

Name \_\_\_\_\_

# Vocabulary

## Check the Words You Know

- |             |             |
|-------------|-------------|
| ___cuddles  | ___pecks    |
| ___flippers | ___preen    |
| ___frozen   | ___snuggles |
| ___hatch    |             |

**Directions** Use the words to complete the crossword puzzle.

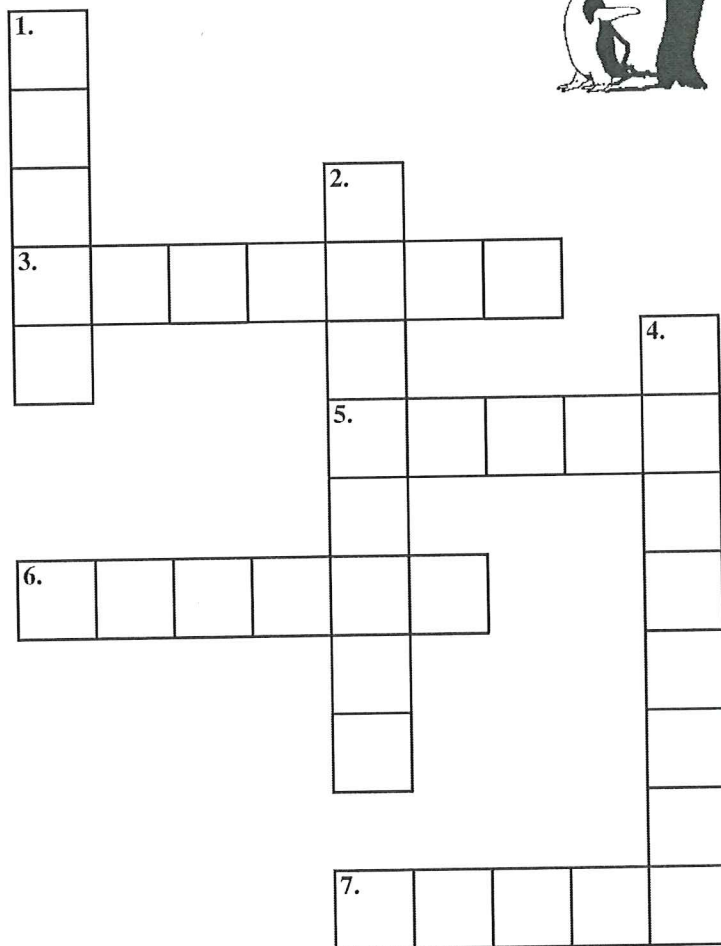


### ACROSS

3. holds close and tenderly
5. to smooth or clean with the beak
6. turned to ice
7. strikes something with the beak in a short, quick motion

### DOWN

1. to come from an egg
2. broad, flat limbs on a penguin used for swimming
4. holds closely for warmth or protection



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**Home Activity** Your child completed a crossword puzzle using words from *Penguin Chick*. Make up clues to the vocabulary words and challenge your child to identify the word.

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## Syllable Patterns V/CV, VC/V

**Directions** Say the words in the box aloud. Listen to the first vowel sound. If the first vowel is long, write the word in the first column. If the first vowel is short, write the word in the second column.

rapidly	column	pilot	finish	menu
female	lemon	even	relax	musical

### Long Vowel

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Short Vowel

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Directions** Read the sentences. Choose the word that best completes each sentence and has the same type of vowel sound in the first syllable as the word shown in ( ). Circle it and then write it on the line.

11. (long) We planted daffodils and \_\_\_\_\_ in front of the house.

marigolds                  pansies                  tulips

12. (short) In the summer we go to our \_\_\_\_\_ on the lake.

house                  cabin                  trailer

13. (short) Mom paid for the gas with a \_\_\_\_\_ card.

credit                  birthday                  cash

14. (long) The sparrow caught a large black \_\_\_\_\_.

worm                  bug                  spider



**Home Activity** Your child identified words that have a long or short vowel sound in the first syllable. Have your child read the words on the page above, and then choose five of them to write a story.

Name \_\_\_\_\_

# Syllables V/CV, VC/V

Spelling Words				
finish	pilot	even	wagon	music
silent	rapid	female	lemon	pupil
focus	robot	tulip	camel	salad

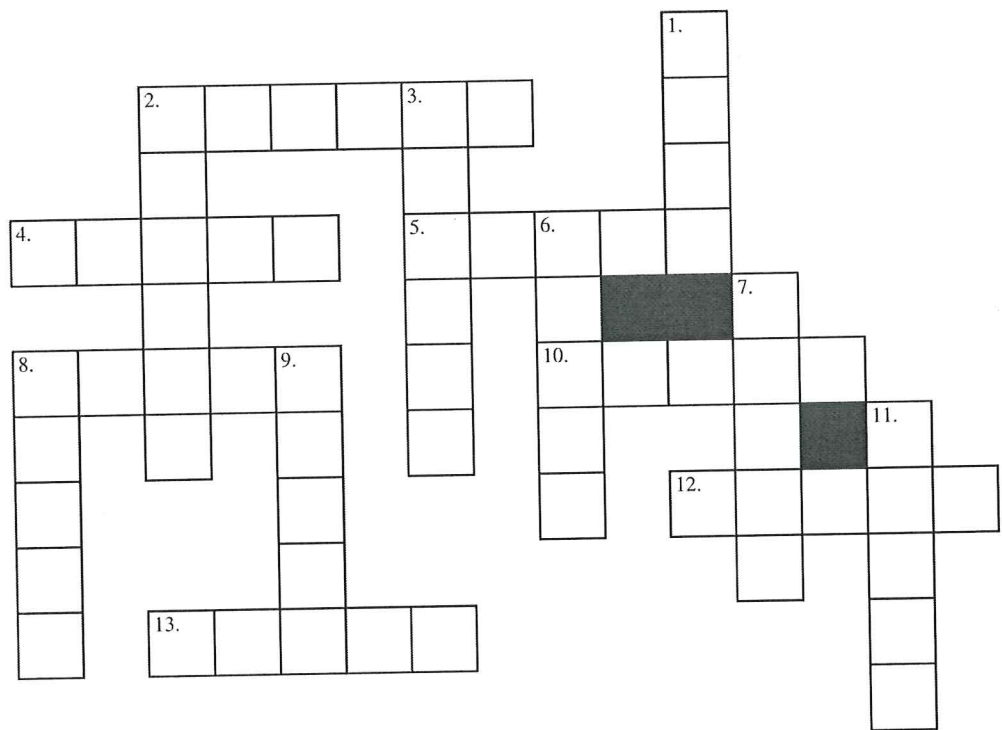
**Crossword Puzzle** Read each clue. Write the list word in the puzzle.

**Across**

- 2. to complete something
- 4. an animal with one or more humps
- 5. a sour fruit
- 8. a person who flies a plane
- 10. often made with lettuce
- 12. a kind of machine
- 13. very fast

**Down**

- 1. not odd but \_\_\_\_
- 2. the opposite of *male*
- 3. make no noise
- 6. songs
- 7. a toy with four wheels
- 8. a student
- 9. a spring flower
- 11. to adjust a camera lens



**Home Activity** Your child has been learning to spell words with long and short vowel sounds with these syllable patterns: V/CV VC/V. Give clues about a word from the list. Ask your child to guess the word and then spell it.

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## Common and Proper Nouns

**Directions** Write *C* if the underlined noun is a common noun. Write *P* if the underlined noun is a proper noun.

1. Antarctica is an unusual continent. \_\_\_\_\_
2. The South Pole is found there. \_\_\_\_\_
3. The weather is harsh. \_\_\_\_\_
4. It is one of the coldest places in the world. \_\_\_\_\_
5. Yet some animals build nests on the land. \_\_\_\_\_
6. The islands of Antarctica are home to many birds. \_\_\_\_\_
7. Some birds live on the ocean. \_\_\_\_\_
8. They find fish for food. \_\_\_\_\_
9. Interesting birds live along the seashore of America. \_\_\_\_\_
10. Gulls and terns nest on the coast and fish at sea. \_\_\_\_\_

**Directions** Underline the common nouns and circle the proper nouns in the sentences.

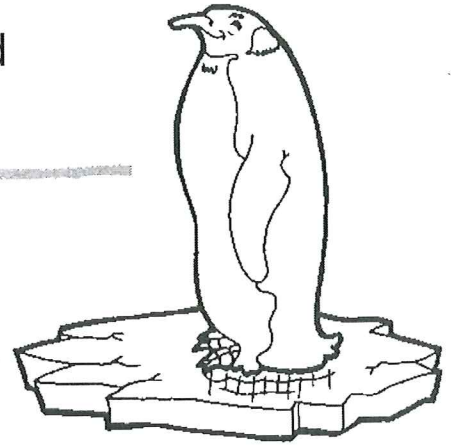
11. Ducks and geese make nests near the North Pole.
12. The animals come to the shores of North America in winter.
13. Many gulls live near the ocean in Canada.
14. They follow ships and eat trash that people throw out.
15. These birds also live on the Great Lakes.

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**Read** the story. Then follow the directions and answer the questions.

### Can This Bird Fly?

Have you ever watched a penguin walk? Penguins have a funny, wobbly walk. Their legs are short and they slowly waddle across the ice. You might ask how these strange-looking birds get anywhere.



Some people wonder why penguins are even called birds. Penguins have wings, but they cannot fly. Its short wings cannot lift a penguin's heavy body off the ground. Penguins also have heavy bones. Most birds have hollow bones that help make their bodies light. A penguin has slick feathers that lie flat on its body. Most birds have fluffy feathers that help catch the wind. Penguins don't seem to have anything birds should have!

When a penguin gets into the water, though, this clumsy bird turns into a fast swimmer. It can dive and catch many fish. Under the water, the penguin moves like a dancer.

Think about the things that keep the penguin from flying. These same things help the bird swim well. The penguin's wings work like swimming flippers. The penguin's heavy bones help it sink deep in the water. The slick feathers also help trap heat so the penguin's heavy body stays warm in the cold water.

Name \_\_\_\_\_

Even though they spend so much time underwater, penguins are still birds. They have to breathe air. But penguins can hold their breath for a long time. They will flip up out of the water to get a quick breath. For a minute, the penguin looks like it might take off and fly! But back it goes to the water where the penguin feels most at home.

It is true that penguins cannot fly in the air. If you want to see a penguin fly, you have to look underwater. Then you will see the most graceful bird in the world.

1. What is the main idea of the selection?

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2. Look at the second paragraph. Underline words that give details about the main idea.

3. What things help the penguin swim well?

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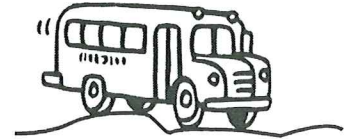
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**Home Activity** Your child identified main idea and details. Write a story with your child about an unusual animal or bird that you know about. Then ask your child to tell the main idea of the story and some details.

Name \_\_\_\_\_

# Vocabulary



**Directions** Match the word with its meaning.

mention	to talk briefly about someone or something
trophies	feeling sympathy; wanting to help
exactly	fully grown; adult
iguana	precisely
adorable	awards
compassionate	lizard
mature	cute and lovable

**Check the Words You Know**

\_\_\_ adorable

\_\_\_ compassionate

\_\_\_ exactly

\_\_\_ iguana

\_\_\_ mature

\_\_\_ mention

\_\_\_ trophies

**Directions** Fill in the blanks in Alex's letter to his mother with words from the box.

Dear Mom,

I have always wanted a pet. I saw a picture of a big lizard. It is awesome. There are many kinds of lizards. This lizard is called an \_\_\_\_\_. I've thought about all the possible pets there are. This is \_\_\_\_\_ what I want. I know I talked with you about this before. I don't want to seem like I'm bugging you, but I want to \_\_\_\_\_ it again. I know that puppies and kittens are \_\_\_\_\_. They are really cute and playful. I don't want a cute pet, though. A fully grown, \_\_\_\_\_ lizard is great-looking even if it isn't cute. Please think about it, Mom.

Love,  
Alex



**Home Activity** Your child defined and used vocabulary words from *I Wanna Iguana*. Have your child use each word in his or her own sentence.

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# Final Syllable -le

**Directions** Read the story. Draw a line under each word that ends with a consonant and **le**. Then write the words on the lines below, showing the two syllables that make up the words.

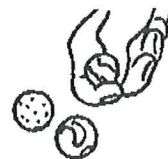
Lisa was sitting at the table in the kitchen. She was working hard on a jigsaw puzzle, but she was having trouble. It was not a simple one. There were a lot of little pieces. At last she put in the final piece, a piece shaped like a turtle. The picture was complete! It showed a bald eagle flying over a castle.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**Directions** Choose the word in the box that matches each picture. Write the word on the line. Then draw a mark (/) to divide the word into syllables

bubbles    needle    poodle    candle    marbles    bugle



9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_



12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

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**Home Activity** Your child identified and wrote words that end with the final syllable sound heard in *handle*. Work with your child to list other words that end with consonant + *le*. Then have your child write a story using some of the words.



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# Final Syllable -le

Spelling Words				
handle	trouble	simple	people	middle
table	little	gentle	poodle	pickle
noodle	saddle	juggle	uncle	riddle

**Rhymes** Write the list word that rhymes with the word shown.

1. nickel \_\_\_\_\_
2. doodle \_\_\_\_\_
3. label \_\_\_\_\_
4. paddle \_\_\_\_\_
5. bubble \_\_\_\_\_
6. steeple \_\_\_\_\_
7. fiddle \_\_\_\_\_
8. dimple \_\_\_\_\_

**Missing Words** Write the list word that completes each phrase.

9. a door \_\_\_\_\_
10. not rough but \_\_\_\_\_
11. a barking \_\_\_\_\_
12. not my aunt but my \_\_\_\_\_
13. sit in the \_\_\_\_\_
14. \_\_\_\_\_ the balls
15. just a \_\_\_\_\_ bit more

handle	poodle
little	uncle
gentle	middle
juggle	



**Home Activity** Your child is learning to spell words that end in -le. Together, say each word, spell it, clap, and loudly say "l, e" when you get to the end of a word.

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## Singular and Plural Nouns

**Directions** Write *S* if the underlined noun is a singular noun. Write *P* if the underlined noun is a plural noun.

1. The desert is home to many animals. \_\_\_\_\_
2. Kittens are common house pets. \_\_\_\_\_
3. Mikey wants to give Alex his iguana. \_\_\_\_\_
4. A large animal needs a large house. \_\_\_\_\_
5. Lizards eat flies and other insects. \_\_\_\_\_

**Directions** Write the plural nouns in each sentence.

6. Cats and kittens make good pets.

\_\_\_\_\_

7. Birds live in special cages.

\_\_\_\_\_

8. Different animals eat different foods.

\_\_\_\_\_

9. Hamsters and gerbils are furry friends.

\_\_\_\_\_

10. Tiny sharks swim in special tanks.

\_\_\_\_\_

11. Pet owners have different jobs.

\_\_\_\_\_

12. We groom our dogs using brushes made for pets.

\_\_\_\_\_

Name \_\_\_\_\_

Read the story. Answer the questions.



### Which Pet to Get?

Adrian and Keisha were brother and sister. They lived in the same house, with the same mom, dad, and baby sister. They liked the same breakfast cereal and the same TV shows, but that's about all they had in common. In every other way, they couldn't have been more different.

First of all, Keisha was a girl and Adrian was a boy. Adrian was younger and Keisha was older. Keisha loved to talk, but her brother was more of a listener. Keisha was good at all sports except swimming, but Adrian was the best swimmer on his team. Adrian liked big crowds, but Keisha preferred being with just her best friend.

Keisha and Adrian were very different, but having a pet is one thing that they could agree about.

"Adrian and I are old enough to take care of a pet," Keisha told her mom one evening after dinner.

"Keisha and I really, *really* want a pet," Adrian told his dad.

"Well," said Dad, "what kind of pet do you want?"

"We want a cat!" said Keisha, looking at Adrian.

"No, we want a dog!" said Adrian, looking at Keisha.

Their mom and dad looked at each other and sighed. *Here we go again*, they thought.

"You two may have a dog *OR* a cat, but not both," said Mom firmly. Dad agreed.

Name \_\_\_\_\_

Keisha and Adrian looked at each other. For once, Keisha didn't know what to say. How could she and her brother solve this problem? They decided to visit the homes of people they knew who had either a dog or a cat. First they went to Marco's house to play with his boxer puppy. It was fun, but the puppy was a little rough.

The next day, they went to their aunt's house to play with her new kitten. That was fun, too. However, on the way home that afternoon, Adrian started to feel funny. His eyes teared up and he kept sneezing. Keisha was worried about him.

Mom met them at the front door. "How did you like the kitten?" she asked. Then she noticed Adrian's puffy eyes and red face. "Uh-oh," she said. "I think we have a problem here. It looks as if Adrian may be allergic to cats."

Keisha nodded unhappily. She felt very bad, but she knew what she had to do. "I was afraid of that," she said. "I was the one who wanted a cat, but if cats make Adrian sick, then a cat is not the right pet for us. Problem solved!"

1. What are two ways that Keisha and Adrian were the same?

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2. Underline three ways that Keisha and Adrian were different.

3. How did the family decide which pet was right for them?

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**Home Activity** Your child compared and contrasted two characters in a story. Find two foods, clothing items, tools, or toys in your home. With your child, take turns telling how they are the same and how they are different.

Name \_\_\_\_\_

# Vocabulary

## Check the Words You Know

___butterflies	___scattered
___collection	___shoelaces
___enormous	___strain

**Directions** Find the word above that answers the riddle. Write it on the line.

- I am something long and thin. I hold your shoes together. \_\_\_\_\_
- You could use this word to describe an elephant. \_\_\_\_\_
- I am something you keep. I might be stamps, or shells, or baseball cards. \_\_\_\_\_
- We are what caterpillars grow up to be. \_\_\_\_\_
- If you put too many clothes in your suitcase and can't close it, this word tells what you will do to the suitcase. You will \_\_\_\_\_ it.
- I am a word that tells what the wind did to the dry leaves. \_\_\_\_\_

**Directions** Write the words from the box to complete the story.

All my friends have hobbies. Kim has a garden. She takes photos of the \_\_\_\_\_ that visit her flowers. Barry loves baseball, so he collects baseball cards. He has an \_\_\_\_\_ collection of almost one thousand cards. Kathy collects dolls. Her \_\_\_\_\_ includes dolls from Switzerland and China. Rodney collects rocks and minerals. He used to just leave them \_\_\_\_\_ around everywhere. When that put a \_\_\_\_\_ on his mother's patience, his dad built him shelves to display them.



**Home Activity** Your child answered riddles using the words from *Prudy's Problem*. Review the words with your child, and have him or her write a story using as many of the words as possible.

Name \_\_\_\_\_

# Compound Words

- A **compound** word is two words joined together to make one word.

**Directions** Read the two small words. Then write the two words as a compound word.

- news + paper = \_\_\_\_\_
- sun + burn = \_\_\_\_\_
- bed + spread = \_\_\_\_\_
- honey + comb = \_\_\_\_\_
- wood + shed = \_\_\_\_\_
- corn + meal = \_\_\_\_\_
- snow + storm = \_\_\_\_\_
- lawn + mower = \_\_\_\_\_
- rail + road = \_\_\_\_\_
- play + ground = \_\_\_\_\_

**Directions** Use one of the compound words you made above to complete each sentence. Make sure the word makes sense in the sentence.

- Rosa mixed the eggs and \_\_\_\_\_ to make corn muffins.
- By August we had moved all the firewood from the yard into the \_\_\_\_\_.
- Krista has very fair skin, so she has to be careful not to get a \_\_\_\_\_.
- When she checked the hive, Mrs. Hodges was surprised at how busy the bees had been—the \_\_\_\_\_ was nearly full.
- My favorite thing on the \_\_\_\_\_ is the long slide.



**Home Activity** Your child wrote compound words and used them to complete sentences. Play a game with your child using the words *sun*, *snow*, *ball*, and *light*. Take turns to see how many compound words you can make using one of the words.

Name \_\_\_\_\_

# Compound Words

## Spelling Words

sunglasses	football	homework	haircut	popcorn
railroad	snowstorm	earring	scarecrow	blueberry
butterflies	lawnmower	campground	sandbox	toothbrush

**Compound Match Up** Draw a line to connect two words to make a compound word. Write the compound word.

- |          |       |           |
|----------|-------|-----------|
| 1. tooth | corn  | 1. _____  |
| 2. pop   | mower | 2. _____  |
| 3. ear   | berry | 3. _____  |
| 4. lawn  | brush | 4. _____  |
| 5. foot  | ring  | 5. _____  |
| 6. blue  | work  | 6. _____  |
| 7. home  | cut   | 7. _____  |
| 8. sand  | ball  | 8. _____  |
| 9. rail  | road  | 9. _____  |
| 10. hair | box   | 10. _____ |

**Dividing Compounds** Draw a line between the two words in each compound word. Write each word.

- |                 |                   |
|-----------------|-------------------|
| 11. snowstorm   | 11. _____ + _____ |
| 12. campground  | 12. _____ + _____ |
| 13. sunglasses  | 13. _____ + _____ |
| 14. scarecrow   | 14. _____ + _____ |
| 15. butterflies | 15. _____ + _____ |



**Home Activity** Your child has been spelling compound words. Together, look for compound words in a favorite book. Ask your child to name the two words that make up each compound word.

Name \_\_\_\_\_

## Irregular Plural Nouns

**Directions** Write *S* if the underlined noun is singular. Write *P* if the underlined noun is plural.

1. The women next door had a problem in their barn. \_\_\_\_\_
2. Some mice had made homes there. \_\_\_\_\_
3. The little animals bothered the big oxen in the barn. \_\_\_\_\_
4. A noisy goose went into the barn. \_\_\_\_\_
5. Soon there were no mice under the people's feet. \_\_\_\_\_

**Directions** Write the plural nouns in each sentence.

6. The children had problems.

\_\_\_\_\_

7. They had loose teeth.

\_\_\_\_\_

8. They could not eat apples or carrots.

\_\_\_\_\_

9. Soon their teeth fell out, and their mouths felt better.

\_\_\_\_\_

10. They could eat snacks again.

\_\_\_\_\_



Name \_\_\_\_\_

Read the story. Answer the questions.



### Down on the Farm

"I'm bored," Joe said for the fifth time that day.

Grandpa Paul said, "I grew up on this farm. There were always plenty of different things to do. If you want, I can get you started on some chores right now."

That wasn't what Joe wanted to hear, but luckily Grandma Ruth called them to lunch. At least the food was good on the farm!

After lunch Joe wandered into a back pasture. Off in one corner was an old shed. Joe had never noticed it before. He went up to the door and pushed it open. It made a loud, long creak.

When Joe stepped inside the shed, the old door slammed shut! He heard loud noises and felt the shed rumble all around him. Joe was frightened. *What's going on?* he wondered. Then it got very quiet.

When Joe opened the door, it didn't creak. When he looked outside, he couldn't believe his eyes. The old barn now looked too new. The empty corral now held many horses. There were cows and sheep in the pasture. *What happened when I was in the shed?* he thought.

Just then, a boy wearing overalls ran past him. "Hey, can you give me a hand?" he called out.

"Who, me?" Joe asked. The boy kept running, so Joe followed him.

Some horses had escaped from the corral. The boy showed Joe how to run alongside a horse and grab its bridle. Together, the two boys caught all of the horses.

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**Home Activity** Your child drew conclusions using details from a story. Act out a story or a familiar activity and have your child guess what it is by drawing a conclusion. Then invite your child to pantomime something for you to guess.

Name \_\_\_\_\_

“You’re really good with horses,” Joe told the strange boy. Joe thought he looked like someone he knew, only younger.

Joe and the boy rode in a hay wagon and picked up hay bales. When they took a break from their work, they drank lemonade on the same porch where Joe had eaten his lunch.

“Say, what’s your name?” Joe asked the boy.

“Paul,” said the boy with a grin. “This is my family’s farm.”

Joe stared. “I should get back now,” he finally said.

Joe ran to the shed and went inside. He heard the same noises and felt the same rumblings. When it got quiet in the shed, Joe opened the door. It creaked this time! He ran to find Grandpa Paul on the porch, taking a nap in his chair.

“Grandpa!” Joe cried. “I’m so glad you’re here! I’m so glad I’m here, too! I think I’m ready to do some chores now!”

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1. What do you think happened when Joe went in the shed?

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2. List two details from the story that support your conclusion.

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3. Who was the strange boy?

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4. List two details from the story that support your conclusion.

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