



Dear Parents,

Here is your child's first Take-Home Task. This activity accomplishes two skill-based purposes. First, it helps your child develop vocabulary and thinking skills. Second, it helps your child review short vowel words (hop) and long vowel words (hope), a fundamental phonics skill. Discuss the directions and guide your child through the activity, asking your child to explain all word choices.

Circle the word in List B that goes with the words in List A.

List A

- | | | |
|-----------|-------|-------|
| 1. sleet | frost | snow |
| 2. roach | moth | ant |
| 3. coat | robe | cloak |
| 4. scrub | mop | pail |
| 5. throat | nose | neck |
| 6. blocks | doll | top |
| 7. toast | milk | cake |
| 8. mob | team | pack |
| 9. goat | frog | chick |
| 10. globe | dome | bowl |
| 11. groan | moan | croak |
| 12. glow | light | blaze |

List B

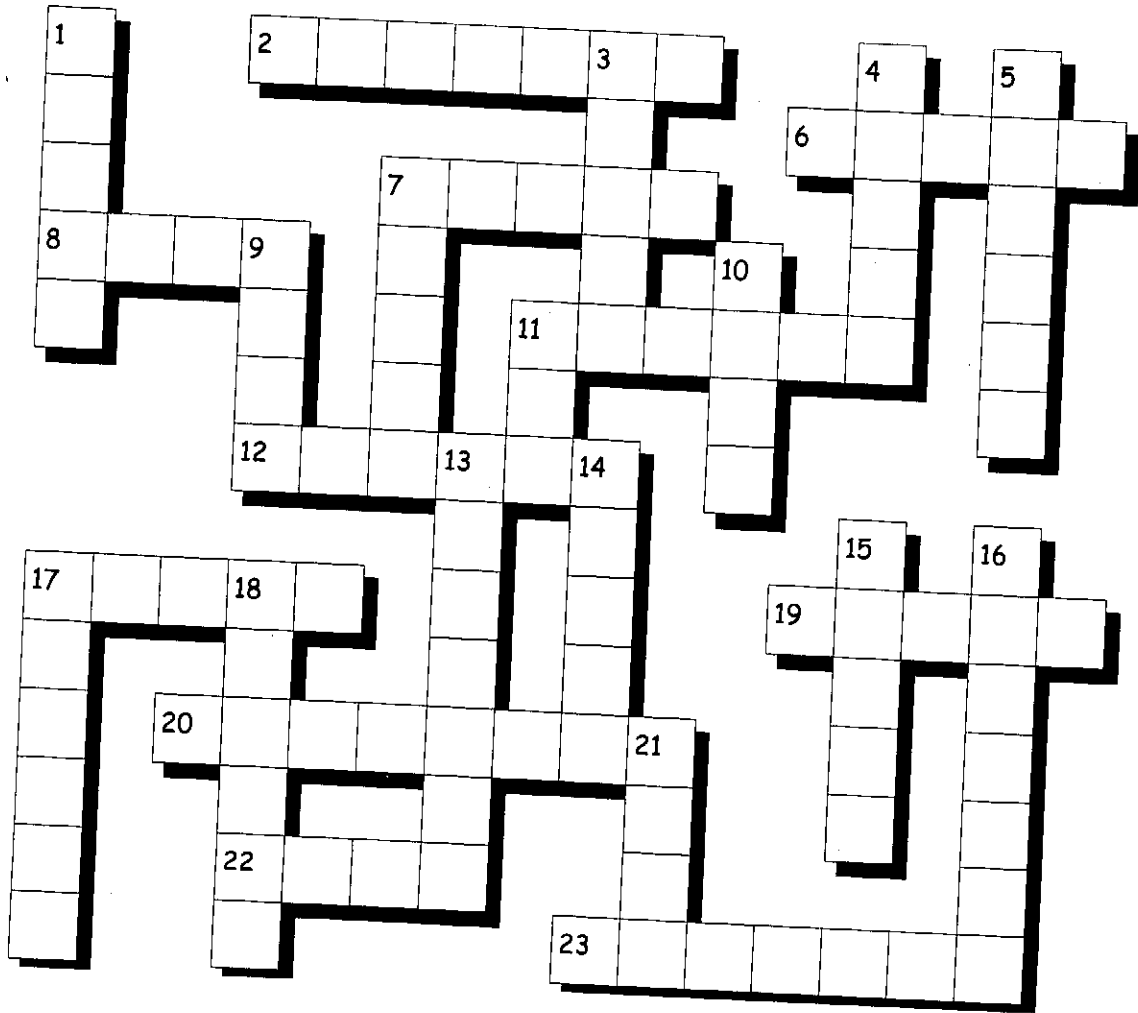
- | | | |
|-------|--------|--------|
| cold | road | pond |
| pig | frog | flea |
| hose | cape | dot |
| roast | toad | soap |
| leg | teeth | thigh |
| kite | fox | rock |
| crop | boss | pie |
| flock | flow | oak |
| bone | rope | hog |
| cross | pot | slope |
| hold | growth | scream |
| flame | rose | moss |

Later, have your child label each word in the activity by vowel sound—L for long or S for short.



Dear Parents,

Here is another activity for you and your child to do together. In this puzzle, your child focuses on spelling words with the letter combinations ch, ph, sh, th, and wh. All the puzzle words contain one of these letter combinations, called consonant digraphs. Your child also practices vocabulary skills, specifically antonyms. All the puzzle words are antonyms of the clue words. Good luck!



ACROSS

- 2. all
- 6. catch
- 7. tall
- 8. this
- 11. shouldn't
- 12. niece
- 17. stale
- 19. here

- 20. alone
- 22. we
- 23. shout

DOWN

- 1. life
- 3. south
- 4. adult
- 5. father
- 7. dull
- 9. fat
- 10. pull
- 11. he
- 13. sick
- 14. black
- 15. these
- 16. sister
- 17. start
- 18. rough
- 21. poor



Dear Parents,

Here is a practice activity for you and your child to do together. This activity will help your child spell words that contain the sound heard at the beginning of



This sound is spelled most frequently with *s*. Sometimes it is spelled with *ss* or *sc*. The letter *c* can also spell this sound with the help of *e*, *i*, or *y*. A good speller learns which spelling pattern to use.

Discuss the directions with your child. Then let your child do as much as possible without your help. Next, check the spelling of the words together. Help your child use a dictionary, as needed. Then have your child read the words and discuss the meanings of unfamiliar words.

Add the missing letters that spell the sound you hear at the beginning of



Use *s*, *ss*, *sc*, *ce*, *ci*, or *cy*.

____even

thirty-____ix

____rtainly

re____tful

le_____

hi____tory

pea____ful

i_____

pla_____

____in_____

choi_____

cla_____room

a____king

almo____t

____econd

acro_____

United ____tate____

again____t

perhap____

____ty

____rcle

bi____cle

____clone

____pa_____

____ience

prin____pal

____enery

democra_____

de____end

fa____nate

mu____le

a____d

____der

____rcu_____


de____de


____tizen

There's more! Can your child find and write more words with the sound? Have your child sort each word by its spelling pattern.



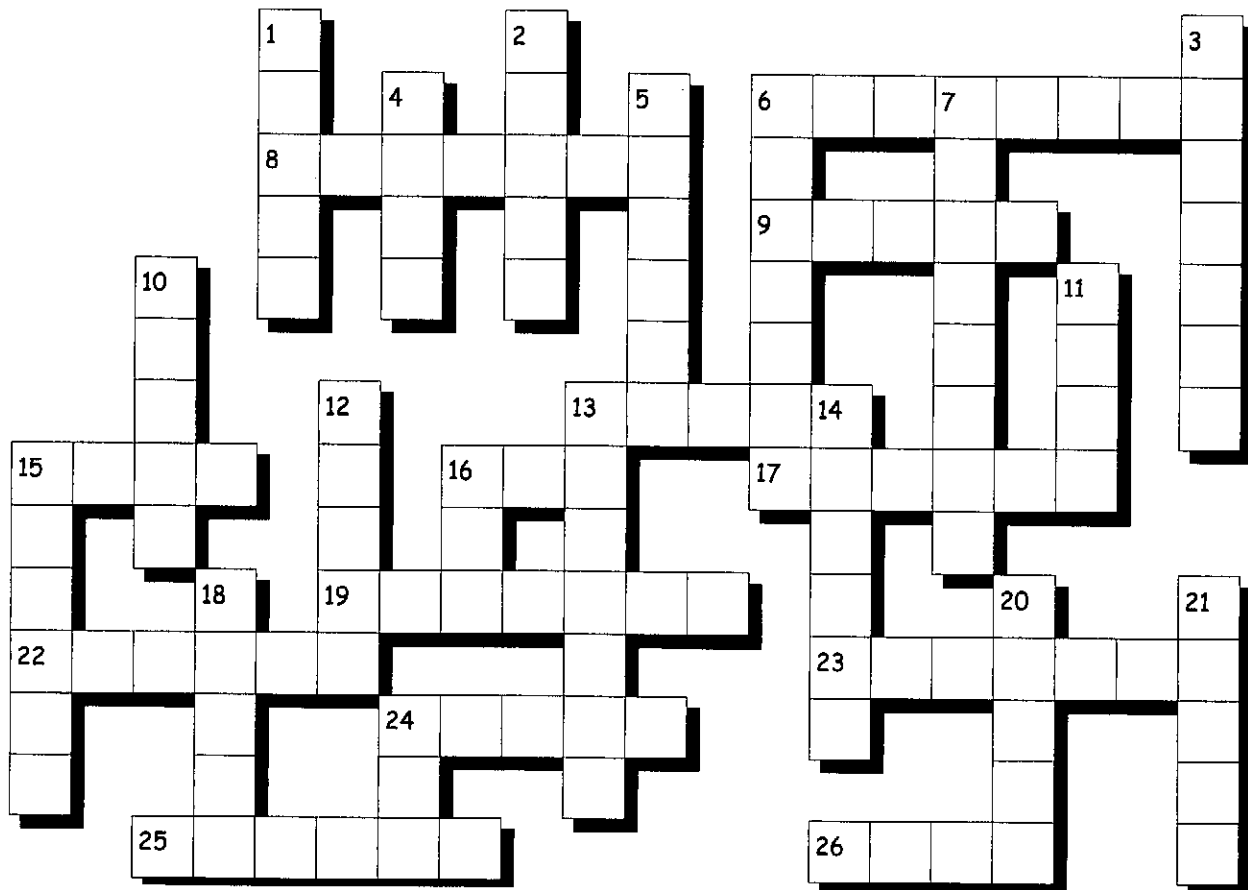
Dear Parents,

On the last Take-Home Task, you worked with your child on the most frequent spelling patterns for the sound heard at the beginning of .

Now, have your child practice spelling words with the sound heard at the beginning of . Of course, *j* spells this sound, but most often it is spelled *gi*, as in *giant*. You see, *g* can spell this sound with the help of *e*, *i*, or *y*. Sometimes it's spelled *dge*. Oh, the English language!

Have your child read the directions and explain what is expected. Help your child use a dictionary to verify spellings.

Complete the puzzle using words that contain the sound heard at the beginning of .



ACROSS

- 6. Richmond is the capital of this state
- 8. Atlanta is the capital of this state
- 9. opposite of small
- 13. a theater has one
- 15. seventh month
- 16. fast airplane
- 17. car at the head of the train
- 19. trash
- 22. house for a car
- 23. animal with a very long neck
- 24. person in charge at a trial
- 25. overpass across water
- 26. become a member

DOWN

- 1. amazing tricks that seem real
- 2. turn these in a book
- 3. a winter month
- 4. it makes you laugh
- 5. short coat
- 6. small town
- 7. enormous
- 10. spread it on toast
- 11. follows May
- 12. a sheriff wears this
- 13. odd, weird, unusual
- 14. food helps to give us this
- 15. tropical forest
- 16. glass container
- 18. opposite of minor
- 20. Tokyo is a city in this country
- 21. denim pants
- 24. run slowly, trot



Dear Parents,

Often children hear or read expressions that they may not understand. Help your child by discussing the meaning of these sayings:

A penny saved is a penny earned.

Haste makes waste.

One good turn deserves another.

Finders keepers, losers weepers.

Seeing is believing.

That's sour grapes.

Nothing ventured, nothing gained.

Timing is everything.

Truth is stranger than fiction.

United we stand; divided we fall.

Appearances are deceiving.

Safety first.

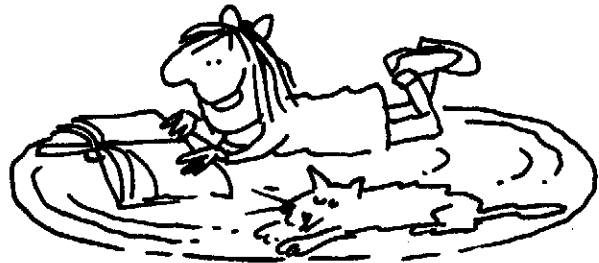
Next, talk about what it means when someone tells you—

to hold your horses; to rest assured; they're bored stiff; to quit nosing around; you're skating on thin ice; that's the way the ball bounces; you're losing your marbles; you're causing a stir; they're living the life of Riley; they're packed in like sardines; they're selling like hotcakes.

Notice that some words are underlined. On another sheet of paper, have your child write these words and then write the base word. Each of these words illustrates a consistent spelling rule:

For words ending in silent e, drop the final e before adding a suffix that begins with a vowel—a, e, i, o, u, y.

There's more! Have your child find more words that end in silent e. Then add appropriate suffixes that begin with a vowel, such as *ed*, *ing*, *er*, *est*, *able*, or *y*.





Dear Parents,

One way your child is learning to be a better speller is through writing. On this Take-Home Task, you can help your child develop vocabulary and spelling skills for writing. This activity begins with words that have more than one meaning—then the words are changed to spell many more words.

First, have your child read the directions. Then guide your child through the activity. Help your child use a dictionary, as needed.

Identify at least two meanings for the word in the box. Then use the word to begin a word chain. To make the word chain, you may change, add, or remove one letter to make new words.

point...paint...pain...plain...plan...plant...pant...pint...pints...prints

fire	_____
mean	_____ _____
draw	_____ _____
space	_____ _____
ground	_____ _____
store	_____ _____
free	_____ _____
miss	_____ _____
state	_____ _____
letter	_____ _____



Dear Parents,

Your child is learning that long words are easier to spell if the word parts are spelled separately. This skill is easy to practice with compound words. Have your child read and explain the directions. Then read the story with your child.

Read the story and solve the riddle. Then underline the compound words.

Mrs. Greenleaf was the chairman of a firm that made cardboard boxes. She was doing some business homework in her downtown highrise apartment one weekend when she discovered she could make a big sale in a seaport town in the Northwest. She packed her suitcase on Sunday and planned to leave from work by early afternoon the next day.

As she was saying good-bye to her staff, Jeb Letterman rushed up to her. He was the night security guard for the warehouse.

"Be forewarned!" he cried. "Don't travel today. I foresee trouble. For the past three nights I've dreamed of thunderstorms and bad weather. When I awake, I have flashbacks of heavy downpours of rain and whirlwinds."



But, carefree Mrs. Greenleaf thought nothing of the outburst. She drove herself down the highway with a positive outlook about her upcoming meeting that she hoped would generate a big payoff for her company. Yet, she was determined to bid Jeb farewell from his position upon her return. Why?

If your child hasn't found at least thirty compound words, look again!

Now, why did Mrs. Greenleaf plan to dismiss Mr. Letterman? If you are struggling with the answer, reread the part of the story that tells about how and when the night guard had his premonitions.

There's more! Help your child identify the words that make up these compound words.



Dear Parents,

Here is a scramble game for you and your child to do together. Its purpose is to focus on irregular verbs—those for which we change the spelling in the past tense rather than add an *ed* suffix. For example, we do not add *ed* to *take* to make the past tense. Instead, we write *took*.

Begin by having your child read the directions and then explain to you what is expected. Next, have your child do as much as possible without your help. Last, check the answers together.

Unscramble the past tense verbs in column 1. Write the past tense verbs in column 2. Then write the present tense in column 3. Next, use the letters inside the circles to unscramble the mystery word.

Scramble	Past Tense	Present Tense
1	2	3
1. idd	___ ○ ___	_____
2. hader	_____ ○ ___	_____
3. eamd	___ ○ _____	_____
4. uthgrob	___ ○ _____	_____
5. lodt	_____ ○ ___	_____
6. nar	___ ○ _____	_____
7. twero	_____ ○ _____	_____
8. tthoug	_____ ○ _____	_____
9. ngeab	_____ ○ _____	_____
Mystery Word: _____		



Dear Parents,

Please complement our work at school with at-home practice of these often-confused homophones. Have your child cut out the word cards. Then say sentences that use these words and ask your child to respond with the correct word card. Next, reverse roles. Ask your child to say a sentence and you respond with a word card. Your child decides if it is the correct response.

You may find that your child would benefit by writing "reminder" sentences on the back of the word cards. Following are sentences that are on a chart your child uses when proofreading for these words at school.

- There's a book.
- The book is over there.
- Is it their book?
- Yes, the book is theirs.
- They're reading the book.

there

there's

their

theirs

they're



Dear Parents,

Here is a brain teaser for you and your child to ponder. All the while, your child can practice spelling contractions. Read the story puzzle together. Then have your child underline the contractions in the story. Next, have your child write each contraction on another sheet of paper, as well as the words that compose the contractions (that's/that is). If the puzzle stumps you, a hint can be found at the bottom of the page. Good luck!

Miss Brinker said, "Class, let's put on our thinking caps. Liz has a trick. She's ready. She'll have a good one, I'm sure. What's your trick, Liz?"

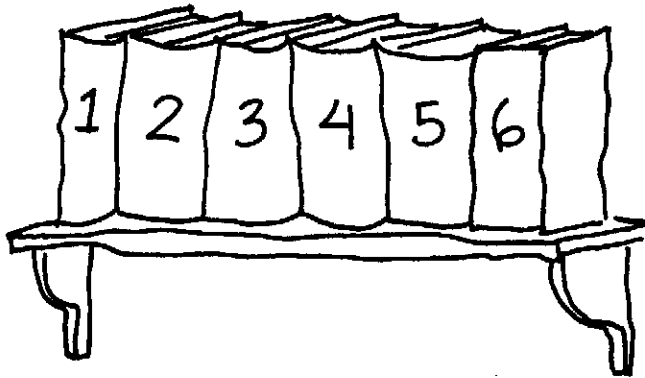
Here's the trick Liz shared with her classmates—

They've stacked six books side by side.

Each book is two inches thick and has 200 pages. There's a bookworm that's going to chew from page 1 in Book 1 to page 200 in Book 6. We shouldn't count the covers. How many pages did the bookworm eat through? How many inches did he go?

"That wasn't tough!" cried Tim! "He's eaten through 12 inches and 1,200 pages! It's easy!"

"Don't be so quick," smiled Liz. "You're wrong. You'd better think again! Where's page 1 in Book 1? You mustn't forget where page 200 is in Book 6."



To help your child solve the puzzle, you may wish to recreate the shelf of six books to make the solution less abstract.

Look at the books. Note that the bookworm does not eat through Book 1, nor through the pages of Book 6



Dear Parents,

Thank you for being a member of your child's spelling team! We know it benefits your child, but we hope it's also fun! Here is a word-search game. Its purpose is to reinforce the spelling of plural words.

Circle the plural form of the words in the box. Then, on another sheet of paper, write the circled puzzle words sorted into six categories by the action you took to make the singular form plural. The answers read across (left to right) or down.

- fox
- class
- river
- area
- person
- horse
- lady
- table
- wolf
- loaf
- wife
- sheep
- deer
- mouse
- inch
- brush
- dish
- country
- example
- picture
- tooth
- city
- sea
- family
- beach
- branch
- thermos
- boss

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



Dear Parents,

Help your child practice a consistent spelling rule for the addition of suffixes to words. Once your child has completed the word game, discuss the rule that was applied.

Underline the base word for each word in the box. Then find and circle these base words in the puzzle. The answers will read down or across. Next, unscramble the shaded letters to make a word to complete the spelling rule below.

- planning
- dripped
- thinner
- batter
- shopper
- topping
- stopped
- beginning
- funny
- grinning
- reddest
- chatting
- winner
- jogging
- fattest

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

Remember the spelling rule:

For words ending in one vowel and one consonant,

_____ the final consonant

before adding a suffix that begins with a, e, i, o, u, or y.



Dear Parents,

In this activity, your child practices words with the sound you hear in out and now—this sound is consistently spelled ou or ow. Your child also develops vocabulary skills, because this lesson requires a knowledge of words with opposite meanings. Ask your child to read the directions and then explain to you what is expected. Have your child do as much as possible without your help. Last, check the answers together and discuss unfamiliar words.

Write words with ou or ow that mean the opposite of the clue.

Not square, but r _____

Not quiet, but l _____

Not grinning, but f _____

Not clear, but c _____

Not a whisper, but a s _____

Not inside, but o _____

Not a valley, but a m _____

Not full price, but a d _____

Not north, but s _____

Not then, but n _____

Not upstairs, but d _____

Not the stern, but the b _____

Not weak, but p _____

Not a consonant, but a v _____

Not forbid, but a _____

Not lost, but f _____

Not ashamed, but p _____

Not theirs, but o _____

There's more! Have your child write each answer word sorted by ou or ow spelling patterns. Next, ask your child to write other antonyms, or opposite word pairs. Every child a speller!




Dear Parents,


We continue to review the spelling patterns of words with long vowel sounds: a (as in bake), e (as in be), i (as in bite), o (as in boat), and u (as in bugle). Also included is the vowel sound in tune. In this task, your child practices spelling long vowel compound words. Ask your child to read the directions and explain what is expected. Guide your child through the activity. Then check the answers together.

Use the clues to write the words.




Write compound words that contain the vowel sound in  .
 boat that transports cars and people _____
 describes food made at home _____
 post on which the flag is hung _____
 a colorful arch in the sky _____





Write compound words that contain the vowel sound in  .
 small piece of snow _____
 small dessert cake _____
 day you were born _____
 track for trains _____




Write compound words that contain the vowel sound in  .
 imagining things during the day _____
 breakfast cereal _____
 time of no war _____
 the highest point on the fir _____



Write compound words that contain the vowel sound in  or  .
 animal keeper at the zoo _____
 buy the Sunday Times here _____
 bird with blue feathers _____
 after midday _____



Write compound words that contain the vowel sound in  .
 house that lights a ship's way _____
 walkway next to the street _____
 tall building _____
 when the sun comes up _____



Dear Parents,

Homophones are among the most challenging words for spellers. For example, blue and blew are easily confused. Homophones receive ongoing instruction and practice at school. You can help at home. Begin by having your child read the directions and then explain to you what is expected. Guide your child through the activity, letting your child do as much as possible without your help.

Afterward, say one homophone and have your child respond by writing its partner on another piece of paper. Then ask your child to use both homophones in sentences to confirm their meaning.

Underline the word in each row that does not belong because of its meaning. Then circle the homophones.

1.	hit	beet	beat
2.	letters	mail	male
3.	pane	pain	ache
4.	bare	bear	empty
5.	would	logs	wood
6.	by	near	buy
7.	tail	story	tale
8.	moan	grown	groan
9.	there's	theirs	pronoun
10.	steal	rob	steel
11.	shown	shone	sparkled
12.	see	sea	view
13.	glance	peak	peek
14.	know	understand	no
15.	it's	its	it is
16.	through	toss	threw
17.	unused	new	knew
18.	right	correct	write
19.	listen	here	hear
20.	calm	piece	peace

Thank you for your help, parents! Every child a speller!



Dear Parents,

A frequent cause for spelling errors is the vowel sound found in the last syllable of these words:

war <u>mer</u>	act <u>or</u>	sug <u>ar</u>
peop <u>le</u>	fin <u>al</u>	trav <u>el</u>

The most frequent spelling pattern for the er/or/ar group is er, while le is the most frequent spelling pattern for the le/al/el group. This activity presents words from both groups. Its purpose is to familiarize your child with these spelling patterns, not to memorize the spelling of the words used as examples of the patterns. Begin by having your child read the directions and explain to you what is expected. Then guide your child through the activity. Discuss the answers and the underlined words.

Read each sentence and circle true (T) or false (F). Then underline the words in which the last syllable is spelled: er, or, ar, le, al, or el.

- | | | |
|--------|-----|---|
| T or F | 1. | A calendar tells you that sugar is a flavor that is sweeter than butter. |
| T or F | 2. | A dollar is more than a quarter, a nickel, and several pennies. |
| T or F | 3. | A cattle rancher and a farmer are people who settle in a city center. |
| T or F | 4. | A teacher would tell you that mammal means "a little animal that lives in water." |
| T or F | 5. | A sailor at a harbor may grumble that it is hard labor to lift an anchor. |
| T or F | 6. | A fable is a simple story that teaches the reader a moral. |
| T or F | 7. | A castle in the jungle always has a cellar and a steeple the color of silver. |
| T or F | 8. | A doctor can be a mother, father, sister, brother, aunt, or uncle. |
| T or F | 9. | You may suffer if you travel on a camel without a special leather saddle. |
| T or F | 10. | You could huddle in a tunnel to shelter you from a thunder shower. |
| T or F | 11. | A polar bear at the zoo may prefer winter, rather than summer, weather. |
| T or F | 12. | Correct grammar and proper spelling are critical for an author. |
| T or F | 13. | A kennel is a local hotel for your turtle or rooster. |
| T or F | 14. | The final syllable in kettle is identical to that in gentle. |

On another sheet of paper, have your child sort the underlined words by final—er, or, ar; and le, al, el.

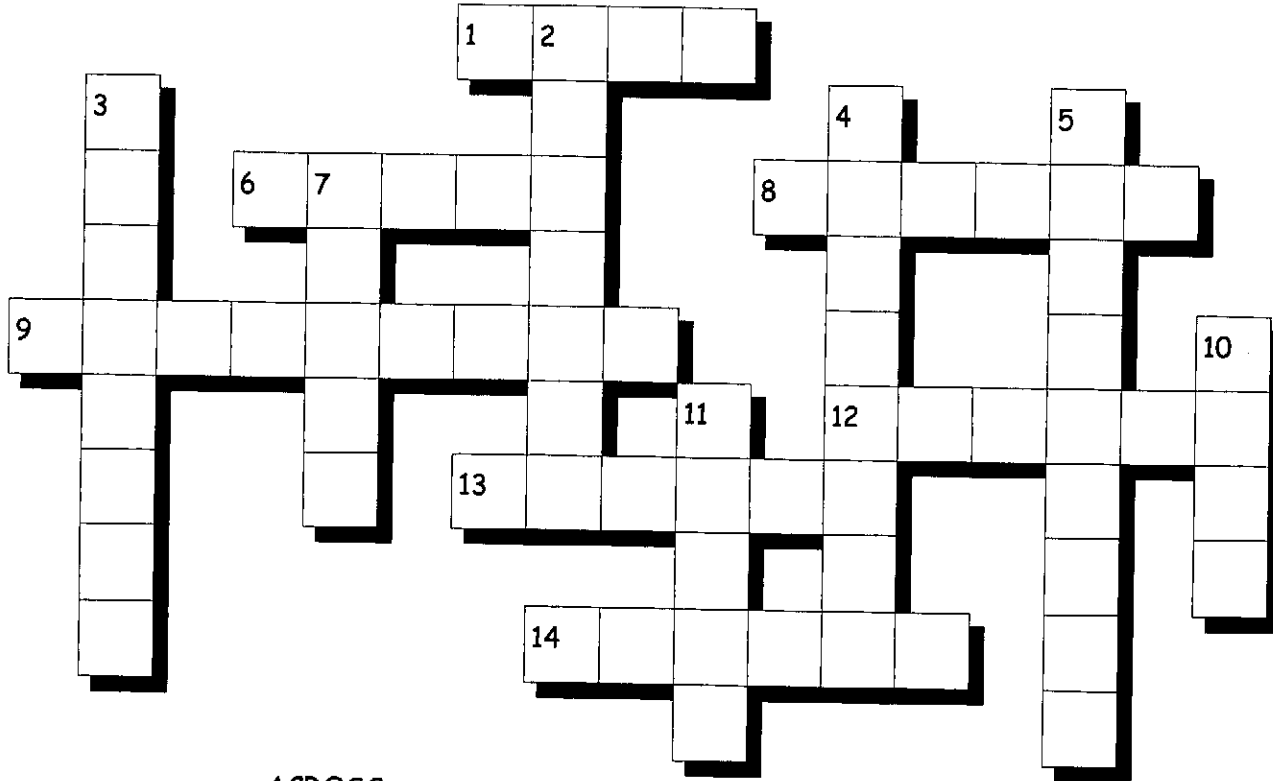
Every child a speller!



Dear Parents,

This activity builds your child's word awareness, vocabulary, and spelling skills. Begin by having your child read the directions and explain to you what is expected. Then guide your child through the activity. Discuss the answers.

The underlined word is wrong in the following sentences. Use the correct word to complete the crossword puzzle.



ACROSS

1. Your ten dollars are less than my five.
6. With only one crayon, Sally had the most.
8. Six inches are shorter than four inches.
9. Bob left the answer blank because he was certain of it.
12. The newborn kitty was so big!
13. Look after you cross the street.
14. I love to snow ski in the summer.

DOWN

2. Since the sun is shining, we can go inside for recess.
3. It is dark at 12:00 noon.
4. Please incomplete the sentence.
5. The ugly duckling turned into an ugly swan.
7. The late bird catches the worm.
10. Larry dove off the board in the shallow end.
11. A circle is square.



Dear Parents,

Your child is learning to use and spell words that make comparisons. For example, long—longer—longest are comparisons. Long is called the positive, longer the comparative, and longest the superlative. Begin by having your child read the directions and explain to you what is expected. Then guide your child through the activity. Discuss the answers and their spellings.

Write the missing words.

positive	comparative	superlative
heavy		
	deeper	
		warmest
blue		
	hotter	
		fullest
windy		
	littler	
		easiest
sad		
	lighter	
		closest
true		
	flatter	
		newest
kindly		
	surer	
		latest

Use the _____ to compare two things.

positive comparative superlative

Use the _____ to compare more than two things.

positive comparative superlative