Dear Teacher,

Welcome to Home-School Connection. This book contains take-home activities for each lesson in the student edition. After completing activities in class with the students, send the corresponding activities from this book home for students and their families to work on together. You may wish to tear out individual pages and send them home on an as-needed basis. When assigning the activities for Lesson 1, also detach and send home the family letter.

Students can work on these English language arts activities at home with their families who can help them improve their understanding of foundational, reading, and language skills. We hope that by using the student edition and this book, students will have a successful year in school.

Yours Truly,

Triumph Learning
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Dear Family,

Welcome to *Home-School Connection*. This book features quick, easy activities for phonics, reading, and language skills. Each activity is aligned to your child’s student workbook.

We encourage you to do these activities together with your child. The purpose of these activities is to reinforce the skills your child uses in school to learn how to read and write.

We hope that by using this book together with the student workbook, your child, with your help, will excel at reading, writing, and language arts. We wish you all the best this school year.

Sincerely,

*Triumph Learning*
At school I learned about **consonant blends**. Let me show you what I learned.

A **consonant blend** is two or three consonant letters together in a word.

Circle the letters that stand for the beginning sound.

1.  
   ![Plane]  
   sl  pr  pl

2.  
   ![Frog]  
   fr  tr  fl
Write a consonant blend to complete each word.

3. 

a __ __

4. 

__ __ oud

5. 

__ __ oon

6. 

__ __ ee

7. 

__ __ uit

8. 

__ __ ake
At school I read a passage about social studies. Here is another passage we can read together.

**Police Cars**

The police drive around and make sure everyone follows the law. Cars with special parts help the police get their job done. Powerful motors speed the police to wherever they are needed. Extra strong bumpers protect the people inside the cars. Flashing lights and loud sirens tell people to clear the way. Special radios tell the police where trouble is. Then they can respond to the call. Help is on the way!

**Discuss**

What else would you like to know about police cars?

Use a dictionary to look up the meanings of the bold words.
These are the skills I learned when reading a social studies passage.

main topic | details | connections
illustrations

Use the words from the box to complete the activity.

1. The ________ in a social studies passage tell more about the main topic.

2. The _____________ in a social studies passage help me understand what things look like.

3. The _______ ________ of a social studies passage is what the passage is mostly about.

4. A social studies passage has ______________ between pieces of information.
At school I learned about **consonant digraphs**. Let me show you what I learned.

**A consonant digraph** is two consonant letters that together stand for one new sound.

- **shade**
- **math**

Circle the letters that stand for the beginning sound.

1. th sh ch
2. sh wh ch

1. sh (shell)  2. ch (chain)
Write a consonant digraph to complete each word.

3. di ___ ___

4. pa ___ ___

5. ca ___ ___

6. ___ ___ alk

7. ___ ___ eel

8. ___ ___ in
At school I read a passage about science. Here is another passage we can read together.

Frog Life Cycle

**Egg**  A female frog lays a lot of eggs.

**Tadpole**  A tadpole *emerges* from an egg. It has a long tail. It breathes through gills.

**Tadpole with Legs**  The tadpole grows legs and then arms. Its tail shortens.

**Adult**  Skin grows over the gills. The froglet breathes through its lungs. The tail gets even shorter. The tail disappears. The frog lives on land.

Discuss

What did you learn from the passage that you did not already know?

Use a dictionary to look up the meaning of the bold word.
Match each skill to an example from the science passage. Write the number on the line.

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<th>Skill Names</th>
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<td>1. text feature</td>
<td>__ a. a frog’s life cycle</td>
</tr>
<tr>
<td>2. detail</td>
<td>__ b. Tadpole with Legs</td>
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<tr>
<td>3. main topic</td>
<td>__ c. “Skin grows over the gills.”</td>
</tr>
<tr>
<td>4. connection</td>
<td>__ d. breathe (through gills, with lungs)</td>
</tr>
</tbody>
</table>
LEARN THE BASICS

LESSON 3: WRITE ABOUT FACTS

At school I learned about **nouns**. Let me show you what I learned.

A **noun** names a person, place, or thing.  
A **proper noun** begins with a capital letter.  
A **possessive noun** shows what a noun has or owns. Add ’s to a noun to show what it has or owns.

The friend of Max = Max’s friend

Write a possessive noun to take the place of the underlined words. Capitalize any proper nouns.

1. The bike that rose has is blue. ______________
2. I have the string of the kite. ______________
3. Write a sentence. Use a possessive noun.
   __________________________________________
   __________________________________________
At school I learned about **punctuation** marks. Let me show you what I learned.

A **period (.)** marks the end of a sentence. A **question mark (?)** marks the end of a question. A **comma (,)** separates the words in a list. An **exclamation point (!)** shows excitement.

**Write the missing punctuation marks.**

1. I was born on June 3 __ 2006 __
2. Can Sue __ Carl __ and Andy come to my party __
3. That was the greatest game ever __
4. Write a sentence. Use correct punctuation.

Answers will vary.
At school I learned about long vowels. Let me show you what I learned.

A long vowel sounds like the name of the letter. Most words with long vowel sounds end with a silent -e.

Circle each picture with a long vowel sound.

1. maze; gate; bone; ice
Circle the word that names each picture.

2. [Image of a pan]
   - pane
   - pan

3. [Image of a pine tree]
   - pine
   - pin

4. [Image of an airplane]
   - plane
   - plan

5. [Image of a watermelon slice]
   - bit
   - bite

6. [Image of a mop]
   - mop
   - mope

7. [Image of the sun]
   - shin
   - shine
At school I read a how-to text. Here is another how-to text we can read together.

Make a Hamster Food Toy

Things You Need
1 toilet-paper tube  sawdust
dry hamster food

What You Do
1. Stuff sawdust into the toilet-paper tube. Stop before you get to the middle of the tube.
2. Put the hamster food in the middle of the tube.
3. Carefully pack the rest of the tube with sawdust.

Discuss
Why do you think someone would make this toy?

Use a dictionary to look up the meaning of the bold word.
Use the words in the box to unmix the words below.

1. snesroa
   [ ] [ ] [ ] [ ] [ ]

2. ttxe eustafre
   [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

3. nrotcats
   [ ] [ ] [ ] [ ] [ ]

4. litsade
   [ ] [ ] [ ] [ ]

Use the letters in the circles to answer the question.

5. What is fun to do and good for you, too?
   [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
At school I learned about **adjectives** and **articles**. Let me show you what I learned.

An **adjective** describes a noun. An **article** is an adjective that points out a noun. **A**, **an**, and **the** are articles. **This**, **that**, **these**, and **those** are adjectives that point out nouns, too.

**Circle the adjective that completes the sentence.**

1. I need ___ egg to make muffins.
   - a  an

2. Do you like ___ shoes?
   - these  this

3. Write a sentence. Use **that**, **these**, or **those**.

   ____________________________________________
At school I learned about **words that connect**. Let me show you what I learned.

A **preposition** shows a connection between things. It can tell when or where.

I feed the cat **before** I feed the dog.

I place the bowl **on** the floor.

**Write the preposition that best completes each sentence.**

1. I drink water ________ dinner.
   
   *inside  during*

2. We climbed ________ the fence.
   
   *over  before*

3. Write a sentence. Use a preposition.
   
   __________________________
   
   __________________________
At school I learned about long vowel teams. Let me show you what I learned.

In a vowel team, two vowels work together to stand for one long vowel sound.

1. seeds
2. toad

Draw a box around the vowel team.

1. snail
2. jeep
Draw a line from the word to its picture.

3. boat
4. seal
5. tail
6. bees
At school I read a story. Here is another story we can read together.

Rainy Day Surprise

This morning, Dad said, “Dean, we can take out the boat today. It is not cloudy. It will not rain.”

But when we got to the middle of the lake, the day turned **stormy**. The wind was **gusty**. We got soaked by rain.

Dad held the sail still. He steered us to land.

“Dad,” I said, “I will not lie. That was **scary**. But I knew I was safe with you.”

**Discuss**

How did the story make you feel?

Use a dictionary to look up the meanings of the bold words.
Use the words from the box to complete the activity.

**Down**
1. the things that happen in a story
2. the person who tells the story

**Across**
3. to tell a story again
4. where and when a story takes place
5. the people or animals in a story

1. events  
2. narrator  
3. retell  
4. setting  
5. characters
At school I learned about **r-controlled vowels**. Let me show you what I learned.

**An r-controlled vowel** is a vowel with an *r* after it. The *r* controls the vowel. It makes the vowel have a sound that is different from its usual short or long vowel sound.

Circle the letters that stand for the r-controlled vowel sound.

1. **jar**

2. **girl**
Circle the word that names each picture.

3. form  farm
4. cards  cords
5. arm    art
6. stir   star
7. stork  storm
8. sport  spurt
At school I read a fantasy story. Here is another fantasy story we can read together.

**Nina and the Dragons**

Nina woke up after dreaming about dragons.
“Good morning,” said a voice.
Nina sat up. She noticed who had spoken to her.
It was a unicorn!
“What am I doing here?” Nina asked.
The unicorn trotted closer and replied, “You are here to save us from the dragons.”
Nina knew this was where she belonged.

**Discuss**

What did you like best about the story?

Use a dictionary to look up the meanings of the bold words.
These are the skills I learned when reading a fantasy story.

- central message
- characters
- setting
- events

Use the words from the box to complete the activity.

1. The _______ in a fantasy story is where and when the story takes place.

2. Fantasy stories usually include a main idea or a _______ _______.

3. The people and animals in a fantasy story are its _____________.

4. The _______ in a fantasy story are the things that happen to the characters.
LEARN THE BASICS

LESSON 8: WRITE A STORY

A conjunction is a word that connects two or more ideas. The words and and but are conjunctions.

Write and or but on the line to complete each sentence.

1. Tony is excited about his first sleepover, _______ he is also nervous. Tony gets into a sleeping bag, _______ Bill shuts off the light. Tony gets scared for a second, _______ Bill turns on a night light. Tony sleeps well, _______ he is happy in the morning.

2. Write a sentence using and or but.

________________________________________________________________________

________________________________________________________________________

Answers will vary.

At school I learned about connecting words. Let me show you what I learned.
At school I learned about **capital letters**. Let me show you what I learned.

Use a **capital letter** at the beginning of a sentence and for the first letter in names and months.

*My friend Lily is moving in July.*

Circle each letter that should be a capital letter. Write the words correctly on the lines.

1. my **s**ister and I leave for camp on **j**une 30.

2. our **f**riend **p**atty is also coming.

3. Write a sentence about the summer.

Answers will vary.
At school I learned about **silent letters**. Let me show you what I learned.

Sometimes when two consonant letters are together, one letter may be a **silent letter**.

- **palm**
- **wrap**

Circle the consonant letter that is silent in each word.

1. **knob**
2. **climb**
Circle the word that names each picture.

3. thump  thumb
4. wire  write
5. crumb  crust
6. knit  kit
7. stall  stalk
8. tall  talk
Healthier Lunches

I think school lunches should have more vegetables. We all know that vegetables can make us healthier. The trick is getting kids to eat vegetables. Vegetables can be even yummier than junk food if they are cooked right. One of the tastiest meals I ever ate was just vegetables.

So will you sign my letter to support getting healthier lunches?

Discuss

What is your opinion about healthier lunches?

Use a dictionary to look up the meanings of the bold words.
These are the skills I learned when reading an opinion.

main topic  details  connections  reasons

Find the words in the box above in the word search below.

B C D E G H I J K L M

N M A I N T O P I C O

R S T D E T A I L S U

C O N N E C T I O N S

W Y Z O P I C A B C D

E G H I R E A S O N S

All words appear horizontally.
LESSON 10: WRITE AN OPINION

A pronoun takes the place of a noun. The words I, you, he, she, we, and they are pronouns. The words me, him, her, us, and them are pronouns, too.

Use a pronoun to take the place of the underlined noun. Rewrite the sentence.

1. Meg got a new book.

   ________________________________

2. I spoke to Josh on the phone.

   ________________________________

3. Write a sentence using a pronoun.

   ________________________________

   ________________________________
At school I learned about **possessive pronouns**. Let me show you what I learned.

A **possessive pronoun** shows who has or owns something. The words *my*, *your*, *his*, *her*, *our*, and *their* are possessive pronouns.

Write a possessive pronoun to complete each sentence.

1. You can bring _______ bike inside.
2. I will let you borrow _______ book.
3. Tina got _______ hair cut.
4. Write your own sentence. Use a possessive pronoun.

   ________________________________________________

   ________________________________________________

   _______  2. your  3. her  4. _______  answers will vary.
At school I learned about **syllables**. Let me show you what I learned.

A **syllable** is a word part with one vowel sound.

1 vowel sound = 1 syllable
2 vowel sounds = 2 syllables

<table>
<thead>
<tr>
<th>glass</th>
<th>carton</th>
</tr>
</thead>
</table>

Color the same number of faces as the number of syllables.

1. 3 faces (octopus)
2. 2 faces (monkey)
At school I learned about reading long words. Let me show you what I learned.

You can read a long word by breaking it into syllables:

- between two consonants mit / ten
- after a prefix re / draw
- before a suffix nice / ly

Draw a line to break each word into two syllables.

3. balloon
4. brightly
5. unzip
6. tractor
At school I read a poem. Here is another poem we can read together.

A Place to Read

I swiftly walked beside a brook
Searching for a place to read my book.
I settled down next to a giant tree
But its scratchy bark bothered me.
I climbed upon a sturdy boulder,
But a piece stuck out and hurt my shoulder.
At last, I found a mossy bed.
On this velvet blanket I lay my head.

What pictures did you see in your mind while you read the poem?

Use a dictionary to find the meanings of the bold words.
Use the words from the box to complete each sentence.

1. To help readers imagine what things look like, poets use ___________ ___________.

2. Stories that tell about imaginary people and events are ___________ stories.

3. When I _______ _______ _______ ________, I understand more about a poem.

4. A ___________ passage tells about real people and events.

These are the skills I learned when reading a poem.

ask and answer questions  descriptive words
fiction  nonfiction
Matching Sounds Game

How to play:

1. Cut out the picture cards.

2. Shuffle the cards.

3. Invite a partner to play. Deal each player 6 cards, picture side up.

4. Look at your cards to make pairs with matching vowel sounds. Place these cards on the table. Have your partner do the same.

5. Your partner then looks at the cards left in his or her hand.

6. Your partner asks you for a card with a matching vowel sound.

7. If you have a card with a matching vowel sound, give it to your partner. He or she adds it to his or her pile.

8. Take turns until all the cards are matched.