At Home: Ask your child to name a synonym and an antonym for the following words: new, long, and late. Then ask him or her to use each word in a sentence.
A chart gives information in a clear way. Information is often organized under headings. It is often easier to read facts in a chart than in a paragraph.

Use the information from the chart to answer the questions.

<table>
<thead>
<tr>
<th>Desert Spadefoot Toads</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where They Are Found</strong></td>
</tr>
<tr>
<td>Sonoran Desert</td>
</tr>
<tr>
<td>underground</td>
</tr>
<tr>
<td>on land or in water</td>
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</tbody>
</table>

amphibian

1. In which desert can you find the spadefoot toad? ____________

2. What color are the spadefoot toads? ________________

3. What do they eat? ________________

4. How would you describe the limbs of the toads? _____________________________
The letters *oi* and *oy* can stand for the vowel sound you hear in the words *joy* and *noise*.

Write the missing letters in each word. Then read the word.

1. ![Coins] c ____ ____ n s
2. ![Person] b ____
3. ![Hand] p ____ ____ n t
4. ![Pot] b ____ ____ l
5. ![Children] t ____ ____ s
6. ![Soap] ____ ____ l

At Home: Have your child write three sentences using the words from above.
A. Choose the word from the box that best matches each meaning below. Write the word on the line.

jabbing agreed randomly signal gathered

1. understood or had the same idea _________________

2. a sign or warning _________________

3. fast, sharp pushing _________________

4. brought together _________________

5. with no clear pattern _________________

B. Write three sentences with words from the box.

6. ____________________________________________

__________________________________________

7. ____________________________________________

__________________________________________

8. ____________________________________________

__________________________________________
As you read *Pushing Up the Sky*, fill in the Problem and Solution Chart.

Problem

Steps to Solution

Solution

How does the information you wrote in this Problem and Solution Chart help you to better understand *Pushing Up the Sky*?

At Home: Have your child use the chart to retell the story.
In most stories, the main character has a problem. The solution is how the character solves the problem.

A. Each set of sentences tells about a problem and a solution. Write the letter P next to the sentence that tells the problem. Write the letter S next to the sentence that tells the solution.

1. It was cold on the stage. ___
   The teacher turned on the heat. ___

2. The teacher asked more children to try out for the play. ___
   There were not enough children for all the parts in the play. ___

3. The teacher turned on the lights. ___
   The stage was dark. ___

4. I didn’t have the right clothes to wear in the play. ___
   I borrowed clothes from a friend. ___

B. Write a solution for this problem.

5. We hadn’t sold enough tickets for the play.

-----------------------------
As I read, I will pay attention and copy tone and expression.

Narrator: This is a play based on a folk tale from Nigeria. A long time ago the Sky was very close to Earth. Whenever people were hungry, they reached up randomly and broke off a piece of the Sky.

Villager 1: Mmm, tastes like corn.
Villager 2: Mmm, tastes like roasted potatoes.
Villager 3: Mmm, tastes like pineapple.

Narrator: The Sky tasted different to everyone. But all the people agreed it was delicious.

Narrator: The people never had to work for food. They spent their time making beautiful art, telling stories, and having festivals.

Villager 1: How many guests will King Oba invite to the next festival?
Villager 2: 40!
Villager 3: 80!
Child 1: 100! 100!

Narrator: At festival time King Oba’s servants made feasts from pieces of the Sky.

Comprehension Check

1. What did the sky taste like? Compare and Contrast

2. According to the folk tale, how was the world different a long time ago? Description

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</table>
You can add **endings** to a **base word** to make new words. The endings can change the meaning of the base word.

A. Read each word. Circle the base word. Draw a line under the ending. Then write the word in a sentence on the line.

1. helped
   
   __________________________________________________________

2. fixing
   
   __________________________________________________________

3. slowly
   
   __________________________________________________________

B. Add the ending to the base word to make a new word. Write the word on the line. Then write the new word in a sentence.

4. go + ing = ________________
   
   __________________________________________________________

5. cook + ed = ________________
   
   __________________________________________________________

6. quiet + ly = ________________
   
   __________________________________________________________
A. Think of a word that rhymes with each word below. Then write the new word in a sentence.

1. toy ________________________________

2. oil ________________________________

**Homophones** are words that sound the same, but have different spellings and meanings. *Know* and *no* are homophones.

B. Choose the word in dark print that best completes each sentence. Then write it on the line.

3. Come ____________ try out for the school play. **to, two**

4. There are parts in the play for ____________ or nine children. **ate, eight**

5. Be at the stage at ____________ o’clock. **one, won**

6. Don’t ____________ late. **be, bee**

7. Gather in front of the ____________ curtain. **red, read**

8. The drama teacher will ____________ us there. **meat, meet**

At Home: Ask your child to tell you homophones for one, four, and eight. Then ask him or her to use each word in a sentence.
An interview is a group of questions asked by one person and answered by another.

Read this short interview with actress Roberta Julia. Then answer the questions below.

**Question:** Roberta, when did you decide that you wanted to be an actor?  
**Answer:** I was in all the school plays when I was young. That is how I found out that I love to act. Then I went to college and took classes in theater and acting.

**Question:** How did you get started as an actor?  
**Answer:** I moved to New York because there are so many plays performed there. I got a few small parts in plays and in television commercials. It was really hard for a while. But I kept at it. Gradually the parts got bigger. People got to know me.

1. What is one fact you learned from this interview?  

________________________________________  

________________________________________

2. Underline two sentences from the interview that tell how Roberta feels.  

3. Write another question you could ask Roberta Julia in this interview.  

________________________________________  

________________________________________

**At Home:** Ask your child why interviews are often important to people who are writing articles.
Sometimes the letter *a* stands for the sound /ә/ (uh). This is called the **schwa** sound. You can hear the schwa sound at the beginning of the word *ago* and at the end of the word *papa*.

Write the word from the box that answers each riddle.

alone   again   alike   agree
above   awake   pizza   mama

1. This means **one more time**. What word is it? ____________

2. This is something good to eat. What word is it? ____________

3. People do this when they think the same way about something. What word is it? ____________

4. This is another word for mother. What is it? ____________

5. Two things are the same. What word is it? ____________

6. This means **not asleep**. What word is it? ____________

7. This means **all by yourself**. What word is it? ____________

8. This is the opposite of **below**. What word is it? ____________
A. Draw a line to match each word with its definition.

1. oceans
   a. places, or sections of a place

2. planet
   b. very big; huge

3. voyage
   c. a large object in space that travels around the Sun

4. vast
   d. huge bodies of salt water

5. areas
   e. a long trip by sea, air, or land

B. Write three sentences using all the words from the box above.

6. __________________________________________

   __________________________________________

7. __________________________________________

   __________________________________________

8. __________________________________________

   __________________________________________
As you read *Columbus Explores New Lands*, fill in the Main Idea and Details Web.

How does the information you wrote in this Main Idea and Details Web help you summarize *Columbus Explores New Lands*?
Learning how to identify the **main idea** will help you remember what the author is saying about a topic. The **details** are the sentences that help explain the main idea.

**Read each paragraph. Write two details from the paragraph that tell about each main idea.**

Lewis and Clark were the first Americans to reach the Pacific Ocean. They crossed huge mountains and waterfalls. They cut through forests. Winters were cold and long. In the summer, bugs bit them. Their journey took over two years of hard work.

**Main idea:** Lewis and Clark’s journey was long and difficult.

**Detail:**

**Detail:**

Louise Arner Boyd was called “The Ice Woman.” She explored the great, frozen Arctic without fear. She went by land, sea, and air. She found mountains under the Arctic Sea. She was the first woman to fly a plane over the North Pole.

**Main idea:** Louise Arner Boyd was a brave explorer.

**Detail:**

**Detail:**

*At Home:* Have your child find one more detail in each paragraph that tells about the main idea.
A. Read the paragraph. Then circle the best answers.

Imagine that you are a member of the Algonquin tribe. In the winter you wear pibon-makizin on your feet. They keep your feet warm. You also wear some ajigans inside your boots. You wear a wiwikwan on your head. In the summer you wear a kabashimowayan to go swimming.

1. What are pibon-makizin?
   a. warm mittens
   b. winter boots

2. What are ajigans?
   a. socks
   b. toys

3. What is a wiwikwan?
   a. hat
   b. warm mittens

4. What is a kabashimowayan?
   a. tee-shirt
   b. bathing suit

B. Write a sentence to answer both questions.

5. What do all the underlined words have in common?

6. How is a kabashimowayan different from the other items?
You can use the **Internet** to do research. A **search engine** is a program on the Internet that helps you find information on the World Wide Web. A **URL** is the address of a Web site. A **home page** is the main page of a Web site.

Jess entered the key words *Columbus* and *voyage* on an Internet search engine. Use her search results to answer the questions below.

**Search Engine Kidlookup**

<table>
<thead>
<tr>
<th>All About Christopher Columbus</th>
<th>Visit Columbus, Ohio</th>
<th>New World Explorers</th>
</tr>
</thead>
<tbody>
<tr>
<td>The life of Columbus, and his voyage of 1492</td>
<td>Hey, kids: Visit the city of Columbus, Ohio. This site will make your voyage a lot of fun!</td>
<td>Find out who explored America first. Read about the voyage of Columbus. Learn about Native American explorers, Cortez, Lewis and Clark, and others.</td>
</tr>
</tbody>
</table>

1. What is the name of the search engine that Jess used?

2. What is the URL of the site *All About Christopher Columbus*?

3. Which Web site would be best for learning whether other explorers came to America before Columbus?

4. Which Web site would not help Jess to learn about Christopher Columbus?

---

**At Home:** Ask your child for some ideas about what to type into a search engine to learn more about what America was like before Columbus came.
As I read, I will pay attention to the pronunciation of the vocabulary words.

If you travel south as far as you can go, you will reach the South Pole. The South Pole is in Antarctica. Antarctica is a continent covered with ice and snow. It is the coldest place on Earth.

Strong winds blow across Antarctica. It does not rain. It does not even snow very much.

A vast layer of ice, called an ice cap, covers the land. It is more than a mile (about 2 kilometers) thick. The ice cap extends into the sea.

The temperature in Antarctica is usually well below 32°F (0°C). Water freezes at this temperature. So ice and snow don’t melt in Antarctica.

Very few animals live in Antarctica. But many animals live in the oceans around the ice cap for part of the year.

Comprehension Check

1. What is the weather like in Antarctica? **Main Idea and Details**

2. Why don’t the ice and snow melt in Antarctica? **Description**

<table>
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<th>Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>-</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>-</td>
<td>=</td>
</tr>
</tbody>
</table>
A. Circle a word to complete each sentence. Then write the word on the line.

1. Sara and Anna both love to eat ________________.
   a. about     b. comma     c. pizza

2. They both ________________ apples, too.
   a. alarm     b. adore     c. ahead

3. The two girls ate lunch together ________________ today.
   a. again     b. award     c. address

Many words have parts that come from other languages. Use the root to help you figure out the meanings of these words.

**Root:** phon  **Meaning:** sound  **Example:** telephone
from Greek

B. Use the information about the Greek root phon to help you write a sentence for the word below.

4. microphone: __________________________________________________________________________
In some words, the letter *k*, *g*, *w*, or *b* is silent. Mary knits. Her lamb writes a sign.

Write the word from the box that fits each clue. Then circle the silent letter in each word.

<table>
<thead>
<tr>
<th>wreck</th>
<th>gnat</th>
<th>climb</th>
<th>knapsack</th>
</tr>
</thead>
<tbody>
<tr>
<td>gnaw</td>
<td>write</td>
<td>knife</td>
<td>thumb</td>
</tr>
</tbody>
</table>

1. This is a kind of bug. ________________
2. This body part is on your hand. ________________
3. This is also called a backpack. ________________
4. You do this with a pencil. ________________
5. You do this on the monkey bars. ________________
6. You use this to cut food. ________________
7. This is another word for destroy. ________________
8. This is another word for chew. ________________

At Home: Have your child make up his or her own sentences for three of the words in the box.
A. Write the word from the box to complete each sentence.

scent  muscles  blooming  aroma  trade  prickly

1. The flowers are _____________ and ready to pick.

2. The _____________ of fresh strawberries filled the air.

3. Are your _____________ strong enough to lift this crate?

4. Let’s make a _____________ of my tuna fish for your peanut butter and jelly sandwich.

5. The _____________ from the baking cookies drew us into the kitchen.

6. A cactus is very ________________.

B. Write two sentences using two words from the box.

7. __________________________________________

8. __________________________________________
As you read *The Ugly Vegetables*, fill in the Sequence Chart.

First

Next

Last

How does the information you wrote in this Sequence Chart help you summarize *The Ugly Vegetables*?
The sequence in a story or article is the order in which the events happen.

Read the story. Then write the events in the order in which they happen.

Julie loves things that grow. She likes to take care of other people’s plants when they go away. First, she made a flyer. The flyer offered her services as a plant sitter. Next, she posted the flyers all around town. Then she waited for people to call. She did not have to wait long. Many people called. They were happy to have Julie take care of their plants while they were away.

First: ________________________________

                                      ________________________________

Next: ________________________________

                                      ________________________________

Then: ________________________________

                                      ________________________________

Last: ________________________________

                                      ________________________________

At Home: Ask your child to talk about how you take care of the plants at home. What do you do first? Next? Last?
As I read, I will pay attention to the punctuation in each sentence.

Tomatoes are easy to grow, if there is enough water and a lot of sunlight. Tomatoes need warmth. Don’t plant tomatoes if the weather is cold and snowy.

Good tomatoes need good soil. You can grow tomatoes in pots or in the ground. If the pot is big enough, you can leave your tomato plant in it. If it is not big enough, you will need to transplant the seedling into the ground.

As the seedling grows taller, it grows more leaves and looks like a bush. People usually tie the slightly prickly stem to a stake. The plant climbs up the stake as it grows.

Next, the plant grows flowers. This is the blooming stage. After that, the flowers turn into fruit. You will have to wait about six weeks before you have ripe fruit.

Comprehension Check

1. What steps should you take to grow tomatoes? **Sequence**

2. Why would you choose a large pot for a tomato seedling? **Problem and Solution**
Homophones are words that sound the same but have different spellings and meanings. **Wait** and **weight** are homophones.

- They **wait** in line to go into the movies.
- The baby’s **weight** was 15 pounds.

Write a word from the box to complete each sentence. Use the other words in the sentence as clues.

<table>
<thead>
<tr>
<th>know</th>
<th>no</th>
<th>wood</th>
<th>would</th>
<th>weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>week</td>
<td>write</td>
<td>right</td>
<td>tied</td>
<td>tide</td>
</tr>
</tbody>
</table>

1. Harry will ____________ a list of all the presents he wants for his birthday.
2. Do you ____________ if we turn left or ____________?
3. Low ____________ is the best time to find shells.
4. The flu made him too ____________ to play baseball.
5. The fence is made of ____________.
6. I ____________ like to go to the beach next ____________.
Sometimes when two letters are together in a word, one letter is silent.

lamb
knits
writes
gnat

Write a word in the puzzle for each picture clue. The puzzle shows the silent letter in each word.

Across
2. 
3. 

Down
1. 
3. 
4. 

© Macmillan/McGraw-Hill
At Home: Have your child use each word in the puzzle in a sentence.
Written directions are steps that tell how to make or do something.

A. These directions are out of order. Write them in order on the lines below.

After filling the celery, sprinkle raisins on the cream cheese.
Wash and dry a stalk of celery.
Then gently press the raisins into the cheese.
Fill the hollow part of the celery with cream cheese.

1. __________________________________________
   __________________________________________

2. __________________________________________
   __________________________________________

3. __________________________________________
   __________________________________________

4. __________________________________________
   __________________________________________

B. This snack is called Ants on a Log. Circle the picture that shows the snack.

[Images of three different snacks]
The **c** in *cent* stands for the /s/ sound. This is the **soft c** sound.
The **c** in *cap* stands for the /k/ sound. This is the **hard c** sound.
The **g** in *gem* stands for the /j/ sound. This is the **soft g** sound.
The **g** in *goose* stands for the /g/ sound. This is the **hard g** sound.

Choose a word from the box to complete each sentence. Write it on the line. Then circle each word that you wrote that has the soft c or soft g sound.

**car**  **garden**  **camp**  **sugar**  **circle**  **giant**  **face**  **huge**

1. You have to plug in an electric ___________.
2. Dad planted bushes in the ___________.
3. The puppy grew into a ___________ dog.
4. My baby brother can draw a ___________ on the paper.
5. His dad seemed as big as a ___________ to the little boy.
6. Jack’s favorite part of ___________ was boating.
7. My puppy uses his sad ___________ to beg for treats.
8. Too much ___________ is bad for your teeth.
Write each word under the correct heading. Then use each word in a sentence about the moon and the stars. Write it on the line.

spacecraft  footprint  surface
discovered  visible  lunar

**Noun:** person, place, or thing

1. 

2. 

3. 

**Verb:** shows action

4. 

**Adjective:** describes a noun

5. 

6. 
As you read *The Moon*, fill in the Classify and Categorize Chart.

<table>
<thead>
<tr>
<th>Observing</th>
<th>Visiting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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How does the information you wrote in this Classify and Categorize Chart help you summarize *The Moon*?
To **classify and categorize** means to sort things or ideas into groups. The items in each group are alike in some way.

Read each sentence. Write the letter *M* if it tells about the moon. Write the letter *E* if it tells about Earth.

1. ___ The planet has water, so many plants and animals can live there.

2. ___ It is an empty place.

3. ___ Its surface has oceans and many land forms.

4. ___ It has no weather.

5. ___ It has no water so it cannot support life.

6. ___ It is full of life.

7. ___ Its water also creates weather.

8. ___ Its surface is marked with craters.

**At Home:** Help your child to use the sentences from the page to write about the moon and Earth.
As I read, I will pay attention to the pronunciation of the vocabulary words and proper nouns, and to the tempo.

Many spacecraft have visited the moon, and 12 astronauts have walked on the lunar surface. Neil Armstrong and Edwin “Buzz” Aldrin were the first people to walk on the moon. The most famous thing Armstrong left behind was his footprint! There is no air, wind, or rain on the moon, so the footprint is still visible. It is there to be discovered by another astronaut.

Some astronauts are now living on the International Space Station. The station is a huge research center. One day it may also be a launching pad to new places in space. Maybe one day you will become an astronaut or live on a space station. Right now, very few people can be called star sailors!

Comprehension Check

1. Who were the first people to walk on the moon? Main Idea and Details
2. Why is Neil Armstrong’s footprint still visible on the moon? Draw Conclusions

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<td>Second Read</td>
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</tbody>
</table>
A **compound word** is a word made of two smaller words. The smaller words often give clues to the meaning of the compound word.

Match each word in the box to its meaning.

- airmail
- firewood
- spaceship
- goldfish
- lightweight
- sandpaper
- snowstorm
- footprint

1. _____________: wood used to build a fire
2. _____________: mail transported by airplane
3. _____________: not heavy
4. _____________: a storm of snow
5. _____________: a ship used to travel through space
6. _____________: paper made by gluing sand to paper
7. _____________: a small fish that is gold in color
8. _____________: a print made by a shoe or bare foot

**At Home:** Write ten compound words and discuss them. Then decide together how the smaller words relate to the meaning of the whole word.
Soft c stands for the /s/ sound. Hard c stands for the /k/ sound.
Soft g stands for the /j/ sound. Hard g stands for the /g/ sound.

Circle the word in the box that has the same beginning sound as the two words above it. Then write it on the line.

1. good games 
   garden gem

2. gelatin germ 
   gem go

3. circus circles 
   could cycle

4. gentleman gesture 
   gum gentle

5. colored cans 
   carry cease

6. gave good 
   gym gift

At Home: Have your child make up a silly story using four or more words from this page that have a hard or soft c or g sound.
**Personification** is a way of speaking about a thing or animal as if it were a person and could do things that people do.

The door groaned. The rising sun greeted us.

**Imagery** is the way a poet uses words to make a picture in the reader’s mind.

The brittle leaves rustled in the breeze.

Read each sentence. Then circle *personification* or *imagery* to show which better describes the kind of writing in the sentence.

1. The mist was cold and clammy.
   - personification  
   - imagery

2. The hours crept by.
   - personification  
   - imagery

3. The moonlight kissed my face.
   - personification  
   - imagery

4. The cold moon looked strange and empty.
   - personification  
   - imagery

5. The cardinal’s feathers gleamed in the sun.
   - personification  
   - imagery

6. The morning sun smiled at me.
   - personification  
   - imagery
Use the words in the box to complete the story.

planet  voyage  beyond  joy  spacecraft
knew  out  around  surface  courage

I ________________ space travel would be fun. I never imagined that I would ever travel ________________ Earth’s atmosphere. What a ________________ it was to see the ________________ Earth from space. It was really exciting when we landed the ________________ on the moon’s ________________. The commander asked me if I wanted to get ________________ of the spacecraft and walk. I said yes. That took a lot of ________________. My first space ________________ was out of this world!
A. Match the definition to the word. Then write the letter of the word on the line.

1. a hole in the ground that an animal uses __  
   a. scent

2. done without any plan __  
   b. areas

3. an exchange __  
   c. visible

4. a smell __  
   d. burrow

5. body parts that make your body move __  
   e. gathered

6. brought together __  
   f. muscles

7. able to be seen __  
   g. randomly

8. parts of a place __  
   h. trade

B. Write two sentences that tell about the picture. Use the words warning and signal.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Name ________________________________

The letters -dge and -ge stand for the sound /j/.

Choose a word from the box to complete each sentence. Write the word on the line. Then circle the letters that stand for the sound /j/ at the end of each word you wrote.

change bulge charge range
cage damage fudge large

1. The bird was in its ________________.

2. The toy was too ________________ to fit into the box.

3. My grandma makes delicious ________________.

4. The storm caused ________________ to the roof.

5. Charles wanted to ________________ the television channel.

6. The shirts are available in a ________________ of colors.

7. The library will ________________ a late fee for overdue books.

8. The bag was so full that it started to ________________.

At Home: Ask your child to name words that end with nge, rge, dge, lge, and ge and then use each word in a sentence.
Practice

Name ______________________________________________________

Vocabulary

A. Choose the correct word from the box to match each definition below. Write the word on the line. Then number the words so they are in ABC order.

fetch simmered menu assembled devoured forgetting

1. not remembering ________________________ __

2. put together __________________________ __

3. to go get ______________________________ __

4. cooked on low heat on a stove ______________ __

5. ate greedily ____________________________ __

6. foods being served ______________________ __

B. Write two sentences using words from the box.

7. __________________________________________
   __________________________________________

8. __________________________________________
   __________________________________________
As you read *Mice and Beans*, fill in the Reality and Fantasy Chart.

<table>
<thead>
<tr>
<th>REALITY</th>
<th>FANTASY</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Could Happen?</td>
<td>What Could Not Happen?</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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</table>

How does the information you wrote in this Reality and Fantasy Chart help you to better understand *Mice and Beans*?
Fantasy is something that cannot happen in real life.
Reality is something that can happen in real life.

Read each sentence. Write reality if it tells about something that could really happen. Write fantasy if it tells about something that could not really happen.

1. The chair walked across the street. ________________
2. The birds flew across the sky. ________________
3. Keith ate five hot dogs. ________________
4. Lauren is starting school tomorrow. ________________
5. The goat was shopping at the mall. ________________
6. The fairy granted Megan three wishes. ________________
7. The cat meowed. ________________
8. The dragon flew over the castle. ________________
9. Rainbows have many colors. ________________
10. The giant lifted the house with one hand. ________________
As I read, I will pay attention to expression.

Roger woke up with the hot sun already smiling down on him. He felt like it was going to be a special day, but he wasn’t sure why.

“It’s the first day of summer!” said Dad.

That was it! Summer was here! It was Roger’s favorite time of the year. He thought about the warm sun and the sweet fruits he ate each summer.

This year would be no different.

Roger and his dad always threw a party to celebrate the new season. This year his dad made the guest list. He said a surprise guest would be the bright spot in the party.

Roger got dressed in a hurry. He was so excited to bake with his dad for the party that he almost knocked him over in the hallway.

Comprehension Check

1. What time of year is the story set in? **Character and Setting**

2. Why did Roger almost knock his dad over in the hallway? **Make Inferences**

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</table>
You can figure out the meaning of an **inflected verb** by putting together the meanings of its word parts.

Add the word ending to the verb. Then write the new word in a sentence.

1. wear + ing  
   ________________________________

2. celebrate + ed  
   ________________________________

3. laugh + s  
   ________________________________

4. confirm + ing  
   ________________________________

5. giggle + s  
   ________________________________

6. heal + ed  
   ________________________________

**At Home:** Ask your child to make up three original sentences about a celebration that uses verbs ending in –ed or –ing.
Read each word. Pay attention to the underlined ending of each word. Then circle the word next to it that has the same ending.

1. huge judge age
2. pledge ledge strange
3. page stage bag
4. orange fudge change
5. bulge indulge garage
6. charge range large
7. badge edge egg
8. merge verge smudge

Sometimes words end with the letters -nge, -rge, or -lge. The ending sound /j/ is spelled -ge or -dge.

At Home: Ask your child to write a sentence for four of the words he or she circled above.
Written directions are steps that tell you how to make or do something.

Peanut Butter and Jelly Sandwich

**Ingredients:** 2 slices of bread; peanut butter; jelly

**Directions**
1. Spread the peanut butter on one slice of bread.
2. Spread the jelly on the other slice of bread.
3. Put the slices together so the peanut butter and jelly touch.

Write a recipe for something you can make.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

At Home: Ask your child to look at a recipe and identify the ingredients and the instructions.
The letters *ar* stand for the ending sound you hear in *car.*
The letters *are* stand for the ending sound you hear in *bare.*
The letters *air* stand for the ending sound you hear in *chair.*

Write the words from the box that have the same vowel sound and spelling as the name of the picture.

<table>
<thead>
<tr>
<th>scar</th>
<th>stairs</th>
<th>flare</th>
<th>fair</th>
<th>pair</th>
<th>spare</th>
</tr>
</thead>
<tbody>
<tr>
<td>glare</td>
<td>repair</td>
<td>care</td>
<td>cart</td>
<td>smart</td>
<td>afar</td>
</tr>
</tbody>
</table>

1. **car**

2. **square**

3. **chair**

**At Home:** Ask your child to write six words that have the same endings as the words above.
A. Choose a word from the box to complete each sentence below. Then write the word on the line.

memories imagination familiar
glamorous creating occasions

1. People are ________________ when they write books and draw pictures.

2. Birthdays and holidays are special ________________ to celebrate.

3. ________________ are made up of times people remember.

4. Something you know well is ________________ to you.

5. You can use your ________________ to make believe and think of a wild and crazy story.

6. A party that is fancy can also be ________________.

B. Use the words from the box to write two new sentences.

7. __________________________________________

   __________________________________________

8. __________________________________________

   __________________________________________
As you read *Stirring Up Memories*, fill in the Conclusion Chart.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Fact</th>
</tr>
</thead>
</table>

**Conclusion**

How does the information you wrote in the Conclusion Chart help you summarize *Stirring Up Memories*?
When you **draw conclusions**, you make decisions about a story based on text and picture clues and what you already know.

Draw conclusions to answer each riddle. 
Use the words in the box.

donkey  owl  raccoon  starfish

1. I live in the water.  
   I swim in the sea.  
   Something in the sky  
   Shares its name with me.  
   What am I?  

2. You might have heard me hoot.  
   You might have seen me fly.  
   Some say that I am wise.  
   Can you guess? What am I?  

3. I can’t unlock a door.  
   Still, my name has its own key.  
   A horse and I look almost the same.  
   Use this line to write my name.  

4. I have rings around my eyes.  
   I’m quite a sight to see.  
   My tail has rings of black and white.  
   Now, say, who could I be?  

At Home: Ask your child to draw a conclusion about what is happening outside if someone opened an umbrella just after stepping outside.
As I read, I will pay attention and copy tone and expression.

People who can read are lucky. The world is full of words. There are words in books and newspapers. There are words on road signs and billboards. There are words on maps and food labels. There are even words on television (TV) and on your computer! Words give us information. They can make us think. They can make us laugh. They can make us cry.

Who puts these words together? Writers do. This book is about different kinds of writers and how they use words. Some writers write about the news. They write stories for magazines, newspapers, the Internet, radio, and TV. They are often “on the scene” for a news event. They interview people there. Then they report the story as quickly as they can.

Comprehension Check

1. Do you think there are other writers than the ones who write the news? **Draw Conclusions**

2. Why do news writers have to report the news quickly? **Make Inferences**

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</table>
You can sometimes tell the meaning of unfamiliar words if you use what you know about word parts or word roots. Some words in English have **Greek and Latin roots**.

Read each root below. Circle that root in each word. Use both words in a sentence.

1. **Root:** cycl
   - The root *cycl* means *circle* or *ring*.
   - bicycle
   - cyclone

2. **Root:** act
   - The root *act* means *do*.
   - actor
   - action

3. **Root:** graph
   - The root *graph* means *write*.
   - telegraph
   - autograph

**At Home:** Ask your child to tell you why *cycl* is a root in the word *bicycle*. 
Choose words from the box to finish the sentences in the passage below. Write the words on the lines. Use each word once.

pair  stare  chair  apart  bark

garden  barn  stars  far  farm

I just heard my dog ________________ outside again. I’m trying to write a story for school. But all I do is ________________ at the wall. Wait! Listening to my dog gives me a good idea. I’ll write about a dog on a ________________. The dog goes for a walk and gets lost. He is too ________________ away from home. He meets a ________________ of birds. They teach him to look at the ________________ in the sky. That helps him find his way back home to the red ________________. He is happy to be home. He likes the flowers in the ________________. He likes to sit on his favorite ________________ in the house. He never wants to be ________________ from his people again.

The letter r after a vowel makes the vowel stand for a sound different from the usual short or long sound. You can hear the ar sound in hard. You can hear the are sound in care. You can hear the air sound in fair.
Word play means using words or saying something in a fun and unique way. Onomatopoeia is the use of a word that sounds like the object or action it names.

The bees buzz from flower to flower.

The words below have onomatopoeia. Use each in a sentence.

1. roar _______________________________________________________

2. pop _______________________________________________________

3. zip _______________________________________________________

4. beep _______________________________________________________

5. crunch _______________________________________________________

6. splash _______________________________________________________

Stirring Up Memories
Book 2.2/Unit 6

At Home: Ask your child to tell you a fun sentence that includes the words crash and drip.
When the letter r follows a vowel, the vowel usually changes its sound. The vowel sound is no longer short or long. Listen to the vowel sounds as you say each word.

near, deer, here, her

Read each word. Then circle the word that rhymes with it. (Hint: The ending sounds that rhyme may not be spelled the same.)

1. hear
   pair, where, dear
2. steer
   clear, deer, care

3. stern
   stare, fern, bear
4. ear
   swear, peer, far

5. germ
   term, wear, dear
6. jeer
   gear, jar, dare

7. here
   there, her, fear
8. nerve
   deer, near, serve

At Home: Ask your child to tell you a sentence for each word he or she circled.
A. Read each sentence. Choose a word from the box that has almost the same meaning as the underlined word or words. Then write the word on the line.

- talent
- treasures
- impossible
- pleasant
- watch

1. Would you like to look at me while I play my drums?

______________

2. Reading a long book in just a few minutes is not possible.

______________

3. A warm breeze and sunny sky makes this an enjoyable day.

______________

4. Your amazing gift for painting helped you to win the art contest.

______________

5. A pirate would love to have this box of very valuable things.

______________

B. Write a new sentence using two of the words from the box.

6. ________________________________________________________________

__________________________________________
As you read *Music of the Stone Age*, fill in the Make Judgments Chart.

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Read</th>
</tr>
</thead>
</table>

How does the information you wrote in this Make Judgments Chart help you to better understand *Music of the Stone Age*?
To **make judgments**, you can use what you read and what you already know to form your own opinion about what you read.

**Read the story. Then answer the questions.**

The art teacher asked everyone to draw a picture of a favorite place. Henry decided to draw his bunk bed with his blanket and his cozy red pillow. He even drew the family of stuffed frogs that he keeps on his bed. Zita didn’t know what to draw. For a long while, she just sat there. Then she started to draw what Henry was drawing. He told Zita he didn’t think it was fair to copy him. Zita agreed. She started a new drawing of her swimming pool.

1. Do you think Henry’s idea for a drawing was a good one? Explain.

________________________________________________________________________

________________________________________________________________________

2. Do you think it was okay for Zita to copy Henry’s idea? Explain.

________________________________________________________________________

________________________________________________________________________

3. Do you think Henry was happy when Zita decided to start a new drawing? Why or why not?

________________________________________________________________________

________________________________________________________________________
Some words can have more than one meaning. They are called **multiple-meaning words**. You can look at the other words in the sentence to help you decide which meaning fits best in the sentence.

I hit the baseball with a **bat**.

The **bat** flew out of the cave at night.

Read each sentence. Then write the meaning of the underlined word.

1. You can **lie** here to take a nap.

2. I try to tell the truth and never **lie**.

3. Cassie will start third grade next **fall**.

4. Be careful not to slip and **fall** on the ice.

5. I have a cast on my **right** arm.

6. You chose the **right** answer.

**At Home:** Challenge your child to think of more multiple-meaning words and give the meanings of each word.
Dictionaries and encyclopedias give different kinds of facts.

A. Write dictionary or encyclopedia to complete each description of a reference source.

1. A(n) _________________ is a book or collection of books that gives detailed information about many different topics. Entries may include maps, charts, graphs, and photos.

2. A(n) _________________ is a book that gives definitions of words, their pronunciations, parts of speech, and sometimes example sentences.

B. Which reference source would be better to help you find the following kinds of information?

3. What part of speech is the word style? _________________

4. Where and when did the art of origami begin? _________________

5. Who are some famous artists from Italy? _________________

6. What does piñata mean? _________________
As I read, I will pay attention to the pronunciation of the vocabulary word.

Cats have been around for thousands of years. Long ago, cats were more than house pets. People thought that they had special powers. Artists painted pictures of cats. They also created sculptures of cats.

Today, we can see paintings and sculptures of cats in museums. Thousands of years ago in ancient Egypt, cats were honored animals. The Egyptians loved cats so much that one of their gods had the head of a cat. People who hurt cats were punished.

Cats were thought of as treasures.

The ancient Romans also liked cats. They thought cats were a symbol of being free.

The mosaic (moh-ZAY-ik) above was made hundreds of years ago in Italy. A mosaic is made from small colored squares of stone, glass, or tiles. The squares are put together to make a picture.

Comprehension Check

1. Why was hurting cats a crime in ancient Egypt? Reread
2. How was the ancient Romans’ belief about cats different from the ancient Egyptians’? Compare and Contrast

<table>
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</table>
Say each word. Listen to the sounds that the letters in dark type stand for.

- tear
- peer
- term
- here

Write the word from the box that completes each sentence.

- herd
- deer
- perch
- here
- germs
- ears
- hear
- nerves

1. Did you ________________ the song Joey wrote?

2. When did you move ________________ from Ohio?

3. I like to help my grandfather ________________ the cows.

4. This little bird can ________________ on your finger.

5. My ________________ were cold so I put on my hat.

6. The ________________ in my body send messages to my brain.

7. I saw two ________________ when I was hiking yesterday.

8. Cover your mouth when you cough to not spread ________________.
The letters *or*, *ore*, and *oar* stand for the same sound.

port boar more

A. Write a word from the box to complete each question.

chores oar shore storm soar thorns

1. Do those roses have ________________?

2. What ________________ do you do to help out at home?

3. Have you ever watched eagles ________________ overhead?

4. Is it cooler by the ________________ in the summer?

5. Does the rowboat have a spare ________________?

6. How long do you think the ________________ will last?

B. Use two words from the box in new sentences. Write the sentences on the lines.

7. ____________________________________________

8. ____________________________________________
A. Write a word from the box to complete each sentence.

powerful          allowed          products

design           instrument       invented

1. The city __________ thousands of people to gather in the park for a concert.

2. The new medical __________ helped the doctors find the problem.

3. The __________ beam of light could be seen for miles.

4. Many new __________ are for sale every year.

5. The __________ for the new building was unlike any other building’s in town.

6. My hero is the person who __________ peanut butter!

B. Write two sentences that each use one word from the box.

7. ________________________________________________

8. ________________________________________________
As you read *African-American Inventors*, fill in the Compare and Contrast Chart.

How does the information you wrote in this Compare and Contrast Chart help you to better understand *African-American Inventors*?
When you **compare**, you tell how two or more things are alike. When you **contrast**, you tell how two or more things are different.

Read the passage. Then answer the questions below.

Alexander Graham Bell was an inventor. He was born in Scotland in 1849. Alexander Graham Bell invented the telephone.

Thomas Edison was an inventor. He was born in America in 1849. Thomas Edison invented the light bulb, movie camera, and phonograph.

1. How were Alexander Graham Bell and Thomas Edison alike?

2. How were Alexander Graham Bell and Thomas Edison different?
As I read, I will pay attention to the pronunciation of the vocabulary words.

In the 1880s, Karl Benz and Gottlieb Daimler built the first cars that used gasoline. These looked more like the cars we drive today. So, in a way, Benz and Daimler were the first to invent modern cars.

The first cars cost too much for most people to buy. Henry Ford was an American car maker. He started making cars on an assembly line. On an assembly line each worker does only one job. This is a much faster, cheaper way of making things. Today, many cars and other products are made this way in factories.

Before assembly lines, it took Ford’s workers more than 12 hours to make one car. After, it took only 90 minutes.

By the 1920s, Ford was making one car every 43 seconds! Because they were cheap to make, Ford’s cars were cheap to buy. This allowed more people to own a car.

Comprehension Check

1. How were cars different after Ford’s assembly line? **Compare and Contrast**

2. Do you think the assembly line changed businesses other than auto making? **Draw Conclusions**

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A suffix is a word part added to the end of a base word. It changes the meaning of the base word.

A. Add –ful and –less to each word. Then write what each new word means.

1. cheer ________________ ________________
2. cheer ________________ ________________
3. harm ________________ ________________
4. harm ________________ ________________
5. care ________________ ________________
6. care ________________ ________________
7. power ________________ ________________
8. power ________________ ________________

B. Pick two words you wrote above. Then use each word in a sentence.

9. ______________________________________
10. _______________________________________
Many words with the same base word have meanings that are related.

The related words *sign* and *signal* both have to do with acts or symbols that send messages.

A. Match the related words to their meanings. Write the letter of the meaning on the line.

1. aboard _____  
   a. to get back on a vehicle

2. boarding _____  
   b. being on a vehicle

3. reboard _____  
   c. getting on a vehicle

B. Write the related word that completes each sentence.

4. She used a yellow ________________ to highlight the important ideas in the story.

5. The police who were in an ________________ car in front of the bank caught the bank robber.

6. Everyone was talking about that ________________ piece of art.

At Home: Help your child look for related words in a magazine or book. Then write the words and let your child circle the base words.
A timeline shows when important things happened.

Use the timeline to answer the questions.

1. What happened in 1783? ________________________________

2. When did Lindbergh cross the Atlantic Ocean? ______________

3. What happened 24 years before Lindbergh’s flight? ____________

4. How many years after Lilienthal’s glider flight did the Wright Brothers fly? ________________

At Home: Help your child list other machines that fly. Then use the library or Internet to find out more about one of them.
The letters *ire* and *ier* stand for the sound you hear in *fire* and *drier*. The letters *ure* stand for the sound you hear in *lure*.

Fill in the bubble next to the word that has the same vowel sound as the underlined word in each sentence.

1. The doctor worked hard to *cure* her illness.
   - [ ] cut
   - [ ] pure
   - [ ] cone

2. He will *hire* me to rake his leaves.
   - [ ] drier
   - [ ] here
   - [ ] wear

3. Are you *sure* this is the way to the zoo?
   - [ ] secure
   - [ ] fur
   - [ ] stir

4. We will *lure* the wolf into the cage and then move it to safety.
   - [ ] learn
   - [ ] mature
   - [ ] lurk

5. If you are cold, go sit by the *fire*.
   - [ ] ice
   - [ ] fur
   - [ ] flier

6. Let’s help the woman change her flat *tire*.
   - [ ] tried
   - [ ] wire
   - [ ] turn

At Home: Say *-ure, -ier, or -ire* words and have your child think of a word that rhymes with each one.
A. Choose the word from the box that best completes the sentence. Write it on the line.

goalie  figure  vendors  concern  collection  exclaimed

1. My _______________ for the picnic is that it may rain.
2. “What a beautiful rainbow!” Kate _______________.
3. The _______________ caught the ball and saved the game.
4. The craft _______________ set up their goods on tables on the sidewalk.
5. I can carve an animal _______________ out of wood.
6. I have a _______________ of dolls from all over the world.

B. Write two sentences using as many words from the box as you can.

7. ____________________________________________________________
   ____________________________________________________________

8. ____________________________________________________________
   ____________________________________________________________
As you read *Babu’s Song*, fill in the Character and Setting Chart.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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How does the information you wrote in this Character and Setting Chart help you to better understand *Babu’s Song*?
Analyzing the **setting** helps you understand how the place and time affect what the characters do and say.

**Read the story. Then circle the best answer to each question.**

It was so hot! Even though it was early morning, Trista’s clothes were already too heavy for the heat. Trista pushed through the door of the small clothing shop. The woman behind the counter smiled at her and asked her something in a language Trista could not understand. Trista pointed to one of the cool cotton outfits and pointed to herself hopefully. The woman smiled, looked through a rack of clothing, and pulled out an outfit that was just her size. Ten minutes later Trista was back in the street, cooler, and happier.

1. Trista is a: ___
   a. woman
   b. wild animal
   c. young boy

2. Trista probably: ___
   a. visits this place all the time
   b. does not like this place
   c. has not visited this place often

3. She seems to be in: ___
   a. her home town
   b. a foreign country
   c. a zoo

4. This story takes place: ___
   a. in a place that is very hot
   b. in a place that is cold
   c. in a forest
As I read, I will pay attention to the punctuation in each sentence and the tempo.

Soccer wasn’t just a game to Carlos. It was his whole life. His father worked among the vendors at the local soccer ground. He owned a little stall that sold meat empanadas and fresh fruit juices. Carlos went along with him every Saturday to watch the village team play. Carlos and his friends practiced before and after school every day. On the weekends they played games against neighboring villages. Their team was called the Mighty Lions. But they hadn’t been too mighty lately. In fact, they had lost every game so far this season. Paulo was the best player on their team. He dreamed of being a Brazilian soccer star, like Pelé and Ronaldo. “I’m going to score 1,000 goals,” he said. “And help Brazil add another three World Cups to its collection!”

Comprehension Check

1. How have the Mighty Lions done so far this season? Character and Setting

2. Was Paulo a great soccer champion like Pelé and Ronaldo? Character and Setting

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To figure out the meaning of a word, look at how it is used in the sentence. Use context clues in the surrounding sentences to help you figure out the meaning.

Use words from the box to make the story make sense. You will not use all the words.

grandfather  grew  mother  Korea  friends  plane  boat  Texas

Today my ___________ came to visit. He lives in Korea. Korea is where my father ___________ up. You can still hear his old language in his accent when he speaks his new language, English. My ___________ grew up in ___________. You can hear that when she speaks, too.

My grandfather wants my mother and me to see ___________. My grandfather will stay here for two weeks. He will see my school, meet my ___________, and watch me play soccer in the afternoons. Then my whole family will get on a ___________ and fly to Korea. There, we will see where my father went to school and meet some of his old friends.
An *r-controlled vowel* is heard in the *-ire* word family: *wire, fire, spire.*

An *r-controlled vowel* is also heard in the *-ure* family: *sure, pure, lure.*

A. Match each word in the box to the set of its related words. Then write the word on the line.

| lure | sure | wire | tire |

1. surely, sureness, assure ____________
2. tireless, tired, retire ____________
3. lured, luring, alluring ____________
4. wired, wiring, wirework ____________

B. Use a word from each group of related words in a sentence. Write the sentences on the lines.

5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________

At Home: Look through a book or children’s magazine and have your child find *-ire, -ier,* and *-ure* words.
A map is a drawing. It shows where places are.

Read the map. Then follow the directions or circle the best answer for each question.

1. Color the key yellow.
2. Color the school blue.
3. Color the post office red.
4. What place is shown on this map?
   a. New York City   b. Quiet Town   c. a state park
5. What kind of building does represent?
   a. post office       b. school       c. store
6. If you lived in house A, how could you get to school?

---

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At Home: Have your child look through an atlas and point out features of the map, such as color differences between land and water.
Use the words in the box to complete the sentences.

fetch  wedge  imagination  talent  powerful
design  figure  exclaimed  board  goalie

1. I write on the _______________ with chalk.

2. Use your _______________ when you play make-believe.

3. The huge truck must have a very _______________ motor.

4. Simon _______________ when he won the contest.

5. My dog likes to _______________ a stick or a ball.

6. My sister has a _______________ for dancing.

7. The _______________ keeps the other team from scoring.

8. Mom put a _______________ of cheese on the plate.

9. The sculpture included the _______________ of a cat.

10. Lu made a beautiful _______________ for his picture frame.
A. Match each definition to the correct word. Then write the letter next to the definition on the line.

1. allowed _____  
   a. cooked at or just below boiling point

2. glamorous _____  
   b. gathered together

3. treasures _____  
   c. let someone do something

4. assembled _____  
   d. special events

5. occasions _____  
   e. things of value

6. simmered _____  
   f. exciting and charming

B. Use the words in the box to complete the puzzle.

dear  tire  hair  watch

Across
3. Rubber wheel
4. This grows on your head

Down
1. Look or see
2. Sounds just like deer