

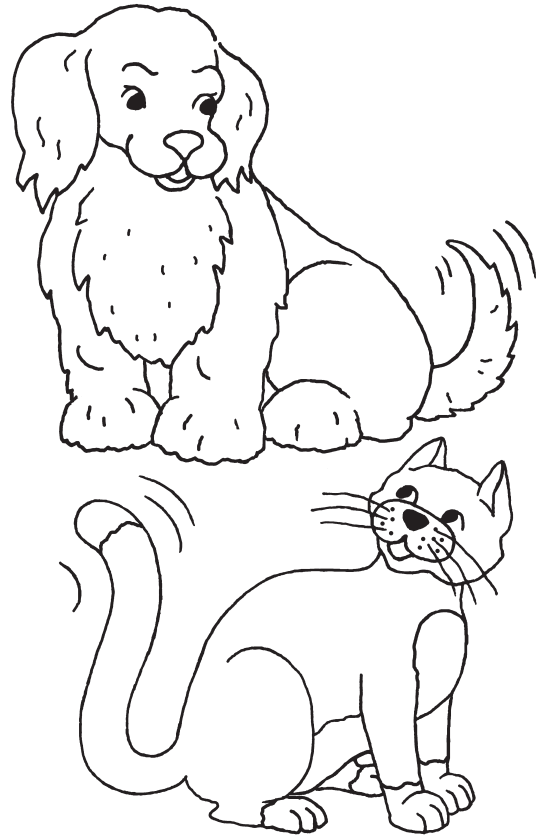
Name \_\_\_\_\_

# Family Times

## Summary

### ***Fly, Eagle, Fly!***

This folk tale 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

### **Literary Elements: Plot and Theme**

The **plot** of a story includes the important things that happen at the beginning, middle, and end. As you read, think about the **theme** or the big idea of the story.

## Activity

**Discuss It** As you read this week, have your child retell the beginning, middle, and end of the story. Discuss the big ideas of the story and agree on its probable theme.

## 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

## Grammar

### 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 a preposition such as those shown below, on a card. 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

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

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

Name \_\_\_\_\_

# Plot and Theme • Graphic Organizers

- The **plot** of a story includes the important events at the beginning, middle, and end.
- As you read, **think about what happens** in the story and why these things are important.
- Think, “What is the **big idea** of the story? What did a character learn in this story?”
- Use a **graphic organizer** to help you see and understand information.

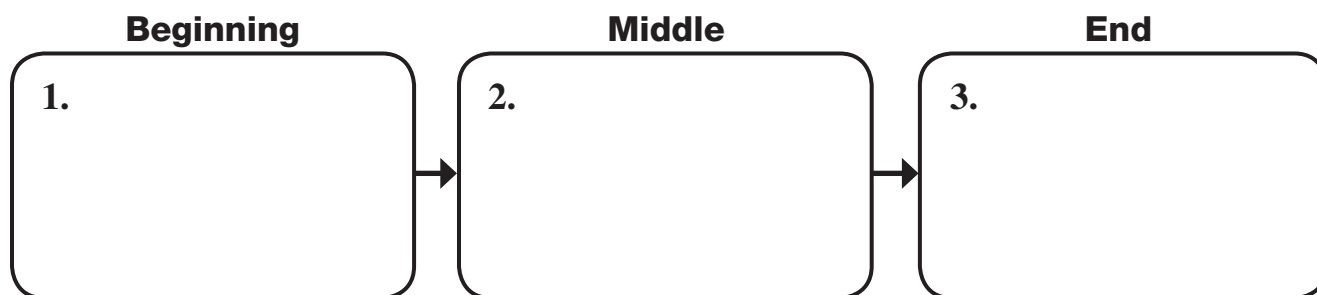
**Directions** Read the following story. Then complete the diagram and answer the questions.

**B**ertie didn’t want to be a puppy. He wanted to be big enough to play with the big dogs. “Be patient. Enjoy your life as a puppy,” Mom said. “Growth just takes time.”

A few months later, Bertie was ten pounds heavier. His body was bigger. His

feet carried him fast. Fast as he was, he still couldn’t run after birds like the bigger dogs. Mom said, “Enjoy life as you are.”

One year later, Bertie had grown up. He chased squirrels and birds with his friends. “My boy has grown up!” said Mom.



4. What is the most important message in this story?

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5. How else could the story have ended?

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**Home Activity** Your child identified parts of the plot in a story about a puppy in a hurry to grow up. With your child, read a fictional story about another baby animal that wants something badly. Work together to identify the beginning, middle, and end of the story.

Name \_\_\_\_\_

# Vocabulary



**Check the Words You Know**

___scrambled	___gully
___echoed	___valley
___reeds	___clutched



**Directions** Read each sentence. Write a word from the box to complete each sentence.

1. The boy \_\_\_\_\_ over the rocks as quickly as he could.
2. The sound of thunder \_\_\_\_\_ through the night.
3. We walked down the mountain into the \_\_\_\_\_ below.
4. The bird seemed to disappear in the tall \_\_\_\_\_ near the lake.
5. We walked up the side of a small \_\_\_\_\_ to the top of the hill.

**Directions** Choose the word from the box that best matches each clue. Write the word on the line.

6. held tightly \_\_\_\_\_
7. ditch \_\_\_\_\_
8. quickly climbed \_\_\_\_\_
9. repeated, as a sound does \_\_\_\_\_
10. tall grasses \_\_\_\_\_

## Write a Scene from a Play

On a separate sheet of paper, write a scene in which a child finds a baby animal and wants to take care of it. Use as many vocabulary words as possible.



**Home Activity** Your child identified and used vocabulary words from *Fly, Eagle, Fly!* With your child, read a story or nonfiction article about nature. Discuss the setting. Encourage your child to use vocabulary words in your conversation.

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Name \_\_\_\_\_

## Vocabulary • Word Structure

- Sometimes you may come across a word you don't know. The word may have an **-ed ending**.
- An **-ed ending** is usually added to a verb. Use the ending to figure out the meaning of the word.

**Directions** Read each sentence. Each sentence has a word with an *-ed* ending that is underlined. On the line, write the base word without the *-ed* ending.

1. I clutched my father's hand as we climbed down the steep hill.

\_\_\_\_\_

2. The sound of dripping water echoed through the cave.

\_\_\_\_\_

3. We scrambled some eggs for breakfast.

\_\_\_\_\_

4. She searched everywhere but could not find her keys.

\_\_\_\_\_

5. He placed the glass carefully on the shelf.

\_\_\_\_\_

**Directions** Match the base word with the same word that has an *-ed* ending. Draw a line to connect the two words.

- |             |           |
|-------------|-----------|
| 6. roar     | helped    |
| 7. climb    | roared    |
| 8. reach    | stretched |
| 9. help     | climbed   |
| 10. stretch | reached   |



**Home Activity** Your child identified and used words with *-ed* endings. Read a story together and help identify and define words with *-ed* endings.

Name \_\_\_\_\_

## Generalize

- When you read, you can sometimes make a **general statement** about what you have read.
- A **general statement** tells how some things are mostly alike or all alike.
- Look for examples. Ask what they have in common.

**Directions** Read the following story. Then answer the questions below.

A mother duck was waiting for the last of her eggs to hatch. When at last it did, the chick looked and acted differently from the others. This chick was bigger than the others. He swam like the other ducks, but he had a longer neck. The others wouldn't accept him, and they wouldn't be his friends. They would not play with him.

Time passed. The duckling decided to go into the world. There he saw a flock of large birds with long necks. They looked just like him. The duckling, which was really a swan, had found a family to which he belonged. He was not an ugly duckling after all; he was a beautiful swan. "You are one of us," his new playmates said.

1. How was the last duckling to hatch similar to the other ducklings?  
\_\_\_\_\_
2. What is one example of how other ducks treated the ugly duckling in a mean way?  
\_\_\_\_\_
3. What is another example of how other ducks were mean to the ugly duckling?  
\_\_\_\_\_
4. How did the flock of birds at the end of the story look like the ugly duckling?  
\_\_\_\_\_
5. Make a general statement about the ugly duckling's acceptance by the swans.  
\_\_\_\_\_

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**Home Activity** Your child identified generalizations in a tale about an ugly duckling. With your child, read or tell another traditional tale and identify general statements and examples in that story.

Name \_\_\_\_\_

## Plot and Theme • Graphic Organizers

- The **plot** of a story includes the important events at the beginning, middle, and end.
- As you read, **think about what happens** in the story and why these things are important.
- Think, “What is the big idea of the story? What did a character learn in this story?”
- Use a **graphic organizer** to help you see and understand information.

**Directions** Read the following story. Then answer the questions below.

Lucia was a field cat who didn't fit in. When the other cats played, Lucia sat alone, sketching trees and sky. “I want to fit in, but I don't know how.”

Mother Cat came and whispered in Lucia's ear. The next day at the field Lucia had a pad and charcoal. She drew a picture of each cat that was beautiful in its own way.

One captured the cat's spotted fur. Another caught the cat's long whiskers. To the side of each cat was a sketch of Lucia, off to herself.

The cats looked at her work. At first, they were silent. Finally, they said, “You have a special gift. We want you as our friend.”

1. At the beginning of the story, what did Lucia do while the other cats played?

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2. What do you think Mother Cat whispered to Lucia?

---

3. In the middle of the story, what did Lucia do to give the other cats a message?

---

4. Is the cats' statement “We want you as our friend” at the middle or end?

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5. What can you draw to help you remember the plot of this tale?

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**Home Activity** Your child read a traditional tale about an animal that doesn't fit in. With your child, read another traditional story. Ask your child to draw scenes from the beginning, middle, and end of the story.



Name \_\_\_\_\_

# Plot and Theme

- The **plot** of a story includes the important events at the beginning, middle, and end.
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- Use a **graphic organizer** to help you see and understand information.

**Directions** Read the following story. Then complete the diagram below.

**S**am is a chameleon. A chameleon is an animal that can change its color. It can blend in with its background. One minute it can be gray. The next, it can change to black or green.

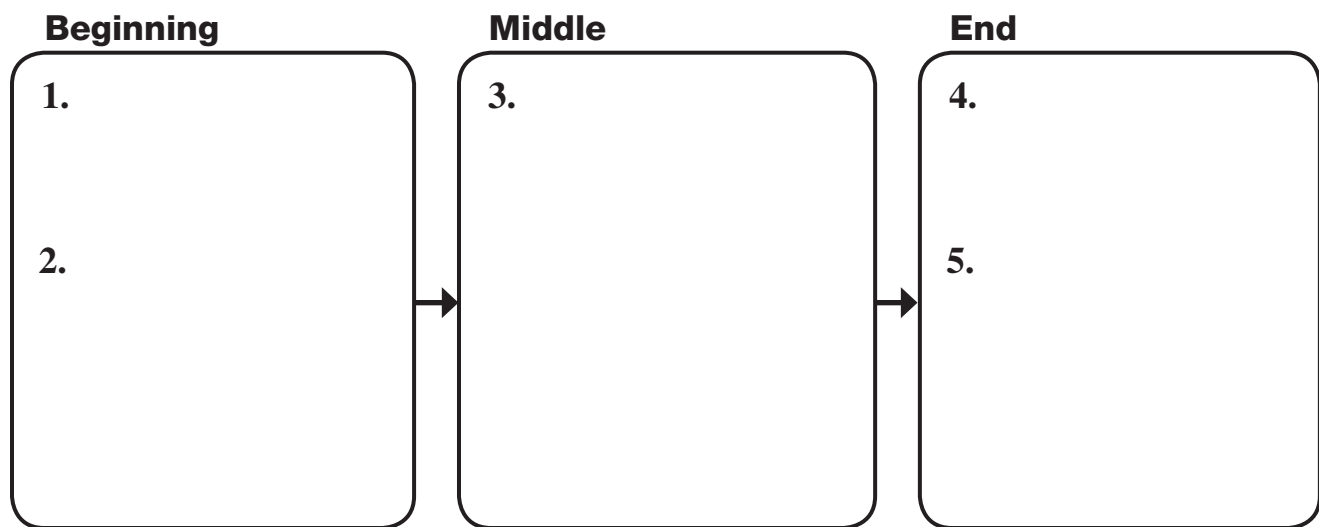
Sam was sitting on a branch. His skin was brown. He looked at his two neighbors across the way. He said, “Hello.”

Sid and Rufus, his neighbors, are chameleons too. They sat on a green leaf, so they were green.

“You are not like us,” said Rufus. “You are brown; we are green.”

“I am just like you,” said Sam. Sam crawled forward. He reached the green leaf. Slowly, his skin turned green.

“See,” Sam said. “I’m just like you, but a bit more friendly.”



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**Home Activity** Your child read a tale and identified the beginning, middle, and end. Together, create three cards, each with an illustration of an event from the beginning, middle, and end. Ask your child to put the cards in the order of the story.

Name \_\_\_\_\_

## Phonics • Syllables VCCCV

**Directions** Choose the word in ( ) with the VCCCV syllable pattern to finish each sentence. Write the word on the line.

- \_\_\_\_\_ 1. The third grade (children/students) took a trip to the zoo.
- \_\_\_\_\_ 2. Their teachers had a (surprise/special) assignment for them.
- \_\_\_\_\_ 3. The zookeeper gave an (alert/address) to the students.
- \_\_\_\_\_ 4. He told them to (inspect/watch) each animal's living space.
- \_\_\_\_\_ 5. He suggested they (compare/contrast) different animals.
- \_\_\_\_\_ 6. By the end of the day, the students had seen about one (dozen/hundred) animals.

**Directions** Circle the word that has the VCCCV syllable pattern. Then write a sentence on the line that uses the word you circled.

7. forgive                  monster                  wonder

8. human                  fortress                  winner

9. complain                  number                  writer

10. constant                  planet                  signal

11. beyond                  robin                  sample

12. chosen                  control                  copper

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**Home Activity** Your child wrote words with the VCCCV syllable pattern found in *mon/ster*. Ask your child to read each of the words he or she wrote on the page above. Take turns making up additional sentences using these words. Help your child write the sentences and underline the words with the VCCCV syllable pattern.

Name \_\_\_\_\_

# Take Notes and Record Findings

As you research a subject, **taking notes** and **recording findings** of important information helps give your research a focus. You may want to organize your notes by main ideas and details or as answers to questions you have about the subject.

**Directions** Look at the chart below. Read the paragraph and highlight or underline important information as you read. Then record your findings in the lists to complete them.

### Albino Animals

Imagine seeing an animal that looks like a deer, but it's different. It has white fur and pink eyes! The tail, the ears, and everything else look the same. Just the color is different. This animal is an albino deer. Albinos have a trait that is different from that of others of its species. An albino animal has no pigment in its skin, hair, or eyes. That's why the skin, fur, or feathers are white. Deer are not the only albino animals. Many others have been discovered. There are albino dogs, squirrels, leopards, and even birds.

#### Why It Is White

has different traits

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

#### Features

looks like others

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

\_\_\_\_\_

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

#### Kinds of Animals

dogs

leopards

squirrels

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

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



**Home Activity** Your child read a paragraph and recorded important information about it in categories. Help your child find a paragraph in a reference book, nonfiction text, or from a Web site. Ask your child to take notes about the important information in the paragraph.