

Consonant Patterns *wr, kn, gn, mb*

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

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



Name _____

Family Times

Summary

Around One Cactus

A desert is one of the harshest environments for plants and animals. In the Sonoran desert, the saguaro cactus is critical to the survival of many species. Bats, gila monsters, rattlesnakes, and owls are only a few of the creatures that depend on the cactus for food, shelter, and moisture. Since a desert is mostly dry and hot during the day, most desert animals are nocturnal, hunting for food at night and sleeping by day.



Activity

Imagine Think of a desert dweller you would like to be, and write its name at the top of a sheet of paper. You might be a cactus or wildflower, or you might be a desert animal, such as a snake or owl. List your basic needs under the name. For each need, think of an adaptation that could help satisfy that need. For example, if you are a bird, how do your feathers help you get food and also protect you?

Comprehension Skill

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.

Activity

What Happened? Get a tennis ball or some marbles to explore cause and effect. With a family member, take turns making something happen and then telling about cause and effect using the word *because*. For example, if one person rolls a marble so that it hits another one, someone might say, “The blue marble rolled because the red marble hit it.”

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Around One Cactus*. Practice using these words.

Vocabulary Words

lofty tall, or high off the ground

incredible hard to believe

noble belonging to a high social class

search to look for something

stinging having a sharp pain

topic a subject

unseen not seen

survivors those who remain alive after an event where others have died

waterless without water

Conventions

Irregular Verbs

Most verbs change their spelling in a regular pattern. When the verb changes from present to past, you add *-ed*. **Irregular verbs** don't follow this pattern. They have special changes in spelling all their own.

Regular Verbs

Present	Past	Past with <i>have, had, has</i>
talk	talked	talked
smile	smiled	smiled

Irregular Verbs

Present	Past	Past with <i>have, had, has</i>
go	went	gone
sing	sang	sung

Activity

Verbal Toss-Up Write one of the following present-tense verbs on each of twelve index cards: *write, speak, run, draw, laugh, read, take, steal, buy, wrinkle, cough, and sit*. Place the cards on the floor. Take turns tossing counters to land on a card. Say "regular" or "irregular" for the verb your counter lands on. Then write or spell aloud the present and two past tenses of the verb.

Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name _____

Cause and Effect

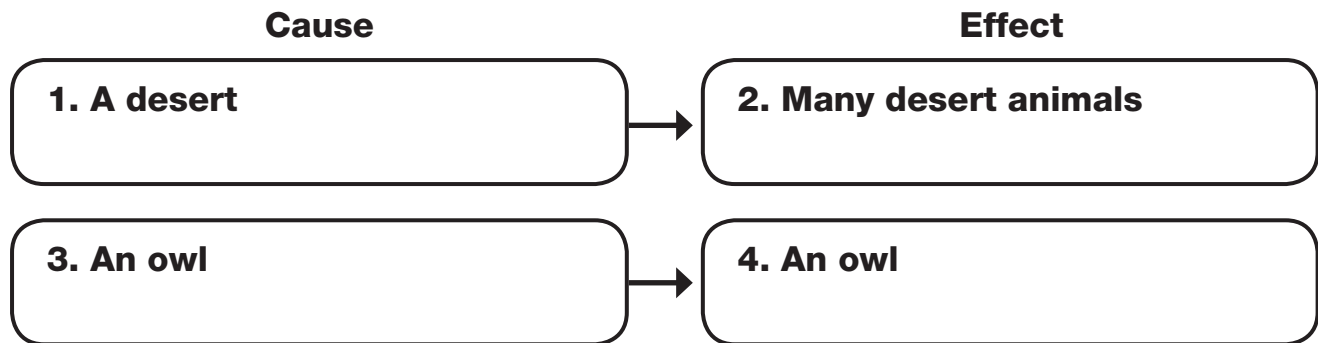
- A **cause** tells why something happened.
- An **effect** is what happened.
- Words such as *because* and *so* are clues that can help you figure out a **cause** and its **effect**.

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.



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

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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 _____

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.

A 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.

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.

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 _____

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.

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.

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 _____

Cause and Effect

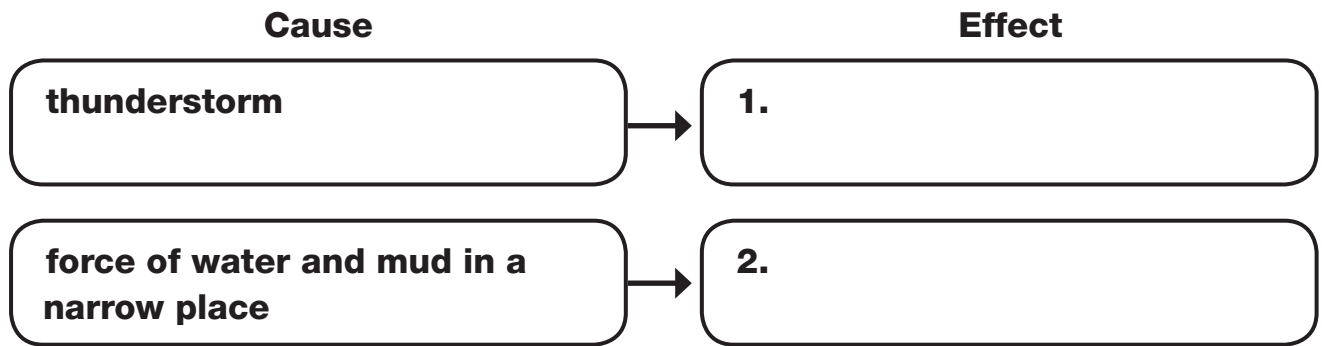
- A **cause** tells why something happened.
- An **effect** is what happened.
- Words such as *because* and *so* are clues that can help you figure out a **cause** and its **effect**.

Directions Read the following passage.

A desert 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

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.

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 _____

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*).