

Name _____

Vocabulary

Directions Write the word from the box that best completes each sentence.

Check the Words You Know

___carpenter	___merchant
___carpetmaker	___plenty
___knowledge	___straying
___marketplace	___thread

- _____ 1. Sara had _____ of clothes to mend.
- _____ 2. She needed to buy _____ for sewing.
- _____ 3. She walked to the _____ to go shopping.
- _____ 4. She found a _____ who sold what she wanted.
- _____ 5. Later she talked to the _____ about a new rug.

Directions Write the word from the box that best matches each clue.

- _____ 6. a person who builds with wood
- _____ 7. a lot
- _____ 8. wandering or roaming
- _____ 9. facts and ideas
- _____ 10. someone who makes rugs

Write an Interview

On a separate paper, write five questions you could ask a carpenter, merchant, or a carpetmaker. Answer each question. Use as many vocabulary words as possible.



Home Activity Your child identified and used vocabulary words from *What About Me?* With your child, act out a conversation that might have taken place in an old-time village marketplace. Use vocabulary words as you and your child discuss what you are buying or selling.

Name _____

Vocabulary • Compound Words

- Sometimes you may come across a word you don't know. The word may be a long **compound word** made up of two small words.
- If you know the meaning of the small words, it will help you figure out the meaning of the long compound word.

Directions Read the riddle. Then circle the compound word that solves the riddle.

- I take care of goats. I watch them during the day. I watch them at night. Who am I?
goatkeeper goaltender
- I sit and weave all day. I make wonderful patterns of many colors. I make things you put on your floor and walk on. Who am I?
coverup carpetmaker
- I raise goats. When they are big, I sell them to people. Who am I?
cowboy goatseller
- I help people get married. I help men meet women. I help women meet men. Who am I?
matchmaker firefighter
- I am a place where people go to buy things. There are many people selling things here. There are many people buying things here. What am I?
doorknob marketplace
- I am a place for children. I have swings and monkey bars. I have many things that children can play on. What am I?
playground outline
- Birds live inside me. I have a perch for them to sit on. I have cups for food and water. What am I?
cardboard birdcage
- I own a store. I help my customers. I stand behind the counter. People who buy things in my shop pay me. Who am I?
shopkeeper airport



Home Activity Your child used word structure to figure out the meaning of unfamiliar compound words. Read a newspaper article or store advertisement with your child. Encourage your child to identify unfamiliar compound words by defining the small words that make up each compound word.

Name _____

Plurals -s, -es, -ies

Rhymes Write the list word that rhymes.

- | | |
|-------------|-----------|
| 1. pinches | 1. _____ |
| 2. ashes | 2. _____ |
| 3. crunches | 3. _____ |
| 4. dishes | 4. _____ |
| 5. classes | 5. _____ |
| 6. rockets | 6. _____ |
| 7. stencils | 7. _____ |
| 8. fists | 8. _____ |
| 9. ants | 9. _____ |
| 10. poppies | 10. _____ |

Spelling Words

pennies
 inches
 plants
 families
 bodies
 glasses
 wishes
 pockets

 lists
 copies
 parties
 bunches
 crashes
 supplies
 pencils

Word Search Find the **plural** of each word below in the puzzle. The word may be across, down, or diagonal.

- | |
|-------|
| penny |
| party |
| body |
| copy |
| list |
| plant |
| inch |

i p e n n i e s l w i
 p l i s t p o c i b c
 a k e t l i d e s y o
 r i s t b c n f t n p
 t g x h i w e c s e i
 i b o d i e s u h s e
 e u n c d x z a i e s
 s i p l a n t s u f s



Home Activity Your child has been learning to spell plurals. Name the singular form of a list word and have your child spell the plural form of the word.

Name _____

Plurals -s, -es, -ies

Generalization Add **-s** to most words: **plants**. Add **-es** to words that end in **ch**, **sh**, or **ss**: **inches**. Change **y** to **i** and add **es** to most words that end with **y**: **pennies**.

Word Sort Sort the list words by the type of plural ending.

-s

-ies

1. _____ 10. _____

2. _____ 11. _____

3. _____ 12. _____

4. _____ 13. _____

14. _____

-es

15. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Spelling Words

1. pennies
2. inches
3. plants
4. families
5. bodies
6. glasses
7. wishes
8. pockets
9. lists
10. copies
11. parties
12. bunches
13. crashes
14. supplies
15. pencils

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Home Activity Your child is learning to spell plurals. To practice at home, have your child look at the word, note the plural ending, and then write the word.

Name _____

Plurals -s, -es, -ies

Directions Use the plural form of each word in () to complete each sentence. Write the word on the line.

- _____ 1. Tanya put her hands into her (pocket).
- _____ 2. She pulled out a handful of (penny).
- _____ 3. She also found two (pencil).
- _____ 4. She traded each pencil for two boxes of (paint).
- _____ 5. She used the money to buy two new (brush).
- _____ 6. She filled (glass) with water for cleaning her brushes.
- _____ 7. She painted a forest filled with trees and (bush).
- _____ 8. She made pictures of (beach) and waves.
- _____ 9. She showed (family) having fun together.
- _____ 10. Tanya gave away many (copy) of her pictures.

Directions Write the plural form of each word below.

- | | |
|-----------------|------------------|
| 11. lady _____ | 16. supply _____ |
| 12. dish _____ | 17. fox _____ |
| 13. class _____ | 18. boss _____ |
| 14. peach _____ | 19. list _____ |
| 15. kiss _____ | 20. book _____ |

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Home Activity Your child wrote plurals—words naming more than one person, place, or thing. Ask your child to look around a room in your home and tell what he or she sees. Work with your child to write a list of twenty things in the room. Ask your child to write the plural form of each word.

Name _____

Plurals -s, -es, -ies

Categories Write the word that names each category.

1. Colored and sharpened are types of ____.
 2. Paper and pens are types of school ____.
 3. Birthday and graduation are types of ____.
 4. Drinking and eye are types of ____.
 5. Bushes and flowers are types of ____.
 6. Grocery and Christmas are types of ____.
1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____

Spelling Words

pennies
 inches
 plants
 families
 bodies
 glasses
 wishes
 pockets

lists
 copies
 parties
 bunches
 crashes
 supplies
 pencils

Writing Plurals Write the plural of the underlined word in each sentence.

7. Three family went on the camping trip. 7. _____
8. The snake was thirty inch long. 8. _____
9. Big bunch of balloons were tied to her bike. 9. _____
10. Our body need good food, exercise, and rest. 10. _____
11. My jeans have lots of pocket. 11. _____
12. I found some penny on the curb. 12. _____
13. She made three wish on her birthday. 13. _____
14. There were many crash during the ice storm. 14. _____
15. Let's make some copy of the map. 15. _____

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Home Activity Your child spelled plurals that end with -s, -es, and -ies. Ask your child to explain how he or she knows which ending to use when making a word plural.

Name _____

Plurals -s, -es, -ies

Proofread a List Circle four spelling mistakes in Ben's school supply list. Write the words correctly. Write the last sentence, using correct grammar and punctuation.

School supplies I need

colored pencils
 folders with pocketes
 ruler with centimeters and inchs
 snacks—extras for friens
 lined paper
 Remember to turn in them copies of doctor records

Spelling Words

pennies
 inches
 plants
 families
 bodies
 glasses
 wishes
 pockets

 lists
 copies
 parties
 bunches
 crashes
 supplies
 pencils

1. _____ 2. _____
 3. _____ 4. _____
 5. _____

Frequently Misspelled Words

friends
 presents
 his

Proofread Words Fill in the circle to show the correctly spelled word. Write each word.

- | | | | |
|------------------------------------|--------------------------------|--------------------------------|-----------|
| 6. <input type="radio"/> familys | <input type="radio"/> families | <input type="radio"/> familes | 6. _____ |
| 7. <input type="radio"/> crashes | <input type="radio"/> crashes | <input type="radio"/> crashies | 7. _____ |
| 8. <input type="radio"/> lists | <input type="radio"/> listes | <input type="radio"/> listies | 8. _____ |
| 9. <input type="radio"/> bunchs | <input type="radio"/> bunchies | <input type="radio"/> bunches | 9. _____ |
| 10. <input type="radio"/> glassies | <input type="radio"/> glasses | <input type="radio"/> glasss | 10. _____ |
| 11. <input type="radio"/> wishes' | <input type="radio"/> wishes | <input type="radio"/> wishes | 11. _____ |
| 12. <input type="radio"/> plantes | <input type="radio"/> plants | <input type="radio"/> plantts | 12. _____ |



Home Activity Your child identified and corrected misspelled plural nouns. Have your child help you make a shopping list. Include some list words.

Name _____

Short Vowels

Directions Choose the word with the **short vowel** in the **first syllable** to complete each sentence. Write the word on the line.

- _____ 1. My mom works in a dentist's (office/hotel).
- _____ 2. She got the job last (April/winter).
- _____ 3. She works for three (painters/dentists).
- _____ 4. She keeps their (records/reports).
- _____ 5. She also answers the phone and takes (music/messages).

Directions Circle the word with the short vowel in the first syllable. Then underline the letter that stands for the short vowel sound.

- | | | | |
|-----|--------|---------|----------|
| 6. | happen | highest | hoses |
| 7. | miner | problem | music |
| 8. | paper | private | puppet |
| 9. | lately | lettuce | likely |
| 10. | trial | toaster | tunnel |
| 11. | napkin | native | notebook |
| 12. | spoken | spider | signal |
| 13. | baby | basket | bicycle |
| 14. | sister | safety | season |
| 15. | tasted | timer | tennis |



Home Activity Your child identified words with a short vowel sound in the first syllable, such as *happen*, *lettuce*, and *tennis*. Have your child make a collage of magazine pictures showing items that have a short vowel sound in the first syllable of each item's name. Help your child label each picture.

Sequence

- The **sequence** is the order in which things happen in a story—what happens first, next, and last.
- Sometimes a writer uses **clue words** such as *first*, *so*, *then*, and *at last*.

Directions Read the following passage.

First, Cisco raked leaves for Mrs. Rey. He put the leaves into four piles on the lawn.

Cisco could not put the leaves in plastic bags by himself. So Cisco asked his brother Rico to help.

Rico held the bags open, and then Cisco dumped leaves inside. When a bag was full, Cisco tied it at the top.

At last they were done, and Mrs. Rey gave Cisco twenty dollars. Cisco gave Rico five dollars for helping.

Directions Write these sentences in the correct place on the organizer.

- Cisco put leaves in a bag.
- Mrs. Rey paid Cisco \$20.
- Cisco asked Rico to help.
- Cisco raked the leaves.

1. **First**



2. **Next**



3. **Then**



4. **Last**

5. On another piece of paper, use the sentences to write a summary of the story.



Home Activity Your child put events from a story in the order they happened. Read a simple story to your child. Name events from the story by asking, “What are some things that happened in the story?” Then ask your child to retell the story putting the events in the order they happened.

Name _____

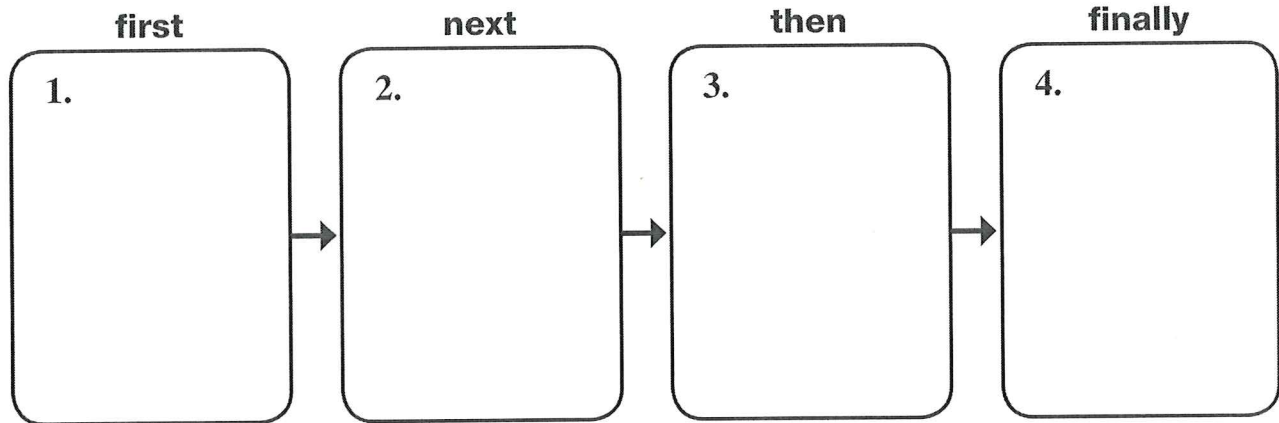
Sequence

- The **sequence** is the order in which the plot's main events happen—what happens first, next, and last.
- Sometimes a writer uses clue words such as *first*, *next*, *then*, *finally*, or *last*. Sometimes a writer does not. Then you can tell the order by picturing in your mind what is happening.

Directions Read the following story. Fill in the graphic organizer to show the important story events in the correct sequence. Then answer the question.

George wanted a kite, but he didn't have any money. He did have lots of marbles, though. George started by making a plan. Next, he went to Ann's house. He asked Ann to trade some stickers for some marbles. Then George took the stickers to

Sam. Sam loved to collect stickers. He was happy to trade his blue kite for George's stickers. At last, George could run out and fly his new kite. "Now we all have something we like," George said happily.



5. What clue words from the story helped you fill in the organizer?



Home Activity Your child identified the sequence in a story. Talk with your child about a story you have read or a movie or television show you watched together. Ask your child to draw an organizer like the one above and write the important events in sequence.

Name _____

Sequence

- The **sequence** is the order in which the plot's main events happen—what happens first, next, and last.
- Sometimes a writer uses clue words such as *first*, *next*, *then*, and *finally* or *last*. Sometimes a writer does not. Then you can tell the order by picturing the events in your mind.

Directions Read the following fable. Then answer the questions below.

One day a little mouse tripped over a lion's paw. The lion roared and grabbed the mouse. "Please don't hurt me," said the mouse. "If you help me now, I'll help you later." The lion laughed and let the mouse go.

Weeks later, the mouse ran into the lion again. This time, the lion was caught

in a trap. The trap was a net. "See!" said the mouse. "I really *can* help you." The mouse gnawed through the net and set the lion free.

The moral: Kindness is never wasted.

1. Which important event happened first?

2. Which important event happened next?

3. Which important event happened then?

4. Which important event happened last?

5. Summarize the fable by telling the most important events in sequence.



Home Activity Your child identified the sequence in a fable. Talk with your child about a story he or she has read or a movie or television show you watched together. Ask your child to summarize it by telling the story's main events in order.

Name _____

Literary Elements: Theme

- The **theme** is the lesson or message of a story.

Directions Read the following fable. Then answer the questions below.

A carpenter made a beautiful table. He asked his mule to help him take the table to market. The carpenter tied the table to the mule's back and they set off. Soon the mule saw a cool patch of shade under a large tree. The hot, tired mule wanted to rest, but he kept on going. Then the mule saw a stream of fresh water. The

thirsty mule wanted to take a drink, but he kept on going.

Finally they arrived at the town. The carpenter sold the table to a merchant. He used some of the money to buy food for the mule. Then he put the mule in a shady spot beside a stream and told the mule to take a nice long rest.

1. What was the mule's goal?

2. What things might have kept the mule from reaching his goal?

3. What is the theme, or moral, of this story?

4. Why do you think an author might use a story to teach a lesson instead of just telling the lesson?

5. On another sheet of paper, write about a time when you felt the way the mule in the story did. How did you make yourself keep going when you wanted to stop? What was your reward?



Name _____

Story Sequence B

Title _____

Beginning



Middle



End



Alphabetical Order

Entries or subjects in encyclopedias, dictionaries, and indexes are listed in **alphabetical order**, so you can find information quickly and easily. When two entries or subjects have the same first letter, alphabetize by the second letter. If the second letters are also the same, alphabetize by the third letter, and so on. See how these occupation entries have been alphabetized in an index.

Accountant, 12	Butcher, 35	Counselor, 14
Actor, 22	Carpenter, 18	Dancer, 23
Auto Mechanic, 32	Carpet Installer, 20	Dentist, 29
Bank Teller, 34	Cashier, 9	Designer, 24
Barber, 8	Chef, 7	Educator, 26
Bus Driver, 10	Computer Operator, 6	Engineer, 19

Directions Put these words from *What About Me?* in alphabetical order. Use the index example above to help you.

master carpet work
thread spun

moral wise weave
spinner merchant

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____



Name _____

Subjects and Predicates

A sentence has a **subject** and **predicate**. The subject is the sentence part that tells whom or what the sentence is about. All the words in the subject are called the complete subject. The predicate is the sentence part that tells what the subject is or does. It includes a verb. All the words in the predicate are called the complete predicate.

In the following sentence, the complete subject is underlined once. The complete predicate is underlined twice. The verb is circled.

The market has many interesting things.

Directions Underline the complete subject of each sentence.

1. Many people buy beautiful carpets at the market.
2. Farmers bring goats to the market too.
3. The vegetables in the stalls look delicious.
4. Children run around the town square.
5. Everything happens at the town market!

Directions Underline the complete predicate of each sentence. Circle the verb.

6. A young boy asks for help.
7. The old man is wiser than the boy.
8. The students in a classroom learn lessons all the time.
9. Animals learn differently from people.
10. My parents teach me many lessons.



Home Activity Your child learned about subjects and predicates. Say a sentence. Have your child identify its complete subject and predicate.

Name _____

Subjects and Predicates

Directions Underline the complete subject of each sentence.

1. A fable tells an old story.
2. Many fables teach a lesson.
3. Some characters take a journey.
4. Wise men are fable characters sometimes.

Directions Underline the complete predicate of each sentence.

5. In one fable, a young boy finds a special bean.
6. A princess finds a prince.
7. A king learns something important.
8. You wrote a clever fable.

Directions Add a predicate or a subject to make a complete sentence. Remember to use capital letters and punctuation marks.

9. A kind merchant in a fable

10. retold fables many times

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Home Activity Your child reviewed subjects and predicates. Have your child say sentences about fables and folk tales he or she has read. Discuss the subject and predicate of each sentence.

Name _____

Subjects and Predicates

Directions Add a predicate to each subject to make a complete sentence. Write the sentence with correct punctuation.

1. A carpetmaker

2. Two goats

3. A merchant in the village

Directions Add a subject to each predicate to make a complete sentence. Write the sentence with correct punctuation.

4. knows many important things

5. builds houses and barns

Directions Think about a lesson you learned when you didn't expect to. Write four sentences that tell about the lesson.



Home Activity Your child learned how to use subjects and predicates in writing. Read a story together. Have your child identify subjects and predicates in story sentences.

Name _____

Writing • Fable

Key Features of a Fable

- often has animals that talk and act like humans
- is usually very short and tells a simple story
- usually has a moral at the end

Mia Cleans House

Mia Mouse had a messy house. “How can you ever find anything?” asked her friend Gus Mouse. “I can find what I need,” Mia said. That night Mia could not find any cheese. “I know I have some,” she said to herself. She could not find it and went to bed hungry.

The next day, Gus was surprised to see Mia cleaning. “What are you doing?” he asked. “Cleaning never hurt anyone,” Mia replied. “Would you like some cheese?”

Moral: There are good reasons to be clean and organized.

1. Read the fable. Who and what are the characters?

2. Why can't Mia find her cheese? How does she solve her problem?

Name _____

Subjects and Predicates

Directions Read the selection. Then read each question that follows the selection. Decide which is the best answer to each question. Mark the space for the answer you have chosen.

The Market

(1) The market is a busy place. (2) Many people buy beautiful carpets at the market. (3) Farmers bring goats to the market, too. (4) People in the stalls sell fresh vegetables. (5) A woman yells out for her family. (6) _____ run around the market square. (7) You can have a lot of fun at the market!

1 What is the complete subject in sentence 1?

- is
 place
 The market
 exciting

2 What is the verb in sentence 2?

- buy
 people
 carpets
 the market

3 What is the complete subject in sentence 4?

- People
 the stalls
 fresh vegetables
 People in the stalls

4 What is the complete predicate in sentence 5?

- A woman
 family
 yells out for her family
 A woman yells

5 What subject makes the most sense in sentence 6?

- Carpets
 Children
 Stalls
 Picnic baskets



Home Activity Your child prepared for taking tests on subjects and predicates. Say a sentence about your family. Ask your child to identify the complete subject and predicate of the sentence. Continue with other sentences.