

Name _____

Pick a word from the box to match each clue.
Write the word on the line.

ankle bubble table puzzle title turtle

1. blow a _____

2. knee, _____, foot

3. a piece of a _____

4. slow as a _____

5. sit at a _____

6. the _____ of the story

Read the story.



Dave and Ann went to the pond to see the ducks paddle. They rode blue bikes, and Ann's bike had purple handles. They steered their bikes around a puddle in the middle of the bike path. They rode well and did not tumble off their bikes. There were ripples and bubbles in the pond. A turtle swam in the middle of the pond. Ann and Dave sat down at a picnic table. They drank the bottles of milk Ann had in her backpack. Then it was time to ride home.

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Home Activity Your child reviewed words that end in *-le* and have more than one syllable, such as *title*. Have your child write a story title and short story with words that end in *le*. Encourage your child to use as many words that end in *le* as possible. The story can be silly and fun.

Name _____

Final Syllable -le

Spelling Words					
ankle	title	apple	cable	purple	able
bugle	bundle	bubble	giggle	sparkle	tickle

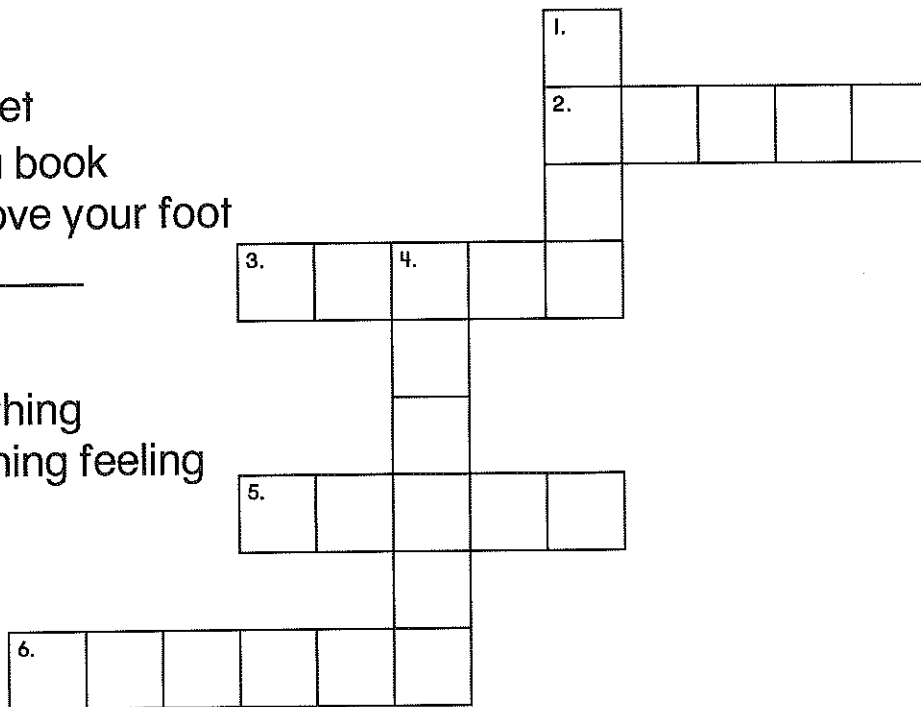
Read the clues. Write the list words in the puzzle.

Across

- 2. a small trumpet
- 3. the name of a book
- 5. body part above your foot
- 6. soap _____

Down

- 1. can do something
- 4. tingling or itching feeling



Write the words in the box in ABC order.

<p>7. _____</p> <p>_____</p> <p>_____</p> <p>8. _____</p> <p>_____</p> <p>_____</p> <p>9. _____</p> <p>_____</p> <p>_____</p> <p>10. _____</p> <p>_____</p> <p>_____</p> <p>11. _____</p> <p>_____</p> <p>_____</p> <p>12. _____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	--

sparkle

cable

bundle

giggle

purple

apple

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Home Activity Your child has been learning to spell words that end with *-le*. Pick a list word. Have your child spell the word and use it in a sentence.

Name _____

Read the story. Pick a word from the box to complete each sentence. Write the word on the line.

clearing perfect traveled splashing
pond crashed spilling

Kim _____ to camp on a bus. The road wound

through the woods and stopped in a _____.

The camp was near a _____ with ducks resting beside it. When Kim came close, the ducks jumped into the

pond, _____ water on Kim. It was warm, and Kim poured a cold cup of water to drink. Just then, a deer

_____ through the brush into the clearing. Kim

jumped, _____ her water on the grass. The deer

came up close to Kim. What a _____ end to the day!

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Home Activity Your child reviewed vocabulary learned earlier in this unit. Tell your child to pretend that he or she is at a camp. Have your child write a short description of what happened using as many of the vocabulary words as possible.

Name _____

Read the fable. Answer the questions.

Greedy Groundhog

The forest animals were very quiet. All the animals were resting in the shade of an old barn. The summer sun was hot like a fire even though it was early in the morning. For a long time, there had been no rain. The soil was dried and cracked. Plants had died because they couldn't grow without water.

The animals that ate plants were very hungry. Those who nibbled on trees were hungry, too. They had eaten the last of the leaves, twigs, and bark.

Then one of the deer, Miss White Tail, stood up in her graceful way. "Wake up, my dear friends," she said. "We can't wait for the rain to come. We shall have to leave this place and look for food in another place."

"Good idea," Mr. Porcupine replied.

"My family is ready!" Mrs. Long Ears exclaimed.

All the animals agreed it was a good plan. So when all were gathered together, they hopped, bounced, and trotted after Miss White Tail. Soon they came to a magnificent garden! They couldn't believe their eyes. Big, bright vegetables and tall, green grass filled the garden. There were even trees in the garden with crisp leaves and bushes with juicy berries.

But the garden had a metal fence all around it. And sitting at the gate of the garden was a big, fat groundhog. "Go away!" he shouted. "I found the garden, and this is my food." He growled and scared the animals. They all ran away as fast as they could.



Home Activity Your child used text to draw conclusions and make inferences about a fable. Read aloud a portion of a story your child has not read. Work with your child to draw conclusions and make inferences about a character or event. Pause often to ask *why*, *what*, and *how* questions.

Name _____

When the animals were safely away from the groundhog, Miss White Tail said, "Let's go back tomorrow. I have an idea."

Early the next morning, Miss White Tail went to the garden, carrying several large bags. "Run, Groundhog!" she yelled. "A fierce rainstorm is coming. I'm going to cover the animals with these bags to keep them from being soaked to death."

"Give me a bag!" the groundhog demanded.

"Well, OK," she said calmly. "If you really want one, let me help you put it on." Miss White Tail carefully put the bag over the groundhog. Then she quickly tied a rope around and around the groundhog's body so he couldn't move.

All the animals came running to help tie the groundhog to the fence. After that, Miss White Tail opened the garden gate, and all the hungry animals ate a delicious meal. **Moral: It is not right to be selfish.**

1. Why were the animals quiet?

2. Why do you think the animals decided not to wait for rain?

3. How was Miss White Tail able to get into the garden?

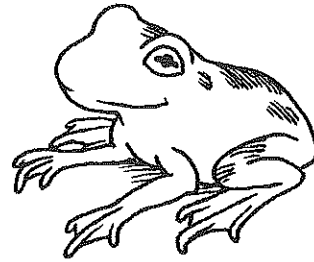
4. What words do you think describe Miss White Tail?

Name _____

Adjectives and Our Senses

Find an adjective in each sentence that tells how something looks, sounds, tastes, feels, or smells. Underline the adjectives.

- 1. Frog liked the cool pond.
- 2. Frog made a big breakfast.
- 3. Frog took a short nap.



Choose the adjective in () that makes sense in the sentence.
Write the sentence.

- 4. Otters sat in the (warm, loud) pond.

- 5. Frog saw (hot, tiny) bugs.

- 6. Frog liked (red, nice) changes.

Name _____

Day 1 Unit 4 Week 1

A Froggy Fable

Copy the words. Make sure you form your letters correctly.

he he he he he he

heel heel heel heel

Day 2 Unit 4 Week 2

Life Cycle of a Pumpkin

Copy the words. Make sure you space the letters the same way.

hill it tell the

hull hut till let



Home Activity Your child practiced writing letters *l, h, k, t, i, u, e, j, p, a, d, c, n, m,* and *x*. Have your child practice writing the following words, focusing on letter formation and spacing: *pad, that, text, men, like, jam, come, cup.*

Name _____

Day 3 Unit 4 Week 3

Soil

Copy the words. Make sure you form your letters correctly.

kite pet jet put

kit help jute pile

Day 4 Unit 4 Week 4

The Night the Moon Fell

Copy the phrases. Make sure you space your words correctly.

cute cat

tame pet

_____	_____
-----	-----
_____	_____

Day 5 Unit 4 Week 5

The First Tortilla

Copy the phrases. Make sure your letters are the same size.

pink jam





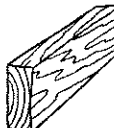

like to hike

_____	_____
-----	-----
_____	_____

Name _____

Pick a word from the box to match each picture.
Write the word on the line.

pudding bush herd hood hook push wood

<p>1. </p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>2. </p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>3. </p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>4. </p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>5. </p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>6. </p> <p>_____</p> <p>_____</p> <p>_____</p>

Read the story.

Woody and Carla went to the brook. It was chilly, so they wore jackets with hoods. Woody had a booklet about what to look for in brooks. He had a hook to pull things out of the brook. Woody took a look under a bush. A turtle was hiding under it. It needed to be in the brook, so Carla gave it a little push with her foot. It scrambled away and into the brook. Then it was time for a snack. Carla was a good cook, and she had made some pudding and cookies. They were really good. Woody and Carla had a good time on the way home.

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Home Activity Your child reviewed words that have the vowel sound in *book*, spelled *oo* and *u* as in *pull*. Say a word from the box on the page above. Ask your child to use the word in a sentence. Repeat the word and have your child write it. Continue the activity with other words from the box.

Name _____

Vowel Patterns oo, u

Spelling Words					
put	cook	stood	full	wood	July
shook	push	pull	brook	book	hood

Read the story. Write the missing list words. _____

I go to summer camp every year in 1. _____ . This year, I will
 learn how to use 2. _____ to make a fire. A 3. _____
 flows near the camp. I will read a 4. _____ and learn how to
 5. _____ a fish. My backpack is 6. _____ of things
 I 7. _____ in it.

Read the clues. Write the list words.

8. can be found on your jacket or on a car

9. can mean shivered

10. rhymes with wood but starts like step

11.-12. are opposites _____

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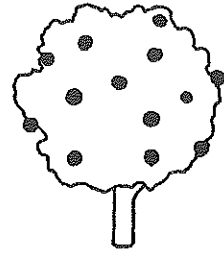


Home Activity Your child has been learning to spell words with the vowel sound in *book*, spelled *oo* and *u*. Write the words *look*, *took*, *cookie*, *put*, and *push*. Read them to your child. Have your child sort the words by spelling pattern.

Name _____

Write a word from the box to finish each sentence.

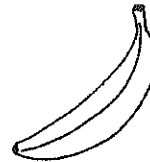
bumpy fruit harvest
root smooth soil vine



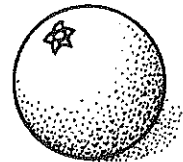
1. Apples and grapes are two kinds of _____.

2. Apples grow in trees, but grapes grow on a _____.

3. A banana peel feels _____.



4. An orange peel feels _____.



5. Farmers need good _____ for plants.

6. Farmers _____ fruits when they are ripe.

7. The part of the plant that grows under the ground is the _____.



Name _____

Read the story. Follow the directions and answer the questions.

A Class Mural

My class was learning about cities. Our teacher, Mr. Mendez, asked if we thought we could make a mural to show what city life was like. We told him we could make a great mural. Mr. Mendez said we could hang the mural in the hall when it was finished. Our mural would let other children in the school see what a city looks like.

Mr. Mendez put us in groups and gave each group one part of the mural to work on. He had put up a long sheet of mural paper on one wall. We were to use pencils, crayons, drawing paper, scissors, and paste.

The class decided to show a city street. The first thing we did was make a plan for the mural. We made a list of things to include. Our city street would be a busy place with a lot of people and traffic. There would be cars, taxis, trucks, and buses on the street. There would be people walking on the sidewalk and going into different kinds of buildings.

Next, each group went to the mural paper and used pencils to draw the buildings along the street. My classmates and I drew many kinds of buildings. The buildings included tall office buildings, big stores, and small shops. We drew a bank, a movie theater, and a museum. Then we colored the buildings with crayons.

After that, we drew people on sheets of colored paper. Some of us drew adults, and others drew children. We drew tall people and



Home Activity Your child identified the sequence of events in a story. Ask your child to tell you about an art or science project he or she did in school. Encourage your child to use order words such as *first*, *next*, *then*, and *last* to show the sequence of events.

Name _____

short people. We drew people dressed for shopping and people dressed for work. I drew a worker who was fixing part of the sidewalk.

Finally, everyone cut out his or her drawings. And last of all, each group pasted people on the city street. Our mural was finished! We thought it was a great mural. Mr. Mendez said it was wonderful.

The next day, Mr. Mendez hung the mural in the hall by our classroom. Our friends in other classes stopped to look at it. They said it was awesome.

1. **Circle** the words in the story that give clues to the order in which things happened.

2. What happened after the class made a plan for the mural?

3. What happened before the children drew people for the mural?

4. What did the children do after they drew people for the mural?

5. What happened after the mural was finished?

Name _____

Adjectives for Number, Size, and Shape

Write an adjective to complete each sentence. Use a word in ().

1. I planted _____ seeds. (oval, slowly)

2. _____ vines grew on the wall. (Who, Tall)

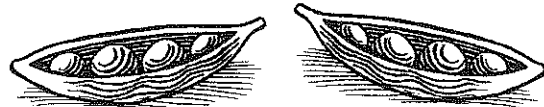
3. I counted _____ vines! (pulled, sixty)

Underline adjectives that describe the number, size, or shape of something. Write the adjectives in the chart.

4. I picked short pods.



5. I snapped open twenty pods.



6. I found round peas inside.

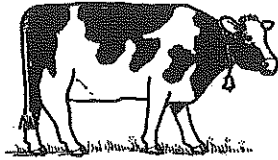
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Describe Number	Describe Size	Describe Shape

Name _____

Say the name of the picture. Circle the word that has the same vowel sound as the name of the picture.

1.



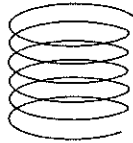
top toy tower

2.



soybean sow soap

3.



goal boil allow

4.



cloudy royal joggle

Read the story.

Cho went to visit Kengo Brown on his farm. The Browns had a lot of cows. Cho and Kengo walked around the cows to the soybean patch. The tractor was making a loud noise. The plants had flowers but no beans. Kengo put his finger in the ground to see if the soil was moist. It was dry. He pointed at the clouds and said, "If it rains, I will not need to sprinkle the soybeans." Now it was time to broil some beef on the outside grill. Kengo's dad was boiling beans inside. "Chow time!" said Kengo's mom. They sat down to eat.



Home Activity Your child reviewed words that have the vowel sounds in *gown*, *house*, *joy*, and *soil*. Ask your child to draw pictures representing words with these sounds. Help your child write words to label each picture. Have your child use each word in a sentence.

Name _____

Diphthongs *ou, ow, oi, oy*

Spelling Words					
around	out	gown	sound	flower	howl
toy	noise	royal	moist	coil	cow

There are stars where the letters that make the vowel sounds should be. Write the list word with the correct letters.

- | | | | |
|--------------|-------|-------------|-------|
| 1. ar ★ ★ nd | _____ | 2. m ★ ★ st | _____ |
| | ----- | | ----- |
| | _____ | | _____ |
| 3. r ★ ★ al | _____ | 4. s ★ ★ nd | _____ |
| | ----- | | ----- |
| | _____ | | _____ |
| 5. n ★ ★ se | _____ | | |

Write the missing list words.

There once was a queen with a golden crown,
 who dressed every day in a long blue _____ (6) _____

One day she decided she wanted a _____ (7) _____,
 so she planted a seed and waited an hour.

After that time she started to pout,
 It had been 60 minutes and nothing came _____ (8) _____.

She stamped and cried and let out a _____ (9) _____.

“Where is my flower?” she asked with a scowl.

“Just wait!” said the king. “I’m sure it will come.”

“It just needs some rain and perhaps some more sun.”

Twenty days later a small sprout did _____ (10) _____
 Up from out of the dark and rich soil.

- | | |
|-----|-------|
| 6. | _____ |
| | ----- |
| | _____ |
| 7. | _____ |
| | ----- |
| | _____ |
| 8. | _____ |
| | ----- |
| | _____ |
| 9. | _____ |
| | ----- |
| | _____ |
| 10. | _____ |

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Home Activity Your child has been learning to spell words with the vowel sounds in *gown* and *toy*. Give clues about a list word. Ask your child to name and spell the word.

Name _____

Pick a word from the box to match each clue.

Write the letters of the word in the puzzle.

grains materials particles
seep substances texture

1. _____ of sand	1.	○						
2. rough or smooth	2.	○						
3. flow into cracks	3.	○						
4. what things are made from	4.	○						
5. small bits	5.						○	
6. what nutrients are	6.						○	

Put the circled letters in order to write a word.
HINT: The first letter is shown.

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Home Activity Your child reviewed vocabulary words learned this week. Choose library books about soil. Encourage your child to look for these vocabulary words when reading about soil.

Name _____

Read the article.

Answer the questions.

What Is Air?

You can't see it or smell it, but you can't live without it. What is it? It's air. Most people don't think about air. What we call air is really a mix of gases. It is mostly nitrogen, but there is oxygen as well. There are very small amounts of other gases. There is also some water vapor.

Air doesn't always stay just the same. Humans breathe in air and use the oxygen in it to help run our bodies. Then we breathe out carbon dioxide. Plants use carbon dioxide and give out oxygen. The amount of water vapor changes from place to place. It also changes with the temperature.

All the air on Earth is called Earth's atmosphere. There is no definite line between our atmosphere and outer space. At about 100 kilometers (62 miles) the atmosphere becomes thinner and fades into space.

Although you can't see air itself, sometimes you can see substances that hang in the air. When the air looks like a white haze, we call it fog. Many people are afraid of fog. Fog is made up of tiny drops of water, and it can be hard to see through. Fog is like a cloud that is close to the ground.



Home Activity Your child identified facts and opinions in an article. Have your child tell his or her opinion of this article.

Name _____

When the air looks like a brownish yellow haze, we call it smog. Smog is made up of tiny grains of dust and particles of liquid in the air. It can be caused by air pollution from cars, factories, forest fires, volcanoes, and so on. Then it almost feels as if the air has a texture. Smog can be dangerous to human health. How? People can die from breathing the kinds of material that hang in the air. Smog also damages the leaves of plants.

1. Look at the first paragraph. Write one fact about air.

2. Write one fact about fog.

3. Write one fact about smog.

4. Underline one opinion stated in the article.

Name _____

Comparative and Superlative Adjectives

Underline the word in () that completes each sentence.

1. The (larger, largest) particles in soil are minerals.

2. Sand feels (rougher, roughest) than clay.



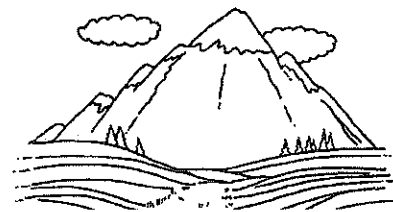
3. Clay particles are the (smaller, smallest) of all particles in soil.

Add -er or -est to the word in () to complete each sentence.

Write the word.

4. Water moves slowly through the _____ air spaces. (small)

5. A steep mountain is _____ than a hill. (high)



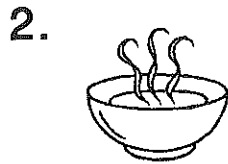
6. Clay feels _____ than sand. (smooth)

Name _____

Pick a word from the box to match each picture.
Write the word on the line.

boyhood picnic label music
tiger insect signal oatmeal

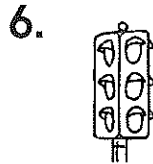


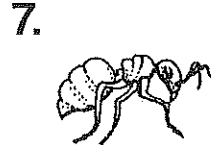














Read the story.

Music is Nancy's best subject. Lupe sits next to her in class. Nancy did Lupe a favor. She lent her a pencil and paper to write down the words to her solo. Lupe was in a contest and wanted to practice at home. Nancy slept over at her house to help her. In the morning they had donuts, cider, and bacon. Then they went to the school for the contest. Lupe won the contest with her solo.

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Home Activity Your child used syllable patterns to write and identify words. Point to some two-syllable words in a favorite book. Help your child identify the first vowel sound, pronounce each syllable, and read the word. Have your child use each word in a sentence.

Name _____

Syllable Patterns

Spelling Words

downstairs	football	cowboy	houseboat	railroad	rainbow
boyhood	oatmeal	soybean	roadway	outplay	daydream

Draw a line to connect two words that make a compound word.
Write the compound word.

1. day

way

1. _____

2. out

ball

2. _____

3. road

bean

3. _____

4. soy

dream

4. _____

5. foot

stairs

5. _____

6. down

bow

6. _____

7. rain

play

7. _____

Divide the compound word into two shorter words.

8. oatmeal

+

9. cowboy

+

10. railroad

+

11. houseboat

+



Home Activity Your child has been learning to spell compound words. Together, look for compound words in a favorite book. Ask your child to say each compound word. Then ask him or her to name the two words that make up each compound word.

Name _____

Write a word from the box to complete each sentence.

balance canyons coral rattle
slivers sway whisper

1. After school, my friend and I looked at the pretty

_____ in the tide pools.

2. We had to _____ to keep from scaring the birds away.

3. The sand had washed down from some deep

_____.

4. We watched the sea plants _____ in the moving water.

5. I shook my can of nuts and heard them _____ inside.

6. The nuts were cut into small _____.

7. My friend showed me how to _____ the can of nuts on my head.

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Home Activity Your child reviewed vocabulary learned earlier in this unit. Take turns making up a riddle about a vocabulary word and guessing the word.

Name _____

Read the text. Follow the directions and answer the questions.

The Monster in the Maze

An Ancient Greek Myth

There once was a king who was mean to the people he ruled. All the people in the kingdom were afraid of the king. And they were afraid of something else, too. The king had a terrible monster. The people thought they had to obey the king, or he would send the monster after them.

The monster was VERY SCARY! It had a huge head with horns like a bull and a strong body like a man's body. This creature was called a minotaur, and the king kept it trapped in the middle of a maze.

One day, a Greek hero named Theseus came to help the people of this kingdom. He declared he would go into the maze and fight the minotaur. The king's daughter, a kind young maiden, heard this news. She called Theseus to meet with her. When Theseus came, she gave him a ball of string.

"You will get lost in the maze," she said. "Take this ball of string and unwind it behind you. Then you can follow the string to find your way out."

Theseus thanked the king's daughter and accepted the ball of string. Then brave Theseus headed for the maze. He entered the maze, unafraid of what might happen. He was determined to set the people free from the mean king.

Inside the maze, Theseus walked up one path and down another. But no path led him to the minotaur. Each path he took



Home Activity Your child identified the plot and theme--the big idea--of a story. Read a short fiction story with your child. Discuss the theme of the story and the events that happened.

Name _____

ended at a wall. Theseus twisted his way through the maze for a long time, unwinding the ball of string behind him as he went.

Suddenly, Theseus heard stomping and a tremendous roar. He had found his way to the middle of the maze. And now he was face-to-face with the frightening minotaur!

1. Underline the sentence that tells the big idea of the story.

A king can be mean to people.

A hero helps people in trouble.

Monsters are scary creatures.

2. How did the king make sure the people would obey him?

3. What happened when Theseus went to see the king's daughter?

4. Why did it take a long time for Theseus to find the minotaur?

5. What do you think happened at the end of the story?

Name _____

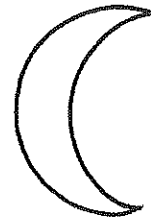
Adverbs That Tell When and Where

Complete each sentence. Write an adverb in () that tells when or where.

1. _____ I will look for the moon. (Closely, Tonight)
2. The moon shone _____ else. (everywhere, softly)
3. The stars will _____ twinkle. (forward, soon)

Circle adverbs that tell when or where.
Write the adverbs in the chart.

4. The moon fell yesterday.
5. It landed here in the sea.
6. Later, it got back in the sky.



Adverbs That Tell When	Adverbs That Tell Where

Name _____

Say the word for each picture.

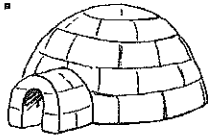
Write oo, ue, ew, or ui to finish each word.

1.



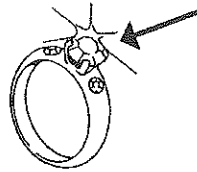
sp _____ n

2.



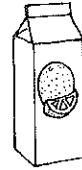
igl _____

3.



j _____ el

4.



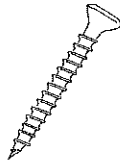
j _____ ce

5.



fr _____ t

6.



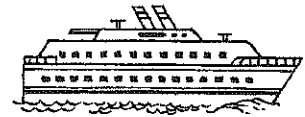
scr _____

7.



m _____ n

8.



cr _____ se

Read the story.

Sue got a new blue swimsuit. Trudy got a new swimsuit too. Trudy had a pool at her house. Sue went over to swim after school. The newspaper said it was a hot day, but that was untrue. It was quite cool. The jewel on the strap of Trudy's sandal came unglued. Her dad fixed it. After swimming, the girls drank fruit juice and ate oatmeal with a spoon. Then it was time for Sue to go home. Trudy asked her to visit again soon.



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Home Activity Your child reviewed words that have the same vowel sound as in *moon*, spelled oo as in *moon*, ue as in *glue*, ui as in *fruit*, and ew as in *screw*. Help your child write sentences using these words: *blue*, *food*, *bruise*, and *drew*.

Name _____

Vowel Digraphs oo, ue, ew, ui

Spelling Words					
too	new	fruit	blue	true	fool
suit	spoon	clue	juice	drew	flew

Cross out the word in each set that does not have the vowel sound in *moon*.

- | | | |
|---------|---------|---------|
| 1. suit | 2. clue | 3. drew |
| duck | blue | test |
| juice | plug | flew |
| 4. too | 5. frog | 6. new |
| spoon | fruit | bust |
| blown | fool | true |

Write the missing letters to make a list word.

- | | | | | | |
|---------------------------|-----|-----|---|-----|-----|
| 7. something you eat with | ___ | ___ | o | o | ___ |
| 8. trick | ___ | o | o | ___ | ___ |
| 9. a color | ___ | ___ | u | e | ___ |
| 10. also | ___ | o | o | ___ | ___ |
| 11. not old | ___ | e | w | ___ | ___ |
| 12. something to drink | ___ | u | i | ___ | ___ |



Home Activity Your child has been learning to spell words with the vowel sound in *moon* spelled oo, ue, ew, and ui. Write or say more sets of three words like the words in items 1–6. Have your child identify the word that does not have the vowel sound in *moon*.

Name _____

Pick a word from the box to answer each riddle.
Write the word on the line.

1. You get this when you win.

2. You do this before you
get up in the morning.

3. This is very tall and
may have snow on top.

4. This has many colors and
you see it after it rains.

5. This blows hot gas and
ashes out its top.

6. These are very high and
you do not want to fall
off of them.

7. You do this when you are
hurt or unhappy.

awaken
volcano
mountain
cliffs
suffer
rainbow
prize

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Home Activity Your child reviewed vocabulary learned earlier in this unit. Encourage your child to use many of the vocabulary words in his or her own story.

Name _____

Read the legend. Follow the directions and answer the questions.

A Tale of Tails

A Native American Legend

Opossum had always thought Raccoon had a very fine tail. Although she had a furry tail like Raccoon's tail, she admired the beautiful black rings around Raccoon's tail. Opossum wanted a tail just like it.

One night, when Opossum was searching for food, she spied Raccoon by a brook, having a meal of nuts, fruit, and plants. Although she was usually a shy animal, Opossum went right up to Raccoon.

"Hello, Raccoon," she said. "Nice night, isn't it?"

"Yes, it is," Raccoon replied. "I'm having good luck finding delicious things to eat."

Opossum went on to say, "I think you have a magnificent tail, Raccoon. How did you get such lovely black rings around it?"

Raccoon smiled and answered, "Well, I'd be happy to tell you, Opossum. I went looking for some long, narrow strips of bark. After I found ones that were just the right size, I wrapped them around my tail."

"Now I know!" Opossum exclaimed. "The bark left black marks in rings around your tail, didn't it?"

"You didn't let me finish," Raccoon said. "The next thing I did was make a fire. Then I stuck my tail right into that fire. Soon all the fur between the strips of bark burned and turned black. I peeled off the bark and the black fur had become black rings."



Home Activity Your child read a story and identified the plot and theme of the story. Read a short fiction story with your child. After reading, have your child tell you what happened at the beginning, in the middle, and at the end of the story.

Name _____

“That’s what I’ll do, too.” Opossum thought to herself.

Opossum thanked Raccoon for the information and scurried off to gather some long, narrow strips of bark. Opossum carried the bark home and then carefully wrapped the strips around her furry tail.

Opossum made a fire and then stuck her tail into the flames. But she had made the fire too hot! The fire burned every inch of fur off her tail! For days and days, she waited and waited and waited for the fur to grow back. The fur never grew back.

1. **Underline** the sentence that tells the theme of the story.

Why the opossum has a tail without fur.

Why the raccoon has a furry tail.

How fire can hurt animals.

2. **Write** the sentence from the story that gives a clue to the story’s theme.

3. What does Opossum do at the beginning of the story?

4. What happens after Opossum and Raccoon talk to each other?

5. What event takes place at the end of the story?

Name _____

Adverbs That Tell How

Choose the adverb in () that completes each sentence.

Write the sentence.

1. Rain pinged _____. (plainly, loudly)

2. Jade _____ ran inside. (gladly, sweetly)

3. She grumbled _____ about rain. (oddly, crossly)

Write the adverb from the box that completes each sentence.

brightly softly suddenly

4. The gentle wind blew _____ .

5. Then, _____, the wind raged.

6. Lightning flashed _____ .

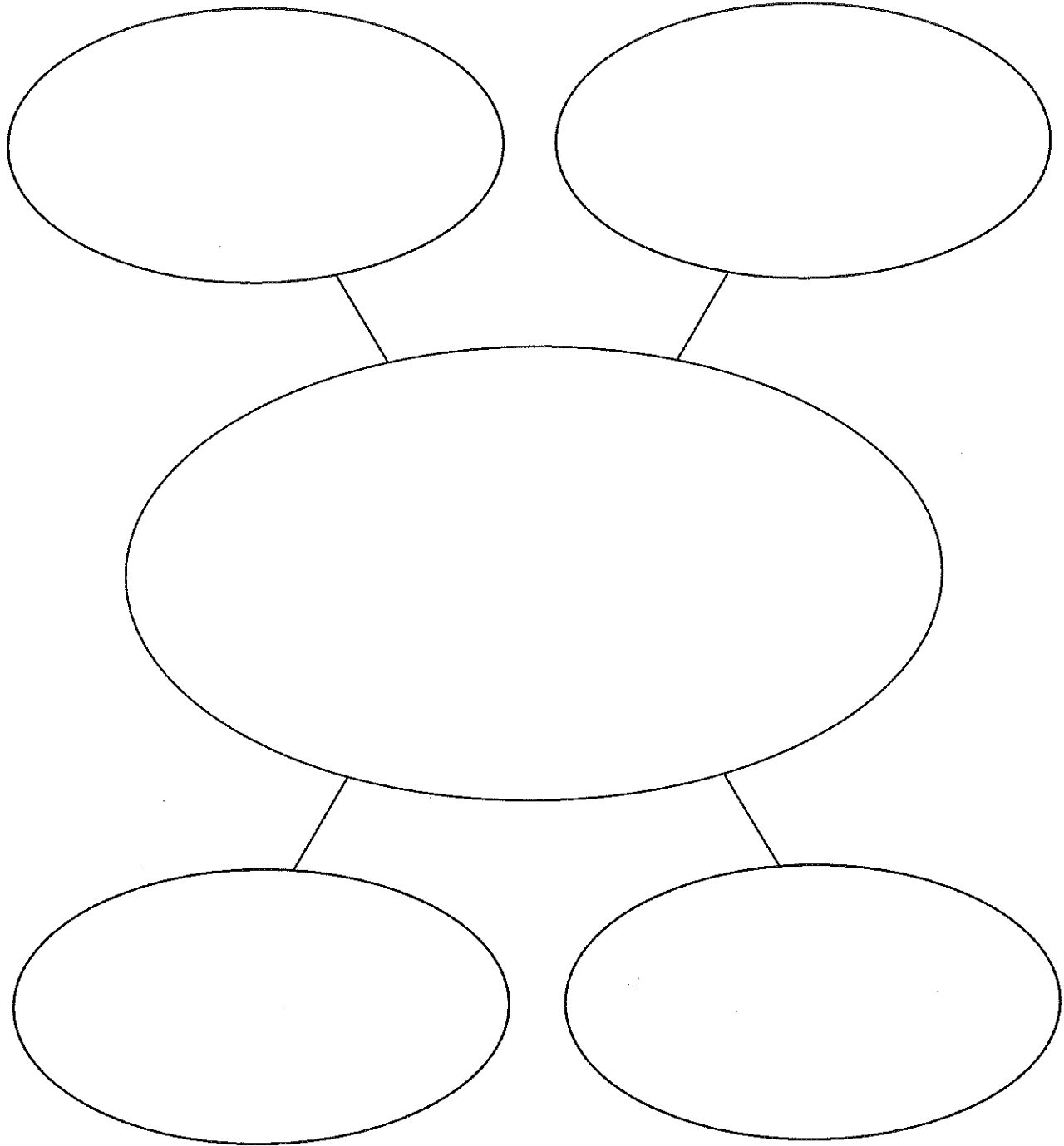


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Name _____

Details Web

Fill out this details web to help you organize your ideas.



Name _____

Use Strong Adjectives

Look at the adjectives in dark type.

Which sentence in each pair has a stronger adjective?

Underline the sentence.

1. We looked at the **colorful** garden.

We looked at the **pretty** garden.

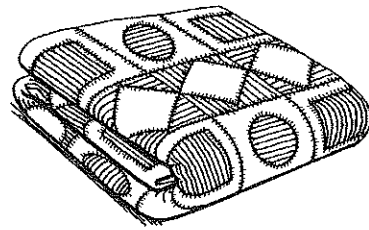
2. She ate a **good** apple.

She ate a **crisp** apple.



3. My grandmother made me a **nice** quilt.

My grandmother made me a **blue and white** quilt.

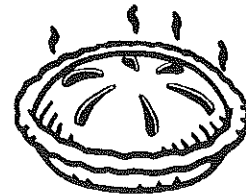


4. The thunder made a **booming** sound.

The thunder made a **loud** sound.

5. The pumpkin pie smelled **good**.

The pumpkin pie smelled **spicy**.



Name _____

Deleting Words, Phrases, or Sentences

When you revise, delete words, phrases, and sentences that are not needed or do not tell about your topic.

Follow the directions.

1. Read the sentence. Draw a line through the words that are not needed.

Seeds were planted in the school's very own real garden.

2. Read the sentence. Draw a line through a phrase that is not about the topic.

The seeds needed bright sunlight, warm soil, fresh bread, and water.

3. Read the sentence. Draw a line through the words that make the sentence too wordy.

The seeds sprouted, and the little plants began to grow and grow.

4. Read the sentences. Draw a line through the sentence that does not belong.

Soon tiny green leaves appeared. They grew bigger. Trees have leaves.

5. Read the sentences. Draw a line through the sentence that is too wordy.

The garden was finally complete when many beautiful white flowers began to bloom all over the plants.

Finally, beautiful white flowers bloomed.

Name _____

Editing 3

Proofreading Marks	
Delete (Take out)	~
Add	^
Spelling	▭
Uppercase letter	≡
Lowercase letter	/

This is part of a description. **Edit** the paragraph. **Look** for errors in grammar, punctuation, capitalization, and spelling. **Use** proofreading marks to show the corrections.

Spring begins dering the last chills of Winter. At first the trees are still bair and the air is still cool. But soon the sun shine more warmly and rain showers made the grass turn green. The trees start to burst out in buds colorful tulips and daffodil shoot out of the dirt toward the sun. Birds sung happy songs of spring and hurry to bild their nests. Wait! Did you here that sound. It was the crack of a baseball bat. Now you know spring is hear.

Now you'll edit the draft of your description as your teacher directs you. Next you'll use your draft to make a final copy of your description. Finally, you'll publish your work and share it with others.