

Name _____

Vocabulary

Check the Words You Know

- | | |
|-------------|---------------|
| ___ store | ___ laundry |
| ___ section | ___ shelves |
| ___ spoiled | ___ thousands |
| ___ traded | ___ variety |

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

- | | |
|------------|---|
| 1. store | clothes that have been washed or need to be washed |
| 2. laundry | thin flat pieces of wood or other material fastened to a wall or frame to hold things |
| 3. shelves | exchanged, bartered |
| 4. spoiled | a place where things are sold |
| 5. traded | became bad, not good to eat |

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

- The milk _____ quickly in the warm weather.
- My favorite part of the supermarket is the bakery _____.
- You can find a huge _____ of fruit in a supermarket.
- It seemed like there were _____ of cars in the parking lot.
- It's fun to shop in the grocery _____.

Write a Grocery List

On a separate sheet of paper, write a description of a trip to the supermarket and list what you bought. Include items from different sections of the supermarket. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *Supermarket*. With your child discuss your local supermarket and what things you buy there. Encourage your child to use vocabulary words in your conversation.

Name _____

Vowel Digraphs

Proofread a Description Circle five misspelled words in Amy's description. Circle the word with a capitalization error. Write the words correctly.

I can see a troll from my window. He has realy big teeth and a long braid down his back. At night, I watch him dreem under the tree or flote in the moonlight. mom says he's just a shado, but I don't always agree.

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

Spelling Words

clean
 agree
 teeth
 dream
 grain
 coach
 display
 window

 shadow
 cheese
 peach
 braid
 Sunday
 float
 thrown

Frequently Misspelled Words

Halloween
 really

Proofread Words Fill in the circle to show the correctly spelled word.

7. The model train was on _____ .
 displaiy display dissplay displaye
8. We are going to the lake on _____ .
 sunday Sundaye Sundai Sunday
9. Our _____ bought treats after the game.
 coach coche coash cowch
10. Everyone helped _____ the garage.
 kleen cleen clean klean



Home Activity Your child spelled words with long vowel digraphs (letter combinations that make long vowel sounds). Take turns with your child spelling a list word and using it in a sentence.

Name _____

Vowel Digraphs

Rhymes Write the list word that rhymes with the underlined word.

Spelling Words

- clean
- agree
- teeth
- dream
- grain
- coach
- display
- window
- shadow
- cheese
- peach
- braid
- Sunday
- float
- thrown

1. Did you ever meet a goat that knew how to _____ ?
2. Did you ever approach the other team's _____ ?
3. Did you ever reach for a big fuzzy _____ ?
4. Did you ever get a pain from eating green _____ ?
5. Did you ever scream when you had a bad _____ ?
6. Did you ever help Jean keep her room _____ ?
7. Did you ever get paid to wear your hair in a _____ ?

Context Clues Write the missing list word.

8. I like grilled _____ sandwiches.
9. Floss your _____ every day.
10. The first day of the week is _____ .
11. The tree cast a long _____ .
12. Let's open the _____ to get some fresh air.
13. Mom will _____ to drive us to the game.
14. I've _____ out all my old papers.
15. Let's make a _____ of our seashells.



Home Activity Your child wrote words with long vowel digraphs (letter combinations that stand for long vowel sounds). Ask your child to circle the digraphs ai, ay, ee, ea, oa, and ow.

Name _____

Vowel Digraphs

Generalization Long **a** is sometimes spelled **ai** and **ay**: **grain**, **display**.
 Long **e** is sometimes spelled **ee** and **ea**: **agree**, **clean**. Long **o** is
 sometimes spelled **oa** and **ow**: **coach**, **window**.

Word Sort Sort the list words by their long vowel spellings.

ai

1. _____

2. _____

ea

8. _____

9. _____

ay

3. _____

4. _____

oa

10. _____

11. _____

ee

5. _____

6. _____

7. _____

ow

13. _____

14. _____

15. _____

Spelling Words

1. clean
2. agree
3. teeth
4. dream
5. grain
6. coach
7. display
8. window
9. shadow
10. cheese
11. peach
12. braid
13. Sunday
14. float
15. thrown

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. 3



Home Activity Your child is learning to spell words with long vowel digraphs (letter combinations that stand for long vowel sounds). To practice at home, have your child read each list word aloud. Then ask your child to spell each list word.

Name _____

Vowel Digraphs

Spelling Words				
clean	agree	teeth	dream	grain
coach	display	window	shadow	cheese
peach	braid	Sunday	float	thrown

Add a letter Write a list word by adding letters to the underlined words.

1. Add one letter to rain to get something that grows in fields. 1. _____
2. Add one letter to each to get a type of fruit. 2. _____
3. Add one letter to raid to get a woven band of hair. 3. _____
4. Add one letter to lean to get a job you do. 4. _____
5. Add two letters to oat to get something swimmers do. 5. _____
6. Add two letters to wind to get something you look through. 6. _____

Missing Consonants Write the missing consonants to make a list word.

7. You do it in your sleep. 7. _____ e a _____
8. You see one when the sun is shining. 8. _____ a _____ o _____
9. You don't go to school on this day. 9. _____ u _____ a _____
10. You have these in your mouth. 10. _____ e e _____
11. You have done this with a softball. 11. _____ _____ o _____
12. You eat this with macaroni. 12. _____ e e _____ e
13. You have this on your soccer team. 13. _____ o a _____
14. You do this when something is correct. 14. a _____ e e



Home Activity Your child has been learning to spell words with long vowel digraphs (letter combinations that make long vowel sounds). Give clues about a word. Have your child guess and spell the word.

Name _____

Long Vowel Digraphs

Directions Choose the word with the **long a**, **long e**, or **long o** sound that best matches each definition. Write the word on the line.

- | | | | | |
|-------|---------------------|--------|--------|----------|
| _____ | 1. all right | glad | okay | well |
| _____ | 2. a sound of pain | groan | sob | whimper |
| _____ | 3. free from dirt | clean | fresh | spotless |
| _____ | 4. toss | fling | pitch | throw |
| _____ | 5. go along with | accept | admit | agree |
| _____ | 6. reach or get | gain | gather | win |
| _____ | 7. heat until brown | cook | toast | broil |

Directions Circle the word that has the **long a**, **long e**, or **long o** sound. Then underline the letters in the word that stand for that vowel sound.

- | | | |
|------------|--------|--------|
| 8. chock | chop | cheep |
| 9. best | blown | bought |
| 10. flash | float | flock |
| 11. braid | brick | build |
| 12. school | sorry | stay |
| 13. feast | flash | friend |
| 14. dish | dream | droop |
| 15. sand | screen | shoe |
| 16. plain | plant | print |

© Pearson Education, Inc., 3



Home Activity Your child wrote words in which the long a sound is spelled ay and ai, the long e is spelled ee and ea, and the long o is spelled oa and ow. Ask your child to list words that rhyme with the long a, e, and o words on the page above. Write the rhyming words and have your child read them noting different spellings for the same sound.

Name _____

Base Words and Endings

Directions Add the ending to each base word. Write the new word on the line. Remember that you may have to double the last consonant, drop the final e, or change y to i.

1. hope + -ing = _____

2. get + -ing = _____

3. big + -est = _____

4. freeze + -ing = _____

5. funny + -er = _____

6. stop + -ed = _____

7. swim + -ing = _____

8. use + -ed = _____

9. heavy + -er = _____

10. tall + -er = _____

Directions Now choose the word from the words you wrote that makes sense and completes each sentence below. Write the word on the line.

11. We _____ at the supermarket after school.

12. Dad bought the _____ pumpkin I have ever seen.

13. It is very heavy. I think it is _____ than I am!

14. Last year we had a funny pumpkin, but this year Mom plans to carve an even _____ one.

15. I am _____ we will win a prize for it this year.

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. 3



Home Activity Your child added the endings *-ing*, *-ed*, *-er*, and *-est* to base words and used them to complete sentences. Say a base word such as *give* or *fold*. Have your child add an ending and use the new word in a sentence.

Name _____

Vocabulary • Context Clues

- **Multiple-meaning words** are words that have different meanings depending on how they are used.
- Use **context clues**, or the words around a multiple-meaning word, to figure out which meaning is used.

Directions Read the following passage. Then answer the questions below. Look for context clues that show the correct meanings of the multiple-meaning words as you read.

It's hard to find **rich** soil in the city, so most city people can't **grow** their own food. Instead they go to the supermarket. Each kind of food is always in the same place. That way shoppers can go **right** to

the items they need. Then they rush home and **store** the food in their kitchen so it won't get **spoiled**. It's not good to shop when you're hungry. Hungry shoppers buy everything they see!

1. What clue lets you know that *rich* means "having lots of nutrition," not "having lots of money"?

2. In this passage, does *grow* mean "to get bigger" or "to make something get bigger"?

3. What clue words tell you that *right* means "directly"?

4. What are two meanings for *store*? What clues tell you the word's meaning in this passage?

5. In this passage does *spoiled* describe people or pets who get everything they want or does it mean "became rotten"?



Home Activity Your child used context clues to understand multiple-meaning words. Say sentences with multiple-meaning words, such as *run*, *place*, and *blue*. Ask your child to use context clues to determine the meaning of each word.

Name _____

Compare and Contrast

- **Compare** by telling how two or more things are alike.
- **Contrast** by telling how two or more things are different.

Directions Read the following passage. Then fill in the chart to compare and contrast Zach, Megan, and Brittany's favorite and least-favorite foods.

The Jackson family works hard to stay healthy. They exercise and eat right. They serve healthy food most of the time. At mealtime, each child must try at least one bite of each food. Their parents provide at least one thing they know each child likes. That's not always easy because the children's tastes aren't the same.

Zach wishes he could eat steak every night. Megan would rather have chicken. Brittany loves all kinds of fish, but Zach doesn't like fish at all. Sometimes they do agree. When Dad asks Megan and Brittany to choose a vegetable, they always say, "Anything but broccoli!"

	Favorite Food	Least-favorite Food
1. Zach		
2. Megan		
3. Brittany		

4. Compare Brittany's and Megan's tastes. Their tastes are alike because

5. Contrast Zach's and Brittany's tastes. Their tastes are different because

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. 3



Home Activity Your child compared and contrasted favorite and least-favorite foods. Talk with your child about the food likes and dislikes of family members and friends. Have your child use the information to plan a menu.

Name _____

Compare and Contrast

- **Compare** by telling how two or more things are alike.
- **Contrast** by telling how two or more things are different.

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

In pioneer days, people had to eat what they could grow. In summer, they could have fresh fruits and vegetables every day. They canned fruits and vegetables to eat later on. Then they hoped the food they stored away would last through the long, harsh winter.

Today, we can get all kinds of food at any time. When local crops are in season,

we can buy fresh food at farmers' markets. But we can get fresh fruits and vegetables in winter, too. Food is transported in refrigerated trucks from warm parts of the country to cold parts. Truckers unload their trucks at the supermarkets. Shoppers can buy the food they want whenever they want it.

1. Contrast the way pioneers got food with the way we get food today.

2. How is the summer menu for pioneers and modern shoppers the same?

3. How is food transportation today different from food transportation in pioneer times?

4. Compare and contrast the diets of pioneers and modern people.



Home Activity Your child compared and contrasted ways of getting food in pioneer times and today. Talk with your child about your own childhood. With your child, compare and contrast activities you did as a child with activities your child does today.

Name _____

Compare and Contrast

- **Compare** by telling how two or more things are alike.
- **Contrast** by telling only how two or more things are different.

Directions Read the following article.

Dan, Tim, and Anna grocery shop for their family. Dan always heads for the supermarket. He likes lots of choices. Dan buys what he wants and leaves in a hurry. He thinks small stores are boring. Tim prefers the small corner grocery. The store doesn't have much, but it has what Tim needs. Tim likes the store's owner, Mrs. Garza. When the store isn't busy, Tim stays and talks awhile. Tim likes cozy little stores. He thinks big stores are too noisy and crowded. Anna likes both stores. She dashes to the corner when she needs basic supplies. She goes to the supermarket to find special foods.

Directions Fill in the chart to compare and contrast Dan's, Tim's, and Anna's shopping habits.

	Big Supermarket	Corner Store
Dan		
Tim		
Anna		

© Pearson Education, Inc., 3



Home Activity Your child compared and contrasted three shoppers. Talk with your child about shopping likes and dislikes. Discuss how your child's attitudes about shopping are like and unlike your own attitudes.

Name _____

Fact and Opinion

- A **statement of fact** can be proved true or false.
- A **statement of opinion** gives someone's thoughts or feelings about something.
- Words that express feelings, such as *best* and *wonderful*, are clues that a statement is probably an opinion.

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

The best way to buy groceries is to buy locally. That means buying food from growers who live nearby. Buying locally usually means lower prices. It costs a lot to transport food across the country. Cutting down on transportation helps Earth, too.

Less transportation means less pollution. So hurry down to your local farmers' market to shop for groceries. That's where you'll find the most wonderful food in town!

1. Is the first sentence of the passage a statement of fact or a statement of opinion?

2. Write one statement of fact from the passage.

3. Write one statement of opinion the author uses to support the main idea.

4. What clue words from the passage let you know when the author is expressing an opinion?

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. 3



Home Activity Your child identified statements of fact and statements of opinion in an article. Read advertisements with your child. Have your child identify facts and opinions in the ads.

Name _____

Writing • Description

Key Features of a Description

- uses sensory language
- includes important details
- creates a picture in the reader's mind

My Favorite Place to Shop

Our local thrift shop makes money for Children's Hospital. People bring in things they no longer need or want and the thrift shop sells them for a fair price. It's made for me!

Sometimes I see a game I've been wanting but don't want to pay \$15 for. Other times there's a great looking pair of jeans that have hardly been worn. Mom always finds something to brighten up the house. Once she found a sparkly, red

painting. Another time she found a tall, rectangular lamp. "Leave your wallets at home," Dad says as we head to the shop.

The woman who owns the shop likes to burn candles. The whole store smells like vanilla. It smells delicious! I hear the sound of the cash register and people talking about items to buy. The thrift shop is a great place to spend my money.

I wonder if every town has a thrift shop. I am so glad our town does!

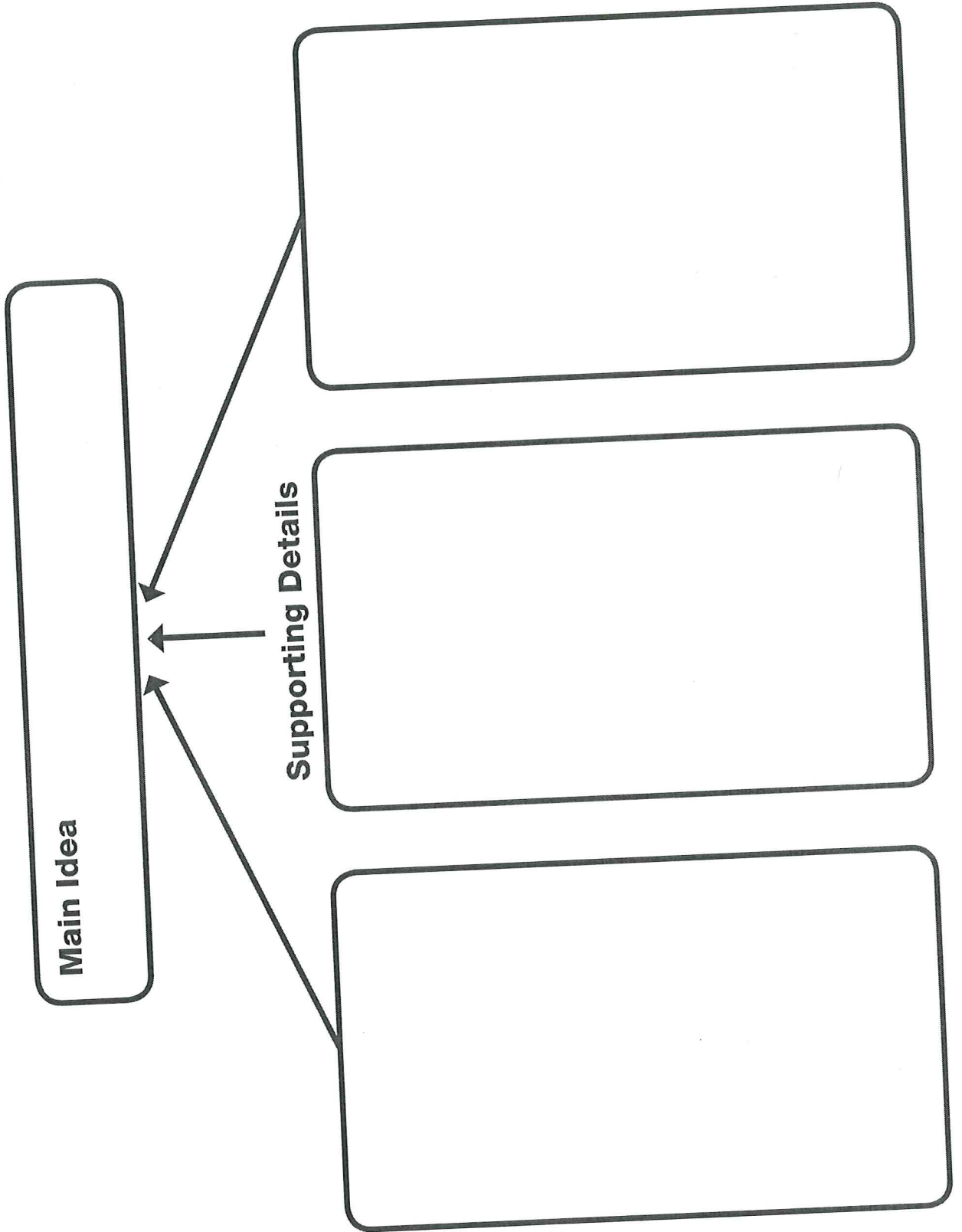
1. List three sensory words or phrases from the selection.

2. How many exclamatory sentences are included in the selection? How do you know?

Name _____

Main Idea

© Pearson Education, Inc., 3


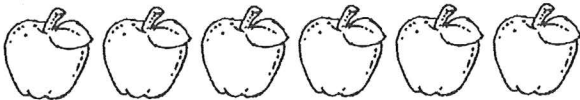
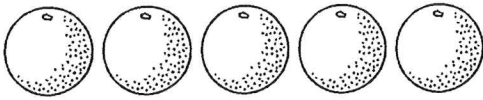
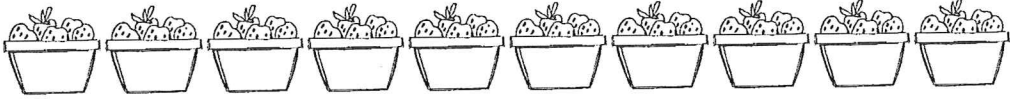
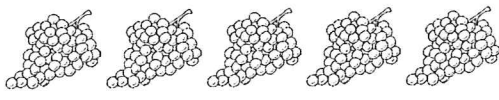
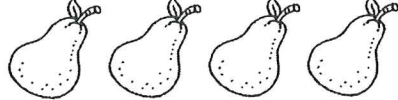


Name _____

Pictographs

Graphs help you compare information. **Pictographs** use pictures or symbols.

Directions Mrs. Lee runs a fruit and vegetable store. The pictograph below shows how many pounds of each fruit she sold in one day last week. Use the pictograph to answer the questions.

bananas	
apples	
oranges	
strawberries	
grapes	
pears	

Each symbol stands for 1 pound of fruit.

1. How many pounds of fruit does each symbol stand for? _____
2. How many pounds of apples did Mrs. Lee sell? _____
3. Which kind of fruit did Mrs. Lee sell the most of? _____
4. Did Mrs. Lee sell more pounds of grapes or of apples? _____
5. How many pounds of oranges did Mrs. Lee sell? _____



Home Activity Your child answered questions by interpreting data in a pictograph. For one week, have your child keep track of how many hours he or she spends playing outside. Then have your child make a pictograph to show the results.