

Name _____

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 _____

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
<p>Annie seems more responsible because she does her homework and suggests a way to share the computer.</p>		

© Pearson Education, Inc., 3



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 _____

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?

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.

© Pearson Education, Inc., 3



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 _____

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

© Pearson Education, Inc., 3



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

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

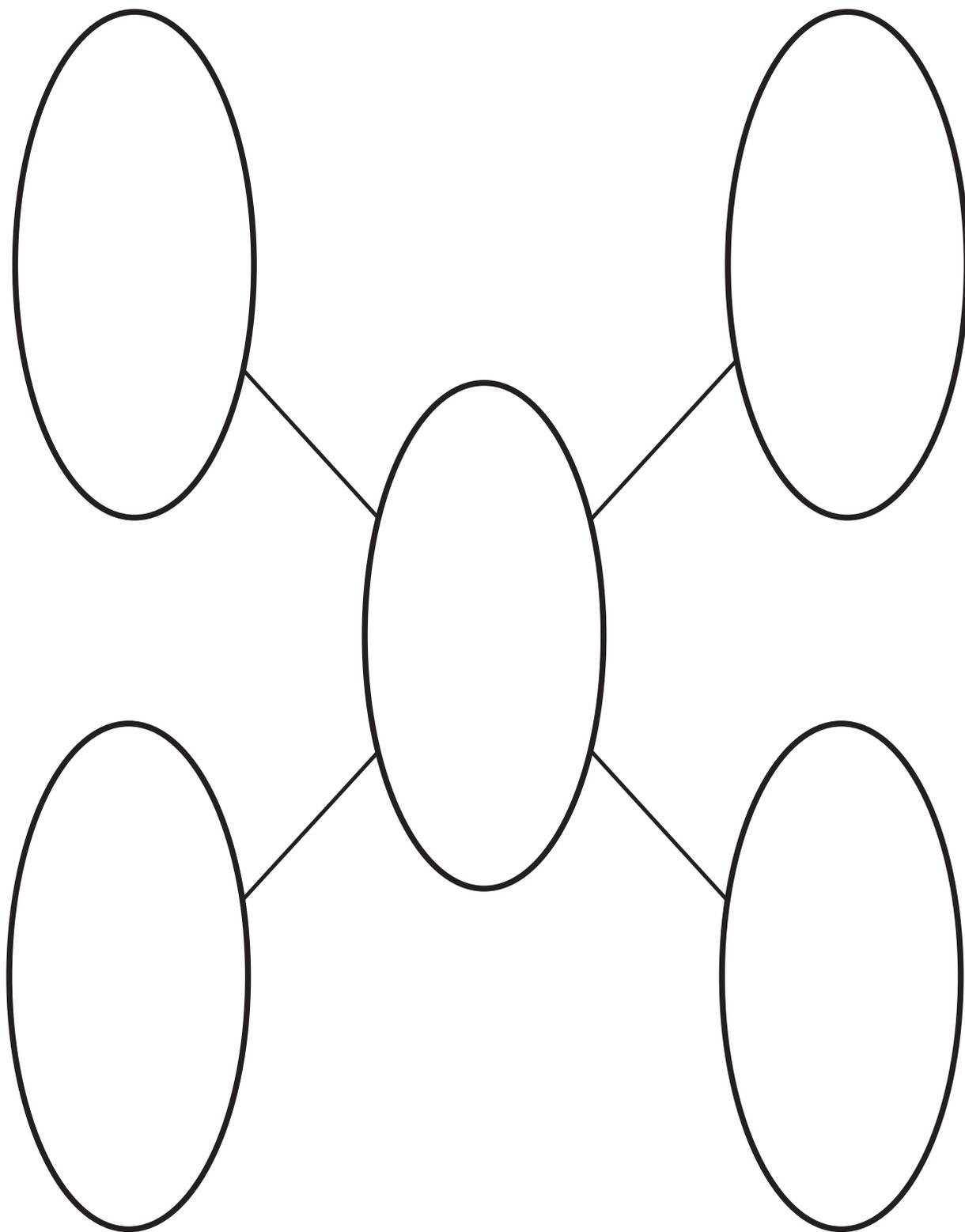
- | | | |
|-------|-------|-----------|
| hap- | -son | 11. _____ |
| sub- | -lem | 12. _____ |
| les- | -fic | 13. _____ |
| traf- | -ject | 14. _____ |
| prob- | -pen | 15. _____ |

© Pearson Education, Inc., 3



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.

Web A



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.

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

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.

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?



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 _____

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.

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. _____ |

© Pearson Education, Inc., 3



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.

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.

1 What change, if any, should be made to sentence 1?

- Change *Computer* to **computer**
- Change *fun* to **fun**?
- Change *fun* to **fun.**
- Make no change

2 What change, if any, should be made to sentence 3?

- Change *money.* to **money?**
- Change *Keep track* to **You can keep track**
- Change *Keep* to **keep**
- Make no change

3 What change, if any, should be made to sentence 4?

- Change *A computer* to **A Computer**
- Change *work.* to **work,**
- Change *math work.* to **math work and sometimes.**
- Make no change

4 What change, if any, should be made to sentence 5?

- Change *friends.* to **friends?**
- Change *A computer* to **You can use a computer**
- Change *A* to **a**
- Make no change

5 What change, if any, should be made to sentence 7?

- Change *for.* to **for?**
- Change *for.* to **for!**
- Change *for.* to **for,**
- Make no change



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