

# Plurals -s, -es, -ies

**Generalization** Add **-s** to most words: **plants**. Add **-es** to words that end in **ch**, **sh**, or **ss**: **inches**. Change **y** to **i** and add **es** to most words that end with **y**: **pennies**.

**Word Sort** Sort the list words by the type of plural ending.

**-s**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**-es**

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

**-ies**

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

## Spelling Words

1. pennies
2. inches
3. plants
4. families
5. bodies
6. glasses
7. wishes
8. pockets
9. lists
10. copies
11. parties
12. bunches
13. crashes
14. supplies
15. pencils



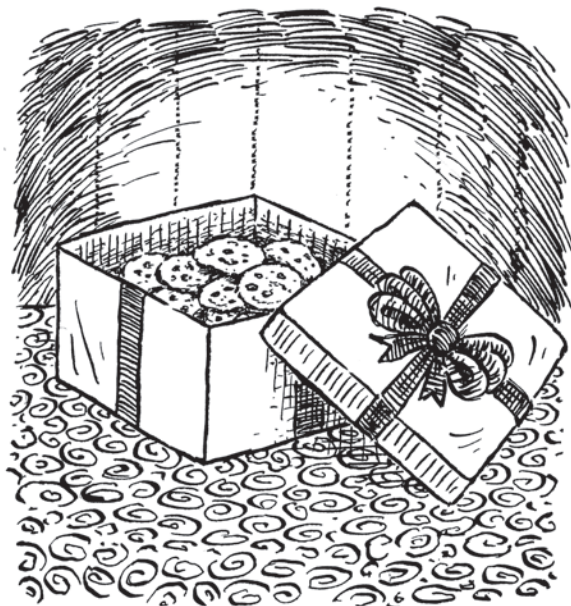
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# Family Times

## Summary

### What About Me?

Once there was a boy who hungered for knowledge. So he went to see a Grand Master who might teach him. But the Grand Master sent him on a hunt for a carpet, which led to a search for thread, and then to a search for goat hair, goats, a goat pen, and a wife for the carpenter. As the boy worked to help others get what they needed, he learned that the best gifts come when a person is giving and that knowledge can come when we least expect it.



### Activity

**What Can I Do For You?** Together, spend an hour doing something for someone else. You might make a neighbor cookies, fix a broken toy for your brother or sister, or leave fun notes for those you love. How did doing something for someone else make you feel? What gift did you get from giving?

## Comprehension Skill

### Sequence of Events

**Sequence of events** is the order in which things happen in a story—what happens first, next, and last. Picturing the story in your mind as you read may help you remember the order of events.

### Activity

**Teach Me How** Think about one of your skills. Are you a good helper in preparing dinner? Can you change your own bicycle tire? Take turns explaining the steps needed to do the task correctly in the order in which they must occur.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *What About Me?* Practice using these words.

### Vocabulary Words

**carpenter** a person who builds and repairs houses and other things made of wood

**carpetmaker** a person who makes carpets

**knowledge** an understanding that is gained through experience or study

**marketplace** a place where food and other products are bought and sold

**merchant** a person whose business is buying goods and selling them for a profit

**plenty** more than enough of something

**straying** wandering or lost

**thread** very thin cord used in sewing and in weaving cloth

## Conventions

### Subjects and Predicates

A sentence tells a complete idea with a subject and predicate. A **subject** tells who or what the sentence is about. A **predicate** tells what the subject is or does. In the following sentences, the subject is underlined and the predicate is circled.

The boys climb the tree.

They laugh and play.

### Activity

**Put It All Together** This activity works well on a quick trip in the car or even in line at the supermarket. The first player says a noun and a verb. The other players take turns coming up with the best complete sentence using those two words.

Noun	Verb
cats	nap

Ten silky cats nap in the afternoon sun.

## Practice Tested Spelling Words

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

Name \_\_\_\_\_

# Sequence

- The **sequence** is the order in which the plot’s main events happen—what happens first, next, and last.
- Sometimes a writer uses clue words such as *first*, *next*, *then*, and *finally* or *last*. Sometimes a writer does not. Then you can tell the order by picturing the events in your mind.

**Directions** Read the following fable. Then answer the questions below.

One day a little mouse tripped over a lion’s paw. The lion roared and grabbed the mouse. “Please don’t hurt me,” said the mouse. “If you help me now, I’ll help you later.” The lion laughed and let the mouse go.

Weeks later, the mouse ran into the lion again. This time, the lion was caught

in a trap. The trap was a net. “See!” said the mouse. “I really *can* help you.” The mouse gnawed through the net and set the lion free.

The moral: Kindness is never wasted.

1. Which important event happened first?

\_\_\_\_\_

2. Which important event happened next?

\_\_\_\_\_

3. Which important event happened then?

\_\_\_\_\_

4. Which important event happened last?

\_\_\_\_\_

5. Summarize the fable by telling the most important events in sequence.

\_\_\_\_\_

\_\_\_\_\_



**Home Activity** Your child identified the sequence in a fable. Talk with your child about a story he or she has read or a movie or television show you watched together. Ask your child to summarize it by telling the story’s main events in order.

Name \_\_\_\_\_

# Literary Elements: Theme

- The **theme** is the lesson or message of a story.

**Directions** Read the following fable. Then answer the questions below.

A carpenter made a beautiful table. He asked his mule to help him take the table to market. The carpenter tied the table to the mule's back and they set off. Soon the mule saw a cool patch of shade under a large tree. The hot, tired mule wanted to rest, but he kept on going. Then the mule saw a stream of fresh water. The

thirsty mule wanted to take a drink, but he kept on going.

Finally they arrived at the town. The carpenter sold the table to a merchant. He used some of the money to buy food for the mule. Then he put the mule in a shady spot beside a stream and told the mule to take a nice long rest.

1. What was the mule's goal?

\_\_\_\_\_

2. What things might have kept the mule from reaching his goal?

\_\_\_\_\_

3. What is the theme, or moral, of this story?

\_\_\_\_\_

4. Why do you think an author might use a story to teach a lesson instead of just telling the lesson?

\_\_\_\_\_

5. On another sheet of paper, write about a time when you felt the way the mule in the story did. How did you make yourself keep going when you wanted to stop? What was your reward?

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**Home Activity** Your child identified the theme, or moral, of a fable. Read another fable to your child. Stop before reading the moral and ask your child to state the moral.

Name \_\_\_\_\_

## Subjects and Predicates

**Directions** Add a predicate to each subject to make a complete sentence. Write the sentence with correct punctuation.

1. A carpetmaker

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2. Two goats

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3. A merchant in the village

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**Directions** Add a subject to each predicate to make a complete sentence. Write the sentence with correct punctuation.

4. knows many important things

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5. builds houses and barns

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**Directions** Think about a lesson you learned when you didn't expect to. Write four sentences that tell about the lesson.

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**Home Activity** Your child learned how to use subjects and predicates in writing. Read a story together. Have your child identify subjects and predicates in story sentences.

Name \_\_\_\_\_

# Short Vowels

**Directions** Choose the word with the **short vowel** in the **first syllable** to complete each sentence. Write the word on the line.

- \_\_\_\_\_ 1. My mom works in a dentist's (office/hotel).
- \_\_\_\_\_ 2. She got the job last (April/winter).
- \_\_\_\_\_ 3. She works for three (painters/dentists).
- \_\_\_\_\_ 4. She keeps their (records/reports).
- \_\_\_\_\_ 5. She also answers the phone and takes (music/messages).

**Directions** Circle the word with the short vowel in the first syllable. Then underline the letter that stands for the short vowel sound.

- |     |        |         |          |
|-----|--------|---------|----------|
| 6.  | happen | highest | hoses    |
| 7.  | miner  | problem | music    |
| 8.  | paper  | private | puppet   |
| 9.  | lately | lettuce | likely   |
| 10. | trial  | toaster | tunnel   |
| 11. | napkin | native  | notebook |
| 12. | spoken | spider  | signal   |
| 13. | baby   | basket  | bicycle  |
| 14. | sister | safety  | season   |
| 15. | tasted | timer   | tennis   |



**Home Activity** Your child identified words with a short vowel sound in the first syllable, such as *happen*, *lettuce*, and *tennis*. Have your child make a collage of magazine pictures showing items that have a short vowel sound in the first syllable of each item's name. Help your child label each picture.

# Plurals -s, -es, -ies

**Rhymes** Write the list word that rhymes.

- |             |           |
|-------------|-----------|
| 1. pinches  | 1. _____  |
| 2. ashes    | 2. _____  |
| 3. crunches | 3. _____  |
| 4. dishes   | 4. _____  |
| 5. classes  | 5. _____  |
| 6. rockets  | 6. _____  |
| 7. stencils | 7. _____  |
| 8. fists    | 8. _____  |
| 9. ants     | 9. _____  |
| 10. poppies | 10. _____ |

## Spelling Words

pennies  
inches  
plants  
families  
bodies  
glasses  
wishes  
pockets  
  
lists  
copies  
parties  
bunches  
crashes  
supplies  
pencils

**Word Search** Find the **plural** of each word below in the puzzle. The word may be across, down, or diagonal.

penny  
party  
body  
copy  
list  
plant  
inch

i p e n n i e s l w i  
p l i s t p o c i b c  
a k e t l i d e s y o  
r i s t b c n f t n p  
t g x h i w e c s e i  
i b o d i e s u h s e  
e u n c d x z a i e s  
s i p l a n t s u f s



**Home Activity** Your child has been learning to spell plurals. Name the singular form of a list word and have your child spell the plural form of the word.



Name \_\_\_\_\_

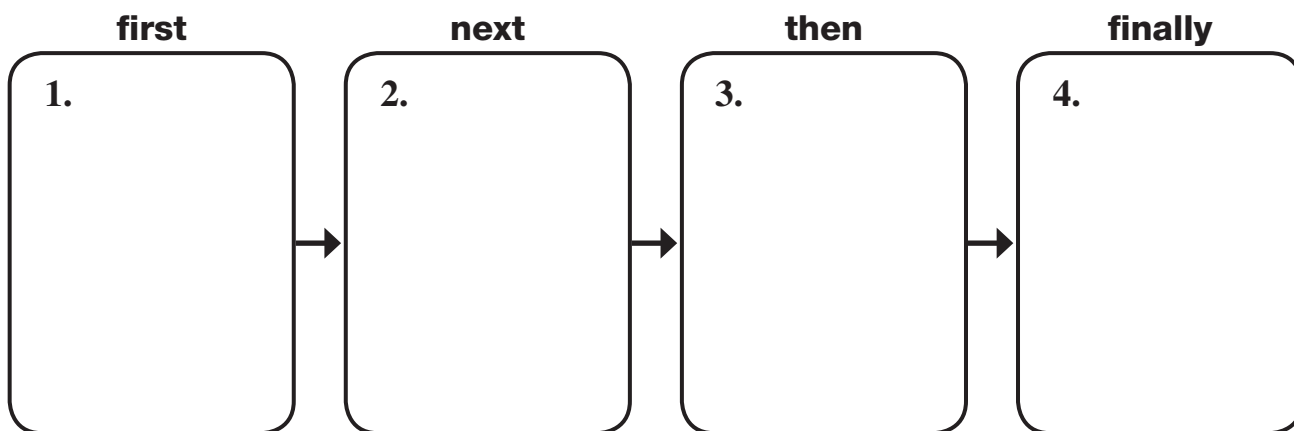
# Sequence

- The **sequence** is the order in which the plot’s main events happen—what happens first, next, and last.
- Sometimes a writer uses clue words such as *first*, *next*, *then*, *finally*, or *last*. Sometimes a writer does not. Then you can tell the order by picturing in your mind what is happening.

**Directions** Read the following story. Fill in the graphic organizer to show the important story events in the correct sequence. Then answer the question.

**G**eorge wanted a kite, but he didn’t have any money. He did have lots of marbles, though. George started by making a plan. Next, he went to Ann’s house. He asked Ann to trade some stickers for some marbles. Then George took the stickers to

Sam. Sam loved to collect stickers. He was happy to trade his blue kite for George’s stickers. At last, George could run out and fly his new kite. “Now we all have something we like,” George said happily.



5. What clue words from the story helped you fill in the organizer?

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**Home Activity** Your child identified the sequence in a story. Talk with your child about a story you have read or a movie or television show you watched together. Ask your child to draw an organizer like the one above and write the important events in sequence.

Name \_\_\_\_\_

## Subjects and Predicates

**Directions** Underline the complete subject of each sentence.

1. A fable tells an old story.
2. Many fables teach a lesson.
3. Some characters take a journey.
4. Wise men are fable characters sometimes.

**Directions** Underline the complete predicate of each sentence.

5. In one fable, a young boy finds a special bean.
6. A princess finds a prince.
7. A king learns something important.
8. You wrote a clever fable.

**Directions** Add a predicate or a subject to make a complete sentence. Remember to use capital letters and punctuation marks.

9. A kind merchant in a fable

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10. retold fables many times

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**Home Activity** Your child reviewed subjects and predicates. Have your child say sentences about fables and folk tales he or she has read. Discuss the subject and predicate of each sentence.