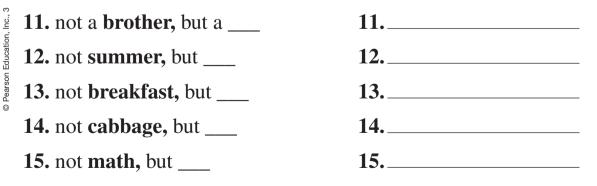
Short Vowels; Syllables VC/CV

| 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

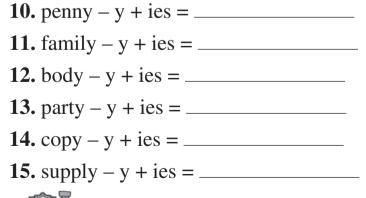
| Spelling Words | | | | | |
|----------------|---------|---------|----------|---------|--|
| pennies | inches | plants | families | bodies | |
| glasses | wishes | pockets | lists | copies | |
| parties | bunches | crashes | supplies | pencils | |

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 | d to w | | |
| 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. |
|---|---------|
| 2. A hippo is <u>heavy</u> , but an elephant is | |
| 3. That picture is <u>strange</u> , but this one is the of | f all |
| 4. Brent is <u>angry</u> , but David is | |
| 5. 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 | |
| 8. Ship is to shipped as shop is to | |
| 9. Run is to running as swim is to | |
| 10. Try is to tried as empty is to | |
| 11. Hurry is to hurried as worry is to | |
| 12. Sneeze is to sneezing as freeze is to | |
| 13. Come is to coming as leave is to | |
| 14. Save is to saving as use is to | |
| 15. Amuse is to amused as please 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.

| 1. Fish is a tasty, healthful food. | |
|--|--|
| 2. What is your favorite kind of fish? | |
| 3. Fish tastes good with all kinds of spices. | |
| 4. How shall we cook this big trout? | |
| 5. 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 | |
|-------------------------------|--|
| 2. h c l e a n d w n | |
| 3. d j r s h a d o w t | |
| 4. g t h r o w n k s | |
| 5. g r a i n m h s | |
| 6. yragreemvt | |
| 7. c w i n d o w g n s | |
| 8. 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 | |
|-----------------------------------|--|
| 10. The day before Monday | |
| 11. What is needed to chew | |
| 12. A food made from milk | |
| 13. To show something | |
| 14. Something you may do asleep | |
| 15. 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.

| 1. 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.