

Name _____

Vowel Diphthongs

Directions Circle each word with **ou** or **ow** that has the same vowel sound as **out**. Then write the word on the line.

- _____ 1. Jen slowly counted her money.
- _____ 2. She had the amount she needed.
- _____ 3. Jen was proud that she didn't have to borrow money.
- _____ 4. She could buy her mother some bath powder.
- _____ 5. Jen would also buy some yellow flowers.

Directions Circle each word with **oi** or **oy** that has the same vowel sound as **toy**. Then write the word on the line.

- _____ 6. It was time for Al to make a choice.
- _____ 7. Should he find a new employer?
- _____ 8. Al wanted to avoid a long ride to work.
- _____ 9. He wanted to enjoy his job.
- _____ 10. He also hoped to work in an office that was not noisy.

Directions Circle each word with the same vowel sound as the first word. Then underline the letters in the circled word that stand for that vowel sound.

- | | | | |
|------------|-------|-------|-------|
| 11. town | loyal | proud | snow |
| 12. boy | sound | know | broil |
| 13. choice | coat | plow | spoil |
| 14. hour | crown | float | show |
| 15. join | bay | annoy | brown |



Home Activity Your child wrote words with the vowel sound in *out*, spelled *ou* as in *proud* and *ow* as in *shower*, and the vowel sound in *toy*, spelled *oi* as in *choice* and *oy* as in *voyage*. Have your child list other words that have the vowel sounds in *out* and *toy*. Tell your child to underline the letters that stand for the vowel sound in each word.

Name _____

Author's Purpose

An **author's purpose** is the author's reason for writing. An author may write to inform or teach, to entertain, to persuade, or to express thoughts and feelings. Authors choose either a first-person narrator who is often one of the story's characters or a third-person narrator who tells the story without taking part in the events. First-person narrators use language such as "I" and "me." Third-person narrators use language such as "he" and "she."

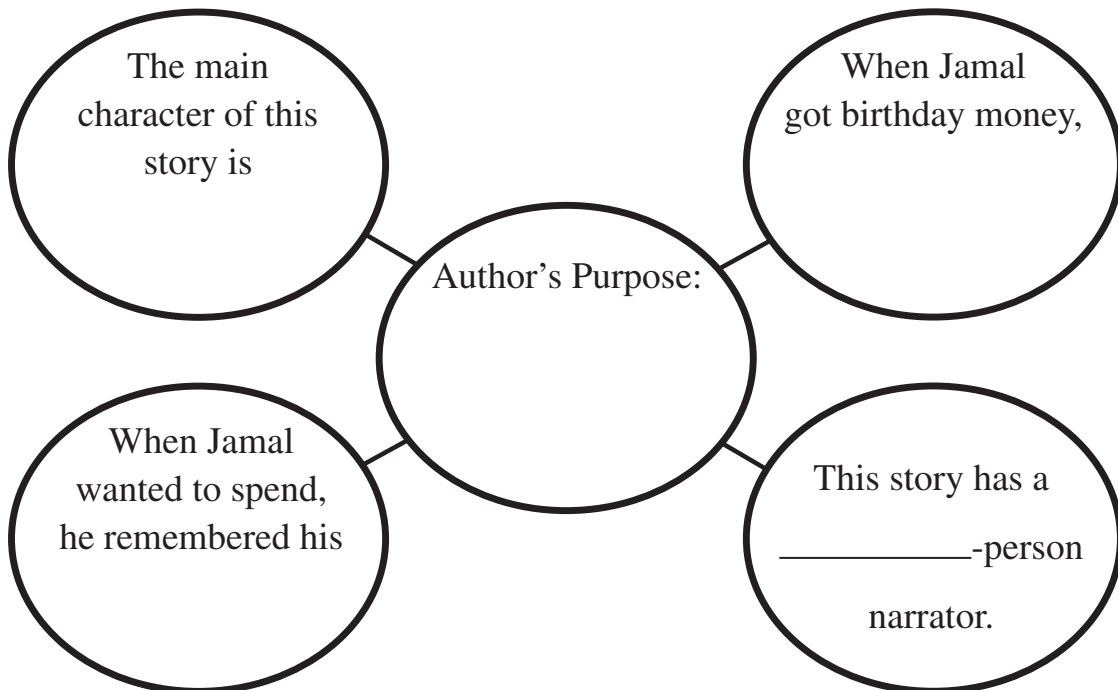
Directions Read the story. Then complete the web. Finish the sentences. Write the author's purpose in the middle circle.

Jamal wanted to go to soccer camp, so he asked his dad to pay for it. "Let's make a deal," his dad said. "If you save half the cost, I'll pay the rest." Jamal thought that was fair, so he agreed.

Right away, Jamal started to save, but sometimes it was hard. He put almost all of his allowance into the bank. He did jobs for the neighbors. He didn't spend one

cent of his birthday money! Whenever Jamal wanted to buy something, he thought about his goal.

When it was time to pay for camp, Jamal had saved more than half the cost. He was proud that he had worked hard to reach his goal. You should save for something special too. You will feel great when you reach your goal!



© Pearson Education, Inc., 3



Home Activity Your child read a story and identified the author's purpose and the narrator. Read a story together. Discuss the author's purpose for writing and ask your child to tell whether the narrator is first person or third person.

Name _____

Writing • Writing for Tests

Aiming for the Moon

Every morning my mom gives me money to buy lunch at school. She gives me more money than I need, and she knows it. I usually buy something yummy to eat after school. I spend all the money I have.

Yesterday I saw a remote control moon, and I want one for my bedroom. My mom

said, “Save your money to buy it.” No more extra snacks for me! Instead I will put the money that I used to spend on treats in my bank. I can also use the money Grandpa gave me for my birthday. He told me to pick out something I really wanted. This moon looks like lots of fun, and I will give up extra treats for it.

1. Find the characters in the model. Draw a box around each one. How are the characters related?

2. Describe the story’s sequence of events.

Beginning: _____

Middle: _____

End: _____

3. Write a number 1 next to the beginning of the story, a number 2 next to the middle, and a number 3 next to the end.

Name _____

Vocabulary

Check the Words You Know

- | | |
|----------------|--------------|
| ___errands | ___bundles |
| ___steady | ___wobbled |
| ___dangerously | ___arranged |
| ___unwrapped | ___excitedly |



Directions Fill in the blank with the word that fits the meaning of the sentence.

1. Hold the ladder _____ so I can climb up.
2. I _____ often when I first learned to ride a bike.
3. He _____ his birthday presents after the party.
4. She did a few _____ to help her grandmother.
5. We tied our clothes in _____ and went to the laundry.

Directions Draw a line from the word to its definition.

- | | |
|----------------|------------------------------|
| 6. dangerously | put in order |
| 7. arranged | shook from side to side |
| 8. excitedly | uncovered |
| 9. unwrapped | in an unsafe way |
| 10. wobbled | with strong, lively feelings |

Write an Advertisement

On a separate sheet of paper, write an advertisement for a job. Write about someone who is looking for a student to work after school. Describe the job and how much it pays. Use as many vocabulary words as possible.



Name _____

Compound Sentences

A **simple sentence** has one subject and one predicate. A **compound sentence** contains two simple sentences joined by a comma and a word such as *and*, *but*, or *or*.

Simple Sentence	I rode my bike to Dan's house.
Simple Sentence	We rode to the park.
Compound Sentence	I rode my bike to Dan's house, and we rode to the park.

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

- Bicycles are important to people in some countries. _____
- People in some places do not have cars. _____
- They ride bicycles to work, and they ride them to the store. _____
- Bicycles cost less than cars, but they are not cheap. _____
- Bicycles do not make the air dirty, but cars do. _____

Directions Choose one of the words in () to combine each pair of simple sentences. Write the compound sentences on the lines.

- Chris rode a bicycle up the hill. It was not easy. (but, or)

- Chris skinned his knee. He bumped his head. (but, and)

- Now Chris can ride to school. He can ride to the park. (or, but)



Home Activity Your child learned about compound sentences. Say two short, related sentences describing your child. Have him or her combine the sentences to make a compound sentence.

Name _____

Vowel Diphthongs

Classifying Write the list word that belongs with each group.

1. second, minute, ____
2. fry, grill, ____
3. rain, sprinkle, ____
4. journey, trip, ____
5. million, hundred, ____
6. jump, spring, ____

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

Spelling Words

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

Word Meanings Write the list word that means almost the same thing as the underlined word or phrase.

- | | |
|--|-----------|
| 7. Don't <u>bother</u> me. | 7. _____ |
| 8. The winners were too <u>boastful</u> . | 8. _____ |
| 9. The bill was a large <u>sum</u> . | 9. _____ |
| 10. Some spiders use <u>venom</u> to kill their prey. | 10. _____ |
| 11. Will you <u>choose</u> an assistant? | 11. _____ |
| 12. My cat likes to <u>roam</u> around at night. | 12. _____ |
| 13. Summer camps <u>hire</u> many young people. | 13. _____ |
| 14. My grandparents <u>keep away from</u> crowds. | 14. _____ |
| 15. He was careful in his <u>selection</u> of players. | 15. _____ |

© Pearson Education, Inc., 3



Home Activity Your child wrote words with the vowel sounds heard in *out* and *toy*. Ask your child to circle and pronounce *ou*, *ow*, *oi*, and *oy* in the list words.

Scoring Rubric: Writing for Tests: Realistic Fiction

	4	3	2	1
Focus/Ideas	Vivid narrative; well-developed characters and setting; realistic	Good narrative; adequate characterization and setting	Narrative lacking focus on characters or setting; somewhat unrealistic	Narrative with no focus on characters or setting; unrealistic
Organization	Clear series of events	Able to follow series of events	Unclear series of events	No series of events
Voice	Voice always matches word choice	Voice mostly matches word choice	Voice rarely matches word choice	Voice never matches word choice
Word Choice	Strong use of precise words	Some use of precise words	Weak use of precise words	No use of precise words; story lifeless
Sentences	Clear sentences of various lengths and types	Sentences of a few lengths and types	Sentences of similar length and type	No attempt at sentences of various lengths and types
Conventions	Few, if any, errors; correct use of compound sentences	Several small errors; correct use of compound sentences	Many errors; weak use of compound sentences	Many serious errors; incorrect or no use of compound sentences

Name _____

Vocabulary • Prefixes and Suffixes

- Sometimes you may come across words you do not know. You can look to see if the base word has a **prefix** at the beginning or a **suffix** at the end that helps you figure out the meaning.
- The **prefix** *un-* makes a word mean “not” or “the opposite of.” For example, *unhappy* means “not happy.”
- The **suffix** *-ly* makes a word mean “in a ____ way.” For example, *slowly* means “in a slow way.”

Directions Read each sentence. One word is underlined in each sentence. Circle the prefix *un-* or suffix *-ly* in the underlined word. Then circle the correct meaning of the word.

1. When I unloaded the heavy things from the bike, it was easy to ride.
took off put on
2. I was deeply pleased when I won the prize.
a strongly felt way very low
3. The boy stood dangerously close to the edge of the cliff.
in an unsafe way in an angry way
4. She unwrapped the gift and found ice skates inside.
took off the cover did not open
5. He laughed gleefully when he won the spelling bee.
in a silly way in a happy way
6. After the hike, we returned wearily to our tents and went to sleep.
very quickly in a tired way
7. My father proudly gave me a hug when he saw my report card.
in a loud way in a pleased way
8. I untied the bundle of coins and gave my sister a dime.
opened spilled



Home Activity Your child used prefixes and suffixes to figure out the meaning of words. With your child, read a story about a person who gets a part-time job to earn money. Encourage your child to find words that have prefixes and suffixes and to use them to figure out the meaning of unfamiliar words.

Name _____

Keyboarding

A **computer** can be used as a tool to help you learn. You can use it for research, to visit Web sites, or to send e-mail. Some people use it to keep an online journal, or blog, that others can read. You can use it to type and print a report or story.

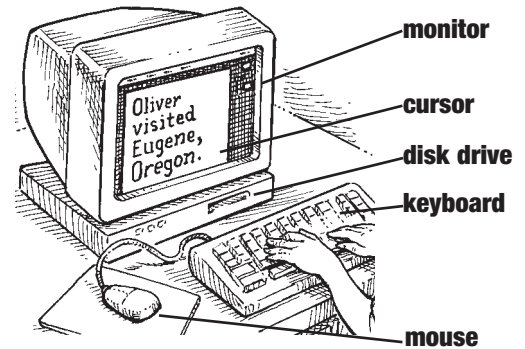
You type on the computer, using the **keyboard**. You look at the computer screen, or **monitor**.

A **mouse** helps you move around on the computer screen.

A **cursor** shows you where you are on the screen.

You can put a **CD** or **DVD** into the data disk drive. You can use it to play a game or listen to music.

You may use a computer to access the **Internet**. The Internet is an extremely large network of computers. Using the Internet, people can exchange messages and information all over the world.



Directions Read the information above and study the diagram. Then answer the questions.

1. Which computer part helps you move around on the computer?

2. Which computer part do you use to type?

3. What does the cursor do?

4. What is the disk drive for?

5. What are three things you can use a computer for?



Home Activity Your child studied a diagram of a computer and answered questions. Either at home or at the library, explore with your child some of the things a computer is used for, how to use the keyboard and mouse, and some children's Web sites.

Vowel Diphthongs

Proofread a Book Report Circle four spelling mistakes in Tom's book report. Write the words correctly. Then write the last sentence, adding the missing word.

Book Report

My book is about a boy who makes a voyage of two thosand miles. He has to avood a thief on the proul, posion, and other dangers. Finally, he is _____ by a kind man.

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

Spelling Words

proud
shower
hour
amount
voyage
choice
avoid
thousand

prowl
employ
bounce
poison
annoy
appoint
broil

Frequently Misspelled Words

found
house

Proofread Words Draw a line through the word that is **not** spelled correctly. Write the word correctly.

6. I'm so **proud** **prowd** of you! 6. _____
7. Shall we **briol** **broil** the meat? 7. _____
8. I have to practice for an **howr** **hour**. 8. _____
9. Let's **bounce** **bownce** on the trampoline. 9. _____
10. Do **appoint** **appoynt** three people. 10. _____
11. The **choice** **choise** was correct. 11. _____
12. The pup doesn't mean to **annoy** **anoiy** you. 12. _____



Name _____

Compound 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.

Bicycles in Other Countries

(1) Bicycles are important to people in some countries. (2) People in many places do not have cars. (3) People ride their bicycles to work, and they ride them to the store. (4) Bicycles cost less than cars, but they are not cheap. (5) There are advantages to bicycles, too. (6) Bicycles do not hurt the environment, and they do not cause traffic jams.

1 What is the subject in sentence 1?

- Bicycles
 people
 countries
 important

2 What word joins the simple sentences in sentence 3?

- but
 or
 and
 too

3 What are the subjects in sentence 4?

- Bicycles, cars
 Bicycles, they
 cars, cheap
 hurt, cause

4 Which sentences in the paragraph are compound?

- 3, 4
 3, 4, 5, 6
 3, 6
 3, 4, 6

5 What is the predicate in sentence 5?

- There are advantages
 are advantages to bicycles
 bicycles
 too



Home Activity Your child prepared for taking tests on compound sentences. Have your child find compound sentences in a magazine and identify the two simple sentences that make up each compound sentence and the word that joins the two sentences.