Print these **Lexia Skill Builders®** to use as pencil and paper practice activities that will reinforce and extend skills acquired online.

<table>
<thead>
<tr>
<th>Level</th>
<th>Activity</th>
<th># of pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core5 L10</td>
<td>Multi-Syllable Words</td>
<td>4</td>
</tr>
<tr>
<td>Core5 L10</td>
<td>Sight Words 5</td>
<td>5</td>
</tr>
<tr>
<td>Core5 L10</td>
<td>Simple Suffixes</td>
<td>6</td>
</tr>
<tr>
<td>Core5 L10</td>
<td>Building Sentences</td>
<td>4</td>
</tr>
<tr>
<td>Core5 L12</td>
<td>Passage Fluency 1</td>
<td>5</td>
</tr>
<tr>
<td>Core5 L12</td>
<td>Passage Comprehension 1</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>
Circle the two syllables that make a word to match each picture. Then, write the whole word on the line.

1. raccoon
   - coon
   - room

2. pop carp corn
   - 2
   - 3

3. spider pid
   - 4

4. git ger ti
   - 4

5. crayoon
   - 5

6. ple lap
   - 6

7. ple pud
   - 7

8. rag get
   - 8

★ Read these words to a partner.
Circle the syllable that completes each word. Then, write the circled syllable in the blank.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The girl had a pur<strong>ple</strong> dress.</td>
<td><strong>ple</strong></td>
</tr>
<tr>
<td>2</td>
<td>Did you en<strong>joy</strong> the day at the beach?</td>
<td><strong>joy</strong></td>
</tr>
<tr>
<td>3</td>
<td>The clown can jug<strong>gle</strong> five balls at a time.</td>
<td><strong>gle</strong></td>
</tr>
<tr>
<td>4</td>
<td>The dog hid be<strong>hind</strong> the desk.</td>
<td><strong>hind</strong></td>
</tr>
<tr>
<td>5</td>
<td>We can play a game with the mar<strong>ble</strong>.</td>
<td><strong>ble</strong></td>
</tr>
<tr>
<td>6</td>
<td>A big mush<strong>gle</strong> grew in the long grass.</td>
<td><strong>gle</strong></td>
</tr>
<tr>
<td>7</td>
<td>He made a mis<strong>take</strong> on the test.</td>
<td><strong>take</strong></td>
</tr>
<tr>
<td>8</td>
<td>I will use a nee<strong>dle</strong> and thread.</td>
<td><strong>dle</strong></td>
</tr>
</tbody>
</table>

★ Read these sentences to a partner.
Circle the syllable that completes each word. Then, write the circled syllable in the blank.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>A mer <strong>maid</strong> swims in the sea.</td>
<td>mood</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Do not spill milk on the car <strong>pet</strong>.</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>The tur <strong>gle</strong> hid in his shell.</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>I gave him a gift on his birth <strong>day</strong>.</td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>She held the bag by the han <strong>dle</strong>.</td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>What is the ti <strong>ple</strong> of this book?</td>
<td></td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>The doll will sleep in the cra <strong>gle</strong>.</td>
<td></td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>The cat will hide un <strong>der</strong> the bed.</td>
<td></td>
</tr>
</tbody>
</table>

★ Read these sentences to a partner.
Cut out the syllables at the bottom of the page. Put the syllables together to make a word that matches the picture. Then, write the whole word on the line.

1. [Image: Paper] pa

2. [Image: Table] 

3. [Image: Number] 13

4. [Image: Clover] 

5. [Image: Bird] 

★ Write a sentence for each word.

- teen
- pa
- ver
- ble
- ea
- ta
- gle
- thir
- per
- clo
Circle or  the space(s) where the word in the box is spelled correctly.

full  full  flul  lufl  full

try  tyr  rty  try  tyr

own  onw  own  won  onw

done  done  node  done  doen

laugh  luagh  lauhg  luagh  laugh

Practice writing the sight words below.

full

try

own

done

laugh

★ Choose three sight words from above and write a sentence for each.
Circle or the space(s) where the word in the box is spelled correctly.

- hurt: hutr  hurt  hrut  hutr
- grow: grow  gorw  grow  gwor
- seven: sveen  seevn  seven  seven
- want: nwat  want  want  watn
- light: light  lihgt  litgh  light

Practice writing the sight words below.

- hurt
- grow
- seven
- want
- light

Choose three sight words from above and write a sentence for each.
Write each word on the line. Then, find them hidden in the puzzle below.

people     people     eight
watch      laugh      grow
warm       light
only

Practice spelling each word twice.

★★ Practice spelling each word twice.
Write each word on the line. Then, find them hidden in the puzzle below.

today  today  purple  
about  water  
their  full  
try  own  

Practice spelling each word twice.

★ Practice spelling each word twice.
Circle the word to complete the sentence. Then, write the word in the blank.

1. There were eight **people** in line.
2. Did you watch the show **sharks**?
3. I had a glass **full** of water.
4. It hurt when I fell in **yard**.
5. I need to **water** the plants today.
6. I will try to fix the **light**.
7. I saw seven **purple** plums on the tree.
8. It was **warm** at the park today.

★ Read these sentences to a partner.
Read the words at the bottom of the page. Circle the suffix in each word. Then, cut out the words and glue them into the correct boxes.

1. s
2. ing
   - falling
3. ed
   - 

★ Think of another word with each suffix and add it to the correct box.

- falling
- ended
- eating
- plums

- added
- runs
- landed
- camping

- pets
- wishing
- dented
- hops
Read the words at the bottom of the page. Circle the suffix in each word. Then, cut out the words and glue them into the correct boxes.

1. er
   - farmer

2. est
   - deepest

3. y
   - windy

Think of another word with each suffix and add it to the correct box.

- farmer, neatest, sleepy, windy
- lucky, lowest, messy, darker
- deepest, painter, faster, oldest
Read the words at the bottom of the page. Circle the suffix in each word. Then, read each word again and listen carefully to the sound of -ed at the end. Cut out the words and glue them into the correct boxes.

1. ed (d)
2. ed (ed)
3. ed (t)

1. cracked
2. screamed
3. twisted
4. rocked
5. yelled
6. stamped
7. planted
8. bumped
9. dusted
10. leaned
11. called
12. rented

★ Think of another word with each sound of -ed and add it to the correct box.
Read the words at the top of the page. Circle the suffix in each word. Then, write the word in the box with the same suffix.

- beaches
- joyful
- endless
- harmless
- helpful
- gladly
- glasses
- lonely
- benches
- slowly
- grateful
- painless

1. es
   - dishes
   - ___
   - ___
   - ___

2. ful
   - useful
   - ___
   - ___
   - ___

3. less
   - spotless
   - ___
   - ___
   - ___

4. ly
   - swiftly
   - ___
   - ___
   - ___

★ Choose one word from each box and write a sentence for each.
Read the words at the top of the page. Circle the suffix in each word. Then, write the word in the box with the same suffix.

selfish  darken  basement  fallen
payment  darkness  foolish  neatness
shipment  madness  lessen  pinkish

1 ment
   pavement

2 ness
   fitness

3 ish
   childish

4 en
   shorten

★ Choose one word from each box and write a sentence for each.
Circle the correct suffix to complete each word. Then, write the suffix in the blank.

<table>
<thead>
<tr>
<th></th>
<th>The plane land <strong>ed</strong> on time.</th>
<th><strong>ed</strong></th>
<th>ed</th>
<th>er</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>She has two pet dog_____.</td>
<td>s</td>
<td>s</td>
<td>est</td>
</tr>
<tr>
<td>3</td>
<td>The red sled went quick______.</td>
<td>less</td>
<td>less</td>
<td>ly</td>
</tr>
<tr>
<td>4</td>
<td>Can you short_____ the long pants?</td>
<td>en</td>
<td>en</td>
<td>es</td>
</tr>
<tr>
<td>5</td>
<td>The man fix______ the pipe.</td>
<td>ness</td>
<td>ness</td>
<td>es</td>
</tr>
<tr>
<td>6</td>
<td>Do not act fool______ in class.</td>
<td>ment</td>
<td>ment</td>
<td>ish</td>
</tr>
<tr>
<td>7</td>
<td>I got a ship_______ of books today.</td>
<td>en</td>
<td>en</td>
<td>ment</td>
</tr>
<tr>
<td>8</td>
<td>They were drink______ milk.</td>
<td>ing</td>
<td>ing</td>
<td>ful</td>
</tr>
</tbody>
</table>

★★ Read these sentences to a partner.
Read the words and put them in the correct order to make a sentence. Then, write the sentence on the line. Remember to start with a capital letter and use end punctuation.

1. will play  Jack  the drum

2. a song  will sing  Jen

3. the kids  for them  will clap

Draw a picture to match the sentences.

Use the picture to retell the story in your own words to a partner.
Read the words and put them in the correct order to make a sentence. Then, write the sentence on the line. Remember to start with a capital letter and use end punctuation.

1. Kim | the ball | will kick
   
   Kim ____________________________

2. fast | will run | Nick
   
   ________________________________

3. will win | they | the game
   
   ________________________________

Draw a picture to match the sentences.

★ Use the picture to retell the story in your own words to a partner.
Read the sentence starters. Then, cut out the phrases at the bottom of the page and use them to complete the sentence starters.

1. Boats float ____________
2. Lin runs ____________
3. Ben naps ____________
4. A leaf fell ____________
5. The pot boils ____________
6. The snail hid ____________

Read these sentences to a partner.

around the track. on the stove.
in its shell. on the lake.
in his crib. from the branch.
Read the sentence starters. Then, cut out the phrases at the bottom of the page and use them to complete the sentence starters.

1. Rain fell from the clouds.
2. The boy sleds
3. The bees buzz
4. Sue works
5. Max sleeps
6. The kids wait

★ Read these sentences to a partner.

in his soft bed. at her desk.
from the clouds. in the hive.
down the hill. at the bus stop.
Read the passages below with a partner. Your partner may be an adult or a classmate. Take turns being the reader and the listener.

**THE READER SHOULD:**
1. Read the words carefully and clearly.
2. Pay attention to punctuation and read with expression.

**THE LISTENER SHOULD:**
1. Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
2. As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1. Cat took a nap on the chair. Cat had a dream. In the dream, Cat saw a mouse. The mouse ran off when Cat came near. Again and again, Cat made a dash for the mouse. The mouse was too fast and always got away. Cat was glad to wake up. That was a bad dream!

Mouse went to sleep. Mouse had a dream. In the dream, Mouse saw a cat. It had sharp teeth! Mouse hid on a shelf. The cat made a leap to the shelf. Mouse hid by a chair. When the cat came close, Mouse ran fast. Mouse felt glad to wake up. That dream was bad!

2. Zane had a new red sled. He could not wait to ride his new red sled. But where was the snow? Weeks went by, but no snow fell. One day, Zane saw dark clouds in the sky. “It will rain,” he said. But then he saw big white flakes. Zane sang out, “Snow at last!” Zane took his new sled to the park. A big hill was there. The hill was white with snow. Zane went all the way to the top of the hill. He sat down on the sled.

“Here I go!” he said. The ride down was smooth and fast.

“This sled is the best!” said Zane.

3. Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.
Read the passages below with a partner. Your partner may be an adult or a classmate. Take turns being the reader and the listener.

**THE READER SHOULD:**
- Read the words carefully and clearly.
- Pay attention to punctuation and read with expression.

**THE LISTENER SHOULD:**
- Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1. Dad took a long nap at the beach. Kay dug up sand. She put the sand on his legs. The pile got huge. Kay woke up Dad. She said, “Can we swim in the sea now?” “Wait!” said Dad. “My legs are stuck!”
   Kay gave him a big grin. “Nice joke,” said Dad, with a smile.
   Dad and Kay swam in the sea. Kay saw a big wave. She swam fast. She felt the wave rise up and take her to shore.
   “Wow!” said Kay. “That was a great ride!”
   The sky got dark. Soon it would rain.
   “We have to go. Rain is on the way!” said Dad. They left the beach.

2. It is the day of the big race. Roy knows he can run fast. He wants to win.
   “On your mark, get set, GO!” calls Coach Fred. Roy sets off on the track. He runs fast. He reaches the first turn. Then his foot slides, and he trips. Roy falls down on the track.
   After Roy fell, he stood up fast and started to run again. He pumped his legs hard. He did the best he could, but he did not win. “I wish I had come in first,” Roy said to Coach Fred.
   “You did not give up,” Coach Fred said to Roy. “You ran a good race.”

3. Discuss each reading with your partner.
   - Was the reading smooth and easy to understand?
   - Did the reader read with expression?
   - What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.
Read the passages below with a partner. Your partner may be an adult or a classmate. Take turns being the reader and the listener.

<table>
<thead>
<tr>
<th>1 Frog sat in his boat. Duck asked, “May I join you?” Frog said, “This boat should still float with two friends in it.” Duck got in the boat. Crab came by and asked, “May I join you?” “I think this boat will still float with three friends in it,” said Frog. Crab got in. The boat floated low in the water. Frog, Duck, and Crab sat in Frog’s boat. Rat came by. “May I join you?” Rat asked. “I think this boat will float with four of us,” said Frog. “But I could be wrong.” Rat got in. The boat did not float. It sank. Frog said, “It is a good thing we all like to swim.” They all swam to shore.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Liz had new boots. The new boots fit Liz well. Liz played in the mud. Then she came home for lunch. Liz’s dad did not like mud in the house, so Liz took off her boots. When Liz went out again, her new boots did not fit. “My feet grew!” said Liz. Her dad said, “Your boots are on the wrong feet!” “Oops,” said Liz. Liz had a new pair of sun glasses. Liz liked her new glasses. They helped her see when the sun was out. The glasses were very dark. Liz played in the pond. Then she came home. “Help!” Liz cried. “I cannot see! I cannot find my way! It is so dark in here!” Her dad said, “Take off your glasses.”</td>
</tr>
</tbody>
</table>
| 3 Discuss each reading with your partner.  
- Was the reading smooth and easy to understand?  
- Did the reader read with expression?  
- What questions do you have about the passage? |
| ★ Practice these skills using a paragraph from a book of your choice. |
Read the passages below with a partner. Your partner may be an adult or a classmate. Take turns being the reader and the listener.

THE READER SHOULD:
1. Read the words carefully and clearly.
2. Pay attention to punctuation and read with expression.

THE LISTENER SHOULD:
1. Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
2. As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 Russ went on a trip with his friend Ben. They hiked in the woods. Then they came to a place to camp. Ben’s dad made a fire. They sat by the fire and cooked hot dogs. Russ helped set up a tent. Russ and Ben slept in sleeping bags in the tent. The camping trip was fun. Russ liked sleeping in the tent. Russ liked camping. He wished he had a tent at home. Russ took a sheet from his bed. He hung one side of the sheet on a chair. He hung the other side on a shelf. The sheet looked like a tent! The next day, Dad came in to wake up Russ. Russ peeked out from his hanging sheet. “I like my tent,” he said.

2 Big Frog and Small Frog had a home in a pond. But now their pond was dry. “We must find a wet place to live,” said Big Frog. The frogs set out from the pond. They came to a deep hole. It was a well that people had dug. The frogs saw water in the well. “This deep well has water,” Small Frog said. “We can live here!” Big Frog said, “We left the pond because it was dry. What will we do if this well dries up? We will not have a way to get out. The hole is too deep.” Big Frog was wise. The frogs set out again.

3 Discuss each reading with your partner.
   - Was the reading smooth and easy to understand?
   - Did the reader read with expression?
   - What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.
Read the passages below with a partner. Your partner may be an adult or a classmate. Take turns being the reader and the listener.

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<tr>
<th>THE READER SHOULD:</th>
<th>THE LISTENER SHOULD:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Read the words carefully and clearly.</td>
<td>☑ Listen closely to the reader. Is the reading smooth, clear, and easy to understand?</td>
</tr>
<tr>
<td>☑ Pay attention to punctuation and read with expression.</td>
<td>☑ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.</td>
</tr>
</tbody>
</table>

1 Liz handed Dave a note. She wrote in her note: “Meet me at the East Gate of the park at three.” Liz got to the gate at three. She was mad when Dave was late. Then she looked up and saw WEST GATE. Oops, this was the wrong gate! Liz ran. She saw Dave standing by the East Gate. He was not late. She was. Liz felt bad that she was late. “I did not mean to make you wait,” she said. “I did not mind,” said Dave. “I was reading my book.” Dave’s book was about whale sharks. “Sharks scare me!” Liz cried. “Whale sharks are not mean,” said Dave. “But they are as big as whales.” “Can I read your book?” asked Liz. “I want to learn more.”

2 Chang had a cold. May wanted to help her sick friend. “I will make him a card,” May told Dad. “A card will cheer him up.” May had scraps of felt. They were red and blue. She cut them up and glued them to her card. She painted a yellow sun. She wrote GET WELL SOON! “Chang will like this card very much,” said Dad. May sent her card to Chang. Chang called on the phone. “I like your card,” he said. “I am glad you like it,” said May. “How do you feel?” “I do not feel too bad,” said Chang. He had a cold. He had been sick for three days. “I hope you get well soon,” said May. “I have a new game we can play.”

3 Discuss each reading with your partner.

- ☑ Was the reading smooth and easy to understand?
- ☑ Did the reader read with expression?
- ☑ What questions do you have about the passage?

⭐ Practice these skills using a paragraph from a book of your choice.
1 Read and underline the definition of the word below. Knowing this word and its definition will help you complete the following activities.

**develop** (verb) To develop is to grow, learn, or change.

2 Reread the informational text on the next page, “Becoming a Frog.” Informational texts give facts about a topic.
   a Use the glossary to help you with the meaning of unfamiliar words.
   b Explore the diagram to help you understand the written information.

3 Informational texts have main ideas. The main idea of this text is in bold print in Paragraph 1. Go back to the text, and put a star (★) next to the main idea.

4 Write the main idea below.

   main idea

5 Informational texts also have key details that support the main idea. Three key details are underlined in the text. Go back to the text, and put a checkmark (✔) next to each key detail.

6 Write the three key details below.

   key detail 1
   key detail 2
   key detail 3

7 Write a question about one of the key details in the text or the diagram. For example, you might ask, How does a tadpole's body change?

7 Write a question about one of the key details in the text or the diagram. For example, you might ask, How does a tadpole's body change?

8 Write an answer to your question using your notes above and details from the text.

   ____________________________________________
   ____________________________________________
   ____________________________________________

★ Create a poster that illustrates and explains what you learned about how a frog develops.
Becoming a Frog

1 What looks like a fish, swims like a fish, and gets air like a fish—but is not a fish? The answer to that riddle is a tadpole. A **tadpole** is not a fish. **A tadpole grows and changes to become a frog.**

2 Tadpoles begin their lives in water. Tadpoles hatch from eggs laid by an adult female frog. A tadpole has a round head and a tail. It breathes through gills, like a fish. The newly hatched tadpole rests at first. Then, as its tail grows bigger and stronger, the tadpole uses it to swim about. Its main food is bits of water plants.

3 **Over time, the tadpole’s body changes.** The changes may take weeks, months, or even years. The tadpole begins to grow legs. The hind legs appear first, and then the front legs. A tongue forms in its mouth. Inside its body, lungs take shape. Lungs are what land animals use to breathe on land. The tadpole’s gills disappear.

4 Finally, the animal leaves the water. It may still have a tail, which begins to shrink. The animal is not a plant eater anymore. It uses its long tongue to catch insects. The tadpole has become a frog.

**GLOSSARY**

gills (noun, plural) Gills are what fish use to breathe in water.
lungs (noun, plural) Lungs are what animals use to breathe air.
shrink (verb) To shrink is to get smaller.
1. **Read and underline the definition** of the phrase below. Knowing this phrase and its definition will help you complete the following activities.

   *take care of* (verb) To take care of others is to be helpful and kind.

2. **Reread the poem** on the next page, “Anything for You.” Poems use the sound, as well as the meaning, of words to express feelings and ideas.

3. Poets use words to help readers form pictures in their minds. Go back to the poem, and underline three examples of taking care of a friend by being helpful and kind.

4. The poem gives many examples of taking care of a friend. **Write three examples from the poem in your own words.**

| example 1 |
| example 2 |
| example 3 |

5. Poems often have words that rhyme. This poem uses rhyme to connect the many examples of taking care of a friend. Go back to the poem, and circle the word at the end of each line.

6. **Write the rhyming words** below.

| rhyme 1 |
| rhyme 2 |
| rhyme 3 |

7. Poems also often have rhythm. Rhythm is like a drumbeat that goes with groups of words. Read the poem aloud, and listen for the rhythm.

8. **How do you know that this is a poem and not a story?** Use specific examples from the poem to support your answer. Write on another page.

★ **Circle the first letter of every line. What word do you see? This kind of poem is called an acrostic. Choose a word that has special meaning to you—like your name—and write your own acrostic poem.**
Anything for You

Forget that it’s your birthday? Never!
Reveal your deepest secrets? No way!
Include you in my plans? Forever!
Encourage you to dream? Okay!
Need a helping hand or hug? I’m there!
Don’t have your lunch today? I’ll share!
Sweet friend, I hope you know I care.
1. **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

**moral** (noun) The moral of a story is the lesson it teaches about life.

2. **Reread the fable below, “A Dog’s Mistake.”** Fables are short stories with a moral.

3. The characters in a fable are often animals. **Circle the name of the main character.**

4. Characters in fables often make mistakes. How does Dog lose his meat? The major events in the fable are underlined.
   
   a. **Put a checkmark (✔) next to the major event at the beginning of the fable.**
   b. **Put a checkmark (✔) next to the major event in the middle of the fable.**
   c. **Put a checkmark (✔) next to the major event at the end of the fable.**

5. Fables have a moral. **Put a star (★) next to the moral** at the end of the fable.

---

**A Dog’s Mistake**

1. Dog had found a piece of meat. Now he was heading home with it.

2. Dog came to a log bridge that crossed a stream. On the bridge, he looked down at the water. He was surprised to see a dog looking up at him, and that dog had meat in his mouth!

3. “That dog’s meat looks better than mine,” Dog said. “And I want it!” He dropped his own meat and leaped into the water. The stream carried off Dog’s meat.

4. There was no other dog. When Dog had looked down from the bridge, he had seen himself in the water. The water was like a mirror.

5. Dog said sadly, “Now I have no meat at all.”

6. The moral is **Be happy with what you have.**
1. Complete the definition of the word below.

**moral** (noun) The moral of a story is the _______________ it teaches about life.

2. Reread the fable below, “The Fox and the Crow.”

3. Circle the names of the two main characters.

4. Characters in fables are often tricked by other characters. How does Crow lose her cheese? The major events in the fable are underlined.
   a. Put a checkmark (✔) next to the major event at the beginning of the fable.
   b. Put a checkmark (✔) next to the major event in the middle of the fable.
   c. Put a checkmark (✔) next to the major event at the end of the fable.

5. Put a star (★) next to the moral at the end of the fable.

**The Fox and the Crow**

1. Fox looked up in a tree and saw Crow. She held a chunk of cheese in her beak. Fox wanted that cheese, and he had a plan to get it.

2. Fox said, “What a fine bird I see on the branch! Her black feathers gleam in the sun. She looks beautiful!” As Fox spoke, Crow felt proud.

3. Fox went on. “That bird is so fine-looking. It is a shame that she cannot sing.”


5. When she opened her beak, Crow dropped the cheese, and it fell to the ground. Fox picked up the cheese and trotted off with it.

6. The moral is *Don’t trust anyone who gives too many compliments.*
1. Complete the chart below. Use the markings you made on each text to help you.

<table>
<thead>
<tr>
<th></th>
<th>“A Dog’s Mistake”</th>
<th>“The Fox and the Crow”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Characters</strong></td>
<td></td>
<td>and</td>
</tr>
<tr>
<td><strong>Major Event 1</strong> (beginning)</td>
<td>✔</td>
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<tr>
<td><strong>Major Event 2</strong> (middle)</td>
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<tr>
<td><strong>Major Event 3</strong> (end)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Moral</strong></td>
<td>★</td>
<td>★</td>
</tr>
</tbody>
</table>

2. How are “The Fox and the Crow” and “A Dog’s Mistake” alike? How are they different? Use your notes and examples from the fables to support your answer. Write on another page.

★ Choose one of the fables to read aloud to a partner. Practice speaking in a different voice for each character and the narrator (the voice telling the story).