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. **castle**
11. **comb**
12. **gnaw**
13. **knot**
14. **numb**
15. **wrong**

**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.

222 Phonics Consonant Patterns
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.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cause: People plant trees</td>
<td>2. Effect: so birds come to build nests</td>
</tr>
<tr>
<td></td>
<td>3. Effect: so squirrels come to play</td>
</tr>
</tbody>
</table>

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.
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 playgronds 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?

   The two playgrounds: Grant Park and City Park.

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

   Both playgrounds have the same equipment—slide, swings, and a merry-go-round. They are different because the swings in Grant Park are soft, but the swings in City Park are hard. Grant Park has a gravel ground, but City Park has a sandy ground.
Vocabulary

Check the Words You Know

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>incredible</td>
<td>survivors</td>
</tr>
<tr>
<td>lofty</td>
<td>topic</td>
</tr>
<tr>
<td>noble</td>
<td>unseen</td>
</tr>
<tr>
<td>search</td>
<td>waterless</td>
</tr>
<tr>
<td>stinging</td>
<td></td>
</tr>
</tbody>
</table>

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.

6. It’s fun to go in ________search________ of nature’s secrets.
7. You may discover tricks animals use to be ________survivors________ in a harsh world.
8. Some birds keep their babies safe by building nests in ________lofty________ branches.
9. Some insects protect themselves by ________stinging________ their enemies.
10. Nature is always a good ________topic________ 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.

Students’ journal entries should use lesson vocabulary words.

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.
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.

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

**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. ________ went __________
2. We had (began, begun) hiking in the morning. ________ begun __________
3. We (seen, saw) many desert creatures. ________ saw __________
4. I had (think, thought) animals could not live there. ________ thought __________
5. I (took, taken) lots of pictures. ________ took __________

**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 ________________________________

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

<table>
<thead>
<tr>
<th>Spelling Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>thumb</td>
</tr>
<tr>
<td>gnaw</td>
</tr>
<tr>
<td>written</td>
</tr>
<tr>
<td>know</td>
</tr>
<tr>
<td>climb</td>
</tr>
<tr>
<td>design</td>
</tr>
<tr>
<td>wrist</td>
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<tr>
<td>crumb</td>
</tr>
<tr>
<td>assign</td>
</tr>
<tr>
<td>wrench</td>
</tr>
<tr>
<td>knot</td>
</tr>
<tr>
<td>wrinkle</td>
</tr>
<tr>
<td>lamb</td>
</tr>
<tr>
<td>knob</td>
</tr>
<tr>
<td>knot</td>
</tr>
<tr>
<td>wrinkle</td>
</tr>
<tr>
<td>written</td>
</tr>
<tr>
<td>gnaw</td>
</tr>
<tr>
<td>wrench</td>
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<tr>
<td>knout</td>
</tr>
<tr>
<td>wrinkle</td>
</tr>
<tr>
<td>knot</td>
</tr>
<tr>
<td>assign</td>
</tr>
<tr>
<td>know</td>
</tr>
<tr>
<td>wrinkle</td>
</tr>
</tbody>
</table>

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

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

Finishing Sentences  Complete each sentence with a list word.

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

Home Activity  Your child spelled words with *wr, kn, mb,* and *gn*. Have your child pronounce each list word and identify the “silent letter” (*w* in *wr, k in kn, b in mb, g in gn)*.
### Scoring Rubric: Writing for Tests: Expository Composition

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus/Ideas</strong></td>
<td>Strong composition; compares and contrasts effectively</td>
<td>Good composition; compares and contrasts</td>
<td>Weak composition; poorly compares and/or contrasts</td>
<td>Poor composition; neither compares nor contrasts</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Similarities and differences in clear order; includes strong concluding statement</td>
<td>Similarities and differences in fairly clear order; includes concluding statement</td>
<td>Similarities and differences in confused order; vague or weak conclusion</td>
<td>No similarities and differences; no conclusion</td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td>Writer shows interest in the subject</td>
<td>Writer shows some interest in the subject</td>
<td>Writer shows very little interest in the subject</td>
<td>Writer shows no interest in the subject</td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>Strong use of compare/contrast words</td>
<td>Good use of compare/contrast words</td>
<td>Weak use of compare/contrast words</td>
<td>Poor or no use of compare/contrast words</td>
</tr>
<tr>
<td><strong>Sentences</strong></td>
<td>Sentences with different lengths and beginnings</td>
<td>Sentences with a few different lengths and beginnings</td>
<td>Sentences with similar lengths and beginnings</td>
<td>No variety in sentence lengths and beginnings</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Few or no errors; strong use of irregular verbs</td>
<td>Several minor errors; use of irregular verbs</td>
<td>Many errors; weak use of irregular verbs</td>
<td>Numerous errors; no use of irregular verbs</td>
</tr>
</tbody>
</table>
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.

Many 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?
   - *It has a prefix. It means “not seen.”*

2. What is the base word in *waterless*? What does *waterless* mean?
   - *The base word is *water*. It means “without water.”*

3. What is the base word in *slowly*? What is the suffix?
   - *The base word is *slow*. The suffix is *ly.*

4. What is the suffix in *lofty*? What does *lofty* mean?
   - *The suffix is *y*. The meaning is “high up.”*

5. Is the *or* in *survivors* a prefix or suffix? What are survivors?
   - *Or is a suffix. Survivors are people or animals who are able to stay alive in a hard situation.*

**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.
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.

Newspapers 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?

   **It summarizes the article so you will know if you want to read it.**

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?

   **front page**

**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.
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.

1. _______ 2. _______ 3. _______ 4. _______

5. _______

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

6. Shall we _______ to the top of the hill?
7. I _______ where to find the glue.
8. The _______ slept by her mother.
9. He used a _______ to fix the leaky pipe.
10. Did Mr. Rice _______ the entire page?
11. You have a _______ on your chin.
12. The mouse will _______ on the wires.

Spelling Words

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</tr>
<tr>
<td>lamb</td>
<td>knob</td>
<td>knit</td>
</tr>
</tbody>
</table>

Art Fair!
Choose from four projects!

a. Make a wrist or ankle knot bracelet.
b. Design a kite.
c. Learn an easy way to knit.
d. Make a thumb puppet.

Where and when Room 103 on Wednesday, January 15

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