**Theme 4 Test Review**

On the last Friday we had school, your student received a Theme 4 Study Guide to help them prepare for the Theme test that will occur tomorrow. However, to make sure they are truly prepared, this is an additional study sheet.

To help your child prepare, I recommend:

1. **Reading:** Review synthesizing with your child. Remember, to synthesize what you read you gather information to say something in a new or different way (See Pg. 115 in your textbook for help). Look back in your reading book to some of the stories we read: Thunder Cake, Franklin’s Spark, Electrified!, Electricity Haikus, and Power Posters. Reread part of a story and try to restate the main ideas and information you gained from reading in a new way-say it differently.

You also need to be able to make inferences by adding your own ideas and understandings to what you read. For example, when reading Franklin’s Spark: Why did the energy from the lightning travel down the string? What was at the end of the string that attracts lightning?

1. **Vocabulary:** Practice vocabulary by reading pages 112 and126 in your textbook. Below are the 10 vocabulary words for this theme:   
   **-power:** having energy to do work

**-electricity:** energy that makes heat or light  
**-glistening:** to shine or look wet  
**-crackling:** a quick, sharp sound  
**-automatic**: when something happens by itself without a lot of help from a person  
**-advance:** to move forward or to improve  
**-appliance:** a machine built for a specific purpose  
**-alternative:** another way of doing something (different)  
**-circuit:** a path through which an electric current flows  
**-benefits:** positive things that will make life better or easier

1. **Word Work:** Review the patterns that can make vowels say their “long” sound.   
   -Recall that adding a silent-e to the end of many words will make the first vowel say its long sound. (Examples: mike, take, name, rate, etc.)  
   -Review long-a and long-e using the patterns ai, ay, ea, ee and practice finding and making words with these vowel teams. Use Static Electricity on page 118 for practice.   
   -Review long-I and long-o using the patterns ie, igh, oa, ow and practice finding and making words with these long vowel patterns (remember that sometimes ie is a rule breaker). Use Chicago’s Wrigley Field on page 130 for practice.
2. **Writing:** be able to identify a sentence that is an exclamation as a sentence that is exciting or yelling and ends with an exclamation point. (Example: I did my best on my spelling test today!)

-For writing you also need to know that a report is a story about a specific topic that contains research and facts to help someone learn more about a topic.

-To improve word choice in a sentence you should add adjectives. Adjectives are describing words that explain what something looks like, feels like, or tell how many or what kind.

-Practice adding periods to abbreviations used in names (Mr., Ms., Mrs., Dr.) and addresses (St. Dr. Apt.).

1. Also review complex sentences: To make a compound sentence you take two ideas and put them into one sentence using “and” or “but” as a connecting word.

Example:  **Someday I would like to visit every bakery in town, but for right now I am just making a list of all of the delicious desserts they sell.**

My child, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I studied together to prepare for the Reading Theme Test on **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_