

## Vowel Patterns *au, augh, ou, ough*

**Generalization** The vowel sound in *ball* can be spelled *au*, *augh*, and *ough*. The letters *ou* and *ough* can make the vowel sound in *young*. The word *though* is an exception, and makes the long o.

**Word Sort** Sort the list words by the spelling of their vowel sound.

***au***

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

***ou***

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

***augh***

5. \_\_\_\_\_

6. \_\_\_\_\_

***ough***

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

### Spelling Words

1. because
2. though
3. taught
4. bought
5. touch
6. would
7. author
8. could
9. enough
10. sausage
11. fought
12. should
13. faucet
14. daughter
15. brought



**Home Activity** Your child is learning words with the vowel sound in *ball* spelled *au*, *augh*, and *ough*. He or she is also learning about the different vowel sound made by the letters *ou* and *ough*. To practice at home, have your child look at the word, say it, and spell it.

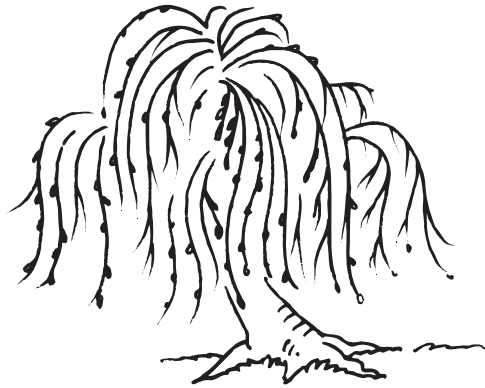
Name \_\_\_\_\_

# Family Times

## Summary

### **Good-Bye, 382 Shin Dang Dong**

Jangmi is a girl living in Korea. She has a best friend, loves chummy melons, and appreciates the monsoon season. However, she is moving with her parents to Massachusetts—half a world away—and she is worried and sad about such a big move. Jangmi says good-bye to her extended family, good-bye to her friend, and flies to her new home. She settles into her new home in Massachusetts, but knows she will never forget her first home in Korea.



## Activity

**Treasures at Home** Talk together about what it would be like to leave your home. What would be the advantages and disadvantages? Where do you think you would want to go? What would make you want to stay?

## Comprehension Skill

### **Sequence of Events**

The **sequence of events** is the order in which the events of a story or article happen. Clue words such as *first*, *next*, *then*, and *finally* often signal the sequence of events.

## Activity

**Sequence Game** Take turns thinking of a familiar task, such as washing a window or making a snack. Think about the steps in the task and write them down. Tell them to the other players, but read the steps in the wrong order. Have other players tell you the correct order of events for the task.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *Good-Bye, 382 Shin Dang Dong*. Practice using these words.

### Vocabulary Words

**airport** a place where airplanes take off and land

**curious** strange, odd, or unusual

**delicious** pleasing to the taste

**described** gave a picture of something in words

**farewell** good-bye and good luck

**homesick** sad because of being away from one's home or family

**memories** people, events, and things you remember

**raindrops** drops of rain

**cellar** an underground room

## Conventions

### Adverbs

An **adverb** is a word that can tell how, when, or where something happens. Adverbs tell more about the actions that are named by verbs. Adverbs can come before or after the verbs that they describe. Adverbs that tell how something happens or happened often end in *-ly*.

### Activity

**Just the Facts, Ma'am** Each player writes a list of five adverbs. Players trade papers. Each player must then pretend to be a news reporter telling about the day's news. Players must use all five adverbs before they get to the end of their news report.

## Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name \_\_\_\_\_

# Sequence of Events

- The **sequence of events** in a story is the order in which events happen.
- Clue words, such as *first*, *next*, *then*, and *finally* are often used to signal the sequence of events. Dates and times can also be clues. Sometimes, no clue words are used at all.

**Directions** Read the following passage.

**F**irst my parents told me they were going to start looking for a new house for us to live in. Did I want to move? No way! I was perfectly happy in our old house. I had friends next door and friends across the street, and I liked my room. I didn't want to go to a different school.

Then my parents said they'd look for a house in the same neighborhood so I didn't have to change schools. At least that was something. So after looking and looking, they finally found a house they liked. But it was in a different town. I had to change schools after all.

**Directions** Number the following three events in the order in which they happened.

1. \_\_\_\_\_ My parents found a house.
2. \_\_\_\_\_ My parents said we were going to move.
3. \_\_\_\_\_ My parents looked for a house in our neighborhood.
4. What, if anything, might have changed if the child's parents had said they were moving out of town right from the beginning?

\_\_\_\_\_

\_\_\_\_\_

5. What happened at the end of the story?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Home Activity** Your child learned about understanding and recognizing the sequence of events that happen in a story. Read a story together. Ask your child to tell you what happened first, next, and last.

Name \_\_\_\_\_

# Draw Conclusions

- When you **draw conclusions**, they can be based on the information in a story or information you know from your own life.

**Directions** Read the following passage. Give a detail from the article that supports each conclusion below. Write the detail on the line.

The Korean War was the setting for a television comedy called *M\*A\*S\*H*. This title is pronounced like the word *mash*, and its initials stand for “Mobile Army Surgical Hospital.” A group of initials that can be pronounced as a word is called an *acronym*.

The main characters on *M\*A\*S\*H* were American army doctors and nurses. Hawkeye, the central character, laughed all the time and told jokes. Everyone liked Hawkeye for his sense of humor. Another popular character was Radar O’Reilly, the company clerk. Radar was always anxious to do his job well.

When trucks or helicopters brought wounded soldiers to the hospital, the doctors worked hard to save them. Sometimes days went by without any wounded coming in. On these days, the doctors and nurses would play games or practical jokes to relieve the boredom.

*M\*A\*S\*H* was a very funny show that made people laugh. It was also a serious drama that criticized war and the waste of lives. The show was broadcast for more than ten years and won many awards.

1. Conclusion: *M\*A\*S\*H* used humor to criticize a serious subject.

Supporting Detail: \_\_\_\_\_

2. Conclusion: There was not much for the doctors to do when there were no wounded.

Supporting Detail: \_\_\_\_\_

3. Conclusion: *M\*A\*S\*H* was a popular and successful show.

Supporting Detail: \_\_\_\_\_

4. Conclusion: The actors and writers on *M\*A\*S\*H* were very good at their jobs.

Supporting Detail: \_\_\_\_\_



**Home Activity** Your child identified details from an article that supported certain conclusions. Read a story with your child. Take turns drawing conclusions about the characters, plot, and theme. Make sure your child can support his or her conclusions.

Name \_\_\_\_\_

# Adverbs

**Directions** Make each sentence more specific by adding an adverb from the box or an adverb of your own. Write the new sentence.

impressively	cautiously	always
really	outside	suddenly

1. Jonah practices Korean martial arts in the mornings.

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2. He likes *tae kwon do*.

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3. Jonah kicks his legs.

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4. Jonah and the other class members jump.

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5. The teacher uses his feet.

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6. In warm weather, students practice in the courtyard.

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**Directions** Write two sentences about actions you do in a sport or activity. Use at least two adverbs. Underline the adverbs.

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**Home Activity** Your child learned how to use adverbs in writing. Have your child write a postcard to a friend or family member and include an adverb in the message.

Name \_\_\_\_\_

# Homophones

**Directions** Circle the homophone that matches the definition.

- |                                     |      |       |
|-------------------------------------|------|-------|
| 1. a number between seven and nine  | ate  | eight |
| 2. belonging to us                  | hour | our   |
| 3. two of a kind                    | pair | pear  |
| 4. to be aware of sounds            | hear | here  |
| 5. just and right                   | fair | fare  |
| 6. big strong animal covered in fur | bare | bear  |
| 7. precious and beloved             | dear | deer  |

**Directions** Each sentence contains two words in ( ). Underline the word that belongs in the sentence.

8. A bicycle has (too, two) wheels and a tricycle has three.
9. Vegetable gardens need a lot of (rain, reign) to grow.
10. My mother likes to add a pinch of (thyme, time) to her stew recipe.
11. Ti Su and Jacques invited us to (there, their) party.
12. The first flower to bloom in my garden was a pink (rose, rows).

**Directions** Choose three words from the above list and write a sentence for each word.

13. \_\_\_\_\_  
\_\_\_\_\_
14. \_\_\_\_\_  
\_\_\_\_\_
15. \_\_\_\_\_  
\_\_\_\_\_

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**Home Activity** Your child used context clues to choose the correct homophone. Read a folk tale aloud to your child. When you come to a homophone, have your child spell and define it.

# Vowel Patterns *au, augh, ou, ough*

## Spelling Words

because	though	taught	bought	touch
would	author	could	enough	sausage
fought	should	faucet	daughter	brought

**Word Search** The list words in the box are hidden in the puzzle. Circle and write each word you find.

faucet	t h b o u g h t x	1. _____
bought	h r e a v k b p a	2. _____
could	o b c c t d l z e	3. _____
though	u s a u s a g e c	4. _____
because	g e u f q b g m o	5. _____
sausage	h m s w h y r n u	6. _____
	n b e i u d c j l	
	f a u c e t o s d	

**Word Puzzle** Write the letter that comes before each clue letter in the alphabet to write a list word. The first word is started for you.

7. u b v h i u

t \_\_\_\_\_

8. e b v h i u f s

\_\_\_\_\_

9. b v u i p s

\_\_\_\_\_

10. t i p v m e

\_\_\_\_\_

11. f o p v h i

\_\_\_\_\_

12. x p v m e

\_\_\_\_\_



**Home Activity** Your child has been learning words with *au, augh, ou,* and *ough* that make different vowel sounds. To practice with your child, misspell some of the list words and have your child correct them.



# Sequence

- The **sequence** in a story is the order in which events happen.
- **Clue words**, such as *first*, *next*, *then*, and *finally*, are often used to signal the sequence in a story. Dates and times can also be clues. Sometimes, no clue words are used at all.

**Directions** Read the passage.

**T**his morning, Mama ran into my room. She told me that a bad storm was coming and we had to leave home and go to my aunt's house. Then she told me to pack my things. I didn't want to leave, but I did as Mama asked. Next, we walked

to the train station. We got on the train. I watched as our house got farther and farther away. It seemed like we were on the train forever. Finally we arrived at the station near my aunt's house.

**Directions** Circle the statements that best tell the beginning, middle, and end of the story.

## Beginning

1. We had to leave our home.  
We walked to the station.  
My aunt lives far away.



## Middle

2. It was a short trip.  
A bad storm was coming.  
We took a train ride.



## End

3. I didn't want to leave.  
We got to a station near my aunt's house.  
I packed my things.

4. Circle clue words in the passage that tell the order of events. Then write them.



**Home Activity** Your child learned about understanding and recognizing the order of events that happen in a story. Find a short newspaper article about something your child might be interested in. Read the article together and ask your child to tell what happened at the beginning of the article, the middle of the article, and the end of the article.

Name \_\_\_\_\_

# Adverbs

**Directions** Underline the adverb in each sentence.

1. Often, moving to a new country is difficult.
2. You must leave your friends behind.
3. The houses are built differently.
4. The people dress strangely.
5. Soon you like your new home.

**Directions** Choose the correct word in ( ) to complete each sentence. Write the new sentence.

6. Kim's grandpa lived (peacefully, peaceful) with Kim's family in Korea.

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7. Kim's grandpa moved (cheerful, cheerfully) to America with the family.

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8. He (kindly, kind) tells Kim a story each night.

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9. He (usually, usual) tells stories about life in Korea.

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10. Kim looks forward (excited, excitedly) to her grandpa's stories.

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**Home Activity** Your child reviewed adverbs. While playing actively, have your child demonstrate the following movements: running slowly, crawling quietly, and walking carefully.