

Vocabulary

Directions Draw a line from the word to its definition.

Check the Words You Know

___outrun	___tides
___deserts	___waterfalls
___peak	___average
___depth	___erupted



- | | |
|------------|---|
| 1. average | violently sent out lava, ash, and gases |
| 2. deserts | the very top of a mountain |
| 3. depth | normal, usual |
| 4. erupted | places with little rainfall |
| 5. peak | having to do with how deep something is |

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

- | | |
|---|--|
| 6. The winners of a race do this. | |
| 7. These falling waters are often shown on postcards. | |
| 8. Snow is often found on this part of a mountain. | |
| 9. Cactus plants grow here. | |
| 10. These are related to ocean waters. | |

Write a Travel Brochure

On a separate sheet of paper, write a travel brochure describing a place and the things people may see there. Use as many vocabulary words as possible.

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Home Activity Your child identified and used vocabulary words from *Hottest, Coldest, Highest, Deepest*. With your child, read a story or nonfiction article about Earth science. Talk about landforms. Encourage your child to use vocabulary words in your conversation.

Vocabulary • Unknown Words

- You can use a glossary or a dictionary to find the meaning, syllabication, and pronunciation of **unknown words**.

av • er • age (av' ə r ij) *adj.* normal, usual
depth (depth) *n.* the distance from the top to the bottom
out • run (out run') *v.* to move faster than someone or something

peak (pēk) *n.* the pointed top of a mountain or hill
tide (tīd) *n.* the rise and fall of the ocean about every twelve hours • **PLURAL** tides

Directions Read the passage. Use the glossary entries to answer the questions.

On an **average** summer day, some people like to wade far out into the ocean. This can be risky. Incoming **tides** change the **depth** of the water. The water level rises, and the beach disappears. If this happens to you, you can try to **outrun**

the tide. Or you may be able to climb to the top of a tall, rocky **peak** in the water and wait until the tide goes out. The best thing to do, though, is to stay out of trouble by learning about tides.

1. How many syllables are in the word *average*?

2. How many syllables are in the word *depth*?

3. What are tides?

4. Does the *e* in *peak* have a long or short sound?

5. Which syllable should you stress when you say *outrun*?



Home Activity Your child used a glossary to understand meanings, syllabication, and pronunciation of words from *Hottest, Coldest, Highest, Deepest*. Read an article about nature with your child. Encourage your child to use a dictionary to find the meanings and pronunciations of unknown words.

Vowels: *r*-Controlled

Generalization The vowel sound /*er*/ can be spelled **er, ir, or, and ear**: **certain, third, word, early.**

Word Sort Sort the list words by the spelling of the vowel sound /*er*/.

er

or

1. _____ 9. _____

2. _____ 10. _____

3. _____ 11. _____

4. _____ 12. _____

5. _____

ear

ir

13. _____

6. _____ 14. _____

7. _____ 15. _____

8. _____

Spelling Words

1. third
2. early
3. world
4. certain
5. dirty
6. herself
7. earth
8. word
9. perfect
10. verb
11. nerve
12. worm
13. thirsty
14. workout
15. earn



Name _____

Vowels: r-Controlled

Spelling Words				
third	early	world	certain	dirty
herself	earth	word	perfect	verb
nerve	worm	thirsty	workout	earn

Riddle Read a clue and write the list word. When you have written all seven words, the answer will appear in the boxes.

What building has the most stories?

- | | | | |
|-----------------------------------|----------|----------------------|-------|
| 1. another word
for <i>she</i> | 1. _____ | <input type="text"/> | _____ |
| 2. before fourth | 2. _____ | <input type="text"/> | _____ |
| 3. a sentence | 3. _____ | <input type="text"/> | _____ |
| 4. has one | 4. _____ | <input type="text"/> | _____ |
| 5. exercise | 5. _____ | <input type="text"/> | _____ |
| 6. sure | 6. _____ | <input type="text"/> | _____ |
| 7. in need of water | 7. _____ | <input type="text"/> | _____ |
| 7. in need of a bath | 7. _____ | <input type="text"/> | _____ |

Missing Words Write a list word to complete each saying.

8. around the _____
9. have a lot of _____
10. down to _____
11. can't get a _____ in edgeways
12. _____ your keep
13. The _____ bird gets
- the 14. _____.

earn
word
early
earth
world
worm
nerve



Home Activity Your child has been learning to spell words with *er*, *ir*, *or*, and *ear*. Ask your child to pick a number between 1 and 14. Read the list word from the sentence on this page with that number. Ask your child to spell the word.

Name _____

Vowels: *r*-Controlled /*er*/

Directions Circle the words in the box that have the vowel sound /*er*/ as in **bird**, **her**, **turn**, **earn**, and **work**. Then write the words you circled under the word that has the same vowel spelling.

burst	hear	corn	dear	early	there	fern
fire	flare	heart	girl	hurry	learn	pear
perch	skirt	tire	torn	world	worm	

bird

her

turn

1. _____

3. _____

5. _____

2. _____

4. _____

6. _____

earn

work

7. _____

9. _____

8. _____

10. _____

Directions Circle the word that has the same vowel sound as the first word. Then write a sentence that uses the word you circled.

11. **farm** frame dart rare

12. **short** hoot horn shot

13. **core** cone to shore

14. **board** boat proud roar



Home Activity Your child identified and wrote words with *r*-controlled vowels. With your child, write sentences for the answer words from items 1-10 above. Ask your child to underline the letters that stand for /*er*/.

Vowels: *r*-Controlled

Proofread Workout Tips Circle four misspelled words. Write them correctly. Cross out the incorrect end mark and write the correct one.

Workout Tips

- Some people plan a workout early in the day, but there's no perfect time. Just be certain you do it!
- Drink extra water—even if you're not thirsty.
- Do something you like. Have you heard that jogging is best.

Spelling Words

third
early
world
certain
dirty
herself
earth
word

perfect
verb
nerve
worm
thirsty
workout
earn

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

Proofread Words Circle the correctly spelled word. Write it.

- | | | |
|-------------|---------|-----------|
| 5. nurve | nerve | 5. _____ |
| 6. worm | werm | 6. _____ |
| 7. ern | earn | 7. _____ |
| 8. dirty | durty | 8. _____ |
| 9. third | therd | 9. _____ |
| 10. hursel | herself | 10. _____ |
| 11. workout | werkout | 11. _____ |
| 12. vurb | verb | 12. _____ |

Frequently Misspelled Words

another
brother
heard



Vowels: *r*-Controlled

Proofread Workout Tips Circle four misspelled words. Write them correctly. Cross out the incorrect end mark and write the correct one.

Workout Tips

- Some people plan a workout early in the day, but there's no perfect time. Just be certain you do it!
- Drink extra water—even if you're not thirsty.
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Spelling Words

third
early
world
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herself
earth
word

perfect
verb
nerve
worm
thirsty
workout
earn

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

Proofread Words Circle the correctly spelled word.

Write it.

- | | | |
|-------------|---------|-----------|
| 5. nurve | nerve | 5. _____ |
| 6. worm | werm | 6. _____ |
| 7. ern | earn | 7. _____ |
| 8. dirty | durty | 8. _____ |
| 9. third | therd | 9. _____ |
| 10. hursel | herself | 10. _____ |
| 11. workout | werkout | 11. _____ |
| 12. vurb | verb | 12. _____ |

Frequently Misspelled Words

another
brother
heard



Name _____

Graphic Sources

- A **graphic source** is an image that helps you understand what you read.
- Common graphic sources include charts, graphs, and diagrams.

Directions Study the following graphic source. Then answer the questions below.

The Worst Volcanic Eruptions in History				
VOLCANO	LOCATION	YEAR	DEATHS	MAJOR CAUSE of DEATHS
Tambora	Indonesia	1815	92,000	Starvation
Etna	Sicily	1683	60,000	Earthquakes
Krakatoa	Indonesia	1883	36,000	Tsunami
Mount Pelée	Martinique	1902	29,000	Ash flows
Ruiz	Colombia	1985	25,000	Mudflows
Etna	Sicily	1669	20,000	Unknown
Unzen	Japan	1782	15,000	Volcanic collapse, tsunami
Laki	Iceland	1783	9,800	Starvation
Kelut	Indonesia	1919	5,000+	Mudflows
Vesuvius	Italy	1631	4,000+	Mudflows, lava flows
Galunggung	Indonesia	1882	4,000	Mudflows

(Source: *The New York Times Almanac 2002*)

1. What does this chart show?

2. Where did the most recent volcanic eruption take place?

3. Where did the greatest number of deaths occur due to a volcanic eruption?

4. Which volcano in the chart erupted more than once?

5. Use the chart to draw a conclusion about volcanic eruptions.



Home Activity Your child studied a graphic organizer and answered questions about it. Look through the newspaper and find a simple graphic. Study it with your child and have him or her answer questions about it.

Graphic Sources

- A **graphic source** is an image that helps you understand what you read.
- There are many types of graphic sources. They include maps, photos, illustrations, graphs, and diagrams.

Directions Study the following graphic source. Then answer the questions below.



1. What does this map show? How do you know?

2. Which state is the farthest east on the map?

3. Which state seems to be the largest?

4. Find your home state. Which states border on it?

5. Which state has the fewest border states? How many border states touch this state?

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Home Activity Your child looked at a graphic source and answered questions about it. Look at a map of your home town or city with your child. Have your child answer questions about the map.

Name _____

Graphic Sources

- A **graphic source** is an image that helps you understand what you read. There are many types of graphic sources. They include maps, photos, illustrations, graphs, and diagrams.

Directions Study the following graphic source. Then answer the questions below.

48 States in the Continental United States



1. What does the title of the map tell you?

2. Which state is between Washington State and California?

3. Name three states on the Gulf of Mexico.

4. Find your home state. Write the names of two nearby states.

5. What kind of an article might have this map as a graphic source?

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Home Activity Your child looked at a graphic source and answered questions about it. Find an article that includes a map, or look at an atlas. With your child, take turns asking each other questions about the map.

Name _____

Main Idea and Details

- The **main idea** is the most important idea in a selection or a paragraph.
- Details are the small pieces of information that tell about the main idea.

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

Every day, Juan would leave his tiny village to explore the world. He didn't have to travel far. He didn't even need a *burro*.

"Ay, *mijo*," his mother scolded him, "where were you all afternoon?"

"I was hiking along the Inca Trail in Peru," Juan replied.

"It is not nice to lie," his mother said.

"But I didn't!" insisted Juan. His mother sent him to his room without dinner for lying.

Though his stomach grumbled, Juan decided to visit Spain. He laughed and danced at a fiesta, and soon his parents knocked on his door.

"I'm at a fiesta in Spain," Juan called out. "Come join me!" His parents stepped in to find Juan twirling around with a book in his hands. He began to read aloud to them, and his parents laughed.

"So you are in Spain!" his mother said, and they all danced at the fiesta together.

1. What is the main idea of this story?

2. What is one detail that supports the main idea?

3. What is another detail that supports the main idea?

4. As you read this story, what prediction did you make about how it would end? Were you correct?



Home Activity Your child learned about finding the main idea and details in a piece of writing. Help your child make a story outline that includes a main idea and three details that support it. Then write a story based on the outline together.

Writing • Imaginative Story

Key Features of an Imaginative Story

- tells a made-up story that did not really happen
- has a plot that builds to a climax
- has characters—people or animals in the story
- has a setting—where and when the story takes place

A Day in the Desert

It was a hot, dry day in the desert that stretches beyond my burrow. Barry and I were building a fort in the sand. Barry is my best friend. We're lizards, more commonly known as Gila monsters. Not only does Barry make great forts, but he can also always make me laugh.

The day became hotter and drier in the midday sun. Barry and I decided to go home. But where was home? We both looked around, but nothing looked familiar. There were stretches of sandy soil in every direction. We had wandered too far into the desert.

"Let's start walking this way," I suggested. Soon we started trotting, our

scaly tails tracing paths in the sand behind us. Growing more and more nervous, we began to run.

Suddenly Barry asked, "How far can you run into the desert?"

"I don't know, Barry. How far *can* you run into the desert?"

"You can only run into the desert halfway. After that, you're running *out* of the desert."

I started laughing so hard that I nearly ran into a cactus plant. When I finally looked up, there was a rocky outcrop—the same rocky outcrop that shades the entrance to my burrow—off in the distance.

1. Underline the sentence that is the most exciting part of the plot.
2. Draw a circle around the characters in the story.
3. Draw a box around the words that tell the setting.

Story Sequence B

Title	
Characters	Setting



Events 1. First	
---------------------------	--



2. Next	
---------	--



3. Then	
---------	--



4. Last	
---------	--

Name _____

Subject and Object Pronouns

Directions Write each sentence. Replace the underlined words with subject or object pronouns.

1. When some people visited the South Pole, the people wore heavy coats to keep the people warm.

2. Bob hiked in the desert, and Bob took plenty of water with Bob.

3. Because the island is very wet, the island has many kinds of plants and animals.

4. As Jack and Chris climbed the mountain, a guide went with Jack and Chris.

Directions Write three sentences about a place you think is amazing. Use at least one subject pronoun and one object pronoun. Underline the pronouns.

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Home Activity Your child learned how to use subject and object pronouns in writing. Ask your child to write two sentences about an interesting place he or she has seen. Have your child use a subject pronoun and an object pronoun.

Name _____

Subjects and Object Pronouns

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.

Mount Everest

(1) Mount Everest is the tallest mountain in the world. (2) Every year, hundreds of people try to climb it. (3) Sir Edmond Hillary was the first man to get to the top of Everest. (4) The mountain was important to Edmond Hillary. (5) But climbing Mount Everest remains very dangerous.

1 What pronoun can replace the noun in sentence 1?

- You
- He
- Them
- It

2 What pronoun can replace the noun in sentence 2?

- he
- they
- it
- him

3 What pronoun can replace the noun in sentence 3?

- He
- Him
- It
- They

4 What pronoun can replace the noun in sentence 4?

- he
- him
- they
- it

5 What pronoun can replace the noun in sentence 5?

- him
- they
- it
- them



Home Activity Your child prepared for taking tests on subject and object pronouns. Discuss a visit to a farm or zoo with your child. Have your child identify pronouns in the sentences and tell whether they are subject pronouns or object pronouns.

Name _____

Subject and Object Pronouns

Directions Write *SP* if the underlined pronoun is a subject pronoun. Write *OP* if it is an object pronoun.

1. Sir Edmund Hillary was a climber. He reached the top of Mount Everest.

2. Tenzing Norgay, a guide, went with him. _____

3. Many climbers go to Everest, and the climb challenges them. _____

4. They use all their strength for the climb. _____

5. You could climb Mount Everest. _____

Directions Choose the correct pronoun for each sentence. Write the sentence.

6. Thomas and (me, I) went to Niagara Falls.

7. The falls amazed (we, us).

8. (Him, He) and I took pictures of the crashing water.

Directions Write a sentence about a mountain. Use a pronoun. Underline it and write *SP* if it is a subject pronoun or *OP* if it is an object pronoun.

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Home Activity Your child reviewed subject and object pronouns. On a walk or drive, ask your child to find a pronoun on a sign. Have your child tell whether it is a subject pronoun or an object pronoun.

Name _____

Subject and Object Pronouns

A pronoun used as the subject of a sentence is called a **subject pronoun**. A pronoun used after an action verb or as the object of a preposition is called an **object pronoun**.

- *I, you, he, she, it, we, and they* are subject pronouns.
- *Me, you, him, her, it, us, and them* are object pronouns.

Subject Pronouns They visited Mount Rainier. Sam and I went too.

Object Pronouns The mountain amazed them. They took pictures of Sam and me.

Directions Write the pronouns in each sentence.

1. She was on a high mountain, and the wind bothered her. _____
2. In the desert, the sun beats down on you. _____
3. The Mississippi is a long river, and it has many kinds of fish. _____
4. The huge waterfall impressed him. _____
5. He and I watched the tide come into shore. _____

Directions Write *SP* if the underlined pronoun is a subject pronoun. Write *OP* if it is an object pronoun.

6. Lake Superior is the largest of the Great Lakes. It is also the deepest. _____
7. The lake's size interested us. _____
8. Jamal visited Africa. There he saw the Nile River. _____
9. The rains in the tropical forest drenched them. _____
10. The deep snow on the mountain surprised Tina and him. _____



Home Activity Your child learned about subject and object pronouns. Make up sentences about book and movie characters. Have your child repeat the sentences with pronouns in place of the characters' names.

Irregular Plurals

- To form the plural of most words, add *s* or *es*.
- Some words have **irregular plurals** that do not follow this rule.
- One common type of irregular plural is to change the *f* in the singular word to *v*, then add *s* or *es*.

Directions Change the *f* in the singular word to *v*, then add *s* or *es* to form the plural. Write the plural on the line.

- | | | | |
|----------|-------|----------|-------|
| 1. dwarf | _____ | 5. loaf | _____ |
| 2. leaf | _____ | 6. scarf | _____ |
| 3. knife | _____ | 7. life | _____ |
| 4. hoof | _____ | | |

Directions Each sentence has an underlined word that takes an irregular plural. Write the irregular plural of the underlined word on the line. Use the box to help you.

children geese mice sheep teeth men women

- | | |
|-------|--|
| _____ | 8. You should brush your <u>tooth</u> twice every day. |
| _____ | 9. There are roles for seven <u>child</u> in <i>The Sound of Music</i> . |
| _____ | 10. You have to shear <u>sheep</u> to get their wool. |
| _____ | 11. Cats chase <u>mouse</u> even when they aren't hungry. |
| _____ | 12. Many <u>woman</u> have been elected to the U.S. Congress. |
| _____ | 13. Many Europeans eat <u>goose</u> instead of turkeys at the holidays. |
| _____ | 14. <u>Man</u> in traditional Scottish dress wear kilts, or skirts. |



Home Activity Your child wrote words with irregular plurals (*mouse, mice*), including words that change from *f* to *v* (*scarf, scarves*). Leaf through the dictionary with your child. Find more words that have irregular plurals and challenge your child to spell them correctly.