Name ____________________________

Consonant Digraphs

Directions Write sh, th, ph, ch, tch, or ng to complete each word. Write the whole word on the line to the left.

1. Maria’s family pur____ased a house.
2. Her mo____er decided to paint it.
3. She went to the store and bought bru____es and buckets.
4. When she came home she put on old clo____ing.
5. Then she pa____ed the cracks and nail holes.
6. Maria didn’t know what color her room was goi____ to be.
7. She _____oned her friend to talk about it.
8. Her friend helped Maria make the ____oice.
9. Maria picked a beautiful ____ade of peach.

Directions Say the name of each picture. Write sh, th, wh, ph, tch, or ng to complete each word.

10. tro____y
11. wa____
12. a____lete
13. ____ale
14. swi____
15. spla____

Home Activity Your child wrote words with the consonants sh (English), th (father), wh (wheel), ph (trophy), ch (chapter), tch (watch), and ng (wing). Have your child read the words on the page above. Ask your child to change one or more letters in some of the words to form new words. For example, substituting t for p in peach forms teach.

Phonics Consonant Digraphs 153
**Main Idea and Details**

The **main idea** answers the question, “What is this story all about?” **Details** are small pieces of information that help tell what the story is about.

**Directions**  Read the following passage.

**John** went into the woods on a snowy day, and his boots made tracks where he walked. *I can follow my tracks back out,* thought John, so he didn’t pay attention to where he was going. But the sun came out and melted the snow, and when John wanted to leave, he couldn’t see any tracks.

Then John saw an eagle overhead. “Eagle,” said John, “please help me find my way out.” The eagle flew south, then west. John followed until he was out of the woods.

**Directions**  Complete the graphic organizer to tell what the story is all about.

**Home Activity**  Your child found the main idea of a story. The main idea is a sentence that sums up what the story is all about. Read a story such as the one above with your child. Ask your child to name details from the story and then tell what the story is all about.
Amazing Bird Nests

Writing • Directions

Key Features of Directions
• gives a step-by-step explanation of how to perform a specific task
• provides necessary information and details
• explains a task fully
• often uses commands and sequence words

How to Make Pancakes

Pancakes are delicious, and they’re not that hard to make. Let’s find out how to make them in a few simple steps. Making pancakes requires using a hot stove, which can be dangerous. Be sure to have an adult help you with any steps that involve using the stove.

First, we should collect the ingredients and supplies we need. To mix the pancake batter, we want a bowl and a mixer. To cook the pancakes, we’ll need a frying pan and a spatula. We also want a measuring cup to measure ingredients. The ingredients you need to make the pancakes are simple:

- 3 cups of flour  
- ½ cup milk  
- 1 cup of sugar  
- water  
- 1 egg  
- butter

Next, we want to prepare the batter. Combine the flour, sugar, egg, and milk in the bowl. Mix them together until they form a smooth batter. Add water as necessary to make sure that the batter is not too thick. Stir through the batter carefully to make sure there are no lumps.

Now it’s time to cook our pancakes. Again, be sure that there’s an adult present. Put the frying pan on a lit burner and add a pat of butter. Once the butter has melted, pour the batter into the pan in order to form a pancake. If your pan is big enough, you can make more than one pancake at a time.

Once the pancakes begin to form bubbles and become dry on top, use the spatula to flip them over. Let the other side cook for two or three minutes. Then you can slide the pancakes out of the pan and onto your plate. Add some butter and syrup, and enjoy your breakfast!

1. What supplies do you need in order to make pancakes?

2. Put the following steps in making pancakes in the proper order:

1. Pour batter into pan.  
2. Eat pancakes.  
3. Mix batter.  
4. Gather supplies.
Name ________________________________

Amazing Bird Nests

Vocabulary

Check the Words You Know

| ___bill               | ___platform   |
| ___goo                | ___tons       |
| ___hunters            | ___twigs      |
| ___material           |

Directions  Match the word with its meaning. Draw a line from the word to its definition.

1. bill    units of weight equal to 2,000 pounds
2. twigs   the hard part of a bird’s mouth; beak
3. material a raised level surface for people to stand or sit on
4. platform very small branches of a tree or bush
5. tons    what a thing is made of

Directions  Write the word from the box that best completes each sentence.

6. The mayor stood on the ________________ to make his speech.
7. This bridge is strong enough to hold ten ________________.
8. The rabbit hid from foxes and other ________________.
9. I put my hand into the sticky ________________.
10. The bird had a cherry in its ________________.

Write a Journal Entry

Imagine you are watching a bird building its nest. On a separate piece of paper, write a journal entry telling about what the bird did. Use as many vocabulary words as you can in your writing.

Home Activity  Your child identified and used vocabulary words from the selection Amazing Bird Nests. Find a library book on the same subject and read it together. Talk about the book using the week’s vocabulary words.

156  Vocabulary
Plural Possessive Nouns

To show that two or more people share or own something, use a plural possessive noun.

Plural Noun The birds built nests.
Singular Possessive Noun One bird’s nest was made of twigs.
Plural Possessive Noun Some birds’ nests are made of grass.

Add an apostrophe (’) to plural nouns that end in -s, -es, or -ies to make them possessive. To make plural nouns that do not end in -s, -es, or -ies possessive, add an apostrophe and an s.

Directions Write the plural possessive noun in each sentence.

1. Eagles’ nests are huge. ______________
2. Hummingbirds’ nests hold their eggs. ______________
3. The parents’ job is to protect their chicks. ______________
4. The trees’ holes were made by woodpeckers. ______________
5. The forest’s trees are full of animals’ homes. ______________

Directions Write the possessive form of the underlined plural noun in each sentence.

6. There are good places for our cities birds to nest. ______________
7. Some pigeons homes are on window ledges. ______________
8. Sometimes they get in people way. ______________
9. Their babies lives can be full of danger. ______________
10. Some animals destroy the bird families homes. ______________

Home Activity Your child learned about plural possessive nouns. Name some families in your neighborhood. Have your child make up sentences using the plural possessive form of each noun, such as The Smiths’ dog likes to play ball.

Conventions Plural Possessive Nouns 157
Consonant Digraphs

Rhyme Clues  Read the clue. Write the list word.

1. It rhymes with *patch*, but starts like *can*.

2. It rhymes with *link*, but starts like *shred*.

3. It rhymes with *feather*, but starts like *win*.

4. It rhymes with *mother*, but starts like *olive*.

5. It rhymes with *dash*, but starts like *flag*.

6. It rhymes with *stitcher*, but starts like *pencil*.

Making Connections  Write a list word to fit each definition.

7. It’s a list of letters.

8. It’s something you might win.

9. It’s a parent. It’s not a mother.

10. It helps you tell the time.

11. It’s a section of a book.

12. It’s a sister’s child. It’s not a girl.

13. It’s often spoken in Australia.

14. It could be a swimmer, a boxer, or a gymnast.

15. It’s a trend in clothing.

Name ________________________________

**Spelling Words**

<table>
<thead>
<tr>
<th>father</th>
<th>chapter</th>
<th>other</th>
<th>alphabet</th>
<th>watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>weather</td>
<td>catch</td>
<td>fashion</td>
<td>shrink</td>
</tr>
<tr>
<td>pitcher</td>
<td>flash</td>
<td>athlete</td>
<td>trophy</td>
<td>nephew</td>
</tr>
</tbody>
</table>

School + Home  Home Activity  Your child wrote words with *sh*, *th*, *ph*, *ch*, and *tch*. Point to a list word on this page. Ask your child to read the word and then look away and spell it correctly.

158  Spelling  Consonant Digraphs
Amazing Bird Nests

Web A
Name ________________________________

**Vocabulary • Unfamiliar Words**

- Context clues are the words around an *unfamiliar word* that help you figure out its meaning.

**Directions** Read the following passage. Then answer the questions below. Look for context clues to help you figure out any words you do not know.

Nancy loved living near the water. She loved sitting on her deck, looking out at the bay, and watching the boats. People often sailed small boats in the bay, because it was protected from the big waves out on the ocean.

Another thing Nancy loved about her house was the trees. Nancy’s house was almost surrounded by tall trees. Except for the part of the yard that faced the water, there were trees on all sides.

The birds seemed to love the trees, too. Every morning when the sun came up, the birds woke her with their songs. When all the birds sang at dawn, it was like hearing a symphony of bird songs. Even now she could make out the sweet melody a bluebird was singing.

1. **What does bay mean in this passage? What clues helped you find out?**

2. **What does surrounded mean in this passage? What clues helped you find out?**

3. **What time of day is dawn? What clues helped you find out?**

4. What do you think a **symphony** might be? What clues helped you find out?
   - [ ] a kind of tree
   - [ ] a kind of boat
   - [ ] a kind of music

5. Which does the word **melody** probably mean? What clues helped you find out?
   - [ ] something to sing
   - [ ] a kind of bird
   - [ ] a kind of tree

**Home Activity** Your child used context clues to figure out the meaning of unfamiliar words. Read a book with your child that has some unfamiliar words. Have your child tell what he or she thinks the words mean, based on the context. Use a dictionary to confirm the meanings with your child.
Paraphrase Sources

• To **paraphrase** means to restate something in other words.

**Directions**  Read the encyclopedia entry. Then paraphrase the information on the lines below.

**Northern Mockingbird**  
*Mimus polyglottos*

The Northern Mockingbird is a medium-sized bird known for its unusual voice. Mockingbirds can imitate the songs of many kinds of birds, as well as other common sounds. Both male and female mockingbirds sing, although the males, especially males that are looking for a mate, sing most often. Unmated males may even sing at night. Male and female mockingbirds look alike. Both are gray on top and white underneath. Both have white patches on their wings and tails that can be seen when the bird is flying. Mockingbirds eat fruits and vegetables, but they also eat harmful insects. These birds are plentiful and are commonly found in a variety of habitats all over North America. The mockingbird is a popular bird that has been chosen as official state bird by Texas, Florida, and other states.

**Home Activity**  Your child read an encyclopedia entry about the Texas state bird and then paraphrased the information. Read another encyclopedia entry together and have your child tell about what you read in his or her own words.
Consonant Digraphs

Proofread Safety Tips Chad wrote some weather safety tips. Circle four spelling mistakes and one capitalization error. Write the words correctly.

- Don’t let bad weather catch you off guard.
  Listen to the forecast.
- Be ready to go to a basement if there is a tornado watch.
- Take shelter when you hear thunder. Don’t wait for a flash of lightning.
- Wear a cap, mittens, and other warm clothes in freezing weather.

1. ______________ 2. ______________
3. ______________ 4. ______________
5. ______________

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

6. fashsun fashion 6. ______________
7. pitcher picher 7. ______________
8. trophy trofy 8. ______________
9. english English 9. ______________
10. shrink shink 10. ______________
11. atlete athlete 11. ______________
12. alpabet alphabet 12. ______________

School + Home Home Activity Your child identified misspelled words with sh, th, ph, ch, and tch. Have your child underline and pronounce these letter combinations in the list words.

162 Spelling Consonant Digraphs
Plural Possessive 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.

City Birds

(1) There are good places for many cities birds to nest. (2) Some pigeons homes are on window ledges. (3) Robins’ nests can be found under highways. (4) Living in the city can also be dangerous for a bird. (5) Sometimes these birds get in people way. (6) Their babies lives can be full of danger. (7) Some animals destroy bird families homes.

1 What is the possessive form of the underlined noun in sentence 1?
   ○ cities
   ○ city’s
   ○ citys’
   ○ cities’

2 What is the possessive form of the underlined noun in sentence 2?
   ○ pigeons’
   ○ pigeon’s
   ○ pigeons
   ○ pigeons’s

3 What is the correct form of the underlined noun in sentence 5?
   ○ peoples
   ○ people’s
   ○ peoples’
   ○ peoples’s

4 What is the possessive form of the underlined noun in sentence 6?
   ○ babie’s
   ○ babys’
   ○ babies’
   ○ baby’s

5 What change, if any, should be made to sentence 7?
   ○ Change animals to animal’s
   ○ Change animals to animals’
   ○ Change families to families’
   ○ Change families to familie’s

Home Activity  Your child prepared for taking tests on plural possessive nouns. Name some kinds of animals. Have your child write sentences using the plural possessive form of each animal name, such as Zebras’ stripes are black and white.