# **CONTENTS**

Workbook Comments	1
Contents	2
Chapter Summary Chart	3
Strategies for Writing and Editing	4 - 7
Chapter One – Word Study and Chapter Details	8 - 11
Chapter Two – Word Study and Chapter Details	12 - 13
Chapter Three - Word Study, Chapter Details and Discussion	14 – 16
Chapter Four - Word Study, Chapter Details and Riddle Making	17 – 19
Chapter Five – Word Study Crossword, Chapter Details, Creative Writing	20 - 21
Chapter Six - Word Study, Chapter Details, Problem Solving	22 - 23
Chapter Seven - Word Study, Chapter Details	24 - 25
Chapter Eight – Word Study, Chapter Details, Paragraphs	26 - 28
Chapter Nine – Word Study, Chapter Details, Art and Reading Directions	29 - 30
Chapter Ten - Word Study, Chapter Details, Food Chains, Creative Writing	31 - 33
Chapter Eleven - Word Study, Chapter Details	34 - 35
Chapter Twelve - Word Study, Chapter Details	36 - 37
Word Review Crossword	38
Chapter Thirteen - Chapter Details	39
Feelings and Actions – Activity	40 – 41
Character Traits and Actions, Sayings	42 – 43
Getting Along With Others – Discussions and Problem Solving	44 – 45
Environmental Awareness Poster Making	46
TV Talk Show	47 – 51
Prairie Plants, Birds, Insects and Other Animals Chart	52
Insect Study and Activities	53 – 55
Animals – Research, Jot Noting Facts to Chart	<b>56 – 57</b>
Animal Tracks – Mould Making	58
Bird Watching	<b>59 – 60</b>
Plants – Leaf and Bark Rubbings – Creating Plant Directory Book	61 - 62
Workbook Answers	63 - 68

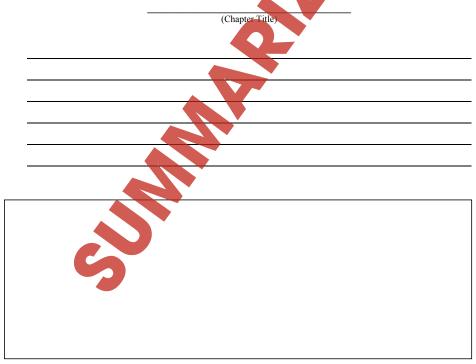
# THE Ws

#### LET THE WS TELL

#### **WHO** WHAT WHEN WHERE WHY (HOW)

### **End of Chapter Summar**

Briefly re-tell each chapter in sentences that are about the who, what, when, where, why (or how). Summaries should paraphrase the chapter in your own words. Edit your work. See pages for SPOC editing help. Beneath the summary draw a small pencil crayon picture about the chapter.



This chapter summary could be a half sized note book page.

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# **Chapter One**

# A. Word Study

1. Select the word from the box that best fits the blank in the sentences beneath the box.

	wade	allergy	wheedle	reflected	gingerly	
	convince	perk	vermin	persuaded	affection	
The t	ired bird beg	gan to	up after	it had rested.		

b. Mom touched the cat.

c. They will \_\_\_\_\_ into the shallow water.

d. He will \_\_\_\_\_ his friend not to go.

e. Cats can sometimes \_\_\_\_\_ their way into a person's f. She had an \_\_\_\_\_ to dust.

their parents to go to the mov g. They \_

h. The rays of the early morning sun

i. Small animals which infest and destroy are called

# 2. PLAY A GAME: I AM THINKING OF A WOR

Number of Players: Two or more.

Material: Word selection, e.g. from displayed chalkboard "Word Study".

# How to Play:

- 1. First player selects a word from the word display, e.g., reflected.
- 2. First player whispers the word to a non-player, e.g. teacher.
- 3. First player announces to group, "I am thinking of a word."
- 4. Remainder of the group members take turns to find the word by using the meanings of words and not the actual word, e.g. Group Member asks: "Does it mean to walk in water?"
- to, it doesn't mean wade." (First player has selected "reflected".) 5. First play replies,
- 6. The group member who guesses correctly will take the first player's place.
- 7. Keep a score of the number of words answered correctly.

RULE: When a question is answered incorrectly by first player he/she strikes out. His/Her place is taken by the member who asked the question after that member announces the correct answer to the **Editing Your Writing** 

Now Put on Your Editor's Cap in the Next Writing Time and re-read what you wrote. Correct it so that others can understand what you have written.

1. After you complete your writing edit your work for its correctness so that others can understand what you wrote. The following S.P.O.C. method will help.

S... Spelling Check Up
(Use dictionary if necessary)

(.,!? ".. " - ")

P... Punctuation Check

O ... Overall Sense of the Story

C... Capital Letters (Special names and beginnings of sentences) 2. Cut out box 3 below. Glue it on cardboard. Use it as an *edit* reminder to help your writing.

**SPELLING** 

**PUNCTUATION** 

**OVERALL SENSE** 

**CAPITAL LETTERS** 

- 3. After you have circled all the errors you can find, exchange your story with another person and S.P.O.C. that person's story while he or she checks yours.
- 4. Exchange back. Make all the corrections needed. Use a dictionary if you need to.

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A. Word Study

Word Study CROSSWORD **Word List Selections Select** words from the following list that correctly will complete the crossword clues listed below the crossword. There are more words than clues. Use a ictionary if needed. gnored machine gingerly leg shrank eye disconnection dunk dive emergency crowd narrowed energy water yes disagreements radar swarm grouchy enemy

# **ACROSS**

# Clues

- 1. A large number of bees
- 2. To be grumbling
- 3. A way to find airplanes
- 4. A sudden happening th help right away
- 5. He winked his \_\_\_\_
- 6. Became less wide
- 9. To dip something into

**DOWN** 

- 4. Plants get \_\_ from the sun.
- 8. Took no notice of
- 9. Not seeing things the same way
- 10. A lawn mower is a \_ that cuts the grass.

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#### OTHER TASKS YOU MAY DO:

- 1. Complete the Story Chapter Summary chart.
- 2. Continue the Plants and Animals of the Prairies' Chart
- 3. Creative Writing: Write an episode of your own story. Edit it using S.P.O.C.

#### Art

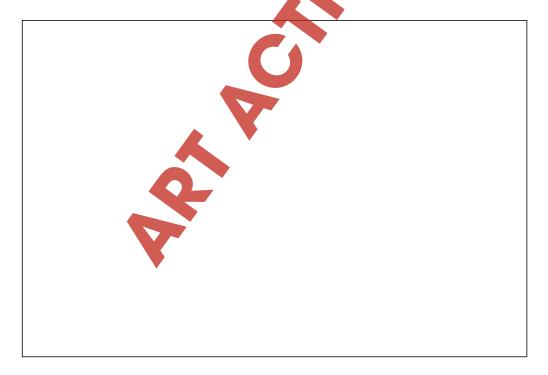
### **Read the Directions and Complete**

Topic: In the box below make a cartoon kind of picture showing The Bounty Hunters Visit (Chapter Nine).

#### **Materials** paper, crayons or pencil crayons.

Helpful Hints:
Draw a simple kind of picture of the cats and kids in this chapter.

- 1. Use yellow pencil crayon to sketch the shapes.
- 2. You could start the figures of the children as *stick* figures holding the eats.
- 3. Fatten up your shapes with clothes.
- 4. When you have your shapes drawn in yellow, colour each final figure. Remember to begin with the lightest colours first. After you finish the shapes and colouring make speech balloons for some of the characters in the picture. Maybe Mom is saying something. d colouring make speech



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# Post Story – Impromptu Classroom Presentation DRAMA: CHARACTER INTERVIEW ON TV TALK SHOW "ON THE HOT SEAT"

Pretend that you are one of the panel of reporters who are to interview the characters' Vicky, Jenna, Mom, Rudy, Dad, The Grangers, Susan. Make a set of different questions (one for each character) that you might ask each of them.

CHARACTER	QUESTION	JOT NOTE ANSWER
Vicky		
Jenna		
Mom		
Susan		
Rudy		
Dad		
Jed		
Edna		

### **Chapter Thirteen**

Story Details		

, -	ence answers to these questions to make a paragraph.
•	the lake how did she feel? b) Where did they put the ba
of cats? c) What did they give the	m to eat? d) What did the kittens do after they had finish
eating? e) What did Mom say that	they would need to buy for the cats? 1) Where did she sa
that the cats should stay?	
2. (Page 129) Why did Vicky thi	nk that she would have to find a home for Little Sunny?
arrived at the front door? Who wa	s the mailman's niece? What do we already know about
3. (Page 130) Was Vicky going t	o give her Sunny? How did Sunny show what she thoug
	o give her Sunny? How did Sunny show what she thoug Sunny? (Page 132) How did Susan find out that Vickt
Susan? What name did Susan call	
Susan? What name did Susan call	
Susan? What name did Susan call	
Susan? What name did Susan call had Sunny?	Sunny? (Page 132) How did Susan find out that Vickt
Susan? What name did Susan call had Sunny?  4. (Page 135) What happened	Sunny? (Page 132) How did Susan find out that Vickt en Susan left the house? (P.136) What did Susan do?
Susan? What name did Susan call had Sunny?  4. (Page 135) What happened who what was the most difficult thing.	Sunny? (Page 132) How did Susan find out that Vickt
Susan? What name did Susan call had Sunny?  4. (Page 135) What happened	Sunny? (Page 132) How did Susan find out that Vickt en Susan left the house? (P.136) What did Susan do?
Susan? What name did Susan call had Sunny?  4. (Page 135) What happened who what was the most difficult thing.	Sunny? (Page 132) How did Susan find out that Vickt en Susan left the house? (P.136) What did Susan do?
Susan? What name did Susan call had Sunny?  4. (Page 135) What happened who what was the most difficult thing.	Sunny? (Page 132) How did Susan find out that Vickt en Susan left the house? (P.136) What did Susan do?

# **Environment/Science**

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# Prairie Plants and Animal Life Chart

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As you finish reading a chapter, list the names of plants and animals on the chart below. There are a large number for the whole story. You may have to make another chart.

# **Prairie Plants and Animal Life Chart**

PLANTS	BIRDS	INSECTS	OTHER ANIMALS
	· ·		
Į	ļ	1	

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# **Chapter Ten**

lurking feathery wriggle

gaggle

## A. Word Study

sleuth

The leaves had

doughnut

Use the following words to complete the sentences beneath them:

	wheeled relief heaved squeezed
1.	The girls a sigh of when they realized nothing was
	in the woods that could chase them.
2.	A is a cake that has a hole in the middle.
3.	The looked for clues.
4.	She wore a soft coat.
5.	He the glue bottle. Yuk! Too much came out!
6.	A of geese around to fly back to where they had been.
7.	The worm began to
В.	Use only one or two words to replace the underlined word pictures that Vicky used. Here is an example of what to do:  (P. 92) "Mom's saucer-wide eyes and gaping mouth made me think of one of those plastic heads you put balls in at sideshows." It means: Mom was surprised and shocked.
a.	(Page 101) "I felt my neck become kind of tight as though I had swallowed something I didn't like." I felt
b.	(Page 102) "I felt my eyes open up really wide and my chin dropped down." I was
c.	(Page 105) "To get to the nuts and bolts of it all" To say
d.	(Page 106) "Jenna's question rushed around in my head upsetting all of my ideas about
	who owned Sunny." Jenna's question
e.	(Page 107) "The woods were like a bare box that had once been filled with Christmas

goodies. Now the box was empty with only a spicy, dry whiff left to scent the air."

4 Chpt. 7 Word Study: Answers the same as **b.** cut or torn into small bits **c.** making things a hollow empty place e. a line where the sky seems to meet the earth f. earth that is left d with crops g. a large area of level or rolling grassy land c. Complete the following s: prairie, horizon, fallow, abandoned, cavity, preparing d. answers vary **5 Chpt. 7. Story Details: 1.** Mom and Dad talking loudly about Sunny **2. a.** cruel to leave one, predator danger b. give Sunny to Humane Society 3. ants eating the food 4. Vicky too t breakfast 5. paw prints in sand, heard mourning dove's call from woods 6. Dad had fed ludy found fish bones. 7. cabins near Granger's, saw tip of cat tail under step 8. frightened of room 9. sad and worried 10. Jed Granger 11. playhouse shelter 12. coyote 6 Chpt. 8 Word Study: 1. fine and silky 2. baby's socks 3. sneaky and sly 4. to look well 5. all cats are called felines 6. animals back legs, animals front legs 7. a wonderful display g uncared for 9. animals that stalk and kill other animals 10. worn out, torn B 1. e 2. d 3. f 5. c 7. b 8. i 9. g 10. a 7 Chpt. 8 Story Details: Key words for students' sentences in paragraph: -Alphonse a - Mrs. Jenkins- Tree house – dressed him in doll's clothes – in wagon – Minnie the Siamese nce – tried to walk to her but stumbled – couldn't walk in doll's clothes 8 Word Review Boxes: Box One: 1. example given 2. b 3. f 4. h 5. a 6. d 7. c 8. e Box e 10 i 11. i 12. n 13. p 14. m 15. l 16. k Box Three: 17. u 18. t 19. v 20. x 21. y 22. w 23. and or eat each other in order to survive. Key words to students' sentence answers:

9 Chpt. 9 Word Study: 1. sequence 2. domesticated 3. calico 4. magnifying saulted 6. hibernation 7. audience 8. confectionery 9. recognize 10. identify
9-30 Chpt. 9 Story Details: 1. Suggest: A food chain shows how some animals depend on the and or eat each other in order to survive. Key words to students' sentence answers:

— fits into the coyote's food chain. 3. No one fishing at lake. Holiday people gone back to erefore no people feeding Sunny. Winter-snow- hibernation of the animals she hunted to
4. Make lost cat posters 5. bathroom, fridge door, bulletin board, picture of Mom's ther, mail box, confectionary store, school Paragraph key words for sentences 6. Kids with cats — Into living room — Kinds of cats see p. 93 — Two cats fought — Mom yelled Open doors and windows- opened can of fish —next morning Vicky found cat curled up.
1 Chpt. 10 Word Study: 1. heaved relief lurking 2. doughnut 3. sleuth 4. feathery red 6. gaggle, wheeled 7.wriggle B Words like: a. choked, upset, tense b. shocked, d c. say in a few words- the truth of the matter —exactly what the facts are d. disturbed and her thoughts e. leaves had fallen

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