

Name _____

Compare and Contrast

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

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

Have you seen strange creatures and amazing superheroes in movies? Today’s special effects are like the stage magic performed for years and years, but they’re even harder to figure out. For years, magicians have used quick hands and distraction to make something seem to appear or disappear. In a similar way, special effects make you think you’re

seeing something that doesn’t really exist. To create movie magic, special-effects artists use computers to create moving pictures that fool the eye. When you see them unfolding in front of you, both magic tricks and special effects seem real. They both work because of the hard work of people who love to entertain us.

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

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

Name _____

Writing • Mystery

Key Features of a Mystery

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

The Case of the Missing Crayons

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

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

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

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

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

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

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

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

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

Name _____

Vocabulary

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

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

Check the Words You Know

- ___ analysis
- ___ beaker
- ___ hollow
- ___ identity
- ___ lecture
- ___ microscope
- ___ precise
- ___ relentless

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

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

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

Write a Note

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



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

Name _____

Singular and Plural Pronouns

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

Directions Circle the pronoun in each sentence.

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

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

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

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

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



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

Name _____

Contractions

Spelling Words

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

Familiar Sayings Write the contraction that correctly completes each saying.

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

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

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

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

Name _____

Vocabulary: Context Clues

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

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

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

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

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



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

Name _____

Procedures and Instructions/Manual

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

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

Quick White Bread Recipe

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

1. What is the purpose of these instructions?

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

3. Which step in this procedure involves measuring?

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

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



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

Name _____

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

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

6. What is the purpose of this index?

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

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

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

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

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

Name _____

Contractions

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

Spelling Words

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

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

Frequently Misspelled Words

it's
we're
you're

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

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

Wheres' the ocean the deepest?
At the bottom.

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

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

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

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

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

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



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

Name _____

Singular and Plural Pronouns

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

Mystery Muddle

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

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



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