

Name \_\_\_\_\_

## Long e and o

- **Generalization** Long **e** is sometimes spelled **ee** or **ea**: **sweet**, **each**. Long **o** is sometimes spelled **oa** or **ow**: **throat**, **rainbow**.

**Word Sort** Sort the list words by their long *e* and long *o* spellings.

**ea and ee**

1. \_\_\_\_\_

**ee**

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**ea**

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

**oa**

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

**ow**

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

### Spelling Words

- sweet
- each
- three
- least
- freedom
- below
- throat
- float
- foam
- flown
- greet
- season
- croak
- shallow
- eagle
- indeed
- rainbow
- grown
- seaweed
- hollow



Name \_\_\_\_\_

# Family Times

## Summary

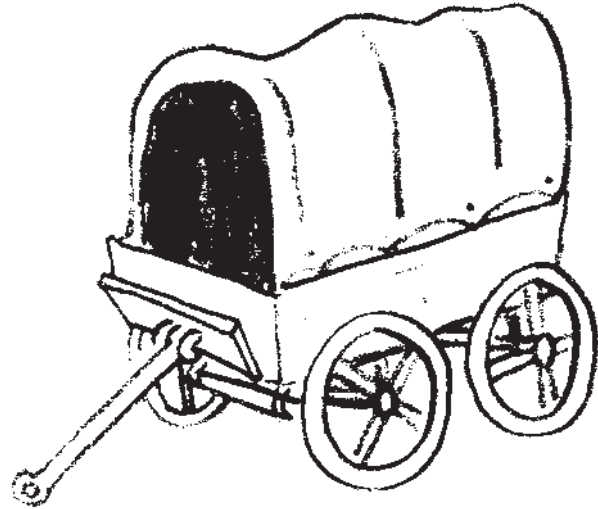
### ***On the Banks of Plum Creek***

Laura Ingalls and her family have left their house on the prairie and traveled by covered wagon to make a new home in Minnesota. The children explore the area, and Pa takes them to play in Plum Creek. Later, Laura meets a badger.

### **Activity**

#### **Background Knowledge**

Together reread *On the Banks of Plum Creek*. Discuss some of the Ingalls's family adventures, and use the library to find stories of other families who moved west during the 1800s.



## Comprehension Skill

### **Sequence**

**Sequence** means the order in which things happen. Dates, times, and clue words such as *first*, *then*, *next*, and *last* can help you understand the order of events.

### **Activity**

**Good Directions** Teach your family to perform a dance move, special handshake, or anything that they may not know how to do, without demonstrating it for them. You must use specific language and clue words only. See if they complete the trick or task correctly.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *On the Banks of Plum Creek*. Practice using these words.

### Vocabulary Words

**badger** a burrowing, flesh-eating mammal

**bank** the rising ground at the edge of a lake, river, or sea

**bristled** short, stiff hair

**jointed** a place where two things or parts are joined

**patched** mended with a scrap of material

**ruffled** a strip of closely gathered material

**rushes** marsh plants with hollow stem

## Complete Conventions

### Subjects and Predicates

No sentence is complete without both a subject and a predicate. The **subject** is the word or group of words about which something is said in the sentence. The **predicate** of a sentence is the word or group of words that tells something about the subject. All the words in the subject are called the **complete subject**. The subject's central noun or pronoun is called the **simple subject**. All the words in the predicate are called the **complete predicate**. The predicate's verb is called the **simple predicate**. *For example: My friend Paul likes Mexican food.* In the example, "My friend Paul" is the *complete subject*, and "Paul" is the *simple subject*. "Likes Mexican food" is the *complete predicate*, and "likes" is the *simple predicate*.

### Activity

**Collaborative Tale** Write a short story together. Have one person write the subject of every sentence and the other person write the predicate. Switch roles halfway through the story.

## Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name \_\_\_\_\_

## Plot, Setting, and Character

- The **plot** is what happened in the story.
- The **setting** is where the story takes place.
- The **characters** are the people in the story.

**Directions** Read the passage. Then answer the questions below.

**W**e used to be an ordinary family. One summer our parents wanted to travel as far as we could in three months.

We didn't have much money, so we would backpack, hike, and camp. We traveled by train, bus, and foot all through Mexico and Central and South America. Mom and Dad took my sister and me

through canyons and jungles. We saw mountains, deserts, and an ocean.

At first we complained. Camping was hard, and we missed our friends. We had no telephone, television, or computer. But every night we met local people and ate their food. When the summer ended, we didn't want to go home. Now we wanted adventure!

1. What are the main events in the plot of the story?

2. Why did the parents want the family to go on this trip?

3. Who are the characters in the story?

4. What is the setting of the story?

5. How did the characters change during the story?

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**Home Activity** Your child read a story about someone who learned while traveling. Have an older friend or relative tell a story about traveling. Discuss what the person learned from the experience.

Name \_\_\_\_\_

## Sequence

**Directions** Read the passage. Then answer the questions below.

**A**my Connor was thirteen when she and her family left England for Utah in 1859. First, the family sailed from England to the United States. After six weeks at sea, they landed in Boston. Next, they took a train to Iowa City, Iowa. There, they got gear ready for overland travel.

Then they set off, crossing plains and rivers, and enduring dust, rain, and snow. Sometimes they drank melted snow when they had no water. Finally, after more than a thousand miles, the family arrived in Utah. The journey from England to Utah had taken three months.

1. What was the first step in the Connors' journey to Utah?

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2. How long was the sea journey?

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3. After landing in Boston, what did the family do next?

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4. Where was the family's last stop and when did they arrive?

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5. In what year was Amy Connor probably born?

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---



Name \_\_\_\_\_

## Complete Subjects and Predicates

**Directions** Each pair below has a simple subject and a verb. Add details to write an interesting sentence. Then underline the complete subject once and the complete predicate twice. Circle any compound subject or predicate.

1. sister/swimming \_\_\_\_\_  
\_\_\_\_\_

2. creek/rushed \_\_\_\_\_  
\_\_\_\_\_

3. water/got deeper \_\_\_\_\_  
\_\_\_\_\_

4. they/played \_\_\_\_\_  
\_\_\_\_\_

5. dirt/slipped \_\_\_\_\_  
\_\_\_\_\_

6. she/remembered \_\_\_\_\_  
\_\_\_\_\_

7. air/was hot \_\_\_\_\_  
\_\_\_\_\_

8. animal/had \_\_\_\_\_  
\_\_\_\_\_

9. Mary/sat \_\_\_\_\_  
\_\_\_\_\_

10. Ma/was teaching \_\_\_\_\_  
\_\_\_\_\_



**Home Activity** Your child learned how to use subjects and predicates in writing. Have your child write a sentence describing something he or she did today. Ask your child to identify the complete subject and the complete predicate of the sentence.

Name \_\_\_\_\_

## Long e and o

### Spelling Words

sweet	each	three	least	freedom
below	throat	float	foam	flown
greet	season	croak	shallow	eagle
indeed	rainbow	grown	seaweed	hollow

**Word Hunt** The ten list words in the box below are hidden in the puzzle. Circle and write each word you find. The words may go across, down, or diagonally.

F R P L E A G L E I K C  
 R C R E V A H F I S A G  
 E S H A L L O W N E X R  
 E R N S I E L B D A I O  
 D U P T V N Q N E W Q W  
 O F G N M M B I E E U N  
 M T H R O A T O D E K U  
 G X S W E E T A W D K Z

eagle	throat
rainbow	seaweed
indeed	shallow
freedom	sweet
least	grown

- |           |          |          |
|-----------|----------|----------|
| 1. _____  | 2. _____ | 3. _____ |
| 4. _____  | 5. _____ | 6. _____ |
| 7. _____  | 8. _____ | 9. _____ |
| 10. _____ |          |          |

**Word Clues** Write the list word that answers the clue.

- |                        |           |
|------------------------|-----------|
| 11. not above          | 11. _____ |
| 12. say hello          | 12. _____ |
| 13. empty inside       | 13. _____ |
| 14. an ice cream drink | 14. _____ |
| 15. time of year       | 15. _____ |
| 16. frog sound         | 16. _____ |

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**Home Activity** Your child has learned to read, write, and spell words with ee, ea, oa, and ow. Give your child clues about a list word. Ask your child to guess the word and spell it.

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## Plot, Setting, and Character

- The **plot** is what happened in the story.
- The **setting** is where the story takes place.
- The **characters** are the people in the story.

**Directions** Read the following passage. Complete the chart about setting and plot. Then answer the question about a character.

Last winter, as we sat in the kitchen, Grandmother told me about the many places she had lived. She was born on a farm in Austria in 1920. In 1925, her family moved to the city of Vienna to find work. After her eighteenth birthday, Grandmother came to New York City by herself, again looking for work.

She worked in a shop, a factory, and an office. But Grandmother knew the big city was not for her. She wanted the farm life again. After Grandmother and Grandfather were married, they packed their bags and moved to a farm in North Carolina, where they have lived ever since.

SETTING	PLOT
<p><b>1.</b> In what setting does Grandmother tell the story of her life?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>3.</b> Why did Grandmother move to New York City by herself?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>2.</b> Where are the places that Grandmother lived?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>4.</b> Which jobs did Grandmother have in her lifetime?</p> <p>_____</p> <p>_____</p> <p>_____</p>

**5.** What kind of person does Grandmother show she is?

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**Home Activity** Your child read a story about a character who moved a lot in her lifetime. Ask older friends or relatives to talk with your child about where they have lived and how they felt about it.



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## Complete Subjects and Predicates

**Directions** Underline the complete subject of each sentence once. Underline the complete predicate twice.

1. Tomorrow you and I will go to the creek.
2. This spot is where she met the badger.
3. The fiddle sang softly to her.
4. Laura did something wrong.
5. Everything was green and beautiful.

**Directions** Read each sentence. Underline the complete subject of each sentence once. Underline the complete predicate twice. Write *SSS* if the subject is a compound subject. Write *PPP* if the predicate is a compound predicate. Write *N* if there is neither a compound subject nor a compound predicate.

6. Blue flags and green rushes grew along the river. \_\_\_\_\_
7. The flat creek bed was made of warm, soft mud. \_\_\_\_\_
8. Laura hopped and splashed in the cool creek. \_\_\_\_\_
9. The girls cleared the table and washed the dishes. \_\_\_\_\_
10. They walked past the trail and the rushes. \_\_\_\_\_

**Directions** Write a sentence using the pairs of words below. Use the noun as a simple subject and the verb as a simple predicate. Then underline the complete subject once and the complete predicate twice.

11. pool/looked

\_\_\_\_\_

12. badger/had

\_\_\_\_\_



**Home Activity** Your child reviewed subjects and predicates. Ask your child to describe an object in the house in a sentence. Ask him or her to repeat the sentence and to identify the complete subject and the complete predicate.