

Dear Parent/Guardian,

During Week 7, your child will practice a variety of skills, including vocabulary, r-controlled vowels, contractions, similies, lesson or central message, and demonstrate comprehension through multiple readings.

We also suggest that students have an experience with reading each day. Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests. Reading for 20 minutes a day will continue to grow your young reader's vocabulary and comprehension.

Links for additional resources to support students at home are listed below for letters and numbers review, sight word practice, colors, shapes, and more:

<https://classroommagazines.scholastic.com/support/learnathome.html>

<https://www.education.com/>

<http://www.sheppardsoftware.com/>

<https://www.funbrain.com/>

<https://www.starfall.com/h/>

<https://www.abcya.com/>

# Reference Page

## Common Contractions

A **contraction** is a shorter way of saying what you need to say. The **apostrophe** ( ' ) goes in the air.

I	+	will	=	I'll	did	+	not	=	didn't
you	+	will	=	you'll	are	+	not	=	aren't
she	+	will	=	she'll	is	+	not	=	isn't
					could	+	not	=	couldn't
I	+	am	=	I'm	were	+	not	=	weren't
he	+	is	=	he's	do	+	not	=	don't
there	+	is	=	there's	can	+	not	=	can't
that	+	is	=	that's	will	+	not	=	won't

## Poetry: Free Verse

- tells a poet's thoughts or feelings.
- does not rhyme.
- can have similes.

## Similes

A simile uses words like or as to compare 2 different things.

To understand a simile, figure out how the author compares one thing to another.

Key words (**like/as**)

Examples:

The girl's hands were **as** cold as ice.

What's being compared? The girl's hand and ice are both cold.

The boy can swim **like** a fish.

What's being compared?  
The boy and the fish are both good swimmers.

Vocabulary	Definition
pale	light in color
excite	to stir up
outdoors	not inside
drops	small amounts of liquid
alliteration	repeating the same sounds at the beginning of words
free verse	poem in which words do not need to rhyme
repetition	repeating words or phrases in a poem
simile	compares two things with words like or as

## Theme

- The theme of a story is the main message the author wants to tell the reader.
- To find theme think about what the characters say and do.

### Examples (moral, message, or lesson or the story)

- Be happy with what you have.
- Hard work pays off.
- It's okay to be different.
- No matter what, you can still achieve your dreams.

## Repetition

Repetition is the use of repeated words and phrases.

Poets use repetition to make a poem sound like a song or to stress the poem's meaning.

Name \_\_\_\_\_

drops

excite

outdoors

pale

**A. Choose the word that makes sense for each clue.  
Write the word on the line.**

1. to give a strong feeling of enjoyment \_\_\_\_\_
2. not inside a building \_\_\_\_\_
3. very light in color \_\_\_\_\_
4. small amounts of liquid \_\_\_\_\_

**B. Complete each sentence with a word from the box above.**

5. We play \_\_\_\_\_ when the weather is nice.
6. I spilled some \_\_\_\_\_ of paint on the floor.
7. The sky was \_\_\_\_\_ blue in the early morning.
8. Squirrels playing outside the window will \_\_\_\_\_ our cat for hours.

**C. Choose one vocabulary word from the box above.  
Write the word in a sentence of your own.**

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

Name \_\_\_\_\_

dare	stare	fare	hair	pair
chair	bear	pear	where	there

**A. Word Sort**

Look at the spelling words in the box. Match the spelling word with the spelling pattern and write the word.

*are*

*air*

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

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

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

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

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

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

*ear*

*ere*

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

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

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

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

**B. Misfit Letter**

An extra letter has been added to each spelling word below. Draw a line through the letter that does not belong. Write the correct word on the line.

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

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

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

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

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

Name \_\_\_\_\_

The letters ***are, air, ear,*** and ***ere*** can stand for the vowel sound you hear in ***air***.

**A. Read each row of words. Circle the word that has the same vowel sound as in *care*. Write the word on the line. Then underline the letters that spell the vowel sound.**

1. peek      paint      pear      \_\_\_\_\_

2. where      wheel      when      \_\_\_\_\_

3. date      dare      dance      \_\_\_\_\_

4. chore      chair      chase      \_\_\_\_\_

5. hair      here      hard      \_\_\_\_\_

6. bark      bean      bear      \_\_\_\_\_

When a vowel or a pair of vowels is followed by the letter ***r***, it changes the vowel sound. The vowels and the ***r*** stay in the same syllable.

**B. Read each word. Draw a line between the syllables.**

7. haircut

8. airport

9. turkey

10. perfect

Name \_\_\_\_\_

dare	stare	fare	hair	pair
chair	bear	pear	where	there

**A. Word Meaning****Write the spelling word for each definition.**

1. a piece of furniture to sit on \_\_\_\_\_
2. to look at something a long time \_\_\_\_\_
3. a set of two things \_\_\_\_\_
4. a kind of fruit \_\_\_\_\_
5. the price to ride something \_\_\_\_\_
6. a kind of large, furry animal \_\_\_\_\_
7. to challenge someone to do something \_\_\_\_\_

**B. Sentences to Complete****Write a spelling word on the line to complete each sentence.**

8. Do you know \_\_\_\_\_ Pat is?
9. I see Pat over \_\_\_\_\_.
10. Pat has short black \_\_\_\_\_.



Name \_\_\_\_\_

- A **contraction** is a short form of two words.
- An **apostrophe** shows where one or more letters have been left out.
- Some contractions are made by combining a verb with the word *not*.

is not	<u>isn't</u>	have not	<u>haven't</u>
has not	<u>hasn't</u>	do not	<u>don't</u>

**Replace the underlined words with contractions. Write the new sentences on the lines.**

1. There are not any clouds today.

\_\_\_\_\_

2. The rain has not fallen yet.

\_\_\_\_\_

3. We have not been for a walk.

\_\_\_\_\_

4. You do not need to rake the leaves.

\_\_\_\_\_

5. Snow is not in the weather forecast.

\_\_\_\_\_

Name \_\_\_\_\_

- A **contraction** is a short form of two words.
- An **apostrophe** shows where one or more letters have been left out.

can not = can'tcould not = couldn'tthere is = there'sshe would = she'dwould not = wouldn'tshe had = she'd

**Replace the underlined words with contractions. Write the new sentences on the lines.**



1. There is a bright star by the moon.

---

2. He could not see it.

---

3. I can not find it, either.

---

4. She had found it before we did.

---

5. I would not like to travel into space.

---



Name \_\_\_\_\_

A **simile** compares two different things using the word ***like*** or ***as***.

**Read the lines from the poem. Answer the questions. Then explain what each simile means.**

1. The ice is as smooth as glass.

What two things does the author compare?

\_\_\_\_\_

Meaning: \_\_\_\_\_

2. Overhead, the sky curves like a blue bowl.

What two things does the author compare?

\_\_\_\_\_

Meaning: \_\_\_\_\_

3. Below the ice, frozen bubbles look like crystal beads.

What two things does the author compare?

\_\_\_\_\_

Meaning: \_\_\_\_\_

4. My cheeks turn as red as apples.

What two things does the author compare?

\_\_\_\_\_

Meaning: \_\_\_\_\_

Name \_\_\_\_\_

**Read the poem. Use the visualize strategy to form pictures in your mind about what happens in the poem.**

## The First Skate

The temperature has been below freezing for days.

- 08 The pond is frozen now,  
13 The ice is as smooth as glass.  
20 I can ice skate outdoors  
25 For the first time this winter.  
31 I put on my skates and lace them up tight.  
41 Then I step onto the ice and push off.  
50 Right foot, left foot, right foot, left foot,  
58 I glide over the ice like a bird.  
66 I spin in a circle and start over again.

Name \_\_\_\_\_



- 75 I look up,  
78 Overhead, the sky curves like a blue bowl.  
86 I look down,  
89 Below the ice, frozen bubbles look like crystal beads.  
98 As I skate, the cool breeze feels like cold fingers on my face,  
111 My cheeks turn as red as apples.  
118 I'm warm inside, though,  
122 It feels like a fire glowing,  
128 As I skate round and round the pond.  
136 I keep telling myself, "One more time,"  
143 Until at last it is the last time and I step off the ice,  
157 Land-bound once again.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**1.** What was the setting of the poem?

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**2.** What did the girl do?

---

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**3.** What is the theme of the poem?

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# Afternoon on a Hill

by Edna St. Vincent Millay

I will be the gladdest thing

Under the sun!

I will touch a hundred flowers

And not pick one.

I will look at cliffs and clouds

5

With quiet eyes,

Watch the wind bow down the grass,

And the grass rise.

And when lights begin to show

Up from the town,

10

I will mark which must be mine,

And then start down!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What does the speaker look at in this poem?

- A. the sun and moon
- B. cliffs and clouds
- C. bugs in the grass

2. Which of these phrases from the poem describes part of the setting?

- A. "which must be mine"
- B. "with quiet eyes"
- C. "a hundred flowers"

3. The speaker of the poem wants to enjoy nature without hurting it in any way.

Which evidence from the poem best supports this conclusion?

- A. I will touch a hundred flowers / And not pick one.
- B. I will mark which must be mine, / And then start down!
- C. I will be the gladdest thing / Under the sun!

4. Where is the speaker of the poem spending an afternoon?

- A. on a hill
- B. in a forest
- C. in a town

5. What is this poem mostly about?

- A. enjoying nature without leaving a mark on it
- B. the effects of wind on grass, cliffs, and clouds
- C. travelling from a hill down to a town

6. Read these lines from the poem:

I will look at cliffs and clouds

With quiet eyes,

Watch the wind bow down the grass,

And the grass rise.

Why might the poet have described the speaker's eyes as "quiet" in the second line of the stanza?

- A. to hint that the speaker cannot hear or speak at all
- B. to show that the speaker was not making any noise
- C. to suggest that the speaker's mouth was not staying quiet

7. Read this stanza from the poem:

I will look at cliffs and clouds

With quiet eyes,

Watch the wind bow down the grass,

And the grass rise.

Which of these lines means the same thing as the last line in this stanza?

- A. And the grass rises quietly.
- B. And the grass might rise.
- C. And watch the grass rise.

Name \_\_\_\_\_

# A Rainy Day

The rain is pouring, pouring down,  
It's so boring to stay inside.  
The rain is dripping, dripping slowly.  
Is it going to rain all day?  
The rain is stopping, stopping now.  
I can go outside and have some fun!



## Answer the questions about the text.

1. How do you know this text is a poem?

\_\_\_\_\_

2. What words does the poet repeat in the poem?

\_\_\_\_\_

3. Why do you think the poet uses repetition?

\_\_\_\_\_



Name: \_\_\_\_\_

# Whale Watch Wonder

By Guy Belleranti

Our tour boat  
Slows to a float  
Near giants of the sea.

The water breaks  
And the boat quakes  
As whales breach one...two...three.



I hold on tight—  
What a great sight!  
I feel both awe and glee.

I wonder if  
These whales I watch  
Are also watching me.

Name: \_\_\_\_\_

# Whale Watch Wonder

By Guy Belleranti



1. What phrase does the author use to describe the whales in his poem?

\_\_\_\_\_

2. How many whales does the author see on his whale watch tour?

\_\_\_\_\_

3. Why does the author hold on tight when the whales breach?

\_\_\_\_\_

4. What does the author wonder about as he watches the whales?

\_\_\_\_\_

5. Give an example of two words that rhyme in the poem.

\_\_\_\_\_ and \_\_\_\_\_