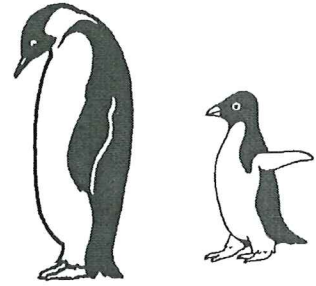


Name _____

Vocabulary

Check the Words You Know

- | | |
|--------------|------------|
| ___ hatch | ___ pecks |
| ___ snuggles | ___ preen |
| ___ flippers | ___ frozen |
| ___ cuddles | |



Directions Choose the vocabulary word from the box and write it next to its meaning.

- _____ 1. taps at
- _____ 2. turned into solid ice
- _____ 3. limbs used for swimming
- _____ 4. to make yourself clean and neat
- _____ 5. curls up comfortably

Directions Write the word on the line that fits the meaning of the sentence.

6. Mother _____ the little baby penguin.
7. The chick is about to _____ out of its egg.
8. Penguins use their _____ to help them swim.
9. The penguins _____ their young until their feathers are clean.
10. It was so cold that we could ice skate on the _____ lake.

Write a News Report

On a separate sheet of paper, tell what happens when a penguin chick hatches. Describe the setting and the sequence of events using as many vocabulary words as possible.



Home Activity Your child identified and used vocabulary words from *Penguin Chick*. Read a story or a nonfiction article about penguins with your child. Discuss the story using this week's vocabulary words.

Name _____

Syllable Patterns V/CV, VC/V

Generalization When the vowel sound in the first syllable is long, divide the word after the vowel: **pi lot**. When the vowel sound in the first syllable is short, divide the word after the consonant: **fin ish**.

Word Sort Sort the list words by long or short vowel.

long vowel

short vowel

1. _____

10. _____

2. _____

11. _____

3. _____

12. _____

4. _____

13. _____

5. _____

14. _____

6. _____

15. _____

7. _____

8. _____

9. _____

Spelling Words

1. finish
2. pilot
3. even
4. wagon
5. music
6. silent
7. rapid
8. female
9. lemon
10. pupil
11. focus
12. robot
13. tulip
14. camel
15. salad

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Home Activity Your child is learning to spell words with long and short vowel sounds. To practice at home, have your child look at the word, pronounce it, and then spell it aloud.

Name _____

Syllable Patterns V/CV, VC/V

Spelling Words

finish	pilot	even	wagon	music
silent	rapid	female	lemon	pupil
focus	robot	tulip	camel	salad

Word Clues Read all the directions. Then write list words in the boxes.

- Use three list words that begin with **f**.
- The word with a syllable that rhymes with **sale** is second.
- The word with a **short** vowel in the first syllable is third.
- The word with a **long** vowel in the first syllable is first.

- _____
- _____
- _____

- The word with a syllable that rhymes with **hot** is first.
- A list word with a syllable that rhymes with **my** and starts with **s** is third.
- A word with a syllable that rhymes with **few** and starts with **m** is second.

- _____
- _____
- _____

Missing Syllables Each underlined word has one missing syllable. Write the complete list word.

- Nat put the kittens in the wag.
- When I grow up, I want to be a lot.
- Tom is a rap worker.
- Did you see the lip in the garden?

- _____
- _____
- _____
- _____



Home Activity Your child has been learning to spell words with long and short vowels. Ask your child to identify the three most difficult list words. Have him or her spell these words one syllable at a time.

Name _____

Syllables V/CV, VC/V

Directions Circle each word in the box with the **long vowel** sound in the **first syllable**. Underline each word in the box with the **short vowel** sound in the **first syllable**. Then write each word in the correct column.

lady	lemon	finish	baby	robot
panel	spider	polish	moment	credit

long vowel

- _____
- _____
- _____
- _____
- _____

short vowel

- _____
- _____
- _____
- _____
- _____

Directions Circle each word in the box with the **long vowel** sound in the **first syllable**. Underline each word in the box with the **short vowel** sound in the **first syllable**. Then use the words to complete the sentences. Write each word on the line.

menu	female	motor	seven	zebra
------	--------	-------	-------	-------

- _____ 11. A _____ horse is called a mare.
- _____ 12. A _____ has black and white stripes.
- _____ 13. A _____ is a list of food.
- _____ 14. There are _____ little chicks.
- _____ 15. A _____ is an engine.



Home Activity Your child identified words that have a long or short vowel sound in the first syllable. Ask your child to read the long and short vowel words he or she circled or underlined on the page above. Help your child use some of these words to write a story.

Name _____

Syllables V/CV, VC/V

Missing Words Write the missing list word.

Spelling Words

finish
pilot
even
wagon
music
silent
rapid
female

lemon
pupil
focus
robot
tulip
camel
salad

1. It is easy to _____ this camera.
2. The _____ of the plane has white hair.
3. My flute teacher has a new _____ .
4. The mother cat had two male kittens and one _____ kitten.
5. This type of _____ has two humps on its back.
6. You will be able to swim _____ better after a little rest.
7. The song had a _____ beat.
8. I pulled the children in a _____ .

Syllables Find the list word that fits each word. Write the first syllable, the second syllable, and the complete word.

	First Syllable	Second Syllable	Base Word
9. song	_____	_____	_____
10. flower	_____	_____	_____
11. fruit	_____	_____	_____
12. end	_____	_____	_____
13. vegetables	_____	_____	_____
14. quiet	_____	_____	_____
15. machine	_____	_____	_____



Home Activity Your child divided long vowel and short vowel words into syllables and wrote them. Say a list word. Spell the first syllable, and have your child spell the second.

Name _____

Syllables V/CV, VC/V

Spelling Words				
finish	pilot	even	wagon	music
silent	rapid	female	lemon	pupil
focus	robot	tulip	camel	salad

Proofread an Announcement Circle five misspelled words in this announcement about a special concert. Write the words correctly. Then write the word with a capitalization error.

Don't miss Friday's concert! The musik will focus on early america. You will evin hear a jug band. The femail group will sing favorit songs about wagen trains, the Gold Rush, and California.

Frequently Misspelled Words

favorite
before
pretty

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

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

- | | | | |
|----------------------------------|------------------------------|------------------------------|-----------|
| 7. <input type="radio"/> saled | <input type="radio"/> salad | <input type="radio"/> salade | 7. _____ |
| 8. <input type="radio"/> kamel | <input type="radio"/> camel | <input type="radio"/> camal | 8. _____ |
| 9. <input type="radio"/> silent | <input type="radio"/> silant | <input type="radio"/> sylent | 9. _____ |
| 10. <input type="radio"/> leman | <input type="radio"/> lemen | <input type="radio"/> lemon | 10. _____ |
| 11. <input type="radio"/> finash | <input type="radio"/> finish | <input type="radio"/> fenish | 11. _____ |
| 12. <input type="radio"/> rowbot | <input type="radio"/> robat | <input type="radio"/> robot | 12. _____ |



Home Activity Your child identified misspelled multi-syllable words with long and short vowels. Ask your child to explain how to divide a multi-syllable word (immediately after a long vowel; after the consonant that follows a short vowel).

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Name _____

Vowel Diphthongs

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

- _____ 1. I went on a bird count with my aunt Ida.
- _____ 2. We kept a list of the kind and amount of birds we saw.
- _____ 3. I saw a cowbird on the fence.
- _____ 4. Then Aunt Ida showed me a brown thrasher.
- _____ 5. We spotted a horned owl at the top of a tree.

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

- _____ 6. We saw three noisy bluejays.
- _____ 7. In the woods, Aunt Ida told me to avoid a plant with three shiny leaves.
- _____ 8. The plant was poison ivy.
- _____ 9. I really enjoyed our bird count day.
- _____ 10. I'd like to join a birdwatcher's club someday.

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

Vocabulary • Synonyms

- Sometimes you come across a word you don't know. The author may give you a clue about its meaning. The clue may be a **synonym**, a word that means the same thing.
- Look for **synonyms** to figure out the meaning of unfamiliar words.

Directions Read the sentences. One word is underlined. Circle the synonym of the underlined word. Write the meaning of the underlined word on the line.

1. The chick pecks at the inside of the egg. After the chick taps a hole in the egg, the chick can leave the egg.

2. She made an error in her spelling, so she fixed the mistake.

3. Penguins use their flippers or their fins to swim quickly.

4. Penguins preen their chicks by cleaning and brushing them with their beaks.

5. The penguin chick must stay on its mother's feet to remain warm.

6. Penguins hunt creatures of the sea, such as the tiny animals called krill.

7. The newborn chick was very fluffy, with soft and fuzzy feathers all over it.

8. Like human children who love hugs, penguin chicks love to cuddle.



Home Activity Your child used context clues such as synonyms to figure out the meaning of new words. Read a story together and encourage your child to find synonyms in the text that help to figure out the meaning of unfamiliar words.

Name _____

Main Idea and Details

- The **topic** is what a piece of writing is about. The **main idea** is the most important idea about the **topic**. **Supporting details** are small pieces of information about the **main idea**.

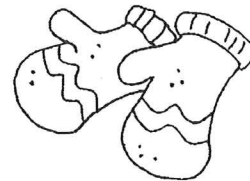
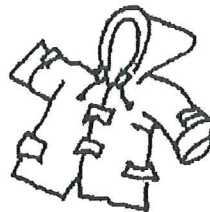
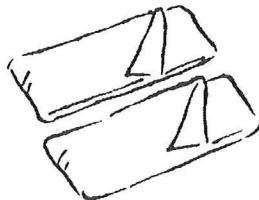
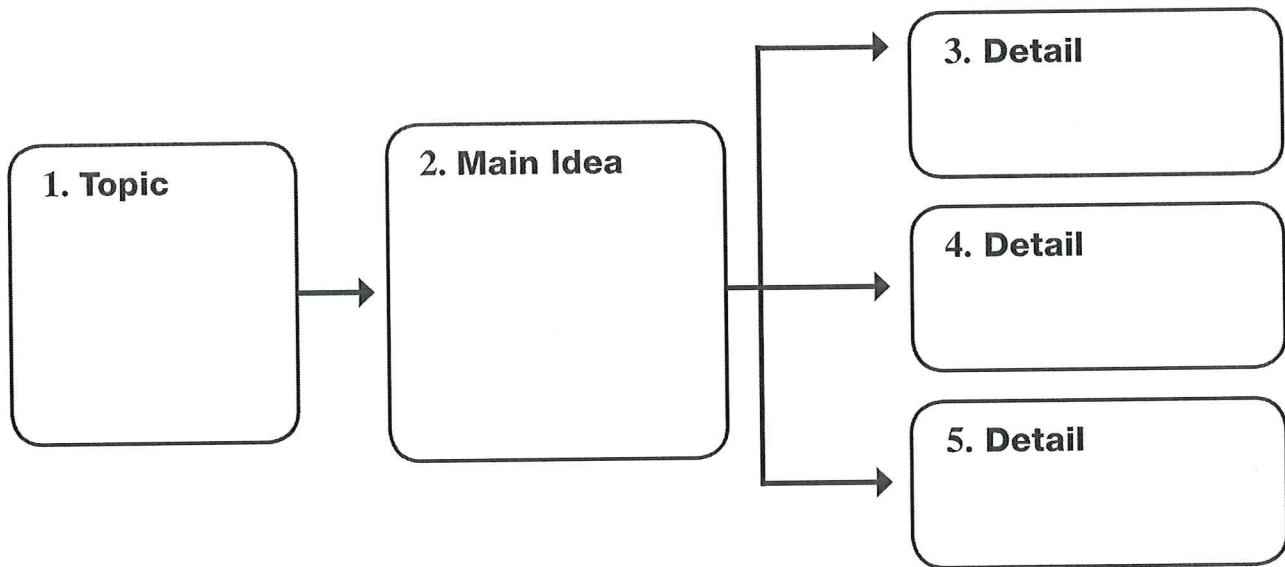
Directions Read the following passage. Complete the graphic organizer below.

What if you wanted to cross Antarctica? What would you need to take along?

You would need warm clothes, such as a parka and fur-lined boots. You'd also need bulky socks, thick pants, and the warmest mittens you could find!

Don't forget to bring your own food. You could warm frozen casseroles over a fire and eat nuts and snack bars during the day.

At night you'll need a sleeping bag. Take the warmest one you can find so you are sure to keep warm all night long!



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Home Activity Your child found the topic, main idea, and details in a passage. Read a nonfiction book to your child. To find the topic, ask, "In one or two words, what is the book all about?" To find the main idea, help your child make a sentence that tells the most important part about the topic. Then ask your child to list several details that tell more about the main idea.

Name _____

Main Idea and Details

- The **topic** is what a piece of writing is about.
- The **main idea** is the most important idea about the **topic**.
- **Supporting details** are small pieces of information about the **main idea**.

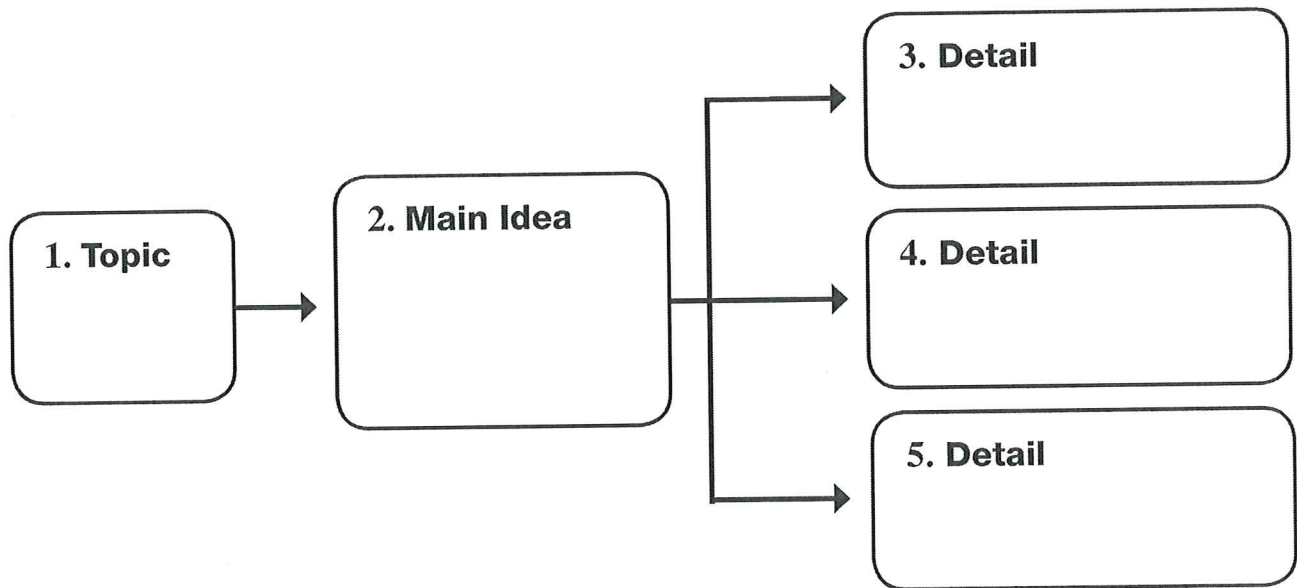
Directions Read the following passage.

What is the life cycle of a frog?
There are three stages.
A frog begins as an egg. The egg hatches in about a week. A small tadpole wiggles out.
A tadpole looks a bit like a fish. It swims around in water, looking for algae to eat.

As the tadpole eats, it grows and changes. The tadpole loses its tail and grows hind legs.

Soon the tadpole is a frog. Now it can hop on land and catch insects with its long tongue.

Directions Complete the graphic organizer to organize the information you read.



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Home Activity Your child found the topic, main idea, and details in a passage. Talk about an animal your child is familiar with, such as a family pet. Then ask your child what topic you have been talking about (family pet). Ask your child to list three details from your conversation.

Name _____

Main Idea and Details

- The **topic** is what a piece of writing is about.
- The **main idea** is the most important idea about the **topic**.
- **Details** are small pieces of information about the **main idea**.

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

Every summer, Jamie's family goes to a beach to swim in the warm waters. Jamie's mom and dad like to snorkel. They breathe through a tube. They wear goggles so they can see the colorful fish. But Jamie does not swim well. He cannot go snorkeling yet.

This summer, Jamie takes snorkeling lessons. He learns how to breathe through a tube. Then Jamie learns how to swim with flippers. The flippers help him kick better and faster. Finally, Jamie's mom and dad help him practice. For the first time, Jamie gets to snorkel and see the colorful fish.

1. What is the topic of the selection?

2. What is the main idea of the selection?

3. Why can't Jamie go snorkeling at first?

4. What three things does Jamie do in order to snorkel?



Home Activity Your child found the topic and main idea of a selection. Then your child answered questions that required understanding the details about the main idea. Write a story with your child about a problem you had and how you solved it. Then ask your child to tell the story's topic and main idea.

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 passage. Then answer the questions below.

Most people enjoy seeing goldfinches in summer. The cheerful little birds are bright yellow with dark markings on their wings and tail. In winter, these birds seem to disappear. Some goldfinches do fly south, but many more stay right in the same neighborhood all year long. They *seem* to disappear because their yellow feathers turn brown to blend with the drab winter surroundings. The brown feathers

help keep them from being an easy target for hungry enemies. In winter, you might mistake them for sparrows, unless you see their dark markings, which stay the same. The next time you see a group of drab-looking little birds perched in a brown, leafless tree, take a closer look. They just might be goldfinches hiding out for the winter.

1. Compare and contrast goldfinches in summer with goldfinches in winter.

2. How are goldfinches like sparrows during winter?

3. How can you tell the difference between goldfinches and sparrows in winter?

4. Do you think goldfinches that fly south change color? Why or why not?

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Home Activity Your child compared and contrasted the summer and winter appearance of a goldfinch. With your child, talk about other birds and animals and compare and contrast their appearance and behavior in different seasons.

Name _____

Writing • Cinquains

Key Features of Cinquains

- five-line poems that begin and end with a single word
 - usually commas in the second and third line, separating the words
-

Play

Puppy
Silly, happy
Running, jumping, playing
Now it's time for
Sleep

1. Name one key feature that you see that makes this poem a cinquain.

2. What images of puppies do you see in your mind when you read "Play"?

Name _____

Writing • Diamante Poems

Key Features of Diamante Poems

- seven lines
- first and last lines have one noun, usually with opposite meanings
- second and sixth lines have adjectives
- third and fifth lines have verbs (-ed or -ing)
- fourth line has four nouns

Plants and Animals

Plants
 Leafy, healthy
 Watering, feeding, growing
 Gardens, yards, forests, jungles
 Running, hunting, surviving
 Brave, wild
Animals

1. Name one key feature that you see that makes this poem a diamante.

2. What images of animals do you see in your mind when you read “Plants and Animals”?

Name _____

Dictionary/Glossary

A **dictionary** is a book of words and their meanings. A **glossary** is a section of a book with a list of difficult words and their meanings from the book. A glossary is usually found at the end of a book. In both a dictionary and a glossary, words are listed in alphabetical order. **Guide words** are printed in large dark type at the top of each dictionary or glossary page. They show the first and last entry words on the page.

Directions Use the dictionary page to answer the questions.

romp • roost

rook, *n.*

- 1 a large black European bird related to a crow, that lives in large flocks
- 2 a cheat
- 3 *v.* to cheat or trick someone

rookery, *n.* a breeding place for certain animals or birds, such as seals or penguins

rookie, *n.* a beginner, as on a police force or in a sport

1. Which word can be used to describe a baseball player during his or her first year on the team?

2. Which entry word or words can be used as a verb?

3. Find the entry word *rook*. Which meaning of *rook* is used in this sentence?

The rook flew into the tree.

4. What are the guide words on this page?

5. Which of these words could also be found on this dictionary page: *round, roll, roof, rock*?



Name _____

Common and Proper Nouns

A **common noun** names any person, place, or thing. A **proper noun** names a particular person, place, or thing. Proper nouns begin with capital letters. The names of days, months, places, and holidays are proper nouns. Historical periods and special events are also proper nouns.

Common Nouns You can see penguins at some zoos.

Proper Nouns On Labor Day, a penguin from Africa was displayed at the New York State Fair.

Capitalize each important word in a proper noun: Fourth of July, Civil War.

Directions Write *C* if the underlined noun is a common noun. Write *P* if the underlined noun is a proper noun.

1. There are not many emperor penguins in our country. _____
2. A sea park in San Diego has an emperor penguin. _____
3. Jon went to the zoo on Independence Day. _____
4. He saw penguins and other unusual animals. _____
5. Whales and penguins are popular sea park attractions. _____

Directions Underline the common nouns and circle the proper nouns in the sentences.

6. Alaska became a state on January 3, 1959.
7. Penguins do not come from the United States.
8. Seals and polar bears like the cold weather.
9. The Millers will visit Juneau at Thanksgiving.
10. The Iditarod Trail Sled Dog Race is held in March.



Home Activity Your child learned about common and proper nouns. Have your child write the names of friends and family members and explain why the names are proper nouns.

Name _____

Common and Proper Nouns

Directions Write the sentences. Capitalize the proper nouns correctly.

1. The first zoo in the united states opened just before the civil war.

2. It was the central park zoo in new york city.

3. You can see penguins from antarctica and south america there.

4. Maybe you can go there on presidents' day or columbus day.

Directions Underline the common nouns and circle the proper nouns in the sentences.

5. Many animals at the zoo come from distant places.

6. Koalas come from Australia.

7. Pandas come from China.

8. The aquarium brought some whales from the Pacific Ocean.

9. That beautiful tiger was born in India.

Directions Write a sentence about a wild animal. Use at least one proper noun and circle it. Underline the common nouns.

10. _____



Home Activity Your child reviewed common and proper nouns. On a walk in your neighborhood, have your child name some common nouns and some proper nouns that name neighborhood sights.

Name _____

Common and Proper Nouns

Directions Rewrite each sentence. Replace each underlined common noun with a proper noun.

1. The city has a zoo with many animals.

2. You can visit the zoo on a holiday.

3. You can see many wild animals at a place.

4. Fish live in a river.

5. There are many interesting animals in that country.

Directions Write a description of a place that has interesting animals. Use at least two proper nouns.



Home Activity Your child learned how to use common and proper nouns in writing. Look at family photos with your child. Have your child write a sentence about a place your family has visited, using at least one proper noun.

Name _____

Common and Proper Nouns

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.

Penguins in America

(1) There are not many penguins in our country. (2) Penguins do not come from the United States. (3) They like colder weather. (4) A sea park in San Diego has penguins. (5) John went to the sea park on Independence Day. (6) He saw penguins and other strange animals. (7) Penguins remain a very popular attraction at sea parks and zoos.

1 What is the common noun in sentence 2?

- the United States
 come
 from
 Penguins

2 What is the proper noun in sentence 4?

- He
 penguins
 San Diego
 has

3 Which group names the proper noun(s) in sentence 5?

- Independence Day
 John, Independence Day
 John, sea park, Independence Day
 John

4 What are the proper nouns in sentence 6?

- penguins
 strange animals
 He
 There are no proper nouns.

5 What proper noun could replace *sea park* in sentence 7?

- wildlife areas
 Ocean World
 nature preserves
 tourist destinations



Home Activity Your child prepared for taking tests on common and proper nouns. On a drive, say the names of things you pass, such as a *street* and *Spring Creek*. Have your child identify which are common nouns and which are proper nouns.