

Name \_\_\_\_\_

Week 6-2

- Some adjectives change their spelling when *-er* or *-est* is added.
- When an adjective ends in a consonant and *y*, change the *y* to *i* and add *-er* or *-est*: *happy/happier/happiest*, *cozy/cozier/coziest*.
- When an adjective ends in *e*, drop the *e* and add *-er* or *-est*: *pale/paler/palest*, *large/larger/largest*.
- When adjectives have a short vowel sound before a final consonant, double the final consonant and add *-er* or *-est*: *sad/sadder/saddest*, *thin/thinner/thinnest*.

**A. Add *-er* or *-est* to each adjective. Write the correct form.**

**Add *-er***

- big \_\_\_\_\_
- sunny \_\_\_\_\_
- silly \_\_\_\_\_
- nice \_\_\_\_\_
- blue \_\_\_\_\_

**Add *-est***

- funny \_\_\_\_\_
- safe \_\_\_\_\_
- fat \_\_\_\_\_
- tiny \_\_\_\_\_
- red \_\_\_\_\_

**B. Write the correct form of each adjective in parentheses.**

- Yesterday was the (hot) \_\_\_\_\_ day all summer.
- Shane was (fast) \_\_\_\_\_ than Tom.
- This coat is (big) \_\_\_\_\_ than my old coat.
- Tomorrow will be the (short) \_\_\_\_\_ day of the year.
- It is (rainy) \_\_\_\_\_ today than it was yesterday.

Name \_\_\_\_\_

When a word ends in *le* or *el*, the last syllable is usually formed by those letters and the consonant before them. This is called a **final stable syllable**. Examples include *cable* (*ca/ble*), *little* (*lit/tle*), *hotel* (*ho/tel*), and *channel* (*chan/nel*).

**DECODING WORDS**

The word *turtle* has two syllables and a VCCCV spelling pattern. The syllables divide after the first consonant, creating a final stable syllable spelled *tle*. Blend the syllables and read the word aloud: *tur/tle*.

able	towel	castle	handle	travel
tunnel	eagle	little	puzzle	riddle
nickel	pickle	camel	squirrel	purple

Read the spelling words aloud. Then write the words that contain the matching final consonant spelling.

-le	
1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	

-el	
10. _____	
11. _____	
12. _____	
13. _____	
14. _____	
15. _____	



Look back at the selections you read this week. Look for words with a final syllable spelled *le* or *el*. Read the words you find aloud, and record them in your writer's notebook.

Name \_\_\_\_\_

- Some **adjectives** that compare do not add *-er* or *-est*.
- The comparative form of *good* is *better*, and the superlative form is *best*.
- The comparative form of *bad* is *worse*, and the superlative form is *worst*.
- *Many* is an adjective that refers to more than one thing. *More* compares two things. *Most* compares more than two.

**Circle the correct adjective for each sentence.**

1. I like corn (better, best) than green beans.
2. Our city has (more, most) sunny days than rainy ones.
3. That was the (worse, worst) movie I've ever seen.
4. I think the Eagles are the (better, best) team in the country.
5. I did (better, best) on the last test than this one.
6. My cold is (worse, worst) today than it was yesterday.
7. Of all my friends, Maria has the (more, most) video games.
8. I think Mrs. Casa is the (better, best) teacher in the world.
9. We had (more, most) snow days this year than last year.
10. I just played my (worse, worst) game ever.



In your writer's notebook, compare your favorite and least favorite foods. When you're done, reread your work to make sure you used comparative and superlative adjectives correctly.

Name \_\_\_\_\_

able	handle	castle	towel	travel
tunnel	eagle	nickel	little	purple
riddle	puzzle	pickle	camel	squirrel

**A. Write the spelling word that goes with the other two words.**

1. red, blue, \_\_\_\_\_
2. hawk, owl, \_\_\_\_\_
3. mansion, palace, \_\_\_\_\_
4. penny, dime, \_\_\_\_\_
5. tiny, small, \_\_\_\_\_

**B. Write the spelling word that completes each sentence.**

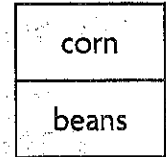
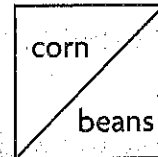
6. It is fun to \_\_\_\_\_ by trains and planes.
7. An earthworm digs a deep \_\_\_\_\_ underground.
8. Did the \_\_\_\_\_ bury an acorn under the tree?
9. I lost a piece of the \_\_\_\_\_ and can't finish it.
10. A \_\_\_\_\_ is a desert animal with a hump on its back.
11. Will you be \_\_\_\_\_ to go to the movie with me?
12. Dad asks me a \_\_\_\_\_ every night after dinner.
13. I eat a crisp, green \_\_\_\_\_ with my sandwich.
14. We need a \_\_\_\_\_ to wipe up the water we spilled.
15. I broke the \_\_\_\_\_ on my new suitcase.



# Describe Equal Parts of a Whole

**1** Zack and Tia have the same sized gardens. Which garden has more room to grow beans? Explain.

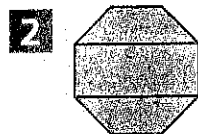
Tia's Garden    Zack's Garden



\_\_\_\_\_

\_\_\_\_\_

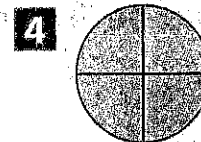
Write whether the shape is divided into *equal* parts or *unequal* parts for 2–4.



The parts are \_\_\_\_\_



The parts are \_\_\_\_\_



The parts are \_\_\_\_\_

**5** **MP Critique Reasoning** Alex says he divided both of these casserole pans into eighths. Does his statement make sense? Explain.

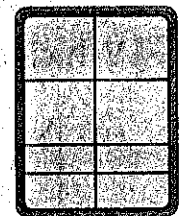
\_\_\_\_\_

\_\_\_\_\_

Casserole Pans

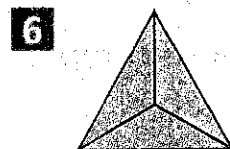


Pan A



Pan B

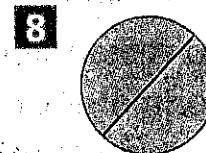
Write the name for the equal parts for 6–8.



\_\_\_\_\_

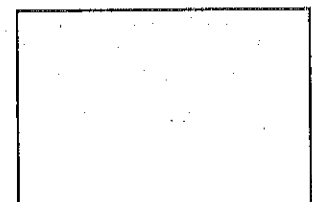


\_\_\_\_\_



\_\_\_\_\_

**9** **STEM** The steps of the water cycle are precipitation, evaporation, and condensation. Mia divides a poster into thirds to show these steps. Label the rectangle and draw lines to show how Mia could divide her poster.

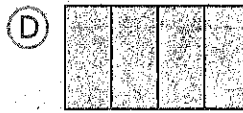
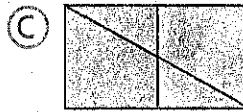


## Test Prep

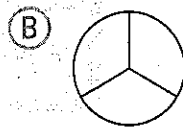
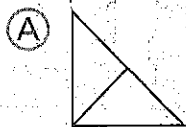
**10** Carmen folds a sheet of paper into halves. Select all the statements that are true.

- (A) The paper has equal parts.
- (B) The paper is divided into two parts.
- (C) Each part of the paper is the same size.
- (D) All halves of all sizes of paper are the same size.
- (E) A paper folded into thirds has fewer equal parts than Carmen's paper has.

**11** Shonda draws a flag. She divides it into fourths. Which could be Shonda's flag?

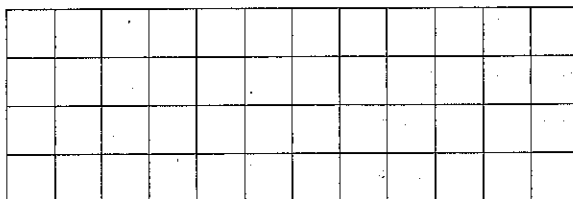


**12** Which shape shows eighths?



## Spiral Review

**13** Draw two rectangles that each have a perimeter of 8 units and different areas. Write the areas.



**14** Write the products to complete the multiplication table.

×	2	3	4	5	6
2	4	6		10	
4	8	12		20	

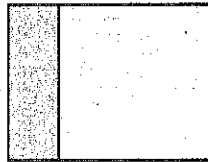


# Represent and Name Unit Fractions

- 1** Soo divides a square into sixths. She colors one of the equal parts red. What fraction of the square is red?

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- 2** **(MP) Use Structure** The shape shows a unit fraction of a whole. Draw to complete the whole shape. Name the unit fraction.



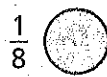

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The shape shows a unit fraction of a group for 3–5.  
Draw to complete the group.

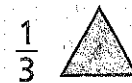
- 3** a half of a group



- 4** an eighth of a group



- 5** a third of a group



- 6** **(MP) Reason** Angela says she drew a square, and the square shows  $\frac{1}{2}$  of a whole. Draw to show how the whole could look. Describe how you decided how the whole could look.

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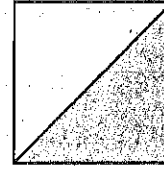
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## Test Prep

**7** Which fraction names the shaded part of the whole?



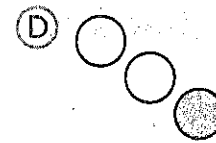
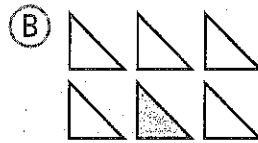
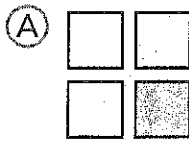
(A)  $\frac{1}{2}$

(C)  $\frac{1}{4}$

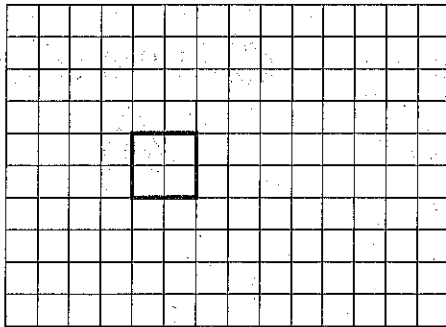
(B)  $\frac{1}{3}$

(D)  $\frac{1}{8}$

**8** Which drawing shows  $\frac{1}{3}$  of the group shaded?

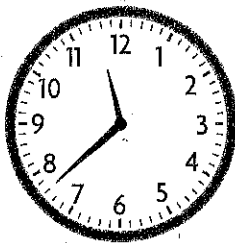


**9** A fourth of a shape is shown. Draw to complete the whole shape.



## Spiral Review

**10** Write the time.



**11** Use the Associative Property of Multiplication to find the product.

$$3 \times 30 = \square$$