

Name _____

Possessives

- **Generalization** To form possessives of singular nouns, add an **apostrophe** and **s**: **family's**. To form possessives of plural nouns that end in **s**, add only an **apostrophe**: **families'**. Possessive pronouns are not formed with apostrophes: **its**.

Word Sort Sort the words according to the way the possessive is formed.

apostrophe and s

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

apostrophe

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

no apostrophe

15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. its
2. ours
3. mine
4. yours
5. family's
6. families'
7. man's
8. men's
9. girl's
10. girls'
11. hers
12. theirs
13. brother's
14. brothers'
15. teacher's
16. teachers'
17. aunt's
18. aunts'
19. boy's
20. boys'



Name _____

Family Times

Summary

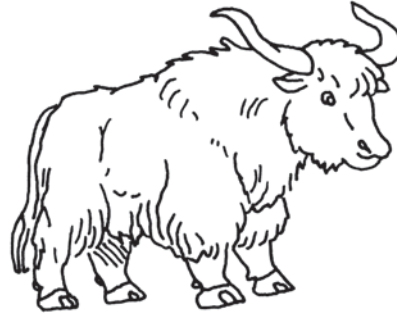
Paul Bunyan

The tallest of the tall tales is that of Paul Bunyan, a lumberjack. With his blue ox, Babe, Paul was responsible for creating the Great Lakes, carving the Grand Canyon, and straightening the Big Onion River.



Activity

Tall Tale Think about a storm you experienced. Imagine that it was much worse than it really was. Exaggerate. If the rain made a puddle, imagine it was a flood. Read your tall tale to a family member.



Comprehension Skill

Generalize

When you **generalize**, you make a broad statement based on several examples. Clue words like *generally*, *usually*, *always*, *all*, and *most* tell you that an author is making a generalization. A generalization can be valid (logical) or faulty (wrong). Sometimes you can tell when a generalization is faulty, and other times you must do research to find out.

Activity

Find the Generalization Read a short newspaper or magazine article with a family member. When you encounter a generalization, list examples suggested by the statement, and then decide if the statement is valid or faulty.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Paul Bunyan*. Practice using these words.

Vocabulary Words

announcement the act of announcing or making known

feature part of the face

harness leather straps used to hitch a horse or other animal to a carriage, wagon, or plow

lumberjacks workers who cut down trees and haul them to a sawmill

requirements needs, things needed

thaw to melt ice, snow, or anything frozen

unnatural not natural, not normal

untamed wild, not domesticated

Conventions

Irregular Verbs

Some verbs use a new spelling to form the past tense (*wrote, ate, ran*) and a different spelling to form the past tense with *has, have, or had* (*has written, have eaten, had run*). These are called **irregular verbs**. For example: *to go/went/had gone; to drink/drank/had drunk; to lie/lay/had lain; to break/broke/had broken; to freeze/froze/had frozen*. Because the spelling changes in irregular verbs do not follow any simple pattern, each irregular verb's forms must be memorized one at a time.

Activity

Irregular Sentences Use the irregular verbs listed above to write eight sentences following this pattern: *He (write/wrote) this book*. In the parentheses, list two verb forms—one correct and one incorrect. Have a family member read each sentence aloud, then circle the correct form. When you are done, trade roles.

Practice Tested Spelling Words

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

Generalize

- A **generalization** is a type of conclusion in which a broad statement is made based on several examples.
- A generalization can be valid (logical) or faulty (wrong) depending on the number of examples on which it is based and how logical the thinking is.

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

I have just read *Paul Bunyan*. There are many details showing me it is a tall tale, rather than a realistic story. The story says Paul Bunyan weighed more than a hundred pounds when he was two weeks old. Anybody knows that no baby could ever weigh that much! It says he ate five-dozen eggs every morning and ten sacks of potatoes. Babies never eat eggs and they hate potatoes!

There's blue snow, and obviously snow is always white. Babe, the frozen ox, didn't die but woke up after falling asleep with Paul's arm around its neck. A creature frozen in the ice and snow could never survive.

Even though I usually prefer a realistic story, *Paul Bunyan* certainly fed my imagination.

1. What generalization does the author make first?

2. Why does the author make this generalization?

3. Is the author's generalization valid or faulty? Explain.

4. What clue words in the passage help you identify the author's generalizations?



Home Activity Your child identified and analyzed a generalization. Read a tall tale together, and have your child point out generalizations made by the character or the author.

Name _____

Draw Conclusions

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

Two camps competed in the Logging Olympics. No one believed the Rolling River team stood a chance. Its members were too young or too old or too small. The Great Pines team members were superior loggers who won the competition every year.

The old Rolling River coach chose his best loggers and showed them how the

Great Pines team always won. The loggers climbed and rolled trees from dawn until dusk. The day before the games, the Great Pines team rested, while the Rolling River team kept practicing. In the end, the Rolling River team won a very close competition.

1. Draw a conclusion about the Rolling River team.

2. What detail(s) support this conclusion?

3. In your own words, describe how the old coach trained his team.

4. What details support this description?

5. What conclusion can you draw about the competition? What detail supports this conclusion?



Name _____

Irregular Verbs

Directions Write a sentence using the noun and the past tense form of the verb.

Example: *verb*: choose; *noun*: teacher The teacher chose tall tales for us.

1. *verb*: make; *noun*: tall tales _____

2. *verb*: bring; *noun*: Paul Bunyan _____

3. *verb*: do; *noun*: lumberjacks _____

4. *verb*: come; *noun*: winter _____

5. *verb*: feel; *noun*: North Woods _____

Directions Write about a tall tale character or event you especially like. Use at least two of the following verbs in the past tense: *bring, do, feel, get, give, go, say, speak, teach*.

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Home Activity Your child learned how to use irregular verbs in writing. Have your child write sentences about school using the past tense forms of the verbs *teach, get, say, and give*.

Name _____

Possessives

Spelling Words				
its	ours	mine	yours	family's
families'	man's	men's	girl's	girls'
hers	theirs	brother's	brothers'	teacher's
teachers'	aunt's	aunts'	boy's	boys'

Letter Code Each symbol stands for a letter or an apostrophe. Decode the words and write them on the lines.

★	'	*	c	○	g	✓	l	▲	o	❖	t
✕	a	*	e	■	h	♣	m	▼	r	▷	u
↔	b	●	f	□	i	☆	n	◆	s	■	y

- | | |
|-----------------------|-----------|
| 1. ↔ ▲ ■ ★ ◆ | 1. _____ |
| 2. ❖ * ✕ * ■ * ▼ ◆ ★ | 2. _____ |
| 3. ● ✕ ♣ □ ✓ □ * ◆ ★ | 3. _____ |
| 4. ✕ ▷ ☆ ❖ ★ ◆ | 4. _____ |
| 5. ♣ * ☆ ★ ◆ | 5. _____ |
| 6. ○ □ ▼ ✓ ◆ ★ | 6. _____ |
| 7. ♣ ✕ ☆ ★ ◆ | 7. _____ |
| 8. ✕ ▷ ☆ ❖ ◆ ★ | 8. _____ |
| 9. ↔ ▲ ■ ◆ ★ | 9. _____ |
| 10. ↔ ▼ ▲ ❖ ■ * ▼ ★ ◆ | 10. _____ |

Hidden Words Cross out every other letter to reveal the hidden list word. Write the word. Begin each word by crossing out the first letter.

- | | |
|-------------------------------|-----------|
| 11. x t b h l e q i c r y s l | 11. _____ |
| 12. a m o i z n p e w | 12. _____ |
| 13. t y e o m u g r f s e | 13. _____ |
| 14. o i p t u s l | 14. _____ |
| 15. g o v u b r i s e | 15. _____ |
| 16. c h m e d r n s w | 16. _____ |

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Home Activity Your child has learned to read, write, and spell possessive words. Ask your child to tell whether each list word is a singular possessive or a plural possessive.

Generalize

- A **generalization** is a type of conclusion in which a broad statement is made based on several examples.
- Clue words such as *all*, *most*, *always*, *usually*, or *generally* signal generalizations.
- A generalization can be valid (logical) or faulty (wrong) depending on the number of examples on which it is based and how logical the thinking is.

Directions Read the following passage. Then complete the diagram below by finding a generalization and its support.

The loggers in the logging camp were no different from other loggers. They ate breakfast, lunch, and dinner every day. The only difference was, their table was ten miles long. It had to be that long to hold the food those loggers ate. It was so long that some boys rode bicycles from the middle to each end. They would carry

syrup and cream back and forth.

The stove in the kitchen was so big and hot, it took an hour to make flapjacks. Ten men would stand on ladders and flip the loggers' flapjacks with giant pitchforks. It took them four hours to prepare breakfast. And that was the easiest meal of the day! Those loggers sure could eat, I tell you.

Generalization

5. Loggers generally eat _____

Support from Text

1. The loggers' table was _____

Support from Text

2. The stove in the kitchen was _____

Support from Text

3. The men who worked at the stove

Support from Text

4. Breakfast



Home Activity Your child used a graphic organizer to find a generalization and support. Have your child make a generalization about the food he or she eats. Together, find facts to support this generalization.

Name _____

Irregular Verbs

Directions Write the past tense form of the irregular verb in ().

1. People (make) up stories about Paul Bunyan for ages. _____
2. The stories (get) more and more amazing. _____
3. They (say) he logged more trees than anyone. _____
4. Paul Bunyan (bring) the Great Lakes to America. _____
5. (Do) you like the tall tales about Paul? _____

Directions Write the missing verb forms in the chart.

Present Tense	Past Tense	Past Tense with <i>has</i> , <i>have</i> , or <i>had</i>
6. choose	_____	chosen
7. do	did	_____
8. teach	_____	taught
9. feel	_____	felt
10. get	got	_____
11. give	gave	_____
12. speak	spoke	_____
13. see	_____	seen
14. come	_____	come
15. go	_____	gone



Home Activity Your child reviewed irregular verbs. Have your child find and circle examples of irregular verbs in a magazine or newspaper article.