

Name \_\_\_\_\_

## Vocabulary: Word Structure

- A **prefix** is a syllable added at the beginning of a base word to change its meaning.
- A **suffix** is a syllable added to the end of a base word to change its meaning or the way it is used in a sentence.
- Recognizing prefixes and suffixes will help you figure out a word's meaning.

**Directions** Read the following passage about animals in hiding. Then answer the questions below. Look for prefixes and suffixes as you read.

**M**any animals hide so well that they remain unseen unless we know how to find them. Some land turtles that live in a waterless environment crawl slowly along the ground. The slow movements don't attract our attention. Large birds may

sit in lofty perches at the tops of tall trees. They are hidden by leaves, and we have to look hard to see them. Animals that can stay out of sight are most likely to be survivors in the harsh world of nature.

1. Does *unseen* have a prefix or a suffix? What does *unseen* mean?

\_\_\_\_\_

2. What is the base word in *waterless*? What does *waterless* mean?

\_\_\_\_\_

3. What is the base word in *slowly*? What is the suffix?

\_\_\_\_\_

4. What is the suffix in *lofty*? What does *lofty* mean?

\_\_\_\_\_

5. Is the *or* in *survivors* a prefix or suffix? What are survivors?

\_\_\_\_\_

\_\_\_\_\_

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**Home Activity** Your child used prefixes and suffixes to read and define unfamiliar words. Read an article about nature with your child. Ask your child to point out words with prefixes or suffixes.

Name \_\_\_\_\_

# Newspaper

A **newspaper** is just what its name sounds like. It is the day's news printed on paper.

**Directions** Read the following article about newspapers. Then answer the questions.

**N**ewspapers are printed on very large sheets of paper that are folded together in a packet. They include photographs and advertisements as well as articles. Advertisements pay for the cost of publishing newspapers.

There are many newspapers all across the country. Some are in big cities and some are in small towns. Some come out every day and others only publish once a week.

Every newspaper article has a headline. The headline is like the title of a book. It tells you in a few words what the article is about. Read the headline first to see if you want to read the article.

Newspapers are divided into sections by category. The front page usually contains

a table of contents that gives the page numbers for each section. Sections usually include the following:

- **Front Page**—articles about important issues and events in the U.S. and the world
- **Local News**—articles about the city, town, or neighborhood in which the paper is published
- **Sports**—yesterday's scores and articles about games and athletes
- **Business**—articles about major events in the financial world
- **Entertainment**—movie reviews, entertainment stories, comic strips, crossword puzzles, and games

1. What is the purpose of a headline?

2. Underline the section where you might find an article about who won the election for your town's mayor.

3. Draw a box around the section where you would look for yesterday's baseball scores.

4. In which section might you find an article about a nationwide strike by airline pilots?



**Home Activity** Your child learned about the different sections of a newspaper. Show your child today's newspaper. Go through the sections together and have your child explain to you what he or she might find in each section.

Name \_\_\_\_\_

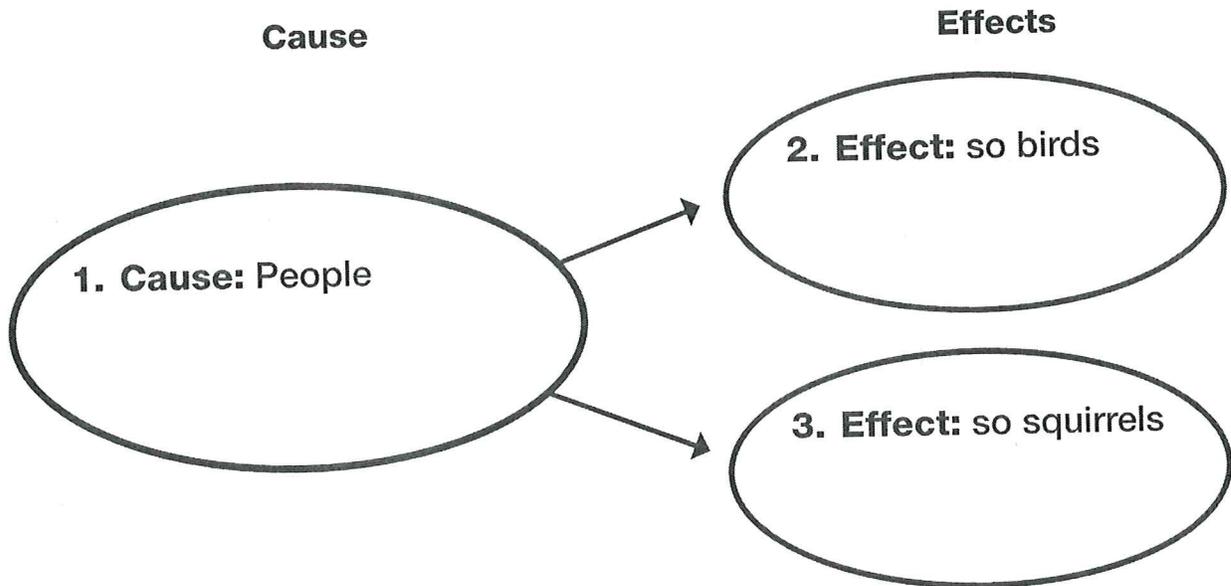
# Cause and Effect

- A **cause** tells why something happened.
- An **effect** is what happened.
- Words such as *because* and *so* are clues that can help you figure out a cause and its effect.

**Directions** Read the following article.

Some people have backyards that are full of animals. Their yards are almost like private zoos. That's because these nature-loving people have taken the time and trouble to plant trees. The trees attract birds, so the birds rush to build nests in the branches. Squirrels like trees, too, so they'll often be seen climbing the trunks and leaping from branch to branch. When people plant trees, they can enjoy watching wildlife in their backyards for years to come.

**Directions** Fill in the chart to show cause and effect. Then list two clue words from the passage that helped you figure out the cause and effect.



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**4. Clue Word:** \_\_\_\_\_

**5. Clue Word:** \_\_\_\_\_



**Home Activity** Your child identified cause and effect in an article. Talk with your child about things that happen around your home every day. Talk about what causes those things to happen.

Name \_\_\_\_\_

# Generalize

- Ideas stated in text you read are sometimes alike in several ways. To **generalize**, you use the individual ideas to make a general statement about them.
- Look for **clue words**, such as *most*, *many*, *all*, or *few*.

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

<p><b>A</b> saguaro cactus helps many animals survive in the Sonoran desert. The cactus is home to many creatures that live in its “arms,” its trunk, or underground around its roots. The saguaro provides some shade during many hours of hot sunshine. In the spring, all saguaros produce flowers that contain nectar.</p>	<p>Day and night, hungry insects, bats, and hummingbirds visit the flowers and feed on their nectar. Even when a saguaro dies, it is useful to some desert animals. Snakes may hide under a fallen saguaro and wait to catch their prey. Beetles eat its dead wood and, in turn, become food for other creatures.</p>
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1. How does a saguaro cactus provide a home for desert creatures?  
\_\_\_\_\_
2. In what way can the saguaro help keep desert animals cool during the daytime?  
\_\_\_\_\_
3. What does a saguaro produce that feeds insects, bats, and hummingbirds?  
\_\_\_\_\_
4. How is a saguaro cactus useful to desert animals after it has died?  
\_\_\_\_\_

Read your answers to questions 1–4. Use your individual answers to make a general statement about the saguaro cactus.

5. A saguaro cactus \_\_\_\_\_  
\_\_\_\_\_

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**Home Activity** Your child made a generalization by combining related ideas from a passage. To make a generalization, a reader thinks about related ideas and makes a general statement about them.

Name \_\_\_\_\_

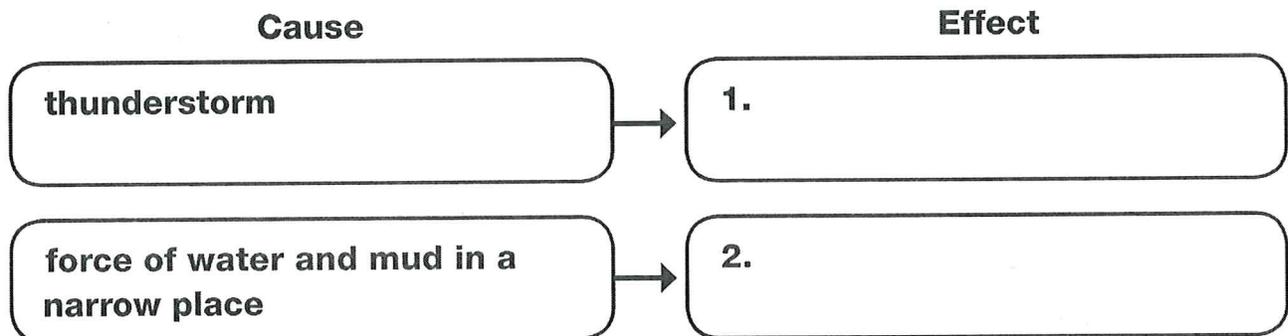
# Cause and Effect

- A **cause** tells why something happened.
- An **effect** is what happened.
- Words such as *because* and *so* are clues that can help you figure out a **cause** and its **effect**.

**Directions** Read the following passage.

<p><b>A</b> desert gets very little rain during the year. When it does rain, it is often a thunderstorm, which brings a lot of rain in a very short time. Because there is suddenly so much water on the ground, not all of it can seep into the soil. As rain keeps falling, the rainwater has no place to go. In a dangerous flash flood, a wall of</p>	<p>water and mud can come crashing down a canyon or a riverbed that was dry only minutes before. The force of the water and mud flowing through a narrow place is very powerful. Because of the force of the water and mud, cars, animals, trees, and even people, can be swept away.</p>
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**Directions** Complete the cause-and-effect graphic organizer.



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**Home Activity** Your child identified explicit examples of cause and effect in a passage. To help your child understand cause and effect, point out or create a cause and ask your child to name the effects. For example, if your phone rings (cause), you answer it (effect).

Name \_\_\_\_\_

# Cause and Effect

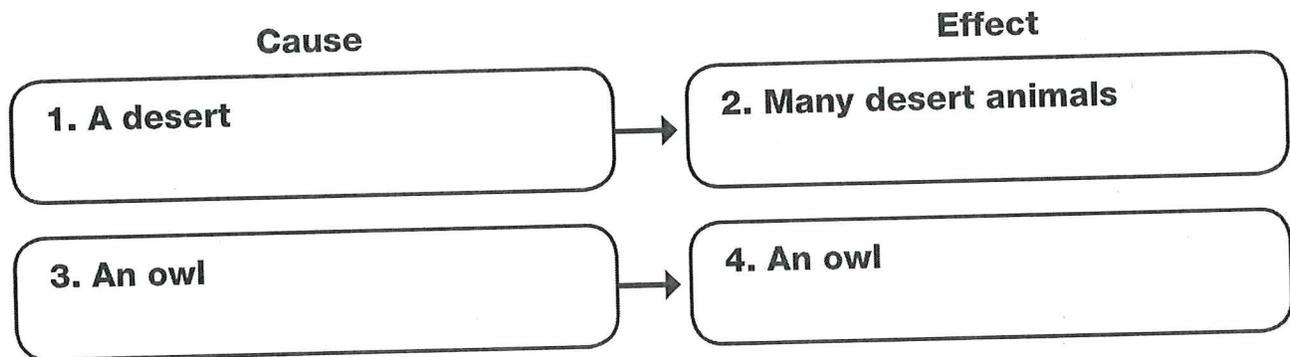
- A **cause** tells why something happened.
- An **effect** is what happened.
- Words such as *because* and *so* are clues that can help you figure out a **cause** and its **effect**.

**Directions** Read the following passage.

A desert is very hot during the day, so many desert animals are nocturnal—they sleep during the hottest part of the day and become active when the sun sets. Desert animals have adaptations that help them survive. For example, an owl has large eyes and ears because it needs to see

and hear prey in the dark. Desert hares have adaptations, too. Like owls, they have very large ears so they can hear well, but for a different reason. They aren't listening for prey to eat as much as they are listening for animals that want to eat them!

**Directions** Complete the cause-and-effect graphic organizer.



5. Underline clue words in the passage that helped you figure out causes and effects.



**Home Activity** Your child identified causes and effects in a passage. Read another article about an animal your child is interested in. Have him or her listen for cause-and-effect relationships mentioned in the article.

Name \_\_\_\_\_

# Writing • Compare-and-Contrast Composition

## Key Features of a Compare-and-Contrast Composition

- shows how two things are similar and different
- includes supporting facts, details, and explanations
- ends with a concluding sentence or paragraph

### A Tale of Two Playgrounds

There are two playgrounds I like to go to. The first is in Grant Park. The other one is in City Park. They have some things in common, but they also have differences.

The two playgrounds are the same in some ways. The Grant Park playground has a slide and swings. The slide is very tall. The playground also has a merry-go-round, which I like to spin really fast. The City Park playground also has a slide, merry-go-round, and swings. The slide is also tall, and the merry-go-round is just as fun.

The playgrounds have some differences too. Grant Park is near my house. We can walk to that playground. City Park is downtown, so we have to drive to get there. In the Grant Park playground, the ground is gravel. The City Park playground has sandy ground. The playgrounds are also different because the swings are different. The Grant Park playground uses soft swings that bend when you sit on them. The City Park playground uses hard, stiff swings.

So, the two playgrounds are the same in some ways and different in others. But most importantly, they are both fun!

1. What two things are being compared and contrasted?

2. What is one way that the playgrounds are the same? What is one way that they are different?

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Name \_\_\_\_\_

# Consonant Patterns *wr, kn, gn, st, mb*

**Proofread a Poster** Circle four spelling mistakes on the poster. Write the words correctly. Then write the day and date correctly.

**Art Fair!**

★ Choose from four projects! ★

- a. Make a wris or ankle knot bracelet.
- b. Design a kite.
- c. Learn an easy way to nit.
- d. Make a thum puppet.

★ Where and wen: Room 103 on wednesday january, 15

**Spelling Words**

thumb  
gnaw  
written  
know  
climb  
design  
wrist  
crumb

assign  
wrench  
knot  
wrinkle  
lamb  
knob  
knit

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

**Frequently Misspelled Words**

know  
when  
where  
what

**Proofread Words** Circle the correct word and write it on the line.

6. Shall we **climb** **clim** to the top of the hill? 6. \_\_\_\_\_
7. I **know** **kow** where to find the glue. 7. \_\_\_\_\_
8. The **lam** **lamb** slept by her mother. 8. \_\_\_\_\_
9. He used a **wrench** **rench** to fix the leaky pipe. 9. \_\_\_\_\_
10. Did Mr. Rice **assin** **assign** the entire page? 10. \_\_\_\_\_
11. You have a **crum** **crumb** on your chin. 11. \_\_\_\_\_
12. The mouse will **gnaw** **naw** on the wires. 12. \_\_\_\_\_

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**Home Activity** Your child spelled words with *wr, kn, gn, st, and mb*. Have your child circle these letter combinations in the list words.

Name \_\_\_\_\_

# Vocabulary

## Check the Words You Know

- |               |              |
|---------------|--------------|
| ___incredible | ___survivors |
| ___lofty      | ___topic     |
| ___noble      | ___unseen    |
| ___search     | ___waterless |
| ___stinging   |              |

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

- |               |                       |
|---------------|-----------------------|
| 1. incredible | without moisture; dry |
| 2. noble      | not noticed           |
| 3. lofty      | unbelievable          |
| 4. unseen     | high up               |
| 5. waterless  | impressive            |

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

- It's fun to go in \_\_\_\_\_ of nature's secrets.
- You may discover tricks animals use to be \_\_\_\_\_ in a harsh world.
- Some birds keep their babies safe by building nests in \_\_\_\_\_ branches.
- Some insects protect themselves by \_\_\_\_\_ their enemies.
- Nature is always a good \_\_\_\_\_ of conversation.

## Write a Journal Entry

Write a journal entry about a day spent observing nature. Use as many vocabulary words from this week as you can.



**Home Activity** Your child identified and used new vocabulary words from *Around One Cactus*. Talk with your child about animals and plants in your neighborhood. Use the vocabulary words on this page.

Name \_\_\_\_\_

## Consonant Patterns *wr, kn, gn, st, mb*

**Directions** Choose the word in ( ) with the silent consonant, as in *wr, kn, st, mb*, or *gn*, to complete each sentence. Write the word on the line.

- \_\_\_\_\_ 1. It seemed like the perfect winter day for a (climb/hike) up the mountain.
- \_\_\_\_\_ 2. Jan packed water and snacks in a (cooler/knapsack).
- \_\_\_\_\_ 3. She put on her coat and (knit/new) cap.
- \_\_\_\_\_ 4. She grabbed the scarf with the blue and yellow (design/stripes).
- \_\_\_\_\_ 5. Then she (tossed/wrapped) it around her neck.
- \_\_\_\_\_ 6. Jan began to (close/fasten) her coat.
- \_\_\_\_\_ 7. The radio was on, and Jan stopped to (hear/listen).
- \_\_\_\_\_ 8. The reporter said there were (calls/signs) that a big snowstorm was on its way.
- \_\_\_\_\_ 9. Jan (learned/knew) she would have to go hiking another day.

**Directions** Circle each word in the box that has a silent consonant. Write the circled words in alphabetical order on the lines below.

gnaw relax castle wrong basket no comb knot humid water trap numb

- |           |           |
|-----------|-----------|
| 10. _____ | 13. _____ |
| 11. _____ | 14. _____ |
| 12. _____ | 15. _____ |



**Home Activity** Your child wrote words with the silent consonants *wr* (*write*), *kn* (*knight*), *st* (*listen*), *mb* (*thumb*), and *gn* (*gnaw*). Work with your child to see how many words with those silent letters you can name together. Write the words and take turns making sentences using each word.

## Consonant Patterns *wr, kn, gn, st, mb*

### Spelling Words

thumb	gnaw	written	know	climb
design	wrist	crumb	assign	wrench
knot	wrinkle	lamb	knob	knit

**Words in Context** Write the list word that completes each sentence.

1. A pup is a young dog. A \_\_\_\_\_ is a young sheep.
2. Your leg bends at the ankle. Your arm bends at the \_\_\_\_\_.
3. You walk on a sidewalk. You \_\_\_\_\_ up a tree.
4. A bit of paper is a scrap. A bit of toast is a \_\_\_\_\_.
5. You can weave a tablecloth. You can \_\_\_\_\_ a sweater.
6. Your big toe is on your foot. Your \_\_\_\_\_ is on your hand.
7. Music is composed. Books are \_\_\_\_\_.
8. Chickens peck at corn. Dogs \_\_\_\_\_ on bones.
9. A carpenter uses a hammer. A plumber uses a \_\_\_\_\_.
10. A gate has a latch. A door has a \_\_\_\_\_.

**Finishing Sentences** Complete each sentence with a list word.

11. The artist painted a striped \_\_\_\_\_ on the vase.
12. I \_\_\_\_\_ how to dive.
13. He ironed every \_\_\_\_\_ out of his shirt.
14. She tied her shoelace in a \_\_\_\_\_.
15. My teachers never \_\_\_\_\_ a lot of homework.



Name \_\_\_\_\_

# Consonant Patterns *wr, kn, gn, st, mb*

Spelling Words				
thumb	gnaw	written	know	climb
design	wrist	crumb	assign	wrench
knot	wrinkle	lamb	knob	knit

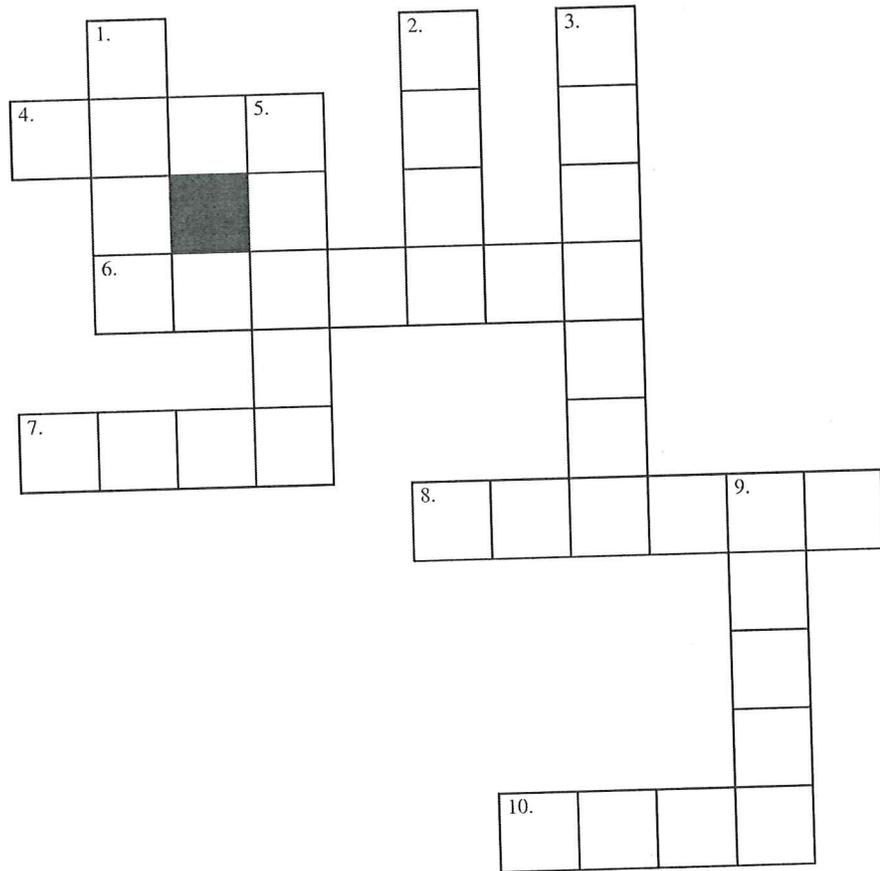
**Crossword Puzzle** Find a list word that **rhymes** with the clue. Write it in the puzzle.

**Across**

- 4. paw
- 6. mitten
- 7. split
- 8. bench
- 10. cob

**Down**

- 1. snow
- 2. spot
- 3. twinkle
- 5. fist
- 9. numb



**Hidden Words** Circle the list word that is hidden in the puzzle. Write the word.

- 11. i n d e s i g n e s t
- 12. t h r t h u m b p e r
- 13. s t l a m b i n g
- 14. r e s c l i m b p e n

- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_



**Home Activity** Your child has been learning to spell words with *wr, kn, mb, st, and gn*. Have your child pick a number between 1 and 14. Pronounce the word from the item with that number on this page. Have your child spell the word.

Name \_\_\_\_\_

## Suffixes *-ly, -ful, -ness, -less, -able, -ible*

**Directions** Add the suffix *-ly, -ful, -ness, -less, -able, or -ible* to each base word. Write the new word on the line. (HINT: you may have to change the spelling of the base word.)

1. quick + -ly = \_\_\_\_\_
2. arm + -ful = \_\_\_\_\_
3. awkward + -ness = \_\_\_\_\_
4. use + -less = \_\_\_\_\_
5. comfort + -able = \_\_\_\_\_
6. sense + -ible = \_\_\_\_\_
7. happy + -ness = \_\_\_\_\_
8. reason + -able = \_\_\_\_\_

**Directions** Add *-ly, -ful, -ness, -less, -able, or -ible* to the base word in the ( ) to best complete each sentence. Use the word box for help. Write the new word on the line.

careful   curiously   flexible   laughable   lovely   penniless   straightness

- \_\_\_\_\_ 9. A cat has the most (flex) spine of any animal.
- \_\_\_\_\_ 10. We all had a (love) holiday.
- \_\_\_\_\_ 11. Tom and I were (penny), so we could not afford to buy ice cream.
- \_\_\_\_\_ 12. I always admired the (straight) of the lines in Pam's diagrams.
- \_\_\_\_\_ 13. The situation with the babysitter was silly and (laugh).
- \_\_\_\_\_ 14. You must always be (care) when working with scissors.
- \_\_\_\_\_ 15. "What's in the box?" I asked (curious).

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**Home Activity** Your child wrote words with the suffixes *-ly (finally), -ful (beautiful), -ness (kindness), -less (useless), -able (dependable), and -ible (convertible)*. Have your child choose words from the first exercise and use each in his or her own sentence.

Name \_\_\_\_\_

# Consonant Patterns *wr, kn, gn, mb*

**Generalization** The underlined consonants stand for only one sound:  
wrist, know, thumb, design.

**Word Sort** Sort the list words by consonants *wr, kn, mb*, and *gn*.

**wr**

**mb**

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

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

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

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

**kn**

**gn**

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

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

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

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

## Spelling Words

1. thumb
2. gnaw
3. written
4. know
5. climb
6. design
7. wrist
8. crumb
9. assign
10. wrench
11. knot
12. wrinkle
13. lamb
14. knob
15. knit

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**Home Activity** Your child is learning to spell words with *wr, kn, mb*, and *gn*. To practice at home, have your child study the spelling of the word and then spell the word aloud.

Name \_\_\_\_\_

# Irregular Verbs

**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.

## Learning About the Desert

(1) Jamie has see the desert. (2) He give a speech about the desert in class. (3) He take pictures of the desert plants and animals. (4) He showed us a path where a river had wear through the desert. (5) I had think the desert was empty. (6) Now I understand how amazing the desert really is.

1 What irregular verb is correct in sentence 1?

- saw
- sees
- seen
- sawen

2 What irregular verb is correct in sentence 2?

- has gave
- gave
- giving
- will go

3 What irregular verb is correct in sentence 3?

- took
- taken
- taking
- tooked

4 What irregular verb is correct in sentence 4?

- wore
- wearing
- wored
- worn

5 What irregular verb is correct in sentence 5?

- thinked
- thought
- thinks
- thoughted



**Home Activity** Your child prepared for taking tests on irregular verbs. In a magazine or newspaper, point out a verb. Have your child tell whether the verb is regular or irregular.

Name \_\_\_\_\_

# Irregular Verbs

Usually you add *-ed* to a verb to show past tense. **Irregular verbs** do not follow this rule. Instead of having *-ed* forms to show past tense, irregular verbs change to other words.

**Present Tense**

We do a report on water.

**Past Tense**

We did a report on water.

**Past with *has, have, or had***

We have done reports on water.

Irregular verbs have a special form when they are used with *has, have, and had*. Use the special past forms in the third column of the chart only with these helping verbs.

Here are some irregular verbs and their past forms:

Present Tense	Past Tense	Past with <i>has, have, or had</i>
begin	began	( <i>has, have, had</i> ) begun
do	did	( <i>has, have, had</i> ) done
find	found	( <i>has, have, had</i> ) found
give	gave	( <i>has, have, had</i> ) given
go	went	( <i>has, have, had</i> ) gone
run	ran	( <i>has, have, had</i> ) run
see	saw	( <i>has, have, had</i> ) seen
take	took	( <i>has, have, had</i> ) taken
think	thought	( <i>has, have, had</i> ) thought
wear	wore	( <i>has, have, had</i> ) worn

**Directions** Choose the correct form of the irregular verb in ( ) to complete each sentence. Write the verb on the line.

1. My family (went, gone) for a hike in the desert. \_\_\_\_\_
2. We had (began, begun) hiking in the morning. \_\_\_\_\_
3. We (seen, saw) many desert creatures. \_\_\_\_\_
4. I had (think, thought) animals could not live there. \_\_\_\_\_
5. I (took, taken) lots of pictures. \_\_\_\_\_



**Home Activity** Your child learned about irregular verbs. Ask your child this question: *What did you wear to school today?* Have your child answer with a sentence using *wear* in the past tense (*wore*).

Name \_\_\_\_\_

# Irregular Verbs

**Directions** Write each sentence. Use the past form of the underlined verb. Each new verb will be one word.

1. The animals take shelter in the cactus.

\_\_\_\_\_

2. We think about how desert animals live.

\_\_\_\_\_

3. The bat finds food in the dark.

\_\_\_\_\_

4. Understanding desert animals begins with us.

\_\_\_\_\_

**Directions** Write each sentence. Use the past form of the verb in ( ) to complete each sentence.

5. We have (saw, seen) many creatures in the desert.

\_\_\_\_\_

6. The gila monster (gone, went) toward the cactus.

\_\_\_\_\_

7. Many people have (taken, took) trips to the desert.

\_\_\_\_\_

**Directions** Write a sentence about a desert animal. Use the past tense of an irregular verb. Underline it.

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



**Home Activity** Your child reviewed irregular verbs. Ask your child this question: *What did I give you for your birthday?* Have your child answer in a sentence using the past tense of *give* (*gave*).

Name \_\_\_\_\_

# Irregular Verbs

**Directions** Write sentences about desert animals. Use each given word in the past tense.

1. find

\_\_\_\_\_

2. think

\_\_\_\_\_

3. run

\_\_\_\_\_

4. go

\_\_\_\_\_

5. take

\_\_\_\_\_

**Directions** Write three sentences describing life in the desert. Use the past tense of at least two irregular verbs.

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



**Home Activity** Your child learned how to use irregular verbs in writing. Have your child write a sentence about something your family did on a recent weekend using an irregular verb in the sentence.