TARGET

Reading Comprehension 1

Home-School Connection
Dear Family Member,

Our class is reading stories. In addition, we are learning and practicing the following skills:

- Characters
- Categories
- Illustrations
- Events
- Real-Life Connections
- Retell Stories

As part of this lesson, your child is bringing home a story called “Grandma’s Yard.” It tells about how family members share special gifts when Grandma gets sick. This Take-Home Book gives you and your child a chance to read and learn together. At the same time, your child can practice the lesson skills.

Here is how to use these pages.

1. With your child, read the directions at the top of page 27 of “Grandma’s Yard.” The color-coded questions in the margins of the story require your child to use different skills during each reading. Talk about and answer those questions together.

2. Then complete the Comprehension Check on page 32. Talk about the answers. It’s okay to go back and look at the text to see what it says! Then help your child write the answers.

3. Finally, explore some word skills with your child. Complete pages 2–4 of this Home-School Connection together.

Enjoy reading and learning together!
Lesson 1

Name ____________________________________________

Sort Words by Category

Read the words. Then sort the words into groups. Write each word in the correct box.

flowers  dad  grandma  tree

<table>
<thead>
<tr>
<th>Family Words</th>
<th>Garden Words</th>
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Real-Life Connections

When Grandma is ready to leave the hospital, she gives the family the good news. Tell about a time when someone gave you good news.

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Word Play
Say each picture name. Write the missing letter to complete the word.

1. ___________  
   ___________  
   d__g

2. ___________  
   ___________  
   t__b

3. ___________  
   ___________  
   f__n

4. ___________  
   ___________  
   b__d

5. ___________  
   ___________  
   s__n

6. ___________  
   ___________  
   p__g
Name ____________________________________________

**Write about “Grandma’s Yard”**
What do you know about Grandma? Draw a picture of Grandma and something that is important to her.

Write some words that tell what Grandma cares about.

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Dear Family Member,

Our class is reading folktales. In addition, we are learning and practicing the following skills:

• Ask and Answer Questions  • Root Words
• Central Message  • Compare and Contrast
• Descriptive Words  • Context Clues

As part of this lesson, your child is bringing home a story called “The Lion and the Mouse.” This is a retelling of the traditional story by Aesop. This Take-Home Book gives you and your child a chance to read and learn together. At the same time, your child can practice the lesson skills.

Here is how to use these pages.

1. With your child, read the directions at the top of page 55 of “The Lion and the Mouse.” The color-coded questions in the margins of the story require your child to use different skills during each reading. Talk about and answer those questions together.

2. Then complete the Comprehension Check on page 60. Talk about the answers. It’s okay to go back and look at the text to see what it says! Then help your child write the answers.

3. Finally, explore some word skills with your child. Complete pages 6–8 of this Home-School Connection together.

Enjoy reading and learning together!
Name ____________________________________________

Root Words
Read each sentence. Find each word with the ending -s or -ed. Circle the root word.
1. Mouse tells Lion that she can help.
2. She chews the net.
3. I learned about how to be helpful.

Context Clues
Read these sentences. Then circle the words or phrases that help you know what the word in bold print means.
4. Lion was grateful to Mouse for setting him free. He thanked her for her help.

Use the word grateful in a sentence.

5. ____________________________________________

______________________________________________

______________________________________________

______________________________________________

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______________________________________________
Word Play

Say each picture name. Write the missing letters to complete the word.

ch  sh  th  wh

1.   2.   3.   4.   5.   6.

   too   eat
   oe   ale
   air  pea
Lesson 2

Critical Thinking

Write about “The Lion and the Mouse”

How would Lion describe Mouse at the end of the story? Draw a picture of the end of the story.

Write the words Lion would use to describe Mouse.
Dear Family Member,

Our class is reading fantasy stories. In addition, we are learning and practicing the following skills:

- Narrator
- Root Words
- Setting
- Events
- Root Words and Suffixes
- Compare and Contrast

As part of this lesson, your child is bringing home a fantasy story called "A Real Birthday Surprise." It tells about an amazing birthday gift that a boy receives. This Take-Home Book gives you and your child a chance to read and learn together. At the same time, your child can practice the lesson skills.

Here is how to use these pages.

1. With your child, read the directions at the top of page 83 of "A Real Birthday Surprise." The color-coded questions in the margins of the story require your child to use different skills during each reading. Talk about and answer those questions together.

2. Then complete the Comprehension Check on page 88. Talk about the answers. It’s okay to go back and look at the text to see what it says! Then help your child write the answers.

3. Finally, explore some word skills with your child. Complete pages 10–12 of this Home-School Connection together.

Enjoy reading and learning together!
Root Words

Read these sentences. Circle each -ed or -ing word ending. Then underline the root word.

1. Fred opened his gift.
2. Tina yelled about the owl.
3. Fred was good at drawing.

Root Words and Suffixes

Add a suffix to each root word. Write the meaning of the new word.

-ful -ly

_______

4. brave_______

_______

_______

5. hope_______
Word Play

Say each picture name. Write the missing letters to complete the word.

1. [Insect image] ____________ y
2. [Star image] ____________ ar
3. [Gift image] ____________ gi
4. [Tent image] ____________ te
5. [Crown image] ____________ own
6. [Sailor image] ____________ e
Name __________________________________________

Write about “A Real Birthday Surprise”
Fred’s feelings about his gift change. Draw a picture that shows how Fred feels about his gift at the beginning of the story.

Write some words that tell how Fred feels at the end of the story.

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Dear Family Member,

Our class is reading poetry about flowers and the weather. In addition, we are learning and practicing the following skills:

- Ask and Answer Questions
- Real-Life Connections
- Central Message
- Descriptive Words
- Shades of Meaning
- Illustrations

As part of this lesson, your child is bringing home two poems: “The Storm” and “Umbrellas.” These poems are about the weather. This Take-Home Book gives you and your child a chance to read and learn together. At the same time, your child can practice the lesson skills.

Here is how to use these pages.

1. With your child, read the directions at the top of page 106. The color-coded questions in the margins of the poems require your child to use different skills during each reading. Talk about and answer those questions together.

2. Then complete the Comprehension Check on page 110. Talk about the answers. It’s okay to go back and look at the poems to see what they say! Then help your child write the answers.

3. Finally, explore some word skills with your child. Complete pages 14–16 of this Home-School Connection together.

Enjoy reading and learning together!
Name ____________________________________________

Real-Life Connections
Read the words. Draw a line from each word to each illustration that shows a real-life example of the word.

1. warm •

2. bright •

Shades of Meaning
What does splashing rain look like? What does pouring rain look like? Draw a picture of one kind of rain. Label your picture.
Name ____________________________________________________________

Word Play
Say each picture name. Write the word.

bite  lake  rose  nine  bone  cube

1. 9

2. 

3. 

4. 

5. 

6. 

__________________________
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Write about Poetry

Think about “The Storm” and “Umbrellas.” Which poem would you rather act out? Draw a picture that shows how you would act it out.

Write some words that tell what is happening in your picture.

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Dear Family Member,

Our class is reading social studies texts. In addition, we are learning and practicing the following skills:

- Illustrations
- Categories and Attributes
- Main Topic
- Text Features
- Root Words
- Connect Events

As part of this lesson, your child is bringing home a social studies text called “Trains.” It tells about how trains have changed since they were first invented. This Take-Home Book gives you and your child a chance to read and learn together. At the same time, your child can practice the lesson skills.

Here is how to use these pages.

1. With your child, read the directions at the top of page 133 of “Trains.” The color-coded questions in the margins of the text require your child to use different skills during each reading. Talk about and answer those questions together.

2. Then complete the Comprehension Check on page 138. Talk about the answers. It’s okay to go back and look at the text to see what it says! Then help your child write the answers.

3. Finally, explore some word skills with your child. Complete pages 18–20 of this Home-School Connection together.

Enjoy reading and learning together!
Word Categories

Draw a line from each word to the group in which it fits.

1. •
   • a. rides on a highway
   •

2. •
   • b. moves on tracks
   •

3. •
   • c. is pulled by animals
   •

Root Words

Read each word. Draw a line between the root word and the ending.

4. rolling
5. started

6. invented
7. building
Word Play

Read each word. Circle the letters that stand for the long vowel sound. Then write each word in the correct box.

1. soap
2. tray
3. train
4. boat

<table>
<thead>
<tr>
<th>long <em>a</em> sound</th>
<th>long <em>o</em> sound</th>
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</table>
Write about “Trains”

Reread page 137. Why do trains make travel easier today? Draw a picture to show your answer.

Write some words to explain your picture. Use details from any part of the text.

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Dear Family Member,

Our class is reading science texts about marshes. In addition, we are learning and practicing the following skills:

- Connect Ideas
- Multiple-Meaning Words
- Ask and Answer Questions

As part of this lesson, your child is bringing home a science text called “A Good Place to Visit.” It tells about activities that people can enjoy when they visit marshes. This Take-Home Book gives you and your child a chance to read and learn together. At the same time, your child can practice the lesson skills.

Here is how to use these pages.

1. With your child, read the directions at the top of page 161 of “A Good Place to Visit.” The color-coded questions in the margins of the text require your child to use different skills during each reading. Talk about and answer those questions together.

2. Then complete the Comprehension Check on page 166. Talk about the answers. It’s okay to go back and look at the text to see what it says! Then help your child write the answers.

3. Finally, explore some word skills with your child. Complete pages 22–24 of this Home-School Connection together.

Enjoy reading and learning together!
Lesson 6

Multiple-Meaning Words

Read each sentence and look at the pictures. Draw a line from each sentence to the image that matches it.

1. The water in a marsh is a few feet deep.
2. Boardwalks keep hikers’ feet dry.

Context Clues

Use context clues to figure out the meaning of the word in bold print. Underline the context clues.

3. A small boat **glides** silently and smoothly through the marsh.

Write a sentence that names something else that glides in water.

__________________________________________________________

4. ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

Name ____________________________________________________
Name ______________________________________________________

Word Play

Write a word from the box to complete each sentence. Use the picture names to help you. Then circle the word in the sentence that has the same long vowel sound as the word you wrote.

pie fly beads seeds feet cry

1. Bill will try to swat a ____________.

2. I planted bean ________________ today.

3. This lime ____________ is very tasty.

4. Rain boots keep Evan’s ____________ dry.

5. Dean put four ________________ in a row.

6. Why does your little sister ____________?
Write about “A Good Place to Visit”

What would you like to do at a marsh? Draw a picture of you doing an activity at a marsh.

Write some words about what you do in the marsh.

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
Dear Family Member,

Our class is reading technical texts. In addition, we are learning and practicing the following skills:

- Text and Illustrations
- Context Clues
- Text Features
- Details
- Root Words and Suffixes
- Compare and Contrast

As part of this lesson, your child is bringing home a technical text called “Grow an Avocado Plant.” It tells about how to grow an avocado plant from a pit. This Take-Home Book gives you and your child a chance to read and learn together. At the same time, your child can practice the lesson skills.

Here is how to use these pages.

1. With your child, read the directions at the top of page 189 of “Grow an Avocado Plant.” The color-coded questions in the margins of the text require your child to use different skills during each reading. Talk about and answer those questions together.

2. Then complete the Comprehension Check on page 194. Talk about the answers. It’s okay to go back and look at the text to see what it says! Then help your child write the answers.

3. Finally, explore some word skills with your child. Complete pages 26–28 of this Home-School Connection together.

Enjoy reading and learning together!
Name ____________________________________________

Context Clues

Use context clues to figure out the meaning of each word in bold print. Underline the context clues. Then write the meaning.

1. Avocados **vary** in size. Some are small. Some are very large.

2. The **flesh** of a ripe avocado tastes smooth and buttery. Some people like to eat it with a spoon.

Root Words and Suffixes

Use what you know about the suffix -er. Complete each sentence with a root word and the suffix -er.

3. A person who teaches is a _________________.

4. A person who builds is a _________________.

Support Coach: Home-School Connection 26
Word Play

Circle the word that names each picture. Then use one of the words you circled in a sentence.

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>1.</td>
<td>2.</td>
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<tr>
<td>star</td>
<td>storm</td>
</tr>
<tr>
<td>corn</td>
<td>card</td>
</tr>
<tr>
<td>barn</td>
<td>yarn</td>
</tr>
<tr>
<td>farm</td>
<td>fork</td>
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<tr>
<td>horn</td>
<td>harm</td>
</tr>
<tr>
<td>jar</td>
<td>dart</td>
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</tbody>
</table>

7. ____________________________
Write about “Grow an Avocado Plant”
Think about the steps you read. Which step would take the longest? Draw a picture of that step.

Write some words that tell what your picture shows.
Dear Family Member,

Our class is reading opinion texts about sports. In addition, we are learning and practicing the following skills:

- Ask and Answer Questions
- Shades of Meaning
- Main Topic and Details
- Support for Author’s Points
- Categories and Attributes
- Clarify Word Meanings

As part of this lesson, your child is bringing home an opinion text called “How About Biking?” It tells about the benefits of biking for everyone. This Take-Home Book gives you and your child a chance to read and learn together. At the same time, your child can practice the lesson skills.

Here is how to use these pages.

1. With your child, read the directions at the top of page 217 of “How About Biking?” The color-coded questions in the margins of the text require your child to use different skills during each reading. Talk about and answer those questions together.

2. Then complete the Comprehension Check on page 222. Talk about the answers. It’s okay to go back and look at the text to see what it says! Then help your child write the answers.

3. Finally, explore some word skills with your child. Complete pages 30–32 of this Home-School Connection together.

Enjoy reading and learning together!
Shades of Meaning

Read each group of words. Write a word from the box that means almost the same thing.

- dash
- pitch
- dripping

1. zip, race, zoom, ________________________________

2. wet, soggy, soaked, ________________________________

3. toss, hurl, throw, ________________________________

Categories and Attributes

Read the information in the chart. Then write another attribute for each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Category</th>
<th>Attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.   bike</td>
<td>a way to travel</td>
<td>two wheels</td>
</tr>
<tr>
<td>5.   car</td>
<td>a way to travel</td>
<td>four wheels</td>
</tr>
</tbody>
</table>
Name ____________________________________________

Word Play

Read each group of sentences. Write a word from the box to complete the last sentence.

mother  bicycle  friend  helmet

1. We play together.
   __________________________
   __________________________
   I am your __________________.

2. Safety first!
   __________________________
   __________________________
   Wear your __________________.

3. Did you see her?
   __________________________
   __________________________
   She is my __________________.

4. I learned to ride.
   __________________________
   __________________________
   Here is my __________________.
Write about “How About Biking?”
Think about the reasons given in the text for riding a bicycle. What do you think is the best reason? Draw a picture to explain.

Write some words that explain your picture.