

Name _____

Vocabulary

Directions Write the word on the line that fits the meaning of the sentence.

Check the Words You Know

- | | |
|------------------|--------------|
| ___ festival | ___ rhythm |
| ___ paces | ___ graceful |
| ___ pale | ___ cotton |
| ___ handkerchief | ___ snug |



- Every New Year, my neighborhood has a _____ with fireworks.
- One song had a great _____, so everyone danced.
- The dancer moved her arms in _____ curves.
- I pull the covers up to my chin, and then I feel _____ in bed.
- In summer, I wear cool _____ T-shirts.

Directions Match the word with its meaning. Draw a line from the word to its definition.

- | | |
|-----------------|--|
| 6. paces | piece of cloth for wiping one's nose or face |
| 7. pale | wrapped up; warm and cozy |
| 8. handkerchief | walks; steps |
| 9. cotton | having very little color |
| 10. snug | material made from a plant |

Write a Description

On a separate sheet of paper, describe a costume that you would like to wear on a special occasion. Use as many vocabulary words as possible.



Name _____

Syllable Pattern CVVC

Proofread a Menu Circle four misspelled words in the menu specials. Write them correctly. Write an adjective that could have been used instead of *nice*.

Pioneer Café

Specials

Lunch duo.....1/2 sandwich, soup of the day

Lunch treo.....1/2 sandwich, soup of the day,
salad

Our favorite float: a meduim cola with berry
ice cream

You won't beleive how good it is!
Or, creat your own nice float flavor.

Spelling Words

create
medium
piano
idea
radio
video
studio
violin

duo
patio
rodeo
pioneer
trio
stadium
audio

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

Frequently Misspelled Words

cousin
believe

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

6. Did you see the new **stadium** **staduim**? 6. _____
7. We watched a **vidio** **video** last night. 7. _____
8. Tara plays the **paino** **piano**. 8. _____
9. Your **idia** **idea** is fantastic! 9. _____
10. I like that **radio** **radioe** station! 10. _____



Home Activity Your child spelled words with CVVC (consonant-vowel-vowel-consonant) and CVV (consonant-vowel-vowel) syllable patterns. Have your child divide the list words into syllables.

Name _____

Syllable Pattern CV/VC

Generalization In words with the CV/VC syllable pattern, divide between the vowels.

Word Sort Sort the list words by words you know how to spell and words you are learning to spell. Write every word.

**words I know
how to spell**

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

**words I'm learning
how to spell**

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Spelling Words

1. create
2. medium
3. piano
4. idea
5. radio
6. video
7. studio
8. violin
9. duo
10. patio
11. rodeo
12. pioneer
13. trio
14. stadium
15. audio



Home Activity Your child is learning to spell words with CV/VC (consonant-vowel-vowel-consonant) and CVV (consonant-vowel-vowel) syllable patterns. To practice at home, have your child spell each word in the first column aloud. Then have your child study and write the words in the second column.

Syllable Pattern CV/VC

Spelling Words

create	medium	piano	idea	radio
video	studio	violin	duo	patio
rodeo	pioneer	trio	stadium	audio

Connections Connect the first and last parts of the word.

Write the word.

- | | | |
|---------------|---------------|----------|
| vide- | -oneer | 1. _____ |
| vi- | -o | 2. _____ |
| pi- | -um | 3. _____ |
| stadi- | -a | 4. _____ |
| ide- | -olin | 5. _____ |

Seeing Relationships Read the first word pair. Write a list word to complete the second word pair.

- | | |
|---|-----------|
| 6. see and television, hear and _____ | 6. _____ |
| 7. farmer and field, artist and _____ | 7. _____ |
| 8. huge and large, middle-sized and _____ | 8. _____ |
| 9. ceiling and dining room, sky and _____ | 9. _____ |
| 10. three and trio, two and _____ | 10. _____ |
| 11. wreck and fix, destroy and _____ | 11. _____ |
| 12. sight and video, sound and _____ | 12. _____ |
| 13. clang and bell, music and _____ | 13. _____ |
| 14. twin and duo, triplet and _____ | 14. _____ |
| 15. clown and circus, cowboy and _____ | 15. _____ |



Name _____

Syllable Pattern CV/VC

Directions Circle the word with two vowels together where each vowel has a separate vowel sound. Then underline the letters that stand for the two different vowel sounds.

1. clean paint patio
2. audio faith search
3. greed journal rodeo
4. either medium southern
5. beach pound pioneer
6. duo poison waiter
7. grain group stadium
8. mean freeze video

Directions Read the paragraph. Circle all the underlined words with two vowels together where each vowel has a separate vowel sound. Write the words on the lines below.

Marie was eager to create a new song. She thought she had an idea for a tune. She tried it on the piano. Then she wrote a part for the violin. She liked the way it sounded. Marie invited three friends to go to the studio with her. Her friends were singers. Marie explained the music. The trio made a stereo recording. Someday you might even hear it on the radio.

- | | |
|-----------|-----------|
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |



Home Activity Your child identified and wrote words in which two vowels together each stand for a separate vowel sound, as in *stereo* and *stadium*. Ask your child to read the words aloud from the page above. Have your child name the long vowel sounds in each word.

Syllable Pattern CV/VC

Riddle Puzzle Write a list word in each row. Read the word in the shaded boxes to find something pilots use to get landing directions.

- piano
- video
- rodeo
- patio
- studio

1.		o			
2.			t		
3.	v				
4.	st				
5.			a		

Spelling Words

- create
- medium
- piano
- idea
- radio
- video
- studio
- violin

- duo
- patio
- rodeo
- pioneer
- trio
- stadium
- audio

Crossword Puzzle Fill in the puzzle by writing a word from the box for each clue.

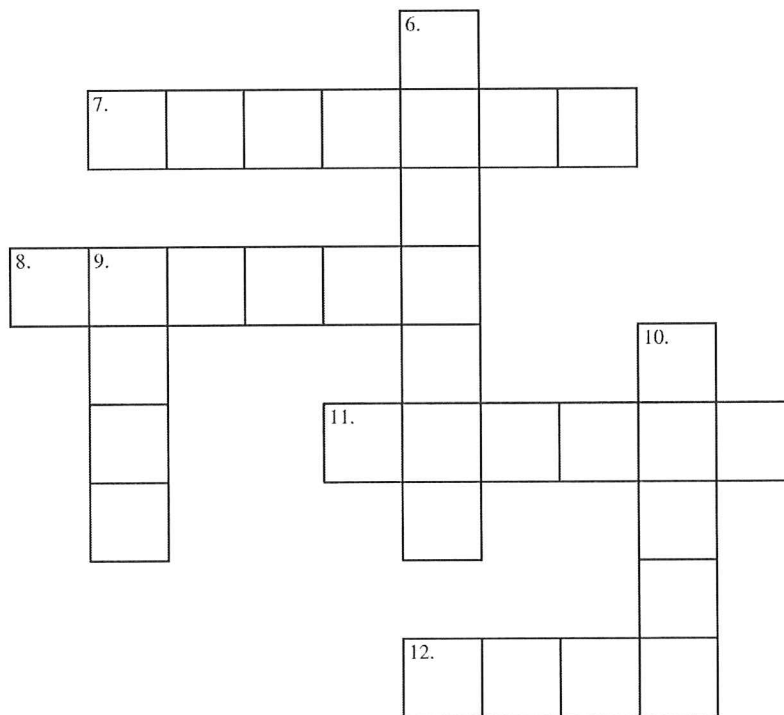
- audio medium stadium idea pioneer violin trio

Across

- 7. Football games are played here.
- 8. It has strings.
- 11. not large, not small
- 12. three

Down

- 6. helped settle the American West
- 9. a thought
- 10. involving sound



Home Activity Your child has been learning to spell words with the CV/VC syllable pattern. Give a clue about a word. Ask your child to guess and spell it.

Name _____

Syllable Patterns VCCCV

Directions Look at the words on the right. These words have the VCCCV syllable pattern. Divide each word into syllables. Write the syllables on the lines.

1. _____ + _____ = complete
2. _____ + _____ = hundred
3. _____ + _____ = merchant
4. _____ + _____ = monster
5. _____ + _____ = pilgrim
6. _____ + _____ = surprise
7. _____ + _____ = twinkle
8. _____ + _____ = inspect
9. _____ + _____ = complain
10. _____ + _____ = address

Directions Underline the word that has the VCCCV syllable pattern in each sentence.

11. The pilot takes charge of the controls in the plane.
12. My brother José and I built a fortress in the snowbank.
13. I scraped my knuckles on the wood while sanding the porch railing.
14. My cat tried to distract me by climbing into my lap.
15. Strawberries ripen on the vine in springtime.
16. The store gave everyone a free sample.



Home Activity Your child wrote words with the VCCCV syllable pattern found in *monster*. Ask your child to write a sentence for each of the words in the first exercise. Have your child circle the word with the VCCCV syllable pattern.

Name _____

Vocabulary • Synonyms

- Sometimes you may come across a word you don't know. There may be another word in the sentence that has the same meaning. These words are called **synonyms**, and they can help you figure out the meaning of a word.
- Look for **synonyms** to help you figure out the meaning of unfamiliar words.

Directions Circle the synonym for the underlined word. Then write the meaning of the underlined word on the line.

1. The festival was held as a celebration of the city's anniversary.

2. You grab the baseball, and I'll snatch the glove from my locker.

3. José walked three paces in front of me, but Jim walked several steps behind.

4. I feel so warm and snug inside my sleeping bag.

5. I am happy to tell you that I'm pleased with your schoolwork.

6. The flag flutters and waves in the wind.

7. It is not kind to laugh at people, so please stop giggling.

8. If it is chilly outside, wear a hat so you won't get cold.



Name _____

Compare and Contrast

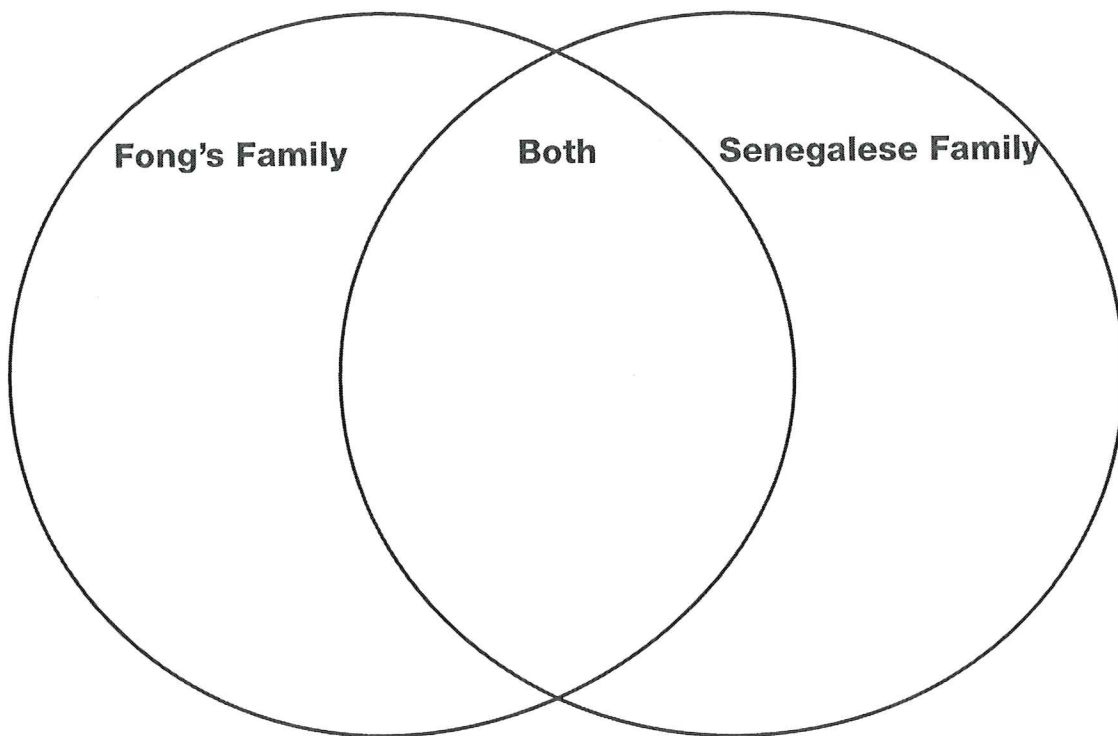
- When you **compare and contrast** two or more things, you tell how they are alike and different.
- Some clue words that signal that things might be the same are *like, same, both, also,* and *as well as*.
- Some clue words that signal that things might be different are *but, however, different,* and *instead*.

Directions Read the following passage.

Fong and his family traveled to Senegal for the summer. On their first night, they ate dinner at a friend's house. Instead of tables and chairs, everyone sat on the floor around a big blanket. Out came a large bowl of food.

Fong watched as the dinner guests ate from the bowl of food with their hands. Rather than taking food onto a plate as they did at home, the guests ate from the part of the bowl that faced them. Just like at home, the food was delicious.

Directions Fill in the Venn diagram to compare and contrast two styles of dining.



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Home Activity Your child compared and contrasted dining customs in two different cultures. Talk with your child about customs you grew up with and compare and contrast them with customs today.

Name _____

Compare and Contrast

- When you **compare** and **contrast** two or more things, you tell how they are alike and different.
- Some clue words that signal things might be the same are *like, same, both, also,* and *as well as*.
- Some clue words that signal differences are *but, however, different,* and *instead of*.

Directions Read the following passage. Then complete the diagram below.

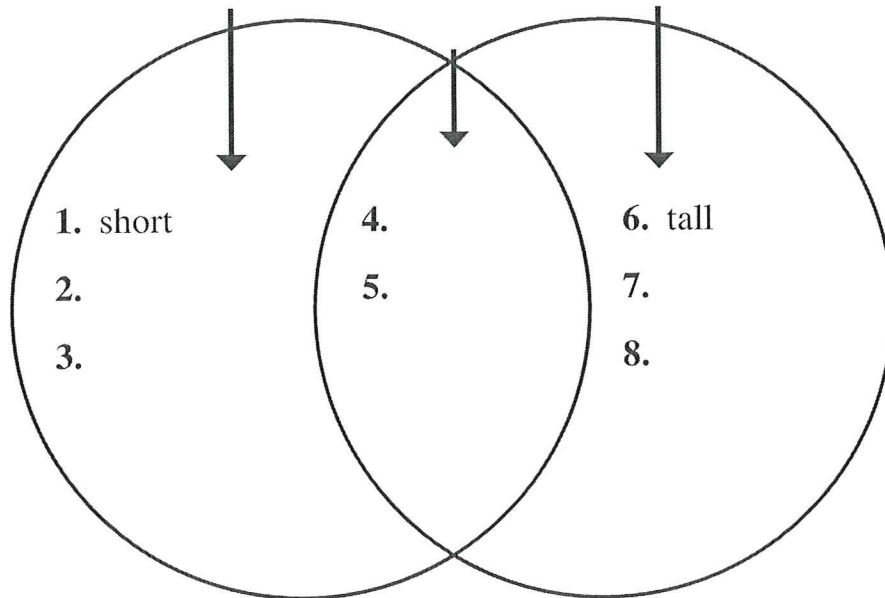
Sumi had black hair. Dafina's hair was black too. But instead of being straight, Dafina's hair was curly. She complained that it was too curly and hard to brush. Sumi's hair was as straight as a stick. She disliked it and said she'd rather have curly hair.

Sumi had green eyes. Dafina's eyes were dark brown. They were as dark as coffee without cream in it. Sumi was short like her mom. Dafina was tall like her dad. Even though the girls were very different in some ways, they were still best friends.

Things About Sumi

Things About Dafina

Both Girls



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Home Activity Your child learned about telling how two or more things are alike and different. Find two items to compare. Have your child tell you how the items are alike and different.

Compare and Contrast

- When you **compare** and **contrast** two or more things, you tell how they are alike and different.
- Some clue words that signal things might be the same are *like, same, both, also,* and *as well as.*
- Some clue words that signal differences are *but, however, different,* and *instead of.*

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

Lucy's family couldn't buy her a new band outfit for the concert. Lucy had to wear her best clothes instead. She was very self-conscious. The rest of the band was staring at Lucy. She felt like a bug under a microscope.

But when Lucy began to play her solo, she forgot about everything else. Nothing mattered to her except the sound of her playing. No one noticed that she was dressed differently. Instead of her clothes, everyone noticed her beautiful music.

1. How was Lucy dressed differently from the other members of the band?

2. What did Lucy compare herself to?

3. Which words told you that comparisons or contrasts were being made?

4. How was Lucy the same as the other members of the band?

5. How do you think Lucy felt after her solo?



Home Activity Your child learned about telling how two or more things are alike and different. Read two stories with your child. Ask how the stories are alike and how they are different.

Name _____

Cause and Effect

- The **cause** tells why something happened. The **effect** is what happened.
- Authors often use **clue words** such as *because, so, then, if,* and *since* to help you better understand what happens and why it happens.

Directions Read the following passage. Underline clue words. Complete the chart.

In 1603, the ruler of Japan closed it off to all outsiders. This meant that no foreigner could enter the country. The ruler took this step because he wanted Japanese society to stay just the way it was.

Since the country was closed, the Japanese could only trade with one another. Their traditions and customs did not change. Since they had never seen Western clothing, they continued to wear kimonos.

In 1854, Americans sailed to Japan. They wanted the ruler to open the country to trade because the Japanese made beautiful silks and pottery. People in the West wanted to buy Japanese things.

The ruler agreed. Other countries also came to trade with Japan. Japanese men began to do business in the Western way. Because the ruler agreed to open Japan to trade, many changes happened in Japanese society.

CAUSES: Why did it happen?

EFFECTS: What happened?

1. _____

2. The Japanese had never seen modern Western clothing.

3. The Americans wanted to trade with Japan.

The ruler of Japan closed the country to all outsiders.

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Home Activity Your child identified causes, effects, and clue words in an article. Read another article about Japan or Japanese culture with your child. Discuss the causes and effects given in the article.

Name _____

Newsletter

- A **newsletter** is just what its name sounds like. It is a letter that contains news. Many groups publish newsletters. These groups include clubs, associations, labor unions, and political parties. Newsletters usually contain announcements of upcoming events, information about membership, articles about recent events, and descriptions of the group's goals.
- Newsletters are usually published weekly or monthly. They are usually only a few pages long.

Directions Read the newsletter and answer the questions that follow.

❖ Li'l Theater Alliance Rag ❖	
Fall Issue	
AUDITIONS September 1, 9 A.M.—5 P.M. Walnut Street Theater, Studio 5 <i>The Sound of Music.</i> We need two boys and five girls, ages 5–16. Singing and some dancing. <i>Miss Saigon.</i> We need two boys, ages 3–5, to play Tam. Asian Americans encouraged to audition. Tam is a silent role; acting experience a plus.	ON STAGE THIS FALL <i>A Little Night Music.</i> September 12–October 31. Barrymore Theater. <i>Macbeth.</i> September 19–October 10. The Little Shakespeare Company That Could. <i>The Cherry Orchard.</i> September 1–30. Chekhov Repertory Theater.
Edwin Booth Awards This year the Booth Awards for Excellence in Theater, sponsored by the Li'l Theater Alliance, will be presented in the Verdi Theater. The November 1 award ceremony will begin promptly at 7 P.M. For the list of nominees, see page 6.	BENEFIT The local theater community was shocked to hear of the fire that destroyed the Phoenix Theater. We are pleased to announce that several Alliance theaters have agreed to donate a portion of the ticket sales for the week of October 1–7 to the Phoenix.

1. Who might be interested in reading this newsletter?

2. What are the Edwin Booth Awards?

3. When can you see a performance of *The Cherry Orchard*?

4. How often is the newsletter issued? _____



Home Activity Your child read a newsletter and answered questions about the information. Share with your child a newsletter that you receive at home. Discuss the different kinds of listings and articles in the newsletter with your child.

Name _____

Adjectives and Articles

An **adjective** is a word that describes a person, place, or thing. Adjectives tell more about nouns. *A*, *an*, and *the* are special kinds of adjectives called **articles**.

Adjectives Some girls wore long, bright skirts.

Articles A boy wore an awesome shirt to the party.

- The articles *a* and *an* are used only with singular nouns. *A* is used before a word that begins with a consonant sound: *a jacket*, *a full cup*. *An* is used before a word that begins with a vowel sound: *an eagle*, *an orange jacket*, *an empty cup*.
- Use *the* before singular or plural nouns: *the shoe*, *the shoes*.

Directions Write the adjective that describes each underlined noun.

1. Many countries have colorful clothing for celebrations. _____
2. Indian women wear silk dresses. _____
3. Many Scottish men have plaid kilts for special occasions. _____
4. In Russia, men put on long coats. _____
5. Japanese kimonos are made in many colors. _____

Directions Circle the article in () that correctly completes each sentence.

6. The American Indian wore (a, an) jacket with colorful beads.
7. (A, The) short pants that that man is wearing are German.
8. The African man wore (a, an) orange robe.
9. (The, A) Mexican musicians had big hats.
10. The woman from Chile wore (a, an) outfit with a long, white skirt.



Home Activity Your child learned about adjectives and articles. On a walk, ask your child to use adjectives to describe various objects, such as a house, a tree, and a dog.

Name _____

Adjectives and Articles

Directions Circle each article. Underline each adjective.

1. People have worn many different styles throughout the years.
2. When Aunt Rose was a teacher, she wore long, straight skirts.
3. Grandma wore nice dresses to school.
4. My mom often wore old jeans in the classroom.
5. A popular style in some schools today is a uniform.

Directions Circle the article in () that correctly completes each sentence.

6. People wear different clothes all over (an, the) world.
7. No one needs (a, an) heavy coat in Hawaii.
8. (A, An) overcoat is needed in Russia.
9. You can wear (a, an) shirt with short sleeves all year in Costa Rica.
10. (A, An) extra raincoat comes in handy in England.

Directions Write two sentences describing the clothes you are wearing today. Use at least two adjectives in each sentence. Circle each article and underline each adjective in your sentences.



Home Activity Your child reviewed adjectives and articles. Discuss the day's weather with your child. Ask him or her to identify some adjectives used in the conversation.

Name _____

Adjectives and Articles

Directions Complete each sentence by adding an adjective. Write the new sentence.

1. Everyone wore ____ clothes to the party.

2. Amy had on her ____ blouse.

3. The ____ shirt is Kevin's.

4. Julio and William came with ____ hats on their heads.

5. Kay's ____ pants made us laugh.

Directions Write two sentences about your favorite outfit. Use at least two adjectives. Underline the adjectives.



Home Activity Your child learned how to use adjectives and articles in writing. Ask your child to write a sentence about a costume he or she has worn. Have your child use one or more adjectives in the sentence and identify them.

Name _____

Adjectives and Articles

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.

American Clothing Traditions

(1) America is not known for its clothing traditions. (2) However, many Americans dress up for special occasions or events. (3) _____ wedding is sure to have tuxedos and fancy dresses. (4) Sports fans wear colorful clothes at games. (5) Some fans even paint their faces bright colors. (6) Another place to see different clothes is at a costume party. (7) You may see scary monsters or a big star.

1 What adjective describes *occasions* in sentence 2?

- dress
 up
 special
 events

2 What article could you use at the beginning of sentence 3?

- An
 The
 A
 Big

3 What adjective is used in sentence 5?

- bright
 paint
 faces
 colors

4 What article is used in sentence 6?

- at
 a
 Another
 to

5 What two adjectives are used in sentence 7?

- monsters, star
 You, see
 scary, star
 scary, big



Home Activity Your child prepared for taking tests on adjectives and articles. Circle a paragraph in a newspaper or magazine article. Ask your child to count the articles in the paragraph.

Writing • Letter to the Editor

Key Features of a Letter to the Editor

- includes the features of a letter: date, salutation, body, closing, and signature
- is written to bring attention to an issue or problem
- often tries to be persuasive

January 5, 2009

Dear Editor,

At Smith School, we have a terrible playground. We have rusty monkey bars and a slide that is not slippery. We don't have a jungle gym or a merry-go-round like Jones School. The ground is cement. If people fall, they might get hurt. This playground is no fun. It's also dangerous.

Students need a good playground. I sit all day in my classroom. I work hard learning and taking tests, so recess is important to me. I want to have fun at recess. The students at Smith School have voted for a new playground. It will have a jungle gym and a merry-go-round. It will have a floor made of recycled tires, so if people fall, they won't get hurt.

We will pay for the new playground by raising money. We are holding a bake sale in the school gym on January 17 and 18. On February 7 and 8, we will collect glass and aluminum in the school parking lot to recycle. We hope people will come to these events to help us earn our new playground.

Sincerely,
Cassie Taff

1. Draw a star next to the date, salutation, body, closing, and signature of the letter to the editor. What is the salutation for a letter to the editor? _____

What is the name of the student who wrote this letter? _____

2. Underline the issue or problem the student brings up in her letter.
List three details that support the student's opinion.

3. What does this student want the readers of the newspaper to do?

Draw a box around three words or phrases that persuade the reader to help.

Main Idea

