

DAILY — FIX-IT

1. Mr. henry enjoy teaching U.S. history.
2. He is eager to teach we about the Revolutionary War.

3. Isnt that also called the War of Independence.
4. Thirteen colonies was ruled by england until 1776.

5. Paul revere watched for a glimmir of light in the tower.
6. Him horse was redy to run.

7. My family are visiting Boston on vakation.
8. Many heros lived hear.

9. British Ships float in the harber.
10. They're sharp masts looks like dangerous weapons.

Spelling Test

name: _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

Spelling Test

name: _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

Name _____

The Midnight Ride

SORT

Final Syllables *er, ar, or*

Generalization Words with final syllables **er**, **ar**, and **or** often sound alike even when they are spelled differently: **danger**, **tractor**, **dollar**.

Word Sort Sort the list words by the spelling of the final syllable.

-er

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

-ar

11. _____
12. _____
13. _____
14. _____

-or

15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. danger
2. wander
3. tractor
4. dollar
5. harbor
6. eager
7. eraser
8. surrender
9. solar
10. sticker
11. locker
12. helicopter
13. pillar
14. refrigerator
15. caterpillar
16. rumor
17. glimmer
18. linger
19. sensor
20. alligator

Challenge Words

-or

21. _____
22. _____
23. _____
24. _____
25. _____

Challenge Words

21. numerator
22. collector
23. ancestor
24. counselor
25. denominator



Home Activity Your child is learning about final syllables that sound the same but are spelled differently. Ask your child to spell three list words with endings that sound alike but are spelled differently.

Name _____

The Midnight Ride

PRACTICE

Final Syllables *er, ar, or*

Spelling Words

danger	wander	tractor	dollar	harbor
eager	eraser	surrender	solar	sticker
locker	helicopter	pillar	refrigerator	caterpillar
rumor	glimmer	linger	sensor	alligator

Definitions Write a list word that means the same or almost the same as the word or phrase.

1. spark 1. _____
2. port 2. _____
3. sun 3. _____
4. gossip 4. _____
5. post 5. _____
6. peril 6. _____
7. cooler 7. _____
8. excited 8. _____
9. 100 cents 9. _____
10. roam 10. _____

Missing Words Write the list word that completes the sentence.

11. I have a habit of chewing on my pencil _____. 11. _____
12. Smart criminals _____ when spotted. 12. _____
13. The farmer drove the _____ across the field. 13. _____
14. I store my school books in my _____. 14. _____
15. The _____ floated silently across the swampy water. 15. _____
16. The _____ became a beautiful butterfly. 16. _____
17. She pulled the price _____ off the package. 17. _____
18. The news _____ flew over the accident scene. 18. _____
19. I like to _____ in my room instead of watching television downstairs. 19. _____
20. The motion _____ turns on the light when anyone is near. 20. _____



Home Activity Your child wrote words with final syllables *er, ar, and or*. Select three list words and ask your child to define them.

Final Syllables *er, ar, or*

Proofread a Sign There are seven spelling errors and one capitalization error. Circle the errors and write the corrections on the lines.

welcome to the Wildlife and Alligator Preserve

- Admission is one dollar for an all-day parking pass.
- You can rent an all-day locker for your convenience.
- Helicopter rides are available to see the harbor from the air.
- To preserve the ecology, stay on the path.
Do not wandar off.
- There is no dangor. Animals stay behind a motion senser fence.
- Linger over lunch on our beautiful terrace.
- Do not forget to surrendar your parking pass at the gate when leaving.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |

Spelling Words

- danger
wander
tractor
dollar
harbor
eager
eraser
surrender
solar
sticker

locker
helicopter
pillar
refrigerator
caterpillar
rumor
glimmer
linger
sensor
alligator

Frequently Misspelled Words

- another
we're

Proofread Words Circle the word that is spelled correctly.

- | | | |
|----------------|------------|------------|
| 9. doller | dollar | dollor |
| 10. erasor | eraser | erasar |
| 11. stickar | sticker | stickor |
| 12. soler | solar | solor |
| 13. helicoptor | helicopter | helicoptar |
| 14. tracter | tractar | tractor |
| 15. stickor | sticker | stickar |



Home Activity Your child identified misspelled words with *er, ar, and or* endings. Select three list words and ask your child to spell them.

Name _____

Final Syllables er, ar, or

Spelling Words				
danger	wander	tractor	dollar	harbor
eager	eraser	surrender	solar	sticker
locker	helicopter	pillar	refrigerator	caterpillar
rumor	glimmer	linger	sensor	alligator

Word Scramble Riddle Unscramble each list word and then write the numbered letters on the lines below to answer the riddle.

Riddle: What's the answer to "See you later, alligator!"?

1. RRNDSEURE _____
_____ 18 _____
2. ARERSE _____
_____ 6 _____
3. EOERRIRRFAGT _____
_____ 4 _____ 2 _____
4. RAERPCTALIL _____
_____ 3 _____
5. LEMMGRI _____
_____ 11 _____
6. LOLDAR _____
_____ 5 _____
7. PALIRL _____
_____ 14 _____
8. EINGLR _____
_____ 19 _____
9. RLAITALGO _____
_____ 20 _____ 10 _____
10. CISKTRE _____
_____ 13 _____
11. OSRAL _____
_____ 7 _____
12. LCERKO _____
_____ 15 _____
13. NGDREA _____
_____ 1 _____ 21 _____
14. UMRRO _____
_____ 17 _____
15. RNEWAD _____
_____ 8 _____
16. ATOCRTR _____
_____ 16 _____
17. HRRABO _____
_____ 9 _____
18. AGREE _____
_____ 12 _____

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21



Home Activity Your child has learned to spell words with final syllables er, ar, and or. Look through a book or magazine with your child and find four other words with the same endings.

Subject-Verb Agreement

The subject and verb in a sentence must **agree**, or work together. A singular subject needs a singular verb. A plural subject needs a plural verb.

Use the following rules for verbs that tell about the present time.

- If the subject is a singular noun or *he, she, or it*, add *-s* or *-es* to most verbs.
A horse *runs*. A dog *chases* the horse. It *barks* loudly.
- If the subject is a plural noun or *I, you, we, or they*, do not add *-s* or *-es* to the verb.
Horses *run*. Dogs *chase* the horse. They *bark* loudly.
- For the verb *be*, use *am* and *is* to agree with singular subjects and *are* to agree with plural subjects.
I *am* afraid. Paul *is* fearless. The armies *are* here. We *are* surprised.
- A **collective noun** names a group, such as *family, team, and class*. A collective noun is singular if it refers to a group acting as one: The class *is going* on a field trip. A collective noun is plural if it refers to members of the group acting individually: The class *are debating* about which place to visit.

Directions Underline the subject of each sentence. Circle the verb in () that agrees with the subject.

1. U.S. history (is, are) an interesting subject.
2. Our class (is, are) studying the American colonies.
3. Toby (ask, asks) to report on transportation in the colonies.
4. Williamsburg (is, are) a colonial community.
5. Actors (play, plays) the part of colonists.
6. A blacksmith (pound, pounds) metal at a forge.
7. He (make, makes) tools of all kinds.
8. Teams of horses (pull, pulls) wagons on dirt roads.
9. Women (cook, cooks) food on the hearth.
10. Winnie (hurry, hurries) up the stairs to the loft.
11. Husks of corn (serve, serves) as mattresses in these beds.
12. A colonial child (has, have) only a few toys.

Name _____

Subject-Verb Agreement

The subject and verb in a sentence must **agree**, or work together. A singular subject needs a singular verb. A plural subject needs a plural verb.

Use the following rules for verbs that tell about the present time.

- If the subject is a singular noun or *he, she, or it*, add *-s* or *-es* to most verbs.
The wagon *creaks*. It *lurches* along.
- If the subject is a plural noun or *I, you, we, or they*, do not add *-s* or *-es* to the verb.
The oxen *pull* the wagon. They *strain* uphill.
- For the verb *be*, use *am* and *is* to agree with singular subjects and *are* to agree with plural subjects.
I *am* hot. Thomas *is* happy. The patriots *are* loyal. We *are* late.
- A **collective noun** names a group, such as *family, team, and class*. A collective noun is singular if it refers to a group acting as one: The family *is taking* a vacation. A collective noun is plural if it refers to members of the group acting individually: The family *are arguing* about the destination.

Directions Match each subject with a verb that agrees. Write the letter of the correct verb on the line.

- | | |
|---------------------------|--------------------|
| _____ 1. The colonists | A. are training. |
| _____ 2. The British king | B. is beginning. |
| _____ 3. A war | C. rebel. |
| _____ 4. Troops | D. sends his army. |

Directions Underline the verb in () that agrees with the subject of each sentence.

5. The American colonies (trade, trades) with England.
6. Two of the colonies' exports (is, are) cotton and indigo.
7. England (tax, taxes) the items imported into the colonies.
8. Tea (is, are) a popular drink in the colonies.
9. The Boston Tea Party (show, shows) the colonists' anger about taxes.
10. Today, Americans (drink, drinks) more coffee than tea.
11. Earlier conflicts (is, are) forgotten.
12. The two countries (consider, considers) themselves close allies.



Home Activity Your child learned about subject-verb agreement. Have your child make up sentences about clothes he or she wears, using both singular subjects (shirt, belt) and plural subjects (socks, shoes) and making sure verbs agree.

Name _____

Subject-Verb Agreement

Directions Add a verb to complete each sentence. Be sure to use the correct verb form.

1. The Liberty Bell _____ a well-known American symbol.
2. It _____ in the Liberty Bell Center in Philadelphia.
3. Many tourists _____ this site.
4. _____ the bell ever ring?
5. No. A crack _____ up the side of the bell.
6. The main metals in the bell _____ copper and tin.
7. The bell _____ 2,080 pounds.
8. Philadelphia _____ in southeastern Pennsylvania.
9. More than a million and a half people _____ there.
10. Tourists _____ the many historic sites in Philadelphia.

Directions Circle the verb that agrees with each subject. Then write sentences using at least three of the subject-verb pairs.

11. class is studying are studying
12. historic site inspire inspires
13. teacher tell tells
14. some students sing sings
15. they is are
16. I feel feels



Home Activity Your child learned how to write subjects and verbs that agree. Ask your child to make up sentences in the present tense describing favorite animals, first using a singular subject, then a plural subject (dog/dogs, lion/lions, and so on).

Name _____

Subject-Verb Agreement

Directions Mark the letter of the verb that agrees with the subject in the sentence.

- Many poems _____.
 - rhyme
 - rhymes
 - rhimes
 - rhiming
- I ____ the poems of Longfellow.
 - enjoy
 - enjoys
 - enjoies
 - enjoying
- His work ____ both rhyme and rhythm.
 - use
 - uses
 - using
 - user
- "The Midnight Ride of Paul Revere" ____ a narrative poem.
 - be called
 - are called
 - is called
 - be
- Narrative poems ____ a story.
 - telling
 - tells
 - tell
 - telled
- Poetry ____ vivid word pictures.
 - paint
 - painting
 - painter
 - paints
- Our class ____ in unison.
 - recite
 - reciting
 - recites
 - recities
- We ____ to do choral readings.
 - like
 - likes
 - liking
 - be liking
- It ____ like a song.
 - be
 - being
 - are
 - is
- The rhyming words ____ good to me.
 - sound
 - sounding
 - sounds
 - soundies



Home Activity Your child prepared for taking tests on subject-verb agreement. Have your child copy some subject and verb pairs from a favorite book and explain why the subjects and verbs agree.

Name _____

Subject-Verb Agreement

Directions Underline the subject of each sentence. Circle the verb in () that agrees with the subject.

1. Paul Revere (is, are) a legendary figure of the Revolutionary War.
2. Americans (love, loves) hearing about his midnight ride.
3. I (imagine, imagines) that night.
4. Three men (ride, rides) from Boston to Concord.
5. Danger (lurk, lurks) around every bend.
6. An English scout (yell, yells) "Stop! Who goes there?"
7. His companions (stop, stops) one of the three riders.
8. One man (go, goes) no further that night.
9. It (is, are) Paul Revere.
10. Few people (know, knows) that fact.

Directions Add a present tense verb to complete each sentence. Be sure the verb agrees with the subject in number.

11. This portrait _____ a serious man.
12. It _____ a portrait of Paul Revere.
13. Several objects _____ on the table next to him.
14. They _____ a silversmith's tools.
15. The man's right hand _____ his chin thoughtfully.
16. His left hand _____ a silver teapot.
17. Americans still _____ the silver work of Revere.
18. A silver piece by Paul Revere _____ great value today.



Home Activity Your child reviewed subject-verb agreement. Ask your child to read a newspaper or magazine article and point out singular and plural subjects. Have him or her explain why the verbs agree with those subjects.

Name _____

Sequence

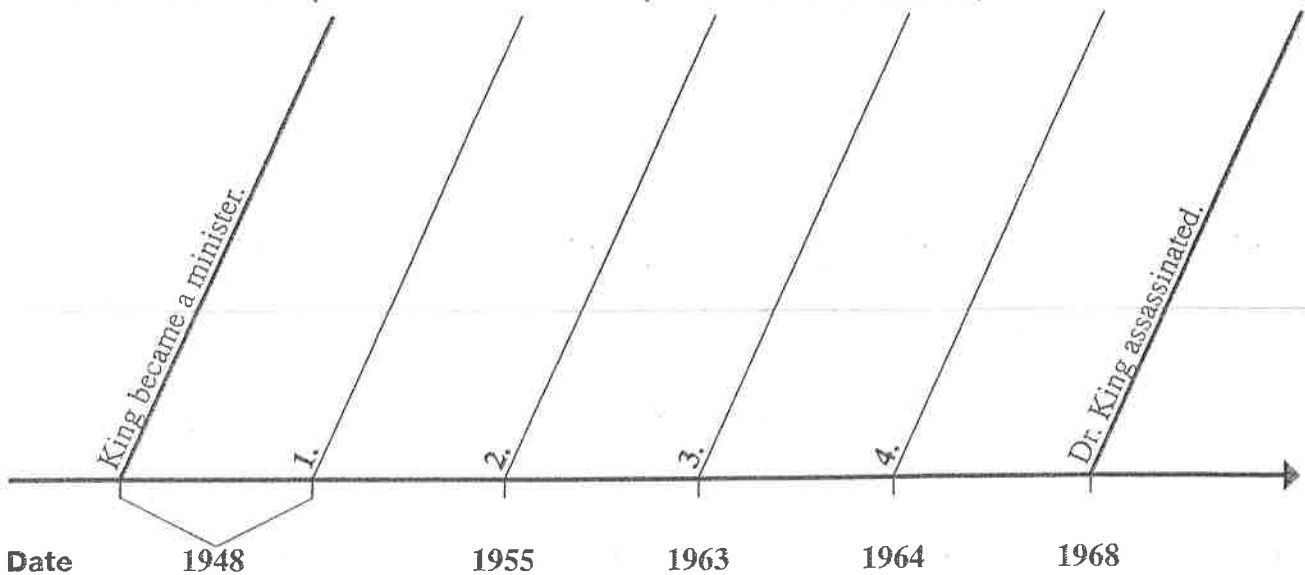
- The **sequence** of events is the order in which they take place, from first to last.
- Clue words such as *first*, *next*, and *then* may show sequence in a story or article, but not always. Other clues are dates and times of day.
- Sometimes two events happen at the same time. Clue words that show this are *meanwhile* and *in that same year*.

Directions Read the following passage and complete the time line below.

The Reverend Martin Luther King Jr. is one of the heroes of freedom in America. In 1948, at the age of 19, King became a minister. That same year, he graduated from Morehouse College. He is best known, however, for his role in the civil rights movement. In 1955, he helped

organize the Montgomery Bus Boycott. In 1963, he led the Freedom March on Washington, D.C. Because of his frequent participation in civil rights protests, he was arrested 30 times. In 1964, he was awarded the Nobel Peace Prize. Dr. King was assassinated in 1968.

Events in Martin Luther King's Life



5. Which two events happened at nearly the same time? How can you tell?



Home Activity Your child read a short passage and made a time line of key events in the life of Dr. Martin Luther King Jr. Talk with your child about some of the important events in your own life. Create a time line to show the sequence of those events.

Name _____

Vocabulary

Directions Choose the word from the box that best completes each sentence. Write the word on the line.

- _____ 1. a high-spirited horse
- _____ 2. made something look larger
- _____ 3. not afraid
- _____ 4. a faint, unsteady light
- _____ 5. dark or gloomy

**Check the Words
You Know**

- ___ fate
 ___ fearless
 ___ glimmer
 ___ lingers
 ___ magnified
 ___ somber
 ___ steed

Directions Choose a word from the box that best matches each clue. Write the word on the line.

Some have fought for freedom in a 6. _____ and inspiring way.

The founding fathers 7. _____ this kind of commitment when they fought against the British and, some would say, 8. _____ itself.

The 9. _____ of hope they felt eventually became reality when they defeated the English King's forces. That dedication to the fight for freedom

10. _____ in all Americans to this day.

Write a Conversation

On a separate sheet of paper, write a short conversation between two members of the colonial army in 1775. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from the poem *The Midnight Ride of Paul Revere*. With your child, look up information about Paul Revere and his activities as a colonist in the 1700s. Discuss the information, using as many vocabulary words as possible.

Name _____

Vocabulary • Word Structure

- An **ending** is a letter or letters added to the end of a base word.
- **-s** or **-es** can be added to a singular noun to make it plural. **-ed**, **-ing**, and **-s** can be added to a verb to change its tense.

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

A colonist's life was filled with hard work, especially when compared with our lives. Many of these differences can be connected to a single fact: in the 1700s, there were no cars. Traveling from place to place was particularly difficult.

A colonist without a good horse often had to walk. Once outside of town, many miles separated settlements—and there were no sidewalks, few roads, and no street lights. Lingered on the trail after dark was risky.

1. *Compared* and *connected* both have the same ending. What are their base words? How does **-ed** change the meaning of their base words?

2. *Lives* and *differences* both have the same ending. What are their base words? How does **-s** change the meaning of their base words?

3. *Traveling* and *lingering* both have the same ending. What are their base words? How does **-ing** change the meaning of their base words?

4. What is the difference between **-s** at the end of *lingers* and **-s** at the end of *sidewalks*?

5. Choose a noun or a verb from the passage. What is its base word? Add a new ending to it. How has the meaning of the word changed?



Home Activity Your child identified and answered questions about word endings. Change the word endings of common words your child knows. Ask your child how these new words are different from the original words in spelling and meaning.

Name _____

Literary Elements • Setting and Theme**Directions** Read the article. Then answer the questions below.

Patrick Henry was one of the many interesting characters in the American Revolution. He provided us with one of the great sayings in American history. As a young man, he tried and failed at being a farmer and shopkeeper. He eventually educated himself and became a lawyer. Patrick Henry became a famous activist in the fight against British control of the

colonies. He spoke out against English rule early and often. He urged fellow colonists to revolt. He challenged the British over their restrictions upon American liberty. In 1775, at a meeting of colonial leaders, he spoke his most famous line: "I know not what course others may take, but as for me, give me liberty or give me death." This was the theme of his adult life.

1. When and where did Patrick Henry live?

2. How do you know Patrick Henry was outspoken?

3. How did Patrick Henry feel about British rule of the colonies?

4. Why do you think Patrick Henry said, "Give me liberty or give me death"?

5. On a separate sheet of paper, describe something you feel so strongly about that you would say something like what Patrick Henry said.

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Home Activity Your child read a short passage and answered questions about setting and theme. Discuss the setting of one of your child's favorite places. Ask your child: What does it look like? What do you see there?

Name _____

Sequence

- The **sequence** of events is the order in which they take place, from first to last.
- Clue words such as *first*, *next*, and *then* may show sequence in a story or article, but not always. Other clues are dates and times of day.
- Sometimes two events happen at the same time. Clue words that show this are *meanwhile* and *in that same year*.

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

In 1773, American colonists in Boston raided three British ships in Boston Harbor. They dumped more than 300 crates of British tea into the water. They were protesting England's taxes on the American colonies. Eight months earlier, the British government had created a tax on all tea shipped from England to

America. The colonists were furious. On the night of December 16, 1773, Samuel Adams led approximately 100 colonists and stormed the British ships waiting to unload their tea. By dumping all the tea into the harbor, the colonists let the King know that they would not stand for his high taxation.

1. What did the British do that angered the American colonists? What year did they do it?

2. How long did it take for the colonists to take action?

3. Why did the colonists dump the tea into Boston Harbor?

4. Why is knowing that the colonists were angry at the British important to the sequence of events?

5. Imagine that you have been asked to give a history presentation on the Boston Tea Party. On a separate sheet of paper, list at least five questions you might try to answer in your presentation.



Home Activity Your child read a short passage and answered questions about the sequence of events described in it. Read a newspaper or magazine article with your child and discuss the sequence of events it describes.

Name _____

Sequence

- The **sequence** of events is the order in which they take place, from first to last.
- Clue words such as *first*, *next*, and *then* may show sequence in a story or article, but not always. Other clues are dates and times of day.
- Sometimes two events happen at the same time. Clue words that can show this are *meanwhile* and *in that same year*.

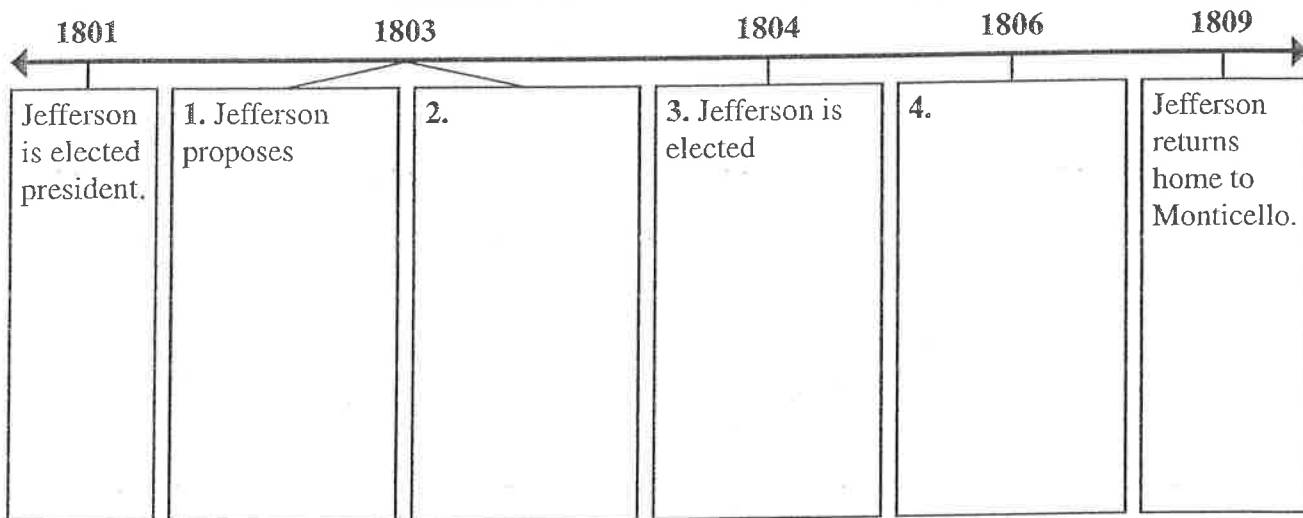
Directions Read the following passage and complete the time line below.

Thomas Jefferson was the third president of the United States. After a close election, he took office in 1801. In 1803, Jefferson proposed an expedition to explore the West. This became the Lewis and Clark expedition. Meanwhile, he made an agreement with France called the Louisiana Purchase.

Jefferson's re-election in 1804 was

different from his first. This time he won every state except three. Lewis and Clark returned in 1806. They had traveled all the way to present-day Oregon. Jefferson was asked to run for president for a third term. He refused because he did not want the president to become like a king. In 1809, Jefferson returned to his much-loved home, Monticello.

Thomas Jefferson's Presidency



5. Which two events happened at nearly the same time? How can you tell?



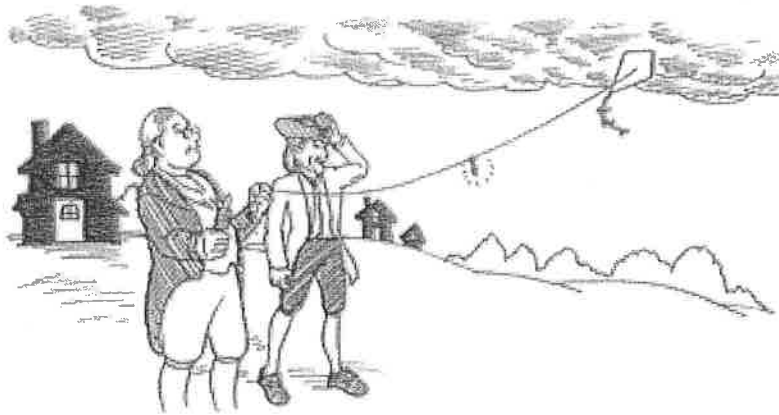
Home Activity Your child read a short passage and identified the sequence of events in it. Read a historical story or article with your child and chart the sequence of events in the article.

Name _____

Illustration/Caption

- **Illustrations** or **pictures** can convey information about characters and events in a story. They can help establish mood, dramatize action, reinforce the author's imagery or symbolism, or help explain the text.
- A **caption** is the text explaining the illustration or picture. It usually appears below or to the side of the image.

Directions Look at the illustration and read the caption. Then answer the questions below.



This illustration shows Benjamin Franklin flying a kite in an experiment to relate lightning and electricity.

1. Based on the illustration, in what kind of weather did Franklin fly his kite?

2. Look at the picture. How did Franklin's experiment work?

3. What do the clothes of the people in the illustration tell you?

4. Why do Ben Franklin and his companion look pleased?

5. Can you tell where the event took place by looking at the illustration?

Name _____

Directions Look at the illustration and read the caption. Then answer the question below.



This illustration shows the Illinois state quarter, whose design was inspired by the artwork of Thom Cicchelli of Chicago.

6. Look at the illustration of the quarter. Who is pictured on the quarter?

7. Based on the illustration, in what year was Illinois admitted to the United States?

8. What do the tall buildings show?

9. What does the caption tell you that is not reflected in the image?

10. What do you think the 21 stars signify?

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Home Activity Your child learned how illustrations and captions can help convey information about a story. Look at one of your child's favorite books and discuss how the illustrations in it help your child learn more about the story.

