

Name _____

Read the clues.

Write **mis-**, **mid-**, **micro-**,
or **non-** to finish the words.midairnonfatmisplacemicroscope

1. middle of the week

_____week

2. an error

_____take

3. true story

_____fiction

4. act badly

_____behave

5. peaceful

_____violent

6. about July 1

_____year

7. an error in printing

_____print8. something that makes
sound louder_____

_____phone

9. makes no sense

_____sense

10. a wrong act

_____deed

Home Activity Your child wrote words with the prefixes *mid-* (as in *midair*), *mis-* (as in *misplace*), *micro-* (as in *microscope*), and *non-* (as in *nonfat*). Together name other words with these prefixes, such as *midsize*, *midweek*, *mislead*, *misfile*, *nonstop*, and *nontoxic*. Write the words. Ask your child to say them and identify the prefixes.

Name _____

Read the story. **Pick** a word from the box to complete each sentence. **Write** the word on the line.

microphone slogan rallies
speeches election assembly

_____ on

Carlos spoke at the school _____ on
Thursday morning. He spoke right into the

_____, as his teacher had taught him. Carlos

was running for president in the school _____.
All the students running for president made

_____ that day. Carlos had already spent hours

speaking at _____. He and his neighbor had

written his _____ on posters and clothing. They
spent very little money. Now his only question was "Who will win?"



Home Activity Your child used lesson vocabulary words to complete a story. Ask your child to use the vocabulary words to make up his or her own sentences.

Name _____

Read the story. **Follow** the directions.

Emma Loves to Swim

Emma is a great swimmer. When she was a baby, she learned to do the dog paddle. This way of swimming is called the dog paddle because it's how a dog swims. When Emma was older, she learned to do the backstroke. During a backstroke, a swimmer lies on his or her back. Then the swimmer moves one arm at a time back and over his or her head. In school, Emma joined a swim team and won a medal for swimming the fastest backstroke. Later, Emma learned to swim a stroke called the butterfly. To do the butterfly, a swimmer lies face down in the water. Then the swimmer moves his or her arms like a windmill. The butterfly is a hard stroke to do, but Emma won several butterfly races. Emma feels like she has butterfly wings when she swims this way.

1. What is a fact about the dog paddle?

2. **Underline** details in the story that tell about the backstroke.

3. What is a fact about how a swimmer begins the butterfly stroke?



Name _____

Writing • Persuasive Statement



A School Flag

Writing Prompt: Write a persuasive statement about a change in a tradition that would make your school better.

We are proud of our country and state. So we always fly the American and Texas flags in front of the school. We are proud of our school too. Yet we do not have a flag to show it. I think we should make a school flag now. In the future, we can fly it so that everyone will know how we feel.

It would be easy to make a flag. The eagle is our school symbol. We could put it on the flag. Some parents can sew it, and other parents can set the pole. We can have bake sales after school to raise the money to pay for the fabric and the pole. Once the school flag is flying, the community will see that we love our country, state, and school!



Home Activity Your child is learning to write in response to a test prompt. Ask your child to tell you why this is a good example of a persuasive statement.

Name _____

Prefixes *mis-*, *mid-*

Spelling Words

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

Write a list word by adding **mis-** or **mid-** to each base word.

match

1. _____

week

3. _____

behave

5. _____

year

7. _____

print

2. _____

air

4. _____

deed

6. _____

way

8. _____

Write the list word to complete each phrase.

9. _____ your keys 10. make a _____

11. _____ people 12. _____ nap



Name _____

Write the meaning of each underlined word.

Use the dictionary page to help.

cover [ku ver] *v.* put something over, *n.* a lid or a cloth

patch [pach] *v.* to fix or repair, *n.* a small square of material

post [pōst] *v.* to display or to place, *n.* a pole

raise [rāz] *v.* to lift, *n.* an increase in pay

share [shar] *v.* to let use, *n.* a part of something

1. Please cover your mouth when you cough.

2. They will post the sign on the tree at the end of the block.

3. Hal just got a raise at his job.

4. She put a patch over the hole in her sweater.

5. Ellen likes to share her toys with her friends.



Home Activity Your child used a dictionary to figure out the correct meanings of words that have more than one meaning. Ask your child to tell you the clues in each sentence that helped him or her choose the correct meaning from the dictionary page.

Name _____

Commas in Compound Sentences

Sometimes sentences have ideas that go together. These sentences can be combined using a comma and a connecting word, such as **and** or **but**. The combined sentence is called a **compound sentence**.

I want to be the mayor. I want to help people.

I want to be the mayor, and I want to help people.

I wanted to vote for president. I was too young.

I wanted to vote for president, but I was too young.



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

1. Our flag has stars. It has stripes. (and)

2. States have flags. Each is different. (but)

3. The flag goes up the pole in the morning. It comes down after school. (and)



Name _____

Scoring Rubric: Persuasive Statement

	4	3	2	1
Focus/Ideas	The statement is well-focused on an idea with three supporting facts, reasons, or examples.	The statement is focused on an idea with two supporting facts, reasons, or examples.	The statement is loosely focused on an idea with one supporting fact, reason, or example.	The statement is unfocused and lacks supporting facts, reasons, or examples.
Organization	Details are presented in a clearly organized way.	Details are presented in an organized way.	Some of the details are organized.	The details are not organized.
Voice	The writing uses a strong, persuasive tone and knowledge.	The writing uses a persuasive tone.	The writing sometimes uses a persuasive tone.	The writing does not use a persuasive tone.
Word Choice	The writer uses vivid and persuasive words.	The writer uses some persuasive words.	The writer uses few persuasive words.	The writer uses dull words.
Sentences	The sentences are complete and varied in length.	Most sentences are complete and varied in length.	Some sentences are complete and varied in length.	Few sentences are complete or varied in length.
Conventions	There are no spelling, capitalization, or punctuation errors.	There are few spelling, capitalization, or punctuation errors.	There are some spelling, capitalization, or punctuation errors.	There are many spelling, capitalization, or punctuation errors.



Home Activity Your child is learning to write a persuasive statement. Ask your child to explain the topic. Then have your child tell his or her main idea statement and supporting details. Your child's writing will be evaluated based on this four-point scoring rubric.

Name _____

Often times, information is gained inside the classroom. Sources of information that you may find inside the classroom are known as **natural sources**. When you use people as a natural source, you must conduct an **interview**.

Who are natural sources that you could interview?

What is a question you would ask a classmate if you wanted to learn about his or her favorite game?

What is a question you would ask your teacher if you wanted help on understanding an assignment?

What is a question you would ask your principal if you wanted to learn about school rules?



Home Activity Your child learned about gathering evidence from natural sources as well as using people as sources of information. Talk with your child about some of the traditions your family celebrates and shares with others. Give your child a topic of a tradition to research. Together with your child make a list of sources you could use to find the answers to your questions.

Name _____

Prefixes *mis-*, *mid-*

Read the notice. **Circle** three spelling mistakes and a word with a capitalization error. **Write** the words correctly.

Notice: There was a missprint in last week's newsletter. The class book fair will **not** be misweek. It will be after school on friday. We are sorry about the mistake. We didn't mean to mislead you. We hope evry student can come!

Spelling Words

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

1. _____

2. _____

3. _____

4. _____

Frequently Misspelled Words

every
 whole
 could

Circle the word that is spelled correctly.

Write the word.

5. midway midway

5. _____

6. misbehav misbehave

6. _____

7. mislead mislead

7. _____

8. misplace misplase

8. _____



Home Activity Your child identified misspelled words with *mis-* and *mid-*. Pronounce a list word. Have your child spell the base word and the prefix separately.

Name _____

Read the story. **Follow** the directions.

Baking Muffins

Lin loved to bake with her mother. Every Saturday morning, they baked together. This Saturday they were making blueberry muffins. Lin laid all the ingredients out on the counter.

“Do we have everything?” her mother asked. “Flour, baking powder, salt, eggs, oil, yogurt, and blueberries?”

Lin nodded. Together they mixed the flour with baking powder, salt, and blueberries. Next, they mixed the eggs, oil, and yogurt together. Then, they combined the two. “Mix lightly!” Lin’s mother warned. “Too much mixing will make the muffins tough.”

“Okay,” said Lin. She glanced at the recipe. “Now they have to bake for 25 minutes.”

Soon the kitchen smelled wonderful. Later, Lin bit into a still-warm muffin. She thought she had never tasted anything so good!

1. What happens in this story?

2. **Underline** the details in the story that tell how to bake muffins.

3. What fact does the recipe state about baking the muffins?



Name _____

Commas in Compound Sentences

Mark the letter of the compound sentence that shows how to correctly combine the two sentences.

1. Everyone can vote for president. You must be 18 years old.
 - A Everyone can vote for president, you must be 18 years old.
 - B Everyone can vote for president, but you must be 18 years old.
 - C Everyone can vote for president but, you must be 18 years old.

2. There have been many presidents. None of them were girls.
 - A There have been many presidents, none of them were girls.
 - B There have been many presidents and, none of them were girls.
 - C There have been many presidents, but none of them were girls.

3. There are popular votes. There are electoral votes.
 - A There are popular votes, and there are electoral votes.
 - B There are popular votes and, there are electoral votes.
 - C There are popular votes, there are electoral votes.

4. Many students voted for Thomas. Grace won the election.
 - A Many students voted for Thomas and Grace won the election.
 - B Many students voted for Thomas, but Grace won the election.
 - C Many students voted for Thomas but, Grace won the election.



Home Activity Your child prepared for taking tests on commas in compound sentences. Ask your child to choose one of the numbered pairs of sentences on this page and to combine the two sentences to make a compound sentence.