

Grade 3

# Wonders

## Practice Book

### Blackline Masters

- Grammar
- Phonics
- Spelling
- Vocabulary
- Handwriting

Includes Differentiated Spelling Practice

Mc  
Graw  
Hill



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Graw  
Hill



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Name \_\_\_\_\_

- A **sentence** is a group of words that shows a complete thought.
- A **sentence fragment** is a group of words that does not show a complete thought: *Climbed a tree.*
- Every sentence begins with a **capital letter**.
- Most sentences end in a **period** ( . ). The period is a kind of **end punctuation**.

Read each group of words. Write *yes* if the group of words forms a complete sentence. Write *no* if it does not form a sentence.

1. I read a book about sea life. \_\_\_\_\_
2. The largest mammal. \_\_\_\_\_
3. I want to see a whale someday. \_\_\_\_\_
4. Swims quickly through the water. \_\_\_\_\_
5. A jellyfish is an interesting sea creature. \_\_\_\_\_
6. Most sharks live in warm water. \_\_\_\_\_
7. A giant squid can grow to be very large. \_\_\_\_\_
8. Live off the coast of Japan. \_\_\_\_\_
9. Dolphins have two flippers. \_\_\_\_\_
10. A walrus can live in or out of the water. \_\_\_\_\_



In your writer's notebook, write about a sea animal that you have seen or would like to see. Reread your work to make sure you used sentences that show a complete thought.

Name \_\_\_\_\_

- A **statement**, or declarative sentence, tells something. It ends in a period: *I like to play baseball.*
- A **question**, or interrogative sentence, asks something. It ends in a question mark: *What is your favorite sport?*

**A. Write *statement* if the sentence tells something. Write *question* if it asks something. Put the correct end punctuation at the end of the sentence.**

1. We learned about fire safety at school today \_\_\_\_\_
2. It is important to have fire alarms that work \_\_\_\_\_
3. Do you check your fire alarms each year \_\_\_\_\_
4. Do firefighters teach safety classes at your school \_\_\_\_\_
5. Families should plan escape routes from their home \_\_\_\_\_

**B. Reread this paragraph from “Room to Grow.” Underline one question. Circle the end punctuation of the question. Then rewrite the question on the lines below.**

All of a sudden, Jill’s mother smiled. “Can you help us with a project?” she asked. “Our community wants to plant a garden. Our plot is very small. There is so much we want to grow.”

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

- Begin every sentence with a **capital letter**.
- Use a **period ( . )** at the end of a statement.
- Use a **question mark ( ? )** at the end of a question.

**Write each sentence correctly using capital letters and end punctuation. If the group of words does not tell a complete thought, put an X next to it. Then add words to make it a complete sentence.**

1. fall is my favorite time of year

\_\_\_\_\_

2. i like to see the leaves turn bright colors

\_\_\_\_\_

3. pumpkins at the pumpkin patch

\_\_\_\_\_

4. do you go to football games in the fall

\_\_\_\_\_

5. we take lots of pictures of the colorful leaves

\_\_\_\_\_



**In your writer's notebook, write about your favorite time of year. Then reread your work. Make sure you have used complete sentences and correct end punctuation.**

Name \_\_\_\_\_

- Begin every sentence with a **capital letter**.
- A **statement** is a sentence that tells or describes something. A statement ends in a **period**.
- A **question** is a sentence that asks something. A question ends in a **question mark**.

Rewrite the sentences below, fixing any mistakes you might find.

1. we had a terrible storm last night.

\_\_\_\_\_

2. There was a lot of wind and heavy rain?

\_\_\_\_\_

3. did you see the weather report this morning

\_\_\_\_\_

4. Yesterday our town got over three inches of rain

\_\_\_\_\_

5. Do you think that some streets are flooded.

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) I went whale watching last week. (2) Our boat set sail on a clear and windy day. (3) I could smell the salty ocean air. (4) Big whales swimming. (5) Have you ever seen a whale?

- |   |  |
|---|--|
| 1. Which of the following is a sentence fragment? | 2. Which of the following is a question? |
| <b>A</b> Sentence 1                               | <b>F</b> Sentence 2                      |
| <b>B</b> Sentence 3                               | <b>G</b> Sentence 3                      |
| <b>C</b> Sentence 4                               | <b>H</b> Sentence 4                      |
| <b>D</b> Sentence 5                               | <b>J</b> Sentence 5                      |

**B. Read the student draft and look for revisions to be made.**

(1) My family and I went for a walk in the woods yesterday afternoon. (2) Warm and sunny day. (3) We followed a small stream and passed maple and oak trees. (4) Soon we came to a meadow filled with colorful wild flowers. (5) on our way home we saw a deer and even a fox.

3. What is the correct way to write sentence 2?
- A** Warm but sunny day.  
**B** It was a warm and sunny day.  
**C** Sunny and warm day.  
**D** No change needed in sentence 2.
4. What change, if any, should be made to sentence 5?
- F** Change *on* to *On*  
**G** Change *deer* to *Deer*  
**H** Change *fox* to *Fox*  
**J** Make no change



Name \_\_\_\_\_

Fold back the  
paper along  
the dotted line.

Use the blanks  
to write each  
word as it is  
read aloud.

When you finish  
the test, unfold  
the paper. Use  
the list at the  
right to correct  
any spelling  
mistakes.

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

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

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

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

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

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

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

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

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

10. \_\_\_\_\_

11. \_\_\_\_\_

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

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

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

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

**Review Words**

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

**Challenge Words**

19. \_\_\_\_\_

20. \_\_\_\_\_

1. clap

2. camp

3. hand

4. stamp

5. snack

6. rack

7. grabs

8. glad

9. bill

10. miss

11. click

12. pink

13. sick

14. grin

15. lift

16. cat

17. bit

18. man

19. anthill

20. cramp

Name \_\_\_\_\_

When a vowel appears between two consonants, it usually makes a short vowel sound.

- /a/ as in *snap*, *bag*, and *man*
- /i/ as in *rip*, *trip*, *fin*, and *swim*

**SPELLING TIP**

The short *a* sound can appear at the beginning of a word, as in *animal* or *ant*. Short *i* can appear at the beginning of a word, as in *ink* or *insect*.

Read aloud the spelling words in the box. Then write the spelling words that have each short vowel sound below.

sick	stamp	click	miss	snack
camp	bill	glad	grabs	clap
grin	rack	hand	pink	lift

**short *a* as in *snap***

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**short *i* as in *rip***

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Look through the selections you read this week and hunt for words with short *a* and short *i*. Read the words you find aloud and record them in your writer's notebook.

Name \_\_\_\_\_

When a vowel appears between two consonants, it usually makes a short vowel sound.

- /a/ as in *snap*, *bag*, and *man*
- /i/ as in *rip*, *trip*, *fin*, and *swim*

**SPELLING TIP**

The short *a* sound can appear at the beginning of a word, as in *animal* or *ant*. Short *i* can also appear at the beginning of a word, as in *ink* or *insect*.

Read aloud the spelling words in the box. Then write the spelling words that have each short vowel sound below.

clap	fan	rack	click	bag
sick	kick	hid	snap	big
bill	grin	miss	sit	band

**short *a* as in *snap***

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

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

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

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

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

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

**short *i* as in *rip***

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

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

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

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

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

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

10. \_\_\_\_\_

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

11. \_\_\_\_\_



Look through the selections you read this week and hunt for words with short *a* and short *i*. Read the words you find aloud and record them in your writer's notebook.

Name \_\_\_\_\_

**A. Write the spelling words that have each short vowel sound below.**  
**One word has both a short *a* and short *i* vowel sound.**

clap	flicker	stand	click	sick
snack	stamp	grass	anthill	grant
billed	brand	rack	brick	pants

**short *a* as in *snap***

- |          |          |
|----------|----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ |          |

**short *i* as in *rip***

- |           |
|-----------|
| 10. _____ |
| 11. _____ |
| 12. _____ |
| 13. _____ |
| 14. _____ |

**15. Which word has both short *a* and short *i* ?**

\_\_\_\_\_

**B. Compare the words *clap* and *click*. How are the two words alike?**  
**How are they different?**

\_\_\_\_\_

\_\_\_\_\_



**Look through the selections you read this week and hunt for words with short *a* and short *i*. Read the words you find aloud and record them in your writer's notebook.**

Name \_\_\_\_\_

clap	stamp	grabs	miss	sick
camp	snack	glad	click	grin
hand	rack	bill	pink	lift

**A. Write the spelling word that completes each sentence.**

1. I will \_\_\_\_\_ for the best pet in the show.
2. Will you help me \_\_\_\_\_ this heavy box?
3. The monkey \_\_\_\_\_ for the rope and swings away.
4. Mom will pay the gas \_\_\_\_\_ today.
5. I put the dishes on the \_\_\_\_\_ to dry.
6. I always raise my \_\_\_\_\_ to give an answer.
7. I use this rubber \_\_\_\_\_ to mark my address.
8. I need my sleeping bag to \_\_\_\_\_ outside.
9. You know the machine is on when you hear it \_\_\_\_\_ .
10. I will \_\_\_\_\_ my friend when he moves away.

**B. Write the spelling word that has the same meaning as each word or phrase below.**

- |                         |                             |
|-------------------------|-----------------------------|
| 11. ill _____           | 14. a light red color _____ |
| 12. pleased _____       | 15. a light meal _____      |
| 13. a broad smile _____ |                             |

Name \_\_\_\_\_

**There are six spelling mistakes in the story below. Underline the misspelled words. Write the words correctly on the lines.**

Once there was a girl named Betty. Betty was odd. She had soft pink hair. When she looked in the mirror, a big grin would spread across her face. Her pretty hair made her glad.

One day Betty sat eating a sneck when a big dog came by. He took the apple out of her hend! Betty was so scared! Her hair turned white. She knew she would miess having such pretty hair.

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

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

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

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

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

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

## Writing Connection

**Write a story about your pet or favorite animal. Use at least four spelling words in your story.**

[illegible]



Name \_\_\_\_\_

**Remember**

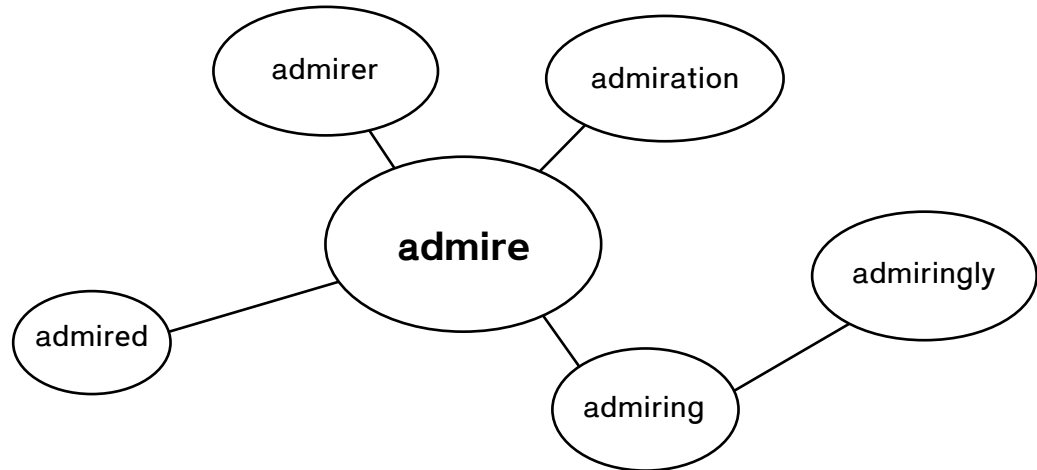
When a vowel appears between two consonants, the vowel sound is usually short. The words *snap*, *man*, and *cap* have a short *a* vowel sound. The words *rip*, *fin*, *thick*, and *swim* have a short *i* vowel sound.

Circle the spelling word in each row that rhymes with the word in bold type. Read the spelling word aloud and write it on the line.

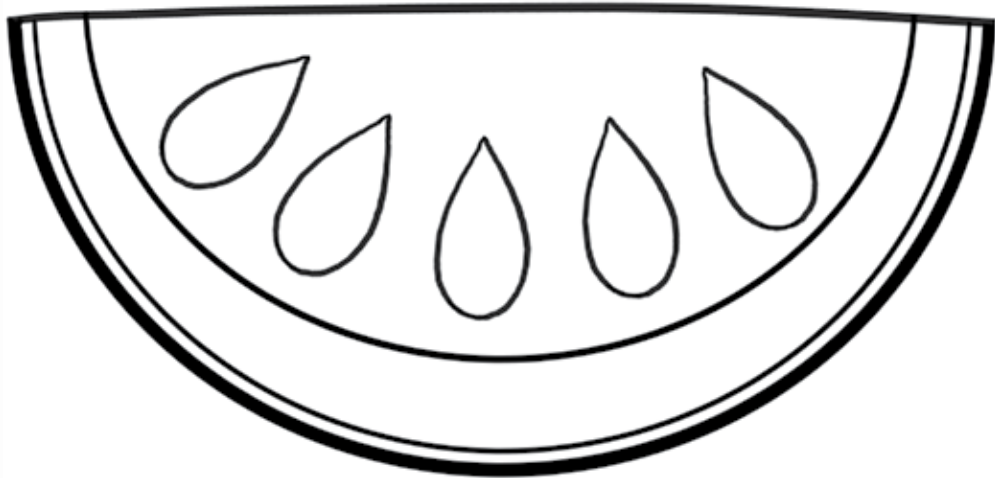
- |                 |       |       |       |       |
|-----------------|-------|-------|-------|-------|
| 1. <b>tap</b>   | stop  | big   | clap  | _____ |
| 2. <b>fin</b>   | grin  | wag   | kite  | _____ |
| 3. <b>pick</b>  | cake  | click | like  | _____ |
| 4. <b>cabs</b>  | take  | nice  | grabs | _____ |
| 5. <b>pack</b>  | bake  | snack | pie   | _____ |
| 6. <b>link</b>  | pine  | lake  | pink  | _____ |
| 7. <b>band</b>  | hand  | home  | bid   | _____ |
| 8. <b>ramp</b>  | roam  | come  | camp  | _____ |
| 9. <b>lick</b>  | look  | kind  | sick  | _____ |
| 10. <b>gift</b> | lift  | gave  | raft  | _____ |
| 11. <b>back</b> | bake  | rack  | king  | _____ |
| 12. <b>lamp</b> | stamp | late  | play  | _____ |
| 13. <b>hiss</b> | have  | miss  | mess  | _____ |
| 14. <b>fill</b> | fold  | wall  | bill  | _____ |
| 15. <b>sad</b>  | glad  | seed  | made  | _____ |

Name \_\_\_\_\_

Create new forms of a base word by adding or removing inflectional endings, prefixes, or suffixes.



Use your notes from *Gary the Dreamer*. Choose one word and write it on the outside of the watermelon. Then write related words on as many watermelon seeds as you can. Use a dictionary to help you.



Name \_\_\_\_\_

**High-frequency words** are the most common words in the English language. They can be hard to sound out because they do not always follow regular sound or spelling patterns. High-frequency words get easier to remember as you read and write them.

first	next	filled	people
wall	front	went	back
plants	some	everyone	garden
brought	built	started	close

**Read the excerpt from “Room to Grow.” Underline the high-frequency words listed in the box. Underline each word only once.**

First we had a meeting with the community. Everyone agreed to contribute. Some people brought seeds, tools, and dirt. Then the next day we met and started our garden.

Papa built long, open boxes. Next, we filled them with dirt. The tallest box went close to the back wall. The boxes got shorter and shorter. The shortest box was in the front. “All the plants will get sunlight without making shade for the others,” Mama said.



**In your writer’s notebook, write about a community project you have worked on or would like to work on. How did or could you contribute? When you are finished, use a dictionary to check your spelling of high-frequency words in your writing.**

Name \_\_\_\_\_

- A **sentence** expresses a complete thought.
- A **statement** tells something. A **question** asks something. A question often starts with interrogative words such as *Who*, *What*, *Where*, *When*, *Why*, and *How*.
- A **command** is a sentence that tells someone to do something. It ends with a **period**.

After each sentence, write *statement*, *question*, or *command* for the kind of sentence it is. Then write the sentence correctly. Use capital letters and end marks correctly.

1. we can help you put the groceries away \_\_\_\_\_

\_\_\_\_\_

2. put the cans of food on the shelves \_\_\_\_\_

\_\_\_\_\_

3. do you want me to put the apples in the bowl \_\_\_\_\_

\_\_\_\_\_

4. where should I put the flour and sugar \_\_\_\_\_

\_\_\_\_\_

5. close the door when you are finished \_\_\_\_\_

\_\_\_\_\_



In your writer's notebook, write about a game or sport you like to play. Explain the rules of the game. Reread your work to make sure you use complete sentences.

Name \_\_\_\_\_

- A **command** is a sentence that tells someone to do something. It ends with a **period**: *Clean up your toys.*
- An **exclamation** shows excitement or strong feeling. It ends with an **exclamation mark**: *We won the game!*

**A. After each sentence, write *statement, question, command, or exclamation* for the kind of sentence it is. Place the correct punctuation at the end of the sentence.**

1. I want to go to Florida next summer \_\_\_\_\_
2. What a beautiful state it is \_\_\_\_\_
3. Have you ever been there \_\_\_\_\_
4. Wow, my grandmother sent me a free ticket \_\_\_\_\_
5. Go with me to Miami \_\_\_\_\_

**B. Reread this paragraph from *Gary the Dreamer*. Underline one exclamation. Circle the exclamation mark. Then write the sentence on the lines below.**

I played tag with the neighbor kids. I played hide-and-seek. I played catch with oranges. In our backyard, we had an orange tree. We also had plum, lemon, and apple trees. Lucky me! Anytime I was hungry for a snack, I just went outside and picked a fruit!

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Name \_\_\_\_\_

- Use a period ( . ) at the end of a **statement** or **command**.
- Use a question mark ( ? ) at the end of a **question**.
- Use an exclamation mark ( ! ) at the end of an **exclamation**.

**Add correct punctuation to the ends of sentences in the letter below.**

Dear Aunt Jackie,

Wow, I was so happy to hear your good news      It will be  
fun to read your poem in the magazine      Mom says we can  
frame it      Will you get extra copies      Send me an extra  
one, please      I want to take it to school to show my class  
They will see that I have the best aunt ever

I have a small favor to ask      Would you mind giving me  
some tips on writing a poem      Find out if you can come for a  
visit soon      We can have an amazing poetry reading together

Your favorite niece,

Carly

**Writing Connection**

**Write a letter to a friend or family member. Try to include at least one statement, question, command, and exclamation. Use the letter above as a model.**

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Name \_\_\_\_\_

- A **statement** tells something. It ends with a **period**.
- A **question** asks something. It ends with a **question mark**.
- A **command** tells someone to do something. A command also ends with a **period**.
- An **exclamation** shows excitement or strong feeling. It ends with an **exclamation mark**.

After each sentence, write *statement*, *question*, *command*, or *exclamation* for the kind of sentence it is. Then write the sentence correctly. Use capital letters and end punctuation correctly.

1. what a great day for a parade \_\_\_\_\_

\_\_\_\_\_

2. does the parade start at noon \_\_\_\_\_

\_\_\_\_\_

3. we can see the parade from Green Street \_\_\_\_\_

\_\_\_\_\_

4. walk down Oak Street, then turn down Third Avenue \_\_\_\_\_

\_\_\_\_\_

5. wow, here come the marching bands \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) Yesterday I learned how to make bread. (2) I combined flour, water, yeast, and salt. (3) Then I baked the bread in the oven. (4) It smelled so good! (5) Anyone can learn to bake bread. (6) Remember to clean up when you are done.

- |  |   |
|--|---|
| <p>1. Which of the following is a command?</p> <p><b>A</b> Sentence 1</p> <p><b>B</b> Sentence 3</p> <p><b>C</b> Sentence 4</p> <p><b>D</b> Sentence 6</p> | <p>2. Which of the following is an exclamation?</p> <p><b>F</b> Sentence 1</p> <p><b>G</b> Sentence 3</p> <p><b>H</b> Sentence 4</p> <p><b>J</b> Sentence 5</p> |
|--|---|

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) I'm so excited to visit the beach! (2) I'm planning to arrive this afternoon. (3) Would you like to join me! (4) We can go swimming in the ocean and build castles in the sand. (5) Bring your sunglasses and sunscreen.

3. What change, if any, should be made to sentence 1?
- A** Change *I'm* to *i'm*
- B** Replace the exclamation mark with a period
- C** Replace the exclamation mark with a question mark
- D** Make no change
4. What change, if any, should be made to sentence 3?
- F** Change *Would* to *would*
- G** Replace the exclamation mark with a period
- H** Replace the exclamation mark with a question mark
- J** Make no change

Name \_\_\_\_\_

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
- Review Words 16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
- Challenge Words 19. \_\_\_\_\_
20. \_\_\_\_\_

1. step
2. mess
3. head
4. crops
5. stop
6. rock
7. clock
8. sock
9. pond
10. jumps
11. shut
12. luck
13. slump
14. bugs
15. mug
16. clap
17. sick
18. snack
19. ready
20. does

Name \_\_\_\_\_

When a vowel appears between two consonants, it usually makes a short vowel sound.

- /e/ as in *egg*, *beg*, and *red*
- /o/ as in *pop*, *chop*, and *lock*
- /u/ as in *rub*, *nut*, and *thumb*

**SPELLING TIP**

Some short vowel sounds can be spelled in more than one way. The short *e* sound is sometimes spelled *ea*, as in the words *bread* and *ready*. The short *o* sound can sometimes be spelled with the letter *a*, as in the word *swap*.

Read aloud the spelling words in the box. Then write the spelling words that contain each short vowel sound below.

jumps	mug	clock	step	rock
sock	stop	mess	shut	bugs
luck	slump	pond	head	crops

short *e* as in *red*

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

short *o* as in *lock*

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

short *u* as in *thumb*

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



Look back at the selections you read this week and hunt for words with short *e*, *o*, and *u*. Read the words you find aloud and record them in your writer's notebook.

Name \_\_\_\_\_

When a vowel appears between two consonants, it usually makes a short vowel sound.

- /e/ as in *egg*, *beg*, and *red*
- /o/ as in *pop*, *chop*, and *lock*
- /u/ as in *rub*, *nut*, and *thumb*

**SPELLING TIP**

Some short vowel sounds can be spelled in more than one way. The short *e* sound is sometimes spelled *ea*, as in the words *bread* and *ready*. The short *o* sound can sometimes be spelled with the letter *a*, as in the word *swap*.

Read aloud the spelling words in the box. Then write the spelling words that contain each short vowel sound below.

pump

stop

pond

yet

top

fed

mess

shut

bugs

jumps

sled

rock

clock

cuts

step

**short *e* as in *red***

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

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

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

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

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

**short *o* as in *lock***

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

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

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

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

10. \_\_\_\_\_

**short *u* as in *thumb***

11. \_\_\_\_\_

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

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

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

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



Look back at the selections you read this week and hunt for words with short *e*, *o*, and *u*. Read the words you find aloud and record them in your writer's notebook.

Name \_\_\_\_\_

**A. Read the spelling words in the box. Then write the spelling words that contain each short vowel sound. One word has two of the short vowel sounds listed below.**

gush	ready	check	bathtub	funnel
head	crops	rock	jumps	stop
block	mess	shut	slump	trust

short *e* as in *red*

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

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

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

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

short *o* as in *lock*

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

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

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

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

short *u* as in *thumb*

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

10. \_\_\_\_\_

11. \_\_\_\_\_

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

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

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

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

**B. Compare the words *head* and *mess*. How are the two words alike? How are they different?**

---



---



---



Look back at the selections you read this week and hunt for words with short *e*, *o*, and *u*. Read the words you find aloud and record them in your writer's notebook.



Name \_\_\_\_\_

step	crops	clock	jumps	slump
mess	stop	sock	shut	bugs
head	rock	pond	luck	mug

**A. Write the spelling word that goes with the other two words.**

1. ocean, lake, \_\_\_\_\_
2. ants, grasshoppers, \_\_\_\_\_
3. plate, fork, \_\_\_\_\_
4. stone, pebble, \_\_\_\_\_
5. hops, leaps, \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

6. We know to \_\_\_\_\_ at a red light.
7. Please \_\_\_\_\_ the door when you go out.
8. I hope to win the game, so wish me \_\_\_\_\_.
9. I lost one blue \_\_\_\_\_ in the laundry.
10. I need an alarm \_\_\_\_\_ to wake up.
11. I need to clean up the \_\_\_\_\_ in my room.
12. Our new puppy is white with brown spots on his \_\_\_\_\_.
13. Take a big \_\_\_\_\_ over that spilled water.
14. Our team started out winning, but now we're in a \_\_\_\_\_.
15. The farmer spoke to our class about growing \_\_\_\_\_.

Name \_\_\_\_\_

There are six spelling mistakes in the story below. Underline each misspelled word. Write the words correctly on the lines.

Kate's alarm clack goes off and she jummps out of bed. She has a job to do. She has to clean the meass in her room today.

She reaches under the bed and finds two shirts, three pens, and a sok. Then her friend Dan shows up. He asks her to go down to the pand with him. They like to catch buges there. Kate can always clean her room tomorrow.

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

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

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

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

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

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

## Writing Connection

**Write a story about someone who has chores to do. Use at least four spelling words in your story.**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Name \_\_\_\_\_

**Remember**

When a vowel appears between two consonants, it usually makes a short vowel sound. You can hear the short *e* sound in *wet*, *bet*, and *nest*. The short *o* sound is in *fog*, *clog*, and *pop*. The short *u* sound is in *cub*, *puppy*, and *bump*.

Circle the spelling word in each row that rhymes with the word in bold. Read the spelling word aloud and write it on the line.

- |                  |       |       |       |       |
|------------------|-------|-------|-------|-------|
| 1. <b>pep</b>    | seem  | step  | time  | _____ |
| 2. <b>tug</b>    | goat  | take  | mug   | _____ |
| 3. <b>drops</b>  | close | crops | days  | _____ |
| 4. <b>duck</b>   | luck  | lake  | done  | _____ |
| 5. <b>dock</b>   | state | rock  | pool  | _____ |
| 6. <b>bumps</b>  | bakes | lunch | jumps | _____ |
| 7. <b>nut</b>    | use   | foot  | shut  | _____ |
| 8. <b>bond</b>   | pond  | bank  | sand  | _____ |
| 9. <b>shop</b>   | shine | stop  | skip  | _____ |
| 10. <b>less</b>  | mess  | lost  | rose  | _____ |
| 11. <b>bread</b> | road  | bride | head  | _____ |
| 12. <b>rugs</b>  | rings | bugs  | grow  | _____ |
| 13. <b>thump</b> | thing | name  | slump | _____ |
| 14. <b>block</b> | stick | clock | walk  | _____ |
| 15. <b>knock</b> | nice  | took  | sock  | _____ |

Name \_\_\_\_\_

**Synonyms** are different words that have the same meaning. For example, synonyms for *large* are *big*, *massive*, *giant*, and *huge*.

If you come across a word you don't know, you can look for a synonym nearby to help you define it.

**A. Read the sentences below. Underline the synonym in the second sentence that means the same thing as the word in bold in the first sentence. Then write the meaning of the word on the lines below.**

1. I had thought the rain would never **cease**! But by morning the rain came to a stop and the Sun was shining.

\_\_\_\_\_

2. The book I borrowed from the library looks **ancient**. I can't believe something so old is still in one piece.

\_\_\_\_\_

3. The train was moving very **rapidly**. We didn't expect to get to the station so quickly.

\_\_\_\_\_

4. The young trees in the meadow are very **slender**. I can easily wrap my two hands around the skinny trunks.

\_\_\_\_\_

**B. Rewrite the sentence using a synonym for the word in bold.**

5. The **large** mountains looked beautiful against the blue sky.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Read the sentences from “Joseph Bruchac.” Underline the compound word in each sentence. Then write its definition. Remember to use a dictionary for help.**

1. His grandfather showed him how to walk softly through the woods and how to fish in the lakes and rivers.

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2. Joseph’s grandmother kept bookshelves in the house full of books.

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3. He liked to read storybooks about animals.

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4. But he still lives in the hometown where he grew up.

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Name \_\_\_\_\_

- A **sentence** is a group of words that tells a complete thought.
- Every sentence has two parts: the **subject** and the **predicate**.
- The **subject** tells what or whom the sentence is about.
- The **predicate** identifies what the subject does or is.
- A **complete subject** is all the words in a subject.

**What or whom is each sentence about? Draw a line under the complete subject.**

1. The pet store is busy on Saturday.
2. People smile at the puppies and kittens.
3. The goldfish swim in a big tank.
4. Furry rabbits hop around.
5. A long snake coils in its cage.

**Writing Connection**

**Write about your favorite animal. Describe what you like about it. Remember to use complete sentences that include both a subject and predicate.**

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Name \_\_\_\_\_

- The **subject** of a sentence tells what the sentence is about. In the sentence *The Sun shone brightly*, the subject is *The Sun*.
- A **complete subject** is all the words in a subject.
- A complete subject can be one word, more than one word, or a **compound subject** connected by *and*. In the sentence *Birds and squirrels live in the park*, the subject is *birds and squirrels*.

Reread this paragraph from “The Dream Catcher.” Underline one compound subject. Then rewrite the sentence on the lines below.

Nokomis and Peter worked together and made a dream catcher. That night, as he gazed and looked at the dream catcher over his bed, he made a plan.

\_\_\_\_\_

\_\_\_\_\_

Connect to  
Community

Talk with a parent or another trusted adult about a cultural tradition that you could take part in. Write about why that tradition is important.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_

- Every **complete sentence** has a subject and a predicate. It expresses a complete thought.
- A **sentence fragment** is a group of words that does not express a complete thought: *Were barking all night* is a fragment.

Correct each fragment by adding a subject from the box. Then write the sentence correctly on the line.

Skyscrapers

A city

A subway

People

A park

1. \_\_\_\_\_ is much larger than a town.

\_\_\_\_\_

2. \_\_\_\_\_ may take subways, trains, or buses to work.

\_\_\_\_\_

3. \_\_\_\_\_ is a train that goes under the ground.

\_\_\_\_\_

4. \_\_\_\_\_ are tall buildings.

\_\_\_\_\_

5. \_\_\_\_\_ is a great place for families to have a picnic.

\_\_\_\_\_



In your writer's notebook, write about some of the things that you find in the town or city where you live. Remember to write in complete sentences.

Name \_\_\_\_\_

- A **complete subject** is all the words in a subject. It can be one word, more than one word, or a **compound subject** connected by *and*. In the sentence *Lemons and limes are sour*, the compound subject is *Lemons and limes*.
- A **sentence fragment** may be a group of words that does not have a subject. It does not express a complete thought. *Was drinking water* is a fragment because there is no subject.
- Correct some **sentence fragments** by adding a subject.

Underline the complete subject in each sentence. For sentence fragments, add a subject. Then write the sentence correctly. Use capital letters and end marks.

1. my class will go on a field trip to a museum next week

\_\_\_\_\_

2. a museum is a good place to learn about the past

\_\_\_\_\_

3. can see all kinds of things used long ago

\_\_\_\_\_

4. wagons and buggies were once used for transportation

\_\_\_\_\_

5. had not been invented yet

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) You can spot many kinds of animals when you visit a swamp. (2) Birds walk through the shallows on their long legs. (3) Snakes and alligators glide across the water. (4) Frogs croak and hop along the banks. (5) Turtles dive underwater to look for food.

- |                                       |  |
|---------------------------------------|--|
| 1. What is the subject in sentence 2? | 2. Which of the following sentences contains a compound subject? |
| A Birds                               | F Sentence 1   |
| B walk                                | G Sentence 3   |
| C shallows                            | H Sentence 4   |
| D long legs                           | J Sentence 5   |

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) Last week, I went camping in the mountains. (2) Brought a tent, sleeping bag, food, and some books. (3) At night, I built a campfire and gazed at the stars above. (4) Owls coyotes called from the dark. (5) When I woke up, it was snowing.

3. What is the correct way to write sentence 2?
- A I brought a tent, sleeping bag, food, and some books.  
 B Tent, sleeping bag, food, and some books I brought.  
 C Tent, sleeping bag, food, and some books.  
 D No change needed in sentence 2.
4. What is the correct way to write sentence 4?
- F Owls coyotes calling from the dark.  
 G Owls but coyotes called from the dark.  
 H Owls and coyotes called from the dark.  
 J No change needed in sentence 4.

Name \_\_\_\_\_

Fold back the paper along the dotted line.

Use the blanks to write each word as it is read aloud.

When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

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

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

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

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

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

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

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

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

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

10. \_\_\_\_\_

11. \_\_\_\_\_

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

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

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

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

**Review Words**

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

**Challenge Words**

19. \_\_\_\_\_

20. \_\_\_\_\_

1. date

2. lake

3. skate

4. plane

5. grade

6. fine

7. life

8. rice

9. wise

10. smile

11. rose

12. globe

13. smoke

14. come

15. used

16. step

17. rock

18. luck

19. sneeze

20. stripe

Name \_\_\_\_\_

A word spelled with a vowel, consonant, and final *e* usually has a long vowel sound. You can hear a long *a* in *late*, a long *i* in *invite*, and a long *o* in *alone*. The final *e* in these words is silent.

**DECODING WORDS**

The first syllable in *inside* is the prefix *in-*. The second syllable is spelled with a vowel, consonant, and final *e* (VCe). This forms a long *i* vowel sound. Blend the syllables and read the word aloud: *in/side*.

Read each of the spelling words out loud. Then write the words that contain each long vowel sound below.

fine	used	globe	date	lake
smoke	grade	rice	rose	come
skate	smile	wise	life	plane

**long *a*****long *i*****long *o***

- |          |           |                      |
|----------|-----------|----------------------|
| 1. _____ | 6. _____  | 11. _____            |
| 2. _____ | 7. _____  | 12. _____            |
| 3. _____ | 8. _____  | 13. _____            |
| 4. _____ | 9. _____  | <b>long <i>u</i></b> |
| 5. _____ | 10. _____ | 14. _____            |

15. Which word has an unexpected vowel spelling? \_\_\_\_\_



Go back through the selections you read this week. Look for words with VCe spellings. Read the words you find aloud, and record them in your writer's notebook.



Name \_\_\_\_\_

A word spelled with a vowel, consonant, and final *e* usually has a long vowel sound. You can hear a long *a* in *late*, a long *i* in *invite*, and a long *o* in *alone*. The final *e* in these words is silent.

**DECODING WORDS**

The first syllable in *inside* is the prefix *in-*. The second syllable is spelled with a vowel, consonant, and final *e* (VCe). This forms a long *i* vowel sound. Blend the syllables and read the word aloud: *in/side*.

Read each of the spelling words out loud. Then write the words that contain each long vowel sound below.

date	base	rice	wise	grade
fuse	come	rose	woke	lake
safe	fine	mile	dome	used

**long *a***

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

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

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

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

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

**long *i***

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

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

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

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

**long *o***

10. \_\_\_\_\_

11. \_\_\_\_\_

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

**long *u***

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

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

15. Which word has an unexpected vowel spelling? \_\_\_\_\_



Go back through the selections you read this week. Look for words with VCe spellings. Read the words you find aloud, and record them in your writer's notebook.

Name \_\_\_\_\_

wise	grade	come	striped	sneeze
envelope	whale	plane	smiled	shapes
skate	smoke	crime	globe	fine

**A. Read each of the spelling words out loud. Then write the words that contain each long vowel sound below.**

- | long <i>a</i>  | long <i>i</i> | long <i>o</i> |
|--|---------------|---------------|
| 1. _____   | 6. _____      | 11. _____     |
| 2. _____   | 7. _____      | 12. _____     |
| 3. _____   | 8. _____      | 13. _____     |
| 4. _____   | 9. _____      | long <i>e</i> |
| 5. _____   | 10. _____     | 14. _____     |
| 15. Which word has an unexpected vowel spelling? _____ |               |               |

**B. Compare the words *come* and *smoke*. How are the words alike? How are they different?**

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**Look at the selections you read this week. Look for words with a long vowel spelled with a final *e*. Read the words you find out loud and record them in your writer's notebook.**

Name \_\_\_\_\_

date	plane	life	smile	smoke
lake	grade	rice	rose	come
skate	fine	wise	globe	used

**A. Write the spelling word that belongs with each group of words below.**

1. puddle, pond, \_\_\_\_\_
2. jet, rocket, \_\_\_\_\_
3. flames, ashes, \_\_\_\_\_
4. clever, smart, \_\_\_\_\_
5. map, atlas, \_\_\_\_\_

**B. Write the spelling word that completes each sentence.**

6. The bride had one bright red \_\_\_\_\_ in her hand.
7. Dad \_\_\_\_\_ the rake to clear the leaves.
8. Do you know today's \_\_\_\_\_ ?
9. When I am happy, I always have a \_\_\_\_\_ on my face.
10. Where is the third \_\_\_\_\_ classroom?
11. The weather was just \_\_\_\_\_ for a picnic.
12. He learned how to \_\_\_\_\_ at the ice rink.
13. She gave a report about \_\_\_\_\_ in the desert.
14. I helped make a bowl of \_\_\_\_\_ and beans.
15. I taught my dog to \_\_\_\_\_ when I call his name.

Name \_\_\_\_\_

**There are six spelling mistakes in the biography below. Underline the misspelled words. Write the words correctly on the lines.**

Sarah Hughes can skeate. In 2002 she won a gold medal. Sarah flies around the glob talking about her lief.

Sarah always has a huge smil on her face when talking to kids. She tells them it is wiz to stay in school and work hard. One day she may coome to your school.

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

**Writing Connection**

**Write about someone's life. Tell what the person has done. Use at least four spelling words in your story.**

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Name \_\_\_\_\_

**Remember**

When a word is spelled with a vowel, consonant, and final *e*, the vowel sound is usually long: *mate, alive, alone, inside, rule*.

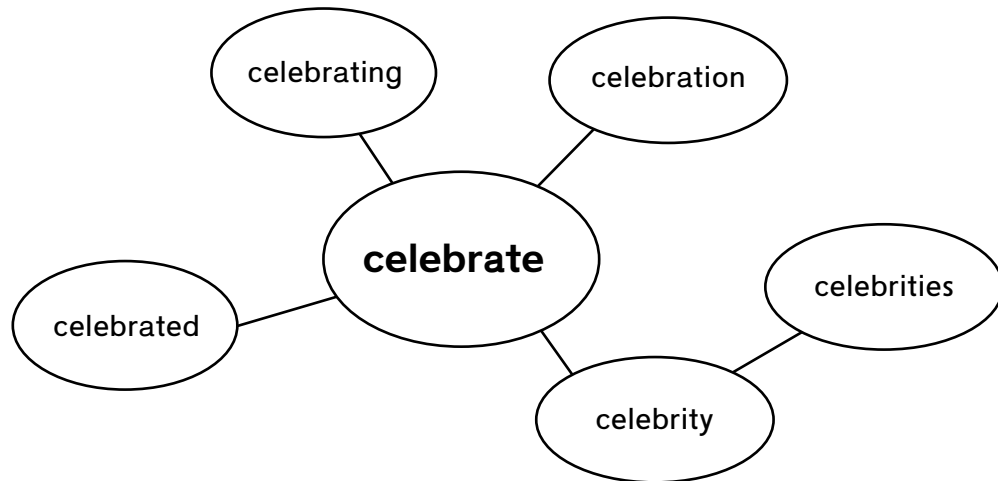
There are some exceptions to this rule. The words *have, give, and love* have the final *e* spelling but no long vowel sound.

Read the words aloud. Circle the spelling word in each row that rhymes with the word in bold. Write the spelling word on the line.

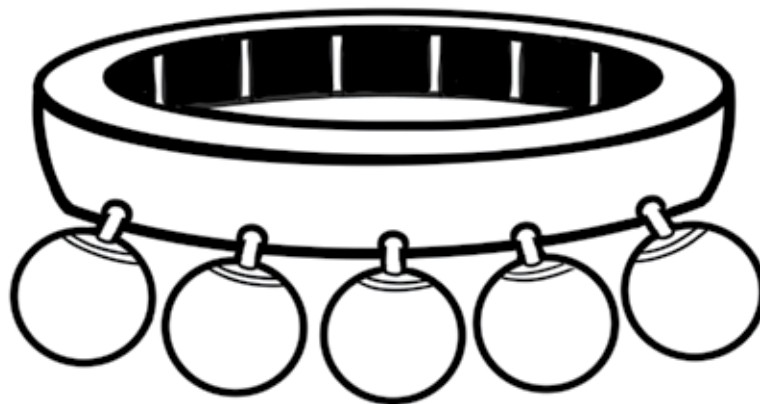
- |                  |       |       |       |       |
|------------------|-------|-------|-------|-------|
| 1. <b>fused</b>  | fussy | used  | loose | _____ |
| 2. <b>robe</b>   | globe | cold  | stale | _____ |
| 3. <b>tile</b>   | smile | toil  | clay  | _____ |
| 4. <b>made</b>   | sod   | glad  | grade | _____ |
| 5. <b>spice</b>  | teach | rice  | slick | _____ |
| 6. <b>snake</b>  | sneak | shell | lake  | _____ |
| 7. <b>wife</b>   | with  | life  | soft  | _____ |
| 8. <b>crate</b>  | date  | crane | dart  | _____ |
| 9. <b>pose</b>   | lost  | porch | rose  | _____ |
| 10. <b>some</b>  | come  | storm | cone  | _____ |
| 11. <b>spine</b> | spill | poem  | fine  | _____ |
| 12. <b>lane</b>  | clean | plane | link  | _____ |
| 13. <b>broke</b> | shook | brake | smoke | _____ |
| 14. <b>rise</b>  | wise  | trees | raise | _____ |
| 15. <b>state</b> | slick | skate | fleet | _____ |

Name \_\_\_\_\_

Create new forms of a base word by adding or removing inflectional endings, prefixes, or suffixes.



Use your notes from *Yoon and the Jade Bracelet*. Choose one word and write it on the bracelet below. Then write related words on the charms hanging from the bracelet. Use a dictionary to help you.





Name \_\_\_\_\_

**High-frequency words** are the most common words in English. Many have unusual spelling patterns, so they can be hard to sound out. Use a dictionary to check your spelling of high-frequency words.

Read aloud each high-frequency word in the box below. Then complete the sentences with the correct high-frequency words.

together	start	bring	around
clean	never	again	house
drink	water	there	down

1. Even though my sister and I went for a run \_\_\_\_\_ yesterday, we will go \_\_\_\_\_ today.
2. We \_\_\_\_\_ get tired of breathing in the fresh and \_\_\_\_\_ air outside.
3. We'll each \_\_\_\_\_ a bottle of \_\_\_\_\_ with us.
4. If I \_\_\_\_\_ to get thirsty, I will \_\_\_\_\_ from my bottle.
5. We're going to run \_\_\_\_\_ the hill to our friend's \_\_\_\_\_.
6. When we get \_\_\_\_\_, we'll turn \_\_\_\_\_ and come home!



**With a partner, divide up the High-Frequency Word Cards. Take turns showing the cards to your partner and reading them aloud. Then take turns using each word in a sentence. Look for more high-frequency words in your writer's notebook.**

Name \_\_\_\_\_

A **sentence** is a group of words that expresses a complete thought.

- Every **sentence** has a **complete subject** and **complete predicate**.
  - The **complete subject** tells what or whom the sentence is about.
  - The **complete predicate** tells what a subject is or does.
- Predicates can be more than one word.

**Which word or words tell what the subject is or does? Draw a line under the complete predicate.**

1. Bears live in many different habitats.
2. Polar bears live in cold places.
3. These bears live on thick ice sheets.
4. Heavy fur keeps the polar bear warm.
5. A grizzly bear is large and fierce.
6. The grizzly likes to catch fish to eat.
7. Grizzlies hibernate when it gets cold.
8. The sun bear is a small bear.
9. Sun bears live in warmer climates.
10. The sun bear steals honey from beehives.



**In your writer's notebook, write about an animal that you know about. When you're done, check your work to make sure you used complete sentences with a subject and predicate.**

Name \_\_\_\_\_

- The **complete predicate** tells what a subject is or does. In the sentence *The eagle caught a fish*, the predicate is *caught a fish*.
- Two predicates joined by *and* form a **compound predicate**. In the sentence *The wolves howled all night and slept all day*, the compound predicate is *howled all night and slept all day*.

Reread this passage from “Family Traditions.” Underline the compound predicate in the last sentence. Then write the sentence on the lines.

Storytellers bring the old tales to life. The soft notes of a flute may help tell a story. The firm beat of a drum adds power. People from other cultures can watch and listen. Everyone enjoys the stories and learns about the traditions.

Reading/Writing  
Connection

Write about what you do during celebrations with your family and friends. Reread your work to make sure you used compound predicates correctly.

Name \_\_\_\_\_

- Every **complete sentence** has a subject and a predicate.
- A **sentence fragment** does not have both a subject and a predicate. Correct a fragment by adding a subject or predicate.
- A **run-on sentence** joins two sentences that should be separate. Correct a **run-on sentence** by separating the two ideas into two sentences. *I like oranges they taste good* is a run-on sentence.

**Read the sentences. Rewrite each sentence and fix any fragments or run-on sentences.**

1. I like summer I always go camping with my dad.

\_\_\_\_\_

2. First, Dad and I.

\_\_\_\_\_

3. We gather wood for a campfire later we take a swim in the lake.

\_\_\_\_\_

4. In the evening build a campfire.

\_\_\_\_\_

5. We sleep great in the tent we have breakfast the next morning.

\_\_\_\_\_



**In your writer's notebook, write about things that you like to do in the summer. Check your work for run-on sentences.**

Name \_\_\_\_\_

- Correct a **sentence fragment** by adding a subject or a predicate.
- Correct a **run-on sentence** by separating the two ideas into two complete sentences.
- **Compound predicates** are two predicates joined by *and*.

**Rewrite the paragraphs below. Correct sentence fragments and run-on sentences. Be sure to use capital letters and end marks.**

My grandmother is an artist she lives in New York. Paints pictures and takes photos of birds. her photos are used in books about birds in their natural habitats Some of her paintings can be seen in museums.

HANDWRITING CONNECTION

Be sure to write legibly. Use proper cursive and remember to leave spaces between words.

My grandmother gets to travel all over the world she has even painted penguins in Antarctica. Once Grandmother. climbed a tree to sketch an eagle. I think that my grandmother has the best job in the world I want to have a job like hers someday.

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Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) This afternoon I sat by the river. (2) I listened to the crickets and watched an otter swim by. (3) A frog caught a fly. (4) Tall river grass swayed in the wind. (5) The breeze felt good.

- |   |   |
|---|---|
| 1. What is the predicate in sentence 4? | 2. Which sentence has a compound predicate? |
| <b>A</b> Tall river grass               | <b>F</b> Sentence 2                         |
| <b>B</b> river grass swayed             | <b>G</b> Sentence 3                         |
| <b>C</b> swayed in the wind             | <b>H</b> Sentence 4                         |
| <b>D</b> in the wind                    | <b>J</b> Sentence 5                         |

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) Yesterday my class visited the natural history museum.  
 (2) Our tour guide taught us about animals that lived long ago.  
 (3) We saw dinosaur skeletons they were big. (4) Also saw gemstones and learned about different rocks. (5) We had fun!

3. What is the correct way to write sentence 3?
- A** Dinosaur skeletons they were big.  
**B** We saw dinosaur skeletons. They were big.  
**C** We saw dinosaur skeletons were big.  
**D** No change needed in sentence 3.
4. What is the correct way to write sentence 4?
- F** We also saw gemstones and learned about different rocks.  
**G** Also saw gemstones and we learned about different rocks.  
**H** Also saw gemstones and learned about rocks differently.  
**J** No change needed in sentence 4.



Name \_\_\_\_\_

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
- Review Words** 16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
- Challenge Words** 19. \_\_\_\_\_
20. \_\_\_\_\_

1. plain
2. braid
3. fail
4. grain
5. snail
6. paint
7. sway
8. tray
9. gray
10. stay
11. state
12. fake
13. same
14. weigh
15. they
16. fine
17. skate
18. globe
19. sleigh
20. afraid

Name \_\_\_\_\_

The long *a* vowel sound that you hear in *say* can be spelled in several different ways: *ay* as in *play*, *ai* as in *rain*, *a\_e* as in *face*, *ea* as in *great*, *igh* as in *eighteen*, and *ey* as in *they*.

**DECODING WORDS**

The first syllable in *eighteen* is a long *a* sound spelled *igh*. The second syllable is spelled *teen*. The letter *t* stands for /t/. The letters *ee* form a long *e* vowel sound. The letter *n* stands for /n/. Blend the letters and read the word aloud: *igh/teen*.

Read each spelling word out loud. Then write the spelling words that have each long *a* sound spelling.

sway	fake	plain	stay	paint
they	snail	tray	state	weigh
fail	same	gray	grain	braid

**long *a* spelled *ai***

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

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

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

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

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

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

**long *a* spelled *ay***

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

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

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

10. \_\_\_\_\_

**long *a* spelled *igh***

11. \_\_\_\_\_

**long *a* spelled *a\_e***

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

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

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

**long *a* spelled *ey***

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



Go back through the selections you read this week. Look for words that have the long *a* vowel sound. Read the words you find aloud and record them in your writer's notebook.

Name \_\_\_\_\_

The long *a* vowel sound that you hear in *say* can be spelled in several different ways: *ay* as in *play*, *ai* as in *rain*, *a\_e* as in *face*, *ea* as in *great*, *eigh* as in *eight*, and *ey* as in *they*.

**COMMON ERRORS**

It's easy to confuse words that sound the same but are spelled differently, like *wait/weight* and *ate/eight*. Words that sound the same but are spelled differently are called homophones.

Read each spelling word out loud. Then write the spelling words that have each long *a* sound spelling.

pail	they	tray	pain	make
same	plain	rail	may	sway
paint	stay	gray	lane	tail

**long *a* spelled *ai***

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

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

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

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

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

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

**long *a* spelled *ay***

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

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

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

10. \_\_\_\_\_

11. \_\_\_\_\_

**long *a* spelled *a\_e***

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

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

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

**long *a* spelled *ey***

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



Go back through the selections you read this week. Look for words that have the long *a* vowel sound. Read the words you find aloud and record them in your writer's notebook.

Name \_\_\_\_\_

**A. Read each spelling word out loud. Then write the spelling words that have each long *a* sound spelling.**

eight	explain	weigh	they	plain
painted	radio	state	obey	sleigh
grain	fake	ladies	tray	same

long <i>a</i> spelled <i>ai</i>	long <i>a</i> spelled <i>a_e</i>	long <i>a</i> spelled <i>eigh</i>
1. _____	6. _____	11. _____
2. _____	7. _____	12. _____
3. _____	8. _____	13. _____
4. _____	long <i>a</i> spelled <i>ey</i>	long <i>a</i> spelled <i>a</i>
long <i>a</i> spelled <i>ay</i>	9. _____	14. _____
5. _____	10. _____	15. _____

**B. Compare the words *sleigh* and *obey*. How are they alike?  
How are they different?**

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Go back through the selections you read this week. Look for words that have the long *a* vowel sound. Read the words you find aloud and record them in your writer's notebook.

Name \_\_\_\_\_

plain	grain	sway	stay	same
braid	snail	tray	state	weigh
fail	paint	gray	fake	they

**A. Write the spelling word that goes with the other two words.**

1. black, brown, \_\_\_\_\_
2. city, country, \_\_\_\_\_
3. worm, slug, \_\_\_\_\_
4. curl, twist, \_\_\_\_\_
5. wheat, rice, \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

6. I like \_\_\_\_\_ vanilla ice cream.
7. I didn't \_\_\_\_\_ the test because I studied.
8. I hope to \_\_\_\_\_ my room a pretty blue.
9. As the wind blew, the wheat began to \_\_\_\_\_ gently.
10. We have to \_\_\_\_\_ inside until it stops raining.
11. We are so much alike, and we even have the \_\_\_\_\_ birthday.
12. Do you think \_\_\_\_\_ will win the race?
13. We placed all the cookies on a large \_\_\_\_\_.
14. He said the stone was a diamond, but we think it was \_\_\_\_\_.
15. We had to measure and \_\_\_\_\_ the fossil we found.

Name \_\_\_\_\_

There are six spelling mistakes in the paragraphs below. Underline the misspelled words. Then write the words correctly on the lines.

A snale is very small. Its color is usually brown or greay. Thay have only one foot and move slowly.

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

Iowa is a stait in the Midwest. Many farmers grow grayn in large fields. Many fields look the saim because they all have wheat growing in them.

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

**Writing Connection**

Write about a crop that grows in your state. Tell how it is used. Use at least four spelling words in your writing.

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Name \_\_\_\_\_

**Remember**

Sometimes the long *a* vowel sound is spelled with the letter *a* only: *acorn, nation, potato, April, bagel, vacation, bakery.*

Other long *a* vowel sound spellings include *ai* as in *rain*, *ay* as in *day*, *a\_e* as in *face*, *ey* as in *hey*, and *eigh* as in *eighteen*.

Read each word aloud. Then circle the spelling word in each row that rhymes with the word in bold. Write the spelling word on the line.

- |                   |       |       |        |       |
|-------------------|-------|-------|--------|-------|
| 1. <b>hay</b>     | they  | joy   | why    | _____ |
| 2. <b>grade</b>   | glad  | gray  | braid  | _____ |
| 3. <b>pail</b>    | small | snail | pull   | _____ |
| 4. <b>plate</b>   | state | plot  | float  | _____ |
| 5. <b>say</b>     | sorry | cry   | weigh  | _____ |
| 6. <b>rail</b>    | rule  | fail  | boil   | _____ |
| 7. <b>faint</b>   | paint | foot  | great  | _____ |
| 8. <b>spray</b>   | boys  | gray  | sport  | _____ |
| 9. <b>shake</b>   | stock | shook | fake   | _____ |
| 10. <b>sleigh</b> | stay  | high  | bright | _____ |
| 11. <b>stain</b>  | join  | grin  | plain  | _____ |
| 12. <b>jay</b>    | sway  | jeep  | jeep   | _____ |
| 13. <b>crane</b>  | corn  | grain | keen   | _____ |
| 14. <b>bay</b>    | tray  | sorry | buy    | _____ |
| 15. <b>game</b>   | germ  | same  | chime  | _____ |

Name \_\_\_\_\_

**Antonyms** are two different words that have opposite meanings.

For example: *good* and *bad*; *big* and *small*; *hard* and *easy*.

If you find a word you don't know, look for an antonym in the same sentence or a nearby sentence to help you define it.

Read the sentences below. Underline the antonym that has the opposite meaning of the word in bold. Then write the meaning of the word in bold on the lines below.

1. The storm's **powerful** winds easily knocked over the weak fence.

\_\_\_\_\_

2. I think the game is **challenging**, but my friend thinks it is easy.

\_\_\_\_\_

3. The tall buildings downtown are **massive**! They can make you feel so tiny when you stand next to them.

\_\_\_\_\_

4. My car's gas tank was **full** when I left New York, but it was almost empty when I got to Boston.

\_\_\_\_\_



In your writer's notebook, compare two kinds of animals. Write about how the animals are different. Use antonyms in your writing, such as *tall* and *short*, *big* and *small*, or *fast* and *slow*.

Name \_\_\_\_\_

Read the sentences from “Juneteenth.” Underline the context clues that help you understand the meaning of each word in bold. Then use the clues and your background knowledge to write the word’s meaning on the line.

1. **Communication** was different back then. There were no telephones. There were no computers.

\_\_\_\_\_

2. “On June 19, 1865, the last **enslaved** people in America learned they were free, here in Texas,” said Uncle Bernard.

\_\_\_\_\_

3. “In Milwaukee we have a **parade** on June 19. They shut down a street for a few blocks. We have music and games. It’s like a block party for the whole city!”

\_\_\_\_\_

4. “Back in 1872, some people here in Texas bought ten **acres**. The land became Emancipation Park.”

\_\_\_\_\_

5. She pointed to **portraits** on a large quilt. The people wore clothes from long ago. Kayla recognized Douglass and Tubman from her books.

\_\_\_\_\_

Name \_\_\_\_\_

- A **simple sentence** is a group of words that expresses a complete thought. Simple sentences include a subject and a predicate. *The bear caught a fish* is an example of a simple sentence.
- Combining simple sentences can add variety to writing.
- Two sentences can be combined with a comma and the **coordinating conjunctions** *and*, *or*, or *but*: *The bear caught a fish, but it slipped through his paws.*

Reread this paragraph from “A Landmark for All.” Combine the two underlined simple sentences by using the word *and*. Write the new sentence on the lines below.

Every year, more than five million people visit the Grand Canyon. They hike the trails and explore the caves. They snap pictures of the magnificent views.  
They admire the wildlife.

\_\_\_\_\_

\_\_\_\_\_

Reading/Writing  
Connection

**Write about a landmark you have visited. Tell why you thought it was interesting. Check your work when you're done to make sure you used complete sentences.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

- A **compound sentence** contains two related sentences joined by the coordinating conjunctions *and*, *or*, or *but*.
- These conjunctions have different functions. *And* joins ideas, *but* shows a change in thought, and *or* offers a choice.
- Place a **comma** before *and*, *or*, or *but* in a compound sentence.

Combine the sentences to make a compound sentence. Use the conjunction in parentheses. Write the new sentence on the line.

1. Dogs make good pets. Cats are good pets, too. (and)

---

2. Dogs learn tricks easily. Cats are not easy to train. (but)

---

3. You can teach your pet. You can take your pet to a trainer. (or)

---

4. Dogs are eager to please. They like to work for treats. (and)

---

5. Cats are very independent. They can also be sweet pets. (but)

---



In your writer's notebook, write about your pet or an animal you think would make a good pet. Use at least one compound sentence in your writing by using *and*, *or*, or *but*.

Name \_\_\_\_\_

- Begin simple and compound sentences with a capital letter.
- End simple and compound sentences with the correct punctuation. If the sentence is declarative or a command, end it with a period. If the sentence is a question, end it with a question mark. If it is an exclamation, end it with an exclamation point.
- Use a comma before the words *and*, *or*, or *but* when forming a compound sentence.

**Correct each sentence below. Use capital letters, commas, and end punctuation correctly.**

1. did you see the meteor shower last night

\_\_\_\_\_

2. dad and I drove out to the country and we saw it with some friends

\_\_\_\_\_

\_\_\_\_\_

3. it was the most amazing thing I've ever seen

\_\_\_\_\_

4. we cheered as the last star disappeared from sight

\_\_\_\_\_



**In your writer's notebook, write about an exciting moment you had with your family or friends. Use compound sentences in your writing. Check that you used a conjunction to form your compound sentences, and make sure each conjunction is followed by a comma.**



Name \_\_\_\_\_

- Begin sentences with a capital letter. End sentences with correct end punctuation.
- Use a comma before *and*, *or*, or *but* in compound sentences.

**Rewrite the paragraphs below. Look for any sentences that you can combine. Be sure to use capital letters and end marks correctly.**

Earthworms are interesting creatures They are important to farmers, too. earthworms loosen the soil as they crawl making it easier for farmers to plant seeds As they crawl they make tunnels This helps water and nutrients get to the roots of young plants

do you want to see an earthworm. Lift up a rock on a hot, sunny day Or look under cool damp leaves. Earthworms need to stay away from the hot sun Or they will dry up. Instead of lungs, earthworms breathe through their skin Their skin needs to say cool and moist at all times. an earthworm is an amazing earthmover?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) I like to go for long runs. (2) I leave early in the morning when most people are still asleep. (3) I listen to the sound of my shoes on the road, and I breathe in the damp air. (4) When I get back, the Sun is warm. (5) Running is good exercise, and it's a great way to get fresh air.

- |   |  |
|---|--|
| 1. Which sentence is a compound sentence? | 2. Which sentence uses a coordinating conjunction? |
| A Sentence 1                              | F Sentence 1                                       |
| B Sentence 2                              | G Sentence 2                                       |
| C Sentence 3                              | H Sentence 4                                       |
| D Sentence 4                              | J Sentence 5                                       |

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) Today I helped my mom make chicken soup. (2) First I gathered carrots and onions from the garden. (3) My mom cut up the vegetables I added them to the pot. (4) We added salt and pepper before letting it cook for a long time. (5) The soup smelled delicious. (6) The soup tasted great.

3. What is the correct way to write sentence 3?
- A My mom cut up the vegetables, or I added them to the pot.
  - B My mom cut up the vegetables for me I added them to the pot.
  - C My mom cut up the vegetables, and I added them to the pot.
  - D No change needed in sentence 3.
4. What is the best way to combine sentences 5 and 6?
- F The soup smelled delicious, but it tasted great.
  - G The soup smelled delicious, and it tasted great.
  - H The soup smelled delicious, or it tasted great.
  - J The soup smelled delicious it tasted great.

Name \_\_\_\_\_

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud.

When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

- |                                  |             |
|----------------------------------|-------------|
| 1. _____                         | 1. coast    |
| 2. _____                         | 2. float    |
| 3. _____                         | 3. toad     |
| 4. _____                         | 4. coal     |
| 5. _____                         | 5. soak     |
| 6. _____                         | 6. gold     |
| 7. _____                         | 7. sold     |
| 8. _____                         | 8. scold    |
| 9. _____                         | 9. slope    |
| 10. _____                        | 10. broke   |
| 11. _____                        | 11. note    |
| 12. _____                        | 12. bone    |
| 13. _____                        | 13. slow    |
| 14. _____                        | 14. show    |
| 15. _____                        | 15. foe     |
| <b>Review Words</b> 16. _____    | 16. snail   |
| 17. _____                        | 17. same    |
| 18. _____                        | 18. weigh   |
| <b>Challenge Words</b> 19. _____ | 19. bowl    |
| 20. _____                        | 20. program |

Name \_\_\_\_\_

The long *o* vowel sound that you hear in the word *so* has several different spellings. Long *o* can be spelled *o* as in *no*, *oa* as in *coat*, *o\_e* as in *vote*, *ow* as in *low*, and *oe* as in *toe*.

**COMMON ERRORS**

Some pairs of homophones use different long *o* vowel spellings. Be careful to not confuse the meanings of homophones like *road* and *rode*, *toe* and *tow*, and *shown* and *shone*.

Read each spelling word aloud. Write the spelling words that contain the matching spelling pattern for the long *o* vowel sound.

sold	coal	coast	scold	soak
float	slow	bone	slope	show
broke	foe	gold	toad	note

long *o* spelled *oa*

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

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

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

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

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

long *o* spelled *o\_e*

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

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

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

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

long *o* spelled *oe*

10. \_\_\_\_\_

long *o* spelled *o*

11. \_\_\_\_\_

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

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

long *o* spelled *ow*

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

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



Go back through the selections you read this week. Look for words that have the long *o* vowel sound. Read the words you find aloud and record them in your writer's notebook.

Name \_\_\_\_\_

The long *o* vowel sound that you hear in the word *so* has several different spellings. Long *o* can be spelled *o* as in *no*, *oa* as in *coat*, *o\_e* as in *vote*, *ow* as in *low*, and *oe* as in *toe*.

**COMMON ERRORS**

Some pairs of homophones use different long *o* vowel spellings. Be careful to not confuse the meanings of homophones like *road* and *rode*, *toe* and *tow*, and *shown* and *shone*.

Read each spelling word aloud. Write the spelling words that contain the matching spelling pattern for the long *o* vowel sound.

soak	boat	sold	show	cold
open	gold	slow	slope	load
coast	home	grows	bone	foe

**long *o* spelled *oa***

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

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

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

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

**long *o* spelled *o***

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

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

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

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

**long *o* spelled *o\_e***

10. \_\_\_\_\_

11. \_\_\_\_\_

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

**long *o* spelled *ow***

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

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

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

**long *o* spelled *oe***

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

Name \_\_\_\_\_

**A. Read the words aloud. Write the spelling words that contain the matching spelling pattern for the long o vowel sound.**

soak	float	folk	window	gold
note	scold	growth	bowl	loaves
coast	slope	program	show	goes

long o spelled *oa*

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

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

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

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

long o spelled *ow*

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

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

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

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

long o spelled *o*

10. \_\_\_\_\_

11. \_\_\_\_\_

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

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

long o spelled *oe*

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

long o spelled *o\_e*

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

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

**B. Compare the words *soak* and *folk*. How are the words alike? How are they different?**

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Go back through the selections you read this week. Look for words that have the long o vowel sound. Read the words you find aloud and record them in your writer's notebook.



Name \_\_\_\_\_

coast	coal	sold	broke	slow
float	soak	scold	note	show
toad	gold	slope	bone	foe

**A. Write the spelling word that belongs with the other words in each group.**

1. shore, beach, \_\_\_\_\_
2. frog, lizard, \_\_\_\_\_
3. silver, copper, \_\_\_\_\_
4. letter, e-mail, \_\_\_\_\_
5. bought, rented, \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

6. I learned how to \_\_\_\_\_ during swim class.
7. You can burn \_\_\_\_\_ to make heat.
8. Mom had to \_\_\_\_\_ my pants to remove the grass stains.
9. I had to \_\_\_\_\_ my puppy when he chewed my shoe.
10. The ball rolled down the steep \_\_\_\_\_.
11. The wheel on the wagon \_\_\_\_\_ when we pulled it.
12. On our field trip, we saw a huge dinosaur \_\_\_\_\_.
13. A rabbit is fast, but a snail is very \_\_\_\_\_.
14. I want to \_\_\_\_\_ you the painting I made.
15. The opposite of friend is \_\_\_\_\_.

Name \_\_\_\_\_

**There are six misspelled words in the paragraphs below. Underline each misspelled word. Write the words correctly on the lines.**

A cowst is where the land meets the sea. Lots of plants and animals live there. A bird might nest among the grasses on a sandy slop. Sometimes a fish will sho its silvery fins as it swims by.

You can find shells on the beach. Some shells are white and others are as black as cole. You can soke your shells to clean them. You might even see a sloe turtle walking toward the waves. There are lots of things to see there!

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

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

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

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

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

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

**Writing Connection**

**Write about something you might see at the beach. Use at least four spelling words.**

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Name \_\_\_\_\_

**Remember**

Sometimes the long *o* vowel sound is spelled with the letter *o* only, as in the words *open*, *yoyo*, *oval*, *yogurt*, and *over*.

The long *o* vowel sound can also be spelled *oa* as in *coat*, *oe* as in *toe*, *o\_e* as in *nose*, and *ow* as in *know*.

Circle the spelling word in each row that rhymes with the word in bold type. Write the spelling word on the line.

- |                 |       |        |         |       |
|-----------------|-------|--------|---------|-------|
| 1. <b>toast</b> | taste | beast  | coast   | _____ |
| 2. <b>boat</b>  | beet  | float  | brought | _____ |
| 3. <b>rode</b>  | toad  | ride   | said    | _____ |
| 4. <b>bowl</b>  | wall  | coal   | blue    | _____ |
| 5. <b>oak</b>   | only  | weak   | soak    | _____ |
| 6. <b>fold</b>  | gold  | feed   | loud    | _____ |
| 7. <b>told</b>  | deal  | late   | sold    | _____ |
| 8. <b>old</b>   | scold | cloud  | lead    | _____ |
| 9. <b>rope</b>  | pear  | slope  | ring    | _____ |
| 10. <b>joke</b> | broke | join   | king    | _____ |
| 11. <b>vote</b> | trout | stop   | note    | _____ |
| 12. <b>cone</b> | count | bone   | nice    | _____ |
| 13. <b>glow</b> | glad  | slow   | look    | _____ |
| 14. <b>snow</b> | show  | sneeze | wake    | _____ |
| 15. <b>toe</b>  | time  | tree   | foe     | _____ |

Name \_\_\_\_\_

**Content words** are words that are specific to a field of study. The words *national* and *landmark* are social studies content words.

Sometimes you can figure out what a content word means by using context clues. You can also use a dictionary for help.

**CONNECT TO CONTENT**

"A Landmark for All" gives facts about the Grand Canyon and argues that the Grand Canyon should be seen by everyone. The author uses content words related to this topic to help you understand this important landmark.



Go on a word hunt with a partner. Find content words related to landmarks in the selections you read this week. Write them on the points of the Statue of Liberty's crown.



Pick two words that you were able to figure out the meaning of by using context clues. Write the words and their meanings on the lines.

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Name \_\_\_\_\_

Read each sentence. Underline the context clues that help you figure out the meaning of each word in bold. Then write the meaning of the word on the line. Use a dictionary and your background knowledge to help you.

1. The week is almost over! There's just one day **left** before we go home for the weekend.

\_\_\_\_\_

2. When you get to the corner you should turn **left**.

\_\_\_\_\_

3. In autumn my dad rakes up loose leaves and **sticks** that lie on the front lawn.

\_\_\_\_\_

4. When you add glue to the paper, it **sticks** to any surface.

\_\_\_\_\_

5. I love when my aunt visits me. She always tells me great **stories**.

\_\_\_\_\_

6. This building has four **stories** and I live on the third floor.

\_\_\_\_\_

Name \_\_\_\_\_

A **noun** is a word that names a person, place, or thing.

- A **common noun** names any person, place, or thing: *apple, library, chair, mother.*
- A **proper noun** names a special person, place, or thing. It begins with a capital letter.
- **Proper nouns** include people's names, towns, states, holidays, days, months, streets, special events, geographical names, and historical periods: *Michael, Dallas, Thanksgiving, July, Main St.*

Read each sentence. Write *common* or *proper* under each underlined noun.

1. William raked the leaves for Mr. Ames.

\_\_\_\_\_

2. A storm blew down a huge tree on Second Street.

\_\_\_\_\_

3. Jess planted trees in Gable Park.

\_\_\_\_\_

4. Sasha bought a large pumpkin at the Janesville Fall Festival.

\_\_\_\_\_

5. Mom grows colorful flowers in her planters.

\_\_\_\_\_



In your writer's notebook, write about your favorite holiday. When you're done, check that you capitalized the holiday and other proper nouns. Use a dictionary to check your spelling of common nouns or other words you used in your writing.



Name \_\_\_\_\_

- A **concrete noun** names a person, place, or thing that can be seen or identified with the five senses: *New York, banana, book*.
- An **abstract noun** names something that cannot be seen or identified with the five senses. Abstract nouns usually name ideas: *joy, peace, friendship*.

**A. Write *concrete* or *abstract* to identify each underlined noun.**

1. Nina wrote a report about Dr. Martin Luther King Jr. \_\_\_\_\_
2. Dr. King wrote a speech about the value of freedom. \_\_\_\_\_
3. Keely read a book about American presidents. \_\_\_\_\_
4. She found the book at the library. \_\_\_\_\_
5. Abraham Lincoln was known for his honesty. \_\_\_\_\_
6. A firefighter talked to our class about his job. \_\_\_\_\_
7. We thanked him for his bravery. \_\_\_\_\_

**B. Reread this paragraph from “Every Vote Counts!” Find and circle the abstract noun in the underlined sentence.**

Voting helps kids learn how to be independent and think for themselves. It also gives them the power to share how they feel. Kids Voting USA wants kids to vote now. There’s a good reason. They estimate that when these kids grow up, more of them will vote.

Name \_\_\_\_\_

- A **proper noun** names a special person, place, or thing.
- **Proper nouns** include names, holidays, days of the week, months, product names, book titles, historical periods, titles with a name, initials, and geographic names and places.
- Proper nouns begin with a capital letter. Capitalize the important words in proper nouns. Short words such as *of* and *and* are usually not capitalized.

**Underline the proper noun in each sentence. Write it correctly on the line. Capitalize the first letter of each important word.**

1. We went to the park on saturday. \_\_\_\_\_
2. Later we walked to oakville market. \_\_\_\_\_
3. The owner is mr. simpson. \_\_\_\_\_
4. The store only closes on new year's day. \_\_\_\_\_
5. What time does hill street library close? \_\_\_\_\_
6. The title of my favorite book is *boxes of bananas*. \_\_\_\_\_
7. Is mother's day next month? \_\_\_\_\_
8. We have always wanted to see the grand canyon. \_\_\_\_\_



**In your writer's notebook, write about something you did over the weekend. Reread your writing when you're done to make sure you capitalized proper nouns.**

Name \_\_\_\_\_

- A **common noun** names any person, place, or thing.
- A **proper noun** names a special person, place, or thing. It begins with a capital letter.

**Rewrite the letter so that proper nouns begin with capital letters.**

Dear principal ortiz,

Our class would like to visit the sander's science museum. It is only twenty miles from school. We would like to go on may 1st. The museum will have a special speaker that day. dr. cane will tell us about the oceans. We have been studying the atlantic ocean. We will get to see all kinds of seashells at the museum. It will be fun for our class to take this field trip. Please let our teacher, mr. rahim, know your decision soon.

Thank you,

Alana Teal

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Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) The peregrine falcon is the fastest animal on Earth. (2) The falcon soars high in the air to search for food. (3) When it spots its prey, it dives down with great skill and speed. (4) The falcon's teardrop shape allows it to reach speeds of 200 miles per hour.

- |   |  |
|---|--|
| 1. Which word in sentence 2 is a common noun? | 2. Which word in sentence 3 is an abstract noun? |
| A falcon                                      | F dives  |
| B soars                                       | G ground   |
| C high  | H great  |
| D search                                      | J skill  |

**B. Read the student draft and look for revisions to be made.**

(1) My swim team is named the Marlins. (2) We practice every saturday morning. (3) Sometimes the water is cold, but we warm up quickly. (4) Last week, Coach smith showed me how to do the backstroke. (5) I can't wait to swim in our next race!

3. What change, if any, should be made to sentence 2?
- A Change **We** to **we**
  - B Change **practice** to **Practice**
  - C Change **saturday** to **Saturday**
  - D Make no change
4. What change, if any, should be made to sentence 4?
- F Change **week** to **Week**
  - G Change **Coach smith** to **Coach Smith**
  - H Change **me** to **Me**
  - J Make no change

Name \_\_\_\_\_

**Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud.**

**When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.**

- |                                  |            |
|----------------------------------|------------|
| 1. _____                         | 1. sky     |
| 2. _____                         | 2. fry     |
| 3. _____                         | 3. pie     |
| 4. _____                         | 4. tied    |
| 5. _____                         | 5. tight   |
| 6. _____                         | 6. right   |
| 7. _____                         | 7. bright  |
| 8. _____                         | 8. grind   |
| 9. _____                         | 9. child   |
| 10. _____                        | 10. cube   |
| 11. _____                        | 11. cute   |
| 12. _____                        | 12. mule   |
| 13. _____                        | 13. music  |
| 14. _____                        | 14. drew   |
| 15. _____                        | 15. few    |
| <b>Review Words</b> 16. _____    | 16. coast  |
| 17. _____                        | 17. scold  |
| 18. _____                        | 18. bone   |
| <b>Challenge Words</b> 19. _____ | 19. mighty |
| 20. _____                        | 20. Utah   |

Name \_\_\_\_\_

The long *i* vowel sound can be spelled in a few different ways: *i* as in *wild*, *y* as in *try*, *ie* as in *lie*, and *igh* as in *high*. Long *u* can be spelled *u\_e* as in *tube* and *ew* as in *grew*.

**COMMON ERRORS**

When a word is spelled with a vowel, consonant, and final *e*, the vowel sound is usually long: *take*, *bone*, *slide*. Be careful of exceptions that do not have a long vowel sound: *give*, *move*, *have*, *come*.

Read aloud each spelling word in the box. Then write the spelling words that contain the matching long vowel spelling.

right	mule	music	fry	bright
cube	tight	tied	cute	grind
pie	sky	child	drew	few

**long *i* spelled *y***

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

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

**long *i* spelled *ie***

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

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

**long *u* spelled *u***

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

**long *i* spelled *igh***

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

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

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

**long *i* spelled *i***

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

10. \_\_\_\_\_

**long *u* spelled *u\_e***

11. \_\_\_\_\_

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

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

**long *u* spelled *ew***

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

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



Name \_\_\_\_\_

The long *i* vowel sound can be spelled in a few different ways: *i* as in *wild*, *y* as in *try*, *ie* as in *lie*, and *igh* as in *high*. Long *u* can be spelled *u\_e* as in *tube* and *ew* as in *grew*.

**COMMON ERRORS**

When a word is spelled with a vowel, consonant, and final *e*, the vowel sound is usually long: *take*, *bone*, *slide*. Be careful of exceptions that do not have a long vowel sound: *give*, *move*, *have*, *come*.

Read aloud each spelling word in the box. Then write the spelling words that contain the matching long vowel spelling.

sky	mule	bite	cute	cube
unit	find	few	right	fly
might	child	use	huge	pie

long *i* spelled *y*

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

long *i* spelled *i\_e*

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

long *u* spelled *u*

10. \_\_\_\_\_

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

long *i* spelled *i*long *u* spelled *u\_e*long *i* spelled *ie*

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

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

11. \_\_\_\_\_

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

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

long *i* spelled *igh*

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

long *u* spelled *ew*

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

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

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

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

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

Name \_\_\_\_\_

**A. Read aloud each spelling word in the box. Then write the spelling words that contain the matching long vowel spelling.**

grind	human	tied	rude	music
few	cube	firefly	fume	mild
child	tightly	mighty	right	menu

long *i* spelled *i*long *i* spelled *ie*long *u* spelled *u*

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

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

11. \_\_\_\_\_

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

long *u* spelled *u\_e*

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

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

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

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

long *i* spelled *igh*

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

long *u* spelled *ew*

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

10. \_\_\_\_\_

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

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

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

15. Which word has two long *i* spellings? \_\_\_\_\_

**B. Compare the words *few* and *menu*. How are the two words alike? How are they different?**

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Name \_\_\_\_\_

sky	tied	bright	cube	music
few	tight	grind	right	drew
pie	cute	child	mule	fry

**A. Write the spelling word that matches each definition below.**

1. young person \_\_\_\_\_
2. half horse, half donkey \_\_\_\_\_
3. opposite of wrong \_\_\_\_\_
4. round dessert \_\_\_\_\_
5. not many \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

6. We learned to \_\_\_\_\_ fish at camp this summer.
7. The coat I wore last year is too \_\_\_\_\_ now.
8. We saw a man \_\_\_\_\_ wheat into flour at the mill.
9. I think the puppy with the long, floppy ears is so \_\_\_\_\_.
10. In art today, I \_\_\_\_\_ a picture of my big brother.
11. I listen to all kinds of \_\_\_\_\_ on the radio.
12. Let's refill the ice \_\_\_\_\_ trays with water.
13. The flashlight sent out a \_\_\_\_\_ signal in the dark.
14. I \_\_\_\_\_ my little sister's shoes for the third time.
15. Dark storm clouds gathered in the \_\_\_\_\_ over the city.

Name \_\_\_\_\_

**There are six spelling mistakes in the paragraphs below. Underline each misspelled word. Write the words correctly on the lines.**

Once there was a little boy who had a pet mewle. One day they went to town to buy some apple pigh. The skiye was clear and blue that day.

On the way home, the boy heard mewsic. He saw a cewte kitten playing a horn. The boy drue a picture of the kitten and put it on his wall.

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

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

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

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

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

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

## Writing Connection

**Write a story about an animal that can play music. Try to use at least four of the spelling words in your story.**

[illegible]

Name \_\_\_\_\_

**Remember**

Long *i* can be spelled with the letter *i* only, as in *idea* and *final*. It can also be spelled *y* as in *try*, *ie* as in *lie*, *igh* as in *light*, and *i\_e* as in *kite*. Long *u* can be spelled with the letter *u* as in *unit*, *ew* as in *flew*, and *u\_e* as in *mute*.

Circle and read aloud the spelling word in each row that has the same vowel sound as the word in bold. Then write the word on the line.

- |          |        |       |        |       |
|----------|--------|-------|--------|-------|
| 1. mild  | willed | child | coin   | _____ |
| 2. use   | cute   | until | run    | _____ |
| 3. ice   | inch   | pie   | kit    | _____ |
| 4. kite  | paint  | hint  | tight  | _____ |
| 5. fume  | some   | drum  | few    | _____ |
| 6. find  | wink   | grind | found  | _____ |
| 7. hide  | hand   | slid  | tied   | _____ |
| 8. zoo   | book   | gown  | drew   | _____ |
| 9. white | wait   | right | wheat  | _____ |
| 10. use  | cube   | tub   | would  | _____ |
| 11. rice | rich   | sky   | stray  | _____ |
| 12. mute | duck   | sunny | music  | _____ |
| 13. shy  | fry    | silly | ship   | _____ |
| 14. huge | thumb  | mule  | wool   | _____ |
| 15. high | swing  | grill | bright | _____ |

Name \_\_\_\_\_

**Content words** are words specific to a field of study. *Government* and *voting* are social studies content words.

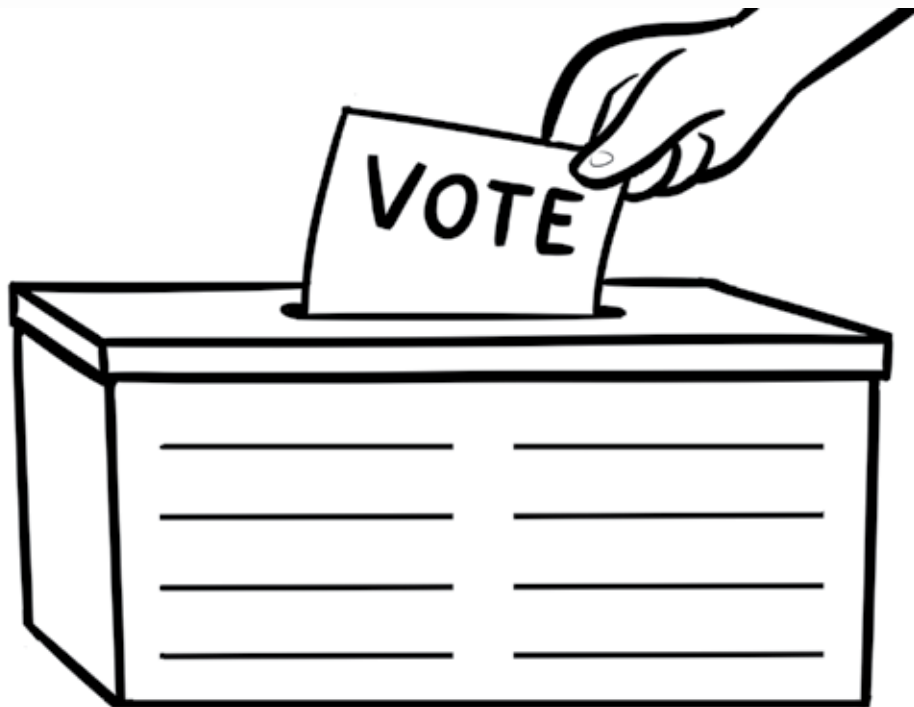
Authors use content words to explain a concept or an idea. You can figure out what a content word means by using context clues or a dictionary.

**CONNECT TO CONTENT**

“Every Vote Counts” explains how voting works. The author uses content words related to this topic to help you understand how important it is to vote on issues in your community.



Go on a word hunt with a partner. Find content words related to voting and elections. Write them on the ballot box below.



Pick two words that you can figure out the meaning of by using context clues. Write the words and what they mean on the lines.

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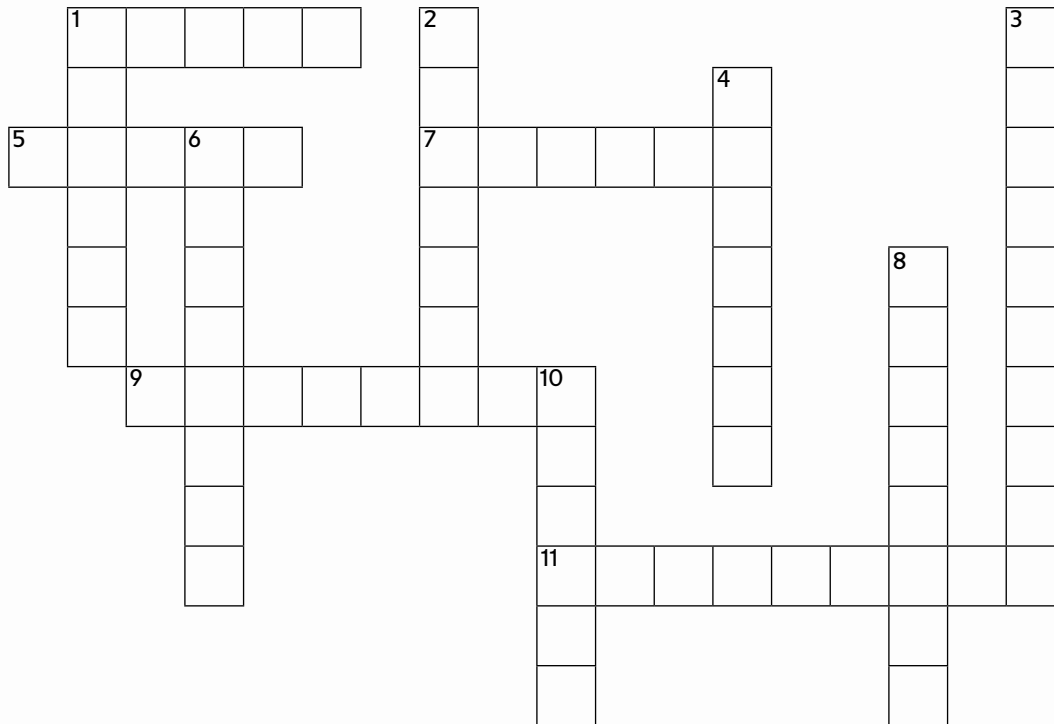
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Name \_\_\_\_\_

Use the words and clues below to solve the crossword puzzle.

classmate	monument	traces	clues
scared	grand	massive	admires
landmark	contribute	carved	national

**Across**

1. Hints
5. Great or large
7. Afraid
9. Something built to honor someone
11. Who you go to school with

**Down**

1. Cut or etched into
2. Very big
3. Add to something
4. Likes or respects
6. Relating to a country
8. An important object or place
10. Remains of something

Name \_\_\_\_\_

A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing.

- Add **-s** to form the plural of most singular nouns: *dogs, cars, cats*.
- Add **-es** if the singular noun ends in **-s, -ch, -sh,** or **-x**: *gases, beaches, dishes, foxes*.
- Singular and plural nouns can be compound words: *sandboxes*.

**Write the correct plural form of each singular noun.**

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

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

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

6. cupcake \_\_\_\_\_

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

7. patch \_\_\_\_\_

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

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

**Writing Connection**

**Write about what you like to do when you get home from school. When you're done, use your knowledge of spelling rules and patterns to check for spelling errors in singular and plural nouns. You can also use a dictionary.**

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Name \_\_\_\_\_

- A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing.
- To form the plural of a noun that ends in a consonant and **y**, change the **y** to **i** and add **-es**: *city/cities, baby/babies, fly/flies*.

**A. Change each singular noun to a plural noun.**

- |                  |                    |
|------------------|--------------------|
| 1. library _____ | 6. butterfly _____ |
| 2. puppy _____   | 7. supply _____    |
| 3. party _____   | 8. family _____    |
| 4. sky _____     | 9. pony _____      |
| 5. army _____    | 10. cherry _____   |

**B. Reread this passage from “A Plan for the People.” Find the singular noun ending with a consonant and *y*. Rewrite the word on the line, and then write the word’s plural form.**

Some delegates wanted one person to run the new government. Others thought a group should be in charge. They all agreed on one thing. A group should make laws for the country.

Name \_\_\_\_\_

- A **statement** is a sentence that tells something. It ends in a period: *I went to the store today.*
- A **question** is a sentence that asks something. It ends in a question mark: *What is your favorite book?*
- A **command** is a sentence that tells someone to do something. It ends in a period: *Please wash the dishes.*
- An **exclamation** is a sentence that shows excitement or strong feeling. It ends in an exclamation mark: *I can't wait to get home!*

**After each sentence, write *statement, question, command, or exclamation*. Rewrite sentences using capital letters and end marks.**

1. do you know what time the library opens \_\_\_\_\_

\_\_\_\_\_

2. i need to check out a book about sea life \_\_\_\_\_

\_\_\_\_\_

3. what amazing creatures sharks are \_\_\_\_\_

\_\_\_\_\_

4. get my library card for me, please \_\_\_\_\_

\_\_\_\_\_

5. let's go wait out front until the library opens \_\_\_\_\_

\_\_\_\_\_



**In your writer's notebook, write about the next book you would like to check out from your school or community library. Say why you're excited about reading the book.**

Name \_\_\_\_\_

- Add **-s** to form the plural of most singular nouns.
- Add **-es** if the singular noun ends in **-s**, **-ch**, **-sh**, or **-x**.
- To form the plural of a word that ends in a consonant and **y**, change the **y** to **i** and add **-es**.

**A. Read the poster. On the lines below, write the correct plural form of the underlined nouns.**

### Nature Walk

do you want to learn some new thing Come to the Waterfront Park on Saturday for a nature walk. you will learn the names of all kinds of tree and bush in the park We will help you identify the bird that live there This is a great way for family to spend the day together

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

**B. Rewrite the paragraph above using the correct plural nouns. Use capital letters and end marks correctly.**

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Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) Yesterday I watched my sisters run a marathon.  
 (2) A marathon is a very long run. (3) My sisters and the other runners ran more than 26 miles through the city. (4) A big clock was set up at the finish line to show the runners how fast they ran the race. (5) It took most people more than four hours!

- |   |   |
|---|---|
| 1. Which word in sentence 3 is a singular noun? | 2. Which word in sentence 4 is a plural noun? |
| <b>A</b> sisters                                | <b>F</b> clock                                |
| <b>B</b> ran                                    | <b>G</b> line                                 |
| <b>C</b> through                                | <b>H</b> runners                              |
| <b>D</b> city                                   | <b>J</b> race                                 |

**B. Read the student draft and look for revisions that need to be made.**

(1) I have a small garden to grow my own fruits and vegetables. (2) I grow carrots, onions, and strawberrys. (3) I also grow herbs and flowers. (4) I love to watch the bees, butterflys, and hummingbirds dance around the flowers.

3. What change, if any, should be made to sentence 2?
- A** Change *carrots* to *carrotes*
  - B** Change *onions* to *oniones*
  - C** Change *strawberrys* to *strawberries*
  - D** Make no change
4. What change, if any, should be made to sentence 4?
- F** Change *bees* to *bee*
  - G** Change *butterflys* to *butterflies*
  - H** Change *hummingbirds* to *hummingbirdes*
  - J** Make no change



Name \_\_\_\_\_

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud.

When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
- Review Words** 16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
- Challenge Words** 19. \_\_\_\_\_
20. \_\_\_\_\_

1. heel
2. week
3. creek
4. free
5. green
6. street
7. freeze
8. seal
9. weak
10. bean
11. speaks
12. team
13. clean
14. cream
15. field
16. tight
17. tied
18. cute
19. sixteen
20. peanut

Name \_\_\_\_\_

The long *e* vowel sound can be spelled *ee* as in *seen*, *ea* as in *deal*, *ee\_e* as in *cheese*, and *ie* as in *yield*. Read each word aloud to hear the long *e* sound.

**SPELLING TIP**

In most cases, *i* comes before *e* except after *c*, as in the words *thief* and *receipt*. The letter *i* also comes after *e* in words spelled *igh*, as in *weigh*, *neighbor*, and *height*.

Read aloud each spelling word in the box. Then write the spelling words that contain the matching long *e* spelling.

seal	freeze	free	bean	clean
week	green	weak	street	cream
field	speaks	heel	team	creek

**long *e* spelled *ee***

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

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

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

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

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

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

**long *e* spelled *ea***

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

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

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

10. \_\_\_\_\_

11. \_\_\_\_\_

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

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

**long *e* spelled *ee\_e***

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

**long *e* spelled *ie***

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



Look back at the selections you read this week, and look for words that have the long *e* vowel sound. Read the words aloud, and record them in your writer's notebook.

Name \_\_\_\_\_

The long *e* vowel sound can be spelled *ee* as in *seen*, *ea* as in *deal*, *ee\_e* as in *cheese*, and *ie* as in *yield*. Read each word aloud to hear the long *e* sound.

**SPELLING TIP**

In most cases, *i* comes before *e* except after *c*, as in the words *thief* and *receipt*. The letter *i* also comes after *e* in words spelled *igh*, as in *weigh*, *neighbor*, and *height*.

Read aloud each spelling word in the box. Then write the spelling words that contain the matching long *e* spelling.

heel	green	tree	street	feel
clean	seal	team	teen	week
free	need	meet	bean	leak

**long *e* spelled *ee***

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

**long *e* spelled *ea***

- |           |
|-----------|
| 11. _____ |
| 12. _____ |
| 13. _____ |
| 14. _____ |
| 15. _____ |



Look back at the selections you read this week, and look for words that have the long *e* vowel sound. Read the words aloud, and record them in your writer's notebook.

Name \_\_\_\_\_

**A. Read aloud each spelling word in the box. Then write the spelling words that have the matching long *e* spelling.**

heel	clean	weekly	creek	peanut
repeat	weakest	seal	street	freeze
sixteen	field	speaks	free	chief

long *e* spelled *ee*

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

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

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

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

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

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

long *e* spelled *ea*

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

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

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

10. \_\_\_\_\_

11. \_\_\_\_\_

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

long *e* spelled *ee\_e*

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

long *e* spelled *ie*

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

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

**B. Compare the words *heel* and *seal*. How are the two words alike? How are they different?**

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Look back at the selections you read this week, and look for words that have the long *e* vowel sound. Read the words aloud, and record them in your writer's notebook.

Name \_\_\_\_\_

heel	free	freeze	bean	clean
week	green	seal	speaks	cream
creek	street	weak	team	field

**A. Write the spelling word that matches each definition below.**

- seven days \_\_\_\_\_
- small stream \_\_\_\_\_
- opposite of dirty \_\_\_\_\_
- type of vegetable \_\_\_\_\_
- opposite of strong \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

- He hurt his \_\_\_\_\_ on a sharp stone.
- Every Monday you can skate for \_\_\_\_\_ at the ice rink.
- We bought \_\_\_\_\_ paint for the fence.
- We watched the school band march down the \_\_\_\_\_.
- We can \_\_\_\_\_ water to make ice cubes.
- I like to watch the baby \_\_\_\_\_ play in the pool.
- When the coach \_\_\_\_\_, we must listen.
- We sent letters to the coach of our favorite \_\_\_\_\_.
- I put milk, butter, eggs, and \_\_\_\_\_ on my grocery list.
- We like to play softball in the open \_\_\_\_\_ near my house.

Name \_\_\_\_\_

**There are six spelling mistakes in the paragraphs below. Underline each misspelled word. Write the words correctly on the lines.**

Sam liked helping Pa plow the feeld to grow corn and grean peas. But Sam liked to have fun, too. After a weak of helping out, Sam decided to go fishing.

He started down to the creak with his fishing pole. As he walked down the streat that led away from town, he saw President Abraham Lincoln. The president was talking to a crowd of people. He said that everybody should be frea. Sam never forgot that special day.

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

Writing Connection

**Write a story about meeting someone famous. Use at least four spelling words in your story.**

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Name \_\_\_\_\_

**Remember**

The long e vowel sound has several different spellings. It can be spelled *ee* as in *feet* and *sleet*, *ea* as in *cheat* and *neat*, *ee\_e* as in *cheese* and *sneeze*, and *ie* as in *yield* and *shield*.

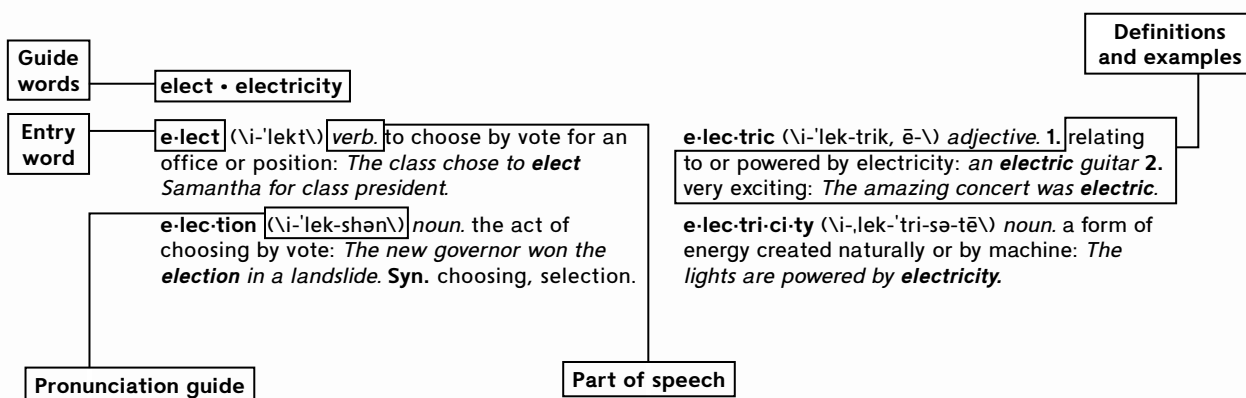
Circle the spelling word in each row that rhymes with the word in bold type. Read the spelling word aloud, and write it on the line.

- |                   |        |        |        |       |
|-------------------|--------|--------|--------|-------|
| 1. <b>lean</b>    | plane  | loan   | green  | _____ |
| 2. <b>healed</b>  | should | field  | helped | _____ |
| 3. <b>she</b>     | free   | stem   | show   | _____ |
| 4. <b>squeaks</b> | square | speaks | soaks  | _____ |
| 5. <b>leak</b>    | weak   | lock   | cloak  | _____ |
| 6. <b>seem</b>    | stump  | team   | storm  | _____ |
| 7. <b>queen</b>   | crane  | quite  | clean  | _____ |
| 8. <b>sneeze</b>  | freeze | steel  | snooze | _____ |
| 9. <b>peek</b>    | spark  | week   | peep   | _____ |
| 10. <b>teen</b>   | bean   | spine  | tune   | _____ |
| 11. <b>real</b>   | stroll | boil   | seal   | _____ |
| 12. <b>heat</b>   | short  | street | heart  | _____ |
| 13. <b>dream</b>  | cream  | drink  | ramp   | _____ |
| 14. <b>meal</b>   | loom   | heel   | smell  | _____ |
| 15. <b>beak</b>   | brick  | steak  | creek  | _____ |

Name \_\_\_\_\_

The best way to learn the definition, or meaning, of an unfamiliar word is to look up the word in a **dictionary**. A dictionary lists words in the English language in alphabetical order.

- The **entry words** show the spelling and number of syllables of each word. **Syllabication** separates the syllables by bullets.
- The **pronunciation** of each word is shown in parentheses.
- The **part of speech** is shown after the pronunciation guide.



Use the dictionary entry and context clues to learn the meaning of the words in bold. Write the meaning and part of speech on the lines.

1. On Tuesday people from around the city will cast their ballots and **elect** a new mayor.

\_\_\_\_\_

2. The US presidential **election** occurs once every four years.

\_\_\_\_\_



Read aloud the entry words in the dictionary entry with a partner. How many syllables are in each word?

Name \_\_\_\_\_

- A **prefix** is a word part added to the beginning of a word. A prefix changes the meaning of the word it is added to. You can use prefixes to figure out the meaning of new words.
- *re-* means *to do again*: *retry* means *to try again*.
- *dis-* means *not* or *opposite*: *disappear* means *to go out of sight*.
- *un-* means *not* or *opposite*: *unhelpful* means *not helpful*.

Study the prefixes in the box above. Then underline the word in each item below that contains a prefix. Use the prefix and context clues to figure out the word's meaning, and then write it on the line.

1. My dog does not like the snow, so it was unusual to see him playing in it this winter.  
\_\_\_\_\_
2. The two brothers disagreed about whether cheetahs or lions are faster.  
\_\_\_\_\_
3. We are reviewing Chapter 1 for the test on Monday.  
\_\_\_\_\_
4. The jungle is full of wild animals, so it is unsafe to walk there alone.  
\_\_\_\_\_
5. If you don't wear knee pads when you skate, your knees are unprotected.  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Some nouns have special plural forms. They do not add **-s** or **-es** to form a plural.

- The words *men*, *women*, and *children* are the **irregular plural noun** forms of *man*, *woman*, and *child*.
- The word *mice* is the **irregular plural noun** form of *mouse*.
- **Collective nouns** name groups of people, places, or things: *class*, *team*, *band*, *family*.

**A. Complete each sentence with the correct plural form of the noun in parentheses.**

1. The (man) \_\_\_\_\_ who coach the soccer teams talked to our class.
2. The library invited all the (child) \_\_\_\_\_ to the story hour.
3. I wrote a poem about three small (mouse) \_\_\_\_\_.
4. We talked to the (woman) \_\_\_\_\_ about their jobs.
5. I read about the (life) \_\_\_\_\_ of the presidents.

**B. Read each sentence. Underline the collective noun.**

6. There are four people in my family.
7. That movie is about a brave army.
8. A jury makes important decisions in a courtroom.



**Pick one of the irregular plural nouns above. Use that word in a sentence in your writer's notebook. Then pick two more irregular plural nouns, and write two sentences using each.**

Name \_\_\_\_\_

- A few plural nouns have the same singular and plural forms. The singular and plural forms of the words *sheep*, *deer*, *scissors*, *fish*, *moose*, and *salmon* are spelled the same way.
- A few plural nouns change spellings but do not add *-s* or *-es*. The plural form of *tooth* is *teeth*. The plural form of *goose* is *geese*.

**A. Write on the line if the underlined noun is *singular* or *plural*.**

1. We saw five deer behind our house. \_\_\_\_\_
2. Do we have enough scissors for everyone? \_\_\_\_\_
3. I painted a picture of a beautiful trout. \_\_\_\_\_
4. The fish have been jumping all afternoon. \_\_\_\_\_

**B. Read the excerpt from “Sailing to America.” Then answer the questions.**

“Maybe you’ll be glad it isn’t Ireland,” Nora said. “There will be enough food to eat. Mama and Da can relax and not worry so much. We’ll all have a better life. America will be the land of our dreams.”

Then Da carried a bag into the room. “Cheer up, my little loves! Why, in no time at all, you’ll be joining me.”

A year later, Da had saved enough money to send for his family. Mama, Danny, and Nora packed what little they had. They got on a crowded steamship and began their voyage.

5. Which underlined noun has an irregular plural form? \_\_\_\_\_
6. Which underlined noun is a collective noun? \_\_\_\_\_

Name \_\_\_\_\_

- Some plural nouns change spellings but do not add **-s** or **-es**.
- Some plural nouns have the same spelling as the singular form.

**Rewrite the sentences. Use the plural form of the underlined noun.**1. The child swam in the pool.

\_\_\_\_\_

2. Sometimes my tooth chatter when I am cold.

\_\_\_\_\_

3. Did you see the blue fish swim by?

\_\_\_\_\_

4. The mouse hid under the refrigerator.

\_\_\_\_\_

5. I know the woman who work at the bank.

\_\_\_\_\_

**Writing Connection**

**Pick one of the underlined words above, and write a sentence using the singular form of the word. Then write a new sentence using the plural form.**

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Name \_\_\_\_\_

- Some plural nouns change the spelling of the singular form:  
*man/men, child/children, goose/geese, wolf/wolves.*
- Some plural nouns have the same spelling as the singular form:  
*fish, scissors, pants, deer, moose.*

**Proofread the sentences for incorrect plural nouns. Circle each incorrect plural noun, and write its correct form on the line.**

1. I think astronauts have exciting lives. \_\_\_\_\_
2. The childs had fun building a snowman. \_\_\_\_\_
3. How many mouses did you see? \_\_\_\_\_
4. Be careful with the sharp knives. \_\_\_\_\_
5. The womans helped with the toy drive. \_\_\_\_\_
6. The geoses are making too much noise! \_\_\_\_\_
7. Salmons like to swim upstream. \_\_\_\_\_
8. Did you know ducks have webbed feets? \_\_\_\_\_
9. Brush your teeths before going to bed. \_\_\_\_\_
10. I want to read a book about mooses. \_\_\_\_\_

Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) Last summer I traveled to the state of Wyoming. (2) My family and I visited Yellowstone National Park. (3) We saw a herd of bison eating some grass in a meadow. (4) We also spotted bears, foxes, moose, and eagles. (5) I've never seen so many beautiful animals.

- |   |  |
|---|--|
| 1. Which word in sentence 3 is a collective noun? | 2. Which word in sentence 4 is an irregular plural noun? |
| <b>A</b> herd                                     | <b>F</b> bears   |
| <b>B</b> bison                                    | <b>G</b> foxes   |
| <b>C</b> grass                                    | <b>H</b> moose   |
| <b>D</b> meadow                                   | <b>J</b> eagles  |

**B. Read the student draft, and look for revisions that need to be made.**

(1) I'm writing a school report on snakes. (2) Snakes can range in size from just 4 inches to over 22 foot! (3) Smaller snakes eat insects like ants or termites. (4) Larger snakes can eat mammals like mouses, rats, and rabbits. (5) Some snakes, like the water snake, even eat frogs and fish!

- |   |   |
|---|---|
| 3. What change, if any, should be made to sentence 2? | 4. What change, if any, should be made to sentence 4? |
| <b>A</b> Change <i>foots</i> to <i>foot</i>           | <b>F</b> Change <i>mouses</i> to <i>mice</i>          |
| <b>B</b> Change <i>foots</i> to <i>feet</i>           | <b>G</b> Change <i>rats</i> to <i>rates</i>           |
| <b>C</b> Change <i>foots</i> to <i>feets</i>          | <b>H</b> Change <i>rabbits</i> to <i>rabbites</i>     |
| <b>D</b> Make no change                               | <b>J</b> Make no change                               |
5. What change, if any, should be made to sentence 5?
- A** Change *frogs* to *froges*
- B** Change *fish* to *fishes*
- C** Change *fish* to *fishies*
- D** Make no change

Name \_\_\_\_\_

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud.

When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
- Review Words 16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
- Challenge Words 19. \_\_\_\_\_
20. \_\_\_\_\_

1. wrap
2. wrists
3. wrote
4. wreck
5. wring
6. write
7. wreath
8. knit
9. knife
10. knight
11. knock
12. knee
13. gnome
14. sign
15. gnaws
16. heel
17. weak
18. field
19. wristwatch
20. knapsack

Name \_\_\_\_\_

Some words have silent letters. When *k* is followed by *n*, the *k* is silent: *knew*. The letter *w* is silent before *r*: *wrong*. The letter *g* is usually silent before *n*: *gnaw*.

**SPELLING TIP**

Silent letters don't always appear at the beginning of a word. The letter *g* is silent in the word *design*. The *w* is silent in the word *sword*.

Read aloud each spelling word in the box. Then write the spelling words that have the matching silent letter spellings.

knee	knife	wreath	knight	gnome
gnaws	wring	knit	knock	write
wrote	sign	wreck	wrap	wrists

**wr****kn****gn**

- |          |           |           |
|----------|-----------|-----------|
| 1. _____ | 8. _____  | 13. _____ |
| 2. _____ | 9. _____  | 14. _____ |
| 3. _____ | 10. _____ | 15. _____ |
| 4. _____ | 11. _____ |           |
| 5. _____ | 12. _____ |           |
| 6. _____ |           |           |
| 7. _____ |           |           |



Look back at the selections you read this week. Hunt for words with the silent letters *k*, *w*, and *g*. Read the words you find aloud, and record them in your writer's notebook.

Name \_\_\_\_\_

Some words have silent letters. When *k* is followed by *n*, the *k* is silent: *knew*. The letter *w* is silent before *r*: *wrong*. The letter *g* is usually silent before *n*: *gnaw*.

**SPELLING TIP**

Silent letters don't always appear at the beginning of a word. The letter *g* is silent in the word *design*. The *w* is silent in the word *sword*.

Read aloud each spelling word in the box. Then write the spelling words that have the matching silent letter spellings.

wrap	knot	wren	know	gnat
gnaws	write	knit	wring	wrists
wrote	wrong	sign	knee	knock

**wr****kn****gn**

- |          |           |           |
|----------|-----------|-----------|
| 1. _____ | 8. _____  | 13. _____ |
| 2. _____ | 9. _____  | 14. _____ |
| 3. _____ | 10. _____ | 15. _____ |
| 4. _____ | 11. _____ |           |
| 5. _____ | 12. _____ |           |
| 6. _____ |           |           |
| 7. _____ |           |           |



Look back at the selections you read this week. Hunt for words with the silent letters *k*, *w*, and *g*. Read the words you find aloud, and record them in your writer's notebook.

Name \_\_\_\_\_

**A. Read aloud each spelling word in the box. Then write the spelling words that contain the matching spelling of the silent letters.**

knock	wring	wristwatch	wrench	wrists
gnaws	writing	wrinkle	knead	wrote
wreck	knapsack	knitted	knight	gnome

**wr****kn****gn**

- |          |           |           |
|----------|-----------|-----------|
| 1. _____ | 9. _____  | 14. _____ |
| 2. _____ | 10. _____ | 15. _____ |
| 3. _____ | 11. _____ |           |
| 4. _____ | 12. _____ |           |
| 5. _____ | 13. _____ |           |
| 6. _____ |           |           |
| 7. _____ |           |           |
| 8. _____ |           |           |

**B. Compare the words *knight* and *gnome*. How are the words alike? How are they different?**

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**Look back at the selections you read this week. Hunt for words with the silent letters *k*, *w*, and *g*. Read the words you find aloud, and record them in your writer's notebook.**



Name \_\_\_\_\_

wrap	gnaws	wreath	knight	gnome
sign	wring	knit	knock	wrists
wrote	knee	knife	write	wreck

**A. Write the spelling words that match the clues below.**

1. street marker \_\_\_\_\_
2. tap on a door \_\_\_\_\_
3. a ring of plants used for decoration \_\_\_\_\_
4. a sharp tool \_\_\_\_\_
5. cover a gift with paper \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

6. The doctor checked both her \_\_\_\_\_ after she fell.
7. He \_\_\_\_\_ a letter to the mayor about the park.
8. I am learning to \_\_\_\_\_ a wool scarf.
9. A beaver \_\_\_\_\_ trees into logs.
10. My friend likes to \_\_\_\_\_ silly poems about animals.
11. My little sisters \_\_\_\_\_ my room when they come in.
12. My story is about a brave \_\_\_\_\_ who fights dragons.
13. I scraped my left \_\_\_\_\_ when I fell off my bike.
14. A \_\_\_\_\_ is small and usually wears a pointed hat.
15. We will \_\_\_\_\_ out the wet towels.

Name \_\_\_\_\_

**There are six spelling mistakes in the paragraphs below. Underline each misspelled word. Then write the words correctly on the lines below.**

When people run for office, they often knock on doors to ask people for votes. They have to give speeches, too. They may make a sign for people to see.

I rote a funny story. It was about a mayor. He was a little green nome. Everybody voted for him. His best friend was a brave night who kept the town safe.

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

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

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

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

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

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

## Writing Connection

**Write about an election in your town. Use at least four spelling words in your writing.**

[illegible]

Name \_\_\_\_\_

**Remember**

Some words have silent letters, or letters that you do not pronounce. If a word begins with *wr*, the *w* is silent, as in the words *wrong* and *wreck*. If a word begins with *kn*, the *k* is silent, as in *knew* and *knot*. When a word is spelled with *gn*, the *g* is usually silent, as in *gnat* and *design*.

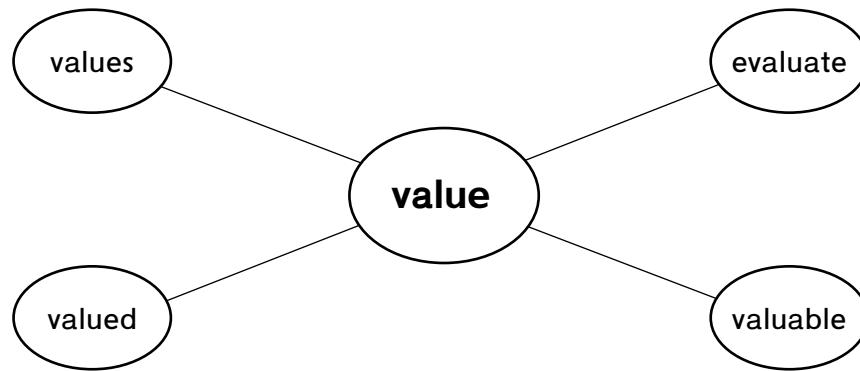
knee	gnaws	wreath	knight	wrote
wrists	wring	knit	knock	sign
gnome	write	knife	wrap	wreck

Write the missing letters to make a spelling word. Read each spelling word aloud, and then write the word on the line.

- |                    |                     |
|--------------------|---------------------|
| 1. ____ ife _____  | 9. ____ ap _____    |
| 2. ____ ists _____ | 10. ____ ight _____ |
| 3. ____ ome _____  | 11. ____ ite _____  |
| 4. ____ eck _____  | 12. ____ ee _____   |
| 5. ____ ing _____  | 13. ____ ote _____  |
| 6. ____ ock _____  | 14. si ____ _____   |
| 7. ____ eath _____ | 15. ____ aws _____  |
| 8. ____ it _____   |                     |

Name \_\_\_\_\_

Create new forms of a base word by adding or removing inflectional endings, prefixes, or suffixes.



Use your notes from *The Castle on Hester Street*. Choose one word, and write it on the middle castle flag. Then fill in the remaining four flags with related words. Use a dictionary to help you.



Name \_\_\_\_\_

Read the clues. Complete the puzzle with the vocabulary words. Use the letters in the boxes to learn an interesting fact.

decisions	announced	independent	convince
practicing	tumbled	pronounce	community
estimate	government	elect	candidates

1. Where people live, work, and play      \_ \_ \_ \_ \_
2. Persuade or get someone to believe you      \_ \_ \_ \_ \_
3. Say the sounds of a word correctly      \_ \_ \_ \_ \_
4. Able to do things on your own      \_ \_ \_ \_ \_
5. Took a fall      \_ \_ \_ \_ \_
6. People running for office      \_ \_ \_ \_ \_
7. Repeating a task to get better      \_ \_ \_ \_ \_
8. Made known to a group of people      \_ \_ \_ \_ \_
9. Choose by voting      \_ \_ \_ \_ \_
10. Guess an amount of something      \_ \_ \_ \_ \_
11. The group in control of a country      \_ \_ \_ \_ \_
12. Choices you make      \_ \_ \_ \_ \_

This animal has many different names. In fact, it is listed in the dictionary under more names than any other animal. What is it?

Name \_\_\_\_\_

- **Combine sentences** by joining two nouns to form a compound subject.
- Use the word *and* to join the nouns. Leave out words that repeat. Make subjects and verbs agree.
- A combined sentence has a complete subject and predicate.
- The sentences *Apples grow on trees* and *Pears grow on trees* can be combined to read *Apples and pears grow on trees*.

**Combine the sentences by joining the two nouns in the subject.  
Write the new sentence on the line.**

1. Parents enjoyed the play. Children enjoyed the play.

---

2. The grass swayed in the wind. The trees swayed in the wind.

---

3. The story was really interesting. The pictures were really interesting.

---

4. Carson helped clean up trash from the beach. Carson's friend helped clean up trash from the beach.

---

5. The hawks fly high in the air. The eagles fly high in the air.

---



**In your writer's notebook, write about something fun you did with a friend. When you're done, check that you used the word *and* to form compound subjects, and make sure your subjects and verbs agree.**



Name \_\_\_\_\_

- Sentences can be combined by joining two **predicate nouns**.
- Use *and* to join the nouns. Leave out words that repeat.
- A combined sentence has a complete subject and predicate.
- The sentences *We built sandcastles* and *We built forts* can be combined to read *We built sandcastles and forts*.

**A. Combine the sentences. Use the word *and* to join the underlined predicate nouns. Write the new sentences on the lines.**

1. At the beach we saw seagulls. At the beach we saw pelicans.

\_\_\_\_\_

2. The pelicans ate fish. The pelicans ate crabs.

\_\_\_\_\_

3. Mom packed sandwiches. Mom packed fruit.

\_\_\_\_\_

**B. Read the excerpt from “Next Stop, America!” Combine the two underlined sentences. Write the new sentence on the lines below.**

The immigrants spoke many languages. They had different customs. However, everyone shared one thing. They had all chosen to immigrate. They wanted to move to a new country. They wanted to be Americans.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

- Use a comma between the day and year in a date: *May 5, 1991*.
- Use a comma between a street address and a town or city and between a town or city and state: *25 Main Street, Denver, Colorado*.
- Use commas to separate three or more items in a series. Do not use a comma after the last word: *I bought milk, eggs, and apples*.
- Use a comma in direct address after the name of a person being spoken to and after words such as *yes* and *no* when beginning a sentence: *Ali, I like your tie! Yes, I will go to the beach with you.*

**Rewrite each sentence. Add commas in the correct places.**

1. Our new address is 24 Elm Street Madison Ohio.

\_\_\_\_\_

2. I got books toys and a basketball for my birthday.

\_\_\_\_\_

3. George Washington was born on February 22 1732.

\_\_\_\_\_

4. Mr. Miller do you need someone to rake your leaves?

\_\_\_\_\_

5. Yes I would be happy for you to help me today.

\_\_\_\_\_



**In your writer's notebook, list some of your favorite animals. Say why you like them. Check that you used commas to separate items in a series. Remember to write your thoughts legibly in cursive, and leave spaces between words.**

Name \_\_\_\_\_

- Use a comma between the day and year in a date.
- Use a comma between the names of a city or town and state and between a street address and the name of a town or city.
- Use commas to separate three or more words in a series. Do not use a comma after the last word.
- Use a comma after the name of a person being spoken to and after words such as *yes* and *no* when beginning a sentence.

**Rewrite each sentence. Add commas in the correct places. Combine sentences that share the same subject nouns or predicate nouns.**

1. Our teacher read the stories. Our teacher read the poems.

\_\_\_\_\_

\_\_\_\_\_

**HANDWRITING CONNECTION**

Be sure to write legibly.  
Use proper cursive and  
remember to leave spaces  
between words.

2. My grandmother moved to 68 Palm Court Sunnydale Florida.

\_\_\_\_\_

3. Mrs. Stamps thank you for visiting our school today.

\_\_\_\_\_

4. James likes to draw spaceships. Mark likes to draw spaceships.

\_\_\_\_\_

5. The first time our town had a parade was July 4 1892.

\_\_\_\_\_

Name \_\_\_\_\_

**Read the student draft and look for revisions that need to be made.**

(1) My aunt lives near the Great Smoky Mountains. (2) My uncle also lives near the Great Smoky Mountains. (3) They live in a town named Gatlinburg Tennessee. (4) I visited them last spring for my uncle's birthday. (5) "Carl happy birthday!" they said. (6) To celebrate, we baked lemon pie. (7) We baked cherry pie.

1. What is the best way to combine sentences 1 and 2?
  - A My aunt lives near the Great Smoky Mountains and my uncle lives near the Great Smoky Mountains.
  - B My aunt lives near the Great Smoky Mountains and my uncle lives near there.
  - C My aunt and my uncle live near the Great Smoky Mountains.
  - D My aunt lives near the Great Smoky Mountains and my uncle also.
2. What is the correct way to write sentence 3?
  - F They live in a town named Gatlinburg, Tennessee.
  - G They live, in a town named Gatlinburg Tennessee.
  - H They live in a town named, Gatlinburg Tennessee.
  - J No change needed in sentence 3.
3. What change should be made to sentence 5?
  - A Carl happy birthday, they said.
  - B "Carl, happy birthday!" they said.
  - C Carl, "happy birthday!" they said.
  - D No change needed in sentence 5.
4. What is the best way to combine sentences 6 and 7?
  - F To celebrate, we baked lemon pie and we baked cherry pie.
  - G To celebrate, we baked lemon pie and cherry pie.
  - H To celebrate, we baked lemon pie and we celebrated with cherry pie.
  - J We baked lemon pie to celebrate and we baked cherry pie to celebrate.

Name \_\_\_\_\_

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud.

When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

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

1. scrubs
2. screams
3. scratch
4. scrape
5. screen
6. spread
7. splash
8. spray
9. streak
10. strength
11. strong
12. squeak
13. three
14. throw
15. thread
16. wrote
17. knife
18. sign
19. streamer
20. scribble

**Review Words**

**Challenge Words**

Name \_\_\_\_\_

Three-letter blends are sounds made by three letters in a row. The letters *scr* make the sound at the beginning of the word *scrap*. Other three-letter blends are *str* as in *strap*, *spr* as in *spring*, *spl* as in *split*, *squ* as in *squid*, and *thr* as in *threw*.

**DECODING WORDS**

The three-letter blends *scr*, *spr*, *spl*, *str*, *squ*, and *thr* usually appear at the beginning of a word. If you see these letters in the middle of the word, they might not stand for one sound. For example, the letters *spl* in *display* are divided between two syllables: *dis/play*.

Read aloud the spelling words in the box. Then write the spelling words that contain the three-letter blends below.

strength	scrape	squeak	screams	three
scrubs	throw	spray	strong	screen
splash	spread	streak	scratch	thread

- | <b>scr</b> |            | <b>spr</b> | <b>thr</b> |
|------------|------------|------------|------------|
| 1. _____   | 6. _____   | 11. _____  |            |
| 2. _____   | 7. _____   | 12. _____  |            |
| 3. _____   | <b>str</b> | 13. _____  |            |
| 4. _____   | 8. _____   | <b>squ</b> |            |
| 5. _____   | 9. _____   | 14. _____  |            |
|            | 10. _____  | <b>spl</b> |            |
|            |            | 15. _____  |            |



Name \_\_\_\_\_

Three-letter blends are sounds made by three letters in a row. The letters *scr* make the sound at the beginning of the word *scrap*. Other three-letter blends are *str* as in *strap*, *spr* as in *spring*, *spl* as in *split*, *squ* as in *squid*, and *thr* as in *threw*.

**DECODING WORDS**

The three-letter blends *scr*, *spr*, *spl*, *str*, *squ*, and *thr* usually appear at the beginning of a word. If you see these letters in the middle of the word, they might not stand for one sound. For example, the letters *spl* in *display* are divided between two syllables: *dis/play*.

Read aloud the spelling words in the box. Then write the spelling words that contain the three-letter blends below.

split	squeak	splash	squint	three
throw	spray	straw	scrubs	screen
scrap	stream	thrill	strong	spree

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- |            |            |            |
|------------|------------|------------|
| <b>scr</b> | <b>spl</b> | <b>squ</b> |
| 1. _____   | 6. _____   | 11. _____  |
| 2. _____   | 7. _____   | 12. _____  |
| 3. _____   | <b>str</b> | <b>thr</b> |
| <b>spr</b> | 8. _____   | 13. _____  |
| 4. _____   | 9. _____   | 14. _____  |
| 5. _____   | 10. _____  | 15. _____  |

Name \_\_\_\_\_

**A. Read aloud the spelling words in the box. Then write the spelling words that contain the three-letter blends below.**

scrubs	throne	sprinkle	strength	spray
threaten	scribble	throw	screams	scratch
scrape	spread	splinter	squeak	strong

- |            |            |            |            |
|------------|------------|------------|------------|
| <b>scr</b> |            | <b>spr</b> | <b>str</b> |
| 1. _____   | 6. _____   | 11. _____  |            |
| 2. _____   | 7. _____   | 12. _____  |            |
| 3. _____   | 8. _____   | <b>thr</b> |            |
| 4. _____   | <b>spl</b> | 13. _____  |            |
| 5. _____   | 9. _____   | 14. _____  |            |
|            | <b>squ</b> | 15. _____  |            |
|            | 10. _____  |            |            |

**B. Compare the words *spray* and *strength*. How are they alike?  
How are they different?**

\_\_\_\_\_

\_\_\_\_\_



Look at the selections you read this week, and look for words with the three-letter blends *scr*, *spr*, *spl*, *str*, *thr*, or *squ*. Read the words aloud, and record them in your writer's notebook.

Name \_\_\_\_\_

streak	three	splash	strength	scrape
thread	screen	strong	spray	throw
scratch	spread	scrubs	squeak	screams

**A. Write the spelling word that goes with the other two words.**

1. washes, cleans, \_\_\_\_\_
2. powerful, mighty, \_\_\_\_\_
3. pitch, toss, \_\_\_\_\_
4. needle, scissors, \_\_\_\_\_
5. peep, squeal, \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

6. The excited fan \_\_\_\_\_ when her team wins.
7. He had to teach his cat not to \_\_\_\_\_ the sofa.
8. I helped Dad \_\_\_\_\_ the old paint off the door.
9. Our tent flap has a \_\_\_\_\_ that keeps the bugs out.
10. I will \_\_\_\_\_ frosting on the cake.
11. We can use the water hose to \_\_\_\_\_ the sand off our feet.
12. The prize winner said that he had a \_\_\_\_\_ of good luck.
13. He used his \_\_\_\_\_ to lift the heavy box.
14. I will need \_\_\_\_\_ more dollars to buy that book.
15. When he stepped in the puddle, there was a huge \_\_\_\_\_!

Name \_\_\_\_\_

**There are six spelling mistakes in the paragraphs below. Underline each misspelled word. Write the words correctly on the lines.**

An eagle is a very shtrong bird. They spred their wings wide to fly high into the air. They fly so fast they look like a streak against the sky.

I saw theree whales on our island tour. I watched one blue whale shpray water into the air. Whales have a lot of srength to be able to swim so fast.

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

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

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

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

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

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

**Writing Connection**

**Write an article about an animal that is very strong. Use at least four spelling words.**

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Name \_\_\_\_\_

**Remember**

Three-letter blends are sounds created when three consonants are blended together. The letters *scr* create the three-letter blend in the word *scroll*. The letters *spr* create the blend in the words *sprint* and *spring*. Other common three-letter blends include *spl* as in *splat*, *str* as in *straw*, *squ* as in *squid*, and *thr* as in *throne*.

screen	throw	thread	strength	three
screams	scrubs	spray	strong	scrape
squeak	spread	streak	scratch	splash

Write the missing letters to make a spelling word. Read the spelling word aloud, and then write it on the line.

- |                     |                       |
|---------------------|-----------------------|
| 1. _____ ubs _____  | 9. _____ eak _____    |
| 2. _____ eams _____ | 10. _____ ead _____   |
| 3. _____ ow _____   | 11. _____ ong _____   |
| 4. _____ ape _____  | 12. _____ eak _____   |
| 5. _____ een _____  | 13. _____ ee _____    |
| 6. _____ ead _____  | 14. _____ atch _____  |
| 7. _____ ash _____  | 15. _____ ength _____ |
| 8. _____ ay _____   |                       |

Name \_\_\_\_\_

Like **homonyms**, **homographs** are words that have the same spelling but different meanings. For example, the word *bear* can refer to the large animal, or it can be a verb that means *to carry or support*.

Unlike homonyms, even though homographs are spelled the same way, they are not always pronounced the same way. The *bow* or front of a ship rhymes with *how*, but the *bow* in someone's hair rhymes with *toe*.

Read the sentences below. Underline the context clues that help you understand the meaning of each homograph in bold. Then write the meaning of the homograph on the line.

1. When the wind died down I had to **row** my boat back to shore.

\_\_\_\_\_

2. I lined up my tomato plants in a neat **row** in my backyard.

\_\_\_\_\_

3. The carpenter cut through the tree trunk with a **saw**.

\_\_\_\_\_

4. The bird was hard to spot, but I finally **saw** it hiding in the tree.

\_\_\_\_\_

5. To **train** for a marathon, you must practice for months or even years.

\_\_\_\_\_

6. I could hear a **train** traveling down the railroad far in the distance.

\_\_\_\_\_



Name \_\_\_\_\_

**A. Read the sentences. Write whether the sentence has a simile or hyperbole. Then write what the simile or hyperbole means on the line.**

1. Lan was as white as a ghost.

\_\_\_\_\_

2. Why, in no time at all, you'll be joining us.

\_\_\_\_\_

3. The future was as open as the land.

\_\_\_\_\_

**B. Read the sentences below. Complete each simile or hyperbole by choosing the correct word from the box.**

desert

million

mile

night

4. The glass broke into a \_\_\_\_\_ pieces.

5. With no rain, the landscape was as dry as a \_\_\_\_\_.

6. It was the middle of the day, but inside the forest it was as black as \_\_\_\_\_.

7. To Sara, it seemed that the door to the tower was a \_\_\_\_\_ high.

Name \_\_\_\_\_

- A possessive noun is a noun that shows who or what owns or has something. In the sentence *I went to Kim's house* the possessive noun is *Kim's*.
- Add an **apostrophe ( ' )** and the letter *s* to make a singular noun possessive: *The dog's ball*.

**A. Write the possessive form of each underlined noun on the line. The first one is done for you.**

- the tail of the pig                      the pig's tail
- the ears of the rabbit                  the \_\_\_\_\_ ears
- the trunk of the elephant              the \_\_\_\_\_ trunk
- the neck of the giraffe                  the \_\_\_\_\_ neck
- the whiskers of the cat                  the \_\_\_\_\_ whiskers
- the teeth of the shark                  the \_\_\_\_\_ teeth
- the feathers of the hawk                the \_\_\_\_\_ feathers

**B. Read the excerpt from "Empanada Day." Find and circle the possessive noun. What belongs to the possessive noun you circled? Write your answer on the line below.**

One bite of Abuelita's empanadas  
 And my mouth purrs like a cat.  
 "Teach me," I beg and bounce on my feet,  
 "Teach me to make this magical treat."

Name \_\_\_\_\_

- Adding an apostrophe to the end of a plural noun makes it possessive. For example, a nest that belongs to two birds is a *birds' nest*.
- Adding an apostrophe and *s* forms a possessive of plural nouns not ending in *s*. These are called **irregular possessives**. Examples include *men's* and *women's*.
- **Collective nouns** are a singular form of a word that refers to a group of things: *family, group, band, herd*.

Write the possessive form of each underlined plural noun.

- |                                       |                  |
|---------------------------------------|------------------|
| 1. the den of the <u>rabbits</u>      | the _____ den    |
| 2. the cage of the <u>parrots</u>     | the _____ cage   |
| 3. the pond of the <u>ducks</u>       | the _____ pond   |
| 4. the home of the <u>family</u>      | the _____ home   |
| 5. the lodge of the <u>beavers</u>    | the _____ lodge  |
| 6. the nest of the <u>bluebirds</u>   | the _____ nest   |
| 7. the burrow of the <u>chipmunks</u> | the _____ burrow |
| 8. the cave of the <u>bears</u>       | the _____ cave   |
| 9. the web of the <u>spiders</u>      | the _____ web    |
| 10. the room of the <u>children</u>   | the _____ room   |



In your writer's notebook, write three complete sentences using plural possessive nouns. You can select one of the nouns from the questions above or think of your own.

Name \_\_\_\_\_

- Add an apostrophe and *s* to singular possessive nouns.
- Add an apostrophe at the end of plural possessive nouns that end in *s*: *The two swans' pond.*
- Add an apostrophe and *s* to the end of plural possessive nouns not ending in *s*: *The men's baseball team.*

**Complete each sentence with the possessive form of the noun in parentheses.**

1. The (moose) \_\_\_\_\_ antlers are large.
2. The (horse) \_\_\_\_\_ mane is soft and silky.
3. (Porcupines) \_\_\_\_\_ quills are sharp.
4. A (rabbit) \_\_\_\_\_ tail is like cotton.
5. The (owls) \_\_\_\_\_ eyes are round.

Connect to  
Community

**Talk to a parent or another trusted adult about some of the animals that live around your community. What are some of their features? Why are they important?**

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Name \_\_\_\_\_

- Add an apostrophe and *s* to singular possessive nouns.
- Add an apostrophe to plural possessive nouns that end in *s*.
- Add an apostrophe and *s* to the end of plural possessive nouns not ending in *s*.

**Mark an X over any possessive noun that is not written correctly. Rewrite the sentence on the line using the correct form of each possessive noun.**

1. The volunteer womens group at the hospital held a bake sale.

\_\_\_\_\_

2. They raised money to help decorate the childrens's wing.

\_\_\_\_\_

3. Now there is a beautiful mural showing animals homes.

\_\_\_\_\_

4. My favorite part shows the Pacific Oceans's sea life.

\_\_\_\_\_

5. I love the colors of the coral and fishes scales.

\_\_\_\_\_

6. My sister likes the speckled pattern on the sea turtles's shells.

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) There are many trees outside my bedroom window. (2) On summer mornings I wake up to the sound of the wind in the trees' leaves. (3) Today I heard something new. (4) When I woke up this morning, I heard chirping outside. (5) When I looked into the tree outside, I found a small bird's nest with two blue eggs.

- |  |  |
|--|--|
| 1. Which word in sentence 2 is a plural possessive noun? | 2. Which word in sentence 5 is a singular possessive noun? |
| <b>A</b> evenings  | <b>F</b> tree  |
| <b>B</b> wind  | <b>G</b> bird's  |
| <b>C</b> trees'  | <b>H</b> nest  |
| <b>D</b> leaves  | <b>J</b> eggs  |

**B. Read the student draft and look for revisions to be made.**

(1) Today I found a small spider in the attic of my families home. (2) The spider was building a beautiful web in the shadows. (3) When the spiders web was finished, the spider walked to the edge of the web and sat very still. (4) Soon I heard the buzzing of a small fly. (5) Just like that, the fly was caught in the web.

3. What change, if any, should be made to sentence 1?
- A** Change *families* to *families'*
  - B** Change *families* to *family's*
  - C** Change *families* to *family's*
  - D** Make no change
4. What change, if any, should be made to sentence 3?
- F** Change *spiders* to *spider's*
  - G** Change *spiders* to *spideres*
  - H** Change *spiders* to *spiders'*
  - J** Make no change



Name \_\_\_\_\_

Fold back the paper along the dotted line.

Use the blanks to write each word as it is read aloud.

When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

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

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

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

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

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

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

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

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

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

10. \_\_\_\_\_

11. \_\_\_\_\_

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

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

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

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

**Review Words**

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

**Challenge Words**

19. \_\_\_\_\_

20. \_\_\_\_\_

1. chick

2. much

3. pitch

4. teacher

5. lunch

6. hatch

7. cheese

8. stretch

9. thick

10. truth

11. pathway

12. them

13. fish

14. whales

15. what

16. spray

17. streak

18. thread

19. sandwich

20. weather

Name \_\_\_\_\_

Digraphs are two letters that form a new sound. The letters *th* form the sound at the start of *thunder*. The *tch* in *scratch* is a trigraph. Other digraphs are *ch* as in *couch*, *sh* as in *show*, and *wh* as in *where*.

**DECODING WORDS**

The first syllable in *bathtub* is spelled *bath*. The letter *b* stands for /b/ and *a* stands for /a/. The letters *th* form a digraph that stands for /th/. The second syllable is spelled *tub*. The letter *t* stands for /t/, *u* stands for /u/ and *b* stands for /b/. Blend the letters together and read the word aloud: *bath/tub*.

Read aloud the spelling words in the box. Then write the spelling words that contain the digraphs or trigraph below.

them	teacher	hatch	truth	pitch
thick	what	pathway	stretch	whales
fish	cheese	much	chick	lunch

**ch****th****tch**

1. \_\_\_\_\_ 6. \_\_\_\_\_ 11. \_\_\_\_\_

2. \_\_\_\_\_ 7. \_\_\_\_\_ 12. \_\_\_\_\_

3. \_\_\_\_\_ 8. \_\_\_\_\_ 13. \_\_\_\_\_

4. \_\_\_\_\_ 9. \_\_\_\_\_ **wh**5. \_\_\_\_\_ **sh** 14. \_\_\_\_\_

10. \_\_\_\_\_ 15. \_\_\_\_\_

Name \_\_\_\_\_

Digraphs are two letters that form a new sound. The letters *th* form the sound at the start of *thunder*. The *tch* in *scratch* is a trigraph. Other digraphs are *ch* as in *couch*, *sh* as in *show*, and *wh* as in *where*.

## DECODING WORDS

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Read aloud the spelling words in the box. Then write the spelling words that contain the digraphs or trigraph below.

chick	truth	chair	shown	chin
wheel	cheese	sixth	thick	much
pitch	bench	fish	teacher	whales

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- | ch       | tch       | sh        |
|----------|-----------|-----------|
| 1. _____ | 8. _____  | 12. _____ |
| 2. _____ | th        | 13. _____ |
| 3. _____ | 9. _____  | wh        |
| 4. _____ | 10. _____ | 14. _____ |
| 5. _____ | 11. _____ | 15. _____ |
| 6. _____ |           |           |
| 7. _____ |           |           |

Name \_\_\_\_\_

**A. Read aloud the spelling words in the box. Then write the spelling words that contain the digraphs or trigraph below.**

pitch	what	reach	shadow	thick
whales	stretch	chuckled	pathway	teacher
cheese	search	seashells	weather	crunch

ch	tch	sh
1. _____	7. _____	12. _____
2. _____	8. _____	13. _____
3. _____	th	wh
4. _____	9. _____	14. _____
5. _____	10. _____	15. _____
6. _____	11. _____	

**B. Compare the words *crunch* and *pitch*. How are they alike?  
How are they different?**

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**Review the selections you read this week, and look for words with the digraphs *ch*, *th*, *sh*, and *wh* and trigraph *tch*. Read the words you find aloud, and record them in your writer's notebook.**

Name \_\_\_\_\_

chick	teacher	cheese	truth	fish
whales	lunch	stretch	pathway	much
pitch	hatch	thick	them	what

**A. Write the spelling word that matches each definition below.**

1. a baby bird \_\_\_\_\_
2. an honest story \_\_\_\_\_
3. a kind of dairy food \_\_\_\_\_
4. an afternoon meal \_\_\_\_\_
5. large sea animals \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

6. We had so \_\_\_\_\_ snow that our schools closed.
7. I can \_\_\_\_\_ well, but I'm not a good catcher.
8. Our \_\_\_\_\_ asked us to open our books.
9. Did the turtle eggs \_\_\_\_\_ yet?
10. After the long test, we walked around to \_\_\_\_\_ our legs.
11. The ice on the pond is never \_\_\_\_\_ enough to walk on.
12. We walked down the curving \_\_\_\_\_ in the park.
13. Apples are my favorite fruit, but I like \_\_\_\_\_ peeled first.
14. We saw turtles on a log and \_\_\_\_\_ swimming in the pond.
15. Do you know \_\_\_\_\_ book we are supposed to read?

Name \_\_\_\_\_

**There are six misspelled words in the paragraphs below. Underline each misspelled word. Write the words correctly on the lines.**

Once there were three wales who were best friends. Every day they met for luntch. Then they played games in the wide open sea. One day, a small fisch swam nearby.

He asked if he could join theam. "Sure!" they said and asked him wat he liked to play. He said he liked to pich seashells. So the rest of the day the four friends played together.

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

**Writing Connection**

**Write a story telling what you like to play with friends. Use at least four spelling words.**

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Name \_\_\_\_\_

**Remember**

Digraphs are two letters that create a new sound. The beginning sound in *thunder* can be formed only with the letters *th*. Other digraphs include *ch* as in *such*, *sh* as in *push*, and *wh* as in *wheel*. The letters *tch* in *switch* are a trigraph.

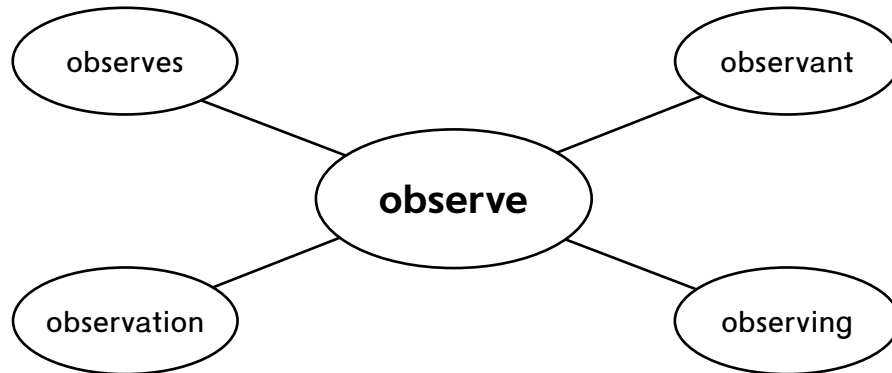
them	teacher	hatch	truth	pitch
thick	what	pathway	stretch	whales
fish	cheese	much	chick	lunch

Fill in the missing letters to make a spelling word. Then write the spelling word on the line. Use each word once.

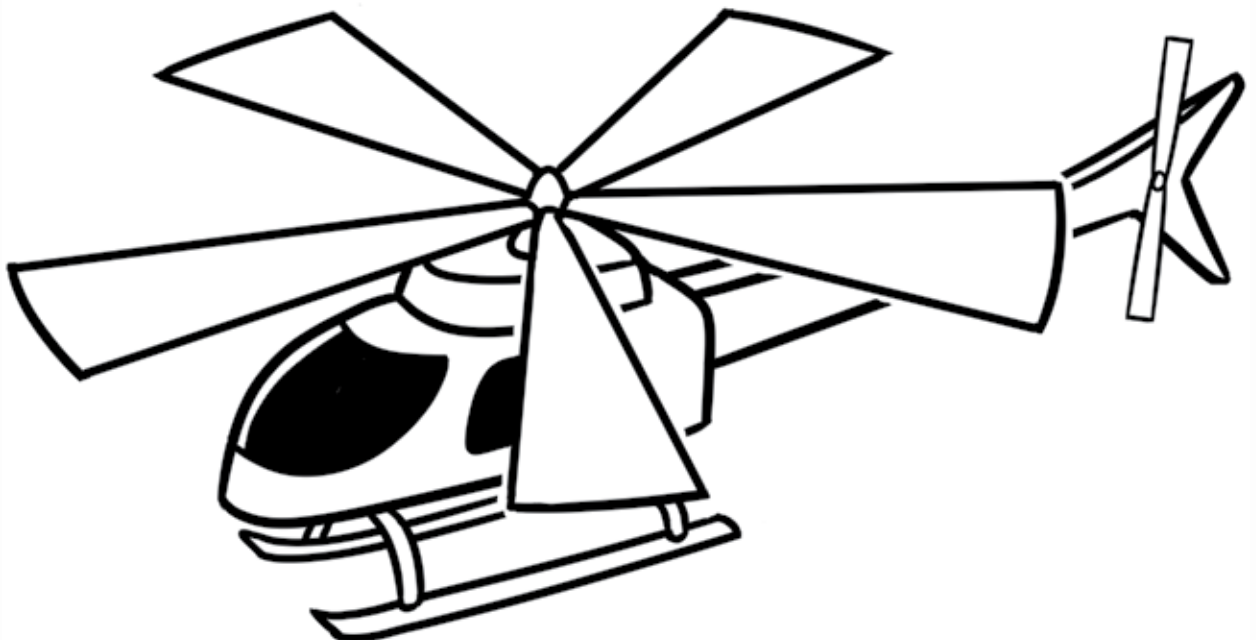
- |                |                 |
|----------------|-----------------|
| 1. ____ ick    | 9. ____ ick     |
| 2. mu ____     | 10. tru ____    |
| 3. pit ____    | 11. pa ____ way |
| 4. tea ____ er | 12. ____ em     |
| 5. lun ____    | 13. fi ____     |
| 6. hat ____    | 14. ____ ales   |
| 7. ____ eese   | 15. ____ at     |
| 8. stret ____  |                 |

Name \_\_\_\_\_

Create new forms of a base word by adding or removing inflectional endings, prefixes, or suffixes.



Use your notes from “The Inventor Thinks Up Helicopters” and “Ornithopter.” Choose one word, and write it on the blade of the helicopter’s propeller. Fill in the remaining blades with related words.



Name \_\_\_\_\_

**Read the sentences. Write the simile or metaphor on the line.  
Then write the two things that are being compared.**

1. The letters stirred together  
like a thick, messy mush.

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2. When I began reading,  
a book was like a bowl  
of letter soup.

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3. Her voice was the song of a beautiful bird.

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4. The line at the grocery store was a train with many cars.

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Name \_\_\_\_\_

- A complete **sentence** has a **subject** and a **predicate**.
- The **subject** tells what or whom the sentence is about.
- The **predicate** tells what the subject does and has a verb.
- A **verb** is a word that tells what the subject **does** or **is**.
- In the sentence *The monkey climbs the tree*, the subject is *The monkey* and the predicate is *climbs the tree*. The verb is *climbs*.

**Draw a line under the verb in each sentence.**

1. I read a book about birds.
2. I learned about their nests.
3. My neighbor is a bird watcher.
4. She writes about the birds in our town.
5. I saw a hummingbird in the flowers.
6. A hummingbird is very small.

**Writing Connection**

**Write about some of the birds that you see in your community. Then reread your work. Make sure each sentence includes both a subject and predicate.**

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Name \_\_\_\_\_

- An **action verb** shows an action in the predicate part of a sentence. It tells what the subject does. Words like *read*, *climb*, *cry*, *ride*, and *speak* are action verbs.
- Some action verbs tell about feelings and actions that cannot be seen. *Want*, *think*, *feel*, and *believe* are also action verbs.

**A. Circle the action verb in each sentence.**

1. Our class planned a picnic.
2. We put tablecloths on the picnic tables.
3. Everyone brought sandwiches.
4. Jon likes potato salad.
5. He cooked the potatoes.

**B. Reread this paragraph from “Earth and Its Neighbors.” Circle at least three action verbs. Then write them on the lines.**

Galileo did not invent the telescope. However, 400 years ago he did build one that was strong enough to study the sky. When Galileo looked into space, he saw the rocky surface of the Moon. When he looked at the Sun, he discovered spots on its fiery surface.

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Name \_\_\_\_\_

- **Quotation marks** ( " ) show that someone is speaking. Quotation marks come before and after a person's exact words. The end punctuation goes inside the quotation marks: *I asked, "What should we make for dinner?"*
- Use a **colon** ( : ) between the hour and minutes when writing time. One o'clock is written as *1:00*. Two-thirty is written as *2:30*.

**Rewrite each sentence. Add quotation marks before and after a speaker's exact words. Put a colon between the hour and minutes in times.**

1. I'd like to see the new movie about penguins, said Mom.

---

2. I'll check the paper to see what time it starts, I told them.

---

3. Do you want to see the one at 230 or the one at 500? I asked.

---

4. Let's go see the show at 230, Mom said.

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**In your writer's notebook, write about a conversation you had this morning. When you're done, reread your work to make sure you used quotation marks and colons correctly.**



Name \_\_\_\_\_

- Use **quotation marks** to show that someone is speaking. Quotation marks come at the beginning and end of a person's exact words. End punctuation goes inside the quotation mark.
- Use a **colon** between the hour and minutes when writing time.

**A. Proofread the paragraph. Draw a line under sentences that need quotation marks. Circle the times that need a colon.**

### **A Surprise Party**

Last week my sister said, Let's plan a birthday party for Dad. We decided to have the party on Saturday at 300. It will be fun to have the party in the park I told my sister and mom. I'll get some balloons and party hats Mom said. We went to the park at 230 to set up. Then we waited, but Dad did not come at 300. He did not come at 315. I think we forgot to tell Dad about the party! said Mom.

**B. Rewrite the paragraph. Use quotation marks, commas, and colons where they belong.**

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Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) Every Thursday my parents and I go to my favorite restaurant for dinner. (2) I usually order the chicken. (3) The chef cooks it with lemon and garlic. (4) I can't wait to learn how to cook like that myself!

- |   |                                       |
|---|---------------------------------------|
| 1. Which word is the action verb in sentence 1? | 2. What is the subject of sentence 3? |
| <b>A</b> Thursday                               | <b>F</b> The chef                     |
| <b>B</b> go                                     | <b>G</b> cooks                        |
| <b>C</b> dinner                                 | <b>H</b> lemon                        |
| <b>D</b> favorite                               | <b>J</b> garlic                       |

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) When are we going to dinner I asked. (2) We'll leave for the restaurant at 600, Dad replied. (3) "I am very hungry let's leave at 5:00 instead," Mom said.

3. What is the correct way to write sentence 1?
- A** When are we going to dinner? I asked.  
**B** "When are we going to dinner? I asked."  
**C** "When are we going to dinner?" I asked.  
**D** No change needed in sentence 1.
4. What is the correct way to write sentence 2?
- F** We'll leave for the restaurant at 6:00, Dad replied.  
**G** "We'll leave for the restaurant at 6:00," Dad replied.  
**H** "We'll leave for the restaurant at 600," Dad replied.  
**J** No change needed in sentence 2.

Name \_\_\_\_\_

Fold back the paper along the dotted line.

Use the blanks to write each word as it is read aloud.

When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

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

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

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

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

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

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

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

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

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

10. \_\_\_\_\_

11. \_\_\_\_\_

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

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

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

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

**Review Words**

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

**Challenge Words**

19. \_\_\_\_\_

20. \_\_\_\_\_

1. whirl

2. third

3. girls

4. firm

5. fern

6. herds

7. stern

8. serve

9. hurt

10. nurse

11. turns

12. learn

13. pearl

14. word

15. world

16. stretch

17. thick

18. whales

19. perfect

20. Thursday

Name \_\_\_\_\_

When a vowel is followed by the letter *r*, the *r* changes the vowel's sound. The /ûr/ *r*-controlled vowel sound is spelled *er* as in *her*, *ir* as in *bird*, *ur* as in *burn*, *or* as in *worthy*, and *ear* as in *earth*.

**DECODING WORDS**

The word *Thursday* has two syllables. Use your knowledge of digraphs and *r*-controlled vowels to blend the sounds of the first syllable: *thurs*. Now blend the sounds of the second syllable: *day*. Say the syllables together: *Thurs/day*.

Read the spelling words aloud. Then write the spelling words that contain the matching *r*-controlled vowel sound spellings.

fern	hurt	stern	third	herds
nurse	whirl	serve	turns	learn
girls	pearl	firm	word	world

- |                                |                               |                               |
|--------------------------------|-------------------------------|-------------------------------|
| <b>/ûr/ spelled <i>ir</i></b>  | <b>/ûr/ spelled <i>er</i></b> | <b>/ûr/ spelled <i>ur</i></b> |
| 1. _____                       | 7. _____                      | 13. _____                     |
| 2. _____                       | 8. _____                      | 14. _____                     |
| 3. _____                       | 9. _____                      | 15. _____                     |
| 4. _____                       | 10. _____                     |                               |
| <b>/ûr/ spelled <i>ear</i></b> | <b>/ûr/ spelled <i>or</i></b> |                               |
| 5. _____                       | 11. _____                     |                               |
| 6. _____                       | 12. _____                     |                               |

Name \_\_\_\_\_

When a vowel is followed by the letter *r*, the *r* changes the vowel's sound. The /ûr/ *r*-controlled vowel sound is spelled *er* as in *her*, *ir* as in *bird*, *ur* as in *burn*, or as in *worthy*, and *ear* as in *earth*.

**DECODING WORDS**

The word *Thursday* has two syllables. Use your knowledge of digraphs and *r*-controlled vowels to blend the sounds of the first syllable: *thurs*. Now blend the sounds of the second syllable: *day*. Say the syllables together: *Thurs/day*.

Read the spelling words aloud. Then write the spelling words that contain the matching *r*-controlled vowel sound spellings.

whirl	word	serve	burn	nurse
pearl	herds	her	fern	third
firm	curve	earn	burst	birds

**/ûr/ spelled *ir***

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

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

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

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

**/ûr/ spelled *ear***

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

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

**/ûr/ spelled *er***

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

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

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

10. \_\_\_\_\_

**/ûr/ spelled *or***

11. \_\_\_\_\_

**/ûr/ spelled *ur***

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

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

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

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

Name \_\_\_\_\_

**A. Read the spelling words aloud. Then write the spelling words that have the matching *r*-controlled vowel sound spellings.**

third	stern	emerge	Thursday	preserve
worth	serve	word	nurse	whirl
firm	learn	suffered	worms	herder

**/ûr/ spelled *ir***

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

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

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

**/ûr/ spelled *er***

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

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

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

**/ûr/ spelled *or***

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

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

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

**/ûr/ spelled *ur***

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

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

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

10. \_\_\_\_\_

11. \_\_\_\_\_

**/ûr/ spelled *ear***

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

**B. Compare the words *stern* and *learn*. How are the two words alike? How are they different?**

\_\_\_\_\_

\_\_\_\_\_



Look through your writer's notebook for words with *r*-controlled vowels spelled *ir*, *er*, *ur*, *ear*, and *or*. Read the words you find aloud. Then create a word sort for a partner.



Name \_\_\_\_\_

whirl	firm	stern	nurse	pearl
third	fern	serve	turns	word
girls	herds	hurt	learn	world

**A. Write the spelling word that matches each definition below.**

1. after second \_\_\_\_\_
2. short leafy plant \_\_\_\_\_
3. medical worker \_\_\_\_\_
4. hard or solid \_\_\_\_\_
5. all of Earth \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

6. The wind blew and the dry leaves began to \_\_\_\_\_ around.
7. The boys lined up on the left and the \_\_\_\_\_ on the right.
8. The fisherman found a beautiful \_\_\_\_\_ inside the oyster.
9. The film showed \_\_\_\_\_ of grazing elephants.
10. Our principal is kind but can be \_\_\_\_\_ when she needs to be.
11. He will \_\_\_\_\_ as class president this year.
12. When I fell on the icy sidewalk, I \_\_\_\_\_ my elbow.
13. How many left \_\_\_\_\_ do we make to get to your house?
14. I want to \_\_\_\_\_ how to build a model spaceship.
15. Which \_\_\_\_\_ did you miss on the spelling test?

Name \_\_\_\_\_

**There are six spelling mistakes in the paragraphs below. Underline the misspelled words. Write the words correctly on the lines.**

Long ago there were three gurls who took a walk in the woods. They stopped to rest near a tree when a small fairy flew out from under a green furn. She was crying because she had hirt her wing.

The girls said they would nerse the fairy back to health. They took her home and put a bandage on her wing. When she was better, she told her new friends to close their eyes and count to three. On the theard count, they opened their eyes. Around each of their necks hung a beautiful purle necklace.

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

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

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

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

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

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

**Writing Connection**

**Write a story about helping someone. Use at least four spelling words. Reread your work for errors.**

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Name \_\_\_\_\_

**Remember**

When a word is spelled with a vowel and then the letter *r*, the *r* changes the vowel's sound. When *r* comes after *e*, it creates the vowel sound you hear in words like *verb* and *permit*. The same sound can be spelled with *ir* as in *girl* and *sir*, *ur* as in *burning* and *curb*, *or* as in *word*, and *ear* as in *earth*.

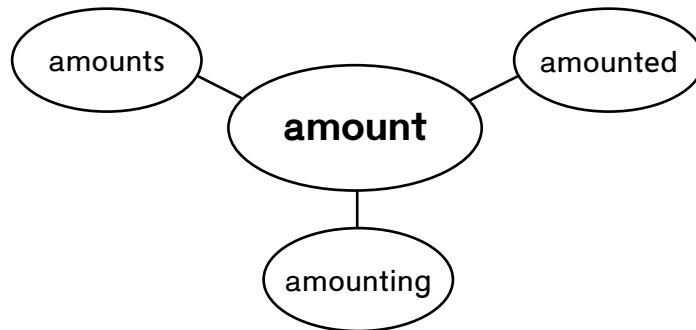
whirl	turns	learn	nurse	pearl
word	fern	serve	firm	third
girls	herds	hurt	stern	world

Write the missing letters to make a spelling word. Read the spelling word aloud and then write it on the line.

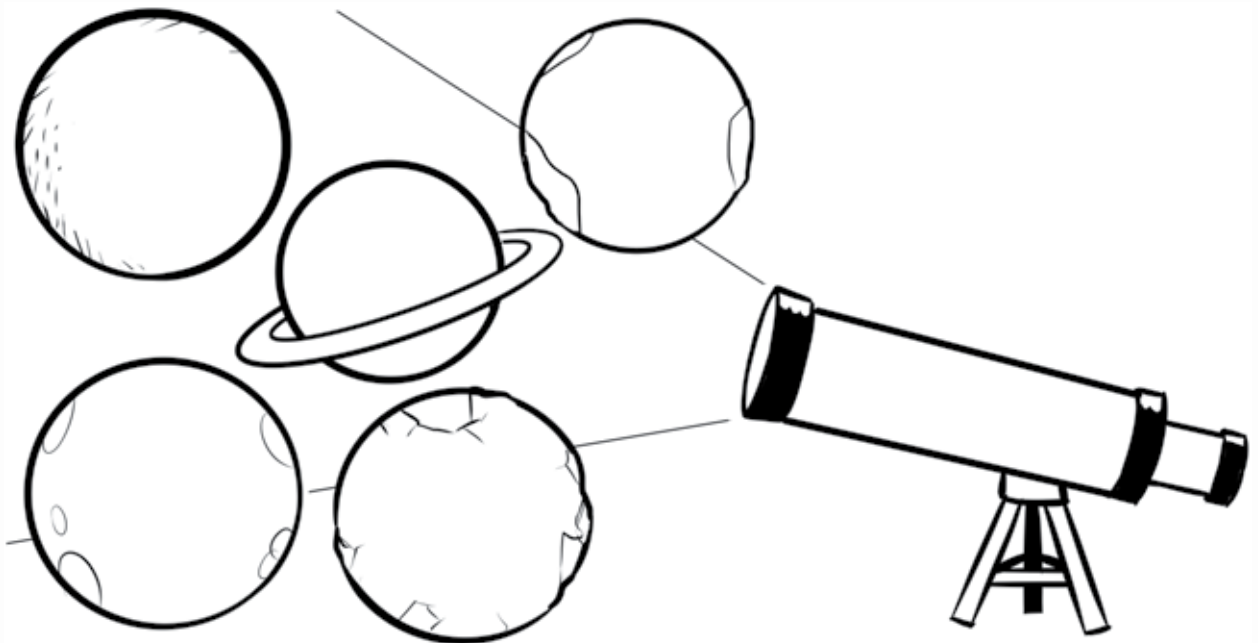
- |                     |                      |
|---------------------|----------------------|
| 1. l _____ n _____  | 9. th _____ d _____  |
| 2. f _____ n _____  | 10. n _____ se _____ |
| 3. wh _____ l _____ | 11. w _____ ld _____ |
| 4. f _____ m _____  | 12. g _____ ls _____ |
| 5. h _____ t _____  | 13. p _____ l _____  |
| 6. w _____ d _____  | 14. h _____ ds _____ |
| 7. st _____ n _____ | 15. t _____ ns _____ |
| 8. s _____ ve _____ |                      |

Name \_\_\_\_\_

Create new forms of a base word by adding or removing inflectional endings, prefixes, or suffixes.



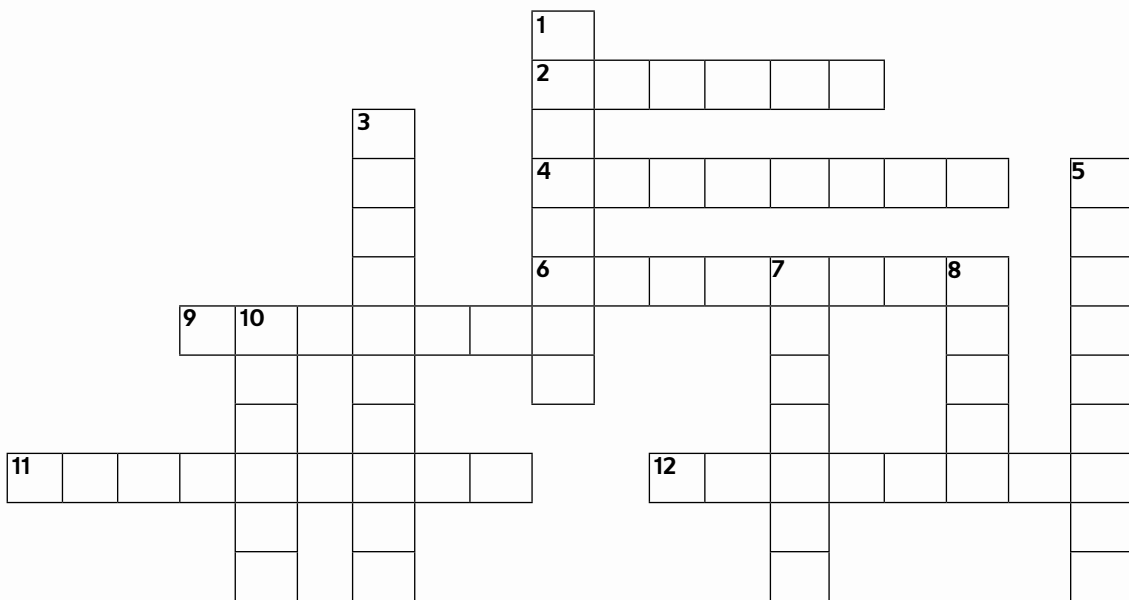
Use your notes from *Earth*. Choose one word and write it inside the telescope. Then write related words in the planets that can be seen through the telescope. Use a dictionary for help.



Name \_\_\_\_\_

Use the words and clues below to solve the crossword puzzle.

estimate	bounce	immigrated	valuable
inspected	whispered	moment	inventor
imagine	observer	arrived	elect

**Across**

2. Jump up and down  
 4. Guess  
 6. Worth a great deal  
 9. Think of a picture or idea  
 11. Looked at something carefully  
 12. Creator of a new machine or idea

**Down**

1. A person who sees something  
 3. Moved to a new country  
 5. Spoke very softly  
 7. Reached a destination  
 8. Select someone for a position  
 10. A very short period of time

Name \_\_\_\_\_

- The **tense** of a verb tells when the action takes place. A verb in the **present tense** tells what happens now.
- Add **-s** to most present-tense verbs with singular subjects. Do not add **-s** to present-tense verbs with plural subjects.
- Remember that a simple sentence shows a complete thought and has a subject and predicate. A verb must agree in number with its subject in simple sentences.
- In the sentence *The squirrel **climbs** the tree*, the present-tense verb *climbs* agrees with the singular subject *The squirrel*.
- In the sentence *The squirrels **climb** the tree*, there is no *s* at the end of *climb* because *The squirrels* is a plural subject.

Choose the form of the verb that correctly agrees with the subject.  
Circle your answer and write it on the line.

- |  |       |        |
|--|-------|--------|
| 1. Brandon _____ to make some money.         | want  | wants  |
| 2. He _____ of some ideas.                   | think | thinks |
| 3. His parents _____ to him about his plans. | talk  | talks  |
| 4. They _____ him decide.                    | help  | helps  |
| 5. Brandon _____ to walk dogs.               | plan  | plans  |
| 6. He _____ some flyers.                     | make  | makes  |



In your writer's notebook, write about something you could do in your community to make money. Check your work when you're done to make sure your subjects and present-tense verbs agree.



Name \_\_\_\_\_

- A verb must agree in number with its subject.
- When a present-tense verb with a singular subject ends in *-sh*, *-ch*, *-ss*, *-zz*, or *x*, add *-es*: *wishes*, *reaches*, *passes*, *buzzes*, *boxes*.
- When a present-tense verb with a singular subject ends in a consonant and *y*, change the *y* to *i* and add *-es*: *try/tries*, *fry/fries*.

**A. For each verb below, write the present-tense form that agrees with the subject given.**

1. wash                                      Dan \_\_\_\_\_.
2. fix    Mom \_\_\_\_\_.
3. toss    They \_\_\_\_\_.
4. teach    Mr. Alvarez \_\_\_\_\_.
5. fly    Lana \_\_\_\_\_.

**B. Reread this excerpt from "Seeing Red." Circle the first verb in the underlined sentence.**

These rovers sent images of Mars back to Earth. They let us know about the rocks and soil. These useful facts led to an answer. Scientists say Mars was once warm and wet like Earth is today.

If *Scientists* were changed to *A scientist*, how would you change the verb you circled to make the subject and verb agree? Rewrite the new sentence on the lines below.

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Name \_\_\_\_\_

- Add *-s* or *-es* to most present-tense verbs with singular subjects:  
*The fox **runs** across the field.*
- Do not add *-s* or *-es* to a present-tense verb when the subject is plural: *The foxes **run** across the field.*
- Do not add *-s* or *-es* when the subject is *I*, *you*, or a compound subject: *I **cook** dinner, and Charlie and Nora **make** a salad.*
- Remember that a compound sentence is formed by two simple sentences joined by *and*, *or*, or *but*. Each subject must agree with the verb that comes after it in a compound sentence: *The **dogs** bark, and the cat meows.*

**Choose the correct singular or plural form of the verb in each sentence below. Underline your answer.**

1. The garden club members (meet, meets) at noon.
2. Jack and Shanda (lead, leads) the meeting.
3. Lisa (give, gives) a report on the flower sale.
4. She (tell, tells) us that we made fifty dollars.
5. Lisa (sit, sits) down, and I (stand, stands) up.
6. I (explain, explains) that we planted ten trees last week, and the members (cheer, cheers) loudly.
7. Jack and Shanda (end, ends) the meeting, and we all (walk, walks) home.



**In your writer's notebook, write about some of the activities you would do if you started your own club. Use at least one compound sentence in your writing. When you're done, check your work to make sure your subjects and present-tense verbs agree.**

Name \_\_\_\_\_

**A. Proofread the paragraph. Circle any verbs that do not agree with their subjects.**

Mom and Dad tells us that they have a big surprise for us. We gets in the car. Dad drives for about an hour. We parks at the airport and go inside. We watches out the big window. Soon, a small plane land. Some time go by. I sees my grandparents waving to us from a distance. We hurries to the baggage claim to meet them. Everyone hugs! I carries their bags to the car.

HANDWRITING CONNECTION

Be sure to write legibly. Use proper cursive and remember to leave spaces between words.

**B. Rewrite the paragraph. Write the verbs so that they agree with their subjects.**

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Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) Everyone is having a good time at the zoo. (2) A little girl jumps up and down as her brothers point at the elephants. (3) A boy sees a long snake. (4) People watch a lion and the lion stares back. (5) The polar bears take a dip in their pool.

- |   |   |
|---|---|
| 1. Which word in sentence 2 is a singular verb? | 2. Which word in sentence 4 is a plural verb? |
| <b>A</b> girl                                   | <b>F</b> People                               |
| <b>B</b> jumps                                  | <b>G</b> watch                                |
| <b>C</b> brothers                               | <b>H</b> lion                                 |
| <b>D</b> point                                  | <b>J</b> stares                               |

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) Today my aunt, my brother, and I are at the zoo. (2) We visits the monkeys first. (3) A mother monkey carry her baby on her back. (4) We also see lions, elephants, and giraffes. (5) Soon it's time to leave. (6) I wish I could visit the zoo every day.

3. What is the correct way to write sentence 2?
- A** We visit the monkeys first.  
**B** We visites the monkeys first.  
**C** We visit's the monkeys first.  
**D** No change needed in sentence 2.
4. What is the correct way to write sentence 3?
- F** A mother monkey carrys her baby on her back.  
**G** A mother monkey carryes her baby on her back.  
**H** A mother monkey carries her baby on her back.  
**J** No change needed in sentence 3.

Name \_\_\_\_\_

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
- Review Words** 16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
- Challenge Words** 19. \_\_\_\_\_
20. \_\_\_\_\_

1. sharp
2. yard
3. artist
4. carve
5. porch
6. storm
7. sport
8. story
9. chore
10. shore
11. sore
12. hoard
13. oars
14. pour
15. your
16. learn
17. word
18. turns
19. orchard
20. ignore

Name \_\_\_\_\_

When the letter *r* follows the letter *a*, it creates the /är/ sound as in the word *star*. The /ôr/ sound in *wore* can be spelled *or* as in *torn*, *ore* as in *more*, *oar* as in *soar*, and *our* as in *four*.

**DECODING WORDS**

Words with a vowel, two consonants, and another vowel (VCCV) are usually divided into syllables between the two consonants (VC/CV). For example: *doc/tor*, *hor/net*.

Read the spelling words in the box aloud. Then write the spelling words that contain the matching sound spellings.

shore	chore	pour	sharp	yard
oars	your	story	sore	sport
artist	storm	carve	hoard	porch

**/är/ spelled *ar***

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

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

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

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

**/ôr/ spelled *or***

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

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

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

10. \_\_\_\_\_

**/ôr/ spelled *ore***

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

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

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

**/ôr/ spelled *oar***

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

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

**/ôr/ spelled *our***

11. \_\_\_\_\_

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



Name \_\_\_\_\_

When the letter *r* follows the letter *a*, it creates the /är/ sound as in the word *star*. The /ôr/ sound in *wore* can be spelled *or* as in *torn*, *ore* as in *more*, *oar* as in *soar*, and *our* as in *four*.

**DECODING WORDS**

Words with a vowel, two consonants, and another vowel (VCCV) are usually divided into syllables between the two consonants (VC/CV). For example: *doc/tor*, *hor/net*.

Read the spelling words in the box aloud. Then write the spelling words that contain the matching sound spellings.

sport	story	porch	store	roar
soar	storm	card	sore	yard
sharks	hard	chore	more	your

**/är/ spelled *ar***

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

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

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

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

**/ôr/ spelled *or***

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

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

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

10. \_\_\_\_\_

**/ôr/ spelled *ore***

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

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

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

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

**/ôr/ spelled *oar***

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

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

**/ôr/ spelled *our***

11. \_\_\_\_\_

Name \_\_\_\_\_

**A. Read the spelling words in the box aloud. Then write the spelling words that contain the matching sound spellings.**

sharp	orchard	pour	shore	sore
your	porch	order	ignore	carve
artist	storm	uproar	soaring	tortilla

- |                                |                                |                               |
|--------------------------------|--------------------------------|-------------------------------|
| <b>/är/ spelled <i>ar</i></b>  | <b>/ôr/ spelled <i>ore</i></b> | <b>/ôr/ spelled <i>or</i></b> |
| 1. _____                       | 6. _____                       | 11. _____                     |
| 2. _____                       | 7. _____                       | 12. _____                     |
| 3. _____                       | 8. _____                       | 13. _____                     |
| <b>/ôr/ spelled <i>oar</i></b> | <b>/ôr/ spelled <i>our</i></b> | 14. _____                     |
| 4. _____                       | 9. _____                       | 15. _____                     |
| 5. _____                       | 10. _____                      |                               |

**B. Compare the words *sore* and *pour*. How are they alike?  
How are they different?**

\_\_\_\_\_

\_\_\_\_\_



**Look back through the selections you read this week for words with *r*-controlled vowels. Read the words aloud and record them in your writer's notebook.**

Name \_\_\_\_\_

sharp	carve	sport	shore	oars
yard	porch	story	sore	pour
artist	storm	chore	hoard	your

**A. Write the spelling word that matches each definition below.**

- strong wind and rain \_\_\_\_\_
- edge of the sea \_\_\_\_\_
- belonging to you \_\_\_\_\_
- sculptor or painter \_\_\_\_\_
- floor of a building \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

- Be careful, the pin is very \_\_\_\_\_.
- I built a tree house in the back \_\_\_\_\_.
- My dad likes to \_\_\_\_\_ the turkey for Thanksgiving dinner.
- A \_\_\_\_\_ is usually built on the front of a house.
- I think that basketball is my favorite \_\_\_\_\_ of all.
- It is my \_\_\_\_\_ to take out the trash.
- I hadn't played tennis in so long that my arms are now \_\_\_\_\_.
- I read a story about a troll who liked to \_\_\_\_\_ gold.
- We had to get new \_\_\_\_\_ for our row boat.
- Would you like me to \_\_\_\_\_ you a glass of water?

Name \_\_\_\_\_

**There are six spelling mistakes in the paragraphs below. Underline the misspelled words. Write the words correctly on the lines.**

One day after lunch Caroline took a walk along the shoar. She saw a woman painting. Caroline stopped and asked, "Are you an airtist?" The woman said that she was. "My name is Mary Cassatt," she said. "And what is yore name?"

Caroline told the woman her name and then pointed toward the blue house with the wide yeard where she lived. Suddenly, the sky became dark. "I think it may stoarm!" said Caroline. "Come to my house until it's over." For the rest of the afternoon, Caroline and Mary sat on the pourch and talked about art.

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

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

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

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

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

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

**Writing Connection**

**Write a story about meeting a famous artist. Use at least four spelling words in your story.**

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Name \_\_\_\_\_

**Remember**

When a vowel is followed by the letter *r*, the *r* creates a new vowel sound.

- The /är/ sound is spelled *ar* as in *star*, *bar*, and *far*.
- The /ôr/ sound is spelled *or* as in *acorn*, *ore* as in *wore*, *oar* as in *roaring*, and *our* as in *fourteen*.

story

carve

sport

shore

oars

pour

porch

sharp

sore

yard

artist

storm

chore

hoard

your

Write the missing letters to make a spelling word. Read the spelling word aloud, then write it on the line.

- |                     |                      |
|---------------------|----------------------|
| 1. ch _____ e _____ | 9. sh _____ p _____  |
| 2. p _____ ch _____ | 10. y _____ r _____  |
| 3. _____ tist _____ | 11. _____ s _____    |
| 4. p _____ r _____  | 12. h _____ d _____  |
| 5. y _____ d _____  | 13. s _____ e _____  |
| 6. st _____ y _____ | 14. c _____ ve _____ |
| 7. sp _____ t _____ | 15. sh _____ e _____ |
| 8. st _____ m _____ |                      |

Name \_\_\_\_\_

You can use a digital dictionary to look up unfamiliar words. Enter the word in the **search box**. Then click the **search icon**.

When you search a word, you'll see it split into smaller parts. These are **syllables**. You'll also see symbols that show how the word is pronounced. The word *mountain* might look like this:

**moun•tain** | \ moun' tən \

If you're still not sure of how to say a word, you can also listen to how a word is pronounced by clicking the **audio icon**.

Use the dictionary entry and context clues to figure out the meanings of the bold words. Write the meanings and part of speech on the line.

The diagram shows a digital dictionary entry for the word **opportunity**. The entry includes the word itself, its part of speech (noun), its syllable breakdown (op•por•tu•ni•ty), its pronunciation guide (\ ä-pär-'tü-nə-tē \), and two definitions with example sentences. Labels with lines pointing to these elements identify the 'Search box and icon', 'Entry word', 'Part of speech', 'Pronunciation guide', and 'Definitions and examples'.

1. The book club gave us the **opportunity** to talk about the book.

\_\_\_\_\_

2. I have the **opportunity** to cook dinner for the family when Mom is away.

\_\_\_\_\_



Say the word in the dictionary entry out loud with a partner.  
How many syllables are in the word? How do you know?



Name \_\_\_\_\_

Suffixes are word parts that are added to the end of a word to create a new word with a different meaning.

- The suffix *-able* means *can be*. *Treatable* means *can be treated*.
- The suffix *-ful* means *full of*. The word *joyful* means *full of joy*.
- The suffix *-ly* means *like, or in a certain manner or way*. The word *quickly* means *in a fast or quick way*.
- The suffix *-y* means *having a lot of*. The word *spicy* means *having a lot of spice*.

Read each question below. Add the suffix *-able*, *-ful*, *-ly*, or *-y* to the word in the box that best answers each question. Then write the new word and its meaning on the line after the question.

rock

near

help

believe

1. What is a mountain's surface like?

\_\_\_\_\_

2. What are you if you assist others?

\_\_\_\_\_

3. What do you call a story that seems real?

\_\_\_\_\_

4. How alike are two things that are almost the same?

\_\_\_\_\_

Name \_\_\_\_\_

- A **past-tense verb** shows an action that has already happened.
- Add **-ed** to form the past tense of most verbs: *called, jumped*.
- Drop the *e* and add **-ed** to verbs that end in *e*: *baked, smiled*.
- The same form of a regular past-tense verb is used with both singular and plural subjects in simple and compound sentences.

**Find the past-tense verb in each sentence. Write it on the line.**

1. We walked to Ocean Park. \_\_\_\_\_
2. Mom looked for an empty bench. \_\_\_\_\_
3. She liked to watch us play. \_\_\_\_\_
4. I played with my little sister in the sand. \_\_\_\_\_
5. We packed sand into a bucket. \_\_\_\_\_
6. Then we formed a sand castle. \_\_\_\_\_

Connect to  
Community

**Talk to a parent or another trusted adult about the parks in your community. Write about what people do there. Use past-tense verbs in your writing.**

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Name \_\_\_\_\_

- There are more special rules for making past-tense verbs.
- If a verb ends with a consonant and the letter *y*, change the *y* to *i* before adding *-ed*: *fry/fried*, *bury/buried*.
- Double the consonant and add *-ed* to verbs that end with one vowel and one consonant: *hug/hugged*; *stop/stopped*.

**A. Choose the correct past-tense verb for each sentence. Circle the verb and write it on the line.**

- Dad and I \_\_\_\_\_ a movie about birds.      watchd      watched
- The baby bird \_\_\_\_\_ for food.      cried      cryed
- Eagles \_\_\_\_\_ through the air.      glideed      glided
- Baby geese \_\_\_\_\_ to catch their mother.      hurriedd      hurried
- Tiny robins \_\_\_\_\_ for more worms.      beggedd      begged
- Woodpeckers \_\_\_\_\_ to find insects in a tree.      tryed      tried

**B. Reread this paragraph from "Anansi Learns a Lesson." Circle two past-tense verbs.**

As soon as Anansi dropped the stones, he rocketed to the surface of the lake. Anansi sputtered furiously. "Fish and Turtle tricked me," he cried angrily.

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**What are the present-tense forms of the verbs you circled?**

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Name \_\_\_\_\_

- An abbreviation is a shortened form of a word. It ends with a period. *Inches* is shortened to *in*. *Feet* is shortened *ft*.
- Titles before a name are capitalized: *President Lincoln*, *Queen Elizabeth*. Some titles are abbreviated: *Mr.* for *Mister*, *Dr.* for *Doctor*.
- Geographical names and places are capitalized: *Asia*, *Texas*, *the Rio Grande*. Some geographical names are abbreviated: *St.* for *Street*, *Ave.* for *Avenue*, *U.S.* for *United States*.
- Don't sound out abbreviations like a regular word. Read the entire word that the abbreviation stands for.

**A. Read each sentence aloud. Then rewrite the sentences with the correct spelling for titles and other abbreviations.**

1. Last week, doctor Bennet spoke to our class about healthy eating.

\_\_\_\_\_

2. He bought them at ms. Baker's Fruit Market on Hill st in Maplewood.

\_\_\_\_\_

3. Our class wrote governor Rose to tell him what we learned.

\_\_\_\_\_

**B. Read aloud and write the word that each abbreviation stands for. Look up abbreviations in a dictionary for help.**

4. Ave. \_\_\_\_\_ 6. Mt. \_\_\_\_\_ 8. Dec. \_\_\_\_\_

5. in. \_\_\_\_\_ 7. Dr. \_\_\_\_\_ 9. Rd. \_\_\_\_\_



In your writer's notebook, write a story about a king or queen of a faraway place. When you're done, check that you capitalized official titles of characters in your story. Also check that you capitalized geographical names and places.

Name \_\_\_\_\_

- To form the past tense of most verbs, add *-ed*. For verbs that end in the letter *e*, drop the *e* and add *-ed*.
- Change the *y* to *i* before adding *-ed* if the verb ends with a consonant and *y*. Double the consonant and add *-ed* to verbs that end with one vowel and one consonant.
- Capitalize abbreviations for geographical places and titles before a name: *St.*, *Ave.*, *Mrs.*, *Dr.*
- When you read an abbreviation, say the entire word the abbreviation stands for.

**A. Proofread the paragraph. Circle any past-tense verbs that are incorrect. Underline incorrect abbreviations and titles.**

Last summer, I worked with my dad at the television station. I carryed some of my dad's equipment We talkd to people all over town. He recorded what they said. Mister Higgins, who lives on Lemon aven, said he once tried to sail around the world. On Second str, mrs kemp said she skiped rope for fifteen hours to win a contest.

**B. Rewrite the paragraph. Spell past-tense verbs, titles, and abbreviations correctly. Then read the paragraph out loud.**

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**C. Work with a partner to read aloud the word that each of the following abbreviations stands for: ft., oz., Sept., TX. You can use a dictionary for help.**

Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) I'm ready to go surfing today. (2) The sun and sand are hot, but the water is cool. (3) I carry my board into the water and paddle past the breaking waves. (4) I lie on my belly and listen to the ocean. (5) Soon a big wave comes. (6) I hop to my feet and ride it to shore.

- |  |  |
|--|--|
| 1. How is the past-tense form of <i>carry</i> in sentence 3 spelled? | 2. How is the past-tense form of <i>hop</i> in sentence 6 spelled? |
| A carried  | F hoped  |
| B carryied   | G hopped   |
| C carried  | H hops   |
| D caried   | J hopped   |

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) My grandmother lives at 101 maple rd. (2) I visited her last summer. (3) Every morning, we baked pies for her neighbors. (4) I delivered the pies to mrs green and dr lopez. (5) In the afternoon, I played with my grandmother's dogs. (6) I had so much fun.

3. What is the correct way to write sentence 1?
- A My grandmother lives at 101 Maple road.
  - B My grandmother lives at 101 maple Rd.
  - C My grandmother lives at 101 Maple Rd.
  - D No change needed in sentence 1.
4. What is the correct way to write sentence 4?
- F I delivered the pies to Mrs. Green and dr Lopez.
  - G I delivered the pies to Mrs. Green and Dr. Lopez.
  - H I delivered the pies to mrs Green and Dr. Lopez.
  - J No change needed in sentence 4.



Name \_\_\_\_\_

Fold back the paper along the dotted line.

Use the blanks to write each word as it is read aloud.

When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

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

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

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

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

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

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

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

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

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

10. \_\_\_\_\_

11. \_\_\_\_\_

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

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

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

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

**Review Words**

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

**Challenge Words**

19. \_\_\_\_\_

20. \_\_\_\_\_

1. careful

2. stared

3. shared

4. pair

5. stairs

6. wear

7. bear

8. where

9. there

10. dear

11. rear

12. gear

13. here

14. career

15. peer

16. shore

17. carve

18. storm

19. square

20. clearly

Name \_\_\_\_\_

The /â/ sound in *hair* can be spelled *are* as in *bare*, *air* as in *repair*, *ear* as in *swear*, and *ere* as in *there*. The /î/ sound in *near* can be spelled *ear* as in *fear*, *eer* as in *cheer*, and *ere* as in *sincere*.

**SPELLING TIP**

Sometimes the same letters can make different sounds. The words *swear* and *fear* have the letters *ear*, but *swear* rhymes with *hair*, while *fear* rhymes with *hear*. Confirm pronunciation in a dictionary.

Read the spelling words in the box aloud. Then write the spelling words with the matching *r*-controlled vowel spellings.

pair	gear	here	stared	wear
dear	stairs	career	rear	where
shared	bear	there	careful	peer

**/â/ spelled are**

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

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

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

**/â/ spelled air**

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

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

**/â/ spelled ear**

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

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

**/â/ spelled ere**

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

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

**/î/ spelled ere**

10. \_\_\_\_\_

**/î/ spelled ear**

11. \_\_\_\_\_

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

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

**/î/ spelled eer**

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

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



Look back at the selections you read this week and look for words that have *r*-controlled vowels. Read the words you find aloud and record them in your writer's notebook.

Name \_\_\_\_\_

The /â/ sound in *hair* can be spelled *are* as in *bare*, *air* as in *repair*, *ear* as in *swear*, and *ere* as in *there*. The /î/ sound in *near* can be spelled *ear* as in *fear*, *eer* as in *cheer*, and *ere* as in *sincere*.

**SPELLING TIP**

Sometimes the same letters can make different sounds. The words *swear* and *fear* have the letters *ear*, but *swear* rhymes with *hair*, while *fear* rhymes with *hear*. Confirm pronunciation in a dictionary.

Read the spelling words in the box aloud. Then write the spelling words with the matching *r*-controlled vowel spellings.

care	stairs	pear	there	pair
near	deer	peer	dear	dare
lair	fair	wear	ear	bear

**/â/ spelled are**

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

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

**/â/ spelled air**

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

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

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

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

**/â/ spelled ear**

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

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

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

**/â/ spelled ere**

10. \_\_\_\_\_

**/î/ spelled ear**

11. \_\_\_\_\_

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

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

**/î/ spelled eer**

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

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



Look back at the selections you read this week and look for words that have *r*-controlled vowels. Read the words you find aloud and record them in your writer's notebook.

Name \_\_\_\_\_

**A. Read the spelling words in the box aloud. Then write the words with the matching *r*-controlled vowel spellings.**

shared	fairly	there	steer	gear
beard	where	stairs	nearly	square
careful	wear	career	weird	here

- |                                |                                |                                |
|--------------------------------|--------------------------------|--------------------------------|
| <b>/âr/ spelled <i>are</i></b> | <b>/âr/ spelled <i>ere</i></b> | <b>/îr/ spelled <i>ear</i></b> |
| 1. _____                       | 6. _____                       | 11. _____                      |
| 2. _____                       | 7. _____                       | 12. _____                      |
| 3. _____                       | <b>/âr/ spelled <i>ear</i></b> | 13. _____                      |
| <b>/âr/ spelled <i>air</i></b> | 8. _____                       | <b>/îr/ spelled <i>eer</i></b> |
| 4. _____                       | <b>/îr/ spelled <i>eir</i></b> | 14. _____                      |
| 5. _____                       | 9. _____                       | 15. _____                      |
|                                | <b>/îr/ spelled <i>ere</i></b> |                                |
|                                | 10. _____                      |                                |

**B. Compare the words *wear* and *beard*. How are the two words alike? How are they different?**

\_\_\_\_\_

\_\_\_\_\_



**Look back at the selections you read this week and look for words that have *r*-controlled vowels. Read the words you find aloud and record them in your writer's notebook.**

Name \_\_\_\_\_

careful	pair	bear	dear	here
stared	stairs	where	rear	career
shared	wear	there	gear	peer

**A. Write the spelling word that matches each definition below.**

1. two of something \_\_\_\_\_
2. back or end \_\_\_\_\_
3. large mammal \_\_\_\_\_
4. job or occupation \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

5. He and his brother \_\_\_\_\_ a sandwich together.
6. An acrobat must be \_\_\_\_\_ when walking the high wire.
7. The child \_\_\_\_\_ at the clown in the crazy costume.
8. Walking up and down \_\_\_\_\_ is good exercise.
9. I need to \_\_\_\_\_ my raincoat today.
10. Do you know \_\_\_\_\_ my book is?
11. I found it up \_\_\_\_\_ on the top shelf.
12. Be a \_\_\_\_\_ and help me sweep up.
13. What kind of camping \_\_\_\_\_ will we need this summer?
14. Do you want to come \_\_\_\_\_ for lunch?
15. After we wrote our stories, we had a \_\_\_\_\_ review.

Name \_\_\_\_\_

**There are six spelling mistakes in the paragraphs below. Underline the misspelled words. Write the words correctly on the lines.**

People often want to know where to go to look at stars. Out in the country away from city lights is best. Be sure and go there on a clear night. If it's cold, make sure to wear warm clothes.

Besides a telescope, make sure that a blanket is part of your gear. You can lie on it to look up at the sky. Some people have made a career of studying stars. One scientist said, "I'd rather be here looking at stars than anywhere else in the world."

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

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

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

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

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

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

## Writing Connection

**Write about a job that you would like to do. Use at least four spelling words.**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Name \_\_\_\_\_

**Remember**

When a vowel is followed by the letter *r*, the *r* creates a new vowel sound.

- The /âr/ sound is spelled *are* as in *bare* and *compare*, *air* as in *repair*, *ear* as in *swear*, and *ere* as in *there*.
- The /îr/ sound is spelled *ear* as in *fear*, *eer* as in *cheer*, and *ere* as in *sincere*.

careful

pair

bear

dear

here

stared

stairs

where

rear

career

shared

wear

there

gear

peer

Write the missing letters to make a spelling word. Read the spelling word aloud and then write it on the line.

1. r \_ \_ \_ 9. st \_ \_ \_ s

2. w \_ \_ \_ 10. d \_ \_ \_

3. h \_ \_ \_ 11. c \_ \_ eful

4. p \_ \_ r 12. g \_ \_ \_

5. th \_ \_ \_ 13. sh \_ \_ ed

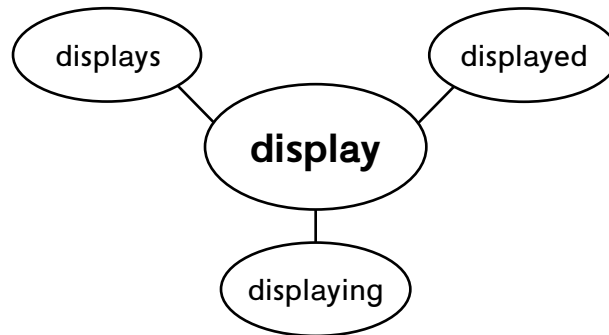
6. st \_ \_ ed 14. car \_ \_ \_

7. p \_ \_ \_ 15. b \_ \_ \_

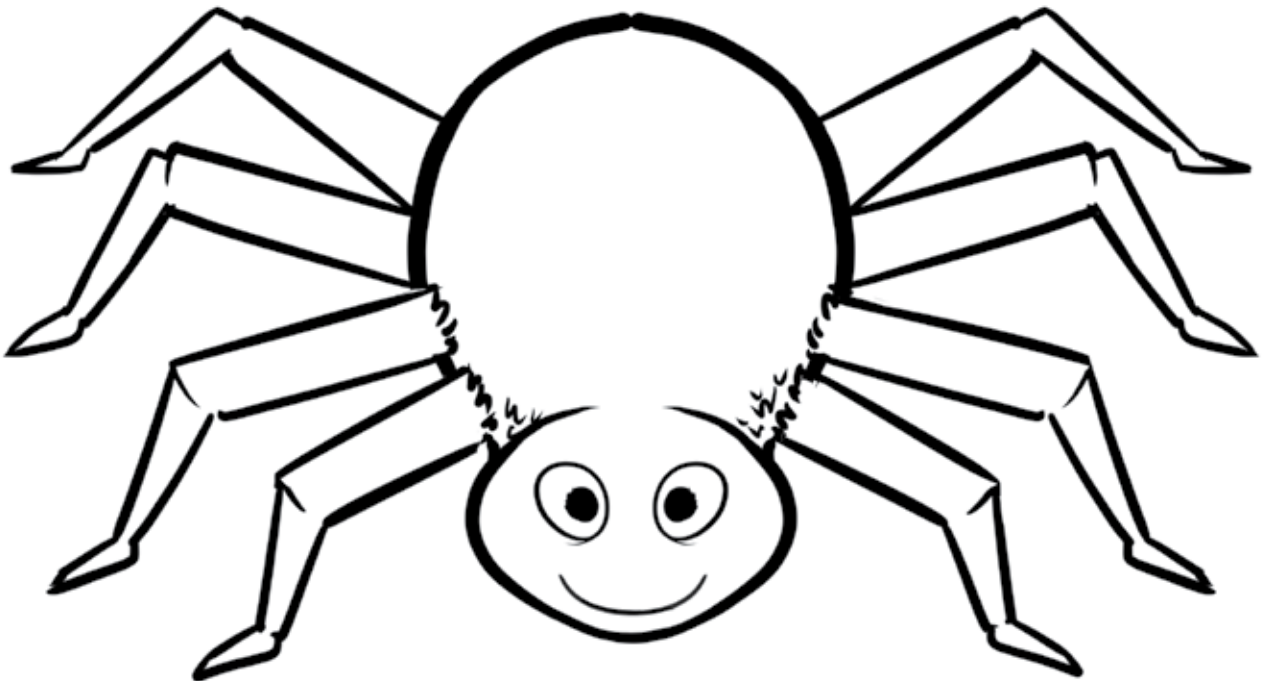
8. wh \_ \_ \_

Name \_\_\_\_\_

Create new forms of a base word by adding or removing inflectional endings, prefixes, or suffixes.



Use your notes from “Anansi Learns a Lesson.” Choose one word and write it on the body of the spider. Then write as many related words as you can on the spider’s legs. Use a dictionary to help you.



Name \_\_\_\_\_

Read the clues. Complete the puzzle with your vocabulary words. Put the letters in the boxes together to learn a fun fact at the end.

amount

convince

globe

courage

warmth

photographs

support

temperature

remind

solar system

astronomy

surface

1. A quantity of something    \_ \_ \_  \_ \_ \_ \_
2. Cause someone to remember something    \_ \_ \_ \_ \_  \_
3. The outside part of something    \_ \_ \_ \_ \_ \_ \_
4. The world    \_  \_ \_ \_ \_
5. Cause someone to believe or do something    \_ \_ \_ \_ \_  \_ \_ \_ \_
6. Bravery    \_ \_ \_ \_ \_  \_
7. Pictures taken with a camera    \_  \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_
8. Provide what someone or something needs    \_ \_ \_ \_ \_ \_ \_ \_
9. Our sun and the planets around it    \_ \_ \_ \_ \_ \_ \_  \_ \_ \_ \_ \_
10. A measurement of hot or cold    \_  \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_
11. The study of the stars and planets     \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_
12. Heat    \_ \_ \_  \_ \_ \_ \_

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This unit of distance is equal to 5.88 trillion miles.

         -

Name \_\_\_\_\_

- Verbs can show actions that happen in the present, past, or future.
- A **future-tense verb** describes an action that is going to happen.
- Use the verb **will** to write about the future: *I **will walk** home soon.*
- Use consistent verb tenses across paragraphs.

**A. Circle the verb in each sentence. Decide whether it is in the present or future tense. Write *present* or *future* on the line.**

1. Carla waits in the car for her dad. \_\_\_\_\_
2. Dad will drop Carla off at school. \_\_\_\_\_
3. Dad gets in the car. \_\_\_\_\_
4. They will go down Elm Street. \_\_\_\_\_
5. Carla sees the school up ahead. \_\_\_\_\_

**B. Read the following paragraph from “A Clever Crow.” Circle the past-tense verb in the underlined sentence. Then rewrite the sentence with the future-tense form of the verb.**

As she stared at the water in frustration, she noticed what looked like small clear stones in it. That gave her an idea. She started dropping stones inside the pitcher. After dropping several, she was sure the level of the water was rising. She kept dropping rocks until she could take a good long drink.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

- A verb in the future tense tells about an action that will happen.
- Use *will* with a verb to form the future tense.
- A future-tense verb must agree with its subject.
- The same future-tense verb is used for both singular and plural nouns: ***He will ride his bike to the park. His friends will come, too.***

Change the underlined present-tense verbs to the future tense. Don't forget to use the word *will* with the verb. Write the new sentence.

1. We plant new flowers in the yard.

\_\_\_\_\_

2. The rain falls into our new rain barrel.

\_\_\_\_\_

3. We water the flowers with the water that we collect.

\_\_\_\_\_

4. Dad uses the rain in the bird bath, too.

\_\_\_\_\_

5. The birds like their new bird bath.

\_\_\_\_\_



In your writer's notebook, write about what you will do for fun this weekend. Reread your work when you're done. Make sure you used future-tense verbs correctly.

Name \_\_\_\_\_

- The important words in a book or magazine title are always capitalized: *Adventures of Huckleberry Finn*.
- The words *the*, *and*, *in*, *of*, and *a* are not capitalized in a title unless they are the first word: *Of Mice and Men*.
- Underline all of the words in a book or magazine title if you are handwriting it. If you are using a computer, use italic type.

**Rewrite each sentence. Write book and magazine titles correctly.**

1. I checked out a book called the marching monkeys of Miami.

\_\_\_\_\_

2. My friend's favorite book is We can sing a Song.

\_\_\_\_\_

3. For my birthday, Gram gave me a magazine called good music.

\_\_\_\_\_

**Writing Connection**

**Think of one of your favorite books. Write about what happens in the story. Tell why you like it. Reread your work to make sure you wrote the title correctly.**

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Name \_\_\_\_\_

- A future-tense verb shows an action that is going to happen.
- Use the special verb *will* to write about the future.
- Capitalize the important words in a book or magazine title.
- Underline a book or magazine title if you are handwriting it. If you are using a computer, put the title in italic type.

**A. Read the dialogue. Circle any verbs that are not written in the correct tense or do not agree with their subjects. Underline book titles that are not written correctly.**

"I hoped you can come to my party," Tad said to Shanna.

"I will asked my mom," said Shanna. "I will tell you tomorrow."

"Great," said Tad. "Have you read the book frogs in a pond?"

"No," said Shanna. "I'm reading a Cricket asks A question."

"I will looked for that book at the library," said Tad.

"You will likes it," said Shanna. "It will makes you laugh."

**B. Rewrite the dialogue. Write verbs correctly across the paragraphs. Correct the book titles and underline them.**

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Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) Tomorrow we will throw a big party to celebrate my sister's graduation. (2) Friends and family will be there. (3) Last week, my parents bought my sister a new bicycle for her graduation. (4) They will give it to her at the party. (5) She will be so happy!

- |   |   |
|---|---|
| 1. What is the future-tense verb in sentence 1? | 2. Which sentence does not contain a future-tense verb? |
| A Tomorrow                                      | F Sentence 1  |
| B will throw                                    | G Sentence 3  |
| C party   | H Sentence 4  |
| D celebrate                                     | J Sentence 5  |

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) I love to read biographies. (2) One of my favorite books is the life and writings of mark twain. (3) Next week, my school will have a book fair. (4) I will look for the biography called The Story of Abraham Lincoln. (5) I hope I will find it.

3. What is the correct way to write sentence 2?
- A One of my favorite books is the Life and Writings of Mark Twain.  
 B One of my favorite books is the life And writings Of mark twain.  
 C One of my favorite books is The Life and Writings of Mark Twain.  
 D No change needed in sentence 2.
4. What is the correct way to write sentence 3?
- F Next week, my school have a book fair.  
 G Next week, a book fair my school will have.  
 H Next week, my school had a book fair.  
 J No change needed in sentence 3.

Name \_\_\_\_\_

Fold back the  
 paper along  
 the dotted line.

Use the blanks  
 to write each  
 word as it is  
 read aloud.

When you finish  
 the test, unfold  
 the paper. Use  
 the list at the  
 right to correct  
 any spelling  
 mistakes.

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

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

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

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

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

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

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

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

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

10. \_\_\_\_\_

11. \_\_\_\_\_

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

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

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

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

### Review Words

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

### Challenge Words

19. \_\_\_\_\_

20. \_\_\_\_\_

1. misprint

2. misread

3. mistrust

4. misspell

5. mistreat

6. precut

7. preview

8. prepaid

9. preplan

10. preheat

11. distrust

12. discount

13. dishonest

14. discover

15. disable

16. stairs

17. rear

18. where

19. prejudice

20. disconnect

Name \_\_\_\_\_

A **prefix** is a word part added to the beginning of a word. The prefix *dis-* means *not*. The word *disorder* means *not in order*. The prefix *mis-* means *bad* or *wrong*. *Misfortune* means *bad luck*. The prefix *pre-* means *before*. *Predate* means *to come before*.

**DECODING WORDS**

Prefixes often form the first syllable in a word. For example, the first syllable in the word *mislead* is the prefix *mis-*. The second syllable is the base word *lead*. Use the prefix to find the word's meaning. *Mislead* means *to lead the wrong way*.

Read the spelling words in the box aloud. Then write the spelling words that contain the prefixes below.

preplan	discount	preview	misread	dishonest
preheat	mistreat	disable	precut	discover
mistrust	distrust	misprint	misspell	prepaid

***mis-***

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

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

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

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

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

***pre-***

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

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

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

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

10. \_\_\_\_\_

***dis-***

11. \_\_\_\_\_

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

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

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

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



Look back at the selections you read this week and look for words that have the prefixes *pre-*, *dis-*, and *mis-*. Read the words aloud and record them in your writer's notebook.

Name \_\_\_\_\_

A **prefix** is a word part added to the beginning of a word. The prefix *dis-* means *not*. The word *disorder* means *not in order*. The prefix *mis-* means *bad* or *wrong*. *Misfortune* means *bad luck*. The prefix *pre-* means *before*. *Predate* means *to come before*.

**DECODING WORDS**

Prefixes often form the first syllable in a word. For example, the first syllable in the word *mislead* is the prefix *mis-*. The second syllable is the base word *lead*. Use the prefix to find the word's meaning. *Mislead* means *to lead the wrong way*.

Read the spelling words in the box aloud. Then write the spelling words that contain the prefixes below.

discount	mistreat	precut	preheat	preplan
disagree	prepay	distrust	misread	misuse
mistrust	mistake	mislead	discover	dismount

***mis-***

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

***pre-***

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

***dis-***

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

Name \_\_\_\_\_

**A. Read the spelling words in the box aloud. Then write the spelling words that contain the prefixes below.**

misprint	preview	dishonest	presale	discover
disconnect	misspell	preplan	preheat	misread
mistreat	precut	miscount	dismounted	distrust

***mis-******pre-******dis-***

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

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

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

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

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

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

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

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

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

10. \_\_\_\_\_

11. \_\_\_\_\_

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

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

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

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

**B. Compare the words *misprint* and *misread*. How are the words alike? How are they different?**

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Look back at the selections you read this week and look for words that have the prefixes *pre-*, *dis-*, and *mis-*. Read the words aloud and record them in your writer's notebook.



Name \_\_\_\_\_

misprint	discount	preview	preheat	dishonest
discover	mistreat	mistrust	distrust	misread
prepaid	precut	preplan	misspell	disable

**A. Write a spelling word that matches each meaning.**

1. read incorrectly \_\_\_\_\_
2. paid before \_\_\_\_\_
3. not honest \_\_\_\_\_
4. to plan before \_\_\_\_\_
5. to treat badly \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

6. The \_\_\_\_\_ in the newspaper listed my name incorrectly.
7. Do spelling bee winners ever \_\_\_\_\_ a word?
8. I helped the teacher \_\_\_\_\_ the paper for the first-graders.
9. After seeing the movie \_\_\_\_\_, I bought my tickets.
10. People \_\_\_\_\_ a salesperson who is not truthful.
11. We \_\_\_\_\_ the stove before putting in the cake.
12. I \_\_\_\_\_ that e-mail that tells me to send in \$100.
13. The store gave us a \_\_\_\_\_ because we bought two bikes.
14. It would be exciting to \_\_\_\_\_ a new star or planet.
15. We had to \_\_\_\_\_ the car horn to make it stop.

Name \_\_\_\_\_

**There are six spelling mistakes in the paragraphs below. Underline the misspelled words. Write the words correctly on the lines.**

Every month, I get a magazine about nature. My mom got a discount on it. It tells about all the things you can disscover if you look closely. Once I mesread an article about stars and thought it was about movie stars!

Some articles tell you how to care for animals and not mistreat them. They also tell you to beware of disshonest ads that try to sell people wild animals. Wild animals are not pets. At the end of the magazine, there is a preaview of the next month's magazine.

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

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

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

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

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

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

**Writing Connection**

**Write about one of your favorite things in nature. Use at least four spelling words.**

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Name \_\_\_\_\_

**Remember**

A prefix is added to the beginning of a word or word part to make a new word with a different meaning.

- The prefix *pre-* means *before*. *Prehistory* means *before history*.
- The prefix *mis-* means *wrong*. *Misuse* means *to use wrongly*.
- The prefix *dis-* means *not*. It changes a word to the word's opposite meaning. The word *disorder* means *not in order*.

misprint	distrust	preview	preheat	dishonest
discover	mistreat	mistrust	misspell	misread
prepaid	precut	preplan	discount	disable

Write the missing letters to make a spelling word. Read the spelling word aloud, then write it on the line.

- |                   |       |                     |       |
|-------------------|-------|---------------------|-------|
| 1.    _ _ _ view  | _____ | 9.    _ _ _ plan    | _____ |
| 2.    _ _ _ count | _____ | 10.    _ _ _ honest | _____ |
| 3.    _ _ _ trust | _____ | 11.    _ _ _ trust  | _____ |
| 4.    _ _ _ spell | _____ | 12.    _ _ _ treat  | _____ |
| 5.    _ _ _ read  | _____ | 13.    _ _ _ heat   | _____ |
| 6.    _ _ _ cut   | _____ | 14.    _ _ _ cover  | _____ |
| 7.    _ _ _ print | _____ | 15.    _ _ _ paid   | _____ |
| 8.    _ _ _ able  | _____ |                     |       |

Name \_\_\_\_\_

An **idiom** is a group of words that means something different from their literal meaning. The phrase *it slipped my mind* is an idiom. It means *I forgot*. If you come across an idiom you don't know, you can look for context clues in the same sentence or a nearby sentence to help you define the idiom.

**A. Read the sentences below. Underline the context clues that help you understand each idiom in bold. Then write the meaning of the idiom on the lines below.**

1. I knew the answer to every question on the math exam. That test was **a piece of cake**.

\_\_\_\_\_

2. Johnny is **in hot water** because he is late to class every day.

\_\_\_\_\_

3. Everyone started to leave the classroom when the teacher said, "**Hold your horses**. I still need to hand out the homework assignment."

\_\_\_\_\_

4. They had to cancel their picnic because it was **raining cats and dogs**.

\_\_\_\_\_

**B. The idiom *under the weather* means *sick* or *unwell*. Write a sentence below using the idiom *under the weather*.**

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Read each sentence below. Circle the synonym that helps you figure out the meaning of each word in bold. Then write the meaning of the bold word on the line.

1. Cara was **upset**. She was sad because her swim meet was canceled.

\_\_\_\_\_

2. The girl giving the speech was young and **brave**. She was fearless even though she was speaking to a huge crowd.

\_\_\_\_\_

3. The farmer couldn't work on the **barren** hill. Because it was empty, it was not a place to grow food and raise animals.

\_\_\_\_\_

4. The cheetah was **swift**. He used his quickness to catch the antelope.

\_\_\_\_\_

5. The runner wasn't **injured**, but his pride was hurt. He knew he had lost the race.

\_\_\_\_\_

Writing Connection

Think of something cold. Write about it on the lines below. In your writing, use a synonym for the word *cold*, like *cool*, *frigid*, or *frosty*.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

- Join two sentences with the same subject by combining the predicates. Combine the predicates by using the word *and*.
- The sentences *The wolves run in the field* and *The wolves howl in the field* can be combined: *The wolves run and howl in the field*.

The pairs of sentences below share the same subject. Combine the sentences by using the word *and* to join the verbs. Then write the new sentence on the line.

1. The dancer slides. The dancer leaps.

---

2. The musicians smile. The musicians play.

---

3. More dancers appear. More dancers twirl.

---

4. People stand. People cheer.

---

5. The dancers smile. The dancers wave.

---



**In your writer's notebook, write two simple sentences describing what you did for fun this weekend. Use two different verbs. Then combine the two simple sentences into one sentence. Use the above sentences as a model.**



Name \_\_\_\_\_

- Subjects and verbs must agree. If a subject is singular, its verb must be singular. If a subject is plural, its verb must be plural.
- In the sentence *The owl hop along a branch*, the subject and verb do not agree. You could correct this sentence by making the subject plural (*The owls*) or by making the verb singular (*hops*).
- If a clause or phrase intervenes, or comes between, the subject and the verb, the subject and the verb must still agree.

**A. Circle the correct verbs below. Then rewrite each sentence.**

1. The mayor (listen, listens) to people and (help, helps) them.

\_\_\_\_\_

2. Librarians (read, reads) to children and (tell, tells) them about books.

\_\_\_\_\_

3. A baseball player (hit, hits) the ball and (run, runs) to first base.

\_\_\_\_\_

**B. Circle the verb that agrees with the underlined noun.**

4. The children who didn't go to the play left after recess.
5. Angel, the first boy to bake a cake for our sale, is a talented artist.
6. The fox, a sly gray animal, hid behind the trees.

Name \_\_\_\_\_

- Place a comma between the day and year in a date: *July 4, 1776*
- Place a comma between a street address and a city and between a town and a state in a location: *350 5th Avenue, New York, NY*
- Place a colon after the greeting of a formal letter: *Dear Mr. Lowry:*
- Place a comma after the closing of a letter: *Sincerely,*

**Rewrite the letter on the lines below. Correct any missing punctuation.**

808 Maple Street  
Lake City FL 35678  
June 15 2014

Dear Ms. Alvarez

I ordered a Sparkle Yo-Yo from your company on May 20 2014. The yo-yo came in the mail yesterday, on June 14 2014. It looks as if you sent the Rocket Yo-Yo by mistake. I am returning the Rocket Yo-Yo. Please send the Sparkle Yo-Yo that I ordered.

Sincerely

---

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---

---

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Name \_\_\_\_\_

- Subjects and verbs must agree with one another in number. If a subject is singular, its verb must also be singular. If a subject is plural, its verb must also be plural.
- Place a comma between the day and year in a date. Place a comma between a street address and a city and between a town and a state in a location.
- Place a colon after the greeting of a formal letter. Place a comma after the closing of a letter.

**Rewrite each sentence on the lines below. Make sure that the verbs agree in number with the subject. Correct any mistakes in punctuation.**

1. Bears eats a lot of berries and then hibernates during the winter.

---

2. The new school in Daleville Ohio will open on September 4 2015.

---

3. The athlete jog ten miles each day and swim twenty laps.

---

4. Each day, I folds the newspapers and delivers them to my customers.

---

5. The students writes the letters and sends them to Albany New York.

---

Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) I enjoy playing baseball. (2) I enjoy playing soccer. (3) I like to be the pitcher when I play baseball. (4) My teammates say I have a good arm. (5) When I play soccer, I like to be the goalie.

- |   |  |
|---|--|
| <p>1. What is the best way to combine sentences 1 and 2?</p> <p><b>A</b> I enjoy playing baseball and I enjoy playing soccer.</p> <p><b>B</b> I enjoy playing baseball and soccer.</p> <p><b>C</b> I enjoy playing baseball and playing soccer too.</p> <p><b>D</b> I enjoys playing baseball and soccer.</p> | <p>2. What are the subject and verb in sentence 4?</p> <p><b>F</b> teammates; say</p> <p><b>G</b> teammates; have</p> <p><b>H</b> arm; say</p> <p><b>J</b> arm; have</p> |
|---|--|

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) I wrote a letter to my cousin on April 20 2017. (2) She lives in Santa Fe New Mexico. (3) I told her that I can't wait to visit her next summer. (4) We're planning to hike through the desert!

3. What is the correct way to write sentence 1?
- A** I wrote a letter to my cousin on April, 20, 2017.
- B** I wrote a letter to my cousin on April, 20 2017.
- C** I wrote a letter to my cousin on April 20, 2017.
- D** No change needed in sentence 1.
4. What is the correct way to write sentence 2?
- F** She lives in Santa Fe, New Mexico.
- G** She lives in Santa Fe: New Mexico.
- H** She lives in Santa Fe. New Mexico.
- J** No change needed in sentence 2.

Name \_\_\_\_\_

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

**Review Words**

**Challenge Words**

- |           |              |
|-----------|--------------|
| 1. _____  | 1. foil      |
| 2. _____  | 2. coins     |
| 3. _____  | 3. noise     |
| 4. _____  | 4. point     |
| 5. _____  | 5. enjoy     |
| 6. _____  | 6. joyful    |
| 7. _____  | 7. down      |
| 8. _____  | 8. owl       |
| 9. _____  | 9. crowd     |
| 10. _____ | 10. plow     |
| 11. _____ | 11. round    |
| 12. _____ | 12. couch    |
| 13. _____ | 13. proud    |
| 14. _____ | 14. bounce   |
| 15. _____ | 15. loudly   |
| 16. _____ | 16. misprint |
| 17. _____ | 17. prepaid  |
| 18. _____ | 18. discount |
| 19. _____ | 19. choice   |
| 20. _____ | 20. snowplow |

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Name \_\_\_\_\_

**Diphthongs** are sounds created when two vowels make one syllable. The /oi/ sound in *boy* can be spelled *oy* as in *toy* and *oi* as in *join*. The /ou/ sound in *cow* can be spelled *ow* as in *brown* and *ou* as in *cloud*.

**DECODING WORDS**

Look for word parts you know in the word *enjoyable*, such as the suffix *able*. Now look at the base word left over: *enjoy*. Divide the base word into syllables: *en/joy*. Blend the syllables together: *en/joy/a/ble*.

Read the spelling words in the box aloud. Then write the spelling words with the matching sound spellings below.

plow	bounce	couch	foil	proud
enjoy	point	owl	round	coins
noise	crowd	joyful	loudly	down

**oi**

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

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

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

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

**oy**

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

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

**ow**

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

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

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

10. \_\_\_\_\_

**ou**

11. \_\_\_\_\_

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

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

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

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



Name \_\_\_\_\_

**Diphthongs** are sounds created when two vowels make one syllable. The /oi/ sound in *boy* can be spelled *oy* as in *toy* and *oi* as in *join*. The /ou/ sound in *cow* can be spelled *ow* as in *brown* and *ou* as in *cloud*.

**DECODING WORDS**

Look for word parts you know in the word *enjoyable*, such as the suffix *able*. Now look at the base word left over: *enjoy*. Divide the base word into syllables: *en/joy*. Blend the syllables together: *en/joy/a/ble*.

Read the spelling words in the box aloud. Then write the spelling words with the matching sound spellings below.

plow	point	town	crowd	coins
house	proud	owl	shout	foil
boil	joy	oil	round	sound

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- | <i>oi</i> | <i>oy</i> | <i>ou</i> |
|-----------|-----------|-----------|
| 1. _____  | 6. _____  | 11. _____ |
| 2. _____  | <i>ow</i> | 12. _____ |
| 3. _____  | 7. _____  | 13. _____ |
| 4. _____  | 8. _____  | 14. _____ |
| 5. _____  | 9. _____  | 15. _____ |
|           | 10. _____ |           |

Name \_\_\_\_\_

**A. Read the spelling words in the box aloud. Then write the spelling words with the matching sound spellings below.**

voice	prowling	joyful	proud	snowplow
crowd	loyal	couch	royally	coins
noise	louder	bowed	bounce	foil

*oi*

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

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

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

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

*ow*

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

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

10. \_\_\_\_\_

11. \_\_\_\_\_

*ou*

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

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

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

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

*oy*

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

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

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

**B. Compare the words *crowd* and *proud*. How are the words alike? How are they different?**

\_\_\_\_\_

\_\_\_\_\_



Look through the selections you read this week. Look for words with diphthongs spelled *oi*, *oy*, *ow*, and *ou*. Read the words you find aloud and write them in your writer's notebook.

Name \_\_\_\_\_

foil	point	down	plow	enjoy
bounce	proud	loudly	round	coins
noise	joyful	crowd	couch	owl

**A. Write the spelling word that belongs with each word group.**

- hawk, crow, \_\_\_\_\_
- sofa, chair, \_\_\_\_\_
- delighted, cheerful, \_\_\_\_\_
- circle, ball, \_\_\_\_\_
- lower, below, \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

- Mom wrapped my sandwich in \_\_\_\_\_.
- He put three \_\_\_\_\_ in the snack machine.
- It made a lot of \_\_\_\_\_ when she dropped the pans.
- Can you \_\_\_\_\_ to the correct spelling?
- We always \_\_\_\_\_ being with our good friends.
- A huge \_\_\_\_\_ of people lined up to see the movie.
- The farmer uses a \_\_\_\_\_ to break up the hard soil.
- Dad was \_\_\_\_\_ of me when I won the math prize.
- The basketball needs more air for it to \_\_\_\_\_ properly.
- We cheered \_\_\_\_\_ when our team won the game.

Name \_\_\_\_\_

**There are six misspelled words in the paragraphs below. Underline each misspelled word. Write the words correctly on the lines.**

I read a book about a family who moved west. They were tired of all the noyse in the big city. There was always a croud of people on the busy streets. People shouted lowdly all the time.

They knew they would enjoie the peace and quiet of the country. They settled in a place with lots of farms. They used a plouw to break up the hard earth so they could plant wheat. At night they would poynt to all the stars they could see in the sky. They were so happy to be on their new farm.

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

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

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

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

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

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

**Writing Connection**

**Write to tell some reasons that people move to new places. Use at least four spelling words.**

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Name \_\_\_\_\_

**Remember**

A diphthong is created when two vowels make one syllable. Sometimes the same diphthong can be spelled in different ways.

- The /oi/ sound that you hear in *boy* can be spelled *oi* as in *soil* and *join*. It can also be spelled *oy* as in *toy* and *annoy*.
- The /ou/ sound that you hear in *cow* can be spelled *ou* as in *cloud* and *out*. It can also be spelled *ow* as in *brown* and *town*.

crowd	point	down	plow	proud
bounce	couch	owl	round	coins
noise	joyful	foil	enjoy	loudly

Write the missing letters to make a spelling word. Read the spelling word aloud and then write it on the line.

- |                |                 |
|----------------|-----------------|
| 1. enj _____   | 9. cr _____ d   |
| 2. c _____ ns  | 10. j _____ ful |
| 3. l _____ dly | 11. d _____ n   |
| 4. pr _____ d  | 12. c _____ ch  |
| 5. f _____ l   | 13. p _____ nt  |
| 6. pl _____    | 14. b _____ nce |
| 7. r _____ nd  | 15. n _____ se  |
| 8. _____ l     |                 |

Name \_\_\_\_\_

**Content words** are specific to a field of study. The words *national* and *government* are social studies content words.

You can figure out what a content word means by using context clues. You can also use a dictionary.

**CONNECT TO CONTENT**

"Birth of an Anthem" gives facts about the creation of "The Star-Spangled Banner." The author uses social studies content words to help you understand how this event was a unique moment in American history.



Go on a word hunt with a partner. Find content words related to unique events in our history, such as the creation of our national anthem. Write them on the stripes of the flag below.



Pick two words that you were able to figure out the meaning of by using context clues. Write the words and what they mean on the lines.

---



---



Name \_\_\_\_\_

Read the sentences from “Mississippi Steamboats.” Read each word in bold aloud. Then underline the suffix of the word in bold and write the meaning of the word on the line.

1. Captains steered the steamboats from a little house on the roof of the cabin. They had to be **watchful** of objects in the river.

\_\_\_\_\_

2. John Fitch made the first **successful** American steamboat, but it could only float in deep water.

\_\_\_\_\_

3. The Mississippi was not deep. However, this problem was **fixable**.

\_\_\_\_\_

4. Captains had to be careful on **moonless** nights when it was hard to see.

\_\_\_\_\_

5. As a result, trains became the most **acceptable** way to travel.

\_\_\_\_\_

Writing Connection

Write about what you might see while traveling on a boat on a river. Use words with the suffixes **-ly**, **-able**, or **-ful** in your writing. Use one of the words above or think of your own.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

- An **action verb** tells what the subject does.
- A **linking verb** does not show action. It connects the subject to the predicate. It describes the subject. In the sentence *The wolf is gray*, the linking verb is the word *is*.
- The verb **to be** is the most common linking verb. It has special forms in the present tense: *am, is, are*.

Circle the verb in each sentence. Decide whether it is an action verb or a linking verb. Write *action* or *linking* on the line.

1. Lee is my older brother. \_\_\_\_\_
2. He plays baseball for the Comets. \_\_\_\_\_
3. My family goes to see every game. \_\_\_\_\_
4. We are so proud of him. \_\_\_\_\_
5. Lee is one of the best athletes on the team. \_\_\_\_\_
6. My dad was a football quarterback in college. \_\_\_\_\_
7. Now he coaches football for a local team. \_\_\_\_\_
8. Mom is an amazing tennis player. \_\_\_\_\_
9. I am a pretty good swimmer. \_\_\_\_\_
10. We are a very active family. \_\_\_\_\_



In your writer's notebook, write about a sport or game that you like to play. Reread your work when you're done to make sure you used action verbs and linking verbs correctly.

Name \_\_\_\_\_

- The verb *to be* is the most common linking verb. Its past tense forms are *was* and *were*: *He **was** a writer. They **were** readers.*
- Use the linking verbs *am*, *is*, and *was* when the subject is singular.

**A. Write *am*, *is*, or *was* to finish each sentence.**

1. I \_\_\_\_\_ in the school play that opens today.
2. My friend, Jason, \_\_\_\_\_ also in the play.
3. I \_\_\_\_\_ an astronaut who gets lost in space.
4. The play \_\_\_\_\_ funny and exciting.
5. Jason \_\_\_\_\_ silly and forgetful during yesterday's rehearsal.
6. Yesterday I \_\_\_\_\_ nervous about going on stage.
7. But today I \_\_\_\_\_ excited!

**B. Reread this paragraph from "The Impossible Pet Show." Circle the linking verb in the underlined sentence.**

When the show began, I gulped and announced the first pet. It was a parakeet named Butter whose talent was walking back and forth on a wire.



Think of a time you were nervous. In your writer's notebook, write about what you did and how you felt. Reread your work to make sure you used linking verbs and action verbs correctly.

Name \_\_\_\_\_

- Statements and commands end with periods.
- A question ends with a question mark.
- An exclamation ends with an exclamation point.
- A complete sentence has a subject and predicate. A complete sentence must show a complete thought.

**Rewrite each of the sentences below. Make sure you use correct end punctuation and capitalization.**

1. a new restaurant opened in town

\_\_\_\_\_

2. what is your favorite food

\_\_\_\_\_

3. go to the new Oakville Café on Saturday

\_\_\_\_\_

4. wow, they have the best cherry pies

\_\_\_\_\_

5. have you tried the apple pies yet

\_\_\_\_\_



**In your writer's notebook, write about your favorite food. Reread your work when you're done to make sure you used end punctuation correctly.**

Name \_\_\_\_\_

- Statements and commands end with periods. Questions end with question marks. Exclamations end with exclamation points.
- The verb *to be* is the most common linking verb. Its past tense forms are *was* and *were*. Use the linking verbs *am*, *is*, and *was* when the subject is singular. Use *are* and *were* for plural subjects.
- A complete sentence has a subject and a predicate and shows a complete thought.

**A. Rewrite each of the sentences below. Correct the incorrect linking verbs and any other mistakes you find.**

1. what time are the train leave the station

\_\_\_\_\_

2. the train to Hartford are always on time

\_\_\_\_\_

3. wow, I is going to be late if I don't hurry

\_\_\_\_\_

4. we am at the station

\_\_\_\_\_

**B. Add a subject or predicate to the group of words below to form a complete sentence. Write the new sentence on the line.**

5. My grandparents are

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) I am ten years old. (2) My older sister, Amanda, is twelve. (3) We are good friends and do a lot of things together. (4) Yesterday we were in the pool. (5) Today we are tired from swimming so much.

- |  |  |
|--|--|
| 1. Which sentence contains a linking verb in the past tense? | 2. What is the linking verb in sentence 5? |
| <b>A</b> Sentence 1  | <b>F</b> we                                |
| <b>B</b> Sentence 2  | <b>G</b> are                               |
| <b>C</b> Sentence 3  | <b>H</b> tired                             |
| <b>D</b> Sentence 4  | <b>J</b> swimming                          |

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) My father are a great baker. (2) Yesterday he made an apple pie. (3) The filling was bubbling up through the golden crust. (4) It smelled so delicious. (5) I is so excited to try a piece!

- What is the correct way to write sentence 1?
  - A** My father were a great baker.
  - B** My father am a great baker.
  - C** My father is a great baker.
  - D** No change needed in sentence 1.
- What is the correct way to write sentence 5?
  - F** I am so excited to try a piece!
  - G** I are so excited to try a piece!
  - H** I were so excited to try a piece!
  - J** No change needed in sentence 5.



Name \_\_\_\_\_

Fold back the paper along the dotted line.

Use the blanks to write each word as it is read aloud.

When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

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

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

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

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

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

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

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

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

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

10. \_\_\_\_\_

11. \_\_\_\_\_

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

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

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

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

**Review Words**

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

**Challenge Words**

19. \_\_\_\_\_

20. \_\_\_\_\_

1. spoon

2. goose

3. booth

4. gloom

5. rude

6. tube

7. due

8. clues

9. true

10. chew

11. July

12. look

13. shook

14. notebook

15. could

16. coins

17. joyful

18. round

19. classroom

20. childhood

Name \_\_\_\_\_

The vowel sound in the word *blue* can be spelled *oo* as in *room*, *u\_e* as in *cube*, *ue* as in *cue*, *ew* as in *few*, or *u* as in *truly*. The vowel sound in the word *book* can be spelled *oo* as in *took* or *ou* as in *would*.

**DECODING WORDS**

The word *untrue* has two syllables that divide after the prefix *un-*, or between the consonants *n* and *t*. Blend the sounds in the syllables together: *un/true*.

Read aloud the spelling words in the box. Then write the spelling words that contain the matching sound spellings.

could	July	goose	true	rude
due	shook	clues	spoon	notebook
booth	look	chew	tube	gloom

***oo* as in *broom******u\_e* as in *tune******oo* as in *cook***

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

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

11. \_\_\_\_\_

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

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

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

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

***ue* as in *cue***

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

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

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

***ou* as in *would******ew* as in *few***

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

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

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

10. \_\_\_\_\_

***u* as in *truly***

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

Name \_\_\_\_\_

The vowel sound in the word *blue* can be spelled *oo* as in *room*, *u\_e* as in *cube*, *ue* as in *cue*, *ew* as in *few*, or *u* as in *truly*. The vowel sound in the word *book* can be spelled *oo* as in *took* or *ou* as in *would*.

**DECODING WORDS**

The word *untrue* has two syllables that divide after the prefix *un-*, or between the consonants *n* and *t*. Blend the sounds in the syllables together: *un/true*.

Read aloud the spelling words in the box. Then write the spelling words that contain the matching sound spellings.

loop	hoop	grew	true	rude
look	chew	group	soup	spoon
gloom	tube	glue	due	shook

***oo* as in *broom******u\_e* as in *tune******ou* as in *you***

1. \_\_\_\_\_ 7. \_\_\_\_\_ 12. \_\_\_\_\_

2. \_\_\_\_\_ 8. \_\_\_\_\_ 13. \_\_\_\_\_

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

***ue* as in *cue******oo* as in *cook***

4. \_\_\_\_\_ 9. \_\_\_\_\_ 14. \_\_\_\_\_

***ew* as in *few***

10. \_\_\_\_\_ 15. \_\_\_\_\_

5. \_\_\_\_\_ 11. \_\_\_\_\_

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

Name \_\_\_\_\_

**A. Read aloud the spelling words in the box. Then write the spelling words with the matching sound spellings.**

spoon	classroom	clues	chew	booth
groups	tube	through	renew	notebook
childhood	include	could	shook	gloom

*oo as in broom**u\_e as in tune**ew as in few*

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

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

11. \_\_\_\_\_

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

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

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

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

*oo as in cook**ou as in would*

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

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

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

*ue as in cue*

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

*ou as in you*

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

10. \_\_\_\_\_

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

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

**B. How are the words *could* and *groups* alike? How are they different?**

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Name \_\_\_\_\_

spoon

gloom

due

clues

shook

could

rude

chew

July

notebook

booth

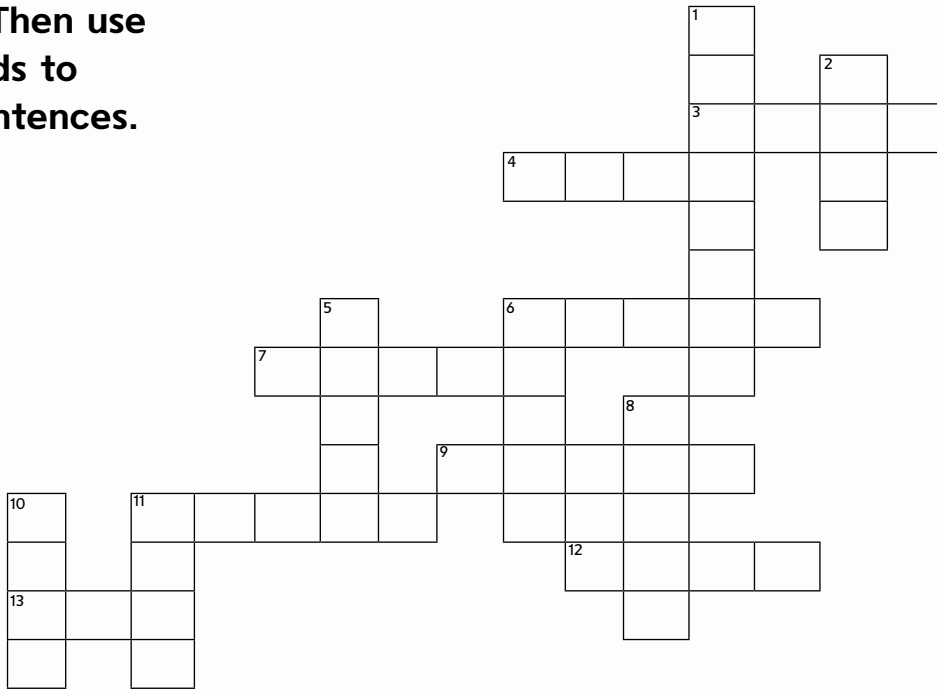
tube

true

look

goose

Read the clues. Then use  
the spelling words to  
complete the sentences.

**Across**

3. The opposite of false
4. A hollow cylinder or pipe
6. Something to eat soup with
7. Where you buy tickets
9. The past tense of *can*
11. Hints
12. Use your eyes
13. Expected at a certain time

**Down**

1. Where you write things down
2. The month after June
5. A bird that lives near water
6. The past tense of *shake*
8. Darkness
10. The opposite of polite
11. Move your teeth up and down

Name \_\_\_\_\_

**There are six misspelled words in the paragraphs below. Underline each misspelled word. Write the words correctly on the lines.**

Once there was a gouse named Sam who didn't know how to fly. Some of the ducks on the pond were roode to Sam and teased him unkindly. One day a kind duck walked up to Sam and said, "Is it trew that you don't know how to fly?"

"I cood teach you how, if you want," said the kind duck. Duck showed Sam what to do. He said, "Lok at me fly and then do what I do." Soon, Sam was flying just like Duck. He was so happy that he shoulk with joy!

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

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

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

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

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

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

**Writing Connection**

**Write a story about a character who learns something new. Use at least four spelling words in your writing.**

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Name \_\_\_\_\_

**Remember**

Words with the long *u* sound as in *blue* can be spelled in several ways: *oo* as in *room*, *u\_e* as in *cube*, *ue* as in *cue*, *ew* as in *few*, and *u* as in *truly*. The vowel sound you hear in the word *book* can be spelled *oo* as in *took* and *ou* as in *would*.

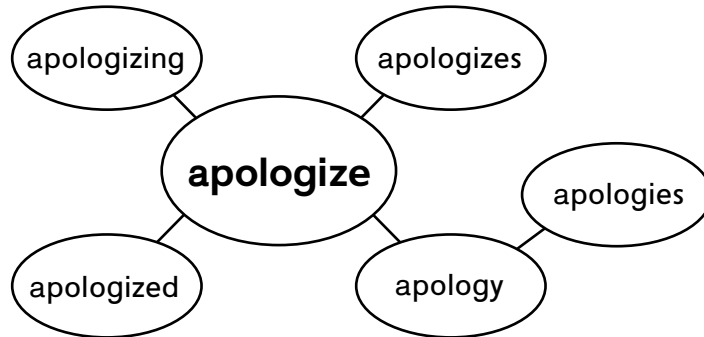
spoon	gloom	due	chew	shook
goose	rude	clues	July	notebook
booth	tube	true	look	could

**Write the missing letters to make a spelling word. Read the spelling word aloud, and then write it on the line.**

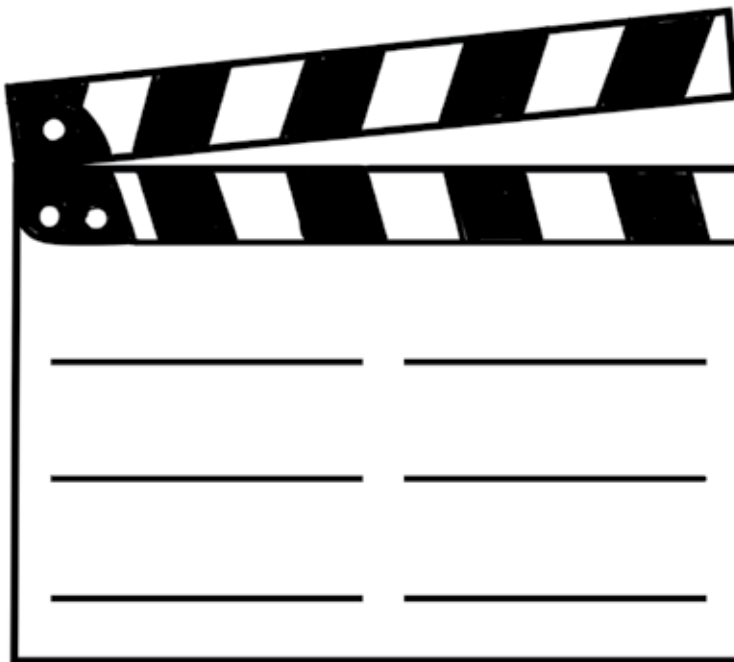
- |                  |       |                   |       |
|------------------|-------|-------------------|-------|
| 1. sh ____ k     | _____ | 9. d ____         | _____ |
| 2. sp ____ n     | _____ | 10. noteb ____ k  | _____ |
| 3. cl ____ s     | _____ | 11. tr ____       | _____ |
| 4. r ____ d ____ | _____ | 12. J ____ y      | _____ |
| 5. c ____ ld     | _____ | 13. l ____ k      | _____ |
| 6. b ____ th     | _____ | 14. t ____ b ____ | _____ |
| 7. ch ____       | _____ | 15. g ____ se     | _____ |
| 8. gl ____ m     | _____ |                   |       |

Name \_\_\_\_\_

Create new forms of a base word by adding or removing inflectional endings, prefixes, or suffixes.



Use your notes from *The Talented Clementine*. Choose one word and write it on the movie clapper board below. Then write as many related words as you can on the lines. Use a dictionary to help you.



Name \_\_\_\_\_

Complete the puzzle with the vocabulary words. Use the letters in the boxes to solve the riddle below.

population	boomed	vehicles	unique
transportation	descendants	agreeable	dismay
appreciate	resources	splendid	watchful

1. The act of moving  \_\_\_\_\_
2. Machines that move people or goods \_\_\_\_\_
3. One of a kind \_\_\_\_\_
4. Wonderful \_\_\_\_\_
5. Number of people in one place \_\_\_\_\_
6. Nice or pleasant \_\_\_\_\_
7. Being careful to look out for something \_\_\_\_\_
8. Be grateful for something \_\_\_\_\_
9. Grew or expanded in a short period of time \_\_\_\_\_
10. People after earlier generations \_\_\_\_\_
11. Shock and surprise \_\_\_\_\_
12. Materials used to perform a task \_\_\_\_\_

This land animal can swim up to 100 miles at a time. What is it?

Name \_\_\_\_\_

- A **contraction** is a shortened form of two words.
- An **apostrophe** ( ' ) takes the place of one or more letters in a contraction.
- Common contractions are *isn't* for *is not*, *wasn't* for *was not*, *hasn't* for *has not*, and *won't* for *will not*.
- Some contractions are formed with forms of the verbs *be*, *do*, *have* and the word *not*: *isn't*, *wasn't*, *aren't*, *hasn't*, *haven't*.
- A contraction usually changes the sound of one or both of the words being combined. For example, the short *o* in *not* is dropped in the word *isn't*. A contraction may also have a different number of syllables than the two words being combined. For example, *will not* is two syllables, but *won't* is one.

**Circle the contraction in each sentence. Write the words that form the contraction.**

1. Tim's book isn't on the bookshelf. \_\_\_\_\_
2. He hasn't finished reading it yet. \_\_\_\_\_
3. He won't stop looking until he finds it. \_\_\_\_\_
4. I looked in my room but it wasn't there. \_\_\_\_\_
5. The book isn't on the table. \_\_\_\_\_
6. Tim hasn't looked under the chair. \_\_\_\_\_
7. It isn't on top of Dad's bookshelf. \_\_\_\_\_



**In your writer's notebook, write about a time when you lost something. Describe where you looked for it. Did you find it? Check for errors in contractions when you're done.**

Name \_\_\_\_\_

- A contraction is a shortened form of two words. An apostrophe takes the place of one or more letters in a contraction.
- Some more important contractions are *can't* for *can not*, *doesn't* for *does not*, *aren't* for *are not*, and *didn't* for *did not*.

**A. Rewrite each sentence using a contraction with *not* in place of the underlined verb.**

1. I did see the parade last Saturday.

\_\_\_\_\_

2. The marching band does practice every day.

\_\_\_\_\_

3. The big floats are made with lots of flowers.

\_\_\_\_\_

**B. Reread this paragraph from “Painting From Memory.” Circle one contraction. Write the two words that the contraction combines.**

New York was not easy at first because I knew no one and spoke imperfect English. Yet I didn't feel homesick when I looked at my paintings of home. I soon found friends at school, too. Like me, they're artists, and we now paint together after school.

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**In your writer's notebook, write about something that you're lucky to have. Reread your work to check for errors.**

Name \_\_\_\_\_

- Do not confuse contractions with **possessive nouns**. An apostrophe is used with a noun to show ownership: *The **girl's** toy.*
- The words *don't*, *won't*, and *haven't* are contractions. The apostrophe shows where letters are left out.

Read each sentence. Write **C** if the underlined word is a contraction. Write **P** if it is a possessive noun.

1. I don't know what time the train leaves. \_\_\_\_\_
2. Dave's bag is already packed. \_\_\_\_\_
3. We won't need heavy coats in Florida. \_\_\_\_\_
4. We haven't decided which beach to visit first. \_\_\_\_\_
5. My aunt's house is near Sunrise Beach. \_\_\_\_\_

**Writing Connection**

**Write about a trip you have taken or would like to take in the future. Reread your work to make sure you used apostrophes in contractions and possessive nouns.**

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Name \_\_\_\_\_

- A contraction is a shortened form of two words. An apostrophe shows where letters have been left out.

**A. Proofread this passage. Circle any contractions that are not correctly written.**

Just a few years ago I didnt know how to tie my shoes. My Uncle Jeff said he would teach me. "It isnt' hard to do," he said. "It wont take me more than five minutes to show you how."

He showed me the steps and then I tried. But it didnt work. I ended up tying a big knot in my shoelace. "I know this is'nt how to do it," I said. Uncle Jeff showed me again. "We arent going to give up!" he told me. I tried to tie my shoe but it just wasnt working. My loops were either too big or too small. But Uncle Jeff didnt give up. Finally, I tied my shoe! "That wasnt so hard, was it?" he asked. I just laughed.

**B. Rewrite the passage. Write the contractions correctly.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) My cat's name is Max. (2) He is very independent. (3) He doesn't come when I call him. (4) He will not sit on my lap. (5) But yesterday when he was playing in the backyard, I called, "Max, Max, come inside." (6) He actually listened!

- |  |  |
|--|--|
| <p>1. Which sentence uses an apostrophe that shows possession?</p> <p><b>A</b> Sentence 1</p> <p><b>B</b> Sentence 2</p> <p><b>C</b> Sentence 3</p> <p><b>D</b> Sentence 4</p> | <p>2. What is the correct way to write sentence 4 with a contraction for <i>will not</i>?</p> <p><b>F</b> He willn't sit on my lap.</p> <p><b>G</b> He won't sit on my lap.</p> <p><b>H</b> He w'ont sit on my lap.</p> <p><b>J</b> He wasn't sit on my lap.</p> |
|--|--|

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) My friend is a great guitar player. (2) I cant' play guitar. (3) One day, my friend said he would teach me how to play. (4) He said I could borrow his brother guitar. (5) It was so fun to learn something new.

3. What is the correct way to write sentence 2?
- A** I cant play guitar.
- B** I ca'nt play guitar.
- C** I can't play guitar.
- D** No change needed in sentence 2.
4. What is the correct way to write sentence 4?
- F** He said I could borrow his brothers guitar.
- G** He said I could borrow his brother's guitar.
- H** He said I could borrow his brotheres' guitar.
- J** No change needed in sentence 4.

Name \_\_\_\_\_

Fold back the paper along the dotted line.

Use the blanks to write each word as it is read aloud.

When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

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

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

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

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

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

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

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

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

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

10. \_\_\_\_\_

11. \_\_\_\_\_

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

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

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

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

**Review Words**

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

**Challenge Words**

19. \_\_\_\_\_

20. \_\_\_\_\_

1. years

2. twins

3. trays

4. states

5. ashes

6. foxes

7. inches

8. flies

9. cities

10. ponies

11. bunches

12. alleys

13. lunches

14. cherries

15. daisies

16. spoon

17. clues

18. shook

19. heroes

20. libraries

Name \_\_\_\_\_

To form plural nouns, add *-s* to most singular nouns: *cars, books*. Add *-es* if a noun ends in *-s, -ss, -sh, -ch,* or *-x*: *buses, dresses, dishes, couches, boxes*. If a noun ends in a consonant and the letter *y*, change the *y* to an *i* and add *-es*: *stories, babies, bodies*.

**DECODING WORDS**

An **abbreviation** is a shortened form of a word. You don't usually sound out an abbreviation like a normal word. Instead, you pronounce the entire word that the abbreviation stands for. For example, for *in.* you read *inches*.

Read aloud the spelling words in the box. Then write the spelling words that have the plural endings listed below.

years	lunches	inches	twins	foxes
ponies	cities	flies	bunches	cherries
daisies	states	ashes	alleys	trays

**add -s**

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

**add -es**

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

**change *y* to *i* and  
add -es**

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

Name \_\_\_\_\_

To form plural nouns, add *-s* to most singular nouns: *cars, books*. Add *-es* if a noun ends in *-s, -ss, -sh, -ch,* or *-x*: *buses, dresses, dishes, couches, boxes*. If a noun ends in a consonant and the letter *y*, change the *y* to an *i* and add *-es*: *stories, babies, bodies*.

**SPELLING TIP**

An **abbreviation** is a shortened form of a word. You don't usually sound out an abbreviation like a normal word. Instead, you pronounce the entire word that the abbreviation stands for. For example, for *in.* you read *inches*.

Read aloud the spelling words in the box. Then write the spelling words that have the plural endings listed below.

years	states	inches	lunches	ashes
bodies	skies	boxes	horses	twins
trays	foxes	cities	ties	flies

**add -s**

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

**add -es**

7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_

**change y to i and  
add -es**

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

Name \_\_\_\_\_

**A. Read aloud the spelling words in the box. Then write the spelling words that have the plural endings listed below.**

trays	inches	alleys	heroes	cherries
journeys	ponies	eyelashes	libraries	ashes
foxes	bunches	daisies	chimneys	scratches

add -s

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

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

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

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

add -es

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

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

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

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

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

10. \_\_\_\_\_

11. \_\_\_\_\_

change *y* to *i* and  
add -es

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

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

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

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

**B. How are the words *alleys* and *ponies* alike? How are they different?**

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**Look back through the reading selections you read this week for plural nouns. Read the words you find aloud. Then create a word sort for a partner.**



Name \_\_\_\_\_

years	states	inches	ponies	lunches
twins	ashes	flies	bunches	cherries
trays	foxes	cities	alleys	daisies

**A. Write a spelling word that goes with the other two words.**

1. apples, grapes, \_\_\_\_\_
2. towns, villages, \_\_\_\_\_
3. bears, wolves, \_\_\_\_\_
4. puppies, calves, \_\_\_\_\_
5. days, months, \_\_\_\_\_
6. roses, tulips, \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

7. Small streets behind buildings are called \_\_\_\_\_.
8. The waiters brought our food to us on large \_\_\_\_\_.
9. There are fifty \_\_\_\_\_ in the United States.
10. Tiny insects called \_\_\_\_\_ can buzz through the air.
11. After the campfire is out, we pour water on the \_\_\_\_\_.
12. Students may buy their \_\_\_\_\_ at school or bring them from home.
13. Groups of something are often called \_\_\_\_\_.
14. This ruler shows that there are 12 \_\_\_\_\_ in one foot.
15. A brother and sister who are \_\_\_\_\_ are alike in many ways.

Name \_\_\_\_\_

**There are six spelling mistakes in the paragraphs below. Underline the misspelled words. Write the words correctly on the lines.**

Pam and Tam are eight yeares old. They are also twines who look exactly alike. But Pam and Tam like different things. Pam's favorite fruit is cherrys, but Tam likes apples the best.

Pam likes insects, such as bees, flys, and moths. She also likes birds, especially the big crows that make such noise. Tam likes working in her flower garden. She grows roses, lilies, and daisys. She doesn't like the crows that fly down and nip at her colorful flowers. One day, Pam had a good idea. She made a scarecrow. It was thirty inchs tall. She placed him on a pole in the garden. The crows never bothered Tam's flowers again!

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

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

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

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

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

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

**Writing Connection**

**Write a story about a character who solves a problem. Use at least four spelling words in your story.**

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Name \_\_\_\_\_

**Remember**

Add *-s* to most singular nouns to create plural nouns. Add *-es* if a singular noun ends in *-s*, *-ss*, *-sh*, *-ch*, or *-x*. If a singular noun ends in a consonant and *y*, change the *y* to an *i* and add *-es*.

years	states	inches	ponies	lunches
twins	ashes	flies	bunches	cherries
trays	foxes	cities	alleys	daisies

Write the missing letters to make a spelling word. Read the spelling word aloud and then write it on the line.

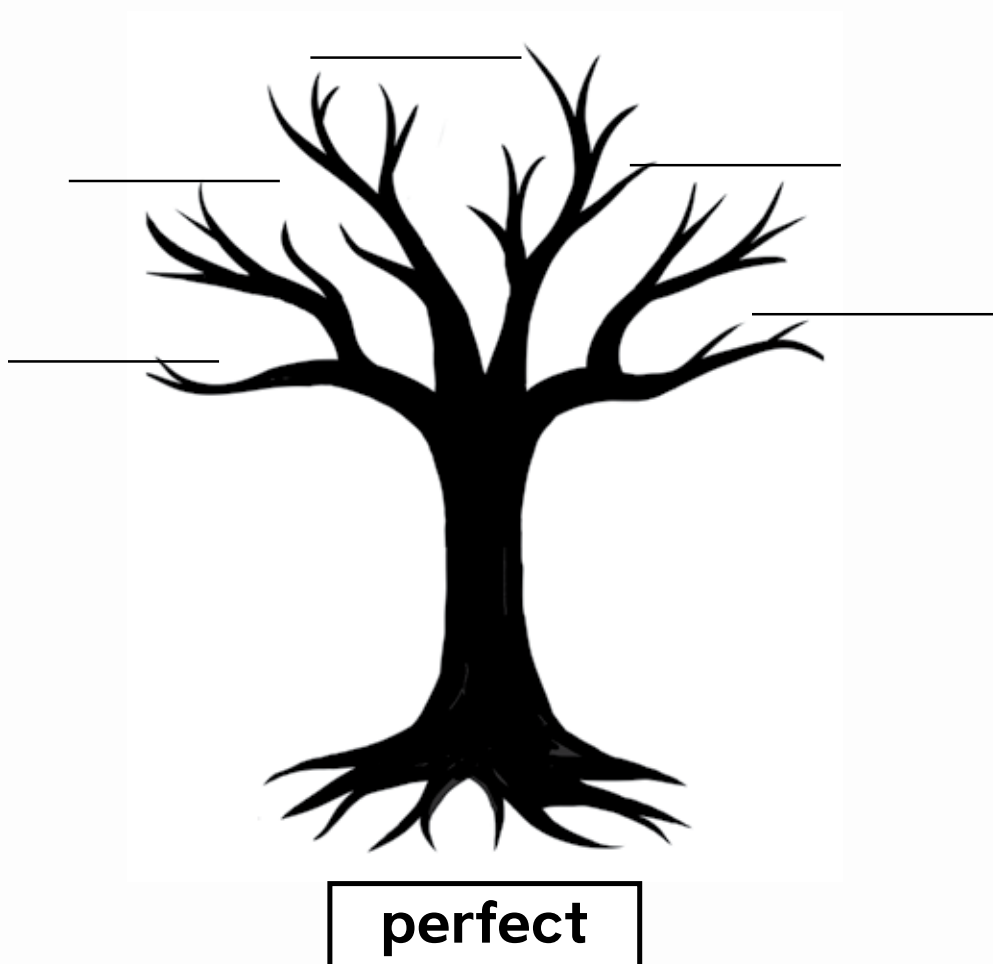
- |                |               |
|----------------|---------------|
| 1. fl _ _ _    | 9. pon _ _ _  |
| 2. bunch _ _   | 10. all _ _ _ |
| 3. twin _      | 11. inch _ _  |
| 4. fox _ _     | 12. cit _ _ _ |
| 5. cherr _ _ _ | 13. ash _ _   |
| 6. lunch _ _   | 14. year _    |
| 7. dais _ _ _  | 15. stat _ _  |
| 8. tray _      |               |

Name \_\_\_\_\_

A **base word** is the simplest form of a word. It has no prefixes, suffixes, or inflectional endings added to it. For example, *success* is the base word of *successful*.

You can use base words to figure out the meaning of an unfamiliar word. You might know that *success* means a result that you hoped for. You know that the suffix *-ful* means *full of*. So the word *successful* must mean *full of success*.

How many words can you make with the base word *perfect*? Write the words on the tree branches below. Use a dictionary and your knowledge of prefixes, suffixes, and inflectional endings to help you.



Name \_\_\_\_\_

A **prefix** is a word part added to the beginning of a word. A prefix changes the meaning of the word it is added to. You can use prefixes to help you figure out the meaning of unfamiliar words.

- The prefix *pre-* means *before*. For example, the word *preview* means to *view or see before*.
- The prefixes *un-*, *im-*, and *non-* mean *not* or *opposite of*. The word *uncomfortable* means *not comfortable*, *impolite* means *not polite*, and *nonfiction* means *the opposite of fiction*.

Add the prefix *pre-*, *un-*, *im-*, or *non-* to the words in the box below. Then complete the sentences with the new words.

\_\_\_\_\_ heat    \_\_\_\_\_ sure    \_\_\_\_\_ possible  
\_\_\_\_\_ bearable    \_\_\_\_\_ sense    \_\_\_\_\_ perfect

1. Without my coat on, I find the cold weather is \_\_\_\_\_.
2. He was \_\_\_\_\_ of how to answer the question because he did not study.
3. This article is \_\_\_\_\_! I don't understand it at all.
4. Some people said training an elephant was \_\_\_\_\_, but she said that it could be done.
5. I will \_\_\_\_\_ the oven before baking the pie.
6. The diamond had a scratch on it that made it \_\_\_\_\_.

Name \_\_\_\_\_

- A verb may be more than one word. The **main verb** tells what the subject is or does. The **helping verb** helps the main verb show action: *has baked; have climbed; had seen.*
- The words *have, has, and had* can be helping verbs in simple and compound sentences: *Mom and I have baked a cake. She had baked a pie, and Dad had baked bread.*
- The words *can, could, should* and *must* are special helping verbs. They tell whether something is possible or a duty: *I can sing. I must study.*

**Read each sentence. Underline the main verb. Circle the helping verb.**

1. Jenna has read a book about recycling.
2. Mr. Hart's class had started recycling last year.
3. We have decided that we want to help his class.

**Read each sentence. Underline the special helping verb. Circle the main verb. Tell whether it says something is possible or a duty.**

4. We must learn how to recycle our bottles and papers. \_\_\_\_\_
5. Ali can tell us how to recycle a milk carton. \_\_\_\_\_
6. I should share my ideas about recycling with our class. \_\_\_\_\_
7. We could write about how we recycle. \_\_\_\_\_



Name \_\_\_\_\_

- Perfect tenses use the past participle of the verb being helped: *He has walked two miles today.*
- Progressive tenses use the *-ing* form of the verb being helped with the present, past, or future tense of the verb *to be*. *We are leaving early tomorrow.*
- The verb forms of *to be* can also act as helping verbs. *Is, are, am, was, were,* and *will* can be helping verbs: *I **am** thinking about it.* So can the verb *to have*: *have, has, had, will have.* *I will have eaten by 1:00.*
- The helping verb must agree with the subject of the sentence.

**A. Complete each sentence with the correct helping verb.**

- Next week my family \_\_\_\_\_ visit Mount Rushmore.      will      are
- We \_\_\_\_\_ planning to leave Tuesday.      am      are
- I \_\_\_\_\_ reading a book about the monument.      is      am
- My dad \_\_\_\_\_ telling us about his first trip there.      was      will
- The car trip \_\_\_\_\_ take ten hours.      is      will

**B. Add helping verbs and circle the main verbs.**

- We \_\_\_\_\_ learned how to swim by the end of summer.
- Amir \_\_\_\_\_ gone to school by 8:00 a.m.
- She \_\_\_\_\_ reading her book when the lights went out.
- They \_\_\_\_\_ waiting for the bus yesterday in the rain.
- He \_\_\_\_\_ written a long report.

Name \_\_\_\_\_

- Quotation marks show that someone is speaking. They come at the beginning and end of the speaker's exact words: *"Let's go swimming," I said.* Punctuation appears inside quotation marks.
- If the end of a quotation comes at the end of a sentence, end the sentence with a period, question mark, or exclamation mark.
- If the sentence continues after a quotation, close the quotation with a comma, question mark, or exclamation mark.

**Rewrite each line of dialogue below. Use quotation marks and commas correctly.**

1. We had lots of snow last night said Mom.

---

2. Do you think the schools will be closed today I asked.

---

3. Mom said, Let's turn on the TV to see if there is an announcement.

---

4. School officials just told us that Baker City Schools will be closed today said the announcer.

---



---



**In your writer's notebook, write about a conversation you had with a friend or family member. Check your work to make sure you used quotation marks to show a speaker's exact words.**

Name \_\_\_\_\_

- Use quotation marks at the beginning and end of a speaker’s exact words. Commas and periods always appear inside quotation marks.
- The helping verb must agree with the subject of the sentence in simple and compound sentences.

**A. Proofread this passage. Circle any incorrect helping verbs. Underline any dialogue that is not written correctly.**

I are helping my neighbor with his vegetable garden. He am planting lettuce and tomatoes. I said Mr. Jackson where do you want me to plant these cucumber seeds. He said Let’s put them in the next row. Mr. Jackson and I was working hard all afternoon. Look at that dark cloud I told him. I hope the rain are wait until we finish he said. “Me, too, I said.”

**HANDWRITING CONNECTION**

Be sure to write legibly. Use proper cursive and remember to leave spaces between words.

**B. Rewrite the passage. Write helping verbs correctly. Use commas and quotation marks correctly.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions about the progressive tense.**

(1) Yesterday I was painting a picture of our garden when my friend Samantha stopped by. (2) "Today my Mom and I are driving up to the mountains for a picnic," Samantha said. (3) "Do you want to come along?" she asked. (4) "Absolutely!" I exclaimed. (5) "You can paint a picture of the mountains," Samantha said.

- |  |   |
|--|---|
| 1. What is the helping verb in sentence 1? | 2. What is the main verb in sentence 2? |
| A was                                      | F are                                   |
| B painting                                 | G driving                               |
| C picture                                  | H mountains                             |
| D stopped                                  | J picnic                                |

**B. Read the student draft and look for revisions that need to be made. Then answer the questions about the progressive and perfect tenses.**

(1) Katie has an amazing singing voice. (2) She have taken singing lessons for three years. (3) I am planning a party for all my students, her singing teacher said. (4) "Will you sing at the party?" she asked. (5) "Sure!" Katie said.

3. What is the correct way to write sentence 2?
- A She is taken singing lessons for three years.  
 B She taken singing lessons for three years.  
 C She has taken singing lessons for three years.  
 D No change needed in sentence 2.
4. What is the correct way to write sentence 3?
- F "I am planning a party for all my students." Her singing teacher said.  
 G "I am planning a party for all my students," her singing teacher said.  
 H "I am planning a party for all my students, her singing teacher said."  
 J No change needed in sentence 3.

Name \_\_\_\_\_

Fold back the paper along the dotted line.

Use the blanks to write each word as it is read aloud.

When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

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

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

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

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

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

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

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

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

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

10. \_\_\_\_\_

11. \_\_\_\_\_

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

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

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

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

**Review Words**

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

**Challenge Words**

19. \_\_\_\_\_

20. \_\_\_\_\_

1. taught

2. hauls

3. caused

4. paused

5. squawk

6. drawing

7. crawl

8. flawless

9. lawn

10. salt

11. talked

12. halls

13. water

14. bought

15. thoughtless

16. inches

17. cities

18. cherries

19. walrus

20. autumn

Name \_\_\_\_\_

The vowel sound in the word *straw* can be spelled *au* as in *autumn*, *aw* as in *dawn*, *a* as in *tall*, and *ough* as in *thought*.

**DECODING WORDS**

The word *thoughtless* has two syllables that divide between the base word *thought* and the suffix *-less*. Blend the syllables: *thought/less*. **Note:** The letters *ough* also form long *o* as in *though*, *off* as in *cough*, and *uff* as in *tough*.

Read aloud the spelling words in the box. Then write the spelling words that contain the matching spelling patterns.

salt	paused	halls	hauls	drawing
taught	squawk	flawless	lawn	caused
bought	water	talked	crawl	thoughtless

**/ô/ spelled *au***

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

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

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

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

**/ô/ spelled *aw***

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

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

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

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

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

**/ô/ spelled *a***

10. \_\_\_\_\_

11. \_\_\_\_\_

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

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

**/ô/ spelled *ough***

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

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



Look through the selections you read this week for words with the vowel sound spellings *au*, *aw*, *a*, and *ough*. Read the words you find aloud and record them in your writer's notebook.



Name \_\_\_\_\_

The vowel sound in the word *straw* can be spelled *au* as in *autumn*, *aw* as in *dawn*, *a* as in *tall*, and *ough* as in *thought*.

## DECODING WORDS

The word *thoughtless* has two syllables that divide between the base word *thought* and the suffix *-less*. Blend the syllables together: *thought/less*. **Note:** The letters *ough* can also form long *o* as in *though*, *off* as in *cough*, and *uff* as in *tough*.

Write the spelling words that contain the matching spelling patterns.

crawl	salt	draw	raw	walk
water	halt	ball	taught	hauls
caused	halls	lawn	small	bought

/ô/ spelled *au*

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

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

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

/ô/ spelled *ough*

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

/ô/ spelled *a*

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

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

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

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

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

10. \_\_\_\_\_

11. \_\_\_\_\_

/ô/ spelled *aw*

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

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

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

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



Look through the selections you read this week for words with the vowel sound spellings *au*, *aw*, *a*, and *ough*. Read the words you find aloud and record them in your writer's notebook.

Name \_\_\_\_\_

**A. Read aloud the spelling words in the box. Then write the spelling words that have the matching spelling patterns.**

taught	paused	squawk	crawl	walrus
thoughtless	fault	halted	sought	hauls
stalk	salt	smallness	scrawny	flawless

**/ô/ spelled *au***

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

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

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

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

**/ô/ spelled *a***

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

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

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

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

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

**/ô/ spelled *aw***

10. \_\_\_\_\_

11. \_\_\_\_\_

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

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

**/ô/ spelled *ough***

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

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

**B. Compare the words *taught* and *sought*. How are they alike? How are they different?**

---



---



---



Look through the selections you read this week for words with the vowel sound spellings *au*, *aw*, *a*, and *ough*. Read the words you find aloud and record them in your writer's notebook.

Name \_\_\_\_\_

taught	paused	crawl	salt	flawless
bought	halls	water	talked	hauls
caused	drawing	lawn	squawk	thoughtless

**A. Write the spelling word with the opposite meaning of each word written below.**

1. learned \_\_\_\_\_
2. sold \_\_\_\_\_
3. thoughtful \_\_\_\_\_
4. listened \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

5. That truck \_\_\_\_\_ loads of dirt and rock.
6. The ice storm \_\_\_\_\_ many trees to break.
7. Please get a glass of \_\_\_\_\_ for the speaker.
8. The students hung artwork in the \_\_\_\_\_ of our school.
9. A diamond that is perfect is called \_\_\_\_\_.
10. Some birds make pleasing sounds, but other birds only \_\_\_\_\_.
11. If it doesn't rain soon, Dad will have to water the \_\_\_\_\_.
12. I made a \_\_\_\_\_ of our school using charcoal pencils.
13. Babies learn to \_\_\_\_\_ before they walk.
14. Our principal \_\_\_\_\_ before he continued speaking.
15. This popcorn has too much \_\_\_\_\_ and butter.

Grade 3 • Unit 4 • Week 3 **213**

Name \_\_\_\_\_

**Remember**

The vowel sound that you hear in the word *straw* can be spelled in different ways: *au* as in *autumn*, *aw* as in *dawn*, *a* as in *tall*, and *ough* as in *thought*.

taught	paused	crawl	salt	water
hauls	squawk	flawless	talked	bought
caused	drawing	lawn	halls	thoughtless

Write the missing letters to make a spelling word. Read the spelling word aloud and then write it on the line.

- |                 |       |                      |       |
|-----------------|-------|----------------------|-------|
| 1. s _ _ _ t    | _____ | 9. p _ _ _ sed       | _____ |
| 2. h _ _ _ ls   | _____ | 10. h _ _ _ lls      | _____ |
| 3. squ _ _ _ k  | _____ | 11. cr _ _ _ l       | _____ |
| 4. c _ _ _ sed  | _____ | 12. l _ _ _ n        | _____ |
| 5. dr _ _ _ ing | _____ | 13. fl _ _ _ less    | _____ |
| 6. b _ _ _ ght  | _____ | 14. t _ _ _ ked      | _____ |
| 7. w _ _ _ ter  | _____ | 15. th _ _ _ ghtless | _____ |
| 8. t _ _ _ ght  | _____ |                      |       |

Name \_\_\_\_\_

**Content words** are specific to a field of study. The word *desert* is a science content word.

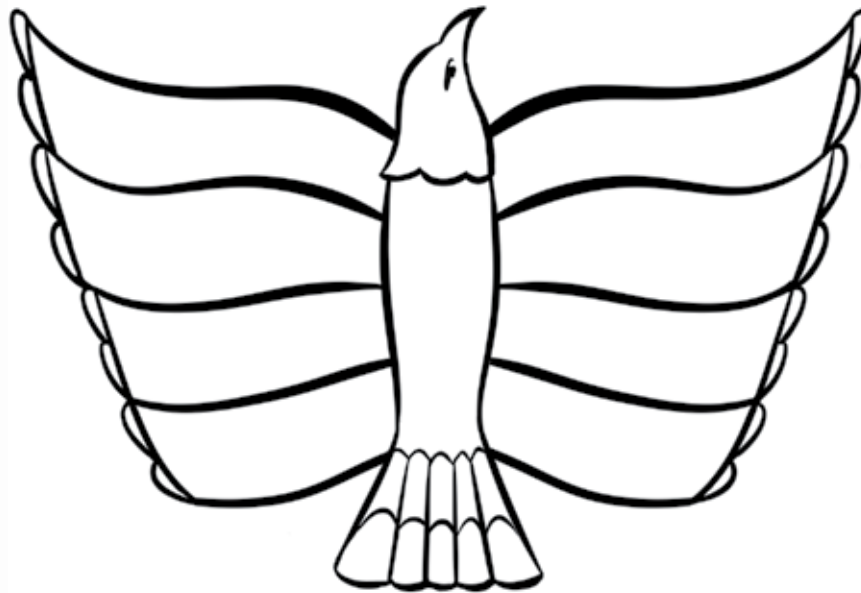
Authors use content words to explain a concept or idea. You can figure out what a content word means by using context clues or a dictionary.

**CONNECT TO CONTENT**

*Amazing Wildlife of the Mojave* is an informational text that gives facts about the Mojave Desert and the animals that live there. The author uses science content words such as *adapted* to help you understand how mammals, birds, reptiles, and insects survive in the hot, dry desert.



Go on a word hunt with a partner. Find content words related to deserts and wildlife. Write them on the hawk's wings.



Pick two words you could figure out the meaning of using context clues. Write the words and what they mean on the lines.

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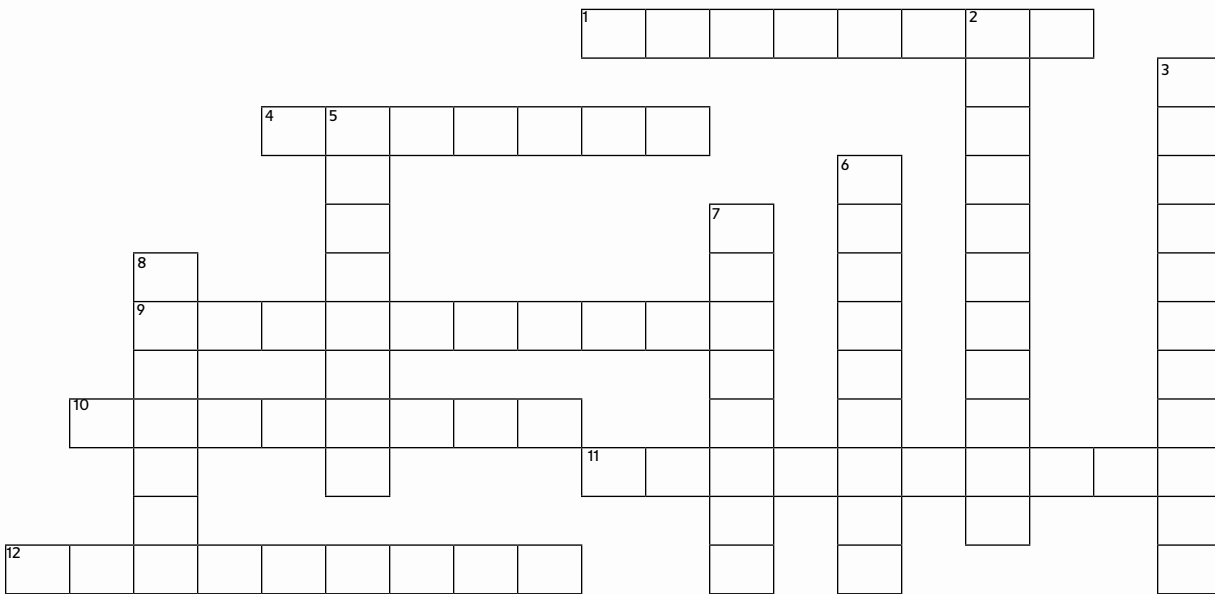
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Name \_\_\_\_\_

Use the words in the box and the clues to solve the crossword puzzle.

apologized	confidence	talents	disbelief
attention	embarrassed	achievement	fabulous
audience	realized	offered	features

**Across**

1. Understood or became aware of something
4. Presented help for someone to accept or turn down
9. Said sorry
10. Traits or qualities of something
11. Belief or trust in yourself
12. Lack of faith or trust in something

**Down**

2. Uncomfortable or ashamed
3. The result of hard work
5. Excellent
6. Careful watching or listening
7. A group of people watching a performance
8. Natural abilities or skills

Name \_\_\_\_\_

- A **clause** is a group of words that has a subject and a verb.
- An **independent, or main, clause** can stand alone as a sentence: *He was tired.* A **dependent, or subordinate, clause** cannot stand alone as a sentence: *Because he went for a hike.*
- A verb must agree with the subject, even when a clause separates them. *Jane and Lee, who is from China, visit us often.*
- A **simple sentence** has one independent clause.
- A **compound sentence** has two or more independent clauses.

**A. Read each clause. Write *yes* if the clause is independent. Write *no* if it is not an independent clause.**

1. My dad works at a pet store. \_\_\_\_\_
2. Takes care of the fish and reptiles. \_\_\_\_\_
3. He tells people how to care for their new pets. \_\_\_\_\_
4. Mom likes dogs, but I like cats. \_\_\_\_\_
5. People who want to buy pets. \_\_\_\_\_

**B. Circle the verb that agrees with the underlined noun.**

6. The dog that my friend watches ran fast.
7. Bert, who I met at school, won the spelling bee.

Name \_\_\_\_\_

- Dependent, or subordinate, clauses cannot stand alone as a sentence and are introduced by **subordinating conjunctions**:  
*When I get older . . .*
- Some examples of subordinating conjunctions are *after, because, if, unless, while, until, when, and before*.

**A. Read each sentence. Circle the dependent clause. Write the subordinating conjunction on the line.**

1. After my dad gets home, we will go to the game. \_\_\_\_\_
2. While Mom makes dinner, I'll do my homework. \_\_\_\_\_
3. I think the game will be called off because it is raining. \_\_\_\_\_
4. I won't know the score until they make an announcement. \_\_\_\_\_
5. If the game isn't played today, it will be held next Saturday. \_\_\_\_\_

**B. Reread the paragraph from "Gray Wolf! Red Fox!" Underline the dependent clause in the last sentence. Circle the subordinating conjunction.**

Did you ever see a photograph of a gray wolf or a red fox? Don't they look a lot like dogs? Aren't they fantastic-looking animals? Well, dogs, foxes, and wolves are all related. They are all members of the same family. And while gray wolves and red foxes might look alike, they are different in many ways.



**In your writer's notebook, write about some other animals that look alike, like cheetahs and tigers or horses and zebras. Reread your work to make sure you used complete sentences.**

Name \_\_\_\_\_

- When an independent, or main, clause begins a sentence, it is not usually followed by a comma: *We'll eat lunch after we go swimming.*
- When a dependent, or subordinate, clause begins a sentence, it is usually followed by a comma: *After we go swimming, we'll eat lunch.*
- A **complex sentence** includes an independent, or main, clause and one dependent, or subordinate, clause introduced by a subordinating conjunction.

**Combine the clauses, using a comma when needed.**

1. Our school day ends. When the bell sounds at 3:30.

\_\_\_\_\_

2. Unless I have soccer practice. I go home and do my homework.

\_\_\_\_\_

3. My dad picks me up. When my mom has to work late.

\_\_\_\_\_

4. If school is closed early. My neighbor, Mrs. Carter, picks me up.

\_\_\_\_\_



**In your writer's notebook, write about what you do when you get home from school. Use the sentences above as a model. Check that you used commas correctly.**

Name \_\_\_\_\_

- An independent, or main, clause can stand alone as a sentence. A dependent, or subordinate, clause cannot stand alone as a sentence.
- A simple sentence has one independent clause. A compound sentence has two or more independent clauses. A complex sentence includes an independent and dependent clause.
- When an independent clause begins a sentence, it usually is not followed by a comma. When a dependent clause begins a sentence, it usually is followed by a comma.

**A. Rewrite the sentences below. Use commas correctly as needed.**

1. When vacation starts I am going to visit my aunt in California.

\_\_\_\_\_

2. My aunt lives in Malibu and she, has a house on the beach.

\_\_\_\_\_

3. Mom, plans to go there, after her job ends in June.

\_\_\_\_\_

4. If my aunt will let me I hope, to learn how to surf.

\_\_\_\_\_

**B. Combine the following dependent and independent clauses. Write the sentence correctly on the line.**

5. Because my aunt is a professional surfer. She can give me lessons.

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) Today my family and I are going to the amusement park.  
 (2) We'll go on the roller coaster first. (3) After we ride the roller coaster, we'll go on the Ferris wheel. (4) It'll be a lot of fun!

- |   |   |
|---|---|
| 1. Which sentence begins with a dependent clause? | 2. What is the subordinating conjunction in sentence 3? |
| A Sentence 1                                      | F After   |
| B Sentence 2                                      | G we  |
| C Sentence 3                                      | H the   |
| D Sentence 4                                      | J on  |

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) My mother is teaching my older brother how to drive a car.  
 (2) Because there is little traffic they practice in the morning.  
 (3) My brother must pass the driving test, before he gets his license. (4) When he has his license, he can drive me to school.

3. What is the correct way to write sentence 2?
- A Because, there is little traffic they practice in the morning.  
 B Because there is little traffic they, practice, in the morning.  
 C Because there is little traffic, they practice in the morning.  
 D No change needed in sentence 2.
4. What is the correct way to write sentence 3?
- F My brother must pass the driving test before he gets his license.  
 G My brother must pass the driving test before, he gets his license.  
 H My brother must pass, the driving test before he gets his license.  
 J No change needed in sentence 3.



Name \_\_\_\_\_

Fold back the paper along the dotted line.

Use the blanks to write each word as it is read aloud.

When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

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

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

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

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

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

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

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

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

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

10. \_\_\_\_\_

11. \_\_\_\_\_

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

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

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

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

**Review Words**

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

**Challenge Words**

19. \_\_\_\_\_

20. \_\_\_\_\_

1. sale

2. sail

3. beet

4. beat

5. rode

6. road

7. rowed

8. its

9. it's

10. your

11. you're

12. their

13. they're

14. peace

15. piece

16. taught

17. talked

18. bought

19. seen

20. scene

Name \_\_\_\_\_

**Homophones** are words that sound alike but have different meanings and spellings. For example, the words *blue* and *blew* sound the same, but *blue* refers to the color and *blew* is the past tense of the verb *blow*.

**DECODING WORDS**

A **contraction** is formed when two words combine into one word. A contraction usually changes or drops a sound from one or both of the words being combined. For example, in the word *doesn't* the short *o* in *not* is dropped.

Write the spelling words that are homophones of the words below.

sale	its	rowed	your	they're
peace	rode	beat	beet	sail
you're	road	it's	their	piece

- |           |       |            |       |
|-----------|-------|------------|-------|
| 1. piece  | _____ | 5. sale    | _____ |
| 2. you're | _____ | 6. rode    | _____ |
| 3. beet   | _____ |            | _____ |
| 4. it's   | _____ | 7. they're | _____ |

Which spelling words are contractions?

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

Write the spelling words with long *e* as in *tree*.

- |           |           |
|-----------|-----------|
| 11. _____ | 13. _____ |
| 12. _____ | 14. _____ |



Look through the selections you read this week and search for homophones. Read the words you find aloud. Then record them in your writer's notebook.

Name \_\_\_\_\_

Homophones are words that sound alike but have different meanings and spellings. For example, the words *blue* and *blew* sound the same, but *blue* refers to the color and *blew* is the past tense of the verb *blow*.

## DECODING WORDS

A **contraction** is formed when two words combine into one word. A contraction usually changes or drops a sound from one or both of the words being combined. For example, in the word *doesn't* the short *o* in *not* is dropped.

Write the spelling words that are homophones of the words below.

road	your	it's	sea	you're
see	rode	beet	two	sail
to	sale	too	beat	its

- |           |       |         |       |
|-----------|-------|---------|-------|
| 1. see    | _____ | 5. sale | _____ |
| 2. you're | _____ | 6. to   | _____ |
| 3. beet   | _____ |         | _____ |
| 4. it's   | _____ | 7. rode | _____ |

Which spelling words are contractions?

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

Write the spelling words with long *e* as in *tree*.

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



Look through the selections you read this week and search for homophones. Read the words you find aloud. Then record them in your writer's notebook.

Name \_\_\_\_\_

**A. Read aloud the spelling words in the box. Then write the spelling words that are homophones of the words below.**

its	you're	their	seen	flee
weight	flea	scene	peace	it's
piece	they're	your	there	wait

- |           |       |          |       |
|-----------|-------|----------|-------|
| 1. piece  | _____ | 5. flea  | _____ |
| 2. you're | _____ | 6. there | _____ |
| 3. seen   | _____ |          | _____ |
| 4. it's   | _____ | 7. wait  | _____ |

**Which spelling words are contractions?**

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

**Write the spelling words with long e as in *tree*.**

- |           |           |           |
|-----------|-----------|-----------|
| 11. _____ | 13. _____ | 15. _____ |
| 12. _____ | 14. _____ | 16. _____ |

**B. Compare the words *wait* and *weight*. How are they alike?**

**How are they different?**

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**Look through the selections you read this week and search for homophones. Read the words you find aloud. Then record them in your writer's notebook.**

Name \_\_\_\_\_

sale	beat	rowed	your	they're
sail	rode	its	you're	peace
beet	road	it's	their	piece

**A. Write the spelling word that matches each meaning.**

1. cloth to catch wind \_\_\_\_\_
2. red vegetable \_\_\_\_\_
3. opposite of *my* \_\_\_\_\_
4. part of something \_\_\_\_\_
5. path for vehicles \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

6. Alex used both oars and \_\_\_\_\_ the canoe to the island.
7. Sean said to me, "\_\_\_\_\_ going to love summer camp."
8. After the loud concert, I will need \_\_\_\_\_ and quiet.
9. Our scout troop \_\_\_\_\_ on a big float in the parade.
10. I finally \_\_\_\_\_ my big brother at chess.
11. This is a good time to buy a bike because they are on \_\_\_\_\_.
12. The campers lost \_\_\_\_\_ map on the first day.
13. Do you think \_\_\_\_\_ too early to show up?
14. Dad pointed to the firefighters and said, "\_\_\_\_\_ the real heroes."
15. The cat licked \_\_\_\_\_ sore paw.

Name \_\_\_\_\_

There are six mistakes in the use of homophones in the paragraphs below. Circle the incorrectly used homophones. Write the correct homophones on the lines.

Come visit Lakeview Cottages on you're next vacation. You can sale on Lake Emerald and picnic on Jasper Island. Their are lots of things to see and do in the area.

If your looking for piece and quiet, then this is the place to come. We are just up the rode on Saddleback Highway, about ten miles from Dover. Hope to see you soon!

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

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

3. \_\_\_\_\_ 6. \_\_\_\_\_

**Writing Connection**

**Write a vacation booklet about a place you want to see. Use at least four spelling words or other homophones in your writing.**

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Name \_\_\_\_\_

**Remember**

Homophones are words that sound the same but have different spellings and meanings. A pair or group of homophones often use different vowel spellings, such as the words *blue* and *blew*, *ate* and *eight*, and *meat* and *meet*.

sale	beat	their	your	they're
peace	it's	its	you're	sail
beet	road	rode	rowed	piece

Write the missing letters to make a spelling word. Read the spelling word aloud, then write it on the line.

- |               |       |               |       |
|---------------|-------|---------------|-------|
| 1. r _ d _    | _____ | 9. s _ _ l    | _____ |
| 2. r _ _ d    | _____ | 10. y _ _ r   | _____ |
| 3. r _ _ ed   | _____ | 11. y _ _ 're | _____ |
| 4. pea _ _    | _____ | 12. i _ _ s   | _____ |
| 5. pie _ _    | _____ | 13. i _ _ 's  | _____ |
| 6. th _ _ r   | _____ | 14. b _ _ t   | _____ |
| 7. th _ _ 're | _____ | 15. b _ e _   | _____ |
| 8. s _ l _    | _____ |               |       |

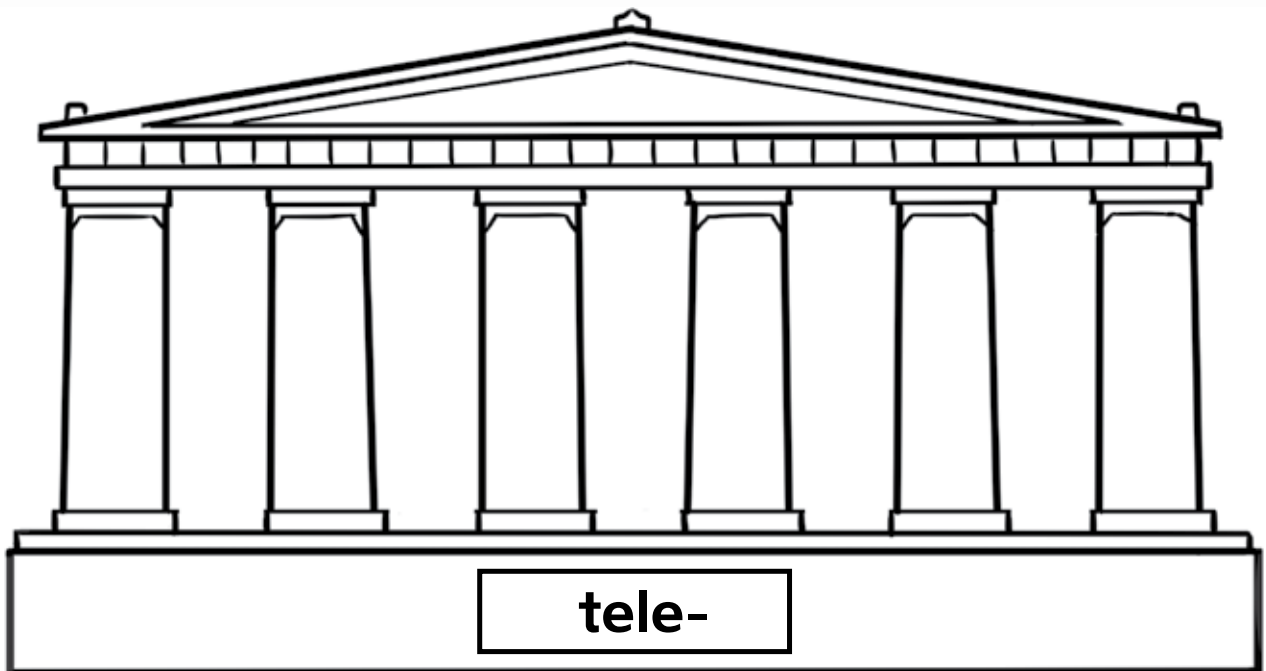
Name \_\_\_\_\_

Many words have roots from Greek and Latin. You can use your knowledge of Greek and Latin roots to figure out the meaning of an unfamiliar word.

The Latin root *aud* means to hear. This can help you understand that the word *audible* means *can be heard*.

The Greek root *graph* means *written*, and the root *bio* means *life*. This helps me see that a *biography* is a written work about someone's life.

The Greek root *tele-* means *far away*. How many words can you make with *tele-*? Write a word in each column. Use a dictionary for help.



Name \_\_\_\_\_

When you come across a new word, you can look for clues in the sentence or a nearby sentence to figure out the word's meaning. Also use your background knowledge, or what you know already.

*Most bats are nocturnal. They sleep during the daytime and look for food at night.*

To find the meaning of *nocturnal* in the first sentence, look at the second sentence for a clue. If bats sleep during the day and eat at night, then *nocturnal* must mean *active during the nighttime*.

Read the following sentences from "Adaptations: Grizzly and Polar Bears." Underline the sentence clues that help you figure out the meaning of each word in bold. Write the word's meaning on the line.

1. Every animal has **adaptations**. These are special ways that a body works or is made.

\_\_\_\_\_

2. Adaptations are very important for keeping all animals alive and able to **reproduce**, or have offspring.

\_\_\_\_\_

3. Both kinds of bears have toes with claws they cannot **retract**. This means bears cannot pull their claws inside.

\_\_\_\_\_

4. They also have a layer of **blubber**, or fat, over four inches thick.

\_\_\_\_\_

5. This helps them blend in with the trees and rocks in their **environment**, or where they live.

\_\_\_\_\_

Name \_\_\_\_\_

- Not all verbs add *-ed* to form the past tense.
- An **irregular verb** has a special spelling for the past tense.  
Some irregular verbs are: *come/came, do/did, say/said, go/went, eat/ate, and sing/sang.*
- A simple sentence has one independent clause.
- A compound sentence has two or more independent clauses.

**Write the correct past-tense form of the verb to finish the sentence.**

1. come      An author \_\_\_\_\_ to our school yesterday.
2. sing      I \_\_\_\_\_ a song for our school talent show.
3. do      Cam \_\_\_\_\_ the same juggling act as last year.
4. eat      We \_\_\_\_\_ our lunch outside today.
5. go      My friend \_\_\_\_\_ camping last week.
6. say      Our teacher \_\_\_\_\_ that everyone did a great job.
7. run      My sister \_\_\_\_\_ a marathon last year.
8. give      We \_\_\_\_\_ a box of canned goods to the shelter.
9. begin      The play \_\_\_\_\_ at noon.
10. bring      Sam \_\_\_\_\_ his pet hamster to school.



**In your writer's notebook, write about what you did last weekend. Reread your work when you're done to check that you used the correct past tense forms of irregular verbs.**

Name \_\_\_\_\_

- Some irregular verbs have a special spelling when used with helping verbs: *sing/sang/had sung*, *eat/ate/had eaten*.
- Subjects and helping verbs must always agree.

**A. Rewrite the sentences. Write the underlined verbs correctly.**1. My family has goed to the seashore often during the summer.

\_\_\_\_\_

2. My teacher has gived a speech at the White House.

\_\_\_\_\_

3. The puppy has growed a lot this past year.

\_\_\_\_\_

4. The birds had singed all morning.

\_\_\_\_\_

**B. Reread the lines from “Why I Run.” Write the present tense of the underlined verb in the first line. Then write how the verb should be spelled if you add the helping verb *had*.**

The first marathon I ever saw  
 was years ago with my grandma.  
 We stood out on our city’s streets  
 and marveled at the number of feet  
 and marveled at the number of feet.

\_\_\_\_\_

Name \_\_\_\_\_

- Irregular verbs have a special spelling to show that an action happened in the past: *build/built, find/found, run/ran, fly/flew*.
- Some verbs have a special spelling when used with helping verbs: *fly/flew/had flown, swim/swam/had swum*.

**Rewrite the sentences using the correct past tense form of the verb in parentheses.**

1. Have you ever (go) to a national park?

\_\_\_\_\_

2. At Yellowstone National Park, my family (see) lots of wildlife.

\_\_\_\_\_

3. Dad had (bring) his best camera to get lots of pictures.

\_\_\_\_\_

4. My friend Andi had (came) with us, too.

\_\_\_\_\_

5. I (give) Andi the seat next to the window.

\_\_\_\_\_



**In your writer's notebook, write about a park or landmark that you have seen or would like to see. You can use a dictionary to make sure you used the correct verb forms.**



Name \_\_\_\_\_

- Irregular verbs have a special spelling to show that an action happened in the past.
- Some verbs have a special spelling when used with helping verbs like *have*, *has*, and *had*.

**A. Proofread this passage. Circle any incorrect irregular verbs.**

Last week my mom comed to our school and gived a speech about being a volunteer. She has always sayed how important it is for people to help others. She has gave many hours of her time helping out at the animal shelter. I have seed her go out many times to rescue an animal. At the shelter she has sitted with several sick animals until they has eated a meal. I am proud to say that my mom has winned the Volunteer of the Year Award.

**B. Rewrite the passage. Write irregular verbs correctly.**

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Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) Yesterday my uncle and I went to the movies. (2) We bought some popcorn. (3) Then we found great seats. (4) We sat in our seats and ate the popcorn. (5) We enjoyed the movie because it told an exciting story about brave heroes.

- |   |   |
|---|---|
| 1. Which sentence contains two irregular verbs? | 2. Which is the irregular verb in sentence 5? |
| <b>A</b> Sentence 1                             | <b>F</b> enjoyed                              |
| <b>B</b> Sentence 3                             | <b>G</b> told                                 |
| <b>C</b> Sentence 4                             | <b>H</b> exciting                             |
| <b>D</b> Sentence 5                             | <b>J</b> movie                                |

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) Last year, my family moved to a new town. (2) At first, I feel sad. (3) I missed my friends. (4) But when I gone to my new school, I meet a lot of nice kids. (5) Now I am happy we moved.

3. What is the correct way to write sentence 2?
  - A** At first, I have feel sad.
  - B** At first, I felt sad.
  - C** At first, I feeled sad.
  - D** No change needed in sentence 2.
4. What is the correct way to write sentence 4?
  - F** But when I went to my new school, I meetted a lot of nice kids.
  - G** But when I have went to my new school, I have met a lot of nice kids.
  - H** But when I went to my new school, I met a lot of nice kids.
  - J** No change needed in sentence 4.

Name \_\_\_\_\_

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud.

When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

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

1. pounce
2. placed
3. dice
4. cents
5. price
6. space
7. mice
8. office
9. wage
10. age
11. gyms
12. giant
13. changes
14. message
15. pages
16. your
17. road
18. peace
19. giraffe
20. peaceful

Review Words

Challenge Words

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Name \_\_\_\_\_

The letters *c* and *g* can have a hard or soft sound. The letter *c* has a hard /k/ sound in *cat*, but a soft /s/ sound in *center*. The letter *g* has a hard /g/ sound in *garden*, but a soft /j/ sound in *gem*.

**DECODING WORDS**

When the letter *c* comes before the letters *i* or *e*, it usually has a soft /s/ sound: *circle*, *center*. When *g* comes before the letters *i* or *e*, it usually has a soft /j/ sound: *age*, *gigantic*.

Write the spelling words that contain the matching soft *c* and soft *g* spellings. Read the words aloud to hear the soft *c* and *g* sounds.

pounce

pages

wage

mice

changes

age

giant

office

gyms

message

dice

space

placed

price

cents

**soft *c* spelled *ce***

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

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

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

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

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

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

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

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

**ending in *-ge*  
or *-ges***

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

10. \_\_\_\_\_

11. \_\_\_\_\_

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

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

**beginning with *g-***

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

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

Name \_\_\_\_\_

The letters *c* and *g* can have a hard or soft sound. The letter *c* has a hard /k/ sound in *cat*, but a soft /s/ sound in *center*. The letter *g* has a hard /g/ sound in *garden*, but a soft /j/ sound in *gem*.

**DECODING WORDS**

When the letter *c* comes before the letters *i* or *e*, it usually has a soft /s/ sound: *circle*, *center*. When *g* comes before the letters *i* or *e*, it usually has a soft /j/ sound: *age*, *gigantic*.

Write the spelling words that contain the matching soft *c* and soft *g* spellings. Read the words aloud to hear the soft *c* and *g* sounds.

cell	price	mice	age	pages
village	giant	cents	since	placed
gyms	space	gems	slice	large

**soft *c* spelled *ce***

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

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

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

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

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

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

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

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

**ending in *-ge*  
or *-ges***

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

10. \_\_\_\_\_

11. \_\_\_\_\_

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

**beginning with *g-***

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

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

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

Name \_\_\_\_\_

**A. Read the words aloud and then write the spelling words that contain the matching soft *c* and soft *g* spellings.**

peaceful	message	officer	changes	garage
cabbage	cents	citizen	gently	pounce
office	Egypt	pages	placed	giant

- | soft <i>c</i> spelled <i>ce</i>                             | soft <i>c</i> spelled <i>ci</i> | ending in <i>-ge</i> or <i>-ges</i> |
|---|---------------------------------|-------------------------------------|
| 1. _____  | 7. _____                        | 10. _____                           |
| 2. _____  | beginning with <i>g-</i>        | 11. _____                           |
| 3. _____  | 8. _____                        | 12. _____                           |
| 4. _____  | 9. _____                        | 13. _____                           |
| 5. _____  |                                 | 14. _____                           |
| 6. _____  |                                 |                                     |
| 15. Which word has an unusual soft <i>g</i> spelling? _____ |                                 |                                     |

**B. Say the word *garage* aloud. What do you notice about the sounds each letter *g* makes?**

\_\_\_\_\_

\_\_\_\_\_



Look back through your writer's notebook for words with the soft *c* or *g*. Read the words you find aloud. Then create a word sort for a partner.



Name \_\_\_\_\_

pounce	cents	mice	age	changes
placed	price	office	gyms	message
dice	space	wage	giant	pages

**A. Write the spelling word that matches each definition below.**

1. parts of books \_\_\_\_\_
2. cost of something \_\_\_\_\_
3. numbered cubes \_\_\_\_\_
4. coins or change \_\_\_\_\_
5. small rodents \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

6. My kitten likes to \_\_\_\_\_ on her squeaky toy.
7. I called and left a \_\_\_\_\_ for Coach Stanton.
8. Mom \_\_\_\_\_ my birthday cake on the table.
9. New technology \_\_\_\_\_ the way people communicate.
10. The vastness of \_\_\_\_\_ is hard to imagine.
11. Mr. Helton is very lively for a man of his \_\_\_\_\_.
12. The book is about a \_\_\_\_\_ who is taller than a skyscraper.
13. My mom works in a big \_\_\_\_\_ building in the city.
14. All the school \_\_\_\_\_ will get new basketball nets.
15. Do astronauts earn a big \_\_\_\_\_ for the work they do?

Name \_\_\_\_\_

**There are six misspelled words in the paragraphs below. Underline each misspelled word. Write the words correctly on the lines.**

Once there were three mice named Pip, Kip, and Flip who lived in a school. They had lots of space to play when school was over for the day. They liked to play in the principal's office because there was always a lot of paper to chew there.

One night the principal came back to school to do some work. He brought his cat with him. The big cat tried to pounce on poor Pip! Pip had never seen a cat before and thought it was a terrible giant! "We don't like all these changes!" said Kip. He and his brothers left the school to look for a safer place to live.

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

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

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

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

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

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

**Writing Connection**

**Write a story about where the mice might go next. Use at least four spelling words in your story.**

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Name \_\_\_\_\_

**Remember**

The letters *c* and *g* can make hard or soft sounds. When *c* is followed by an *e* or *i*, it usually makes the soft /s/ sound that you hear in words like *center*. When the letter *g* is followed by an *e* or *i*, it usually makes the soft /j/ sound that you hear in *gentle*.

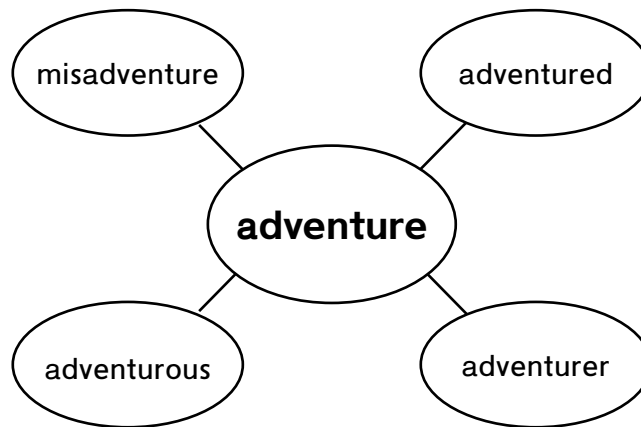
pounce	cents	mice	age	changes
placed	price	office	gyms	message
dice	space	wage	giant	pages

Fill in the missing letters to make a spelling word. Read the spelling word aloud, then write it on the line.

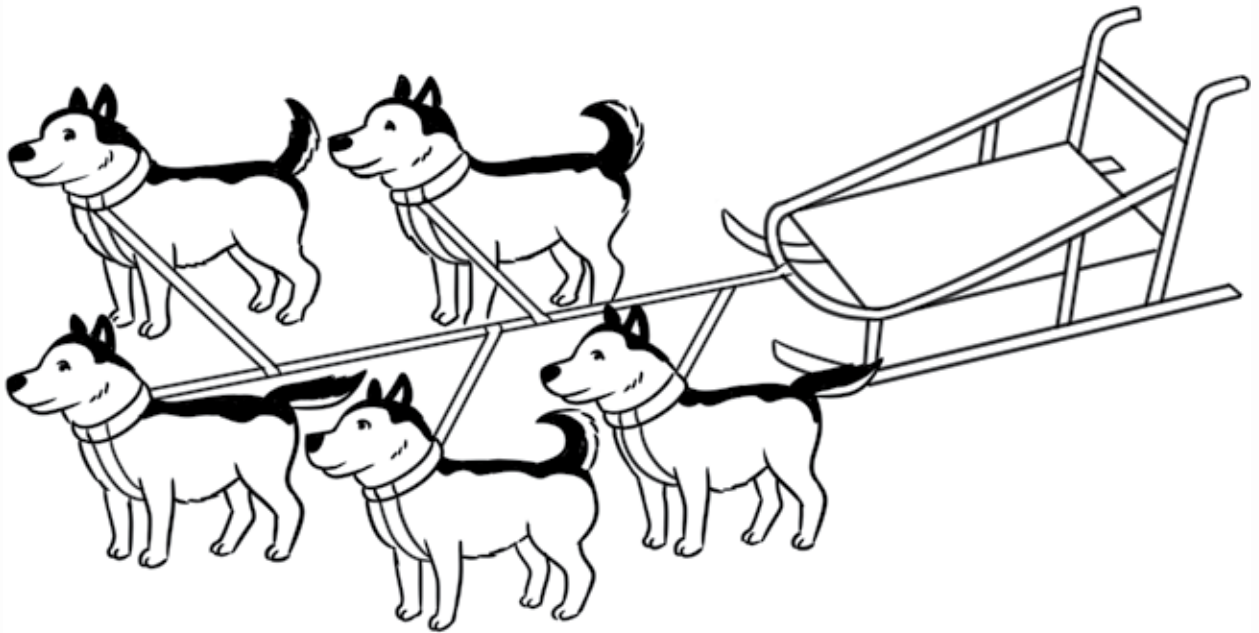
- |                      |                     |
|----------------------|---------------------|
| 1. off ____ e _____  | 9. poun ____ _____  |
| 2. pri ____ _____    | 10. ____ ant _____  |
| 3. ____ yms _____    | 11. ____ nts _____  |
| 4. mess ____ e _____ | 12. wa ____ e _____ |
| 5. pla ____ d _____  | 13. sp ____ e _____ |
| 6. chan ____ s _____ | 14. a ____ e _____  |
| 7. d ____ e _____    | 15. m ____ e _____  |
| 8. p ____ es _____   |                     |

Name \_\_\_\_\_

Create new forms of a base word by adding or removing inflectional endings, prefixes, or suffixes.



Use your notes from “The Winningest Woman of the Iditarod Dog Sled Race.” Choose one word and write it on the sled below. Then write related words on the dogs. Use a dictionary for help.



Name \_\_\_\_\_

A **metaphor** compares two different things without using the word *like* or *as*. Metaphors are a kind of figurative language, so they mean something other than what they literally say.

*We watched the clouds overhead. Balls of cotton sailing against a deep blue sky.*

In the lines above, *balls of cotton* is a metaphor to describe the way the clouds look.

**Read the lines from “Why I Run.” Find the metaphor and write it on the line. Then write the two things that are being compared.**

1. The runners were a rumbling herd,  
except for a few—

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2. Motorboats speeding over gray water,  
these runners would inspire anyone’s daughter.

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3. I went home that day and laced up my shoes  
and although my feet started out as one big bruise

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Name \_\_\_\_\_

- A **singular pronoun** replaces a singular noun.
- A **plural pronoun** replaces a plural noun or more than one noun.
- A **personal pronoun** replaces a noun that refers to a person or thing. It can be singular or plural. Personal pronouns include *I, me, you, we, us, he, she, it, and they*.

**Rewrite each sentence below. Use the correct singular or plural pronoun to replace the underlined noun or nouns.**

1. Carlos is reading a book about African lions.

\_\_\_\_\_

2. Marcus and Ana are interested in Bengal tigers.

\_\_\_\_\_

3. Jonas said, "Jonas saw a movie about wildlife in Costa Rica."

\_\_\_\_\_

4. The library closes at noon today.

\_\_\_\_\_

5. Carmen said, "Thalia and Carmen are planning a report on reptiles."

\_\_\_\_\_

6. Jenna wants to write about sea turtles.

\_\_\_\_\_



**In your writer's notebook, write about an animal you would like to learn more about. Reread your work when you're done. Make sure you used pronouns correctly.**



Name \_\_\_\_\_

- A plural pronoun must match the word or words it replaces: ***My friends and I saw the jugglers perform. We saw them perform.***
- A pronoun must agree with the word or pronoun it replaces in both number and gender: ***Tess lost her notebook.***

**A. Circle the correct pronoun to replace the underlined noun.  
Write the sentence on the line using the correct pronoun.**

1. Cam and Tara helped out at the bake sale. He They

\_\_\_\_\_

2. Our principal let us put a table up outside. it he

\_\_\_\_\_

3. David made lots of posters for the bake sale. She He

\_\_\_\_\_

**B. Circle the proper noun in the underlined sentence in this passage from “Hiram Revels—The First African American Senator.” Rewrite the sentence and replace the proper noun with a pronoun.**

Hiram Revels helped many people throughout his life. He helped people learn. As a senator, he helped the country progress. He was truly a good citizen!

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

- Pronouns must match a noun's number and gender.
- If the sentence is not clear as to what noun or nouns the pronoun refers to, avoid using a pronoun.
- Proper nouns begin with a capital letter and name specific people, places, and things. They include names, titles, holidays, and geographical names: *Jim, Doctor Garcia, Labor Day, Boston.*

**Rewrite each sentence using correct capitalization.**

1. My friend sam and i both have pen pals in other countries.

\_\_\_\_\_

2. Sam's pen pal is named amit and he lives in india.

\_\_\_\_\_

3. My pen pal's name is belinda and she lives in australia.

\_\_\_\_\_

4. When i see a letter from melbourne, i get really excited.

\_\_\_\_\_

**Writing Connection**

**Write about a country you want to learn more about. When you're done, check your writing for correct capitalization and pronoun agreement.**

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Name \_\_\_\_\_

- A pronoun must agree with the word or noun it replaces in both number and gender.
- A proper noun begins with a capital letter. The pronoun *I* is always capitalized.

**A. Proofread the paragraph. Circle any incorrect pronouns and words that should be capitalized.**

Last summer my mom and i went to seattle, washington. Us had a great time there seeing all the sights. We went to the seattle aquarium and learned all about sea otters and salmon. Mom took lots of pictures, and he plans to make a scrapbook of our trip. My favorite place to eat was mike and mary's pizza on jackson street. We even got to meet Mike and Mary. them have been making pizzas for over twenty years! Mom and i had such a great time that us plan to go back next july.

**B. Rewrite the paragraph with the correct pronouns. Make sure all proper nouns and *I* are capitalized.**

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Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) My brother Ben and I are interested in astronomy. (2) After dark, we look at the planets through telescopes. (3) Ben's telescope is stronger than mine. (4) When I look through it, I can see Jupiter and Saturn. (5) It's exciting to study astronomy.

- |  |   |
|--|---|
| 1. What is the plural pronoun in sentence 2? | 2. What does "it" refer to in sentence 4? |
| <b>A</b> we                                  | <b>F</b> Ben                              |
| <b>B</b> look                                | <b>G</b> the telescope                    |
| <b>C</b> and                                 | <b>H</b> Jupiter                          |
| <b>D</b> through                             | <b>J</b> Saturn                           |

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) My friend susie and me want to be astronauts when we grow up. (2) Us like to read about famous astronauts such as john glenn. (3) Someday we want to travel to the International Space Station. (4) How amazing to see Earth from space!

3. What is the correct way to write sentence 1?
- A** My friend Susie and i want to be astronauts when we grow up.  
**B** My friend Susie and I want to be astronauts when we grow up.  
**C** My friend Susie and me want to be astronauts when we grow up.  
**D** No change needed in sentence 1.
4. What is the correct way to write sentence 2?
- F** We like to read about famous astronauts such as john glenn.  
**G** Us like to read about famous astronauts such as John Glenn.  
**H** We like to read about famous astronauts such as John Glenn.  
**J** No change needed in sentence 2.

Name \_\_\_\_\_

**Fold back the paper along the dotted line.**

**Use the blanks to write each word as it is read aloud.**

**When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
- Review Words** 16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
- Challenge Words** 19. \_\_\_\_\_
20. \_\_\_\_\_

1. airplane
2. daytime
3. birthday
4. daylight
5. hairdo
6. somebody
7. birdhouse
8. barefoot
9. headlight
10. sometime
11. someone
12. newspaper
13. sidewalks
14. basketball
15. stagecoach
16. placed
17. office
18. giant
19. handwriting
20. windshield

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Name \_\_\_\_\_

A **compound word** is formed by two shorter words. Use the shorter words to figure out the meaning of the compound word. For example, break *waterfall* into the words *water* and *fall* to see that a *waterfall* is made by water falling over the edge of a cliff.

**DECODING WORDS**

You should also divide a compound word into its smaller words to sound it out. Read these examples aloud: *horse/back*, *book/store*, *water/melon*, *grass/hopper*, *sun/shine*.

Read aloud the spelling words in the box. Then write the spelling words that include the words written below.

airplane	daylight	birdhouse	sometime	sidewalks
daytime	hairdo	barefoot	someone	basketball
birthday	somebody	headlight	newspaper	stagecoach

- |         |       |           |       |
|---------|-------|-----------|-------|
| 1. day  | _____ | 5. light  | _____ |
|         | _____ |           | _____ |
|         | _____ | 6. basket | _____ |
| 2. some | _____ | 7. news   | _____ |
|         | _____ | 8. walk   | _____ |
|         | _____ | 9. do     | _____ |
| 3. time | _____ | 10. house | _____ |
|         | _____ | 11. coach | _____ |
| 4. foot | _____ | 12. ball  | _____ |



Name \_\_\_\_\_

A **compound word** is formed by two shorter words. Use the shorter words to figure out the meaning of the compound word. For example, break *waterfall* into the words *water* and *fall* to see that a *waterfall* is made by water falling over the edge of a cliff.

**DECODING WORDS**

You should also divide a compound word into its smaller words to sound it out. Read these examples aloud: *horse/back*, *book/store*, *water/melon*, *grass/hopper*, *sun/shine*.

Read aloud the spelling words in the box. Then write the spelling words that include the words written below.

airplane	daylight	birdhouse	sometime	sidewalks
daytime	sunset	railroad	birthday	doghouse
someone	notebooks	headlight	newspaper	stoplight

1. day

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5. time

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---

2. some

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6. road

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7. news

8. walk

3. sun

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---

9. air

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4. light

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10. house

12. books

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Name \_\_\_\_\_

**A. Read aloud the spelling words in the box. Then write the spelling words that include the words written below.**

homemade	hairdo	barefoot	someone	basketball
windowpane	stagecoach	headlight	newspaper	birthday
thumbnail	whoever	windshield	throughout	handwriting

- |            |       |           |       |
|------------|-------|-----------|-------|
| 1. day     | _____ | 9. light  | _____ |
| 2. some    | _____ | 10. hand  | _____ |
| 3. home    | _____ | 11. news  | _____ |
| 4. who     | _____ | 12. foot  | _____ |
| 5. through | _____ | 13. do    | _____ |
| 6. thumb   | _____ | 14. coach | _____ |
| 7. window  | _____ | 15. ball  | _____ |
| 8. shield  | _____ |           |       |

**B. Compare the words *daytime* and *birthday*. How are they alike? How are they different?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Look for compound words in the selections you read this week. Read the words you find aloud. Then use the words to make a word sort for a partner.**

Name \_\_\_\_\_

airplane	daylight	birdhouse	sometime	sidewalks
daytime	hairdo	barefoot	someone	basketball
birthday	somebody	headlight	newspaper	stagecoach

**A. Join two words from the riddle to make a compound word.**

1. Time during the day \_\_\_\_\_
2. A house for a bird \_\_\_\_\_
3. A ball thrown in a basket \_\_\_\_\_
4. Places for walks on the side of a street \_\_\_\_\_
5. The day of your birth \_\_\_\_\_
6. The light of the day \_\_\_\_\_
7. A foot that is bare \_\_\_\_\_
8. A paper containing news \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

9. Mom went to the salon and asked for a new \_\_\_\_\_.
10. I saw a really old \_\_\_\_\_ at the Transportation Museum.
11. A bulb burned out of our car's left \_\_\_\_\_.
12. We flew on an \_\_\_\_\_ to get across the ocean.
13. Come to my house \_\_\_\_\_ on Saturday to watch a movie.
14. Dad asked if \_\_\_\_\_ would help him with the dishes.
15. Did \_\_\_\_\_ lose a red wool scarf at the game?

Name \_\_\_\_\_

**There are six misspelled words in the story below. Underline each misspelled word. Write the words correctly on the lines.**

Princess Anna was having a birtday party. It was such an important day that she decided to get a new hairdoo. Later, she arrived at the party in a stagecoch that was made of pure gold.

The princess danced until her feet began to hurt! She tossed off her shoes and danced bearfoot. When daylite came, the happy but tired princess went home. The next day there was a picture in the newzpaper showing the laughing princess at her party.

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

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

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

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

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

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

**Writing Connection**

**Write a story about your birthday or another special day. Use at least four spelling words.**

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Name \_\_\_\_\_

**Remember**

Compound words are formed when two shorter words are put together, as in the words *bookstore*, *backpack*, and *underground*. Sound out a compound word by dividing it into its two shorter words. Look for familiar spelling patterns in the shorter words. For example, divide the word *lifetime* into the words *life* and *time*. Note how each of the shorter words has a VCe spelling pattern and long *i* vowel sound. Read the entire word aloud: *life/time*.

Dividing a compound word into shorter words can also help you figure out a compound word's meaning. *Lifetime* refers to the amount of time in one life.

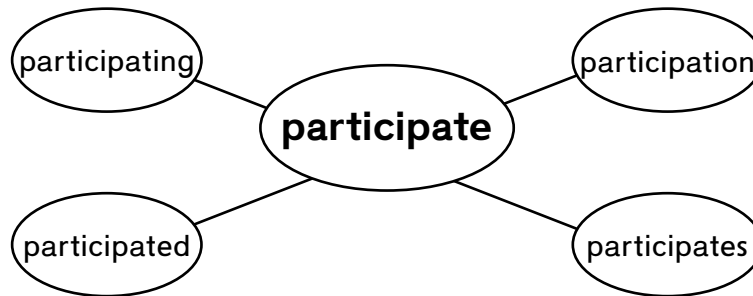
airplane	daylight	birdhouse	sometime	sidewalks
daytime	hairdo	barefoot	someone	basketball
birthday	somebody	headlight	newspaper	stagecoach

**Write the missing word to complete each compound spelling word. Read the spelling word aloud. Then write it on the line.**

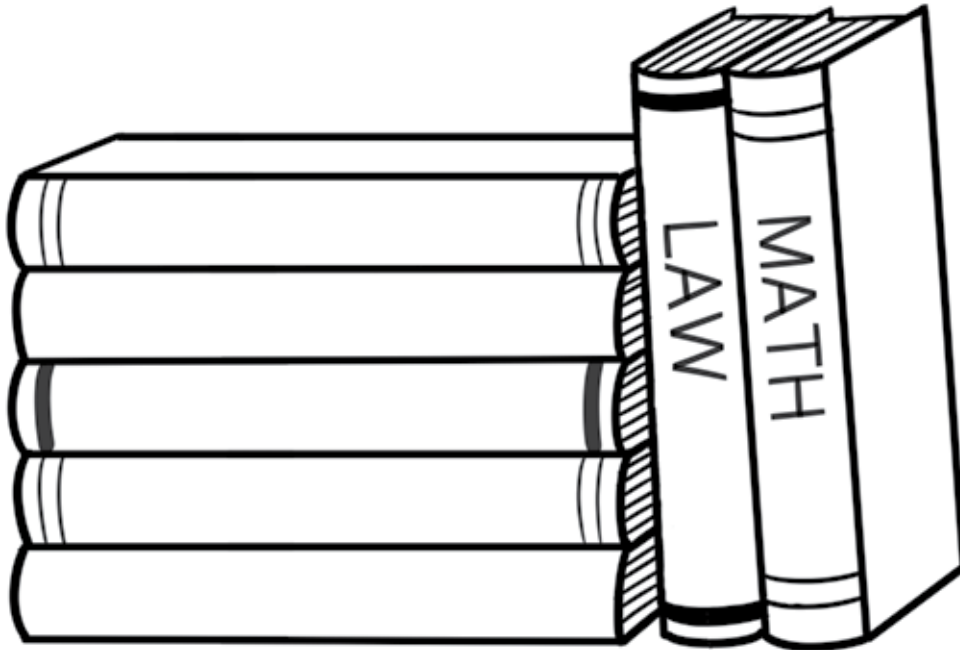
- |                      |                       |
|----------------------|-----------------------|
| 1. _____ plane _____ | 6. news _____         |
| 2. head _____        | 7. bare _____         |
| 3. day _____         | 8. _____ house _____  |
| day _____            | 9. birth _____        |
| 4. hair _____        | 10. side _____        |
| 5. _____ body _____  | 11. _____ coach _____ |
| some _____           | 12. _____ ball _____  |
| some _____           |                       |

Name \_\_\_\_\_

Create new forms of a base word by adding or removing inflectional endings, prefixes, and suffixes.



Review your notes on *Elizabeth Leads the Way*. Choose one word from your notes or the selection and write it on the bottom book. Then write related words on the other books. Use a dictionary for help.





Name \_\_\_\_\_

**Write the vocabulary word that best completes each sentence.**

adventurous	prefer	shelter	courageous
fabulous	environment	extremely	weird
competition	admires	pronounce	practicing

1. His piano teacher asked, "Are you \_\_\_\_\_ every day?"
2. The \_\_\_\_\_ lifeguard jumped in the pool to save the boy who fell in the water.
3. Her French teacher taught her how to \_\_\_\_\_ new words.
4. A mountain climber is an example of an \_\_\_\_\_ person.
5. Winter in Alaska is \_\_\_\_\_ cold.
6. His mother \_\_\_\_\_ his beautiful artwork.
7. Some people like to play tennis, but I \_\_\_\_\_ soccer.
8. The party was so much fun. I had a \_\_\_\_\_ time.
9. A lizard lives in a hot and dry \_\_\_\_\_.
10. When it started to rain, they took \_\_\_\_\_ under a tree.
11. I had a \_\_\_\_\_ dream that I could fly.
12. Andy won the \_\_\_\_\_ because he was the best swimmer.

Name \_\_\_\_\_

- A **subject pronoun** is used as the subject of a sentence.
- Singular subject pronouns are *I, you, he, she, and it*: *I drive the car. **He** plays football.*
- Plural subject pronouns are *we, you, and they*: ***We** go swimming. **They** eat dinner.*

**Read the sentences. Choose the correct pronoun in parentheses to complete each sentence. Write the pronoun.**

1. My friend Ted and \_\_\_\_\_ started a lawn service. (me, I)
2. \_\_\_\_\_ made a list of all the services we will offer. (We, Us)
3. \_\_\_\_\_ am good at raking and cleaning up. (Me, I)
4. \_\_\_\_\_ is good at planting and weeding. (He, Him)
5. We asked the Smiths, "Would \_\_\_\_\_ like our help?" (you, them)
6. \_\_\_\_\_ signed up for a one month trial. (Them, They)
7. Dad said that \_\_\_\_\_ is very proud of us. (him, he)
8. \_\_\_\_\_ is a good way to make money this summer. (It, You)
9. \_\_\_\_\_ hope to have at least five customers. (Us, We)
10. Ted and \_\_\_\_\_ plan to work hard. (me, I)



**In your writer's notebook, write about a way you could earn money during the summer. Then reread your work. Make sure you used subject pronouns correctly.**

Name \_\_\_\_\_

- An **object pronoun** can take the place of an object noun: Mark invited *Kim*. Mark invited *her*.
- Singular object pronouns are *me*, *you*, *him*, *her*, and *it*.
- Plural object pronouns are *us*, *you*, and *them*.

**A. Read the sentences. Choose the correct pronoun in parentheses to complete each sentence. Write the pronoun.**

- Dad helped \_\_\_\_\_ build a tree house. (we, us)
- I hope \_\_\_\_\_ can come see it. (you, us)
- I asked \_\_\_\_\_ to help me clean up. (she, her)
- We can help \_\_\_\_\_ put away the tools. (he, him)
- Mom saw \_\_\_\_\_ reading a book. (them, they)

**B. Reread this paragraph from “Susan B. Anthony Takes Action.” Circle the object pronouns in the underlined sentence.**

When Susan went to school, she saw that boys and girls were not treated the same way. One of her teachers refused to teach Susan long division. She said that girls did not have any reason to know math. As a result, Susan’s family took her out of school and taught her at home.



**In your writer’s notebook, write about your favorite school subject. Check your work when you are done to make sure you used object pronouns correctly.**

Name \_\_\_\_\_

- Use the subject pronouns *I, you, he, she, it, we, and they* to replace subject nouns: *I throw the ball to Jack.*
- Use the object pronouns *me, you, him, her, it, us, and them* to replace object nouns: *I throw the ball to **him**.*
- A present-tense verb must agree with its subject pronoun.
- Add *-s* or *-es* to most present-tense action verbs when using the singular pronouns *he, she, and it*. Do not add *-s* or *-es* to a present-tense action verb when using the plural pronouns *we, you, and they*: *He **eats** dinner. They **eat** dinner.*

**Replace each underlined word or group of words with the correct subject or object pronoun. Write the new sentences.**

1. My grandmother took my brother and me to Washington, D.C.

\_\_\_\_\_

2. The Smithsonian is an amazing place to spend the day.

\_\_\_\_\_

3. My grandmother, brother, and I got to tour the White House.

\_\_\_\_\_

4. My brother asked my grandmother if she had ever been there before.

\_\_\_\_\_



**In your writer's notebook, write about what you would see on a trip to Washington, D.C. Reread your work to make sure your pronouns agree with your verbs.**

Name \_\_\_\_\_

- Use the subject pronouns *I, you, he, she, it, we, and they* as the subject of a sentence or to replace subject nouns.
- Use the object pronouns *me, you, him, her, it, us, and them* to replace object nouns.
- A present-tense verb must agree with its subject pronoun.

**A. Proofread the paragraph below. Circle any pronouns that are used incorrectly.**

My classmates and I have been learning about space. Us got to visit a planetarium last week. Zach and me made a big mural that shows planets, moons, and constellations. We invited other classes to come and see our mural. Them were amazed at what they saw. Our teacher, Ms. Alba, asked our principal to come see it. We asked he if he would like to hang it in his office. Mr. Costas gave we a big compliment. Him said he would be honored to have it on his wall.

**B. Rewrite the paragraph with the correct pronouns.**

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Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) David's mother is a doctor. (2) She takes care of many people and helps them get well. (3) Her patients like her very much because she is caring and kind. (4) David is proud of his mother. (5) He wants to be a doctor like his mom.

- |  |   |
|--|---|
| 1. What is the object pronoun in sentence 2? | 2. What is the subject pronoun in sentence 5? |
| <b>A</b> She                                 | <b>F</b> He                                   |
| <b>B</b> takes                               | <b>G</b> wants                                |
| <b>C</b> people                              | <b>H</b> his                                  |
| <b>D</b> them                                | <b>J</b> mom                                  |

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) I love my new puppy. (2) My sister and me named she Scout. (3) Scout enjoys playing in the backyard. (4) Sometimes she chases birds, but she can't catch they.

3. What is the correct way to write sentence 2?
- A** My sister and I named she Scout.  
**B** My sister and me named her Scout.  
**C** My sister and I named her Scout.  
**D** No change needed in sentence 2.
4. What is the correct way to write sentence 4?
- F** Sometimes her chases birds, but her can't catch them.  
**G** Sometimes she chases birds, but she can't catch them.  
**H** Sometimes she chases birds, but her can't catch they.  
**J** No change needed in sentence 4.



Name \_\_\_\_\_

**Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud.**

**When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.**

- |                                  |                |
|----------------------------------|----------------|
| 1. _____                         | 1. names       |
| 2. _____                         | 2. named       |
| 3. _____                         | 3. naming      |
| 4. _____                         | 4. hopes       |
| 5. _____                         | 5. hoped       |
| 6. _____                         | 6. hoping      |
| 7. _____                         | 7. dances      |
| 8. _____                         | 8. danced      |
| 9. _____                         | 9. dancing     |
| 10. _____                        | 10. drops      |
| 11. _____                        | 11. dropped    |
| 12. _____                        | 12. dropping   |
| 13. _____                        | 13. wraps      |
| 14. _____                        | 14. wrapped    |
| 15. _____                        | 15. wrapping   |
| <b>Review Words</b> 16. _____    | 16. basketball |
| 17. _____                        | 17. airplane   |
| 18. _____                        | 18. birthday   |
| <b>Challenge Words</b> 19. _____ | 19. driving    |
| 20. _____                        | 20. traded     |

Name \_\_\_\_\_

**Inflectional endings** are letters added to the end of a word to change the word's meaning. The letter *-s* is used to form plural nouns and some present verbs. The letters *-ed* are added to regular verbs to show that an action happened in the past. The letters *-ing* show that an action is happening now.

**RULE REVIEW**

If a word ends in silent *e*, drop the *e* before adding *-ed* or *-ing*: *type/typed/typing*. If a word ends in a vowel and consonant, double the final consonant before adding *-ed* or *-ing*: *stop/stopped/stopping*.

Read the spelling words aloud. Then write the spelling words that contain the matching spelling pattern.

wrapped	dropped	named	drops	hoping
dances	hoped	danced	hopes	names
naming	wraps	wrapping	dropping	dancing

**drop *e* and add *-ed*****drop *e* and add *-ing*****add *-s***

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

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

11. \_\_\_\_\_

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

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

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

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

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

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

**double consonant  
and add *-ed*****double consonant  
and add *-ing***

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

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

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

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

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

10. \_\_\_\_\_

Name \_\_\_\_\_

**Inflectional endings** are letters added to the end of a word to change the word's meaning. The letter **-s** is used to form plural nouns and some present verbs. The letters **-ed** are added to regular verbs to show that an action happened in the past. The letters **-ing** show that an action is happening now.

**RULE REVIEW**

If a word ends in silent *e*, drop the *e* before adding **-ed** or **-ing**: *type/typed/typing*. If a word ends in a vowel and consonant, double the final consonant before adding **-ed** or **-ing**: *stop/stopped/stopping*.

Read aloud the spelling words in the box. Then write the spelling words that contain the matching spelling pattern.

hoped	hopes	naming	racing	hugs
hugged	names	raced	hugging	named
races	hoping	drops	dropping	dropped

**drop *e* and add *-ed***

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

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

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

**double consonant  
and add *-ed***

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

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

**drop *e* and add *-ing***

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

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

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

**double consonant  
and add *-ing***

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

10. \_\_\_\_\_

**add *-s***

11. \_\_\_\_\_

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

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

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

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

Name \_\_\_\_\_

**A. Read aloud the spelling words in the box. Then write the spelling words with the matching spelling pattern.**

arrived	hopes	achieves	dropped	danced
noticed	dropping	wrapping	hoped	driving
offering	traded	dancing	wrapped	hoping

**drop *e* and add *-ed***

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

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

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

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

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

**double consonant  
and add *-ed***

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

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

**drop *e* and add *-ing***

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

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

10. \_\_\_\_\_

**double consonant  
and add *-ing***

11. \_\_\_\_\_

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

**add *-s***

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

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

**add *-ing***

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

**B. Compare the words *hoped* and *dropped*. How are they alike?  
How are they different?**

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Name \_\_\_\_\_

hoped	hopes	dances	drops	danced
wrapped	names	wraps	hoping	named
naming	dropped	dancing	dropping	wrapping

**A. Write the spelling word that best completes each sentence.**

1. Last week I \_\_\_\_\_ in a musical play at school.
2. Mom is \_\_\_\_\_ my birthday present in the other room.
3. I am \_\_\_\_\_ that we will have a snow day soon.
4. We \_\_\_\_\_ our three puppies Spot, Dot, and Not.
5. I had \_\_\_\_\_ the rain would stop before the big game.
6. The people were \_\_\_\_\_ and singing on stage.
7. Our school will be \_\_\_\_\_ our team's mascot this week.
8. My apple rolled across the floor when I \_\_\_\_\_ it.
9. The girls \_\_\_\_\_ sandwiches for the picnic.
10. We are \_\_\_\_\_ my sister off at soccer practice first.

**B. Write the spelling words that mean the same thing as the words below.**

- |                           |                   |
|---------------------------|-------------------|
| 11. give a name to _____  | 14. to fall _____ |
| 12. want to be true _____ | 15. cover _____   |
| 13. move to music _____   |                   |

Name \_\_\_\_\_

**There are six misspelled words in the story below. Underline each misspelled word. Write the words correctly on the lines.**

Dave was always looking for ways to help others. He hoped to travel around the world helping people in need. One day he was dropping off some canned goods at the soup kitchen when he learned some bad news. The soup kitchen would close because there wasn't enough money. He dropped the cans into the bin and went home, hoping to get an idea to save the soup kitchen.

At home, his mom was watching a dance contest on TV. "People just love danceing," she said to Dave. And that's how Dave got the idea for a fundraiser. He charged five dollars per person and asked everyone to bring three cans of soup. People danceed all evening and had fun helping the soup kitchen.

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

**Writing Connection**

**Write a story about someone who helps others. Use at least four spelling words in your story.**

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Name \_\_\_\_\_

**Remember**

An inflectional ending is added to a base word to create a new word. The letter *-s* is added to form most plural nouns and some present-tense verbs. The ending *-ed* shows that an action already happened. The ending *-ing* shows that an action is still happening.

Drop the final *e* in words that end in *e* before adding the ending *-ed* or *-ing*. Double the final consonant in words that end in a vowel and consonant before adding *-ed* or *-ing*.

names	dropping	dances	danced	wraps
wrapped	hoped	drops	dropped	named
hoping	naming	dancing	hopes	wrapping

Join each word with the ending to form a spelling word. Read the spelling word aloud and then write it on the line.

- |                |       |                |       |
|----------------|-------|----------------|-------|
| 1. name + ed   | _____ | 9. wrap + ing  | _____ |
| 2. dance + ed  | _____ | 10. name + s   | _____ |
| 3. name + ing  | _____ | 11. drop + ed  | _____ |
| 4. hope + s    | _____ | 12. hope + ing | _____ |
| 5. wrap + ed   | _____ | 13. dance + s  | _____ |
| 6. dance + ing | _____ | 14. hope + ed  | _____ |
| 7. drop + s    | _____ | 15. drop + ing | _____ |
| 8. wrap + s    | _____ |                |       |

Name \_\_\_\_\_

**Antonyms** are two words that have opposite meanings. For example: *old* and *new*, *hot* and *cold*, *early* and *late*, *large* and *small*, *easy* and *difficult*, *open* and *closed*.

When you come across a word you don't know, look for a nearby antonym to help you figure out the word's meaning.

Read the sentences below. Underline the antonym in the second sentence that has the opposite meaning of the word in bold in the first sentence. Write the meaning of the bold word on the line.

1. Your hands are **filthy** from playing in the dirt. Make sure they are clean before you eat dinner.  
\_\_\_\_\_
2. The monkey moved **swiftly** from tree to tree. The snake crawled slowly on the ground below.  
\_\_\_\_\_
3. They saw **enormous** redwood trees when they visited California. The redwood trees made the tall oak trees in their hometown look tiny.  
\_\_\_\_\_
4. I was **amused** when the movie began. But by the time it was over, I felt bored.  
\_\_\_\_\_
5. The **frigid** weather was very uncomfortable. She was finally able to warm up when she got inside.  
\_\_\_\_\_

Name \_\_\_\_\_

**Prefixes** and **suffixes** are word parts that are added to a base word to create a new word with a new meaning. Prefixes are added to the beginning of a word. Suffixes are added to the end of a word.

The prefixes *un-* and *dis-* mean *not* or *the opposite of*. For example, *disorder* means *not in order*. *Unaware* means *not aware*.

The suffix *-ly* means *in such a way*. It is usually used to change an adjective into an adverb, as in the words *quickly* and *happily*.

Read each sentence from “Hiram Revels—The First African American Senator.” Underline the word in each sentence that has the prefix *un-* or *dis-* or the suffix *-ly*. Write the meaning of the word on the line.

1. Back then, African Americans were treated badly.

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2. Still, the laws in the South were unfair toward all African Americans.

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3. Because he was unable to go to college in the South, Revels went to colleges in Indiana and Ohio.

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4. He became highly educated.

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5. There were many newly freed African Americans.

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6. Revels disliked rules that were unfair for African Americans.

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Name \_\_\_\_\_

- A **present-tense verb** must agree with its **subject pronoun** in simple and compound sentences: ***They dive into the pool.***
- Add **-s** or **-es** to most present-tense action verbs only when using the singular pronouns *he, she, and it*: ***She dives into the pool.***

Circle the verb that agrees with the subject pronoun in each sentence. Write the sentence on the line.

1. She (read, reads) a story to us every day.

\_\_\_\_\_

2. It (make, makes) us laugh to hear funny stories.

\_\_\_\_\_

3. It (take, takes) us twenty minutes to walk to the library.

\_\_\_\_\_

4. He (look, looks) for books about monkeys.

\_\_\_\_\_

Connect to  
Community

Talk to a parent or another trusted adult about your town library. Write about why libraries are important. Check your work for pronoun-verb agreement. Include questions with interrogative words like *who, what, when, where, how* and *why* to grab the attention of your reader.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

- Do not add *-s* or *-es* to a present-tense verb when using the plural pronouns *we*, *you*, and *they* or the singular pronouns *I* and *you*.
- Subject pronouns and their verbs must agree in simple and compound sentences.

**A. Choose the correct verb in parentheses to complete each sentence. Write the verb on the line.**

1. We \_\_\_\_\_ helping Mom with our garden. (like, likes)
2. She \_\_\_\_\_ lettuce, tomatoes, and cucumbers. (grow, grows)
3. I \_\_\_\_\_ pull the weeds, and my brother waters. (help, helps)
4. He \_\_\_\_\_ how to plant seeds, too. (know, knows)
5. Do you \_\_\_\_\_ a garden at your house? (want, wants)

**B. Reread this paragraph from “Juanita and the Beanstalk.” Circle the pronoun in the underlined sentence. Then rewrite the sentence in the present tense on the lines.**

“I don’t want to sell Pepe!” cried Juanita. She petted the goat lovingly. But she was an obedient girl and would not disobey her mother. Reluctantly, she took Pepe to town. On her way she met an old man who patted Pepe kindly.

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\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

- A present-tense verb must agree with its subject pronoun in simple and compound sentences.
- Add *-s* or *-es* to most present-tense action verbs only when using the singular pronouns *he*, *she*, and *it*.
- Do not add *-s* or *-es* to a present-tense verb when using the plural pronouns *we*, *you*, and *they* or the singular pronouns *I* and *you*.

**Choose the correct verb to complete each sentence. Write the verb on the line.**

1. I (like, likes) Career Day at school. \_\_\_\_\_
2. We (hear, hears) speakers, like Mr. Jace, talk about their jobs. \_\_\_\_\_
3. He (work, works) on jets and airplanes. \_\_\_\_\_
4. I (think, thinks) that would be a hard job to do. \_\_\_\_\_
5. They (tell, tells) our class about the importance of reading. \_\_\_\_\_
6. I (see, sees) a speaker dressed like an astronaut. \_\_\_\_\_
7. She (explain, explains) what she does on space walks. \_\_\_\_\_
8. I (hope, hopes) to be a writer when I grow up. \_\_\_\_\_



**In your writer's notebook, write about what you would like to be when you grow up. Reread your work when you are done. Make sure your pronouns and verbs agree.**



Name \_\_\_\_\_

- A present-tense verb must agree with its subject pronoun in simple and compound sentences.
- Add *-s* or *-es* to most present-tense action verbs only when using the singular pronouns *he*, *she*, and *it*. Do not add *-s* or *-es* to a present-tense action verb when using the plural pronouns *we*, *you*, and *they* or the singular pronouns *I* and *you*.

**Rewrite the sentences below. Make sure that the pronouns and verbs agree with each other.**

1. I sees a huge spider web on my bike!

\_\_\_\_\_

2. He paint pictures of sailboats on the lake.

\_\_\_\_\_

3. They hikes the Grand Canyon every August.

\_\_\_\_\_

4. It rain almost every afternoon in Florida.

\_\_\_\_\_

5. Do you swims at the Oak Park Water Club?

\_\_\_\_\_

**HANDWRITING CONNECTION**

Remember to write legibly. Use proper cursive and leave spaces between words.

Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) My friend Jenny and I go to the library every week.  
 (2) We return our old books before looking for new ones. (3) The librarian often helps us. (4) He knows where all the books in the library are.

- |  |  |
|--|--|
| 1. What is the verb that agrees with the singular pronoun <i>He</i> in sentence 4? | 2. Which sentence contains a plural subject pronoun? |
| A where  | F Sentence 1   |
| B knows  | G Sentence 2   |
| C books  | H Sentence 3   |
| D are  | J Sentence 4   |

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) My favorite book is *Alice's Adventures in Wonderland*. (2) It is about a girl who follows a rabbit down a hole. (3) She discover a new world with many unusual characters. (4) They takes her on adventures and shows her many strange things.

3. What is the correct way to write sentence 3?
- A She discovers a new world with many unusual characters.  
 B It discover a new world with many unusual characters.  
 C They discovers a new world with many unusual characters.  
 D No change needed in sentence 3.
4. What is the correct way to write sentence 4?
- F They take her on adventures and shows her many strange things.  
 G They take her on adventures and show her many strange things.  
 H They takes her on adventures and show her many strange things.  
 J No change needed in sentence 4.

Name \_\_\_\_\_

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud.

When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

- |                                  |              |
|----------------------------------|--------------|
| 1. _____                         | 1. basket    |
| 2. _____                         | 2. rabbit    |
| 3. _____                         | 3. lesson    |
| 4. _____                         | 4. letter    |
| 5. _____                         | 5. invite    |
| 6. _____                         | 6. bedtime   |
| 7. _____                         | 7. mammal    |
| 8. _____                         | 8. number    |
| 9. _____                         | 9. fellow    |
| 10. _____                        | 10. chapter  |
| 11. _____                        | 11. follow   |
| 12. _____                        | 12. problem  |
| 13. _____                        | 13. chicken  |
| 14. _____                        | 14. butter   |
| 15. _____                        | 15. napkin   |
| <b>Review Words</b> 16. _____    | 16. hoping   |
| 17. _____                        | 17. dances   |
| 18. _____                        | 18. dropped  |
| <b>Challenge Words</b> 19. _____ | 19. suppose  |
| 20. _____                        | 20. stubborn |

Name \_\_\_\_\_

If a syllable ends in a consonant, it is a **closed syllable** and the vowel sound is usually short. In words with a vowel-consonant-consonant-vowel (VCCV) spelling pattern, the word is usually divided between the two consonants. Read these words aloud: *sum/mer, rep/tile*.

**RULE REVIEW**

**Alphabetize** words by sorting them by where the first letter appears in the alphabet. The words *bear, car, and apple* are sorted as *apple, bear, car*. If two words begin with the same letters, sort by the first letter they don't share: *stay, step, stop*.

**A. Write the spelling words with the matching spelling patterns.**

basket	letter	mammal	chapter	chicken
rabbit	invite	number	follow	butter
lesson	bedtime	fellow	problem	napkin

- |           |           |           |
|-----------|-----------|-----------|
| <b>ll</b> | <b>bb</b> | <b>tt</b> |
| 1. _____  | 4. _____  | 6. _____  |
| 2. _____  | <b>ss</b> | 7. _____  |
| <b>mm</b> | 5. _____  |           |
| 3. _____  |           |           |

**B. Alphabetize these spelling words to the third letter: *invite, chapter, basket, chicken, bedtime, problem, number, napkin*.**


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Name \_\_\_\_\_

If a syllable ends in a consonant, it is a **closed syllable** and the vowel sound is usually short. In words with a vowel-consonant-consonant-vowel (VCCV) spelling pattern, the word is usually divided between the two consonants. Read these words aloud: *sum / mer, rep / tile*.

**RULE REVIEW**

You can **alphabetize** words by listing them based on where the first letter appears in the alphabet. So the words *bear, car, and apple* would be sorted as *apple, bear, car*. If two words have the same first letter, sort them by the second: *bear, blue*.

**A. Write the spelling words with the matching spelling patterns.**

basket	latter	lesson	problem	Sunday
rabbit	invite	chapter	army	ladder
hello	number	follow	butter	pepper

<i>ll</i>	<i>tt</i>	<i>bb</i>
1. _____	4. _____	7. _____
2. _____	5. _____	<i>ss</i>
<i>dd</i>	<i>pp</i>	8. _____
3. _____	6. _____	

**B. Write these spelling words in alphabetical order: *basket, invite, number, chapter, problem, army, Sunday*.**

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read aloud the spelling words in the box. Then write the spelling words with the matching spelling patterns.**

basket	rascal	mammal	chapter	chicken
rabbit	suppose	bottom	method	retreat
napkin	bedtime	fellow	problem	chimney

<i>ll</i>	<i>mm</i>	<i>pp</i>
1. _____	3. _____	5. _____
<i>tt</i>	<i>bb</i>	
2. _____	4. _____	

**B. Alphabetize these words to the fourth letter: *basket, napkin, rascal, bedtime, chapter, method, problem, chicken, retreat, chimney.***

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C. Compare the words *fellow* and *follow*. How are the words alike? How are they different?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

basket	letter	mammal	chapter	chicken
rabbit	invite	number	follow	butter
lesson	bedtime	fellow	problem	napkin

**A. Write the spelling word that goes with the other two words.**

1. plate, placemat, \_\_\_\_\_
2. lunchtime, daytime, \_\_\_\_\_
3. squirrel, chipmunk, \_\_\_\_\_
4. bird, reptile, \_\_\_\_\_
5. postcard, e-mail, \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

6. I had toast with \_\_\_\_\_ and jam for breakfast.
7. Can the repair shop fix the \_\_\_\_\_ with the car engine?
8. The last \_\_\_\_\_ in this book is very exciting.
9. I will \_\_\_\_\_ all my friends to my birthday party.
10. Mom puts vegetables into a big \_\_\_\_\_ at the market.
11. A good \_\_\_\_\_ for life is learning to be patient.
12. Our house \_\_\_\_\_ is 24 Oak Lane.
13. Dad says, "A good \_\_\_\_\_ uses good manners."
14. A \_\_\_\_\_ can live for seven or eight years.
15. If Jim knows the way, we should \_\_\_\_\_ him to the show.

Name \_\_\_\_\_

**There are six misspelled words in the paragraph below. Underline each misspelled word. Write the words correctly on the lines.**

The first lesson in chapter two is all about animals and their habitats. I read about the rabbit, a quiet and shy animal. He is part of the mammal group and can be found in forests, meadows, and even deserts. Sometimes people keep them as pets and call them bunnies. There was a photo in the book of a bunny that slept in a basket next to his owner's bed. This pet liked to follow his owner all over the house.

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

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

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

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

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

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

## Writing Connection

**Write a story about what it would be like to keep a rabbit for a pet. Use at least four spelling words.**

[illegible]

Name \_\_\_\_\_

**Remember**

A closed syllable is a syllable that ends in a consonant. Closed syllables usually have a short vowel sound. When a word has a vowel-consonant-consonant-vowel (VCCV) spelling pattern, the syllable division is usually between the two consonants. Read these words aloud: *doctor (doc/tor), runner (run/ner), traffic (traf/fic).*

basket	letter	mammal	chapter	chicken
rabbit	invite	number	follow	butter
lesson	bedtime	fellow	problem	napkin

**A. Circle the spelling word in each row that rhymes with the word in bold type. Read the spelling word aloud and write it on the line.**

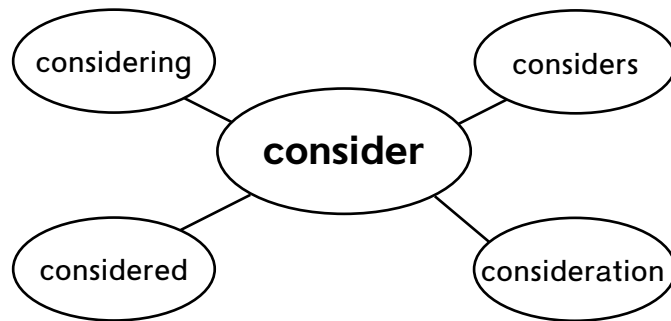
- |                   |         |         |         |       |
|-------------------|---------|---------|---------|-------|
| 1. <b>better</b>  | ladder  | letter  | batter  | _____ |
| 2. <b>habit</b>   | bedtime | heater  | rabbit  | _____ |
| 3. <b>yellow</b>  | fellow  | follow  | yelled  | _____ |
| 4. <b>flutter</b> | chapter | butter  | platter | _____ |
| 5. <b>camel</b>   | mammal  | maple   | model   | _____ |
| 6. <b>swallow</b> | swell   | flowing | follow  | _____ |

**B. Write each spelling word. Draw a line between the syllables.**

- |                   |                   |
|-------------------|-------------------|
| 7. basket _____   | 12. chapter _____ |
| 8. lesson _____   | 13. problem _____ |
| 9. invite _____   | 14. chicken _____ |
| 10. bedtime _____ | 15. napkin _____  |
| 11. number _____  |                   |

Name \_\_\_\_\_

Create new forms of a base word by adding or removing inflectional endings, prefixes, and suffixes.



Look at your notes from *Clever Jack Takes the Cake*. Choose one word and write the word on the bottom layer of the cake below. Then write related words on the other layers. Use a print or digital dictionary to help you think of related words.



Name \_\_\_\_\_

Use the words in the box and the clues to solve the crossword puzzle.

citizenship

horrified

unfairness

surface

continued

participate

waver

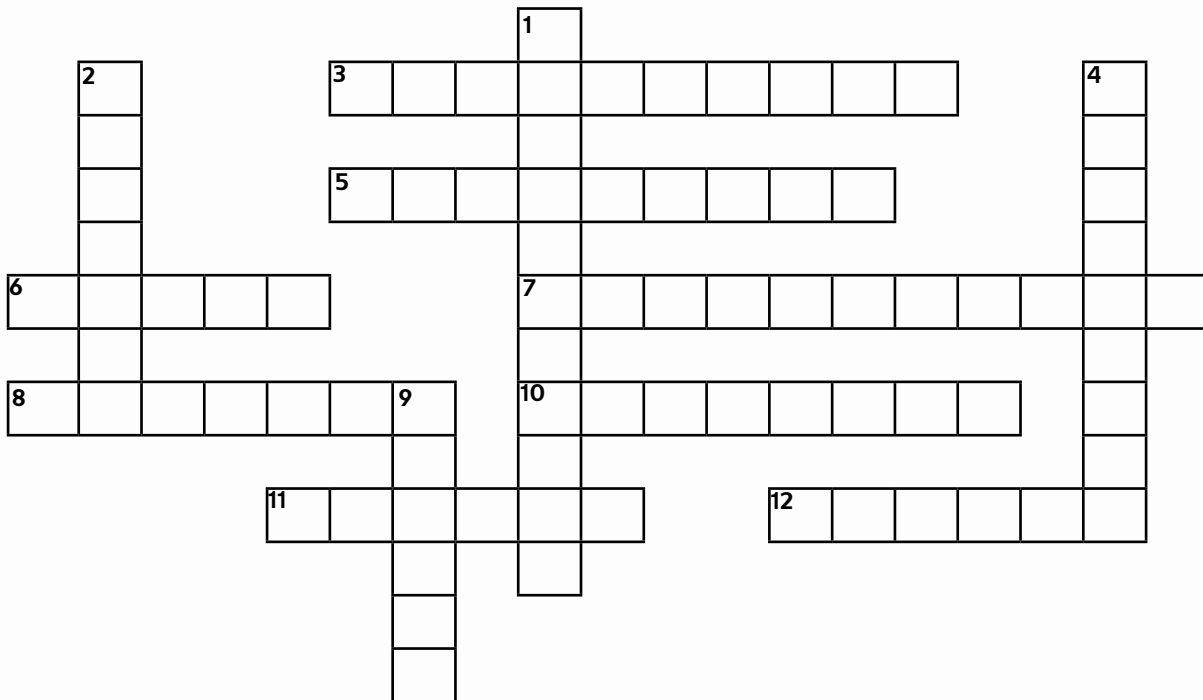
boomed

daring

proposed

warmth

related

**Across**

- 3. Lack of honesty or justice
- 5. Kept going
- 6. Go back and forth
- 7. Membership of a country
- 8. From the same family
- 10. Suggested or asked
- 11. Heat
- 12. Grew or expanded suddenly

**Down**

- 1. Join in
- 2. The outside of something
- 4. Very scared
- 9. Brave

Name \_\_\_\_\_

- A **possessive pronoun** takes the place of a possessive noun: *That is **Jane's** backpack. That is **her** backpack.*
- A possessive pronoun shows who or what owns something: *That notebook belongs to him. That is **his** notebook.*
- Use these possessive pronouns before nouns: *my, his, her, its, our, your, their.*

**A. Write the possessive pronouns on the line.**

1. My family won a trip to Chicago. \_\_\_\_\_
2. We wrote an essay telling our reasons for wanting to go. \_\_\_\_\_
3. Dad spent most of his childhood there. \_\_\_\_\_
4. Mom used to visit her grandmother in Chicago. \_\_\_\_\_
5. Mom and Dad want us to see their favorite landmarks. \_\_\_\_\_

**B. Reread this paragraph from "When Corn Was Cash." Circle one possessive pronoun.**

Life is easier today. We have a system of money. We have stores that sell everything we need. But people still like to barter. The next time your school has a swap meet, think about trading in some of your old games and toys. Bartering is fun, and it helps people clean out their closets!



**In your writer's notebook, write about a city you have visited or would like to visit. When you're done, reread your work. Make sure you used possessive pronouns correctly.**



Name \_\_\_\_\_

- Some possessive pronouns that can stand alone are *mine, yours, his, hers, ours, and theirs*: *That book is **mine**.*
- **Reflexive pronouns** are used when the subject and the object of a sentence are the same: *I drove **myself** to the store.* Reflexive pronouns include *myself, yourself, himself, herself, itself, ourselves* and *themselves*.

**A. Read the sentences and the possessive pronouns in parentheses. Write the correct possessive pronoun on the lines.**

1. The students in \_\_\_\_\_ class are painting. (our, ours)
2. I am almost finished with \_\_\_\_\_. (my, mine)
3. Have you finished \_\_\_\_\_? (your, yours)
4. Staci showed me \_\_\_\_\_ painting. (her, hers)

**B. Read the sentences and the reflexive pronouns in parentheses. Write the correct reflexive pronoun on the lines.**

5. The class read quietly to \_\_\_\_\_. (himself, themselves)
6. Karen poured \_\_\_\_\_ a glass of water. (herself, myself)
7. I bought \_\_\_\_\_ a new computer. (myself, themselves)
8. You should cook \_\_\_\_\_ dinner. (ourselves, yourself)



**In your writer's notebook, write about something you created. Say why you're proud of what you made. Review your work when you're done to make sure you used possessive and reflexive pronouns correctly.**

Name \_\_\_\_\_

- A possessive pronoun replaces a possessive noun. Use these possessive pronouns with nouns: *my, your, his, her, its, our, their*.
- Use these possessive pronouns alone, without a noun: *mine, yours, his, hers, ours, theirs*.

Replace each underlined possessive noun with the correct possessive pronoun. Write the new sentences on the lines.

1. Jana left Jana's backpack on the bus.

\_\_\_\_\_

2. Frank and Pia studied Frank's and Pia's spelling words together.

\_\_\_\_\_

3. Tim asked Clara, "Is this Clara's notebook?"

\_\_\_\_\_

4. Jason gave me Jason's camera and asked me to take a picture.

\_\_\_\_\_

**Writing Connection**

**Write about your favorite thing that you own. Say why you like it. Check your work for any errors.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

- A possessive pronoun replaces a possessive noun. Use the pronouns *my, your, his, her, its, our, and their* with nouns. Use the pronouns *mine, yours, his, hers, its, ours, and theirs* by themselves.
- Nouns and pronouns must agree when used in simple and compound sentences.

**A. Proofread the paragraph. Circle any incorrect pronouns.**

Mine brother and I visited our grandparents on theirs farm last summer. They have a vegetable garden, and they raise sheep. Theirs dogs help herd the sheep. My grandmother uses hers tomatoes to make delicious soup. Mine grandfather uses the sheep's milk to make cheese. We like the cheese sandwiches he makes from its. Theirs farm is a busy place in the summer. My brother and I had the best time on ours vacation.

**B. Rewrite the paragraph with the correct pronouns.**


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Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) My mother asked my brother and me to clean our rooms.  
 (2) I finished cleaning mine quickly. (3) Then I helped my brother clean his room. (4) I picked up all his books. (5) I was proud of myself for helping him.

- |  |   |
|--|---|
| 1. What is the possessive pronoun in sentence 4? | 2. What is the reflexive pronoun in sentence 5? |
| <b>A</b> I                                       | <b>F</b> I                                      |
| <b>B</b> picked                                  | <b>G</b> myself                                 |
| <b>C</b> his                                     | <b>H</b> for                                    |
| <b>D</b> books                                   | <b>J</b> him                                    |

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) Mine sister and I visited our aunt and uncle at theirs ranch.  
 (2) They have horses and ponies. (3) Our aunt rides hers favorite horse every day. (4) We got to ride the ponies and feed them hay. (5) What fun we had on our visit!

3. What is the correct way to write sentence 1?
- A** Mine sister and I visited ours aunt and uncle at theirs ranch.
  - B** My sister and I visited our aunt and uncle at theirs ranch.
  - C** My sister and I visited our aunt and uncle at their ranch.
  - D** No change needed in sentence 1.
4. What is the correct way to write sentence 3?
- F** Ours aunt rides hers favorite horse every day.
  - G** Our aunt rides her favorite horse every day.
  - H** Ours aunt rides her favorite horse every day.
  - J** No change needed in sentence 3.

Name \_\_\_\_\_

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

- |                                  |              |
|----------------------------------|--------------|
| 1. _____                         | 1. tries     |
| 2. _____                         | 2. tried     |
| 3. _____                         | 3. trying    |
| 4. _____                         | 4. dries     |
| 5. _____                         | 5. dried     |
| 6. _____                         | 6. drying    |
| 7. _____                         | 7. hurries   |
| 8. _____                         | 8. hurried   |
| 9. _____                         | 9. hurrying  |
| 10. _____                        | 10. studies  |
| 11. _____                        | 11. studied  |
| 12. _____                        | 12. studying |
| 13. _____                        | 13. plays    |
| 14. _____                        | 14. played   |
| 15. _____                        | 15. playing  |
| <b>Review Words</b> 16. _____    | 16. chapter  |
| 17. _____                        | 17. bedtime  |
| 18. _____                        | 18. letter   |
| <b>Challenge Words</b> 19. _____ | 19. obeyed   |
| 20. _____                        | 20. worrying |

Name \_\_\_\_\_

When a word ends in a consonant and *y*, change the *y* to an *i* before adding the endings *-es* or *-ed*: *fry, fries, fried*. When a word ends in a vowel and *y*, do not change the *y* to an *i*: *spray, sprays, sprayed*. Never change the *y* to an *i* when adding *-ing*: *frying, spraying*.

**DECODING WORDS**

The inflectional ending *-ing* usually forms the last syllable in a word. For words that end in *y*, the syllables usually divide between the *y* and *i*: *dry/ing, carry/ing*.

Read aloud the spelling words in the box. Then write the spelling words that match the spelling patterns.

drying	playing	dried	hurrying	plays
tried	hurries	trying	studied	dries
hurried	tries	studies	studying	played

**change *y* to *i* and  
add *-es***

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

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

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

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

**change *y* to *i* and  
add *-ed***

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

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

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

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

**add *-s* or *-ed***

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

10. \_\_\_\_\_

**add *-ing***

11. \_\_\_\_\_

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

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

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

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



Name \_\_\_\_\_

When a word ends in a consonant and *y*, change the *y* to an *i* before adding the endings *-es* or *-ed*: *fry*, *fries*, *fried*. When a word ends in a vowel and *y*, do not change the *y* to an *i*: *spray*, *sprays*, *sprayed*. Never change the *y* to an *i* when adding *-ing*: *frying*, *spraying*.

**DECODING WORDS**

The inflectional ending *-ing* usually forms the last syllable in a word. For words that end in *y*, the syllables usually divide between the *y* and *i*: *dry/ing*, *carry/ing*.

Read aloud the spelling words in the box. Then write the spelling words that match the spelling patterns.

tries	crying	flying	flies	dried
played	plays	cried	cries	tried
trying	drying	dries	stays	playing

**change *y* to *i* and  
add *-es***

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

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

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

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

**change *y* to *i* and  
add *-ed***

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

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

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

**add *-s* or *-ed***

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

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

10. \_\_\_\_\_

**add *-ing***

11. \_\_\_\_\_

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

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

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

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

Name \_\_\_\_\_

**A. Read aloud the spelling words in the box. Then write the spelling words that match the spelling patterns.**

worrying	studying	studied	studies	trying
tried	dried	replied	hurries	obeying
obeyed	drying	hurrying	dries	tries

**change *y* to *i* and  
add -es**

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

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

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

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

**change *y* to *i* and  
add -ed**

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

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

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

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

**add -ed**

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

**add -ing**

10. \_\_\_\_\_

11. \_\_\_\_\_

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

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

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

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

**B. Compare the words *tried* and *trying*. How are they alike?  
How are they different?**

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Look for verbs that end in *y* in the selections you read this week. In your writer's notebook, practice adding the endings *-ed*, *-ing*, and *-s* or *-es* to the verbs you find.

Name \_\_\_\_\_

tries	studying	hurries	trying	hurried
playing	dried	plays	studied	played
studies	drying	hurrying	dries	tried

**A. Write the spelling word that best completes each sentence.**

1. Last year, my brother \_\_\_\_\_ for the Trenton Panthers.
2. Pioneers \_\_\_\_\_ apples so they would last longer.
3. My friend and I are \_\_\_\_\_ for the weekly spelling test.
4. Dad is \_\_\_\_\_ to fix the broken chain on my bike.
5. We \_\_\_\_\_ to catch the train before it pulled away.
6. My sister \_\_\_\_\_ in the library for her history test.
7. We are \_\_\_\_\_ the wet beach towels on the clothes line.
8. The baby \_\_\_\_\_ to walk for the first time.
9. Sam was \_\_\_\_\_ to reach his classroom before the bell rang.
10. The school band is \_\_\_\_\_ a lively march.

**B. Write the spelling word that means the same thing as the words written below.**

- |                            |                        |
|----------------------------|------------------------|
| 11. attempts to _____      | 14. learns about _____ |
| 12. makes less wet _____   | 15. does for fun _____ |
| 13. rushes or speeds _____ |                        |

Name \_\_\_\_\_

**Underline the six misspelled words in the paragraphs below.  
Write the words correctly on the lines.**

My class has been studeing the presidents. I picked up many interesting facts. I read that Thomas Jefferson plaed chess. It's well known that Abraham Lincoln studyed to be a lawyer, and he hid things in his stovepipe hat.

George Washington liked to eat cake with nuts and dried fruits. And John F. Kennedy enjoyed plaing with his children. Do you suppose they tryed to play hide and seek in the White House? I'll always wonder.

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

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

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

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

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

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

**Writing Connection**

**What do you think makes a good president? Write your ideas. Use at least four spelling words.**

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Name \_\_\_\_\_

**Remember**

When a word ends in a consonant and the letter *y*, change *y* to *i* before adding the inflectional endings *-es* or *-ed*: *fry, fries, fried*. Do not change *y* to *i* when adding *-ing*: *frying*.

In most cases, when a word ends in a vowel and the letter *y*, do not change the *y* to an *i* before adding any inflectional endings: *spray, sprays, sprayed, spraying*.

drying	dries	plays	hurrying	hurries
playing	studying	hurried	studied	played
trying	tries	studies	dried	tried

Combine each word and ending. Read the spelling word aloud and then write it on the line.

- |                      |                       |
|----------------------|-----------------------|
| 1. dry + s _____     | 9. play + ing _____   |
| 2. study + ed _____  | 10. study + s _____   |
| 3. try + ing _____   | 11. try + s _____     |
| 4. hurry + ing _____ | 12. study + ing _____ |
| 5. dry + ed _____    | 13. play + s _____    |
| 6. try + ed _____    | 14. hurry + s _____   |
| 7. play + ed _____   | 15. dry + ing _____   |
| 8. hurry + ed _____  |                       |

Name \_\_\_\_\_

**Homographs** are words that are spelled the same but have different meanings. They are sometimes pronounced differently. For example, the word *lead* can refer to a kind of heavy metal, or it can be a verb meaning *to manage or oversee*. When you come across a homograph in a text, use nearby words and context clues to figure out which meaning the author is using.

**A. Read the sentences below. Underline the context clues to help you understand the meaning of the homograph in bold. Then write the meaning of the word on the line.**

1. He tried hard to win the race, but he only came in **second** place.

\_\_\_\_\_

2. The quick flash of lightning lit up the dark room for less than a **second**.

\_\_\_\_\_

3. The factory is able to **produce** thousands of cars every year.

\_\_\_\_\_

4. The fruits and vegetables in the **produce** aisle looked very fresh.

\_\_\_\_\_

**B. Write two sentences on the lines. In your first sentence, use the word *bat* to refer to the wooden club used in baseball. In your second sentence, use *bat* to refer to the flying animal.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**Read each sentence below. Write the base word of the underlined word. Then write the meaning of the underlined word.**

1. We rode the train from Texas to Utah so that we could see trees, mountains, rivers, and all other parts of the beautiful scenery.  
\_\_\_\_\_
2. After I took a sip of the smoothie, the flavor of blueberry was unmistakable. I would know it anywhere!  
\_\_\_\_\_
3. The performer can do many things, but her specialty is singing.  
\_\_\_\_\_
4. We were overjoyed and smiling ear to ear when our parents said we could adopt a puppy.  
\_\_\_\_\_
5. I thought that my new shoes would hurt my feet, but instead they were quite comfortable.  
\_\_\_\_\_
6. The uninformed guests did not know where they were supposed to sit.  
\_\_\_\_\_
7. She was relieved to know that she earned an A even though her last project had received a B.  
\_\_\_\_\_

Name \_\_\_\_\_

- A **contraction** is a shortened form of two words: *she is = she's*.
- An apostrophe replaces letters that are left out in a pronoun-verb contraction.
- Some common contractions are *he's (he is)*, *she's (she is)*, *it's (it is)*, *you're (you are)*, *I'm (I am)*, *we're (we are)*, *they're (they are)*, and *I've (I have)*.

**Rewrite each sentence and replace the underlined words with the correct contraction.**

1. I am writing a report about animals and their habitats.

\_\_\_\_\_

2. I think it is interesting to learn about where animals live.

\_\_\_\_\_

3. Dad says that he has seen an eagle's nest.

\_\_\_\_\_

4. I have only seen a picture of an eagle's nest high in a tree.

\_\_\_\_\_

5. They are known for building huge nests.

\_\_\_\_\_



**In your writer's notebook, write about a kind of bird that you have seen where you live. Use pronoun-verb contractions in your writing. Reread your work for any errors.**

Name \_\_\_\_\_

- Contractions can be formed with a pronoun and a helping verb such as *is*, *have*, or *will*.
- Some contractions formed with the word *will* are *I'll* (*I will*), *he'll* (*he will*), *she'll* (*she will*), *we'll* (*we will*), *you'll* (*you will*), *it'll* (*it will*), and *they'll* (*they will*).

**A. Underline the two words in each sentence that you can make into a contraction. Rewrite the sentence with the contraction.**

1. We will have lots of fun at the park.

\_\_\_\_\_

2. I will give her a call right now.

\_\_\_\_\_

3. Do you think it will be ready by noon?

\_\_\_\_\_

**B. Reread this paragraph from "Pedal Power." Underline the two words that you can make into a contraction. Then rewrite the sentence with the contraction on the lines.**

What do you think? Are inventions that use pedal power a good idea, or a waste of time? Think about the arguments for and against pedal power, and decide. Maybe one day you will invent a pedal-powered machine!

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

- Do not confuse possessive pronouns with contractions.
- The words *it's*, *you're*, and *they're* are contractions. They each have an apostrophe that stands for letters that are left out.
- The words *its*, *your*, and *their* are possessive pronouns. They do not have apostrophes.

**A. Write C if the underlined word is a contraction. Write P if it is a possessive pronoun.**

1. I hope it's not too late to enter the science fair. \_\_\_\_\_
2. Lin and Gary showed me their science project. \_\_\_\_\_
3. I want to ask if they're finished with it. \_\_\_\_\_
4. Have you planned your project yet? \_\_\_\_\_
5. I am certain that you're going to win. \_\_\_\_\_

**B. Complete each sentence with the correct contraction or possessive pronoun in parentheses.**

6. I like (your, you're) \_\_\_\_\_ new backpack.
7. (Their, They're) \_\_\_\_\_ going to pick us up at noon.
8. I don't think (it's, its) \_\_\_\_\_ going to rain today.
9. I think that (your, you're) \_\_\_\_\_ the best pitcher we have.



**In your writer's notebook, write about your favorite subject in school. Check your work when you're done to make sure you didn't confuse contractions and possessive pronouns.**

Name \_\_\_\_\_

- Do not confuse possessive pronouns with contractions.
- The words *it's*, *you're*, and *they're* are contractions. They each have an apostrophe that stands for letters that are left out.
- The words *its*, *your*, and *their* are possessive pronouns. They do not have apostrophes.

**A. Proofread the paragraph. Circle any possessive pronouns or contractions that are not used correctly.**

Ive' just read a book about the history of ice cream. Its interesting to learn how long ice cream has been around. The Persians were known for making they're frozen treats by pouring fruit juice over snow. I'am sure that was delicious. I learned that George Washington and Thomas Jefferson liked ice cream. They'are two of our founding fathers who visited ice-cream parlors in New York.

**B. Rewrite the paragraph with the correct pronouns.**

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Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) I've just read a book about elephants. (2) It's interesting to learn about their behavior and how they live. (3) They're the largest land animals in the world. (4) They eat only plants and vegetables, not meat. (5) They use their tusks for defense and for digging for water.

- |   |   |
|---|---|
| 1. What is the contraction in sentence 2? | 2. Which sentence contains a contraction that means <i>they are</i> ? |
| A It's                                    | F Sentence 1  |
| B to                                      | G Sentence 2  |
| C their                                   | H Sentence 3  |
| D they                                    | J Sentence 4  |

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) Maria dreams of working in a zoo when she grows up. (2) Shell' feed the animals and make sure their happy and healthy. (3) She will give bananas to the monkeys and throw fish to the sea lions. (4) "I'am sure that I'will be a great zookeeper!" she thought to herself.

3. What is the correct way to write sentence 2?
- A Shell feed the animals and make sure theyre happy and healthy.  
 B She'll feed the animals and make sure they're happy and healthy.  
 C Shel'l feed the animals and make sure their happy and healthy.  
 D No change needed in sentence 2.
4. What is the correct way to write sentence 4?
- F "I'm sure that I'll be a great zookeeper!" she thought to herself.  
 G "Im' sure that Ill' be a great zookeeper!" she thought to herself.  
 H "Im sure that lwill' be a great zookeeper!" she thought to herself.  
 J No change needed in sentence 4.



Name \_\_\_\_\_

**Fold back the paper along the dotted line.**

**Use the blanks to write each word as it is read aloud.**

**When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.**

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

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

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

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

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

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

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

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

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

10. \_\_\_\_\_

11. \_\_\_\_\_

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

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

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

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

**Review Words**

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

**Challenge Words**

19. \_\_\_\_\_

20. \_\_\_\_\_

1. pilot

2. diner

3. tiger

4. favor

5. lemon

6. planet

7. cover

8. shady

9. robot

10. tiny

11. label

12. cozy

13. silent

14. spider

15. frozen

16. tried

17. hurried

18. studying

19. melon

20. stomach

Name \_\_\_\_\_

An **open syllable** is when a syllable ends with a vowel. The vowel sound is usually long, as in the word *focus*. The consonant-vowel-consonant (CVC) spelling pattern can also form closed syllables, as in *river*. Read these words aloud: *focus* (fo/cus), *river* (riv/er).

**DECODING WORDS**

The word *hotel* has two syllables. The first syllable, *ho*, ends with a long *o*. It is an open syllable. The second syllable, *tel*, ends with a consonant and has a short *e* sound. It is a closed syllable. Blend the syllables: *ho/tel*.

Write the spelling words that contain the matching sounds.

pilot

favor

cover

tiny

silent

frozen

lemon

diner

label

shady

tiger

planet

robot

cozy

spider

**long *a* in first  
syllable**

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

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

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

**long *i* in first  
syllable**

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

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

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

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

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

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

**long *o* in first  
syllable**

10. \_\_\_\_\_

11. \_\_\_\_\_

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

**short vowel in first  
syllable**

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

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

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

Name \_\_\_\_\_

An open syllable is when a syllable ends with a vowel. The vowel sound is usually long, as in the word *focus*. The consonant-vowel-consonant (CVC) spelling pattern can also form closed syllables, as in *river*. Read these words aloud: *focus* (fo / cus), *river* (riv / er).

**DECODING WORDS**

The word *hotel* has two syllables. The first syllable, *ho*, ends with a long *o*. It is an open syllable. The second syllable, *tel*, ends with a consonant and has a short *e* sound. It is a closed syllable. Blend the syllables: *ho/tel*.

Write the spelling words that contain the matching sounds.

pilot	limit	model	tiny	silent
diner	lemon	ever	cover	spider
tiger	planet	robot	salad	frozen

**long *i* in first  
syllable**

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

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

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

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

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

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

**short vowel in first  
syllable**

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

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

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

10. \_\_\_\_\_

11. \_\_\_\_\_

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

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

**long *o* in first  
syllable**

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

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

Name \_\_\_\_\_

**A. Write the spelling words that contain the matching sounds.**

pilot	lemon	shady	refocus	rumor
label	planet	robotic	cozy	frozen
favorite	cover	tiny	modern	melon

**long a in first  
syllable**

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

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

3. \_\_\_\_\_

**long o in first  
syllable**

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

**short vowel in first  
syllable**

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

**long i sound in first  
syllable**

4. \_\_\_\_\_

5. \_\_\_\_\_

**long u in first  
syllable**

10. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

**long e in first  
syllable**

6. \_\_\_\_\_

**B. Compare the words *label* and *planet*. How are the words alike?  
How are they different?**


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Name \_\_\_\_\_

pilot	favor	cover	tiny	silent
shady	lemon	diner	label	spider
tiger	planet	robot	cozy	frozen

**A. Write the spelling word that belongs with each group below.**

1. restaurant, cafe, \_\_\_\_\_
2. lion, cheetah, \_\_\_\_\_
3. insect, bug, \_\_\_\_\_
4. star, moon, \_\_\_\_\_
5. orange, lime, \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

6. Under the oak tree is a cool and \_\_\_\_\_ place for a picnic.
7. After the ice at the skating rink is \_\_\_\_\_, hockey season will begin.
8. The cabin is warm and \_\_\_\_\_ with a fire in the fireplace.
9. The jet \_\_\_\_\_ told us about his exciting job.
10. Can you do me a \_\_\_\_\_ and help me with this heavy box?
11. Put a \_\_\_\_\_ on the pot.
12. I have a toy \_\_\_\_\_ that I programmed to tell jokes.
13. Our kitten is \_\_\_\_\_ now, but he will grow quickly.
14. The owl was as \_\_\_\_\_ as a mouse as it landed in a tree.
15. Before I go to camp, I have to \_\_\_\_\_ my clothes.

Name \_\_\_\_\_

**There are six misspelled words in the paragraph below. Underline each misspelled word. Then write the words correctly on the lines.**

A tiger is an amazing animal. It is tiny when it is born, but it grows fast. The biggest one on the planet weighs more than 1,000 pounds. As it prowls through the shady forest looking for food, it is silent. It has been given the label of fierce, and I think that fits this animal perfectly.

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

**3.** \_\_\_\_\_

6. \_\_\_\_\_

## Writing Connection

**Write about an animal that you think is fierce. Use at least four spelling words.**

[illegible]



Name \_\_\_\_\_

**Remember**

An open syllable is when a syllable ends with a long vowel sound, as in the first syllable of the word *token* (*to/ken*). Words with a consonant-vowel-consonant (CVC) spelling pattern have a syllable division after the vowel if the vowel is long, or after the second consonant if the vowel is short: *focus* (*fo/cus*), *limit* (*lim/it*).

pilot	favor	cover	tiny	silent
diner	lemon	shady	label	spider
tiger	planet	robot	cozy	frozen

Fill in the missing syllable to make each spelling word complete. Read the spelling word aloud and then write it on the line.

- |              |       |               |       |
|--------------|-------|---------------|-------|
| 1. _____ der | _____ | 9. _____ er   | _____ |
| 2. lem _____ | _____ | 10. si _____  | _____ |
| 3. pi _____  | _____ | 11. di _____  | _____ |
| 4. sha _____ | _____ | 12. _____ et  | _____ |
| 5. _____ zen | _____ | 13. _____ bot | _____ |
| 6. ti _____  | _____ | 14. _____ vor | _____ |
| 7. co _____  | _____ | 15. _____ ger | _____ |
| 8. la _____  | _____ |               |       |

Name \_\_\_\_\_

**Content words** are specific to a field of study. *Electricity* and *wind* are science content words.

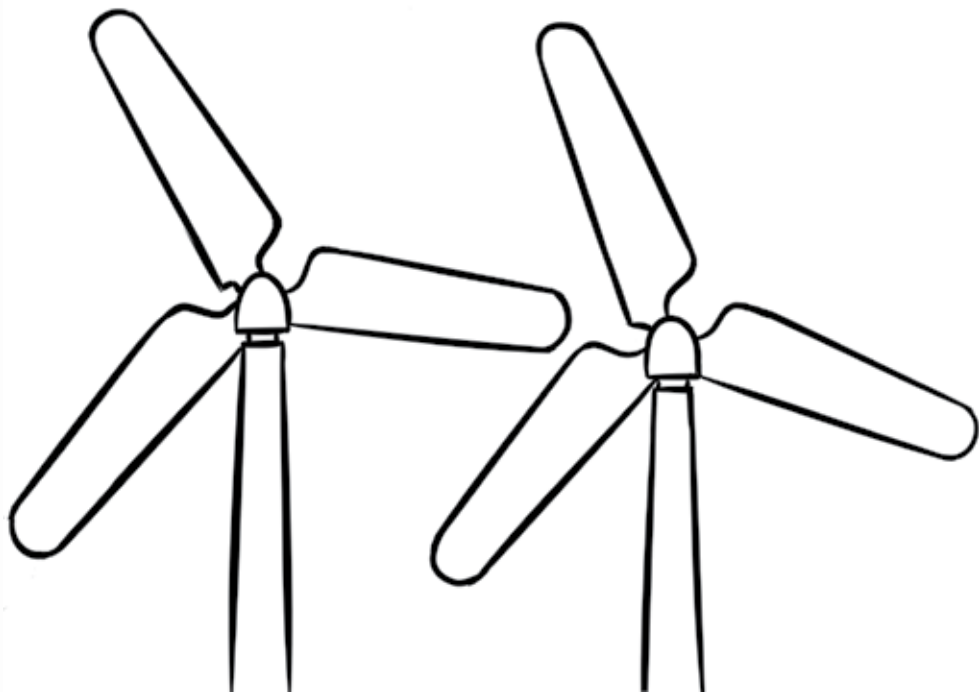
Authors use content words to explain a concept or idea. Use context clues to figure out what a content word means. You can also use a print or digital dictionary.

**CONNECT TO CONTENT**

*It's All in the Wind* gives facts about wind energy. It also gives facts about why people support or do not support wind energy. The author uses content words that relate to this topic to help you understand how wind power works and why it is important.



With a partner, search for content words related to wind power. Write them on the blades of the wind turbines below.



Pick two words that you were able to figure out the meaning of by using context clues. Write the words and what they mean on the lines.

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Name \_\_\_\_\_

**Homophones** are words that are pronounced the same way but have different meanings. Homophones often have different spellings as well. Some examples of homophones include *tail* and *tale*, *blue* and *blew*, *right* and *write*, and *hear* and *here*.

Read each sentence below. Underline the context clues that help you understand the meaning of each homophone in bold. Then write the correct definition of the homophone on the line.

1. The lookout atop the mountain showed the best views I've ever **seen**.

\_\_\_\_\_

2. I liked every part of the movie, but the ending was my favorite **scene**.

\_\_\_\_\_

3. Cell phones started to become popular **in** the 1980s.

\_\_\_\_\_

4. The travelers needed a place to sleep, so they stopped at an **inn**.

\_\_\_\_\_

5. We watched the bald eagle **soar** high in the sky.

\_\_\_\_\_

6. I felt good after running yesterday, but today my muscles are **sore**!

\_\_\_\_\_



Pick a pair of homophones listed on this page, or think of a pair by yourself. In your writer's notebook, write two sentences. Use one of the homophones in one sentence, then use the other homophone in your second sentence.

Name \_\_\_\_\_

- An **adjective** is a word that describes a noun. It modifies, or limits or adds to the description of the noun. An adjective usually comes before the noun it describes: *The **red** ball.*
- Some adjectives are descriptive. They tell what kind of person, place, or thing the noun is: *The **small** squirrel climbs the **tall** tree.*
- Some adjectives tell how many: *I caught a **few** fish.*
- Some adjectives are limiting, such as *this, that, these, and those.*

**Underline each adjective. Circle the noun the adjective describes.**

1. Gramps has a brown horse.
2. Rex is the name of this big animal.
3. I am a good helper when I visit Gramps.
4. I take Rex out for long rides.
5. I feed Rex juicy apples.
6. Gramps lets me polish the heavy saddle.
7. In June I will help him paint the old barn.
8. I chose a bright red.
9. I think Rex will like that color.



**In your writer's notebook, write about some things you might see on a farm. Reread your work when you're done to make sure you used adjectives correctly.**

Name \_\_\_\_\_

- The **articles** *a*, *an*, and *the* are special adjectives.
- Use *an* before an adjective or singular noun that begins with a vowel: *an apple*, *an umbrella*, *an ocean*.
- Use *the* before singular and plural nouns when referring to something specific: *the dogs*, *the door*, *the book*.

**A. Write *a*, *an*, or *the* to finish each sentence.**

1. I went to see \_\_\_\_\_ first game of the World Series.
2. I wrote \_\_\_\_\_ essay about my exciting day.
3. I took \_\_\_\_\_ baseball in hopes of getting it signed.
4. After \_\_\_\_\_ game, I found my favorite pitcher.
5. I told him that I was \_\_\_\_\_ big fan.

**B. Reread this paragraph from *Looking Up to Ellen Ochoa*. Circle the articles in the underlined sentence.**

First, there is the ground crew. They inspect and repair the shuttle before each mission. Next, Mission Control workers guide the astronauts through each moment of a mission and debrief them on procedures. They are responsible for knowing how equipment is working. They communicate with astronauts to check on how they feel.

Name \_\_\_\_\_

- Use commas to separate three or more words in a series: *I play the guitar, piano, and drums.*
- Use a comma between the day and year in a date: *May 6, 2018.*
- Use a comma after introductory words: *No, I haven't had lunch.*
- Use commas to set off appositives which add extra information about a noun or pronoun. *Aline, the girl with red hair, is my sister.*

**Rewrite each sentence. Add commas where they belong.**

1. Wow this is a great book that I got at the library!

\_\_\_\_\_

2. It tells all about snakes lizards and alligators.

\_\_\_\_\_

3. The author was born on June 15 1979.

\_\_\_\_\_

4. His other book the one about sharks is my favorite.

\_\_\_\_\_

**Writing Connection**

**Write about a book you recently read. Check your work to make sure you used commas correctly.**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



Name \_\_\_\_\_

- An adjective is a word that describes a noun.
- Some adjectives are descriptive. Some adjectives tell how many. Some adjectives are limiting, such as *this*, *that*, *these*, and *those*.
- Use a comma after introductory words, between the day and year in a date, and to separate three or more items in a series.

**A. Proofread the passage. Circle any adjectives and articles that are not used correctly. Add commas where needed.**

When I grow up I think I want to be a astronaut. A few years ago I thought about becoming an famous basketball player. A long time ago, my grandmother played on a all-girls team. She was born on May 3 1959. One time she told me, "This days were so much fun." But I think it would be fun to go on space missions, too. To become an astronaut means that I have to be a excellent student. I got the "A" on my last math test. Next week I need to study for spelling science and reading.

**B. Rewrite the passage. Use the correct adjectives and articles. Use commas correctly.**

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Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) My dad made a treasure hunt for my sister and me.  
 (2) He gave us a list of things he hid in our backyard.  
 (3) They included a tall jar with pennies in it, a painted egg,  
 two seashells, and a red ball. (4) We had fun that day!

- |  |  |
|--|--|
| 1. Which adjective in sentence 3 tells how many? | 2. Which word in sentence 4 is an adjective? |
| <b>A</b> tall                                    | <b>F</b> We                                  |
| <b>B</b> painted                                 | <b>G</b> had                                 |
| <b>C</b> two                                     | <b>H</b> that                                |
| <b>D</b> red                                     | <b>J</b> fun                                 |

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) Mom Dad and I went to my aunt's house for dinner. (2) She made an roast chicken for dinner and a apple pie for dessert.  
 (3) Then we worked together on a jigsaw puzzle.

3. What is the correct way to write sentence 1?
- A** Mom Dad, and I went to my aunt's house for dinner.  
**B** Mom, Dad, and I went to my aunt's house for dinner.  
**C** Mom, Dad, and I, went to my aunt's house for dinner.  
**D** No change needed in sentence 1.
4. What is the correct way to write sentence 2?
- F** She made an roast chicken for dinner and an apple pie for dessert.  
**G** She made a roast chicken for dinner and a apple pie for dessert.  
**H** She made a roast chicken for dinner and an apple pie for dessert.  
**J** No change needed in sentence 2.

Name \_\_\_\_\_

**Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
- Review Words** 16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
- Challenge Words** 19. \_\_\_\_\_
20. \_\_\_\_\_

1. disagreed
2. dislike
3. disappear
4. presale
5. preschool
6. precook
7. previous
8. rebuild
9. return
10. resell
11. reprint
12. unwrap
13. unlucky
14. untied
15. unbeaten
16. robot
17. tiny
18. label
19. unknown
20. recover

Name \_\_\_\_\_

A prefix is a word part added to the beginning of a word. The prefixes *un-* and *dis-* mean *not* or *the opposite of*, as in *disorder* and *unprepared*. The prefix *re-* means *again*, as in *reset*, and *pre-* means *before*, as in *predate*.

**DECODING WORDS**

Prefixes usually form the first syllable in a word. Sound out the prefix, then the rest of the word. Then use the prefix to figure out the word's meaning. For example, the word *preheat* (*pre/heat*) means *to heat before cooking*.

disagreed	presale	return	unwrap	unlucky
rebuild	untied	dislike	reprint	preschool
unbeaten	resell	previous	precook	disappear

Read aloud the spelling words in the box. Then write the words that contain the prefixes below.

- | <i>dis-</i> | <i>re-</i> | <i>un-</i> |
|-------------|------------|------------|
| 1. _____    | 8. _____   | 12. _____  |
| 2. _____    | 9. _____   | 13. _____  |
| 3. _____    | 10. _____  | 14. _____  |
| <i>pre-</i> | 11. _____  | 15. _____  |
| 4. _____    |            |            |
| 5. _____    |            |            |
| 6. _____    |            |            |
| 7. _____    |            |            |



Look back at the selections you read this week and look for words with the prefixes *pre-*, *dis-*, *un-*, and *re-*. Say the words you find aloud, and record them in your writer's notebook.

Name \_\_\_\_\_

A prefix is a word part added to the beginning of a word. The prefixes *un-* and *dis-* mean *not* or *the opposite*, as in the words *disorder* and *unprepared*. The prefix *re-* means *again* (*reset*) and *pre-* means *before* (*predate*).

**DECODING WORDS**

Prefixes often form the first syllable in a word. Sound out the prefix, then the rest of the word. Use the prefix to figure out the word's meaning. For example, *preheat* (*pre/heat*) means *to heat before cooking*.

unhappy	prevent	rebuild	redo	unkind
resell	review	unlucky	dislike	prepaid
precook	untied	reprint	unfold	return

Read aloud the spelling words in the box. Then write the words that contain the prefixes below.

***dis-******re-******un-***

1. \_\_\_\_\_

5. \_\_\_\_\_

11. \_\_\_\_\_

***pre-***

6. \_\_\_\_\_

12. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

13. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

14. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

15. \_\_\_\_\_

10. \_\_\_\_\_



Look back at the selections you read this week and look for words with the prefixes *pre-*, *dis-*, *un-*, and *re-*. Say the words you find aloud, and record them in your writer's notebook.

Name \_\_\_\_\_

dislike	previous	rebuild	unwrap	unknown
reread	recover	disappear	precook	rearrange
untied	unbeaten	reenter	unafraid	unlucky

**A. Read aloud the spelling words in the box. Then write the words that contain the prefixes below.**

<b><i>dis-</i></b>	<b><i>re-</i></b>	<b><i>un-</i></b>
1. _____	5. _____	10. _____
2. _____	6. _____	11. _____
<b><i>pre-</i></b>	7. _____	12. _____
3. _____	8. _____	13. _____
4. _____	9. _____	14. _____
		15. _____

**B. Compare the words *dislike* and *unlucky*. How are they alike? How are they different?**

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**Look back at the selections you read this week and look for words with the prefixes *pre-*, *dis-*, *un-*, and *re-*. Say the words you find aloud, and record them in your writer's notebook.**



Name \_\_\_\_\_

disagreed	resell	previous	presale	precook
untied	preschool	rebuild	reprint	dislike
disappear	unlucky	return	unwrap	unbeaten

**A. Write the spelling word that completes each sentence.**

1. I like oranges and limes, but I \_\_\_\_\_ lemons.
2. I saw the latest movie, but I didn't see the \_\_\_\_\_ movie.
3. Once the Sun came out, the snow began to \_\_\_\_\_.
4. My friend bought movie tickets at the \_\_\_\_\_.
5. The wind damaged our treehouse, so we will \_\_\_\_\_ it.
6. I want to \_\_\_\_\_ the gift and see what's inside.
7. After missing the bus, I think this is an \_\_\_\_\_ day.
8. Mom takes my little sister to \_\_\_\_\_ every morning.
9. The puppy \_\_\_\_\_ my shoe and chewed the shoelace.
10. I will \_\_\_\_\_ the library book when I finish reading it.

**B. Write a spelling word that matches each meaning.**

- |                      |                          |
|----------------------|--------------------------|
| 11. not agreed _____ | 14. to print again _____ |
| 12. sell again _____ | 15. to cook before _____ |
| 13. not beaten _____ |                          |

Name \_\_\_\_\_

**There are six spelling mistakes in the paragraphs below. Underline the misspelled words. Write the words correctly on the lines.**

Once there was a princess who went to prischool. She always forgot her lunch, and usually she forgot her homework, too. She thought she was a very unlukkee princess. But her teacher disagreed. One day Miss Dora said, "I can make all this bad luck desappear, if you want."

The princess said, "Yes, please!" Miss Dora gave the princess a package. The princess unitted the red ribbon and began to unwrap the package. Inside was a beautiful notebook and pencil. The princess wrote a note about bringing her homework and lunch to school. She never forgot them again.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

**Writing Connection**

**Write about what you do to help you remember things. Use at least four spelling words.**

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Name \_\_\_\_\_

**Remember**

A prefix is a word part that is added to the beginning of a base word to create a new word. The prefix *re-* means *again*, as in the word *replay*. The prefix *pre-* means *before*, as in *preheat*. The prefixes *dis-* and *un-* both mean *not* or *opposite of*, as in the words *disobey* and *uncertain*.

reprint	unbeaten	previous	resell	unlucky
untied	preschool	unwrap	disagreed	dislike
disappear	precook	return	rebuild	presale

**Write the missing syllable to make each spelling word complete. Then read the spelling word aloud, and write it on the line.**

- |                       |                        |
|-----------------------|------------------------|
| 1. _____ appear _____ | 9. _____ sale _____    |
| 2. _____ lucky _____  | 10. _____ beaten _____ |
| 3. _____ build _____  | 11. _____ sell _____   |
| 4. _____ tied _____   | 12. _____ wrap _____   |
| 5. _____ school _____ | 13. _____ like _____   |
| 6. _____ turn _____   | 14. _____ cook _____   |
| 7. _____ agreed _____ | 15. _____ vious _____  |
| 8. _____ print _____  |                        |

Name \_\_\_\_\_

**Content words** are words specific to a field of study. Words like *space* and *astronomy* are science content words.

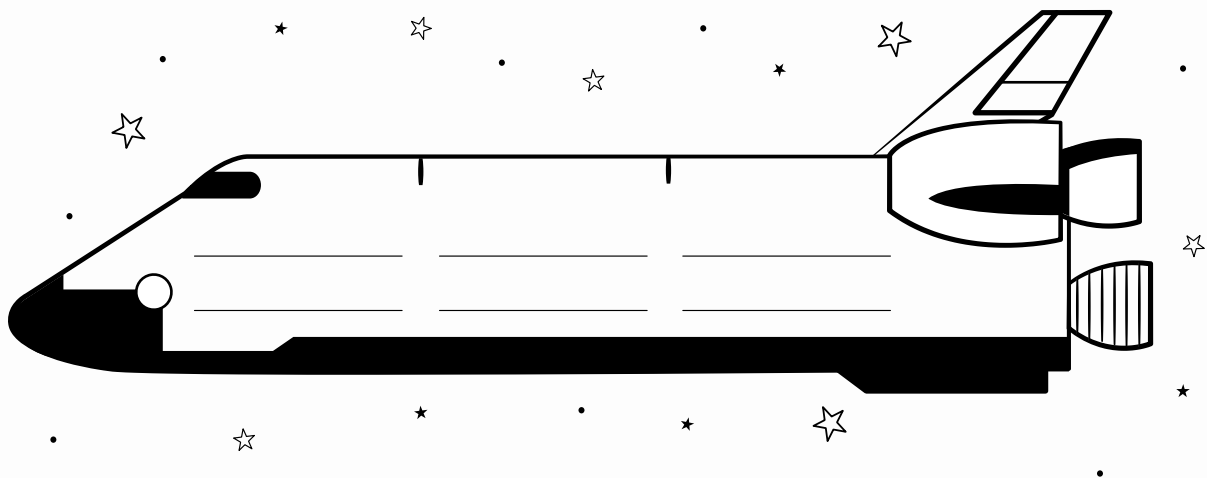
You can figure out what a content word means by using context clues.

You can also use a dictionary for help.

**CONNECT TO CONTENT**

*Looking Up to Ellen Ochoa* tells how Ellen Ochoa became the first female Hispanic American astronaut. The author uses science content words to help you understand more about the space program.

 **Go on a word hunt with a partner. Find content words related to astronauts and outer space. Write them on the lines.**



**Pick two words that you were able to figure out the meaning of using context clues. Write the words and what they mean on the lines.**

\_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_

Complete the puzzle with the vocabulary words. Use the letters in the boxes to solve the riddle below.

energy

natural

pollution

produce

renewable

replace

sources

barter

humble

waver

traditional

horrified

1. Something not made by people
2. Small or modest
3. Something used to power things
4. Trade without using money
5. Swap one thing for another
6. Thing that harms the environment
7. Where things come from
8. Go back and forth
9. Very scared
10. Able to be replaced after use
11. How something has always been
12. Make or create something

This is the largest animal to have ever existed. What is it?

Name \_\_\_\_\_

- An adjective that compares is a descriptive adjective. You can use adjectives to compare two or more nouns.
- Add *-er* to an adjective to compare two nouns: *The Arctic is **colder** than the tropics.*
- Add *-est* to an adjective to compare more than two nouns: *Winter is the **coldest** of all four seasons.*

**A. Circle the correct adjective for each sentence.**

1. This pumpkin is (bigger, biggest) than the one I grew last year.
2. Mercury is the (smaller, smallest) of all the planets.
3. This is the (sweeter, sweetest) orange I've ever eaten.
4. That clap of thunder was even (louder, loudest) than the last one.
5. The yellow kitten is (furrier, furriest) than the striped one.
6. Of all the rabbits, the gray one was (quicker, quickest).
7. A river is usually much (wider, widest) than a creek.

**B. Read the paragraph from "A Flight to Lunar City." Circle the adjective that compares in the underlined sentence.**

Now they were almost there! Robbie wriggled and squirmed. "Settle down!" Maria scolded. Sometimes Robbie was awfully wild, like a real puppy. Maria was thinking about adjusting his Personality Profile Program to make him a little calmer.



Name \_\_\_\_\_

- Some adjectives change their spelling when *-er* or *-est* is added.
- When an adjective ends in a consonant and *y*, change the *y* to *i* and add *-er* or *-est*: *happy/happier/happiest, cozy/cozier/coziest*.
- When an adjective ends in *e*, drop the *e* and add *-er* or *-est*: *pale/paler/palest, large/larger/largest*.
- When adjectives have a short vowel sound before a final consonant, double the final consonant and add *-er* or *-est*: *sad/sadder/saddest, thin/thinner/thinnest*.

**A. Add *-er* or *-est* to each adjective. Write the correct form.****Add *-er*****Add *-est***

1. big \_\_\_\_\_

6. funny \_\_\_\_\_

2. sunny \_\_\_\_\_

7. safe \_\_\_\_\_

3. silly \_\_\_\_\_

8. fat \_\_\_\_\_

4. nice \_\_\_\_\_

9. tiny \_\_\_\_\_

5. blue \_\_\_\_\_

10. red \_\_\_\_\_

**B. Write the correct form of each adjective in parentheses.**

11. Yesterday was the (hot) \_\_\_\_\_ day all summer.

12. Shane was (fast) \_\_\_\_\_ than Tom.

13. This coat is (big) \_\_\_\_\_ than my old coat.

14. Tomorrow will be the (short) \_\_\_\_\_ day of the year.

15. It is (rainy) \_\_\_\_\_ today than it was yesterday.

Name \_\_\_\_\_

- Some **adjectives** that compare do not add *-er* or *-est*.
- The comparative form of *good* is *better*, and the superlative form is *best*.
- The comparative form of *bad* is *worse*, and the superlative form is *worst*.
- *Many* is an adjective that refers to more than one thing. *More* compares two things. *Most* compares more than two.

**Circle the correct adjective for each sentence.**

1. I like corn (better, best) than green beans.
2. Our city has (more, most) sunny days than rainy ones.
3. That was the (worse, worst) movie I've ever seen.
4. I think the Eagles are the (better, best) team in the country.
5. I did (better, best) on the last test than this one.
6. My cold is (worse, worst) today than it was yesterday.
7. Of all my friends, Maria has the (more, most) video games.
8. I think Mrs. Casa is the (better, best) teacher in the world.
9. We had (more, most) snow days this year than last year.
10. I just played my (worse, worst) game ever.



**In your writer's notebook, compare your favorite and least favorite foods. When you're done, reread your work to make sure you used comparative and superlative adjectives correctly.**

Name \_\_\_\_\_

- Add *-er* to an adjective to compare two nouns. Add *-est* to an adjective to compare more than two nouns.
- The comparative form of *good* is *better*, and the superlative form is *best*. The comparative form of *bad* is *worse*, and the superlative form is *worst*.
- *More* compares two things. *Most* compares more than two.

**A. Proofread this passage. Circle any adjectives and articles that are not used correctly.**

I think that Camp Woodbine is the better camp in the whole state. The camp has really good counselors. James is the nicer counselor of all of them. In the morning we get to choose our activities for the day. I like swimming most than rowing. I'm a fast swimmer, but my friend Patrick is fastest than I am. Last year we went hiking on the longer trail through the woods. I got the worser case of poison ivy ever!

**B. Rewrite the passage. Use the correct adjectives and articles.**

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Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) My mom's cat had a litter of kittens. (2) The black kitten with the big eyes was smaller than the gray kitten. (3) The striped kitten was loudest. (4) They are all very cute.

- |  |   |
|--|---|
| 1. Which adjective in sentence 2 compares two nouns? | 2. Which sentence contains a superlative adjective? |
| <b>A</b> black                                       | <b>F</b> Sentence 1                                 |
| <b>B</b> big   | <b>G</b> Sentence 2                                 |
| <b>C</b> smaller                                     | <b>H</b> Sentence 3                                 |
| <b>D</b> gray  | <b>J</b> Sentence 4                                 |

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) My family just moved from the city to the country. (2) I think the country is prettyer than the city. (3) The better thing of all about the country is the air is cleaner. (4) I miss my city friends, but we will still visit each other.

3. What is the correct way to write sentence 2?
- A** I think the country is prettier than the city.
  - B** I think the country is more prettier than the city.
  - C** I think the country is prettiest than the city.
  - D** No change needed in sentence 2.
4. What is the correct way to write sentence 3?
- F** The more better thing of all about the country is the air is cleaner.
  - G** The most better thing of all about the country is the air is cleaner.
  - H** The best thing of all about the country is the air is cleaner.
  - J** No change needed in sentence 3.

Name \_\_\_\_\_

Fold back  
the paper  
along the  
dotted line.

Use the  
blanks to  
write each  
word as it is  
read aloud.  
When you  
finish the  
test, unfold  
the paper.  
Use the list  
at the right  
to correct  
any spelling  
mistakes.

**Review Words**

**Challenge Words**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

1. able
2. purple
3. riddle
4. handle
5. eagle
6. puzzle
7. castle
8. little
9. pickle
10. towel
11. nickel
12. camel
13. travel
14. tunnel
15. squirrel
16. preschool
17. rebuild
18. unlucky
19. motel
20. couple

Name \_\_\_\_\_

When a word ends in *le* or *el*, the last syllable is usually formed by those letters and the consonant before them. This is called a **final stable syllable**. Examples include *cab*le (*ca/ble*), *lit*tle (*lit/tle*), *ho*tel (*ho/tel*), and *chan*nel (*chan/nel*).

**DECODING WORDS**

The word *turtle* has two syllables and a VCCCV spelling pattern. The syllables divide after the first consonant, creating a final stable syllable spelled *tle*. Blend the syllables and read the word aloud: *tur/tle*.

able	towel	castle	handle	travel
tunnel	eagle	little	puzzle	riddle
nickel	pickle	camel	squirrel	purple

Read the spelling words aloud. Then write the words that contain the matching final consonant spelling.

**-le**

- |          |          |
|----------|----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ |          |

**-el**

- |           |
|-----------|
| 10. _____ |
| 11. _____ |
| 12. _____ |
| 13. _____ |
| 14. _____ |
| 15. _____ |



Look back at the selections you read this week. Look for words with a final syllable spelled *le* or *el*. Read the words you find aloud, and record them in your writer's notebook.



Name \_\_\_\_\_

When a word ends in *le*, *el*, or *al*, the last syllable is usually formed by those letters and the consonant before them. This is called a **final stable syllable**. Examples include *cable* (*ca/ble*), *viral* (*vi/ral*), *hotel* (*ho/tel*), and *channel* (*chan/nel*).

**DECODING WORDS**

The word *turtle* has two syllables and a VCCCV spelling pattern. The syllables divide after the first consonant, creating a final stable syllable spelled *t/le*. Blend the syllables and read the word aloud: *tur/tle*.

able	eagle	ankle	bottle	travel
tunnel	little	puzzle	towel	purple
table	middle	pickle	camel	global

Read the spelling words aloud. Then write the words that contain the matching final consonant spelling.

**-le**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**-el**

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

**-al**

15. \_\_\_\_\_

Name \_\_\_\_\_

tunnel	icicle	pickle	motel	handle
terrible	nickel	camel	whistle	able
riddle	castle	single	towel	squirrel

**A. Read the spelling words aloud. Then write the spelling words that contain the matching final consonant sound.**

**-le**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

**-el**

10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

**B. Compare the words *pickle* and *nickel*. How are they alike? How are they different?**

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**Look back at the selections you read this week. Look for words with a final syllable spelled *le* or *el*. Read the words you find aloud, and record them in your writer's notebook.**

Name \_\_\_\_\_

able	handle	castle	towel	travel
tunnel	eagle	nickel	little	purple
riddle	puzzle	pickle	camel	squirrel

**A. Write the spelling word that goes with the other two words.**

1. red, blue, \_\_\_\_\_
2. hawk, owl, \_\_\_\_\_
3. mansion, palace, \_\_\_\_\_
4. penny, dime, \_\_\_\_\_
5. tiny, small, \_\_\_\_\_

**B. Write the spelling word that completes each sentence.**

6. It is fun to \_\_\_\_\_ by trains and planes.
7. An earthworm digs a deep \_\_\_\_\_ underground.
8. Did the \_\_\_\_\_ bury an acorn under the tree?
9. I lost a piece of the \_\_\_\_\_ and can't finish it.
10. A \_\_\_\_\_ is a desert animal with a hump on its back.
11. Will you be \_\_\_\_\_ to go to the movie with me?
12. Dad asks me a \_\_\_\_\_ every night after dinner.
13. I eat a crisp, green \_\_\_\_\_ with my sandwich.
14. We need a \_\_\_\_\_ to wipe up the water we spilled.
15. I broke the \_\_\_\_\_ on my new suitcase.

Name \_\_\_\_\_

**There are six spelling mistakes in the paragraph below. Underline the misspelled words. Write the words correctly on the lines.**

Long ago, a king and queen lived in a big cassel. The king wore a long purpel cape and shiny crown. One day a squirle came along and saw the crown in the window. He grabbed it from the window and ran. The king chased him, but the animal ran deep inside a tunnle with the crown. The king wanted to find someone who was abel to crawl inside and get his crown. Finally, a litel boy said he would do it. In a few minutes, he came out with the king's crown.

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

**Writing Connection**

**Write a story about a king and queen. Use at least four spelling words in your story.**

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Name \_\_\_\_\_

**Remember**

When a word ends with the letters *le* or *el*, the final syllable usually includes the consonant that comes before those letters. This is called a final stable syllable. For example, the letters *ble* form the last syllable in the word *possible*. The letters *bel* form the last syllable in the word *label*.

able	handle	castle	towel	travel
purple	eagle	little	nickel	tunnel
riddle	puzzle	pickle	camel	squirrel

Write the missing letters to make each spelling word complete. Read the spelling word aloud, and then write it on the line.

- |                    |                |
|--------------------|----------------|
| 1. cam _____       | 9. pur _____   |
| 2. _____ ble _____ | 10. lit _____  |
| 3. rid _____       | 11. ea _____   |
| 4. tra _____       | 12. puz _____  |
| 5. tow _____       | 13. nick _____ |
| 6. squir _____     | 14. tun _____  |
| 7. pick _____      | 15. cas _____  |
| 8. han _____       |                |

Name \_\_\_\_\_

**Multiple-meaning words** are words that have more than one meaning. For example, a *school* is a place where you go to learn. But a *school* is also a word for a group of fish.

When you come across a multiple-meaning word, use context clues and background knowledge to figure out which meaning the author is using.

Read the sentences below. Underline the context clues that help you figure out the meaning of each word in bold. Then write the meaning on the line. Use a dictionary and background knowledge for help.

1. The woman kept her money and valuable jewelry in a **safe**.  
\_\_\_\_\_
2. Amelia Earhart was the first female pilot to **fly** solo across the Atlantic.  
\_\_\_\_\_
3. The farmer grew corn and potatoes on his **land**.  
\_\_\_\_\_
4. Members of the audience were impressed with the actors in the **play**.  
\_\_\_\_\_
5. He could easily lift the box because it was very **light**.  
\_\_\_\_\_
6. The white **crane** flew from its nest to the river to catch a fish.  
\_\_\_\_\_



Name \_\_\_\_\_

Many English words have roots in Greek and Latin. For example, the Latin root *fin* meaning *end* is the root of the English words *final* and *finish*. Use your knowledge of roots to figure out the meaning of a new word. Here are some roots that may help you:

- The Latin root *mir* means “wonder” or “amazement.”
- The Latin root *orb* means “circle” or “ring.”
- The Greek root *hydro* means “water.”

Use the Greek and Latin roots from the box above to find the meaning of each word in bold below. Write the meaning of the word on the line. Then use each word in a sentence of your own.

1. **orbit** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. **infinite** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. **admire** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. **hydrant** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

- An **adverb** describes an action verb. It modifies, or limits or adds to the description of the verb.
- Adverbs can tell the place, time, or manner in which an action takes place. Adverbs answer the questions *where*, *when*, or *how*.
- Most adverbs that tell how an action takes place end in *-ly*: *He walked **slowly**. The dog barked **loudly**.*

**A. Draw one line under each adverb that tells how an action takes place. Circle the verb that the adverb describes.**

1. Mom and I walked carefully down to the edge of the pond.
2. We eagerly ate our picnic lunch.
3. Mom pointed silently to a turtle sunning itself on a rock.
4. The turtle woke up quickly.
5. It looked around worriedly.
6. A frog jumped noisily in the water.
7. It swam briskly across the pond.

**B. Read this paragraph from “Carlos’s Gift.” Underline the adverb and circle the verb in the underlined sentence.**

Carlos read the book that night. He found a photograph of the exact kind of bulldog puppy that he craved. He eagerly showed Mama the next morning.

Name \_\_\_\_\_

- Some adverbs that tell where an action takes place are *there, ahead, outside, around, up, far, here, away, nearby, somewhere, and everywhere*.
- Some adverbs that tell when an action takes place are *first, soon, always, early, next, today, later, tomorrow, and then*.

**A. Draw one line under each adverb that tells where an action takes place. Circle the verb that the adverb describes.**

1. My family goes outside on weekends if the weather is nice.
2. Last week, we hiked far into the woods.
3. We climbed up several hills.
4. I ran ahead to the lake.

**B. Draw one line under each adverb that tells when an action takes place. Circle the verb that the adverb describes.**

5. My dad always bakes a big cake for the school bake sale.
6. First, he buys all the ingredients for the cake.
7. Next, he mixes everything together.
8. Then he bakes the cake in the oven.



**In your writer's notebook, write about an activity you like to do outside. Use adverbs that tell how and when to describe your actions. When you're done, use a dictionary to check that you used and spelled adverbs correctly.**

Name \_\_\_\_\_

- Use an adjective to describe a noun.
- Use an adverb to describe a verb.
- Don't mix up adjectives with adverbs that tell *how*.

**Circle the word that correctly completes each sentence.**

1. The dragon is an (important, importantly) part of Chinese New Year.
2. People dressed as a dragon dance (bold, boldly) down the street.
3. The costume is made of (colorful, colorfully) silk.
4. The dragon weaves (quick, quickly) in and out of the crowd.
5. The people shout (loud, loudly) to get the dragon's attention.
6. (Happy, happily) children wave to the dragon.

**Connect to  
Community**

**Talk to a parent or another trusted adult about a parade or other celebration in your community. Write about what happens during the celebration and why it is important. Be sure to check your work for errors.**

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Name \_\_\_\_\_

- Adjectives describe nouns. Adverbs describe verbs.
- Adverbs that tell *when* include *first*, *next*, and *then*. Adverbs that tell *where* include *here*, *there*, *up*, and *down*.
- Adverbs that tell *how* an action takes place usually end in *-ly*.

**A. Proofread this passage. Circle any adjectives and adverbs that are not used correctly.**

Today my grandfather and I made a beautifully kite. I helped him careful cut the paper into the right size and shape. We worked happy on the kite the entire morning. Sudden my mom called us in for lunch. I was surprised that the morning had gone by so quick. After we finished lunch, we went back to the garage and easy attached the long tail to the kite. We will let the glue dry slow overnight. We are hopefully that there will be a good breeze tomorrow so that we can fly our new kite.

**B. Rewrite the passage. Use the correct adjectives and adverbs.**

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Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) My older sister and I like to go to the beach together.  
 (2) We walk slowly along the shore and look for interesting seashells.  
 (3) Sometimes we see seagulls fly gracefully above the blue water.  
 (4) There's so much to see and do at the beach!

- |   |   |
|---|---|
| 1. Which word in sentence 2 is an adverb? | 2. Which word in sentence 3 is an adverb that tells <i>when</i> ? |
| A walk                                    | F Sometimes   |
| B slowly                                  | G see   |
| C look                                    | H gracefully  |
| D interesting                             | J blue  |

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) I got a new pair of eyeglasses today. (2) They fit perfect, and I can see so clear through them. (3) I can't wait to read my book. (4) First, but I need to do my homework.

3. What is the correct way to write sentence 2?
- A They fit perfectly, and I can see so clear through them.
  - B They fit perfect, and I can see so clearly through them.
  - C They fit perfectly, and I can see so clearly through them.
  - D No change needed in sentence 2.
4. What is the correct way to write sentence 4?
- F Firstly, but I need to do my homework.
  - G Then, but I need to do my homework.
  - H But I need to do my homework first.
  - J No change needed in sentence 4.



Name \_\_\_\_\_

**Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.**

- |                                  |                |
|----------------------------------|----------------|
| 1. _____                         | 1. explained   |
| 2. _____                         | 2. remain      |
| 3. _____                         | 3. reading     |
| 4. _____                         | 4. detail      |
| 5. _____                         | 5. presoak     |
| 6. _____                         | 6. monkey      |
| 7. _____                         | 7. brief       |
| 8. _____                         | 8. preteen     |
| 9. _____                         | 9. about       |
| 10. _____                        | 10. allowing   |
| 11. _____                        | 11. complain   |
| 12. _____                        | 12. enjoys     |
| 13. _____                        | 13. poison     |
| 14. _____                        | 14. repeats    |
| 15. _____                        | 15. unreal     |
| <b>Review Words</b> 16. _____    | 16. able       |
| 17. _____                        | 17. castle     |
| 18. _____                        | 18. towel      |
| <b>Challenge Words</b> 19. _____ | 19. repaid     |
| 20. _____                        | 20. approached |

Name \_\_\_\_\_

A **vowel team** is two or more letters that make one sound. The letters *ai* form long *a*. The letters *ea*, *ey*, *ie*, and *ee* usually form long *e*, and *oa* forms long *o*. The letters *ou* and *ow* form the vowel sound in *cow*, and *oy* and *oi* form the vowel sound in *coin*.

**DECODING WORDS**

The word *monkey* is a two-syllable word with a VCCV spelling pattern. The first syllable is a closed syllable spelled *mon*. The second syllable is an open syllable with the vowel team *ey*. Blend the sounds together: *mon/key*.

explained	detail	brief	allowing	reading
repeats	presoak	preteen	complain	remain
poison	monkey	about	enjoys	unreal

Read the spelling words aloud. Then write the words that contain the vowel team spelling patterns.

<i>ai</i>	<i>ea, ey, ie, and ee</i>	<i>oy and oi</i>
1. _____	6. _____	12. _____
2. _____	7. _____	13. _____
3. _____	8. _____	<i>ou and ow</i>
4. _____	9. _____	14. _____
<i>oa</i>	10. _____	15. _____
5. _____	11. _____	



Look back at the selections you read this week. Look for words with vowel teams. Read the words you find aloud, and record them in your writer's notebook.

Name \_\_\_\_\_

A **vowel team** is two or more letters that make one sound. The letters *ai* and *ay* form long *a*. The letters *ea*, *ey*, *ie*, and *ee* form long *e*, and *oa* forms long *o*. The letters *ou* and *ow* form the vowel sound in *cow*, and *oy* and *oi* form the sound in *coin*.

**DECODING WORDS**

The word *monkey* is a two-syllable word with a VCCV spelling pattern. The first syllable is a closed syllable spelled *mon*. The second syllable is an open syllable with the vowel team *ey*. Blend the sounds together: *mon/key*.

away	remain	reading	streets	allow
enjoys	repeats	detail	chief	complain
explained	unreal	soaked	key	poison

Read the spelling words aloud. Then write the words that contain the vowel team spelling patterns.

***ai* and *ay******ea*, *ey*, *ie*, and *ee******ow***

1. \_\_\_\_\_

6. \_\_\_\_\_

12. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

***oy* and *oi***

3. \_\_\_\_\_

8. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

***oa***

11. \_\_\_\_\_

15. \_\_\_\_\_



Look back at the selections you read this week. Look for words with vowel teams. Read the words you find aloud, and record them in your writer's notebook.

Name \_\_\_\_\_

explained	detail	brief	approached	viewpoint
remain	monkey	replay	textbook	complain
repeatedly	preheated	preteen	allowing	enjoyment

**A. Read the spelling words aloud. Then write the words that contain the vowel team spelling patterns.**

- | <i>ai and ay</i> | <i>ea, ey, ie, and ee</i> | <i>ow</i> |
|------------------|---------------------------|-----------|
| 1. _____         | 6. _____                  | 11. _____ |
| 2. _____         | 7. _____                  | <i>oy</i> |
| 3. _____         | 8. _____                  | 12. _____ |
| 4. _____         | 9. _____                  | <i>oo</i> |
| 5. _____         | 10. _____                 | 13. _____ |
|                  |                           | <i>oa</i> |
|                  |                           | 14. _____ |
15. Which word has two vowel teams? \_\_\_\_\_

**B. Compare the words *brief* and *preteen*. How are they alike? How are they different?**

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**Look back at the selections you read this week. Look for words with vowel teams. Read the words you find aloud, and record them in your writer's notebook.**

Name \_\_\_\_\_

explained	detail	brief	allowing	poison
remain	presoak	preteen	complain	repeats
reading	monkey	about	enjoys	unreal

**A. Write a spelling word that goes with the other two words.**

1. taught, showed, \_\_\_\_\_
2. writing, spelling, \_\_\_\_\_
3. chimp, ape, \_\_\_\_\_
4. deadly, chemical, \_\_\_\_\_
5. short, small, \_\_\_\_\_

**B. Write the spelling word that completes each sentence.**

6. To get out a stain, \_\_\_\_\_ the clothing before washing.
7. Please \_\_\_\_\_ in your seats when the bell rings.
8. The model ship we built has amazing \_\_\_\_\_.
9. Someone who is twelve years old is a \_\_\_\_\_.
10. I need to find a book \_\_\_\_\_ the solar system.
11. The ballpark is \_\_\_\_\_ us to bring in food.
12. The neighbors will \_\_\_\_\_ if we are too loud.
13. Dad likes baseball, but he \_\_\_\_\_ football more.
14. Our parrot \_\_\_\_\_ our words.
15. Being able to meet the president seemed \_\_\_\_\_.

Name \_\_\_\_\_

**There are six spelling mistakes in the paragraph below. Underline the misspelled words. Write the words correctly on the lines.**

I am supposed to write a breef book report abowt my favorite book. I like raeding a lot, but I don't know what to write. I explained to my teacher that I've read so many books I can't choose just one. She said that she enjois many books, too. She asked if there was one book that really stands out. I thought about it and then said, "The book about the monkee that goes to school!"

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

Writing Connection

**Write about your favorite book. Use at least four spelling words in your writing.**

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Name \_\_\_\_\_

**Remember**

A vowel team is when two or more letters form one vowel sound. The vowel team *ai* forms a long *a* vowel sound as in *rain*. The vowel teams *ea*, *ey*, *ie*, and *ee* usually form a long *e* sound. The letters *oa* form a long *o*. The letters *ou* and *ow* form the sound you hear in *cow*, and *oy* and *oi* form the sound in *coin*.

explained

detail

brief

allowing

poison

remain

presoak

preteen

complain

repeats

reading

monkey

about

enjoys

unreal

Write the missing letters to make each spelling word complete. Read the spelling word aloud and then write it on the line.

1. com \_\_\_\_\_

9. mon \_\_\_\_\_

2. rep \_\_\_\_\_

10. en \_\_\_\_\_

3. r\_\_\_\_\_ding \_\_\_\_\_

11. de \_\_\_\_\_

4. ex \_\_\_\_\_ ed \_\_\_\_\_

12. br \_\_\_\_\_

5. all \_\_\_\_\_ ing \_\_\_\_\_

13. pret \_\_\_\_\_ n \_\_\_\_\_

6. pres \_\_\_\_\_ k \_\_\_\_\_

14. ab \_\_\_\_\_

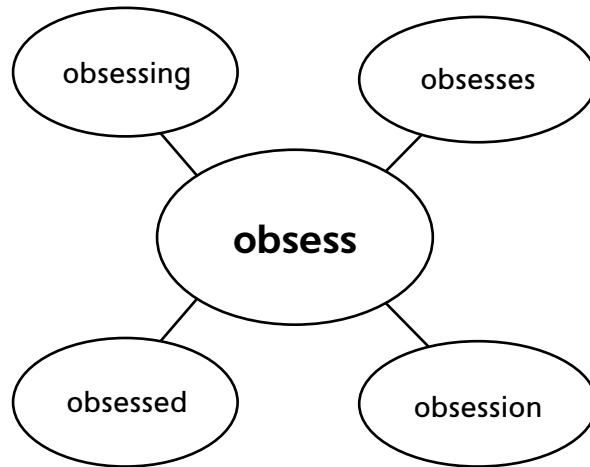
7. p \_\_\_\_\_ son \_\_\_\_\_

15. un \_\_\_\_\_

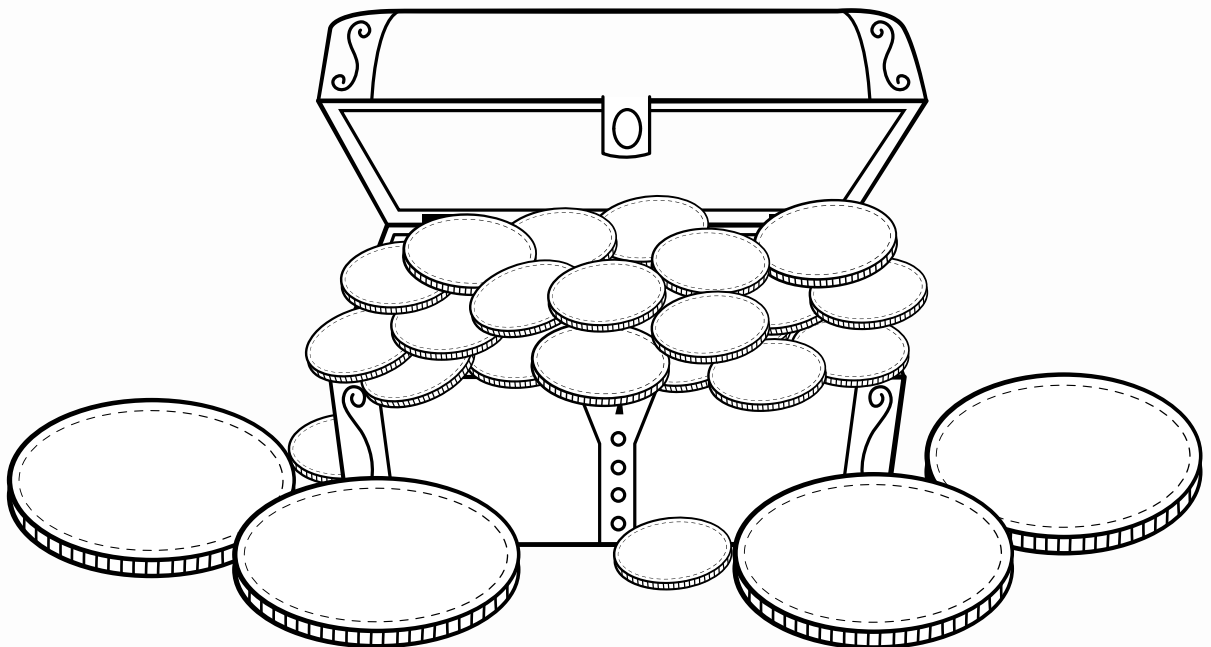
8. rem \_\_\_\_\_

Name \_\_\_\_\_

Create new forms of a base word by adding or removing inflectional endings, prefixes, or suffixes.



Use your notes from *King Midas and the Golden Touch*. Choose a word and write it on the treasure box below. Then write related words on the gold coins around the treasure box. Use a dictionary for help.



Name \_\_\_\_\_

Read the clues. Then unscramble each word by writing the letters in the correct order on the line.

communicated	motivated	research	creation
essential	payment	magnificent	specialist
goal	professional	serious	participate

**SCRAMBLED****CLUE**

- |                 |                           |       |
|-----------------|---------------------------|-------|
| 1. peccsiaistl  | Expert                    | _____ |
| 2. ssenteail    | Very important or needed  | _____ |
| 3. pateciartip  | Join with others          | _____ |
| 4. edvatiotm    | Eager to do something     | _____ |
| 5. aymnetp      | Amount paid for something | _____ |
| 6. ccammuoinedt | Spoke with                | _____ |
| 7. loga         | Target or dream           | _____ |
| 8. ionfessproal | Relating to a skilled job | _____ |
| 9. usersoi      | Very important            | _____ |
| 10. fiagmncenit | Very beautiful            | _____ |
| 11. tcraoien    | Something you made        | _____ |
| 12. chresaer    | Study to find facts       | _____ |

Name \_\_\_\_\_

- **Adverbs** can be used to compare two or more actions.
- To compare actions using most one-syllable adverbs, add *-er* or *-est*: *slow/slower/slowest, hard/harder/hardest*.
- *More* and *most* are used with adverbs that have two or more syllables to make comparisons: *more carefully, most silently*.

**A. Circle the correct word to complete each sentence.**

1. My brother runs (faster, fastest) than I do.
2. Jay solved the problem (more, most) quickly than Frank.
3. The first band played the song the (louder, loudest) of any of the bands.
4. Kara finished the test (quicker, quickest) than the other students.
5. Hurricanes are (more, most) common in fall than they are in spring.
6. Birds migrate (more, most) often before winter than after.
7. That piano recital lasted (longer, longest) than the last one.

**B. Read these lines from “Theseus and the Minotaur.” Circle the adverbs in the underlined sentence.**

**Narrator:** At last the prince returned dragging the sword.

**Prince Theseus:** The Minotaur is destroyed. Let’s go quickly and quietly back to the ship.

**Narrator:** The prince tapped on the door and the princess opened it. They all ran to their ship together and sailed away.

Name \_\_\_\_\_

- To make comparisons using the adverb *well*, use *better* and *best*:  
*My dad cooks better than I cook, but my mom cooks best.*
- To make comparisons using the adverb *badly*, use *worse* and *worst*.  
*I am worse than my sister at playing tennis, but my brother plays worst of all of us.*

Write the correct form of the word in parentheses to complete each sentence. Then write the sentence on the line.

1. Jai scored \_\_\_\_\_ on the test than Ben scored. (well)

\_\_\_\_\_

2. Jai scored \_\_\_\_\_ of all his friends on the test. (well)

\_\_\_\_\_

3. Mom's flowers looked \_\_\_\_\_ during August than they did in July. (badly)

\_\_\_\_\_

4. Mom's flowers looked \_\_\_\_\_ of all during the hot, dry months. (badly)

\_\_\_\_\_



In your writer's notebook, write a story about two people who play in a game or competition. Compare how they do using adverbs. Check your work for errors when you're done.

Name \_\_\_\_\_

- Add *-er* or *-est* to the end of short adverbs to compare.
- Use *more* and *most* with adverbs that have two or more syllables.
- Adverbs that are used with *more* or *most* do not change their endings to make comparisons.

**Circle the correct word or words to complete each sentence.**

1. The scientists worked (more quickly, most quickly) than they had ever worked before.
2. That was the (more carefully, most carefully) planned expedition ever.
3. He travels to Texas (more often, oftener) than he travels to Florida.
4. It rains (more heavily, heavilier) in April than it does in August.
5. Some people wait (more patiently, most patiently) than others.
6. Jim swam the (most fastest, fastest) of all the swimmers.
7. The little bird sang (more sweetly, sweetlier) than the crow sang.

Connect to  
Community

**Write about some of the differences between two seasons. Use adverbs to compare the two seasons you choose. Check your work for errors when you're done.**

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Name \_\_\_\_\_

- Add *-er* or *-est* to the end of short adverbs to compare.
- To make comparisons using the adverb *well*, use *better* and *best*. To make comparisons using *badly*, use *worse* and *worst*.
- Use *more* and *most* with adverbs with two or more syllables.
- Adverbs that are used with *more* or *most* do not change their endings to make comparisons.

**A. Proofread this passage. Circle any adjectives and adverbs that are not used correctly.**

I went to the First Street Market with my mom. She thinks the market has gooder vegetables than the one in Oak Hill. They have the most freshest fruits I've ever tasted. Mom chooses her fruits and vegetables carefullier than anyone I know. She slower sniffs each piece of fruit. She wants to buy the fruits and vegetables that are the riper. Mr. Able owns the market. He chooses his produce the more skillfully of all the market owners.

**B. Rewrite the passage. Use the correct adjectives and adverbs.**

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Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) I know a lot about big cats. (2) Lions roar the loudest of all big cats. (3) Cheetahs can run faster than any other mammal can. (4) Tigers can swim more skillfully than most other big cats.

- |  |   |
|--|---|
| 1. What is the adverb that compares actions in sentence 3? | 2. Which sentence contains an adverb that does not change its ending to make comparisons? |
| <b>A</b> can   | <b>F</b> Sentence 1   |
| <b>B</b> run   | <b>G</b> Sentence 2   |
| <b>C</b> faster  | <b>H</b> Sentence 3   |
| <b>D</b> any   | <b>J</b> Sentence 4   |

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) The bird feeders in our backyard attract lots of birds.  
 (2) The larger birds swoop down quicklier than the smaller birds.  
 (3) Hummingbirds are the smaller birds of all.

3. What is the correct way to write sentence 2?
- A** The larger birds swoop down more quicker than the smaller birds.  
**B** The larger birds swoop down more quick than the smaller birds.  
**C** The larger birds swoop down more quickly than the smaller birds.  
**D** No change needed in sentence 2.
4. What is the correct way to write sentence 3?
- F** Hummingbirds are the more smaller birds of all.  
**G** Hummingbirds are the smallest birds of all.  
**H** Hummingbirds are the most smallest birds of all.  
**J** No change needed in sentence 3.

Name \_\_\_\_\_

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
- Review Words** 16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
- Challenge Words** 19. \_\_\_\_\_
20. \_\_\_\_\_

1. severe
2. prepared
3. declare
4. later
5. writer
6. cellar
7. trailer
8. author
9. person
10. circus
11. garlic
12. partner
13. restore
14. sister
15. actor
16. explained
17. brief
18. enjoys
19. circular
20. editor

Name \_\_\_\_\_

An ***r*-controlled vowel syllable** is formed when a vowel and the letter *r* remain in the same syllable, creating a new vowel sound. Some *r*-controlled vowel syllables are *er* as in *permit*, *ere* as in *here*, *ir* as in *circle*, *or* as in *corn*, and *ar* as in *carpet* or *care*.

**SPELLING TIP**

Pay attention to spelling patterns to help you decide if a *c* or *g* is hard or soft. When *c* comes before the letters *i* or *e*, it usually has a soft /s/ sound as in *center*. When *g* comes before the letters *a*, *u*, or *o*, it usually has a hard /g/ sound as in *gum*.

severe

later

trailer

circus

restore

prepared

writer

author

garlic

sister

declare

cellar

person

partner

actor

Read the spelling words aloud. Then write the spelling words that match the spelling of the *r*-controlled vowel syllable.

***er***

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

***ir***

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

***ar***

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

***ere***

14. \_\_\_\_\_

15. Which word has two *r*-controlled syllables? Which ones?

\_\_\_\_\_

Name \_\_\_\_\_

An ***r*-controlled vowel syllable** is formed when a vowel and the letter *r* remain in the same syllable, creating a new vowel sound. Some *r*-controlled vowel syllables are *er* as in *permit*, *ere* as in *here*, *ir* as in *circle*, *or* as in *corn*, and *ar* as in *carpet* or *care*.

**SPELLING TIP**

Pay attention to spelling patterns to help you decide if a *c* or *g* is hard or soft. When *c* comes before the letters *i* or *e*, it usually has a soft /s/ sound as in *center*. When *g* comes before the letters *a*, *u*, or *o*, it usually has a hard /g/ sound as in *gum*.

sister	doctor	silver	author	dirty
remark	later	cellar	artists	severe
winter	better	actor	report	circus

Read the spelling words aloud. Then write the spelling words that match the spelling of the *r*-controlled vowel syllable.

***er******ir******or***

- |          |                  |                   |
|----------|------------------|-------------------|
| 1. _____ | 6. _____         | 11. _____         |
| 2. _____ | 7. _____         | 12. _____         |
| 3. _____ | <b><i>ar</i></b> | 13. _____         |
| 4. _____ | 8. _____         | 14. _____         |
| 5. _____ | 9. _____         | <b><i>ere</i></b> |
|          | 10. _____        | 15. _____         |



Look back at the selections you read this week. Look for words with *r*-controlled vowel syllables. Read the words aloud, and record them in your writer's notebook.

Name \_\_\_\_\_

circular	dancer	trailer	expert	market
restore	later	partner	circus	further
feather	cellar	author	border	desert

**A. Read the spelling words aloud. Then write the spelling words that match the spelling of the *r*-controlled vowel syllable.**

<b><i>er</i></b>	<b><i>ir</i></b>	<b>both <i>ir</i> and <i>ar</i></b>
1. _____	7. _____	12. _____
2. _____	<b><i>or</i></b>	<b>both <i>ar</i> and <i>er</i></b>
3. _____	8. _____	13. _____
4. _____	9. _____	<b>both <i>or</i> and <i>er</i></b>
5. _____	<b><i>ar</i></b>	14. _____
6. _____	10. _____	<b>both <i>ur</i> and <i>er</i></b>
	11. _____	15. _____

**B. Compare the words *feather* and *author*. How are they alike? How are they different?**

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**Look back at the selections you read this week. Look for words with *r*-controlled vowel syllables. Read the words aloud, and record them in your writer's notebook.**



Name \_\_\_\_\_

severe	later	trailer	circus	restore
prepared	writer	author	garlic	sister
declare	cellar	person	partner	actor

**A. Write a spelling word that matches each meaning.**

1. the underground part of a building \_\_\_\_\_
2. the opposite of brother \_\_\_\_\_
3. someone who works with another \_\_\_\_\_
4. to state or make known \_\_\_\_\_
5. singular of people \_\_\_\_\_
6. someone who writes books \_\_\_\_\_, \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

7. You can go on ahead, and we'll catch up \_\_\_\_\_.
8. We will hitch a \_\_\_\_\_ to the back of the truck.
9. Are you \_\_\_\_\_ to take the big test?
10. Some people like to \_\_\_\_\_ old homes.
11. Do you want to be a movie \_\_\_\_\_?
12. The \_\_\_\_\_ set up a huge tent at the fairgrounds.
13. We go to the basement during \_\_\_\_\_ weather.
14. The \_\_\_\_\_ in this sauce smells great.

Name \_\_\_\_\_

**There are six spelling mistakes in the paragraph below. Underline the misspelled words. Write the words correctly on the lines.**

What would you like to be when you grow up? My sistur can't make up her mind. When she was little she wanted to be a clown in a curcus. Then her teacher told her she was a good writor, so she decided to become an auther. Latur, after she had been in a play, she told us that she planned to be an acter. I wonder what she will want to be next week.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

**Writing Connection**

**Write about a job you would like to do someday. Use at least four spelling words in your writing.**

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Name \_\_\_\_\_

**Remember**

A vowel followed by the letter *r* creates an *r*-controlled vowel syllable. For example, the letters *er* create the vowel syllable in the word *dinner*. Other *r*-controlled vowel syllables are *er* as in *here*, *ir* as in *circle*, *or* as in *corn*, *ar* as in *cart*, and *ar* as in *care*.

severe	later	trailer	circus	restore
prepared	writer	author	garlic	sister
declare	cellar	person	partner	actor

Write the missing syllable to make each spelling word complete. Read the spelling word aloud, then write it on the line.

- |                |       |               |       |
|----------------|-------|---------------|-------|
| 1. sis _____   | _____ | 9. de _____   | _____ |
| 2. pre _____   | _____ | 10. se _____  | _____ |
| 3. cel _____   | _____ | 11. au _____  | _____ |
| 4. la _____    | _____ | 12. _____ cus | _____ |
| 5. re _____    | _____ | 13. _____ lic | _____ |
| 6. trail _____ | _____ | 14. _____ ner | _____ |
| 7. _____ son   | _____ | 15. ac _____  | _____ |
| 8. wri _____   | _____ |               |       |

Name \_\_\_\_\_

A **compound word** is formed when two small words are put together to make one bigger word. For example, the words *sun* and *light* create the word *sunlight*. Figure out the meaning of an unfamiliar compound word by breaking it into smaller words.

**A. Underline the compound word in each sentence. Then write the meaning of the compound word on the line.**

1. I asked the salesperson in the store if she had the shirt in a smaller size.

\_\_\_\_\_

2. I stayed overnight at my friend's house and went home the next day.

\_\_\_\_\_

3. Before he left for school, he put his books and papers in his backpack.

\_\_\_\_\_

4. I went to the bay to watch the sailboats glide across the water.

\_\_\_\_\_

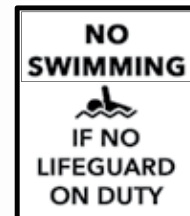
**B. Underline the compound word that appears in each sign. Then write the meaning of the compound word on the line.**

5.



\_\_\_\_\_  
\_\_\_\_\_

6.



\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Read each sentence below. Write the base word of the word in bold on the line. Then write the definition of the word in bold.

1. When I caught the flu last winter I felt so **miserable**.

\_\_\_\_\_

2. I'll always remember my **unforgettable** camping trip in the Rocky Mountains.

\_\_\_\_\_

3. My friend had heard about the new rules, but I was **uninformed**.

\_\_\_\_\_

4. I thought the rabbit might be afraid of the deer, but it did not seem **threatened**.

\_\_\_\_\_

5. Knowing that I can do anything I set my mind to makes me feel **empowered**.

\_\_\_\_\_

6. I had hoped we would have sunny weather for the picnic, but **unfortunately** it rained.

\_\_\_\_\_

Name \_\_\_\_\_

- A **preposition** is a word that shows a relationship between a noun or a pronoun and another word: *I swam **in** the ocean.*
- Common prepositions include *in, on, at, over, under, to, from, for, with, by, of, into, before, after, and during.*
- The noun or pronoun that follows a preposition is the **object of the preposition**. In the sentence *I swam in the ocean*, the object of the preposition is *the ocean*.

**Underline the preposition in each sentence. Then write it on the line.**

1. My dad brought home plans for a picnic table. \_\_\_\_\_
2. We will build it in the backyard. \_\_\_\_\_
3. First, we will drive to Jon's Lumber Yard and buy the wood. \_\_\_\_\_
4. It is across town. \_\_\_\_\_
5. I think it is by the old skating rink. \_\_\_\_\_
6. Dad said that we could go after lunch. \_\_\_\_\_
7. He is making a list of the supplies we need. \_\_\_\_\_
8. It will be fun building the table from the wood we buy. \_\_\_\_\_
9. We will get everything we need at Jon's Lumber Yard. \_\_\_\_\_
10. I climb into Dad's big truck, and we are ready. \_\_\_\_\_



**In your writer's notebook, write about something you have built or would like to build. When you're finished writing, read over your work to make sure you used prepositions correctly.**



Name \_\_\_\_\_

- A **prepositional phrase** is a group of words that includes a preposition, the object of the preposition, and any words in between, such as *at the sandy beach* and *by the tall tree*.
- When a pronoun follows a preposition, it should be an object pronoun, such as *me, you, him, her, it, us, and them*.

**A. Underline the prepositional phrases in the following sentences.**

1. Last weekend, Uncle Dan and I went on a hike.
2. A few years ago, Uncle Dan hiked across the country.
3. He took photographs along the way.
4. His photos were made into a book.
5. We have his book on our bookshelf.
6. He took some amazing pictures during his long hike.
7. One photo shows some hikers near the top of Mt. Everest.

**B. Reread these lines from “Ollie’s Escape.” Underline one prepositional phrase.**

He slithered his way to the office  
as teachers jumped out of his way.  
But Principal Poole  
is the boss of the school.  
We wondered just what he would say.

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Name \_\_\_\_\_

- A comma is used to separate an introductory word from the rest of a sentence: *Yes, let's go hiking. Dad, will you carry the water?*
- An introductory word could be a name, an adverb, or another word that should be separated from the rest of the sentence.
- An interjection is followed by a comma. If it expresses strong emotion, it is followed by an exclamation point. *Oh, I don't care. Wow! That's a great idea!*

**Rewrite each sentence. Add a comma or exclamation point after the introductory words.**

1. Yes we had a great time on our camping trip.

\_\_\_\_\_

2. First we set up our tent and unpacked our supplies.

\_\_\_\_\_

3. Wow we went canoeing down Green River.

\_\_\_\_\_

4. Mom what was your favorite part of the trip?

\_\_\_\_\_



**In your writer's notebook, write step by step instructions that explain how to do something that you know well. Use words like *first*, *next*, and *then*. When you're done, reread your work to make sure you included commas after introductory words.**

Name \_\_\_\_\_

A prepositional phrase is a group of words that includes a preposition, the object of the preposition, and any words in between, such as *near the snowy mountain* and *in the water*.

- A. Proofread the passage below. Add commas where they are needed. Underline any incorrect prepositional phrases.**

The people at my neighborhood started a community garden. Yes it's one of the first community gardens on our city. Dad do you remember what year it was started? Lately lots of reporters have come out to write stories to it. We donate lots of the vegetables to the local shelter. Wow they are always in need of help from the community. Therefore it is important for all of us to do what we can.

**HANDWRITING CONNECTION**

Be sure to write legibly. Use proper cursive and remember to leave spaces between words.

- B. Rewrite the passage. Use commas and prepositional phrases correctly.**

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**In your writer's notebook, write about other ways people can help their community. Write your thoughts in cursive, and remember to leave spaces between words. Check for errors in your prepositional phrases.**

Name \_\_\_\_\_

**A. Read the paragraph. Then answer the questions.**

(1) Yesterday, I looked everywhere for my necklace and could not find it. (2) I looked under the bed, on my desk, and on the shelves in my room. (3) No luck! (4) Then, my little sister walked into my room. (5) She was wearing my necklace!

- |  |  |
|--|--|
| 1. Which is the preposition in sentence 1? | 2. How many prepositional phrases does sentence 2 contain? |
| A afternoon                                | F 1  |
| B for                                      | G 2  |
| C my                                       | H 3  |
| D it                                       | J 4  |

**B. Read the student draft and look for revisions that need to be made. Then answer the questions.**

(1) I am going with a picnic at my swim team today. (2) First, we'll play tag and maybe some cards. (3) After that we will jump with the pool and have a race. (4) My best friend Hannah will probably win because she's so fast. (5) We'll eat dinner when the races are over. (6) I'm sure we'll be hungry!

3. What is the correct way to write sentence 1?
  - A I am going at a picnic to my swim team today.
  - B I am going on a picnic with my swim team today.
  - C I am going in a picnic for my swim team today.
  - D No change needed in sentence 1.
4. What is the correct way to write sentence 3?
  - F After that, we will jump with the pool and have a race.
  - G After that we will jump for the pool and have a race.
  - H After that, we will jump in the pool and have a race.
  - J No change needed in sentence 3.

Name \_\_\_\_\_

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

**Review Words**

**Challenge Words**

1. careful
2. cheerful
3. helpful
4. colorful
5. harmful
6. pitiful
7. painless
8. priceless
9. helpless
10. sleepless
11. rainless
12. helplessly
13. peacefully
14. carefully
15. wisely
16. later
17. declare
18. partner
19. wonderful
20. cloudless

Name \_\_\_\_\_

A **suffix** is a word part added to the end of a word to create a new word. The suffix **-ful** means *full of*, **-less** means *without*, and **-ly** means *in this way*. The suffixes **-ful** and **-less** can change a noun into an adjective: *joy/joyful*; *noise/noiseless*. The suffix **-ly** makes an adjective an adverb: *joyful/joyfully*.

**DECODING WORDS**

If a word ends in a consonant and *y*, change the *y* to an *i* before adding the suffixes **-ful**, **-less**, or **-ly**. For example: *happy/happily*, *pity/pitiful*. Note that this usually changes the vowel sound as well. When you add **-ful** to *plenty*, the long *e* changes to a short *i*: *plen/ti/ful*.

careful	peacefully	cheerful	harmful	colorful
painless	sleepless	priceless	rainless	carefully
wisely	helpless	pitiful	helplessly	helpful

Read the spelling words aloud. Then write the spelling words that contain the suffixes below. Some words have more than one suffix.

<b>-ful</b>	<b>-less</b>	<b>-ly</b>
1. _____	9. _____	15. _____
2. _____	10. _____	16. _____
3. _____	11. _____	17. _____
4. _____	12. _____	18. _____
5. _____	13. _____	
6. _____	14. _____	
7. _____		
8. _____		



Name \_\_\_\_\_

A **suffix** is a word part added to the end of a word to create a new word. The suffix *-ful* means “full of”; *-less* means “without”; and *-ly* means “in this way.” The suffixes *-ful* and *-less* can change a noun into an adjective: *joy/joyful*; *noise/noiseless*. The suffix *-ly* makes an adjective an adverb: *joyful/joyfully*.

**DECODING WORDS**

If a word ends in a consonant and *y*, change the *y* to an *i* before adding the suffixes *-ful*, *-less*, or *-ly*. For example: *happy/happily*, *pity/pitiful*. Note that this usually changes the vowel sound as well. When you add *-ful* to *plenty*, the long *e* changes to a short *i*: *plen/ti/ful*.

careful	harmful	painless	sleepless	hopeful
restless	careless	wisely	rainless	cheerful
helpful	handful	helpless	weekly	priceless

Read the spelling words aloud. Then write the spelling words that contain the suffixes below.

***-ful******-less******-ly***

- |          |           |           |
|----------|-----------|-----------|
| 1. _____ | 7. _____  | 14. _____ |
| 2. _____ | 8. _____  | 15. _____ |
| 3. _____ | 9. _____  |           |
| 4. _____ | 10. _____ |           |
| 5. _____ | 11. _____ |           |
| 6. _____ | 12. _____ |           |
|          | 13. _____ |           |

Name \_\_\_\_\_

careful	colorful	carefully	cloudless	peacefully
wisely	harmful	priceless	helplessly	graceful
ungrateful	rainless	wonderful	pitiful	angrily

**A. Read the spelling words aloud. Then write the words with the suffixes below. Some words have more than one suffix.**

<i>-ful</i>	<i>-less</i>	<i>-ly</i>
1. _____	10. _____	14. _____
2. _____	11. _____	15. _____
3. _____	12. _____	16. _____
4. _____	13. _____	17. _____
5. _____		18. _____
6. _____		
7. _____		
8. _____		
9. _____		

**B. Compare the words *careful* and *carefully*. How are they similar? How are they different?**

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Name \_\_\_\_\_

careful	colorful	helpful	sleepless	peacefully
rainless	helpless	priceless	cheerful	carefully
painless	pitiful	harmful	helplessly	wisely

**A. Write the spelling word that matches each definition below.**

1. without sleep \_\_\_\_\_
2. full of color \_\_\_\_\_
3. without pain \_\_\_\_\_
4. in a wise way \_\_\_\_\_
5. full of cheer \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

6. A desert is a mostly \_\_\_\_\_ place.
7. The \_\_\_\_\_ little dog was wet and dirty.
8. I like to be \_\_\_\_\_ and wash the dishes for my mom.
9. It is important to be \_\_\_\_\_ when using scissors.
10. After the busy day, I slept \_\_\_\_\_.
11. The gold coins were so rare that they were considered \_\_\_\_\_.
12. Not getting enough exercise can be \_\_\_\_\_ to your health.
13. The puppies are \_\_\_\_\_ because they are born with their eyes closed.
14. I walked \_\_\_\_\_ down the icy sidewalk.
15. She looked on \_\_\_\_\_ as I began to fall.

Name \_\_\_\_\_

**There are six misspelled words in the paragraph below. Underline each misspelled word. Write the words correctly on the lines.**

Once there was a man who was always cheerfel. He wore a colorfil jacket everywhere he went because it made him feel happy. As he traveled about, he looked for ways to be helpfull to others. One day he was resting peacefuller in the shade of a tree when he heard a pityfull cry. He saw a tiny kitten mewing helplessly up in the branches. Quickly, he climbed to the top and rescued the kitten. From that day on, the man and the kitten traveled together.

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

Writing Connection

**Write about someone who is cheerful. Use at least four spelling words in your writing.**

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Name \_\_\_\_\_

**Remember**

A suffix is a word part that is added to the end of a word to create a new word with a new meaning. The suffixes *-ful* and *-less* can change a noun into an adjective: *joy/joyful*, *noise/noiseless*. The suffix *-ly* can change an adjective into an adverb: *joyful/joyfully*, *helpful/helpfully*.

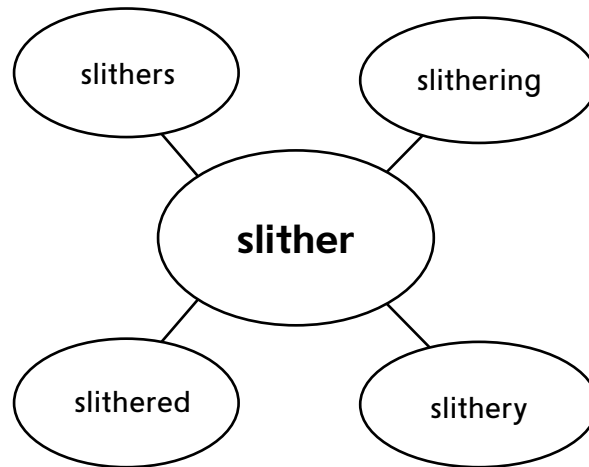
careful	colorful	painless	sleepless	peacefully
cheerful	harmful	priceless	rainless	carefully
helpful	pitiful	helpless	helplessly	wisely

**Write the missing suffix or suffixes to make each spelling word complete. Read the spelling word aloud. Then write it on the line.**

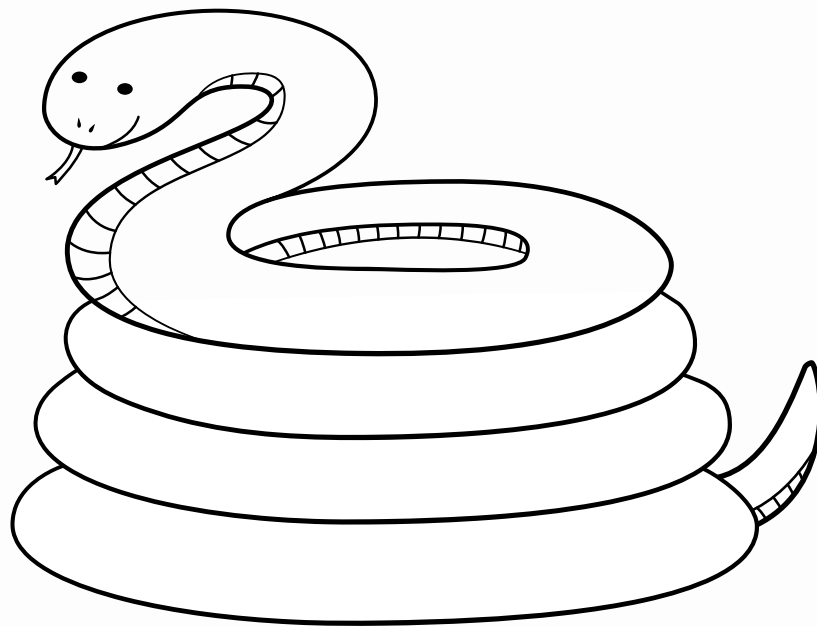
- |                |                 |
|----------------|-----------------|
| 1. color _____ | 9. rain _____   |
| 2. price _____ | 10. sleep _____ |
| 3. peace _____ | 11. help _____  |
| 4. pain _____  | 12. piti _____  |
| 5. harm _____  | 13. care _____  |
| 6. wise _____  | 14. cheer _____ |
| 7. help _____  | 15. help _____  |
| 8. care _____  |                 |

Name \_\_\_\_\_

Create new forms of a base word by adding or removing inflectional endings, prefixes, or suffixes.



Use your notes from “Ollie’s Escape.” Choose one word and write it on the biggest coil of the snake below. Then write related words on the other coils. Use a dictionary to help you think of new words.





Name \_\_\_\_\_

**Idioms** are common expressions that usually mean something other than the literal meaning of the words. For example, the idiom *miss the boat* is an expression that means “lost chance” or “missed opportunity.” It does not usually refer to an actual boat.

If you don’t know what an idiom means, look for context clues in the same sentence or a nearby sentence to figure out the idiom’s meaning. You can also use a digital search tool to look up the idiom.

**Reread the lines from “Aliens!” Find each idiom, and write it below. Then write the meaning of the idiom next to it.**

1. Here’s a news flash. Now, please stay calm:  
there are *aliens* around.

---



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2. We didn’t want to tell you boys,  
we thought it might just freak you out.

---



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3. But Mom was clever enough to say,  
“Did something go down while I was away?”

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**In your writer’s notebook, write about something you learned that surprised you. Include one of the idioms used above in your writing, or include an idiom you can think of yourself.**

# HANDWRITING

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Cursive Writing Position



### Left-Handed Writers

Sit tall. Place both arms on the table.

Keep your feet flat on the floor.

Slant your paper.

Hold your pencil with your first two fingers and your thumb.

### Right-Handed Writers

Sit tall. Place both arms on the table.

Keep your feet flat on the floor.

Slant your paper.

Hold your pencil with your first two fingers and your thumb.

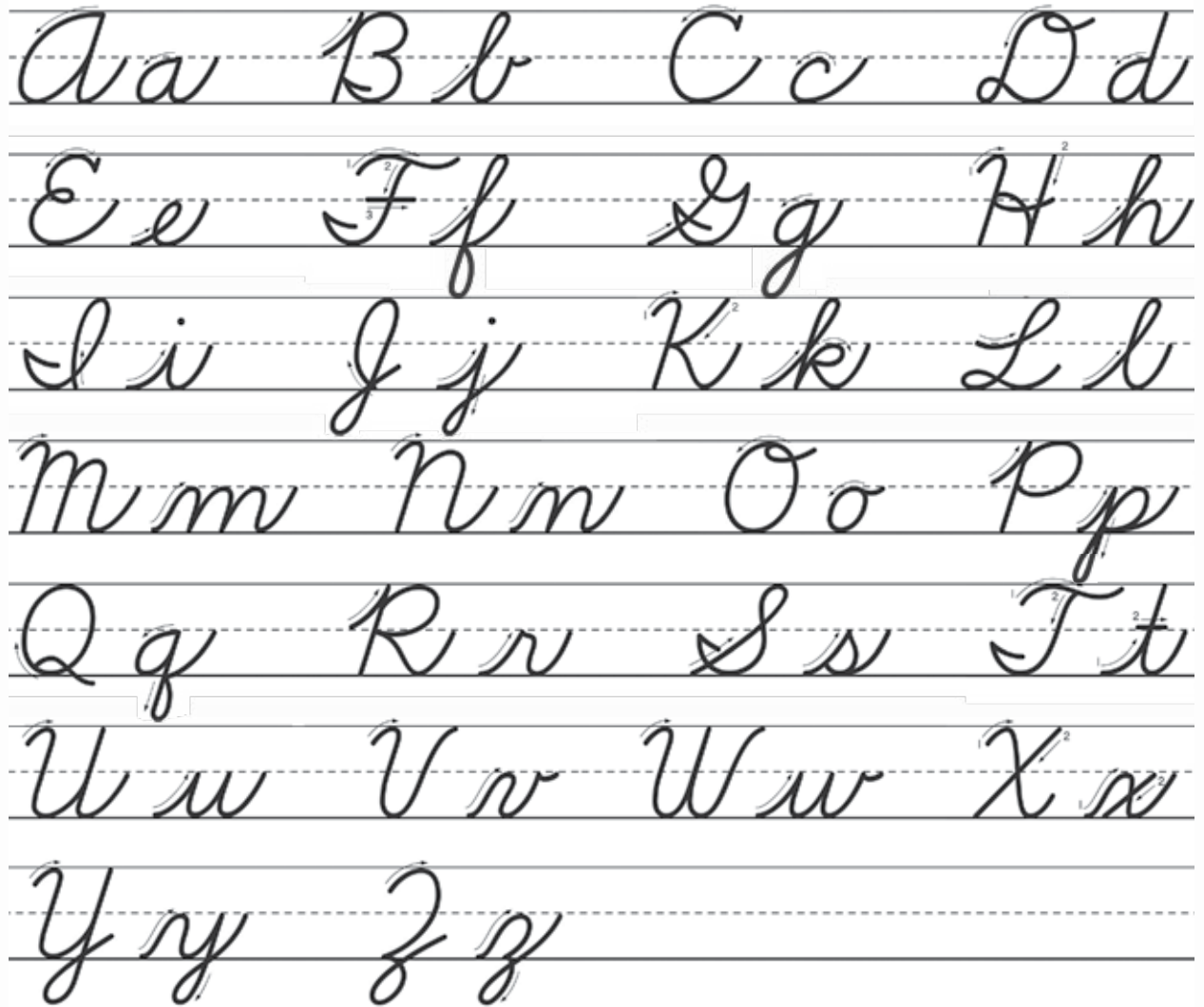


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Name \_\_\_\_\_

Date \_\_\_\_\_

### The Cursive Alphabet



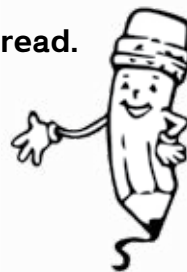
Name \_\_\_\_\_ Date \_\_\_\_\_

## Size and Shape

Tall letters touch the top line.

Make your writing easy to read.

*h d l t*



Short letters touch the middle line.

*o a n m c u w*

These letters go below the bottom line.

*g f z j p y*

Circle the letters that are the right size and shape and sit on the bottom line.

*a u sh n d*

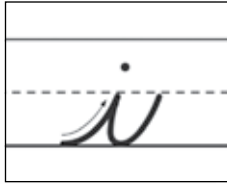
*g p e b l*

*q o f m c*

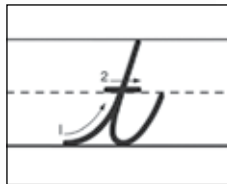
Name \_\_\_\_\_ Date \_\_\_\_\_

**i t**

Trace and write the letters. Then trace and write the word.



*i i i i i i*



*t t t t t t*

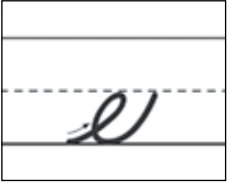
*it it it it it*



Name \_\_\_\_\_ Date \_\_\_\_\_

**e l**

Trace and write the letters. Then write the words.



*e e e e e e e*



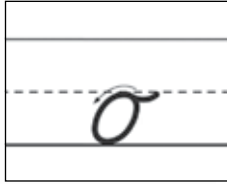
*l l l l l l l*

*ill lit tie tile*

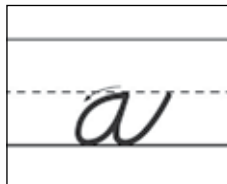
Name \_\_\_\_\_ Date \_\_\_\_\_

**o a**

Trace and write the letters. Then write the words.



*o o o o o o*



*a a a a a a*

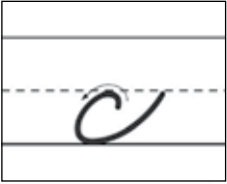
*toe toll tail ate*

*tote oil oat lot*

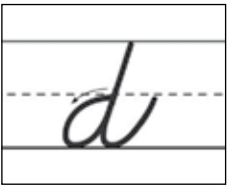
Name \_\_\_\_\_ Date \_\_\_\_\_

**c d**

Trace and write the letters. Then write the words and the phrases.



*c c c c c c c*



*d d d d d d d*

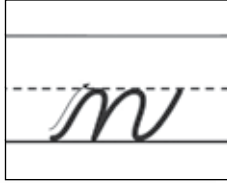
*coat deed code*

*dime dance time*

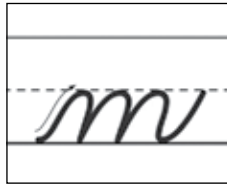
Name \_\_\_\_\_ Date \_\_\_\_\_

**n m**

Trace and write the letters. Then write the words.



*n n n n n n*



*m m m m m m*

*name note moat*

*mitten tame nine*

Name \_\_\_\_\_ Date \_\_\_\_\_

## Connectives

Trace the connectives.

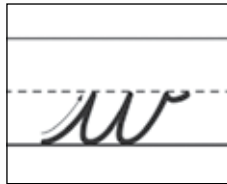
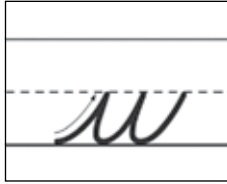
air tie her like  
an and end sand  
glad just yell  
zebra you yarn  
gap lazy game  
five pick jam  
feel plan quite

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Name \_\_\_\_\_ Date \_\_\_\_\_

## u w

Trace and write the letters. Then write the words.



wait wit would

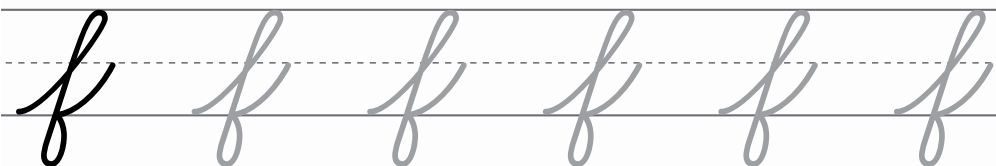
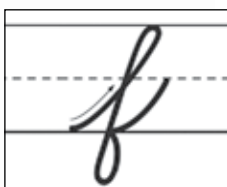
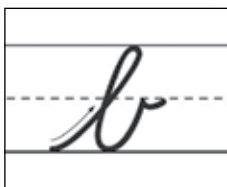
undo uncle lute



Name \_\_\_\_\_ Date \_\_\_\_\_

**b f**

Trace and write the letters. Then write the words and the phrases.



boat fall bubble

fine food bat ball

Name \_\_\_\_\_ Date \_\_\_\_\_

## h k

Trace and write the letters. Then write the words.



*h h h h h*



*k k k k k*

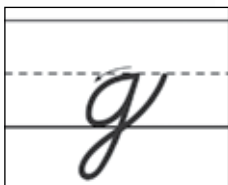
*chick hatch hook*

*kilt luck kite*

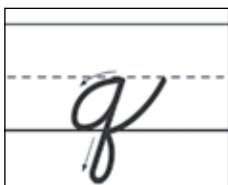
Name \_\_\_\_\_ Date \_\_\_\_\_

**g q**

Trace and write the letters. Then write the phrases.



*g g g g g g g*



*q q q q q q q*

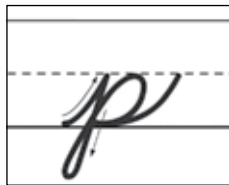
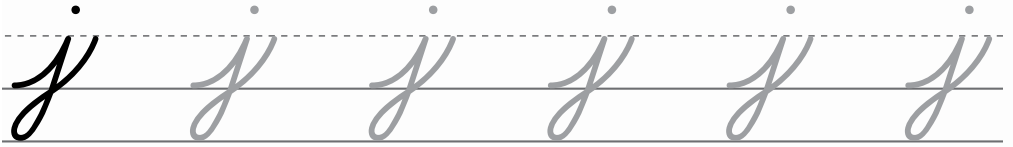
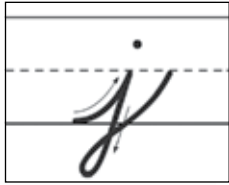
*quacked good game*

*quite a fog*

Name \_\_\_\_\_ Date \_\_\_\_\_

**j p**

Trace and write the letters. Then write the phrases.



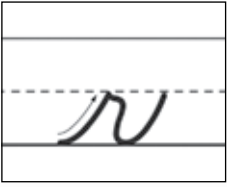
jump for joy

picture perfect

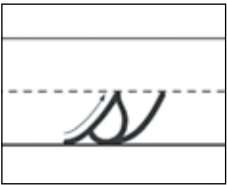
Name \_\_\_\_\_ Date \_\_\_\_\_

**r s**

Trace and write the letters. Then write the phrases.



*r r r r r r r*



*s s s s s s s*

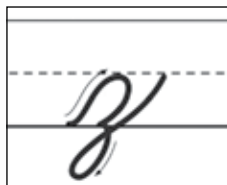
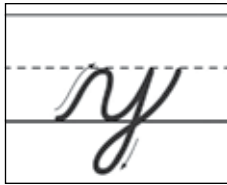
*rose blossom*

*stars and stripes*

Name \_\_\_\_\_ Date \_\_\_\_\_

**y z**

Trace and write the letters. Then write the phrases.



zip code zoom in

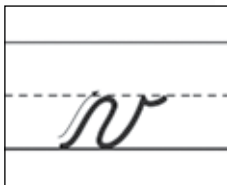
pretty azaleas



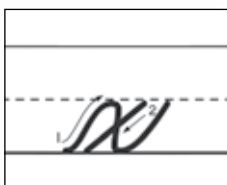
Name \_\_\_\_\_ Date \_\_\_\_\_

## V X

Trace and write the letters. Then write the phrases.



*v v v v v v v*



*x x x x x x x*

*x marks the spot*

*vim and vigor*

Name \_\_\_\_\_ Date \_\_\_\_\_

## Size and Shape

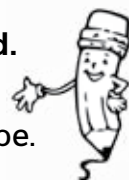
All uppercase letters are tall letters.  
Tall letters should touch the top line.

A B H D E F I

Letters with descenders go below the bottom line.

J Z Y

You can make your writing easy to read.



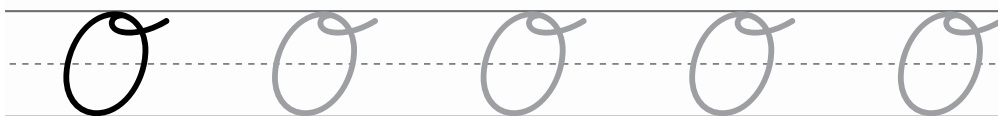
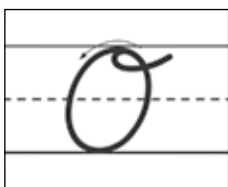
Look at the letters below. Circle the letters that are the correct size and shape.

G C Q S U J R  
W Z I F A L  
D H m B X K  
Q N V T p

Name \_\_\_\_\_ Date \_\_\_\_\_

## A O

Trace and write the letters. Then write the sentences.



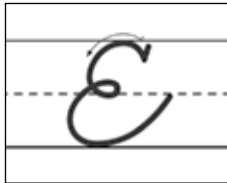
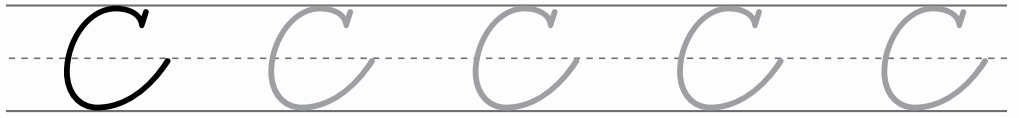
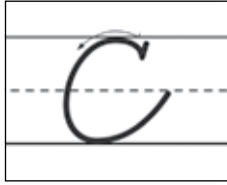
*Ari is in Alaska.*

*Otis is in Oregon.*

Name \_\_\_\_\_ Date \_\_\_\_\_

## C E

Trace and write the letters. Then write the sentences.



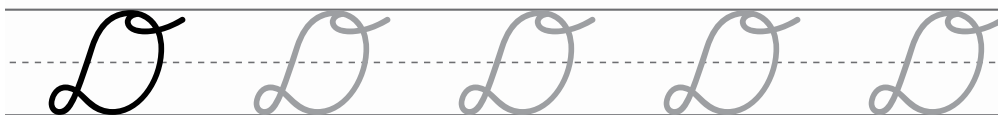
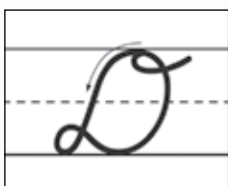
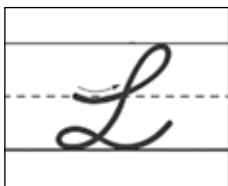
*Cece visits China.*

*Ed is in England.*

Name \_\_\_\_\_ Date \_\_\_\_\_

## L D

Trace and write the letters. Then write the sentences.



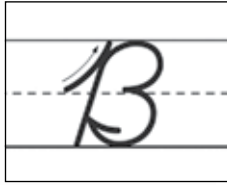
Dad did a dance.

Leo dined at Del's.

Name \_\_\_\_\_ Date \_\_\_\_\_

## **B R**

Trace and write the letters. Then write the sentences.



Bill is in Brazil.

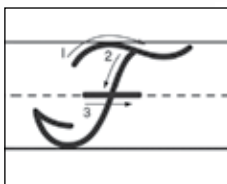
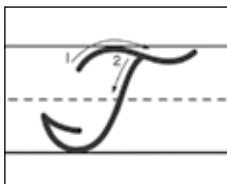
Rose is in Russia.



Name \_\_\_\_\_ Date \_\_\_\_\_

## T F

Trace and write the letters. Then write the sentences.

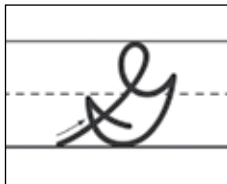
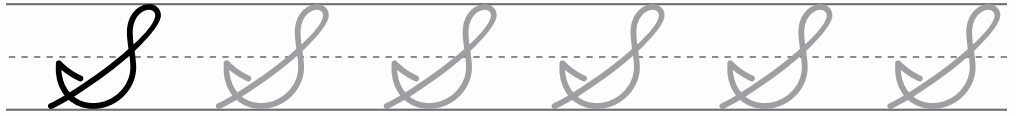
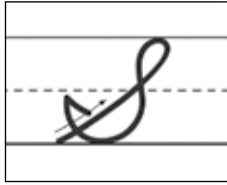


Theodore Roosevelt  
won. Friends cheer.

Name \_\_\_\_\_ Date \_\_\_\_\_

## S G

Trace and write the letters. Then write the sentences.



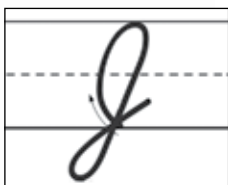
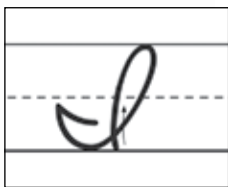
Sal Sr. met Gail.

Greg is our guest.

Name \_\_\_\_\_ Date \_\_\_\_\_

I J

Trace and write the letters. Then write the sentences.



Ida is in India.

Jack is in Japan.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Spacing Letters and Words

You can make your writing easy to read. Letters should not be too close or too far apart.

These letters are  
spaced just right.

Draw a slanted line between these words to check that the spacing is as wide as a small o. Then copy the sentences.

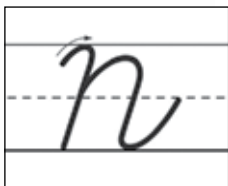
The flowers are  
in bloom.

Smell the flowers!

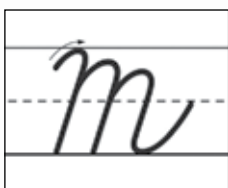
Name \_\_\_\_\_ Date \_\_\_\_\_

## N M

Trace and write the letters. Then write the sentences.



*n n n n n n*



*m m m m m m*

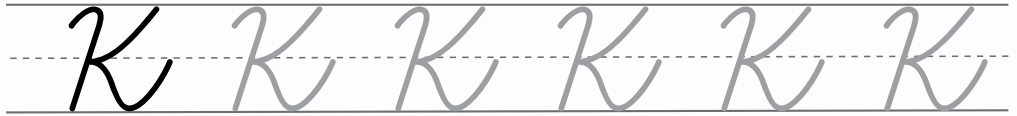
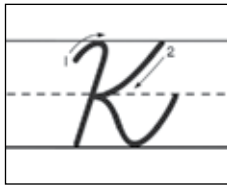
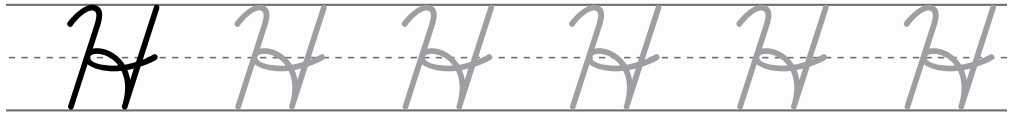
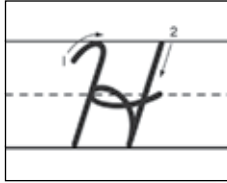
*Nebraska Nevada*

*Minnesota Maine*

Name \_\_\_\_\_ Date \_\_\_\_\_

## H K

Trace and write the letters. Then write the sentences.



Hank likes Haiti.

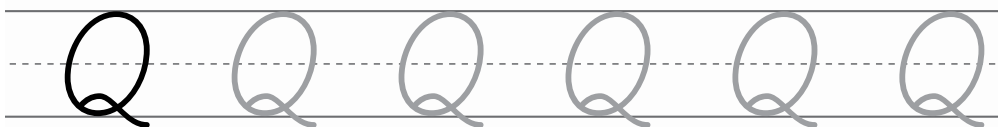
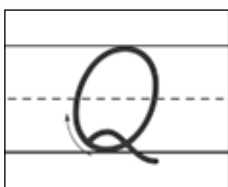
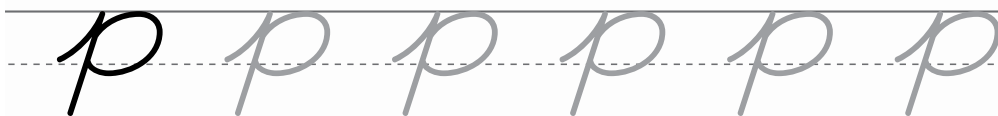
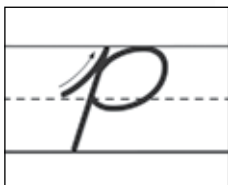
Kai likes Kansas.



Name \_\_\_\_\_ Date \_\_\_\_\_

## P Q

Trace and write the letters. Then write the sentences.



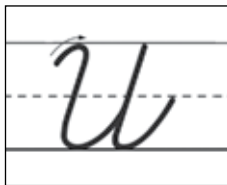
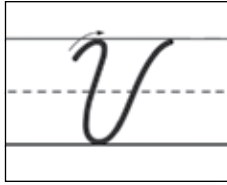
Quebec Quin Quito

Pittsburgh Plano

Name \_\_\_\_\_ Date \_\_\_\_\_

## V U

Trace and write the letters. Then write the sentences.



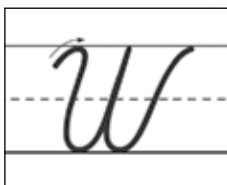
*Viv is in Vermont.*

*Ute lives in Utah.*

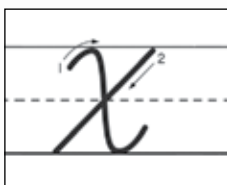
Name \_\_\_\_\_ Date \_\_\_\_\_

## W X

Trace and write the letters. Then write the words.



W W W W W W



X X X X X

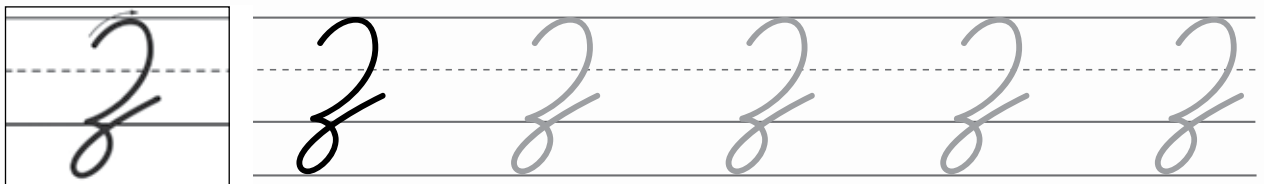
Will Waco Wales

Xavier Xia X-axis

Name \_\_\_\_\_ Date \_\_\_\_\_

## Y Z

Trace and write the letters. Then write the words.



Yolanda Yukon

Zena Zen Zachary

Name \_\_\_\_\_ Date \_\_\_\_\_

### Transition to Two Lines

Write the sentences. In the last two rows, write the sentences without the guidelines.

A robin has wings.

Ostriches run fast.

Parrots can talk.

Ducks lay eggs.

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Name \_\_\_\_\_ Date \_\_\_\_\_

### Practice with Small Letters

This is your first complete lesson without a dotted control line. Write your letters and words the same way you have been writing them all year.

	<i>e u s r a</i>
○	
	<i>i w m n o</i>
	<i>see rain mane</i>
	<i>Sam was sure</i>
○	<i>he saw a fox.</i>



Name \_\_\_\_\_ Date \_\_\_\_\_

## Practice with Tall Letters

Practice writing tall letters and words with tall letters. All tall letters should reach the top line.

	<i>t d l k h b f</i>
○	
	<i>fit tall doll kit</i>
	<i>Tiff is the best.</i>
	<i>Jill likes ducks.</i>
○	

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# Decoding Strategy Chart

<b>Step 1</b>	Look for word parts (prefixes) at the beginning of the word.
<b>Step 2</b>	Look for word parts (suffixes) at the end of the word.
<b>Step 3</b>	In the base word, look for familiar spelling patterns. Think about the six syllable-spelling patterns you have learned.
<b>Step 4</b>	Sound out and blend together the word parts.
<b>Step 5</b>	Say the word parts fast. Adjust your pronunciation as needed. Ask yourself: "Is this a word I have heard before?" Then read the word in the sentence and ask: "Does it make sense in this sentence?"

Follow these steps when decoding a multisyllabic word.

# Wonders

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## Practice Book Blackline Masters

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