

Vocabulary

Check the Words You Know

- | | |
|------------------|-------------|
| ___adorable | ___mature |
| ___compassionate | ___mention |
| ___exactly | ___trophies |
| ___iguana | |

Directions Fill in the blank with the word from the box that fits the meaning of the sentence.

- Look at this _____ little kitten.
- It is _____ the kind of pet I want.
- My brother would rather have a spiky _____.
- But a _____ cat is much smaller than a grown-up lizard.
- I'll be sure to _____ that to Mom when I ask for the kitten.

Directions Draw a line from the word to its meaning.

- | | |
|------------------|--|
| 6. compassionate | to talk briefly about someone or something |
| 7. trophies | precisely |
| 8. mature | with sympathy; wanting to help |
| 9. exactly | fully grown; adult |
| 10. mention | awards |

Write a Speech

Imagine that you work in an animal shelter. Choose an animal that might be in the shelter and write a speech you could use to convince someone to adopt the animal. Use as many vocabulary words from this week as you can.



Home Activity Your child identified and used vocabulary words from *I Wanna Iguana*. Talk about pets you and your child have known. Use the vocabulary words on this page.

Name _____

Final Syllable *-le*

Generalization The final syllable /əl/ is often spelled **-le**: handle, trouble.

Word Sort Sort the list words by words you know how to spell and words you are learning to spell. Write every word.

words I know how to spell	words I am learning how to spell
1. _____	9. _____
2. _____	10. _____
3. _____	11. _____
4. _____	12. _____
5. _____	13. _____
6. _____	14. _____
7. _____	15. _____
8. _____	

Spelling Words

1. handle
2. trouble
3. simple
4. people
5. middle
6. table
7. little
8. gentle
9. poodle
10. pickle
11. noodle
12. saddle
13. juggle
14. uncle
15. riddle

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Home Activity Your child is learning to spell words that end in *-le*. To practice at home, have your child look at the word, pronounce it, spell it with eyes closed, and then write it.

Name _____

Final Syllable -le

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

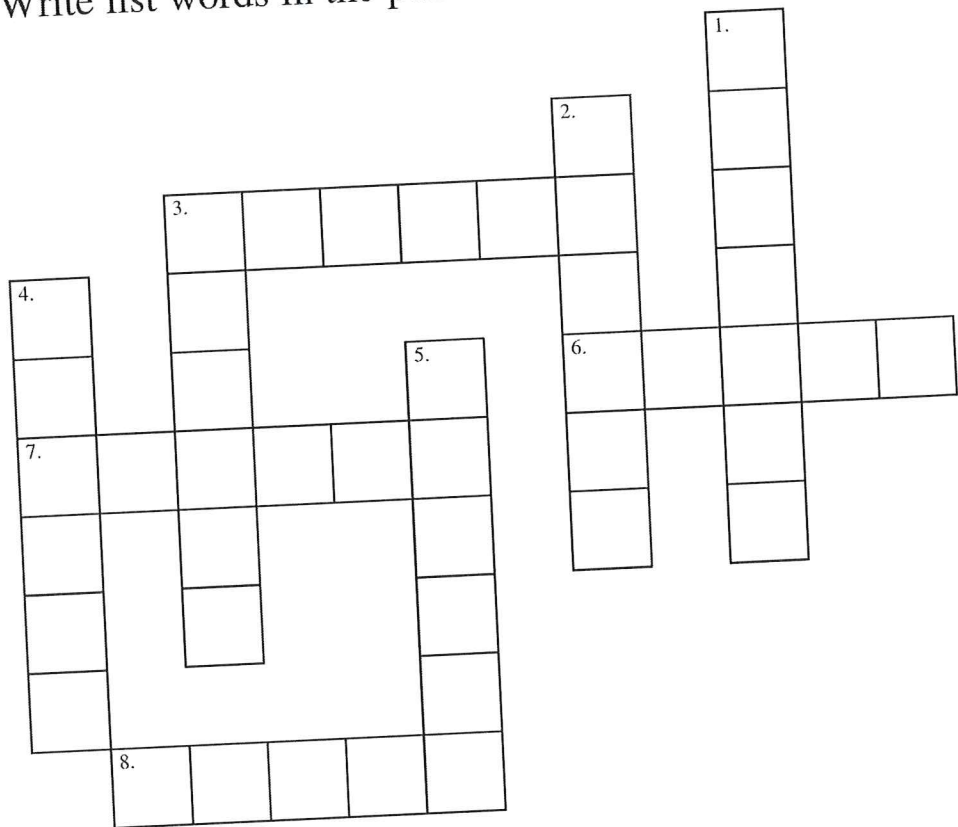
Crossword Puzzle Write list words in the puzzle.

Across

- 3. cucumber in vinegar
- 6. a piece of furniture
- 7. halfway between
- 8. male relative

Down

- 1. problems
- 2. kind
- 3. a type of dog
- 4. easy
- 5. more than one person



Finish the Phrase Write the list word that completes each expression.

- 9. car door _____
- 10. horse's _____
- 11. _____ soup
- 12. little by _____

noodle

little

saddle

handle



Home Activity Your child has been learning to spell words that end in -le. Ask your child to spell the words at the bottom of this page and then use the expressions in sentences.

Name _____

Syllable Patterns V/CV, VC/V

Directions Read each word in the box. Listen to the sound of the **vowel** in the **first syllable**. Then write the word in the correct column.

moment seven zebra pilot credit
 spider spinach lemon pupil rapid

Long Vowel	Short Vowel
1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

Directions Circle each word with the same vowel sound in the **first syllable** as the first word.

- 11. **major** battle many lady
- 12. **oval** focal nothing chore
- 13. **impair** sliding ignore violin
- 14. **depend** nectar hectic equal
- 15. **wagon** capture apron daisy

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Home Activity Your child identified words that have a long or short vowel sound in the first syllable. Ask your child to read the long and short vowel words in the box above. Help your child use some of these words to write a story.

Name _____

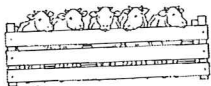
Final Syllable -le

Directions Write the two syllables that make up each word on the lines.

1. _____ + _____ = giggle
2. _____ + _____ = middle
3. _____ + _____ = title
4. _____ + _____ = needle
5. _____ + _____ = marble
6. _____ + _____ = eagle
7. _____ + _____ = bubble
8. _____ + _____ = saddle
9. _____ + _____ = candle
10. _____ + _____ = turtle

Directions Choose the word in the box that matches each picture. Write the word on the line. Then draw a line to divide it into its syllables.

table poodle puzzle rattle cattle



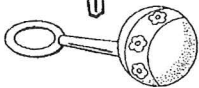
11. _____



12. _____



13. _____



14. _____



15. _____



Home Activity Your child wrote words that end with the final syllable sound heard in *handle*. Help your child make a list of ten more words that end with *-le* (such as *little*, *juggle*, and *nibble*). Work with your child to write a silly poem using some of the *-le* words from your child's list and from the page above.

Name _____

Final Syllable *-le*

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

Missing Words Write the missing list word.

- If you tease the dog, you will get in _____.
- My uncle bought a new leather _____ for his horse.
- Would you like a dill _____ on your sandwich?
- Please set the vase in the _____ of the table.
- She bought some dog shampoo for her _____.
- Mom makes chicken _____ soup for me when I am sick.
- Have you heard the _____ about a chicken crossing the road?
- The _____ on Billy's lunchbox was broken.
- The clown could _____ five balls at a time.
- I visited my aunt and _____ last summer.
- One of my jobs at home is setting the _____ before dinner.
- How many _____ came to the soccer game?

Antonyms Write the list word that means the opposite.

- big _____
- difficult _____
- rough _____

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Home Activity Your child wrote words that end in *-le*. If your child is confident with the list words, have him or her try to use two rhyming list words in a sentence.

Name _____

Final Syllable -le

Proofread a Biography Circle four spelling mistakes in the biography Ned wrote about his uncle. Write the words correctly. Add a comma to the compound sentence.

When my unkle came to America, he had very little money. He had to juggel two jobs to keep food on the table. Some kind peeple helped him and he never complained about having more trouble than he could handel.

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

Proofread Words Circle the word that is spelled correctly. Write the word.

- | | | |
|------------|--------|-----------|
| 5. simple | simpel | 5. _____ |
| 6. middle | midle | 6. _____ |
| 7. gentol | gentle | 7. _____ |
| 8. poodle | poodel | 8. _____ |
| 9. riddle | ridle | 9. _____ |
| 10. noodel | noodle | 10. _____ |
| 11. pikle | pickle | 11. _____ |
| 12. saddle | saddel | 12. _____ |

Spelling Words

- handle
 trouble
 simple
 people
 middle
 table
 little
 gentle

 poodle
 pickle
 noodle
 saddle
 juggle
 uncle
 riddle

Frequently Misspelled Words

- little
 people

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Home Activity Your child identified misspelled words that end in -le. Say a word that means almost the same thing as one of the list words and have your child name and spell the list word.

Name _____

Vocabulary • Unfamiliar Words

- Sometimes you can figure out the meaning of a word by looking at the words and sentences around it.
- Context clues are words around an **unfamiliar word** that help you figure out its meaning.

Directions Read the following passage about a girl starting a new school. Then answer the questions. Look for context clues as you read.

Cassie hesitated. Then she smoothed her dark red hair, took a deep breath and opened the door to her new classroom.

“You must be Cassie,” the teacher said, smiling. “I’m Ms. Roberts. Welcome to South Street School.”

Ms. Roberts showed Cassie where to hang her jacket. Then she introduced her to a girl with short black hair.

“Cassie,” said Ms. Roberts, “this is Becky. She will help you today.”

Becky grinned. “Hi,” she said, grinning.

“Wow, your hair is pretty. I always wanted auburn hair.”

Cassie smiled. She was shy about having red hair, but Becky seemed nice.

Just then a girl and boy at the computer began arguing. “No,” the girl said in an angry voice. “I won’t let you. It’s still my turn.”

“Marsha, what did I say to you about being obstinate?” Ms. Roberts said firmly.

Becky whispered to Cassie. “Don’t mind Marsha. When she doesn’t want to do something, she can be very stubborn.”

1. What word does Becky use to describe Cassie’s hair? _____
2. What do you think the word means? What clues tell you? _____
3. What does *introduced* mean? What clues tell you? _____
4. What does *argued* mean in this passage? What clues help you know? _____
5. What do you think *obstinate* means? What does Becky say that helps you know? _____

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Home Activity Your child used context clues to figure out the meanings of new words. Work with your child to identify unfamiliar words in an article and to find context clues to help with the understanding of new words. Confirm the meanings with your child.

Name _____

Compare and Contrast

- **Compare** by telling how two or more things are alike or different.
- **Contrast** by telling only how two or more things are different.

Directions Read the following story.

Ron and Blake wanted a puppy, but Dad always said, “A dog is hard work.” One day Dad surprised them. He said, “If you two can find a solution to the puppy care problem, we’ll visit a breeder tomorrow.”

Ron and Blake thought fast.

“Dogs need exercise,” said Ron. “I’ll take our puppy for walks.”

“Dogs need love,” said Blake. “I’ll pet our puppy.”

“Dogs make a mess,” said Ron, “but I won’t mind cleaning up after our puppy.”

“Good!” smiled Blake. “And I’ll feed it and keep its water dish filled.”

“You boys have a good plan,” Dad agreed. “Tomorrow we’ll get our new pup.”

Directions Fill in the chart to compare and contrast Ron and Blake.

Compare and Contrast	
Ron	Blake

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Home Activity Your child compared and contrasted two story characters. Read a story together. Discuss the characters with your child by comparing and contrasting them.

Name _____

Compare and Contrast

- **Compare** by telling how two or more things are alike or different.
- **Contrast** by telling only how two or more things are different.

Directions Read the following passage.

Some people say cats make the best pets. Others say dogs do. We have one of each, and I love them both. They are both very sweet. They both sit on our laps. Our dog Maggie loves to play fetch, but our cat Smokey just sits and watches as if she thinks Maggie is silly.

Both dogs and cats need lots of care, but dogs need more. Both animals need to be brushed and to visit the vet. Cats keep themselves clean, but dogs need regular baths. Cats are easier in one other big way. They use their litter box on their own. Dogs have to go outside, even in the middle of the night.

Directions: Fill in the chart with ideas from the story. Circle the ways the two pets are alike.

Compare and Contrast	
Cat	Dog
<p>1. <u>very sweet</u></p> <p>sits and watches games</p> <p>needs to be brushed</p> <p>3. _____</p> <p>keeps itself clean</p> <p>5. _____</p>	<p><u>very sweet</u></p> <p>will sit on your lap</p> <p>2. _____</p> <p>needs to be brushed</p> <p>needs to visit the vet</p> <p>4. _____</p> <p>must go outside</p>

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Home Activity Your child compared and contrasted two kinds of pets. Talk with your child about other kinds of pets. Ask your child to compare and contrast them by discussing ways these pets are alike and ways they are different.

Name _____

Compare and Contrast

- When you **compare**, you tell how two or more things are alike.
- When you **contrast**, you tell only how two or more things are different.

Directions: Read the passage. Then answer the questions below.

Think about your home when selecting a dog for a pet. If you live in a small apartment, a huge St. Bernard is probably not a good idea. A St. Bernard takes up lots of space. It will get in your way. It may knock objects off tables and shelves with its tail. A tiny Chihuahua, on the other hand, would fit right in. A Chihuahua

can get lots of exercise in a small amount of space. Its bed and dishes won't take up much room. It will be just the right size to fit on your lap. Both kinds of dogs can be nice and friendly. Whichever dog you choose to get will probably become your good friend.

1. What things are being compared and contrasted in the passage?

2. Contrast the sizes of a St. Bernard and a Chihuahua.

3. Compare the personalities of a St. Bernard and a Chihuahua.

4. Which kind of dog do you think would probably enjoy living on a farm? Why?

5. Which of the two dogs would be best for your family? Why?



Home Activity Your child compared and contrasted two kinds of kinds of dogs as pets. Talk with your child about the kinds of pets that would be good matches for your family. Compare and contrast the pets as you talk.

Name _____

Literary Elements • Plot

- The **plot** of a story is what happens in a story.
- The character has a problem to solve. The main events of the story tell how the character attempts to solve the problem.
- The resolution of the story is how the problem gets solved.

Directions: Read the passage. Then answer the questions.

Everyone loved the class bunny Otis. On the last day of school, Mrs. Larson asked who would like to take Otis home for the summer. Two hands shot up. The hands belonged to Callie and Buddy, who were next door neighbors and best friends. "I'll let you two decide what to do," Mrs. Larson said.

Buddy suggested flipping a coin. But just as Buddy was about to toss the coin into the air, Callie stopped him. She was afraid the loser might be angry, and they would both lose their best friend. So Buddy thought of another idea. Since they lived so close, they could take turns keeping Otis. Callie thought that was great. And Otis seemed to like it too!

1. Who are the main characters in the story? _____

2. What is their problem? _____

3. How do they attempt to solve the problem? _____

4. How else could they have tried to solve the problem? _____

5. How do they resolve the problem in the end? _____

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Home Activity Your child identified the problem, main events, and resolution in the plot of a realistic story. Ask your child to tell you the plot of a story he or she read in school.

Name _____

Writing • Fairy Tale

Key Features of a Fairy Tale

- imaginary story that may include heroic acts
- often begins "Once upon a time ..."
- often ends "... and they lived happily ever after"
- characters are usually all good or all bad

The Skunk and the Mice

Once upon a time, in a quiet neighborhood, there lived a skunk. He was lonely. Each day, Skunk rested in a hole dug under the porch steps. Each evening, Skunk crept out to search for food.

There were others living under the porch steps. A group of mice lived there. All day long, they chattered and scurried about. At night they went out all together to find food. Skunk thought they looked very happy. One night, he asked if he could join them.

"No way," said the leader of the mice. "We are mice. You would make a funny looking mouse. You cannot come with us."

It so happened that cool weather was coming, and food was getting harder to find. The mice still went out at night, but they didn't find much to eat. Skunk became hungry, too. Once again he asked the mice if he could join them.

"No," said the leader of the mice. "We've told you before, and we'll tell you again. No! No! No!"

That night came a terrible storm. Snow and freezing rain came down in buckets. The mice huddled together, terrified of the sounds of the whipping wind. "How will we get food now!" they cried.

Skunk, without waiting a moment, went out in the storm to search for food for the mice. The cold wind almost blew him over, but he stayed close to the ground as best he could. Skunk finally found some morsels of food, and he rushed back to the porch.

When Skunk returned, the mice were so grateful for the food that they made him a special member of their family.

And they all lived happily ever after.

1. What problems does the Skunk have?

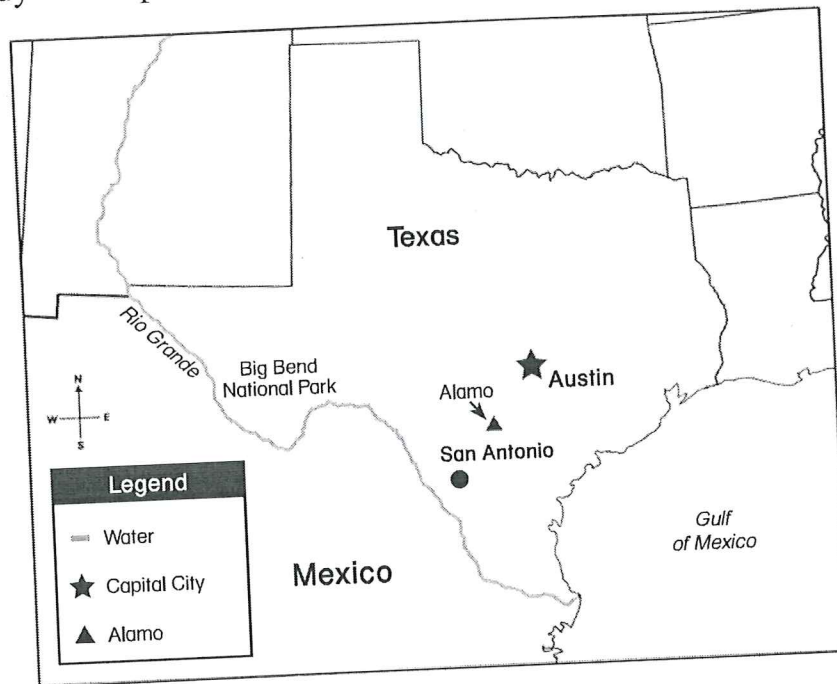
2. What happens that solves these problems?

Name _____

Maps

- **Maps** are drawings of places such as cities, states, and countries.
- A map key tells you what the symbols on the map stand for.

Directions Study the map of Texas below. Use it to answer the questions.



1. What natural landform is the boundary between Texas and Mexico?

2. What is the capital city of Texas?

3. What body of water is just east of southern Texas?

4. In what city can you find the Alamo?

5. How do you think Big Bend National Park got its name?



Home Activity Your child identified important landmarks on a map of Texas. Study a map of Texas with your child. Work together to locate places you may have visited.

Name _____

Singular and Plural Nouns

A **singular noun** names only one person, place, or thing. A **plural noun** names more than one person, place, or thing.

Singular Nouns The boy wanted a pet.

Plural Nouns Iguanas and other lizards live in deserts.

Most nouns add *-s* to form the plural. Add *-es* to a noun that ends in *ch*, *sh*, *s*, *ss*, or *x*: *lunches*, *dishes*, *buses*, *dresses*, *boxes*. When a noun ends in a consonant and *y*, change the *y* to *i* and add *-es*: *bodies*.

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

1. Many animals live in the desert. _____
2. The desert is a very dry place. _____
3. People often keep pets. _____
4. Dogs and cats are popular. _____
5. A pet store sells food and supplies. _____

Directions Write the plural nouns in each sentence.

6. Many lizards eat bugs and vegetables.

7. Snakes and buzzards live in the desert.

8. The boy and his mother write notes.

9. He thinks iguanas are cuter than hamsters.



Home Activity Your child learned about singular and plural nouns. Say "I see a [something in your house]" and have your child say the plural form of the word.

Name _____

Singular and Plural Nouns

Directions Underline the singular nouns and circle the plural nouns in the sentences.

1. Alex and Mikey are good friends.
2. The boy and his mother wrote notes.
3. Lizards are brought from the desert in cages.
4. The boy likes iguanas better than hamsters.
5. The fish jumped out of the jar of water.

Directions Write the plural form of the noun in ().

6. Some (class) learn how to care for a pet. _____
7. Alex and his mom leave (message) for each other. _____
8. Both tarantulas and lizards are quiet (animal). _____
9. Iguanas have hard scales all over their (body). _____

Directions Write a sentence about a pet or a favorite animal. Use at least one singular noun and one plural noun.

10. _____



Home Activity Your child reviewed singular and plural nouns. Look at a magazine article with your child. Have your child point out three singular nouns and three plural nouns.

Name _____

Singular and Plural Nouns

Directions Complete each sentence by adding plural nouns. Write the new sentence.

1. Every iguana has four _____ and a long tail.

2. Different animals have different _____ and eat different _____.

3. Hamsters and lizards can live in _____.

4. _____ and _____ are strange pets.

5. You can write messages using _____ or _____.

Directions Write about taking care of a pet. Use at least three plural nouns.



Home Activity Your child learned how to use singular and plural nouns in writing. Have your child write you a note about his or her favorite meal using at least three plural nouns.

Name _____

Singular and Plural Nouns

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.

Alex and His Pet

(1) Alex and his mom write many letteres. (2) Alex wrote that iguanas are quiet animals. (3) They are common pets. (4) He has won soccer trophyes.

(5) Alex's mom wrote that a pet owner has many _____. (6) Some _____ grow very large. (7) Puppyes are my favorite pet.

1 What change, if any, should be made to sentence 1?

- Change *letteres* to **letteries**
- Change *letteres* to **letters**
- Change *letteres* to **letterses**
- Make no change.

2 What change, if any, should be made to sentence 2?

- Change *animals* to **animales**
- Change *animals* to **animalies**
- Change *animals* to **animal**
- Make no change.

3 What change, if any, should be made to sentence 4?

- Change *trophyes* to **trophies**
- Change *trophyes* to **trophys**
- Change *trophyes* to **trophyess**
- Make no change.

4 Which word makes the most sense in sentence 5?

- dutys
- dutyes
- duties
- dutyies

5 What change, if any, should be made to sentence 7?

- Change *Puppyes* to **Puppies**
- Change *Puppyes* to **Puppys**
- Change *Puppyes* to **Puppyies**
- Make no change.



Home Activity Your child prepared for taking tests on singular and plural nouns. With your child, take turns naming kinds of insects. Have your child write the plural form of each word.

Name _____

Scoring Rubric: Fairy Tale

	4	3	2	1
Focus/Ideas	Exciting story with interesting characters; amazing or heroic events	Good story with developed characters; somewhat amazing or heroic events	Story has some focus on characters; events are not very amazing or heroic	Story has no focus on characters; events are not amazing or heroic
Organization	Clear order of events	Can follow order of events	Unclear order of events	No order of events
Voice	Writer shows interest in the story and the characters	Writer shows some interest in the story and the characters	Writer is not interested in the story or characters	Writer makes no effort to show interest in the story or characters
Word Choice	Strong use of vivid verbs to bring the story to life	Good try at using vivid verbs	Poor use of vivid verbs; story is dull	No effort made to use vivid verbs
Sentences	Clear sentences of different lengths and types	Sentences of a few lengths and types	Sentences of similar length and type	No variety of sentence length and type
Conventions	Few, if any, errors; correct use of singular and plural nouns	Several small errors; use of singular and plural nouns	Many errors; weak use of singular and plural nouns	Many serious errors; incorrect or no use of singular and plural nouns