

# Contractions

**Generalization** In contractions, an apostrophe (') takes the place of letters that are left out: **let us** becomes **let's**.

**Word Sort** Sort the list words by the type of contraction.

**would, had or have**

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

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

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

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

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

**not**

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

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

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

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

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

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

**will**

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

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

**us**

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

**is or has**

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

### Spelling Words

1. let's
2. he'd
3. you'll
4. can't
5. I'd
6. won't
7. haven't
8. hasn't
9. she'd
10. they'll
11. when's
12. we'd
13. should've
14. wasn't
15. didn't



Name \_\_\_\_\_

# Family Times

## Summary

### **How Do You Raise a Raisin?**

Did you ever wonder where raisins come from, or why they are in so many foods? Just about every question you might have about raisins is answered in this selection. One reason the author knows a lot about this snack is because she grew up in central California, where most of America's raisins are grown. From the history of raisin-growing and raisin-eating to a discussion of how raisins get from grapevines to your plate, this story and its illustrations give you lots of information about this sweet, dried fruit.



### **Activity**

**Make a Raisin "Boat"** Spread cream cheese or peanut butter on a celery stick. Top with three or four raisins and take a crunchy, creamy bite! If allergies are a problem, have a raisin race instead. Each person gets a pencil and slip of paper. In one minute, list as many foods as you can that contain raisins or raisin juice.

## Comprehension Skill

### **Draw Conclusions**

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

### **Activity**

**Food Riddles** When you use clues to guess the answer to a riddle, you are drawing conclusions. Think of a food, and give a series of clues about it for a family member to guess. Make your first clue the hardest. When he or she guesses the food, it's your turn to draw conclusions.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *How Do You Raise a Raisin?* Practice using these words to learn their meanings.

### Vocabulary Words

**area** a space used for a special purpose

**artificial** made by humans, not by nature

**grapevine** a woody vine on which grapes grow

**preservative** a substance used to keep foods from spoiling

**proof** anything that can be used to show that something is true or real

**raise** to lift

**raisin** a dried grape

## Conventions

### Action and Linking Verbs

An **action verb** tells what someone or something does. A **linking verb** tells what someone or something is.

**Action verbs:** *run, plays, laughs*

**Linking verbs:** *am, is, are, was, were*

### Activity

**What Kind of Verb?** Players take turns saying a sentence that has no more than four words, such as *I run outside* or *Tim is very sleepy*. Listeners identify the verb and then tell whether it is an action verb or a linking verb.

## Practice Tested Spelling Words

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

Name \_\_\_\_\_

# Draw Conclusions

- A **conclusion** is a decision you reach after thinking about facts and details you read.
- You can also use what you already know to help draw a **conclusion**.
- Then ask yourself, “Does my **conclusion** make sense?”

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

One day Miranda had the idea that she would like to grow her own flowers. She had never gardened before, but she couldn't imagine what could be so difficult about it. So, Miranda went to the store and bought seeds. She came home and planted them in her yard and in a few days, flowers began to sprout. Miranda also noticed something else sprouting—weeds! She tried to pull up the nasty weeds, but

she accidentally pulled up some of her flowers too. To help the surviving flowers, Miranda thought she should water the garden, so she turned on the hose to give them a drink. However, she got distracted and walked away while the hose was still on. Water filled her garden until it all that was left of her garden was a big mud puddle.

1. What happens when Miranda weeds her garden?

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2. What happens when Miranda waters her garden?

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3. What conclusion can you draw about Miranda's gardening skills?

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4. Does your conclusion make sense? Tell why.

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**Home Activity** Your child drew a conclusion about a story. Good readers draw conclusions as they read, using both details in the story and their own prior knowledge. Provide your child with two details, such as “Sam filled up a tub with water” and “The dog ran away.” Ask your child to use the information to draw a conclusion. (The dog does not want to have a bath.)

Name \_\_\_\_\_

# Author's Purpose

- The **author's purpose** is the reason for writing a story or article.
- An author's purpose may be to inform, to persuade, to entertain, or to express ideas and feelings.
- Sometimes an author may have more than one purpose for writing.

**Directions** Read the following passage. Decide what the author's purposes were in writing the article. Underline *Yes* or *No*. On the line below, explain your answer.

**D**id you know that farming is a very important part of the Texas economy? You might be surprised to learn that farming in this state is widespread. The rich soil in much of Texas means farmers can raise all kinds of crops and animals. Some areas in north Texas, such as the Great Plains, are good for growing wheat and cotton. West Texas has hog

farms and pastures for sheep and beef cattle. The Gulf Coastal Plains have rich soil and mild winters, so farmers there grow vegetables and fruits. East Texas has dairy and chicken farms. In the middle of the state, farmers grow everything from pecans to peanuts. Texas even has a few areas where grapevines do well!

1. to entertain Yes No

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2. to persuade Yes No

---

3. to inform Yes No

---

4. to express ideas and feelings Yes No

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**Home Activity** Your child answered questions about the author's purpose for writing an article. Read another article with your child. Ask your child to determine the author's purpose for writing the article and explain how they know the purpose.

Name \_\_\_\_\_

# Action and Linking Verbs

**Directions** Add a verb to complete each sentence. Write the sentence.

1. Sam's friends \_\_\_\_\_ on the farm.

\_\_\_\_\_

2. They \_\_\_\_\_ grapes and other foods.

\_\_\_\_\_

3. The days \_\_\_\_\_ long on the farm.

\_\_\_\_\_

4. Workers \_\_\_\_\_ the grapes in the sun.

\_\_\_\_\_

5. Sam and Lee \_\_\_\_\_ a box of raisins.

\_\_\_\_\_

**Directions** Write two sentences about a garden. Use one action verb and one linking verb.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Home Activity** Your child learned how to use action verbs and linking verbs in writing. Have your child write a note to you about something that happened at school today. Have him or her circle each action verb and linking verb.

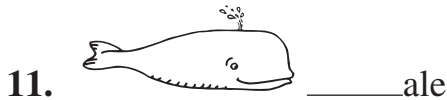
Name \_\_\_\_\_

# Consonant Digraphs

**Directions** Write **sh, th, ph, ch, tch,** or **ng** to complete each word. Write the whole word on the line to the left.

- \_\_\_\_\_ 1. Phil wanted to walk his dog Rags, so he got the lea \_\_\_\_\_.
- \_\_\_\_\_ 2. He atta\_\_\_\_\_ed the leash to the dog's collar.
- \_\_\_\_\_ 3. When they got to the park, he took off the leash and threw a stick for Rags to fe\_\_\_\_\_.
- \_\_\_\_\_ 4. Rags likes to chase sticks, but he wouldn't always bri\_\_\_\_\_ it back!
- \_\_\_\_\_ 5. Phil had Rags \_\_\_\_\_ase sticks for twenty minutes.
- \_\_\_\_\_ 6. Then he heard a \_\_\_\_\_ur\_\_\_\_\_ bell ri\_\_\_\_\_ing.
- \_\_\_\_\_ 7. Phil glanced at his wa\_\_\_\_\_ and saw the time.
- \_\_\_\_\_ 8. "Let's go, Rags," he \_\_\_\_\_outed.
- \_\_\_\_\_ 9. Rags came running out from a clump of bu\_\_\_\_\_es.
- \_\_\_\_\_ 10. \_\_\_\_\_il attached Rag's leash and led him down the pa\_\_\_\_\_.

**Directions** Say the name of each picture. Write **ph, sh, tch, ng, ch,** or **wh** to complete each word.



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**Home Activity** Your child wrote words with the consonant digraphs *sh* (*English*), *th* (*father*), *wh* (*wheel*), *ph* (*telephone*), *ch* (*chapter*), *tch* (*watch*), and *ng* (*wing*). Have your child read the words on the page above. Then play a game in which you name a word and a letter, and your child must name a rhyming word beginning with that letter. For example, replacing *br* in *bring* with *s* forms *sing*.

Name \_\_\_\_\_

# Contractions

**Word Clues** Write a list word that fits the clue below.

1. Write a word that rhymes with \_\_\_\_\_  
**met**, but starts like **lawn**.  
 Add 's.
2. Write a word that rhymes with \_\_\_\_\_  
**hid**, but starts like **down**.  
 Add n't.
3. Write a word that rhymes with \_\_\_\_\_  
**me**, but starts like **watch**.  
 Add 'd.
4. Write a word that rhymes with \_\_\_\_\_  
**hey**, but starts like **thumb**.  
 Add 'll.

## Spelling Words

let's  
 he'd  
 you'll  
 can't  
 I'd  
 won't  
 haven't  
  
 hasn't  
 she'd  
 they'll  
 when's  
 we'd  
 should've  
 wasn't  
 didn't

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

*I move so slowly that algae grow on me.  
 I eat, sleep, and give birth upside down. What am I?*

- |                |     |       |                      |       |       |
|----------------|-----|-------|----------------------|-------|-------|
| 5. cannot      | 5.  | _____ | <input type="text"/> | _____ | _____ |
| 6. was not     | 6.  | _____ | <input type="text"/> | _____ | _____ |
| 7. you will    | 7.  | _____ | <input type="text"/> | _____ | _____ |
| 8. should have | 8.  | _____ | <input type="text"/> | _____ | _____ |
| 9. will not    | 9.  | _____ | <input type="text"/> | _____ | _____ |
| 10. he would   | 10. | _____ | <input type="text"/> | _____ | _____ |

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**Home Activity** Your child has been learning to spell contractions. Have your child look through magazines or other printed material for contractions. Ask your child to list the contractions.



Name \_\_\_\_\_

# Draw Conclusions

- A **conclusion** is a decision you reach after thinking about facts and details you read.
- You can also use what you already know to help draw a **conclusion**.
- Remember to ask yourself, “Does my **conclusion** make sense?”

**Directions** Read the following passage. Then follow the directions to complete the chart.

<p><b>C</b>innamon is a spice that comes from Asia. It has been used to flavor foods for thousands of years. A sprinkle of cinnamon on toast or on hot oatmeal makes a tasty breakfast treat. Some boxed cold cereals are flavored with cinnamon,</p>	<p>too. For a healthful snack, some people add a little cinnamon to a cup of yogurt and fruit. Bakers add cinnamon and raisins to desserts, such as apple pie or spice cake. Cinnamon makes foods a little bit sweeter and a little bit tastier.</p>
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**Directions** In boxes 1–3, write facts from the story. In box 4, write something you know about cinnamon. Then write a conclusion in box 5.

**1. Fact:**

↓

**2. Fact:**

↓

**3. Fact:**

↓

**4. What I Know:**

↓

**5. Conclusion:**

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**Home Activity** Your child completed a chart that helped him or her draw a conclusion about an article. Drawing conclusions means making an inference using details, facts, and prior knowledge. Read a story with your child. Play a game of drawing silly and valid conclusions based on details in the story.

Name \_\_\_\_\_

# Action and Linking Verbs

**Directions** Underline the verb in each sentence. Write *A* if the verb is an action verb. Write *L* if the verb is a linking verb.

1. Tina wrote a letter to her grandma. \_\_\_\_\_
2. She told her about her visit with Aunt Maria. \_\_\_\_\_
3. The visit was short but fun. \_\_\_\_\_
4. Tina and her aunt took a trip to the vineyard. \_\_\_\_\_
5. The grapes in the vineyard were red and plump. \_\_\_\_\_

**Directions** Write the verb in each sentence. Write *A* after each action verb. Write *L* after each linking verb.

6. I am at the museum with Aunt Maria.

\_\_\_\_\_

7. The paintings are unusual.

\_\_\_\_\_

8. We ate lunch at a little café.

\_\_\_\_\_

9. We rode the bus all over the city.

\_\_\_\_\_

10. I was tired but happy.

\_\_\_\_\_



**Home Activity** Your child reviewed action verbs and linking verbs. Discuss an enjoyable outing your family has had. Have your child write one action verb and one linking verb used in the conversation.