

## Words with *spl*, *thr*, *squ*, *str*, *scr*

**Generalization** Some words have complex consonant patterns with three letters pronounced together: **splash**, **throw**, **square**, **strike**, **scream**.

**Word Sort** Sort the list words according to the three-letter blend.

**spl**

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

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

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

**str**

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

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

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

**thr**

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

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

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

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

**scr**

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

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

**squ**

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

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

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

### Spelling Words

1. splash
2. throw
3. three
4. square
5. scream
6. strike
7. street
8. split
9. splurge
10. thrill
11. strength
12. squeak
13. throne
14. scratch
15. squeeze



Name \_\_\_\_\_

# Family Times

## Summary

### **Tops & Bottoms**

Bear is an animal with a lot of land, a lot of money, and absolutely no get-up-and-go. Hare is a clever rabbit who didn't always make the best decisions in the past. He now has a big family, no land, and no food. Bear and Hare enter into a "business deal," and both learn that good things come through hard work.



### **Activity**

**What Could You Do?** Imagine you have a need for something, such as a new pair of sports shoes or school clothes. What can you do to earn those things? Brainstorm jobs that you can do together that would help someone else as you earn money. For example, your family might offer to rake leaves in your neighborhood for a fee. How is the work different when you do it together?

## Comprehension Skill

### **Author's Purpose**

The **author's purpose** is the reason an author writes something. Reasons include to persuade, to inform, to entertain, or to express ideas and feelings.

### **Activity**

**What's the Purpose?** One player makes up a few lines of a story or article. The made-up lines should be clues to the author's purpose. Other players try to guess the author's purpose after listening to the beginning of the story or article.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *Tops & Bottoms*. Practice using these words.

### Vocabulary Words

**bottom** the lowest part

**cheated** acted dishonestly

**clever** having a quick mind

**crops** plants grown to be used as food or sold for profit

**lazy** not willing to work

**partners** people who run a business together and share the gains and losses of it

**wealth** a great amount of money or valuable things

## Conventions

### Singular Possessive Nouns

To show that one person owns something, use a **singular possessive noun**. Add an apostrophe and the letter *s* (’s) to a singular noun to make it a singular possessive noun.

### Activity

#### To Whom Does This Belong?

Write singular nouns on index cards. On one card, write ’s and trim the card so that the ’s, when placed at the end of any of the other cards, will make the word possessive. Next, mix the word cards. Each player chooses a card. Players then take turns placing the ’s card on their word card, reading the new singular possessive noun aloud, and then saying a sentence using that singular possessive noun.

baby

’s

nurse

’s

## Practice Tested Spelling Words

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

Name \_\_\_\_\_

# Author's Purpose

- The **author's purpose** is the reason an author writes something.
- There are many reasons for writing: to persuade, to inform, to entertain, or to express ideas and feelings.

**Directions:** Read the following passage. Then answer the questions below.

### Being a Farmer

**F**arming is a wonderful business. You can raise many animals, from pigs to horses. You can grow many different kinds of crops. You can be your own boss.

Your children will grow up in the country. You will stay in shape by working

with your hands. You will be surrounded by peace and quiet.

Farmers earn money by selling the crops they grow. A career in farming can be rewarding and satisfying.



1. What is the author's purpose for writing this passage? \_\_\_\_\_

\_\_\_\_\_

2. What does the author want readers to know? \_\_\_\_\_

\_\_\_\_\_

3. Which sentence in the passage is a clue to the author's purpose? \_\_\_\_\_

\_\_\_\_\_

4. What statements support the author's ideas? \_\_\_\_\_

\_\_\_\_\_

5. Did the author accomplish the purpose? Support your opinion. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Home Activity** Your child identified an author's purpose. When you read with your child, take time to discuss the author's purpose for writing.

Name \_\_\_\_\_

# Compare and Contrast

- When you **compare** and **contrast** two or more story characters or things, you tell how they are alike and different.

**Directions** Read the story. Then answer the questions.

One day Hare was eating cornbread pudding. “This pudding is good, but it needs some honey.”

Just then a honeybee flew by. Hare followed it and found where the bees’ hive was in a hollow tree. But Hare knew if he tried to get the honey, he would get stung.

So he went to his neighbor, Bear. He found Bear sleeping on his front porch.

“Bear, wake up! I know where there is some honey,” said Hare. “I’ll share it with you.”

Bear woke up. “I love honey!” he said. “Show me.”

So Hare and Bear got some jars, and Hare showed Bear where the hive was.

Hare hid in the bushes. Bear began to tear at the hive. The bees got mad! They came flying out of the hive and tried to sting Bear. At first, Bear’s thick coat protected him, and he began to fill the jars with honey. Then the bees found Bear’s tender nose. They stung him long and hard on his nose.

“Yow!” cried Bear, and began to run. All the bees flew off in an angry swarm after Bear.

Hare crawled out of the bushes and filled the rest of the jars with honey. He carried them home, all except one. That one he left on Bear’s porch as a thank you.

1. How would you describe Hare in this story?

2. How is Hare in this story like Hare in *Tops & Bottoms*?

3. How is Bear in this story like Bear in *Tops & Bottoms*?



**Home Activity** Your child read a fable and compared the characters in it with the selection *Tops and Bottoms*. Read another fable with your child, preferably one featuring a rabbit or hare as the main character. Talk about how the characters are alike and different.

Name \_\_\_\_\_

# Singular Possessive Nouns

**Directions** Write sentences about animal stories you know. Use the singular possessive form of each noun shown.

1. animal

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2. forest

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3. wolf

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4. lion

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5. pig

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**Directions** Write two sentences about animal characters. Use at least two singular possessive nouns.

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**Home Activity** Your child learned how to use singular possessive nouns in writing. Read a story with your child. Have your child write a sentence about the story using at least one singular possessive noun.

Name \_\_\_\_\_

# Compound Words

- A **compound word** is a word that is made up of two smaller words. Each word in a compound word can stand alone.

**Directions** Read the paragraph. Draw a line under each compound word.

For my birthday, we had breakfast in the backyard. Mom served pancakes with strawberries. After that we drove to the old campground and picked blueberries. In the afternoon, Dad took me for a haircut and bought me new sunglasses. When we got home, we played football for a while. After supper we made popcorn and watched a movie.

**Directions** Now write the compound words you underlined on the lines below. Draw a line (/) between the words that make up each compound word.

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

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

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

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

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

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

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

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

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

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

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

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



**Home Activity** Your child identified compound words in a passage and then showed how to separate the compounds into two smaller words. Play a game with your child, taking turns naming as many compound words as you can. The winner is the last one to name a compound word.

## Words with *spl*, *thr*, *squ*, *str*, *scr*

### Spelling Words

splash	throw	three	square	scream
strike	street	split	splurge	thrill
strength	squeak	throne	scratch	squeeze

**Words in Context** Add the missing list words to the recipe.

Tasty Treat
<p>1. Peel half a banana. Then _____ it lengthwise in a dish.</p> <p>Spoon on one-half cup of yogurt.</p> <p>2. Crumble a graham cracker _____ on top.</p> <p>3. Go ahead and _____!</p>

**Classifying** Write one more word in each category. Use list words.

4. Things to do with a ball: bat, catch, \_\_\_\_\_
5. Numbers: seven, nine, \_\_\_\_\_
6. Sounds you can make: whisper, yell, \_\_\_\_\_
7. Places to ride a bike: driveway, path, \_\_\_\_\_
8. Things to do with water: sprinkle, pour, \_\_\_\_\_
9. Animal sounds: chirp, bark, \_\_\_\_\_
10. Places to sit: chair, bench, \_\_\_\_\_
11. Things to do with an orange: peel, eat, \_\_\_\_\_
12. Things to do in baseball: bat, run, \_\_\_\_\_ out



**Home Activity** Your child has been learning to spell words with three-letter blends (*spl*, *thr*, *squ*, *str*, and *scr*.) Have your child reread the recipe on this page. Then help your child try out the recipe.



# Author's Purpose

- **Author's purpose** is the reason an author writes something. Some reasons are to inform or teach, to entertain, to persuade, or to express ideas and feelings.

**Directions** Read the title and answer question 1. Read the first part, and answer question 2. Then finish the passage and complete the graphic organizer.

## The Cat and the Cherries

**C**at loved cherries on the trees in the Orchard. Bird helped Cat by dropping cherries onto the ground so she could eat them. But today Bird was nowhere in sight. Cat just had to have a cherry!

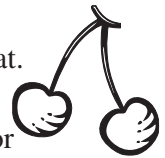
Cat clawed her way up the tiny tree. After she feasted on several cherries, she

tried to go down. But she couldn't get out of the tree.

Then Bird flew by. "Why are you in the tree?" he asked.

"I wanted a cherry," said Cat. "But now I can't get down."

"You should have waited for your friend to help you," said Bird.



**1. Before You Read:** Read the title. For which reason might the author write a story with this title?

**2. As You Read:** Predict the author's purpose. Why do you think the author is telling this story?

**3. After You Read:** Now what do you think the author's purpose was?



Name \_\_\_\_\_

## Singular Possessive Nouns

**Directions** Write the correct possessive noun in ( ) to complete each sentence.

1. Rob played a trick on his (friends, friend's) brother. \_\_\_\_\_
2. He put his jacket on (Daves, Dave's) chair. \_\_\_\_\_
3. It looked just like the older (boy's, boys's) jacket. \_\_\_\_\_
4. The (jackets, jacket's) sleeves were too short for Dave. \_\_\_\_\_
5. Dave couldn't believe his (bodys, body's) amazing growth. \_\_\_\_\_

**Directions** Write each sentence. Use the singular possessive form of the underlined noun.

6. Tom put a toy mouse in his sister room.

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7. His parents heard Annie shouts.

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8. Tom parents didn't like his tricks.

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9. His next trick would cost a week allowance.

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**Directions** Should people play tricks on others? Answer in a complete sentence. Use at least one singular possessive noun.

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

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**Home Activity** Your child reviewed singular possessive nouns. Say the name of a family member. Have your child write a sentence using the singular possessive form of the name.