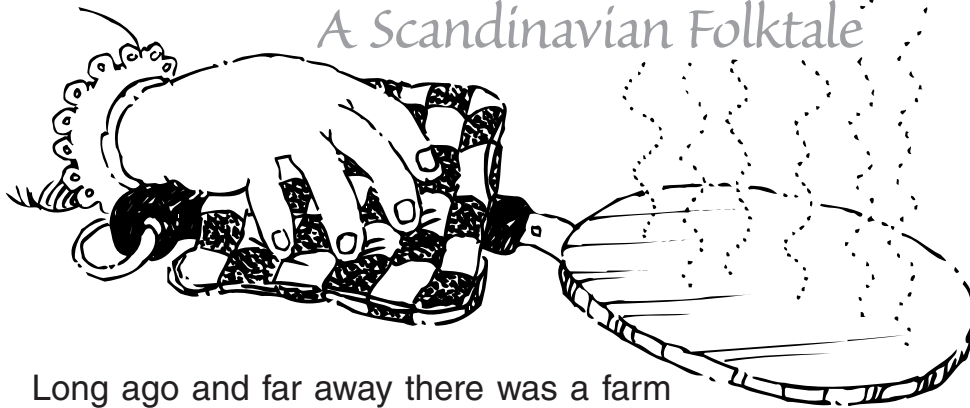


The Pancake

A Scandinavian Folktale



Long ago and far away there was a farm wife. She had seven hungry children. One morning she said, "I think I'll cook a large, tasty pancake for breakfast." Her children smelled the pancake cooking and came to beg for a bite.

"Give me a bite of pancake, Mother. I am so hungry," said her first child.

"Dear Mother," said the second.

"Dear, sweet Mother," said the third.

"Dear, sweet, nice Mother," said the fourth.

"Dear, sweet, nice, pretty Mother," said the fifth.

"Dear, sweet, nice, pretty, good Mother," said the sixth.

"Dear, sweet, nice, pretty, good, kind Mother," said the seventh.

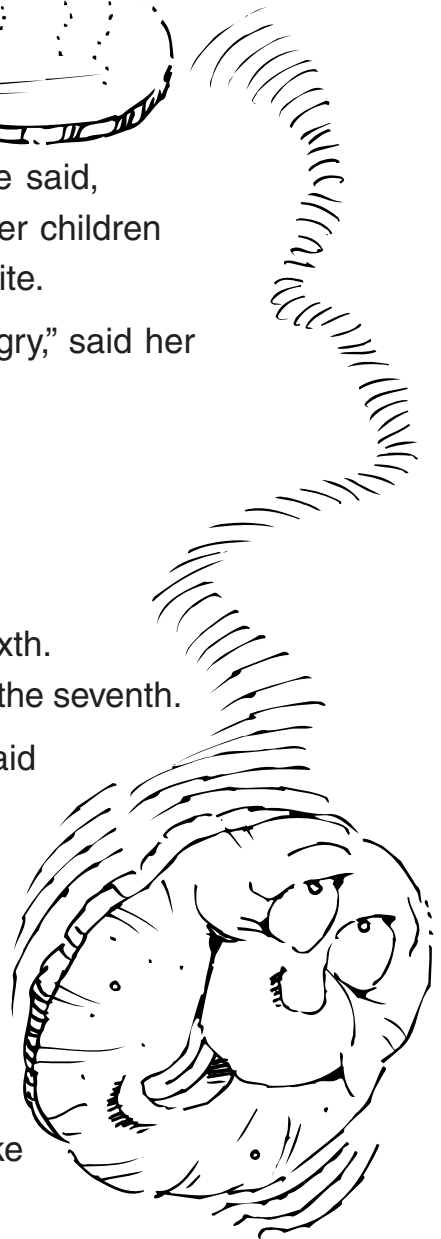
"I will give you a bite when the pancake is done," said their mother.

All at once, the pancake jumped off the griddle. It rolled through the door and down the hill.

"Stop, pancake!" shouted the farm wife. She ran after the pancake with the griddle still in her hand. Her seven hungry children followed as fast as they could go.

"Stop, pancake!" they all screamed. But the pancake rolled on and on until they couldn't see it.

The pancake rolled on until it met a hen. "Good day, Pancake," said the hen. "Don't roll so fast. Rest awhile and let me eat you."



“I ran away from the farm wife and her seven hungry children,” said the pancake. “I will run away from you, too, Henny Penny.” And the pancake rolled on. Soon it met a duck.

“Good day, Pancake,” said the duck. “Don’t roll so fast. Stop a little and let me eat you.”

“I ran away from the farm wife and her seven hungry children and from Henny Penny,” said the pancake. “I will run away from you, too, Ducky Lucky.” And the pancake rolled on. Soon it met a pig.

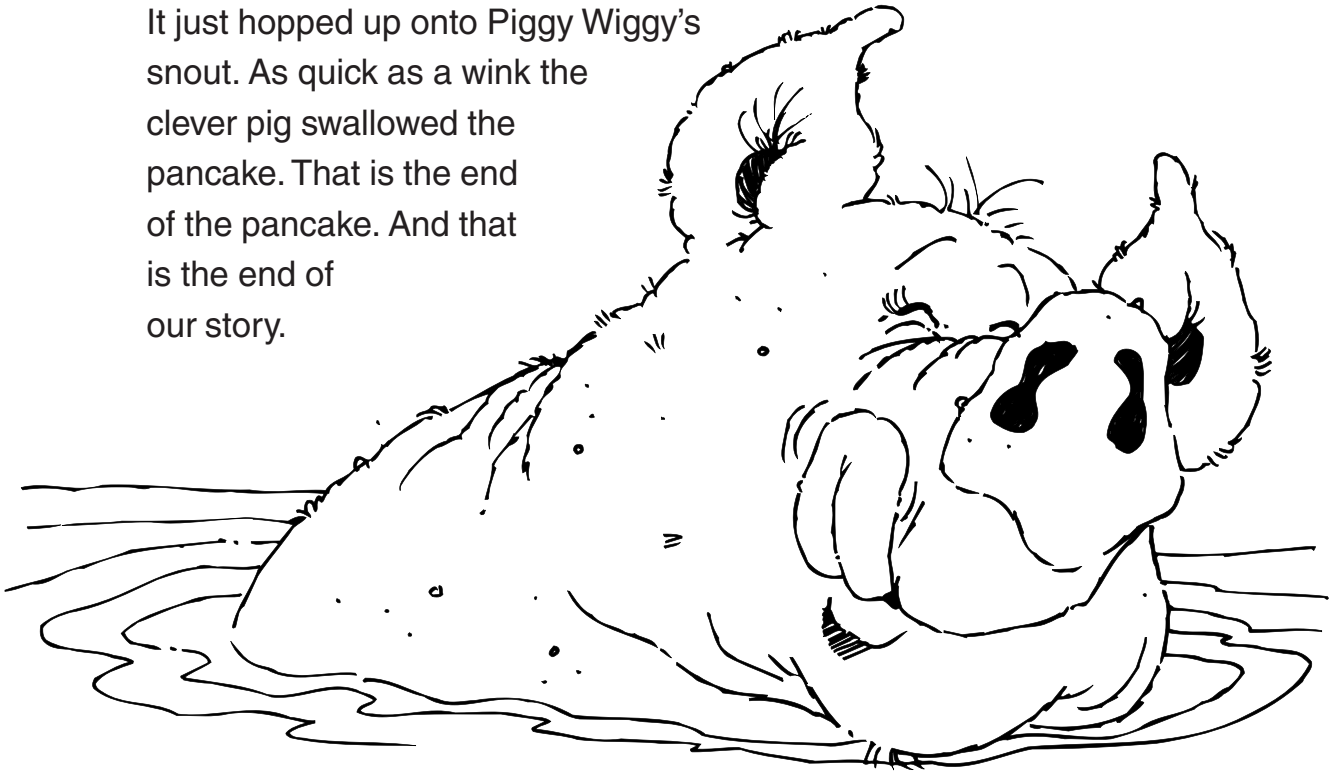
“Good day, Pancake,” said the pig.

“The same to you, Piggy Wiggy,” said the pancake.

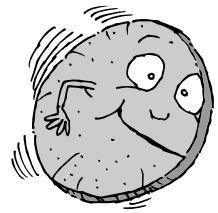
“Don’t be in such a hurry,” said the pig. “Let’s travel together to the other side of the forest. It’s not safe in there.”

So they went along together. Soon they came to a brook. Piggy Wiggy swam across the brook. But the poor pancake couldn’t get over. “Sit on my snout and I’ll carry you over,” said the pig.

The pancake did not stop to think. It just hopped up onto Piggy Wiggy’s snout. As quick as a wink the clever pig swallowed the pancake. That is the end of the pancake. And that is the end of our story.



Name _____



Questions about *The Pancake*

1. Why did the farm wife have to make such a large pancake?

2. List the six words the children called their mother when they were begging for food.

3. How did the pancake move from place to place?

4. What animals did the pancake meet?

5. Why did the pancake run away from everyone?

6. How did Piggy Wiggy trick the pancake?

● ● ● **Real and Make-Believe** ● ● ●

Circle the things that are real.

Make an **X** on the things that are make-believe.

A mother can cook a pancake.

A pig can eat a pancake.

Children do beg for a bite to eat.

A pancake can roll down the road.

A pancake can jump off a griddle.

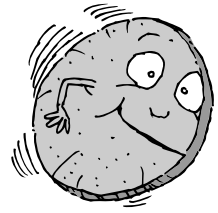
Children can run after their mother.

A hen can talk like a person.

A pancake can jump onto the snout of a pig.

Name _____

What Does It Mean?



Match:

griddle	to ask for something
beg	smart or skillful
hungry	a flat pan used for cooking
snout	needing food
clever	in a big hurry
brook	front part of a pig's head
quick as a wink	a little stream of water

● ● ● Pronouns ● ● ●

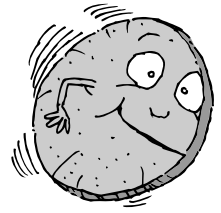
Write a pronoun for each underlined noun.

it	he	she	they
me	we	her	them

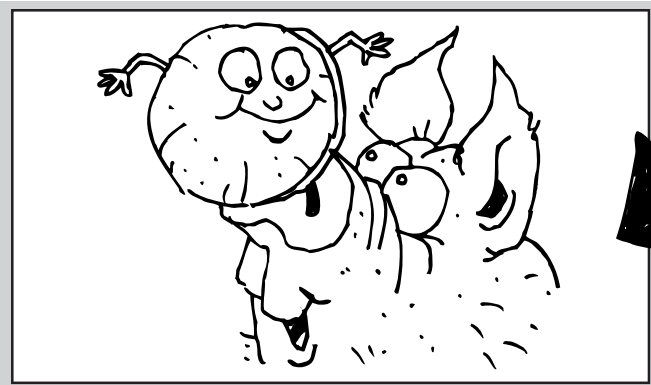
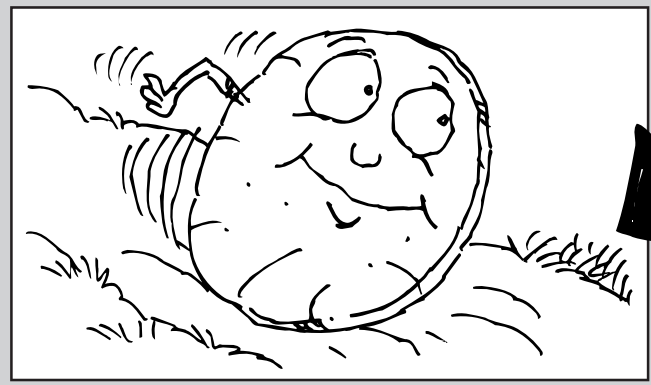
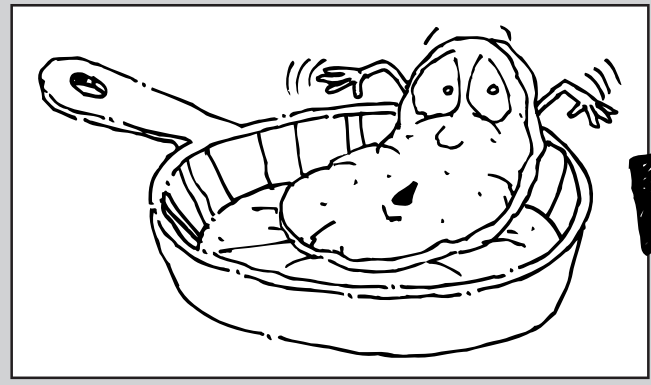
1. Mother cooked a tasty pancake. _____
2. The children followed their mother. _____
3. The pancake rolled on and on. _____
4. The children begged for a bite of pancake. _____
5. The pancake ran away from a mother and her children. _____
6. "Let duck eat you," said Ducky Lucky. _____

Name _____

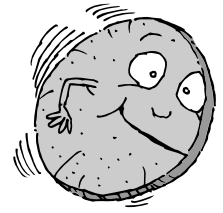
What Happened Next?



Draw what happened next.



Name _____



Sounds of Short Vowels

Write each word in the correct box with its short vowel sound.

smell	had	stop	but	give
fast	will	beg	on	duck
hen	run	ran	quick	not
griddle	hopped	stamp	that	rest
stuck	end	wink	block	such

a	e	i	o	u
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

●●● Compound Words ●●●

A **compound word** is made of two smaller words.

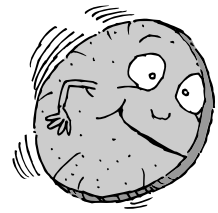
pan + cake = **pancake**

Match a word in each column to make compound words. Write the new words on the lines.

rain	boy	_____
butter	bow	_____
pea	nut	_____
cow	fly	_____

Name _____

The Farm Wife's Children



Cut out the seven children. Paste them in the correct order.

The third child is the tallest.

The fifth child is holding a cat.

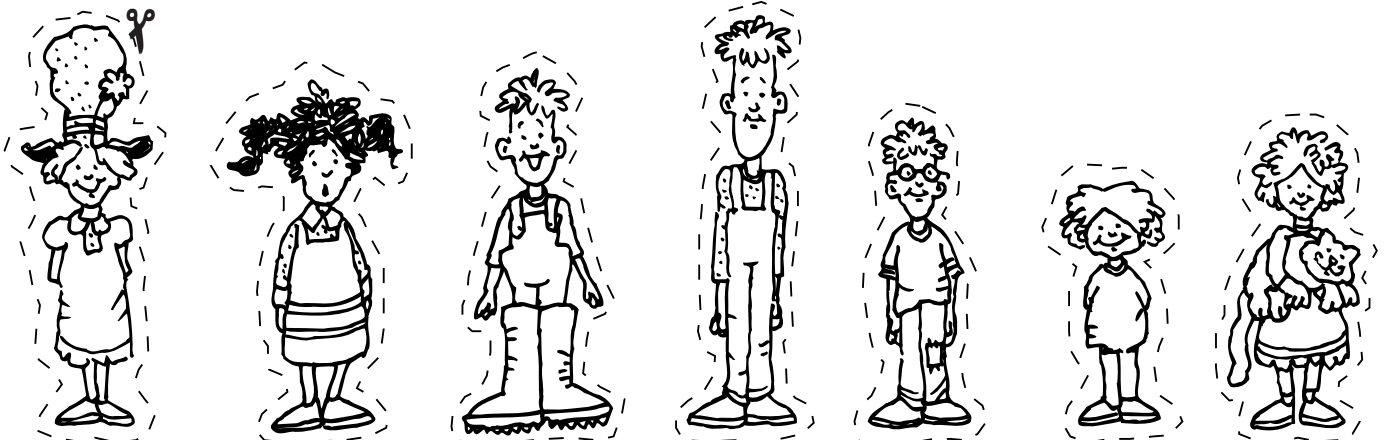
The first child has on glasses.

The seventh child is the shortest.

The fourth child has on a funny hat.

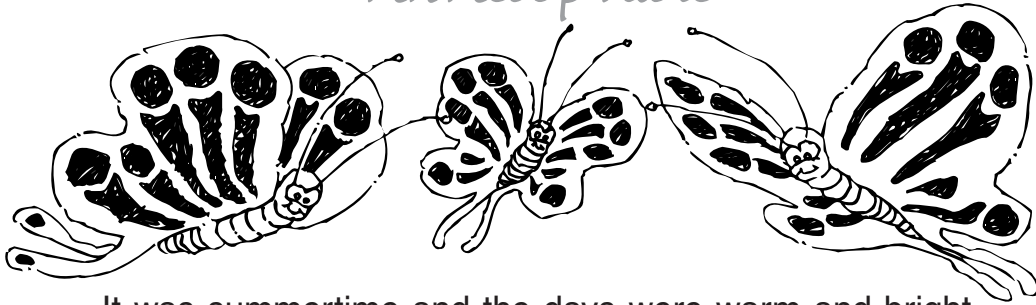
The second child is wearing boots.

The sixth child has black hair.



The Grasshopper and the Ants

An Aesop Fable



It was summertime and the days were warm and bright. The field was filled with insects. Bees and butterflies were flitting from flower to flower. Dragonflies were flying by. A grasshopper was hopping about the field. He saw a line of ants passing by. The ants were carrying seeds. The grasshopper said,

“Come play with me,
let’s have some fun.”

But the busy ants kept moving as they called to him,

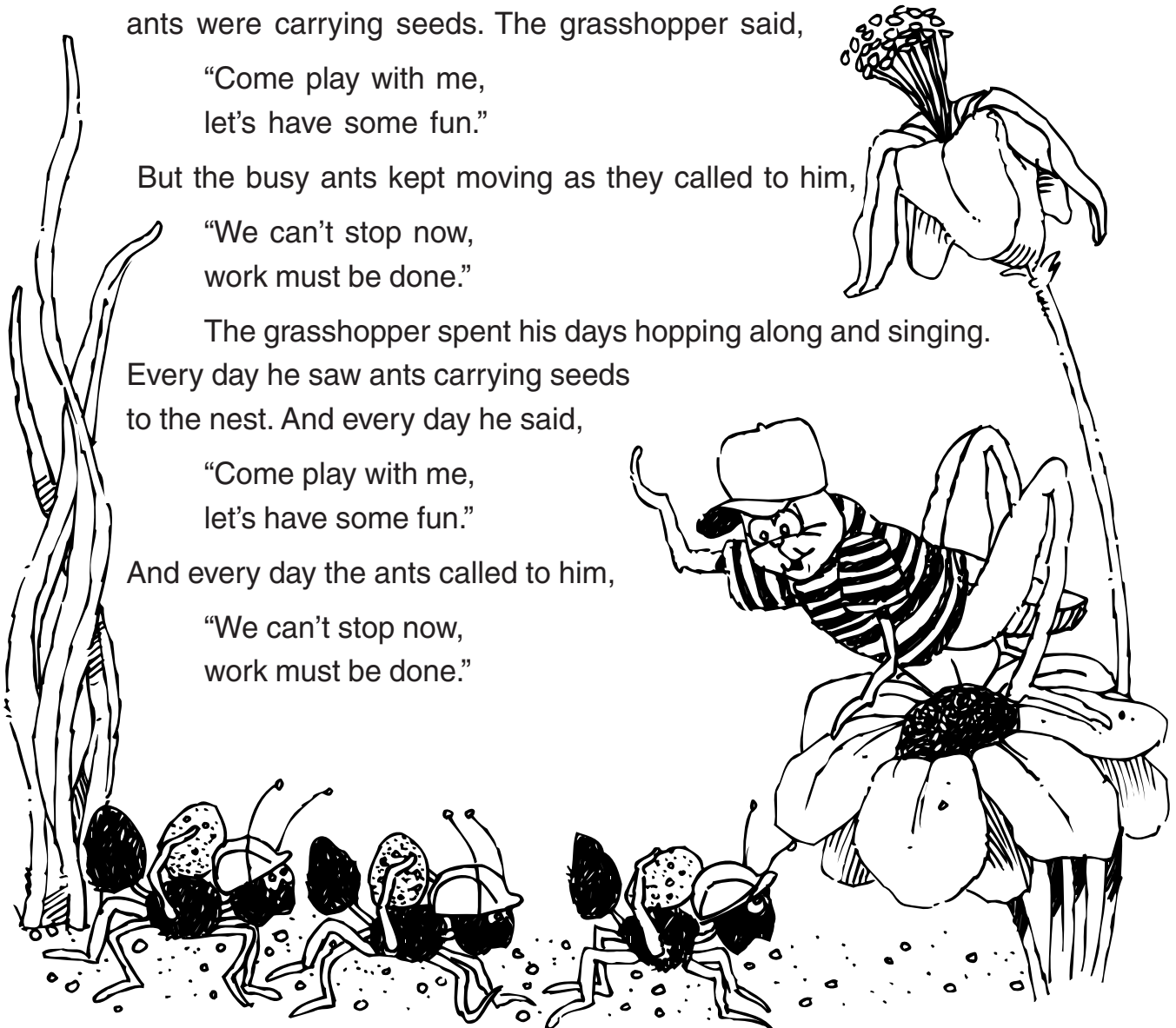
“We can’t stop now,
work must be done.”

The grasshopper spent his days hopping along and singing. Every day he saw ants carrying seeds to the nest. And every day he said,

“Come play with me,
let’s have some fun.”

And every day the ants called to him,

“We can’t stop now,
work must be done.”

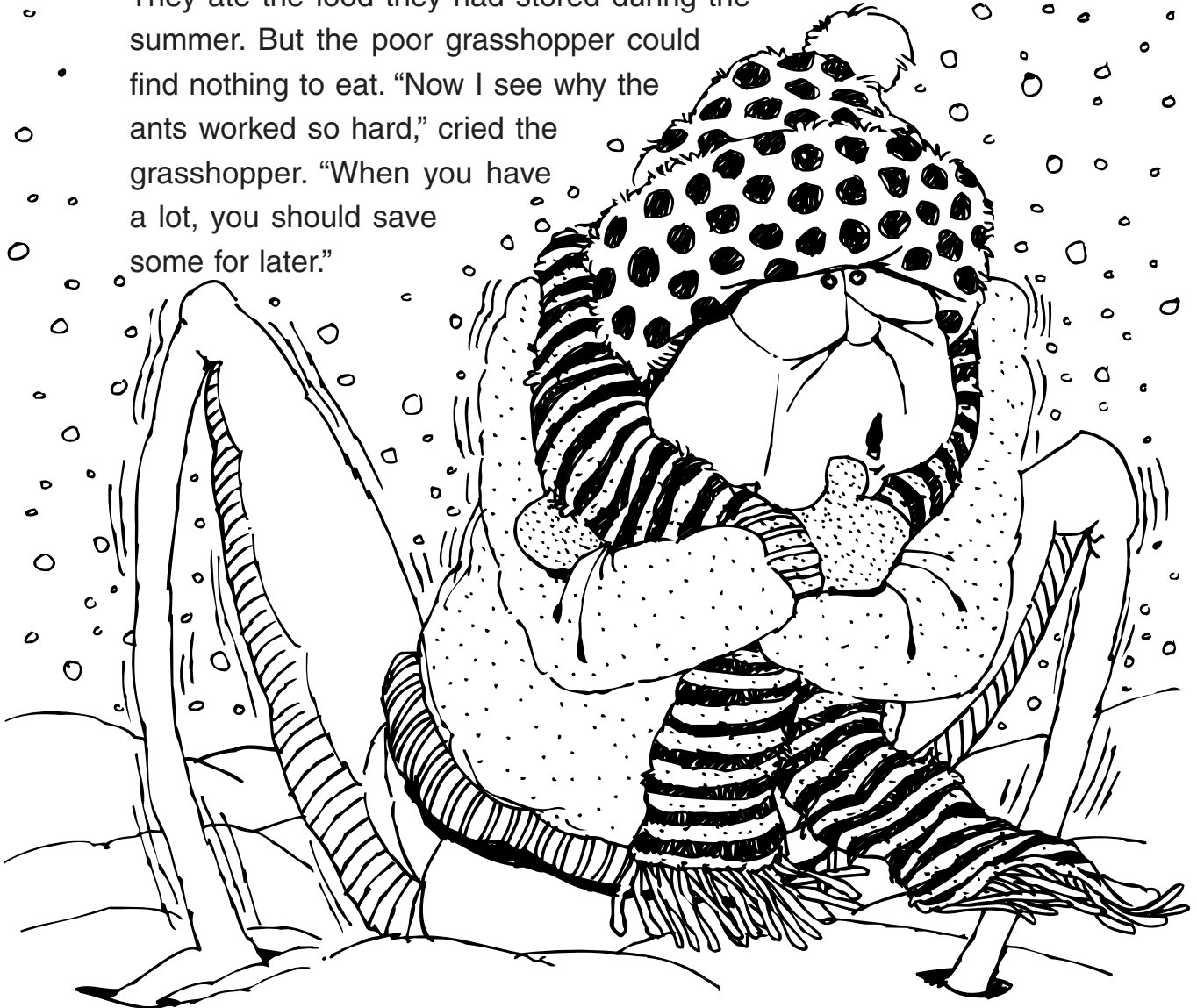


One day the grasshopper asked an ant, "Why are you working so hard? You could be playing in the warm summer sun."

"I am helping to store food for the winter," said the ant. "I think you should do the same."

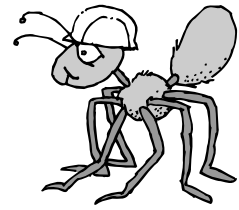
"Why bother about winter now?" asked the grasshopper. "There is plenty of food to eat." The grasshopper hopped away to play. The ant went back to its work.

When winter came, the ants were never hungry. They ate the food they had stored during the summer. But the poor grasshopper could find nothing to eat. "Now I see why the ants worked so hard," cried the grasshopper. "When you have a lot, you should save some for later."



Name _____

Questions about *The Grasshopper and the Ants*



1. What were the days like in the summertime?

2. What did grasshopper do all day?

3. What did the ants do all day?

4. Why were the ants working so hard?

5. What happened to the grasshopper when winter came?

6. What lesson did the grasshopper learn?

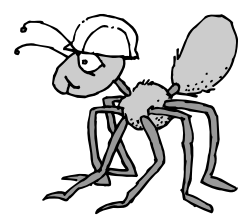
7. What do you think the grasshopper will do next summer?

● ● ● **Think About It** ● ● ●

Do you think the ants should have shared their food with the grasshopper?

Why or why not?

Name _____



What Does It Mean?

Write each word by its meaning.

- | | | | | |
|--------|------|-------|---------|--------|
| bright | save | store | summer | busy |
| plenty | warm | field | insects | winter |

1. seasons of the year _____
2. all you need of something _____
3. small six-legged animals _____
4. shiny _____
5. to keep some for later _____
6. a place with wild grasses and few trees _____
7. having a lot to do _____
8. having a little bit of heat _____

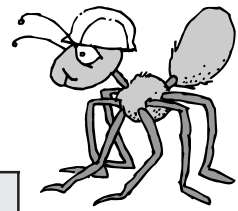
● ● ● Opposites ● ● ●

Match the words that are opposites.

summer	day
work	short
ask	play
stay	winter
night	go
tall	answer

sad	over
awake	small
under	early
late	happy
now	asleep
large	then

Name _____



The Sounds of *gr* and *dr*

Add gr to these words. Read the words to a friend.	Add dr to these words. Read the words to a friend.
____in	____ain
____ain	____ive
____ay	____op
____ound	____ummer
____avy	____eam

●●● A Word Family—*ack* ●●●

Add **ack** to make new words. Then use the words to complete the sentences.

b_____

bl_____

s_____

sh_____

t_____

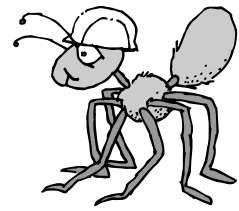
st_____

cr_____

att_____

1. The old man and his wife lived in a _____.
2. I used a _____ to pin the paper to the wall.
3. The plate had a large _____ in it.
4. My dog is _____ with white spots.
5. Mom packed my lunch in a brown _____.
6. Put those books _____ on the shelf.

Name _____



Add Endings—ed, ing

Add endings to the words.

look looked looking

1. work _____

2. play _____

Add a letter and an ending.

beg begged begging

1. drum _____

2. stop _____

Change **y** to **i** and add **ed**.

try tried

1. carry _____

2. cry _____



••• How Many Syllables? •••

Write the number of syllables after each word.

done 1

under 2

dragonfly 3

grasshopper _____

hopped _____

carrying _____

line _____

butterfly _____

cried _____

beetle _____

should _____

answered _____

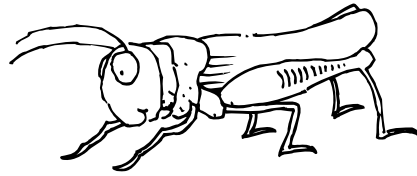
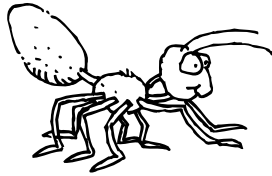
summer _____

busy _____

field _____

Name _____

Compare an Ant and a Grasshopper



Same _____

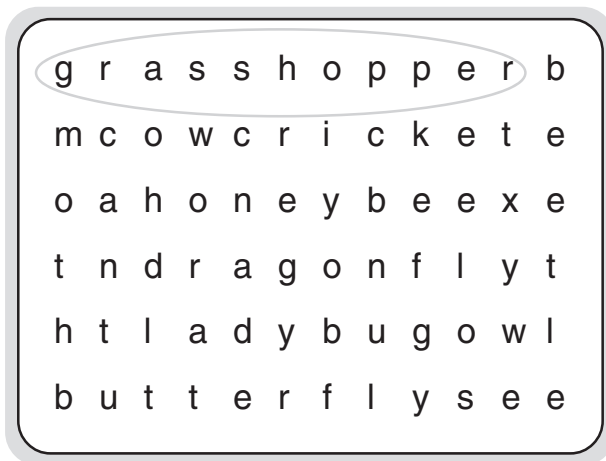
Different _____

● ● ● Insects ● ● ●

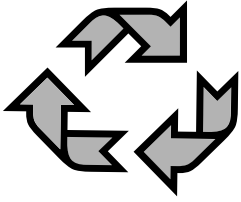
Ants and grasshoppers are both insects.

Find them and the other insects in the word search.

- | | |
|-------------|-----------|
| grasshopper | honeybee |
| beetle | ladybug |
| butterfly | moth |
| ant | dragonfly |
| cricket | |



Why Recycle?



As we work and play, we are left with piles of trash.
Not everything needs to end up in the garbage can.
Many things can be recycled.

What Is Recycling?

Recycling is making something new from **materials** that we have already used. Used glass can be made into new bottles. Empty cans can be made into new cans. Used paper can be made into new paper. Plastic trash can be made into new useful forms.

Why Should We Recycle?

Recycling reduces the amount of trash we throw away. There is less to put into **landfills** and **incinerators**. One half of the trash we throw out could be recycled.

Recycling saves **resources** by using the same materials over again. This saves **energy**. It takes less energy to turn recycled materials into new products than to make something brand new.

Recycling creates less **pollution**. It helps keep our air and water clean.

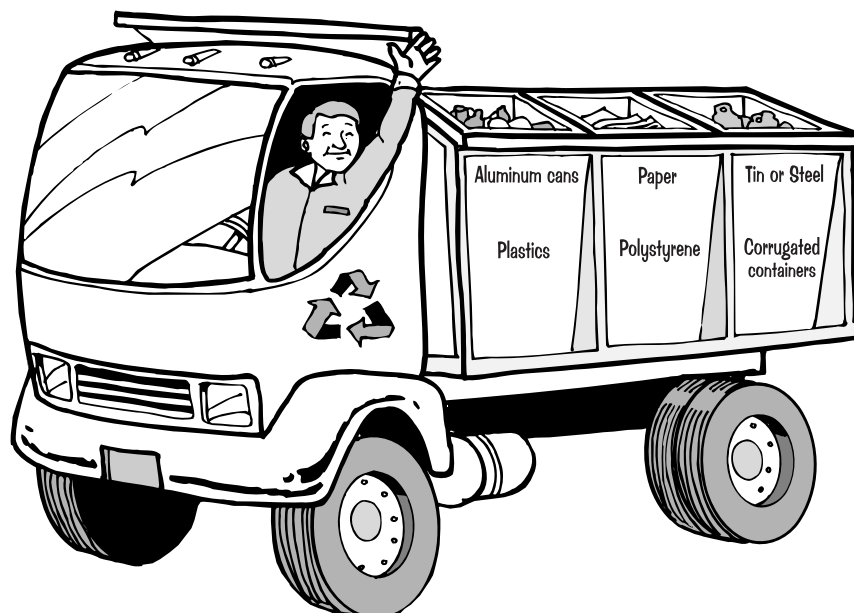


How Can We Recycle?

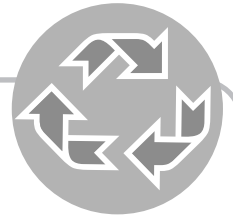
Communities have different rules for recycling. Some communities ask that everything except yard waste go into one container. Others ask that items be separated. You might be asked to separate newspapers from magazines and other kinds of paper. You might need to tie cardboard into bundles. Cans, glass, and plastic might go into three different containers.

Here are some ways to prepare trash for the recycling bins:

- Wash glass and remove any metal lids. Do not put mirrors or broken glass in the recycle bin.
- Separate newspapers from other kinds of paper.
- Rinse cans before putting them into the recycling bin.
- Rinse plastic bottles and remove the lids and caps. Flatten the bottles so they don't take up so much room in the recycling bin.



Name _____



Questions about *Why Recycle?*

A. The story asked and then answered three questions. Read the questions below. Answer them in your own words, using what you learned from the story.

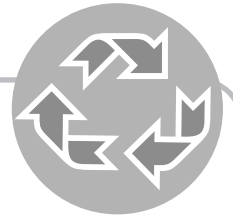
1. What is recycling?

2. Why should we recycle?

3. How can we recycle?

B. Explain how your family recycles.

Name _____



Vocabulary

Write each word by its meaning. You will not use all of the words.

Word Box

separate	container	products	pollution
recycle	trash	yard wastes	plastic

1. grass clippings and weeds _____

2. to divide into groups;
keep apart _____

3. what harmful things in the
environment cause _____

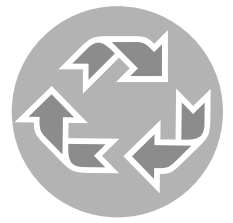
4. anything useless and thrown away _____

5. to process something so it can
be used again _____

6. a box, can, jar, or carton used
to hold something _____

7. objects that are made or grown _____

Name _____



Let's Recycle

Make a poster to encourage people to recycle.

Use words and pictures to get your message across.

DAY 1

Read the rule aloud. Remind students that a writer must put things in the right order so the reader can understand the writing. Then guide students through the activities.

- **Activity A:** Help students recall the story of “The Ugly Duckling.” (A mother duck hatches eggs, but one duckling is ugly. He runs away. No one wants him. In the spring, two beautiful swans swim to him. He discovers he is a beautiful swan, too!) Then read together the instructions for making a puppet about the story. Ask: *What if you glued before drawing?* (It might be harder to draw if the glue was wet.) Say: *The steps have to be in order.*
- **Activity B:** Say: *These pictures illustrate the paragraph, but they are out of order!* Ask: *Which picture shows the first step? Let’s write the word **first** on the line.* Continue with the remaining pictures, using **next**, **then**, and **last**. Then have students name and write action words that describe what is happening in each picture.

Convention: Say: *Use the verb **is** when writing about one person or thing. For example, “The student **is** making a puppet.” Use **are** when writing about more than one. For example, “The students **are** making puppets.”* Then have students tell you the correct verb to use in these sentences: *The little puppet ___ mine. (is) Their puppets ___ very colorful. (are)*


DAY 2

Read the rule aloud. Say: *Remember, a story should have a bold beginning, a strong middle, and an excellent ending.* Then guide students through the activity.

- Have students identify which pictures illustrate the beginning, middle, and end of the story. Then say: *Let’s write our own version of this story!* Guide students to write a bold beginning sentence with quotations, sound words, questions, or details.
- Guide students to write a strong middle sentence that tells more about the story. Then help students write an ending sentence that tells what was said, uses humor, or ties up loose ends.

Convention: Have students read aloud their writing. Reinforce the correct usage of **is** and **are**.

Name: _____ Week 5 • Day 1

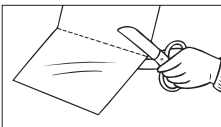
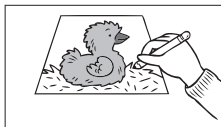
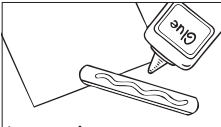

 **Organization** Organization is putting things in the right order.

A. Read how to make a puppet.

Ugly Duckling Puppet


Make a puppet to tell the story. First, cut two pieces of paper the same size. Next, draw the ugly duckling on one. Then, draw the beautiful swan on the other. Last, glue the pictures to a craft stick. Glue them on back to back. Use one side at a time when you tell the story.

B. Look at the pictures. Write an order word and an action word to describe which step each picture shows. **Sample Answers:**

 First, cut paper	 Next, draw duckling
 Last, glue	 Then, draw swan

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Name: _____ Week 5 • Day 2

 **Organization** A story should have organization.

Write a bold beginning, a strong middle, and an excellent ending.

The Ugly Duckling

Sample Answers:

“What are you?” His own family didn’t want the ugly duckling because he was different.

The ugly duckling traveled far. He tried to find someone who loved him, but no one did. He was too ugly.

One day, he looked in the pond and found he was no longer ugly. He was a beautiful swan!

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Name: _____ **Week 5 • Day 3**

Organization Group together ideas and details.

A. Read the paragraph and the sentences in the box. Write each detail sentence where it belongs.

Sentences

It cracks open the egg.
The feathers are also wet and sticky.
The dull gray feathers will turn to snow white.



The Real Ugly Duckling

A cygnet ^{is} a name for a baby swan. A cygnet ~~are~~ a bird, so it begins life inside an egg. When it is ready to be born, the cygnet uses its beak. It cracks open the egg.

A newborn cygnet's feathers ^{are} gray. The feathers are also wet and sticky. As the cygnet grows older, its gray feathers will change color. The dull gray feathers will turn to snow white.

B. Read the paragraph again. Use proofreading marks to correct the use of *is* and *are*.

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DAY 3

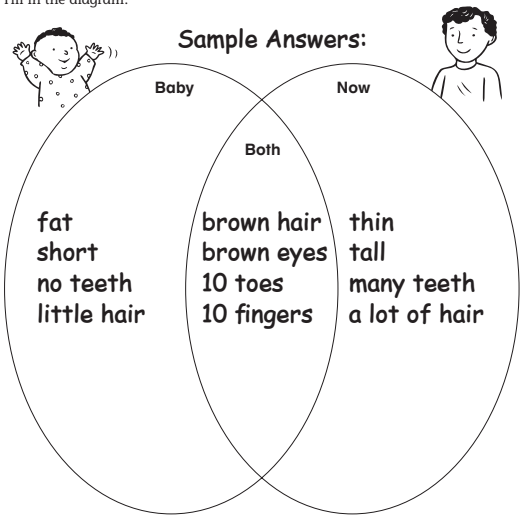
Read the rule aloud. Then guide students through the activity.

- Before you read the paragraph or sentences, write the word **cygnet** on the board and pronounce it. Have students repeat after you. Say: *We are going to learn what this word means.*
- **Activity A:** Read the paragraph aloud. Then say: *Now let's read the sentences that will complete the paragraph.* Read the sentences aloud. Then instruct students to write the sentences in order in the paragraph. Have a volunteer read the completed paragraph aloud. Ask: *Are these sentences in order? Are the details grouped together?*
- **Activity B (Convention):** Read the paragraph again. When you finish, say: *Some of these words don't sound right. What's wrong with them? (Is and are are used incorrectly.)* Model how to use proofreading marks to correct the words. Have students find and correct the words on their papers.

Name: _____ **Week 5 • Day 4**

Organization Group by how things are the same or different.

What did you look like as a baby?
What do you look like now?
Fill in the diagram.



Sample Answers:

Baby	Both	Now
fat short no teeth little hair	brown hair brown eyes 10 toes 10 fingers	thin tall many teeth a lot of hair

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DAY 4

Read the rule aloud. Then say: *Just as swans look different as babies, so do people!* Guide students through the activity.

- On the board, draw and explain a Venn diagram like the one on the student page. For example, say: *When I was a baby, I was bald, tiny, and wrinkly. Now I am tall and have long hair. But I still have blue eyes.* Model writing these details in the appropriate sections of the diagram. Then circulate to help students fill in their own diagrams.
- Model several ways students can construct sentences from the diagram. (e.g., “When I was a baby, I was bald. Now I have long hair. I used to be very tiny, but now I am tall.”)

DAY 5 Writing Prompt

- Use your diagram from Day 4 to write sentences about how you looked as a baby and how you look now. Remember to group your details.
- Be sure to use *is* and *are* correctly.

**Organization**

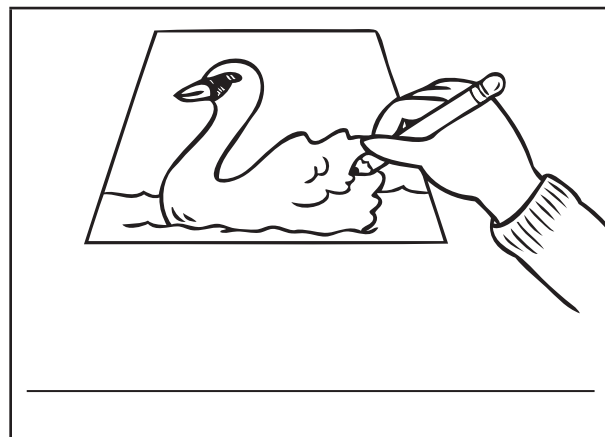
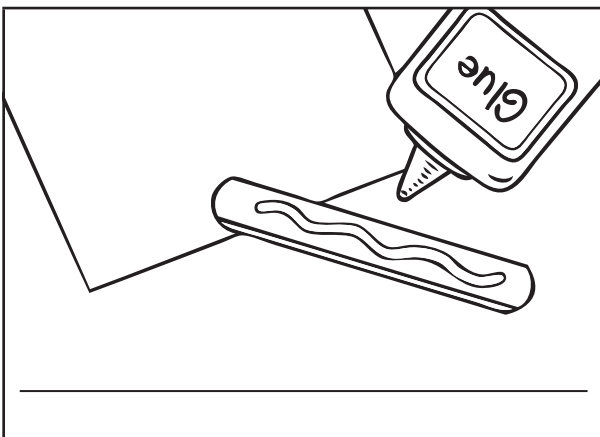
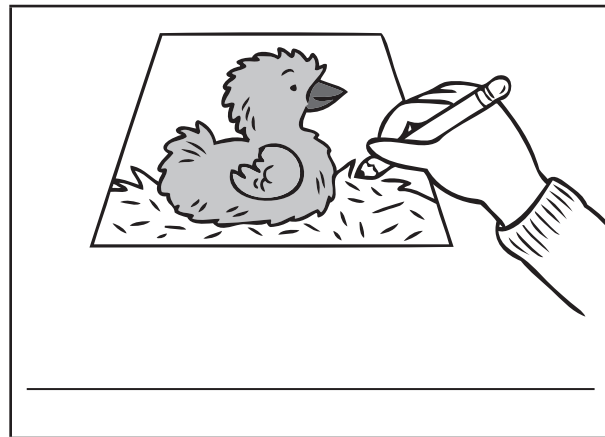
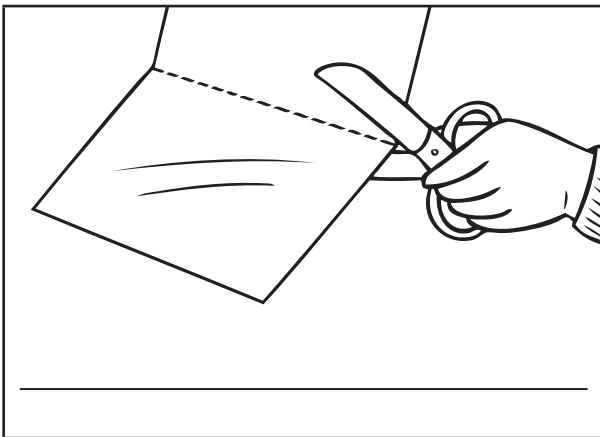
Organization is putting things in the right order.

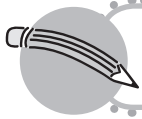
A. Read how to make a puppet.

**Ugly Duckling Puppet**

Make a puppet to tell the story. First, cut two pieces of paper the same size. Next, draw the ugly duckling on one. Then, draw the beautiful swan on the other. Last, glue the pictures to a craft stick. Glue them on back to back. Use one side at a time when you tell the story.

B. Look at the pictures. Write an order word and an action word to describe which step each picture shows.



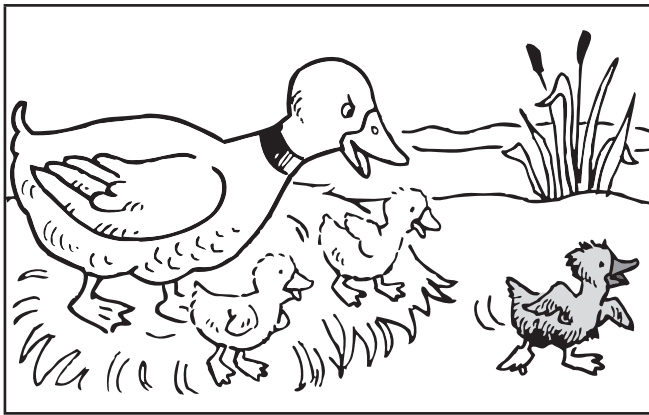


Organization

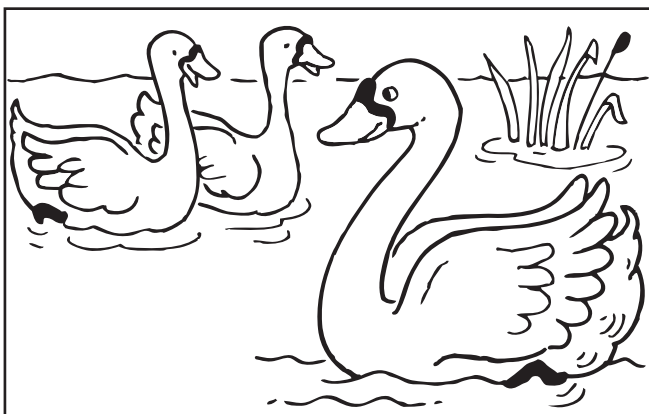
A story should have organization.

Write a bold beginning, a strong middle, and an excellent ending.

The Ugly Duckling





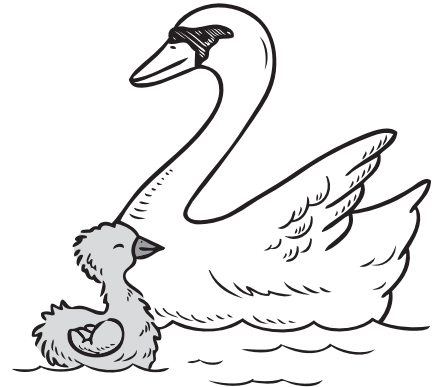




Group together ideas and details.

- A. Read the paragraph and the sentences in the box. Write each detail sentence where it belongs.

Sentences
It cracks open the egg.
The feathers are also wet and sticky.
The dull gray feathers will turn to snow white.



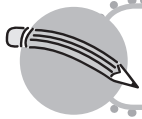
The Real Ugly Duckling

A cygnet is a name for a baby swan. A cygnet are a bird, so it begins life inside an egg. When it is ready to be born, the cygnet uses its beak. _____

A newborn cygnet's feathers is gray. _____

_____ As the cygnet grows older, its gray feathers will change color. _____

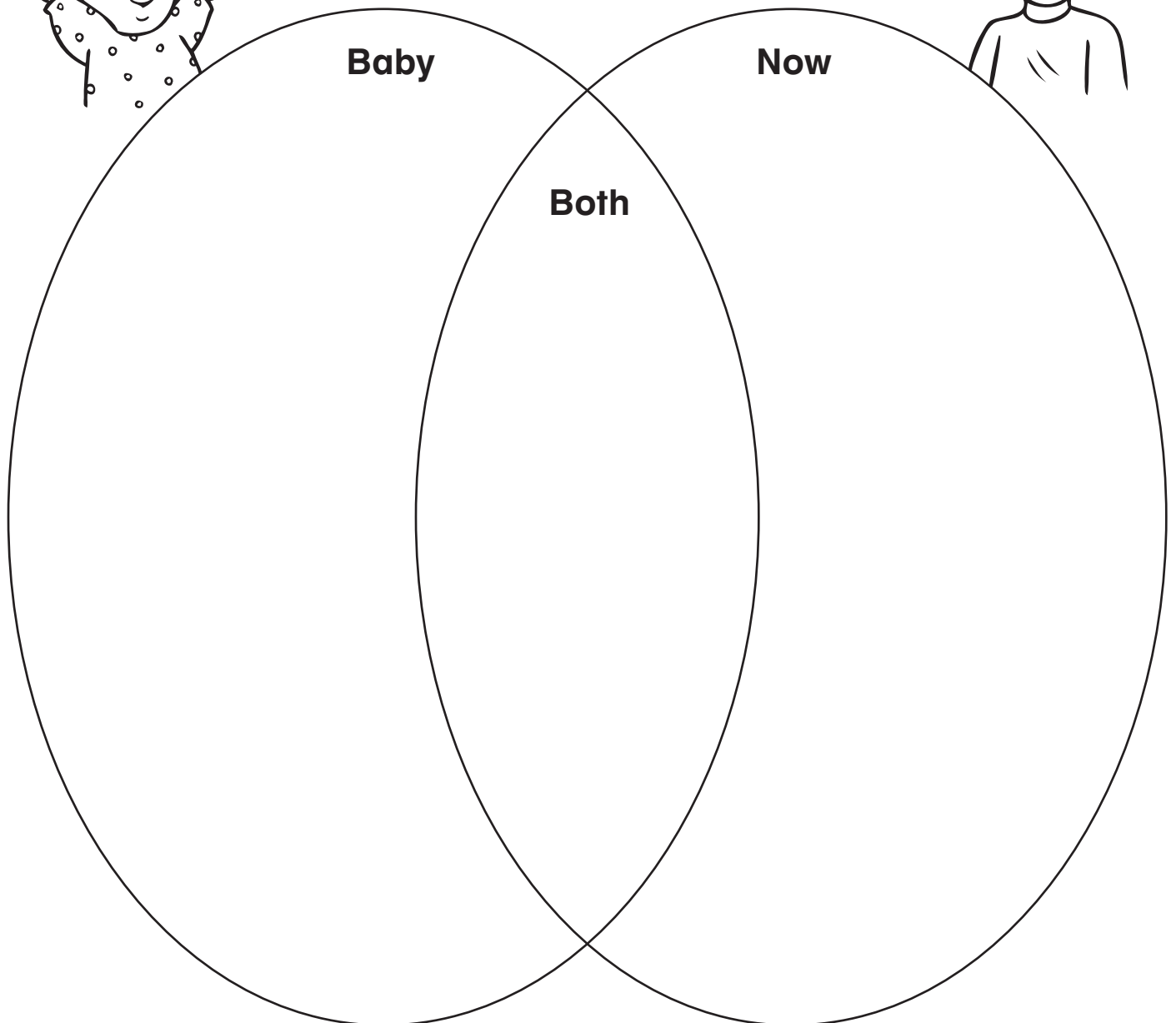
- B. Read the paragraph again. Use proofreading marks to correct the use of **is** and **are**.



Organization

Group by how things are the same or different.

What did you look like as a baby?
What do you look like now?
Fill in the diagram.



Name



Count how many tens and how many ones.

Tens	Ones
1	7

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

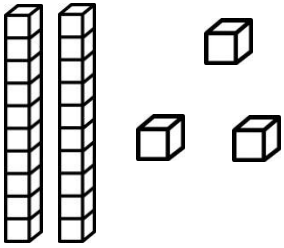
Tens	Ones

Tens	Ones

Name _____



Complete the chart.

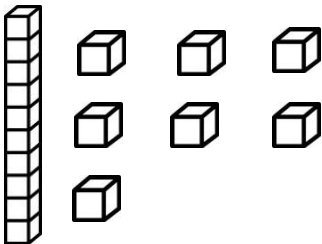


Tens	Ones

Tens	Ones
3	1

Tens	Ones

15



Tens	Ones

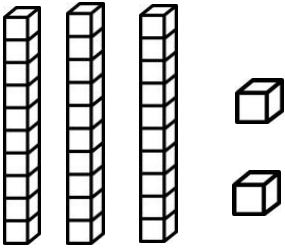
Tens	Ones

12

Name _____



Complete the chart.

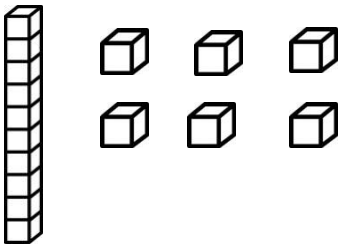


Tens	Ones

Tens	Ones
1	9

Tens	Ones

43



Tens	Ones

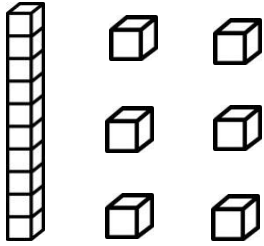
Tens	Ones

31

Name _____



Complete the chart.

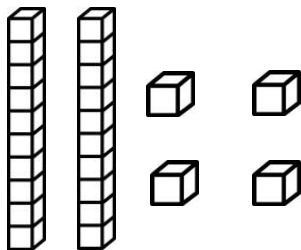


Tens	Ones

Tens	Ones
4	7

Tens	Ones

36



Tens	Ones

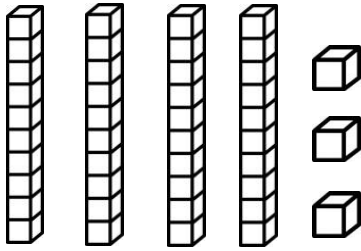
Tens	Ones

18

Name _____



Complete the chart.

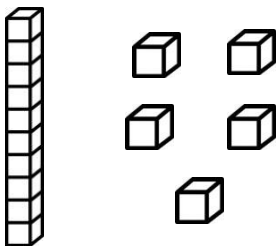


Tens	Ones

Tens	Ones
2	2

Tens	Ones

38



Tens	Ones

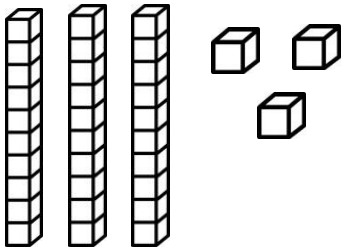
Tens	Ones

50

Name _____



Complete the chart.

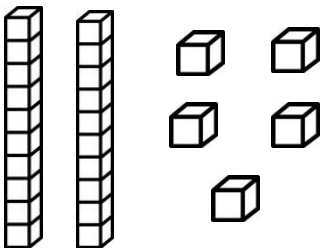


Tens	Ones

Tens	Ones
1	1

Tens	Ones

26



Tens	Ones

Tens	Ones

47



- 1 Kris likes caps! He wears caps to school. He wears caps to the park. He wears caps everywhere he goes. Today he found one more cap to wear.
It covers his ears.
It has two buttons on it.
One of the buttons shows a picture of an animal.
Which cap did Kris find today?

Draw a ring around the cap.





2 Rita has 5 pets. She has a bird, a turtle, a cat, a snake, and a hamster. She took her pets to a pet fair. One of them won first prize. She didn't say which one, but she gave some hints.

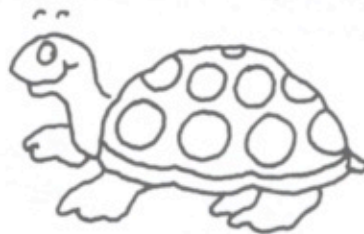
It is spotted.

It has four legs.

It is furry.

Which one of Rita's pets won first prize?

Draw a ring around the animal.





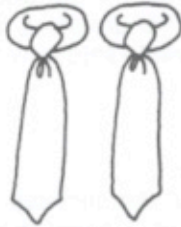
- 3** Angie showed Fred a picture of Ginger, Jean, Melody, Emma, and Doris. Fred looked at the picture of the five girls and asked Angie which girl was her sister. Angie said,
“She has freckles.
She has long hair and it’s in pigtails.
She has teeth missing.”
Which girl is Angie’s sister?

Write the girl’s name. _____

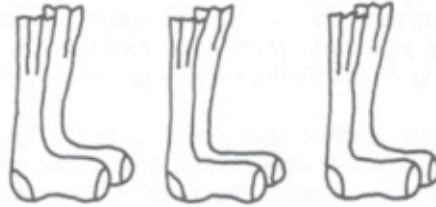


1. _____
2. _____
3. _____

4 Oscar the ostrich likes to show off his long neck and legs. When he goes to town, he puts on a necktie and a pair of socks. Oscar has a blue necktie and a red necktie. He has a pair of orange socks, a pair of green socks, and a pair of yellow socks. What are the 6 different sets of neckties and socks that Oscar can put on when he goes to town?



neckties



socks



Color the pictures to show the answer.



5 Cindy and her father are in The Corner Store. They are going to buy Cindy a pair of shorts and a T-shirt. The store has orange T-shirts, blue T-shirts, and yellow T-shirts for sale. The store has only 2 pairs of shorts in Cindy's size. One pair has green dots on it, and the other pair has red dots on it. What are the 6 different outfits that Cindy can buy?



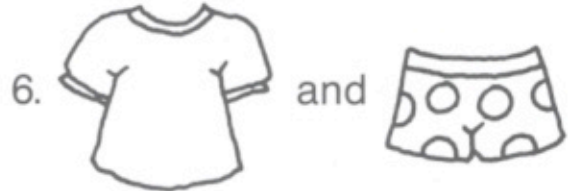
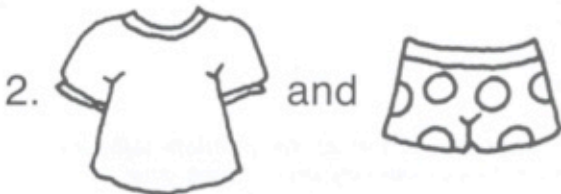
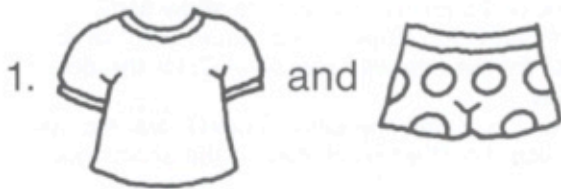
T-shirts



shorts

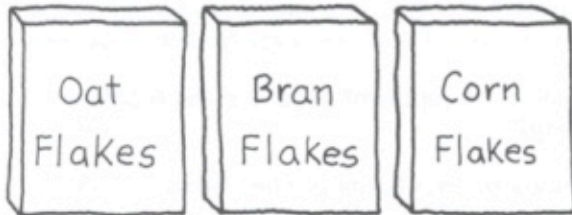


Color the pictures to show the answer.

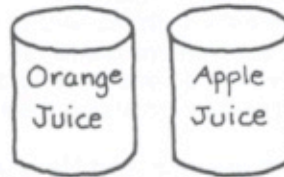


1. _____
2. _____
3. _____

6 It's breakfast time in the Holly home. There are 3 boxes of cereal on the table. There are oat flakes, bran flakes, and corn flakes. When Harry Holly eats breakfast, he drinks one can of juice and eats one box of cereal. This morning there's a can of orange juice and a can of apple juice on the table. What are the 6 different breakfasts that Harry Holly can have this morning?



Cereal



Juice



Write names on the pictures to show the answer.

