

Name _____

Spellings of /j/, /s/, /k/

Generalization The sound /j/ can be spelled **ge** and **dge**: **large**, **edge**.
The sound /k/ can be spelled **ck** and **k**: **clock**, **mark**.

Word Sort Sort the list words by the sound /j/ spelled *ge* and *dge*, and the /k/ sound spelled *ck* and *k*.

ge**ck**

1. _____ 9. _____

2. _____ 10. _____

3. _____ 11. _____

4. _____ 12. _____

dge**k**

5. _____ 13. _____

6. _____ 14. _____

7. _____ 15. _____

8. _____

Spelling Words

1. clock
2. large
3. page
4. mark
5. kitten
6. judge
7. crack
8. edge
9. pocket
10. brake
11. change
12. ridge
13. jacket
14. badge
15. orange



Home Activity Your child is learning to spell words with *ge*, *dge*, *ck*, and *k*. To practice at home, have your child read the list words and listen as you spell them.

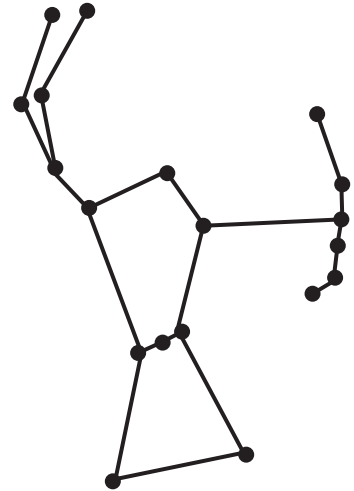
Name _____

Family Times

Summary

Seeing Stars

Stars look like tiny diamonds, but they are actually giant balls of fire. You can only see stars at night, because daylight makes them invisible. It's hard to see them even at night if you live in a well-lit place like a big city. You can see stars close-up if you look through a telescope. The map of stars in the sky appears to change because the Earth moves through the sky. In long-ago times, people "connected the dots" in the sky to form constellations, such as Orion.



Activity

Fun with Astronomy Go online or to the library to find out which constellations appear in the sky at this time of year. On a bright, clear night, go outside with an adult or big brother or sister, and look at the stars. Which constellations can you see? How does looking at the stars make you feel?

Comprehension Skill

Graphic Sources

Maps, charts, diagrams, illustrations, and **photos** are examples of **graphic sources**. They help us understand information as we read a text.

Activity

Around Your Home Go on a hunt around your home for graphic sources. You might find a street map of your neighborhood or town, a monthly calendar, or a diagram in an owner's manual. Talk about the information you can learn from each graphic source. How is the graphic source helpful?

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Seeing Stars*. Practice using these words.

Vocabulary Words

shine to give off light

gas a naturally occurring fluid, often used for fuel

gigantic very large

dim poorly lit

temperature measure of heat or cold

patterns regular formations

ladle spoon with a long handle and a deep bowl

Conventions

Subject-Verb Agreement

The **subject** of a sentence tells who or what performs the main action. The **verb** tells what the main action is. The subject and verb must **agree**. A singular subject gets a singular verb. A plural subject gets a plural verb.

The actor speaks his lines loudly and clearly.

The actors speak their lines loudly and clearly.

	Subject	Verb
Singular	actor	speaks
Plural	actors	speak

Activity

Agree or Disagree? Play a game with a partner. One player writes down a subject on a card. The other writes down a verb. On a signal, turn the two cards face up. Call out “Agree” if subject and verb agree and “Disagree” if not. The first player to shout the correct answer gets 2 points.

Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name _____

Graphic Sources

- **Graphic sources** are sources of information such as **maps, charts, diagrams, and illustrations.**
- **Graphic sources** help us understand the text we read.

Directions Read the following passage and look at the diagram. Then answer the questions.

In our solar system, the planets revolve in orbits around the sun, which is a star. Mercury is the planet closest to the sun. As you might imagine, it is fiery hot on Mercury. Venus, also very hot, is second closest to the sun. Venus is similar in size to Earth, the third planet from the sun.

Earth's atmosphere, size, and distance from the sun make it a place where plants and animals can survive. Farther out in the solar system, the fourth planet from the sun is Mars, sometimes called the Red Planet. It is very cold and dry on Mars.

1. What is this article about?

2. Why did the author include a diagram in the article?

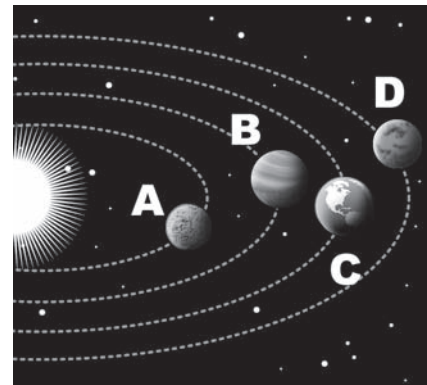
3. Use information from the article and the diagram to write the names of the four planets shown in the diagram.

Planet A: _____

Planet B: _____

Planet C: _____

Planet D: _____



Planets closest to the sun in our solar system



Home Activity Your child used a graphic source to better understand the information in an article. Find another article that has a map, illustration, diagram, or chart. Help your child use the graphic source to understand facts about the topic.

Name _____

Author's Purpose

- The **author's purpose** is the reason an author writes something.
- An author's purpose may be to inform, to persuade, to entertain, or to express ideas and feelings.
- Sometimes an author may have more than one purpose for writing.

Directions Read the following passage. Then answer the questions below.

Do you think you want to be an astronomer? Keep reading to find out whether astronomy is a good “fit” for you. First, are you a naturally curious person? People who become astronomers probably began asking questions as soon as they could talk. Astronomers are excellent observers. They have to be because they spend a lot of time looking through a

telescope. Are you a patient person, or do you get restless if things don't happen right away? Astronomers do a lot of waiting because few things happen quickly in space. Another thing to consider is how much you like math. If you enjoy numbers and solving puzzles, astronomy might be just the right fit for you.

1. What is the purpose of this article?

2. Underline a sentence that tells why the author wrote the article.

3. Did the author write this article to inform or to persuade? How do you know?

4. Why does the author say that astronomers should be patient people?



Name _____

Subject-Verb Agreement

Directions Use each word or phrase as the subject of a sentence. Add a verb describing an action that takes place in the present. Make sure each verb agrees with its subject.

1. The sun

2. Some stars

3. Our galaxy

4. A telescope

5. Constellations

Directions Write two sentences about stars. Use verbs that describe actions in the present.



Home Activity Your child learned how to use subject-verb agreement in writing. Ask your child to write sentences in the present tense about a favorite television program. Have your child circle each verb and explain why it agrees with the subject of the sentence.

Name _____

Prefixes *un-*, *re-*, *mis-*, *dis-*, *non-*

Directions Add the prefix *un-*, *re-*, *mis-*, *dis-*, or *non-* to each base word. Write the new word on the line.

- | | | | | | |
|----|------|---|------------|---|-------|
| 1. | non- | + | sense | = | _____ |
| 2. | un- | + | happy | = | _____ |
| 3. | re- | + | write | = | _____ |
| 4. | mis- | + | place | = | _____ |
| 5. | dis- | + | obey | = | _____ |
| 6. | mis- | + | understand | = | _____ |
| 7. | un- | + | kind | = | _____ |
| 8. | re- | + | create | = | _____ |

Directions Add *un-*, *re-*, *mis-*, *dis-*, or *non-* to the base word in the () to best complete each sentence. Use the box for help. Write the new word on the line.

disliked mislead nonprofit recharge remove unwrap

- _____ 9. We always recycle the paper after we (wrap) our gifts.
- _____ 10. To (charge) the battery, plug the cell phone into the wall.
- _____ 11. If you tell him to turn right, you will (lead) him about his route.
- _____ 12. For tax purposes, the theater is a (profit) business.
- _____ 13. We (liked) having to wait so long.



Home Activity Your child wrote words with the prefixes *un-* (*unhappy*), *re-* (*rewrite*), *mis-* (*misplace*), *dis-* (*disobey*), and *non-* (*nonsense*). Name some base words such as *take*, *fold*, and *file*. Ask your child to make new words using the prefixes he or she practiced on this page.

Name _____

Spellings of /j/, /s/, /k/

Spelling Words				
clock	large	page	mark	kitten
judge	crack	edge	pocket	brake
change	ridge	jacket	badge	orange

Word Search Write a list word to name the picture. Then circle the word in the puzzle. Look across, down, and diagonally.



1. _____ 2. _____ 3. _____

c p o c c r a c k p a t
 l k i e l c d j l o c j
 o t j n p o c a k c e u
 k e u b a d c e j k d d
 k i t t e n g k k e t g
 j u d j a c k e t t g e



4. _____ 5. _____ 6. _____

Missing Letters Write the missing letters to finish the list word.

7. lar _____ 8. mar _____ 9. pa _____
 10. ri _____ 11. ba _____ 12. chan _____



Home Activity Your child has been learning to spell words with *ge*, *dge*, *ck*, and *k*. Have your child identify and spell the five hardest words.

Name _____

Graphic Sources

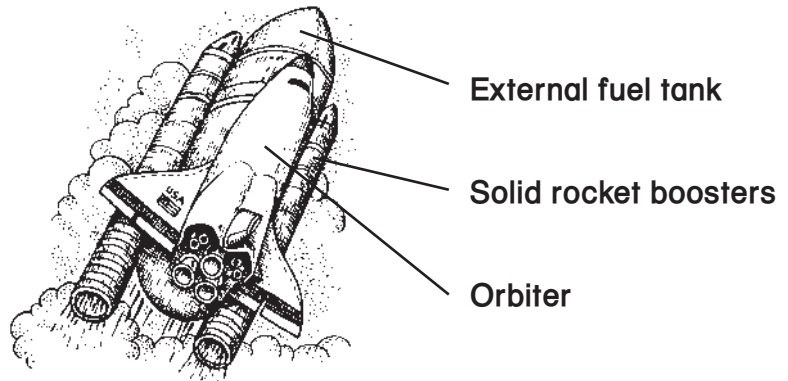
- **Graphic sources** are sources of information such as **maps, charts, diagrams, illustrations, and photos.**
- **Graphic sources** help us better understand the text we read.

Directions Read the following passage and look at the graphic sources. Then answer the questions.

4-3-2-1 ... BLASTOFF! The United States has sent many rockets, satellites, and space shuttles into space as part of its space program. One of the biggest challenges for all these vehicles is escaping the pull of Earth's gravity. It takes rocket fuel and oxygen to launch a vehicle away from Earth and through

Earth's atmosphere. At the moment of a shuttle launch, the solid rocket boosters lift the shuttle off the launch pad. About 28 miles above Earth, the boosters separate from the shuttle. From there, the main engines of the shuttle use fuel in the large external tank to get beyond Earth's atmosphere and into space.

The space shuttle has three main sections. Two of the three parts shown here contain fuel to propel the astronauts beyond Earth's atmosphere.



1. What is this article about? _____

2. Why did the author include a diagram in the article? _____

3. How many main sections does the space shuttle have? _____

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. 3



Home Activity Your child used a graphic source to better understand information in an article. Find another article that has a map, illustration, diagram or chart. Help your child use the graphic source to understand facts about the topic.

Name _____

Subject-Verb Agreement

Directions Choose the verb in () that agrees with the subject. Write the verb.

1. Stars (helps, help) people with directions. _____
2. Sailors (gazes, gaze) at stars. _____
3. The North Star (stays, stay) over the North Pole. _____
4. It (is, are) a guide for sailors and pilots. _____

Directions Choose the verb in () that agrees with each subject. Write the sentence.

5. Sometimes planets (looks, look) like stars.

6. Those (is, are) shooting stars.

7. A comet (seem, seems) like a star with a tail.

8. The skies (is, are) full of bright objects.

Directions Write a sentence about something you like about stars. Underline the verb. Make sure it agrees with the subject of the sentence.



Home Activity Your child reviewed subject-verb agreement. Say the names of some people and groups of people in your family and neighborhood. Have your child make up a sentence in the present tense about each with a verb that agrees with the subject.