Final Syllable -/le

Generalization The final syllable /æl/ 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
1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

words I am learning how to spell
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________

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

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.

Final Syllable -/le DVD•83
**Summary**

**I Wanna Iguana**

When Alex’s neighbor Mikey moves away, he offers to give Alex his baby iguana. Alex wants the new pet badly. His mother isn’t as enthusiastic.

In a series of letters, Alex works to convince his mother to let him have the new pet. But Mom has an answer for every good reason he gives and every letter he writes. Finally Mom suggests that Alex take the iguana on a “trial basis.” If Alex takes good care of the pet for a week or two, he will be allowed to keep it. When Alex agrees to Mom’s proposition, Mom sends him to his room. There Alex finds the iguana waiting for him. Could it be that this is what Mom had in mind all along?

**Activity**

**Pass Notes** Choose a container to use as a mailbox. Then communicate with a family member by writing notes back and forth for a week. At the end of the week, put the notes in order and staple them together to make a book. Read the notes aloud to tell a story.

**Comprehension Skill**

**Compare and Contrast**

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

**Activity**

**Alike/Not Alike** Choose two objects. Tell one way they are alike and one way they are different. For example, an orange and an apple are alike because they both are kinds of fruit. They are different because an orange is orange and an apple is red, yellow, or green.

**Name**

**Family Times**

**Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.**
Lesson Vocabulary

Words to Know
Knowing the meanings of these words is important to reading *I Wanna Iguana*. Practice using these words to learn their meanings.

Vocabulary Words
adorable cute and lovable
compassionate feeling sympathy; wanting to help
exactly precisely
iguana a tropical lizard with a crest on its back
mature fully grown; adult
mention to talk briefly about someone or something
trophies awards

Conventions

Singular and Plural Nouns
Words that name one person, place, or thing are called **singular nouns**. Words that name more than one are called **plural nouns**. Many plural nouns end in *-s*. Add *-es* to singular nouns that end in *ch, sh, x, s, or ss* to make them plural. Some singular nouns end in *y*. To form the plural of these nouns, change the *y* to *i* and add *-es*.

camp camps fox foxes
batch batches glass glasses
ash ashes fly flies

Activity
**Back and Forth** The first player offers a singular or plural noun. The second player changes it so that a singular noun becomes plural or a plural noun becomes singular.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td>cats</td>
</tr>
<tr>
<td>toy</td>
<td>toys</td>
</tr>
<tr>
<td>crash</td>
<td>crashes</td>
</tr>
<tr>
<td>bench</td>
<td>benches</td>
</tr>
<tr>
<td>lady</td>
<td>ladies</td>
</tr>
<tr>
<td>tax</td>
<td>taxes</td>
</tr>
</tbody>
</table>

Practice Tested Spelling Words

_________  _____  _______  ________  ____
_________  _____  _______  ________  ____
_________  _____  _______  ________  ____
_________  _____  _______  ________  ____
_________  _____  _______  ________  ____
_________  _____  _______  ________  ____
_________  _____  _______  ________  ____
_________  _____  _______  ________  ____
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?
   - two kinds of dogs, a St. Bernard and a Chihuahua

2. Contrast the sizes of a St. Bernard and a Chihuahua.
   - A St. Bernard is huge, and a Chihuahua is very small.

3. Compare the personalities of a St. Bernard and a Chihuahua.
   - They can both be nice and friendly.

4. Which kind of dog do you think would probably enjoy living on a farm? Why?
   - A St. Bernard would probably enjoy a farm because there is a lot of room on a farm.

5. Which of the two dogs would be best for your family? Why?
   - Responses will vary. Children should comment on the amount of available space in their homes and name one of the two breeds.

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.

DVD•86 Comprehension
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?** **Callie and Buddy**

2. **What is their problem?** **They have to decide which of them will keep the class pet for the summer.**

3. **How do they attempt to solve the problem?** **At first, they plan to flip a coin.**

4. **How else could they have tried to solve the problem?** **Responses will vary.**
   **Children should briefly describe a plot event that involves the existing characters but a different plan to resolve the problem.**

5. **How do they resolve the problem in the end?** **They decide to share Otis.**

**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.

Comprehension DVD 87
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.
   
   **Every iguana has four legs and a long tail.**

2. Different animals have different ______ and eat different ______.
   
   **Possible answer: Different animals have different colors and eat different foods.**

3. Hamsters and lizards can live in ______.
   
   **Possible answer: Hamsters and iguanas can live in cages.**

4. ______ and ______ are strange pets.
   
   **Possible answer: Tarantulas and iguanas are strange pets.**

5. You can write messages using ______ or ______.
   
   **Possible answer: You can write messages using computers or notepads.**

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

**Possible answer: Cats need food and water every day. They play with little balls and shiny things. Cats have boxes that need to be cleaned.**

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.
**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.

<table>
<thead>
<tr>
<th>Long Vowel</th>
<th>Short Vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. moment</td>
<td>6. seven</td>
</tr>
<tr>
<td>2. zebra</td>
<td>7. credit</td>
</tr>
<tr>
<td>3. pilot</td>
<td>8. spinach</td>
</tr>
<tr>
<td>4. spider</td>
<td>9. lemon</td>
</tr>
<tr>
<td>5. pupil</td>
<td>10. rapid</td>
</tr>
</tbody>
</table>

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

11. major
12. oval
13. impair
14. depend
15. wagon

**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

<table>
<thead>
<tr>
<th>Spelling Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>handle</td>
</tr>
<tr>
<td>table</td>
</tr>
<tr>
<td>noodle</td>
</tr>
<tr>
<td>trouble</td>
</tr>
<tr>
<td>little</td>
</tr>
<tr>
<td>saddle</td>
</tr>
<tr>
<td>simple</td>
</tr>
<tr>
<td>gentle</td>
</tr>
<tr>
<td>people</td>
</tr>
<tr>
<td>poodle</td>
</tr>
<tr>
<td>juggle</td>
</tr>
<tr>
<td>middle</td>
</tr>
<tr>
<td>uncle</td>
</tr>
<tr>
<td>pick</td>
</tr>
</tbody>
</table>

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 ______

School + Home  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.
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.

**Possible answers are given.**

<table>
<thead>
<tr>
<th>Compare and Contrast</th>
<th>Cat</th>
<th>Dog</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>very sweet</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>will sit on your lap</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sits and watches games</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>needs to be brushed</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>needs to visit the vet</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>keeps itself clean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>uses a litter box</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**School + Home**

**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.

**Comprehension DVD•91**
Singular and Plural Nouns

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

1. Alex and Mikey are good friends.
   - Alex
   - Mikey
   - friends

2. The boy and his mother wrote notes.
   - The boy
   - his mother
   - notes

3. Lizards are brought from the desert in cages.
   - Lizards
   - brought
   - the desert
   - in cages

4. The boy likes iguanas better than hamsters.
   - The boy
   - iguanas
   - hamsters

5. The fish jumped out of the jar of water.
   - fish
   - jumped
   - jar
   - water

Directions Write the plural form of the noun in ()

6. Some (class) learn how to care for a pet. classes

7. Alex and his mom leave (message) for each other. messages

8. Both tarantulas and lizards are quiet (animal). animals

9. Iguanas have hard scales all over their (body). bodies

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

10. Possible answer: My dog likes to chew on bones.