

Name _____

Family Times

Summary

Frindle

Fifth grade language arts teacher, Mrs. Granger, is known around the school as a tough teacher. On the first day of class, a student named Nick tries to trick Mrs. Granger into not giving the students homework. Unfortunately, not only does Nick get homework but he receives an extra assignment for his behavior in the classroom.

Activity

Word Laboratory Unlike Mrs. Granger, Nick was not a big fan of using the dictionary. With a family member, make up your own unique words by combining two words you know. Write them down in a booklet made out of two pieces of paper folded in half.



pupkiss: smudge a dog's nose makes on a window

Comprehension Skill

Plot and Character

The **plot** is what happens in a story. **Characters** are the people or animals in a story. Characters show you what they are like by what they say and do and how they treat each other.

Activity

Family Stories Make up an adventure story involving yourself or someone you know and tell it to a member of your family. Try to make the story full of action, and make sure to describe the main character with details you know about the person in real life.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Frindle*. Practice using these words.

Vocabulary Words

acquainted made aware; informed

assignment something assigned, especially a piece of work to be done

essential absolutely necessary; very important

expanded made larger; increased in size

guaranteed something that made certain that something would happen as a result

procedures methods of doing things

reputation what people think and say the character of someone or something is

worshipped paid great honor and reverence to

Grammar

Four Kinds of Sentences

Sentences can be classified in four different ways. **Declarative** sentences tell something and end with a period.

For example: I forgot to eat breakfast this morning. **Interrogative** sentences ask something and end in a question mark.

For example: Would you like something to eat? **Imperative** sentences give a command or make a request and end with a period.

For example: Sit down and I'll make a sandwich. **Exclamatory** sentences express strong feelings and often end with an exclamation mark.

For example: I'm starving!

Activity

What Did You Say? With a family member, cut up eight strips of paper. Write *I say* on two strips, *I ask* on two strips, *I command* on two strips, and *I believe* on two strips. Put the strips in a hat, pick one out of the hat. Make up a sentence that goes with the words on the strip of paper you picked. Say it out loud. Take turns picking out strips one at a time. Your sentences can be as funny or silly as you like.

Practice Tested Spelling Words

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

Name _____

Plot and Character

- The **plot** is the pattern of events in a story.
- A plot includes (1) a problem or **conflict**, (2) **rising action**, as the conflict builds, (3) a **climax**, when the problem or conflict is faced, and (4) a **resolution**, when the problem or conflict is solved.

Directions Read the following passage. Then complete the diagram by filling in the elements of the story.

Julia was worried about the school fundraiser. She was one of the organizers, but it didn't seem that much had been organized. She spent Saturday afternoon helping the other volunteers make signs, set up tables in the gym, and hang decorations. Suddenly, she realized

that they had forgotten an important part of the fundraiser: the bake sale! Nobody had baked anything yet. Julia called seven of her friends and got them to agree to bake things for the sale. She took a deep breath. Maybe the fundraiser would be a success, after all.

Problem or Conflict

1.

Rising Action

2.

Rising Action

The volunteers set up tables.

Rising Action

3.

Climax

4.

Resolution

5.



Home Activity Your child analyzed the plot of a short passage. Discuss a story with your child and identify its problem or conflict, rising action, climax, and resolution.

Name _____

Vocabulary

Directions Choose the word from the box that best matches each definition. Write the word on the line shown to the left.

- _____ 1. paid great honor or reverence to
- _____ 2. methods of doing things
- _____ 3. made larger
- _____ 4. absolutely necessary
- _____ 5. what people think or say the character of someone is

Check the Words You Know

___acquainted
___assignment
___essential
___expanded
___guaranteed
___procedures
___reputation
___worshipped

Directions Choose the word from the box that best completes the sentences below. Write the word on the line shown to the left.

- _____ 6. He _____ that his plan would be a success.
- _____ 7. Her excellent _____ was the main reason her teachers trusted her.
- _____ 8. He had a million excuses for why he didn't turn in the _____.
- _____ 9. Good music is an _____ part of any dance party.
- _____ 10. I got _____ with my new teammates while we waited for practice to start.

Write an Advertisement

Pretend you own a company. On a separate sheet of paper, write a script for a radio advertisement about your company's new product or service. Use as many vocabulary words from this week as you can.



Home Activity Your child identified and used vocabulary words from the story *Frindle*. Review the definitions of each of the vocabulary words with your child and work together to use the words in sentences.

Name _____

Vocabulary • Word Structure

- A **suffix** is added to the end of a word to change its meaning or the type of word it is. Recognizing suffixes will help you figure out a word's meaning.
- The suffixes *-tion*, *-ation*, and *-ment* all make a word mean "the act or state of ____" or "the result of ____," as in the words *development* or *sensation*. They all turn verbs into nouns.

Directions Read the following passage about meeting new people. Then answer the questions below.

One of my assignments was to try to interview a well-known figure in our town. My teacher told us to always keep an open mind when meeting new people. She said that this was the most important instruction she could give us. Sometimes, she said, a person's reputation will come

before them. Other times, a popular person who appears to be worshipped by others simply rubs you the wrong way. I looked forward to the enjoyment I would get from this assignment, so I started on it right away.

1. What part of speech is *reputation*? How do you know?

2. What does *assignment* mean? What is the suffix?

3. How does the suffix change the meaning of the base word in *instruction*?

4. What suffix is added to the word *enjoy*? What does *enjoyment* mean?

5. Write a sentence using the words *reputation* and *assignment*.



Home Activity Your child identified and answered questions about suffixes in a passage. Have your child add different suffixes to words and define the new words.

Name _____

Cause and Effect

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

Jill asked Andy to hold her art project while she ran back to her locker to get an assignment. Andy waited patiently by the door, holding Jill's handmade pottery bowl in both hands. It was really quite pretty, he thought. After about 10 minutes, Andy began to wonder where Jill was. He needed to get home—his family was going out for pizza that night. Andy decided to go back into the school and find Jill.

As he reached out to unlatch the door,

it came blasting open, knocking right into Jill's bowl and sending it toward the ground. Andy quickly dove to the cement and caught the bowl.

Andy stood up. He could see a small chip in the lip of the bowl. Jill was standing at the door, her mouth wide open.

"Sorry," he said.

"Sorry?" said Jill. "That was amazing! Thank you for catching it!"

1. Why did Jill ask Andy to hold her pottery bowl?

2. Why did Andy decide to go back into the school?

3. What happened when Andy got to the door?

4. Why do you think Jill was running to the door?

5. What do you think might have happened if Andy had not caught the bowl? Write your answer on a separate sheet of paper.



Home Activity Your child has read a fictional scene and answered questions about cause and effect. Read a story with your child and discuss examples of cause and effect in the story.

Name _____

Character and Plot

- A **character** is a person or animal that takes part in the events of a story.
- The **plot** is the pattern of events in a story, and includes (1) a problem or **conflict**, (2) **rising action**, as the conflict builds, (3) a **climax**, when the problem or conflict is faced, and (4) a **resolution**, when the problem or conflict is solved.

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

Larry was excited about lunch. For the first time, he had made his own triple-decker sandwich, just the way he liked it. Plus, his mom had added one of his favorite snacks to the bag. Usually Larry just gobbled up his sandwich at lunch and ran out to the playground. But not today—he was going to take his time.

When the lunch bell rang, he grabbed his bag and rushed to the cafeteria. He was so excited he didn't see the backpack someone had left on the floor. SPLAT! Larry tumbled to the floor, landing flat on his lunch bag. When he took his prized sandwich out, it was flat. But Larry didn't mind—he knew it would still be delicious!

1. Why was Larry excited about lunch?

2. How do you think Larry felt about making his own sandwich?

3. Why was Larry in such a hurry to get to the cafeteria?

4. What about Larry's character makes you think Larry didn't mind what happened to his sandwich?

5. On a separate sheet of paper, describe something that you did for yourself for the first time. How was that experience similar to Larry's?



Home Activity Your child analyzed character elements in a passage and answered questions about them. Tell your child a few things that have happened to you recently. Have your child explain how you probably felt about these events.

Name _____

Plot

- The **plot** is the pattern of events in a story.
- A plot includes (1) a problem or **conflict**, (2) **rising action**, as the conflict builds, (3) a **climax**, when the problem or conflict is faced, and (4) a **resolution**, when the problem or conflict is solved.

Directions Read the following passage. Then complete the diagram by filling in the elements of the passage's plot.

It was the day of the art contest. I was sure my painting of my baby brother would win a prize—if only I could find it. I searched my room. Where had it gone? Suddenly, I heard giggles from the family room. I found my brother drawing all over the painting with markers. I tried to clean

it up, but the marker wouldn't come off.

I almost cried as I carried the painting to school. My painting was ruined, but I entered it in the fair anyway. Imagine my surprise when I read that “Ink-Stained Baby” had won first place!

Problem or Conflict

1. The narrator was hoping _____

Rising Action

The narrator searches for a painting.

Rising Action

2. The narrator discovers _____

Rising Action

3. The narrator tries to _____

Climax

4. _____

Resolution

5. The narrator finds out _____



Home Activity Your child identified plot details in a short passage. Discuss the plot of a favorite book or movie with your child, analyzing how its events lead toward the resolution of the problem or conflict established at the beginning of the story.

Dictionary/Glossary

- A **dictionary** lists words in alphabetical order and gives their meanings, pronunciations, and other helpful information.
 - A **glossary** is a list of important words and their meanings that are used in a book. Glossaries are located at the back of a book.
 - When you see an unfamiliar word, and context clues do not help you figure out its meaning, you can use a dictionary or glossary to learn what it means.
-

Directions Read the dictionary and glossary entries.

Dictionary Entry

rep•u•ta•tion (rep' ye ta' shen) **1.** *n.* what people think and say the character of someone or something is; character in the opinion of others; name; *repute: This store has an excellent reputation for fair dealing.* **2.** good name; good reputation: *Cheating ruined his reputation.* **3.** fame: *an international reputation.*

Glossary Entry

Ice Age *n.* a cold period in which huge ice sheets spread outward from the polar regions, the last one of which lasted from about 1,600,000 to 10,000 B.C. (p. 107)

Name _____

Directions Answer the questions below.

1. In the dictionary entry, what does the initial bold entry for the word *reputation* tell you?

2. In the dictionary entry, what does the representation of the word in parenthesis tell you?

3. Why do you think the dictionary provides sentence examples in the definition of the word?

4. How many definitions does this dictionary list for *reputation*? Which is the most commonly used definition?

5. What does the italicized *n.* stand for in both entries?

6. What two things do you notice are missing from a glossary entry that you find in the dictionary entry?

7. What is the page number listed at the end of the glossary entry for?

8. What information do you get in both a dictionary and glossary entry?

9. If you were reading a book about life in the desert, would you expect to find *Ice Age* in the glossary? Why or why not?

10. If you were reading a story and came across a word you did not know, where would be the first place you would look for a definition—a glossary or a dictionary?



Home Activity Your child learned how to use a dictionary and a glossary. Make a list of all the possible times you might use a dictionary or glossary.

Name _____

Family Times

Summary

Thunder Rose

Thunder Rose is an amazing girl! As a baby she drank milk straight from the cow. Rose constructed a building of iron and wood at age nine, and she could rustle a wild steer with her own hands by twelve. Once, Rose calmed two churning tornadoes with the song her parents sang for her as a baby. All in a day's work for the girl with thunder in her veins.



Activity

The Taller the Better Tall tales use exaggeration to tell the story of impossible events, often because of some superhuman ability of a character. With a family member, make up your own tall tale about someone in your family. Don't hold back—the taller, the better.

Comprehension Skill

Cause and Effect

A **cause** is what makes something happen. An **effect** is what happens as a result of the cause. An effect may have one or more causes. Sometimes authors will use words such as *because* and *so* to show cause and effect.

Activity

The Why of the What Read a story with a family member. After any major event occurs, pause and identify why the event happened. There may be one thing that caused it, or there may be two or more causes.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Thunder Rose*. Practice using these words.

Vocabulary Words

branded marked by burning the skin with a hot iron

constructed fitted together; built

daintily with delicate beauty; freshly and prettily

devastation waste; destruction

lullaby song for singing to a child

pitch thick, black, sticky substance made from tar or turpentine

resourceful good at thinking of ways to do things

thieving stealing

veins blood vessels that carry blood to the heart from all parts of the body

Grammar

Subjects and Predicates

A complete sentence must have a **subject** and a **predicate**. The subject is the word or group of words that tells whom or what the sentence is about. The predicate is the word or group of words that tell something about the subject. *For example: Michael is supposed to go to bed.* “Michael” is the *subject* and “is supposed to go to bed” is the *predicate*. If a sentence does not have one of each, it is not a sentence but a **sentence fragment**.

Activity

Sentence Junction With a family member, have one of you write down six numbered subjects on a piece of paper. They could be words like “I,” “My dog,” etc. Have the other person write down six numbered predicates on a separate sheet of paper. These could be phrases like “stared at my homework,” “do silly things,” etc. Now take turns rolling two numbers on a number cube. Use each pair of numbers to join subjects and predicates from your lists into new sentences. What kinds of inventive sentences can you come up with together?

Practice Tested Spelling Words

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

Name _____

Cause and Effect

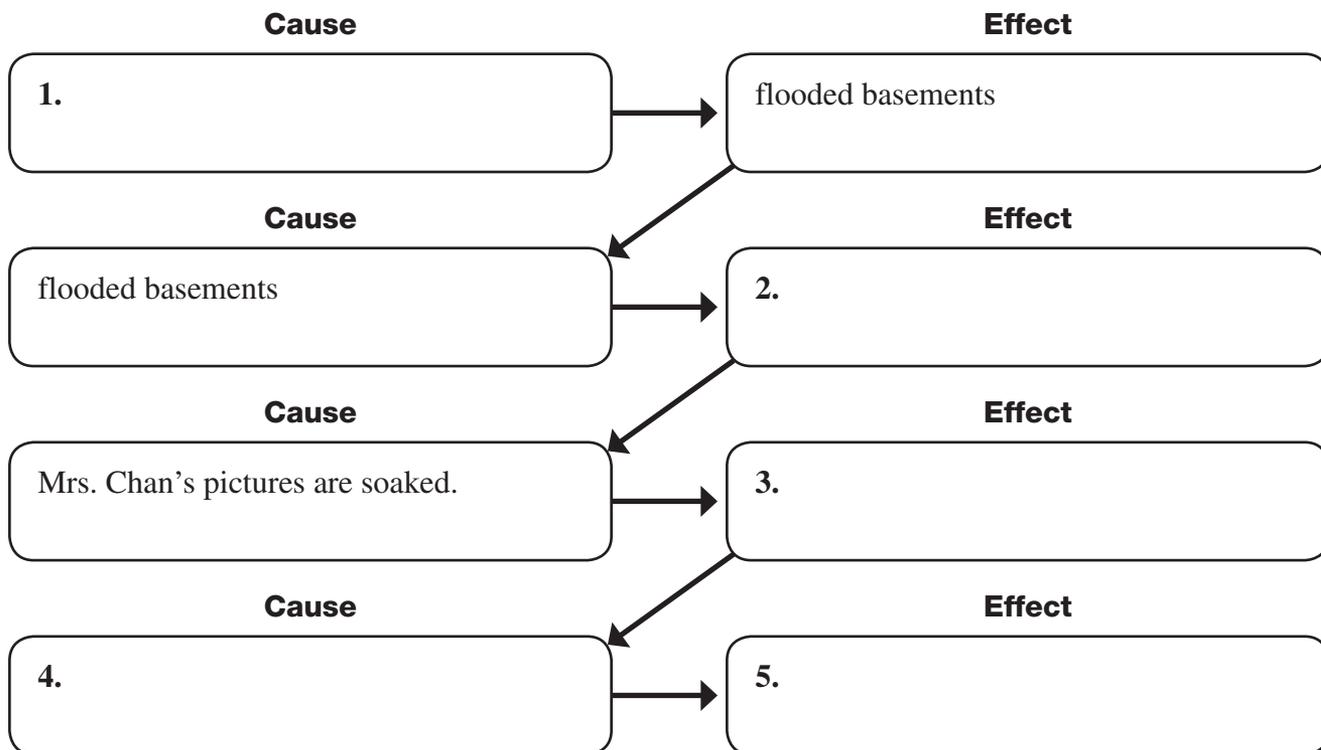
- A **cause** is what makes something happen. An **effect** is what happens as a result of the cause.
- If there are no clue words, ask yourself, “What made this event happen? What happened as a result of this event?”
- An effect may become the cause of another effect.

Directions Read the following passage and complete the diagram below.

By the third day of non-stop rain, no one on our street could keep the water out of their homes. The homes that had basements were hit hardest. Basements were flooded in spite of efforts to pump the water out. Toys, washing machines, and furniture in basements were soaked through completely.

Our neighbor, Mrs. Chan, was so

sad because all her photographs of her grandchildren had been in her basement. Her granddaughter May was my best friend, and I had May’s school picture in my wallet. I wrapped it in a plastic bag, put on my raincoat, and ran to Mrs. Chan’s house. Just as I handed Mrs. Chan May’s picture, a ray of sun peeked out from behind a cloud.



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Home Activity Your child identified causes and effects in a short passage. While working around the house, have your child explain to you the effects of one of the chores. Then ask your child to figure out if the effect becomes the cause of another effect.

Name _____

Vocabulary

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

- _____ 1. blood vessels that carry blood to the heart from all parts of the body
- _____ 2. song for singing to a child
- _____ 3. stealing
- _____ 4. a thick, black, sticky substance made from tar or turpentine
- _____ 5. fitted together; built

Check the Words You Know

- ___branded
- ___constructed
- ___daintily
- ___devastation
- ___lullaby
- ___pitch
- ___resourceful
- ___thieving
- ___veins

Directions Choose the word from the box that best completes the sentences below. Write the word on the line shown to the left.

- _____ 6. The rancher _____ his cattle with the symbol from his ranch so nobody else could claim them.
- _____ 7. The cracks in the roof were sealed with _____ .
- _____ 8. Grandma and Grandpa danced _____ in time with the music's gentle beat.
- _____ 9. When no one else could think of how to solve the school's litter problem, Marisa impressed the principal with her _____ idea.
- _____ 10. The tornado caused a lot of _____ when it whipped through town and ripped several homes from their foundations.

Write a Friendly Letter

On a separate sheet of paper, write a friendly letter to someone living out of town about an event that happened where you live. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *Thunder Rose*. Work with your child to learn the words and their definitions. Have your child create colorful flash cards to do so.

Name _____

Vocabulary • Context Clues

- **Homonyms** are words that are spelled the same but have different meanings.
- Look for **context clues**—words and sentences around a word—to figure out which meaning is being used in the sentence.

Directions Read the following passage about a hurricane. Then answer the questions below. Look for homonyms as you read.

As Pedro scaled the ladder to the roof, he felt the blood in his veins pumping through his body. He was the first person to get a look at the destruction the hurricane had created. He looked at the roof and reminded himself to bring up a bucket of pitch next time to repair the new cracks. Looking out over the countryside, he saw that many buildings would need to be constructed again. He started gathering

broken branches to pitch down to the ground below. Then he paused and took a deep breath, thinking about what this disaster had done to his community. He knew that none of his neighbors would have to pitch tents and live in their yards while repairs were made to their homes. The people of his town would help each other find shelter, and everyone would be fine.

1. *Vein* can mean “a blood vessel” or “a crack in a rock filled with a mineral deposit.” How is it used in the passage? How can you tell?

2. What does *pitch* mean in the third sentence of this passage? What clues help you understand the meaning used in this sentence?

3. What does *pitch* mean in the fifth sentence of this passage? What clues help you understand the meaning used in this sentence?

4. To *scale* something can mean “to climb up something” or “to measure something.” How is it used in this passage? How can you tell?

5. What does *pitch* mean in the second-to-last sentence of this passage? What clues help you understand the meaning used in this sentence?



Home Activity Your child read a short passage and used context clues to understand homonyms, words that are spelled the same but have different meanings. With your child, make a list of homonyms. Challenge your child to make up a sentence using each meaning.

Plot and Character

Directions Read the scene. Then answer the questions below.

Alice was rearranging her collection of glass birds. She'd just added a tiny and fragile glass hummingbird to her collection. Just as she finished, her neighbor Jim stopped by with his dog, a nervous and jumpy cocker spaniel. Jim asked, "Can you feed my dog while I'm away tomorrow?" Before she could answer, the phone rang, and Alice left the room to answer it. As she hung up, a crack of thunder pounded through the air. Alice heard Jim's dog barking frantically and then heard a loud crash! Alice didn't

dare imagine what devastation the dog had caused. The veins in her head throbbed as she returned to the living room. She saw Jim looking guilty with his dog hiding behind his legs. Jim looked up at Alice and said, "I hope I didn't startle you. I was going to the recycling center after I left here. I dropped my bag of bottles when I heard the thunder." Alice turned to look at the display case with her glass birds. Every bird was in its place. Alice told Jim, "No problem. It was quite a noise. By the way, I'd be happy to feed your dog."

1. What was Alice doing at the beginning of the story?

2. What did Alice think had happened when she heard the crash?

3. How did the writer describe the dog? How does the description of the dog fit with what Alice thought happened?

4. How are Jim and his dog described when Alice returns to the living room? How does their behavior fit with what Alice thought happened?

5. On a separate sheet of paper, write a version of this story in which Jim's dog breaks Alice's collection of birds. Try to use what you know about Alice, Jim, and the dog from this passage to help you figure out how they will react.



Home Activity Your child has read a short passage and answered questions about the characters and the plot. Tell your child a story about a family member and have them identify the plot and the characters.

Name _____

Cause and Effect

- A **cause** is what makes something happen. An **effect** is what happens as a result of the cause.
- If there are no clue words, ask yourself, “What made this event happen? What happened as a result of this event?”
- An effect may become the cause of another effect.

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

Walking home, Arthur could hardly see where he was going. The fierce wind whipped the snow around. At least a foot of snow covered the sidewalks. His socks, shoes, and pant legs were soaked, and his hands felt like ice. He knew his dad would be home from work when he got there. He just hoped that there would be some warm cocoa and popcorn waiting.

Finally, he reached his door. As he hurried inside, he could smell cocoa and popcorn. Arthur changed out of his wet clothes and sat down to enjoy his snack with his dad. But the best part of all was the news on television. Because of the bad storm that Arthur had walked through, there would be no school the next day!

1. Why was Arthur unable to see where he was going?

2. What were some of the effects of the snowstorm in the neighborhood?

3. What was an effect of the snowstorm that pleased Arthur?

4. If you had a day off from school because of bad weather, what would you do with it?

5. What was the cause of the last day you had off from school, other than a weekend?



Home Activity Your child read a short passage and answered questions about cause and effect. With your child, write a short story about a hero. Include what caused the person to act heroically and the effects of his or her heroism.

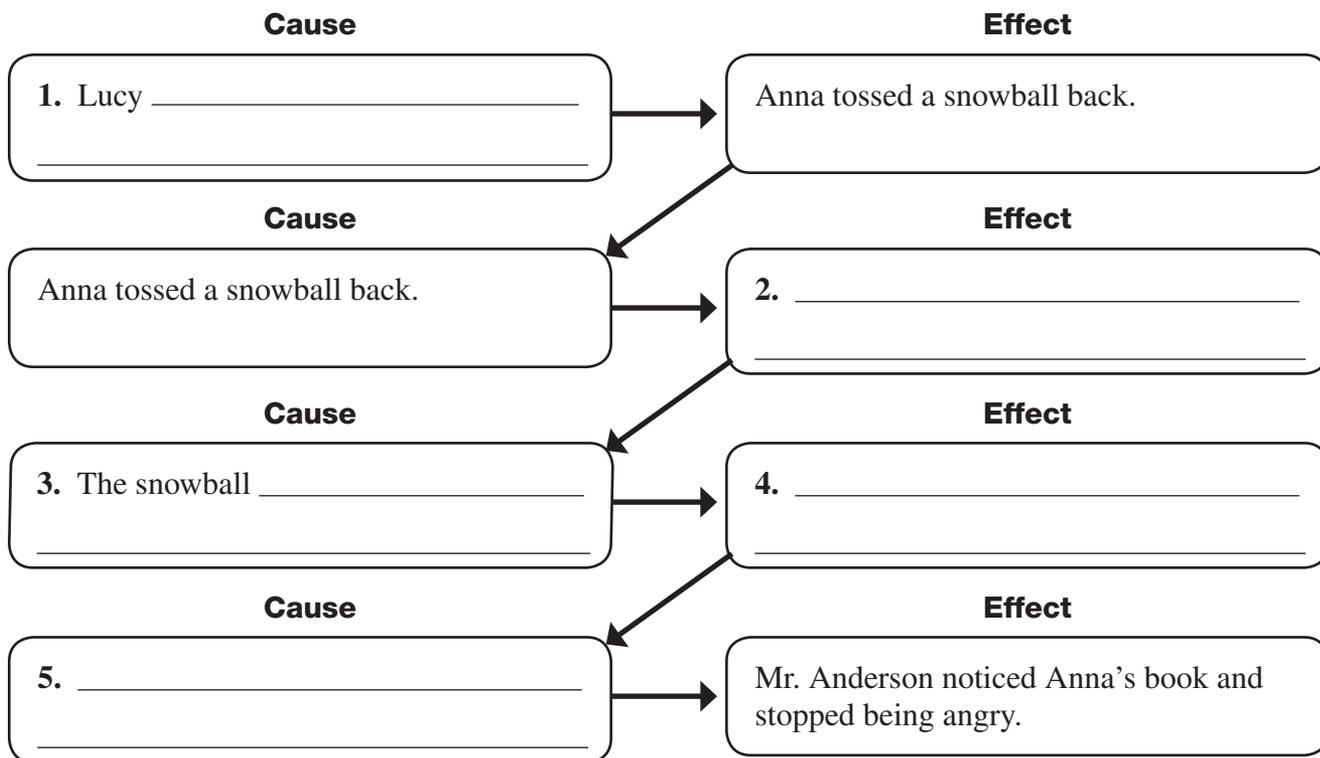
Cause and Effect

- A **cause** is what makes something happen. An **effect** is what happens as a result of the cause.
- If there are no clue words, ask yourself, “What made this event happen? What happened as a result of this event?”
- An effect may become the cause of another effect.

Directions Read the following passage.

Anna wished she hadn't done it. She didn't even like snowball fights. She was just leaving the library with a novel she couldn't wait to read. A bunch of kids from her school came running up the street, laughing and throwing snowballs at one another. Anna knew one of the girls, Lucy, so when Lucy tossed a snowball at Anna, Anna tossed one back. But who knew that Lucy was going to slip on some ice at that exact moment? The snow ball

flew right over Lucy's head and squarely into Mr. Anderson's nose. Anna rushed over to apologize. Mr. Anderson was about to say something angry. But when he saw the book Anna was carrying, he started to smile. "Do you know," he said, "when I was your age that was my favorite book. I hope you enjoy it as much as I did." "I'm sure I will," Anna replied with surprise. "I can't wait to read it!"



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Home Activity Your child read a short passage and identified the causes and effects. Read a short story with your child. Have your child explain to you the effects of one of the story's causes. Then ask your child to figure out if the effect becomes the cause of another effect.

Almanac

An **almanac** is a yearly book that contains calendars, weather information, and dates of holidays. Almanacs also contain charts and tables of current information in subject areas such as populations of cities and nations, and lists of recent prize winners in science, literature, and sports.

Directions Read this almanac entry about the United States Census. Use the information to answer the questions on the next page.

United States Census

Every ten years, the federal government conducts a census, or count, of the number of people who live in the United States. According to the federal Constitution, a census must be completed every ten years to determine the number of representatives each state may send to the U.S. House of Representatives.

The census shows how the populations of cities, regions, and states compare. This data helps government officials decide how and where to spend federal money. Traditionally, a census not only counts the number of citizens, but it also gathers other information, such as:

- the ethnic background of citizens
- the number of adults and children
- the number of employed people and unemployed people
- the income level of citizens and their type of housing

For many decades, the three largest cities have remained New York City, Los Angeles, and Chicago. However, other cities are growing more quickly than any of these three. Many sociologists, economists, and government officials find the growth rates of cities the most interesting information in the census. In recent years, the trend has been for great numbers of people to move from the North to the South—especially to states in the Southwest.

The federal government collects data every year, not just every decade. For instance, the chart below shows data from the 2000 census in one column, but it also includes data collected by the government in 2002. This chart shows the ten fastest growing cities of 100,000 people or more in the United States.

CITY	2000 Population	2002 Population	Numerical Change	Percentage Change
Gilbert, AZ	109,920	135,005	25,085	22.8
North Las Vegas, NV	115,488	135,902	20,414	17.7
Henderson, NV	175,750	206,153	30,403	17.3
Chandler, AZ	176,652	202,016	25,364	14.4
Peoria, AZ	108,685	123,239	14,554	13.4
Irvine, CA	143,072	162,122	19,050	13.3
Rancho Cucamonga, CA	127,743	143,711	15,968	12.5
Chula Vista, CA	173,566	193,919	20,353	11.7
Fontana, CA	128,938	143,607	14,669	11.4
Joliet, IL	106,334	118,423	12,089	11.4

Name _____

1. According to the U.S. Constitution, what is the maximum number of years that can pass between federal censuses?

2. What is the purpose of conducting a federal census, according to the U.S. Constitution?

3. In addition to population, what are two examples of other data a census provides?

4. What types of people consult the federal census?

5. What are the three largest cities in the United States?

6. Which state has the most listings among the fastest-growing cities on the 2002 census?

7. Would an almanac be a good place to find information on why nine of ten fastest-growing U.S. cities are located in the Southwest or West? Why or why not?

8. Which city had the highest numerical increase in population between 2000 and 2002?

9. Why is the city with the highest numerical increase in population not listed first in the chart?

10. Between 2000 and 2002, Los Angeles (population 3,503,532) saw a numerical increase in population of 104,239. Why do you think Los Angeles isn't listed on this chart?



Home Activity Your child learned about the contents of almanacs and analyzed data from an almanac. Together, look up information about your town or area of the country in an almanac. Read about population, weather forecast, historical sites, and so on. Discuss how the information in the almanac helps you better understand your own geographical area.

Name _____

Family Times

Summary

Island of the Blue Dolphins

Karana is an Indian girl stranded alone on an island. While waiting years for a ship to come near and rescue her, she finds inventive ways of living on an island inhabited by wild dogs. She makes a cave house, creates her own tools, finds food, and survives many years on her own.

Activity

Kitchen Foraging With a member of your family, look through your kitchen and try to plan a lunch or dinner for the two of you. But here's the catch: you can't look in the refrigerator, you can only use one utensil, and you're allowed to use only a small amount of water from the sink.

Bon appétit!



Comprehension Skill

Theme and Setting

The **theme** is the underlying meaning of a story. The **setting** is where and when the story takes place. Setting often helps determine how a story's characters think and behave.

Activity

Far Away Pretend you're stranded on a faraway island with a member of your family. Describe what the island looks like, the animals you encounter, the trees and plants you see. What's the first thing you would do there: Find food? Build a shelter? Why did you make the choices you made?

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Island of the Blue Dolphins*. Practice using these words.

Vocabulary Words

gnawed bitten or worn away

headland narrow ridge of high land jutting out into water; promontory

kelp any of various large, tough, brown seaweeds

lair den or resting place of a wild animal

ravine a long, deep, narrow valley eroded by running water

shellfish a water animal with a shell. Oysters, clams, crabs, and lobsters are shellfish.

sinew tendon

Grammar

Independent and Dependent Clauses

A clause is a group of related words that has a subject and a predicate. If a clause makes sense by itself, it is an **independent clause**. If a clause does not make sense by itself, it is a **dependent clause**. *For example:* *Tim had a ticket that he bought with his own money.* “Tim had a ticket” is the *independent clause* because it makes sense by itself. However, “that he bought with his own money” is *dependent* because it does not make sense by itself.

Activity

Clause Connection Create a T-chart on a sheet of paper. Cover the right column and have a family member write five independent clauses in it. Now cover the left column and write five dependent clauses. Then uncover the chart and take turns creating new sentences by combining an independent clause from the table with one (or more) dependent clauses.

Practice Tested Spelling Words

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

Name _____

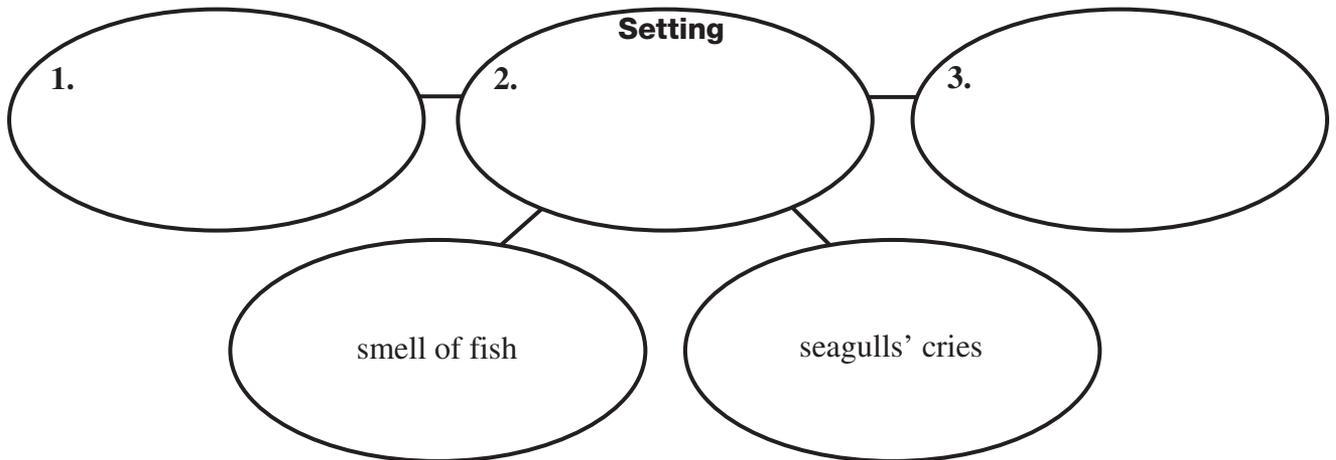
Theme and Setting

- The **theme** is the underlying meaning of a story. It is often not stated. You can figure out a theme from events and other evidence in the story.
- The **setting** is where and when the story takes place. Writers use details, such as sights and sounds, to describe it.

Directions Read the following passage. Then complete the diagram with the sights, sounds, smells, or feelings expressed in the passage.

I love to go to the beach in the summer, because a beach can excite the senses. I might hear the roaring waves or the squawk of seagulls. I might feel the gritty warmth of the sand underfoot. Even the mix of odors on the breeze—an airy freshness with a hint of rotting fish—can

stay with me long after I've left the water's edge. When I look out toward the vast horizon over the water, I feel as free as the birds darting and diving above my head, and as small as the grains of sand blowing across my toes.



4. What is the theme of the passage?

5. Visualize that you are on a beach. On a separate piece of paper, list a few of the sights, sounds, smells, or feelings you included in your scene.

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Home Activity Your child identified the setting and theme in a fictional passage. Sit with your child in a familiar place and identify its sights, sounds, and smells.

Name _____

Vocabulary

Directions Choose a word from the box that best matches each clue. Write the word on the line.

- _____ 1. This is a good place to build a lighthouse.
- _____ 2. Some call it seaweed, others call it this.
- _____ 3. This could be considered a secret hiding spot.
- _____ 4. This is what the rabbit did to the carrot.
- _____ 5. This works with your muscle to help you move.

Check the Words You Know

___gnawed
 ___headland
 ___kelp
 ___lair
 ___ravine
 ___shellfish
 ___sinew

Directions Choose the word from the box that best completes each sentence. Write the word on the line.

The fox slowly emerged from its 1. _____. Having 2. _____ the last bone from an earlier meal, the fox headed down the hill toward the 3. _____ in search of more food. While foxes will occasionally eat 4. _____, they much prefer the 5. _____ and muscle of birds or small mammals.

Write a Letter

On a separate sheet of paper, write a letter you might send off in a bottle if you were stranded on an island. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *Island of the Blue Dolphins*. With your child, work together to tell a story incorporating the vocabulary words. Take turns adding sentences to the story until all the words have been used.

Name _____

Vocabulary • Unfamiliar Words

- When you see an unfamiliar word, use a dictionary or glossary to learn the word's meaning.
- A **dictionary** lists words in alphabetical order and gives their meanings, pronunciations, and other helpful information. A **glossary** is a list of important words and their meanings that are used in a book.

Directions Read the following passage about fishermen. Then answer the questions below. Look up unfamiliar words in a dictionary or glossary.

People who make their living from the ocean need more than good fishing skills. Of course they need to know about what kinds of shellfish live in the area, and how much kelp floats in the waters they fish. But they also need to know about water quality: how brackish is the water? Is it polluted? Knowing which are the best fishing coves and how near the

shore the larger fish travel is essential. We view a coastline from a headland and appreciate its beauty, but a fisherman sees a completely different world. He or she sees a deep-sea ravine, the lair of a myriad of different fish. Many fishing decisions are left to the brain of the person fishing, not his or her luck, muscle, or sinew.

1. What is *kelp*? Why should people who fish for a living know about kelp?

2. How do *shellfish* differ from other fish?

3. If you are standing on a *headland*, where is the water?

4. What is a *lair*? How does it apply to schools of fish?

5. What does *myriad* mean? Would a person who fishes for a living be pleased to see a myriad of fish?



Home Activity Your child identified and used vocabulary words from a passage about fishermen. Read a nonfiction article with your child. Have him or her point out unfamiliar words. Together, look up the words in a dictionary or glossary.

Name _____

Character and Plot

Directions Read the article. Then answer the questions below.

George was lost. He could see the darkening blue sky when he looked up through the dense tree cover. He'd never make it back to base camp in the dark. Darkness was falling fast and the night time sounds of the mountains were growing louder. He knew he'd have to survive out here alone. He had forgotten his emergency kit, too, which only made him angrier at himself. He searched the rocks for a crevice or opening of some kind where he could sleep safely. He had

two granola bars in his pack, and he'd been drinking his water sparingly. Every new rustle he heard put him on edge. Bears ruled these mountains, and he didn't want to meet one at night. He found a small opening at the base of a large rock formation. He eased himself into the space slowly, squinting and listening as hard as he could. When he was completely inside, he stood up. Inside the cave, everything seemed quiet and safe.

1. Why does George have to sleep overnight in the mountains?

2. Why is George angry with himself?

3. Why does George look for a safe place to sleep for the night?

4. The night sounds put George on edge. What might he be imagining?

5. On a separate sheet of paper, describe the resolution to George's problem. What do you think will happen next?



Home Activity Your child has read a fictional passage and answered questions about the plot and the main character. Have your child summarize this passage to you. Then ask your child to explain how he or she would feel if stuck in the same situation.

Name _____

Theme and Setting

- The **theme** is the underlying meaning of a story. It is often not stated. You can figure out a theme from events and other evidence in the story.
- The **setting** is where and when the story takes place. Writers use details, such as sights and sounds, to describe it.

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

Jessica had never seen a real Native American village. Standing in the pueblo, she realized that her books hadn't prepared her for what it would be like. Under the pale spring sunshine, the red clay buildings at the center of the pueblo looked so different than the ones she had read about and seen in books back home. But when she entered one of the shops, it looked very familiar. It had the same kind

of display cases, the same food, even the same posters she saw in shops at home.

The lady behind the counter gave Jessica a big smile and said hello. The lady was wearing a t-shirt with the name of the same college Jessica's father attended, the same college Jessica hoped to attend one day. Jessica didn't feel so far away from home anymore.

1. What is the setting of the above passage?

2. Where had Jessica learned about pueblos before her arrival?

3. Why does everything in the store look so familiar to Jessica?

4. What is the underlying theme of this passage?

5. On a separate sheet of paper, write down the visual memories you have of a place you visited for the first time. It could be a new town, someone's home, a new school, etc.



Home Activity Your child answered questions about setting and theme in a fictional passage. Find a family photo that shows a place you have been to and have your child describe the setting in his or her own words. Try to make up a story with your child based on the picture.

Name _____

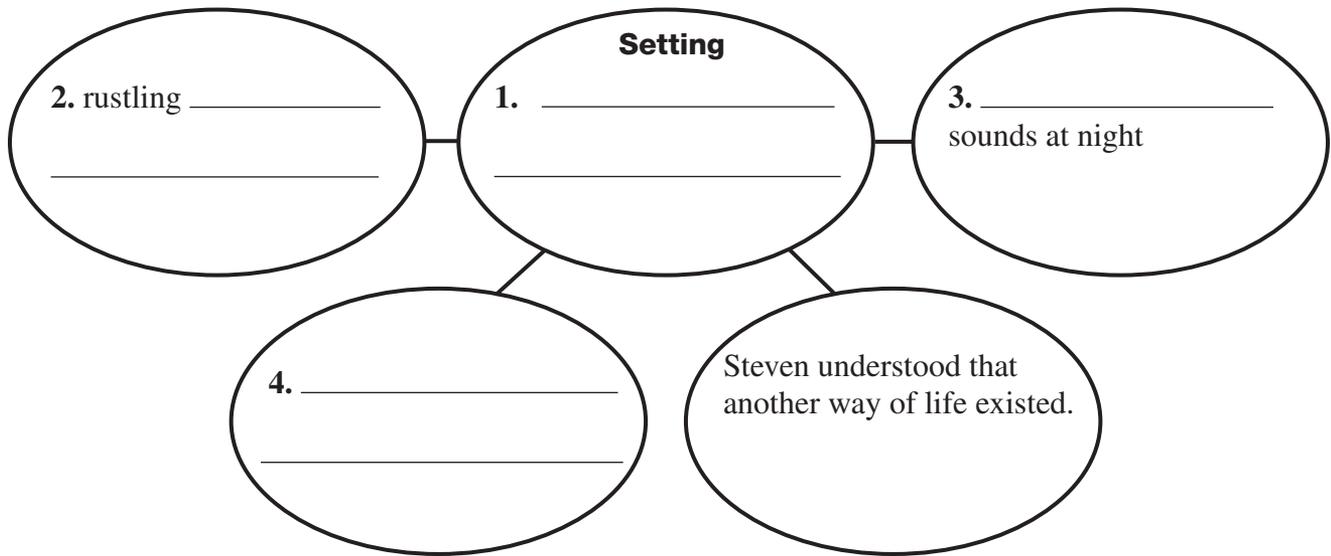
Theme and Setting

- The **theme** is the underlying meaning of a story. It is often not stated. You can figure out a theme from events and other evidence in the story.
- The **setting** is where and when the story takes place. Writers use details, such as sights and sounds, to describe it.

Directions Read the following passage. Fill in the *Setting* circle in the middle, and then write in some of the sights, sounds, and feelings expressed in the passage.

As a child, living on a tropical island was all Steven knew. He climbed rustling palm trees and ate coconuts. He kept colorful lizards as pets. The sounds of the jungle lulled him to sleep at night. As he got older, he understood how much his parents tried to keep in touch with the world they had left behind. Relatives sent books and magazines from the mainland.

His parents even rigged up an Internet connection using a satellite dish. Visitors often came to the island to learn about his mother’s work. Everyone would sit around the rough wooden table and share stories of life back on the mainland. Although he lived far away from the world of airports and subway trains, he understood that another way of life existed.



5. What is the theme of this passage?



Home Activity Your child identified the setting and theme in a fictional passage. Discuss one of your child’s favorite stories with him or her. Have your child describe the story’s setting, major characters, and main conflict.

Name _____

SPQ3R

SPQ3R is an acronym for a set of study skills that can help you when you read any text. It is especially helpful when reading nonfiction. Here's what it means: **Survey:** Look at the title, author name, chapter headings, and illustrations to get an idea of what you are about to read. **Predict:** Imagine what the story you're going to read is about. **Question:** Generate questions you want answered when reading the story. **Read:** Read the story, keeping your predictions and questions in mind. **Recite:** Recite or write down what you learned from reading the story. **Review:** Look back at the story, the predictions you made, the questions you posed, the answers you found in the text, and the information you learned from your reading.

Directions Use SPQ3R in reading the passage and answering the questions that follow.

Hawaii: A Remote State

Hawaii is a group of volcanic islands in the central Pacific Ocean some 2,300 miles west of San Francisco, California. Hawaii became the fiftieth state in the United States in 1959. Because of its location in the ocean, it is an important military location of the U.S. Because it is so beautiful, it is also one of the most popular vacation spots for Americans even though the flight to Hawaii is long.



1. Before you read this passage, what could you tell about the passage by surveying the map?

2. Before you read this passage, what did you predict the passage would be about?

3. What was a question you wanted the passage to answer before you read it?

4. When did Hawaii become a state? What is one of the things that Hawaii is known for?

5. Write down a brief review of what you learned from this passage? In your review, discuss whether your questions were answered and whether your prediction was true.

Name _____

Directions Use SPQ3R in reading the passage and answering the questions that follow.

Assateague Island's Wild Horses

Assateague Island is a 37-mile long barrier island, a thin strip of land that helps to protect Maryland's shoreline. It has been an outpost for the U.S. Coast Guard for nearly 50 years. But what's most unique about the island is the horses which roam freely on the beaches and marshland. While the origin of the horses is unclear, the popular myth claims the horses jumped from a sinking Spanish ship and swam to reach this island. It is more likely the horses were taken to the island by landowners trying not to pay taxes on livestock, perhaps as long ago as the seventeenth century.



1. Before you read this passage, what could you tell about the passage by surveying the illustration?

2. Before you read this passage, what did you predict the passage would be about?

3. Before you read this passage, what questions did you want the passage to answer?

4. What is most unique about Assateague Island?

5. Write down a brief review of what you learned from this passage. In your review, discuss whether your questions were answered and whether your prediction was true.

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Home Activity Your child learned about the SPQ3R study skill and applied it to two nonfiction passages. Have your child explain the study skill to you. Then, with your child, apply it to a newspaper or magazine article.

Name _____

Family Times

Summary

Satchel Paige

Satchel Paige was one of the greatest baseball pitchers that ever lived. Because baseball was segregated, he played in the Negro Leagues. Paige liked traveling the country almost as much as he liked baseball. He could strikeout the best hitters with his crazy pitches and long-legged wind-up. Even when he settled down and started a family, he could not keep away from his first love—baseball.

Activity

Crazy Cards Work with a family member to create baseball-style “trading cards” for members of your family. On one side, draw a picture of a family member that shows a real or imaginary claim to fame—was Grandpa the first person to swim across the Atlantic? Did Aunt Mae eat the most hot dogs in recorded history? On the back, describe your family member and his or her story.



Comprehension Skill

Sequence

Sequence is the order that events happen in a story. When you read, think about what comes first, next, and last. Several events can occur at the same time. Words such as *meanwhile* and *during* give clues that two events are happening at the same time.

Activity

Play-By-Play While a member of your family is doing something (cooking, cleaning, playing), try to narrate every action they take as you might hear a sports announcer do it. Try to describe what they do in the exact order they do it.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Satchel Paige*. Practice using these words.

Vocabulary Words

confidence firm belief in yourself; self-confidence

fastball a pitch thrown at high speed with very little curve

mocking laughing at; making fun of

outfield the three players in the outfield of a baseball field

unique having no like or equal; being the only one of its kind

weakness a weak point; slight fault

windup a swinging movement of the arms while twisting the body just before pitching the ball

Grammar

Compound and Complex Sentences

A **compound sentence** contains two simple sentences joined with a comma and a word such as *and*, *but*, and *or*. *For example: I went to the game, but Juan stayed home.* The comma and the word *but* joins two simple sentences into one compound sentence. On the other hand, a **complex sentence** is made up of a simple sentence and another part. The other part has a subject and verb, but it is a dependent clause, which means it doesn't make sense by itself. *For example: After he finished his homework, Juan came and joined me.* "After he finished his homework" does not make sense by itself—it is an independent clause.

Activity

If, And, or But Work with a family member to create a graphic organizer. Put a simple sentence in a bubble in the center. Take turns adding new bubbles onto the main simple sentence to create compound sentences. See who can make the silliest sentence.

Practice Tested Spelling Words

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

Name _____

Sequence

- **Sequence** is the order in which events happen in a selection. When you read, think about what comes first, next, and last.
- Several events can occur at the same time. Words such as *meanwhile* and *during* give clues that two events are happening at the same time.

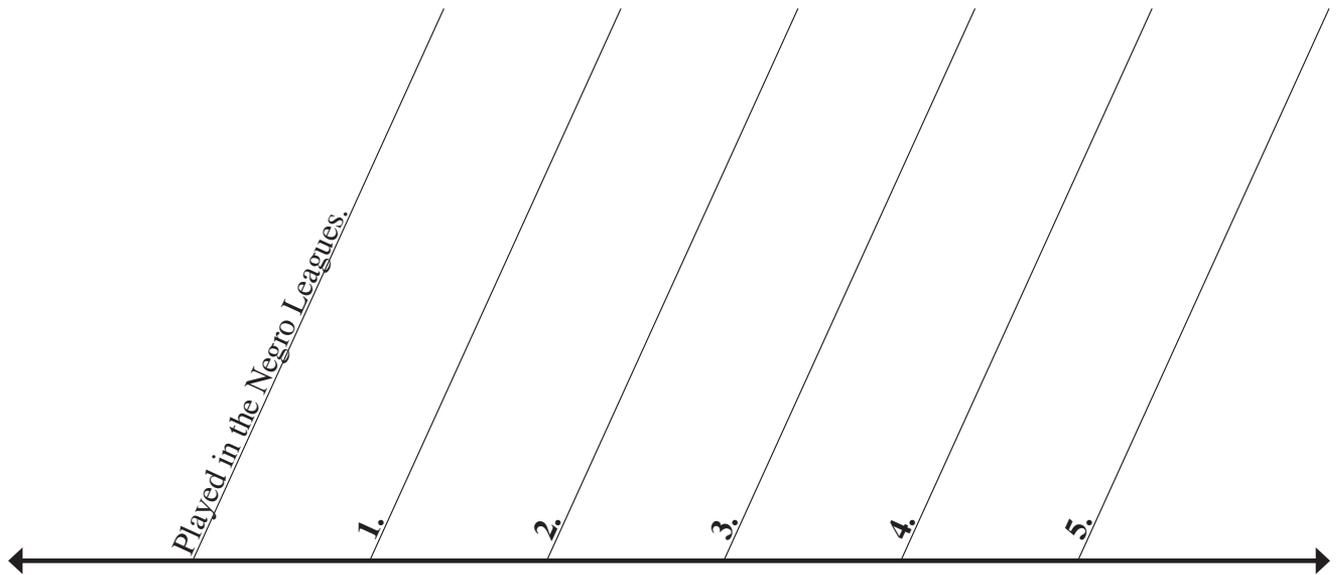
Directions Read the following passage.

Jackie Robinson was the first African American baseball player to play in the modern Major Leagues. He played in the Negro Leagues until 1947 when he was signed to the Brooklyn Dodgers. Despite controversy about Robinson breaking the color barrier, he was an immediate

success. During his first season, he led the National League in stolen bases, and after the season ended he was named Rookie of the Year. During his third season, he won the league's batting title and was later named baseball's Most Valuable Player.

Directions Fill in the time line below with the events from Jackie Robinson's career. List them in the order in which they happened.

Events in Jackie Robinson's Career



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Home Activity Your child read a short passage and identified its sequence of events using a time line. Read a newspaper article about a current event with your child. Have your child put the events in sequence using a time line.

Name _____

Vocabulary

Directions Draw a line to match each word on the left with its definition on the right.

- | | |
|---------------|------------------------------|
| 1. fastball | firm belief in yourself |
| 2. unique | a pitch thrown at high speed |
| 3. weakness | laughing at; making fun of |
| 4. confidence | having no like or equal |
| 5. mocking | a weak point; slight fault |

Check the Words You Know

- ___ confidence
- ___ fastball
- ___ mocking
- ___ outfield
- ___ unique
- ___ weakness
- ___ windup

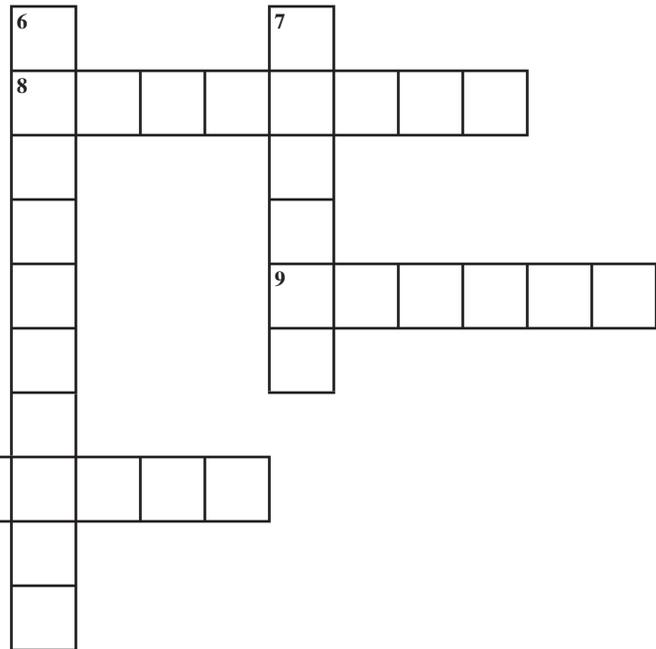
Directions Choose the word from the box to complete each clue and fill in the crossword puzzle.

DOWN

6. We have full _____ in his hitting.
7. Motions the pitcher makes before throwing the ball is called a _____.

ACROSS

8. If the ball is hit out of the diamond, it's in the _____.
9. A standout hitter like Barry Bonds is _____ among players.
10. Running too slowly is a player's major _____.



Write a News Report

On a separate sheet of paper, write a brief television news report about a baseball game, using as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words found in the biographical story *Satchel Paige*. Look in the sports pages of a newspaper and read a description of a sporting event with your child. See if you can identify any of the vocabulary words in the article.

Name _____

Vocabulary • Context Clues

- An **antonym** is a word that means the opposite of another word.
- Look for clue words such as *unlike*, *no*, *but*, and *on the other hand* to identify antonyms.

Directions Read the following passage and look for antonyms as you read. Then answer the questions below.

Pat was the sort of person who could teach herself to sing, play guitar, and tap dance all at the same time. Most people would have doubts about their ability to do such a thing, but Pat had confidence in herself. Her performances always had an unforgettable style. She was also the star pitcher for her baseball team. Her windup was as flashy as her tap dancing, and nobody could hit her fastball.

Her obvious strength was pitching. On the other hand, her weakness was hitting. She frequently swung at the ball, but she seldom hit it past the bases into the outfield. Unlike people who would become discouraged by this weakness, Pat remained undaunted. She kept working to improve her swing. As you can guess, Pat was no ordinary young woman. She was unique!

1. Find the antonym in the passage for *confidence*. How does this antonym help define *confidence*?

2. Find the antonym in the passage for *weakness*. How does this antonym help to define *weakness*?

3. What is the definition of *seldom*? What clues in the passage support your definition?

4. Find the antonym in the passage for *unique*. How does this antonym help to define *unique*?

5. How would you define *undaunted*, based on the passage? What clues support your definition?



Home Activity Your child read a short passage and identified antonyms in the passage. Read a story with your child and look for words he or she does not know. Help your child look for antonyms and see if the antonyms can help determine the meanings of the unknown words.

Compare and Contrast

Directions Read the passage. Then answer the questions below.

In 1999, the U.S. Women's Soccer team won the World Cup. Like the men's team in 1998, the women's team had high hopes of winning the international competition. Unlike the men's team from the year before, the U.S. women's team took first place in the contest. Mia Hamm, the leader of the team, was unlike any women's soccer player before. She became known as one of the greatest athletes, male or female, ever to play the game. Her success, however, was not a

solo effort. On the American World Cup and Olympic teams, she was surrounded by many great players, and Hamm was always eager to praise her teammates. Like so many figures in women's sports, Hamm appreciates how hard it is to gain recognition. Hamm retired from soccer after leading the U.S. Olympic women's soccer team to a gold medal in 2004. For other women who still play soccer, she remains an inspiration.

1. How was the 1999 U.S. women's soccer team like the 1998 men's team?

2. How was the women's team different than the men's team?

3. How was Mia Hamm different from previous women's soccer players?

4. How is Mia Hamm different from women who play soccer today?

5. On a separate sheet of paper, describe someone who interests you who did great things in his or her field. How was he or she similar to or different from other people who did the same activity?



Home Activity Your child has read a short passage and made comparisons and contrasts about the subject. Talk with your child about two different people in his or her life. Ask your child to compare and contrast these two people.

Name _____

Sequence

- **Sequence** is the order in which events happen in a selection. When you read, think about what comes first, next, and last.
- Several events can occur at the same time. Words such as *meanwhile* and *during* give clues that two events are happening at the same time.

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

Alan had to find a way to dunk a basketball through the hoop in the driveway. He just had to! Both of his brothers could, and so could his older sister. Even though he was still only seven, he wanted to know how it felt to slam the ball through the hoop. First, he tried to run as far away as he could and jump to the hoop. Then he set up a box under the net and tried to jump from there to reach the

rim. That didn't work, either. Meanwhile, his brothers and sister were watching him as he struggled. Just as Alan was about to give up, they rushed out to him. Before he knew it, he was being lifted up into the air. Then he caught the pass his sister threw. Within a second, the hoop was within reach. He reached out, and *swoosh!* At last, the ball dove through the hoop.

1. What does Alan really want to do as the story begins?

2. What does he try first? What word helps you find what he did first?

3. What does he try next? What word tells you this?

4. What is happening at the same time Alan is trying to dunk the ball? What words tell you this?

5. What is the last thing that happens? How can you tell?



Home Activity Your child read a short passage and answered questions about its sequence of events. Work with your child to develop a sequential solution to a problem he or she is facing.

Newspaper/Newsletter

- A **newspaper** is a daily (or weekly) periodical that contains timely news and information on current events and issues. Daily newspapers generally cover local, regional, national, and international news. Most newspapers organize information from most important to least important. There are three basic kinds of articles found in a newspaper: news stories, editorials (opinions pieces), and feature stories.
- A **newsletter** is a brief publication by a group or organization that contains news of interest to that group's members.

Directions Read the newspaper page and answer the questions below.

HOMETOWN NEWS

JULY 17, 2004

Cloudy, 72°

BARR HITS THE CYCLE—AGAIN

Hometown hero Billy Barr has been having the kind of week baseball players can only dream of. Last night, for the third game in a row, Barr hit for the cycle, which means he hit a single, a double, a triple, and a home run.

“I guess my grandfather was looking out for me tonight,” said Barr after the game, referring to his grandfather Alan Barr, one of

the first Negro League players to break into Major League baseball in the 1950s. Billy Barr frequently makes reference to his grandfather, who inspired his grandson to play baseball.

The last time a Major League player hit for the cycle in three consecutive games was in 1971, when Sal Bando did it for the Oakland Athletics.

1. Where do you find the date on a newspaper's front page?

2. How does the headline give you a clue to what the article will be about?

3. Most newspapers give the daily weather forecast somewhere on the front page. What is the forecast for this day's newspaper?

4. Why does the writer mention the last time this event occurred at the very end of the article?

5. Which of the three basic types of articles is this one?

Name _____

Directions Read the selection from the newsletter and answer the questions below.

EVANSTON SOCCER NEEDS VOLUNTEERS

Hello Evanston soccer families!

The new season starts soon, and we're busy getting our teams and coaches organized and ready to play. As you can imagine, it's a lot of work. So once again we are asking for volunteers to help us out for the new season. We are an all-volunteer organization. In 2006 we won the Regional Youth Soccer Organization of the year award because of the great support our volunteers gave us. We want to make it two in a row for this year!

Volunteering only requires a few hours of your time each week. Currently, we need about 40 parents to volunteer to be coaches, referees, and board members.

We know how busy everyone's lives are, but our organization can only succeed if everyone pitches in. We hope you'll consider volunteering this year!

6. To whom is this newsletter story directed?

7. Who do you think would receive a copy of this newsletter?

8. Name two things this newsletter specifically asks soccer parents to volunteer to do.

9. Based on this newsletter article, who runs this youth soccer organization?

10. If you wanted to find out about a big event happening in your city, where would you go to find out the information—a newspaper or a newsletter? Why?



Home Activity Your child answered questions about newspapers and newsletters. With your child, sketch out the front page of a newspaper based on your family's activities for the day.

Name _____

Family Times

Summary

Shutting Out the Sky

In 1900, at the age of sixteen, Marcus Ravage travels to America from Romania. Marcus faces many challenges in this unfamiliar place. Working as a street peddler to earn money, he begins to adapt to his new life. Eventually he graduates from college and finds success as a writer.

Activity

How Do You Say? Imagine that a young person from a foreign country has just arrived in your town or city. With a member of your family, write a list of things about life in your community that might seem strange or confusing to this person.



Comprehension Skill

Cause and Effect

The **cause** is what made something happened. The **effect** is what happened as a result of the cause. An effect may have more than one cause, and a cause may have more than one effect. Sometimes authors use clue words such as *because* and *so* to show a cause-and-effect relationship.

Activity

One Thing Leads to Another Pick a favorite story about something funny or dramatic that happened to you or one of your relatives in the past. Talk with a family member about the cause (or causes) that made this event occur.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Shutting Out the Sky*. Practice using these words.

Vocabulary Words

advice an opinion about what should be done

advised gave advice to

circumstances conditions that accompany an act or event

elbow to push with the elbow; make your way by pushing

hustled went or worked quickly or with energy

immigrants people who have come into a country or region to live there

luxury something pleasant but not absolutely necessary

newcomer a person who has just come or who came not long ago

peddler a person who travels about selling things carried in a pack or in a truck, wagon, or cart

Grammar

Common and Proper Nouns

A **common noun** names any person, place, or thing. *For example: girl, city, building.* A **proper noun** names a particular person, place, or thing. Proper nouns include titles of books and movies, as well as many abbreviations. Capital letters are used for the first letter and each important word of a proper noun. *For example: Nadine, Mexico City, White House, The Wizard of Oz, U.S.A.*

Activity

The Proper Way With a family member, make two separate lists of ten common nouns. Exchange your lists and try to change each common noun into at least one proper noun. For example, *ocean* might be changed to *Indian Ocean*. If you wish, you can repeat the activity by making new lists of ten proper nouns, exchanging these lists, and changing the proper nouns into common nouns.

Practice Tested Spelling Words

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

Name _____

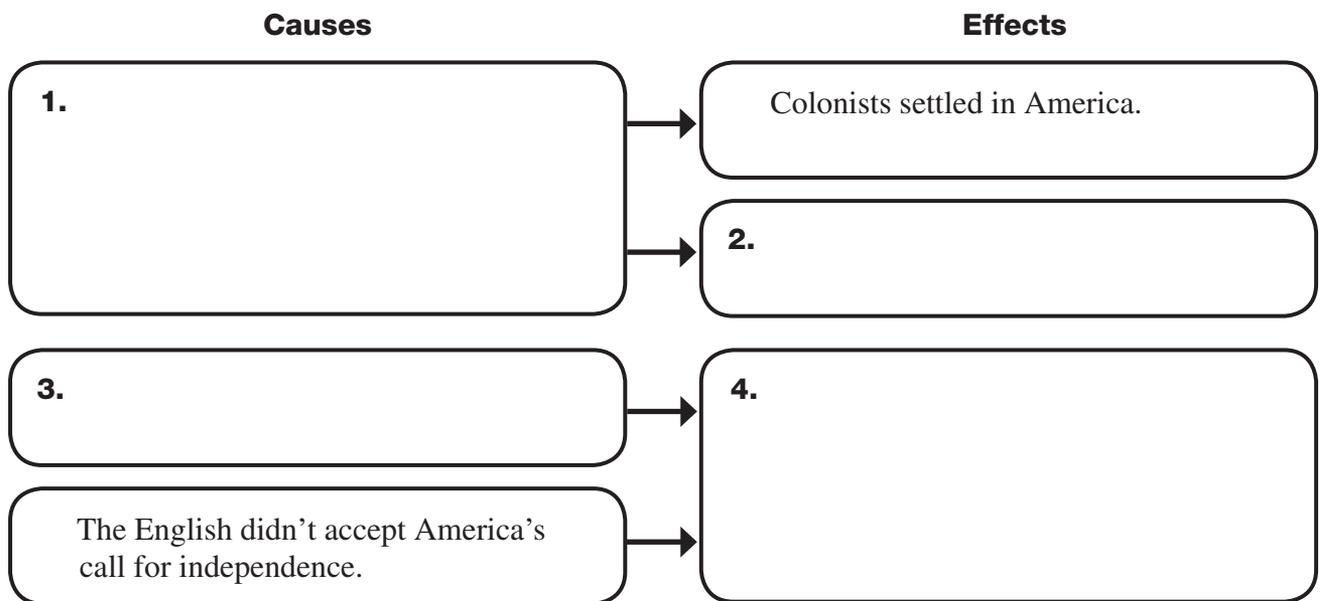
Cause and Effect

- A **cause** is what makes something happen. An **effect** is what happens as a result of the cause.
- An effect may have more than one cause, and a cause may have more than one effect.

Directions Read the following passage and complete the diagram below.

Colonists came to America seeking opportunities unavailable to them in Europe. England viewed America as a source of revenue and raw materials for its growing economy. As the colonies flourished, laws were enacted forcing them to buy finished products from England rather than allow colonists to make and sell their own. Laws including new taxes on tea, textiles, and sugar,

made colonists resent the meddling in their everyday lives and felt restrained. When they protested, the king sent troops to enforce the laws and keep order. In response, colonists formed their own government and signed the Declaration of Independence. The king didn't accept this call for self-government, and soon the American Revolution began.



5. Summarize the passage in one or two sentences.

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Home Activity Your child read a short passage and identified causes and effects. Look up an event in the U.S. Revolutionary War and discuss causes and effects described in the selection.

Name _____

Vocabulary

Directions Choose the word from the box that best completes each sentence. Write the word on the line.

1. _____ come from one country to another to live. A
2. _____ faces many challenges when moving to a new home. They don't have the
3. _____ of familiar surroundings. Sometimes, they find themselves in strange and confusing
4. _____. To find jobs and homes, they often rely on the
5. _____ of their new friends and acquaintances.

Check the Words You Know

- ___ advice
- ___ advised
- ___ circumstances
- ___ elbow
- ___ hustled
- ___ immigrants
- ___ luxury
- ___ newcomer
- ___ peddler

Directions Circle the word that has the same or nearly the same meaning as the first word in each group.

- | | | | |
|-------------------------|------------|-------------|-----------|
| 6. peddler | walker | salesperson | bicyclist |
| 7. elbow | disappear | push | bend |
| 8. hustled | eased | slipped | hurried |
| 9. circumstances | happenings | situation | ideas |
| 10. advised | thought | decided | suggested |

Journal Entry

On a separate sheet of paper, write a journal entry as if you have just moved to another country. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *Shutting Out the Sky*. Together with your child, read an article about life in another country. Talk with your child about what it might be like to live in that country.

Name _____

Vocabulary • Context Clues

- Some words have more than one meaning. They are called **multiple-meaning words**.
- When you see a word you don't know, you may find a clue about the word's meaning in the words near the unknown word.

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

Cara had to elbow her way through the crowd to get close enough to see the stage. She wanted to get a spot with a good view before her brother's mariachi band played. Like most of the other latecomers, she was stuck at the back of the crowd. The judges had the luxury

of folding chairs on a platform with a good view.

Even though she had hustled as quickly as she could, Cara could barely see. The only advice she could suggest for herself was to make the best of the jam she was in.

1. *Elbow* can mean “a part of the arm” or “to push.” How do you think these two meanings are related to one another?

2. A *band* can be “a group of musicians” or “a thin, flat strip of material.” Which of these meanings is used in the second sentence? How do you know?

3. *Luxury* can mean “use of the best and most costly food, clothes, houses, and amusements” or “something pleasant but not necessary.” How is it used in this passage? How can you tell?

4. *Hustled* can mean “pushed or shoved roughly” or “moved quickly or with energy.” How is it used in this passage? How can you tell?

5. A *jam* can be “a thick preserve made of sugar and fruit” or “a difficult situation.” Which of these meanings is used in the passage? How do you know?



Home Activity Your child identified words with multiple meanings in a fictional passage. With your child, make a list of words he or she uses that have different meanings.

Name _____

Sequence

Directions Read the passage. Then answer the questions below.

Mike Nee came to America in 1927. He was 21 years old and had spent his entire life on the west coast of Ireland. Once in America, he found work with the local gas company. He was young, strong, and a tireless worker. Within a couple of years, he was able to buy himself a house. Soon after that, he met Ellen, who was also from Ireland. They married in 1932

and hoped to have a large family just like the ones they grew up in. They had many struggles in their first years of marriage. But they were determined to share the good life in their new country with children of their own. After many years, Mike and Ellen welcomed their daughter Mary into the world in 1943. There truly couldn't have been two happier parents.

1. When did Mike Nee come to America?

2. How many years passed after coming to America before Mike and Ellen got married?

3. Which did Mike do first—get married or buy a house?

4. How many years passed between Mike and Ellen's marriage and the birth of their daughter?

5. How old was Mike when he became a father?

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Home Activity Your child has read a short passage and answered questions about the sequence of events. Together, read one of your child's favorite stories and discuss the sequence in which events in the story occur.

Name _____

Cause and Effect

- A **cause** is what makes something happen. An **effect** is what happens as a result of the cause.
- An effect may have more than one cause, and a cause may have more than one effect.

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

In the early part of the twentieth century, there were a large number of immigrants who came to the United States. Many people came from eastern European countries like Poland, Italy, and Russia. Because large U.S. cities offered an easier transition into American culture many ethnic neighborhoods developed in major cities. These cities offered jobs

and public transportation was widespread. Immigrants were able to be near other relatives who'd moved to the U.S., and a community of familiar languages and customs was welcoming to newcomers. These areas where immigrants settled helped define the neighborhoods that became a part of big cities like Chicago, New York, and Boston.

1. What were the nationalities of many immigrants in the early twentieth Century?

2. What features of big cities appealed to immigrants?

3. What do you think happened to the population in big cities during this time? What do you think was the cause of this effect?

4. How were the immigrants' cultural backgrounds preserved in the new country?

5. Write a summary of the passage in one or two sentences.



Home Activity Your child read a short passage and answered questions about cause and effect. Read an article about your city or a neighborhood where you live. See if you can identify some of the reasons why your city or neighborhood is the way that it is.

Name _____

Cause and Effect

- A **cause** is what makes something happen. An **effect** is what happens as a result of the cause.
- An effect may have more than one cause, and a cause may have more than one effect.

Directions Read the following passage and complete the diagram below.

When Abraham Lincoln was elected President in 1860, most Americans didn't even vote for him. Four men ran for President that year, and no one won more than 50% of the vote. Lincoln won because he got enough electoral votes to win. Without a majority, however, his Presidency was difficult from the very start. Many southern states wanted their own separate country in which slavery

would continue to be legal. But Lincoln promised to end slavery.

Some people were so opposed to Lincoln's goals that they threatened his life. He had to be brought to Washington D.C. secretly in the dark of night. In spite of the threats, Lincoln did not change his mind about his goals. Unfortunately, the southern states did not want to change either, and the Civil War started.

Causes

Effects

Four men ran for president in 1860.

1. Most Americans _____

2. Lincoln got enough _____

Lincoln's goal was to keep the country united.

4. A terrible _____

3. The southern states _____

5. Write a summary of the passage.



Home Activity Your child read a short passage and identified causes and effects. Read an article about a government office holder and talk about how he or she has caused things to happen in your community.

Name _____

Electronic Encyclopedia

An **encyclopedia** gives general information about many different subjects. An electronic encyclopedia can be found on a CD-ROM or on the Internet. They often have interactive graphics and maps, as well as audio files. They are organized alphabetically by **entries**, which are the topics. You can locate topics by using **keyword searches**. Keyword searches give you a list of topics to choose from. Cross-referencing is represented by hotlinks, which are underlined words.

Directions Read the entry from an online encyclopedia and answer the questions below.

Online Student Encyclopedia

🏠 home

Keyword Search

[Print Article](#)
[E-Mail Article to Friend](#)
[Bookmark Article](#)

Ellis Island

Ellis Island is located in New York Harbor. It was named after its owner in the 1770s, Samuel Ellis. Sixteen million immigrants to the United States passed through Ellis Island between 1892 and 1954. In 1965 the island became part of the Statue of Liberty National Monument. The immigration processing center is no longer used; however, it was made into a museum in 1990. The museum houses 400 years' worth of documents and artifacts about American immigration.

See also [Immigration](#).

[Back to top](#)

1. How would you search for information about Samuel Ellis in this online encyclopedia?

2. Can you e-mail this article to a friend? Why do you think e-mailing an article would be useful?

3. Why do you think you would bookmark this page?

4. When was Ellis Island made into a museum?

5. What is a simple way you could learn more about immigration?

Name _____

Directions Read the entry from an online encyclopedia and answer the questions below.

Online Student Encyclopedia

🏠 home

Keyword Search

[Print Article](#)
[E-Mail Article to Friend](#)
[Bookmark Article](#)

Ethnic Diversity

Most contemporary societies are, to some extent, ethnically diverse. History has played a part in making societies more diverse. Conquerors brought people from different societies to live under their rule. Sometimes people were brought to a new society as slaves. When they are not forced to move, people are often motivated to move to new societies to pursue economic improvement or to flee political and religious persecution. See also [ethnicity](#), [immigration](#).

Assimilation occurs when a newly arrived group takes on some (or all) of the customs and values of the dominant group. Assimilation can occur voluntarily or it can be forced by the dominant group.

Back to top

6. This selection is part of a larger topic entitled *Ethnic Groups*. What keywords would you use if you wanted to learn about how the Irish moved to America?

7. If you wanted to learn about people who moved to flee religious persecution, what words would you use in the keyword search?

8. How would you print this article?

9. According to the entry, what are three reasons people leave their native lands?

10. What is the difference between a dictionary and an encyclopedia?

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Home Activity Your child answered questions about electronic encyclopedias. With your child, search an encyclopedia for information about your family's ancestors and their native land or lands.

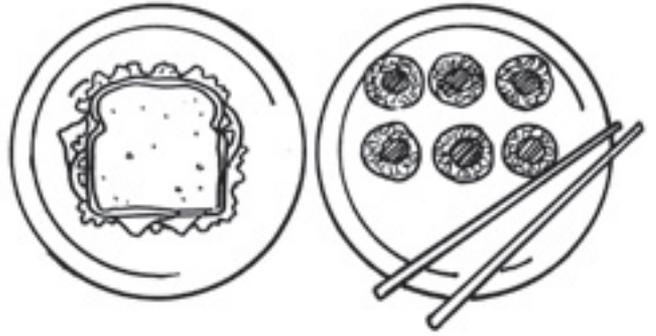
Name _____

Family Times

Summary

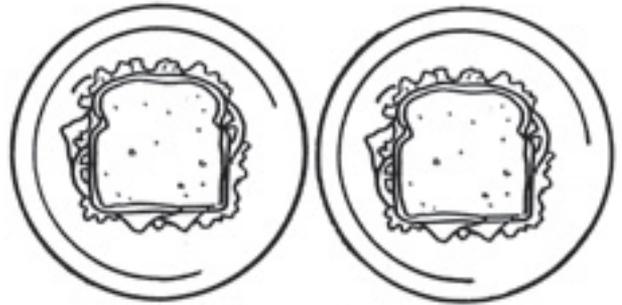
Inside Out

Francisco is the son of migrant workers new to America. He attends an American school and struggles to learn the language. A misunderstanding with a bullying classmate embarrasses him, but he feels better when his drawing wins first prize in a contest. During the year, he studies a caterpillar in the classroom, eventually watching it construct a cocoon and become a butterfly.



Activity

Fitting In Talk to a grandparent or other adult you know who came to America from another country. Interview the person about his or her experiences trying to “fit in.” What was the hardest part? What was the easiest?



Comprehension Skill

Compare and Contrast

When writers **compare** and **contrast** things, they tell how those things are alike or different. Words such as *same*, *also*, *before*, *although*, and *however* are clues that things are being compared or contrasted.

Activity

Yours & Mine With a family member, find two pairs of shoes from different people in your house and put them side by side. Compare and contrast the size, color, style, and how much wear they show. Try comparing and contrasting other household items by using a Venn Diagram.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Inside Out*. Practice using these words.

Vocabulary Words

caterpillar the wormlike larvae of insects such as butterflies and moths

cocoon case of silky thread spun by the larvae of various insects, to live in while they are developing into adults

disrespect to show a lack of respect; to be rude

emerge to come into view; come out; come up

migrant a worker, especially a farm worker, who travels from one area to another in search of work

sketched drawn roughly and quickly

unscrewed loosened or taken off by turning

Grammar

Regular and Irregular Plural Nouns

A **regular plural noun** describes more than one person, place, or thing. Such nouns are formed by adding *-s* or *-es*. *For example: key/keys, table/tables, dish/dishes.* An **irregular plural noun** does not follow this rule. Some words change spelling to form plurals. *For example: man/men, tooth/teeth.* Other words stay the same whether singular or plural. *For example: fish/fish, sheep/sheep.* Because irregular plural nouns are formed in many unpredictable ways, you must memorize each plural one at a time.

Activity

Can You Hear It? When you add *-s* or *-es* to the end of an irregular noun to make it plural, the sound of the word alone will indicate that it is irregular. With a member of your family, make a list of singular nouns. Read your list and try making the nouns plural by adding *-s* or *-es* to the end of the word. If it sounds odd, it is probably irregular. Look up the word in the dictionary and try to memorize the irregular plural form.

Practice Tested Spelling Words

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

Name _____

Compare and Contrast

- To **compare** and **contrast** two or more things is to show how things are alike and different.
- Some clue words are: *as, like, but* and *however*.
- Sometimes writers do not use clue words when they compare and contrast things.

Directions Read the following passage. Fill in the columns below based on Alex’s thoughts before and after he went to the kitchen at the shelter with his dad.

Alex had never gone with his father to the kitchen at the shelter where his dad volunteered. Alex figured it was just like an ordinary kitchen, just bigger. He imagined his dad and other people making and serving soup, but he never really thought about the people who ate at the soup kitchen. That all changed the first time he accompanied his dad to the shelter.

When he got to the shelter, Alex realized he had the wrong impression about what happened there. Volunteers like his dad were serving pancakes, oatmeal, and other breakfast items. Alex noticed a large dining area where many families were eating—moms, dads, and children. And he saw many people who reminded him of his grandparents.

Before	After
Alex figured it was an ordinary kitchen, just bigger.	1.
2.	3.
4.	5.

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Home Activity Your child compared and contrasted *before* and *after* details from a short passage. Discuss an event in your child’s life and list your child’s thoughts or feelings before and after the event.

Name _____

Vocabulary

Directions Choose a word from the box that best matches each definition. Write the word on the line.

- _____ 1. lack of respect; to be rude
- _____ 2. loosened or taken off by turning
- _____ 3. someone who travels from one area to another in search of work
- _____ 4. roughly drawn
- _____ 5. to come into view or come out

Check the Words You Know

- ___ caterpillar
- ___ cocoon
- ___ disrespect
- ___ emerge
- ___ migrant
- ___ sketched
- ___ unscrewed

Directions Choose the word from the box that best completes each sentence. Write the word on the line.

Janice found the 6. _____ sitting sleepily on a leaf in the yard. She brought it inside, 7. _____ the lid from a peanut-butter jar, and put it inside. She hoped to see it create a 8. _____. Her older sister had 9. _____ a beautiful picture of a caterpillar when she was younger. Janice planned to do the same while she watched the butterfly 10. _____ from its cocoon.

Write a Description

On a separate sheet of paper, write a description of an animal you have observed over time. It can be a house pet, or a common animal like a bird or squirrel. Use as many of the vocabulary words as you can to describe its changes.



Home Activity Your child identified and used vocabulary words from *Inside Out*. With your child, write a story about an act of kindness. Use as many vocabulary words as you can.

Name _____

Vocabulary • Word Structure

- A **prefix** is added at the beginning of a base word to change its meaning.
- Sometimes you can use prefixes to figure out the meaning of an unfamiliar word.
- The prefixes *un-* and *dis-* usually mean “the opposite” or “to do the opposite.”

Directions Read the following passage. Then answer the questions below. Look for prefixes in words to help determine their meaning.

Quietly, Rosa unscrewed the bottle of pickles. She was making a huge sandwich for her mom, who was busy in her office. “Try to be quiet,” her mom had said. Rosa wanted to surprise her mom, because sometimes she worked so hard that she forgot to eat. For Rosa, it was unthinkable to miss a meal.

Rosa didn’t want to show disrespect to her mom, but she couldn’t help being excited about the sandwich she’d made. She came to the door and announced, “Lunch is served!” Her mom smiled and said, “How did you know I was hungry?” Rosa was relieved and pulled up a chair to join her mom for lunch.

1. If *unscrewed* means “loosened by turning,” what does its base word mean and why?

2. If *unthinkable* means “impossible to imagine,” what does its base word mean and why?

3. What word uses the prefix *dis-*? How does this prefix change the meaning of its base word?

4. Fill in the blank: If Rosa’s mom wanted Rosa to make the sandwich again, she might say, “Rosa, can you _____ this sandwich?”

5. Add prefixes to *pleased* and *excited* so each new word’s meaning will be the opposite of the base word. Use one of the new words in a sentence.

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Home Activity Your child identified prefixes in words to understand their meanings. With your child, read a short selection. Ask your child to point out words that use prefixes and to explain how the prefixes change their meanings.

Name _____

Author's Purpose

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

We all are part of many communities. Some communities are small, like our family, our neighborhood, or a soccer team we may be a part of. Some communities are larger, such as our town, our country, or even the planet we all share. Being part of a community lets us know that we are a part of something that is bigger than just ourselves.

Being involved in a community activity is a great way to connect with other people.

Imagine that your neighborhood is working together to clean up a local park. Joining in is a great way to help your community and get to know others who live near you. Maybe your school is having a fundraiser to help with the costs of building a new science lab. By pitching in, your individual efforts can add to the success of the whole community. As a part of a community, you can accomplish more than what you can accomplish alone.

1. What is the author's main idea in this passage?

2. What are two purposes the author has for writing this passage?

3. Name two examples of community activities the author describes.

4. According to the author, what is a benefit of being involved with your community?

5. On a separate sheet of paper, describe a community that is a part of your life. Explain some benefits of being involved with this community.

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Home Activity Your child answered questions about the author's purpose for writing a short passage. Read a newspaper article with your child and discuss what the author's purpose might be.

Name _____

Compare and Contrast

- When you **compare** and **contrast** two or more things, you show how they are alike and different.
- Clue words such as *like* or *as* show comparisons. Words such as *but* or *however* show contrasts.
- Sometimes, writers do not use clue words when they compare and contrast things.

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

Being involved in elections is an important way people can show good citizenship. Just about every year, there's some kind of election being held, either in your town, state, across the country, or maybe even in your school. A few people will serve their community by running for office. But running for office isn't for everyone. Some people volunteer their time to campaign for a candidate. They pass out flyers and buttons. Sometimes,

they make phone calls to try and raise money for the campaign. They also help register people to vote.

Other people can get involved in a less direct way. They read newspapers and web sites, and talk to each other to learn about the issues. Learning about what's at stake in an election is an important part of being a good citizen, because it helps you decide how you want to vote. The one thing every citizen can do is vote.

1. How can some people get directly involved in elections?

2. Name a less direct way people can get involved in an election.

3. What is one way all citizens can be involved in elections?

4. Where do elections take place?

5. Explain why you think voting is an important responsibility for every citizen.

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Home Activity Your child answered compare-and-contrast questions about elections. Have your child think about a recent school election. Compare his or her voting choice with the outcome. Ask your child questions about the overall experience.

Name _____

Compare and Contrast

- When you **compare** and **contrast** two or more things, you show how they are alike and different.
- Clue words such as *but* or *however* show contrasts. The clue words *like* and *as* show comparisons.
- Sometimes, writers do not use clue words when they compare and contrast things.

Directions Read the following passage. Fill in the columns below based on Jorge and Ed’s friendship before and after the tornado touched down.

Jorge and Ed grew up on opposite ends of the same street. They went to the same school, and they were sometimes in the same classroom. They were always friendly to each other, but Jorge and Ed didn’t really know each other very well.

On the night the tornado touched down, things changed between Jorge and Ed. The

roof of Ed’s house was blown off. Jorge and his parents were the first people there to help Ed’s family. They worked together all night to help clean up Ed’s house.

That night, Jorge and Ed began to know each other a lot better. They became good friends.

Before	After
1. They lived _____ _____ _____	2. They worked _____ _____ _____
3. They were sometimes _____ _____ _____	4. They became _____ _____ _____

5. On a separate sheet of paper, compare and contrast one of your friendships now with what it was like at the beginning. How has it changed? How has it remained the same?

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Home Activity Your child compared and contrasted *before* and *after* details from a short passage. Read a favorite story with your child. Identify an important event in the story and compare and contrast what happened before and after that event.

Name _____

Reference Book

A **reference book** is a type of **manual**. Manuals usually contain instructions, either for immediate use or for reference. A grammar reference book is a manual for using language. Like other manuals, it usually has a table of contents, an index, sections, illustrations, and explanations. Be sure to consult a grammar reference book whenever you have questions about grammar.

Directions Use the following selection from a grammar book to answer the questions below.

The Apostrophe

Use an apostrophe

1. to show possession

John's dad collects bottle caps.

2. with *s* to show the plural of letters

b's j's t's

3. to show the omissions of a letter, letters, or numbers

We'll class of '05 won't

Study the following contractions and notice the letter or letters that have been omitted to form the contraction.

they're — they are

she'll — she will

we've — we have

let's — let us

o'clock — of the clock

aren't — are not

1. How many ways is an apostrophe used?

2. Which of the ways the apostrophe is used would apply if you were describing ownership of something?

3. How would you use an apostrophe to contract the words “must” and “not”?

4. What numbers are omitted in the recent class of '05?

5. Insert apostrophes where needed in the following sentence: *Ill take my moms casserole over to the neighbors house at 6 o'clock.*

Name _____

Directions Use the following table of contents from a grammar book to answer the questions below.

CHAPTER 2 Nouns	
1. Kinds of Nouns	31
2. Gender and Number of Nouns	36
3. Direct Address	44
4. Objective Case	52
5. Nominative Case	59
6. Possessive Forms of Nouns	68
<i>James Thurber on Nouns</i>	77
CHAPTER 3 Pronouns	
1. Personal Pronouns	79
2. Personal Pronouns: Nominative Case	91
3. Pronouns: Objective Case	104
4. Other Kinds of Pronouns	119
5. Pronoun Agreement	131
<i>E.B. White on Correct Use of Pronouns</i>	141

6. Which chapter would you look in for usage question about the word *theirs*?

7. Why do you think grammar books are organized by individual parts of speech?

8. What kind of words might you find in the section on “Personal Pronouns”?

9. If you were having trouble writing a word that showed ownership, in which section of the grammar book would you look?

10. Why might the short essays at the end of each chapter be included in a grammar book?

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 **Home Activity** Your child answered questions about grammar reference books and manuals. With your child, find a manual to an item in your house (computer, refrigerator, television, phone, etc.) and read through the table of contents to see how it is organized. Does it make sense? Could you easily find an answer to a question or a problem by using the manual?

Name _____

Family Times

Summary

Passage To Freedom

The family of a Japanese diplomat living in Lithuania in 1940 is confronted by Jewish refugees asking for Japanese visas to escape the German Nazis. Without his country's permission, the diplomat issues thousands of the visas. Even today, years after his death, Japanese and Jewish families alike honor Mr. Sugihara for his bravery.



Activity

Adventure Visa With a family member, make your own passport from a few sheets of folded paper. Design an official-looking seal on the cover, and then draw a variety of colorful visas in your passport that represent all the countries you have visited on an imagined adventure.

Comprehension Skill

Author's Purpose

An **author's purpose** is the reason why the author writes a story. Authors may write to persuade, inform, entertain, or express ideas or feelings.

Activity

Tag-Team Story With a family member, take turns making up a story about your family. You start it, then the other person continues it for a while, and so on. When the story is finished, try to figure out the authors' purpose in your story. Is there more than one? How do you know?

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Passage To Freedom*. Practice using these words.

Vocabulary Words

agreement harmony in feeling or opinion

cable a message sent through wires, also called a telegram

diplomat person who manages relations between nations

issue to distribute officially to a person or persons

refugees people who flee to another country for safety

representatives people appointed or elected to act or speak for others

superiors people who are higher in rank or position

visa an official signature or endorsement upon a passport or document, showing it has been examined and approved

Grammar

Possessive Nouns

A **possessive noun** shows ownership. Possessive nouns can be either singular or plural. Singular nouns form singular possessives. *For example: shoe/shoe's, Ron/Ron's.* Plural nouns form plural possessives. *For example: women/women's, girls/girls'.* To form a noun's possessive form, you usually add *-s* to it. If the noun is a plural noun that ends in *s*, add only an apostrophe. *For example: table/table's, bus/bus's, men/men's, toes/toes'.*

Activity

Whose Favorite? With a family member, try to list the favorite foods of every member of your family you can think of. Identify each family member's favorite food using a complete sentence: "Yin's favorite food is tacos."

Practice Tested Spelling Words

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

Name _____

Author's Purpose

- The **author's purpose** is the reason or reasons the author has for writing.
- An author may write to persuade, to inform, to entertain, or to express himself or herself.

Directions Read the following passage.

Levi Coffin was an abolitionist. He helped people who had been enslaved head north to find freedom. Levi was part of the Underground Railroad for many years. A few thousand enslaved people passed through his home in Indiana on their way to Canada. Levi was able to

give them supplies for their journey. Eventually, people called Levi the "President of the Underground Railroad." Although it was illegal at the time to help people escape slavery, Levi took a risk to do what he knew was right.

Directions Complete the diagram by answering the questions about the author's purpose.

Questions	Answers
What information is the author providing you with?	1.
For what purpose did the author write this passage?	2.
How do you know?	3.
Why did the author not use "I" in the passage?	4.
What idea is the author trying to convey in the last sentence?	5.

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Home Activity Your child analyzed the author's purpose in a nonfiction passage. Look at an article in a newspaper or magazine. Read the article with your child and discuss what you each think is the author's purpose.

Name _____

Vocabulary

Directions Choose the word from the box that best matches each definition. Write the word on the line shown to the left.

- _____ 1. people who flee to another country for safety
- _____ 2. to distribute officially
- _____ 3. official signature or endorsement on a passport or document
- _____ 4. people appointed or elected to act or speak for others
- _____ 5. harmony in feeling or opinion

Check the Words You Know

- ___ agreement
- ___ cable
- ___ diplomat
- ___ issue
- ___ refugees
- ___ representatives
- ___ superiors
- ___ visa

Directions Choose the word from the box that best matches the clue.

- 6. These people are in a higher position or rank.

- 7. You might need this to travel to another country.

- 8. Today we might use e-mail instead of this to send a message.

- 9. A person who manages the relationship between countries.

- 10. This is the opposite of conflict.

Write a Newspaper Article

On a separate sheet of paper write an imaginary newspaper article about people helping refugees come to a new country. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *Passage to Freedom*. With your child, discuss the meaning of each word from the vocabulary list. Help your child use each word in a sentence.

Name _____

Vocabulary • Dictionary/Glossary

- **Dictionaries** and **glossaries** provide alphabetical lists of words and their meanings.
- A dictionary is a book of words and their meanings, and a glossary is a short dictionary at the back of some books.
- An **entry** shows the spelling of a word and comes before the definition.

Directions Read the following passage. Then answer the questions below using a dictionary or your glossary.

Ayako's father is a diplomat, sent to our country by his homeland. Last week I went home with Ayako after school and her mother was crying. Ayako translated what her mother was saying so I could understand. Her father's superiors had called and told them that it was not safe to return to their homeland. Now Ayako and her family are refugees. Her

father is not sure what job he can get. Ayako's little brother asks every day when they will be able to see their friends and relatives back home, but nobody knows the answer. Her family has made an agreement that they will try to be brave and to wait patiently for things to change. Someday, they will go home again.

1. What is the definition of *diplomat*? Put it in your own words.

2. What entry do you have to look at in the dictionary to find the meaning for *translated*? What does *translated* mean?

3. What does *superiors* mean? What part of speech is it?

4. What is the meaning of *agreement*? Use it in an original sentence.

5. Explain why a dictionary would give more complete information for an entry than a glossary.



Home Activity Your child used a dictionary to find out the meanings of unfamiliar words. Choose a few words that your child does not know. Have your child use a dictionary to find their meanings.

Name _____

Sequence

Directions Read the passage. Then answer the questions below.

Anne Frank wrote a famous diary about what it was like to live in hiding during World War II. Anne was born in Germany in 1929. After a few years, Anne's father moved her family to the Netherlands. Later, when Nazi soldiers took over the Netherlands, Anne's family hid above a warehouse in the hopes that the Nazis would not find them there. While they were in hiding, friends brought

them things they needed.

Anne wrote in her diary about her days in hiding. They were long and boring for her, and she missed going to school. In 1944, the Germans found out where Anne's family was hiding. They took them to concentration camps. Anne, her sister, and her mother all died at the camps. Anne's father survived, and went on to publish Anne's diary.

1. What clues in the passage help you understand the sequence of events?

2. What clue words tell you when Anne moved to the Netherlands?

3. When did friends help the Frank family?

4. Why is it important that the events of the passage are placed in order?

5. Create a numbered list of nine events of the passage in their proper order.



Home Activity Your child has read a biographical scene and placed its details in the order in which they occurred. With your child, read a short story. Have your child explain whether or not the sequence of events in the story affected the story's outcome.

Name _____

Author's Purpose

- The **author's purpose** is the reason or reasons the author has for writing.
- An author may write to persuade, to inform, to entertain, or to express himself or herself.

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

Tom stood outside the school office, not knowing what to do. He should have been excited about the class pizza party. He loved pizza. But he wasn't excited. Tom's class won the pizza party when three of his classmates entered the best guess for the number of marbles it took to fill up a jar. The problem was, Tom knew that his classmates had cheated. They had found the principal's notes,

which told exactly how many marbles had been used, and had copied the number down. A group of third-graders had come within fifteen marbles all by themselves, just by estimating. Even though he loved pizza, Tom didn't think it was fair to enjoy the party that the third-graders had earned. If he did nothing, Tom would feel dishonest. He took a deep breath, and went into the office to talk to the principal.

1. Why do you think the author wrote this passage?

2. Do you think the author met his or her purpose for writing? Why or why not?

3. Why do you think the author wrote the passage from Tom's point of view?

4. Why does the author tell a story instead of simply writing an essay about why cheating is wrong?

5. Did you need to change your normal reading pace to understand it? Why or why not?

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Home Activity Your child analyzed the author's purpose in a passage, and monitored his or her understanding of it. Read a persuasive piece such as a newspaper editorial with your child and discuss how the author persuades the reader.

Name _____

Author's Purpose

- The **author's purpose** is the reason or reasons the author has for writing.
- An author may write to persuade, to inform, to entertain, or to express himself or herself.

Directions Read the following passage. Then complete the diagram by finishing the statements.

In 1940 Varian Fry went to France to help people flee from the Nazi powers who had come there. He made up documents that would let people leave the country. He also came up with routes they could take to find safety. Varian stayed in

France for thirteen months before he was forced to leave. He rescued many people. Some of them were famous artists, writers, and musicians. It was not until many years later that he was finally honored for his work in France.

Questions	Answers
What is the author telling you about?	1. The author tells us about how Varian Fry
For what purpose did the author write this passage?	2. The author wants to
How do you know?	3. The author uses
Why do you think the author told you that Varian was forced to leave France?	4. To tell us that Varian would have
What idea is the author trying to tell us in the last sentence?	5. To tell us that sometimes

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Home Activity Your child analyzed the author's purpose in a nonfiction passage. Read a nonfiction passage with your child and work together to determine the author's purpose. Discuss whether this purpose means a reader can expect to read the passage relatively quickly or slowly.

Parts of a Book

The **parts of a book** include its **cover, title page, copyright page, table of contents, chapter titles, captions, section heads, glossary, and index**. Examining the parts of a book can give you clues about a book and assist you in learning as much as you can from it.

Directions Read the following copyright page and answer the questions below.

Rising Sun Setting: Japanese in America During World War II

Copyright © 1988 Daniel Kwong
All rights reserved.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or any information storage and retrieval system now known or to be invented, without permission in writing from the publisher.

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Rising Sun Setting: Japanese in America During World War II
I. Title. 954.67 ISBN: 0-569-12900-K

PRINTED IN THE UNITED STATES OF AMERICA

1. What is the purpose of the copyright page in a book?

2. The owner of the copyright is listed after the symbol © and the year of publication. Who owns the copyright to this book?

3. What do you think it means to own the copyright to a book?

4. Why do you think there is a message about reproducing this book?

5. Who published this book? When was the book published?

Name _____

Directions Study the following table of contents page. Then answer the questions below.

CONTENTS	
Forming a Government for the United States of America	
Chapter 1	<i>The Framers of the Constitution</i>2
Chapter 2	<i>A Raging Debate</i>21
Chapter 3	<i>A Government of Checks and Balances</i>48
Chapter 4	<i>A First Draft</i>66
Chapter 5	<i>The Long Road to Ratification</i>89
Chapter 6	<i>The Young Nation Rejoices</i>112
Chapter 7	<i>Amendments to the Constitution</i>134
Chapter 8	<i>Early Challenges in the Supreme Court</i>175
Chapter 9	<i>A Period of Adjustment</i>211
Chapter 10	<i>The Die is Cast: a Look to the Future</i>246
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6. What does the title tell you this book will be about?

7. What do the numbers on the right side of the page represent? Where would you find a chapter about checks and balances?

8. What can you learn about a book by studying its table of contents before you read?

9. What is the purpose of the chapter titles?

10. What other sections can you find in this book besides chapters?



Home Activity Your child learned about the parts of a book. Pick out several kinds of books around your home (nonfiction, a reference book, a work of fiction) and examine the parts of the different books together.

Name _____

Family Times

Summary

The Ch'i-lin Purse

Hsiang-ling was a spoiled young girl, but on her wedding day, she gave a purse full of riches from her mother to a less fortunate bride getting married on the same day. Later, Hsiang-ling was separated from her husband and son after a horrible storm. She found work taking care of a spoiled young boy in a wealthy home. The boy's mother turned out to be the poor bride Hsiang-ling had helped so long ago. The mother was so grateful that she split her family's fortune with Hsiang-ling and helped her find her husband and son.



Activity

A Gift of Kindness Do something nice for a family member today. Help them finish a chore or task they don't like doing, or offer to take care of something for them to free up a little of their time. You'll be surprised how much small deeds like this are appreciated.

Comprehension Skill

Compare and Contrast

When writers **compare** and **contrast** things, they tell how those things are alike or different. Words such as *same*, *also*, *before*, *although*, and *however* are clues that things are being compared or contrasted.

Activity

On Your Street With a family member, go outside and look at the houses and buildings on your street. Can you guess which ones might have been built by the same company? Do you see similarities? What are some of the differences? Compare and contrast the buildings and houses as you walk down the street.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *The Ch'i-lin Purse*. Practice using these words.

Vocabulary Words

astonished surprised greatly; amazed

behavior manner of behaving; way of acting

benefactor person who has given money or kindly help

distribution the act of giving some to each, of dividing and giving out in shares

gratitude kindly feeling because of a favor received; desire to do a favor in return; thankfulness

procession something that moves forward; persons marching or riding

recommend to speak in favor of; suggest favorably

sacred worthy of reverence; not to be violated or disregarded

traditions customs or beliefs handed down from generation to generation

Grammar

Action and Linking Verbs

Action verbs tell what the subject of a sentence does. *For example: I smiled at the old woman.* “Smiled” is an *action verb*.

Linking verbs link, or join, the subject to a word or words in the predicate.

They tell what the subject of a sentence is like. *For example: Wai's painting looked amazing.* “Looked” is a *linking verb*.

Common linking verbs include *am, is, are, was, were, will be, seem, feel, and look*.

Activity

Can You Do It? With a family member, play this fill-in-the-blank word game. Write down a handful of sentences that include an action verb—but leave a blank space where the action verb would normally be. Next, both of you should write ten action verbs on strips of paper. Write the present, and past-tense forms of each verb on the strip. Finally, take turns picking a verb strip out of a hat or bowl and using it to fill in a blank in one of your sentences. Make the sentences as silly as you can.

Practice Tested Spelling Words

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

Name _____

Compare and Contrast

- When you **compare and contrast** things you tell how they are similar and how they are different.
- Sometimes clue words point out comparisons and contrasts, but not always.
- You can compare and contrast different things you read about with one another and also with what you already know.

Directions Read the following passage.

In Japan during the Middle Ages, samurai warriors followed a code of honor called bushido. Following the code meant being a fierce fighter, an athlete, a kind and honest person, and living a simple life. During the same time in Europe, knights were expected to follow

the code of chivalry. Chivalry meant you were loyal to a lord (the landowner who hired the knight), brave in battle, and honorable in all deeds. They wore different armor. Samurai primarily wore protective leather gear, and knights wore heavy metal armor.

Directions Complete the following graphic organizer. List similarities and differences between *chivalry* and *bushido*. Then compare them with a code with which you are familiar.

Similarities in Text	Differences in Text	Compared with What I Know
1.	3.	4.
2.	Samurai wore leather gear, and knights wore metal armor.	5.

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Home Activity Your child read a short passage and made comparisons and contrasts. Read two of your child's favorite stories and compare and contrast the main characters.

Name _____

Vocabulary

Directions Draw a line to connect each word on the left with its definition on the right.

- | | |
|---------------|------------------------------|
| 1. astonished | thankfulness |
| 2. procession | to suggest favorably |
| 3. behavior | surprised greatly |
| 4. gratitude | way of acting |
| 5. recommend | something that moves forward |

Check the Words You Know

- ___ astonished
- ___ behavior
- ___ benefactor
- ___ distribution
- ___ gratitude
- ___ procession
- ___ recommend
- ___ sacred
- ___ traditions

Directions Choose a word from the box that best completes each sentence. Write the word on the line to the left.

- _____ 6. The unequal ____ of food caused some people to be hungry.
- _____ 7. Without the generosity of his _____, Guillermo would not be able to afford to go to art school.
- _____ 8. In some cultures, animals are highly valued and considered ____.
- _____ 9. Our family's holiday ____ are passed from generation to generation.
- _____ 10. I was surprised by the contest results, but the winner was truly ____.

Write a Thank-You Note

On a separate sheet of paper, write a thank you note to someone who has helped you in some way. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from the story *The Ch'i-lin Purse*. With your child, read a story about someone who performed an act of kindness. Look for words in the story that describe that person.

Name _____

Vocabulary • Word Structure

- **Greek and Latin roots** are used in many English words.
- When you find a word you don't know, recognizing the root can help you figure out its meaning.
- The Latin word *bene* means "well" or "good," as in *beneficial*, *benefit*, and *benefactor*. The Latin word *gratus* means "pleasing," as in *gratitude* and *grateful*.

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

I always wanted to be a singer, and I worked very hard. I was grateful to be able to do something that I loved. However, it was difficult to make enough money to pay for lessons. One day, I was singing in a procession to celebrate the holidays. Afterwards, my mother found me and she was very excited.

"This is Mrs. Kazarian. She is a benefactor for young artists and wants

to pay for your lessons at the school of music," my astonished mother said.

"I'd like to recommend a teacher who works with young singers," Mrs. Kazarian told us. A month later, I was practicing with my new teacher. Each day, I am filled with gratitude that I am the beneficiary of Mrs. Kazarian's generosity. Without her support, I would not have had this chance.

1. What is the Latin root in *grateful*? How does the root help you understand its meaning?

2. What is the Latin root in *benefactor*? How does the root help you understand its meaning?

3. What do you think *beneficiary* means? How does the root help you understand its meaning?

4. How does the root in *gratitude* help you understand its meaning?

5. Write a sentence using a new word with either the root *bene* or *gratus*.



Home Activity Your child read a short passage and identified the meanings of unfamiliar words using Latin roots. Look in a dictionary with your child to find other words that use the Latin roots *bene* and *gratus*.

Name _____

Sequence

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

Mary had volunteered for a community organization that built homes for those in need. Mary learned that there are many steps to putting up a wall. First, she put up the wall frame. To do this, she measured and remeasured boards, cut them using a table saw, and screwed and nailed them into place. When the wall frame was up, she learned how to staple

the insulation onto it, cutting around the electrical sockets and switches so that she did not cover them. She helped with the drywalling too. She nailed the drywall boards to the wall frame and learned how to tape the seams. By the end of the day, she was exhausted, but she had completed her wall.

1. Which does Mary do first, staple the insulation or “tape” the seams?

2. What would happen if Mary nailed the drywall before she stapled the insulation?

3. Summarize the steps Mary followed to build her wall.

4. Explain why the sequence of steps is important to building a wall.

5. Explain the sequence of steps in a something you did for the first time.



Home Activity Your child read a short passage and answered questions about sequence. With your child, write down the sequence of events that occur at home before school begins.

Name _____

Compare and Contrast

- When you **compare and contrast** things you tell how they are similar and different.
- Sometimes clue words point out comparisons and contrasts, but not always.
- You can compare and contrast different things you read about with one another and also with what you already know.

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

Bill was the head ranger for the town's parks. He had a difficult choice. Two local organizations wanted permits to use River Park at the same time on the very same day. The local middle school wanted to use it for its annual family picnic, and the soccer league wanted to use it for its playoff games.

Bill supported both groups. The picnic brought the school community together. The soccer playoffs had more participants than the middle school picnic, and Bill knew that the teams were a source of pride for the whole town. He didn't know what to do.

1. Which two groups want to schedule an event at River Park?

2. What do the events have in common?

3. Name a benefit each event offers the community.

4. What major differences does Bill see between the events?

5. Predict how you think Bill will solve this issue.

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Home Activity Your child read a short passage and answered compare-and-contrast questions. With your child, discuss a current issue. Compare and contrast two opinions about the issue. Make a prediction about how the issue will be resolved.

Name _____

Compare and Contrast

- When you **compare** and **contrast** things you tell how they are similar or different.
- Sometimes clue words point out comparisons and contrasts, but not always.
- You can compare and contrast different things you read about with one another and also with what you already know.

Directions Read the following passage.

Serena thought the holidays were the best of both worlds. She loved giving people presents, and she loved receiving them as well. She and her brother usually gave each other gifts of the same value. They both enjoyed making gifts for each other. Serena always asked her brother

what he wanted, although he seldom asked her. Serena carefully wrapped her gifts so that the wrapping gave her brother a clue as to what was inside. Her brother would often present his gift to her in a paper bag or wrapped in newspaper. His unusually wrapped gifts always made her smile.

Directions Complete the following graphic organizer. List similarities and differences between Serena and her brother. Then compare them with your experience of gift giving.

Similarities in Text	Differences in Text	Compared with What I Know
1. Serena and her brother gave gifts of _____ _____ _____	3. Serena always asked her brother what he wanted, but he _____ _____ _____	4. _____ _____ _____ _____
2. They both enjoyed _____ _____ _____ _____	Serena carefully wrapped her gifts, and her brother did not.	5. _____ _____ _____ _____

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Home Activity Your child read a short passage and made comparisons and contrasts. With your child, compare and contrast details of two activities that your child likes to do.

Name _____

Textbook/Trade Book

A **textbook** usually teaches one subject, such as social studies or math. Textbooks contain **chapter titles, headings, subheadings, and vocabulary words**. A **trade book** is any book that is not a textbook, a periodical, or a reference book.

Directions Study the following table of contents from a textbook. Then answer the questions below.

Chapter 18 Asia & Africa 1920–1960	
1. Struggles in Central Asia	788
2. Africa’s New Nations	803
3. Middle East in Conflict.	824
4. Reforms in China	851
<i>Art: Chinese Calligraphy</i>	859
5. Chapter in Review.	874
Chapter 19 Asian Culture Spreads 1946–Present	
1. Japan’s Economic Power	880
<i>Photography: Two Views of Tokyo</i>	887
2. China’s Open Society Develops	901
3. Free Trade’s Global Impact.	919
<i>Map: Cultural Advances</i>	930
4. Chapter in Review.	934

1. What subject do you think this textbook is for? Why?

2. Based on the table of contents, how are the sections of this text book organized?

3. In what chapter and section can you learn about the city of Tokyo?

4. In what section would you find a summary of the whole chapter?

5. What do you think is included in the sections in italics? How can you tell?

Name _____

Directions Read the back cover of this trade book. Then answer the questions below.

The Chinatown Dragon

The Day My Little Sister Was Eaten by a Paper Dragon

THE UPDATED AND EXPANDED TENTH ANNIVERSARY EDITION

It has been ten years since Lori Liu first gave us her collection of stories about her childhood growing up in San Francisco’s Chinatown. That edition let people from all over the world get a close up glimpse of a Chinatown few outsiders are able to see. Readers eagerly immersed themselves in sights and sounds, like the time her little sister ran straight into the mouth of a block-long paper dragon during a parade!

Since then, Ms. Liu has captured new tales full of music, action, humor, and good food to add to the original collection. This edition celebrates the original collection and expands it in a way that will delight her long-time readers.

“Lori Liu’s stories are full of the laughter and tears common to everyone’s childhood.”

—Mario Michelin, *San Jose Post*

“If you have ever enjoyed an afternoon’s visit to Chinatown, you will love Lori Liu’s collection of stories, *The Chinatown Dragon*. You will feel like a resident rather than a visitor.”

—Beatrice Kelly, *San Francisco News*

6. What kind of book is this?

7. What is the book’s title? What do you think the subtitle, which is in italics, means?

8. What is special about this edition of the book?

9. Why are quotes included on the back cover?

10. If you wanted to look up information about the history of Chinese New Year, would you look in a textbook or a trade book? Why?

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Home Activity Your child read a short passage and then answered questions about textbooks and trade books. With your child, look at a trade book and a textbook. Ask your child to explain the difference between the two types of books.

Name _____

Family Times

Summary

Jane Goodall's 10 Ways to Help Save Wildlife

Internationally known scientist and conservationist Jane Goodall offers ten suggestions for ways we can all help save wildlife. From thinking of animals as individuals to recycling paper and getting involved with animal-rights organizations, Goodall suggests simple steps everyone can take.

Activity

Name Game Jane Goodall suggests we name animals and insects to make them seem more like individuals. With your family, make it a point to name the bugs and animals you encounter in everyday life for a week. Maybe Larry the spider won't seem so scary.



Comprehension Skill

Fact and Opinion

A **statement of fact** can be proved true or false. A **statement of opinion** tells what someone thinks or feels, and cannot be proven true or false. Opinions often include words that make judgments, such as *interesting*, *beautiful*, or *I believe*.

Activity

A Simple Answer With a family member, take turns making statements about your family. Have the other person guess whether each statement is true or false. If you're the person making the statements, remember to have a mix of true ones and false ones.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Jane Goodall's 10 Ways to Help Save Wildlife*. Practice using these words.

Vocabulary Words

conservation preservation from harm or decay; protection from loss or from being used up

contribute to help bring about

enthusiastic full of enthusiasm; eagerly interested

environment condition of the air, water, soil, etc.

investigation a careful search; detailed or careful examination

Grammar

Main and Helping Verbs

Main verbs show the action in a sentence. Main verbs are always the last word in a verb phrase. **Helping verbs** clarify the meaning of the main verb. For instance, they may indicate when the action takes place. They come before the main verb in a sentence. *Have, has, had, will, is, am, are, was, and were* can be helping verbs. *For example: Bob is building an airplane.* "Is" is the *linking verb* and "building" is the *main verb*.

Activity

Say It, Do It With a family member, take turns making statements and have the other person act out the action verb. For example, if someone says "I'm flying over the trees," the other person would act out "flying."

Practice Tested Spelling Words

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

Name _____

Fact and Opinion

- A **statement of fact** can be proved true or false. A **statement of opinion** tells what someone thinks or feels.
- Statements of opinion often contain words that make judgments, such as *interesting* or *beautiful*.
- A single sentence might contain both a statement of fact and a statement of opinion.

Directions Read the following passage.

Dirty beaches are disgusting. I hate to see the shore of a lake, or ocean dotted with candy wrappers or soda bottles or other bits of garbage. Garbage on beaches is more than an eyesore, though. It also kills wildlife. Animals such as fish and turtles may try to eat drifting garbage they find in the water. If they do, they may

choke. The plastic six-pack yokes from soda cans are dangerous to birds. Birds often become tangled in the plastic and die. To help keep beaches clean, volunteer on clean-up days. People who clean beaches help protect the environment and deserve the best places to sit when they visit the shore.

Directions Fill in the diagram below based on the passage.

Statement	Can it be proved true or false?	Fact? Opinion? Or both?
Dirty beaches are disgusting.	1.	2.
The plastic yokes from soda cans are dangerous to birds.	3.	4.
5.	The first part can be proved true or false, but not the second part.	contains both fact and opinion



Home Activity Your child identified statements of fact and opinion in a nonfiction passage. Tell your child a series of statements about your family and have your child determine whether they are fact or opinion. For each fact, ask your child how the statements can be proved true or false.

Name _____

Vocabulary

Directions Choose a word from the box that best matches each clue. Write the word on the line.

- _____ 1. preservation from harm
- _____ 2. surroundings
- _____ 3. full of eager interest
- _____ 4. give money, help, or time
- _____ 5. detailed, thorough examination

Check the Words You Know

___ conservation
 ___ contribute
 ___ enthusiastic
 ___ environment
 ___ investigation

Directions Choose the word from the box that best completes each sentence. Write the word on the line.

Migrating birds, like the Canada goose, travel twice each year to a new

6. _____. Scientists who study these annual moves are interested in
7. _____ of bird habitats. These 8. _____
- scientists 9. _____ greatly to the safety of birds. Through
10. _____, research, and observation, environmental scientists serve an important role in preserving nature.

Write an Opinion

On a separate sheet of paper, write your opinion on what people should do to help endangered animals. Explain why you feel the way you do. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *Jane Goodall's 10 Ways to Help Save Wildlife*. With your child, find out information on endangered plants or animals in your area. Use the vocabulary words to discuss them.

Name _____

Vocabulary • Context Clues

As you read, you will find unfamiliar words. You can use context clues to figure out the meaning of a new word. **Context clues** are found in the words and sentences around an unfamiliar word.

Directions Read the following passage. Then answer the questions below. Look for context clues around unfamiliar words to determine their meaning.

The U.S. Fish and Wildlife Service (USFWS) is one of our country's most enthusiastic protectors of endangered species. When the environment, or home, of one of our nation's species is threatened, the USFWS tries to protect it as best they can. They will begin with an investigation of the threat, and when they discover what is causing

it they will act to repair the damage. Conservation of wetlands, prairies, and other geographically sensitive areas is an important part of the preservation goals of the USFWS. We can all help save endangered species by being responsible citizens and making sure we don't litter or contribute to the destruction of these sensitive lands.

1. What does the word *enthusiastic* mean?

2. What context clues can help you understand the meaning of the word *environment*?

3. Look at the sentence before the word *conservation*. How does this sentence give a clue to the meaning of *conservation*?

4. What does *contribute* mean as it is used in this passage?

5. What is the meaning of *investigation*? How do you know?



Home Activity Your child answered questions about unfamiliar words in a nonfiction passage by using context clues. Explain a process to your child, like making a complicated meal, using unfamiliar words and help your child figure out what the new words mean by their context.

Compare and Contrast

Directions Read the article. Then answer the questions below.

The vast majority of frogs eat a diet of insects and worms. A frog's long tongue can strike out at a passing fly in a split second, scooping up its prey and pulling it back into its mouth faster than the human eye can see. This diet partly explains why so many species of frogs live near water. There are always plenty of insects to be found in and around a water source.

But some frogs eat more than insects and worms. Some frogs eat other frogs, mice, snakes, and even turtles! This is only seen among very large frogs, such as the North American bullfrog. They still use their lightning-fast, sticky tongues to grab their prey. However, the bullfrog's large size gives it the power to capture and eat such large meals.

1. What do the majority of frogs eat?

2. What does a North American bullfrog sometimes eat that most frogs do not?

3. Why do you think a North American bullfrog would need to eat a mouse?

4. What do both small and large frogs use to catch their prey?

5. On a separate sheet of paper, compare what you eat during a meal to what an older relative eats. What is the same and what is different?



Home Activity Your child has compared and contrasted information about frogs in a nonfiction passage. Discuss with your child the differences and similarities of two kinds of animals; such as birds and fish. How are they alike? How are they different?

Name _____

Fact and Opinion

- A **statement of fact** can be proved true or false. A **statement of opinion** tells what someone thinks or feels.
- Statements of opinion often contain words that make judgments, such as *interesting* or *beautiful*.
- A single sentence might contain both a statement of fact and a statement of opinion.

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

Some people prefer cats to dogs as house pets. Fans of cats say they are just as friendly as dogs and that they are equally loving. We know from studies that cats sleep a bit more than dogs; a majority of a cat's day is spent napping. We also know that cats are preferable in pet-therapy situations because they are smaller and easier to handle for elderly

or handicapped persons. For the past few years, polls have found that more people have cats as pets than dogs. But cats are hunters, and if let outside, a house cat will hunt birds, mice, and other small mammals. Some people say they are more frightened of cats than dogs. For some reason, they say, dogs seem friendlier.

1. What takes up most of a cat's day?

2. Give one example of a statement of opinion found in the passage.

3. How do you know that your example is a statement of opinion?

4. Give one example of a statement of fact in the passage.

5. On a separate sheet of paper, give your opinion of cats and dogs. Which would you prefer to have as a pet?



Home Activity Your child answered questions about facts and opinions based on a passage. Read a newspaper or magazine article with your child and discuss which parts are statements of fact and which ones are statements of opinion.

Fact and Opinion

- A **statement of fact** can be proved true or false. A **statement of opinion** tells what someone thinks or feels.
- Statements of opinion often contain words that make judgments, such as *interesting* or *beautiful*.
- A single sentence might contain both a statement of fact and a statement of opinion.

Directions Read the following passage about penguins. Fill in the diagram below.

Molting is a process during which an animal sheds an outer layer of protection and grows a new one. When humans do this, it involves tiny amounts of skin or hair at a time. We should feel sorry for molting penguins, though, because molting is a difficult time for them. While penguins molt each year, they cannot go into the water. Penguins eat fish and other

sea life, so while a penguin is molting, it cannot eat. A molting penguin also looks strange. Molting penguins migrate to a communal molting site, usually in a sheltered area. Depending on the size of the penguin, molting can take anywhere from two weeks to a full month! Maybe penguins think of molting as a way to diet.

Statement	Can it be proved true or false?	Fact? Opinion? Or both?
Molting penguins isolate themselves from other penguins.	1.	2.
We should feel sorry for molting penguins, though, because molting is a difficult time for them.	The first part cannot be proved true or false, but the second part can.	3.
4. A molting penguin also	5.	Opinion



Home Activity Your child answered questions about facts and opinions in a nonfiction passage. Read a magazine article with your child and ask him or her to identify facts and opinions in the text.

Name _____

Electronic Media

- There are two types of **electronic media**—computer and non-computer. Computer sources include computer software, CD-ROMs, and the Internet. Non-computer sources include audiotapes, videotapes, films, filmstrips, television, and radio.
- To find information on the Internet, use a search engine and type in your keywords. Be specific. It's a good idea to use two or more keywords as well as typing "AND" between keywords. To go to a Web page that's listed in your search results, click on the underlined link.

Directions Use the following list of electronic media to answer the questions below.

- *Monkey-ing Around* (Public Television documentary about captive monkey behavior)
- *Monkey Project* (Internet site for an international primate organization)
- *Field Recordings: Monkeys of Gambia* (CD of natural monkey sounds recorded in Gambia in 1998)
- "Jane Goodall's Quest" (Taped interview with Jane Goodall)
- *World Wildlife Fund's Annual Report 2003* (CD-ROM with annual assessment of endangered species and habitats)
- *One World* (Internet site about wild animal habitats that are endangered)

1. Which source would be most helpful in writing a report on Jane Goodall?

2. How would you access information from the *World Wildlife Fund's Annual Report 2003*?

3. If you were doing an Internet search, what keywords would you type into the search engine to find the Web site *One World*?

4. Which source would be most helpful if you wanted to learn about the sounds monkeys make?

5. Which source would you start with if you were investigating primates in your local zoo?

Name _____

Directions Use the following Internet search results found on a search engine to answer the questions below.

Search Results

Prairie Shores

State of Illinois' official site for prairie habitat information. Northern Illinois prairies adjacent to Lake Michigan. Flora, fauna, ecosystems, wildlife habitats.

Federally Protected Ecosystems

U.S. Department of the Interior. Based on annual assessment, site lists all federally protected ecosystems by state, region, ecosystem type, EPA ranking, etc.

Our Backyard

Waukegan community organization site to protect Amber Prairie. Updates on preservation effort, fundraising efforts, state and federal decision deadlines.

Habitat and Ecosystem Interdependence

University of Northern Illinois three-year study on development impact on Amber Prairie and its ecosystems, habitats, and indigenous species.

6. What does the information below the underlined links tell you?

7. What key words might have been used to get these search results?

8. Which sites are the official government sources regarding this prairie?

9. Which site would be the least reliable if you were doing a report for school?

10. Why might the *Habitat and Ecosystem Interdependence* site be valuable if you were doing a report?



Home Activity Your child answered questions about electronic media. With your child, look around your house and see how many different types of electronic media you have on hand. Talk with your son or daughter about how each of the various electronic media sources could be valuable in his or her studies.

Name _____

Family Times

Summary

The Midnight Ride of Paul Revere

Revolutionary war hero Paul Revere warned the colonists of an advancing attack by the British army. Revere rode his horse through the night warning every village and town. The colonists, prepared by Revere's warning, defeated the British forces.

Activity

Household Poetics With a family member, write a short poem describing something you do every day, like eating lunch or walking to school. Try to make the poem as exciting as possible.



Comprehension Skill

Sequence

The **sequence** of events is the order in which they take place. Clue words such as *first*, *next*, and *then* may show sequence in a story.

Activity

Recipe for the Day Write out the order of events that have happened today, from when you woke up to when you started this activity. Try to be as detailed as possible. Then, using what you wrote as a guide, tell a family member about what you have done with your day. Pay attention to the words you use to indicate sequence.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *The Midnight Ride of Paul Revere*. Practice using these words.

Vocabulary Words

fate what becomes of someone or something

fearless without fear; afraid of nothing; brave; daring

glimmer a faint, unsteady light

lingers stays on; goes slowly, as if unwilling to leave

magnified caused something to look larger than it actually is

somber having deep shadows; dark; gloomy

steed a horse, especially a riding horse

Grammar

Subject-Verb Agreement

Subject-verb agreement occurs when the correct singular or plural verb is used to match the singular or plural noun or pronoun in the subject. Singular nouns and pronouns take singular verbs. Plural nouns and pronouns take plural verbs. *For example: Jenny wants to go to Philadelphia. Her parents want to go to Boston instead.* “Jenny” is *singular*, so it takes the singular “wants,” but “her parents” is *plural*, so it takes the plural “want.”

Activity

Mix ‘n’ Match With a family member, take a piece of paper and divide it into twelve squares. On six of the squares, write six different subjects (nouns). Make some plural, like *cats*, and some singular, like *dog*. On the other six squares, write six different verbs that agree with the nouns. Then mix up the squares, and match the subjects and verbs in different combinations so they all agree.

Practice Tested Spelling Words

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

Name _____

Sequence

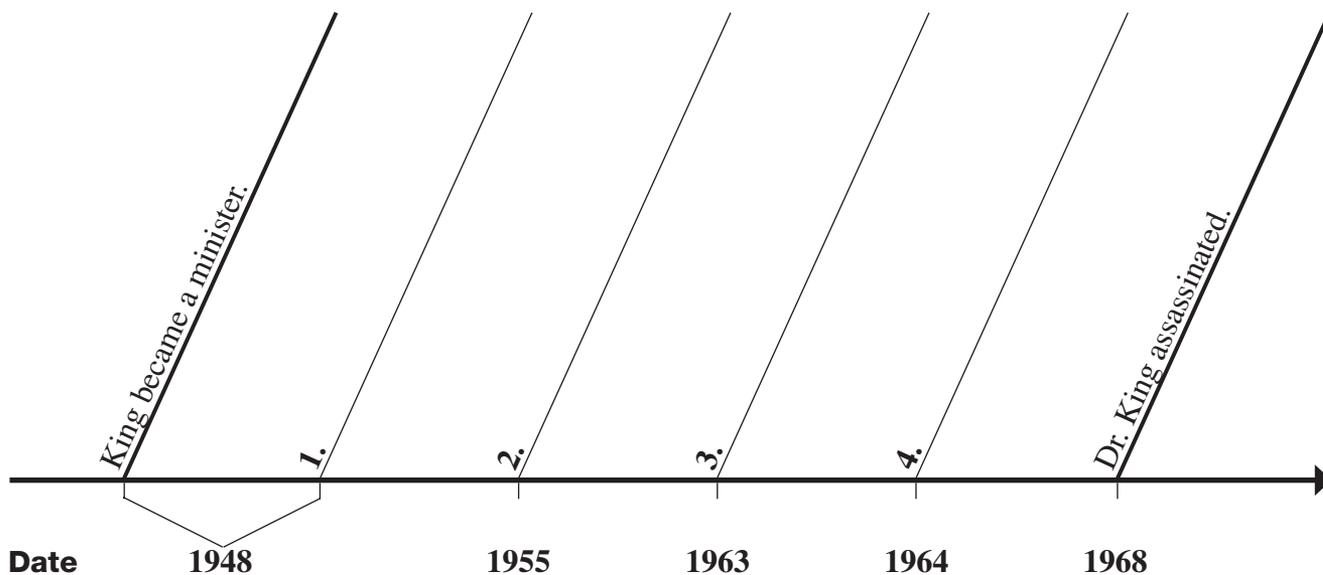
- The **sequence** of events is the order in which they take place, from first to last.
- Clue words such as *first*, *next*, and *then* may show sequence in a story or article, but not always. Other clues are dates and times of day.
- Sometimes two events happen at the same time. Clue words that show this are *meanwhile* and *in that same year*.

Directions Read the following passage and complete the time line below.

The Reverend Martin Luther King Jr. is one of the heroes of freedom in America. In 1948, at the age of 19, King became a minister. That same year, he graduated from Morehouse College. He is best known, however, for his role in the civil rights movement. In 1955, he helped

organize the Montgomery Bus Boycott. In 1963, he led the Freedom March on Washington, D.C. Because of his frequent participation in civil rights protests, he was arrested 30 times. In 1964, he was awarded the Nobel Peace Prize. Dr. King was assassinated in 1968.

Events in Martin Luther King's Life



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5. Which two events happened at nearly the same time? How can you tell?



Home Activity Your child read a short passage and made a time line of key events in the life of Dr. Martin Luther King Jr. Talk with your child about some of the important events in your own life. Create a time line to show the sequence of those events.

Name _____

Vocabulary

Directions Choose the word from the box that best completes each sentence. Write the word on the line.

- _____ 1. a high-spirited horse
- _____ 2. made something look larger
- _____ 3. not afraid
- _____ 4. a faint, unsteady light
- _____ 5. dark or gloomy

Check the Words You Know

- ___ fate
- ___ fearless
- ___ glimmer
- ___ lingers
- ___ magnified
- ___ somber
- ___ steed

Directions Choose a word from the box that best matches each clue. Write the word on the line.

- Some have fought for freedom in a 6. _____ and inspiring way.
- The founding fathers 7. _____ this kind of commitment when they fought against the British and, some would say, 8. _____ itself.
- The 9. _____ of hope they felt eventually became reality when they defeated the English King's forces. That dedication to the fight for freedom 10. _____ in all Americans to this day.

Write a Conversation

On a separate sheet of paper, write a short conversation between two members of the colonial army in 1775. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from the poem *The Midnight Ride of Paul Revere*. With your child, look up information about Paul Revere and his activities as a colonist in the 1700s. Discuss the information, using as many vocabulary words as possible.

Name _____

Vocabulary • Word Structure

- An **ending** is a letter or letters added to the end of a base word.
- **-s** or **-es** can be added to a singular noun to make it plural. **-ed**, **-ing**, and **-s** can be added to a verb to change its tense.

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

A colonist's life was filled with hard work, especially when compared with our lives. Many of these differences can be connected to a single fact: in the 1700s, there were no cars. Traveling from place to place was particularly difficult.

A colonist without a good horse often had to walk. Once outside of town, many miles separated settlements—and there were no sidewalks, few roads, and no street lights. Linger on the trail after dark was risky.

1. *Compared* and *connected* both have the same ending. What are their base words? How does *-ed* change the meaning of their base words?

2. *Lives* and *differences* both have the same ending. What are their base words? How does *-s* change the meaning of their base words?

3. *Traveling* and *lingering* both have the same ending. What are their base words? How does *-ing* change the meaning of their base words?

4. What is the difference between *-s* at the end of *lingers* and *-s* at the end of *sidewalks*?

5. Choose a noun or a verb from the passage. What is its base word? Add a new ending to it. How has the meaning of the word changed?



Home Activity Your child identified and answered questions about word endings. Change the word endings of common words your child knows. Ask your child how these new words are different from the original words in spelling and meaning.

Name _____

Literary Elements • Setting and Theme

Directions Read the article. Then answer the questions below.

Patrick Henry was one of the many interesting characters in the American Revolution. He provided us with one of the great sayings in American history. As a young man, he tried and failed at being a farmer and shopkeeper. He eventually educated himself and became a lawyer. Patrick Henry became a famous activist in the fight against British control of the

colonies. He spoke out against English rule early and often. He urged fellow colonists to revolt. He challenged the British over their restrictions upon American liberty. In 1775, at a meeting of colonial leaders, he spoke his most famous line: “I know not what course others may take, but as for me, give me liberty or give me death.” This was the theme of his adult life.

1. When and where did Patrick Henry live?

2. How do you know Patrick Henry was outspoken?

3. How did Patrick Henry feel about British rule of the colonies?

4. Why do you think Patrick Henry said, “Give me liberty or give me death”?

5. On a separate sheet of paper, describe something you feel so strongly about that you would say something like what Patrick Henry said.



Home Activity Your child read a short passage and answered questions about setting and theme. Discuss the setting of one of your child’s favorite places. Ask your child: What does it look like? What do you see there?

Name _____

Sequence

- The **sequence** of events is the order in which they take place, from first to last.
- Clue words such as *first*, *next*, and *then* may show sequence in a story or article, but not always. Other clues are dates and times of day.
- Sometimes two events happen at the same time. Clue words that show this are *meanwhile* and *in that same year*.

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

In 1773, American colonists in Boston raided three British ships in Boston Harbor. They dumped more than 300 crates of British tea into the water. They were protesting England's taxes on the American colonies. Eight months earlier, the British government had created a tax on all tea shipped from England to

America. The colonists were furious. On the night of December 16, 1773, Samuel Adams led approximately 100 colonists and stormed the British ships waiting to unload their tea. By dumping all the tea into the harbor, the colonists let the King know that they would not stand for his high taxation.

1. What did the British do that angered the American colonists? What year did they do it?

2. How long did it take for the colonists to take action?

3. Why did the colonists dump the tea into Boston Harbor?

4. Why is knowing that the colonists were angry at the British important to the sequence of events?

5. Imagine that you have been asked to give a history presentation on the Boston Tea Party. On a separate sheet of paper, list at least five questions you might try to answer in your presentation.



Home Activity Your child read a short passage and answered questions about the sequence of events described in it. Read a newspaper or magazine article with your child and discuss the sequence of events it describes.

Name _____

Sequence

- The **sequence** of events is the order in which they take place, from first to last.
- Clue words such as *first*, *next*, and *then* may show sequence in a story or article, but not always. Other clues are dates and times of day.
- Sometimes two events happen at the same time. Clue words that can show this are *meanwhile* and *in that same year*.

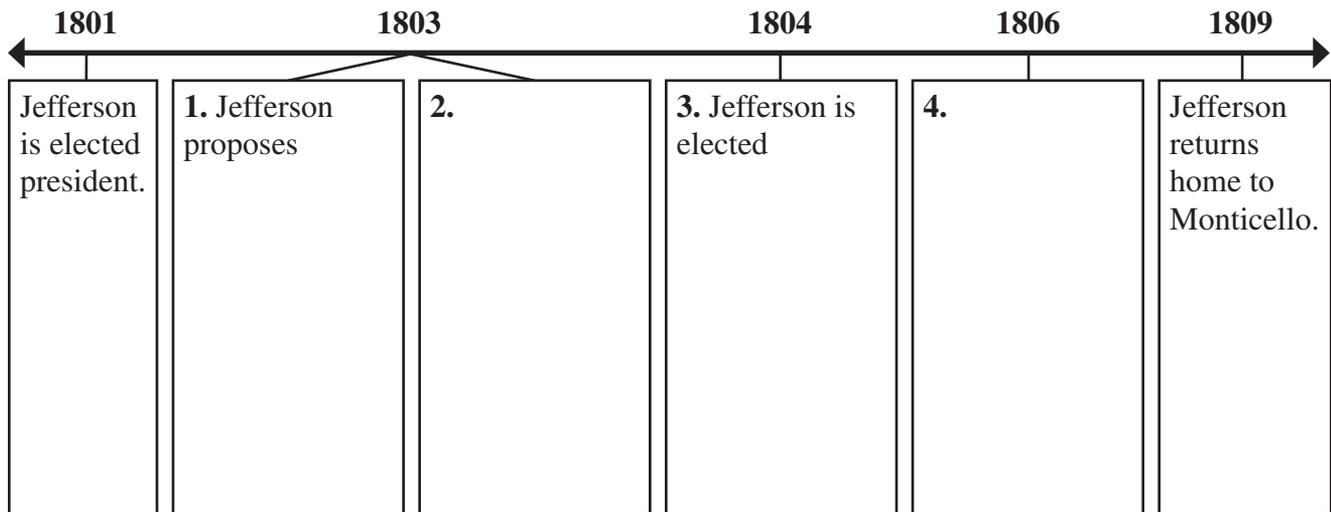
Directions Read the following passage and complete the time line below.

Thomas Jefferson was the third president of the United States. After a close election, he took office in 1801. In 1803, Jefferson proposed an expedition to explore the West. This became the Lewis and Clark expedition. Meanwhile, he made an agreement with France called the Lousiana Purchase.

Jefferson's re-election in 1804 was

different from his first. This time he won every state except three. Lewis and Clark returned in 1806. They had traveled all the way to present-day Oregon. Jefferson was asked to run for president for a third term. He refused because he did not want the president to become like a king. In 1809, Jefferson returned to his much-loved home, Monticello.

Thomas Jefferson's Presidency



5. Which two events happened at nearly the same time? How can you tell?



Home Activity Your child read a short passage and identified the sequence of events in it. Read a historical story or article with your child and chart the sequence of events in the article.

Illustration/Caption

- **Illustrations** or **pictures** can convey information about characters and events in a story. They can help establish mood, dramatize action, reinforce the author's imagery or symbolism, or help explain the text.
- A **caption** is the text explaining the illustration or picture. It usually appears below or to the side of the image.

Directions Look at the illustration and read the caption. Then answer the questions below.



This illustration shows Benjamin Franklin flying a kite in an experiment to relate lightning and electricity.

1. Based on the illustration, in what kind of weather did Franklin fly his kite?

2. Look at the picture. How did Franklin's experiment work?

3. What do the clothes of the people in the illustration tell you?

4. Why do Ben Franklin and his companion look pleased?

5. Can you tell where the event took place by looking at the illustration?

Name _____

Directions Look at the illustration and read the caption. Then answer the question below.



This illustration shows the Illinois state quarter, whose design was inspired by the artwork of Thom Cichelli of Chicago.

6. Look at the illustration of the quarter. Who is pictured on the quarter?

7. Based on the illustration, in what year was Illinois admitted to the United States?

8. What do the tall buildings show?

9. What does the caption tell you that is not reflected in the image?

10. What do you think the 21 stars signify?



Home Activity Your child learned how illustrations and captions can help convey information about a story. Look at one of your child's favorite books and discuss how the illustrations in it help your child learn more about the story.

Name _____

Family Times

Summary

Wings for the King

The King wants to fly to distant lands and see the world. His loyal subjects bring him wings and other flying inventions. But only the gift of books satisfies the King's search for knowledge.

Activity

Country Collage Think of a distant land you and a family member would like to see. Do a little research about the place on the Internet or in books or magazines. Form a collage of pictures of the country you have found or drawn. Together, talk about what you would like to see there.



Comprehension Skill

Author's Purpose

The **author's purpose** is the main reason or reasons an author has for writing. An author may write to persuade you, to inform you, to entertain you, or to express ideas or feelings. The kinds of ideas the author uses and the way he or she states them help you to see the author's purpose.

Activity

The Art of Persuasion With the purpose of persuasion in mind, write an advertisement you might hear on the radio for a product you have created. Think about the kinds of words people use when they want to sell something. Have your family help you perform the radio ad.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Wings for the King*. Practice using these words.

Vocabulary Words

admiringly with wonder, pleasure, and approval

permit to let, allow

scoundrel an evil, dishonorable person; villain; rascal

subject a person under the power, control, or influence of another

worthless without value; good-for-nothing; useless

Grammar

Past, Present, and Future Tenses

Present tense verbs show action that is happening now. *For example: walk; bounce; talk.* **Past tense** verbs show action that happened in the past. Most verbs form the past tense by adding *-ed* to the present tense. *For example: walked; bounced; talked.* **Future tense** verbs show action that will happen in the future. Verbs form the future tense by adding the word *will* or a form of *is going to* to the present tense. *For example: walk; will bounce; is going to talk.* Some verbs, however, do not follow the usual rules when forming the past tense. These verbs are called **irregular verbs**, and their past-tense forms must be memorized. *For example: fly/flew; eat/ate; knit/knit.*

Activity

Verb Verse Work with a family member to write a poem using the past tense, present tense, and future tenses of the same verbs. Be as creative and clever as possible. Perform it for other family members.

Practice Tested Spelling Words

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

Name _____

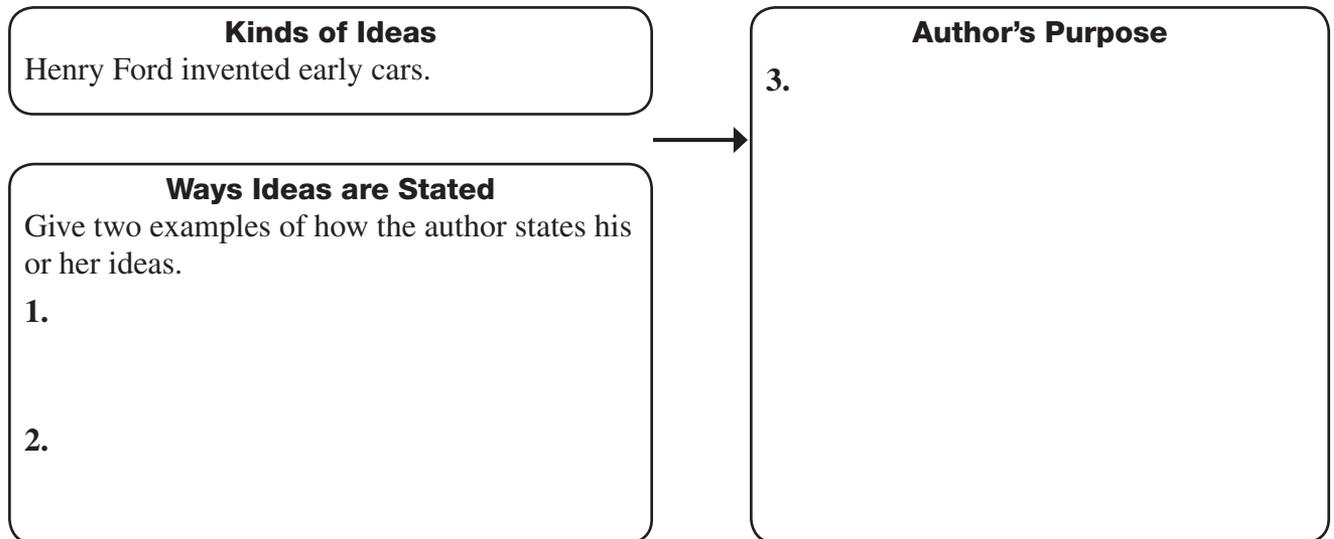
Author's Purpose

- The **author's purpose** is the reason or reasons an author has for writing. The purpose may change during a selection, but most selections have one main purpose.
- An author may write to persuade, to inform, to entertain, or to express ideas or feelings. The kinds of ideas and the way the author states them help you to see the author's purpose.

Directions Read the following passage. Then complete the diagram below.

Henry Ford constructed his first horseless carriage, the *Quadricycle*, in 1896. In 1908, he built a car for the average person: the Model T. It sold for \$850, but eventually was priced as low as

\$260. Ford's new, efficient assembly lines revolutionized American manufacturing and made goods cheaper to produce. 15 million Model T's were sold, ushering in the "motor age."



4. In what way does the author express ideas to help you understand the purpose of the passage?

5. What do you think is the main idea of this passage?

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Home Activity Your child read a short passage and identified the author's purpose. Read a magazine article with your child. Work with your child to identify the kinds of ideas the author expresses and how he or she expresses them. Then decide the author's purpose.

Name _____

Vocabulary

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

- _____ 1. without value
- _____ 2. to look upon with approval
- _____ 3. rascals
- _____ 4. to allow
- _____ 5. a person under the power of someone else

Check the Words You Know

- ___ admiringly
- ___ permit
- ___ scoundrel
- ___ subject
- ___ worthless

Directions Choose the word from the box that best completes each sentence. Write the word on the line to the left.

- _____ 6. Henry Ford looked _____ at his Model T.
- _____ 7. Ford's experiments were not _____, because he learned from them.
- _____ 8. After Ford built the first horseless carriage, he was the _____ of many news stories.
- _____ 9. Untrustworthy _____ tried to sell a fake Model T for an outrageous price.
- _____ 10. The price of the first Model Ts did not _____ the average American to buy them.

Write a Newspaper Article

On a separate piece of paper, write a newspaper article about an imaginary new invention. Describe one or two failures the inventor experienced before he or she was successful.



Home Activity Your child identified and used vocabulary from *Wings for the King*. Choose items in the room where you and your child are sitting. Describe each item. See if your child can guess what you are describing based on the clues you offer.

Name _____

Vocabulary • Context Clues

- When you are reading and see an unfamiliar word, use **context clues**, or words around the unfamiliar word, to figure out its meaning.
- Some words have more than one meaning. Look at the context clues to help you decide which meaning is used in the passage.

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

The two-wheeled vehicle known as the bicycle was invented in Europe. A French version, called a “boneshaker,” ran on wooden wheels covered with iron. Its front wheel was slightly larger than the rear one. As indicated by its name, it was not a comfortable bike to ride.

John Kemp Starley manufactured a safety bicycle, named the Rover Safety Bicycle. It was a more stable bike. The

air-filled pneumatic tire and the “bicycle built for two,” or tandem bicycle, contributed to the popularity of the bicycle in the 1890s.

Today, the bicycle is still an important way for people to get from place to place. In some parts of the world, travel by bicycle can be combined with travel by bus and by train. A permit is sometimes required to take a bicycle on the train.

1. What does *vehicle* mean? What clues help you to determine the meaning?

2. What context clues help you determine why an early version of the bicycle was called the *boneshaker*?

3. What context clue helped you to determine the meaning of *pneumatic*?

4. What context clue helped you determine the meaning of *tandem bicycle*?

5. In the last sentence, the word *permit* is a noun and refers to a signed card granting permission to do something. Write a sentence in which the word *permit* has a different meaning.

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Home Activity Your child read a short passage and identified and used context clues to understand new words in a passage. Work with your child to identify unfamiliar words in an article. Then your child can find context clues to help understand the new words. Confirm the meanings with your child.

Name _____

Cause and Effect

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

Do you know anyone who has had polio? There's a reason why you probably don't. Jonas Salk, M.D., led a team of scientists that developed a vaccine against the crippling disease. Every summer during the 1940s and 1950s, thousands of children became infected with polio. Every summer parents were anxious and afraid. Polio also affected adults. For example, President Roosevelt came down with polio as an adult.

In 1955, Americans received the news of Salk's success. It made him famous overnight. Dr. Salk said the vaccine he discovered belonged to everyone. Therefore, the vaccine was made available to people around the world. The disease began to disappear.

1. Why do you think you do not know anyone who has had polio?

2. Every summer in the 1940s and 1950s, thousands of children became infected. What effect did this have on parents?

3. What made Dr. Salk famous overnight?

4. Dr. Salk said the vaccine he discovered belonged to everyone. What effect did that have? Which word helped you identify the effect?

5. Explain the effects of a new vaccine.

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Home Activity Your child read a short passage and identified causes and effects. Work with your child to identify the cause and effect of three important events in his or her own life.

Name _____

Author's Purpose

- The **author's purpose** is the reason or reasons an author has for writing. The purpose may change during a selection, but most selections have one main purpose.
- An author may write to persuade, to inform, to entertain, or to express ideas or feelings. The kinds of ideas and the way the author states them help you to see the author's purpose.

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

Imagine traveling at 187 miles per hour while relaxing in a comfortable chair. You could be reading a book or gazing out the window at the scenery! How would you be traveling? Not in a car. Cars don't travel that fast, and you can't enjoy the countryside in an airplane. However, you could be in a high-speed train.

High-speed trains regularly run at

speeds of over 124 miles per hour. Japan was the first to introduce a bullet train in 1964. Many European countries have high-speed rail travel. In some places, traveling by train is faster and cheaper than air travel. The high-speed train is especially good for travelers who want to avoid overcrowded roads and air routes.

1. What is the purpose of this article?

2. How do you know that this is the purpose?

3. What is another possible purpose of this article?

4. Explain why this could also be the purpose.

5. How is this article organized?

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Home Activity Your child has read a short passage and identified the author's purpose. Read an article about a new invention or new scientific finding. Have your child determine the author's purpose of the article.

Name _____

Author's Purpose

- The **author's purpose** is the reason or reasons an author has for writing. The purpose may change during a selection, but most selections have one main purpose.
- An author may write to persuade, to inform, to entertain, or to express ideas or feelings. The kinds of ideas and the way the author states them help you to see the author's purpose.

Directions Read the article. Then complete the diagram below.

Many people believe that America's love of cars is ruining the natural world. They believe that carmakers can develop cars that are less harmful to the environment. First, carmakers can make cars that do not use so much fuel. This helps conserve oil and gas. Second, gas

can be made so it releases fewer waste products. Third, they can make more cars that use electricity combined with gas. Many people feel that electricity is cleaner than gas. If carmakers make these changes, cars could be less harmful to the environment and our quality of life.

Kinds of Ideas

Carmakers can develop cars that are less harmful to the environment.

Ways Ideas are Stated

Give examples of how the author states his or her ideas.

1. First, carmakers _____

2. Second, _____

3. Third, _____

Author's Purpose

4.

5. Why do you think the author is trying to achieve his or her purpose?



Home Activity Your child read a short article and identified the author's purpose. Read an article about preserving the environment with your child. Ask your child to determine the authors' purpose.

Name _____

Advertisement

- An **advertisement** is meant to sell a product or service. Written advertisements may appear in newspapers or on the Internet. Advertisers use many techniques to persuade the reader.
- **Loaded words** affect the reader by creating emotions or making value judgments.
- A **slogan** is a short phrase that is easily remembered.
- A **generality** is vague. It lacks specific details and supporting evidence and facts.
- **Getting on the bandwagon** is another way of saying “everyone else does it.”
- A **sweeping generalization** has inadequate evidence and speaks for a large group.

Directions Read this advertisement for a car dealership and answer the questions.

Best Deals Ever on Pre-Loved Cars!

If you’ve ever wanted a luxury sports car with all the extras, now’s the time to buy. **Carz-for-U Sales** is having its biggest sale ever on many of its top-of-the-line sports cars. Most cars come equipped with many of the latest luxury features! Choose from the exciting new fluorescent colors that everyone’s buying. These are orange, white, green, or pink. Have you had credit card problems? Don’t worry. We always find a way for you to buy your dream car with a just small down payment. **Carz-for-U Sales**—the best deals on wheels!

1. Which technique is the advertisement’s headline an example of? Why do you think the advertiser calls the cars “pre-loved” instead of “pre-owned” or “used”?

2. Which technique is being used in the third sentence?

3. Which sentence in the ad uses the getting-on-the-bandwagon technique?

4. The advertiser says that at Carz-for-U Sales, “We always find a way for you to buy your dream car with just a small down payment.” What kind of technique is being used? What doesn’t the advertiser tell the reader?

5. What technique is used in the last sentence? Do you think it is effective? Explain.

Name _____

Directions Read this advertisement for a credit card and answer the questions.

ACT NOW!

Diamond Classic Plus

New, Promotional 5.9% APR! *

Your Credit Limit: Up to \$15,000

Reply within 10 days

- No annual fee
- Online account and bill payment
- **FREE additional cards**
- Special **cardmember privileges**

Can you believe it? The holidays are just around the corner. Impress your friends with your new **Diamond Classic Plus Card** with no annual fee.

Save hundreds of dollars with free coupons to your favorite stores and restaurants—as part of your **cardmember privileges**. All you have to do is sign up before December 1. Pay your bill online and save with our special online **Shopping Mall**. Need cash? You can use your new card to receive cash within seconds.*

How can you benefit from this offer? It's easy. Just fill out the Application below and mail it today!

*See details on reverse.

6. List two statements the advertiser uses to convince the reader to take immediate action.

7. Identify three examples of loaded words used in the advertisement.

8. The advertiser uses an asterisk twice to refer to the note at the bottom of the page. Why do you think the advertiser refers the reader to the other side of the letter?

9. List three services or extras the advertiser offers beyond being able to buy now and pay later.

10. Would you fill out the application? Why or why not?



Home Activity Your child learned about advertisements. Write an advertisement for an imaginary product or service with your child using some of the advertising techniques your child has learned about. Discuss how the advertisement tries to persuade the reader.

Name _____

Family Times

Summary

Leonardo's Horse

The year is 1452. The Duke of Milan wants a statue of a horse to give to his father. The great artist, Leonardo da Vinci, believes he alone can make it. He begins work on it at the age of 30, but is never able to complete it.

Activity

Art Action Think about a work of art you would like to make. Talk with a family member about the materials you would need, how you would make it, and what it would look like.



Comprehension Skill

Main Idea and Details

The **main idea** is the most important idea about a paragraph, passage, or article. Supporting **details** are small pieces of information that tell more about the main idea.

Activity

Cats or Dogs? Express a general idea about a pet or animal you are familiar with. *For example: Cats make better pets than dogs.* Have a family member suggest specific details that support your main idea. *For example: You don't have to walk a cat.*

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Leonardo's Horse*. Practice using these words.

Vocabulary Words

achieved carried out to a successful end

architect person who designs and makes plans for buildings

bronze a dark yellow-brown combination of copper and tin

cannon a big gun, especially one that is mounted on a base or wheels

depressed sad or gloomy

fashioned made, shaped, or done

midst in the middle

philosopher a person who studies philosophy, the study of the basic nature of knowledge and reality

rival a person who wants and tries to get the same thing as another, or tries to equal or do better than another

Grammar

Principle Parts of Regular Verbs

A verb's tenses are formed from its **principle parts**: the present, the past, and the past participle. **Regular verbs** add *-d* or *-ed* to form the past tense.

For example: walk/walked, use/used. To form the past participle, use *has* or *have* with the past-tense form. *For example: have walked, has used.*

Activity

Pass it on In groups of two, play "Pass it on." The first person selects a verb and says its present participle and past tense. The second person repeats the first person's statement, then adds the verb's past participle, then chooses a new verb and says the new verb's present participle and past tense. Play continues back and forth, each person adding three words to the growing list, until one player cannot recite the entire list.

Practice Tested Spelling Words

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

Name _____

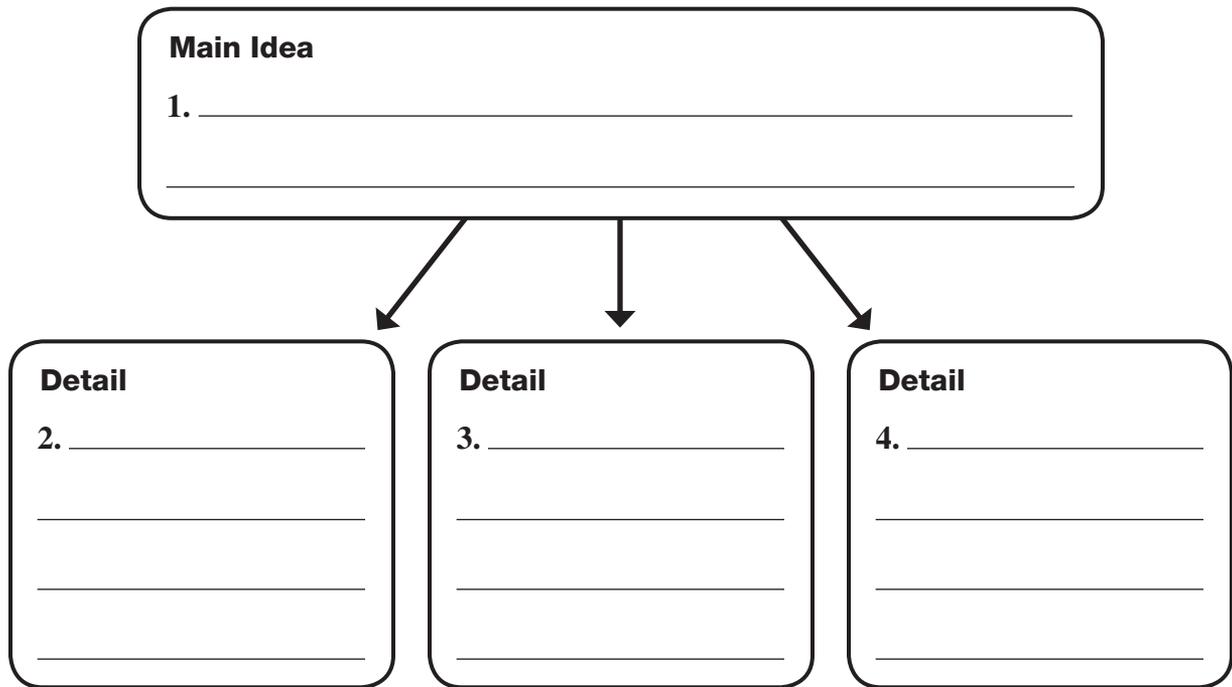
Main Idea

- The **main idea** is the most important idea about a paragraph, passage, or article.
- **Details** are small pieces of information that tell more about the main idea.

Directions Read the following passage and complete the diagram. State the main idea of the passage and three supporting details.

Artist Wesley Dennis (1903–1966) was an expert at painting horses. He had the ability to capture each horse’s personality in his paintings. In 1945, writer Marguerite Henry asked him to illustrate her first book, *Justin Morgan Had a Horse*. He illustrated fifteen of Henry’s horse

books, including *King of the Wind* and *Misty of Chincoteague*. All three of these books were very popular with children and won awards for children’s literature. Dennis is also known for his paintings in Anna Sewell’s powerful story *Black Beauty*.



5. Write a one-sentence summary of this passage.



Home Activity Your child identified the main idea and supporting details of a brief passage. Work with your child to identify the main idea and supporting details for individual paragraphs in a magazine or newspaper article. Challenge your child to write a summary of it.

Name _____

Vocabulary

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

- _____ 1. a big gun mounted on a base or wheels
- _____ 2. a person who designs and makes plans for buildings
- _____ 3. made, shaped, or done
- _____ 4. a person who studies the basic nature of knowledge and reality
- _____ 5. a person who wants and tries to get the same thing as another or tries to do better than another

Check the Words You Know

- ___achieved
 ___architect
 ___bronze
 ___cannon
 ___depressed
 ___fashioned
 ___midst
 ___philosopher
 ___rival

Directions Choose the word from the box that best fits in each sentence. Write the word on the line shown to the left.

- _____ 6. The horse's yellow-brown coat was so rich and shiny it looked like it was made from _____.
- _____ 7. Working together on their books about horses, Wesley Dennis and Marguerite Henry _____ great success.
- _____ 8. Amelia was known as the best artist in school, but her _____ Lily was trying to outdo her with a new painting.
- _____ 9. The wild pony did not like being fenced in. It was happier in the _____ of the wide open fields.
- _____ 10. Julia felt _____ when she had to leave the ranch at the end of the summer.

Write a Journal Entry

On a separate sheet of paper write a journal entry describing an animal you have drawn. Use as many vocabulary words as you can. Include a drawing if possible.



Home Activity Your child identified and used vocabulary words from *Leonardo's Horse*. Read a story or nonfiction article with your child. Have your child point out unfamiliar words. Work together to figure out the meaning of each word by using other words that are near it.

Name _____

Vocabulary • Word Structure

- Many words in English are based on Greek and Latin roots. Sometimes you can use Greek and Latin roots to figure out the meaning of an unfamiliar word.
- The root *bio-* means “life,” *arch-* means “chief or ruler,” and *philo-* means “loving.” These roots all come from the Greek language.

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

The great Renaissance artist Raphael achieved fame during his lifetime. He was respected as an architect. He designed two churches in Rome, but he is more known for his painting than for his architecture. One of his most famous paintings is called *The School of Athens*. It shows the philosopher as a hero. The Greek philosophers Plato and Aristotle are at the center of the painting. They are standing in the midst of other great

philosophers from ancient times.

Raphael had many students in his studio. They helped him complete his larger works. Raphael was a well-loved teacher, and some of the students thought of others students as rivals. After Raphael's death, however, his students worked together to complete many important works started by their teacher. The biographer Giorgio Vasari called Raphael “the prince of painters.”

1. The Greek root *arch-* means “chief or ruler.” The Greek word *tekton* means “builder.” What do these tell you about the meaning of *architect*?

2. The Greek root *philo-* means “loving.” The Greek word *sophia* means “knowledge, learning.” What do these tell you about the meaning of *philosopher*?

3. The Greek root *bio-* means “life.” The Greek word *graphia* means “record.” What do these tell you about the meaning of *biographer*?

4. The Latin word *studium* means “to study.” What does this tell you about the meaning of *studio*?

5. Write as many words as you can think of that use the roots *arch-*, *philo-*, and *bio-*. If you cannot think of any words on your own, use the dictionary for help.



Home Activity Your child identified Greek and Latin roots to understand unfamiliar words in a passage. Read a passage with your child and see if you can find words with Greek or Latin roots. First, identify the root. Then think of other words with the same root to figure out its meaning.

Name _____

Fact and Opinion

Directions Read the article. Then answer the questions below.

I think the Renaissance artist Raphael (1483–1520) was the greatest painter of all time. According to biographers and historians at the time, he was handsome and charming. For this reason, he was given the nickname “the prince of painters.”

One of his paintings is the popular

St. George and the Dragon. It shows St. George as a young knight in armor riding on a white horse. With his right arm he drives a long spear into the body of a fierce dragon. His horse is rearing back away from the dragon. In the background, a young woman is kneeling. I believe she is praying for the knight's success.

- In the first sentence, which words help you decide whether or not it's a statement of fact or of opinion? What kind of statement is it?

- Is the second sentence a statement of fact or of opinion? How do you know?

- Is the first sentence of the second paragraph a statement of fact or of opinion? How do you know?

- In the second paragraph, sentences 2 through 4 are all statements of fact. Explain how you could check to see if they are true or false.

- The eighth sentence states a fact that can be verified by looking at the painting. Is there any way to tell what the woman is thinking? Explain your answer.



Home Activity Your child has identified facts and opinions in a short passage. Read a movie or book review with your child. Ask your child to identify which statements are fact and which are opinion.

Name _____

Main Idea

- The **topic** is what a paragraph or article is all about.
- The **main idea** is the most important idea about a paragraph, passage, or article.
- **Details** are small pieces of information that tell more about the main idea.

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

When most people think of the Renaissance in England, they think of William Shakespeare (1564–1616). He is considered by many to be the greatest writer of the English language. He wrote 154 poems called sonnets, but he is most remembered for his thirty-eight plays. Shakespeare is probably the best-known writer of plays in the world. His writing

still influences writers today. Today, 400 years after his death, audiences fill theaters to see his plays. High school and college students read, study, and perform them. Since 1899, many of his plays have been made into popular movies. We can be certain that the great works of Shakespeare will have a positive influence on readers of future generations.

1. What is the topic of the passage?

2. Write the sentence that gives the main idea of the passage.

3. What is one supporting detail that tells more about the main idea?

4. What is another supporting detail about the main idea?

5. Write a one-sentence summary of this passage.



Home Activity Your child identified the main idea and supporting details in a short passage. Read a magazine article or story about an artist or writer with your child. Work together to identify the main idea and supporting details. Ask your child to write a short summary.

Name _____

Main Idea

- The **main idea** is the most important idea about a paragraph, passage, or article.
- **Details** are small pieces of information that tell more about the main idea.

Directions Read the passage and complete the diagram. State the main idea of the passage and then list supporting details.

Leonardo da Vinci was not only a great artist. He was also a scientific thinker who drew up plans for many inventions. Flight interested Leonardo, so he drew plans for flying machines and parachutes. Construction was another of his interests,

so he drew plans for bridges and cranes. Human anatomy interested him, so he drew detailed diagrams on how human body parts look and function. These drawings may have been the first accurate diagrams of human body parts.

Main Idea

1. Leonardo da Vinci was not just an artist but also a _____

Detail

2. His interest in flight led to _____

Detail

3. His interest in construction led to _____

Detail

4. His interest in anatomy led to _____

5. Write a one-sentence summary of this passage.



Home Activity Your child identified the main idea and supporting details of a short passage. Read an article about a famous person. Work with your child to identify the main idea and details of the article. Ask your child to summarize the article.

Name _____

Skim and Scan

- To **scan** is to move one's eyes quickly down the page, seeking specific words and phrases. Scanning is used to find out if a resource will answer a reader's questions. Once a reader has scanned a document, he or she might go back and skim it.
- To **skim** a document is to read the first and last paragraphs, as well as to use headings, summaries, and other organizers as you move down the page. Skimming is used to quickly identify the main idea. You might also read the first sentence of each paragraph.

Directions Scan the passage to answer the questions below.

Albrecht Dürer (1471–1528)

Early Life and Career. Dürer's training began as a draftsman in his father's workshop in Germany. By the age of thirteen, he had already made his first self-portrait. One year later, in 1485, he produced *Madonna with Musical Angels*. For four years, he studied painting and woodcutting with a master.

Travel and Artistic Growth. In 1490, Dürer began several years of travel and painting. His trips around Europe were very important to his artistic development.

His journeys to Italy, the Netherlands (Holland), France, and Switzerland especially influenced his art.

Important Works. By 1505, Dürer was famous. Eventually he became recognized as the greatest German Renaissance painter and printmaker. Some of Dürer's important works include *Self-portrait* (1500), *Portrait of a Young Man* (1500), *The Feast of the Rose Garlands* (1506), *Adam and Eve* (1507), and *Four Apostles* (1526).

1. When you scan this passage, what helps you find specific information?

2. In which paragraph would you find the titles of Dürer's most famous paintings?

3. In which paragraph would you find out if Dürer painted as a youth?

4. In what part of the passage would you find when Dürer lived?

5. Can you find out about Dürer's printmaking methods by scanning this passage?

Name _____

Directions Skim the following passage to answer the questions below.

The inventor of the printing press was a goldsmith named Johannes Gutenberg. The invention of the press occurred around 1450 in Germany, and it marked an important advance for Renaissance culture.

The use of the printing press spread rapidly throughout Europe. By the year 1500, as many as twenty million

books had been printed. The discovery changed life during the Renaissance. For one thing, there was an increase in the number of people who learned to read. Secondly, printing spread knowledge and ideas. Some scholars believe that the invention of the printing press was nearly as important as the invention of writing itself.

6. What is a good way to skim this passage?

7. What is the topic of this passage?

8. Is the passage about silversmithing? How can you tell?

9. Is the writer of this passage conveying facts or opinions? How can you tell?

10. How would you express the main idea of this passage?

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Home Activity Your child learned about skimming and scanning a text. Have your child quickly skim an encyclopedia entry and tell you what he or she learned.

Name _____

Family Times

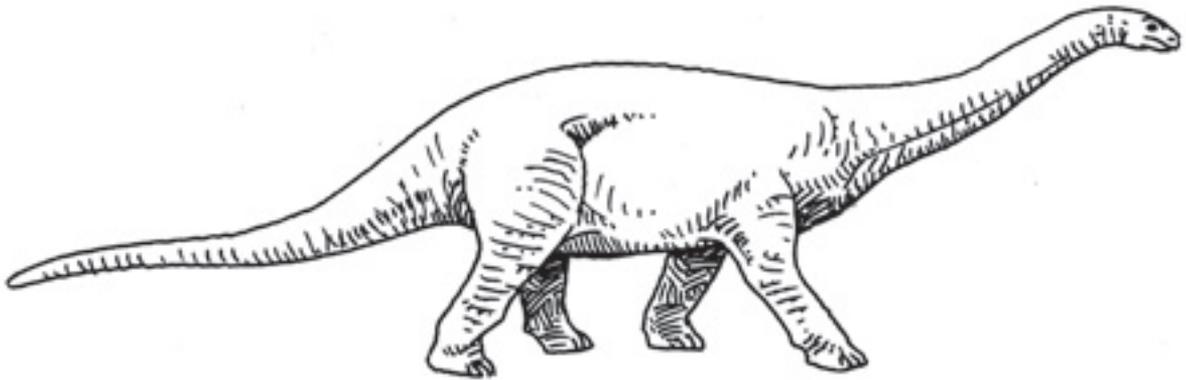
Summary

The Dinosaurs of Waterhouse Hawkins

The year is 1853. The place is London. Waterhouse Hawkins has created the first-ever dinosaur models in his workshop. Afterward, he holds a great party to celebrate with guests like Queen Victoria and Prince Albert. No one has ever seen a model of a dinosaur, and they are all astonished.

Activity

Artist's Workshop Find books about dinosaurs and look through them. Compare illustrations of the various dinosaurs. Select one that you and a family member like and draw your own versions of it.



Comprehension Skill

Fact and Opinion

You can prove a **statement of fact** true or false. A **statement of opinion** cannot be proved true or false. Statements of opinion express somebody's thoughts or feelings.

Activity

Can you prove it? State a fact about something you know. *For example: Our dog is a golden retriever.* Have others suggest how that fact could be stated as an opinion. *For example: Our retriever is the best dog ever!* Then turn it around and start with an opinion.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *The Dinosaurs of Waterhouse Hawkins*. Practice using these words.

Vocabulary Words

erect put up; build

foundations parts on which the other parts rest for support; bases

mold a hollow shape in which anything is formed, cast, or solidified

occasion a special event

proportion a proper relation among parts

tidy to put in order

workshop space or building where work is done

Grammar

Principle Parts of Irregular Verbs

An **irregular verb** is one that does not add *-ed* to form the past tense. Most irregular verbs have different spellings for the past and the past participle. For example, for the verb *buy*, *bought* is the past tense, and *has*, *have*, or *had bought* is the past participle.

Activity

Irregular Verb Charts Work with a family member to make a graphic organizer of irregular verbs. Write an irregular verb in a central square, the past tense and the past participles in the circles around the square, and then write a sentence using each form of the verb in a rectangle next to each circle. Create more charts using new irregular verbs such as *write* and *know*.

Practice Tested Spelling Words

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

Name _____

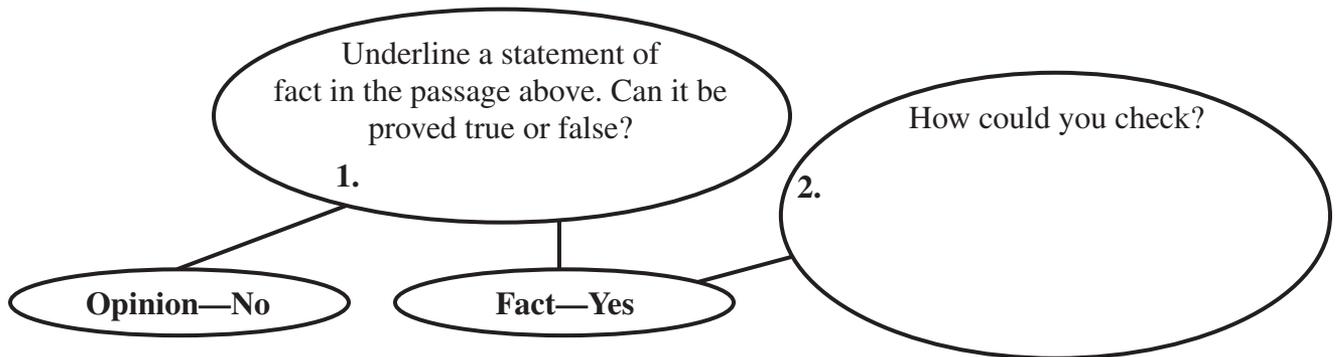
Fact and Opinion

- You can prove a **statement of fact** true or false. You can do this by using your own knowledge, asking an expert, or checking a reference source such as an encyclopedia or a nonfiction text.
- A **statement of opinion** gives ideas or feelings, not facts. It cannot be proved true or false.
- A sentence may contain both a statement of fact and a statement of opinion.

Directions Read the following passage. Then complete the diagram below by following its instructions, and answer the questions.

In 1861, the fossil remains of an *Archaeopteryx* (Ahr-key-OP-ter-iks) were discovered in Germany. They are about 150 million years old. Many scientists believe *Archaeopteryx* is the earliest known bird. When I saw it in a museum, I thought it looked like it was

part dinosaur and part bird. It had feathers and wings like birds. It also had teeth and three claws on each wing. According to many scientists, *Archaeopteryx* could fly, but I'm not so sure. I think it might have flapped its wings, but I can't imagine it ever got off the ground.



3. Write a statement of opinion from the passage. How do you know it is a statement of opinion?

4. Which sentence contains both a fact and an opinion?

5. In the last sentence, the author expresses an opinion that *Archaeopteryx* couldn't have flown. What kind of details would support this opinion?

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Home Activity Your child read a short passage and identified facts and opinions. Read an article together. Ask your child to identify statements of fact and ask how they can be proven.

Name _____

Vocabulary

Directions Draw a line to connect each word on the left to the matching definition on the right.

- | | |
|----------------|---|
| 1. proportion | a special event |
| 2. foundations | to put up; build |
| 3. erect | space or building where work is done |
| 4. workshop | a proper relation among parts |
| 5. occasion | parts on which other parts rest for support |

Check the Words You Know

- ___erect
- ___foundations
- ___mold
- ___occasion
- ___proportion
- ___tidy
- ___workshop

Directions Choose the word from the box that best completes each sentence. Write the word on the line to the left.

- _____ 6. Julia poured plaster into a _____ shaped like a bird.
- _____ 7. She was creating a statue for a special _____.
- _____ 8. We have decided to _____ a statue in front of the new library.
- _____ 9. When she finished making the bird, her _____ was a mess.
- _____ 10. She likes to wipe up the dust made by the plaster and _____ her workbench before she goes home.

Write a News Report

On a separate sheet of paper, write a news report about an important discovery, like the discovery of the *Archaeopteryx* fossil remains. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *The Dinosaurs of Waterhouse Hawkins*. Read a story or nonfiction article with your child about dinosaurs or animals. Have him or her describe the dinosaur or animal and then explain whether the description is a statement of fact or of opinion.

Name _____

Vocabulary • Context Clues

- **Homonyms** are words with the same spelling but different meanings.
- Sometimes an unfamiliar word is a homonym. The words around the homonym can offer clues to its meaning.

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

Fossil collectors know that they are not allowed to remove fossils from most places. It is against the law to remove fossils from someone else's property and from public lands. In order to collect fossils, collectors meet at a "fossil fair" to

buy fossils from other collectors. It's also possible they might add to their collection by keeping a file with photographs and drawings of fossils. Sometimes collectors make copies of fossils by pouring plaster into a mold. They can look very realistic.

1. *Fair* can mean "not favoring one more than others" or "a gathering of buyers or sellers." How is it used in the passage? How can you tell?

2. *Might* can mean "possibly would" or "great power." How is it used in the passage? How can you tell?

3. *File* can mean "a container, drawer, or folder for keeping papers in order" or "a steel tool used to smooth rough surfaces." How is it used in the passage? How can you tell?

4. *Mold* can mean "a furry, fungus growth" or "a shape in which anything is formed or cast." How is it used in the passage? How can you tell?

5. Write a sentence using the meaning of *mold* not used in the passage.



Home Activity Your child read a short passage and used context clues to understand new homonyms in a passage. Read an article with your child. Identify homonyms in that article. Write sentences that use each meaning of the homonyms.

Name _____

Main Idea and Details

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

As a young girl, Mary Nicol was interested in prehistory and fossils. When she was a child, she had a difficult time in school. But as soon as she was old enough, she began attending classes about prehistory at the University of London. She was a talented illustrator and soon had a chance to illustrate a book by a famous researcher, Louis Leakey. They married, and she changed her name to Mary Leakey. The Leakeys went to Africa to find fossils in 1935.

While in Africa, Mary made several important discoveries that changed how scientists thought about early humans. In 1948, she found the first skull of a fossil ape. It was twenty million years old. In 1959, she found a two-million-year-old fossilized skull of an early human. In 1978 she uncovered a footprint trail. It was left in volcanic ash nearly 2.3 million years ago. This proved that there were humanlike beings in those days that walked upright on two feet.

1. What is the topic of the passage?

2. What is the passage's main idea?

3. Give an example of a supporting detail.

4. Give another example of a supporting detail.

5. Summarize the passage in a few sentences.



Home Activity Your child has read a short passage and answered questions about its main ideas and details. Read a nonfiction story with your child. Ask him or her to identify the main idea of a paragraph and the supporting details.

Name _____

Fact and Opinion

- You can prove a **statement of fact** true or false. You can do this by using your own knowledge, asking an expert, or checking a reference source such as an encyclopedia or a nonfiction text.
- A **statement of opinion** gives ideas or feelings, not facts. It cannot be proved true or false.
- A sentence may contain both a statement of fact and a statement of opinion.

Directions Read the following passage.

Dinosaurs are really interesting. I wanted to find out what happened to them so I went to the library to read some articles and books. This is what I found out: About 65 million years ago, dinosaurs became extinct. They had lived on Earth for about 165 million years. That's much longer than humans have been around! Suddenly, they all began to die off. No one knows for sure why this happened.

According to many scientists, an asteroid believed to be about 4.9 miles wide crashed to Earth and caused the extinction. When it crashed it might have scattered dust into the atmosphere, created tidal waves, and caused huge fires. This could have caused sunlight to be blocked for months and for the temperature to drop. Living things on Earth would have had difficulty surviving.

1. Give an example of an opinion from the passage.

2. How can you tell this is an opinion?

3. Give an example of a fact from the passage.

4. How would you prove that this is a fact?

5. Select one statement of fact from the passage. On a separate piece of paper, list as many ways as you can think of to verify it.



Home Activity Your child read a short passage and identified facts and opinions. Together, read an editorial from a newspaper or magazine. Identify facts and opinions in the editorial. Ask your child how he or she can tell the difference between the facts and opinions.

Name _____

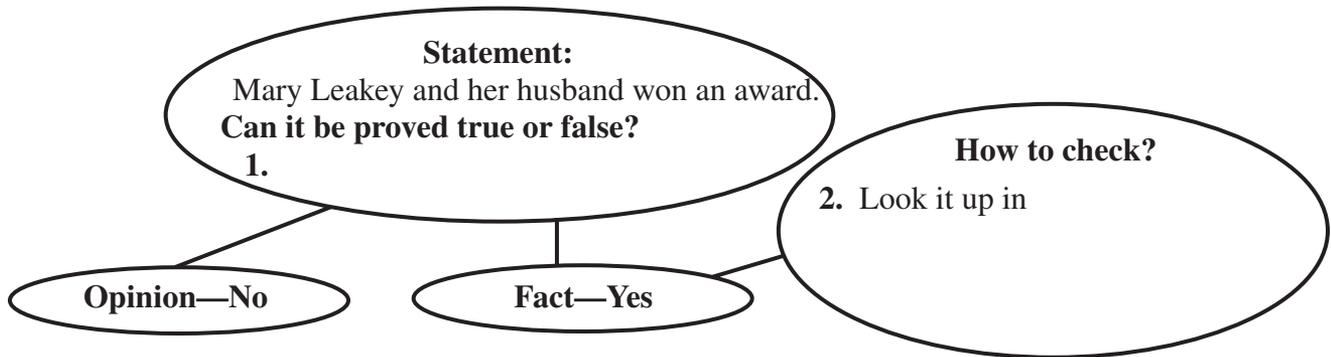
Fact and Opinion

- You can prove a **statement of fact** true or false. You can do this by using your own knowledge, asking an expert, or checking a reference source such as an encyclopedia or a nonfiction text.
- A **statement of opinion** gives ideas or feelings, not facts. It cannot be proved true or false.
- A sentence may contain both a statement of fact and a statement of opinion.

Directions Read the following passage. Then complete the diagram and answer the questions below.

When I grow up, I want to hunt for fossils like Mary Leakey. We seem to be a lot alike. She wanted to find fossils. So do I. She wanted to learn about early humans. So do I. I read all about her discoveries in Africa. I think her most exciting discovery was the skull from the

Stone Age, which was almost two million years old. Her work in Africa gave us new information about stone tools and Stone Age cultures. In 1962, she and her husband Louis Leakey won the National Geographic Society’s highest honor.



3. How do you know “We seem to be a lot alike” is a statement of opinion?

Because there is no way to _____

4. Which sentence contains both a fact and an opinion?

5. In the eighth sentence, the author expresses an opinion that the discovery of the Stone Age skull was the most exciting. What kind of details would support this opinion?

Details about how other people _____



Home Activity Your child read a short passage and identified facts and opinions. Read a news article and have your child make a list of facts and opinions in the passage.

Name _____

Schedule

A **schedule** is a kind of table with **rows** and **columns**. The rows and columns meet at boxes that are called **cells**. Schedules show times, dates, and locations for airplanes, trains, buses, activities, and sporting events.

Directions Use this train schedule to answer the questions.

Departure Schedule for Trains to Chicago

		A.M.	A.M.	A.M.	P.M.	P.M.	P.M.
Waukegee		5:01	7:30	11:30	1:00	3:30	5:00
Hampton		5:45	8:15	12:15	1:45	4:15	5:45
Rainville	*	6:15	8:45	12:45	2:15	4:45	6:15
Harbor Park	*	7:00	9:30	1:30	3:00	5:00	7:00
Arrive in Chicago		8:00	10:30	2:30	4:00	6:00	8:00

* Indicates food service.

- How many trains go to Chicago every day? Which train leaves Waukegee in the morning, and arrives in Chicago in the afternoon?

- Counting Waukegee, how many stops does the train make? What is the fourth stop?

- You live in Rainville. You want to meet your friends in Chicago at 10:30 A.M. What time do you have to catch the train in Rainville to be on time? How much extra time will you have when you arrive in Chicago?

- You live in Harbor Park and have to take the train that leaves at 7:00 A.M. for Chicago. You don't have time to fix yourself breakfast. Will you be able to get something to eat on the train? How do you know?

- You live in Hampton. Every Monday at 5:00 P.M., you have violin lessons in Rainville. To be on time, which train do you have to catch? Will you have time to spare?

Name _____

Directions Use this camp schedule to answer the questions.

Camp Want-To-Get-Away Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 A.M.	Breakfast in Olson Hall						
10 A.M.	Swimming at Lake Beluga	Play Rehearsal	Archery	Swimming at Lake Beluga	Band Practice	You Choose	Play Rehearsal
1 P.M.	Crafts	Crafts	Horseback Riding	Letters Home	Horseback Riding	You Choose	Parents Visit
4 P.M.	Group Games	Archery	Water Sports	Group Games	Hiking	Group Games	Swimming at Lake Beluga
8 P.M.	Lights Out	Lights Out	Lights Out	Lights Out	MOVIE	Campfire Stories	Lights Out

6. How many time slots for each day are listed on this schedule? How many days are listed?

7. You want to sharpen your swimming skills. What days and times can you go swimming?

8. You want your parents to come for a visit. What day and time is best?

9. What time can you eat breakfast everyday? Where is breakfast held?

10. You love to act. What is a good activity to take part in? When is this activity available?

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Home Activity Your child learned about reading schedules. Look at the schedule of a sports team your child likes. Find out when the next game is and whether or not it takes place during school hours.

Name _____

Family Times

Summary

Mahalia Jackson

In this story, a grandfather tells his granddaughter about the music he loves, the blues. He explains that the blues is not just a feeling. It's a kind of music. Then he tells her about the great blues singer, Mahalia Jackson.

Activity

Making Music Pretend you are starting a family band together. What kind of music will you play? Who will play what instruments? Together, write the lyrics of your first song. Set it to a melody you already know or make up your own.



Comprehension Skill

Main Idea and Details

The **main idea** makes a point about a topic and has at least one supporting detail. **Details** are smaller pieces of information that tell more about the main idea.

Activity

Lyrical Reading Read through the lyrics of a favorite song, or listen to the lyrics very closely when you hear it played. What is the main idea expressed in the song? Sum it up in your own words. What details in the song support the main idea?

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Mahalia Jackson*. Practice using these words.

Vocabulary Words

appreciate to think highly of; value; enjoy

barber person whose business is cutting hair and shaving or trimming beards

choir group of singers who sing together, often in a church service

released to permit to be published, shown, sold, etc.

religious devoted to religion

slavery the condition of being owned by another person and being made to work without wages

teenager a person in his or her teens

Grammar

Troublesome Verbs

Troublesome verbs are pairs of verbs that are confusing because they have similar meanings or because they look alike. *For example: lay/laid; lie/lay.*

Activity

Troublesome Verb Rhymes

Together with a family member, discuss the meanings of the following words and when to use them (you can use a dictionary for help): *lay/lie, set/sit, let/leave, teach/learn, and may/can.* Then, create a rhyme that will help you remember the correct way to use at least one of the verb pairs.

Practice Tested Spelling Words

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

Name _____

Main Idea

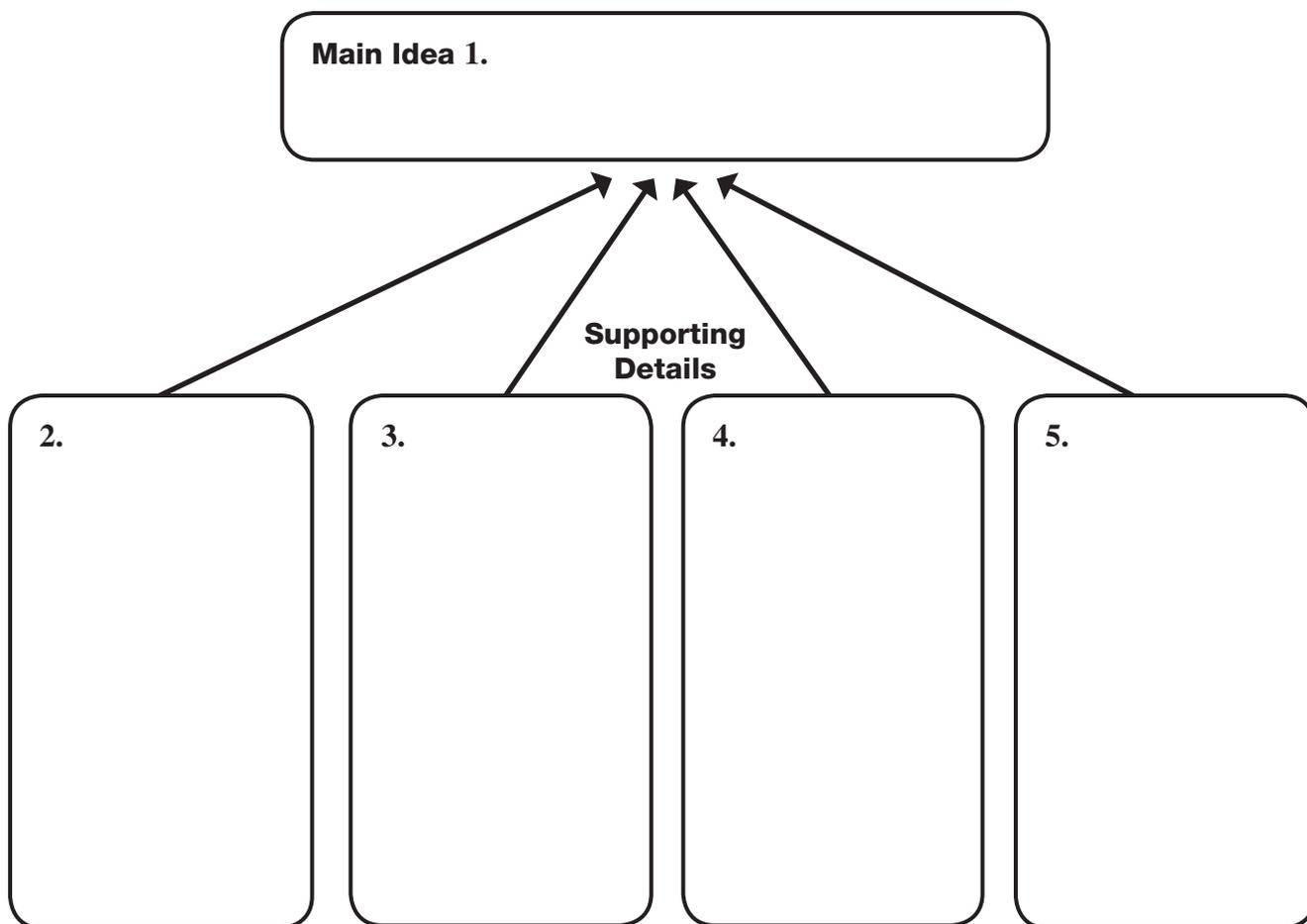
- The **main idea** is the most important idea about the topic.
- **Details** are small pieces of information that tell more about the main idea.

Directions Read the following passage. Then complete the diagram below.

Who earned the title *Mother of the Blues*? That would be Ma Rainey (1886–1939), the first great African American blues singer. Her career began when she was fourteen years old in a local talent show in Georgia. Just four years later, she married “Pa” Rainey, and they formed a song-and-dance act that included

blues songs. They traveled and performed throughout the South.

In 1923, she made her first recording. She recorded about 100 songs. She performed with many notable jazz musicians during her career, which lasted until the 1930s. Her singing influenced many younger blues singers.



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Home Activity Your child read a short passage and used a graphic organizer to identify the main idea and supporting details. Work with your child to identify the main idea and supporting details of individual paragraphs in a magazine article about music.

Name _____

Vocabulary

Directions Choose the word from the box that best matches each definition below.

- _____ 1. to think highly of
- _____ 2. the condition of being owned by another person and being made to work without wages
- _____ 3. devoted to religion
- _____ 4. a group of singers who sing together often in a church service
- _____ 5. a person in his or her teens

Check the Words You Know

- ___ appreciate
 ___ barber
 ___ choir
 ___ released
 ___ religious
 ___ slavery
 ___ teenager

Directions Match each word on the left with the word that has a similar meaning on the right. Write the correct letter on the line.

- | | | |
|-------|---------------|---------------|
| _____ | 6. released | a. spiritual |
| _____ | 7. barber | b. singers |
| _____ | 8. appreciate | c. haircutter |
| _____ | 9. choir | d. published |
| _____ | 10. religious | e. value |

Write a Journal Entry

On a separate sheet of paper, write a journal entry describing your favorite kind of music and why you like it. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *Mahalia Jackson*. Make up a song using the vocabulary words from the story to help your child remember their meanings.

Name _____

Vocabulary • Context Clues

- **Antonyms** are words that have the opposite meaning of each other.
- Look for antonyms that show contrast with the unfamiliar word. When things are contrasted, words such as *unlike*, *not*, *but*, or *on the other hand* may signal the contrast.

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

The songs called spirituals were inspired by the lives of the people who wrote them: slaves living in the southern United States. By singing spirituals, slaves expressed their hope of being released and not enslaved, either in this life or the next. After slavery

ended, spirituals were neglected because they reminded people of something they wanted to forget. But time passed, and spirituals came to be appreciated for their message and music. Spirituals are closely related to the gospel music, blues, and jazz that we hear today.

1. Find the antonym in the passage for *released*. How does this antonym help to define *released*?

2. Find the antonym for *appreciated*. How does this antonym help to define *appreciated*?

3. In this passage, the word *spiritual* means “a religious song.” *Spiritual* also means “interested in the belief and worship of God or gods.” What is an antonym for the second meaning?

4. In this passage, the word *slavery* means “the condition of being owned by another person and being made to work without wages.” What is an antonym for *slavery*?

5. Write down a word from the passage and its antonym. Write a sentence or sentences using the original word and its antonym.



Home Activity Your child read a short passage and identified words and their antonyms. Read an article with your child and identify unfamiliar words. Try to find their meanings by identifying their antonyms in the article.

Fact and Opinion

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

I was lucky to have once heard Ray Charles perform in person. It was an experience I will always remember. Ray Charles lost his sight when he was seven years old. I believe his lack of sight must have enhanced his ability with music.

Both his parents died by the time he was fifteen, and he had to earn a living. He began as a blues and jazz pianist in the style of Nat King Cole. He went on

to combine blues and gospel, creating his own musical style. When he sang, he swayed on the piano bench as if he were living the songs.

He was still in his twenties when his hit song, *What'd I Say*, hit the charts. It sold over a million copies. I can't imagine life without Ray Charles's best sellers *Georgia on My Mind* and *I Can't Stop Loving You*.

1. Explain why "Ray Charles lost his sight when he was seven years old" is a statement of fact or a statement of opinion.

2. Is "I believe his lack of sight must have enhanced his ability with music" a statement of fact or a statement of opinion? How do you know?

3. Explain why "He was still in his twenties when his hit song, *What'd I Say*, hit the charts" is a statement of fact or a statement of opinion.

4. Is "I can't imagine life without Ray Charles's best sellers *Georgia on My Mind* and *I Can't Stop Loving*" a statement of fact or a statement of opinion? How do you know?

5. Find a sentence that contains both a statement of fact and statement of opinion.



Home Activity Your child read a short passage and identified statements of fact and statements of opinion. Read a review of a musical performance in the newspaper. Ask your child to identify facts and opinions and ask how the facts could be checked.

Name _____

Main Idea

- The **main idea** is the most important idea about the topic.
- **Details** are small pieces of information that tell more about the main idea.

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

Louis Armstrong is remembered as the greatest trumpeter in jazz history. He grew up in New Orleans and got to know many leading jazz musicians there. As a young man, he played the trumpet in marching bands. In 1922, he had the opportunity to play and record with King Oliver's band in Chicago. Before Armstrong, the trumpet was not a solo

instrument. It supported the band as a whole. Armstrong changed this. He was able to create solo pieces for the trumpet that the band supported. Later in his career, he starred in films and performed as a comedian. He also sang. He made many jazz recordings. Some of the songs he's most famous for are *Hello, Dolly!*, *Goldfinger*, and *What a Wonderful World*.

1. What is the topic of this passage?

2. What is the main idea of the passage?

3. What is one important detail that supports the main idea?

4. What is another detail that supports the main idea?

5. On a separate piece of paper, create a graphic organizer to show the main idea and supporting details in this passage.



Home Activity Your child read a short passage and identified the main idea and supporting details. Read a magazine article about a musician with your child. Together, create a graphic organizer to show the main idea and supporting details in the article.

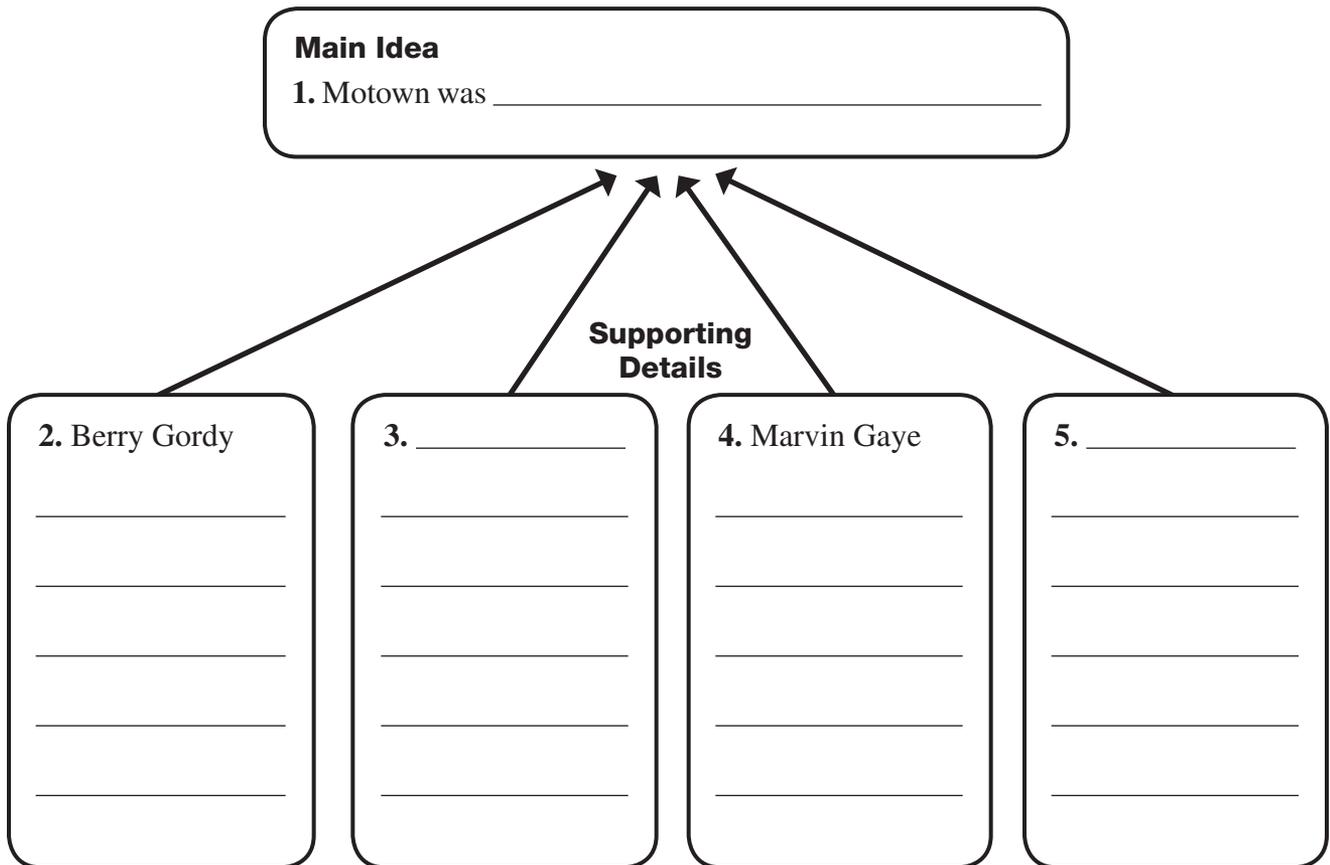
Main Idea

- The **main idea** is the most important idea about the topic.
- **Details** are small pieces of information that tell more about the main idea.

Directions Read the following passage. Then complete the diagram below.

Motown is an African American-owned independent record company in Detroit. It became home to many of the greatest singers of popular music. Its name came from Detroit’s nickname, “Motor City.” In 1961, owner Berry Gordy discovered The Temptations, who became one of the most popular singing groups during the 1960s and 1970s. The discovery

of singer and songwriter Smokey Robinson and his group The Miracles made Motown famous. The company recorded many popular stars, like Marvin Gaye and Stevie Wonder. However, nothing could beat the popularity of Diana Ross and The Supremes. Berry Gordy sold Motown in 1988.



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Home Activity Your child read a short passage and identified its main idea and supporting details. Read a magazine article about a musical group with your child. Work together to identify the main idea and supporting details in the article by using a graphic organizer.

Card Catalog/Library Database

- You can use a **card catalog** or **library database** to find books, magazines, audiotapes, videotapes, CD-ROMS, and other materials in the library. You can search for materials by author, title, or subject. A card catalog is a box of drawers filled with cards containing detailed information about books and other library materials. A library database is an electronic version of a card catalog.
- If you don't know exactly what you are searching for in the library database, you can use "key words." Be sure to type and spell words carefully. If you use more than one key word in your search, put the word "AND" between the key words.
- Both card catalog and library databases contain certain types of basic information. For instance, call numbers are used by libraries to identify and organize the items in their collections. Nonfiction books, videos, and recordings are arranged on library shelves by call number. Fiction books are arranged in alphabetical order by the author's last name.

Directions Look at the starting search screen for a library database below. For each of the numbered items, tell which of the six categories you would choose for each search. Then write the information you would enter into the library database.

Search Summerville Elementary Library

Title (exact search) _____

Title (key words) _____

Author (last name, first name) _____

Author (key words) _____

Subject (exact search) _____

Subject (key words) _____

Search

1. Ray Charles's autobiography

2. a Louis Armstrong recording on CD, audiotape, or vinyl LP

3. a biography of Louis Armstrong

4. *Mahalia: A Life in Gospel Music*

5. a critical history of Motown Records

Name _____

Directions Use the following sample card from a library card catalog to answer the questions below.

L424.7 RE
Roots of Blues Music
 Parker, Mark, 1959-

Blues has influenced many different types of music today. It changed the way many people felt about music, as well. Blues emerged after slavery was abolished and changed the way singers approached music. Blues is still a popular form of music played today.

Publisher: Wilson Musical Reference
 Pub date: c2001.
 Pages: 313 p.
 ISBN: 0534212311

6. Who is the author of this reference book?

7. What is the book's call number?

8. What is the title of the book?

9. How many pages does this book have? When was it published, and by whom?

10. What do you learn about the book from the card's summary?

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Home Activity Your child learned about using a library database and a card catalogue. Visit the library with your child. Take turns searching for subjects that interest one or both of you.

Name _____

Family Times

Summary

Special Effects in Film and Television

Have you ever wondered how movie monsters and dinosaurs can seem so real? In this article, we follow the process of a group of special effects artists as they create a miniature model of a prehistoric landscape, complete with dinosaurs that move!

Activity

Your Own Miniature Model Using materials you find around the house and outside, such as scrap wood, cardboard, construction paper, rocks, and sand, create a miniature model of a scene from a favorite story that you would like to see made into a movie.

Comprehension Skill

Graphic Sources

Graphic sources are visual materials such as pictures, time lines, maps, charts, and diagrams that make information easy to understand. Previewing graphic sources before reading a story or article can help you predict what it will be about.

Activity

Get the Picture? Take turns describing stories or articles that this picture might accompany. Create as many captions as you can for the picture.



Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Special Effects in Film and Television*. Practice using these words.

Vocabulary Words

background the part of a picture or scene toward the back

landscape a view of scenery on land

miniature smaller in size or scale than others of its type

prehistoric of or belonging to periods before recorded history

reassembled came or brought together again

Grammar

Prepositions and Prepositional Phrases

A **preposition** is a word that shows a relationship between a noun and another noun. *For example: Maria stood between her parents.* The *preposition* “between” shows where Maria (a noun) stood in relation to her parents (also a noun).

A **prepositional phrase** begins with a preposition and ends with a noun called the **object of the preposition**. *For example: Samuel crawled under the porch.* “Under” is the *preposition*, “porch” is the *object of the preposition*, and “under the porch” is the *prepositional phrase*.

Activity

Where Are You Going? Many prepositions describe location. Write five prepositional phrases that answer the question, “Where are you going?” Have a family member write the object of the preposition for each of your phrases, and then check their work. When you are done, switch roles.

Practice Tested Spelling Words

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

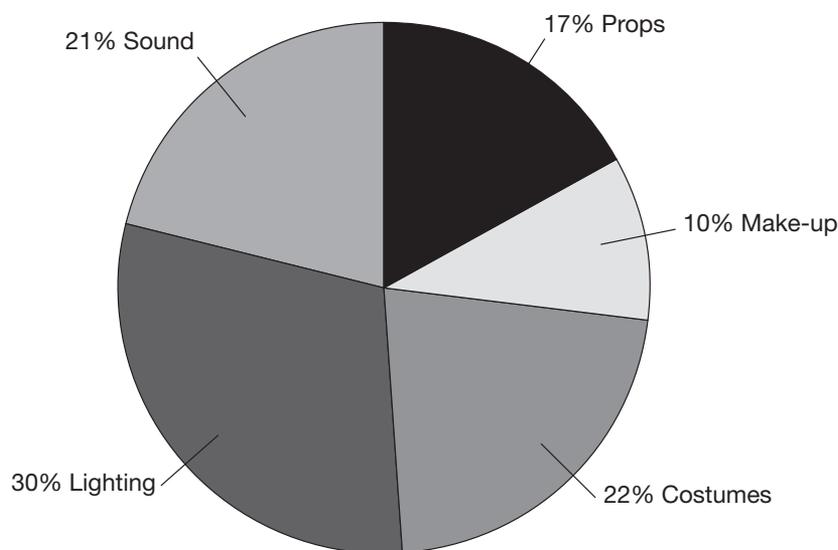
Name _____

Graphic Sources

- Some graphic sources are maps, time lines, charts, diagrams, and pictures with captions.
- A graphic source makes information easy to see and understand.

Directions Study the circle graph below. Then answer the following questions.

Small Films Company Annual Budget for Special Effects



1. What do the percentages show?

2. On what special effect did the company spend the most money?

3. How much more of the budget went toward costumes than make-up?

4. In what kind of article might you see a circle graph?

5. What prior knowledge did you use to help you understand the graphic source?

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Home Activity Your child learned how to interpret a graphic source. Together, imagine you are both writing an article about a favorite subject. Draw a graphic source that could be included in the article.

Name _____

Vocabulary

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

- _____ 1. of or belonging to periods before recorded history
- _____ 2. put back together again
- _____ 3. view of scenery on land
- _____ 4. done or made on an extremely small scale
- _____ 5. the part of a picture or scene toward the back

Check the Words You Know

- ___ background
- ___ landscape
- ___ miniature
- ___ prehistoric
- ___ reassembled

Directions Choose the word from the box that best completes the sentence. Write the word on the line shown to the left.

- _____ 6. Three hours after the storm, the set for the movie had already been _____.
- _____ 7. In preparing for the movie, the crew created a _____ village.
- _____ 8. The film crew built a ruined temple to appear in the _____ of the scene.
- _____ 9. The dinosaur film used models of huge, _____ creatures.
- _____ 10. The park provided a perfect _____ for the film.

Write a Movie Review

On a separate sheet of paper write a review of a movie that had lots of special effects. Describe the special effects and how they worked. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *Special Effects in Film and Television*. Read the review of a movie with your child. Have him or her point out unfamiliar words. Work together to try to figure out the meaning of each word.

Name _____

Vocabulary • Word Structure

- A **prefix** is added at the beginning of a base word to change its meaning. Recognizing a prefix will help you figure out the word's meaning.
- The prefix *re-* means “to do over again.”
- The prefix *pre-* means “before.”

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

On our first trip to L.A., we toured a special-effects studio. In one room the workers had just reassembled a landscape scene with prehistoric animals. Huge reptile-like birds with feathers flew in the background. In another room we saw a miniature village. Tiny houses were placed among even tinier bushes and trees.

Next, we visited the basement. We heard explosions going off. We were told that technicians were testing small

explosive devices and that we should be careful. Down the hall we saw a room full of what looked like snow and ice. It was going to be used as an Arctic landscape with below-zero temperatures.

By the end of the afternoon, we were weary but eager to redo the tour soon. We felt like we had been treated to our own sneak preview of several of the coolest movies coming out in the future.

1. What does *reassembled* mean? What prefix helped you to determine the meaning?

2. What does *prehistoric* mean? What does its prefix mean?

3. If you replaced the prefix in *preview* with the prefix *re-*, how would the meaning change?

4. Can you use a prefix to determine the meaning of *real*? Why or why not?

5. Write at least three examples of words that either begin with the prefix *re-* or *pre-*.



Home Activity Your child identified the meanings of words with prefixes. Make a list of all the words you can think of that begin with the prefixes *re-* or *pre-*. Then, have a silly conversation in which you try to use as many words on the list as possible.

Name _____

Author's Purpose

Directions Read the passage. Then answer the questions below.

Jack had studied dinosaurs for twenty years, and he'd lived in Dinosaur Park for all twenty of them. Nothing about dinosaurs could surprise him. This thought calmed his nerves as he walked toward the lodge at the other end of the park.

After an hour, he pulled out his GPS-DL (dinosaur locator) to check the position of the dinosaurs. The path was

still clear for miles. So why did he feel so uneasy? Sweat was running down his cheeks. He felt dizzy.

Then a thundering blast filled the air. The earth shook. A foul smell hit him like a punch. A roar split the sky. It was like nothing he'd heard before. And it was coming straight toward him.

1. What is the author's purpose?

2. How do you know?

3. Do you think the author met his or her purpose for writing? Why or why not?

4. Notice the sentences get shorter in the second half of the passage. Why do you think the author did this?

5. How did the author's purpose affect your reading pace?



Home Activity Your child has read a fictional passage and identified the author's purpose for writing it. Choose a story to read. Have your child preview the story first, looking at the cover, title, and pictures, to predict the author's purpose. Read the story to find out if the prediction was correct.

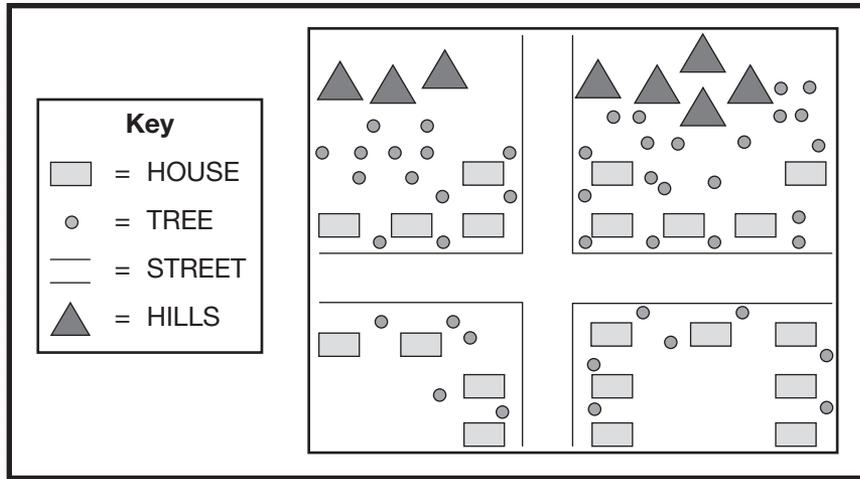
Name _____

Graphic Sources

- Some graphic sources are maps, time lines, charts, diagrams, and pictures with captions.
- A graphic source makes information easy to see and understand.

Directions Study the diagram for a miniature neighborhood below. Then answer the questions that follow.

Miniature Neighborhood Layout Diagram



1. What does this diagram show?

2. What shape represents a tree?

3. How many more houses than hills are there?

4. Why would this diagram be helpful to special-effects artists?

5. What prior knowledge did you have about this topic that helped you understand it?

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Home Activity Your child used a graphic source to answer questions. Together, make a diagram of your home. Create a title and a key for your diagram. Challenge your child to use prior knowledge of diagrams to construct it.

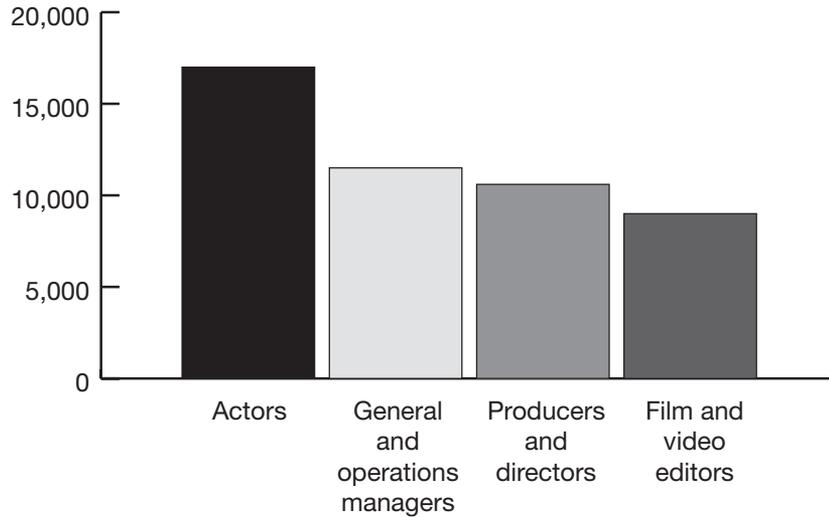
Name _____

Graphic Sources

- Some graphic sources are maps, time lines, charts, diagrams, and pictures with captions.
- A graphic source makes information easy to see and understand.

Directions Study the bar graph. Then answer the questions.

**Employment in the Motion Picture Industry for 2002
(numbers have been rounded)**



1. What does this bar graph show?

2. What kind of article might include this graphic source?

3. How many editor jobs were there in 2002?

4. Which group had the most jobs?

5. What prior knowledge helped you understand this subject and graph?



Home Activity Your child used a graphic source to answer questions. Look at the graphic sources in a newspaper. Challenge your child to study them on his or her own and then explain them to you.

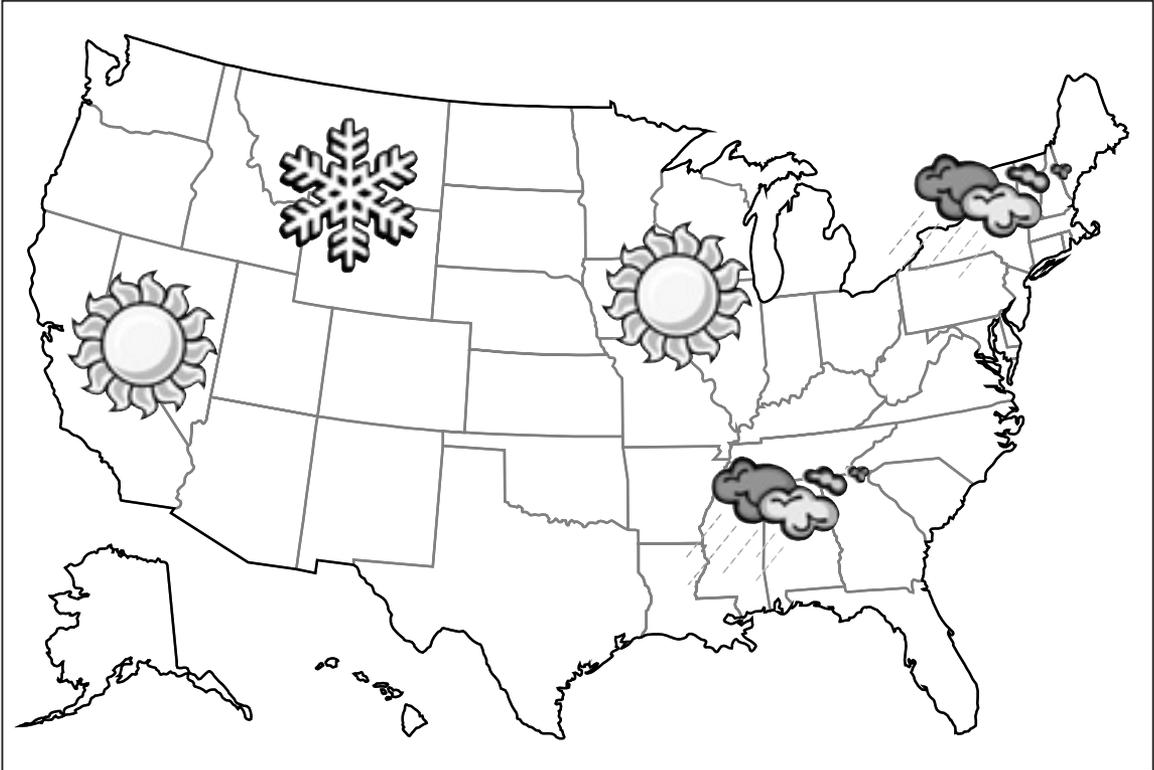
Name _____

Graphics/Symbols

- **Graphics** aid in the use of instructions and communication. They identify and summarize information.
- **Graphics** have an effect on the user's understanding of material and provide additional meaning to the text that they accompany.
- **Symbols** and icons can be used to represent ideas, concepts, and information.

Directions Study the Web page below.

Weather World





Search



Ask an Expert



Weather around the World

**Questions about this site?
Email the webmaster.**

Copyright © 2004 Weather World, Inc.

Name _____

1. What is the name of this Internet site? How do you know?

2. What do the graphics on the weather map tell you?

3. What does the rain cloud symbol mean?

4. What type of weather will the Midwest have?

5. Why do you think this Web designer placed graphics in the tool bar?

6. If one of the links in the tool bar was to the archives of historical weather, what graphic could be used?

7. What does the © symbol stand for? Where have you seen it before?

8. What would probably happen if you clicked “E-mail the webmaster.”?

9. Why do people use symbols?

10. How do the graphics on the weather map limit the amount of information you know?



Home Activity Your child learned about the use of graphics and symbols as visual representations of information. Look at a Web page or book that uses graphics and symbols. Challenge your child to explain what the graphics and symbols mean.

Name _____

Family Times

Summary

Weslandia

Wesley doesn't have friends at school. To make himself happy during the summer, he uses his imagination and some of the things he learned at school to start a garden. This garden becomes his own world. In time, the world he creates interests the kids who once tormented him.

Activity

Your Own World Discuss the following with a family member: What if you had the chance to create your own little world? What would it look like? Who would live there? What would you do there? Draw your own little worlds and discuss them with each other.



Comprehension Skill

Draw Conclusions

To **draw a conclusion** is to form an opinion after thinking about what you have read. When you draw a conclusion, be sure it makes sense and is supported by details.

Activity

"Drawing" Conclusions On a piece of paper, draw pictures about the things or people that are important to you. Have another person look at your picture, and draw a conclusion from it about your personality.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Weslandia*. Practice using these words.

Vocabulary Words

blunders stupid mistakes

civilization the ways of living of a people or nation

complex made up of a number of parts; hard to understand

envy feeling of discontent, dislike, or desire because another person has what you want

fleeing running away

inspired filled with a thought or feeling; influence

rustling causing a light, soft sound of things gently rubbing together

strategy the skillful planning and management of anything

Grammar

Subject and Object Pronouns

Pronouns used in the subjects of sentences are called **subject pronouns**. For example: *I, you, he, she, it, we, you, they*. Pronouns used as direct objects or objects of prepositions are **object pronouns**. For example: *me, you, him, her, it, us, you, them*.

Activity

Pronoun Paragraph Ask someone in your family to write a sentence or two that doesn't have any pronouns. Then, rewrite each sentence by substituting in subject and object pronouns. Take turns writing original sentences and rewriting them.

Practice Tested Spelling Words

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

Draw Conclusions

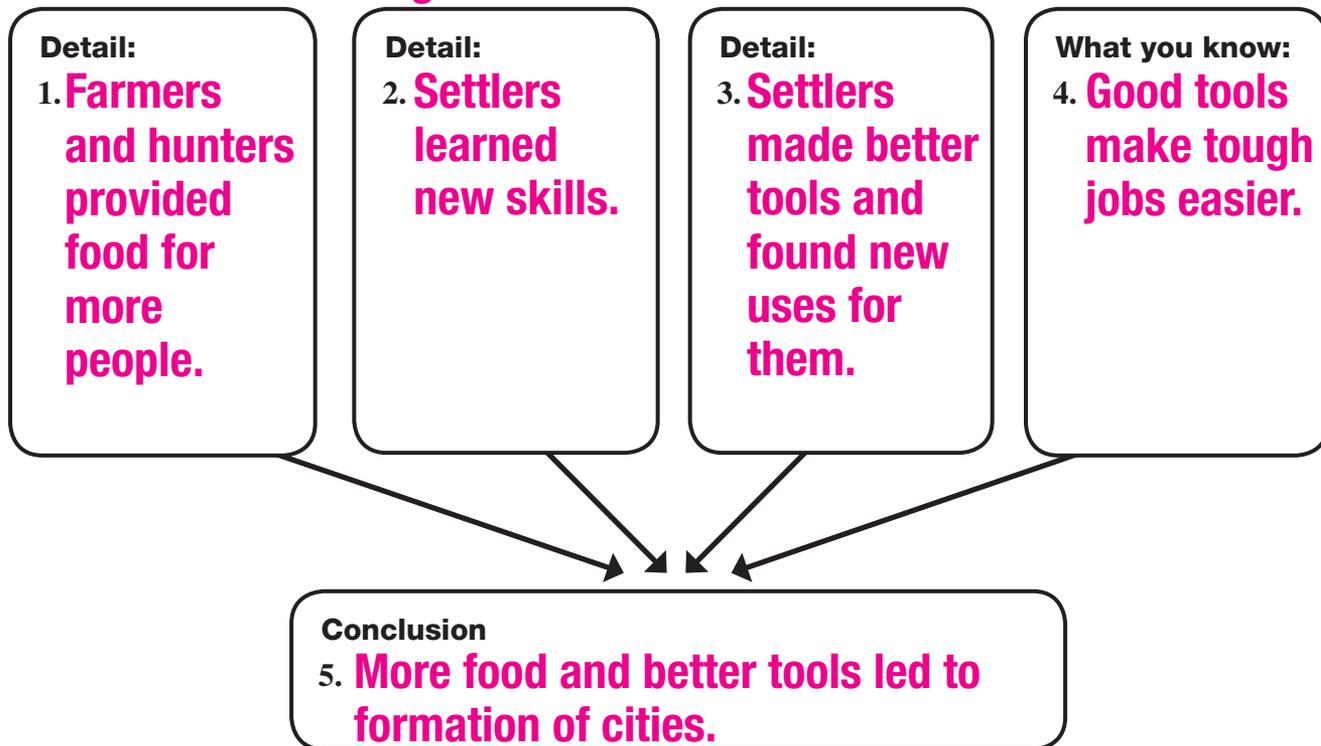
- A **conclusion** is a decision you make after thinking about the details in what you read.
- Often your prior knowledge can help you draw, or make, a conclusion.
- When you draw a conclusion, be sure it makes sense and is supported by what you have read.

Directions Read the following passage. Then complete the diagram.

Several factors led to the formation of cities. First, small agricultural groups grew larger when farmers and hunters were able to provide a steady supply of food for more people. Also, settlers started keeping herds of animals for food and other purposes. Because of these developments there was enough food for everyone, so settlers had time to learn new skills. They started making better tools and finding new uses for

them. Better tools led to improvements in living conditions. Workers built structures to protect the community and to store food. They traded with other groups for items they needed. As more people lived together, members of the community started having different responsibilities and social relationships changed. Eventually, these communities developed a system to govern themselves. They also created a written language.

Possible answers given.



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Home Activity Your child drew a conclusion from facts or details found in a reading passage. Tell him or her a short story about an event that happened in your life. Have your child single out two or three details from the story and form a conclusion about it.

Name _____

Vocabulary

Directions Choose the word from the box that best matches each definition below. Write the word on the line.

civilization _____ 1. the ways of living of a people or nation

strategy _____ 2. the skillful planning and management of anything

rustling _____ 3. causing a light, soft sound of things gently rubbing together

blunders _____ 4. stupid mistakes

Directions Choose the word from the box that best fits in the sentence. Write the word on the line shown to the left.

fleeing _____ 5. In his dreams, dragons were after him and he was _____.

complex _____ 6. Cities are more _____ than tiny villages.

inspired _____ 7. The people who created the earliest forms of writing were _____ by a need to communicate ideas.

Envy _____ 8. _____ arises when someone else gets something we wanted.

strategy _____ 9. To play a game or sport well, you need to form a _____.

rustling _____ 10. As they hiked through the woods, they could hear the fallen leaves _____.

Check the Words You Know

____ blunders
 ____ civilization
 ____ complex
 ____ envy
 ____ fleeing
 ____ inspired
 ____ rustling
 ____ strategy

Write a Description

On a separate sheet of paper, describe a sport you like to play, like soccer or chess. What are the rules? What are the best strategies?

Descriptions should include words from the vocabulary list and details such as the best strategies to use to win the game.



Home Activity Your child identified and used vocabulary words from *Weslandia*. Read a short story with your child. Have him or her point out unfamiliar words. Work together to figure out the meaning of each word by using words that appear near it.

Name _____

Vocabulary • Word Structure

- An **ending** is a letter or letters added to the end of a base word.
- Recognizing an ending will help you figure out the word's meaning.
- The endings *-s* and *-es* can be added to singular nouns to make them plural. The endings *-s*, *-ed*, and *-ing* can be added to verbs to change the tense. The endings *-er* and *-est* can be added to adjectives to use them to compare.

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

Lisa enjoyed camping with her brother and parents every autumn. In a way she felt they were fleeing civilization and their complex city life. She had noticed that life in the city often makes people anxious. She always felt happier while hiking through the woods and sleeping under the stars. There was no one to envy

because the beauty of nature surrounded them. Even the blunders they made turned into games to play. Once they hiked down the wrong trail and got lost. Instead of worrying, they worked together to find the quickest way back. When she returned to the city, Lisa felt inspired by the beauty she had enjoyed.

Possible answers given.

1. In the word *fleeing*, how does the *-ing* change the meaning of the root word?

It changes the tense of the verb.

2. What is the difference between the *-s* in *blunders* and the *-s* in *makes*?

The first *-s* makes a noun plural, while the second *-s* puts a verb in the present tense.

3. How does the *-er* change the meaning of the root in *happier*?

It makes a comparison.

4. What does the *-ed* in *hiked* do to the meaning of the root word?

It puts the verb into the past tense.

5. Change some of the endings in this sentence to put the verbs in the past tense: "Lisa calls out to her family, and then walks down the trail to meet them."

Lisa called out to her family, and then walked down the trail to meet them.



Home Activity Your child identified and used endings added to base words, such as *-s*, *-ed*, *-ing*, and *-est*. Read a newspaper or magazine article with your child. Change the endings of some of the words and discuss with him or her how the sentences' meanings change.

Name _____

Main Idea and Details

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

Did you and your friends ever make up your own language? Young children often make up a language that other people cannot understand. However, some people have created complete languages for everyone to use. The best known and most successful of these languages is Esperanto (es-puh-RAHN-toe).

Around 1887, a Polish doctor named L.L. Zamenhof constructed Esperanto. He thought that if everyone learned Esperanto,

it wouldn't matter what language a person spoke at home. Everyone would speak and write in Esperanto. His goal was to make it easier to settle disagreements and world conflicts.

To test his language, Zamenhof wrote Esperanto versions of many famous texts. Since then, more than 30,000 books have been published in Esperanto. Esperanto is still used today, but has not achieved Zamenhof's goal.

Possible answers given.

1. In a few words, what is the passage about?

It is about Esperanto as a common language.

2. What is the most important or main idea of the passage?

Esperanto was created to be a common language understood by everybody.

3. What is one important detail that tells more about the main idea?

L.L. Zamenhof created Esperanto in 1887.

4. What is another detail about the main idea?

He thought it could be used to settle disagreements and world conflicts.

5. Write a summary of the passage in one sentence.

Esperanto achieved some success as a common language but isn't widely used.



Home Activity Your child identified the main idea and supporting details of a nonfiction passage. Read a magazine article with your child. Work together to identify the main idea and supporting details of the article, then write a short summary.

Name _____

Draw Conclusions

- A **conclusion** is a decision you make after thinking about the details in what you read.
- Often your prior knowledge can help you draw, or make, a conclusion.
- When you draw a conclusion, be sure it makes sense and is supported by what you have read.

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

When Kyoung first arrived in the United States, he saw all the tall buildings and cars and people. It looked just like he'd seen in the movies. Everyone and everything moved very quickly. There also was so much more of everything than in his village in his old country. It wasn't until he got to his new home in Maryville that time seemed to slow down.

At school, the other students didn't talk to him much because they had trouble

pronouncing his name. His teacher suggested they call him "Bill." So Bill became his nickname. The other students talked to him more, asking questions about his country or what he had gone through before he came to the United States. He tried to explain, but it was not always easy. The cultures were very different and he was still learning English. Nevertheless, he told them a little each time they asked.

Possible answers given.

1. How do you think Kyoung felt when he first reached the U.S.?

He may have felt excited, and a little frightened and homesick.

2. What parts of the text helped you reach the conclusion you described above?

The passage describes how the U.S. seems like a movie, and how everything is big and fast-moving.

3. What things that you already knew helped you reach the conclusion you described above?

Big cities are often amazing to people from the countryside.

4. Do you think Kyoung using the nickname "Bill" was a good idea? Why or why not?

Yes; It made students more willing to try talking with him.

5. How do you think Kyoung felt when other students asked him about his past? Is your conclusion based on the passage, on your own experience, or both?

Happy to be asked; I based my answer on the text and on how I would feel if I were Kyoung.



Home Activity Your child drew conclusions from the details of a brief story. Read an article or story with your child about a faraway place. Ask him or her questions about how someone from there of your child's age might adapt to life in the United States.

Name _____

Draw Conclusions

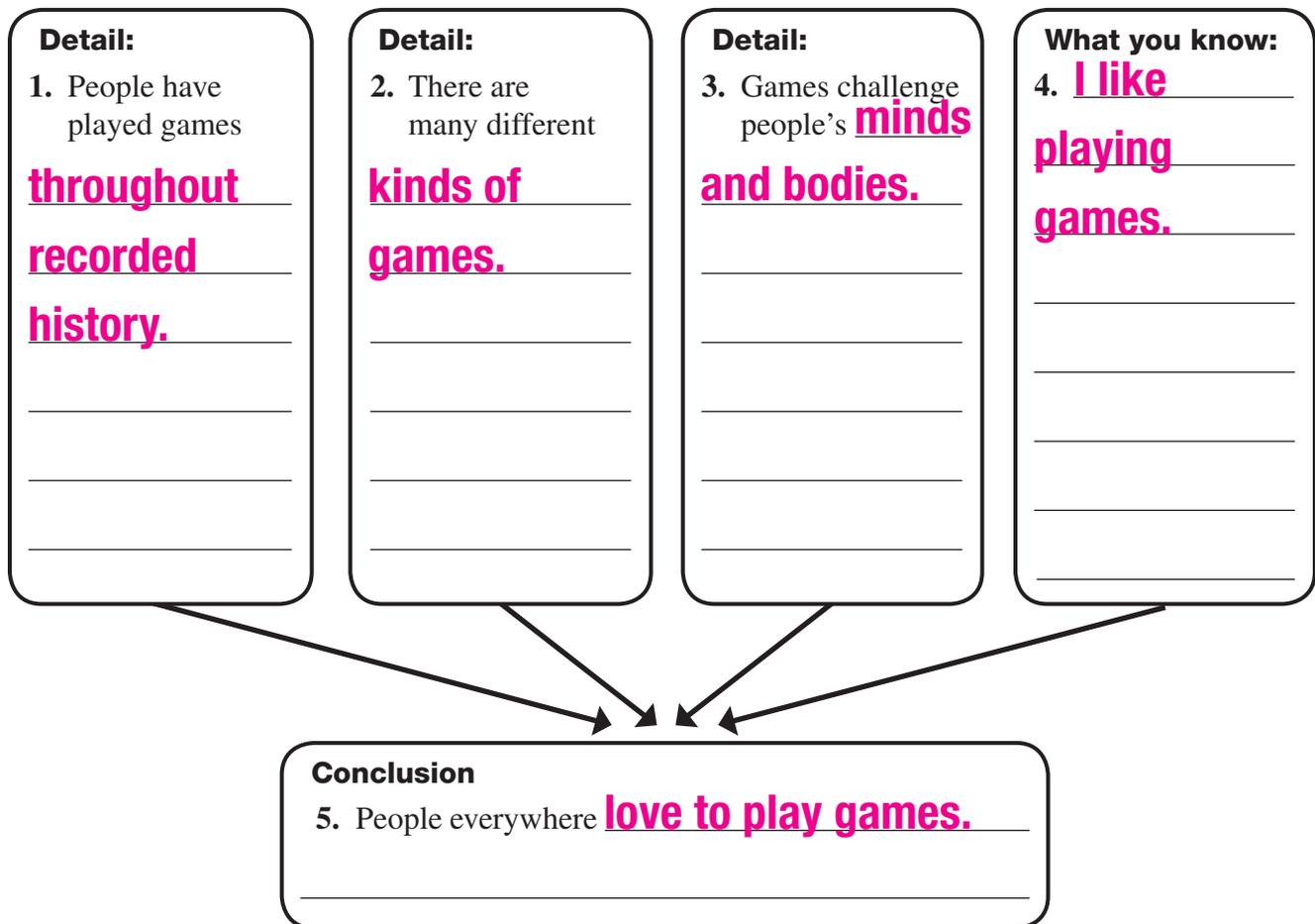
- A **conclusion** is a decision you make after thinking about the details of what you read.
- Often your prior knowledge can help you draw, or make, a conclusion.
- When you draw a conclusion, be sure it makes sense and is supported by what you have read.

Directions Read the following passage. Then complete the diagram.

People have played games throughout history. There are all kinds of games—card games, board games, sports games, children’s games, and problem-solving games. People have invented games that can be played by one person,

a few people, or by whole teams. Games give people a chance to challenge their minds and bodies. They also give people the thrill of winning. Best of all, games are fun.

Possible answers given.



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Home Activity Your child drew conclusions from facts or details found in a reading passage about games. Read a story or an article with your child. Work with him or her to draw conclusions from the details in it.

Name _____

Instruction Manual

- **Following directions** involves doing or making something.
- Directions are usually numbered.
- Read all the directions before starting to act on the first direction given.
- Read the first direction, do what it says to do, then proceed to the next step.
- Try to visualize the purpose or result of the process.

Directions Read these directions. Then answer the questions.

How to Make Crystals

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Gather the materials you will need. They are: a small amount of Epsom salts, water, a sponge, and a shallow dish. 2. Boil water. Remove from heat. Add about 1/4 cup of Epsom salts to about 1/2 cup of boiling water. Stir until the salts dissolve. | <ol style="list-style-type: none"> 3. Put a sponge in a shallow dish. Pour the liquid over the sponge. (The crystals will be easier to see on a sponge.) Only pour in enough of the mixture to cover the bottom of the dish. 4. Put the glass dish in a secure spot in the sun. Soon the water will evaporate and crystals will grow. |
|---|---|

1. You and a friend have decided to make crystals. What would you do first? Explain.

Read all the directions before starting.

2. What would you do next?

Gather the needed materials.

3. How are the directions organized to make them easier to follow?

The steps are numbered.

4. Which word told you when to look for crystals?

soon

5. What do you think would have happened if you hadn't heated the water before you added the Epsom salts?

Possible answer: The Epsom salts would not have dissolved as easily.

Name _____

Directions Read this recipe. Then answer the questions below.**How to Make Pizza Dough**

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Assemble ingredients: 3 cups flour, 1 package active dry yeast, 2 tablespoons butter, 1 teaspoon salt, and water. 2. In a small mixer bowl combine 1 cup of flour and yeast. 3. In a saucepan, heat water, butter, and salt until warm, stirring constantly to melt butter. (Always work with an adult when using the stove.) 4. Add liquid ingredients to dry mixture | <ol style="list-style-type: none"> in mixer bowl. Beat at low speed with electric mixer for one minute. 5. Beat 3 minutes at high speed. Then turn the dough out on a flat surface and add enough of the remaining flour to make a soft dough. 6. Cover and let rise about 45 to 60 minutes until it doubles its size. 7. Spread dough evenly on a greased pizza pan. Add toppings and cook in oven for 30 minutes to an hour. |
|--|--|

Possible answers given.

6. How much time do you think you will need to prepare the dough? Explain.

About an hour or more; The dough will require 45–60 minutes to rise, plus the time spent mixing the ingredients.

7. How much time do you think you will need from step #2 until your pizza is ready to eat? Explain.

About two hours; The dough will take at least an hour, and then you have to add the toppings and cook for 30–60 minutes.

8. Describe what you will have created at the end of step #3.

You will have a saucepan containing warm water, melted butter, and dissolved salt.

9. Go through the sequence of steps in making pizza. Do you think any of the steps could be rearranged? Why or why not?

No, because each step builds on the step before it.

10. How can you find out what equipment you will need before you start?

To know what equipment you will need, read the entire recipe before starting.



Home Activity Your child learned about following directions and the concept of steps in a process. Go over an instruction manual together. Ask your child questions about the sequence of tasks and how long the project will take.

Name _____

Family Times

Summary

Stretching Ourselves

Emily, Nic, and Tanner all have cerebral palsy. Since activities that most people think are easy can be very difficult for people with cerebral palsy, these children work very hard every day of their lives.

Activity

Disability Awareness Imagine that your school has a “Disability Awareness Week.” The purpose is to share information about various disabilities with the school community. Together with a family member, make a list of disabilities you would like to know more about and steps you might take to organize events during the week to help people understand these disabilities.



Comprehension Skill

Generalize

A **generalization** makes a general statement about different things or people having similar details. Sometimes an author uses words such as *all*, *many*, or *in general* to signal a generalization.

Activity

Teamwork Think about the characteristics of a good team. What makes the team work well together? What makes the team get things done? Make a list of rules that all team members must follow in order to be part of the team. These rules should be generalizations, so try to use signal words in them.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Stretching Ourselves*. Practice using these words.

Vocabulary Words

abdomen the part of the body containing the stomach, the intestines, and other important organs

artificial made by human skill or labor; not natural

gait a manner of walking or running

handicapped having a physical or mental disability

therapist person who specializes in the treatment of diseases, injuries, or disorders

wheelchair a chair on wheels, used especially by people who are sick or cannot walk

Grammar

Pronouns and Antecedents

A **pronoun** is a word that replaces a noun or noun phrase. *For example: I, you, he, she, it, me, him, her, we, you, they, us.* The word or words that a pronoun stands for—such as *Julie, my father, or our cat Mouffette*—is called the pronoun's **antecedent**. *For example: Laurene saw George, so she waved to him.* In the example, the nouns “Laurene” and “George” are the *antecedents* of the *pronouns* “she” and “him.”

Activity

Creative Captions With a family member, look through a picture book with which you both are familiar. Write captions on a separate piece of paper for the pictures that you see. Circle each pronoun that appears in your captions.

Practice Tested Spelling Words

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

Name _____

Generalize

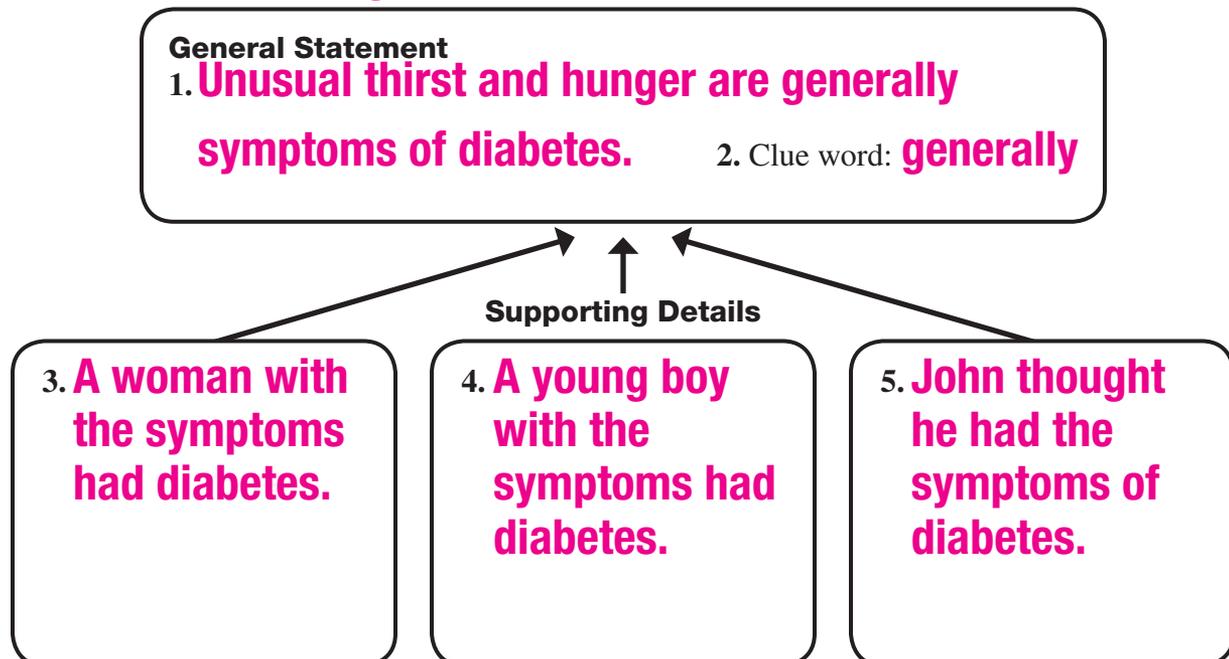
- An author may write similar details about different things or people. You can use these similar details to make a general statement that covers all the things or people. This statement is called a **generalization**.
- A **valid** generalization can be supported by facts or details. A **faulty** generalization cannot.
- Sometimes an author makes a generalization and uses a clue word such as *all*, *many*, or *generally* to signal it.

Directions Read the following passage. Then complete the diagram below.

John heard a program on the radio about diabetes. One woman described how she found out she had the disease. She always felt thirsty even though she drank a lot of water. She was also really hungry all the time, even though she ate a lot. She went to see her doctor, who said that she should be tested for diabetes because unusual thirst and hunger are generally symptoms. The test showed that she had diabetes.

A young boy spoke next. He too was always thirsty and hungry. He thought he was just growing, but one day he passed out at school. As the boy finished speaking, John realized that he was really hungry and thirsty. He was pouring some juice when he remembered he had eaten just a half-hour ago. He thought about the program, and he asked his mom to make a doctor's appointment.

Possible answers given.



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Home Activity Your child read a short passage and recognized a generalization. Read a newspaper or magazine article together and ask your child to find a generalization along with details that support it.

Name _____

Vocabulary

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

- | | |
|--------------------------|--|
| artificial _____ | 1. made by human skill or labor; not natural |
| gait _____ | 2. manner of walking or running |
| handicapped _____ | 3. having a physical or mental disability |
| abdomen _____ | 4. the part of the body containing the stomach, the intestines, and other important organs |
| therapist _____ | 5. person who specializes in the treatment of diseases, or injuries |

Check the Words You Know

- ___ abdomen
- ___ artificial
- ___ gait
- ___ handicapped
- ___ therapist
- ___ wheelchair

Directions Complete each sentence with the correct word from the box. Write the word on the line shown to the left.

- | | |
|--------------------------|---|
| wheelchair _____ | 6. Malik used a _____ because the muscles in his legs were not strong. |
| therapist _____ | 7. Every week, he went to an appointment with his physical _____, who helped him do exercises to strengthen his legs. |
| gait _____ | 8. He could walk on his own, but his _____ was still awkward. |
| abdomen _____ | 9. They also worked on the muscles in his _____ and chest so he would not get a sore back. |
| handicapped _____ | 10. Malik never thought of himself as _____ because he worked so hard and could tell he was making progress. |

Write a Newspaper Article

On a separate sheet of paper, write a newspaper article about a person who has a disability or chronic illness. Write about the difficulties this person deals with every day. Use as many vocabulary words as you can.

Newspaper articles should include words from the vocabulary list and details about a disability or chronic illness.



Home Activity Your child identified and used vocabulary words from *Stretching Ourselves*. Read a story or nonfiction article with your child about someone who has a disability or a chronic illness. Discuss any unfamiliar terms that appear in the article.

Name _____

Vocabulary • Context Clues

- When you find a word you do not know in a text, look for clues to its meaning.
- You can find **context clues** among the words around the unfamiliar word.

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

Anita's friend Jessica asked her a hard question. "Anita, how come some people at school say you are handicapped? You walk like everyone else and don't have to use a wheelchair."

Anita thought carefully about how she would answer. "My disability is hard for people to see. I am autistic. It is hard for me to understand what other people are

telling me or if they are happy or sad. Sometimes my voice sounds artificial like a robot's."

Jessica said, "You do have your ways, but you and I talk just fine."

"You are used to me," said Anita. "I also go to a speech therapist every week to help me learn how to talk with other people."

Possible answers given.

1. What does *wheelchair* mean? What context clues helped you to determine the meaning?

A wheelchair is used by people who can't walk. Because Anita can walk, she doesn't have to use a wheelchair.

2. What does *disability* mean? What context clues helped you to determine the meaning?

a handicap; Jessica asks why people think Anita is handicapped.

3. What does *artificial* mean? What clues help you to determine the meaning?

not natural; Anita says her voice is like a robot's.

4. How would using context clues help you determine the meaning of *speech therapist*?

A speech therapist helps people learn how to speak. Anita says the speech therapist helps her learn to talk.

5. What context clues helped you understand what *autistic* means?

disability; hard to understand other people; voice sounds artificial



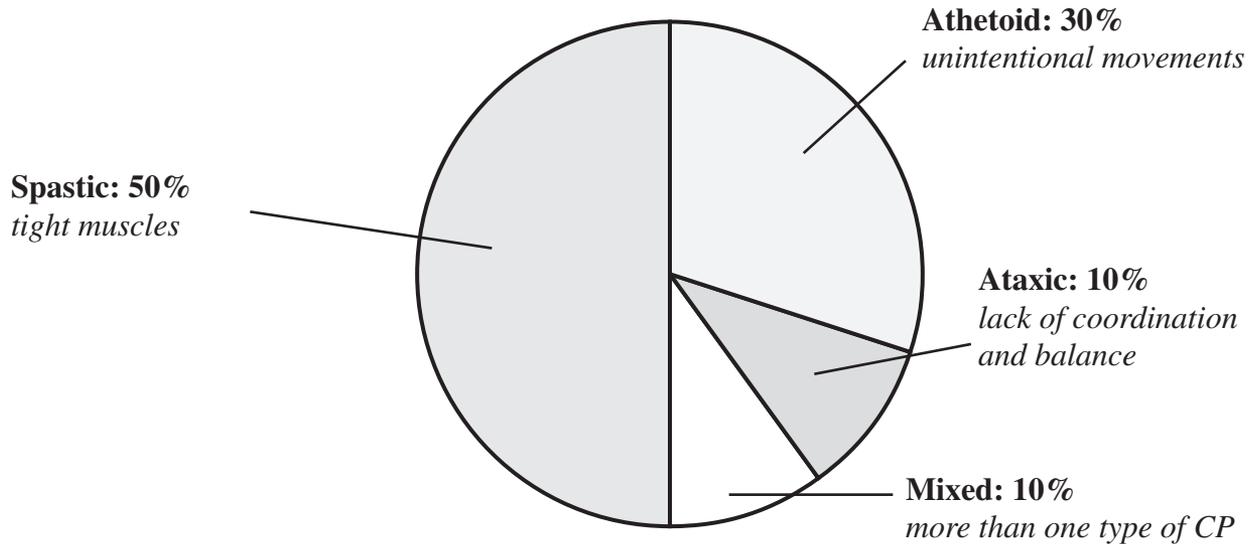
Home Activity Your child identified and used context clues to understand new words of a passage. Have a discussion with your child in which you use context clues to give clues to the meaning of new words.

Name _____

Graphic Sources

Directions Look at the circle graph and read the caption below it. Then answer the questions below.

TYPES OF CEREBRAL PALSY (CP) and Their Characteristics



This graph shows the percentage of people who have each of the four types of CP. People with **spastic** CP have tight muscles. Those with **athetoid** CP cannot control their movements. Lack of coordination and balance is typical of **ataxic** CP. Some people have more than one type of CP. They are in the group called **mixed**.

1. How many types of CP are there?

There are four types of CP.

2. What does the abbreviation *CP* stand for?

CP stands for Cerebral Palsy.

3. What is the most common form of CP? What percentage of people with CP have this type?

Spastic is the most common form of CP; 50%

4. What percentage of people cannot control their movements? What type of CP do they have?

thirty percent; They have athetoid CP.

5. A person who had symptoms of both athetoid and ataxic CP would be part of which group on this graph?

They would be part of the mixed group.



Home Activity Your child used a circle graph to find out information. With your child draw a circle graph that shows the percentages of time your child spends on different daily activities.

Name _____

Generalize

- An author may write similar details about different things or people. You can use these similar details to make a general statement that covers all the things or people. This statement is called a **generalization**.
- A **valid** generalization can be supported by facts or details. A **faulty** generalization cannot.

Directions Read the first paragraph of the passage and make a prediction about what the rest of the passage will be about. Finish reading the passage. Then answer the questions below.

In July, 1968, Eunice Kennedy Shriver opened the first Special Olympics Games. She knew many athletes would win, but she also knew many would not. She wanted to encourage all of the athletes to do their best. So she told them that the gladiators in Rome said, “Let me win, but if I cannot win, let me be brave in the attempt.” This became the Special Olympics Athlete Oath.

Through Special Olympics, many people with intellectual disabilities realize their full potential and become productive members of society. They train all year and compete in a variety of sports. In the process, they develop physical fitness, demonstrate courage, and experience joy. Special Olympics also creates an environment of acceptance for people with intellectual disabilities.

Possible answers given.

1. Write a generalization from this passage about how the Special Olympics affects its participants.

Many people with intellectual disabilities realize their full potential and become productive members of society.

2. How did you know this was a generalization?

The clue word *many*.

3. What detail supports the generalization?

They train all year and compete in a variety of sports.

4. What other detail supports the generalization?

They develop physical fitness, by training and competing.

5. After you read the first paragraph, what did you predict the rest of the article would be about? Was your prediction accurate?

I predicted the rest of the passage would be about Special Olympics athletes. My prediction was correct.



Home Activity Your child read a short passage and recognized a generalization using clue words. Read an article together and challenge your child to find generalizations.

Name _____

Generalize

- An author may write similar details about different things or people. You can use these similar details to make a general statement that covers all the things or people. This statement is called a **generalization**.
- A **valid** generalization can be supported by facts or details. A **faulty** generalization cannot.
- Sometimes an author makes a generalization and uses a clue word such as *all*, *many*, or *generally* to signal it.

Directions Read the following passage. Then complete the diagram below.

Deafness is the inability to hear. In general, there are two types of deafness. The first kind can be caused by earwax. Earwax blocks the pathway of sound from outside the ear into the inner ear in the head. This kind of deafness can usually be cured when a doctor softens the wax and flushes it out of the ear pathway.

A second kind of deafness is not curable. This is caused by a damaged nerve in the inner ear. Some babies are born without hearing. In other people, the nerve dies over a period of years. Extremely loud noises can damage the ear nerve. After injury the nerve cannot be healed.

General Statement

1. In general, **there are two types of deafness.**
2. Clue word(s): **In general**

Supporting Details

3. The first kind **can be caused by earwax.**

4. The second kind **of deafness is not curable.**

5. Some babies **are born without hearing.**



Home Activity Your child read a short passage and recognized a generalization using clue words. Read a newspaper or magazine article together and circle all the clue words that point to a generalization.

Telephone Directory

A **telephone directory** is an alphabetical index of names and telephone numbers for a selected geographical area. The **white pages** list entries for individual people and businesses. The **yellow pages** list entries and ads for businesses. Entries are grouped by category or type of business, such as *restaurants*. This information is available in reference books or on the Internet. You can search online to find phone numbers for people and businesses in other cities, states, and even countries.

Directions The computer screen shows you how to search a directory of online white pages. Use the computer screen to answer the questions that follow.

Enter the first and last name of the person and click *Find!*

For better results, enter the city and state also.

Last Name (required)	<input type="text"/>		
First Name	<input type="text"/>		
City	<input type="text"/>	State	<input type="text"/>
Country	<input type="text"/>		

 If you need help, [click here](#).

1. What entries will you get if you type “Reyes” in the field for Last Name, “Philadelphia” in the City field, and “PA” (for Pennsylvania) in the State field?

The results would feature telephone numbers for all the people with the last name Reyes in Philadelphia, PA.

2. You know Sue Costello lives in Florida. Tell how to find her phone number and address.

Type “Costello” in the Last Name field, “Sue” in the First Name field, and “FL” in the State field.

3. Would typing “Julia” in the First Name field and “Texas” in the State field give you good search results? Explain.

Possible answer: No; There are probably many people named Julia in Texas, and it would be hard to locate the person you wanted.

4. How does using an online telephone directory rather than a telephone book increase the information you can get?

Possible answer: You can get information about regions for which you do not have a telephone book.

Name _____

Directions The computer screen shows you how to search a directory of online yellow pages. Use the computer screen to answer the questions that follow.

Possible answers given for 6–10.

Enter a business category or name. Then click *Find!*

City State

Find! If you need help, [click here.](#)

5. What will you get if you enter the category “state park” and “FL” for State?

You would be given the names and telephone numbers of state parks in Florida.

6. If you want information on Nancy & Beth’s Catering Services in St. Louis, Missouri, what should you enter?

Enter “catering” in the Category field, “St. Louis” in the City field, and “Missouri” in the State field.

7. If you want to find a bike rental in Phoenix, Arizona, what should you enter?

Enter “bicycle rental” in the Category field, “Phoenix” in the City field, and “Arizona” in the State field.

8. If you enter “toy store” in the category field, will this produce good search results? Explain.

No; the State field has to have something in it for the search to work.

9. Which of the three fields could you leave blank? Explain how filling in this field would narrow your search.

the City field; Putting information in the City field would restrict your results to companies in a certain city only.

10. Can you use an online telephone directory if you don’t know how to spell the name of a business? Explain.

Yes; If you know what kind of business it is, and the city and state it is in, you could look for it in the results of a category search.



Home Activity Your child learned about using telephone directories. Look at an online telephone directory together. Ask your child to locate emergency phone numbers, maps, and phone numbers of local businesses and residences.

Name _____

Family Times

Summary

Exploding Ants: Amazing Facts About How Animals Adapt

Animals adapt in many ways. They adapt to escape, trick, or overpower enemies. Some animals use their body to help out their species. Some adapt in order to survive. The soldier ants of the *Camponotus saundersi* burst in order to defend their colony. An owl eats its dinner whole and then spits up the bones and excess material the next day. More adaptations and interesting facts can be found in this selection.

Activity

Animal Magic What is the strangest fact you know about an animal? Talk with members of your family about interesting animal facts.



Butterflies taste with their feet.

Comprehension Skill

Graphic Sources

Graphic Sources are visual ways of showing information. They include charts, graphs, maps, and time lines. You'll understand what you read better if you preview graphic sources. During reading, you should compare any graphic sources with the text. To help you remember what you read, create your own graphic source, such as a diagram or time line.

Activity

What's Coming Up? Look at the graphs, charts, and photographs that go with a magazine article. Discuss with a family member what you think the article is about, based on the information you have learned from the graphic sources.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Exploding Ants: Amazing Facts About How Animals Adapt*. Practice using these words.

Vocabulary Words

critical being important to the outcome of a situation

enables gives ability, power, or means to; makes able

mucus a slimy substance produced in the nose and throat to moisten and protect them

scarce hard to get; rare

specialize to develop in a special way

sterile free from germs

Grammar

Possessive Pronouns

A **possessive pronoun** is used in place of a possessive noun. Like the possessive noun, it shows who or what owns something. Like a pronoun, it takes the place of a noun, such as a person, animal, or thing. *For example: my/mine, your/yours, his, her/hers, its, our/ours, their/theirs.* Remember that possessive pronouns do not take apostrophes. *For example: its head, its handle.*

Activity

Pronoun Exchange With a family member, look for sentences in a book or newspaper that use possessive nouns. Then substitute a possessive pronoun for each possessive noun. Be sure you check each other's ideas!

Practice Tested Spelling Words

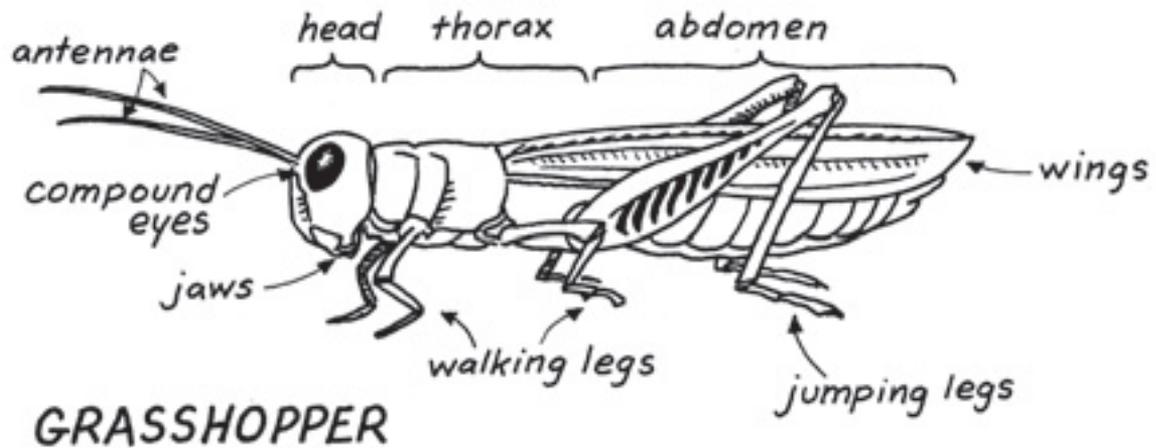
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name _____

Graphic Sources

- A **graphic source**, such as a picture, diagram, or chart, organizes information visually.
- Preview the graphic sources to help you predict what you will be reading about.

Directions Study the following diagram. Then answer the questions below.



1. What is the purpose of this diagram?

Possible answer: The diagram shows the different parts of a grasshopper's body.

2. What are the three parts of the grasshopper's body?

The three parts are the abdomen, thorax, and head.

3. What do grasshoppers use to hop, walk, and fly?

Grasshoppers use their jumping legs for hopping, walking legs for walking, and wings for flying.

4. How many legs does the grasshopper have? How does the diagram show you this?

six; The diagram uses arrows and labels to show the legs.

5. What is the location of the grasshopper's two front legs? What other job might the front legs perform in addition to walking?

close to the grasshopper's jaws; Possible answer: Grasshoppers might use the front legs to hold food while they eat.



Home Activity Your child used a graphic source to answer questions. Together, read a newspaper or magazine article that includes a graphic source. Ask your child to answer questions about the article based on the information shown in the graphic source.

Name _____

Vocabulary

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

mucus _____

1. a slimy substance produced in the nose and throat to moisten and protect them

sterile _____

2. free from germs

enables _____

3. gives ability, power, or means to; makes able

specialize _____

4. to develop in a special way

critical _____

5. being important to the outcome of a situation

Check the Words You Know

- ___ critical
- ___ enables
- ___ mucus
- ___ scarce
- ___ specialize
- ___ sterile

Directions Circle the word or group of words that has the same or nearly the same meaning as the first word.

<i>Example: melody</i>	words	tune	ringing
6. scarce	plenty	many	rare
7. critical	important	useful	relaxed
8. sterile	dirty	germ-free	bacteria
9. enables	teaches	makes empty	allows
10. specialize	stretch	adapt	organize

Write a Description

On a separate sheet of paper, write a description of a grasshopper or another insect with which you are familiar. Your description should include as many details as possible. Use as many vocabulary words as you can.

Descriptions should include words from the vocabulary list as well as details about a grasshopper or another familiar insect.



Home Activity Your child identified and used vocabulary words from *Exploding Ants*. Pretend each of you is a research scientist. Use the vocabulary words to discuss a new species of insect you have discovered together.

Name _____

Vocabulary • Context Clues

- **Context clues** include definitions, explanations, and **synonyms**.
- Synonyms are different words that mean the same or almost the same thing.
- Sometimes an author writes a synonym near a difficult word to help readers understand the word. To find synonyms, look for the words *or*, *such as*, and *like*, or for a phrase set off by commas.

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

To some people, insects such as mosquitoes are simply pests. But many insects are useful. Honeybees, for example, make honey. They also pollinate plants by carrying pollen from one plant to another. This enables, or allows, the plant to grow and develop. Pollination is essential, or critical, for many things

we eat. Growers use honeybees in apple orchards, for example. Beekeepers raise colonies, or communities, of bees.

Some insects eat garbage. Others specialize in or focus on eating harmful insects. Many types of butterflies are abundant, though some species are becoming scarce.

1. What word in the passage is a synonym for *enables*? How do you know it is a synonym?

allows; The phrase “or allows” is set off by commas.

2. What suggests that *essential* and *critical* are synonyms?

The phrase “or critical” is set off by commas and appears near the word essential.

3. The word *mosquitoes* follows the words *such as*. How do you know it is not a synonym for *insects*?

Possible answer: Mosquitoes is an example of an insect, not a synonym for the word insect.

4. What is another word for *colonies*? What context clue helps you to identify the synonym?

communities; The phrase “or communities” is set off by commas.

5. Rewrite the last sentence to provide a synonym for the word *scarce*.

Possible answers: Many types of butterflies are abundant, though some are becoming scarce, or rare.



Home Activity Your child identified and used synonyms to help him or her understand other words. Together, read an article about a scientific subject in a newspaper or magazine, noting any challenging vocabulary. Try to use synonyms and other context clues to clarify the meanings of these words.

Name _____

Author's Purpose

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

Temperatures in the Arctic are rising ten times faster than elsewhere. The change is caused by the increasing amount of carbon dioxide in the air. Melting ice in Greenland and elsewhere could cause sea levels to rise. This would disturb ocean currents. Arctic warming could lead to the extinction of polar bears and some seals by the year 2100.

These are the findings of a 4-year study made by over three hundred scientists of the American Meteorological Society.

They examined the issue at the request of the Arctic Society. This group includes members from the United States, Canada, Denmark, Norway, Sweden, Russia, Finland, Iceland, and native communities.

It is clear that people have caused the air pollution that threatens our environment. Now it is time for people to take responsibility and to take action to stop global warming.

Will you help the effort?

Possible answers given.

1. What do you think is the author's purpose in this passage?

The author's purpose is to persuade readers that immediate action is needed to stop global warming.

2. What natural things could be affected by rising temperatures in the Arctic?

Polar bears and seals might be affected.

3. How does the information about the American Meteorological Society and the Arctic Society support the author's purpose?

The names and details of these organizations encourage readers to trust the scientists' findings.

4. Why do you think the author mentions Canada, Russia, and other countries?

The author hopes to persuade the reader by showing that the study has gotten international support.

5. In your opinion, does the author achieve his or her purpose? Why or why not?

Yes, the author makes it sound like the problem is urgent.



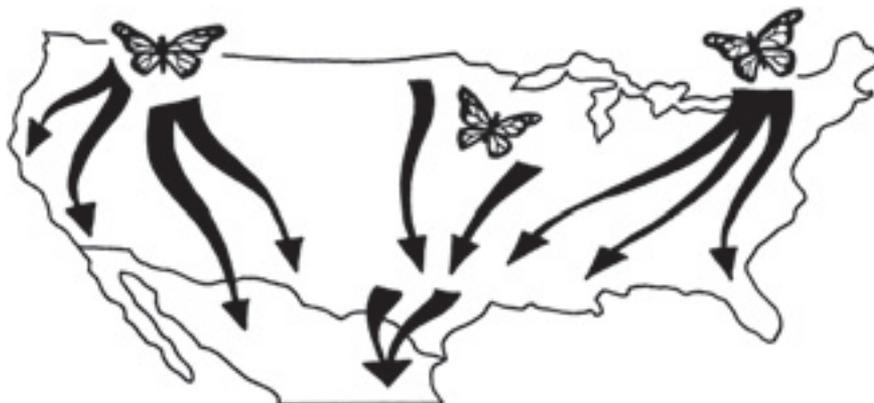
Home Activity Your child analyzed the author's purpose in a nonfiction passage about global warming. Challenge him or her to make a persuasive argument to you or another family member about helping your community in some way.

Name _____

Graphic Sources

- A **graphic source**, such as a picture, diagram, or chart, organizes information visually.
- Preview the graphic sources to help you predict what you will be reading about.

Directions Study the following map. Then answer the questions below.



The Fall Migration of Monarch Butterflies (September – November)

Possible answers given for 1, 2, 5.

1. What does the map show you?

The map shows the migration patterns of monarch butterflies.

2. In what kind of article might you see this graphic source?

It might appear in an encyclopedia entry about butterflies.

3. In what main direction do the butterflies migrate?

They travel towards the south.

4. How many months does the process of migration take? How do you know?

three; The map's title tells the timetable for migration.

5. Good readers make sure they understand what they read, including graphic sources. If you were confused by something in this graphic source, what could you do?

I could check an encyclopedia entry about butterflies or monarchs.



Home Activity Your child used a graphic source to find information, and he or she also suggested how to respond to confusion about some part of the graphic source. Read a nonfiction article about animals with your child. Discuss what steps he or she could take to clear up confusion about some aspect of the article.

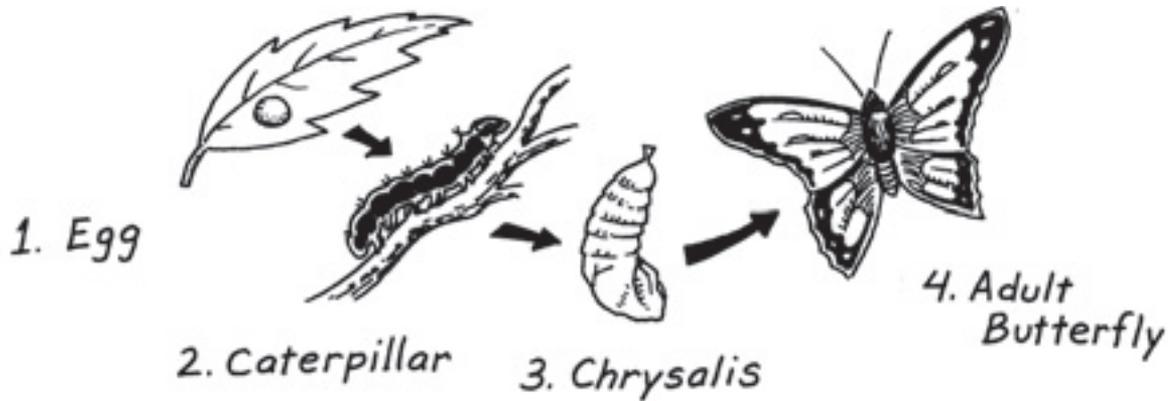
Name _____

Graphic Sources

- A **graphic source**, such as a picture, diagram, or chart, organizes information visually.
- Preview the graphic sources to help you predict what you will be reading about.

Directions Study the following diagram. Then answer the questions below.

The Butterfly's Life Cycle



Possible answers given for 4, 5.

1. What tells you the topic of this graphic source?

The topic is given in the title of the diagram.

2. What is the second stage of a butterfly's life?

The second stage is **a caterpillar.**

3. How does the diagram tell you the different stages in the life of a butterfly?

To show the different stages, the diagram uses **numbers and labels.**

4. How does the diagram help you to understand the life cycle of the butterfly?

The diagram helps you picture **the way the insect looks at different stages.**

5. Where might you see a graphic source like this?

You might find this accompanying an encyclopedia article about butterflies.



Home Activity Your child answered questions using a graphic source. Find a nonfiction article that includes a diagram or illustrations. Together, examine the graphic source and make predictions about what the article will be about. Then read the article to check your predictions.

Name _____

Magazine/Periodical

- **Magazines** and **periodicals** are excellent sources of current information. They contain news articles, opinion columns, reports, reviews, letters, cartoons, advertisements, and other features.
- A table of contents helps readers locate particular stories and other information.
- Many magazine and periodical articles follow the “5 Ws and H” format. That is, they tell you *Who? What? When? Where? Why? and How?* in the first few paragraphs.

Directions Read this table of contents for an issue of a magazine. Then answer the questions that follow.

<p>December Issue Volume 237 Number 4</p> <p>CONTENTS</p> <p>Year in Review</p> <p>24 Annual salute to the people who made discoveries that have changed our lives</p> <p>39 Year-end updates on works-in-progress</p> <p>Features</p> <p>44 The longest-living lungfish</p> <p>51 New vaccine for a dangerous disease</p> <p>67 Discovery of a new species of grasshopper</p>	<p>World News</p> <p>72 Monarchs winter in Mexico in record numbers</p> <p>80 Alaskan dinosaurs and the Bering Strait</p> <p>Columns</p> <p>12 Letters to the editor</p> <p>18 Ask the experts</p> <p>93 Calendar</p> <p>128 Book reviews</p>
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1. How would you describe the subject of this magazine?

Possible answer: a magazine about science and scientific discoveries

2. On what page could you find information about lungfish?

page 44

3. Where could you read what people think about a new book?

book reviews on page 128

4. Do you think this is a new magazine or one that has been published for some time? How do you know?

It has been published for some time; The high volume number indicates the magazine's long history.

5. If you wrote to the magazine, where might you find your comments published in the next issue?

They would appear under Letters to the Editor.

Name _____

Directions Read this passage from a magazine and answer the questions below.**Who's Got the Longest-living Lungfish?**

Two cities are competing for the honor of possessing the nation's longest-living lungfish. On Monday, the city of Will announced that its aquarium is celebrating the 67th birthday of its Australian lungfish on April 9. On Tuesday, one day later and fifty miles east, the city of Franklyn declared its plans to celebrate the 70th birthday of its lungfish on April 9.

However, neither aquarium can prove the exact age of its lungfish.

Why the interest in elderly lungfish? Perhaps because it is a most unusual creature. It has both gills and lungs, leading scientists to believe that it is the missing link between fish and amphibians. The lungfish has the ability to be, as the saying goes, "a fish out of water." In other words, it can survive on land as well as in water. This adaptation is a big reason why the lungfish has survived for ages. Fossils show that it existed some 400 million years ago. Today the lungfish is an endangered species.

Possible answers given for 2, 5.

6. What part of the passage gives you a first impression of the article's subject?

The title gives readers the first idea of the subject.

7. What would you identify as the *Who* of this article?

The *who* is the aquarium in Will and the aquarium in Franklyn.

8. What would you say is the *What* of the article?

The *what* is the nation's longest-living lungfish.

9. What is the *When* of the article?

The *when* is April 9 (the date of the two parties) and Monday and Tuesday (when the aquariums made their announcements).

10. When might you use the information in this article?

I might use this information while writing a report about recent events in science.



Home Activity Your child learned about reading tables of contents and articles in magazines. Look at a current issue of a magazine together and discuss the *Who*, *What*, *When*, *Where*, *Why*, and *How* of one of the articles.

Name _____

Family Times

Summary

The Stormi Giovanni Club

After Stormi Giovanni Green moves for the thousandth time, she decides she is not going to make new friends at her new school, because she would just have to say good-bye to them anyway. At first, Stormi really dislikes her new surroundings. But by the second day, she decides that making new friends isn't such a bad idea after all.

Activity

Script It Imagine the play someone might write about an event in your own life. What event would it focus on? Would the play be funny, sad, or both? Would the characters talk to the audience, as in *The Stormi Giovanni Club*? Discuss your thoughts with a family member. You may wish to write a scene from the play.



Comprehension Skill

Generalize

To **generalize** is to make a broad statement or rule that applies to several examples. Active readers pay close attention to what authors tell them about story characters and make generalizations about those characters as they read.

Activity

Character Generalizations Think about your favorite character from a story or book. In general, what is the character like? Along with a family member, discuss how the character's actions and personality support this generalization.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *The Stormi Giovanni Club*. Practice using these words.

Vocabulary Words

cavities hollow places in teeth caused by decay

combination a series of numbers or letters dialed in opening a certain kind of lock

demonstrates shows how a thing is done

episode one part of a story that is published or broadcast in several parts, one at a time

profile *low profile*: moderate attitude or position, deliberately chosen in order to avoid notice

strict very careful in following a rule or in making others follow it

Grammar

Indefinite and Reflexive Pronouns

Indefinite pronouns do not refer to a particular person or thing. They can be used in the subject or predicate of a sentence. *For example: anybody, both, either, everyone.*

Reflexive pronouns reflect the action of the verb back on the subject. They cannot be used as the subject of a sentence. *For example: himself, themselves, herself, myself, ourselves.*

Activity

Pronoun Hunt Choose an article from a magazine or newspaper. With a family member, pick sentences from the article and exchange their pronouns with examples of indefinite and reflexive pronouns. Discuss how the sentences' meanings change when the pronouns are changed.

Practice Tested Spelling Words

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

Name _____

Generalize

- To **generalize** is to make a broad statement or rule that applies to several examples.
- Active readers pay close attention to what authors tell them about story characters and make generalizations about those characters as they read.

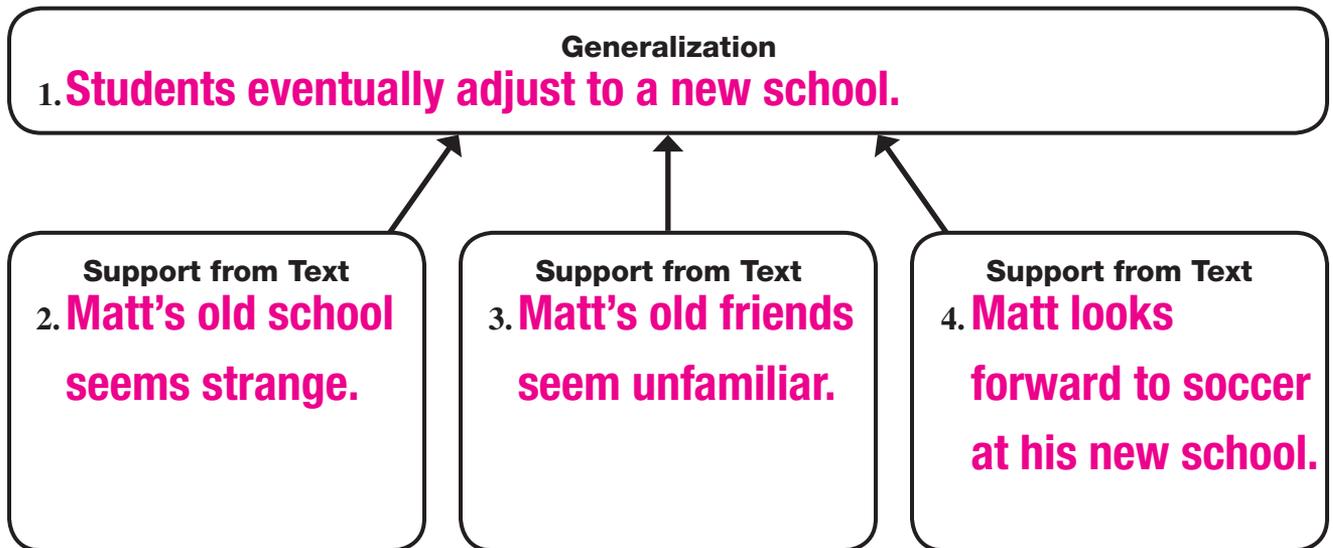
Directions Read the following passage.

Matt and his family moved to a new town where he went to a new school. He disliked the school a lot. When Matt wasn't complaining, he just stayed quiet and kept to himself. He played soccer and found classmates to sit with at lunch, but longed to see his old friends. He begged to go back to his old hometown

for a visit, and his parents finally agreed. As they neared his old school, Matt was excited. He raced into the school and walked around. Everything seemed strange. Even his old friends didn't seem as familiar. On the way home he found himself looking forward to soccer practice.

Possible answers given.

Directions Complete the diagram by making a generalization about Matt.



5. Explain the story structure by telling the problem, rising action, climax, and outcome.

Problem: Matt is unhappy at his new school; Rising action: Matt complains; Climax: Matt visits his old school; Outcome: Matt realizes that he likes his new school.



Home Activity Your child made a generalization about a character in a story. Read a short story about friendship together. Ask your child to generalize about one of the characters. Ask your child to analyze the story structure also—the problem, rising action, climax, and outcome.

Name _____

Vocabulary

Directions Choose the word from the box that best matches each definition below. Write the word on the line.

- cavities** _____ 1. hollow places in teeth caused by decay
- demonstrates** _____ 2. shows how a thing is done
- strict** _____ 3. very careful in following a rule or making others follow it
- episode** _____ 4. one part of a story that is published or broadcast in several parts
- profile** _____ 5. attitude or position

Check the Words You Know

- ___cavities
___combination
___demonstrates
___episode
___profile
___strict

Directions Choose the word from the box that best matches each clue below. Write the word on the line.

- episode** _____ 6. This is one in a series.
- combination** _____ 7. This opens some locks.
- strict** _____ 8. Some teachers act this way.
- profile** _____ 9. A movie star would have a high one of these.
- cavities** _____ 10. If you don't brush your teeth, you might get these.

Write a Friendly Letter

On a separate sheet of paper, write a friendly letter that you might send to a relative telling about the beginning of a new school year. Use as many vocabulary words as you can.

Letters should include words from the vocabulary list as well as information typical to a new school year.



Home Activity Your child identified and used vocabulary words from *The Stormi Giovanni Club*. Read a story or nonfiction article with your child. Have him or her point out unfamiliar words. Together try to figure out the meaning of each word by using the words that appear near it.

Name _____

Vocabulary • Context Clues

- Sometimes when you are reading, you see an unfamiliar word. Use the **context**, or words around the unfamiliar word, to find clues to its meaning.
- Context clues include synonyms, examples, and explanations.

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

In class, Meg’s teacher demonstrated, or showed, how to open the new lockers. “Dial the combination and then pull the handle,” she said. Instead of paying attention, however, Meg talked to her friend about an episode of her favorite TV show, the last one of the series. “Meg, you are not supposed to talk while I am

talking. I am very strict about following this rule. Please stay in class during recess,” her teacher said sternly. Meg was very embarrassed, but she was glad she didn’t have to stay after school. She had to go to the dentist to have her cavities filled after school.

1. What does *demonstrated* mean? What clue helps you to determine the meaning?

***Demonstrated* means “showed.” The clue is the synonym showed.**

2. What does *combination* mean? How does the context help you to determine the meaning?

***Combination* means “a series of numbers used in opening a lock.” The clue is the word *dial*.**

3. What is an *episode*? What clue helps you to determine this?

***Episode* means “a story that is one in a series.” The phrase “last one in the series” helps to define *episode*.**

4. How do context clues help you determine the meaning of *strict*?

***Strict* means “careful in following the rules.” The phrases “following this rule” and “sternly” are context clues.**

5. What does *cavities* mean? How can you use context clues to determine the meaning?

***Cavities* means “holes or hollow places.” The word “filled” is a context clue.**



Home Activity Your child read a short passage and used context clues to understand new words. Work with your child to identify unfamiliar words in an article. Ask your child to find context clues to help with the understanding of the new words. Confirm the meanings with your child.

Name _____

Draw Conclusions

Directions Read the following scene from a play. Then answer the questions below.

KARA: Mom, I don't want to go back to this new school. Everyone's so mean!

MOM: Kara, give it a chance.

KARA: No one talks to me.

MOM: Believe me, you'll be happy once you get to know people.

(TWO WEEKS LATER)

MOM: How's school?

KARA: It's funny—the kids in class told me that they had thought I was mean.

MOM: Why?

KARA: Because I didn't talk to anyone.

MOM: Then what happened?

KARA: The other day a new girl named Kate came into our class. She was even more miserable than I was, so I sat with her at lunch and tried to cheer her up.

MOM: So the other kids saw how nice you are?

KARA: Yeah, and they're pretty nice, too. So is Kate.

1. What conclusion can you draw about how Kara felt at first at her new school?

Possible answer: Kara felt unhappy at her new school.

2. Why did Kara think the kids at school were mean?

Kara thought the kids were mean because they didn't talk to her.

3. Why did Kara start making an effort at school?

Kara started making an effort when she felt sympathy for a new student, Kate.

4. Why did the kids at school change their attitude about Kara?

The kids at school realized that Kara was kind and friendly.

5. What conclusion can you draw about Kara's mother's advice? Explain your conclusion.

Possible answer: Kara's mother's advice was accurate because once Kara got to know people, she became happier.



Home Activity Your child has read a short passage and drew conclusions. Read a short story to your child. Ask him or her to draw conclusions about the characters.

Name _____

Generalize

- To **generalize** is to make a broad statement or rule that applies to several examples.
- Active readers pay close attention to what authors tell them about story characters and make generalizations about those characters as they read.

Directions Read the following scene from a play. Then answer the questions below.

PRINCIPAL: We're welcoming a student who's new to Harper School. Everyone, meet Dylan. Dylan, do you have any questions for the other students?

DYLAN: What do I need to know?

KAMALI: Most kids wear jeans.

KIM: And T-shirts. But if you have bad words on your T-shirt, you'll be in the principal's office.

DAVID: Also, there's lunch.

DYLAN (sounding stressed): I guess every school is different...

KAMALI: You have to get your tray a

certain way.

KIM: And only teachers sit by the door.

DAVID: And there are Harper terms. The "field" is the blacktop, and "breakfast club" is detention.

DYLAN: Wait, wait! I'm getting the feeling it's hard to fit in here.

DAVID: Don't worry, we'll take you through it.

KIM: Yes, we'll show you the ropes. You'll like it here.

DYLAN: Thanks a lot!

1. What is the purpose of the meeting with the new student?

The purpose is to help Dylan adjust to Harper School.

2. What generalization can you make about the attitude of Harper students at the meeting?

The Harper students are trying to be helpful.

3. How can you generalize about the kind of advice the students give?

The students give practical information about the school.

4. How does the advice make Dylan feel at first? How do you think Dylan's feelings change?

He seems worried; He seems happy for the help.

5. Explain the structure of this scene. How does a problem grow during the rising action and come to a climax? What is the outcome?

Problem: Dylan is a new student; Rising action: Harper students give advice and Dylan gets worried; Climax: students reassure Dylan; Outcome: Dylan feels better



Name _____

Generalize

- To **generalize** is to make a broad statement or rule that applies to several examples.
- Active readers pay close attention to what authors tell them about story characters and make generalizations about those characters as they read.

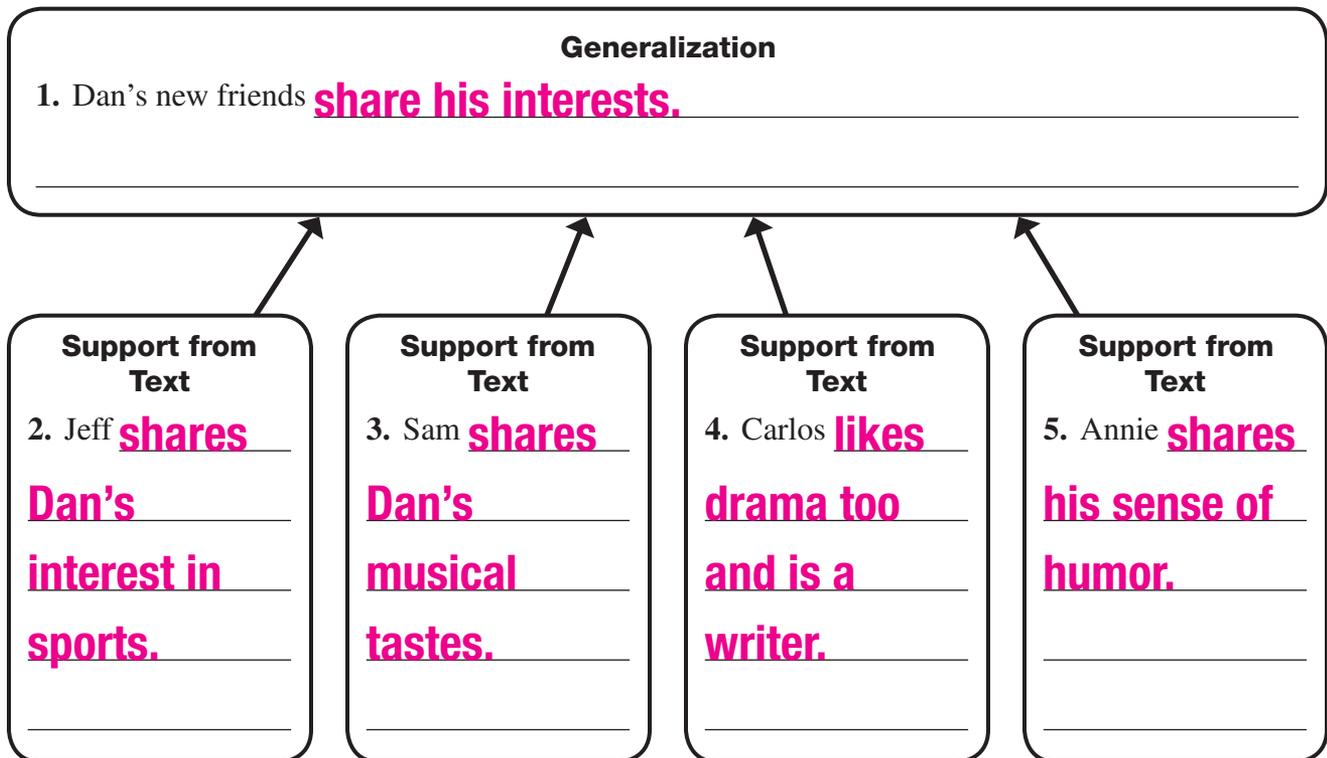
Directions Read the following passage.

Dan was amazed that he had made such great new friends at his new school. One was Jeff, who liked the same sports teams he did. Jeff also played on three sports teams himself. He even carried around a radio to make sure he didn't miss any sports scores. Other friends included Sam, who played in a band. He wrote song lyrics and liked the

same music Dan did. Dan met Carlos when they were both in the school play. Carlos wrote plays too. Annie, another new friend, made up the funniest jokes he'd ever heard. She would go up to kids she didn't even know and tell them jokes. That's how Dan had met her. He was glad he'd met all four of his new friends.

Possible answers given.

Directions Complete the diagram by making a generalization about Dan's new friends and including supporting details.



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Home Activity Your child read a short passage and made a generalization about the characters. Work with your child to make generalizations about characters in a story you read together.

Name _____

Thesaurus

A **thesaurus** is a kind of dictionary in which synonyms (words that have the same or similar meanings), antonyms (words that have the opposite meanings), and other related words are classified under headings. You can use a thesaurus to help you find new and interesting words when writing.

Directions Use this thesaurus entry to answer the questions that follow.

Definition

↓

Entry Word → **Friend** means a person who knows and likes another person. *Emilia's friends like to go shopping together.* (noun) ← **Part of Speech**

Synonyms → **Comrade** means a close companion, fellow worker, or partner. *Gareth and his comrades from his chess club are planning their next tournament.*

→ **Companion** a person who goes along or accompanies another person. *My companion, Ms. Martinez, will come with me on my vacation this year.*

→ **Sidekick** is an informal word for partner and close friend.

→ **Pal** means a close friend or playmate. *Shareen is my best pal; she shares her lunch with me every day.*

→ **Buddy** is an informal word for a close friend. *Ken and his buddy Yuji are almost as close as brothers.*

Cross References → See **familiar** and **friendly** for related words.

Antonyms → **ANTONYMS:** enemy, foe

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Name _____

Possible answers given for 4–6, 8–10.

1. What entry word is shown?

Friend is the entry word.

2. Name the part of speech of the entry word.

It is a noun.

3. What synonyms are given for the entry word?

comrade, companion, sidekick, pal, buddy

4. Rewrite this sentence using one of the synonyms in the entry: *My friend May and I like to listen to music.*

My pal May and I like to listen to music.

5. Rewrite this sentence by replacing the underlined words with a word from the entry: *Our cat is no friend of our neighbor's dog.*

Our cat is the enemy of our neighbor's dog.

6. Would you use *sidekick* when introducing your friend to the school principal. Explain?

No because sidekick is informal.

7. How would you find additional words that have meanings similar to the entry word?

You would look under familiar and friendly.

8. How does the meaning of *friend* help you understand the meaning of *foe*?

Foe is the antonym, or opposite, of friend, so it must mean the same as enemy.

9. If you looked up *large* in a thesaurus, what synonyms do you think you would find?

Big, huge, and gigantic are possible synonyms.

10. How do you think a thesaurus could help you write a report?

A thesaurus could help you find more varied and precise words.



Home Activity Your child answered questions about a thesaurus entry. Look at a thesaurus together. Ask your child to locate several entries using entry words you tell him or her. Discuss the synonyms for different shades of meaning.

Name _____

Family Times

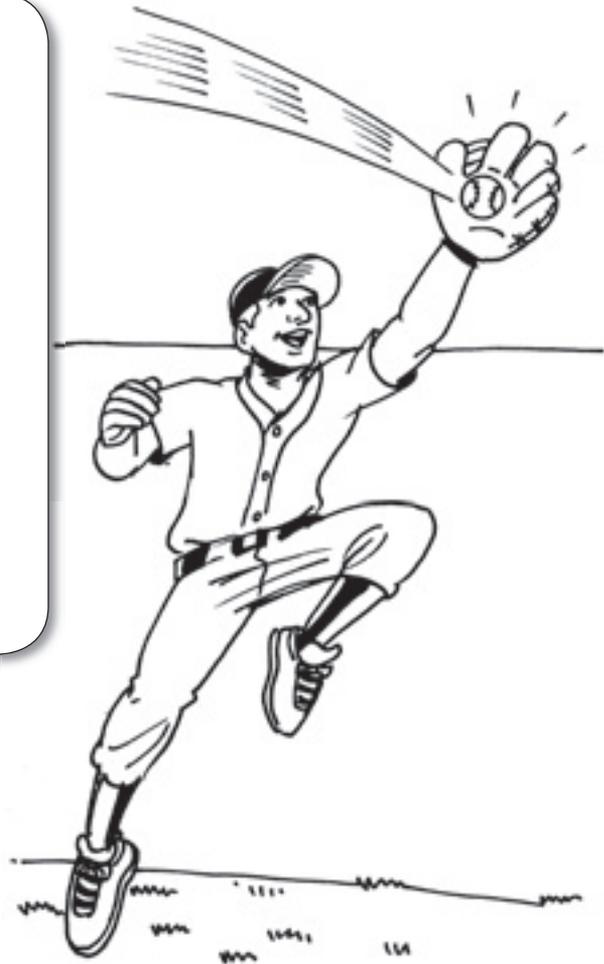
Summary

The Gymnast

What is it like to try gymnastics? As a young boy, Gary envies his cousin who takes gymnastics. Gary tries to learn too. He vividly describes his feelings as he rolls, flips, and cartwheels for the first time.

Activity

Sports Center With your family, recall outstanding sports moments you each have seen or experienced. Then talk with family members about what sport they would like to succeed at.



Comprehension Skill

Draw Conclusions

A **conclusion** is a decision you reach when you think about facts and details. Draw conclusions as you read. Your conclusions should be logical and well supported.

Activity

How Was Your Day? Ask a family member to tell you about the things that happened during his or her day. When you have heard your family member's story, decide whether he or she probably felt it was a good day or a bad day. Explain the thinking you used as you drew your conclusion.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *The Gymnast*. Practice using these words.

Vocabulary Words

bluish somewhat blue; somewhat like the color of the clear sky in daylight

cartwheels sideways handsprings with the legs and arms kept straight

gymnastics a sport in which very difficult exercises are performed

hesitation act of failing to act promptly; doubt; indecision

limelight center of public attention and interest

skidded slipped or slid sideways while moving

somersault to run or jump, turning the heels over the head

throbbing beating rapidly or strongly

wincing drawing back suddenly; flinching slightly

Grammar

Who and Whom

Use **who** as the subject of a sentence. *For example: Who is calling?* Use **whom** as the object of a preposition such as *to, for, or from*, or as a direct object. *For example: Whom is that from? Whom are you calling?* To check whether you should write *who* or *whom* in a question, think of a sentence with *he* or *him* in place of *who* or *whom*. If *he* is correct, then write *who*. If it is not correct, write *whom*.

Activity

Boo-Who Play this game with your family. In teams, make up questions that use *who/whom*, such as *Who/Whom does the quarterback pass to?* The other team's job is to decide whether *who* or *whom* is correct in that sentence. Call out "boo-who" if the team answers incorrectly.

Practice Tested Spelling Words

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

Name _____

Draw Conclusions

- A **conclusion** is a sensible decision you make after you think about facts or details that you read.
- Drawing conclusions may also be called making inferences.
- Use your prior knowledge to help you draw conclusions.

Directions Read the following passage. Then complete the diagram below.

Enrique is a young gymnast who is training for the Olympics. He goes to live at the Olympic Training Center in Colorado Springs. There he trains twelve hours a day with other athletes. In addition, he regularly takes part in competitions to test his skills. Enrique sets goals for himself. He wants to improve in

gymnastics skills and to learn routines that are more difficult. His training schedule is so demanding, he does not have time to go to a regular school. He studies all of his school subjects with a tutor. After more years of training, Enrique hopes to make the Olympic team.

Possible answers given.

What does the text say?

1. **Enrique lives at a training center.**

What does the text say?

2. **He trains twelve hours a day.**

What do I already know?

3. **It is hard to make it into the Olympics.**

What can I conclude?

4. **Enrique works hard to go to the Olympics.**

5. Visualize Enrique studying with his tutor. What conclusion can you draw about the advantages or disadvantages of studying with a tutor rather than studying at a regular school?

A disadvantage to having a tutor would be not having the time to socialize you would get at a school.



Home Activity Your child read a short passage and drew a conclusion based on the details in it. Tell your child a story about an athlete you know about. Ask your child to visualize the details as you describe them. Ask your child to draw a conclusion based on the details you provide.

Name _____

Vocabulary

Directions Choose the word from the box that best matches each definition below. Write the word on the line.

- somersault** _____ 1. to run or jump, turning the heels over the head
- gymnastics** _____ 2. a sport in which very difficult exercises are performed
- hesitation** _____ 3. act of failing to act promptly
- bluish** _____ 4. somewhat blue
- cartwheels** _____ 5. sideways handsprings with the legs and arms kept straight

Check the Words You Know

- ___ bluish
 ___ cartwheels
 ___ gymnastics
 ___ hesitation
 ___ limelight
 ___ skidded
 ___ somersault
 ___ throbbing
 ___ wincing

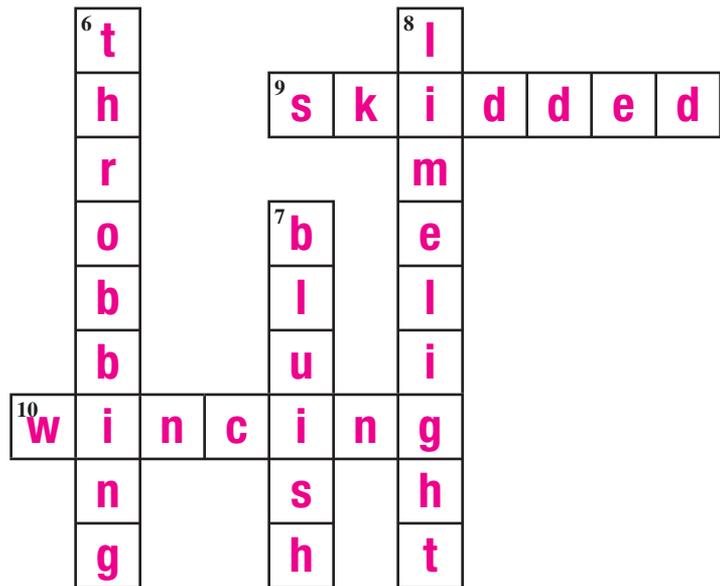
Directions Choose the word from the box that matches the clues and complete the crossword puzzle.

DOWN

6. the pain I felt when I broke my toe
7. the color of a pale sky
8. the place the star wants to be

ACROSS

9. what my bicycle did when I slammed on the brakes
10. what I am doing when I eat food I don't like



Write a News Report

Imagine you're a sports reporter covering a gymnastics meet. On a separate sheet of paper write a news report. Use as many vocabulary words as you can.

News reports should include words from the vocabulary list and basic facts about a gymnastics meet.



Home Activity Your child identified and used vocabulary words from *The Gymnast*. Skim the articles about a single sport in the sports section of a newspaper. Point out and define the vocabulary that is used to describe each type of sport.

Name _____

Vocabulary • Word Structure

- A **suffix** is added to the end of a base word to change its meaning or the way it is used in a sentence.
- The suffix *-ish* means “somewhat,” as in *childish*. The suffix *-ion* means “the act or state of being _____,” as in *determination*. The suffix *-ics* means “study or system,” as in *athletics*. You can use suffixes to help you figure out the meanings of words.

Directions Read the following passage. Notice the words with suffixes as you read. Then answer the questions below.

The gymnastics meet started with a spectacular balance beam routine by Amy’s main competitor. Then Amy hopped onto the beam and started her routine with no hesitation. She did fine on her somersaults and cartwheels, but on one backflip she had a bad landing. Her ankle

felt like a knife had ripped through it, and she saw bluish stars in front of her eyes. Still, she finished her routine, wincing with the pain. When the numbers came up, she scored the highest! Although her ankle was throbbing, she stepped to the judges’ table and accepted her medal.

1. What is the suffix in *gymnastics*? How does the suffix change the meaning of the base word?

-ics; Gymnastics means “the study or system of physical exercises.”

2. What is the suffix in *hesitation*? How does the suffix change the meaning of the base word?

-ion; The suffix *-ion* changes *hesitate* to a noun that means “failing to act promptly.”

3. What is the suffix in *bluish*? How does the suffix change the meaning of the base word?

-ish; Bluish means “somewhat blue.”

4. Change *competitor* into a noun by adding a suffix. What is the meaning of the new word?

competition; The meaning is “the act of being a competitor.”

5. Write two other words that use the suffixes. Write a definition for each word.

Possible answer: Subtraction: the act of subtracting; Physics: the study of the physical world.



Home Activity Your child read a short passage and identified and used suffixes to understand new words. Work with your child to identify unfamiliar words with suffixes. Then ask your child how the suffixes help him or her to understand the meaning of the new words. Confirm the meanings by looking them up in a dictionary.

Name _____

Generalize

Directions Read the passage. Then answer the questions below.

Many schools require every student to play at least one sport. By playing sports, many young people say that they meet new friends. By being on a team, a young person can learn cooperation and fair play. Playing a sport can build strength, flexibility, and endurance, and

improve fitness. Many experts say young people get a boost in self-confidence as they succeed with new skills they learn through playing sports. Finally, for most young athletes, playing sports is simply a lot of fun.

Possible answers given.

1. Based on the passage, what is a generalization you can make about playing sports?

Playing sports has many advantages.

2. Which detail from the passage that supports this generalization?

Playing sports can build friendships.

3. What other detail supports this generalization?

Playing sports can increase fitness and strength.

4. What is a generalization that is stated in the passage?

For most young athletes, playing sports is a lot of fun.

5. Write a generalization of your own about sports. Write at least one detail to back it up.

Playing sports can be difficult if you are not very athletic. A slow runner has trouble keeping up during a soccer game.



Home Activity Your child read a short passage and made a generalization based on the passage. Tell your child some specific details about a subject you think is important. Ask him or her to make a generalization about the subject.

Name _____

Draw Conclusions

- A **conclusion** is a sensible decision you make after you think about facts or details that you read.
- Drawing conclusions may also be called making inferences.
- Use your prior knowledge to help you draw conclusions.

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

When Lance Armstrong was 20, he made the U.S. Olympic cycling team. Three years later, he won an important cycling race, the Tour Du Pont, a premier U.S. cycling event. In 1996, he made the U.S. Olympic team again. That same year, he was diagnosed with cancer. He suffered terrible pain during his treatments and fought hard to get back to cycling. Five months after his diagnosis,

he was training again determined to return to the sport he loved. Even though he was weakened from the disease, he wouldn't give up. In 1998, he finally returned to professional cycling. In 1999 he won the Tour de France. In 2005, he became the first seven-time winner of the Tour de France. Lance Armstrong inspires many people with his courage and abilities.

Possible answers given.

1. What conclusion can you draw about Lance Armstrong's character?

Lance Armstrong is persistent and dedicated to cycling.

2. What is one detail from the passage that supports your conclusion?

He was cycling five months after his cancer diagnosis.

3. What is another detail from the passage to support your conclusion?

He won the Tour de France seven times.

4. What conclusion can you draw about how Lance Armstrong inspired other people?

Lance Armstrong probably inspires people to work to overcome tragedy.

5. How does visualizing help you understand what you read about Lance Armstrong?

Visualizing him first as sick, then as a champion makes his accomplishments seem more significant.



Home Activity Your child read a short passage and drew conclusions based on details in the passage. Read a newspaper or magazine article about a famous athlete with your child. Ask your child to visualize the details. Afterwards, ask your child to draw a conclusion about this sports star.

Name _____

Draw Conclusions

- A **conclusion** is a sensible decision you make after you think about facts or details that you read.
- Drawing conclusions may also be called making inferences.
- Use your prior knowledge to help you draw conclusions.

Directions Read the following passage. Then complete the diagram below.

Gymnastics has existed for more than five thousand years. It dates back to ancient Egyptian times. In modern times, gymnastics developed first in Germany and then came to the United States in the 1800s. For many years it was based in local clubs and organizations. U.S. schools then began teaching gymnastics at the end of the nineteenth century. Still, gymnastics was not popular in schools

and grew mainly through clubs outside of school. The first world competitions for gymnastics began about a hundred years ago, in 1903. Women did not compete in Olympics gymnastics until 1928. Finally, in 1970 the U.S. Gymnastics Federation was formed to oversee the sport in this country. By then gymnastics had earned its place as a competitive sport in the United States.

Possible answers given.

What does the text say?

1. Gymnastics began **over 5000 years ago.**

What does the text say?

2. In the 19th century, **it came to the U.S.**

What does the text say?

3. **World competition began about 100 years ago.**

What do I already know?

4. **Gymnastics are popular at the Olympics.**

What can I conclude?

5. It took many years for **gymnastics to be accepted as a sport.**



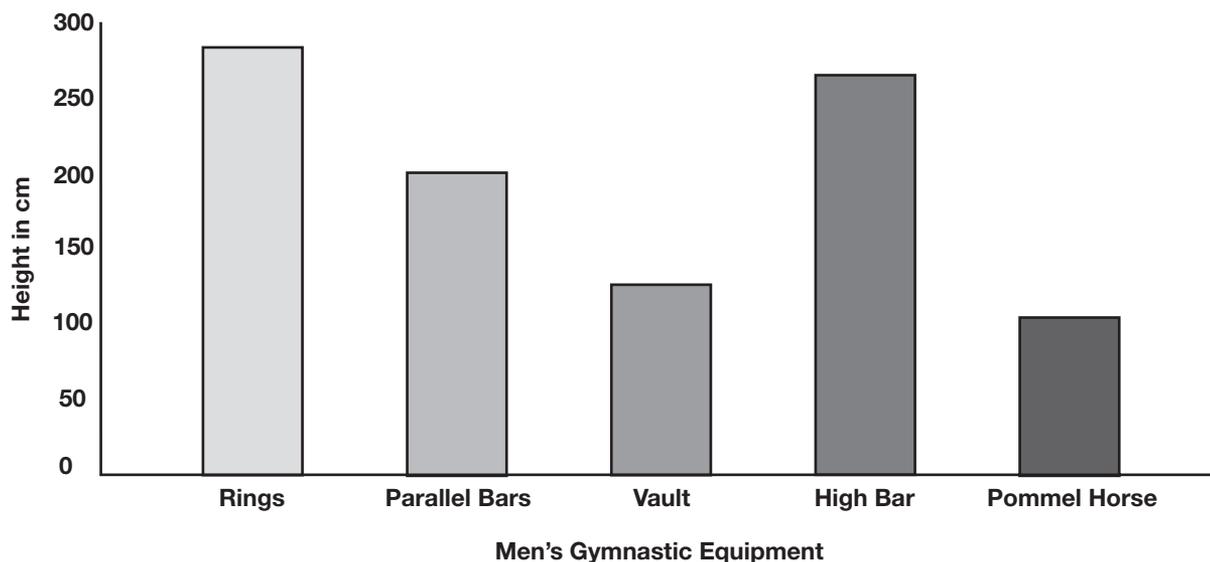
Home Activity Your child read a short passage and drew a conclusion based on the facts in the passage. Together with your child, read an article about an unfamiliar sport. Have your child draw a conclusion about why people participate in that sport.

Name _____

Graphs

Graphs show information visually. You can use graphs to compare different pieces of information. Look at the title of a graph to see what is being compared. There are many types of graphs, but two types of graphs are bar graphs and circle graphs. A **bar graph** uses horizontal and vertical lines. Words or numbers along each line explain what is being compared. A **circle graph**, which is also called a pie chart, compares the parts of a whole.

Directions Use this graph to answer the questions below.



1. Explain what kind of graph this is and how you know.

This is a bar graph because it uses horizontal and vertical lines to compare things.

2. What is the tallest piece of equipment? What is the shortest piece of equipment?

The tallest equipment is the rings and high bar; The shortest is the pommel horse at its lowest height.

3. How many pieces of equipment are being compared?

Five pieces of equipment are being compared.

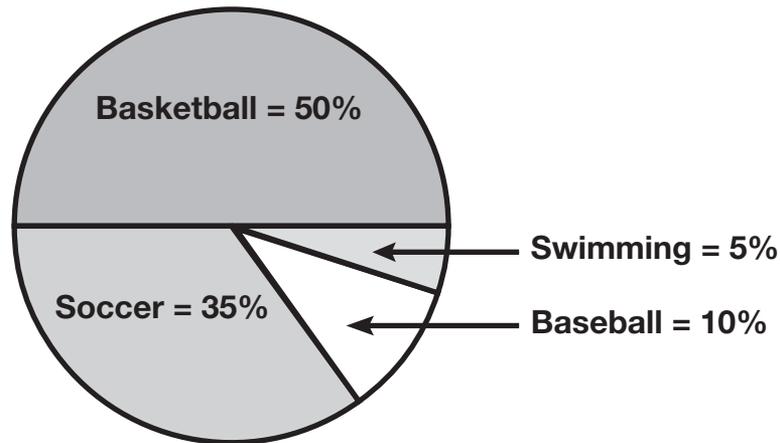
4. Approximately how tall are the parallel bars? The high bar?

The parallel bars are 195 cm high; The high bar is 275 cm high.

5. Would this graph be a good source for finding out information about equipment used by female gymnasts? Explain.

It wouldn't be a good source for information about female gymnasts because it is about men's equipment only.

Name _____

Directions Use this graph to answer the questions below.**Favorite Sports of Sawyer School Fifth Graders**

6. What kind of graph is this? How do you know?

This is a circle graph because it is shaped like a circle and compares parts of a whole.

7. What is the favorite sport of the fifth graders at Sawyer School? What percent of students prefer that sport?

The favorite sport is basketball, which is preferred by 50%.

8. What sport is second-most popular? What percent of students prefer that sport?

The second favorite sport is soccer, which is preferred by 35%.

9. What sport is the least popular? What percent of students prefer that sport?

The least popular sport is swimming, which is preferred by 5%.

10. What is being compared in this graph? Explain why you think this type of graph displays this information effectively.

favorite sports of Sawyer School fifth graders; A circle graph shows how the parts compare to the whole.



Home Activity Your child learned about using graphs as resources. With your child, look at a graph that appears in the newspaper or in a brochure. Ask your child what information is being compared. Ask your child specific questions about information the graph shows.

Name _____

Family Times

Summary

The Three-Century Woman

Great-grandmother Breckenridge has lived in three centuries, and now the local media wants to meet this unique lady. Great-grandmother proves to be as sharp as a tack when she takes on nosy and rude local television and newspaper reporters.

Activity

Unexpectedly We sometimes learn unexpected things about the people we know best. Ask family members to tell you something about themselves that nobody would expect. Then share with them some surprising things about you!



Comprehension Skill

Character and Plot

Traits are the qualities shown by a story's **characters**, such as bravery or shyness. We see their traits in their words, actions, and how other characters treat them. The **plot** is the pattern of events in a story.

Activity

What's She Like? Think about a character you know from a book, movie, or television show. How would you describe him or her to someone? Sit down with a family member and describe him or her. Think about the character's personality traits as well as his or her physical characteristics.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *The Three-Century Woman*. Practice using these words.

Vocabulary Words

eerie causing fear because of strangeness or weirdness

intersection point, line, or place where one thing crosses another

pondered considered carefully; thought over

severe serious; grave

spectacles eyeglasses

withered made dry and lifeless; dried up; faded; shriveled

Grammar

Contractions and Negative Contractions

A **contraction** is a shortened form of two words. An apostrophe takes the place of one or more letters.

Contractions can be formed from a pronoun and a verb. *For example: I + am = I'm; she + will = she'll; you + are = you're.*

A **negative contraction** is when you combine a verb with *not*. An apostrophe takes the place of the letter *o* in *not*. *For example: do + not = don't; are + not = aren't; will + not = won't.*

Activity

Cut It Down Newspapers usually avoid using contractions in their articles. Choose a newspaper article and read a few sentences to a family member. Then read the sentences again, this time using contractions wherever you can. Discuss with your family member how this changes the way the article sounds.

Practice Tested Spelling Words

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

Name _____

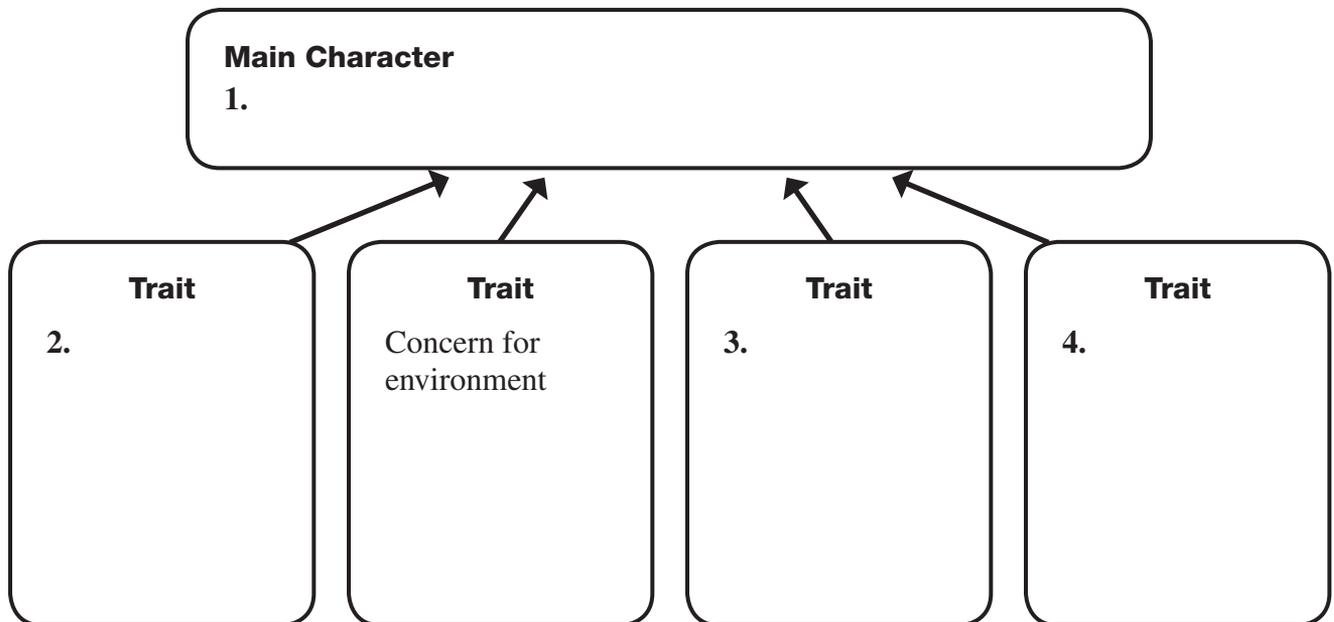
Literary Elements • Character and Plot

- **Traits** are the qualities, such as bravery or shyness, of **characters**, or the people and animals in a story. We see characters' traits in their words and how other characters treat them.
- The **plot** is the pattern of events in a story. Usually, the events are told in sequence, from start to finish.

Directions Read the following passage. Then fill in the diagram.

Darcy Evans had been a rebel all her life. As a young woman, she marched for civil rights. She protested a plan to build the first mall in her small hometown. She was at the first Earth Day celebration in the 1970s, supporting efforts to protect the environment. Save the dolphins, save the whales, save the trees: Darcy could always find a good

cause to support, no matter how old she was. So nobody was surprised when 83-year-old Darcy Evans was leading the fight to save the 200-year-old City Hall building in her hometown. "I'm nearly as old as City Hall," she joked. But everyone knew that if Darcy was fighting for it, the building must be worth saving.



5. Why does Darcy fight on behalf of various causes?

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Home Activity Your child answered questions about characters and plot in a fictional passage. Have him or her describe to you a favorite character from a book.

Name _____

Vocabulary

Directions Draw a line to connect each word on the left with its definition on the right.

- | | |
|-----------------|-------------------------------------|
| 1. pondered | lost freshness, shriveled |
| 2. eerie | eyeglasses |
| 3. spectacles | where one thing crosses another |
| 4. withered | considered carefully |
| 5. intersection | causing fear because of strangeness |

Check the Words You Know

- ___ eerie
- ___ intersection
- ___ pondered
- ___ severe
- ___ spectacles
- ___ withered

Directions Choose a word from the box that best matches each clue. Write the word on the line.

- | | |
|-------|---------------------------|
| _____ | 6. strict, harsh, violent |
| _____ | 7. spooky |
| _____ | 8. thought about |
| _____ | 9. crossroads |
| _____ | 10. dried up |

Write a News Report

On a separate sheet of paper, write a short news report about a community activity that might happen in your town. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from the story *The Three-Century Woman*. Have him or her tell you a humorous and light-hearted story about a grandparent. Encourage your child to use descriptive words.

Name _____

Vocabulary • Word Structure

- Many English words are based on **Greek** and **Latin** root words. Sometimes you can use Greek and Latin roots to figure out the meaning of an unfamiliar word.
- The Latin root *spec* means “look” or “see,” as in the word *inspect*. The Latin root *sect* means “to cut,” as in the word *dissect*. The Latin root *pond* means “to weigh,” as in the word *ponderous*.

Directions Read the following passage. Then answer the questions below. Look for Greek and Latin roots to help you determine the meaning.

The toughest section of Thursday was the morning, when I drove into town with my Great-Uncle Al. He couldn't see his hand in front of his face without his spectacles. So as we approached the stoplight with Uncle Al at the wheel, you can imagine my fright when I noticed he didn't have his glasses on. I pondered my

options: Do I yell something? Do I scream and point? But then I saw his glasses sitting on top of his head. Not wanting to distract Uncle Al with any unnecessary interaction, I reached over and gently tapped his glasses. They slid right onto his nose, perfectly in place. We came to an easy stop at the red light.

1. What is the root of the word *section*? What does the word mean?

2. How does the Latin root of the word *spectacles* help you understand the meaning of the word?

3. How does the Latin roots in the word *interaction* help you understand the meaning of the word?

4. The Latin root word *distrahere* means “to pull away.” Which word above comes from that root?

5. How do the Latin roots of the word *pondered* help you understand the meaning of the word?



Home Activity Your child identified and answered questions about Latin and Greek roots in words. Have your child look in the dictionary and find other words with Latin or Greek roots. Have him or her tell you the meanings of the roots he or she found. Together think of other words with the same roots.

Name _____

Literary Elements • Author’s Purpose

Directions Read the article. Then answer the questions below.

In the early morning hours of April 18, 1906, a huge earthquake shook the city of San Francisco, California. The quake was felt as far south as Los Angeles, nearly 400 miles from San Francisco, and as far north as Coos Bay, Oregon, 500 miles away! San Francisco is located near the San Andreas Fault. At 5 A.M. that day, the fault moved dramatically. Many towns along the fault shook violently,

but none were as severely damaged as San Francisco. Fires that started due to the earthquake burned much of the city’s downtown business district. Buildings and homes collapsed, and many roads were broken and jumbled so badly that traveling on them was nearly impossible. Many people agree that this earthquake was one of the biggest disasters that occurred in their lifetime.

1. What is the author’s purpose in the passage above?

2. How many miles, from north to south, did the earthquake stretch?

3. According to the author, what happened to the business district?

4. What other facts does the author include?

5. Pretend you were living in San Francisco when the earthquake happened. On a separate sheet of paper, describe what you experienced the morning of April 18, 1906.



Home Activity Your child has answered questions about an author’s purpose in a nonfiction passage. Read a story out of the newspaper with your child and identify ways in which the writer informs the reader.

Literary Elements • Character and Plot

- **Traits** are the qualities, such as bravery or shyness, of **characters**, or the people and animals in a story. We see characters' traits in their words and how other characters treat them.
- The **plot** is the pattern of events in a story. Usually, the events are told in sequence, from start to finish.

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

George Washington was the first president of the United States and an important general in the American Revolution. But what is not much known is what Washington did before he became a general and then president. Raised in Virginia, Washington started his career at the young age of 16. He was a land surveyor, working for Lord Fairfax, and he traveled to Pennsylvania and farther west. When Washington's oldest brother died,

he returned to Virginia to run the family's farming estate. It was one of the largest in Virginia, and by all accounts, Washington was an excellent manager of the large land estate. He was very interested in the newest scientific farming techniques, and he used them successfully on his farm. Though he was only in his mid-20s, Washington was already a great success in whatever he did.

1. Knowing what you know about Washington from history, are you surprised at his success as a young farmer? Why or why not?

2. How might Washington's knowledge of the land have helped him as a general in war?

3. Why did he take over the family farm?

4. What helped Washington be so successful as a farmer?

5. Pretend you are a farmer with land near Washington's estate. On a separate sheet of paper, write a conversation you might have with Washington about farming.



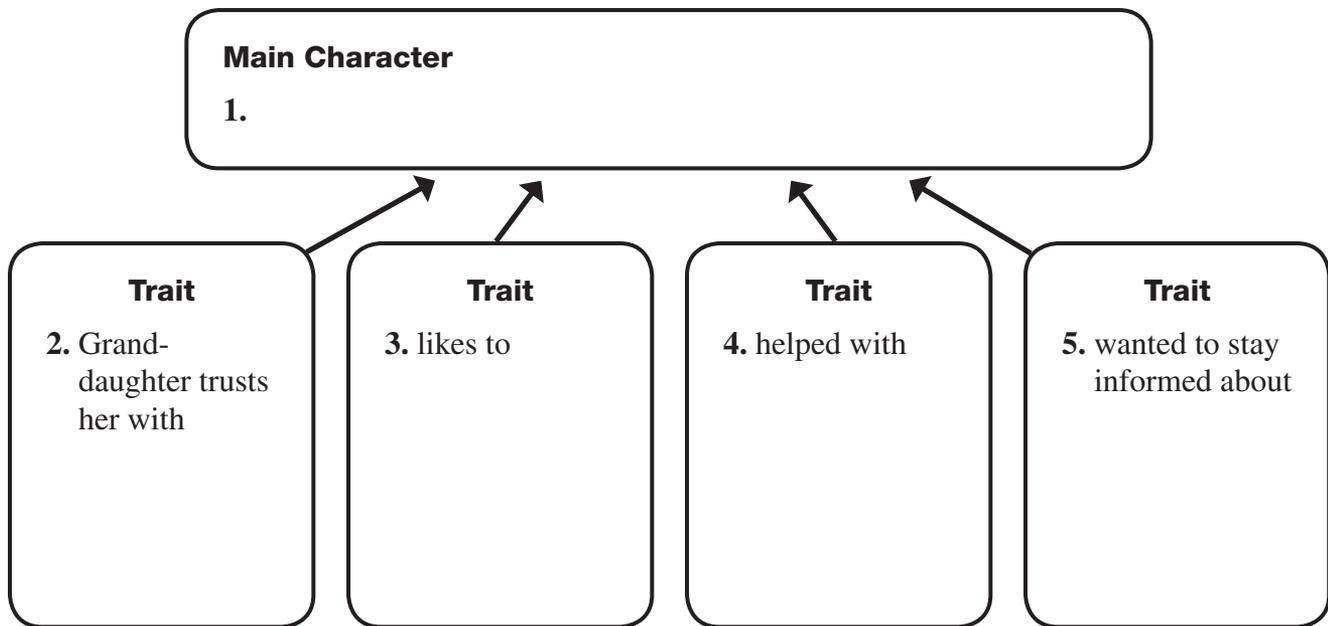
Literary Elements • Character and Plot

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- The **plot** is the pattern of events in a story. Usually, the events are told in sequence, from start to finish.

Directions Read the following passage. Fill in the diagram below.

My grandma is my best friend. I feel like I can tell her anything, even secrets. Grandma likes to tell me stories about when she was young. One time, I had to do a project for school about World War II, and Grandma was able to help me because she was a young woman during the war. She told me about collecting cans for the troops, selling U.S. Savings Bonds to raise money for the war effort, even

the blackouts they had in San Francisco when the government was worried about the enemy attacking. She said she would go to the movies every week to learn more news about the war, and to see fun movies too. Her stories were so good that I brought her to school to tell them as part of my history project. All the kids loved Grandma's stories!



Home Activity Your child answered questions about character and plot in a fictional passage. Have your child describe his or her day as if it were a plot to a story.

Print Sources

- Libraries contain many sources of information for students to use. You can use a library database or a card catalog to identify and locate these materials. In both cases, you can search for materials by author, title, or subject.
 - **Print sources** include encyclopedias, newspapers, magazines, dictionaries, and other reference books.
-

Directions Read the following list of school library print sources for a report on U.S. Presidents.

Encyclopedias

Encyclopedia of U.S. Presidents, Vols. I & II

World History Encyclopedia, Vols. I–XX

Encyclopedia of American History, Vols. I–XII

Encyclopedia of Modern Science, Vols. I–VI

Encyclopedia of Entertainment, Vols. I–III

Newspapers

World News Daily (metropolitan paper)

Weekly Wrap-Up (community paper)

Kingsley Chronicle (school paper)

Magazines

News Weekly

The Historical Reader

History for Children

Skateboard Life

U.S. and the World

Dictionaries

Student Dictionary of American History

Cultural Dictionary of the United States

Anders' Dictionary of Places & Events

Dictionary of Who's Who & What's What

Name _____

Directions Pretend you are writing a report on U.S. Presidents in the twentieth century. Use the list of print sources to answer the questions below.

1. Which type of print sources might be valuable to use for this report?

2. Which would be the best source with which to start your report?

3. Would a magazine be more valuable to your report? Why or why not?

4. Suggest a topic you might research in a library's card catalog for your report.

5. If you knew an author had written a good book about U.S. Presidents, how could you use this knowledge to get information for your report?

6. Explain how a newspaper would be helpful if you extended your report to include U.S. Presidents in the twenty-first Century.

7. How helpful would any of the newspapers be in gathering information for your report? Why?

8. If you didn't understand something that was referred to in the magazine *History for Children*, where would be a good place to find out what the reference meant?

9. If you wanted to find out how many Presidents were from a certain state, where would you look?

10. Would you rather use print resources to write a report on U.S. Presidents in the twentieth century or a report on children's movies currently showing in your neighborhood? Why?



Home Activity Your child answered questions about print and media sources. Discuss where media sources are located at your local library or bookstore. How are they organized? How are they organized similarly or differently from the print sources?

Name _____

Family Times

Summary

The Unsinkable Wreck of the R.M.S. Titanic

Seventy-four years after the *Titanic*'s tragic collision with an iceberg, two explorers took the mini-submarine *Alvin* two-and-a-half miles down to the ocean's bottom to view the wreck of the *Titanic*. They were the first people to ever see the wreckage. They found that the ocean floor was littered with personal items that serve to this day as a reminder of the accident.



Activity

Uncover Your History With a family member, dig through some boxes your family has stored in an attic or garage. If possible, ask a grandparent or older relative if you can explore his or her house. Try to determine the age of the items you find.

Comprehension Skill

Graphic Sources

Graphic sources include charts, tables, graphs, maps, illustrations, and photographs. Before you read an article, look closely at any graphic sources that accompany it.

Activity

Worth a Thousand Words Pick up a newspaper or magazine and flip through it until you come across a chart. With a family member, study the chart and the information it provides. Then, both of you make a guess as to what the article will be about. Read the article and see how close you came to being right.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *The Unsinkable Wreck of the R.M.S. Titanic*. Practice using these words.

Vocabulary Words

cramped shut into a small space

debris scattered fragments; ruins

interior inner surface or part; inside

ooze a soft mud or slime, especially at the bottom of a pond or river or on the ocean bottom

robotic of or for a machine with moving parts and sensing devices controlled by a computer

sediment material that settles to the bottom of a liquid

sonar device for finding the depth of water or for detecting and locating underwater objects. Sonar sends sound waves into water, and they are reflected back when they strike the bottom or any object.

Grammar

Adjectives and Articles

An **adjective** is a word that modifies a noun or pronoun. It usually, but not always, comes before the noun it describes. When an adjective is used to modify a pronoun, it usually comes after the pronoun and follows a linking verb such as *is*, *was*, *look*, or *seem*. Most adjectives answer the questions *What kind?*, *How many?*, *How much?*, or *Which one?* The words *a*, *an*, and *the* are special adjectives called **articles**.

Activity

Whose News? Select a few sentences from a newspaper article. Circle all the adjectives in the text and number them. Next, create a numbered list with the same number of blank entries as the number of adjectives in the news article. Have a family member write one adjective on each blank. Now read the news article aloud, inserting the new adjectives where the old adjectives were. What kind of story does the article tell now?

Practice Tested Spelling Words

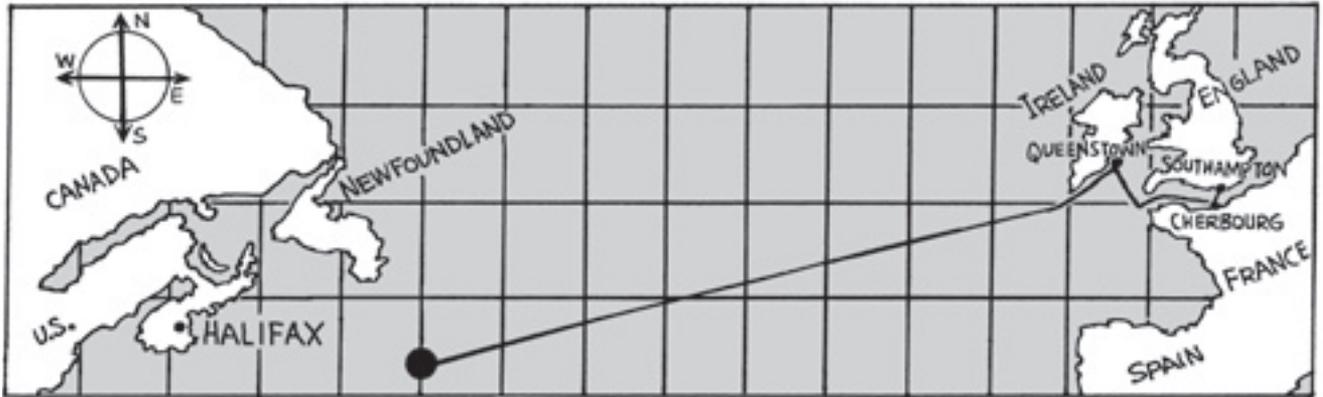
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name _____

Graphic Sources

- **Graphic sources** include charts, tables, graphs, maps, illustrations, and photographs.
- Before you read, look closely at graphic sources that accompany a selection. They will give you an idea of what you will read.

Directions Study the map of the *Titanic's* journey. Then answer the questions below.



1. Where did the *Titanic* begin its journey?

2. What other two ports in Europe did the *Titanic* visit?

3. In which direction was the *Titanic* sailing?

4. Which country was the *Titanic* closest to when it sank?

5. The *Titanic* was headed to New York. About what portion of its journey had it completed when it sank?

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Home Activity Your child looked at a map and answered questions about it. With your child, draw a floor plan of your home. Label all the major rooms and areas.

Name _____

Vocabulary

Directions Draw a line to connect each word on the left with its definition on the right.

- | | |
|-------------|--|
| 1. cramped | soft mud or slime |
| 2. sonar | scattered fragments, ruins |
| 3. interior | device for finding water depth or underwater objects |
| 4. ooze | shut into a small space |
| 5. debris | inner surface or part |

Check the Words You Know

- ___ cramped
- ___ debris
- ___ interior
- ___ ooze
- ___ robotic
- ___ sediment
- ___ sonar

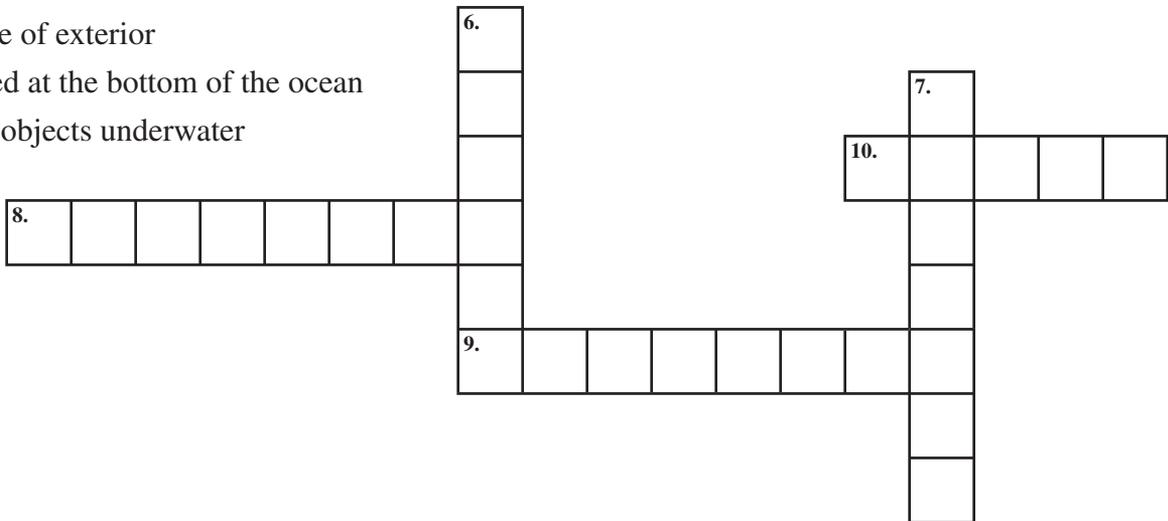
Directions Choose words from the box to complete the crossword puzzle.

DOWN

- 6. litterbugs leave this behind
- 7. moving but not living

ACROSS

- 8. opposite of exterior
- 9. collected at the bottom of the ocean
- 10. locates objects underwater



Write a Journal Entry

Pretend you are a passenger on a huge cruise ship crossing the ocean. On a separate sheet of paper, write your first journal entry as the ship sets sail. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from the story *The Unsinkable Wreck of the R.M.S. Titanic*. Have your child narrate a recent adventure he or she has experienced.

Name _____

Vocabulary • Dictionary/Glossary

- A **dictionary** lists words in alphabetical order and gives their meanings, part of speech, and pronunciations. A **glossary** is an alphabetical list of important words and their meanings that are used in a book. Glossaries are located at the back of a book.
- Sometimes an unfamiliar word doesn't have context clues to help you find its meaning. Then you should look up the word in a dictionary or glossary.

Directions Read the following passage. Then use the glossary in the back of your book or a dictionary to answer the questions below.

One of the pioneers of underwater research was Jacques Cousteau. He invented the “Aqua-Lung” in 1943. The Aqua-Lung was the first compressed air diving tank that allowed divers to stay underwater for long periods of time. This tank allowed Cousteau to move freely

among the fish he studied. Cousteau also helped invent a camera for filming underwater. His television series, *The Undersea World of Jacques Cousteau*, was extremely popular. People were compelled by images of the deep sea that they were able to view without leaving their homes.

1. What is the meaning of *compressed*?

2. What is the meaning of *pioneer*? Is *pioneer* used as a verb or a noun in this passage?

3. What is the meaning of *invent*?

4. Look up *Jacques Cousteau* in your dictionary. Did you find him listed under *C* or *J*? When was he born?

5. Find an unfamiliar word in the passage. Write a sentence using this word.



Home Activity Your child read a short passage and used a dictionary and glossary to find the meanings of unfamiliar words. Read an article together and pick a few unfamiliar words. If your child cannot find context clues to help with the meanings, ask him or her to find the meanings in a dictionary.

Name _____

Main Idea and Details

Directions Read the passage. Then answer the questions below.

NASA has developed many materials for astronauts that are later used in everyday products. A recent invention, thermoplastic polymers are materials that become hard when cooled and soft when heated. Scientists at NASA use them as a protective covering on space vehicles, but it can also be used for purposes more

common than space flight. Thermoplastics are designed to protect against the Sun's ultraviolet rays, so it could have many uses. It could be used as a coating for outdoor statues, other art pieces, and house paint. It could also be used to protect the delicate parts of radios and CD players from the Sun's heat.

1. What is the topic of the passage?

2. What is the main idea of the above passage?

3. What is one detail that supports the main idea?

4. What is another detail that supports the main idea?

5. Write a summary of the passage in one or two sentences.



Home Activity Your child read a short passage and identified its main idea and supporting details. Read a newspaper or magazine article with your child and have him or her identify the main idea and supporting details in the article.

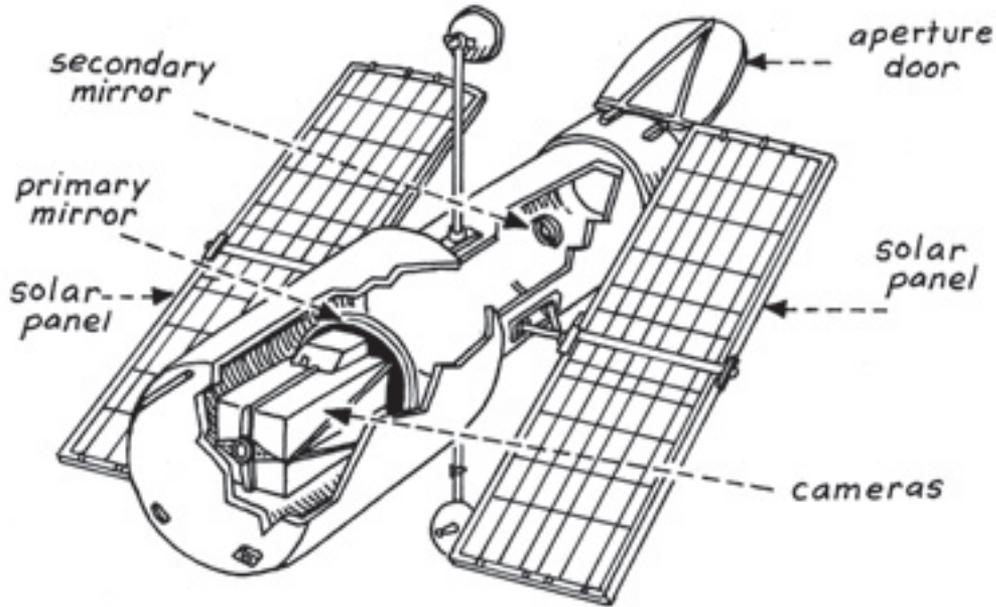
Name _____

Graphic Sources

- **Graphic sources** include charts, tables, graphs, maps, illustrations, and photographs.
- Before you read, look closely at graphic sources that accompany a selection. They will give you an idea of what you will read.

Directions Study the illustration of the Hubble Telescope. Then answer the questions below.

The Hubble Telescope



1. How many solar panels are there on the Hubble Telescope?

2. Why do you think the Hubble Telescope might need an extra solar panel?

3. Where are the two cameras located on the Hubble Telescope?

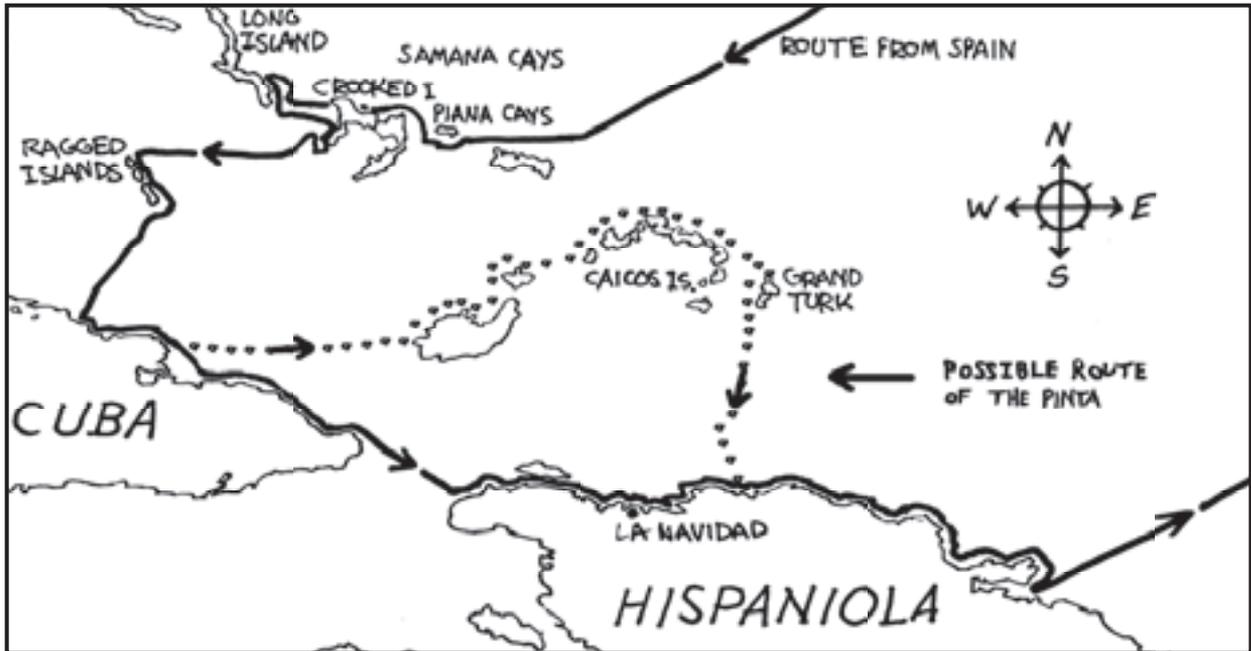
4. Can you tell how big the Hubble Telescope is? Why or why not?

5. An *aperture* is an opening or hole that lets light into the lens of a camera. Why do you think the Hubble has a door to cover the aperture?

Name _____

Directions Study the map. Then answer the questions below.

Columbus' First Voyage to the Americas



1. Where did Columbus land first, Ragged Islands or La Navidad?

2. What direction did Columbus travel after he reached the first island?

3. What was the name of the island Columbus departed from to return to Spain?

4. What do you think the arrow pointing off the right side of the map means?

5. What does the dotted line in the map represent?

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Home Activity Your child examined graphic sources and answered questions about them. Help your child draw a map of how your family gets from your house to a friend's house.

Note Taking

Taking notes about what you read can help you understand and remember the text better. It can also help you organize information to study for a test or to include in a research report. There is no one right way to take notes. You might make a list, an outline, a story map, or paraphrase what you've read. When you **paraphrase**, you rewrite what you've read using your own words. When you record findings, you synthesize, or combine information. Use key words, phrases, or short sentences when taking notes.

Directions Read the following article. On a separate sheet of paper, take notes as you read.

Remotely-operated vehicles, or ROVs, are the primary means for underwater exploration to take place in deep waters. The first ROV was created by a Russian photographer, Demitri Rebikoff, in 1953. Since the first ROV, which was connected by rope or cable above water, many improvements have been made to the technology. The earliest innovations in ROV technology were made by the U.S. Navy in the 1960s. The Navy used CURV, Cable-Controlled Underwater Recovery Vehicle, to recover a hydrogen bomb lost off the coast of Spain. CURV was also used to save the lives of the pilots of a submersible that sunk off the coast of Cork, Ireland, in 1973. In the past two decades, private oil companies have searched ever deeper for new oil resources. As a result, they are responsible for the greatest developments in ROV technology.

The most famous development in ROV technology, however, came in 1986 when

Alivin was “flown” down to the wreck of the *Titanic* in the Atlantic Ocean. Created by the scientists at Woods Hole Oceanographic Institution, *Alivin* was a human-driven submersible tethered by a line that reached the water’s surface. A person was able to steer it and operate the camera equipment attached to the exterior. Scientist Martin Bowen was the first person to take *Alivin*, to the wreck of the *Titanic*, some 13,000 feet below sea level. Because the pressure at such a depth is far too great for the human body to withstand, only a protective submersible like *Alivin* could provide the necessary protection for such a journey.

Currently, more advanced ROVs, like Triton XL (which is about the size of a small car), can perform a variety of tasks deep underwater. Construction, underwater surveying, and pipeline maintenance are a few of the things these advanced ROVs can accomplish.

Name _____

Directions Answer the question below based on the article you read and the notes you took.

1. When was the first ROV developed?

2. Why did the U.S. Navy develop ROV technology?

3. Why was *Alvin* developed?

4. How far below sea level is the wreck of the *Titanic* located?

5. Paraphrase the last two sentences of the first paragraph.

6. Synthesize the information in the second paragraph.

7. How would you organize your notes about this article? Why?

8. Why is it important for you to take notes about what you read?

9. How does paraphrasing help you to understand and recall material that you read?

10. In the space below, make a simple time line of the major developments in ROV technology.



Home Activity Your child read a short article, took notes, and recorded findings from it. With your child, read an article from a newspaper or magazine and practice taking notes and recording findings from the article.

Name _____

Family Times

Summary

Talk with an Astronaut

Answering questions submitted by students across the country, NASA astronaut Elen Ochoa talks about her experiences, how she decided to be an astronaut, and what it's like to be weightless in space. Ochoa also gives her thoughts about being a mom and an astronaut, as well as the chances of making contact with other beings in space.

Activity

Press Box Pretend you're a reporter for your local paper and interview a family member. First, write down five questions you want to ask. Then ask the person the questions and write down their answers. Give your interview a title when you are finished.



Comprehension Skill

Author's Purpose

An **author's purpose** is the main reason an author writes a selection. An author may write to persuade, to inform, to entertain, or to express ideas and feelings. An author may write with more than one purpose. What the author says and details given help you figure out the author's purpose.

Activity

Why in the World? With members of your family, take turns making up three stories about space exploration and travel. The purpose for each story should be different. Discuss the words that are the same in each kind of story and the words that are different. Are the differences related to the different purposes?

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Talk with an Astronaut*. Practice using these words.

Vocabulary Words

accomplishments things that have been done with knowledge, skill, or ability; achievements

focus the central point of attraction, attention, or activity

gravity the natural force that causes objects to move or tend to move toward the center of the Earth

monitors screens connected to a computer that show information and instructions

role a part played by a person in real life; *role model*: person whose patterns of behavior influence someone else's actions and beliefs

specific definite; precise; particular

Grammar

Demonstrative Pronouns: *This, That, These, and Those*

This, that, these, and those are **demonstrative pronouns**. They demonstrate the position of an object. *This* and *these* refer to things that are nearby. *That* and *those* refer to things that are at a distance. These pronouns have singular and plural forms. *This* and *that* are used to indicate single objects, and *these* and *those* indicate multiple objects.

Activity

Near and Far Take turns with a family member using demonstrative pronouns. One person names something around your home. Use both singular and plural nouns: *door, shoes, bananas, dog*. The other person then flips a coin. If the coin shows heads, the coin-flipper should describe the object as if it were nearby: *this door, these shoes*. If the coin shows tails, describe it as if it were far away: *those bananas, that dog*.

Practice Tested Spelling Words

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

Name _____

Author's Purpose

- The **author's purpose** is the main reason an author writes a selection. An author may write to persuade, to inform, to entertain, or to express ideas or feelings.
- Sometimes an author may write with more than one purpose in mind.
- What the author says and the details given help you figure out the author's purpose.

Directions Read the following passage and fill in the diagram below.

Jenna dreamed of being an astronaut. She read books about astronauts, she watched documentaries on TV about space exploration, and she even insisted her parents take her on vacation to the NASA launch site in Florida. At school, Jenna's science projects always had something to do with the planets or space or famous astronauts. It seemed she knew more about

the space shuttle than some of her teachers did. Although she had only been in an airplane once, she spent the whole three-hour flight staring out the window at the clouds and the vast sky. Jenna wasn't sure how long it would take, but she knew one day she would see the Earth from as far away as the Moon.

AUTHOR'S PURPOSE	1.
DETAIL What is one example of Jenna's interest in astronauts?	2.
DETAIL What is another example of Jenna's interest in astronauts?	3.

4. Does the author meet his or her purpose successfully? Why do you feel this way?

5. If you did not understand the passage, what could you do to help yourself understand?



Home Activity Your child answered questions about an author's purpose in a fictional passage. Read a favorite book and have your child describe the author's purpose for writing.

Vocabulary

Directions Draw a line to connect each word on the left with its definition on the right.

- | | |
|--------------------|--|
| 1. monitors | part played in real life |
| 2. role | the force that causes objects to move or tend to move toward the center of the Earth |
| 3. gravity | computer screens |
| 4. accomplishments | definite |
| 5. specific | achievements |

Check the Words You Know

- ___ accomplishments
 ___ focus
 ___ gravity
 ___ monitors
 ___ role
 ___ specific

Directions Choose a word from the box that best matches each clue. Write the word on the line.

- _____ 6. what gets the most attention
- _____ 7. this keeps our feet on the ground
- _____ 8. they show information
- _____ 9. things you can successfully complete
- _____ 10. not just anything

Write a Scene from a Play

On a separate sheet of paper, write a short scene from a play about an astronaut telling his granddaughter what it was like to fly to the Moon. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from the interview *Talk with an Astronaut*. Have your child interview you about the work you do.

Name _____

Vocabulary • Context Clues

- Some words have more than one meaning. They are called **multiple-meaning words**.
- When you are reading and see a word that has more than one meaning, you can use **context clues**, or words around the multiple-meaning word, to figure out its meaning.

Directions Read the following passage. Then answer the questions below. Look for context clues to help you understand words with multiple meanings.

You could say astronomers are monitors of the skies. They focus in on the details of our vast universe so we can understand the bigger picture. Even though the serious work astronomers do has a lot of gravity, most of them will admit they feel as excited as kids when a major discovery is made.

To become an astronomer, you have to study many elements of science, such as gravity, with a dedication and focus most people find hard to have. But once you complete your education and are a working astronomer studying space, the sky truly is the limit.

1. How would you define the word *monitors* as it used in the passage?

2. What is another definition for the word *monitors*?

3. What context clues helped you understand the way the word *gravity* was used in the passage the first time?

4. What does *focus* mean the first time it is used in the passage?

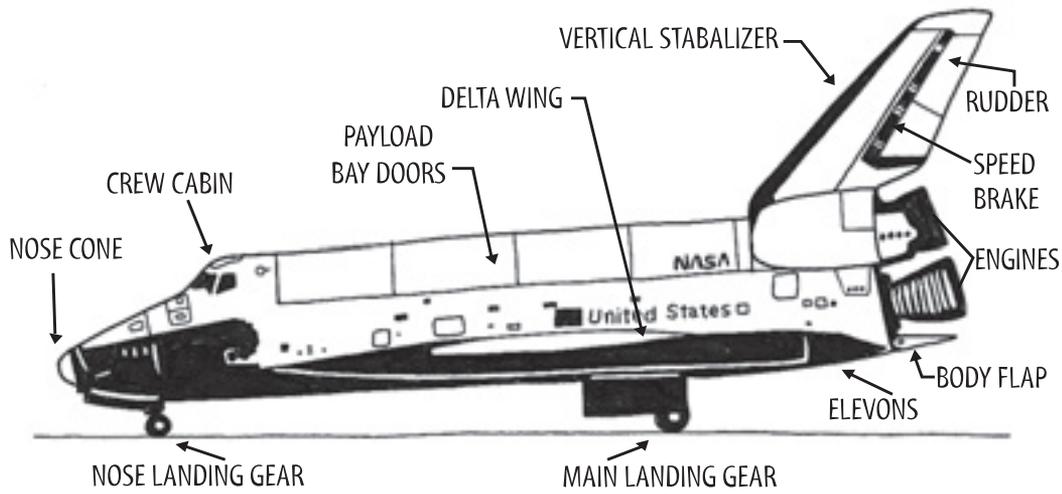
5. What does *focus* mean the second time it is used in the passage?



Home Activity Your child used context clues to help define words with multiple meanings. Work together to try to use other words with multiple meanings to make up a silly poem.

Graphic Sources

Directions Study the diagram of the Space Shuttle and answer the questions below.



1. What does the Space Shuttle use to land when returning to Earth?

2. According to this diagram, what part of the Shuttle do you think is the *most* different from a non-military airplane?

3. Where is the large equipment stored for each mission?

4. How do you think the Shuttle is designed like an airplane?

5. Pretend you are an airplane pilot flying the Space Shuttle for the first time. On a separate sheet of paper, describe what you think would be different when landing the Shuttle compared to an airplane.



Home Activity Your child has answered questions about a graphic source. Find an owner's guide to a piece of equipment in the house (oven, microwave, car, radio) and look at the detailed diagram with your child.

Name _____

Author's Purpose

- An **author's purpose** is the reason or reasons an author has for writing.
- An author may write to persuade, to inform, to entertain, or to express ideas or feelings.
- Authors often have more than one reason for writing.

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

Sally Ride was the first American woman in space. But as a teenager, Ride was more interested in sports than space. She trained to be a tennis player from a very early age. She even dropped out of college to pursue a pro tennis career, but she soon left the pros and decided to return to college. She was studying astrophysics when she read that NASA was looking for new astronauts.

Ride was one of 8,000 people who applied. She began the training program in 1977. In 1983, she was aboard the space shuttle *Challenger*, becoming the first American woman in space. Over the next four years, she would log 343 hours of space travel. As a child Sally Ride might have had her eye on the ball, but as an adult, her head was in the clouds.

1. What is the author's main purpose for writing the above passage?

2. When she was a little girl, what did Sally Ride want to be when she grew up?

3. Based on the number of years it took for Ride to reach outer space from the time she began her astronaut training, do you think it is easy to become an astronaut? Why or why not?

4. Based on her hours of space flight, approximately how many days was Sally Ride in space?

5. If you needed to answer questions about Sally Ride, what fix-up strategies could you use to do so?



Home Activity Your child answered questions about an author's purpose and fix-up strategies. Have your child practice taking notes while reading an article about space.

Author's Purpose

- An **author's purpose** is the reason or reasons an author has for writing.
- An author may write to persuade, to inform, to entertain, or to express ideas or feelings.
- Authors often have more than one reason for writing.

Directions Read the following passage and fill in the diagram below.

Carl Allen was sure of one thing: if he was too young to fly to the Moon with the real astronauts, he would start training for it on his own. Carl set out a training schedule for himself. He ran around his yard a lot, he monitored the temperature everywhere in his house, and he practiced floating in the bathtub on his back, pretending to be weightless. Then

Carl discovered a refrigerator box by a neighbor's trash. He started making it into his own space capsule. He had his mom help cut out a window and a small door, and he spent weeks drawing and pasting a control board inside the capsule. Even though he was still in his house, when Carl sat in his box with his football helmet on, it was like he was on the Moon!

AUTHOR'S PURPOSE	1. The author is writing to
DETAIL What did Carl make his space capsule from?	2.
DETAIL Name two things Carl did as part of his astronaut training.	3. Carl ran 4. Carl monitored

5. Did the author meet his or her purpose successfully? Why do you feel this way?



Home Activity Your child answered questions about author's purpose in a fictional passage. Discuss the author's purpose in one of your child's favorite stories.

Name _____

Readers' Guide to Periodical Literature

- The **Readers' Guide to Periodical Literature** is a set of books that lists, alphabetically by author and subject, the articles that are published in more than 200 periodicals. Each entry provides an article's title, author, volume, pages, and date.
- You can find a *Readers' Guide* in most libraries.

Directions Read the following page, which is similar to one you would find in the *Readers' Guide to Periodical Literature*. Then answer the questions below.

ASTRONAUTS—

See also

Moonwalk

NASA

Shuttle

Astronaut interviews. *School Zone* v496 p18 Ja '02

Astrophysics. L. Jones. *Science Explorers* v117 p87 My '02

Calling Earth [astronaut talks about mission] G. Calwell. *The Northwest Herald* Sec D p1
Au 17 '02

Miraculous Adventure [astronaut orbits Earth] R. Gold. *Discover the World* v198 p29 Jy '03

Where is NASA's Latest Mission? S. Bobrick. *Mysteries of Space* v48 p31 Mr '03

The Years Before Space Exploration [training astronauts in 1950s] A. Hether. *Our Times* p44
F '03

1. Which article would probably be the best to read if you were writing a research paper on the training of the first astronauts?

2. In each listing, where does the title of the article appear?

3. What do the words in brackets tell you?

4. Are there any books listed in this section? How do you know?

5. Why is the *Readers' Guide to Periodical Literature* a valuable tool?

Name _____

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

MARS

See also

Martians

Red Planet

Solar System–Planets

Space Exploration

Are the Martians Coming? A. Wilson. *Mysteries of Space* v22 p24 D '03

Astral Recordings. *Science Sounds* v6 p33 F '04

Earth's Neighbors [Venus and Mars] T. Charleston. *The Jersey Times* Sec 1 p3 O 7 '03

Ice on Mars [NASA's report on ice deposits] W. M. Walters. *This Great Planet* v8 p29 Ja '04

Life on Mars? [research by University of Minnesota] L. Fulkner. *Science Research Weekly* p8 S 18 '03

The Trouble With Hubble [information on Hubble] J. Randolph. *Astrophysical Magazine* v68 p356 Mr '04

6. Why do you think the “*See also*” references are placed at the top of the listing?

7. According to the listing above, what is the focus of the article in *The Jersey Times*?

8. If you were writing a report on the possibility of water existing on Mars, which article or articles would be most helpful?

9. How would you describe one of the major differences between a library card catalog and the *Readers' Guide*?

10. If you were writing a research paper, why might you use the *Readers' Guide*?



Home Activity Your child answered questions about the *Readers' Guide to Periodical Literature*. Together, gather several magazines and create your own *Readers' Guide* listings for them. Encourage your child to catalogue as many articles from the magazines as possible.

Name _____

Family Times

Summary

Journey to the Center of the Earth

In Jules Verne's classic tale of underground adventure, young Harry, his professor uncle, and their guide Hans encounter a raging battle between two multi-headed monsters. The monsters look like combinations of dinosaurs and mammals. The explorers watch in fear and amazement as they realize they are the first to see these incredible creatures.



Activity

What Could It Be? Imagine you are exploring the Earth's core. What kind of animals (or monsters) might you see there? With a family member, draw an imaginary monster and write a few sentences about the beast.

Comprehension Skill

Cause and Effect

A **cause** is what makes something happen. An **effect** is what happens. An effect may have one or more causes. Sometimes authors will use words like *because* and *so* to show cause and effect.

Activity

Why Oh Why? With a family member, recall an event that happened at home recently. Maybe something spilled, or you did a great job cleaning your room. The event itself is the effect. Now make a list of the causes that brought the event about.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Journey to the Center of the Earth*. Practice using these words.

Vocabulary Words

armor any kind of protective covering

encases covers completely; encloses

extinct no longer existing

hideous very ugly; frightful; horrible

plunged fell or moved suddenly downward or forward

serpent snake, especially a big snake

Grammar

Comparative and Superlative Adjectives

A **comparative adjective** is used to compare two people, places, things, or groups. Add *-er* to most adjectives to make them comparative. *For example: Ben is faster than Ellen.* A **superlative adjective** is used to compare three or more people, places, things, or groups. Add *-est* to most adjectives to make them superlative. *For example: Alice is the fastest sprinter on the team.* Remember that there is no need to combine the word *more* with comparative or superlative adjectives in your writing.

Activity

Better-Best With a family member, write out five statements about people you know—family, friends, teachers, etc.—that use adjectives. *For example: My sister is loud. Uncle Steve is funny.* Then go back and make all of the adjectives comparative. After that, change them all to superlative adjectives.

Practice Tested Spelling Words

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

Name _____

Cause and Effect

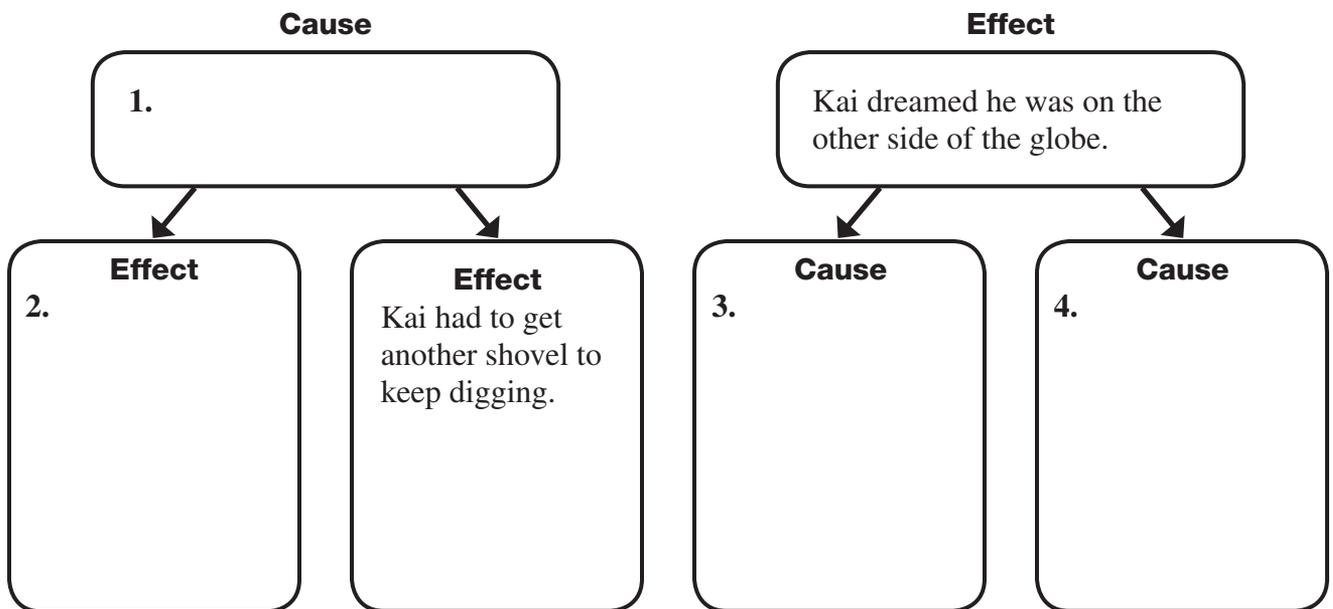
- A **cause** (what makes something happen) may have several effects. An **effect** (what happens as a result of a cause) may have several causes.
- Sometimes clue words such as *since*, *as a result*, *caused*, *thus*, *therefore*, and *consequently* are used to show cause-and-effect relationships.

Directions Read the following passage. Then complete the diagram below.

Kai was determined to dig straight through to the other side of the Earth. He had the tools: his mom's garden shovel and his dad's metal rake. When he started digging, things went smoothly. As he dug deeper, the digging got harder. As Kai pounded away at the clay below the topsoil, the tip of his shovel began to flatten. He knew he'd need a sharp tip on his shovel to dig deep into the mantle of

the Earth, so he went back to the garage and got another shovel. The harder he dug, the sweatier he became. Pretty soon, Kai was exhausted. He sat down in the shade of a nearby tree and quickly fell asleep.

He dreamed he had dug through Earth's mantle, through the boiling hot core, and was making his way out on the other side of the globe. Dream-digging was so much easier.



5. Summarize the passage in one or two sentences.



Home Activity Your child read a short passage and identified causes and effects. Read a favorite story together and discuss the causes and effects you find.

Name _____

Vocabulary

Directions Choose the word from the box that best completes each sentence. Write the word on the line shown to the left.

- _____ 1. No one is really sure how the dinosaurs became _____.
- _____ 2. Some think a giant asteroid collided with the Earth and _____ it into darkness.
- _____ 3. Some dinosaurs looked as though they were covered in heavy, protective _____.
- _____ 4. Although they looked strong, they were not protected from starvation, a painful and _____ way to die.
- _____ 5. Today, a scientist who finds any remains from the age of the dinosaurs _____ them in special boxes that will preserve them into the future.

Check the Words You Know

- ___armor
- ___encases
- ___extinct
- ___hideous
- ___plunged
- ___serpent

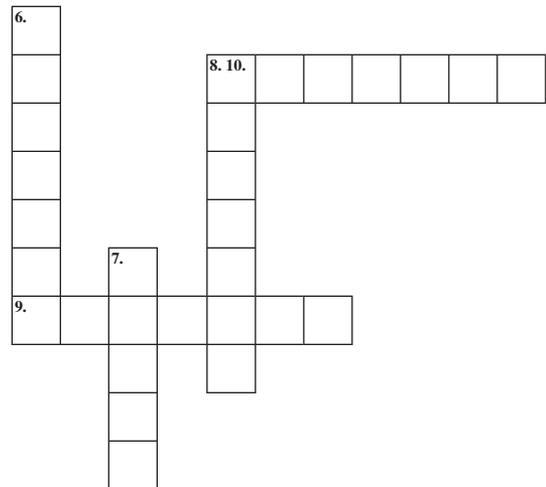
Directions Fill in the crossword puzzle using the clues below.

DOWN

- 6. very ugly, horrible
- 7. protective covering
- 8. covers completely

ACROSS

- 9. snake
- 10. no longer existing



Write a Newspaper Article

On a separate sheet of paper, pretend you are a news reporter and dinosaur fossils have been discovered somewhere in your town. Use as many vocabulary words as you can to write an article about the fossils.



Home Activity Your child identified and used vocabulary words from the story *Journey to the Center of the Earth*. With your child, make up a story about what is at the center of the Earth using the vocabulary words.

Name _____

Vocabulary • Context Clues

- As you read, you may come to a word you do not know. Look for **context clues**, or words and sentences around the words, to help you figure out the meaning of the unknown word.

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

The *ichthyosaurus* isn't one specific dinosaur; it refers to a category of dinosaurs. Throughout history, *Ichthyosaurs* have been described as hideous, or horrible, creatures. That description has more to do with the imagination of artists than with actual fact. *Ichthyosaurs* were the ancestors that

came before modern dolphins and serpents (or snakes). Though extinct for millions of years, we can see similarities between *ichthyosaurs* and snakes and dolphins today: they can live in water, they can be up to 10 feet long, and they have flexible spines. They all have sharp teeth.

1. What do you think *hideous* means?

2. What context clue helped you understand its meaning?

3. How do context clues help you understand the meaning of *serpent*?

4. How do context clues help you understand the meaning *ancestor*?

5. What context clues help you to figure out what *extinct* means?



Home Activity Your child read a short passage and used context clues to understand unfamiliar words. With your child, read a piece of mail you received and help him or her use context clues to understand unfamiliar words.

Name _____

Author's Purpose

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

In 1912, a German scientist named Alfred Wegener suggested a theory to explain why the Earth's continents came to be in the places they are today. According to Wegener's theory, a large landmass he called Pangaea covered more than half the planet. It drifted apart slowly over many millions of years. One example he uses as

evidence is that the west coast of Africa appears to fit exactly into the east coast of South America. Another example he uses is that the coasts of both countries share many similar fossils of plants and animals, suggesting they were once joined together.

1. What is the author's purpose for writing this passage?

2. How do you know that this is the author's purpose?

3. How did the author's purpose affect your reading rate?

4. Why might Africa and South America have been joined together at one point in time?

5. Write a sentence or two to persuade people to take a vacation on Pangaea.



Home Activity Your child read a short passage and has answered questions about the author's purpose. Together read an article from the travel section of the newspaper or from a travel book. Ask your child to identify the author's purpose for the article.

Name _____

Cause and Effect

- A **cause** (what makes something happen) may have several effects. An **effect** (what happens as a result of a cause) may have several causes.
- Sometimes clue words such as *since*, *as a result*, *caused*, *thus*, *therefore*, and *consequently* are used to show cause-and-effect relationships.

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

Why are people so fascinated with dinosaurs? Young and old alike, people are interested in the great beasts that once roamed this planet. Museums have been built to showcase what dinosaurs might have looked like, thousands of books have been written on the subject, and many television shows and movies have been made about them.

Are we fascinated by dinosaurs because they are so strange and unlike any animal we know? Is it because many of them were so huge? Maybe it's because some dinosaurs seem scary, and some people find it thrilling to be scared. Some scientists have made their life's work studying dinosaurs, and maybe that same curiosity is at the heart of all dinosaur fans.

1. What are two causes for people to be fascinated with dinosaurs?

2. What are two effects of people's fascination with dinosaurs?

3. Using your own experience, what might be the most important reason we like dinosaurs?

4. Why do you think older people and young people are interested in dinosaurs?

5. Write a summary of this passage in one or two sentences.



Home Activity Your child read a short passage and answered questions about causes and effects. With your child, discuss the reasons you think dinosaurs are fascinating. Ask your child to summarize your thoughts on dinosaurs.

Name _____

Cause and Effect

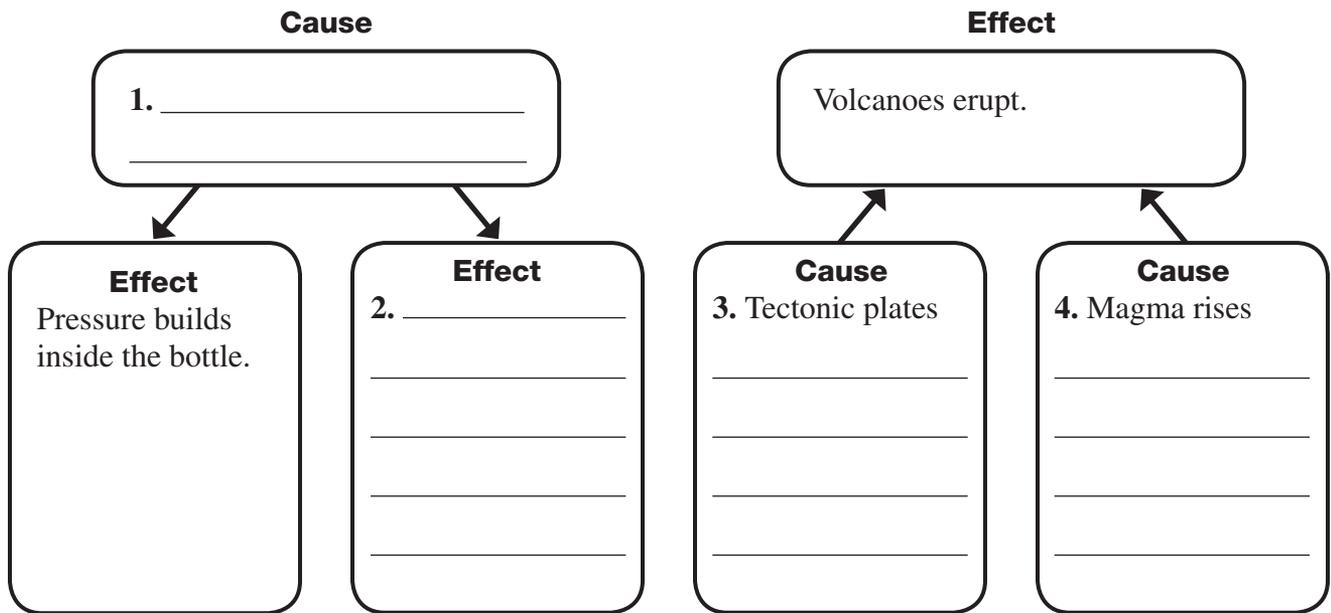
- A **cause** (what makes something happen) may have several effects. An **effect** (what happens as a result of a cause) may have several causes.
- Sometimes clue words such as *since*, *as a result*, *caused*, *thus*, *therefore*, and *consequently* are used to show cause-and-effect relationships.

Directions Read the following passage. Then complete the diagram below.

A good way to understand how a volcano erupts is by shaking a bottle of soda. The shaking causes pressure to build up inside the bottle. When you open the bottle—splat! The soda bursts out of the top.

Volcanoes work in a similar way. The Earth’s magma, which is a thick liquid

between the crust and the fiery core of the Earth, is like the soda pop. When the tectonic plates that sit below the continents shift and move, it’s like shaking up the soda bottle. After enough pressure builds up, the magma rises to the Earth’s surface, eventually causing volcanoes to erupt.



5. Write a summary of this passage in one or two sentences.

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Home Activity Your child read a short passage and identified causes and effects. Based on one of your child’s favorite movies, discuss the causes and effects.

Name _____

Diagram/Scale Drawing

- A **diagram** is a drawing that shows how something is put together, how its parts relate to one another, or how it works. The parts are usually labeled in a diagram, and they often have text that explains how the different parts work.
- A **scale drawing** is a diagram that uses a mathematical scale, such as 1 inch on the drawing equals 1 foot in “real life.”

Directions Use this web page to answer the questions below.

GEOLOGY SITE

Search

Note: The more specific your search terms, the more successful your search will be.

Student Question of the Day

How hot is magma?
[Click here to find out](#)

Today In History

1891: British spelunker Ed Jensen discovers new mineral in Southeast Asia

1. Where would you begin your search on this site for a diagram of the Earth’s layers?

2. What keywords would you use to search for a diagram of the Earth’s layers?

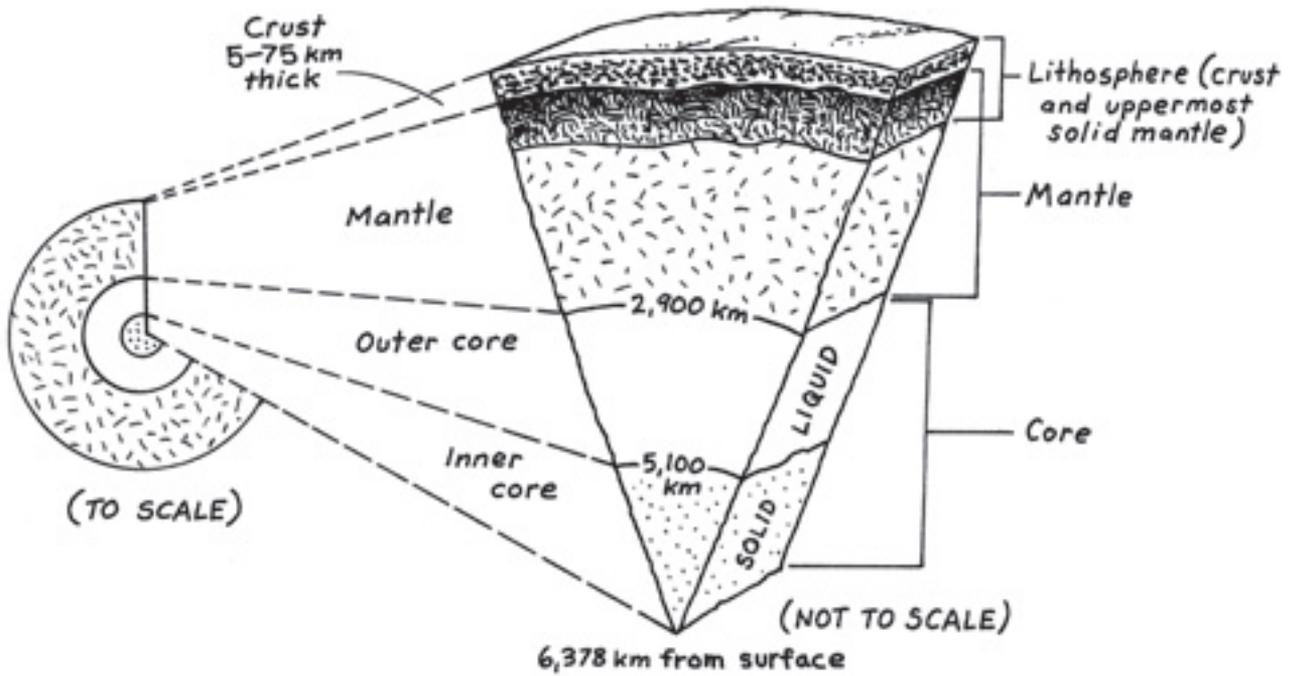
3. If you want to get an idea of the size of the diagram area, what specific keyword would you need to use?

4. If you wanted help understanding the diagram, what might be a helpful keyword to include in a search?

5. Why would a geology site be a good place to start looking for your diagram?

Name _____

Directions Use the diagram below to answer the questions.



6. Which of the two images of the Earth's layers is to scale?

7. What is the Earth's core made of?

8. Looking at the "To Scale" image, what makes up the largest part of the Earth: the core, the mantle, or the crust?

9. The Earth is 8,000 miles in diameter. If you made a scale drawing with a scale of 1 inch to 2,000 miles, how big would the drawing be?

10. How might you interpret what the drawing shows about the Earth's core?

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Home Activity Your child learned how to locate and interpret a scale drawing. With your child, create a scale drawing of your home using a size ratio of 1 inch equaling 2 feet (this should fit on a standard piece of paper).

Name _____

Family Times

Summary

Ghost Towns of the American West

In the mid-1800s, large numbers of Americans headed west in search of land and riches. The result was many small towns being built seemingly overnight. These same towns were deserted when the promised wealth didn't materialize. To this day, you can see ghost-like remnants of these small, temporary towns.

Activity

Uncover Your History Take a look through the closets or storage areas at your house for “ghost toys” you once played with all the time but now don't think about. Pull one out and with a family member write a short description about the “olden days” when you used to play with the toy.



Comprehension Skill

Generalize

To **generalize** means to make a broad statement or rule that applies to several examples. Clue words such as *all*, *many*, and *most* can signal that an author is making a generalization. If these generalizations are supported by the text, they are *valid*. If not, they are *faulty generalizations*.

Activity

Nose for News With a family member, read an article from a newspaper or current events magazine. As you read, look for instances where the author uses generalizations. When you find a generalization, examine the text to see if it is valid or faulty.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Ghost Towns of the American West*. Practice using these words.

Vocabulary Words

economic of or about the management of the income, supplies, and expenses of a household, government, etc.

independence freedom from the control, influence, support, or help of others

overrun to spread over

scrawled written or drawn poorly or carelessly

vacant not occupied

Grammar

Adverbs

An **adverb** tells how, when, or where something happens. It can describe a verb, an adjective, or another adverb. Many adverbs that tell how end in *-ly*. You can change adjectives to adverbs by adding *-ly*. A **comparative adverb** compares two people, places, things, or groups. Add *-er* to most adverbs to make them comparative. *For example: longer, faster.* A **superlative adverb** is used to compare three or more people, places, things, or groups. Add *-est* to most adverbs to make them superlative. *For example: longest, fastest.*

Activity

Mix 'n' Match With a family member, cut up some squares of paper and write down a variety of adjectives (e.g. *quiet, cool, dark, slow*). Put the squares in a hat or cup, then take turns picking out squares one at a time. With each square, create an adverb and write it on a sheet of paper. It can be a simple adverb (adding *-ly*) or a comparative or superlative adverb.

Practice Tested Spelling Words

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

Name _____

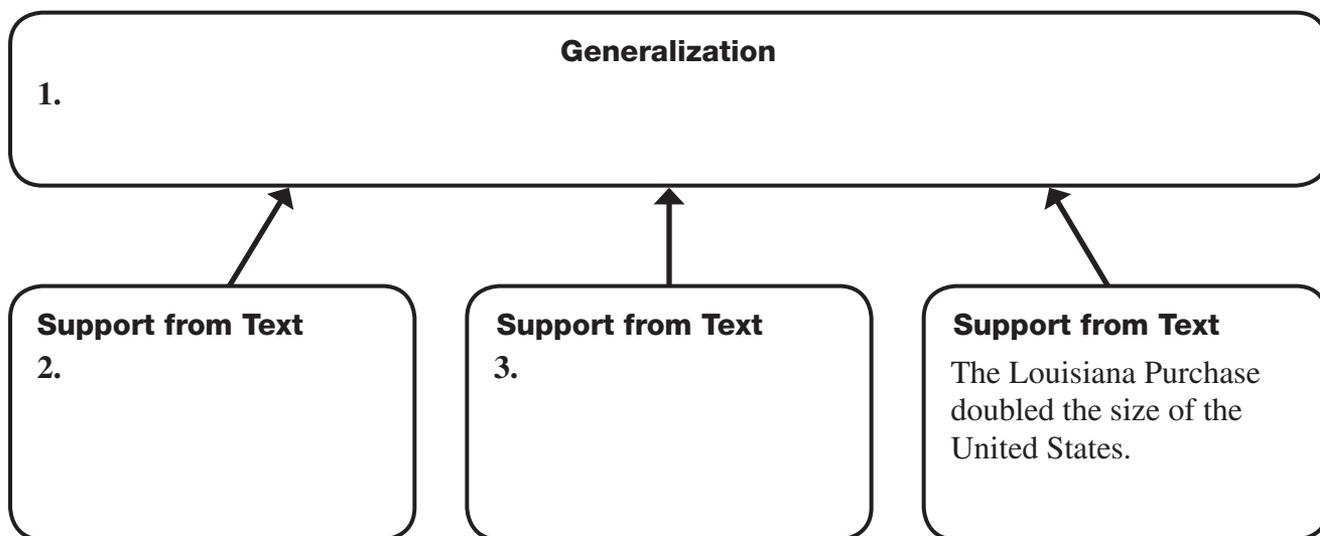
Generalize

- To **generalize** means to make a broad statement or rule that applies to several examples. Clue words such as *all*, *many*, and *most* can signal generalizations.
- If generalizations are supported by the text, they are *valid generalizations*. If they are not supported by the text or by logic, they are *faulty generalizations*.

Directions Read the following passage. Then complete the diagram below by writing a valid generalization and two ideas that support your generalization.

President Thomas Jefferson led an effort to make the Louisiana Purchase in 1803. The United States bought an 828,000-square-mile stretch of land west of the Mississippi River from France for a mere three cents per acre. The Louisiana Purchase is widely considered to be the greatest land bargain in American history. Jefferson asked Lewis and Clark to

explore the territory. For more than two years they investigated the land along the Missouri River seeking a route to the Pacific Ocean. They were greeted as heroes when they returned to St. Louis in 1806. President Jefferson was pleased, as he had doubled the size of the United States. You might say that he got the deal of the century!



4. In box #1, what word suggests the statement is a generalization?

5. Would you say this generalization is valid or faulty? Why?

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Home Activity Your child made and supported a generalization about a nonfiction text. Choose a familiar generalization from everyday life, and discuss with your child whether or not it is valid.

Name _____

Vocabulary

Directions Draw a line to connect each word on the left with its definition on the right.

- | | |
|------------------------|---|
| 1. scrawled | not occupied |
| 2. independence | to spread over |
| 3. vacant | written or drawn poorly or carelessly |
| 4. overrun | of or about the management of the income, supplies, and expenses of a household, government, etc. |
| 5. economic | freedom from the control, influence, support, or help of others |

Check the Words You Know

- ___ **economic**
- ___ **independence**
- ___ **overrun**
- ___ **scrawled**
- ___ **vacant**

Directions Choose the word from the box that best completes the sentences below. Write the word on the line.

6. You can find evidence of the Old West in the run-down, _____ old buildings that stand like ghosts in Colorado. 7. At one time these booming towns were _____ with prospectors. 8. The prospectors had come in search of gold and _____ freedom. 9. _____ on old walls and doors are the names and dates of particularly wealthy gold rushers. 10. Unfortunately, their financial success and _____ was short-lived, as the gold boom busted within a few years.

Write an Advertisement

On a separate sheet of paper, write an advertisement for a new theme park celebrating the Old West. Your advertisement should describe some appealing exhibits and activities, as well as noting details that reflect ways of life in the Old West. Try to use as many vocabulary words as possible.



Home Activity Your child identified and used vocabulary words from the story *Ghost Towns of the American West*. Together, make up a story about a relative who lived in the Old West.

Name _____

Vocabulary • Word Structure

- A **prefix** is a word part added at the beginning of a base word that has a meaning of its own.
- Sometimes you can use prefixes to figure out the meaning of an unfamiliar word. For example, one meaning of the prefix *over* is “too much.” An *overheated* engine is too hot. The prefix *in-* can mean “not.” An *informal* party is not formal.

Directions Read the following passage. Then answer the questions below. Look for prefixes in words to help determine their meanings.

Independence is something that many people strive to attain. In fact, the United States of America was established in response to such an idea. You might say the founders of our nation were overrun with ideas of freedom and independence.

They believed that any form of government that limited freedom was invalid. The patriots’ ability to overpower the stronger and more experienced British army illustrates how strong this urge to be free really was.

1. If *independence* means “freedom from the control, influence, support, or help of others,” what does its base word mean and why?

2. What word uses the prefix *over-*? How does this prefix change the meaning of its base word?

3. If *invalid* means “not acceptable under the law,” what does its base word mean and why?

4. What do you think might be the definition of *overpower*? Why?

5. What prefix could you add to the word *experienced* to describe the Colonial army? How would the prefix change the meaning of the base word?

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Home Activity Your child identified prefixes as a way of understanding the meanings of words. Together, try to make a rhyming song featuring base words with different prefixes. For example, the base word *view* could be used to make the rhyming words *review* and *preview*, and the base word *done* be used to create the rhyming pair *overdone* and *underdone*.

Name _____

Graphic Sources

Directions Study the map of America in 1810. Then answer the questions below.



1. What would you say is the purpose of this map?

2. How many territories belonged to the United States in 1810? What are they?

3. According to the map, what are the two largest areas that are not states?

4. What shading pattern represents the area controlled by foreign countries?

5. Imagine that it is 1810 and that you are President Monroe. On a separate sheet of paper, identify which region shown on this map concerns you the most, and tell why it worries you.

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Home Activity Your child has answered questions about a graphic source. Look at a book or newspaper that has a map or chart accompanying some text. Discuss the information in the graphic with your child. Then read the article or passage and discuss with him or her how the graphic aids understanding.

Name _____

Generalize

- To **generalize** means to make a broad statement or rule that applies to several examples. Clue words such as *all*, *many*, and *most* can signal generalizations.
- If generalizations are supported by the text, they are *valid generalizations*. If they are not supported by the text or by logic, they are *faulty generalizations*.

Directions Read the following passage. Then answer the questions that follow.

Railroads first appeared in the United States in the 1820s. During the next few decades, more and more track was laid, connecting towns and cities in different regions of the country. Railroads began to change the way Americans traveled, worked, did business, and settled.

During the mid-1800s, many people chose to settle in areas west of the Mississippi River served by railroads.

In the 1850s and 1860s, railroad lines appeared in Missouri, Arkansas, Texas, and California. Towns that stood near railroad lines prospered. On the other hand, communities that were distant from railroads lost business and population. All in all, railroads were one of the most important factors in the growth and settlement of the American West.

1. What would be a generalization about railroads you could base upon the text above?

2. What is one thing in the text that supports your generalization?

3. What is another thing in the text that supports your generalization?

4. What is the word *most* used to describe in the passage?

5. Imagine you are a shopkeeper in a western town in the 1850s. On a separate sheet of paper, write a letter to a new railroad company, encouraging them to extend the railroad to your town.

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Home Activity Your child identified a generalization in a nonfiction text and found evidence to support it. Make a generalization about something in your family, such as “Dad is always spilling something on his tie,” and work with your child to determine whether the generalization is valid or not.

Name _____

Generalize

- To **generalize** means to make a broad statement or rule that applies to several examples. Clue words such as *all*, *many*, and *most* can signal generalizations.
- If generalizations are supported by the text, they are *valid generalizations*. If they are not supported by the text or by logic, they are *faulty generalizations*.

Directions Read the following passage. Complete the diagram by writing a generalization and two ideas that support the generalization. Then answer the questions below.

In the past, many people who left their homes and moved to a new land were following some kind of dream. Often settlers' dreams involved getting rich. For example, in the 1800s thousands of people traveled to the American West to find gold. Other people wanted to find a better

life for themselves. For some settlers, this meant owning more land. For others, a better life meant finding a job that made their lives easier or more secure. Still other people moved to a different part of the world to simply seek a change and start a new kind of life.

Generalization

1. In the past, many people moved to a new land to _____

Support from Text

2. Often settlers' dreams involved _____

Support from Text

3. Other people wished to

Support from Text

Some people moved to follow their dream of a fresh start in their lives.

4. What word in the answer to question 1 suggests that the statement is a generalization?

5. Based on the evidence in the text, is the author's generalization *valid* or *faulty*? Why?



Home Activity Your child identified a generalization in a nonfiction text and found information in the text to support the generalization. Find a magazine article that includes generalizations, and work with your child to find examples and details in the text that support those generalizations.

Name _____

Outline

- An **outline** is a good way to organize information that you find in an article, report, or other nonfiction text. Creating an outline can help you better understand a text. It can also help you focus your own thoughts before you write something of your own.
- An outline includes a title, main topics, subtopics, and details.

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

The Gold Rush

I. Traveling West

- A. Searching for new lands
- B. Meeting the natives
 - 1. Establishing friendships
 - 2. Conflicts arise
- C. The California coast
 - 1. New settlements
 - 2. Towns are established

II. The Rush for Gold

- A. They came in droves
 - 1. Prospectors
 - 2. Easterners flock to new towns
- B. The newly rich
- C. An overnight economy
 - 1. Merchants and merry-makers
 - 2. Banking and loan sharks
 - 3. Golden staircases

1. What are the two main topics of this outline?

2. Under the first subtopic of “The Rush for Gold,” what details are listed?

3. Which subtopic describes dealings with Native Americans?

4. Which is the first subtopic to contain information about people striking it rich during the Gold Rush?

5. How can an outline help you plan a report?

Name _____

Directions Read the following passage. Then use the information in the passage to complete the outline below.

The Louisiana Territory covered 828,000 square miles of North America west of the Mississippi River. With Spain’s permission, Americans regularly used the Mississippi and Missouri rivers, and the port of New Orleans for trade. However, President Thomas Jefferson believed that the United States should control both waterways. France’s leader, Napoleon, also wanted more control in North America. In April 1802, Jefferson wrote a letter to the U.S. Minister to France. In the letter, he discussed his interest in obtaining the territory around New Orleans. Then, in October 1802, France acquired the territory from Spain. Americans were angered, and a conflict between the U.S. and France seemed unavoidable.

In spring 1803, President Jefferson sent James Monroe to France to try to purchase the area around the mouth of the Mississippi, including New Orleans. When Monroe arrived, however, he found France in an uneasy position. Disease had weakened and reduced the numbers of the French army. Moreover, French officials were worried that Britain would soon declare war on them. Napoleon was convinced that he should forget about establishing French power in the middle of North America. For all of these reasons, James Monroe was able to strike a deal with Napoleon to purchase the Louisiana Territory. By the end of 1803, an agreement between the two nations was made, and the size of the United States was doubled in a day.

Purchase of the Louisiana Territory

- I. _____
 - A. Spain allows U.S. to use Mississippi River, port of New Orleans for trade
 - B. President Jefferson wants control of Mississippi and New Orleans
 - C. _____

- II. France Acquires Louisiana Territory from Spain

- III. United States and France at Bargaining Table
 - A. _____
 - B. _____
 - 1. French army weakened by disease
 - 2. Napoleon fearing war with Britain
 - C. _____

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Home Activity Your child answered questions about outlines and completed an outline, using information from a nonfiction article. Together, make an outline that organizes your family’s daily activities. Try to break down the day into main sections, subtopics, and important details.

Name _____

Family Times

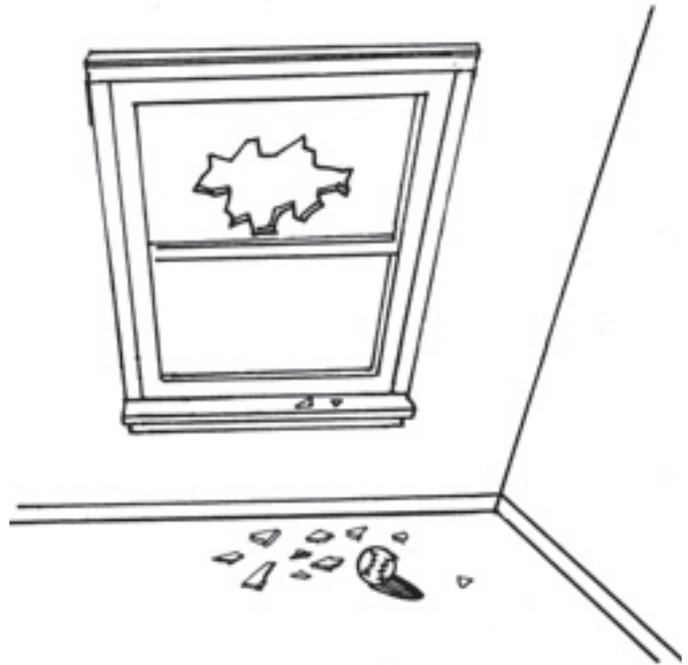
Summary

At the Beach

On a wonderful day at the beach, Fernando leads three other children on an adventure he knows they shouldn't take. Little Javi unexpectedly gets hurt by a sea urchin. Fernando lies to his parents at first. He eventually confesses, and his mother praises him for telling the truth.

Activity

To Tell or Not to Tell Imagine that you did something you shouldn't have. Would you lie if you thought you could get away with it? Talk over this problem with members of your family. List your reasons for telling the truth.



Comprehension Skill

Draw Conclusions

A **conclusion** is a decision you reach when you think about facts and details. As you read, draw conclusions about characters based on details in the story. Your conclusions should be logical and well supported.

Activity

Beach Bonanza With members of your family, take turns describing things you find at the shore of a lake, stream, or ocean. Draw a conclusion about how much each person likes the shore based on his or her description.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *At the Beach*. Practice using these words.

Vocabulary Words

algae a group of related living things, mostly living in water

concealed put out of sight; hidden

driftwood wood carried along by water or washed ashore from the water

hammocks hanging beds or couches made of canvas, cord, etc.

lamented felt or showed grief for

sea urchins small, round sea animals with spiny shells

sternly strictly, firmly

tweezers small pincers for picking up small objects

Grammar

Modifiers

Remember to use **modifiers** correctly. To avoid confusion, keep your modifiers close to the words they modify.

Sometimes using modifiers incorrectly changes the meaning of a sentence.

For example, *Only Ken visits* has a different meaning from *Ken only visits*.

Prepositional phrases should be kept close to the words they modify too. For example, *The gift from France is on the table* has a different meaning from *The gift is on the table from France*.

Activity

Mixed-Up Modifiers With a family member, make a list of seven words or phrases you can use as modifiers. Then pick a sentence out of a newspaper, magazine, or book. Each of you should make a new sentence by inserting as many modifiers as you can from your list into the sentence you chose. How are the meanings of the new sentences similar to the meanings of the original sentences? How are they different?

Practice Tested Spelling Words

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

Name _____

Draw Conclusions

- Active readers **draw conclusions**, or make decisions, based on information in the text and their own knowledge.
- Examine your own conclusions as you read. Ask yourself, “Can I support them with information from the text or with facts I already know?”

Directions Read the following story. Then complete the diagram by writing a conclusion and listing details from the story that support your conclusion.

On most summer weekends, Tina went to the beach with her aunt and younger cousins. She built sand castles with her cousins and watched the kids carefully as they toddled near the shore. If they waded into the water, Tina held their hands. She taught them to watch out for big waves, and she showed the older

cousins how to swim. She also brought snacks for all the children to share. When it was time to go home, Tina carried the youngest cousins to keep their feet from burning on the sand. On the way home, she was already looking forward to the next day at the beach.

What Can I Conclude?

1.

What Does the Text Say?

2.

3.

4.

What Do I Already Know?

5.



Home Activity Your child drew a conclusion based on the details of a passage. Together, read a story about children. Work with your child to draw one or more conclusions about a character or event, using the text and prior knowledge.

Name _____

Vocabulary

Directions Choose the word from the box that best matches each definition below. Write the word on the line.

- _____ 1. put out of sight; hidden
- _____ 2. hanging beds or couches made of canvas, cords, etc.
- _____ 3. small pincers for picking up small objects
- _____ 4. strictly; firmly
- _____ 5. felt or showed grief for

Check the Words You Know

- ___algae
- ___concealed
- ___driftwood
- ___hammocks
- ___lamented
- ___sea urchins
- ___sternly
- ___tweezers

Directions Choose the word from the box that best matches each clue below. Write the word on the line.

- _____ 6. These can be tied between two trees.
- _____ 7. These are used to remove something or pull something out.
- _____ 8. This is a group of related living things, living mostly in water.
- _____ 9. This is wood that you might find washed up on a beach.
- _____ 10. These are small, round sea animals with spiny shells.

Write a Journal Entry

On a separate sheet of paper, write a journal entry you might make after going to a beach and having an adventure. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *At the Beach*. Read a story or nonfiction article with your child. Have him or her point out unfamiliar words. Work together to try to figure out the meaning of each word by using other words that appear near it.

Name _____

Vocabulary • Dictionary/Glossary

- If you cannot figure out the meaning of an unfamiliar word through context clues or word structure, look up the word in a **dictionary** or **glossary**.
- Glossaries and dictionaries contain definitions of entry words. The entry words are arranged alphabetically. Use guide words at the top of each page to locate the word quickly.

Directions Read the following passage about a day at the beach. Then use your glossary or a dictionary to answer the questions below.

Keiko lamented that she had never been to the beach. Deciding to give her a treat, her parents drove several hours with her to the shore. For the first time, she played in huge waves. She saw creatures of the sea, including jellyfish

and sea urchins. She marveled at the green algae coating the rocks and the smooth driftwood at the shoreline. Her best surprise, though, was a tiny crab she found concealed under a shell. Keiko didn't want her day at the beach to end.

1. What is the definition of *lamented*? Use it in a sentence of your own.

2. What kind of creature is a sea urchin? Which of these pairs of guide words—*scuttle* and *seal*, or *season* and *second*—is a likely place to find the entry word *sea urchin*?

3. What is the definition of *marveled*?

4. What is the definition and part of speech of the word *driftwood*?

5. What does *concealed* mean in the passage? Put the definition in your own words.



Home Activity Your child used a dictionary or glossary to find the meanings of unfamiliar words. Work with him or her to identify unfamiliar words in an article. Then ask your child to look up each new word in a dictionary or glossary. Confirm the meaning in the sentence together.

Name _____

Sequence

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

During the summer after fifth grade, Tim went on a one-week vacation with his family to Cape Cod. They spent one perfect day at a beautiful beach. Tim was digging in the sand and hunting for shells when he noticed something surprising. There was a family of six people gathered around a beach blanket nearby, and he thought he recognized the oldest boy. The boy looked like Tim's best

friend from second grade, Esteban. That boy had moved away three years earlier and gone to live in Canada. Before long, Tim went closer to the family to get a better look. Sure enough, it was his old friend. That same week Esteban's family was visiting relatives nearby. What a surprise to meet an old friend! As their parents talked, Tim and Esteban had fun playing at the beach together.

1. What clues in the story tell you the sequence of events?

2. What clue tells you when Esteban moved to Canada?

3. When was Tim's family vacationing at Cape Cod? When was Esteban's family there?

4. Why is the sequence of events important in this story?

5. On a separate sheet of paper, list the events of the story in order. Label the sequence with letters, beginning with *a*.



Home Activity Your child read a story and determined its sequence of events. Read to your child a short story that is not told in chronological order. Together, work to write the sequence of events and to identify the clues that help you understand the story.

Name _____

Draw Conclusions

- Active readers **draw conclusions**, or make decisions, based on information in the text and their own knowledge.
- Examine your own conclusions as you read. Ask yourself, “Can I support them with information from the text or with facts I already know?”

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

Coral reefs are formed from the hard skeletons of sea animals. They are found in oceans around the world, but mainly in clear, warm tropical seas. Coral reefs provide food and shelter for many different kinds of fish and sea creatures. For example, they protect animals such as sponges from their enemies. In addition, coral reefs protect shorelines from erosion.

They act as a barrier to the pounding waves. Coral reefs may even contribute to the well-being of human beings. Substances gathered from tiny animals growing on coral reefs may one day be made into medicines. Finally, coral reefs are known for their beauty. They attract tourists to vacation areas, allowing local people to earn a living.

1. What conclusion can you draw about the functions of coral reefs?

2. What is an important fact that supports this conclusion?

3. What is another important fact that supports the conclusion?

4. What are two more facts that support the conclusion?

5. What details in the passage help you to visualize a coral reef? How did visualizing details help you to understand the passage?



Home Activity Your child drew and supported a conclusion in a nonfiction text. With your child, read a magazine article about the ocean. Work together to draw a conclusion based on the text and your prior knowledge. Find and talk about details in the text that support your conclusion.

Name _____

Draw Conclusions

- Active readers **draw conclusions**, or make decisions, based on information in the text and their own knowledge.
- Examine your own conclusions as you read. Ask yourself, “Can I support them with information from the text or with facts I already know?”

Directions Read the following passage. Then complete the diagram.

David and his friends were at the beach one day. They noticed a lifeguard’s chair and laughed. “We know how to swim. We don’t need a lifeguard!” they chuckled.

While they were out in the water swimming, David suddenly shouted in pain. After the boys helped him to shore, they saw his leg had long, bright red marks across it. No one knew how to stop the pain until a lifeguard found them.

“You’ve been stung by a jellyfish,” he told David. “Jellyfish float out in the water. Their stingers cause pain.” He rinsed David’s leg with seawater and removed the jellyfish stingers with tweezers. He applied a cream from his first-aid kit and bandaged the leg. “Keep your leg still, and check with your doctor,” he told David.

Before long, David’s leg and spirits both began to feel better.

What Can I Conclude?

1. Lifeguards have the ability

What Does the Text Say?

2. The lifeguard knew
3. The lifeguard also knew
4. David’s leg

5. What is another conclusion you might draw from the text about swimming at a beach?



Home Activity Your child drew conclusions based on the details of a story. As you read a story together, work with your child to draw conclusions about the characters and events.

Name _____

Follow and Clarify Directions

- Directions are instructions that are given in order, usually in numbered steps.
- Read through all the directions before you begin. Then **follow directions** by doing what is instructed, one step at a time.
- Try to visualize the end result of the directions. If you need to **clarify directions**, reread them, review them, or ask questions.

Directions Use the following directions to answer the questions below.

Rhythmic Breathing

The following directions will help you learn rhythmic breathing for swimming.

1. Stand in water that is about chest deep.
2. Lean forward, and turn your face to one side so that your ear is underwater but your face is just above the water line.
3. Breathe in and hold your breath.
4. Turn your head so your face is down, and exhale slowly through your mouth.
5. Rotate your head back to the start position and inhale again.
6. Try performing this action to the right and to the left to see which is more comfortable.
7. Then repeat steps 3 through 5 over and over in a regular rhythm.
8. Practice until you can do steps 3 through 5 smoothly.

1. What is the purpose of these directions?

2. What is the first step in the directions? What is the last step?

3. To do rhythmic breathing, which steps must be repeated? Why?

4. Why must these steps be done in order?

5. Explain how you were able to visualize the directions. How were you able to clarify directions you didn't understand?

Name _____

Directions Use the following directions to answer the questions below.

Coral Reef Word Puzzle

Follow these directions to complete the coral reef word puzzle.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Write down the letters of the word <i>seal</i>, the sea mammal that has four flippers, lives in cold water, and eats fish. 2. Next to these four letters, write down the first letter of a word that means the opposite of <i>push</i>. | <ol style="list-style-type: none"> 3. Now add the four letters of a word that rhymes with <i>wrong</i> and means “the opposite of <i>short</i>.” 4. Cross out the letters <i>a</i>, <i>l</i>, and <i>l</i>. 5. Finally, unscramble the remaining six letters to find the name of something you might find at a coral reef. |
|---|---|

6. What is the purpose of these directions? What did you do to follow step 1?

7. What is the word you wrote down to complete step 2? What letters do you have after completing step 2?

8. What is the word you wrote down to complete step 3? What letters do you have after completing step 3?

9. What answer do you find for the puzzle after completing steps 4 and 5?

10. Why would it be impossible to solve this word possible without following the directions in order?

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Home Activity Your child learned about following directions step by step. Talk about a simple recipe for one of your child’s favorite foods. Work together to follow the directions for making the recipe step by step.

Name _____

Family Times

Summary

The Mystery of Saint Matthew Island

The reindeer herd on Saint Matthew Island had grown to six thousand animals. Suddenly, almost all of the reindeer died. A scientist tries to figure out why. His research rules out the usual causes: predators, disease, and old age. He discovers that the reindeer had starved, and a brutal winter sealed their fate.

Activity

Survival Strategies Imagine you and members of your family are scientists studying animals in the wild. Talk with your family about how animals survive. Discuss the different things that can threaten a wild animal's survival, both natural and man-made.



Comprehension Skill

Main Idea and Details

The **main idea** is an important point that has at least one supporting detail. **Details** are smaller pieces of information that tell more about the main idea.

Activity

Zero In Ask members of your family for their opinions about certain animals. For each opinion, or main idea, discuss ideas for supporting details. Make a list of the main ideas and the details that support them.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *The Mystery of Saint Matthew Island*. Practice using these words.

Vocabulary Words

bleached whitened by exposure to sunlight or by use of chemicals

carcasses bodies of dead animals

decay process of rotting

parasites living things that live on or in others, from which they get their food, often harming the others in the process

scrawny having little flesh; lean; thin; skinny

starvation suffering from extreme hunger

suspicious beliefs, feelings, thoughts

tundra a vast, treeless plain in the arctic regions

Grammar

Conjunctions

A **conjunction** is a word that joins words, phrases, or entire sentences.

And, or, and but are conjunctions. You can use conjunctions to join subjects, predicates, and objects. *For example: John and Kathleen; rice or noodles.*

Sometimes two sentences about related topics can be combined, using a comma and a conjunction or a subordinating conjunction such as *because, if, then, or when*. *For example: We went to the zoo, because we love tigers.*

Activity

Be a Joiner Make a three-column chart. In the first and third columns, write three simple sentences. In the middle column, write *and, or, and but*. Cut the paper so there is one sentence on each cut piece of paper. Take turns combining sentences using different conjunctions. Do this by moving the sentences in front of and after each conjunction.

Practice Tested Spelling Words

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

Name _____

Main Idea and Details

- The **topic** is the overall subject of a piece of writing. The **main idea** of a selection is the most important idea about the topic of that selection. **Details** are small pieces of information that tell more about the main idea.
- Sometimes the author states the main idea in a single sentence. When the author does not state the main idea, the reader must figure it out.

Directions Read the following passage. Then complete the diagram below.

Plants, just like animals, can become endangered as a result of the actions of human beings. Some plants are threatened after the insects that pollinate the plant die off. For example, one type of milkweed has nearly disappeared because chemicals killed off the butterfly that pollinates the milkweed. In addition, a plant can become endangered when

buildings and roads take over the open lands where it grows. Other human activities such as farming and logging can threaten plants, too. Finally, human pollution of land and water threatens many types of natural life, including plants. People are often unaware of it, but human activities can have harmful effects on plants and other parts of the natural world.

Main Idea

1.

Details

2.

3.

4.

5.

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Home Activity Your child identified the main idea and supporting details of a nonfiction passage. Together, work to identify the main idea and supporting details of individual paragraphs in a magazine article about animals.

Name _____

Vocabulary

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

- _____ 1. a vast, treeless plain in arctic regions
- _____ 2. living things that live on or in others, from which they get food
- _____ 3. having little flesh; lean; thin
- _____ 4. whitened by exposure to sunlight or the use of chemicals
- _____ 5. beliefs; feelings; thoughts

Check the Words You Know

- ___bleached
- ___carcasses
- ___decay
- ___parasites
- ___scrawny
- ___starvation
- ___suspicions
- ___tundra

Directions Choose the word from the box that best matches each clue. Write the word on the line.

- _____ 6. This ground is frozen even in summer.
- _____ 7. Lice and tapeworms are examples of these.
- _____ 8. This is an extreme form of hunger.
- _____ 9. These are dead bodies of animals.
- _____ 10. This is the process of rotting.

Write a Memo

Imagine that you are a zookeeper reporting on illnesses among animals at a zoo. On a separate sheet of paper, write a memo to the zoo's director about what you have observed. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *The Mystery of Saint Matthew Island*. Together, read a story or nonfiction article. Have him or her point out unfamiliar words. Work together to figure out the meaning of each word by using other words that appear near it.

Name _____

Vocabulary • Word Structure

- An **ending** is a letter or letters added to the end of a base word. Recognizing an ending will help you figure out the word's meaning.
- The ending *-ed* is added to a verb to make it past tense. The ending *-ing* is added to a verb to make it tell about present or ongoing actions. The endings *-s* or *-es* are added to a singular noun to make it refer to more than one person, place, or thing.

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

The pilot flew above the arctic tundra, looking for baby seals. He was checking on the population of seals for a conservation organization. Although hunters were not allowed to kill the seals, some people had suspicions that seals were being killed. The pilot was strongly hoping he wouldn't find any seal carcasses

bleached by the sun. As he steered the airplane closer to the frozen ground, he glimpsed a few seals. They did look scrawny, probably because of parasites, but they were alive. Then he saw more and more seals coming into view. The pilot was very pleased.

1. What part of speech is *suspicions*? What meaning does the ending give the word?

2. How does the ending in *checking* affect the word's meaning?

3. What is the meaning of *bleached*? What effect does the ending have on the word's meaning?

4. How would removing the ending in *parasites* change the meaning of the word?

5. Choose another *-s* or *-ed* word from the passage and write sentences using the word with and without the ending.



Home Activity Your child identified and used word endings to help determine the meaning of new words in a passage. Work with your child to identify unfamiliar words in another article. Together, identify word endings that help you understand the new words.

Name _____

Sequence

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

Before the school was built in 1950, the land on which it stands was a swamp. Back then, the earth was soft, wet, and marshy. Beavers, otters, and turtles slid through the watery land. Cranes, herons, hawks, and egrets swooped overhead or waded in the water.

Then, after the town decided to build the school, the land was filled in. First,

truckloads of dirt were added to provide a firm base. Afterward, earth movers were used to shape the land, creating a flat surface with a few low hills. Finally, the school was constructed on top of the newly sculpted land. When the building was finished, no swamp animals or water birds remained. Now students and teachers have taken the place of toads and turtles.

1. According to the article, what was the land like originally? What clues tell you this condition was present before the building of the school?

2. What first lived on the land? Who is there now?

3. What was the first change that was made to the land?

4. What was the next step before the school was constructed?

5. On a separate sheet of paper, explain how clues clarify the sequence of changes described in the second paragraph. How do these clues help you to understand the article?



Home Activity Your child has identified the sequence of changes that a piece of land has undergone. Together, read a newspaper article. Work with your child to make a time line to clarify the sequence of events.

Name _____

Main Idea and Details

- The **topic** is the overall subject of a piece of writing. The **main idea** of a selection is the most important idea about the topic of that selection. **Details** are small pieces of information that tell more about the main idea.

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

Sometimes a certain species of animal dies off naturally or through another cause, such as hunting by humans. In these cases, there will be an increase in the number of the animals that the dying species feeds on.

An example of this process can be seen in the relationship among wolves and panthers and deer. Wolves and panthers have largely disappeared from the United States. Consequently, their natural prey,

deer, have multiplied. There are more deer in the country now than there were before colonists settled the land centuries ago. Because the deer population has become very large, herds of deer quickly eat up all the food in some areas. Of course, when food is lacking, the animals starve. Human beings can help an area recover its natural balance. In some cases, people introduce natural enemies into an area to control the numbers of the prey animal.

1. In one or two words, what is the topic of this passage?

2. What is the main idea of the passage?

3. What is one important detail that tells more about the main idea?

4. What is another detail that supports the main idea?

5. Identify the text structure used in each paragraph of this article.



Home Activity Your child identified the main idea and supporting details of a nonfiction passage. Together, read a magazine article about another wild animal. Work together to identify the main idea and supporting details of the article.

Name _____

Main Idea and Details

- The **topic** is the overall subject of a piece of writing. The **main idea** of a selection is the most important idea about the topic of that selection. **Details** are small pieces of information that tell more about the main idea.
- Sometimes the author states the main idea in a single sentence. When the author does not state the main idea, the reader must figure it out.

Directions Read the following passage. Then complete the diagram below.

Mari wondered why the numbers of some species swing up or down. Her science teacher explained that environment controls an animal’s population size.

“Food, shelter, water, and space all have an effect,” Mr. Gonzalez explained. “The animals’ numbers are limited by whichever one of these is least available.”

“But what about other animals?” Mari asked. “Don’t they have an effect, too?”

“Yes, that’s the other part of the puzzle,” said Mr. Gonzalez. “Enemies can cut down an animal’s numbers. Some species are reduced because other animals are competing for the same food. Also, if there is a lack of prey for an animal, that animal’s numbers will drop.”

Main Idea

1. Animal numbers are determined by _____



Details

2. One thing that limits animal numbers is availability of _____

3. Also limiting animal numbers is lack of _____

4. An animals’ numbers will decline if enemies are _____

5. _____

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Home Activity Your child identified the main idea and supporting details of a nonfiction passage. Work with your child to identify the main idea and supporting details of individual paragraphs in a magazine article about wild animals.

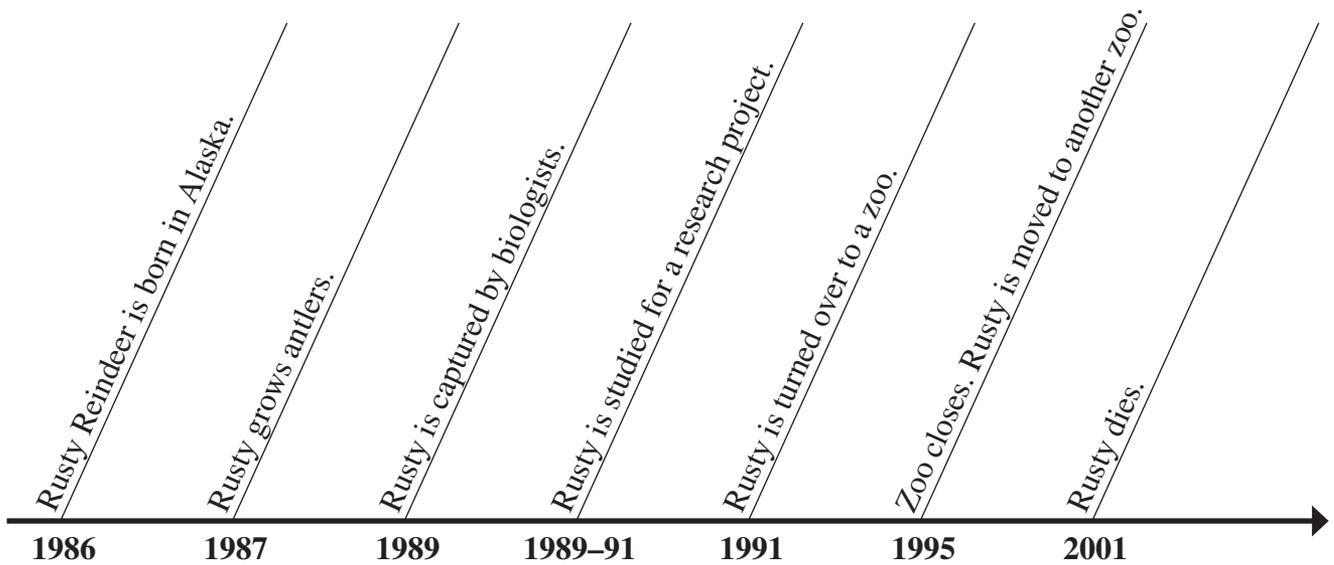
Name _____

Time Line

- A **time line** is a chart that shows a sequence of events. Usually a time line uses a bar divided into periods of time to show the order of events. Some time lines are read left to right, and others are read top to bottom.
- You can use a time line to show the time order of events in a nonfiction text. A time line can also show the order of events in a work of fiction.
- A time line may cover any length of time, such as a day or thousands of years. Pay attention to the title and labels on a time line.

Directions Read the following time line. Then answer the questions below.

The Life of a Reindeer



1. How is this time line organized? What is the topic of this time line?

2. How many years passed between Rusty's birth and his capture?

3. How long was Rusty in zoos?

4. How old was Rusty when he died?

5. The average age of a reindeer in the wild is ten to twelve years. How does the time line help you draw a conclusion about Rusty's life span? Explain.

Name _____

Directions Read the following time line. Then answer the questions.

History of the Plant That Grew Too Well	
1876	Kudzu, a vine from Japan, arrives in U.S.
1900s	Florida farmers begin to feed kudzu to animals.
1930s	U.S. Soil Conservation Service urges use of kudzu to prevent erosion.
1930s	U.S. Civilian Conservation Corps plants kudzu.
1940s	Government pays farmers to plant kudzu.
1940s	Georgia radio personality starts Kudzu Clubs.
1953	Government discourages use of kudzu.
1972	Government declares kudzu a weed.
2004	Kudzu covers 6 million acres in South; people work to eliminate it.

6. What is the topic of this time line? What is the best way to read this time line?

7. Why is a time line appropriate for this topic?

8. When was kudzu first introduced to the United States?

9. How long did it take for the U.S. government to declare kudzu a weed? When was kudzu planted most heavily?

10. What happened with kudzu most recently, according to the time line?

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Home Activity Your child learned about using time lines as resources. Together, look at a time line in a history book. Ask your child to explain entries and to answer your questions about time order.

Name _____

Family Times

Summary

King Midas and the Golden Touch

King Midas loves only one thing more than his gold: his daughter. When he is granted a magic wish, he wishes that all he touches turns to gold. He realizes the tragedy of this wish when he turns his daughter to gold. He is overjoyed when he can give up the golden touch and have his daughter back.



Activity

The Wish Game Imagine that you could have one wish granted. What would you wish for? See what your family members would wish for, and make a list. Talk about the consequences of each wish.

Comprehension Skill

Compare and Contrast

Compare and **Contrast** means to tell how two or more things are alike or different. Clue words such as *but*, *like*, *similarly*, and *as* show comparisons. Words such as *but*, *however*, and *instead* show differences.

Activity

Before and After With your family, choose some significant events in your life, such as entering school, starting lessons, making friends, or playing sports. Compare and contrast how things were alike and different for you before and after these milestones.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *King Midas and the Golden Touch*. Practice using these words.

Vocabulary Words

adorn to add beauty to; put ornaments on; decorate

cleanse to make clean

lifeless without life

precious having great value; worth much

realm kingdom

spoonful as much as a spoon can hold

Grammar

Commas

A **comma** is a punctuation mark that indicates a short pause. A comma is used to set off or separate words or groups of words. Use a comma after a person's name when you directly address that person. *For example: Meg, come here.* Use commas to separate three or more words in a series. *For example: The blouse is blue, green, and pink.* Use commas to set off an appositive, which is an explanation placed next to a word. *For example: Our dog, a boxer, is named Pug.* In the example, *a boxer* is an appositive.

Activity

Comma Keeper Look in a newspaper to find sentences that use commas. Make a chart that shows examples of commas used for direct address, series, and appositives.

Practice Tested Spelling Words

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

Name _____

Compare and Contrast

- Writers sometimes use **comparison** and **contrast** to organize their writing. Clue words such as *same, also, before, although, and however* signal comparisons and contrasts.
- Good readers notice the author’s comparisons and contrasts and make their own as they read.

Directions Read the following passage. Then complete the diagram below.

Hillary and her family wanted to move to New York City because it seemed exciting compared to their quiet hometown. They saved money for a year to afford the move. When it was time to move, their friends gave them a big send-off party.

After they moved to New York, they enjoyed the energy of the crowds as they bustled down the streets. They visited museums with amazing collections of art

and artifacts. They experimented with new foods from all over the world.

They were unprepared, however, for how expensive everything was. And even though they were surrounded by people, they found it hard to make friends. They were surprised, but sometimes they longed for the peace and quiet of their home town. Over time, they understood that their new home was a mixture of advantages and disadvantages.

Advantages and Disadvantages of Moving to New York City	
Advantages	Disadvantages
1.	3.
2.	4.

5. What prior knowledge do you have about the advantages and disadvantages of living in a big city helps you makes comparisons and contrasts?

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Home Activity Your child read a short passage and made comparisons and contrasts. After reading a historical article, work with your child to compare and contrast something at two different points in time.

Name _____

Vocabulary

Directions Choose the word from the box that best matches each definition below. Write the word on the line.

- _____ 1. to add beauty to;
put ornaments on
- _____ 2. without life
- _____ 3. as much as a spoon can hold
- _____ 4. kingdom
- _____ 5. to make clean

Check the Words You Know

- ___adorn
___cleanse
___lifeless
___precious
___realm
___spoonful

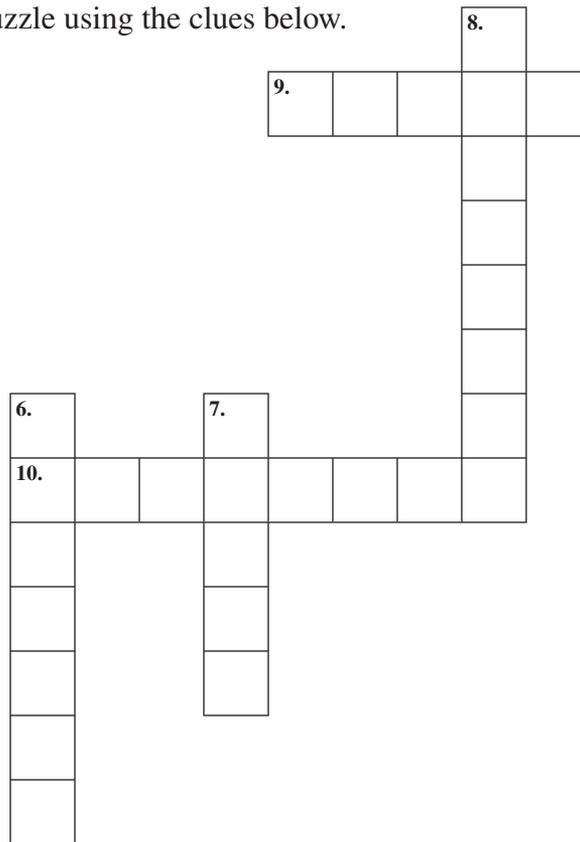
Directions Fill in the crossword puzzle using the clues below.

DOWN

6. to make pure
7. a king's empire
8. valuable

ACROSS

9. to decorate
10. without life



Write a Description

On a separate sheet of paper, write a short description of a king's castle. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *King Midas and the Golden Touch*. Read a myth or fairy tale with your child. Ask your child to point out any of the vocabulary words he or she sees.

Name _____

Vocabulary • Word Structure

- A **suffix** is added to the end of a base word to change its meaning or the way it is used in a sentence.
- The suffix *-ful* means “full of _____,” as in *careful*, or “as much as a _____ can hold,” as in *bagful*. The suffix *-less* means “without,” as in *harmless*.
- Think about how the suffix changes the meaning of the base word, and try the meaning in the sentence.

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

A wealthy king had all he could ask for except the one thing he needed most. His precious daughter was sick and lifeless. He sent out a message to all in his realm that he would give his fortune to anyone who could cure his daughter. In response, a penniless beggar came to

the king’s castle with a special potion. “If she takes a spoonful, she will improve,” he said. Sure enough, with a spoonful she woke up, and with a cupful she was dancing around. As you might guess, the homeless beggar was well rewarded by the joyful king.

1. What is the base word in *lifeless*? How does the suffix help you understand its meaning?

2. What is the base word in *penniless*? How does the suffix help you understand its meaning?

3. What is the base word in *homeless*? How does the suffix help you understand its meaning?

4. How does the suffix in the word *spoonful* help you understand its meaning?

5. How does the suffix in the word *joyful* help you understand its meaning?



Home Activity Your child identified and used suffixes to understand new words of a passage. Work with your child to identify unfamiliar words in an article. Ask your child if any suffixes can help him or her understand the new words. Confirm the meanings using a dictionary.

Name _____

Draw Conclusions

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

For months, Meg had been trying to talk her dad into getting a dog. She thought of so many good reasons that finally he gave in. Meg named her new puppy Hap, and she had a lot of fun playing with him all summer.

When her friends would call, she'd say she was too busy. From the time she got up in the morning until the time she went to bed, she was training and chasing Hap. When her friend Callie had a birthday

party, Meg said she had to take care of her puppy. She ran home right after swim practice, even though her friends pleaded with her to hang out with them at the pool.

Once school started, though, it was a lot of trouble to run home right after school every day to walk Hap. Meg wanted to be with her friends instead. However, she felt lonely because she wasn't close to her friends anymore. They seemed to have moved on.

1. What conclusion can you draw about Meg based on how she gets her dog? Explain.

2. What conclusion can you draw about Meg during the summer?

3. What is a detail from the story that supports your conclusion?

4. What is another detail from the story that supports your conclusion?

5. What conclusion can you draw about Meg's friends? What details support your conclusion?



Home Activity Your child read a short passage and drew conclusions about its characters. Read a short story to your child. Ask him or her to draw conclusions about the main character.

Name _____

Compare and Contrast

- Writers sometimes use **comparison** and **contrast** to organize their writing. Clue words such as *same*, *also*, *before*, *although*, and *however* signal comparisons and contrasts.
- Good readers notice the author's comparisons and contrasts and make their own as they read.

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

In every culture, certain qualities are considered precious. But these qualities might not be the same in every culture. Beauty, for example, is valued in many cultures. But what is considered beautiful in one culture may not be beautiful in others. Wealth is also valued in many

cultures. But some cultures place a higher value on it than others. In the United States today, youth is greatly valued. Japan, China, and India treat their elders with honor and respect. The oldest members of a family have the highest status.

1. What qualities are being compared and contrasted in the passage?

2. How do attitudes about old age compare in Japan, China, and India?

3. How do attitudes about old age in Japan, China, and India contrast with U.S. attitudes?

4. What is another quality that you might compare and contrast across cultures?

5. How does your prior knowledge about different cultures help you compare and contrast the qualities that those cultures find precious?



Home Activity Your child read a short passage and identified comparisons and contrasts. Read a magazine article about a different culture. Work together with your child to identify some of the culture's values and compare them with your own.

Name _____

Compare and Contrast

- Writers sometimes use **comparison** and **contrast** to organize their writing. Clue words such as *same, also, before, although, and however* signal comparisons and contrasts.
- Good readers notice the author’s comparisons and contrasts and make their own as they read.

Directions Read the following passage. Then complete the diagram below.

White gold and platinum are both metals used to make jewelry. They are both silver or white in color and therefore don’t interfere with the color of gem stones. Even though they look similar to most people, they are different metals. White gold is made by mixing gold with other metals. It is very dense and is easily molded into jewelry. To appear truly white

rather than gray, white gold is coated with rhodium, another white metal. White gold needs to be recoated after several years for it to continue looking white. Platinum is used for jewelry in almost pure form so it is heavier than white gold. It does not need to be coated to appear white. Platinum is more rare than gold and is two times more expensive than white gold.

Advantages and Disadvantages of Using White Gold for Jewelry Instead of Platinum	
Advantages	Disadvantages
White gold is less expensive than platinum.	3. White gold is not _____ _____
1. The color of white gold does not interfere _____	4. White gold needs to be _____ _____
2. White gold is easily _____ _____	5. White gold is less _____ _____

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Home Activity Your child read a short passage and made comparisons and contrasts. Read an article about two different time periods or places. Work with your child to compare and contrast the two.

Order Form/Application

Order forms and **applications** are charts with columns and spaces in which you can write or type. An order form is the means by which a person can purchase merchandise. An application is a form by which a person can apply for a job.

Directions Use this order form from an online catalog to answer the questions below.

GLITTER GOLD ORDER FORM			
Click <i>SUBMIT</i> when you have completed this form.			
Item Number	Item	Quantity	Price
13715	Big Bracelet	<input type="text"/>	\$
20166	Big Ring	<input type="text"/>	\$
			+ \$5 shipping and handling
TOTAL PRICE			\$
Billing Address		Shipping Address	
		<input type="checkbox"/> Check this box if same as billing address	
* Name	<input type="text"/>	* Name	<input type="text"/>
* Street Address	<input type="text"/>	* Street Address	<input type="text"/>
* City	<input type="text"/>	* City	<input type="text"/>
* State <input type="text"/> * ZIP	<input type="text"/>	* State <input type="text"/> * ZIP	<input type="text"/>
* Country	<input type="text"/>	* Country	<input type="text"/>
Phone	<input type="text"/>	Phone	<input type="text"/>
* E-mail address	<input type="text"/>		
PAYMENT METHOD		Your comments and messages here.	
* Type of Credit Card	<input type="text"/>		
* Account Number	<input type="text"/>		
* Expiration Date	<input type="text"/>		
* REQUIRED FIELD		Submit	

1. When would you fill out only one of the two address fields shown?

2. If you are buying an item, what information do you need to specify on the order form?

3. If you wish to submit an online order at Glitter Gold, what payment options do you have?

4. How could you send comments to Glitter Gold?

5. If you are ordering from this web page, what information is optional?

Name _____

Directions Use this online job application form to answer the questions below.

MIDAS MINING CO. EMPLOYMENT APPLICATION			
Click <i>SUBMIT</i> when you have completed this form.			
PERSONAL INFORMATION			
Last Name	First Name	Middle Initial	
Address	City	State/ZIP	
Phone Number	E-mail Address	Social Security No.	
Position Applied For	Full-Time/Part-Time	Date Available to Start	
EDUCATION			
High School	Address	Graduated	
College	Address	Graduated	
WORK EXPERIENCE			
Current Employer	Address	Duties	Start/End Dates
Employer Name	Address	Duties	Start/End Dates
OTHER SKILLS			
REFERENCES			
Name	Address	Phone	Relationship
			<div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">SUBMIT</div>

6. What is the purpose of this form?

7. What is the first piece of information you need to provide on this form?

8. In what section would you say when you could start working?

9. What are three of the five main sections of the application?

10. What directions are given on this form?



Home Activity Your child learned about filling out order forms and applications. Look at an order form or application together. Discuss how to fill out each of them.

Name _____

Family Times

Summary

The Hindenburg

Hugo Eckener was intent on developing dirigibles, and his *Hindenburg* was the largest one ever. In fact, it was the largest object ever to fly. In 1937 the *Hindenburg* exploded over New Jersey during its tenth transatlantic flight, and thirty-one people died. Instantly, the era of the dirigible ended.

Activity

Surprises Compare notes with your family about unexpected events in the news. Discuss how to plan for the unexpected.



Comprehension Skill

Fact and Opinion

A **statement of fact** is a statement that can be proved true or false. A **statement of opinion** is a statement of judgment, belief, or way of thinking about something. When you read, try to verify statements of fact. Check to see if statements of opinion are well supported by facts or experts.

Activity

Facts You Can Use Write a letter to the editor of your newspaper about an issue that is important to you and your family. Ask your family to help you find facts that will support your opinion. Make sure that your facts are accurate.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *The Hindenburg*. Practice using these words.

Vocabulary Words

criticizing finding fault with; disapproving of; blaming

cruised traveled at the speed at which the vehicle operates best

drenching wetting thoroughly; soaking

era a period of time or history

explosion act of bursting with a loud noise; a blowing up

hydrogen a colorless, odorless gas that burns easily

Grammar

Quotations and Quotation Marks

A **quotation** is the exact words a speaker says. In your writing, put a quotation in **quotation marks**. Use commas to set off the words that introduce a quotation. Also, place the end punctuation or the comma that ends the quotation inside the quotation marks.

For example: Sandy said, "If it rains tomorrow, we can't go to the beach." "I'll keep my fingers crossed, then," said Kate.

Activity

Quote Me Make a chart with two columns. In the left column, write down questions you will ask your family members, such as *Whom do you most admire?* or *What is your biggest strength?* In the right column, record their answers. Be sure to put quotation marks around the words they say.

Practice Tested Spelling Words

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

Name _____

Fact and Opinion

- **Statements of fact** are objective, not personal. They can be proved true or false. **Statements of opinion** are personal judgments or beliefs. They cannot be proved true or false.
- Statements of opinion can be valid or faulty. **Valid** statements can be supported by facts and common sense. **Faulty** statements cannot.
- Examine statements of opinion by using your prior knowledge. Based on what you have seen or read or what you know, ask, *Is the statement valid or faulty?*

Directions Read the following passage. Then complete the chart below.

During the 1930s, ocean liners were a way of traveling in luxury. I'm sure that only the finest craftsmen were allowed to contribute to the most luxurious of these floating palaces. Immigrants as well as the wealthy traveled aboard these

ocean liners. The ships were the most beautiful vessels on the water. The era of the transatlantic ocean liner continued from the 1920s until the 1960s. Each of us should learn more about the splendor of these ships.

Statement of Opinion	Support	Valid or Faulty?
I'm sure that only the finest craftsmen were allowed to contribute to the most luxurious of these floating palaces.	1.	2.
3.	4.	5.

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Home Activity Your child identified statements of fact and opinion in a nonfiction passage. Work with your child to identify the statements of fact and opinion in a short magazine article. Challenge him or her to ask questions to check whether statements of opinion are supported by facts.

Name _____

Vocabulary

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

- _____ 1. finding fault with; disapproving of; blaming
- _____ 2. act of bursting with a loud noise; a blowing up
- _____ 3. wetting thoroughly; soaking
- _____ 4. a period of time or history
- _____ 5. traveled at the speed at which the vehicle operates best

Check the Words You Know

- ___ criticizing
- ___ cruised
- ___ drenching
- ___ era
- ___ explosion
- ___ hydrogen

Directions Choose the word from the box that best matches each clue. Write the word on the line.

- _____ 6. This is said of extremely heavy rain.
- _____ 7. An example of this is the colonial period or the Middle Ages.
- _____ 8. A bomb could make this happen.
- _____ 9. This element combines with oxygen to make water.
- _____ 10. This describes how a ship might have moved along the water.

Write an E-mail Message

On a separate sheet of paper, write an e-mail message you might send from a ship after witnessing the eruption of a volcano. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *The Hindenburg*. Read a story or nonfiction article with your child. Have him or her point out unfamiliar words. Work together to try to figure out the meaning of each word by using other words that appear near it.

Name _____

Vocabulary • Context Clues

- When you see an unfamiliar word while reading, use **context clues**, or words around the unfamiliar word, to figure out its meaning.
- Context clues include definitions, explanations, and synonyms (words that have the same or nearly the same meaning as other words).

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

In the early 1900s, many people were criticizing the Wright brothers for trying to make a flying machine. These people accused the Wright brothers of trying to do something humans were not meant to do. However, the brothers kept working on their invention, even in drenching, soaking rain. In 1903, they finally created an airplane with a propeller and a gas engine. They controlled the speed of the aircraft

by increasing or decreasing the spark in the engine. This caused an explosion, or bursting, of fuel that drove the propeller. When they finally got a propeller-driven machine into the air, they cruised at a very slow speed, traveling at only about one mile an hour. Still, the Wright brothers' plane opened up a whole new era of transportation, the age of the airplane.

1. What does *criticizing* mean? What clues help you to determine its meaning?

2. What does *drenching* mean? What clues help you determine the meaning?

3. What clue helps you to determine the meaning of *explosion*? What does this word mean?

4. What context clue helps you determine the meaning of *cruised*?

5. What does *era* mean? How can you use context clues to determine the meaning?



Home Activity Your child identified and used context clues to understand new words in a nonfiction passage. Work with your child to identify unfamiliar words in another article. Then have him or her find context clues to help with understanding the new words. Confirm the meanings with the glossary in the back of your book or a dictionary.

Name _____

Main Idea and Details

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

Rail travel was very popular during the 1920s and 1930s, but later it was replaced by automobiles and airplanes as the leading form of transportation. At the peak of rail travel in 1920, 1.2 billion passengers rode trains. During the 1930s, sleek, streamlined trains were developed, and these grew very popular. During World War II, trains were used extensively to carry soldiers and military equipment. At the end of the war, two-thirds of paying

passengers were traveling by train.

However, during the next twenty years, the use of trains fell off. Cars, which had been around since the beginning of the century, became the top choice for going from one place to another. At the same time, the use of airplanes grew for long-distance travel. By the 1950s, more people were traveling by air than by train. Trains were viewed as old-fashioned.

1. In one or two words, what is the topic of this passage?

2. What is the main idea of this passage?

3. What is one detail that supports the main idea?

4. What is another detail that supports the main idea?

5. On a separate sheet of paper, write a summary of this article.



Home Activity Your child identified the main idea and supporting details in a nonfiction passage. Together, read a short nonfiction article about a topic that interests both of you. Work with your child to state the main idea and to identify supporting details.

Name _____

Fact and Opinion

- **Statements of fact** are objective, not personal. They can be proved true or false. **Statements of opinion** are personal judgments or beliefs. They cannot be proved true or false.
- Statements of opinion can be valid or faulty. **Valid** statements can be supported by facts and common sense. **Faulty** statements cannot.
- Examine statements of opinion by using your prior knowledge. Based on what you have seen or read or what you know, ask, *Is the statement valid or faulty?*

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

As far as I'm concerned, air travel is king. Over the past twenty years, traveling by plane has become safer and more affordable than it used to be. I also believe that air travel is more comfortable and convenient than traveling by train or by car. In the modern world, everybody

enjoys traveling by plane. Safer and faster airplanes are being developed all the time. The aircraft of the future will probably make air travel seem like a vacation in the sky. Whenever possible, we should travel by air to support the development of more planes.

1. Is the first sentence a statement of fact or opinion? How can you tell?

2. Is the second sentence a statement of fact or opinion? How can you tell?

3. Is the statement of opinion in the fourth sentence valid or faulty? Why?

4. In the final sentence, how does the word *should* help you know whether the sentence is a statement of fact or of opinion?

5. What question could you ask to check your understanding of this passage?

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Home Activity Your child recognized statements of fact and opinion in a nonfiction passage and generated questions based on the passage. Together, read an editorial about transportation. Work together to identify statements of fact and opinion. Encourage your child to ask questions during and after reading.

Name _____

Fact and Opinion

- **Statements of fact** are objective, not personal. They can be proved true or false. **Statements of opinion** are personal judgments or beliefs. They cannot be proved true or false.
- Statements of opinion can be valid or faulty. **Valid** statements can be supported by facts and common sense. **Faulty** statements cannot.
- Examine statements of opinion by using your prior knowledge. Based on what you have seen or read or what you know, ask, *Is the statement valid or faulty?*

Directions Read the following passage. Then complete the chart using statements of fact and statements of opinion from the passage.

I believe that airships should be built and used again, because they have many advantages over airplanes. First of all, they are cheaper to fly, because they need less fuel than planes. Secondly, they are larger and can carry more cargo. They are quiet, graceful machines, too. In addition, they can take off without a runway, since they rise straight up into the air. When airships

were flown in the 1920s and 1930s, they made thousands of safe flights. Then came the *Hindenburg* explosion in 1937. Today's new technology would surely make airships safer. There is no reason to be frightened of airship travel. Because airships are fantastic in many ways, they should be in the skies again.

Statement of Opinion	Support	Valid or Faulty?
I believe that airships should be built and used again, because they have many advantages over airplanes.	1. They are cheaper to fly, larger, and they can	2.
3. There is no	4.	5.

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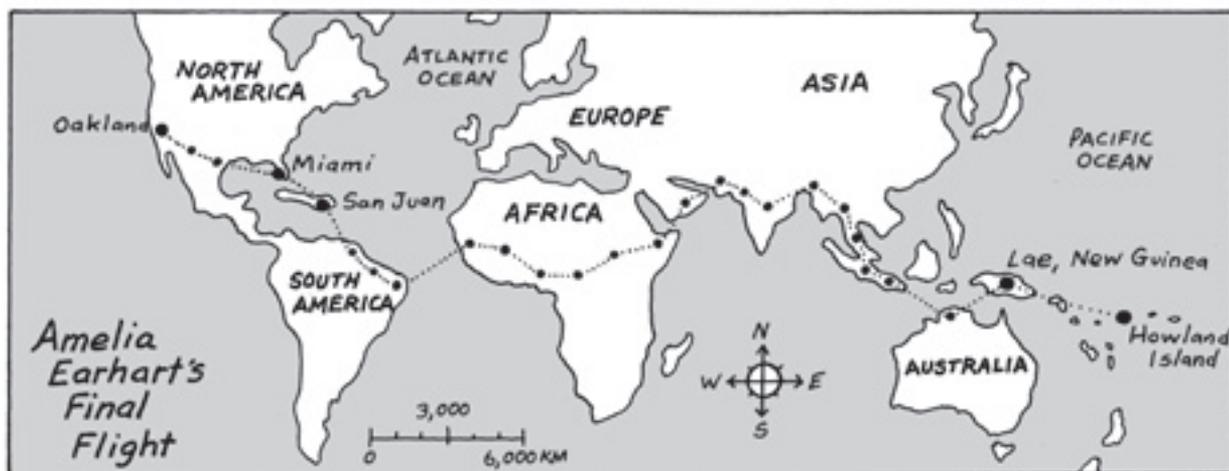
Home Activity Your child identified facts and opinions in a nonfiction passage. Together, look through print advertisements for automobiles, air travel, and other forms of transportation. Identify as many statements of fact and statements of opinion as you can.

Name _____

Map/Globe/Atlas

- A **map** is a drawing of a place that shows where something is or where something happened. You may see different kinds of maps. These include picture maps, road maps, political maps, physical maps, and special-purpose maps. Look carefully at a map's **legend**, or key. It explains any symbols used in the map. It also shows directions as well as a scale of distance.
- An **atlas** is a book of maps.
- A **globe** is a sphere with a map of the world on it. Because the earth is round, globes give a more accurate picture of the size and shape of the Earth than flat maps do.

Directions Study the following map. Then use the map to answer the questions below.



1. On May 20, 1937, Amelia Earhart took off on an airplane flight that she hoped would make her the first person to fly around the world. She began in Oakland, California. What was her last stop in the United States?

2. Where did she land next?

3. About how far was her flight across the United States? How do you know?

4. On which continents did she land along the way to Lae, New Guinea?

5. On July 1, 1937, Amelia Earhart left Lae, New Guinea. What was her next intended stop? How far is this place from New Guinea?

Name _____

Directions Study the following map. Then use the map to answer the questions below.



6. The *Hindenburg* was a German airship that flew passengers during the 1930s. What does this map show? How do you know?

7. From what city in Europe did the *Hindenburg* fly? Across what body of water did the *Hindenburg* fly?

8. According to the map, what were the *Hindenburg*'s two destinations in 1937?

9. What was the approximate distance of the route to each of these destinations?

10. Is this map similar to a globe? Which term would you use to describe this map—a road map, a political map that shows the borders of countries, or a physical map that shows elevations and other details of the land?



Home Activity Your child learned about using maps as resources. Look at a road map together. Ask your child to determine distances and plot out routes to destinations you specify.

Name _____

Family Times

Summary

Sweet Music in Harlem

C.J. wants to play jazz like Uncle Click, who's being photographed for a magazine. As C.J. tries to find Uncle Click's hat, he gathers lots of people to be in the photo with Click. To cap off the day, Uncle Click gives C.J. a new clarinet, and they even find Click's hat. Click is C.J.'s biggest fan.

Activity

Meeting the Music What kind of music do you like? Talk with your family members about the music each of them likes and why. See if there is any type of music that you all like.



Comprehension Skill

Sequence

Sequence refers to the order of events in fiction and nonfiction. Pay attention to dates, times of day, and words that show this time order. Clue words include words such as *meanwhile*, *during*, *before*, and *afterward*.

Activity

Time It With your members of your family, take turns telling about events that happened to you. Scramble the events in each story so they're out of order. See if the others can figure out the right order.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Sweet Music in Harlem*. Practice using these words.

Vocabulary Words

bass the largest, lowest sounding stringed instrument in an orchestra or band

clarinet a woodwind instrument, having a mouthpiece with a single reed and played by means of holes and keys

fidgety restless; uneasy

forgetful apt to forget; having a poor memory

jammed made music with other musicians without having practiced

nighttime time between evening and morning

secondhand not new; used already by someone else

Grammar

Punctuation

Use a **semicolon** to join the parts of a compound sentence when no conjunction is used. *For example: Rob pitched; Denise caught.* Use a **colon** to introduce a list. *For example: He played the following sports: baseball, soccer, and tennis.* Use a **hyphen** in compound nouns, such as *great-uncle*, and compound adjectives before a noun, such as *out-of-town guests*. Use **parentheses** for words inserted as a comment. *For example: Ken (a musician) played at the wedding.*

Activity

Wait, Punctuate! Make a chart on a large sheet of paper. Make four boxes in the chart and label them "Semicolons," "Colons," "Hyphens," and "Parentheses." Find a magazine that is OK to cut up. Find sentences that use the four punctuation marks. Cut out the sentences and glue them on the chart.

Practice Tested Spelling Words

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

Name _____

Sequence

- **Sequence** is the order of events in a selection. Dates and times of day or clue words such as *first*, *next*, and *then* can help you follow the sequence of events.
- Clue words such as *meanwhile* and *during* signal events happening at the same time.

Directions Read the following passage. Then complete the diagram.

Will was nervous about playing the clarinet at a school performance for the first time. For five months, he had been taking lessons and learning to make notes come alive. But once the performance started, he got nervous. What if he played

at the wrong time or forgot the notes? When the time came for his number, he forgot about all the people watching and just felt good about the music. Then when he heard the applause, he felt even better.

Sequence of Events

1.



2.



3.



4.

5. What do you know about the clarinet or playing in a school performance? Explain how your prior knowledge helps you to understand the story.



Home Activity Your child identified the sequence of a story and the prior knowledge he or she had of the subject matter. Work with your child to identify the sequence of the events in a short story. Encourage your child to describe the prior knowledge he or she has of the story's subject matter.

Name _____

Vocabulary

Directions Choose the word from the box that best matches each definition below. Write the word on the line.

- _____ 1. not new; used already by someone else
- _____ 2. made music with other musicians without having practiced
- _____ 3. restless; uneasy
- _____ 4. the largest, lowest sounding stringed instrument in an orchestra or band
- _____ 5. apt to forget; having a poor memory

Check the Words You Know

___bass
 ___clarinet
 ___fidgety
 ___forgetful
 ___jammed
 ___nighttime
 ___secondhand

Directions Choose the word from the box that best completes each sentence below. Write the word on the line shown to the left.

- _____ 6. The trio of jazz musicians _____ together.
- _____ 7. They met during the _____ after working all day.
- _____ 8. One musician played both a trumpet and a stringed _____.
- _____ 9. Another musician played the _____, a favorite woodwind.
- _____ 10. The third musician's instrument was an old _____ saxophone.

Write a Review

On a separate sheet of paper, write a review you might compose after you go to a music concert or performance. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *Sweet Music in Harlem*. Read a story or nonfiction article with your child. Have him or her point out unfamiliar words. Work together to try to figure out the meaning of each word by using other words that appear near it.

Name _____

Vocabulary • Context Clues

- When you are reading, you might see a **homograph**. Homographs are words that are spelled the same but have different meanings. For example, *object* can mean both “to protest” and “a thing.”
- Use **context clues**, or words around the unfamiliar word, to figure out its meaning. Context clues include definitions, explanations, and synonyms.

Directions Read the following passage about jazz music. Then answer the questions below.

Jeb played bass in a jazz quartet. Along with his low-sounding stringed instrument, the group also had a clarinet, a trombone, and a piano. Every night when the group jammed, or made music without practicing, they would attract

interest. Soon a crowd would gather. Usually they’d get so deeply involved in the music that they’d get forgetful of the time. Before they realized it, instead of nighttime it would be close to daytime.

1. *Bass* can refer to a musical instrument or a fish. What clues help you to determine the meaning in this passage?

2. In this context, is *jam* a noun referring to a fruit spread or a verb referring to playing music without practicing? What clues help you to determine the meaning?

3. Use one of the homographs in the passage twice in a sentence, showing both its meanings.

4. Which meaning of the homograph *close* is used in the last sentence: “shut” or “near to”?

5. *Interest* can mean “a feeling of concern or curiosity” or “money paid for the use of money.” How do context clues indicate its meaning in the passage?



Home Activity Your child identified and used context clues to understand homographs in a passage. Work with your child to identify homographs in an article. Then your child can find context clues to help with the understanding of the new words. Confirm the meanings with your child.

Name _____

Draw Conclusions

Directions Read the story. Then answer the questions below.

Throughout Harlem, Danielle was known as the little girl with the big horn. Saxophone was her instrument, and she tried to imitate Charlie Parker, John Coltrane, and Kenny Garrett. When she practiced jazz on an old secondhand sax, the neighbors hung out of their windows to listen.

“You have talent,” her music teacher told her as she gave her an extra lesson at no charge.

No one had to encourage Danielle.

She practiced any time she had a chance. Then disaster hit. Her saxophone broke. She took it to her uncle, who fixed instruments, but he told her that he could not repair it. The price of a new instrument was way beyond her reach. She was disappointed. The neighbors were also disappointed when the music stopped. A few weeks later, on Danielle’s birthday, the neighbors pitched in and presented her with a gift—a secondhand sax! She wrote a song to thank them.

1. How skilled do you think Danielle is at the saxophone? Explain why.

2. What can you tell about the community Danielle lives in? Explain.

3. What do you think Danielle’s attitude is toward playing the saxophone?

4. Why do you think the music teacher gives Danielle a free lesson and tells her she has talent?

5. On a separate sheet of paper, explain how you think Danielle feels when she receives the saxophone. What effect do you think the gift will have on her and why?



Home Activity Your child has read a story about playing the saxophone and drawn conclusions about the characters. Read a short story to your child. Challenge him or her to identify the characters’ traits and motives.

Name _____

Sequence

- **Sequence** is the order of events in a selection. Dates and times of day or clue words such as *first*, *next*, and *then* can help you follow the sequence of events.
- Clue words such as *meanwhile* and *during* signal events happening at the same time.

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

Tamara loved to play the trumpet, and she wanted to play like the jazz greats she heard on the radio, including Wynton Marsalis, Miles Davis, and Freddie Hubbard. Then one day her family was invited to a reception in Harlem where Miles Davis was playing. Overjoyed, she and her family went to the party, bringing her beloved trumpet in case she could

get it autographed. She waited for what seemed like hours, but finally Miles Davis played. She felt like she was in heaven. Then, at the end of the performance, he asked for someone from the audience to come onstage and help him play. When Tamara was picked, she got to stand next to Miles Davis and wail out some tunes!

1. What happens first in this story?

2. What happens next? Then what happens before the performance?

3. What happens at the end of the performance? How does it compare with what Tamara wanted?

4. What clue words help to show sequence in the story? Why is it important that the events occur in this sequence?

5. What do you know about jazz, trumpet, or jazz trumpeters? How does this knowledge help you to understand the story?



Home Activity Your child identified the sequence of events in a story and applied his or her prior knowledge to help understand the story. Tell your child a story about music, but first talk about your child's prior knowledge on the subject. Then work together to identify the sequence of events.

Name _____

Sequence

- **Sequence** is the order of events in a selection. Dates and times of day or clue words such as *first*, *next*, and *then* can help you follow the sequence of events.
- Clue words such as *meanwhile* and *during* signal events happening at the same time.

Directions Read the following passage. Then complete the diagram by finishing the sentences that tell the sequence of events.

Three friends got together and wanted to play music, but they didn't have any instruments. "We have a garbage can," said Ken. Then he started trying to fashion it into a kettle drum. That inspired Jason to make his bicycle into an instrument, using strings, bowls, cans, and bells. Next, Ken's dad came along and told them about

a cigar box guitar, made from a box, a stick, and wire. When Carin heard about that, she tried to make one. A few days later, they had three instruments to play. Next, they gave two friends sticks to clack and a hollow reed for a kind of flute. Then all five friends started practicing. Before long, they were making music together.

Sequence of Events

1. Friends wanted



2. They made



3. They gave



4. They started



5. They made

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Home Activity Your child identified the sequence of events in a story using clue words. Read a newspaper story with your child and ask him or her to put the events of the story in sequence. Work with your child to identify clue words.

Name _____

Poster/Announcement

- **Posters** and **announcements** announce events. The events may be one time only, or they may be continuing, as with club and organization meetings.
- Usually, posters and announcements answer these questions: Who? What? When? Where? Why?
- To emphasize information, posters and announcements may use color and large type size.
- When you write a poster or announcement, include only important information.

Directions Use this poster to answer the questions.



Who is performing at this event? Who is sponsoring the event?	1.
What is the event? What is the cost?	2.
When is the event?	3.
Where is the event?	4.
Why is the event being held?	5.

Name _____

Directions Use this announcement to answer the questions.

JOIN TODAY!

**Armstrong School
Junior
Jazz Club**

This organization is dedicated to
the appreciation of jazz music.
Guest speakers, refreshments, and lots
of music are all part of the fun!

Come and bring your instrument!

**Room 201
3:30 p.m. Every Tuesday**

6. What is the purpose of this announcement?

7. What is the event? Why do you think the event takes place?

8. When and where does the event take place?

9. What does this announcement emphasize? How and why is this emphasis made?

10. On a separate sheet of paper, write an announcement for a school event.



Home Activity Your child learned about reading posters. Point out a poster to your child, and ask him or her how the poster answers these questions about the event it announces: Who? What? When? Where? Why? Talk about how to compose a poster for a school or community event.