

Vowel Patterns *ei, eigh*

Generalization The letters *ei* make the long e vowel sound. The letters *eigh* make the vowel sound in *height* or *weight*.

Spelling Words

ceiling	neighbor	either	eighteen	height
neither	weight	leisure	protein	freight
receive	weigh	deceive	sleigh	conceited

Word Sort Sort the list words by words you know how to spell and words you are learning to spell. Write every word.

words I know how to spell

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

words I am learning how to spell

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____



Name _____

Family Times

Summary

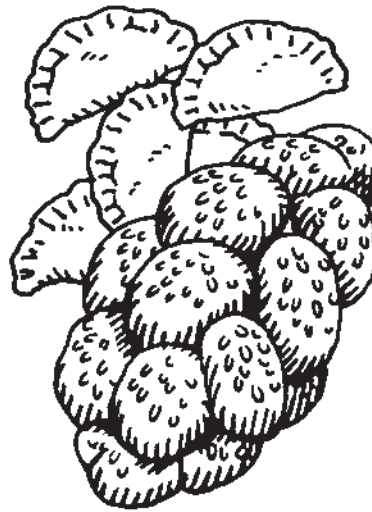
Jalapeño Bagels

Our narrator is trying to decide what treat to take to his class at school. As he helps his parents make food items in the bakery shop, he goes over his choices. Able to draw from his mother's Latin American heritage and his father's Jewish heritage, he has an unusual array of choices.

Activity

What Traditions Does Your Family Have?

Make a list of all the foods, traditions, decorations, or routines that your family has inherited from its heritage. Do you have a favorite soup passed down from your grandmother? Do you have a favorite saying that your mother learned from her mother?



Comprehension Skill

Draw Conclusions

A **conclusion** is a decision or opinion that makes sense based on facts and details.

Activity

Riddles Take turns reading from a book of riddles. Riddles require you to use what you already know and the information given in the riddle to draw a conclusion.

What a funny way to practice this important skill!

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Jalapeño Bagels*. Practice using these words.

Vocabulary Words

bakery a place where breads, pies, cakes, and pastries are cooked in ovens

batch a group of something prepared or gathered together

boils liquid gets hot enough to bubble and give off steam

braided woven or twined together

dough thick mixture of flour and water that is usually baked

ingredients parts that go into a mixture

mixture something made up of different things that are put together

Conventions

Comparative and Superlative Adverbs

Some **adverbs** compare actions. To compare two actions, add *-er* to many adverbs. To compare three or more actions, add *-est* to many adverbs.

Activity

Describe That Action Write these verbs and adverbs about things we can do in the kitchen on cards as shown below. Have each student choose a card and create a sentence using either the comparative or superlative form of the adverb to describe the verb.

twist (tight)	mix (fast)
stir (slow)	bake (long)
wrap (loose)	remove (soon)

Practice Tested Spelling Words

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

Name _____

Draw Conclusions

- A **conclusion** is a decision or opinion that makes sense based on facts and details.
- You can also use what you **already know** to draw a conclusion.

Directions Read the following passage.

My mom is making crepes for breakfast. My dad said that crepes are the same things as blintzes. *Crepe* is a French word, so I guess crepes are the French version of blintzes. He said that blintzes are from Europe. A blintz is a thin pancake that's rolled around a filling. Dad likes cheese in his, but I like mine with strawberries and sour cream. Mom likes

hers with cheese and blueberries.

To make crepes or blintzes, first you have to make the pancake. Then you fill it and either fry it or bake it—we like ours fried. You can put whatever topping you want on them. Dad says they're good with whipped cream, but Mom won't let me have whipped cream for breakfast. I love crepes! I love blintzes too!

Directions Answer the questions in boxes 1–4. Then write a conclusion about what you read.

1. Fact:

True or false?
Crepes and blintzes are the same thing.

2. Fact:

Blintzes are from which part of the world?

3. Fact:

What's one thing you can put on or in a blintz or crepe?

4. What I Know:

5. Conclusion:



Home Activity Your child learned about drawing conclusions. Have your child tell you about something that happened to him or her during the school day. Then help your child summarize what happened and draw a conclusion from it.

Name _____

Sequence

- **Sequence** is the order in which things happen in a story—what happens first, next, and last.
- Sometimes a writer uses **clue words** such as *first*, *then*, and *after*.

Directions Read the following passage. Then answer the questions below.

My grandma woke me up this morning. She wanted me to help her make lasagna for our family dinner. First, I helped her mix the ingredients for the sauce, which cooked slowly for a long time on the stove. We kept taking little tastes as it cooked. When the sauce was about done, Grandma put water on the

stove for the pasta. After the water came to a boil, I added the pasta and cooked it just enough. Then Grandma and I started to put together the sauce, noodles, and cheeses. Last, we popped the lasagna in the oven to bake for about 45 minutes. It smelled delicious! Everyone loves Grandma's lasagna.

1. What is the first thing grandma has the writer do?

2. Did Grandma make the sauce before or after she cooked the noodles?

3. Underline clue words in the story.

4. What is the last thing they did to finish the lasagna?

5. What do you think happened after the lasagna came out of the oven?



Home Activity Your child answered questions about the sequence of events in a story. Have your child help you prepare a meal. Take turns asking and answering questions about the order of events during the process.

Name _____

Comparative and Superlative Adverbs

Directions Answer each question. Use a comparative or superlative form of an adverb in the box or an adverb of your own in each answer.

quickly soon hard long slowly

1. How hard did Carlos and Tara work in cooking class compared to all the other students?

2. How long did Carlos stay in the kitchen compared to Tara?

3. How quickly did Tara mix her cake batter compared to all the other students?

4. How soon was Tara’s cake done compared to Carlos’s cake?

5. How slowly did Tara’s cake rise compared to all the other students’ cakes?

Directions Write two sentences about experiences you have had helping in the kitchen. Use two adverbs that compare. You may use adverbs from the box above or think of your own. Underline the adverbs.

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Home Activity Your child learned how to use adverbs that compare in writing. Have your child write two sentences giving advice about cooking or another activity to someone younger. Have your child use at least one adverb that compares in the sentences.

Name _____

Vowel Patterns *a, au, aw, al, augh, ough*

Directions Each word contains a blank space. Replace the blank space with the letter or combination of letters that makes the vowel sound in the word *ball*. Write the word on the line.

1. _____most _____

2. sm_____ll _____

3. b_____t _____

4. cl_____ _____

5. _____ful _____

6. st_____k _____

7. f_____lt _____

8. s_____ce _____

Directions Each sentence contains two words in (). Underline the word that is spelled correctly.

9. Another word for *clumsy* is (akward, awkward).

10. We missed the bus, so we had to (walk, wauk) to school that morning.

11. My brother Theo is the (tallest, taulest) person in the family.

12. I (toot, taught) my little brother how to paint.

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

13. _____

14. _____

15. _____



Home Activity Your child spelled words with the vowel sound in *ball*. These vowel patterns are *a, au, aw, al, augh, and ough*. Read and prepare a favorite recipe with your child. Find words with vowel patterns *a, au, aw, al, augh, and ough* in the recipe and have your child spell them correctly.

Vowel Patterns *ei, eigh*

Spelling Words

ceiling	neighbor	either	eighteen	height
neither	weight	leisure	protein	freight
receive	weigh	deceive	sleigh	conceited

Before and After Write the list word that begins and ends with the same letters as each word below.

- | | |
|-----------|----------|
| 1. watch | 1. _____ |
| 2. never | 2. _____ |
| 3. frost | 3. _____ |
| 4. even | 4. _____ |
| 5. lose | 5. _____ |
| 6. stitch | 6. _____ |

leisure	sleigh
neither	eighteen
freight	weigh

Missing vowels Write the missing vowels to make a list word.

- | | |
|-------------------------------|-----------------|
| 7. they live next door to you | n _ _ g h b _ r |
| 8. how tall you are | h _ _ g h t |
| 9. to get something | r _ c _ _ v _ |
| 10. to trick someone | d _ c _ _ v _ |
| 11. one or the other | _ _ t h _ r |
| 12. this is above you at home | c _ _ l _ n g |



Home Activity Your child is learning words with the vowel patterns *ei* and *eigh*. Pronounce the words on this page. Ask your child to spell each one.

Name _____

Draw Conclusions

- When you draw a **conclusion**, you reach a decision or opinion that makes sense based on facts and details.
- You can also use what you **already know** to draw a conclusion.

Directions Read the following passage. Then answer the questions below.

You can eat a bagel for breakfast or have a bagel sandwich for lunch. You can eat a bagel plain, toasted, or seasoned. You might wonder how and when the bagel was invented. Some say that a baker invented the bagel in 1683 for the king of

Poland. The king had just won a battle. The baker made dough into the shape of the king’s stirrup. No one knows exactly what the first bagel tasted like, but we do know that bagels are here to stay.

1. Why might people want to know when and how bagels were invented?

2. How do you think the baker felt about the king’s victory? How do you know?

3. What does the passage suggest about the popularity of bagels?

4. What would be a good conclusion to draw about bagels?

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Home Activity Your child learned about drawing conclusions. Briefly research and read about another popular food item. Ask your child to draw some conclusions about the item based on your reading and what he or she already knows about it.

Name _____

Comparative and Superlative Adverbs

Directions Underline the adverb that compares in each sentence.

1. Thomas makes pizza dough faster than Kenneth.
2. Kenneth makes sandwiches more quickly than Thomas.
3. Michael prepares salads the earliest of all the chefs.
4. The sandwich is done sooner than the pizza.
5. Which of the three boys worked the longest at Mr. King's restaurant?
6. Of the three boys, Michael works most carefully.

Directions Circle the correct word in () to complete each sentence.

7. Of all the students, George worked on his speech the (harder, hardest).
8. Jay speaks (loudest, louder) than Katie.
9. Katie speaks (more quietly, most quietly) than the teacher.
10. George talked (more excitedly, most excitedly) of all the speakers.
11. Jay talked (longer, longest) than Katie did.
12. Katie spoke the (slower, slowest) of all the students.



Home Activity Your child reviewed adverbs that compare. While driving in the car, have your child compare the actions of some other cars by using the verb *move* and the following words: *faster, fastest, slower, slowest*.