

Name \_\_\_\_\_

# Vocabulary

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

- \_\_\_\_\_ 1. flies at a great height
- \_\_\_\_\_ 2. bunch of flowers
- \_\_\_\_\_ 3. hard to do or understand
- \_\_\_\_\_ 4. eating with short, quick bites
- \_\_\_\_\_ 5. walk or dock built out over water

**Check the Words  
You Know**

- \_\_\_bouquet
- \_\_\_circus
- \_\_\_difficult
- \_\_\_nibbling
- \_\_\_pier
- \_\_\_soars
- \_\_\_swallow

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

- 6. The \_\_\_\_\_ performers included clowns, tumblers, trapeze artists, and trained lions and tigers.
- 7. My throat hurt too much to \_\_\_\_\_ anything except ice-cold drinks.
- 8. I like to watch the squirrels \_\_\_\_\_ the scraps of food we toss into the garden.
- 9. Abuelito's kite \_\_\_\_\_ high above the others because he has great skill.
- 10. I would not have found the exam so \_\_\_\_\_ if I'd only studied harder.

## Write a Story

On a separate sheet of paper, write a short story about a fun day you once spent with a parent or grandparent. Use as many vocabulary words as you can in your writing.



**Home Activity** Your child identified and used vocabulary words from *I Love Saturdays y domingos*. Read an article about circus animals with your child. Use this week's vocabulary words to talk about the article.

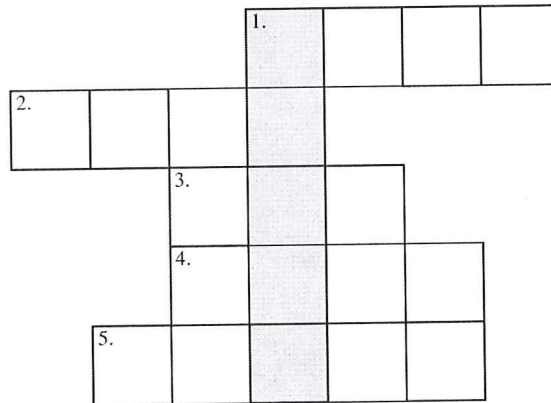
Name \_\_\_\_\_

# Homophones

**Riddle** Read a clue and write the list word in the boxes. The answer to the riddle will be in the shaded boxes.

*What word does everyone say wrong?*

1. seven days
2. large animal
3. also
4. understood
5. not wrong



## Spelling Words

to  
too  
two  
week  
weak  
road  
rode  
  
stair  
stare  
bear  
bare  
write  
right  
new  
knew

**Word Scramble** Rearrange the letters to form a list word.

- |          |          |
|----------|----------|
| 6. tow   | 6. _____ |
| 7. tears | 7. _____ |
| 8. wake  | 8. _____ |

**Rhyming** Write the missing list word. It will rhyme with the underlined word.

9. I think you'll need to use a \_\_\_\_\_ screw.
10. He carried the load down the winding \_\_\_\_\_ .
11. Be sure to \_\_\_\_\_ your name on your kite.
12. Your pleasant stare is easy to \_\_\_\_\_.
13. Will we have time to go to the zoo \_\_\_\_\_ ?
14. We \_\_\_\_\_ a few of the players.



**Home Activity** Your child has been learning to spell homophones. Help your child make a list of homophones, including some that are not on this page.

# Homophones

Spelling Words				
to	too	two	week	weak
road	rode	stair	stare	bear
bare	write	right	new	knew

**Proofread Directions** Becky wrote directions to her house. Circle four misspelled words. Write them correctly. What word should Becky have used instead of **shortest**? Write it.

- Start on Sunshine Rode
- Go to the flower shop.
- Turn write after two blocks.
- It's across from the knew park.
- There are too yellow houses. It's the shortest one.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Frequently Misspelled Words**

too  
two

**Meaning Connections** Write a list word to complete the sentence.

- |   |           |
|---|-----------|
| 6. I'm the art helper this _____ .          | 6. _____  |
| 7. It's a grizzly _____ !                   | 7. _____  |
| 8. Mom _____ the train to work.             | 8. _____  |
| 9. We just _____ the boat would sink.       | 9. _____  |
| 10. The box is on the top _____ .           | 10. _____ |
| 11. Tie the leash _____ the post.           | 11. _____ |
| 12. Don't use _____ much flour in the cake. | 12. _____ |



**Home Activity** Your child identified misspelled homophones. Ask your child to spell and define three groups of homophones.

Name \_\_\_\_\_

# Homophones

Spelling Words				
to	too	two	week	weak
road	rode	stair	stare	bear
bare	write	right	new	knew

**Context Clues** Write the missing words. Use all the words in each homophone group in one sentence.

Do you (1) \_\_\_\_\_ with your (2) \_\_\_\_\_ hand?

1. \_\_\_\_\_ 2. \_\_\_\_\_

The (3) \_\_\_\_\_ dogs want (4) \_\_\_\_\_ eat (5) \_\_\_\_\_ .

3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

Sam (6) \_\_\_\_\_ he'd get a (7) \_\_\_\_\_ bike.

6. \_\_\_\_\_ 7. \_\_\_\_\_

We (8) \_\_\_\_\_ on the bumpy (9) \_\_\_\_\_.

8. \_\_\_\_\_ 9. \_\_\_\_\_

He's felt (10) \_\_\_\_\_ all (11) \_\_\_\_\_ .

10. \_\_\_\_\_ 11. \_\_\_\_\_

The dancing (12) \_\_\_\_\_ danced in its (13) \_\_\_\_\_ feet.

12. \_\_\_\_\_ 13. \_\_\_\_\_

The cats just (14) \_\_\_\_\_ at the (15) \_\_\_\_\_ .

14. \_\_\_\_\_ 15. \_\_\_\_\_



**Home Activity** Your child wrote homophones. Point to a list word. Have your child use the word in a sentence.



Name \_\_\_\_\_

# Homophones

**Directions** Choose the word that best matches each definition. Write the word on the line.

- |       |                             |        |       |
|-------|-----------------------------|--------|-------|
| _____ | 1. a small room in a prison | sell   | cell  |
| _____ | 2. to record on paper       | right  | write |
| _____ | 3. 60 minutes               | hour   | our   |
| _____ | 4. not strong               | weak   | week  |
| _____ | 5. a period of darkness     | knight | night |
| _____ | 6. swallowed                | ate    | eight |
| _____ | 7. a story                  | tail   | tale  |
| _____ | 8. also                     | to     | too   |

**Directions** Choose the best word to complete each sentence. Write the word on the line.

- \_\_\_\_\_ 9. My aunt (cent/sent) us a letter.
- \_\_\_\_\_ 10. I did not (hear/here) you.
- \_\_\_\_\_ 11. The letter said my aunt would (meat/meet) us at the airport.
- \_\_\_\_\_ 12. Our (plain/plane) arrived late.
- \_\_\_\_\_ 13. We looked everywhere and did not (sea/see) my aunt.
- \_\_\_\_\_ 14. Finally (eye/I) spotted her near the baggage claim area.
- \_\_\_\_\_ 15. Then we (knew/new) everything would be fine in our new country.

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**Home Activity** Your child identified and wrote homophones—words that sound the same but have different meanings and spellings. Work with your child to make a list of other homophones, such as *for/four*, *heard/herd*, *sail/sale*, and *one/won*. Take turns writing sentences that correctly use each homophone.

Name \_\_\_\_\_

# Homophones

**Generalization** A homophone is a word that sounds exactly like another word but has a different spelling and meaning: **week, weak.**

**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**

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

1. \_\_\_\_\_

9. \_\_\_\_\_

2. \_\_\_\_\_

10. \_\_\_\_\_

3. \_\_\_\_\_

11. \_\_\_\_\_

4. \_\_\_\_\_

12. \_\_\_\_\_

5. \_\_\_\_\_

13. \_\_\_\_\_

6. \_\_\_\_\_

14. \_\_\_\_\_

7. \_\_\_\_\_

15. \_\_\_\_\_

8. \_\_\_\_\_

## Spelling Words

1. to
2. too
3. two
4. week
5. weak
6. road
7. rode
8. stair
9. stare
10. bear
11. bare
12. write
13. right
14. new
15. knew

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**Home Activity** Your child is learning to spell and distinguish between homophones: words having the same pronunciation but different spellings and meanings. To practice at home, use the list words in sentences and have your child write the words.

Name \_\_\_\_\_

# Syllable Pattern CVVC

**Directions** Draw a / mark to correctly divide each word into syllables. Write the syllables on the lines. (Example: *di/ary*).

1. create \_\_\_\_\_
2. giant \_\_\_\_\_
3. piano \_\_\_\_\_
4. realize \_\_\_\_\_
5. pioneer \_\_\_\_\_
6. violin \_\_\_\_\_
7. riot \_\_\_\_\_
8. Indian \_\_\_\_\_

**Directions** Each sentence contains an underlined word. Divide the word into syllables correctly. Write the syllables on the line, with a / mark between them.

9. The block castle lay in ruins on the playroom floor.

\_\_\_\_\_

10. Cats must have meat in their diet in order to survive.

\_\_\_\_\_

11. Mr. Mills reminded the students to study for the science test.

\_\_\_\_\_

12. The team played baseball in a small minor league stadium.

\_\_\_\_\_



**Home Activity** Your child divided CVVC words correctly into syllables. Read an article about Mexican culture with your child. Point to words that have two vowels together that have different sounds. Have your child pronounce them correctly.

Name \_\_\_\_\_

# Vocabulary • Homophones

- A **cygnet** is a baby swan and a **signet** is a heavy gold ring. The two words sound exactly alike, but they look different and they mean different things. Words that sound alike but look different and have different meanings are called **homophones**.
- You can use **context clues** to figure out the correct homophone to use in a sentence.

**Directions** Next to each word below, write its homophone.

- |          |       |          |       |
|----------|-------|----------|-------|
| 1. brake | _____ | 2. waist | _____ |
| 3. pane  | _____ | 4. pause | _____ |
| 5. soar  | _____ | 6. rap   | _____ |
| 7. suite | _____ | 8. reed  | _____ |

**Directions** Each sentence below has a pair of homophones in ( ). Use context clues to choose the correct homophone and underline it.

- The bald eagle and the stars and stripes are (cymbals, symbols) of the U.S.A.
- The driver slammed his foot on the (brake, break) when he saw the deer.
- Someday I hope to (right, write) a play as famous as *Macbeth*.
- The squirrel (hoards, hordes) acorns all fall so she can eat during the winter.
- The crowds cheered for the speaker until they were (hoarse, horse).
- Don't forget to (ring, wring) out the dishcloth after you clean the sink.
- The streets of San Francisco are often hidden in the morning (missed, mist).
- The long, hot August afternoon had left me feeling (board, bored) and restless.
- A (bare, bear) got into our kitchen and ate all our food while we were on vacation.
- It would take two weeks for the catcher's injured shoulder to (heal, heel).



**Home Activity** Your child identified and compared homophones. Read a short story with your child. Point to words that have homophones, such as *stare*. Take turns with your child defining the word in the story, then spelling and defining its homophone (i.e., *stair*).



Name \_\_\_\_\_

# Main Idea and Details

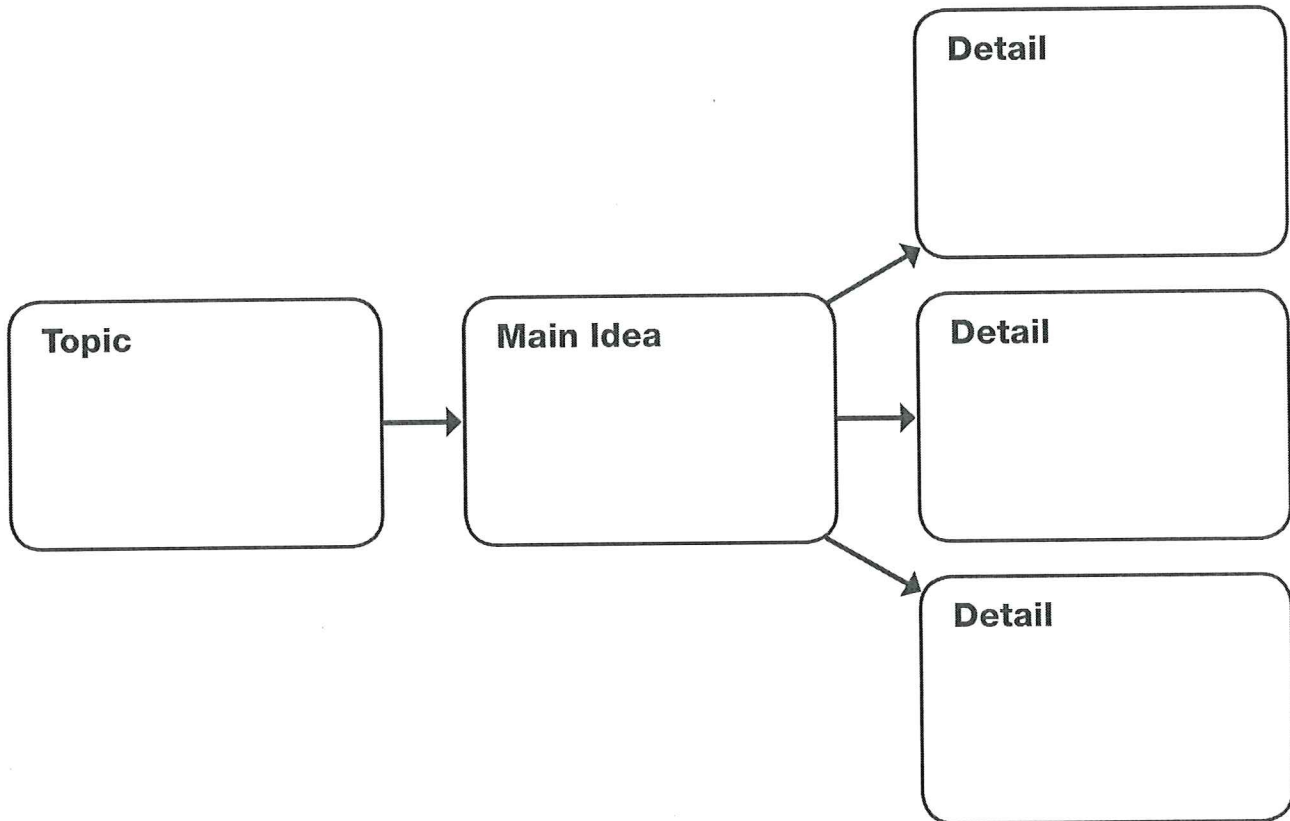
- The **topic** is what a piece of writing is about.
- The **main idea** is the most important idea about a topic.
- **Supporting details** are small pieces of information that tell more about the main idea.

**Directions** Read the following passage.

If you're going to eat cookies, you should eat homemade cookies. When you make your own cookies, you can make cookies that are as good for you as possible. My grandmother and I often make cookies together. We always use the

freshest ingredients. We look for recipes that don't use much sugar. We put in healthy foods, such as nuts and raisins, to give our cookies their special flavor. Nothing tastes better than a warm cookie right out of the oven!

**Directions** Fill in the graphic organizer to show the topic, main idea, and details of the passage.



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**Home Activity** Your child identified the main idea and supporting details in a passage. Read a realistic story with your child. Then ask him or her to identify the topic, main idea, and the supporting details.

Name \_\_\_\_\_

# Main Idea and Details

- The **topic** is what a piece of writing is about.
- The **main idea** is the most important idea about the topic.
- **Details** are small pieces of information that tell more about the main idea.

**Directions** Read the following passage. Then fill in the graphic organizer below.

<p><b>S</b>aturday morning is my favorite part of the weekend. First of all, I can sleep in because there's no school. Sometimes I just lie in bed and daydream. Then, if the weather is nice, I get dressed and take my dog Pounce for a walk. Sometimes my big brother takes us to the dog park so</p>	<p>that Pounce can play with the other dogs. On days when it's cold or rainy outside, I snuggle into my fuzzy blue robe and watch cartoons. When my mom gets up, she and I make blueberry pancakes with whipped cream.</p>
--	--

<b>1. Main Idea</b>			
_____			
_____			
<b>2. Detail</b>	<b>3. Detail</b>	<b>4. Detail</b>	<b>5. Detail</b>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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**Home Activity** Your child identified main ideas and details in a passage. Ask your child to tell you about his or her favorite part of the week. Together, write a sentence that tells the main idea. Then ask your child to tell several details about the main idea.

## Main Idea and Details

- The **topic** is what a piece of writing is about.
- The **main idea** is the most important idea about the topic.
- **Details** are small pieces of information that tell more about the main idea.

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

**S**nacks can be good for you! A healthy snack is easy to make from things in the kitchen. Sometimes I just mix up raisins and peanuts to make my own trail mix. I like to add granola or fruit to a cup of yogurt. My favorite snack is a piece of cheese on a cracker.

Yesterday, I made my own happy face snack. I got a cup of applesauce, cinnamon, some raisins, and a rice cake. I mixed a little cinnamon into the applesauce. Then I spread it on the rice cake and used the raisins to make a smiley face. It looked cute and tasted delicious!

1. What is the topic of this piece of writing?

\_\_\_\_\_

2. What is the main idea in the first paragraph?

\_\_\_\_\_

3. What is a detail that tells about the main idea?

\_\_\_\_\_

\_\_\_\_\_

4. What is the main idea in the second paragraph?

\_\_\_\_\_

5. What is a detail that tells about the main idea?

\_\_\_\_\_

\_\_\_\_\_



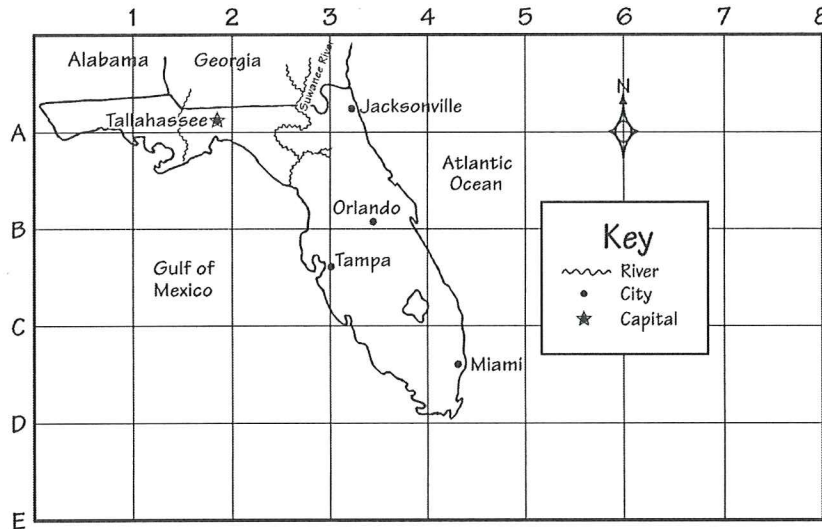
**Home Activity** Your child identified main ideas and details in a passage. Ask your child to tell you a story about something that happened in school today. Together, write a sentence that tells the main idea. Then ask your child to tell several details about the main idea.

Name \_\_\_\_\_

# Maps

**Maps** are drawings of places that show cities, states, and countries. Some maps show roads. Other maps show hills, mountains, and bodies of water. **Symbols** show the location of different places.

**Directions** Look at the map of Florida. Then answer the questions.



1. Florida is located between which two bodies of water?

\_\_\_\_\_

2. What is the state capital of Florida? What number and letter tell the location of the capital?

\_\_\_\_\_

3. Which two states border Florida?

\_\_\_\_\_

4. What river is shown on the map?

\_\_\_\_\_

5. Would you use this map to find the road routes you would follow to drive from Tampa to Orlando? Explain.

\_\_\_\_\_

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**Home Activity** Your child answered questions about a simple state map. Look at a map of your own state with your child. Locate places you have visited. Point out major rivers, lakes, mountains, or any appropriate landform. If possible, identify the bordering states.



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 differences are *but, however, different,* and *instead of*.

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

Three languages are spoken most in the world. They are Chinese, English, and Spanish. Almost one billion people in the world speak Chinese. That is more than any other language. The number of people who speak English and Spanish are almost the same. When you write English and Spanish, you use the same letters. Some of the sounds are different, however.

When you write Chinese, you use symbols. Some of the symbols mean sounds. Some of the symbols mean words. And some of the symbols mean whole ideas.

It's easier to learn a language when people in your family speak it. Then you hear it all the time. What languages do the people in your family speak?

1. Which languages are being compared?

\_\_\_\_\_

2. Which language uses symbols?

\_\_\_\_\_

3. Which languages use the same letters?

\_\_\_\_\_

4. What three things do Chinese symbols stand for?

\_\_\_\_\_

5. Which language do you think would be hardest to learn? Why?

\_\_\_\_\_

\_\_\_\_\_

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**Home Activity** Your child learned about telling how two or more things are alike and different. Ask your child to make two drawings of a favorite family event. Have him or her tell you what is alike and different about the drawings.

Name \_\_\_\_\_

## Writing • Personal Narrative

### Key Feature of a Personal Narrative

- tells about a personal experience
- written in the first person
- usually written in the order in which the events happened

### Costume Party

**M**y name is Tony. I'm the odd person in my family. That's because I'm the only boy. I have two older sisters and two younger ones. I'm right in the middle.

Last year, a friend of ours was having a costume party. We all wanted to go. Mom said we had to clean our bedrooms before we went to the party.

I made a deal with my sisters. If they would clean my room, I would let them choose my costume. After we made

the deal, my sisters cleaned my room. I thought that was pretty cool.

When it was time to get dressed for the party, my sisters decided on a costume for me. They dressed me up like a rabbit and painted my face! I was kind of mad at first. Then Mom said it was the funniest thing she had seen in a long time. I had to smile. I did look pretty funny. We all had a good laugh.

1. How can you tell this narrative is written in first person?

2. What words does the author use to tell you how long ago the events in this narrative happened?

3. What words does the author use to show the order of events in the narrative?

**Scoring Rubric: Writing for Tests: Personal Narrative**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Focus/Ideas</b>	Focuses on specific, real memory; told from writer's point of view	Includes events from writer's memory; told from writer's point of view	Includes some events from writer's memory; mostly told from writer's point of view	Narrative does not focus on real events from writer's memory
<b>Organization</b>	Clear order of events	Can follow order of events	Unclear order of events	No order of events
<b>Voice</b>	Writer shows personal emotions, thoughts, and opinions	Writer shows some personal emotions, thoughts, and opinions	Writer shows few personal emotions, thoughts, and opinions	Writer shows no personal emotions, thoughts, and opinions
<b>Word Choice</b>	Strong use of verbs and adjectives to bring the story to life	Good try at using verbs and adjectives	Poor use of verbs and adjectives; story lacks description	No effort made to use verbs and adjectives
<b>Sentences</b>	Clear sentences of different lengths and types	Sentences of a few lengths and types	Sentences of similar length and type	No variety of sentence length and type
<b>Conventions</b>	Few, if any, errors; correct use of verbs and adjectives	Several small errors; use of verbs and adjectives	Many errors; weak use of verbs and adjectives	Many serious errors; incorrect or no use of verbs and adjectives



Name \_\_\_\_\_

## Comparative and Superlative Adjectives

**Adjectives** are often used to make comparisons. To compare two people, places, or things, you usually add *-er* to an adjective to make a comparative adjective. To compare three or more people, places, or things, you usually add *-est* to an adjective to make a superlative adjective.

Sometimes you must change the spelling of an adjective when you write the *-er* or *-est* form.

Drop final <i>e</i>	fine	finer	finest
Change <i>y</i> to <i>i</i>	easy	easier	easiest
Double final consonant	big	bigger	biggest

Chicago is a bigger city than Baltimore.

New York is the biggest city in the United States.

**Directions** Underline the adjective that compares in each sentence.

1. Abuelito goes to the seashore on the sunniest day of the week.
2. This fish is smaller than that one.
3. Abuelito makes the prettiest kite of all.
4. Abuelito has the cleanest aquarium in town.
5. Some fish in the aquarium are bigger than others.

**Directions** Write *C* if the underlined adjective is a comparative adjective. Write *S* if it is a superlative adjective.

6. Grandpa had a harder childhood than his granddaughter. \_\_\_\_\_
7. Grandma's grandmother had the longest trip to California. \_\_\_\_\_
8. The roughest ride was in a covered wagon. \_\_\_\_\_
9. Was Grandpa's trip from Europe easier? \_\_\_\_\_
10. Abuelita is the proudest grandparent. \_\_\_\_\_



**Home Activity** Your child learned about adjectives that compare. Ask your child to describe some television programs using adjectives that compare.



Name \_\_\_\_\_

# Comparative and Superlative Adjectives

**Directions** Underline the adjective that compares in each sentence.

1. My grandma's house is closer than your grandma's house.
2. My grandpa is older than my grandma.
3. Dan's grandpa is the youngest grandpa of all.
4. I play the trickiest card game with my grandma.
5. Ana's grandpa is smarter than anyone.

**Directions** Choose the adjective in ( ) that correctly completes each sentence. Write the adjective on the line.

6. Her grandparents have (stranger, strangest) hobbies than mine do.  
\_\_\_\_\_
7. Grandpa had the (healthier, healthiest) year ever.  
\_\_\_\_\_
8. Those old pictures of Grandma are the (cuter, cutest) of all.  
\_\_\_\_\_
9. Grandma wore (fancier, fanciest) hats back then.  
\_\_\_\_\_
10. Grandpa had a (happier, happiest) birthday this year than last year.  
\_\_\_\_\_
11. Grandpa tells the (funnier, funniest) jokes in the world.  
\_\_\_\_\_
12. My grandparents give the (finer, finest) gifts of all.  
\_\_\_\_\_



**Home Activity** Your child reviewed adjectives that compare. While listening to music with your child, discuss what you like and dislike. Have your child name some adjectives that compare used in the discussion.

Name \_\_\_\_\_

# Comparative and Superlative Adjectives

**Directions** Add a comparative or superlative adjective to complete each sentence. Use a form of an adjective from the box or an adjective of your own. Make any necessary spelling changes. Write the new sentence.

tasty                  nice                  bright                  cute                  large

1. The kite was the \_\_\_\_\_ kite in the sky.

\_\_\_\_\_

2. Abuelita's *huevos rancheros* is the \_\_\_\_\_ breakfast of all.

\_\_\_\_\_

\_\_\_\_\_

3. The circus elephant is \_\_\_\_\_ than the tiger.

\_\_\_\_\_

4. The colorful balloons were the \_\_\_\_\_ surprise in the world.

\_\_\_\_\_

\_\_\_\_\_

5. Is Grandma's tabby cat \_\_\_\_\_ than Abuelita's dog?

\_\_\_\_\_

**Directions** Write two sentences comparing two or more pets or other animals. Use at least two adjectives that compare. Underline the adjectives.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Home Activity** Your child learned how to use adjectives that compare in writing. Have your child write a note to a friend or family member that includes one or more adjectives that compare.

Name \_\_\_\_\_

# Comparative and Superlative Adjectives

**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.

## A Fun Day with Grandparents

(1) Of all the people in her family, Ana's grandparents are more happy about her visit. (2) At breakfast, Grandma makes a bigger breakfast than Ana's mother usually makes. (3) Her pancakes with honey are sweeter than eggs. (4) They have a party that is lively than a regular day. (5) A piñata is the most great part of the party. (6) Grandma gives Ana a necklace as a gift. (7) Her grandparents are the nicest grandparents in the world.

- 1 What change, if any, should be made to sentence 1?
- Change *more happy* to **more happier**
- Change *more happy* to **happiest**
- Change *more happy* to **most happy**
- Make no change
- 2 What change, if any, should be made to sentence 3?
- Change *sweeter* to **sweetest**
- Change *sweeter* to **more sweet**
- Change *sweeter* to **most sweeter**
- Make no change
- 3 What change, if any, should be made to sentence 4?
- Change *lively* to **livelier**
- Change *lively* to **most lively**
- Change *lively* to **more liveliest**
- Make no change

- 4 What change, if any, should be made to sentence 5?
- Change *most great* to **greater**
- Change *most great* to **most greatest**
- Change *most great* to **greatest**
- Make no change
- 5 What change, if any, should be made to sentence 6?
- Change *large* to **larger**
- Change *large* to **largest**
- Change *large* to **more larger**
- Make no change



**Home Activity** Your child prepared for taking tests on adjectives that compare. Have your child find two adjectives that compare in a letter or an e-mail from a friend or family member.