Vowel Sounds in *moon* and *foot*

<table>
<thead>
<tr>
<th>Spelling Words</th>
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<tbody>
<tr>
<td>few</td>
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<tr>
<td>cookie</td>
</tr>
<tr>
<td>suit</td>
</tr>
<tr>
<td>school</td>
</tr>
<tr>
<td>cushion</td>
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<tr>
<td>chew</td>
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<tr>
<td>true</td>
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<td>noodle</td>
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<td>bookmark</td>
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<tr>
<td>fruit</td>
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<tr>
<td>balloon</td>
</tr>
<tr>
<td>Tuesday</td>
</tr>
<tr>
<td>bushel</td>
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</table>

Word Clues Read the two meaning clues. Write the list word that the clues tell about.

1. a group of fish
   place where students learn
   1. **school**
2. a pillow
   to pad
   2. **cushion**
3. a sticky paste
   to paste something
   3. **glue**
4. a toy filled with air
   to get bigger
   4. **balloon**
5. matched pieces of clothing
   to please or satisfy
   5. **suit**

Meaning Connections Change the underlined word or words to a list word. Write the word.

6. I ate a chocolate chip **sweet treat**.
6. **cookie**
7. A **bird** that honks chased me.
7. **goose**
8. Darla put a **paper placeholder** in the book.
8. **bookmark**
9. On the **day after** Monday, it rained.
9. **Tuesday**
10. We bought apples, **grapes**, and pears.
10. **fruit**
11. I saw a **piece of pasta** in my soup.
11. **noodle**
12. I **chomp** on raw carrots for a snack.
12. **chew**
13. The farmer put corn in the **32-quart** basket.
13. **bushel**
14. What she said was **not false**.
14. **true**
15. Not many people can be called heroes.
15. **Few**

**Home Activity** Your child spelled words with the vowel sound in *moon* (spelled oo, ew, ue, ui) and in *foot* (spelled oo, u). Play Tic-Tac-Toe. One person chooses a word for the other person to spell. If the person spells the word correctly, he or she marks an X or an O on the grid.
Capital Letters

Directions If a sentence has capitalization mistakes, write correctly the words that should have capital letters. If a sentence has no capitalization mistakes, write C.

1. In may of 2005, my family flew to Paris, France.  
   May

2. On tuesday I visited the Eiffel Tower. Tuesday

3. The Eiffel Tower was designed by Alexandre Gustave Eiffel.  
   C

4. The frame of the Statue of Liberty in new york was also designed by mr. Eiffel. New York; Mr. Eiffel

5. Next september, mrs. Austin will take us to see the Statue of Liberty.  
   September; Mrs. Austin

Directions Write the sentences. Use capital letters correctly.

6. On independence day, Mom called philadelphia.  
   On Independence Day, Mom called Philadelphia.

7. On martin luther king, jr., day in january, we went to the Washington Monument. 
   On Martin Luther King, Jr., Day in January, we went to the Washington Monument.

8. mr. and mrs. pines drove to plymouth, massachusetts, for thanksgiving. 
   Mr. and Mrs. Pines drove to Plymouth, Massachusetts, for Thanksgiving.

9. Dad stopped at Mount Rushmore last memorial day.  
   Dad stopped at Mount Rushmore last Memorial Day.

10. On presidents’ day in february, Sam visited the Lincoln Memorial. 
    On Presidents’ Day in February, Sam visited the Lincoln Memorial.
Schwa

Classifying  Write the list word that belongs with each pair of words.

1. penny, dime, ___
2. pint, quart, ___
3. go, journey, ___
4. movie, play, ___
5. thing, object, ___
6. below, beside, ___
7. group, tribe, ___

Complete the Phrase  Write the list word that completes each phrase.

8. not a plant but an ___
9. a pencil and some ___
10. not a berry but a ___
11. not closed but ___
12. not under but ___
13. as sweet as ___
14. ___ of the dark
15. one thing and ___

Riddle  Write the letters from the boxes above to find the answer to the riddle.

What do you get when you ask a lemon for help?

L e m o n a d e

Home Activity  Your child learned to spell words with the schwa sound (an unstressed vowel sound such as the a in about). Take turns choosing and spelling a word. Then each of you say a word you associate with the chosen word: family—Mom, Dad.
Abbreviations

Directions  Write each sentence correctly. Use correct capitalization and periods for abbreviations.

1. On nice days, dr Chin and mr Lee meet at the park.
   On nice days, Dr. Chin and Mr. Lee meet at the park.

2. On Monday, dr Chin brought his son c j and his dog.
   On Monday, Dr. Chin brought his son C. J. and his dog.

3. Mr and mrs. Lau were at the park also.
   Mr. and Mrs. Lau were at the park also.

4. They had seen ms Parks and d w Cho there on Saturday.
   They had seen Ms. Parks and D. W. Cho there on Saturday.

5. People brought their birds and cages to l. k. Williams Park.
   People brought their birds and cages to L. K. Williams Park.

Directions  Write each telephone message. Correct mistakes in initials and abbreviations.

6. j b Logan called: got your order
   J. B. Logan called: got your order

7. mr Logan, 6 parakeets, jan 10
   Mr. Logan, 6 parakeets, Jan. 10

8. Pick up fri, jan 12
   Pick up Fri., Jan. 12

9. ms Ryan’s parakeet, p j
   Ms. Ryan’s parakeet, P. J.

10. Got bird wed, dec 10
    Got bird Wed., Dec. 10
Final Syllables

**Crossword Puzzle** Write the list word that each clue describes.

**Across**
- 1. north
- 5. a make-believe story
- 6. a statue
- 8. Aztec or Native American
- 9. a special trip
- 10. sight

**Down**
- 1. repeated subtraction
- 2. a big, big house
- 3. a party
- 4. a movement
- 5. chairs and sofas
- 7. an important part

**Alphabetizing** Read the two guide words. Write the list word that would come between them in a dictionary.

13. pride _____ **question** _____ rate
14. cave _____ **collision** _____ comet
15. cracker _____ **creature** _____ crop

**Home Activity** Your child spelled words that end with -tion, -sion, and -ture. Use newspapers or junk mail to look for words with the lesson endings. Circle the words and spell them together. Check to see if any circled words are on the spelling list.
Combining Sentences

Directions  Combine each pair of sentences into a compound sentence. Use a comma and the conjunction in ( ).

1. Our class painted a mural. We worked very hard on it. (and)
   
   Our class painted a mural, and we worked very hard on it.

2. We had never painted a mural. It looks great. (but)
   
   We had never painted a mural, but it looks great.

3. Shall I tell you about the mural? Would you like to see it? (or)
   
   Shall I tell you about the mural, or would you like to see it?

Directions  Combine each pair of sentences. Use the underlined words or a form of the underlined words only once in your new sentence.

4. Lewis and Clark sailed up the Missouri River. Lewis and Clark crossed the Rocky Mountains.
   
   Lewis and Clark sailed up the Missouri River and crossed the Rocky Mountains.

5. The land was a wilderness. The land had not been carefully explored.
   
   The land was a wilderness and had not been carefully explored.

6. Lewis kept a journal of the trip. Clark kept a journal of the trip.
   
   Lewis and Clark kept journals of the trip.
Multisyllabic Words

Word Building  Read the word in dark type. Add the part or parts to the given word. Write the list word you make.

1. grace + suffix + suffix  gracefully
2. prefix + appear + ending  reappeared
3. remark + suffix  remarkable
4. prefix + comfort + suffix  uncomfortable
5. prefix + accept + suffix  unacceptable
6. care + suffix + suffix  carefully
7. prefix + prepare + ending  unprepared
8. prefix + fresh + suffix  refreshment
9. lead + suffix + suffix  leadership
10. own + suffix + suffix  ownership

Finish the Phrase  Circle the list word that completes each phrase. Write it. Say the word. Write in the box the number of syllables you hear in the word.

11. (unprepared  unbearably) hot  unbearably  4
12. (overdoing  reappeared) it a bit  overdoing  4
13. (oncoming  unprepared) traffic  oncoming  3
14. (leadership  misbehaving) puppy  misbehaving  4
15. (impossibly  carefully) difficult problem  impossibly  4
Total  19

Syllable Addition  Add the numbers in the boxes. If you get 19, you did a great job!

Home Activity  Your child is learning to spell words with many syllables. Together, say each word and clap the syllables. Let your child pick the three words he or she finds most difficult. Have your child write them and spell them to you.
Commas

Directions Fix the comma errors in the sentences in the letter. If a sentence does not have a comma error, write C.

1. Dear Thomas,

C

2. I saw something wonderful and I had to tell you.

I saw something wonderful, and I had to tell you.

3. I saw millions of yellow blue and orange butterflies. I saw millions of yellow, blue, and orange butterflies.

4. The palm, pine, and fruit trees were full of butterflies.

C

5. Your friend

Justin

Your friend,

Directions Write each sentence. Add commas where they are needed.

6. We took a trip to the rain forest on June 23, 2005.

We took a trip to the rain forest on June 23, 2005.

7. We hiked climbed and rested in the forest.

We hiked, climbed, and rested in the forest.

8. We saw incredible plants birds and insects.

We saw incredible plants, birds, and insects.

9. On the ground were fire ants harvester ants and army ants. On the ground were fire ants, harvester ants, and army ants.

10. The ants looked dangerous but they left us alone.

The ants looked dangerous, but they left us alone.
Related Words

Word Pairs  Write the list words that complete each sentence.

1.–2. Here is a STOP _____sign_____, and there is a traffic _____signal_____.
3.–4. My new _____clothes_____ are made from colorful _____cloth_____.
5.–6. Plants in _____nature_____ are _____natural_____ things.
7.–8. After you _____deal_____ the cards, they have been _____dealt_____.
9.–10. If you _____sign_____ your name, you are using your _____signature_____.

Little Crosswords  Read the word clue. Write a synonym for the word in the boxes going across. Write a related word in the boxes going down.

11.–12. skill

15.–16. nice

13.–14. intended
Quotations and Parentheses

Directions Write C if a sentence is correct. If it is not correct, make the corrections that are needed.

1. Maria said, “I can have an adventure.”
2. “I will find the lost city of Atlantis!” she exclaimed.
3. “I will become a famous explorer,” Maria said.
4. “Can you drive a big boat?” Chris asked.
5. “No, but I would love to learn,” Maria answered.

Directions Write each sentence. Add a comma and quotation marks where they are needed.

6. Maria’s mother asked What will you take on your journey?
   Maria’s mother asked, “What will you take on your journey?”
7. I will take maps, food, and books about Atlantis Maria answered.
   “I will take maps, food, and books about Atlantis,” Maria answered.
8. Maria’s mother asked How long will you be gone?
   Maria’s mother asked, “How long will you be gone?”
9. Maria replied It will take a long time to find the island.
   Maria replied, “It will take a long time to find the island.”
10. I wish I could go with you! Maria’s mother exclaimed.
    “I wish I could go with you!” Maria’s mother exclaimed.
**KWL Chart**

**Directions** Fill out this KWL chart to help you organize your ideas.

**Topic** ____________________________________________

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answers should include details about each element of the research report.</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

**Controlling Question** ____________________________________________
Topic and Detail Sentences

A topic sentence tells the main idea of a paragraph. Detail sentences give supporting facts, descriptions, and examples about the main idea.

Directions  Decide how you will organize your paragraphs. Then write a topic sentence and supporting details for each paragraph.

Paragraph 1
Topic Sentence  Answers should be topic sentences and supporting details on the research topic.
Detail Sentences

Paragraph 2
Topic Sentence
Detail Sentences

Paragraph 3
Topic Sentence
Detail Sentences

Paragraph 4
Topic Sentence
Detail Sentences
Combining Sentences

When you revise, you can combine two short simple sentences to make a compound or complex sentence. The two simple sentences must be related in some way.
- To make a compound sentence, join the sentences with a comma and a conjunction such as and, but, or or.
- To make a complex sentence, join the sentences with a word such as when, because, or if.

Directions Use the word in ( ) to combine each pair of sentences. Use a comma with exercises 1 and 2.

1. Washington, D.C., has many monuments. People like to visit them. (and)
   Washington, D.C., has many monuments, and people like to visit them.

2. Many of the monuments honor presidents. Some monuments honor soldiers or other heroes. (but)
   Many of the monuments honor presidents, but some monuments honor soldiers or other heroes.

3. People visit the Lincoln Memorial. They see a huge statue of Abraham Lincoln. (when)
   When people visit the Lincoln Memorial, they see a huge statue of Abraham Lincoln.

4. The Washington Monument is easy to see. It is the tallest monument. (because)
   The Washington Monument is easy to see because it is the tallest monument.
Peer and Teacher Conferencing Research Report

Directions Read your partner’s report. Refer to the Revising Checklist as you write your comments or questions. Offer compliments as well as revision suggestions. Then take turns talking about each other’s draft. Give your partner your notes. After you and your teacher talk about your report, add your teacher’s comments to the notes.

Revising Checklist

Focus/Ideas
☐ Is the research report focused?
☐ Are there enough facts, details, and explanations?

Organization
☐ Are the paragraphs organized?
☐ Does each paragraph have a central idea stated in a topic sentence?
☐ Does each paragraph have supporting sentences that tell facts, details, or explanations?

Voice
☐ Does the writer sound interested in the topic?

Word Choice
☐ Has the writer paraphrased the material?

Sentences
☐ Have some short, simple sentences been combined to make compound or complex sentences?

Things I Thought Were Good ____________________________________________

Things I Thought Could Be Improved ______________________________________

Teacher’s Comments ________________________________________________