Here are ways to help your child practice skills while having fun!

**Day 1**
Have your child read these words: broken, loan, mow, throat, yellow. Ask what letter or letters stand for the long o sound in each word.

**Day 2**
Your child has been drawing conclusions from text. Read your child a story. Ask about the main characters. Ask what story details helped your child to understand each character.

**Day 3**
Have your child read these words: answer, company, faraway, parents, picture, school, wash. Use the words to act out a telephone conversation with your child.

**Day 4**
Have your child use a marker or crayon to write these spelling words: ago, bowl, float, goat, hold, most, open, show, slow, toad, toast, told. Have your child rewrite the words in another color.

**Day 5**
This week your child learned about drawing conclusions from the text. Read a mystery story with your child. Discuss the story and have your child make a list of the facts that were used to draw a conclusion in solving the mystery.

**Reading** Dear Juno

**Talking About** The many ways we can communicate

**Learning About** Vowel Patterns o, oa, ow

Draw Conclusions
Words with Long o

Story using a row of long o words.

1. Cut out the two game cards. Copy the long o words.
2. Take turns drawing a word from the bag and place it on the game card.
3. If the word appears on a player's game card, mark it.
4. The first player to get four buttons in a row wins the game.

Game Directions

Materials: buttons, paper, pencil, bag

Materials: buttons, paper, pencil, bag

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Dear Juno

Name ____________________________

**Circle** the word in each sentence that has the long e sound. **Write** the word on the line.

- **wheel**
- **leaf**
- **baby**

**Circle** the word in each sentence that has the long e sound.

**Write** the word on the line.

1. Di had a party.
2. Now Di has a messy room.
3. Di feels sad.
4. Bill is eager to help.
5. Bill likes to clean.

**Home Activity** Your child identified words with the long e sound spelled ee, ea, and y. List five long e words with the ee, ea, or y spelling. Ask your child to read the words to you. Challenge your child to name other long e words. Help your child write these words.

**Phonics** Long e: e, ee, ea, y Review DVD•129
Dear Juno

DVD•130

Comprehension Sequence Review

Home Activity
Your child identified words that show sequence and placed events in the correct order. Have your child help you make a sandwich. Talk about what you do first, next, and last.

Energy from the Sun

Long before they discovered fire, people used the sun for energy. It was their only source of light and heat. Today, we use energy from sunlight that fell on Earth millions of years ago. First, plants took in energy from the sun. Next, they stored it in their bodies. Then animals ate the plants and stored the energy. After the plants and animals died, they were covered with layers of mud, sand, and clay. These layers grew thicker over millions of years. After they got very heavy, they pressed down on the plants and animals. Finally the pressure changed the living things into oil, gas, or coal. Now, we use the energy in oil, gas, and coal to run our cars, heat our homes, and make electricity.

1. Circle the words in the story that give clues to the order of events.

2. Write the numbers 1, 2, 3, 4 to show the order of events.

Plants and animals changed to oil, gas, and coal.
People use energy in oil, gas, and coal.
People only had the sun for light and heat.
The bodies of plants and animals were covered with layers of mud.
Vowel Patterns o, oa, ow

Generalization Long o can be spelled o, oa, and ow: most, goat, bowl.

Sort the list words by o, oa, and ow.

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Words to Read

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Spelling Words

1. goat
2. hold
3. show
4. most
5. bowl
6. float
7. toast
8. ago
9. open
10. told
11. toad
12. slow

Words to Read
13. answer
14. school

Home Activity Your child is learning to spell words with long o spelled o, oa, and ow. To practice at home, have your child spell each word. Then cover the word and ask him or her to spell it again.

Spelling Vowel Patterns o, oa, ow
Dear Juno

**Vowel Patterns o, oa, ow**

### Spelling Words

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**Read** the clue. **Write** the list word.

1. Add a letter to **low** to make a word that means **not fast**.
   - _______________________

2. Add a letter to **how** to make a word that means **movie**.
   - _______________________

3. Add a letter to **bow** to make a word that means **dish**.
   - _______________________

4. Add a letter to **old** to make a word that means **hang onto something**.
   - _______________________

**Read** the clues. **Write** the list words. The word in the boxes will answer the riddle.

**What has eyes, but can’t see?**

- 5. You do this to a window.   - [ ] [ ] [ ]
- 6. This is the opposite of **least**.   - [ ] [ ] [ ]
- 7. This animal has no tail.   - [ ] [ ] [ ]
- 8. An animal with horns and beard   - [ ] [ ] [ ]
- 9. You eat this for breakfast.   - [ ] [ ] [ ] [ ]
- 10. You can do this in the water.   - [ ] [ ] [ ] [ ]

### Home Activity

Your child has been learning to spell words with long o spelled o, oa, and ow. Give clues about a list word. Challenge your child to guess and spell it.

**DVD•132** Spelling Vowel Patterns o, oa, ow
Dear Juno

**Verbs with Singular and Plural Nouns**

Tell about things your friend does.

My friend

My friend

My friend

Tell about things you and your friend do.

My friend and I

My friend and I

My friend and I

**Home Activity** Your child learned how to use verbs with singular and plural nouns in writing. Have your child write a note or letter to a relative. Before you mail it, have your child point out the verbs with singular nouns and the verbs with plural nouns.

**Conventions** Verbs with Singular and Plural Nouns
Dear Juno

Verbs with Singular and Plural Nouns

Underline the verb in ( ) that completes each sentence.

1. Juno (draws, draw) a picture.

2. Mom and Dad (read, reads) the letter.

3. Juno and Sam (waits, wait) for the mail.

4. Grandma (send, sends) a photograph.

Write the verb in ( ) that completes each sentence.

5. Grandma (visit, visits) us.

6. Ben and I (hugs, hug) her.

7. Ben (tell, tells) a joke.

8. Mom and Dad (laughs, laugh) too.

Home Activity
Your child reviewed verbs with singular and plural nouns. Write the singular and plural subjects for items 1–8 on this page on paper. Take turns with your child adding appropriate verbs to the subjects to make sentences.

DVD•134 Conventions Verbs with Singular and Plural Nouns
Dear Juno,

Read the letter. Follow the directions.

Dear Maggie,

My name is Kim. I got your name from a list at my school. I am in the second grade. Here is a picture of my house.

I have seen pictures of the country where you live. Do you live in a tall building? What is your school like? What do you like to do for fun? I like to write letters. Do you?

Your new friend (I hope!),
Kim

1. Where do you think Maggie lives?

2. Write a sentence that tells why Kim wrote the letter.

3. Where do you think Kim lives?

4. Write a sentence telling how you think Maggie felt to get the letter from Kim.

Home Activity Your child read a letter and drew conclusions from information in the letter. Read aloud a portion of a story or article your child has not read. Work together to use information from the text to draw conclusions about a character or event.

Comprehension Draw Conclusions DVD•135