

Name \_\_\_\_\_

# Family Times

## Unit 4 Selection Summaries

In Unit 4, you read these selections:

### Week 1 *The Man Who Invented Basketball*

James Naismith grew up in Canada. When asked to invent a fast-action sport that could be played indoors in winter, he recalled a game from childhood. The result was basketball!

### Week 2 *Hottest, Coldest, Highest, Deepest*

The wonders of the Earth include places that have extreme temperatures and climate conditions, and a variety of landforms.

### Week 3 *Rocks in His Head*

A man's love of collecting and studying all kinds of rocks sees him through good times and hard times and eventually lands him a job doing what he loves best.

### Week 4 *Gertrude Ederle*

Gertrude "Trudy" Ederle learned to swim. Her skill earned her Olympic medals and world swimming records that were previously held by men.

### Week 5 *Fly, Eagle, Fly!*

After a farmer rescues a baby eagle and raises it as a chicken, his friend finds a way to restore the bird to its natural habitat.

### Activity

**One of a Kind** The stories in Unit 4 are about unique qualities in us and in our environment. Discuss one of the stories with someone in your family and make a list of things that are unique about your family and the people in it.

## Comprehension Skills Review

These are some comprehension skills you learned about in Unit 4:

When you **generalize**, you make a general statement that tells how some things are mostly alike or all alike.

A statement of **fact** can be proved true. A statement of **opinion** expresses someone's thoughts or feelings about something. It is neither true nor false.

### Activity:

**What's the Story?** Retell a story from Unit 4. Then choose a character, a setting, or an event from the story. With a family member, list details about it. Use the details to make a generalization. Then state an opinion about something in one of the stories. Give reasons for your opinion.

## Vocabulary Skills Review

These are some vocabulary skills you learned about in Unit 4.

**Multiple-Meaning Words** are words that are spelled the same way but have different meanings.

**Context clues** are words and sentences surrounding an unknown word that help us figure out the meaning of the unknown word.

### Activity

**What Do You Mean?** Here are some words you learned in Unit 4. Each of these words can have more than one meaning. Play a game of charades with family members and act out different meanings of each word. When someone has guessed the word, make up a sentence using the meaning of the word as it was acted out.

stamps  
board  
current  
strokes  
stirred  
guard  
spare

## Unit Question

### What does it mean to be unique?

Write two Amazing Facts or Ideas that you learned in Unit 4 about people and things that are unique.

## Spelling Review

Here are some of the words you learned to spell in Unit 4.

heroes  
dentist  
artist  
actress  
tourist  
chemist  
monster  
control  
explode  
sample  
midnight  
outgoing  
outdoors  
early  
certain  
perfect  
earn  
banjos  
scarves

### Activity

**Create a Riddle** Choose one of the spelling words and make up three clues about it. Have a family member try to guess the word. If correct, the family member takes a turn. If incorrect, you go again.

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# Irregular Plurals

**Directions** Write the plural form of the word in ( ) to complete each sentence.

\_\_\_\_\_

1. At the County Fair, two musicians played their (banjo).

\_\_\_\_\_

2. At one booth, (child) were playing a game.

\_\_\_\_\_

3. Prizes were on display on the (shelf).

\_\_\_\_\_

4. At another booth, a woman was painting colorful (scarf).

\_\_\_\_\_

5. Many (man) and (woman) gathered around to watch.

\_\_\_\_\_

6. People dressed as (elf) gave away treats.

\_\_\_\_\_

7. In the farm exhibit area, you could see two cows and their newly born (calf).

\_\_\_\_\_

8. In another pen there were some (sheep).

\_\_\_\_\_

9. A flock of (goose) flew overhead.

**Directions** Write the plural form of each word below. Then write a sentence using the plural form of the word.

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_



**Home Activity** Your child wrote some irregular plurals. Ask your child to review the singular and plural forms of the words on the page. Then ask your child to write about things you can do or see at a fair using as many plural words above as possible.

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# Vocabulary

<b>basketball</b>	<b>disease</b>	<b>freeze</b>	<b>guard</b>
<b>popular</b>	<b>sports</b>	<b>study</b>	<b>terrible</b>

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

1. The loud noise gave Grace a \_\_\_\_\_ headache.
2. The \_\_\_\_\_ kept the gold safe.
3. Frank was sick for two weeks with a \_\_\_\_\_ .
4. We all like to sing the \_\_\_\_\_ song.
5. If it gets any colder outside, the lake will \_\_\_\_\_ .
6. Meg likes to run and play many \_\_\_\_\_ .
7. The students must \_\_\_\_\_ hard to pass the test.
8. The player threw the \_\_\_\_\_ into the air.

**Directions** Write the word from the box that goes with each definition.

9. really bad \_\_\_\_\_
10. a person who watches over or protects something \_\_\_\_\_
11. turn into ice \_\_\_\_\_
12. to spend time learning, usually by reading \_\_\_\_\_
13. a problem in the body; sickness \_\_\_\_\_
14. a game played on a court where two teams try to throw a ball through a raised hoop \_\_\_\_\_
15. liked by many people \_\_\_\_\_
16. games in which people use their bodies \_\_\_\_\_



**Home Activity** Your child used words from *The Man Who Invented Basketball* to complete sentences and match definitions. Have your child write a story about playing sports using as many of the vocabulary words as possible.

Name \_\_\_\_\_

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

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### Margie Goldstein, Rider of the Year

“Margie, you’re too little to control those big horses.”

“Margie, your legs aren’t long enough! Maybe you should stick to ponies.”

“Margie, don’t try to jump that horse. He’s too dangerous! The best rider at this stable is afraid to get on his back!”

Young Margie Goldstein heard comments like these all the time. Growing up in Wellington, Florida, she lived near huge horse farms and riding arenas. She loved animals and she thought she would love to ride horses, but her parents said no. They knew how dangerous horses could be. They knew how much lessons cost. They knew how much time it would take to become a good rider.

Wellington is the home of some major American horse shows. Champion riders come from all over the world to compete there. Junior riders test their skills against other children and young people their age. Young Margie Goldstein longed to be one of them.

But at first, Margie had to be content taking care of other people’s dogs and cats. She spent hours and hours in stables, taking care of other people’s horses, too. People would give her saddles and bridles in exchange for her work. The owner of the stable paid her in extra riding time instead of money.

Margie Goldstein had a hidden gift that even she didn’t know about at first. Besides being a fine athlete, she “had a way with animals.” That means that she somehow earned their trust right away. Maybe it was her soft voice or the quiet way she walked into their stall. Maybe it was the way she used her hands and legs to communicate when she was in the saddle.

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Whatever it was, some of the most difficult ponies and horses responded to her. It wasn't easy, and Goldstein broke a lot of bones along the way. Soon, though, people noticed she had a special talent with horses. When a horse trusts its rider, the two of them become a team, and then they can do just about anything.

As an adult, Margie Goldstein is still shorter than most other riders, but nothing stops her. She has been Rider of the Year, an all-time money winner, and also an Olympic champion. She's still riding today at the very highest levels of show jumping.

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1. Underline the best generalization of what people thought about young Margie Goldstein's riding ability.

She would never be good enough.

Horses are too dangerous.

Only tall people can be good riders.

2. Underline details in the selection that support this generalization: Margie Goldstein is one of the very best riders.
  3. Make a generalization about these details: A horse can jump over stone walls, hedges, fences, and many other obstacles.
- 
- 



**Home Activity** Your child made generalizations about information in a biography. Name three objects or animals that are the same in some way, such as cardinal, blue jay, and crow. Have your child make a generalization about them, such as *All birds have two legs* or *all birds have beaks*.

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## Vowels: *r*-Controlled

**Directions** Read each sentence. Circle the words with the sound /er/ as in **third, verb, Thursday, search, and world.**

1. Maxie wants to earn some money.
2. She will do some work in the yard.
3. Maxie gets up bright and early.
4. It was a perfect morning, with not a cloud in the sky.
5. First, Maxie digs holes in the ground.
6. She sees a worm crawling in the soil
7. She plants fern plants in the holes.
8. Maxie likes to learn about gardening.
9. At the end of the day, she gets paid for her work.
10. She puts the money in her purse.

**Directions** Circle the word that has the same vowel sound as the first word.

- |                   |       |       |       |
|-------------------|-------|-------|-------|
| 11. <b>start</b>  | care  | park  | stair |
| 12. <b>fork</b>   | torn  | foot  | phone |
| 13. <b>store</b>  | stone | wore  | soil  |
| 14. <b>search</b> | fear  | pear  | earth |
| 15. <b>roar</b>   | boat  | shout | soar  |



**Home Activity** Your child identified words with the *r*-controlled vowel sound /er/ as in *third, verb, Thursday, search, and world*. Your child also identified words with the *ar, or, ore, oar* *r*-controlled vowel sounds. Review the words on this page with *r*-controlled vowel sounds. Ask your child to make nine columns on a sheet of paper: *ir, er, ur, ear, or, ar, ore, and oar*. Have your child write an appropriate word in each column.

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# Vocabulary

## Check the Words You Know

\_\_\_average

\_\_\_erupted

\_\_\_tides

\_\_\_depth

\_\_\_outrun

\_\_\_waterfalls

\_\_\_deserts

\_\_\_peak

**Directions** Write the meaning of the underlined word on the line.

1. Cactus plants grow in deserts.

---

2. The waters in the sea rise and fall with the tides.

---

3. We could hear the rushing waters of the waterfalls.

---

4. A rabbit can outrun a turtle.

---

5. What is the depth of this swimming pool at the deep end?

---

6. On an average day, the pizza place sells 100 pizzas.

---

7. The volcano erupted and threw out lava and rocks.

---

8. The explorer climbed all the way to the peak of the mountain.

---

**Directions** On a separate sheet of paper, write a short paragraph about a place you would like to visit or explore. Use as many vocabulary words as possible. Circle the vocabulary words you used.



**Home Activity** Your child defined and used words from *Hottest*, *Coldest*, *Highest*, *Deepest*. With your child, visit the library or go online to the Web to find out about some of the plants and animals that live in the desert, and how they have adapted to life without much water.



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

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## Ban the Penny?

Look in the junk drawer in your home. Are there pennies scattered at the bottom? If so, yours is not the only drawer containing loose pennies. There are many pennies that do not get spent in this country. They often end up stored in jars in people's homes or at the bottom of their drawers.

One reason that pennies do not get spent is because nothing costs a penny anymore. Pennies are mostly used to make change, and so people end up with the extra coins in their pockets or purses.

Some people believe that the United States should stop making pennies because they are so little used. But the other, more important reason is that the penny has become more expensive to make.

The penny is made up of a mixture of zinc and copper. These metals have become much more expensive. It now costs more to make a penny than the coin is worth. This is also true of the nickel. People who want to ban the penny say that the U.S. would save a lot of money if it did not make pennies anymore.

What about the video game that is priced \$9.98? The price would probably be changed to \$10.00. Something that was \$5.02 would probably cost \$5.00. In some ways, this change could make buying things simpler.

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**Home Activity** Your child used a chart to learn about the cost of making pennies and other coins. Have your child explain to you how to tell which coins cost more to make than they are worth.

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The penny still has many supporters. People say that things would be more expensive without the penny. They argue that people with little money would be hurt if the nickel was the coin with the least value. They also point out that many people still do use pennies.

When it comes down to it, most people seem to like the penny. They want to keep it around for now, even if it is expensive to make. Maybe they would miss seeing Abe Lincoln's face in their change purse!

The Cost of Making Coins	
Coin	Cost
Penny	1.23 cents
Nickel	5.73 cents
Dime	2.99 cents
Quarter	7.03 cents
Sacajawea dollar	15.89 cents

1. What does the chart show?

2. Look at the chart. Which coins cost more to make than they are worth?

3. Look at the chart. Which coin costs the most to make?

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# Prefixes

**Directions** Add the prefix **pre-**, **mid-**, **over-**, **out-**, **bi-**, or **de-** to the base word in ( ) to complete each sentence. Write the word on the line.

- \_\_\_\_\_ 1. Ravi wanted to ride his new (cycle).
- \_\_\_\_\_ 2. Please return the (due) library books.
- \_\_\_\_\_ 3. The baker (heats) the oven.
- \_\_\_\_\_ 4. You could see the full moon at (night).
- \_\_\_\_\_ 5. This plastic bag will (last) that paper bag.
- \_\_\_\_\_ 6. The passengers will (plane) on the runway.

**Directions** Read each word. Draw a line (/) between the prefix and the base word.

7. deform      8. midweek      9. outgoing

10. overlook      11. bifocals      12. prepaid

**Directions** Choose a word from the box that best fits the definition. Write the word on the line.

midyear      dethrone      overwork      bifocals

- \_\_\_\_\_ 13. eyeglasses with lenses that have two sections
- \_\_\_\_\_ 14. work too hard
- \_\_\_\_\_ 15. the middle of the year
- \_\_\_\_\_ 16. remove a king or queen from ruling



**Home Activity** Your child formed and wrote words with the prefixes *pre-*, *mid-*, *over-*, *out-*, *bi-* and *de-*. Give your child the following words: *prepaid*, *midday*, *overhead*, *outdo*, *bicycle*, and *deplane*. Ask him or her to circle the prefix in each word, and then work with your child to use each word in a sentence.

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# Vocabulary

## Check the Words You Know

\_\_\_attic

\_\_\_chores

\_\_\_spare

\_\_\_board

\_\_\_customer

\_\_\_stamps

\_\_\_labeled

**Directions** Read each question. Write the answer on the line.

1. What is a chore you might do around the house?

---

2. Where do you buy stamps?

---

3. What part of a house is the attic?

---

4. Why should a store clerk treat a customer well?

---

5. Why should a car have a spare tire?

---

6. If you labeled your jacket, what would you write?

---

7. Where can you see a diving board?

---

**Directions** Write the word from the box that completes each sentence.

8. There are some old trunks stored upstairs in the \_\_\_\_\_.

9. Remember to put \_\_\_\_\_ on the envelopes before you mail the letters!

10. I found some \_\_\_\_\_ change in my coat pocket.

11. You can't go out until you have finished your \_\_\_\_\_.

12. Jo \_\_\_\_\_ all the boxes so people would know what was in them.



**Home Activity** Your child identified and used words from *Rocks in His Head*. Ask your child to write a list of chores using as many vocabulary words as possible (e.g., clean up the attic, label boxes).

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

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### First Woman in Space

Valentina Tereshkova is a *cosmonaut*, the Russian word for *astronaut*. She was born in 1937 in Russia, which was then part of the Soviet Union. Her father drove a tractor and her mother worked in a textile mill. As a girl, Tereshkova enjoyed ordinary sports, such as swimming, but she also had a special interest. She loved to parachute! She became an expert at the sport while she was working in a factory. She even started a parachuting club to get other workers interested.



Tereshkova remembers one day in 1961 very well. That was the day that a Russian man became the first human to travel in space. Tereshkova later called that the most exciting day of her life. It also gave her the idea of applying for the cosmonaut training program. She wrote a letter that described her skill and her many parachute jumps.

At that time, all Russian cosmonauts were men, so imagine Tereshkova's surprise when she was accepted! Of the more than 400 women who applied, she was one of only five who were accepted. She thought she was the luckiest person in the world when she got the news.

Her parachuting skill was one of the main reasons Tereshkova was accepted for cosmonaut training. During the months of training, she made more than 100 parachute jumps. During some of them, she had to wear a space suit!

On June 16, 1963, Tereshkova found herself in a tiny, cramped, one-person space capsule. She was about to become the first

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woman in space. After blasting off, she spent three days alone in space and made 48 orbits around the Earth. That means she traveled about 1.2 million miles in space! She felt sick to her stomach much of the time, but she was still able to take photographs and talk on the radio. At the end of her flight, she ejected herself and parachuted back to Earth.

Before Tereshkova, women had not been allowed to travel in space. Thanks to this brave woman, training programs in the Soviet Union and in the United States began to accept women for space travel. She is a true hero in early space programs.

1. Reread the first paragraph. Write a sentence that states a fact about Valentina Tereshkova's special interest.

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---

2. Reread the third paragraph. Underline the sentence that states Tereshkova's opinion about being accepted as a cosmonaut.

---

3. The author had the opinion that Valentina Tereshkova is a true hero. Find in the story two facts that support this opinion and write them on the lines below.

---



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---



---



**Home Activity** Your child identified fact and opinion in a nonfiction passage. Choose a topic that you and your child know about, such as a favorite hobby or animal. Take turns telling facts about the topic. Then express opinions about it. Discuss what makes facts and opinions different.

Name \_\_\_\_\_

# Suffixes

**Directions** Write the word from the box that best fits each definition.

biologist conductor instructor lioness seller swimmer tourist

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. a traveler who visits places
2. one who directs musicians
3. a female lion
4. a worker in a store
5. one who shows someone how to do something
6. a scientist who studies living things
7. one who moves through water using arms and legs

**Directions** Add the suffix **-er**, **-or**, **-ess**, or **-ist** to the base word in ( ) to complete each sentence. Use the words in the box to help.

actor artist countess editor hostess shipper teacher

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. The (host) in the restaurant showed us to our table.
9. Perry loves to paint and wants to be an (art) some day.
10. The (ship) made sure that all our boxes arrived safely.
11. Everyone applauded when the famous (act) came onstage.
12. The newspaper (edit) checked all the facts in the story.
13. Mrs. Kelley has been a (teach) for many years.
14. The (count) wore a gown to the ball.



**Home Activity** Your child formed and wrote words with the suffixes *-er*, *-or*, *-ess*, and *-ist*. Ask your child where he or she would like to visit as a tourist. Plan an imaginary trip there with your child. Go to the library or to the Web to find out about things to see and do.

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# Vocabulary

**Directions** Underline the word that completes each sentence. Then write the word on the line.

- You can read about all the \_\_\_\_\_ news in the newspaper.  
current      stirred
- A swimmer almost \_\_\_\_\_ the other day.  
continued      drowned
- Mrs. Li will \_\_\_\_\_ her ninetieth birthday next week.  
celebrate      continued
- The mayor gave out \_\_\_\_\_ to the brave firefighters.  
strokes      medals
- Her speech about their brave deeds \_\_\_\_\_ the crowd.  
stirred      drowned

**Directions** Write the word from the box that completes each sentence. You can use a word more than once.

celebrate    current    medals    strokes    continued    drowned    stirred

- The ballgame \_\_\_\_\_ after the rain stopped.
- Linda's cat purrs when she \_\_\_\_\_ it.
- On July 4, we \_\_\_\_\_ Independence Day.
- The swimmer's arms moved with graceful \_\_\_\_\_ through the water.
- After the race was over, they handed out the \_\_\_\_\_.
- There was a strong \_\_\_\_\_ in the water.
- The cook \_\_\_\_\_ the soup in the pot.



**Home Activity** Your child identified and used vocabulary words from *America's Champion Swimmer: Gertrude Ederle*. Ask your child to write a short newspaper article about a current event in the neighborhood or in the family. Encourage him or her to use this week's vocabulary words if possible.



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



## Karen Gaffney

Karen Gaffney swims laps across the pool. Her short arms are strong, and she speeds across the pool.

“Keep pushing, Karen! Four more laps,” her coach calls out.

In many ways, Karen is like any talented swimmer. She trains at least an hour a day. She has been on swim teams. She faces all the challenges of swimming. But Karen Gaffney is a unique athlete who has faced much bigger challenges in her life.

Karen was born with Down syndrome. This condition keeps a person from growing to full size. Many people with Down syndrome have other health problems. Their bones do not grow correctly. They can have heart problems and other illnesses. In the past, many children with Down syndrome did not have a chance to live normal lives.

Karen’s parents made sure that she had as many chances as possible. Her dad taught her to swim when she was nine months old. Swimming helped Karen build stronger muscles. Often her parents had to encourage her to float and try new swim strokes. But soon, Karen loved swimming.

As Karen grew, she had problems with her hips. She’d had many surgeries. Karen learned to use her arms a lot in her swimming. She adapted her kick for her weak leg. When Karen walks, she often limps. Swimming is a way for her to move gracefully and quickly.

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Karen competed in the Special Olympics. That was a wonderful experience for her. One day she met a swimmer who had crossed the English Channel. Karen thought this sounded like a great challenge, so she joined a team of people who would make the swim. Through the cold water, she completed her part of the race. Karen became the first person with Down syndrome to ever try swimming the English Channel.

Today, Karen is training to swim across Lake Tahoe in California. The lake is twelve miles long. The swim will raise money for Down syndrome research. If she makes it, Karen will have set another record. She will be the first swimmer with Down syndrome to swim across Lake Tahoe. Karen Gaffney is an inspiration to athletes everywhere.

- 
1. Underline a sentence in the third paragraph that states a fact about Karen Gaffney.
  2. Draw a circle around a sentence in the last paragraph that states an opinion about Karen Gaffney.
  3. Write your own opinion about Karen Gaffney, based on what you have read in the selection.
- 
- 



**Home Activity** Your child identified facts and opinions in a biographical passage. Have your child point out a fact and an opinion in the selection and explain how he or she knows the difference.

Name \_\_\_\_\_

# Syllable Patterns VCCCV

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

- \_\_\_\_\_ 1. Do you have the (address/place) for the costume party?
- \_\_\_\_\_ 2. Many (people/children) are coming.
- \_\_\_\_\_ 3. I will wear a (scary/monster) mask.
- \_\_\_\_\_ 4. Who will (hear/control) the music?
- \_\_\_\_\_ 5. We don't want the neighbors to (worry/complain).
- \_\_\_\_\_ 6. The party was a (complete/total) success.

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

7. brother      merchant      sparrow

\_\_\_\_\_

8. insect      partner      blunder

\_\_\_\_\_

9. hundred      cobweb      crane

\_\_\_\_\_

10. plane      discount      surprise

\_\_\_\_\_

11. thirsty      agree      driver

\_\_\_\_\_

12. dirty      pilgrims      moonlight

\_\_\_\_\_



**Home Activity** Your child wrote words with the VCCCV syllable pattern found in *fortress*. Ask your child to underline the VCCCV pattern in each of the words he or she wrote above on this page. Together with your child, come up with other sentences that use each word.

Name \_\_\_\_\_

# Vocabulary

clutched   echoed   gully   reeds   scrambled   valley   thatch

**Directions** Draw lines to match the words with their meanings.

- |              |                                 |
|--------------|---------------------------------|
| 1. gully     | a roof covering made from straw |
| 2. echoed    | low ground between two hills    |
| 3. thatch    | long, narrow ditch              |
| 4. valley    | rushed to get somewhere         |
| 5. reeds     | held onto tightly               |
| 6. scrambled | repeated                        |
| 7. clutched  | tall grasses with hollow stems  |

**Directions** Use the words above to complete the sentences.

Sam and his sister Tammy were on a nature hike. From the top of the hill, they could see the \_\_\_\_\_ below. “Let’s see if we can make an echo,” said Sam. Tammy made loud sounds. Her voice \_\_\_\_\_ throughout the hills. “Wow,” said Sam.

They walked down the hill, towards the river. They passed an abandoned hut with a \_\_\_\_\_ roof. Behind the hut was a small deep \_\_\_\_\_ covered with old rusted farm equipment.

Sam and Tammy finally got near the river. There were tall \_\_\_\_\_ growing along the water’s edge. Sam parted them quietly. He reached out and \_\_\_\_\_ Tammy’s arm. “Look!” he whispered. They saw a mother duck and her ducklings. She was waddling towards the water. The ducklings \_\_\_\_\_ after her.



**Home Activity** Your child identified and used vocabulary words from *Fly, Eagle, Fly!* Ask your child to draw a picture to illustrate the story above. Then discuss the picture with your child. Encourage your child to use vocabulary words when describing the picture.

Name \_\_\_\_\_

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

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### The Foolish Mouse

Once upon a time, a mother mouse and her three babies, two daughters and a son, lived on a farm. The mother took good care of her babies, cleaning their whiskers and grooming their fur. She fed them tasty treats from the fields. Sometimes she stole into the barn late at night to find a little grain or corn for them to eat.



The baby mice grew fat and bold, thanks to their mother's good care. Soon they were tumbling around in the nest, getting into trouble. If one mouse poked her nose out of the mouse hole to take long, deep breaths of fresh air, another mouse soon followed. Before long, all three were outside in the sunshine!

Mother Mouse was horrified. "Little mice," she scolded, "you must never, ever forget that you are mice. Mice are small, very small. They make an excellent meal for bigger animals like owls, cats, and foxes. Just one careless move and you are no longer a mouse. You are someone's dinner!" Mother Mouse looked stern.

The two daughters listened carefully to their mother. From that day on, they stayed in their mouse hole until dark. Only then did they creep out to look for food, and they never went very far. At the least hint of trouble, they scampered back to safety.

As you might have guessed, their brother was different. He didn't want to act like a coward. "I may not be big, but I'm brave," he boasted to his sisters. "I'm the bravest mouse that ever lived!"

His sisters laughed. "Listen to Momma," they warned him.

Name \_\_\_\_\_

Brother Mouse set out to prove that it is safe for mice to venture outside in the daytime like many other animals do. When he wanted to take a walk through the garden to enjoy the sights and smells, he did. After all, he was the bravest mouse of all.

Brother Mouse strolled, as bold as you please, down the garden path. He sniffed the breeze with its scents of lilacs and roses. He enjoyed the bright colors of the flowers and clover. He listened to the sounds of birds chirping and bees buzzing. Just as he started to sing his own little song, he heard the quiet swoop of an owl's powerful wings overhead, and then . . .

1. What is the cause, or the reason, the baby mice grew fat and bold?

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2. What is the effect of Mother Mouse's warning on her two daughters?

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3. Brother Mouse forgot to behave carefully, like a mouse. What effect do you think that had?

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4. Find another example of cause and effect in the folk tale and write it below.

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**Home Activity** Your child identified cause and effect in a folk tale. A cause is something that causes something else—an effect—to happen. Take turns discussing possible causes and effects in your home. For example, point to a light switch and ask your child to tell a cause and an effect about it.