

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.

Name _____

Cause and Effect

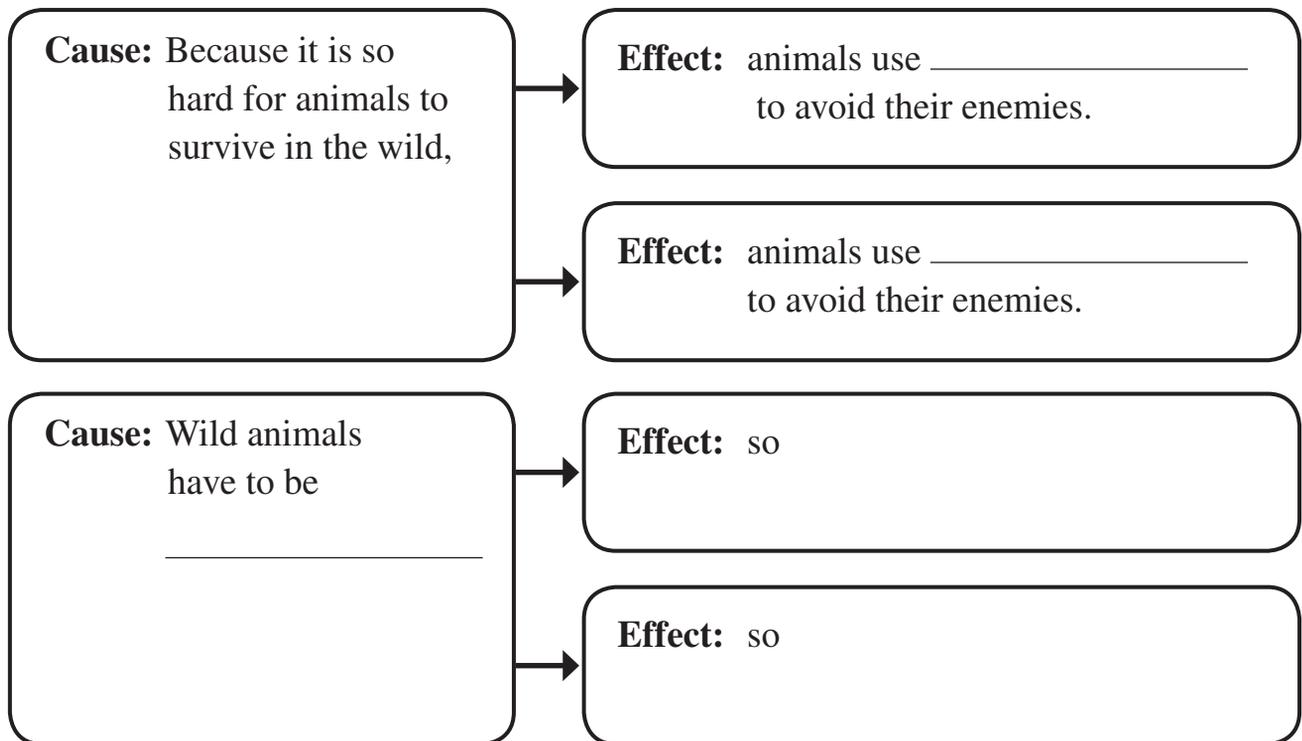
- A **cause** tells why something happened.
- An **effect** is what happened.
- Words such as *because* and *so* are clues that can help you figure out a cause and its effect. Sometimes a clue word is not used.

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 _____

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?

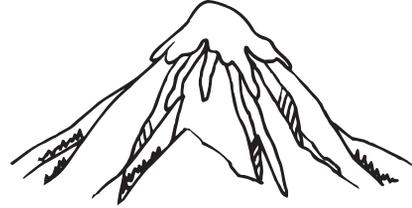
2. What happens at the end of the story?

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 _____

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.



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.

Scoring Rubric: Writing for Tests: Summary

	4	3	2	1
Focus/Ideas	Strong summary; only uses important information	Good summary; mostly uses important information	Summary has some main ideas and too many details	Does not understand summary form
Organization	Important ideas are in correct sequence	Sequence of events is generally correct	Sequence of events isn't always clear	No clear sequence of events
Voice	Shows understanding of the main ideas	Shows understanding of topic	Lacks understanding of topic	Does not understand topic
Word Choice	Uses strong action verbs and time-order words	Uses some strong action verbs and time-order words	Few or no strong verbs or time-order words	Poor word choice
Sentences	Clear sentences of different lengths and types	Sentences of a few lengths and types	Sentences of similar length and type	No variety of sentence length and type
Conventions	Few, if any, errors; correct use of prepositions	Several small errors; use of prepositions	Many errors; weak use of prepositions	Many serious errors; incorrect or no use of prepositions

Name _____

Vocabulary • Unknown Words

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

clutch (kluch) *v.* to grasp something tightly **clutch • es, clutched, clutch • ing**

ech • o (ek' ō) *v.* to be heard again and again **ech • oes, ech • oed, ech • o • ing**

reed (rēd) *n.* a kind of tall grass that grows in wet places *plural reeds*

scram • ble (skram' bəl) *v.* to make your way, especially by climbing or crawling quickly **scram • bles, scram • bled, scram • bling**

val • ley (val' ē) *n.* a region of low land that lies between hills or mountains *plural val • leys*

Directions Read the passage. Use the glossary entries to answer the questions.

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

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.

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 _____

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> <p>A. Grasses</p> <p>B. Leaves</p> <p>C. Fruit</p> <p>III. Habitat—Africa</p> <p>A. Forest</p> <p>B. Grassland</p>

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.

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Spelling Words

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



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 _____

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

