

Name \_\_\_\_\_

## Compare and Contrast

- To **compare** is to tell how two or more things are alike. To **contrast** is to tell how two or more things are different.
- Clue words such as *like* or *as* show comparisons. Clue words such as *but* or *unlike* show contrasts.
- Often authors don't use clue words, and readers have to compare and contrast things on their own.

**Directions:** Reread "Anna's New School." Then complete the table that shows the contrasts between Anna's new school and her old school. Some information has been filled in for you.

Items	New School	Old School
1. desks	in groups, hinges	
2. pencils		smaller around than Anna's thumb
3. blackboards		
4. chalk		
5. children		



**Notes for Home:** Your child read a story and made contrasts using word clues and their own inferences. **Home Activity:** Choose two objects (flowers, bowls, books, tables, and so on) and have your child list ways they are similar (comparisons) and ways they are different (contrasts).

Name \_\_\_\_\_

classwork



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**Directions:** Reread Yingtao’s descriptions of his two older sisters in “Yingtao’s New Friend.” Then answer the questions below.

<p>I think Second Sister felt the loneliest. In China, people always said she would turn out to be a real beauty. She had been popular at school there, always surrounded by friends. But in America not many people told her she was beautiful. These days she was often cranky and sad. Mother told the rest of us that</p>	<p>we just had to be patient with Second Sister. Third Sister had no trouble at all making friends. Even before she could speak much English, she began chatting with other kids. She could always fill the gaps with laughter.</p>
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From YANG THE YOUNGEST AND HIS TERRIBLE EAR by Lensey Namioka. Copyright © 1992 by Lensey Namioka (Text); Illustrations © by Kees de Kieffe. By permission of Little, Brown and Company.

1. Is Second Sister the same in America as she was in China or is she different? What clue word in the passage tells you?  
\_\_\_\_\_
2. How do you think Second Sister felt in China? Explain.  
\_\_\_\_\_
3. Does Third Sister act like Second Sister? Explain.  
\_\_\_\_\_
4. Write a sentence contrasting the two sisters’ behavior in America.  
\_\_\_\_\_
5. Use a separate sheet of paper to tell how you think Yingtao feels in America compared with each of his sisters. Give examples from the story.

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**Notes for Home:** Your child used story details to compare and contrast two characters. **Home Activity:** Work with your child to come up with a list of ways two people he or she knows well are similar (comparisons) and ways they are different (contrasts).

## Compare and Contrast

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**Directions:** Read the story below.

Mr. Berg was our new music teacher. Unlike our old music teacher Mrs. Marsh, Mr. Berg let anybody join the orchestra. Some students, like my friend Jim, had taken music lessons. But some students, like my sister June and me, hadn't. That didn't matter to Mr. Berg. He told us all just to try our best. He gave out instruments. I got a trumpet, and June got a violin. The first time she played, it sounded like a cat screeching. But at

least she got her violin to do something. Jim blew a few notes on his trumpet, then asked me to try. But I couldn't make even a little squeak.

Mr. Berg wasn't upset. "You have only one way to go, Brian," he told me. "That's to get better. I'll teach you how."

Mr. Berg was right. With some lessons, I could play a few notes.

**Directions:** Complete the table. Use what you are told about the characters and what you can figure out to compare and contrast pairs of characters.

People	Alike	Different
Mrs. Marsh, Mr. Berg	Both are music teachers.	1.
Brian, June	Neither has had any lessons.	2.
Brian, Jim	3.	Brian: no lessons, no sounds; Jim: lessons, sounds
June, Jim	4.	5.



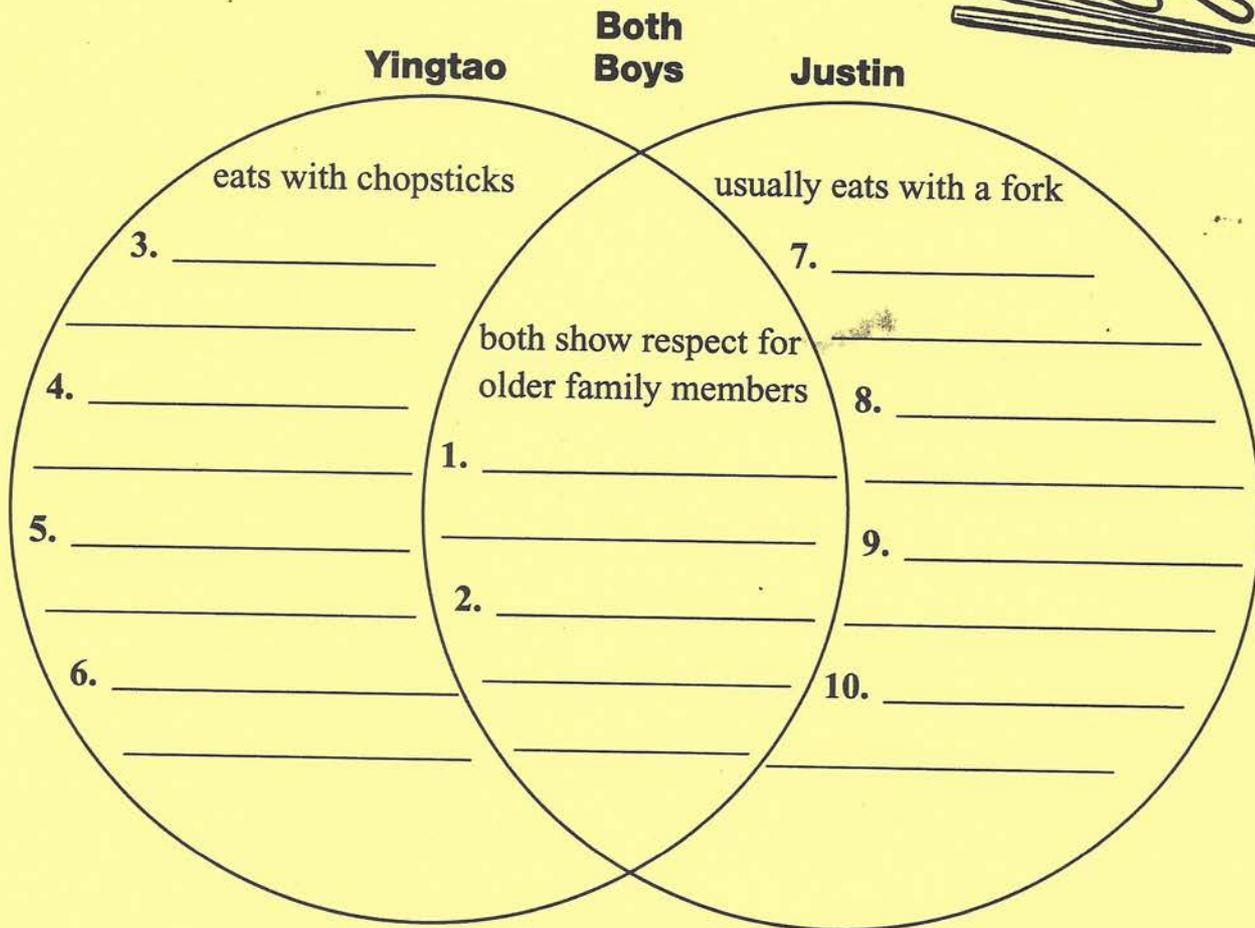
**Notes for Home:** Your child has read a story and used details and what he or she knows to make comparisons and contrasts. **Home Activity:** With your child, choose two persons, places, or things that you both know. Take turns making comparisons and contrasts.

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## Writing Across Texts

**Directions:** Consider what you know about Justin from “A Visit with Grandpa” and Yingtao from “Yingtao’s New Friend.” Use the diagram below to compare the two boys. Think about what each boy does well. Consider how the background and family traditions of the boys are similar and different. Try to include at least ten entries.



### Write a Compare/Contrast Paragraph

Yingtao and Justin have very different backgrounds and abilities. On a separate sheet of paper, write a paragraph in which you compare and contrast the boys. Use the information from your diagram to help you. Then draw a conclusion telling whether or not you think the boys could be friends.



**Notes for Home:** Your child used information from two reading selections to write a compare/contrast paragraph. **Home Activity:** As you read stories and articles with your child, talk about how ideas or characters are alike and different.

# Grammar: Sentence End Punctuation

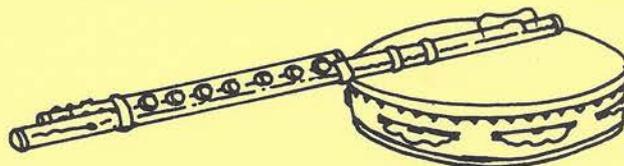


**Directions:** Add the correct punctuation mark at the end of each statement or question.

1. How many instruments are in a standard orchestra \_\_\_\_\_
2. Usually most orchestras have about 100 instruments \_\_\_\_\_
3. An orchestra is made up of four groups of instruments \_\_\_\_\_
4. Do you know what they are \_\_\_\_\_
5. The groups of instruments are strings, woodwinds, brass, and percussion \_\_\_\_\_
6. What is the most common string instrument \_\_\_\_\_
7. The violin is the most common string instrument \_\_\_\_\_
8. Some orchestras have as many as 36 violins \_\_\_\_\_
9. Can you name another string instrument \_\_\_\_\_
10. Yes, a harp is a string instrument \_\_\_\_\_

**Directions:** Write five sentences—four statements and one question. Write about a musical instrument you play or would like to play. Remember to begin each sentence with a capital letter and end each one with the correct punctuation.

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_



**Notes for Home:** Your child identified the correct end punctuation for sentences and wrote sentences. **Home Activity:** Say a statement or ask a question about music your child enjoys. Have him or her tell what punctuation mark should go at the end of each sentence.

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## Grammar: Declarative and Interrogative Sentences

A sentence that tells something is a statement. It ends with a period. Another name for a statement is a **declarative sentence**.

I play in the orchestra at school.

A sentence that asks something is a question. It ends with a question mark. Another name for a question is an **interrogative sentence**.

Does your school have an orchestra?

**Directions:** For each sentence, add the correct end punctuation. Then write **D** if the sentence is declarative. Write **I** if it is interrogative.

1. Do you play a musical instrument \_\_\_\_\_
2. How well do you play \_\_\_\_\_
3. The violin is a beautiful instrument \_\_\_\_\_
4. It isn't easy to play a violin \_\_\_\_\_
5. It is important to practice every day \_\_\_\_\_
6. Which musical instruments do you like \_\_\_\_\_
7. You could play more than one kind of instrument \_\_\_\_\_
8. Playing an instrument can make you feel proud \_\_\_\_\_
9. Would you like to play in a concert \_\_\_\_\_
10. Would you like to listen to some music \_\_\_\_\_
11. There are many different types of music \_\_\_\_\_
12. Some people don't listen to music \_\_\_\_\_
13. Your family could listen to music together \_\_\_\_\_
14. Everyone in my family likes music \_\_\_\_\_
15. Does music make you happy \_\_\_\_\_



**Notes for Home:** Your child identified declarative and interrogative sentences. **Home Activity:** Take turns making statements or asking questions about songs that you have listened to together.

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## Grammar: Declarative and Interrogative Sentences

**Directions:** For each sentence, add the correct end punctuation. Then write **D** if the sentence is declarative. Write **I** if it is interrogative.

1. Will the orchestra start to play \_\_\_\_\_
2. The audience is eager to hear the musicians play \_\_\_\_\_
3. The music is soft and beautiful \_\_\_\_\_
4. How long do you think the concert will last \_\_\_\_\_
5. I am glad that we came tonight \_\_\_\_\_

**Directions:** Change each of these declarative sentences into an interrogative sentence. Be sure to use the correct end punctuation.

6. The orchestra played a piece by Beethoven.  
\_\_\_\_\_
7. The drums are loud.  
\_\_\_\_\_
8. The violin player can play very high notes.  
\_\_\_\_\_
9. There is another concert next week.  
\_\_\_\_\_
10. We should go again.  
\_\_\_\_\_

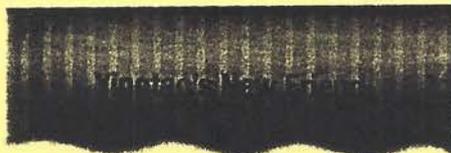
### Write Questions

On a separate sheet of paper, write three questions about a musical instrument you like. Then answer each question with a declarative sentence.



**Notes for Home:** Your child changed statements (declarative sentences) into questions (interrogative sentences). **Home Activity:** To practice asking questions and making statements, take turns "interviewing" one another.

Name \_\_\_\_\_



## Spelling: Short Vowels a, i, o, u

Word List			
band	river	pond	trouble
cash	finger	block	young
January	build	forgot	cousin
blanket	guilt	closet	couple
backpack	window	chop	tough

**Directions:** Write the words from the box with short a, short o, and short u vowel sounds. Sort the words according to how the vowel sound is spelled.

- | Short a<br>Spelled a | Short o<br>Spelled o | Short u<br>Spelled ou |
|----------------------|----------------------|-----------------------|
| 1. _____             | 6. _____             | 11. _____             |
| 2. _____             | 7. _____             | 12. _____             |
| 3. _____             | 8. _____             | 13. _____             |
| 4. _____             | 9. _____             | 14. _____             |
| 5. _____             | 10. _____            | 15. _____             |

**Directions:** Choose the word from the box that best completes each sentence. Write the word on the line to the left.

- \_\_\_\_\_ 16. Lucy and her mother decided to \_\_\_\_\_ their own guitar from scratch.
- \_\_\_\_\_ 17. They cut down a tree by the \_\_\_\_\_ to use for wood.
- \_\_\_\_\_ 18. Each day, they sat inside by the \_\_\_\_\_ and carved.
- \_\_\_\_\_ 19. Lucy felt some \_\_\_\_\_ because her mother did most of the work.
- \_\_\_\_\_ 20. When the guitar was done, Lucy tried to play it, but she couldn't remember which \_\_\_\_\_ went where.



**Notes for Home:** Your child spelled words with short vowels a, i, o, and u (*band, river, build, pond, young*). **Home Activity:** Join your child on a walk around the house. Have your child point out objects that have these short vowel sounds.

Name \_\_\_\_\_



# Spelling: Short Vowels a, i, o, u



## Word List

band	river	pond	trouble
cash	finger	block	young
January	build	forgot	cousin
blanket	guilt	closet	couple
backpack	window	chop	tough

**Directions:** Choose the word from the box that best completes each sentence. Write the word on the matching numbered line to the right.

Lucy sat in the 1. \_\_\_\_\_ room waiting for rehearsal to start. She felt a terrible sense of 2. \_\_\_\_\_. It's not that she 3. \_\_\_\_\_ to bring her flute. It was worse. She couldn't remember where she left it. She had looked in her 4. \_\_\_\_\_ that she carried everywhere. She had looked in her bedroom, even in the back of her messy 5. \_\_\_\_\_. She knew she was in big 6. \_\_\_\_\_!

Suddenly, from her seat near the 7. \_\_\_\_\_, she saw her first 8. \_\_\_\_\_, Mary, outside. She was about a 9. \_\_\_\_\_ away, but Lucy could see Mary had her flute. Lucy now remembered that she had left it at Mary's house a 10. \_\_\_\_\_ of days ago.

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. \_\_\_\_\_  
 6. \_\_\_\_\_  
 7. \_\_\_\_\_  
 8. \_\_\_\_\_  
 9. \_\_\_\_\_  
 10. \_\_\_\_\_

**Directions:** Write the word from the box that best fits in each group.

- 11. ocean, lake, \_\_\_\_\_
- 12. strong, firm, \_\_\_\_\_
- 13. creek, stream, \_\_\_\_\_
- 14. make, construct, \_\_\_\_\_
- 15. cut, saw, \_\_\_\_\_
- 16. youthful, immature, \_\_\_\_\_
- 17. quilt, comforter, \_\_\_\_\_
- 18. November, December, \_\_\_\_\_
- 19. arm, hand, \_\_\_\_\_
- 20. money, coins, \_\_\_\_\_



**Notes for Home:** Your child spelled words with the short vowels a, i, o, u (*band, river, build, pond, young*). **Home Activity:** Read the newspaper with your child. Have him or her point out words that have these short vowel sounds and spellings.