

Name \_\_\_\_\_

# Family Times

## Summary

### **Happy Birthday Mr. Kang**

Mr. Kang came to the United States 50 years ago, and he still misses his old home. Newly retired, he spends his days writing poetry, reading *The New York Times*, and caring for his caged bird. He enjoys the company of his grandson, Sam, and visits with friends and other bird-lovers from China every Sunday morning. One day, early in his retirement, he reflects on his feelings of freedom after working so hard for so long. At his grandson's urging, he sets his bird free. Sam regrets the loss of the bird, but they are both comforted to find the bird waiting at home. Mr. Kang sees another parallel between himself and the bird. They can both fly free, but they chose this new place as their home.

### **Activity**

**What Are Your Freedoms?** Together, talk about the ways in which you enjoy freedom and the responsibilities associated with it. Are they good responsibilities? How do you benefit from them?

## Comprehension Skill

### **Cause and Effect**

A **cause** is why something happens. An **effect** is what happens. A **cause** may have more than one effect. An **effect** may have more than one cause.

### **Activity**

**Kitchen Cause and Effect** Go into the kitchen and look for appliances or materials that could act as a cause for some effect. For example, a freezer could cause water to turn to ice. Yeast can cause bread dough to rise. Take turns looking for five examples of causes and its effects.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *Happy Birthday Mr. Kang*. Practice using these words.

### Vocabulary Words

**bows** a bending of the head or body in greeting, respect, worship, or submission

**chilly** unpleasantly cool

**foolish** without good sense; unwise

**foreign** of or from another country

**narrow** not wide or broad

**perches** sits or rests on something

**recipe** a list of ingredients and instructions for making something to eat

## Grammar

### Abbreviations

**Abbreviations** of days and months begin with a capital letter and end with a period. Most abbreviations of days and months are the first three letters of the day or month.

### Activity

**Match Up** Write words and abbreviations on index cards, such as *Sunday* and *Sun.* and *April* and *Apr.* Mix up the cards and arrange them facedown on a table. Players take turns flipping over two cards to find a match. If a match is made, the player may keep the cards and try again. If no match is made, the player turns the cards facedown again, and play passes to the next player. Play continues until all the cards are matched. This game can also be played by only one person.

## Practice Tested Spelling Words

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

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## Cause and Effect • Graphic Organizer

- A **cause** is why something happens. An **effect** is what happens.
- A **cause** may have more than one **effect**. *Because I did not do my homework, I couldn't watch the movie or go outside for recess.*
- An **effect** may have more than one **cause**. *Dad's plants dried up because he left them in the hot sun and did not water them.*
- A **graphic organizer** can help you identify and organize information as you read.

**Directions** Read the following story. Then fill in the chart below.

**R**osa's mother made beautiful tin ornaments. No two were the same. One day, a man asked her to come to the United States to make the ornaments for his business. So Rosa and her mother left Mexico. People loved the ornaments. The

man sold everything Rosa's mother made. She was so busy, she had to teach others to make the tin pieces. The man was so happy that he made Rosa's mother a business partner.

### CAUSES: Why did it happen?

### EFFECTS: What happened?

1.

A man wanted Rosa's mother to make the ornaments for his business.

The man asked Rosa's mother to come to the United States.

2.

3.

The man sold everything Rosa's mother made.

Rosa's mother was very busy.

4.

5.

The man made Rosa's mother a partner.

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**Home Activity** Your child learned about cause and effect. Read a story together. Ask your child to describe something that happened in the story. Then ask him or her to tell you what caused the effect. Repeat the exercise two or three times.

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# Vocabulary

**Directions** Match each word with its meaning. Draw a line to connect them.



## Check the Words You Know

- |             |             |
|-------------|-------------|
| ___ narrow  | ___ foolish |
| ___ perches | ___ bows    |
| ___ recipe  | ___ chilly  |
| ___ foreign |             |

- |            |                             |
|------------|-----------------------------|
| 1. foolish | cool                        |
| 2. recipe  | from a different country    |
| 3. narrow  | silly                       |
| 4. chilly  | directions for cooking food |
| 5. foreign | skinny                      |

**Directions** Write the word from the box that best completes each sentence below.

- |   |       |
|---|-------|
| 6. Watch the red bird as it _____ on the branch.    | _____ |
| 7. After he sings, he _____ to the audience.        | _____ |
| 8. The gap was too _____ for me to squeeze through. | _____ |
| 9. He moved here from a _____ country called Sudan. | _____ |
| 10. My stepmother wrote that _____ for beef stew.   | _____ |

## Write a Recipe

On a separate sheet of paper, write a recipe for something you like to eat or drink. It can be something simple, like chocolate milk or a sandwich. Use as many vocabulary words as possible.



**Home Activity** Your child identified and used vocabulary words from *Happy Birthday Mr. Kang*. Have your child plan a menu for dinner or help you prepare food from a written recipe. Encourage your child to use vocabulary words in conversations.

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## Vocabulary • Context Clues

- Sometimes when you read you see unfamiliar words. The **context**, or words around it, may help you figure out the meaning.
- Look to see if the author used an **antonym**, a word with the opposite meaning, and use that word to help you with the meaning of the unfamiliar word.

**Directions** Read the paragraph. Then answer the questions below.

**M**y family wanted to eat at a Chinese food restaurant instead of the usual burger place. We had never been to a Chinese restaurant before and were excited to learn about a different culture. We walked in through a narrow hallway that didn't seem wide enough for us to fit.

We drank hot tea with dinner, which was perfect because I was chilly. I tried to eat

with chopsticks, but felt foolish because I seemed clumsy with them. I thought it was sensible to ask for a fork! After this restaurant becomes an old favorite, maybe my family will again try something new—maybe Brazilian food!

1. What does the word *usual* mean in the passage? What context clue helps?

2. What does the word *narrow* mean in the passage? What context clue helps?

3. What does the word *chilly* mean in the passage? What context clue helps?

4. What does the word *foolish* mean in the passage? What context clue helps?

5. What does the word *old* mean in the passage? What context clue helps?

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**Home Activity** Your child has identified and used context clues to understand new words. Read a story with your child and encourage looking for context clues to help her or him understand the meaning of unfamiliar words.

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## Plot and Theme

- The important parts of the story—the beginning, middle, and end—and why they happen, make up the **plot** of the story.
- The **theme** is the “big idea” of the story, which can be stated in a single sentence.

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

**I**t was a wet, chilly day, and Lisha heard meowing. A dripping wet cat sat shivering at the door. Lisha brought it inside, dried it off, and gave it a bowl of warm milk. Then Lisha picked the cat up and cuddled it—she’d always wanted one. Lisha wanted to keep the cat, but in the morning, her parents made her put it back outside to find its way home. At

school, Lisha heard a girl say she was upset that her cat had disappeared. The girl had owned the cat since it was a newborn kitten. Lisha felt bad for the girl because she, too, loved the cat. The next day, the girl was happy again. Her cat had come home. And Lisha felt glad—glad that the cat found its way home.

1. What was the first thing that happened in the story?

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2. What happened in the middle of the story?

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3. What happened at the end of the story?

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4. What’s the “big idea” in this story? Write it in a single sentence.

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5. How important to the plot is the fact that it was a wet and chilly day? Why?

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**Home Activity** Your child learned about identifying the plot and theme of a story. Have your child make up a story and tell it to you. Help him or her identify the plot of the story and its theme. Do this by reviewing the beginning, middle, and end of the story. Then create one sentence that tells what the “big idea” is in the story.

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## Cause and Effect • Graphic Organizer

- A **cause** is why something happens. An **effect** is what happens.
- A **cause** may have more than one **effect**. *Because I forgot my wallet, I couldn't buy lunch or go to a movie.*
- An **effect** may have more than one **cause**. *Dad couldn't use his flashlight because his batteries were old and he didn't have new ones.*
- A **graphic organizer** can help you identify and organize information as you read.

**Directions** Read the following story. Then fill in the chart below.

The boys and their dad, the park ranger, were hiking when they saw the mountain lion cub. As they got closer, the cub made a crying noise. There was a large cut on the cub's leg. Dad gently picked it up and carried it to the veterinarian. Soon, the cub's leg was healed. The boys

loved the cub and visited it every day after school. One day, the boys' father said it was time for the cub to return to where it belonged. The boys were sad because they loved the cub. But they knew their dad was right. They knew that wild animals need to be in the wild.

### CAUSES: Why did it happen?

### EFFECTS: What happened?

The cub was hurt.

1.

2.

The cub got better.

The boys loved the cub.

3.

4.

The boys were sad.

The cub was a wild animal.

5.

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**Home Activity** Your child learned about cause and effect. Build a tower of blocks with your child. Have him or her pull out one of the bottom blocks and watch what happens. Have your child tell you why it happened (the cause) and what happened (the effect).

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# Cause and Effect

- A **cause** is why something happens. An **effect** is what happens.
- A **cause** may have more than one **effect**.
- An **effect** may have more than one **cause**.

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

Anthony was just a kid—a kid who had to make a big decision. Anthony’s aunt in Italy wanted him to come spend the summer with her family. His parents kept telling him how wonderful it would be for him and how happy it would make his aunt. But Anthony was nervous—he didn’t even like sleepovers and could never sleep. How could he go all that way to Italy all by himself? How could he leave his family for

two whole months? He really didn’t want to go. He barely knew his aunt.

Anthony couldn’t sleep. He couldn’t eat, and he felt nervous all of the time. Finally, he told his parents that he had decided not to go. Anthony’s stomach immediately felt better. He felt calm. He slept well for the first time. He knew he had made the right decision.

1. What effect did worrying about the trip have on Anthony?

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2. How did Anthony feel about going away for the summer?

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3. What happened to Anthony after he made his decision?

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4. What might be the “big idea” of this story?

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**Home Activity** Your child learned about cause and effect. Do an experiment with your child. If it’s hot out, have your child put an ice cube in a bowl outside. Ask him or her what happened to the ice cube after an hour. If it’s cold out, put a shallow pan of water outside. Ask him or her what happened to the water after a few hours. Have your child tell the cause and effect of the experiment.

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## Schwa

**Directions** Choose the word with a vowel that has the same sound as the underlined vowels in **about**, **taken**, **pencil**, **lemon**, and **circus** to complete each sentence. Write the word on the line to the left.

- \_\_\_\_\_ 1. Susan was (afraid/scared) to walk her dog without a leash.
- \_\_\_\_\_ 2. Every time she opened the front door, the little (puppy/rascal) ran off.
- \_\_\_\_\_ 3. One time she took her dog to a (local/nearby) park.
- \_\_\_\_\_ 4. All the (animals/doggies) were fetching or chasing.
- \_\_\_\_\_ 5. Susan removed her puppy's leash and let the dog run (around/freely).
- \_\_\_\_\_ 6. When her dog ran off, Susan opened a (paper/plastic) bag and pulled out a treat.
- \_\_\_\_\_ 7. Susan's dog quickly (traveled/bounded) back.
- \_\_\_\_\_ 8. Now anytime Susan offers her dog a tasty (biscuit/morsel), it comes racing to her.

**Directions** Circle the letter in each word that stands for the same sound as the underlined vowels in **about**, **taken**, **pencil**, **lemon**, and **circus**.

- |              |            |            |            |
|--------------|------------|------------|------------|
| 9. kitchen   | 12. family | 15. gallon | 18. ago    |
| 10. river    | 13. melon  | 16. dollar | 19. open   |
| 11. surprise | 14. sugar  | 17. nickel | 20. canyon |



**Home Activity** Your child identified and wrote words that contain the vowel sound called schwa, heard in unaccented syllables such as *about*, *taken*, *pencil*, *lemon*, and *circus*. Help your child write sentences with words that have this sound. Ask your child to read each sentence and identify the letter that stands for the schwa sound.

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# Maps

**Maps** are drawings of places that show cities, states, and countries. Maps can show the location of landforms, bodies of water, and other important places.

**Directions** Look at the map of China. Then answer the questions.



1. What are two countries that border China?  
\_\_\_\_\_
2. Which river is located in southern China?  
\_\_\_\_\_
3. The Great Wall runs along the border of which region?  
\_\_\_\_\_
4. The capital of China is located close to which body of water?  
\_\_\_\_\_
5. Is Tibet a country, or is it part of China? How can you tell?  
\_\_\_\_\_



**Home Activity** Your child answered questions about a map of China. Together, look at maps of different countries. Find countries that are divided into states, provinces, regions, and so on. Look for each country's landforms, bodies of water, cities, and the capital.