

Name _____

Compare and Contrast • Predict

- To **compare** and **contrast**, tell how two or more things are alike and different.
- **Clue words** that signal differences include *but*, *however*, and *instead*.
- Active readers **predict** what might happen next based on what they have read.

Directions Read the following passage. Answer the questions.

Fong and his family were traveling in Senegal for the summer. On their first night, they had dinner at a friend's house. Instead of a table and chairs, everyone sat on the floor around the edges of a big blanket. Out came a large bowl of food.

Fong watched as the dinner guests ate from the bowl of food with their hands. Rather than taking food onto a plate like they did at home, the guests ate from the part of the bowl that faced them. The food smelled delicious.

1. What is being compared and contrasted?

2. How is dinner in West Africa different from dinner at Fong's house?

3. What do both ways of eating dinner have in common?

4. Which clue words told you that two things were being compared and contrasted?

5. Predict whether Fong will eat the dinner. Use details to support your answer.

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Home Activity Your child learned about telling how two or more things are alike and different. Choose two objects in your home, such as a chair and a bed. Ask your child to describe how they are similar and different.

Name _____

Vocabulary

Directions Write the word on the line that fits the meaning of the sentence.



Check the Words You Know

- | | |
|------------------|--------------|
| ___ festival | ___ rhythm |
| ___ paces | ___ graceful |
| ___ pale | ___ cotton |
| ___ handkerchief | ___ snug |

1. Every New Year, my neighborhood has a _____ with fireworks.
2. One song had a great _____, so everyone danced.
3. The dancer moved her arms in _____ curves.
4. I pull the covers up to my chin, and then I feel _____ in bed.
5. In summer, I wear cool _____ T-shirts.

Directions Match the word with its meaning. Draw a line from the word to its definition.

- | | |
|-----------------|--|
| 6. paces | piece of cloth for wiping one's nose or face |
| 7. pale | wrapped up; warm and cozy |
| 8. handkerchief | walks; steps |
| 9. cotton | having very little color |
| 10. snug | material made from a plant |

Write a Description

On a separate sheet of paper, describe a costume that you would like to wear on a special occasion. Use as many vocabulary words as possible.



Home Activity Your child identified and used words from *Suki's Kimono*. Read a story about Japan together. Encourage your child to discuss the article or story using this week's vocabulary words.

Name _____

Vocabulary • Context Clues

- Sometimes you may come across a word you don't know. There may be another word in the sentence that has the same meaning. These words are called **synonyms**, and they can help you figure out the meaning of a word.
- Look for **synonyms** to help you figure out the meaning of unfamiliar words.

Directions Circle the synonym for the underlined word. Then write the meaning of the underlined word on the line.

1. The festival was held as a celebration of the city's anniversary.

2. You grab the baseball, and I'll snatch the glove from my locker.

3. José walked three paces in front of me, but Jim walked several steps behind.

4. I feel so warm and snug inside my sleeping bag.

5. I am happy to tell you that I'm pleased with your school work.

6. The flag flutters and waves in the wind.

7. It is not kind to laugh at people, so please stop giggling.

8. If it is chilly outside, wear a hat so you won't get cold.

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Home Activity Your child used synonyms and context clues to find the meaning of unfamiliar words. Read a story or folktale with your child. Encourage your child to identify unfamiliar words by looking for synonyms within the text.

Name _____

Generalize

You can make **general statements** about what you have read that tell how things are mostly or all alike. As you read, look for examples. Ask yourself what they have in common.

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

Nathan needed a job. He was in such a hurry that he didn't notice his shirt had a hole in the sleeve. He also forgot to comb his hair.

The first place he went was a gas station. The owner there wouldn't hire Nathan. He thought that a lot of people with holes in their clothes looked sloppy, so they'd do sloppy work. Next, Nathan

tried the grocery store. The grocer thought anyone with messy hair would do a messy job. He didn't hire Nathan either.

So Nathan went home. He put on a new shirt and combed his hair. Then he went to the hardware store and asked the owner for a job. The owner thought that people who looked neat like Nathan were honest, hard working people. Nathan got the job.

1. What could you say about Nathan?

2. What could you say about the people who wouldn't give Nathan a job?

3. Were the store owners' beliefs correct or not? Why or why not?

4. Which words are clues that a generalization is being made?

5. What generalization did the person who hired Nathan make about him? How was this like the other generalizations that were made about him?



Home Activity Your child read a story and used its details to review making generalizations. Read a story together that includes a number of characters. After reading, ask your child to make some generalizations about the characters in the story.

Name _____

Compare and Contrast • Predict

- When you **compare** and **contrast** two or more things, you tell how they are alike and different.
- Some clue words that signal 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.

Lucy's family couldn't buy her a new band outfit for the concert. Lucy had to wear her best clothes instead. She was very self-conscious. The rest of the band was staring at Lucy. She felt like a bug under a microscope.

But when Lucy began to play her solo, she forgot about everything else. Nothing mattered to her except the sound of her playing. No one noticed that she was dressed differently. Instead of her clothes, everyone noticed her beautiful music.

1. How was Lucy dressed differently from the other members of the band?

2. What did Lucy compare herself to?

3. Which words told you that comparisons or contrasts were being made?

4. What did you predict about Lucy's solo?

5. How do you think Lucy felt after her solo?

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Home Activity Your child learned about telling how two or more things are alike and different. Read two stories with your child. Ask how the stories are alike and how they are different.

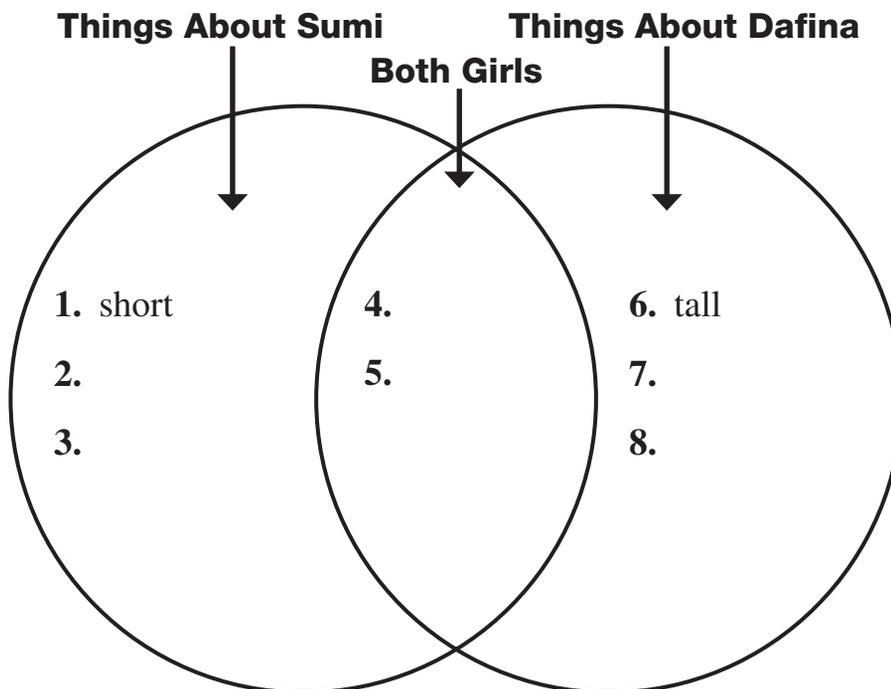
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Compare and Contrast

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Directions Read the following passage. Then complete the diagram below by filling in the blank lines.

<p>Sumi had black hair. Dafina's hair was black too. But instead of being straight, Dafina's hair was curly. She complained that it was too curly and hard to brush. Sumi's hair was as straight as a stick. She disliked it and said she'd rather have curly hair. Sumi had green eyes.</p>	<p>Dafina's eyes were dark brown. They were as dark as coffee without cream in it. Sumi was short like her mom. Dafina was tall like her dad. Even though the girls were very different in some ways, they were still best friends.</p>
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Home Activity Your child learned about telling how two or more things are alike and different. Find two items to compare. Have your child tell you how the items are alike and different.

Name _____

V/V Syllable Pattern

Directions Circle the word with two vowels together where each vowel has a separate vowel sound. Then underline the letters that stand for the two different vowel sounds.

1. clean paint patio
2. audio faith search
3. greed journal rodeo
4. either medium southern
5. beach pound pioneer
6. duo poison waiter
7. grain group stadium
8. mean freeze video

Directions Read the paragraph. Circle all the underlined words with two vowels together where each vowel has a separate vowel sound. Write the words on the lines below.

Marie was eager to create a new song. She thought she had an idea for a tune. She tried it on the piano. Then she wrote a part for the violin. She liked the way it sounded. Marie invited three friends to go to the studio with her. Her friends were singers. Marie explained the music. The trio made a stereo recording. Someday you might even hear it on the radio.

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

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Home Activity Your child identified and wrote words in which two vowels together each stand for a separate vowel sound, as in *stereo* and *stadium*. Ask your child to read the words aloud from the page above. Have your child name the long vowel sounds in each word.

Name _____

Evaluate and Draw Conclusions

Evaluating information means deciding if a source is reliable. To be reliable, it must be factual, complete, and up-to-date. To **draw conclusions**, think about what you learned from the source and tell what it means or shows.

Directions Read this section from a nonfiction book called *Festivals Around the World*. Then answer the questions below.

Chinese New Year

Since ancient times, Chinese people have been celebrating the start of the new year. In China, this event is known as the Spring Festival. It celebrates the beginning of a new growing season.

The party begins on New Year's Eve. After a family dinner, most people stay up until midnight. At that time, firecrackers are lit. A parade of dancers and drummers marches through the streets. At the front is a large cloth dragon chasing a ball that represents the sun. This festival takes place in China and in cities around the world where Chinese people live.

1. Why is this a reliable source for information about the Chinese New Year?

2. Do you think this information is up-to-date? Explain.

3. What kind of information does this passage tell about the Chinese New Year?

4. Is this an important Chinese festival? Explain.



Home Activity Your child evaluated the information in a passage and used it to draw conclusions. Ask your child to explain why some sources are more reliable than others.