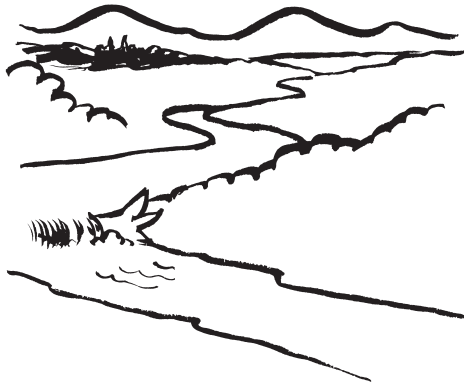


Name \_\_\_\_\_

▶ There are four /ü/ words spelled with the letters oo and four /u/ words spelled with the letters oo in the word search below. Circle the words. Then write each one in the correct column in the chart.

S	R	B	H	M	F	Q	R
P	C	O	O	K	D	J	O
B	R	O	O	K	Z	P	O
E	X	S	D	W	U	W	T
Q	D	T	O	O	T	H	V
C	A	D	R	O	O	P	A
V	P	E	N	L	W	R	D

/ü/	/u/

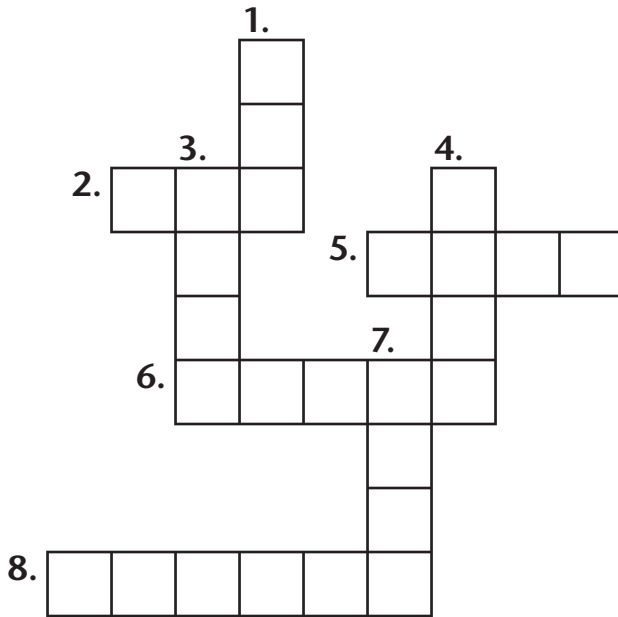


**School-Home Connection**

With the student, think of two more words for each column.

Name \_\_\_\_\_

► Circle the word in each sentence that has the /ô/ sound. Then fill in the crossword puzzle with the words.



**Across**

2. Did you hear the crow caw?
5. What is your favorite song?
6. Bike riders ought to wear helmets.
8. The coach taught us to shoot baskets.

**Down**

1. My jaw was sore after I visited the dentist.
3. Kyle is my brother and also my best friend.
4. I lost my favorite ring.
7. The man told his dog to halt.



**School-Home Connection**

Have the student list words with the /ô/ sound. Encourage him or her to think of /ô/ words that are not on the spelling list.

Name \_\_\_\_\_

► Add *pre-*, *mis-*, or *in-* to each root word to form a real word. Write the new word on the line.

1. exact \_\_\_\_\_
2. heat \_\_\_\_\_
3. trust \_\_\_\_\_
4. direct \_\_\_\_\_
5. behave \_\_\_\_\_
6. school \_\_\_\_\_
7. correct \_\_\_\_\_
8. read \_\_\_\_\_
9. view \_\_\_\_\_
10. match \_\_\_\_\_



**School-Home Connection**

Have the student explain how the prefix changes the meaning of each root word.

Name \_\_\_\_\_

- ▶ Follow the path from **START** to **FINISH**. Shade in the boxes that have a word with the schwa sound. Then answer the questions.

<b>START</b>	about	door	really	calmly	happy	begin
falling	happen	support	nosy	tick	scared	ray
stag	game	alarm	dentist	reckon	carrot	chorus
cast	green	taken	polite	select	gave	<b>FINISH</b>

1. Which words on the path spell the schwa sound with *a*?

\_\_\_\_\_

2. Which words on the path spell the schwa sound with *e*?

\_\_\_\_\_

3. Which words on the path spell the schwa sound with *o*?

\_\_\_\_\_

4. Which words on the path spell the schwa sound with *u*?

\_\_\_\_\_



**School-Home Connection**

With the student, make up three sentences that each have two of the schwa words.

Name \_\_\_\_\_

► Part A. Read each sentence. Write the Vocabulary Word from the box that is a synonym for the underlined word.

required	inhabitants	ample
functional	amazement	responsibility

1. The old microwave oven is barely working.  
\_\_\_\_\_
2. There is enough work to keep everyone busy.  
\_\_\_\_\_
3. Three eggs are needed for this recipe.  
\_\_\_\_\_
4. My biggest task is to take care of my little sister.  
\_\_\_\_\_
5. The firefighters made sure all the residents of the building got out safely. \_\_\_\_\_
6. Juan jumped up in surprise when he was named the winner.  
\_\_\_\_\_

► Part B. On a separate sheet of paper, write a sentence describing three *responsibilities* you have at home.



**School-Home Connection**

Ask the student to list some of the *inhabitants* of the White House.

Name \_\_\_\_\_

► Read the story. Then answer the questions about the sequence of events.

Spring had come. The snow melted, and flowers began to bloom. The air was warm. In a cozy, hidden cave, a mother bear and her two cubs woke up.

The mother bear went to the cave entrance. She sniffed the air for danger. Then she lumbered outside. Her cubs followed her.

The bears spent all day outside. They ate some berries. After that, they splashed in the cold river. The cubs played with each other while their mother watched.

As night fell, the bears returned to their cave. Their stomachs were full. They were tired and drifted off to sleep.

1. What happens after the mother bear sniffs the air? \_\_\_\_\_  
\_\_\_\_\_
2. What do the bears do before they splash in the river? \_\_\_\_\_  
\_\_\_\_\_
3. What is the last thing the bears do? \_\_\_\_\_  
\_\_\_\_\_
4. What time-order words and phrases are in the story? \_\_\_\_\_  
\_\_\_\_\_



**School-Home Connection**

With the student, think of some other activities the bears might do. Use time-order words and phrases to show when they take place.

Name \_\_\_\_\_

▶ Read the article below. Write the answer to each question.

Winter is the time when people catch more colds. There are many reasons why people get sick more often in the winter. Children are back in school, sharing germs. The colder weather keeps grown-ups indoors, too. The nearer people are to one another, the more likely they are to spread germs. So what can you do when winter comes? Wash, wash, wash your hands. This gets rid of the germs that get on your hands. If someone is sick, stay away from him or her. And do not share food or drinks.

1. What are two causes of getting sick in the winter?

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2. What is the effect of washing your hands?

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3. What are two other ways to avoid getting sick?

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**School-Home Connection**

Discuss with the student two cause-and-effect relationships connected to going to work or school and catching colds.

Name \_\_\_\_\_

► Read the article. Circle the letter of the best answer to each question. Then write the author's message.

You are used to getting a letter one or two days after it was mailed. In 1860, though, it could take months for your mail to arrive. That changed when the Pony Express started. It took the Pony Express only ten days to get mail from Missouri to California. Riders on horseback sped across the country with the mail. The riders faced many dangers on the trip, such as rough trails, bad weather, and robberies by bandits. The Pony Express stopped running in 1861 when a telegraph system was built. It connected the entire country. Even though the Pony Express lasted only eighteen months, it was an important way to carry mail across the country.

1. What did the Pony Express carry?  
A ponies  
B mail  
C e-mail
2. What was a danger Pony Express riders faced?  
A bad weather  
B lack of food  
C closed roads
3. What is the author's message?



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**School-Home Connection**

Ask the student to explain which details he or she used to find the author's message.



Name \_\_\_\_\_

► Read the homophones. Then complete each sentence with the correct word.

1. (pair, pear) I wore my favorite \_\_\_\_\_ of jeans today.  
The \_\_\_\_\_ was ripe.
2. (be, bee) The buzzing \_\_\_\_\_ landed near Jane.  
I hope I will \_\_\_\_\_ fast enough to win the race.
3. (feat, feet) Tonya's \_\_\_\_\_ were sore after the hike.  
The acrobat performed an amazing \_\_\_\_\_ of strength.
4. (horse, hoarse) Shouting so loudly made me \_\_\_\_\_.  
Kari rode her \_\_\_\_\_ every afternoon.
5. (beat, beet) I had a \_\_\_\_\_ salad for lunch.  
Our team \_\_\_\_\_ theirs in the final game.
6. (peak, peek) Wait until we get to the mountain \_\_\_\_\_.  
Did you \_\_\_\_\_ at your present?



**School-Home Connection**

With the student, think of another sentence for each homophone and then share the sentences with each other.

Name \_\_\_\_\_

▶ Fold the paper along the dotted line. As each spelling word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any spelling words you missed.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### Spelling Words

1. choose
2. booth
3. foot
4. bruise
5. threw
6. soft
7. cause
8. thaw
9. false
10. preschool
11. misspell
12. indoors
13. apart
14. across
15. around

Name \_\_\_\_\_

► Read this part of a student's rough draft. Then answer the questions that follow.

(1) Mia and Simon writing a story. (2) The story are about a robot. (3) The robot is funny. (4) It \_\_\_\_\_ say all sorts of things. (5) The children are excited. (6) They will show the story to their teacher.

- Which sentence has a singular subject and the correct form of the verb *be*?
  - Sentence 2
  - Sentence 3
  - Sentence 5
  - Sentence 6
- Which sentence has a plural subject and the correct form of the verb *be*?
  - Sentence 2
  - Sentence 3
  - Sentence 5
  - Sentence 6
- Which sentence has a form of the verb *be* that does not agree with the subject?
  - Sentence 2
  - Sentence 3
  - Sentence 5
  - Sentence 6
- Which helping verb should go before the main verb in Sentence 1?
  - have
  - will
  - can
  - are
- Which helping verb could complete Sentence 4?
  - have
  - had
  - can
  - is
- Which other helping verb could replace *will* in Sentence 6?
  - had
  - can
  - have
  - were

Name \_\_\_\_\_

► Read this part of a student's rough draft. Then answer the questions that follow.

(1) William loves space. (2) He looked at pictures of the sun and moon when he was younger. (3) Now he read books about the solar system. (4) He will learn about the planets. (5) He will studies space travel. (6) One day he will become an astronaut.

- Which sentence has a correct past-tense verb?  
A Sentence 1  
B Sentence 2  
C Sentence 4  
D Sentence 5
- Which sentence has a correct present-tense verb?  
A Sentence 1  
B Sentence 2  
C Sentence 3  
D Sentence 4
- Which sentence has an incorrect form of a future-tense verb?  
A Sentence 2  
B Sentence 4  
C Sentence 5  
D Sentence 6
- Which verb should end with an *s*?  
A *looked* (Sentence 2)  
B *read* (Sentence 3)  
C *learn* (Sentence 4)  
D *become* (Sentence 6)
- Which is the future-tense form of the verb in Sentence 1?  
A *love*  
B *will love*  
C *will loves*  
D *loved*
- Which is the past-tense form of the verb in Sentence 4?  
A *learn*  
B *learns*  
C *can learn*  
D *learned*