

Name _____

Vocabulary

Check the Words You Know

- | | |
|-----------------|-----------|
| ___area | ___proof |
| ___artificial | ___raise |
| ___grapevine | ___raisin |
| ___preservative | |

Directions Fill in the blank with the word from the box that fits the meaning of the sentence.

- Most natural foods are healthier than _____ ones.
- When you _____ your own crops, you know exactly what you are getting.
- If the _____ has warm winters, people grow food all year.
- They don't need _____ to keep their food fresh.
- They can pull grapes off the _____, wash them, and eat them right away.

Directions Draw a line from the word to its meaning.

- | | |
|-----------------|--|
| 6. raisin | not found in nature |
| 7. raise | additive that keeps food from spoiling too quickly |
| 8. proof | a dried grape |
| 9. preservative | evidence that shows that a fact is true |
| 10. artificial | to grow, as on a farm |

Write a Commercial

Write a commercial for raisins. Use as many of this week's vocabulary words as you can.

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Home Activity Your child identified and used vocabulary words from *How Do You Raise a Raisin?* Talk with your child about foods in your kitchen or at the grocery store. Use the vocabulary words on this page.

Name _____

Contractions

Spelling Words

let's	he'd	you'll	can't	I'd
won't	haven't	hasn't	she'd	they'll
when's	we'd	should've	wasn't	didn't

Contractions Write the underlined words as a contraction.

1. I wish she had stayed a few more days. 1. _____
2. If you will build a doghouse, I'll paint it. 2. _____
3. I will not be going to the party. 3. _____
4. I can not reach the top shelf. 4. _____
5. He did not go to the library. 5. _____
6. I knew we had put too much water in the paint. 6. _____
7. She has not finished writing the invitations. 7. _____
8. We have not played softball since Monday. 8. _____

Joining Words Write the contraction.

9. let + us 9. _____
10. they + will 10. _____
11. he + would 11. _____
12. when + is 12. _____
13. should + have 13. _____
14. was + not 14. _____
15. I + would 15. _____

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Home Activity Your child wrote contractions. Pronounce a list word. Have your child name the words that were combined and then spell the contraction.

Name _____

Contractions

Word Clues Write a list word that fits the clue below.

1. Write a word that rhymes with _____
met, but starts like **lawn**.
Add 's.
2. Write a word that rhymes with _____
hid, but starts like **down**.
Add n't.
3. Write a word that rhymes with _____
me, but starts like **watch**.
Add 'd.
4. Write a word that rhymes with _____
hey, but starts like **thumb**.
Add 'll.

Spelling Words

let's
he'd
you'll
can't
I'd
won't
haven't

hasn't
she'd
they'll
when's
we'd
should've
wasn't
didn't

Riddle Read a clue and write the list word. When you have written all six words, the answer will appear in the boxes.

*I move so slowly that algae grow on me.
I eat, sleep, and give birth upside down. What am I?*

5. cannot

5. _____ _____

6. was not

6. _____ _____

7. you will

7. _____ _____

8. should have

8. _____ _____

9. will not

9. _____ _____

10. he would

10. _____ _____



Home Activity Your child has been learning to spell contractions. Have your child look through magazines or other printed material for contractions. Ask your child to list the contractions.

Name _____

Contractions

Generalization In contractions, an apostrophe (') takes the place of letters that are left out: **let us** becomes **let's**.

Word Sort Sort the list words by the type of contraction.

would, had or have

1. _____

2. _____

3. _____

4. _____

5. _____

not

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

will

6. _____

7. _____

us

14. _____

is or has

15. _____

Spelling Words

1. let's
2. he'd
3. you'll
4. can't
5. I'd
6. won't
7. haven't
8. hasn't
9. she'd
10. they'll
11. when's
12. we'd
13. should've
14. wasn't
15. didn't

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Home Activity Your child is learning to spell contractions. To practice at home, have your child say each word and tell you what two words have been combined.

Name _____

Contractions

Directions Use each pair of words to make a contraction. Write the contraction on the line.

- | | | | |
|-------|--------------|-------|---------------|
| _____ | 1. have not | _____ | 8. I would |
| _____ | 2. when is | _____ | 9. let us |
| _____ | 3. did not | _____ | 10. they are |
| _____ | 4. they will | _____ | 11. that is |
| _____ | 5. she is | _____ | 12. he would |
| _____ | 6. you will | _____ | 13. was not |
| _____ | 7. we would | _____ | 14. you would |

Directions: Use the words in () to make a contraction to complete each sentence. Write the contraction on the line.

- _____ 15. Judy (has not) planted a garden before.
- _____ 16. This year she decided (she would) like to grow some plants.
- _____ 17. Her mom said that (they would) work together.
- _____ 18. Judy's mom told her that it (was not) yet time to plant the garden.
- _____ 19. She explained that seeds can't grow if (it is) too cold.
- _____ 20. She also said that plants (would not) grow without water.



Home Activity Your child formed contractions by using an apostrophe to take the place of letters that are left out. Ask your child to think of at least ten other word pairs that can be used to form contractions, such as *she is* (*she's*), *we will* (*we'll*), and *are not* (*aren't*). Ask your child to write sentences using these contractions.

Name _____

Vocabulary • Homophones

- **Homophones** are words that sound the same but have different spellings and meanings.
- Use the words and sentences around the homophone to help you figure out what it means.

knead to work dough with the hands
need to be unable to do without something

does plural of *doe*, a female deer
doze to sleep lightly

scent odor or smell
sent the past tense of *send*

peace calmness
piece a part of

flour the fine powder or meal made by grinding wheat or other grains
flower the part of a plant that produces seeds



Directions In each sentence below, underline the word in the () that makes sense in the sentence. Use context clues to help you choose the right word.

1. Plants (knead, need) water and nutrients to live.
2. The rose is my favorite (flour, flower).
3. The rose has a beautiful (scent, sent).
4. You have to (knead, need) the dough twice to make good bread.
5. Sometimes I like a little (peace, piece) and quiet.
6. There were two (does, doze) and two fawns in my backyard.
7. Put the (flour, flower) into a large bowl and add the milk and eggs.
8. My dad likes to (does, doze) in his chair after dinner.
9. We (scent, sent) the photos of the party to Grandma in an e-mail.
10. Do you want a (peace, piece) of pie?



Home Activity Your child used sentence context to identify the meanings of homophones, words which sound alike but are spelled differently and have different meanings. Take turns with your child naming words that sound alike (such as *read* and *red*) and making up sentences to show the meaning.

Name _____

Contractions

Proofread a Report To find out what happened in a playground accident, Tim's teacher had everyone write about it. Circle four spelling mistakes in Tim's report. Write the words correctly. Rewrite the compound sentence with a comma.

I havn't been playing ball lately, so I did'nt see the accident with the bat. I was playing tag with Dan. He said hed been playing ball earlier. I'd tell you more but thats all I know. I hope Julian wasn't hurt badly.

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

Proofread Words Circle the correct word and write it on the line.

6. Do you think **we'd** **we'ld** like the movie? _____
7. I **cant** **can't** play right now. _____
8. Before we go, **lets'** **let's** say goodbye. _____
9. I know **they'll** **they'l** love this gift! _____
10. He **has'nt** **hasn't** found his dog yet. _____
11. I think **you'll** **you'l** be the winner. _____
12. The team **won't** **wo'nt** make the playoffs. _____

Spelling Words

- let's
- he'd
- you'll
- can't
- I'd
- won't
- haven't

- hasn't
- she'd
- they'll
- when's
- we'd
- should've
- wasn't
- didn't

Frequently Misspelled Words

- that's
- they're
- didn't
- it's

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Home Activity Your child identified misspelled contractions. Point to a spelling word. Ask your child to name the letters that were replaced by the apostrophe (').

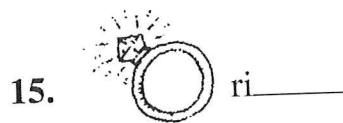
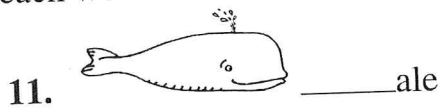
Name _____

Consonant Digraphs

Directions Write **sh, th, ph, ch, tch,** or **ng** to complete each word. Write the whole word on the line to the left.

- _____ 1. Phil wanted to walk his dog Rags, so he got the lea _____.
- _____ 2. He atta_____ed the leash to the dog's collar.
- _____ 3. When they got to the park, he took off the leash and threw a stick for Rags to fe_____.
- _____ 4. Rags likes to chase sticks, but he wouldn't always bri_____ it back!
- _____ 5. Phil had Rags _____ase sticks for twenty minutes.
- _____ 6. Then he heard a _____ur_____ bell ri_____ing.
- _____ 7. Phil glanced at his wa_____ and saw the time.
- _____ 8. "Let's go, Rags," he _____outed.
- _____ 9. Rags came running out from a clump of bu_____es.
- _____ 10. _____il attached Rag's leash and led him down the pa_____.

Directions Say the name of each picture. Write **ph, sh, tch, ng, ch,** or **wh** to complete each word.



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Home Activity Your child wrote words with the consonant digraphs *sh* (*English*), *th* (*father*), *wh* (*wheel*), *ph* (*telephone*), *ch* (*chapter*), *tch* (*watch*), and *ng* (*wing*). Have your child read the words on the page above. Then play a game in which you name a word and a letter, and your child must name a rhyming word beginning with that letter. For example, replacing *br* in *bring* with *s* forms *sing*.

Name _____

Draw Conclusions

- A **conclusion** is a decision you reach after thinking about facts and details you read.
- You can also use what you already know to help draw a **conclusion**.
- Then ask yourself, "Does my **conclusion** make sense?"

Directions Read the following passage. Then complete the chart to draw a conclusion.

<p>The Bradfords left home early in the morning. It took them most of the morning to get to the beach.</p> <p>When they got there, everyone scrambled out of the car. Joey and Cindy ran into the water. Kevin hiked along the</p>	<p>beach to collect some rocks. Miranda played in the sand. They barely stopped to eat lunch.</p> <p>Finally, the sun was setting. Mom and Dad called them to go home, but no one wanted to leave.</p>
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Fact or Detail

1. What happens at lunchtime?

Fact or Detail

2. What happens when it's time to go home?

CONCLUSION about the Bradfords

3.

4. Does your conclusion make sense? Tell why.

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Home Activity Your child drew a conclusion by using two facts or details from a story. Good readers draw conclusions as they read, using both facts in the story and their own prior knowledge. Provide your child with two facts or details, such as "Sam fills up a tub with water" and "the dog runs away." Ask your child to use the information to draw a conclusion. (The dog does not want to have a bath.)

Name _____

Draw Conclusions

- A **conclusion** is a decision you reach after thinking about facts and details you read.
- You can also use what you already know to help draw a **conclusion**.
- Then ask yourself, “Does my **conclusion** make sense?”

Directions Read the following passage. Then answer the questions.

One day Miranda had the idea that she would like to grow her own flowers. She had never gardened before, but she couldn't imagine what could be so difficult about it. So, Miranda went to the store and bought seeds. She came home and planted them in her yard and in a few days, flowers began to sprout. Miranda also noticed something else sprouting—weeds! She tried to pull up the nasty weeds, but

she accidentally pulled up some of her flowers too. To help the surviving flowers, Miranda thought she should water the garden, so she turned on the hose to give them a drink. However, she got distracted and walked away while the hose was still on. Water filled her garden until it all that was left of her garden was a big mud puddle.

1. What happens when Miranda weeds her garden?

2. What happens when Miranda waters her garden?

3. What conclusion can you draw about Miranda's gardening skills?

4. Does your conclusion make sense? Tell why.



Home Activity Your child drew a conclusion about a story. Good readers draw conclusions as they read, using both details in the story and their own prior knowledge. Provide your child with two details, such as “Sam filled up a tub with water” and “The dog ran away.” Ask your child to use the information to draw a conclusion. (The dog does not want to have a bath.)

Name _____

Draw Conclusions

- A **conclusion** is a decision you reach after thinking about facts and details you read.
- You can also use what you already know to help draw a **conclusion**.
- Remember to ask yourself, "Does my **conclusion** make sense?"

Directions Read the following passage. Then follow the directions to complete the chart.

<p>Cinnamon is a spice that comes from Asia. It has been used to flavor foods for thousands of years. A sprinkle of cinnamon on toast or on hot oatmeal makes a tasty breakfast treat. Some boxed cold cereals are flavored with cinnamon,</p>	<p>too. For a healthful snack, some people add a little cinnamon to a cup of yogurt and fruit. Bakers add cinnamon and raisins to desserts, such as apple pie or spice cake. Cinnamon makes foods a little bit sweeter and a little bit tastier.</p>
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Directions In boxes 1–3, write facts from the story. In box 4, write something you know about cinnamon. Then write a conclusion in box 5.

1. Fact:
↓
2. Fact:
↓
3. Fact:
↓
4. What I Know:
↓
5. Conclusion:

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Home Activity Your child completed a chart that helped him or her draw a conclusion about an article. Drawing conclusions means making an inference using details, facts, and prior knowledge. Read a story with your child. Play a game of drawing silly and valid conclusions based on details in the story.

Name _____

Author's Purpose

- The **author's purpose** is the reason for writing a story or article.
- 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. Decide what the author's purposes were in writing the article. Underline *Yes* or *No*. On the line below, explain your answer.

<p>Did you know that farming is a very important part of the Texas economy? You might be surprised to learn that farming in this state is widespread. The rich soil in much of Texas means farmers can raise all kinds of crops and animals. Some areas in north Texas, such as the Great Plains, are good for growing wheat and cotton. West Texas has hog</p>	<p>farms and pastures for sheep and beef cattle. The Gulf Coastal Plains have rich soil and mild winters, so farmers there grow vegetables and fruits. East Texas has dairy and chicken farms. In the middle of the state, farmers grow everything from pecans to peanuts. Texas even has a few areas where grapevines do well!</p>
--	---

1. to entertain Yes No

2. to persuade Yes No

3. to inform Yes No

4. to express ideas and feelings Yes No

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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. Ask your child to determine the author's purpose for writing the article and explain how they know the purpose.

Name _____

Writing • Fiction

Key Features of Fiction

- tells an imagined story
- includes characters
- includes a setting
- follows a sequence of events that builds up to a climax

Lessons Learned on the Raisin Farm

Last week we got some new workers on the raisin farm. But these new workers did not know how to do everything correctly. Out in the field I found paper trays with grapes that weren't ripe enough to become raisins. I couldn't put these grapes back on the vine. Other trays had the right grapes. But these trays didn't have enough grapes on them.

I gathered the new workers together. I stood on a crate and spoke to them. I

explained that some things were being done incorrectly. I showed them how to choose only ripe grapes from the vine, and I showed them how many grapes could fit on a tray. They promised to do better.

It was good that I talked to the new workers. The next day, I found just the right amount of the best grapes on all the paper trays in the field!

1. Read the story. The **setting** is when and where a story takes place. What is the setting in the story?

2. Why does the narrator talk to the new workers? What happens the next day?

Name _____

Story Sequence B

Title	
Characters	Setting



Events 1. First	
---------------------------	--



2. Next	
---------	--



3. Then	
---------	--



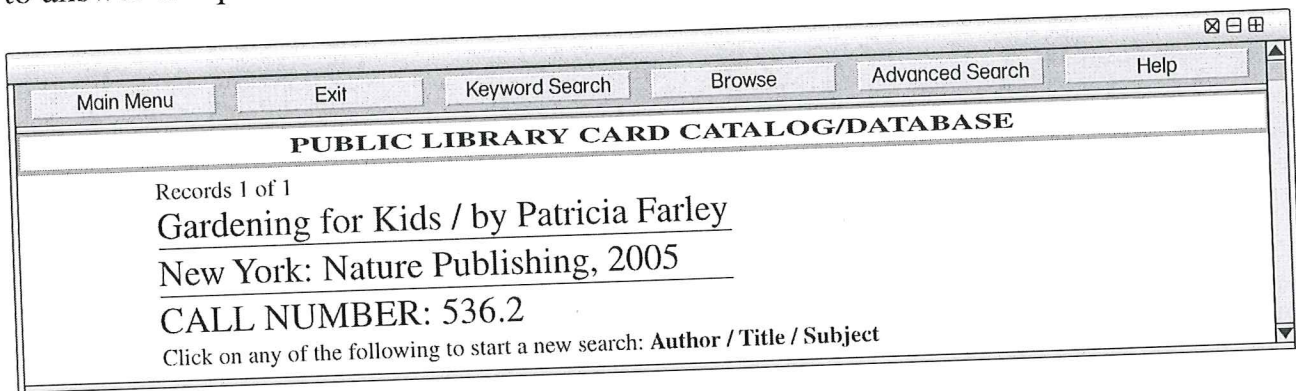
4. Last	
---------	--

Name _____

Card Catalog

Libraries use a **card catalog** or a computerized **library database** to organize their materials. You can search for a book using the **author, title, or subject**. Look for the author's last name followed by the first name. When the book is located, either on the card or computer, there will be a **call number**. Each book in the library has its own call number that appears on the spine of the book.

Directions A database entry for a book on gardening is shown below. Use the entry to answer the questions.



1. What would you type to search the database by author to find this book?

2. What is the call number for this book?

3. What would you type to search the database by subject to find this book?

4. You want to find a book about gardening. Which word will you click on to begin your search?

5. In which year was this book published?



Home Activity Your child answered questions about a library database. If possible, visit the library with your child to review the computerized database. If not, look at some books and have your child tell how to search for it by subject, author, and title.

Name _____

Action and Linking Verbs

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.

Raisins: From Farms to Markets

(1) Farmers grow grapes in warm places. (2) When it is time, they cut the ripe grapes from the vine. (3) It takes many people to gather the grapes. (4) Some grapes are dried. (5) This is how they become raisins. (6) Farmers ship raisins off to stores. (7) We buy raisins at the supermarket, and they are delicious.

- 1 What is the verb in sentence 1? Is it an action verb or a linking verb?
- in; linking
 - grow; action
 - grow; linking
 - in; action

- 2 What is the action verb in sentence 2?
- cut
 - is
 - they
 - from

- 3 What is the verb in sentence 4? Is it an action verb or a linking verb?
- grapes; linking
 - grapes; action
 - are; action
 - are; linking

- 4 What is the action verb in sentence 6?
- ship
 - farmers
 - off
 - to

- 5 What is the linking verb in sentence 7?
- buy
 - raisins
 - they
 - are



Home Activity Your child prepared for taking tests on action verbs and linking verbs. Have your child make up some sentences about a job that interests him or her. Have your child identify the verb in each sentence.

Name _____

Action and Linking Verbs

A **verb** is a word that tells what someone or something is or does. **Action verbs** are words that show action. **Linking verbs**, such as *am, is, are, was, and were*, do not show action. They link a subject to a word or words in the predicate.

Action Verb

Grapes grow on tall vines.

Linking Verb

The grapes are red and juicy.

Directions One of the underlined words in each sentence is a verb. Write that word.

1. Amy puts the seed in the ground. _____
2. She covers it with dirt. _____
3. It is a pumpkin seed. _____
4. Pumpkins grow in summer. _____
5. They are good for decorations. _____

Directions Write the sentences. Underline the verb in each sentence.

6. Farmers grow grapes in warm places.

7. They cut the ripe grapes from the vines.

8. Many people gather the grapes.

9. Raisins are dried grapes.

10. We buy raisins at the supermarket.



Home Activity Your child learned about action verbs and linking verbs. Have your child name some action verbs that describe something you have done or are doing together today.

Name _____

Action and Linking Verbs

Directions Underline the verb in each sentence. Write *A* if the verb is an action verb. Write *L* if the verb is a linking verb.

1. Tina wrote a letter to her grandma. _____
2. She told her about her visit with Aunt Maria. _____
3. The visit was short but fun. _____
4. Tina and her aunt took a trip to the vineyard. _____
5. The grapes in the vineyard were red and plump. _____

Directions Write the verb in each sentence. Write *A* after each action verb. Write *L* after each linking verb.

6. I am at the museum with Aunt Maria.

7. The paintings are unusual.

8. We ate lunch at a little café.

9. We rode the bus all over the city.

10. I was tired but happy.



Home Activity Your child reviewed action verbs and linking verbs. Discuss an enjoyable outing your family has had. Have your child write one action verb and one linking verb used in the conversation.

Name _____

Action and Linking Verbs

Directions Add a verb to complete each sentence. Write the sentence.

1. Sam's friends _____ on the farm.

2. They _____ grapes and other foods.

3. The days _____ long on the farm.

4. Workers _____ the grapes in the sun.

5. Sam and Lee _____ a box of raisins.

Directions Write two sentences about a garden. Use one action verb and one linking verb.

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Home Activity Your child learned how to use action verbs and linking verbs in writing. Have your child write a note to you about something that happened at school today. Have him or her circle each action verb and linking verb.