

Name \_\_\_\_\_

# Family Times

## Summary

### **The Horned Toad Prince**

On the windy prairies of the Southwest, Reba Jo meets a horned toad who makes a deal with her. When Reba Jo doesn't hold up her end of the bargain, the horned toad is offended and asks for a simple kiss to end the deal. That little kiss unlocks a magical spell, and the once-ugly toad becomes a prince!

### **Activity**

**Inside a Fairy Tale** Rewrite your favorite fairy tale with your family members as characters and your community as the setting. Write the story in common, everyday language.



Little Red Baseball Cap, on her way to Grandma's apartment

## Comprehension Skill

### **Author's Purpose**

The **author's purpose** is the reason or reasons the author has for writing. An author may write to persuade, to inform, to entertain, or to express ideas and feelings.

### **Activity**

**News Clues** Find an article in the newspaper with pictures. Read only the headline and look only at the pictures. Then work with a family member to try to guess the author's purpose. Finally, read the article to see if your guess was correct.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *The Horned Toad Prince*. Practice using these words.

### Vocabulary Words

**bargain** an agreement to trade; deal

**favor** act of kindness

**lassoed** roped; caught with a lasso

**offended** hurt the feelings of someone; made angry

**prairie** a large area of level or rolling land with grass but few or no trees

**riverbed** a channel in which a river flows or used to flow

**shrieked** made a loud, sharp, shrill sound

## Conventions

### Compound Sentences

A **compound sentence** contains two simple sentences joined by a comma and a joining word. Joining words are *and*, *but*, and *or*. *For example: She wanted to play outside, but it was raining.* Be careful not to confuse compound sentences with sentences that have compound predicates. A compound predicate associates two or more verb phrases with a simple subject. *For example: Paul brushed his teeth and went to bed.*

### Activity

**Keep It Simple** On two note cards write *Keep It Simple* and *Make It Compound*. Place these cards face down. When the players are ready, turn over one of the cards. If the card says *Keep It Simple*, each player should write down two simple sentences. If the card says *Make It Compound*, each player should write down a compound sentence. The first player to write a correct sentence or sentences wins.

## Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

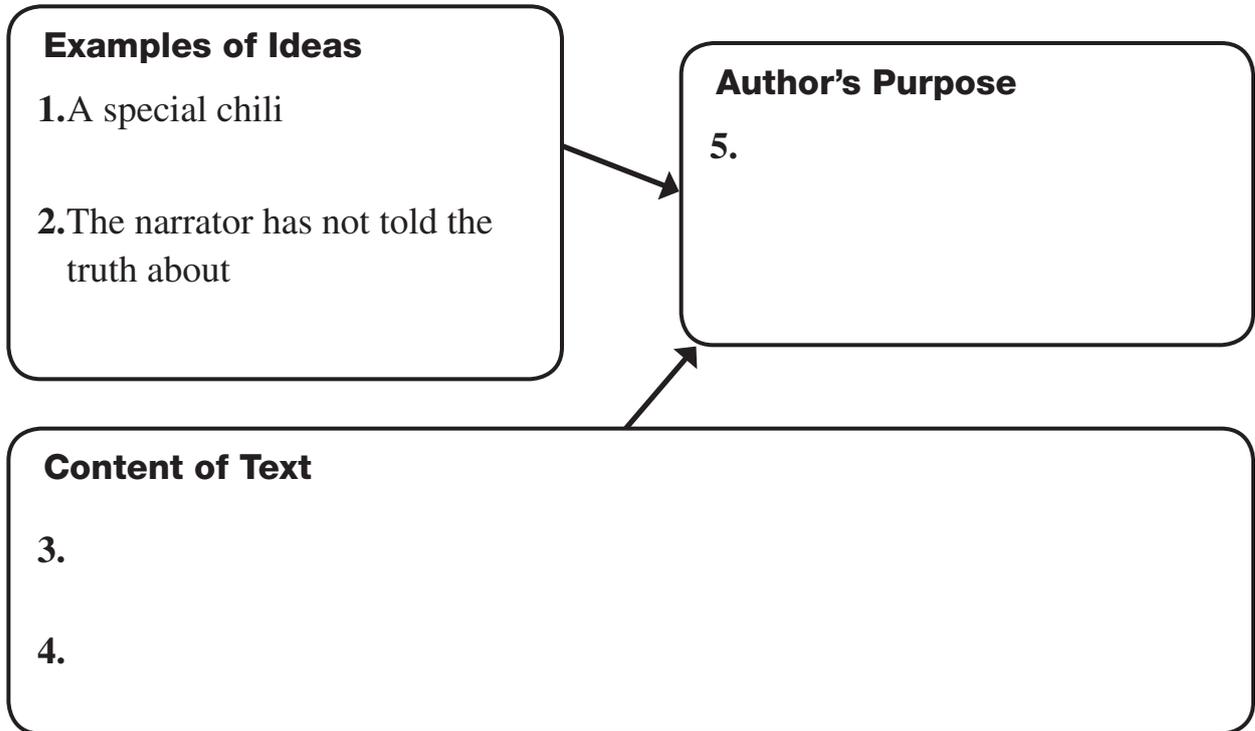
Name \_\_\_\_\_

# Author's Purpose

- The **author's purpose** is the reason or reasons for writing. An author may write to persuade, to inform, to entertain, or to express ideas and feelings.
- The kinds of ideas in the text, and the way the author organizes and states these ideas, can help you determine the purpose.

**Directions** Read the following passage. Then complete the diagram below.

<p><b>W</b>hen I smelled chili cooking in the kitchen, I knew I was in trouble. This wasn't just ordinary chili. This was "fibber's chili," which was invented by my great-aunt. She fed this chili to anyone she thought had told a fib or a lie. "One bite," she used to say, "and they can't help but tell you the whole truth." I knew my mom was making it for me</p>	<p>now. Why? Yesterday I kicked a soccer ball into a window, and it broke. Of course, then I told my mother that the window smashed when a bird flew into it. I suppose now I could tell her that I'm too sick to eat. But then she'd serve me fibber's chili a second time! I've got to get up my courage and tell the truth.</p>
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**Home Activity** Your child identified the author's purpose in a text. Have your child choose something to write in a letter to a friend or relative. What would your child's purpose be, given the subject matter, and how could information be presented to serve that purpose? Then have your child write the letter.

Name \_\_\_\_\_

# Vocabulary

**Directions** Draw a line to connect each word on the left with its definition on the right.

- |             |  |
|-------------|--|
| 1. riverbed | a large area of level or rolling land with grass but few or no trees |
| 2. favor    | a channel in which a river flows or used to flow                     |
| 3. prairie  | an agreement to trade; deal  |
| 4. lassoed  | act of kindness  |
| 5. bargain  | roped; caught with a lasso   |

**Directions** In each statement below, the first pair of words has a certain relationship (such as the same meaning). To complete the statement, add a word that gives the second pair of words the same relationship as the first pair. For example, *neat* is to *messy* (opposite meanings) as *happy* is to *sad* (opposite meanings). Choose the word from the box and write it on the line to the left.

- \_\_\_\_\_ 6. *Laughed* is to *cried* as  
*whispered* is to \_\_\_\_\_.
- \_\_\_\_\_ 7. *Remembered* is to *recalled* as  
*angered* is to \_\_\_\_\_.
- \_\_\_\_\_ 8. *Tree* is to *forest* as *grass* is to  
\_\_\_\_\_.
- \_\_\_\_\_ 9. *Train* is to *track* as *river* is to  
\_\_\_\_\_.
- \_\_\_\_\_ 10. *Disagreement* is to *fight* as  
*deal* is to \_\_\_\_\_.

**Check the Words  
You Know**

- \_\_\_ **bargain**
- \_\_\_ **favor**
- \_\_\_ **lassoed**
- \_\_\_ **offended**
- \_\_\_ **prairie**
- \_\_\_ **riverbed**
- \_\_\_ **shrieked**

## Write a Fairy Tale

On a separate sheet of paper, write your own fairy tale about making a bargain. Use as many vocabulary words as you can.



**Home Activity** Your child identified and used vocabulary words from *The Horned Toad Prince*. Together, create additional analogies, as shown in the second activity, to use with the vocabulary words.

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## Vocabulary • Synonyms

- Sometimes when you are reading, you see a word you don't know. The author may give you a **synonym** for the word. Synonyms are words with the same or similar meanings.
- Often you can recognize a synonym by noting a word set off by commas and preceded by the word *or* or *like*.
- The right synonyms can describe objects, actions, people, and events in more interesting ways. Try using a **thesaurus**, a book that lists words and their synonyms, so that your writing isn't just *super*—it's *superlative*!

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

Once upon a time, there lived an old man. He lived on a prairie, or the plains, that seemed to stretch forever. One day, the old man took a walk and came upon two little boys fighting. One of the boys shrieked, or screeched, that the other boy had not carried out his half of a bargain.

“The deal,” he screamed, “was that we would both dig for the treasure—not just me!” The little boy was obviously offended, or insulted, to be doing all the

work. “I’m not asking for favors. I just want you to do your share of digging,” he said.

The boys stopped fighting when they saw the old man standing before them. The old man reached in his pocket and took out the largest ruby the boys had ever seen.

“If you agree never to fight again,” said the man, “I will show you a treasure that is a million times greater than the one you are digging for.”

1. What synonym for *shrieked* does the author use? How do you know?  
\_\_\_\_\_
2. Where in the passage is the synonym for *bargain*?  
\_\_\_\_\_
3. In the passage, the synonym for *offended* is *insulted*. What is another synonym?  
\_\_\_\_\_
4. After reading the passage, you might describe the old man as mysterious. Use a thesaurus to find at least three synonyms for *mysterious*.  
\_\_\_\_\_



**Home Activity** Your child identified synonyms that appeared as context clues in a passage. Play a naming game with your child by taking turns saying words that describe a feeling—such as *happy*, *sad*, or *angry*—and having the other person provide one or more synonyms.

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# Sequence

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

**T**oday I learned how to make green chili pie. First you must gather the ingredients—6 or 7 green chilies, 1 cup of grated Fontina cheese, 4 eggs, 2 cups of light cream, salt, and pepper. Then preheat the oven to 425°. Butter the bottom of a pie pan and line it with chilies. Sprinkle the cheese over them. Mix the eggs, cream,

salt, and pepper together in a bowl. Pour this mixture over the cheese. Bake the pie for 15 minutes. Then lower the heat to 325° and bake for 20–30 minutes longer. Test the pie for doneness by removing it from the oven and inserting a knife into the center. If the knife comes out clean, the pie is done. You may serve the pie hot or cold.

1. What is the first step in making green chili pie?

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2. What is the last step in making the pie?

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3. What step follows baking the pie for fifteen minutes? How do you know this is the next step?

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4. If these steps were written in a different order, would it matter? Why or why not?

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5. On a separate sheet of paper, explain the steps of a process you know well.

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**Home Activity** Your child identified the steps in a process. Perform a household chore with your child, such as making a bed, and have your child name the steps that make up the process.

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# Author's Purpose

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

**R**iding in a hot-air balloon during the Albuquerque International Balloon Fiesta is inspiring. It is the chance of a lifetime. You would not believe the number of balloons that soar through the air at the same time. Each one's vibrant, colored patterns are unique. Peering over

the edge of the balloon's basket, you can see tiny cars and buildings below. Even the mountains in the distance look small from this height. A rush of excitement fills your heart as the balloon soars higher into the clear, blue sky. All your worries and troubles are miles away.

1. Give an example of an idea expressed in this passage.

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2. How does the author organize ideas in the passage?

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3. What do you think the author's purpose is?

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4. Do you think the author succeeds in meeting this purpose? Why or why not?

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5. Change the structure of this passage by creating a problem, rising action, a climax, and an outcome. What would be different about the passage with these additions?

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**Home Activity** Your child answered questions to identify the author's purpose in a passage, and he or she created elements of a story structure. Read a favorite short story together. As you discuss the story, identify the problem, rising action, climax, and outcome.

**G5R3.7** Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

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**Directions** Read the following passage. Then complete the diagram below by telling the ideas of the text, how they are organized, and the author's purpose.

Once upon a time, in a small, southwestern town, lived a wise jackrabbit. The jackrabbit gave advice to the people of the town. He told them where to dig for water and how to plant their crops.

One day, a boy named Jorge asked the jackrabbit what he should get his sister for her birthday. The jackrabbit said, "Some long-stemmed grass from the fields

far, far away."

Jorge collected the grass and gave it to his sister. She thought it was the worst gift she had ever received.

The next day, Jorge yelled at the jackrabbit for giving bad advice. The jackrabbit replied, "I said I give advice. I never said it was *good* advice."

### Examples of Ideas

1. A jackrabbit \_\_\_\_\_  
\_\_\_\_\_
2. Jorge accepts \_\_\_\_\_  
\_\_\_\_\_

### Content of Text

3. The sister's response is \_\_\_\_\_  
\_\_\_\_\_
4. The jackrabbit's response is \_\_\_\_\_  
\_\_\_\_\_

### Author's Purpose

5. \_\_\_\_\_  
\_\_\_\_\_



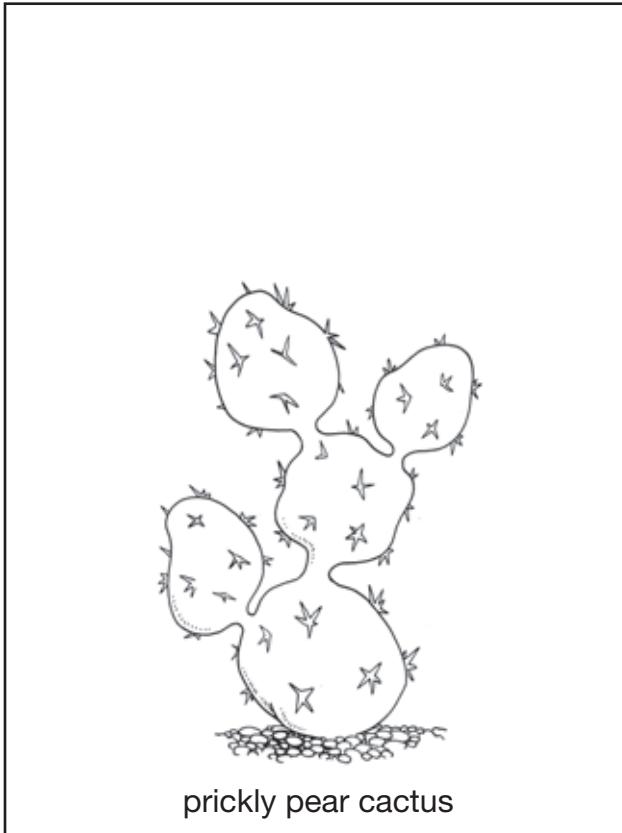
**Home Activity** Your child answered questions to identify the author's purpose. Read an article or short story with your child. Ask him or her to guess the author's purpose before reading, based on any titles or headings. During and after reading, have your child determine the author's purpose based on the ideas and organization of the text.

Name \_\_\_\_\_

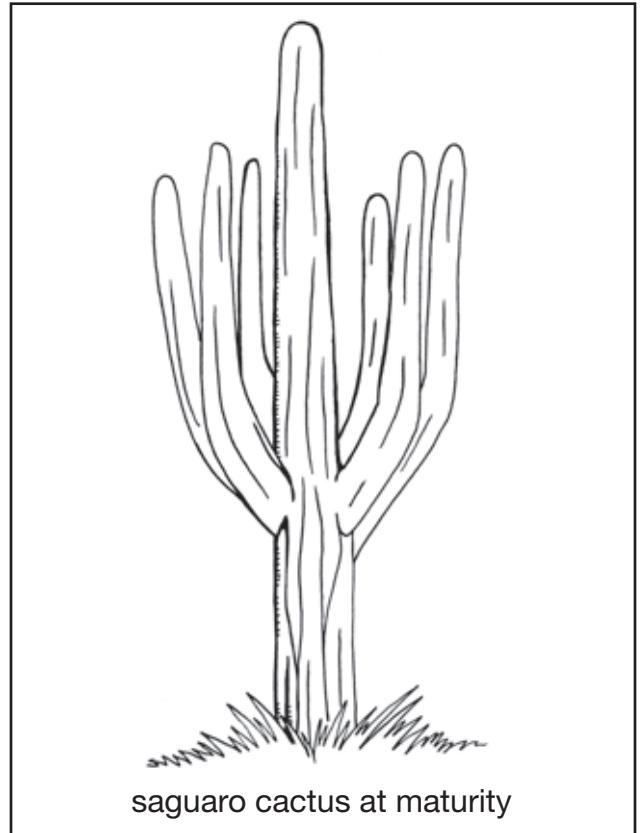
## Illustration/Caption/Label

- **Illustrations** and pictures can help readers understand information about characters and events in a story or a subject in a nonfiction article.
- A **caption** is the text that explains or gives more information about an illustration or picture. Captions usually appear below or to the side of the image.
- **Labels** also use text to provide information about illustrations and pictures. They can appear inside the image or above or below it.

**Directions** Study the illustrations and captions below.



The prickly pear cactus, which grows in the American Southwest, has flat stems called pads. These stems are good at holding in water. For this reason, desert animals try to eat them. However, the prickly pear cactus protects itself with sharp, pointy spines that keep animals away.



The very large saguaro cactus grows from a very small seed. It takes many years for the saguaro to grow to its full size. These plants sometimes live 150 years. At that age, a saguaro may measure up to fifty feet high.

Name \_\_\_\_\_

**Directions** Use the illustrations and captions to answer the questions.

1. What is shown in these illustrations?

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2. What do the illustrations themselves show about the differences between the prickly pear cactus and the saguaro cactus?

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3. How large can a saguaro cactus grow?

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4. How does the prickly pear cactus protect itself? How do you know?

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5. Why does the caption for the saguaro cactus include a detail about its seed, even though the illustration does not show this detail?

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6. If the illustration of the prickly pear showed the kinds of animals that try to eat the plant's pads, what new information might the caption include?

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7. What label might be added to the first illustration? Where would you place it?

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8. What label might be added to the second illustration? Where would you place it?

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9. What kind of article might include these illustrations?

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10. Write a new caption that could be used for both images at once.

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**Home Activity** Your child learned how to analyze illustrations and captions. Read a nonfiction article that contains no illustrations. Together, discuss what illustration you could add to help the reader understand the information in the article.