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. ______ threw ______
2. ______ street ______
3. ______ square ______
4. ______ three ______
5. ______ throwing ______
6. ______ struck ______
7. ______ split ______
8. ______ splashed ______
9. ______ strength ______
10. ______ through ______

**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. **Students’ answers will vary.**

11. straw ______ stripe ______ strong ______
12. splurge ______ splint ______ splendid ______
13. squeak ______ squint ______ squash ______
14. thread ______ throat ______ throne ______
15. straight ______ strict ______ strange ______
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.

“No 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? Possible responses: to teach people how to plant bushes; to inform about why people plant bushes; to persuade people to plant bushes

2. As You Read  Think about the author’s purpose. What new information have you learned?
The sun shines through big windows on the south side of the house. Lupe wonders why the men planted bushes.

3. After You Read  Now what do you think the author’s purpose was? to inform readers that bushes can make a house look nice and also help protect the house from sun

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.
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?

Hare writes to invite Bear to his house for dinner.

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

Hare wants Bear to write back to say if he can come over for dinner on Tuesday or Thursday.
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

<table>
<thead>
<tr>
<th>lazy</th>
<th>bottom</th>
</tr>
</thead>
<tbody>
<tr>
<td>crops</td>
<td>clever</td>
</tr>
<tr>
<td>cheated</td>
<td>partners</td>
</tr>
</tbody>
</table>

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

Students should use vocabulary to describe partners, what they do, and what happens.

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.
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.

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>The hare planted corn.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular Possessive Noun</td>
<td>The bear wanted the hare’s corn.</td>
</tr>
</tbody>
</table>

Directions Write the possessive noun in each sentence.

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

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

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

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

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

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

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

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

Web A

Tops & Bottoms

© Pearson Education, Inc., 3
**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.  
   **not willing to work or move fast**

2. Put the glass on the top shelf because your sister may break it if it’s on the bottom.  
   **lowest or last**

3. Danny is so clever, he would never do a silly thing like that.  
   **bright; intelligent; having a quick mind**

4. The cat was asleep, but the dog was awake.  
   **not awake; sleeping**

5. Months after planting the seeds, the farmer can harvest the corn.  
   **to gather crops**

6. Do not scatter the papers, but gather them into one pile.  
   **to bring or come together in one place; collect**

7. You look so nice when you smile that you should never scowl.  
   **to look at someone in an angry way; frown**

8. Whisper the secret in my ear, don’t holler it out loud.  
   **to cry or shout loudly**

---

**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.

   tornado/town, Volume 13

3. You want to compare an alligator and a crocodile. Which volumes will you use?

   Volume 1 and Volume 2

4. How many different articles on rabbits are shown in the electronic encyclopedia window? 4

5. Which article will you read to learn about the size of a rabbit?

   The Body 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 __________________________

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 screem. When hunting, it listens for the sqeak of a mouse. If it sees movement, it strikes quickly. Sometimes, in bad weather, a gray fox don’t leave its den for three or four days.

1. **scared**  
2. **scream**  
3. **squeak**  
4. **strikes**  
5. **doesn’t**

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

6. ○ thril  ○ thrill  ○ thill  
7. ○ squeeze  ○ szeze  ○ squeue  
8. ○ scatch  ○ scrach  ○ scrach  
9. ○ throne  ○ trone  ○ throan  
10. ○ stength  ○ strentgh  ○ strength  
11. ○ streat  ○ steet  ○ street  
12. ○ sqare  ○ square  ○ squar

**Spelling Words**

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

**Frequently Misspelled Words**

- scared  
- brother

---

**Home Activity** Your child identified misspelled words with three-letter blends (*spl*, *thr*, *squ*, *str* and *scr*). Ask your child to use some of the list words to tell a story about a mouse.
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’s 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’s 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.

1. What change, if any, should be made to sentence 1?
   - Change *Jeff* to *Jeff’s*
   - Change *fable* to *fables*
   - Change *wind* to *wind’s*
   - Make no change.

2. What change, if any, should be made to sentence 3?
   - Change *one* to *one’s*
   - Change *man* to *men’s*
   - Change *man* to *man’s*
   - Make no change.

3. What change, if any, should be made to sentence 4?
   - Change *blows* to *blow’s*
   - Change *wind* to *winds*
   - Change *wind blows* to *wind’s blow*
   - Make no change.

4. What change, if any, should be made to sentence 5?
   - Change *feels* to *feel’s*
   - Change *wind* to *wind’s*
   - Change *coat* to *coat’s*
   - Make no change.

5. What change, if any, should be made to sentence 7?
   - Change *man* to *man’s*
   - Change *pulls* to *pull’s*
   - Change *sun* to *sun’s*
   - Make no change.

**School + Home** 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.

152 **Conventions** Singular Possessive Nouns