

Name _____

Vocabulary

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

- _____ 1. anything that you can burn that gives heat or power
- _____ 2. the length of time that something lasts
- _____ 3. the power of using your imagination to see what the future may bring
- _____ 4. a flying mammal with very good hearing
- _____ 5. an energy source

Check the Words You Know

___ bat

___ battery

___ blew

___ fuel

___ plug

___ term

___ vision

Directions Choose the word from the box that best matches each clue. Write the word on the line.

- _____ 6. Some toys need this to run.
- _____ 7. This is something the wind did.
- _____ 8. An electrical cord has this on the end.
- _____ 9. It flies at night.
- _____ 10. A car burns this.



Write a Diary Entry

On a separate sheet of paper, write a diary entry. Pretend the power went out at your house, and tell what happened. Tell what you did and what your family did for dinner. Use as many vocabulary words as possible.



Home Activity Your child identified and used vocabulary words from *When Charlie McButton Lost Power*. With your child discuss what it would have been like to live before houses had electricity. Encourage your child to use vocabulary words in your conversation.

Name _____

Vocabulary • Context Clues

- **Homonyms** are words that are spelled and pronounced the same way but have different meanings.
- **Homographs** are words that are spelled the same way but have different pronunciations and meanings.
- Use **context clues**, or the words around a homonym or homograph, to figure out what the word means.

Directions Read the following passage. Then answer the questions below. Look for context clues that show the meanings of homonyms and homographs as you read.

<p>When the power went out, I was bored. Then my friends and I decided to play baseball. My team had a great game. We couldn't do anything wrong. Every fly ball came right down</p>	<p>into our mitts. When we dove for the ball, we got it. As I walked home, I saw a bat flying around a lamppost. It was too dark to play baseball, so I went inside to read a good sports book.</p>
---	---

1. In this passage, does *down* mean “a bird’s soft feathers” or “from above”?

2. The word *dove* has two pronunciations and two meanings. What clues tell readers the word’s pronunciation and meaning in this passage?

3. What does *bat* mean in this passage? How does the context help you?

4. How do you pronounce the word *read* in the last line?

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Home Activity Your child used context clues to understand homonyms and homographs. Provide sentences with homonyms such as *ball* (a round object/a dance) or *row* (to move a boat with oars/a line of people or objects) and homographs such as *bow* (to bend down) and *bow* (a loop made with ribbon). Ask your child to use context clues to determine the meaning of each word.

Name _____

Short Vowels; Syllable Pattern VC/CV

Generalization Short vowels are often spelled **a**: happen, **e**: lettuce, **i**: sister, **o**: collar, **u**: subject.

Word Sort Sort the list words by the short vowel in the first syllable.

a

1. _____

2. _____

3. _____

4. _____

e

5. _____

6. _____

7. _____

i

8. _____

9. _____

o

10. _____

11. _____

u

12. _____

13. _____

14. _____

15. _____

Spelling Words

1. happen
2. lettuce
3. basket
4. winter
5. sister
6. problem
7. supper
8. subject

9. lesson
10. spelling
11. napkin
12. collar
13. traffic
14. suggest
15. puppet

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Home Activity Your child is learning to spell words with short vowel sounds. To practice at home, have your child look at the word, say it, spell it, and then tell you what short vowel sound is in each word.

Short Vowels; Syllable Pattern VC/CV

Word Pairs Write the list word that completes each phrase.

1. father and mother, brother and _____
2. morning and breakfast, evening and _____
3. spring and autumn, summer and _____
4. ice rink and skaters, street and _____
5. numbers and adding, words and _____
6. gears and clock, strings and _____

Spelling Words

happen
 lettuce
 basket
 winter
 sister
 problem
 supper
 subject

lesson
 spelling
 napkin
 collar
 traffic
 suggest
 puppet

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

*I run, but I do not walk.
 I tell you things, but I do not talk.
 What am I?*

- | | | | | | | |
|----------------------------------|-----|---|-------|-------|-------|-------|
| 7. a woven container | 7. | □ | _____ | _____ | _____ | _____ |
| 8. green, leafy vegetable | 8. | □ | _____ | _____ | _____ | _____ |
| 9. learning time for a student | 9. | □ | _____ | _____ | _____ | _____ |
| 10. found around a dog's neck | 10. | □ | _____ | _____ | _____ | _____ |
| 11. the topic of a sentence | 11. | □ | _____ | _____ | _____ | _____ |
| 12. used to wipe fingers or lips | 12. | □ | _____ | _____ | _____ | _____ |



Home Activity Your child has been learning to spell words with short vowels. Ask your child to name four of the most difficult words on the list. Challenge your child to correctly spell the four words.

Short Vowels: Syllables VC/CV

Directions Choose the word with the **short vowel** sound in the **first syllable** to complete each sentence. Write the word on the line.

- _____ 1. My mom works in a big (hotel/hospital).
- _____ 2. She got the job last (April/winter).
- _____ 3. She works for a (doctor/painter).
- _____ 4. Mom writes (poems/messages).
- _____ 5. She uses a (pencil/notepad).

Directions Circle the word with the **short vowel** sound in the **first syllable**. Then underline the letter that stands for that short vowel sound.

- | | | |
|--------------|---------|----------|
| 6. happen | higher | hoses |
| 7. miner | problem | music |
| 8. paper | private | puppet |
| 9. lately | lettuce | likely |
| 10. trial | toaster | tunnel |
| 11. napkin | native | notebook |
| 12. spoken | spider | signal |
| 13. baby | basket | biker |
| 14. sister | safety | season |
| 15. tasteful | timer | tennis |



Home Activity Your child identified words with a short vowel sound in the first syllable, such as *happen*, *lettuce*, and *tennis*. Have your child make a collage of magazine pictures showing items that have a short vowel sound in the first syllable of each item's name. Help your child label each picture.

Name _____

Short Vowels; Syllables VC/CV

Classifying Write the list word that belongs in each group.

1. lunch, breakfast, _____
2. toy, animal, _____
3. cabbage, spinach, _____
4. box, container, _____
5. reading, math, _____
6. placemat, tablecloth, _____

Spelling Words

happen
 lettuce
 basket
 winter
 sister
 problem
 supper
 subject

lesson
 spelling
 napkin
 collar
 traffic
 suggest
 puppet

Rhymes Finish each sentence. Use a list word that rhymes with the underlined word.

7. Franco got a splinter when he built the shelves last _____.
8. My _____ uses a mister to spray the plants.
9. I _____ that you get some rest.
10. She will charge a dollar to sew your _____.

Making Connections Draw a line to connect the first syllable with the second syllable to make a list word. Write each word you make.

First Syllable	Second Syllable	
hap-	-son	11. _____
sub-	-lem	12. _____
les-	-fic	13. _____
traf-	-ject	14. _____
prob-	-pen	15. _____

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Home Activity Your child wrote words with short vowel sounds. Have your child circle the VC/CV (vowel-consonant-consonant-vowel) pattern in each list word.

Name _____

Long Vowels

Directions Choose the word with the **long vowel** sound in the **second syllable** that makes sense in the sentence. Write the word on the line.

- _____ 1. Turn the TV off with this (remote/button).
- _____ 2. Did you (insult/invite) Patty?
- _____ 3. Miss Moffat sat (beside/under) a spider.
- _____ 4. Did you (misplace/forget) the remote?
- _____ 5. Use these matches to (begin/ignite) the campfire.

Directions In each line, circle the word with a **long vowel** sound in the **second syllable**.

- | | | | |
|-----|----------|---------|---------|
| 6. | signal | expect | relate |
| 7. | recede | remedy | along |
| 8. | remake | tennis | winter |
| 9. | tasteful | repave | tester |
| 10. | events | dislike | native |
| 11. | begin | behave | better |
| 12. | revise | signal | center |
| 13. | lately | season | mistake |
| 14. | nickname | napkin | dragons |
| 15. | device | traffic | subject |

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Home Activity Your child identified words with a long vowel sound in the second syllable, such as *revise*, *behave*, and *dislike*. Give your child a sentence in which one of the circled words in the second activity is missing. Have the child identify which word belongs in the sentence you have said. To simplify the activity, limit the word choices to two rows at a time.

Name _____

Literary Elements: Character, Setting, and Theme

- A **character** is a person or an animal in a story.
- The **setting** is when and where a story takes place.
- The **theme** is the lesson or meaning of a story.

Directions Read the story. Then fill in the chart to describe in your own words details about the characters, setting, and theme.

Annie rushed into the family room. Her older sister Marsha was using the computer.

Annie held up her yellow pad. "May I use the computer now?" she asked. "I need to type the final draft of my story. It's due tomorrow."

"No," said Marsha. "I'm busy chatting with Paula and Roy. So get lost!"

"That's not fair!" said Annie. "You've been using the computer for more than an hour."

Just then Dad poked his head in the door. "What's all this noise about?" he growled.

The girls looked at each other. They knew Dad would make them turn off the computer if they could not find a way to share it.

"We're sorry," Annie said. "We'll work together to make a fair schedule for using the computer."

"Good for you," Dad smiled. "Solving problems on your own shows that you're grown up enough to use a computer."

Characters	Setting	Theme
Annie seems more responsible because she does her homework and suggests a way to share the computer.		

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Home Activity Your child restated the characters, setting, and theme, or lesson, of a story. Read a story together. Discuss the characters, setting, and theme with your child and ask which story details helped with his or her ideas.

Name _____

Literary Elements: Character, Setting, and Theme

- A **character** is a person or animal in a story.
- The **setting** is when and where a story takes place.
- The **theme** is the lesson or message of a story.

Directions: Read the following story. Fill in the chart to describe the characters, setting, and theme. Then answer the questions.

When the power went out, Ava’s brothers and sisters groaned. “Now what will we do since we can’t watch TV?” asked one.

“We can’t use our computer, and we can’t even cook,” said another.

But Ava knew better. “Let’s pretend to be pioneers,” she told her brothers and sisters.

Dad built a fire in the fireplace and lit the grill on the porch. Mom set candles all around the living room. After dinner, Ava got out some old board games. The family played, talked, and laughed together all evening long. Then everyone got pillows and blankets and camped out on the floor by the fireplace. As Ava fell asleep, she thought to herself, “Living without electricity isn’t easy, but it sure can be fun.”

Characters	Setting	Theme
1.	2.	3.

4. What did you learn about Ava and her family? _____

5. Which sentence in the story expresses the theme? _____

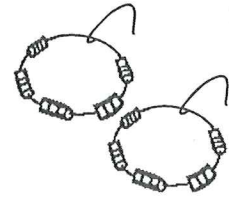


Home Activity Your child identified the characters, setting, and theme in a story. With your child, think of an important theme, or lesson, you would like others to know. Then choose characters and a setting. Then help your child make up a story that uses all three literary elements. Then ask your child to tell the story.

Name _____

Literary Elements: Plot

- The **plot** of a story is what happens in a story.
- The character has a **problem** to solve. The **main events** of the story tell how the character attempts to solve the problem.
- The **resolution** of the story is how the problem gets solved.



Directions Read the following passage. Then complete the information below.

Keesha’s aunt’s birthday is tomorrow. Keesha had seen a beautiful pair of beaded earrings in the store that cost \$25. They would be the perfect present!

Keesha checked her bank—she only had six dollars.

“Mom,” she asked, “can you loan me nineteen dollars?”

Mom shook her head. “I’m sorry, Keesha, I don’t have that much to spare this week.”

Next Keesha asked her sister. “I don’t have any money,” her sister said. “I bought a new CD.”

Then Keesha had a great idea. She ran to the craft store. For five dollars she bought beads and earring wires.

All afternoon Keesha worked. When she was finished she had two beautiful pairs of beaded earrings. She just knew her aunt would love them.

Problem _____

Main events 1. _____

2. _____

3. _____

Resolution _____

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Home Activity Your child identified the problem, main events, and resolution in a realistic story. Name a movie or TV show episode your child has seen recently. Ask your child to tell what the main character's problem was and how the character finally resolved the problem.

Literary Elements: Character, Setting, and Theme

- A **character** is a person or animal in a story.
- The **setting** is when and where a story takes place.
- The **theme** is the lesson or message of a story.

Directions Read the story. Pay attention to characters, setting, and theme as you read.

When Jack's grandmother came to visit, she spent lots of time writing letters to her friends at home. Then she would ask Jack to run to the post office, buy stamps, and mail her letters. Jack had a better idea. He showed Grandma how to

use e-mail. Then he offered to recycle his old computer by sending it home with her. Grandma was happy to discover that many of her friends use e-mail too. She was also happy about learning a new skill.

Directions Fill in the chart to describe the characters, setting, and theme.

Characters	Setting	Theme

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Home Activity Your child identified the characters, setting, and theme of a story. Read a story together. Discuss the characters, setting, and theme.

Writing • Narrative Poem

Key Features of a Narrative Poem

- tells a story
- has rhythm or a repeated accent
- often has lines that rhyme and use meter
- has a setting, characters, plot, and theme
- may be humorous or dramatic

Supper in the Storm

One afternoon last week at the park,
Blue sky quite suddenly grew very dark.
I raced home, and as I reached the door
heavy rain started falling, more and more.

Flickering lights killed my hope of a meal.
Thunderstorms make my mother feel
the kitchen is not the best place to be,
so good-bye to dinner for Dad and me.

Suddenly there stood Dad at the door,
and I could hope for some food once more!
“I knew that we could use some supper,”
and he handed me a sack—things looked up and upper!

After we ate, all the lights came back on,
Now Mom’s fears of the kitchen were gone.
“I think,” she said, “this is the night to make
our very favorite chocolate cake!”

1. Read the poem. Who are the characters in this poem?

2. What problem does the narrator have? How is the problem solved?

Reference Texts

Books have different features that help you find the information you need. At the front, a **table of contents** lists chapters, articles, or stories and their page numbers. An **index** lists subjects that the book covers and tells the page on which the information can be found. An index is usually in the back of the book.

Directions Use the table of contents and the index to answer the questions.

Table of Contents	
The Wonder of Electricity	
Chapter 1	
What Is Electricity?	3
Chapter 2	
Ben Franklin and His Famous Kite ...	11
Chapter 3	
Inventing the Light Bulb	17

Index
atoms, 4
current, 5
electrons, 4
inventors
Edison, Thomas, 19
Faraday, Michael, 18
Franklin, Ben, 11–16

1. In which chapter will you look to read about the invention of the light bulb?

2. On which page will you look to find information about Thomas Edison?

3. Which chapter has information about Ben Franklin?

4. On what page does Chapter 2 start?

5. On what page would you find information about atoms?



Home Activity Your child used a table of contents and an index to answer questions about reference texts. Ask your child to locate information using a table of contents and an index in a favorite book.

Name _____

Short Vowels; Syllables VC/CV

Proofread a Sign The Rodriguez family stopped at a farmers market. Circle four spelling mistakes on the sign. Write the words correctly. Then find the punctuation error. Write the sentence correctly.

FRESH CORN

We suggest grilled corn for supper?

berries	\$3 a basket	letuce	\$1 a head
sweet peas	\$2 a bunch	summer an	wintar
melon	\$4 each	squash	2 for \$3

Spelling Words

happen
 lettuce
 basket
 winter
 sister
 problem
 supper
 subject

 lesson
 spelling
 napkin
 collar
 traffic
 suggest
 puppet

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

Frequently Misspelled Words

then
 and
 with
 was

Proofread Words Circle the word that is spelled correctly. Write it.

- | | | |
|--------------|----------|-----------|
| 6. happen | hapen | 6. _____ |
| 7. prablem | problem | 7. _____ |
| 8. spulling | spelling | 8. _____ |
| 9. subject | subjeck | 9. _____ |
| 10. traffick | traffic | 10. _____ |
| 11. supper | super | 11. _____ |
| 12. seggest | suggest | 12. _____ |

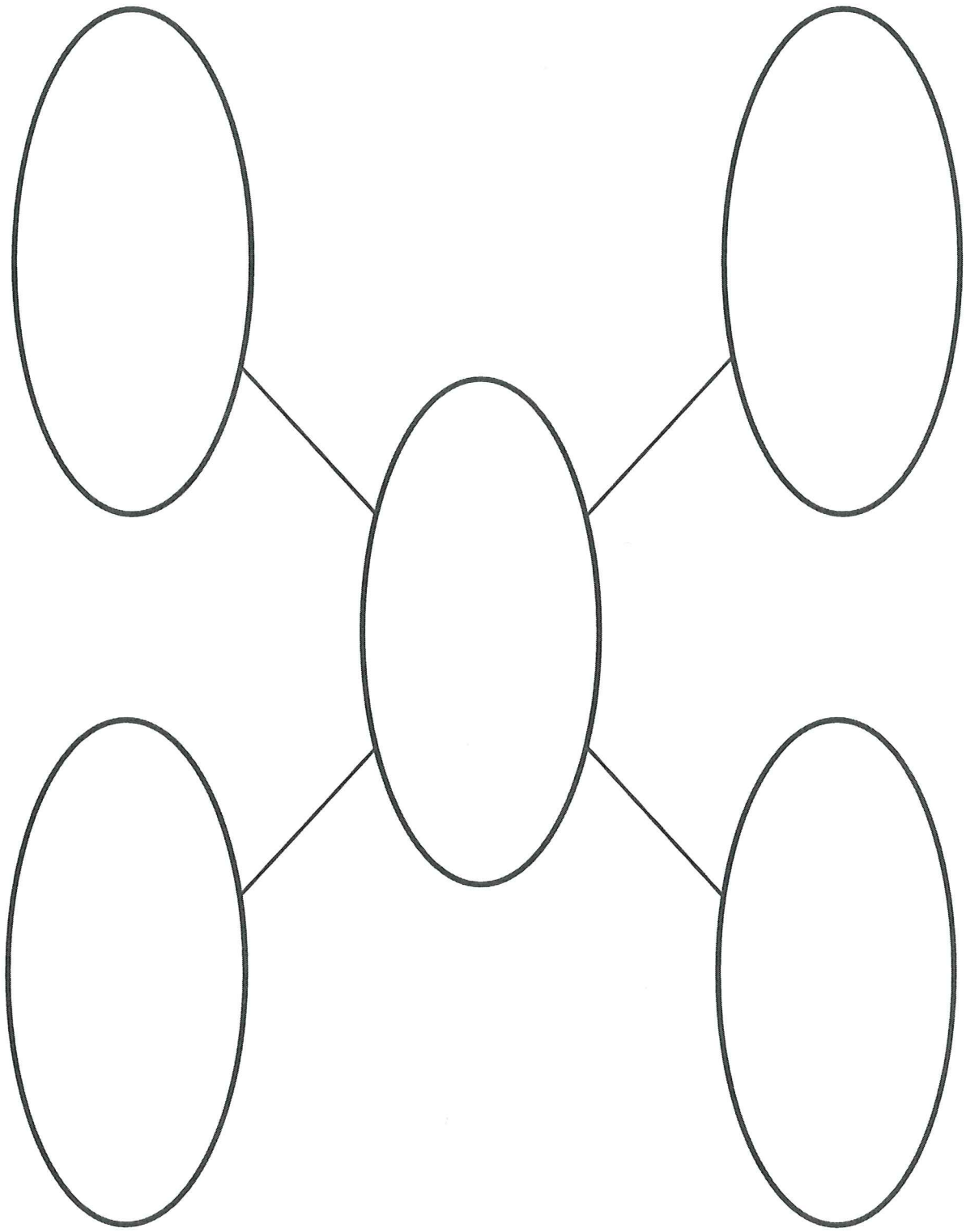
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Home Activity Your child identified and corrected misspelled words with short vowel sounds. Have your child sketch a sign that contains several spelling words and frequently misspelled words.

Name _____

Web A



Name _____

Sentences

A **sentence** tells a complete thought. It begins with a capital letter and ends with a punctuation mark. An incomplete sentence is called a **fragment**.

- | | |
|-----------------|----------------------------|
| Sentence | The lights go out. |
| Fragment | Suddenly blink on and off. |

Directions Write the group of words that is a sentence.

1. The boys make a fort. Can't play computer games.

2. Played checkers and board games. Mom tells stories.

Directions Decide whether each group of words is a sentence or a fragment. If it is a sentence, write the sentence with correct capitalization and punctuation. If it is a fragment, write *F*.

3. the doll walks and talks

4. has a battery

5. we play card games

6. with our friends next door



Home Activity Your child learned about sentences. Have your child write two or three sentences about an event at school.

Sentences

Directions Read each group of words. Write *S* if the group of words is a sentence. Write *F* if the group of words is a fragment.

- 1. The wind blew all night. _____
- 2. No power in the morning. _____
- 3. The alarm clock didn't ring. _____
- 4. Late for school. _____
- 5. Fixed the power lines. _____

Directions Decide whether each group of words is a sentence or a fragment. If it is a sentence, write the sentence with correct capitalization and punctuation. If it is a fragment, write *F*.

- 6. bored and unhappy

- 7. misses his computer games

- 8. he finds some old games

- 9. we play checkers

- 10. an old board in the closet

Directions Add your own words to make a complete sentence. Write the new sentence. Remember to use a capital letter and a punctuation mark.

- 11. Computer games _____



Name _____

Sentences

Directions Add your own words to make complete sentences. Write the new sentences. Remember to use capital letters and punctuation marks.

1. _____ can make the power go out.

2. Toys with batteries _____.

3. Without power, you can _____.

4. _____ are fun to play.

Directions What are some things to do when the power goes out? Write three sentences about fun games or other activities.

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Home Activity Your child learned how to use sentences in writing. Have your child write two or three sentences about something he or she saw on the way to or from school.

Name _____

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.

Using Computers

(1) Computer games can be a lot of fun (2) You can use a computer for other things, too. (3) Keep track of your money. (4) A computer can help you with your math work. (5) A computer to talk to your friends. (6) You can use it to learn about almost anything in the world. (7) What do you use computers for.

- | | |
|--|--|
| <p>1 What change, if any, should be made to sentence 1?</p> <p><input type="radio"/> Change <i>Computer</i> to computer</p> <p><input type="radio"/> Change <i>fun</i> to fun?</p> <p><input type="radio"/> Change <i>fun</i> to fun.</p> <p><input type="radio"/> Make no change</p> | <p>4 What change, if any, should be made to sentence 5?</p> <p><input type="radio"/> Change <i>friends.</i> to friends?</p> <p><input type="radio"/> Change <i>A computer</i> to You can use a computer</p> <p><input type="radio"/> Change <i>A</i> to a</p> <p><input type="radio"/> Make no change</p> |
| <p>2 What change, if any, should be made to sentence 3?</p> <p><input type="radio"/> Change <i>money.</i> to money?</p> <p><input type="radio"/> Change <i>Keep track</i> to You can keep track</p> <p><input type="radio"/> Change <i>Keep</i> to keep</p> <p><input type="radio"/> Make no change</p> | <p>5 What change, if any, should be made to sentence 7?</p> <p><input type="radio"/> Change <i>for.</i> to for?</p> <p><input type="radio"/> Change <i>for.</i> to for!</p> <p><input type="radio"/> Change <i>for.</i> to for,</p> <p><input type="radio"/> Make no change</p> |
| <p>3 What change, if any, should be made to sentence 4?</p> <p><input type="radio"/> Change <i>A computer</i> to A Computer</p> <p><input type="radio"/> Change <i>work.</i> to work,</p> <p><input type="radio"/> Change <i>math work.</i> to math work and sometimes.</p> <p><input type="radio"/> Make no change</p> | |



Home Activity Your child prepared for taking tests on sentences. Ask your child to explain the difference between a sentence and a fragment.