

Name \_\_\_\_\_

# Vowel Diphthongs

**Generalization** The vowel sound in **out** can be spelled **ou** and **ow**: **proud**, **shower**. The vowel sound in **toy** can be spelled **oi** and **oy**: **choice**, **voyage**.

**Word Sort** Sort the list words by their vowel spellings.

**ou**

**oi**

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

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

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

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

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

**ow**

**oy**

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

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

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

## Spelling Words

1. proud
2. shower
3. hour
4. amount
5. voyage
6. choice
7. avoid
8. thousand
9. prowl
10. employ
11. bounce
12. poison
13. annoy
14. appoint
15. broil

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**Home Activity** Your child is learning to spell words with the vowel sounds heard in *out* and *toy*. To practice at home, have your child look at the word, say it, spell it aloud, and then write each word.

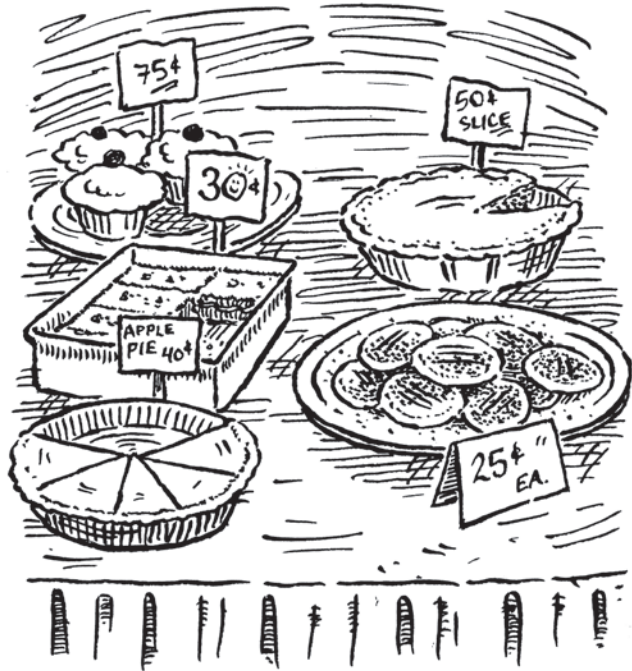
Name \_\_\_\_\_

# Family Times

## Summary

### **My Rows and Piles of Coins**

Saruni helps his mother sell her goods at the market every Saturday. After each day of sales, she gives him a few coins to spend on anything he wants. But Saruni has a dream of helping his mother by buying a bicycle to take her goods to market. He saves his coins each week while he learns to ride a bicycle. He saves for months, and, with the help of his mother and father, finally gets his bike. As soon as he has it, he comes up with a new plan to help her.



### **Activity**

**Helping Others** Together, talk about the people or groups that matter to you. How could you help them? Could you organize a bake sale, a group yard sale, or provide help with their activities? Set some goals and try to meet them.

## Comprehension Skill

### **Author's Purpose**

The **author's purpose** is the author's reason for writing. An author may write to inform or teach, to entertain, to persuade, or to express thoughts and feelings.

### **Activity**

**Author's Purpose Chart** Make a chart with the headings *Inform*, *Entertain*, *Persuade*, and *Express Thoughts and Feelings*. When you read a story or article or watch a television show, write its name in the column that matches the author's purpose. When the chart is complete, discuss the selections and their authors' purposes.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *My Rows and Piles of Coins*. Practice using these words.

### Vocabulary Words

**arranged** put in order or position

**bundles** things tied or wrapped together so that they are easier to carry

**dangerously** unsafely

**errands** short trips to do something

**excitedly** with strong lively feelings

**steady** firmly fixed; not swaying

**unwrapped** uncovered by removing something placed around an item

**wobbled** moved from side to side in an unsteady or shaky way

## Conventions

### Compound Sentences

A **compound sentence** is made up of two simple sentences joined with a comma and a word such as *and* or *but*. To make a compound sentence, write the first sentence. Put a comma in place of the end punctuation and add a word such as *but*. Then add the second sentence, but begin it with a lowercase letter unless it is a proper noun or *I*.

**Example:** I took my notebook, but I forgot to take my pencil.

### Activity

#### Making Compound Sentences

One player is the writer. All players think of simple sentences. There should be at least two sentences for each topic. The writer records each sentence on a scrap of paper. When there are at least six simple sentences, players lay the paper scraps face up on the table. Players then take turns choosing two sentences that go together and making them into a compound sentence.

## Practice Tested Spelling Words

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

Name \_\_\_\_\_

# Author's Purpose

- The **author's purpose** is the reason an author writes something.
- There are many reasons for writing: to persuade, to inform, to entertain, or to express ideas and feelings.

**Directions:** Read the editorial from a school newspaper. Then answer the questions below.

### Jobs for Kids

Is there something special you'd like to buy? Don't ask your family to buy it for you. Instead, ask permission to earn the money to buy it yourself. We may be kids, but we're not too young for hard work.

There are lots of things kids can do to earn money. We can shovel snow and pull weeds. We can walk dogs. We can play

with younger children while their parents are busy in another part of the house. Let your neighbors know that you're available for odd jobs. Then wait for the job offers to come pouring in.

Earning our own money makes us feel good about ourselves. It shows adults we can be responsible. And it gets us things we want to have.

1. Which purpose listed above is the author's purpose for writing this passage?

\_\_\_\_\_

2. To whom is the author writing?

\_\_\_\_\_

3. What does the author want readers to do?

\_\_\_\_\_

4. Does the author accomplish the purpose? Support your opinion with ideas from the passage.

\_\_\_\_\_

\_\_\_\_\_

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**Home Activity** Your child identified an author's purpose. Read a variety of stories or articles with your child. Take time after reading each one to talk about the author's purpose.

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# 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*, *so*, and *then*.

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

**J**ane wanted to buy her father a birthday present. She knew there was a new CD he wanted. It cost about twenty dollars. First she checked her piggy bank. She had seven dollars. That was not nearly enough!

Jane thought for a while. Then she went to see her next-door neighbor, Mrs. Pinto. Mrs. Pinto said she'd give Jane a dollar to sort her recyclables and put them out at the curb. That gave Jane eight dollars.

Then Jane's older brother said if she helped wash his car, he'd give her seven dollars. That gave Jane fifteen dollars.

Next Jane asked her mother for ideas. Her mother said, "If you bring our cans and bottles back to the supermarket, you can keep the money you'll get."

So Jane went to the garage and loaded all the cans and bottles into bags and put them in her wagon. She pulled the wagon to the store. There were a lot of them! When she was done turning in the cans and bottles, she had another five dollars. That night Jane and her mother went to the music store, and Jane bought the CD for her father.

1. Which of these did Jane do first? Color in the correct bubble.

- washed her brother's car
- went to the music store
- counted the money in her piggy bank

2. What did Jane do after she got a dollar from helping Mrs. Pinto?

- washed her brother's car
- checked her piggy bank
- bought the CD for her father

3. What did Jane do just before she went to the supermarket?

- talked to her mother
- washed her brother's car
- loaded the cans and bottles into her wagon

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**Home Activity** Your child read a story and answered questions about the sequence, or order, of events. Read a story with your child. Afterwards, have your child retell the events in the order they happened in the story.

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# Compound Sentences

**Directions** Combine each pair of sentences by adding *and*, *but*, or *or*. Write the compound sentence. Remember to add a comma.

1. Anya saves money to buy a game. I save money to buy a book.

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2. Saving money is hard sometimes. It is worth the effort.

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3. Your parents can buy you a bicycle. You can buy it yourself.

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4. Save a dollar each week. The dollars will add up.

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**Directions** What would you save money for? Write two simple, related sentences. Then join the sentences to make a compound sentence.

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**Home Activity** Your child learned how to use compound sentences in writing. Have your child write a compound sentence about two things he or she learned today.

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# Long Vowel Digraphs

**Directions** Circle the words in the sentences that have a **long vowel** sound. Then underline the letters in each word that stand for that sound.

1. Could you repeat what you said, please?
2. The peacock displayed his wonderful tail feathers.
3. I agree that the book cover looks okay now.
4. We toasted the bread until it was brown.
5. Ronnie painted the door green.
6. The houseboat floated down the river.
7. Tad boasted about the goals you scored.
8. I roamed around the park and played in the stream.

**Directions** Choose the word that fits the sentence and has a **long vowel** sound. Write it on the line.

9. Do you prefer \_\_\_\_\_ fiction or fact?  
 watching                  reading                  drawing
10. I watched the \_\_\_\_\_ of a good science program.  
 show                  history                  repeat
11. It was about an ice cap in \_\_\_\_\_.  
 Greenland                  Germany                  Antarctica
12. What is your favorite \_\_\_\_\_?  
 season                  month                  subject
13. I am glad you are \_\_\_\_\_.  
 fit                  okay                  well
14. I fell \_\_\_\_\_ on the bus ride home.  
 seep                  down                  asleep



**Home Activity** Your child identified words with long vowel sounds spelled *ea*, *ee*, *ai*, *ay*, and *oa*. Choose words that end with these vowel sounds, such as *day*, *see*, and *flow*. Have your child name rhyming words. Help your child to write the list.

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# Vowel Diphthongs

**Rhyme Riddles** Write a list word to answer the riddle.

What starts like **shoe**  
and rhymes with **power**?

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

What starts like **cherry**  
and rhymes with **voice**?

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

What starts like **part**  
and rhymes with **loud**?

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

What starts like **pig**  
and rhymes with **howl**?

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

What starts like **book**  
and rhymes with **pounce**?

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

What starts like **bread**  
and rhymes with **soil**?

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

What starts like **ask**  
and rhymes with **joint**?

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

What starts like **act**  
and rhymes with **toy**?

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

## Spelling Words

proud  
shower  
hour  
amount  
voyage  
choice  
avoid  
thousand

prowl  
employ  
bounce  
poison  
annoy  
appoint  
broil

**Riddle** Read a clue and write the list word. When you have written all six words, the answer will appear in the boxes.

*I have a neck but no head.*

*I have two arms but no hands. What am I?*

9. a journey by sea	9.	_____	_____	_____	<input type="text"/>	_____	_____
10. venom	10.	_____	_____	_____	<input type="text"/>	_____	_____
11. a light rain	11.	_____	_____	_____	<input type="text"/>	_____	_____
12. stay away	12.	_____	_____	_____	<input type="text"/>	_____	_____
13. 60 minutes	13.	_____	_____	_____	<input type="text"/>	_____	_____
14. a quantity	14.	_____	_____	_____	<input type="text"/>	_____	_____



**Home Activity** Your child has been learning to spell words with the vowel sounds heard in *out* and *toy*. Help your child think of other words that have these sounds.



Name \_\_\_\_\_

# Author's Purpose

- An **author's purpose** is the author's reason for writing. An author may write to inform or teach, to entertain, to persuade, or to express thoughts and feelings.

**Directions** Read the story. Then complete the web.

I asked Dad for a new bike. "You must learn half the money," said Dad.

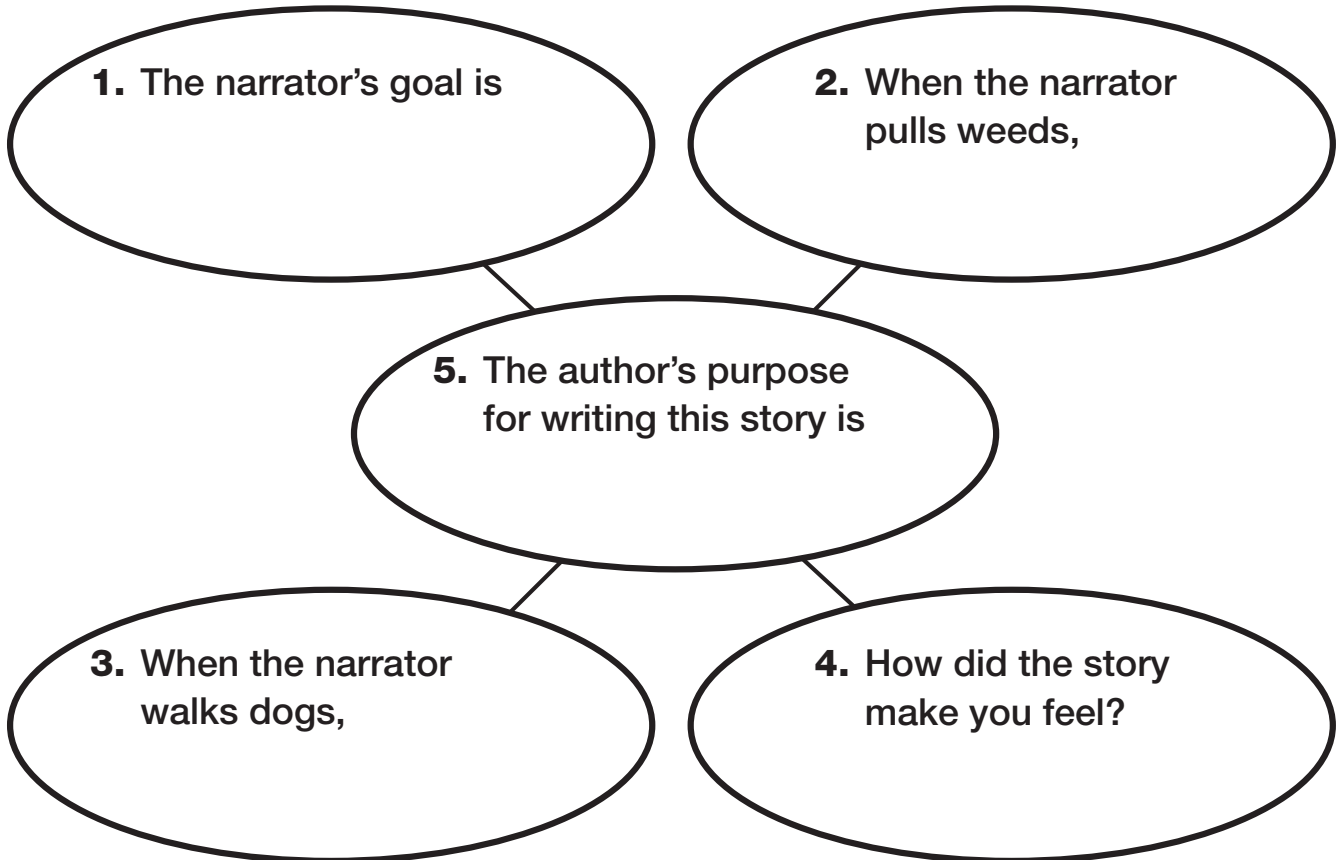
I ran to ask the neighbors whether they had any jobs I could do. Mrs. Jones hired me to pull weeds. I worked hard, but when Mrs. Jones came out of her house, she shouted, "You pulled up my good flowers!" I got my piggy bank and gave Mrs. Jones money for new flower seeds.

Mr. Chester hired me to walk his dogs.

Everything went well until the dogs saw a squirrel. They barked and jumped. Before I knew it, the leashes were tied around my legs. Mr. Chester cut off the leashes to free me. I went to my piggy bank to get Mr. Chester money for new leashes.

Then I decided to talk with Dad. "Dad," I said. "I can't afford to keep working. I think I'll just paint my old bike."

"Good thinking," Dad answered.



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**Home Activity** Your child read a story and identified the author's purpose. Read a story together. Ask your child to name the author's purpose for writing.

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# Compound Sentences

**Directions** Write *S* if the sentence is a simple sentence. Write *C* if the sentence is a compound sentence.

1. Katie helps her dad on the farm. \_\_\_\_\_
2. Katie’s dad plants berries, and Katie picks them. \_\_\_\_\_
3. Sasha’s parents own a store, and Sasha helps out there. \_\_\_\_\_
4. Sasha puts the food on the shelves. \_\_\_\_\_

**Directions** Use the word *and*, *but*, or *or* to combine each pair of sentences. Write the compound sentence.

5. A fair has many things for sale. You can’t buy everything.

\_\_\_\_\_

6. You could buy a toy. You could buy a snack.

\_\_\_\_\_

7. One stall sells jewelry. Another stall sells hats.

\_\_\_\_\_

8. Those T-shirts are great. I have many T-shirts at home.

\_\_\_\_\_

**Directions** Write two sentences about a fair or an amusement park you have visited. Write one simple sentence and one compound sentence.

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

\_\_\_\_\_

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

\_\_\_\_\_



**Home Activity** Your child reviewed compound sentences. On a walk outside, have your child make up two compound sentences about what you see.