

Vocabulary

Check the Words You Know

___homesick	___described	___curious
___raindrops	___airport	___delicious
___farewell	___memories	___cellar

Directions Draw a line from the word to its definition.

- | | |
|--------------|---------------------------------|
| 1. homesick | parting |
| 2. farewell | told what something looked like |
| 3. memories | longing for home |
| 4. delicious | things you remember |
| 5. described | tasting very good |
| 6. cellar | an underground room |

Directions Write a word from the box that fits the meaning of the sentence.

7. I opened my umbrella when I felt _____ falling on my head.
8. At the _____ I wait to board the plane.
9. I enjoy social studies because I am _____ about the world.
10. I have many happy _____ of my summer vacation.
11. This Chinese restaurant has _____ food.

Write a Journal Entry

On a separate sheet of paper, write a journal entry about a happy memory you have. Use as many vocabulary words as possible.



Vowel Patterns *au, augh, ou, ough*

Spelling Words

because	though	taught	bought	touch
would	author	could	enough	sausage
fought	should	faucet	daughter	brought

Definitions Write the list word that fits the clue.

- | | |
|------------------------------------|----------|
| 1. gave instructions | 1. _____ |
| 2. battled for something | 2. _____ |
| 3. writer of articles or stories | 3. _____ |
| 4. opposite of the word <i>son</i> | 4. _____ |
| 5. paid for something | 5. _____ |

Word Meanings Write the missing list word to complete each sentence.

- | | |
|--|-----------|
| 6. Anjay likes cheese and _____ on his crackers. | 6. _____ |
| 7. We _____ not swim after eating. | 7. _____ |
| 8. My mom made _____ salad for ten people. | 8. _____ |
| 9. We won the game _____ of good defense. | 9. _____ |
| 10. Andrea got water from the _____. | 10. _____ |
| 11. On Fitness Day, I _____ a jump rope to school. | 11. _____ |
| 12. The blanket is soft to _____. | 12. _____ |
| 13. If we practice, we _____ be great. | 13. _____ |
| 14. We need the key to get inside, _____. | 14. _____ |
| 15. I _____ love to watch that program! | 15. _____ |



Name _____

Vowel Patterns *a, au, aw, al, augh, ough*

Directions Choose the word with the vowel sound in **ball**. Write the word on the line.

- _____ 1. We moved (because/when) we wanted to live near family.
- _____ 2. Now we live in a (little/small) apartment.
- _____ 3. Mom works hard so that someday we can buy a house with a (lawn/yard).
- _____ 4. Sometimes we (speak/talk) about our old home.
- _____ 5. We think about the beautiful land and the (banana/palm) trees that grew everywhere.
- _____ 6. We (caught/found) fish in the ocean every day.
- _____ 7. We miss some things, but we (always/still) agree that we are glad we came to this country.
- _____ 8. In this country, we found what we (needed/sought).

Directions Write **a, au, aw, al, augh** or **ough** to complete each word. Use the word box to help you. Write the whole word on the line before the sentence.

cough automobile sausage shawl taught walk walnut

- _____ 9. I picture my grandmother in her rocker, wearing a purple sh_____ l around her shoulders.
- _____ 10. I remember the scent of warm w_____ lnut rolls.
- _____ 11. I miss the s_____ sage she cooked for our dinner.
- _____ 12. It was so good and spicy that it made me c_____.
- _____ 13. But it was my grandmother who t_____ t us to enjoy what we have now.
- _____ 14. We can w_____ k around freely wherever we want.
- _____ 15. We even have our own _____ tomobile.



Home Activity Your child identified and wrote words with the vowel sound in *ball* as in *small, because, lawn, talk, taught, and cough*. Work together to write a list of words that rhyme with these words. Then have your child write sentences that include words on the list.

Vowel Patterns *au, augh, ou, ough*

Generalization The vowel sound in *ball* can be spelled *au*, *augh*, and *ough*. The letters *ou* and *ough* can make the vowel sound in *young*. The word *though* is an exception, and makes the long o.

Word Sort Sort the list words by the spelling of their vowel sound.

au

1. _____

2. _____

3. _____

4. _____

ou

7. _____

8. _____

9. _____

10. _____

augh

5. _____

6. _____

ough

11. _____

12. _____

13. _____

14. _____

15. _____

Spelling Words

1. because
2. though
3. taught
4. bought
5. touch
6. would
7. author
8. could
9. enough
10. sausage
11. fought
12. should
13. faucet
14. daughter
15. brought



Home Activity Your child is learning words with the vowel sound in *ball* spelled *au*, *augh*, and *ough*. He or she is also learning about the different vowel sound made by the letters *ou* and *ough*. To practice at home, have your child look at the word, say it, and spell it.

Vowel Patterns *au, augh, ou, ough*

Spelling Words				
because	though	taught	bought	touch
would	author	could	enough	sausage
fought	should	faucet	daughter	brought

Word Search The list words in the box are hidden in the puzzle. Circle and write each word you find.

faucet	t h b o u g h t x	1. _____
bought	h r e a v k b p a	2. _____
could	o b c c t d l z e	3. _____
though	u s a u s a g e c	4. _____
because	g e u f q b g m o	5. _____
sausage	h m s w h y r n u	6. _____
	n b e i u d c j l	
	f a u c e t o s d	

Word Puzzle Write the letter that comes before each clue letter in the alphabet to write a list word. The first word is started for you.

- | | |
|---------------------------|-----------------------------|
| 7. u b v h i u
t _____ | 8. e b v h i u f s
_____ |
| 9. b v u i p s
_____ | 10. t i p v m e
_____ |
| 11. f o p v h i
_____ | 12. x p v m e
_____ |

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Home Activity Your child has been learning words with *au, augh, ou,* and *ough* that make different vowel sounds. To practice with your child, misspell some of the list words and have your child correct them.

Vowel Patterns *au, augh, ou, ough*

Spelling Words				
because	though	taught	bought	touch
would	author	could	enough	sausage
fought	should	faucet	daughter	brought

Proofread a List Ella wrote about her day in class. Circle the four spelling mistakes. Write the words correctly. Write the word Ella should have used in the last sentence instead of better.

Class was very interesting because we had a guest speaker. She was an author. She brout her book with her. The book was about goals. She said we shoold always have goals. She tawt us to aim high and be the better we can be.

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

Frequently Misspelled Words

because
caught
thought

Proofread Words Fill in a circle to show which word is spelled correctly. Write the word.

- | | | | |
|---------------------------------|---------------------------------|----------------------------------|-------|
| 6. <input type="radio"/> fout | 6. <input type="radio"/> fawt | 6. <input type="radio"/> fought | _____ |
| 7. <input type="radio"/> faucet | 7. <input type="radio"/> fawcet | 7. <input type="radio"/> foucet | _____ |
| 8. <input type="radio"/> tuch | 8. <input type="radio"/> touch | 8. <input type="radio"/> toucgh | _____ |
| 9. <input type="radio"/> enuff | 9. <input type="radio"/> enouh | 9. <input type="radio"/> enough | _____ |
| 10. <input type="radio"/> woud | 10. <input type="radio"/> would | 10. <input type="radio"/> woughd | _____ |
| 11. <input type="radio"/> could | 11. <input type="radio"/> cood | 11. <input type="radio"/> coud | _____ |
| 12. <input type="radio"/> thogh | 12. <input type="radio"/> thow | 12. <input type="radio"/> though | _____ |

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Home Activity Your child wrote words with *au, augh, ou,* and *ough* that make different vowel sounds. Ask your child to circle the four hardest words for him or her to spell and then write them.

Name _____

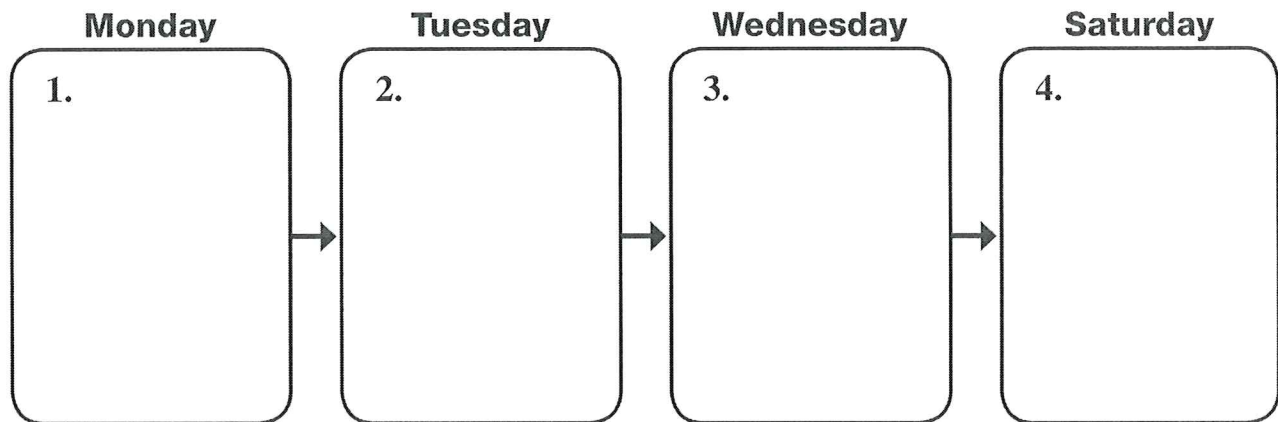
Sequence

- To tell the **sequence** in a story, tell the important events in the order in which they happened.
- Clue words such as *first*, *next*, *then*, and *finally* are often used to sequence in a story. Dates, days, and times can also be clues.

Directions Read the following passage.

<p>The first clue that a big change was coming happened at dinner on Monday. Mom and Dad started talking about travel. They said travel would be a good experience for my sister and me. On Tuesday, Dad told us he would be</p>	<p>working overseas for a year and the whole family would go along. From Wednesday to Friday we packed. Finally, the big day came. We flew for hours and hours on Saturday. We stepped out of the plane and into a new adventure.</p>
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Directions Fill in the graphic organizer to show the important story events in the correct sequence. Then answer the question.



5. How did clue words help you fill in the organizer above?

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Home Activity Your child identified the sequence in a realistic story. Talk with your child about a day or activity you shared. Then ask your child to use clue words to tell the events in sequence.

Sequence of Events

- The **sequence of events** in a story is the order in which events happen.
- Clue words, such as *first*, *next*, *then*, and *finally* are often used to signal the sequence of events. Dates and times can also be clues. Sometimes, no clue words are used at all.

Directions Read the following passage.

First my parents told me they were going to start looking for a new house for us to live in. Did I want to move? No way! I was perfectly happy in our old house. I had friends next door and friends across the street, and I liked my room. I didn't want to go to a different school.

Then my parents said they'd look for a house in the same neighborhood so I didn't have to change schools. At least that was something. So after looking and looking, they finally found a house they liked. But it was in a different town. I had to change schools after all.

Directions Number the following three events in the order in which they happened.

1. _____ My parents found a house.
2. _____ My parents said we were going to move.
3. _____ My parents looked for a house in our neighborhood.
4. What, if anything, might have changed if the child's parents had said they were moving out of town right from the beginning?

5. What happened at the end of the story?



Home Activity Your child learned about understanding and recognizing the sequence of events that happen in a story. Read a story together. Ask your child to tell you what happened first, next, and last.

Name _____

Draw Conclusions

- When you **draw conclusions**, they can be based on the information in a story or information you know from your own life.

Directions Read the following passage. Give a detail from the article that supports each conclusion below. Write the detail on the line.

The Korean War was the setting for a television comedy called *M*A*S*H*. This title is pronounced like the word *mash*, and its initials stand for “Mobile Army Surgical Hospital.” A group of initials that can be pronounced as a word is called an *acronym*.

The main characters on *M*A*S*H* were American army doctors and nurses. Hawkeye, the central character, laughed all the time and told jokes. Everyone liked Hawkeye for his sense of humor. Another popular character was Radar O’Reilly, the company clerk. Radar was always anxious to do his job well.

When trucks or helicopters brought wounded soldiers to the hospital, the doctors worked hard to save them. Sometimes days went by without any wounded coming in. On these days, the doctors and nurses would play games or practical jokes to relieve the boredom.

*M*A*S*H* was a very funny show that made people laugh. It was also a serious drama that criticized war and the waste of lives. The show was broadcast for more than ten years and won many awards.

1. Conclusion: *M*A*S*H* used humor to criticize a serious subject.

Supporting Detail: _____

2. Conclusion: There was not much for the doctors to do when there were no wounded.

Supporting Detail: _____

3. Conclusion: *M*A*S*H* was a popular and successful show.

Supporting Detail: _____

4. Conclusion: The actors and writers on *M*A*S*H* were very good at their jobs.

Supporting Detail: _____

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Home Activity Your child identified details from an article that supported certain conclusions. Read a story with your child. Take turns drawing conclusions about the characters, plot, and theme. Make sure your child can support his or her conclusions.

Name _____

Sequence

- The **sequence** in a story is the order in which events happen.
- **Clue words**, such as *first*, *next*, *then*, and *finally*, are often used to signal the sequence in a story. Dates and times can also be clues. Sometimes, no clue words are used at all.

Directions Read the passage.

This morning, Mama ran into my room. She told me that a bad storm was coming and we had to leave home and go to my aunt's house. Then she told me to pack my things. I didn't want to leave, but I did as Mama asked. Next, we walked

to the train station. We got on the train. I watched as our house got farther and farther away. It seemed like we were on the train forever. Finally we arrived at the station near my aunt's house.

Directions Circle the statements that best tell the beginning, middle, and end of the story.

Beginning

1. We had to leave our home.
We walked to the station.
My aunt lives far away.

Middle

2. It was a short trip.
A bad storm was coming.
We took a train ride.

End

3. I didn't want to leave.
We got to a station near my aunt's house.
I packed my things.

4. Circle clue words in the passage that tell the order of events. Then write them.

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Home Activity Your child learned about understanding and recognizing the order of events that happen in a story. Find a short newspaper article about something your child might be interested in. Read the article together and ask your child to tell what happened at the beginning of the article, the middle of the article, and the end of the article.

Name _____

Adverbs

Directions Make each sentence more specific by adding an adverb from the box or an adverb of your own. Write the new sentence.

impressively
really

cautiously
outside

always
suddenly

1. Jonah practices Korean martial arts in the mornings.

2. He likes *tae kwon do*.

3. Jonah kicks his legs.

4. Jonah and the other class members jump.

5. The teacher uses his feet.

6. In warm weather, students practice in the courtyard.

Directions Write two sentences about actions you do in a sport or activity. Use at least two adverbs. Underline the adverbs.



Home Activity Your child learned how to use adverbs in writing. Have your child write a postcard to a friend or family member and include an adverb in the message.

Name _____

Writing • Free Verse Poetry

Key Features of Free Verse Poetry

- words arranged in lines
- no fixed rhyme schemes
- may or may not have stanzas
- may include little or no punctuation

music class

steady *thump thump thump* CLASH
drums and cymbals
make me jerk stiffly
on the hard seat
where I was told to sit

a long screech
like a mad barn cat
I press my hands hard against my ears
until they hurt like the sound
made by that violin

tinkling sounds
made by fingers running up
running quickly down
the piano keys
two and three and four struck together
make chords
that my stretching fingers can't quite reach

then the soothing flow
of a mellow tone
like melting dark chocolate
sending warm waves down my back
filling my middle with comfort

my first day of music class
and I chose
the cello.

1. Circle the last word of each line in the first stanza. Do these words rhyme?

2. How are the line lengths in the second stanza different?

3. Write the words in the third stanza that create a mental picture of hands playing the piano.

Name _____

Vocabulary • Word Structure

- A **compound word** is a word made up of two or more smaller words.
- You can often figure out the meaning of an unfamiliar compound word if you know the meanings of the smaller words. Sometimes the meanings of the smaller words do not help with meaning but do help you recognize the compound word.

Directions Read the following passage about a boy who returned to his birthplace. Then answer the questions below. Look for compound words as you read.

Haresh had moved away from India when he was a baby. He couldn't remember his birthplace at all, so he was glad when his grandparents asked him to visit them in India. Haresh had a great time. He ran through the raindrops with

cousins he had just met. He saw many new sights. But Haresh was a little homesick. When it was time to say farewell and report to the airport, he was ready. Haresh looked forward to returning to India next summer, though.

1. What are the two parts of *birthplace*?

2. How do the two parts of *raindrops* help you figure out the word's meaning?

3. If you are homesick, what do you want to do?

4. What two smaller words make up the compound word *farewell*?

5. Which word is compound—*report* or *airport*? How do you know?



Home Activity Your child identified and used compound words. With your child, see how many compound words you can think of that include the word *over*. Make a list of the words.

Name _____

Adverbs

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.

Korea

(1) It rains heavily in Korea in winter. (2) After the rains, the rice grows quickly in the wet fields. (3) Farmers soon plant some vegetables. (4) Fishermen work there on the coasts. (5) They catch many kinds of fish easily. (6) Some farmers grow oranges yearly. (7) Today Korea produces much food.

1 Which word is an adverb in sentence 1?

- rains
 in
 heavily
 winter

2 Which word is an adverb in sentence 3?

- plant
 some
 Farmers
 soon

3 Which word is an adverb in sentence 4?

- on
 the
 there
 They

4 Which word is an adverb in sentence 5?

- easily
 many
 catch
 They

5 Which word is an adverb in sentence 7?

- Korea
 Today
 much
 produces



Home Activity Your child prepared for taking tests on adverbs. While reading a book with your child, have him or her describe the actions in a picture using two adverbs in the description. Then have your child explain what might happen next.

Name _____

Adverbs

Directions Underline the adverb in each sentence.

1. Often, moving to a new country is difficult.
2. You must leave your friends behind.
3. The houses are built differently.
4. The people dress strangely.
5. Soon you like your new home.

Directions Choose the correct word in () to complete each sentence. Write the new sentence.

6. Kim's grandpa lived (peacefully, peaceful) with Kim's family in Korea.

7. Kim's grandpa moved (cheerful, cheerfully) to America with the family.

8. He (kindly, kind) tells Kim a story each night.

9. He (usually, usual) tells stories about life in Korea.

10. Kim looks forward (excited, excitedly) to her grandpa's stories.



Home Activity Your child reviewed adverbs. While playing actively, have your child demonstrate the following movements: running slowly, crawling quietly, and walking carefully.

Name _____

Adverbs

An **adverb** is a word that can tell when, where, or how something happens.

Now the movers pack the furniture. (when)

They carry the furniture outside. (where)

They carefully load the van. (how)

- Adverbs can come before or after the verbs they describe.
- Adverbs that tell how something happens often end in *-ly*.

Directions Underline the adverbs in the sentences.

1. Kim's mother often cooks Korean dishes.
2. She chops cabbage carefully.
3. She gently mixes more vegetables.
4. She quickly cooks the mixture on the stove.

Directions Choose the correct word in () to write each new sentence.

5. Everyone (usual, usually) wears costumes to the school party.

6. Kim (happily, happy) wears her Korean outfit.

7. The jacket fits (tight, tightly) around her shoulders.

8. The skirt falls (loosely, loose) around her feet.



Home Activity Your child learned about adverbs. Ask your child to describe something he or she did today using one or more adverbs.

Name _____

Homophones

Directions Circle the homophone that matches the definition.

- | | | |
|-------------------------------------|------|-------|
| 1. a number between seven and nine | ate | eight |
| 2. belonging to us | hour | our |
| 3. two of a kind | pair | pear |
| 4. to be aware of sounds | hear | here |
| 5. just and right | fair | fare |
| 6. big strong animal covered in fur | bare | bear |
| 7. precious and beloved | dear | deer |

Directions Each sentence contains two words in (). Underline the word that belongs in the sentence.

8. A bicycle has (too, two) wheels and a tricycle has three.
9. Vegetable gardens need a lot of (rain, reign) to grow.
10. My mother likes to add a pinch of (thyme, time) to her stew recipe.
11. Ti Su and Jacques invited us to (there, their) party.
12. The first flower to bloom in my garden was a pink (rose, rows).

Directions Choose three words from the above list and write a sentence for each word.

13. _____

14. _____

15. _____

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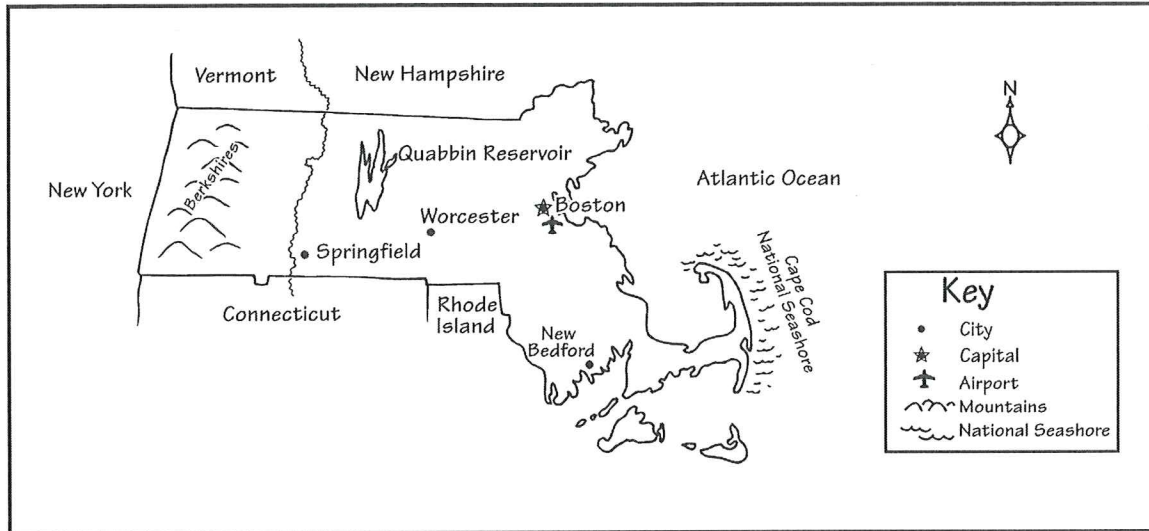
Home Activity Your child used context clues to choose the correct homophone. Read a folk tale aloud to your child. When you come to a homophone, have your child spell and define it.

Name _____

Atlas

An **atlas** is a book of maps. **CD-ROM atlases** contain maps too. CD-ROMs can store a large amount of information on a small disk. On one CD-ROM, you can find a collection of maps of countries, states, cities, as well as road maps.

Directions Look at the map of Massachusetts. Then answer the questions below.



1. What are the names of two cities in Massachusetts?

2. The airport is located near which city and which body of water?

3. Which two states border Massachusetts on the north?

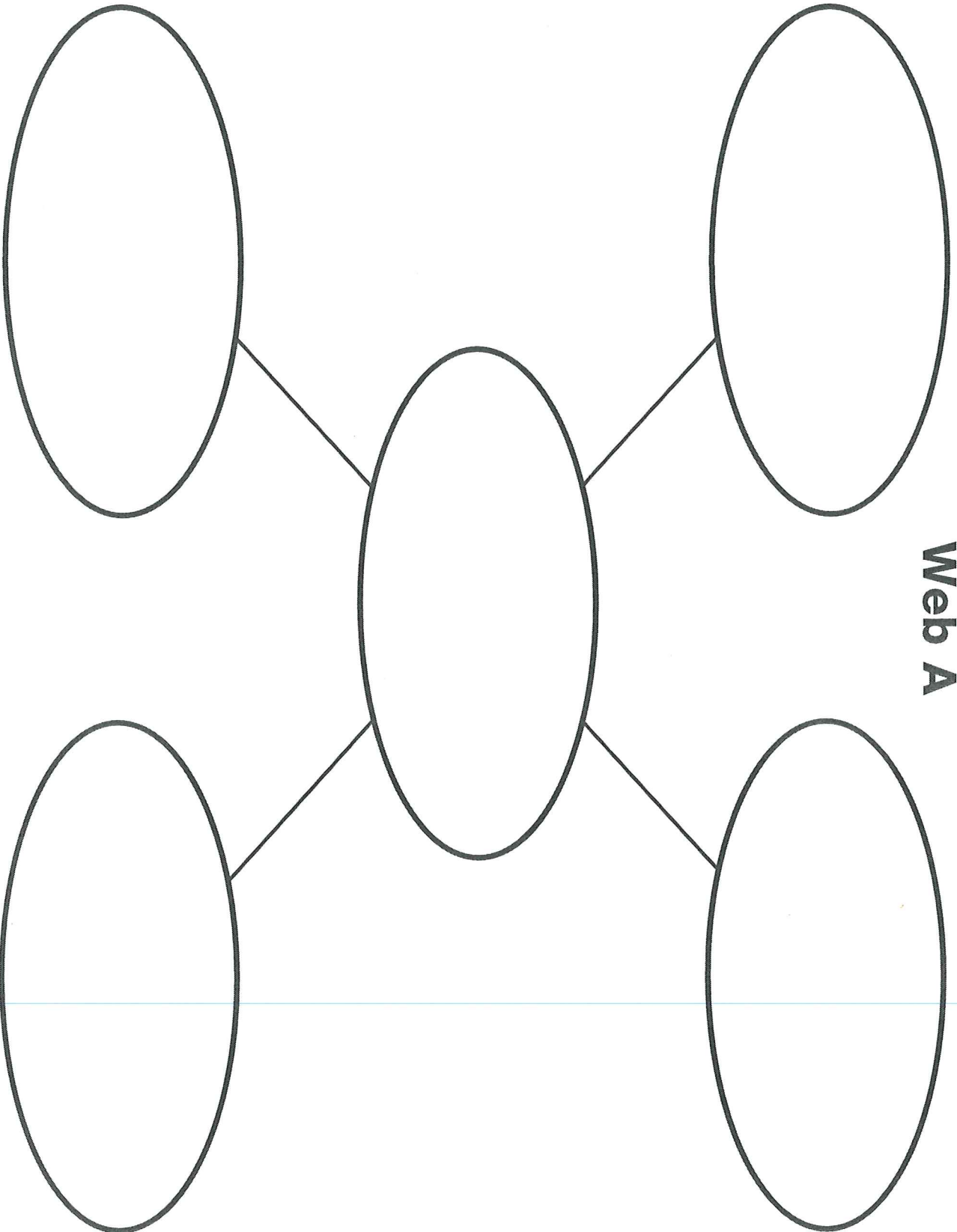
4. What are the Berkshires?

5. How would you describe the location of the Quabbin Reservoir in the state?



Home Activity Your child answered questions about a map. Look at an atlas with your child. Look through the different maps and discuss all of the different features that are shown.

Web A



Name _____