**Base Words and Endings**

**Directions** Add **-ed** and **-ing** to each word on the left. Remember that you may have to double the last consonant, drop the final **e**, or change **y** to **i**.

<table>
<thead>
<tr>
<th>Word</th>
<th>-ed</th>
<th>-ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>plan</td>
<td>planned</td>
<td>planning</td>
</tr>
<tr>
<td>1. please</td>
<td>pleased</td>
<td>pleasing</td>
</tr>
<tr>
<td>2. use</td>
<td>used</td>
<td>using</td>
</tr>
<tr>
<td>3. shop</td>
<td>shopped</td>
<td>shopping</td>
</tr>
<tr>
<td>4. worry</td>
<td>worried</td>
<td>worrying</td>
</tr>
<tr>
<td>5. tug</td>
<td>tugged</td>
<td>tugging</td>
</tr>
</tbody>
</table>

**Directions** Add **-er** and **-est** to each word on the left. Remember that you may have to double the last consonant, drop the final **e**, or change **y** to **i**.

<table>
<thead>
<tr>
<th>Word</th>
<th>-er</th>
<th>-est</th>
</tr>
</thead>
<tbody>
<tr>
<td>heavy</td>
<td>heavier</td>
<td>heaviest</td>
</tr>
<tr>
<td>6. great</td>
<td>greater</td>
<td>greatest</td>
</tr>
<tr>
<td>7. easy</td>
<td>easier</td>
<td>easiest</td>
</tr>
<tr>
<td>8. thin</td>
<td>thinner</td>
<td>thinnest</td>
</tr>
<tr>
<td>9. angry</td>
<td>angrier</td>
<td>angriest</td>
</tr>
<tr>
<td>10. big</td>
<td>bigger</td>
<td>biggest</td>
</tr>
</tbody>
</table>

**Home Activity** Your child wrote words that end with **-ed**, **-ing**, **-er**, and **-est**. Work with your child to write a story using the words on the page above. Before the writing begins, ask your child to review the words he or she wrote and think about ways to use the words.
Sequence

- **Sequence** is the order in which things happen in a story.
- **Clue words**, such as *first, second, then, next, finally, and last,* can tell you when something happens.

**Directions** Read the following passage. Draw a line under the words or phrases that help you follow the sequence of story events. Then answer the questions below.

Tina’s mother liked to watch rainbows. Tina decided to make her mother a rainbow. **First**, she found a large piece of white fabric. She sewed a row of red buttons to the fabric. Next, she sewed a row of orange buttons under the red buttons. Then Tina found some yellow and green glitter. She used glue and made a row of yellow glitter and then a row of green glitter under the buttons. **Next,** Tina found some blue fabric scraps. She sewed the blue fabric under the green glitter. Then Tina found some violet buttons. She sewed a row of violet buttons under the blue fabric. **Finally,** Tina made fabric loops to hang her rainbow. Now her mother can see a rainbow any time.

1. When did Tina sew orange buttons to her fabric?
   - **after she sewed the red buttons**

2. What did Tina glue on the fabric after she sewed the red and orange buttons?
   - **yellow and green glitter**

3. When did Tina sew the violet buttons?
   - **after she sewed on the blue fabric**

4. What did Tina do last?
   - **made fabric loops to hang her rainbow**

5. Write the colors Tina used in the sequence she used them. Why do you think she did things in this order? **red, orange, yellow, green, blue, violet;**
   - **She was following the order of the colors in a rainbow.**

School + Home

**Home Activity** Your child answered questions about the order of events in a story. Write the events from a story on cards or pieces of paper. Mix them up. Then have your child put the cards in the correct order.
Writing • Thank-You Note

Key Features of a Thank-You Note
• uses the format of a friendly letter
• has a friendly tone
• explains why the writer is grateful

2218 Magnolia Street
San Antonio, TX 78201
October 14, 2011

Dear Aunt Teresa,

Not a day has gone by that I haven’t played the guitar you left with me. Thank you for trusting me to take care of your guitar while you are away. I practice every day, and I can already play a few songs.

Naturally, my goal is to learn that gorgeous song you played for us during your last visit. Do you remember it? I’m talking about the Spanish lullaby, of course! If I haven’t learned the song by the time you get back, you will have to teach me.

Until then, I will miss you terribly. I hope you are having a great time on your trip! I am counting the days to your return.

With love,
Carmen

1. Identify the format features of a thank-you note by underlining the date, drawing a box around the greeting, and circling the name of the person who has written the note.

2. Why is Carmen writing this friendly thank-you note?

   Carmen wants to thank her Aunt Teresa for trusting her to take care of a guitar while her aunt is away.
Name ________________________________

Vocabulary

Check the Words You Know

1. gear
2. parka
3. splendid
4. yanked
5. twitch
6. willow

Directions Draw a line to match each word with its definition.

1. gear □ pulled with a sudden motion
2. parka □ to move with a quick jerk
3. splendid □ a heavy, waterproof coat or jacket with a hood
4. yanked □ the equipment needed for some purpose
5. twitch □ very good; excellent

Directions Write the word from the box that best completes each sentence.

6. I put on my boots and _______ to go out in the snow.
   □ parka

7. Tim put all his fishing _______ into his dad’s truck.
   □ gear

8. We sat by the pond under the huge _______ trees.
   □ willow

9. Jassy _______ the weeds out of the garden by hand.
   □ yanked

10. It was a _______ day for a hike in the woods.
    □ splendid

Write a Story

On a separate sheet of paper, write a story about a boy or girl who goes fishing. Use as many vocabulary words as possible.

Students’ stories should be about fishing and include vocabulary words.

Home Activity Your child identified and used vocabulary words from Kumak’s Fish. Play a game with your child in which you take turns pantomiming and guessing an action involving a vocabulary word, such as putting on a parka.
Declarative and Interrogative Sentences

A sentence that tells something is a **statement**. It is also called a **declarative sentence**. A sentence that asks something is a **question**. It is also called an **interrogative sentence**.

**Statement**  The lake has many fish.  **Question**  Did you catch a fish?

A statement begins with a capital letter and ends with a period. A question begins with a capital letter and ends with a question mark.

**Directions**  Write each sentence. Add the correct end punctuation. Write **S** if the sentence is a statement, or declarative sentence. Write **Q** if the sentence is a question, or interrogative sentence.

1. Are the winters long in the Arctic

   **Are the winters long in the Arctic? Q**

2. Spring is a good season for fishing

   **Spring is a good season for fishing. S**

3. We have a good fishing pole

   **We have a good fishing pole. S**

   **Directions**  Add one word from the box to make each statement into a question. Write the new sentence. Use correct capitalization and punctuation.  **Possible answers:**

   can will should do

4. The people catch fish in the frozen lake.

   **Can the people catch fish in the frozen lake?**

5. They take them home for a feast.

   **Will they take them home for a feast?**

**Home Activity**  Your child learned about statements and questions. Have your child make up one statement and one question about an animal he or she likes.
Name ________________________________

Base Words and Endings

Rhymes  Write a list word that rhymes with each underlined word.

1. Our latest invention is the ____.
2. Nobody is ____ to be teased.
3. Everyone who had been weaving was ____.
4. We hopped out of the car and ____.
5. He is sneezing because it is ____ outside.
6. The ____ cartoon was about the sunniest day.

1. _______ greatest __________  2. _______ pleased __________
3. _______ leaving __________  4. _______ shopped __________
5. _______ freezing __________ 6. _______ funniest __________

Word Endings  Add an ending to each word in parentheses to form a list word that completes the sentence.

7. (heavy) This box is __________ heavier than that one.
8. (swim) I take __________ swimming lessons twice a week.
9. (get) He is __________ getting a watch for his birthday.
10. (strange) That is the __________ strangest bug I have ever seen.
11. (easy) That is the __________ easiest way to solve the puzzle.
12. (use) I am __________ using three different colors on my poster.
13. (worry) He __________ worried that he would be late.
14. (empty) She __________ emptied the wastebasket in her classroom.
15. (angry) She was __________ angrier than I thought.

Home Activity: Your child wrote words that end in -ed, -ing, -er, and -est. Ask your child to find list words in which a consonant is doubled or an e is dropped before adding -ing (consonant doubled in getting, e dropped in using, leaving, freezing).
Outline Form A

Title ____________________________________________

A. ____________________________________________
   1. __________________________________________
   2. __________________________________________
   3. __________________________________________

B. ____________________________________________
   1. __________________________________________
   2. __________________________________________
   3. __________________________________________

C. ____________________________________________
   1. __________________________________________
   2. __________________________________________
   3. __________________________________________
Vocabulary • Reference Sources

- You can use a glossary or a dictionary to find the meanings of unknown words.
- Entries in glossaries and dictionaries are in alphabetical order. When two words have the same first and second letter, alphabetize by the third letter.

**blizzard** *NOUN.* a blinding snowstorm with very strong, cold winds

**blow** *VERB.* 1. to make air come out of your mouth. 2. to move in the wind

**parka** *NOUN.* a warm, heavy jacket with a hood

**pattern** *NOUN.* an arrangement or design

Directions Put these words in alphabetical order. Use the glossary example above to help you. Then answer the questions.

1. wander
2. wake
3. waist
4. walrus
5. wade
6. waves
7. water
8. wax
9. warm
10. was
11. Which word comes just before *warm* in the glossary?
   **wander**
12. Which word comes just after *water* in the glossary?
   **waves**

Home Activity Your child put words whose first two letters are the same in alphabetical order. Give your child a list of three names that begin with the same two letters, such as Sam, Sandy, and Sally. Have your child put the names in alphabetical order.

Vocabulary 69
Glossary

• Sometimes you come across a word you don’t know. You can use a glossary to find the meaning of the unfamiliar word.

• A glossary has the meanings of important words in a book. It is usually found in the back of a book. The words are listed in alphabetical order.

Directions Study the sample from a glossary page below. Then use it to answer the questions.

spell • yanked

spell  v. to write or say the letters of a word in order
splendid  adj. very good; excellent
twitch  v. to move with a quick jerk
vision  n. the power of using the imagination to see what the future might bring
willow  n. the wood of the willow tree

1. What are the guide words on this page? spell, yanked

2. Would the word space be on this page? How do you know?
   no; it comes before spell in alphabetical order.

3. The abbreviation n. stands for noun. Which words shown are nouns?
   vision, willow

4. Where in a book is a glossary usually found? in the back

5. Do you think this section of the glossary is at the beginning of the glossary or near the end? Why?
   near the end, because the words begin with letters at the end of the alphabet

6. Write the meaning of the word vision: the power of using the imagination to see what the future might bring

Home Activity Your child learned how to use a glossary. Ask your child to name the word on the sample glossary page above that is a verb and explain his or her answer.
Name ____________________________________________

**Base Words and Endings**

**Proofread a Thank-You Note**  Circle four misspelled words in Joe’s thank-you note. Circle the word with the capitalization error. Write the words correctly.

Dear Uncle Jim,

Thanks for getting me the swimming gear. I planned on using my savings so I had emptied my piggy bank. However, there wasn’t enough. That’s why I was so pleased with your gift. You’re the greatest!

Love,

Joe

1. **getting**
2. **swimming**
3. **using**
4. **emptied**
5. **Dear**

**Complete the Sentence**  Circle the word that is spelled correctly. Then write the word.

6. I picked out the **easiest** easiest puzzle.
7. Have you **shopped** shopped for a new bike?
8. The box was **heavier** heavier than I thought.
9. Are you **leaving** leaving before lunch?
10. I’m **freezing** freezing!
11. Are you **worried** worried about the test?
12. She was **pleased** pleased with my report.

**Spelling Words**

- using
- getting
- easiest
- swimming
- heavier
- greatest
- pleased
- emptied
- leaving
- worried
- strangest
- freezing
- funniest
- angrier
- shopped

**Frequently Misspelled Words**

- started
- getting
- swimming

**Spelling Words**

- using
- getting
- easiest
- swimming
- heavier
- greatest
- pleased
- emptied

**Home Activity** Your child identified misspelled words that end in -ed, -ing, -er, and -est. Name a base word and have your child explain how to add the ending.
Declarative and Interrogative 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.

Fishing at the Lake

(1) What is your favorite lake for fishing? (2) My favorite lake is Mirror Lake. (3) I fish in the summer (4) how big are the fish you catch? (5) The fish smell good when they are cooked. (6) My family eats a lot of fish. (7) Does your lake freeze in the winter

1 What change, if any, should be made to sentence 1?
   - Change What to what
   - Change fishing? to fishing.
   - Change fishing? to fishing
   - Make no change

2 What change, if any, should be made to sentence 3?
   - Change I to i
   - Change summer to summer.
   - Change summer to summer?
   - Make no change

3 What change, if any, should be made to sentence 4?
   - Change catch? to catch.
   - Change catch? to catch,
   - Change how big to How big
   - Make no change

4 What type of sentence is sentence 5?
   - It is a statement.
   - It is a question.
   - It is an interrogative sentence.
   - It is an incomplete sentence.

5 What change, if any, should be made to sentence 7?
   - Change winter to winter?
   - Change winter to winter!
   - Change winter to winter.
   - Make no change

Home Activity Your child prepared for taking tests on statements and questions. Read a story together. Have your child identify statements and questions in the story.

72 Conventions Declarative and Interrogative Sentences