Oscar the Charming Horse

Oscar was a charming horse. He used to live in the city. His family moved to a farm up North where the yard was very pretty.

Oscar loved the large new barn. It was full of corn and hay. He pulled a cart to the local store, and went to the park to play.

Continued in lesson 316.

by Shannon Fuller

---

R-Controlled Vowels
When a vowel is followed by an r, it makes a special sound. The r makes the vowel change its name.

- ar in car, charming
- or in fort, horse

---

Phonics Skill

Rhyming words have ending sounds that are the same like hay and play. These words are in the -ay family.

- Underline the rhyming words hay and play and in the poem.
- Can you think of more words that rhyme with hay and play?

---

Practice reading the poem out loud using a strong, smooth voice so it sounds like you are talking.

Circle more rhyming words from the poem.
Oscar the Charming Horse
Continued from lesson 315

Oscar saw a garden full of beautiful flowers to munch. A lady started yelling that her garden was not his lunch! Oscar smiled and tipped his hat.

Oscar ran back to the farm. He was a very charming horse and didn’t mean any harm. Oscar stayed out of the garden, unless it was dark, of course.

by Shannon Fuller

A complete sentence has:
- subject - who or what
- predicate - action
- capital letter at the beginning
- punctuation at the end . ? !

Try It
Circle the subject and underline the predicate in this sentence.

The horse ate the beautiful flowers.

Write your own complete sentence.
Read Together & Share

Instructions:
1. Choose a book. Invite someone to read it with you and take turns reading aloud.

2. Talk about the book.
   a. Are there things in your home that are also in the book? What are they?
   b. Answer the questions below.

What **characters** are in the book?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What was the **plot**, or the basic sequence of events?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How did the story end?

________________________________________________________________________

________________________________________________________________________

Find more games and activities at pbskidsforparents.org
Read It

Read the sentences out loud. Circle the R-controlled vowels -ar, -ir and -ur.

Can I be first in line?

I like to dig in the dirt.

The nurse took my temperature.

I should not blurt out the answer.

I am wearing my favorite shirt.

Words to Know

glances - to take a quick look
scaling - to climb
scurry - to hurry

Key Words

R-Controlled Vowels

When a vowel is followed by an r, it makes a special sound. The r makes the vowel change its name.

-ir in bird
-ur in purple

Write It

Write the -ir and -ur words that you circled above in the T chart.

<table>
<thead>
<tr>
<th>-ir</th>
<th>-ur</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
**Read It**

Read the poem out loud. Underline the words with the *ir/ur* pattern.

The Turtle and the Bird

On Thursday a turtle named Burt was lying in the dirt. He spotted his friend named Clair. She was twirling through the air. Burt got a big surprise when the bird asked for his help. “Will you teach me how to surf?”, chirped Clair. Burt the turtle blurted, “YES!”

By Shannon Fuller

**Phonics Skill**

**R-Controlled Vowels**

When a vowel is followed by an *r*, it makes a special sound. The *r* makes the vowel change its name.

- *-ir* in *bird*
- *-ur* in *purse*

**Write It**

A **subject** is “who or what” the story is about. A **predicate** is “the action or what is happening” in the sentence.

Fill in the blank with words from the box.

- playing a game  
- we
- children  
- hiding

_________ are taking turns on the playground.

The __________ made get well cards for their friend.

The boys are ____________.

Charlie the mouse is ____________.

**Connections**

In the poem above, Burt agrees to teach Clair to surf. That is what friends do. They help each other. Think of a time that you helped one of your friends. What did you do?
Letter to Arthur

Instructions: Write a letter to Arthur. You can create your own story and/or use any of the prompts.

_____,
(Dear, Hey, What's up, Earth to)

Your show is so _______ that it makes me want to
(funny, unusual, captivating, awesome)

__________
(do cartwheels, do homework, throw a party, watch it every day)

One of ________ shows was when
(the funniest, the strangest, my favorite, the silliest)

__________
(you got Pal, you and Buster made music videos, you had to get glasses)

Most people would say that I am most like _______.
(you, Buster, D.W., The Brain)

I think that is because

__________
(I wear glasses, I believe in aliens, I am a picky eater, I am quite intelligent)

By the way, ________
(when's your birthday, what kind of animal are you, what's your favorite book, can you juggle)

__________
(Love, Your friend, Over and out, Sincerely)

______
(Your Name)

P.S. ________
(Fill in the blank with whatever you want! Tell a funny joke. Ask a question.)

Write a letter to Arthur. You can create your own story and/or use any of the prompts.

For more games and activities, visit pbskidsforparents.org

Funded by:
Read It

Read the poem out loud. Circle the r-controlled vowels with the -er pattern. Underline the homophones.

Weather

Whether the weather be fine,
Or whether the weather be not,
Whether the weather be cold,
Or whether the weather be hot,
We'll weather the weather,
Whatever the weather,
Whether we like it or not!

Traditional British Poem - Author Unknown

High Frequency Words

R-Controlled Vowels
When a vowel is followed by an r, it makes a special sound. The r makes the vowel change its name.

-er in person

Words to Know

Homophones are words that sound the same but are spelled differently and have different meanings.

There are two words in the poem that are homophones.

whether - is used to compare things

weather - what it looks like outside: sunny, cloudy, windy, raining, snowy

Draw It

The poem above talks about the weather. On the back of this page or on a scrap piece of paper, draw a picture of yourself standing in your favorite type of weather.
Write It

Fill in the missing tenses (past, present, or future) for the verbs in the chart below. Verbs are action words; they describe things we can do.

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>push</td>
<td>push</td>
<td>will push</td>
</tr>
<tr>
<td>chewed</td>
<td>will chew</td>
<td></td>
</tr>
<tr>
<td>skipped</td>
<td>skip</td>
<td></td>
</tr>
</tbody>
</table>

Phonics Skill

**R-Controlled Vowels**

When a vowel is followed by an r, it makes a special sound. The r makes the vowel change its name.

- **-er** in person
- **-er** in ever
- **-ur** in turn

Words to Know

**adventure** – a risky and new experience or activity

**vender** - a person who sells things

**Tense** - how you say or write a verb to describe when the action happened
Which fact matches each animal? Draw a line.

**Animals in Alaska**

**Puffin**
- A. My fur is usually red but my tail always has a white tip.

**Moose**
- B. I am part of a team of dogs that pulls a sled.

**Red Fox**
- C. I’m a bird that can swim underwater.

**Husky**
- D. In winter, my fur becomes thick and white.

**Bald Eagle**
- E. My tall legs and wide hooves help me walk in deep snow.

**Arctic Fox**
- F. My wings can be 8 feet across when I spread them out.

Find more games and activities at pbskidsforparents.org
Match It

Draw a line to match the adult animal to its offspring. The word offspring is a baby born from an adult.

Dog    Cat    Bird    Frog    Bear

Hatchling    Tadpole    Cub    Puppy    Kitten

Text Feature Chart

Non-fiction books teach us about a topic and give us information. They contain text features that help you understand the information in the book. Look for these features when you read a non-fiction text.

<table>
<thead>
<tr>
<th>Title and Subtitle</th>
<th>Table of Contents</th>
<th>Close-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Do Trees Get Hungry?" /></td>
<td><img src="image" alt="Table of Contents" /></td>
<td><img src="image" alt="Fact Box" /></td>
</tr>
</tbody>
</table>

Plants soak up water through roots in the ground.
Read It
Read the poem out loud.

*Look Outside*
by Shannon Fuller

Nature, Nature look outside,
Plants and creatures try to hide.

I see a nest up in the pine,
A flower hanging from a vine.

The turtle sitting by the lake,
Used his shell to hide from a snake.

Nature, Nature come outside,
Follow me, I’ll be your guide.

Phonics Skill

CVC -CVCe pattern

<table>
<thead>
<tr>
<th>CVC</th>
<th>CVCe</th>
</tr>
</thead>
<tbody>
<tr>
<td>rat</td>
<td>rate</td>
</tr>
</tbody>
</table>

Add an e at the end of the word rat and it becomes the word rate. The e at the end of the word tells the vowel to say its name.

Write It

- Rhyming words have ending sounds that are the same.
- Underline the words in the poem.
- Write down 2 things you can observe in nature that rhyme.

Words to Know

Observation  - to look around and notice things

*stanza*  - a group of lines put together in a poem
Nature Treasure Hunt

Find 2 different kinds of plants. Draw a picture of each one below. Pay attention to the shapes of leaves and colors of any flowers. How are they alike? How are they different?

Plants I Found

Find 2 different kinds of animals. Draw a picture of each one below. Show as many details as you can. How are they alike? How are they different?

Animals I Found

Tell someone else about something NEW you learned about a plant or an animal you observed.

Find more games and activities at pbskidsforparents.org
Sort It

Fill in the chart with words that have the long a sound. Sort the words by their spelling patterns.

<table>
<thead>
<tr>
<th>tail</th>
<th>game</th>
<th>say</th>
<th>delay</th>
<th>ate</th>
<th>bait</th>
<th>face</th>
<th>play</th>
</tr>
</thead>
<tbody>
<tr>
<td>ai</td>
<td>a_e</td>
<td>ay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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</tr>
</tbody>
</table>

Phonics Skill

Long A
The long vowel sound is when the vowel says its name. **Long A** can be written in the following patterns.

ai  a_e  ay

Draw It

If frogs could talk, what would they say? On the back of this page or on a scrap piece of paper, draw a picture of a frog saying something you think a frog would say.
Write It

Create a sentence using the words in the word box. Follow the clues to help you write the words in order.

A capital letter is used on the first word of a sentence. 
A sentence ends with a punctuation mark. . ?!
A subject is who or what we are talking about. 
A predicate is the action that is happening.

will ship across The ocean. sail the

Sale. a big is The having store

Label It

Label the body parts of the life cycle of a frog.

hind legs tail gills egg forearm nostril
The Tale of Frog and Taddy
By Shannon Fuller

Frog was playing in the rain,
on a cloudy day with Snail.

They saw a frog swimming in the lake,
But this frog had a long tail.

It was their friend Taddy, a tadpole you see,
who was pretending that he was a whale.

Frog and Snail swam away,
and the friends spent the day,
being chased at the lake, by the whale.

Taddy the whale is a tadpole, we know,
a little frog who will soon lose his tail.
Explore the Life Cycle of a Frog

Create a frog life cycle diagram! Color the pictures. Cut them out and paste them in the correct order in the blank circles. Then, act out how the frog changes and grows!

Find more games and activities at pbskidsforparents.org
This page was left intentionally blank
Explore the Life Cycle of a Frog

EGGS → TADPOLE → FROGLET → TADPOLE WITH LEGS → EGGS

Find more games and activities at pbskidsforparents.org
Phonics Skill

O is a vowel. It has a short vowel sound like in the word hop and a long vowel sound like in the word toad. The long vowel sound is when o says its name.

The following spelling patterns produce the long o sound.

- oa
- oe
- ow
- o

Word Box

boat  most  doe  know
woe  toast  show  sold
soap  both  woe  snow

Sort It

Read the words with the long o sound in the word box. Sort the words by their spelling patterns and write them under the correct heading.

<table>
<thead>
<tr>
<th>oa</th>
<th>oe</th>
<th>ow</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>toad</td>
<td>toe</td>
<td>grow</td>
<td>cold</td>
</tr>
</tbody>
</table>

...
Read It

Read the following page from the story, *Over and Under the Pond*, by Kate Mesner. Circle the words with the long o sound.

“Under the pond is a whole hidden world of minnows and crayfish, turtles and bullfrogs. We’re paddling over them now.”

Phonics Skill

O is a vowel. It has a **short vowel** sound like in the word *hop* and a **long vowel** sound like in the word *toad*. The long vowel sound is when o says its name.

The following spelling patterns produce the long o sound.

- **oa**
- **oe**
- **ow**
- **o**

- **boat**
- **toe**
- **snow**
- **cold**

Write It

Use the words and phrases in the word box to write a sentence about a frog. Draw a picture to go with your sentence.

- frogs
- strong legs
- jump, hop, leap
- webbed feet
Make a Paper Pond

Color in, label, and then cut out pond creatures.

Word Bank:

duck  bird  frog  fish  dragonfly

Find more games and activities at pbskidsforparents.org
This page was left intentionally blank
Color in and place the pond creatures here to fill your pond with life!
Write It

Write the words with the long i sound under the correct spelling pattern.

life kind my bright pie idea light fly lie shine wild sky child tie time bike right flies try night

<table>
<thead>
<tr>
<th>i</th>
<th>y</th>
<th>igh</th>
<th>ie</th>
<th>i_e</th>
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</tbody>
</table>

Words to Know

Metamorphosis - the process a young, or juvenile, body of an animal goes through a great change to become an adult.

Tadpoles go through metamorphosis to become a frog.
Read It

A frog can protect themselves by using their physical characteristics. Write a caption under each picture that describes how a frog can protect themselves. Use the words in the box.

<table>
<thead>
<tr>
<th>Picture 1</th>
<th>Picture 2</th>
<th>Picture 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A frog in water</td>
<td>A frog on a leaf</td>
<td>A frog with closed eyes</td>
</tr>
</tbody>
</table>

- **communication**
- **camouflage**
- **eyesight**
- **water**

Chirp! Peep! Croak! Ribbit!

Text Feature
- **caption** - words that match the picture.

Words to Know
- **camouflage** - hide or blend in with the surroundings.
Investigating Leaves

Find two leaves.
How are they different?
How are they similar?

Both

Find more games and activities at pbskidsforparents.org
Write It

Write the words with the long e sound under the correct spelling pattern.

keep  eat  shield  beach  tree  fierce  leaf
teacher  feet  thief  green  chief

<table>
<thead>
<tr>
<th>ea</th>
<th>ee</th>
<th>ie</th>
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Phonics Skills

The letter Ee is a vowel. The letter Ee makes a short vowel sound like in pet and a long vowel sound like in eat. The long vowel sound is when we hear the vowel say its name.

Reading Strategy

ie can make the long e sound like in fierce. ie can also make the long i sound like in lie.

When you are reading and you get to a word with an ie and you are not sure of what vowel sound to use, read the sentence and see what sounds right.
Read It

Multiple meaning words are words that are spelled the same but depending on how they are used, can be a verb that shows action or an adjective that describes something.

Read the sentences out loud. Decide if the underlined word is a verb or an adjective. Write verb or adjective on the line.

I don’t like to clean my room. ___________________

My mom said to put on a clean shirt. _______________

We helped free the cat from the tree. _______________

I got a free pencil from my friend. _______________

Listening Skills

After a child has written a story and shared it with someone, it is nice for the author to receive feedback. Here are three ways that you can offer feedback to an author.

Something I especially like about your story is ___________.

A suggestion I have for your story is _______________. (When we suggest, we give a person an idea that would help their work to be even better to help the reader understand the writing.)

A question I have about your story is ____________?
Book Review

Draw a picture based on a storybook that you read. Then, fill in the “My Review” section. Share your book review with a family member or friend.

Book Title: ______________________

Author: ________________________

Illustrator: ______________________

Draw here.

My Review

The part of the book that I liked best was... ______________________

______________________________________________________________

After reading this book, I felt... ______________________

______________________________________________________________

Would you recommend this book? Why or why not? ______________________

______________________________________________________________

Find more games and activities at pbskidsforparents.org
Molly loves animals, especially birds. One of her favorite things to do is go outside and look and listen for birds. More than 470 species of birds can be found in Alaska — and Molly hopes to see them all! She even created her own Field Guide to Birds.

Use Molly’s Field Guide to identify and learn more about birds in your neighborhood. If you find any birds that are not in Molly’s Field Guide, create your own pages with information about these birds to add to her field guide. People who look for and identify birds are called **birders**. You can be a birder, too!

**Get Started**

Take a look at Molly’s Field Guide pages for the American Robin, Great Horned Owl, Rock Pigeon, and Canada Goose. What information or images are helpful? How is the information organized? Could you use the information to identify these birds outside? Give it try!

**Go Outside**

You’ll find birds in many places, whether you live in a city, the suburbs, or in the country. You just have to look! Go outside as a family, and be sure to bring Molly’s Field Guide with you as well as some blank paper and a pencil.

Once you are outdoors, spend time quietly listening and looking at what’s around you. When you spot a bird, look closely at its **identifying features**—details such as its colors, beak shape, and size—to help you determine what kind of bird it is. Then, check in Molly’s Field Guide to see if you can find the bird and learn more about it. If you can’t find it, take notes or draw pictures to help you remember what you saw.

**Read and Research**

When you are back home from birding, look at your notes and your drawings of the birds you could not identify. Do some research to learn more about those birds by going to your local library or online. Check out one or more of the field guides listed in the box on this page. Different field guides are organized in different ways, but the identifying features you noted about the birds you saw will help you find them in a field guide.

**Field Guides to Birds**

- **National Audubon Society First Field Guide: Birds** by Scott Weidensaul
- **National Geographic Field Guide to the Birds of North America** by Jon L. Dunn and Jonathan Alderfer
- **Peterson Field Guide to Birds of North America** by Roger Tory Peterson
- **The Sibley Guide to Birds** by David Sibley

**Digital Guides to Birds**

- **Cornell Lab of Ornithology**
  - web: www.allaboutbirds.org
  - app: Merlin Bird ID
- **National Audubon Society**
  - web: www.audubon.org/bird-guide
  - app: Audubon Bird Guide
Make Your Own Field Guide

Once you’ve identified your birds, add them to Molly’s Field Guide so other people can identify them later! Use the information from your research and your own observations to create a field guide page for each bird. Follow these steps:

1. Get an empty three-ring binder or paper folder with fasteners.

2. Print out Molly’s Field Guide and assemble the pages in this order: cover first, then the numbered pages, and the index last.

3. Use a hole punch to punch holes in all pages except the cover.

4. To add birds that you found in your neighborhood to Molly’s Field Guide, use the blank page. This page has the same text features that are on Molly’s Field Guide pages. Put the name of the bird at the top of the page and then add the information you want to include, using features such as:
   - pictures
   - captions
   - maps
   - diagrams

5. Add page numbers to each page, and then add the names of your birds and the page numbers to the index.

6. Put all of your pages in order according to their page numbers and put them into your binder or folder. The index goes at the end of the field guide.

7. Tape or glue the cover to the front of the binder or folder. Write your name on the line under Molly’s name.

8. You can keep adding pages as you discover new birds in your neighborhood.

9. Take a friend or a family member birding and use your guide to introduce them to great birds!

10. Now that you know how to make a field guide, you can make your very own. It doesn’t have to be about birds. It can be about trees, or flowers, or even rocks you find in your neighborhood.

Using Your Eyes and Ears

To identify a bird ask yourself these questions:

- What does it sound like?
- What is its habitat? Where does it spend its time?
- What is unusual about the way that it looks? Does it have interesting patterns or colors?
- What are its main colors?
A Field Guide to Birds

by Molly Shahnyaa Mabray

and

NAME
Great Horned Owl

WHAT IT LOOKS LIKE
Identifying Features:
- yellow eyes
- large, feathered tufts on head that look like “horns”
- cinnamon or gray colored face
- white throat

WHAT IT SOUNDS LIKE
Calls and Songs:
- deep hooting voice
- makes four to six hoots in a row
- “hoo-h’HOO-hoo-hoo”
- “hoohoo hoo hoo hoo”

WHERE IT LIVES
Habitat:
- woods, wetlands, grasslands
- backyards, orchards, or farmlands
- cities and abandoned buildings
- deserts

INTERESTING FACTS:
The Great Horned Owl is nocturnal, which means it is active at night when most people are sleeping. An owl has special feathers that allow it to fly quietly at night and eyes that are very good at seeing in the dark.
American Robin

WHAT IT LOOKS LIKE
Identifying Features:
- bright yellow beak
- gray head
- gray back and wings
- orange-brown or red-brown breast
- white under tail

The American Robin is a large songbird that is 8 to 11 inches from tip of beak to tip of tail. Its scientific name is Turdus migratorius.

WHAT IT LOOKS LIKE
Calls and Songs:
- “tuk,” “pup,” or “chok”
- “yeep” or “teek” as an alarm call
- sings with a clear, lively whistle
- “cheerily, cheer up, cheer up, cheerily, cheer up”

WHERE IT LIVES
Habitat:
- lawns, fields, and parks
- woodlands, forests, mountains
- farmlands, suburbs, and urban neighborhoods

INTERESTING FACTS:
Earthworms are a favorite food of robins. A robin often finds worms by staring at the ground with its head tipped to one side. Robins sometimes try to grab worms that other robins have caught.
Canada Goose

WHAT IT LOOKS LIKE
Identifying Features:
- wide, flat beak with jagged edges
- black head and long black neck
- white cheeks and chin
- large webbed feet

WHAT IT SOUNDS LIKE
Calls and Songs:
- loud honks
- often honks when flying
- female gives a shorter, higher “hrink” call; male gives low “ahonk” call
- defensive “hiss”

WHERE IT LIVES
Habitat:
- near lakes, rivers, ponds, or other bodies of water
- lawns, parks, golf courses, and fields
- farmlands, suburbs, urban areas, and airports

INTERESTING FACTS:
Most Canada Geese migrate. That means they move from one place to another as the seasons change. When Canada Geese fly south for the winter, they fly as a flock. One goose leads the way and the rest follow behind in a distinctive "V" formation. You'll hear them honking as they fly overhead.
Rock Pigeon

WHAT IT LOOKS LIKE
Identifying Features:

- small head
- iridescent throat feathers
- short legs

The Rock Pigeon is a medium-sized bird that is 12 to 14 inches from tip of beak to tip of tail. Its scientific name is Columba livia.

WHAT IT SOUNDS LIKE
Calls and Songs:

- soft coo
- short grunt as an alarm call
- song of rolling cooing
- “coo-cuk-cuk-cuk-cooo”

INTERESTING FACTS:
Rock Pigeons like to nest on sheltered cliff ledges. Rock Pigeons that live in cities often build nests on window ledges, because they are a lot like cliff ledges.

WHERE IT LIVES
Habitat:

- cities and suburbs
- farmlands, fields, and parks
- rocky cliffs

Map provided by Cornell Lab of Ornithology
Name of bird

WHAT IT LOOKS LIKE
Identifying Features:

WHAT IT SOUNDS LIKE
Calls and Songs:

WHERE IT LIVES
Habitat:

INTERESTING FACTS:
<table>
<thead>
<tr>
<th>Index</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Robin</td>
<td>2</td>
</tr>
<tr>
<td>Canada Goose</td>
<td>3</td>
</tr>
<tr>
<td>Great Horned Owl</td>
<td>1</td>
</tr>
<tr>
<td>Rock Pigeon</td>
<td>4</td>
</tr>
</tbody>
</table>