

Vocabulary



Check the Words You Know

- | | |
|--------------|-------------|
| ___scrambled | ___valley |
| ___echoed | ___clutched |
| ___reeds | ___thatch |
| ___gully | |



Directions Read each sentence. Write a word from the box to complete each sentence.

- The boy _____ over the rocks as quickly as he could.
- The sound of thunder _____ through the night.
- We walked down the mountain into the _____ below.
- The bird seemed to disappear in the tall _____ near the lake.
- We walked up the side of a small _____ to the top of the hill.

Directions Choose the word from the box that best matches each clue. Write the word on the line.

- held tightly _____
- ditch _____
- use straw or leaves as a roof _____
- repeated, as a sound does _____
- tall grasses _____

Write a Scene from a Play

On a separate sheet of paper, write a scene in which a child finds a baby animal and wants to take care of it. Use as many vocabulary words as possible.



Home Activity Your child identified and used vocabulary words from *Fly, Eagle, Fly!* With your child, read a story or nonfiction article about nature. Discuss the setting. Encourage your child to use vocabulary words in your conversation.

Name _____

Vocabulary • Unknown Words

You can use a glossary or a dictionary to find the meaning, syllabication, and pronunciation of **unknown words**.

<p>clutch (kluch) <i>v.</i> to grasp something tightly clutch • es, clutched, clutch • ing</p> <p>ech • o (ek' ō) <i>v.</i> to be heard again and again ech • oes, ech • oed, ech • o • ing</p> <p>reed (rēd) <i>n.</i> a kind of tall grass that grows in wet places <i>plural reeds</i></p>	<p>scram • ble (skram' bəl) <i>v.</i> to make your way, especially by climbing or crawling quickly scram • bles, scram • bled, scram • bling</p> <p>val • ley (val' ē) <i>n.</i> a region of low land that lies between hills or mountains <i>plural val • leys</i></p>
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Directions Read the passage. Use the glossary entries to answer the questions.

<p>On his first nature hike, Mike stumbled upon an interesting scene. Sloppy looking twig nests perched shakily in the tops of lofty trees. The raspy squawk of a great blue heron echoed around the</p>	<p>valley. A few of the tall, gray birds were wading among the reeds in the pond. Mike clutched his binoculars and scrambled down toward the water. He hoped to get a closer look at these strange birds.</p>
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1. What does the word *echoed* mean?

2. Would you go up or down to get to a valley?

3. What are reeds?

4. How many syllables are in the word *clutched*?

5. Which syllable should you stress when you say *scrambled*?



Home Activity Your child used a glossary to understand meanings, syllabication, and pronunciation of words from *Fly, Eagle, Fly!* Read an article about nature with your child. Encourage your child to use a dictionary to find the meanings and pronunciations of unknown words.

Name _____

Syllables VCCCV

Directions Choose the word in () with the VCCCV syllable pattern to finish each sentence. Write the word on the line.

- _____ 1. The third grade (children/students) took a trip to the zoo.
- _____ 2. Their teachers had a (surprise/special) assignment for them.
- _____ 3. The zookeeper gave an (alert/address) to the students.
- _____ 4. He told them to (inspect/watch) each animal's living space.
- _____ 5. He suggested they (compare/contrast) different animals.
- _____ 6. By the end of the day, the students had seen about one
(dozen/hundred) animals.

Directions Circle the word that has the VCCCV syllable pattern. Then write a sentence on the line that uses the word you circled.

7. forgive monster wonder

8. human fortress winner

9. complain number writer

10. constant planet signal

11. beyond robin sample

12. chosen control copper



Home Activity Your child wrote words with the VCCCV syllable pattern found in *mon/ster*. Ask your child to read each of the words he or she wrote on the page above. Take turns making up additional sentences using these words. Help your child write the sentences and underline the words with the VCCCV syllable pattern.

Syllable Patterns VCCCV

Word Puzzle Read the word. Add letters to turn the small word into a list word.

1.

		p	l	o	d	
--	--	---	---	---	---	--

2.

a	d	d				
---	---	---	--	--	--	--

3.

			t	a	n	
--	--	--	---	---	---	--

4.

			g	r	i	m
--	--	--	---	---	---	---

5.

	a	m			
--	---	---	--	--	--

6.

		s	t	r	i	c	t
--	--	---	---	---	---	---	---

Spelling Words

monster

surprise

hundred

complete

control

sample

instant

inspect

pilgrim

contrast

explode

district

address

substance

children

Classifying Write a list word from the box that belongs in each group.

- control
- monster
- contrast
- hundred
- children
- complete
- surprise
- inspect

- 7. adults, teens, _____ 7. _____
- 8. whole, finished, _____ 8. _____
- 9. difference, opposite, _____ 9. _____
- 10. ogre, dragon, _____ 10. _____
- 11. shock, astonish, _____ 11. _____
- 12. million, thousand, _____ 12. _____
- 13. direct, manage, _____ 13. _____
- 14. examine, study, _____ 14. _____



Home Activity Your child has been learning to spell words with VCCCV (vowel-consonant-consonant-consonant-vowel) syllable patterns. Say a word and have your child spell it aloud.

Syllable Patterns VCCCV

Generalization Words with VCCCV syllable patterns divide after the first consonant: **mon ster**.

Word Sort Sort the list words according to whether or not you already know how to spell them. Write every word.

words I know how to spell	words I'm learning how to spell
1. _____	9. _____
2. _____	10. _____
3. _____	11. _____
4. _____	12. _____
5. _____	13. _____
6. _____	14. _____
7. _____	15. _____
8. _____	

Spelling Words

1. monster
2. surprise
3. hundred
4. complete
5. control
6. sample
7. instant
8. inspect

9. pilgrim
10. contrast
11. explode
12. district
13. address
14. substance
15. children



Home Activity Your child is learning words with VCCCV (vowel-consonant-consonant-consonant-vowel) syllable patterns. Have your child study each word in the second column on this page, write the word, cover the word, and write it again.

Syllables VCCCV

Spelling Words

monster	surprise	hundred	complete	control
sample	instant	inspect	pilgrim	contrast
explode	district	address	substance	children

Missing Words Write the missing list word to complete each sentence.

1. That was a _____! 1. _____
2. Would you like a _____ of lime yogurt? 2. _____
3. That balloon will _____ if you keep blowing. 3. _____
4. The _____ went on a long journey. 4. _____
5. I couldn't _____ my tears. 5. _____
6. My little sister thinks a _____ lives under her bed. 6. _____
7. Many officials _____ the coal mine every year. 7. _____
8. My best friend is not in my school _____. 8. _____

Definitions Write the list word that means the same thing as the word or phrase.

9. one more than ninety-nine 9. _____
10. many boys and girls 10. _____
11. entire 11. _____
12. material 12. _____
13. difference 13. _____
14. moment of time 14. _____
15. numbers that tell where you live 15. _____



Home Activity Your child spelled words with VCCCV (vowel-consonant-consonant-consonant-vowel) syllable patterns. Ask your child to spell the words one syllable at a time.

Syllables VCCCV

Spelling Words

monster	surprise	hundred	complete	control
sample	instant	inspect	pilgrim	contrast
explode	district	address	substance	children

Proofread a Paragraph James wrote about stamp collecting. Circle four words that are spelled incorrectly. Cross out the extra word in the first sentence.

Some childrn try to collect a sample of each stamp pictured over in a stamp album. I tried that, but I thought I'd never get a complete collection. Most of my pages were empty. Now I collect only Christmas stamps. I have almost two hunderd stamps. Does that surpris you?

Frequently Misspelled Words

Christmas
went

1. _____ 2. _____
3. _____ 4. _____

Proofread Words Fill in a circle to show which word is spelled correctly. Write the word.

5. In the dark, the tree looked like a _____. 5. _____
 monstor monster montser
6. They gave me a free _____ at the grocery store. 6. _____
 sample saple slampe
7. What is your _____? 7. _____
 adress addres address
8. I ate so much, I thought I would _____! 8. _____
 explod esplode explode



Home Activity Your child spelled words with VCCCV (vowel-consonant-consonant-consonant-vowel) syllable patterns. Have your child circle the three consecutive consonants in a list word and underline the vowels on either side.

Name _____

Cause and Effect

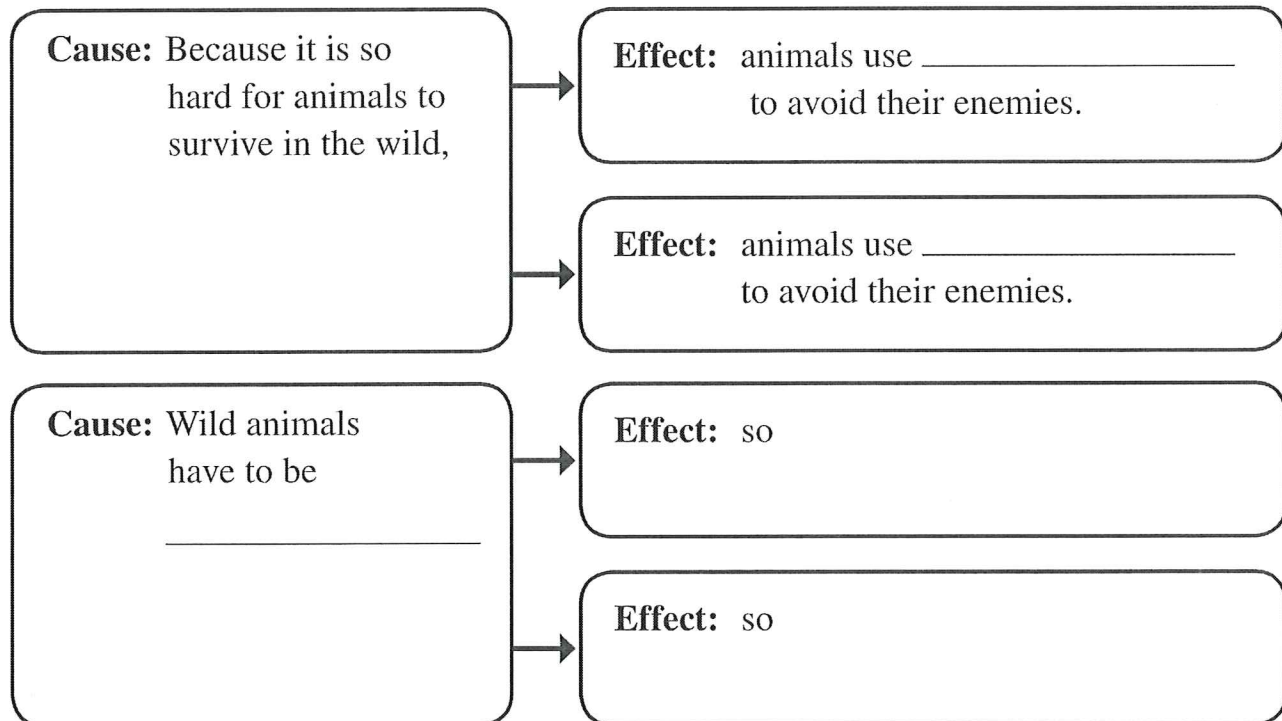
- A **cause** tells why something happened.
- An **effect** is what happened.
- Words such as *because* and *so* are clues that can help you figure out a cause and its effect. Sometimes a clue word is not used.

Directions Read the following passage.

Camouflage is color or covering that blends with surroundings. Because it is so hard for animals to survive in the wild, some animals use camouflage to keep their enemies from noticing them. A baby deer, or fawn, has a tan coat with light spots. The spots provide camouflage in the sun-dappled forest. Other animals use tricks to protect themselves. The

opossum tricks other animals by pretending to be dead. It does this because most other animals will not eat animals they have not killed. Wild animals would not last long if they had no way to hide. They have to be smart so they can find food for themselves and avoid becoming food for other animals.

Directions Fill in the chart to identify cause and effect.



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Home Activity Your child identified cause and effect. Read an article about an animal with your child. Talk about causes and effects.

Name _____

Cause and Effect

- A **cause** tells why something happened.
- An **effect** is what happened.
- Words such as *because* and *so* are clues that show cause-and-effect relationships. Sometimes, however, clue words are not used.

Directions Read the following passage. Then complete the chart.

One day in autumn, the ant queen made her declaration that it was time to start preparing for winter, so long lines of busy ants began to bring food to the nest. Other ants stored it away for the long, cold winter. One little ant, however, didn't hear her queen because she was daydreaming about spring. This little ant paid no attention as the other ants hurried by.

When the first snowfall finally came, it snowed for days on end. Most of the ants had plenty to eat. However, the little

ant couldn't find a scrap to eat because she had spent the fall daydreaming. She begged the others to share. "All fall while we gathered and stored food, you lazed around singing and daydreaming. Why should we share with you?" asked the queen. Finally, the other ants took pity on the little ant and shared their food.

The little ant had learned her lesson, so the next autumn the little ant was the first to start gathering and storing food for the winter.

Cause

Effect

1. The queen told the ants that _____ was coming.

2.

3.

4. The little ant had _____ to eat when winter came.

5. Underline clue words in the passage that helped you identify cause-and-effect relationships.



Home Activity Your child identified causes and effects in a story. Read or tell another story in which events happen because of other events or characters' actions. Have your child listen for causes and effects in the story.

Name _____

Cause and Effect

- A **cause** tells why something happened. An **effect** is what happened.
- Words such as *because* and *so* are clues that show cause-and-effect relationships. Sometimes, however, clue words are not used.

Directions Read the story. Then answer the questions below.

When Mother Duck's last egg finally hatched, she was amazed. This duckling was big and clumsy. His neck was much too long and he honked instead of quacking. The other ducklings would not play with him because he looked and sounded so different from them. They made fun of him and called him ugly, so he usually swam by himself.

Then, one day, the ugly duckling came upon a flock of large birds with long necks and beautiful black feathers, just like his. They honked at him, so he honked back. "Come swim with us!" they called to him. Then the ugly duckling was happy because he found friends who looked and sounded like he did.

1. Tell why the mother duck is amazed at the beginning of the story. Use the word *because* in a sentence.

2. Why do the other ducklings call him ugly?

3. Tell the cause and the effect in this sentence: The ugly duckling swam by himself because the other ducklings made fun of him.

Cause: _____

Effect: _____

4. At the end of the story, why is the ugly duckling happy? _____

5. Underline clue words in the passage that show cause-and-effect relationships.



Home Activity Your child identified causes and effects in a story. Read or tell another animal story. With your child, discuss characters or events that cause something to happen.

Draw Conclusions

- A **conclusion** is a decision you reach after thinking about the facts and details in a story or article. You can also use what you already know to help draw a **conclusion**.
- Always ask yourself, “Does my **conclusion** make sense?”

Directions Read the following passage. Then answer the questions.

Long ago in Greece, a man walked from village to village, telling fables and stories. Wherever he went, a crowd would gather to hear his stories. The stories made people smile, but they also made people think. Parents brought their children to hear him because his stories contained important lessons. The man’s name was Aesop, and we still tell his stories today.

Many of Aesop’s stories were about animals that acted like humans, some in good ways, some in bad ways. Some animals were greedy or foolish. Others were kind-hearted and brave. Most often, the animal that won in the end was the animal that “did the right thing.”

1. What is a conclusion you can draw about Aesop?

2. Write two details that support your conclusion.

3. Reread the second paragraph. Draw a conclusion about the animals in Aesop’s stories.

4. Write two details that support your second conclusion.



Home Activity Your child drew conclusions about Aesop, a storyteller. Go to the library with your child to find a book of Aesop’s fables, or find them online. With your child, read some of the fables and discuss conclusions you might draw about the characters.

Name _____

Prepositions

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.

Eagles

(1) Eagles live throughout the world. (2) They build their nests on treetops. (3) Eagles hunt during the day. (4) They spot prey from the air. (5) Eagles rest at night.

1 What is the preposition in sentence 1?

- throughout
 eagles
 world
 live

2 What is the preposition in sentence 2?

- their
 they
 on
 nests

3 What is the preposition in sentence 3?

- hunt
 during
 the
 day

4 What is the prepositional phrase in sentence 4?

- the air
 They spot
 They spot prey
 from the air

5 What is the prepositional phrase in sentence 5?

- at night
 Eagles rest
 rest at night
 Eagles rest at



Home Activity Your child prepared for taking tests on prepositions. Look through a cookbook with your child. Ask him or her to find three prepositional phrases in a recipe and identify the preposition in each one.

Name _____

Prepositions

A **preposition** is the first word in a group of words called a prepositional phrase. A **prepositional phrase** ends with a noun or pronoun called the **object of the preposition**. A prepositional phrase tells more about other words in a sentence.

Preposition	The eagle flew <u>in</u> a circle.
Prepositional Phrase	The eagle flew <u>in a circle</u> .
Object of Preposition	The eagle flew in a <u>circle</u> .

Common Prepositions

Here are some prepositions: *about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, inside, into, near, of, off, on, onto, out, outside, over, past, since, through, throughout, to, toward, under, underneath, until, up, upon, with, within, without.*

Directions Write the preposition in each sentence.

1. Our class read a book about eagles. _____
2. Bald eagles live in the United States. _____
3. Bald eagles can grab fish from the water. _____
4. The bald eagle population decreased during the 1970s. _____

Directions Write the prepositional phrase in each sentence. Underline the preposition.

5. Another eagle within the United States is the golden eagle.

6. Golden eagles have golden brown feathers on their necks.



Name _____

Suffixes

Directions Add the suffix **-er**, **-or**, **-ess**, or **-ist** to each base word. Write the new word on the line. (HINT: you may have to change the spelling of the base word.)

1. teach + -er = _____
2. invent + -or = _____
3. lion + -ess = _____
4. science + -ist = _____
5. write + -er = _____
6. actor + -ess = _____
7. type + -ist = _____
8. create + -or = _____

Directions Match one of the words in the box to each definition. Write the word on the line.

artist counselor empress speaker

9. person who speaks _____
10. person who creates art _____
11. female ruler of an empire _____
12. one who gives counsel _____



Home Activity Your child wrote words with the suffixes *-er* (*teacher*), *-or* (*visitor*), *-ess* (*lioness*), and *-ist* (*tourist*). Read an article about the bald eagle with your child. Have your child point out words with suffixes and tell you what they mean.

Name _____

Prepositions

Directions Add a prepositional phrase to each sentence to make it more specific. Use a prepositional phrase from the box or a prepositional phrase of your own.

through the air	on their tails	in the lake
at the national park	at the library	on high cliffs

1. We saw eagles.

2. The eagles had white feathers.

3. They glided.

4. The eagles built nests.

5. The eagles hunted fish.

6. We will study eagles.

Directions Write two sentences about seeing wildlife. Use at least two prepositional phrases. Underline the prepositional phrases.

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Home Activity Your child learned how to use prepositions in writing. Have your child write a sentence about a bird that includes a prepositional phrase. Ask your child to point to the prepositional phrase, the preposition, and the object of the preposition.

Name _____

Prepositions

Directions Write the prepositional phrase in each sentence. Underline the preposition.

1. A chicken has a comb on its head.

2. The comb is located above the beak.

3. Each type of chicken has a different comb.

4. The one with the zigzag comb is a White Leghorn rooster.

Directions Choose the preposition in () that makes sense in each sentence. Write the sentence.

5. Chickens and eagles are different ____ one another. (above, from)

6. Chickens fly only ____ short distances. (for, below)

7. Eagles can soar high ____ the sky. (off, in)

8. Chickens often live ____ farms. (on, out)



Home Activity Your child reviewed prepositions. Ask your child to use sentences with prepositional phrases to answer these questions: Where do you do your homework? When do you do your homework?

Writing • Summary

Key Features of a Summary

- retells a piece of writing
 - includes only the most important information
 - shorter than the original
-

Summary of Why the Dog Wags His Tail

Long ago, all the animals could speak and understood all the secrets of how things worked in the world. One special animal, Dog, knew all the secrets of the King. One day, Dog told the other animals to follow him because he was going to reveal all the King's secrets. So, many animals followed Dog to the cave.

Dog spoke for a long time telling many incredible secrets. Next, Raven raced to the palace to report to the King what Dog did. After, the King decided to teach Dog a lesson by taking away the Dog's power to speak. Ever since then, when Dog wants to say something he wags his tail—not his tongue.

1. Read the summary. Who are the main characters?

2. What happens at the end of the story?

Outlining and Summarizing

Summarizing refers to finding the most important ideas about a topic or text. You can summarize what you read or what you learn in class. One way to summarize is by making an **outline**. An outline shows a main idea and details, as in the one shown below.

An Endangered Animal—The African Elephant	
<p>I. Size</p> <p>A. Weight</p> <ol style="list-style-type: none"> 1. 7,000 to 15,000 pounds 2. Males larger <p>B. Height and Length</p> <ol style="list-style-type: none"> 1. 10 to 13 ft high 2. 20 to 24 ft long 	<p>II. Diet—Vegetation</p> <ol style="list-style-type: none"> A. Grasses B. Leaves C. Fruit <p>III. Habitat—Africa</p> <ol style="list-style-type: none"> A. Forest B. Grassland

Directions Write the words from the box in the outline. Use the outline above as a guide.

Habitat Deer 45 to 80 pounds Rabbits Wetlands

The Red Wolf	
<p>I. Size</p> <p>A. 4 1/2 to 5 1/2 ft long</p> <p>B. Weight</p> <ol style="list-style-type: none"> 1. _____ 2. Males larger <p>II. _____</p> <p>A. Forests</p> <p>B. Mountains</p> <p>C. _____</p>	<p>III. Diet</p> <p>A. Mainly small animals</p> <ol style="list-style-type: none"> 1. Rodents 2. _____ <p>B. Others</p> <ol style="list-style-type: none"> 1. Insects 2. Berries 3. _____



Home Activity Your child learned how to make an outline to summarize ideas. Give your child information about a familiar topic. Include at least three main ideas and several details about the main ideas. Help him or her organize these ideas in an outline.