Introductory Visions Activity Book
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Pre-Literacy Activities
Left-to-Right and Top-to-Bottom Directionality

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Pre-Literacy Activities
Top to Bottom Directionality

➤ Look at the people. Which way do they go? Draw the line.
Pre-Literacy Activities
Shape Recognition

➢ Is it the same? Circle the same shapes.

L L L L L L V L L V
I I H I T I H I T I H
E F L E E E E F
N N S N Z E V N N E A
M N M W M M W Z M N
B P B R B B P B B P B R B
S S S S C C S S O
C G C O O O O O a C G D
Listen, Speak, Interact
Identify People/Greetings and Introductions

A. ➤ Complete the sentences.

1. Hello. I am Mrs. Bass. I’m your _______.
   teacher good-bye
2. Hi, Mrs. Bass. I’m Meg. I’m a _________.
   hello student
3. ________, Meg.
   Mr. Good-bye
4. Good-bye, Mrs. Bass. _________.
   Good morning See you later

B. ➤ Draw a line.

1. This is Sam.
   Sam is a boy.

2. This is Mrs. Kim.
   Mrs. Kim is a teacher.

3. My name is Meg.
   I’m a student.

4. I’m Mr. Smith.
   I’m a teacher.
Listen, Speak, Interact

Identify People/Greetings and Introductions

➢ Look at the pictures. Complete the sentences. Use a word from the box.

| Good | Hi  | name | Sam | This |

1. ______ Good ______ morning, Len.

2. Hi. What's your ________?

3. ________ is Tam.

4. ________. My name is Miss Tess.

5. This is ________.
Letters, Sounds, Words

Initial Consonants: b, c, f, g, m, p, s, t

A. ➤ Say the word for the picture. Draw a line to the beginning letter.

1. b
2. p
3. m
4. c
5. g
6. s
7. f
8. t

B. ➤ Write the letters.

1. Bb
   B b
2. Cc
3. Ff
4. Gg
5. Mm
6. Pp
7. Ss
8. Tt
Letters. Sounds. Words

Final Consonants: b, f, g, m, p, s, t

A. ▶ Say the word for the picture. Write the last letter.

1. leaf

5. bu

2. ma

6. ca

3. gu

7. ha

4. m

8. ha

B. ▶ Write the letters.

1. Bb
   B b

2. Ff

3. Gg

4. Mm

5. Pp

6. Ss

7. Tt
Letters, Sounds, Words

Initial Consonants: b, c, f, g, m, p, s, t
Final Consonants: b, f, g, m, p, s, t

A. Say the letter. Say the word for the picture. Circle the picture with the same beginning letter.

1. g
2. b
3. c

B. Say the word for the picture. Complete the word.

1. m a p
2. __ __
3. __ u __
4. __ a __
Short Vowels: a, e

A. ➤ Say the word for the picture. Circle the word that does not rhyme.

1. man  [bat]  can
2. pet  men  pen
3. 10  egg  leg
4. cap  tag  map
5. pet  net  elk

B. ➤ Say the word. Write the middle letter.

1. m_e_n
2. b___d
3. c___t
Short Vowels: i, o, u

A. ➤ Say the word for the picture. Circle the letter that makes the vowel sound. Write the word.

1. [Image of bus] i o u bus
2. [Image of broom] i o u
3. [Image of pig] i o u
4. [Image of bowl] i o u
5. [Image of comb] i o u
6. [Image of bib] i o u
7. [Image of pot] i o u

B. ➤ Read the word. Write a word that rhymes.

1. up c u p
2. lip s ___ ___
3. big p ___ ___
4. tub c ___ ___
Short Vowels: a, e, i, o, u

A. ➤ Say the word for the picture. Circle the word with the same short vowel sound.

1. pet but cat sip top
2. tip bat mop sip bus
3. mat cot peg Tim but
4. fit gas pet cup tip
5. sip set tap met up

B. ➤ Write the words.

1. gum
2. 
3. 
4. 
5. 

Reading
Sight Words

A. ➤ Draw a line to match the words.
1. this a. bye
2. you b. hi
3. bye c. this
4. the d. you
5. is e. the
6. hi f. is

B. ➤ Look at the picture. Complete the sentence.
1. Ben has a __________.
   bag tag
2. This is Pat's __________.
   cat bat
3. Can you see the __________?
   cap map
4. Sam put on his __________.
   cap tap
Writing

Print Letters

A. ➤ Match the capital and lowercase letters.

1. b — g
2. T — W
3. G — B
4. w — t

B. ➤ Write the matching capital or lowercase letter.

1. A —
2. p —
3. m —
4. F —
5. S —
6. e —

C. ➤ Write the words.

1. boy — b o y
2. cat —
3. leaf —
4. bus —
5. pan —
6. saw —
Print Letter Models

Write the capital and lowercase letters.

Aa Aa
Bb Bb
Cc Cc
d Dd
Ee Ee
Ff Ff
Gg Gg
Hh Hh
Ii Ii
Print Letter Models

Write the capital and lowercase letters.

J j
K k
L l
M m
N n
O o
P p
Q q
R r

Use with student book page 17.
Print Letter Models

> Write the capital and lowercase letters.

Ss  Ss
Tt  Tt
Uu  Uu
Vv  Vv
Ww  Ww
Xx  Xx
Yy  Yy
Zz  Zz
Writing
Print Letters

Write the words.

1. Sam
2. fish
3. tack
4. Ms. Tam
5. leaf
6. woman
7. student
8. six
9. lamp
10. pig
Cursive Letter Models

> Write the capital and lowercase letters.

Aa  Aa
Bb  Bb
Cc  Cc
Dd  Dd
Ee  Ee
Ff  Ff
Gg  Gg
Hh  Hh
Ii  Ii
Cursive Letter Models

- Write the capital and lowercase letters.

Ii Jj
Kk Ll
Mm Nn
Oo Pp
Qq Rr

Cursive Letter Models

A. Write the capital and lowercase letters.

Ss
Tt
Uu
Vv
Ww
Xx
Yy
Zz

B. Circle the matching letters.

1.  
2. f f
3. t j
4. e f
5. h h
6. r n
Decodable Reading

Sam and Matt

1. This is Sam. This is Matt.
2. Sam gets a bat, a ball, and a cap. Matt gets a mitt.
3. Sam pops a ball up, up, up.
4. Did Matt see it? No!
5. Matt gets a bat. Matt gets a ball. Sam gets a mitt.
6. Matt pops a ball up, up, up. Sam sees it. Sam gets it!
Bob, Meg, and Tim

1. Bob is on a bus.
   Meg gets on with Tim.

2. Meg! Meg!
   Sit here, Meg!

   Meg sat.
   Meg fit, but not Tim.

4. Tim sits on Meg.
   Meg and Bob gab.

5. Get up, Meg!
   We will miss it, Meg!
   Tim tugs at Meg.

6. Meg pops up.
   Bye, Bob!
This is Miss Tam.
We met her pet, Gus.
Gus likes us.

Sit, Gus. Sit!
Gus sat and got a pat.

Beg, Gus. Beg!
Gus got up and got a bit.

Gus got as fat as a pig!
Miss Tam got Gus a bed.

Gus had pups!
Gus is not a boy,
Gus is a mom!

This pup is Tip.
This pup is Buff.
This pup is Pom.
### Listen, Speak, Interact
**Giving and Following Instructions**

**A.** Write a word from the box.

<table>
<thead>
<tr>
<th>backpack</th>
<th>desk</th>
<th>window</th>
<th>computer</th>
<th>chair</th>
<th>notebook</th>
</tr>
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<tbody>
<tr>
<td>clock</td>
<td>pen</td>
<td></td>
<td></td>
<td></td>
<td>pencil</td>
</tr>
</tbody>
</table>

1. desk
2. pen
3. window
4. clock
5. person
6. pencil
7. flag
8. computer
9. notebook
10. chair

**B.** Underline a word. Complete the sentence.

1. Close the (board / door), please.
2. Please (erase / open) your backpack.
3. (Write / Close) your name on the board, please.
4. Please (sit / go to) the window.
5. Please (close / sit) your book.
Build Vocabulary
Numbers, Colors

A. ➤ Match the numbers.

1. 5  ➤ a. nine
2. twelve ➤ b. 1
3. twenty ➤ c. fifty
4. 9 ➤ d. 2
5. three ➤ e. five
6. 13 ➤ f. seven
7. one ➤ g. thirteen
8. 50 ➤ h. 18
9. 7 ➤ i. 12
10. two ➤ j. 3
11. eighteen ➤ k. ten
12. 10 ➤ l. 20

B. ➤ Write a word from the box.

<table>
<thead>
<tr>
<th>red</th>
<th>blue</th>
<th>black</th>
<th>white</th>
<th>purple</th>
<th>orange</th>
<th>blue</th>
<th>pink</th>
<th>black</th>
<th>green</th>
<th>white</th>
<th>brown</th>
<th>purple</th>
<th>yellow</th>
</tr>
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</table>

1. The sky is ____________.
2. The sun is ____________.
3. Chocolate is ____________.
4. A plum is ____________.
5. The American flag is ____________, ____________, and ____________.
6. An apple is ____________.
7. The grass is ____________.
8. Bubble gum is ____________.
9. A carrot is ____________.
Number Models

Write the numbers:

1

2

3

4

5

6

7

8

9

10
Number Models

- Write the numbers.

11 11
12 12
13 13
14 14
15 15
16 16
17 17
18 18
19 19
20 20
Listen, Speak, Interact

Age and Nationality

A. ≥ Circle the word. Write the word.

1. He is 15 years old.
   She (He)

2. She He
   is 15 years old.

3. You I
   am 15 years old.

4. I'm 15 years old. How old are _______?
   he you

5. He's She's
   15 years old.

B. ≥ Write the conversations in order.

1. Hi. My name is Irina. What's your name?
   I'm from Russia.
   I'm Tran. Where are you from?
   a. Hi. My name is Irina. What's your name?
   b. __________________________
   c. __________________________

   My name is Ana. I'm from Mexico.
   I'm Oscar. I'm from Columbia. Where are you from?
   a. __________________________
   b. __________________________
   c. __________________________
Sounds and Words
Initial Consonants: d, j, l

A. → Write the beginning letter.

1. d

B. → Circle the word that begins with d.

1. ten
den
ten

2. dig
tag

dig

3. pig
nut

C. → Circle the word that begins with l.

1. ten

den

2. dig

sip

3. left

boy

D. → Circle the word that begins with j.

1. gas

job

2. jet

bed

3. hug

jeans

van

five

red

lip
Sounds and Words

Initial Consonants: n, r, v


A. ➤ Circle the picture word.

1. ring
   van

2. rug
   nose

3. net
   vest

4. rake
   nut

B. ➤ Write the picture word on the line.

1. rat

2.

3. 

4.
Sounds and Words

Final Consonants: d, l, n, r, x

A. Write the last letter of the word.

1. car
2. pencil
3. sun
4. box
5. bed
6. jar

B. Spell the word.

1. sun
2. adnh
3. xis
4. car
5. ilnepc
6. enp
Sounds and Words
Vowels: Long a, Long i

A. ➤ Draw a line from the picture to the word.

1. [Image of a coat] a. tape
2. [Image of a number 5] b. five
3. [Image of a coin] c. cape
4. [Image of a tape dispenser] d. dime

B. ➤ Circle the word with a long a sound.

1. mat gate cat
2. rake bat tap
3. cap gas cake
4. pan game man

C. ➤ Circle the word with a long i sound.

1. dime gate cat
2. big six lime
3. lip time bit
4. rip file lid
Sounds and Words
Vowels: Long o, Long u

A. Add the letter e. Write the new word.

1. rob__ r__ e_b
2. cod__
3. cub__
4. tub__
5. cut__
6. nor__

B. Draw a line from the picture to the word.

1. ________________ a. mule
2. __________________ b. cut__
3. ___________________ c. nose
4. ___________________ d. rope
Reading
The American Flag

A. Find the words from the box. Circle the words.

<table>
<thead>
<tr>
<th>red stripes</th>
<th>flag stars</th>
<th>white</th>
<th>thirteen</th>
<th>blue</th>
<th>fifty colors</th>
</tr>
</thead>
</table>

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

B. Write the words.

1. The ______________________ flag ______________________

2. ______________________

3. ______________________

4. white ______________________

5. ______________________ stripe
Writing
Words and Sentences

A. Write about yourself.

My name is ________________________________

My hair is ________________________________

My eyes are ________________________________

I am from ________________________________

B. Answer the questions. Complete the sentences.

1. Who are your friends?
   a. ___________________________ is my friend.
   b. ___________________________ is my friend.

2. How old are they?
   a. ___________________________ is ____ years old.
   b. ___________________________ is ____ years old.

3. Where are they from?
   a. ___________________________ is from ________________________________.
   b. ___________________________ is from ________________________________.
Decodable Reading

A Red Bag

1. Ben rides in a van.
Rob rides on a bus.
Rob lugs a big red bag.

2. Ben gets in the van.
Rob gets on the bus with his big red bag.

3. It is time to get off.
Rob gets off at Pine Lane.
Where is his big red bag?

4. It is on the bus.
Rob got off. His bag did not!
Good-bye big red bag.
Decodable Reading

Game Time

1. It is time for the game.
   Jim is late.
   But Rose made it!
   Get a bat, Rose!

2. Rose is at bat.
   She pops it up!
   Run, Rose! Run!
   Rose is on base.

3. Ted is at bat.
   It is five to six.
   Can Ted make it?
   Pop it, Ted!

4. Ted did not pop it.
   We did not get a run.
   But we are not sad.
   The game was lots of fun.
Jane Gets a Ride

Jane has a bad leg.
She fell at a game.
She uses a cane.
Cam can go up, but Jane can not.

Mr. Jones sees Jane.
It is fine, Jane.
You can ride up.
Jane gets in and rides up.

It is a bit late, Jane.
I can give you a note.
But Jane is not late.
Jane gets to class on time.

Cam runs in after the bell.
Her leg is fine, but
Cam is late!
Jane made good time,
but Cam did not!
Dale Gets a Pen

1. Dale: Can you pass me a pen, Jen? I do not have a pen.
   Jen: I cannot pass you a pen, Dale. I do not have a pen. Get a pen from Ted.

2. Dale: I need a pen, Ted! Can you pass me a pen?
   Ted: I can pass you a red pen. Can you use a red pen, Dale?

3. Dale: Not a red pen, Ted. Who can get me a pen?
   Bob: I can get you a pen, Dale. I can get you ten pens!
   Dale: Good job, Bob!
Listen, Speak, Interact  

Describing Clothes

A. ➤ Read the Word Search left to right. Find the words from the box. Circle the words.

VESKIRTNHAT
UQJEGICMOBEA
NSWEATERSMAZ
ELROSFRIENDS
HCXITSJOJVAWQ
SNEAKERSNBITY
REVISJACKETK
AKHIYPEMCSHQ
MUNEARTSIBLI
UBCLASSMATES
DESIUSTPOWER
NITCPOBSHOES
**SHIRT**EPOWSHU
ERIJEANSPLSC

<table>
<thead>
<tr>
<th>shirt</th>
<th>jeans</th>
</tr>
</thead>
<tbody>
<tr>
<td>sweater</td>
<td>jacket</td>
</tr>
<tr>
<td>classmates</td>
<td>shoes</td>
</tr>
<tr>
<td>skirt</td>
<td>sneakers</td>
</tr>
<tr>
<td>hat</td>
<td>friends</td>
</tr>
</tbody>
</table>

B. ➤ Look at a classmate’s clothes. Write a compliment. Then write a thank you.

Complimenting:

And, I like your jeans.

Thanking:

__________________________________________________________
Build Vocabulary
Parts of the Face and Body

Write the parts of the body. Use the words from the box.

head
neck
foot
hand
stomach
leg
fingers
elbow
knee
arm

1. head
2.
3.
4.
5.
6.
7.
8.
9.
10.
Listen, Speak, Interact

Describing Hair and Face

A. ➤ Label the face. Use the words in the box.

<table>
<thead>
<tr>
<th>eye</th>
<th>chin</th>
<th>ear</th>
<th>nose</th>
<th>hair</th>
<th>mouth</th>
<th>teeth</th>
<th>cheek</th>
<th>lips</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. ➤ Answer the question. Write a complete sentence.

1. What color is your hair?
   My hair is blond.

2. What color are your eyes?

3. How many eyes do you have?

4. How many fingers do you have?

C. ➤ Describe a classmate. Write about his or her hair and eyes. Use color words.

Tran has brown hair. His eyes are brown.
Initial Consonants: h, k, q

Use with student book page 50.

A. ➤ Say the word for the picture. Circle the letter that makes the beginning sound.

1. 
   ![Hand]  
   d  
   k

2. 
   ![Key]  
   b  
   f

3. 
   ![Coin]  
   q  
   h

4. 
   ![Question Mark]  
   b  
   q  
   j

5. 
   ![Hat]  
   n  
   h  
   p

6. 
   ![Picture]  
   k  
   w  
   s

B. ➤ Look at the picture. Circle the word to complete the sentence. Write the word.

1. We like to fly the ________.
   kite  horn  kite

2. Can you play the ________?
   horn  hat

3. Do you have a ________?
   quarter  hand
Initial Consonants: w, y, z

Read the sentence. Write a word from the box. Find the number in the puzzle.
Write the word.

ACROSS
1. I _______ when I am tired.
3. My jacket has a ________
4. Dan eats a ________

DOWN
1. Ana uses ________ to make a sweater.
2. Look out the ________
3. A ________ black and white.

yarn
yawn
yam
zipper
window
zebra
Consonant Digraphs: sh, ch, th, ng

A. ➤ Say the word for the picture. Write the digraph.

1. fi s h
   sh th

2. ba __ __
   th ng

3. ri __ __
   ng th

4. ben __ __
   ch sh

5. __ __ in
   th ch

6. __ __ ip
   sh ch

7. ki __ __
   ng th

8. __ __ irt
   ng th

B. ➤ Match words with the same digraph.

1. shape
   a. path

2. cheek
   b. long

3. thick
   c. such

4. sang
   d. wish
Vowel Digraphs: ai, ay, oa, ee, ea

A. ▶ Circle the word with a different vowel sound.

1. coat  robe  (cot)  goal  poke
2. ray  stain  rain  ran  late
3. beach  meet  leaf  tree  let
4. tone  top  toast  rope  soap
5. mean  men  need  see  cheap
6. hate  hat  tail  say  gray

B. ▶ Say the word for the picture. Circle the vowel digraph. Write the digraph.

1. 

ai  ee  (oa)  b  o  a  t

2. 

ea  ee  ay  tr  ___

3. 

oa  ai  ea  n  ___  l

4. 

ay  ai  ee  tr  ___

5. 

ea  oa  ay  s  ___  l

6. 

oa  ee  ai  r  ___  d
Vowel Diphthongs: oi, oy, ou, ow

A. ➤ Say the word for the picture. Circle the word with the same vowel sound.

1. Roy ray shout
2. boat down boy
3. tray couch coin
4. toy jay out
5. house ray rain
6. coat bun down
7. trail bone shout
8. how joy leave

B. ➤ Match the words that rhyme.

1. boys a. house
2. mouse b. joint
3. cow c. Joyce
d. noise
4. point e. bow
5. coin f. out
g. town
6. down h. join
7. shout
8. choice
Reading

Friends

A. ➤ Read the poem. Write the missing words from the box.

are     her     and     his     hair     is

1. Jen’s ___________ is blond. ___________ eyes are blue.
2. Tim’s hair ___________ brown. ___________ eyes ___________ too.
3. Jen ___________ loud and Tim is shy.
4. Jen’s a girl ___________ Tim’s a guy.
5. Tim wears jackets ___________ also shirts.
   It’s very hard to comprehend.

B. ➤ Write the words in alphabetical order.

are     her     and     his     hair     is

1. ___________
2. ___________
3. ___________
4. ___________
5. ___________
6. ___________
Writing
Words and Sentences

A. ➤ Write sentences about yourself.

1. What is your name?
   My name is Juan.

2. Where are you from?

3. How old are you?

4. What color is your hair?

5. What color are your eyes?

6. What color are your clothes?

B. ➤ Unscramble the words. Write the words.

1. si i s
2. si h
3. ri ha
4. ra e
5. dan
6. r he
Decodable Reading

Sam Fell Down

1. How did you hurt your leg, Sam?
   I fell down at home, Pang.
   A toy was on the rug.
   I did not see it.
   It seems real bad, Sam.
   Is it bad?

2. It was, but not now.
   I need to use these for ten weeks.

   Ten weeks!
   That is a long time.
   Let me take that big bag.
   Can you ride the bus with a bad leg?
   Yes, but it is not fun.

3. Sam hops on his left leg.
   It takes time to get to his seat.
   Pang sets the bag down on the floor.
   Sam yells.
   The bag is on his bad foot!

   I did not mean it, Sam!
Decodable Reading

A Fun Job

1

Chung has a job in town after school. He sells toys in a toy shop. Chung likes his job a lot. He likes kids, and he likes toys. Chung has fun and gets paid!

2

Chung sells bikes, bats, and games. He sells beach pails and kites. The shop has a toy hen. It lays an egg! One day, a boy sees a jeep. He takes it out and runs it on the rug. BEEP, BEEP. It makes a loud noise!

3

The boy likes the toy jeep. He asks for it. Mom asks how much it is. It is on sale! Mom pays Chung. The boy gets the jeep!
Decodable Reading

Seth and Mike

1. Seth and Mike met in school.
The boys are fifteen.
They like to hang out with each other.
The boys like to sing with tapes.
Seth has a bad voice.
Mike can sing well.

2. Mike likes to kid Seth about his voice.
Mike tells Seth he sings like a goat.
This does not make Seth mad at Mike.
Seth knows it is a joke!
Seth joins in on the fun.

3. Seth tells Mike his hair feels like a peach!
Mike tells Seth to quit.
Seth keeps at it.
It may seem mean. It is not mean.
This is how pals joke and have fun.
Decodable Reading

A Pet for Raj

Raj wishes that he had a pet.
His pal Kim takes him to a pet shop.
Sam asks Raj if he wants a big dog.
Raj asks if a big dog is an easy pet.
Sam tells Raj that a big dog is not an easy pet.
Kim tells Raj that a cat is a fun pet.
Sam says that a cat is fun, but not easy.
Then Sam shows Raj a pet fish.
A fish seems like a good pet!
Kim takes Raj and his pet fish home.

What will Raj name his pet fish?
Raj tells Kim that he will name it Fish.
Kim and Raj laugh at his name.
Raj fills up a bowl.
Kim sets in fake plants.
Now it is time for Fish to see his home.
Will Fish like it?
Fish zips around in his home.
He seems to like it.
Raj tips in a bit of fish food.
Fish eats it up.
Fish is a perfect pet.
Raj likes his pet fish, Fish.
Expressing Needs and Wants

Read the sentences. Write a word from the box.

wash my hands  principal  library  to study  nurse's office
hamburger  cafeteria  gym  bathroom  locker

1. I need a book.
   I go to the ____________.

2. I want a ____________.
   I go to the cafeteria.

3. I need a bandage.
   I go to the ____________.

4. I want a basketball.
   I go to the ____________.

5. I want lunch.
   I go to the ____________.

6. I need to ____________.
   I go to the bathroom.

7. I need ____________.
   I go to the library.

8. I want to talk to the ____________.
   I go to the principal's office.

9. I need to comb my hair.
   I go to the ____________.

10. I want to put my books away.
    I go to my ____________.
Build Vocabulary
Talking About Location


- Look at the number and write the location word. Describe the location. Use words from the box.

<table>
<thead>
<tr>
<th>across from</th>
<th>next to</th>
<th>the right</th>
<th>the left</th>
<th>between</th>
</tr>
</thead>
</table>

1. This is the **main office**. It is **across from** the entrance.
2. Where is the **nurse’s office**? It is **next to** the stairs.
3. Here is the **cafeteria**. It is **the right** of the bathrooms.
4. You are at the entrance. The main office is on **the left**.
5. Where is the boys’ bathroom? It’s **between** the girls’ bathroom and the principal’s office.
6. Where is the **elevator**? It is to **the left** of the bathrooms.
Listen, Speak, Interact

Asking for and Giving Directions

A. ➤ Write numbers to show order. Write the conversations.

1. 3
   Thanks.

   1
   Excuse me. Where is the gym?

   2
   It’s on the left. It’s next to Room 102.

   A: Excuse me. Where is the gym?
   B: It’s on the left. It’s next to Room 102.
   A: Thanks.

2. ______
   Is the cafeteria on the second floor?

   ______
   Thanks.

   ______
   No. It’s on the first floor, across from the bathrooms.

   A: ______
   B: ______
   A: ______

3. ______
   Thanks.

   ______
   Yes. It’s across from the library.

   ______
   Excuse me. Is the nurse’s office on the second floor?

   A: ______
   B: ______
   A: ______

B. ➤ Complete the sentences. Use words from the box.

1. I’m Mr. Soto. I’m the gym teacher. This is the __________. It’s on the _______ floor.
   The gym is on the _______ of the main entrance. It’s _______ Room 102.

2. My name is Mrs. Walsh. I’m the school _______. My office is on the _______ floor.
   It’s _______ the library.
Initial Consonant Blends: / blends, r blends

A. ➤ Write the picture letter that goes with each word.

1. slide E
2. bride ___
3. clip ___
4. crib ___
5. train ___
6. drink ___
7. flag ___
8. flute ___
9. cloud ___
10. brush ___
11. glass ___
12. tree ___
13. globe ___
14. crown ___
15. drum ___

B. ➤ Spell the words.

1. lasgs ___
2. rdmu ___
3. ocwln ___
4. owbnr ___
5. ltsd ___
6. irtp ___
Initial Consonant Blends: s blends

A. ➤ Say the word for the picture. Circle the word that starts with the same letters.

1. star  swat  snore  skip

2. snip  skate  sweet  stop

3. skip  snail  sleep  swing

B. ➤ Find the word for each picture. Circle it.

R S N A K E
E K S I T K
B A W D F E
S T A I N O
W E N P H Z
I S S Q C I
M O S T A R

1.  

2.  

3.  

4.  

5.  

6.  

Final Consonant Blends: nd, nk, nt, st

A. Say the word for the picture. Circle the letters it ends with.

1. nd st nk

2. st nt nk

3. nd st nt

4. st nt nk

5. nd nt nk

6. nd nt st

B. Write the missing letters.

1. It is fun to sleep in a te______.
2. Carla wore her pi______ hat today.
3. I want to shake his ha______.
4. Sam will pass his math te______.
5. There are five eggs in the ne______.
6. He likes jam on his toa______.
7. Can you le______ me a dollar?
8. Don’t dri______ that milk so fa______!
9. Put the dishes in the si______.
10. We pay re______ on the first day of the month.
r-Controlled Vowels: ar, er, ir, ur

A. Say the word for the picture. Circle the word with the same vowel sound.

1. park
2. barn
3. shirt
4. card
5. star
6. chart

B. Say the words. Circle the word with a different vowel sound.

1. bird  card  burn  verb
2. jar   star  nurse  charm
3. curl  swirl yard  turn
4. germ  third fur  arm
5. shark  farm  twirl mark
6. skirt  turn  harp  stern
Compound Words

Write compound words. Use words from the box.

| tub  | pack  | phones | brush | box  | coat  | fish |

1. rain coat   raincoat
2. mail
3. star
4. hair
5. head
6. bath
7. back

Syllables

Read each word. How many syllables do you hear? Write 1 or 2.

1. pancake 2
2. popcorn
3. bone
4. birthday
5. paintbrush
6. cake
Reading

School Newspaper Article

A. ➤ Put the words in alphabetical order. Write the numbers 1–7. Write the words.

1. do
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________

B. ➤ Read the article. Answer the questions.

KENNEDY HIGH NEWS

Keep Our School Clean

Do you want a clean school? Our school is a mess. Look at our halls and classrooms. There is paper on the floor. There are pens and pencils on the stairs. We need to keep the stairs clean. We need to stay safe! Pick up paper. Pick up pens and pencils.

Do you want to eat lunch in a clean place? Look at the cafeteria. There is food on the tables and chairs!

Look at the bathrooms. Take time to wipe the sinks. Don’t drop paper on the floor.

Please help to keep our school clean. Thank you.

1. What is the problem with the school?
   The school is a mess.

2. What does the word mess mean?

3. What compound word is in the first paragraph?
Writing
Words and Sentences

A. ➢ Write the sentences. Use capital letters and punctuation.

1. it is time for gym class
   It is time for gym class.

2. do you know where it is

3. the gym is across from the cafeteria

4. i will follow you there

B. ➢ Write about the picture. Write two sentences and two questions.

1.

2.

3.

4.
Decodable Reading

A Note Home

Dear Gram and Pop,

How are you? I am just fine. Mom, Dad, and I like it on the east coast very much. I like the school I am in. I am in grade ten. I take six classes, but the best class is math. Math is not hard for me. I get good marks on tests and on homework.

I play on the girls' baseball team. I play first base. I can hit well and run fast. Our team name is The Redwings. It is a lot of fun when we get a run!

It is late and I need to read now. I hope I will get a note from you soon. I miss you a lot!

Hugs and kisses,
Jin

Dear Jin,

Pop and I were glad to get your note. I am glad that you are fine in your new home out east. Things on the west coast are the same as when you left. I am fine; but I miss you a lot!

It is hot, hot, hot this week. We went to swim at the beach. The waves were big. Pop fell down, but did not get hurt. I found a pink shell that I will save for you. Then a storm came in and we went home.

I planted corn and green beans out in the side yard. It is just like a farm now!

That is all for now. I can not wait to see you in June.

Hugs and kisses,
Gram
Miss Sloan and her class of 32 boys and girls will set out for Washington, D.C., in a week! Miss Sloan is a brave teacher. She takes her class on this trip each year. But first, the class takes time to read about this neat city. That way, it is more fun to see things they studied.

It will seem like a fast trip. Miss Sloan and her class will take a 6:00 a.m. train this Saturday morning. It will arrive in D.C. at 8:00 a.m. sharp. The first stop will be the White House. That is a real treat. Kids can stand in the same rooms as the president! After that, kids will eat a brown bag lunch on the Mall grass. This is where a famous march led by Martin Luther King, Jr., took place in 1963. If it is a clear day, some kids like flying kites on the grass. After lunch, kids can explore as they wish. Most kids like seeing the Lincoln Memorial and the museums. On Sunday morning, the class makes a few more fun stops. Then it is time to get on the train for a short ride home. I am willing to bet that everyone will sleep well on the trip home.

Miss Sloan wishes to share these tips with kids: rest up, drink a lot of water, and stay with the crowd!

We wish Miss Sloan and her class a safe and fun trip.
May and Tran Join a Club

May: Tran, will you join a team this year? I think I will join the swim team.
Tran: May, I can not join a swim team. I am not a good swimmer.
May: You do not need to be the best swimmer. It’s just for fun.
Tran: When will the swim team meet?
May: The team will meet five days a week.
Tran: That is a lot of time, May.
May: It is a lot of time, Tran. But it is fun. The team swims a lot of laps. That makes them better and faster swimmers.
Tran: I like how I swim now. I do not need to swim better and faster. I think I will join the running team, May.
May: Running? I am a fast runner, but I do not like running for miles.
Tran: That’s okay, May. Some teammates run for miles, but some just run a short way.
May: Where will the running team meet, Tran?
Tran: I think it will meet outside, near the stands.
May: I do not think running is for me, Tran. Let’s join the chess club.
Tran: I did not know we had a chess club. Will this club meet five days a week?
May: Chess club meets each Tuesday and Thursday.
Tran: What do club members do at these meetings?
May: They play chess and gain skills that make them better players.
Tran: That sounds like a lot of fun, May. I think we found just the right club for us!
Decodable Reading

A Map and a Plan

How I Made a Map and a Plan
by Carl Brown

I first came to this big school last year. I got lost a lot. The halls seemed like a big maze! I did not know how to get out. I just ran up and down the stairs without a plan. I was late for class a lot. My teachers did not get mad. I told them I had a way to be on time.

This is how I did it. First, I made a school map. I marked my classrooms with a big red X. Then I made a plan. I planned how to get to my first class, math. I planned how to get from math to my next class. Then I planned how to get from that class to gym class. I used my map each day. One day, I did not need it. I found my classes without it!

Last week, I got to math on time. I slid into a seat. Miss Bish and the kids in class clapped and cheered! Now I am not late for math.

I am still late for gym class. But I will stop that. I need to make a new map. My gym teacher says that I need to run faster! This is something I am proud of. I am never late for lunch!
Build Vocabulary

Days, Months, Dates, Ordinal Numbers

**A.** Use the words to make a sentence.

1. fifth / is / Tomorrow / November
   Tomorrow is November fifth.

2. Today / tenth / is / Friday / January

3. birthday / June / My / is / third.

4. is / Tuesday / fourteenth / Today / May

**B.** Draw a line from the abbreviation to the month.

1. Feb.  a. July
2. Nov.  b. March
3. Dec.  c. February
5. Jul.  e. December
7. Sept.  g. June
8. Apr.  h. September
9. Jun.  i. August
10. Jan. j. April

**C.** Complete the sentence. Use a word from the box.

1. My ___________ is today.  
   birthday
2. Today is October ___________.  
   fifteenth
3. My birthday is ___________.  
   tomorrow
4. ___________ is your birthday?
   When
Grammar Focus
Nouns and Pronouns

A. ➤ Write noun or pronoun.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mary</td>
<td>noun</td>
</tr>
<tr>
<td>2. they</td>
<td></td>
</tr>
<tr>
<td>3. Mario and Omar</td>
<td></td>
</tr>
<tr>
<td>4. secretary</td>
<td></td>
</tr>
<tr>
<td>5. I</td>
<td></td>
</tr>
<tr>
<td>6. she</td>
<td></td>
</tr>
</tbody>
</table>

Verb be (Simple Present)

B. ➤ Circle the subject. Underline the verb.

1. We are at school.
2. Alex is a student.
3. You are the teacher.
4. My stapler is in the office.
5. It is on my desk.

C. ➤ Write the form of the verb be.

1. Here is _____________ my school.
2. January and May _____________ months of the year.
3. I _____________ a secretary.
4. Tomorrow _____________ my birthday.
5. Tran and Pablo _____________ in the office.
6. I _____________ in Room 35.

A sentence has a subject and a verb.
The subject tells who the sentence is about.
You can use a noun or pronoun.
The verb tells about the subject.
A subject has a verb form that goes with it.
Grammar Focus

Verb be: Complete and Incomplete Sentences

- A sentence is a group of words. The words express a complete thought.
- A complete sentence begins with a capital letter.
- A complete sentence ends with a punctuation mark: a period (.), a question mark (?), or an exclamation point (!).
- A complete sentence has a subject and a verb.
- The subject tells who or what the sentence is about. The subject can be a noun or a pronoun.
- The verb tells about the subject.

➤ Read the sentence. Write C if the sentence is complete. Write I if the sentence is incomplete.

1. Your class in Room 21.  
   I

2. What grade is he in?  

3. My mother is in Guatemala.  

4. My address is street.  

5. They are students.  

6. When is your?  

7. The computer in the office.  

8. My name is Luis Alvarez.  

9. What your last name?  

10. My is in Room 352.  

11. What is a secretary?  

12. Suze from Haiti.  

Grammar Focus
Possessive Adjectives

A. ➤ Read the noun. Write the possessive adjective.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Possessive Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Luisa</td>
<td>her</td>
</tr>
<tr>
<td>2. Mr. Smith</td>
<td></td>
</tr>
<tr>
<td>3. You</td>
<td></td>
</tr>
<tr>
<td>4. Mom and Dad</td>
<td></td>
</tr>
<tr>
<td>5. My friends and I</td>
<td></td>
</tr>
<tr>
<td>6. Me</td>
<td></td>
</tr>
<tr>
<td>7. Mario</td>
<td></td>
</tr>
<tr>
<td>8. the desk</td>
<td></td>
</tr>
</tbody>
</table>

B. ➤ Use the words to make a sentence.

1. in / is / His / sister / class. / my
   His sister is in my class.

2. friends / go / my / Their / school. / to

3. fast. / Their / run / dogs

4. birthday / June. / is / His / in

5. the / fourth / in / We / row. / sit
Word Study

Short Vowels: a, e, i, o, u

A. Look at the picture. Use a short vowel to make a word.

1. c __ t
2. f __ sh
3. b __ g
4. d __ g
5. h __ n
6. p __ g
7. r __ t
8. fr __ g

B. Read the short vowel sound. Look for a word with the same vowel sound in Exercise A. Write the word.

1. Short a: __ot
2. Short e: __e
3. Short i: __i
4. Short o: __o
5. Short u: __u

Use with student book page 90.
Capitalization and Punctuation

Capital Letters and Periods

A. ➤ Read the sentence. Circle the correct sentence.

1. the stapler on the desk. Is her stapler
   a. The stapler on the desk. Is her stapler.
   b. The stapler on the desk is her stapler.
   c. the stapler on the desk is her stapler.
   d. The stapler on the desk is Her stapler.

2. my School opens in Sept
   a. my school opens in sept.
   b. my School opens in Sept.
   c. My school opens in Sept.
   d. My school opens in sept

3. His name is Martin his birthday is Tomorrow
   a. His name is Martin. His birthday is tomorrow.
   b. His name is martin. His birthday is tomorrow.
   c. His name is martin. His birthday is Tomorrow.
   d. His name is Martin his birthday is tomorrow

B. ➤ Write the sentence. Add capital letters and periods.

1. friday is nov tenth
   Friday is Nov. tenth.

2. ms alvarez is here today

3. today is feb 3

4. thurs is my birthday

5. our teacher is mr john Clarkson
Writing Sentences

Write a sentence for the picture.

1. They are in Room 24.

2. 

3. 

4. 

Use with student book page 91.
Sentences (continued)

5. 

6. 

7. 

8. 

Use with student book page 91.
Build Vocabulary
Emergency Information

A. ➤ Complete the form. Use key words from the box.

<table>
<thead>
<tr>
<th>Telephone Number</th>
<th>Emergency Contact</th>
<th>Student’s Name</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Camila Marcos</td>
<td></td>
</tr>
</tbody>
</table>

**Emergency Form for:**

1. **Student’s Name**
   - Camila Marcos

**In case of emergency, contact:**

2. **In case of emergency, contact:**
   - Serena Marcos

3. **In case of emergency, contact:**
   - Mother

4. **In case of emergency, contact:**
   - 212-555-7512

B. ➤ Answer the question.

1. Who is your emergency contact?

2. What is your contact’s relationship to you?

3. What is your contact’s telephone number?
Reading Strategy
Scan for Information

A. ➤ Scan the schedule. Answer the question.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Mr. Sands</td>
<td>Ms. Drake</td>
<td>Mr. Sands</td>
<td>Ms. Drake</td>
<td>Mr. Sands</td>
</tr>
<tr>
<td></td>
<td>Seventh period</td>
<td>Fifth period</td>
<td>Seventh period</td>
<td>Fifth period</td>
<td>Seventh period</td>
</tr>
<tr>
<td>Band</td>
<td>Mr. Santos</td>
<td></td>
<td>Mr. Santos</td>
<td></td>
<td>Mr. Santos</td>
</tr>
<tr>
<td></td>
<td>Fifth period</td>
<td></td>
<td>Fifth period</td>
<td></td>
<td>Fifth period</td>
</tr>
<tr>
<td>Computer</td>
<td>Mrs. Ramos</td>
<td>Mrs. Ramos</td>
<td>Mrs. Ramos</td>
<td>Mrs. Ramos</td>
<td>Mrs. Ramos</td>
</tr>
<tr>
<td>Lab</td>
<td>Seventh period</td>
<td>Seventh period</td>
<td>Seventh period</td>
<td>Seventh period</td>
<td>Seventh period</td>
</tr>
</tbody>
</table>

1. When does Mr. Santos teach band?
   Monday, Wednesday, and Friday, fifth period.

2. What period is computer lab?

3. When is art class on Wednesday?

4. Is there a band class on Tuesday?

5. Who teaches computer lab?

B. ➤ Read the question. Write the answer.

What period is band?

It is fifth period.

Who is our teacher?
Elements of Text
Compare and Contrast Information

Scan the forms. Write key words in the Venn diagram.

Library Card Form
Name: Jaime Garcia
Date of Birth: June 4, 1998
Address: 62 Via Linda
City: Houston
State: TX
Zip Code: 77001
Telephone: 713-555-3402
E-mail: jgarcia@visionsintro.esl

Emergency Contact:
Name: Octavio Garcia
Telephone: same
Signature: Jaime Garcia

Computer Sign-up Form
Name: Mavis B. Foster
Grade: 10
Homeroom: 25
Telephone: 713-555-8976
E-mail: mbf@visionsintro.esl

I need a computer for:
☐ 15 minutes  ☑ 30 minutes
☐ 45 minutes  ☐ 1 hour

I need a computer on:
Day: Monday
Time: 2:00
Signature: Mavis B. Foster
Punctuation

Commas in Dates and Addresses

A. ➤ Choose the correct date or address.

2. a. 382 First Street Apt. 6    b. 382 First Street, Apt. 6    c. 382 First Street, Apt., 6
4. a. December, 7, 1941    b. December, 7 1941    c. December 7, 1941
5. a. 3192008    b. 319/2008    c. 3/19/2008

B. ➤ Write the punctuation in dates and addresses.

1. 234 Bell Tower Street Apt. 4
2. Madison WI 53705
3. 10 24 07

Dear Sam,

I have great news! We are moving back to Los Angeles on

4. November 30 2007. Our new address will be:

5. 16 Caroline Street Unit 12
6. Los Angeles CA 90043

I can't wait to see you again!

Your friend,

Yoshi
Writing

Fill Out a Form

Complete the form. Write clearly. Space letters and words carefully.

Computer Sign-up Form

Name: ____________________________
Grade: ____________________________
Homeroom: ________________________
Telephone: ________________________
E-mail: __________________________

I need a computer for:

☐ 15 minutes  ☐ 30 minutes
☐ 45 minutes  ☐ 1 hour

I need a computer on:

Day: ____________________________
Time: ____________________________
Signature: ________________________

Editing Checklist

1. I use a comma in the date. ☐
2. The date has a month, a day, and a year. ☐
3. My handwriting is neat. The letters and words are spaced carefully. ☐
Writing

Fill Out a Form

A. ➤ Complete the form. Use information from the paragraph.

My name is Domingo Santos. I was born in 1993 on the second of April in Chile. My father's name is Hector Santos, and he works with computers. My mom, Juanita Santos, is a school nurse. Last year my family moved to New York City, New York 10019. We live in apartment 12C in a building at 1168 West 11th Street. I am in eighth grade at the Madison School. You can call me at 212-555-5050 or e-mail me at dsantos@visionsintro.csl.

School Information Form

<table>
<thead>
<tr>
<th>Student's Name: __________________</th>
<th>Date of Birth: __________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: __________________</td>
<td>School: __________________</td>
</tr>
<tr>
<td>Address: __________________</td>
<td></td>
</tr>
<tr>
<td>City, State, Zip Code: __________</td>
<td></td>
</tr>
<tr>
<td>Telephone Number: ______________</td>
<td>E-mail: __________________</td>
</tr>
</tbody>
</table>

Emergency Contact Information

| Parent or Guardian: ____________ |                                 |
| Address: __________________     |                                 |
| Telephone: __________________   |                                 |

B. ➤ Choose the correct sentence.

Amy was born in Laredo Texas on 5 15 1990.

a. Amy was born in Laredo, Texas on 5 15 1990.
b. Amy was born in Laredo Texas on 5/15/1990.
c. Amy was born in Laredo, Texas on 5/15/1990.
d. Amy was born in Laredo, Texas on 5 15, 1990.
Build Vocabulary

Synonyms

A. Draw a line from the word to its synonym.

1. sum a. is
2. times b. multiplied by
3. equals c. total
4. solve d. answer

B. Write the math operation sign on the line.

<table>
<thead>
<tr>
<th>Addition</th>
<th>Subtraction</th>
<th>Multiplication</th>
<th>Division</th>
<th>Equals</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>-</td>
<td>×</td>
<td>+</td>
<td>=</td>
</tr>
</tbody>
</table>

1. subtract __
2. total __
3. divided by __
4. plus __
5. times __
6. minus __

Question Words

C. Complete the sentences. Use words from the box.

1. How many _______ days are in a week?
2. _______ the sum of twenty and fifteen?
3. _______ is four times four?
4. _______ the total hours in the day?
5. _______ is eight times four?
6. _______ pens do you have?
Reading Strategy
Set a Purpose

Read the math problem. Answer the questions.

How to Solve a Word Problem

Read the problem: Lisa has 4 friends. She gives each friend 4 books. How many books does Lisa give to her friends?

Find the question: How many books does Lisa give to her friends?

Find the data: 4 friends, 4 books each

Draw a diagram.

How to Solve a Word Problem

Choose an operation: Multiply 4 times 4

Solve the problem: $4 \times 4 = 16$. Lisa gives 16 books to her friends.

1. Read the title of the math page. What is the purpose of the math page?
   a. It shows how to solve a word problem.
   b. It shows how to give books to friends.

2. What is the purpose of the diagram?
   a. It shows Lisa's friends.
   b. It shows the math problem as a picture.

3. Why are the words How many highlighted?
   a. They are not important information.
   b. They are important information.
Elements of Text
Use Headings to Find Information

➤ Read the math book page.

Chapter 10 — Multiplication and Division
Lesson 17 — Problem Solving: Choose an Operation

Explanation
Read the word problem carefully. Look for question words. Look for data. Use a math operation (addition, subtraction, multiplication, division) to solve the problem.

Example 1
Benito earns $9 per hour. How much money does he earn in 8 hours?

Solving the Problem
Look for data: $9 per hour for 8 hours
Look for math questions: How much?
Look for math words: Per
Choose an operation: Multiplication
Solve: $9 \times 8 = $72
Benito earns $72 in 8 hours.

Math Synonyms

<table>
<thead>
<tr>
<th>Math Synonyms</th>
<th>Addition</th>
<th>Subtraction</th>
<th>Multiplication</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>sum</td>
<td>+</td>
<td>-</td>
<td>x</td>
<td>+</td>
</tr>
<tr>
<td>less than</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>each</td>
<td></td>
<td></td>
<td></td>
<td>each</td>
</tr>
<tr>
<td>in all</td>
<td></td>
<td></td>
<td>times</td>
<td>equally</td>
</tr>
<tr>
<td>difference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>left</td>
<td></td>
<td></td>
<td>per</td>
<td></td>
</tr>
<tr>
<td>altogether</td>
<td></td>
<td></td>
<td></td>
<td>per</td>
</tr>
</tbody>
</table>

Example 2
Sue reads 24 pages in 3 days. She reads the same number of pages each day. How many pages does she read each day?

Solving the Problem
Look for data: 24 pages in 3 days
Look for math questions: How many?
Look for math words: Each
Choose an operation: Division
Solve: $24 \div 3 = 8$
Sue reads 8 pages each day.

➤ Draw lines from the headings to the information.

1. Multiplication and Division
2. Problem Solving: Choose an Operation
3. Explanation
4. Examples
5. Solving the Problem

a. steps for solving the problem
b. what the chapter is about
c. samples of word problems
d. how to solve a word problem
e. what this lesson is about
Punctuation and Capitalization
Declarative and Interrogative Sentences

A. Write the sentence in the chart. Add a period or a question mark.

How much is four times six
What is $36 \div 9$
Word problems have question words

<table>
<thead>
<tr>
<th>Declarative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Word problems have question words.</td>
<td>4.</td>
</tr>
<tr>
<td>2.</td>
<td>5.</td>
</tr>
<tr>
<td>3.</td>
<td>6.</td>
</tr>
</tbody>
</table>

Sum and total are synonyms
How many students are in class
Fifteen less six is nine

B. Write the sentence. Use correct capitalization and punctuation.

1. how many hours did John work
   How many hours did John work?

2. this jug holds two gallons of juice

3. who are the winners

4. there are six red and four yellow packages

5. how many are left

6. what is the sum of 24 and 56
Writing

Write a Word Problem

Write a word problem for each operation: addition, subtraction, multiplication, and division. Use the data in the Group Project list or use your own data. Solve the word problem. Use the chart to organize your information.

Data for Group Project
- 10 students
- 15 pieces of posterboard
- Cost per piece of posterboard: $3 each
- 20 color markers
- 10 hours on computer

<table>
<thead>
<tr>
<th>Addition</th>
<th>Subtraction</th>
<th>Multiplication</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much do two pieces of posterboard cost?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$3 + $3 = $6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Editing Checklist
1. I use the correct math words.  
2. My words are spelled correctly.  
3. I use periods and question marks.  
4. The sentences start with capital letters.  
5. I use neat handwriting.
Writing

Write a Word Problem

A. ➤ Copy one of the word problems you wrote on page 86.

➤ Write how to solve the word problem.

B. ➤ Read the word problem carefully. Choose the correct answers.

(1) Paul saves $78 of his money (2) He uses $49
two buy a CD player. (3) How many money does
Paul have left?

1. Make sentence 1 correct.
   a. Add a period at the end of the sentence.
   b. Add a question mark at the end of the sentence.
   c. Change his to her:

2. Make sentence 2 correct.
   a. Change He to She.
   b. Change the period to a question mark.
   c. Change two to to.

3. Make sentence 3 correct.
   a. Change many to much.
   b. Change How to how.
   c. Change the question mark to a period.
Build Vocabulary

Descriptive Adjectives

A. Look at the picture. Complete the sentence. Use a word from the box.

1. Her hair is _________.
   - blond
   - brown
   - black

2. His hair is _________.
   - wavy
   - curly
   - straight

3. This girl is _________.
   - short
   - average
   - tall

4. That boy is _________.
   - thin
   - average
   - heavy

Antonyms

B. Match the antonyms.

1. good  a. mean
2. boring  b. messy
3. cold  c. interesting
4. early  d. hot
5. neat  e. bad
6. nice  f. late
## Grammar Focus

### Contractions and Negatives with be

<table>
<thead>
<tr>
<th>Contraction with be</th>
<th>Contraction with Negative with be</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am = I'm</td>
<td>I am not = I'm not</td>
</tr>
<tr>
<td>we are = we're</td>
<td>we are not = we're not</td>
</tr>
<tr>
<td>you are = you're</td>
<td>you are not = you're not</td>
</tr>
<tr>
<td>he is = he's</td>
<td>he is not = he's not</td>
</tr>
<tr>
<td>she is = she's</td>
<td>she is not = she's not</td>
</tr>
<tr>
<td>it is = it's</td>
<td>it is not = it's not</td>
</tr>
</tbody>
</table>

### Contraction with not with be

Another way to form a negative is to make a contraction with not.

<table>
<thead>
<tr>
<th>Contraction with not with be</th>
</tr>
</thead>
<tbody>
<tr>
<td>we are not = we aren’t</td>
</tr>
<tr>
<td>you are not = you aren’t</td>
</tr>
<tr>
<td>he is not = he isn’t</td>
</tr>
<tr>
<td>she is not = she isn’t</td>
</tr>
<tr>
<td>it is not = it isn’t</td>
</tr>
</tbody>
</table>

A. ➤ Read the contraction. Write words from the box.

1. I’m tall.
   - I am ______ tall.
2. He’s my brother.
   - ______ my brother.
3. We’re sisters.
   - ______ sisters.
4. It’s a big fish.
   - ______ a big fish.
5. They’re interesting.
   - ______ interesting.
6. You’re early.
   - ______ early.

B. ➤ Rewrite the sentence. Use a negative and a contraction.

1. He is neat.
   - He’s not neat.
2. They are beautiful.
3. We are young.
4. She is late.
5. It is boring.
6. You are messy.
Grammar Focus

The Verb have

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb have</th>
<th>Subject</th>
<th>Negative of have</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, you, we, they</td>
<td>have</td>
<td>I, you, we, they</td>
<td>don’t have</td>
</tr>
<tr>
<td>he, she, it</td>
<td>has</td>
<td>he, she, it</td>
<td>doesn’t have</td>
</tr>
</tbody>
</table>

A. Use the verb have in the sentence. Write the sentence with the negative of have.

1. It __________ brown eyes.
   __________ brown eyes.

2. She __________ a big dog.

3. We __________ straight hair.

4. I __________ a white cat.

5. You __________ medium length hair.

B. Look at the picture. Read the sentence. Choose the correct sentence.

1. He doesn’t have a dog.
   a. He doesn’t have a dog.
   b. He has a dog.
   c. He have a dog.

2. It have short legs.
   a. It don’t have short legs.
   b. It doesn’t have short legs.
   c. It has short legs.

3. They has coats.
   a. They don’t have coats.
   b. They have coats.
   c. They don’t has coats.
Grammar Focus
Simple Present Tense

A. ➡️ Read the sentence. Underline the correct present tense verb.

1. My sister (loves / love) books.
2. Benito and Sak (live / lives) on the same street.
3. We (want / wants) to go to the cafeteria!
4. It (drinks / drink) water.
5. Tam (walk / walks) to school every day.
6. I (cooks / cook) for Mom on Mondays.

B. ➡️ Complete the sentence. Use a word from the box.

1. Carlo __________ dinner with Maria.
2. We __________ Dan’s dog for a walk.
3. She __________ her grandmother on Sundays.
4. I don’t __________ fish as pets.
5. John __________ long hair.

C. ➡️ Read the underlined words. Circle Don’t or Doesn’t.

1. She __________ have long hair.  Don’t  Doesn’t
2. He __________ walk to school.  Don’t  Doesn’t
3. I __________ like messy rooms.  Don’t  Doesn’t
4. It __________ have legs.  Don’t  Doesn’t
5. You __________ have a computer.  Don’t  Doesn’t
Word Study
Long Vowels: a, i, o, u

A. Choose the word with a long vowel sound. Write the long vowel sound.
1. (c) cane  b. pin  long o
2. a. bite  b. cap  long ______
3. a. kit  b. cube  long ______
4. a. bit  b. hope  long ______

B. Underline words with long vowels a, i, o, or u. Write the words in the chart.

I am in a play. I put on a brown robe and hide by a big gray rock. A nice girl sits on the rock. Her name is June. She takes a rose from her book and smells it with her nose. She uses a pen to write a note.

<table>
<thead>
<tr>
<th>Long a</th>
<th>Long i</th>
<th>Long o</th>
<th>Long u</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Spelling

Regular Plurals

A. ➤ Write the correct singular or plural noun.

1. bird  birds  My grandfather has two ____________.
2. pet   pets    My family has three ____________.
3. brother brothers I have one ____________.
4. house houses We live in a ____________.
5. sister sisters My mother has six ____________.
6. cat   cats    Four ____________ live in our yard.

B. ➤ Look at the picture. Choose the correct sentence.

1.  [Image of a bird in a cage]
   a. There is a bird in the cage.
   b. There is a birds in the cage.

2.  [Image of cars on a street]
   a. There are many car in the street.
   b. There are many cars in the street.

3.  [Image of a cute dog]
   a. This dog is cute.
   b. This dogs is cute.

4.  [Image of two people]
   a. These boy are brothers.
   b. These boys are brothers.

5.  [Image of a bowl of food]
   a. This cups is hot.
   b. This cup is hot.
Writing
Descriptive Paragraph

A. Think of a happy time with your family. Use the chart to organize information. Write the main idea, facts, and details. Include descriptive adjectives.

<table>
<thead>
<tr>
<th>Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

B. Write a descriptive paragraph about the happy time. Use information from the chart. Write a topic sentence. Add facts and details. Include descriptive adjectives.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Choose a topic from the box. Write a descriptive paragraph about the topic.

- Describe yourself.
- Describe someone in your family.
- Describe a friend.
- Describe your classroom.
- Describe a pet.
**Build Vocabulary**

**Learn Words for Family Members**

**A.** Complete the sentence. Use words from the box.

1. My mother is my grandmother's __________.
2. My mother's sister is my __________.
3. The man my mother married is her __________.
4. The brother of my mother is my __________.
5. The wife of my father is my __________.
6. My aunt’s son is my __________.

**B.** Write names in the chart. Use people in your family.

<table>
<thead>
<tr>
<th>Grandmother:</th>
<th>Grandfather:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grandmother:</td>
<td>Grandfather:</td>
</tr>
<tr>
<td>Mother:</td>
<td>Father:</td>
</tr>
<tr>
<td>Sisters:</td>
<td>Brothers:</td>
</tr>
<tr>
<td>Aunts:</td>
<td>Uncles:</td>
</tr>
<tr>
<td>Girl Cousins:</td>
<td>Boy Cousins:</td>
</tr>
</tbody>
</table>
Reading Strategy
Identify Main Idea and Details

Read the poem. Answer the questions.

<table>
<thead>
<tr>
<th>Title</th>
<th>A Name for My Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Barbara Donovan</td>
</tr>
</tbody>
</table>
| Stanza 1 | 1 My mother's name is Pat.  
|         | 2 But I can't call her that.  
|         | 3 I can't call her "Mother"  
|         | 4 Like my big brother.       
|         | 5 I need a name              
|         | 6 That's not the same.       
|         | 7 So I will call her "Mom."  |
| Stanza 2 | 8 "Mom" sounds OK.  
|         | 9 I like to say that name all day.  
|         | 10 So I will call her "Mom." |

1. What is the title of the poem?
   A Name for My Mother

2. Who is the author?

3. What is the poem about?

4. What adjective describes the brother?

5. What is the main idea of the first stanza?

6. What is the main idea of the second stanza?
Elements of Literature
Recognize Rhymes and Free Verse in Poems

A. ➤ Read the poem. Answer the questions.

1. Which lines are free verse in the first stanza?
   1, 2, 3, 5

2. Which lines rhyme in the first stanza?

3. Which lines are free verse in the second stanza?

4. Which lines rhyme in the second stanza?

5. What are the rhyming words in the second stanza?

<table>
<thead>
<tr>
<th>Title</th>
<th>Always Rose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Barbara Donovan</td>
</tr>
</tbody>
</table>
| Stanza 1 | 1. My grandmother,  
2. Rose.  
3. Straight back.  
4. Wavy hair.  
5. Always smiling.  
6. Always there. |
| Stanza 2 | 7. A gentle touch.  
8. Hugs.  
10. Love and care.  
11. Always giving.  
12. Always there. |

B. ➤ Read the underlined word in the sentence. Write a rhyming word from the box.

1. The end of the year is __________.
2. He walks down the hall. He looks at the __________.
3. I see Sue. Her dress is __________.
4. My sister sits down. Her hair is __________.
5. I have a cat. It sleeps in my __________.

- blue
- brown
- hat
- here
- wall
Spelling

More Regular Plurals

A. ➤ Read the sentence. Choose the correct word.

1. Please pour milk into the green glasses.
   a. glass    b. glasses    c. glassies
2. Kim put the books in ____________________.
   a. boxies    b. boxes    c. boxes
3. Mr. Ruiz sells _________________ of flowers at his shop.
   a. bunches    b. bunches    c. bunchies
4. Ming has maps for many ________________.
   a. city    b. cityes    c. cities
5. My eyes have long ________________.
   a. lashes    b. lashes    c. lashes

B. ➤ Complete the sentence. Use a word from the box. Make the word plural.

1. Two ________________ live in the house.
2. We take our ________________ to school.
3. Kee keeps his books in ________________.
4. I have four ________________ at school today.
5. Gina has two ________________ for her hair.

box
brush
class
family
lunch
A Poem

Write a poem about a family.

Step 1: Organize information. Plan your writing. Do you want to use free verse, rhymes, or both? Brainstorm words to describe the family. Organize the words in a chart.

<table>
<thead>
<tr>
<th>Names of People in the Family</th>
<th>Descriptive Adjectives About the Family</th>
<th>How the Family Makes You Feel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Step 2: Write a draft. Write the poem on a piece of paper. Use words from the chart.

Step 3: Reread and revise your writing. Use this checklist to revise your writing.

Editing Checklist
1. I use descriptive words.
2. I use plurals correctly.
3. My poem has a title.
4. My handwriting is neat.
Writing
A Poem


A. ➤ Write a short poem. Write about a person in your family.

[Blank lines for poem]

B. ➤ Read the line. Revise the line.

1. Read the title.
   a. Change to Families.
   b. Change to Our Families.

2. Read line 4:
   a. Change fathers to fatheres.
   b. Change motheres to mothers.

3. Read line 7:
   a. Change are to am.
   b. Change family to families.

Familyys

1. We all have them.
2. Big and small.
3. Glad and sad.
4. Motheres and fathers.
5. Sisters and brothers.
6. You are in your family.
7. I are in my family.
Build Vocabulary
Words About Animals

A. Look for animal words. Look for words from the box.

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

feather
fur
gills
hatch
reptile
scales

B. Read the sentence. Choose the correct answer.

1. Birds ____________ from eggs.
   a. breathe  b. hatch

2. That ____________ has soft fur.
   a. cat  b. snake

3. My pet fish breathes through its ____________.
   a. scales  b. gills

4. This red feather came from a ____________
   a. lizard  b. bird

5. My dog has brown ____________
   a. fur  b. gills

6. A turtle is a ____________
   a. bird  b. reptile
Reading Strategy
Identify Main Idea and Details

➤ Read the science text. Circle Main Idea or Detail.

Chapter 6: Fish

Fish are animals. They live and breathe under water.

Gills
A fish has gills on its head. It uses its gills to breathe under water. Water goes through the mouth of the fish. The water goes across the gills.

Fins
Fish have many fins. They have fins on their sides. They have fins on their backs. They have fins on their tails. Fins help them swim.

Size
There are fish of many sizes. Some minnows are very small. Some sharks are very long.

1. Fish are animals.  
   - Main Idea  
2. The water goes across the gills.  
   - Main Idea
3. Fish have many fins.  
   - Main Idea
4. They have fins on their sides.  
   - Main Idea
5. There are fish of many sizes.  
   - Main Idea
6. Some sharks are very long.  
   - Main Idea
Elements of Text

Reading a Bar Graph

A. ➤ Read the bar graph. Answer the questions.

Favorite Zoo Animal Survey

1. Which animal got the fewest student votes?
   a. elephant  b. walrus  c. tiger  d. monkey

2. Which animal got the same number of votes as the monkey?
   a. elephant  b. zebra  c. walrus  d. tiger

3. Which animal got the most votes?
   a. elephant  b. zebra  c. tiger  d. monkey

4. How many votes did the zebra and tiger get together?
   a. 6  b. 8  c. 14  d. 23

5. The zebra got more votes than the walrus. How many more votes did it get?
   a. 1  b. 2  c. 7  d. 8

6. What is the total number of votes?
   a. 4  b. 6  c. 8  d. 23

B. ➤ Answer the questions about the graph. Use words from the box.

1. Favorite Zoo Animal Survey is the ________ of the graph.
2. The word Tiger on the bar graph is a _____________.
3. The bars in the graph show _______________.
Spelling

Regular and Irregular Plurals

Write the plural form of the word in the crossword puzzle.

**Across**
1. woman
4. man
6. mouse
9. baby
10. feather
11. secretary

**Down**
2. mammal
3. address
5. class
7. city
8. child
10. fish
Writing

Write a Descriptive Paragraph

Write a paragraph to describe the elephant. Use descriptive adjectives and details to make your writing interesting. For more help, use the Writing Process on pages 228–229.

Step 1: Organize the information. Plan your writing. Use the chart to organize information. Start with a main idea for your topic sentence. Look at the photo for details. Include descriptive adjectives.

<table>
<thead>
<tr>
<th>Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail</td>
</tr>
<tr>
<td>Detail</td>
</tr>
<tr>
<td>Detail</td>
</tr>
<tr>
<td>Detail</td>
</tr>
<tr>
<td>Detail</td>
</tr>
</tbody>
</table>

Step 2: Write a draft. Write a draft on a piece of paper. Use the information from the chart. Start with a topic sentence. Write sentences with supporting details. Use descriptive adjectives.

Step 3: Reread and revise your writing. Use this checklist to revise your writing. For more help, use the Editor’s Checklist on pages 230–231.

Editing Checklist

1. I indent the first sentence of my paragraph.
2. I have a main idea and supporting details.
3. My words are spelled correctly.
4. I use plurals correctly.
5. My handwriting is neat.
Writing
Write a Descriptive Paragraph

A. ➤ Think of an animal. Write about the animal. Write one topic sentence and two supporting detail sentences. Include descriptive adjectives.


B. ➤ Read the paragraph. Make revisions.

(1) An elephants is a very big mammal. (2) It has four big legs. (3) It has hair on its body. (4) It has a long trunk. (5) The elephant uses the trunks to pick things up.

1. Revise sentence 1.
   a. The elephants is a very big mammal.
   b. An elephant is a very big mammal.
   c. An elephants is a very big reptile.

2. Revise sentence 5.
   a. The elephant uses the trunk to pick things up.
   b. The elephants use the trunks to pick things up.
   c. The elephant uses the trunks to picks things up.
Build Vocabulary

After-School Activities

A. ➤ Look at the picture. Write the activity word. Use words from the box.

dance  exercise  paint  sing  swim  write

1. sing

2.

3. 

4. 

5. 

6. 

Tell Time

B. ➤ Read the schedule. Then answer the questions.

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>3:30: baseball game</td>
<td>4:15: exercise class</td>
<td>noon: painting class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:45: shop with Dad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. When is your baseball game? It’s on Monday at three thirty.
2. When is your painting class? 
3. When is your exercise class? 
4. When do you shop with your dad? 
Grammar Focus

Simple Past Tense: Regular and Irregular Verbs

<table>
<thead>
<tr>
<th>Verb</th>
<th>Simple Past Regular</th>
</tr>
</thead>
<tbody>
<tr>
<td>play</td>
<td>played</td>
</tr>
<tr>
<td>exercise</td>
<td>exercised</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
</tr>
<tr>
<td>take</td>
<td>took</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
</tr>
</tbody>
</table>

A. ➤ Read the verb. Choose the simple past tense of the verb.

1. work  a. workd  b. worked  c. works
2. stand a. standed  b. stand  c. stood
3. paint a. painted  b. paints  c. paintd
4. take a. took  b. takd  c. taked
5. dance a. danced  b. dances  c. danced
6. sing a. singed  b. sang  c. singd

B. ➤ Write the simple past tense of the verb in each sentence.

speak 1. The coach spoke to the team yesterday.
say 2. She she was proud of us.
walk 3. The team into the locker room.
smile 4. I at my friend Van.
make 5. We plans to meet at the mall later.

C. ➤ Read each sentence. Underline the past tense of the irregular verb.

1. Hector (met / meted) me at the city park last weekend.
2. We (goed / went) to the pool.
3. We (swam / swimmled) for thirty minutes.
4. Later, we (stood / stood) and watched the skaters.
5. Then Hector (gived / gave) me a ride home.
Grammar Focus

Simple Past Tense: Negative of Regular and Irregular Verbs

<table>
<thead>
<tr>
<th>Verb</th>
<th>Negative Simple Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Verb: play</td>
<td>didn't play</td>
</tr>
<tr>
<td>Irregular Verb: take</td>
<td>didn't take</td>
</tr>
</tbody>
</table>

Answer the question. Use the negative simple past tense.

1. Did Kim go to band practice last week?
   Kim didn't go to band practice last week.

2. Did you talk to her about it?

3. Did she say she was sick?

4. Did Pedro get the information form?

5. Did they run after school yesterday?

6. Did you and Rosa ride to school on Monday?

7. Did Rita make a speech at ten o'clock?

8. Did you walk with Dom and Stan?

9. Did they sing on the stage?

10. Did he read that book last week?
Grammar Focus
Simple Past of *be*

<table>
<thead>
<tr>
<th>Subject Pronoun</th>
<th>Simple Past of <em>be</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>was</td>
</tr>
<tr>
<td>he</td>
<td>wasn’t</td>
</tr>
<tr>
<td>she</td>
<td></td>
</tr>
<tr>
<td>it</td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>were</td>
</tr>
<tr>
<td>we</td>
<td>weren’t</td>
</tr>
<tr>
<td>they</td>
<td></td>
</tr>
</tbody>
</table>

Read each sentence. Look at the simple past tense of *be*. Circle Correct or Incorrect. Write the incorrect sentences correctly.

1. Emilio were in the drama club last year. **Correct** Incorrect
   Emilio was in the drama club last year.

2. He wasn’t the star of the play. **Correct** Incorrect

3. Elena was the star of the play. **Correct** Incorrect

4. She weren’t afraid to be on the stage. **Correct** Incorrect

5. All the student actors was good in their parts. **Correct** Incorrect

6. They were good singers, too. **Correct** Incorrect

7. On Friday I were at the art club meeting. **Correct** Incorrect

8. You was a good painter. **Correct** Incorrect

9. We weren’t at the dance on Saturday. **Correct** Incorrect

10. They wasn’t at the baseball practice at four o’clock. **Correct** Incorrect
Word Study

Long e Sound: ee, ea

A. ➤ Read the sentence. Choose the long e word to complete the sentence.

1. Rob is on the swim ______.
   a. bench    b. ten    c. team
2. There was a swim ______ last Saturday.
   a. meet      b. met     c. test
3. Rob took the ______ in the last race.
   a. led       b. lead    c. end
4. No one could ______ him.
   a. beat      b. bet      c. get
5. The big race is next ______.
   a. time      b. leg      c. week

B. ➤ Write a sentence about the picture. Use a long e word from the box.

feet    meal    seat    wheel

1. [Image of food]  This meal looks good.

2. [Image of circle]  

3. [Image of car]  

4. [Image of feet]  

112
Spelling

Simple Past of Verbs Ending in Consonant + y

A. ➤ Read the verb. Write the past tense of the verb in the crossword puzzle.

Across
1. multiply
4. study
6. apply

Down
2. try
3. dry
5. carry

B. ➤ Complete the sentence. Write the verb in the past tense.

1. I washed and ________ my jacket.
   dry

2. I ________ the drums up the stairs.
   carry

3. We ________ to play baseball.
   try

4. Luis ________ his notes after school.
   study
Writing

A Friendly Letter

Use the form to write a friendly letter. Invite someone to an after-school activity. Use commas correctly.

(date)

(greeting)

(body)

(closing)

(signature)
Writing
A Friendly Letter

Read the letter. Revise the letter if necessary.

October, 4 2007

Dear May

I hurried home from school at three o'clock. I had to tell you my news. I tryd out for a school play yesterday. I stooded on the stage and read my lines. I weren't scared at all. Today I got the part! Practice is on Mondays and Wednesdays at three thirty.

Paulina

1. a. Take out the comma after October.
   b. Take out the comma after October and put a comma after 4.
   c. Do not revise.
2. a. Put a comma after May.
   b. Put a comma between Dear and May.
   c. Do not revise.
3. a. Change hurried to hurry.
   b. Change hurried to hurried.
   c. Do not revise.
4. a. Change tell to told.
   b. Change tell to telled.
   c. Do not revise.
5. a. Change tryd to tried.
   b. Change yesterday to now.
   c. Do not revise.
6. a. Change read to readed.
   b. Change stooded to stood.
   c. Do not revise.
7. a. Change weren't to were.
   b. Change weren't to wasn't.
   c. Do not revise.
8. a. Change got to get.
   b. Change Today to Last week.
   c. Do not revise.
9. a. Put a comma between three and thirty.
   b. Change is to was.
   c. Do not revise.
10. a. Put a comma after Paulina
    b. Put a closing on the line above Paulina
    c. Do not revise.
Build Vocabulary
Understanding Synonyms

A. ➤ Circle the two synonyms.

1. small  big  little  pretty
2. little  pretty  beautiful  ugly
3. large  small  beautiful  big
4. old  neat  clean  messy
5. dry  dirty  clean  wash

B. ➤ Read each sentence. Choose a synonym for the underlined word. Use words from the box.

<table>
<thead>
<tr>
<th>big</th>
<th>clean</th>
<th>glad</th>
<th>happy</th>
<th>large</th>
<th>little</th>
<th>small</th>
<th>wash</th>
</tr>
</thead>
</table>

1. I clean dogs at my after-school job.  wash
2. I also wash windows at my job.
3. The small dogs are so cute.
4. I like the large dogs too.
5. I’m so glad I have this job!
6. My friend Masa works in a big exercise room.
7. He teaches little children to exercise.
8. Masa is happy to have his job.
Reading Strategy
Identify Sequence

Read the story. Number the sentences to show the sequence of events. Use numbers from 1 to 11.

After School with Luis

Luis did many things yesterday afternoon. First, he did things at school. He went to band practice and played drums. He sang, too.

Then Luis walked home. He did many things at home. He wrote an e-mail to his friend Pete. Then he did his homework. Next, he painted his bookcase red. Finally, he ate dinner.

Then Luis went out. He rode his bike. He met friends. Then they listened to music.

At last, Luis went home and went to sleep.

1. Luis ate dinner. 7
2. Luis went to sleep. 
3. Luis walked home. 
4. Luis rode his bike. 
5. Luis did his homework. 
6. Luis and his friends listened to music. 
7. Luis played drums. 
8. Luis wrote an e-mail. 
9. Luis met his friends. 
10. Luis painted his bookcase. 
11. Luis sang.
Elements of Literature
Identify and Retell Plot

Read the story. Use the timeline to retell the plot. Write the times above the timeline. Write the events below the timeline.

Ramón in Charge

Ramón got home from school at 3:15. He got a big surprise. His mother was sick in bed.

"Please get me a glass of water," his mother said.

Ramón got his mother a big glass of water. Then he started his homework.

At 3:30, Paulina came home from school. Paulina is Ramón’s little sister. Ramón gave her a snack. He sent her out to play in the yard. Then Ramón went back to his homework.

At 4:00, Ramón’s mother called to him. She asked him to go to the store. She gave him some money for food. She also gave him money to buy a treat.

Ramón and Paulina rode their bikes to the store. By 4:30, they were back home. Ramón went up to see his mother. She was sleeping. He went back to the kitchen.

Ramón finished his homework at 5:00. His father came home just as he finished.
Punctuation
Quotation Marks and Commas

1. Hi, Sue. I hear you have a new job.

2. Yes. I work at the video store.

3. When do you work there?

4. On Wednesdays, Fridays, and Saturdays. I start at 4:00.

A. ➤ Write what each friend says as a quotation. Use quotation marks and commas.

1. Marco said, "Hi, Sue. I hear you have a new job."

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

B. ➤ Think of one more quotation for Marco and one more for Sue. Write them on the lines. Use quotation marks and commas.

1. ____________________________________________________________

2. ____________________________________________________________
Writing

A Narrative

► Write a narrative about a busy student. The student has an after-school job and joins an after-school club, too. For more help, use the Writing Process on pages 228–229.

Step 1: Organize information. Plan your writing. Think about the characters, setting, and plot. Use a story map to organize the events of the story.

Characters: ____________________________________________

Setting:
Where: _________________________________________________
When: __________________________________________________

Beginning: ______________________________________________

Middle: _________________________________________________

End: ____________________________________________________

Step 2: Write a draft. Write your story on a piece of paper. Use sequence words to show the order of events.

Step 3: Reread and revise your writing. Use this checklist to improve your writing. For more help, use the Editor’s Checklist on pages 230–231.

Editing Checklist

1. My narrative has characters, a setting, and a plot. □
2. I used sequence words to show the order of events. □
3. I used quotation marks and commas correctly. □
4. I used simple past tense verbs correctly. □
5. I checked my spelling. □
Writing

A Narrative

A. ➤ Read the information in the box. Use the information to write a short narrative.

**Characters:** A brother, Loc, and a sister, Lan.

**Setting:** Where: the kitchen of their home. When: last week.

**Plot:** The brother and sister wanted to be with their friends, but they had to clean the kitchen first.

B. ➤ Read the story. Revise the sentences.

**Weekend Fun**

(1) Last weekend, I went shopping with Mara. (2) We met at the store. (3) We looked at exercise clothes. (4) Finally, we went home. (5) Then we shopped for books.

1. Revise sentence 2.
   a. Change *met*ed to *met*.
   b. Change *met*ed to *meets*.
   c. Change *met*ed to *metted*.

2. Revise sentence 3.
   a. Change *looked* to *looks*.
   b. Change *looked* to *looked*.
   c. Change *looked* to *locked*.

   a. Put sentence 4 after sentence 5.
   b. Put sentence 4 after sentence 2.
   c. Put sentence 4 before sentence 1.
Build Vocabulary
Use a Dictionary to Find Definitions

A. ➤ Read the dictionary definitions. Answer the questions.

amendment /ə-ˈmendmənt/ noun a change: It is difficult to make amendments to the U.S. Constitution.

freedom /ˈfriːdəm/ noun a set of legal rights protected by the government: Our various freedoms are the bases of our nation.

religion /ˌrɛləˈdʒən/ noun beliefs: Christians practice their religion on Sunday, while Jews and Moslems practice their religion on Saturday.

right /ræt/ noun permission to do something: We have the right to free speech in this country.

1. What is a synonym for amendment?
   change

2. What is a right?

3. What is freedom?

B. ➤ Complete the sentence.

1. Lawmakers added an ____________ to the Constitution.

2. _______________ of religion is protected by our government.

3. The _______________ to vote is important in this country.

4. Ben practices his _______________ on Saturday.
Reading Strategy
Summarize

➢ Read the paragraphs. Write about the main ideas and details.

Rules and Rights
Francisco Ortiz

The United States has the Constitution and the Bill of Rights. The Constitution contains
the laws of the United States. Laws are the rules for the people who live here. The Bill of
Rights contains the rights of the people.

My family has rules, too. There is a rule about homework. There is a rule about
housework. There is a rule about money.

People in my family have rights, too. One right is like freedom of speech. We have the
right to say what we think. We can disagree with a rule. My mother and father might
change the rule. They might not change the rule. But we have the right to give our opinion.

1. Summarize the most important idea in the first paragraph.
   The people of the United States have rules and rights.

2. Write an important detail from the first paragraph.

3. Summarize the most important idea in the second paragraph.

4. Write an important detail from the second paragraph.

5. Summarize the most important idea in the third paragraph.

6. Write an important detail from the third paragraph.
Elements of Text

Use an Index to Find Information

Read the index. Then answer the questions about the index.

<table>
<thead>
<tr>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>amendment, 36</td>
</tr>
<tr>
<td>Articles of Confederation, 31–32</td>
</tr>
<tr>
<td>Bill of Rights, 36–40</td>
</tr>
<tr>
<td>Civil War, 105–108</td>
</tr>
<tr>
<td>Congress, 34, 36, 38</td>
</tr>
<tr>
<td>Constitution, United States, 34–35</td>
</tr>
<tr>
<td>Declaration of Independence, 20–21, 24</td>
</tr>
<tr>
<td>federal government, 33, 36, 38–40</td>
</tr>
<tr>
<td>First Amendment, 36–37</td>
</tr>
<tr>
<td>Franklin, Benjamin, 18, 20, 24, 28, 30</td>
</tr>
<tr>
<td>House of Representatives, 36, 38</td>
</tr>
<tr>
<td>Jefferson, Thomas, 18, 19, 20, 24, 29</td>
</tr>
<tr>
<td>Lincoln, Abraham, 102–108</td>
</tr>
<tr>
<td>Madison, James, 34, 40, 44</td>
</tr>
<tr>
<td>Revolutionary War, 24–30</td>
</tr>
<tr>
<td>Senate, United States, 36, 38</td>
</tr>
<tr>
<td>slavery, 100–102, 108, 122, 141</td>
</tr>
<tr>
<td>Supreme Court, U.S., 41</td>
</tr>
<tr>
<td>Washington, George, 26, 29, 31</td>
</tr>
</tbody>
</table>

1. Where can you find information about Congress?
   Pages 34, 36, 38

2. Where can you find information about Abraham Lincoln?

3. What can you read about on page 41?

4. Where can you find information about the Declaration of Independence?

5. Where can you find information about the Bill of Rights?

6. What can you read about on page 141?

7. Which two people can you read about on page 18?

8. Which three subjects can you read about on page 34?
Punctuation

Commas in a Series

A. ▶ Choose the series with correct commas.

1. a. freedoms, rights and responsibilities
   b. freedoms rights, and responsibilities
   c. freedoms, rights, and responsibilities

2. a. Presidents Washington, Jefferson, and Madison
   b. Presidents Washington, Jefferson and Madison
   c. Presidents Washington Jefferson and Madison

3. a. the First Second and Fifth Amendments
   b. the First, Second, and Fifth Amendments
   c. the First, Second and Fifth Amendments

4. a. newspapers magazines TV radio, and the Internet
   b. newspapers, magazines, TV, radio and the Internet
   c. newspapers, magazines, TV, radio, and the Internet

B. ▶ Copy the sentence. Add commas in the series.

1. We are reading about the Constitution the Bill of Rights and the Amendments.
   We are reading about the Constitution, the Bill of Rights, and the Amendments.

2. Freedom of religion includes freedom of belief freedom of worship and freedom from persecution.

3. We have the right to say sing or publish what we think.
Writing

An Expository Paragraph

- Write a paragraph about the First Amendment to the Constitution. For more help, use the Writing Process on pages 228–229.

  Step 1: Organize information. Plan your writing. Read about the First Amendment. Read about it on pages 172–173 of your student book. Or use the library or the Internet. Make a chart to organize your main idea and details.

<table>
<thead>
<tr>
<th>Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

  Step 2: Write a draft. Write a draft of your paragraph on a piece of paper. Start with a topic sentence. Add details.

  Step 3: Reread and revise your writing. Use this checklist to improve your writing. For more help, use the Editor’s Checklist on pages 230–231.

<table>
<thead>
<tr>
<th>Editing Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I wrote the main idea in a topic sentence.</td>
</tr>
<tr>
<td>2. I included details to support my main idea.</td>
</tr>
<tr>
<td>3. I wrote complete sentences.</td>
</tr>
<tr>
<td>4. I checked the spelling of all my words.</td>
</tr>
<tr>
<td>5. My handwriting is neat and easy to read.</td>
</tr>
</tbody>
</table>
Writing

An Expository Paragraph

A. Write a paragraph about freedom of the press. Include a topic sentence and supporting details. Indent your paragraph.

B. Read the paragraph. Revise the paragraph.

(1) James Madison was the fourth president of the United States. (2) The three presidents who came before him were George Washington, John Adams, and Thomas Jefferson. (3) James Madison helped plan our Constitution. (4) He also wrote a draft of the first ten amendments to the Constitution.

1. Revise sentence 1.
   a. Change was to were.
   b. Change united states to United States.
   c. Change the period to a question mark.

2. Revise sentence 2.
   a. Take out the comma after Washington.
   b. Add a comma after Adams.
   c. Add a comma after Jefferson.

   a. Add a comma after first.
   b. Add a comma after ten.
   c. Change wrote to wrote.
Build Vocabulary

Rooms and Furniture

A. ➤ Unscramble the word. Match the word to a picture.

1. deb
   bad
   a.

2. aofo

3. okocbsae

4. nksi

5. erfrigntrearo
   e.

There is / There are

B. ➤ Circle There is or There are to complete the sentence.

1. There is / There are four rooms in the apartment.
2. There is / There are a dresser in the bedroom.
3. There is / There are pillows on the bed.
4. There is / There are four chairs in the kitchen.
5. There is / There are a window in the living room.
6. There is / There are two mirrors in the bathroom.
7. There is / There are lamps in the kitchen.

C. ➤ Match the activity with the room.

1. take a shower
   a. bedroom

2. sleep
   b. kitchen

3. eat
   c. bathroom

4. watch TV
   d. living room
Grammar Focus

Questions

Yes/No Questions and Short Answers with be: Simple Present

<table>
<thead>
<tr>
<th>Statements</th>
<th>Yes/No Questions</th>
<th>Short Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>The kitchen is big.</td>
<td>Is the kitchen big?</td>
<td>Yes, it is. / No, it isn't.</td>
</tr>
<tr>
<td>The rooms are small.</td>
<td>Are the rooms small?</td>
<td>Yes, they are. / No, they aren't.</td>
</tr>
</tbody>
</table>

A. ➤ Write Is or Are to complete the question.

1. Is ______ the sink in the kitchen?
2. ______ the rugs clean?
3. ______ the oven hot?
4. ______ the chairs broken?
5. ______ the dressers tall?

Yes/No Questions and Short Answers with be: Simple Past

<table>
<thead>
<tr>
<th>Yes/No Questions</th>
<th>Short Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the window open?</td>
<td>Yes, it was. / No, it wasn't.</td>
</tr>
<tr>
<td>Were the doors closed?</td>
<td>Yes, they were. / No, they weren't.</td>
</tr>
</tbody>
</table>

B. ➤ Read the question. Write a short yes or no answer.

1. Was Tran asleep in the bedroom?  No, he wasn't.
2. Were the pans on the stove?  
3. Were Manny and John eating in the kitchen?  
4. Was Suki writing at her desk?  
5. Were the lamps on?
Grammar Focus

Questions

<table>
<thead>
<tr>
<th>Statements</th>
<th>Yes/No Questions</th>
<th>Short Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>He likes the house.</td>
<td>Does he like the house?</td>
<td>Yes, he does. / No, he doesn't.</td>
</tr>
<tr>
<td>They study in the kitchen.</td>
<td>Do they study in the kitchen?</td>
<td>Yes, they do. / No, they don't.</td>
</tr>
</tbody>
</table>

A. ➤ Underline Do or Does to complete the question.

1. Do / Does the window open?
2. Do / Does the beds have sheets?
3. Do / Does she read in the living room?
4. Do / Does the doors have locks?
5. Do / Does the refrigerator work?
6. Do / Does his sister have a big bedroom?
7. Do / Does the dogs eat in the kitchen?

<table>
<thead>
<tr>
<th>Yes/No Questions</th>
<th>Short Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you eat in the kitchen?</td>
<td>Yes, I did / No, I didn't.</td>
</tr>
<tr>
<td>Did you read in the living room?</td>
<td>Yes, we did / No, we didn't.</td>
</tr>
</tbody>
</table>

B. ➤ Read the question. Complete the short answer.

1. Did you use the shower? Yes, I did
2. Did you and Carlos like the apartment? No,
3. Did the apartment have two bedrooms? Yes,
4. Did Julia clean the kitchen? No,
5. Did his parents go home? Yes,
6. Did he watch TV in the living room? Yes,
Grammar Focus
Questions

Read the question or statement. Rewrite it to use is, are, do, or does correctly.

1. Are the window open?
   Is the window open?

2. Yes, the oven do feel hot.

3. Does you have a bookcase?

4. Is the chairs by the table?

5. No, the mirrors isn’t dirty.

6. Do the bathroom have a shower?

7. Yes, my apartment are on the fifth floor.

8. Do he study in the living room?

9. Are the living room next to the bedroom?

10. Does you cook in the kitchen?
Word Study

Compound Words

A. ➤ Draw lines to make compound words.

1. bath
2. birth
3. note
4. grand
5. arm

   a. day
   b. father
   c. chair
   d. room
   e. book

B. ➤ Look at the picture. Write the compound word. Use words from the box.

<table>
<thead>
<tr>
<th>armchair</th>
<th>housework</th>
</tr>
</thead>
<tbody>
<tr>
<td>birdhouse</td>
<td>mailbox</td>
</tr>
<tr>
<td>dishwasher</td>
<td>sofabed</td>
</tr>
</tbody>
</table>

1. sofabed
2. 
3. 
4. 
5. 
6. 
Punctuation

Possessive Nouns with an Apostrophe

A. ➤ Circle the correct possessive noun to complete the sentence.
1. Rogers’ / Roger’s apartment building has three floors.
2. His dog’s / dogs’ tails are long.
3. May’s / Mays’ bedroom is pink.
4. He has three cousins. That is his cousin’s / cousins’ house.
5. The room’s / rooms’ floors are clean.

B. ➤ Read the sentence. Revise the sentence. Use apostrophes correctly.
1. Johns’ party was fun.
   John’s party was fun.
2. His guest’s names were Lee, Luis, and Mark.
3. They drove in John’s moms’ car to get pizza.
4. Lees’ pizza was too hot to eat.
5. The boys drinks had ice in them.

C. ➤ Read the sentence. Rewrite the sentence using a possessive.
1. Sam has a big bedroom.
   Sam’s bedroom is big.
2. The students have a new computer.
3. The dog has a red leash.
4. Clay has a small desk.
Writing
Describe a Home

Write a sentence to describe the picture.

1. There are many books on the desk.

2. ...

3. ...

4. ...

5. ...

6. ...
Writing
Describe a Home

Draw a picture of your living room. Write a paragraph to describe it. Include details in your description.
Build Vocabulary

Identify Multiple-Meaning Words in Context

A. > Read the underlined word in each sentence. The word has more than one meaning. Choose the sentence with the same meaning of the word.

1. Isabel tells happy stories.
   a. Your apartment building has five stories.
   b. I like stories about sports.

2. Mario got angry and turned his back to me.
   a. I sat in the back of the car.
   b. Linda hurt her back yesterday.

3. The tape did not stick to my locker.
   a. Stick the paper to the wall.
   b. Martin stirred the paint with a stick.

4. I can’t ride my bike because it has a flat.
   a. We used to live in a flat.
   b. Pat fixed her car’s flat and drove to work.

5. Do you own a set of drums?
   a. I own a computer.
   b. Jack brought his own food to the party.

B. > Look at the picture and the word. Choose the correct definition of the word.

1. stick
   a. to attach with tape
   b. a thin piece of wood

2. back
   a. a part of the body
   b. the rear part of something

3. flat
   a. a tire with no air
   b. a shoe with a low heel

4. stories
   a. floors in a building
   b. written pieces of fiction
Reading Strategy
Make a Prediction

Answer the questions.

1. Read the title of the story. Predict what the story is about.

My Flat

I live with my mother in a flat in a three-story apartment building. Our flat is on the second story. I like my flat because it has two big bedrooms. It also has a bathroom, living room, dining room, and kitchen.

Each morning, I take a shower in the bathroom. I get dressed in my bedroom. Then I eat breakfast in the kitchen. Then I go down to the back of the building. That's where I keep my bicycle. I get on my bicycle and ride to school.

One day, I took a shower and got dressed. I ate breakfast. Then I left my apartment. I got on my bike and started to ride. I heard a sound. I felt a lot of bumps. I looked down at my tires. I had a flat!

2. Read the story.
   a. What is the story about?

   ____________________________

   b. Was your prediction correct?

   ____________________________

3. a. What word in the story's title has multiple meanings?

   ____________________________

   b. Write the multiple meanings.

   ____________________________


   ____________________________

   ____________________________
Elements of Literature

Figurative Language: Similes

➢ Read the simile. The simile compares two things. Write the two things.

1. She swims like a fish.  
   She  
   fish

2. The cake is as hard as a rock.  

3. I slept like a baby.  

4. The sofa is as soft as a pillow.  

5. The water is as clear as glass.  

6. Jean runs like the wind.  

7. Sak is as quiet as a mouse.  

8. Her hair is as black as night.  

9. Marta sings like a bird.  

10. His face is as red as a tomato.  

Spelling

Homophones

A. Circle the correct homophone to complete the sentence.

1. There / Their / (They're) always in the kitchen.
2. The dog wagged it’s / its tail.
3. I asked for two / too / to bowls of ice cream.
4. Its / It’s a beautiful day.
5. There / Their / They’re couch is red with white stripes.
6. I moved the bookcase two / too / to the living room.
7. Its / It’s a two-story apartment building.
8. I want my own bedroom, two / too / to!
9. The dresser has two / too / to drawers.
10. There / Their / They’re is a fly in the kitchen!

B. Read the sentence. Draw a line to the correct homophone.

1. _______ apartment building has four stories. a. its
2. I think _______ a nice day. b. Their
3. He likes to cook, _______. c. too
4. _______ are your shoes. d. it’s
5. She rode _______ the store. e. to
6. The cat cleaned _______ fur. f. There
7. _______ in their bedrooms. g. They’re
Writing
A Personal Narrative

> Write a personal narrative about your kitchen. Use sensory words and similes to describe details. For more help, use the Writing Process on pages 228–229.

**Step 1:** Organize information. Plan your writing. Brainstorm information for your personal narrative. Use a word web to organize the information.

**Step 2:** Write a draft. Use information from the word web to write a draft of your personal narrative. Write a topic sentence about your kitchen. Then add details. Use sensory words and similes.

**Step 3:** Reread and revise your writing. Use this checklist to improve your writing. For more help, use the Editor's Checklist on pages 230–231.

**Editing Checklist**

1. My paragraph has a topic sentence with the main idea.
2. I used sensory details and similes.
3. I used multiple-meaning words and homophones correctly.
4. I used *There is* / *There are* correctly.
Writing

A Personal Narrative

A. ➤ Write a short paragraph that describes your bedroom. Use sensory details.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

B. ➤ Read the paragraph. Revise the writing.

(1) There are posters on all the walls. (2) My bedroom is an interesting place. (3) The rug is as green as grass. (4) They're is a hole in my window. (5) I doesn't know how the hole got there.

1. Revise sentence 2.
   b. Put sentence 2 before sentence 1.
   c. Put sentence 2 after sentence 5.

2. Revise sentence 4.
   a. Change They're to Their.
   b. Change is to are.
   c. Change They're to There.

3. Revise sentence 5.
   a. Change doesn't to don't.
   b. Change there to they're.
   c. Change there to their.
Build Vocabulary
Use Math Words

A. ➤ Draw a line from the word to its definition.

1. formula
   a. A four-sided figure. The opposite sides are equal.

2. perimeter
   b. The amount of space inside a figure.
      The answer is in square units.

3. rectangle
   c. The long side

4. width
   d. The distance around something

5. area
   e. A math equation. It uses letters for words.

6. length
   f. The wide side

B. ➤ Look for math words. Circle the words.

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

C. ➤ Complete the sentence with the correct math word.

1. A __________________________________ is a four-sided figure. Its opposite sides are equal.

2. The wide side of an object is its ____________________.

3. The long side of an object is its ____________________.

4. The ____________________ is the distance around something.

5. The ____________________ is the amount of space inside a figure.

6. A ____________________ is a math equation. It uses letters for words.
Reading Strategy
State the Purpose in Reading

Read the page from a math book. Answer the questions.

Find the Area
Mara wants to tape thick paper on the front of her notebook. She wants to cover the front of the notebook. How much thick paper does Mara need?

The area is the amount of space inside a figure. The answer is always in square units. To find the area, Mara must multiply the length of her notebook cover by the width of her notebook cover.

Area = length x width
Area = 8 inches x 11 inches
Area = 88 square inches

Answer:
Mara needs 88 square inches of thick paper.

1. What is the purpose of reading this page?
   a.) to learn how to find the area of a figure
   b.) to learn how to cover a notebook

2. Why is the word area highlighted?
   a.) It is a formula.
   b.) It is a key word.

3. What is the purpose of the diagram?
   a.) to show the word problem as a picture
   b.) to show the answer to the word problem
Elements of Text

Graphic Aids

A. Look at the diagram. Choose the correct word to complete the sentence.

1. 10 feet is (data / a label).
2. Sam’s room is (data / a label).
3. Length is (data / a label).
4. 14 feet is (data / a label).
5. Width is (data / a label).

B. Read the word problem. Then use information from the word problem to fill in data and labels on the diagram.

Ana wants to put tape on the floor around her science project. The space is 6 feet long and 5 feet wide. How much tape does Ana need?

1. _______ (label)
2. _______ (data)
3. _______ (label)
4. _______ (data)
5. _______ (label)
Spelling and Punctuation
Abbreviations for Measurements

A. ➤ Draw a line from the measurement to its abbreviation.

1. inch a. yd.
2. foot or feet b. in.
3. yard c. ft.

B. ➤ Rewrite the measurement. Use the correct abbreviation.

1. 1 foot 1 ft.
2. 3 yards _______
3. 300 feet _______
4. 33 inches _______

C. ➤ Read the sentence. Rewrite it. Use abbreviations for measurements.

1. The living room is 5 yards wide by 8 yards long.
   The living room is 5 yd. wide by 8 yd. long.

2. Lok’s poster is 24 inches wide by 36 inches long.

3. Rosa’s living room window is 3 feet wide by 4 feet long.

4. Pat’s piece of cloth is 5 yards long.

5. The picture frame is 1 foot long.
Writing
A Math Word Problem

> Write a word problem about the perimeter of a room. For more help, use the Writing Process on pages 228–229.

**Step 1: Organize information. Plan your writing.** Think of a word problem about the perimeter of a room. Plan the words and the data for the problem. Include the question for the word problem. Think about a diagram for a graphic aid. Plan the labels for the diagram. Use a chart to organize the information.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Data</th>
<th>Labels for Diagram</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Step 2: Write a draft.** Write a draft of the word problem on a piece of paper. Draw a draft of the diagram with measurement data and labels on it. Use abbreviations for measurements in the diagram.

**Step 3: Reread and revise your writing.** Read your draft. Revise it if necessary. Use this checklist to improve your writing. For more help, use the Editor’s Checklist on pages 230–231.

**Editing Checklist**
1. My word problem has the data necessary to solve the problem. ☐
2. I put a question in the word problem. ☐
3. I used periods with abbreviated measurements. ☐
4. My diagram is neat. ☐
5. My diagram shows the data of the problem. ☐
Writing

A Math Word Problem

A. ➤ Show how to solve your word problem from page 146. Write the steps in order. Include the formula for finding the perimeter: \( P = l + w + l + w \)

B. ➤ Read the word problem. Revise the writing.

(1) A school wants to put up a fence around the school yard. (2) The yard is a rectangle 90 fet. wide by 120 fet. long. (3) The school must find the area of the yard. (4) How much feet of fence does the school need?

1. Revise sentence 2.
   a. The yard is about 90 fts. wide by 120 fts. long.
   b. The yard is a rectangle 90 ft. wide by 120 ft. long.
   c. The rectangle is 90 fet. wide by 120 fet. long.

2. Revise sentence 3.
   a. The school must find the yard.
   b. The school must find the length of the yard.
   c. The school must find the perimeter of the yard.

   a. How many feet of fence does the school need?
   b. How many feet of fence do the school need?
   c. How many fence does the school need?
Build Vocabulary

Recognize Signs

A. Write a sentence about each sign.

1. I can go out the exit.

2. 

3. 

4. 

5. 

Use Prepositions of Place

B. Complete the sentence. Choose a preposition of place.

1. The boy is (over / in front of) the bus stop sign.

2. The girl is (next to / in) the boy.

3. The boy is (on / between) the girl and the dog.

Distinguish Multiple-Meaning Words

C. Circle the correct meaning of the underlined word.

1. The library is on your right. a. the opposite of left b. correct

2. I take the train into the city. a. to teach b. a railroad line or subway

3. Turn left at the hospital. a. the opposite of right b. past tense of leave
The Writing Process

Peer Editing Checklist

Use this checklist to edit your peer’s writing. You may also use it to check your own writing.

Writer’s Name __________________________

Editor’s Name __________________________

1. Is there a title? ______ Yes ______ No
2. Is the first sentence of each paragraph indented? ______ Yes ______ No
3. Does each sentence start with a capital letter? ______ Yes ______ No
4. Does each sentence end with a punctuation mark? ______ Yes ______ No
5. Does each name start with a capital letter? ______ Yes ______ No

6. Write one correct sentence from the paper.

7. Write one sentence that has a mistake.

8. Rewrite the sentence correctly.

Use these editing symbols:

¶ Start a new paragraph.
∧ Insert a word or words.
Sp Correct a spelling error.
CAP Use a capital letter.
lc Use a lowercase letter.
p Correct a punctuation error.
exact Use a more exact word.
? What does this mean?
∪ Transpose these letters or words.
The Writing Process

Editor's Checklist (continued)

<table>
<thead>
<tr>
<th>Edit for:</th>
<th>Student Check</th>
<th>Teacher Comments</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>V. Word Choice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Did I choose vivid and exact words? Did I use a thesaurus, glossary, or dictionary to help me choose better words?</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Did I eliminate extra words so that my writing is not wordy?</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VI. Writing Conventions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Form</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Did I write my name, the date, and a title on the page?</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Did I indent the first line of each paragraph?</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Did I include a bibliography and correctly cite any references that I used?</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Did I create an attractive computer presentation, or did I use my best handwriting?</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Did I check the spelling of all words I'm not sure about?</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. If I wrote my paper on a computer, did I use spell check?</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Capitalization</strong></td>
<td></td>
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</tr>
<tr>
<td>G. Did I capitalize the names of proper nouns, such as people's names and the names of cities and countries?</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. Did I start each sentence with a capital letter?</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Did I punctuate each sentence with the right mark (., ?, or !)?</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Did I put quotation marks around any direct speech?</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K. Did I use apostrophes correctly in contractions and possessives?</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VII. My Own Criteria</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Writing Process

Editor's Checklist

Use this checklist to proofread and revise your writing. Make a check in the box when you have edited your writing for each item. Give this checklist to your teacher with your writing assignment.

<table>
<thead>
<tr>
<th>Edit for:</th>
<th>Student Check</th>
<th>Teacher Comments</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Development of Ideas/Content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Is the purpose of my writing clear?</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Is my writing focused on the topic I'm writing about?</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Did I support my ideas with details, facts, and examples?</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Did I write appropriately for my audience?</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Organization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Is my writing clear and logical?</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Do I have a strong, interesting beginning that gets the reader's attention?</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Are my ideas tied together? Do I use transitions?</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Do I have a strong ending that ties things together?</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. Sentence Structure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Are my sentences complete? Do they have a subject and a verb?</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Did I make sure I don't have any run-on sentences or fragments?</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Did I use different types of sentences — compound and complex?</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. Grammar and Usage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Is my writing in the right tense (for example, present or past)?</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Did I use subject pronouns and object pronouns correctly — I/me, he/him, she/her, we/us, they/them?</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Did I use the pronouns she, her, or hers for women and girls and he, him, or his for men and boys?</td>
<td>□</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Do my verbs agree with their subjects? Did I use singular verbs with singular subjects and plural verbs with plural subjects?</td>
<td>□</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Writing Process
Steps in the Writing Process (continued)

Step 4. Write a draft.
1. Use your ideas from Step 2 to write a draft. Think about the decisions you made about purpose, audience, and text structure in Step 3.
2. Do not worry about making errors at this point. Just work on expressing your ideas clearly.

Step 5. Edit your writing.
1. Edit your own work. Use the Editor's Checklist on pages 230 and 231. If you are writing on a computer, use the spelling and grammar checks. Make the changes in your draft. Blend and reorganize sentences and paragraphs.
2. Give your edited draft to a partner. Ask him or her to use the Peer Editing Checklist on page 232 to give you feedback.

Step 6. Revise your draft.
1. Look at the feedback from the Peer Editing Checklist. Make the changes that you agree with.
2. Make any other changes that are necessary.
3. Write a final copy in your best handwriting or on the computer.

Step 7. Proofread.
1. Read carefully to look for errors.
2. If you are using a computer, use the spell check, grammar check, or other software to check for errors. Print out a clean copy with correct paragraph indents and margins.
3. If you are writing by hand, you can correct a few small errors on the page. If you find a lot of errors, or if there is a major mistake, write out another copy.

Step 8. Publish.
1. Share your writing with other people. You can post it on a bulletin board. You can take it home for your family, or you can send it to your school newspaper. You can create a collection of student writing to share with another class.
2. Ask people for feedback on your writing. Find out what they liked. Find out how you can improve your writing.
The Writing Process
Steps in the Writing Process

The steps in the writing process will help you achieve your goals as a writer.

Step 1. Gather information and do research.
1. Write the general topic on a piece of paper. Brainstorm ideas for specific topics.
2. Choose one of the specific topics to write about.

<table>
<thead>
<tr>
<th>General Topic: Write about a happy time in your life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Topics</td>
</tr>
<tr>
<td>My birthday last year</td>
</tr>
<tr>
<td>When my uncle came to visit</td>
</tr>
<tr>
<td>When my little sister was born</td>
</tr>
<tr>
<td>When my brother graduated from high school</td>
</tr>
</tbody>
</table>

3. Brainstorm ideas about your topic. Write down your ideas. Choose the ideas that you think are the most important or interesting.
4. Sometimes you need to learn more about the topic by doing research. Use resources at the library or on the Internet for research.

Step 2. Organize your writing.
1. Use an outline or a graphic organizer such as a chart, a Venn diagram, a Sunshine Organizer, or a timeline to organize your ideas from Step 1.
2. Decide what information you will include in each paragraph. The first paragraph should be an introduction. The final paragraph should be a conclusion. Organize your body paragraphs in a logical order. You may want to use chronological (time) order or put the most important ideas first.

Step 3. Plan your writing.
1. Think about the purpose of your writing. Do you want to explain, persuade, or entertain?
2. Decide who your audience is. It could be your teacher, your classmates, or a larger group, such as everyone in your school.
3. Think about the text structure of your writing, for example, narrative, informational text, or biography. The text structure can help you decide what kind of information to include and how to organize it.
Writing

A "How to" Composition: Steps in a Process

A. ➤ Doing research is a process. Write about the steps in the research process. Start with a topic sentence. Put the steps in a logical order.

B. ➤ Read the paragraph. Revise the writing.

(1) You can doing research on the Web. (2) Web sites have information on the Web sites. (3) You can find it quickful. (4) But some information is not reliable. (5) Web sites that end with .gov government Web sites or .edu (educational Web sites) should be reliable.

1. Revise sentence 1.
   a. Change doing to does.
   b. Change doing to did.
      c. Change doing to do.

2. Revise sentence 2.
   a. Change on the Web sites to on them.
   b. Change have to has.
   c. Change on the Web sites to on it.

3. Revise sentence 3.
   a. Change can to could.
   b. Change quickful to quickly.
   c. Change it to her.

4. Revise sentence 5.
   a. Add parentheses around government Web sites.
   b. Take out parentheses around educational Web sites.
   c. Add parentheses around reliable.
Writing

A "How to" Composition: Steps in a Process

► A process is something that has several steps. The steps happen in order. Think about a process you do every day. Look at the topics box for ideas, or think of your own topic. Then write a "how to" composition. Explain how to do the process. For more help, use the Writing Process on pages 228–229.

<table>
<thead>
<tr>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cook a favorite food</td>
</tr>
<tr>
<td>Get to school</td>
</tr>
</tbody>
</table>

Step 1: Organize information. Plan your writing. Think about every step in the process. Start at the beginning. Write notes about the steps in order. Use a chart to organize your information.

<table>
<thead>
<tr>
<th>Topic:</th>
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<table>
<thead>
<tr>
<th>First Step:</th>
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<table>
<thead>
<tr>
<th>Second Step:</th>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Step:</th>
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<tbody>
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</tbody>
</table>

Step 2: Write a draft. Write your "how to" composition on a piece of paper. Explain the main idea (the topic) in the first paragraph. Then write one or two sentences for each step. Use signpost words like first, next, then, and finally. Put the steps in order.

Step 3: Reread and revise your writing. Use this checklist to revise your writing. For more help, use the Editor's Checklist on pages 230–231.

<table>
<thead>
<tr>
<th>Editing Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I put the steps in the correct order. ►</td>
</tr>
<tr>
<td>2. I used signpost words.  □</td>
</tr>
<tr>
<td>3. I checked my spelling. □</td>
</tr>
</tbody>
</table>

226
Punctuation
Parentheses

A. ➤ Read the sentences. Choose the correct sentence.

1. (a) He went to the library (which is on Green Street) to do research.
   b. He went to the (library) which is on Green Street to do research.
   c. He went to the library (which) is on Green Street to do research.

2. a. Sam is (learning) about computer parts like the mouse at his job.
    b. Sam is learning (about computer parts) like the mouse at his job.
    c. Sam is learning about computer parts (like the mouse) at his job.

3. a. They looked for a Web address that ended in (.edu) an educational Web site.
    b. They looked for a Web address that ended in .edu (an educational Web site).
    c. They looked for a Web (address) that ended in .edu an educational Web site.

4. a. Use a bookmark (an electronic marker) to mark that Web site.
    b. Use a bookmark an electronic marker to mark that Web (site).
    c. Use a (bookmark) an electronic marker to mark that Web site.

5. a. Mika used many (sources) like encyclopedias and Web sites for her research.
    b. Mika used many sources like encyclopedias (and Web sites) for her research.
    c. Mika used many sources (like encyclopedias and Web sites) for her research.

B. ➤ Read the sentence. Underline Correct or Incorrect. Rewrite the incorrect sentences.

1. She took lots of (science) classes like biology and chemistry in school.
   Correct  Incorrect
   She took lots of science classes (like biology and chemistry) in school.

2. You should see our school’s Web site (a location on the Internet).
   Correct  Incorrect

3. You can access (make use of) the Internet at the library.
   Correct  Incorrect

4. I used many adjectives like efficient (and friendly) in my business letter.
   Correct  Incorrect
Elements of Text

Web Sites and Encyclopedia Entries

A. Read the sentence. It describes an information source. Write encyclopedia or Web site.

1. Information is updated only when a new version comes out. encyclopedia

2. Information can be logical, chronological, or without order.

3. Entries are listed in alphabetical order.

4. Information is carefully researched and edited.

5. Information is frequently changed and updated.

B. Read the question. Choose the correct answer.

1. Which article would not give information about the Web?
   b. “Elephants”
   c. “How to Find Reliable Web Sites”

2. Where would you find an encyclopedia article about computers?
   a. After “Cartoons” and before “Customs”
   b. After “Costa Rica” and before “Crows”
   c. After “Cooking” and before “Cuba”

3. Which Web site might be less reliable?
   a. a government Web site
   b. an educational Web site
   c. a personal Web site

4. Which feature is not an encyclopedia feature?
   a. photographs
   b. reliable information
   c. frequently changed and updated information

5. Which article has information about plants?
   a. “Astronomy”
   b. “Botany”
   c. “History of Music”
Reading Strategy
Take Notes to Understand and Remember

➢ Read the text. Read the questions. Choose the correct answers.

Research in an Encyclopedia

An encyclopedia is a good source of information. You can use it for research. It has lots of articles about many things. It has pictures and other graphic features, too.

An encyclopedia can be a group of books. The books are in alphabetical order. Think of the first letter of your topic. Then find the encyclopedia book with the same letter. For example, use the book with the letter C to learn about computers. The articles inside the book are also in alphabetical order.

An encyclopedia can also be on a computer. A computer encyclopedia has a search box. Type the topic in the search box. Then click the Go or Search button.

Many encyclopedia articles tell where to get more information. There might be a list at the end of the article. The list tells the titles of more encyclopedia articles. A computer encyclopedia might show highlighted or underlined key words. You can click the word to see an article about it.

1. Read the notes about the first paragraph. Which note is not correct?
   a. An encyclopedia is a good source of information.
   b. An encyclopedia has many articles.
   c. An encyclopedia does not have pictures.

2. Read the notes about the second paragraph. Which note is a main idea?
   a. An encyclopedia can be a group of books.
   b. Use the book with the letter C to learn about computers.
   c. Encyclopedia articles are in alphabetical order.

3. Read the notes about the third paragraph. Which note is a main idea?
   a. Click Go or Search.
   b. Type the topic in the search box.
   c. An encyclopedia can be on a computer.

4. Read the notes about the fourth paragraph. Which note is not correct?
   a. Encyclopedia articles do not tell where to get more information.
   b. There might be a list at the end of the article.
   c. A computer encyclopedia might show highlighted or underlined key words.
Build Vocabulary

Multiple-Meaning Words

➤ Read the sentence. Read the underlined word. Choose the correct meaning.

1. This Web site has information about animals.
   a. an area or piece of land
   b. a location on the Internet

2. Pablo put a bookmark between page 20 and page 21.
   a. to use the electronic marker in a computer
   b. a small item between book pages to mark a place

3. We used a fast search engine to find the site.
   a. a machine that drives a car or pulls a train
   b. a computer program that searches the Internet

4. A mouse ran across my desk.
   a. a small furry animal
   b. a small tool used to control the pointer on a computer screen

5. Mr. Port told us to do research on the Web.
   a. a structure of threads made by a spider
   b. the network of Web sites on the Internet

6. A car shop will repair my engine.
   a. a machine that drives a car or pulls a train
   b. a computer program that searches the Internet

7. My old mouse doesn’t work.
   a. a small furry animal
   b. a small tool used to control the pointer on a computer screen

8. Did you bookmark the Web site?
   a. to use the electronic marker in a computer
   b. a small item between book pages to mark a place

9. Don’t walk into the web!
   a. a structure of threads made by a spider
   b. the network of Web sites on the Internet

10. My family will build a house on this site.
    a. an area or piece of land
    b. a location on the Internet
Writing

A Biography

A. ➤ Write a short biography about you. Start with a topic sentence. Put events and details in the correct sequence.

B. ➤ Read the paragraph. Revise the writing.

(1) Berta Gómez was born in Mexico in 1960. (2) She came to the United States when she was ten. (3) Berta liked to read about biology. (4) She took much science classes in school. (5) She went to school for many years. (6) Finally, she became a doctor.

1. Revise sentence 1.
   a. Change born to borned.
   b. Change was to is.
   c. Change Mexico to Mexico.

2. Revise sentence 2.
   a. Change came to came.
   b. Change was to is.
   c. Change the period to an exclamation point.

   a. Change much to a.
   b. Change much to many.
   c. Change classes to classies.

   a. Change Finally to As a result of.
   b. Change Finally to Therefore.
   c. Change doctor to doctor.
Writing
A Biography

➤ Think about an interesting job. Write a biography about someone who has that job. For more help, use the Writing Process on pages 228–229.

Step 1: Research. Use two or more sources. Read books, magazines, or encyclopedias at the library. Use the Internet. Write notes by paraphrasing information. Write down where you got the information.

Step 2: Organize information. Plan your writing. Organize your notes in an outline.

Step 3: Write a draft. Write the biography on a piece of paper. Write a topic sentence for the first paragraph. Include facts and details in chronological order. Write a summary in the last paragraph. Write your sources in a bibliography.

Step 4: Reread and revise your writing. Use this checklist to revise your writing. For more help, use the Editor’s Checklist on pages 230–231.

<table>
<thead>
<tr>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic I:</td>
</tr>
<tr>
<td>A.</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>Topic II:</td>
</tr>
<tr>
<td>A.</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>B.</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>Topic III:</td>
</tr>
<tr>
<td>A.</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>B.</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>

Editing Checklist
1. I used two or more sources. □
2. I took notes and made an outline. □
3. I wrote my sources in a bibliography. □
4. I put the events in the correct sequence. □
Spelling

Suffixes: er, or, ist

A. ▶ Read the root word. Choose the correct suffix. Write the word with the suffix.

1. edit er or ist ____________
2. biology er or ist ____________
3. guitar er or ist ____________
4. teach er or ist ____________
5. act er or ist ____________
6. write er or ist ____________
7. piano er or ist ____________
8. science er or ist ____________
9. work er or ist ____________
10. geology er or ist ____________

B. ▶ Look for words with suffixes er, or, and ist. Circle the words.

B I O L O G I S T R
A R O S W I M M E R
D R I V E R S I S T
D I B A N K N R D C
E I B S W I S T O Q
D S A C I P T O K P
I B K U A C T O R I
T P E L C F Q U R A
O A R Y I B T N E N
R I S T A N K E S I
I L L P S T R A I S
P S C I E N T I S T

Use with student book page 345.
Elements of Text
Description of a Process

➢ Read the science text. Answer the questions.

1. What is the correct sequence of events in the process?
   a. Cut a hole in the box. Put plants in the box. Close the box. After five days, open the box.
   b. Close the box. Open the box. Put plants in the box.
   c. Put plants in the box. Close the box. After five days, cut a hole in the box.

2. Which one is not an event in the process?
   a. Cut a hole in the box.
   b. Put the box under water.
   c. Put plants in the box.

3. Which word in the text is a technical term?
   a. plants
   b. light
   c. phototropism

4. What is the illustration?
   a. an event
   b. a graphic feature
   c. a technical term
Reading Strategy
Paraphrase to Recall Major Points

A. ➤ Read the paragraph.

Linda wanted to be a scientist. She liked the science classes she took at school. Linda liked to study plants. She tried to grow plants without light. She tried to grow plants without water. She tried to grow plants without dirt. She could not grow plants. But Linda wanted to be a scientist anyway.

1. Write a paraphrase of the paragraph.

   a. Linda became an astronaut.
   b. Linda bought some plants.
   c. Linda became a hairstylist.
   d. Linda became a scientist.

B. ➤ Read the paragraph.

Raymond liked to learn about animals. He read many books about animals. The books he liked best were about sharks. He took many biology classes. Then Raymond took a class in astronomy. After that, he stopped reading about animals.

1. Write a paraphrase of the paragraph.

   a. Raymond took more biology classes.
   b. Raymond started reading about astronomy.
   c. Raymond became a chef.
   d. Raymond grew some plants.
Build Vocabulary

Latin Roots

A. ➤ Draw a line from the Latin root to its meaning.

1. radiar
2. re
3. dominare
4. naut
5. cedere
6. ingenium
7. astro

a. able
b. star
c. back
d. sailor
e. control or influence
f. to send out rays
g. to go

B. ➤ Read the sentence. Complete the sentence with the correct word.

1. A person who plans or makes machines or electrical equipment is an (engineer / astronaut).
2. An X-ray sends out energy that is (dominant / radioactive).
3. A person who travels into space is (an astronaut / recessive).
4. Red hair is a (radioactive / recessive) trait.
5. The (dominant / recessive) trait is stronger than other traits.
6. Kam So likes to read about space. Someday she might be (recessive / an astronaut).
7. Be careful of the (radioactive / dominant) energy from the X-rays.
Writing
A Business Letter

➢ Complete the business letter. Use words and sentences from the box.

1. Hana Cho
   123 Green Street
   Riverton, CA 09617

2. __________________________

3. __________________________
   __________________________
   __________________________
   __________________________

4. __________________________
   I am in 10th grade at Lincoln High School.

5. __________________________
   __________________________
   __________________________
   __________________________
   I would like to learn more about your company.

6. __________________________
   I have taken two computer classes at school.
   I want to learn how to repair computers.
   I hope I can visit your company next month.

7. __________________________

8. __________________________

9. __________________________

Sincerely,

March 26, 2006

Thank you for your time.

I am writing to ask if I could visit your company.

Dear Mr. Alvarez:

Hana Cho
123 Green Street
Riverton, CA 09617

I am very interested in computers.

Hana Cho

Mr. Gil Alvarez
City Computer Company
509 Main St.
Riverton, CA 09617
Writing

A Business Letter

A. ▶ Choose the correct greeting for a business letter.

1. a. Dear Mr. Paz
   b. Dear Mr. Paz,
   c. Dear Mr. Paz:
   d. Dear Mr. Paz.

2. a. Dear Jack:
   b. Dear Chan:
   c. Dear Mr. Chan,
   d. Dear Mr. Chan:

3. a. Hi, Ms. Wood:
   b. Hello, Ms. Wood:
   c. Dear Ms. Wood,
   d. Dear Ms. Wood:

4. a. Dear Sir or Madam:
   b. Dear Person in Charge,
   c. Sir or Madam:
   d. Dear Sir or Madame,

B. ▶ Read the lines of the business letter. Write numbers to show the correct order.

1. ___ Please come hear us play!
   ___ I am writing to thank you for the money.
   ___ Dear Mrs. Lester:
   ___ Sincerely, John Garcia
   ___ Now our school band can buy new instruments.

2. ___ I worked for two years as a cashier.
   ___ Sincerely, Nancy Santos
   ___ I am writing to apply for the cashier job.
   ___ Dear Mr. Lu:
   ___ I am also reliable and friendly.
Punctuation

Commas and Colons

A. ➤ Read the letter. Look at the greeting punctuation. Circle Correct or Incorrect.

1.
Dear Mr. Hart,
Thank you for giving toys to the day care center. The children loved the toys.

Sincerely,
Amy Lin

Correct ➤ Incorrect

2.
Jake,
Please buy milk, cheese, eggs, and tortillas after school. Thanks!

Love,
Mom

Correct ➤ Incorrect

3.
Dear Editor:
I read the article about teen workers in your newspaper. There are many hard-working, energetic, reliable teens. Teens can be great workers.

Sincerely,
Mike Ruiz

Correct ➤ Incorrect

B. ➤ Read the letter greeting. Add a comma or a colon.

1. Dear Mr. Lopez,  
2. Dear Sir,  
3. Jane,  
4. Hi Arnold,  
5. Dear Editor,
Word Study

Suffixes: ly, ful, ment

► Read the sentence. Read the underlined word. Rewrite the sentence with the correct suffix.

1. She erased the board completement.
   She erased the board completely.

2. I want to learn about our governful.

3. Be carely with the hot pan.

4. Carlos drove slowful on the busy street.

5. Speak quietment in the library.

6. Hal cleaned the kitchen and the bathroom. He is very helply.

7. These scissors are Beth’s equipful.

8. She set the table very quickful.

9. I lost my library card. I need a replacely card.

10. Maria sent me a nice letter. She is so thoughtly.
Grammar Focus
Object Pronouns

A. ➤ Complete the letter with object pronouns.

Dear Juan,

I have a new job. I really like (1. __________). I am a waiter at the Green Street Restaurant. I serve people on the weekend. Most of (2. __________) are friendly. Mr. Moreland is my boss. I like (3. __________) a lot. He's usually very nice to (4. __________). Do you want a job? Do you want me to talk to Mr. Moreland? I'll ask (5. __________) if he has a job for (6. __________).

A friendly girl named May works here, too. You will like (7. __________). I think she will like working with (8. __________). Let's talk about the job soon. What do you think about (9. __________)?

Your friend,
Han

B. ➤ Answer the question. Use an object pronoun in your answer.

1. Will you work with Mr. Cane?
   I will work with him.

2. Is that pizza for Ana and Eli?
   __________

3. Do you need this tool?
   __________

4. Does Joe want that job?
   __________

5. Can you help Mrs. Lee?
   __________
Grammar Focus
Object Pronouns

<table>
<thead>
<tr>
<th>Object Pronouns</th>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>She</td>
<td>likes</td>
<td>me.</td>
</tr>
<tr>
<td>you</td>
<td>She</td>
<td>likes</td>
<td>you.</td>
</tr>
<tr>
<td>him</td>
<td>She</td>
<td>likes</td>
<td>him.</td>
</tr>
<tr>
<td>her</td>
<td>She</td>
<td>likes</td>
<td>her.</td>
</tr>
<tr>
<td>it</td>
<td>She</td>
<td>likes</td>
<td>it.</td>
</tr>
<tr>
<td>us</td>
<td>She</td>
<td>likes</td>
<td>us.</td>
</tr>
<tr>
<td>them</td>
<td>She</td>
<td>likes</td>
<td>them.</td>
</tr>
</tbody>
</table>

Prepositions
- about
- at
- for
- from
- of
- to
- with

A. ➤ Read the sentence. Write an object pronoun for the underlined words.

1. Kim and I are selling books. Would you like to buy books from Kim and me? __us__
2. We have a cash register at work. I learned how to use the cash register. _______
3. My name is Al. You will work with Al today. _______
4. Dr. Marks is a dentist. I go to see Dr. Marks every year. _______
5. There was a long line of people. I helped the people as quickly as I could. _______
6. I need your help, Mom. Can Mom help me? _______

B. ➤ Put the words in order. Write the sentence.

1. hire / will / him. / Ms. Gomez
   Ms. Gomez will hire him.

2. told / children. / me / watch / the / She / to

3. them / helped / We / fix / computer. / the

4. to / give / Angela / her. / notebook / will / the

5. Mr. Han / to / I / will / it. / talk / about
Grammar Focus

The Modal can

<table>
<thead>
<tr>
<th>Ability</th>
<th>Permission</th>
</tr>
</thead>
<tbody>
<tr>
<td>He can fix a computer.</td>
<td>You can go to work now.</td>
</tr>
<tr>
<td>He cannot fix a car.</td>
<td>You can't go to the movies now.</td>
</tr>
<tr>
<td>She could play the piano when she was a child.</td>
<td>I could stay out late last weekend.</td>
</tr>
<tr>
<td>She could not drive when she was a child.</td>
<td>I could not stay out late last week.</td>
</tr>
</tbody>
</table>

A. ➤ Read the paragraph. Underline the correct form of can.

My brother Vincent has a job in a restaurant. At his job he (1. can / can’t) do many things. He (2. can / could not) cook food, and he (3. can’t / can) serve it, too. He (4. couldn’t / can) help the customers. But he (5. could / can’t) use the cash register yet. Last year, Vincent asked Dad if he (6. could / cannot) get a job. Dad said Vincent (7. could / could not) work until he (8. can’t / could) drive a car. Now Vincent (9. can / could not) drive. So now he (10. can / can’t) work!

B. ➤ Read the sentence. Revise the sentence.

1. Paula can buy that now because she has no money.
   a. Paula can’t buy that now because she has no money.
   b. Paula could buy that now because she has no money.
   c. Paula couldn’t buy that now because she has no money.

2. Cam can’t fix a computer when he was six years old.
   a. Cam can fix a computer when he was six years old.
   b. Cam cannot fix a computer when he was six years old.
   c. Cam couldn’t fix a computer when he was six years old.

3. Cannot we play baseball after school?
   a. Could not we play baseball after school?
   b. Can we play baseball after school?
   c. Can’t not we play baseball after school?
Build Vocabulary
Tools and Equipment


A. Look at the picture of the equipment or tool. Write the name of the worker. Use a word from the box.

1. hairstylist
2. pots and pans
3. toys
4. cash register
5. stethoscope
6. water hose

B. Complete the sentence. Use a word from the box.

1. Marta is never late. She is _________.
2. Tran shows excitement and interest. He is _________.
3. Olga says “Hi!” to everyone. She is _________.
4. Sam has interesting ideas. He is _________.
5. Tina has a lot of energy. She is _________.

Descriptive Adjectives

creative
energetic
enthusiastic
friendly
reliable
Writing

An Expository Composition

A. Write a paragraph about how to make a budget. Explain in your topic sentence why a budget is important.


B. Read the paragraph. Revise the writing.

(1) I will graduate from James Madison High School next year. (2) First, I will take lessons and learn to drive a car. (3) I will save my money to buy a car. (4) Then I will not have to pay bus fare.

1. Revise sentence 2.
   a. Change will take to will take.
   b. Change learn to learn.
   c. Change car to care.

2. Revise sentence 3.
   a. Change saves to save.
   b. Change buy to by.
   c. Change saves to saving.

   a. Change I to he.
   b. Change will not to won’t.
   c. Change fare to fair.
Writing
An Expository Composition

► Write a three-paragraph composition. Write about how you spend your money. For more help, use the Writing Process on pages 228–229.

Step 1: Organize information. Plan your writing. Plan an introduction, a body, and a conclusion for your composition. Group related ideas. Use a graphic organizer to organize the information.

<table>
<thead>
<tr>
<th>Introduction: Topic sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body: Supporting details, facts, or explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion: Summary of main points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Step 2: Write a draft. Write a draft of your composition on a piece of paper. Put the introduction with a topic sentence in the first paragraph. Put the body with supporting details in the second paragraph. Put the conclusion in the third paragraph.

Step 3: Reread and revise your writing. Use this checklist to improve your writing. For more help, use the Editor’s Checklist on pages 230–231 to check your work.

Editing Checklist
1. My composition has a clear focus. □
2. I grouped related ideas and supported them with details. □
3. I used the future tense correctly. □
4. I checked the spelling of all my words. □
5. I used my best handwriting. □
Spelling

Spell Words with r-Controlled Vowels

A. Write a vowel + r to finish the word. Write the word.

1. th i r ty
   thirty

2. b d

3. doll

4. calend

5. c cle

B. Divide the word into syllables.

1. afternoon  of/fer/noon

2. cheaper

3. curly

4. homework

5. surprise
Elements of Text
Interpret Pie Charts

Read the pie charts. Answer the questions.

Angie made a pie chart last year. It showed how she planned to spend her money. She made another pie chart at the end of the year. It showed how she spent her money.

1. Look at Angie’s Planned Expenses chart. What was her biggest planned expense?

2. Look at Angie’s Expenses chart. What was her biggest expense?

3. Which expense is the same in both pie charts?

4. Look at “Other things” in the Expenses chart. Did Angie spend more or less than she planned to?

5. Angie saved more than she planned to. How much more did she save?

6. Angie spent 20% on clothes. She will spend 5% less on clothes next year. How much will she spend on clothes?
Reading Strategy
Understand the Author’s Purpose

► Read the text. Choose the correct author’s purpose.

It is fun to spend money. But it is important to save money, too. Add up the money you get from work or your allowance. That is your income. Try to put 25% of your income in a savings account.

1. The author’s purpose for this text is:
   a. to entertain
   b. to narrate
   c. to inform and persuade
   d. to inform

Do you buy clothes? Do you spend money on bus or subway fares? Do you buy music? The things you spend money on are expenses. Your budget shows how much money you spend on expenses.

3. The author’s purpose for this text is:
   a. to inform
   b. to narrate
   c. to persuade
   d. to entertain and persuade

Mon Yee was happy. "I have $20 for my allowance!" she said to Sara.

Mon Yee and Sara went to the movies. Mon Yee spent $10.

"What will you do with the rest of your allowance?" Sara asked.

"I will save it," said Mon Yee.

2. The author’s purpose for this text is:
   a. to inform and persuade
   b. to narrate
   c. to persuade
   d. to entertain

Do you have money to save? You should have a savings account at Elm Street Bank. Our savings accounts have the best interest rates. We will give you a free backpack, too! Come in today and open an account.

4. The author’s purpose for this text is:
   a. to narrate
   b. to entertain
   c. to persuade
   d. to narrate and entertain
Build Vocabulary

Use a Dictionary to Learn About Budget Terms

allowance /əˈlaʊəns/ noun money for everyday expenses: We give our daughter a $5 allowance each week.

budget /ˈbʌdʒət/ noun a plan for spending and saving money: My budget includes the cost of clothes, food, and fun.

debt /dɛt/ noun the amount of money owed to another: He owes a debt of $5 to his friend.

goal /goʊl/ noun purpose; aim: My goal is to save more money this year.

A. ➤ Read the dictionary entries. Write a dictionary word to complete the sentence.

1. Her mother gives her an ________ of $15.

2. Your purpose or aim to save more money is your ________

3. You plan to spend half of your allowance on clothes. This plan is part of your ________

4. Sergio owes a ________ of $10 to Oscar.

B. ➤ Find the money words. Circle the words.

E I N T R E S T
X P Q U M E O L W
G T D O S L I Y Q
O B E O A D F P V
A T B U D G E T Z
L E T O F L F P E
E T X Y W F C P O
A L L O W A N C E
Writing

A Personal Narrative

A. Write a speech about a fun time with a friend. Begin the speech with, “Welcome, everyone. I am going to tell you a story.”

B. Read the personal narrative. Revise the writing.

My First Festival

(1) I remember the first park city summer festival. (2) I was five years old. (3) It was very hot. (4) I smelled hamburgers and pizza. (5) I saw a red toy train and I wanted to buy it. (6) I was having no money because I was five years old. (7) I said, “Please, please, please! I want to buy the train!” (8) Next, my mother gave me five dollars and I got the train.

1. Revise sentence 1.
   a. I remember the first park city summer Festival.
   b. I remember the first Park City Summer Festival.
   c. I remember the first park city Summer Festival.

2. Revise sentence 4.
   a. I smelled hamburgers and pizza.
   b. I will smell hamburgers and pizza.
   c. I am going to smell hamburgers and pizza.

   a. I have no money because I am five years old.
   b. I was having no money but I was five years old.
   c. I had no money because I was five years old.

4. Revise sentence 8.
   a. However, my mother gave me five dollars and I got the train.
   b. Finally, my mother gave me five dollars and I got the train.
   c. For example, my mother gave me five dollars and I got the train.


Writing

A Personal Narrative

▶ Write a narrative about a memorable event in school. For more help, use the Writing Process on pages 228–229.

Step 1: Organize information. Plan your writing. Think about the memorable event. Where were you and who was there with you? Think about people’s traits and motivations. Think about sensory details. Use a story map to organize your ideas and to put the events in sequence.

My memorable event: ________________________________
Setting: ________________________________
Who was there: ________________________________

Beginning:

Middle:

End:

Step 2: Write a draft. Write your narrative on a piece of paper. Use signpost words. Use sensory details.

Step 3: Reread and revise your writing. Use this checklist to improve your writing. For more help, use the Editor’s Checklist on pages 230–231 to check your work.

Editing Checklist
1. I showed character traits and motivations. □
2. I used signpost words. □
3. I used sensory details. □
4. I wrote a beginning, middle, and end. □
5. I used my best handwriting. □
Capitalization

Capital Letters for Holidays and Special Events

- Read the sentence. Write the sentence with capital letters for holidays and special events.

1. Bill will buy food for thanksgiving day.
   Bill will buy food for Thanksgiving Day.

2. Are you going to the spring dance with Lok?

3. Is today flag day?

4. graduation day will be here soon!

5. Manuel has a fourth of july party every year.

6. The fall feast will be on October eleventh.

7. Is the school closed on martin luther king jr. day?

8. Alma needs cash for the desert county festival.

9. The mall will be open on labor day.

10. The winter concert happens every year on December twenty-first.
Elements of Text

Understand Characters

A. ➤ Read the statement about a character from “The Lion and the Mouse” on page 197. Write trait or motivation.

1. The mouse ran fast to get away from the lion. _motivation_

2. The mouse was small and gray. 

3. The lion ran after the mouse to eat her. 

4. The mouse said, “Please don’t eat me!” because she didn’t want to die. 

5. The mouse was happy. 

6. The mouse bit the net to help the lion. 

7. The lion said, “We will be good friends,” because the mouse helped him. 

8. The lion was happy. 

B. ➤ Answer the questions about motivation. Tell your opinion.

1. Why do you think the lion didn’t eat the mouse? 

2. Why do you think the mouse helped the lion? 

Reading Strategy

Make a Prediction

➤ Read the story. Use signpost words to make predictions.

_The Lion and the Mouse_

A lion saw a gray mouse in the grass. The mouse saw the lion and ran fast. But the lion ran faster.

1. What do you think happens next?

_____________________________________________________

The lion picked up the mouse. He opened his mouth to eat the mouse.

"Please don't eat me!" cried the mouse. "I could help you some day."

The lion smiled. "You are so small. You could not help a big lion. However, you made me smile. I won't eat you." Then the lion put the mouse down.

2. Was your prediction correct?

_____________________________________________________

"Thank you!" said the mouse. Then the mouse ran home.

Later, the mouse heard a loud cry. She ran toward the cry. She saw the lion. He was trapped in a net.

3. What do you think happens next?

_____________________________________________________

"I am trapped!" cried the lion. "People trapped me. They will kill me and eat me."

The mouse ran to the lion. She bit a rope in the net. She worked hard. She bit through the rope.

"That's good!" said the lion. "Bite some more ropes."

The mouse bit and bit the ropes. Finally, she made a hole in the net. The lion jumped through the hole.

4. Was your prediction correct?

_____________________________________________________

5. Predict how the story will end.

_____________________________________________________

"Thank you!" said the lion. "You are a little mouse, but you helped me. From now on, we will be good friends."

6. Was your prediction correct?

_____________________________________________________

Use with student book page 302.
Build Vocabulary

Signpost Words

A. ➤ Read the story. Draw a line under the signpost words.

Fox Helps

Two birds saw some bread.
"That is my bread," said Red Bird.
"No, that is my bread," said Blue Bird.
Fox walked by. He heard the birds. "I will help you," said Fox.
First, Fox sliced the bread into two pieces. One piece was big and one was small. Then, he gave the small piece to Red Bird and the big piece to Blue Bird.
"Blue Bird's piece is too big," said Red Bird. "The pieces should be the same."
Fox took Blue Bird's piece of bread. He bit it. "Now it is not too big," said Fox.
"No!" said Blue Bird. "Now my piece is too small!"
Next, Fox took Red Bird's piece of bread. He bit it. "Now Red Bird's piece is small," he said.
"But now it is too small!" said Red Bird. "It is not as big as Blue Bird's piece."
Then, Fox took both pieces of bread. He ate both pieces. "Now the pieces are the same," he said. "They are both gone." Finally, Fox smiled and walked away.
"Fox helped," said Red Bird. "However, now we have no bread."
"From now on, we will share our food," said Blue Bird. "Also, we will not listen to Fox."

B. ➤ Write the signpost words from the story in the chart.

<table>
<thead>
<tr>
<th>Sequence of Events</th>
<th>Details to Be Added</th>
<th>To Show Change or Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing

A Check

→ Write a check to Main Street Clothes. Use today's date and your own name, address, and signature. Write an amount and a memo.

Date

PAY TO THE ORDER OF

$ dollars

Memo:

Editing Checklist

1. My check includes a month, a day, and a year. □
2. Months and names are capitalized. □
3. Numbers are written and spelled correctly. □
4. My handwriting is neat and spaced carefully. □
Use this information to complete the two checks. Write your own name, address, and signature.

<table>
<thead>
<tr>
<th>Date</th>
<th>Check Number</th>
<th>Paid To:</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 4, 2007</td>
<td>1128</td>
<td>Artful Hats</td>
<td>$27.98</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Memo: hat for class play</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Memo: dress for party</td>
<td></td>
</tr>
</tbody>
</table>

1128

PAY TO THE ORDER OF ________________

$_______________$

dollars

Memo: hat for class play

1129

PAY TO THE ORDER OF ________________

$_______________$

dollars

Memo: ______________________
Spelling
Words with qu

A. ➢ Read the definition. Write the qu word.

1. woman ruler of a country
2. 25¢
3. not noisy
4. something asked
5. not slow

B. ➢ Write the correct word in the sentence.

1. I need five ____________ to buy some soda.
   equals quarters questions

2. The ride to the store was ____________.
   question queen quick

3. The library is a ____________ place.
   quick quiet equals

4. Four dollars for the scarf plus six dollars for the hat ____________ ten dollars.
   equals questions quarters

5. Deb looks like a ____________ in her long dress.
   quarter question queen

6. I need to ask the teacher a ____________.
   question quarter quick
Word Study
Prefixes: re, un, pre, dis

Read the words. Make a new word with the prefix re, un, pre, or dis. Write the word in the crossword puzzle.

Across
2. not equal
6. write again
7. the opposite of obey
8. not healthy
9. disapprove
10. a test before a test

Down
1. work again
2. not important
3. school before kindergarten
4. open again
5. play again
7. the opposite of agree
Grammar Focus
Future Tense with be + going to

Contractions with be + going to
Use contractions with be: I'm, he's, she's, it's, we're, you're, they're
I'm going to buy the blue shirt.

A. ➤ Rewrite the sentence. Use a contraction and the future tense with be + going to.

1. We eat cereal for breakfast.
   We're going to eat cereal for breakfast.

2. They live in California.

3. I go to school.

4. You study math.

5. They pay with a credit card.

B. ➤ Write a sentence about the picture. Use a contraction and the future tense with be + going to.

1. They're going to shop in the store.

2. ____________________________

3. ____________________________
Grammar Focus
Future Tense with be + going to

<table>
<thead>
<tr>
<th>Future Tense with be + going to</th>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am going to buy a scarf.</td>
<td>I am not going to buy a scarf.</td>
<td></td>
</tr>
<tr>
<td>It is going to be a red scarf.</td>
<td>It is not going to be a red scarf.</td>
<td></td>
</tr>
<tr>
<td>They are going to help me.</td>
<td>They are not going to help me.</td>
<td></td>
</tr>
</tbody>
</table>

A. ➤ Rewrite the sentence using be + going to.

1. We will look for a better price.
   We are going to look for a better price.

2. Ali will help Tom.

3. I will not go with you.

4. He will not pay too much.

5. Vina will use her credit card.

B. ➤ Answer the questions. Use the future tense with be + going to.

1. What will you do tomorrow after school?
   I am going to go to the mall.

2. What will you eat for supper tonight?

3. What will you wear to school tomorrow?

4. What will you do on Saturday?

5. When will you wake up tomorrow?
## Grammar Focus
### The Future Tense with *will*

<table>
<thead>
<tr>
<th>Future Tense with <em>will</em></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td><strong>Negative</strong></td>
<td></td>
</tr>
<tr>
<td>I will pay with cash.</td>
<td>I will not pay</td>
<td></td>
</tr>
<tr>
<td>Kim will buy new boots.</td>
<td>Kim will not buy</td>
<td></td>
</tr>
<tr>
<td>They'll be cheaper here.</td>
<td>They won't be more</td>
<td></td>
</tr>
</tbody>
</table>

### A. ➤ Read the subject and verb. Write a sentence with the future tense with *will*. Then write the sentence as a negative.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sara</td>
<td>go</td>
<td>Sara will go to school.</td>
<td>Sara will not go to school.</td>
</tr>
<tr>
<td>2. You</td>
<td>buy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. It</td>
<td>have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Jeff</td>
<td>pay</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### B. ➤ Read the underlined words. Change the words to a contraction. Rewrite the sentence.

1. **They will** be on sale next week.
   
   **They'll** be on sale next week.

2. Tomorrow **the stores will not** open until noon.
   
   Tomorrow **the stores won't** open until noon.

3. **I will** need some money.
   
   **I'll** need some money.

4. **Bo will not** shop at that store.
   
   **Bo won't** shop at that store.

5. **She will** shop tomorrow.
   
   **She'll** shop tomorrow.
Build Vocabulary

Make Comparisons

A. ➤ Complete the sentence. Choose the correct comparative adjective.

1. I bought a shirt for $29 today. That's (cheaper / more cheap) than it was yesterday.

2. Is the price today much (more good / better) than the price yesterday?

3. Yes. Yesterday the shirt was $8 (more expensive / expensiver) than it is today.

4. That price is much (badder / worse) than the price today!

B. ➤ Write the comparative or superlative form of the word.

I bought clothes at the mall today. I am much 1. (tall) ______ than I was last year. I went to ZZ’s at the mall because it is the 2. (nice) __________ store in the mall. I think their clothes are 3. (interesting) __________ than the clothes at Young Brothers. Their prices are 4. (cheap) __________, too. I tried on many pants. Then I found the 5. (good) __________ pants for me.
Writing

An Expository Composition

A. ▶ Write a paragraph about an unhealthy food. Include a topic sentence and supporting details. Show cause and effect.

B. ▶ Read the paragraph. Revise the writing.

(1) Paul and Sam made dinner therefore it was Dad’s birthday. (2) They boiled a pasta. (3) They sliced vegetables for a salad. (4) “This is delicious?” Dad said. (5) They cooked pasta since it has carbohydrates.

1. Revise sentence 1.
   a. Change the period to a question mark.
   b. Change therefore to because.
   c. Change therefore to as a result of.

2. Revise sentence 2.
   a. Change pasta to pastas.
   b. Change boiled to are boiling.
   c. Take out the word a.

   a. Change the period to an exclamation point.
   b. Change the question mark to an exclamation point.
   c. Change the period to a question mark.

4. Revise sentence 5.
   a. Put sentence 5 after sentence 2.
   b. Change since to so that.
   c. Put sentence 5 after sentence 3.
An Expository Composition

Write a three-paragraph composition about a healthy meal. Explain why the foods in the meal are healthy. For more help, use the Writing Process on pages 228–229.

Step 1: Organize information. Plan your writing. Think of two or three foods and a drink to make a healthy meal. That is the focus, or topic, of your composition. Explain why each food and drink is healthy. Show cause and effect. Use a chart to organize the information.

<table>
<thead>
<tr>
<th>A Healthy Meal</th>
<th>Why It’s Healthy (Cause)</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food 1:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Food 2:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Food 3:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Drink:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 2: Write a draft. Write your composition on a piece of paper. Write a topic sentence about the healthy meal in your first paragraph. Include facts and details in your second paragraph. Group related ideas about cause and effect in the second paragraph. Write a summary in your third paragraph.

Step 3: Reread and revise your writing. Use the checklist to revise your writing. For more help, use the Editor’s Checklist on pages 230–231.

**Editing Checklist**

1. My composition has three paragraphs. □
2. I grouped related ideas. □
3. I showed cause and effect. □
4. I used punctuation at the end of sentences correctly. □
5. My handwriting is neat and easy to read. □
Punctuation
Review: Periods, Question Marks, and Exclamation Points

Read the sentence. Circle Correct or Incorrect. Revise the incorrect sentences.

1. My teacher likes oranges!  
   My teacher likes oranges.  

2. Grains are at the bottom of the food pyramid.

3. How many servings of vegetables should you eat.

4. You should eat more eggs.

5. Why is protein important?

6. We need two or three servings of dairy food!

7. What foods are at the top of the food pyramid.

8. Fresh fruit is good for me.

9. You need calcium for strong teeth and bones.

10. What fruit do you like!

11. Be careful? The soup is hot?

12. My family doesn’t eat meat.
Elements of Text
Signpost Words for Cause and Effect

> Read the sentence. Underline the signpost words. Complete the sentence.

1. I stay healthy because _________________.
   a. my diet has good nutrition
   b. I eat lots of sweets
   c. I eat lots of fat

2. You should eat lots of grains since _________________.
   a. you like vegetables
   b. you have energy
   c. grains have carbohydrates for energy

3. Her weight went up as a result of _________________.
   a. too much sugar and fat in her diet
   b. strong bones
   c. iron is important

4. Vegetables and fruit have lots of vitamins. Therefore _________________.
   a. dairy provides calcium
   b. you should eat many servings of vegetables and fruit.
   c. your body needs vitamins and minerals

5. Protein is important because _________________.
   a. your weight will go up
   b. it helps your organs and muscles
   c. it is good to eat fish

6. Your body needs calcium so that _________________.
   a. you eat yogurt
   b. your body needs iron
   c. you can have strong bones and teeth

7. His bones are not strong because _________________.
   a. there is no calcium in his diet
   b. calcium makes bones strong
   c. too much sugar makes his weight go up

8. She eats nuts and beans since _________________.
   a. they give her protein
   b. it is important to eat fruit
   c. grains give her fiber
Reading Strategy

Recognize Cause and Effect

A. ➤ Read the sentence. Write cause or effect after the sentence.

My Healthy Grandmother

My grandmother is very healthy. (1. effect) She walks for thirty minutes every morning. (2. ____________) She works many hours in her vegetable garden. (3. ____________) Her arms and legs are very strong! (4. ______________) Grandmother eats lots of fresh fruits and vegetables. (5. ______________) Grandmother does not eat unhealthy food. (6. ______________) She almost never gets sick. (7. ______________) Her teeth are strong. (8. ______________) She has a lot of energy. (9. ______________)

B. ➤ Read the effect. Choose the correct cause.

1. Effect: Ali was hungry.
   a. Cause: Ali went to school.
   b. Cause: Ali ate lunch.

2. Effect: Carmen chopped tomatoes and lettuce.
   a. Cause: Carmen ate a sandwich.
   b. Cause: Carmen wanted to eat a salad.
   c. Cause: Carmen put lettuce in a bowl.

3. Effect: Berto’s weight went up.
   a. Cause: Berto ate lots of fat and sugar.
   b. Cause: Berto rode his bike.
   c. Cause: Berto ate a healthy diet.

4. Effect: Pang was tired.
   a. Cause: Pang slept many hours.
   b. Cause: Pang ate a lot of unhealthy food.
   c. Cause: Pang ate many fruits, vegetables, and grains.
Build Vocabulary

Use Context to Find Meaning

A. ➡️ Read the sentence. Choose a word to complete the sentence.

1. Good food helps you to stay (nutrition / healthy).
2. (Iron / Carbohydrates) is an important mineral. It makes your body strong.
3. Fruits and vegetables are part of good (nutrition / healthy).
4. Rice, bread, and potatoes have (unhealthy / carbohydrates) to give you energy.
5. Eating too many French fries is (healthy / unhealthy).

B. ➡️ Draw a line from the word to its meaning.

1. healthy ➡️ a. this mineral makes your body strong
2. carbohydrates ➡️ b. good for you
3. iron ➡️ c. healthy food
4. nutrition ➡️ d. this gives your body energy
5. unhealthy ➡️ e. not good for you

C. ➡️ Look for food words from the box. Circle the words.

carbohydrates
healthy
iron
nutrition
unhealthy
Writing

An Expository Composition

A. ➤ Write a paragraph about eating a new food. Include a topic sentence, details, and a summary.

B. ➤ Read the paragraph. Revise the writing.

(1) My brother made dinner for me. (2) He boiled some rices. (3) He fried some chicken. (4) He set the table with plates and glasses and silverware. (5) The chicken was greesy. (6) The rice was awful. (7) I ate the food. (8) I said, “This is yummy!”

1. Revise sentence 2.
   a. He boils some rices.
   b. He boiled the rices.
   c. He boiled some rice.

2. Revise sentence 4.
   a. He set the table with plates and glassies and silverware.
   b. He set the table with plates, glasses, and silverware.
   c. He set the table with plates, glasses and silverware.

3. Revise sentence 5.
   a. The chicken was greasy.
   b. The chicken were greasy.
   c. The chicken was greasie.
Writing
An Expository Composition

What food does your family eat on special days? Write a three-paragraph expository composition about the food. For more help, use the Writing Process on pages 228–229.

Step 1: Organize information. Plan your writing. Think about the meals your family eats on special days. What food and drinks do you eat? Why do you eat them? Do you like them? Use a chart to organize your information.

<table>
<thead>
<tr>
<th>Paragraph 1: Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 2: Facts and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 3: Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Step 2: Write a draft. Write your composition on a piece of paper. Write a topic sentence for your first paragraph. Include facts and details in your second paragraph. Write a summary in your third paragraph.

Step 3: Reread and revise your writing. Use this checklist to revise your writing. For more help, use the Editor's Checklist on pages 230–231.

**Editing Checklist**

1. My composition has three paragraphs. [ ]
2. I indented my paragraphs. [ ]
3. I used and spelled food words correctly. [ ]
4. I used capital letters and punctuation correctly. [ ]
Spelling

Review: Words with Short and Long Vowel Sounds

A. ➤ Read the word. Choose the vowel sound.

1. glass (short a) / long a
2. stem short e / long e
3. bowl short o / long o
4. knife short i / long i
5. cup short u / long u
6. plate short a / long a
7. dish short i / long i
8. seed short e / long e

B. ➤ Read the sentences. Answer the question. Use words from the box.

1. This has a long a sound. You eat from it. What is it?
   [plate]

2. This has a short u sound. You drink from it. What is it?

3. This has a long e sound. It is a small green vegetable. What is it?

4. This has a long o sound. You eat soup from it. What is it?

5. This has a short a sound. You drink from it. What is it?

6. This has a short e sound. Some people eat it for breakfast. What is it?

7. This has a short i sound. You eat from it. What is it?
Elements of Literature
Understand Metaphor

Read the metaphor. The metaphor compares two things. Write the two things.

1. The tablecloth is white snow.
   tablecloth and snow
2. The plates are shining moons.
3. The napkins are gray wings.
4. Her eyes are bright stars.
5. The water is clear glass.
6. The bread is rock hard.
7. The spoon is a mirror.
8. His smile is the sun.
9. Her hair is midnight black.
10. His words are music.
Reading Strategy
Understand Mental Images

A. ➤ Read the poem. Answer the questions.

My Yummy City
The trees in the park
are green like tasty vegetables.
The street signs
are yellow like fresh bananas.
The subway train
is red like a strawberry.
I think I am hungry!

1. Read the description of the trees. What picture do you see in your mind?
   I see tasty green vegetables.

2. Read the description of the street signs. What picture do you see in your mind?

3. Read the description of the subway train. What picture do you see in your mind?

B. ➤ Read the two sentences. One sentence uses words to make a mental image. Choose that sentence.

1. a. Dan ate the apple.
   b. Dan crunched the fresh, yummy apple.

2. a. Hugo carefully set the table with blue glass plates.
   b. Hugo set the table.

3. a. The tablecloth is yellow.
   b. The tablecloth is yellow like mustard.

4. a. The orange is round.
   b. The orange is round like a ball.

5. a. Fill the cup with cold, fresh milk.
   b. Put milk in the cup.
Build Vocabulary
Setting the Table

Read the sentence. Complete the sentence. Write the word in the crossword puzzle.

**Down**
1. We eat pasta with a ________.
4. Put the toast on a ________.
5. You eat soup with a ________.
7. Pour the milk into a ________.

**Across**
2. I’d like a ________ of cereal.
3. Use a ________ to wipe your mouth.
6. Would you like a ________ of tea?
8. A ________ covers the table.
9. Cut the steak with a ________.
10. ________ the table with dishes and silverware.
Writing
An Expository Composition

> Write three paragraphs about the food at your school. Use descriptive adjectives.

**Main Idea**

**Facts and Details**

**Summary**

**Editing Checklist**
1. My composition has a main idea and details.
2. I used descriptive adjectives.
3. I indented my paragraphs.
4. I checked my spelling.
Writing
An Expository Composition

A. ➤ Read the expository composition title. Choose the correct topic sentence.

1. Eating Breakfast
   a. You should eat a good breakfast.
   b. Some people eat oatmeal for breakfast.
   c. Tomato juice is delicious!

2. Fruits and Vegetables
   a. I don’t like bananas.
   b. Fruits and vegetables are good for you.
   c. Peaches are fruits.

3. Grow Your Own Food
   a. Peas are vegetables.
   b. I like to grow carrots.
   c. It is fun to grow food.

4. How to Make a Sandwich
   a. Slice some bread.
   b. It is easy to make a sandwich.
   c. Should a sandwich have lettuce?

B. ➤ Read the food words. Use the words in a sentence.

1. eggs    scrambled    greasy
   The scrambled eggs are greasy.

2. sliced    fresh    apples

3. baked    tasty    potatoes

4. delicious    peaches    yogurt

5. fried    onions    terrible

6. pasta    grated    cheese
**Punctuation**

**Exclamation Point**

A. ➤ Read the sentence. Add an exclamation point or a period.

1. Don’t touch the pot ___
2. I am very hungry ____
3. Tom ate some bread ____
4. We would like pizza for dinner ___
5. This soup is awful ___
6. The pot is boiling over ___
7. Fresh corn is good ___
8. Mom bought three peaches ___

B. ➤ Write a sentence. Add an exclamation point or a period.

1. ate / for / rice / Carlo / lunch
   Carlo ate rice for lunch.

2. fried / The / tasty / potatoes / are / very

3. some / pasta / Leave / me / for

4. hot / soup / The / too / is

5. like / pizza / I / don’t

6. cheese / This / is / yummy

7. boiled / terrible / I / are / onions / think

8. juice / like / Jin-hee / and / So-ra / some / would
Word Study
Syllabication

A. ➤ Write one-syllable words and two-syllable words. Use words from the box.

<table>
<thead>
<tr>
<th>bread</th>
<th>chicken</th>
<th>oatmeal</th>
<th>salt</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheese</td>
<td>egg</td>
<td>onion</td>
<td>sandwich</td>
</tr>
</tbody>
</table>

One Syllable
1. bread
2. 
3. 
4. 

Two Syllables
5. 
6. 
7. 
8. 

Divide Words into Syllables

<table>
<thead>
<tr>
<th>Letters</th>
<th>You divide</th>
</tr>
</thead>
<tbody>
<tr>
<td>vowel + consonant + vowel</td>
<td>after the consonant men / u</td>
</tr>
<tr>
<td>vowel + consonant + consonant + vowel</td>
<td>between the consonants sal / sa</td>
</tr>
</tbody>
</table>

B. ➤ Find the food word. Use a word from the box. Divide the word into syllables.

1. zizpa 
2. ubbert
3. dasla
4. cletetu
5. prepep
6. spaat
7. rascrot
8. ganroe

pizza / za

butter
carrots
lettuce
orange
pasta
pepper
pizza
salad
Grammar Focus
Modal: should

Modal should
• The modal should is used to give advice.
• The negative of should is should not and the contraction is shouldn’t.

➤ Read the sentence. Write what people should or shouldn’t do.

1. Lorenzo doesn’t like strawberry ice cream.
   Lorenzo shouldn’t eat strawberry ice cream.

2. Sim wants to bake bread.

3. Ana likes to eat fruit and cheese.

4. Ben and Tim don’t like steak.

5. I like sliced carrots and tomatoes.

6. Vi likes to make burritos.

7. We don’t like to drink milk with pizza.

8. Vita doesn’t like to slice onions.

9. Loc thinks bananas are delicious.

10. Amparo and Joe like to cook pasta.
Grammar Focus
Modal: would

Modal would
- Modals go before the main verb. Use the base verb.
- The verbs after modals do not change with their subjects.
- The modal would + like is used to make a polite request.
- Contractions are I'd, you'd, he'd, we'd, they'd.
- To ask a polite question, use would + subject + like.

A. ➤ Choose the correct sentence.
1. a. I would liking a bowl of soup.
   b. I would like a bowl of soup.
2. a. Would Lee likes to get some ice cream?
   b. Would Lee like to get some ice cream?
3. a. Ivan would like to buy a sandwich.
   b. Ivan would likes to buy a sandwich.
4. a. Dad would like you to slice the carrots.
   b. Dad would liked you to slice the carrots.
5. a. We would to like eggs for breakfast.
   b. We would like eggs for breakfast.

B. ➤ Draw a line from the question to the correct answer.
1. What would they like to drink?
   a. No, I’d like peas.
   b. You’d like the strawberries.
   c. They’d like lemonade.
   d. We’d like yogurt.
   e. Yes, he’d like an orange.
Grammar Focus
Count and Noncount Nouns

<table>
<thead>
<tr>
<th>Count Nouns</th>
<th>Noncount Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td>a sandwich</td>
<td>bread</td>
</tr>
<tr>
<td>an egg</td>
<td>rice</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
</tr>
<tr>
<td>sandwiches</td>
<td></td>
</tr>
<tr>
<td>12 eggs</td>
<td></td>
</tr>
</tbody>
</table>

A. ➤ Read the paragraph. Circle the count nouns. Underline the noncount nouns.

Milagros made a good dinner for her friends. First she boiled pasta. Then she chopped one onion and two tomatoes. She cooked them in butter. Milagros mixed the pasta with the tomatoes and onion. Then she put grated cheese on top. She served the food in bowls, with glasses of lemonade.

B. ➤ Choose a word to complete the sentence.

1. Use two oranges to make a cup of juice.
2. I ate a bowl of fresh strawberries.
3. The girls picked many peaches from the tree.
4. Marco drank a lot of juices.
5. These baked potatoes are good with butter.

C. ➤ Write the sentence. Use the correct count and noncount nouns.

1. Joe ate apple.
   Joe ate an apple.
2. She put a butter on the bread.
3. I made two sandwich with a cheese.
4. Did Mai drink a juice or a milk?
5. Do you want one rice or a pasta?
Build Vocabulary

Talk About Food

A. ➤ Write food words in the chart. Use words from the box.

<table>
<thead>
<tr>
<th></th>
<th>apple</th>
<th>cheese</th>
<th>fish</th>
<th>milk</th>
</tr>
</thead>
<tbody>
<tr>
<td>banana</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>carrot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chicken</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>corn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>grapes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ice cream</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>onion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>turkey</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Dairy</th>
<th>Vegetables</th>
<th>Meat, Fish, Poultry</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adjectives for Food

B. ➤ Draw a line from the food to its picture.

1. fresh carrots
   a.

2. sliced tomato
   b.

3. fried onions
   c.

4. chopped lettuce
   d.

5. baked potato
   e.
Writing

A Newspaper Article

A. ➤ Write a short newspaper article about an interesting event. Include information about who, what, when, where, why, and how.

B. ➤ Read the paragraph. Revise the writing.

(1) Texas is the second largest state in the united states. (2) It is an agricultural state with a lot of cattle. (3) Much of its land is flat. (4) It has grass for the cattle to eat. (5) But texas also has forests. (6) Many trees are cut each year to make wood products and paper. (7) Texas has some long rivers, too. (8) The sabine river is one them.

1. Revise sentence 1.
   a. Change is to are.
   b. Change united states to United States.
   c. Change the period to a question mark.

2. Revise sentence 5.
   a. Change But to but.
   b. Change texas to Texas.
   c. Change has to have.

3. Revise sentence 8.
   a. Change is to are.
   b. Change sabine river to “sabine river.”
   c. Change sabine river to Sabine River.
Writing

A Newspaper Article

➢ Write an article for your school newspaper. Use a topic from the box or your own topic. For more help, use the Writing Process on pages 228–229.

Possible Topics
- Write about a change at your school.
- Write about a student club.

Step 1: Organize information. Plan your writing. Organize facts and details about your topic into a chart. Your information should answer the who, what, when, where, why, and how questions. If you interview someone, write what he or she says as a direct quote.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Facts and Details</th>
<th>Direct Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 2: Write a draft. Write a draft of your article on a piece of paper. Start with a topic sentence. Add facts, details, and quotes to support it.

Step 3: Reread and revise your writing. Use this checklist to improve your writing. For more help, use the Editor's Checklist on pages 230–231.

Editing Checklist
1. My article has a topic sentence. □
2. I included facts and details to support my topic. □
3. I answered who, what, when, where, why, and how questions. □
4. I used quotation marks correctly. □
5. My handwriting is neat and easy to read. □
Capitalization and Punctuation

Titles of Newspapers, Books, and Articles

A. Choose the name of the book, newspaper, or article with correct capitalization and punctuation.

1. I am reading a book called ___.
   a. Gold Mine!  
   b. "Gold mine!"  
   c. Gold Mine!

2. Our school newspaper is called ____.
   a. "The Daily Eye"  
   b. The Daily Eye  
   c. the Daily eye

3. Read this article called ____.
   a. Cotton Comes in First  
   b. "Cotton comes in first"  
   c. "Cotton Comes in First"

4. My father reads a newspaper called ____.
   a. "Oil News Today"  
   b. Oil News Today  
   c. Oil News today

5. Ken wrote an article called ____.
   a. "Computer Club Closes"  
   b. "Computer Club Closes"  
   c. "Computer club Closes"

B. Circle the names of the newspaper, book, and article titles. Write the titles with correct capitalization and punctuation.

I'm reading a great article in [farmer's daily journal]. That newspaper always has good things to read! This article is called keep corn popping. Did you read that funny book called corny jokes for farmers? This article is by the same person. He's also writing a book. It's called the complete book of corn. It has everything you need to know about corn. It's also fun to read. I read a bit of it in the newspaper. Look to see if you still have the weekly times. If so, you can read it, too.

Farmer's Daily Journal

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**Elements of Text**

**Use Headings to Find Information**

A. ➤ Read the fact about North Carolina. Write the section heading for the information.

<table>
<thead>
<tr>
<th>Section Headings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Resources</td>
</tr>
<tr>
<td>Agriculture</td>
</tr>
<tr>
<td>Manufacturing</td>
</tr>
</tbody>
</table>

1. North Carolina has many kinds of hardwood trees. Natural Resources
3. Many businesses in North Carolina make electronics.
4. No state grows more sweet potatoes than North Carolina does.
5. North Carolina's lakes have many bass and sunfish.

B. ➤ Copy the question about Illinois into the chart. Write it under the correct heading.

<table>
<thead>
<tr>
<th>Natural Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agriculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the soil in Illinois good for farming?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Manufacturing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Restate Facts and Details

Read this information. Restate the facts and details in your own words.

**Resources in California**

California has an area of 158,647 square miles. It's the third largest state. Only Alaska and Texas are bigger than California. In the north, it's rainy. In the south, it's dry.

**Natural Resources**
California has a long coast. Many fish live in the California waters. Tuna and salmon swim in these waters. In the north, there are many forests. Giant redwood trees grow here. Some of them reach 300 feet into the air. Some live to be 4,000 years old.

**Agriculture**
California has good farmland. Its weather is mild, too. Lettuce and grapes are important crops. So are cotton, almonds, and grapefruit.

**Manufacturing**
Many businesses in California make computers and electronics. Some businesses make clothing. Others make furniture.

1. Restate: “In the north, there are many forests. Giant redwood trees grow here.”
   - There are many forests in the north. Giant redwood trees grow in the north.

2. Restate: “It's the third largest state. Only Alaska and Texas are bigger than California.”

3. Restate: “California has good farmland. Its weather is mild, too.”

4. Restate: “Lettuce and grapes are important crops. So are cotton, almonds, and grapefruit.”

5. Restate: “Many businesses in California make computers and electronics.”
Build Vocabulary

Words and Symbols for Resources

A. Match the resource word to its symbol.

1. cotton  
2. oil    
3. steel  
4. forests 
5. electronics 

B. Complete the sentence. Use a word from the box.

- agriculture
- manufacturing
- natural resources
- raw materials

1. People who grow food work in __________.
2. Natural resources are the ____________ we use to make or grow things.
3. ____________ is using raw materials to make products not found in nature.
4. Coal and oil are ____________.
5. People who raise cattle work in ____________.
A Letter to the Editor

A. Write a short letter to your school newspaper. Explain why playing sports is good or bad. Give your opinion and support it with facts.

B. Read the poem. Revise the lines.

1. Revise line 1.
   a. Change Wat to What.
   b. Change Wat to When.
   c. Change be to am.

2. Revise line 2.
   a. Change when to what.
   b. Change ends to end.
   c. Change the period to a question mark.

   a. Change am to is.
   b. Change rite to right.
   c. Change the question mark to a period.

When High School Ends
by Jed Juarez

(1) Wat will I be
(2) when high school ends.
(3) Will I be tall? Will I have friends?
(4) Will I still smile? Will I know how?
(5) Will I be the same person
(6) that I am rite now?
Writing

A Letter to the Editor

Write a letter to the editor of your local newspaper. Use a topic from the box or your own topic. Make your opinion clear. Give facts to support your opinion. For more help, use the Writing Process on pages 228–229.

Possible Topics
- Explain why the school day is too long or too short.
- Explain why your city's bus service is good or bad.
- Explain why it's good for teens to have jobs.

Step 1: Organize information. Plan your writing. Use a chart to organize your ideas. Write your opinions. Then write facts to support your opinions.

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Opinions</th>
<th>Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 2: Write a draft. Write a draft of your letter on a piece of paper. Stay focused on your topic.

Step 3: Reread and revise your writing. Use this checklist to improve your writing. For more help, use the Editor's Checklist on pages 230–231.

Editing Checklist
1. I stated facts and opinions in my letter.
2. I focused on my topic.
3. I checked the spelling of all my words.
4. I used neat handwriting.
Spelling

Irregular Sight Words: who, what, why, was, were, says, said

A. ► Write a word from the box to complete the sentence.

<table>
<thead>
<tr>
<th>said</th>
<th>says</th>
<th>was</th>
<th>were</th>
<th>what</th>
<th>who</th>
<th>why</th>
</tr>
</thead>
</table>

1. I __________ at the movie theater last weekend.
2. Our friends __________ at the library.
3. __________ did you turn left onto Main Street?
4. __________ is taking the bus to the mall?
5. __________ did you get for your birthday?
6. Yesterday Min __________, “Stop at the stop sign!”
7. He __________ “Hi!” every time he sees me.
8. __________ Joe and Kim at the hospital?
9. Sang __________ next to the bus stop.
10. “I’m going to the post office,” __________ Beth last week.

B. ► Write a sentence with the word.

1. who __________
   Who went to the movie?

2. what __________

3. why __________

4. was __________

5. were __________

6. says __________

7. said __________
Elements of Text

Use Wh- Questions

➤ Read the newspaper article. Answer the who, what, when, where, why, and how questions. Use information from the article.

Books for the Hospital
by Barbara A. Donovan

East City, May 2 — Dr. Lionel Jones, a doctor at East City Hospital, said the hospital needs books for children. Dr. Jones said, "We have many children here. Some are here for a short time. Others are here for many weeks. They are bored. We have no books for them. We have stuffed animals and toys for babies. But we have nothing for older children. That's why East City Hospital is collecting books."

The collection will happen until June 10. Boxes will be placed in the hospital to collect books. More boxes will go in schools. One box will be in the East City Community Center. Please put books in the boxes.

1. Who is the doctor at East City Hospital?
   Dr. Lionel Jones

2. What is East City Hospital doing?

3. Why is the hospital doing this?

4. Where are the collection boxes?

5. When will the collection end?

6. How can people help?
Reading Strategy
Recognize Fact and Opinion

A. ➤ Read the sentence. Circle Fact or Opinion.

1. I believe we need a community clean-up day.  Fact  Opinion
2. There are no trash cans on Main Street.     Fact  Opinion
3. People throw papers on the ground.         Fact  Opinion
4. I think it’s time to clean the mess.        Fact  Opinion
5. Fifty people signed a letter about a clean-up day. Fact  Opinion

B. ➤ Read the letter. Write Fact or Opinion after each sentence.

Dear Editor:

I live on East Lane. (Fact) Our street has no streetlights.

(________________________) In my opinion, East Lane is too dark. (________________________)

I don’t think it’s safe. (________________________) There are 23 children living on my block. (________________________) Children ride their bikes and play outside in the dark.

(________________________) I don’t think this city wants these children to be hurt.

(________________________) I believe streetlights will save lives here. (________________________)

A concerned citizen,

Marta Santiago
Build Vocabulary
Word Families

A. Write the words from the word box in the chart.

<table>
<thead>
<tr>
<th>bite</th>
<th>ight</th>
</tr>
</thead>
<tbody>
<tr>
<td>daylight</td>
<td></td>
</tr>
<tr>
<td>excite</td>
<td></td>
</tr>
<tr>
<td>flashlight</td>
<td></td>
</tr>
<tr>
<td>fright</td>
<td></td>
</tr>
<tr>
<td>handwriting</td>
<td></td>
</tr>
<tr>
<td>invite</td>
<td></td>
</tr>
<tr>
<td>polite</td>
<td></td>
</tr>
<tr>
<td>slight</td>
<td></td>
</tr>
<tr>
<td>tight</td>
<td></td>
</tr>
</tbody>
</table>

B. Read the news story. Underline the correct spelling of each ite or ight word to complete the story.

A big storm will come through East City (tonite / tonight). The snow will turn everything (white / whight). We (mite / might) even get some hail. The storm will be here by (midnite / midnight). This will be (quite / quight) a storm!
Writing

A Descriptive Narrative

A. ► Many things are happening in your community now. Write a short narrative describing some of these things. Use the present continuous tense and prepositions of place in your narrative.

Sick people are resting in the hospital.

B. ► Read the paragraph. Revise the writing.

(1) I am working on the movie theater. (2) I am selling tickets. (3) My friend Nadirah is flying on a plane. (4) She is going to Malaysia. (5) My cousins are walking on a beach under the pacific ocean.

1. Revise sentence 1.
   a. I am working at the movie theater.
   b. I am working at the movie theater.
   c. I are working at the movie theater.

2. Revise sentence 2.
   a. I am selling tickets.
   b. You are selling tickets.
   c. I is selling tickets.

   a. She are going to Malaysia.
   b. She are going to Malaysia.
   c. She is going to Malaysia.

4. Revise sentence 5.
   a. My cousins are walking on a beach next to the pacific ocean.
   b. My cousins are walking on a beach under to the Pacific Ocean.
   c. My cousins are walking on a beach next to the Pacific Ocean.
Writing
A Descriptive Narrative

Write a descriptive narrative. Use some words from the box. Add your own words. Use the present continuous tense and prepositions of place.

<table>
<thead>
<tr>
<th>Kenji</th>
<th>dancing in</th>
<th>community center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cam and Luisa</td>
<td>are going</td>
<td>library mall</td>
</tr>
<tr>
<td>Diana</td>
<td>is shopping</td>
<td></td>
</tr>
<tr>
<td>Ricardo</td>
<td></td>
<td>movie theater</td>
</tr>
</tbody>
</table>

Kenji is going to the big library on First Street.
Capitalization

Capitol Letters for Places and Geographical Names

➢ Copy the paragraph. Add capital letters as necessary.

**Jorge’s Hair Shop**

**GRAND OPENING!**

Come to our new shop at 224 cedar street. It is near palm road in tampa, florida. Jorge’s is the biggest and best hair shop east of the rocky mountains and south of new york city. Look at baker lake while your hair is cut!

Come to our new shop at 224 Cedar Street.

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
Word Study
Digraphs: ch, ph, sh, th, wh, ng

A. Underline the digraph in the word. Choose the picture that has the same digraph.

1. chin  
2. wash  
3. photo  
4. wing  
5. whale  
6. booth  

B. Complete the word. Write a digraph.

1. I am goi___ng to the store.
2. I called my friend on the ___one.
3. My sister is in the ___ird grade.
4. Do you like my new ___irt?
5. Please sit in that ___air.
6. ___ere is my notebook?
Grammar Focus

Imperatives

<table>
<thead>
<tr>
<th>Simple Present</th>
<th>Imperative</th>
<th>Negative Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>You turn left at the library.</td>
<td>Turn left at the library.</td>
<td>Don’t turn left at the library.</td>
</tr>
<tr>
<td>You take the bus.</td>
<td>Take the bus!</td>
<td>Don’t take the bus!</td>
</tr>
</tbody>
</table>

➢ Rewrite the sentence as a negative imperative.

1. You turn right at North Street.
   Don’t turn right at North Street.

2. You take the subway to the library.

3. You walk to the movie theater on the next street.

4. You drive past the fire station and turn left.

5. You take that bus to go to the community center.

6. You cross the street now.

7. You exercise after school.

8. You eat at the restaurant next to the hospital.

9. You park under the No Parking sign.

10. You take the bus to Center Street.
# Grammar Focus

## Present Continuous

**A.** Write a sentence with the subject and verb in the present continuous. Rewrite the sentence in the negative.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Present Continuous</th>
<th>Negative with Present Continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>play</td>
<td>I am playing.</td>
<td>I am not playing.</td>
</tr>
<tr>
<td>Pablo</td>
<td>read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She</td>
<td>write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You</td>
<td>exercise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frank and Jen</td>
<td>shop</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B.** Answer the question in the negative. Use a present continuous verb.

1. Are they taking the bus?
   
   ___

   They are not taking the bus.

2. Is Linda going to her dance class?
   
   ___

3. Are you meeting your friends?
   
   ___

4. Are we swimming in the pool?
   
   ___

5. Is the bus stopping here?
   
   ___
Grammar Focus
Present Continuous


<table>
<thead>
<tr>
<th>Subject Pronoun</th>
<th>Verb</th>
<th>Verb with ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>is</td>
<td>walking</td>
</tr>
<tr>
<td>She</td>
<td>is</td>
<td>driving</td>
</tr>
<tr>
<td>It</td>
<td>is</td>
<td>stopping</td>
</tr>
<tr>
<td>We</td>
<td>are</td>
<td></td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>are</td>
<td></td>
</tr>
</tbody>
</table>

A. ➤ Complete the sentence. Write the present continuous form of the verb.

1. (do) You _______ a good job.

2. (read) I _______ a good book.

3. (swim) We _______ in the pond.

4. (write) She _______ a letter to her friend.

5. (run) They _______ after the train.

B. ➤ Rewrite the sentence as a question. Use the present continuous.

1. Maria and Tam are walking to the subway.
   Are Maria and Tam walking to the subway?

2. I am going to Benito’s house.
   __________________________

3. We are running between the post office and Elm Street.
   __________________________

4. Mara is working at the mall after school.
   __________________________