

Name _____

Family Times

Summary

What Jo Did

Imagine that you could jump as high as a basketball rim. That's exactly what Joanna Marie, or Jo, could do. Jo makes new friends when she shows off her talent during a basketball game in which she is the only girl.

Activity

Not-So-Hidden Talents With your family, discuss the special talents each of you has. What can you do that is unlike what everyone else can do? If you could have a superhuman talent, what would it be?



Comprehension Skill

Cause and Effect

A **cause** is why something happens. An **effect** is what happens. Sometimes a cause may lead to more than one effect. Some effects may have more than one cause.

Activity

A Cause-and-Effect Game Play this game with one or more family members. Each person in the group takes a turn and announces an event that is the cause of other events. Everyone else then takes one minute to think of an effect. The person who thinks of the best effect wins.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *What Jo Did*. Practice using these words.

Vocabulary Words

fouled in sports, made an unfair play

hoop a ring or round band

jersey a shirt that is pulled on over the head

marveled was filled with wonder; was astonished

rim an edge, border, or margin on or around anything

speechless not able to speak

swatted hit sharply or violently away

unbelievable incredible

Conventions

Common and Proper Nouns

Common nouns name any persons, places, or things. Common nouns begin with lower case letters unless they are at the beginnings of sentences. *For example: goldfish, eggplant, shoelace, boy.* **Proper nouns** name particular persons, places, or things. They begin with capital letters. Some have more than one word. *For example: Kelly, Martin, Mrs. Yee, Alaska.*

Activity

Commonly Known As Divide a sheet of paper into two columns. Label the left column *Proper Nouns* and list the names of five important or famous people. Label the right column *Commonly Known As*. Work with a family member to write the common noun or nouns associated with each person. For instance, if you had *Ben Franklin* in your left column, you might put *inventor, politician, or writer* in the right column.

Practice Tested Spelling Words

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

Name: _____

Date: _____

Unit 2 Week 1 - What Jo Did

monkeys

friends

plays

supplies

taxes

holidays

months

companies

costumes

sandwiches

hobbies

daisies

delays

Name: _____

Date: _____

Unit 2 Week 1 - What Jo Did

scratches

counties

teammates

memories

bunches

batteries

donkeys

eyelashes

ambulances

trophies

secretaries

inventories

Name _____

Adding -s and -es

- **Generalization** Add **-s** to words ending in a **vowel and y** and to most words: **monkeys, friends**. Change **y** to **i** and add **-es** to words ending in a **consonant and y**: **supplies**. Add **-es** to words ending in **sh, ch, s, ss, x**: **taxes**.

Word Sort Sort the list words by **-s** and **-es** endings.

-s

-es

1. _____

10. _____

2. _____

11. _____

3. _____

12. _____

4. _____

13. _____

5. _____

14. _____

6. _____

15. _____

7. _____

16. _____

8. _____

17. _____

9. _____

18. _____

19. _____

20. _____

Spelling Words

1. monkeys
2. friends
3. plays
4. supplies
5. taxes
6. holidays
7. months
8. companies
9. costumes
10. sandwiches
11. hobbies
12. daisies
13. delays
14. scratches
15. counties
16. teammates
17. memories
18. bunches
19. batteries
20. donkeys



Home Activity Your child is learning to spell words that end with **-s** and **-es**. To practice at home, have your child say each word and spell it out loud.

Adding -s and -es**Spelling Words**

monkeys	friends	plays	supplies	taxes
holidays	months	companies	costumes	sandwiches
hobbies	daisies	delays	scratches	counties
teammates	memories	bunches	batteries	donkeys

Word Search There are ten list words hidden in the puzzle. Words are across and down. Circle and write each word you find.

L O O T E A M M A T E S
 M E M O R I E S H M B U
 Z H O B B I E S J O U P
 D R J O O O S Z F N N P
 E T A X E S J O B K C L
 S C R A T C H E S E H I
 C O S T U M E S E Y E E
 C O M P A N I E S S S S

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Word Scramble Unscramble the list words. Write the word on the line.

- | | |
|----------------|-----------|
| 11. hidanwecss | 11. _____ |
| 12. dseaiis | 12. _____ |
| 13. daleys | 13. _____ |
| 14. cuteinos | 14. _____ |
| 15. birteaes | 15. _____ |
| 16. deonyks | 16. _____ |
| 17. fdrenis | 17. _____ |
| 18. pylas | 18. _____ |
| 19. hloaydis | 19. _____ |
| 20. mtnhos | 20. _____ |



Home Activity Your child has learned to read, write, and spell words with -s and -es endings. Have your child color the -s and -es endings different colors.

Name _____

Common and Proper Nouns

Directions Replace the underlined word in each sentence with a noun from the box that gives a more exact description. Write the new sentence. Write *C* if the word you chose is a common noun. Write *P* if it is a proper noun.

pizza
roar
fans
December
Mr. Ames

1. He is our basketball coach.

2. I joined the team last month.

3. After each game, the coach takes us out for food.

4. Many people come to our games.

5. I love hearing the sound of the crowd when we score.

Directions Write several sentences about your school. Mention some of the people you meet there. Identify the common nouns you used and underline them once. Underline the proper nouns twice.

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Home Activity Your child learned how to use common and proper nouns in writing. Have your child write a sentence or two describing a place in your community. Ask your child to identify the common and proper nouns in the sentences.

Name _____

Common and Proper Nouns

Directions Circle *C* if the underlined word is a common noun. Circle *P* if the underlined word is a proper noun.

1. There's a girl at Central High who is a basketball star. C P
2. She plays center on the all-state team for Maryland. C P
3. She averages 24 points a game. C P
4. Her name is Toyana Jumper. C P
5. That's a great name for a basketball player! C P

Directions Underline the three nouns in each sentence. They may be common or proper.

6. The book we are reading is about a girl called Jo.
7. She plays basketball with a group of boys.
8. Jo wore a hat over her long hair.
9. She flew through the air and dunked the ball into the hoop.
10. T. J. told Jo that he had never played with a girl before.

Directions Write one sentence about a place you like to visit and another sentence about a person you know. Include common and proper nouns in each sentence. Underline the common nouns once and the proper nouns twice.

11. Place _____

12. Person _____



Home Activity Your child reviewed common and proper nouns. Ask your child to name things, places, animals, or people he or she passes on the way to school each day. Have your child tell you whether these names are common or proper nouns.

Name _____

Cause and Effect

- A **cause** is why something happens. An **effect** is what happens.
- Clue words such as *because*, *so*, and *since* sometimes signal a cause-effect relationship. Sometimes you must figure out for yourself that one thing causes another.

Directions Read the following passage. Then complete the diagram.

The blue team's score was zero because no one could get the ball past Ricky. The blue team's coach told them to take shots before Ricky had a chance to block them. Linda quickly took a shot. She was too far away from the hoop, so the ball bounced off the rim. Half the blue team

surrounded Ricky. This left the ball open for Linda to get it again. She shot the ball. She was much closer to the basket this time, so the ball made it in. The blue team cheered because they had finally scored a point!

Cause

Effect

No one could get the ball past Ricky.

1. _____

2. Linda was _____

The ball bounced off the rim.

Half the blue team surrounded Ricky.

3. _____

Linda shot the ball. She was much closer to the basket this time.

4. The ball _____

They finally scored a point.

5. _____

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Home Activity Your child identified causes and effects in a short passage. Talk with him or her about an event that happened during the day. Ask your child what the causes and effects of that event were.

Name _____

Cause and Effect

- A **cause** is why something happens. An **effect** is what happens.
- Clue words such as *because*, *so*, and *since* sometimes signal a cause-effect relationship. Sometimes you must figure out for yourself that one thing causes another.

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

Ana's brothers said she couldn't play baseball with them because she was younger than they were. This made Ana angry. She knew she was good at throwing, and she also had a strong swing. *They're just worried about what their friends will say*, thought Ana. She took a seat behind the dugout to watch the game. During the first inning, Ana's brother José jammed his

finger while trying to catch a fast grounder. He had to leave the game to get some ice. This was Ana's chance. She volunteered to take his place. Everado, her other brother, stared her down with an irritated look. "Of course you can play," said one of the other players. "Do you have your mitt?" asked another. Ana did, and she ran onto the field with a smile on her face.

1. At the beginning of the passage, what was the cause of Ana not being able to play?

2. What was the effect of this event?

3. What was the cause of José's jammed finger?

4. What was the effect of this event?

5. Have you ever been told you could not do something you knew you were able to do? How did it make you feel? Compare your situation to Ana's.



Home Activity Your child identified causes and effects in a short passage. Have your child write a short story about a sporting event or other event. Ask your child to underline the causes and effects of the events in the story.

Name _____

Character, Setting, Plot

Directions Read the passage. Then answer the questions below.

Every summer, the whole Schwartz family has a huge picnic on my Uncle Ed's farm. The main attractions are my grandma's deviled eggs and the family football game. All the Schwartz kids play as soon as they are old enough to run and throw. Usually, the game is over in less than an hour. This year, though, the game just went on and on. Nobody could get a winning touchdown. It seemed like the game would never end.

We played for so long that my brother and I had to rest. Some of my cousins were also too tired to go on playing. Then Uncle Joe left the game and sent in a new quarterback—my mom! Some of the guys didn't believe she could throw, but my dad told them, "Just watch." "Hut, hut, hike!" Mom shouted, and the ball was in her hands. She took a few steps backward, cocked her arm, and fired a long pass to Uncle Mike for a touchdown! The whole Schwartz family laughed and cheered.

1. Which character in this passage solves the problem?

2. What is the setting of this passage?

3. What is the climax of this passage?

4. What is the resolution of this passage?

5. Which character knows the narrator's mother can throw a football?



Home Activity Your child analyzed the characters, setting, and plot in a fictional passage. Discuss a favorite book or movie with your child. Have your child tell you about the plot, setting, and characters and why they make the decisions they make in the story.