

# Prefixes

**Generalization** When prefixes **un-**, **re-**, **mis-**, and **dis-** are added to words, make no change to the base word: **unhappy**, **recall**, **mistake**, **dislike**.

**Word Sort** Sort the list words by prefixes *un-*, *re-*, *mis-*, *dis-*.

**un-**

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

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

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

4. \_\_\_\_\_

**re-**

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

**mis-**

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

**dis-**

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

## Spelling Words

1. unhappy
2. recall
3. disappear
4. unload
5. mistake
6. misspell
7. dislike
8. replace
9. mislead
10. disagree
11. rewrite
12. unroll
13. unknown
14. dishonest
15. react



# Family Times

## Summary

### *Pushing Up the Sky*

Long ago, the sky was very close to Earth. This might sound like a lot of fun, but it was in the way. The chiefs all got together and had a meeting to decide what to do. It was decided that if they pushed together with long poles, they might succeed in pushing the sky out of the way. Their efforts moved the sky to where it is today!

### Activity

**What If the World Was Like That?** Imagine that the world was very different in one way, much as the sky was very different in the story *Pushing Up the Sky*. What problems would this cause? Make up a play about the problem and the way you and your family would solve it.



## Comprehension Skill

### Literary Elements: Character, Setting, and Plot

A **character** is a person or animal in a story. The **setting** is when and where a story takes place. The **plot** of a story includes the important events that happen at the beginning, middle, and end.

### Activity

**Mixed-up Stories** You will need ten slips of paper. On five of them, write a character's name. On the other five, write a setting. Keeping the two groups separate, turn all slips of paper facedown. Family members take turns picking a character and a setting and telling a story about them. After each story, another family member tells important details about the story's plot.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *Pushing Up the Sky*. Practice using these words.

### Vocabulary Words

**antlers** one of two bony growths on the head of a deer and certain other animals

**imagined** formed pictures in a person's mind of things or ideas that are elsewhere or not real

**languages** spoken or written words

**narrator** a person who tells the story

**overhead** over the head; placed high up; above

**poked** pushed with something pointed; jabbed

## Conventions

### Main and Helping Verbs

**Main verbs** show the action in the sentences. **Helping verbs** can show the time of the action. *Have, has, had, will, is, am, are, was, and were* can be helping verbs. A verb phrase uses a main verb and a helping verb together.

We were running.

They are climbing.

The dogs have barked before.

### Activity

**Using Verb Phrases** Write main verbs and helping verbs, each on an index card. Divide the cards into main verb and helping verb piles. Mix each pile and place the cards facedown. Each player takes the two top cards and creates a verb phrase. Then the player uses the verb phrase in a sentence. If the helping verb and main verb do not make sense together, return the helping verb to the bottom of the pile and choose another helping verb card until a phrase can be made that makes sense.

## Practice Tested Spelling Words

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

Name \_\_\_\_\_

# Literary Elements: Character, Setting, and Plot

- A **character** is a person or animal in a story. You learn about characters by their words and actions.
- The **setting** is when and where a story takes place.
- The **plot** of a story includes the important events that happen at the beginning, middle, and end.



**Directions** Read the passage.

**L**ong ago, two brothers lived in a cabin in the woods. One brother, Leon, was grumpy and lazy, but the other, Hal, was happy and hard working. On a cold winter day, they ran out of food. The first brother went back to bed, complaining bitterly. His

brother went to the farmer next door. “I will work for food,” he told the farmer. All day he cleaned the barn, fed the animals, and shoveled snow. The farmer gave him enough food for three brothers.

**Directions** Complete the chart. Write each character’s name and a word or phrase that describes the character. Write a phrase to describe each part of the setting. Then write a sentence that summarizes the plot.

| Characters                | Setting            |
|---------------------------|--------------------|
| 1. _____                  | 3. Place I: _____  |
| 2. _____                  | 4. Place II: _____ |
|                           | 5. Time: _____     |
| <b>Plot</b>               |                    |
| <p>_____</p> <p>_____</p> |                    |



**Home Activity** Your child filled in a chart about a story’s characters, setting, and plot. Tell a story about family members or pets. As your child listens, have him or her fill in a similar chart. Then have your child tell a story and complete a chart in the same way.

# Compare and Contrast

- To **compare** means to show how two things are alike.
- To **contrast** is to show how the two things are different.

**Directions** Read the story. Then follow the directions below.

One day a tall, handsome Moose was walking in the woods and met the tiny Weasel.

"I wish I had beautiful antlers like yours," said Weasel. "Then people wouldn't laugh at me for being little."

"Be careful what you wish for," said Moose.

That night, Weasel came out of his hole in the old log and saw the wishing star in the west. He closed his eyes and wished with all his might, "I wish I had big, beautiful antlers like Moose has!"

There was a sudden flash and Weasel

fainted. When he woke up in the morning, his head felt funny. It was so heavy.

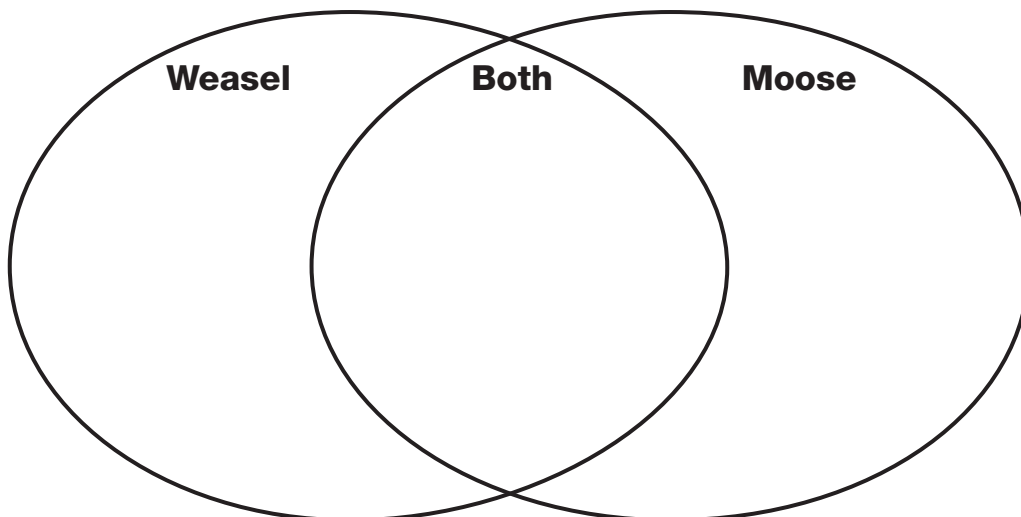
Weasel tried to walk but he could hardly lift his head. He made his way down to the lake. He saw himself in the water—he had huge antlers!

"How handsome I am," said the foolish Weasel. Then he tried to take a drink, but lost his balance. Splash! He fell into the lake. Two crows burst out laughing.

Luckily Moose was nearby. He caught Weasel and gently lifted him out.

"These antlers are too heavy," said Weasel, sadly. "You were right."

**Directions** Use the Venn diagram below to compare and contrast Weasel and Moose. Then compare Moose to Coyote in *Catch It and Run*. Tell how they are alike or different. Use a separate sheet of paper.



**Home Activity** Your child read a story and then used a Venn diagram to compare and contrast story characters. Read a story with your child. Then compare and contrast the story characters.

Name \_\_\_\_\_

# Main and Helping Verbs

**Directions** Answer each question. Write a sentence with a main verb and a helping verb.

1. What have people made from wood?

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2. What kinds of trees are growing in your neighborhood?

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3. Suppose you are a Native American living in the Northwest many years ago. What will you do with a canoe?

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4. What animals familiar to the Snohomish people have you seen?

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5. What part of Native American life has interested you the most?

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**Directions** Write two sentences about Native American life. Use a main verb and a helping verb in each sentence.

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**Home Activity** Your child learned how to use main verbs and helping verbs in writing. Ask your child to write a note about something he or she is looking forward to doing in the future. Have your child circle each main verb and underline each helping verb.

# Contractions

**Directions** Use the words in ( ) to make a contraction to complete each sentence. Write the contraction on the line.

- (has not)            1. Rosa \_\_\_\_\_ tried printmaking before.
- (they would)        2. Her art teacher said \_\_\_\_\_ learn printmaking next.
- (is not)             3. Her teacher said it \_\_\_\_\_ difficult.
- (you will)           4. "I think \_\_\_\_\_ like the results," she said.
- (we will)            5. "First," the teacher said, "\_\_\_\_\_ try potato prints."
- (she would)         6. Rosa thought \_\_\_\_\_ enjoy this class.

**Directions** Use each pair of words to make a contraction. Write the contraction on the line.

- |              |       |              |       |
|--------------|-------|--------------|-------|
| 7. did not   | _____ | 14. I am     | _____ |
| 8. I would   | _____ | 15. we would | _____ |
| 9. does not  | _____ | 16. have not | _____ |
| 10. he would | _____ | 17. is not   | _____ |
| 11. were not | _____ | 18. let us   | _____ |
| 12. he will  | _____ | 19. I will   | _____ |
| 13. she will | _____ | 20. she had  | _____ |



**Home Activity** A contraction is a word made from two smaller words. Your child formed contractions by using an apostrophe (') in place of missing letters. Choose contractions from the list above and have your child write his or her own sentences using the contractions.

Name \_\_\_\_\_

## Prefixes

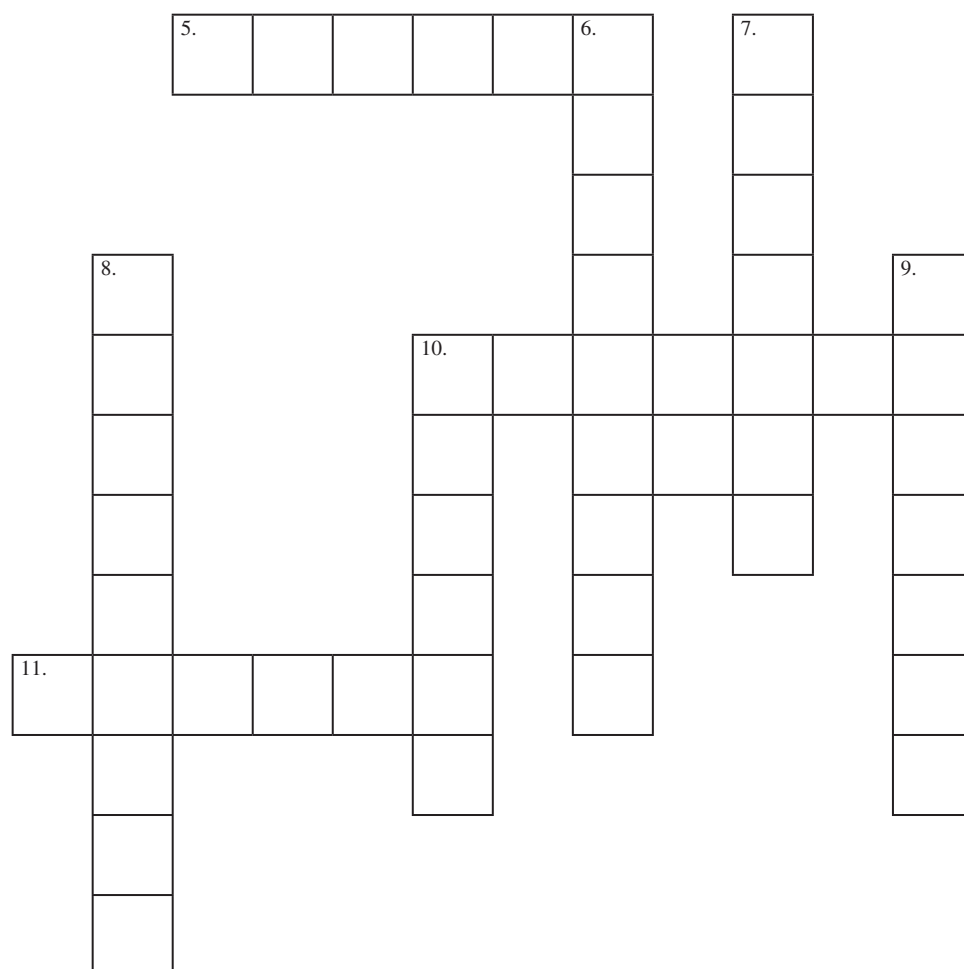
**Matching** Match the base word and its prefix.  
Write the word.

- |         |       |          |
|---------|-------|----------|
| 1. un-  | act   | 1. _____ |
| 2. re-  | agree | 2. _____ |
| 3. mis- | happy | 3. _____ |
| 4. dis- | lead  | 4. _____ |

### Spelling Words

unhappy  
 recall  
 disappear  
 unload  
 mistake  
 misspell  
 dislike  
 replace  
  
 mislead  
 disagree  
 rewrite  
 unroll  
 unknown  
 dishonest  
 react

**Crossword Puzzle** Write list words in the puzzle.



### Across

5. remove cargo  
 10. put back  
 11. lay flat

### Down

6. go out of sight  
 7. error  
 8. not truthful  
 9. write again  
 10. remember

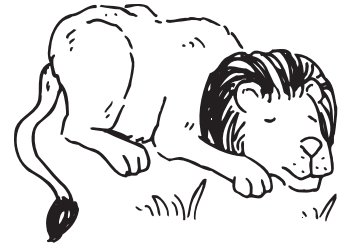


**Home Activity** Your child has been learning to spell words with prefixes. Help your child brainstorm other words that begin with the same prefixes.



# Literary Elements: Character, Setting, and Plot

- A **character** is a person or animal in a story. You learn about characters by their words and actions.
- The **setting** is when and where a story takes place.
- The **plot** of a story includes the important things that happen at the beginning, middle, and end.



**Directions** Read the passage.

**L**ion and Mouse were best friends. They lived in the middle of a grassy plain, where Lion hunted zebras and Mouse ate seeds and nuts. Late one afternoon, Lion was caught in a hunter's net. Mouse heard his roars and rushed over

to help. She chewed at the ropes around her friend until he was able to get free.

"Thank you, Mouse," said Lion.

"A true friend would do no less," replied Mouse.

**Directions** Complete the chart. Write each character's name and a word to describe the character. Write phrases that tell the setting. Then write a sentence that summarizes the plot.

| Characters     | Setting         |
|----------------|-----------------|
| 1. _____       | 3. Place: _____ |
| 2. _____       | 4. Time: _____  |
| <b>Plot</b>    |                 |
| _____<br>_____ |                 |



**Home Activity** Your child filled in a chart about a story's characters, setting, and plot. Ask your child to draw a similar chart for another story. It might be one you make up together, or one you have told many times. Take turns adding information to the chart about your story.

Name \_\_\_\_\_

# Main and Helping Verbs

**Directions** Write the main verb and the helping verb in each sentence.

1. The women are sewing animal furs together.

Main verb: \_\_\_\_\_

Helping verb: \_\_\_\_\_

2. She is making a coat.

Main verb: \_\_\_\_\_

Helping verb: \_\_\_\_\_

3. It will keep someone warm in winter.

Main verb: \_\_\_\_\_

Helping verb: \_\_\_\_\_

4. She has created a beautiful hat from bird feathers.

Main verb: \_\_\_\_\_

Helping verb: \_\_\_\_\_

**Directions** Look at the underlined verb in each sentence. Write *M* if it is a main verb. Write *H* if it is a helping verb.

5. The people were celebrating all day. \_\_\_\_\_

6. They will sing and dance. \_\_\_\_\_

7. The chief had planned the party. \_\_\_\_\_

8. The children are playing games. \_\_\_\_\_

**Directions** Write a sentence about a celebration. Use a main verb and a helping verb. Underline the main verb. Circle the helping verb.

\_\_\_\_\_

\_\_\_\_\_



**Home Activity** Your child reviewed main verbs and helping verbs. Ask your child to make up a sentence about a party he or she has attended. Have your child include a main verb and a helping verb in the sentence and identify each.