

# Vowels: *r*-Controlled

**Generalization** The vowel sound /*er*/ can be spelled **er**, **ir**, **or**, and **ear**: **certain**, **third**, **word**, **early**.

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

**er**

**or**

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

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

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

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

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

**ear**

**ir**

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

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

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

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

## Spelling Words

1. third
2. early
3. world
4. certain
5. dirty
6. herself
7. earth
8. word
9. perfect
10. verb
11. nerve
12. worm
13. thirsty
14. workout
15. earn



Name \_\_\_\_\_

# Family Times

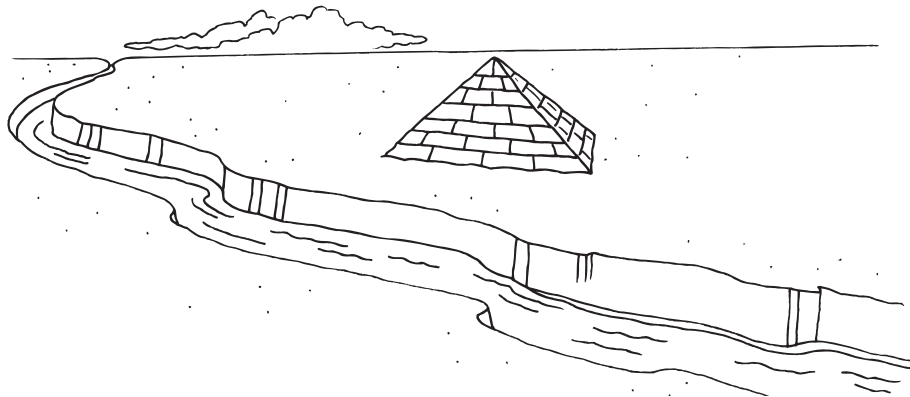
## Summary

### **Hottest, Coldest, Highest, Deepest**

This piece details some of the most amazing places on Earth. There is information about the longest river—the Nile—to the snowiest place on Earth—Mt. Rainier.

### **Activity**

**Biggest, Smallest, Thinnest, Widest** Together, think about different things in your home. What are the biggest, smallest, thinnest, and widest items found in your home? Which is the coldest room in the winter and the hottest room in the summer? Which room is the brightest? darkest? quietest?



## Comprehension Skill

### **Graphic Sources**

You can use **graphic sources** such as diagrams, charts, and graphs to get information.

### **Activity**

**Find a Chart** Look through magazines or newspapers to find a chart or a map. Discuss the information on the chart.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *Hottest*, *Coldest*, *Highest*, *Deepest*. Practice using these words.

### Vocabulary Words

**depth** the distance from top to bottom

**average** the usual amount or kind

**tides** the regular rise and fall of the oceans' water

**peak** the pointed top of a mountain or hill

**deserts** dry and usually sandy areas of land without trees

**waterfalls** natural streams of water falling from a high place

**outrun** to run or move faster than someone or something

**erupted** violently sent out lava, ash, and gases

## Conventions

### Subject and Object Pronouns

The subject of a sentence can be a noun or a pronoun. When a pronoun is used as the subject, it is called a **subject pronoun**. Some pronouns are used after action verbs. They are called **object pronouns**.

### Activity

#### Subject and Object Pronouns

Players think of sentences using subject or object pronouns. The other players must correctly identify the pronouns and tell whether they are subject or object pronouns.

Subject Pronouns	Object Pronouns
I, you	me, you
he, she, it	him, her, it
we, they	us, them

## Practice Tested Spelling Words

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

# Graphic Sources

- A **graphic source** is an image that helps you understand what you read.
- Common graphic sources include charts, graphs, and diagrams.

**Directions** Study the following graphic source. Then answer the questions below.

<b>The Worst Volcanic Eruptions in History</b>				
<b>VOLCANO</b>	<b>LOCATION</b>	<b>YEAR</b>	<b>DEATHS</b>	<b>MAJOR CAUSE of DEATHS</b>
Tambora	Indonesia	1815	92,000	Starvation
Etna	Sicily	1683	60,000	Earthquakes
Krakatoa	Indonesia	1883	36,000	Tsunami
Mount Pelée	Martinique	1902	29,000	Ash flows
Ruiz	Colombia	1985	25,000	Mudflows
Etna	Sicily	1669	20,000	Unknown
Unzen	Japan	1782	15,000	Volcanic collapse, tsunami
Laki	Iceland	1783	9,800	Starvation
Kelut	Indonesia	1919	5,000+	Mudflows
Vesuvius	Italy	1631	4,000+	Mudflows, lava flows
Galunggung	Indonesia	1882	4,000	Mudflows

(Source: *The New York Times Almanac 2002*)

1. What does this chart show?

\_\_\_\_\_

2. Where did the most recent volcanic eruption take place?

\_\_\_\_\_

3. Where did the greatest number of deaths occur due to a volcanic eruption?

\_\_\_\_\_

4. Which volcano in the chart erupted more than once?

\_\_\_\_\_

5. Use the chart to draw a conclusion about volcanic eruptions.

\_\_\_\_\_



**Home Activity** Your child studied a graphic organizer and answered questions about it. Look through the newspaper and find a simple graphic. Study it with your child and have him or her answer questions about it.

Name \_\_\_\_\_

## Main Idea and Details

- The **main idea** is the most important idea in a selection or a paragraph.
- Details are the small pieces of information that tell about the main idea.

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

Every day, Juan would leave his tiny village to explore the world. He didn't have to travel far. He didn't even need a *burro*.

"Ay, *mijo*," his mother scolded him, "where were you all afternoon?"

"I was hiking along the Inca Trail in Peru," Juan replied.

"It is not nice to lie," his mother said.

"But I didn't!" insisted Juan. His mother sent him to his room without dinner for lying.

Though his stomach grumbled, Juan decided to visit Spain. He laughed and danced at a fiesta, and soon his parents knocked on his door.

"I'm at a fiesta in Spain," Juan called out. "Come join me!" His parents stepped in to find Juan twirling around with a book in his hands. He began to read aloud to them, and his parents laughed.

"So you are in Spain!" his mother said, and they all danced at the fiesta together.

1. What is the main idea of this story?

---

2. What is one detail that supports the main idea?

---

3. What is another detail that supports the main idea?

---

4. As you read this story, what prediction did you make about how it would end? Were you correct?

---



---



# Subject and Object Pronouns

**Directions** Write each sentence. Replace the underlined words with subject or object pronouns.

1. When some people visited the South Pole, the people wore heavy coats to keep the people warm.

---

---

2. Bob hiked in the desert, and Bob took plenty of water with Bob.

---

---

3. Because the island is very wet, the island has many kinds of plants and animals.

---

---

4. As Jack and Chris climbed the mountain, a guide went with Jack and Chris.

---

---

**Directions** Write three sentences about a place you think is amazing. Use at least one subject pronoun and one object pronoun. Underline the pronouns.

---

---

---

---



**Home Activity** Your child learned how to use subject and object pronouns in writing. Ask your child to write two sentences about an interesting place he or she has seen. Have your child use a subject pronoun and an object pronoun.

Name \_\_\_\_\_

# Irregular Plurals

- To form the plural of most words, add *s* or *es*.
- Some words have **irregular plurals** that do not follow this rule.
- One common type of irregular plural is to change the *f* in the singular word to *v*, then add *s* or *es*.

**Directions** Change the *f* in the singular word to *v*, then add *s* or *es* to form the plural. Write the plural on the line.

- |                |                |
|----------------|----------------|
| 1. dwarf _____ | 5. loaf _____  |
| 2. leaf _____  | 6. scarf _____ |
| 3. knife _____ | 7. life _____  |
| 4. hoof _____  |                |

**Directions** Each sentence has an underlined word that takes an irregular plural. Write the irregular plural of the underlined word on the line. Use the box to help you.

children    geese    mice    sheep    teeth    men    women

- |       |  |
|-------|--|
| _____ | 8. You should brush your <u>tooth</u> twice every day.                   |
| _____ | 9. There are roles for seven <u>child</u> in <i>The Sound of Music</i> . |
| _____ | 10. You have to shear <u>sheep</u> to get their wool.                    |
| _____ | 11. Cats chase <u>mouse</u> even when they aren't hungry.                |
| _____ | 12. Many <u>woman</u> have been elected to the U.S. Congress.            |
| _____ | 13. Many Europeans eat <u>goose</u> instead of turkeys at the holidays.  |
| _____ | 14. <u>Man</u> in traditional Scottish dress wear kilts, or skirts.      |

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. 3



**Home Activity** Your child wrote words with irregular plurals (*mouse, mice*), including words that change from *f* to *v* (*scarf, scarves*). Leaf through the dictionary with your child. Find more words that have irregular plurals and challenge your child to spell them correctly.

# Vowels: *r*-Controlled

Spelling Words				
third	early	world	certain	dirty
herself	earth	word	perfect	verb
nerve	worm	thirsty	workout	earn

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

*What building has the most stories?*

1. another word for <i>she</i>	1.	_____	_____	_____	_____	_____	_____	_____	_____
2. before fourth	2.	_____	_____	_____	_____	_____	_____	_____	_____
3. a sentence	3.	_____	_____	_____	_____	_____	_____	_____	_____
4. has one	4.	_____	_____	_____	_____	_____	_____	_____	_____
4. exercise	5.	_____	_____	_____	_____	_____	_____	_____	_____
5. sure	6.	_____	_____	_____	_____	_____	_____	_____	_____
6. in need of water	7.	_____	_____	_____	_____	_____	_____	_____	_____
7. in need of a bath									

**Missing Words** Write a list word to complete each saying.

8. around the \_\_\_\_\_
9. have a lot of \_\_\_\_\_
10. down to \_\_\_\_\_
11. can't get a \_\_\_\_\_ in edgeways
12. \_\_\_\_\_ your keep
13. The \_\_\_\_\_ bird gets
- the 14. \_\_\_\_\_.

earn  
word  
early  
earth  
world  
worm  
nerve



**Home Activity** Your child has been learning to spell words with *er*, *ir*, *or*, and *ear*. Ask your child to pick a number between 1 and 14. Read the list word from the sentence on this page with that number. Ask your child to spell the word.



# Graphic Sources

- A **graphic source** is an image that helps you understand what you read. There are many types of graphic sources. They include maps, photos, illustrations, graphs, and diagrams.

**Directions** Study the following graphic source. Then answer the questions below.

**48 States in the Continental United States**



1. What does the title of the map tell you?  
\_\_\_\_\_
2. Which state is between Washington State and California?  
\_\_\_\_\_
3. Name three states on the Gulf of Mexico.  
\_\_\_\_\_  
\_\_\_\_\_
4. Find your home state. Write the names of two nearby states.  
\_\_\_\_\_
5. What kind of an article might have this map as a graphic source?  
\_\_\_\_\_  
\_\_\_\_\_

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. 3



**Home Activity** Your child looked at a graphic source and answered questions about it. Find an article that includes a map, or look at an atlas. With your child, take turns asking each other questions about the map.

Name \_\_\_\_\_

# Subject and Object Pronouns

**Directions** Write *SP* if the underlined pronoun is a subject pronoun. Write *OP* if it is an object pronoun.

1. Sir Edmund Hillary was a climber. He reached the top of Mount Everest.

\_\_\_\_\_

2. Tenzing Norgay, a guide, went with him. \_\_\_\_\_

3. Many climbers go to Everest, and the climb challenges them. \_\_\_\_\_

4. They use all their strength for the climb. \_\_\_\_\_

5. You could climb Mount Everest. \_\_\_\_\_

**Directions** Choose the correct pronoun for each sentence. Write the sentence.

6. Thomas and (me, I) went to Niagara Falls.

\_\_\_\_\_

7. The falls amazed (we, us).

\_\_\_\_\_

8. (Him, He) and I took pictures of the crashing water.

\_\_\_\_\_

**Directions** Write a sentence about a mountain. Use a pronoun. Underline it and write *SP* if it is a subject pronoun or *OP* if it is an object pronoun.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. 3



**Home Activity** Your child reviewed subject and object pronouns. On a walk or drive, ask your child to find a pronoun on a sign. Have your child tell whether it is a subject pronoun or an object pronoun.