

Name _____

Long e

- **Generalization** Long **e** at the end of a word can be spelled **ie**, **ey**, and **y**:
calorie, money, happy.

Word Sort Sort the list words by the long *e* spelling at the end of the word.

ie

y

Spelling Words

1. prairie
2. calorie
3. honey
4. valley
5. money
6. finally
7. movie
8. country
9. empty
10. city
11. rookie
12. hockey
13. collie
14. breezy
15. jury
16. balcony
17. steady
18. alley
19. trolley
20. misty

1. _____

12. _____

2. _____

13. _____

3. _____

14. _____

4. _____

15. _____

5. _____

16. _____

17. _____

ey

18. _____

6. _____

19. _____

7. _____

20. _____

8. _____

9. _____

10. _____

11. _____



Home Activity Your child is learning to spell words that end with the sound of long e spelled *ie*, *ey*, and *y*. Say a list word and have your child name the letters that spell the long e sound at the end of the word.

Name _____

Family Times

Summary

The Horned Toad Prince

On the windy prairies of the Southwest, Reba Jo meets a horned toad who makes a deal with her. When Reba Jo doesn't hold up her end of the bargain, the horned toad is offended and asks for a simple kiss to end the deal. That little kiss unlocks a magical spell, and the once-ugly toad becomes a prince!

Activity

Inside a Fairy Tale Rewrite your favorite fairy tale with your family members as characters and your community as the setting. Write the story in common, everyday language.



Little Red Baseball Cap, on her way to Grandma's apartment

Comprehension Skill

Author's Purpose

The **author's purpose** is the reason or reasons the author has for writing. An author may write to persuade, to inform, to entertain, or to express ideas and feelings.

Activity

News Clues Find an article in the newspaper with pictures. Read only the headline and look only at the pictures. Then work with a family member to try to guess the author's purpose. Finally, read the article to see if your guess was correct.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *The Horned Toad Prince*. Practice using these words.

Vocabulary Words

bargain an agreement to trade; deal

favor act of kindness

lassoed roped; caught with a lasso

offended hurt the feelings of someone; made angry

prairie a large area of level or rolling land with grass but few or no trees

riverbed a channel in which a river flows or used to flow

shrieked made a loud, sharp, shrill sound

Conventions

Compound Sentences

A **compound sentence** contains two simple sentences joined by a comma and a joining word. Joining words are *and*, *but*, and *or*. *For example: She wanted to play outside, but it was raining.* Be careful not to confuse compound sentences with sentences that have compound predicates. A compound predicate associates two or more verb phrases with a simple subject. *For example: Paul brushed his teeth and went to bed.*

Activity

Keep It Simple On two note cards write *Keep It Simple* and *Make It Compound*. Place these cards face down. When the players are ready, turn over one of the cards. If the card says *Keep It Simple*, each player should write down two simple sentences. If the card says *Make It Compound*, each player should write down a compound sentence. The first player to write a correct sentence or sentences wins.

Practice Tested Spelling Words

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

Name _____

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 answer the questions below.

Riding in a hot-air balloon during the Albuquerque International Balloon Fiesta is inspiring. It is the chance of a lifetime. You would not believe the number of balloons that soar through the air at the same time. Each one's vibrant, colored patterns are unique. Peering over

the edge of the balloon's basket, you can see tiny cars and buildings below. Even the mountains in the distance look small from this height. A rush of excitement fills your heart as the balloon soars higher into the clear, blue sky. All your worries and troubles are miles away.

1. Give an example of an idea expressed in this passage.

2. How does the author organize ideas in the passage?

3. What do you think the author's purpose is?

4. Do you think the author succeeds in meeting this purpose? Why or why not?

5. Change the structure of this passage by creating a problem, rising action, a climax, and an outcome. What would be different about the passage with these additions?



Home Activity Your child answered questions to identify the author's purpose in a passage, and he or she created elements of a story structure. Read a favorite short story together. As you discuss the story, identify the problem, rising action, climax, and outcome.

Name _____

Character, Setting, and Plot

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

Maria’s mom and dad worked long hours every day. After school, Maria would stay at home to look after her little brother. She would read to him and then do her homework. Later, her parents came home and made supper—tortillas with cheese, eggs, and green peppers. One day,

Maria wanted to help by making supper for them. She only knew how to make one thing—a pie. So Maria put the tortillas, cheese, eggs, and green peppers into the pie dish and baked it. Tonight the family’s supper would be Tortilla Pie!

1. Who is the main character in the story, and who are the other characters?

2. Where do the children go after school?

3. What must Maria do every day after school?

4. How did Maria decide to help her parents?

5. How do you think the parents will feel when they get home?

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Home Activity Your child answered questions about character, plot, and setting in a story. Working together, make up a story and decide on its main characters, plot, and setting.

Name _____

Compound Sentences

Directions Complete each sentence by adding *and*, *but*, or *or* and one of the groups of words from the box.

she sent them all away. she would not marry anyone.
 her father gave her half his kingdom. her father would lock her up in a tower.
 she fell in love with him.

1. The princess had many suitors, _____
2. She must marry, _____
3. Many men came to see the princess, _____
4. Finally, a young farmer made her laugh, _____
5. The princess got married, _____

Directions Make a compound sentence by adding your own words to each item.

6. I enjoy fairy tales, but _____
7. We can finish this story today, or _____
8. The hero killed the monster, and _____
9. The old witch flew away, and _____
10. The princess was locked up in a tower, but _____



Home Activity Your child learned how to use compound sentences in writing. Have your child write a compound sentence about something he or she did today.

Name _____

Long e

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

Word Patterns Fill in the missing letters to write a list word.

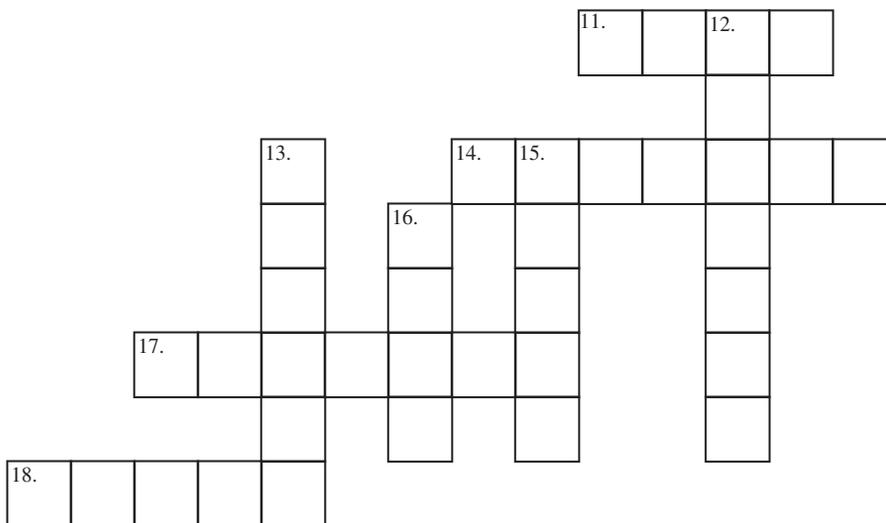
1. ___ ___ L ___ ___ I E
2. ___ O ___ I E
3. ___ ___ ___ L I E
4. ___ ___ C ___ E Y
5. M ___ ___ E Y
6. ___ A ___ ___ E Y
7. ___ ___ ___ ___ ___ L Y
8. ___ ___ ___ ___ ___ R Y
9. ___ ___ S ___ Y
10. ___ M ___ ___ Y

Crossword Puzzle Use the clues below to solve the puzzle.

11. large town
 14. high porch
 17. flat land
 18. sweet liquid

Down

12. cable car
 13. firm
 15. small street
 16. panel



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Home Activity Your child has learned to read, write, and spell words that end with the long e sound. Ask your child to quiz your spelling of these words. Make a mistake with each word and have your child correct it.

Name _____

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 by telling the ideas of the text, how they are organized, and the author's purpose.

Once upon a time, in a small, southwestern town, lived a wise jackrabbit. The jackrabbit gave advice to the people of the town. He told them where to dig for water and how to plant their crops.

One day, a boy named Jorge asked the jackrabbit what he should get his sister for her birthday. The jackrabbit said, "Some long-stemmed grass from the fields

far, far away."

Jorge collected the grass and gave it to his sister. She thought it was the worst gift she had ever received.

The next day, Jorge yelled at the jackrabbit for giving bad advice. The jackrabbit replied, "I said I give advice. I never said it was *good* advice."

Examples of Ideas

1. A jackrabbit _____

2. Jorge accepts _____

Content of Text

3. The sister's response is _____

4. The jackrabbit's response is _____

Author's Purpose

5. _____



Name _____

Compound Sentences

Directions Circle *S* if the sentence is a simple sentence. Circle *C* if the sentence is a compound sentence. Do not confuse a compound subject or predicate with a compound sentence.

- | | | |
|--|---|---|
| 1. The Southwest is hot, dry, and mountainous. | S | C |
| 2. The air is clear, and the colors are beautiful. | S | C |
| 3. Sometimes it rains hard, but often it is very dry. | S | C |
| 4. Visitors come from far away and camp. | S | C |
| 5. Some visitors fall in love with the Southwest and settle there. | S | C |

Directions Write the word you would use (*and*, *but*, or *or*) to join each pair of simple sentences into a compound sentence.

- | | |
|---|-------|
| 6. It is called a horned toad. It is really a lizard. | _____ |
| 7. The country is beautiful. The people are friendly. | _____ |
| 8. Was that an arroyo? Was it a canyon? | _____ |
| 9. I'd love to stay. I have to go home. | _____ |
| 10. We have had a great vacation. We plan to return. | _____ |

Directions Read each sentence. Think of a simple related sentence. Make a compound sentence by adding *and*, *but*, or *or* and your sentence.

- | | |
|--------------------------------------|-------|
| 11. The desert is hot and dry, _____ | _____ |
| 12. She could ride a horse, _____ | _____ |



Home Activity Your child reviewed compound sentences. Ask your child to pretend that he or she has to explain compound sentences to someone who doesn't know what they are. Have your child "teach" the concept he or she has learned.