

Name \_\_\_\_\_

# Vocabulary

**Check the Words You Know**

___gear	___twitch
___parka	___willow
___splendid	___yanked

**Directions** Draw a line to match each word with its definition.

- |             |  |
|-------------|--|
| 1. gear     | pulled with a sudden motion                    |
| 2. parka    | to move with a quick jerk                      |
| 3. splendid | a heavy, waterproof coat or jacket with a hood |
| 4. yanked   | the equipment needed for some purpose          |
| 5. twitch   | very good; excellent                           |

**Directions** Write the word from the box that best completes each sentence.

- \_\_\_\_\_ 6. I put on my boots and \_\_\_\_\_ to go out in the snow.
- \_\_\_\_\_ 7. Tim put all his fishing \_\_\_\_\_ into his dad's truck.
- \_\_\_\_\_ 8. We sat by the pond under the huge \_\_\_\_\_ trees.
- \_\_\_\_\_ 9. Jassy \_\_\_\_\_ the weeds out of the garden by hand.
- \_\_\_\_\_ 10. It was a \_\_\_\_\_ day for a hike in the woods.

## Write a Story

On a separate sheet of paper, write a story about a boy or girl who goes fishing. Use as many vocabulary words as possible.

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## Base Words and Endings

**Proofread a Thank-You Note** Circle four misspelled words in Joe's thank-you note. Circle the word with the capitalization error. Write the words correctly.

dear Uncle Jim,

Thanks for geting me the swiming gear. I planned on useing my savings so I had emptyed my piggy bank. However, there wasn't enough. That's why I was so pleased with your gift. You're the greatest!

Love,  
Joe

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

**Complete the Sentence** Circle the word that is spelled correctly. Then write the word.

6. I picked out the **easiest** **easyest** puzzle. 6. \_\_\_\_\_  
 7. Have you **shoped** **shopped** for a new bike? 7. \_\_\_\_\_  
 8. The box was **heavyier** **heavier** than I thought. 8. \_\_\_\_\_  
 9. Are you **leaving** **leaveing** before lunch? 9. \_\_\_\_\_  
 10. I'm **freezing** **freezeing**! 10. \_\_\_\_\_  
 11. Are you **worry** **worried** about the test? 11. \_\_\_\_\_  
 12. She was **pulesed** **pleased** with my report. 12. \_\_\_\_\_

### Spelling Words

using  
 getting  
 easiest  
 swimming  
 heavier  
 greatest  
 pleased  
 emptied  
  
 leaving  
 worried  
 strangest  
 freezing  
 funniest  
 angrier  
 shopped

### Frequently Misspelled Words

started  
 getting  
 swimming



Name \_\_\_\_\_

# Base Words and Endings

Spelling Words				
using	getting	easiest	swimming	heavier
greatest	pleased	emptied	leaving	worried
strangest	freezing	funniest	angrier	shopped

## Crossword Puzzle Read

the clue and write the list word that means the opposite.

### Across

- 2. unconcerned
- 5. hardest
- 6. most serious

### Down

- 1. lighter
- 3. filled
- 4. boiling

The crossword puzzle grid consists of several intersecting words. The starting points are as follows:

- 1.** Down, 1st column, 1st row.
- 2.** Across, 2nd column, 2nd row.
- 3.** Down, 5th column, 3rd row.
- 4.** Down, 3rd column, 4th row.
- 5.** Across, 3rd column, 5th row.
- 6.** Across, 1st column, 6th row.

## Add Endings Complete each group with a list word.

- 7. easy, easier, \_\_\_\_\_
- 8. angry, \_\_\_\_\_, angriest
- 9. strange, stranger, \_\_\_\_\_
- 10. great, greater, \_\_\_\_\_







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## Base Words and Endings

**Generalization** Some base words do not change when adding **-ed**, **-ing**, **-er**, and **-est**: **greatest**. Others do change by doubling the final consonant: **planned**; dropping the final e: **leaving**; or changing y to i: **heavier**.

NOTE: *using* is in the word list; make sure that the teacher uses "used" in the instruction.

**Word Sort** Sort the list words by *-ed*, *-ing*, *-er*, and *-est*.

**-ed**

**-er**

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

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

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

**-est**

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

**-ing**

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

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

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

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

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

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

### Spelling Words

1. using
2. getting
3. easiest
4. swimming
5. heavier
6. greatest
7. pleased
8. emptied
9. leaving
10. worried
11. strangest
12. freezing
13. funniest
14. angrier
15. shopped

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## Plurals -s, -es, -ies

**Directions** Write the plural of each word. To make the plural, you should add -s, -es, or -ies. Remember that you may need to change the spelling of the word before you make it plural.

1. berry \_\_\_\_\_
2. toy \_\_\_\_\_
3. eagle \_\_\_\_\_
4. family \_\_\_\_\_
5. baby \_\_\_\_\_
6. tray \_\_\_\_\_
7. flower \_\_\_\_\_
8. body \_\_\_\_\_
9. lady \_\_\_\_\_
10. way \_\_\_\_\_

**Directions** Read the sentences and the word in ( ). Write the correct plural form of the word on the line.

11. (blackberry) Joan put \_\_\_\_\_ on her oatmeal.
12. (turkey) The farm raised chickens and \_\_\_\_\_.
13. (penny) How many \_\_\_\_\_ does it take to make one dollar?
14. (puppy) The dog had six \_\_\_\_\_.
15. (mystery) I read three \_\_\_\_\_ last summer.



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## Base Words and Endings

**Directions** Add **-ed** and **-ing** to each word on the left. Remember that you may have to double the last consonant, drop the final **e**, or change **y** to **i**.

Word	-ed	-ing
plan	planned	planning
1. please	_____	_____
2. use	_____	_____
3. shop	_____	_____
4. worry	_____	_____
5. tug	_____	_____

**Directions** Add **-er** and **-est** to each word on the left. Remember that you may have to double the last consonant, drop the final **e**, or change **y** to **i**.

Word	-er	-est
heavy	heavier	heaviest
6. great	_____	_____
7. easy	_____	_____
8. thin	_____	_____
9. angry	_____	_____
10. big	_____	_____



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## Vocabulary • Reference Sources

- You can use a **glossary** or a **dictionary** to find the meanings of unknown words.
- Entries in glossaries and dictionaries are in **alphabetical order**. When two words have the same first and second letter, alphabetize by the third letter.

**blizzard** *NOUN*. a blinding snowstorm with very strong, cold winds  
**blow** *VERB*. **1.** to make air come out of your mouth. **2.** to move in the wind

**parka** *NOUN*. a warm, heavy jacket with a hood  
**pattern** *NOUN*. an arrangement or design

**Directions** Put these words in alphabetical order. Use the glossary example above to help you. Then answer the questions.

wander    wake    waist  
 walrus    wade

waves    water    wax  
 warm    was

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

11. Which word comes just before *warm* in the glossary?

\_\_\_\_\_

12. Which word comes just after *water* in the glossary?

\_\_\_\_\_

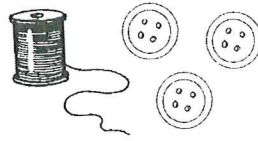




Name \_\_\_\_\_

# Sequence

- **Sequence** is the order in which things happen in a story.
- **Clue words**, such as *first*, *second*, *then*, *next*, *finally*, and *last*, can tell you when something happens.



**Directions** Read the following passage. Draw a line under the words or phrases that help you follow the sequence of story events. Then answer the questions below.

Tina's mother liked to watch rainbows. Tina decided to make her mother a rainbow. First, she found a large piece of white fabric. She sewed a row of red buttons to the fabric. Next, she sewed a row of orange buttons under the red buttons.

Then Tina found some yellow and green glitter. She used glue and made a row of yellow glitter and then a row of green glitter under the buttons.

Next, Tina found some blue fabric scraps. She sewed the blue fabric under the green glitter.

Then Tina found some violet buttons. She sewed a row of violet buttons under the blue fabric.

Finally, Tina made fabric loops to hang her rainbow. Now her mother can see a rainbow any time.

1. When did Tina sew orange buttons to her fabric?

\_\_\_\_\_

2. What did Tina glue on the fabric after she sewed the red and orange buttons?

\_\_\_\_\_

3. When did Tina sew the violet buttons?

\_\_\_\_\_

4. What did Tina do last?

\_\_\_\_\_

5. Write the colors Tina used in the sequence she used them. Why do you think she did things in this order? \_\_\_\_\_



Name \_\_\_\_\_

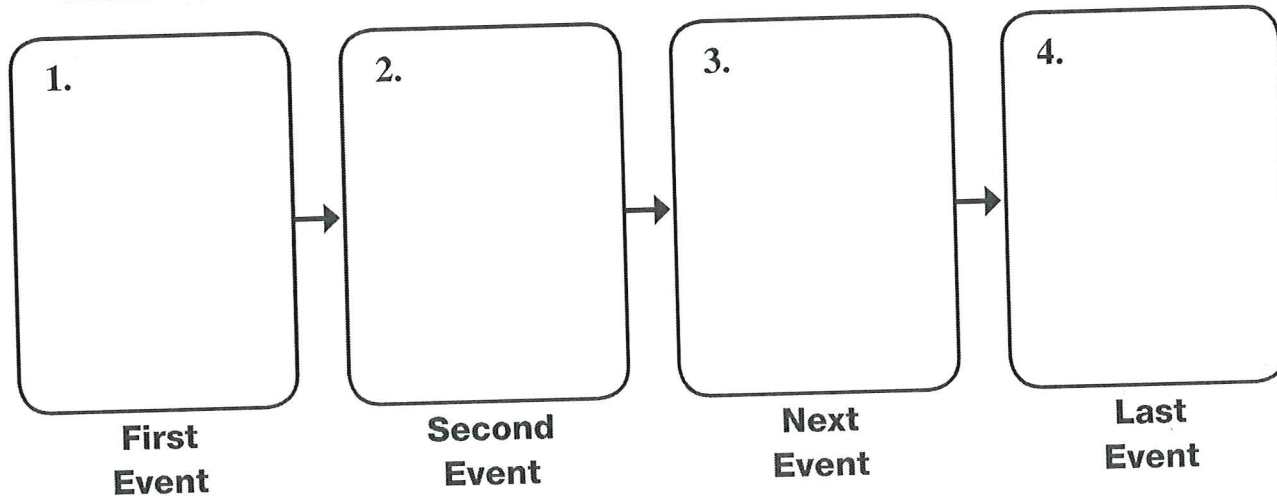
# Sequence

- The **sequence** is the order in which events happen in a story.
- As you read, look for clue words that tell time order, such as *first*, *then*, *next*, *after that*, and *finally*, to understand the sequence of events.

**Directions:** Read the following tall tale. Complete the time line to show the important story events in the correct sequence. Then answer the question.

**M**ichigan Mike was a big man. He was as tall as Paul Bunyan and as strong, too. Mike and Paul liked to play jokes on each other. One morning Paul was wading in the middle of Lake Michigan. Then he saw Mike walking by. The next thing anyone knew, Paul had grabbed a huge pail and poured water over

Mike's head. Mike jumped back into the middle of the state. But after he saw Paul, he roared out a big laugh and shook his head hard. Giant drops of water scattered all over the state. Each huge drop turned into a little lake. That's why Michigan has so many lakes today.



5. What clue words from the story helped you fill in the time line?

\_\_\_\_\_



Name \_\_\_\_\_

# Sequence

- **Sequence** is the order in which things happen in a story. Look for **clue words**, such as *first*, *second*, *after a while*, *then*, *when*, *next*, *finally*, and *last*, to tell what happens in a story.

**Directions** Read the following paragraph. Draw a line under the clue words.

Polar bears hunt for seals that swim below the ice. First, the hungry bear will find a seal's breathing hole. Seals can stay under water for a long time, but they do have to come up after a while to breathe. When the seal comes to the surface, the bear breaks through the snow and ice. Finally, it grabs the seal.

**Directions** Now read the following sentences. Rewrite the sentences in the order that the events happened in the passage above.

The bear waits for a seal.

The bear finds a seal's breathing hole.

The seal comes up to breathe.

The bear breaks through the snow and ice.

The bear grabs the seal.



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

Name \_\_\_\_\_

## Writing • Thank-You Note

### Key Features of a Thank-You Note

- uses the format of a friendly letter
- has a friendly tone
- explains why the writer is grateful

2218 Magnolia Street  
San Antonio, TX 78201  
October 14, 2011

Dear Aunt Teresa,

Not a day has gone by that I haven't played the guitar you left with me. Thank you for trusting me to take care of your guitar while you are away. I practice every day, and I can already play a few songs.

Naturally, my goal is to learn that gorgeous song you played for us during your last visit. Do you remember it? I'm talking about the Spanish lullaby, of course! If I haven't learned the song by the time you get back, you will have to teach me.

Until then, I will miss you terribly. I hope you are having a great time on your trip! I am counting the days to your return.

With love,  
Carmen

1. Identify the format features of a thank-you note by underlining the date, drawing a box around the greeting, and circling the name of the person who has written the note.
2. Why is Carmen writing this friendly thank-you note?



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## Literary Elements • Character and Setting

- **Characters** are the animals or people in a story. We can often figure out what characters are like by what they say and do.
- **Setting** is where and when a story takes place.

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

Danny and his father Nanook lived in northern Alaska. One morning they got ready to go ice fishing. First, Danny made them two lunches. Then he helped his father load their fishing gear into the back of Nanook's ski mobile. Then they both climbed on. Nanook drove to their favorite fishing spot on the lake.

Nanook showed Danny how to make two holes in the ice. Then they sat down to fish. Danny waited and waited for a twitch on his line. Then he began to get tired.

"This is taking a long time," said Danny.

"When will I catch a fish?"

"You must be patient," said Nanook.

"You must be like the polar bear when he waits for a seal."

Danny understood. He waited quietly. After a while he felt a twitch on his line. Danny pulled his fishing line in. His father helped by breaking the thin ice that had formed over Danny's fishing hole. Then Danny pulled up a big fish!

When Danny got back to his house that afternoon, he sent an e-mail to his cousin. He told him all about catching the fish.

1. What is the setting of this story? \_\_\_\_\_

2. What clues tell you when this story takes place? \_\_\_\_\_

3. What is Danny like? How do you know? \_\_\_\_\_

4. What is Danny's father like? \_\_\_\_\_

5. Danny learns something in this story. What is it? \_\_\_\_\_



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# Glossary

- Sometimes you come across a word you don't know. You can use a **glossary** to find the meaning of the unfamiliar word.
- A **glossary** has the meanings of important words in a book. It is usually found in the back of a book. The words are listed in alphabetical order.

**Directions** Study the sample from a glossary page below. Then use it to answer the questions.

**spell • yanked**

- spell** *v.* to write or say the letters of a word in order  
**splendid** *adj.* very good; excellent  
**twitch** *v.* to move with a quick jerk  
**vision** *n.* the power of using the imagination to see what the future might bring  
**willow** *n.* the wood of the willow tree

1. What are the guide words on this page? \_\_\_\_\_
2. Would the word *space* be on this page? How do you know?  
 \_\_\_\_\_
3. The abbreviation *n.* stands for *noun*. Which words shown are nouns?  
 \_\_\_\_\_
4. Where in a book is a glossary usually found? \_\_\_\_\_
5. Do you think this section of the glossary is at the beginning of the glossary or near the end? Why?  
 \_\_\_\_\_  
 \_\_\_\_\_
6. Write the meaning of the word *vision*: \_\_\_\_\_  
 \_\_\_\_\_

Name \_\_\_\_\_

## Declarative and Interrogative Sentences

A sentence that tells something is a **statement**. It is also called a **declarative sentence**. A sentence that asks something is a **question**. It is also called an **interrogative sentence**.

**Statement** The lake has many fish.      **Question** Did you catch a fish?

A statement begins with a capital letter and ends with a period. A question begins with a capital letter and ends with a question mark.

**Directions** Write each sentence. Add the correct end punctuation. Write *S* if the sentence is a statement, or declarative sentence. Write *Q* if the sentence is a question, or interrogative sentence.

1. Are the winters long in the Arctic

\_\_\_\_\_

2. Spring is a good season for fishing

\_\_\_\_\_

3. We have a good fishing pole

\_\_\_\_\_

**Directions** Add one word from the box to make each statement into a question. Write the new sentence. Use correct capitalization and punctuation.

can   will   should   do

4. The people catch fish in the frozen lake.

\_\_\_\_\_

5. They take them home for a feast.

\_\_\_\_\_





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# Declarative and Interrogative Sentences

**Directions** Write *statement* if the sentence is a statement (declarative sentence). Write *question* if the sentence is a question (interrogative sentence).

- 1. Kumak took his sled to the lake. \_\_\_\_\_
- 2. Did the whole family go fishing? \_\_\_\_\_
- 3. Who caught the first fish? \_\_\_\_\_
- 4. Everyone pulled on the big fish. \_\_\_\_\_

**Directions** Write each sentence. Add the correct end punctuation. Write *S* if the sentence is a statement and *Q* if the sentence is a question.

5. The people can have a big meal  
\_\_\_\_\_

6. What tastes good with fish  
\_\_\_\_\_

7. Did everyone enjoy the feast  
\_\_\_\_\_

8. The children help clean up  
\_\_\_\_\_

**Directions** Write a statement about a good meal you have had. Then write a question you might ask someone about a big meal.

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

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





Name \_\_\_\_\_

## Declarative and Interrogative Sentences

**Directions** Use each subject and verb in a sentence. Add words to make the sentence complete. Each item will tell you whether to write a statement (declarative sentence) or a question (interrogative sentence).

**Example:** Statement: family walks  
The family walks to the lake.

1. Statement: fish jump

\_\_\_\_\_

2. Question: children help

\_\_\_\_\_

3. Statement: lake freezes

\_\_\_\_\_

4. Question: men catch

\_\_\_\_\_

5. Question: people eat

\_\_\_\_\_

**Directions** Write three sentences about going fishing. Include at least one question.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

## Declarative and Interrogative 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.

### Fishing at the Lake

(1) What is your favorite lake for fishing? (2) My favorite lake is Mirror Lake. (3) I fish in the summer (4) how big are the fish you catch? (5) The fish smell good when they are cooked. (6) My family eats a lot of fish. (7) Does your lake freeze in the winter

- 1 What change, if any, should be made to sentence 1?
- Change *What* to **what**
- Change *fishing?* to **fishing.**
- Change *fishing?* to **fishing**
- Make no change
- 2 What change, if any, should be made to sentence 3?
- Change *I* to **i**
- Change *summer* to **summer.**
- Change *summer* to **summer?**
- Make no change
- 3 What change, if any, should be made to sentence 4?
- Change *catch?* to **catch.**
- Change *catch?* to **catch,**
- Change *how big* to **How big**
- Make no change
- 4 What type of sentence is sentence 5?
- It is a statement.
- It is a question.
- It is an interrogative sentence.
- It is an incomplete sentence.
- 5 What change, if any, should be made to sentence 7?
- Change *winter* to **winter?**
- Change *winter* to **winter!**
- Change *winter* to **winter.**
- Make no change

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# Outline Form A

**Title** \_\_\_\_\_

**A.** \_\_\_\_\_

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

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

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

**B.** \_\_\_\_\_

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

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

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

**C.** \_\_\_\_\_

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

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

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