

Name _____

Vowel Diphthongs

Proofread a Book Report Circle four spelling mistakes in Tom's book report. Write the words correctly. Then write the last sentence, adding the missing word.

Book Report

My book is about a boy who makes a voyage of two thosand miles. He has to avood a thief on the proul, posion, and other dangers. Finally, he is _____ by a kind man.

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

Spelling Words

proud
shower
hour
amount
voyage
choice
avoid
thousand

prowl
employ
bounce
poison
annoy
appoint
broil

Frequently Misspelled Words

found
house

Proofread Words Draw a line through the word that is **not** spelled correctly. Write the word correctly.

6. I'm so **proud** **prowd** of you! _____
7. Shall we **briol** **broil** the meat? _____
8. I have to practice for an **howr** **hour**. _____
9. Let's **bounce** **bownce** on the trampoline. _____
10. Do **appoint** **appoynt** three people. _____
11. The **choice** **choise** was correct. _____
12. The pup doesn't mean to **annoy** **anoiy** you. _____

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Home Activity Your child spelled words with the vowel sounds heard in *out* and *toy*. Read a sentence on this page, and have your child spell the list word.

Name _____

Vocabulary

Check the Words You Know

- | | |
|----------------|--------------|
| ___errands | ___bundles |
| ___steady | ___wobbled |
| ___dangerously | ___arranged |
| ___unwrapped | ___excitedly |



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

1. Hold the ladder _____ so I can climb up.
2. I _____ often when I first learned to ride a bike.
3. He _____ his birthday presents after the party.
4. She did a few _____ to help her grandmother.
5. We tied our clothes in _____ and went to the laundry.

Directions Draw a line from the word to its definition.

- | | |
|----------------|------------------------------|
| 6. dangerously | put in order |
| 7. arranged | shook from side to side |
| 8. excitedly | uncovered |
| 9. unwrapped | in an unsafe way |
| 10. wobbled | with strong, lively feelings |

Write an Advertisement

On a separate sheet of paper, write an advertisement for a job. Write about someone who is looking for a student to work after school. Describe the job and how much it pays. Use as many vocabulary words as possible.

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Home Activity Your child identified and used words from *My Rows and Piles of Coins*. Read a story about a student who gets a job. Discuss the story with your child using this lesson's vocabulary words.

Name _____

Vowel Diphthongs

Generalization The vowel sound in **out** can be spelled **ou** and **ow**: **proud**, **shower**. The vowel sound in **toy** can be spelled **oi** and **oy**: **choice**, **voyage**.

Word Sort Sort the list words by their vowel spellings.

ou

1. _____

2. _____

3. _____

4. _____

5. _____

oi

8. _____

9. _____

10. _____

11. _____

12. _____

ow

6. _____

7. _____

oy

13. _____

14. _____

15. _____

Spelling Words

1. proud
2. shower
3. hour
4. amount
5. voyage
6. choice
7. avoid
8. thousand
9. prowl
10. employ
11. bounce
12. poison
13. annoy
14. appoint
15. broil

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Home Activity Your child is learning to spell words with the vowel sounds heard in *out* and *toy*. To practice at home, have your child look at the word, say it, spell it aloud, and then write each word.

Name _____

Vowel Diphthongs

Rhyme Riddles Write a list word to answer the riddle.

What starts like **shoe**
and rhymes with **power**?

1. _____

What starts like **cherry**
and rhymes with **voice**?

3. _____

What starts like **part**
and rhymes with **loud**?

5. _____

What starts like **pig**
and rhymes with **howl**?

7. _____

What starts like **book**
and rhymes with **pounce**?

2. _____

What starts like **bread**
and rhymes with **soil**?

4. _____

What starts like **ask**
and rhymes with **joint**?

6. _____

What starts like **act**
and rhymes with **toy**?

8. _____

Spelling Words

proud
shower
hour
amount
voyage
choice
avoid
thousand

prowl
employ
bounce
poison
annoy
appoint
broil

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

I have a neck but no head.

I have two arms but no hands. What am I?

9. a journey
by sea

9.

10. venom

10.

11. a light rain

11.

12. stay away

12.

13. 60 minutes

13.

14. a quantity

14.

_____	_____	_____	<input type="text"/>	_____	_____
_____	_____	_____	<input type="text"/>	_____	_____
_____	_____	_____	<input type="text"/>	_____	_____
_____	_____	_____	<input type="text"/>	_____	_____
_____	_____	_____	<input type="text"/>	_____	_____
_____	_____	_____	<input type="text"/>	_____	_____



Home Activity Your child has been learning to spell words with the vowel sounds heard in *out* and *toy*. Help your child think of other words that have these sounds.

Name _____

Vowel Diphthongs

Classifying Write the list word that belongs with each group.

1. second, minute, _____
2. fry, grill, _____
3. rain, sprinkle, _____
4. journey, trip, _____
5. million, hundred, _____
6. jump, spring, _____

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

Spelling Words

- proud
 shower
 hour
 amount
 voyage
 choice
 avoid
 thousand

 prowl
 employ
 bounce
 poison
 annoy
 appoint
 broil

Word Meanings Write the list word that means almost the same thing as the underlined word or phrase.

- | | |
|--|-----------|
| 7. Don't <u>bother</u> me. | 7. _____ |
| 8. The winners were too <u>boastful</u> . | 8. _____ |
| 9. The bill was a large <u>sum</u> . | 9. _____ |
| 10. Some spiders use <u>venom</u> to kill their prey. | 10. _____ |
| 11. Will you <u>choose</u> an assistant? | 11. _____ |
| 12. My cat likes to <u>roam</u> around at night. | 12. _____ |
| 13. Summer camps <u>hire</u> many young people. | 13. _____ |
| 14. My grandparents <u>keep away from</u> crowds. | 14. _____ |
| 15. He was careful in his <u>selection</u> of players. | 15. _____ |

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Home Activity Your child wrote words with the vowel sounds heard in *out* and *toy*. Ask your child to circle and pronounce *ou*, *ow*, *oi*, and *oy* in the list words.

Name _____

Vowel Diphthongs

Directions Circle each word with **ou** or **ow** that has the same vowel sound as **out**. Then write the word on the line.

- _____ 1. Jen slowly counted her money.
- _____ 2. She had the amount she needed.
- _____ 3. Jen was proud that she didn't have to borrow money.
- _____ 4. She could buy her mother some bath powder.
- _____ 5. Jen would also buy some yellow flowers.

Directions Circle each word with **oi** or **oy** that has the same vowel sound as **toy**. Then write the word on the line.

- _____ 6. It was time for Al to make a choice.
- _____ 7. Should he find a new employer?
- _____ 8. Al wanted to avoid a long ride to work.
- _____ 9. He wanted to enjoy his job.
- _____ 10. He also hoped to work in an office that was not noisy.

Directions Circle each word with the same vowel sound as the first word. Then underline the letters in the circled word that stand for that vowel sound.

- | | | | |
|------------|-------|-------|-------|
| 11. town | loyal | proud | snow |
| 12. boy | sound | know | broil |
| 13. choice | coat | plow | spoil |
| 14. hour | crown | float | show |
| 15. join | bay | annoy | brown |



Home Activity Your child wrote words with the vowel sound in *out*, spelled *ou* as in *proud* and *ow* as in *shower*, and the vowel sound in *toy*, spelled *oi* as in *choice* and *oy* as in *voyage*. Have your child list other words that have the vowel sounds in *out* and *toy*. Tell your child to underline the letters that stand for the vowel sound in each word.

Name _____

Long Vowel Digraphs

Directions Circle the words in the sentences that have a **long vowel** sound. Then underline the letters in each word that stand for that sound.

1. Could you repeat what you said, please?
2. The peacock displayed his wonderful tail feathers.
3. I agree that the book cover looks okay now.
4. We toasted the bread until it was brown.
5. Ronnie painted the door green.
6. The houseboat floated down the river.
7. Tad boasted about the goals you scored.
8. I roamed around the park and played in the stream.

Directions Choose the word that fits the sentence and has a **long vowel** sound. Write it on the line.

9. Do you prefer _____ fiction or fact?
 watching reading drawing

10. I watched the _____ of a good science program.
 show history repeat

11. It was about an ice cap in _____.
 Greenland Germany Antarctica

12. What is your favorite _____?
 season month subject

13. I am glad you are _____.
 fit okay well

14. I fell _____ on the bus ride home.
 seep down asleep

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Home Activity Your child identified words with long vowel sounds spelled *ea*, *ee*, *ai*, *ay*, and *oa*. Choose words that end with these vowel sounds, such as *day*, *see*, and *flow*. Have your child name rhyming words. Help your child to write the list.

Name _____

Vocabulary • Prefixes and Suffixes

- Sometimes you may come across words you do not know. You can look to see if the base word has a **prefix** at the beginning or a **suffix** at the end that helps you figure out the meaning.
- The **prefix** *un-* makes a word mean “not” or “the opposite of.” For example, *unhappy* means “not happy.”
- The **suffix** *-ly* makes a word mean “in a ___ way.” For example, *slowly* means “in a slow way.”

Directions Read each sentence. One word is underlined in each sentence. Circle the prefix *un-* or suffix *-ly* in the underlined word. Then circle the correct meaning of the word.

1. When I unloaded the heavy things from the bike, it was easy to ride.
took off put on
2. I was deeply pleased when I won the prize.
a strongly felt way very low
3. The boy stood dangerously close to the edge of the cliff.
in an unsafe way in an angry way
4. She unwrapped the gift and found ice skates inside.
took off the cover did not open
5. He laughed gleefully when he won the spelling bee.
in a silly way in a happy way
6. After the hike, we returned wearily to our tents and went to sleep.
very quickly in a tired way
7. My father proudly gave me a hug when he saw my report card.
in a loud way in a pleased way
8. I untied the bundle of coins and gave my sister a dime.
opened spilled



Home Activity Your child used prefixes and suffixes to figure out the meaning of words. With your child, read a story about a person who gets a part-time job to earn money. Encourage your child to find words that have prefixes and suffixes and to use them to figure out the meaning of unfamiliar words.

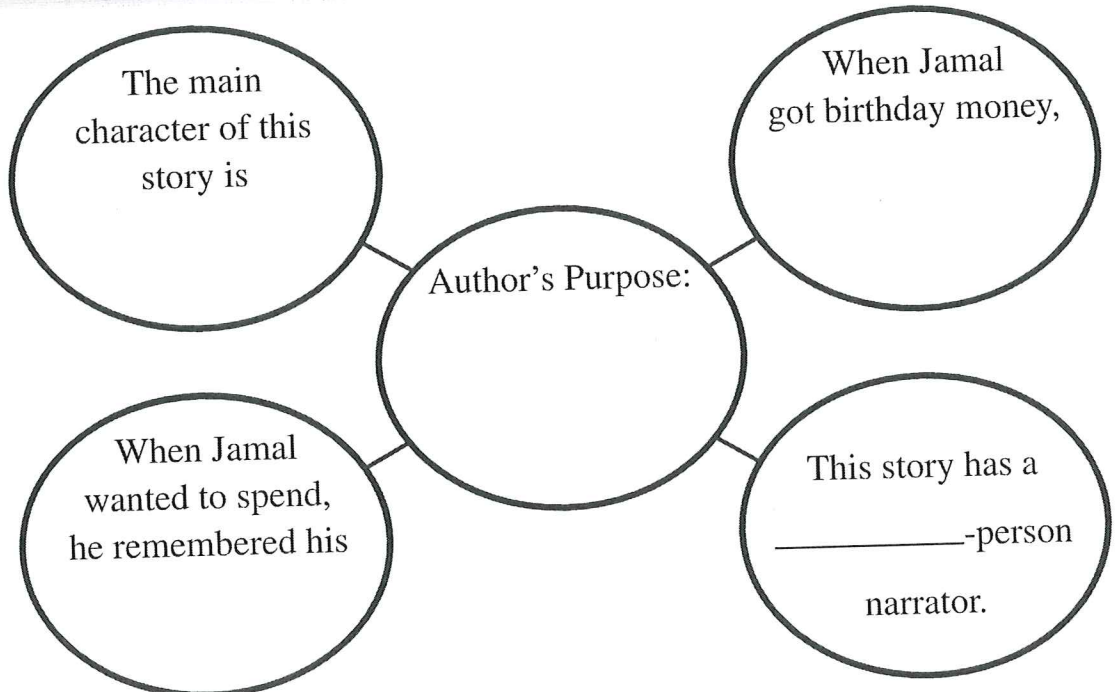
Name _____

Author's Purpose

An **author's purpose** is the author's reason for writing. An author may write to inform or teach, to entertain, to persuade, or to express thoughts and feelings. Authors choose either a first-person narrator who is often one of the story's characters or a third-person narrator who tells the story without taking part in the events. First-person narrators use language such as "I" and "me." Third-person narrators use language such as "he" and "she."

Directions Read the story. Then complete the web. Finish the sentences. Write the author's purpose in the middle circle.

<p>Jamal wanted to go to soccer camp, so he asked his dad to pay for it. "Let's make a deal," his dad said. "If you save half the cost, I'll pay the rest." Jamal thought that was fair, so he agreed.</p> <p>Right away, Jamal started to save, but sometimes it was hard. He put almost all of his allowance into the bank. He did jobs for the neighbors. He didn't spend one</p>	<p>cent of his birthday money! Whenever Jamal wanted to buy something, he thought about his goal.</p> <p>When it was time to pay for camp, Jamal had saved more than half the cost. He was proud that he had worked hard to reach his goal. You should save for something special too. You will feel great when you reach your goal!</p>
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Home Activity Your child read a story and identified the author's purpose and the narrator. Read a story together. Discuss the author's purpose for writing and ask your child to tell whether the narrator is first person or third person.

Name _____

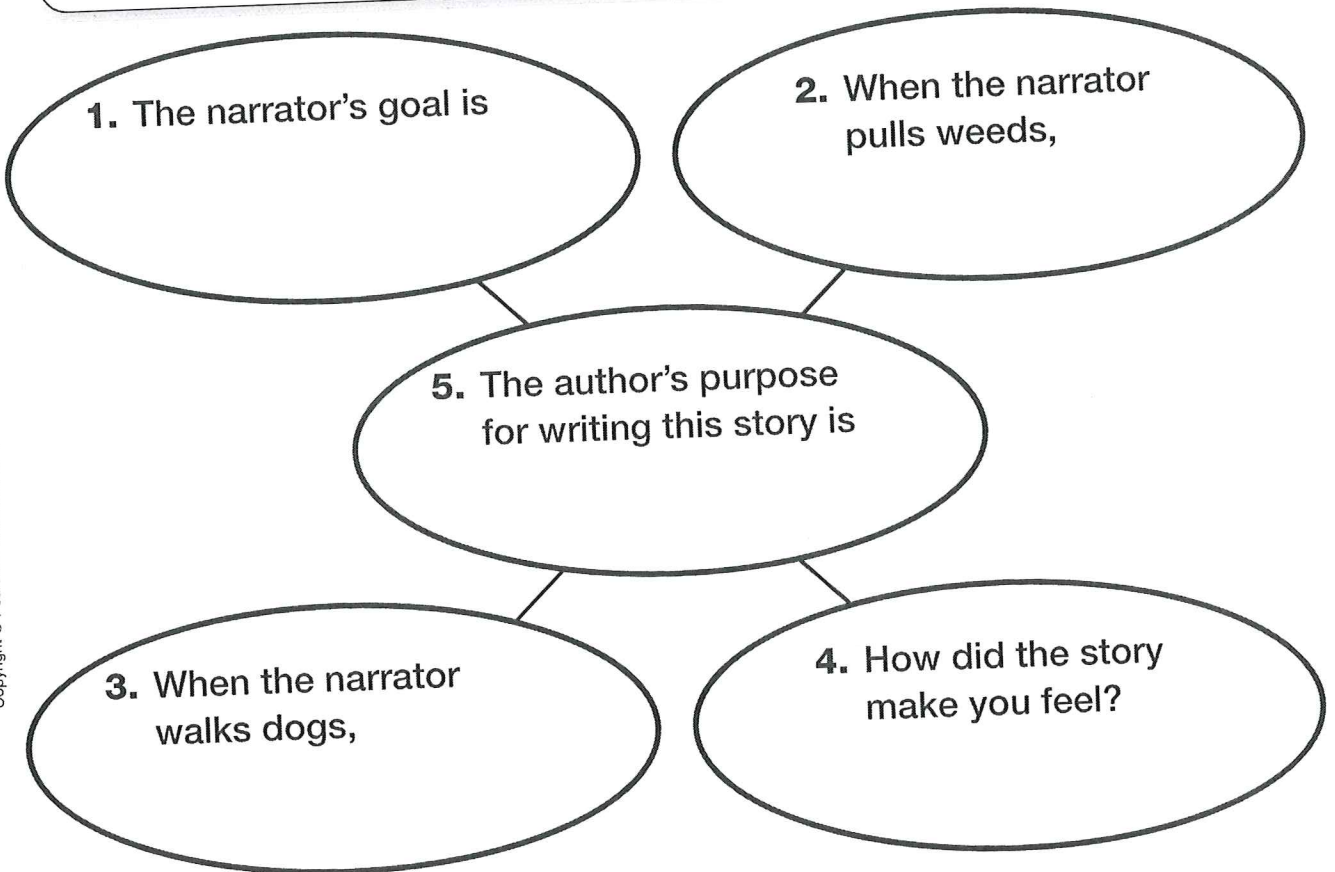
Author's Purpose

- An **author's purpose** is the author's reason for writing. An author may write to inform or teach, to entertain, to persuade, or to express thoughts and feelings.

Directions Read the story. Then complete the web.

I asked Dad for a new bike. "You must learn half the money," said Dad. I ran to ask the neighbors whether they had any jobs I could do. Mrs. Jones hired me to pull weeds. I worked hard, but when Mrs. Jones came out of her house, she shouted, "You pulled up my good flowers!" I got my piggy bank and gave Mrs. Jones money for new flower seeds. Mr. Chester hired me to walk his dogs.

Everything went well until the dogs saw a squirrel. They barked and jumped. Before I knew it, the leashes were tied around my legs. Mr. Chester cut off the leashes to free me. I went to my piggy bank to get Mr. Chester money for new leashes. Then I decided to talk with Dad. "Dad," I said. "I can't afford to keep working. I think I'll just paint my old bike." "Good thinking," Dad answered.



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Home Activity Your child read a story and identified the author's purpose. Read a story together. Ask your child to name the author's purpose for writing.

Name _____

Author's Purpose

- The **author's purpose** is the reason an author writes something.
- There are many reasons for writing: to persuade, to inform, to entertain, or to express ideas and feelings.

Directions: Read the editorial from a school newspaper. Then answer the questions below.

Jobs for Kids

Is there something special you'd like to buy? Don't ask your family to buy it for you. Instead, ask permission to earn the money to buy it yourself. We may be kids, but we're not too young for hard work.

There are lots of things kids can do to earn money. We can shovel snow and pull weeds. We can walk dogs. We can play

with younger children while their parents are busy in another part of the house. Let your neighbors know that you're available for odd jobs. Then wait for the job offers to come pouring in.

Earning our own money makes us feel good about ourselves. It shows adults we can be responsible. And it gets us things we want to have.

1. Which purpose listed above is the author's purpose for writing this passage?

2. To whom is the author writing?

3. What does the author want readers to do?

4. Does the author accomplish the purpose? Support your opinion with ideas from the passage.



Home Activity Your child identified an author's purpose. Read a variety of stories or articles with your child. Take time after reading each one to talk about the author's purpose.

Name _____

Sequence

- **Sequence** is the order in which things happen in a story—what happens first, next, and last.
- Sometimes a writer uses **clue words** such as *first*, *so*, and *then*.

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

Jane wanted to buy her father a birthday present. She knew there was a new CD he wanted. It cost about twenty dollars. First she checked her piggy bank. She had seven dollars. That was not nearly enough!

Jane thought for a while. Then she went to see her next-door neighbor, Mrs. Pinto. Mrs. Pinto said she'd give Jane a dollar to sort her recyclables and put them out at the curb. That gave Jane eight dollars.

Then Jane's older brother said if she helped wash his car, he'd give her seven dollars. That gave Jane fifteen dollars.

Next Jane asked her mother for ideas. Her mother said, "If you bring our cans and bottles back to the supermarket, you can keep the money you'll get."

So Jane went to the garage and loaded all the cans and bottles into bags and put them in her wagon. She pulled the wagon to the store. There were a lot of them! When she was done turning in the cans and bottles, she had another five dollars. That night Jane and her mother went to the music store, and Jane bought the CD for her father.

1. Which of these did Jane do first? Color in the correct bubble.

- washed her brother's car
- went to the music store
- counted the money in her piggy bank

2. What did Jane do after she got a dollar from helping Mrs. Pinto?

- washed her brother's car
- checked her piggy bank
- bought the CD for her father

3. What did Jane do just before she went to the supermarket?

- talked to her mother
- washed her brother's car
- loaded the cans and bottles into her wagon

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Home Activity Your child read a story and answered questions about the sequence, or order, of events. Read a story with your child. Afterwards, have your child retell the events in the order they happened in the story.

Name _____

Writing • Writing for Tests

Aiming for the Moon

Every morning my mom gives me money to buy lunch at school. She gives me more money than I need, and she knows it. I usually buy something yummy to eat after school. I spend all the money I have.

Yesterday I saw a remote control moon, and I want one for my bedroom. My mom

said, "Save your money to buy it." No more extra snacks for me! Instead I will put the money that I used to spend on treats in my bank. I can also use the money Grandpa gave me for my birthday. He told me to pick out something I really wanted. This moon looks like lots of fun, and I will give up extra treats for it.

1. Find the characters in the model. Draw a box around each one. How are the characters related?

2. Describe the story's sequence of events.

Beginning: _____

Middle: _____

End: _____

3. Write a number 1 next to the beginning of the story, a number 2 next to the middle, and a number 3 next to the end.

Name _____

Scoring Rubric: Writing for Tests: Realistic Fiction

	4	3	2	1
Focus/Ideas	Vivid narrative; well-developed characters and setting; realistic	Good narrative; adequate characterization and setting	Narrative lacking focus on characters or setting; somewhat unrealistic	Narrative with no focus on characters or setting; unrealistic
Organization	Clear series of events	Able to follow series of events	Unclear series of events	No series of events
Voice	Voice always matches word choice	Voice mostly matches word choice	Voice rarely matches word choice	Voice never matches word choice
Word Choice	Strong use of precise words	Some use of precise words	Weak use of precise words	No use of precise words; story lifeless
Sentences	Clear sentences of various lengths and types	Sentences of a few lengths and types	Sentences of similar length and type	No attempt at sentences of various lengths and types
Conventions	Few, if any, errors; correct use of compound sentences	Several small errors; correct use of compound sentences	Many errors; weak use of compound sentences	Many serious errors; incorrect or no use of compound sentences

Name _____

Keyboarding

A **computer** can be used as a tool to help you learn. You can use it for research, to visit Web sites, or to send e-mail. Some people use it to keep an online journal, or blog, that others can read. You can use it to type and print a report or story.

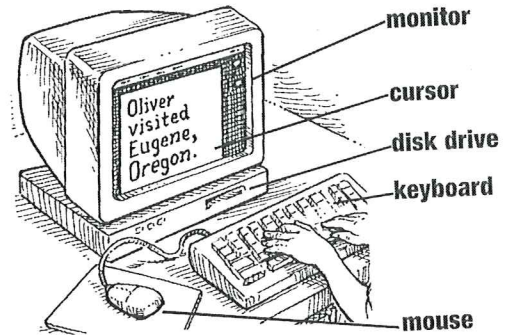
You type on the computer, using the **keyboard**. You look at the computer screen, or **monitor**.

A **mouse** helps you move around on the computer screen.

A **cursor** shows you where you are on the screen.

You can put a **CD** or **DVD** into the data disk drive. You can use it to play a game or listen to music.

You may use a computer to access the **Internet**. The Internet is an extremely large network of computers. Using the Internet, people can exchange messages and information all over the world.



Directions Read the information above and study the diagram. Then answer the questions.

1. Which computer part helps you move around on the computer?

2. Which computer part do you use to type?

3. What does the cursor do?

4. What is the disk drive for?

5. What are three things you can use a computer for?



Home Activity Your child studied a diagram of a computer and answered questions. Either at home or at the library, explore with your child some of the things a computer is used for, how to use the keyboard and mouse, and some children's Web sites.

Name _____

Imperative and Exclamatory Sentences

A sentence that tells someone to do something is a **command**. It is also called an **imperative sentence**. A sentence that shows strong feelings is an **exclamation**. It is also called an **exclamatory sentence**.

Command Buy some apples.

Exclamation What juicy peaches these are!

Some commands begin with *Please*. Commands usually end with periods. The subject of a command is *you*. The word *you* is not written or said, but it is understood. Exclamations can express feelings such as surprise, anger, or excitement. Exclamations begin with a capital letter and end with an exclamation mark.

Directions Write the sentences. Add the correct end punctuation. Write *C* if the sentence is a command, or imperative sentence. Write *E* if the sentence is an exclamation, or exclamatory sentence.

1. Please get a loaf of bread

2. Wow! This supermarket is huge

Directions Use a word from the box to complete each command or exclamation. Write the new sentence. Use correct capitalization and punctuation.

What Look Talk How

3. _____ on that shelf for cereal.

4. _____ busy the workers are!



Home Activity Your child learned about commands and exclamations. Have your child make up one command and one exclamation about saving money.

Name _____

Imperative and Exclamatory Sentences

Directions Write *command* if the sentence is a command (imperative sentence). Write *exclamation* if the sentence is an exclamation (exclamatory sentence).

1. Enjoy your visit to the farm. _____
2. What green fields those are! _____
3. The corn crop is huge! _____
4. Look at the lettuce plants. _____

Directions Write the sentences. Add the correct end punctuation. Write *C* if the sentence is a command and *E* if the sentence is an exclamation.

5. The farm machines are so noisy

6. Walk through the pumpkin patch

7. What a nice pumpkin that is

8. Take it home with you

Directions Write a command you might give on a farm visit. Then write an exclamation you might use on a farm visit.

9. _____

10. _____



Home Activity Your child reviewed commands and exclamations. Have him or her recall some commands and exclamations he or she made during the day.

Name _____

Imperative and Exclamatory Sentences

Directions Write a sentence for each item. Follow the directions.

1. Write a command that you might say to a family member at the supermarket.

2. Write an exclamation about the fruits at the supermarket.

3. Write a command to a friend at the supermarket.

4. Write an exclamation that shows surprise about something at the supermarket.

5. Write a command that you might use after shopping at the supermarket.

Directions Imagine you are in a big supermarket. Write one command and two exclamations about the experience.



Home Activity Your child learned how to use commands and exclamations in writing. Have your child make up one command and one exclamation that he or she might use while playing a game outside.

Name _____

Imperative and Exclamatory Sentences

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.

Shopping Trip

(1) There are so many kinds of foods here! (2) Please get a box of crackers. (3) Check the price of tomatoes (4) Please look for the grapes (5) What a good price that is (6) The bread smells so good! (7) _____ put the bags in the car.

1 What type of sentence is sentence 1?

- a command
 an imperative sentence
 an exclamatory sentence
 an interrogative sentence

2 What type of sentence is sentence 2?

- an exclamation
 an exclamatory sentence
 a declarative sentence
 an imperative sentence

3 What change, if any, should be made to sentence 4?

- Change *grapes* to **grapes**.
 Change *grapes* to **grapes!**
 Change *Please* to **Please!**
 Make no change

4 What change, if any, should be made to sentence 5?

- Change *is* to **is**.
 Change *is* to **is!**
 Change *What* to **what**
 Make no change

5 Which word makes the most sense in sentence 7?

- Please
 Please!
 What
 Shopping



Home Activity Your child prepared for taking tests on commands and exclamations. Have your child write a note about a chore to a family member, including a command and an exclamation. Ask your child to identify each kind of sentence.

Name _____

Compound Sentences

Directions Write *S* if the sentence is a simple sentence. Write *C* if the sentence is a compound sentence.

1. Katie helps her dad on the farm. _____
2. Katie's dad plants berries, and Katie picks them. _____
3. Sasha's parents own a store, and Sasha helps out there. _____
4. Sasha puts the food on the shelves. _____

Directions Use the word *and*, *but*, or *or* to combine each pair of sentences. Write the compound sentence.

5. A fair has many things for sale. You can't buy everything.

6. You could buy a toy. You could buy a snack.

7. One stall sells jewelry. Another stall sells hats.

8. Those T-shirts are great. I have many T-shirts at home.

Directions Write two sentences about a fair or an amusement park you have visited. Write one simple sentence and one compound sentence.

9. _____

10. _____



Home Activity Your child reviewed compound sentences. On a walk outside, have your child make up two compound sentences about what you see.

Name _____

Compound Sentences

Directions Combine each pair of sentences by adding *and*, *but*, or *or*. Write the compound sentence. Remember to add a comma.

1. Anya saves money to buy a game. I save money to buy a book.

2. Saving money is hard sometimes. It is worth the effort.

3. Your parents can buy you a bicycle. You can buy it yourself.

4. Save a dollar each week. The dollars will add up.

Directions What would you save money for? Write two simple, related sentences. Then join the sentences to make a compound sentence.

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Home Activity Your child learned how to use compound sentences in writing. Have your child write a compound sentence about two things he or she learned today.

Name _____

Compound Sentences

A **simple sentence** has one subject and one predicate. A **compound sentence** contains two simple sentences joined by a comma and a word such as *and*, *but*, or *or*.

Simple Sentence

I rode my bike to Dan's house.

Simple Sentence

We rode to the park.

Compound Sentence

I rode my bike to Dan's house, and we rode to the park.

Directions Write *S* if the sentence is a simple sentence. Write *C* if the sentence is a compound sentence.

1. Bicycles are important to people in some countries. _____
2. People in some places do not have cars. _____
3. They ride bicycles to work, and they ride them to the store. _____
4. Bicycles cost less than cars, but they are not cheap. _____
5. Bicycles do not make the air dirty, but cars do. _____

Directions Choose one of the words in () to combine each pair of simple sentences. Write the compound sentences on the lines.

6. Chris rode a bicycle up the hill. It was not easy. (but, or)

7. Chris skinned his knee. He bumped his head. (but, and)

8. Now Chris can ride to school. He can ride to the park. (or, but)



Home Activity Your child learned about compound sentences. Say two short, related sentences describing your child. Have him or her combine the sentences to make a compound sentence.

Name _____

Compound Sentences

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.

Bicycles in Other Countries

(1) Bicycles are important to people in some countries. (2) People in many places do not have cars. (3) People ride their bicycles to work, and they ride them to the store. (4) Bicycles cost less than cars, but they are not cheap. (5) There are advantages to bicycles, too. (6) Bicycles do not hurt the environment, and they do not cause traffic jams.

- | | |
|---|--|
| <p>1 What is the subject in sentence 1?</p> <p><input type="radio"/> Bicycles</p> <p><input type="radio"/> people</p> <p><input type="radio"/> countries</p> <p><input type="radio"/> important</p> | <p>4 Which sentences in the paragraph are compound?</p> <p><input type="radio"/> 3, 4</p> <p><input type="radio"/> 3, 4, 5, 6</p> <p><input type="radio"/> 3, 6</p> <p><input type="radio"/> 3, 4, 6</p> |
| <p>2 What word joins the simple sentences in sentence 3?</p> <p><input type="radio"/> but</p> <p><input type="radio"/> or</p> <p><input type="radio"/> and</p> <p><input type="radio"/> too</p> | <p>5 What is the predicate in sentence 5?</p> <p><input type="radio"/> There are advantages</p> <p><input type="radio"/> are advantages to bicycles</p> <p><input type="radio"/> bicycles</p> <p><input type="radio"/> too</p> |
| <p>3 What are the subjects in sentence 4?</p> <p><input type="radio"/> Bicycles, cars</p> <p><input type="radio"/> Bicycles, they</p> <p><input type="radio"/> cars, cheap</p> <p><input type="radio"/> hurt, cause</p> | |



Home Activity Your child prepared for taking tests on compound sentences. Have your child find compound sentences in a magazine and identify the two simple sentences that make up each compound sentence and the word that joins the two sentences.