

Name _____

Family Times

Unit 2 Selection Summaries

In Unit 2, you read these selections:

Week 1 *Penguin Chick*

Both mother and father penguins share in taking care of their young until the chicks can take care of themselves.

Week 2 *I Wanna Iguana*

Alex wants an iguana, but he needs to persuade his mother that it is a good idea. This funny story is told in a series of messages between Alex and his mom. Alex triumphs in the end.

Week 3 *Prudy's Problem*

Prudy likes to collect things so much that she has run out of space. By building a museum, she can share her collections and have enough space for other things.

Week 4 *Tops & Bottoms*

Bear and Hare discover how they can help each other through hard work and cooperation.

Week 5 *Amazing Bird Nests*

A look at the variety and complexity of nests built by birds all over the world shows the many remarkable skills of birds.

Activity

Solving a Problem The stories in Unit 2 are about how we learn to solve problems and adapt to changes. Pick one of the stories and tell your family what you learned from that story about problem-solving skills. Find an example of how you or your family solved a problem and compare it to the problem solving in the story.

Comprehension Skills Review

These are some comprehension skills you learned about in Unit 2:

The **main idea** is the most important idea in a story. **Details** are bits of information that tell more about the main idea.

When you **compare**, you look at how things are alike.

When you **contrast**, you look at how things are different.

Activity

Draw the Details Draw a picture that shows details from one of the stories in Unit 2. Show your drawing to a family member and explain the main idea of the story. Discuss other details from the story and compare them to the details you have drawn.

Vocabulary Skills Review

These are some vocabulary skills you learned about in Unit 2:

A **synonym** is a word that means almost the same thing as another word.

An **antonym** is a word that has the opposite meaning of another word.

Context clues are hints in the text surrounding an unfamiliar word. These hints can help you find the meaning of the word.

Activity

Think of a Word Here are some words you learned in Unit 2. Read the words, one at a time, to a family member. For each word, work together to find an antonym and a synonym. Use a dictionary or thesaurus if you need help.

bottom
wealth
cuddles
clever
tons
frozen
lazy
enormous
adorable

Unit Question

What are smart ways that problems are solved?

Write two Amazing Facts or Ideas that you learned in Unit 2 about how people or animals solve problems in their environments.

Spelling Review

Here are some of the words you learned to spell in Unit 2.

pilot
poodle
weather
lemon
pitcher
pickle
nephew
tulip
popcorn
pupil
uncle
square
noodle
salad
father
blueberry
athlete
earring

Activity

Category Play a game of category with members of your family. Write each word from the list on a card. Give each person the same number of cards. Players take turns naming one of these categories—people or things—and putting out a card with a word in that category. The other players follow by putting out a card in the same category. If a player has no card in the category, he or she loses a turn. The first player to use all of his/her cards wins.

Name _____

Syllable Patterns V/CV, VC/V

Directions Say the words in the box aloud. Listen to the first vowel sound. If the first vowel is long, write the word in the first column. If the first vowel is short, write the word in the second column.

rapidly	column	pilot	finish	menu
female	lemon	even	relax	musical

Long Vowel

1. _____

2. _____

3. _____

4. _____

5. _____

Short Vowel

6. _____

7. _____

8. _____

9. _____

10. _____

Directions Read the sentences. Choose the word that best completes each sentence and has the same type of vowel sound in the first syllable as the word shown in (). Circle it and then write it on the line.

11. (long) We planted daffodils and _____ in front of the house.

marigolds pansies tulips

12. (short) In the summer we go to our _____ on the lake.

house cabin trailer

13. (short) Mom paid for the gas with a _____ card.

credit birthday cash

14. (long) The sparrow caught a large black _____.

worm bug spider



Home Activity Your child identified words that have a long or short vowel sound in the first syllable. Have your child read the words on the page above, and then choose five of them to write a story.

Name _____

Vocabulary

Check the Words You Know

- | | |
|-------------|-------------|
| ___cuddles | ___pecks |
| ___flippers | ___preen |
| ___frozen | ___snuggles |
| ___hatch | |

Directions Use the words to complete the crossword puzzle.

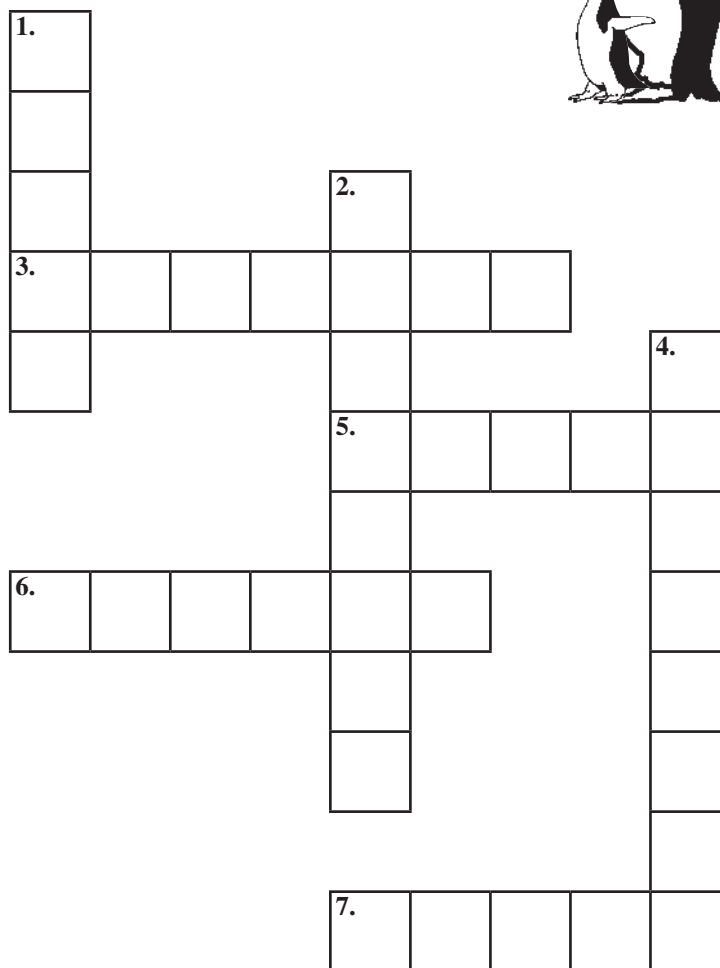


ACROSS

3. holds close and tenderly
5. to smooth or clean with the beak
6. turned to ice
7. strikes something with the beak in a short, quick motion

DOWN

1. to come from an egg
2. broad, flat limbs on a penguin used for swimming
4. holds closely for warmth or protection



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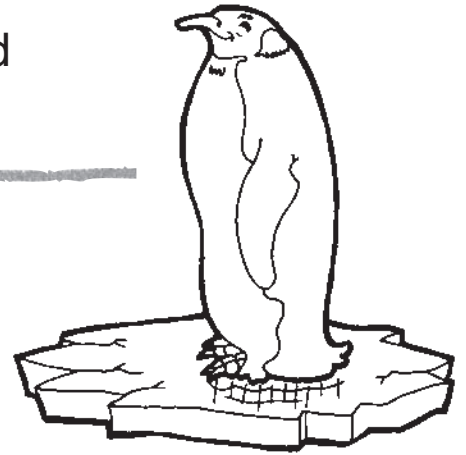
Home Activity Your child completed a crossword puzzle using words from *Penguin Chick*. Make up clues to the vocabulary words and challenge your child to identify the word.

Name _____

Read the story. Then follow the directions and answer the questions.

Can This Bird Fly?

Have you ever watched a penguin walk? Penguins have a funny, wobbly walk. Their legs are short and they slowly waddle across the ice. You might ask how these strange-looking birds get anywhere.



Some people wonder why penguins are even called birds. Penguins have wings, but they cannot fly. Its short wings cannot lift a penguin's heavy body off the ground. Penguins also have heavy bones. Most birds have hollow bones that help make their bodies light. A penguin has slick feathers that lie flat on its body. Most birds have fluffy feathers that help catch the wind. Penguins don't seem to have anything birds should have!

When a penguin gets into the water, though, this clumsy bird turns into a fast swimmer. It can dive and catch many fish. Under the water, the penguin moves like a dancer.

Think about the things that keep the penguin from flying. These same things help the bird swim well. The penguin's wings work like swimming flippers. The penguin's heavy bones help it sink deep in the water. The slick feathers also help trap heat so the penguin's heavy body stays warm in the cold water.

Name _____

Even though they spend so much time underwater, penguins are still birds. They have to breathe air. But penguins can hold their breath for a long time. They will flip up out of the water to get a quick breath. For a minute, the penguin looks like it might take off and fly! But back it goes to the water where the penguin feels most at home.

It is true that penguins cannot fly in the air. If you want to see a penguin fly, you have to look underwater. Then you will see the most graceful bird in the world.

1. What is the main idea of the selection?

2. Look at the second paragraph. Underline words that give details about the main idea.

3. What things help the penguin swim well?



Home Activity Your child identified main idea and details. Write a story with your child about an unusual animal or bird that you know about. Then ask your child to tell the main idea of the story and some details.

Name _____

Final Syllable -/e

Directions Read the story. Draw a line under each word that ends with a consonant and **le**. Then write the words on the lines below, showing the two syllables that make up the words.

Lisa was sitting at the table in the kitchen. She was working hard on a jigsaw puzzle, but she was having trouble. It was not a simple one. There were a lot of little pieces. At last she put in the final piece, a piece shaped like a turtle. The picture was complete! It showed a bald eagle flying over a castle.

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

Directions Choose the word in the box that matches each picture. Write the word on the line. Then draw a mark (/) to divide the word into syllables

bubbles needle poodle candle marbles bugle



9. _____

10. _____

11. _____



12. _____

13. _____

14. _____

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Home Activity Your child identified and wrote words that end with the final syllable sound heard in *handle*. Work with your child to list other words that end with consonant + *le*. Then have your child write a story using some of the words.

Name _____

Vocabulary



Directions Match the word with its meaning.

mention	to talk briefly about someone or something
trophies	feeling sympathy; wanting to help
exactly	fully grown; adult
iguana	precisely
adorable	awards
compassionate	lizard
mature	cute and lovable

Check the Words You Know

- ___ adorable
- ___ compassionate
- ___ exactly
- ___ iguana
- ___ mature
- ___ mention
- ___ trophies

Directions Fill in the blanks in Alex's letter to his mother with words from the box.

Dear Mom,

I have always wanted a pet. I saw a picture of a big lizard. It is awesome. There are many kinds of lizards. This lizard is called an _____. I've thought about all the possible pets there are. This is _____ what I want. I know I talked with you about this before. I don't want to seem like I'm bugging you, but I want to _____ it again. I know that puppies and kittens are _____. They are really cute and playful. I don't want a cute pet, though. A fully grown, _____ lizard is great-looking even if it isn't cute. Please think about it, Mom.

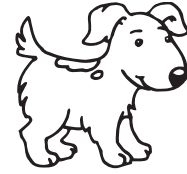
Love,
Alex



Home Activity Your child defined and used vocabulary words from *I Wanna Iguana*. Have your child use each word in his or her own sentence.

Name _____

Read the story. Answer the questions.



Which Pet to Get?

Adrian and Keisha were brother and sister. They lived in the same house, with the same mom, dad, and baby sister. They liked the same breakfast cereal and the same TV shows, but that's about all they had in common. In every other way, they couldn't have been more different.

First of all, Keisha was a girl and Adrian was a boy. Adrian was younger and Keisha was older. Keisha loved to talk, but her brother was more of a listener. Keisha was good at all sports except swimming, but Adrian was the best swimmer on his team. Adrian liked big crowds, but Keisha preferred being with just her best friend.

Keisha and Adrian were very different, but having a pet is one thing that they could agree about.

"Adrian and I are old enough to take care of a pet," Keisha told her mom one evening after dinner.

"Keisha and I really, *really* want a pet," Adrian told his dad.

"Well," said Dad, "what kind of pet do you want?"

"We want a cat!" said Keisha, looking at Adrian.

"No, we want a dog!" said Adrian, looking at Keisha.

Their mom and dad looked at each other and sighed. *Here we go again*, they thought.

"You two may have a dog *OR* a cat, but not both," said Mom firmly. Dad agreed.

Name _____

Keisha and Adrian looked at each other. For once, Keisha didn't know what to say. How could she and her brother solve this problem? They decided to visit the homes of people they knew who had either a dog or a cat. First they went to Marco's house to play with his boxer puppy. It was fun, but the puppy was a little rough.

The next day, they went to their aunt's house to play with her new kitten. That was fun, too. However, on the way home that afternoon, Adrian started to feel funny. His eyes teared up and he kept sneezing. Keisha was worried about him.

Mom met them at the front door. "How did you like the kitten?" she asked. Then she noticed Adrian's puffy eyes and red face. "Uh-oh," she said. "I think we have a problem here. It looks as if Adrian may be allergic to cats."

Keisha nodded unhappily. She felt very bad, but she knew what she had to do. "I was afraid of that," she said. "I was the one who wanted a cat, but if cats make Adrian sick, then a cat is not the right pet for us. Problem solved!"

1. What are two ways that Keisha and Adrian were the same?

2. Underline three ways that Keisha and Adrian were different.

3. How did the family decide which pet was right for them?



Home Activity Your child compared and contrasted two characters in a story. Find two foods, clothing items, tools, or toys in your home. With your child, take turns telling how they are the same and how they are different.

Name _____

Compound Words

-
- A **compound** word is two words joined together to make one word.
-

Directions Read the two small words. Then write the two words as a compound word.

- news + paper = _____
- sun + burn = _____
- bed + spread = _____
- honey + comb = _____
- wood + shed = _____
- corn + meal = _____
- snow + storm = _____
- lawn + mower = _____
- rail + road = _____
- play + ground = _____

Directions Use one of the compound words you made above to complete each sentence. Make sure the word makes sense in the sentence.

- Rosa mixed the eggs and _____ to make corn muffins.
- By August we had moved all the firewood from the yard into the _____.
- Krista has very fair skin, so she has to be careful not to get a _____.
- When she checked the hive, Mrs. Hodges was surprised at how busy the bees had been—the _____ was nearly full.
- My favorite thing on the _____ is the long slide.



Home Activity Your child wrote compound words and used them to complete sentences. Play a game with your child using the words *sun*, *snow*, *ball*, and *light*. Take turns to see how many compound words you can make using one of the words.

Name _____

Vocabulary

Check the Words You Know

___butterflies	___scattered
___collection	___shoelaces
___enormous	___strain

Directions Find the word above that answers the riddle. Write it on the line.

1. I am something long and thin. I hold your shoes together. _____
2. You could use this word to describe an elephant. _____
3. I am something you keep. I might be stamps, or shells, or baseball cards. _____
4. We are what caterpillars grow up to be. _____
5. If you put too many clothes in your suitcase and can't close it, this word tells what you will do to the suitcase. You will _____ it.
6. I am a word that tells what the wind did to the dry leaves. _____

Directions Write the words from the box to complete the story.

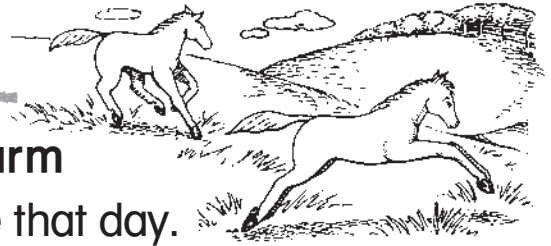
All my friends have hobbies. Kim has a garden. She takes photos of the _____ that visit her flowers. Barry loves baseball, so he collects baseball cards. He has an _____ collection of almost one thousand cards. Kathy collects dolls. Her _____ includes dolls from Switzerland and China. Rodney collects rocks and minerals. He used to just leave them _____ around everywhere. When that put a _____ on his mother's patience, his dad built him shelves to display them.



Home Activity Your child answered riddles using the words from *Prudy's Problem*. Review the words with your child, and have him or her write a story using as many of the words as possible.

Name _____

Read the story. Answer the questions.



Down on the Farm

“I’m bored,” Joe said for the fifth time that day.

Grandpa Paul said, “I grew up on this farm. There were always plenty of different things to do. If you want, I can get you started on some chores right now.”

That wasn’t what Joe wanted to hear, but luckily Grandma Ruth called them to lunch. At least the food was good on the farm!

After lunch Joe wandered into a back pasture. Off in one corner was an old shed. Joe had never noticed it before. He went up to the door and pushed it open. It made a loud, long creak.

When Joe stepped inside the shed, the old door slammed shut! He heard loud noises and felt the shed rumble all around him. Joe was frightened. *What’s going on?* he wondered. Then it got very quiet.

When Joe opened the door, it didn’t creak. When he looked outside, he couldn’t believe his eyes. The old barn now looked too new. The empty corral now held many horses. There were cows and sheep in the pasture. *What happened when I was in the shed?* he thought.

Just then, a boy wearing overalls ran past him. “Hey, can you give me a hand?” he called out.

“Who, me?” Joe asked. The boy kept running, so Joe followed him.

Some horses had escaped from the corral. The boy showed Joe how to run alongside a horse and grab its bridle. Together, the two boys caught all of the horses.



Home Activity Your child drew conclusions using details from a story. Act out a story or a familiar activity and have your child guess what it is by drawing a conclusion. Then invite your child to pantomime something for you to guess.

Name _____

“You’re really good with horses,” Joe told the strange boy. Joe thought he looked like someone he knew, only younger.

Joe and the boy rode in a hay wagon and picked up hay bales. When they took a break from their work, they drank lemonade on the same porch where Joe had eaten his lunch.

“Say, what’s your name?” Joe asked the boy.

“Paul,” said the boy with a grin. “This is my family’s farm.”

Joe stared. “I should get back now,” he finally said.

Joe ran to the shed and went inside. He heard the same noises and felt the same rumblings. When it got quiet in the shed, Joe opened the door. It creaked this time! He ran to find Grandpa Paul on the porch, taking a nap in his chair.

“Grandpa!” Joe cried. “I’m so glad you’re here! I’m so glad I’m here, too! I think I’m ready to do some chores now!”

1. What do you think happened when Joe went in the shed?

2. List two details from the story that support your conclusion.

3. Who was the strange boy?

4. List two details from the story that support your conclusion.

Name _____

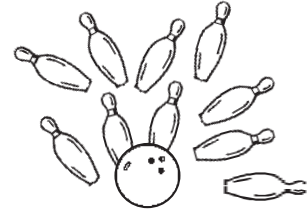
Consonant Blends

Directions Say the name of the picture. Write **spl**, **thr**, **squ**, or **str** to complete the word.

1. _____ ash



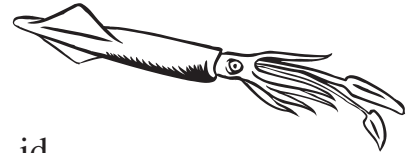
2. _____ ike



3. _____ ee



4. _____ id



Directions Read each word and listen for the three-letter blend. Then write two more words that begin with the same blend.

5. stripe _____

6. squirrel _____

7. three _____

8. split _____

9. straw _____

10. through _____

Directions Draw a picture of something that begins with the letters shown below. Write the picture name on the line.

11. squ

12. thr

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Home Activity Your child wrote words beginning with the blends *spl* (*split*), *thr* (*throw*), *squ* (*squash*), and *str* (*street*). Challenge your child to name more words that begin with the same blends.

Name _____

Vocabulary

Directions Draw lines to match the words with their meanings.

bottom	not willing to work or move fast
cheated	riches
clever	tricked someone; acted in a way that is not honest
crops	the lowest part
lazy	members of a company who share the risks and profits of business
partners	plants grown for food
wealth	bright; intelligent

Check the Words You Know

- ___ bottom
- ___ cheated
- ___ clever
- ___ crops
- ___ lazy
- ___ partners
- ___ wealth

Directions Read the pairs of sentences. Choose a word from the box to fill in the blank in each pair of sentences.

- Hare worked very hard. Bear, however, was rather _____.
- Sheila and Marcia worked hard at their tag sale. They were _____.
- Ms. Adams worked very hard all her life. She managed to gain a lot of _____.
- Farmer Frost planted corn, oats, and turnips. He knew these _____ grew well in his soil.
- The hare thought he was much smarter and faster than the tortoise. The tortoise proved the hare was not as _____ as he thought.
- We didn't think Ted played fairly. In fact, we were sure he _____.
- Tall Tim kept his things on the top shelf. Short Sammy kept his on the _____ shelf.



Home Activity Your child identified and used words from *Tops & Bottoms* to complete sentences. Review the words with your child. Challenge your child to write riddles for the words.

Name _____

Read the story.**Answer** the questions.

Groucho and Rudy

Groucho was a big orange cat who lived with his human owners, Jan and Ray. Jan and Ray took great care of Groucho. He ate the best canned cat food and he slept on a soft pillow. Groucho had a good life, but it was about to change. Jan and Ray came home with another animal. It was a little dog.

“What is this?” Groucho howled when they came through the door. He arched his back and hissed. “There’s no room in this house for another animal, especially a smelly, slobbery one!”

Jan looked upset. “I’m sorry, Groucho,” she said. “I know you’re used to being the king around here.”

Ray said, “It will be okay. They’ll get used to each other. Groucho, meet Rudy. He’s just a pup, so be gentle with him, please.”

“Hi, hi, hi,” said Rudy. “Glad to meet you!”

Groucho gave a big swipe with his paw, almost hitting Rudy in the head. Then he hissed again and walked off.

“Maybe we should take the dog into the back room for now,” Jan said nervously.

“Maybe you should take him back to where you found him!” Groucho snarled. Then he plopped on the living room couch. This was HIS house. He was going to make that dog’s life miserable.

Every day, it was the same thing. “Hi, hi, hi, Groucho,” Rudy said. “Want to play?”

Name _____

Groucho always growled and snapped at Rudy until he ran off to hide. The cat made sure he was still king of the house. Then one day, Groucho woke up from a long nap. There was Rudy, sleeping right next to him. Groucho was ready to give that dog a bite. But he still felt so sleepy. And it was a cool day. Rudy felt warm and cozy. Groucho drifted off to sleep again.

After that, Groucho decided he could stand Rudy. Sometimes the little guy was kind of sweet. And Rudy worshipped his cat friend.

Groucho and Rudy found a way to share the house. The cat would perch on the windowsill and Rudy had his dog rug by the door. The two friends sat together, watching the world go by.

1. Did the author write this story to entertain, to explain, or to persuade?

2. Why did the author make Groucho such a grouchy cat?

3. How can you tell that this is a make-believe story?

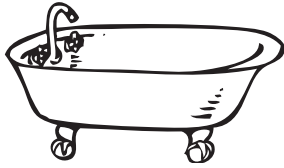


Home Activity Your child identified an author's purpose for writing an animal fantasy. Take turns telling real and make-believe stories with your child. After each story, have the storyteller tell why he or she told the story.

Name _____

Consonant Digraphs

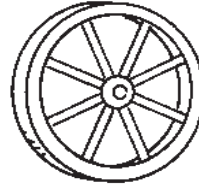
Directions Say the names of the pictures. Then fill in the missing letters. Use **sh**, **th**, **wh**, **ph**, **ch**, **tch**, or **ng**.



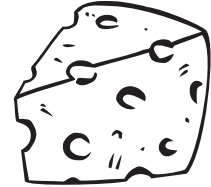
1. ba_____ tub



2. ri_____



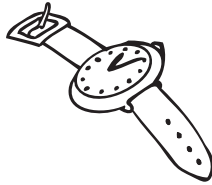
3. _____eel



4. _____ese



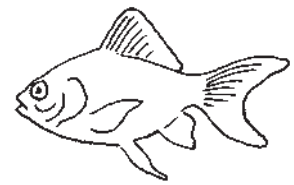
5. ma_____ine



6. wa_____



7. tro_____y



8. fi_____

Directions Use the digraphs **sh**, **th**, **wh**, **ph**, **ch**, **tch**, or **ng** to finish the words in the sentences below.

9. There are _____irteen stripes on the flag of the United States.
10. The forecast is for stormy wea_____er all week.
11. Aunt Laura wore a beaded _____awl over her _____oulders.
12. I collected _____ells and starfi_____ on the bea_____.
13. Isn't that your _____ird piece of pie?
14. When we played ball, Melissa was the pi_____er, and Barry was the ca_____er.
15. Is that your _____one I hear ri_____ing?
16. The snow lay soft and _____ite on the pa_____.



Home Activity Your child identified words containing the digraphs *sh*, *th*, *wh*, *ph*, *ch*, *tch*, and *ng* and used the digraphs to complete words. Read the words on the page with your child. Ask your child to name other words that begin or end with the digraphs *sh*, *th*, *wh*, *ph*, *ch*, *tch*, and *ng*.

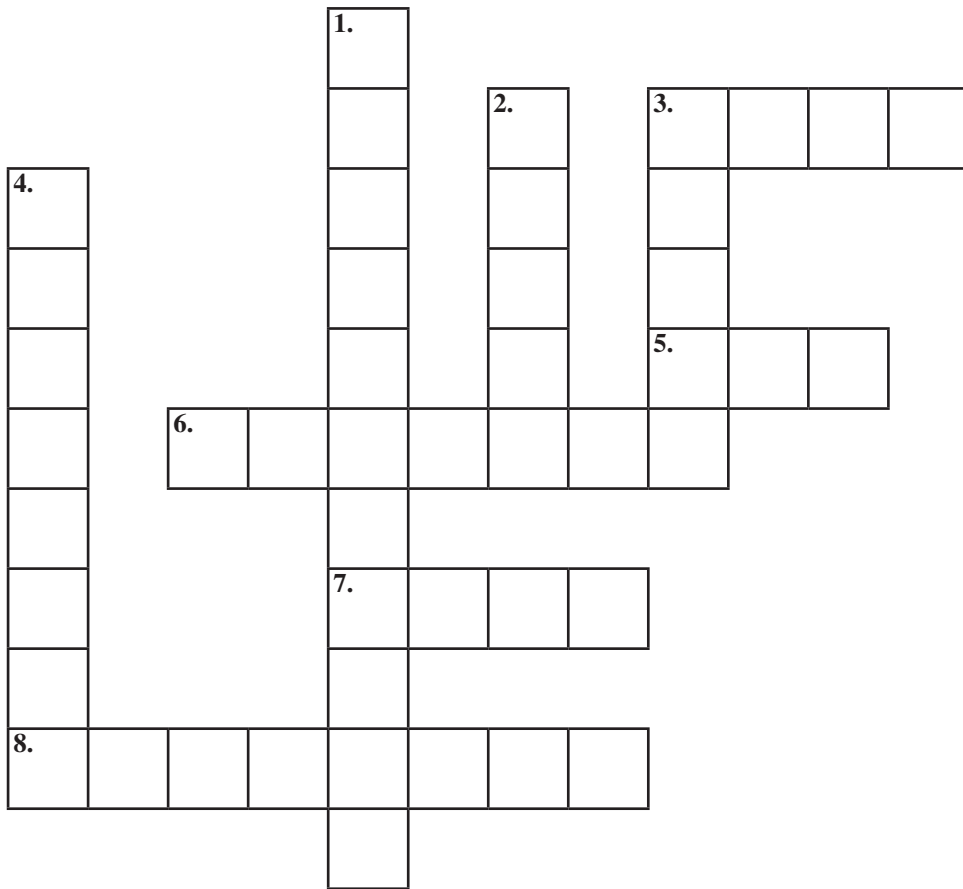
Name _____

Vocabulary

Check the Words You Know

- | | | |
|------------|-------------|----------------|
| ___bill | ___material | ___twigs |
| ___goo | ___eagle | ___tons |
| ___hunters | ___platform | ___hummingbird |

Directions Use the words to complete the crossword puzzle.



ACROSS

- 3. units of weight equal to 2000 pounds
- 5. thick, sticky matter
- 6. people or animals that hunt
- 7. the hard part of a bird's mouth; beak
- 8. what a thing is made of

DOWN

- 1. a tiny bird that builds a cup-shaped nest
- 2. a large bird that hunts
- 3. very small branches of a tree or bush
- 4. a raised level surface for people to stand on



Home Activity Your child completed a crossword puzzle using words from *Amazing Bird Nests*. Take turns making up riddles for the vocabulary words.

Name _____

Read the story.**Answer** the questions.

The Path of the Salmon

Salmon do a lot of traveling in their lives. After they are born in a stream, they travel long distances downstream to the ocean to eat and grow. When a female salmon is at the end of her life, she goes back to the stream where she was born. She lays eggs, and then dies.

A salmon that wants to go home faces many obstacles. Some other animals catch salmon for food. For example, salmon are a favorite meal for bears. Bears wade into the cold water of a river and catch salmon with their paws. Even if a salmon escapes, it faces other obstacles, such as waterfalls and fallen trees.

The salmon's biggest problem is human beings. People sometimes change rivers or streams by building dams or bridges. Then salmon cannot swim back home to lay their eggs. Over the years, some towns have dumped waste and trash into their rivers. Dirty water makes fish sick or too weak to keep swimming. Today, oceans, rivers, and streams have far fewer salmon than they used to.

People are working hard and spending money to solve the salmon's problem. In some places, clubs and schools have adopted part of a river or stream. Volunteers from these groups spend their free time picking up trash along the riverbanks. Cities are building water treatment plants so that human waste does not get dumped into rivers. To trap dirty rainwater that runs off roads

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Home Activity Your child identified the main idea and details in an article about salmon. Read another nonfiction article and have your child tell the main idea. Together, list details that support that main idea.

Name _____

and highways, cities build storm drains next to the roads and highways. That keeps the dirty water out of the rivers. People clear places where a stream runs under a road. Over time, thanks to all these workers, the water in a river gets cleaner. That's good for all of us, but especially good for the salmon!

Salmon need a shallow, quiet place in the water to lay their eggs. People can plant trees along the water for shade. They can make hiding places with logs and big plants. Then the salmon have a quiet place to rest or hide.

Why is it important to keep salmon healthy? First of all, many wild animals that live near rivers and streams depend on salmon for food. Second, salmon eat harmful plants and animals. Last, their habits are a special treat for people, too. Each year, thousands of fish make the long journey upstream past towns, parks, and campsites. Families enjoy watching them or trying to catch a few for dinner. These wild creatures are part of our natural world. They deserve to share our rivers and streams with us.

1. What is the main idea of this story?

2. What is the main idea of the last paragraph?

3. List two details that support the main idea.
