Common Vowel Pairs
ai, ay, ee, ea

Write the word from the Word Bank that best completes each sentence.

<table>
<thead>
<tr>
<th>always</th>
<th>easel</th>
<th>stain</th>
<th>steam</th>
</tr>
</thead>
<tbody>
<tr>
<td>bait</td>
<td>greedy</td>
<td>players</td>
<td>sweeten</td>
</tr>
<tr>
<td>breeze</td>
<td>holiday</td>
<td>queen</td>
<td>trail</td>
</tr>
<tr>
<td>chain</td>
<td>layers</td>
<td>seasons</td>
<td></td>
</tr>
</tbody>
</table>

1. Of all the ____________, fall is my favorite.
2. When you boil water, the ____________ you see is the water vapor.
3. There was no school yesterday because it was a ____________.
4. The door is secured with a lock and strong ____________.
5. I knew it was the ____________ because of her crown.
6. The hikers walked along the marked ____________.
7. The artist paints at his ____________.
8. To be safe, I ____________ look both ways at a stop sign.
9. I will use honey to ____________ the iced tea.
10. The cake has three different ____________.
11. The spilled juice left a ____________ on the carpet.
12. On a hot day, a ____________ is welcome.
13. Remember to take the ____________ with you when you go fishing.
14. Four ____________ can play the game at the same time.
15. If you do not share, people may think you are ____________.
Is It a Sentence?

- A **sentence** is a group of words that tells a complete thought. It tells who or what, and it tells what happens.
  
  The whole neighborhood stood in the street.
- A group of words that is not a sentence is called a **fragment**. Parts of a sentence are missing.
  
  The whole neighborhood. Stood in the street.

**Write sentence** if the group of words is a sentence. **Write not a sentence** if it is not a sentence.

1. Men handed out papers. ______________________
2. Carried signs and shouted. ______________________
3. A large group of people. ______________________
4. The bookstore made money. ______________________
5. Everyone was happy. ______________________

Tell what is missing from the fragments. **Write Who or what is missing.** or write **What happened is missing.**

6. Young students and older friends. ______________________
7. Blocked off the street. ______________________
8. Played music and danced. ______________________
9. Long lines of readers. ______________________
10. Listened to the speeches and thought hard. ______________________
Understanding Characters

Read the selection below.

After dinner, Mom showed Carlos something that had come in the mail. It was pictures of animals at a shelter. The shelter was asking for money to take care of the animals. “I want to help those animals,” said Carlos. “I’m going to raise money for the shelter.” Just then, Carlos’s older brother, Philip, came into the kitchen. Carlos told Philip about his plan to help. “I want to help, too,” Philip said.

The very next day, Carlos started. Everywhere he went, he showed people the pictures and collected money. After a month, Carlos had raised over $500. Mom drove Carlos and Philip to the shelter. Carlos gave the manager the money. “I helped, too,” Philip said. Mom took a picture of Carlos, Philip, and the manager. She put it in the newspaper.

Later, Mom asked Carlos why he let Philip take some of the credit for raising the money. Carlos explained, “I just want to help the animals.” Mom smiled from ear to ear and gave Carlos a huge hug. “You did help them,” she said. “You helped me, too.”

Complete the Column Chart to show your understanding of Carlos and Philip.

<table>
<thead>
<tr>
<th>Details About the Character</th>
<th>My Experience</th>
<th>What I Think</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Introduce Comprehension
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Correcting Fragments

- A complete sentence tells who or what, and it tells what happens. Your writing will be easier to understand if you use complete sentences.

*Who or What Is Missing:*
Wrote a long letter.

*What Happens Is Missing:*
Susan with her pen.

*Who or What Added:*
Theo wrote a long letter.

*What Happens Added:*
Susan writes with her pen.

Write the group of words that will make a sentence. Choose one of the groups of words below the sentence.

1. Last night, Dora ________________
   (pink paper; called people)

2. ________________ called their friends.
   (In long sentences; Mom and Dad)

3. Other friends ________________
   (made phone calls; who are good people)

4. ________________ got money in the mail.
   (Surprising us; The family)

5. The post office worker ________________
   (a lot of mail; brought it to us)
Spelling Word Sort

Write each Basic Word under the correct heading.

<table>
<thead>
<tr>
<th>Long a Spelled ay</th>
<th>Long a Spelled ai</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Long e Spelled ee</th>
<th>Long e Spelled ea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Review  Add the Review Words to your Word Sort.

Challenge  Add the Challenge Words to your Word Sort.

Review Words
- paint
- please

Challenge Words
- yesterday
- explain
Focus Trait: Voice
Express Thoughts and Feelings

These thoughts and feelings… …help you understand this.

Destiny remembers how much she enjoyed talking with writers. She describes how they shared her love of words. They show how Destiny feels about talking to authors, and they explain why Destiny wanted to become a writer.

A. Read the event from Destiny’s Gift. Underline the words that show Destiny’s thoughts and feelings. Then explain what they help you understand about Destiny.

These thoughts and feelings… …help you understand this.

1. Destiny can’t stop crying after she finds out about Mrs. Wade’s store.

B. Read each sentence that tells an event from Destiny’s Gift. Look at the page listed. Write a sentence that tells about Destiny’s or Mrs. Wade’s thoughts and feelings.

Pair/Share Work with a partner before you write.

Event Sentence with Thoughts and Feelings

2. Page 80: Destiny says she likes Mrs. Wade’s bookstore.

Cumulative Review

Read the grocery list. Write each item in the chart below.

<table>
<thead>
<tr>
<th>Grocery List</th>
</tr>
</thead>
<tbody>
<tr>
<td>artichokes</td>
</tr>
<tr>
<td>beans</td>
</tr>
<tr>
<td>beef</td>
</tr>
<tr>
<td>cheese</td>
</tr>
<tr>
<td>coffee</td>
</tr>
<tr>
<td>grapes</td>
</tr>
<tr>
<td>lemonade</td>
</tr>
<tr>
<td>limes</td>
</tr>
<tr>
<td>grains</td>
</tr>
<tr>
<td>oatmeal</td>
</tr>
<tr>
<td>peaches</td>
</tr>
<tr>
<td>peanuts</td>
</tr>
<tr>
<td>pineapple</td>
</tr>
<tr>
<td>prunes</td>
</tr>
<tr>
<td>crayfish</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Long a</th>
<th>Long e</th>
<th>Long i spelled VCe</th>
<th>Long o spelled VCe</th>
<th>Long u spelled VCe</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCe</td>
<td>VCe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ai</td>
<td>ee</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ay</td>
<td>ea</td>
<td></td>
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</tbody>
</table>

Write a recipe on another sheet of paper. Use at least three words on the list. You can use other ingredients, too.
Read the selection below.

Dillon is ten years old. His little brother, Tate, is four. When Tate asks, “Can I come with you, Dillon?” Dillon always answers, “No, Tate. You’re a baby!” This makes Tate cry. “I’m not a baby!” he protests.

When Tate tries to do what Dillon does, he gets hurt or gets in the way. Dillon yells, “You’re too young to do this, Tate!”

One day, Dillon and Tate were at the park. Dillon’s friends arrived with a soccer ball. “Want to play?” they asked Dillon.

“Yes,” Dillon answered.

“Me, too,” said Tate.

“You’re too young,” said one of Dillon’s friends.

“Yes, you’re a baby,” said another.

Suddenly the hair on the back of Dillon’s neck rose. His brow furrowed. “Tate is NOT too young!” he yelled. “He is NOT a baby!”

Dillon turned to Tate. “Come on, Tate. Let’s go play on the swings.”

“Okay,” said Tate as they walked away from Dillon’s friends.

Answer the questions about a character’s motives.

1. When does Dillon call Tate a baby? Why does he do this?

2. What happens when Dillon’s friends call Tate a baby? Why does Dillon have this reaction?
Correct Run-ons

Two or more sentences that run together are called run-on sentences. Use end marks and capital letters correctly to keep sentences from running together.

*do you want to find out more about moose go to the library*

*Do you want to find out more about moose? Go to the library.*

Do not use a comma to separate two sentences.

*I don’t have any moose books, I’ll go to the library.*

*I don’t have any moose books. I’ll go to the library.*

Correct each run-on sentence. Write it as two sentences.

1. Moose is the American name for the largest deer it is called elk in Europe.

   __________________________________________________________________________

   __________________________________________________________________________

2. The name comes from *mos* the word is from a Maine Indian language.

   __________________________________________________________________________

   __________________________________________________________________________

3. Moose live in forests, they are comfortable in the cold.

   __________________________________________________________________________
More Long a and Long e Spellings

Write a Basic Word to answer each clue. Then use letters in the word to answer the second clue. The letters may not be in the correct order.

1. what helps you catch fish ___ ___ ___ ___
   what you swing in baseball ___ ___ ___

2. how fast you go ___ ___ ___ ___ ___
   not shallow ___ ___ ___ ___

3. something you do when you sleep ___ ___ ___ ___ ___
   what you do with a book ___ ___ ___ ___ ___

4. candy has this taste ___ ___ ___ ___ ___
   a direction on a map ___ ___ ___ ___ 

5. a reward for a dog ___ ___ ___ ___ ___
   what you do with food ___ ___ ___ ___

6. to go away ___ ___ ___ ___ ___
   the night before a holiday ___ ___ ___ ___

7. to look or appear to be true ___ ___ ___ ___ ___
   your eyes help you do this ___ ___ ___ ___

8. something you might walk on in the woods ___ ___ ___ ___ ___
   a rodent with a long tail ___ ___ ___ ___ ___
Read each word below. Write the antonym from the box above. Then write a sentence using both words.

1. nothing ____________

2. first ____________

3. raise ____________

4. right ____________

5. throw ____________

6. give ____________
Writing Quotations

• Show what someone says by putting quotation marks (" ") at the beginning and the end of the speaker’s exact words.
  Mom asked, “Have you finished studying?”
• Place a comma after words like said or asked. Use a capital letter for the first word and an end mark inside the quotation marks.
  Gregorio said, “I just finished.”

1–3. Write each sentence correctly using quotation marks.

  1. John said, Please bring your lunch to the picnic.
     ____________________________________________
  2. Grandfather asked, will you bring mine, too?
     ____________________________________________
  3. I said, I will make you something special.
     ____________________________________________

4–8. Use proofreading marks to correct this paragraph.

   My friend Gertie and I offered to help our neighbor. Mrs. Ling said “Why, I’d love it if you would help me.” I asked, “where do you want us to start?” Mrs. Ling asked, “Do you know how to do dishes”? Gertie said, “I do!” She started washing, and I asked, “are you living here alone?” She said, “Yes I live here by myself. I said, “From now on we will be here.”
Proofreading for Spelling

Read each sign. Find and circle the misspelled words.

1. Plees do not feed the bears.
2. Spead Limit 55 Miles per Hour
3. Stay on the traill.
4. Sweete tee $1.00 Peanuts $.50
5. The zoo will close today at 4 PM.
6. Leeve your shoes outside.
7. Stay out! Wet paynt.
8. Do not be afrad to try new things.

Write the misspelled words correctly on the lines below.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

Spelling Words

Basic
1. lay
2. real
3. trail
4. sweet
5. today
6. dream
7. seem
8. tea
9. treat
10. afraid
11. leave
12. bait
13. cheer
14. speed

Review
paint
please

Challenge
yesterday
explain

Destiny's Gift
Spelling:
More Long a and Long e Spellings

Lesson 3
PRACTICE BOOK
Sentence Fluency

Too many short sentences make writing sound choppy. Sometimes you can combine two short sentences to make one longer sentence. Use a comma (,) and the conjunction and, but, or or to combine two sentences.

<table>
<thead>
<tr>
<th>Short Sentences</th>
<th>Compound Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Libby owns many books.</td>
<td>Libby owns many books, but she hasn’t read them all.</td>
</tr>
<tr>
<td>She hasn’t read them all.</td>
<td></td>
</tr>
</tbody>
</table>

Combine the short sentences into compound sentences. Use a conjunction.

1. Victoria came to our book party. She brought ten books.

2. We could have the party on Saturday. We could wait until Sunday.

3. People could bring books. They could bring magazines.

4. The books David brought were very interesting. They were hard to understand.

5. The party was a big success. Not everybody was able to come.