Name

Compare and Contrast

• To **compare** and **contrast** two or more things is to show how things are alike and different.
• Some clue words are: *as, like, but, and however.*
• Sometimes writers do not use clue words when they compare and contrast things.

**Directions** Read the following passage. Fill in the columns below based on Alex’s observations about the differences between the ocean and the lake back home.

Alex had never been to the ocean before, so he was excited when Joel invited him to go with Joel’s family to Rhode Island. As they walked across the sand, Joel asked Alex if he knew anything about a “riptide,” a strong flow of water near the shore. Afraid to admit he knew nothing about the sea, Alex told Joel he knew all about riptides. As he swam, Alex noticed several differences between lakes and oceans. Both were cold. Salty ocean water, however, seemed to allow him to float more easily. Ocean waves were also much larger than freshwater ones.

In the lake Alex remembered that small fish swam around his feet. In the ocean, crabs crawled over them. Suddenly, Alex and Joel heard a whistle blow. A lifeguard was ordering swimmers out of the water. Alex heard the lifeguard explain to a man that the riptides had become too strong and had pulled a young girl hundreds of feet from shore. She had almost drowned. Alex gulped. He knew he had put himself in danger by not being honest about his ignorance.

<table>
<thead>
<tr>
<th><strong>Lake</strong></th>
<th><strong>Ocean</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>fresh water</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>3.</td>
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<tr>
<td>4.</td>
<td>5.</td>
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</tbody>
</table>

**Home Activity** Your child compared and contrasted details from a short passage. Discuss with your child two places that you have gone for enjoyment. Ask your child to make a list of the similarities and differences.
Writing • Description

Key Features of a Description

• vivid language helps readers visualize a scene
• can be part of a longer story
• often provides details that tell what something smelled, felt, or tasted like, as well as how something looked or sounded

Remembering Grandpa

When my grandfather died, I learned that I could keep his memory alive through objects he left behind. I went to his house after the funeral and looked through the shelves and closets. They were filled with items from my past.

His coat still smelled like his cologne. I felt the soft material and inhaled the musky, sweet scent. I looked through stacks of photographs to remember his smile. We used to drink root beer together, so I looked in the refrigerator. He still had root beer! I took one and carried it around with me. It tasted so good. It made me happy to remember sharing root beer with Grandpa.

It started to rain outside. As I listened to the sound of the soft rain and my parents talking in the living room, I realized that Grandpa can still be alive in my heart. I can be sad and happy at the same time. I took his coat and some photographs home with me. When I wear his coat, I remember him with pride.

1. List three sensory words from the selection.

2. What is the writer like? How do you know?
Name

Vocabulary

**Directions** Choose the word from the box that best matches each definition. Write the word on the line.

1. handheld, usually small tool used for pinching or grasping
2. put out of sight; hidden
3. harsh, firm, or strict
4. wood floating in a body of water or washed upon the shore of one
5. any of a group of aquatic organisms ranging in size from microscopic to hundreds of feet

**Directions** Choose the word from the box that best completes each sentence. Write the word on the line to the left of the sentence.

6. The underwater divers harvested dozens of the spiny _______ at the ocean floor to sell to a local restaurant featuring Japanese specialties.
7. The brother and sister swung lazily in _______, side by side under a tree, discussing how to spend the last summer day before school started.
8. He hid, or ________, his glee at winning the match, trying at least to appear to have a sense of good sportsmanship.
9. The puppy’s ears drooped and her tail stopped wagging as I _________ lectured her about not chewing on the furniture.
10. The pop music star ________, or complained about, the loss of his youth and fame, sadly wondering if another fan letter would ever arrive in the mail.

**Write a Description**

On a separate sheet of paper, write a description of what life might be like as a dolphin, living in the ocean. Use as many of the vocabulary words as you can.

**Check the Words You Know**

- algae
- concealed
- driftwood
- hammocks
- lamented
- sea urchins
- sternly
- tweezers

**Home Activity** Your child identified and used vocabulary words from *At the Beach*. With your child, write a story about making the choice to be honest with someone.
Regular and Irregular Plural Nouns

Plural nouns name more than one person, animal, place, or thing.

- Add -s to form the plural of most nouns.
  swing/swings animal/animals
- Add -es to nouns ending in ch, sh, x, z, s, and ss.
  fox/foxes bush/bushes church/churches
- If a noun ends in a vowel and y, add -s.
  monkey/monkeys toy/toys
- If a noun ends in a consonant and y, change y to i and add -es.
  blueberry/blueberries pony/ponies penny/pennies
- Some nouns have irregular plural forms. They change spelling.
  woman/women tooth/teeth ox/oxen
- For most nouns that end in f or fe, change f to v and add -es.
  wife/wives wolf/wolves thief/thieves
- Some nouns have the same singular and plural forms.
  salmon trout sheep

Directions Underline the plural nouns in each sentence.

1. Some seals live on those beaches.
2. The fishermen in boats near shore caught many salmon.
3. You will see crabs, shells, and driftwood near the water.
4. Don’t burn your feet on the hot sand.
5. Clumps of seaweed float on the waves.

Directions Cross out each incorrectly spelled plural noun. Write the correct spelling above the word you crossed out.

6. You can find blueberrys on the bushs near those beaches.
7. The skys over the shore were clear, but we saw cloudes in the distance.
8. The four woman prepared the picnic, and the children played with beach toyes.

Home Activity Your child learned about regular and irregular plural nouns. Take a walk and have your child identify people, places, animals, and things in groups. Ask him or her to spell these plural nouns correctly.
Name ________________________________

**Digraphs th, sh, ch, ph**

<table>
<thead>
<tr>
<th>Spelling Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>shovel</td>
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<tr>
<td>chosen</td>
</tr>
<tr>
<td>astonish</td>
</tr>
<tr>
<td>pharmacy</td>
</tr>
<tr>
<td>southern</td>
</tr>
<tr>
<td>establish</td>
</tr>
<tr>
<td>python</td>
</tr>
<tr>
<td>charity</td>
</tr>
<tr>
<td>northern</td>
</tr>
<tr>
<td>although</td>
</tr>
<tr>
<td>shatter</td>
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<td>china</td>
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<td>chapter</td>
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<td>attach</td>
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<td>approach</td>
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<td>shiver</td>
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<tr>
<td>pharmacy</td>
</tr>
<tr>
<td>sharp</td>
</tr>
<tr>
<td>ph</td>
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</tbody>
</table>

**Word Meanings** Write the list word that has the same or nearly the meaning as the underlined words.

1. We are raising money for a **worthy** cause.
2. The **drugstore** filled the prescription for the medicine.
3. The United States is made up of many people from different **cultural** groups.
4. The restaurant chain wants to **set up** a diner in the community.
5. We set the table with our best **glass** dishes.
6. The best way to succeed is to constantly **test** yourself.
7. The cool breeze sent a **quiver** down my back.
8. I never would have **selected** those blue jackets.
9. The plane was on its final **move** toward the runway.
10. The magic trick was crafted to **amaze** the unsuspecting audience.

**Classifying** Write the list word that belongs in each group.

11. even if, while, ___
12. cobra, rattler, ___
13. fasten, join, ___
14. spade, scoop, ___
15. episode, part, ___
16. smash, break, ___
17. peacock, swan, ___
18. dash, line, ___

**Home Activity** Your child matched list words with synonyms. Name two list words and see if your child can give a synonym for each.

**Spelling** Digraphs th, sh, ch, ph 113
Name

Vocabulary • Unfamiliar Words

- **Dictionaries** provide alphabetical lists of words and their meanings.
- Sometimes looking at the words around an unfamiliar word can’t help you figure out the word’s meaning. If this happens, use a dictionary to find the meaning.

**Directions** Read the following passage. Look for unfamiliar words and nearby clues as to their meaning. Use a dictionary to look up words you do not know. Then answer the questions below.

The smell of brine was heavy in the air as Dr. Jansen dipped the glass vial into the brackish water of the salt marsh. She was collecting the samples from the grassy place by the shoreline to test for pollution. Many species of animals depended on the ecosystem of the marsh to remain healthy.

She held up the last vial and peered through the grass as she screwed the plastic cap on the top. She smiled, knowing that even though the water seemed to be absent of life, tiny organisms swam through the cloudy, muddy water. Glancing out over the waves in the distance, Dr. Jansen smiled. The seagulls whirling above the sand, swooping and diving in circles, always seemed to act as if there might be bread crumbs in Dr. Jansen’s laboratory bag.

1. Smell can travel a long way in the air. What does *brine* smell like? How do you know?

2. Find a word in the passage whose meaning cannot be guessed by context clues nearby. Look up the word in a dictionary and provide the definition.

3. What might the word *vial* mean, based on the context clues in the paragraph? Use a dictionary to check your answer.

4. What might the word *whirling* mean, based on the context clues in the paragraph? Use a dictionary to check your answer.

5. The word *organism* is not easily guessed by context clues in the passage. Look the word up in a dictionary and provide its definition.

**Home Activity** Your child identified unfamiliar words that could be defined using a dictionary or glossary. Work with your child to identify unfamiliar words in a newspaper or magazine article. Ask your child if he or she needs to use a dictionary to find the meaning of the words. If so, ask your child to look up at least one definition in a dictionary or glossary.
Reference Book

A reference book is a type of manual. Manuals usually contain instructions, either for immediate use or for reference. A grammar reference book is a manual for using language. Like other manuals, it usually has a table of contents, an index, sections, illustrations, and explanations. Be sure to consult a grammar reference book whenever you have questions about grammar.

Directions  Use the following chart from a grammar book to answer the questions below.

Quick Reference Chart for Using Apostrophes

Use an apostrophe
1. to show possession
   John’s dad collects bottle caps.
2. with s to show the plural of letters
   b’s    j’s    t’s
3. to show the omission of a letter, letters, or numbers
   We’ll    class of ’05    won’t

Study the following contractions and notice the letter or letters that have been omitted to form the contraction.

   they’re — they are       she’ll — she will
   we’ve — we have          let’s — let us
   o’clock — of the clock   aren’t — are not

1. What is the title of the chart?

2. Which of the ways the apostrophe is used would apply if you were describing ownership of something?

3. How would you use an apostrophe to contract the words must and not?

4. How many different uses does the chart show for an apostrophe?

5. Insert apostrophes where needed in the following sentence: Ill take my moms casserole over to the neighbors house at 6 o’clock.
Directions Use the following table of contents from a grammar book to answer the questions below.

CHAPTER 2 Nouns
1. Kinds of Nouns .................................. 31
2. Gender and Number of Nouns ............... 36
3. Direct Address ................................... 44
4. Objective Case .................................. 52
5. Nominative Case ................................. 59
6. Possessive Forms of Nouns .................... 68
   James Thurber on Nouns ....................... 77

CHAPTER 3 Pronouns
1. Personal Pronouns ............................... 79
2. Personal Pronouns: Nominative Case ....... 91
3. Pronouns: Objective Case ..................... 104
4. Other Kinds of Pronouns ....................... 119
5. Pronoun Agreement ........................... 131
   E.B. White on Correct Use of Pronouns ...... 141

6. Which chapter would you look in for a usage question about the word theirs?

7. Why do you think grammar books are organized by individual parts of speech?

8. What kind of words might you find in the section on “Personal Pronouns”?

9. If you were having trouble writing a word that showed ownership, in which section of the grammar book would you look?

10. Why might the short essays at the end of each chapter be included in a grammar book?

Home Activity Your child answered questions about grammar reference books and manuals. With your child, find a manual to an item in your house (computer, refrigerator, television, phone, etc.) and read through the table of contents to see how it is organized. Does it make sense? Could you easily find an answer to a question or a problem by using the manual?
Digraphs \textit{th, sh, ch, ph}

\textbf{Proofread a Poster} Circle five spelling errors. Find one sentence with a punctuation error. Write the corrections on the lines.

Come to the charity auction for the new recreation center.
Help dig the building site. Buy a chance to shovel some earth.
Bid on and buy, wonderful prizes from around the world!
Challenge yourself in contests and games.
Bid on lovely china figures and platters.
Sample delicious northern and southern cooking!
Time: Saturday, from 9 A.M. to 6 P.M.
Place: The old pharmacy building

1. ______________  2. ______________
3. ______________  4. ______________
5. ______________
6. _______________________________________

\textbf{Proofread Words} Circle the correct spelling of the word.

7. The ending of the book will ____ you.
   \begin{tabular}{lll}
   astonishing & astonesh & astonash \\
   
   \end{tabular}

8. I need a stapler to ____ the poster to the bulletin board.
   \begin{tabular}{lll}
   attach & attach & attach \\
   
   \end{tabular}

9. Music is my ____ field of study.
   \begin{tabular}{lll}
   chosen & chozen & choicen \\
   
   \end{tabular}

10. I want to read a ____ a day.
    \begin{tabular}{lll}
    chapter & shapter & chapter \\
    
    \end{tabular}

11. Numbers, such as sixty-five, are written with a ____.
    \begin{tabular}{lll}
    hyphen & hyphen & hipfen \\
    
    \end{tabular}

12. The ____ in the zoo was 12 feet long.
    \begin{tabular}{lll}
    python & pithon & python \\
    
    \end{tabular}

\textbf{Home Activity} Your child identified misspelled list words. Select words with two different digraph sounds and ask your child to spell them.

118 \textbf{Spelling} Digraphs \textit{th, sh, ch, ph}
Name _________________________________

Regular and Irregular Plural Nouns

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

**Ocean Life**

(1) There are interesting creatures at the beach. (2) Many bunchs of tiny fish swim near shore. (3) Seashells once covered the bodies of some animals. (4) Some loud geese fly overhead in autumn. (5) Many varieties of animals live in the ocean. (6) You might see sharks with sharp teeth. (7) Whales enjoy long lives in the deep sea’s.

1 In sentence 1, *creatures* is which type of noun?
   A Regular plural  
   B Irregular plural  
   C Proper  
   D Collective

2 What change, if any, should be made in sentence 2?
   A Change the period to an exclamation mark  
   B Change *bunchs* to *bunches*  
   C Change *shore* to *shore,*  
   D Make no change

3 How many plural nouns are in sentence 3?
   A 1  
   B 2  
   C 3  
   D 4

4 What are the irregular plural nouns in this paragraph?
   A geese, seashells, bunches  
   B bodies, animals, varieties  
   C bodies, geese, varieties  
   D geese, teeth, lives

5 What change, if any, should be made in sentence 7?
   A Insert a comma after *lives*  
   B Change *sea’s* to *seas*  
   C Capitalize *deep sea’s*  
   D Make no change

**Home Activity** Your child prepared for taking tests on regular and irregular plural nouns. Have your child make flash cards with singular and plural forms of nouns on opposite sides. Use the cards to help him or her learn plural forms.

**Conventions** Regular and Irregular Plural Nouns 119