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

**Day 1**

**Reading**

A Walk in the Desert

**Talking About**

What can we learn by exploring the desert

**Learning About**

Inflected Endings

Main Idea and Details

Write these words:

- raking
- saved
- trimming
- walks
- waving

Have your child read each word and name the base word.

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 2**

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 3**

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 4**

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

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.

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.

<table>
<thead>
<tr>
<th>Stops</th>
<th>Trading</th>
</tr>
</thead>
<tbody>
<tr>
<td>swimming</td>
<td>lifted</td>
</tr>
<tr>
<td>jumped</td>
<td>exciting</td>
</tr>
<tr>
<td>riding</td>
<td>worked</td>
</tr>
<tr>
<td>asking</td>
<td>diving</td>
</tr>
<tr>
<td>hugging</td>
<td>kicked</td>
</tr>
<tr>
<td>walked</td>
<td>running</td>
</tr>
<tr>
<td>bragged</td>
<td>needs</td>
</tr>
</tbody>
</table>
Say the word for each picture.
Pick the letters from the box that finish each word.

<table>
<thead>
<tr>
<th>bl</th>
<th>br</th>
<th>nd</th>
<th>sk</th>
<th>st</th>
<th>sp</th>
<th>spr</th>
<th>str</th>
<th>mp</th>
<th>spl</th>
</tr>
</thead>
</table>

Write the missing letters to finish each word.

1. ba ______ et
2. ne ________
3. _______ ick
4. _______ ack
5. _______ in
6. _______

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

7. Did you _______ etter that paint on the rug?
8. I need to fix the _______ up 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.

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School + Home

Home Activity  Your child described ways in which two things are alike or different. Ask your child to describe specific differences and similarities between some plants near or in your home.

DVD•34  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>-ed with base word change</td>
<td>-ing with base word change</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>

Words to Read

| 13.          |
| 14.          |

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.
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.

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. was speechless</td>
<td>5. dropping</td>
</tr>
<tr>
<td>8. boring</td>
<td>6. picking up</td>
</tr>
<tr>
<td>7. frowned</td>
<td>8. frowned</td>
</tr>
</tbody>
</table>

**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
**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

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.

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.