Target Reading Comprehension 2

Home-School Connection
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Dear Family Member,

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

- Story Structure
- Ask and Answer Questions
- Character’s Response
- Illustrations
- Context Clues
- Dictionaries

As part of this lesson, your child is bringing home a story called “Skunk and the Big Tree.” It tells about how Skunk discovers that he is brave enough to help his friend, Mouse. 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’s how to use these pages.

1. With your child, follow the directions at the top of page 27 of “Skunk and the Big Tree.” The color-coded questions in the margins 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!
Vocabulary

Lesson 1

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. Mouse **scampered** across the big tree. She reached the other side in seconds.

2. The water pushed the tree in front of Mouse’s house. The tree **blocked** Mouse’s front door.

Dictionaries

Read the dictionary entries. Then write the word that completes each sentence.

**pour verb.** to rain hard
**rush verb.** to move quickly

3. The rain began to ______________________ out of the sky.

4. Skunk had to __________ because Mouse needed help.

5. The rain made the river ______________________ past Mouse’s house.
Word Play
Write the word from the box that names each picture.

home    log    mice    cake    sun    bed

1.          2.          

3.          4.          

5.          6.          
Write about Skunk

Think about how Skunk feels about walking on the big tree. During what part of the story do his feelings change? Draw a picture that shows this part of the story.

Write a few sentences to tell how Skunk feels about crossing the river at the end of the story.
Dear Family Member,

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

- Character’s Response
- Central Message
- Story Structure
- Retell Stories
- Central Message
- Roots and Prefixes
- Story Structure
- Roots and Suffixes

As part of this lesson, your child is bringing home a fable called “The Honest Woodcutter.” It tells how a man is rewarded for telling the truth. 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.

1. With your child, follow the directions at the top of page 59 of “The Honest Woodcutter.” The color-coded questions in the margins 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 6. 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 ____________________________________________

Roots, Prefixes, and Suffixes

A prefix comes at the beginning of a word. A suffix comes at the end of a word. Read each sentence. Circle the prefix or suffix in each underlined word. Then circle the correct meaning of the word.

1. The woodcutter waited for the wood fairy to **reappear**.
   - go away
   - come back

2. The woodcutter was **unable** to see his ax at the bottom of the river.
   - able
   - not able

3. The woodcutter was **cheerful** as he went to work.
   - full of cheer
   - without cheer

4. After he lost his ax, the woodcutter felt **hopeless**.
   - without hope
   - hoping again

5. Now, use **cheerful** in a sentence of your own.

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________________________________________________________________________
Name ____________________________________________

Word Play

Use a group of letters from the box to complete the word for each picture.

air   eer   er   ir

1. f ______ y

2. riv ______

3. b ______ d

4. d ______

5. Choose a letter group from above. Write four new words with the same group of letters that sound the same.

Letter group: ________________________________

New words: ____________________________________________
Write about the Woodcutter

Think about the end of the story. What do you think the woodcutter will do the next day? Draw a picture of your idea.

Write a few sentences to tell what you think the woodcutter will do the next day. Use details from the story to tell why you think so.
Dear Family Member,

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

- Point of View
- Illustrations
- Character’s Response
- Compare and Contrast
- Compound Words
- Root Words

As part of this lesson, your child is bringing home a folktale called “Penny Stew.” This story tells about a group of cooks who work together to make a very special dish. 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.

1. With your child, follow the directions at the top of page 91 of “Penny Stew.” The color-coded questions in the margins 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 96. 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!
Name ____________________________________________

**Compound Words**

Choose one word from each box. Join them to make a compound word. Write the new words on the lines.

- week out
- sea every
- one end
- door food

1. ___________________________________________
2. ___________________________________________
3. ___________________________________________
4. ___________________________________________

**Root Words**

Read each sentence below. Look at the underlined word. Write the root word. Then write the meaning of the underlined word.

5. Sally quickly told the cooks what to do.
   - Root Word: _________________________________
   - Meaning: _________________________________

6. Everyone agreed that the Penny Stew was very tasty.
   - Root Word: _________________________________
   - Meaning: _________________________________
Word Play

Find the words with ai, ay, ea, and ee in the puzzle. Draw a line around them. The words in the box will help you.

<table>
<thead>
<tr>
<th>d</th>
<th>d</th>
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<tbody>
<tr>
<td>e</td>
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<td>a</td>
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<tr>
<td>a</td>
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<td>d</td>
<td>n</td>
</tr>
<tr>
<td>m</td>
<td></td>
</tr>
</tbody>
</table>

Choose one word from the puzzle. Write four new words that have the same vowel team and sound the same.

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________

Support Coach: Home-School Connection
Write about Sally and Her Penny Stew

Every story includes a problem and a solution. How does Sally solve the problem in “Penny Stew”? Draw a picture that shows what she does.

Write a few sentences to tell what Sally does to solve the problem.

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Dear Family Member,

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

- Inferences
- Central Message
- Ask and Answer Questions
- Rhythm and Meaning
- Real-Life Connections
- Shades of Meaning

As part of this lesson, your child is bringing home two poems called “April Rain Song” and “The Swing.” 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, follow the directions at the top of page 119. The color-coded questions in the margins 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 122. 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 14–16 of this Home-School Connection together.

Enjoy reading and learning together!
Real-Life Connections

Read each line of poetry. Look at the underlined word. Then follow the directions.

1. *Let the rain sing you a lullaby.*
   - Tell what you know about a lullaby.

2. *Till I look down on the garden green,*
   - Tell what you know about a garden.

Shades of Meaning

Read each line of poetry. Replace the underlined word with a new word that tells about the same thing in a new way. Write the new line.

3. *Let the rain beat upon your head with silver liquid drops.*

4. *Up in the air so blue*
Word Play

Read each sentence. Circle the words in bold print in each sentence that have the same vowel sound. Then write a new word that uses the same sound.

1. This baby can fly in the sky!

2. The cow and the crow are near the house.

3. A clean leaf is on his head.

4. I found a clown show.
Write about Poetry

Think about the poems “April Rain Song” and “The Swing.” Which poem did you like more? Choose a line from the poem that you liked. Draw a picture of that line.

Write a few sentences to tell which line and poem you chose and why you like that line.

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Dear Family Member,

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

- Main Topic
- Images
- Connect Ideas
- Ask and Answer Questions
- Context Clues
- Glossaries

As part of this lesson, your child is bringing home a social studies text called “The Story of Arbor Day.” It tells about how the tree-planting holiday we call Arbor Day began. 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.

1. With your child, follow the directions at the top of page 149 of “The Story of Arbor Day.” The color-coded questions in the margins 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 154. 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!
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. This story about life long ago is a good lesson in **history**.

2. Morton printed an **article** in the newspaper for everyone to read.

Glossaries

Use a glossary to find the meanings of words. Read the glossary entries. Then answer the questions below.

| **agriculture** | caring for the soil and growing crops |
| **celebrate**   | to honor a special day                 |
| **prize**       | a reward for doing something special   |

3. Which word describes a farmer’s work?
   - agriculture
   - celebrate
   - prize

4. What do you get when you win a contest?
   - agriculture
   - celebrate
   - prize

5. Which describes what you do on Thanksgiving?
   - agriculture
   - celebrate
   - prize
Lesson 5

Phonics and Decoding

Name ____________________________________________

Word Play
Use the hint to unscramble each word. Write the word.

1. What are Nate and Daniel names for?
   s o b y  ____ ____ ____

2. What is a dog’s foot called?
   a p w  ____ ____

3. What do you use to speak?
   i o c v e  ____ ____ ____ ____

4. What do you call a liquid that is poured on food?
   e u s a c  ____ ____ ____ ____

5. Choose one of the words you unscrambled. Write four new words that have the same vowel team and sound the same.

Word:  ____________________________________________

New words:  ____________________________________________

Write the word.

d. Write the word.

f. Write the word.

Support Coach: Home-School Connection 19
Write a few sentences to tell why it is important to have a holiday just for trees. Use details from the text.

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Write about Arbor Day

How do people honor trees on Arbor Day? Draw a picture that shows what people do on this holiday.

________________________________________________________________________
Dear Family Member,

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

- Connect Ideas
- Text Features
- Compare and Contrast
- Diagrams
- Science Terms
- Roots and Prefixes

As part of this lesson, your child is bringing home a science text called “The Red-Eyed Tree Frog.” It tells about an animal found in the rain forest. 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.

1. With your child, follow the directions at the top of page 181 of “The Red-Eyed Tree Frog.” The color-coded questions in the margins 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 186. 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!
Name ____________________________________________

Science Terms
Draw a line from the picture to the science term that names it.

1. • • a. adult

2. • • b. tadpole

3. • • c. life cycle

Prefixes
Use the prefixes below to complete the word equation. Then use each new word in a sentence.

4. _______ + appear = ___________________________ ___________________________

5. _______ + understand = _________________________ ___________________________
Word Play

Write the consonant blend from below that completes each word.

fr  nd  gr  tr

1. ___________ ee
2. ___________ po

3. ___________ og
4. ___________ ab

Rearrange the letters in each item below to make a word. Write the word. Circle the consonant blend.

5. o e s f t r
6. t a u l d
7. w r g o
Write about Red-Eyed Tree Frogs

Think about the life cycle of the red-eyed tree frog. During which stage does the most change happen? Draw a picture that shows this stage.

Write a few sentences to tell why this stage has the most change.

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Dear Family Member,

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

• Steps in a Process  
• Text Features  
• Images  
• Multiple-Meaning Words  
• Author’s Purpose  
• Root Words

As part of this lesson, your child is bringing home a technical text called “Rainbow Fruit Sticks.” It tells how to make a healthy and colorful snack. 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, follow the directions at the top of page 213 of “Rainbow Fruit Sticks.” The color-coded questions in the margins 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 218. Talk about the answers. It’s okay to go back and look at the text to see what it says! Then have 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!
Multiple-Meaning Words

Read the two definitions of the word safe. Then write two sentences. Use a different meaning of the word in each sentence.

safe (ˈsāf) adj. protected; not likely to cause harm
safe (ˈsāf) noun. a strong, fireproof storage box

Root Words

Read each sentence. Look at the underlined word. Write the root word. Then write the meaning of the underlined word.

<table>
<thead>
<tr>
<th>New Word</th>
<th>Root Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think cherries make a tasty snack.</td>
<td>cherries</td>
<td>tasty</td>
</tr>
<tr>
<td>Line the fruit up neatly on the skewer.</td>
<td>fruit</td>
<td>neatly</td>
</tr>
<tr>
<td>We’ll have a visitor and share our rainbow fruit sticks.</td>
<td>visitor</td>
<td>rainbow</td>
</tr>
</tbody>
</table>
Word Play

Read the words with each picture. Choose a word from the box that uses the underlined letters and matches the sound of the underlined letters. Write the word on the line.

anchor  big  chop  cool  large  cider

1. school

2. slice

3. core

4. bag
Write about Making Rainbow Fruit Sticks

Think about the steps for making rainbow fruit sticks. Which step do you think is the most important? Draw a picture that shows this step.

Write a few sentences to tell why this step is the most important.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Dear Family Member,

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

• Main Topic
• Support for Author’s Points
• Author’s Purpose
• Real-Life Connections
• Compare and Contrast
• Shades of Meaning

As part of this lesson, your child is bringing home an opinion text called “Adopt a Pet.” It gives reasons for adopting a pet from an animal shelter. 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, follow the directions at the top of page 245 of “Adopt a Pet.” The color-coded questions in the margins 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 250. Talk about the answers. It’s okay to go back and look at the text to see what it says! Then have 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!
Name ____________________________________________

**Real-Life Connections**
Read each sentence. Think about the underlined word. Then follow the directions.

1. Some pets at animal shelters are **feathered**.  
   Name a feathered pet.

2. Vets **examine** the animals to make sure they are not sick.  
   Tell what a vet might do to examine an animal.

**Shades of Meaning**
Read each sentence. Circle the two words that have similar meanings. Then tell how the words are different.

3. A shelter can be crowded or full.

4. No shelter could be as cozy or comfortable as a home.
Word Play

Correctly separate each word into syllables by drawing a line between two letters.

Read each word below. Listen to the sound in the first syllable of the word. If it has a short vowel sound, write the word in the left column. If it has a long vowel sound, write the word in the right column.

<table>
<thead>
<tr>
<th>Short Vowel Sound</th>
<th>Long Vowel Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>cozy</td>
<td>local</td>
</tr>
<tr>
<td>doctor</td>
<td>shelter</td>
</tr>
<tr>
<td>kitten</td>
<td>silent</td>
</tr>
</tbody>
</table>

1. hamster
2. parrot
Write about Adopting a Pet

Why do you think the author says that it is an act of kindness to take home a pet from a shelter? Draw a picture to show what the author means.

Write a few sentences to explain why the author says that adopting a pet is an act of kindness.

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