

Name _____

Syllable Patterns VCCCV

Generalization Words with VCCCV syllable patterns divide after the first consonant: **mon ster**.

Word Sort Sort the list words according to whether or not you already know how to spell them. Write every word.

words I know
how to spell

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

words I'm learning
how to spell

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Spelling Words

1. monster
2. surprise
3. hundred
4. complete
5. control
6. sample
7. instant
8. inspect
9. pilgrim
10. contrast
11. explode
12. district
13. address
14. substance
15. children



Home Activity Your child is learning words with VCCCV (vowel-consonant-consonant-consonant-vowel) syllable patterns. Have your child study each word in the second column on this page, write the word, cover the word, and write it again.

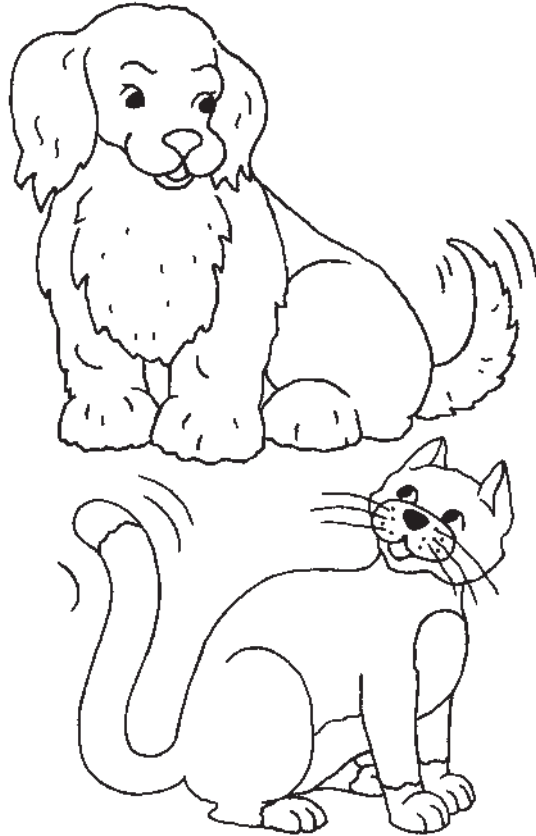
Name _____

Family Times

Summary

Fly, Eagle, Fly!

This folktale tells the story of a farmer who rescues an eaglet. He brings the chick home and raises it with his chickens. Because the eagle grows up with chickens, it acts a lot like a chicken. One of the farmer's friends feels strongly that the eagle should be flying in the sky and not living with the chickens. So when the eagle is grown, he works hard to remind the eagle of its true nature.



Activity

Animal Natures Talk about the characteristics of different animals. What is a dog like? What is a cat like? What traits do you especially associate with these animals?

Comprehension Skill

Cause and Effect

A **cause** tells why something happened. An **effect** is what happened. Words such as *because* and *so* are clues that show cause-and-effect relationships. Sometimes, however, clue words are not used.

Activity

Because Why? With a family member, take turns saying sentences in which two thoughts are connected with the word *because*. Say, for example, *I am going to the store because we need milk*. The listener identifies the cause—*we need milk*—and the effect—*I am going to the store*.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Fly, Eagle, Fly!* Practice using these words.

Vocabulary Words

valley an area of low land between hills or mountains

reeds long, tall grasses with leaves and hollow stems

echoed repeated a sound

gully a narrow ditch made by flowing water

scrambled moved or climbed quickly

clutched grasped or held tightly

thatch straw used as a roof covering

Conventions

Prepositions

A preposition is a word that shows a relationship of one word to another in a sentence. A preposition is the first word in a **prepositional phrase**. A prepositional phrase ends with a noun or pronoun called the object of the preposition. The preposition shows the relationship between the noun or pronoun and the other words.

Activity

Act It Out Write prepositions, such as those shown below, on index cards. Mix up the cards and place them in a pile facedown on a table. Take turns picking a card and thinking of a command to give the other players using that preposition, such as “Put your hands *on* your head.”

against	beneath	in	near
past	above	beside	inside
across	among	behind	between
through	under	around	below

Practice Tested Spelling Words

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

Cause and Effect

- A **cause** tells why something happened. An **effect** is what happened.
- Words such as *because* and *so* are clues that show cause-and-effect relationships. Sometimes, however, clue words are not used.

Directions Read the story. Then answer the questions below.

When Mother Duck's last egg finally hatched, she was amazed. This duckling was big and clumsy. His neck was much too long and he honked instead of quacking. The other ducklings would not play with him because he looked and sounded so different from them. They made fun of him and called him ugly, so he usually swam by himself.

Then, one day, the ugly duckling came upon a flock of large birds with long necks and beautiful black feathers, just like his. They honked at him, so he honked back. "Come swim with us!" they called to him. Then the ugly duckling was happy because he found friends who looked and sounded like he did.

1. Tell why the mother duck is amazed at the beginning of the story. Use the word *because* in a sentence.

2. Why do the other ducklings call him ugly?

3. Tell the cause and the effect in this sentence: The ugly duckling swam by himself because the other ducklings made fun of him.

Cause: _____

Effect: _____

4. At the end of the story, why is the ugly duckling happy? _____

5. Underline clue words in the passage that show cause-and-effect relationships.



Home Activity Your child identified causes and effects in a story. Read or tell another animal story. With your child, discuss characters or events that cause something to happen.

Name _____

Draw Conclusions

- A **conclusion** is a decision you reach after thinking about the facts and details in a story or article. You can also use what you already know to help draw a **conclusion**.
- Always ask yourself, “Does my **conclusion** make sense?”

Directions Read the following passage. Then answer the questions.

Long ago in Greece, a man walked from village to village, telling fables and stories. Wherever he went, a crowd would gather to hear his stories. The stories made people smile, but they also made people think. Parents brought their children to hear him because his stories contained important lessons. The man’s name was Aesop, and we still tell his stories today.

Many of Aesop’s stories were about animals that acted like humans, some in good ways, some in bad ways. Some animals were greedy or foolish. Others were kind-hearted and brave. Most often, the animal that won in the end was the animal that “did the right thing.”

1. What is a conclusion you can draw about Aesop?

2. Write two details that support your conclusion.

3. Reread the second paragraph. Draw a conclusion about the animals in Aesop’s stories.

4. Write two details that support your second conclusion.



Home Activity Your child drew conclusions about Aesop, a storyteller. Go to the library with your child to find a book of Aesop’s fables, or find them online. With your child, read some of the fables and discuss conclusions you might draw about the characters.

Prepositions

Directions Add a prepositional phrase to each sentence to make it more specific. Use a prepositional phrase from the box or a prepositional phrase of your own.

through the air	on their tails	in the lake
at the national park	at the library	on high cliffs

1. We saw eagles.

2. The eagles had white feathers.

3. They glided.

4. The eagles built nests.

5. The eagles hunted fish.

6. We will study eagles.

Directions Write two sentences about seeing wildlife. Use at least two prepositional phrases. Underline the prepositional phrases.



Home Activity Your child learned how to use prepositions in writing. Have your child write a sentence about a bird that includes a prepositional phrase. Ask your child to point to the prepositional phrase, the preposition, and the object of the preposition.

Name _____

Suffixes

Directions Add the suffix **-er**, **-or**, **-ess**, or **-ist** to each base word. Write the new word on the line. (HINT: you may have to change the spelling of the base word.)

1. teach + -er = _____
2. invent + -or = _____
3. lion + -ess = _____
4. science + -ist = _____
5. write + -er = _____
6. actor + -ess = _____
7. type + -ist = _____
8. create + -or = _____

Directions Match one of the words in the box to each definition. Write the word on the line.

artist counselor empress speaker

9. person who speaks _____
10. person who creates art _____
11. female ruler of an empire _____
12. one who gives counsel _____



Home Activity Your child wrote words with the suffixes *-er* (*teacher*), *-or* (*visitor*), *-ess* (*lioness*), and *-ist* (*tourist*). Read an article about the bald eagle with your child. Have your child point out words with suffixes and tell you what they mean.

Syllable Patterns VCCCV

Word Puzzle Read the word. Add letters to turn the small word into a list word.

1.

		p	l	o	d	
--	--	---	---	---	---	--

2.

a	d	d				
---	---	---	--	--	--	--

3.

			t	a	n	
--	--	--	---	---	---	--

4.

			g	r	i	m
--	--	--	---	---	---	---

5.

	a	m			
--	---	---	--	--	--

6.

		s	t	r	i	c	t
--	--	---	---	---	---	---	---

Spelling Words

monster
surprise
hundred
complete
control
sample
instant
inspect

pilgrim
contrast
explode
district
address
substance
children

Classifying Write a list word from the box that belongs in each group.

control
monster
contrast
hundred
children
complete
surprise
inspect

- | | |
|--------------------------------|-----------|
| 7. adults, teens, _____ | 7. _____ |
| 8. whole, finished, _____ | 8. _____ |
| 9. difference, opposite, _____ | 9. _____ |
| 10. ogre, dragon, _____ | 10. _____ |
| 11. shock, astonish, _____ | 11. _____ |
| 12. million, thousand, _____ | 12. _____ |
| 13. direct, manage, _____ | 13. _____ |
| 14. examine, study, _____ | 14. _____ |



Home Activity Your child has been learning to spell words with VCCCV (vowel-consonant-consonant-consonant-vowel) syllable patterns. Say a word and have your child spell it aloud.

Name _____

Cause and Effect

- A **cause** tells why something happened.
- An **effect** is what happened.
- Words such as *because* and *so* are clues that show cause-and-effect relationships. Sometimes, however, clue words are not used.

Directions Read the following passage. Then complete the chart.

One day in autumn, the ant queen made her declaration that it was time to start preparing for winter, so long lines of busy ants began to bring food to the nest. Other ants stored it away for the long, cold winter. One little ant, however, didn't hear her queen because she was daydreaming about spring. This little ant paid no attention as the other ants hurried by.

When the first snowfall finally came, it snowed for days on end. Most of the ants had plenty to eat. However, the little

ant couldn't find a scrap to eat because she had spent the fall daydreaming. She begged the others to share. "All fall while we gathered and stored food, you lazed around singing and daydreaming. Why should we share with you?" asked the queen. Finally, the other ants took pity on the little ant and shared their food.

The little ant had learned her lesson, so the next autumn the little ant was the first to start gathering and storing food for the winter.

Cause

Effect

1. The queen told the ants that _____ was coming.

2.

3.

4. The little ant had _____ to eat when winter came.

5. Underline clue words in the passage that helped you identify cause-and-effect relationships.

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Home Activity Your child identified causes and effects in a story. Read or tell another story in which events happen because of other events or characters' actions. Have your child listen for causes and effects in the story.

Name _____

Prepositions

Directions Write the prepositional phrase in each sentence. Underline the preposition.

1. A chicken has a comb on its head.

2. The comb is located above the beak.

3. Each type of chicken has a different comb.

4. The one with the zigzag comb is a White Leghorn rooster.

Directions Choose the preposition in () that makes sense in each sentence. Write the sentence.

5. Chickens and eagles are different ____ one another. (above, from)

6. Chickens fly only ____ short distances. (for, below)

7. Eagles can soar high ____ the sky. (off, in)

8. Chickens often live ____ farms. (on, out)



Home Activity Your child reviewed prepositions. Ask your child to use sentences with prepositional phrases to answer these questions: Where do you do your homework? When do you do your homework?