

Name \_\_\_\_\_

# Base Words and Endings

**Directions** Add **-ed** and **-ing** to each word on the left. Remember that you may have to double the last consonant, drop the final **e**, or change **y** to **i**.

<b>Word</b>	<b>-ed</b>	<b>-ing</b>
<b>plan</b>	<b>planned</b>	<b>planning</b>
1. please	_____	_____
2. use	_____	_____
3. shop	_____	_____
4. worry	_____	_____
5. tug	_____	_____

**Directions** Add **-er** and **-est** to each word on the left. Remember that you may have to double the last consonant, drop the final **e**, or change **y** to **i**.

<b>Word</b>	<b>-er</b>	<b>-est</b>
<b>heavy</b>	<b>heavier</b>	<b>heaviest</b>
6. great	_____	_____
7. easy	_____	_____
8. thin	_____	_____
9. angry	_____	_____
10. big	_____	_____

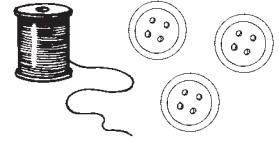


**Home Activity** Your child wrote words that end with *-ed*, *-ing*, *-er*, and *-est*. Work with your child to write a story using the words on the page above. Before the writing begins, ask your child to review the words he or she wrote and think about ways to use the words.

Name \_\_\_\_\_

# Sequence

- **Sequence** is the order in which things happen in a story.
- **Clue words**, such as *first*, *second*, *then*, *next*, *finally*, and *last*, can tell you when something happens.



**Directions** Read the following passage. Draw a line under the words or phrases that help you follow the sequence of story events. Then answer the questions below.

**T**ina's mother liked to watch rainbows. Tina decided to make her mother a rainbow. First, she found a large piece of white fabric. She sewed a row of red buttons to the fabric. Next, she sewed a row of orange buttons under the red buttons.

Then Tina found some yellow and green glitter. She used glue and made a row of yellow glitter and then a row of green glitter under the buttons.

Next, Tina found some blue fabric scraps. She sewed the blue fabric under the green glitter.

Then Tina found some violet buttons. She sewed a row of violet buttons under the blue fabric.

Finally, Tina made fabric loops to hang her rainbow. Now her mother can see a rainbow any time.

1. When did Tina sew orange buttons to her fabric?

2. What did Tina glue on the fabric after she sewed the red and orange buttons?

3. When did Tina sew the violet buttons?

4. What did Tina do last?

5. Write the colors Tina used in the sequence she used them. Why do you think she did things in this order? \_\_\_\_\_



Name \_\_\_\_\_

## Writing • Thank-You Note

### Key Features of a Thank-You Note

- uses the format of a friendly letter
- has a friendly tone
- explains why the writer is grateful

2218 Magnolia Street  
San Antonio, TX 78201  
October 14, 2011

Dear Aunt Teresa,

Not a day has gone by that I haven't played the guitar you left with me. Thank you for trusting me to take care of your guitar while you are away. I practice every day, and I can already play a few songs.

Naturally, my goal is to learn that gorgeous song you played for us during your last visit. Do you remember it? I'm talking about the Spanish lullaby, of course! If I haven't learned the song by the time you get back, you will have to teach me.

Until then, I will miss you terribly. I hope you are having a great time on your trip! I am counting the days to your return.

With love,  
Carmen

1. Identify the format features of a thank-you note by underlining the date, drawing a box around the greeting, and circling the name of the person who has written the note.
2. Why is Carmen writing this friendly thank-you note?

Name \_\_\_\_\_

# Vocabulary

## Check the Words You Know

- |             |           |
|-------------|-----------|
| ___gear     | ___twitch |
| ___parka    | ___willow |
| ___splendid | ___yanked |

**Directions** Draw a line to match each word with its definition.

- |             |  |
|-------------|--|
| 1. gear     | pulled with a sudden motion                    |
| 2. parka    | to move with a quick jerk                      |
| 3. splendid | a heavy, waterproof coat or jacket with a hood |
| 4. yanked   | the equipment needed for some purpose          |
| 5. twitch   | very good; excellent                           |

**Directions** Write the word from the box that best completes each sentence.

- \_\_\_\_\_ 6. I put on my boots and \_\_\_\_\_ to go out in the snow.
- \_\_\_\_\_ 7. Tim put all his fishing \_\_\_\_\_ into his dad's truck.
- \_\_\_\_\_ 8. We sat by the pond under the huge \_\_\_\_\_ trees.
- \_\_\_\_\_ 9. Jassy \_\_\_\_\_ the weeds out of the garden by hand.
- \_\_\_\_\_ 10. It was a \_\_\_\_\_ day for a hike in the woods.

## Write a Story

On a separate sheet of paper, write a story about a boy or girl who goes fishing. Use as many vocabulary words as possible.



**Home Activity** Your child identified and used vocabulary words from *Kumak's Fish*. Play a game with your child in which you take turns pantomiming and guessing an action involving a vocabulary word, such as putting on a parka.

Name \_\_\_\_\_

# Declarative and Interrogative Sentences

A sentence that tells something is a **statement**. It is also called a **declarative sentence**. A sentence that asks something is a **question**. It is also called an **interrogative sentence**.

**Statement** The lake has many fish.      **Question** Did you catch a fish?

A statement begins with a capital letter and ends with a period. A question begins with a capital letter and ends with a question mark.

**Directions** Write each sentence. Add the correct end punctuation. Write *S* if the sentence is a statement, or declarative sentence. Write *Q* if the sentence is a question, or interrogative sentence.

1. Are the winters long in the Arctic

---

2. Spring is a good season for fishing

---

3. We have a good fishing pole

---

**Directions** Add one word from the box to make each statement into a question. Write the new sentence. Use correct capitalization and punctuation.

can   will   should   do

4. The people catch fish in the frozen lake.

---

5. They take them home for a feast.

---



**Home Activity** Your child learned about statements and questions. Have your child make up one statement and one question about an animal he or she likes.

Name \_\_\_\_\_

## Base Words and Endings

**Rhymes** Write a list word that rhymes with each underlined word.

1. Our latest invention is the \_\_\_\_.
2. Nobody is \_\_\_\_ to be teased.
3. Everyone who had been weaving was \_\_\_\_.
4. We hopped out of the car and \_\_\_\_.
5. He is sneezing because it is \_\_\_\_ outside.
6. The \_\_\_\_ cartoon was about the sunniest day.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Spelling Words

using  
getting  
easiest  
swimming  
heavier  
greatest  
pleased  
emptied

leaving  
worried  
strangest  
freezing  
funniest  
angrier  
shopped

**Word Endings** Add an ending to each word in parentheses to form a list word that completes the sentence.

7. (heavy) This box is \_\_\_\_\_ than that one.
8. (swim) I take \_\_\_\_\_ lessons twice a week.
9. (get) He is \_\_\_\_\_ a watch for his birthday.
10. (strange) That is the \_\_\_\_\_ bug I have ever seen.
11. (easy) That is the \_\_\_\_\_ way to solve the puzzle.
12. (use) I am \_\_\_\_\_ three different colors on my poster.
13. (worry) He \_\_\_\_\_ that he would be late.
14. (empty) She \_\_\_\_\_ the wastebasket in her classroom.
15. (angry) She was \_\_\_\_\_ than I thought.



**Home Activity:** Your child wrote words that end in *-ed*, *-ing*, *-er*, and *-est*. Ask your child to find list words in which a consonant is doubled or an e is dropped before adding *-ing* (consonant doubled in *getting*, e dropped in *using*, *leaving*, *freezing*).

Name \_\_\_\_\_

# Outline Form A

**Title** \_\_\_\_\_

**A.** \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**B.** \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**C.** \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Name \_\_\_\_\_

# Vocabulary • Reference Sources

- You can use a **glossary** or a **dictionary** to find the meanings of unknown words.
- Entries in glossaries and dictionaries are in **alphabetical order**. When two words have the same first and second letter, alphabetize by the third letter.

**blizzard** *NOUN*. a blinding snowstorm with very strong, cold winds

**blow** *VERB*. **1.** to make air come out of your mouth. **2.** to move in the wind

**parka** *NOUN*. a warm, heavy jacket with a hood

**pattern** *NOUN*. an arrangement or design

**Directions** Put these words in alphabetical order. Use the glossary example above to help you. Then answer the questions.

wander    wake    waist  
walrus    wade

waves    water    wax  
warm    was

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. Which word comes just before *warm* in the glossary?

\_\_\_\_\_

12. Which word comes just after *water* in the glossary?

\_\_\_\_\_

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**Home Activity** Your child put words whose first two letters are the same in alphabetical order. Give your child a list of three names that begin with the same two letters, such as *Sam*, *Sandy*, and *Sally*. Have your child put the names in alphabetical order.



Name \_\_\_\_\_

# Glossary

- Sometimes you come across a word you don't know. You can use a **glossary** to find the meaning of the unfamiliar word.
- A **glossary** has the meanings of important words in a book. It is usually found in the back of a book. The words are listed in alphabetical order.

**Directions** Study the sample from a glossary page below. Then use it to answer the questions.

## spell • yanked

**spell** *v.* to write or say the letters of a word in order

**splendid** *adj.* very good; excellent

**twitch** *v.* to move with a quick jerk

**vision** *n.* the power of using the imagination to see what the future might bring

**willow** *n.* the wood of the willow tree

1. What are the guide words on this page? \_\_\_\_\_

2. Would the word *space* be on this page? How do you know?

3. The abbreviation *n.* stands for *noun*. Which words shown are nouns?

4. Where in a book is a glossary usually found? \_\_\_\_\_

5. Do you think this section of the glossary is at the beginning of the glossary or near the end? Why?

6. Write the meaning of the word *vision*: \_\_\_\_\_



**Home Activity** Your child learned how to use a glossary. Ask your child to name the word on the sample glossary page above that is a verb and explain his or her answer.

## Base Words and Endings

**Proofread a Thank-You Note** Circle four misspelled words in Joe's thank-you note. Circle the word with the capitalization error. Write the words correctly.

dear Uncle Jim,

Thanks for geting me the swiming gear. I planned on useing my savings so I had emptyed my piggy bank. However, there wasn't enough. That's why I was so pleased with your gift. You're the greatest!

Love,  
Joe

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_  
5. \_\_\_\_\_

**Complete the Sentence** Circle the word that is spelled correctly. Then write the word.

6. I picked out the **easiest** **easyest** puzzle. 6. \_\_\_\_\_  
7. Have you **shoped** **shopped** for a new bike? 7. \_\_\_\_\_  
8. The box was **heavyier** **heavier** than I thought. 8. \_\_\_\_\_  
9. Are you **leaving** **leaveing** before lunch? 9. \_\_\_\_\_  
10. I'm **freezing** **freezeing**! 10. \_\_\_\_\_  
11. Are you **worry** **worried** about the test? 11. \_\_\_\_\_  
12. She was **pulesed** **pleased** with my report. 12. \_\_\_\_\_

### Spelling Words

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

### Frequently Misspelled Words

started  
getting  
swimming



# Declarative and Interrogative 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.

## Fishing at the Lake

(1) What is your favorite lake for fishing? (2) My favorite lake is Mirror Lake. (3) I fish in the summer (4) how big are the fish you catch? (5) The fish smell good when they are cooked. (6) My family eats a lot of fish. (7) Does your lake freeze in the winter

- 1 What change, if any, should be made to sentence 1?
  - Change *What* to **what**
  - Change *fishing?* to **fishing.**
  - Change *fishing?* to **fishing**
  - Make no change
  
- 2 What change, if any, should be made to sentence 3?
  - Change *I* to **i**
  - Change *summer* to **summer.**
  - Change *summer* to **summer?**
  - Make no change
  
- 3 What change, if any, should be made to sentence 4?
  - Change *catch?* to **catch.**
  - Change *catch?* to **catch,**
  - Change *how big* to **How big**
  - Make no change
  
- 4 What type of sentence is sentence 5?
  - It is a statement.
  - It is a question.
  - It is an interrogative sentence.
  - It is an incomplete sentence.
  
- 5 What change, if any, should be made to sentence 7?
  - Change *winter* to **winter?**
  - Change *winter* to **winter!**
  - Change *winter* to **winter.**
  - Make no change



**Home Activity** Your child prepared for taking tests on statements and questions. Read a story together. Have your child identify statements and questions in the story.