

## Unit 1 Final Review Spelling List

height

raisin

freight

weight

slight

throat

cannon

rascal

usual

bruise

cruel

confuse

curfew

alley

balcony

prairie

breezy

trolley

calorie

country

rookie

steady

collie

frighten

ninety

Name \_\_\_\_\_

# Family Times

## Selection Summaries

### Week 1 *Because of Winn-Dixie*

Opal moves to Florida with her father. Shortly after her arrival, Opal rescues a scrappy dog that she names Winn-Dixie.

### Week 2 *Lewis and Clark and Me: A Dog's Tale*

In 1803, Lewis and Clark and Seaman, a large Newfoundland dog, explore the territory of the Louisiana Purchase.

### Week 3 *On the Banks of Plum Creek*

Laura Ingalls and her family travel by covered wagon to their new home in Minnesota. The children explore the area and play in Plum Creek.

### Week 4 *The Horned Toad Prince*

On the windy prairies of the Southwest, Reba Jo meets an ugly horned toad who makes a deal with her.

### Week 5 *Letters Home from Yosemite*

In one visit to Yosemite National Park, you can see giant trees, towering mountains, and interesting wildlife.

### Activity

Tell a member of your family more about each of the five stories. Be sure to remember the author's purpose, sequence of events, and main idea. Then choose your favorite and write down its plot, characters, and setting.

## Comprehension Skills Review

In Unit 1, you learned and used many skills while reading the stories and selections.

- Literary elements include **character**, **setting**, and **plot**. The people in a story are the **characters**. The **setting** is the time and place the story occurs. The **plot** includes the story's main events.
- **Sequence** refers to the order in which the events happen. In some nonfiction, it includes the steps in a process.
- The **author's purpose** is the reason the author wrote the story.

- The **main idea** is the most important idea from a paragraph, a passage, or an article. **Details** are small pieces of information that tell more about the main idea.

### Activity

Ask a family member to tell you a story about something that happened to him or her when he or she was your age. Repeat the story to someone else. Tell who was in the story, where it took place, and what happened.

## Unit Vocabulary Skills

### Suffixes

A **suffix** is a word part added to the end of a base word to change its meaning or the way it is used in a sentence.

**Activity** Have a contest with a family member. Take turns brainstorming words that have suffixes. Players can use a dictionary to help find words. The one to list the most words wins.

### Root Words

**Root Words** Use what you know about Greek and Latin roots to help you figure out the word's meaning. Many English words come from ancient Greek and Latin words.

**Activity** Use a dictionary to find words with the roots 'claim' and 'tract.'

### Multiple-Meaning Words

**Multiple-meaning words** are words derived from the same origins that have more than one meaning.

**Activity** As you read, find words that have multiple meanings and give the meanings for them. Use the dictionary to check.

### Synonyms

A **synonym** is a word with the same or similar meaning as another word.

**Activity** Make a list of vocabulary words and use a thesaurus to find the synonyms of those words.

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## Unit Spelling Rules

### Short Vowels VCCV

A single vowel that comes before two consonants usually has a short sound.

### Long *a* and *i*

The letter combinations *ai*, *eigh*, and *ay* usually stand for the long *a* sound. The letter combination *igh* usually stands for the long *i* sound.

### Long *e* and *o*

The letter combinations *ee* and *ea* usually stand for the long *e* sound. The letter combinations *oa* and *ow* often stand for the long *o* sound.

### Long *e*

When the letters *ie*, *ey*, and *y* come at the end of a word, they can stand for the long *e* sound.

### Long *u*

The letter patterns *u-consonant-e*, *ew*, *oo*, *ui*, and *u* can stand for /ü/ or /yü/.

**Activity** With a family member, identify as many words as possible in books, magazines, or newspapers that follow this Unit's Spelling Rules. Make a list of these words.

Name \_\_\_\_\_

# Long u

| Spelling Words |           |         |        |        |
|----------------|-----------|---------|--------|--------|
| usual          | huge      | flute   | mood   | smooth |
| threw          | afternoon | scooter | juice  | cruise |
| truth          | bruise    | cruel   | excuse | pupil  |
| groove         | confuse   | humor   | duty   | curfew |

**Words in Context** Write a list word from the box to complete each sentence.

- |   |           |
|---|-----------|
| 1. When I fell, I got a _____ on my knee.           | 1. _____  |
| 2. Hap moved quickly through traffic on his _____.  | 2. _____  |
| 3. The pitcher _____ the ball 95 miles per hour.    | 3. _____  |
| 4. Julie played a solo on her _____.                | 4. _____  |
| 5. Salsa music puts me in a good _____.             | 5. _____  |
| 6. Most people like _____ with their breakfast.     | 6. _____  |
| 7. A comic needs a good sense of _____.             | 7. _____  |
| 8. Bad directions might _____ you.                  | 8. _____  |
| 9. I usually get sleepy in the middle of the _____. | 9. _____  |
| 10. A horse is large, but an elephant is _____.     | 10. _____ |

**Word Scramble** Unscramble the list words and write the letters on the lines.

- |            |       |
|------------|-------|
| 11. suula  | _____ |
| 12. frecuw | _____ |
| 13. clure  | _____ |
| 14. sceuxe | _____ |
| 15. goover | _____ |
| 16. scrieu | _____ |
| 17. uhtr   | _____ |
| 18. tudy   | _____ |
| 19. lippu  | _____ |
| 20. mthoso | _____ |

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**Home Activity** Your child used words with long *u* spelled *u*-consonant-*e*, *ew*, *oo*, *ui*, and *u*. Say each list word and have your child spell it. Then have him or her use it in a sentence.

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 |

**Finish the Sentences** Circle the underlined list word that is spelled correctly.

Write the word.

1. My favorite dog is the border colley collie. 1. \_\_\_\_\_
2. Sam and I went to a hockey hockie game. 2. \_\_\_\_\_
3. The kitten ran into the ally alley. 3. \_\_\_\_\_
4. The jurie jury listened carefully to the lawyer. 4. \_\_\_\_\_
5. Crops in the vally valley were green and healthy. 5. \_\_\_\_\_
6. That movie movey about sailors was exciting. 6. \_\_\_\_\_
7. Some praire prairie grasses grow ten feet tall. 7. \_\_\_\_\_
8. Tea with honie honey is delicious. 8. \_\_\_\_\_
9. Finaley Finally it was time to go. 9. \_\_\_\_\_
10. Let's sit on the balcony balconey tonight. 10. \_\_\_\_\_

**Word Clues** Write the list word that matches the clue.

11. The glass is half full or half \_\_\_\_\_. 11. \_\_\_\_\_
12. Fresh air and wide open spaces 12. \_\_\_\_\_
13. It's often like this after a rain. 13. \_\_\_\_\_
14. Sailors hope for this condition. 14. \_\_\_\_\_
15. It can be burned and counted. 15. \_\_\_\_\_
16. Metal or paper, it spends either way. 16. \_\_\_\_\_
17. Bright lights, crowded streets 17. \_\_\_\_\_
18. He's the new guy on the team. 18. \_\_\_\_\_
19. If you stick to one speed, you're this. 19. \_\_\_\_\_
20. It can get you where you want to go. 20. \_\_\_\_\_

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**Home Activity** Your child used words with the long e sound spelled *ie*, *ey*, and *y*. Say each list word and spell it incorrectly. Have your child tell you the correct spelling.

Name \_\_\_\_\_

# Long e and o

| Spelling Words |         |       |         |         |
|----------------|---------|-------|---------|---------|
| sweet          | each    | three | least   | freedom |
| below          | throat  | float | foam    | flown   |
| greet          | season  | croak | shallow | eagle   |
| indeed         | rainbow | grown | seaweed | hollow  |

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

- S H \_\_\_ L \_\_\_ O \_\_\_
- \_\_\_ A \_\_\_ N B O \_\_\_
- \_\_\_ \_\_\_ E E \_\_\_ \_\_\_ M
- \_\_\_ E A S \_\_\_ \_\_\_
- S \_\_\_ \_\_\_ W \_\_\_ \_\_\_ D
- \_\_\_ \_\_\_ R O \_\_\_ \_\_\_
- \_\_\_ O L \_\_\_ \_\_\_ W
- \_\_\_ N \_\_\_ E E \_\_\_
- \_\_\_ \_\_\_ C H
- \_\_\_ L \_\_\_ \_\_\_ T
- G \_\_\_ O W \_\_\_

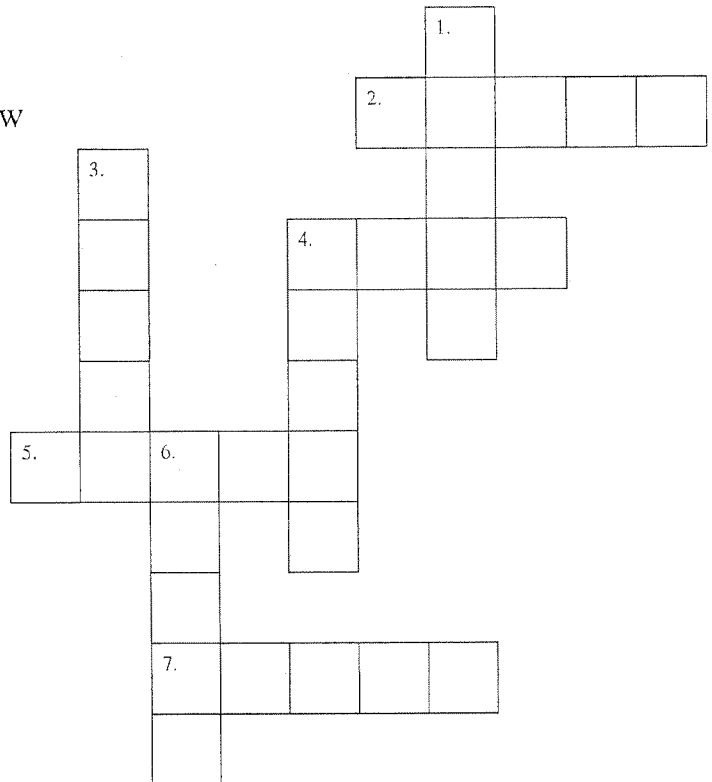
**Crossword Puzzle** Use the clues below to solve the puzzle.

**Across**

- welcome
- many white bubbles
- opposite of *above*
- opposite of *sour*

**Down**

- frog sound
- large, powerful bird
- fly, flew, \_\_\_\_\_
- opposite of *most*



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**Home Activity** Your child spelled words with long e and o spelled ee, ea, oa, and ow. Read each list word. Have your child tell the spelling of the long vowel sound in the word.

Name \_\_\_\_\_

# Short Vowels VCCV

| Spelling Words |        |         |        |         |
|----------------|--------|---------|--------|---------|
| admire         | magnet | contest | method | custom  |
| rally          | soccer | engine  | sudden | finger  |
| accident       | mitten | intend  | fabric | flatten |
| rascal         | gutter | mammal  | happen | cannon  |

**Synonyms** Write the list word that is a synonym for each word.

1. quick \_\_\_\_\_
2. occur \_\_\_\_\_
3. scoundrel \_\_\_\_\_
4. squash \_\_\_\_\_
5. cloth \_\_\_\_\_
6. respect \_\_\_\_\_
7. habit \_\_\_\_\_
8. competition \_\_\_\_\_
9. plan \_\_\_\_\_
10. technique \_\_\_\_\_

**Definitions** Write the list word beside its definition.

11. object that attracts iron \_\_\_\_\_
12. unlucky event that harms \_\_\_\_\_
13. a large gun on a fixed base \_\_\_\_\_
14. a sport played by kicking a round ball \_\_\_\_\_
15. animal that produces milk for its young \_\_\_\_\_
16. to come together \_\_\_\_\_
17. a roadside channel \_\_\_\_\_
18. a part of the hand \_\_\_\_\_
19. a machine that uses energy \_\_\_\_\_
20. a kind of glove \_\_\_\_\_

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**Home Activity** Your child spelled words with the short vowel pattern VCCV. Have your child point out list words with short vowel *a* in the first syllable. Repeat for each vowel.

Name \_\_\_\_\_

# Long *a* and *i*

| Spelling Words |          |        |         |        |
|----------------|----------|--------|---------|--------|
| sigh           | right    | weigh  | eight   | detail |
| height         | spray    | braid  | bait    | grain  |
| slight         | thigh    | tight  | raisin  | trait  |
| highway        | frighten | dismay | freight | sleigh |

**Classifying** Write the list word that fits each group.

- |                                  |           |
|----------------------------------|-----------|
| 1. arm, neck, hand, _____        | 1. _____  |
| 2. laugh, cry, yawn, _____       | 2. _____  |
| 3. pole, line, hook, _____       | 3. _____  |
| 4. one, five, twelve, _____      | 4. _____  |
| 5. avenue, street, lane, _____   | 5. _____  |
| 6. length, width, depth, _____   | 6. _____  |
| 7. prune, apricot, cherry, _____ | 7. _____  |
| 8. scare, startle, spook, _____  | 8. _____  |
| 9. wash, dry, comb, _____        | 9. _____  |
| 10. skis, snow fort, sled, _____ | 10. _____ |

**Alphabetize** Read the words. Write the list word from the box that comes between them in a dictionary.

- |                   |          |
|-------------------|----------|
| 11. freezer _____ | French   |
| 12. go _____      | group    |
| 13. slam _____    | sloop    |
| 14. tomb _____    | trip     |
| 15. dish _____    | displace |
| 16. tiara _____   | time     |
| 17. week _____    | window   |
| 18. sport _____   | spring   |
| 19. depot _____   | develop  |
| 20. reserve _____ | ring     |

- right  
 detail  
 grain  
 slight  
 dismay  
 spray  
 freight  
 tight  
 weigh  
 trait

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**Home Activity** Your child spelled words with long *a* and *i* spelled *ai*, *igh*, *ay*, and *igh*. Ask your child to name all the ways he or she can spell long *a* and long *i* and write an example word for each spelling.