

Here are ways to help your child practice skills while having fun!

Day 1

Have your child read these words: *midday, midweek, misspell, misprint, microphone, microscope, nonfat, nonsense*. Ask your child to name each base word and tell how the prefix *mis-*, *mid-*, *micro-*, or *non-* changes its meaning.

Day 2

Your child has been learning about facts and details. Help your child to write a story about something that happened in your family. Include as many facts and details as possible.

Day 3

Have your child read these words: *assembly, election, microphone, rallies, slogan, speeches*. Together, make up a story about an election. It could be an account of a class election or an invented story about another election.

Day 4

Have your child write the following spelling words on slips of paper: *midair, midday, midweek, midyear, misbehave, misdeed, mislead, midway, mismatch, misplace, misprint, mistake*. Take turns using these words in sentences.

Day 5

This week your child has been learning about facts and details. Show your child a portrait or a picture of a portrait. Ask your child to describe the details that are shown in the drawing.

Name

Family Times

You are your child's first and best teacher!

This week we're

Reading Grace for President



Talking About How different traditions are celebrated and shared

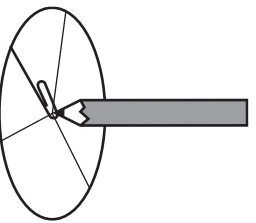
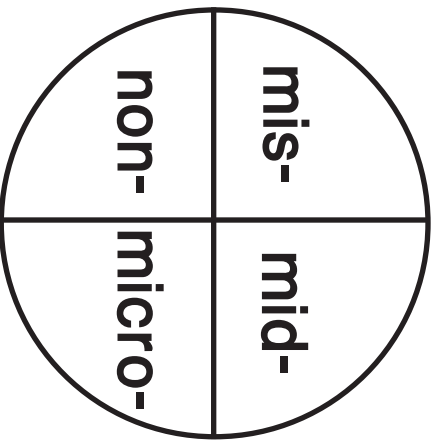
Learning About Prefixes *mis-*, *mid-*, *micro-*, *non-*
Facts and Details

Add a Prefix

Materials white paper, scissors, pencil, paper clip, buttons

Game Directions

1. Make a simple spinner as shown.
2. Two players each place a button on a **Start** space. Players take turns spinning to get a prefix.
3. If the prefix on the spinner can be combined with the word on the next game board space to make a word, the player says the new word and moves the button to that space.
4. Play continues until both players reach the "End" box.



2

Start	Start
violent	stop
match	spell
take	ship
scope	phone
place	count
wave	air
glare	summer
print	sense
way	day
week	computer
End	End

3

Name _____

Add **-ness** or **-less** to each word.

Write the new word on the line.

careless

sadness



Add -ness

1. sick _____

3. fit _____

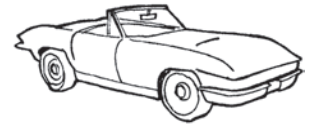
Add -less

2. price _____

4. pain _____

Pick a word from the box to finish each sentence.

Underline the suffix in each of the words.



convertible enjoyable horrible comfortable

5. I had a _____ day.

6. I always feel better when I take a ride in my

7. My car is very _____.

8. It was a very _____ day after all.



Home Activity Your child wrote and used words with the suffixes *-ness* as in *sadness*, *-less* as in *careless*, *-able* as in *breakable*, and *-ible* as in *flexible*. Work with your child to write sentences using these words. Have your child read the words and underline the suffixes.

Name _____

Read the story.**Answer** the questions.**Biscuit and Butter**

My grandparents' dogs, Biscuit and Butter, are both white and furry. Biscuit is ten years old, which is pretty old for a dog. Butter is just a puppy.

One afternoon Grandpa and I took Biscuit and Butter for a walk around the block. Grandpa held Biscuit's leash, and I held Butter's leash. When a squirrel ran across a neighbor's yard, Biscuit sat still. His ears perked up and his eyes brightened. Unlike Biscuit, Butter started yapping and tugging at her leash. She wanted to chase that squirrel so badly!

"It's a good thing you're strong enough to hold Butter back!" Grandpa told me.

When the squirrel ran up a tree, we continued our walk. Both dogs quickly forgot about the squirrel when suddenly a cat raced across the sidewalk!

1. How are Biscuit and Butter alike?

2. How do Biscuit and Butter react differently when they see the squirrel?

3. How do you think the dogs will react when they see the cat?



Home Activity Your child compared two animals in a realistic story. Discuss why this story is fiction, but has story events that could happen in real life. Help your child to compare and contrast dogs or cats he or she has known.

Name _____

Prefixes *mis-*, *mid-*

Generalization When *mis-* and *mid-* are added to words, make no change in the spelling of the base word: *mid* + *air* = *midair*.

Sort the list words by *mis-* and *mid-*.

mis-

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

mid-

- _____
8. _____
- _____
9. _____
- _____
10. _____
- _____
11. _____
- _____
12. _____

Words to Read

- _____
13. _____

- _____
14. _____

Spelling Words

1. *midair*
2. *misplace*
3. *mislead*
4. *midway*
5. *misprint*
6. *midday*
7. *midweek*
8. *misbehave*
9. *midyear*
10. *mismatch*
11. *misdeed*
12. *mistake*

Words to Read

13. *bought*
14. *either*



Home Activity Your child is learning to spell words with the prefixes *mis-* and *mid-*. To practice at home, ask your child to identify the prefix for each word. Then ask your child to spell each list word.

Name _____

Prefixes *mis-*, *mid-*

Spelling Words

midair misplace mislead midway misprint midday
 midweek misbehave midyear mismatch misdeed mistake

Unscramble each word.

kimdeew

1. _____

habvesime

3. _____

eesiddm

5. _____

dealmis

2. _____

ramiid

4. _____

stamike

6. _____

Write the list word.

7. This word rhymes with **trace**, but starts with **pl**. Add the prefix **mis-**.

7. _____

8. This word rhymes with **clear**, but starts with **y**. Add the prefix **mid-**.

8. _____

9. This word rhymes with **scratch**, but starts with **m**. Add the prefix **mis-**.

9. _____

10. This word rhymes with **stay**, but starts with **w**. Add the prefix **mid-**.

10. _____



Home Activity Your child has been learning to spell words with *mis-* and *mid-*. Take turns with your child thinking of a base word and adding *mis-* or *mid-* to make a list word.

Name _____

Commas in Compound Sentences

Add a comma where it is needed. **Circle** the word that joins the two sentences.

1. Grace wants to be president but Thomas does too.

2. Grace works hard and she wins the election.



Tell what you would do if you were the school president.

Combine sentences.

Use a comma and the word *and* or *but*.



Home Activity Your child learned how to use commas in compound sentences in writing. Have your child point out places in a book where compound sentences are used. Ask your child to point to the commas and the word *and* or *but*.

Name _____

Commas in Compound Sentences

Add a comma where it is needed. **Circle** the word that joins the two sentences.

1. Mark is a good friend and he is a good student.
2. He wanted to be class president but it was not easy.
3. He worked very hard but Louise worked hard too.
4. The votes were counted and Mark was the new president.



Use the word in () and a comma to combine each pair of sentences. **Write** the new sentence on the lines.

5. Aunt Liz voted today. She was proud. (and)

6. The president has a good job. It is a lot of work. (but)



Home Activity Your child reviewed commas in compound sentences. Read a newspaper article together. Ask your child to find examples of compound sentences—two sentences that have been combined with a comma and the word *and* or *but*.