

## Context Clues

- When you are reading and you see an unfamiliar word, use **context clues**, or words around the unfamiliar word, to figure out its meaning.
- **Context clues** include definitions, explanations, and synonyms (words with the same or nearly the same meaning as other words).

**Directions:** Read the article below.

Do you know what a lemming is? It is a kind of small rodent that lives in the Arctic—the region around the North Pole.

Lemmings eat grass and plants. Lemmings produce many offspring—having up to 10 babies at a time and producing up to 30 in a year. When there are too many lemmings, reindeer, caribou (large animals that look like reindeer), and other plant-eaters begin to go hungry. However, when there are lots of

lemmings, predators, or hunting animals, have plenty. The hunting animals eat the lemmings—and the lemming population goes down. When there are fewer lemmings, hunting animals have less to eat and have fewer babies—so the lemming population goes back up.

The ups and downs of the lemming population is called a *cycle*. A cycle is a process that repeats itself over and over again.

**Directions:** Complete the table. Find the unfamiliar words in the article. Figure out what they mean, using clues from the article. Write the missing meanings or words.

| Unfamiliar Words | What It Means               |
|------------------|-----------------------------|
| lemming          | 1.                          |
| Arctic           | 2.                          |
| caribou          | 3.                          |
| predators        | hunting animals             |
| offspring        | 4.                          |
| 5.               | process that repeats itself |



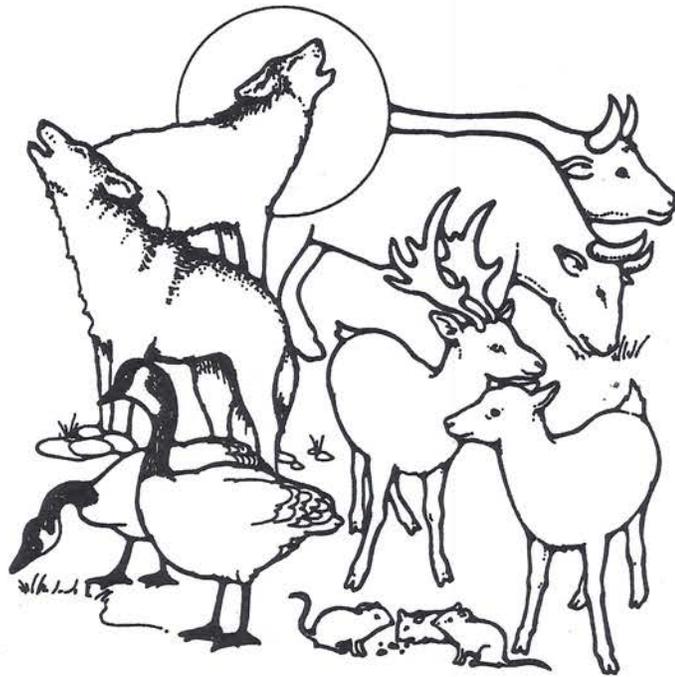
**Notes for Home:** Your child used context clues in a story to figure out the meanings of unfamiliar words. **Home Activity:** Find a difficult word on a label, a videotape box, or in a favorite book. Help your child use context clues to figure out what the word means.



# Grammar: Irregular Plural Nouns

**Directions:** Read each singular noun. Then circle the correct plural form for each one.

| Singular | Plural               |
|----------|----------------------|
| 1. deer  | deer / deers         |
| 2. wolf  | wolfs / wolves       |
| 3. foot  | feet / foots         |
| 4. tooth | tooths / teeth       |
| 5. woman | women / womans       |
| 6. ox    | oxes / oxen          |
| 7. mouse | mices / mice         |
| 8. goose | geese / geoses       |
| 9. child | childrens / children |
| 10. man  | mans / men           |



**Directions:** Use the plural form of the noun in ( ) to complete each sentence. Write the plural noun on the line to the left.

- \_\_\_\_\_ 11. The path through the woods was covered with \_\_\_\_\_ (leaf)
- \_\_\_\_\_ 12. One hiker put her \_\_\_\_\_ down on something hard. (foot)
- \_\_\_\_\_ 13. Bending down to look, she picked up some large \_\_\_\_\_ (tooth)
- \_\_\_\_\_ 14. Two other \_\_\_\_\_ suggested an explanation. (woman)
- \_\_\_\_\_ 15. They had heard \_\_\_\_\_ howling in the night. (wolf)



**Notes for Home:** Your child chose and wrote nouns that change form in the plural, such as *children*. **Home Activity:** Encourage your child to make up a short story with the irregular plural nouns that she or he circled and wrote above.

## Grammar: Possessive Nouns

A noun that shows who owns, or possesses, something is a **possessive noun**.

- Add an **apostrophe (')** and **-s** to a singular noun to make it a possessive noun.

the **bear's** claws      the **fish's** eggs

- Add just an **apostrophe (')** to a plural noun that ends in **-s** to make it a possessive noun.

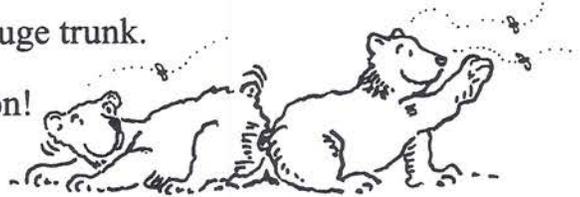
the two **girls'** mother      these **families'** homes

- Add an **apostrophe (')** and **-s** to a plural noun that does not end in **-s** to make it a possessive noun.

the **mice's** nest      the **men's** caps

**Directions:** Circle the possessive noun in ( ) to complete each sentence.

1. The (scientist's/scientists) work was hard, but she would not stop.
2. The (county's/counties) new road would go through the middle of the forest.
3. She had to find the four (bears/bears') den before the road was built.
4. Then she noticed a clue in a (tree's/trees') huge trunk.
5. She had discovered the (den's/dens') location!



**Directions:** Write the possessive form of the noun in ( ) to complete each sentence.

- \_\_\_\_\_ 6. The three (cubs) first days were cold and snowy.
- \_\_\_\_\_ 7. The (bears) mother was sleepy, but she took good care of her babies.
- \_\_\_\_\_ 8. In the spring, the (sun) rays made the cubs feel warm and frisky.
- \_\_\_\_\_ 9. Once they heard bees humming and found the (bees) hive.
- \_\_\_\_\_ 10. The (honey) flavor was delicious!



**Notes for Home:** Your child formed possessive nouns to show ownership, such as *the tree's leaves*. **Home Activity:** Ask your child to describe some favorite possessions. Then help your child make labels that use the possessive form, such as *Rosa's hat*.

**Grammar: Possessive Nouns**

**Directions:** Circle the possessive noun in ( ) to complete each sentence.

1. Many (visitors/visitors') love of animals grows at Yosemite National Park.
2. A (park's/parks) wildlife includes bears, badgers, otters, and moose.
3. A (badgers/badger's) way of doing things is stubborn and fearless.
4. An (otters'/otter's) playfulness is wonderful to watch!
5. Don't you admire the (moose/moose's) huge antlers?

**Directions:** Write the possessive form of the noun in ( ) to complete each sentence. Then, circle **S** if the possessive noun is singular. Circle **P** if the possessive noun is plural.

S P

\_\_\_\_\_ 6. The two (hikers) trip to the forest had seemed dull.

S P

\_\_\_\_\_ 7. True, they had found three (birds) nests.

S P

\_\_\_\_\_ 8. Malcolm had even discovered some (rabbits) tracks.

S P

\_\_\_\_\_ 9. For most of the day though, the (forest) sights were fairly ordinary.

S P

\_\_\_\_\_ 10. Then Keisha saw a (grizzly) paw prints in the mud by a creek!

**Write a Fantasy**

Write a fantasy story about an animal family with human qualities. Use at least five possessive nouns in order to tell about the family members.



**Notes for Home:** Your child identified and wrote possessive nouns—nouns that show ownership, such as *the bear's claws*. **Home Activity:** Invite your child to make a list of favorite things or qualities that belong to friends and family (*my grandparents' house, Aunt Joyce's smile*).

**Grammar: Possessive Nouns****RETEACHING**

Study the chart. Then complete the rules for making the possessive forms of singular and plural nouns.

**Singular Noun**

parent / lady  
man / deer

**Singular Possessive Noun**

parent's / lady's  
man's / deer's

**Plural Noun**

parents / ladies  
men / deer

**Plural Possessive Noun**

parents' / ladies'  
men's / deer's

1. If the noun is singular, add \_\_\_\_\_ .
2. If the plural noun ends in **-s**, add \_\_\_\_\_ .
3. If the plural noun does not end in **-s**, add \_\_\_\_\_ .

Singular and plural nouns can show ownership. To make the possessive form of a singular noun, add an **apostrophe (')** and **-s**. To make the possessive form of a plural noun that ends in **-s**, add an **apostrophe (')**. To make the possessive form of a plural noun that does not end in **-s**, add an **apostrophe (')** and **-s**.

**Directions:** Add an apostrophe or an apostrophe and **-s** to each noun.

- |                              |                              |
|------------------------------|------------------------------|
| 1. (plural) sheep _____ wool | 7. dog _____ barks           |
| 2. mouse _____ holes         | 8. (plural) elk _____ horns  |
| 3. cat _____ meows           | 9. (plural) deer _____ coats |
| 4. foxes _____ dens          | 10. birds _____ nests        |
| 5. trucks _____ wheels       | 11. roads _____ signs        |
| 6. driver _____ maps         | 12. whistles _____ blasts    |



**Notes for Home:** Your child identified and wrote singular and plural possessive nouns. **Home Activity:** Have your child write a story about animals and their qualities. (For example: *Once there was a giraffe with a long neck.*) Remind your child to use possessive nouns.

Name \_\_\_\_\_

## Grammar: Possessive Nouns

**Directions:** Use the possessive form of each noun to fill in the blanks.

children trees birds gardener flowers park goose

1. The \_\_\_\_\_ gates were opened for the children.
2. The children liked the \_\_\_\_\_ bright colors.
3. The \_\_\_\_\_ leaves were beginning to turn.
4. Fall flowers were the \_\_\_\_\_ favorites.
5. The \_\_\_\_\_ nests were filled with eggs.
6. The \_\_\_\_\_ trip to the park was fun.
7. The \_\_\_\_\_ honking made them laugh.

**Directions:** Underline the correct form of the noun in parentheses.

8. Our (gardens/garden's ) flowers are beautiful.
9. Few flowers can survive most (deserts/deserts' ) hot temperatures.
10. People admire open (prairies/prairies' ) bright flowers.
11. A (ponds/pond's ) flowers have roots in the mud bottom.
12. The (flowers/flowers' ) heads are lifted to the sun.
13. (Sunflowers/Sunflowers' ) grow very tall.
14. (Gardeners/Gardeners' ) flowers are carefully tended.

### Write a Song

On a separate sheet of paper, write a song about a garden. Write possessive forms of nouns in your song.



**Notes for Home:** Your child wrote and identified singular and plural possessive nouns in sentences. **Home Activity:** Have your child use his or her song about a garden to explain to you how to make the possessive forms of singular and plural nouns.

Name \_\_\_\_\_

## Phonics: r-Controlled Vowels

**Directions:** Many vowels have a different sound when they are followed by the letter **r**. Listen to the difference in **cat** and **cart**. Read each sentence below. Each sentence has a word with a vowel followed by the letter **r**. Write the word on the line. Underline the **r-controlled vowel** you hear and see in the word.

- \_\_\_\_\_ 1. Many animals in the wild have sharp claws.
- \_\_\_\_\_ 2. An animal's fur protects it from the cold.
- \_\_\_\_\_ 3. Many wild animals today have to fight against human progress to survive.
- \_\_\_\_\_ 4. It is sometimes not wise to live too near wild animals.
- \_\_\_\_\_ 5. The birth of a wild animal in captivity is often a great accomplishment.
- \_\_\_\_\_ 6. One should be cautious around wild animals who seem curious about people.
- \_\_\_\_\_ 7. Some animals come out at night, protected by the dark.
- \_\_\_\_\_ 8. The deer come out at night to eat the leaves off low-hanging trees.
- \_\_\_\_\_ 9. I could sit and watch these animals for hours.

**Directions:** Read the words in the box. Some words have the same vowel sound as **for**. Other words have the same vowel sound as **word**. Write each word in the correct column.

- | <b>for</b> | <b>word</b> |
|------------|-------------|
| 10. _____  | 13. _____   |
| 11. _____  | 14. _____   |
| 12. _____  | 15. _____   |

|          |
|----------|
| north    |
| armor    |
| shore    |
| born     |
| predator |
| monitor  |



**Notes for Home:** Your child listened for words where the letter **r** changes the sound of the vowel that precedes it, such as *start*, *morning*, *shirt*, and *curious*. **Home Activity:** Read a book about animals with your child. Have your child look for words with these sounds.