Contractions

Directions Use each pair of words to make a contraction. Write the contraction on the line.

1. have not ______ 8. I would ______
2. when is ______ 9. let us ______
3. did not ______ 10. they are ______
4. they will ______ 11. that is ______
5. she is ______ 12. he would ______
6. you will ______ 13. was not ______
7. we would ______ 14. you would ______

Directions: Use the words in ( ) to make a contraction to complete each sentence. Write the contraction on the line.

15. Judy (has not) planted a garden before.

16. This year she decided (she would) like to grow some plants.

17. Her mom said that (they would) work together.

18. Judy’s mom told her that it (was not) yet time to plant the garden.

19. She explained that seeds can’t grow if (it is) too cold.

20. She also said that plants (would not) grow without water.

Home Activity Your child formed contractions by using an apostrophe to take the place of letters that are left out. Ask your child to think of at least ten other word pairs that can be used to form contractions, such as she is (she’s), we will (we’ll), and are not (aren’t). Ask your child to write sentences using these contractions.
Draw Conclusions

- A conclusion is a decision you reach after thinking about facts and details you read.
- You can also use what you already know to help draw a conclusion.
- Then ask yourself, “Does my conclusion make sense?”

Directions Read the following passage. Then complete the chart to draw a conclusion.

The Bradfords left home early in the morning. It took them most of the morning to get to the beach. When they got there, everyone scrambled out of the car. Joey and Cindy ran into the water. Kevin hiked along the beach to collect some rocks. Miranda played in the sand. They barely stopped to eat lunch. Finally, the sun was setting. Mom and Dad called them to go home, but no one wanted to leave.

**Fact or Detail**
1. What happens at lunchtime?
   - They barely stop to eat lunch.

**Fact or Detail**
2. What happens when it’s time to go home?
   - No one wants to leave.

CONCLUSION about the Bradfords

3. They love playing at the beach.

   - Yes, I know that when I don’t want to stop doing something, it’s because I’m having a great time.

Home Activity Your child drew a conclusion by using two facts or details from a story. Good readers draw conclusions as they read, using both facts in the story and their own prior knowledge. Provide your child with two facts or details, such as “Sam fills up a tub with water” and “the dog runs away.” Ask your child to use the information to draw a conclusion. (The dog does not want to have a bath.)
Raise a Raisin?

Writing • Fiction

Key Features of Fiction
- tells an imagined story
- includes characters
- includes a setting
- follows a sequence of events that builds up to a climax

Lessons Learned on the Raisin Farm

Last week we got some new workers on the raisin farm. But these new workers did not know how to do everything correctly. Out in the field I found paper trays with grapes that weren’t ripe enough to become raisins. I couldn’t put these grapes back on the vine. Other trays had the right grapes. But these trays didn’t have enough grapes on them.

I gathered the new workers together. I stood on a crate and spoke to them. I explained that some things were being done incorrectly. I showed them how to choose only ripe grapes from the vine, and I showed them how many grapes could fit on a tray. They promised to do better.

It was good that I talked to the new workers. The next day, I found just the right amount of the best grapes on all the paper trays in the field!

1. Read the story. The setting is when and where a story takes place. What is the setting in the story?

   The setting is a raisin farm.

2. Why does the narrator talk to the new workers? What happens the next day?

   The narrator talks to the new workers because they are not always choosing the best grapes to become raisins, and sometimes the workers are not putting enough grapes on the paper trays. The next day, the workers pick the correct grapes and put the right amount of each paper tray.
**Vocabulary**

**Check the Words You Know**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>area</td>
<td>proof</td>
</tr>
<tr>
<td>artificial</td>
<td>raise</td>
</tr>
<tr>
<td>grapevine</td>
<td>raisin</td>
</tr>
<tr>
<td>preservative</td>
<td></td>
</tr>
</tbody>
</table>

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

1. Most natural foods are healthier than ______ artificial ones.
2. When you ______ raise ______ your own crops, you know exactly what you are getting.
3. If the ______ area ______ has warm winters, people grow food all year.
4. They don’t need ______ preservatives ______ to keep their food fresh.
5. They can pull grapes off the ______ grapevine ______, wash them, and eat them right away.

**Directions** Draw a line from the word to its meaning.

6. raisin — not found in nature
7. raise — additive that keeps food from spoiling too quickly
8. proof — a dried grape
9. preservative — evidence that shows that a fact is true
10. artificial — to grow, as on a farm

**Write a Commercial**

Write a commercial for raisins. Use as many of this week’s vocabulary words as you can. **Students’ writing should incorporate the lesson vocabulary in a commercial they write about raisins.**

**Home Activity** Your child identified and used vocabulary words from How Do You Raise a Raisin? Talk with your child about foods in your kitchen or at the grocery store. Use the vocabulary words on this page.
Action and Linking Verbs

A verb is a word that tells what someone or something is or does. Action verbs are words that show action. Linking verbs, such as am, is, are, was, and were, do not show action. They link a subject to a word or words in the predicate.

<table>
<thead>
<tr>
<th>Action Verb</th>
<th>Linking Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grapes grow on tall vines.</td>
<td>The grapes are red and juicy.</td>
</tr>
</tbody>
</table>

Directions One of the underlined words in each sentence is a verb. Write that word.

1. Amy puts the seed in the ground. puts
2. She covers it with dirt. covers
3. It is a pumpkin seed. is
4. Pumpkins grow in summer. grow
5. They are good for decorations. are

Directions Write the sentences. Underline the verb in each sentence.

6. Farmers grow grapes in warm places.
   Farmers grow grapes in warm places.

7. They cut the ripe grapes from the vines.
   They cut the ripe grapes from the vines.

8. Many people gather the grapes.
   Many people gather the grapes.

9. Raisins are dried grapes.
   Raisins are dried grapes.

10. We buy raisins at the supermarket.
    We buy raisins at the supermarket.

Home Activity Your child learned about action verbs and linking verbs. Have your child name some action verbs that describe something you have done or are doing together today.
Contractions

Write the underlined words as a contraction.

1. I wish she had stayed a few more days.
2. If you will build a doghouse, I’ll paint it.
3. I will not be going to the party.
4. I can not reach the top shelf.
5. He did not go to the library.
6. I knew we had put too much water in the paint.
7. She has not finished writing the invitations.
8. We have not played softball since Monday.

Joining Words

Write the contraction.

9. let + us
   9. let’s
10. they + will
    10. they’ll
11. he + would
    11. he’d
12. when + is
    12. when’s
13. should + have
    13. should’ve
14. was + not
    14. wasn’t
15. I + would
    15. I’d

Home Activity

Your child wrote contractions. Pronounce a list word. Have your child name the words that were combined and then spell the contraction.

Spelling Contractions 183
Story Sequence B

<table>
<thead>
<tr>
<th>Events</th>
<th>Title</th>
<th>Characters</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Next</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Then</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Last</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name ________________________________

**Vocabulary • Homophones**

- **Homophones** are words that sound the same but have different spellings and meanings.
- Use the words and sentences around the homophone to help you figure out what it means.

<table>
<thead>
<tr>
<th>knead</th>
<th>to work dough with the hands</th>
</tr>
</thead>
<tbody>
<tr>
<td>need</td>
<td>to be unable to do without something</td>
</tr>
<tr>
<td>does</td>
<td>plural of doe, a female deer</td>
</tr>
<tr>
<td>doze</td>
<td>to sleep lightly</td>
</tr>
<tr>
<td>scent</td>
<td>odor or smell</td>
</tr>
<tr>
<td>sent</td>
<td>the past tense of send</td>
</tr>
<tr>
<td>peace</td>
<td>calmness</td>
</tr>
<tr>
<td>piece</td>
<td>a part of</td>
</tr>
<tr>
<td>flour</td>
<td>the fine powder or meal made by grinding wheat or other grains</td>
</tr>
<tr>
<td>flower</td>
<td>the part of a plant that produces seeds</td>
</tr>
</tbody>
</table>

**Directions** In each sentence below, underline the word in the ( ) that makes sense in the sentence. Use context clues to help you choose the right word.

1. Plants (knead, need) water and nutrients to live.
2. The rose is my favorite (flour, flower).
3. The rose has a beautiful (scent, sent).
4. You have to (knead, need) the dough twice to make good bread.
5. Sometimes I like a little (peace, piece) and quiet.
6. There were two (does, doze) and two fawns in my backyard.
7. Put the (flour, flower) into a large bowl and add the milk and eggs.
8. My dad likes to (does, doze) in his chair after dinner.
9. We (scent, sent) the photos of the party to Grandma in an e-mail.
10. Do you want a (peace, piece) of pie?

**Home Activity** Your child used sentence context to identify the meanings of homophones, words which sound alike but are spelled differently and have different meanings. Take turns with your child naming words that sound alike (such as read and red) and making up sentences to show the meaning.
Name

Card Catalog

Libraries use a **card catalog** or a computerized **library database** to organize their materials. You can search for a book using the **author**, **title**, or **subject**. Look for the author’s last name followed by the first name. When the book is located, either on the card or computer, there will be a **call number**. Each book in the library has its own call number that appears on the spine of the book.

**Directions** A database entry for a book on gardening is shown below. Use the entry to answer the questions.

1. What would you type to search the database by author to find this book?

   **Farley, Patricia**

2. What is the call number for this book?

   **536.2**

3. What would you type to search the database by subject to find this book?

   **gardening**

4. You want to find a book about gardening. Which word will you click on to begin your search?

   **subject**

5. In which year was this book published?

   **2005**

**Home Activity** Your child answered questions about a library database. If possible, visit the library with your child to review the computerized database. If not, look at some books and have your child tell how to search for it by subject, author, and title.
Name _________________________________________

**Contractions**

**Proofread a Report** To find out what happened in a playground accident, Tim’s teacher had everyone write about it. Circle four spelling mistakes in Tim’s report. Write the words correctly. Rewrite the compound sentence with a comma.

I havn’t been playing ball lately, so I didn’t see the accident with the bat. I was playing tag with Dan. He said he’d been playing ball earlier.

I’d tell you more but that’s all I know. I hope Julian wasn’t hurt badly.

1. **haven’t**  
2. **didn’t**
3. **he’d**  
4. **that’s**
5. **I’d tell you more, but that’s all I know.**

**Proofread Words** Circle the correct word and write it on the line.

6. Do you think **we’d** we’ld like the movie?  
7. I **can’t** cannot play right now.
8. Before we go, **let’s** let’s say goodbye.
9. I know **they’ll** they’ll love this gift!
10. He **hasn’t** hasn’t found his dog yet.
11. I think **you’ll** you’ll be the winner.
12. The team **won’t** wo’nt make the playoffs.

**Spelling Words**

let’s  
he’d  
you’ll  
can’t  
I’d  
won’t    
haven’t  
hasn’t  
she’d  
they’ll  
when’s  
we’d  
should’ve  
wasn’t  
didn’t

**Frequently Misspelled Words**

that’s  
they’re  
didn’t  
it’s

**School + Home** Your child identified misspelled contractions. Point to a spelling word. Ask your child to name the letters that were replaced by the apostrophe (’).
Name

**Action and Linking Verbs**

**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.

**Raisins: From Farms to Markets**

(1) Farmers grow grapes in warm places. (2) When it is time, they cut the ripe grapes from the vine. (3) It takes many people to gather the grapes. (4) Some grapes are dried. (5) This is how they become raisins. (6) Farmers ship raisins off to stores. (7) We buy raisins at the supermarket, and they are delicious.

1. What is the verb in sentence 1? Is it an action verb or a linking verb?
   - [ ] in; linking
   - [ ] grow; action
   - [ ] grow; linking
   - [x] in; action

2. What is the action verb in sentence 2?
   - [x] cut
   - [ ] is
   - [ ] they
   - [ ] from

3. What is the verb in sentence 4? Is it an action verb or a linking verb?
   - [ ] grapes; linking
   - [ ] grapes; action
   - [ ] are; action
   - [x] are; linking

4. What is the action verb in sentence 6?
   - [x] ship
   - [ ] farmers
   - [ ] off
   - [ ] to

5. What is the linking verb in sentence 7?
   - [x] buy
   - [ ] raisins
   - [ ] they
   - [ ] are

**School Home Activity** Your child prepared for taking tests on action verbs and linking verbs. Have your child make up some sentences about a job that interests him or her. Have your child identify the verb in each sentence.

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