

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. **seaweed** \_\_\_\_\_

### ee

2. **sweet** \_\_\_\_\_3. **three** \_\_\_\_\_4. **freedom** \_\_\_\_\_5. **greet** \_\_\_\_\_6. **indeed** \_\_\_\_\_

### ea

7. **each** \_\_\_\_\_8. **least** \_\_\_\_\_9. **season** \_\_\_\_\_10. **eagle** \_\_\_\_\_

### oa

11. **throat** \_\_\_\_\_12. **float** \_\_\_\_\_13. **foam** \_\_\_\_\_14. **croak** \_\_\_\_\_

### ow

15. **below** \_\_\_\_\_16. **flown** \_\_\_\_\_17. **shallow** \_\_\_\_\_18. **rainbow** \_\_\_\_\_19. **grown** \_\_\_\_\_20. **hollow** \_\_\_\_\_

## Spelling Words

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



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# Family Times

## Summary

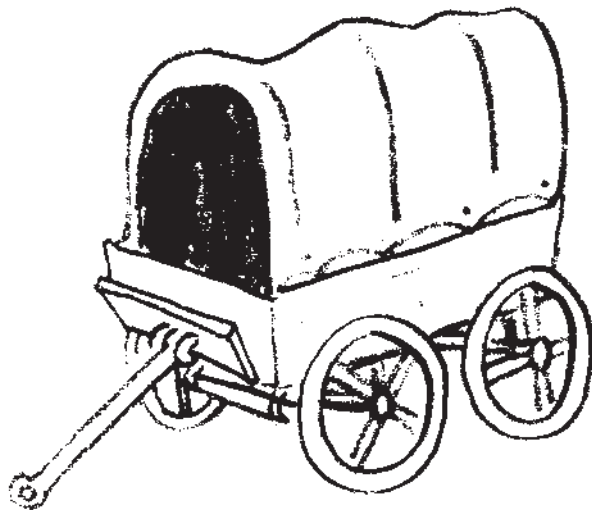
### ***On the Banks of Plum Creek***

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

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

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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 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?

**The family travels one summer by hiking and backpacking.**

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

**Possible answer: The parents wanted them to see as much of Mexico and Central and South America as they could.**

3. Who are the characters in the story?

**the author, the author's sister, their mother and father**

4. What is the setting of the story?

**Mexico and Central and South America**

5. How did the characters change during the story?

**Possible answer: At first, they didn't like the trip. By the end of the trip, they wanted more adventure.**



**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.

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## 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?

**First, the family sailed from England.**

2. How long was the sea journey?

**The family was at sea for six weeks.**

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

**The family took the train to Iowa City and got ready for overland travel.**

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

**The family's last stop was Utah, and they arrived three months after setting out.**

5. In what year was Amy Connor probably born?

**Probably 1846, since she was thirteen in 1859.**



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## 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 **Answers will vary. Sample answers are shown.**

Mary and her sister went swimming in the creek.

2. creek/rushed The little creek rushed around the bend.

3. water/got deeper The creek water got deeper suddenly.

4. they/played They played in the rushes all afternoon.

5. dirt/slipped The wet dirt slipped under her hands as she climbed.

6. she/remembered She remembered what her Pa said.

7. air/was hot The heavy summer air was hot and thick.

8. animal/had The grey furry animal had dark grey fur.

9. Mary/sat Mary sat at the table and stitched the seam.

10. Ma/was teaching Ma was teaching Mary how to read.

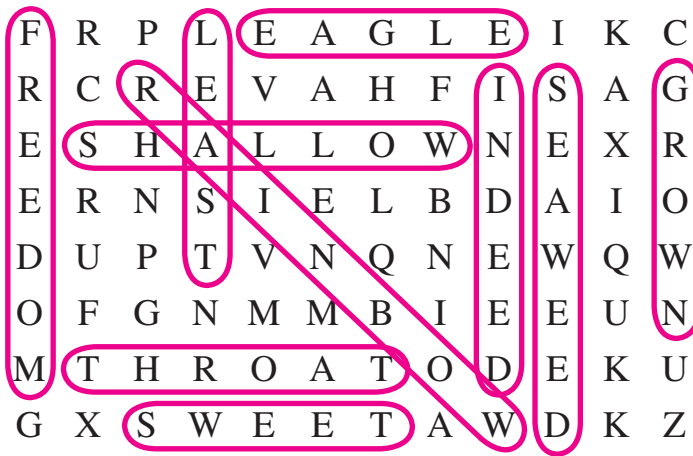


**Home Activity** Your child learned how to use subjects and predicates in writing. Have your child write a sentence describing something he or she did today. Ask your child to identify the complete subject and the complete predicate of the sentence.

# 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.



eagle	throat
rainbow	seaweed
indeed	shallow
freedom	sweet
least	grown

- eagle
- least
- shallow
- rainbow
- throat
- sweet
- indeed
- seaweed
- grown
- freedom

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

- |                        |                   |
|------------------------|-------------------|
| 11. not above          | 11. <u>below</u>  |
| 12. say hello          | 12. <u>greet</u>  |
| 13. empty inside       | 13. <u>hollow</u> |
| 14. an ice cream drink | 14. <u>float</u>  |
| 15. time of year       | 15. <u>season</u> |
| 16. frog sound         | 16. <u>croak</u>  |



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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?  <u>She tells her story in her kitchen last winter on a farm in North Carolina.</u></p>	<p><b>3.</b> Why did Grandmother move to New York City by herself?  <u>She was looking for work.</u></p>
<p><b>2.</b> Where are the places that Grandmother lived?  <u>Grandmother has lived in Austria, both in the country and in Vienna; in New York City; and on a farm in North Carolina.</u></p>	<p><b>4.</b> Which jobs did Grandmother have in her lifetime?  <u>She worked in a shop, a factory, and an office, as well as doing farmwork.</u></p>

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

**Possible answer: Grandmother is practical. She moves around to find work and she also goes after her dream, to live on a farm.**



**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.

- Tomorrow you and I will go to the creek.
- This spot is where she met the badger.
- The fiddle sang softly to her.
- Laura did something wrong.
- 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. <u>Blue flags and green rushes</u> <u>grew along the river.</u>  | <u>SSS</u> |
| 7. <u>The flat creek bed</u> <u>was made of warm, soft mud.</u>     | <u>N</u>   |
| 8. <u>Laura</u> <u>hopped and splashed in the cool creek.</u>       | <u>PPP</u> |
| 9. <u>The girls</u> <u>cleared the table and washed the dishes.</u> | <u>PPP</u> |
| 10. <u>They</u> <u>walked past the trail and the rushes.</u>        | <u>N</u>   |

**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 **Answers will vary. Sample answers are shown.**

The dark pool looked cool.

12. badger/had

The gray badger had huge teeth.

