

Name \_\_\_\_\_

# Vocabulary

## Check the Words You Know

- |             |             |
|-------------|-------------|
| ___bill     | ___platform |
| ___goo      | ___tons     |
| ___hunters  | ___twigs    |
| ___material |             |

**Directions** Match the word with its meaning. Draw a line from the word to its definition.

- |             |  |
|-------------|--|
| 1. bill     | units of weight equal to 2,000 pounds                |
| 2. twigs    | the hard part of a bird's mouth; beak                |
| 3. material | a raised level surface for people to stand or sit on |
| 4. platform | very small branches of a tree or bush                |
| 5. tons     | what a thing is made of                              |

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

- The mayor stood on the \_\_\_\_\_ to make his speech.
- This bridge is strong enough to hold ten \_\_\_\_\_.
- The rabbit hid from foxes and other \_\_\_\_\_.
- I put my hand into the sticky \_\_\_\_\_.
- The bird had a cherry in its \_\_\_\_\_.

## Write a Journal Entry

Imagine you are watching a bird building its nest. On a separate piece of paper, write a journal entry telling about what the bird did. Use as many vocabulary words as you can in your writing.



**Home Activity** Your child identified and used vocabulary words from the selection *Amazing Bird Nests*. Find a library book on the same subject and read it together. Talk about the book using the week's vocabulary words.

Name \_\_\_\_\_

# Consonant Digraphs

**Generalization** Words can have two or three consonants together that are pronounced as one sound: **English**, **father**, **trophy**, **chapter**, **watch**.

**Word Sort** Sort the list words by the digraphs *sh*, *th*, *ph*, *ch*, or *tch*.

### Spelling Words

1. father
2. chapter
3. other
4. alphabet
5. watch
6. English
7. weather
8. catch
9. fashion
10. shrink
11. pitcher
12. flash
13. athlete
14. trophy
15. nephew

**sh**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**ph**

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

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

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

**th**

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

**ch**

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

**tch**

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

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

15. \_\_\_\_\_

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**Home Activity** Your child is learning how to spell words with *sh*, *th*, *ph*, *ch*, and *tch*. To practice at home, have your child look at the word, say it, and point to the digraphs.

Name \_\_\_\_\_

# Consonant Digraphs

**Directions** Write **sh**, **th**, **ph**, **ch**, **tch**, or **ng** to complete each word. Write the whole word on the line to the left.

- \_\_\_\_\_ 1. Maria's family pur\_\_\_\_\_ased a house.
- \_\_\_\_\_ 2. Her mo\_\_\_\_\_er decided to paint it.
- \_\_\_\_\_ 3. She went to the store and bought bru\_\_\_\_\_es and buckets.
- \_\_\_\_\_ 4. When she came home she put on old clo\_\_\_\_\_ing.
- \_\_\_\_\_ 5. Then she pa\_\_\_\_\_ed the cracks and nail holes.
- \_\_\_\_\_ 6. Maria didn't know what color her room was goi\_\_\_\_\_ to be.
- \_\_\_\_\_ 7. She \_\_\_\_\_oned her friend to talk about it.
- \_\_\_\_\_ 8. Her friend helped Maria make the \_\_\_\_\_oice.
- \_\_\_\_\_ 9. Maria picked a beautiful \_\_\_\_\_ade of peach.

**Directions** Say the name of each picture. Write **sh**, **th**, **wh**, **ph**, **tch**, or **ng** to complete each word.

10. tro\_\_\_\_\_y



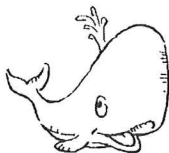
11. wa\_\_\_\_\_



12. a\_\_\_\_\_lete



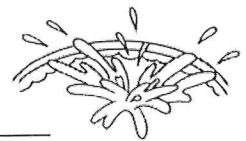
13. \_\_\_\_\_ale



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



15. spla\_\_\_\_\_



**Home Activity** Your child wrote words with the consonants *sh* (*English*), *th* (*father*), *wh* (*wheel*), *ph* (*trophy*), *ch* (*chapter*), *tch* (*watch*), and *ng* (*wing*). Have your child read the words on the page above. Ask your child to change one or more letters in some of the words to form new words. For example, substituting *t* for *p* in *peach* forms *teach*.

Name \_\_\_\_\_

# Consonant Digraphs

Spelling Words				
father	chapter	other	alphabet	watch
English	weather	catch	fashion	shrink
pitcher	flash	athlete	trophy	nephew

**Missing Consonants** Write the missing consonants to make a list word.

1. He is your parent.
2. You put your juice in it.
3. You receive one when you win a contest.
4. A language spoken in the United States.
5. You check this to see if you need a jacket.
6. You do this to a fish.

_____	<b>a</b>	_____	<b>e</b>	_____
_____	<b>i</b>	_____	<b>e</b>	_____
_____	<b>o</b>	_____	<b>y</b>	_____
<b>E</b>	_____	_____	<b>i</b>	_____
_____	<b>e</b>	<b>a</b>	_____	<b>e</b>
_____	<b>a</b>	_____	_____	_____

**Word Search** Circle the words in the puzzle. Look across, down, and diagonally.

f e a l p h a b e t a s  
 l o t n c h a p t e r h  
 a l t a s h o l h c h r  
 s i a h a t h l e t e i  
 h s h r e t a n l a m n  
 w a t c h r i n k e r k

watch
alphabet
flash
other
chapter
athlete
shrink



**Home Activity** Your child has been learning to spell words with *sh*, *th*, *ph*, *ch*, and *tch*. Ask your child to name and spell the four most difficult list words.

Name \_\_\_\_\_

# Consonant Digraphs

Spelling Words				
father	chapter	other	alphabet	watch
English	weather	catch	fashion	shrink
pitcher	flash	athlete	trophy	nephew

**Rhyme Clues** Read the clue. Write the list word.

1. It rhymes with *patch*, but starts like *can*. \_\_\_\_\_
2. It rhymes with *link*, but starts like *shred*. \_\_\_\_\_
3. It rhymes with *feather*, but starts like *win*. \_\_\_\_\_
4. It rhymes with *mother*, but starts like *olive*. \_\_\_\_\_
5. It rhymes with *dash*, but starts like *flag*. \_\_\_\_\_
6. It rhymes with *stitcher*, but starts like *pencil*. \_\_\_\_\_

**Making Connections** Write a list word to fit each definition.

7. It's a list of letters. \_\_\_\_\_
8. It's something you might win. \_\_\_\_\_
9. It's a parent. It's not a mother. \_\_\_\_\_
10. It helps you tell the time. \_\_\_\_\_
11. It's a section of a book. \_\_\_\_\_
12. It's a sister's child. It's not a girl. \_\_\_\_\_
13. It's often spoken in Australia. \_\_\_\_\_
14. It could be a swimmer, a boxer, or a gymnast. \_\_\_\_\_
15. It's a trend in clothing. \_\_\_\_\_



**Home Activity** Your child wrote words with *sh*, *th*, *ph*, *ch*, and *tch*. Point to a list word on this page. Ask your child to read the word and then look away and spell it correctly.

Name \_\_\_\_\_

# Consonant Digraphs

**Proofread Safety Tips** Chad wrote some weather safety tips. Circle four spelling mistakes and one capitalization error. Write the words correctly.

- ➔ Don't let bad weatter cach you off guard. Listen to the forecast.
- ➔ Be ready to go to a basement if their is a tornado watch.
- ➔ Take shelter when you hear thunder. Don't wait for a flash of lightning.
- ➔ wear a cap, mittens, and othr warm clothes in freezing weather.

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

**Proofread Words** Circle the correctly spelled word. Write the word.

- |             |          |           |
|-------------|----------|-----------|
| 6. fashsun  | fashion  | 6. _____  |
| 7. pitcher  | picher   | 7. _____  |
| 8. trophy   | trofy    | 8. _____  |
| 9. english  | English  | 9. _____  |
| 10. shrink  | shink    | 10. _____ |
| 11. atlete  | athlete  | 11. _____ |
| 12. alpabet | alphabet | 12. _____ |

## Spelling Words

- father  
 chapter  
 other  
 alphabet  
 watch  
 English  
 weather  
 catch  
  
 fashion  
 shrink  
 pitcher  
 flash  
 athlete  
 trophy  
 nephew

## Frequently Misspelled Words

- they  
 there  
 their



**Home Activity** Your child identified misspelled words with *sh*, *th*, *ph*, *ch*, and *tch*. Have your child underline and pronounce these letter combinations in the list words.

Name \_\_\_\_\_

# Main Idea and Details

The **main idea** answers the question, "What is this story all about?" **Details** are small pieces of information that help tell what the story is about.

**Directions** Read the following passage.

**J**ohn went into the woods on a snowy day, and his boots made tracks where he walked.

*I can follow my tracks back out,* thought John, so he didn't pay attention to where he was going.

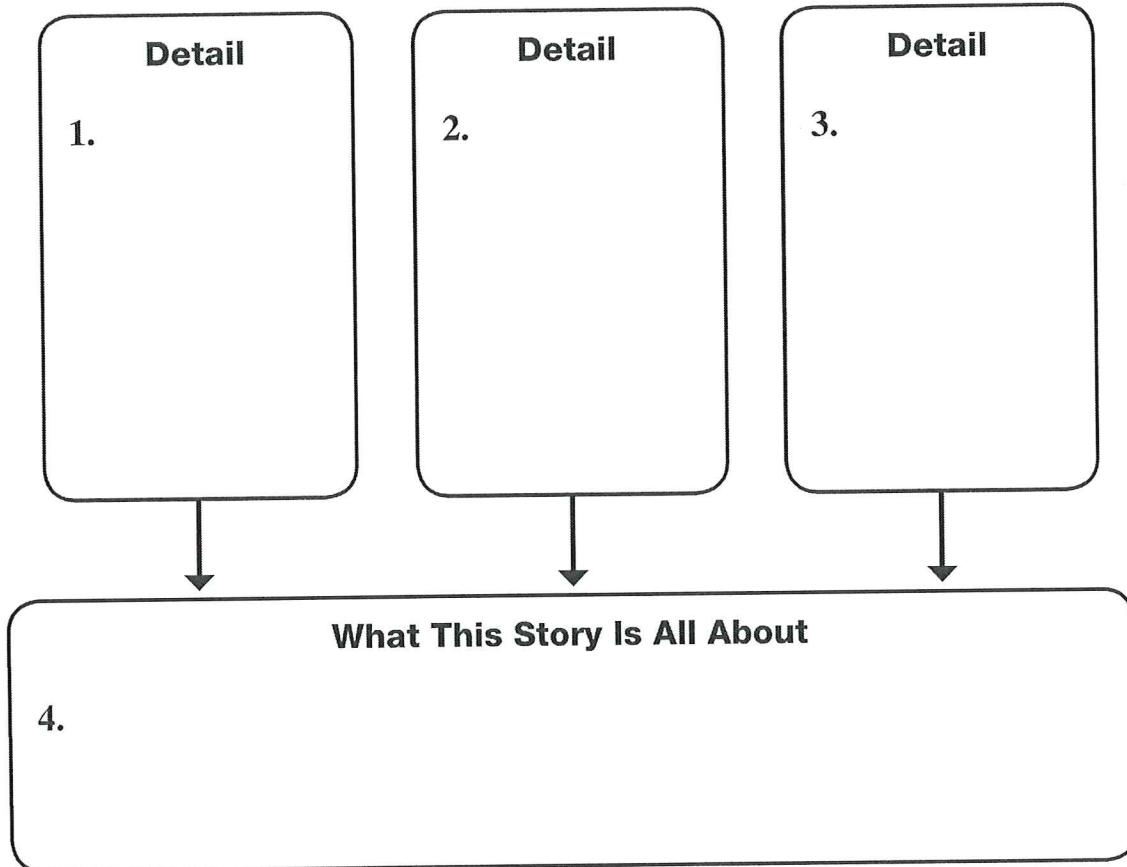
But the sun came out and melted the

snow, and when John wanted to leave, he couldn't see any tracks.

Then John saw an eagle overhead. "Eagle," said John, "please help me find my way out."

The eagle flew south, then west. John followed until he was out of the woods.

**Directions** Complete the graphic organizer to tell what the story is all about.



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**Home Activity** Your child found the main idea of a story. The main idea is a sentence that sums up what the story is all about. Read a story such as the one above with your child. Ask your child to name details from the story and then tell what the story is all about.

Name \_\_\_\_\_

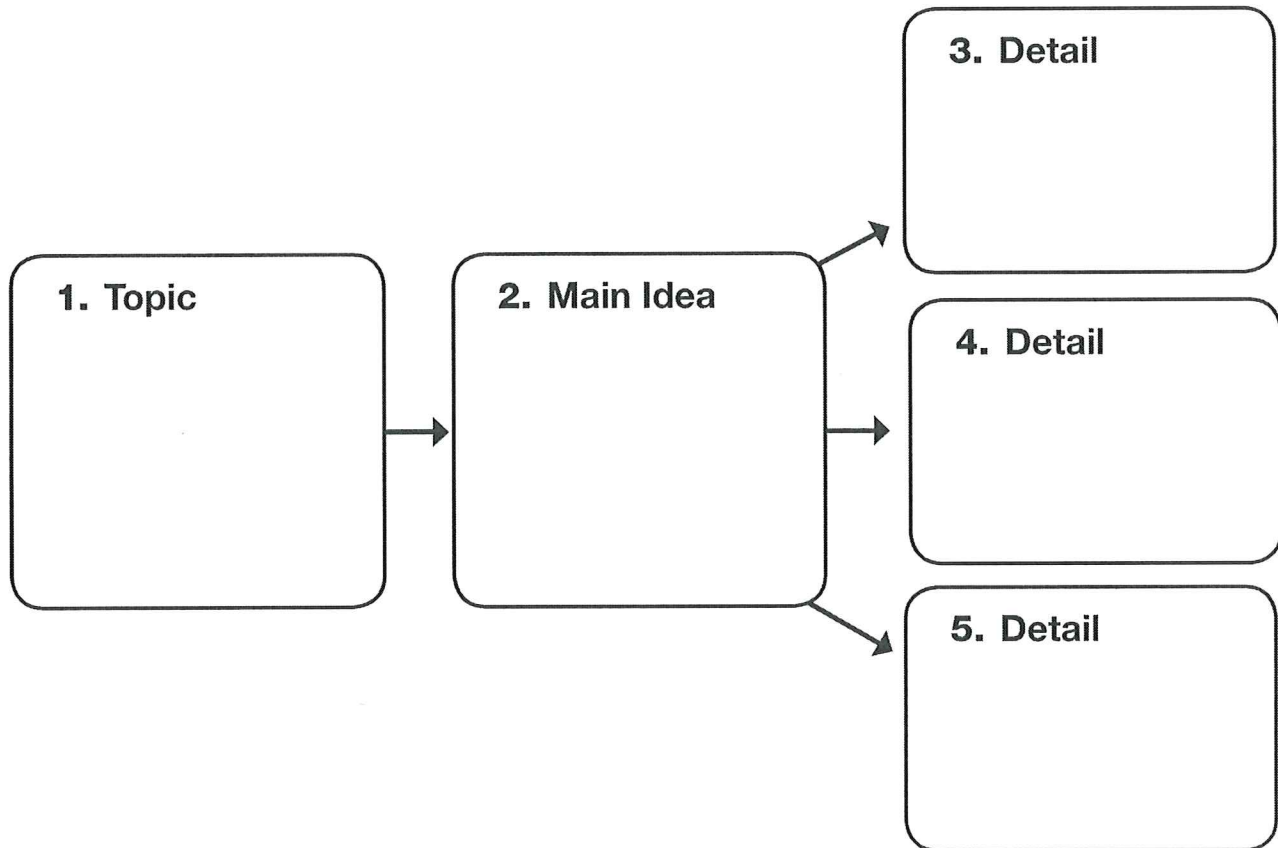
# Main Idea and Details

- The **topic** is what a piece of writing is all about.
- The **main idea** is the most important idea about the topic.
- **Details** are smaller pieces of information. They tell more about the main idea.

**Directions:** Read the following passage. Then complete the graphic organizer.

**B**ird watching is a good hobby. You don't need expensive equipment to get started. Look for a bird book at the library or at a used bookstore. You'll also need the right clothes. Be sure to wear comfortable shoes. Wear clothes that will protect you from the bright Sun. Finally, you'll want to keep a record of the birds

you see and tell when and where you see them. Some bird watchers call this record a "life list." A simple notebook will do. Once you have all your equipment, go out and find some birds. Watch carefully. You may be surprised to see things you've never noticed before.



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**Home Activity** Your child identified the topic, main idea, and details in a passage. Watch a television show about nature together. Ask your child to make a graphic organizer like the one above to record information about the show.



Name \_\_\_\_\_

# Main Idea and Details

- The **topic** is what a piece of writing is about.
- The **main idea** is the most important idea about the topic.
- **Details** and facts are small pieces of information. They tell more about the main idea.

**Directions** Read the following passage. Then answer the questions below.

**P**eople can learn by observing animals. Years ago, watching beavers at work probably gave people the idea of building a dam to form a pond. Beavers cut wood with their long teeth and pile it in a river

or stream. The pile of wood becomes the beavers' home. It also slows the moving water to form a pond. Today, when people want to build a pond, they can use what they've learned by observing beavers.

1. What is the topic of the passage? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What is the main idea? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. On the lines below, write three details that support the main idea.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_



**Home Activity** Your child identified a selection's topic, main idea, and details. With your child, read a chapter from one of his or her school textbooks. Have your child locate the topic, main idea, and several details.

Name \_\_\_\_\_

## Draw Conclusions

- A **conclusion** is a decision or opinion that makes sense based on facts and details.
- When you use information you read along with information you already know to make decisions about a story, you are drawing conclusions.

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

At the beginning of summer, Matt visited the zoo. At the tiger exhibit, he saw two tiger cubs playing in the sunshine. Matt watched the cubs as they pretended to fight. When the cubs tried to roar, little squeaks came out of their mouths instead. They were so cute and cuddly looking and so much fun to watch that Matt decided he wanted one for a pet.

At the end of summer, Matt went back to see the cubs. They were big now. One swiped at a tree with its paws, and the tree broke. When the zookeeper tossed some meat into the cage, the cubs tore it to pieces. Then one cub looked up at Matt. It snarled and gave a fearful roar. Matt quickly changed his mind about wanting a tiger for a pet.

1. Why did Matt want to get a pet tiger?

\_\_\_\_\_

2. What information did you use to answer question 1?

\_\_\_\_\_

3. What conclusion did Matt draw after observing the tiger cubs again?

\_\_\_\_\_

4. What did Matt see that helped him draw this conclusion?

\_\_\_\_\_

5. Do you think it's a good idea to keep a big cat as a pet?

\_\_\_\_\_



Name \_\_\_\_\_

# Writing • Directions

## Key Features of Directions

- gives a step-by-step explanation of how to perform a specific task
- provides necessary information and details
- explains a task fully
- often uses commands and sequence words

## How to Make Pancakes

Pancakes are delicious, and they're not that hard to make. Let's find out how to make them in a few simple steps. Making pancakes requires using a hot stove, which can be dangerous. Be sure to have an adult help you with any steps that involve using the stove.

First, we should collect the ingredients and supplies we need. To mix the pancake batter, we want a bowl and a mixer. To cook the pancakes, we'll need a frying pan and a spatula. We also want a measuring cup to measure ingredients. The ingredients you need to make the pancakes are simple:

- 3 cups of flour
- 1/2 cup milk
- 1 cup of sugar
- water
- 1 egg
- butter

Next, we want to prepare the batter. Combine the flour, sugar, egg, and milk

in the bowl. Mix them together until they form a smooth batter. Add water as necessary to make sure that the batter is not too thick. Stir through the batter carefully to make sure there are no lumps.

Now it's time to cook our pancakes. Again, be sure that there's an adult present. Put the frying pan on a lit burner and add a pat of butter. Once the butter has melted, pour the batter into the pan in order to form a pancake. If your pan is big enough, you can make more than one pancake at a time.

Once the pancakes begin to form bubbles and become dry on top, use the spatula to flip them over. Let the other side cook for two or three minutes. Then you can slide the pancakes out of the pan and onto your plate. Add some butter and syrup, and enjoy your breakfast!

1. What supplies do you need in order to make pancakes?

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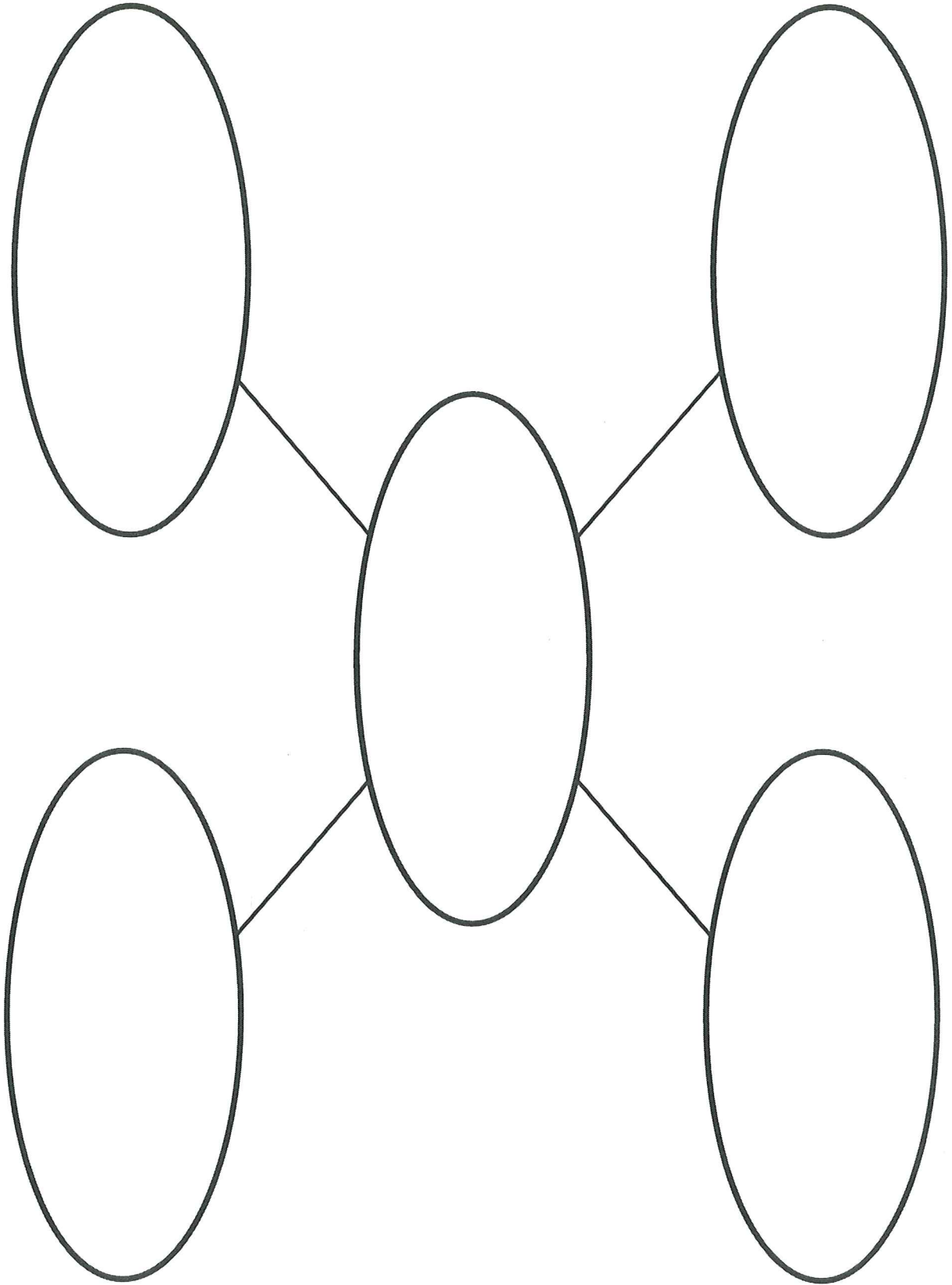
2. Put the following steps in making pancakes in the proper order:

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1. Pour batter into pan.
2. Eat pancakes.
3. Mix batter.
4. Gather supplies.

Name \_\_\_\_\_

**Web A**



Name \_\_\_\_\_

# Vocabulary • Unfamiliar Words

- Context clues are the words around an **unfamiliar word** that help you figure out its meaning.

**Directions** Read the following passage. Then answer the questions below. Look for context clues to help you figure out any words you do not know.

Nancy loved living near the water. She loved sitting on her deck, looking out at the bay, and watching the boats. People often sailed small boats in the bay, because it was protected from the big waves out on the ocean.

Another thing Nancy loved about her house was the trees. Nancy's house was almost surrounded by tall trees. Except for the part of the yard that faced the water, there were trees on all sides.

The birds seemed to love the trees, too. Every morning when the sun came up, the birds woke her with their songs. When all the birds sang at dawn, it was like hearing a symphony of bird songs. Even now she could make out the sweet melody a bluebird was singing.



1. What does *bay* mean in this passage? What clues helped you find out?

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2. What does *surrounded* mean in this passage? What clues helped you find out?

---



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3. What time of day is *dawn*? What clues helped you find out?

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4. What do you think a *symphony* might be? What clues helped you find out?

- a kind of tree       a kind of boat       a kind of music

5. Which does the word *melody* probably mean? What clues helped you find out?

- something to sing       a kind of bird       a kind of tree



**Home Activity** Your child used context clues to figure out the meaning of unfamiliar words. Read a book with your child that has some unfamiliar words. Have your child tell what he or she thinks the words mean, based on the context. Use a dictionary to confirm the meanings with your child.

Name \_\_\_\_\_

# Paraphrase Sources

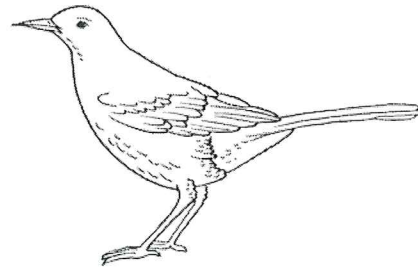
- To **paraphrase** means to restate something in other words.

**Directions** Read the encyclopedia entry. Then paraphrase the information on the lines below.

**Northern Mockingbird**  
(*Mimus polyglottos*)

The Northern Mockingbird is a medium-sized bird known for its unusual voice. Mockingbirds can imitate the songs of many kinds of birds, as well as other common sounds. Both male and female mockingbirds sing, although the males, especially males that are looking for a mate, sing most often. Unmated males may even sing at night. Male and female mockingbirds look alike. Both are gray on top and white underneath. Both have white patches on their wings and tails that can be seen when the bird is flying. Mockingbirds eat fruits and vegetables,

but they also eat harmful insects. These birds are plentiful and are commonly found in a variety of habitats all over North America. The mockingbird is a popular bird that has been chosen as official state bird by Texas, Florida, and other states.




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**Home Activity** Your child read an encyclopedia entry about the Texas state bird and then paraphrased the information. Read another encyclopedia entry together and have your child tell about what you read in his or her own words.

Name \_\_\_\_\_

# Plural Possessive Nouns

To show that two or more people share or own something, use a **plural possessive noun**.

**Plural Noun**

The birds built nests.

**Singular Possessive Noun**

One bird's nest was made of twigs.

**Plural Possessive Noun**

Some birds' nests are made of grass.

Add an apostrophe (') to plural nouns that end in *-s*, *-es*, or *-ies* to make them possessive. To make plural nouns that do not end in *-s*, *-es*, or *-ies* possessive, add an apostrophe and an *s*.

children   children's toys   women   women's books

**Directions** Write the plural possessive noun in each sentence.

1. Eagles' nests are huge. \_\_\_\_\_
2. Hummingbirds' nests hold their eggs. \_\_\_\_\_
3. The parents' job is to protect their chicks. \_\_\_\_\_
4. The trees' holes were made by woodpeckers. \_\_\_\_\_
5. The forest's trees are full of animals' homes. \_\_\_\_\_

**Directions** Write the possessive form of the underlined plural noun in each sentence.

6. There are good places for our cities birds to nest. \_\_\_\_\_
7. Some pigeons homes are on window ledges. \_\_\_\_\_
8. Sometimes they get in people way. \_\_\_\_\_
9. Their babies lives can be full of danger. \_\_\_\_\_
10. Some animals destroy the bird families homes. \_\_\_\_\_



**Home Activity** Your child learned about plural possessive nouns. Name some families in your neighborhood. Have your child make up sentences using the plural possessive form of each noun, such as *The Smiths' dog likes to play ball.*

Name \_\_\_\_\_

## Plural Possessive Nouns

**Directions** Write the correct possessive noun in ( ) to complete each sentence.

1. The (children', children's) hobby is watching birds.

\_\_\_\_\_

2. They use their (parent's, parents') field glasses.

\_\_\_\_\_

3. They saw some (owl's, owls') nests.

\_\_\_\_\_

4. They heard the (animals, animals') sounds at night.

\_\_\_\_\_

**Directions** Write the possessive form of the underlined plural noun in each sentence.

5. The chicks cries were high and soft.

\_\_\_\_\_

6. The babies parents protected them.

\_\_\_\_\_

7. The trees limbs were a good home for the bird family.

\_\_\_\_\_

**Directions** How is your home like a bird's home? Write a sentence to answer. Use at least one plural possessive noun.

8. \_\_\_\_\_

\_\_\_\_\_



**Home Activity** Your child reviewed plural possessive nouns. Name three things you and your child saw or bought on a recent shopping trip. Have your child spell the plural possessive form of each item name.



Name \_\_\_\_\_

## Plural Possessive Nouns

**Directions** Write sentences about birds and their nests. Use the plural possessive form of each noun in your sentence.

1. nests

\_\_\_\_\_

2. woodpeckers

\_\_\_\_\_

3. chicks

\_\_\_\_\_

4. weaver birds

\_\_\_\_\_

5. children

\_\_\_\_\_

**Directions** Write a sentence about something you like about birds and bird nests. Then write about something you do not like about them. Use at least one plural possessive noun in each sentence.

6.

\_\_\_\_\_  
\_\_\_\_\_

7.

\_\_\_\_\_  
\_\_\_\_\_

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**Home Activity** Your child learned how to use plural possessive nouns in writing. After watching a movie or TV program, have your child write a sentence about the show that uses at least one plural possessive noun.

Name \_\_\_\_\_

# Consonant Blends

**Directions** Read the story. Underline the words that begin with the three-letter blends **spl**, **squ**, **str**, and **thr**. Then write the words on the lines.

Peter threw on his sweatshirt and ran down the street to Eddie's house. Eddie's mom was taking them to a farm to pick pumpkins. The three of them piled into the car and Eddie's mom headed for the thruway. When they reached the farm, the boys hurried to the pumpkin field.

Peter walked through the field and soon found a huge pumpkin. It took all his strength to lift it into his wagon. Eddie came up carrying an even larger pumpkin. Just then Eddie tripped and dropped his pumpkin. It split open on the ground, and splashed Peter with pulp and seeds! One seed struck Peter on the nose.

Meanwhile, Eddie's mother was buying vegetables at the farm stand. She'd found some unusual squash with green and orange stripes. She'd found a funny scarecrow decoration stuffed with straw, too.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Directions** Name each picture. Complete the word by writing the three-letter blend it begins with. Then on the lines under it, write two more words that begin with the same blend.



\_\_\_\_\_ one

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_ irrel

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_ ing

\_\_\_\_\_

\_\_\_\_\_

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**Home Activity** Your child wrote words that begin with the three-letter blends *spl* (as in *splash*), *squ* (as in *square*), *str* (as in *strike*), and *thr* (as in *throw*). Play a riddle game with your child, giving clues such as "I am thinking of an animal with a bushy tail" and having your child name the answer and the blend it begins with.

Name \_\_\_\_\_

# Plural Possessive 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.

## City Birds

(1) There are good places for many cities birds to nest. (2) Some pigeons homes are on window ledges. (3) Robins' nests can be found under highways. (4) Living in the city can also be dangerous for a bird. (5) Sometimes these birds get in people way. (6) Their babies lives can be full of danger. (7) Some animals destroy bird families homes.

1 What is the possessive form of the underlined noun in sentence 1?

- cities
- city's
- citys'
- cities'

2 What is the possessive form of the underlined noun in sentence 2?

- pigeons'
- pigeon's
- pigeons
- pigeons's

3 What is the correct form of the underlined noun in sentence 5?

- peoples
- people's
- peoples'
- peoples's

4 What is the possessive form of the underlined noun in sentence 6?

- babie's
- babys'
- babies'
- baby's

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

- Change *animals* to **animal's**
- Change *animals* to **animals'**
- Change *families* to **families'**
- Change *families* to **familie's**

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**Home Activity** Your child prepared for taking tests on plural possessive nouns. Name some kinds of animals. Have your child write sentences using the plural possessive form of each animal name, such as *Zebras' stripes are black and white.*