

# Factors

When multiplying two numbers, you know that both numbers are factors of the product.

**Example 1**

Find the factors of 24.

Factors	Product
↓	↓
$1 \times 24 = 24$	
$2 \times 12 = 24$	
$3 \times 8 = 24$	
$4 \times 6 = 24$	

Factors of 24:

1, 2, 3, 4, 6, 8, 12, and 24

**Example 2**

Find the factors of 16.

What two numbers multiply together to equal 16?

$$1 \times 16 = 16$$

$$2 \times 8 = 16$$

$$4 \times 4 = 16$$

$$8 \times 2 = 16$$

$$16 \times 1 = 16$$

Factors of 16: 1, 2, 4, 8, and 16

List all the factors of each number.

1. 18

\_\_\_\_\_

2. 21

\_\_\_\_\_

3. 11

\_\_\_\_\_

4. 14

\_\_\_\_\_

5. 23

\_\_\_\_\_

6. 33

\_\_\_\_\_

7. **Number Sense** Irene wants to list all of the factors for the number 42. She writes 2, 3, 6, 7, 14, 21, and 42. Is she correct? Explain.

\_\_\_\_\_

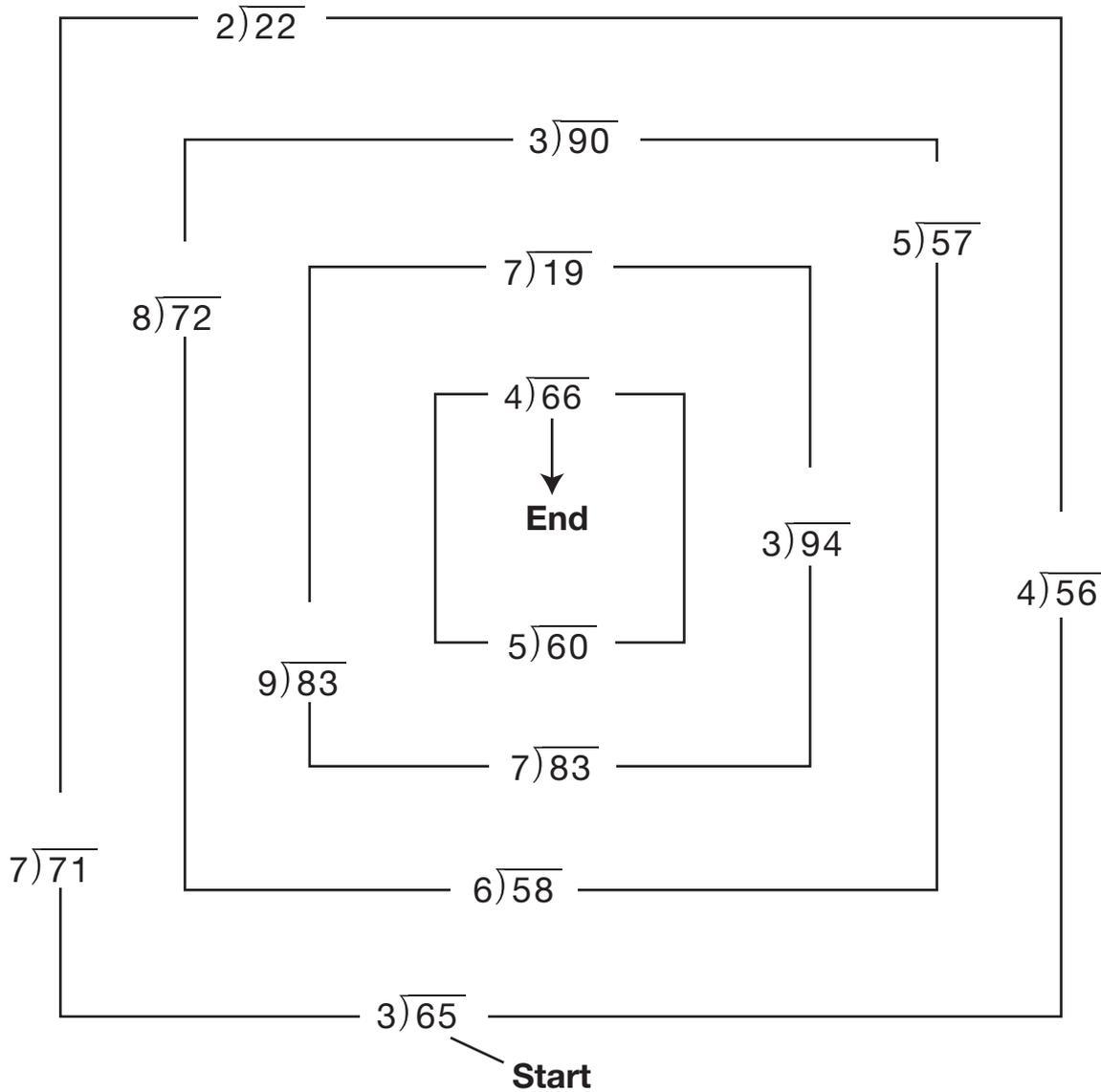
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Division Amazement

1. Trace a path to the middle of the maze. You can pass through only if the remainder is 2 when you divide.



2. Solve **only** the problem described.    a.  $2 \overline{)91}$     b.  $4 \overline{)58}$     c.  $8 \overline{)79}$

- The quotient has 2 digits.
- The remainder is greater than 1.

# Prime and Composite Numbers

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A **composite number** is a whole number greater than 1 that has more than two different factors. 15 has four different factors, 1, 3, 5, and 15, so 15 is a composite number.

A **prime number** is a whole number greater than 1 that has exactly two factors, itself and 1. 17 has exactly two factors, 1 and 17, so 17 is a prime number.

## Example 1

Is 7 a prime or composite number?

Find all the factors of 7.

Factors of 7: 1, 7

1 and 7 divide evenly into 7.

7 is a prime number because it only has two factors, the number itself and 1.

## Example 2

Is 6 a prime or composite number?

Find all the factors of 6.

Factors of 6: 1, 2, 3, 6

1, 2, 3, and 6 divide evenly into 6.

6 is a composite number because it has more than two factors.

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Tell if the number is prime or composite.

1. 5

\_\_\_\_\_

2. 12

\_\_\_\_\_

3. 18

\_\_\_\_\_

4. 15

\_\_\_\_\_

5. 37

\_\_\_\_\_

6. 43

\_\_\_\_\_

1. Kevin is putting his baseball cards into an album. He has 450 cards and each page of the album holds 9 cards. How many pages will Kevin need if all 450 baseball cards are going in the album?

- A 50 pages
- B 40 pages
- C 25 pages
- D 5 pages

2. The population of Town A is 15,729. Town B has a population of 21,634. What is the total population of the two towns?

- A 35,372
- B 36,799
- C 37,255
- D 37,363

3. Wendy has 8 kinds of seashells in her collection. She has 122 of each kind of shell. How many seashells does she have in her collection?

- A 976
- B 866
- C 122
- D 8

4. **Estimation** The population of the city that Andrew lives in is 172,648. About how many people live in Andrew's city rounded to the nearest thousand?

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5. Write all the ways you can express 24 as the product of 2 numbers.

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6. Rita is making a necklace. She has 1 orange bead, 1 green bead, and 1 purple bead. How many possible ways can Rita arrange the beads?

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7. Evaluate the expression for  $x = 3$ .

$$9 \times x + 1$$

---

1. Juan has 216 beach balls. Each beach ball has 16 stripes. How many stripes are there in all?  
**A** 1,296  
**B** 2,160  
**C** 3,456  
**D** 4,512
  
2. Steve picked 72 apples at the orchard. He plans to give all the apples away to 8 friends. How many apples will each friend get?  
**A** 9  
**B** 8  
**C** 7  
**D** 6
  
3. **Mental Math** Mary is sharing stickers from her collection with 4 of her friends. How many stickers will each friend receive if Mary distributes a total of 36 stickers?  
**A** 40  
**B** 32  
**C** 12  
**D** 9
  
4. How many marbles are left if 8 friends equally share a package of 75 marbles?  
\_\_\_\_\_
  
5. Roberto has 5 books. The number of pages in each book are 113, 152, 109, 122, and 131. Order the number of pages from least to greatest.  
\_\_\_\_\_
  
6. There are 60 minutes in an hour. How many minutes are there in 3 hours?  
\_\_\_\_\_

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- \_\_\_\_\_
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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
6. Rita is making a necklace. She has 1 orange bead, 1 green bead, and 1 purple bead. How many possible ways can Rita arrange the beads?
- \_\_\_\_\_
7. Evaluate the expression for  $x = 3$ .
- $9 \times x + 1$
- \_\_\_\_\_

1. Marti has 6 shirts. Two shirts are pink and 1 is red. What fraction of Marti's shirts are pink or red?

- A  $\frac{1}{4}$
- B  $\frac{1}{3}$
- C  $\frac{1}{2}$
- D  $\frac{2}{3}$

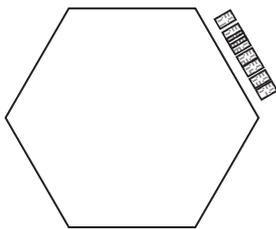
2. Jack wrote this equation on the board, but Kim erased part of it.

$$\frac{3}{12} \times \frac{\square}{12} = \frac{7}{12}$$

What is the value of the missing numerator?

- A 4
- B 5
- C 10
- D 12

3. In the regular polygon below, all sides are the same length. What is its perimeter? (Remember, perimeter equals the distance around a figure.)



- A 16 inches
- B 20 inches
- C 24 inches
- D 28 inches

4. What is the sum of  $\frac{2}{10} + \frac{1}{10} + \frac{3}{10}$  in simplest form?

\_\_\_\_\_

5. Estimation Josie read 246 pages of a book last month. Her older brother says he read about 3 to 4 times as many pages as Josie. Explain why 2,500 is NOT a reasonable estimate for the number of pages that Josie's brother read.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

# Adding Fractions with Like Denominators

Find each sum. Simplify if possible.

1.  $\frac{2}{5} + \frac{2}{5}$

\_\_\_\_\_

2.  $\frac{4}{10} + \frac{5}{10}$

\_\_\_\_\_

3.  $\frac{3}{8} + \frac{1}{8}$

\_\_\_\_\_

4.  $\frac{3}{6} + \frac{2}{6}$

\_\_\_\_\_

5.  $\frac{2}{10} + \frac{7}{10}$

\_\_\_\_\_

6.  $\frac{5}{8} + \frac{2}{8}$

\_\_\_\_\_

7.  $\frac{1}{6} + \frac{2}{6}$

\_\_\_\_\_

8.  $\frac{9}{12} + \frac{2}{12}$

\_\_\_\_\_

9.  $\frac{4}{12} + \frac{6}{12}$

\_\_\_\_\_

10.  $\frac{2}{12} + \frac{9}{12}$

\_\_\_\_\_

11.  $\frac{1}{8} + \frac{3}{8} + \frac{2}{8}$

\_\_\_\_\_

12.  $\frac{2}{10} + \frac{1}{10} + \frac{5}{10}$

\_\_\_\_\_

13.  $\frac{4}{12} + \frac{2}{12} + \frac{1}{12}$

\_\_\_\_\_

14.  $\frac{2}{5} + \frac{1}{5} + \frac{1}{5}$

\_\_\_\_\_

15. Geometry A side of an equilateral triangle is  $\frac{2}{8}$  cm long. Draw a picture that shows the triangle. What is the perimeter of the triangle? \_\_\_\_\_

16. Of the computer games Lynne owns,  $\frac{5}{12}$  are sport games and  $\frac{3}{12}$  are educational. What fraction of the games are either sport games or educational games?

A  $\frac{4}{12}$

B  $\frac{1}{2}$

C  $\frac{2}{3}$

D  $\frac{3}{4}$

17. Rob and Nancy are working on a project. Rob completes  $\frac{1}{8}$  of it on Monday and  $\frac{3}{8}$  of it on Tuesday. Nancy completes  $\frac{2}{8}$  of it on Wednesday and  $\frac{1}{8}$  of it on Thursday. Is the project complete? Explain.

\_\_\_\_\_  
\_\_\_\_\_

1. What number is missing from the pattern?

201	403	?	807	1,009
-----	-----	---	-----	-------

- A 205  
B 405  
C 605  
D 607
2. Neil spends  $1\frac{2}{8}$  hours washing the car and  $2\frac{5}{8}$  hours mowing and weeding the yard. How many total hours does he spend on his chores? Simplify your answer if possible.
- A  $3\frac{3}{8}$  hours  
B  $3\frac{5}{8}$  hours  
C  $3\frac{6}{8}$  hours  
D  $3\frac{7}{8}$  hours
3. Which of the fractions is equivalent to  $\frac{2}{3}$ ?

- A  $\frac{8}{12}$   
B  $\frac{6}{10}$   
C  $\frac{4}{8}$   
D  $\frac{2}{5}$

4. Mr. DeWitt carved a wooden boat for his granddaughter. He began with a piece of wood that was 203 centimeters long. The boat is 167 centimeters long. How many centimeters did Mr. DeWitt carve off the length of the wood when he made the boat?
- \_\_\_\_\_

5. Estimation The distance between Miami and Naples is 107 miles. The distance between Miami and Jacksonville is about three times this distance. Landon estimates that the distance between Miami and Jacksonville is about 400 miles. Is Landon's estimate reasonable? Why or why not?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Name \_\_\_\_\_

# Author's Purpose

- The **author's purpose** is the reason or reasons for writing. An author may write to persuade, to inform, to entertain, or to express ideas and feelings.
- The kinds of ideas in the text, and the way the author organizes and states these ideas, can help you determine the purpose.

**Directions** Read the following passage. Then complete the diagram below.

**W**hen I smelled chili cooking in the kitchen, I knew I was in trouble. This wasn't just ordinary chili. This was "fibber's chili," which was invented by my great-aunt. She fed this chili to anyone she thought had told a fib or a lie. "One bite," she used to say, "and they can't help but tell you the whole truth."

I knew my mom was making it for me

now. Why? Yesterday I kicked a soccer ball into a window, and it broke. Of course, then I told my mother that the window smashed when a bird flew into it. I suppose now I could tell her that I'm too sick to eat. But then she'd serve me fibber's chili a second time! I've got to get up my courage and tell the truth.

### Examples of Ideas

1. A special chili
2. The narrator has not told the truth about

### Author's Purpose

5.

### Content of Text

3.

4.

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**Home Activity** Your child identified the author's purpose in a text. Have your child choose something to write in a letter to a friend or relative. What would your child's purpose be, given the subject matter, and how could information be presented to serve that purpose? Then have your child write the letter.

Name \_\_\_\_\_

## Writing • Friendly Letter

### Key Features of a Friendly Letter

- usually includes five parts: heading, salutation, body, closing, and signature
- heading may include only the date
- written in a friendly voice, often to someone you know well

August 23, 20\_\_

Dear Reba Jo,

Wait till I tell you what happened to me last week. There I was out in the field picking corn. I had been picking corn for what seemed to me to be hours. It was really only about 30 minutes, but the sun was hot that day. Well, I decided to take a little nap. I walked over to a big shade tree at the end of the cornfield. I leaned up against the tree and I started to drift off.

Suddenly I heard this voice — deep, but kind of croaky.

“Well, young lady. It looks like you’re sleeping on the job,” the voice said. I snapped open my eyes and there in front of me was the most handsome prince you ever saw. I was so surprised I couldn’t even speak. I just sat there with my mouth hanging open.

The next thing I knew, the wind started to blow, swirling round and round. It blew so hard it picked me and the prince up and we both twirled in circles. When the wind finally stopped, I fell right back down next to the tree. Now, here’s the big surprise. The prince was gone! All I saw was a toad hopping away into the cornfield. I wonder if your toad was my toad? I guess we’ll never know!

Your friend,  
Juanita

1. Who is the audience and what is the purpose of this letter?

---



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2. Circle two sentences that show this is a friendly letter with informal language.

Name \_\_\_\_\_

# Vocabulary

**Directions** Draw a line to connect each word on the left with its definition on the right.

- |             |  |
|-------------|--|
| 1. riverbed | a large area of level or rolling land with grass but few or no trees |
| 2. favor    | a channel in which a river flows or used to flow                     |
| 3. prairie  | an agreement to trade; deal  |
| 4. lassoed  | act of kindness  |
| 5. bargain  | roped; caught with a lasso   |

**Directions** In each statement below, the first pair of words has a certain relationship (such as the same meaning). To complete the statement, add a word that gives the second pair of words the same relationship as the first pair. For example, *neat* is to *messy* (opposite meanings) as *happy* is to *sad* (opposite meanings). Choose the word from the box and write it on the line to the left.

- \_\_\_\_\_ 6. *Laughed* is to *cried* as  
*whispered* is to \_\_\_\_\_.
- \_\_\_\_\_ 7. *Remembered* is to *recalled* as  
*angered* is to \_\_\_\_\_.
- \_\_\_\_\_ 8. *Tree* is to *forest* as *grass* is to  
\_\_\_\_\_.
- \_\_\_\_\_ 9. *Train* is to *track* as *river* is to  
\_\_\_\_\_.
- \_\_\_\_\_ 10. *Disagreement* is to *fight* as  
*deal* is to \_\_\_\_\_.

**Check the Words  
You Know**

- \_\_\_bargain
- \_\_\_favor
- \_\_\_lassoed
- \_\_\_offended
- \_\_\_prairie
- \_\_\_riverbed
- \_\_\_shrieked

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## Write a Fairy Tale

On a separate sheet of paper, write your own fairy tale about making a bargain. Use as many vocabulary words as you can.



**Home Activity** Your child identified and used vocabulary words from *The Horned Toad Prince*. Together, create additional analogies, as shown in the second activity, to use with the vocabulary words.

Name \_\_\_\_\_

# Compound Sentences

A **compound sentence** is made up of two simple sentences joined by a comma and a connecting word such as *and*, *but*, or *or*.

**Simple Sentences**      Fairy tales are very old.  
    Children still enjoy them.

**Compound Sentence**      Fairy tales are very old, *but* children still enjoy them.

The two sentences in a compound sentence must have ideas that make sense together.

**Directions** Write *S* after each simple sentence and *C* after each compound sentence. Do not confuse a compound subject or predicate with a compound sentence.

1. Fairy tales and other old stories are sometimes very scary. \_\_\_\_\_
2. Witches, giants, or trolls can give little children nightmares. \_\_\_\_\_
3. Fairy tale heroes are often in danger, but they usually win in the end. \_\_\_\_\_
4. Often a poor girl marries a prince, or a poor boy marries a princess. \_\_\_\_\_
5. The dragon is killed, and everybody lives happily ever after. \_\_\_\_\_

**Directions** Join each pair of simple sentences to make a compound sentence. Use the word *and*, *but*, or *or*. Do not forget to add a comma.

6. The hero was small and young. He was very brave.  
 \_\_\_\_\_
7. She fell in love with the prince. He fell in love with her.  
 \_\_\_\_\_
8. You can fight the dragon. You can run away.  
 \_\_\_\_\_
9. He saw the woman in the tower. He wanted to save her.  
 \_\_\_\_\_
10. The wolf knocked on the pigs' door. They wouldn't let him in.  
 \_\_\_\_\_

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**Home Activity** Your child learned about compound sentences. Encourage him or her to show you how the words *and*, *but*, and *or* can link simple sentences to form compound sentences.

Name \_\_\_\_\_

# Long e

## Spelling Words

prairie	calorie	honey	valley	money
finally	movie	country	empty	city
rookie	hockey	collie	breezy	jury
balcony	steady	alley	trolley	misty

**Rhymes** Write the list word that rhymes with the underlined word.

- |  |          |
|--|----------|
| 1. Are you <u>ready</u> ? Take it slow and ____.                                     | 1. _____ |
| 2. Go to Main and First Streets, <u>Molly</u> . That's where you can catch the ____. | 2. _____ |
| 3. He paid a lot of <u>money</u> for the big jar of ____.                            | 3. _____ |
| 4. Let's make a <u>tally</u> of the number of cars in the ____.                      | 4. _____ |
| 5. Buffaloes are big and <u>hairy</u> . They used to roam across the ____.           | 5. _____ |
| 6. "He's guilty!" the lawyer said with <u>fury</u> to the ____.                      | 6. _____ |
| 7. It was a <u>pity</u> he couldn't take a trip to the ____.                         | 7. _____ |
| 8. Sailing boats is <u>easy</u> when the wind is strong and ____.                    | 8. _____ |
| 9. "You're one smart <u>cookie</u> ," said the coach to the ____.                    | 9. _____ |

**Synonyms** Write the list word that means the same thing as the word or phrase.

- |                    |           |
|--------------------|-----------|
| 10. raised porch   | 10. _____ |
| 11. unit of energy | 11. _____ |
| 12. film           | 12. _____ |
| 13. sheep dog      | 13. _____ |
| 14. ice game       | 14. _____ |
| 15. cash           | 15. _____ |
| 16. vale           | 16. _____ |
| 17. at last        | 17. _____ |
| 18. nation         | 18. _____ |
| 19. hazy           | 19. _____ |
| 20. unfilled       | 20. _____ |

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**Home Activity** Your child wrote words that end with the long e sound spelled *ie*, *ey*, or *y*. Ask your child to say sentences using list words.

Name \_\_\_\_\_

# Outline Form A

**Title** \_\_\_\_\_

**A.** \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**B.** \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**C.** \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Name \_\_\_\_\_

## Vocabulary • Synonyms and Antonyms

- Sometimes when you are reading, you see a word you don't know. To help you, the author may give you a **synonym** or an **antonym** as a context clue for the word.
- Synonyms are words with the same or similar meanings, such as *large* and *big*. A synonym is often set off by commas and preceded by the word *or* or *like*.
- Antonyms are words with opposite meanings, such as *happy* and *sad*. An antonym is often preceded by the words *instead of* or *rather than*.

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

Once upon a time, there lived an old man. One day, the man took a walk and came upon two boys fighting, a big boy and a little boy. The little boy shrieked, or screeched, that the big boy had not carried off his half of a bargain.

"The deal," he screamed, "was that we would both dig for the treasure—not just me!" The little boy was obviously offended, or insulted, to be doing all the work. "I'm not asking for favors. I just

want you to do your share of the digging," he said.

The boys stopped fighting when they saw the old man standing before them. The old man reached in his pocket and took out the largest ruby the boys had ever seen.

"You should be friends instead of enemies," said the man. "If you agree never to fight again, I will show you a treasure that is a million times greater than the one you are digging for."

1. What synonym for *shrieked* does the author use? How do you know?

2. Where in the passage is the antonym for *friends*? How do you know?

3. In the passage, what is the synonym for *offended*?

4. Which two antonyms describe the boys?



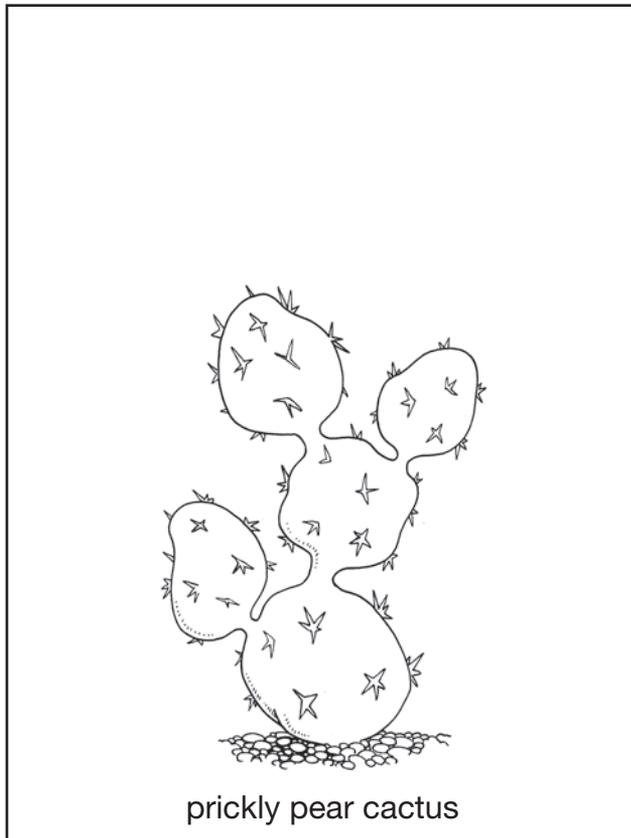
**Home Activity** Your child identified synonyms (words that mean the same thing) and antonyms (words that are opposite in meaning) that appear within the context of a passage. Play a naming game with your child by taking turns saying words that have the same or the opposite meaning of the given word.

Name \_\_\_\_\_

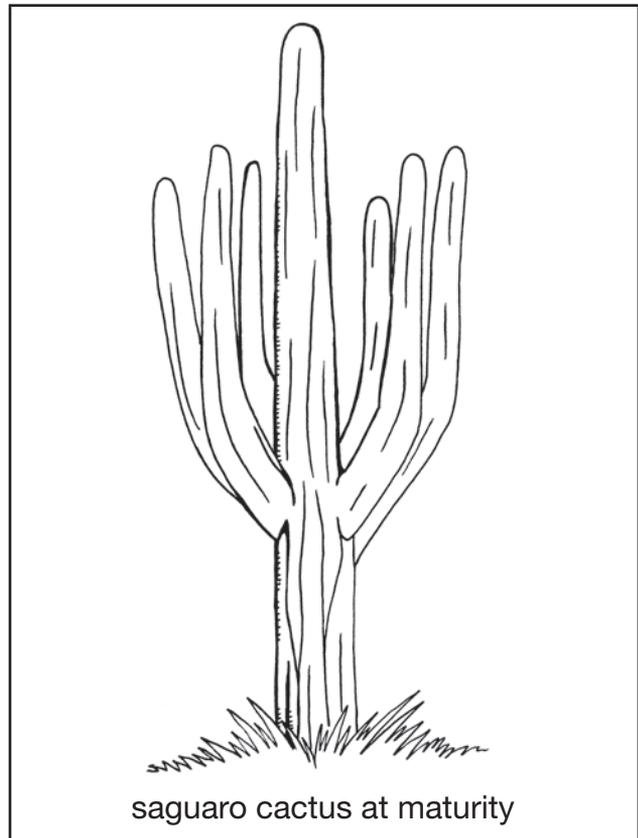
## Illustration/Caption/Label

- **Illustrations** and pictures can help readers understand information about characters and events in a story or a subject in a nonfiction article.
- A **caption** is the text that explains or gives more information about an illustration or picture. Captions usually appear below or to the side of the image.
- **Labels** also use text to provide information about illustrations and pictures. They can appear inside the image or above or below it.

**Directions** Study the illustrations and captions below.



The prickly pear cactus, which grows in the American Southwest, has flat stems called pads. These stems are good at holding in water. For this reason, desert animals try to eat them. However, the prickly pear cactus protects itself with sharp, pointy spines that keep animals away.



The very large saguaro cactus grows from a very small seed. It takes many years for the saguaro to grow to its full size. These plants sometimes live 150 years. At that age, a saguaro may measure up to fifty feet high.

Name \_\_\_\_\_

**Directions** Use the illustrations and captions to answer the questions.

1. What is shown in these illustrations?

---

2. What do the illustrations themselves show about the differences between the prickly pear cactus and the saguaro cactus?

---

3. How large can a saguaro cactus grow?

---

4. How does the prickly pear cactus protect itself? How do you know?

---

5. Why does the caption for the saguaro cactus include a detail about its seed, even though the illustration does not show this detail?

---



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6. If the illustration of the prickly pear showed the kinds of animals that try to eat the plant's pads, what new information might the caption include?

---

7. What label might be added to the first illustration? Where would you place it?

---

8. What label might be added to the second illustration? Where would you place it?

---

9. What kind of article might include these illustrations?

---

10. Write a new caption that could be used for both images at once.

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**Home Activity** Your child learned how to analyze illustrations and captions. Read a nonfiction article that contains no illustrations. Together, discuss what illustration you could add to help the reader understand the information in the article.

Name \_\_\_\_\_

# Long e

**Proofread an Ad** Jan wrote this ad to sell her dog. Circle five misspelled words. Write the words correctly. Then write the sentence that has a capitalization mistake correctly.

Dog for Sale

This colly is a honey of a dog! Very nice and steadey. Likes to play ball and hockie too. We're not asking a lot of monie for this fine Dog. He needs a good home because we are probablie moving to the city.

Call: 555-888-1234

Spelling Words	
prairie	rookie
calorie	hockey
honey	collie
valley	breezy
money	jury
finally	balcony
movie	steady
country	alley
empty	trolley
city	misty

Frequently Misspelled Words
finally
probably

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

**Correct the Sentences** Cross out the misspelled list word in each sentence. Write the word correctly.

- |  |           |
|--|-----------|
| 7. Please put the trash cans in the ally.                  | 7. _____  |
| 8. It took the pioneers a long time to cross the prairiy.  | 8. _____  |
| 9. Every spring, we put our potted plants on the balconie. | 9. _____  |
| 10. The mistie fog made it hard to see the road.           | 10. _____ |
| 11. The long trip is finallee over.                        | 11. _____ |
| 12. The mailbox was emptie.                                | 12. _____ |
| 13. The rokie had a successful season.                     | 13. _____ |
| 14. I like huney on my toast.                              | 14. _____ |
| 15. The moovy was funny.                                   | 15. _____ |
| 16. I take the trolley to the shops.                       | 16. _____ |



**Home Activity** Your child identified misspelled words that end with the long e sound spelled *ie*, *ey*, and *y*. Say a list word and spell it, stopping before the letter or letters that spell the long e sound at the end of the word. Have your child complete the word.

Name \_\_\_\_\_

# Compound Sentences

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

## The Hat in the Well

(1) Reba Jo lives on the prairie, and she loved roping. (2) Once her hat blew off and falls into a well. (3) Reba Jo was scared, but she wants her hat. (4) The toad made an offer that Reba Jo accepted. (5) The toad got her hat, and she had to kiss him.

- |  |   |
|--|---|
| <p><b>1</b> What change, if any, should be made in sentence 1?</p> <p><b>A</b> Change the comma to a period.</p> <p><b>B</b> Change <i>lives on the prairie</i> to <b>loves the prairie and roping</b>.</p> <p><b>C</b> Change <i>lives</i> to <b>lived</b>.</p> <p><b>D</b> Make no change.</p> | <p><b>4</b> What change, if any, should be made in sentence 4?</p> <p><b>A</b> Change <i>made</i> to <b>gave</b>.</p> <p><b>B</b> Change <i>that</i> to <b>and</b>.</p> <p><b>C</b> Change the period to a question mark.</p> <p><b>D</b> Make no change.</p>   |
| <p><b>2</b> What change, if any, should be made in sentence 2?</p> <p><b>A</b> Change <i>blew</i> to <b>is blown</b>.</p> <p><b>B</b> Change <i>falls</i> to <b>fell</b>.</p> <p><b>C</b> Change <i>falls into a well</i> to <b>blew into a well</b>.</p> <p><b>D</b> Make no change.</p>        | <p><b>5</b> What change, if any, should be made in sentence 5?</p> <p><b>A</b> Change <i>and</i> to <b>but</b>.</p> <p><b>B</b> Change <i>got her hat</i> to <b>gets her hat</b>.</p> <p><b>C</b> Change <i>got her hat</i> to <b>got her hat and kissed her</b>.</p> <p><b>D</b> Make no change.</p> |
| <p><b>3</b> What change, if any, should be made in sentence 3?</p> <p><b>A</b> Change <i>wants</i> to <b>wanted</b>.</p> <p><b>B</b> Change <i>wants</i> to <b>wanting</b>.</p> <p><b>C</b> Change <i>but</i> to <b>and</b>.</p> <p><b>D</b> Make no change.</p>                                 |   |



**Home Activity** Your child prepared for taking tests on compound sentences. Say *but*, *and*, or *or* and have your child say a compound sentence using each word as a link.

Name \_\_\_\_\_

# Compare and Contrast

- To **compare and contrast** means to tell how two or more things are alike and different.
- Clue words such as *like* and *as* can show similarities. Clue words such as *however* and *instead* can show differences.

**Directions** Read the following passage. Then complete the diagram by comparing and contrasting magic tricks with special effects.

<p><b>H</b>ave you seen strange creatures and amazing superheroes in movies? Today’s special effects are like the stage magic performed for years and years, but they’re even harder to figure out. For years, magicians have used quick hands and distraction to make something seem to appear or disappear. In a similar way, special effects make you think you’re</p>	<p>seeing something that doesn’t really exist. To create movie magic, special-effects artists use computers to create moving pictures that fool the eye. When you see them unfolding in front of you, both magic tricks and special effects seem real. They both work because of the hard work of people who love to entertain us.</p>
---	--

<b>Special Effects and Magic Tricks</b>	
<b>Alike</b>	<b>Different</b>
Both seem real.	3.
1.	4.
2.	5.

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**Home Activity** Your child compared and contrasted two kinds of illusions in a nonfiction passage. Take turns with your child pointing out similarities and differences between two pieces of furniture.

Name \_\_\_\_\_

## Writing • Mystery

### Key Features of a Mystery

- describes a problem or puzzling situation
- characters may include detectives, suspects, and witnesses
- plot keeps readers in suspense
- setting may be in an ordinary or an unusual place

### The Case of the Missing Crayons

“Huh!” Erika grunted to herself, puzzled. She looked again into the big box of crayons in her hands. All the red and yellow ones were missing! Why would anyone take those two colors of crayons from the box? Frowning in annoyance, she looked around the sunny family room, but she could see no sign of the missing crayons. How could she make a birthday card for Grandpa without using his favorite colors?

“I’ll bet Emma took the crayons! She’s always making trouble for me,” Erika murmured. Quickly, she walked down the hall to her older sister’s room. There, on the desk, she noticed a pile of little paper scraps. Coming closer, she saw they were crayon wrappers. “Aha! She did take the crayons! Now where is she?”

Next, Erika tried the dining room. The table was covered in newspaper, and on the paper she could see tiny, brightly colored crumbs. Erika picked up some of the waxy crumbs. They were shavings from yellow

and red crayons. Emma was destroying the crayons! Why would she do that? Now Erika was confused as well as angry.

“Now be very careful!” That was her mother’s voice coming from the kitchen. Erika sniffed and realized there was an odd smell in the air. Walking into the kitchen, she saw her mother and Emma standing next to the stove. Emma was stirring something in a pot.

“Erika, you’re just in time to help us out,” said her mother happily when she noticed Erika in the doorway. “We’re making candles for Grandpa out of crayons! We’re using red and yellow because those are his favorite colors. We scraped down the crayons and we’re melting them now. Next, we’re going to pour the wax into some molds.”

Erika smiled. She had solved the mystery of the missing crayons, and she was going to help make a birthday present for Grandpa.

1. Reread the selection. What is the mystery that must be solved?

---



---

2. Underline the name of the detective. Draw two lines under the name of the suspect.

Name \_\_\_\_\_

# Vocabulary

**Directions** Choose the word from the box that best matches each definition. Write the word on the line. Use the dictionary to look up words you do not know.

- \_\_\_\_\_ 1. a thin glass or metal container used in laboratories
- \_\_\_\_\_ 2. a planned talk on a chosen subject given before an audience
- \_\_\_\_\_ 3. not lessening in strength or pace; unyielding
- \_\_\_\_\_ 4. very exact; completely in agreement with a fact or standard
- \_\_\_\_\_ 5. the fact of being the same thing or person as claimed

**Check the Words You Know**

- \_\_\_ analysis
- \_\_\_ beaker
- \_\_\_ hollow
- \_\_\_ identity
- \_\_\_ lecture
- \_\_\_ microscope
- \_\_\_ precise
- \_\_\_ relentless

**Directions** To solve this puzzle, write the word that matches each definition. The circled letters will spell a secret word.

- 6. \_\_\_\_\_ (o) \_\_\_\_\_
- 7. \_\_\_\_\_ (e) \_\_\_\_\_
- 8. \_\_\_\_\_ (a) \_\_\_\_\_
- 9. \_\_\_\_\_ (n) \_\_\_\_\_
- 10. (i) \_\_\_\_\_

- 6. the fact of being the same person as claimed
- 7. a type of speech
- 8. an examination of details
- 9. a device used to make small things look larger
- 10. empty inside

## Write a Note

Think of something that puzzled you. On a separate sheet of paper, write a note to a friend describing it. Be sure to tell why it puzzled you. Use as many vocabulary words as you can.



**Home Activity** Your child identified and used words from the story *The Case of the Gasping Garbage*. Review the definitions of each of the vocabulary words with your child and work together to use the words in sentences.

Name \_\_\_\_\_

# Singular and Plural Pronouns

**Pronouns** are words that take the place of nouns. Pronouns that take the place of singular nouns are **singular pronouns**. *I, me, he, she, him, her, it, myself, himself, and herself* are singular pronouns. Pronouns that take the place of plural nouns are **plural pronouns**. *We, us, they, them, ourselves, and themselves* are plural pronouns.

**Directions** Circle the pronoun in each sentence.

1. He worked alone in the homemade laboratory.
2. Drake's glasses made him look scientific indeed.
3. They were in business together.
4. She was nice, even if she talked a lot.
5. I don't want to be someone's dinner.

**Directions** Choose a pronoun in ( ) to replace each underlined noun or noun phrase. Write the pronoun on the line.

6. Doyle and Fossey never had a monster assignment before. (He, They)

\_\_\_\_\_

7. Nell was the fastest runner in the fifth grade. (She, Her)

\_\_\_\_\_

8. What made Gabby think there was a monster? (she, her)

\_\_\_\_\_



**Home Activity** Your child learned about singular and plural pronouns. Have your child tell you what he or she did today. Ask your child to identify any singular or plural pronouns he or she uses.

Name \_\_\_\_\_

# Contractions

## Spelling Words

don't	won't	wouldn't	there's	we're
you're	doesn't	I've	here's	wasn't
shouldn't	couldn't	where's	hadn't	aren't
they're	it's	we've	when's	haven't

**Familiar Sayings** Write the contraction that correctly completes each saying.

- |  |          |
|--|----------|
| 1. ____ count your chickens before they hatch. | 1. _____ |
| 2. People in glass houses ____ throw stones.   | 2. _____ |
| 3. ____ no time like the present.              | 3. _____ |
| 4. ____ as alike as two peas in a pod.         | 4. _____ |
| 5. ____ the time gone?                         | 5. _____ |
| 6. ____ the thought that counts.               | 6. _____ |

**Contractions** Write the contraction that can be made from the underlined words.

- |   |           |
|---|-----------|
| 7. The band was so loud I <u>could not</u> hear you.            | 7. _____  |
| 8. The kindergartners <u>have not</u> visited the zoo yet.      | 8. _____  |
| 9. Carrie <u>will not</u> be here today because she is sick.    | 9. _____  |
| 10. <u>When is</u> our next club meeting?                       | 10. _____ |
| 11. <u>You are</u> right on time!                               | 11. _____ |
| 12. <u>Here is</u> my homework assignment.                      | 12. _____ |
| 13. Lisa was so angry she <u>would not</u> speak to me all day. | 13. _____ |
| 14. We <u>are not</u> old enough to drive.                      | 14. _____ |
| 15. The actor <u>was not</u> sure he knew his lines.            | 15. _____ |
| 16. Before today, Kim <u>had not</u> played softball.           | 16. _____ |
| 17. <u>I have</u> been taking dancing lessons for five years.   | 17. _____ |
| 18. Do you know when <u>we are</u> leaving?                     | 18. _____ |
| 19. Jennifer <u>does not</u> have any pets.                     | 19. _____ |
| 20. Do you want to know where <u>we have</u> been?              | 20. _____ |

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**Home Activity** Your child wrote contractions. Have your child tell which letters were replaced by the apostrophe in each contraction.



Name \_\_\_\_\_

## Vocabulary: Context Clues

- When you see an unfamiliar word in your reading, use **context clues** to figure out the meaning.
- Sometimes an author will use a synonym or an antonym as a context clue.
- **Synonyms** are words that mean almost the same thing.
- **Antonyms** are words with opposite meanings.

**Directions** Read the following passage about the apprentice and the street magician. Then complete the analogies below. Think about synonyms and antonyms as you read.

**A**t the village square, the apprentice was relentless as she pushed her way through the quickly yielding crowd. She wanted to see the street magician. No one knew his identity and it was this lack of familiarity that made him a mystery. The girl got to inspect the magic hat. He claimed it was empty. Indeed, it looked

hollow to her. But then he pulled out a dove from the hat. He claimed to read minds, but most of the time he was more inaccurate than precise. The little girl believed that an investigation and analysis of his process would reveal the magician's secrets.

1. \_\_\_\_\_ is to *empty* as *untamed* is to *wild*.
2. *Damage* is to *destruction* as *investigation* is to \_\_\_\_\_.
3. *Heroic* is to *cowardly* as \_\_\_\_\_ is to *yielding*.
4. *Familiarity* is to \_\_\_\_\_ as *biologist* is to *scientist*.
5. *Dull* is to *brilliant* as *inaccurate* is to \_\_\_\_\_.



**Home Activity** Your child identified synonyms (words with the same meaning) and antonyms (words that are opposite in meaning) in a short passage. Read a magazine or newspaper article with your child. Take turns finding synonyms and antonyms for words in the article.

Name \_\_\_\_\_

# Procedures and Instructions/Manual

- **Procedures and instructions** are directions for doing or making something.
- Instructions are given in order. They usually include numbered steps.
- Read through all the instructions before you begin. Then follow the directions, one step at a time.
- A **manual** usually takes the form of a small book. It has instructions to help the reader understand how to use or build something.
- Look at illustrations and diagrams. Watch out for warnings about special hazards.

**Directions** Read the directions in the chart below. Then answer the questions.

### Quick White Bread Recipe

1	Prepare the bread batter. In a large bowl, mix 2 cups hot water, 5 cups flour. Then mix in 2 tbsp. each of the following: yeast, salt, sugar, oil.
2	Knead the dough. This is done by mashing and squeezing the dough in your hands.
3	Let the dough rise at room temperature for 1 hour. Dough should double in size.
4	Mash the dough down into a smaller size and divide into three equal parts. Place each part in a bread pan.
5	Bake loaves in preheated oven at 350 degrees for 25 minutes.

1. What is the purpose of these instructions?

\_\_\_\_\_

2. What do the numbers in the left column represent?

\_\_\_\_\_

3. Which step in this procedure involves measuring?

\_\_\_\_\_

4. Why is it important that you follow the instructions in order?

\_\_\_\_\_

5. To follow these instructions successfully, what are three skills that you need?

\_\_\_\_\_



**Home Activity** Your child learned about procedures and instructions. Read a favorite recipe with your child. Review aloud the steps you would have to follow to make the recipe. Ask your child questions about the sequence of steps.

Name \_\_\_\_\_

**Directions** Read over this section from the index of a cookbook. Then answer the questions below.

Dish/Ingredient	Page
Biscuits	43–45
Bread	24–29, 32, 34, 40–42
Brussels Sprouts	180
Butternut Squash	151, 206
Cakes	73–76
Carrots	76, 159, 164, 166
Cauliflower	172
Cookies	80–101
Corn	157, 161, 163
Crepes	121
Deep Dish Pizza	303–304

6. What is the purpose of this index?

---

7. On how many pages will you find recipes using corn?

---

8. On which pages would you look to find a recipe for angel food cake?

---

9. Where would you look to find how to make pizza dough?

---

10. On what page would you most likely find a recipe for carrot cake? Why do you think so?

---



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**Home Activity** Your child learned about using the index of a cookbook. Together, look through a cookbook. Invite your child to find favorite foods in the index.

Name \_\_\_\_\_

# Contractions

**Proofread Riddles** Circle six spelling errors in Vicki’s list of riddles. Write the words correctly on the lines. Rewrite the sentence that ends with the wrong punctuation mark.

Why don't rivers go out of style?  
Because theyr'e always current!

When'is fishing not a good way to relax?  
When you're a worm!

Wheres' the ocean the deepest?  
At the bottom.

What driver does't need a license.  
A screwdriver!

Why should you wear a watch in the desert?  
Because there's a spring inside.

Why woudn't the letter E spend any money?  
Because its always in debt.

**Spelling Words**

don't  
won't  
wouldn't  
there's  
we're  
you're  
doesn't  
I've  
here's  
wasn't

shouldn't  
couldn't  
where's  
hadn't  
aren't  
they're  
it's  
we've  
when's  
haven't

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

**Frequently Misspelled Words**

it's  
we're  
you're

**Missing Words** Circle the contraction that is spelled correctly. Write it.

- |   |           |
|---|-----------|
| 8. We've    We'ev    chosen you for our team.               | 8. _____  |
| 9. There    ar'nt    aren't    any more books on the shelf. | 9. _____  |
| 10. The puppy    wouldn't    woodn't    come when I called. | 10. _____ |
| 11. Hear's    Here's    my missing shoe!                    | 11. _____ |
| 12. Nick    doesn't    dosen't    like ice cream.           | 12. _____ |



**Home Activity** Your child identified misspelled contractions. Write each contraction, omitting the apostrophes. Have your child add the missing apostrophe to each word.

Name \_\_\_\_\_

# Singular and Plural Pronouns

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

## Mystery Muddle

(1) Drake and Nell walked, dragging the garbage can between they. (2) Drake slipped and nearly fell but her helped Drake up. (3) Drake thought to themselves, “We have to simulate the same environment.” (4) They poked in the garbage can for a clue. (5) “Have you ever seen they?” Nell asked. (6) This mystery was not going to solve itself!

- |   |   |
|---|---|
| <p><b>1</b> What change, if any, should be made in sentence 1?</p> <p><b>A</b> Change <i>they</i> to <b>you</b>.</p> <p><b>B</b> Change <i>they</i> to <b>her</b>.</p> <p><b>C</b> Change <i>they</i> to <b>them</b>.</p> <p><b>D</b> Make no change.</p>                             | <p><b>4</b> What change, if any, should be made in sentence 5?</p> <p><b>A</b> Change <i>they</i> to <b>this</b>.</p> <p><b>B</b> Change <i>they</i> to <b>we</b>.</p> <p><b>C</b> Change <i>they</i> to <b>I</b>.</p> <p><b>D</b> Make no change.</p>                        |
| <p><b>2</b> What change, if any, should be made in sentence 2?</p> <p><b>A</b> Change <i>her</i> to <b>Drake</b>.</p> <p><b>B</b> Change <i>her</i> to <b>him</b>.</p> <p><b>C</b> Change <i>her</i> to <b>she</b>.</p> <p><b>D</b> Make no change.</p>                               | <p><b>5</b> What change, if any, should be made in sentence 6?</p> <p><b>A</b> Change <i>itself</i> to <b>herself</b>.</p> <p><b>B</b> Change <i>itself</i> to <b>themselves</b>.</p> <p><b>C</b> Change <i>itself</i> to <b>himself</b>.</p> <p><b>D</b> Make no change.</p> |
| <p><b>3</b> What change, if any, should be made in sentence 3?</p> <p><b>A</b> Change <i>themselves</i> to <b>ourself</b>.</p> <p><b>B</b> Change <i>themselves</i> to <b>himself</b>.</p> <p><b>C</b> Change <i>themselves</i> to <b>myself</b>.</p> <p><b>D</b> Make no change.</p> |   |



**Home Activity** Your child prepared for taking tests on singular and plural pronouns. Have your child write a list of pronouns. Ask your child to tell a story using as many of the pronouns as possible.