

Name _____

Final Syllable -le

Directions Write the two syllables that make up each word on the lines.

1. _____ + _____ = giggle
2. _____ + _____ = middle
3. _____ + _____ = title
4. _____ + _____ = needle
5. _____ + _____ = marble
6. _____ + _____ = eagle
7. _____ + _____ = bubble
8. _____ + _____ = saddle
9. _____ + _____ = candle
10. _____ + _____ = turtle

Directions Choose the word in the box that matches each picture. Write the word on the line. Then draw a line to divide it into its syllables.

| | | | | |
|-------|--------|--------|--------|--------|
| table | poodle | puzzle | rattle | cattle |
|-------|--------|--------|--------|--------|



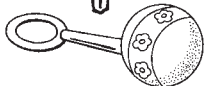
11. _____



12. _____



13. _____



14. _____



15. _____



Home Activity Your child wrote words that end with the final syllable sound heard in *handle*. Help your child make a list of ten more words that end with *-le* (such as *little*, *juggle*, and *nibble*). Work with your child to write a silly poem using some of the *-le* words from your child's list and from the page above.

Name _____

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 story.

Ron and Blake wanted a puppy, but Dad always said, “A dog is hard work.” One day Dad surprised them. He said, “If you two can find a solution to the puppy care problem, we’ll visit a breeder tomorrow.”

Ron and Blake thought fast.

“Dogs need exercise,” said Ron. “I’ll take our puppy for walks.”

“Dogs need love,” said Blake. “I’ll pet our puppy.”

“Dogs make a mess,” said Ron, “but I won’t mind cleaning up after our puppy.”

“Good!” smiled Blake. “And I’ll feed it and keep its water dish filled.”

“You boys have a good plan,” Dad agreed. “Tomorrow we’ll get our new pup.”

Directions Fill in the chart to compare and contrast Ron and Blake.

| Compare and Contrast | |
|----------------------|-------|
| Ron | Blake |
| | |

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Home Activity Your child compared and contrasted two story characters. Read a story together. Discuss the characters with your child by comparing and contrasting them.

Name _____

Writing • Fairy Tale

Key Features of a Fairy Tale

- imaginary story that may include heroic acts
- often begins “Once upon a time ... ”
- often ends “ ... and they lived happily ever after”
- characters are usually all good or all bad

The Skunk and the Mice

Once upon a time, in a quiet neighborhood, there lived a skunk. He was lonely. Each day, Skunk rested in a hole dug under the porch steps. Each evening, Skunk crept out to search for food.

There were others living under the porch steps. A group of mice lived there. All day long, they chattered and scurried about. At night they went out all together to find food. Skunk thought they looked very happy. One night, he asked if he could join them.

“No way,” said the leader of the mice. “We are mice. You would make a funny looking mouse. You cannot come with us.”

It so happened that cool weather was coming, and food was getting harder to find. The mice still went out at night, but they didn’t find much to eat. Skunk became hungry, too. Once again he asked the mice if he could join them.

“No,” said the leader of the mice. “We’ve told you before, and we’ll tell you again. No! No! No!”

That night came a terrible storm. Snow and freezing rain came down in buckets. The mice huddled together, terrified of the sounds of the whipping wind. “How will we get food now!” they cried.

Skunk, without waiting a moment, went out in the storm to search for food for the mice. The cold wind almost blew him over, but he stayed close to the ground as best he could. Skunk finally found some morsels of food, and he rushed back to the porch.

When Skunk returned, the mice were so grateful for the food that they made him a special member of their family.

And they all lived happily ever after.

1. What problems does the Skunk have?

2. What happens that solves these problems?

Vocabulary

Check the Words You Know

- | | |
|-------------------|--------------|
| ___ adorable | ___ mature |
| ___ compassionate | ___ mention |
| ___ exactly | ___ trophies |
| ___ iguana | |

Directions Fill in the blank with the word from the box that fits the meaning of the sentence.

1. Look at this _____ little kitten.
2. It is _____ the kind of pet I want.
3. My brother would rather have a spiky _____.
4. But a _____ cat is much smaller than a grown-up lizard.
5. I'll be sure to _____ that to Mom when I ask for the kitten.

Directions Draw a line from the word to its meaning.

- | | |
|------------------|--|
| 6. compassionate | to talk briefly about someone or something |
| 7. trophies | precisely |
| 8. mature | with sympathy; wanting to help |
| 9. exactly | fully grown; adult |
| 10. mention | awards |

Write a Speech

Imagine that you work in an animal shelter. Choose an animal that might be in the shelter and write a speech you could use to convince someone to adopt the animal. Use as many vocabulary words from this week as you can.



Name _____

Singular and Plural Nouns

A **singular noun** names only one person, place, or thing. A **plural noun** names more than one person, place, or thing.

Singular Nouns The boy wanted a pet.

Plural Nouns Iguanas and other lizards live in deserts.

Most nouns add *-s* to form the plural. Add *-es* to a noun that ends in *ch*, *sh*, *s*, *ss*, or *x*: *lunches*, *dishes*, *buses*, *dresses*, *boxes*. When a noun ends in a consonant and *y*, change the *y* to *i* and add *-es*: *bodies*.

Directions Write *S* if the underlined noun is a singular noun. Write *P* if the underlined noun is a plural noun.

1. Many animals live in the desert. _____
2. The desert is a very dry place. _____
3. People often keep pets. _____
4. Dogs and cats are popular. _____
5. A pet store sells food and supplies. _____

Directions Write the plural nouns in each sentence.

6. Many lizards eat bugs and vegetables.

7. Snakes and buzzards live in the desert.

8. The boy and his mother write notes.

9. He thinks iguanas are cuter than hamsters.



Home Activity Your child learned about singular and plural nouns. Say "I see a [something in your house]" and have your child say the plural form of the word.

Final Syllable -le

Spelling Words

| | | | | |
|--------|---------|--------|--------|--------|
| handle | trouble | simple | people | middle |
| table | little | gentle | poodle | pickle |
| noodle | saddle | juggle | uncle | riddle |

Missing Words Write the missing list word.

1. If you tease the dog, you will get in _____ .
2. My uncle bought a new leather _____ for his horse.
3. Would you like a dill _____ on your sandwich?
4. Please set the vase in the _____ of the table.
5. She bought some dog shampoo for her _____ .
6. Mom makes chicken _____ soup for me when I am sick.
7. Have you heard the _____ about a chicken crossing the road?
8. The _____ on Billy's lunchbox was broken.
9. The clown could _____ five balls at a time.
10. I visited my aunt and _____ last summer.
11. One of my jobs at home is setting the _____ before dinner.
12. How many _____ came to the soccer game?

Antonyms Write the list word that means the opposite.

13. big _____
14. difficult _____
15. rough _____



Scoring Rubric: Fairy Tale

| | 4 | 3 | 2 | 1 |
|---------------------|--|---|---|---|
| Focus/Ideas | Exciting story with interesting characters; amazing or heroic events | Good story with developed characters; somewhat amazing or heroic events | Story has some focus on characters; events are not very amazing or heroic | Story has no focus on characters; events are not amazing or heroic |
| Organization | Clear order of events | Can follow order of events | Unclear order of events | No order of events |
| Voice | Writer shows interest in the story and the characters | Writer shows some interest in the story and the characters | Writer is not interested in the story or characters | Writer makes no effort to show interest in the story or characters |
| Word Choice | Strong use of vivid verbs to bring the story to life | Good try at using vivid verbs | Poor use of vivid verbs; story is dull | No effort made to use vivid verbs |
| Sentences | Clear sentences of different lengths and types | Sentences of a few lengths and types | Sentences of similar length and type | No variety of sentence length and type |
| Conventions | Few, if any, errors; correct use of singular and plural nouns | Several small errors; use of singular and plural nouns | Many errors; weak use of singular and plural nouns | Many serious errors; incorrect or no use of singular and plural nouns |

Vocabulary • Unfamiliar Words

- Sometimes you can figure out the meaning of a word by looking at the words and sentences around it.
- Context clues are words around an **unfamiliar word** that help you figure out its meaning.

Directions Read the following passage about a girl starting a new school. Then answer the questions. Look for context clues as you read.

Cassie hesitated. Then she smoothed her dark red hair, took a deep breath and opened the door to her new classroom.

“You must be Cassie,” the teacher said, smiling. “I’m Ms. Roberts. Welcome to South Street School.”

Ms. Roberts showed Cassie where to hang her jacket. Then she introduced her to a girl with short black hair.

“Cassie,” said Ms. Roberts, “this is Becky. She will help you today.”

Becky grinned. “Hi,” she said, grinning.

“Wow, your hair is pretty. I always wanted auburn hair.”

Cassie smiled. She was shy about having red hair, but Becky seemed nice.

Just then a girl and boy at the computer began arguing. “No,” the girl said in an angry voice. “I won’t let you. It’s still my turn.”

“Marsha, what did I say to you about being obstinate?” Ms. Roberts said firmly.

Becky whispered to Cassie. “Don’t mind Marsha. When she doesn’t want to do something, she can be very stubborn.”

1. What word does Becky use to describe Cassie’s hair? _____

2. What do you think the word means? What clues tell you? _____

3. What does *introduced* mean? What clues tell you? _____

4. What does *argued* mean in this passage? What clues help you know? _____

5. What do you think *obstinate* means? What does Becky say that helps you know? _____

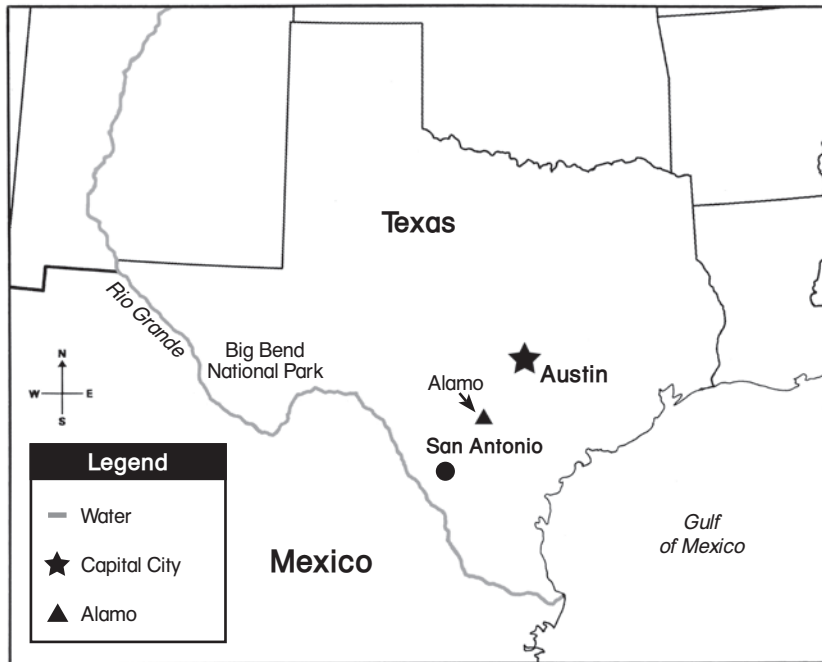


Name _____

Maps

- **Maps** are drawings of places such as cities, states, and countries.
- A map key tells you what the symbols on the map stand for.

Directions Study the map of Texas below. Use it to answer the questions.



1. What natural landform is the boundary between Texas and Mexico?

2. What is the capital city of Texas?

3. What body of water is just east of southern Texas?

4. In what city can you find the Alamo?

5. How do you think Big Bend National Park got its name?



Home Activity Your child identified important landmarks on a map of Texas. Study a map of Texas with your child. Work together to locate places you may have visited.

Name _____

Final Syllable -le

Proofread a Biography Circle four spelling mistakes in the biography Ned wrote about his uncle. Write the words correctly. Add a comma to the compound sentence.

When my unkle came to America, he had very little money. He had to juggel two jobs to keep food on the table. Some kind peepie helped him and he never complained about having more trouble than he could handel.

1. _____ 2. _____
3. _____ 4. _____

Proofread Words Circle the word that is spelled correctly. Write the word.

- | | | |
|------------|--------|-----------|
| 5. simple | simpel | 5. _____ |
| 6. middle | midle | 6. _____ |
| 7. gentol | gentle | 7. _____ |
| 8. poodle | poodel | 8. _____ |
| 9. riddle | ridle | 9. _____ |
| 10. noodel | noodle | 10. _____ |
| 11. pikle | pickle | 11. _____ |
| 12. saddle | saddel | 12. _____ |

Spelling Words

handle
trouble
simple
people
middle
table
little
gentle

poodle
pickle
noodle
saddle
juggle
uncle
riddle

Frequently Misspelled Words

little
people



Home Activity Your child identified misspelled words that end in *-le*. Say a word that means almost the same thing as one of the list words and have your child name and spell the list word.

Name _____

Singular and Plural 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.

Alex and His Pet

(1) Alex and his mom write many letteres. (2) Alex wrote that iguanas are quiet animals. (3) They are common pets. (4) He has won soccer trophies.

(5) Alex's mom wrote that a pet owner has many _____. (6) Some _____ grow very large. (7) Puppys are my favorite pet.

- | | |
|--|---|
| <p>1 What change, if any, should be made to sentence 1?</p> <p><input type="radio"/> Change <i>letteres</i> to letteries</p> <p><input type="radio"/> Change <i>letteres</i> to letters</p> <p><input type="radio"/> Change <i>letteres</i> to lettereses</p> <p><input type="radio"/> Make no change.</p> | <p>4 Which word makes the most sense in sentence 5?</p> <p><input type="radio"/> dutys</p> <p><input type="radio"/> dutyes</p> <p><input type="radio"/> duties</p> <p><input type="radio"/> dutyies</p> |
| <p>2 What change, if any, should be made to sentence 2?</p> <p><input type="radio"/> Change <i>animals</i> to animales</p> <p><input type="radio"/> Change <i>animals</i> to animalies</p> <p><input type="radio"/> Change <i>animals</i> to animal</p> <p><input type="radio"/> Make no change.</p> | <p>5 What change, if any, should be made to sentence 7?</p> <p><input type="radio"/> Change <i>Puppys</i> to Puppies</p> <p><input type="radio"/> Change <i>Puppys</i> to Puppys</p> <p><input type="radio"/> Change <i>Puppys</i> to Puppyies</p> <p><input type="radio"/> Make no change.</p> |
| <p>3 What change, if any, should be made to sentence 4?</p> <p><input type="radio"/> Change <i>trophyes</i> to trophies</p> <p><input type="radio"/> Change <i>trophyes</i> to trophys</p> <p><input type="radio"/> Change <i>trophyes</i> to trophyess</p> <p><input type="radio"/> Make no change.</p> | |



Home Activity Your child prepared for taking tests on singular and plural nouns. With your child, take turns naming kinds of insects. Have your child write the plural form of each word.