

Name _____

Vocabulary



**laundry store thousands traded
variety shelves section spoiled**

Directions Read the sentences below. Choose one word from the box to complete each sentence. Use context clues to help you.

1. There were many different kinds of products on the shelves. The store carried a wide _____ of things.
2. The _____ carries many different products.
3. The dairy products are in one part of the store, and the bakery items in another part. Each kind of product is in its own _____.
4. In the produce section, the clerk checks for fruits that are no longer fresh or good to eat. He replaces the _____ fruit with fresh fruit.
5. Before there was money, people bartered for what they needed. They _____ things they had for things they wanted.

Directions Draw a line to match the word with its definition.

- | | |
|---|-----------|
| 6. tens of hundreds | spoiled |
| 7. thin pieces of wood or metal fastened to a frame or wall | variety |
| 8. not good to eat | shelves |
| 9. a number of different things | thousands |
| 10. clothes that need to be washed | laundry |



Home Activity Your child reviewed vocabulary words from the selection *Supermarket* and used them in sentences. Ask your child to write a paragraph using as many of the vocabulary words as possible.

Name _____

Long Vowel Digraphs

Directions Circle the words with the long a, long e, or long o sound.

gather	greeting	win	gain	boasted
playground	painted	creeping	toasted	boiling
fling	clay	pitch	throwing	payment
agree	crow	admit	main	answer
freshest	spotless	cleaner	pavement	hearing
groaned	gripe	sobbing	soapsuds	train

Directions Use the words you circled to complete the sentences below.

1. We _____ marshmallows over the fire.
2. The winning team _____ about being the champs.
3. I drew pictures with chalk on the _____.
4. We watched our friends board the _____.
5. She practiced _____ pitches before the game.
6. Jenny _____ in pain when I stepped on her foot.
7. Dad _____ the garage doors blue.
8. Reggie and I never seem to _____.
9. I made sure there was lots of hot water and _____ to wash the pots.
10. Mom gave Mr. Hernandez a check as _____ for the rent.



Home Activity Your child identified and wrote words in which the long a sound is spelled *ai* and *ay*, the long e sound is spelled *ee* and *ea*, and the long o sound is spelled *oa* and *ow*. Ask your child to list words that rhyme with some of the long a, e, and o words on this page. Write the words and have your child note the different spellings.

Name _____

Vowel Digraphs

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

Word Search Circle the list word hidden in each puzzle. Write the word.

1. b g f l o a t m p _____
2. h c l e a n d w n _____
3. d j r s h a d o w t _____
4. g t h r o w n k s _____
5. g r a i n m h s _____
6. y r a g r e e m v t _____
7. c w i n d o w g n s _____
8. f n p c o a c h t z _____

Word Clues Write the list word that means the same as the phrase.

9. A fuzzy fruit _____
10. The day before Monday _____
11. What is needed to chew _____
12. A food made from milk _____
13. To show something _____
14. Something you may do asleep _____
15. A way to fix the hair _____

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Home Activity Your child is learning to spell words with long vowel digraphs (letter combinations that stand for long vowel sounds). Have your child write each word. Together, circle the vowel pairs in each word that make up the vowel digraph.

Name _____

Imperative and Exclamatory Sentences

Directions Write *command* if the sentence is a command, or imperative sentence. Write *exclamation* if the sentence is an exclamation, or exclamatory sentence.

1. Please buy some fruit. _____
2. What big strawberries those are! _____
3. Try some grapefruit. _____
4. The peaches are delicious! _____

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. Go to the supermarket

6. Get food for lunch, and buy some apples

7. What a big choice there is

8. Don't forget the lettuce

9. This turkey tastes too spicy

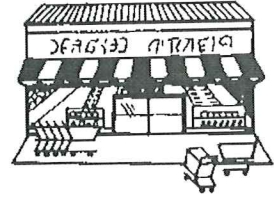
10. Find some American cheese

11. I like sandwiches, and I can make my own

12. My lunch will be great

Name _____

Read the story. Answer the questions.



Corner Grocery Store	Supermarket
<p>Is there a small grocery store near your home? It might be on a busy corner, or it might be in a gas station. These stores sell things people buy often, such as milk, bread, snacks, and newspapers.</p> <p>People like having small grocery stores nearby. They are easy to get to, and some stay open all night. If you run out of something, you can get it quickly. However, you usually pay a little more at this type of store.</p> <p>A corner store may have fewer fruits and vegetables. These foods spoil easily and cost a lot to keep in stock. Some fresh foods you might find in a small grocery store are milk, eggs, cheese, and butter.</p>	<p>A supermarket is huge and sells many kinds of fruits, vegetables, meats, fish, baked goods, juices, and frozen foods. A supermarket also sells paper goods, pots and pans, toothpaste, and even greeting cards.</p> <p>Supermarkets have huge parking lots, and you might have to park far away from the door. Once you are inside, it may take awhile to find everything you need.</p> <p>Shopping at a supermarket might save you money. Large stores buy much more than small stores, so they pay less for each item. That means you usually pay less for the items you buy.</p>

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Name _____

1. How is a corner grocery store like a supermarket?

2. How is a corner grocery store different from a supermarket?

3. If you want ingredients for a salad, would you go to a corner grocery store or a supermarket? Why?

4. Underline a sentence that tells why you might go to a supermarket. Circle a sentence that tells why you might go to a corner grocery store.



Home Activity Your child compared and contrasted two kinds of stores. Have your child tell you how two stores, restaurants, or parks in your community are the same, and how they are different.

Name _____

Vocabulary

errands bundles steady wobbled
 dangerously arranged unwrapped excitedly



Directions Read the question. Fill in the bubble next to the answer that makes the most sense.

1. What does *wobbled* mean?

- in an unsafe way
 steady
 shook from side to side

2. How might you unwrap a present?

- dangerously
 excitedly
 in a tired way

3. What does *arranged* mean?

- put in order
 worked in a steady way
 shook from side to side

4. What might be tied in bundles?

- kittens
 clothes
 buildings

5. What does *dangerously* mean?

- safely
 worked in a steady way
 in an unsafe way

6. What are errands?

- small jobs
 huge buildings
 mistakes

Directions Use the words in the box to complete the sentences below.

7. My helper held the ladder _____ while I climbed up.
8. Sonya _____ her birthday presents at the party.
9. The Sunshine Club did _____ for the elderly neighbors.
10. We tied the newspapers in _____ and brought them to be recycled.



Home Activity Your child reviewed vocabulary words from the selection *My Rows and Piles of Coins* and used them in sentences. Ask your child to write a story using as many of the vocabulary words as possible.

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Vowel Diphthongs

Directions Circle the words that have the same vowel sound as **out**. Then write the words on the lines.

1. The king wore a golden crown. _____

2. I can count to ten thousand. _____

3. The rooster crowed when the sun peeped over the mountain.

4. We enjoyed seeing the beautiful flowers. _____

5. The snow seemed to muffle every sound. _____

Directions Circle the words that have the same vowel sound as **toy**. Then write the words on the lines.

6. Did you enjoy the movie? _____

7. The balloon floated in the moist air. _____

8. My employer had his old car towed. _____

9. Let's avoid having too many choices. _____

10. The music for the show was very noisy. _____

Directions Circle the words that have the same vowel sound as the first word in the line.

- | | | | |
|-----------|-------|--------|--------|
| 11. crown | proud | snow | spoil |
| 12. boy | know | choice | crow |
| 13. hour | float | hope | tower |
| 14. join | annoy | flour | flowed |
| 15. moist | toast | pounce | point |



Home Activity Your child identified and 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 name other words with the same vowel sounds and write them with your child.

Name _____

Vowel Diphthongs

Spelling Words

proud	shower	hour	amount	voyage
choice	avoid	thousand	prowl	employ
bounce	poison	annoy	appoint	broil

Words in Context Write the missing list word.

1. During the sea _____ the ship was in a storm.
2. The play lasted about one _____.
3. One way to cook meat is to _____ it.
4. The cat liked to _____ for mice.
5. I took a bath, not a _____.
6. Try to _____ that busy street.

Alphabetizing Write each group of words in ABC order.

choice amount bounce

7. _____

8. _____

9. _____

employ poison appoint

10. _____

11. _____

12. _____

thousand annoy proud

13. _____

14. _____

15. _____



Home Activity Your child has been learning to spell words with the vowel sounds in *out* and *toy*. Divide a sheet of paper into two columns. Have your child write words with the vowel sound in *out* in one column and words with the vowel sound in *toy* in the other column.

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Compound Sentences

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

1. Many people use bicycles for their jobs. _____
2. Some people deliver messages on their bikes. _____
3. James carries flowers on his bike, and Dave carries groceries. _____
4. Dave prefers heavy loads, but it is hard work. _____
5. Bicycles are fun, and they are also useful. _____

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

6. Kevin worked hard. He saved money for a skateboard.

7. The store had many skateboards. Kevin wanted a special one.

8. You buy a skateboard from the store. You order one from a catalog.

9. Kevin found the perfect skateboard in a catalog. He ordered it right away.

10. Kevin waited a long time for his skateboard. It was worth the wait.

Name _____

Read the story. Answer the questions.



Growing Money

“Guess what, Grandma?” asked Ali. “We’re done with all the jobs you gave us.”

Sam chimed in, “Ali made your bed and vacuumed all the rugs. I cleaned the bathroom and folded the clothes.”

Grandma smiled as she walked around her small apartment, checking the twins’ work. “You two did a really nice job,” she said. “I’m proud of you. Now how much did I say I’d pay you?”

“Oh Grandma!” Ali laughed. “It’s always five dollars each!”

Grandma gave each child a crisp new five-dollar bill. “Don’t spend it all in one place,” she said, just as she always did.

“What does that mean?” asked Sam.

“It means take a little time before you spend it.”

Sam said, “I know all about saving. I have a piggybank!”

Grandma said, “That’s a good start. When you save it, it grows.”

Sam looked at her strangely. “Money can’t grow, Grandma!”

“I don’t mean growing like a child or a tree grows. I mean that money you save can start to earn money all by itself. Now, what will you do with your five dollars?” asked Grandma.

Sam said quickly, “I’m buying a Space Walkers game.”

Ali looked thoughtful. “I’ll have to think about it,” she said.

Sam and Ali hugged their grandmother and ran downstairs. Their dad was making dinner. “Hi, kids,” he said. “How’s Grandma?” Sam didn’t hear him. He ran into his room to get his piggybank.

Name _____

“Grandma’s fine,” Ali said, “but she said something odd.”

“What’s that?” asked Dad.

“She was talking about money growing into more money. I want to see how much money I can grow, but I’m not sure where to start.”

Dad beamed. “It sounds as if you’re ready for a savings account at the bank, Ali. Here’s how it works: The bank will pay you a little each month to keep your money!”

“They pay me?” asked Ali. Dad nodded. “Then Grandma was right,” she said happily. “Money really can grow!”

1. Why do you think the author wrote this story?

2. Which twin will probably spend the money right away?

3. Why do you think the author included a character who is good at saving money?

4. How does the end of the story give you a hint about the author’s purpose?



Home Activity Your child answered questions about the author’s purpose in a story. With your child, read another story or article about a family saving money. Have your child tell why he or she thinks the author wrote the story or article.

Name _____

Notes for a Personal Narrative

Directions Fill in the graphic organizer with information about the event or experience that you plan to write about.

Summary

What happened? _____
When? _____
Where? _____
Who was there? _____

Details

Beginning

Middle

End

Name _____

Words That Tell About *You*

Directions How did you feel about your experience at the beginning, middle, and end? Choose one or two words from the word bank to describe each part of your experience. Then add details that *show* readers each feeling.

worried	excited	proud	sad
disappointed	embarrassed	satisfied	curious
puzzled	anxious	delighted	upset

Beginning _____

Middle _____

End _____

Name _____

Combining Sentences

When you write, you can combine short, choppy simple sentences to make compound sentences. The two sentences you combine must make sense together. You can combine the sentences using the words *and*, *but*, or *or*.

Directions Use the word in () to combine the two sentences. Remember to capitalize the first word of the new sentence and to replace the first period with a comma.

1. (but) Many huge weeds grew in the garden. I pulled each weed out.

2. (and) The job was hard. It took me all afternoon.

3. (or) Pull out the weed's root. The weed will grow back.

4. (and) I earned five dollars. I felt good about my hard work.

5. (but) I was tired. The garden looked great.

Name _____

Editing 1

Directions Edit these sentences. Look for errors in spelling, grammar, and mechanics. Use proofreading marks to show the corrections.

Proofreading Marks	
Delete (Take out)	
Add	^
Spelling	
Uppercase letter	≡
Lowercase letter	/

1. My mom and me decided to adopt a dog from the granville Animal Shelter.
2. I was so excited I has wanted a dog forever.
3. But Mom said, "Youll have to help pay for the dog's supplys."
4. So i started a dog walking business in their neighborhood.
5. The neighbors listened to me as I explains my plan and my gole.
6. Soon little dogs, big dogs, and medium-sized dogs was pulling me around the block evry day after school.
7. I made enough money, to buy too bowls, some dog food, a bed, a leash, and a collar, for my new dog.
8. When we brought ranger home for the first time I wanted to jump for joy!

Now you'll edit the draft of your personal narrative. Then you'll use your revised and edited draft to make a final copy of your narrative. Finally, you'll share your written work with your audience.