

Name _____

► Read the Spelling Words. Sort the words and write them where they belong.

Words with Two Vowel Sounds in the Middle

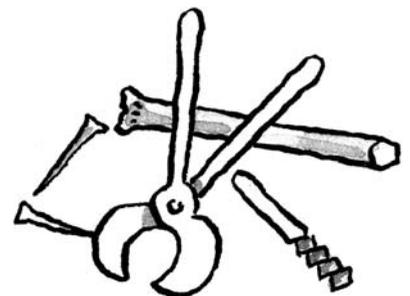
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Words with Two Vowel Sounds at the End

11. _____
12. _____
13. _____
14. _____
15. _____

Spelling Words

1. *lion*
2. *dial*
3. *idea*
4. *neon*
5. *science*
6. *area*
7. *radio*
8. *quiet*
9. *piano*
10. *fluid*
11. *video*
12. *loyal*
13. *stereo*
14. *pliers*
15. *create*



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.

Name _____

- 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."



School-Home Connection

Have the student write two facts from the story. Then help him or her make an inference based on those two facts.

Name _____

► 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 _____

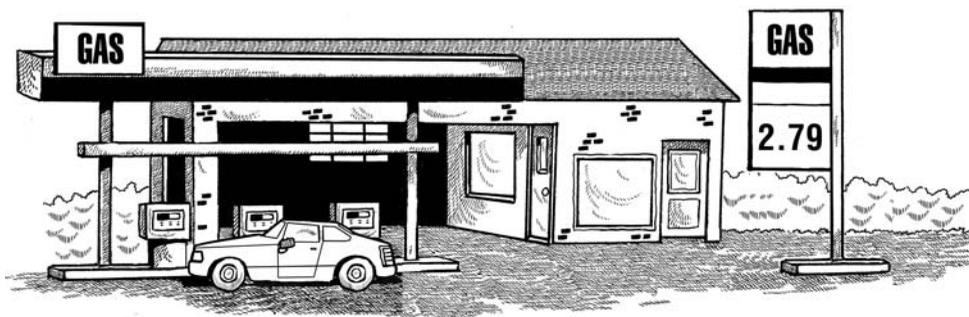
4. seed _____

5. attract _____

6. jewel _____

7. crowd _____

8. power _____



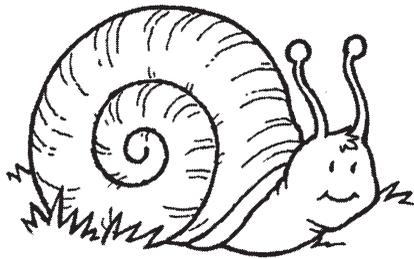
School-Home Connection

Have the student write two-syllable words that rhyme with *higher*. Then have him or her divide those words into syllables.

Name _____

► 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.

Name _____

- ▶ 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.

Name _____

- ▶ 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*.

Name _____

► 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.

Name _____

► 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.

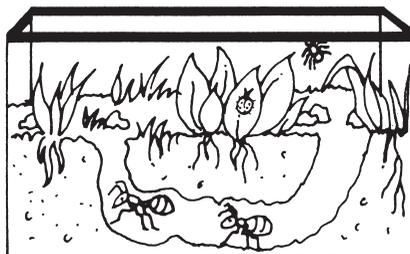
4. I speak more softly than the other students at the library.

► 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.