

Name _____

Paul Bunyan

Generalize

A generalization is a type of conclusion in which a broad statement is made based on several examples.

One year, we had a good skiing season. The winter was perfect. Three years ago, everything changed. That winter, the temperature was below fifty degrees.

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Generalization
5.

Support
from Text
1.

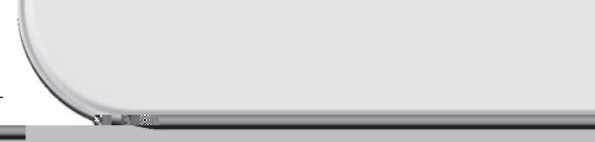
Support
from Text
2.

Support
from Text
3.

Support
from Text
4.

Home Activity Your child used a graphic organizer to find a generalization and the support for it. Together, read a short passage from a fiction or nonfiction text. Have your child make two generalizations about the events in the story—one valid and one faulty. Have him or her explain the difference between the two.

Name _____



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Irregular Verbs

USUALLY YOU ADD A VERB TO THE GROUP AS VERBS DO NOT
 THIS RULE)RRREGULAR VERBS CHANGE TO OTHER
 PRESENT TENSE (E MAKES A HUGE LOGGING CAMP
 PAST TENSE (E MADE A HUGE LOGGING CAMP
 PAST TENSE WASH HAD OR HAS MADE A HUGE LOGGING CAMP
)RRREGULAR VERBS HAVE A SPECIAL FORM WHEN THEY



EdhhZh h^kZh

WORDS IN #CONTEXT# COMPLETE EACH PAIR OF SENTENCES BY
 PLURAL POSSESSIVE FORM OF THE WORD THAT IS TO
 GIRL "OTH ???? COATS WERE NEW
 4HAT ???? COAT LOOKS VERY WARM
 TEACHER XPe... XPe... P'QC Đ@E WRITING THE S Pà

Đ à Đ4đ AT ??6TH
 TP W@•àp 4HAT ??6? COPT LOOKS @IÀA•ĐVE e...]

=dbZ 6Xi^Ndjg X]^aY lgdiz edhhZh h^kZ cdjch VcY egdcdjch# =VkZ ndjg X]^aY
 edhhZh h^kZ cdjc cVbZh dcZ eZghdc dg bdgZ ijVc dcZ eZghdc#

Scoring Rubric: Summary

	4	3	2	1
Focus/Ideas	Strong summary; only uses important information	Good summary; mostly uses important information	Summary has some main ideas and main details	Does not understand summary form
Organization	Important ideas are in correct sequence	Sequence of events is generally correct	Sequence isn't always clear	Unorganized
Voice	Shows understanding of the main ideas	Shows understanding of topic	Lacks understanding of the topic	Does not understand topic
Word Choice	Uses descriptive adjectives, verbs, and time-order words	Uses some descriptive adjectives, verbs, and time-order words	Few or no descriptive adjectives or time-order words	Poor word choice
Sentences	Uses simple and compound sentences	Some varied sentence structures	Sentences are not varied	Fragments or run-on sentences
Conventions	Excellent control, few or no errors	Good control; few errors	Little control; many errors	Many serious errors

Vocabulary t Suffixes

r " suffix is a word part added to the end of a base word to change its meaning or the way it is used in a sentence. For example, the suffix -ous can make a noun mean "full of _____. The suffix -ment means "the action, process, or result of _____."

r *ED U J P O B S E T O P O B O P S E J U I I F V G E E F E T V B O P M O E B S B U of the base word. The base word's definition is helpful in understanding a word's meaning.

Directions Read the following passage. Then answer the questions below.

The announcement was finally made: Jones's Maple Barn was open for the maple syrup season! In addition to the wondrous, sweet pancake topping, Jones's Maple Barn also sold breakfast. Of course, their pancakes were simply marvelous.

Sugar maple trees have a liquid that runs inside their trunks and branches called sap. In the winter, the sap doesn't

move much through the tree. In the spring, however, the sap flows quickly as the weather turns warmer. People collect the sap by inserting tubes into the trees' trunks. Then the sap is cooked. The requirement for making one gallon of syrup is 40 gallons of sap. That's a lot of work, but nothing is more delicious than pure maple syrup!

1. What is the suffix in the word announcement?

2. How does the suffix help you understand the meaning of announcement?

3. How does the suffix in wondrous help you figure out the meaning of the word?

4. How does the suffix in requirement help you figure out the meaning of the word?

Home Activity Your child identified and used suffixes to understand new words in a passage. Work together to identify meanings of words with -ous and -ment in an article. Help your child come up with a way to remember the meanings of these suffixes.

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Paul Bunyan

Schedule

A "schedule" is a special chart that lists events and when they take place, side by side.

Read the schedule below.

Ship	Depart	Arrive	Ship	Depart	Arrive
VT	USB	JO	BOE	PUI	FS
USB	WFM	TDI	FEV	MFT	PGU
FO	QS	FT	FO	NBZ	IBW
DPO	UB	JO	CP	UI	SP
XT	BOE	DPM	VN	OT	FBD
PG	XIJ	DI	NBZ	IBW	

Directions Paul Bunyan used a ship full of Hawaiian sugar docked in Lake Superior to outsmart the bee-squitoes. Read this sugar-shipping schedule to answer the questions below.

Hawaiian Sugar Shipments to Lake Superior via Gulf of Saint Lawrence				
Ship	Depart Honolulu,			

Name _____

Directions Use the schedule of events to answer the questions below.

Big Onion Lumber Company Schedule of Activities for April 1							
Activity	7–8 A.M.	8–9 A.M.	9–10 A.M.	11–12 P.M.	12–1 P.M.	1–2 P.M.	2–3 P.M.
Skate on the griddle	+						
Eat breakfast		+					
Haul water from the Great Lakes			+				
Eat lunch				+			
Log					+		
Stoke the griddle fire					+		
Eat dinner						+	
Knit beards to make socks							+
Make f							+
A.drid(A.410(.M.))17 -1. 1n, -1.254 Td (Skate on the griddle).932 -1-1.25(.drid0 1286 T5.499Wh							

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Name _____

Irregular Verbs

Directions Read the passage. Then read each question. Circle the letter of the correct answer.

Paul Bunyan's Feats

(1) Paul feel lonely in the woods. (2) He chosen Babe the ox to be his helper.
(3) Paul Bunyan do amazing feats. (4) He made the Grand Canyon with a pickax.
(5) Then Paul go to Big Onion, Minnesota. (6) He hired a thousand lumberjacks.

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|---|--|
| <p>1 What change, if any, should be made in sentence 1?</p> <p>A Change feel to feeling.</p> <p>B Change feel to felt.</p> <p>C Change feel to felled.</p> <p>D Make no change.</p>
<p>2 What change, if any, should be made in sentence 2?</p> <p>A Change chosen to was chosen.</p> <p>B Change chosen to choose.</p> <p>C Change chosen to chose.</p> <p>D Make no change.</p>
<p>3 What change, if any, should be made in sentence 3?</p> <p>A Change do to done.</p> <p>B Change do to did.</p> <p>C Change do to is done.</p> <p>D Make no change.</p> | <p>4 What change, if any, should be made in sentence 5?</p> <p>A Change go to gone.</p> <p>B Change go to is gone.</p> <p>C Change go to went.</p> <p>D Make no change.</p>
<p>5 What change, if any, should be made in sentence 6?</p> <p>A Change hired to hire.</p> <p>B Change hired to hiring.</p> <p>C Change hired to will hired.</p> <p>D Make no change.</p> |
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Home Activity Your child prepared for taking tests on irregular verbs. Help your child prepare flash cards with an irregular verb on one side and its forms on the other side. Quiz your child using the flash cards.