

Name _____

► Read the story. Then write answers to the questions.

Nita was walking the family dog, Abe, when a car raced by. Abe barked. Nita ran home.

“We have to make drivers slow down. These cars could hurt Abe!” Nita said to her father and her older sister.

“Maybe you and your sister can write a letter to the newspaper. The paper will publish it, and a lot of people will read about the cars on our street. That may make some of them drive more slowly,” said her father.

“Come on,” Nita’s sister, Vera, said. “We can do this together.”

Nita and Vera wrote the letter. The newspaper sent a reporter to do a story, and Nita and Abe had their picture in the paper! The town put up a sign on Nita’s street. It read, “Please slow down. Children and pets live here. Drive slowly!” People now drive slowly down Nita’s street.



1. Who is the main character?

2. Who are the other characters? _____

3. What is a very important event in the story?

4. What problem is faced by the main character? _____

5. What is the solution to the problem?



School-Home Connection

With the student, write a letter to a newspaper about a problem in your community.

Name _____

► Unscramble the underlined letters and write the word on the line.

1. A small creature that appears in old stories is a meong.

2. Tapping on a door or a window is called gcoinkk.

3. Very small insects that sometimes swarm around people are stang.

4. A brave soldier from the Middle Ages is a kingth.

5. You can make tnsok with string or rope.

6. Gary slowly turned the round nbok on the door.

7. The hungry cougar edgnwa on a tender bone.

8. Sharon's keens were very strong because she walked uphill every day.

9. The stop nigs was bright red.

10. Please lenke at the water's edge, and quietly watch the manatees swim.



School-Home Connection

Have the student act out as many of the words as he or she can.

Name _____

► Pick the word from the Word Box that best fits with each group of three words. Write the word on the line.

translate	bothersome	dodging
din	heaving	repairs

1. loud
crowded
yelling

4. words
change
language

2. annoying
pesky
disturb

5. escaping
quick
diving

3. fix
patch
mend

6. earth
moving
quaking

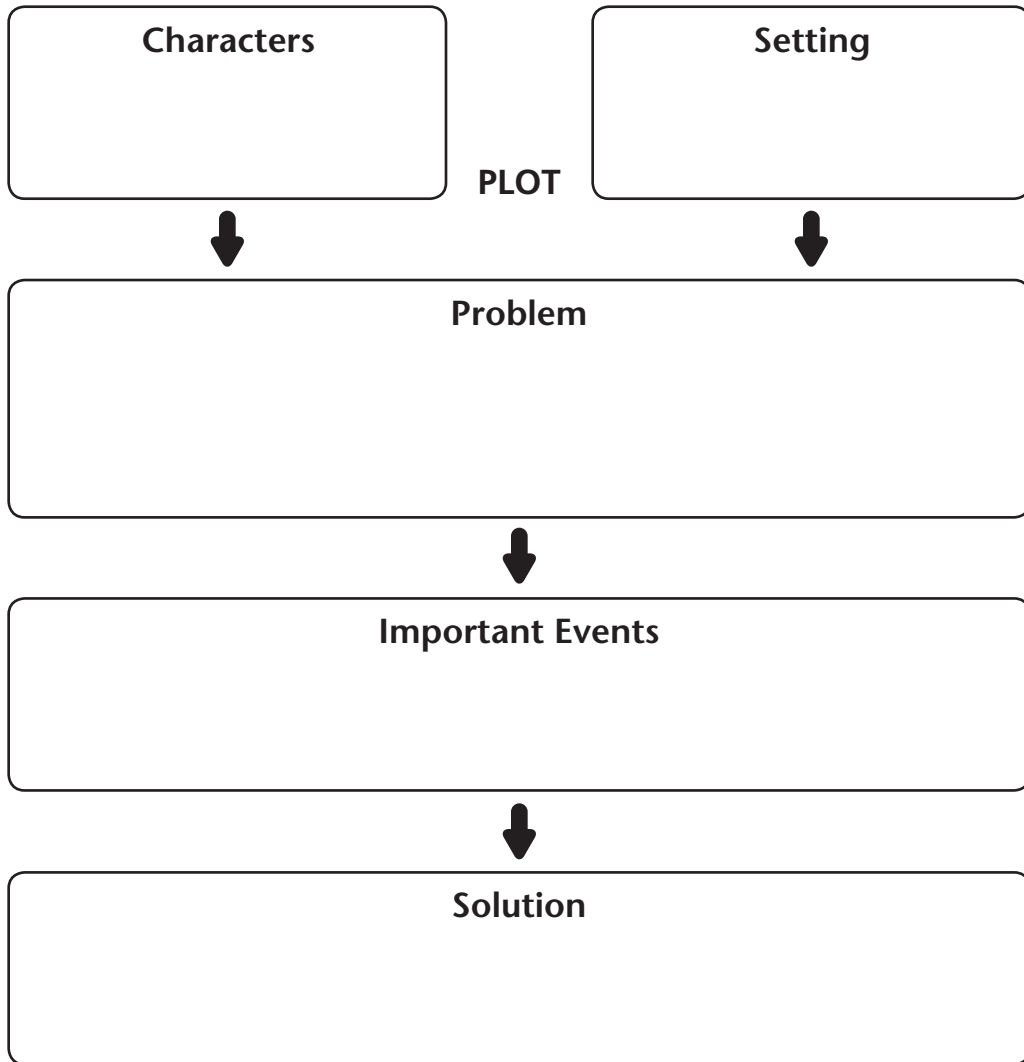


School-Home Connection

Have the student show you a **dodging** movement. Then have him or her imitate how a **bothersome** person might act.

Name _____

- ▶ As you read "A Pen Pal for Max," fill in the graphic organizer with important information from the story.



- ▶ On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.

Name _____

▶ Write a definition for each underlined word.

Next to the definition, describe the context clues that helped you understand what the word means.

1. Lenny made three attempts to climb the rope before he finally did it.

2. Mr. Robert's red face and loud voice showed that he was furious.

3. The fragile flowers could not live through cold weather.

4. When Angela lost the contest, she was upset and felt dejected.

5. Some animals hibernate, or rest and sleep, from late fall to early spring.



School-Home Connection

Describe a *pebble*, a *knight*, and a *blaze*, without naming the words, and have the student guess each word.

Name _____

► Read the sentence. Circle the correct spelling for the missing word. Then write the word on the line.

1. I _____ on the door, but no one answered.

knocked gnocked nocked

2. Sam likes to _____ with his brother.

restle westle wrestle

3. I set the table with a _____ and a fork.

nife gnife knife

4. When I hear a funny joke, I _____.

laugh laff lafe

5. Does the _____ on that house say "For Sale"?

sien sign sikh

6. Mr. Wright has lots of interesting _____ in his attic.

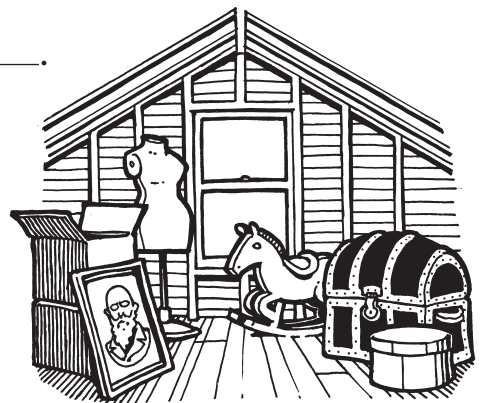
stuff staugh stough

7. The answer he gave me was _____.

rong grong wrong

8. I have a sore spot on my _____.

gneck neck kneck



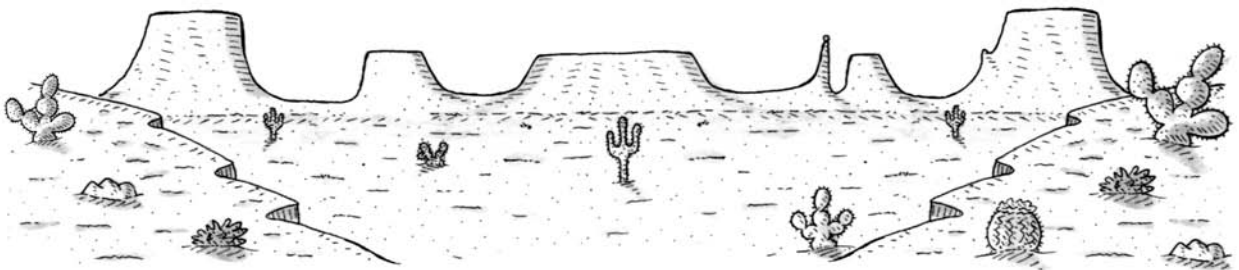
School-Home Connection

Write the sentence *The dog is _____ on a bone* on a sheet of paper. Have the student choose the correct spelling of the missing word from among *nawing*, *gnawing*, and *knawing*.

Name _____

► Write the pronoun in each sentence.
Then label each as *S* (singular) or *P* (plural).

1. We learned about Chile today. _____
2. Mr. Edwards showed us two maps. _____
3. He hung the maps on the wall. _____
4. They showed volcanoes and a desert. _____
5. The students looked at them carefully. _____
6. Mr. Edwards asked me to point to the desert. _____



► Rewrite each sentence with a correct pronoun.

7. Ellen studied Spanish because _____ wanted to visit Spain.

8. The class was fun, and the students enjoyed _____.

9. The teacher brought pictures to show _____.

10. He took the pictures when _____ was in Spain.



School-Home Connection

Ask your child to write four sentences with pronouns. Then help him or her label each as *S* (singular) or *P* (plural).