



# W3对假iff或Fg》]

# Vocabulary

**Directions** Choose a word from the box that best matches each clue. Write the word on the line. **1.** This is a good place to build a Check the Words lighthouse. You Know **2.** Some call it seaweed, others call it this. **3.** This could be considered a secret hiding spot. **4.** This is what the rabbit did to the carrot. **5.** This works with your muscle to help you move. **Directions** Choose the word from the box that best completes each sentence. Write the word on the line. The fox slowly emerged from its, den, or 1. \_\_\_\_\_\_. Having 2. \_\_\_\_\_ the last bone from an earlier meal, the fox headed down the hill toward the 3. \_\_\_\_\_\_\_, or canyon,in search of more food. While foxes will occasionally eat 4. \_\_\_\_\_\_\_, they much prefer the **5.** \_\_\_\_\_ and muscle of birds or small mammals.

### Write a Letter

On a separate sheet of paper, write a letter you might send off in a bottle if you were stranded on an island. Use as many vocabulary words as you can.

A related group of words with a subject and a predicate is called a bk`trd-A clause that makes sense by itself is an hmcdodmcdms bk`trd-A clause that does not make sense by itself is a cdodmcdms bk`trd-A bn l okdw rdmsdmbd contains an independent and a dependent clause.

Hmcdodmcdms Bk` trd They came to the island in canoes.

Cdodmcdms Bk` trd even though it was a long trip

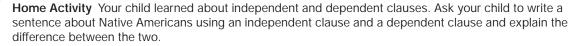
If the dependent clause comes first, set it off with a comma: *Until they were attacked, Native Americans lived on the island.* If the independent clause is first, no comma is needed: *Native Americans lived on the island until they were attacked.* 

Chqdbshnmr Write I if the underlined group of words is an independent clause. Write D if it is a dependent clause.

- **0-** If you live on an island, you become independent.
- 1- Natives made their own clothes because they could not buy them. \_\_\_\_\_
- **2-** Since there were no stores, they hunted for food. \_\_\_\_\_
- 3- A seal provided meat while people used its hide for clothes. \_\_\_\_\_
- **4-** A hunting party paddled boats out to sea so that they could catch fish. \_\_\_\_\_
- 5- Women gathered berries and roots before winter came. \_\_\_\_\_
- **6-** Because they needed containers for the food, they made baskets out of grasses. \_\_\_\_\_

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# **Long Vowel Digraphs**

**0-** I am dizzy and may \_\_\_\_\_.

Spelling Words				
coast	feast	speech	wheat	Spain
paint	arrow	needle	charcoal	praise
faint	maintain	crease	grain	breeze
willow	appeal	bowling	complain	sneeze

Vnqcr hm Bnmsdws Complete each sentence with a list word.

- 1- A perfect \_\_\_\_\_ score is 300.
  1- \_\_\_\_\_\_

  2- I had multi-\_\_\_\_ bread in my sandwich.
  2- \_\_\_\_\_\_

  3- High \_\_\_\_ tells you that you did a great job.
  3- \_\_\_\_\_\_

  4- Make a \_\_\_\_ in the paper to fold it in half.
  4- \_\_\_\_\_\_

  5- Food grilled over a \_\_\_\_ fire tastes great.
  5- \_\_\_\_\_\_

  6- It is generally better to be positive than to \_\_\_\_.
  6-
- 7- A sailboat needs a strong \_\_\_\_ to go fast. 7- \_\_\_\_

0/- Two countries that border \_\_\_\_ are Portugal and France. 0/-

Bk`rrhexhmf Write the list word that belongs in each group.

- 00- bow, feather, \_\_\_\_\_ 00- \_\_\_\_\_
- **01-** sew, thread, \_\_\_\_\_ **01-** \_\_\_\_\_
- **02-** glide, cruise, \_\_\_\_\_ **02-**
- **03-** cold, cough, \_\_\_\_\_
- **04-** corn, barley, \_\_\_\_\_ **04-** \_\_\_\_\_
- **05-** talk, lecture, \_\_\_\_\_ **05-** \_\_\_\_\_

Rxmnmx l r Write the list word that has the same or nearly the same meaning.

- **06-** request **06-** \_\_\_\_\_\_ **07-** banquet **07-** \_\_\_\_\_
- **08-** tree **08-** \_\_\_\_\_ **1/-** color **1/-** \_\_\_\_

**Home Activity** Your child wrote words with long vowel digraphs. Have your child tell you two ways to spell long *e*.

Name\_\_\_

## SPQ3R

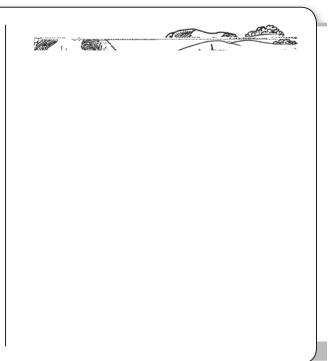
SPQ3R is an acronym for a set of study skills that can help you when you read any text. It is especially helpful when reading nonfiction. Here's what it means: Survey: Look at the title, author name, chapter headings, and illustrations to get an idea of what you are about to read. **Predict**: Imagine what the story you're going to read is about. **Question**: Generate questions you want answered when reading the story. Read: Read the story, keeping your predictions and questions in mind. Recite: Recite or write down what you learned from reading the story. Review:

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**Directions** Use SPQ3R in reading the passage and answering the questions that follow.

### **Assateague Island's Wild Horses**

A ssateague Island is a 37-mile-long barrier island, a thin strip of land that helps to protect Maryland's shoreline. It has been an outpost for the U.S. Coast Guard for nearly 50 years. What is most unique about the island is the horses that roam freely on the beaches and marshland. While the origin of the horses is unclear, the popular myth claims the horses jumped from a sinking Spanish ship and swam to reach this island. It is more likely the horses were taken to the island by landowners trying not to pay taxes on livestock, perhaps as long ago as the seventeenth century.



- **1.** Before you read this passage, what could you tell about the passage by surveying the illustration?
- 2. Before you read this passage, what did you predict the passage would be about?
- 3. Before you read this passage, what questions did you want the passage to answer?
- 4. What is most unique about Assateague Island?
- **5.** Write a brief review of what you learned from this passage. In your review, discuss whether your questions were answered and whether your prediction was true.





**Home Activity** Your child learned about the SPQ3R study skill and applied it to two nonfiction passages. Have your child explain the study skill to you. Then, with your child, apply it to a newspaper or magazine article.

# **Long Vowel Digraphs**

**Oqnneqd`c` Qdonqs** Miguel wrote about his family's trip. Circle six spelling errors. Find one punctuation error. Write the corrections on the lines.





# **Independent and Dependent Clauses**

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

# **Ancient Tools**

- (1) Natives used different kinds of natural materials as tools. (2) Carved to a point, a rock could serve as a knife. (3) Bones of some animals became tools too.
- (4) Because bone is so hard, it can pass through leather. (5) Artists might carve bone if the weather was bad. (6) Deerskin made soft, warm clothing after it was tanned.
- (7) They used every part of an animal so that nothing was wasted.
- 1 What is the independent clause in sentence 2?
  - A Carved to a point
  - B a rock
  - C a rock could serve
  - **D** a rock could serve as a knife
- **2** What is the dependent clause in sentence 3?
  - **A** Bones of some animals
  - **B** some animals
  - **C** became tools
  - **D** None of the above
- **3** In sentence 4, which word identifies a dependent clause?
  - A Because
  - **B** hard,
  - C . it
  - **D** leather.

- **4** What is the independent clause in sentence 6?
  - A Deerskin
  - **B** Deerskin made soft, warm clothing
  - **C** it was tanned
  - **D** after it was tanned
- **5** In sentence 5, what is the dependent clause?
  - **A** if the weather was bad
  - **B** the weather
  - **C** Artists might carve
  - **D** None of the above



**Home Activity** Your child prepared for taking tests on independent and dependent clauses. Say a dependent clause (*after we eat dinner, before we leave home, when we go to the store*). Have your child add an independent clause to make a sentence.