Here are ways to help your child practice skills while having fun!

**Day 1**
Write these words: *raking, saved, trimming, walks, waving*. Have your child read each word and name the base word.

**Day 2**
Your child has been identifying the main idea and supporting details. Read a story with a diagram or chart to your child. Ask what the story is all about. Then ask what the diagram or chart tells about the story's details.

**Day 3**
Write these words on strips of paper: *animals, early, eyes, full, warm, water*. Have your child read the words. Cut up each word into letters. Ask your child to arrange the letters to spell the words.

**Day 4**
Have your child write these spelling words: *dropped, dropping, excited, exciting, hugged, hugging, lifted, lifting, smiled, smiling, talked, talking*. Take turns making up sentences using the words.

**Day 5**
This week your child learned about main ideas and details. Have your child write three details about deserts.

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**This week we're**

**Reading**  A Walk in the Desert

**Talking About**  What we can learn by exploring the desert

**Learning About**  Inflected Endings
Main Idea and Details
Materials: Red and yellow crayons

Game Directions:

For two players

1. Players take turns reading a word on the chart.
2. If the base word did not change when the ending was added (as in talked or smiling), the player colors the space red.
3. If the base word changed when the ending was added (as in dropped or smiling), the player colors the space yellow.

Words:
- Bragged
- Walked
- Hugging
- Asking
- Riding
- Swimming
- Needed
- Traded
- Exciting
- Diving
- Kicked
- Working
- Jumping
- Needs
- Traded
- Asking
- Riding
- Swimming
- Needed
- Traded
- Exciting
- Diving
- Kicked
- Working
- Jumping
- Needs
Say the word for each picture.
Pick the letters from the box that finish each word.

Write the missing letters to finish each word.

1. ________
   ba ________ et

2. ________
   ne ________

3. ________
   ________ ick

4. ________
   ________ ack

5. ________
   ________ in

6. ________
   ba ________

Read each sentence. Add the missing letters to the word or words.
Use the box above for help.

7. Did you ________ atter that paint on the rug?

8. I need to fix the ________ ap on my pack.

9. Skip and I like to go ca________ing.

10. The best time for me is in the ________ ing.

Home Activity Your child wrote words that started or ended with consonant blends, such as stop, hand, and strap. In a favorite story, have your child point to words that start or end with the consonant blends shown in the box on this page. Have your child read each word.
Look for ways in which the cactus is not like the tree.
Write a word from the box to finish each sentence.

leaves  taller  needles  branches

1. The cactus has _____________________.
2. The cactus has only a few _____________________.
3. The tree has many _____________________.
4. The tree is _____________________. than the cactus.
5. Write a sentence that tells how these two things are alike.

Comprehension  Compare and Contrast Review
Inflected Endings

Generalization  Some base words do not change when -ed or -ing is added: talked, lifting. Others do change: dropped, smiling.

Sort the list words by type of ending.

<table>
<thead>
<tr>
<th>-ed with no base word change</th>
<th>-ing with no base word change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _________________________</td>
<td>7. _________________________</td>
</tr>
<tr>
<td>2. _________________________</td>
<td>8. _________________________</td>
</tr>
<tr>
<td>3. _________________________</td>
<td>9. _________________________</td>
</tr>
<tr>
<td>4. _________________________</td>
<td>10. _________________________</td>
</tr>
<tr>
<td>5. _________________________</td>
<td>11. _________________________</td>
</tr>
<tr>
<td>6. _________________________</td>
<td>12. _________________________</td>
</tr>
</tbody>
</table>

Spelling Words

1. talked
2. talking
3. dropped
4. dropping
5. excited
6. exciting
7. lifted
8. lifting
9. hugged
10. hugging
11. smiled
12. smiling

Words to Read

13. early
14. warm

Home Activity  Your child is learning to spell words with -ed and -ing. To practice at home, have your child study the word, noting the ending, and then spell the word with eyes closed.
Name _________________________________

Inflected Endings

Spelling Words

<table>
<thead>
<tr>
<th>talked</th>
<th>talking</th>
<th>dropped</th>
<th>dropping</th>
<th>excited</th>
<th>exciting</th>
</tr>
</thead>
<tbody>
<tr>
<td>lifted</td>
<td>lifting</td>
<td>hugged</td>
<td>hugging</td>
<td>smiled</td>
<td>smiling</td>
</tr>
</tbody>
</table>

Write a list word that rhymes with the underlined word.

1. Mom popped in the door just as I ___ the plate.

2. We were just walking and ___.

3. Tom kept ___ while he was filing the papers.

Read the clue. Write the list word that means the opposite.

Across

4. was speechless
8. boring

Down

5. dropping
6. picking up
7. frowned

Read the clue. Write the list word that means the opposite.

Across

4. was speechless
8. boring

Down

5. dropping
6. picking up
7. frowned

Home Activity Your child has been learning to spell words with -ed and -ing. Have your child circle the spelling words with double consonants. (dropped, dropping, hugged, hugging)

DVD•36 Spelling Inflected Endings
Declarative and Interrogative Sentences

Write two statements and two questions about this picture.

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Home Activity  Your child learned how to use statements and questions in writing. Tell your child to imagine that you are going on a sailing trip. Ask your child to write a statement and a question about the trip.

Conventions  Declarative and Interrogative Sentences  DVD 37
Declarative and Interrogative Sentences

Write each sentence correctly.

1. cactus plants grow in the desert

2. lizards like the warm sun

3. do rattlesnakes scare people

4. jack rabbits eat plants

5. why does a coyote howl

Home Activity Your child reviewed statements and questions. Choose a story to read to your child. Say a sentence that is a statement or a question and have your child tell which it is. Continue with other sentences.

DVD•38 Conventions Declarative and Interrogative Sentences
A Walk in the Desert

Comprehension

Main Idea and Details

Home Activity

Your child identified the main idea and supporting details of a story and interpreted information from a chart. Work with your child to make a chart and write a story about the day's weather.

Have your child identify the story's main idea and details.

Read the story and the chart. Follow the directions below.

Some clouds are white, thin, and high in the sky. Other clouds are gray and spread out like a blanket near the ground. One kind of cloud is thick and looks like puffs of cotton. A thundercloud is very tall and dark. Clouds are different colors and shapes.

Clouds and Weather

<table>
<thead>
<tr>
<th>Type of Cloud</th>
<th>Name</th>
<th>Kind of Weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>thin and white</td>
<td>cirrus</td>
<td>fair</td>
</tr>
<tr>
<td>low and gray</td>
<td>stratus</td>
<td>misty, foggy</td>
</tr>
<tr>
<td>thick and puffy</td>
<td>cumulus</td>
<td>fair</td>
</tr>
<tr>
<td>tall and dark</td>
<td>nimbus</td>
<td>rainy, stormy</td>
</tr>
</tbody>
</table>

1. Write the sentence from the story that tells the main idea.

2. Underline the sentences that tell details about the main idea.

3. Write the words that tell what kind of weather dark clouds bring.

4. Write the words that describe the type of cloud that comes with foggy weather.

5. Circle the name for puffy clouds.

cumulus    stratus    cirrus

Home Activity

Your child identified the main idea and supporting details of a story and interpreted information from a chart. Work with your child to make a chart and write a story about the day's weather. Have your child identify the story's main idea and details.

Comprehension Main Idea and Details DVD•39