Words with Short Vowels

Read each word. Then find it in the Word Find. Words can go across or down.

| gentle | empty | visit | lily |
| softly | glance | puppy | tumble |

s o v t l y u s o
p v i s i t s o y
u i l o g u f f s
p s y f e m p t y
p g l a n c e l t
y l i e t u m y o
p u l m l i l e s
t u y p e m y l y
b m u t u m b l e

Write each word in the correct place in the chart below.

<table>
<thead>
<tr>
<th>Words with Short Vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
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</tbody>
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Lesson 1
PRACTICE BOOK

A Fine, Fine School
Phonics: Short Vowels a, e, i, o, u

Name ___________________________ Date ___________________________
The Subject of a Sentence

• A sentence is group of words that tells a complete thought. The **subject** is the part of a sentence that tells whom or what the sentence is about.

• The subject usually comes at the beginning of the sentence. The subject can be one word or more than one word. The **complete subject** includes all the words in the subject.

  The weekend is a special time.
  My family enjoys their holidays.

**Write the subject of each sentence.**

1. Saturday is a fun day. ______________________

2. All my friends get together in the park. ______________________

3. Baseball teams play on the fields. ______________________

4. My father coaches the teams. ______________________

5. My mother watches all the games. ______________________

6. Our neighbors bring lots of food. ______________________

7. We cook outside until it is dark. ______________________

8. The kids sleep on a blanket. ______________________

9. Grandma and Grandpa tell stories. ______________________

10. Many of our teachers join us. ______________________
Story Structure

Read the selection below.

It was the first day of third grade. Emma walked to the front door to check the class lists. Mr. Hill was the teacher everyone wanted. Emma read his list first. All of her best friends’ names were on the list, but not her own.

Next, she read Mrs. Smith’s list. No one wanted to be in her room.

“Oh no!” Emma thought. “Not Mrs. Smith! I heard that she’s mean!”

Emma walked down the third grade hallway. She was filled with dread. When she heard someone say, “Hi Emma! I’m glad you’re here,” she jerked her head up. It was Mrs. Smith!

Mrs. Smith shook Emma’s hand and gave her a sweet smile. “We’re going to have a great year!” she said.

Emma relaxed. It was hard to ignore Mrs. Smith’s excitement. She decided it might be a good year after all.

Complete the Story Map to show the story structure.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Plot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem:</td>
</tr>
</tbody>
</table>

| Events:      |

| Solution:    |
The Predicate of a Sentence

- Every sentence has two parts. The subject is one part of a sentence. The other part of the sentence is the predicate.
- The **predicate** is the part of a sentence that tells what the subject does or is.
- The predicate can be one word or more than one word. The **complete predicate** includes all the words in the predicate.
  
  I lie beside the river.
  My body relaxes in the sun.

Write each sentence. Then underline the predicate.

1. Relaxing is not as easy as it looks.
   
   ____________________________

2. I like to watch the clouds above me.
   
   ____________________________

   
   ____________________________

4. Ernie sits on the back steps with his dog.
   
   ____________________________

5. My cousins swing in tires hung from ropes.
   
   ____________________________
**Spelling Word Sort**

Write each Basic Word under the correct heading. One word will go under two different headings.

<table>
<thead>
<tr>
<th>Short a</th>
<th>Short e</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<table>
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<tr>
<th>Short i</th>
<th>Short o</th>
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<table>
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<tr>
<th>Short u</th>
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</table>

**Review**  Add the Review Words to your Word Sort.

**Challenge**  Which Challenge Word has short vowels o and i?

- hospital
- fantastic
## Focus Trait: Word Choice

### Exact Words

<table>
<thead>
<tr>
<th>Without Exact Words</th>
<th>With Exact Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Brown lived in a big house.</td>
<td>Mr. Brown lived in the enormous, old Victorian mansion on the hill behind Taft Middle School.</td>
</tr>
</tbody>
</table>

### A. Read the sentence that does not use exact words. Then choose words and add details to make the description more exact.

<table>
<thead>
<tr>
<th>Without Exact Words</th>
<th>With Exact Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Every day I go to school.</td>
<td>Every ________________ I ____________ to ________________ __________________________.</td>
</tr>
</tbody>
</table>

### B. Read each sentence that does not use exact words. Then look at the illustration on pages 26–27 of *A Fine, Fine School*. Rewrite the sentence using exact words.

**Pair/Share** Work with a partner to brainstorm exact words to use.

<table>
<thead>
<tr>
<th>Without Exact Words</th>
<th>With Exact Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The children are staying busy.</td>
<td></td>
</tr>
<tr>
<td>3. Mr. Keene is making a face.</td>
<td></td>
</tr>
<tr>
<td>4. The children are using their lockers.</td>
<td></td>
</tr>
</tbody>
</table>
Words with the VCCV Pattern

Write a word from the box to complete each sentence in the story.

- blossom
- chipmunk
- rabbit
- galloped
- happened
- princess
- puppet
- suddenly
- garden
- trumpet

1. The blaring _______________ announced the show would soon begin.

2. Children sat in front of a little stage in the _______________.

3. Everyone was excited to see the _______________ show.

4. A furry _______________ was the first puppet onstage.

5. Next came a little _______________ puppet.

6. What _______________ next was a surprise.

7. The rabbit told the chipmunk she was really a beautiful _______________.

8. The chipmunk gave the rabbit a flower _______________.

9. The rabbit _______________ disappeared, and a beautiful princess stood in her place.

10. The princess and the chipmunk _______________ away on a horse.
Samantha looked at her mother in disbelief. “What do you mean we have to go to school all year long?”

Samantha’s mother read the newspaper article aloud. When Samantha stared at her with a confused look, she explained the school board’s decision. “You will go to school from January through December,” she said. “But you will still have three months off. They just won’t all be in the summer.”

“When will we go to Grandma’s?” Samantha asked. “We always go in June and stay for two weeks.”

“You’ll still go in June and you’ll still stay two weeks.”

“What about winter break? We always have two weeks off for winter break,” whined Samantha.

“Yes, you will still have two weeks off for winter break. You have two weeks off in March, two weeks off in June, four weeks off in August, two weeks in November, and two weeks in December.”

“That sounds good!” Samantha said. “I never thought I’d say this,” said Samantha, “but I want to go to school all year long!”

Use a Story Map to write information about the selection. Then write your answers to the questions below.

1. How does Samantha first react when her mother says she will go to school all year long? Why does she act this way?

2. How does Samantha’s mother change Samantha’s mind about year-round school?
Complete Subjects and Predicates

Write the subject of each sentence.

1. Ira loves to read books in summer. _________________
2. Gina enjoys sailing all summer. _________________
3. Michaela rides her bike. _________________
4. Wanda and Jane planted a garden. _________________
5. The kids on Roy’s block play baseball. _________________

Write the predicate of each sentence.

6. Tera and her swim team travel on buses.

______________________________

7. The golf team has games all summer.

______________________________

8. Our dog sleeps most of the summer.

______________________________


______________________________

10. Cara builds houses for people.

______________________________
Short Vowels

Write a Basic Word to finish the second sentence in each pair of sentences.

1. Water is wet.
   Glue is ____________.

2. You eat breakfast in the morning.
   You eat ____________ at noon.

3. You use a ruler to measure length.
   You use a ____________ to measure time.

4. Eyes help you see.
   A nose helps you ____________.

5. A writer writes a book.
   A farmer plants a ____________.

6. You can earn money by doing a job.
   When your money is gone, it is ____________.

7. Watermelons are seen in summer.
   ____________ are seen in fall.

8. A wolf belongs to a pack.
   A student belongs to a ____________

9. A horse learns to prance.
   A child learns to ____________.

10. A key helps you open a door.
    When you leave, you ____________ the door.

Challenge 11–12. Make up a pair of sentences similar to the ones above. Use a Challenge Word as the answer.

Basic
1. crop
2. plan
3. thing
4. smell
5. shut
6. sticky
7. spent
8. lunch
9. pumpkin
10. clock
11. gift
12. class
13. skip
14. swing

Review
next
hug

Challenge
hospital
fantastic
Multiple-Meaning Words

Read the sentence. Write the meaning of the underlined word as it is used in the sentence. Think of another meaning for the underlined word. Use a dictionary if you need help. Write a sentence that includes that word and meaning.

1. One fine day when the sun was out, our family went on a picnic.

2. We ate sandwiches and tried a new kind of juice drink.

3. We got to watch people flying kites.

4. We rode a little train around the park.

5. We plan to take another trip to the park soon.
Writing Proper Nouns

- Nouns that name a day of the week, a holiday, a month of the year, a person’s name, a person’s title, or a book’s title are called **proper nouns**.

  On a **Wednesday** in **November**, **Ms. Rodgers** had a **Thanksgiving** party.

  She read from her book, **Why Summer School?**

**Identify the proper nouns in each sentence. Then write each sentence correctly.**

1. Our school principal visited on mother’s day.

   __________________________________________

2. Our teacher will give a test next monday.

   __________________________________________

3. The math teacher, **ms. Davis**, surprised all of us.

   __________________________________________

4. One of my favorite books is **winter games**.

   __________________________________________

5. In the U.S., **july 4th** is independence day.

   __________________________________________

6. Did you see **mr. clarke** on sunday?

   __________________________________________
Proofreading for Spelling

Read the following invitation. Find and circle the misspelled words.

You’re Invited!

Please plan to attend Mr. Hay’s class next Monday.

We have spent three weeks learning about autumn. We want to share some of the things we learned with you.

We will begin when the clock strikes ten. We will shut the doors at that time. We will teach you about some crops farmers grow in our area in the fall. Then we will discuss interesting facts about the sun and Earth at this time of year. Finally, we will eat. You will be hungry from the delicious smell of pumpkin pie! It will be our gift to you.

Write the misspelled words correctly on the lines below.

1. ____________  
2. ____________  
3. ____________  
4. ____________  
5. ____________  
6. ____________  
7. ____________  
8. ____________  
9. ____________  
10. ____________  
11. ____________  
12. ____________  
13. ____________  
14. ____________

Spelling Words

Basic
1. crop
2. plan
3. thing
4. smell
5. shut
6. sticky
7. spent
8. lunch
9. pumpkin
10. clock
11. gift
12. class
13. skip
14. swing

Review
next
hug

Challenge
hospital
fantastic
Sentence Fluency

Sometimes two sentences have the same predicate. You can put the sentences together by combining the subjects. The new sentence has more than one subject, called a **compound subject**. This will make your writing smoother.

### Two Short Sentences with the Same Predicate

<table>
<thead>
<tr>
<th>Short Sentences</th>
<th>Smoother Sentences with a Compound Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raul taught our cat to fetch. Winston taught our cat to fetch.</td>
<td>Raul and Winston taught our cat to fetch.</td>
</tr>
<tr>
<td>My sister showed the puppy tricks. My father showed the puppy tricks.</td>
<td>My sister and my father showed the puppy tricks.</td>
</tr>
</tbody>
</table>

Combine two short sentences into one smoother sentence with a **compound subject**. Write the sentence on the line.

1. Our dog loves bones. Our cat loves bones.


3. Dogs love attention. Children love attention.

4. Danny taught our dog to sit. Alma taught our dog to sit.

5. The dog begged us to come. The cat begged us to come.