

Name _____

Compare and Contrast

- To **compare** and **contrast** two or more things is to show how the things are alike and different.
- Some clue words are *as, like, but, instead, and however*.
- Sometimes writers do not use clue words when they compare and contrast things.

Directions Read the following passage.

As twilight approaches, many different flying animals become active. Insects are the first to appear. Moths flutter around streetlights. Some regions have fireflies that can “light up” their bodies. Mosquitoes, however, are real pests. They feed on the blood of animals, as well as humans.

Fortunately, bats hunt at night. As they flap through the air, bats eat mosquitoes and other insects. Like bats, owls wake up at dusk to hunt. Some owls hunt bats. Some owls nest in barns and tall trees. Others nest inside cacti or burrow into the ground.

Directions Answer the questions and complete the graphic organizer.

1. How are moths and fireflies similar to mosquitoes? Is there a clue word that tells you they are similar?

2. How are mosquitoes different from the other flying insects? Which word suggests a contrast?



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Home Activity Your child compared and contrasted details from a short passage. With your child, compare and contrast favorite animals. Ask your child to tell you some differences among owls.

Name _____

Writing • Song

Key Features of a song

- has words that are set to a melody
- is divided into lines
- often uses rhyme

That's a Blue Jay

(to the tune of "London Bridge")

Bright blue wings reflect the sun,
Blue like sky,
Catch my eye.
Bright blue wings reflect the sun,
That's a blue jay.

Shrieking call sounds through the trees,
Harsh and fierce,
Hurts my ears!
Shrieking call sounds through the trees,
That's a blue jay.

Chasing smaller birds away,
Black eyes shine,
"This yard's mine!"
Chasing smaller birds away,
That's a blue jay.

Feeding hungry fluff-topped chicks,
Babies fear,
But Mom is near.
Feeding hungry fluff-topped chicks,
That's a blue jay.

1. Reread the song. Underline the refrain each time you see it. Where does it appear?

2. Look for rhyming words in the song and circle them.

Name _____

Vocabulary

Directions Choose the word from the box that best matches each definition. Write the word on the line.

- _____ 1. regular, measured beats
- _____ 2. easily bent
- _____ 3. greatly delighted, charmed
- _____ 4. short, quick views or looks
- _____ 5. the top of the ground or soil,
or of a body of water

Check the Words You Know

___ aquarium
___ dolphins
___ enchanted
___ flexible
___ glimpses
___ pulses
___ surface

Directions Choose the word from the box that best completes each sentence. Write the word on the line shown to the left.

- _____ 6. The show at the _____ features dolphins and sharks.
- _____ 7. _____ are mammals that live in the sea.
- _____ 8. In one trick, a baby dolphin jumps above the _____ of the water.
- _____ 9. The crowd is _____ by the magic of the dolphins' tricks.
- _____ 10. Through portholes, visitors can catch _____ of the creatures underwater.

Write an Advertisement

Imagine that you run an aquarium and want people to attend your dolphin show. On a separate sheet of paper, write an advertisement that will persuade people to come. Use colorful words to make the show sound like fun. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *Encantado: Pink Dolphin of the Amazon*. Together, write your own short story that takes place at the ocean, a lake, or a river. Try to use all of the vocabulary words in the story.

Name _____

Kinds of Pronouns

A **subject pronoun** is used in the subject of a sentence. Singular subject pronouns are *I, you, he she, and it*. Plural subject pronouns are *we, you, and they*.

An **object pronoun** is used as the direct object of a sentence or the object of a preposition. Some object pronouns are *them, him, her, and me*.

A **demonstrative** pronoun demonstrates the position of an object. *This, that, these, and those* are demonstrative pronouns.

A **reflexive** pronoun reflects the action of the verb back on the subject. *Himself, herself, myself, and themselves* are reflexive pronouns.

Directions Circle each subject pronoun.

1. We were studying the rain forests in class.
2. I would love to learn more about them.
3. Sarah, Maria, and she are showing us a forest model.

Directions Circle each object pronoun.

4. Next week you and Jaime will tell them about dolphins.
5. It looks really interesting to me.
6. They are doing more research with Karl and her.

Directions Circle each demonstrative pronoun.

7. I want to do that.
8. We can read this next.
9. Do you have any more of those?

Directions Circle each reflexive pronoun.

10. I will write a report myself.
11. He wanted to write one himself too.
12. The scientists themselves will give a talk.



Home Activity Your child studied kinds of pronouns. Ask your child to tell you something that happened today. Have your child identify the kinds of pronouns in his or her account.

Final Syllable Patterns

Spelling Words

chicken	natural	several	paddle	oval
eleven	together	summer	animal	frighten
brother	calendar	threaten	pitcher	mumble
jungle	needle	caterpillar	shelter	deliver

Word Groups Write the list word that best completes each word group.

- | | |
|----------------------------------|-----------|
| 1. turkey, goose, _____ | 1. _____ |
| 2. murmur, mutter, _____ | 2. _____ |
| 3. joined, with, _____ | 3. _____ |
| 4. winter, spring, _____ | 4. _____ |
| 5. elliptical, egg-shaped, _____ | 5. _____ |
| 6. cocoon, butterfly, _____ | 6. _____ |
| 7. usual, normal, _____ | 7. _____ |
| 8. many, numerous, _____ | 8. _____ |
| 9. row, oar, _____ | 9. _____ |
| 10. startle, scare, _____ | 10. _____ |

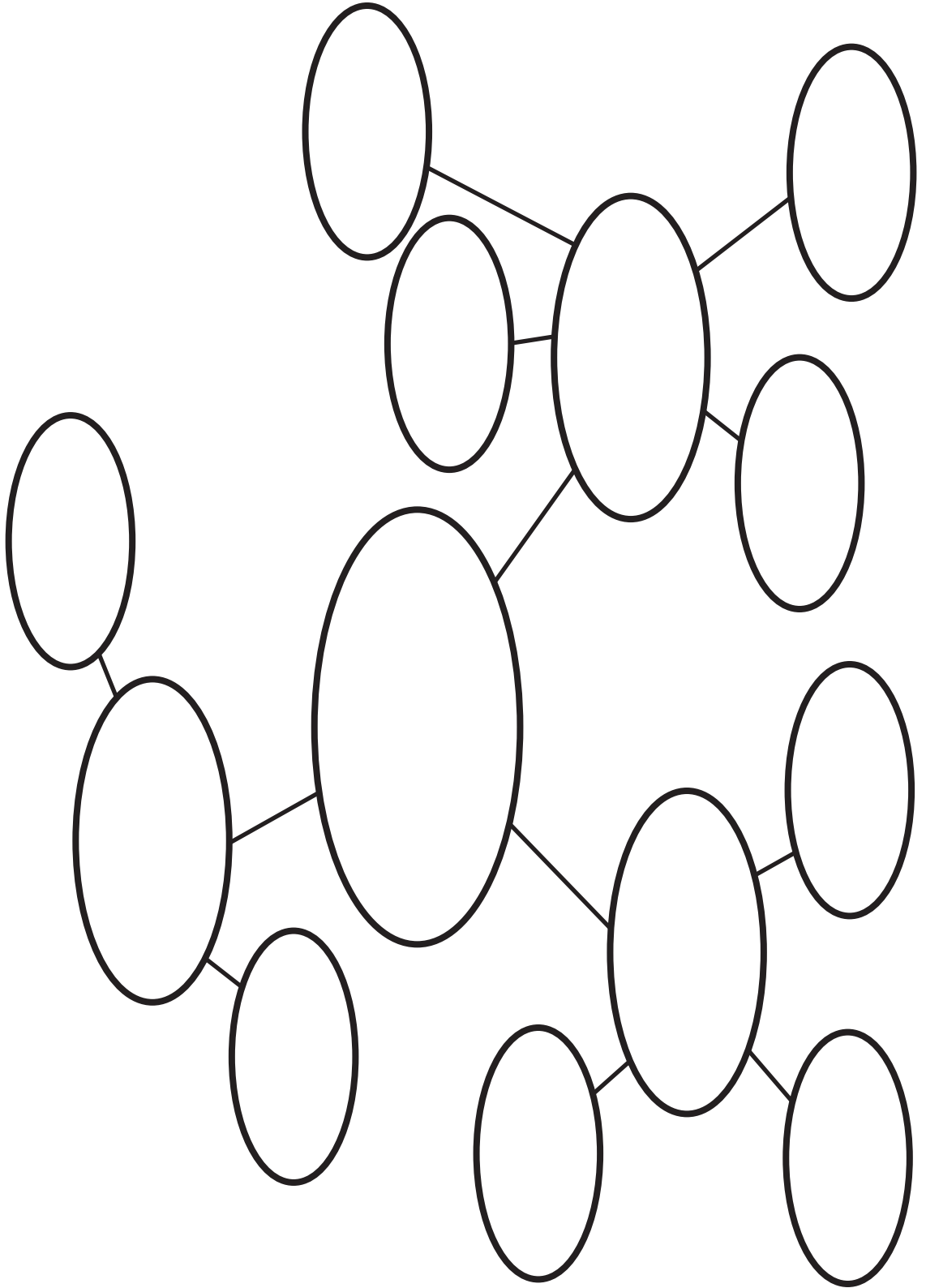
Missing Words Write a list word to complete the sentence.

- | | |
|---|-----------|
| 11. Turn to a new page on the _____. | 11. _____ |
| 12. When the rain came, we took _____ in the library. | 12. _____ |
| 13. My little sister will _____ to run away if she gets angry. | 13. _____ |
| 14. Please fill the _____ with water. | 14. _____ |
| 15. The number _____ is one more than ten. | 15. _____ |
| 16. The driver will _____ the packages to the airport. | 16. _____ |
| 17. A domestic _____ lives with people. | 17. _____ |
| 18. It takes some skill to get thread through the eye of a _____. | 18. _____ |
| 19. My baby _____ will cry out when he is hungry. | 19. _____ |
| 20. Monkeys swing from tree to tree in the _____. | 20. _____ |



Home Activity Your child wrote words that end with *le*, *al*, *en*, *ar*, and *er*. Have your child identify the five list words that are most difficult for him or her, spell the words, and use them in sentences.

Web B



Name _____

Vocabulary • Multiple-Meaning Words

- **Multiple-meaning words** are words with the same spelling but different meanings.
- If you read a word that you recognize, but it is used in an unfamiliar way, look for clues about its meaning in the words nearby. Then use a dictionary to help you understand its meaning.

Directions Read the following passage. Then answer the questions below.

Kerry was enchanted by his visit to this delightful place, the rain forest. Just beneath the surface of the water, he saw fish unlike any of those in his aquarium at home. The trees grew so large that their branches reached out into the water, like flexible arms bending out to his boat.

He was surprised when he caught quick glimpses of dolphins making their way down the long river. Kerry knew he would not have enough time to absorb everything that he saw. He knew he would return to learn more about this amazing world so different from where he lives.

1. After looking up *enchanted* in a dictionary, what words in the sentence do you recognize as clues?

2. *Glimpses* can mean “sees” or “brief views.” How is it used in the passage? How can you tell? _____
3. *Surface* can mean “the outside or top” or “to rise up.” How is it used here? How can you tell? _____
4. *Branches* are “streams flowing off a main river” or “limbs of a tree.” Which meaning is used here? How can you tell? _____
5. *Absorb* can mean “to soak up” or “to learn.” How is it used in the passage? How can you tell? _____



Home Activity Your child identified words that are spelled the same, but have different meanings in a passage. Discuss the multiple meanings of the words for many ordinary objects around the house. Challenge your child to find ten things in the home whose names have more than one meaning. Have him or her use a dictionary to look up the meanings.

Name _____

Poster/Announcement

- A **poster** is an **announcement** for an event. Posters are large in size. Usually they use color and large type to attract attention.
- Posters answer these questions about an event: Who? What? When? Where? How? Why?

Directions Read this poster. Then complete the chart by telling how the poster answers the questions.



Who?	top trainers in America
What?	1.
When?	2.
Where?	3.
Why?	4.

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5. On a large sheet of paper, make a colorful poster for a school event. Choose the most important information. Make sure your poster tells who, what, when, why, how, and where.

Name _____

Directions Read over this announcement. Then answer the questions below.

HELP SAVE THE RAIN FOREST!

Come hear
Manuel Ortega,
 Costa Rican Biologist

“What Kids Can Do to Save the Rain Forest”

Don't miss this multimedia presentation for children ages 8–11. Enjoy activities, animals, and rain forest snacks. Bring your questions.

January 12, 5 P.M.
 Santa Fe Public Library
 2100 S. Rio Grande Way

6. What is the purpose of this announcement?

7. What is the event? Who is featured?

8. When and where is the event taking place?

9. Why do you think the event is taking place?

10. What does this announcement emphasize? How?



Home Activity Your child learned about announcements. With your child, think of a school or community activity that is coming up. Work with your child to write an announcement to post. Make sure your child includes answers to these questions: who, what, when, why, how, and where?

Name _____

Final Syllable Patterns

Proofread a Story Melissa is writing a story. Proofread her first paragraph. Circle six spelling errors. Write the words correctly. Find a run-on sentence and write it correctly.

The Mysterious Path

All elevin students zigzagged in a path across the wet field. Then they entered a forest that was as dark as a jungal the students had to walk through the tangle of bushes in a single line. Every thorn scratched like a needel. Even though the students tried to hold their voices to a soft mumbel, they couldn't help but frightan some of the animals. An aminal ran across their path and snarled, trying to threaten these strange people.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | |
| _____ | |
| _____ | |

Spelling Words

- chicken
- eleven
- brother
- jungle
- natural
- together
- calendar
- needle
- several
- summer
- threaten
- caterpillar
- paddle
- animal
- pitcher
- shelter
- oval
- frighten
- mumble
- deliver

Frequently Misspelled Words

- people
- hospital
- another

Proofread Words Fill in the circle beside the word that is spelled correctly. Write the word.

- | | | | |
|-----------------------------------|--------------------------------|---------------------------------|-----------|
| 8. <input type="radio"/> ovel | <input type="radio"/> oval | <input type="radio"/> ovle | 8. _____ |
| 9. <input type="radio"/> naturall | <input type="radio"/> naturale | <input type="radio"/> natural | 9. _____ |
| 10. <input type="radio"/> deliver | <input type="radio"/> dilever | <input type="radio"/> diliver | 10. _____ |
| 11. <input type="radio"/> pither | <input type="radio"/> pitcher | <input type="radio"/> pitcer | 11. _____ |
| 12. <input type="radio"/> frigten | <input type="radio"/> frighten | <input type="radio"/> frightten | 12. _____ |

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Home Activity Your child identified misspelled words that end with *le*, *al*, *ar*, *er*, and *en*. Say list words that end with the schwa-*l* sound and have your child tell whether the final syllable is spelled with an *le* or *al*.

Name _____

Kinds of Pronouns

Directions Read the passage. Then read each question. Circle the letter of the correct answer.

The Enormous Spider

(1) “Look at the giant spider!” Jesse said to I. (2) The giant spider looked at we and waved a hairy leg. (3) Us didn’t wait to see what it would do. (4) We took myself back to camp as fast as we could. (5) “What’s going on?” Jaime asked. (6) “A spider out there scared us,” we told him. (7) “I’ll never go near that again!” I said.

- | | |
|--|---|
| <p>1 What change, if any, should be made in sentence 1?</p> <p>A Change <i>I</i> to me.</p> <p>B Change <i>Jesse</i> to I.</p> <p>C Change <i>I</i> to she.</p> <p>D Make no change.</p> | <p>4 What change, if any, should be made in sentence 4?</p> <p>A Change <i>myself</i> to ourselves.</p> <p>B Change <i>myself</i> to themselves.</p> <p>C Change <i>myself</i> to himself.</p> <p>D Make no change.</p> |
| <p>2 What change, if any, should be made in sentence 2?</p> <p>A Change <i>we</i> to you.</p> <p>B Change <i>we</i> to them.</p> <p>C Change <i>we</i> to us.</p> <p>D Make no change.</p> | <p>5 What change, if any, should be made in sentence 7?</p> <p>A Change <i>that</i> to this.</p> <p>B Change <i>that</i> to them.</p> <p>C Change <i>that</i> to these.</p> <p>D Make no change.</p> |
| <p>3 What change, if any, should be made in sentence 3?</p> <p>A Change <i>Us</i> to It.</p> <p>B Change <i>Us</i> to We.</p> <p>C Change <i>Us</i> to Me.</p> <p>D Make no change.</p> | |



Home Activity Your child prepared for taking tests on subject, object, demonstrative, and reflexive pronouns. Have your child write a list of pronouns. Ask him or her to use the pronouns in sentences as you say them.