

Name _____

Vocabulary

Directions Choose the vocabulary word from the box and write it next to its meaning.

- _____ 1. very large
- _____ 2. spoon with a deep bowl
and a long handle
- _____ 3. to give off light
- _____ 4. a measure of heat or cold
- _____ 5. poorly lit; hard to see

Check the Words You Know

- ___ dim
___ gas
___ gigantic
___ ladle
___ patterns
___ shine
___ temperature

Directions Choose a word from the box that fits the meaning of the sentence and write it on the line.

6. Constellations are groups of stars that form _____ in the sky.
7. Our sun gives off light because it is a ball of burning _____.
8. The Big Dipper is shaped like an ordinary kitchen _____.
9. It's hard to believe stars are _____ when they look so small to us from Earth.
10. When daylight grows _____ as the sun sets, stars begin to appear in the sky.

Write a Description

On a separate sheet of paper, write a description of a constellation, such as the Big Dipper. Include information about its appearance and the stars that it contains. Use as many vocabulary words as you can in your writing.



Name _____

Spellings of /j/, /s/, /k/

Spelling Words

clock	large	page	mark	kitten
judge	crack	edge	pocket	brake
change	ridge	jacket	badge	orange

Context Clues Write the missing list word. It rhymes with the underlined word.

1. The _____ wouldn't budge on the sentence. 1. _____
2. Don't go too near the _____ of the rock ledge. 2. _____
3. A park ranger may scratch tree bark to _____ a path. 3. _____
4. I placed the _____ on the rock. 4. _____
5. We used the bridge to cross the _____. 5. _____
6. It's strange that he carries so much _____. 6. _____
7. When you are ready, take your foot off the _____. 7. _____
8. This _____ tells how to build a cage. 8. _____
9. The _____ likes to play with my mitten. 9. _____
10. The old coat rack is starting to _____. 10. _____
11. I put my tennis racket under my _____ to keep it dry. 11. _____

Missing Words Write list words to complete the description.

The firefighter is wearing a bright (12) _____

jacket and a (13) _____ hat. He has a

(14) _____ on his (15) _____.



Home Activity Your child spelled words with the consonant sounds /j/ and /k/. Ask your child to identify the letter combinations *ge*, *dge*, *ck*, and *k* in the list words.

Name _____

Spellings of /j/, /s/, /k/

Proofread a Supply List Jon and Ted are organizing an overnight camping trip for the scouts. Circle four spelling mistakes. Write the words correctly. Write the item with the incorrect verb correctly.

Bring these things:

- jackit
- raincoat or larg plastic bag
- pocket compass if you has one
- a chang of clothing
- signed permission page

Jon and I will bring are tents.

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

Spelling Words

- clock
- large
- page
- mark
- kitten
- judge
- crack
- edge

- pocket
- brake
- change
- ridge
- jacket
- badge
- orange

Frequently Misspelled Words

- our
- I
- I'm
- until

Proofread Words Circle the word that is spelled correctly. Write it.

- | | | | |
|-----|--------|---------|-------|
| 6. | citten | kitten | _____ |
| 7. | badg | badge | _____ |
| 8. | orange | orandge | _____ |
| 9. | rigde | ridge | _____ |
| 10. | brake | bracke | _____ |
| 11. | poket | pocket | _____ |
| 12. | edge | edje | _____ |

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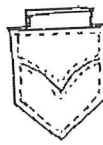
Home Activity Your child spelled words with *ge*, *dge*, *ck*, and *k*. Give clues about a list word. Have your child guess and spell the word.

Name _____

Spellings of /j/, /s/, /k/

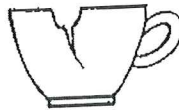
Spelling Words				
clock	large	page	mark	kitten
judge	crack	edge	pocket	brake
change	ridge	jacket	badge	orange

Word Search Write a list word to name the picture. Then circle the word in the puzzle. Look across, down, and diagonally.



1. _____ 2. _____ 3. _____

c p o c c r a c k p a t
 l k i e l c d j l o c j
 o t j n p o c a k c e u
 k e u b a d c e j k d d
 k i t t e n g k k e t g
 j u d j a c k e t t g e



4. _____ 5. _____ 6. _____

Missing Letters Write the missing letters to finish the list word.

- 7. lar _____
- 8. mar _____
- 9. pa _____
- 10. ri _____
- 11. ba _____
- 12. chan _____



Home Activity Your child has been learning to spell words with *ge*, *dge*, *ck*, and *k*. Have your child identify and spell the five hardest words.

Name _____

Spellings of /j/, /s/, /k/

Generalization The sound /j/ can be spelled **ge** and **dge**: large, edge.
 The sound /k/ can be spelled **ck** and **k**: clock, mark.

Word Sort Sort the list words by the sound /j/ spelled *ge* and *dge*, and the /k/ sound spelled *ck* and *k*.

ge

ck

- | | |
|----------|-----------|
| 1. _____ | 9. _____ |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |

dge

k

- | | |
|----------|-----------|
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | |

Spelling Words

1. clock
2. large
3. page
4. mark
5. kitten
6. judge
7. crack
8. edge
9. pocket
10. brake
11. change
12. ridge
13. jacket
14. badge
15. orange

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Home Activity Your child is learning to spell words with *ge*, *dge*, *ck*, and *k*. To practice at home, have your child read the list words and listen as you spell them.

Name _____

Spellings of /j/, /k/, /s/

Directions Underline the letter or letters that stand for the sound /j/ in jar, large, and edge. Then write a sentence using each word.

1. damage

2. bridge

3. banjo

4. village

Directions Circle the words in the box that have the sound /k/ spelled *k*, *c*, *ck*, and *ch* as in mark, cost, pick, and school. Write the words on the lines below.

brake branch cellar decide locket
merchant peaceful stomach stretch stuck

5. _____

7. _____

6. _____

8. _____

Directions Choose the words with the sound /s/ as in person and pencil. Write the word on the line.

_____ 9. acid is picture

_____ 10. become catch inside

_____ 11. coat dance was

_____ 12. account bacon once



Home Activity Your child wrote words with the /j/ sound in *jar*, *large*, and *edge*, the /s/ sound in *person* and *pencil*, and the /k/ sound in *mark*, *cost*, *pick*, and *chorus*. Encourage your child to identify other words with the /j/, /s/, or /k/ sounds. Together, make a list of these words and use them in sentences.

Name _____

Prefixes *un-*, *re-*, *mis-*, *dis-*, *non-*

Directions Add the prefix *un-*, *re-*, *mis-*, *dis-*, or *non-* to each base word. Write the new word on the line.

- | | | | | |
|---------|---|------------|---|-------|
| 1. non- | + | sense | = | _____ |
| 2. un- | + | happy | = | _____ |
| 3. re- | + | write | = | _____ |
| 4. mis- | + | place | = | _____ |
| 5. dis- | + | obey | = | _____ |
| 6. mis- | + | understand | = | _____ |
| 7. un- | + | kind | = | _____ |
| 8. re- | + | create | = | _____ |

Directions Add *un-*, *re-*, *mis-*, *dis-*, or *non-* to the base word in the () to best complete each sentence. Use the box for help. Write the new word on the line.

disliked mislead nonprofit recharge remove unwrap

- _____ 9. We always recycle the paper after we (wrap) our gifts.
- _____ 10. To (charge) the battery, plug the cell phone into the wall.
- _____ 11. If you tell him to turn right, you will (lead) him about his route.
- _____ 12. For tax purposes, the theater is a (profit) business.
- _____ 13. We (liked) having to wait so long.

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Home Activity Your child wrote words with the prefixes *un-* (*unhappy*), *re-* (*rewrite*), *mis-* (*misplace*), *dis-* (*disobey*), and *non-* (*nonsense*). Name some base words such as *take*, *fold*, and *file*. Ask your child to make new words using the prefixes he or she practiced on this page.

Name _____

Vocabulary: Reference Sources

- You can use a **glossary** or a **dictionary** to find the meanings of unknown words.
- Entries in glossaries and dictionaries are in **alphabetical order**. When two words have the same first and second letter, alphabetize by the third letter.

gigantic *ADJECTIVE.* huge
ginormous *ADJECTIVE.* so large that it is both gigantic and enormous

telescope *NOUN.* a tool to make distant objects appear nearer
temperature *NOUN.* the degree of heat or cold in something

Directions Put each set of words in alphabetical order. Use the glossary example above to help you. Then answer the questions.

shine shapes shrink
 shoulder shelf

thousands these
 that's this through

- _____
- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____

11. Which word comes just before *shoulder* in the glossary?

12. Which word comes just after *this* in the glossary?

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Home Activity Your child put words whose first two letters are the same in alphabetical order. Use a dictionary, glossary, or telephone book to find three words that begin with the same two letters, such as *star*, *stem*, and *sting*. Have your child put the words in alphabetical order.

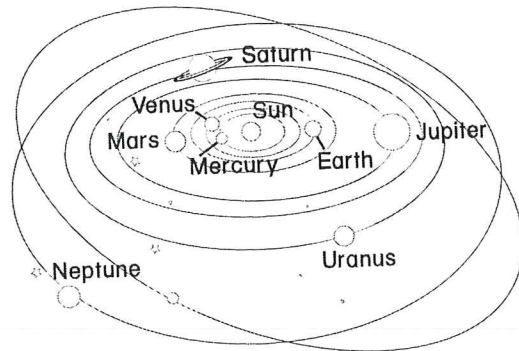
Name _____

Graphic Sources

- **Graphic sources** include maps, charts, illustrations, and captions.
- Graphic sources help you understand information in the text.

Directions Read the following passage. Study the graphic source.

There are many things to see in the sky. In the daytime, you can see the Sun. On a clear night, you might see the Moon and lots of stars. You might also see some of the planets.



The Sun seems to travel around Earth, but that is not true. Earth is a planet, and planets orbit the Sun. The Sun, like other stars, stays in one place.

Directions Complete the chart to tell how the illustration and caption help you understand the text.

Type of Graphic Source	What It Shows	How It Helps You Understand Information
	the name of each planet	shows how many planets there are
illustration	the path each planet travels	
caption		helps readers understand the difference between stars and planets

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Home Activity Your child used graphic sources such as captions and illustrations to understand a short passage. Flip through magazines and nonfiction books with your child. Discuss different graphic supports and how they help in understanding the text.

Name _____

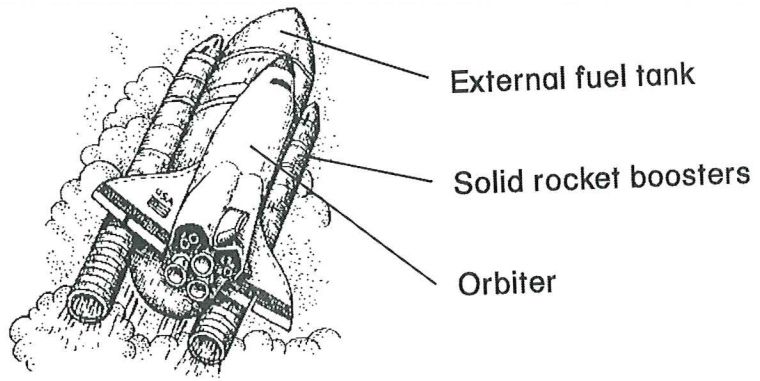
Graphic Sources

- **Graphic sources** are sources of information such as **maps, charts, diagrams, illustrations, and photos.**
- **Graphic sources** help us better understand the text we read.

Directions Read the following passage and look at the graphic sources. Then answer the questions.

4-3-2-1 ... BLASTOFF! The United States has sent many rockets, satellites, and space shuttles into space as part of its space program. One of the biggest challenges for all these vehicles is escaping the pull of Earth's gravity. It takes rocket fuel and oxygen to launch a vehicle away from Earth and through Earth's atmosphere. At the moment of a shuttle launch, the solid rocket boosters lift the shuttle off the launch pad. About 28 miles above Earth, the boosters separate from the shuttle. From there, the main engines of the shuttle use fuel in the large external tank to get beyond Earth's atmosphere and into space.

The space shuttle has three main sections. Two of the three parts shown here contain fuel to propel the astronauts beyond Earth's atmosphere.



1. What is this article about? _____
2. Why did the author include a diagram in the article? _____
3. How many main sections does the space shuttle have? _____

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Home Activity Your child used a graphic source to better understand information in an article. Find another article that has a map, illustration, diagram or chart. Help your child use the graphic source to understand facts about the topic.

Name _____

Graphic Sources

- **Graphic sources** are sources of information such as **maps, charts, diagrams, and illustrations.**
- **Graphic sources** help us understand the text we read.

Directions Read the following passage and look at the diagram. Then answer the questions.

In our solar system, the planets revolve in orbits around the sun, which is a star. Mercury is the planet closest to the sun. As you might imagine, it is fiery hot on Mercury. Venus, also very hot, is second closest to the sun. Venus is similar in size to Earth, the third planet from the sun.

Earth's atmosphere, size, and distance from the sun make it a place where plants and animals can survive. Farther out in the solar system, the fourth planet from the sun is Mars, sometimes called the Red Planet. It is very cold and dry on Mars.

1. What is this article about?

2. Why did the author include a diagram in the article?

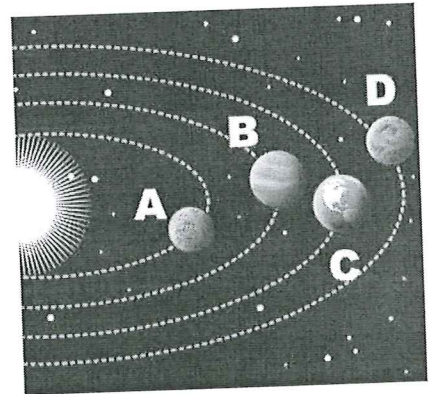
3. Use information from the article and the diagram to write the names of the four planets shown in the diagram.

Planet A: _____

Planet B: _____

Planet C: _____

Planet D: _____



Planets closest to the sun in our solar system



Home Activity Your child used a graphic source to better understand the information in an article. Find another article that has a map, illustration, diagram, or chart. Help your child use the graphic source to understand facts about the topic.

Name _____

Writing • Formal Letter

Key Features of a Formal Letter

- Are written in correct letter format: heading, inside address, salutation, body, closing, and signature
- Are short and to the point
- Have a respectful tone
- Have no unnecessary personal information

Professor Anne Shea
Astronomy Museum
789 Main Street
Pine Plains, NY 12523

805 Oak Street
Pine Plains, NY 12523
January 24, 20 ____

Dear Professor Anne Shea,

My third grade class has been learning about stars. I am writing because I have a question about pulsating stars. Is it true that these stars can expand and contract like beating hearts? And so some of these stars pulse with steady beats while others pulse with uneven beats?

I would appreciate it if you could please answer my questions about these stars. I would like to write a school report about them. Thank you for your time.

Sincerely,

Ben Chung

1. Which words make up the salutation?

2. Circle where the writer shows respect in the letter.

3. List two examples of subject-verb agreement in the letter.

Name _____

Author's Purpose

- The **author's purpose** is the reason an author writes something.
- An author's purpose may be to inform, to persuade, to entertain, or to express ideas and feelings.
- Sometimes an author may have more than one purpose for writing.

Directions Read the following passage. Then answer the questions below.

Do you think you want to be an astronomer? Keep reading to find out whether astronomy is a good "fit" for you. First, are you a naturally curious person? People who become astronomers probably began asking questions as soon as they could talk. Astronomers are excellent observers. They have to be because they spend a lot of time looking through a

telescope. Are you a patient person, or do you get restless if things don't happen right away? Astronomers do a lot of waiting because few things happen quickly in space. Another thing to consider is how much you like math. If you enjoy numbers and solving puzzles, astronomy might be just the right fit for you.

1. What is the purpose of this article?

2. Underline a sentence that tells why the author wrote the article.

3. Did the author write this article to inform or to persuade? How do you know?

4. Why does the author say that astronomers should be patient people?

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Home Activity Your child answered questions about the author's purpose for writing an article. Read another article with your child. Discuss why the author wrote the article and how your child knows.

Name _____

KWL Chart

Topic _____

What We Know	What We Want to Know	What We Learned

Name _____

Almanac

An **almanac** is a book of facts published once a year. There are two types of almanacs. The **farmer's almanac** contains facts about weather, astronomy, and the tides of the ocean. The **general information almanac** contains facts, figures, and information in many categories.

Directions Use the page from the almanac to answer the questions.

2007 Almanac

Awards and Prizes

The Newbery Medal, 2000–2006

The Newbery Medal of the American Library Association was first awarded in 1922. It is given to the author of the year's best children's book. Only American authors can win the Newbery Medal. The medal is named for John Newbery, the first English publisher of children's books.

- 2000 Christopher Paul Curtis, *Bud, Not Buddy*
- 2001 Richard Peck, *A Year Down Yonder*
- 2002 Linda Sue Park, *A Single Shard*
- 2003 Avi, *Crispin: The Cross of Lead*
- 2004 Kate DiCamillo, *The Tale of Despereaux*
- 2005 Cynthia Kadohata, *Kira-Kira*
- 2006 Lynne Rae Perkins, *Criss Cross*

1. Who won the Newbery Medal in 2001? _____
2. Under what broad category is this information listed?

3. Is this page from a farmer's almanac or a general information almanac?
How do you know?

4. What was the title of the best children's book of 2005?

5. Name one fact you might find in a farmer's almanac.



Home Activity Your child answered questions about a page of information from an almanac. Show your child an almanac. Have your child examine the different sections, such as the index.

Name _____

Subject-Verb Agreement

Directions Choose the verb in () that agrees with the subject. Write the verb.

1. Stars (helps, help) people with directions. _____
2. Sailors (gazes, gaze) at stars. _____
3. The North Star (stays, stay) over the North Pole. _____
4. It (is, are) a guide for sailors and pilots. _____

Directions Choose the verb in () that agrees with each subject. Write the sentence.

5. Sometimes planets (looks, look) like stars.

6. Those (is, are) shooting stars.

7. A comet (seem, seems) like a star with a tail.

8. The skies (is, are) full of bright objects.

Directions Write a sentence about something you like about stars. Underline the verb. Make sure it agrees with the subject of the sentence.



Home Activity Your child reviewed subject-verb agreement. Say the names of some people and groups of people in your family and neighborhood. Have your child make up a sentence in the present tense about each with a verb that agrees with the subject.

Name _____

Subject-Verb Agreement

Directions Use each word or phrase as the subject of a sentence. Add a verb describing an action that takes place in the present. Make sure each verb agrees with its subject.

1. The sun

2. Some stars

3. Our galaxy

4. A telescope

5. Constellations

Directions Write two sentences about stars. Use verbs that describe actions in the present.

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Home Activity Your child learned how to use subject-verb agreement in writing. Ask your child to write sentences in the present tense about a favorite television program. Have your child circle each verb and explain why it agrees with the subject of the sentence.

Name _____

Subject-Verb Agreement

The subject and the verb in a sentence must work together, or **agree**. To make most present tense verbs agree with singular nouns or *he, she, or it*, add *-s*. If the subject is a plural noun or *I, you, we, or they*, the present tense verb does not end in *-s*.

Singular Subject The sun shines. It warms the Earth.

Plural Subject Stars glow at night. They sparkle.

A form of *be* in a sentence also must agree with the subject. Use *is* or *was* to agree with singular nouns. Use *are* or *were* to agree with plural nouns.

Singular Subject A star is shining. It was millions of miles away.

Plural Subject People are gazing at stars. They were interested in them.

Directions Choose the verb in () that agrees with the subject. Write the verb.

1. I (see, sees) yellow stars. _____
2. Yellow stars (is, are) very hot. _____
3. Red stars (has, have) cooler temperatures. _____
4. Stars (is, are) made of hot gas. _____
5. The sun (appear, appears) very large. _____

Directions Choose the verb in () that agrees with the subject. Write the sentence.

6. Earth (move, moves) around the sun.

7. Our world (spin, spins) around once a day.

8. We (see, sees) many stars at night.



Home Activity Your child learned about subject-verb agreement. Have your child tell a sentence about something that happened in school and explain how the subject and verb agree.

Name _____

Subject-Verb Agreement

Directions Read the selection. Then read each question that follows the selection. Decide which is the best answer to each question. Mark the space for the answer you have chosen.

The Night Sky

(1) Juan learn all about stars. (2) He use his dad's telescope. (3) Juan's friends is interested in stars, too. (4) They go to the planetarium. (5) The planetarium has programs about the stars. (6) Everyone learn a lot on each visit.

- | | |
|--|--|
| <p>1 What verb agrees with the subject in sentence 1?</p> <p><input type="radio"/> learn</p> <p><input type="radio"/> learns</p> <p><input type="radio"/> learning</p> <p><input type="radio"/> learns</p> | <p>4 What verb agrees with the subject in sentence 4?</p> <p><input type="radio"/> go</p> <p><input type="radio"/> goes</p> <p><input type="radio"/> going</p> <p><input type="radio"/> gone</p> |
| <p>2 What verb agrees with the subject in sentence 2?</p> <p><input type="radio"/> use</p> <p><input type="radio"/> using</p> <p><input type="radio"/> useses</p> <p><input type="radio"/> uses</p> | <p>5 What subject agrees with the verb in sentence 6?</p> <p><input type="radio"/> Everyone</p> <p><input type="radio"/> Juan</p> <p><input type="radio"/> Juan's dad</p> <p><input type="radio"/> His friends</p> |
| <p>3 What verb agrees with the subject in sentence 3?</p> <p><input type="radio"/> is</p> <p><input type="radio"/> was</p> <p><input type="radio"/> are</p> <p><input type="radio"/> be</p> | |



Home Activity Your child prepared for taking tests on subject-verb agreement. Point out a sentence in a newspaper. Have your child identify the subject and verb in the sentence and explain why they agree.