

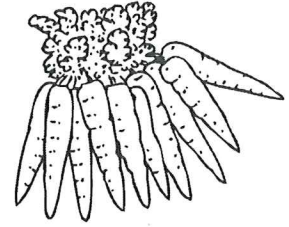
Name \_\_\_\_\_

## Vocabulary

**Directions** Each sentence has an underlined word. Circle the word at the end of the sentence with the same meaning as the underlined word.

### Check the Words You Know

- |             |              |
|-------------|--------------|
| ___ lazy    | ___ bottom   |
| ___ crops   | ___ clever   |
| ___ cheated | ___ partners |
| ___ wealth  |              |



1. My lazy brother hates to do his chores.    idle    young
2. Jill put the cookies on the bottom shelf.    lowest    long
3. Juan and I are partners in a lawn-mowing business.    co-workers    a class
4. Jim does well in school because he is very clever.    lazy    smart
5. A person with lots of money has lots of wealth.    riches    need

**Directions** Write a word from the box to complete each sentence below.

6. The farmer plants many \_\_\_\_\_, including corn and wheat.
7. A farmer cannot be \_\_\_\_\_ because farming takes lots of work.
8. Ann is an honest student, so I don't think she \_\_\_\_\_ on the test.
9. The rich man had so much \_\_\_\_\_, he owned five houses.
10. We will work together as \_\_\_\_\_ to build a business.

## Write a Story

On a separate sheet of paper, write about two farmers working together on something special. Describe them and what happens. Use as many vocabulary words as possible.



**Home Activity** Your child identified and used vocabulary words from *Tops and Bottoms*. Visit the supermarket produce aisle together and have your child identify the vegetables whose tops or bottoms we eat. Encourage using as many vocabulary words as possible.

Name \_\_\_\_\_

# Words with *spl*, *thr*, *squ*, *str*, *scr*

**Generalization** Some words have complex consonant patterns with three letters pronounced together: splash, throw, sqare, strike, scream.

**Word Sort** Sort the list words according to the three-letter blend.

**spl**

**str**

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

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

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

**thr**

**scr**

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

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

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

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

**squ**

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

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

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

## Spelling Words

1. splash
2. throw
3. three
4. square
5. scream
6. strike
7. street
8. split
9. splurge
10. thrill
11. strength
12. squeak
13. throne
14. scratch
15. squeeze

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**Home Activity** Your child is learning to spell words with three-letter blends (*spl*, *thr*, *squ*, *str*, and *scr*). To practice at home, have your child say each word, write it, and circle the three-letter blend.

Name \_\_\_\_\_

## Words with *spl*, *thr*, *squ*, *str*, *scr*

### Spelling Words

splash	throw	three	square	scream
strike	street	split	splurge	thrill
strength	squeak	throne	scratch	squeeze

**Words in Context** Add the missing list words to the recipe.

### Tasty Treat

1. Peel half a banana. Then \_\_\_\_\_  
it lengthwise in a dish.

Spoon on one-half cup of yogurt.

2. Crumble a graham cracker  
\_\_\_\_\_ on top.

3. Go ahead and \_\_\_\_\_!

**Classifying** Write one more word in each category. Use list words.

4. Things to do with a ball: bat, catch, \_\_\_\_\_

5. Numbers: seven, nine, \_\_\_\_\_

6. Sounds you can make: whisper, yell, \_\_\_\_\_

7. Places to ride a bike: driveway, path, \_\_\_\_\_

8. Things to do with water: sprinkle, pour, \_\_\_\_\_

9. Animal sounds: chirp, bark, \_\_\_\_\_

10. Places to sit: chair, bench, \_\_\_\_\_

11. Things to do with an orange: peel, eat, \_\_\_\_\_

12. Things to do in baseball: bat, run, \_\_\_\_\_ out



**Home Activity** Your child has been learning to spell words with three-letter blends (*spl*, *thr*, *squ*, *str*, and *scr*.) Have your child reread the recipe on this page. Then help your child try out the recipe.



Name \_\_\_\_\_

## Words with *spl, thr, squ, str, scr*

### Spelling Words

splash	throw	three	square	scream
strike	street	split	splurge	thrill
strength	squeak	throne	scratch	squeeze

**Rhyming Pairs** Finish the sentence with a list word that rhymes with the underlined word.

1. He has a batch of itches to \_\_\_\_\_ .
2. Skiing down that hill was a \_\_\_\_\_ !
3. I don't think he has the \_\_\_\_\_ to swim the length of the pool.
4. See if you can \_\_\_\_\_ the ball to the row of trees.
5. The town \_\_\_\_\_ was bare.
6. The \_\_\_\_\_ has been occupied by six men and a lone woman.
7. There are \_\_\_\_\_ squirrels playing in the tree.
8. Let's dash into the water and make a big \_\_\_\_\_ .

**Missing Blends** Add a three-letter blend to finish the list word.  
Write the word.

- |  |           |
|--|-----------|
| 9. The scared girl let out a ____ _ ____ eam.          | 9. _____  |
| 10. The pitcher threw a ____ _ ____ ike.               | 10. _____ |
| 11. Don't play in the ____ _ ____ eet.                 | 11. _____ |
| 12. I'd love to ____ _ ____ urge on an expensive gift. | 12. _____ |
| 13. Let's ____ _ ____ it the last piece of pizza.      | 13. _____ |
| 14. Mom gave my hand a big ____ _ ____ eeze.           | 14. _____ |
| 15. We heard the hinges ____ _ ____ eak.               | 15. _____ |

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**Home Activity** Your child wrote words with three-letter blends (*spl, thr, squ, str, and scr*). Have your child circle and pronounce the three-letter blends in the list words.

## Words with *spl, thr, squ, str, scr*

**Proofread a Report** Circle four spelling mistakes in this report about the gray fox. Write the words correctly. Write the word that should be used instead of **don't** in the last sentence.

A gray fox has a white belly. It can run fast and climb trees. It may splash into the water and swim if it is skared and needs to escape. It can also let out a high-pitched scream. When hunting, it listens for the squeak of a mouse. If it sees movement, it srikes quickly. Sometimes, in bad weather, a gray fox don't leave its den for three or four days.

### Spelling Words

splash  
throw  
three  
square  
scream  
strike  
street  
split  
  
splurge  
thrill  
strength  
squeak  
throne  
scratch  
squeeze

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

### Frequently Misspelled Words

scared  
brother

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

- |                                   |                                |                                |
|-----------------------------------|--------------------------------|--------------------------------|
| 6. <input type="radio"/> thril    | <input type="radio"/> thrill   | <input type="radio"/> thill    |
| 7. <input type="radio"/> squeeze  | <input type="radio"/> squeeze  | <input type="radio"/> squeeze  |
| 8. <input type="radio"/> scatch   | <input type="radio"/> scratch  | <input type="radio"/> scrach   |
| 9. <input type="radio"/> throne   | <input type="radio"/> trone    | <input type="radio"/> throan   |
| 10. <input type="radio"/> stength | <input type="radio"/> strentgh | <input type="radio"/> strength |
| 11. <input type="radio"/> streat  | <input type="radio"/> steet    | <input type="radio"/> street   |
| 12. <input type="radio"/> sqare   | <input type="radio"/> square   | <input type="radio"/> squar    |



Name \_\_\_\_\_

# Author's Purpose

- An **author's purpose** is the author's reason for writing. An author may write to inform or teach, to entertain, to persuade, or to express thoughts and feelings.

**Directions** Read the following passage.

## Planting Bushes

**STOP and answer Question 1 below.**

The Lopez family had just built a nice house in the desert. The only problem was that the hot sun shone through the huge windows on the south side.

Early one morning, Dad and Grandpa planted bushes along the south side of the house.

"I wonder why they did that," thought Lupe.

**STOP and answer Question 2 below.**

Every day, Dad or Grandpa watered the bushes. They began to grow. Soon the bushes got so tall they blocked the sun from coming in the windows.

"Now I know why they did that!" thought Lupe.

**Directions** Complete the graphic organizer to determine the author's purpose.

**1. Before You Read** Read the title. For which reason might the author write a passage with this title?

\_\_\_\_\_



**2. As You Read** Think about the author's purpose. What new information have you learned?

\_\_\_\_\_



**3. After You Read** Now what do you think the author's purpose was?

\_\_\_\_\_

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**Home Activity** Your child determined the author's purpose for writing a story. Purposes include to inform, to persuade, to entertain, or to express feelings or ideas. Talk about the author's purpose for writing tales your child is familiar with. Ask your child to give reasons for his or her answers.



Name \_\_\_\_\_

# Author's Purpose

- **Author's purpose** is the reason an author writes something. Some reasons are to inform or teach, to entertain, to persuade, or to express ideas and feelings.

**Directions** Read the title and answer question 1. Read the first part, and answer question 2. Then finish the passage and complete the graphic organizer.

### The Cat and the Cherries

**C**at loved cherries on the trees in the orchard. Bird helped Cat by dropping cherries onto the ground so she could eat them. But today Bird was nowhere in sight. Cat just had to have a cherry!

Cat clawed her way up the tiny tree. After she feasted on several cherries, she

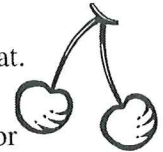
tried to go down. But she couldn't get out of the tree.

Then Bird flew by. "Why are you in the tree?" he asked.

"I wanted a cherry," said Cat.

"But now I can't get down."

"You should have waited for your friend to help you," said Bird.



**1. Before You Read:** Read the title. For which reason might the author write a story with this title?



**2. As You Read:** Predict the author's purpose. Why do you think the author is telling this story?



**3. After You Read:** Now what do you think the author's purpose was?

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**Home Activity** Your child read a story and then determined the author's purpose. Read a fairy tale or fable to your child. Discuss reasons why the author may have written the story. If your child needs help, ask if the story teaches, entertains, persuades, or expresses ideas or feelings.

Name \_\_\_\_\_

# Author's Purpose

- The **author's purpose** is the reason an author writes something.
- There are many reasons for writing: to persuade, to inform, to entertain, or to express ideas and feelings.

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

### Being a Farmer

**F**arming is a wonderful business. You can raise many animals, from pigs to horses. You can grow many different kinds of crops. You can be your own boss.

Your children will grow up in the country. You will stay in shape by working

with your hands. You will be surrounded by peace and quiet.

Farmers earn money by selling the crops they grow. A career in farming can be rewarding and satisfying.



1. What is the author's purpose for writing this passage? \_\_\_\_\_

\_\_\_\_\_

2. What does the author want readers to know? \_\_\_\_\_

\_\_\_\_\_

3. Which sentence in the passage is a clue to the author's purpose? \_\_\_\_\_

\_\_\_\_\_

4. What statements support the author's ideas? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Did the author accomplish the purpose? Support your opinion. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Home Activity** Your child identified an author's purpose. When you read with your child, take time to discuss the author's purpose for writing.



Name \_\_\_\_\_

## Writing • Friendly Letter

### Key Features of a Friendly Letter

- includes a date, salutation, and closing
- written in a friendly tone
- usually written to someone you know

September 15, 2008

Dear Bear,

I worked hard to grow vegetables this year. Now I have a lot of carrots and corn. I have enough to share with you. Would you like to come over for dinner?

We will have corn and carrots. We will have corn bread, too. Then we will have carrot cake for dessert. The cake's frosting will be sweet and creamy.

Please write back. Tell me if you want to come Tuesday or Thursday.

Your friend,  
Hare

1. Read the letter. What is the purpose of Hare's letter to Bear?

---

2. In the letter, what does Hare ask Bear to do?

---

---

Name \_\_\_\_\_

# Compare and Contrast

- When you **compare** and **contrast** two or more story characters or things, you tell how they are alike and different.

**Directions** Read the story. Then answer the questions.

One day Hare was eating cornbread pudding. "This pudding is good, but it needs some honey."

Just then a honeybee flew by. Hare followed it and found where the bees' hive was in a hollow tree. But Hare knew if he tried to get the honey, he would get stung.

So he went to his neighbor, Bear. He found Bear sleeping on his front porch.

"Bear, wake up! I know where there is some honey," said Hare. "I'll share it with you."

Bear woke up. "I love honey!" he said. "Show me."

So Hare and Bear got some jars, and Hare showed Bear where the hive was.

Hare hid in the bushes. Bear began to tear at the hive. The bees got mad! They came flying out of the hive and tried to sting Bear. At first, Bear's thick coat protected him, and he began to fill the jars with honey. Then the bees found Bear's tender nose. They stung him long and hard on his nose.

"Yow!" cried Bear, and began to run. All the bees flew off in an angry swarm after Bear.

Hare crawled out of the bushes and filled the rest of the jars with honey. He carried them home, all except one. That one he left on Bear's porch as a thank you.

1. How would you describe Hare in this story?

\_\_\_\_\_

2. How is Hare in this story like Hare in *Tops & Bottoms*?

\_\_\_\_\_

3. How is Bear in this story like Bear in *Tops & Bottoms*?

\_\_\_\_\_

\_\_\_\_\_

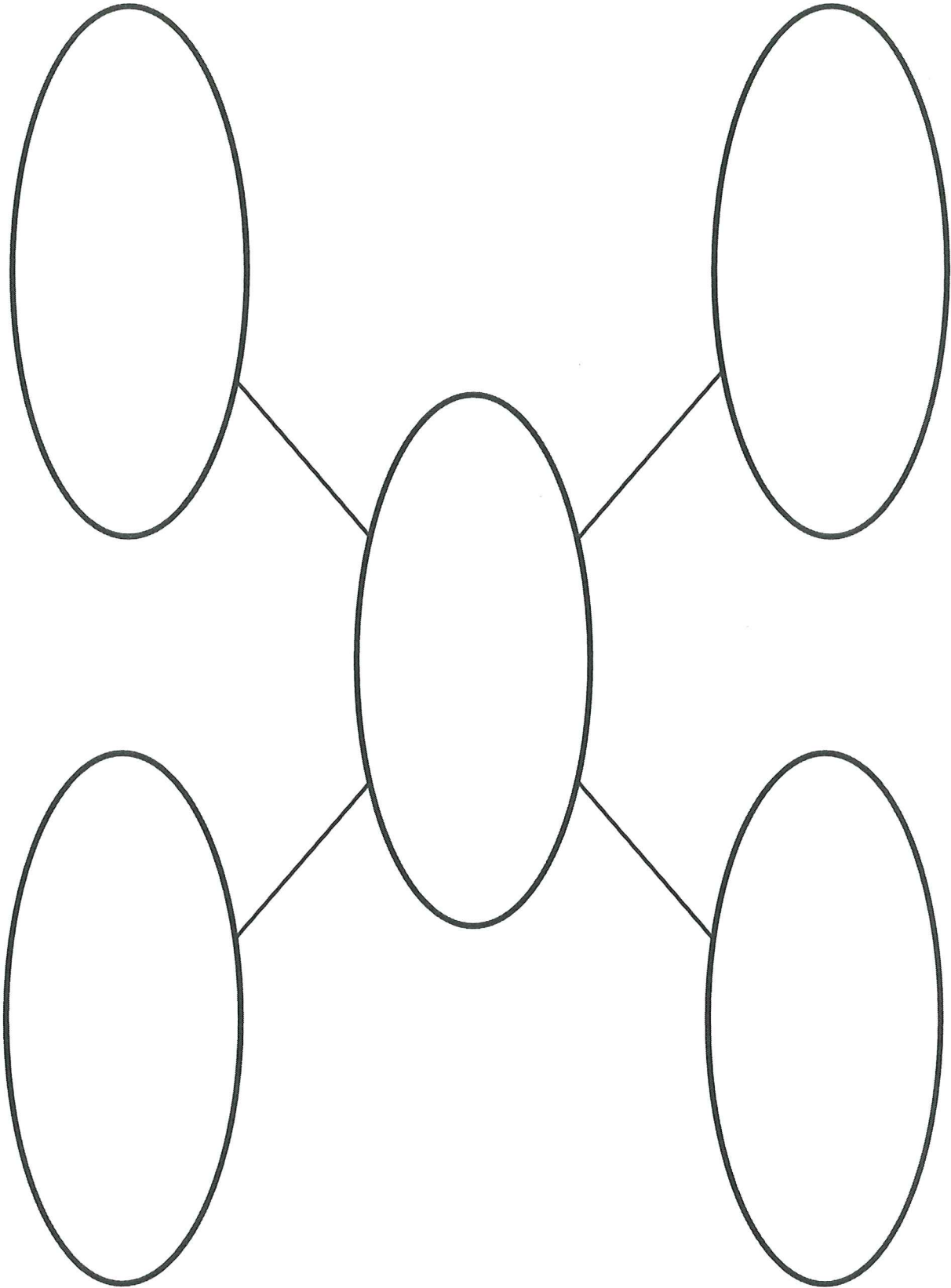
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**Home Activity** Your child read a fable and compared the characters in it with the selection *Tops and Bottoms*. Read another fable with your child, preferably one featuring a rabbit or hare as the main character. Talk about how the characters are alike and different.

Name \_\_\_\_\_

**Web A**





Name \_\_\_\_\_

## Vocabulary • Antonyms

- Sometimes you come across a word you don't know. The author may use a word with the opposite meaning—an **antonym**—as a clue to the word's meaning.
- Use **antonyms** as context clues to figure out the meaning of unfamiliar words.

**Directions** Read each sentence. One word is underlined. Circle the antonym of the underlined word. Write the meaning of the underlined word on the line.

1. Sue is always so busy that no one can say she is lazy.

\_\_\_\_\_

2. Put the glass on the top shelf because your sister may break it if it's on the bottom.

\_\_\_\_\_

3. Danny is so clever, he would never do a silly thing like that.

\_\_\_\_\_

4. The cat was asleep, but the dog was awake.

\_\_\_\_\_

5. Months after planting the seeds, the farmer can harvest the corn.

\_\_\_\_\_

6. Do not scatter the papers, but gather them into one pile.

\_\_\_\_\_

7. You look so nice when you smile that you should never scowl.

\_\_\_\_\_

8. Whisper the secret in my ear, don't holler it out loud.

\_\_\_\_\_

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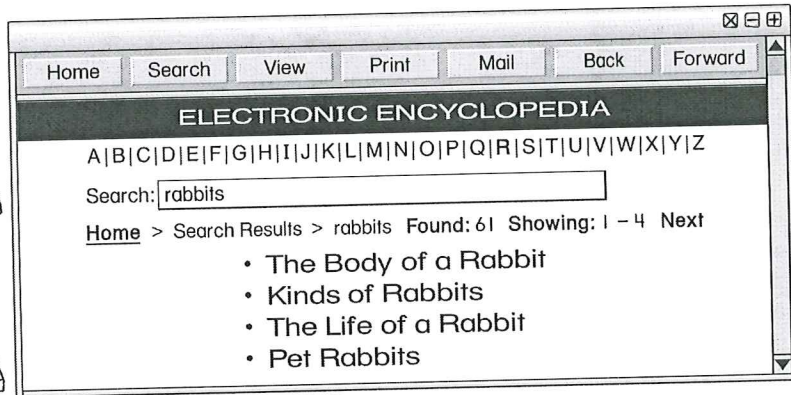
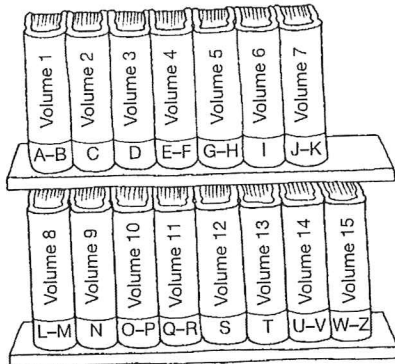


**Home Activity** Your child identified and used new words by understanding antonyms used in context. Read a story together and encourage identifying unfamiliar words. Then help look for antonyms in the text that might help figure out the words' meanings.

Name \_\_\_\_\_

# Encyclopedia

An **encyclopedia** is a set of books, or **volumes**, that has **entries** and articles on many subjects. Volumes and entries are arranged in alphabetical order. **Guide words** show the first and last entries on a page or facing pages. **Electronic encyclopedias** display links to articles on subjects for which you search.



**Directions** Use the information above to answer the questions.

1. What word or words would you use to find information about the climate of the northeastern United States? Write the volume number you would use.  
\_\_\_\_\_
2. The entry *tortoise* might be found between which guide words: **tidal wave/tiger**, **tornado/town**, or **toy/trampoline**? Write the volume number in which it would be found.  
\_\_\_\_\_
3. You want to compare an alligator and a crocodile. Which volumes will you use?  
\_\_\_\_\_
4. How many different articles on rabbits are shown in the electronic encyclopedia window? \_\_\_\_\_
5. Which article will you read to learn about the size of a rabbit?  
\_\_\_\_\_



**Home Activity** Your child identified words and volume numbers to locate answers to questions about using an encyclopedia. Help your child write four or five questions about a topic of interest. Have your child use an encyclopedia, either print or electronic, to answer the questions.

Name \_\_\_\_\_

# Compound Words

- A **compound word** is a word that is made up of two smaller words. Each word in a compound word can stand alone.

**Directions** Read the paragraph. Draw a line under each compound word.

For my birthday, we had breakfast in the backyard. Mom served pancakes with strawberries. After that we drove to the old campground and picked blueberries. In the afternoon, Dad took me for a haircut and bought me new sunglasses. When we got home, we played football for a while. After supper we made popcorn and watched a movie.

**Directions** Now write the compound words you underlined on the lines below. Draw a line (/) between the words that make up each compound word.

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

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

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

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

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

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

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

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

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

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

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

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



**Home Activity** Your child identified compound words in a passage and then showed how to separate the compounds into two smaller words. Play a game with your child, taking turns naming as many compound words as you can. The winner is the last one to name a compound word.



Name \_\_\_\_\_

# Consonant Blends

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

Emily threw on her coat and ran down the street. As she got to the town square, she saw three friends throwing water balloons at one another. Each time a balloon struck the ground, it split open. Water splashed everywhere. Then someone tossed a balloon with such strength that it flew through an open car window. Emily knew they had to find the owner and tell what they had done.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Directions** Read each word and listen for the three-letter blend. Then write two more words that start with the same blend. Underline the three-letter blend in each word you write.

11. straw    \_\_\_\_\_    \_\_\_\_\_
12. splurge    \_\_\_\_\_    \_\_\_\_\_
13. squeak    \_\_\_\_\_    \_\_\_\_\_
14. thread    \_\_\_\_\_    \_\_\_\_\_
15. straight    \_\_\_\_\_    \_\_\_\_\_



**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*). Challenge your child to name additional words that begin with these three-letter blends. For help in identifying words with these starting letters, you can use a dictionary.

Name \_\_\_\_\_

# Singular Possessive Nouns

To show that one person, animal, or thing owns something, use a **singular possessive noun**. Add an apostrophe (') and the letter *s* to a singular noun to make it possessive.

**Singular Noun**

The hare planted corn.

**Singular Possessive Noun**

The bear wanted the hare's corn.

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

1. Aesop's fables tell stories about people and animals. \_\_\_\_\_
2. A fox takes a crow's cheese. \_\_\_\_\_
3. A mouse frees a lion's paw. \_\_\_\_\_
4. A wolf wears a sheep's fur. \_\_\_\_\_
5. People enjoy each story's lesson. \_\_\_\_\_

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

6. Jeff favorite fable is about the wind and the sun. \_\_\_\_\_
7. The wind challenges the sun power. \_\_\_\_\_
8. Which one can remove a man coat? \_\_\_\_\_
9. The man feels the wind chill, and he buttons his coat. \_\_\_\_\_
10. He pulls up his coat collar. \_\_\_\_\_
11. The sun heat makes the man warm, and he takes off his coat. \_\_\_\_\_
12. What do you think is the fable lesson? \_\_\_\_\_



**Home Activity** Your child learned about singular possessive nouns. Have your child name objects in your home and use a possessive phrase to tell who they belong to, for example, *Dad's book*.

Name \_\_\_\_\_

# Singular Possessive Nouns

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

1. Rob played a trick on his (friends, friend's) brother. \_\_\_\_\_
2. He put his jacket on (Daves, Dave's) chair. \_\_\_\_\_
3. It looked just like the older (boy's, boys's) jacket. \_\_\_\_\_
4. The (jackets, jacket's) sleeves were too short for Dave. \_\_\_\_\_
5. Dave couldn't believe his (bodys, body's) amazing growth. \_\_\_\_\_

**Directions** Write each sentence. Use the singular possessive form of the underlined noun.

6. Tom put a toy mouse in his sister room.

\_\_\_\_\_

7. His parents heard Annie shouts.

\_\_\_\_\_

8. Tom parents didn't like his tricks.

\_\_\_\_\_

9. His next trick would cost a week allowance.

\_\_\_\_\_

**Directions** Should people play tricks on others? Answer in a complete sentence. Use at least one singular possessive noun.

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

\_\_\_\_\_

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**Home Activity** Your child reviewed singular possessive nouns. Say the name of a family member. Have your child write a sentence using the singular possessive form of the name.



Name \_\_\_\_\_

# Singular Possessive Nouns

**Directions** Write sentences about animal stories you know. Use the singular possessive form of each noun shown.

1. animal

\_\_\_\_\_

2. forest

\_\_\_\_\_

3. wolf

\_\_\_\_\_

4. lion

\_\_\_\_\_

5. pig

\_\_\_\_\_

**Directions** Write two sentences about animal characters. Use at least two singular possessive nouns.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Home Activity** Your child learned how to use singular possessive nouns in writing. Read a story with your child. Have your child write a sentence about the story using at least one singular possessive noun.

Name \_\_\_\_\_

## Singular 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.

### A Favorite Fable

(1) Jeff favorite fable is about the wind and the sun. (2) In the story, the wind challenges the sun for power. (3) Which one can remove a man coat? (4) The wind blows hard to try to get the coat to fly off. (5) The man feels the wind chill, but it only makes him button his coat tighter. (6) He pulls up his coat collar. (7) The sun heat makes the man warm, and he pulls off his coat.

- |  |  |
|--|--|
| <p>1 What change, if any, should be made to sentence 1?</p> <p><input type="radio"/> Change <i>Jeff</i> to <b>Jeff's</b></p> <p><input type="radio"/> Change <i>fable</i> to <b>fables</b></p> <p><input type="radio"/> Change <i>wind</i> to <b>wind's</b></p> <p><input type="radio"/> Make no change.</p>           | <p>4 What change, if any, should be made to sentence 5?</p> <p><input type="radio"/> Change <i>feels</i> to <b>feel's</b></p> <p><input type="radio"/> Change <i>wind</i> to <b>wind's</b></p> <p><input type="radio"/> Change <i>coat</i> to <b>coat's</b></p> <p><input type="radio"/> Make no change.</p> |
| <p>2 What change, if any, should be made to sentence 3?</p> <p><input type="radio"/> Change <i>one</i> to <b>one's</b></p> <p><input type="radio"/> Change <i>man</i> to <b>men's</b></p> <p><input type="radio"/> Change <i>man</i> to <b>man's</b></p> <p><input type="radio"/> Make no change.</p>                  | <p>5 What change, if any, should be made to sentence 7?</p> <p><input type="radio"/> Change <i>man</i> to <b>man's</b></p> <p><input type="radio"/> Change <i>pulls</i> to <b>pull's</b></p> <p><input type="radio"/> Change <i>sun</i> to <b>sun's</b></p> <p><input type="radio"/> Make no change.</p>     |
| <p>3 What change, if any, should be made to sentence 4?</p> <p><input type="radio"/> Change <i>blows</i> to <b>blow's</b></p> <p><input type="radio"/> Change <i>wind</i> to <b>winds</b></p> <p><input type="radio"/> Change <i>wind blows</i> to <b>wind's blow</b></p> <p><input type="radio"/> Make no change.</p> |  |



**Home Activity** Your child prepared for taking tests on singular possessive nouns. Have your child think of a friend's name and something that friend owns and make up a sentence using the possessive form of the friend's name.