

Name \_\_\_\_\_ Date \_\_\_\_\_

# 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
probe	chrome	slime	phone
cage	shake	snake	trade

- If you chase your friend around the bases on a field, you play a game of \_\_\_\_\_.
- If a joke wasn't funny, the \_\_\_\_\_.
- If a lime rots, you will have \_\_\_\_\_.
- A snake that is cold does a dance called a \_\_\_\_\_.
- An angry bird in a cage may get \_\_\_\_\_.
- If you put paper plates under your feet, you can go for a \_\_\_\_\_.
- If you look up places on a globe, you play a game called \_\_\_\_\_.
- If you switch shady spots, you do a \_\_\_\_\_.
- When you pick up a telephone, you hear a sound called a \_\_\_\_\_.
- A shiny, silver house is a \_\_\_\_\_.

# Statements and Questions

- Every sentence begins with a capital letter. There are four kinds of sentences. Statements and questions are two kinds.
- 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 what punctuation does it end with?*

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. \_\_\_\_\_

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# Conclusions

**The Trial of  
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Introduce Comprehension:  
Conclusions

**Read the passage. Then complete the Inference Map.**

Sam and Christy sat on a bench in the back yard. They stared unhappily at the garden tools and gloves their Mom had set out for them. Their sad faces suggested that this was not how they liked to spend Saturday morning. They started trying to think of an easier way to earn money.

“We could sell lemonade,” said Christy.

“Nah,” said Sam. “Last time we did that we only made four dollars. It would take forever to make enough money that way.”

“How about walking dogs or putting on a talent show?” said Christy.

“We’d never be able to raise forty dollars walking dogs. And what talent do we have that people would pay to see?” asked Sam.

Christy sighed. “You’re right. No one would pay to see us.”

“We might as well face it,” said Sam. “We’re stuck weeding Mom’s gardens for the next three Saturday mornings.”

Christy groaned. “Mom sure knows how to make us remember the rules. I just hate weeding.” She looked at the broken window next to the back door. “I’m *never* going to play baseball in the back yard again!”

<b>Detail</b>	<b>Detail</b>	<b>Detail</b>
<b>Conclusion</b>		

# Commands and Exclamations

- 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.

## Thinking Question

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

**Command/Imperative**      Get a chair, please.

**Exclamation/Exclamatory**      I'm excited!

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. \_\_\_\_\_

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# Spelling Word Sort

Write each Basic Word under the correct heading.

**The Trial of  
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Spelling:  
V-C-e Spellings

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. _____
11. _____	13. _____
10. _____	14. _____

## 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

**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? \_\_\_\_\_

# Focus Trait: Ideas

## Audience and Purpose

Without Interesting Details	With Interesting Details
The milkman told the judge what he saw.	The milkman was sure the moose was guilty. He said Cardigan went up to the window and put his face close to the pie.

**A. Read the sentence below. Rewrite the sentence with more interesting details 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 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 50: Mrs. Brown didn't know what happened to her pie.	
3. Page 62: The judge found the missing pie.	

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# Words with the VC*e* Pattern

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

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

**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.

/ā/	/ī/	/ō/	/yoo/

# Conclusions

**Read the story below.**

The Turner family drove out into the country for a picnic. After they finished their sandwiches, Keisha said, “Hurry and finish your Cheese Puffs, James, so we can go exploring.” Her big brother was a slow eater.

“I’ll finish them later,” said James, putting the bag on top of the ice chest. He wiped the salty, orange powder off his fingers. “Let’s go!”

The Turners sat on the blanket while four-year-old Ray-Ray played.

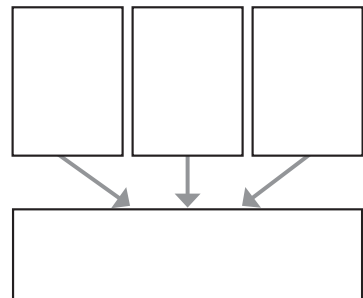
When James and Keisha came back, the Cheese Puffs bag was on the ground—empty!

“I think a bear ate them,” said Keisha. She had been studying bears at school and knew that they would take human food from campsites.

“There are no bears around here,” laughed James. “But there are a lot of raccoons. They use their paws just like little hands.”

Just then Mrs. Turner noticed that Ray-Ray’s shirt and hands were covered in orange grime. “I don’t know how you get so dirty, Ray-Ray,” she said, as she wiped his fingers clean.

**Use an Inference Map to help you draw a conclusion about what happened. Then answer the questions.**



1. What conclusion did Keisha draw about the Cheese Puffs? Did you agree with her conclusion? Why or why not?

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2. What conclusion did James draw about the Cheese Puffs? Did you agree with his conclusion? Why or why not?

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# Statements, Questions, Commands, and Exclamations

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Grammar:  
Kinds of Sentences

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! \_\_\_\_\_

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# V-C-e Spellings

## The Trial of Cardigan Jones

Spelling:  
V-C-e Spellings

Write the Basic Word that belongs in each group.

### Spelling Words

1. sphere, box, \_\_\_\_\_, \_\_\_\_\_
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, \_\_\_\_\_

#### 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

**Challenge** Which Challenge Word belongs in a group called  
*Things That Are Unexpected?* \_\_\_\_\_

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# Compound Words

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Vocabulary Strategies:  
Compound Words

Read the compound words. On the first line, write the two shorter words that make up the compound word. On the second line, write a sentence using the compound word.

1. lunchbox

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2. notebook

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3. playground

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4. classroom

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5. homework

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6. troublemaker

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The Trial of  
Cardigan JonesGrammar:  
Spiral Review

# Using *a* and *an*, Adjectives with *-er* and *-est*

- The words *a* and *an* are special adjectives called **articles**. Use *a* and *an* with singular nouns. Use *a* before words that begin with a consonant sound. Use *an* before words that begin with a vowel sound.
- Add *-er* to most adjectives to compare two persons, places, or things. Add *-est* to most adjectives to compare *more than two* persons, places, or things.

The dance will have a ticket charge, an invited band, and the softest music.

## 1–4. Write the correct word to finish each sentence.

1. I dance \_\_\_\_\_ (fast, faster) than her.
2. Ours is the \_\_\_\_\_ (prettier, prettiest) room of all.
3. The light is \_\_\_\_\_ (brighter, brightest) than the one in back.
4. Your cousin is the \_\_\_\_\_ (friendlier, friendliest) person I know.

## 5–8. Use proofreading marks to write each article or comparison in this letter correctly.

Dear Uncle Arnold,

I went to my first dance last night. I stayed out latest than I ever had before. There were all kinds of food and my favorite, a apple pie. We all danced in our finer clothes. The parents came. The teachers came, too.

I was the happier boy in the world!

Love,  
Gordon

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# Proofreading for Spelling

**The Trial of  
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Spelling:  
V-C-e Spellings

Read the following invitation. 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 push you. 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
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11. broke
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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. \_\_\_\_\_

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# Sentence Fluency

**The Trial of  
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**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)

\_\_\_\_\_