

Name _____

Family Times

Unit 1 Selection Summaries

In Unit 1, you read these selections.

Week 1 *When Charlie McButton Lost Power*

A power blackout forces Charlie to discover the companionship of his younger sister and new ways to use his imagination.

Week 2 *What About Me?*

In his quest a young boy finds knowledge in unexpected places and learns that giving to others is the best gift of all.

Week 3 *Kumak's Fish*

With everyone's help and persistence, Kumak catches enough fish to feed the whole village.

Week 4 *Supermarket*

The introduction of the supermarket made getting our food from farm to table more efficient while offering us a wide variety of choices.

Week 5 *My Rows and Piles of Coins*

Saruni saves his money to buy something that will help his mother and discovers that there are many ways to help people.

Activity

Living and Learning The stories in Unit 1 are about skills that help us make our way in the world. Tell someone in your family about one of the stories. What did you learn from that story about skills that help us live? What kinds of questions might be useful to ask to help us make our way in the world?

Comprehension Skills Review

These are some comprehension skills you learned about in Unit 1.

A **character** is a person, animal, or thing who takes part in the events of a story.

Setting is where and when a story takes place.

Theme is the main idea or message of a story.

Activity

Story Talk Tell a family member about your favorite story in Unit 1. Talk about the story's characters and setting. Tell what you liked and disliked about the main character. Decide what the story's main idea, or theme, is and explain why you think so.

Vocabulary Skills Review

These are some vocabulary skills you learned about in Unit 1.

A **compound word** is made up of two small words.

A **prefix** is added at the beginning of a base word.

A **suffix** is added at the end of a base word.

Activity

Which Words? Here are some words you learned in Unit 1. Read them to someone in your family. Which words are compound words? Which words have prefixes? Which words have suffixes?

carpetmaker
unwrapped
marketplace
dangerously
excitedly
matchmaker
someone

Unit Question

Which skills help us make our way in the world?

Write two Amazing Facts or Ideas that you learned in Unit 1 about living and learning.

Spelling Review

Here are some of the words you learned to spell in Unit 1.

lesson
suggest
supplies
wishes
swimming
worried
leaving
teeth
float
proud
choice
annoy
amount
broil
lettuce
thousand
easiest
spelling
problem
traffic

Activity

Double or Nothing Play a game with a member of your family. Take turns naming a letter of the alphabet. If there's a word on the list that contains that letter as a double letter, such as *ss* in the word *lesson*, the other player says "double" and names the word on the list with those double letters. Then that player takes a turn naming a letter. If there's no word with that double letter, the second player says "nothing."

Short Vowels

Directions Read the words. Circle each word that has a short vowel sound in the first syllable.

winter	record	remote	message	basement
bottom	private	cable	lately	signal
baby	basket	doctor	robot	music
problems	pencil	spider	hospital	paper

Directions Use the circled words from the list above to complete each sentence.

1. I filled the _____ with vegetables.
2. I called and left a _____ on his answering machine.
3. When I broke my arm, the _____ put it in a cast.
4. My aunt is a nurse in a large _____.
5. We did not have any snow last _____.
6. I solved three math _____.
7. I wrote my answers in _____.
8. Joe signed his artwork at the _____.
9. We waited at the corner for the traffic _____ to change.
10. Janis set a new speed _____.



Vocabulary

Check the Words You Know

___bat

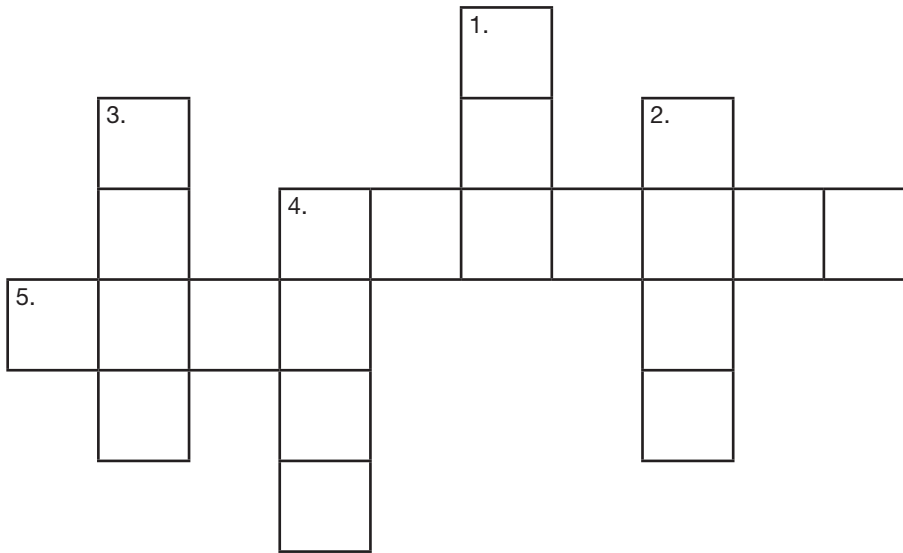
___fuel

___battery

___plug

___blew

___term

**Directions** Use the clues to complete the crossword puzzle.**ACROSS**

4. an electric cell sealed in a metal case
 5. anything that you can burn that gives heat or power

DOWN

1. a flying mammal
 2. a period of time
 3. a device at the end of a wire used to make an electrical connection by fitting into a socket
 4. the past tense of *blow*



Home Activity Your child completed a crossword puzzle using vocabulary words from *When Charlie McButton Lost Power*. Have your child use each vocabulary word in his or her own sentence.

Read the story.

Answer the questions.

The Lemonade Stand

It was the tail end of August, the last day before school. Jack and Jill were looking to do something cool. It was too hot to build tree forts and too sweaty to run. They wanted to hide from the dry wind and hot sun.



“Let’s make a lemonade stand in our driveway,” said Jack. “We’ll use this old box and the spare wood from around back. We just need cold water plus lemons and limes, and soon we’ll earn plenty of pennies, nickels, and dimes.”

Jill said, “Let’s make it pretty, the best stand ever built! We can decorate with balloons and flowers that don’t wilt. We’ll use orange balloons and also paint it bright pink. Then we can charge a whole dollar, I think.”

“Now wait just a second,” Jack said. “That’s too hard. I’d rather relax in the shade in my yard. People are hot, and they’re tired. They want something cold. We don’t need fancy trimmings or colors bright and bold.”

“Cold drinks aren’t enough,” Jill said with a grin. “We’ll serve lemonade and juice to begin. But we’ll add lots of ice to each person’s glass. We’ll set out some tables and chairs on the grass.”

Name _____

“Here comes our first customer,” Jack said, “Mr. Lane.”

The old man walked slowly along with his cane.

“Mr. Lane,” said Jill, “may we offer a treat? Some lemonade for you? Here’s a chair. Rest your feet.”

“Why thank you children, you’re so kind indeed. Just a glass of cold water is all that I need.”

Jill looked at Jack, and said with a sigh, “Maybe our plan to get rich just won’t fly.”

1. What time of year does this story take place?

2. What is the theme, or message, of the story?

3. What kind of person is Jack? Why do you think so?

4. What kind of person is Jill? Why do you think so?



Home Activity Your child answered questions about a story’s setting, characters, and theme. Have your child tell which character he or she might like to have as a friend and explain why.

Name _____

Plurals

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

1. Nora found ten (penny) on the sidewalk. _____
2. She traded them to Marla for some (cherry). _____
3. Marla bought two new (glass). _____
4. She bartered them to Amy for two (paintbrush). _____
5. Carla is selling several (box) of books. _____
6. Amy made a list of the (book) she wanted to buy. _____
7. One of them is about three little (fox). _____
8. Maya has a collection of (doll). _____
9. The dolls come from different (country). _____
10. Maya takes care of her dolls and (toy). _____

Directions Write the plural form of each word below.

11. beach _____
12. dog _____
13. class _____
14. kiss _____
15. family _____
16. bush _____
17. fly _____
18. brush _____
19. apple _____
20. rock _____



Home Activity Your child wrote irregular plurals of words ending in *-sh*, *-ch*, *-x*, *-ss*, and *-y* and used them to complete sentences. Name words for your child that end in these letters and have your child write the words.

Vocabulary

Check the Words You Know

- | | |
|----------------|-------------|
| ___carpenter | ___merchant |
| ___carpetmaker | ___plenty |
| ___knowledge | ___straying |
| ___marketplace | ___thread |



Directions Use the words in the box to complete the sentences.

1. The young boy wanted to shop at the _____.
2. He saw _____ of things for sale.
3. The first _____ was selling fruit.
4. The boy bought two spools of _____ from another merchant.
5. He saw that the _____ was selling some fine rugs.
6. The _____ was selling a table he had just made.
7. The goatseller's goats kept _____ out of the pen.
8. The bookseller said his books contained all the world's _____ in their pages.

Directions Now write the words that match the definitions.

9. a person who makes carpets _____
10. facts and ideas _____
11. wandering or roaming _____
12. a great deal of _____
13. a person who builds with wood _____
14. someone who sells things _____
15. a place where goods are bought and sold _____



Home Activity Your child used vocabulary from *What About Me?* to complete sentences and match definitions. Have your child write a paragraph using as many of the vocabulary words as possible.

Read the story.

Answer the questions.



Nuts for the Winter

Winter was coming and Chickaree, Gray Squirrel, and Chipmunk were gathering nuts. They worked long and hard.

“Hurry, hurry,” Gray Squirrel said, “or there won’t be enough food in your nest to last all winter.”

“Don’t worry,” said Chickaree. “Come to a party in my oak tree on the first full moon of winter.”

“Oh, a party!” squeaked Chipmunk. “I’ll bring rowan berries.” He scurried up the rowan tree and nipped off clusters of red berries.

After the first frost, Chickaree, Gray Squirrel, and Chipmunk climbed into their warm nests full of food. They ate and slept and listened to the sounds of winter. On the first full moon, Chipmunk brought berries to Chickaree’s party.

Chickaree said, “Come to my party, Gray Squirrel.”

“No, no,” Gray Squirrel said. “We must save our food for the long winter.”

So Chickaree and Chipmunk had a party. They ate nuts and berries. They told jokes and sang songs about spring. Three days later, Chipmunk went home with a full belly and a joyful heart.

“Come to a party in my apple tree on the next full moon,” Chipmunk said.

Chickaree came, but Gray Squirrel said, “Careful, careful or you shall run out of food.”

His food was low, but Chickaree brought acorns to share. Chickaree and Chipmunk ate and told stories and played games. Four days later, Chickaree went home with a full belly and a joyful heart.

Gray Squirrel had plenty of food in his nest, but he was sad. "Chickaree, Chipmunk, I'm lonely. Come visit me," he called.

So Chickaree and Chipmunk gathered up the very last of their food and went to Gray Squirrel's tree. They sang and told stories and danced. Once the food was completely gone, Gray Squirrel peeked outside and said, "I smell spring!"

1. What were the animals doing at the beginning of the story?

2. Who had the first party in his tree?

3. Who had the last party in his tree?

4. At the end of the story, was there enough food to last all winter?



Home Activity Your child answered questions related to the sequence of events in the story. Write five story events on cards and have your child place the cards in the order they happened in the story.

Name _____

Base Words and Endings

Directions Add **-ing** and **-ed** to the words below. Remember these rules:

If the word ends in a single consonant, double the consonant before adding *-ing* or *-ed*.

If the word ends in *e*, drop the *e*. If the word ends in *y*, change the *y* to *i*.

Word	-ed	-ing
1. slope	_____	_____
2. please	_____	_____
3. bat	_____	_____
4. worry	_____	_____

Directions Add **-er** and **-est** to the words below. Remember these rules:

If the word ends in a single consonant, double the consonant before adding *-er* or *-est*.

If the word ends in *e*, drop the *e*. If the word ends in *y*, change the *y* to *i*.

Word	-er	-est
5. easy	_____	_____
6. fat	_____	_____
7. mild	_____	_____
8. tasty	_____	_____
9. tall	_____	_____
10. salty	_____	_____

Directions Write the correct form of the word in () to complete the sentences below.

11. Mom's chili is good, but Aunt Jo's is (tasty) _____.

12. I thought my recipe was (easy) _____ to follow than yours.

13. Dad was (worry) _____ when I didn't call him.

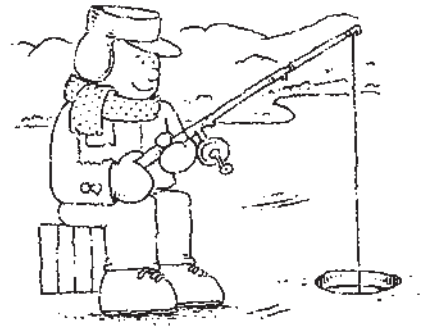
14. This brand of chips is the (salty) _____ I've ever tasted.

15. My brother Ted is now (tall) _____ than my dad.

Vocabulary Words

Check the Words You Know

___gear ___twitch
___parka ___willow
___splendid ___yanked



Directions Match the words with their meanings.

twitch	a heavy, waterproof coat or jacket with a hood
gear	pulled
parka	a kind of tree with tough, slender branches
willow	to move with a quick jerk
yanked	wonderful
splendid	equipment needed for some purpose

Directions Use the words to complete the sentences.

One November day, Aunt Marcy and I decided to go fishing. We packed our fishing _____ and drove the truck to the pier. We fished for about an hour. It was pretty cold and I was glad I had worn my warm _____. Finally, I felt a _____ on my line. Carefully I began to pull. My rod began to bend. I was glad my rod was made of _____. Slowly I began to reel in the line. Then I _____ hard and landed my catch. It was a large and _____ bluefish.



Home Activity Your child used vocabulary from *Kumak's Fish* to complete sentences and match definitions. Have your child write a paragraph using as many of the vocabulary words as possible.

Read the story.

Answer the questions.



The Tale of Bullfrog Doyle and Rattlesnake Pete

Long ago Bullfrog Doyle and Rattlesnake Pete were the fastest cowboys in the West. They could drive a herd of cattle from Texas to Chicago in just one day. They loved to ride fast and rope fast. But most of all, they loved singing goodnight songs to their longhorn cows.

One day a tornado blew up, and it blew all their cows clean off the prairie. When the dust settled, Doyle and Pete were alone. They rode clear to Alaska to look for their cows. They found elk and wolves. They found polar bears, too, but not one longhorn cow.

“What now?” asked Pete.

“Let’s find us a town,” said Doyle. “We’ll eat a good meal and take a long bath.”

“I’m all for the bath because Doyle, you stink! But how will we pay?”

“Let’s trade our horses for a fiddle and drum. We’ll sing and play music,” said Doyle.

So they got a fiddle and drum and sat down to play. They played twenty-four hours a day, seven days a week. Doyle fiddled so fast his strings began to smoke. Pete drummed so hard his drumsticks caught on fire.

Name _____

“That’s beautiful music,” the folks in town said. They gave the cowboys plenty of money. Pete and Doyle went to the café and ate twelve kinds of roast beef.

“This is the life,” Pete said. Doyle began to sing the cows’ goodnight song. He sang soft and slow.

“Pete, do you remember those cows? I sure do miss them,” said Doyle.

“Is that a herd of longhorn cows you’re missing?” the café lady said. “I saw them roaming around just south of town.”

“Yahoo!” shouted Doyle.

“Let’s go!” hollered Pete. And they bought back their horses and rode out of town so fast their shadows still haven’t caught up.

1. What happened to Doyle and Pete at the beginning of the story?

2. What did Doyle and Pete do next?

3. What is the last thing Doyle and Pete did?



Home Activity Your child identified the sequence of events in the story. Ask what your child would do if he or she lost something important. Then have your child list three things in the order he or she would do them.

Long Vowel Digraphs

Directions Circle the words with the **long a**, **long e**, or **long o** sound.

gather	greeting	win	gain	boasted
playground	painted	creeping	toasted	boiling
fling	clay	pitch	throwing	payment
agree	crow	admit	main	answer
freshest	spotless	cleaner	pavement	hearing
groaned	gripe	sobbing	soapsuds	train

Directions Use the words you circled to complete the sentences below.

1. We _____ marshmallows over the fire.
2. The winning team _____ about being the champs.
3. I drew pictures with chalk on the _____.
4. We watched our friends board the _____.
5. She practiced _____ pitches before the game.
6. Jenny _____ in pain when I stepped on her foot.
7. Dad _____ the garage doors blue.
8. Reggie and I never seem to _____.
9. I made sure there was lots of hot water and _____ to wash the pots.
10. Mom gave Mr. Hernandez a check as _____ for the rent.



Home Activity Your child identified and wrote words in which the long *a* sound is spelled *ai* and *ay*, the long *e* sound is spelled *ee* and *ea*, and the long *o* sound is spelled *oa* and *ow*. Ask your child to list words that rhyme with some of the long *a*, *e*, and *o* words on this page. Write the words and have your child note the different spellings.

Vocabulary

laundry store thousands traded
variety shelves section spoiled



Directions Read the sentences below. Choose one word from the box to complete each sentence. Use context clues to help you.

1. There were many different kinds of products on the shelves. The store carried a wide _____ of things.
2. The _____ carries many different products.
3. The dairy products are in one part of the store, and the bakery items in another part. Each kind of product is in its own _____.
4. In the produce section, the clerk checks for fruits that are no longer fresh or good to eat. He replaces the _____ fruit with fresh fruit.
5. Before there was money, people bartered for what they needed. They _____ things they had for things they wanted.

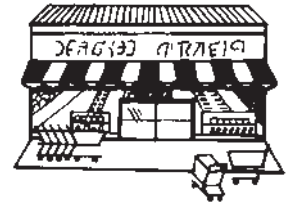
Directions Draw a line to match the word with its definition.

- | | |
|---|-----------|
| 6. tens of hundreds | spoiled |
| 7. thin pieces of wood
or metal fastened to
a frame or wall | variety |
| 8. not good to eat | shelves |
| 9. a number of different things | thousands |
| 10. clothes that need to be washed | laundry |



Home Activity Your child reviewed vocabulary words from the selection *Supermarket* and used them in sentences. Ask your child to write a paragraph using as many of the vocabulary words as possible.

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



Corner Grocery Store	Supermarket
<p>Is there a small grocery store near your home? It might be on a busy corner, or it might be in a gas station. These stores sell things people buy often, such as milk, bread, snacks, and newspapers.</p> <p>People like having small grocery stores nearby. They are easy to get to, and some stay open all night. If you run out of something, you can get it quickly. However, you usually pay a little more at this type of store.</p> <p>A corner store may have fewer fruits and vegetables. These foods spoil easily and cost a lot to keep in stock. Some fresh foods you might find in a small grocery store are milk, eggs, cheese, and butter.</p>	<p>A supermarket is huge and sells many kinds of fruits, vegetables, meats, fish, baked goods, juices, and frozen foods. A supermarket also sells paper goods, pots and pans, toothpaste, and even greeting cards.</p> <p>Supermarkets have huge parking lots, and you might have to park far away from the door. Once you are inside, it may take awhile to find everything you need.</p> <p>Shopping at a supermarket might save you money. Large stores buy much more than small stores, so they pay less for each item. That means you usually pay less for the items you buy.</p>

Name _____

1. How is a corner grocery store like a supermarket?

2. How is a corner grocery store different from a supermarket?

3. If you want ingredients for a salad, would you go to a corner grocery store or a supermarket? Why?

4. Underline a sentence that tells why you might go to a supermarket. Circle a sentence that tells why you might go to a corner grocery store.



Home Activity Your child compared and contrasted two kinds of stores. Have your child tell you how two stores, restaurants, or parks in your community are the same, and how they are different.

Name _____

Vowel Diphthongs

Directions Circle the words that have the same vowel sound as **out**. Then write the words on the lines.

1. The king wore a golden crown. _____

2. I can count to ten thousand. _____

3. The rooster crowed when the sun peeped over the mountain.

4. We enjoyed seeing the beautiful flowers. _____

5. The snow seemed to muffle every sound. _____

Directions Circle the words that have the same vowel sound as **toy**. Then write the words on the lines.

6. Did you enjoy the movie? _____

7. The balloon floated in the moist air. _____

8. My employer had his old car towed. _____

9. Let's avoid having too many choices. _____

10. The music for the show was very noisy. _____

Directions Circle the words that have the same vowel sound as the first word in the line.

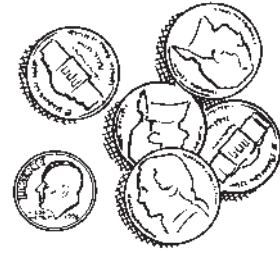
- | | | | |
|-----------|-------|--------|--------|
| 11. crown | proud | snow | spoil |
| 12. boy | know | choice | crow |
| 13. hour | float | hope | tower |
| 14. join | annoy | flour | flowed |
| 15. moist | toast | pounce | point |



Home Activity Your child identified and wrote words with the vowel sound in *out*, spelled *ou* as in *proud* and *ow* as in *shower*, and the vowel sound in *toy*, spelled *oi* as in *choice* and *oy* as in *voyage*. Have your child name other words with the same vowel sounds and write them with your child.

Vocabulary

errands bundles steady wobbled
dangerously arranged unwrapped excitedly



Directions Read the question. Fill in the bubble next to the answer that makes the most sense.

1. What does *wobbled* mean?

- ☐ in an unsafe way
☐ steady
☐ shook from side to side

2. How might you unwrap a present?

- ☐ dangerously
☐ excitedly
☐ in a tired way

3. What does *arranged* mean?

- ☐ put in order
☐ worked in a steady way
☐ shook from side to side

4. What might be tied in bundles?

- ☐ kittens
☐ clothes
☐ buildings

5. What does *dangerously* mean?

- ☐ safely
☐ worked in a steady way
☐ in an unsafe way

6. What are errands?

- ☐ small jobs
☐ huge buildings
☐ mistakes

Directions Use the words in the box to complete the sentences below.

7. My helper held the ladder _____ while I climbed up.
8. Sonya _____ her birthday presents at the party.
9. The Sunshine Club did _____ for the elderly neighbors.
10. We tied the newspapers in _____ and brought them to be recycled.



Home Activity Your child reviewed vocabulary words from the selection *My Rows and Piles of Coins* and used them in sentences. Ask your child to write a story using as many of the vocabulary words as possible.

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



Growing Money

“Guess what, Grandma?” asked Ali. “We’re done with all the jobs you gave us.”

Sam chimed in, “Ali made your bed and vacuumed all the rugs. I cleaned the bathroom and folded the clothes.”

Grandma smiled as she walked around her small apartment, checking the twins’ work. “You two did a really nice job,” she said. “I’m proud of you. Now how much did I say I’d pay you?”

“Oh Grandma!” Ali laughed. It’s always five dollars each!

Grandma gave each child a crisp new five-dollar bill. “Don’t spend it all in one place,” she said, just as she always did.

“What does that mean?” asked Sam.

“It means take a little time before you spend it.”

Sam said, “I know all about saving. I have a piggybank!”

Grandma said, “That’s a good start. When you save it, it grows.”

Sam looked at her strangely. “Money can’t grow, Grandma!”

“I don’t mean growing like a child or a tree grows. I mean that money you save can start to earn money all by itself. Now, what will you do with your five dollars?” asked Grandma.

Sam said quickly, “I’m buying a Space Walkers game.”

Ali looked thoughtful. “I’ll have to think about it,” she said.

Sam and Ali hugged their grandmother and ran downstairs. Their dad was making dinner. “Hi, kids,” he said. “How’s Grandma?” Sam didn’t hear him. He ran into his room to get his piggybank.

Name _____

“Grandma’s fine,” Ali said, “but she said something odd.”

“What’s that?” asked Dad.

“She was talking about money growing into more money. I want to see how much money I can grow, but I’m not sure where to start.”

Dad beamed. “It sounds as if you’re ready for a savings account at the bank, Ali. Here’s how it works: The bank will pay you a little each month to keep your money!”

“They pay me?” asked Ali. Dad nodded. “Then Grandma was right,” she said happily. “Money really can grow!”

1. Why do you think the author wrote this story?

2. Which twin will probably spend the money right away?

3. Why do you think the author included a character who is good at saving money?

4. How does the end of the story give you a hint about the author’s purpose?



Home Activity Your child answered questions about the author’s purpose in a story. With your child, read another story or article about a family saving money. Have your child tell why he or she thinks the author wrote the story or article.