

Name _____

Author's Purpose

- The **author's purpose** is the reason or reasons for writing. An author may write to persuade, to inform, to entertain, or to express ideas and feelings.
- The kinds of ideas in the text, and the way the author organizes and states these ideas, can help you determine the purpose.

Directions Read the following passage. Then complete the diagram below.

When I smelled chili cooking in the kitchen, I knew I was in trouble. This wasn't just ordinary chili. This was "fibber's chili," which was invented by my great-aunt. She fed this chili to anyone she thought had told a fib or a lie. "One bite," she used to say, "and they can't help but tell you the whole truth."

I knew my mom was making it for me

now. Why? Yesterday I kicked a soccer ball into a window, and it broke. Of course, then I told my mother that the window smashed when a bird flew into it. I suppose now I could tell her that I'm too sick to eat. But then she'd serve me fibber's chili a second time! I've got to get up my courage and tell the truth.

Possible answers given for 1–4.

Examples of Ideas

1. A special chili **makes people tell the truth.**
2. The narrator has not told the truth about **a broken window.**

Author's Purpose

5. **The author's purpose is to entertain.**

Content of Text

3. **comic details**
4. **narrator's worried feelings**

© by Savvas Learning Company LLC., 4



Home Activity Your child identified the author's purpose in a text. Have your child choose something to write in a letter to a friend or relative. What would your child's purpose be, given the subject matter, and how could information be presented to serve that purpose? Then have your child write the letter.

Name _____

Compound Sentences

A **compound sentence** is made up of two simple sentences joined by a comma and a connecting word such as *and*, *but*, or *or*.

Simple Sentences Fairy tales are very old.
 Children still enjoy them.

Compound Sentence Fairy tales are very old, *but* children still enjoy them.

The two sentences in a compound sentence must have ideas that make sense together.

Directions Write *S* after each simple sentence and *C* after each compound sentence. Do not confuse a compound subject or predicate with a compound sentence.

1. Fairy tales and other old stories are sometimes very scary. **S**
2. Witches, giants, or trolls can give little children nightmares. **S**
3. Fairy tale heroes are often in danger, but they usually win in the end. **C**
4. Often a poor girl marries a prince, or a poor boy marries a princess. **C**
5. The dragon is killed, and everybody lives happily ever after. **C**

Directions Join each pair of simple sentences to make a compound sentence. Use the word *and*, *but*, or *or*. Do not forget to add a comma.

6. The hero was small and young. He was very brave. **The hero was small and young, but [or and] he was very brave.**
7. She fell in love with the prince. He fell in love with her. **She fell in love with the prince, and he fell in love with her.**
8. You can fight the dragon. You can run away. **You can fight the dragon, or you can run away.**
9. He saw the woman in the tower. He wanted to save her. **He saw the woman in the tower, and he wanted to save her.**
10. The wolf knocked on the pigs' door. They wouldn't let him in. **The wolf knocked on the pigs' door, but they wouldn't let him in.**



Home Activity Your child learned about compound sentences. Encourage him or her to show you how the words *and*, *but*, and *or* can link simple sentences to form compound sentences.

Name _____

Vocabulary • Synonyms and Antonyms

- Sometimes when you are reading, you see a word you don't know. To help you, the author may give you a **synonym** or an **antonym** as a context clue for the word.
- Synonyms are words with the same or similar meanings, such as *large* and *big*. A synonym is often set off by commas and preceded by the word *or* or *like*.
- Antonyms are words with opposite meanings, such as *happy* and *sad*. An antonym is often preceded by the words *instead of* or *rather than*.

Directions Read the following passage. Then answer the questions below.

Once upon a time, there lived an old man. One day, the man took a walk and came upon two boys fighting, a big boy and a little boy. The little boy shrieked, or screeched, that the big boy had not carried off his half of a bargain.

"The deal," he screamed, "was that we would both dig for the treasure—not just me!" The little boy was obviously offended, or insulted, to be doing all the work. "I'm not asking for favors. I just

want you to do your share of the digging," he said.

The boys stopped fighting when they saw the old man standing before them. The old man reached in his pocket and took out the largest ruby the boys had ever seen.

"You should be friends instead of enemies," said the man. "If you agree never to fight again, I will show you a treasure that is a million times greater than the one you are digging for."

1. What synonym for *shrieked* does the author use? How do you know?

screeched; in the sentence, *screeched* is set off by commas and the word *or*.

2. Where in the passage is the antonym for *friends*? How do you know?

The old man says, "You should be friends instead of enemies." His use of *instead of* shows that the words are opposites.

3. In the passage, what is the synonym for *offended*?

The synonym for *offended* is *insulted*, set off by commas and the word *or*.

4. Which two antonyms describe the boys?

The antonyms are *big* and *little*, as in the phrase, "a big boy and a little boy."



Home Activity Your child identified synonyms (words that mean the same thing) and antonyms (words that are opposite in meaning) that appear within the context of a passage. Play a naming game with your child by taking turns saying words that have the same or the opposite meaning of the given word.

Name _____

Compound Sentences

Directions Read the passage. Then read each question. Circle the letter of the correct answer.

The Hat in the Well

(1) Reba Jo lives on the prairie, and she loved roping. (2) Once her hat blew off and falls into a well. (3) Reba Jo was scared, but she wants her hat. (4) The toad made an offer that Reba Jo accepted. (5) The toad got her hat, and she had to kiss him.

- | | |
|---|---|
| <p>1 What change, if any, should be made in sentence 1?</p> <p>A Change the comma to a period.</p> <p>B Change <i>lives on the prairie</i> to loves the prairie and roping.</p> <p>C Change <i>lives</i> to lived.</p> <p>D Make no change.</p> <p>2 What change, if any, should be made in sentence 2?</p> <p>A Change <i>blew</i> to is blown.</p> <p>B Change <i>falls</i> to fell.</p> <p>C Change <i>falls into a well</i> to blew into a well.</p> <p>D Make no change.</p> <p>3 What change, if any, should be made in sentence 3?</p> <p>A Change <i>wants</i> to wanted.</p> <p>B Change <i>wants</i> to wanting.</p> <p>C Change <i>but</i> to and.</p> <p>D Make no change.</p> | <p>4 What change, if any, should be made in sentence 4?</p> <p>A Change <i>made</i> to gave.</p> <p>B Change <i>that</i> to and.</p> <p>C Change the period to a question mark.</p> <p>D Make no change.</p> <p>5 What change, if any, should be made in sentence 5?</p> <p>A Change <i>and</i> to but.</p> <p>B Change <i>got her hat</i> to gets her hat.</p> <p>C Change <i>got her hat</i> to got her hat and kissed her.</p> <p>D Make no change.</p> |
|---|---|



Name _____

Author's Purpose

- The **author's purpose** is the reason or reasons for writing. An author may write to persuade, to inform, to entertain, or to express ideas and feelings. The kinds of ideas in the text, and the way the author organizes and states these ideas, can help you determine the purpose.

Directions Read the following passage. Then answer the questions below.

Riding in a hot-air balloon during the Albuquerque International Balloon Fiesta is inspiring. It is the chance of a lifetime. You would not believe the number of balloons that soar through the air at the same time. Each one's vibrant, colored patterns are unique. Peering over

the edge of the balloon's basket, you can see tiny cars and buildings below. Even the mountains in the distance look small from this height. A rush of excitement fills your heart as the balloon soars higher into the clear, blue sky. All your worries and troubles are miles away.

Possible answers given for 1, 2, 4.

1. Give an example of an idea expressed in this passage.

The author describes the unique balloons flying in the air.

2. How does the author organize ideas in the passage?

The author praises the balloon fiesta, describes various balloons, and finally describes the experience of ballooning.

3. What do you think the author's purpose is?

The author's purpose is to express ideas and feelings.

4. Do you think the author succeeds in meeting this purpose? Why or why not?

The author meets his or her purpose, because as I read I felt the excitement of seeing and riding in a hot-air balloon.

5. Change the structure of this passage by creating a problem, rising action, a climax, and an outcome. What would be different about the passage with these additions?

Students' answers should include that these changes would give the passage more suspense and tension.



Name _____

Character, Setting, and Plot

Directions Read the following passage. Then answer the questions below.

Maria's mom and dad worked long hours every day. After school, Maria would stay at home to look after her little brother. She would read to him and then do her homework. Later, her parents came home and made supper—tortillas with cheese, eggs, and green peppers. One day,

Maria wanted to help by making supper for them. She only knew how to make one thing—a pie. So Maria put the tortillas, cheese, eggs, and green peppers into the pie dish and baked it. Tonight the family's supper would be Tortilla Pie!

1. Who is the main character in the story, and who are the other characters?

Maria is the main character, and her brother, mother, and father are the other characters.

2. Where do the children go after school?

After school, Maria and her brother go home.

3. What must Maria do every day after school?

Maria must do her homework and look after her little brother.

4. How did Maria decide to help her parents?

Maria decided to make supper for her family.

5. How do you think the parents will feel when they get home?

Possible answer: They will probably be happy because supper is already made, and their daughter is thoughtful.



Home Activity Your child answered questions about character, plot, and setting in a story. Working together, make up a story and decide on its main characters, plot, and setting.

Name _____

Compound Sentences

Directions Complete each sentence by adding *and*, *but*, or *or* and one of the groups of words from the box.

she sent them all away. she would not marry anyone.
 her father gave her half his kingdom. her father would lock her up in a tower.
 she fell in love with him.

1. The princess had many suitors, but she would not marry anyone.
2. She must marry, or her father would lock her up in a tower.
3. Many men came to see the princess, but she sent them all away.
4. Finally, a young farmer made her laugh, and she fell in love with him.
5. The princess got married, and her father gave her half his kingdom.

Directions Make a compound sentence by adding your own words to each item.

Possible answers: my brother likes mysteries.

6. I enjoy fairy tales, but _____
7. We can finish this story today, or we can read it for homework.
8. The hero killed the monster, and everyone was happy.
9. The old witch flew away, and the sun came out again.
10. The princess was locked up in a tower, but the prince rescued her.



Name _____

Long e

Spelling Words				
prairie	calorie	honey	valley	money
finally	movie	country	empty	city
rookie	hockey	collie	breezy	jury
balcony	steady	alley	trolley	misty

Word Patterns Fill in the missing letters to write a list word.

1. C A L O R I E
2. M O V I E
3. C O L L I E
4. H O C K E Y
5. M O N E Y
6. V A L L E Y
7. F I N A L L Y
8. C O U N T R Y
9. M I S T Y
10. E M P T Y

Crossword Puzzle Use the clues below to solve the puzzle.

11. large town
 14. high porch
 17. flat land
 18. sweet liquid

Down

12. cable car
 13. firm
 15. small street
 16. panel

					11. c	i	12. t	y				
							r					
				13. s								
				t								
				e								
					16. j							
					u							
			17. p	r	a	i	r	i	e		e	
					d							
							y		y			
		18. h	o	n	e	y						

by Savvas Learning Company LLC. All Rights Reserved. 4



Home Activity Your child has learned to read, write, and spell words that end with the long e sound. Ask your child to quiz your spelling of these words. Make a mistake with each word and have your child correct it.