

Read the story.
Answer the questions.



Cooking Dinner

“Hey, Nia!” Nia heard her mom calling. “Can you come into the kitchen and help me with dinner?”

Nia loved to help her mom cook. She raced down the hallway and into the kitchen. “What are you making, Mom?” she asked.

“We’re having rice and chicken,” her mom replied. “I need you to stir the rice while I get the chicken ready for the oven.”

Nia took the wooden spoon and began stirring. Her mother squeezed lemon juice over the chicken.

“Why do you do that?” Nia asked.

“It makes the chicken taste delicious and lemony,” her mom answered.

Nia stirred and stirred the rice as her mom occasionally added more broth to it. Soon the rice thickened and became harder to stir. Nia’s arm grew tired.

“I know it’s hard work, but it’s important to keep stirring the rice so it will be fluffy and light,” Nia’s mom said. “Sticky, heavy rice will not taste good.”

Nia’s mom left the kitchen for a moment. Nia stirred more slowly as she reviewed things that happened at school that day. Lost in thought, she stopped stirring the rice.

When Nia’s mom came back into the kitchen, they sat down to eat. Nia ate a forkful of the rice on her plate. *Yuck*, she thought. *The rice is heavy and sticky.* Then she tried the chicken. It was dry, but she did not want to say anything.

Name _____

“The rice isn’t very good, is it?” Nia said to her mom.

“And this chicken is awfully dry,” her mom replied.

Then both Nia and her mom started to laugh. “The rice is bad because I forgot to keep stirring it,” said Nia.

“And the chicken is dry because I overcooked it,” said Nia’s mom. “Some cooks, aren’t we? Together, we ruined dinner!”

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1. Reread the first two paragraphs. Write one fact the author tells you about Nia.

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2. Why do you think Nia doesn’t want to say anything at first about the chicken to her mom?

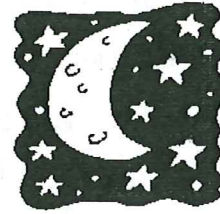
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3. Use your background knowledge and the information you read in the story to draw a conclusion about Nia’s relationship with her mom.
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-
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Home Activity Your child used background knowledge and details in the story to draw conclusions. With your child, take turns describing activities, such as cooking dinner, that take place in your home. Have the listener use details from the descriptions to draw conclusions and guess the activities described.

Read the story.

Answer the questions.

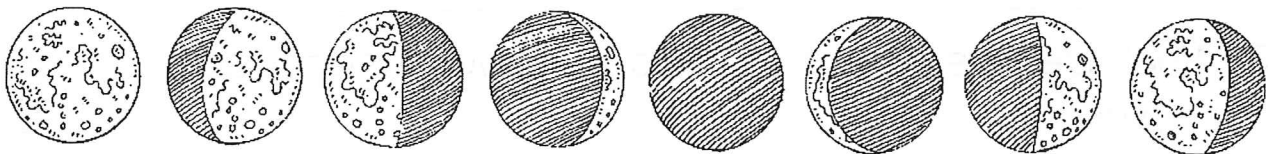


The Moon

When the sun appears to set in the evening, something else may light up the night sky. The large white orb that appears on most nights is Earth's moon. Some planets have many moons, but Earth has only one. People have been studying Earth's moon for thousands of years.

Sometimes we can't see the moon at all, but that doesn't mean it isn't there. Unlike the sun, the moon does not shine by its own light. Instead, it reflects light from the sun. That's because the moon revolves, or circles, around Earth in much the same way Earth revolves around the sun. It takes about one month for the moon to revolve once around Earth. As the moon moves, sunlight is reflected off the part of the moon that faces the sun. We see only the lighted part that faces the Earth.

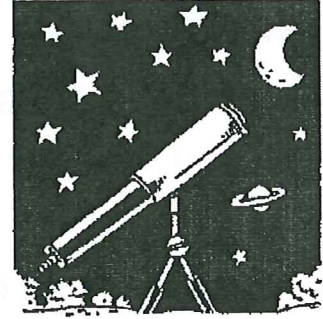
As the moon revolves around Earth, we see different amounts of the moon's lighted part. A full moon is when the moon appears big and round. We can see all of the lighted part. After the full moon, we see less of the moon each night. We can't see a new moon at all in the sky. A half moon is when half of the moon is lit up. Between a new moon and a half moon is a crescent moon.



Phases of the Moon

Name _____

Each month, as the lighted part of the moon becomes larger, we say the moon is waxing. As it gets smaller, we say it is waning. However, whether the moon is waxing or waning, it has a great effect on Earth. For instance, the moon causes high and low ocean tides.



People use a telescope to look at the surface of the moon.

The first spacecraft to visit the moon was launched in 1959. Then, in 1969, United States astronauts visited the moon. While people watched on television, the astronauts walked on the moon. It was a very important moment in history!

The moon is still the only place in space where humans have landed. There are plans to land on the planet Mars, but that probably won't happen for many years. Until then, the moon remains the place in outer space that we know best.

1. What does the diagram show on page 207?

2. If you go out on a clear night when there is a new moon, do you think it will be darker or brighter than when there is a half moon? Tell why. Look at the diagram on p. 207 for clues.

3. What does the picture on this page show? Use the caption to help you.



Home Activity Your child used a diagram and a picture with a caption to answer questions about the moon. Look through an illustrated nonfiction book or magazine together. Read the captions aloud and discuss with your child the information they contain.

Name _____

Contractions

Spelling Words				
let's	he'd	you'll	can't	I'd
won't	haven't	hasn't	she'd	they'll
when's	we'd	should've	wasn't	didn't

Making Contractions Write the contraction for each pair of words.

1. will not

--	--	--	--	--	--

2. has not

--	--	--	--	--	--

3. when is

--	--	--	--	--	--

4. you will

--	--	--	--	--	--

5. he would

--	--	--	--

6. should have

--	--	--	--	--	--	--	--

7. let us

--	--	--	--	--

Mystery Contractions Look at the shaded boxes. Write the letters and the apostrophe to make another contraction. Then write the two words that make up the contraction.

8. _____ = _____ + _____

Contraction Equations Write a contraction by solving each math word problem. Write an apostrophe in place of the letter or letters you subtract.

9. was + not - o = _____

10. I + would - woul = _____

11. she + had - ha = _____

12. have + not - o = _____

13. can + not - no = _____

14. did + not - o = _____

15. we + had - ha = _____

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Home Activity Your child has been learning to spell contractions. Use a newspaper or a magazine to hunt for contractions together. See how many can be found and circled in five minutes. Work together to figure out what two words make up each contraction.

Name _____

Action and Linking Verbs

Directions Write the verb in each sentence.

1. Grandma plants bulbs every fall. _____
2. The plants grow in spring. _____
3. That plant is a lily. _____
4. These lilies are white. _____
5. This bulb is a tulip. _____
6. Everyone loves Grandma's flowers. _____

Directions Write the verb in each sentence. Write *A* after an action verb.
Write *L* after a linking verb.

7. A raisin is a dried grape. _____
8. My uncle grows grapes in California. _____
9. I helped my uncle on the farm. _____
10. Plants need water and sunlight. _____
11. The grapes were ripe on the vines. _____
12. Workers laid them in the sun. _____
13. Raisins bake in the sun for two weeks. _____
14. Machines remove the dirt. _____
15. I packed some raisins. _____
16. The factory was busy. _____
17. Raisins are good snacks. _____
18. People buy my uncle's raisins. _____

Name _____

Spellings of /j/, /s/, /k/

Spelling Words

clock	large	page	mark	kitten
judge	crack	edge	pocket	brake
change	ridge	jacket	badge	orange

Silly Sentences Read each silly sentence. Write the list word that rhymes with the underlined word and makes sense in the sentence.

- I looked at a sock to tell the time. 1. _____
- My mitten likes milk. 2. _____
- There is a big black park on my paper. 3. _____
- The fudge is in court right now. 4. _____
- There is a barge hippo in the zoo. 5. _____
- This book stage has many words on it. 6. _____
- My racket has a zipper and two pockets. 7. _____
- Dad stepped on the rake to stop the car. 8. _____
- Please range the TV channel. 9. _____
- I have a dime in my rocket. 10. _____

Letter Directions Follow each direction. Write the new word.

- Add **ge** to **bad**. 11. _____
- Add **o** to **range**. 12. _____
- Subtract **pl** from **pledge**. 13. _____
- Add **c** to **rack**. 14. _____
- Subtract **f** from **fridge**. 15. _____



Home Activity Your child learned words spelled with *ge*, *dge*, *ck*, and *k*. To help you practice the list words with your child, say each word and ask your child to spell it. Then take turns naming words that rhyme with it.

Name _____

Vocabulary

Directions Read each clue. Write the word from the box above that fits the clue.

1. Something not liquid or solid _____
2. Very large; huge _____
3. To glow with light _____
4. How hot or cold something is _____
5. Not bright _____
6. A kind of cup with a long handle _____

Check the Words You Know

___dim
 ___gas
 ___gigantic
 ___ladle
 ___patterns
 ___shine
 ___temperature

Directions Read the sentences. Write the word from the box above that makes sense in each sentence.

7. In the desert, the _____ can reach 120°F during the day.
8. The moon seems to _____ more brightly in the winter.
9. The sunlight and shadows make pretty light and dark _____ on the sidewalk.
10. George dipped the _____ into the steaming pot of soup.
11. Oxygen is a _____ we cannot live without.
12. The tiny light bulb only gave off a _____ light.
13. Compared to the Earth, the sun is _____.



Home Activity Your child identified and used vocabulary words from *Seeing Stars*. Read the words on this page together. Have your child use them in sentences to talk about the selection, or about what he or she has learned about stars.

Read the story.
Answer the questions.

Pounding Rice

A Short Play Based on a Myth from the Philippines

Characters: Narrator, Woman 1, Woman 2

Setting: Outdoors, long ago



Narrator: In ancient times, people grew rice to eat. It was necessary to pound the rice to separate it from its stalks. To pound rice, a mortar and pestle were used. A mortar is a deep bowl and a pestle is a short stick with a thick, rounded end.

Woman 1: The rice harvest is in. We must begin pounding rice today.

Woman 2: Pounding rice is such difficult work. I'm grateful we do it only once a year.

Woman 1: You should remove your beaded necklace before we begin, since it will probably get in the way.

Woman 2: You should put down your comb, since it will get in the way as well.

Woman 1: Yes, that's true. Let's hang them both in the sky.

Narrator: Long ago, the sky was very close to the ground. People could put things in it. So the first woman hung her comb in the sky, and the second woman hung her beaded necklace there. Then they began pounding rice.

Name _____

Woman 1: My arm is already tired.

Woman 2: My arm is tired, too. Ouch! I hit the sky with my pestle!

Woman 1: Ow! I did the same thing. The sky is too close. It's getting in our way!

Woman 2 (*pounds hard*): There! I hit the sky harder with my pestle. That ought to get it out of our way.

Woman 1: Wow! You hit the sky hard. Look how far it's rising!

Woman 2: Oh no! My beads! And your comb!

Narrator: The women hit the sky so hard, it rose up very high and never came back down. The first woman's comb became the moon. The second woman's beads became the stars. The moon and stars are there to this day.

1. Who are the characters in this play?

2. What is the setting in this play?

3. Tell what happens first, next, and last in the play.



Home Activity Your child identified characters, setting, and plot in a play. Ask your child to help you retell a familiar fable or folktale. Then discuss the characters, setting, and plot.

Name _____

Prefixes

Spelling Words

unhappy	recall	disappear	unload	mistake
misspell	dislike	replace	mislead	disagree
rewrite	unroll	unknown	dishonest	react

Context Clues Write the list word that correctly completes the sentence. Use the underlined word as a clue.

- To not spell a word correctly is to _____ it.
- If you don't like something, you _____ it.
- To put something in its place again is to _____ it.
- To not agree is to _____.
- To call back a memory of someone again is to _____ that person.
- For something to appear and then to pass from sight is for it to _____.
- If you take something the wrong way, you _____ it.
- A person who is not honest is _____.
- To lead someone the wrong way is to _____ that person.
- To write something over is to _____ it.
- To act in response to something is to _____.

Making Opposites Use the base form of a list word. Add the prefix *un-* to make a word with the opposite meaning.

known	roll	load	happy
-------	------	------	-------

- Dennis will roll the towel and lay it on the sandy beach. _____
- Lily was happy about her broken computer. _____
- The stranger is known to me. _____
- Please load the groceries and bring them into the house. _____



Home Activity Your child has been spelling words with the prefixes *un-*, *re-*, *mis-*, and *dis-*. To practice the words together, help your child write each list word as an equation, like this: un + roll = unroll.

Name _____

Main Verbs and Helping Verbs

Directions Write the main verb and the helping verb in each sentence.

1. The men are hunting for deer in the forest.

Main verb: _____

Helping verb: _____

2. The women have planted corn in the field.

Main verb: _____

Helping verb: _____

3. The boys were fishing in the clear lake.

Main verb: _____

Helping verb: _____

4. The girl has sewn a pretty dress.

Main verb: _____

Helping verb: _____

5. I am learning about Native American life.

Main verb: _____

Helping verb: _____

Directions Look at the underlined verb in each sentence. Write *M* if it is a main verb. Write *H* if it is a helping verb.

6. A woman was weaving a basket. _____
7. She will make a necklace with beads. _____
8. The girls had cut the deerskin in pieces. _____
9. They are making shoes for everyone. _____
10. The boy is gathering pretty feathers. _____

Name _____

Prefixes *un-*, *re-*, *mis-*, *dis-*, *non-*

Directions Use one of the prefixes in the box to make a word that matches the definition. Write the word on the line.

mis- dis- re- un- non-

1. heat again _____
2. not honest _____
3. put in the wrong place _____
4. not known _____
5. not making sense _____
6. not real _____
7. played again _____
8. not obey _____
9. write again _____

Directions Use one of the words you wrote above to complete each sentence. Be sure that the word makes sense in the sentence.

10. If the soup is not hot enough, Mary can _____ it.
11. We enjoyed the CD so we _____ it.
12. It is foolish to _____ the traffic signals.
13. I made changes to my story, so now I will _____ it.
14. Taking something that is not yours is _____.
15. That story about the two-headed chicken is _____.



Home Activity Your child used and identified meanings of the prefixes *un-*, *re-*, *mis-*, *dis-*, and *non-*. With your child, list more words with the same prefixes. Have your child use them in sentences.

Name _____

Read the story. Then follow the directions and answer the questions.



Hiking to the Top

Gavin was excited. Today he was taking a hike with his dad. They were hiking to the top of Mount Randall. The whole hike would take about three hours.

Gavin loved to hike. He enjoyed looking at the plants on the trail. Sometimes, he even spotted animals. Once, a fox had run across the path, right in front of him!

When they got to the start of the trail, Gavin's dad put on a knapsack filled with water and snacks.

"Are you ready?" he asked Gavin. "Let's go."

The two of them began walking. The trail was made of dirt and leaves. There were giant trees all around them. The trees were taller than many buildings in Gavin's town. Their green leaves cast shadows on the trail, making it cool and shady. The only sound was the crunch of dead leaves underfoot. Neither Gavin nor his dad said anything. Together, they enjoyed the silence.

Soon, the forest began to thin out. The trail wound through a meadow. The meadow was filled with grass and wildflowers. Gavin saw purple and yellow and pink flowers. Above him, birds flew through the air, twittering.

Name _____

Suddenly, Gavin spotted something out of the corner of his eye. He turned toward it. It was a large brown rabbit. Its fur looked soft and shiny. The rabbit froze and looked at Gavin for what seemed like a long time. Then it bounded away.

Gavin and his dad kept walking. They had entered the last part of the hike. Here, there were a lot of rocks to climb over. Most of the trees had disappeared. Everything looked barren.

Gavin and his dad climbed up a large rock. Finally, they were at the top of the mountain. The sky was blue above them. Gavin could see for miles around. He could see his town, and Keyser Lake, down through a thicket of trees. The view was amazing.

Gavin smiled at his dad. This was why he loved hiking so much.

1. What can you generalize about hiking from the story?

2. There are different kinds of plants and animals to see when hiking up a mountain. Underline at least three things in the story to support this.

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Home Activity Your child made and supported generalizations based on things he or she read in the story. Have your child tell something he or she can generalize about Gavin's dad from the story.

Name _____

Present, Past, and Future Tenses

Directions Tell the tense of the underlined verb in each sentence.

Write *present*, *past*, or *future*.

1. Scientists discovered some smart mammals. _____
2. The mammals live in the ocean. _____
3. Many dolphins learned tricks. _____
4. Scientists will study dolphins more. _____

Directions Write the verb in () that correctly completes each sentence.

5. These dolphins live at the sea park, and they (perform, performed) each day.

6. A few minutes ago, a dolphin (leaps, leaped) out of the water.

7. Tomorrow the dolphins (invented, will invent) a new trick.

8. In next week's show, a dolphin (tossed, will toss) a ball into a net.

9. Yesterday the dolphins (played, play) happily with their trainers.

10. I (enjoyed, will enjoy) dolphins in the future.

11. In yesterday's show, a dolphin (pushed, will push) a ball across the pool.

12. People watch the dolphins and (clapped, clap) loudly.

Name _____

Suffixes *-ly, -ful, -ness, -less, -able, -ible*

Directions Read the sentences. Add the suffix *-ly, -ful, -ness, -less, -able, or -ible* to the base word in (). Write the new word on the line to complete the sentence. Remember that you may have to change the spelling of the base word.

- (grace) 1. Marcia is such a _____ dancer.
- (beauty) 2. She looks _____ in her costume.
- (quick) 3. She learned the new dances very _____.
- (happy) 4. You can tell she loves dancing. Her face shines with
_____ when she dances.
- (enjoy) 5. She makes the dances look so _____.

Directions Add the suffix *-ly, -ful, -ness, -less, -able, or -ible* to each base word. Write the new word on the line. Remember that you might have to change the spelling of the base word.

- 6. like + -able = _____
- 7. kind + -ness = _____
- 8. ill + -ness = _____
- 9. convert + -ible = _____
- 10. depend + -able = _____
- 11. safe + -ly = _____
- 12. play + -ful = _____
- 13. happy + -ly = _____
- 14. final + -ly = _____
- 15. use + -less = _____

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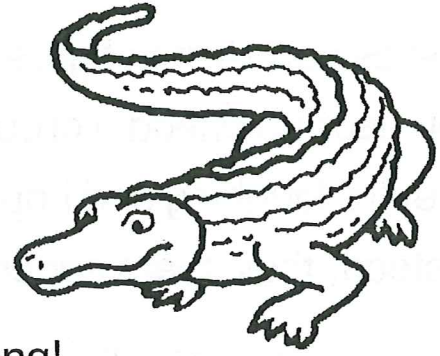


Home Activity Your child wrote words with the suffixes *-ly (safely), -ful (playful), -ness (illness), -less (useless), -able (dependable), and -ible (convertible)*. Write base words such as *slow, thank, safe, kind, comfort, soft, and help* on cards. Make other cards with the suffixes on this page. Ask your child to make new words by putting the words and the suffixes together.

Name _____

Read the poem.

Answer the questions.



The Swamp

Come walk on the boardwalk. Come on along!
 It's a bridge made of planks and boards so strong.
 You're safe and dry over water so dark
 Here in the swamp that runs through the park.

A swamp is a home for things big and small
 Like gators and skeeters and trees quite tall.
 There are spiders and turtles and fish so bright,
 Most sleeping by day and hunting at night.

SPLASH! "What was that?" you say to yourself.
 "A fat momma raccoon just washing herself?
 An otter or two in a race in the creek?
 Or a great gray heron with a fish in its beak?"

Deeper you go through the trees and the shade,
 Looking for treasures that nature made.
 Next to your bridge is a trail on the ground.
 What could have walked there so big and so round?

Name _____

Just as you start to figure it out,
 You hear up ahead a group of young scouts.
 They're laughing and happy and not at all frightened.
 Instead, they seem eager and very enlightened.

The scout leader tells you to walk to the end
 Where the swamp meets the lake around a big bend.
 The scouts say, "Goodbye, we'll see you later.
 Enjoy your view of a . . .

Florida 'gator!"

1. What do you think made, or caused, the path next to the boardwalk?

2. Reread the part of the poem that begins with *SPLASH!*
 Underline the names of animals that might have caused the splash.

3. Suppose you are on a boardwalk over a swamp. You see ripples in the dark water underneath you. List at least two animals that might cause the ripples.



Home Activity Your child identified causes and effects in a poem. Go on a walk outdoors with your child and talk about causes and effects you see, feel, and hear in nature, such as the wind blowing your hair or the sound of a bird singing.

Name _____

Vocabulary

Directions Match the word with its meaning.

- | | |
|---------------|---------------|
| 1. incredible | without water |
| 2. lofty | subject |
| 3. search | to look for |
| 4. unseen | high up |
| 5. waterless | unbelievable |
| 6. topic | not noticed |

Directions Use a word from the box to complete each sentence. Write the word on the line.

incredible noble search stinging survivors unseen

- The search party looked in the desert for _____ of the plane crash.
- A wasp is a _____ insect.
- The park rangers would lead the _____ for the lost campers.
- The desert in bloom is an _____ sight.
- The bald eagle is a _____ -looking bird.
- Animal life in the desert may go _____ , but it is everywhere.



Home Activity Your child defined and used vocabulary words from *Around One Cactus*. Read the words with your child. Then have him or her write sentences using the words.

Name _____

Irregular Verbs

Directions Choose the correct form of the irregular verb in () to complete each sentence. Write the verb.

1. Mae (saw, seen) plants and animals in the desert. _____
2. She had (think, thought) nothing lived there. _____
3. The cactus had (grew, grown) slowly. _____
4. A snake (began, begun) to rattle nearby. _____
5. Mae (took, taken) many pictures. _____

Directions Write each sentence. Use the correct past form of the verb in ().

6. Juan (go) to the desert.

7. He (do) a report on life in the desert.

8. He (find) out about desert plants and animals.

9. We have not (go) to the desert.

10. Rivers have (wear) paths through the desert.
