

Name _____

Contractions

Directions Read the sentences. Underline the contractions. Then write the two words that make up the contraction on the line after the sentence.

1. Dan hasn't played guitar before. _____
2. This year he decided he'd like to learn to play. _____
3. His dad and mom said they'd let him take lessons. _____
4. His dad said he wasn't too young to start. _____
5. His sister said she'd like to learn drums. _____
6. Their parents weren't too thrilled with that idea. _____

Directions Use each pair of words to make a contraction. Write the contraction on the line.

- | | |
|--|--|
| <p>_____ 7. I am</p> <p>_____ 8. have not</p> <p>_____ 9. we will</p> <p>_____ 10. has not</p> <p>_____ 11. I would</p> <p>_____ 12. you have</p> <p>_____ 13. he is</p> | <p>_____ 14. they have</p> <p>_____ 15. she will</p> <p>_____ 16. she has</p> <p>_____ 17. we will</p> <p>_____ 18. they are</p> <p>_____ 19. we have</p> <p>_____ 20. you are</p> |
|--|--|

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Home Activity Your child formed contractions by using an apostrophe to take the place of letters that are left out. Ask your child to write sentences using the contractions on this page.

Name _____

Contractions

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

Making Contractions Write the contraction for each pair of words.

1. will not

--	--	--	--	--
2. has not

--	--	--	--	--	--
3. when is

--	--	--	--	--	--
4. you will

--	--	--	--	--	--
5. he would

--	--	--	--
6. should have

--	--	--	--	--	--	--	--	--
7. let us

--	--	--	--	--

Mystery Contractions Look at the shaded boxes. Write the letters and the apostrophe to make another contraction. Then write the two words that make up the contraction.

8. _____ = _____ + _____

Contraction Equations Write a contraction by solving each math word problem. Write an apostrophe in place of the letter or letters you subtract.

9. was + not - o = _____
10. I + would - woul = _____
11. she + had - ha = _____
12. have + not - o = _____
13. can + not - no = _____
14. did + not - o = _____
15. we + had - ha = _____

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Home Activity Your child has been learning to spell contractions. Use a newspaper or a magazine to hunt for contractions together. See how many can be found and circled in five minutes. Work together to figure out what two words make up each contraction.

Name _____

Prefixes *un-*, *re-*, *mis-*, *dis-*, *non-*

Directions Use one of the prefixes in the box to make a word that matches the definition. Write the word on the line.

mis- dis- re- un- non-

1. heat again _____
2. not honest _____
3. put in the wrong place _____
4. not known _____
5. not making sense _____
6. not real _____
7. played again _____
8. not obey _____
9. write again _____

Directions Use one of the words you wrote above to complete each sentence. Be sure that the word makes sense in the sentence.

10. If the soup is not hot enough, Mary can _____ it.
11. We enjoyed the CD so we _____ it.
12. It is foolish to _____ the traffic signals.
13. I made changes to my story, so now I will _____ it.
14. Taking something that is not yours is _____.
15. That story about the two-headed chicken is _____.



Home Activity Your child used and identified meanings of the prefixes *un-*, *re-*, *mis-*, *dis-*, and *non-*. With your child, list more words with the same prefixes. Have your child use them in sentences.

Name _____

Prefixed

Spelling Words

unhappy	recall	disappear	unload	mistake
misspell	dislike	replace	mislead	disagree
rewrite	unroll	unknown	dishonest	react

Context Clues Write the list word that correctly completes the sentence. Use the underlined word as a clue.

- To not spell a word correctly is to _____ it.
- If you don't like something, you _____ it.
- To put something in its place again is to _____ it.
- To not agree is to _____.
- To call back a memory of someone again is to _____ that person.
- For something to appear and then to pass from sight is for it to _____.
- If you take something the wrong way, you _____ it.
- A person who is not honest is _____.
- To lead someone the wrong way is to _____ that person.
- To write something over is to _____ it.
- To act in response to something is to _____.

Making Opposites Use the base form of a list word. Add the prefix *un-* to make a word with the opposite meaning.

known	roll	load	happy
-------	------	------	-------

- Dennis will roll the towel and lay it on the sandy beach. _____
- Lily was happy about her broken computer. _____
- The stranger is known to me. _____
- Please load the groceries and bring them into the house. _____



Home Activity Your child has been spelling words with the prefixes *un-*, *re-*, *mis-*, and *dis-*. To practice the words together, help your child write each list word as an equation, like this: un + roll = unroll.

Name _____

Spellings of /j/, /k/, /s/

Directions Draw a line under the words that have the /j/ sound that you hear in **jar**, **large**, and **edge**. Then write the words on the lines below the sentences.

1. Jassie took a big piece of fudge.
2. The storm caused a lot of damage to the bridge.
3. The large room had a stage at one end.
4. I suggested Greg put less sugar in his jam.

Directions Circle the words in the box that have the sound /k/ spelled *k*, *c*, *ck*, and *ch* as in **mark**, **cost**, **pick**, and **school**. Then write the words on the lines.

decide picket think chemical choose camel certain much

5. _____
6. _____
7. _____
8. _____

Directions Circle the words with the sound /s/ as in **person** and **pencil**. Then use each word in a sentence.

decide is across chance become
counting once simple wish whisper

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____



Home Activity Your child wrote words with the /j/ sound in *jar*, *large*, and *edge*, the /s/ sound in *person* and *pencil*, and the /k/ sound in *mark*, *cost*, *pick*, and *chorus*. With your child, make a list of other words with the /j/, /k/, and /s/ sounds. Write a poem with your child, using some of the words.

Name _____

Spellings of /j/, /s/, /k/

Spelling Words

clock	large	page	mark	kitten
judge	crack	edge	pocket	brake
change	ridge	jacket	badge	orange

Silly Sentences Read each silly sentence. Write the list word that rhymes with the underlined word and makes sense in the sentence.

1. I looked at a sock to tell the time. 1. _____
2. My mitten likes milk. 2. _____
3. There is a big black park on my paper. 3. _____
4. The fudge is in court right now. 4. _____
5. There is a barge hippo in the zoo. 5. _____
6. This book stage has many words on it. 6. _____
7. My racket has a zipper and two pockets. 7. _____
8. Dad stepped on the rake to stop the car. 8. _____
9. Please range the TV channel. 9. _____
10. I have a dime in my rocket. 10. _____

Letter Directions Follow each direction. Write the new word.

11. Add **ge** to **bad**. 11. _____
12. Add **o** to **range**. 12. _____
13. Subtract **pl** from **pledge**. 13. _____
14. Add **c** to **rack**. 14. _____
15. Subtract **f** from **fridge**. 15. _____



Home Activity Your child learned words spelled with *ge*, *dge*, *ck*, and *k*. To help you practice the list words with your child, say each word and ask your child to spell it. Then take turns naming words that rhyme with it.

Name _____

Suffixes

Spelling Words				
beautiful	safely	kindness	finally	spotless
worthless	illness	helpful	daily	suddenly
wireless	quietly	fairness	cheerful	painful

Choosing Suffixes Circle the suffix needed to make a list word. Write the list word.

<u>Base Word</u>	<u>Suffix</u>	<u>List Word</u>
1. kind	ful ness	1. _____
2. quiet	ly ful	2. _____
3. cheer	ful ness	3. _____
4. spot	ly less	4. _____
5. worth	less ful	5. _____
6. sudden	ful ly	6. _____
7. ill	ly ness	7. _____
8. safe	ful ly	8. _____
9. help	ful ness	9. _____
10. final	less ly	10. _____

Meaning Clues Write a list word for each meaning clue.

- | | |
|--------------------|-------|
| 11. full of beauty | _____ |
| 12. full of pain | _____ |
| 13. done each day | _____ |
| 14. with no wire | _____ |

Mystery Word Write the mystery word formed by the boxes. Then write the list word by adding the suffix *-ness* to the mystery word.

15. _____



Home Activity Your child is learning to spell words with the suffixes *-ly*, *-ful*, *-ness*, and *-less*. Help your child write list words with two different suffixes, such as *painless*, *painful* and *kindly*, *kindness*.

Name _____

Suffixes *-ly, -ful, -ness, -less, -able, -ible*

Directions Read the sentences. Add the suffix *-ly, -ful, -ness, -less, -able, or -ible* to the base word in (). Write the new word on the line to complete the sentence. Remember that you may have to change the spelling of the base word.

- (grace) 1. Marcia is such a _____ dancer.
- (beauty) 2. She looks _____ in her costume.
- (quick) 3. She learned the new dances very _____.
- (happy) 4. You can tell she loves dancing. Her face shines with _____ when she dances.
- (enjoy) 5. She makes the dances look so _____.

Directions Add the suffix *-ly, -ful, -ness, -less, -able, or -ible* to each base word. Write the new word on the line. Remember that you might have to change the spelling of the base word.

- 6. like + -able = _____
- 7. kind + -ness = _____
- 8. ill + -ness = _____
- 9. convert + -ible = _____
- 10. depend + -able = _____
- 11. safe + -ly = _____
- 12. play + -ful = _____
- 13. happy + -ly = _____
- 14. final + -ly = _____
- 15. use + -less = _____



Home Activity Your child wrote words with the suffixes *-ly (safely), -ful (playful), -ness (illness), -less (useless), -able (dependable), and -ible (convertible)*. Write base words such as *slow, thank, safe, kind, comfort, soft, and help* on cards. Make other cards with the suffixes on this page. Ask your child to make new words by putting the words and the suffixes together.

Name _____

Consonant Patterns *wr, kn, gn, st, mb*

Spelling Words				
thumb	gnaw	written	know	climb
design	wrist	crumb	assign	wrench
knot	wrinkle	lamb	knob	knit

Word Search Circle the list words in the puzzle. Look across, down, and diagonally. Write the words you find.

w	r	i	n	k	l	e	b	l	c	t	f
r	g	h	k	n	o	w	x	a	m	d	n
i	p	r	q	o	c	r	u	m	b	e	w
t	s	k	v	t	h	u	m	b	t	s	r
t	w	g	n	a	w	y	k	z	b	i	e
e	d	f	c	o	h	k	p	n	v	g	n
n	c	l	i	m	b	c	x	a	i	n	c
a	s	s	i	g	n	w	r	i	s	t	h

- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

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Home Activity Your child practiced spelling words with *wr, kn, gn, st,* and *mb*. Ask your child to write each list word. Have him or her underline the *wr, kn, gn, st,* and *mb* in each word and to X out the letter in each pair that is silent.

Name _____

Consonant Patterns *wr, kn, gn, st, mb*

Directions Read the words. Cross out the silent consonant letters.

- | | | | | |
|----------|-----------|-----------|----------|------------|
| 1. climb | 2. knot | 3. comb | 4. gnaw | 5. knit |
| 6. write | 7. listen | 8. design | 9. wrong | 10. fasten |

Directions Read the sentences. Choose the word from the () with silent consonants as in *wr, kn, gn, st, or mb* to complete each sentence. Write the word on the line.

11. We decided to _____ up the mountain. (hike, climb)
12. We had our lunch in our _____. (pockets, knapsacks)
13. I had my camera strap around my _____. (waist, wrist)
14. We _____ to the weather forecast before we went. (listened, tuned)
15. We didn't _____ the weather would turn cold later. (know, think)
16. It got warm while we hiked, so Marta _____ her jacket.
(unzipped, unfastened)
17. At the top of the mountain, we ate every _____ of our lunches.
(crumb, bit)
18. Then we saw _____ that the weather was changing. (signs, marks)
19. As we hurried back, Marta fell and hurt her _____. (arm, thumb)
20. By the time we got home, her hand was _____. (numb, swollen)



Home Activity Your child wrote words with the silent consonants *wr* (*wrist*), *kn* (*know*), *st* (*listen*), *mb* (*thumb*), and *gn* (*gnaw*). Work with your child, using a dictionary to name more words with those silent letters. Write a silly poem together, using some of the words.