

Name _____

Family Times

Summary

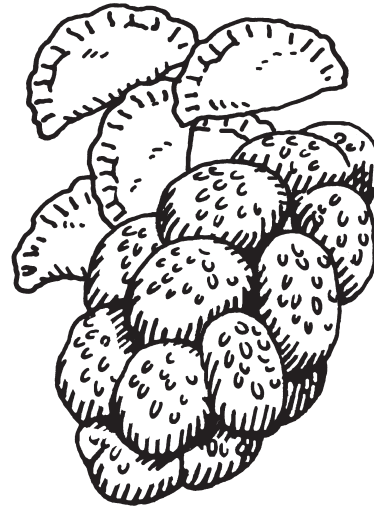
Jalapeño Bagels

Our narrator is trying to decide what treat to take to his class at school. As he helps his parents make food items in the bakery shop, he goes over his choices. Able to draw from his mother's Latin American heritage and his father's Jewish heritage, he has an unusual array of choices.

Activity

What Traditions Does Your Family Have?

Make a list of all the foods, traditions, decorations, or routines that your family has inherited from its heritage. Do you have a favorite soup passed down from your grandmother? Do you have a favorite saying that your mother learned from her mother?



Comprehension Skill

Draw Conclusions

A **conclusion** is a decision or opinion that makes sense based on facts and details.

Activity

Riddles Take turns reading from a book of riddles. Riddles require you to use what you already know and the information given in the riddle to draw a conclusion. What a funny way to practice this important skill!

Lesson Vocabulary

Words to Know

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

Vocabulary Words

bakery a place where breads, pies, cakes, and pastries are cooked in ovens

batch a group of prepared or gathered together

boils liquid gets hot enough to bubble and give off steam

braided woven or twined together

dough thick mixture of flour and water that is usually baked

ingredients parts that go into a mixture

knead stretch out, fold over and press dough

mixture something made up of different things that are put together

Grammar

Adverbs That Compare

Some **adverbs** compare actions. To compare two actions, add *-er* to many adverbs. To compare three or more actions, add *-est* to many adverbs.

Activity

Describe That Action Write these verbs and adverbs about things we can do in the kitchen on cards as shown below. Have each student choose a card and create a sentence using either the comparative or superlative form of the adverb to describe the verb.

twist (tight)	mix (fast)
stir (slow)	bake (long)
wrap (loose)	remove (soon)

Practice Tested Spelling Words

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

Name _____

Draw Conclusions • Summarize

- A **conclusion** is a decision or opinion that makes sense based on facts and details.
- You can also use what you **already know** to draw a conclusion.
- Good readers stop often and **sum up**, or list the important ideas, of what they've read so far.

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

My dad is a baker. He works right around the corner from our house. He leaves our house in the morning, when it is still very, very dark out. He has to start early so people can have fresh baked goods when the bakery opens.

Dad doesn't mind getting up so early. He says it's really quiet outside when he goes to work. And he especially likes the smiles on people's faces when they bite into something good that he has made.

Directions Write a fact from the story in boxes 1–3. Write something you know about that relates to the story in box 4. Then write a conclusion in box 5.

1. Fact:

2. Fact:

3. Fact:

4. What I Know:

5. Conclusion:

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Home Activity Your child learned about drawing conclusions. Tell your child about something that you did today. Ask him or her to draw a conclusion based on what you've said and what he or she already knows about you or the thing you did.

Name _____

Vocabulary

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

Check the Words You Know

___bakery	___ingredients
___knead	___dough
___batch	___braided
___mixture	___boils



- I walked to the _____ to buy bread.
- Mom and I made a _____ of 24 muffins for the bake sale.
- Flour is one of the main _____ in baking.
- My father _____ water when he makes tea.

Directions Read the definition. Write **true** next to the word with that meaning. Write **false** next to the word that does not have that meaning.

- several things blended together
 _____ mixture _____ braided
- to press on dough until it is well mixed
 _____ boil _____ knead
- made into a twisted shape
 _____ braided _____ boiled
- a mix of flour and other ingredients that you bake
 _____ bakery _____ dough

Write a Menu

On a separate sheet of paper, create a menu for a restaurant. Your menu may include foods for breakfast, lunch, or dinner. Use as many vocabulary words as possible.



Home Activity Your child identified and used words from *Jalapeño Bagels*. Read a recipe or magazine article about food. Discuss the recipe or article using the vocabulary words.

Name _____

Vocabulary • Context Clues

- Sometimes you come across words you don't know. You can use the words and sentences around the unfamiliar word to help you figure out its meaning.
- Look for **context clues** around unfamiliar words to help you figure out what they mean.

Directions Read each sentence. Use context clues to figure out the meaning of the underlined word. Write the meaning on the line.

1. After dinner my brother likes ice cream, but I like cake for dessert.

2. Our cat likes milk, but he especially loves cream.

3. This cake is made with only four ingredients, but it still tastes delicious.

4. My mom cooks many international foods, such as those from China and Spain.

5. Would you like to work in a bakery, where they make cakes and cookies?

6. A baker kneads dough with his hands to make sure it is smooth.

7. If you follow this recipe, you will make a delicious cornbread.

8. Pancakes are a mixture of flour, eggs, and milk.

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Home Activity Your child used context clues to find the meaning of unfamiliar words. Read a story or advertisement about a bakery. Encourage your child to look for context clues to figure out the meaning of unfamiliar words.

Name _____

Fact and Opinion

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

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

Mama woke me up this morning. She wanted me to help her make lasagna for our family dinner. My mom makes the best lasagna! Her mom taught her, and her grandmother taught her mom. The recipe has been in our family for ten generations. I helped Mama mix the ingredients for the sauce. It took a long time to cook. Then I

put the water on the stove for the noodles. When the water boiled, I put the noodles in. The noodles took forever to cook. It took us almost all day to get everything ready. We put the lasagna in the oven to bake. It filled the house with delicious smells. Everyone came to eat. Everyone loves Mama's lasagna.

1. Write the sentence that tells the author's opinion of her mother's lasagna.

2. What is another statement of opinion in this story?

3. Rewrite the statement of fact, *Mama woke me up this morning*, into an opinion.

4. Is the sentence *It filled the house with delicious smells* a fact or opinion? Why?



Home Activity Your child learned about the difference between statements of fact and statements of opinion. Have your child help you prepare a meal and ask questions about what you are doing as you prepare it. Then ask if each statement was a fact or opinion.

Name _____

Draw Conclusions • Summarize

- A **conclusion** is a decision or opinion that makes sense based on facts and details.
- You can also use what you **already know** to draw a conclusion.
- Good readers stop often and **sum up**, or list the important ideas, of what they’ve read so far.

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

You can eat a bagel for breakfast or have a bagel sandwich for lunch. You can eat a bagel plain, toasted, or seasoned. You might wonder how and when the bagel was invented. Some say that a baker invented the bagel in 1683 for the king of

Poland. The king had just won a battle. The baker made dough into the shape of the king’s stirrup. No one knows exactly when the first bagel was made, but we do know that they are here to stay.

1. Why might people want to know when and how bagels were invented?

2. How do you think the baker felt about the king’s victory? How do you know?

3. What does the passage suggest about the popularity of bagels?

4. What would be a good summary of this passage?



Home Activity Your child learned about drawing conclusions. Briefly research and read about another popular food item. Ask your child to draw some conclusions about the item based on your reading and what he or she already knows about it.

Name _____

Draw Conclusions

- A **conclusion** is a decision or opinion that makes sense based on facts and details.
- You can also use what you **already know** to draw a conclusion.

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

My mom is making crepes for breakfast. My dad said that crepes are the same things as blintzes. *Crepe* is a French word, so I guess crepes are the French version of blintzes. He said that blintzes are from Europe. A blintz is a thin pancake that's rolled around a filling. Dad likes cheese in his, but I like mine with strawberries and sour cream. Mom likes

hers with cheese and blueberries.

To make crepes or blintzes, first you have to make the pancake. Then you fill it and either fry it or bake it—we like ours fried. You can put whatever topping you want on them. Dad says they're good with whipped cream, but Mom won't let me have whipped cream for breakfast. I love crepes! I love blintzes too!

Directions Answer the questions in boxes 1–4. Then write a conclusion about what you read.

<p>1. Fact: True or false? Crepes and blintzes are the same thing.</p>	<p>2. Fact: Blintzes are from which part of the world?</p>	<p>3. Fact: What's one thing you can put on or in a blintz or crepe?</p>	<p>4. What I Know:</p>
<p>5. Conclusion:</p>			

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Home Activity Your child learned about drawing conclusions. Have your child tell you about something that happened to him or her during the school day. Then help your child summarize what happened and draw a conclusion from it.

Name _____

More Spellings of /ò/

Directions Choose the word with the vowel sound in **ball** to complete each sentence. Write the word on the line.

- _____ 1. Tino and I (disagreed/fought) over whose bread was better.
- _____ 2. We each (decided/thought) our own tasted great.
- _____ 3. Tino and I (brought/provided) slices of bread to Ashley.
- _____ 4. We told Ashley we (desired/sought) her honest opinion.
- _____ 5. We agreed she (ought/had) to decide which was best.
- _____ 6. Ashley took a bite of Tino's bread and began to (choke/cough).
- _____ 7. A crumb was (caught/stuck) in her throat.
- _____ 8. After Ashley felt better, her (afterthought/answer) was that she liked my bread better!

Directions Cross out the seven words in the box that **do not have** the vowel sound you hear in **ball**. Choose a word that is left to match each clue. Write the word on the line.

- _____ 9. a parent's female child
- _____ 10. a sign of a bad cold
- _____ 11. purchased
- _____ 12. gave lessons
- _____ 13. argued
- _____ 14. bad
- _____ 15. what animals drink from

bought
boulder
cough
daughter
dough
fought
frighten
height
laughter
naughty
shoulder
taught
though
trough

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Home Activity Your child wrote words with the vowel sound in *ball*, as in *caught* and *fought*. Work together to make a crossword puzzle using words and definitions from this page. Your child can use a dictionary to find definitions for the words in exercises 1–8.

Name _____

Outlining

Summarizing is finding the most important ideas about a topic. You can summarize when you read sources during research. One way to summarize is by making an outline. An **outline** shows a main idea and details, like the one shown below.

Favorite Mexican Dishes

I. Meat

A. Beef

1. Dried beef
2. Grilled beef steak

B. Poultry

1. Chicken
2. Chicken enchiladas

II. Vegetables

A. Beet salad

B. Zucchini with corn

III. Fruit

A. Grapefruit salad

B. Mango salsa

Directions Write the words from the box in the outline. Use the outline above as a guide.

Shrimp Peppers Spaghetti Parmesan Vegetables

Common Italian Ingredients

I. Cheese

A. Mozzarella

B. _____

II. _____

A. Mushrooms

B. Onions

C. _____

III. Pasta

A. Rigatoni

B. _____

IV. Fish

A. Salmon

B. Sea bass

C. _____



Home Activity Your child learned how to make an outline to summarize ideas. Write the names of several different foods. Ask your child to organize the food names in an outline by food groups.