

Words with Short Vowels

A Fine, Fine School
Phonics:
 Short Vowels *a, e, i, o, u*

Read each word. Then find and circle it in the Word Find.
 Words can go across or down.

gentle	empty	visit	lily
softly	glance	puppy	tumble

s	o	v	t	l	y	u	s	o
p	v	i	s	i	t	s	o	y
u	i	l	o	g	u	f	f	s
p	s	y	f	e	m	p	t	y
p	g	l	a	n	c	e	l	t
y	l	i	e	t	u	m	y	o
p	u	l	m	l	i	l	e	s
t	u	y	p	e	m	y	l	y
b	m	u	t	u	m	b	l	e

Write each word in the correct place in the chart below.

Words with Short Vowels

a	e	i	o	u

The Subject of a Simple Sentence

A Fine, Fine SchoolGrammar:
Simple Sentences

- A sentence is a group of words that tells a complete thought. The **subject** of a simple sentence tells whom or what the sentence is about.
- The subject usually comes at the beginning of the sentence. The subject can be one word or more than one word. The **complete subject** includes all the words in the subject.

The weekend is a special time.

My family enjoys the holidays.

Thinking Question*Whom or what is the sentence about?*

Write the complete subject of each simple sentence.

1. Saturday is a fun day. _____
2. All my friends get together in the park. _____
3. Baseball teams play on the fields. _____
4. My father coaches the teams. _____
5. My mother watches all the games. _____
6. Our neighbors bring lots of food. _____
7. We cook outside until it is dark. _____
8. The kids sleep on a blanket. _____
9. Grandma and Grandpa tell stories. _____
10. Many of our teachers join us. _____

The Predicate of a Simple Sentence

A Fine, Fine School**Grammar:**
Simple Sentences

- Every simple sentence has two parts—the subject and the predicate.
- The **predicate** is the part of a sentence that tells what the subject does or is.
- The predicate can be one word or more than one word. The **complete predicate** includes all the words in the predicate.

I lie beside the river.

My body relaxes in the sun.

Thinking Question

Which word or words in the sentence tell what the subject does or is?

Write each sentence. Then underline the complete predicate.

1. Relaxing is not as easy as it looks.

2. I like to watch the clouds above me.

3. Gerry enjoys floating in the pool.

4. Ernie sits on the back steps with his dog.

5. My cousins swing in tires hung from ropes.

Spelling: Short Vowels

hospital
fantastic

Short <i>a</i>	Short <i>e</i>
Short <i>i</i>	Short <i>o</i>
	Short <i>u</i>

Focus Trait: Word Choice

Exact Words

A Fine, Fine School
 Writing: Narrative Writing

Without Exact Words	With Exact Words
Mr. Brown lived in a big house.	Mr. Brown lived in the enormous, old green mansion on the hill, behind Taft Middle School.

A. Read the sentence that does not use exact words. Then choose words and add details to make the description more exact.

Without Exact Words	With Exact Words
1. Every day I go to school.	Every _____ I _____ to _____.

B. Read each sentence that does not use exact words. Then look at the illustration on pages 26–27 of *A Fine, Fine School*. Rewrite the sentence using exact words.

Pair/Share Work with a partner to brainstorm exact words to use.

Without Exact Words	With Exact Words
2. The children are staying busy.	
3. Mr. Keene is making a face.	
4. The children are using their lockers.	

Words with the VCCV Pattern

A Fine, Fine SchoolPhonics:
Words with the VCCV Pattern

Write a word from the box to complete each sentence in the story.

basket

happened

suddenly

chipmunk

princess

garden

rabbit

puppet

trumpet

galloped

1. The blaring _____ announced the show would soon begin.
2. Children sat in front of a little stage in the _____.
3. Everyone was excited to see the _____ show.
4. A furry _____ was the first puppet onstage.
5. Next came a little _____ puppet.
6. What _____ next was a surprise.
7. The rabbit told the chipmunk she was really a beautiful _____.
8. The chipmunk gave the rabbit a _____ of flowers.
9. The rabbit _____ disappeared, and a beautiful princess stood in her place.
10. The princess and the chipmunk _____ away on a horse.



A Fine, Fine School

The Fine, Fine School Times

Tillie is writing an article for the school newspaper, *The Fine, Fine School Times*. Her article will tell the real story. Use the text and illustrations to help her write the article.

Read pages 20–23. How do the students and teachers feel about going to school on the weekends and during the summer?

Mr. Keene just announced school will be open every single day of the year. I talked to some students and teachers. The students feel that _____

The teachers are worried that they might _____

Mr. Keene has a different opinion. He thinks that the teachers and students will love coming to school every day because _____

That's all the news for now!

Name _____ Date _____

A Fine, Fine School
Independent Reading

Read pages 30–33. Now Mr. Keene has changed his mind about keeping school open every day. Tillie has written another article to share the news.

The big news in school today is that school will be closed on weekends and during the summer. Mr. Keene said that the main reason for the change was

I talked to some students about the change. One student told me that she liked the days off because

Another student told me that now when he was not in school he could learn other things, like _____

The teachers and students are all pleased with Mr. Keene's decision. That is all the news for now from *The Fine, Fine School Times*.

Sentence Fragments

**Write the complete subject of each simple sentence.
Then underline the complete predicate.**

1. Ira loves to read books in summer. _____
2. Gina helps her dad all summer. _____
3. Michaela rides her bike. _____
4. Wanda and Jane planted a garden. _____
5. The kids on Roy's block play baseball. _____

Write a complete simple sentence for each sentence fragment.

6. Tera and her swim team.

7. Has games all summer.

8. Have frozen treats.

9. My friend.

10. In the car.

Short Vowels

Write a Basic Word to finish the second sentence in each pair of sentences.

1. Water is wet.

Glue is _____.

2. You eat breakfast in the morning.

You eat _____ at noon.

3. You use a ruler to measure length.

You use a _____ to measure time.

4. You see with your eyes.

You _____ with your nose.

5. A writer writes a book.

A farmer plants a _____.

6. You can earn money by doing a job.

When your money is gone, it is _____.

7. Watermelons are seen in summer.

_____ are seen in fall.

8. A wolf is part of a pack.

A student is part of a _____.

9. A horse learns to prance.

A child learns to _____.

10. Before you enter, you must open a door.

When you leave, you _____ the door.

Challenge: Make up a pair of sentences similar to the ones above. Use a Challenge Word as the answer.

A Fine, Fine School

Spelling:
Short Vowels

Spelling Words

Basic

1. crop
2. plan
3. thing
4. smell
5. shut
6. sticky
7. spent
8. lunch
9. pumpkin
10. clock
11. gift
12. class
13. skip
14. swing

Review

next
hug

Challenge

hospital
fantastic

Context Clues

A Fine, Fine School
Vocabulary Strategies:
Context Clues

Read the sentence. Write the meaning of the underlined word as it is used in the sentence. Use a dictionary if you need help.

1. One fine day when the weather was nice, our family went on a picnic.

2. We ate sandwiches and tried a new kind of juice drink.

3. We plan to take another trip to the park soon.

4. Elena was fatigued after the long, busy day.

5. The immense sign blocked our view of the building.

6. The winter day is too frigid to go outdoors.

7. Jeffrey was so surprised at what he saw, he couldn't stop gaping.

8. The detective had a crucial piece of information about the theft.

Capitalization and Punctuation

A Fine, Fine School
Grammar:
Spiral Review

- Correct **capitalization** includes capitalizing the first letter of sentences.
- Every sentence has end **punctuation**, such as a period.

My pencil needs to be sharpened.

Now my writing will be easy to read.

Write each sentence using correct capitalization and punctuation.

1. our school principal visited our class today

2. all students will take the test next week

3. the math teacher surprised all of us

4. that is my favorite book

5. today is a holiday

6. i saw Mr. Clarke yesterday

Proofreading for Spelling

A Fine, Fine SchoolSpelling:
Short Vowels

Read the following invitation. Find and circle the misspelled words.

You're Invited!

Please plen to attend Mr. Hay's cless next Monday.

We have spint three weeks learning about autumn. We want to share some of the thangs we learned with you.

We will begin when the cluck strikes ten. We will shet the doors at that time. We will teach you about some crups farmers grow in our area in the fall. Then we will discuss interesting facts about the sun and Earth at this time of year. Finally, we will eat. You will be hungry from the delicious smill of pompken pie! It will be our gajt to you.

Spelling Words

Basic

1. crop
2. plan
3. thing
4. smell
5. shut
6. sticky
7. spent
8. lunch
9. pumpkin
10. clock
11. gift
12. class
13. skip
14. swing

Review

next
hug

Challenge

hospital
fantastic

Write the misspelled words correctly on the lines below.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Connect to Writing

A Fine, Fine SchoolGrammar:
Connect to Writing

Sometimes a sentence does not include a complete thought. It is a **fragment**. Correct fragments by adding the missing subject or predicate. This will make your writing easier to understand.

Fragments	Complete Simple Sentences
Taught our cat to fetch. Raul taught.	Raul taught our cat to fetch.
My sister. Showed the puppy tricks.	My sister showed the puppy tricks.

Correct the fragments by combining the subjects and predicates to form complete simple sentences. Write the sentence on the line.

1. Our dog. Loves bones.

2. Grandpa a trick. Taught him a trick.

3. Dogs attention. Love attention.

4. Danny taught. Our dog to sit.

5. The dog to come. Begged us to come.

Words with Long Vowels

**The Trial of
Cardigan Jones****Phonics:**
Long Vowels *a, e, i, o, u*

Read each clue. Write two rhyming words from the Word Bank to answer the clue.

base	rage	globe	joke
home	shade	skate	lime
broke	chase	plate	tone
robe	chrome	slime	phone
cage	shake	snake	trade

1. If you chase your friend around the bases on a field, you
play a game of _____.
2. If a joke wasn't funny, the _____.
3. If a lime rots, you will have _____.
4. A snake that is cold does a _____.
5. An angry bird in a cage may get _____.
6. If you put paper plates under your feet, you can go for a _____
_____.
7. If you put on a bathrobe with a round map of the world on it, you are
wearing a _____.
8. If you switch shady spots, you do a _____.
9. When you pick up a telephone, you hear a sound called a
_____.
10. A shiny, silver house is a _____.

Statements and Questions

**The Trial of
Cardigan Jones**Grammar:
Kinds of Sentences

- Every sentence begins with a capital letter. There are four kinds of sentences. Statements and questions are two of them.
- A sentence that tells something is a **statement**. It ends with a period. It is also called a **declarative** sentence.
- A sentence that asks something is a **question**. It ends with a question mark. It is also called an **interrogative** sentence.

Statement/Declarative

I wear comfortable clothes.

Question/Interrogative

What do you like to wear?

Thinking Question*Is the sentence
a statement or a
question, and how
do I know?*

Write *statement* if the sentence tells something. Write *question* if the sentence asks something.

1. I wear old shirts around the house. _____
2. Why don't you go and change your clothes? _____
3. Who is coming to visit? _____
4. I dress up for company. _____
5. Why do my old clothes feel so good? _____
6. Old cotton shirts are very soft. _____
7. A new dress can feel strange. _____
8. My pet moves around the house. _____

Commands and Exclamations

**The Trial of
Cardigan Jones****Grammar:**
Kinds of Sentences

- Two kinds of sentences are statements and questions. Two other kinds of sentences are **commands** and **exclamations**.
- A **command** is a sentence that tells someone to do something. It ends with a period. It is also called an **imperative** sentence.
- An **exclamation** is a sentence that shows strong feeling, such as excitement, surprise, or fear. It ends with an exclamation point. It is also called an **exclamatory** sentence.
- All kinds of sentences should begin with a capital letter and end with proper punctuation.

Command/Imperative

Get a chair, please.

Exclamation/Exclamatory

I'm excited!

Thinking Question*Is the sentence a command or an exclamation, and what punctuation does it end with?*

Write **command** if the sentence tells someone to do something.
Write **exclamation** if the sentence shows strong feeling.

1. That is the funniest joke! _____
2. Tell another joke. _____
3. I am so happy! _____
4. Bring everyone in to hear these. _____
5. How my sides hurt from laughing! _____
6. Pull out those chairs and sit down. _____
7. Please repeat that joke. _____

Spelling Word Sort

Write each Basic Word under the correct heading.

Long <i>a</i>	Long <i>i</i>
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____
	7. _____
	8. _____
Long <i>o</i>	Long <i>u</i>
9. _____	12. _____
10. _____	13. _____
11. _____	14. _____

Review: What long vowel sound does the Review Word *these* have? _____ What long vowel sound does the Review Word *those* have? _____

Challenge: In which column do the two Challenge Words belong? _____

The Trial of Cardigan Jones

Spelling:
VCe Spellings

Spelling Words

Basic

- spoke
- mile
- save
- excuse
- cone
- invite
- cube
- price
- erase
- ripe
- broke
- flame
- life
- rule

Review

these
those

Challenge

surprise
decide

Focus Trait: Ideas

Audience and Purpose

Without Interesting Details	With Interesting Details
The milkman told the judge what he saw.	"Judge, I'm sure I saw the moose tiptoe up to the window and put his face right into the pie" said the milkman.

A. Read the sentence below. Rewrite the sentence with more interesting details and dialogue to entertain your audience.

Without Interesting Details	With Interesting Details
1. The moose was clumsy.	

B. Read each sentence below. Rewrite the sentences, adding details and dialogue that will make each one more interesting to the reader.

Pair/Share Work with a partner to find details to add to the sentences.

Without Interesting Details	With Interesting Details
2. Page 54: Mrs. Brown didn't know what happened to her pie.	
3. Page 66: The judge found the missing pie.	

Words with the VC*e* Pattern

Read each word. Draw a line to match the word to its meaning.

**The Trial of
Cardigan Jones**
Phonics:
Words with the VC*e* Pattern

Column 1

1. awake
2. costume
3. divide
4. escape
5. exercise
6. microphone
7. mistake
8. refuse
9. sidewalk
10. unite

Column 2

- a. clothes worn to make somebody look like somebody or something else
- b. to free oneself or get away from
- c. to bring things together
- d. an error
- e. not asleep
- f. a paved path where people can walk alongside a street
- g. to separate
- h. to say no
- i. to work out or do a physical activity
- j. a device to make someone's voice louder

Write each word from Column 1 in the correct place in the chart below. Look at the part of the word with the VC*e* pattern.

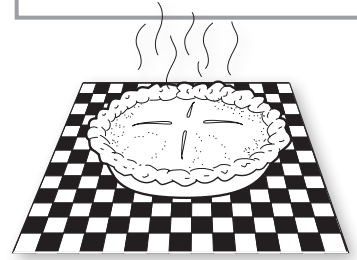
Long <i>a</i>	Long <i>i</i>	Long <i>o</i>	Long <i>u</i>

**The Trial of
Cardigan Jones**
Independent Reading

The Trial of Cardigan Jones

Questions for the Milkman

What would you say if you were the milkman? Right now, the judge is asking you questions about Cardigan Jones. Use the text and illustrations to explain exactly what you saw that day.

**Read page 53.**

What were you doing
right before Mrs. Brown's pie
was stolen?

Now tell me exactly what
you saw when you looked
out of your truck.

In your own words, tell
me why you think Cardigan
Jones stole the pie.

Read pages 60–61.

Name _____ Date _____

**The Trial of
Cardigan Jones**
Independent Reading

What have you
observed about Cardigan
Jones in this courtroom?

Read page 62.

So now we know what
really happened to the pie. Tell
me, Milkman, how do you feel?

Read page 67.

How would you describe
Cardigan Jones now that you
know him better?

Read page 69.



Statements, Questions, Commands, and Exclamations

Write *statement* if the sentence tells something. Write *question* if the sentence asks something.

1. I like basketball. _____
2. I would not want to climb a mountain. _____
3. Where do you row your boat? _____
4. Do you like to play tennis? _____
5. What do you know about judo? _____

Write *command* if the sentence tells someone to do something.

Write *exclamation* if the sentence shows strong feeling.

6. Pick up the tennis racket. _____
7. Tennis is a great sport! _____
8. Please join me in a game. _____
9. Ask him to play tennis with us. _____
10. I will not ask him! _____

VCe Spellings

Write the Basic Word that belongs in each group.

1. sphere, pyramid, _____,

2. fire, smoke, _____
3. inch, yard, _____
4. ask, call, _____
5. ready, full-grown, _____
6. whispered, yelled, _____
7. law, principle, _____
8. change, wipe away, _____
9. rescue, free, _____
10. amount, cost, _____

Challenge: Which Challenge Word belongs in a group called *Things That Are Unexpected*? _____

The Trial of Cardigan Jones

Spelling:
VCe Spellings

Spelling Words

Basic

1. spoke
2. mile
3. save
4. excuse
5. cone
6. invite
7. cube
8. price
9. erase
10. ripe
11. broke
12. flame
13. life
14. rule

Review

these
those

Challenge

surprise
decide

Dictionary/Glossary

Read each word. Find each word in a dictionary or glossary.
Complete the chart.

Word	Part(s) of Speech	Word with Endings
1. gavel		
2. pilfer		
3. declare		
4. testify		
5. fine		

Now write one sentence of your own that could be an example sentence for one meaning of each word.

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

Writing Subjects and Predicates

**The Trial of
Cardigan Jones**Grammar:
Spiral Review

- The **subject** of a sentence tells whom or what the sentence is about. The main word in a sentence is often a **noun**. It is called the **simple subject**.
- The **predicate** of a sentence tells what the subject is or was, or what the subject does or did. The main word in the predicate is a **verb**. It is called the **simple predicate**.

The complete subject of each sentence is underlined. Write the simple subject.

1. The room for the dance was large. _____
2. The band's first song had a fast tempo. _____
3. The twins said they would dance to every song. _____
4. The girl in the yellow dress danced happily. _____

The complete predicate of each sentence is underlined. Write the simple predicate.

5. The teachers put drinks and snacks on the tables. _____
6. I looked for my cousin on the dance floor. _____
7. Everyone danced to the last song. _____
8. The tired dancers walked home happy. _____

Proofreading for Spelling

Read the following passage. Find and circle the misspelled words.

Do you sometimes wish there was no such thing as a roole? Let's think about how lief would be different without rules. You may surpris yourself and be thankful for rules!

Let's say you have an ice cream con. I see it and decid I want it. I take your ice cream. I do not say excoose me. I eat it all, even though you paid the prise for it.

Thos actions would make you mad, wouldn't they? But since there are no rules, the only thing I brok was your pride. I did not break a rule.

Rules saav us from situations like these. Rules help us all get along.

Spelling Words

Basic

1. spoke
2. mile
3. save
4. excuse
5. cone
6. invite
7. cube
8. price
9. erase
10. ripe
11. broke
12. flame
13. life
14. rule

Review

these
those

Challenge

surprise
decide

Write the misspelled words correctly on the lines below.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Connect to Writing

**The Trial of
Cardigan Jones****Grammar:**
Connect to Writing

Sentences can be statements, questions, commands, or exclamations. Using all four kinds of sentences in a paragraph makes writing more lively and varied.

Paragraph with One Kind of Sentence	Paragraph with Four Kinds of Sentences
Rowing a boat can be lots of fun. You should try it. You find a boat. You will laugh a lot.	Rowing a boat can be lots of fun. Why don't you try it? Find a boat. You will not stop laughing!

Change each sentence to another type of sentence. The word in parentheses tells you the type of sentence to write. Write the new sentence on the line.

1. We won the boat race. (exclamation)

2. Do you row the boats there? (statement)

3. Can we put this boat in the water? (command)

4. We should watch the boat race. (question)

5. Will you let me ride in the boat? (statement)

Common Vowel Pairs

ai, ay, ee, ea

Destiny's Gift**Phonics:** Common Vowel Pairs
ai, ay, ee, ea

Write the word from the Word Bank that best completes each sentence.

always	easel	stain	steam
bait	greedy	players	sweeten
breeze	rain	queen	trail
chain	layers	seasons	

1. Of all the _____, fall is my favorite.
2. When you boil water, the _____ you see is the water vapor.
3. Take your umbrella because it will _____.
4. The door is secured with a lock and strong _____.
5. I knew it was the _____ because of her crown.
6. The hikers walked along the marked _____.
7. The artist paints at his _____.
8. To be safe, I _____ look both ways at a stop sign.
9. I will use honey to _____ the iced tea.
10. The cake has three different _____.
11. The spilled juice left a _____ on the carpet.
12. On a hot day, a _____ is welcome.
13. Remember to take the _____ with you when you go fishing.
14. Four _____ can play the game at the same time.
15. If you do not share, people may think you are _____.

Simple and Compound Sentences

Destiny's Gift

Grammar:
Compound Sentences

- A **simple sentence** tells a complete thought.
- A **compound sentence** is made up of two simple sentences joined by the word *and*, *but*, *or*, or *so*.

We stood in the front yard. Our neighbors stayed indoors.

We stood in the front yard, but our neighbors stayed indoors.

Thinking Question

Does the sentence tell one complete thought, or does it tell two complete thoughts?

Determine whether each sentence is simple or compound.

Write *simple* or *compound* on the line.

1. Young students and their friends met at the bookstore.

2. The children handed out flyers, and their parents carried signs. _____

3. A large group of people shouted, but they were not angry.

4. They shouted to get people to come to the bookstore.

5. Many old customers came, and some customers gave speeches. _____

6. People could buy books, or they could donate money.

Coordinating Conjunctions

Destiny's Gift
Grammar:
Compound Sentences

- A **compound sentence** is made up of two simple sentences joined by a conjunction.
- The words *and*, *but*, *or*, and *so* are **conjunctions**.
A comma comes before the conjunction.

And joins two similar ideas.

But joins two different ideas.

Or joins two possible ideas.

So shows that the second idea happens because of the first.

Thinking Question

Which kinds of ideas are being joined into one sentence?

Write the conjunction that best joins the simple sentences. Then write the compound sentence.

1. Dora called Lisa. She called Erin.

2. Erin was at home. Lisa was not at home.

3. Erin did not have plans. She could visit Dora.

4. Erin could bring a game. She could bring a movie.

Name _____ Date _____

Spelling Word Sort

Write each Basic Word under the correct heading.

Long <i>a</i> Spelled <i>ay</i>	Long <i>a</i> Spelled <i>ai</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Long <i>e</i> Spelled <i>ee</i>	Long <i>e</i> Spelled <i>ea</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Review: Add the Review Words to your Word Sort.

Challenge: Add the Challenge Words to your Word Sort.

Destiny's Gift

Spelling:
Long *a* and Long *e* Spellings

Spelling Words

Basic

1. lay
2. real
3. trail
4. sweet
5. today
6. dream
7. seem
8. tea
9. treat
10. afraid
11. leave
12. bait
13. cheer
14. speed

Review

paint
please

Challenge

yesterday
explain

Focus Trait: Voice

Express Thoughts and Feelings

Destiny's Gift

 Writing:
 Narrative Writing

These thoughts and feelings...	...help you understand this.
Destiny remembers how much she enjoyed talking with writers. She describes how they shared her love of words.	They show how Destiny feels about talking to authors, and they explain why Destiny wants to become a writer.

A. Read the event from *Destiny's Gift*. Underline the words that show Destiny's thoughts and feelings. Then explain what they help you understand about Destiny.

These thoughts and feelings...	...help you understand this.
1. Destiny can't stop crying after she finds out about Mrs. Wade's store.	

B. Read each sentence that tells an event from *Destiny's Gift*. Look at the page listed. Write a sentence that tells about Destiny's or Mrs. Wade's thoughts and feelings.

Pair/Share Work with a partner before you write.

Event	Sentence with Thoughts and Feelings
2. Page 88: Destiny says she likes Mrs. Wade's bookstore.	
3. Page 104: Destiny writes something for Mrs. Wade.	

Name _____ Date _____

Cumulative Review

Destiny's Gift

Phonics:
Cumulative Review

Read the grocery list. Write each item in the chart below.

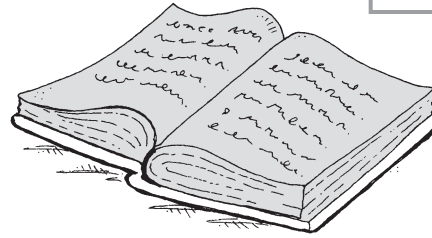
Grocery List		
artichokes	grapes	peaches
beans	lemonade	peanuts
beef	limes	pineapple
cheese	grains	prunes
coffee	oatmeal	crayfish

Long a		Long e		Long i spelled VCe	Long o spelled VCe	Long u spelled VCe
VCe		VCe				
ai		ee				
ay		ea				

Write a recipe on another sheet of paper. Use at least three words on the list. You can use other ingredients, too.

**Destiny's Gift**
Independent Reading

Destiny's Gift



What's the Word?

You see the big, thick dictionary Mrs. Wade keeps on a pedestal in her bookstore. You flip open the dictionary and see the word *content*. You read:

content *adjective*: satisfied with what one is or has

Read page 92. How does the word *content* help describe Destiny and Mrs. Wade?

Next, you flip the dictionary to another page and see the word *worried*. You read:

worried *adjective*: concerned, filled with worry

Read page 96. How does the word *worried* help describe Mrs. Wade?

Finally, you flip through the dictionary to another page and see the word *inspired*. You read:

inspired *adjective*: filled with the spirit to do something

Read page 104. How does the word *inspired* help describe Destiny?

Name _____ Date _____

Destiny's Gift
Independent Reading

Destiny has used many interesting words in her notebook called "Mrs. Wade's Bookstore."

Read pages 104–107. Finish writing this page in Destiny's notebook. Tell how she feels about what is happening to the store. Use the dictionary words and any other words you might need.

Mrs. Wade's bookstore might close! There are so many reasons I love that bookstore and so many reasons I will be sad if it closes.

Run-On Sentences

Destiny's Gift

Grammar:
Compound Sentences

- Two or more simple sentences that run together are called **run-on** sentences.
- A run-on sentence may be corrected by forming a **compound sentence**. The conjunctions *and*, *but*, *or*, and *so* are used to form compound sentences.

Rita does not like moose Gwen does.

Rita does not like moose, but Gwen does.

Thinking Question

Can I use a conjunction to join these sentences and form a compound sentence?

Correct each run-on sentence by forming a compound sentence.

Write the conjunction and then write the compound sentence.

1. Moose are a kind of deer they are part of the deer family.

2. Adult males have large antlers female moose do not.

3. Moose are good swimmers they are fast runners.

4. The moose might bellow the moose might grunt.

Long *a* and Long *e* Spellings

Destiny's GiftSpelling:
Long *a* and Long *e* Spellings

Write a Basic Word to answer each clue. Then use letters in the word to answer the second clue. The letters may not be in the correct order.

1. what helps you catch fish _____
what you swing in baseball _____
2. how fast you go _____
not shallow _____
3. something you do when you sleep _____
what you do with a book _____
4. candy has this taste _____
a direction on a map _____
5. a reward for a good dog _____
what you do with food _____
6. to go away _____
a snake-like fish _____
7. to look or appear to be true _____
your eyes do this for you _____
8. something you might walk on in the woods _____
a rodent with a long tail _____

Spelling Words**Basic**

1. lay
2. real
3. trail
4. sweet
5. today
6. dream
7. seem
8. tea
9. treat
10. afraid
11. leave
12. bait
13. screen
14. speed

Reviewpaint
please**Challenge**yesterday
explain

Name _____ Date _____

Antonyms

Destiny's Gift
Vocabulary Strategies:
Antonyms

lower

all

left

after

take

last

Read each word below. Write the antonym from the box above.
Then write a sentence using both words.

1. none _____

2. first _____

3. raise _____

4. right _____

5. before _____

6. give _____

Kinds of Sentences

Destiny's GiftGrammar:
Spiral Review

- There are four kinds of sentences.

Mom is home.	Declarative (statement)
Did you study?	Interrogative (question)
Pick up that mess.	Imperative (command)
What a great job!	Exclamatory (exclamation)

Write *statement* if the sentence tells something. Write *question* if the sentence asks something.

1. John brought his lunch to the picnic. _____
2. Are you going to the picnic? _____
3. Will you bring a friend? _____

Write *command* if the sentence tells someone to do something.
Write *exclamation* if the sentence shows strong feeling.

4. The picnic is really going to be fun! _____
5. Hand me that plate. _____
6. Wait for me over there. _____

Name _____ Date _____

Proofreading for Spelling

Destiny's Gift

Spelling:
Long *a* and Long *e* Spellings

Read each sign. Find and circle the misspelled words.

1.

Plees do not feed
the bears.

5.

The zoo will close
todayi at 4 PM.

2.

Spead Limit
55
Miles per Hour

6.

Leeve your
shoes outside.

3.

Stay on the traiyl.

7.

Stay out!
Wet paynt.

4.

Sweete tee \$1.00
Peanuts \$.50

8.

Do not be afraid
to try new things.

Spelling Words

Basic

1. lay
2. real
3. trail
4. sweet
5. today
6. dream
7. seem
8. tea
9. treat
10. afraid
11. leave
12. bait
13. screen
14. speed

Review

paint
please

Challenge

yesterday
explain

Write the misspelled words correctly on the lines below.

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

Connect to Writing

Destiny's GiftGrammar:
Connect to Writing

Too many short sentences make writing sound choppy. Sometimes you can combine two short sentences to make one longer compound sentence. Use a comma (,) and the conjunction *and*, *but*, or *or* to form compound sentences.

Short Sentences	Compound Sentence
Libby owns many books. She hasn't read them all.	Libby owns many books, but she hasn't read them all.

Use a conjunction to form compound sentences.

1. Victoria came to our book party. She brought ten books.

2. We could hike on Saturday. We could wait until Sunday.

Correct these run-ons by using a conjunction to form compound sentences.

3. People could bring books they could bring magazines.

4. These books are very interesting they are hard to understand.

Long *o* Spelled *oa*, *ow*

Pop's BridgePhonics:
Long *o* Spelled *oa*, *ow*

Each word in the Word Bank is in the puzzle. Find and circle each word in the puzzle. Words can be across or down.

arrow

floating

undertow

below

goal

upload

blown

slow

coach

throwing

p	u	p	l	o	a	d	n	u	p
o	b	l	o	p	r	r	f	n	b
b	l	o	w	n	e	u	l	d	e
e	o	t	h	r	t	h	o	e	c
l	c	o	a	c	h	s	a	r	o
o	g	w	r	a	r	l	t	t	h
w	o	i	b	b	r	o	i	o	b
n	a	a	r	r	o	w	n	w	o
l	l	p	e	n	i	n	g	b	a
g	t	h	r	o	w	i	n	g	c

On a separate sheet of paper, use each word in the Word Bank in a sentence. Read your sentences aloud.

Identifying Nouns and Subjects

Pop's BridgeGrammar:
Common and Proper Nouns

- A word that names a person, a place, or a thing is a **noun**. The noun that is doing something in a sentence is the subject.

My mom helped to build the
new road.

The work lasted one year.

Thinking Questions

*Is the word naming
a person, a place, or
a thing? Which noun
tells who or what is
doing something?*

Write the two nouns in each sentence. Circle the subject of each sentence.

1. Workers brought in tables. _____
2. High winds knocked down the tents. _____
3. The sand blew into the food. _____
4. The moon was beautiful at night. _____
5. My family did some work. _____
6. My cousin showed the workers where to go.

7. My brother played some music. _____
8. My uncle put up the signs. _____
9. Her mother brought food sometimes. _____
10. The mayor visited when the road was done.

Capitalizing Nouns

Pop's BridgeGrammar:
Common and Proper Nouns

- A word that names a person, place, or thing is a noun.
- **Common nouns** name any person, place, or thing. **Proper nouns** name a particular person, place, or thing.
- Proper nouns begin with capital letters and may have more than one word. People's titles and important words in titles of books are capitalized.

His daughter Audrey visited him at his job in England.

Thinking Question

Does the noun name any person, place, or thing, or does it name a particular person, place, or thing?

Write *common* or *proper* for each underlined noun.

1. Outside of Atlanta, Jessie's father works in an office. _____
2. Bennie came to his father's bicycle shop. _____
3. Many parents invite their children to the places they work.

4. Mike went to New York City with his mother. _____
5. They saw a parade and ate great food. _____
6. Gary's father took him to an Ice Age display at the museum.

Name _____ Date _____

Spelling Word Sort

Write each Basic Word under the correct heading.

Long <i>o</i> Spelled <i>o</i>	Long <i>o</i> Spelled <i>ow</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Long <i>o</i> Spelled <i>oa</i>	

Pop's Bridge
Spelling:
Long *o* Spellings

Spelling Words

Basic

1. load
2. opening
3. told
4. yellow
5. soak
6. shadow
7. foam
8. follow
9. glow
10. sold
11. window
12. coach
13. almost
14. throat

Review

cold
most

Challenge

tomorrow
sailboats

Review: Add the Review Words to your Word Sort.

Challenge: Add the Challenge Words to your Word Sort.

Focus Trait: Ideas

Important and Interesting Details

Pop's Bridge

Writing:
Narrative Writing

Good writers use interesting details to help readers understand their ideas.

For example:

The girl rode her bike.

The above sentence would be much more interesting with important details added:

The small redheaded girl proudly rode her shiny new yellow bike to school.

Read each sentence and look at the illustration from “Pop’s Bridge” on the page listed. Add interesting details to each sentence.

1. Page 134: The family looked at the bridge.

2. Page 137: The boy shouted on the street.

3. Page 143: Robert was happy.

4. Page 144: He cut the puzzle piece.

Cumulative Review

Pop's BridgePhonics:
Cumulative Review

Read each clue. Unscramble the letters and write the word that answers the clue. Read the words you made.

- | | | |
|---|----------|-------|
| 1. This is a food. Many people eat it in the morning. | mtoeala | _____ |
| 2. You might do this if you do not want to do something. | anlcpomi | _____ |
| 3. Cars drive fast on these kinds of roads. They have two or more lanes. | whgysiha | _____ |
| 4. This is a way to heat bread. | tasot | _____ |
| 5. This can take you across the sea, when it's windy. | alitabos | _____ |
| 6. This number is the answer to these math problems: 5×3 and $5 + 5 + 5$. | efnietf | _____ |
| 7. There are four of these. They are winter, spring, summer, and fall. | eosnsas | _____ |
| 8. This is the color of a lemon. | lelwyo | _____ |
| 9. This describes something that never moves very quickly. | wols | _____ |
| 10. This can help you find your way when you are driving. | pdraaom | _____ |

**Pop's Bridge**
Independent Reading

Pop's Bridge

More Views from the Bridge



Mr. Shu, Charlie's dad, is writing a letter to his family in China about what it is like to work on the Golden Gate Bridge. Use the text and illustrations to help you write the letter.

Read page 130. What was it like to be a painter on the Golden Gate Bridge?

	Dear Family,
	I am working as a painter on the Golden Gate Bridge!
	You would not believe how big it is! Guess what I do?
	Every morning I
	It is hard work to be a painter because
	Sometimes I am afraid that
	I really like being a painter on the bridge. It is
	exciting work. I will tell you more when the bridge
	is finally done.
	Love to everyone,
	Chang Shu

Name _____ Date _____

Pop's Bridge
Independent Reading

Charlie Shu has just been to the party at Robert's house to celebrate the opening day of the bridge. He is writing a journal entry about it.

Read pages 144–147. What was the party like for Charlie?

Today was opening day at the bridge! It was so thrilling. After we walked across the bridge, there was a big party at Robert's house.

There were a lot of people and food at the party. I felt _____

Remember that puzzle we were doing? Robert had the missing piece all along! My dad and Robert's dad put the piece in together. This made me feel _____

For awhile I thought Robert believed his dad was better than mine. But now I know that _____

It was a really good day for a lot of reasons!



Name _____ Date _____

Common and Proper Nouns

Pop's Bridge
Grammar:
Common and Proper Nouns

Write the two nouns in each sentence. Circle the noun that is the subject of the sentence.

1. The boys watched the hotel being taken down. _____
2. A large ball knocked down the old walls. _____
3. A new building would go up in that space. _____
4. Soon, a huge hole was in the ground. _____

Write *common* or *proper* for each underlined noun.

5. We learned about the Rocky Mountains in school. _____
6. My aunt came all the way from Canada. _____
7. The crowd rode horses. _____
8. It was an exciting day. _____

Write the sentences correctly. Capitalize the appropriate underlined words.

9. We went with mrs. benitez to the museum of natural history.

10. We bought a book called animals in the wild.

Long o Spellings

In the spaces below, write a Spelling Word to complete each newspaper ad.

Pop's Bridge

Spelling:
Long o Spellings

Spelling Words

Basic

1. load
2. open
3. told
4. yellow
5. soak
6. shadow
7. foam
8. follow
9. glow
10. sold
11. window
12. coach
13. almost
14. throat

Review

cold
most

Challenge

tomorrow
sailboats

1. The Shoe Store is _____! Come in and try on a pair of our great shoes.

4. Do you like baseball? Baseball _____ needed to work with children. Apply in person.

2. _____ Washers
We'll clean your glass!

5. Garage Sale today and _____.
_____ the signs to our house.

3. Enjoy the _____ of a warm fire!
Buy a _____ of our firewood.

6. Store Closing Sale
We cannot close until everything is _____.

1. _____
2. _____
3. _____, _____
4. _____
5. _____, _____
6. _____

Word Families

Pop's Bridge
Vocabulary Strategies:
Word Families

Read each sentence. Use your understanding of the base word to figure out the meaning of the underlined word. Write the base word and the meaning of the underlined word.

1. The window display did not look good, so the crew had to rethink where to put the items.

2. The children were clinging to each other because of the cold wind.

3. The excitement over the team's win caused a celebration that lasted hours.

4. They stretched the rope across the yard.

5. As the day became foggier, it became impossible to see the mountains.

6. The player was balancing the basketball on one finger, spinning it faster and faster.

7. After another sock disappears, Dad buys a new package of socks.

8. It was unbelievable how close the water came during the high tide.

Compound Sentences

Pop's BridgeGrammar:
Spiral Review

- A **compound sentence** is made up of two **simple sentences** joined by a comma followed by a **conjunction**.
- The words *and*, *but*, *or*, and *so* are conjunctions.
- Two simple sentences that run together without using a comma and a conjunction are called a **run-on** sentence.

Simple sentences: Nina will go to the concert.
She will go to the movies.

Run-on sentence: Nina will go to the concert she will go to the movies.

Compound sentence: Nina will go to the concert, or she will go to the movies.

Write the conjunction that best joins the two simple sentences into one compound sentence. Then write the compound sentence.

1. Roy wears his helmet. He wears his kneepads.

2. Betsy will use her gloves. She will borrow a pair.

Correct the run-on sentence by using a comma and a conjunction to form a compound sentence.

3. Riding is fun I like hiking better.

4. We can ride today we can hike tomorrow.

Proofreading for Spelling

Read the following newspaper article. Find and circle the misspelled words.

Yelloaw Jackets Win First Game

The stadium was owpen for the game. Coch Smith and her players were ready. The game was sould out. Not even the coald weather kept people away. The crowd cheered as the team entered the stadium.

The first batter scored a run almowst right away. During the game, nine more players folloawed her lead. The Yellow Jackets left the other team in the shados.

A player towld me after the game that they intend to win every game this season. They will be put to the test tomorroaw when they play the Colts.

Spelling Words

Basic

1. load
2. open
3. told
4. yellow
5. soak
6. shadow
7. foam
8. follow
9. glow
10. sold
11. window
12. coach
13. almost
14. throat

Review

cold
most

Challenge

tomorrow
sailboats

Write the misspelled words correctly on the lines below.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Connect to Writing

Pop's BridgeGrammar:
Connect to Writing

Using exact nouns helps make your writing clearer and more interesting.

Less-Exact Noun	More-Exact Noun
road	superhighway
area	valley

Replace each underlined noun in the sentences with a more exact noun. Use the nouns in the word box.

ranch	coyotes	ponies
thunderstorms	city	cowboys

- Ernie saw two men through his binoculars. _____
- They were rounding up some animals. _____
- Off to one side, some wild animals were hard to see. _____
- Faraway, the sky was filled with rain. _____
- They worked hard to get people back to their home. _____

Correctly capitalize the proper noun, personal title, and book title.

- (proper noun) new mexico _____
- (personal title) mrs. lopez _____
- (book title) amazing bridges from around the world

Long *i* Spelled *i*, *ie*, *igh*

Roberto Clemente**Phonics:**
Long *i* Spelled *i*, *ie*, *igh*

Read each sentence. Choose the missing word from the box.
Write the word in the blank.

find
sights
sigh
tried

climb
wild
untied
midnight

fried
lie

1. I did not _____ the book I was looking for.
2. The clock strikes twelve at _____.
3. Jasmine and her family went into the city to see the
_____.
4. The _____ animal ran through the forest.
5. I would like to _____ a mountain some day.
6. I tripped over my shoelaces because they were
_____.
7. The best dish at this restaurant is _____
chicken.
8. "I wish it would stop raining," Marty said with a
_____.
9. The police officer _____ to direct traffic.
10. George Washington once said, "I cannot tell a
_____."

Identifying Singular and Plural Nouns

Roberto Clemente**Grammar:**
Plural Nouns with -s and -es

- A noun that names only one person, place, or thing is a **singular noun**. A noun that names more than one person, place, or thing is a **plural noun**.
- Add -s to most singular nouns to form the plural.

The children played a ball game.

The children played ball games.

They ran from place to place.

They ran to different places.

Thinking Question

Is the word naming only one person, place, or thing or is the word naming more than one person, place, or thing?

Write *singular* or *plural* for each underlined noun.

1. Many kids played ball games long ago. _____
2. The ball was made of cloth. _____
3. One player ran between two stones. _____
4. They would throw the ball at a runner. _____

Write the plural form of the noun in parentheses to complete the sentence.

5. Later, teams drew _____ on the field. (line)
6. Teams built _____ for another edge of the field. (wall)
7. Some _____ would throw the ball underhand. (pitcher)
8. Some games would last twelve _____. (hour)

Plural Nouns with -s

Roberto Clemente**Grammar:**
Plural Nouns with -s and -es

- Add -s to most nouns to form the plural.

Singular: *team* *cap* *bat***Plural:** *teams* *caps* *bats***Thinking Question***Do I add -s to form the plural?*

Write the plural form of the underlined noun.

1. They put a new stain on the floor.

They tested two different _____ to see which would be darker.

2. Portia slipped and fell with a loud bang.

A few minutes later, there were two louder _____.

3. The basketball player wore high-top sneakers.

More _____ started wearing them after the first game.

4. The light came on when he fell into the switch.

After three people fell, more _____ came on.

5. They put a sign on the ground to warn people not to slip.

At the end of the day, there were a dozen _____ in that area.

Name _____ Date _____

Spelling Word Sort

Write each Basic Word under the correct heading.

Roberto Clemente

Spelling:
Long *i* Spellings

Long <i>i</i> Spelled <i>i</i>	Long <i>i</i> Spelled <i>ie</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Long <i>i</i> Spelled <i>igh</i>	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Spelling Words

Basic

1. slight
2. mild
3. sight
4. pie
5. mind
6. tie
7. pilot
8. might
9. lie
10. tight
11. blind
12. fight
13. dies
14. midnight

Review

find
night

Challenge

silent
frightening

Review: Add the Review Words to your Word Sort.

Challenge: What letter or letters form the long *i* sound in the two Challenge Words?

_____ ; _____

Focus Trait: Sentence Fluency

Time-Order Words

Roberto Clemente**Writing:**
Narrative Writing

Writers use transition words, or time-order words, to show when events happen. For example:

After they won the championship game, all the boys on Pedro's soccer team cheered and high-fived each other. Next, they went out for pizza to celebrate.

Read the following paragraph. In each blank, fill in the phrase from the box that fits best.

Then

Afterwards

Before I left the house

Yesterday morning

During the game

When I got to the field

1. _____, I woke up with butterflies in my stomach. It was the day of my first softball game! Immediately, I jumped out of bed. 2. _____ I put on my new uniform and ran downstairs for breakfast. 3. _____, I reminded my mother to take the camera to the game. 4. _____, my teammates were there practicing. 5. _____, I got two hits and one run! In the end, we won the game by one point. 6. _____, my mother took me out for ice cream.

Cumulative Review

Roberto Clemente**Phonics:**
Cumulative Review

Write a word from the box to complete each sentence.

most

lightning

flowed

slimy

toast

railroad

tries

knights

glowing

title

1. Lava _____ down the sides of the volcano and into the sea.
2. A bolt of _____ suddenly flashed across the sky.
3. What is the _____ of your favorite book?
4. For breakfast, Karl likes to eat _____ with peanut butter.
5. I love to watch the fireflies _____ in the dark summer sky.
6. King Arthur and his _____ sat at a huge round table.
7. The worm felt _____ when I touched it.
8. Always stop, look, and listen before crossing a _____ track.
9. The athlete finally jumped over the bar after three _____.
10. Lee knew _____ of the answers on the test, but not all of them.

**Roberto Clemente**
Independent Reading

Roberto Clemente

1960 World Series Program

The Pittsburgh Pirates are going to play the New York Yankees. Use examples from the text to fill out each section of the program for famous hitter Roberto Clemente.

Read page 170. Use the information on this page to tell how Clemente started out playing baseball.



1960 World Series Pittsburgh Pirate Roberto Clemente

How Roberto Clemente Got Started

Read page 172. Use what you read to write about how Clemente ended up in Pittsburgh. What was it like for him?

Why Roberto Clemente Came to Pittsburgh

Name _____ Date _____

Roberto Clemente
Independent Reading

Read pages 173–174. Why was Clemente's first game with the Pirates so important?

Roberto Clemente's First Game with the Pirates

Read pages 175–176. Why did so many children love Roberto Clemente?

Roberto Clemente Has Many Fans

Read page 177. How do you think Roberto Clemente felt right before the World Series? Why do you think he felt that way? Imagine you are Roberto Clemente and tell fans how you feel about playing in the World Series.

Roberto Clemente in His Own Words



Plural Nouns with **-s** and **-es**

Roberto Clemente**Grammar:**
Plural Nouns with -s and -es

Write *singular* or *plural* for each underlined noun.

1. The fans went to find their seats. _____

2. The popcorn seller brought them two boxes.

3. Other fans passed a giant ball around.

4. A foul ball sailed up into the stands from the field.

5. Some fans had special passes that let them go onto the
field. _____

Write the plural form of the noun in parentheses to complete the sentence.

6. Two _____ had wire mesh that stopped foul balls. (fence)

7. People stood in the _____ instead of sitting in their seats. (aisle)

8. The fans clapped for a series of great _____ of hard-hit balls. (catch)

9. The scoreboard could not show any _____, because that number was broken. (six)

10. There were _____ of programs to hand out to the fans. (stack)

Long / Spellings

Write a Basic Word to answer each question.

Roberto Clemente

Spelling:
Long / Spellings

Spelling Words

Basic

1. slight
2. mild
3. sight
4. pie
5. mind
6. tie
7. pilot
8. might
9. lie
10. tight
11. blind
12. fight
13. die
14. midnight

Review

find
night

Challenge

silent
frightening

1. If you were eating a round dessert with a flaky crust,
what would you be eating? _____
2. What is the opposite of loose? _____
3. What is the time when one day ends and another
begins? _____
4. What would a man wear around his neck if he was
getting dressed up? _____
5. If you did not tell the truth, what did you tell?

6. Who flies a plane? _____
7. What do you think with? _____
8. What does a boxer have to do? _____

Name _____ Date _____

Prefix *mis-*

Roberto Clemente

Vocabulary Strategies:
Prefix mis-

Read the letter. Notice the underlined words. Write a reply to this letter. Use at least four of the underlined words in your letter.

Dear Friend,

I did not mean to misbehave or to mistreat you. I thought it was funny when someone mispronounced your name. I didn't think it would upset you, but I can see that I miscalculated that. If someone said I did not want to be your friend, then they are misinformed. Can we please forget about this misunderstanding?

Your friend

Commas in Sentences

Roberto Clemente**Grammar:**
Spiral Review

- **Commas** are used in a date or when listing city and state in a sentence.
- Commas are also used when combining sentences and when using nouns or verbs in a series.

On June 3, 1973, in Chicago, Illinois, they played baseball, football, and soccer.

Rewrite each sentence with a comma where it belongs in a date or a place.

1. They loaded the plane bringing supplies on December 29 1972.

2. It was headed for Managua Nicaragua.

Combine each group of sentences. Put the nouns or verbs in a series with commas. Write the new sentence.

3. The plane carried food. The plane carried water.
The plane carried supplies.

4. A pilot was onboard. A baseball star was onboard.
A helper was onboard.

Proofreading for Spelling

Find the misspelled words and circle them.

Roberto Clemente

Spelling:
Long / Spellings

Plane Has Narrow Escape

A brave pilot saved the lives of her passengers yesterday when she saved an airplane from crashing.

Captain Jo Ann Foster was flying at 35,000 feet at midnite when her plane began to rock. There was only a sliet wind, so she knew her plane was in trouble. An engine was out, and the plane was sinking. Not only that, but thick fog made her have to fly blighnd. She was in a tite spot.

Captain Foster quickly thought of things she mite do. Different ideas went through her miend. She would have to fite to guide her plane to safety.

“I felt some miled fear,” she said later, “but I was mainly thinking of how to save the plane and the passengers.”

She found the nearest airport on the map and steered toward it. Finally, the airport came in siet. Captain Foster made a perfect landing, and 147 passengers were safe.

Spelling Words

Basic

1. slight
2. mild
3. sight
4. pie
5. mind
6. tie
7. pilot
8. might
9. lie
10. tight
11. blind
12. fight
13. die
14. midnight

Review

find
night

Challenge

silent
frightening

Write the misspelled words correctly on the lines below.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Roberto Clemente**Grammar:**
Connect to Writing

Connect to Writing

Using the correct spelling of plural nouns makes your writing clearer and easier to understand. Add *-s* to form the plural of most singular nouns. Add *-es* to form the plural of a singular noun that ends with *s*, *sh*, *ch*, or *x*.

Sentences With Singular Nouns That Should be Plural Nouns	Sentences with Correct Plural Nouns
The baseball player tried two bat before choosing one.	The baseball player tried two bats before choosing one.
The teams sat on two bench.	The team sat on two benches.

Circle the singular noun that should be plural in each sentence.
Then write the sentence using the plural spelling of the noun.

1. The fans rode to the baseball game in ten bus.

2. Most of the fans have already been to a few game this year.

3. Juan and Mary took their baseball glove to the game.

4. The pitcher made two great catch.

5. Another player made two good toss to first base.
