

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.

Detail:

1. **Farmers and hunters provided food for more people.**

Detail:

2. **Settlers learned new skills.**

Detail:

3. **Settlers made better tools and found new uses for them.**

What you know:

4. **Good tools make tough jobs easier.**

Conclusion

5. **More food and better tools led to formation of cities.**



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

Check the Words You Know

- ___ blunders
 ___ civilization
 ___ complex
 ___ envy
 ___ fleeing
 ___ inspired
 ___ rustling
 ___ strategy

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 _____.

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

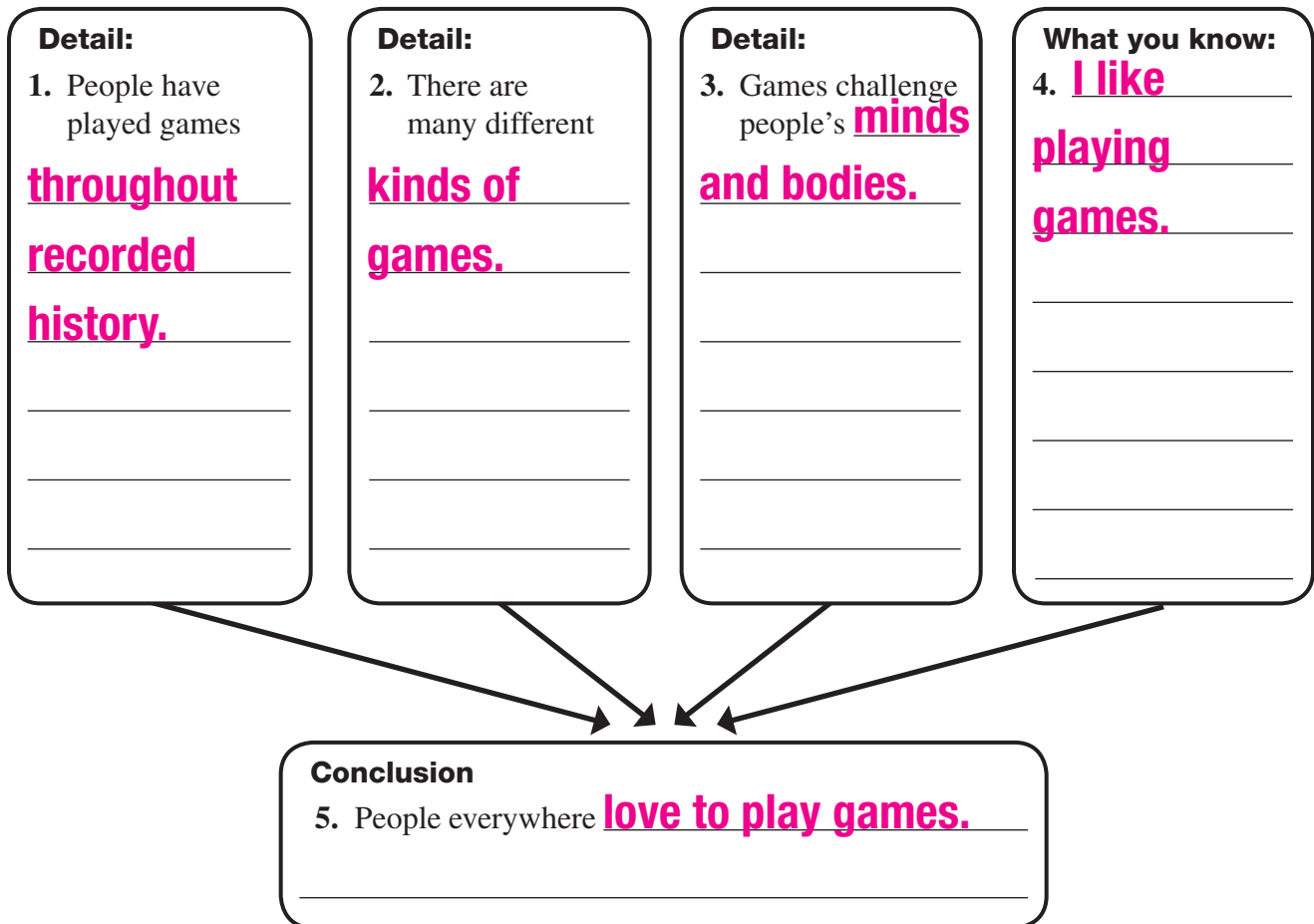
- A **conclusion** is a decision you make after thinking about the details of what you read.
- Often your prior knowledge can help you draw, or make, a conclusion.
- When you draw a conclusion, be sure it makes sense and is supported by what you have read.

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

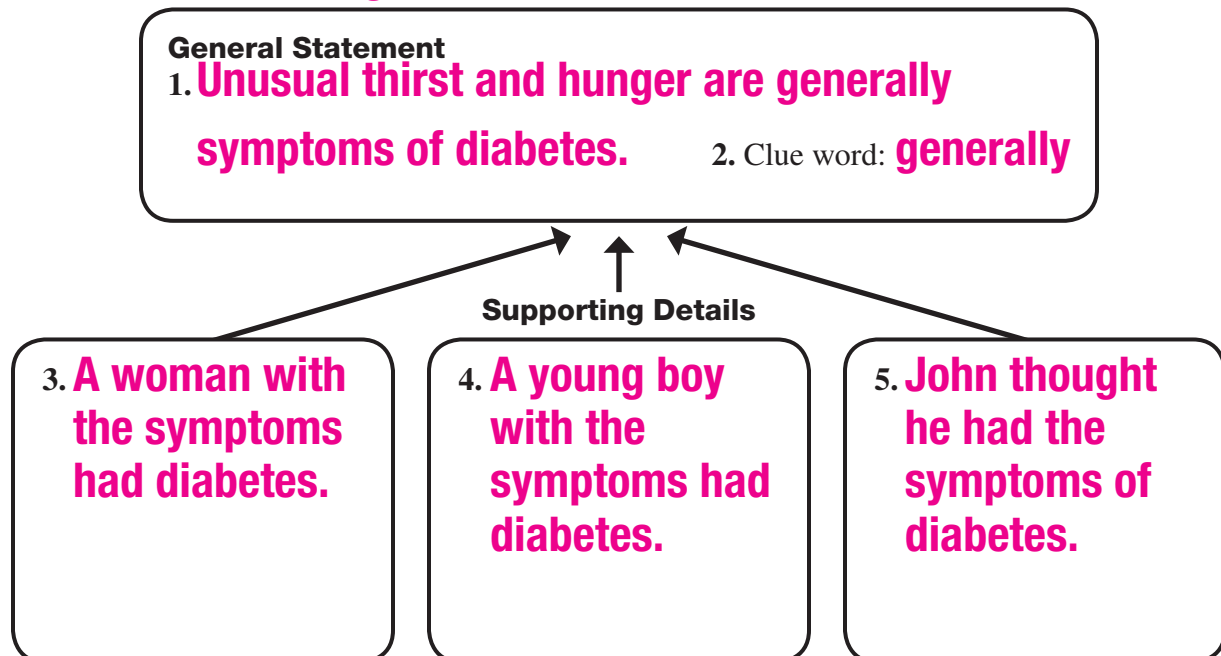
- An author may write similar details about different things or people. You can use these similar details to make a general statement that covers all the things or people. This statement is called a **generalization**.
- A **valid** generalization can be supported by facts or details. A **faulty** generalization 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



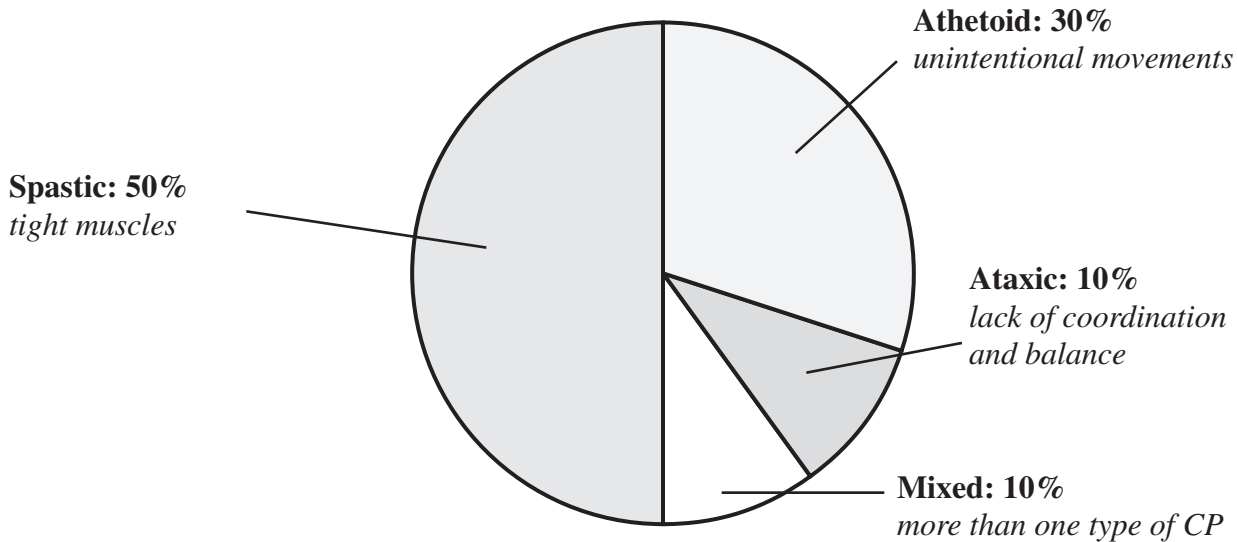
Home Activity Your child identified and used context clues to understand new words of a passage. Have a discussion with your child in which you use context clues to give clues to the meaning of new words.

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.



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.**

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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 style="width: 95%;" type="text"/>		
First Name	<input style="width: 95%;" type="text"/>		
City	<input style="width: 95%;" type="text"/>	State	<input style="width: 80%;" type="text"/>
Country	<input style="width: 95%;" 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

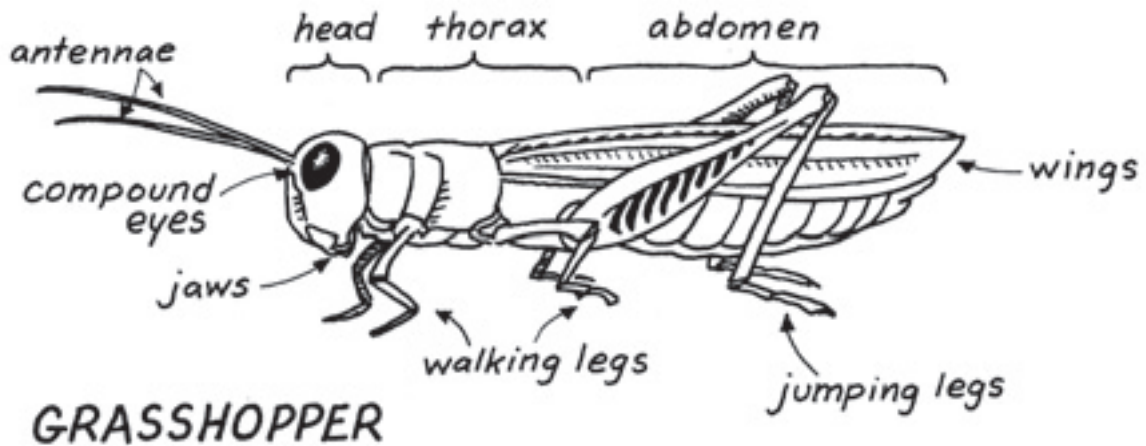
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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.

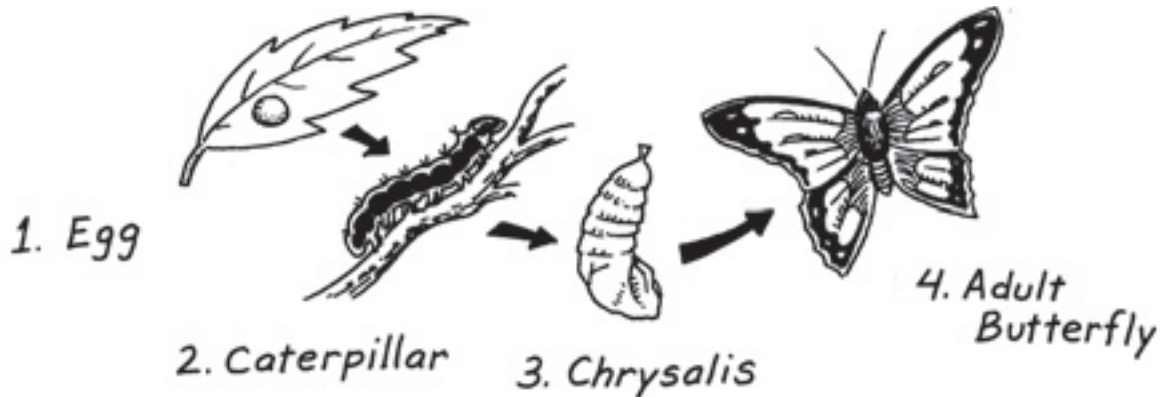
Name _____

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.

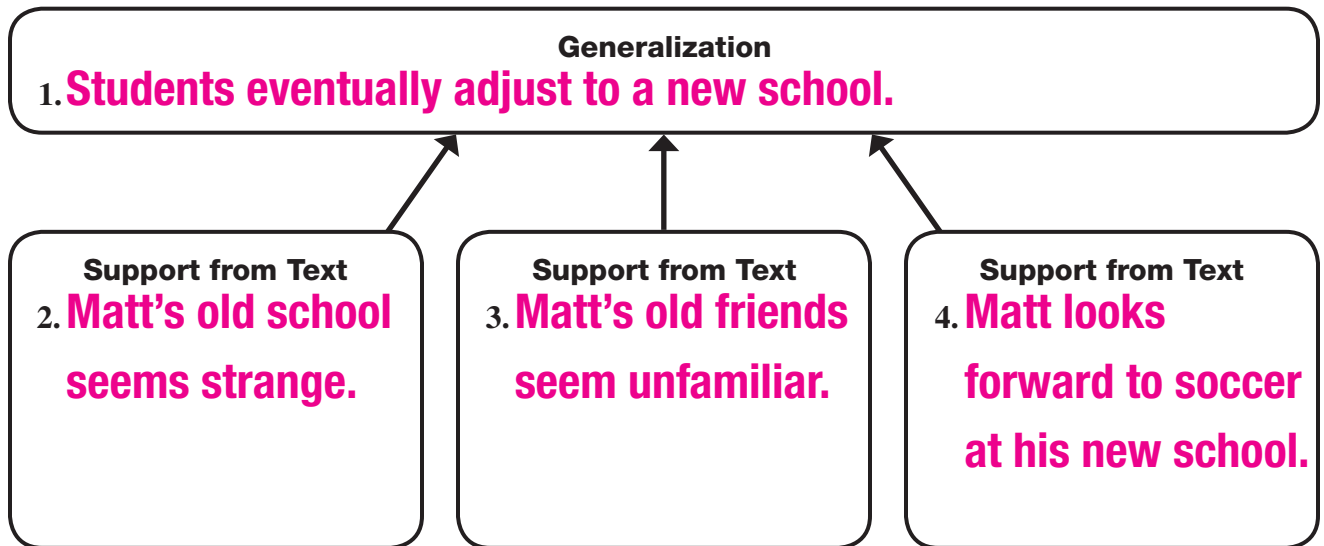
Directions Read the following passage.

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.

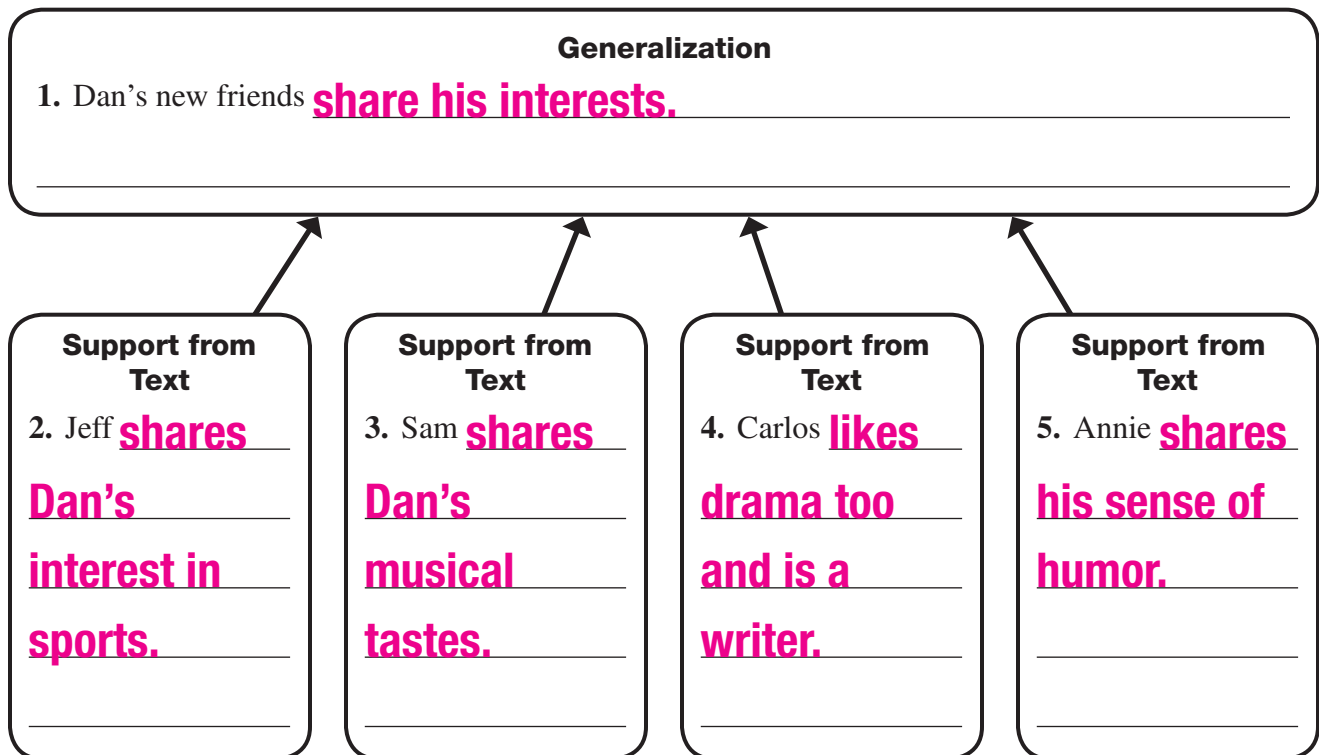
Directions Read the following passage.

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

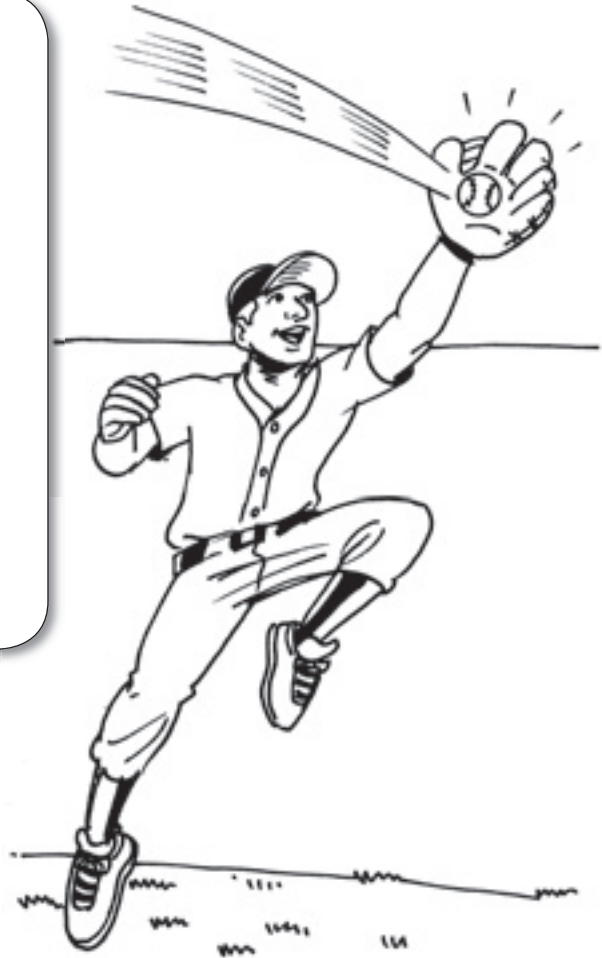
Summary

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

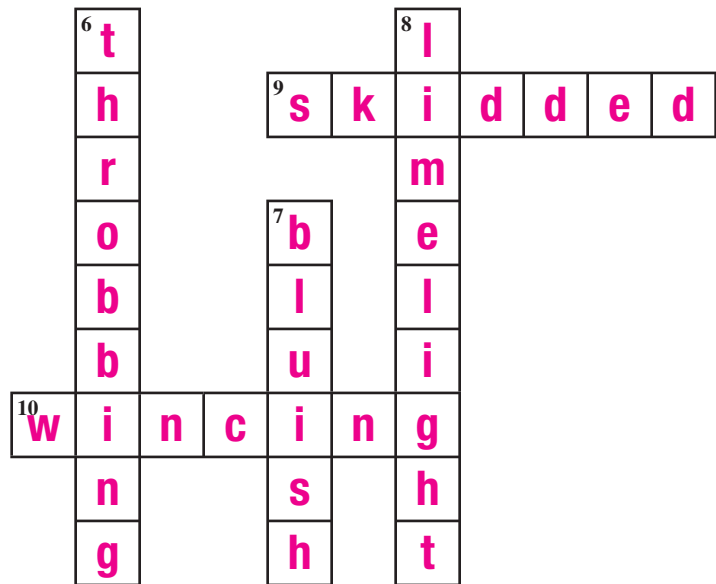
Directions Choose the word from the box that matches the clues and complete the crossword puzzle.

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.

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.**



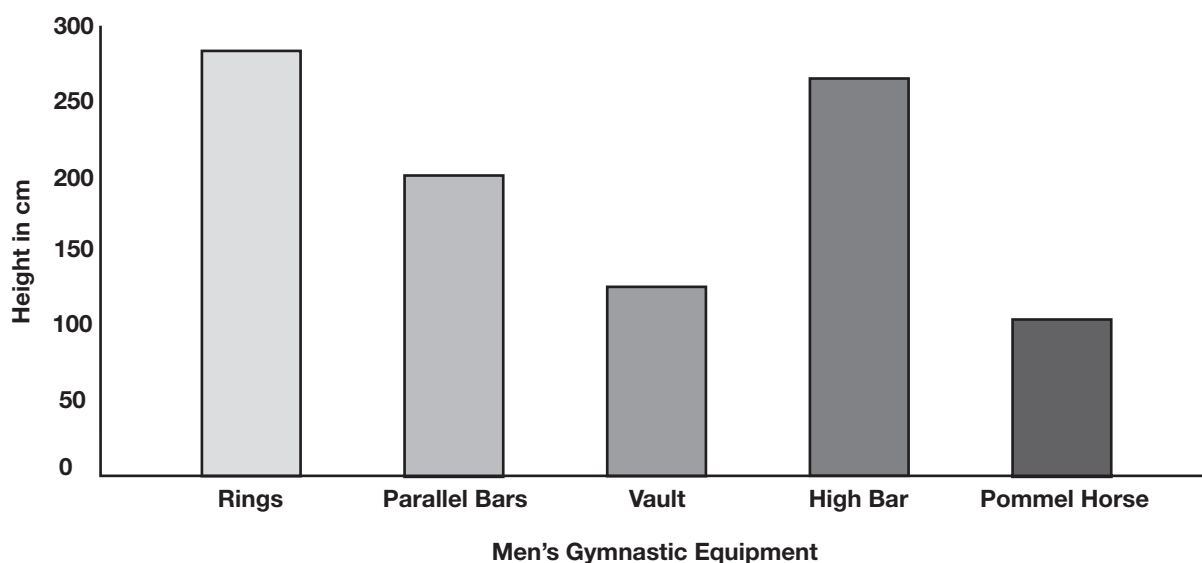
Home Activity Your child read a short passage and drew a conclusion based on the facts in the passage. Together with your child, read an article about an unfamiliar sport. Have your child draw a conclusion about why people participate in that sport.

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.

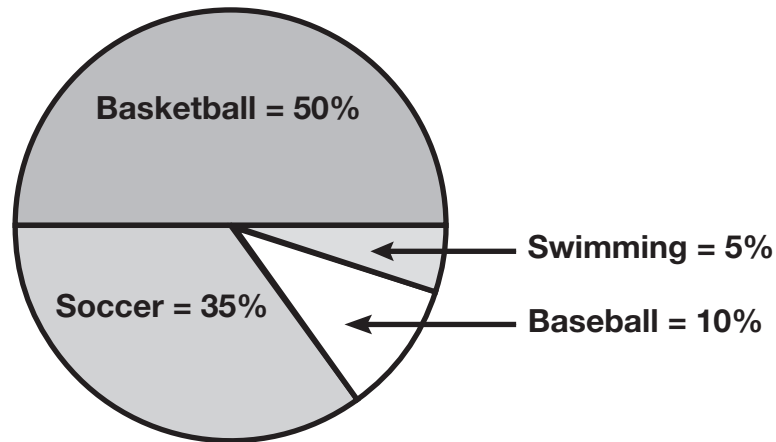
4. Approximately how tall are the parallel bars? The high bar?

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

erie 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

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

Literary Elements • Character and Plot

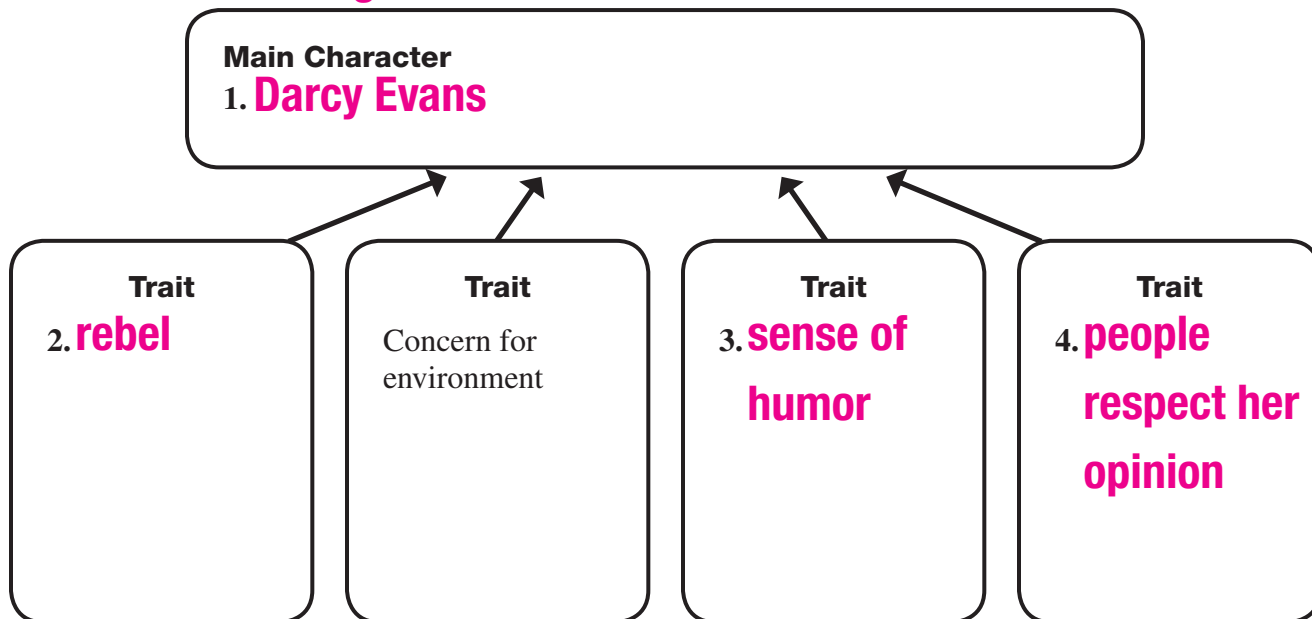
- **Traits** are the qualities, such as bravery or shyness, of **characters**, or the people and animals in a story. We see characters' traits in their words and how other characters treat them.
- The **plot** is the pattern of events in a story. Usually, the events are told in sequence, from start to 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.

Possible answers given for 2–5.



5. Why does Darcy fight on behalf of various causes?

Darcy fights on behalf of the causes she believes in.



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.

- | | |
|---------------------------|---------------------------|
| severe _____ | 6. strict, harsh, violent |
| eerie _____ | 7. spooky |
| pondered _____ | 8. thought about |
| intersection _____ | 9. crossroads |
| withered _____ | 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.

News reports should include words from the vocabulary list and details about an event that might happen in the student's hometown.



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.

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.

Possible answers given for 2, 3, 5.

1. What is the root of the word *section*? What does the word mean?

***sect*; It means “a part or a piece,” as in something cut from a larger object.**

2. How does the Latin root of the word *spectacles* help you understand the meaning of the word?

It means “something that makes things easier to see.”

3. How does the Latin roots in the word *interaction* help you understand the meaning of the word?

***Inter* means “between,” so *interaction* must mean “activity between two people or things.”**

4. The Latin root word *distrahere* means “to pull away.” Which word above comes from that root?

distract

5. How do the Latin roots of the word *pondered* help you understand the meaning of the word?

***Ponder* must mean “to weigh something in your mind,” or “to think about it deeply.”**



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.

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?

The author is writing to inform.

2. How many miles, from north to south, did the earthquake stretch?

900 miles

3. According to the author, what happened to the business district?

It was burned down by fires.

4. What other facts does the author include?

The earthquake started at 5 A.M. It occurred on April 18, 1906.

San Francisco is near the San Andreas Fault. Many other towns shook. Many roads were broken up.

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.

Answers should describe buildings and ground shaking, as well as the effects of an earthquake inside a home.



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?

Possible answer: No. He seemed to be successful at everything.

2. How might Washington's knowledge of the land have helped him as a general in war?

He was more familiar with the land than his opponents.

3. Why did he take over the family farm?

His oldest brother died.

4. What helped Washington be so successful as a farmer?

He used new scientific farming techniques.

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.

Answers should include references to new farming techniques as well as any prior knowledge about farming.



Home Activity Your child answered questions about plot and character based on a passage about George Washington. With your child, describe a character from a favorite book or movie.

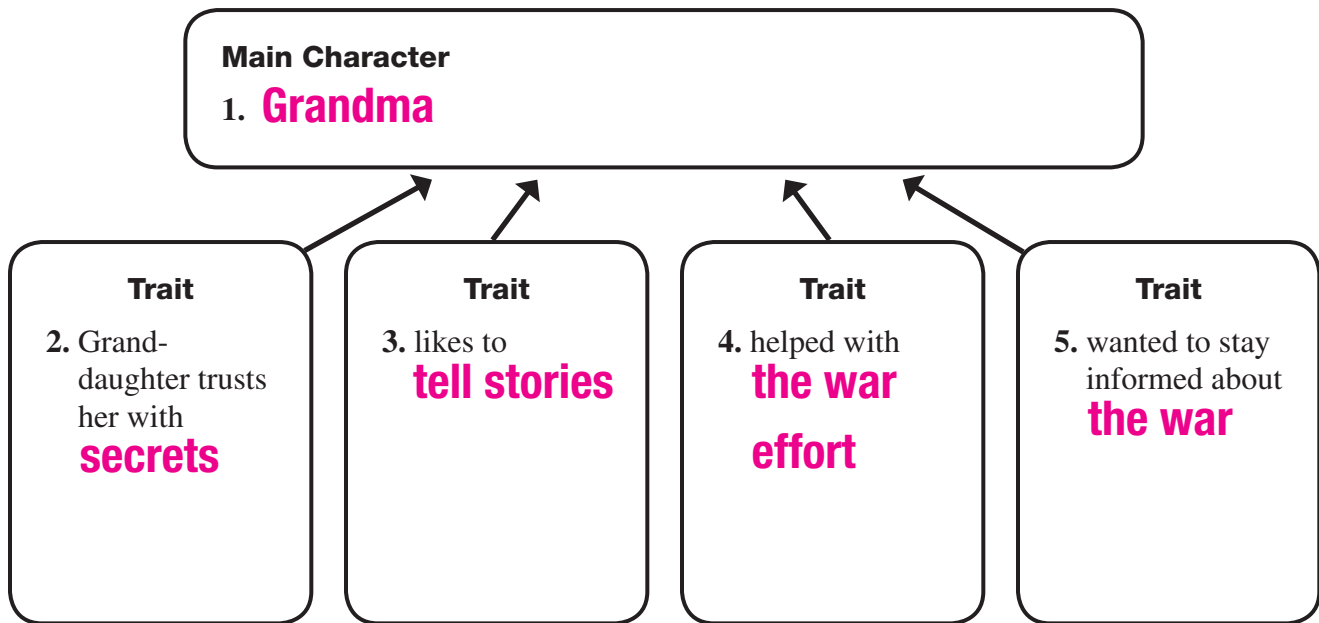
Literary Elements • Character and Plot

- **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. 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?

Encyclopedias, magazines, and dictionaries

2. Which would be the best source with which to start your report?

Encyclopedia of U.S. Presidents, Vol. II.

3. Would a magazine be more valuable to your report? Why or why not?

**Magazines tend to be more concerned with current events, but
The Historical Reader or History for Children might be valuable.**

4. Suggest a topic you might research in a library's card catalog for your report.

Presidents in war time

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?

Look up the author's name in the card catalog for the title.

6. Explain how a newspaper would be helpful if you extended your report to include U.S. Presidents in the twenty-first Century.

It would have some information on the current President.

7. How helpful would any of the newspapers be in gathering information for your report? Why?

**Not very helpful; Newspapers deal with news of the day or week
and not with large spans of history.**

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?

Student Dictionary of American History

9. If you wanted to find out how many Presidents were from a certain state, where would you look?

Possible answer: In the Encyclopedia of U.S. Presidents

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?

**Students' answers should note that newspapers and magazines
would have a great deal more information about Presidents than
children's movies.**



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

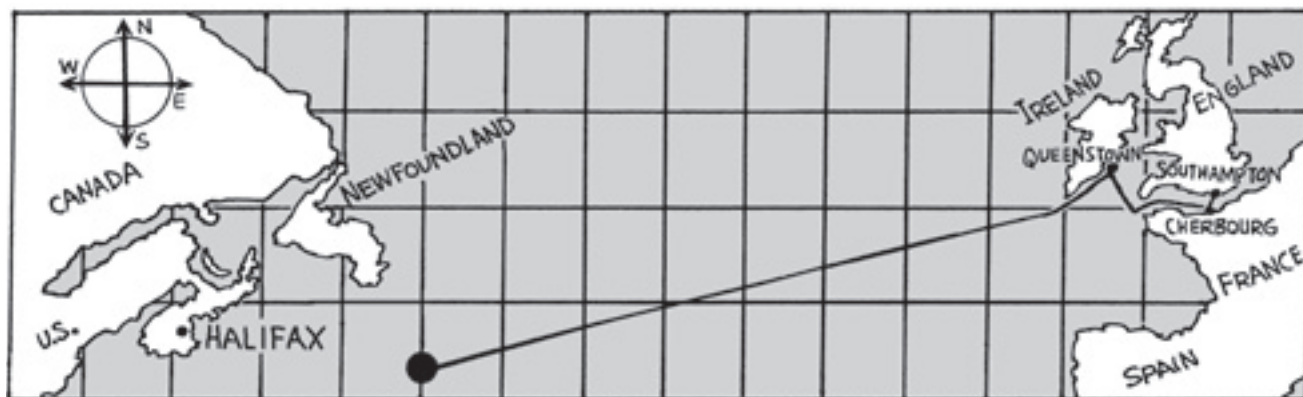
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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?

It started from Southampton, England.

2. What other two ports in Europe did the *Titanic* visit?

It stopped in Cherbourg, France, and Queenstown, Ireland.

3. In which direction was the *Titanic* sailing?

It was heading west.

4. Which country was the *Titanic* closest to when it sank?

It was closest to Canada.

5. The *Titanic* was headed to New York. About what portion of its journey had it completed when it sank?

Possible answer: The *Titanic* had completed about 3/4 of its journey.



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 • 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.

Possible answers given.

1. What is the meaning of *compressed*?

Compressed means “squeezed together.”

2. What is the meaning of *pioneer*? Is *pioneer* used as a verb or a noun in this passage?

A pioneer is someone who does something first; It is used as a noun.

3. What is the meaning of *invent*?

Invent means “to make something up for the first time.”

4. Look up *Jacques Cousteau* in your dictionary. Did you find him listed under *C* or *J*? When was he born?

Jacques Cousteau is listed under *C*. He was born in 1910.

5. Find an unfamiliar word in the passage. Write a sentence using this word.

compelled; The apple was so tasty, I was compelled to eat another one.



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.

Possible answers given for 3–5.

1. What is the topic of the passage?

thermoplastics

2. What is the main idea of the above passage?

Although thermoplastics were invented for astronauts, they can have many everyday uses.

3. What is one detail that supports the main idea?

It could be used as a protective coating for statues.

4. What is another detail that supports the main idea?

One use could be to protect radios and CD players from the Sun's heat.

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

NASA scientists invented thermoplastics to protect space vehicles from heat. They could also be used to protect everyday



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.

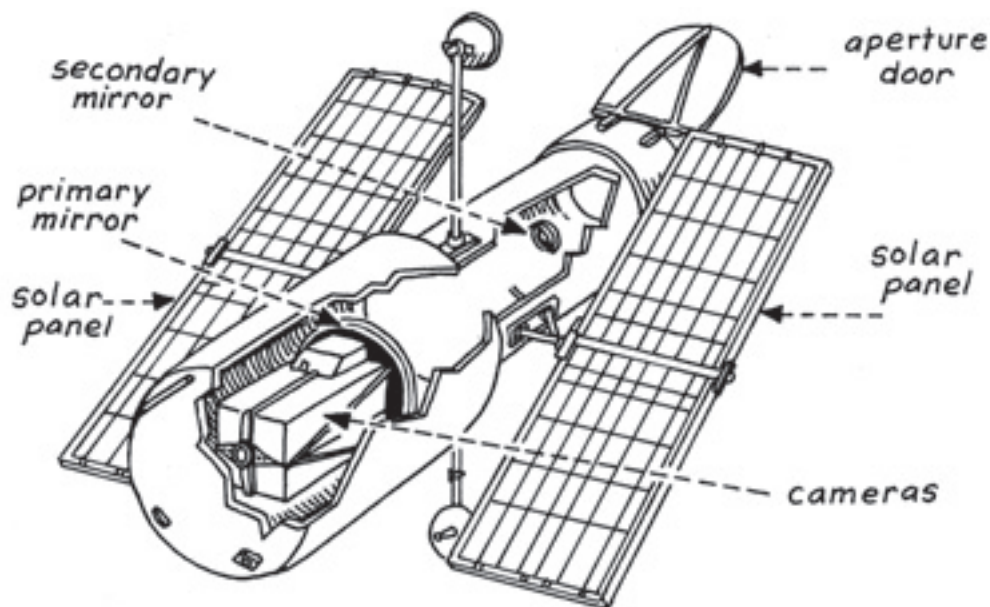
Name _____

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



Possible answers given for 2, 5.

1. How many solar panels are there on the Hubble Telescope?

There are two solar panels.

2. Why do you think the Hubble Telescope might need an extra solar panel?

So the telescope could keep functioning if one of them broke.

3. Where are the two cameras located on the Hubble Telescope?

The cameras are located inside the telescope.

4. Can you tell how big the Hubble Telescope is? Why or why not?

You can't tell the size because there is no scale.

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?

to protect the cameras when not in use

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?

Columbus first landed in the Ragged Islands.

2. What direction did Columbus travel after he reached the first island?

Columbus traveled west.

3. What was the name of the island Columbus departed from to return to Spain?

Hispaniola

4. What do you think the arrow pointing off the right side of the map means?

Columbus headed east back across the Atlantic Ocean.

5. What does the dotted line in the map represent?

The dotted line represents the possible route of the *Pinta*.



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.**Possible answers given for 6–10.**

1. When was the first ROV developed?

The first ROV was designed by a Russian photographer in 1953.

2. Why did the U.S. Navy develop ROV technology?

They developed it to recover a lost atomic bomb.

3. Why was *Alvin* developed?

***Alvin* was developed to better explore the wreck of the *Titanic*.**

4. How far below sea level is the wreck of the *Titanic* located?

It is located 13,000 feet below sea level.

5. Paraphrase the last two sentences of the first paragraph.

Private oil companies are responsible for recent developments in ROVs because they are always searching for oil.

6. Synthesize the information in the second paragraph.

***Alvin*, a human-driven ROV, was created by Woods Hole Oceanographic Institution to explore the *Titanic*. The driver controlled the steering and a camera.**

7. How would you organize your notes about this article? Why?

I would organize my notes in three parts because there are three paragraphs.

8. Why is it important for you to take notes about what you read?

Taking notes can help you understand and remember the text better when you are studying.

9. How does paraphrasing help you to understand and recall material that you read?

Putting ideas into your own words can help you understand and remember information that you read.

10. In the space below, make a simple time line of the major developments in ROV technology.

Check students' time line for accuracy.



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.

Possible answers given.

AUTHOR'S PURPOSE	1. The author is writing to inform about Jenna's dream to be an astronaut.
DETAIL What is one example of Jenna's interest in astronauts?	2. She made her parents take her to a launch site for vacation.
DETAIL What is another example of Jenna's interest in astronauts?	3. She watches documentaries about space exploration.

4. Does the author meet his or her purpose successfully? Why do you feel this way?

yes; The author describes a variety of activities that reflect Jenna's dream of becoming an astronaut.

5. If you did not understand the passage, what could you do to help yourself understand?

You could go back and re-read the passage at a much slower rate.



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.

Name _____

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.

- focus** _____ 6. what gets the most attention
- gravity** _____ 7. this keeps our feet on the ground
- monitors** _____ 8. they show information
- accomplishments** _____ 9. things you can successfully complete
- specific** _____ 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.

Scenes should include words from the vocabulary list and reflect dialogue between the astronaut and his granddaughter describing a flight to the Moon.



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?

A monitor is someone who focuses on details and observes them.

2. What is another definition for the word *monitors*?

Monitors can also be TV or computer screens.

3. What context clues helped you understand the way the word *gravity* was used in the passage the first time?

“serious work”

4. What does *focus* mean the first time it is used in the passage?

It means “to concentrate on.”

5. What does *focus* mean the second time it is used in the passage?

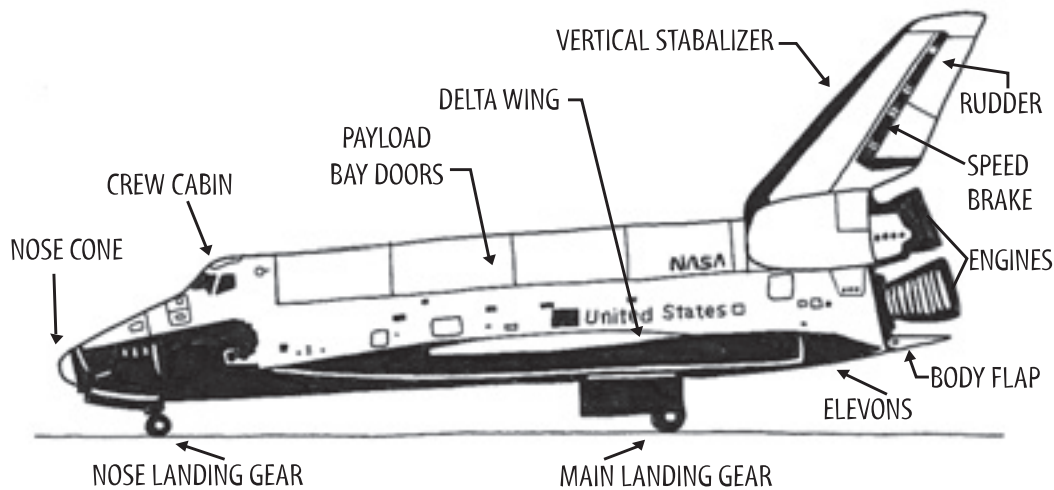
It means “a central point of attention.”



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.



Possible answers given for 2, 4.

1. What does the Space Shuttle use to land when returning to Earth?

It uses the landing gear.

2. According to this diagram, what part of the Shuttle do you think is the *most* different from a non-military airplane?

The doors are on the top. On an airplane they are usually on the side.

3. Where is the large equipment stored for each mission?

In the payload bay.

4. How do you think the Shuttle is designed like an airplane?

The same kinds of things help it fly, like the wings, tail, and engine.

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.

Answers might include thoughts about how large the Shuttle is to handle, the distance from Earth, and the power of the engine.



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.

Possible answers given for 3, 5.

1. What is the author's main purpose for writing the above passage?

The main purpose is to inform the reader.

2. When she was a little girl, what did Sally Ride want to be when she grew up?

She wanted to be a professional tennis player.

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?

No; it takes a long time to be trained to be an astronaut.

4. Based on her hours of space flight, approximately how many days was Sally Ride in space?

She was in space for about fourteen days.

5. If you needed to answer questions about Sally Ride, what fix-up strategies could you use to do so?

You could go back and scan the passage for the information you were looking for. You could have also taken notes while reading.



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 entertain.
DETAIL What did Carl make his space capsule from?	2. a refrigerator box
DETAIL Name two things Carl did as part of his astronaut training.	3. Carl ran around his yard. 4. Carl monitored the temperature everywhere in his house.

5. Did the author meet his or her purpose successfully? Why do you feel this way?

Possible answer: yes; The author includes lots of interesting and humorous details about Carl.



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?

“The Years Before Space Exploration” in *Our Times*

2. In each listing, where does the title of the article appear?

The article's title appears first in each listing.

3. What do the words in brackets tell you?

They provide additional information about the article and its title.

4. Are there any books listed in this section? How do you know?

no; The *Readers' Guide* lists only periodicals, not books.

5. Why is the *Readers' Guide to Periodical Literature* a valuable tool?

Possible answer: It provides a listing of hundreds of periodicals and magazines, making it easy to find these resources.

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 '03Astral Recordings. *Science Sounds* v6 p33 F '04Earth's Neighbors [Venus and Mars] T. Charleston. *The Jersey Times* Sec 1 p3 O 7 '03Ice on Mars [NASA's report on ice deposits] W. M. Walters. *This Great Planet* v8 p29 Ja '04Life on Mars? [research by University of Minnesota] L. Fulkner. *Science Research Weekly* p8 S 18 '03The Trouble With Hubble [information on Hubble] J. Randolph. *Astrophysical Magazine* v68 p356 Mr '04**Possible answers given for 6, 9, 10.**

6. Why do you think the “*See also*” references are placed at the top of the listing?

These refer to related topics that may contain useful information.

7. According to the listing above, what is the focus of the article in *The Jersey Times*?

The focus of the article is the planets Venus and Mars.

8. If you were writing a report on the possibility of water existing on Mars, which article or articles would be most helpful?

“Life on Mars?” in *Science Research Weekly* and “Ice on Mars” in *This Great Planet*

9. How would you describe one of the major differences between a library card catalog and the *Readers' Guide*?

The card catalog lists all of the books found in the library. The *Readers' Guide* is an index of periodical articles.

10. If you were writing a research paper, why might you use the *Readers' Guide*?

I could use it to find up-to-date magazine and journal articles about my subject.



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

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

Cause and Effect

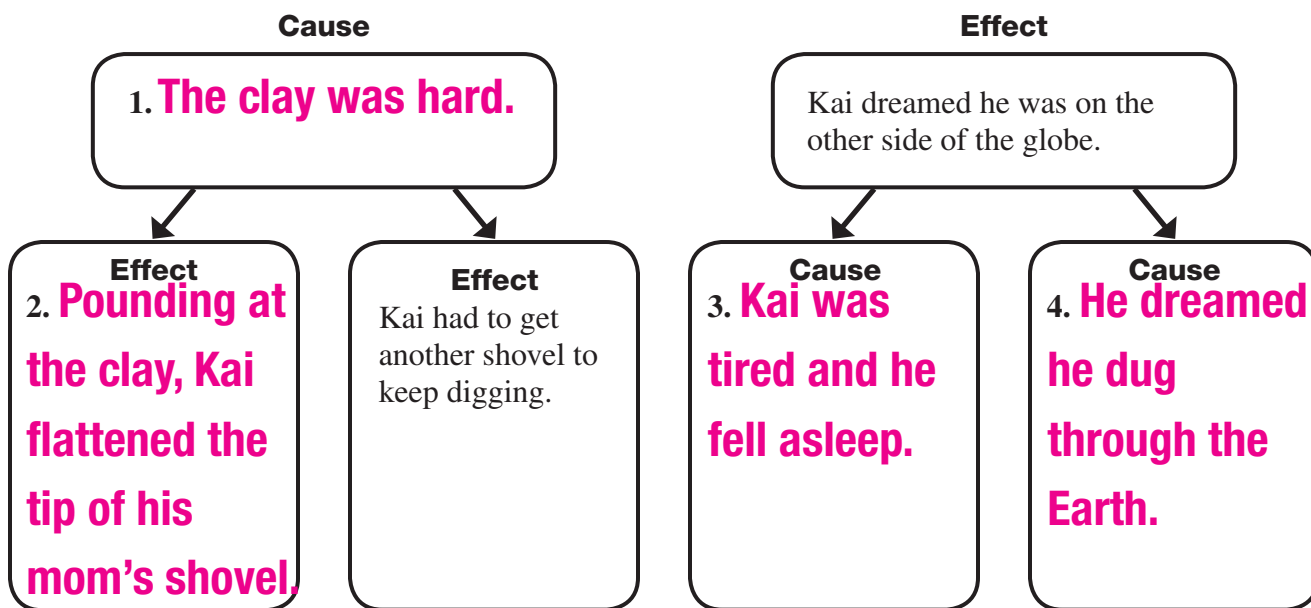
- A **cause** (what makes something happen) may have several effects. An **effect** (what happens as a result of a cause) may have several causes.
- Sometimes clue words such as *since*, *as a result*, *caused*, *thus*, *therefore*, and *consequently* are used to show cause-and-effect relationships.

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.

Possible answer: Kai tried to dig to the other side of the planet, but found it was easier to dream about digging.



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.

extinct _____

1. No one is really sure how the dinosaurs became _____.

plunged _____

2. Some think a giant asteroid collided with the Earth and _____ it into darkness.

armor _____

3. Some dinosaurs looked as though they were covered in heavy, protective _____.

hideous _____

4. Although they looked strong, they were not protected from starvation, a painful and _____ way to die.

encases _____

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

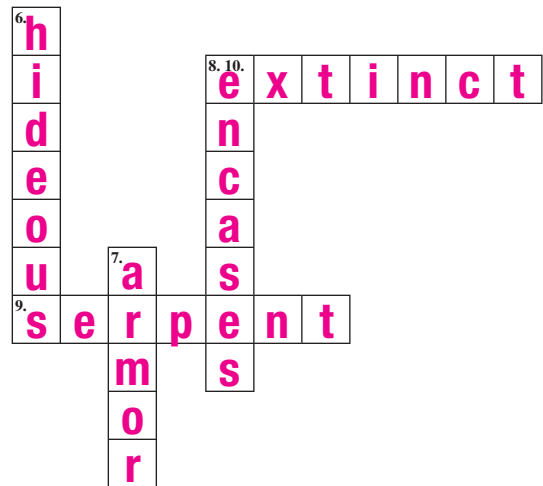
Directions Fill in the crossword puzzle using the clues below.

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.

Newspaper articles should include words from the vocabulary list and be about fossils found in the student's town.



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.

- What do you think *hideous* means?

Possible answer: Hideous means "very ugly."

- What context clue helped you understand its meaning?

The passage says "or horrible" separated by commas.

- How do context clues help you understand the meaning of *serpent*?

The passage says "or snakes" in parentheses.

- How do context clues help you understand the meaning *ancestor*?

The passage says "came before" later in the sentence.

- What context clues help you to figure out what *extinct* means?

The sentence contrasts animals living today with *ichthyosaurs*, which suggests that dinosaurs no longer exist.



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?

The author's purpose is to inform.

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

The author gives many facts about one subject.

3. How did the author's purpose affect your reading rate?

Possible answer: I had to read slower to understand all the facts.

4. Why might Africa and South America have been joined together at one point in time?

The west coast of Africa appears to fit exactly along the east coast of South America.

5. Write a sentence or two to persuade people to take a vacation on Pangaea.

Possible answer: Have you ever wanted to hike from California to China? Come to Pangaea where the ocean won't get in your way!



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?

Dinosaurs are large and strange.

2. What are two effects of people's fascination with dinosaurs?

Museums showcase them. Books are written about them.

3. Using your own experience, what might be the most important reason we like dinosaurs?

We are curious.

4. Why do you think older people and young people are interested in dinosaurs?

People are curious regardless of their age.

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

People are fascinated by dinosaurs for many reasons. Because of their fascination, many books, movies, and museums have been created.



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

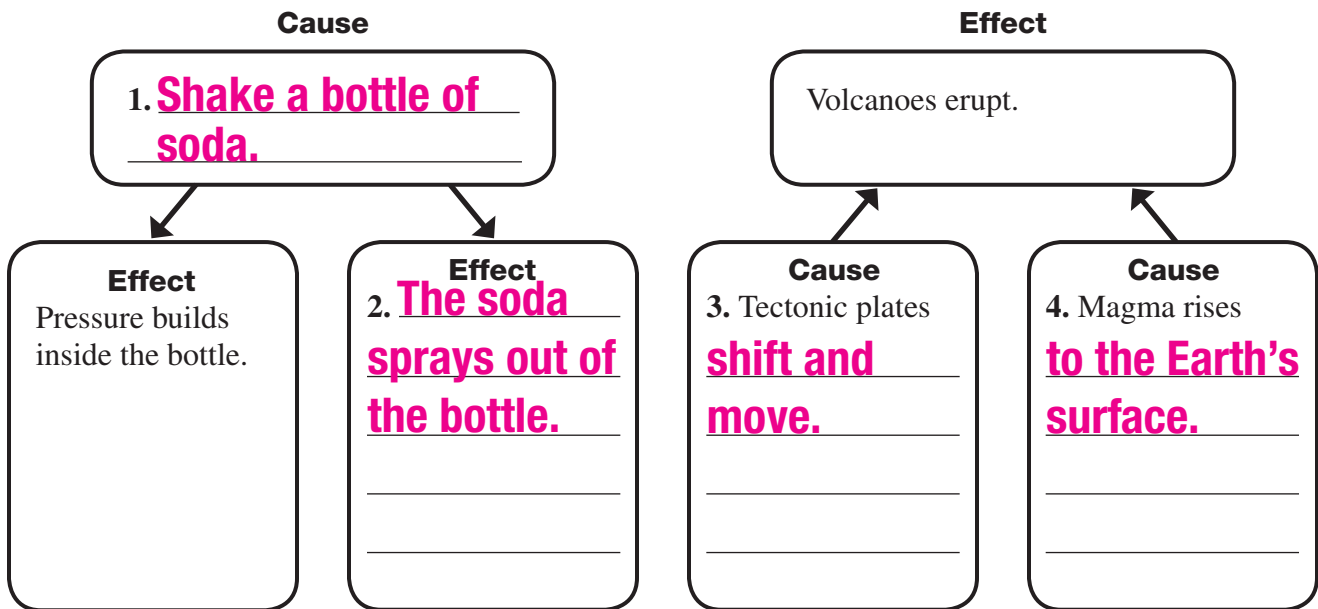
- A **cause** (what makes something happen) may have several effects. An **effect** (what happens as a result of a cause) may have several causes.
- Sometimes clue words such as *since*, *as a result*, *caused*, *thus*, *therefore*, and *consequently* are used to show cause-and-effect relationships.

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.

Possible answer: A volcanic eruption is like a soda bottle exploding. Pressure builds inside and forces an explosion.

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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

Possible answers given for 2–5.

1. Where would you begin your search on this site for a diagram of the Earth’s layers?

You would begin in the Search bar in the upper right corner.

2. What keywords would you use to search for a diagram of the Earth’s layers?

Earth, layers, and diagram

3. If you want to get an idea of the size of the diagram area, what specific keyword would you need to use?

scale

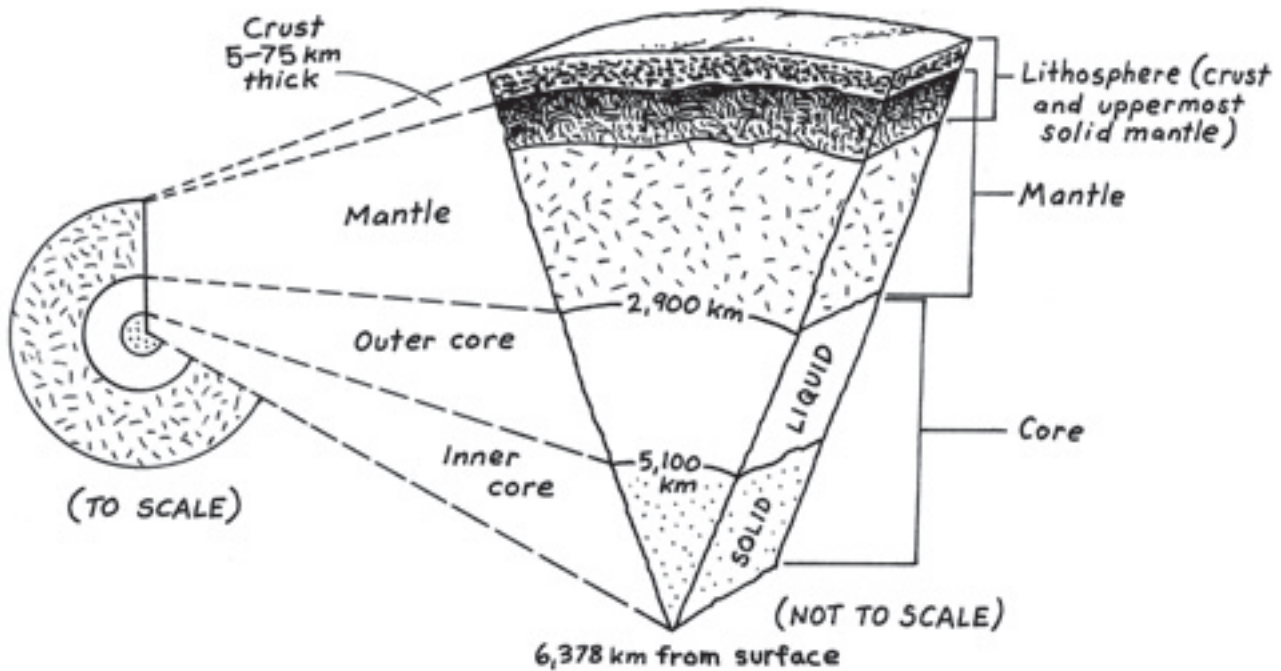
4. If you wanted help understanding the diagram, what might be a helpful keyword to include in a search?

help

5. Why would a geology site be a good place to start looking for your diagram?

This is a site about geology and the natural sciences, and studying the layers of the Earth is a part of geology.

Name _____

Directions Use the diagram below to answer the questions.

6. Which of the two images of the Earth's layers is to scale?

The smaller image to the left is to scale.

7. What is the Earth's core made of?

It is made of solid and liquid materials.

8. Looking at the "To Scale" image, what makes up the largest part of the Earth: the core, the mantle, or the crust?

The mantle makes up the largest part.

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?

4 inches in diameter.

10. How might you interpret what the drawing shows about the Earth's core?

Possible answer: The core is the innermost part of the Earth, and it's made of solid and liquid matter.



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

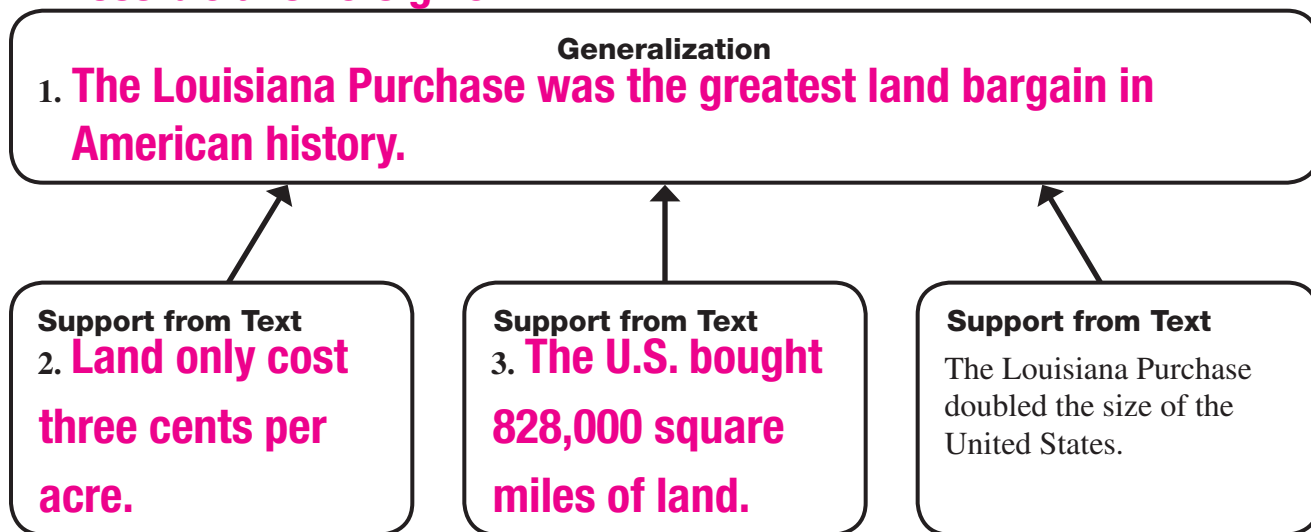
- To **generalize** means to make a broad statement or rule that applies to several examples. Clue words such as *all*, *many*, and *most* can signal generalizations.
- If generalizations are supported by the text, they are *valid generalizations*. If they are not supported by the text or by logic, they 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!

Possible answers given.



4. In box #1, what word suggests the statement is a generalization?

The word *greatest* suggests that it is a generalization.

5. Would you say this generalization is valid or faulty? Why?

valid; The statistics and facts support the generalization.

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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, **vacant** _____ old buildings that stand like ghosts in Colorado. 7. At one time these booming towns were **overrun** _____ with prospectors. 8. The prospectors had come in search of gold and **economic** _____ freedom. 9. **Scrawled** _____ on old walls and doors are the names and dates of particularly wealthy gold rushers. 10. Unfortunately, their financial success and **independence** _____ 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.

Advertisements should include words from the vocabulary list, as well as describe the park's features and note details that show elements of life in the Old West.



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?

“needing the support of others”; The prefix means “not.”

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

***overrun*; The prefix changes “run” to “running too much.”**

3. If *invalid* means “not acceptable under the law,” what does its base word mean and why?

“acceptable under the law”; Since the prefix means “not,”

without the prefix you have only the meaning of the base word.

4. What do you think might be the definition of *overpower*? Why?

“to conquer by greater strength”; The base word *power* means

“strength,” and the prefix *over-* means “too much.”

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?

Adding the prefix *in-* would make the word *inexperienced*; The prefix reverses the meaning of the base word.



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?

Possible answer: to show how various regions of today's United States were organized and controlled in 1810

2. How many territories belonged to the United States in 1810? What are they?

six; Louisiana Territory, Illinois Territory, Indiana Territory, Michigan Territory, Mississippi Territory, Orleans Territory

3. According to the map, what are the two largest areas that are not states?

The Louisiana Purchase and areas controlled by Spain.

4. What shading pattern represents the area controlled by foreign countries?

Spain controlled most of the Southwest and present-day Florida.

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.

Possible answer: The areas controlled by foreign governments, because they might attack the U.S.



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.

Possible answers given for 1–3, 5.

1. What would be a generalization about railroads you could base upon the text above?

Railroads were one of the most important factors in the growth and settlement of the American West.

2. What is one thing in the text that supports your generalization?

In the 1850s and 1860s, rail lines appeared in Missouri, Arkansas, Texas, and California.

3. What is another thing in the text that supports your generalization?

Towns that stood near railroad lines prospered.

4. What is the word *most* used to describe in the passage?

important factors in the growth of the West

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.

Letters might include reasons why a railroad line would benefit both the town and the railroad company.



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 **follow some kind of dream.**

Support from Text

2. Often settlers' dreams involved **getting rich**

Support from Text

3. Other people wished to **find a better life.**

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?

many

5. Based on the evidence in the text, is the author's generalization *valid* or *faulty*? Why?

Possible answer: valid; The author uses several examples to show that many settlers were following various kinds of dreams.



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 merrymakers
 - 2. Banking and loan sharks
 - 3. Golden staircases

1. What are the two main topics of this outline?

“Traveling West,” “The Rush for Gold”

2. Under the first subtopic of “The Rush for Gold,” what details are listed?

“Prospectors,” “Easterners flock to new towns”

3. Which subtopic describes dealings with Native Americans?

“I.B., Meeting the natives”

4. Which is the first subtopic to contain information about people striking it rich during the Gold Rush?

“II.B., The newly rich”

5. How can an outline help you plan a report?

Possible answer: An outline can help you organize information so that you can present it in a clear, reasonable way.

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.

Possible answers given.

Purchase of the Louisiana Territory

I. Spain Controls Louisiana Territory

- 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. **Napoleon wants control of Louisiana Territory**

II. France Acquires Louisiana Territory from Spain

III. United States and France at Bargaining Table

- A. **U.S. wishes to buy New Orleans and mouth of Mississippi**
- B. **France lets go of plan to control mid-North America**
 - 1. French army weakened by disease
 - 2. Napoleon fearing war with Britain
- C. **U.S. purchases Louisiana Territory from France**

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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

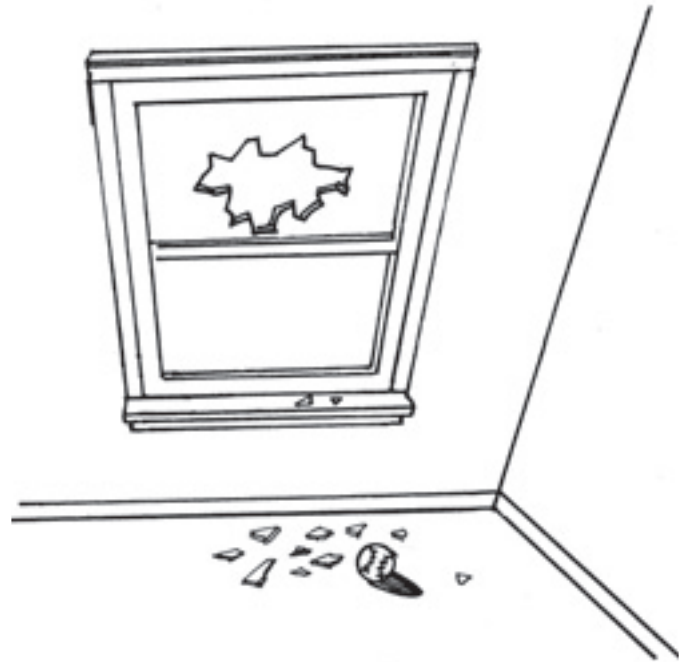
Summary

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.

Possible answers given.

What Can I Conclude?

1. **Tina is a very caring and responsible cousin.**

What Does the Text Say?

2. **She watches the younger children carefully.**
3. **She plays with and teaches the children.**
4. **She brings the children snacks.**

What Do I Already Know?

5. **I already know that toddlers need to be watched carefully. I know also that beaches can be dangerous for young children.**



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.

- concealed** _____ 1. put out of sight; hidden
- hammocks** _____ 2. hanging beds or couches made of canvas, cords, etc.
- tweezers** _____ 3. small pincers for picking up small objects
- sternly** _____ 4. strictly; firmly
- lamented** _____ 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.

- hammocks** _____ 6. These can be tied between two trees.
- tweezers** _____ 7. These are used to remove something or pull something out.
- algae** _____ 8. This is a group of related living things, living mostly in water.
- driftwood** _____ 9. This is wood that you might find washed up on a beach.
- sea urchins** _____ 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.

Journal entries should include words from the vocabulary list and details about a beach adventure.



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.

Possible answers given for 1, 3, 5.

1. What is the definition of *lamented*? Use it in a sentence of your own.

***Lamented* means “showed grief for someone or something.” Todd lamented that he had hurt his mother’s feelings.**

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*?

Sea urchins are small sea animals with spiny shells. The entry word would be found with the guide words *season* and *second*.

3. What is the definition of *marveled*?

***Marveled* means “felt wonder and astonishment.”**

4. What is the definition and part of speech of the word *driftwood*?

***Driftwood* is a noun meaning “wood carried along by water or washed ashore from the water.”**

5. What does *concealed* mean in the passage? Put the definition in your own words.

***Concealed* means “hidden.”**



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?

Clues include *during, after, three years earlier, before long, That same week, and As their parents talked.*

2. What clue tells you when Esteban moved to Canada?

The clue words *three years earlier* tell when Esteban moved to Canada.

3. When was Tim's family vacationing at Cape Cod? When was Esteban's family there?

They were vacationing during the summer after Tim finished fifth grade. Esteban's family was there the same week.

4. Why is the sequence of events important in this story?

Possible answer: The sequence is important because the boys have to be apart before they can unexpectedly meet again.

5. On a separate sheet of paper, list the events of the story in order. Label the sequence with letters, beginning with *a*.

Possible answer: a. Esteban and Tim are friends; b. Esteban moves; c. The boys' families both go to Cape Cod; d. Tim sees Esteban; e. The two boys play together.



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.

Possible answers given.

1. What conclusion can you draw about the functions of coral reefs?

Coral reefs are valuable to the environment and to human beings.

2. What is an important fact that supports this conclusion?

Coral reefs provide food and protection for fish.

3. What is another important fact that supports the conclusion?

Coral reefs protect shorelines from erosion.

4. What are two more facts that support the conclusion?

Coral reefs may one day contribute to the making of medicines, and they allow some people to make an income.

5. What details in the passage help you to visualize a coral reef? How did visualizing details help you to understand the passage?

The tropical waters, sea creatures, and waves helped me visualize the reef. Visualizing helped me understand what a reef is.



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.

Possible answers given.

What Can I Conclude?

1. Lifeguards have the ability **to help people stay safe and healthy.**

What Does the Text Say?

2. The lifeguard knew **about jellyfish and was able to remove the stingers.**
3. The lifeguard also knew **how to treat a jellyfish sting.**
4. David’s leg **felt better after the treatment.**

5. What is another conclusion you might draw from the text about swimming at a beach?

It is safer to swim at a beach if there is a lifeguard present.



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.

Possible answers given for 4, 5.

1. What is the purpose of these directions?

The purpose is to learn how to do rhythmic breathing.

2. What is the first step in the directions? What is the last step?

The first step is to stand in chest-deep water. The last step is to practice rhythmic breathing.

3. To do rhythmic breathing, which steps must be repeated? Why?

Steps 3 through 5 must be repeated to do the rhythmic breathing. The repetition allows for continuous breathing.

4. Why must these steps be done in order?

The steps must be done in order to inhale and exhale at the right times.

5. Explain how you were able to visualize the directions. How were you able to clarify directions you didn't understand?

I imagined each body motion as it was described. Rereading and reviewing also helped me understand the directions.

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.

1. Write down the letters of the word *seal*, 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 *push*.
3. Now add the four letters of a word that rhymes with *wrong* and means “the opposite of *short*.”
4. Cross out the letters *a*, *l*, and *l*.
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?

The purpose of the directions is to help me solve a word puzzle.

To complete step 1, I wrote down the letters of the word *seal*.

7. What is the word you wrote down to complete step 2? What letters do you have after completing step 2?

Step 2 refers to the word *pull*. After step 2, I have the letters *s, e, a, l, and p*.

8. What is the word you wrote down to complete step 3? What letters do you have after completing step 3?

Step 3 refers to the word *long*. After step 3, I have the letters *s, e, a, l, p, l, o, n, and g*.

9. What answer do you find for the puzzle after completing steps 4 and 5?

After completing steps 4 and 5, I have the answer *sponge*.

10. Why would it be impossible to solve this word puzzle without following the directions in order?

I can only complete step 4 if I have already completed steps 1, 2, and 3. I wouldn't be able to unscramble the word correctly without completing the previous four steps.



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

suspensions 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.

Possible answers given for 2–5.

Main Idea

1. **Plants can be endangered by human actions.**



Details

2. **Plants are threatened if the insects that pollinate them are killed by human chemicals.**
3. **Plants are threatened when land is taken over for buildings and roads.**
4. **Farming and logging can endanger plants.**
5. **Pollution of land and water can endanger plants.**



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.

- tundra** _____ 1. a vast, treeless plain in arctic regions
- parasites** _____ 2. living things that live on or in others, from which they get food
- scrawny** _____ 3. having little flesh; lean; thin
- bleached** _____ 4. whitened by exposure to sunlight or the use of chemicals
- suspensions** _____ 5. beliefs; feelings; thoughts

Check the Words You Know

- ___ **bleached**
- ___ **carcasses**
- ___ **decay**
- ___ **parasites**
- ___ **scrawny**
- ___ **starvation**
- ___ **suspensions**
- ___ **tundra**

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

- tundra** _____ 6. This ground is frozen even in summer.
- parasites** _____ 7. Lice and tapeworms are examples of these.
- starvation** _____ 8. This is an extreme form of hunger.
- carcasses** _____ 9. These are dead bodies of animals.
- decay** _____ 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.

Memos should include words from the vocabulary list and details about ailing animals.



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?

***Suspicions* is a noun; The *-s* ending makes the word plural.**

2. How does the ending in *checking* affect the word's meaning?

The *-ing* ending shows an ongoing action.

3. What is the meaning of *bleached*? What effect does the ending have on the word's meaning?

***Bleached* means "whitened by exposing to the sun or by using chemicals." The *-ed* ending makes the word past tense.**

4. How would removing the ending in *parasites* change the meaning of the word?

The word would become singular instead of plural.

5. Choose another *-s* or *-ed* word from the passage and write sentences using the word with and without the ending.

Possible answer: The pilot glimpsed the seals. The law did not allow hunters to harm the seals.



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?

At first, the land was a swamp. The clues are *Before the school was built* and *Back then*.

2. What first lived on the land? Who is there now?

At first, otters, beavers, frogs, turtles, and water birds lived in the swamp. Now people have taken their place.

3. What was the first change that was made to the land?

Truckloads of dirt were added to the land to fill it in.

4. What was the next step before the school was constructed?

Earth movers were used to shape the land, creating a flat surface with a few hills.

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?

Possible answer: The clues showed the order of events and helped me visualize how the area changed.



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.

- In one or two words, what is the topic of this passage?

animal populations

- What is the main idea of the passage?

When one species dies off, the species it feeds on multiplies.

- What is one important detail that tells more about the main idea?

Panthers and wolves, natural enemies of deer, have largely disappeared from the United States.

- What is another detail that supports the main idea?

There are more deer in the United States now than there were before colonists arrived.

- Identify the text structure used in each paragraph of this article.

paragraph 1: cause-effect; paragraph 2: problem-solution



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 **environment.**



Details

2. One thing that limits animal numbers is availability of **food.**
3. Also limiting animal numbers is lack of **shelter, water, and space.**
4. An animals’ numbers will decline if enemies are **competing for the same food.**
5. **Possible answer: Enemies will cut down an animals’ numbers.**



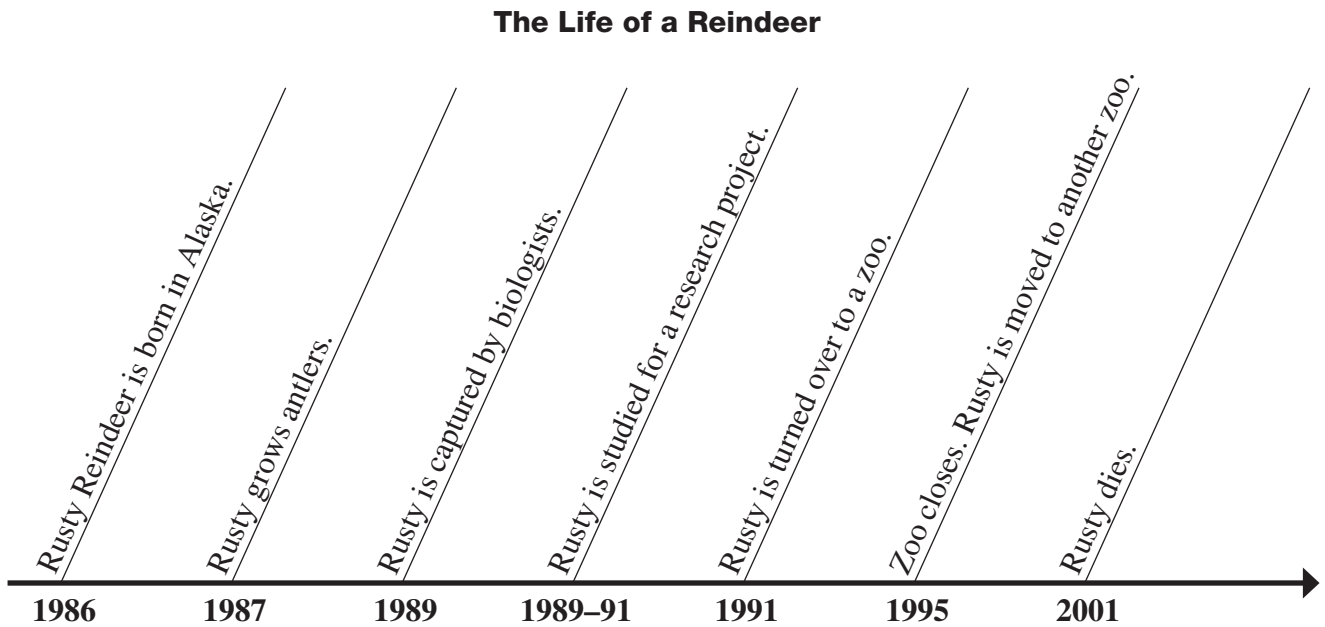
Home Activity Your child identified the main idea and supporting details of a nonfiction passage. Work with your child to identify the main idea and supporting details of individual paragraphs in a magazine article about wild animals.

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.



1. How is this time line organized? What is the topic of this time line?

It is organized in time order from earliest to latest. The topic is the life of a reindeer named Rusty.

2. How many years passed between Rusty's birth and his capture?

Three years passed.

3. How long was Rusty in zoos?

Rusty was in zoos for ten years.

4. How old was Rusty when he died?

Rusty was fifteen years old 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.

The time line shows Rusty had an above average life span.

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?

The topic is the history of kudzu in the United States. This time line is best read top to bottom.

7. Why is a time line appropriate for this topic?

A time line quickly and visually shows key stages in the history of kudzu in the United States.

8. When was kudzu first introduced to the United States?

Kudzu was first introduced in 1876.

9. How long did it take for the U.S. government to declare kudzu a weed? When was kudzu planted most heavily?

It took 96 years for the United States government to declare kudzu a weed; Kudzu was planted most heavily in the 1920s, 1930s, and 1940s.

10. What happened with kudzu most recently, according to the time line?

Kudzu now covers six million acres, and people are trying to eliminate it.



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.

Possible answers given.

Advantages and Disadvantages of Moving to New York City	
Advantages	Disadvantages
1. the energy of the crowds	3. expensive
2. new foods from all over the world	4. difficult to make friends

5. What prior knowledge do you have about the advantages and disadvantages of living in a big city helps you makes comparisons and contrasts?

When my sister moved to Chicago, she called home every day because she was homesick.

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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 • 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?

Life is the base word; -less means “without,” so lifeless means “without life.”

2. What is the base word in *penniless*? How does the suffix help you understand its meaning?

Penny is the base word; Penniless means “without a penny.”

3. What is the base word in *homeless*? How does the suffix help you understand its meaning?

Home is the base word; -less means “without” so homeless means “without a home.”

4. How does the suffix in the word *spoonful* help you understand its meaning?

-ful means “as much as a _____ can hold”; so spoonful means “as much as a spoon can hold.”

5. How does the suffix in the word *joyful* help you understand its meaning?

-ful means “full of”; so joyful means “full of joy.”



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.

Possible answers:

1. What conclusion can you draw about Meg based on how she gets her dog? Explain.

Meg is persuasive. She is able to convince her father to buy her a dog.

2. What conclusion can you draw about Meg during the summer?

Meg ignores her friends and isolates herself.

3. What is a detail from the story that supports your conclusion?

All summer Meg plays only with her dog.

4. What is another detail from the story that supports your conclusion?

Meg doesn't feel close to her friends, and she is lonely.

5. What conclusion can you draw about Meg's friends? What details support your conclusion?

Meg's friends lost interest in her because she was so focused on her dog.



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.

Possible answers given.

1. What qualities are being compared and contrasted in the passage?

Beauty, wealth, and youth are being compared and contrasted.

2. How do attitudes about old age compare in Japan, China, and India?

Japanese, Indian, and Chinese cultures all value old age.

3. How do attitudes about old age in Japan, China, and India contrast with U.S. attitudes?

U.S. culture values youth more than old age, which is a contrast with Japanese, Indian, and Chinese cultures.

4. What is another quality that you might compare and contrast across cultures?

Another quality might be appreciation of nature. Some cultures value nature more than others.

5. How does your prior knowledge about different cultures help you compare and contrast the qualities that those cultures find precious?

My favorite food is fried chicken, but my friend Mai prefers noodle soup. Her family is from a different culture than mine, and different cultures often enjoy different kinds of foods.



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 pure.
1. The color of white gold does not interfere with the color of gem stones.	4. White gold needs to be coated to look white.
2. White gold is easily molded into jewelry.	5. White gold is less heavy than platinum.

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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?

If the addresses are identical, fill out only the billing address.

2. If you are buying an item, what information do you need to specify on the order form?

You need to specify the quantity of each item you order.

3. If you wish to submit an online order at Glitter Gold, what payment options do you have?

You must pay using a credit card.

4. How could you send comments to Glitter Gold?

Use the “comments and messages” field on the order form.

5. If you are ordering from this web page, what information is optional?

The only information that is not required is the phone numbers.

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
			SUBMIT

6. What is the purpose of this form?

The purpose of the form is to apply for a job at Midas Mining Co.

7. What is the first piece of information you need to provide on this form?

the applicant's last name

8. In what section would you say when you could start working?

in the Personal Information section

9. What are three of the five main sections of the application?

Possible answer: Education, Work Experience, and Other Skills

10. What directions are given on this form?

"Click *SUBMIT* when you have completed 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.

Possible answers given for 1, 3–5.

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. Ship-builders would probably use the best craftsmen they could find to build their ships.	2. Valid
3. Each of us should learn more about the splendor of these ships.	4. Some people are not interested in ships.	5. Faulty

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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.

- criticizing** _____ 1. finding fault with; disapproving of; blaming
- explosion** _____ 2. act of bursting with a loud noise; a blowing up
- drenching** _____ 3. wetting thoroughly; soaking
- era** _____ 4. a period of time or history
- cruised** _____ 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.

- drenching** _____ 6. This is said of extremely heavy rain.
- era** _____ 7. An example of this is the colonial period or the Middle Ages.
- explosion** _____ 8. A bomb could make this happen.
- hydrogen** _____ 9. This element combines with oxygen to make water.
- cruised** _____ 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.

E-mail messages should include words from the vocabulary list and details about the sights and sounds of a volcano's eruption.



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?

“accusing”; *accused*, along with what people were saying about the Wright brothers, hint at the meaning of the word.

2. What does *drenching* mean? What clues help you determine the meaning?

“soaking”; This synonym appears in the same sentence.

3. What clue helps you to determine the meaning of *explosion*? What does this word mean?

A synonym for *explosion* is given immediately after the word.

***Explosion* means “bursting.”**

4. What context clue helps you determine the meaning of *cruised*?

The word *traveling* helps to clarify the meaning of *cruised*.

5. What does *era* mean? How can you use context clues to determine the meaning?

“a period of time”; The synonym *age* and the identification of a period of history help to determine the word’s 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.

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?

The topic is the passing of rail travel.

2. What is the main idea of this passage?

After being the most popular form of transportation, rail travel was overtaken by automobile and air travel.

3. What is one detail that supports the main idea?

Possible answer: At the end of World War II, two-thirds of paying passengers were traveling by rail.

4. What is another detail that supports the main idea?

By the 1950s, more people were traveling by air than by train.

5. On a separate sheet of paper, write a summary of this article.

Possible answer: During the 1920s and 1930s, rail travel was the most popular form of transportation. After World War II, cars and airplanes grew more popular and rail travel declined.



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?

statement of opinion; It begins with the words *As far as I'm concerned*.

2. Is the second sentence a statement of fact or opinion? How can you tell?

statement of fact; It can be proven true with statistics.

3. Is the statement of opinion in the fourth sentence valid or faulty? Why?

faulty; It is not supported by the facts—some people do not enjoy air travel.

4. In the final sentence, how does the word *should* help you know whether the sentence is a statement of fact or of opinion?

The word *should* shows that the writer is using a personal judgment. This is a statement of opinion.

5. What question could you ask to check your understanding of this passage?

Possible answer: Why does the author prefer air travel?



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.

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 take off without a runway.	2. Valid
3. There is no reason to be frightened of airship travel.	4. Possible answer: There is always the possibility of an accident.	5. Faulty



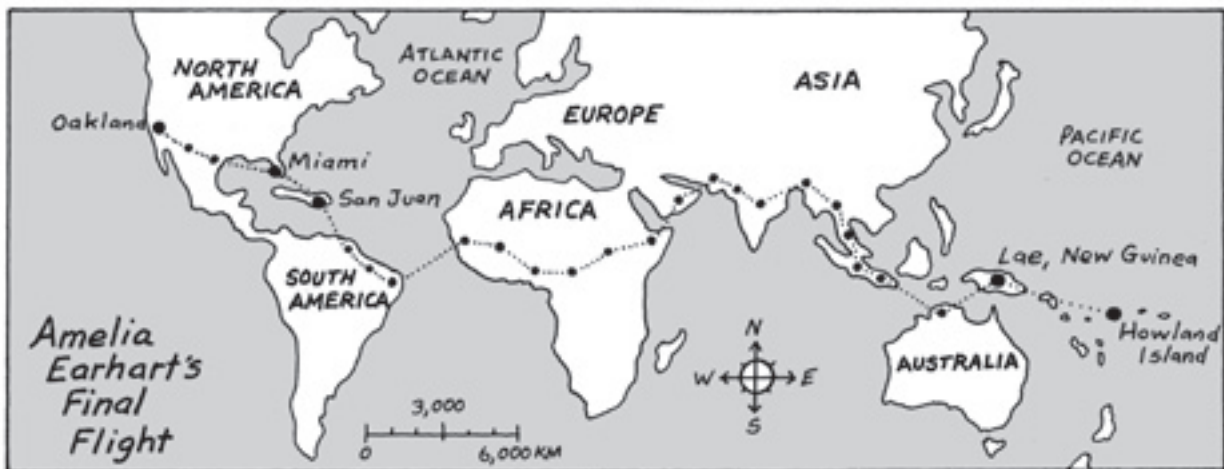
Home Activity Your child identified facts and opinions in a nonfiction passage. Together, look through print advertisements for automobiles, air travel, and other forms of transportation. Identify as many statements of fact and statements of opinion as you can.

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?

Her last stop in the United States was Miami, Florida.

2. Where did she land next?

Next Earhart landed at San Juan.

3. About how far was her flight across the United States? How do you know?

Her flight across the United States was about 5,200 km; The distance can be calculated using the map's legend.

4. On which continents did she land along the way to Lae, New Guinea?

North America, South America, Africa, Asia, and Australia.

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?

Amelia Earhart was supposed to land at Howland Island, which is about 4,000 km east of New Guinea in the Pacific Ocean.

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?

The map shows the routes the *Hindenburg* traveled during 1937.

The title of the map gives this information.

7. From what city in Europe did the *Hindenburg* fly? Across what body of water did the *Hindenburg* fly?

The flights began in Frankfurt, Germany. The flights crossed the Atlantic Ocean.

8. According to the map, what were the *Hindenburg*'s two destinations in 1937?

The *Hindenburg*'s two destinations were Lakehurst, New Jersey, USA, and Rio de Janeiro, Brazil.

9. What was the approximate distance of the route to each of these destinations?

Frankfurt to Lakehurst: approximately 6,400 km; Frankfurt to Rio de Janeiro: approximately 9,600 km

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?

The map is different from a globe because it is not curved like a globe. It is a political map that shows countries' borders.



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.

Possible answers given.

Sequence of Events

1. Will had been taking lessons for five months.

2. The performance started, and he got nervous.

3. He thought only of the music, and he felt good.

4. He felt even better after getting applause.

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.

I know that sometimes clarinets make loud squeaking noises during performances. That would make me nervous, too.

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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.

- secondhand** _____ 1. not new; used already by someone else
- jammed** _____ 2. made music with other musicians without having practiced
- fidgety** _____ 3. restless; uneasy
- bass** _____ 4. the largest, lowest sounding stringed instrument in an orchestra or band
- forgetful** _____ 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.

- jammed** _____ 6. The trio of jazz musicians _____ together.
- nighttime** _____ 7. They met during the _____ after working all day.
- bass** _____ 8. One musician played both a trumpet and a stringed _____.
- clarinet** _____ 9. Another musician played the _____, a favorite woodwind.
- secondhand** _____ 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.

Reviews should include words from the vocabulary list and comments about a musical performance.



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?

***Bass* is explained in the sentence as a “low-sounding stringed instrument,” and the context is about music.**

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?

***Jam* is a verb referring to playing music, because the context is about music and the word is defined in the sentence.**

3. Use one of the homographs in the passage twice in a sentence, showing both its meanings.

Possible answer: I brought jam sandwiches to my band’s jam session.

4. Which meaning of the homograph *close* is used in the last sentence: “shut” or “near to”?

***Close* means “near to” in the last sentence.**

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?

***Interest* means “a feeling of concern or curiosity.” The fact that a crowd gathers shows concern or curiosity.**



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.

Possible answers given.

1. How skilled do you think Danielle is at the saxophone? Explain why.

She is probably very skilled, because she practices a lot, her teacher encourages her, and the neighbors enjoy her playing.

2. What can you tell about the community Danielle lives in? Explain.

It seems very supportive. The way the neighbors get together to buy Danielle a saxophone shows they are caring and work together.

3. What do you think Danielle’s attitude is toward playing the saxophone?

Danielle seems dedicated to playing the saxophone.

4. Why do you think the music teacher gives Danielle a free lesson and tells her she has talent?

She recognizes Danielle’s talent and wants to encourage her.

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?

She is probably very pleased and happy. The gift may encourage her to be even more dedicated.



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?

Tamara and her family are invited to hear Miles Davis.

2. What happens next? Then what happens before the performance?

They go to the performance and wait for it to begin.

3. What happens at the end of the performance? How does it compare with what Tamara wanted?

At the end of the performance, Tamara goes onstage to play with Miles Davis. It is much more than she had hoped for.

4. What clue words help to show sequence in the story? Why is it important that the events occur in this sequence?

then, finally, at the end, and when; She must be invited before she can go to the performance.

5. What do you know about jazz, trumpet, or jazz trumpeters? How does this knowledge help you to understand the story?

Students may know some of the jazz artists' names and realize what an experience Tamara would have had.



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 **to play music together.**
2. They made **three instruments.**
3. They gave **sticks and a reed flute to friends to play.**
4. They started **practicing.**
5. They made **music together.**

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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. Wynton Marsalis is performing. Jazz Junction is sponsoring the event.
What is the event? What is the cost?	2. The event is a concert. The cost is \$25 to \$35.
When is the event?	3. The event will be held on June 12, 13, and 14.
Where is the event?	4. The event is in Festival Hall.
Why is the event being held?	5. The event is being held to raise funds for the Children's Wishes Foundation.

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?

to attract new members to the Junior Jazz Club

7. What is the event? Why do you think the event takes place?

The event is meetings of the Junior Jazz Club; The purpose is to encourage appreciation for jazz and to share an interest in jazz.

8. When and where does the event take place?

The meetings are every Tuesday at 3:30 p.m. in Room 201.

9. What does this announcement emphasize? How and why is this emphasis made?

The name of the club and the message "join today" are in large type because they are the most important parts.

10. On a separate sheet of paper, write an announcement for a school event.

Announcements should include the who, what, when, where, and why, of the 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.