

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/strips).
- \_\_\_\_\_ 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.

# Cause and Effect

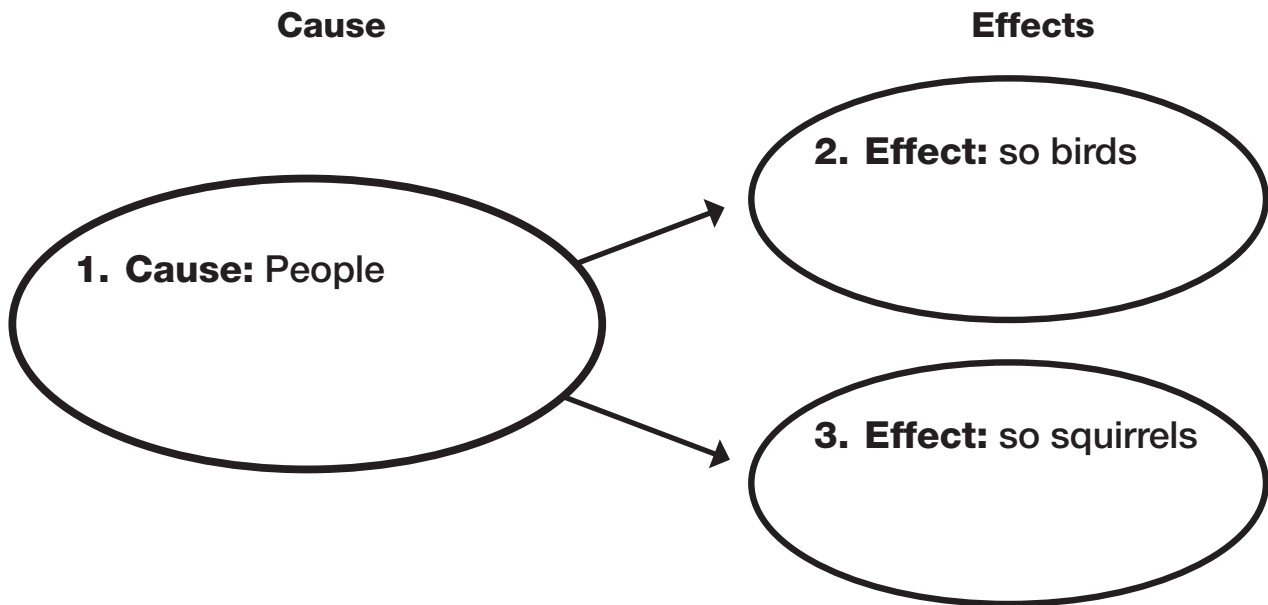
- A **cause** tells why something happened.
- An **effect** is what happened.
- Words such as *because* and *so* are clues that can help you figure out a cause and its effect.

**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.



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.

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# 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?

# 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.



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# 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*).

# 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.



**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*).

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## Scoring Rubric: Writing for Tests: Expository Composition

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

## 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?

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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# 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.

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?

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.

# 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. \_\_\_\_\_

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

## Frequently Misspelled Words

know  
when  
where  
what

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. \_\_\_\_\_



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

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# 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.