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 short vowels. Let me show you what I learned.

The letters a, e, i, o, and u are vowels. A word with one vowel usually has a short vowel sound.

Circle the word that names the picture.

1. leg log
2. lamp lump
At school I learned about **long vowels**. Let me show you what I learned.

A **long vowel** sounds like the name of the vowel letter. Words that end with silent -e have a long vowel sound. In a **vowel team**, two vowels work together to stand for one sound.

Circle the word that names the picture.

1. seal  
   soul

2. while  
   whale
Women’s Rights

In 1848, a group of women held a meeting in Seneca Falls, New York. They were there to discuss women’s rights. The women listed problems for the government to fix. Most important was being allowed to vote. The Seneca Falls meeting was the beginning of a long fight. It took seventy-two years for women to win the right to vote.

What do you think is the most interesting fact in the text?

Use a dictionary to find the meanings of the bold words.
These are the skills I learned when reading a social studies text.

- ask and answer questions
- main topic
- subject-area vocabulary
- author’s purpose

Print the following sentences to draw lines from the words to their meanings:

1. subject-area vocabulary  
2. main topic  
3. author’s purpose  
4. ask and answer questions

Answers:
1. subject-area vocabulary – c  
2. main topic – a  
3. author’s purpose – b  
4. ask and answer questions – d
At school I learned more about **vowel teams**. Let me show you what I learned.

With some **vowel teams**, two vowels or letters can work together to stand for different vowel sounds.

- **soup**
- **ouch**

Circle the words with the same vowel sound.

1. **thread**  **seat**  **meat**
Write same or different to tell about the vowel sounds of the underlined words.

2. It’s time to **throw** away the **brown** socks with holes in them.

---

3. I can only **cook** using a recipe from a **book**.

---

4. Sue **read** a story about a **real** queen.

---

5. That **group** of children is very **loud**.

---

6. Our **team** crossed the **stream** first.

---
We can live in Earth’s environment because plants make oxygen. Plants breathe in carbon dioxide through tiny openings. Plants then drink water through their roots. Finally, plants absorb sunlight through cells in their leaves. The cells mix the carbon dioxide, water, and sunlight together and produce sugar and oxygen. The plants use the sugar as food, and we use the oxygen to breathe.

What fact from the text do you find the most interesting?

Use a dictionary to find the meanings of the bold words.
Unscramble the words below.

1. TIROVNENMEN
   [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

2. GENYOX
   [ ] [ ] [ ] [ ] [ ]

3. LAPNT
   [ ] [ ] [ ] [ ] [ ]

Use the clue below to unscramble the letters in the circles.

4. These things help group information in a passage.
   [ ] [ ] [ ] [ ] FEATURES
At school I learned about **r-controlled vowels**. Let me show you what I learned.

An **r-controlled vowel** is a vowel or vowel team with an \( r \) after it that changes the vowel sound.

**chore**

**near**

Circle the word that names the picture.

1. nerve  
2. nurse  
1. share  
2. shear
At school I learned about **compound words**. Let me show you what I learned.

A **compound word** is made up of two smaller words.

- **flagpole**
- **cornstalk**

Draw a line under the compound word in each sentence. Write the two words that make up the compound word.

1. Step off the sidewalk when the light turns green.
   - ________  ________

2. Will you help me with my math homework?
   - ________  ________

3. Nina visits her grandmother twice a week.
   - ________  ________
LESSON 3: READ A HOW-TO TEXT

At school I read a how-to text. Here is another how-to text we can read together.

**Star Pattern Viewer**

**What You Need**

- shoebox  
- black paper  
- sharp pencil

**What You Do**

1. Line the inside of the box and lid with black paper.
2. Cut a hole in the center of one short end.
3. Poke a star pattern on the other end.
4. Put the lid on the box.
5. Look through the hole and observe the star pattern.

**Discuss**

Why is it important to follow the steps in order?

Use a dictionary to find the meanings of the bold words.
These are the skills I learned when reading a how-to text.

- procedure
- images
- compound words

Use the words in the box to complete the word jumble.

1. p n u o o d m c r o s d w
   
   ___ ___ ___ ___ ___ ___ ___
   
   3 5

2. a e g m s i
   
   ___ ___ ___ ___ ___ ___
   
   1 6 2

3. u r c e e p o d r
   
   ___ ___ ___ ___ ___ ___ ___
   
   4 7

4. What has holes in it but still holds water?
   
   ___ ___ ___ ___ ___ ___ ___
   
   1 2 3 4 5 6 7
At school I learned about **collective nouns**. Let me show you what I learned.

A **collective noun** names a group.

1. A herd of ________
2. A pair of ________

1. deer 2. socks
At school I learned about **capital letters**. Let me show you what I learned.

Use a **capital letter** for the first letter in the name of a person, holiday, place, or product.

Draw a line under each letter that should be a capital letter. Then rewrite the sentence.

1. We went to a beach in Florida for Labor Day.

   We went to a beach in Florida for Labor Day.

   2. Tony Brown eats a candy bar called Chunky Chocolatino.

   Tony Brown eats a candy bar called Chunky Chocolatino.

   Write a sentence about a person, holiday, place, or product.

   3. Sample answer: School is closed for Veteran’s Day.

   We went to a beach in Florida for Labor Day.

   Tony Brown eats a candy bar called Chunky Chocolatino.
At school I learned about **prefixes**. Let me show you what I learned.

A **prefix** is a word part added to the beginning of a root word. It changes the meaning of the root word.

- The prefix **un-** means “not” or “opposite.”
- The prefix **re-** means “again” or “back.”

Circle the prefix in each underlined word. Then circle the meaning of the word with its prefix.

1. I spilled juice on my homework, so I had to **rewrite** it.
   - write again
   - write before

2. What is in the **unopened** box?
   - not opened
   - opened again
At school I learned about **suffixes**. Let me show you what I learned.

A **suffix** is a word part added to the end of a root word. It changes the root word’s meaning or the way it is used.

The suffix **-ful** means “full of.”

The suffix **-less** means “without.”

Circle the suffix in each underlined word. Then circle the meaning of the word with its suffix.

1. Our dog is big, but he’s **harmless**.
   - without harm   full of harm
2. Sally was **joyful** at the circus.
   - without joy   full of joy
At school I read a fable. Here is another fable we can read together.

The Fox and the Grapes

A fox out for a walk noticed a bunch of grapes hanging from a high branch. They looked so flavorful and juicy, he was **eager** to gobble them up. He jumped up high, but he just missed them. Feeling **annoyed**, he took a few steps back, ran, and jumped again. But it was useless. He still couldn’t reach them. Finally, he walked away and said, “They’re probably sour, anyway.”

Discuss

How does the fox change from the beginning of the fable to the end?

Use a dictionary to find the meanings of the bold words.
These are the skills I learned when reading a fable.

retell  moral  characters  story structure

Find the words above in the word search.

C S T R U C T U R E D M
H T E M Q P V I O U H T
A O R I W L L R C T E T
R R A I R M N O I U E D
A Y Y O S I M O G H U I
C H A C A R A T E R H S
T E L L I V O B N M F S
E V E R M O R A L Y S T
R E T E L L L O A R M A
S O Y R T T O R Y S T O

retell: ninth row across; moral: eighth row across; characters: first column down; story: second column down; structure: first row across.
At school I learned more about **vowel teams**. Let me show you what I learned.

With some **vowel teams**, two different vowels or letters can work together to stand for the same vowel sound.

- **grain**
- **sleigh**

Circle the two words with the same vowel sound.

1. **cough**  
2. **dough**  
3. **toe**
Write **same** or **different** to tell about the vowel sounds of the underlined words.

2. After the **soup** we can have some **fruit**.

3. The doctor checked my **height** and **weight**.

4. Just **look** at that adorable **brood** of chicks!

5. Those **steel seats** get very hot in the sun.

6. The **strain** of carrying all that **freight** caused the truck to break down.
Timimoto was a boy the size of a big toe. In case of danger, he had a sewing needle for a sword. Even though he was small, he was brave. One night a giant came to town. Suddenly, he snatched up Timimoto and popped him into his mouth. Timimoto plunged his sword into the giant’s tongue. When the giant screamed, Timimoto jumped out. The giant dashed away and was never seen again.

What is surprising about this story?

Use a dictionary to find the meanings of the bold words.
These are the skills I learned when reading a folktale.

- point of view
- illustrations
- compare and contrast stories

Use the words above to solve the crossword.

1. to show how things are different
2. to show how things are alike
3. how a narrator tells a story
4. drawings
At school I learned about **irregular plural nouns**. Let me show you what I learned.

An **irregular plural noun** does not end in -s or -es. It changes its spelling in the plural form.

Circle the plural noun that completes the sentence.

1. Those _____ work together to pull the plow.
   - oxes
   - oxen

2. The _____ in the choir sing beautifully.
   - women
   - woman

**Write a sentence using an irregular plural noun.**

3. ___________________________________________________________________________________
At school I learned about **apostrophes**. Let me show you what I learned.

An **apostrophe (‘) is a punctuation mark used to form a possessive noun. It also joins two words to form a contraction.**

<table>
<thead>
<tr>
<th>Possessive Noun</th>
<th>Contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>the boy’s hat</td>
<td>is not = isn’t</td>
</tr>
</tbody>
</table>

Use a possessive noun or a contraction to replace the underlined words.

1. The feathers of the bird are blue.

   ____________________________________________

2. Mom said **we are** going to the movies today.

   ____________________________________________

**Write a sentence using an apostrophe.**

3. __________________________________________
At school I learned that letters can stand for **more than one sound**. Let me show you what I learned.

Sometimes two letters can stand for more than one sound.

![Island](image1) /ɪl/  
![Sleigh](image2) /sl/  

Circle the sound for the underlined letters.

1. **cough** /g/ /f/  
2. **walk** /lk/ /k/
Write the word next to the sound you hear for the underlined letters.

3. **Who** saw the **whale** leap out of the water?
   /h/ = ________ /w/ = ________

4. It is **tough** to draw a scary **ghoul**.
   /f/ = ________ /g/ = ________

5. We stopped **talking** when we saw the **elk**.
   /lk/ = ________ /k/ = ________

6. It was my **choice** to play **charades**.
   /sh/ = ________ /ch/ = ________

7. Amy **slipped** while walking down the **aisle**.
   /l/ = ________ /sl/ = ________
Say No to Sugar

Sugary drinks shouldn’t be sold in schools. Studies prove that sugary drinks often make children overweight. Some people think soda gives kids energy to get through the day. However, research shows us something different. When the boost of energy wears off, kids are left feeling drained. Schools should ban sugary drinks and help kids stay healthy.

Discuss

What do you think is the most interesting point the author makes?

Use a dictionary to find the meanings of the bold words.
Write a skill for each example below.

1. “However, research shows us something different.”
   Skill: ____________________________

2. The word drained suggests the children are empty of energy.
   Skill: ____________________________

3. “Sugary drinks shouldn’t be sold in schools.”
   Skill: ____________________________

4. to keep children from becoming unhealthy
   Skill: ____________________________

5. “When the boost of energy wears off, kids are left feeling drained.”
   Skill: ____________________________
At school I learned about **adjectives** and **adverbs**. Let me show you what I learned.

An **adjective** describes a noun.

Please speak in a **quiet** voice.

An **adverb** describes a verb.

They **spoke quietly**.

Circle the word that completes the sentence.

1. My dad sings ________, but he doesn’t know it.
   - bad
   - badly

2. There is a ________ amount of food left.
   - great
   - greatly

Write a sentence using an adjective or an adverb.

3. ____________________________________________________________

1. bad  2. great  3. Answers will vary.
At school I learned about reflexive pronouns. Let me show you what I learned.

A reflexive pronoun is a pronoun that ends in -self or -selves.

We bought ourselves a nice dinner.

Choose a reflexive pronoun from the box to complete each sentence.

- myself
- itself
- themselves

1. My parents threw _______ a party.
2. The heater shuts _______ off when it gets too hot.

Write a sentence using a reflexive pronoun.

3. ____________________________________________

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

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**Lesson 10: Write a Friendly Letter**

- **A comma (,)** is a punctuation mark with many uses. Use a comma in the **heading**, the **greeting**, and the **closing** of a letter.

  - **Heading:** March 18, 2014
  - **Greeting:** Dear Peter,
  - **Closing:** With regards,
    Jake

---

**Add the missing commas.**

July 24, 2014

Dear Mom

   Camp is really fun! The weather has been a little cold at night. Can you send me a sweater?

   Love

   Matt
Write a heading, a greeting, and a closing to complete the letter.

________________________

________________________

Remember how upset I was when I found out my mom was going to have a baby? Even though my parents said I would like my new brother, I didn’t believe them. Boy, was I wrong!

Little Sam was born two weeks ago. At first, he looked sort of like a prune. But then something happened. He turned into the cutest baby I’ve ever seen!

I can’t wait for you to meet him!

________________________

________________________

Answers will vary. Sample answers: July 1, 2013; Dear Ann; Love, Emma.
At school I learned about **closed syllables**. Let me show you what I learned.

A **syllable** is a word part with one vowel sound. A **closed syllable** ends in a consonant. It usually has a short vowel sound.

1. **river**
2. **petals**

Draw a line to divide the word into two syllables.
At school I learned about **open syllables**. Let me show you what I learned.

An **open syllable** ends in a vowel. It usually has a long vowel sound.

```
clo / ver  bea / ver
```

**Draw a line to divide the word into two syllables.**

1. tulip

2. bacon
Kitty woke and gazed about the place
And mused upon the host of kittens
(Puzzled by their efforts in this space).
They mewed and cried and begged for food.
They climbed atop and squirmed below—
The others spoiled poor kitty’s mood.
Then kitty knew what she must do.
She joined her siblings in their mewing
Because, alas, she was hungry too!

What do you think this poem is about?

Use a dictionary to find the meanings of the bold words.
These are the skills I learned when reading a poem.

- real-life connections between words and their use
- rhythm and meaning
- shades of meaning

Write a skill that matches the meaning.

1. the small differences in meaning between similar words
   Skill: _________________________________

2. the beats in each line of a poem and what the poet is trying to say
   Skill: _________________________________

3. using your everyday knowledge to understand vocabulary
   Skill: _________________________________
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.