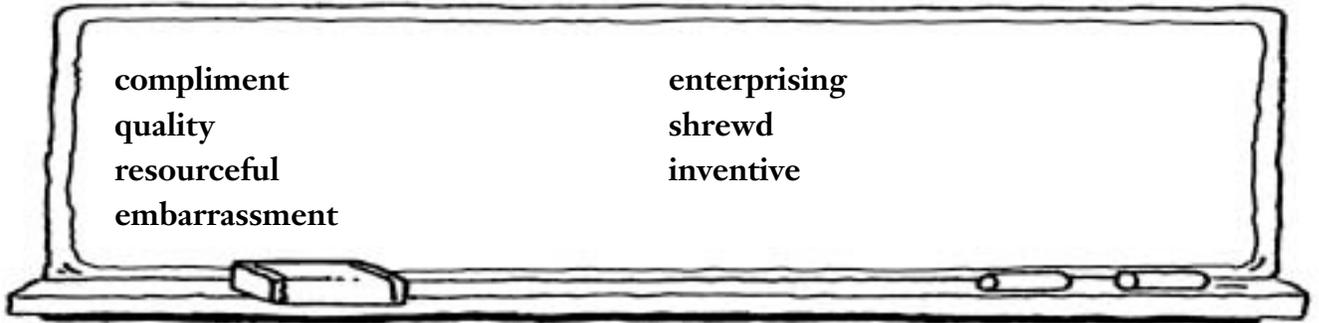


Name _____

► Read the Vocabulary Words. Then use the Vocabulary Words to complete the webs.



1. _____ 2. _____

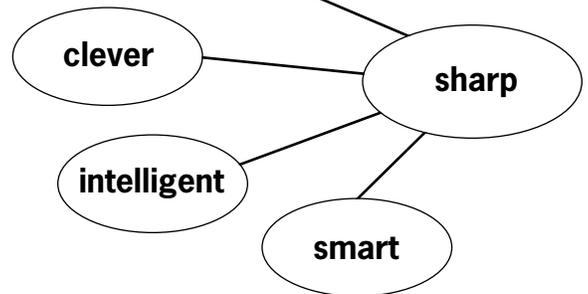
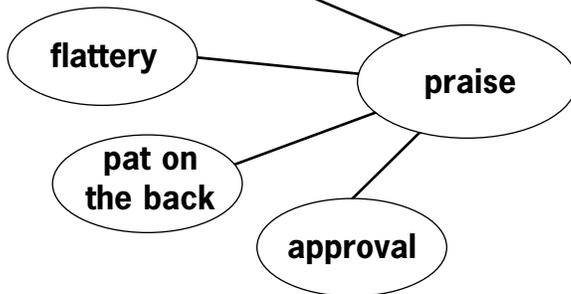
creative

imaginative

3. _____

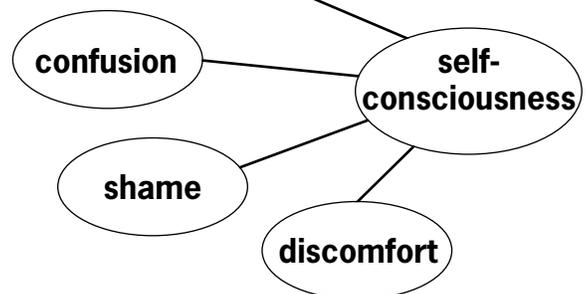
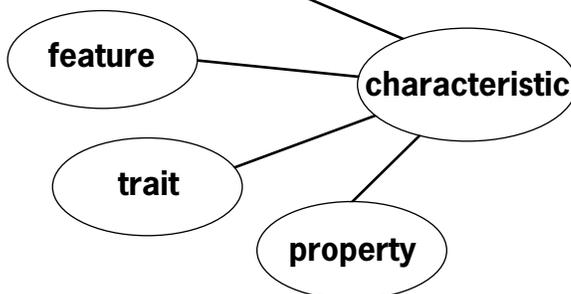
4. _____

5. _____



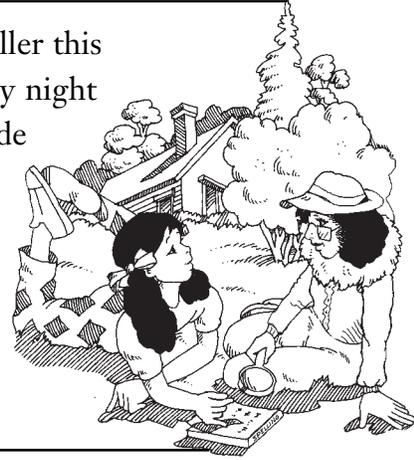
6. _____

7. _____



- **Read the paragraph. Circle the letter of the best answer to each question.**

Shelley had promised herself that she would be a good speller this year. For two years, she had always waited until the Thursday night before the test to study her spelling words, and she often made mistakes on the test. This year, the words were longer and harder. Shelley had a plan that began with writing the words in a list on Monday and Tuesday, writing each word in a sentence on Wednesday, and asking Aunt Sue to test her on Thursday. Last year Shelley had conquered division. This year, she knew she could conquer spelling.



1 What problem does Shelley have? _____

- A** She is a poor speller.
- B** She can't do long division.
- C** She doesn't have a plan.
- D** She doesn't like Aunt Sue.

Tip

Find the sentence that says what Shelley wants to be. How does this sentence tell what her problem is?

2 What is the theme of the passage? _____

- F** You can improve if you want to.
- G** Never make plans.
- H** Other people can help you.
- J** Spelling is easy for most people.

Tip

Think about the overall message that this paragraph communicates.

3 Which word describes Shelley? _____

- A** lazy
- B** determined
- C** nervous
- D** friendly

Tip

Select the word that describes a person with a plan to accomplish something.



SCHOOL-HOME CONNECTION Have your child retell a story. Take turns analyzing the narrative elements of that story (characters, setting, plot, and theme).

Name _____

- **Read the passage. Then write who made each statement. Write *not dialogue* if no one said the words.**



“Don’t go in there, please,” said Mrs. Green. “My preschool children are napping.” John walked to the next door. “I’m delivering the package to Room 302, Mr. Morales’s third-grade class,” John said. “I just stopped to see if I could say hi to my little sister.” Just then a head popped out of the door. “Mrs. Green, can you come in?” Mrs. Woo asked. John stopped and looked at the empty hall. He said softly to himself, “Oh, no! I’m on the wrong floor. No wonder Mrs. Green stopped me. She must have thought I was lost.”

1. “I just stopped to see if I could say hi to my little sister.” _____
2. “Don’t go in there, please.” _____
3. Just then a head popped out of the door. _____
4. “Mrs. Green, can you come in?” _____

- **Circle the letter of the correct answer.**

5. Mrs. Green teaches _____.
F third grade
G sixth grade
H preschool
6. The last thing John says helps you realize that he feels _____.
A happy
B angry
C foolish

- **Write about what John will do next. Include dialogue between him and one other person.**

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SCHOOL-HOME CONNECTION Choose a passage from a book that contains dialogue. Ask your child how he or she can tell which character is speaking. Then read the dialogue aloud.

Skill Reminder • **Declarative sentences** make statements. **Imperative sentences** make commands. • **Interrogative sentences** ask questions. • **Exclamatory sentences** express strong feeling and end with an exclamation mark. • **An interjection** is a word or group of words that expresses a strong feeling but is not a sentence. It may introduce an exclamatory sentence. Use a comma or an exclamation mark after it.

► In the blank, write *declarative*, *interrogative*, *imperative*, or *exclamatory* to identify the type of sentence. Write *interjection* if the sentence starts with one.



1. Imogene was certainly an inventive person. _____
2. Oh! I thought of something to say! _____
3. Why didn't Beth think of that word sooner? _____
4. What kind of compliment is that? _____
5. Speak a little louder. _____
6. Imogene wrote notes to herself on her arm. _____

► Rewrite each sentence correctly, using capital letters and end marks. Then identify the type of sentence. Identify interjections.

7. she said some great things  _____
8. gee I wish I'd said that _____
9. wasn't this a great day _____
10. Read this card from Albert _____

TRY THIS! Reread the first page of "The Best School Year Ever." Find examples of interrogative sentences. Write your examples on a sheet of paper.

Skill Reminder

- Short *a* can be spelled *a*, as in *bat*.
- Short *e* can be spelled *e*, as in *get*.
- Short *i* can be spelled *i*, as in *rip*.
- Short *o* can be spelled *o*, as in *not*.
- Short *u* can be spelled *u*, as in *fun*.

► 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 spelling any words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

SPELLING WORDS

1. *pledge*
2. *glasses*
3. *messages*
4. *public*
5. *planet*
6. *themselves*
7. *connect*
8. *guess*
9. *magic*
10. *recommend*
11. *college*
12. *grabbed*
13. *compliments*
14. *optimism*
15. *success*
16. *impress*
17. *solve*
18. *bronze*
19. *pulse*
20. *crumple*

