

# Author's Purpose

- The **author's purpose** is the reason or reasons for writing. An author may write to persuade, to inform, to entertain, or to express ideas and feelings.
- The kinds of ideas in the text, and the way the author organizes and states these ideas, can help you determine the purpose.

**Directions** Read the following passage. Then complete the diagram below.

**W**hen I smelled chili cooking in the kitchen, I knew I was in trouble. This wasn't just ordinary chili. This was "fibber's chili," which was invented by my great-aunt. She fed this chili to anyone she thought had told a fib or a lie. "One bite," she used to say, "and they can't help but tell you the whole truth."

I knew my mom was making it for me

now. Why? Yesterday I kicked a soccer ball into a window, and it broke. Of course, then I told my mother that the window smashed when a bird flew into it. I suppose now I could tell her that I'm too sick to eat. But then she'd serve me fibber's chili a second time! I've got to get up my courage and tell the truth.

## Examples of Ideas

1. A special chili
2. The narrator has not told the truth about

## Author's Purpose

5.

## Content of Text

3.

4.



**Home Activity** Your child identified the author's purpose in a text. Have your child choose something to write in a letter to a friend or relative. What would your child's purpose be, given the subject matter, and how could information be presented to serve that purpose? Then have your child write the letter.

Name \_\_\_\_\_

## Writing • Friendly Letter

### Key Features of a Friendly Letter

- usually includes five parts: heading, salutation, body, closing, and signature
- heading may include only the date
- written in a friendly voice, often to someone you know well

August 23, 20\_\_

Dear Reba Jo,

Wait till I tell you what happened to me last week. There I was out in the field picking corn. I had been picking corn for what seemed to me to be hours. It was really only about 30 minutes, but the sun was hot that day. Well, I decided to take a little nap. I walked over to a big shade tree at the end of the cornfield. I leaned up against the tree and I started to drift off.

Suddenly I heard this voice — deep, but kind of croaky.

“Well, young lady. It looks like you’re sleeping on the job,” the voice said. I snapped open my eyes and there in front of me was the most handsome prince you ever saw. I was so surprised I couldn’t even speak. I just sat there with my mouth hanging open.

The next thing I knew, the wind started to blow, swirling round and round. It blew so hard it picked me and the prince up and we both twirled in circles. When the wind finally stopped, I fell right back down next to the tree. Now, here’s the big surprise. The prince was gone! All I saw was a toad hopping away into the cornfield. I wonder if your toad was my toad? I guess we’ll never know!

Your friend,  
Juanita

1. Who is the audience and what is the purpose of this letter?

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2. Circle two sentences that show this is a friendly letter with informal language.

# Vocabulary

**Directions** Draw a line to connect each word on the left with its definition on the right.

- |             |  |
|-------------|--|
| 1. riverbed | a large area of level or rolling land with grass but few or no trees |
| 2. favor    | a channel in which a river flows or used to flow                     |
| 3. prairie  | an agreement to trade; deal  |
| 4. lassoed  | act of kindness  |
| 5. bargain  | roped; caught with a lasso   |

**Directions** In each statement below, the first pair of words has a certain relationship (such as the same meaning). To complete the statement, add a word that gives the second pair of words the same relationship as the first pair. For example, *neat* is to *messy* (opposite meanings) as *happy* is to *sad* (opposite meanings). Choose the word from the box and write it on the line to the left.

- |       |  |
|-------|--|
| _____ | 6. <i>Laughed</i> is to <i>cried</i> as<br><i>whispered</i> is to _____.     |
| _____ | 7. <i>Remembered</i> is to <i>recalled</i> as<br><i>angered</i> is to _____. |
| _____ | 8. <i>Tree</i> is to <i>forest</i> as <i>grass</i> is to<br>_____.           |
| _____ | 9. <i>Train</i> is to <i>track</i> as <i>river</i> is to<br>_____.           |
| _____ | 10. <i>Disagreement</i> is to <i>fight</i> as<br><i>deal</i> is to _____.    |

## Check the Words You Know

- \_\_\_bargain
- \_\_\_favor
- \_\_\_lassoed
- \_\_\_offended
- \_\_\_prairie
- \_\_\_riverbed
- \_\_\_shrieked

## Write a Fairy Tale

On a separate sheet of paper, write your own fairy tale about making a bargain. Use as many vocabulary words as you can.



**Home Activity** Your child identified and used vocabulary words from *The Horned Toad Prince*. Together, create additional analogies, as shown in the second activity, to use with the vocabulary words.

Name \_\_\_\_\_

# Compound Sentences

A **compound sentence** is made up of two simple sentences joined by a comma and a connecting word such as *and*, *but*, or *or*.

## Simple Sentences

Fairy tales are very old.  
Children still enjoy them.

## Compound Sentence

Fairy tales are very old, *but* children still enjoy them.

The two sentences in a compound sentence must have ideas that make sense together.

**Directions** Write *S* after each simple sentence and *C* after each compound sentence. Do not confuse a compound subject or predicate with a compound sentence.

1. Fairy tales and other old stories are sometimes very scary. \_\_\_\_\_
2. Witches, giants, or trolls can give little children nightmares. \_\_\_\_\_
3. Fairy tale heroes are often in danger, but they usually win in the end. \_\_\_\_\_
4. Often a poor girl marries a prince, or a poor boy marries a princess. \_\_\_\_\_
5. The dragon is killed, and everybody lives happily ever after. \_\_\_\_\_

**Directions** Join each pair of simple sentences to make a compound sentence. Use the word *and*, *but*, or *or*. Do not forget to add a comma.

6. The hero was small and young. He was very brave.

\_\_\_\_\_

7. She fell in love with the prince. He fell in love with her.

\_\_\_\_\_

8. You can fight the dragon. You can run away.

\_\_\_\_\_

9. He saw the woman in the tower. He wanted to save her.

\_\_\_\_\_

10. The wolf knocked on the pigs' door. They wouldn't let him in.

\_\_\_\_\_



**Home Activity** Your child learned about compound sentences. Encourage him or her to show you how the words *and*, *but*, and *or* can link simple sentences to form compound sentences.

# Long e

## Spelling Words

prairie	calorie	honey	valley	money
finally	movie	country	empty	city
rookie	hockey	collie	breezy	jury
balcony	steady	alley	trolley	misty

**Rhymes** Write the list word that rhymes with the underlined word.

1. Are you ready? Take it slow and \_\_\_\_\_. 1. \_\_\_\_\_
2. Go to Main and First Streets, Molly. That's where you can catch the \_\_\_\_\_. 2. \_\_\_\_\_
3. He paid a lot of money for the big jar of \_\_\_\_\_. 3. \_\_\_\_\_
4. Let's make a tally of the number of cars in the \_\_\_\_\_. 4. \_\_\_\_\_
5. Buffaloes are big and hairy. They used to roam across the \_\_\_\_\_. 5. \_\_\_\_\_
6. "He's guilty!" the lawyer said with fury to the \_\_\_\_\_. 6. \_\_\_\_\_
7. It was a pity he couldn't take a trip to the \_\_\_\_\_. 7. \_\_\_\_\_
8. Sailing boats is easy when the wind is strong and \_\_\_\_\_. 8. \_\_\_\_\_
9. "You're one smart cookie," said the coach to the \_\_\_\_\_. 9. \_\_\_\_\_

**Synonyms** Write the list word that means the same thing as the word or phrase.

10. raised porch 10. \_\_\_\_\_
11. unit of energy 11. \_\_\_\_\_
12. film 12. \_\_\_\_\_
13. sheep dog 13. \_\_\_\_\_
14. ice game 14. \_\_\_\_\_
15. cash 15. \_\_\_\_\_
16. vale 16. \_\_\_\_\_
17. at last 17. \_\_\_\_\_
18. nation 18. \_\_\_\_\_
19. hazy 19. \_\_\_\_\_
20. unfilled 20. \_\_\_\_\_



**Home Activity** Your child wrote words that end with the long e sound spelled *ie*, *ey*, or *y*. Ask your child to say sentences using list words.

Name \_\_\_\_\_

# Outline Form A

**Title** \_\_\_\_\_

**A.** \_\_\_\_\_

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

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

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

**B.** \_\_\_\_\_

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

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

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

**C.** \_\_\_\_\_

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

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

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

## Vocabulary • Synonyms and Antonyms

- Sometimes when you are reading, you see a word you don't know. To help you, the author may give you a **synonym** or an **antonym** as a context clue for the word.
- Synonyms are words with the same or similar meanings, such as *large* and *big*. A synonym is often set off by commas and preceded by the word *or* or *like*.
- Antonyms are words with opposite meanings, such as *happy* and *sad*. An antonym is often preceded by the words *instead of* or *rather than*.

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

Once upon a time, there lived an old man. One day, the man took a walk and came upon two boys fighting, a big boy and a little boy. The little boy shrieked, or screeched, that the big boy had not carried off his half of a bargain.

"The deal," he screamed, "was that we would both dig for the treasure—not just me!" The little boy was obviously offended, or insulted, to be doing all the work. "I'm not asking for favors. I just

want you to do your share of the digging," he said.

The boys stopped fighting when they saw the old man standing before them. The old man reached in his pocket and took out the largest ruby the boys had ever seen.

"You should be friends instead of enemies," said the man. "If you agree never to fight again, I will show you a treasure that is a million times greater than the one you are digging for."

1. What synonym for *shrieked* does the author use? How do you know?

2. Where in the passage is the antonym for *friends*? How do you know?

3. In the passage, what is the synonym for *offended*?

4. Which two antonyms describe the boys?



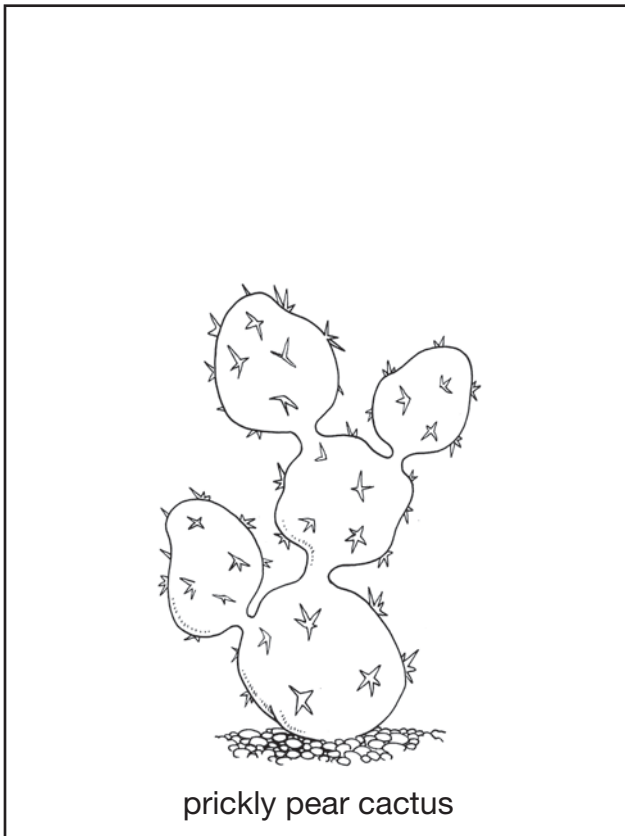
**Home Activity** Your child identified synonyms (words that mean the same thing) and antonyms (words that are opposite in meaning) that appear within the context of a passage. Play a naming game with your child by taking turns saying words that have the same or the opposite meaning of the given word.

Name \_\_\_\_\_

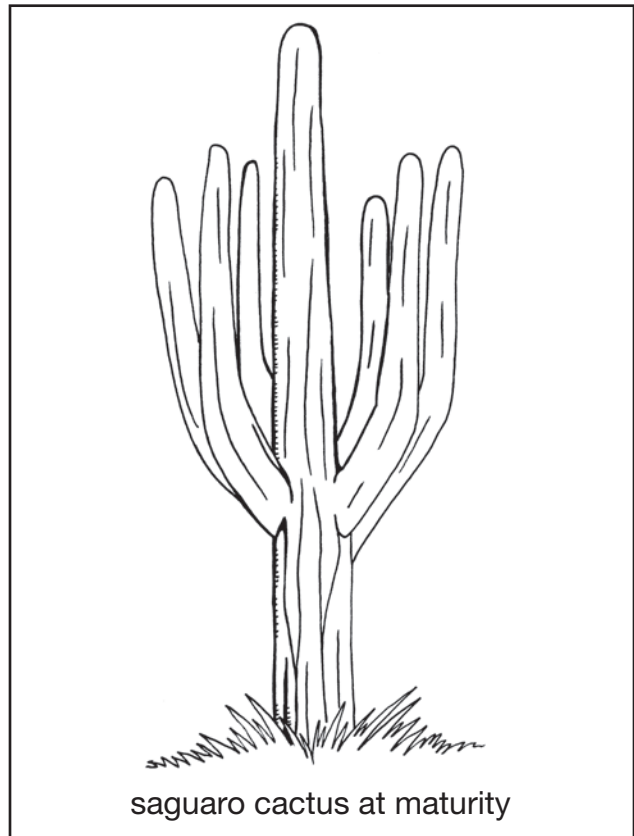
## Illustration/Caption/Label

- **Illustrations** and pictures can help readers understand information about characters and events in a story or a subject in a nonfiction article.
- A **caption** is the text that explains or gives more information about an illustration or picture. Captions usually appear below or to the side of the image.
- **Labels** also use text to provide information about illustrations and pictures. They can appear inside the image or above or below it.

**Directions** Study the illustrations and captions below.



The prickly pear cactus, which grows in the American Southwest, has flat stems called pads. These stems are good at holding in water. For this reason, desert animals try to eat them. However, the prickly pear cactus protects itself with sharp, pointy spines that keep animals away.



The very large saguaro cactus grows from a very small seed. It takes many years for the saguaro to grow to its full size. These plants sometimes live 150 years. At that age, a saguaro may measure up to fifty feet high.



Name \_\_\_\_\_

**Directions** Use the illustrations and captions to answer the questions.

1. What is shown in these illustrations?

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2. What do the illustrations themselves show about the differences between the prickly pear cactus and the saguaro cactus?

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3. How large can a saguaro cactus grow?

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4. How does the prickly pear cactus protect itself? How do you know?

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5. Why does the caption for the saguaro cactus include a detail about its seed, even though the illustration does not show this detail?

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6. If the illustration of the prickly pear showed the kinds of animals that try to eat the plant's pads, what new information might the caption include?

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7. What label might be added to the first illustration? Where would you place it?

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8. What label might be added to the second illustration? Where would you place it?

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9. What kind of article might include these illustrations?

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10. Write a new caption that could be used for both images at once.

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**Home Activity** Your child learned how to analyze illustrations and captions. Read a nonfiction article that contains no illustrations. Together, discuss what illustration you could add to help the reader understand the information in the article.

Name \_\_\_\_\_

# Long e

**Proofread an Ad** Jan wrote this ad to sell her dog. Circle five misspelled words. Write the words correctly. Then write the sentence that has a capitalization mistake correctly.

## Dog for Sale

This colly is a honey of a dog! Very nice and steadey. Likes to play ball and hockie too. We're not asking a lot of monie for this fine Dog. He needs a good home because we are probablie moving to the city.  
Call: 555-888-1234

## Spelling Words

prairie	rookie
calorie	hockey
honey	collie
valley	breezy
money	jury
finally	balcony
movie	steady
country	alley
empty	trolley
city	misty

## Frequently Misspelled Words

finally  
probably

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Correct the Sentences** Cross out the misspelled list word in each sentence. Write the word correctly.

- |  |           |
|--|-----------|
| 7. Please put the trash cans in the ally.                  | 7. _____  |
| 8. It took the pioneers a long time to cross the prairiy.  | 8. _____  |
| 9. Every spring, we put our potted plants on the balconie. | 9. _____  |
| 10. The mistie fog made it hard to see the road.           | 10. _____ |
| 11. The long trip is finallee over.                        | 11. _____ |
| 12. The mailbox was emptie.                                | 12. _____ |
| 13. The rokie had a successful season.                     | 13. _____ |
| 14. I like huney on my toast.                              | 14. _____ |
| 15. The moovy was funny.                                   | 15. _____ |
| 16. I take the trolley to the shops.                       | 16. _____ |



**Home Activity** Your child identified misspelled words that end with the long e sound spelled *ie*, *ey*, and *y*. Say a list word and spell it, stopping before the letter or letters that spell the long e sound at the end of the word. Have your child complete the word.

# Compound Sentences

**Directions** Read the passage. Then read each question. Circle the letter of the correct answer.

## The Hat in the Well

(1) Reba Jo lives on the prairie, and she loved roping. (2) Once her hat blew off and falls into a well. (3) Reba Jo was scared, but she wants her hat. (4) The toad made an offer that Reba Jo accepted. (5) The toad got her hat, and she had to kiss him.

- |   |  |
|---|--|
| <p><b>1</b> What change, if any, should be made in sentence 1?</p> <p><b>A</b> Change the comma to a period.</p> <p><b>B</b> Change <i>lives on the prairie</i> to <b>loves the prairie and roping</b>.</p> <p><b>C</b> Change <i>lives</i> to <b>lived</b>.</p> <p><b>D</b> Make no change.</p><br><p><b>2</b> What change, if any, should be made in sentence 2?</p> <p><b>A</b> Change <i>blew</i> to <b>is blown</b>.</p> <p><b>B</b> Change <i>falls</i> to <b>fell</b>.</p> <p><b>C</b> Change <i>falls into a well</i> to <b>blew into a well</b>.</p> <p><b>D</b> Make no change.</p><br><p><b>3</b> What change, if any, should be made in sentence 3?</p> <p><b>A</b> Change <i>wants</i> to <b>wanted</b>.</p> <p><b>B</b> Change <i>wants</i> to <b>wanting</b>.</p> <p><b>C</b> Change <i>but</i> to <b>and</b>.</p> <p><b>D</b> Make no change.</p> | <p><b>4</b> What change, if any, should be made in sentence 4?</p> <p><b>A</b> Change <i>made</i> to <b>gave</b>.</p> <p><b>B</b> Change <i>that</i> to <b>and</b>.</p> <p><b>C</b> Change the period to a question mark.</p> <p><b>D</b> Make no change.</p><br><p><b>5</b> What change, if any, should be made in sentence 5?</p> <p><b>A</b> Change <i>and</i> to <b>but</b>.</p> <p><b>B</b> Change <i>got her hat</i> to <b>gets her hat</b>.</p> <p><b>C</b> Change <i>got her hat</i> to <b>got her hat and kissed her</b>.</p> <p><b>D</b> Make no change.</p> |
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