

Name \_\_\_\_\_

# Family Times

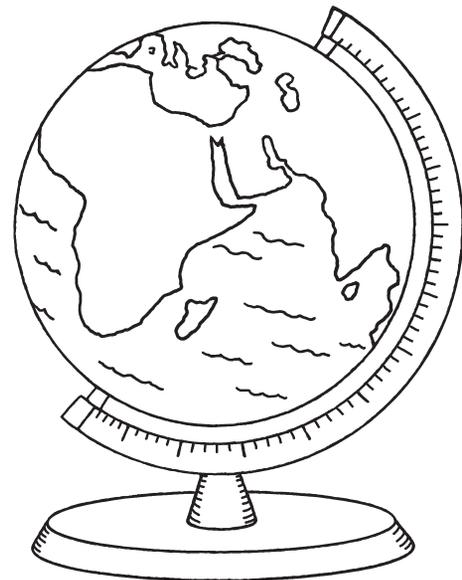
## Summary

### ***How My Family Lives in America***

This selection shares the stories of three children who live in New York City with parents who were born outside of the United States. Sanu's father speaks the language of Senegal in West Africa, Eric's dad speaks Spanish, and April's parents both speak Mandarin Chinese. The three children write enthusiastically about the treasures of their heritages.

### **Activity**

**A Family Tree** Pull out a map or atlas of the world and discuss together your family's heritage. In what parts of the world do you have roots? Help your child find those places and relate them to where you now live.



## Comprehension Skill

### **Fact and Opinion**

A statement of **fact** can be proved true or false. A statement of **opinion** gives someone's thoughts or feelings about something. Words that express feelings are clues to an opinion.

### **Activity**

**Fact or Opinion?** Play a game where you take turns offering statements of fact or opinion. Challenge the other players to correctly identify the type of statement made.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *How My Family Lives in America*. Practice using these words.

### Vocabulary Words

**admire** respect

**custom** an old or popular way of doing things

**famous** very well-known

**mention** speak about or refer to

**overnight** during or through the night

**popular** liked or accepted by many people

**public** of or for everyone; belonging to the people

**twist** a braid formed by weaving together three or more strands of hair, ribbon, or yarn

## Grammar

### Adjectives That Compare

We often use adjectives to make comparisons. To compare two people, places, groups, or things, you usually add *-er* to an adjective. These are called **comparative adjectives**. To compare three or more people, places, groups, or things, you usually add *-est*. These are called **superlative adjectives**.

### Activity

**Sooo Big!** The first player thinks of an adjective and uses it in a sentence. The next player must use the comparative form of that adjective in a sentence. The third player must use the superlative form of that adjective in a sentence. Players take turns thinking of the first adjective and sentence.

Adjective	Comparative Adjective	Superlative Adjective
smart	smarter	smartest
light	lighter	lightest

## Practice Tested Spelling Words

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

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## Fact and Opinion • Text Structure

- A **statement of fact** tells something that can be proved true or false. You can prove it true or false by reading, observing, or asking an expert.
- A **statement of opinion** tells ideas or feelings. It cannot be proved true or false.

**Directions** Read the following passage and use the information to complete the facts and opinions chart below.

I think any time you want cookies, you should make them yourself. It's fun to bake cookies, and ones you make yourself always taste better. My friend Carmen doesn't agree with me, though. When she wants a cookie, she doesn't want to spend time making it. She wants to open a package and pull one out.

I think packaged cookies taste okay. You can buy almost any kind you want. They're convenient. But homemade cookies make the whole house smell good. You can eat them when they're warm. And you can feel good that you made something by yourself!

**Directions** Write the statements of fact from the passage in the left column. Write the statements of opinion in the right column.

Facts	Opinions
1.	4.
2.	5.
3.	6.

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**Home Activity** Your child learned about the difference between statements of fact and statements of opinion. Ask your child to tell you about something he or she did in school. Write down some of the statements. Then go back over the statements with your child and ask him or her to tell you if they are statements of fact or statements of opinion.

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# Vocabulary

## Check the Words You Know

- |             |               |
|-------------|---------------|
| ___ famous  | ___ overnight |
| ___ mention | ___ twist     |
| ___ admire  | ___ popular   |
| ___ custom  | ___ public    |



**Directions** Write the meaning of the underlined word on the line.

1. This Saturday, I will stay overnight at my friend's house.

\_\_\_\_\_

2. Reading is the most popular subject in the survey.

\_\_\_\_\_

3. I like to swim in the public pool that is near the park.

\_\_\_\_\_

4. It is my family's custom to invite friends and relatives over for dinner.

\_\_\_\_\_

**Directions** Write a word from the box that fits the meaning of the sentence.

5. We watched the \_\_\_\_\_ singer on TV last night.

6. Please don't \_\_\_\_\_ my surprise to anyone.

7. I \_\_\_\_\_ my hair into a braid and then tie a ribbon on it.

8. People \_\_\_\_\_ those who are always honest.

## Write a Friendly Letter

On a separate sheet of paper, write a letter to someone from another country. Ask about his or her life in that country. Use as many vocabulary words as possible.



**Home Activity** Your child identified and used words from *How My Family Lives in America*. Read a story or article about immigrants coming to America. Discuss the story, using this week's vocabulary words.

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## Vocabulary • Context Clues

- Sometimes you come across words you don't know. The author may use an **antonym** in the sentence to give you a clue about the unfamiliar word. An **antonym** is a word with the opposite meaning.
- Look for **antonyms** in sentences to help you figure out the word's meaning.

**Directions** A word is underlined in one sentence. Circle the antonym of the word in the other sentence. Then write the meaning of the underlined word on the line.

1. Today I am an unknown singer. But one day I will be famous.

\_\_\_\_\_

2. I like to wear my hair in a twist. My friend Meg keeps her hair straight.

\_\_\_\_\_

3. Our school has a private book collection. I usually visit the public library.

\_\_\_\_\_

4. James thinks mystery books are interesting. I think they are dull.

\_\_\_\_\_

5. I thought learning English would be easy. But it turned out to be quite difficult.

\_\_\_\_\_

6. After dinner I must finish my homework. Then I can start my project.

\_\_\_\_\_

7. The plant looks ordinary when it begins growing. When it flowers, it looks special.

\_\_\_\_\_

8. I enjoy playing and running outside. I dislike when it rains.

\_\_\_\_\_



**Home Activity** Your child used antonyms and context clues to find the meaning of unfamiliar words. Read a book with your child. Encourage your child to look for antonyms that help to determine the meaning of unfamiliar words.

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# Compare and Contrast

- When you **compare and contrast** two or more things, you tell how they are alike and different.
- Some **clue words** that signal that things might be the same are *like, same, both, also,* and *as well as*.
- Some **clue words** that signal differences are *but, however, different,* and *instead of*.

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

<p><b>T</b>hree languages are spoken most in the world. They are Chinese, English, and Spanish. Almost one billion people in the world speak Chinese. That is more than any other language. The number of people who speak English and Spanish are almost the same. When you write English and Spanish, you use the same letters. Some of the sounds are different, however.</p>	<p>When you write Chinese, you use symbols. Some of the symbols mean sounds. Some of the symbols mean words. And some of the symbols mean whole ideas. It's easier to learn a language when people in your family speak it. Then you hear it all the time. What languages do the people in your family speak?</p>
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1. Which languages are being compared?

\_\_\_\_\_

2. Which language uses symbols?

\_\_\_\_\_

3. Which languages use the same letters?

\_\_\_\_\_

4. What three things do Chinese symbols stand for?

\_\_\_\_\_

5. Which language do you think would be hardest to learn? Why?

\_\_\_\_\_



**Home Activity** Your child learned about telling how two or more things are alike and different. Ask your child to make two drawings of a favorite family event. Have him or her tell you what is alike and different about the drawings.

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## Fact and Opinion • Text Structure

- A **statement of fact** tells something that can be proved true or false. You can prove it true or false by reading, observing, or asking an expert.
- A **statement of opinion** tells ideas or feelings. It cannot be proved true or false.

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

**P**uerto Rico is a beautiful country. It was settled by the Spanish a long time ago. Other countries wanted to rule Puerto Rico, but the Puerto Ricans fought them.

After the Spanish-American War, Spain gave Puerto Rico to the United States, and it became a territory of the United States. A territory is land whose rulers are a distant government. People who live in Puerto Rico are U.S. citizens.

They have most of the same rights, but they cannot vote in national elections even if they serve in the U.S. military.

Some think Puerto Rico should become the 51st state. Others think it should stay just the way it is. And still others think it should become free of the United States. But no matter how things turn out, you should try to visit Puerto Rico. I'm sure you'll have a great time!

1. Is it possible to prove the first sentence in the passage? Why or why not?  
\_\_\_\_\_
2. Is it possible to prove the second sentence in the passage? How might you prove or disprove it?  
\_\_\_\_\_
3. What might be a good title for this passage?  
\_\_\_\_\_
4. Write one statement of fact and one statement of opinion about the town in which you live.  
\_\_\_\_\_
5. How do you know the order in which different countries ruled Puerto Rico?  
\_\_\_\_\_

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**Home Activity** Your child learned about the difference between statements of fact and statements of opinion. At your next mealtime, have your child make three statements of fact and three statements of opinion about what you are eating. Have him or her say why or how each statement can or cannot be proved.

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# Fact and Opinion

- A **statement of fact** tells something that can be proved true or false. You can prove it true or false by reading, observing, or asking an expert.
- A **statement of opinion** tells ideas or feelings. It cannot be proved true or false.

**Directions** Read the following passage and use the information to complete the facts and opinions chart below.

<p><b>M</b>y name is Ishai. I just came to America with my mother and father. In Israel, I lived in a kibbutz. In America, I live in a large city. Just my family lives in our apartment. In Israel, all of the children lived together in the kibbutz. They were like my brothers and sisters. I miss them, but I like living in our apartment too.</p>	<p>I think my daddy likes his new job. He smiles a lot now when he comes home. He tells us funny stories in Hebrew. That's what we spoke in the kibbutz. I tell him that we are in America now. Then he laughs and tries to tell the story in English.</p>
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**Directions** Write the statements of fact from the passage in the left column. Write the statements of opinion in the right column.

Facts	Opinions
1.	4.
2.	5.
3.	6.

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**Home Activity** Your child learned about the difference between statements of fact and statements of opinion. Read a book together. Point to simple sentences and ask your child to tell you if they are statements of fact or statements of opinion.

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## Homophones

**Directions** Choose the word that best matches each definition. Write the word on the line.

- |       |                             |        |       |
|-------|-----------------------------|--------|-------|
| _____ | 1. a small room in a prison | sell   | cell  |
| _____ | 2. to record on paper       | right  | write |
| _____ | 3. 60 minutes               | hour   | our   |
| _____ | 4. not strong               | weak   | week  |
| _____ | 5. a period of darkness     | knight | night |
| _____ | 6. swallowed                | ate    | eight |
| _____ | 7. a story                  | tail   | tale  |
| _____ | 8. also                     | to     | too   |

**Directions** Choose the best word to complete each sentence. Write the word on the line.

- \_\_\_\_\_ 9. My aunt (cent/sent) us a letter.
- \_\_\_\_\_ 10. I did not hear/here you.
- \_\_\_\_\_ 11. The letter said my aunt would (meat/meet) us at the airport.
- \_\_\_\_\_ 12. Our (plain/plane) arrived late.
- \_\_\_\_\_ 13. We looked everywhere and did not (sea/see) my aunt.
- \_\_\_\_\_ 14. Finally (eye/I) spotted her near the baggage claim area.
- \_\_\_\_\_ 15. Then we (knew/new) everything would be fine in our new country.

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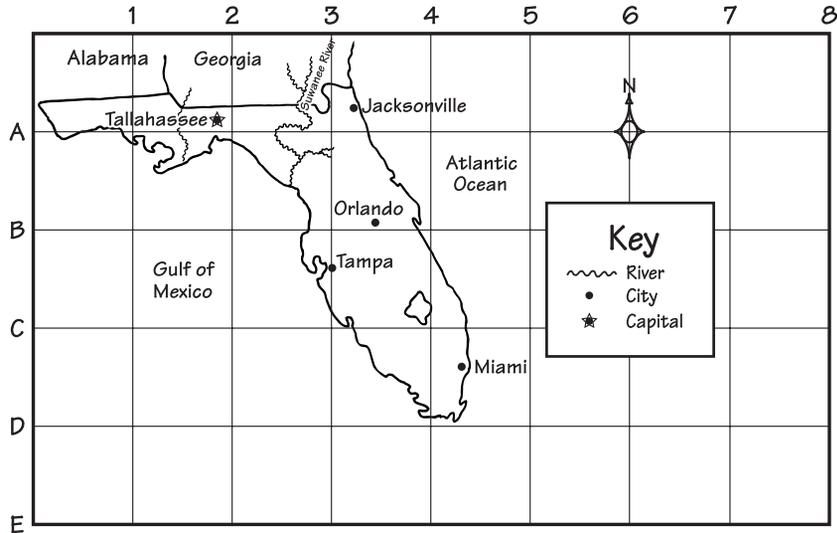
**Home Activity** Your child identified and wrote homophones—words that sound the same but have different meanings and spellings. Work with your child to make a list of other homophones, such as *for/four*, *heard/herd*, *sail/sale*, and *one/won*. Take turns writing sentences that correctly use each homophone.

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# Maps

**Maps** are drawings of places that show cities, states, and countries. Some maps show roads. Other maps show hills, mountains, and bodies of water. **Symbols** show the location of different places.

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



1. Florida is located between which two bodies of water?  
\_\_\_\_\_
2. What is the state capital of Florida? What number and letter tell the location of the capital?  
\_\_\_\_\_
3. Which two states border Florida?  
\_\_\_\_\_
4. What river is shown on the map?  
\_\_\_\_\_
5. Would you use this map to find the road routes you would follow to drive from Tampa to Orlando? Explain.  
\_\_\_\_\_

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**Home Activity** Your child answered questions about a simple state map. Look at a map of your own state with your child. Locate places you have visited. Point out major rivers, lakes, mountains, or any appropriate landmark. If possible, identify the bordering states.