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</table>
Read the Spelling Words. Write each word where it belongs.

**Words with Short a**
1. ______________________
2. ______________________
3. ______________________

**Words with Short e**
4. ______________________
5. ______________________
6. ______________________

**Words with Short i**
7. ______________________
8. ______________________
9. ______________________

**Words with Short o**
10. ______________________
11. ______________________
12. ______________________

**Words with Short u**
13. ______________________
14. ______________________
15. ______________________

School–Home Connection
Ask your child to help you write a grocery list. Have him or her point out the words that have short vowel sounds and circle the short vowel in each word.

Spelling Words
1. this
2. went
3. jump
4. still
5. last
6. dust
7. tell
8. drop
9. shut
10. lamp
11. stop
12. felt
13. drink
14. clock
15. stand

Practice Book
© Harcourt • Grade 3
Name __________________________________________

Read the story. Then circle the letter of the best answer to each question.

Maribel and Tracy played in Maribel’s grassy backyard nearly every day. Maribel liked to take off her shoes and run barefoot. Tracy always warned her about that. “Watch out,” she would say. “You might step on a sharp rock or a piece of glass.”

“Don’t worry,” Maribel would answer. “I will be fine.” One day after playing, Maribel put her shoes back on. “Yeow!” she screamed. Maribel’s mom came running to help. Quickly, she removed a stinger from Maribel’s heel. “There was a bee in your shoe,” she told Maribel. Maribel stopped crying for a minute. “See,” she said to Tracy. “Running barefoot was safe. It was my shoe that was dangerous!”

1. What is the setting of the story?
   A  the lunch room
   B  Maribel’s house
   C  the library
   D  Maribel’s yard

2. Who is the main character of the story?
   A  Maribel
   B  a teacher
   C  a bee
   D  a pair of shoes

3. Who is another character in the story?
   A  a dog walker
   B  Tracy
   C  Ms. Hamilton
   D  Maribel

Tip
What words help you tell when and where the action begins?

Tip
Remember that the main character is usually the person who has a problem.

Tip
Remember that another character is someone who interacts with the main character.

School-Home Connection
Have the student select two or three words from the story. Then help him or her to understand what they mean. Together, write a sentence using each word.
Read the words in the box. Write each word in the correct column below. You will write some words in more than one column.

this  went  jump  still  last
dust  tell  drop  shut  lamp
stop  felt  drink  clock  stand

Words that have the letter **t**
- tap
- sits
- lost

Words that have the letter **l**
- luck
- milk
- ball

Words that have the letter **p**
- pen
- tips
- top

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________
10. __________

**School-Home Connection**
Write the following words on a sheet of paper:
past, dust, doll, and pull. Ask the student which words end in -st. Then ask which words end in -ll.

**Practice Book**
© Harcourt • Grade 3
From the six Vocabulary Words in the box, select the word that best fits with each group of words.

<table>
<thead>
<tr>
<th>coincidence</th>
<th>pleasant</th>
<th>modeled</th>
</tr>
</thead>
<tbody>
<tr>
<td>murmured</td>
<td>loyal</td>
<td>recited</td>
</tr>
</tbody>
</table>

1. true  
   honest  
   friend  

4. memorize  
   said  
   out loud  

2. nice  
   smile  
   good  

5. showed  
   taught  
   explained  

3. same  
   not planned  
   strange  

6. quiet  
   said  
   shy  

Try This

Say a Vocabulary Word to a few of your classmates. Ask them to share the first words that come into their minds.

School-Home Connection

Have the student name something that he or she has recited. Then ask the student to describe a coincidence that he or she has experienced.
Name ________________________________________

As you read “Ruby the Copycat,” fill in the graphic organizer. Each time you come across a new character, write in his or her name. Also, write in each setting. When you have finished, answer the questions that follow.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

1. Who is main character in this story?

2. Where does most of the story take place?

3. Who are the other two characters besides the main character?

4. Where does the story end?

5. On a separate sheet of paper, summarize the story. Use the information from the graphic organizer to help you.
Look at the list of spelling words. Then write each word under the correct part of the alphabet—*beginning, middle, or end.*

<table>
<thead>
<tr>
<th>ABCDEFGH</th>
<th>IJLMNOPQR</th>
<th>STUVWXYZ</th>
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</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td><strong>Middle</strong></td>
<td><strong>End</strong></td>
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Spelling Words:
1. this
2. went
3. jump
4. still
5. last
6. dust
7. tell
8. drop
9. shut
10. lamp
11. stop
12. felt
13. drink
14. clock
15. stand

School-Home Connection
Have the student write down five of his or her favorite foods. Then ask whether each word would come at the beginning, in the middle, or at the end of the alphabet.
Draw a line from each syllable on the left to a syllable on the right to make a word. Then look across or down in the Search Puzzle to find the words. Circle the words you made.

**Syllable Box**

1. per cus
2. sil cil
3. sis haps
4. pen ver
5. cir ter

**Search Puzzle**

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<table>
<thead>
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<th>s</th>
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<th>t</th>
<th>r</th>
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<td>s</td>
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<td>p</td>
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**School-Home Connection**

Review the search words with the student. Discuss their meanings. Then have him or her write a few sentences using some of the words.
Add the correct end mark to each sentence. Then label each as a **statement** or a **question**.

1. Where is the teacher ____
2. I do not like to jump ____
3. When does Anita run ____
4. Do you know Mr. Wang ____
5. We play in the grass ____

Rewrite each group of words to form a statement or a question. Put the words in an order that makes sense. Use capital letters and end marks correctly.

6. to the park I go (statement)
7. do walk you to school (question)
8. Willow ball the throws (statement)
9. can Kurt play softball (statement)
10. you can football play (question)

**School-Home Connection**

Work with your child to write two questions about your family and two statements that answer the questions.
Name

Read the Spelling Words. Write each word where it belongs.

Words with -ed

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________

Words with -ing

8. __________________________
9. __________________________
10. __________________________
11. __________________________
12. __________________________
13. __________________________
14. __________________________
15. __________________________

Spelling Words

1. saved
2. moved
3. riding
4. waking
5. pulled
6. taking
7. hopped
8. baking
9. picked
10. having
11. letting
12. running
13. drawing
14. folded
15. shopped

School–Home Connection

Help your child make a list of words that have -ed and -ing endings. Discuss the correct spelling for each word. Confirm each word’s spelling with your child, using a dictionary.
Read the story. Circle the letter of the best answer to each question.

Marissa wanted to surprise her mother. She was going to paint a picture on a piece of wood. “What color should I use?” she thought.

In a closet, she found pails and pails of paint. There was blue, yellow, red, and every other color she could think of. “I will use every color!” she said to herself. Marissa started to paint. The wet colors mixed together. Her painting was a mess. What could she do?

Just then, her mother came home. Crying, Marissa said, “I wanted to give you a special gift.”

Her mother said, “Marissa, your gift is special to me. That is because you made it. It looks like a new kind of rainbow! Thank you for your hard work.”

Marissa smiled. She helped her mother put the piece of wood on the wall, where they could see it every day.

1. Who is the story mostly about?
   A  Marissa’s mother  C  a rainbow
   B  pails of paint  D  Marissa

2. How does the main character feel at the end of the story?
   A  happy  C  sad
   B  angry  D  mixed-up

3. What is the setting of the story?
   A  a paint store  C  a friend’s house
   B  Marissa’s house  D  Marissa’s school

Tip: Who is the most important person in the story?
Tip: The main character’s words and actions tell you how he or she feels.
Tip: Where do most things happen in the story?

Ask the student to think about how he or she would improve the story. Brainstorm ideas about other possible characters and settings.
Read the story, and look at the two columns. In the correct column, write the root word for each underlined verb.

Yesterday afternoon, my mom was driving us home from a family cookout. I stared out the window. “Mom!” I yelled. “There’s a gray cat on the road!” My mother braked hard and turned our car to the right. She stopped.

We got out of the car, and the cat walked right up to us. He closed his eyes and purred. I could tell that he liked me a lot. But just then his owner came for him. I told her that I hoped I could have a cat of my own someday.

### Roots with Final e

- _____
- _____
- _____
- _____
- _____

### Roots without Final e

- _____
- _____
- _____
- _____
- _____

School-Home Connection

Write these words on a sheet of paper: shave, tape, walk, and bend. Ask the student to add an -ing ending to each word. (shaving, taping, walking, bending)
Fill in the characters, setting, and story events as you read “The Day Eddie Met the Author.”

Section 1 pages 58–59

Characters: Eddie,

Setting:

First: Everyone seems excited about

Next:

Section 2 pages 64–65

Then:

Section 3 pages 72–73

Last:

Use the information in this chart to write a summary of “The Day Eddie Met the Author.” Write your summary on another sheet of paper.
Read each question and the underlined Vocabulary Word. Write a sentence to answer each question.

1. If you were going to an assembly, would you expect to see one person or many people?

2. My little brother squirmed at the doctor’s office. Did he sit quietly or did he move around a lot?

3. If a singer autographed a CD for you, did she sing her name or sign her name?

4. Mr. Jones will dismiss the class at three o’clock. Do you think a lot of people or no people will be left at three-thirty?

5. When I make a picture that is a patchwork of color, should I use one color or many colors?

6. If you brought plenty of food to a picnic, would there be not enough food or more than enough food?

Try This
Say a Vocabulary Word to a partner. Ask your partner to use it in a sentence.

School-Home Connection
Have the student act out squirmed and autographed. Ask the student to show how his or her teacher dismisses the class.
Put the words from the Spelling Words list in alphabetical order. The first, middle, and last words have been done for you.

sail

sixty

stick

Spelling Words

1. soap
2. stick
3. sandwich
4. song
5. sock
6. sixteen
7. soup
8. snake
9. smoke
10. sign
11. six
12. salt
13. scarf
14. sixty
15. sail

School-Home Connection

Have the student write two words that begin with the same three letters, like crate and crazy. Then have him or her write the two words in alphabetical order.
Name ______________________________

Read each root word in the left column. Circle the correct spelling of the word when the ending -ed or -ing is added.

1. save saved saveed
2. hop hoped hopped
3. ride rideing riding
4. take taking takeing
5. dine dineed dined
6. let leting letting
7. shop shoped shopped
8. run runing running
9. tip tiping tiping
10. wake waked wakeed
11. jump jumpped jumped
12. step stepped steped
13. tell teling telling
14. lift liftting lifting
15. skip skipping skiping

School-Home Connection
Have the student read aloud the words from the list above. Then help him or her write short sentences for five of the words.
Name ____________________________

▶ If the sentence is complete, add a correct end mark. If the sentence is not complete, write not a sentence.

1. My father is an author ______________
2. How he loves to write ______________
3. How do I help him ______________
4. Things that he can write about ______________
5. Read his latest book ______________
6. Wow, it’s exciting ______________

▶ Add words and end marks to make four kinds of sentences. Each sentence is started for you.

7. a statement
   You ____________________________

8. a command
   Go ____________________________

9. an exclamation
   What ____________________________

10. a question
    What ____________________________

School–Home Connection

Work with your child to write a question and a command about the town where you live. The command should be related to the question.
Name __________________________________________

Read the Spelling Words. Write each word where it belongs.

Words with *ee*
1. ________________
2. ________________
3. ________________

Words with *ea*
4. ________________
5. ________________
6. ________________

Words with *ai*
7. ________________
8. ________________
9. ________________

Words with *ay*
10. ________________
11. ________________
12. ________________

Words with *oa or ow*
13. ________________
14. ________________
15. ________________

**Spelling Words**
1. deep
2. play
3. lean
4. glow
5. team
6. away
7. slow
8. trail
9. dream
10. stain
11. toast
12. speed
13. raise
14. sweet
15. layer

**School-Home Connection**
Work with your child to list words that have long vowel sounds spelled: ee, ea, ai, ay, oa, or ow. Have your child circle the vowels that spell the long vowel sound.

Practice Book
© Harcourt • Grade 3
Read the title page below. Then write the answers to the questions.

**Animals That Bark and Meow**
**How to Take Care of Them**

Brianna X. Fieldman
*Chief Veterinarian at Oakland Animal Hospital*

Harcourt
Orlando   New York   Chicago   Dallas   London

1. What do you think this book is about?

____________________________________________________________________

____________________________________________________________________

2. What does the information about the author tell about the book?

Explain.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

3. What is the name of the publisher? In how many cities does the publisher have offices?

____________________________________________________________________

____________________________________________________________________
Read the long /e/, /a/ and /o/ words in the box below. Then complete the paragraph. Write each word where it makes the most sense.

deep  lean  speed  team  laid  know  row
reach  dream  least  sleep  playing  boat

Last night, I __________ awake for a while in bed, then I went to __________ just after 9:00. I had a very strange __________. I was __________ with some people from my basketball __________. We were standing on a hill that was at __________ a mile high! When I looked down, it was like looking into a __________ hole. I didn’t __________ why we were there. Then I began to __________ back against a fence, but I broke right through it! I grabbed for one of my friends, but I couldn’t quite __________ her. Then I began to fall. At first I fell slowly, but I soon began to __________ toward the ground. Just before I hit the bottom, I landed in a __________ and began to __________ it up the river. When I woke up, I found I was in my bed, not on a river, and it was morning already!

School-Home Connection
Have the student read the completed paragraph aloud and then spell the ee and ea words he or she used to complete it.
Answer each question about one of the Vocabulary Words.

1. If I want a certain book, do I care about which book I get?

2. If you were going to tell me about your family’s culture, what is something you could talk about?

3. When you work with a tutor, how will he or she help you?

4. What is an example of chores you do at home?

5. What kind of workers wear uniforms?

6. What are some resources you would need to grow flowers?

Try This

Choose a Vocabulary Word and make up a sentence using the word. Then say the sentence without the Vocabulary Word, and have a partner repeat the sentence with the correct word filled in.

School-Home Connection

Ask the student to write three sentences using the Vocabulary Words on this page.
Use the chart to help you organize and locate information from the story “Schools Around the World.” Write the title in the first box. Write headings in the boxes just below the title. Write the main ideas in the boxes under each heading.

Title

<table>
<thead>
<tr>
<th>Heading</th>
<th>Heading</th>
<th>Heading</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Buildings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The main idea is that the kind of school buildings children have depend on where they live.

Use information from the chart above to write a summary of the selection on a separate sheet of paper.
Read the words in each Word Box. Write the words in alphabetical order between the guide words.

leap  lean  layer  less  lady

lady  less

1. ________
2. ________
3. ________
4. ________
5. ________

toast  tall  team  tap  time

tall  toast

1. ________
2. ________
3. ________
4. ________
5. ________

School-Home Connection
Help the student create a dictionary page by picking five words and putting them in alphabetical order. Then have him or her circle the guide words.

Practice Book
© Harcourt • Grade 3
Read the first word in dark print in each row. Circle another word in the row that has the same vowel sound.

1. speed  hen  treat  play
2. shape  drain  slow  sheep
3. grow  flop  broke  grain
4. tray  wade  wide  with
5. beast  tree  best  bay
6. poke  step  steep  roast
7. mail  man  mill  may
8. oats  eats  bowl  aims
9. gray  spike  cart  face
10. Pete  steam  rate  check

School-Home Connection
Have the student think of three words with the long /æ/ sound. Have him or her write the words on a piece of paper and share them with you.
Name __________________________________________

Add a complete subject to each predicate. Then underline the simple subject.

1. __________________________ went to school.
2. __________________________ played outside.
3. __________________________ ate lunch.
4. __________________________ took a nap.
5. __________________________ performed on stage.
6. __________________________ was made of brick.

Add a complete predicate to each subject. Then underline the simple predicate.

7. An art teacher __________________________.
8. The excited children __________________________.
9. He __________________________.
10. My mother __________________________.
11. The school __________________________.
12. The tired baby __________________________.

School–Home Connection

Work with your child to write two sentences about your city or town. Ask your child to circle the simple subject and underline the simple predicate in each sentence.
Name

Read the Spelling Words. Write each word where it belongs.

Base Word with -s
1. _____________________________
2. _____________________________
3. _____________________________
4. _____________________________
5. _____________________________
6. _____________________________

Base Word with -es
7. _____________________________
8. _____________________________
9. _____________________________
10. _____________________________
11. _____________________________
12. _____________________________
13. _____________________________
14. _____________________________
15. _____________________________

Spelling Words
1. ants
2. toys
3. flies
4. things
5. boxes
6. games
7. lines
8. rocks
9. wishes
10. ladies
11. dishes
12. babies
13. bushes
14. glasses
15. puppies

School–Home Connection
With your child, walk outside and look for groups of plants or objects. Help your child list objects you see, such as bushes, bikes, and houses. Discuss the correct spelling for each word.
Name __________________________

Use the Table of Contents to answer the questions. Write your answers in order on the lines.

The History of Outer Space
Table of Contents

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1. What is the title of the fourth chapter?

__________________________________________

2. What is the title of the chapter that begins on page 3?

__________________________________________

3. On what page would you begin reading “Space in Ancient History”?

__________________________________________

4. What is the first page of the Index?

__________________________________________

5. What is the title of the second chapter?

__________________________________________

School-Home Connection

With the student, brainstorm possible ideas that might be covered in Chapter 1: “Why Study Space?”
Complete each sentence with the plural form of a word from the box. Be sure to use the correct ending, -s or -es.

beach  book  box  dime  tree
dress  flash  inch  side  river

1. Shelby tried on three ____________ before she found the one she liked best.
2. Florida has some of the most famous sandy ____________ in the world.
3. I like to read ____________ about outer space.
4. A triangle has three ____________.
5. Ms. Green bought two ____________ of cereal at the grocery store.
6. I saw some ____________ of lightning in the sky last night.
7. A foot is 12 ____________ long.
8. One dollar amounts to the same as ten ____________.
9. The maple ____________ have colorful leaves in the autumn.
10. People can fish in the many ____________ that run through the northwest.
Name ________________________________

Write the Vocabulary Word from the box that goes with each meaning.

apply  disappointed  invention

1. _____________ unhappy about the way things worked out
2. _____________ to fill out papers to do something, such as get a job
3. _____________ something new that someone makes or creates

Answer these questions about the Vocabulary Words from the box.

talented  research  hinder

1. What are some things that a talented person might be able to do?

2. What is something you might do research about?

3. If you hinder someone, are you helping her or not helping her?

School-Home Connection

With the student, discuss the meanings of any Vocabulary Words that he or she does not understand. Then have the student create a definition for each word.
As you read “Ellen Ochoa: Astronaut,” pay attention to the order in which events are told. Fill in the graphic organizer as you read.

Childhood

School Years

Adulthood
Review the sample dictionary page and answer the questions. Write your answers on the lines.

dozen

dozen (duhz•uhn) noun a group of 12

drag (drag) verb 1 to haul
2 to trail along the surface
3 to hang behind
drama (dra•muh) noun 1 a play for theater or television 2 an exciting or dangerous situation
dream

dream (dreem) verb 1 to think and see images while you sleep 2 to imagine a possibility

draw (draw) verb 1 to use a pen or pencil to create a picture 2 to pull or move to the side 3 to inhale
dread (dred) noun a fear of something bad that might happen

1. What part of speech is the word dozen? ____________________________

2. How many definitions does this dictionary give for the word draw?

3. Read the sentence: The box was so heavy that I had to drag it across the floor. Which definition number of drag is used in this sentence?

4. What word means “a group of 12”? ____________________________

5. Write a sentence using the word dream. ____________________________
Write the plural form of each noun. Then circle the plural words in the Word Search.

1. country
2. cage
3. story
4. lunch
5. tree
6. fork
7. tray
8. party
9. set
10. book

Word Search

B D T R N W A F O R K E S L H
W C A X Z E C O U N T R I E S
T R E E S L M R W Q I P Z B T
R G S A A C I K U P F C C O O
A S D D P Q A S L E O A H O R
Y E Y P A R T I E S X G U K I
S T O R Y S T E D A E E A S E
E S L L U N C H E S S S M I S
Add a compound subject or a compound predicate to complete each sentence.

1. __________________________________________ studied art.
2. The athletes __________________________________________.
3. The music student __________________________________________.
4. __________________________________________ took dance classes.
5. The actor __________________________________________.
6. __________________________________________ watched the stars.

Rewrite each sentence. Add commas where they belong.
Draw one line under each compound subject and two lines under each compound predicate.

7. The soccer player ran kicked and scored.

   __________________________________________

8. Exercise rest and healthful food made the swimmer strong.

   __________________________________________

   __________________________________________

9. Raja his sister and his brother were good students.

   __________________________________________

10. The scientist wrote a book won a prize and gave a speech.

    __________________________________________
Name ________________________________

Part A. Read the sentences. Find one CVC word and one VCCV word in each sentence. Write the words in the spaces below each sentence.

1. Rihanna’s dog is such a rascal!
   CVC: ____________   VCCV: ____________

2. Hilary drew a beautiful picture on the wooden box.
   CVC: ____________   VCCV: ____________

3. The runner wore a baseball cap during the race.
   CVC: ____________   VCCV: ____________

4. Just give the ball a tap with the racket.
   CVC: ____________   VCCV: ____________

5. There is rubber cement in the den.
   CVC: ____________   VCCV: ____________

Part B. Choose one CVC word and one VCCV word from Part A, and write a short story using both words.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

School–Home Connection
Ask the student to find the short vowel sounds in racket and rubber.
Read the story. Write the root word for each underlined word in the correct column below the story.

Yesterday afternoon, I was feeling a little bored. I sat and looked out our front window, waiting for something to happen.

As I was staring down the street, a boy skipped by with the strangest dog I had ever seen. I went outside, closing the door behind me.

The boy turned and faced me. “This is Twinkletoes,” he said. “We have a big show tomorrow.”

I glanced again at his pet. “Is it a dog show?” I asked.

Just then, Twinkletoes oinked. “Oh, no,” said the boy. “It is a show at the State Fair. Twinkletoes is a pig!”

As Twinkletoes and the boy walked down the street, I was sorry for thinking my street was boring!

Root Words with Final e

________________________

Root Words without Final e

________________________

________________________

________________________

________________________

School/Home Connection

Ask the student to identify the root words in skipped, turned, and thinking.
Name ______________________________

Underline the letters that make the long vowel sound in each word. Then circle the word whose vowel sound is different from the other two in the line.

1. bait freeze away
2. treat feed goal
3. essay throw goat
4. crow drain tray
5. mean complain see
6. snow bowl beak
7. reach delay feel
8. way raise beep
9. seal coast teeth
10. heap know oat

School-Home Connection

Have the student write three sentences using words from this page that have the long /æ/ sound.
Change the underlined noun to its plural form so that the sentence is correct. Write the new word on the line.

1. I found a basket of **kitten** on the sidewalk.
   ____________________________

2. Murat loves to collect **butterfly**. __________________________

3. There are four different **juice mix** in our pantry.
   ____________________________

4. Brodie has three **wrench** in his tool kit. __________________________

5. The workers built the shed with **hammers and nail**.
   ____________________________

6. Martina blows **kiss** to her friends as she gets on the bus.
   ____________________________

7. Everyone in the class gave **speech** yesterday.
   ____________________________

8. Why do you think clowns have red **nose**? __________________________

9. It is good to give **flower** water and sunlight.
   ____________________________

10. Carol **carry** two suitcases when she travels overseas.
    ____________________________
Part A. Read the sentences below. Fill in the blanks with one of the Vocabulary Words from the word box.

- viewers
- concealed
- survive
- independent
- camouflage
- donated

1. When I taught myself how to tie my shoes, I felt _________________.

2. Rico and Nate looked for bugs in their backyard. They checked under the log to see if any were ________________ there.

3. That television show is so funny! I am sure it has lots of _________________.

4. When Brenda outgrew her jacket, her mom ________________ it to the thrift store.

5. A cactus can ________________ without much water.

6. Claire used a pile of laundry as ________________ when she hid in her messy bedroom.

Part B. Write one sentence that uses any two Vocabulary Words from above.

___________________________________________________________
Read the story. Circle the letter of the best answer to each question.

Lin’s father was working very hard to open a new restaurant. He was nervous and very grouchy. One day, Lin decided to cheer him up. She sneaked into the restaurant with a handful of flowers she had picked. She said to herself, “These will look pretty on the tables. They will make Dad happy.”

That night at bedtime, Lin’s father came to say good night. “Sleep tight, Lin,” he said. He turned off the lights and started to close the door.

“Good night, Dad,” she said. She was disappointed that he had not noticed the flowers. Then her father turned the lights back on. “I almost forgot,” he said, pulling a flower from his shirt pocket and smiling. “I will make a big breakfast for us in the morning!”

1. Who are the characters in this story?
   A Lin and her mother
   B a father and son
   C Lin and her father

2. How can you tell that Lin’s father is happy at the end of the story?
   A He smiles at Lin and says he will make her a big breakfast.
   B He says “Good night, Lin.”
   C He is always sad.

3. Where does the story take place?
   A a movie theater
   B a restaurant and Lin’s house
   C a friend’s house

School/Home Connection
Have the student describe Lin and explain how he or she knows what Lin is like.
Use your Student Edition to answer the questions. Write the answers on the lines.

1. Turn to page 22 and look at the illustration. What do you think is happening?

2. Turn to the table of contents. On which page does “The Singing Marvel” begin?

3. Turn to page 89 and look at the photographs on the page. What do you think this page will be about?

4. Turn to page 106 and look at the illustrations. What do you think the story is about?

5. Turn to page 116 and look at the title. What do you think this selection is about?

6. What is the last page of the story, “Ellen Ochoa, Astronaut”?

School-Home Connection
Ask the student to look at the picture on the cover of the Student Edition and write a possible caption for it.
Complete the sentences below by putting the words in ( ) in alphabetical order and writing them in the blanks.

1. To compete in that race, you must be able to __________ five miles, __________ two miles, and __________ 500 feet. (swim, bike, run)
2. Maxine puts her __________ on her bed and leaves her __________ in the __________. (garage, football, doll)
3. For dinner last night, we had __________ with a side of __________ and __________. (peas, potatoes, chicken)
4. Austin keeps his __________ in a __________ outdoors, but his __________ lives in the house. (bunny, cat, cage)
5. There were __________ and __________ on the nature show, but there were no __________. (lizards, leopards, lions)
6. You should travel by __________ or __________ to get to Alaska from Florida. It is very far to travel there by __________. (truck, train, plane)

Together, write the names of five people the student knows. Have him or her put the names in alphabetical order.
Review the sample dictionary page and answer the questions.

chase (chās) verb 1 to follow in order to catch someone or something. 
noun 2 the act of chasing.
cheap (chēp) adjective 1 low in cost, inexpensive. 2 of poor quality.
chick (chik) noun 1 a young chicken. noun 2 any young bird.
choose (chōōz) verb 1 to select. verb 2 to prefer (to do something).
cider (si’dar) noun 1 juice pressed from fruits, usually apples.

1. What part of speech is the word chick? _________________________
2. How many definitions does this dictionary give for the word choose? _________________________
3. Which definition of cheap is used in the following sentence?
   These comic books are cheap, so I will buy three of them. _________________________
4. How many syllables does cider have? _________________________
5. Which word can be a verb or a noun? _________________________
6. Which word has only one possible definition? _________________________

School-Home Connection
Ask the student to tell you which definition of cheap someone would use to describe an expensive coat that fell apart the first time it was worn.
Fold the paper along the dotted line. As each spelling word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any spelling words you missed.

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

Spelling Words
1. clock
2. drink
3. hopped
4. moved
5. waking
6. folded
7. stain
8. layer
9. team
10. slow
11. toast
12. ladies
13. flies
14. bushes
15. games
Read this part of a student’s rough draft. Then answer the questions that follow.

(1) There is something new in Room 112 (2) Can you guess what it is (3) our rabbit has four babies. (4) How tiny the bunnies are! (5) Wish could take one home. (6) Do you bunnies like?

1. Which sentence should end with a period?
   A Sentence 1
   B Sentence 2
   C Sentence 4
   D Sentence 6

2. Which sentence should end with a question mark?
   A Sentence 1
   B Sentence 2
   C Sentence 3
   D Sentence 4

3. In which sentence are the words in an order that does not make sense?
   A Sentence 2
   B Sentence 3
   C Sentence 4
   D Sentence 6

4. Which word in Sentence 3 should be capitalized?
   A our
   B rabbit
   C four
   D babies

5. Which of the following is NOT a complete sentence?
   A Sentence 1
   B Sentence 3
   C Sentence 4
   D Sentence 5

6. Which sentence is correct as it is?
   A Sentence 3
   B Sentence 4
   C Sentence 5
   D Sentence 6
Name ________________________________

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

(1) Eric watched the news on TV. (2) His father watched the news on TV. (3) The newscaster talked about special events. (4) A police officer a firefighter and a teacher taught third graders about safety. (5) The mayor took a trip and gave a speech.

1. Which is the simple subject of Sentence 1?
   A  Eric
   B  Eric watched
   C  the news
   D  watched the news on TV

2. Which is the complete predicate of Sentence 3?
   A  the newscaster
   B  the newscaster talked
   C  talked
   D  talked about special events

3. What is missing in Sentence 4?
   A  commas
   B  a subject
   C  a simple predicate
   D  a complete predicate

4. Which sentence has a compound subject?
   A  Sentence 1
   B  Sentence 3
   C  Sentence 4
   D  Sentence 5

5. Which sentence has a compound predicate?
   A  Sentence 2
   B  Sentence 3
   C  Sentence 4
   D  Sentence 5

6. Which sentences could be joined to make one sentence with a compound subject?
   A  Sentences 1 and 2
   B  Sentences 2 and 3
   C  Sentences 3 and 4
   D  Sentences 4 and 5
### Make cards for the Spelling Words. Lay them down and read them.

1. Put the words with *up* in the first column.
2. Put the words with *room* in the second column.

The first one is done for you.

<table>
<thead>
<tr>
<th>Words with <em>up</em></th>
<th>Words with <em>room</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>pickup</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Words without <em>up</em> or <em>room</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
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<tr>
<td>7.</td>
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<td>13.</td>
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<tr>
<td>14.</td>
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<tr>
<td>15.</td>
</tr>
</tbody>
</table>

### Spelling Words

1. pickup
2. cannot
3. outside
4. bedroom
5. upstairs
6. raindrop
7. baseball
8. hallway
9. airplane
10. mailbox
11. sunshine
12. homework
13. classroom
14. something
15. playground

### School–Home Connection

With your child, make a list of compound words. Write the words on a sheet of paper. Talk about the two smaller words that make up each compound word.
Read the passage. Then circle the letter of the best answer to each question.

The Sunshine Skyway Bridge in Florida was finished in 1987. Many people believe it is the most beautiful bridge in the world. It is painted yellow. I think the color is the reason that the bridge is so popular.

Another bridge once stood over Tampa Bay. Because of a terrible storm, 1,000 feet of that bridge fell into the bay. The Sunshine Skyway Bridge is 190 feet above the water at its highest point. It is held together by steel cables.

I feel that this bridge is the strongest bridge of all.

1. Which of the following sentences states a fact?
   A. It is painted yellow.
   B. I think the color is the reason that the bridge is so popular.
   C. Many people believe it is the most beautiful bridge in the world.
   D. I feel that this bridge is the strongest bridge of all.

2. Which of the following sentences is an opinion?
   A. The Sunshine Skyway Bridge in Florida was finished in 1987.
   B. I think the color is the reason that the bridge is so popular.
   C. Another bridge once stood over Tampa Bay.
   D. It is held together by steel cables.

3. Read the underlined sentence in the passage. It is a fact. How do you know?
   A. It is the author’s belief.
   B. It is incorrect information.
   C. It is something that can be seen or proved.
   D. All bridges do this.
Find and circle the ten compound words in the story. Write each one in the box below the story. Use a line to separate the compound word into two smaller words.

My Vacation

This summer, my family visited a waterside cottage at the beach. We could watch oceangoing steamships pass right by. I spent hours exploring the beach, and I found dozens of beautiful seashells.

Mom took sunrise walks every day, while my brother tried to ride a surfboard. He did not get very far! Dad spent time in a rowboat. He would drop his line into the water and wait for the fish to bite.

We only stayed indoors during thunderstorms. Then we would just watch the lightning, listen to the thunder, and wait to go outside again.
Choose a Vocabulary Word to complete each sentence. Write the word on the line.

- collapses
dazed elevated
- embarrass
midst shabby

1. Maya was in the __________ of a large crowd of people.
2. The __________ shirt was too old to wear any longer.
3. Alejandro felt __________ after the ball hit his head.
4. The television was __________ so that everyone could watch it.
5. Do kind words and compliments __________ you?
6. Someone should repair that building before it __________.

Find a Vocabulary Word in the box below with a meaning that matches the set of three words. Write the Vocabulary Word on the line.

- collapses
dazed elevated
- embarrass
midst shabby

1. confused foggy dazzled __________
2. raised top high __________
3. topples crashes falls __________
4. ragged torn old __________
5. center core middle __________
6. shame disgrace upset __________

School-Home Connection
Read the Vocabulary Words and their explanations with the student. Then have him or her write and illustrate a sentence for two of the words.
Use the graphic organizer to record the facts and opinions from these pages of “The Babe and I.” Write each fact in the column labeled Fact. Write each opinion in the column labeled Opinion.

Fact
It was 1932, in the midst of the Great Depression, and millions of people were out of work.

Opinion

Fact

Opinion

Fact

Opinion

Fact

Opinion

Fact

Opinion

On a separate sheet of paper, summarize the story with three facts and three opinions. Use the graphic organizer to help you.
Read each sentence and the words under it. Circle the synonym for the underlined word.

1. He was __________ enough to wait for his father.
   wise   grown   foolish
2. They stood in the __________ of the crowd.
   head   middle   back
3. Everyone was __________ to find a seat.
   hurrying   carrying   going
4. He was __________ to get a bicycle for his birthday
   needing   stopping   wishing

Circle the antonym for the underlined word or words.

5. The boy stayed with Jacob.
   saw   left   remained
6. The boy saved all his money.
   spent   bought   kept
7. The father sold apples.
   took   bought   collected
8. The crowd shouted.
   whispered   yelled   cheered

School/Home Connection

Have the student write antonyms for questions 1-4 and synonyms for questions 5-8.
Connect each word in the left column with a word in the right column, to form a compound word. Then, write a sentence using each compound word.

apple       hook
down        case
coat        storm
thunder     hill
suit        sauce

1.

2.

3.

4.

5.

Have the student read his or her sentences aloud. Discuss the meaning of each compound word.
Rewrite the sentences. Use commas and joining words correctly.

1. My father is a teacher and he works at a school.

2. He drives to work, he takes a bus.

3. He has lunch at work or he eats in the park.

4. Most days he eats tuna, today he eats egg salad.

Rewrite each pair of sentences as one sentence. Use commas and the joining words and or but correctly.

5. Mrs. Lopez loves to read. She owns a bookstore.

6. The store is small. It has many books.

7. Sasha works with animals. She enjoys her job.

8. She lives in the country. She works in the city.

School-Home Connection

Work with your child to write two simple sentences about a person and his or her job. Then help your child turn the sentences into one compound sentence.
Read the Spelling Words. Find the consonants ch, tch, sh, or wh in each word. Write each word below where it belongs.

**ch, wh, sh at the Beginning**
1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________

**ch in the Middle**
9. __________________________

**sh, ch, tch at the End**
10. __________________________
11. __________________________
12. __________________________
13. __________________________
14. __________________________
15. __________________________

**Spelling Words**
1. chin
2. itch
3. push
4. chef
5. when
6. wash
7. much
8. sharp
9. pitch
10. where
11. peach
12. child
13. wheat
14. chance
15. machine

**School-Home Connection**
Challenge your child to write as many words with the consonant digraphs sh, wh, ch, and tch as possible. Confirm each spelling with your child by using a print or online dictionary.
If you ever visit Africa, you might see a gorilla. Gorillas live in rain forests, mountain slopes, and bamboo forests. They live in groups as small as five or as large as thirty. A group of gorillas is called a “troop”. Gorillas look fierce, but they are usually very gentle. They are big eaters — they can eat up to forty pounds of plants a day!

Sadly, gorillas are in danger. Logging companies cut down forests where gorillas live, leaving them homeless. It is sad to imagine gorillas with no place to live. Some people are trying to create new wildlife laws to protect gorillas. It is hard work, but saving gorillas is an important cause.

1. What is one opinion from the passage?

   
   

2. What is one fact from the passage?

   
   

3. What is another opinion from the passage?

   

---

School Home Connection

Ask the student to tell you one opinion about his or her favorite animal.
Complete each sentence with a /ch/ word spelled _ch_ or _tch_. Write the word on the line. See the word box if you need help.

chance  watch  peach  hatched

bench  chin  pitch  children

1. Something you wear on your wrist that tells time is a _____.

2. If you have a group of more than one young person, you have a group of _____.

3. When the bird came out of the egg, the egg was _____.

4. In a baseball game, you ____ the ball to the batter.

5. You may want to sit on the park ____ and rest a while.

6. A fuzzy fruit that grows on trees is a _____.

7. An opportunity is a ____ you take.

8. The part of your face just below your mouth is your _____.

School–Home Connection

Give the student four examples of words that have the /ch/ sound. Then have him or her give four more examples.
Read each question, paying special attention to the Vocabulary Word in dark type. Then circle the letter of the best answer.

1. How can a dog **obey** its owner?
   - A By following the owner’s commands
   - B By doing the opposite of what the owner asks
   - C By barking at other dogs

2. What sound would a child make if he or she **whined**?
   - A A happy sound
   - B A complaining sound
   - C A playful sound

3. What can give off a pleasant **scent**?
   - A A skunk
   - B A pile of garbage
   - C A bed of flowers

4. How can you **demonstrate** the way to set a table?
   - A Tell someone what to do.
   - B Ask someone to show you how to do it.
   - C Do it yourself while someone is watching.

5. What does someone do who **wanders** about?
   - A Walks without a plan
   - B Talks on the phone for hours
   - C Writes a long letter

6. Why would someone **patrol** a neighborhood?
   - A To water the plants
   - B To keep it safe
   - C To keep it crowded

Have the student use each Vocabulary Word in an original sentence.
As you read “Aero and Officer Mike,” fill in the graphic organizer with facts and opinions from the passage.

<table>
<thead>
<tr>
<th>Section 1</th>
<th>pages 200–209</th>
</tr>
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<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
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<tr>
<td>• Aero is a black and tan German shepherd.</td>
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<table>
<thead>
<tr>
<th>Section 2</th>
<th>pages 210–217</th>
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</table>

1. What is a fact about Aero’s training?

2. How does Aero feel about steep stairs and open gratings?

3. On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.
Write a synonym or antonym for the underlined word in each sentence.

1. Kim had to jump to reach the top shelf of her closet.
   Synonym: ________________

2. I cannot see ____ the table from where I am sitting.
   Antonym: ________________

3. Joe thought that last night’s show was awful.
   Synonym: ________________

4. You can keep any of the objects in this box.
   Synonym: ________________

5. Those books are heavy.
   Antonym: ________________

6. The ranger’s cabin is in the woods.
   Synonym: ________________

7. Everybody wants to go to the movies tonight.
   Antonym: ________________

8. The dog’s hair is brown.
   Synonym: ________________
Circle the word with the consonant pattern that is not pronounced like the other two.

1. chin march chef
2. when why who
3. chubby cash machine
4. child sharp chance
5. write wrist wheat
6. push pitch chap
7. shake shoot chase
8. stitch whale catch
9. much patch wheel
10. short chat chart

With the student, write four sentences that use at least one word each with consonant patterns ch, tch, sh, and wh.
Rewrite each sentence correctly.

1. Danny has a Partner in the classroom.

2. Her Name is Ann.

3. Danny and Ann study every Afternoon.

4. On Fridays the Children learn math.

Rewrite each sentence correctly. Underline the common nouns. Circle the proper nouns.

5. Independence day was on Tuesday.

6. Yani’s class went to New York City and saw fireworks.

7. Lights filled the sky over the Hudson river.

8. The Students wrote a report about their trip.

School-Home Connection

Work with your child to name a proper noun for each of the following common nouns: teacher, friend, place, day, month, holiday.

Practice Book
© Harcourt • Grade 3
Read the Spelling Words. Write each word where it belongs.

**Words with ou**
1. __________________  
2. __________________  
3. __________________  
4. __________________  
5. __________________

**Words with ow**
6. __________________  
7. __________________  
8. __________________  
9. __________________

**Words with oi**
10. ________________  
11. ________________  
12. ________________  
13. ________________

**Words with oy**
14. ________________  
15. ________________  
16. ________________

Help your child write a sentence using each Spelling Word. Then have him or her circle the vowels that spell the /oi/ sound.

**Spelling Words**
1. foil  
2. loud  
3. gown  
4. coil  
5. house  
6. annoy  
7. growl  
8. moist  
9. enjoy  
10. round  
11. spoil  
12. mouse  
13. clown  
14. bounce  
15. cowboy
Read the paragraph. Then follow the directions and answer the questions below.

Did you know that rabbits eat only plants? This type of animal is called a herbivore. Animals that are carnivores, like tigers, eat only meat. Some animals, like bears, eat both plants and meat. They are called omnivores. An animal can be a herbivore, carnivore, or omnivore depending on what it eats.

1. Write the main idea. ________________________________

2. Draw a box around each of the supporting details.

3. Write the main idea in a different way so that you could put it at the beginning of the paragraph. ________________________________

---

School-Home Connection

Have the student tell you in his or her own words what the paragraph is about. Explain to the student that this is the main idea.
Dipthongs: ou and oi

Lesson 8

Find ten spelling words in the Word Search puzzle that have the vowel sound /ou/ and /oi/. The words go across or down. Circle the words and write a sentence for each one.

Word Search

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1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________
8. ________________________________
9. ________________________________
10. ________________________________

School-Home Connection

On a sheet of paper, work with the student to write five more words with the sound /ou/ as in mouse.
Part A Write the Vocabulary Word from the Word Bank that matches each idea.

communicate  flick  alert
signal  chatter  grooms

1. ________________ to make neat and clean
2. ________________ to tell a person or animal something
3. ________________ to warn someone
4. ________________ to make noises over and over
5. ________________ a movement that has a meaning
6. ________________ to snap something quickly

Part B Use what you know about the Vocabulary Words to answer each question. Answer in complete sentences.

7. If you alert someone, are you smiling at the person or warning the person? ________________

8. If you flick a towel, does the towel move quickly or slowly?
   ________________

9. If a person grooms his dog, is he brushing it or feeding it?
   ________________

10. If you chatter with a friend, are you speaking quickly or whispering?
    ________________

11. When you give someone a signal, what are you doing?
    ________________

12. Do you communicate by yourself or with other people?
    ________________

School-Home Connection
Have the student act out the words alert and chatter. Then use your hands to send a signal to him or her. Have the student guess what the signal means.
As you read “How Animals Talk,” fill in the graphic organizer with important details from the selection. Then write the most important idea from the selection.

1. What is the main idea of the selection?

2. What are three of the most important details?

3. On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.
Oak. Tree found in areas with four seasons. There are 450 different kinds of oaks. They grow in many areas, from sea coasts to mountains. Oaks are known by their fruit, called the acorn. Most oaks are slow-growing. They are an important source of wood. Oak wood is used to make furniture and floors.

1. How many kinds of oak trees are there?

2. What is oak wood used to make?

3. What is an acorn?

4. What are two of the areas in which oaks grow?

5. Where are oak trees found?
Unscramble the words. Each word includes the letter pattern *ou, ow, oi, or oy*. Then use each word in a sentence.

1. wodn ➔ __________

2. liob ➔ __________

3. tipon ➔ __________

4. yots ➔ __________

5. lowh ➔ __________

6. hotum ➔ __________

7. dolu ➔ __________

8. rewot ➔ __________

School-Home Connection

Write the letters *thuso* on a sheet of paper. Have the student unscramble them to form a word that uses one of the letter patterns above.
Write the full word for each abbreviation.

1. FL  __________________________
2. Tues.  __________________________
3. Dr.  __________________________
4. St.  __________________________
5. Apr.  __________________________

Find the words in each sentence that have abbreviations. Write the abbreviations.

6. Mister Ward’s party is on Sunday, November 5.
   ______________________________________

7. Send the letter to Doctor Johnson at 5 Mesa Street, El Paso, Texas.
   ______________________________________

8. In September, Mistress Torres’s class goes to the animal shelter on River Avenue.
   ______________________________________

9. Tennessee and Missouri are next to Kentucky.
   ______________________________________

10. Mistress Brecht spoke at the school on Barstow Road on Friday.
    ______________________________________
Read the Spelling Words. Write each word where it belongs.

Words with \textit{str}

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________

Words with \textit{scr}

8. ______________________________
9. ______________________________
10. ______________________________

Words with \textit{spr}

11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________

\textbf{Spelling Words}

1. spray
2. street
3. sprint
4. stripe
5. screen
6. strong
7. spring
8. stray
9. scream
10. strike
11. spread
12. string
13. sprout
14. scratch
15. stream

\textbf{School-Home Connection}

Encourage your child to think of other words that begin with these letter patterns and write them down. Then confirm each spelling by looking it up in a dictionary.
Did you ever trade one thing for another? It can be fun. It also is a good way to get rid of old things and find yourself some wonderful new treasures. People have been swapping things for thousands of years. In ancient times, money was hard to get. So one family would trade their extra cow for another family’s extra pig or horse. Today, people get most of what they need by buying things in stores. But swapping and trading is still going on. You can swap books with a friend. That way, you can trade a book you have read for a book that will be new and exciting to you. You can do the same thing with toys, games, and clothes that no longer fit.

1. What is the main idea of the passage?
   A It’s fun!
   B Swapping is a great way to trade old things for new treasures.
   C You can swap books with a friend.

2. Which detail does not support the main idea?
   A Swapping and trading is still going on.
   B In ancient times, money was hard to get.
   C It’s a nice day.

3. Which detail supports the main idea?
   A You can swap books with a friend.
   B The word paws spelled backwards is swap.
   C Books can be a great deal of fun.
Make real words by adding *str* or *scr* to the endings in the box. Then write each finished word under the correct heading.

**str**  **scr**

<table>
<thead>
<tr>
<th>str words</th>
<th>scr words</th>
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</table>
Choose the correct Vocabulary Word from the box to answer each riddle.

banquet  agreeable  curiosity

gaze  famine  generous

1. I am quite unusual. You might find me if you hunt through old treasure chests. I am a ____________________.

2. I can be great fun. I have a lot of delicious food, and you might have to get dressed in fancy clothes. I am a ____________________.

3. I will not make you sick or unhappy. In fact, you will not find anything wrong with me at all. I am ____________________.

4. I look at you as though you are the most interesting thing in the world. I ____________________ at you.

5. I will give you everything I have and more. I am ____________________.

6. When I am around, people feel very hungry. I am a ____________________.

Now it’s your turn. Write riddles for the two Vocabulary Words below.

banquet   generous

1. __________________________________________

2. __________________________________________
As you read “Stone Soup,” answer the questions below, and fill in the graphic organizer with the main idea and important details.

1. What is the main idea of the story? Put it in the Main Idea box.

2. What is one important detail on page 258? Put it in the first Detail box.

3. What is one important detail on page 261? Put it in the second Detail box.

4. What is one important detail on page 271? Put it in the last Detail box.

Main Idea:

Detail: (p. 258) Detail: (p. 261) Detail: (p. 271)

Use the information from the graphic organizer above to write a summary of the story on a separate sheet of paper.
Look up each word in a thesaurus. Write two synonyms for the word.

1. make
   Synonyms: ____________________  ____________________

2. walk
   Synonyms: ____________________  ____________________

3. sleepy
   Synonyms: ____________________  ____________________

4. angry
   Synonyms: ____________________  ____________________

5. leader
   Synonyms: ____________________  ____________________

6. friend
   Synonyms: ____________________  ____________________

School-Home Connection
Have the student name three feelings, such as happy, sad, and nervous. Help him or her find synonyms for these words in a thesaurus.
Consonant Blends: str, scr, spr, and VCCCV Syllable Pattern
Lesson 9

Combine letters to make words that have 3 consonants in a row. Start each word with letters from Row 1. End the word with letters from Row 2. The first one has been done for you.

Row 1
st trans hun com sub cen spr sc sp str

Row 2
trail roller inkle tract ramble plete dred form read eam

1. stroller
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

School-Home Connection
Ask the student to choose three of these words and use them in sentences.
Write the correct plural form of each singular noun. Use a dictionary if you need to.

1. pot
2. raspberry
3. tomato
4. meal
5. rabbit
6. moose
7. sheep
8. puppy

Rewrite the sentences. Use the plural forms of the nouns in parentheses ( ). Use a dictionary if you need to.

9. The (child) made (sandwich).

10. Amber sliced (carrot) and (apple).

11. Do you want (blueberry) or (peach)?

12. Brush your (tooth) after you eat the (strawberry).

School–Home Connection
With your child make a grocery list. Take turns spelling the singular and plural forms of each noun on your list.
Write a compound word for each meaning. Combine words from the box to make the compounds.

flower  street  snow  bath  suit
rain  sun  block  light  pot
cloth  star  fish  bird

1. An outside lamp ____________________
2. A child’s winter clothing ____________________
3. A five-pointed sea creature ____________________
4. A container for growing plants ____________________
5. A kind of lotion you put on your skin in the summer ____________________
6. A place where robins go to clean their feathers ____________________
7. A piece of clothing you wear to keep yourself dry ____________________
Read each question. Circle the best answer or answers.

1. Which two words have the same consonant sound?
   chef  attach  chore

2. Which word has a letter pattern that stands for the /hw/ sound?
   want  whether  worry

3. Which word has the /sh/ consonant sound?
   chatter  machine  chair

4. Which word has the same consonant sound as notch?
   charge  whirl  shut

5. Which two words have the same consonant sound?
   sheet  chef  cheat

6. Which two words have the /ch/ sound?
   channel  shift  champion
Name

Read each sentence. Complete each unfinished word by writing *ou*, *ow*, *oi*, or *oy* on the blanks.

1. I do not like brussels spr_______ts.

2. What time is your doctor’s app_______ntment?

3. Try not to ann_______ your little brother.

4. What do you think pigs are saying when they _____nk?

5. The five v_______els are *a*, *e*, *i*, *o*, and *u*.

6. Albert added fl_______r to the bread dough.

7. My mother enj_______s gardening.

8. Be careful not to confuse baking soda with baking p_______der.

School-Home Connection

With the student, come up with four new words, each using one of the above vowel patterns.
**Part A.** Draw a line from each consonant blend in Column A to four different letter groups in Column B to form words.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
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<tbody>
<tr>
<td>scr</td>
<td>amble</td>
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<tr>
<td></td>
<td>ide</td>
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<tr>
<td>str</td>
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<td>atch</td>
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</tbody>
</table>

**Part B.**

1. Which letter combination from Column B will make a word with the consonant blend *spr*? ______

2. Use this new word in a sentence:

   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
Part A. Complete each sentence with one of the Vocabulary Words from the Word Box.

investigate  laboratory  suspect
expert  various  confess

1. Every night, the scientists wash all the beakers in the ________________.

2. When her parents found the flashlight under her pillow, Leigh had to ________________ she had been staying up past her bedtime to read.

3. I ________________ you will not like the reptile documentary since you are afraid of snakes.

4. Tomorrow, Dad and I will go to the store to ________________ the best kind of food processor to buy.

5. Santino is good at kickball, but he is certainly not an ________________ at the game.

6. This summer, I read ________________ books about mice.

Part B. Write a sentence describing something you might investigate in a laboratory.

__________________________________________________________

School-Home Connection
Ask the student to list three things at which he or she would like to be an expert someday.
Read the selection below. Then answer the questions.

I love to paint with bright colors. Colors are so interesting! Did you know that just three colors make up almost all the different colors we see? Red, blue, and yellow combine to make many other colors. For example, red and blue make purple. Yellow and red make orange. Yellow and blue make green. And with these colors, a painter can make new colors. Paintings with lots of colors are the most beautiful kind. What kind of paintings do you like?

1. Write two facts from the passage.

2. Write two opinions from the passage.

3. Answer the question in the last sentence of the passage, giving your opinion.

School-Home Connection
Ask the student to describe a sunset, using both facts and opinions.
Read the selection. Write an answer to each question.

My class is taking a field trip to a campground next week. I am very excited because we are going to learn how to set up a tent. If the weather is nice, we can even start a fire and roast some marshmallows. We will leave for the trip at 8 A.M. and get to the campsite by 10 A.M. I have a new book to read on the bus. Our teacher will show us how to identify poison ivy and other plants in the woods. The trip will teach us about nature and what it is like to live without many things from the modern world.

1. What is the main idea of the passage?

2. What are two supporting details in the passage?

3. What is a detail that does not support the main idea?
Write a synonym or an antonym for the underlined word in each sentence.

**Synonyms**

1. It was a dark, **chilly** night. ______________
2. Please **throw** me the ball. ______________
3. We were **wet** from head to toe. ______________
4. What a **wonderful** time we had! ______________
5. Gregg is **kind** to his Aunt. ______________

**Antonyms**

1. The dog’s bowl was **empty**. ______________
2. We took the **crooked** path. ______________
3. I think I made a **huge** mistake. ______________
4. We were all **bored** by the play. ______________
5. He was an **excellent** teacher. ______________

School-Home Connection

Write the sentence: I feel ____. Ask the student to fill in the blank with a word that expresses how he or she feels. Then write a synonym and an antonym for that word.
Write the answer to each question.

**Reference Sources**
dictionary    encyclopedia
thesaurus    atlas

1. Which reference source would you use to find a synonym for *empty*? ________________

2. Which reference source would you use to find out which countries border Panama? ________________

3. Which reference source tells what *lilac* means?
   ________________

4. Which reference source describes the climate in which palm trees grow and how long it takes them to grow?
   ________________

5. Which reference source would you use to find an antonym for *pleasant*? ________________

School–Home Connection
Ask the student to name three types of information found in a dictionary.
Name ________________________________

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

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

Spelling Words

1. airplane
2. upstairs
3. something
4. itch
5. chef
6. wheat
7. chance
8. push
9. enjoy
10. moist
11. clown
12. loud
13. sprint
14. street
15. scratch
Read this part of a student’s rough draft. Then answer the questions that follow.

(1) Mrs. Sanchez’s class performed a play on _____, October 2.
(2) The Play was at the Madison Elementary School. (3) At 7:00 p.m.
(4) My sister Elaine acted, she did a great job. (5) My bedtime is 8:00 p.m. (6) My parents let me stay up late to watch the play.

1. Which word could go in the blank in Sentence 1?
   A  Monday
   B  tuesday
   C  evening
   D  lunchtime

2. Which word in Sentence 2 is incorrectly capitalized?
   A  Play
   B  Madison
   C  Elementary
   D  School

3. Which word should follow the comma in Sentence 4?
   A  but
   B  or
   C  and
   D  tonight

4. Which is the proper noun in Sentence 4?
   A  sister
   B  Elaine
   C  great
   D  job

5. Which two simple sentences could be joined by a comma followed by but?
   A  Sentences 1 and 2
   B  Sentences 3 and 4
   C  Sentences 4 and 5
   D  Sentences 5 and 6

6. Which sentence is NOT complete?
   A  Sentence 2
   B  Sentence 3
   C  Sentence 5
   D  Sentence 6
Read this part of a student’s rough draft. Then answer the questions that follow.

(1) There is a mystery to solve at 10 Mountain Road. (2) The Brooks children can't find their puppy. (3) What are the clues? (4) The door is open, and cookies are baking in the house across the street. (5) Brooks says she knows where the puppy is. (6) Do you?

1. What is the abbreviation for the underlined word in Sentence 1?
   A rd
   B rd.
   C Rd.
   D RD

2. What is the correct plural form of the noun in Sentence 3?
   A clue
   B clues
   C cluees
   D cluies

3. How many SINGULAR nouns are in Sentence 4?
   A two
   B three
   C four
   D five

4. How many PLURAL nouns are in Sentence 4?
   A one
   B two
   C three
   D four

5. Which abbreviation could go in the blank in Sentence 5?
   A mrs
   B Mrs
   C MS
   D Mrs.

6. Which sentence has an irregular plural noun?
   A Sentence 2
   B Sentence 3
   C Sentence 4
   D Sentence 5
Read the Spelling Words. Then read the name of each group. Write each word where it belongs.

**Words with ble**
1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

**Words with dle**
6. ____________  7. ____________

**Word with cle**
8. __________________________

**Words with ple**
9. __________________________
10. __________________________
11. __________________________

**Words with tle**
12. ____________  14. ____________
13. ____________  15. ____________

**Spelling Words**
1. title
2. table
3. uncle
4. apple
5. cable
6. bubble
7. beetle
8. rattle
9. purple
10. little
11. middle
12. simple
13. saddle
14. trouble
15. scribble

**School–Home Connection**
Help your child write several words that rhyme with cable, little, and bubble. Discuss the correct spelling of each word. Confirm each word's spelling using a print or an online dictionary.
Read the story. Then complete the graphic organizer.

Jeremiah’s first baseball game was today. He was more excited than he had ever been. “This is going to be a great day,” he thought. “Maybe I’ll hit the ball and score a run.”

He opened a drawer to get his uniform. It wasn’t there! A terrible feeling came over him. Where was his uniform? Without it, he couldn’t play. What had happened?

Then he remembered. He had wanted to show the uniform to his grandfather last Sunday. He had worn it and had gotten mud on it while pretending to make diving catches.

What could he do? “This is not going to be such a wonderful day, after all,” he thought.

Just then his dad walked in and tossed Jeremiah’s uniform on the bed. “It’s a good thing I did the laundry last night, isn’t it?” his dad said.

Characters: Jeremiah, father, grandfather

Setting:

Problem:

Important Details:

Solution:

School/Home Connection

Have the student use the graphic organizer as a guide to retell the story to you in his or her own words.
Circle the C-le word and use it in a sentence.

1. staple stapel stapple

2. muble mumble mummble

3. ridel ridle riddle

4. starttle startle startell

5. padel paddle paddoul

6. genttle genle gentle

7. cable cabble cabel

8. titel titlle title

School-Home Connection
Write wiggle, wigle, and wiggel on a sheet of paper. Have the student identify the correct spelling, and then make up a sentence using the word.
Read each question. Pay special attention to the Vocabulary Word that is underlined. Then write your answer on the line.

1. If you sobbed at the end of a movie, how would you describe that movie to a friend?

2. If you hoped to be encouraging to a friend who was about to act in a play, what would you say?

3. When might you hear people chuckling?

4. What is something you could do that would be soothing, especially after working hard?

5. If you had a brief amount of time to eat, what would you eat?

6. When has someone praised you recently?

School-Home Connection
Ask the student to remember something that he or she thinks would be soothing. Have the student tell you what soothing means.
As you read “Loved Best,” fill in the graphic organizer. Record the important facts you learn along the way.

**Section 1** pages 305–308

**Characters:** Mrs. Lasiter, Carolyn, Mama, Daddy, Granddaddy,

**Setting:**

**Section 2** page 312

**Problem:**

**Section 3** pages 302–319

**Important Events:**

**Section 4** page 319

**Solution:**

On a separate sheet of paper, summarize the story. Use the graphic organizer to help you.
Read each sentence. Look for a word or words with about the same meaning as the underlined word. Then circle the letter of the best definition for that underlined word.

1. I grinned at Grandma, and she beamed back at me
   A. smiled  
   B. growled  
   C. gave an unhappy look  
   D. laughed loudly

2. Carolyn’s nervous stomach churned, and she thought it would never stop spinning.
   A. grew calm  
   B. turned into butter  
   C. enjoyed  
   D. stirred violently

3. The performance was over, and everyone had enjoyed the play.
   A. the whole group  
   B. a happy look  
   C. show  
   D. meal

4. The entire class was looking at her, and all of her classmates showed concern.
   A. whole  
   B. wheels of a large truck  
   C. small  
   D. best

School/Home Connection
Ask the student to use each underlined word in a sentence.
Write the C-le word that goes with each clue. Then cross out the two syllables in the box that make up the word you wrote. When you are done, the leftover syllables will form a word that is "easy" to read.

1. Another name for a violin _____________
2. A place to put a doll or a baby ____________
3. To break into many pieces ______________
4. A kind of insect _________________
5. A container made from glass or plastic _____________
6. The national bird of the United States ______________
7. A kind of fruit _________________
8. Twice as much _______________

The word that is "easy" to read is _______________
Name ____________________________

Rewrite each phrase. Use the correct possessive noun.

1. the costumes that belong to the girls
   __________________________________________

2. the dance of Ron
   __________________________________________

3. the necklace owned by her grandmother
   __________________________________________

4. the bottles of the babies
   __________________________________________

5. the sleeves of the dresses
   __________________________________________

6. the car that belongs to my mother
   __________________________________________

Write sentences using the noun below. The words in parentheses ( ) tell which form of the noun to use.

   dancer

7. (singular) __________________________________________

8. (plural) __________________________________________

9. (singular possessive) __________________________________________

10. (plural possessive) __________________________________________

School–Home Connection

Help your child write three sentences about play. Use a singular possessive noun in the first sentence, a plural noun in the second, and a plural possessive noun in the third.

Practice Book © Harcourt • Grade 3
Name ________________________________

Make cards for the Spelling Words. Lay them down and read them.

1. Put the words that have silent letters at the beginning in one group. Then write the words in the chart.

2. Put the words that have silent letters in the middle in one group. Then write the words in the chart.

3. Put the words that have silent letters at the end in another group. Then write the words in the chart.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. gnat</td>
<td>13.</td>
<td>15.</td>
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<tr>
<td>2. knew</td>
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<td>3. sign</td>
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<td>16.</td>
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<tr>
<td>4. knob</td>
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<td></td>
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<tr>
<td>5. gnaw</td>
<td>6.</td>
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<td>6. write</td>
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<td>7. knees</td>
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<td>8. wrinkle</td>
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<td>10. wrist</td>
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<td>11. cough</td>
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<td>12. known</td>
<td>13.</td>
<td></td>
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<td>13. rough</td>
<td>14.</td>
<td></td>
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<tr>
<td>15. knight</td>
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</tbody>
</table>

School–Home Connection
Have your child read aloud the list of Spelling Words. Talk about and write other words that have these silent letters.
Read the story. Then write answers to the questions.

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

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

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

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

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

1. Who is the main character? ____________________________________________

2. Who are the other characters? __________________________________________

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

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

5. What is the solution to the problem? ____________________________________

**School/Home Connection**

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

Practice Book
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Unscramble the underlined letters and write the word on the line.

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

2. Tapping on a door or a window is called **gcoinnkk**.
   ________________

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

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

5. You can make **tnsok** with string or rope.
   ________________

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

7. The hungry cougar **edgnwa** on a tender bone.
   ________________

8. Sharon’s **keens** were very strong because she walked uphill every day.
   ________________

9. The stop **nigs** was bright red.
   ________________

10. Please **lenke** at the water’s edge, and quietly watch the manatees swim.
    ________________
Pick the word from the Word Box that best fits with each group of three words. Write the word on the line.

1. loud
   crowded
   yelling
   _____________

2. annoying
   pesky
   disturb
   _____________

3. fix
   patch
   mend
   _____________

4. words
   change
   language
   _____________

5. escaping
   quick
   diving
   _____________

6. earth
   moving
   quaking
   _____________

Have the student show you a dodging movement. Then have him or her imitate how a bothersome person might act.
As you read “A Pen Pal for Max,” fill in the graphic organizer with important information from the story.

**Characters**

**Setting**

**Problem**

**Important Events**

**Solution**

On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.
Write a definition for each underlined word. Next to the definition, describe the context clues that helped you understand what the word means.

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

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

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

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

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

School-Home Connection

Describe a pebble, a knight, and a blaze, without naming the words, and have the student guess each word.
Read the sentence. Circle the correct spelling for the missing word. Then write the word on the line.

1. I ____________ on the door, but no one answered.
   knocked  gnocked  nocked

2. Sam likes to ____________ with his brother.
   restle  westle  wrestle

3. I set the table with a ____________ and a fork.
   nife  gnife  knife

4. When I hear a funny joke, I ____________.
   laugh  laff  lafe

5. Does the ____________ on that house say “For Sale”?
   sien  sign  sikn

6. Mr. Wright has lots of interesting ____________ in his attic.
   stuff  staugh  stough

7. The answer he gave me was ____________.
   rong  grong  wrong

8. I have a sore spot on my ____________.
   gneck  neck  kneck

School-Home Connection
Write the sentence The dog is ________ on a bone. Have the student choose the correct spelling of the missing word from among nawing, gnawing, and knawing.
Write the pronoun in each sentence. Then label each as S (singular) or P (plural).

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

Rewrite each sentence with a correct pronoun.

7. Ellen studied Spanish because ______ wanted to visit Spain.
   ____________________________________________

8. The class was fun, and the students enjoyed ______.
   ____________________________________________

9. The teacher brought pictures to show ______.
   ____________________________________________

10. He took the pictures when ______ was in Spain.
    ____________________________________________
Read the Spelling Words. Sort the words and write them where they belong.

Words with /s/ Sound Spelled with c
1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________

Words with /j/ Sound Spelled with g, or dge
7. __________________________
8. __________________________
9. __________________________
10. __________________________
11. __________________________
12. __________________________
13. __________________________
14. __________________________
15. __________________________

School-Home Connection
Help your child write a list of words that have the soft c or g sound. Discuss the correct spelling for each word. Together, confirm each spelling using a print or an online dictionary.
A. Sam turned on his flashlight, and the thin beam of light cut through the darkness. The room was filled with old furniture. Dust and cobwebs covered everything. No one had been in this room for years. So what had made that strange moaning noise? He just **had** to find out!

B. Litterbugs are really becoming a problem in our neighborhood. The next time you are walking or biking around, take a look. Soda cans and candy wrappers are lying in the grass or floating on the pond. Nature is too beautiful for us to ruin it with trash. So do your part. Don't litter!

C. Milk has things the body needs. It has calcium to make your bones strong and help them grow. Calcium helps your teeth grow and stay healthy, too. Milk has lots of protein to build strong muscles.

1. What is the author’s purpose in paragraph A? Who is the main character? ____________________________

2. What is the author’s purpose in paragraph B? Why do you think so? ____________________________

3. What is the author’s purpose in paragraph C? Why do you think so? ____________________________

School-Home Connection

Have the student write three sentences to persuade you to do an activity with him or her. Remind the student to support the main idea with detail in the sentences.
Read the story. Complete the spelling of each word. Use -ge or -dge.

Last month, I was in a play called “The Lar_____ Bird.”
The play takes place in a town called Bri_____ View. In the story, a stran_____ oran_____ bird flies into town and sits on a le_____ at the top of the town hall. The people of the town try to capture the bird and put it in a ca_______. But they cannot quite reach the e_____ of the roof where the bird is sitting!

I played a girl who is eight years of a______. She tells the people that the bird is never going to bu_____ and that they should just leave the bird alone. The people of the town chan_____ their minds. They decide to let the bird stay on top of the building. It is a great play!

School: Home Connection

Have the student tell a new story that uses several -ge and -dge words.
Part A Read each group of words. Write the Vocabulary Word that belongs in the group.

<table>
<thead>
<tr>
<th>Dissolve</th>
<th>Absorb</th>
<th>Protects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rustling</td>
<td>Columns</td>
<td>Particles</td>
</tr>
</tbody>
</table>

1. shields guards saves ______________________
2. crackling shuffling crunching ______________________
3. melt disappear mix ______________________
4. take in soak up sop up ______________________

Part B Complete the sentences.

5. The columns of a library might be made out of ______________________

6. If you find particles of glass on your kitchen floor, someone probably ______________________

7. To protect your CD collection, you should ______________________

8. Something that dissolves quickly in water is ______________________

With the student, discuss a building you have seen that has columns. Come up with a list of adjectives to describe the columns.
As you read “A Tree Is Growing,” fill the graphic organizer.

**Section 1** page 368

<table>
<thead>
<tr>
<th>What I Know:</th>
<th>What I Read:</th>
<th>What I Learned:</th>
</tr>
</thead>
</table>

**Section 2** page 369

<table>
<thead>
<tr>
<th>What I Know:</th>
<th>What I Read:</th>
<th>What I Learned:</th>
</tr>
</thead>
</table>

**Section 3** page 374

<table>
<thead>
<tr>
<th>What I Know:</th>
<th>What I Read:</th>
<th>What I Learned:</th>
</tr>
</thead>
</table>

1. What do you already know about trees?

2. What is the first thing you read about trees?

On a separate sheet of paper, summarize what you learned about trees. Use the graphic organizer to help you.
Use the graphic aid to answer the questions. Circle the letter of the best answer to each question.

1. What does the sun bring to the plant?
   A  carbon dioxide  
   B  oxygen  
   C  water and minerals  
   D  light  

2. What do people and animals bring to the plant?
   A  carbon dioxide  
   B  oxygen  
   C  water and minerals  
   D  soil  

3. What does the plant bring to people and animals?
   A  carbon dioxide  
   B  oxygen  
   C  water and minerals  
   D  sun  

School-Home Connection
Work with the student to create a graphic aid illustrating a system or process such as a weather pattern or how a flower grows.
Name ____________________________________________

Each line of letters has two hidden words in which c is pronounced with the s sound or g is pronounced with the j sound. Circle the hidden words. Then write a sentence of your own that has both hidden words.

1. c e j u o r a n f o r c e b l g e s p g i a n t c e c i o l

2. a c i f c e g i p p e n c i l g e r y g e r m s c e r w o t

3. g j u d g e f g e n t l e v c e h t c i z t c i e g i d g

4. o s k e r g e c i d a n c e o l g i c e o l i m s t a g e

5. g e a r c e i d g e c i e d g e p r i n c e t r a i p g i c

School-Home Connection

Have the student write a sentence that includes any two of the following words: manager, celery, image, or circle. Then invite him or her to read the sentence aloud.
Write a subject or object pronoun to replace each underlined word or phrase.

1. Ariel's sister taught Ariel about bees. ________
2. Ariel's sister told Ariel that bees are insects. ________
3. Ariel and I watched bees in the park. ________
4. Ariel and I saw the bees fly. ________
5. Ariel's father gave Ariel and me a book. ________
6. The book had pictures of bees. ________

Rewrite each sentence. Use I and me correctly.

7. You and me picked pears from the tree.
   ________________________________________

8. Todd ate cherries with my friend and I.
   ________________________________________

9. Me and my brother sliced apples.
   ________________________________________

10. They shared the plums with me and him.
    ________________________________________

School–Home Connection

Have your child write sentences using one or more of the following pronouns:
I  you  he  she  her  we  they  us
Read the Spelling Words. Sort the words and write them where they belong.

**Words that end with n**
1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________

**Words that end with l**
8. ______________________
9. ______________________
10. ______________________
11. ______________________
12. ______________________

Put the words that are left in alphabetical order.
13. ______________________
14. ______________________
15. ______________________

**Spelling Words**
1. robin
2. petal
3. seven
4. solid
5. final
6. given
7. color
8. hotel
9. wagon
10. music
11. total
12. cabin
13. taken
14. pupil
15. broken

**School–Home Connection**
As you and your child discuss your daily activities, write down words that have the same syllable patterns as *robin* and *hotel*. Go over the list and have your child say and spell each word.
Read the selection. Then answer the questions that follow.

**Leave the Logs Alone**

Have you ever walked through a forest? If so, you probably have seen logs on the forest floor. Some people think these fallen trees are no longer useful. They think the logs should be removed to clean up the forest. But that's not true. Fallen trees still have a purpose.

Animals use these logs for shelter and to find food. If you gently rolled a log and peeked underneath, you would be surprised at what you would find. Worms, grubs, insects, and snakes make their homes in the cool mud beneath the logs. Removing the logs would mean that all of these creatures would have to find new homes.

In time, the logs will rot and become soil. New plants and trees will grow in that soil. This is another reason that fallen trees are important.

As you can see, it is helpful to the forest to leave fallen trees where they are. We should leave the logs alone.

1. What was the author’s purpose for writing this selection?

2. How does the title help you know this?

3. What other sentences give you clues about the author’s purpose?
Look at each pair of spelling words. Choose the word in each pair that has the V/CV syllable pattern, and write it on the lines. Use the boxed letters to answer the riddle at the bottom of the page.

1. vanish  broken

2. total  wagon

3. taken  seven

4. cabin  music

5. final  given

6. robin  pupil

7. hotel  color

Riddle:
Where can you leave your dog when you go to the mall?

Answer:
In the

1  2  3  4  5  6  7
Part A Write the Vocabulary Word from the Word Bank that matches each idea.

1. __________ when you think something may happen
2. __________ a winding path that is like a puzzle
3. __________ what a bird does to settle in a tree’s branches
4. __________ a quick peek at something
5. __________ when something hits someone
6. __________ to stick a sharp object through something

Part B Use what you know about the Vocabulary Words in bold print to answer each question. Circle the answer within the sentence.

7. If you get a glimpse of a frog, do you get a long look or a quick look?
8. If someone spears a piece of fruit, does he use a fork or a spoon?
9. If a bird roosts, is it flying or resting?
10. If you are in a maze, are you on a straight path or a winding path?
11. If you suppose something, might it happen or did it happen already?
12. If something strikes you, does it hit you or hug you?

School-Home Connection
Ask the student what he or she supposes will happen tomorrow in school. Discuss whether this is something that has happened before or if it is something completely new.
As you read “One Small Place in a Tree,” fill in the first column of the graphic organizer with what you already know. In the middle column, write the information you read. Fill in the author’s purpose after you finish the selection.

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Read</th>
<th>Author’s Purpose</th>
</tr>
</thead>
</table>

1. What is the main reason the author wrote the selection?

____________________________________________________

2. What is the author’s purpose?

____________________________________________________

3. On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.
The following graph shows the kinds of trees in Sunshine Park. Use the information in the graph to answer the questions. Answer each question with a complete sentence.

1. What kinds of trees does Sunshine Park have?

2. How many maple trees are there in the park?

3. What kind of tree has the fewest number in the park?

4. How many pine trees are there in the park?

5. The park has an equal number of which two kinds of trees?

School-Home Connection

Work with the student to create a new graph using the following information: ash trees, 10; cherry trees, 7; willow trees, 2.
Use these VCV words to complete each sentence. Then circle those words in the puzzle. Look for them across and down.

cozy  baby  total  habit  tulips
pupils  future  visits  seven  equal

1. There are six or ____________ _________ in the classroom.
2. The ____________ will be an adult in the ____________.
3. When Ari ____________, he has a ____________ of always being late.
4. The ____________ number of items on a balanced scale is ____________ on each side.
5. The bunny looked ____________ sleeping in the bed of colorful ____________.

School-Home Connection
Ask the student to tell where each VCV word is divided into syllables. Then have him or her suggest other VCV words that could be used to complete the sentences.
Circle the pronoun in each sentence. Rewrite the sentence. Correct the pronoun so that it agrees with the underlined word.

1. The ___ was too high for Maria to see him.

2. Maria was excited because he saw an owl.

3. Luke was homesick when it went to camp.

4. The girls invited Hillary to play with her.

5. John wrote a letter and sent them home.

6. John’s parents wrote back to it.

Fill in each blank with a correct pronoun. Then underline the word or words that the pronoun refers to.

7. Honeybees live in hives, where _______ have jobs to do.

8. Worker bees feed the queen bee and protect _______.

9. Honeybees gather nectar and use _______ to make honey.

10. Some people keep bees and collect honey from _______.

School–Home Connection
Ask your child to write three sentences about family members, using their names. Then ask him or her to rewrite the sentences, replacing the names with pronouns.
Read the \textbf{-le} words in the Word Bank. Write each word on a line below. Then divide each word into syllables.

<table>
<thead>
<tr>
<th>\textbf{C-le Words}</th>
</tr>
</thead>
<tbody>
<tr>
<td>table</td>
</tr>
<tr>
<td>maple</td>
</tr>
</tbody>
</table>

Write two more \textbf{C-le} syllable pattern words.

Choose a \textbf{C-le} word from the Word Bank. Write a sentence using that word.

\textbf{School-Home Connection}

Have the student think of other \textbf{-le} words. Discuss how to divide the new words into syllables.
Fold the paper along the dotted line. As each spelling word is read aloud, write it on the line. Then unfold the paper and check your work.

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
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<td>15.</td>
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</tbody>
</table>

**Spelling Words**

1. title
2. rattle
3. saddle
4. gnat
5. knight
6. wrench
7. rough
8. edge
9. police
10. giant
11. judge
12. hotel
13. seven
14. broken
15. taken

**School-Home Connection**

Ask the student to write five sentences using his or her favorite spelling words from the list above.
Circle the words in each sentence that contain *kn, gn, wr, or gh*. Then, write the words in the crossword puzzle.

1. There is a wrinkle in my new shirt.
2. I tapped on the door with my knuckles.
3. The knight rode a white horse.
4. We knew all the answers on the spelling test.
5. She put wrapping paper on the gift for her friend.
6. He had a bad cough while he was sick.
7. Can you hear the laughter on the playground?
8. Turn left at the stop sign.

Ask the student to think of other words that contain *kn, gn, wr, or gh*. Help him or her add several of these words to the puzzle.
Sumi could not believe that today had finally arrived! She had waited all summer for her birthday. She and her mom had planned for weeks. They called it “The Big Beach Birthday Bash.” She had invited all her friends for games, swimming, and a cookout at the beach.

Sumi’s excitement quickly ended when she looked out the window. Dark storm clouds filled the sky. Within minutes, lightning cracked and rain poured down. She had never been so disappointed.

“We’ll figure something out,” her mom assured her.

Meanwhile, Sumi’s dad took her to the grocery store to pick up meat for the burgers and ice for the cooler.

“What are we buying this?” she asked. “We can’t go to the beach in the rain.”

When they got back home, Sumi opened the door.

“Surprise!” her friends shouted.

There were plastic swimming pools full of sand in the living room for sand-castle contests. There were beach chairs and picnic blankets all around the house. Her dad’s grill was on the back porch. Sumi would have her party after all!

1. Who are the characters? ___________________________________________________________________

2. What is the setting? ___________________________________________________________________

3. What is the problem? ___________________________________________________________________

4. What is the solution? ___________________________________________________________________

School-Home Connection

Have the student tell you a story about a party. Remind him or her to include all of the elements of plot including a problem, and a beginning, middle, and ending.
Read this part of a student’s rough draft. Then answer the questions that follow.

(1) Tony is the friend of Joan. (2) Tony tells Joan that he is upset. (3) Joan asks he what is wrong. (4) Tony says that he lost his mothers pen. (5) Joan helps him look for the pen. (6) Together they find it under Tony’s bed.

1. Which sentence has a singular possessive noun?
   A  Sentence 2  
   B  Sentence 3  
   C  Sentence 5  
   D  Sentence 6  

2. Which sentence has an incorrectly written possessive noun?
   A  Sentence 2  
   B  Sentence 3  
   C  Sentence 4  
   D  Sentence 6  

3. Which phrase could replace the underlined phrase in Sentence 1?
   A  the friend’s of Joan  
   B  the friends of Joan  
   C  Joan’s friend  
   D  Joans’ friend  

4. Which pronoun could replace the underlined word in Sentence 2?
   A  he  
   B  she  
   C  him  
   D  her  

5. Which pronoun could replace the underlined phrase in Sentence 5?
   A  it  
   B  her  
   C  him  
   D  them  

6. Which sentence has an incorrect pronoun?
   A  Sentence 3  
   B  Sentence 4  
   C  Sentence 5  
   D  Sentence 6  

Name ____________________________________________________

Follow the path from the arrow to the finish line. Shade only the boxes that have a word with the soft \(c\) or soft \(g\) sound. Then answer the questions.

<table>
<thead>
<tr>
<th>Start</th>
<th>stage</th>
<th>forget</th>
<th>coat</th>
<th>uncover</th>
<th>popcorn</th>
<th>gum</th>
</tr>
</thead>
<tbody>
<tr>
<td>guppy</td>
<td>edge</td>
<td>celery</td>
<td>castle</td>
<td>mice</td>
<td>margin</td>
<td>trace</td>
</tr>
<tr>
<td>stag</td>
<td>game</td>
<td>engine</td>
<td>pack</td>
<td>prince</td>
<td>tic</td>
<td></td>
</tr>
<tr>
<td>cast</td>
<td>green</td>
<td>cell</td>
<td>voice</td>
<td>judge</td>
<td>gave</td>
<td>leg</td>
</tr>
</tbody>
</table>

1. Which words in the puzzle end with -dge? ______________________

2. Which words end with the letters -ice? ______________________

3. Which word ends with the letters -ace? ______________________

4. Write three words from above that have the soft \(c\) sound.

________________________

5. Write three words from above that have the soft \(g\) sound.

________________________

**School-Home Connection**

With the student, make up a silly sentence that includes as many words with the soft \(c\) sound as possible. Repeat by making up a sentence with soft \(g\) words.
Part A Write the meaning of each word in dark type. Underline the clues that helped you figure out the meaning of that word.

1. Mom asked me to put the forks in the drawer with the other utensils.
   
   Utensils means ____________________________

2. Mario’s new glasses magnify things, making them bigger and easier for him to see.
   
   Magnify means ____________________________

3. The President is elected by the citizens that live in our country.
   
   Citizens means ____________________________

4. All the noise and confusion was quite a commotion.
   
   Commotion means ____________________________

5. The collector said it was hard to find the obscure artwork that not many people knew about.
   
   Obscure means ____________________________

Part B Fill in the blanks, using some words in dark type from above.

6. We set the table with plates, cups, and ____________.

7. Patti had to ____________ the tiny print to be able to see it.

8. All of the ____________ at the playground made it hard to sit and read.
Part A Use the meaning of the underlined Vocabulary Word to complete each sentence.

1. I would need to ask for advice if ____________________________

2. If a friend asked me to recommend something fun to do on a rainy day, I would suggest ____________________________ because ____________________________

3. It would not be sensible to ____________________________

4. I always consult ____________________________ when ____________________________

Part B Write a sentence for the Vocabulary Words issue and devise.

School-Home Connection

With the student, think of a time when you have offered advice. Discuss the situation, challenging the student to use as many of the Vocabulary Words as possible.
There are five V/CV words and five VC/V words in the puzzle. The V/CV words are written across. The VC/V words are written down. Circle the words in the puzzle. Then write each one in the correct box at the bottom of the page.

V/CV

VC/V

School-Home Connection
Have the student think of three other V/CV and three other VC/V words. Then work together to make a word-search puzzle that includes these words.
Read this part of a student’s rough draft. Then answer the questions that follow.

(1) Yasmin writes for a newspaper that she started. (2) She reports on what is new in school. (3) Yesterday Yasmin wrote about something that happened to her. (4) She found a kitten in the school playground. (5) Yasmin took the kitten home and gave them to her father. (6) Her father was happy to have the kitten.

1. Which word does the pronoun in Sentence 1 refer to?
   A  Yasmin
   B  writes
   C  newspaper
   D  she

2. Which sentence has a singular subject pronoun?
   A  Sentence 2
   B  Sentence 3
   C  Sentence 4
   D  Sentence 6

3. Which sentence has a singular object pronoun?
   A  Sentence 2
   B  Sentence 3
   C  Sentence 4
   D  Sentence 6

4. Which sentence has a pronoun that does not agree with the noun that it refers to?
   A  Sentence 1
   B  Sentence 2
   C  Sentence 3
   D  Sentence 5

5. Which could replace the underlined words in Sentence 6?
   A  a singular subject pronoun
   B  a plural subject pronoun
   C  a singular object pronoun
   D  a plural object pronoun

6. Which pronoun could replace the words the kitten in Sentence 5?
   A  she
   B  it
   C  they
   D  them
Read the article. On the lines below it, write your answers to the questions about the author’s purpose.

My name is William Wu. I would like to be your Student Council president. I think I would make a good president. I am a responsible student, with exciting ideas for improving our school.

First, I would work with the school to change the school lunch menu. I think it should include some healthy choices. It should also have some foods everyone likes.

Next, I would like our school to have a carnival every year. We could use some of the money we make to buy a new computer for the library. This would help all of our students. We could give the rest of the money to a good cause. This would help our community.

If you like these ideas, vote for me for Student Council president.

1. What was the author’s purpose for writing the article?

2. What clues helped you figure out the author’s purpose?

3. What does William want readers to know?
Use the information in the diagram to answer the questions.

Diagram of a Friendly Letter

November 15, 2006

Dear Isabel,

How are you? I had such a wonderful time visiting you and your brother last month. I am so glad that I was able to attend the talent show at your school. I love to hear you sing.

I am looking forward to having you and your family come to my house during winter break. There should be a lot of snow while you are here. You can build a snowman in the front yard.

Love,

Nana

1. What are the five parts of a friendly letter? ____________________________________________

2. How do you capitalize and punctuate the greeting? _________________________________

3. What goes in the body of the letter? _______________________________________________

4. Find the part of the letter that says “Love.” What is this called? _______________________

5. What part of the letter tells who wrote it? ___________________________________________
Sort and write the Spelling Words with *ar*, *ore*, *oar*, *our*, and *or*.

**Words with *ar***
1. ______________________________
2. ______________________________
3. ______________________________

**Words with *ore* and *oar***
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

**Words with *or* and *our***
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________

**Spelling Words**
1. coarse
2. warm
3. soar
4. wore
5. swarm
6. form
7. story
8. warn
9. bore
10. sport
11. glory
12. force
13. course
14. before
15. fourth

**School–Home Connection**

With your child write a short poem that includes words with *r*-Controlled vowels such as those above. Give your poem to family members to read.
Two mice lived on a farm. One was named Meany, and the other was named Silly. One day the farmer’s wife set a big piece of cheese on the kitchen table. Both mice looked at it, and their stomachs rumbled. “I know how we can get the cheese,” said Meany. “I will scare the farmer’s wife so that she bumps into the table and knocks the cheese to the floor. Then you will scare her so that she runs out the door.”

Silly shook his head. “I know a better way,” he said. Silly ran into the kitchen and did a funny dance. The farmer’s wife laughed and laughed. She liked Silly’s dance so much that she gave him a big hunk of cheese. To Meany, she gave nothing, and his stomach is still rumbling to this very day.

1. Who are the two main characters?

2. What do they want to do?

3. How are the characters alike?

4. How are the characters different?

School-Home Connection
Help the student compare and contrast two characters in a story he or she enjoys. Ask the student to tell how the characters are alike and how they are different.
Circle the word that matches each sentence. Then underline the letters that stand for the /ôr/ sound in that word.

1. What you call clothes that you had on yesterday
   - warm
   - worn
   - worse

2. A contest or a game
   - spring
   - sport
   - splash

3. The opposite of after
   - fort
   - because
   - before

4. The energy to move something
   - force
   - fourth
   - farce

5. Something you write, tell, or read
   - story
   - sorry
   - stare

Try This

On a separate sheet of paper, use the words you circled to make new sentences. Read your sentences aloud to a partner.

School-Home Connection

Have the student tell a story using the circled words from above.
Part A
Write the Vocabulary Word from the box below that completes each sentence.

- disguised  - cunning  - embraced
- tender  - brittle  - delighted

1. When you use a costume to hide who you are, you are _____________.
2. If something is ________________ it may break apart if you squeeze it.
3. A ________________ person can play a clever trick on you.
4. If you can cut something easily, it is probably ________________.
5. When people win a prize, they feel ________________.
6. Ruth ________________ her grandmother when she arrived for a visit.

Part B
Write a sentence to answer each question.

1. What could a child do to delight his or her mother?

   ____________________________________________________________

   ____________________________________________________________

2. How would you know if a friend was disguised?

   ____________________________________________________________

   ____________________________________________________________
As you read “Lon Po Po,” fill in the graphic organizer with details about how the characters are alike and different. Then answer the questions.

1. How is Shang different from the wolf?

2. How are Shang and the wolf alike?

3. On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.
For each rhyme, underline the word with the prefix or suffix. Then write the prefix or suffix in the correct column.

<table>
<thead>
<tr>
<th>1. Thomas was a cheerful lad.</th>
<th>Prefix</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>He laughed a lot and was never sad.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Sam was sleepless every night.</th>
<th>Prefix</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>His brother would not turn off the light.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. I read a story I liked quite well.</th>
<th>Prefix</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you want to hear it, I will retell.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Don’t be unhappy. Please don’t cry.</th>
<th>Prefix</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know you can do it, if you try.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. A dog is a wonderful pet for you.</th>
<th>Prefix</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cats and birds make nice friends, too.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Shonda was careful when riding her bike.</th>
<th>Prefix</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>She did not want to hit her buddy, Mike.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read the story. Find ten words with the /ôr/ sound spelled or, ore, our, ar, or oar. Underline them. Then write the word and the letters that stand for the /ôr/ sound on the lines below.

Will was on vacation with his family. It was their first day in Florida. Will was so excited that he jumped out of bed. He couldn't wait to see the Atlantic Ocean. But then he heard his sister, Cora, say, “It’s pouring outside! Look, Will!”

“We won’t be visiting the seashore today,” he told her. “It looks like you can put away that surfboard.”

“Of course, I warned you,” said Cora. “The weather forecast said it would be stormy today. But you didn’t listen to me.”

Then the cordless telephone rang. It was their cousin, Jorge. He invited Will and Cora to his home to play card games!

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________

School/Home Connection
Help the student write two more sentences to continue the story. Help him or her include two new r-controlled vowel words.
Underline the two adjectives in each sentence. Then write whether each adjective tells *what kind* or *how many*.

1. Many wolves eat five pounds of food a day.

2. A few wolves have blue eyes.

3. The coats of some wolves are white.

4. Big wolves weigh more than ninety pounds.

Rewrite the sentences. Add an adjective before each underlined noun. Use an adjective that answers the question in parentheses ( )

5. The apple fell from the tree. (What color?)

6. There were apples on the tree. (How many?)

7. Fatima ate the apple. (What size?)

8. I cut the apple into slices. (What shape?)

Ask your child to make a list of things in your home. Help him or her think of an adjective to describe each noun. The adjectives should tell what kind or how many.
Read the Spelling Words. Write each word in the group where it belongs.

**Words with *er***
1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

**Words with *ir***
6. __________________________
7. __________________________
8. __________________________

**Words with *ur***
9. __________________________
10. __________________________
11. __________________________

**Words with *or***
12. __________________________
13. __________________________

**Words with *ear***
14. __________________________
15. __________________________

**Spelling Words**
1. word
2. girl
3. burn
4. work
5. hurt
6. verse
7. purse
8. clerk
9. earth
10. perfect
11. first
12. pearl
13. answer
14. person
15. thirsty

**School-Home Connection**
Read labels on food containers or clothing with your child. Find words with the *-* Controlled vowels (*er, *ir, *ur, *or, *ear*) and write them down. Discuss the spelling of these words.

**Practice Book**
© Harcourt • Grade 3
Read the two story beginnings. Then write the answers to the questions.

**Story Beginning 1**
Lin stood in the kitchen waiting for her older brother, Aki. She turned on the light so she could see in the dark green kitchen. Then she opened the cabinet by the sink. Everything they needed was there. She pulled out yellow sponges, a bottle of liquid soap, washcloths, and a bottle of window cleaner. Aki came down the kitchen stairs with two buckets. Now, they were ready for a car wash.

**Story Beginning 2**
Angela watered the flowers on the kitchen table. Her sister, Georgette, put the clean dishes away. After Georgette was done, it was time for their checkers game. Every day after they cleaned up the kitchen, they played checkers on the kitchen table. Angela thought that the bright yellow kitchen kept her focused and alert.

1. How are the two main characters alike?

2. How are the two families different?

3. How are the two settings alike?

4. How are the two settings different?
In each sentence below, you will find a word with the /ûr/ sound. Circle that word and underline the letters that stand for the /ûr/ sound.

1. My baby cousin just got his first tooth.
2. The car swerved to miss the hole in the road.
3. Each person who came received a free book.
4. Sasha plays third base on our softball team.
5. Li’s new shirt is black and red.
6. Ms. Sanchez gave the class a stern look.
7. I was careful not to burn myself on the hot stove.
8. That baseball card is worth much more than I paid for it.
9. A strange car turned into the driveway.
10. The panting dog was very thirsty.

School–Home Connection
Have the student pronounce all the words with the underlined letter combinations er, ir, and ur. Then help him or her make up a story using those words.
Part A Complete each sentence with one of the Vocabulary Words in the box.

scolding  console  drowsy
glancing  heroic  burden

1. Two heavy piles of clothes are a _______________ to carry.
2. A sleepy child looks _______________.
3. A person with courage can be _______________.
4. One reason for hugging people is to _______________ them when they are feeling bad.
5. When someone looks quickly around a room, he or she is _______________.
6. If I talk sternly to a child, I am probably _______________ him or her.

Part B Write an answer to each question.

1. Why would you be glancing around in a restaurant?

________________________________________________________________________

2. Why might you feel drowsy?

________________________________________________________________________
As you read “Two Bear Cubs,” fill in the graphic organizer with details about how Older Brother and Younger Brother are alike and different. Then answer the questions.

1. How is Older Brother different from Younger Brother?

2. How are Younger Brother and Older Brother alike?

On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.
Form a word from each root word and each prefix or suffix. Then write a sentence for each word that you made.

1. dis + agree
   
   ____________________________________________

2. dis + appeared
   
   ____________________________________________

3. long + er
   
   ____________________________________________

4. soft + er
   
   ____________________________________________

5. dark + est
   
   ____________________________________________

6. strong + est
   
   ____________________________________________

7. quick + ly
   
   ____________________________________________

School-Home Connection

Have the student pick two words with suffixes from above and help him or her write a sentence that uses both words.
Name ________________________________

Read each question. Circle the words in each question that have the letter combinations *er*, *ir*, *ur*, *ear*, and *or*. Then circle the word that answers that question.

1. Which animal has fur and searches for nuts?
   - a spider
   - an alligator
   - a squirrel

2. Who works to help people feel healthy?
   - an actor
   - a nurse
   - a tailor

3. What is less than thirty-two?
   - thirty-five
   - thirty-one
   - thirty-eight

4. Which animal might live beneath a fern and crawl through the dirt?
   - a blackbird
   - an earthworm
   - a tiger

5. Which word names a person who sails on the sea?
   - learner
   - tractor
   - sailor

6. Which could help you survive a cold night outside in early January?
   - doing a crossword puzzle
   - burning wood
   - watching birds

School-Home Connection

Have the student tell you how he or she knew which were the correct answers.
Write the form of each adjective that compares two things. Then write the form that compares three or more things.

1. playful
2. funny
3. afraid
4. important
5. high
6. exciting

Rewrite each sentence correctly.

7. The raccoon was small than the fox.

8. Today’s sunset was lovely than yesterday’s sunset.

9. That cliff was the most steep one I have ever climbed.

10. The river was more deeper than the stream.

School–Home Connection

With your child, take turns writing sentences that compare things in your home. (Examples: This plant is taller than that one. That is the biggest bowl in the house.)
Write the Spelling Words on cards. Lay them down and read them.

1. Circle the base word in each Spelling Word.
2. If the Spelling Word has a base word that ends with a consonant, write it in the correct part of the chart.
3. If the Spelling Word has a base word that ends with a vowel, write it in the other part of the chart.

<table>
<thead>
<tr>
<th>Base Words That End with a Consonant</th>
<th>Base Words That End with a Vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _______________________________</td>
<td>10. ___________________________</td>
</tr>
<tr>
<td>2. _______________________________</td>
<td>11. ___________________________</td>
</tr>
<tr>
<td>3. _______________________________</td>
<td>12. ___________________________</td>
</tr>
<tr>
<td>4. _______________________________</td>
<td>13. ___________________________</td>
</tr>
<tr>
<td>5. _______________________________</td>
<td>14. ___________________________</td>
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<tr>
<td>6. _______________________________</td>
<td>15. ___________________________</td>
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<tr>
<td>7. _______________________________</td>
<td></td>
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<tr>
<td>8. _______________________________</td>
<td></td>
</tr>
<tr>
<td>9. _______________________________</td>
<td></td>
</tr>
</tbody>
</table>

School–Home Connection

Have your child retell a familiar short story as you write it down. Then have him or her circle all of the words that have the suffixes -er, -est, -ly, and -ful.
Read the story. Circle the letter of the best answer to each question. Underline the clues in the story that helped you answer the first question.

Allie's Wheels

“I can’t get this go-cart to work,” Allie cried. She put down the wheel she had been trying to fit on the cart. “I’m tired of trying!”

Her mother picked up the wheel. “It will be fine. You just have to keep at it.”

“But it’s ugly,” Allie said. “And I can’t fix it!” She ran out of the garage and into her bedroom.

That night, Allie could not sleep. She thought about her go-cart. Slowly, she began to think of ways to make it better. She figured out how to attach the wheels so they would not fall off. She decided to paint the go-cart so it would not look so plain. In the morning, she hurried to the garage. Before her mother was up, Allie was hard at work. When her mother came into the garage, she was surprised. “Wow, Allie, your go-cart looks amazing!” she exclaimed.

“And look,” Allie said, driving it out of the garage. “I’ve got wheels!”

1. What is the theme of this story?
   A  It is easy to make a go-cart.
   B  Even if something is hard to do, keep trying and you may do it.
   C  Stop trying if something is difficult to do.
   D  Having wheels is amazing.

2. What is a clue that helped tell what the theme is?
   A  Allie could not sleep.
   B  Her mother picked up the wheel.
   C  Allie could not fix the go-cart.
   D  Allie was hard at work.

School/Home Connection

Have the student make up a story of his or her own with this same theme.
Read the story. Circle the words with the suffixes -er and -est. On the lines below, list those words and write their root words beside them.

Twila and Carlos walked along the beach. “Hey!” shouted Twila. “Look at this rock. It is the shiniest rock I have ever seen!” Carlos held out his hand. “This rock is shinier,” he said. “It is also bigger.” Twila frowned. “My rock is nicer than yours,” she said. “It is pointier, too.” “I do not like pointy rocks,” said Carlos. “I like round rocks. Mine is rounder than yours.” “Well,” said Twila. “I do not like round rocks. I like red rocks. Mine is redder than yours.” “Mine is the reddest!” shouted Carlos. “Children,” called their mother. “Why are you both shouting? You are being the noisiest, silliest children I have ever seen.”

1. __________________________________
2. __________________________________
3. __________________________________
4. __________________________________
5. __________________________________
6. __________________________________
7. __________________________________
8. __________________________________
9. __________________________________
10. __________________________________

School-Home Connection
Have the student make a list of five -er words and five -est words.
Use the Vocabulary Words from the box below to complete the sentences.

- glorious
- memory
- crept
- ruined
- streak
- yanked

1. If you are looking at something ________________,
then it must be very beautiful.

2. He ________________ the rope,
and pulled the basket out of the water.

3. The cat ________________ slowly across
the grass as it watched the bird.

4. Our rocket ship was ________________
when it landed on its side.

5. The plane left a lovely white ________________
when it flew over the mountain peak.

6. My favorite ________________ is of my kitten
playing with a butterfly.
As you read “Me and Uncle Romie,” fill in the graphic organizer to understand the story structure and theme. Use the page numbers to find what goes in each box.

**Section 1** pages 90, 91

**Characters**
James, Uncle Romie, Aunt Nanette

**Setting**

**Section 2** pages 90, 98

**Problem**

**Plot**

**Section 3** pages 91, 93, 94, 98, 99, 101, 103, 104, 105, 106

**Events**

**Section 4** pages 100, 103

**Solution**

**Theme**
These directions tell how to make a paper airplane. Add a time-order word from the box to each step. Write the word on the line.

- second
- first
- next
- third
- finally

How to Make a Paper Airplane

1. ____________, take a piece of paper.

2. ____________, fold down one end of the paper to meet the middle. Do the same with the other end. You will have a sharp point at one end of the paper.

3. ____________, fold down the remaining sides of the paper. You will have an even sharper point at the same end.

4. ____________, fold the edges back over so that the slanted edges are together.

5. ____________, you are ready to fly your plane. Turn it over, place your fingers on the bottom edge, and let it glide through the air.

School-Home Connection

Have the student retell the directions for making a paper airplane in his or her own words. Encourage the student to use time-order words.
Read the story. Find the words with incorrect suffixes. Cross out those words. Then choose the correctly spelled words from the word box below, and write them above the words you crossed out.

- carefully
- playful
- sternly
- respectfully
- loudly
- joyfully
- happiest
- higher
- worriedly
- beautiful

It was a beautier day. The Outdoor Club members hiked up the mountain. Viya was the happier of all. She was going to hike highest than she had ever hiked before. She hiked carefulest, though. She did not want to fall.

Suddenly, Sven gave a shout. “I see a bear,” he cried worriedful.

“Everyone start singing loudful,” said Ms. Packer. “That will scare the bear away.”

“Look,” called Viya joyfulest. “The bear has two cubs. Oh, they are so playly!”

“They are still bears,” said Ms. Packer sternest. “They are wild animals and we need to be respectest of them.”

Then Ms. Packer led the Outdoor Club members back to camp.

School-Home Connection

Have the student add two sentences to the story. Each sentence should contain at least one word with the suffix -er, -est, -ly, or -ful.
Use the articles *a, an, and the* to write two singular forms of each plural noun.

*Examples:* birds: *a bird, the bird*  
icy roads: *an icy road, the icy road*

1. skyscrapers ____________________________
2. elevators _____________________________
3. rooftops _______________________________
4. noisy trains __________________________
5. escalators _____________________________
6. shops _________________________________
7. airports _______________________________
8. excited boys __________________________
9. red cars ______________________________

Write a sentence for each article. Circle the article, and underline the noun that it introduces.

10. *a*  
11. *an*  
12. *the*  

**School–Home Connection**

Ask your child to write four sentences about a trip, using the articles *a, an, and the.* Have your child circle each article and draw an arrow to the noun that it introduces.
Sort and write the Spelling Words with the prefixes un-, re-, and dis-.

Words with Prefix un-
1. 
2. 
3. 
4. 
5. 

Words with Prefix re-
6. 
7. 
8. 
9. 
10. 
11. 
12. 

Words with Prefix dis-
13. 
14. 
15. 

Spelling Words
1. undo
2. redo
3. dislike
4. react
5. refill
6. uneasy
7. reread
8. unlike
9. remove
10. dishonest
11. unhappy
12. rebuild
13. displease
14. uncover
15. rewrite

School–Home Connection
With your child write as many words with the prefixes un, re, and dis as you can. Use a dictionary to check your spelling.
Read the story. Then circle the letter of the best answer to each question.

Nara the cat loved to daydream. She dreamed of living in a palace. She dreamed of wonderful meals and a servant to brush her fur. When her owner came near her, she hissed at him. She did not want to play. She just wanted to daydream.

The boy grew up and moved away, so Nara went to a new home. Nobody ever talked to her there. Nobody came to play with her, either. She had time to daydream, but she was not happy. She missed her old home. “I wish I had paid more attention to my owner,” she thought. “We could have had fun. Now I am alone. My dreams were only dreams. Oh, why was I so foolish?”

1. What did Nara do instead of playing?
   A She ate and ate.
   B She ran away.
   C She slept in the sunshine.
   D She dreamed of a different place.

2. How did Nara feel about her new home?
   A She was scared and nervous.
   B She was unhappy.
   C She was happy and content.
   D She was cold and tired.

3. What is the theme of the story?
   A Try to enjoy the life you have.
   B Daydreams are better than real life.
   C Always try to live in a palace.
   D Cats have unusual habits.
Find the *un-* words in the Word Search. Look up, down, and across. Circle the words you find.

<table>
<thead>
<tr>
<th>un</th>
<th>un</th>
<th>uncover</th>
<th>lia</th>
<th>c</th>
<th></th>
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<tbody>
<tr>
<td>us</td>
<td>un</td>
<td>planned</td>
<td>ed</td>
<td>w</td>
<td>a</td>
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<td>a</td>
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<td>wr</td>
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<td>dl</td>
<td>toh</td>
<td>runar</td>
<td>r</td>
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<td>OMB</td>
<td>FT</td>
<td>NL</td>
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<td>eybviun</td>
<td>eate</td>
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<td>unable</td>
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<td>j</td>
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<tr>
<td>uncommon</td>
<td>x</td>
<td>cwa</td>
<td></td>
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</tr>
</tbody>
</table>

*School–Home Connection*

With the student, think of things a person might do around their home that are spelled with the prefix *un-*.

Write them in a list.
Write the Vocabulary Word from the box that best fits with the other words in each group.

swift  
vain  
overheard

suggested  
enormous  
exclaimed

1. shouted  
loud

2. listened  
secret

3. stuck-up  
proud

4. huge  
large

5. fast  
run

6. asked  
offered

Complete each sentence.

7. Vain people look in the mirror because ________________________

8. Swift runners would win races because ________________________

9. An enormous sandwich would be hard to eat because ______________

10. If you overheard a secret, you should ________________________
Fill in the chart with information from the story. Since there are many characters, list only the five main characters. At the bottom of the page, write a summary of the theme.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
</tr>
</thead>
</table>

**Section 1** pages 123, 126, 128–130, 132

**Plot**

<table>
<thead>
<tr>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 2 page 131–132</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Important Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 3 pages 128–130</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 4 pages 132, 134</td>
</tr>
</tbody>
</table>

**Theme**

Use the information from the chart above to write a summary of the story on a separate sheet of paper.
Name

The directions below are out of order. Rewrite them on the lines that follow. Use the time-order words to figure out the correct order.

How to Teach a Dog to “Sit”

Third, gently press down on your dog’s bottom until the dog sits.
Second, say “Sit” in a firm voice.
Then repeat the lesson until your dog sits on its own.
First, be sure your dog is standing up and facing you.
Next, say “Good dog!” and give the dog a nice treat.
Finally, remember to always take very good care of your dog.

Have the student write directions for something that he or she does every day.
Name ____________________________

Part A
Make spelling words by joining re-, un-, or dis- with one of the base words. Write the spelling words on the lines.

<table>
<thead>
<tr>
<th>re-</th>
<th>honest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>easy</td>
</tr>
<tr>
<td>un-</td>
<td>write</td>
</tr>
<tr>
<td></td>
<td>act</td>
</tr>
<tr>
<td>dis-</td>
<td>please</td>
</tr>
<tr>
<td></td>
<td>happy</td>
</tr>
</tbody>
</table>

1. ____________________________  4. ____________________________
2. ____________________________  5. ____________________________
3. ____________________________  6. ____________________________

Part B
Write sentences, using the spelling words you used in Part A. Use at least two spelling words in each sentence.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________

With the student, think of other words with the prefixes re-, un-, and dis. Write the words in a list.
Rewrite each sentence. Use the correct form of the verb in parentheses ( ).

1. An egg (hatch/hatches) in the nest.

2. The ducklings (follow/follows) their mother.

3. The farmer (hurry/hurries) home.

4. Mice (scurry/scurries) around the barn.

5. We (milk/milks) the cows every morning.

6. She (drive/drives) the big tractor.

7. Jessica (help/helps) my brother dry dishes.

8. They (clean/cleans) the kitchen.

---

School–Home Connection

Work with your child to write four sentences, using action verbs in the present tense. Ask him or her to underline each verb and write S (singular) or P (plural) above each subject.
Read the words in the Word Box. Write each word in the correct column. Then answer the questions.

<table>
<thead>
<tr>
<th>pour</th>
<th>wore</th>
<th>swarm</th>
<th>score</th>
<th>board</th>
</tr>
</thead>
<tbody>
<tr>
<td>hoarse</td>
<td>horse</td>
<td>warp</td>
<td>before</td>
<td>port</td>
</tr>
<tr>
<td>wart</td>
<td>roar</td>
<td>fort</td>
<td>course</td>
<td>four</td>
</tr>
</tbody>
</table>

**r-controlled vowel pattern:**

| or | ore | our | ar | oar |

1. How are the words *pour* and *hour* alike and different?

2. What other words use *ore* to make the /ôr/ sound?

3. What is one more word with *ar* that stands for /ôr/? What is one word with *ar* that does not stand for /ôr/?
Circle the word in each clue that has the /ûr/ sound. Then write the circled words in the crossword puzzle.

**Across**
1. I like the purple pants.
4. Help me search for my dog.
6. Make a left turn.
7. Have you memorized all the spelling words?

**Down**
1. That is a pretty pearl necklace.
2. We will learn about vowels today.
3. I want to buy new shirts.
5. Chopping wood is hard work.

---

**School-Home Connection**
Ask the student to think of other words that use er, ir, ur, or, and ear to stand for the /ûr/ sound. Help the student make sentences that include several of these words.
Name ________________________________________

Circle the word in each row that is spelled incorrectly. Then write the correct word on the line.

1. lovely    loveler    loveliest ______________________
2. fast      faster     fastiest ______________________
3. nicer     nicest     nicely ________________________
4. biggier   biggest    big ________________________
5. clumsy    clumsiest  clumsier ______________________
6. hardder   hardly     hardest ______________________
7. quietly   quietier   quietest _____________________
8. softtest  softly     softer ______________________
9. sillyer   silliest   silly ________________________
10. gentle    gentler    gentliest ____________________

School-Home Connection
Have the student think of a synonym for lovely that has the suffix -ful. Then help him or her think of synonyms for happy that have the suffixes -ly and -ful.
Circle the word that matches the definition. Then underline the other words that are real words.

1. to take off the cover
   discover uncover recover

2. to play again
   replay unplay display

3. to visit again
   disvisit unvisit revisit

4. to not like something
   unlike dislike relike

5. to type again
   retypere distype untype

6. not popular
   repopular dispopular unpopular

7. to not obey
   disobey reobey unobey

School-Home Connection
Ask the student to reread the word choices for #4 and share a definition for unlike. Point out that, in this case, like is an adjective.
Use the clues to unscramble the letters. Then write the Vocabulary Word and definition.

versions          rehearse       mandatory
criticize         immerse        dialogue

1. Soccer practice is **ytdnamaro** if you want to play in the game.

2. When you **rrheeesa** for the play, make sure you say your lines clearly.

3. Many painters sketch out different **nsovreis** before they begin painting.

4. When teachers **zicitrcei** your work, they give you suggestions to improve it.

5. The best way to learn about something is to **emmeisr** yourself in it.

6. The **eulaodig** in a book can tell you a lot about a character’s traits.

Have the student make up other sentences using the Vocabulary Words.
Read the passage. Then compare and contrast frogs and toads by completing the chart.

**Frogs and Toads**

Although frogs and toads are similar, they are also quite different. Frogs and toads are both amphibians. They live both in water and on land, hatching from eggs as tadpoles. Both creatures can make sounds by passing air through their throats. Both also have special glands on their skin that make their bodies taste bad to predators.

Frogs, however, have moist, smooth skin, while toads have drier, bumpy skin. In addition, frogs have long back legs and can jump higher and farther than toads can jump. But toads can walk. Frogs also have tiny teeth, but toads have no teeth at all.

Next time you see a frog, stop and look. It could be a toad!

<table>
<thead>
<tr>
<th>Frogs only</th>
<th>Frogs and Toads</th>
<th>Toads only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

School-Home Connection

Have the student name two of his or her favorite animals and write sentences comparing and contrasting them.
Read the story. Then answer the questions.

Olivia wanted to be a singer more than anything in the world. “Your voice is too scratchy and low,” Carl said during choir practice. “It sounds like you ate a cactus!”

Olivia tried to ignore him. Her voice did not sound like the other singers’ voices. Carl’s voice was smooth and not too high or too low.

“I have new songs today,” Miss Cuttle announced to the class. “Each person will get a song to sing that suits his or her voice.”

Olivia was nervous. She wondered what song could suit her rough voice. Olivia anxiously walked up to Miss Cuttle. “I know I have problems with my voice,” Olivia said quietly.

Miss Cuttle grinned. “I have a special song for you. Many famous jazz singers had voices just like yours. I think a jazz song will be perfect.”

1. What is Olivia’s voice like? ________________________________

2. Why is Olivia nervous? ________________________________

3. Why does Miss Cuttle choose a jazz song for Olivia? ______________

4. What is one possible theme for the story? ______________

Have the student explain which story clues he or she used to determine the story’s theme.
Underline the prefix or suffix in each word. Then write the meaning of the word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. repay</td>
<td>________________</td>
</tr>
<tr>
<td>2. joyful</td>
<td>________________</td>
</tr>
<tr>
<td>3. unwrap</td>
<td>________________</td>
</tr>
<tr>
<td>4. colder</td>
<td>________________</td>
</tr>
<tr>
<td>5. disrespect</td>
<td>________________</td>
</tr>
<tr>
<td>6. funniest</td>
<td>________________</td>
</tr>
<tr>
<td>7. unable</td>
<td>________________</td>
</tr>
<tr>
<td>8. eventful</td>
<td>________________</td>
</tr>
<tr>
<td>9. cleverly</td>
<td>________________</td>
</tr>
<tr>
<td>10. happiest</td>
<td>________________</td>
</tr>
</tbody>
</table>

With the student, think of other prefixes or suffixes you could add to each root word in the first column.
Follow the directions to draw a picture in the space below.

First, draw a square.

Second, draw a large circle inside the square.

Third, draw two triangles inside the circle.

Fourth, draw a star below the triangles.

Last, write the names of all the shapes you drew below the picture.

Shapes: ____________________________________________________________

School/Home Connection
Give verbal directions for the student to draw a picture. Make sure you use time-order words. Then switch roles and have the student give you directions to draw a picture.
Fold the paper along the dotted line. As each spelling word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any spelling words you missed.

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

Spelling Words
1. form
2. wore
3. fourth
4. soar
5. warn
6. perfect
7. girl
8. burn
9. work
10. earth
11. bigger
12. finest
13. lonely
14. refill
15. dishonest
Read this part of a student’s rough draft. Then answer the questions that follow.

(1) There was an art show at the library yesterday. (2) Children displayed their art. (3) I showed two paintings. (4) They were the largest ones in the room. (5) There were also ___ photographs and a black sculpture. (6) The sculpture was interesting than the photographs.

1. Which sentence uses the correct form of an adjective that compares?
   A  Sentence 3
   B  Sentence 4
   C  Sentence 5
   D  Sentence 6

2. Which adjective needs the word more before it?
   A  two (Sentence 3)
   B  largest (Sentence 4)
   C  black (Sentence 5)
   D  interesting (Sentence 6)

3. Which adjective could be written before Children in Sentence 2?
   A  Many
   B  One
   C  Hundred
   D  Each

4. Which adjective that tells what kind could fill in the blank in Sentence 5?
   A  biggest
   B  tiniest
   C  small
   D  some

5. Which sentence has an adjective that tells what color?
   A  Sentence 1
   B  Sentence 3
   C  Sentence 4
   D  Sentence 5

6. Which of these sentences does NOT have an adjective?
   A  Sentence 2
   B  Sentence 3
   C  Sentence 4
   D  Sentence 5
Read this part of a student’s rough draft. Then answer the questions that follow.

(1) Luke interviews his mother for a newsletter at school. (2) He asks his mother questions and writes down answers. (3) _________ questions are about his mother’s job. (4) Luke’s mother is an engineer. (5) She plans bridges, and people builds them. (6) Students enjoy the report that Luke writes.

1. In which sentence should the article be changed to an?
   A  Sentence 1
   B  Sentence 2
   C  Sentence 4
   D  Sentence 6

2. Which word could fill in the blank in Sentence 3?
   A  A
   B  An
   C  The
   D  Writes

3. Which sentence has a plural noun with an article that does NOT agree?
   A  Sentence 1
   B  Sentence 2
   C  Sentence 4
   D  Sentence 6

4. Which of these action verbs does NOT agree with its subject?
   A  interviews (Sentence 1)
   B  writes (Sentence 2)
   C  plans (Sentence 5)
   D  builds (Sentence 5)

5. Which sentence has only one action verb?
   A  Sentence 1
   B  Sentence 2
   C  Sentence 5
   D  Sentence 6

6. Which sentence has a plural subject and an action verb that agrees?
   A  Sentence 1
   B  Sentence 2
   C  Sentence 4
   D  Sentence 6
Read the Spelling Words. Then write each word in the group where it belongs.

**Words with /o̞o/ as in booth**

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________

**Words with /õo/ as in cook**

11. ____________________________
12. ____________________________
13. ____________________________
14. ____________________________

Write the word that is left on the line.

15. ____________________________

**Spelling Words**

1. threw
2. cool
3. foot
4. cook
5. bruise
6. hook
7. tool
8. brook
9. booth
10. school
11. choose
12. balloon
13. cartoon
14. afternoon
15. understood

**Talk about the different vowel sounds in booth and cook. Discuss with your child other words that share the same vowel sounds. Practice spelling aloud words with the o̞o and õo sounds.**
Read the passage and answer the questions.

Roald Amundsen (1872–1928) was a polar explorer from Norway. He is best known for leading the first successful expedition to the South Pole, which lasted from 1910 to 1912.

Before leading his own expeditions, Amundsen was a member of the Belgian Antarctic Expedition (1897-1899). This journey taught Amundsen how to survive the harshness of Antarctica. He would later use this knowledge for his own expeditions.

In 1910, Amundsen and his expedition set out for the South Pole. On his ship *Fram*, whose name means “forward,” Amundsen and his crew first arrived at the edge of the Ross Ice Shelf. There he established a base camp, from which he led his crew across the Antarctic ice. Amundsen and his crew arrived at the South Pole on December 14, 1911. Then they faced the long, dangerous journey back. It took until March 1, 1912, to complete that trek and let the rest of the world hear the news of their accomplishment.

1. What happened before Amundsen led his own expeditions?

2. When did Amundsen begin his journey to the South Pole?

3. When did Amundsen and his crew arrive at the South Pole?

4. What are some time-order words used in this passage?
Circle the /ōo/ word in each riddle. Then unscramble the letters to make a /ōo/ word that solves the riddle. Write the answer word on the line.

What Am I?

1. I am a place where you might see a kangaroo.
   ozo ____________

2. You do this when you eat food.
   wche ____________

3. I am a building with many classrooms.
   socohl ____________

4. It’s hard to eat noodles while using me.
   nospo ____________

5. Someone did this to make a cartoon.
   rewd ____________

School/Home Connection
Work with the student to create another /ōo/ riddle with moon, flew, or new.
Pick a word from the Word Box that best fits with each group of words. Write the word on the line.

permanently  drifts  dim
scarce  shelters  absence

1. weak
   faint
   not bright

2. gone
   missing
   away

3. few
   rare
   hard to find

4. carried along by water
   floats
   to move slowly

5. protects
   covers
   shields

6. lasting
   forever
   without change

---

Have the student use his or her hands to act out the word drifts. Then ask the student to do something to show the absence of light in a room.
As you read “Antarctic Ice,” fill in the graphic organizer with events in time order. Then answer the questions below the graphic organizer.

**FIRST**  Antarctic sea animals are waiting for summer to arrive.

**NEXT**

**THEN**

**LAST**

1. What is happening at the beginning of “Antarctic Ice”?

2. What happens to the days soon after the sun returns?

3. On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.
Read the passage below from “Living at the Bottom of the World.” Then answer each question.

Because the weather outside was cold and windy, I wore special clothing issued by the U.S. Antarctic Program—thermal underwear, socks, boots, a hat, a waterproof coat, and gloves. Anytime I was near the water, I wore a bright-orange float-coat that worked as a life preserver. The divers wore even more warm layers plus a watertight dry suit to protect them from the icy water. They also carried more than 50 pounds of equipment.

1. What is the topic of this passage?

2. What details does the author give about Antarctic clothing?

3. Why did the scientists and divers wear special clothing?

4. What kind of clothes did divers wear?

5. What do you think is the author’s message?
Name ________________________________

Unscramble each /oʊ/ or /ɔː/ mystery word. Then use it to complete the sentence.

1. leub Saul painted his toy boat bright ________________.
2. olop He sailed his boat in a small ________________ of water.
3. sciure He said his boat was going on a ________________.
4. otto I heard his boat ________________ and whistle.
5. nwek Then it was quiet, and I ________________ something had happened.
6. okol “Let me take a ________________,” I said.
7. ugle I fixed the broken boat with a little bit of ________________.
8. godo In no time, Saul’s boat was as ________________ as ever.
9. wleb The wind ________________ the boat across the water.
10. fenatrono It had been a nice, sunny ________________.

School–Home Connection

Have the student choose two of the mystery words and use them in oral sentences.
Name ________________________

Circle the form of the verb be in each sentence. Then write whether each links the subject to words that tell what or where.

1. Some seals are white. ______
2. The penguin chick was fuzzy. ______
3. You were on the shore. ______
4. That shark is near a whale. ______
5. I am with my parents. ______
6. They are scientists. ______

Rewrite each sentence, using a correct form of the verb be. Then write S above each singular subject and P above each plural subject.

7. Those fish ______ small and silver.

8. We ______ close to the beaver’s dam.

9. He ______ in a wooden boat.

10. The river ______ full of life.

School–Home Connection

Have your child write sentences about his or her favorite season. Ask him or her to use singular and plural subjects and to write sentences that tell what and where.
Read the Spelling Words. Listen for the vowel sound in each word. Sort the words and write them where they belong.

Words Beginning with a Vowel Sound

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

Words with a Vowel Sound in the Middle

5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________
13. ____________________________
14. ____________________________
15. ____________________________

School–Home Connection

With your child, make a list of words that have the same vowel sound you hear in the word ball. Discuss the spelling of each word.
Read the article. Then write the main events in order.

**Fishing With Feet**

One kind of bat eats fish. The way the bat catches its dinner is amazing. First, it flies very low over the water. Next, it dangles its hind legs in the water. The legs look like a tasty treat to the fish, so the fish comes closer. Then, the bat snags a small fish with its sharp toe nails. The fish may struggle, but the bat holds tight. Finally, the bat pulls the fish out of the water and eats it.

First

Next

Then

Finally

With the student, watch an animal in your community. Have the student describe what the animal does, using time-order words.
Name ________________________________

In the chart below write a word from the word box in the correct column. Some words might belong in more than one column. Use the words that do not belong in any column to answer the questions below.

- ought
- soar
- caught
- pause
- clown
- bought
- cause
- strong
- author
- cool
- boil
- taught

<table>
<thead>
<tr>
<th>Words with /ô/ as <strong>au</strong></th>
<th>Words with /ô/ as <strong>ou</strong></th>
<th>Words with <strong>gh</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. How would a glass of lemonade feel on a hot summer day?
   ____________

2. If you could lift a heavy load of books, what would you be?
   ____________

3. What happens to water when it heats until bubbles appear?
   ____________

4. What kind of person is very funny and usually wears a big red nose?
   ____________

5. What does a bird do when it flies high into the air? ____________

**School-Home Connection**

With the student, think of other words that have /ô/ as **au**. Have him or her write the words in sentences.
Write the Vocabulary Word from the box that goes with each explanation.

<table>
<thead>
<tr>
<th>effort</th>
<th>swoops</th>
<th>detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>fluttering</td>
<td>nocturnal</td>
<td>dozes</td>
</tr>
</tbody>
</table>

1. ________________ Active at night
2. ________________ An important point
3. ________________ Flies quickly downward
4. ________________ Trying hard
5. ________________ Moving wings quickly
6. ________________ Sleeps lightly

Answer the questions in complete sentences.

7. If a bird **swoops**, does it move quickly or slowly?

8. If you notice a **detail** in a painting, are you looking at only a part of it?

9. If someone makes an **effort**, is he or she trying hard or not trying?

10. When is a **nocturnal** animal likely to be active?

11. Is it hard or easy to wake up someone who **dozes**?

12. If a bird is **fluttering**, how are its wings moving?

School/Home Connection

With the student, look outside for nocturnal animals and insects that might be fluttering around an outside light at night.
As you read “Bat Loves the Night,” fill in the graphic organizer with the sequence of events in the narrative.

1. What happens to the moth after Bat bites it for the first time?

2. What is the last thing Bat does in the narrative?

3. On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.
Read the passage. Circle the letter of the best answer to each question about the author’s message.

Many people know that baseball is called “America’s pastime” because it is so popular in the United States. But did you know that another game that uses a bat and a ball is just as popular in other parts of the world? That game is cricket, and a lot of its rules are similar to baseball’s. Cricket is played with two teams. Each team takes turns batting and fielding, like in baseball.

In baseball, the batter stands at home plate. In cricket, a player called a striker stands at a spot called a wicket. In baseball, the player who throws the ball is called the pitcher; in cricket, that player is called the bowler. Both games have umpires. Cricket has been played since the 1300s and is still popular all over the world today!

1. How is cricket like baseball?
   A Both games have catchers.
   B Both games use a bat and a ball.
   C Both games have players called shortstops.
   D Both games use wickets.

2. Which sentence is true?
   A Both cricket and baseball have pitchers.
   B Cricket uses umpires, but baseball does not.
   C Cricket is played with four teams; baseball is played with two.
   D Cricket has been played since the 1300’s, but baseball was invented in the 1800s.

3. What was the author’s message in this passage?
   A Cricket is popular in the United States.
   B Baseball players should play cricket instead.
   C Playing cricket or baseball is a good way to get in shape.
   D Cricket and baseball are alike and different in many ways.
Write the words from the word box in the correct column. Then, find the /ɒ/ words in the word search below.

- bought
tought
thought

- caught
tought
pause

- taught
author

---

/ɒ/ as au(gh) /ɒ/ as ough

---

WORD SEARCH

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

With the student, talk about the different sounds au(gh) and ough make. List other words that have those sounds.
Rewrite the sentences. Add a helping verb to each one.

1. I never studied mammals.
2. We learn about bats.
3. We go to the library.
4. Butterflies see red, yellow, and green.
5. A butterfly landed on that leaf.
6. That butterfly laid 400 eggs.
7. Butterflies fly only when they are warm.
8. The librarian found a great book about butterflies.

School-Home Connection
Work with your child to write four sentences about nighttime that include main and helping verbs. Have your child underline each main verb and circle each helping verb.
Name ____________________________

Read the Spelling Words. Sort the words and write them where they belong.

Words with **pre-**
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

Words with **mis-**
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________

Words with **in-**
12. ____________________________
13. ____________________________
14. ____________________________
15. ____________________________

**Spelling Words**
1. input
2. preset
3. misuse
4. inside
5. preview
6. incorrect
7. pretest
8. mislead
9. preheat
10. indoors
11. misplace
12. preschool
13. misread
14. mismatch
15. misspell

**School-Home Connection**
With your child, make a list of five words with the prefixes **pre-**, **mis-**, and **in-**. Then have your child circle the prefix in each word. Challenge him or her to use each word in a sentence.
Read the passage. Look for cause and effect relationships as you read. Then answer the questions.

Using Good Sense

Bats are amazing creatures. Not only are they the only flying mammals, but they also have great senses. Bats have strong senses of smell, hearing, and eyesight. Because of these great senses, bats are able to be active at night.

Bats use their hearing, vision, and sense of smell to find food in the dark. In fact, they can see better in the dark than in the daylight. Their strong sense of smell lets bats find ripe fruit. They use their sharp hearing to find other food sources, too, such as insects and fish.

Bats also use these strong senses to find other bats. They use their sense of smell to recognize their roost mates. Their great hearing helps them find their young.

1. What causes bats to be able to be active at night?

2. What is an effect of a bat’s strong sense of hearing?

3. What causes bats to be able to find other bats?

4. What is an effect of a bat’s strong sense of smell?
Look at the words in the squares. Shade the squares that have words with the prefix *pre-*-, *mis-*-, or *in-* in front of a root word. Circle the prefix in each word.

<table>
<thead>
<tr>
<th>preheat</th>
<th>pretzel</th>
<th>misuse</th>
<th>preview</th>
</tr>
</thead>
<tbody>
<tr>
<td>injure</td>
<td>mister</td>
<td>pretest</td>
<td>indoors</td>
</tr>
<tr>
<td>predator</td>
<td>misspell</td>
<td>miserable</td>
<td>insect</td>
</tr>
<tr>
<td>input</td>
<td>preschool</td>
<td>mislead</td>
<td>ink</td>
</tr>
<tr>
<td>missing</td>
<td>president</td>
<td>incorrect</td>
<td>mission</td>
</tr>
</tbody>
</table>

*School-Home Connection*

Have the student read the spelling words on the page aloud. Then ask him or her to share the meanings of the words with the prefix *pre-*.
Part A. Write the Vocabulary Word that matches each idea.

1. __________________________ something silly or strange
2. __________________________ honest and good
3. __________________________ to receive something from someone else
4. __________________________ a liking or affection
5. __________________________ shameful or unacceptable
6. __________________________ a feeling such as happiness or anger

Part B. Answer each question about the Vocabulary Words.

7. If someone’s actions are dishonest, should that person be embarrassed by or proud of that behavior?

8. Would a decent person be trustworthy or untrustworthy?

9. Would something ridiculous make you laugh or cry?

10. What kind of emotion would make you smile?

11. Would a mouse have a fondness for snakes or cheese?

12. If you inherit something, is it a gift or do you buy it?

School-Home Connection
Ask the student to give examples of things that are ridiculous. Then ask him or her to name several emotions and to tell which things cause those feelings.
As you read “Chestnut Cove,” fill in the graphic organizer. Sometimes there may be more than one cause or effect for a single action. You may also find more than one cause and effect relationship in the story. Draw more boxes as you need them.

1. What was one cause you found in the story?

2. What effect or effects did this action have?

3. On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.
Choose the correct homophone to complete each sentence. Then write a sentence using the other homophone.

1. blew / blue
   We painted my bedroom walls _________.
   __________________________________________

2. pear / pair
   I wore a new _________ of shoes to school today.
   __________________________________________

3. see / sea
   The sailor said there is nothing like being on the open _________.
   __________________________________________

4. nose / knows
   Do you think anyone _________ how to get there?
   __________________________________________

5. hair / hare
   She washes her _________ every night.
   __________________________________________

School-Home Connection
Have the student write homophones for bee, won, knight, two, and their.
Read each of the words at the top of the page. Then follow the directions below.

precook    mislead

invisible    preheat

mismatch    prepackage    misuse

1. Circle the word that means “to package before.”
2. Draw a triangle around the word that means “not visible.”
3. Underline the word that means “to cook before.”
4. Draw a box around the word that means “to use badly.”
5. Cross off the word the means “to lead wrongly.”
6. Draw a star beside the word that means “to heat before.”
7. Draw a zigzag line under the word that means “to match wrongly.”
Rewrite each sentence correctly, using the subject in parentheses ( ). Be sure that the verb in your sentence agrees with its new subject.

Example: Glenda likes math. (My brothers)

My brothers like math.

1. I enter a writing contest. (George)

2. The teachers judge the contest. (A teacher)

3. One student wins the contest. (Two students)

4. We like stories about animals. (You)

5. She prefers true stories. (He)

6. The princesses meet a prince. (The princess)

7. We hurry home from school. (They)

8. Our mother opens the front door. (We)

School-Home Connection
Write two sentences with present-tense verbs. Ask your child to rewrite the sentences, changing the subjects and making sure that the verbs agree with their new subjects.
Name ________________________________

Read the Spelling Words. Sort the words and write them where they belong.

Words Beginning with the /ə/ Sound
1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
11. __________________________
12. __________________________

Words Ending with the /ər/ Sound
13. __________________________
14. __________________________
15. __________________________

Practice Book
© Harcourt • Grade 3
Read the passage. Then answer the questions.

“Ha!” Keisha said. “I knew I could do it!” Keisha had just taught herself to ride her older brother, Ben’s, bike. Ben had delivered papers for six months and made enough money to buy it. He told her not to ride the bike because she was too little and might break it. Since she was stubborn, Keisha secretly rode the bike when he was at oboe practice.

One afternoon, Keisha left the bike on the driveway and went inside. Then she heard a loud crunch from outside. “Oh no!” she said. “The bike!” Sure enough, Mom had run over the bike with the car. Since the broken bike was Keisha’s fault, she agreed to help Ben deliver newspapers on foot until he made enough money to buy a new bike.

1. What is the cause of Keisha secretly riding Ben’s bike?

2. What is the effect of Keisha leaving the bike on the driveway?

3. What is the cause of Keisha helping Ben deliver newspapers?

4. What is the effect of Ben delivering papers for six months?
Name ________________________________

Read the incomplete sentences below. Underline the word that has the schwa sound and completes the sentence.

1. If you do not understand the sentence, read _____ (ahead / slowly)
2. After the race, she needed to drink a lot of _____ (water / limeade)
3. The building in the _____ is the tallest. (background / center)
4. The school play was a huge _____. (success / sellout)
5. A long time _____, my family lived in Italy. (back / ago)
6. My sister has special ____ because she is a runner. (outfits / sneakers)
7. They went _____ on vacation to the Grand Canyon. (away / quickly)
8. What was your _____ for being late? (excuse / reason)
9. She had to do her math homework _____ because she made too many mistakes. (twice / again)
10. Autumn is my favorite _____ because of the colorful leaves. (season / time)

Ask the student to identify the letters that make the schwa sound in items #1 and #2.
**Part A** Choose one Vocabulary Word from the box to complete each unfinished sentence below. Write the word on the line.

Anna’s mom entered her daughter’s room. It was a mess! Anna’s bed was so covered with clothes, it was barely __________________.

Anna’s mom __________________ that perhaps Anna should clean her room if she wanted to play with her friends. Anna seemed __________________, but she did start putting things away. About an hour later, Anna _______________ to her mom to take a look. All the ______________ had been removed. Her mom was pleased with the results. Anna was able to go out and play. As she ran out the door, Anna heard her mom ________________, “Good job!”

**Part B** Write one or two sentences to answer each question.

1. What might you show your friends if you *beckoned* for them to come see something?

   __________________________________________________________

2. How would you make sure you were *visible* if you were riding your bicycle at night?

   __________________________________________________________
As you read “Ramona Quimby, Age 8,” think about events that cause other events to happen. Think about events that happen as a result of others. Write the causes and effects in the chart below.

**Section 1** pages 260–263

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ramona is home sick from school.</td>
<td></td>
</tr>
</tbody>
</table>

**Section 2** pages 264–267

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Section 3** pages 268–271

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. How does Ramona choose to present her book report? __________

2. What causes this to happen? ____________________________

On a separate sheet of paper, summarize “Ramona Quimby, Age 8.” Use the graphic organizer to help you.
Read the homophones in parentheses. Complete each sentence with the correct word.

1. (hole, whole) There is a big _________ in my old jeans.  
   I can’t believe I read the _________ thing!

2. (flew, flu) A flock of birds just _________ by the window. 
   Jisela missed school when she had the _________.

3. (rains, reins) When you go horseback riding, hold the _________ tightly. 
   When it _________, the hiking trail gets muddy.

4. (meet, meat) Beef and chicken are two types of _________.
   I hope I get to _________ that movie star.

5. (There, Their) _________ are colorful birds on the island.
   _________ beaks are red and yellow.

6. (write, right) Caitlyn throws with her _________ hand. 
   Beverly is going to _________ a poem for her mother.

School-Home Connection
Ask the student to come up with a homophone and a sentence for the word see.
Complete the riddles by filling in each blank with a word from the box. Then write the word on the second line, dividing it into syllables. Underline the syllable or syllables that make the schwa sound.

sofa         mirror         imitate

cucumber     pizza          reporter

1. A green vegetable with seeds is a _________________.

2. When you copy what someone says or does, you ________________ that person.

3. ________________ is a food made of dough, cheese, tomato sauce, and other toppings.

4. A ________________ is one piece of furniture that might be found in a living room.

5. A ________________ is someone who works for a newspaper.

6. A piece of glass that shows your reflection is a _________________.

School-Home Connection
With the student, write two more words that have the schwa sound. Underline the syllable or syllables that make the schwa sound.
Underline the verb in each sentence. Then rewrite the sentence in the tense shown in parentheses ( ).

1. The children study quietly. (past)

2. The teacher will talk about the report. (past)

3. Many students enjoyed music class. (present)

4. Mr. Green scores the test. (future)

5. Tim will hurry to school. (present)

6. We play outside during recess. (past)

7. You solved the math problem. (future)

8. Misha practices the flute. (past)

School–Home Connection

Work with your child to write three sentences about school. Write one verb in the present tense, one in the past tense, and one in the future tense.
There are four /ü/ words spelled with the letters oo and four /u/ words spelled with the letters oo in the word search below. Circle the words. Then write each one in the correct column in the chart.

<table>
<thead>
<tr>
<th>/ü/</th>
<th>/u/</th>
</tr>
</thead>
<tbody>
<tr>
<td>S R B H M F Q R</td>
<td></td>
</tr>
<tr>
<td>P C O O K D J O</td>
<td></td>
</tr>
<tr>
<td>B R O O K Z P O</td>
<td></td>
</tr>
<tr>
<td>E X S D W U W T</td>
<td></td>
</tr>
<tr>
<td>Q D T O O T H V</td>
<td></td>
</tr>
<tr>
<td>C A D R O O P A</td>
<td></td>
</tr>
<tr>
<td>V P E N L W R D</td>
<td></td>
</tr>
</tbody>
</table>

With the student, think of two more words for each column.
Circle the word in each sentence that has the /õ/ sound. Then fill in the crossword puzzle with the words.

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

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

School-Home Connection
Have the student list words with the /õ/ sound. Encourage him or her to think of /õ/ words that are not on the spelling list.
Add pre-, mis-, or in- to each root word to form a real word. Write the new word on the line.

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

School/Home Connection
Have the student explain how the prefix changes the meaning of each root word.
Follow the path from START to FINISH. Shade in the boxes that have a word with the schwa sound. Then answer the questions.

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

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

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

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

4. Which words on the path spell the schwa sound with u?
Part A. Read each sentence. Write the Vocabulary Word from the box that is a synonym for the underlined word.

required  inhabitants  ample
functional  amazement  responsibility

1. The old microwave oven is barely working.
   _______________________________

2. There is enough work to keep everyone busy.
   _______________________________

3. Three eggs are needed for this recipe.
   _______________________________

4. My biggest task is to take care of my little sister.
   _______________________________

5. The firefighters made sure all the residents of the building got out safely. _______________________________

6. Juan jumped up in surprise when he was named the winner.
   _______________________________

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

Ask the student to list some of the inhabitants of the White House.
Read the story. Then answer the questions about the sequence of events.

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

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

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

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

1. What happens after the mother bear sniffs the air? _______________

2. What do the bears do before they splash in the river? _______________

3. What is the last thing the bears do? _______________

4. What time-order words and phrases are in the story? _______________

With the student, think of some other activities the bears might do. Use time-order words and phrases to show when they take place.
Read the article below. Write the answer to each question.

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

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

_________________________________________________________________________

_________________________________________________________________________

2. What is the effect of washing your hands?

_________________________________________________________________________

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

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

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

1. What did the Pony Express carry?
   A  ponies  
   B  mail  
   C  e-mail

2. What was a danger Pony Express riders faced?
   A  bad weather  
   B  lack of food  
   C  closed roads

3. What is the author’s message?

   ______________________________________________________

   ______________________________________________________
Homophones

Lesson 25

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

1. (pair, pear) I wore my favorite __________ of jeans today.
   The __________ was ripe.

2. (be, bee) The buzzing __________ landed near Jane.
   I hope I will __________ fast enough to win the race.

3. (feat, feet) Tonya’s __________ were sore after the hike.
   The acrobat performed an amazing __________ of strength.

4. (horse, hoarse) Shouting so loudly made me __________.
   Kari rode her __________ every afternoon.

5. (beat, beet) I had a __________ salad for lunch.
   Our team __________ theirs in the final game.

6. (peak, peek) Wait until we get to the mountain __________.
   Did you __________ at your present?

School-Home Connection

With the student, think of another sentence for each homophone and then share the sentences with each other.
Fold the paper along the dotted line. As each spelling word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any spelling words you missed.

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

Spelling Words
1. choose
2. booth
3. foot
4. bruise
5. threw
6. soft
7. cause
8. thaw
9. false
10. preschool
11. misspell
12. indoors
13. apart
14. across
15. around
Read this part of a student’s rough draft. Then answer the questions that follow.

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

1. Which sentence has a singular subject and the correct form of the verb be?
   A  Sentence 2
   B  Sentence 3
   C  Sentence 5
   D  Sentence 6

2. Which sentence has a plural subject and the correct form of the verb be?
   A  Sentence 2
   B  Sentence 3
   C  Sentence 5
   D  Sentence 6

3. Which sentence has a form of the verb be that does not agree with the subject?
   A  Sentence 2
   B  Sentence 3
   C  Sentence 5
   D  Sentence 6

4. Which helping verb should go before the main verb in Sentence 1?
   A  have
   B  will
   C  can
   D  are

5. Which helping verb could complete Sentence 4?
   A  have
   B  had
   C  can
   D  is

6. Which other helping verb could replace will in Sentence 6?
   A  had
   B  can
   C  have
   D  were
Read this part of a student’s rough draft. Then answer the questions that follow.

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

1. Which sentence has a correct past-tense verb?
   A  Sentence 1
   B  Sentence 2
   C  Sentence 4
   D  Sentence 5

2. Which sentence has a correct present-tense verb?
   A  Sentence 1
   B  Sentence 2
   C  Sentence 3
   D  Sentence 4

3. Which sentence has an incorrect form of a future-tense verb?
   A  Sentence 2
   B  Sentence 4
   C  Sentence 5
   D  Sentence 6

4. Which verb should end with an s?
   A  looked (Sentence 2)
   B  read (Sentence 3)
   C  learn (Sentence 4)
   D  become (Sentence 6)

5. Which is the future-tense form of the verb in Sentence 1?
   A  love
   B  will love
   C  will loves
   D  loved

6. Which is the past-tense form of the verb in Sentence 4?
   A  learn
   B  learns
   C  can learn
   D  learned
Name

Read the Spelling Words. Sort the words and write them where they belong.

**Words with -tion**

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 

**Words with -sion**

14. 
15. 

**Spelling Words**

1. section
2. caution
3. fiction
4. nation
5. action
6. vision
7. vacation
8. motion
9. question
10. mention
11. station
12. attention
13. portion
14. collection
15. session

**School-Home Connection**

Write the words operate and discuss on a sheet of paper. Ask your child to rewrite each word adding the correct suffix. Discuss the changes in spelling and meaning that occurred.
Leslie’s father owns a music store. It is filled with all kinds of instruments that he sells and repairs.

Leslie helps at the music shop after school, keeping the violins, flutes, and trumpets shiny and clean. “Hi, Dad, how’s business?” she asked as she arrived one afternoon.

“Well, we just received some beautiful, new guitars. They’re really expensive ones. I put the cases over by the wall,” he replied.

“Oh!” Leslie exclaimed as she saw them. “They are beautiful. Can I try one?”

Her father hesitated. “Well, what about your homework? Maybe you should do that,” he said, taking a glance at the guitars.

“I don’t have any homework today,” said Leslie. “Can I try one?”

“Well, maybe you should help with something else—like that flute over there. Perhaps that would be better,” he said slowly.

“But I always polish the flutes. Why can’t I help with the new guitars?” she asked.

“Well,” said her dad. “Why don’t we try one of the guitars together. Will that make you happy?”

“Yes! Don’t worry. I remember how to hold a guitar,” she said.

1. What does Leslie’s dad say about the guitars?

2. Why does Leslie’s Dad mention her homework?

3. Why does Leslie’s father not want her to try a guitar?

Help the student suggest another reason why Leslie’s dad might not want her to try a guitar.
Name ____________________________

Complete each sentence. Combine a root from the box with -tion or -sion to make the missing word.

quest_____ inject_____ object_____
collect_____ affect_____ act_____

1. It is important to take ______________ to help protect manatees.
2. Do you have any ______________ to riding in the back seat of a car?
3. He has a small ______________ of sea shells.
4. A hug is a form of ______________.
5. Dr. Harris gave the patient an ______________.
6. Do you have a ______________ for the guest speaker?

School-Home Connection
Have the student write sentences with the following words: session, affection, and admission on the back of this page.

Practice Book
© Harcourt • Grade 3
Complete the sentence about each Vocabulary Word.

Part A

1. If someone is _____, he or she is a **nuisance**.

2. Someone who _____ is **boasting**.

3. Trees move _____ when they **sway**.

4. If you **oblige** someone, you make them feel as if you _____.

5. If you are **summoning** someone, you are _____.

6. If a dog is **sedentary**, it _____.

Have the student think of different things he or she can do to **oblige** a family member and make a list of these things on the back of this page.
As you read “Charlotte’s Web,” fill in the graphic organizer. Then answer the questions below.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilbur</td>
<td></td>
</tr>
</tbody>
</table>

1. Who are some characters in the story?

2. What is the setting of the story?

3. On a separate sheet of paper, summarize the selection. Use the graphic organizer to help you.
Read each sentence. Look at the word in dark print. Then write a new sentence with this word but using a different meaning.

1. I can jump three feet in the air!

2. Do you have a match for the campfire?

3. The living room has only one coat of paint.

4. The math and science clubs sponsor the annual science competition.

5. The change in weather is annoying.

6. A hand wave means “hello.”

School-Home Connection
Help the student pick three words and come up with a list of descriptive phrases for each one. For example: muddy feet, wooden club, or a friendly wave.
Complete each sentence with a word from the word box.

profession  action  reaction  collection  question

decision  correction  attention  tension  vision

1. Raul’s father’s _______________ is law.
2. I always pay _______________ in class.
3. I made a _______________ to go to Mia’s party.
4. There was lots of _______________ in the championship game.
5. The class felt a great deal of _______________ before the test.
6. Trey has a huge stamp _______________.
7. I need to make a _______________ to that story.
8. Nora’s face showed her _______________ to the news.
9. Shirley has a _______________ about turtles.
10. Ernastein learned that opossums have poor _______________
    and hearing, but can smell very well.

Help the student use the words tension, action, and collection in a short, funny story about a contest of some kind.
Rewrite each sentence, using the verb tense in parentheses ( ).

1. The spider laid eggs. (present tense)

2. I have two books on spiders. (past tense)

3. The farmer’s daughter had done her chores. (present tense)

4. She sits at the kitchen table. (past tense)

5. Her brother comes home from school. (past tense)

6. He will say “giddyup” to the horse. (past tense)

7. The neighbors raised their new flag. (present tense)

8. We saw many animals on the farm. (present tense)

School–Home Connection

Ask your child to choose an irregular verb from this lesson. Then work with him or her to write three sentences, using the verb in a different tense each time.
Read the Spelling Words. Sort the words and write them where they belong.

Words with Two Vowel Sounds in the Middle

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________

Words with Two Vowel Sounds at the End

11. __________________________
12. __________________________
13. __________________________
14. __________________________
15. __________________________

School-Home Connection
Ask your child why he or she wrote the Spelling Words in each part of the chart. Discuss other words that follow the same syllable patterns.
Read the following story. Then circle the letter of the best answer to each question.

Long ago in China, there were two sisters who were weavers of silk. One day a lady, followed by her many servants, came to their shop. “I want a gown,” she said. “You will each make twenty yards of your best silk. Then I will choose which I want. I will come for it in two days.”

The sisters, Siwo and Sun, went to work. For two days they spun silk. Again and again Sun bragged, “I am a much better worker than you!” Siwo only replied. “One must work carefully to make silk.”

In two days, the lady returned. As she looked at Siwo’s silk, Siwo apologized, “I could only make fifteen yards of silk.”

“Lady,” Sun interrupted, “I have made twenty-five yards of silk!”

The lady looked at Sun’s silk. “Siwo’s silk will make the prettiest gown.”

1. Which words from the story suggest that the lady is rich and important?
   A The sisters, Siwo and Sun, went to work.
   B “One must work carefully to make silk.”
   C followed by her many servants

2. Which words from the story suggest that Sun is vain?
   A Again and again Sun bragged
   B “Siwo’s silk will make the prettiest gown.”
   C The lady looked at Sun’s silk.

3. Which words from the story suggest that Siwo had made the best silk?
   A “I want a gown.”
   B In two days, the lady returned.
   C “Siwo’s silk will make the prettiest gown.”
Write each word from the box next to a word that rhymes with it. If the word has two syllables, draw a line to show where the syllables divide.

feud react fuel lead
loud reuse road sour

1. rude  
2. mode  
3. excuse  
4. seed  
5. attract  
6. jewel  
7. crowd  
8. power

**School-Home Connection**

Have the student write two-syllable words that rhyme with *higher*. Then have him or her divide those words into syllables.
Write the letter of the Vocabulary Word that best matches each definition.

_____ 1. an animal that is hunted for food          A spiral
_____ 2. a shape that curls around and around in a circle          B social
_____ 3. long pieces of something          C reels
_____ 4. living in groups of similar animals          D prey
_____ 5. to wind something in          E shallow
_____ 6. not very deep          F strands

School-Home Connection
Challenge the student to work as many of the Vocabulary Words as he or she can into one conversation.

Practice Book
© Harcourt • Grade 3
Use the graphic organizer to record facts from “Spiders and Their Webs.” Fill in the box on the left with things you already know about spiders. In the box on the right, write what you learn as you read. Make inferences in the bottom box.

**What You Know**

Insects can cause disease.

**What the Author Tells You**

Spiders capture insects.

**Inferences**

On a separate sheet of paper, summarize the selection with three of your inferences. Use the graphic organizer to help you.
Read the meanings in the box below. In each sentence, which meaning of the underlined word is used? Write the letter of the correct meaning on the line.

A  to deal with something in a court of law
B  to attempt
C  to make demands on something
D  a piece of metal that holds things in place
E  what happens when you grab and hold something
F  the amount of fish captured
G  a flaw or mistake

1. Please try to do your best in the game. _____
2. The judge will try the case tomorrow. _____
3. Sometimes my little brother can try my patience! _____
4. The center fielder made an amazing catch. _____
5. Mia’s catch set a record for most trout in a day. _____
6. There was only one catch in our plan. _____
7. The catch on the zipper broke off. _____

School/Home Connection

Have the student use a dictionary to find at least two meanings for the word leave.
Use the words in the box to complete the sentences. Then divide those words into syllables.

appreciate     poetry     idea     biology
dial          science    violin    pliers

1. Will you ___ ___/___ ___ the telephone number for me?

2. Let’s think of a better ___ / ___ / ___.

3. Remove the nail with the ___ ___ ___ / ___ ___ ___.

4. The poet writes lovely ___ ___ / ___ ___ / ___ ___.

5. We learned about frogs in ___ ___ ___ / ___ ___ ___ ___ class.

6. Two kinds of science are chemistry and ___ ___ / ___ ___ / ___ / ___ ___.

7. She started taking ___ ___ / ___ / ___ ___ ___ lessons when she was five years old.

8. I ___ ___ / ___ ___ ___ / ___ ___ / ___ ___ ___ that you came for a visit.

School-Home Connection
Have the student write a sentence that includes one V/V word. Then have him or her divide that word into syllables.
Write the adverb in each sentence. Then write the verb that it describes.

1. My teacher talks excitedly about science.

2. Tomorrow we will learn about insects.

3. Of all the students, Evan studied the longest.

4. I speak more softly than the other students at the library.

Rewrite each sentence. Complete it with an adverb that answers the question in parentheses ( ).

5. This spider crawls _________ than that spider. (How?)

6. I put my report _________. (Where?)

7. _________ you will learn about the sun. (When?)

School-Home Connection
Work with your child to write four sentences about animals. Use a different kind of adverb in each sentence, including forms that compare.
Name __________________________________________

Read the Spelling Words. Sort the words and write them where they belong.

Words with -able
1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________

Words with -ible
5. __________________________________________
6. __________________________________________

Words with -less
7. __________________________________________
8. __________________________________________
9. __________________________________________
10. __________________________________________
11. __________________________________________

Words with -ous
12. __________________________________________
13. __________________________________________
14. __________________________________________
15. __________________________________________

Spelling Words
1. doable
2. famous
3. careless
4. various
5. endless
6. reliable
7. nervous
8. useless
9. flexible
10. washable
11. helpless
12. terrible
13. valuable
14. dangerous
15. powerless

School–Home Connection
Make a list of additional words with the suffixes -able, -ible, -less, and -ous that you and your child can recall. Discuss the correct spellings with your child.
"But it’s vacation!” cried Nick. “I don’t want to go visit Uncle James!”
“You’ve never even met him,” Dad said. “He’s a very interesting person.”
Two weeks later, Nick and his father were staring at Uncle James’s big old house in the country. “His house looks creepy,” grumbled Nick.
Dad only smiled. “Uncle James has some unusual things. He might even show you his special trunk!”

Suddenly, a very small, elderly man opened the door. “So this must be Nick,” said Uncle James. “You look just like your Uncle Phil. He was a famous mountain climber. He climbed every tall peak in North America.”

“Wow,” said Nick. He was impressed that he had a famous relative.
After dinner, Uncle James opened up an old trunk. In it were pictures, letters, and even newspaper articles. One by one, Uncle James introduced Nick to relatives from long ago. There were cowhands, sea captains, and even his Aunt Emma, who had lived to be 106.

1. What does Nick say about Uncle James in the beginning of the story?

2. What is your prediction for what will happen next?

3. Which story clue helped you make a prediction?

School/Home Connection
Have the student tell you an ending that will be appropriate for the story.
It was Aunt Marta’s birthday, and Celia wanted to give her the best birthday party possible. She baked a cake and invited all of Aunt Marta’s friends and family. Then she put on some suitable clothes. As she was dressing, though, Marta heard a terrible racket. When she looked out the window, she saw her three little brothers playing instruments. They were very audible, even through the window. But the music they made was laughable! It sounded more like a lot of banging and screeching than actual music. Still, Marta thought, her brothers might be trainable.

For the next hour, Marta helped her little brothers learn a song. They practiced hard. “Who says little kids are not teachable?” she said to herself over and over again.

Later, at Aunt Marta’s birthday dinner, the three brothers played “Happy Birthday” for Aunt Marta and all of the guests.

“Wow,” everyone said when it was over. “This celebration is incredible!”
Name ________________________________

Circle the word that correctly completes each sentence.

1. The chef _____ pepper on the salad.
   expand    sprinkled    erupt

2. The scientist did careful and _____ research on volcanoes.
   grainy    thorough    deliberation

3. The soup looked _____ and lumpy.
   erupt    sprinkled    grainy

4. The team will _____ if more people join.
   expand    deliberation    thorough

5. The jury reached its decision after a long _____.
   sprinkled    thorough    deliberation

6. That volcano may _____ soon.
   thorough    grainy    erupt
Realistic fiction has details that help you make predictions about events to come. You can read ahead to revise or confirm your predictions.

**Beginning**
Prediction:

Look at the pictures and read pages 358–359. Use details to make a prediction about what will happen next.

**Middle**
Confirm/Revise Prediction:
New Prediction:

Look at the pictures and read pages 373–374. Confirm your prediction.

**End**
Confirm/Revise Prediction:

Look at the pictures and read pages 360–372. Revise or confirm your prediction. Make a new prediction about what will happen next.

On a separate sheet of paper, write a summary of "The Science Fair."
Read each homograph and its two pronunciations. Write the letter of the pronunciation that goes with each sentence.

**Homographs**

- close: a. klōs  b. klōz
- tear: c. ter  d. tir
- lead: e. led  f. lēd
- does: g. duz  h. dōz
- wind: i. wind  j. wīnd

1. The wind blew the papers down the street. _____
2. Please do not tear my paper. _____
3. The mother hen will lead her chicks to the pond. _____
4. Two does and two fawns drank from the river. _____
5. Did you remember to close the door? _____
6. I felt sad, and a tear came to my eye. _____
7. Frida has to wind her alarm clock every evening. _____
8. Does anyone know where my pencil is? _____
9. A kite made of lead will never fly. _____
10. My friend lives very close to me. _____

**School/Home Connection**

Have the student state the definition of a homograph in his or her own words.
Lesson 28

Each underlined word has the wrong suffix. Rewrite the words with the correct suffixes. Use -able, -ible, -less or -ous.

1. The clothes that I bought today are washless.
2. Is that paintbrush still usous?
3. Those circus acrobats are flexous!
4. The movie was so long it seemed endible.
5. If you are relyous, I will let you borrow this CD.
6. Try not to be so nerveable when you perform.
7. It is too dangerable to ride your bike down that hill.
8. Mona was bored and restable.

Have the student give an oral definition for each word he or she wrote.
Rewrite each sentence. Replace each contraction with the words used to form it.

1. Alice doesn’t see that we’re waving.

2. She’s worried that we haven’t arrived.

3. I’m glad that you didn’t stay home.

4. It isn’t clear that he’s the winner.

If the sentence is correct, write correct. If it is not, rewrite it correctly.

5. Wouldn’t you like any help?

6. I don’t see my teacher nowhere.

7. There wasn’t nobody in the cafeteria.

School–Home Connection

Work with your child to write three sentences about his or her day, using contractions. Use at least one contraction with a pronoun and one with not.
Read the Spelling Words. Sort the words and write them where they belong.

**Words with bi-**
1. 
2. 
3. 

**Words with non-**
4. 
5. 
6. 

**Words with over-**
8. 
9. 
10. 

**Spelling Words**
1. overnight
2. bicycle
3. nonstop
4. overdue
5. overlook
6. biweekly
7. overflow
8. nonsense
9. oversee
10. overhead
11. nonfiction
12. overcoat
13. nonfat
14. overdone
15. biplane

**School–Home Connection**
With your child, write sentences using each Spelling Word. Discuss how the prefixes bi-, non-, and over- change the meaning of each base word.
Read the story. Then answer each question about it.

Vanessa and Keisha were walking home through the park. They were busy chatting, and they paid no attention to where they were. Just beyond the swings, there was a soccer field. Suddenly a strange-looking object landed right in the middle of it. It made no sound, and the girls were too busy to notice anyway. They just kept walking and talking. Then, just as they were almost past the strange object, voices began to come from it.

“Do you hear something?” Vanessa asked.

1. What will happen next?

2. What story clues helped you make your prediction?

3. What do you know from your experience that helped you make your prediction?

School-Home Connection
Read the story with the student. Then work together to write an ending. Be sure to point out story clues that helped you make your predictions.
Name ________________________________

Write a word from the box to complete each sentence.

<table>
<thead>
<tr>
<th>overcoat</th>
<th>biweekly</th>
<th>nonstop</th>
<th>overflow</th>
</tr>
</thead>
<tbody>
<tr>
<td>nonfiction</td>
<td>overnight</td>
<td>biplane</td>
<td>bicycle</td>
</tr>
</tbody>
</table>

1. My little brother runs around ________________.
2. The old ________________ flies very slowly.
3. The ________________ she wore over her dress was long and very warm.
4. Gia prefers fiction to ________________.
5. We will stay ________________ at the campground.
6. That magazine comes out ________________, or every two weeks.
7. The river began to ________________ its banks.
8. Tara’s ________________ has narrow tires.

School/Home Connection
Ask the student to explain how he or she knew which word to use in each sentence.
Use a Vocabulary Word to complete each sentence.

rotates steady reflects
surface evidence appears

1. We see the moon at night because it ____________ light from the sun.
2. All the ____________ suggested that he had not discovered a new planet.
3. When you spin the classroom globe, it ____________ around and around.
4. My mom held the ladder ____________ so Aunt Nita could paint the ceiling.
5. That little dog ____________ to be frightened by the storm.
6. The ____________ of that table is smooth.
Use the graphic organizer to record what you already know about the planets. Put this information under **What I Know**. Then ask questions for what you want to know about the planets. Put the questions under **What I Want to Know**. After reading, write what you have learned from “The Planets” under **What I Learned**.

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the sky, there are planets, stars, a sun, and a moon.</td>
<td>How is a planet different from a star?</td>
<td>A planet is seen because the sun shines on it. A star gives off its own light.</td>
</tr>
</tbody>
</table>

On a separate sheet of paper, summarize the selection, providing facts you have learned about the planets. Use the graphic organizer to help you.
Read each sentence. Then draw a line to match the underlined homograph with the correct definition.

1. A gray ____ sat in the tree.
   the past tense of dive
   a type of bird

2. Tim sings ____ in our chorus.
   a type of fish
   a voice with a deep sound

3. My sister will ____ her trumpet.
   to shine
   relating to the country of Poland

4. We will ____ a gift to our teacher.
   to give in a formal way
   a gift

5. Temperatures were very hot out on the sandy ____.
   a land area without water
   to flee or run away

School-Home Connection
Have the student write sentences for the homographs that were not used in sentences on this page.
Name ________________________________

Draw a line to match each word on the left with its meaning on the right. Then write sentences for three of the words.

1. nonsense to extend too far
2. overripe able to use two languages
3. overextend not sticking
4. nonstick too ripe
5. bilingual without sense
6. bilevel having two levels
7. nonpayment every two hundred years
8. overqualified being more qualified than necessary
9. bicentennial not paying
10. bicoastal having to do with two seacoasts

1. ________________________________
2. ________________________________
3. ________________________________

School-Home Connection
Have the student make up a sentence with at least two of the prefixed words from above. (For example: I cooked the overripe apples in a nonstick pan.)
 Rewrite each sentence correctly.

1. sometimes i sing my favorite song.

2. that song is called twinkle, twinkle, little star.

3. those three stars are named altair castor and polaris.

4. sirius is the brightest star in the sky and i see it at night.

5. you can read about stars in a magazine called Ask.

6. mrs. wong reads to children at the library in middletown.

7. she lives in new york but she works in connecticut.

8. today she reads the book a child’s introduction to the night sky.

School-Home Connection

Write three sentences. One should include a comma, one a title, and one a pronoun. Read them aloud, and challenge your child to write them down correctly.

Practice Book
© Harcourt • Grade 3
Part A. Add -tion or -sion to the following root words.

1. omit __________________________
2. infect __________________________
3. explode __________________________
4. celebrate __________________________
5. decide __________________________

Part B. Use the words you wrote in Part A to complete the following sentences.

1. When the fireworks went off, they made a loud __________________________
2. Choosing a present for someone can be a difficult __________________________
3. We had a __________________________ for my sister’s high school graduation.
4. Emily is at home with an ear __________________________.
5. The __________________________ of two letters on the sign made it very confusing!

School-Home Connection

Have the student tell the meanings of each of the new words. Tell him or her to check with a dictionary if necessary.
Look at each row of scrambled letters. Underline the word that has the V/V syllable pattern. Then use it in a sentence on the line below. Divide the V/V word into syllables.

1. schlaid soute fuel poi am rwru de ta em

2. asjmio lou des ps ci en ce eak flies at m

3. yulki om react arm iero adamei jdoes k

4. uipliesp aem tr ied am kl cere al omeat j

5. pree bdi ar y am dair y poam x lead ou m e

For each word, have the student write another word in which the same letters make the same V/V sound.
Underline the word with a prefix in each sentence. Then write its meaning on the line.

1. Our bicoastal flight from New York to California took five and a half hours.

2. Billy took all nonessential items out of his backpack.

3. None of the overhead lights was on when we got home.

4. Mareeka made a face when she took a bite of the overripe banana.

5. What Trina said was nonsense, so we did not believe her.

6. The bilevel house is the biggest on our street.
Use the clues to complete the puzzle. Use words with suffixes.

**ACROSS**
1. capable of being relied upon
4. capable of being reached
7. full of fame
8. without power

**DOWN**
2. without end
3. capable of being worn
5. full of humor
6. capable of being done

Have the student think of one more word for each suffix.
Part A. Draw a line to match each Vocabulary Word with its definition.

1. observed  a. to keep safe
2. confirm   b. to make bigger
3. magnify   c. creates or makes
4. picturesque d. to make sure
5. generates e. looked at closely
6. safeguard f. like a picture

Part B. Write answers to the questions on the lines below.

1. What are three ways you could confirm that it was snowing outside?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. If you observed a bird’s nest for a day, what might you see?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Read the story. Then write your answers to the questions on the lines below.

Aida dropped her bag and sat down. Her face was bright red, and she wiped the sweat off her forehead.
“Aida, what’s wrong?” asked her brother Tim.
Aida poured a glass of water and drank it all. “Coach Lee made us do four extra laps!”
Tim dropped a few ice cubes into Aida’s glass. “Sounds like the new coach is really tough on the team.”
“We’re getting ready for the big game next week,” Aida replied. She leaned her head back and closed her eyes.
“Are you nervous?” asked Tim.
“No, not yet,” said Aida.

1. How do you think Aida feels? How can you tell?

2. How do you think Tim feels about Aida?

3. How do you think Aida will feel on the day of her big game? Why?
Read the story. Then write your answer to each question.

Ravi swung the bat again and missed. “I’m never going to hit the ball!” he cried, stomping his feet.

“Just keep your eye on it,” his sister said.
“T’m keeping my eye on the ball!” Ravi yelled.

“You have to relax. Close your eyes and take a deep breath.”

Ravi put his bat down and closed his eyes. He breathed in deeply and smelled the fresh grass and the trees.

“Now think of me throwing the ball. You see it coming slowly. Now you hit the ball. It flies into left field. Ready?”

Ravi nodded and opened his eyes. He took a few practice swings. His sister threw him the ball.

1. What is Ravi’s problem in the story?

______________________________________________________________________________

2. What does Ravi do to solve his problem?

______________________________________________________________________________

3. What do you think will happen next in the story? Why?

______________________________________________________________________________

School/Home Connection

Have the student write a paragraph that continues the story.
Read each sentence. Then choose the sentence that uses the same meaning for the underlined word. Circle the letter of the best answer.

1. Please lay those bags down carefully.
   A  Chickens can lay more than three hundred eggs per year.
   B  John will lay his clothes out on his bed.

2. Whom did you pick to play on your kickball team?
   A  Mom let me pick what we had for dinner last night.
   B  We will pick flowers from our garden to put on the table.

3. It is hard to tie a butterfly knot.
   A  Do not forget to tie your shoes before you leave.
   B  Gina scored a basket to tie the game.

4. I used tape to fix my torn paper.
   A  Please put the tape in the VCR.
   B  Herman attached the picture to the wall with tape.

5. The leaves change color in the fall.
   A  The ice skater’s fall looked painful.
   B  Do you prefer fall or winter?

6. Dan took a trip to the park.
   A  I would like to go on a hiking trip.
   B  A trip over loose wires can cause a sprained ankle.

Ask the student to write a sentence that uses the second meaning of fall from #5.
Name ________________________________

Read each sentence. Then write a second sentence, using a different meaning of the underlined homograph.

1. John plays the ___ guitar in a band.

2. There is an empty ___ at the end of the ___.

3. My father loves to listen to his old ___.

4. There is a ___ in my jacket.

5. I ___ to having too much homework over the winter holiday.

6. I do not want to ___ you to such a sad event.

School-Home Connection

Make a homograph glossary with the student, using the words above. Have the student write the underlined word and then the definitions for both meanings.
Fold the paper along the dotted line. As each spelling word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice writing any spelling words you missed.

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

Spelling Words
1. vision
2. caution
3. session
4. fluid
5. piano
6. loyal
7. reliable
8. flexible
9. powerless
10. dangerous
11. famous
12. biplane
13. nonstop
14. overnight
15. oversee
Read this part of a student’s rough draft. Then answer the questions that follow.

(1) Yesterday my class went to an animal park. (2) We saw lions from the window of the school bus. (3) One lion ________ on a rock. (4) Monkeys played happily in the trees. (5) Some of them come excitedly to the bus. (6) ________, I will write a story about all the animals I seen.

1. Which of these verb forms could go in the blank in Sentence 3?
   A  sit
   B  sets
   C  sat
   D  set

2. Which verb needs the helping verb have before it?
   A  went (Sentence 1)
   B  saw (Sentence 2)
   C  write (Sentence 6)
   D  seen (Sentence 6)

3. Which is the past-tense form that could replace the underlined verb in Sentence 5?
   A  comes
   B  comed
   C  came
   D  camed

4. Which sentence has an adverb that tells when?
   A  Sentence 1
   B  Sentence 2
   C  Sentence 4
   D  Sentence 5

5. Which sentence does NOT have an adverb?
   A  Sentence 1
   B  Sentence 2
   C  Sentence 4
   D  Sentence 5

6. Which adverb could go in the blank in Sentence 6?
   A  Tomorrow
   B  More quickly
   C  Most slowly
   D  More slow
Read this part of a student’s rough draft. Then answer the questions that follow.

(1) Latisha, Latisha’s father and his friend went to Tonto National Forest in Arizona. (2) They ________ stay long but they had a great time. (3) They camped, hiked and swam on Friday. (4) On Saturday night they sang a song around the campfire called “Make New Friends.” (5) Latisha didn’t never want to leave the forest.

1. Which sentence has a contraction?
   A  Sentence 1  
   B  Sentence 3  
   C  Sentence 4  
   D  Sentence 5

2. Which contraction could go in the blank in Sentence 2?
   A  doesn’t  
   B  aren’t  
   C  couldn’t  
   D  they’re

3. Which sentence has a double negative that needs to be corrected?
   A  Sentence 1  
   B  Sentence 3  
   C  Sentence 4  
   D  Sentence 5

4. Which of these sentences does NOT need a comma added?
   A  Sentence 1  
   B  Sentence 2  
   C  Sentence 3  
   D  Sentence 5

5. Which of these sentences has a proper noun that is incorrect?
   A  Sentence 1  
   B  Sentence 3  
   C  Sentence 4  
   D  Sentence 5

6. Which sentence is correct?
   A  Sentence 1  
   B  Sentence 3  
   C  Sentence 4  
   D  Sentence 5
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