**Syllable Pattern CV/VC**

**Directions** Circle the word with two vowels together where each vowel has a separate vowel sound. Then underline the letters that stand for the two different vowel sounds.

1. clean    paint    patio
2. audio    faith    search
3. greed    journal    rodeo
4. either    medium    southern
5. beach    pound    pioneer
6. duo    poison    waiter
7. grain    group    stadium
8. mean    freeze    video

**Directions** Read the paragraph. Circle all the underlined words with two vowels together where each vowel has a separate vowel sound. Write the words on the lines below.

Marie was eager to create a new song. She thought she had an idea for a tune. She tried it on the piano. Then she wrote a part for the violin. She liked the way it sounded. Marie invited three friends to go to the studio with her. Her friends were singers. Marie explained the music. The trio made a stereo recording. Someday you might even hear it on the radio.

9. __________________________
10. __________________________
11. __________________________
12. __________________________
13. __________________________
14. __________________________
15. __________________________
16. __________________________

**Home Activity** Your child identified and wrote words in which two vowels together each stand for a separate vowel sound, as in stereo and stadium. Ask your child to read the words aloud from the page above. Have your child name the long vowel sounds in each word.
Compare and Contrast

- When you **compare and contrast** two or more things, you tell how they are alike and different.
- Some clue words that signal that things might be the same are *like, same, both, also,* and *as well as.*
- Some clue words that signal that things might be different are *but, however, different,* and *instead.*

**Directions** Read the following passage.

Fong and his family traveled to Senegal for the summer. On their first night, they ate dinner at a friend’s house. Instead of tables and chairs, everyone sat on the floor around a big blanket. Out came a large bowl of food.

Fong watched as the dinner guests ate from the bowl of food with their hands. Rather than taking food onto a plate as they did at home, the guests ate from the part of the bowl that faced them. Just like at home, the food was delicious.

**Directions** Fill in the Venn diagram to compare and contrast two styles of dining.

**Home Activity** Your child compared and contrasted dining customs in two different cultures. Talk with your child about customs you grew up with and compare and contrast them with customs today.
Key Features of a Letter to the Editor

- includes the features of a letter: date, salutation, body, closing, and signature
- is written to bring attention to an issue or problem
- often tries to be persuasive

January 5, 2009

Dear Editor,

At Smith School, we have a terrible playground. We have rusty monkey bars and a slide that is not slippery. We don't have a jungle gym or a merry-go-round like Jones School. The ground is cement. If people fall, they might get hurt. This playground is no fun. It's also dangerous.

Students need a good playground. I sit all day in my classroom. I work hard learning and taking tests, so recess is important to me. I want to have fun at recess. The students at Smith School have voted for a new playground. It will have a jungle gym and a merry-go-round. It will have a floor made of recycled tires, so if people fall, they won't get hurt.

We will pay for the new playground by raising money. We are holding a bake sale in the school gym on January 17 and 18. On February 7 and 8, we will collect glass and aluminum in the school parking lot to recycle. We hope people will come to these events to help us earn our new playground.

Sincerely,

Cassie Taff

1. Draw a star next to the date, salutation, body, closing, and signature of the letter to the editor. What is the salutation for a letter to the editor? ________________

   What is the name of the student who wrote this letter? ________________

2. Underline the issue or problem the student brings up in her letter.

   List three details that support the student’s opinion.

3. What does this student want the readers of the newspaper to do?

   Draw a box around three words or phrases that persuade the reader to help.
Name ________________________________

Vocabulary

Directions Write the word on the line that fits the meaning of the sentence.

Check the Words You Know

| festival | rhythm |
| paces | graceful |
| pale | cotton |
| handkerchief | snug |

1. Every New Year, my neighborhood has a __________ with fireworks.
2. One song had a great ___________, so everyone danced.
3. The dancer moved her arms in ____________ curves.
4. I pull the covers up to my chin, and then I feel ____________ in bed.
5. In summer, I wear cool ____________ T-shirts.

Directions Match the word with its meaning. Draw a line from the word to its definition.

6. paces piece of cloth for wiping one’s nose or face
7. pale wrapped up; warm and cozy
8. handkerchief walks; steps
9. cotton having very little color
10. snug material made from a plant

Write a Description

On a separate sheet of paper, describe a costume that you would like to wear on a special occasion. Use as many vocabulary words as possible.

Home Activity Your child identified and used words from Suki’s Kimono. Read a story about Japan together. Encourage your child to discuss the article or story using this week’s vocabulary words.
Adjectives and Articles

An **adjective** is a word that describes a person, place, or thing. Adjectives tell more about nouns. A, an, and the are special kinds of adjectives called **articles**.

**Adjectives**

- Some girls wore long, bright skirts.

**Articles**

- A boy wore an awesome shirt to the party.

- The articles *a* and *an* are used only with singular nouns. *A* is used before a word that begins with a consonant sound: *a jacket*, *a full cup*. *An* is used before a word that begins with a vowel sound: *an eagle*, *an orange jacket*, *an empty cup*.

- Use *the* before singular or plural nouns: *the shoe*, *the shoes*.

Directions

Write the adjective that describes each underlined noun.

1. Many countries have colorful **clothing** for celebrations.

2. Indian women wear silk **dresses**.

3. Many Scottish men have plaid **kilts** for special occasions.

4. In Russia, men put on long **coats**.

5. Japanese kimonos are made in many **colors**.

Directions

Circle the article in ( ) that correctly completes each sentence.

6. The American Indian wore (*a*, *an*) **jacket** with colorful beads.

7. (*A*, *The*) short pants that that man is wearing are German.

8. The African man wore (*a*, *an*) **orange robe**.

9. (*The*, *A*) Mexican musicians had big **hats**.

10. The woman from Chile wore (*a*, *an*) **outfit** with a long, white skirt.

**Home Activity**

Your child learned about adjectives and articles. On a walk, ask your child to use adjectives to describe various objects, such as a house, a tree, and a dog.
Name ________________________________

**Syllable Pattern CV/VC**

<table>
<thead>
<tr>
<th>Spelling Words</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>create</td>
<td>medium</td>
<td>piano</td>
<td>idea</td>
<td>radio</td>
<td></td>
</tr>
<tr>
<td>video</td>
<td>studio</td>
<td>violin</td>
<td>duo</td>
<td>patio</td>
<td></td>
</tr>
<tr>
<td>rodeo</td>
<td>pioneer</td>
<td>trio</td>
<td>stadium</td>
<td>audio</td>
<td></td>
</tr>
</tbody>
</table>

**Connections** Connect the first and last parts of the word. Write the word.

vide-  -oneer  1. ______________
vi-    -o       2. ______________
pi-    -um      3. ______________
stadi- -a       4. ______________
ide-   -olin    5. ______________

**Seeing Relationships** Read the first word pair. Write a list word to complete the second word pair.

6. see and television, hear and ____
7. farmer and field, artist and ____
8. huge and large, middle-sized and ____
9. ceiling and dining room, sky and ____
10. three and trio, two and ____
11. wreck and fix, destroy and ____
12. sight and video, sound and ____
13. clang and bell, music and ____
14. twin and duo, triplet and ____
15. clown and circus, cowboy and ____

**Home Activity** Your child spelled words with CV/VC (consonant-vowel-vowel-consonant) syllable pattern. Discuss any list words that may be unfamiliar to your child.
Vocabulary • Synonyms

- Sometimes you may come across a word you don’t know. There may be another word in the sentence that has the same meaning. These words are called **synonyms**, and they can help you figure out the meaning of a word.
- Look for **synonyms** to help you figure out the meaning of unfamiliar words.

**Directions**  Circle the synonym for the underlined word. Then write the meaning of the underlined word on the line.

1. The **festival** was held as a celebration of the city’s anniversary.

2. You grab the baseball, and I’ll **snatch** the glove from my locker.

3. José walked three **paces** in front of me, but Jim walked several steps behind.

4. I feel so warm and **snug** inside my sleeping bag.

5. I am happy to tell you that I’m **pleased** with your schoolwork.

6. The flag **flutters** and waves in the wind.

7. It is not kind to laugh at people, so please stop **giggling**.

8. If it is **chilly** outside, wear a hat so you won’t get cold.

**School & Home**  Your child used synonyms and context clues to find the meaning of unfamiliar words. Read a story or folktale with your child. Encourage your child to identify unfamiliar words by looking for synonyms within the text.
Name ____________________________

**Newsletter**

- A newsletter is just what its name sounds like. It is a letter that contains news. Many groups publish newsletters. These groups include clubs, associations, labor unions, and political parties. Newsletters usually contain announcements of upcoming events, information about membership, articles about recent events, and descriptions of the group’s goals.
- Newsletters are usually published weekly or monthly. They are usually only a few pages long.

**Directions** Read the newsletter and answer the questions that follow.

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**Li'l Theater Alliance Rag**

**Fall Issue**

**AUDITIONS**
September 1, 9 A.M. — 5 P.M.
Walnut Street Theater, Studio 5
*The Sound of Music.* We need two boys and five girls, ages 5–16. Singing and some dancing.
*Miss Saigon.* We need two boys, ages 3–5, to play Tam. Asian Americans encouraged to audition. Tam is a silent role; acting experience a plus.

**ON STAGE THIS FALL**
*A Little Night Music.* September 12–October 31.
Barrimore Theater.

**Edwin Booth Awards**
This year the Booth Awards for Excellence in Theater, sponsored by the Li’l Theater Alliance, will be presented in the Verdi Theater. The November 1 award ceremony will begin promptly at 7 P.M. For the list of nominees, see page 6.

**BENEFIT**
The local theater community was shocked to hear of the fire that destroyed the Phoenix Theater. We are pleased to announce that several Alliance theaters have agreed to donate a portion of the ticket sales for the week of October 1–7 to the Phoenix.

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1. Who might be interested in reading this newsletter?

2. What are the Edwin Booth Awards?

3. When can you see a performance of *The Cherry Orchard*?

4. How often is the newsletter issued?

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**Home Activity** Your child read a newsletter and answered questions about the information. Share with your child a newsletter that you receive at home. Discuss the different kinds of listings and articles in the newsletter with your child.

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Name ______________________________

**Syllable Pattern CV/VC**

**Proofread a Menu** Circle four misspelled words in the menu specials. Write them correctly. Write an adjective that could have been used instead of *nice*.

**Pioneer Café**

**Specials**
Lunch duo.......1/2 sandwich, soup of the day
Lunch treo.......1/2 sandwich, soup of the day, salad

**Our favorite float:** a medium cola with berry ice cream
You won’t believe how good it is!
Or, create your own nice float flavor.

1. __________________  2. __________________
3. __________________  4. __________________
5. __________________

**Proofread Words** Circle the word that is spelled correctly. Write it on the line.

6. Did you see the new *stadium*  *stadium*?  6. __________________
7. We watched a *video* *video* last night.  7. __________________
8. Tara plays the *piano* *piano*.  8. __________________
9. Your *idea* *idea* is fantastic!  9. __________________
10. I like that *radio* *radio* station!  10. __________________

**Home Activity** Your child spelled words with CVC (consonant-vowel-vowel-consonant) and CVV (consonant-vowel-vowel) syllable patterns. Have your child divide the list words into syllables.
American Clothing Traditions

(1) America is not known for its clothing traditions. (2) However, many Americans dress up for special occasions or events. (3) _____ wedding is sure to have tuxedos and fancy dresses. (4) Sports fans wear colorful clothes at games. (5) Some fans even paint their faces bright colors. (6) Another place to see different clothes is at a costume party. (7) You may see scary monsters or a big star.

1 What adjective describes **occasions** in sentence 2?
   - dress
   - up
   - special
   - events

2 What article could you use at the beginning of sentence 3?
   - An
   - The
   - A
   - Big

3 What adjective is used in sentence 5?
   - bright
   - paint
   - faces
   - colors

4 What article is used in sentence 6?
   - at
   - a
   - Another
   - to

5 What two adjectives are used in sentence 7?
   - monsters, star
   - You, see
   - scary, star
   - scary, big

**Home Activity** Your child prepared for taking tests on adjectives and articles. Circle a paragraph in a newspaper or magazine article. Ask your child to count the articles in the paragraph.