Long \(i\) (\(i\), \(igh\), \(ie\), \(y\))

Write a word from the box to complete each sentence.

Word Bank

- might
- find
- pie
- night
- kind
- My

1. Do you like ____________ made with fruit?
2. What ____________ of pie do you like best?
3. ____________ mom will go to the store to get fresh peaches.
4. I ____________ go with her.
5. We will ____________ the best peaches together.
6. At ____________ we will eat peach pie.
Pronouns and Verbs

• If the pronoun he, she, or it comes before a verb that tells about an action happening now, add -s or -es to the verb.
  He rides the bus. She misses the bus.
  I ride a bike. He rides a bike.

• If the pronoun I, you, we or they comes before the verb, do not add -s or -es.
  They ride the bus. We miss the bus.

Circle the correct verb to go with the subject. Then rewrite the sentence.

1. We (ride, rides) the bus to the game.

2. She (hand, hands) the man a ticket.

3. You (watch, watches) the game.

4. They (look, looks) at the pitcher.

5. He (catch, catches) the ball.
Long \( i (i, \text{igh}, \text{ie}, \text{y}) \)

In each row, circle the words that have the long \( i \) sound.

1. by, light, win, pie, pick
2. ply, swim, mild, fin, slight
3. milk, child, why, gift, thigh
4. bright, pink, tie, bind, dry

Write a word from the box that fits each clue.

Word Bank:
- right
- cry
- fly
- kind
- tie

5. This is what a jet does. ______________________
6. You do this with laces. ______________________
7. A nice pal is this. ______________________
8. If you don’t go left, you might go this way. ______________________
9. A child might do this when he or she is sad. ______________________
Today the boys were playing baseball. Since Miguel didn’t play baseball, he sat on the curb.

When the first batter struck out, Miguel groaned. When two more batters struck out, Miguel started whistling.

Barry frowned. “Do you think it’s easy to hit a ball that’s coming at you fast and hard?”

“I don’t know,” said Miguel. “Let me try.”

“Okay,” said Barry. “You’re on our team and it’s your turn.”

Miguel held the bat. Then he saw the ball coming toward him. He took a mighty swing! A loud CRACK sounded. The ball flew up into the sky.

“Wow!” said Miguel. “Maybe I like this game!”

Read aloud the selection above. Complete the Flow Chart to show the sequence of events in Miguel’s story.
Long \(i\), \(igh\), \(y\)

Sort the Spelling Words. Put words with the long \(i\) sound spelled \(i\), \(igh\), and \(y\) under the correct baseball glove.

\[
\begin{array}{ccc}
\text{i} & \text{igh} & \text{y} \\
1. & 5. & 10. \\
2. & 6. & 11. \\
3. & 7. & 12. \\
4. & 8. & 13. \\
9. & 14. & \\
\end{array}
\]

Circle the letter or letters in each word that spell the long \(i\) sound.

Basic Words
1. night
2. kind
3. spy
4. child
5. light
6. find
7. right
8. high
9. wild
10. July
11. fry
12. sigh

Review Words
13. by
14. why
# More Pronouns and Verbs

If *he*, *she*, or *it* comes before the verb, add -s or -es. If the verb ends in *ch*, *tch*, *s*, or *x*, add -es.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I pass</td>
<td>He passes</td>
</tr>
<tr>
<td>We watch</td>
<td>She watches</td>
</tr>
<tr>
<td>They mix</td>
<td>He mixes</td>
</tr>
<tr>
<td>I reach</td>
<td>She reaches</td>
</tr>
</tbody>
</table>

## Thinking Question
When should I add -es to the end of a verb?

## Practice

1. **He fix the skates.**
   - He fixes the skates.

2. **We dash around the rink.**
   - We dashes around the rink.

3. **She teaches them a trick.**
   - She teach them a trick.

4. **He misses a turn.**
   - He miss a turn.

5. **He watch from the stands.**
   - He watches from the stands.
Focus Trait: Voice
Using Dialogue

<table>
<thead>
<tr>
<th>Without Dialogue</th>
<th>With Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dani wanted to go to the baseball game.</td>
<td>Dani begged, “Mom, please let me go to</td>
</tr>
<tr>
<td></td>
<td>the baseball game. Please!”</td>
</tr>
</tbody>
</table>

A. Rewrite each sentence. Use dialogue.

<table>
<thead>
<tr>
<th>Without Dialogue</th>
<th>With Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dani asked Mom about the score.</td>
<td>“______________________?” Dani</td>
</tr>
<tr>
<td></td>
<td>asked Mom.</td>
</tr>
<tr>
<td>2. Mom told her it was tied.</td>
<td>“______________________!” Mom said.</td>
</tr>
</tbody>
</table>

B. Rewrite each sentence. Use dialogue.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Tad told Dani she</td>
<td></td>
</tr>
<tr>
<td>couldn’t play.</td>
<td></td>
</tr>
<tr>
<td>4. Dani wanted to know</td>
<td></td>
</tr>
<tr>
<td>why.</td>
<td></td>
</tr>
<tr>
<td>5. Tad said she was too</td>
<td></td>
</tr>
<tr>
<td>young.</td>
<td></td>
</tr>
</tbody>
</table>
Cumulative Review

Combine a word from the box with a word below. Write the word on the line, and read the whole compound word.

**Word Bank**

- be
- cake
- end
- box
- boat
- light
- hive
- ball

1. pan ____________
2. sun ____________
3. bee ____________
4. base ____________
5. may ____________
6. week ____________
7. sand ____________
8. sail ____________

Circle two compound words in each sentence. Draw a line between the two words that make up each compound word.

9. We like to look for pinecones in the sunshine.
10. She put on her raincoat and went outside.
On Saturday, Dad took Julie fishing. He rented a rowboat from a man at the dock. “Now, let’s get our gear.”

Dad and Julie got rods, bait, and bobbers from a shop. Soon they were out in the middle of the lake.

Before they knew it, Julie got a bite! Dad helped her bring in the fish.

“Now, we let it go,” said Dad. He unhooked the fish and tossed it into the water.

“Why did you do that?” asked Julie.

“We only keep what we can eat. If we kept all the fish,” began Dad.

“There wouldn’t be any left to catch!” Julie laughed.

Answer the questions to infer important events. Then work with a partner to complete a Flow Chart like this one.

1. How do Dad and Julie get to the middle of the lake? Why do they go there?

2. What do you know Julie has done before she gets a fish to bite on her line?
Write a Spelling Word for each clue.

1. This is a month of the year.  
2. You can cook food this way.  
3. This also means correct.  
4. The opposite of tame  
5. A young person  
6. A word that asks a question  
7. When the sky is dark  
8. A word that can mean next to  

Add and subtract letters from the words below to write Spelling Words.

9. (spray – ra) =  
10. (bright – br) + l =  
11. (signal – nal) + h =  
12. (fight – ght) + nd =  

Basic Words
1. night  
2. kind  
3. spy  
4. child  
5. light  
6. find  
7. right  
8. high  
9. wild  
10. July  
11. fry  
12. sigh  

Review
13. by  
14. why
Pronouns and Homophones

• Don’t confuse their, they’re, and there.

Their house is red.
They’re all wearing hats.
There is my bike!

• Don’t confuse your and you’re.

Your house is red.
You’re wearing a hat!

Circle the correct verb to go with the subject.

1. She walks into (their, there) room.
2. (Their, They’re) running in the park.
3. I can see a puddle over (they’re, there).
4. (Your, You’re) late for the game.
5. (Your, You’re) hat stayed dry.

Draw a line under each correct sentence.

6. Their brother runs in a race.
   They’re brother runs in a race.

7. Your running very quickly!
   You’re running very quickly!

8. There looking back at you.
   They’re looking back at you.
Antonyms

Draw a line from each word on the left to its antonym on the right.

short  day
old  young
night  long
up  down

Read each sentence. Think of a word that has the opposite meaning of the underlined word and write it on the line.

1. Emily took a short walk around the block.

2. We climbed up to the tree house.

3. We yelled when the parade came down the street.

4. A young cat is called a kitten.
Proofread for Spelling

Proofread the journal entry. Circle the misspelled words. Then write the correct spellings on the lines below.

Last knight, I was so afraid. I heard a wilde scream from somewhere outside. I tried to turn on the lite, but it was up too hi. It was so cold. It seemed more like January than Jullie. I didn’t know what to think. I let out a sye and went to sleep.

1. ____________ 4. ____________
2. ____________ 5. ____________
3. ____________ 6. ____________

Find and circle six Spelling Words with long i. The words can read across or down.

Q L W M X P F R Y
F I N D G R T Z P
K D B X R O V M W
I X C H I L D N I
N V J S G R K N L
D M P A H K N E D
Q A M F T U V A R

Spelling Words

Basic Words
1. night
2. kind
3. spy
4. child
5. light
6. find
7. right
8. high
9. wild
10. July
11. fry
12. sigh
Kinds of Sentences

Read each sentence. Tell whether it is a statement, an exclamation, a command, or a question. Then write the sentence correctly on the line.

1. did you hit that ball ________________

2. you did a great job ________________

3. try that again ________________

4. Hanna pitches the ball ________________

5. her dad hits the ball ________________

6. how far did he hit it ________________
### Conventions

<table>
<thead>
<tr>
<th>Subject and Verb Don’t Match</th>
<th>Subject and Verb Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>He pitch the ball.</td>
<td>He pitches the ball.</td>
</tr>
<tr>
<td>She swing the bat.</td>
<td>She swings the bat.</td>
</tr>
</tbody>
</table>

Proofread the paragraphs. Find five places where the pronoun and verb do not match. Write the corrected sentences on the lines below.

Mike plays baseball with me. He pitch the ball. I hit the ball. It get dark out. Mom calls me. She yell, “Dinner!”

I wave at Mike. He wave back. He rush home, too.

1. 
2. 
3. 
4. 
5. 

Luke Goes to Bat
Grammar: Connect to Writing