

Name _____

Suffixes

Directions Write the word from the box that best fits each definition.

biologist conductor instructor lioness seller swimmer tourist

- | | |
|-------|--|
| _____ | 1. a traveler who visits places |
| _____ | 2. one who directs musicians |
| _____ | 3. a female lion |
| _____ | 4. a worker in a store |
| _____ | 5. one who shows someone how to do something |
| _____ | 6. a scientist who studies living things |
| _____ | 7. one who moves through water using arms and legs |

Directions Add the suffix **-er**, **-or**, **-ess**, or **-ist** to the base word in () to complete each sentence. Use the words in the box to help.

actor artist countess editor hostess shipper teacher

- | | |
|-------|--|
| _____ | 8. The (host) in the restaurant showed us to our table. |
| _____ | 9. Perry loves to paint and wants to be an (art) some day. |
| _____ | 10. The (ship) made sure that all our boxes arrived safely. |
| _____ | 11. Everyone applauded when the famous (act) came onstage. |
| _____ | 12. The newspaper (edit) checked all the facts in the story. |
| _____ | 13. Mrs. Kelley has been a (teach) for many years. |
| _____ | 14. The (count) wore a gown to the ball. |

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Home Activity Your child formed and wrote words with the suffixes **-er**, **-or**, **-ess**, and **-ist**. Ask your child where he or she would like to visit as a tourist. Plan an imaginary trip there with your child. Go to the library or to the Web to find out about things to see and do.

Name _____

Vocabulary

Directions Underline the word that completes each sentence. Then write the word on the line.

- You can read about all the _____ news in the newspaper.
current stirred
- A swimmer almost _____ the other day.
continued drowned
- Mrs. Li will _____ her ninetieth birthday next week.
celebrate continued
- The mayor gave out _____ to the brave firefighters.
strokes medals
- Her speech about their brave deeds _____ the crowd.
stirred drowned

Directions Write the word from the box that completes each sentence. You can use a word more than once.

celebrate current medals strokes continued drowned stirred

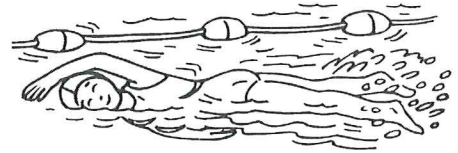
- The ballgame _____ after the rain stopped.
- Linda's cat purrs when she _____ it.
- On July 4, we _____ Independence Day.
- The swimmer's arms moved with graceful _____ through the water.
- After the race was over, they handed out the _____.
- There was a strong _____ in the water.
- The cook _____ the soup in the pot.



Home Activity Your child identified and used vocabulary words from *America's Champion Swimmer: Gertrude Ederle*. Ask your child to write a short newspaper article about a current event in the neighborhood or in the family. Encourage him or her to use this week's vocabulary words if possible.

Name _____

Read the story. Then follow the directions and answer the questions.



Karen Gaffney

Karen Gaffney swims laps across the pool. Her short arms are strong, and she speeds across the pool.

“Keep pushing, Karen! Four more laps,” her coach calls out.

In many ways, Karen is like any talented swimmer. She trains at least an hour a day. She has been on swim teams. She faces all the challenges of swimming. But Karen Gaffney is a unique athlete who has faced much bigger challenges in her life.

Karen was born with Down syndrome. This condition keeps a person from growing to full size. Many people with Down syndrome have other health problems. Their bones do not grow correctly. They can have heart problems and other illnesses. In the past, many children with Down syndrome did not have a chance to live normal lives.

Karen’s parents made sure that she had as many chances as possible. Her dad taught her to swim when she was nine months old. Swimming helped Karen build stronger muscles. Often her parents had to encourage her to float and try new swim strokes. But soon, Karen loved swimming.

As Karen grew, she had problems with her hips. She’d had many surgeries. Karen learned to use her arms a lot in her swimming. She adapted her kick for her weak leg. When Karen walks, she often limps. Swimming is a way for her to move gracefully and quickly.

Name _____

Karen competed in the Special Olympics. That was a wonderful experience for her. One day she met a swimmer who had crossed the English Channel. Karen thought this sounded like a great challenge, so she joined a team of people who would make the swim. Through the cold water, she completed her part of the race. Karen became the first person with Down syndrome to ever try swimming the English Channel.

Today, Karen is training to swim across Lake Tahoe in California. The lake is twelve miles long. The swim will raise money for Down syndrome research. If she makes it, Karen will have set another record. She will be the first swimmer with Down syndrome to swim across Lake Tahoe. Karen Gaffney is an inspiration to athletes everywhere.

1. Underline a sentence in the third paragraph that states a fact about Karen Gaffney.
 2. Draw a circle around a sentence in the last paragraph that states an opinion about Karen Gaffney.
 3. Write your own opinion about Karen Gaffney, based on what you have read in the selection.
-
-

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Home Activity Your child identified facts and opinions in a biographical passage. Have your child point out a fact and an opinion in the selection and explain how he or she knows the difference.

Name _____

Suffixes

Spelling Words

dentist	editor	artist	hostess	actress
swimmer	seller	tutor	tourist	organist
lioness	shipper	chemist	investor	conductor

Adding Suffixes Add a suffix to the base word. Write the list word you make in the chart.

base	-er	-or	-ess	-ist
1. invest				
2. tour				
3. sell				
4. lion				
5. art				
6. edit				
7. host				
8. organ				
9. conduct				

Proofreading Circle the correctly spelled word. Write the word.

- | | | |
|-------------|---------|-----------|
| 10. dentist | dentist | 11. _____ |
| 11. actess | actress | 11. _____ |
| 12. shipper | shiper | 12. _____ |
| 13. tutor | tuter | 13. _____ |
| 14. swimer | swimmer | 14. _____ |
| 15. chemist | chemest | 15. _____ |



Home Activity Your child practiced spelling words with the suffixes *-er*, *-or*, *-ess*, and *-ist*. To practice together, choose a word. Draw blanks for each letter, then write in the suffix. Let your child guess the word and fill in the remaining blanks. Then have him or her write the whole word.

Name _____

Contractions

Directions Write the contraction in each sentence. Then write the word or words that make up the contraction.

1. You can't win the race without training.

2. These are Olympic athletes, and they're training many hours each week.

3. She's a great swimmer.

4. She didn't know swimming was so challenging.

5. Maybe you'll become a swimmer too.

Directions Write the contraction for the underlined words.

6. You will not believe Gertrude Ederle's strength and will power.

7. She could not have crossed the English Channel without them.

8. The Channel is wide, and it is stormy.

9. Many swimmers have tried to swim the Channel, and they have given up.

10. Gertrude Ederle was a great swimmer, and she is my role model.

Name _____

Syllable Patterns VCCCV

Directions Choose the word in () with the VCCCV syllable pattern to finish each sentence. Write the word on the line.

- | | |
|-------|---|
| _____ | 1. Do you have the (address/place) for the costume party? |
| _____ | 2. Many (people/children) are coming. |
| _____ | 3. I will wear a (scary/monster) mask. |
| _____ | 4. Who will (hear/control) the music? |
| _____ | 5. We don't want the neighbors to (worry/complain). |
| _____ | 6. The party was a (complete/total) success. |

Directions Circle the word that has the VCCCV syllable pattern. Then write a sentence on the line that uses the word you circled.

7. brother merchant sparrow

8. insect partner blunder

9. hundred cobweb crane

10. plane discount surprise

11. thirsty agree driver

12. dirty pilgrims moonlight

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Home Activity Your child wrote words with the VCCCV syllable pattern found in *fortress*. Ask your child to underline the VCCCV pattern in each of the words he or she wrote above on this page. Together with your child, come up with other sentences that use each word.

Name _____

Vocabulary

clutched echoed gully reeds scrambled valley thatch

Directions Draw lines to match the words with their meanings.

- | | |
|--------------|---------------------------------|
| 1. gully | a roof covering made from straw |
| 2. echoed | low ground between two hills |
| 3. thatch | long, narrow ditch |
| 4. valley | rushed to get somewhere |
| 5. reeds | held onto tightly |
| 6. scrambled | repeated |
| 7. clutched | tall grasses with hollow stems |

Directions Use the words above to complete the sentences.

Sam and his sister Tammy were on a nature hike. From the top of the hill, they could see the _____ below. "Let's see if we can make an echo," said Sam. Tammy made loud sounds. Her voice _____ throughout the hills. "Wow," said Sam.

They walked down the hill, towards the river. They passed an abandoned hut with a _____ roof. Behind the hut was a small deep _____ covered with old rusted farm equipment.

Sam and Tammy finally got near the river. There were tall _____ growing along the water's edge. Sam parted them quietly. He reached out and _____ Tammy's arm. "Look!" he whispered. They saw a mother duck and her ducklings. She was waddling towards the water. The ducklings _____ after her.



Home Activity Your child identified and used vocabulary words from *Fly, Eagle, Fly!* Ask your child to draw a picture to illustrate the story above. Then discuss the picture with your child. Encourage your child to use vocabulary words when describing the picture.

Name _____

Read the story. **Answer** the questions.

The Foolish Mouse

Once upon a time, a mother mouse and her three babies, two daughters and a son, lived on a farm. The mother took good care of her babies, cleaning their whiskers and grooming their fur. She fed them tasty treats from the fields. Sometimes she stole into the barn late at night to find a little grain or corn for them to eat.



The baby mice grew fat and bold, thanks to their mother's good care. Soon they were tumbling around in the nest, getting into trouble. If one mouse poked her nose out of the mouse hole to take long, deep breaths of fresh air, another mouse soon followed. Before long, all three were outside in the sunshine!

Mother Mouse was horrified. "Little mice," she scolded, "you must never, ever forget that you are mice. Mice are small, very small. They make an excellent meal for bigger animals like owls, cats, and foxes. Just one careless move and you are no longer a mouse. You are someone's dinner!" Mother Mouse looked stern.

The two daughters listened carefully to their mother. From that day on, they stayed in their mouse hole until dark. Only then did they creep out to look for food, and they never went very far. At the least hint of trouble, they scampered back to safety.

As you might have guessed, their brother was different. He didn't want to act like a coward. "I may not be big, but I'm brave," he boasted to his sisters. "I'm the bravest mouse that ever lived!"

His sisters laughed. "Listen to Momma," they warned him.

Name _____

Brother Mouse set out to prove that it is safe for mice to venture outside in the daytime like many other animals do. When he wanted to take a walk through the garden to enjoy the sights and smells, he did. After all, he was the bravest mouse of all.

Brother Mouse strolled, as bold as you please, down the garden path. He sniffed the breeze with its scents of lilacs and roses. He enjoyed the bright colors of the flowers and clover. He listened to the sounds of birds chirping and bees buzzing. Just as he started to sing his own little song, he heard the quiet swoop of an owl's powerful wings overhead, and then . . .

1. What is the cause, or the reason, the baby mice grew fat and bold?

2. What is the effect of Mother Mouse's warning on her two daughters?

3. Brother Mouse forgot to behave carefully, like a mouse. What effect do you think that had?

4. Find another example of cause and effect in the folk tale and write it below.

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Home Activity Your child identified cause and effect in a folk tale. A cause is something that causes something else—an effect—to happen. Take turns discussing possible causes and effects in your home. For example, point to a light switch and ask your child to tell a cause and an effect about it.

Name _____

Syllables VCCCV

Spelling Words

monster	surprise	hundred	complete	control
sample	instant	inspect	pilgrim	contrast
explode	district	address	substance	children

Analogies Write the list word that completes each comparison.

1. **Adult** is to **adults** as **child** is to _____.
2. **Begin** is to **end** as **unfinished** is to _____.
3. **1,000** is to **thousand** as **100** is to _____.
4. **Check** is to **examine** as **examine** is to _____.
5. **Light** is to **dark** as **compare** is to _____.
6. **Quick** is to **fast** as **immediate** is to _____.
7. **Explorer** is to **pioneer** as **traveler** is to _____.
8. **Real** is to **person** as **make-believe** is to _____.

Finding Syllables Decide where to divide each word into syllables. Write each syllable. Remember that for VCCCV words, you divide after the first consonant.

hundred = hun dred

9. surprise _____
10. control _____
11. sample _____
12. substance _____
13. address _____
14. district _____
15. explode _____



Home Activity Your child is learning spelling words with the VCCCV (vowel-consonant-consonant-consonant-vowel) syllable pattern. Ask your child to write each word and to circle in crayon the three consonants that come together.

Name _____

Prepositions

Directions Write the preposition in each sentence.

1. The eagle held a fish in its feet. _____
2. The fish was for the baby eagles. _____
3. The eagle's nest was high above the lake. _____
4. The baby eagles' cries filled the air of the forest. _____
5. The mother eagle landed on the big nest. _____

Directions Write the prepositional phrase in each sentence. Underline the preposition.

6. These eagles live in Florida.

7. They make their homes along the marshes.

8. They lay their eggs during the winter.

9. The mother bird stays with the eggs.

10. The father bird gets food from the water.

11. He drops it into the babies' mouths.

12. The babies will leave the nest before summer.

Name _____

Problem-Solution Chart

Directions Fill in the chart with notes on the problem and solution you are going to write about in your essay. Include the facts and details you will use to support your ideas. Write a topic sentence and concluding statement for your essay.

Topic Sentence

--

Notes on Problem

Notes on Solution

Concluding Statement

--

Name _____

Concluding Statements

Directions Underline the sentence that is the best concluding statement for each paragraph.

1. There's a dog that talks and a man whose wig keeps falling off. Sometimes I laugh so hard that I begin to cry.

Concluding Statements

In one episode, a car drove into a garage and out the other side.

This is by far the funniest show on television.

Sometimes my dad watches the show with me.

2. By the end of the day, we had walked thirteen miles. We had climbed three mountains and crossed two rivers. All I'd had to eat was a peanut butter sandwich.

Concluding Statements

There wasn't even any jelly for the sandwich.

The views from the mountain tops were beautiful.

I slept very, very well that night.

Directions Write a concluding statement for each paragraph.

3. Cape Cod has long, sandy beaches. There are miles of bike trails and beautiful lakes and forests. The nights are cool, and the days are warm and sunny.

4. My brother Bob helps me with my homework and makes sure I'm ready for school each morning. He takes me fishing, plays ball with me, and reads to me at night.

Name _____

Prepositional Phrases

Make your writing more specific by using prepositional phrases to add details.

General We swept up trash.

More Specific We swept up trash on the playground.

Directions Read each sentence and the three prepositional phrases below it. Circle the prepositional phrase that can be used to add specific details to the sentence. Add the prepositional phrase and write the new sentence.

1. Parents and kids can help clean up DeSoto Park.

Prepositional Phrases in the trash from the community through the river

2. We hauled away a pile.

Prepositional Phrases of old newspapers at our meeting into the woods

3. Students met in the park.

Prepositional Phrases under the water for my mom at ten in the morning

4. We threw all the litter.

Prepositional Phrases for a safe park into a dumpster by hard work

Name _____

Peer and Teacher Conferencing Problem-Solution Essay

Directions Read your partner's essay. Refer to the Revising Checklist as you write your comments or questions. Offer compliments as well as revision suggestions. Then take turns talking about each other's draft. Give your partner your notes. After you and your teacher talk about your essay, add your teacher's comments to the notes.

Revising Checklist

Focus/Ideas

- Is the problem-solution essay focused on one problem in the school or community?
- Does the writer offer a logical method of solving the problem?

Organization

- Is there a clear topic sentence and concluding statement?
- Are details of the problem and solution organized in separate paragraphs?

Voice

- Does the writer show care and understanding of the problem?

Word Choice

- Are time-order words used effectively in the solution?

Sentences

- Do prepositional phrases add details to the essay?
- Are sentences clear, varied, and logical?

Things I Thought Were Good _____

Things I Thought Could Be Improved _____

Teacher's Comments _____
