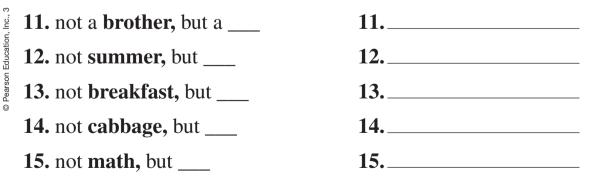
## Short Vowels; Syllables VC/CV

Spelling Words				
happen	lettuce	basket	winter	sister
problem	supper	subject	lesson	spelling
napkin	collar	traffic	suggest	puppet

Syllable Match Cross out the extra syllable. Write the list word.

1. bas kin ket	1
2. les low son	2
3. hap pen per	3
4. sis col lar	4
5. sug ject gest	5
6. let pup pet	6
7. mon ster ter	7
8. sub per ject	8
9. hap nap kin	9
10. traf per fic	10

**Opposites** Write the list word that completes each phrase.





Home Activity Your child is learning to spell words with short vowel sounds with the spelling + Home pattern VC/CV. Choose a word. Write it, but leave out two letters, putting a blank in their places. Have your child write the missing letters and then write the whole word.

Name

### Sentences

Directions Read the groups of words. Write the group of words that is a sentence.

- 1. We play many computer games. Other kinds of games, too.
- 2. High winds and heavy rain.A big storm blows power lines down.
- **3.** We don't need power for board games. Played checkers all day.
- **4.** Some kids got bored. No power to play video games.
- Finished an art project. My friends painted a mural.

**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. we can play tag and soccer outdoors
- 7. people on the baseball field

8. looked everywhere for a battery

9. they discovered new games during the storm

### Plural -s, -es, -ies

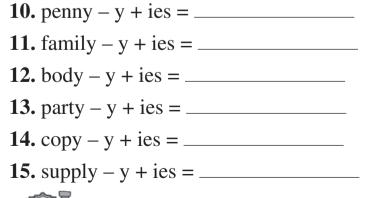
Spelling Words					
pennies	inches	plants	families	bodies	
glasses	wishes	pockets	lists	copies	
parties	bunches	crashes	supplies	pencils	

**Word Changes** Change the clue word. Write the new word. Then write the plural of the new word to make a list word.

	Clue	Change	New Word	Plural
1.	dish	<b>d</b> to <b>w</b>		
2.	rocket	r to p		
3.	lunch	l to b		
4.	mist	m to l		
5.	pass	p to gl		
6.	trash	tr to cr		
7.	ink	k to ch		
8.	stencil	st to p		
9.	grant	gr to pl		

Ending Equations Use each word equation. Write the list word.

library - y + ies = libraries





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**Home Activity** Your child is learning to spell plurals. To practice together, write the base word of a list word. Ask your child to write the plural and to circle the letters that spell the plural form.

Name

### **Subjects and Predicates**

**Directions** Underline the complete subject of each sentence.

- **1.** Mom needs help around the house.
- **2.** My little brother needs attention.
- **3.** Everyone in the family needs something.
- 4. Each person helps the others.
- **5.** All of us think of the needs of others.

**Directions** Write the complete predicate of each sentence.

**6.** Julie cooks soup for dinner.

7. I wash the car with Dad.

**8.** My brother picks up his toys.

9. Each family member has a special job.

10. Life at my house goes more smoothly this way.

### **Base Words and Endings**

Spelling Words				
using	getting	easiest	swimming	heavier
greatest	pleased	emptied	leaving	worried
strangest	freezing	funniest	angrier	shopped

**Word Pairs** Write the missing list word. Use the underlined word as a clue.

1. Sara's joke is <u>funny</u> , but Diego's is the I've	heard.
<b>2.</b> A hippo is <u>heavy</u> , but an elephant is	
<b>3.</b> That picture is <u>strange</u> , but this one is the of	f all
<b>4.</b> Brent is <u>angry</u> , but David is	
<b>5.</b> Math is <u>easy</u> , but Spelling is the of all.	
6. Many movies are <u>great</u> , but this movie is the	_ ever
Analogies Write the list word that completes each	phrase.
7. Sit is to sitting as get is to	
<b>8. Ship</b> is to <b>shipped</b> as <b>shop</b> is to	
9. Run is to running as swim is to	
<b>10. Try</b> is to <b>tried</b> as <b>empty</b> is to	
<b>11. Hurry</b> is to <b>hurried</b> as <b>worry</b> is to	
<b>12. Sneeze</b> is to <b>sneezing</b> as <b>freeze</b> is to	
<b>13. Come</b> is to <b>coming</b> as <b>leave</b> is to	
<b>14. Save</b> is to <b>saving</b> as <b>use</b> is to	
<b>15. Amuse</b> is to <b>amused</b> as <b>please</b> is to	



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**Home Activity** Your child is spelling words that end in *-ed, -ing, -er,* and *-est*. To practice at home, spell each word together. Have your child say which ending is used at the end of the word.

## **Declarative and Interrogative Sentences**

**Directions** Write *statement* if the sentence is a statement. Write *question* if the sentence is a question.

<b>1.</b> Fish is a tasty, healthful food.	
<b>2.</b> What is your favorite kind of fish?	
<b>3.</b> Fish tastes good with all kinds of spices.	
4. How shall we cook this big trout?	
<b>5.</b> We can make tacos or soup with it.	

**Directions** Write the sentences. Add the correct end punctuation. Write S if the sentence is a statement and Q if the sentence is a question.

6. Can we fish in this pond

7. Has anyone caught anything

8. The fish leap out of the water

9. There are big fish and little fish

**10.** Did you see that colorful fish

**11.** It is tugging on my line

12. How much does it weigh

### **Vowel Digraphs**

Spelling Words				
clean	agree	teeth	dream	grain
coach	display	window	shadow	cheese
peach	braid	Sunday	float	thrown

Word Search Circle the list word hidden in each puzzle. Write the word.

1. bgfloatmp	
<b>2.</b> h c l e a n d w n	
<b>3.</b> d j r s h a d o w t	
<b>4.</b> g t h r o w n k s	
<b>5.</b> g r a i n m h s	
6. yragreemvt	
<b>7.</b> c w i n d o w g n s	
<b>8.</b> f n p c o a c h t z	

Word Clues Write the list word that means the same as the phrase.

9. A fuzzy fruit	
<b>10.</b> The day before Monday	
<b>11.</b> What is needed to chew	
<b>12.</b> A food made from milk	
<b>13.</b> To show something	
14. Something you may do asleep	
<b>15.</b> A way to fix the hair	



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Home Activity Your child is learning to spell words with long vowel digraphs (letter combinations + Home that stand for long vowel sounds). Have your child write each word. Together, circle the vowel pairs in each word that make up the vowel digraph.

### **Imperative and Exclamatory Sentences**

**Directions** Write *command* if the sentence is a command, or imperative sentence. Write *exclamation* if the sentence is an exclamation, or exclamatory sentence.

<b>1.</b> Please	buy some fruit.	
2. What	big strawberries those are!	
3. Try so	me grapefruit.	

**4.** The peaches are delicious!

**Directions** Write the sentences. Add the correct end punctuation. Write C if the sentence is a command and E if the sentence is an exclamation.

**5.** Go to the supermarket

6. Get food for lunch, and buy some apples

7. What a big choice there is

8. Don't forget the lettuce

9. This turkey tastes too spicy

10. Find some American cheese

11. I like sandwiches, and I can make my own

#### 12. My lunch will be great

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### **Vowel Diphthongs**

Spelling Words				
proud	shower	hour	amount	voyage
choice	avoid	thousand	prowl	employ
bounce	poison	annoy	appoint	broil

Words in Context Write the missing list word.

- **1.** During the sea \_\_\_\_\_\_ the ship was in a storm.
- **2.** The play lasted about one \_\_\_\_\_.
- **3.** One way to cook meat is to \_\_\_\_\_\_ it.
- **4.** The cat liked to \_\_\_\_\_\_ for mice.
- **5.** I took a bath, not a \_\_\_\_\_\_.
- **6.** Try to \_\_\_\_\_\_ that busy street.

Alphabetizing Write each group of words in ABC order.

choice amount bounce	employ poison appoint
7	10
8	11
9	12

thousand annoy proud

- 13.
- 14.
- 15.



Home Activity Your child has been learning to spell words with the vowel sounds in *out* and *toy*. Home Divide a sheet of paper into two columns. Have your child write words with the vowel sound in out in one column and words with the vowel sound in toy in the other column.

Name

### **Compound Sentences**

**Directions** Write *S* if the sentence is a simple sentence. Write *C* if the sentence is a compound sentence.

- **1.** Many people use bicycles for their jobs.
- 2. Some people deliver messages on their bikes.
- 3. James carries flowers on his bike, and Dave carries groceries.
- 4. Dave prefers heavy loads, but it is hard work.
- 5. Bicycles are fun, and they are also useful.

**Directions** Use the word *and*, *but*, or *or* to combine each pair of sentences. Write the compound sentence.

6. Kevin worked hard. He saved money for a skateboard.

- 7. The store had many skateboards. Kevin wanted a special one.
- **8.** You buy a skateboard from the store. You order one from a catalog.
- 9. Kevin found the perfect skateboard in a catalog. He ordered it right away.
- 10. Kevin waited a long time for his skateboard. It was worth the wait.

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### **Notes for a Personal Narrative**

**Directions** Fill in the graphic organizer with information about the event or experience that you plan to write about.

### Summary

What happened?
When?
Where?
Who was there?
Details
Beginning
Deginning
Middle
End

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**Directions** How did you feel about your experience at the beginning, middle, and end? Choose one or two words from the word bank to describe each part of your experience. Then add details that *show* readers each feeling.

	worried disappointed puzzled	excited embarrassed anxious	proud satisfied delighted	sad curious upset	
Beginning					
Middle					
End					

### **Combining Sentences**

When you write, you can combine short, choppy simple sentences to make compound sentences. The two sentences you combine must make sense together. You can combine the sentences using the words *and*, *but*, or *or*.

**Directions** Use the word in () to combine the two sentences. Remember to capitalize the first word of the new sentence and to replace the first period with a comma.

1. (but) Many huge weeds grew in the garden. I pulled each weed out.

2. (and) The job was hard. It took me all afternoon.

**3.** (or) Pull out the weed's root. The weed will grow back.

4. (and) I earned five dollars. I felt good about my hard work.

5. (but) I was tired. The garden looked great.

### Name \_

# **Editing 1**

**Directions** Edit these sentences. Look for errors in spelling, grammar, and mechanics. Use proofreading marks to show the corrections.

Proofreading Marks			
Delete (Take out)	a a		
Add	^		
Spelling			
Uppercase letter	≡		
Lowercase letter	/		

- 1. My mom and me decided to adopt a dog from the granville Animal Shelter.
- 2. I was so excited I has wanted a dog forever.
- 3. But Mom said, "Youll have to help pay for the dog's supplys."
- 4. So i started a dog walking business in their neighborhood.
- 5. The neighbors listened to me as I explains my plan and my gole.
- **6.** Soon little dogs, big dogs, and medium-sized dogs was pulling me around the block evry day after school.
- **7.** I made enough money, to buy too bowls, some dog food, a bed, a leash, and a collar, for my new dog.
- 8. When we brought ranger home for the first time I wanted to jump for joy!

Now you'll edit the draft of your personal narrative. Then you'll use your revised and edited draft to make a final copy of your narrative. Finally, you'll share your written work with your audience.