

Name _____

Base Words and Endings

Generalization Some base words do not change when adding **-ed**, **-ing**, **-er**, and **-est**: **greatest**. Others do change by doubling the final consonant: **planned**; dropping the final e: **leaving**; or changing y to i: **heavier**.

NOTE: *using* is in the word list; make sure that the teacher uses “used” in the instruction.

Word Sort Sort the list words by *-ed*, *-ing*, *-er*, and *-est*.

-ed

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

-er

10. _____

11. _____

-est

12. _____

13. _____

14. _____

15. _____

-ing

Spelling Words

1. using
2. getting
3. easiest
4. swimming
5. heavier
6. greatest
7. pleased
8. emptied
9. leaving
10. worried
11. strangest
12. freezing
13. funniest
14. angrier
15. shopped



Name _____

Family Times

Summary

Kumak's Fish

Kumak and his family set out one morning to ice fish. Kumak is using his Uncle Aglu's amazing hooking stick. All Kumak's family catch fish except him. Finally he hooks something, and it takes the entire village holding on to Kumak to reel in his catch—a long line of fish holding on to each other—enough fish for the entire village.



Activity

Let's Do It Together Find a task around the house that your family can all do together; perhaps the garden needs a clean-up, or a fence needs painting. Gather the materials and work on it together. Afterwards, talk about how doing a job together makes it more fun.

Comprehension Skill

Sequence

Sequence is the order in which things happen in a story—what happens first, next, last. Writers often use signal words to help readers follow the sequence of events.

Activity

Keeping Order Think about an activity you do every day, such as getting dressed or brushing your teeth. Think about the steps you follow to do that activity, and the order you do them. List the steps in order. Use clue words such as *first*, *next*, and *finally* when you write the steps.

Lesson Vocabulary

Words to Know

Knowing the meaning of these words is important to reading *Kumak's Fish*. Practice using these words to learn their meanings.

Vocabulary Words

gear equipment needed for some purpose

parka a jacket with a hood

splendid very good, excellent

twitch to move with a quick jerk

willow a tree with tough slender branches

yanked pulled or jerked

Conventions

Declarative and Interrogative Sentences

A **declarative sentence** tells something. It begins with a capital letter and ends with a **period**. A declarative sentence is also called a statement.

An **interrogative sentence** asks something. It begins with a capital letter and ends with a **question mark**. An interrogative sentence is also called a question.

Declarative Sentence: Today is sunny.

Interrogative Sentence: What is the weather today?

Activity

Ask and Tell Partners take turns saying an interrogative sentence (IS), or asking a question, and responding with a declarative sentence (DS), or statement. Example:

IS: What kind of dogs do you like?

DS: I like big, shaggy dogs.

Practice Tested Spelling Words

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Name _____

Sequence

- **Sequence** is the order in which things happen in a story. Look for **clue words**, such as *first*, *second*, *after a while*, *then*, *when*, *next*, *finally*, and *last*, to tell what happens in a story.

Directions Read the following paragraph. Draw a line under the clue words.

Polar bears hunt for seals that swim below the ice. First, the hungry bear will find a seal's breathing hole. Seals can stay under water for a long time, but they do have to come up after a while to breathe. When the seal comes to the surface, the bear breaks through the snow and ice. Finally, it grabs the seal.

Directions Now read the following sentences. Rewrite the sentences in the order that the events happened in the passage above.

The bear waits for a seal.

The bear finds a seal's breathing hole.

The seal comes up to breathe.

The bear breaks through the snow and ice.

The bear grabs the seal.



1. _____
2. _____
3. _____
4. _____
5. _____



Home Activity Your child answered questions about the order of events in a story. Write the events from a story on cards or pieces of paper. Mix them up. Then have your child put the cards in the correct order.

Name _____

Literary Elements • Character and Setting

- **Characters** are the animals or people in a story. We can often figure out what characters are like by what they say and do.
- **Setting** is where and when a story takes place.

Directions Read the following passage. Then answer the questions.

Danny and his father Nanook lived in northern Alaska. One morning they got ready to go ice fishing. First, Danny made them two lunches. Then he helped his father load their fishing gear into the back of Nanook's ski mobile. Then they both climbed on. Nanook drove to their favorite fishing spot on the lake.

Nanook showed Danny how to make two holes in the ice. Then they sat down to fish. Danny waited and waited for a twitch on his line. Then he began to get tired.

"This is taking a long time," said Danny.

"When will I catch a fish?"

"You must be patient," said Nanook. "You must be like the polar bear when he waits for a seal."

Danny understood. He waited quietly. After a while he felt a twitch on his line. Danny pulled his fishing line in. His father helped by breaking the thin ice that had formed over Danny's fishing hole. Then Danny pulled up a big fish!

When Danny got back to his house that afternoon, he sent an e-mail to his cousin. He told him all about catching the fish.

1. What is the setting of this story? _____
2. What clues tell you when this story takes place? _____

3. What is Danny like? How do you know? _____

4. What is Danny's father like? _____

5. Danny learns something in this story. What is it? _____



Home Activity Your child answered questions about the characters and setting of a story. Read a story with your child that takes place in another country or time period. Discuss the setting with your child and discuss what clues in the story let the reader know the setting.

Declarative and Interrogative Sentences

Directions Use each subject and verb in a sentence. Add words to make the sentence complete. Each item will tell you whether to write a statement (declarative sentence) or a question (interrogative sentence).

Example: Statement: family walks
The family walks to the lake.

1. Statement: fish jump

2. Question: children help

3. Statement: lake freezes

4. Question: men catch

5. Question: people eat

Directions Write three sentences about going fishing. Include at least one question.



Home Activity Your child learned how to use statements and questions in writing. Have your child write a letter to you that includes at least one statement and one question.

Name _____

Plurals -s, -es, -ies

Directions Write the plural of each word. To make the plural, you should add **-s**, **-es**, or **-ies**. Remember that you may need to change the spelling of the word before you make it plural.

1. berry _____
2. toy _____
3. eagle _____
4. family _____
5. baby _____
6. tray _____
7. flower _____
8. body _____
9. lady _____
10. way _____

Directions Read the sentences and the word in (). Write the correct plural form of the word on the line.

11. (blackberry) Joan put _____ on her oatmeal.
12. (turkey) The farm raised chickens and _____.
13. (penny) How many _____ does it take to make one dollar?
14. (puppy) The dog had six _____.
15. (mystery) I read three _____ last summer.



Home Activity Your child wrote plurals—words naming more than one person, place, or thing. With your child, name other words that end in y. Have your child write the plurals of these words.

Base Words and Endings

| Spelling Words | | | | |
|----------------|----------|----------|----------|---------|
| using | getting | easiest | swimming | heavier |
| greatest | pleased | emptied | leaving | worried |
| strangest | freezing | funniest | angrier | shopped |

Crossword Puzzle Read

the clue and write the list word that means the opposite.

Across

- 2. unconcerned
- 5. hardest
- 6. most serious

Down

- 1. lighter
- 3. filled
- 4. boiling

Add Endings Complete each group with a list word.

- 7. easy, easier, _____ 7. _____
- 8. angry, _____, angriest 8. _____
- 9. strange, stranger, _____ 9. _____
- 10. great, greater, _____ 10. _____



Home Activity Your child has been learning to spell words that end in *-ed*, *-ing*, *-er*, and *-est*. Take turns with your child naming base words and adding endings.

Name _____

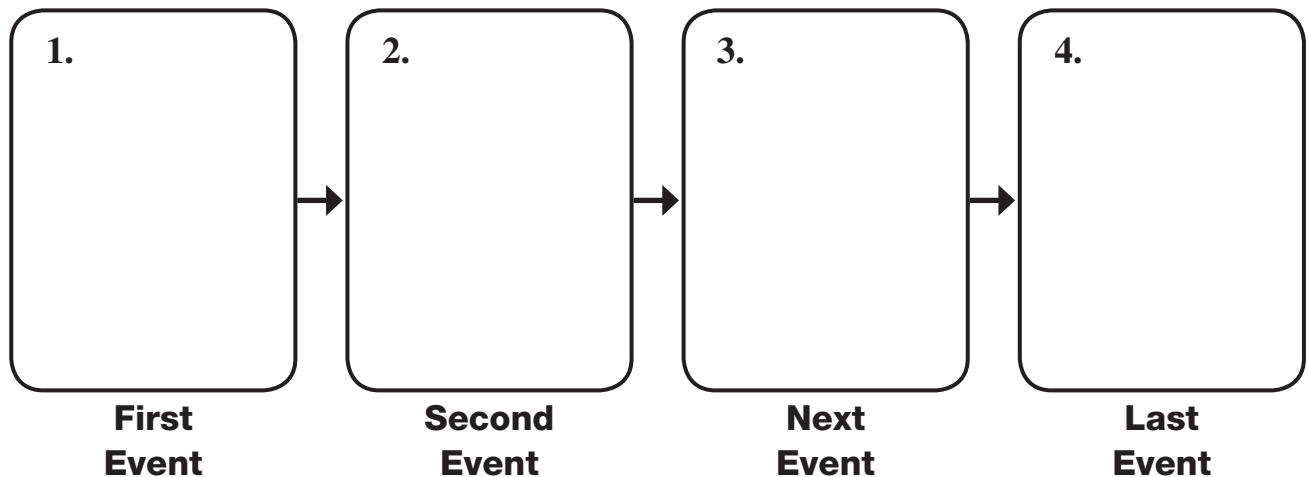
Sequence

- The **sequence** is the order in which events happen in a story.
- As you read, look for clue words that tell time order, such as *first*, *then*, *next*, *after that*, and *finally*, to understand the sequence of events.

Directions: Read the following tall tale. Complete the time line to show the important story events in the correct sequence. Then answer the question.

Michigan Mike was a big man. He was as tall as Paul Bunyan and as strong, too. Mike and Paul liked to play jokes on each other. One morning Paul was wading in the middle of Lake Michigan. Then he saw Mike walking by. The next thing anyone knew, Paul had grabbed a huge pail and poured water over

Mike's head. Mike jumped back into the middle of the state. But after he saw Paul, he roared out a big laugh and shook his head hard. Giant drops of water scattered all over the state. Each huge drop turned into a little lake. That's why Michigan has so many lakes today.



5. What clue words from the story helped you fill in the time line?



Home Activity Your child identified the sequence in a tall tale. Talk with your child about a story you read together. Ask your child to list the most important events on index cards or scraps of paper. Mix the cards and have your child arrange the events in sequence.

Name _____

Declarative and Interrogative Sentences

Directions Write *statement* if the sentence is a statement (declarative sentence). Write *question* if the sentence is a question (interrogative sentence).

1. Kumak took his sled to the lake. _____
2. Did the whole family go fishing? _____
3. Who caught the first fish? _____
4. Everyone pulled on the big fish. _____

Directions Write each sentence. Add the correct end punctuation. Write *S* if the sentence is a statement and *Q* if the sentence is a question.

5. The people can have a big meal

6. What tastes good with fish

7. Did everyone enjoy the feast

8. The children help clean up

Directions Write a statement about a good meal you have had. Then write a question you might ask someone about a big meal.

9. _____

10. _____



Home Activity Your child reviewed statements and questions. Say *question* or *statement* to your child. Have him or her make up that kind of sentence about a sport.