**Plot and Character**

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

**Activity**

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

**Summary**

*Frindle*

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

**Activity**

**Word Laboratory** Unlike Mrs. Granger, Nick was not a big fan of using the dictionary. With a family member, make up your own unique words by combining two words you know. Write them down in a booklet made out of two pieces of paper folded in half.
Words to Know
Knowing the meanings of these words is important to reading *Frindle*. Practice using these words.

Vocabulary Words
acquainted made aware; informed
assignment something assigned, especially a piece of work to be done
essential absolutely necessary; very important
expanded made larger; increased in size
guaranteed something that made certain that something would happen as a result
procedures methods of doing things
reputation what people think and say the character of someone or something is
worshipped paid great honor and reverence to

Four Kinds of Sentences
Sentences can be classified in four different ways. **Declarative** sentences tell something and end with a period. *For example: I forgot to eat breakfast this morning.* **Interrogative** sentences ask something and end in a question mark. *For example: Would you like something to eat?* **Imperative** sentences give a command or make a request and end with a period. *For example: Sit down and I’ll make a sandwich.* **Exclamatory** sentences express strong feelings and often end with an exclamation mark. *For example: I’m starving!*

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

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

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

Julia was worried about the school fundraiser. She was one of the organizers, but it didn’t seem that much had been organized. She spent Saturday afternoon helping the other volunteers make signs, set up tables in the gym, and hang decorations. Suddenly, she realized that they had forgotten an important part of the fundraiser: the bake sale! Nobody had baked anything yet. Julia called seven of her friends and got them to agree to bake things for the sale. She took a deep breath. Maybe the fundraiser would be a success, after all.

**Problem or Conflict**
1. Julia is worried about the school fundraiser.

**Rising Action**
2. The volunteers make signs.

**Rising Action**
The volunteers set up tables.

**Rising Action**
3. The volunteers hang decorations.

**Climax**
4. Julia realizes that nobody has baked for the bake sale.

**Resolution**
5. Possible answer: Julia calls her friends and they agree to help.

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

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

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

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

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

Write an Advertisement

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

Advertisements should include vocabulary words from the list and provide some detail about the product or service.
Vocabulary • Word Structure

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

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

One of my assignments was to try to interview a well-known figure in our town. My teacher told us to always keep an open mind when meeting new people. She said that this was the most important instruction she could give us. Sometimes, she said, a person’s reputation will come before them. Other times, a popular person who appears to be worshipped by others simply rubs you the wrong way. I looked forward to the enjoyment I would get from this assignment, so I started on it right away.

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

   **It is a noun; –ation turns a verb into a noun.**

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

   **Something that is assigned like homework; –ment**

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

   **It turns “instruct” into “the result of instructing.”**

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

   **–ment; act of enjoying**

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

   **Possible answer: The teacher had a reputation for giving very difficult assignments to her students.**

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

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

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

As he reached out to unlatch the door, it came blasting open, knocking right into Jill’s bowl and sending it toward the ground. Andy quickly dove to the cement and caught the bowl.

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

“Sorry,” he said.

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

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

   She needed to go back inside to get an assignment from her locker.

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

   Jill had been gone for a long time, and Andy needed to get home.

3. What happened when Andy got to the door?

   Jill threw the door open, knocking the bowl from Andy’s hands.

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

   Possible answer: Jill realized that she had kept Andy waiting for a long time.

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

   Students’ answers should explain the consequences of the bowl striking the ground.

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

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

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

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

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

**Possible answers given for 2–4.**

1. Why was Larry excited about lunch?
   **Larry had made his own sandwich for the first time.**

2. How do you think Larry felt about making his own sandwich?
   **He probably felt proud and excited.**

3. Why was Larry in such a hurry to get to the cafeteria?
   **He was looking forward to eating the sandwich, which he had made just how he liked it.**

4. What about Larry’s character makes you think Larry didn’t mind what happened to his sandwich?
   **Larry was still proud, and knew that the sandwich would still taste good.**

5. On a separate sheet of paper, describe something that you did for yourself for the first time. How was that experience similar to Larry’s?
   **Students’ responses should compare their own experiences with Larry’s sense of pride and accomplishment.**

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

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

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

It was the day of the art contest. I was sure my painting of my baby brother would win a prize—if only I could find it. I searched my room. Where had it gone? Suddenly, I heard giggles from the family room. I found my brother drawing all over the painting with markers. I tried to clean it up, but the marker wouldn’t come off. I almost cried as I carried the painting to school. My painting was ruined, but I entered it in the fair anyway. Imagine my surprise when I read that “Ink-Stained Baby” had won first place!

Problem or Conflict
1. The narrator was hoping to win a prize in the art contest.

Rising Action
The narrator searches for a painting.

Rising Action
2. The narrator discovers the painting has been drawn on.

Rising Action
3. The narrator tries to clean the ink off the painting.

Climax
4. The narrator enters the painting anyway.

Resolution
5. The narrator finds out the painting won first place.

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

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

**Directions** Read the dictionary and glossary entries.

**Dictionary Entry**

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

**Glossary Entry**

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

1. In the dictionary entry, what does the initial bold entry for the word reputation tell you?
   It tells you how the word is broken down into syllables.

2. In the dictionary entry, what does the representation of the word in parenthesis tell you?
   It tells you how to pronounce the word.

3. Why do you think the dictionary provides sentence examples in the definition of the word?
   The examples show how to use the word properly in a sentence.

4. How many definitions does this dictionary list for reputation? Which is the most commonly used definition?
   There are three; The first one is the most commonly used.

5. What does the italicized n. stand for in both entries?
   It stands for noun.

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

7. What is the page number listed at the end of the glossary entry for?
   It tells you on which page the glossary word is first used.

8. What information do you get in both a dictionary and glossary entry?
   Both give you a definition of the word.

9. If you were reading a book about life in the desert, would you expect to find Ice Age in the glossary? Why or why not?
   No; Glossaries only define the words in the book, and a book about desert life is unlikely to talk about an ice age.

10. If you were reading a story and came across a word you did not know, where would be the first place you would look for a definition—a glossary or a dictionary?
    Possible answer: I would look to see if the book had a glossary in the back first.

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

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

**Activity**

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

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**Thunder Rose**

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

**Activity**

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

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

Vocabulary Words

branded marked by burning the skin with a hot iron
constructed fitted together; built
daintily with delicate beauty; freshly and prettily
devastation waste; destruction
lullaby song for singing to a child
pitch thick, black, sticky substance made from tar or turpentine
resourceful good at thinking of ways to do things
thieving stealing
veins blood vessels that carry blood to the heart from all parts of the body

Grammar

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

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

Practice Tested Spelling Words

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**Cause and Effect**

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

**Directions** Read the following passage and complete the diagram below.

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

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

**Possible answers given.**

1. **non-stop rain**
   - **Cause**
   - **Effect**
     - flooded basements

2. **Mrs. Chan’s pictures soaked**
   - **Cause**
     - flooded basements
   - **Effect**

3. **Mrs. Chan is sad.**
   - **Cause**
     - Mrs. Chan’s pictures are soaked.
   - **Effect**

4. **Mrs. Chan is sad.**
   - **Cause**
     - Mrs. Chan is sad.
   - **Effect**

5. **Neighbor gives Mrs. Chan picture of granddaughter.**
   - **Cause**
   - **Effect**

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

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

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

2. song for singing to a child
   lullaby

3. stealing
   thieving

4. a thick, black, sticky substance made from tar or turpentine
   pitch

5. fitted together; built
   constructed

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

6. The rancher ______ his cattle with the symbol from his ranch so nobody else could claim them.
   branded

7. The cracks in the roof were sealed with ______ .
   pitch

8. Grandma and Grandpa danced ______ in time with the music’s gentle beat.
   daintily

9. When no one else could think of how to solve the school’s litter problem, Marisa impressed the principal with her_______ idea.
   resourceful

10. The tornado caused a lot of ______ when it whipped through town and ripped several homes from their foundations.
    devastation

Write a Friendly Letter

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

Letter should include words from the vocabulary list and details about an event that happened.

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

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

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

As Pedro scaled the ladder to the roof, he felt the blood in his veins pumping through his body. He was the first person to get a look at the destruction the hurricane had created. He looked at the roof and reminded himself to bring up a bucket of pitch next time to repair the new cracks. Looking out over the countryside, he saw that many buildings would need to be constructed again. He started gathering broken branches to pitch down to the ground below. Then he paused and took a deep breath, thinking about what this disaster had done to his community. He knew that none of his neighbors would have to pitch tents and live in their yards while repairs were made to their homes. The people of his town would help each other find shelter, and everyone would be fine.

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

   a blood vessel; The sentence talks about blood.

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

   It means a dark, sticky substance; bucket, repair, cracks

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

   It means to throw; down to the ground below

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

   to climb up; Pedro goes to the roof using a ladder.

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

   To put up; tents

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

Directions Read the scene. Then answer the questions below.

Alice was rearranging her collection of glass birds. She’d just added a tiny and fragile glass hummingbird to her collection. Just as she finished, her neighbor Jim stopped by with his dog, a nervous and jumpy cocker spaniel. Jim asked, “Can you feed my dog while I’m away tomorrow?” Before she could answer, the phone rang, and Alice left the room to answer it. As she hung up, a crack of thunder pounded through the air. Alice heard Jim’s dog barking frantically and then heard a loud crash! Alice didn’t dare imagine what devastation the dog had caused. The veins in her head throbbed as she returned to the living room. She saw Jim looking guilty with his dog hiding behind his legs. Jim looked up at Alice and said, “I hope I didn’t startle you. I was going to the recycling center after I left here. I dropped my bag of bottles when I heard the thunder.” Alice turned to look at the display case with her glass birds. Every bird was in its place. Alice told Jim, “No problem. It was quite a noise. By the way, I’d be happy to feed your dog.”

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

She was rearranging her collection of glass birds.

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

She thought the dog had broken her glass birds.

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

“nervous and jumpy”; She thought the dog had panicked when it heard the thunder and broke the birds.

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

Jim is looking guilty, and his dog is hiding behind his legs; Jim must feel guilty because the dog broke the birds.

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

Answers should include Alice’s and Jim’s reactions.

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

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

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

Walking home, Arthur could hardly see where he was going. The fierce wind whipped the snow around. At least a foot of snow covered the sidewalks. His socks, shoes, and pant legs were soaked, and his hands felt like ice. He knew his dad would be home from work when he got there. He just hoped that there would be some warm cocoa and popcorn waiting. Finally, he reached his door. As he hurried inside, he could smell cocoa and popcorn. Arthur changed out of his wet clothes and sat down to enjoy his snack with his dad. But the best part of all was the news on television. Because of the bad storm that Arthur had walked through, there would be no school the next day!

**Possible answers given for 2–5.**
1. Why was Arthur unable to see where he was going?
   - **The wind was blowing the snow around.**

2. What were some of the effects of the snowstorm in the neighborhood?
   - **At least a foot of snow covered the sidewalks.**

3. What was an effect of the snowstorm that pleased Arthur?
   - **School was cancelled for the following day.**

4. If you had a day off from school because of bad weather, what would you do with it?
   - **I would stay inside and play a game with my family.**

5. What was the cause of the last day you had off from school, other than a weekend?
   - **I had a doctor’s appointment.**

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

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

**Directions** Read the following passage.

Anna wished she hadn’t done it. She didn’t even like snowball fights. She was just leaving the library with a novel she couldn’t wait to read. A bunch of kids from her school came running up the street, laughing and throwing snowballs at one another. Anna knew one of the girls, Lucy, so when Lucy tossed a snowball at Anna, Anna tossed one back. But who knew that Lucy was going to slip on some ice at that exact moment? The snowball flew right over Lucy’s head and squarely into Mr. Anderson’s nose. Anna rushed over to apologize. Mr. Anderson was about to say something angry. But when he saw the book Anna was carrying, he started to smile. “Do you know,” he said, “when I was your age that was my favorite book. I hope you enjoy it as much as I did.” “I’m sure I will,” Anna replied with surprise. “I can’t wait to read it!”

**Cause Effect**

1. **Lucy tossed a snowball at Anna.**
   - **Effect:** Anna tossed a snowball back.

2. **The snowball hit Mr. Anderson.**
   - **Effect:** Anna rushed to apologize.

3. **The snowball hit Mr. Anderson.**
   - **Effect:** Mr. Anderson noticed Anna’s book and stopped being angry.

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

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

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

United States Census

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

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

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

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

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

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Gilbert, AZ</td>
<td>109,920</td>
<td>135,005</td>
<td>25,085</td>
<td>22.8</td>
</tr>
<tr>
<td>North Las Vegas, NV</td>
<td>115,488</td>
<td>135,902</td>
<td>20,414</td>
<td>17.7</td>
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<td>Henderson, NV</td>
<td>175,750</td>
<td>206,153</td>
<td>30,403</td>
<td>17.3</td>
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<td>Chandler, AZ</td>
<td>176,652</td>
<td>202,016</td>
<td>25,364</td>
<td>14.4</td>
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<tr>
<td>Peoria, AZ</td>
<td>108,685</td>
<td>123,239</td>
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<td>118,423</td>
<td>12,089</td>
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</table>
1. According to the U.S. Constitution, what is the maximum number of years that can pass between federal censuses?

A census must be conducted every ten years.

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

The purpose is to determine the number of representatives each state will send to the U.S. House of Representatives.

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

the number of adults and children; the number of employed people and unemployed people

4. What types of people consult the federal census?

Among others, sociologists, economists, government officials, and ordinary citizens consult the federal census.

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

New York City, Los Angeles, and Chicago

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

California has the most, with four cities listed.

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

Almanacs only provide statistics, so they are probably not the best resource for learning the reasons for the growth of cities.

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

Henderson, Nevada, had the highest increase.

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

This chart is arranged by percentage change in population.

Henderson, Nevada, ranks third—not first—in percentage change.

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

Despite the high numerical increase, Los Angeles was already a big city, so this is a low percentage change.

Home Activity  Your child learned about the contents of almanacs and analyzed data from an almanac. Together, look up information about your town or area of the country in an almanac. Read about population, weather forecast, historical sites, and so on. Discuss how the information in the almanac helps you better understand your own geographical area.
Theme and Setting
The theme is the underlying meaning of a story. The setting is where and when the story takes place. Setting often helps determine how a story’s characters think and behave.

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

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

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

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

Vocabulary Words

gnawed bitten or worn away
headland narrow ridge of high land jutting out into water; promontory
kelp any of various large, tough, brown seaweeds
lair den or resting place of a wild animal
ravine a long, deep, narrow valley eroded by running water
shellfish a water animal with a shell. Oysters, clams, crabs, and lobsters are shellfish.
sinew tendon

Grammar

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

Activity

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

Practice Tested Spelling Words

________   ________   ________   ________   ________
________   ________   ________   ________   ________
Theme and Setting

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

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

I love to go to the beach in the summer, because a beach can excite the senses. I might hear the roaring waves or the squawk of seagulls. I might feel the gritty warmth of the sand underfoot. Even the mix of odors on the breeze—an airy freshness with a hint of rotting fish—can stay with me long after I’ve left the water’s edge. When I look out toward the vast horizon over the water, I feel as free as the birds darting and diving above my head, and as small as the grains of sand blowing across my toes.

Possible answers given for 1, 3–5.

1. **roaring waves**
2. **a beach in summer**
3. **gritty warmth of sand**
   - smell of fish
   - seagulls’ cries

4. What is the theme of the passage?
   **A person’s senses are awakened at the beach.**

5. Visualize that you are on a beach. On a separate piece of paper, list a few of the sights, sounds, smells, or feelings you included in your scene.
   **I imagined the sound of people laughing, the smell of sunscreen, the coolness of the water, and the sight of children.**

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

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

**headland** 1. This is a good place to build a lighthouse.

**kelp** 2. Some call it seaweed, others call it this.

**lair** 3. This could be considered a secret hiding spot.

**gnawed** 4. This is what the rabbit did to the carrot.

**sinew** 5. This works with your muscle to help you move.

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

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

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

Letters should include words from the vocabulary list and details about an island.

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

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

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

People who make their living from the ocean need more than good fishing skills. Of course they need to know about what kinds of shellfish live in the area, and how much kelp floats in the waters they fish. But they also need to know about water quality: how brackish is the water? Is it polluted? Knowing which are the best fishing coves and how near the shore the larger fish travel is essential. We view a coastline from a headland and appreciate its beauty, but a fisherman sees a completely different world. He or she sees a deep-sea ravine, the lair of a myriad of different fish. Many fishing decisions are left to the brain of the person fishing, not his or her luck, muscle, or sinew.

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

   seaweed; Possible answer: Where there is kelp, there are likely to be fish.

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

   Shellfish have shells, whereas other fish do not.

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

   It is beneath you.

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

   a hiding place; Possible answer: It is the place where the fish spend their time.

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

   many; Yes, because there would be many fish to catch.

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

George was lost. He could see the darkening blue sky when he looked up through the dense tree cover. He’d never make it back to base camp in the dark. Darkness was falling fast and the night time sounds of the mountains were growing louder. He knew he’d have to survive out here alone. He had forgotten his emergency kit, too, which only made him angrier at himself. He searched the rocks for a crevice or opening of some kind where he could sleep safely. He had two granola bars in his pack, and he’d been drinking his water sparingly. Every new rustle he heard put him on edge. Bears ruled these mountains, and he didn’t want to meet one at night. He found a small opening at the base of a large rock formation. He eased himself into the space slowly, squinting and listening as hard as he could. When he was completely inside, he stood up. Inside the cave, everything seemed quiet and safe.

1. Why does George have to sleep overnight in the mountains?
   He gets lost during a hike and it becomes too dark to find his way back to camp.

2. Why is George angry with himself?
   He didn’t pack his emergency kit.

3. Why does George look for a safe place to sleep for the night?
   He doesn’t want a bear or other wild animal to see him.

4. The night sounds put George on edge. What might he be imagining?
   Possible answer: He might be imagining wild animals ready to attack him.

5. On a separate sheet of paper, describe the resolution to George’s problem. What do you think will happen next?
   Possible answer: The resolution is that George found a safe place to sleep for the night. I predict George will find the base camp in the morning.

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

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

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

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

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

1. What is the setting of the above passage?
   - **in a Native American pueblo in springtime**

2. Where had Jessica learned about pueblos before her arrival?
   - **Jessica read about pueblos in books.**

3. Why does everything in the store look so familiar to Jessica?
   - **It has the same equipment and sells the same products as what she is used to back home.**

4. What is the underlying theme of this passage?
   - **Possible answer: Even though we might have different cultural backgrounds, we have more in common than we think.**

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

**Students’ responses should include specific visual details of a place they visited for the first time.**

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

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

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

As a child, living on a tropical island was all Steven knew. He climbed rustling palm trees and ate coconuts. He kept colorful lizards as pets. The sounds of the jungle lulled him to sleep at night. As he got older, he understood how much his parents tried to keep in touch with the world they had left behind. Relatives sent books and magazines from the mainland. His parents even rigged up an Internet connection using a satellite dish. Visitors often came to the island to learn about his mother’s work. Everyone would sit around the rough wooden table and share stories of life back on the mainland. Although he lived far away from the world of airports and subway trains, he understood that another way of life existed.

1. **a tropical island**
2. rustling **palm trees**
3. **jungle sounds at night**
4. Possible answer: **colorful lizards**

5. **Possible answer:** Steven felt like part of two different ways of life.

**Home Activity** Your child identified the setting and theme in a fictional passage. Discuss one of your child’s favorite stories with him or her. Have your child describe the story’s setting, major characters, and main conflict.
SPQ3R

SPQ3R is an acronym for a set of study skills that can help you when you read any text. It is especially helpful when reading nonfiction. Here's what it means:

**Survey:** Look at the title, author name, chapter headings, and illustrations to get an idea of what you are about to read.

**Predict:** Imagine what the story you’re going to read is about.

**Question:** Generate questions you want answered when reading the story.

**Read:** Read the story, keeping your predictions and questions in mind.

**Recite:** Recite or write down what you learned from reading the story.

**Review:** Look back at the story, the predictions you made, the questions you posed, the answers you found in the text, and the information you learned from your reading.

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

**Hawaii: A Remote State**

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

Possible answers given.

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

   **The passage is going to be about Hawaii.**

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

   **the distance between Hawaii and other places**

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

   **Where are Hawaii’s best beaches?**

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

   **1959; It is an important military location.**

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

   **As I predicted, the passage was about Hawaii, but it didn’t tell me where the beaches are. I learned when it became a state, that it has military bases, and that it is popular for vacations.**
Directions Use SPQ3R in reading the passage and answering the questions that follow.

Assateague Island’s Wild Horses

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

Possible answers given.

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

   The passage is probably about horses.

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

   It will be about wild horses on an island.

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

   Do any people live on the island? What do the horses eat?

4. What is most unique about Assateague Island?

   There are horses that roam the island freely.

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

   As I predicted, the passage was about wild horses on an island.

   My questions were not answered. I learned that no one really knows how the horses got to the island.

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

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

Activity

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

Summary

Satchel Paige

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

Activity

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

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

Vocabulary Words
confidence firm belief in yourself; self-confidence
fastball a pitch thrown at high speed with very little curve
mocking laughing at; making fun of
outfield the three players in the outfield of a baseball field
unique having no like or equal; being the only one of its kind
weakness a weak point; slight fault
windup a swinging movement of the arms while twisting the body just before pitching the ball

Grammar

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

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

Practice Tested Spelling Words

_________  __________  __________  __________  __________
_________  __________  __________  __________  __________
_________  __________  __________  __________  __________
_________  __________  __________  __________  __________
_________  __________  __________  __________  __________
Sequence

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

**Directions** Read the following passage.

Jackie Robinson was the first African American baseball player to play in the modern Major Leagues. He played in the Negro Leagues until 1947 when he was signed to the Brooklyn Dodgers. Despite controversy about Robinson breaking the color barrier, he was an immediate success. During his first season, he led the National League in stolen bases, and after the season ended he was named Rookie of the Year. During his third season, he won the league’s batting title and was later named baseball’s Most Valuable Player.

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

**Events in Jackie Robinson’s Career**

1. Played in the Negro Leagues.
2. Signed with the Brooklyn Dodgers.
4. Named Rookie of the Year.
5. Won the batting title.

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

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

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

**Check the Words You Know**
- confidence
- fastball
- mocking
- outfield
- unique
- weakness
- windup

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

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

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

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

*News reports should include words from the vocabulary list and details about a baseball game.*

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

Vocabulary • Context Clues

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

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

Pat was the sort of person who could teach herself to sing, play guitar, and tap dance all at the same time. Most people would have doubts about their ability to do such a thing, but Pat had confidence in herself. Her performances always had an unforgettable style. She was also the star pitcher for her baseball team. Her windup was as flashy as her tap dancing, and nobody could hit her fastball. Her obvious strength was pitching. On the other hand, her weakness was hitting. She frequently swung at the ball, but she seldom hit it past the bases into the outfield. Unlike people who would become discouraged by this weakness, Pat remained undaunted. She kept working to improve her swing. As you can guess, Pat was no ordinary young woman. She was unique!

1. Find the antonym in the passage for confidence. How does this antonym help define confidence?
   
   **doubt; I know that it means the opposite of doubt.**

2. Find the antonym in the passage for weakness. How does this antonym help to define weakness?
   
   **strength; I know that it means the opposite of strength.**

3. What is the definition of seldom? What clues in the passage support your definition?
   
   **rarely; The clue word but tells you that it means the opposite of “frequently.”**

4. Find the antonym in the passage for unique. How does this antonym help to define unique?
   
   **ordinary; I know that it means the opposite of ordinary.**

5. How would you define undaunted, based on the passage? What clues support your definition?
   
   **The word unlike tells me that undaunted is the opposite of discouraged.**

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

Directions Read the passage. Then answer the questions below.

In 1999, the U.S. Women’s Soccer team won the World Cup. Like the men’s team in 1998, the women’s team had high hopes of winning the international competition. Unlike the men’s team from the year before, the U.S. women’s team took first place in the contest. Mia Hamm, the leader of the team, was unlike any women’s soccer player before. She became known as one of the greatest athletes, male or female, ever to play the game. Her success, however, was not a solo effort. On the American World Cup and Olympic teams, she was surrounded by many great players, and Hamm was always eager to praise her teammates. Like so many figures in women’s sports, Hamm appreciates how hard it is to gain recognition. Hamm retired from soccer after leading the U.S. Olympic women’s soccer team to a gold medal in 2004. For other women who still play soccer, she remains an inspiration.

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

   They both had high hopes of winning the World Cup.

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

   The women’s team won the World Cup, and the men’s team did not.

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

   Possible answer: She was better than any of them.

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

   Possible answer: She didn’t have role models to look up to.

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

   Students’ answers should identify the individual and explain how he or she excelled, along with making comparisons and contrasts with others in his or her field.

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

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

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

Alan had to find a way to dunk a basketball through the hoop in the driveway. He just had to! Both of his brothers could, and so could his older sister. Even though he was still only seven, he wanted to know how it felt to slam the ball through the hoop. First, he tried to run as far away as he could and jump to the hoop. Then he set up a box under the net and tried to jump from there to reach the rim. That didn’t work, either. Meanwhile, his brothers and sister were watching him as he struggled. Just as Alan was about to give up, they rushed out to him. Before he knew it, he was being lifted up into the air. Then he caught the pass his sister threw. Within a second, the hoop was within reach. He reached out, and *swoosh!* At last, the ball dove through the hoop.

1. What does Alan really want to do as the story begins?
   **He wants to dunk a basketball.**

2. What does he try first? What word helps you find what he did first?
   **He tries running up to the hoop; first.**

3. What does he try next? What word tells you this?
   **He jumps off a box; then.**

4. What is happening at the same time Alan is trying to dunk the ball? What words tell you this?
   **His brothers and sister are watching him; meanwhile.**

5. What is the last thing that happens? How can you tell?
   **The ball goes through the hoop; at last.**

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

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

**Directions** Read the following passage.

There are many ways you can break in a new baseball mitt, but this is one of the tried-and-true, old-fashioned ways. First, get the mitt wet with warm water. Don’t get it too soaked! Without putting the mitt on, spend some time opening and closing it with both hands to loosen up the leather. Next, you want to rub a little bit of oil (not motor oil) into the palm of the mitt where it creases. Put a baseball right in the heart of the mitt and then wrap it tightly with a rubber band. Let it sit that way overnight. The next morning, take the rubber band off the mitt and resume opening and closing it with both hands. You’ll need to repeat the overnight process a few times before your mitt really loosens up. But when it does, it’ll feel like that mitt was grown on your hand.

**Directions** Fill in the diagram below with the steps to breaking in a mitt. List them in the order in which they are supposed to be done.

**Possible answers given.**

How to Break in a Baseball Mitt

- **Get the mitt wet with warm water.**
- **1. Rub a little bit of oil in the mitt.**
  - Wrap it tightly with a rubber band.
  - Let it sit overnight.
  - Unwrap the mitt and open and close it a few times.
  - Repeat the process a few times.

**Home Activity** Your child read a short passage and identified the order of steps in a process. With your child, write down the sequence of steps he or she must follow to do something he or she regularly does around the house.
Newspaper/Newsletter

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

- A newsletter is a brief publication by a group or organization that contains news of interest to that group’s members.

Directions  Read the newspaper page and answer the questions below.

HOMETOWN NEWS

JULY 17, 2004

Cloudy, 72º

BARR HITS THE CYCLE—AGAIN

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

“I guess my grandfather was looking out for me tonight,” said Barr after the game, referring to his grandfather Alan Barr, one of the first Negro League players to break into Major League baseball in the 1950s. Billy Barr frequently makes reference to his grandfather, who inspired his grandson to play baseball.

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

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

   It is at the top under the name of the newspaper.

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

   It tells you who the article is about and what that person did.

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

   Cloudy, 72 degrees

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

   Mentioning the last occurrence shows how rarely it happens.

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

   This article is a news story.
Directions  Read the selection from the newsletter and answer the questions below.

EVANSTON SOCCER NEEDS VOLUNTEERS

Hello Evanston soccer families!

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

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

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

6. To whom is this newsletter story directed?  
It’s directed to parents of Evanston youth soccer players.

7. Who do you think would receive a copy of this newsletter?  
Families and individuals involved in the Evanston soccer program would receive it.

8. Name two things this newsletter specifically asks soccer parents to volunteer to do.  
Possible answer: coach or referee

9. Based on this newsletter article, who runs this youth soccer organization?  
The organization is run by volunteers.

10. If you wanted to find out about a big event happening in your city, where would you go to find out the information—a newspaper or a newsletter? Why?  
A newspaper would be better, because they cover important events for a big audience. Newsletters are written for specific groups.

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

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

**Activity**

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

---

**Comprehension Skill**

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

**Activity**

*One Thing Leads to Another* Pick a favorite story about something funny or dramatic that happened to you or one of your relatives in the past. Talk with a family member about the cause (or causes) that made this event occur.
**Words to Know**
Knowing the meanings of these words is important to reading *Shutting Out the Sky*. Practice using these words.

**Vocabulary Words**
- **advice** an opinion about what should be done
- **advised** gave advice to
- **circumstances** conditions that accompany an act or event
- **elbow** to push with the elbow; make your way by pushing
- **hustled** went or worked quickly or with energy
- **immigrants** people who have come into a country or region to live there
- **luxury** something pleasant but not absolutely necessary
- **newcomer** a person who has just come or who came not long ago
- **peddler** a person who travels about selling things carried in a pack or in a truck, wagon, or cart

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

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

Cause and Effect

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

**Directions** Read the following passage and complete the diagram below.

Colonists came to America seeking opportunities unavailable to them in Europe. England viewed America as a source of revenue and raw materials for its growing economy. As the colonies flourished, laws were enacted forcing them to buy finished products from England rather than allow colonists to make and sell their own. Laws including new taxes on tea, textiles, and sugar, made colonists resent the meddling in their everyday lives and felt restrained. When they protested, the king sent troops to enforce the laws and keep order. In response, colonists formed their own government and signed the Declaration of Independence. The king didn’t accept this call for self-government, and soon the American Revolution began.

**Possible answers given.**

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Declaration of Independence signed.</td>
<td>The Revolutionary War started.</td>
</tr>
<tr>
<td>4. The Revolutionary War started.</td>
<td>The English didn’t accept America’s call for independence.</td>
</tr>
</tbody>
</table>

5. Summarize the passage in one or two sentences.

**Unfair taxes by the English and the colonists’ desire for freedom caused the American Revolutionary War.**

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

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

1. **Immigrants** __________ come from one country to another to live. A 2. **newcomer** __________ faces many challenges when moving to a new home. They don’t have the

3. **luxury** __________ of familiar surroundings.

Sometimes, they find themselves in strange and confusing

4. **circumstances** __________. To find jobs and homes, they often rely on the 5. **advice** __________ of their new friends and acquaintances.

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

6. peddler \(\rightarrow\) walker salesperson bicyclist

7. elbow \(\rightarrow\) disappear push bend

8. hustled \(\rightarrow\) eased slipped hurried

9. circumstances \(\rightarrow\) happenings situation ideas

10. advised \(\rightarrow\) thought decided suggested

Journal Entry

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

**Journal entry should include words from the vocabulary list and details about what it would be like to move to another country.**
Vocabulary • Context Clues

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

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

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

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

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

You could use your elbow to push your way through a crowd.

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

“A group of musicians”; Cara wants to hear the band play.

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

“Something pleasant but not necessary”; A folding chair can’t be described as the best and most costly.

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

“Moved quickly or with energy”; Cara moved quickly.

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

“A difficult situation”; Cara has to make the best of it.

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

**Sequence**

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

Mike Nee came to America in 1927. He was 21 years old and had spent his entire life on the west coast of Ireland. Once in America, he found work with the local gas company. He was young, strong, and a tireless worker. Within a couple of years, he was able to buy himself a house. Soon after that, he met Ellen, who was also from Ireland. They married in 1932 and hoped to have a large family just like the ones they grew up in. They had many struggles in their first years of marriage. But they were determined to share the good life in their new country with children of their own. After many years, Mike and Ellen welcomed their daughter Mary into the world in 1943. There truly couldn’t have been two happier parents.

1. When did Mike Nee come to America?
   - **Mike came to America in 1927.**

2. How many years passed after coming to America before Mike and Ellen got married?
   - **They got married five years later.**

3. Which did Mike do first—get married or buy a house?
   - **He bought a house first.**

4. How many years passed between Mike and Ellen’s marriage and the birth of their daughter?
   - **Eleven years passed before their daughter was born.**

5. How old was Mike when he became a father?
   - **Mike was 37 years old when he became a father.**

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

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

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

In the early part of the twentieth century, there were a large number of immigrants who came to the United States. Many people came from eastern European countries like Poland, Italy, and Russia. Because large U.S. cities offered an easier transition into American culture and public transportation was widespread. Immigrants were able to be near other relatives who’d moved to the U.S., and a community of familiar languages and customs was welcoming to newcomers. These areas where immigrants settled helped define the neighborhoods that became a part of big cities like Chicago, New York, and Boston.

1. What were the nationalities of many immigrants in the early twentieth Century?
   - **Polish, Italian, and Russian**

2. What features of big cities appealed to immigrants?
   - **These cities offered jobs and public transportation was widespread.**

3. What do you think happened to the population in big cities during this time? What do you think was the cause of this effect?
   - **The population of the big cities increased; Many immigrants moved into the city in a short amount of time.**

4. How were the immigrants’ cultural backgrounds preserved in the new country?
   - **Immigrants shared languages and other customs.**

5. Write a summary of the passage in one or two sentences.
   - **New immigrants to the U.S. in the early twentieth century preserved their cultural backgrounds by creating ethnic neighborhoods in large cities.**

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

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

Directions Read the following passage and complete the diagram below.

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

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

Possible answers given.

Causes

Four men ran for president in 1860.

Lincoln’s goal was to keep the country united.

3. The southern states wanted to keep slavery.

Effects

1. Most Americans didn’t vote for Lincoln.

2. Lincoln got enough electoral votes to win.

4. A terrible war started.

5. Write a summary of the passage.

Lincoln was not elected by a majority, but he would not change his mind about slavery. This led to the Civil War.

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

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

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

**Online Student Encyclopedia**

<table>
<thead>
<tr>
<th>Keyword Search</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

See also **Immigration**.

**Possible answers given.**

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

   **You would enter “Samuel Ellis” in the Keyword Search box at the top of the screen.**

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

   **Yes; It would be useful for doing research with a project team.**

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

   **It would be helpful for doing future research on the subject.**

4. When was Ellis Island made into a museum?

   **Ellis Island became a museum in 1990.**

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

   **You could click on the underlined words See also Immigration.**
**Online Student Encyclopedia**

**Keyword Search**

**Print Article**  **E-Mail Article to Friend**  **Bookmark Article**

**Ethnic Diversity**

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

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

**Possible answers given.**

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

- *Irish immigrant* or *Irish immigration* would be possible keywords.

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

- *Immigration* and *religious persecution* are possible keywords.

8. How would you print this article?

- Click on *Print Article* at the top of the screen.

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

- *Economic, political, and religious freedom* are three reasons people may move.

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

- *Dictionaries provide definitions to words; Encyclopedias provide in-depth information about a topic.*

**Home Activity**

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

**Inside Out**

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

**Activity**

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

**Comprehension Skill**

**Compare and Contrast**

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

**Activity**

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

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

Vocabulary Words
caterpillar the wormlike larvae of insects such as butterflies and moths
cocoon case of silky thread spun by the larvae of various insects, to live in while they are developing into adults
disrespect to show a lack of respect; to be rude
emerge to come into view; come out; come up
migrant a worker, especially a farm worker, who travels from one area to another in search of work
sketched drawn roughly and quickly
unscrewed loosened or taken off by turning

Grammar

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

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

Practice Tested Spelling Words

__________________  ____________________  ____________________  ____________________
__________________  ____________________  ____________________  ____________________
__________________  ____________________  ____________________  ____________________
__________________  ____________________  ____________________  ____________________
__________________  ____________________  ____________________  ____________________
__________________  ____________________  ____________________  ____________________
__________________  ____________________  ____________________  ____________________
__________________  ____________________  ____________________  ____________________
Compare and Contrast

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

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

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

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

**Possible answers given.**

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alex figured it was an ordinary kitchen, just bigger.</td>
<td>1. The volunteers served breakfast items.</td>
</tr>
<tr>
<td>2. Alex thought his dad and other people made soup there.</td>
<td>3. Alex saw families eating there.</td>
</tr>
<tr>
<td>4. Alex never thought about the people who ate at the shelter.</td>
<td>5. Alex saw people like his grandparents there.</td>
</tr>
</tbody>
</table>

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

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

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

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

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

Write a Description

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

Descriptions should be of an animal and include words from the vocabulary list.

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

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

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

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

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

**Possible answers given.**
1. If *unscrewed* means “loosened by turning,” what does its base word mean and why?
   
   **The base word means “to tighten by turning;” Without the prefix you only have the meaning of the base word.**

2. If *unthinkable* means “impossible to imagine,” what does its base word mean and why?
   
   **The base means “possible to imagine;” Without the prefix, you only have the meaning of the base word.**

3. What word uses the prefix *dis–*? How does this prefix change the meaning of its base word?
   
   **disrespect; Dis– changes “respect” to the opposite meaning.**

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

5. Add prefixes to *pleased* and *excited* so each new word’s meaning will be the opposite of the base word. Use one of the new words in a sentence.
   
   **displeased, unexcited; I became displeased when I saw the final score of the game.**

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

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

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

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

**Possible answers given for 2–5.**

1. What is the author’s main idea in this passage?
   
   We are all part of many communities.

2. What are two purposes the author has for writing this passage?
   
   to persuade and inform

3. Name two examples of community activities the author describes.
   
   helping to clean up a local park; joining a school fundraiser

4. According to the author, what is a benefit of being involved with your community?
   
   to know we are all part of something bigger than ourselves

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

   Student’s answers should describe a community and the benefits of being a part of it.

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

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

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

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

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

**Possible answers given for 1, 2, 5.**

1. How can some people get directly involved in elections?
   - **Some people run for office or volunteer time to campaigns.**

2. Name a less direct way people can get involved in an election.
   - **People can learn about the issues of an election.**

3. What is one way all citizens can be involved in elections?
   - **They can vote.**

4. Where do elections take place?
   - **Elections can take place in your town, your state, across the country, or in school.**

5. Explain why you think voting is an important responsibility for every citizen.
   - **By voting, each citizen can be a part of the decision-making process.**

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

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

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

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

On the night the tornado touched down, things changed between Jorge and Ed. The roof of Ed’s house was blown off. Jorge and his parents were the first people there to help Ed’s family. They worked together all night to help clean up Ed’s house. That night, Jorge and Ed began to know each other a lot better. They became good friends.

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. They lived <strong>on the same street.</strong></td>
<td>2. They worked <strong>together all night.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3. They were sometimes <strong>in the same classroom.</strong></td>
<td>4. They became <strong>good friends.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Students should include both comparisons and contrasts in their answers.**

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

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

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

The Apostrophe

Use an apostrophe
1. to show possession
   John’s dad collects bottle caps.
2. with s to show the plural of letters
   b’s  j’s  t’s
3. to show the omissions of a letter, letters, or numbers
   We’ll  class of ’05  won’t

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

they’re — they are  she’ll — she will
we’ve — we have  let’s — let us
o’clock — of the clock  aren’t — are not

1. How many ways is an apostrophe used?

   Apostrophes can be used in three different ways.

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

   The apostrophe in that case shows possession.

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

   mustn’t

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

   20

5. Insert apostrophes where needed in the following sentence: I’ll take my mom’s casserole over to the neighbor’s house at 6 o’clock.

   I’ll take my mom’s casserole over to the neighbor’s house at 6 o’clock.
**Directions**  Use the following table of contents from a grammar book to answer the questions below.

**CHAPTER 2 Nouns**
1. Kinds of Nouns ............................................. 31
2. Gender and Number of Nouns ......................... 36
3. Direct Address ............................................. 44
4. Objective Case ............................................ 52
5. Nominative Case ......................................... 59
6. Possessive Forms of Nouns .............................. 68

/settings/James Thurber on Nouns ....................... 77

**CHAPTER 3 Pronouns**
1. Personal Pronouns ........................................ 79
2. Personal Pronouns: Nominative Case ................. 91
3. Pronouns: Objective Case ............................... 104
4. Other Kinds of Pronouns ............................... 119
5. Pronoun Agreement ....................................... 131

/settings/E.B. White on Correct Use of Pronouns ...... 141

---

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

**Chapter 3**

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

**Organizing them by individual parts of speech helps make them easier to use and makes the content easier to absorb.**

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

**I, me, mine, you, yours**

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

**Possessive Form of Nouns**

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

**The essays may provide helpful tips on how to use particular parts of the language.**

---

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

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

**Activity**

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

**Comprehension Skill**

**Author’s Purpose**

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

**Activity**

**Tag-Team Story** With a family member, take turns making up a story about your family. You start it, then the other person continues it for a while, and so on. When the story is finished, try to figure out the authors’ purpose in your story. Is there more than one? How do you know?
Words to Know
Knowing the meanings of these words is important to reading Passage To Freedom. Practice using these words.

Vocabulary Words
agreement harmony in feeling or opinion
cable a message sent through wires, also called a telegram
diplomat person who manages relations between nations
issue to distribute officially to a person or persons
refugees people who flee to another country for safety
representatives people appointed or elected to act or speak for others
superiors people who are higher in rank or position
visa an official signature or endorsement upon a passport or document, showing it has been examined and approved

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

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

Practice Tested Spelling Words


Levi Coffin was an abolitionist. He helped people who had been enslaved head north to find freedom. Levi was part of the Underground Railroad for many years. A few thousand enslaved people passed through his home in Indiana on their way to Canada. Levi was able to give them supplies for their journey. Eventually, people called Levi the “President of the Underground Railroad.” Although it was illegal at the time to help people escape slavery, Levi took a risk to do what he knew was right.

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

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What information is the author providing you with?</td>
<td>1. The author gives information about Levi Coffin’s life as an abolitionist.</td>
</tr>
<tr>
<td>For what purpose did the author write this passage?</td>
<td>2. The author wrote this to provide information about Coffin’s life.</td>
</tr>
<tr>
<td>How do you know?</td>
<td>3. Possible answer: The author uses facts about Coffin to tell his story.</td>
</tr>
<tr>
<td>Why did the author not use “I” in the passage?</td>
<td>4. Possible answer: This is a story about someone else’s life, not the author’s.</td>
</tr>
<tr>
<td>What idea is the author trying to convey in the last sentence?</td>
<td>5. Sometimes people have to take risks to help other people.</td>
</tr>
</tbody>
</table>
Vocabulary

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

refugees 1. people who flee to another country for safety

issue 2. to distribute officially

visa 3. official signature or endorsement on a passport or document

representatives 4. people appointed or elected to act or speak for others

agreement 5. harmony in feeling or opinion

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

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

superiors

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

visa

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

cable

9. A person who manages the relationship between countries.

diplomat

10. This is the opposite of conflict.

agreement

Write a Newspaper Article

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

Articles should include details about providing aid to refugees.

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

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

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

Ayako’s father is a diplomat, sent to our country by his homeland. Last week I went home with Ayako after school and her mother was crying. Ayako translated what her mother was saying so I could understand. Her father’s superiors had called and told them that it was not safe to return to their homeland. Now Ayako and her family are refugees. Her father is not sure what job he can get. Ayako’s little brother asks every day when they will be able to see their friends and relatives back home, but nobody knows the answer. Her family has made an agreement that they will try to be brave and to wait patiently for things to change. Someday, they will go home again.

**Possible answers given for 1, 4, 5.**

1. What is the definition of *diplomat*? Put it in your own words.
   - **a person who makes sure countries can work together**

2. What entry do you have to look at in the dictionary to find the meaning for *translated*? What does *translated* mean?
   - **translate; changed from one language to another**

3. What does *superiors* mean? What part of speech is it?
   - **people who are higher in position or rank; noun**

4. What is the meaning of *agreement*? Use it in an original sentence.
   - **harmony in feeling or opinion; We made an agreement never to see that movie again.**

5. Explain why a dictionary would give more complete information for an entry than a glossary.
   - **A dictionary may include more parts of speech for the word than the glossary.**

**Home Activity** Your child used a dictionary to find out the meanings of unfamiliar words. Choose a few words that your child does not know. Have your child use a dictionary to find their meanings.
Anne Frank wrote a famous diary about what it was like to live in hiding during World War II. Anne was born in Germany in 1929. After a few years, Anne’s father moved her family to the Netherlands. Later, when Nazi soldiers took over the Netherlands, Anne’s family hid above a warehouse in the hopes that the Nazis would not find them there. While they were in hiding, friends brought them things they needed.

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

1. What clues in the passage help you understand the sequence of events?
   - the years 1929 and 1944, and the words after, later, and while

2. What clue words tell you when Anne moved to the Netherlands?
   - after a few years

3. When did friends help the Frank family?
   - Friends helped when the family lived above the warehouse.

4. Why is it important that the events of the passage are placed in order?
   - Possible answer: It is important to understand that they went into hiding after the Nazis came.

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

**Home Activity**

Your child has read a biographical scene and placed its details in the order in which they occurred. With your child, read a short story. Have your child explain whether or not the sequence of events in the story affected the story’s outcome.
Tom stood outside the school office, not knowing what to do. He should have been excited about the class pizza party. He loved pizza. But he wasn’t excited. Tom’s class won the pizza party when three of his classmates entered the best guess for the number of marbles it took to fill up a jar. The problem was, Tom knew that his classmates had cheated. They had found the principal’s notes, which told exactly how many marbles had been used, and had copied the number down. A group of third-graders had come within fifteen marbles all by themselves, just by estimating. Even though he loved pizza, Tom didn’t think it was fair to enjoy the party that the third-graders had earned. If he did nothing, Tom would feel dishonest. He took a deep breath, and went into the office to talk to the principal.

Possible answers given.
1. Why do you think the author wrote this passage?
   The author wrote this passage to entertain and to persuade the reader that cheating is wrong.

2. Do you think the author met his or her purpose for writing? Why or why not?
   Yes, because the character told the truth even though it was hard.

3. Why do you think the author wrote the passage from Tom’s point of view?
   The author wrote it from Tom’s point of view to show what Tom was feeling.

4. Why does the author tell a story instead of simply writing an essay about why cheating is wrong?
   The author wrote a story to make the events seem more real.

5. Did you need to change your normal reading pace to understand it? Why or why not?
   I read it a little faster than normal, because the author didn’t use difficult words or lots of information to tell the story.

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

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

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

In 1940 Varian Fry went to France to help people flee from the Nazi powers who had come there. He made up documents that would let people leave the country. He also came up with routes they could take to find safety. Varian stayed in France for thirteen months before he was forced to leave. He rescued many people. Some of them were famous artists, writers, and musicians. It was not until many years later that he was finally honored for his work in France.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the author telling you about?</td>
<td>1. The author tells us about how Varian Fry <strong>helped people escape the Nazis.</strong></td>
</tr>
<tr>
<td>For what purpose did the author write this passage?</td>
<td>2. The author wants to <strong>inform us about Varian’s life.</strong></td>
</tr>
<tr>
<td>How do you know?</td>
<td>3. The author uses <strong>facts about Varian’s time in France.</strong></td>
</tr>
<tr>
<td>Why do you think the author told you that Varian was forced to leave France?</td>
<td>4. To tell us that Varian would have <strong>Possible answer:</strong> stayed longer to save people if he could.</td>
</tr>
<tr>
<td>What idea is the author trying to tell us in the last sentence?</td>
<td>5. To tell us that sometimes <strong>Possible answer:</strong> a person’s efforts may take a while to be honored.</td>
</tr>
</tbody>
</table>

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

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

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

Rising Sun Setting: Japanese in America During World War II

Copyright © 1988 Daniel Kwong
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No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or any information storage and retrieval system now known or to be invented, without permission in writing from the publisher.

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Library of Congress Cataloging in Publication Data

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

PRINTED IN THE UNITED STATES OF AMERICA

Possible answers given for 2–4.

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

To let readers know who owns the book's copyright and who published the book.

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

Daniel Kwong owns the copyright.

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

It means that the content of the book is your property.

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

It warns not to make illegal copies of the book.

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

6. What does the title tell you this book will be about?

**It is about how the United States government was formed.**

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

**They are page numbers; page 48.**

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

**You can learn how the book is organized.**

9. What is the purpose of the chapter titles?

**Chapter titles tell you what each chapter is about.**

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

**There is a glossary, an appendix, and an index.**

**Home Activity** Your child learned about the parts of a book. Pick out several kinds of books around your home (nonfiction, a reference book, a work of fiction) and examine the parts of the different books together.
The Ch’i-lin Purse

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

Activity

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

Comprehension Skill

Compare and Contrast

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

Activity

On Your Street With a family member, go outside and look at the houses and buildings on your street. Can you guess which ones might have been built by the same company? Do you see similarities? What are some of the differences? Compare and contrast the buildings and houses as you walk down the street.
Words to Know
Knowing the meanings of these words is important to reading The Ch’i-lin Purse. Practice using these words.

Vocabulary Words
asterished  surprised greatly; amazed
behavior  manner of behaving; way of acting
benefactor  person who has given money or kindly help
distribution  the act of giving some to each, of dividing and giving out in shares
gratitude  kindly feeling because of a favor received; desire to do a favor in return; thankfulness
procession  something that moves forward; persons marching or riding
recommend  to speak in favor of; suggest favorably
sacred  worthy of reverence; not to be violated or disregarded
traditions  customs or beliefs handed down from generation to generation

Action and Linking Verbs
Action verbs  tell what the subject of a sentence does. For example: I smiled at the old woman. “Smiled” is an action verb.
Linking verbs  link, or join, the subject to a word or words in the predicate. They tell what the subject of a sentence is like. For example: Wai’s painting looked amazing. “Looked” is a linking verb.
Common linking verbs include am, is, are, was, were, will be, seem, feel, and look.

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

Practice Tested Spelling Words
The Ch’i-lin Purse

Compare and Contrast

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

Directions Read the following passage.

In Japan during the Middle Ages, samurai warriors followed a code of honor called bushido. Following the code meant being a fierce fighter, an athlete, a kind and honest person, and living a simple life. During the same time in Europe, knights were expected to follow the code of chivalry. Chivalry meant you were loyal to a lord (the landowner who hired the knight), brave in battle, and honorable in all deeds. They wore different armor. Samurai primarily wore protective leather gear, and knights wore heavy metal armor.

Possible answers given.

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

<table>
<thead>
<tr>
<th>Similarities in Text</th>
<th>Differences in Text</th>
<th>Compared with What I Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Both had to be honorable.</td>
<td>3. Samurai lived in Asia; knights lived in Europe.</td>
<td>4. Our school honor code forbids cheating.</td>
</tr>
<tr>
<td>2. Both were fierce fighters.</td>
<td>Samurai wore leather gear, and knights wore metal armor.</td>
<td>5. Our school has school colors.</td>
</tr>
</tbody>
</table>

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

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

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

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

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

Write a Thank-You Note

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

Thank-you notes should include words from the vocabulary list and specify the helpful gesture that was done.

Check the Words You Know

___astonished
___behavior
___benefactor
___distribution
___gratitude
___procession
___recommend
___sacred
___traditions

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

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

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

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

“This is Mrs. Kazarian. She is a benefactor for young artists and wants to pay for your lessons at the school of music,” my astonished mother said.

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

**Possible answers given.**

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

   *gratus*; The root lets you know that the word has to do with something that is pleasing.

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

   *bene*; The root lets you know that the word has to do with something that is good.

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

   It probably means someone who receives something good, because *bene* means “good.”

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

   The root means “pleasing,” so it means being pleased.

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

   Exercising every day benefits your health.

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

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

Mary had volunteered for a community organization that built homes for those in need. Mary learned that there are many steps to putting up a wall. First, she put up the wall frame. To do this, she measured and remeasured boards, cut them using a table saw, and screwed and nailed them into place. When the wall frame was up, she learned how to staple the insulation onto it, cutting around the electrical sockets and switches so that she did not cover them. She helped with the drywalling too. She nailed the drywall boards to the wall frame and learned how to tape the seams. By the end of the day, she was exhausted, but she had completed her wall.

Possible answers given for 2–5.

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

2. What would happen if Mary nailed the drywall before she stapled the insulation?
   
   She couldn’t add the insulation after the drywall was up.

3. Summarize the steps Mary followed to build her wall.
   
   First, Mary put up the wall frame. Then she stapled the insulation.
   Last, she nailed the drywall and taped the seams.

4. Explain why the sequence of steps is important to building a wall.
   
   The sequence is important because steps that occur later depend on earlier steps being completed.

5. Explain the sequence of steps in a something you did for the first time.
   
   First, I preheated the oven. Second, I measured the ingredients. Third, I mixed the batter. Fourth, I put the batter into a pan. Last, I baked the cake.

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

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

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

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

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

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

   The middle school and the soccer league want to schedule events.

2. What do the events have in common?

   Both groups want to hold an event on the same day and at the same time.

3. Name a benefit each event offers the community.

   The school picnic helps teachers and parents work together.

   The playoffs brings pride to the community.

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

   The soccer playoffs involve more participants.

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

   Possible answer: He will let the soccer team have it because they have more participants.

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

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

**Directions** Read the following passage.

Serena thought the holidays were the best of both worlds. She loved giving people presents, and she loved receiving them as well. She and her brother usually gave each other gifts of the same value. They both enjoyed making gifts for each other. Serena always asked her brother what he wanted, although he seldom asked her. Serena carefully wrapped her gifts so that the wrapping gave her brother a clue as to what was inside. Her brother would often present his gift to her in a paper bag or wrapped in newspaper. His unusually wrapped gifts always made her smile.

**Possible answers given for 4, 5.**

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

<table>
<thead>
<tr>
<th>Similarities in Text</th>
<th>Differences in Text</th>
<th>Compared with What I Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Serena and her brother gave gifts of <strong>the same value.</strong></td>
<td>3. Serena always asked her brother what he wanted, but he <strong>did not ask her.</strong></td>
<td>4. <strong>Jan and I always give each other balloons on our birthdays.</strong></td>
</tr>
<tr>
<td>2. They both enjoyed <strong>making gifts.</strong></td>
<td>Serena carefully wrapped her gifts, and her brother did not.</td>
<td>5. <strong>I bring my balloons to school, but Jan leaves them at home.</strong></td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Chapter 18</th>
<th>Asia &amp; Africa 1920–1960</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Struggles in Central Asia</td>
<td>788</td>
</tr>
<tr>
<td>2. Africa’s New Nations</td>
<td>803</td>
</tr>
<tr>
<td>3. Middle East in Conflict</td>
<td>824</td>
</tr>
<tr>
<td>4. Reforms in China</td>
<td>851</td>
</tr>
<tr>
<td>Art: Chinese Calligraphy</td>
<td>859</td>
</tr>
<tr>
<td>5. Chapter in Review</td>
<td>874</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 19</th>
<th>Asian Culture Spreads 1946–Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Japan’s Economic Power</td>
<td>880</td>
</tr>
<tr>
<td>Photography: Two Views of Tokyo</td>
<td>887</td>
</tr>
<tr>
<td>2. China’s Open Society Develops</td>
<td>901</td>
</tr>
<tr>
<td>3. Free Trade’s Global Impact</td>
<td>919</td>
</tr>
<tr>
<td>Map: Cultural Advances</td>
<td>930</td>
</tr>
<tr>
<td>4. Chapter in Review</td>
<td>934</td>
</tr>
</tbody>
</table>

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

   The textbook is about social studies because the chapters are about events in history.

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

   The book is organized into chapters and subsections.

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

   You can find out about Tokyo in Chapter 19, Section 1.

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

   You can find summaries in the sections called Chapter in Review.

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

   The sections in italics include graphic sources because they have words like Map and Art in their title.
Directions  Read the back cover of this trade book. Then answer the questions below.

The Chinatown Dragon
The Day My Little Sister Was Eaten by a Paper Dragon

THE UPDATED AND EXPANDED TENTH ANNIVERSARY EDITION

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

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

“Lori Liu’s stories are full of the laughter and tears common to everyone’s childhood.”
—Mario Michelin, San Jose Post

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

6. What kind of book is this?  

It is a collection of stories.

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

The Chinatown Dragon; It is the name of one of the stories.

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

This is the tenth anniversary edition and contains new stories.

9. Why are quotes included on the back cover?  

The quotes are meant to convince people to buy the book.

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

I’d look in a textbook because they tend to focus on facts.

Home Activity  Your child read a short passage and then answered questions about textbooks and trade books. With your child, look at a trade book and a textbook. Ask your child to explain the difference between the two types of books.
Fact and Opinion
A statement of fact can be proved true or false. A statement of opinion tells what someone thinks or feels, and cannot be proven true or false. Opinions often include words that make judgments, such as interesting, beautiful, or I believe.

Activity
A Simple Answer With a family member, take turns making statements about your family. Have the other person guess whether each statement is true or false. If you’re the person making the statements, remember to have a mix of true ones and false ones.
Words to Know
Knowing the meanings of these words is important to reading Jane Goodall’s 10 Ways to Help Save Wildlife. Practice using these words.

Vocabulary Words
conservation  preservation from harm or decay; protection from loss or from being used up
contribute  to help bring about
enthusiastic  full of enthusiasm; eagerly interested
environment  condition of the air, water, soil, etc.
investigation  a careful search; detailed or careful examination

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

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

Practice Tested Spelling Words

_________  ___________  ___________  ___________  ___________

_________  ___________  ___________  ___________  ___________

_________  ___________  ___________  ___________  ___________

_________  ___________  ___________  ___________  ___________

_________  ___________  ___________  ___________  ___________
Fact and Opinion

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

**Directions** Read the following passage.

**Dirty beaches are disgusting. I hate to see the shore of a lake, or ocean dotted with candy wrappers or soda bottles or other bits of garbage. Garbage on beaches is more than an eyesore, though. It also kills wildlife. Animals such as fish and turtles may try to eat drifting garbage they find in the water. If they do, they may choke. The plastic six-pack yokes from soda cans are dangerous to birds. Birds often become tangled in the plastic and die. To help keep beaches clean, volunteer on clean-up days. People who clean beaches help protect the environment and deserve the best places to sit when they visit the shore.**

**Directions** Fill in the diagram below based on the passage.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Can it be proved true or false?</th>
<th>Fact? Opinion? Or both?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dirty beaches are disgusting.</td>
<td>1. no</td>
<td>2. opinion</td>
</tr>
<tr>
<td>The plastic yokes from soda cans are dangerous to birds.</td>
<td>3. yes</td>
<td>4. fact</td>
</tr>
<tr>
<td><strong>People who clean beaches help protect the environment and deserve the best places to sit when they visit the shore.</strong></td>
<td>The first part can be proved true or false, but not the second part.</td>
<td>contains both fact and opinion</td>
</tr>
</tbody>
</table>

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

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

conservation  1. preservation from harm
environment  2. surroundings
enthusiastic  3. full of eager interest
contribute  4. give money, help, or time
investigation  5. detailed, thorough examination

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

Migrating birds, like the Canada goose, travel twice each year to a new
6. environment. Scientists who study these annual moves are interested in
7. conservation of bird habitats. These 8. enthusiastic scientists 9. contribute greatly to the safety of birds. Through
10. investigation, research, and observation, environmental scientists serve
an important role in preserving nature.

Write an Opinion

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

Students should explain the reasoning behind their opinions and use
words from the vocabulary list.

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

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

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

The U.S. Fish and Wildlife Service (USFWS) is one of our country’s most enthusiastic protectors of endangered species. When the environment, or home, of one of our nation’s species is threatened, the USFWS tries to protect it as best they can. They will begin with an investigation of the threat, and when they discover what is causing it they will act to repair the damage. Conservation of wetlands, prairies, and other geographically sensitive areas is an important part of the preservation goals of the USFWS. We can all help save endangered species by being responsible citizens and making sure we don’t litter or contribute to the destruction of these sensitive lands.

1. What does the word **enthusiastic** mean?
   
   It means “showing eager interest.”

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

3. Look at the sentence before the word **conservation**. How does this sentence give a clue to the meaning of **conservation**?
   
   It talks about investigating a threat to plants or animals and then repairing any damage.

4. What does **contribute** mean as it is used in this passage?
   
   It means “to play a part in.”

5. What is the meaning of **investigation**? How do you know?
   
   It means “to look into something closely”; The sentence says that the investigation leads to understanding the cause of the threat.

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

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

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

1. What do the majority of frogs eat?
   The majority eat insects and worms.

2. What does a North American bullfrog sometimes eat that most frogs do not?
   Possible answer: Bullfrogs sometimes eat mice, snakes, other frogs, and turtles.

3. Why do you think a North American bullfrog would need to eat a mouse?
   North American bullfrogs are very large, so they have bigger appetites and need more food to satisfy them.

4. What do both small and large frogs use to catch their prey?
   They both have their fast and sticky tongues.

5. On a separate sheet of paper, compare what you eat during a meal to what an older relative eats. What is the same and what is different?
   Responses should include examples of different foods and should compare and contrast the portions and types of food.

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

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

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

Some people prefer cats to dogs as house pets. Fans of cats say they are just as friendly as dogs and that they are equally loving. We know from studies that cats sleep a bit more than dogs; a majority of a cat’s day is spent napping. We also know that cats are preferable in pet-therapy situations because they are smaller and easier to handle for elderly or handicapped persons. For the past few years, polls have found that more people have cats as pets than dogs. But cats are hunters, and if let outside, a house cat will hunt birds, mice, and other small mammals. Some people say they are more frightened of cats than dogs. For some reason, they say, dogs seem friendlier.

1. What takes up most of a cat’s day?
   **The majority of a cat’s day is spent sleeping.**

2. Give one example of a statement of opinion found in the passage.
   **Possible answer: Cats are as friendly and loving as dogs.**

3. How do you know that your example is a statement of opinion?
   **It is a statement of opinion because it cannot be proved true or false.**

4. Give one example of a statement of fact in the passage.
   **Possible answer: Cats sleep eighty percent of the day.**

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

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

A statement of fact can be proved true or false. A statement of opinion tells what someone thinks or feels.

Statements of opinion often contain words that make judgments, such as interesting or beautiful.

A single sentence might contain both a statement of fact and a statement of opinion.

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

Molting is a process during which an animal sheds an outer layer of protection and grows a new one. When humans do this, it involves tiny amounts of skin or hair at a time. We should feel sorry for molting penguins, though, because molting is a difficult time for them. While penguins molt each year, they cannot go into the water. Penguins eat fish and other sea life, so while a penguin is molting, it cannot eat. A molting penguin also looks strange. Molting penguins migrate to a communal molting site, usually in a sheltered area. Depending on the size of the penguin, molting can take anywhere from two weeks to a full month! Maybe penguins think of molting as a way to diet.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Can it be proved true or false?</th>
<th>Fact? Opinion? Or both?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Molting penguins isolate themselves from other penguins.</td>
<td>yes</td>
<td>Fact</td>
</tr>
<tr>
<td>We should feel sorry for molting penguins, though, because molting is a difficult time for them.</td>
<td>The first part cannot be proved true or false, but the second part can.</td>
<td>both</td>
</tr>
<tr>
<td>4. A molting penguin also looks strange.</td>
<td>no</td>
<td>Opinion</td>
</tr>
</tbody>
</table>

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

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

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

- *Monkey-ing Around* (Public Television documentary about captive monkey behavior)
- *Monkey Project* (Internet site for an international primate organization)
- “Jane Goodall’s Quest” (Taped interview with Jane Goodall)
- *One World* (Internet site about wild animal habitats that are endangered)

1. Which source would be most helpful in writing a report on Jane Goodall?
   “Jane Goodall’s Quest” would be the most helpful.

2. How would you access information from the *World Wildlife Fund’s Annual Report 2003*?
   You would have to use the CD-ROM at a computer.

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

4. Which source would be most helpful if you wanted to learn about the sounds monkeys make?
   *Field Recordings: Monkeys of Gambia* would be the most useful.

5. Which source would you start with if you were investigating primates in your local zoo?
   You would start with *Monkey-ing Around*.
**Directions**  Use the following Internet search results found on a search engine to answer the questions below.

**Search Results**

**Prairie Shores**

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

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

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

6. What does the information below the underlined links tell you?
   **It tells you more specific information about the site.**

7. What key words might have been used to get these search results?
   **Possible answers: ecosystems, Amber Prairie, habitats.**

8. Which sites are the official government sources regarding this prairie?
   **Prairie Shores and Federally Protected Ecosystems**

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

10. Why might the Habitat and Ecosystem Interdependence site be valuable if you were doing a report?
    **Possible answer: Because it was done by a university and may be less biased than the others.**

**Home Activity** Your child answered questions about electronic media. With your child, look around your house and see how many different types of electronic media you have on hand. Talk with your son or daughter about how each of the various electronic media sources could be valuable in his or her studies.
The Midnight Ride of Paul Revere
Revolutionary war hero Paul Revere warned the colonists of an advancing attack by the British army. Revere rode his horse through the night warning every village and town. The colonists, prepared by Revere’s warning, defeated the British forces.

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

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

Activity
Recipe for the Day Write out the order of events that have happened today, from when you woke up to when you started this activity. Try to be as detailed as possible. Then, using what you wrote as a guide, tell a family member about what you have done with your day. Pay attention to the words you use to indicate sequence.
Words to Know
Knowing the meanings of these words is important to reading *The Midnight Ride of Paul Revere*. Practice using these words.

**Vocabulary Words**
- **fate**: what becomes of someone or something
- **fearless**: without fear; afraid of nothing; brave; daring
- **glimmer**: a faint, unsteady light
- **lingers**: stays on; goes slowly, as if unwilling to leave
- **magnified**: caused something to look larger than it actually is
- **somber**: having deep shadows; dark; gloomy
- **steed**: a horse, especially a riding horse

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

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

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**Practice Tested Spelling Words**

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Sequence

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

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

The Reverend Martin Luther King Jr. is one of the heroes of freedom in America. In 1948, at the age of 19, King became a minister. That same year, he graduated from Morehouse College. He is best known, however, for his role in the civil rights movement. In 1955, he helped organize the Montgomery Bus Boycott. In 1963, he led the Freedom March on Washington, D.C. Because of his frequent participation in civil rights protests, he was arrested 30 times. In 1964, he was awarded the Nobel Peace Prize. Dr. King was assassinated in 1968.

### Events in Martin Luther King’s Life

<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1948</td>
<td>King became a minister.</td>
</tr>
<tr>
<td>1948</td>
<td>Graduated from Morehouse College.</td>
</tr>
<tr>
<td>1955</td>
<td>Montgomery Bus Boycott</td>
</tr>
<tr>
<td>1963</td>
<td>Led Freedom March</td>
</tr>
<tr>
<td>1964</td>
<td>Won Nobel Peace Prize</td>
</tr>
<tr>
<td>1968</td>
<td>Dr. King assassinated.</td>
</tr>
</tbody>
</table>

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

**The first two events both occurred in 1948; The passage uses the words “That same year.”**

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

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

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

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

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

Write a Conversation

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

Conversations should include words from the vocabulary list and details about colonial life around the time of the Revolutionary War.

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

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

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

A colonist’s life was filled with hard work, especially when compared with our lives. Many of these differences can be connected to a single fact: in the 1700s, there were no cars. Traveling from place to place was particularly difficult. A colonist without a good horse often had to walk. Once outside of town, many miles separated settlements—and there were no sidewalks, few roads, and no street lights. Lingering on the trail after dark was risky.

1. **Compared** and **connected** both have the same ending. What are their base words? How does **–ed** change the meaning of their base words?
   - **compare and connect; Both verbs take their past-tense forms.**

2. **Lives** and **differences** both have the same ending. What are their base words? How does **–s** change the meaning of their base words?
   - **life and difference; Both words become plural.**

3. **Traveling** and **lingering** both have the same ending. What are their base words? How does **–ing** change the meaning of their base words?
   - **travel and linger; The verbs become nouns.**

4. What is the difference between **–s** at the end of **lingers** and **–s** at the end of **sidewalks**?
   - **Lingers is a verb. Adding **–s** makes it third-person singular.**
   - **Sidewalks is a noun. Adding **–s** makes it plural.**

5. Choose a noun or a verb from the passage. What is its base word? Add a new ending to it. How has the meaning of the word changed?
   - **Possible answer: Fact becomes plural when an **–s** is added to it.**

**Home Activity** Your child identified and answered questions about word endings. Change the word endings of common words your child knows. Ask your child how these new words are different from the original words in spelling and meaning.
Patrick Henry was one of the many interesting characters in the American Revolution. He provided us with one of the great sayings in American history. As a young man, he tried and failed at being a farmer and shopkeeper. He eventually educated himself and became a lawyer. Patrick Henry became a famous activist in the fight against British control of the colonies. He spoke out against English rule early and often. He urged fellow colonists to revolt. He challenged the British over their restrictions upon American liberty. In 1775, at a meeting of colonial leaders, he spoke his most famous line: “I know not what course others may take, but as for me, give me liberty or give me death.” This was the theme of his adult life.

Possible answers given for 2–4.

1. When and where did Patrick Henry live?
   **Patrick Henry lived in the American colonies in the 1700s.**

2. How do you know Patrick Henry was outspoken?
   **He spoke often in favor of revolution.**

3. How did Patrick Henry feel about British rule of the colonies?
   **He strongly disapproved of it.**

4. Why do you think Patrick Henry said, “Give me liberty or give me death”?
   **Patrick Henry would risk his life for freedom.**

5. On a separate sheet of paper, describe something you feel so strongly about that you would say something like what Patrick Henry said.
   **Students’ responses should express a strong feeling about a specific topic.**

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

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

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

*In 1773, American colonists in Boston raided three British ships in Boston Harbor. They dumped more than 300 crates of British tea into the water. They were protesting England’s taxes on the American colonies. Eight months earlier, the British government had created a tax on all tea shipped from England to America. The colonists were furious. On the night of December 16, 1773, Samuel Adams led approximately 100 colonists and stormed the British ships waiting to unload their tea. By dumping all the tea into the harbor, the colonists let the King know that they would not stand for his high taxation.*

1. What did the British do that angered the American colonists? What year did they do it?
   **The British put taxes on tea in 1773.**

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

3. Why did the colonists dump the tea into Boston Harbor?
   **They dumped tea to protest the British taxes on tea sent to the colonies.**

4. Why is knowing that the colonists were angry at the British important to the sequence of events?
   **Possible answer: Knowing the source of the colonists’ anger helps you understand the cause of their actions.**

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

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

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

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

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

Jefferson’s re-election in 1804 was different from his first. This time he won every state except three. Lewis and Clark returned in 1806. They had traveled all the way to present-day Oregon. Jefferson was asked to run for president for a third term. He refused because he did not want the president to become like a king. In 1809, Jefferson returned to his much-loved home, Monticello.

**Thomas Jefferson’s Presidency**

1801 1803 1804 1806 1809

1. **Jefferson is elected president.**
2. **Jefferson proposes an expedition to explore the western part of the continent.**
3. **Jefferson is elected president for the second time.**
4. **Lewis and Clark return.**
5. **Jefferson returns home to Monticello.**

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

Jefferson proposed exploration of the West and made the Louisiana Purchase at about the same time; The word “meanwhile” is used.

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

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

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

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

**Possible answers given.**

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

   **The weather is cloudy.**

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

   **Franklin flew a kite in cloudy weather, which caused a key tied to the string to spark.**

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

   **Their clothing is old-fashioned, from over 200 years ago.**

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

   **Their experiment is going well.**

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

   **The experiment was carried out in a field.**
Directions  Look at the illustration and read the caption. Then answer the question below.

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

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

**The quarter features Abraham Lincoln.**

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

**1818**

8. What do the tall buildings show?

**Possible answer: Chicago, a major city in Illinois**

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

**The design was inspired by Thom Cicchelli’s artwork.**

10. What do you think the 21 stars signify?

**Possible answer: The state was the 21st state to join the United States.**

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

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

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

Comprehension Skill

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

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

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

Vocabulary Words
admiringly with wonder, pleasure, and approval
permit to let, allow
scoundrel an evil, dishonorable person; villain; rascal
subject a person under the power, control, or influence of another
worthless without value; good-for-nothing; useless

Grammar

Past, Present, and Future Tenses

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

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

Practice Tested Spelling Words

_________________________  __________________________
_________________________  __________________________
_________________________  __________________________
_________________________  __________________________
_________________________  __________________________
Author’s Purpose

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

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

Henry Ford constructed his first horseless carriage, the Quadricle, in 1896. In 1908, he built a car for the average person: the Model T. It sold for $850, but eventually was priced as low as $260. Ford’s new, efficient assembly lines revolutionized American manufacturing and made goods cheaper to produce. 15 million Model T’s were sold, ushering in the “motor age.”

Possible answers given.

<table>
<thead>
<tr>
<th>Kinds of Ideas</th>
<th>Author's Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry Ford invented early cars.</td>
<td>to inform</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Ways Ideas are Stated</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Give two examples of how the author states his or her ideas.</td>
<td></td>
</tr>
<tr>
<td>1. In 1908 he began building a car for the average person.</td>
<td></td>
</tr>
<tr>
<td>2. The Model T began the “motor age.”</td>
<td></td>
</tr>
</tbody>
</table>

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

The author provides facts about Henry Ford.

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

Ford’s inventions helped begin the “motor age.”

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

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

worthless _______ 1. without value

admiringly _______ 2. to look upon with approval

scoundrels _______ 3. rascals

permit _______ 4. to allow

subject _______ 5. a person under the power of someone else

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

admiringly _______ 6. Henry Ford looked _____ at his Model T.

worthless _______ 7. Ford’s experiments were not _____, because he learned from them.

subject _______ 8. After Ford built the first horseless carriage, he was the _____ of many news stories.

scoundrels _______ 9. Untrustworthy _____ tried to sell a fake Model T for an outrageous price.

permit _______ 10. The price of the first Model Ts did not _____ the average American to buy them.

Write a Newspaper Article

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

Newspaper articles should include words from the vocabulary list and details about a new invention, real or imagined.

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

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

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

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

John Kemp Starley manufactured a safety bicycle, named the Rover Safety Bicycle. It was a more stable bike. The air-filled pneumatic tire and the “bicycle built for two,” or tandem bicycle, contributed to the popularity of the bicycle in the 1890s.

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

1. What does vehicle mean? What clues help you to determine the meaning?
   
   A vehicle is used for transportation; A bicycle is a type of vehicle.

2. What context clues help you determine why an early version of the bicycle was called the boneshaker?
   
   The bike was not comfortable.

3. What context clue helped you to determine the meaning of pneumatic?
   
   Pneumatic means “air-filled,” like a bicycle tire.

4. What context clue helped you determine the meaning of tandem bicycle?
   
   A tandem bicycle is a “bicycle built for two.”

5. In the last sentence, the word permit is a noun and refers to a signed card granting permission to do something. Write a sentence in which the word permit has a different meaning.
   
   Will you permit me to open the door?

Possible answers given.

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

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

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

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

Possible answers given.

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

Jonas Salk developed a vaccine against polio long before I was born.

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

Every summer parents were anxious and afraid.

3. What made Dr. Salk famous overnight?

Americans received the news of Salk’s success.

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

The vaccine was made available to people around the world; therefore

5. Explain the effects of a new vaccine.

A new vaccine can prevent people from becoming infected with a disease.

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

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

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

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

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

### Possible answers given.

1. **What is the purpose of this article?**

   **The purpose is to inform.**

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

   **The author uses facts about high-speed trains.**

3. **What is another possible purpose of this article?**

   **Another purpose is to persuade.**

4. **Explain why this could also be the purpose.**

   **The author tells us some advantages of high-speed trains.**

5. **How is this article organized?**

   **The author asks the reader to imagine traveling very quickly and explains how this is possible in high-speed trains.**

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

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

Directions  Read the article. Then complete the diagram below.

Many people believe that America’s love of cars is ruining the natural world. They believe that carmakers can develop cars that are less harmful to the environment. First, carmakers can make cars that do not use so much fuel. This helps conserve oil and gas. Second, gas can be made so it releases fewer waste products. Third, they can make more cars that use electricity combined with gas. Many people feel that electricity is cleaner than gas. If carmakers make these changes, cars could be less harmful to the environment and our quality of life.

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

Author's Purpose
4. **to persuade**

Ways Ideas are Stated
Give examples of how the author states his or her ideas.

1. First, carmakers **can make cars that do not waste so much fuel.**
2. Second, **gas can be made so it releases fewer waste products.**
3. Third, **build more cars that use both electricity and gas.**

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

**Possible response: The author wants to protect the environment.**

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

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

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

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

Possible answers given for 1, 4, 5.

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

loaded words; Pre-loved appeals to the buyer’s emotion more than used does.

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

generality

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

Choose from the exciting new fluorescent colors that everyone’s buying.

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

sweeping generalization; The advertiser doesn’t say how much the “small down payment” will be.

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

slogan; Yes, because it is catchy and will stick in readers’ minds.
Directions  Read this advertisement for a credit card and answer the questions.

**ACT NOW!**

**Diamond Classic Plus**

New, Promotional 5.9% APR! *  
• No annual fee  
• Online account and bill payment  
• FREE additional cards  
• Special cardmember privileges

Your Credit Limit: Up to $15,000  
Reply within 10 days

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

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

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

*See details on reverse.

Possible answers given.

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

   **act now, reply within 10 days**

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

   **special, privileges, impress your friends**

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

   **This may keep the reader from noticing any negative parts of the offer.**

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

   **free additional cards, online payment, card member privileges**

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

    **Students should explain the reasoning behind their answers.**

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**Home Activity**  Your child learned about advertisements. Write an advertisement for an imaginary product or service with your child using some of the advertising techniques your child has learned about. Discuss how the advertisement tries to persuade the reader.
Main Idea and Details
The main idea is the most important idea about a paragraph, passage, or article. Supporting details are small pieces of information that tell more about the main idea.

Activity
Cats or Dogs? Express a general idea about a pet or animal you are familiar with. For example: Cats make better pets than dogs. Have a family member suggest specific details that support your main idea. For example: You don’t have to walk a cat.

Leonardo’s Horse
The year is 1452. The Duke of Milan wants a statue of a horse to give to his father. The great artist, Leonardo da Vinci, believes he alone can make it. He begins work on it at the age of 30, but is never able to complete it.

Activity
Art Action Think about a work of art you would like to make. Talk with a family member about the materials you would need, how you would make it, and what it would look like.
Words to Know
Knowing the meanings of these words is important to reading Leonardo’s Horse. Practice using these words.

Vocabulary Words
achieved carried out to a successful end
architect person who designs and makes plans for buildings
bronze a dark yellow-brown combination of copper and tin
cannon a big gun, especially one that is mounted on a base or wheels
depressed sad or gloomy
fashioned made, shaped, or done
midst in the middle
philosopher a person who studies philosophy, the study of the basic nature of knowledge and reality
rival a person who wants and tries to get the same thing as another, or tries to equal or do better than another

Principle Parts of Regular Verbs
A verb’s tenses are formed from its principle parts: the present, the past, and the past participle. Regular verbs add -d or -ed to form the past tense. For example: walk/walked, use/used. To form the past participle, use has or have with the past-tense form. For example: have walked, has used.

Activity
Pass it on In groups of two, play “Pass it on.” The first person selects a verb and says its present participle and past tense. The second person repeats the first person’s statement, then adds the verb’s past participle, then chooses a new verb and says the new verb’s present participle and past tense. Play continues back and forth, each person adding three words to the growing list, until one player cannot recite the entire list.

Practice Tested Spelling Words

____________  ______________  ______________  ______________
____________  ______________  ______________  ______________
____________  ______________  ______________  ______________
____________  ______________  ______________  ______________
____________  ______________  ______________  ______________
____________  ______________  ______________  ______________
____________  ______________  ______________  ______________
Main Idea

- The main idea is the most important idea about a paragraph, passage, or article.
- Details are small pieces of information that tell more about the main idea.

Directions: Read the following passage and complete the diagram. State the main idea of the passage and three supporting details.

Artist Wesley Dennis (1903–1966) was an expert at painting horses. He had the ability to capture each horse’s personality in his paintings. In 1945, writer Marguerite Henry asked him to illustrate her first book, Justin Morgan Had a Horse. He illustrated fifteen of Henry’s horse books, including King of the Wind and Misty of Chincoteague. All three of these books were very popular with children and won awards for children’s literature. Dennis is also known for his paintings in Anna Sewell’s powerful story Black Beauty.

Possible answers given for 2–5.

Main Idea
1. Wesley Dennis was an expert at painting horses.

Detail
2. Dennis could capture each horse’s personality.

Detail
3. Marguerite Henry asked him to illustrate her books.

Detail
4. Dennis illustrated Black Beauty.

5. Write a one-sentence summary of this passage.

Wesley Dennis illustrated many children’s books about horses.

Home Activity: Your child identified the main idea and supporting details of a brief passage. Work with your child to identify the main idea and supporting details for individual paragraphs in a magazine or newspaper article. Challenge your child to write a summary of it.
Vocabulary

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

1. a big gun mounted on a base or wheels
   cannon

2. a person who designs and makes plans for buildings
   architect

3. made, shaped, or done
   fashioned

4. a person who studies the basic nature of knowledge and reality
   philosopher

5. a person who wants and tries to get the same thing as another or tries to do better than another
   rival

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

6. The horse’s yellow-brown coat was so rich and shiny it looked like it was made from _____.
   bronze

7. Working together on their books about horses, Wesley Dennis and Marguerite Henry _____ great success.
   achieved

8. Amelia was known as the best artist in school, but her _____ Lily was trying to outdo her with a new painting.
   rival

9. The wild pony did not like being fenced in. It was happier in the _____ of the wide open fields.
   midst

10. Julia felt _____ when she had to leave the ranch at the end of the summer.
    depressed

Write a Journal Entry

On a separate sheet of paper write a journal entry describing an animal you have drawn. Use as many vocabulary words as you can. Include a drawing if possible.

Journal entries should describe an animal the student has drawn and include words from the vocabulary list. It may also include a drawing.

Home Activity  Your child identified and used vocabulary words from Leonardo’s Horse. Read a story or nonfiction article with your child. Have your child point out unfamiliar words. Work together to figure out the meaning of each word by using other words that are near it.
Vocabulary • Word Structure

- Many words in English are based on Greek and Latin roots. Sometimes you can use Greek and Latin roots to figure out the meaning of an unfamiliar word.

- The root bio– means “life,” arch– means “chief or ruler,” and philo– means “loving.” These roots all come from the Greek language.

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

The great Renaissance artist Raphael achieved fame during his lifetime. He was respected as an architect. He designed two churches in Rome, but he is more known for his painting than for his architecture. One of his most famous paintings is called *The School of Athens.* It shows the philosopher as a hero. The Greek philosophers Plato and Aristotle are at the center of the painting. They are standing in the midst of other great philosophers from ancient times. Raphael had many students in his studio. They helped him complete his larger works. Raphael was a well-loved teacher, and some of the students thought of others students as rivals. After Raphael’s death, however, his students worked together to complete many important works started by their teacher. The biographer Giorgio Vasari called Raphael “the prince of painters.”

1. The Greek root arch– means “chief or ruler.” The Greek word tekton means “builder.” What do these tell you about the meaning of architect?

**An architect can be a chief builder.**

2. The Greek root philo– means “loving.” The Greek word sophia means “knowledge, learning.” What do these tell you about the meaning of philosopher?

**A philosopher can be a person who loves knowledge.**

3. The Greek root bio– means “life.” The Greek word graphia means “record.” What do these tell you about the meaning of biographer?

**It means “a person who makes a record of someone’s life.”**

4. The Latin word studium means “to study.” What does this tell you about the meaning of studio?

**A studio can be a place to study.**

5. Write as many words as you can think of that use the roots arch–, philo–, and bio–. If you cannot think of any words on your own, use the dictionary for help.

**Check students’ answers for accuracy.**

Home Activity Your child identified Greek and Latin roots to understand unfamiliar words in a passage. Read a passage with your child and see if you can find words with Greek or Latin roots. First, identify the root. Then think of other words with the same root to figure out its meaning.
Fact and Opinion

Directions Read the article. Then answer the questions below.

I think the Renaissance artist Raphael (1483–1520) was the greatest painter of all time. According to biographers and historians at the time, he was handsome and charming. For this reason, he was given the nickname “the prince of painters.”

One of his paintings is the popular St. George and the Dragon. It shows St. George as a young knight in armor riding on a white horse. With his right arm he drives a long spear into the body of a fierce dragon. His horse is rearing back away from the dragon. In the background, a young woman is kneeling. I believe she is praying for the knight’s success.

1. In the first sentence, which words help you decide whether or not it’s a statement of fact or of opinion? What kind of statement is it?
   I think; opinion

2. Is the second sentence a statement of fact or of opinion? How do you know?
   Fact; What historians and biographers of the time thought of Raphael can be proved true or false by reading what they wrote.

3. Is the first sentence of the second paragraph a statement of fact or of opinion? How do you know?
   Fact; It can be proven that Raphael painted the painting.

4. In the second paragraph, sentences 2 through 4 are all statements of fact. Explain how you could check to see if they are true or false.
   These statements could be verified by looking at the painting.

5. The eighth sentence states a fact that can be verified by looking at the painting. Is there any way to tell what the woman is thinking? Explain your answer.
   Possible answer: No; We can only see what she is doing, not what she is thinking.

Home Activity Your child has identified facts and opinions in a short passage. Read a movie or book review with your child. Ask your child to identify which statements are fact and which are opinion.
Main Idea

- The **topic** is what a paragraph or article is all about.
- The **main idea** is the most important idea about a paragraph, passage, or article.
- **Details** are small pieces of information that tell more about the main idea.

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

When most people think of the Renaissance in England, they think of William Shakespeare (1564–1616). He is considered by many to be the greatest writer of the English language. He wrote 154 poems called sonnets, but he is most remembered for his thirty-eight plays. Shakespeare is probably the best-known writer of plays in the world. His writing still influences writers today. Today, 400 years after his death, audiences fill theaters to see his plays. High school and college students read, study, and perform them. Since 1899, many of his plays have been made into popular movies. We can be certain that the great works of Shakespeare will have a positive influence on readers of future generations.

1. What is the topic of the passage?

William Shakespeare

2. Write the sentence that gives the main idea of the passage.

He is considered by many to be the greatest writer of the English language.

3. What is one supporting detail that tells more about the main idea?

He is probably the best-known writer of plays in the world. His plays and poetry have affected literature and culture everywhere.

4. What is another supporting detail about the main idea?

His writing still influences writers today.

5. Write a one-sentence summary of this passage.

Shakespeare was influential during his lifetime and will continue to be so in the future.

**Home Activity**  Your child identified the main idea and supporting details in a short passage. Read a magazine article or story about an artist or writer with your child. Work together to identify the main idea and supporting details. Ask your child to write a short summary.
Main Idea

- The **main idea** is the most important idea about a paragraph, passage, or article.
- **Details** are small pieces of information that tell more about the main idea.

**Directions** Read the passage and complete the diagram. State the main idea of the passage and then list supporting details.

Leonardo da Vinci was not only a great artist. He was also a scientific thinker who drew up plans for many inventions. Flight interested Leonardo, so he drew plans for flying machines and parachutes. Construction was another of his interests, so he drew plans for bridges and cranes. Human anatomy interested him, so he drew detailed diagrams on how human body parts look and function. These drawings may have been the first accurate diagrams of human body parts.

**Main Idea**

1. Leonardo da Vinci was not just an artist but also a **scientific thinker**.

**Detail**

2. His interest in flight led to **plans for flying machines and parachutes**.

3. His interest in construction led to **plans for bridges and cranes**.

4. His interest in anatomy led to **accurate drawings of human body parts**.

5. Write a one-sentence summary of this passage.

**Possible answer:** Leonardo was a scientific thinker who drew plans for many things.

**Home Activity** Your child identified the main idea and supporting details of a short passage. Read an article about a famous person. Work with your child to identify the main idea and details of the article. Ask your child to summarize the article.
Skim and Scan

- To **scan** is to move one’s eyes quickly down the page, seeking specific words and phrases. Scanning is used to find out if a resource will answer a reader’s questions. Once a reader has scanned a document, he or she might go back and skim it.
- To **skim** a document is to read the first and last paragraphs, as well as to use headings, summaries, and other organizers as you move down the page. Skimming is used to quickly identify the main idea. You might also read the first sentence of each paragraph.

**Directions** Scan the passage to answer the questions below.

**Albrecht Dürer (1471–1528)**

**Early Life and Career.** Dürer’s training began as a draftsman in his father’s workshop in Germany. By the age of thirteen, he had already made his first self-portrait. One year later, in 1485, he produced *Madonna with Musical Angels*. For four years, he studied painting and woodcutting with a master.

**Travel and Artistic Growth.** In 1490, Dürer began several years of travel and painting. His trips around Europe were very important to his artistic development. His journeys to Italy, the Netherlands (Holland), France, and Switzerland especially influenced his art.

**Important Works.** By 1505, Dürer was famous. Eventually he became recognized as the greatest German Renaissance painter and printmaker. Some of Dürer’s important works include *Self-portrait* (1500), *Portrait of a Young Man* (1500), *The Feast of the Rose Garlands* (1506), *Adam and Eve* (1507), and *Four Apostles* (1526).

1. When you scan this passage, what helps you find specific information?
   - the title of the passage, the headings of the paragraphs

2. In which paragraph would you find the titles of Dürer’s most famous paintings?
   - the last paragraph

3. In which paragraph would you find out if Dürer painted as a youth?
   - the first paragraph

4. In what part of the passage would you find when Dürer lived?
   - the title

5. Can you find out about Dürer’s printmaking methods by scanning this passage?
   - No, because none of the paragraph titles mentions Dürer’s printmaking methods.
The inventor of the printing press was a goldsmith named Johannes Gutenberg. The invention of the press occurred around 1450 in Germany, and it marked an important advance for Renaissance culture.

The use of the printing press spread rapidly throughout Europe. By the year 1500, as many as twenty million books had been printed. The discovery changed life during the Renaissance. For one thing, there was an increase in the number of people who learned to read. Secondly, printing spread knowledge and ideas. Some scholars believe that the invention of the printing press was nearly as important as the invention of writing itself.

Possible answers given for 6, 9, 10.
6. What is a good way to skim this passage?

Read the first sentence of each paragraph and the last sentence of the passage.

7. What is the topic of this passage?

The passage is about the invention of the printing press.

8. Is the passage about silversmithing? How can you tell?

No, only the first paragraph mentions silver-smithing.

9. Is the writer of this passage conveying facts or opinions? How can you tell?

The writer is conveying facts; The sentences I skimmed contain no personal references or judgment words.

10. How would you express the main idea of this passage?

The printing press was an extremely important invention that changed human culture.
Fact and Opinion

You can prove a statement of fact true or false. A statement of opinion cannot be proved true or false. Statements of opinion express somebody’s thoughts or feelings.

Activity

Can you prove it? State a fact about something you know. For example: Our dog is a golden retriever. Have others suggest how that fact could be stated as an opinion. For example: Our retriever is the best dog ever! Then turn it around and start with an opinion.

Summary

The Dinosaurs of Waterhouse Hawkins

The year is 1853. The place is London. Waterhouse Hawkins has created the first-ever dinosaur models in his workshop. Afterward, he holds a great party to celebrate with guests like Queen Victoria and Prince Albert. No one has ever seen a model of a dinosaur, and they are all astonished.

Activity

Artist’s Workshop Find books about dinosaurs and look through them. Compare illustrations of the various dinosaurs. Select one that you and a family member like and draw your own versions of it.
Lesson Vocabulary

Words to Know
Knowing the meanings of these words is important to reading *The Dinosaurs of Waterhouse Hawkins*. Practice using these words.

Vocabulary Words
- **erect** put up; build
- **foundations** parts on which the other parts rest for support; bases
- **mold** a hollow shape in which anything is formed, cast, or solidified
- **occasion** a special event
- **proportion** a proper relation among parts
- **tidy** to put in order
- **workshop** space or building where work is done

Grammar

Principle Parts of Irregular Verbs
An *irregular verb* is one that does not add –ed to form the past tense. Most irregular verbs have different spellings for the past and the past participle. For example, for the verb *buy*, *bought* is the past tense, and *has*, *have*, or *had* *bought* is the past participle.

Activity
Irregular Verb Charts Work with a family member to make a graphic organizer of irregular verbs. Write an irregular verb in a central square, the past tense and the past participles in the circles around the square, and then write a sentence using each form of the verb in a rectangle next to each circle. Create more charts using new irregular verbs such as *write* and *know.*

Practice Tested Spelling Words

__________  __________  __________  __________  __________

__________  __________  __________  __________  __________

__________  __________  __________  __________  __________

__________  __________  __________  __________  __________

__________  __________  __________  __________  __________

__________  __________  __________  __________  __________
Fact and Opinion

- You can prove a statement of fact true or false. You can do this by using your own knowledge, asking an expert, or checking a reference source such as an encyclopedia or a nonfiction text.
- A statement of opinion gives ideas or feelings, not facts. It cannot be proved true or false.
- A sentence may contain both a statement of fact and a statement of opinion.

Directions Read the following passage. Then complete the diagram below by following its instructions, and answer the questions.

In 1861, the fossil remains of an *Archaeopteryx* (Ahr-key-OP-ter-iks) were discovered in Germany. They are about 150 million years old. Many scientists believe *Archaeopteryx* is the earliest known bird. When I saw it in a museum, I thought it looked like it was part dinosaur and part bird. It had feathers and wings like birds. It also had teeth and three claws on each wing. According to many scientists, *Archaeopteryx* could fly, but I’m not so sure. I think it might have flapped its wings, but I can’t imagine it ever got off the ground.

3. Write a statement of opinion from the passage. How do you know it is a statement of opinion?

   “I thought it looked part dinosaur and part bird.”; It cannot be proven.

4. Which sentence contains both a fact and an opinion?

   “... many scientists ... could fly, but I’m not so sure.”

5. In the last sentence, the author expresses an opinion that *Archaeopteryx* couldn’t have flown. What kind of details would support this opinion?

   The size of the fossil makes it look too heavy to fly.

Home Activity Your child read a short passage and identified facts and opinions. Read an article together. Ask your child to identify statements of fact and ask how they can be proven.
Vocabulary

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

1. proportion  a special event
2. foundations  to put up; build
3. erect  space or building where work is done
4. workshop  a proper relation among parts
5. occasion  parts on which other parts rest for support

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

6. Julia poured plaster into a ________ shaped like a bird.
   mold

7. She was creating a statue for a special ________.
   occasion

8. We have decided to ________ a statue in front of the new library.
   erect

9. When she finished making the bird, her ________ was a mess.
   tidy

10. She likes to wipe up the dust made by the plaster and ________ her workbench before she goes home.
    workshop

Write a News Report

On a separate sheet of paper, write a news report about an important discovery, like the discovery of the Archaeopteryx fossil remains. Use as many vocabulary words as you can.

The news report should include words from the vocabulary list and details about a discovery.

Home Activity Your child identified and used vocabulary words from The Dinosaurs of Waterhouse Hawkins. Read a story or nonfiction article with your child about dinosaurs or animals. Have him or her describe the dinosaur or animal and then explain whether the description is a statement of fact or of opinion.
Vocabulary • Context Clues

• Homonyms are words with the same spelling but different meanings.
• Sometimes an unfamiliar word is a homonym. The words around the homonym can offer clues to its meaning.

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

Fossil collectors know that they are not allowed to remove fossils from most places. It is against the law to remove fossils from someone else’s property and from public lands. In order to collect fossils, collectors meet at a “fossil fair” to buy fossils from other collectors. It’s also possible they might add to their collection by keeping a file with photographs and drawings of fossils. Sometimes collectors make copies of fossils by pouring plaster into a mold. They can look very realistic.

1. Fair can mean “not favoring one more than others” or “a gathering of buyers or sellers.” How is it used in the passage? How can you tell?
   “a gathering of buyers or sellers”; the word buy

2. Might can mean “possibly would” or “great power.” How is it used in the passage? How can you tell?
   “possibly would”; the word possible

3. File can mean “a container, drawer, or folder for keeping papers in order” or “a steel tool used to smooth rough surfaces.” How is it used in the passage? How can you tell?
   File means “a container, drawer, or folder for keeping papers in order”; The sentence is about keeping photographs and drawings.

4. Mold can mean “a furry, fungus growth” or “a shape in which anything is formed or cast.” How is it used in the passage? How can you tell?
   Mold means “a shape in which anything is formed or cast”; the words pouring plaster

5. Write a sentence using the meaning of mold not used in the passage.
   Possible answer: The old bread had green mold growing on it.

Home Activity Your child read a short passage and used context clues to understand new homonyms in a passage. Read an article with your child. Identify homonyms in that article. Write sentences that use each meaning of the homonyms.
Main Idea and Details

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

As a young girl, Mary Nicol was interested in prehistory and fossils. When she was a child, she had a difficult time in school. But as soon as she was old enough, she began attending classes about prehistory at the University of London. She was a talented illustrator and soon had a chance to illustrate a book by a famous researcher, Louis Leakey. They married, and she changed her name to Mary Leakey. The Leakeys went to Africa to find fossils in 1935.

While in Africa, Mary made several important discoveries that changed how scientists thought about early humans. In 1948, she found the first skull of a fossil ape. It was twenty million years old. In 1959, she found a two-million-year-old fossilized skull of an early human. In 1978 she uncovered a footprint trail. It was left in volcanic ash nearly 2.3 million years ago. This proved that there were humanlike beings in those days that walked upright on two feet.

Possible answers given.

1. What is the topic of the passage?

   The topic is Mary Leakey and her discoveries.

2. What is the passage’s main idea?

   Mary Leakey made important discoveries that changed how scientists thought about early humans.

3. Give an example of a supporting detail.

   She discovered a two-million-year-old skull of an early human.

4. Give another example of a supporting detail.

   She found the footprint tracks of two upright beings.

5. Summarize the passage in a few sentences.

   Mary Leakey turned her early interest in prehistory into a life of discoveries, mostly in Africa. These discoveries have shaped how scientists think about early humans.

Home Activity Your child has read a short passage and answered questions about its main ideas and details. Read a nonfiction story with your child. Ask him or her to identify the main idea of a paragraph and the supporting details.
Fact and Opinion

- You can prove a statement of fact true or false. You can do this by using your own knowledge, asking an expert, or checking a reference source such as an encyclopedia or a nonfiction text.
- A statement of opinion gives ideas or feelings, not facts. It cannot be proved true or false.
- A sentence may contain both a statement of fact and a statement of opinion.

Directions Read the following passage.

Dinosaurs are really interesting. I wanted to find out what happened to them so I went to the library to read some articles and books. This is what I found out: About 65 million years ago, dinosaurs became extinct. They had lived on Earth for about 165 million years. That’s much longer than humans have been around! Suddenly, they all began to die off. No one knows for sure why this happened. According to many scientists, an asteroid believed to be about 4.9 miles wide crashed to Earth and caused the extinction. When it crashed it might have scattered dust into the atmosphere, created tidal waves, and caused huge fires. This could have caused sunlight to be blocked for months and for the temperature to drop. Living things on Earth would have had difficulty surviving.

Possible answers given.
1. Give an example of an opinion from the passage.
   Dinosaurs are really interesting.
2. How can you tell this is an opinion?
   Dinosaurs may not be interesting to everyone.
3. Give an example of a fact from the passage.
   About 65 million years ago, dinosaurs became extinct.
4. How would you prove that this is a fact?
   You could look it up in a reference book.
5. Select one statement of fact from the passage. On a separate piece of paper, list as many ways as you can think of to verify it.
   Possible answers: look it up on the Internet, check a book about dinosaurs, call a museum, ask a scientist

Home Activity Your child read a short passage and identified facts and opinions. Together, read an editorial from a newspaper or magazine. Identify facts and opinions in the editorial. Ask your child how he or she can tell the difference between the facts and opinions.
Fact and Opinion

- You can prove a statement of fact true or false. You can do this by using your own knowledge, asking an expert, or checking a reference source such as an encyclopedia or a nonfiction text.
- A statement of opinion gives ideas or feelings, not facts. It cannot be proved true or false.
- A sentence may contain both a statement of fact and a statement of opinion.

Directions  Read the following passage. Then complete the diagram and answer the questions below.

When I grow up, I want to hunt for fossils like Mary Leakey. We seem to be a lot alike. She wanted to find fossils. So do I. She wanted to learn about early humans. So do I. I read all about her discoveries in Africa. I think her most exciting discovery was the skull from the Stone Age, which was almost two million years old. Her work in Africa gave us new information about stone tools and Stone Age cultures. In 1962, she and her husband Louis Leakey won the National Geographic Society’s highest honor.

Possible answers given for 2, 5.

3. How do you know “We seem to be a lot alike” is a statement of opinion?
   Because there is no way to prove it true or false.

4. Which sentence contains both a fact and an opinion?
   I think her most exciting discovery was the skull from the Stone Age, which was almost two million years old.

5. In the eighth sentence, the author expresses an opinion that the discovery of the Stone Age skull was the most exciting. What kind of details would support this opinion?
   Details about how other people reacted to her discovery.

Home Activity  Your child read a short passage and identified facts and opinions. Read a news article and have your child make a list of facts and opinions in the passage.
Schedule

A schedule is a kind of table with rows and columns. The rows and columns meet at boxes that are called cells. Schedules show times, dates, and locations for airplanes, trains, buses, activities, and sporting events.

Directions Use this train schedule to answer the questions.

<table>
<thead>
<tr>
<th>Departure Schedule for Trains to Chicago</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Waukekee</strong></td>
</tr>
<tr>
<td>Hampton</td>
</tr>
<tr>
<td>Rainville</td>
</tr>
<tr>
<td>Harbor Park</td>
</tr>
<tr>
<td>Arrive in Chicago</td>
</tr>
</tbody>
</table>

* Indicates food service.

1. How many trains go to Chicago every day? Which train leaves Waukekee in the morning, and arrives in Chicago in the afternoon?

**Six trains go to Chicago every day; 11:30 A.M.**

2. Counting Waukekee, how many stops does the train make? What is the fourth stop?

**The train makes five stops; Harbor Park.**

3. You live in Rainville. You want to meet your friends in Chicago at 10:30 A.M. What time do you have to catch the train in Rainville to be on time? How much extra time will you have when you arrive in Chicago?

**You need the 8:45 A.M. train; There will be no extra time.**

4. You live in Harbor Park and have to take the train that leaves at 7:00 A.M. for Chicago. You don’t have time to fix yourself breakfast. Will you be able to get something to eat on the train? How do you know?

**yes; The asterisk in the column indicates food service.**

5. You live in Hampton. Every Monday at 5:00 P.M., you have violin lessons in Rainville. To be on time, which train do you have to catch? Will you have time to spare?

**You need the 4:15 P.M. train; You will have 15 minutes to spare.**
Directions  Use this camp schedule to answer the questions.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 A.M.</td>
<td>Breakfast in Olson Hall</td>
<td>Breakfast in Olson Hall</td>
<td>Breakfast in Olson Hall</td>
<td>Breakfast in Olson Hall</td>
<td>Breakfast in Olson Hall</td>
<td>Breakfast in Olson Hall</td>
<td>Breakfast in Olson Hall</td>
</tr>
<tr>
<td>10 A.M.</td>
<td>Swimming at Lake Beluga</td>
<td>Play Rehearsal</td>
<td>Archery</td>
<td>Swimming at Lake Beluga</td>
<td>Band Practice</td>
<td>You Choose</td>
<td>Play Rehearsal</td>
</tr>
<tr>
<td>1 A.M.</td>
<td>Crafts</td>
<td>Crafts</td>
<td>Horseback Riding</td>
<td>Letters Home</td>
<td>Horseback Riding</td>
<td>You Choose</td>
<td>Parents Visit</td>
</tr>
<tr>
<td>4 P.M.</td>
<td>Group Games</td>
<td>Archery</td>
<td>Water Sports</td>
<td>Group Games</td>
<td>Hiking</td>
<td>Group Games</td>
<td>Swimming at Lake Beluga</td>
</tr>
<tr>
<td>8 P.M.</td>
<td>Lights Out</td>
<td>Lights Out</td>
<td>Lights Out</td>
<td>Lights Out</td>
<td>MOVIE</td>
<td>Campfire Stories</td>
<td>Lights Out</td>
</tr>
</tbody>
</table>

6. How many time slots for each day are listed on this schedule? How many days are listed?

**There are five time slots listed each day; seven days.**

7. You want to sharpen your swimming skills. What days and times can you go swimming?

**You can swim on Mondays and Thursdays at 10 A.M. and Sundays at 4 P.M.**

8. You want your parents to come for a visit. What day and time is best?

**Sundays at 1 P.M. are the best time for parent visits.**

9. What time can you eat breakfast everyday? Where is breakfast held?

**Breakfast is at 8 A.M.; Olson Hall**

10. You love to act. What is a good activity to take part in? When is this activity available?

**Play Rehearsal; It is held on Tuesday and Sunday at 10 A.M.**

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**Home Activity**  Your child learned about reading schedules. Look at the schedule of a sports team your child likes. Find out when the next game is and whether or not it takes place during school hours.
**Summary**

**Mahalia Jackson**
In this story, a grandfather tells his granddaughter about the music he loves, the blues. He explains that the blues is not just a feeling. It’s a kind of music. He tells her about the great blues singer, Mahalia Jackson.

**Activity**

**Making Music** Pretend you are starting a family band together. What kind of music will you play? Who will play what instruments? Together, write the lyrics of your first song. Set it to a melody you already know or make up your own.

**Comprehension Skill**

**Main Idea and Details**
The **main idea** makes a point about a topic and has at least one supporting detail. **Details** are smaller pieces of information that tell more about the main idea.

**Activity**

**Lyrical Reading** Read through the lyrics of a favorite song, or listen to the lyrics very closely when you hear it played. What is the main idea expressed in the song? Sum it up in your own words. What details in the song support the main idea?
Words to Know
Knowing the meanings of these words is important to reading *Mahalia Jackson*. Practice using these words.

Vocabulary Words
-appreciate to think highly of; value; enjoy
-barber person whose business is cutting hair and shaving or trimming beards
-choir group of singers who sing together, often in a church service
-released to permit to be published, shown, sold, etc.
-religious devoted to religion
-slavery the condition of being owned by another person and being made to work without wages
-teenager a person in his or her teens

Troublesome Verbs
Troublesome verbs are pairs of verbs that are confusing because they have similar meanings or because they look alike. For example: lay/laid; lie/lay.

Activity
Troublesome Verb Rhymes
Together with a family member, discuss the meanings of the following words and when to use them (you can use a dictionary for help): lay/lie, set/sit, let/leave, teach/learn, and may/can. Then, create a rhyme that will help you remember the correct way to use at least one of the verb pairs.
Main Idea

- The main idea is the most important idea about the topic.
- Details are small pieces of information that tell more about the main idea.

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

Who earned the title *Mother of the Blues*? That would be Ma Rainey (1886–1939), the first great African American blues singer. Her career began when she was fourteen years old in a local talent show in Georgia. Just four years later, she married “Pa” Rainey, and they formed a song-and-dance act that included blues songs. They traveled and performed throughout the South. In 1923, she made her first recording. She recorded about 100 songs. She performed with many notable jazz musicians during her career, which lasted until the 1930s. Her singing influenced many younger blues singers.

Possible answers given.

Main Idea 1. Ma Rainey was the first great blues singer.

2. career began when she was 14
3. performed with her husband
4. made her first recording in 1923
5. influenced younger singers

Home Activity Your child read a short passage and used a graphic organizer to identify the main idea and supporting details. Work with your child to identify the main idea and supporting details of individual paragraphs in a magazine article about music.
Vocabulary

Directions Choose the word from the box that best matches each definition below.

**appreciate** 1. to think highly of

**slavery** 2. the condition of being owned by another person and being made to work without wages

**religious** 3. devoted to religion

**choir** 4. a group of singers who sing together often in a church service

**teenager** 5. a person in his or her teens

Directions Match each word on the left with the word that has a similar meaning on the right. Write the correct letter on the line.

6. released a. spiritual
7. barber b. singers
8. appreciate c. haircutter
9. choir d. published
10. religious e. value

Write a Journal Entry

On a separate sheet of paper, write a journal entry describing your favorite kind of music and why you like it. Use as many vocabulary words as you can.

Journal entries should include words from the vocabulary list and details about a certain kind of music.

Home Activity Your child identified and used vocabulary words from Mahalia Jackson. Make up a song using the vocabulary words from the story to help your child remember their meanings.
**Vocabulary • Context Clues**

- **Antonyms** are words that have the opposite meaning of each other.
- Look for antonyms that show contrast with the unfamiliar word. When things are contrasted, words such as *unlike, not, but,* or *on the other hand* may signal the contrast.

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

The songs called spirituals were inspired by the lives of the people who wrote them: slaves living in the southern United States. By singing spirituals, slaves expressed their hope of being released and not enslaved, either in this life or the next. After slavery ended, spirituals were neglected because they reminded people of something they wanted to forget. But time passed, and spirituals came to be appreciated for their message and music. Spirituals are closely related to the gospel music, blues, and jazz that we hear today.

**Possible answers given.**

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

   *enslaved; Released means the opposite of enslaved.*

2. Find the antonym for *appreciated.* How does this antonym help to define *appreciated*?

   *neglected; Appreciated means the opposite of neglected.*

3. In this passage, the word *spiritual* means “a religious song.” *Spiritual* also means “interested in the belief and worship of God or gods.” What is an antonym for the second meaning?

   *Unbelieving is an antonym for spiritual.*

4. In this passage, the word *slavery* means “the condition of being owned by another person and being made to work without wages.” What is an antonym for *slavery*?

   *Freedom is an antonym for slavery.*

5. Write down a word from the passage and its antonym. Write a sentence or sentences using the original word and its antonym.

   *hope, despair; I hope to get a new radio, but I despair of ever saving enough money to buy one.*

**Home Activity** Your child read a short passage and identified words and their antonyms. Read an article with your child and identify unfamiliar words. Try to find their meanings by identifying their antonyms in the article.
Fact and Opinion

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

I was lucky to have once heard Ray Charles perform in person. It was an experience I will always remember. Ray Charles lost his sight when he was seven years old. I believe his lack of sight must have enhanced his ability with music. Both his parents died by the time he was fifteen, and he had to earn a living. He began as a blues and jazz pianist in the style of Nat King Cole. He went on to combine blues and gospel, creating his own musical style. When he sang, he swayed on the piano bench as if he were living the songs.

He was still in his twenties when his hit song, What’d I Say, hit the charts. It sold over a million copies. I can’t imagine life without Ray Charles’s best sellers Georgia on My Mind and I Can’t Stop Loving You.

1. Explain why “Ray Charles lost his sight when he was seven years old” is a statement of fact or a statement of opinion.

This is a statement of fact, because you can look up information about when Ray Charles lost his sight.

2. Is “I believe his lack of sight must have enhanced his ability with music” a statement of fact or a statement of opinion? How do you know?

This is an opinion because it begins with I believe.

3. Explain why “He was still in his twenties when his hit song, What’d I Say, hit the charts” is a statement of fact or a statement of opinion.

This is a fact because you can look up information about Ray Charles’s hit songs.

4. Is “I can’t imagine life without Ray Charles’s best sellers Georgia on My Mind and I Can’t Stop Loving” You a statement of fact or a statement of opinion? How do you know?

This is an opinion because you cannot prove it.

5. Find a sentence that contains both a statement of fact and statement of opinion.

Possible answer: I was lucky to have once heard Ray Charles.
Main Idea

- The main idea is the most important idea about the topic.
- Details are small pieces of information that tell more about the main idea.

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

Louis Armstrong is remembered as the greatest trumpeter in jazz history. He grew up in New Orleans and got to know many leading jazz musicians there. As a young man, he played the trumpet in marching bands. In 1922, he had the opportunity to play and record with King Oliver’s band in Chicago. Before Armstrong, the trumpet was not a solo instrument. It supported the band as a whole. Armstrong changed this. He was able to create solo pieces for the trumpet that the band supported. Later in his career, he starred in films and performed as a comedian. He also sang. He made many jazz recordings. Some of the songs he’s most famous for are Hello, Dolly!, Goldfinger, and What a Wonderful World.

Possible answers given.
1. What is the topic of this passage?

Armstrong’s career

2. What is the main idea of the passage?

Louis Armstrong was the greatest trumpeter in jazz history.

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

He played and recorded with King Oliver’s band.

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

Armstrong was able to create solo pieces for the trumpet.

5. On a separate piece of paper, create a graphic organizer to show the main idea and supporting details in this passage.

Graphic organizers should include the main idea and supporting details mentioned in the above responses.

Home Activity Your child read a short passage and identified the main idea and supporting details. Read a magazine article about a musician with your child. Together, create a graphic organizer to show the main idea and supporting details in the article.
Main Idea

- The main idea is the most important idea about the topic.
- Details are small pieces of information that tell more about the main idea.

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

Motown is an African American-owned independent record company in Detroit. It became home to many of the greatest singers of popular music. Its name came from Detroit’s nickname, “Motor City.” In 1961, owner Berry Gordy discovered The Temptations, who became one of the most popular singing groups during the 1960s and 1970s. The discovery of singer and songwriter Smokey Robinson and his group The Miracles made Motown famous. The company recorded many popular stars, like Marvin Gaye and Stevie Wonder. However, nothing could beat the popularity of Diana Ross and The Supremes. Berry Gordy sold Motown in 1988.

Possible answers given.

Main Idea 1. Motown was **home to many great singers.**

Supporting Details

2. Berry Gordy **discovered** The **Temptations.**

3. Smokey **Robinson** made Motown **famous.**

4. Marvin Gaye **recorded for** Motown.

5. The **Supremes** were very **popular.**

Home Activity Your child read a short passage and identified its main idea and supporting details. Read a magazine article about a musical group with your child. Work together to identify the main idea and supporting details in the article by using a graphic organizer.
Card Catalog/Library Database

- You can use a **card catalog** or **library database** to find books, magazines, audiotapes, videotapes, CD-ROMS, and other materials in the library. You can search for materials by author, title, or subject. A card catalog is a box of drawers filled with cards containing detailed information about books and other library materials. A library database is an electronic version of a card catalog.

- If you don’t know exactly what you are searching for in the library database, you can use “key words.” Be sure to type and spell words carefully. If you use more than one key word in your search, put the word “AND” between the key words.

- Both card catalog and library databases contain certain types of basic information. For instance, call numbers are used by libraries to identify and organize the items in their collections. Nonfiction books, videos, and recordings are arranged on library shelves by call number. Fiction books are arranged in alphabetical order by the author’s last name.

**Directions**  Look at the starting search screen for a library database below. For each of the numbered items, tell which of the six categories you would choose for each search. Then write the information you would enter into the library database.

![Search Summerville Elementary Library](image)

1. Ray Charles’s autobiography

   **Author (last name, first name); Charles, Ray**

2. a Louis Armstrong recording on CD, audiotape, or vinyl LP

   **Author (last name, first name); Armstrong, Louis**

3. a biography of Louis Armstrong

   **Subject (key words); Louis Armstrong**

4. *Mahalia: A Life in Gospel Music*

   **Title (exact search); Mahalia: A Life in Gospel Music**

5. a critical history of Motown Records

   **Subject (key words); Motown Records**
Directions Use the following sample card from a library card catalog to answer the questions below.

L424.7 RE

**Roots of Blues Music**

Parker, Mark, 1959-

Blues has influenced many different types of music today. It changed the way many people felt about music, as well. Blues emerged after slavery was abolished and changed the way singers approached music. Blues is still a popular form of music played today.

Publisher: Wilson Musical Reference
Pub date: c2001.
Pages: 313 p.
ISBN: 0534212311

6. Who is the author of this reference book?

**Mark Parker**

7. What is the book’s call number?

**L424.7 RE**

8. What is the title of the book?

**Roots of Blues Music**

9. How many pages does this book have? When was it published, and by whom?

**313 pages; published in 2001 by Wilson Musical Reference**

10. What do you learn about the book from the card’s summary?

**Possible answer: The book gives information on the history of blues music, and explains how it relates to different types of music today.**

Home Activity Your child learned about using a library database and a card catalogue. Visit the library with your child. Take turns searching for subjects that interest one or both of you.
Special Effects in Film and Television

Have you ever wondered how movie monsters and dinosaurs can seem so real? In this article, we follow the process of a group of special effects artists as they create a miniature model of a prehistoric landscape, complete with dinosaurs that move!

Activity

Your Own Miniature Model Using materials you find around the house and outside, such as scrap wood, cardboard, construction paper, rocks, and sand, create a miniature model of a scene from a favorite story that you would like to see made into a movie.

Comprehension Skill

Graphic Sources

Graphic sources are visual materials such as pictures, time lines, maps, charts, and diagrams that make information easy to understand. Previewing graphic sources before reading a story or article can help you predict what it will be about.

Activity

Get the Picture? Take turns describing stories or articles that this picture might accompany. Create as many captions as you can for the picture.
Words to Know
Knowing the meanings of these words is important to reading *Special Effects in Film and Television*. Practice using these words.

Vocabulary Words
- **background** the part of a picture or scene toward the back
- **landscape** a view of scenery on land
- **miniature** smaller in size or scale than others of its type
- **prehistoric** of or belonging to periods before recorded history
- **reassembled** came or brought together again

Prepositions and Prepositional Phrases
A **preposition** is a word that shows a relationship between a noun and another noun. For example: Maria stood between her parents. The preposition “between” shows where Maria (a noun) stood in relation to her parents (also a noun).

A **prepositional phrase** begins with a preposition and ends with a noun called the **object of the preposition**. For example: Samuel crawled under the porch. “Under” is the preposition, “porch” is the object of the preposition, and “under the porch” is the prepositional phrase.

Activity
**Where Are You Going?** Many prepositions describe location. Write five prepositional phrases that answer the question, “Where are you going?” Have a family member write the object of the preposition for each of your phrases, and then check their work. When you are done, switch roles.

Practice Tested Spelling Words

_________  __________  __________  __________  __________
_________  __________  __________  __________  __________
_________  __________  __________  __________  __________
_________  __________  __________  __________  __________
_________  __________  __________  __________  __________
_________  __________  __________  __________  __________
Graph Sources

- Some graphic sources are maps, time lines, charts, diagrams, and pictures with captions.
- A graphic source makes information easy to see and understand.

Directions  Study the circle graph below. Then answer the following questions.

**Small Films Company Annual Budget for Special Effects**

1. What do the percentages show?
   - **They show how much of the budget was spent in each area.**

2. On what special effect did the company spend the most money?
   - **The company spent the most money on lighting.**

3. How much more of the budget went toward costumes than make-up?
   - **twelve percent**

4. In what kind of article might you see a circle graph?
   - **Possible answers: An article about the costs of special effects, making a movie, or budgets in general.**

5. What prior knowledge did you use to help you understand the graphic source?
   - **Possible answer: I saw a play once and noticed all the different elements that go into putting it together.**

**Home Activity**  Your child learned how to interpret a graphic source. Together, imagine you are both writing an article about a favorite subject. Draw a graphic source that could be included in the article.
Vocabulary

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

prehistoric 1. of or belonging to periods before recorded history
reassembled 2. put back together again
landscape 3. view of scenery on land
miniature 4. done or made on an extremely small scale
background 5. the part of a picture or scene toward the back

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

reassembled 6. Three hours after the storm, the set for the movie had already been ______.
miniature 7. In preparing for the movie, the crew created a ______ village.
background 8. The film crew built a ruined temple to appear in the ______ of the scene.
prehistoric 9. The dinosaur film used models of huge, ______ creatures.
landscape 10. The park provided a perfect ______ for the film.

Write a Movie Review

On a separate sheet of paper write a review of a movie that had lots of special effects. Describe the special effects and how they worked. Use as many vocabulary words as you can.

Movie reviews should include words from the vocabulary list and details about special effects used in the movies.

Home Activity Your child identified and used vocabulary words from Special Effects in Film and Television. Read the review of a movie with your child. Have him or her point out unfamiliar words. Work together to try to figure out the meaning of each word.
Vocabulary • Word Structure

- A prefix is added at the beginning of a base word to change its meaning. Recognizing a prefix will help you figure out the word’s meaning.
- The prefix re– means “to do over again.”
- The prefix pre– means “before.”

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

On our first trip to L.A., we toured a special-effects studio. In one room the workers had just reassembled a landscape scene with prehistoric animals. Huge reptile-like birds with feathers flew in the background. In another room we saw a miniature village. Tiny houses were placed among even tinier bushes and trees.

Next, we visited the basement. We heard explosions going off. We were told that technicians were testing small explosive devices and that we should be careful. Down the hall we saw a room full of what looked like snow and ice. It was going to be used as an Arctic landscape with below-zero temperatures.

By the end of the afternoon, we were weary but eager to redo the tour soon. We felt like we had been treated to our own sneak preview of several of the coolest movies coming out in the future.

1. What does reassembled mean? What prefix helped you to determine the meaning?

It means put back together again; the prefix re–

2. What does prehistoric mean? What does its prefix mean?

It means before history; The prefix pre– means “before”.

3. If you replaced the prefix in preview with the prefix re–, how would the meaning change?

Instead of seeing something before, you would be seeing something again.

4. Can you use a prefix to determine the meaning of real? Why or why not?

No, because –al is not a base word.

5. Write at least three examples of words that either begin with the prefix re– or pre–.

Possible answer: retest; redo; prepaid

Home Activity Your child identified the meanings of words with prefixes. Make a list of all the words you can think of that begin with the prefixes re– or pre–. Then, have a silly conversation in which you try to use as many words on the list as possible.
Jack had studied dinosaurs for twenty years, and he’d lived in Dinosaur Park for all twenty of them. Nothing about dinosaurs could surprise him. This thought calmed his nerves as he walked toward the lodge at the other end of the park.

After an hour, he pulled out his GPS-DL (dinosaur locator) to check the position of the dinosaurs. The path was still clear for miles. So why did he feel so uneasy? Sweat was running down his cheeks. He felt dizzy.

Then a thundering blast filled the air. The earth shook. A foul smell hit him like a punch. A roar split the sky. It was like nothing he’d heard before. And it was coming straight toward him.

1. What is the author’s purpose?

The author’s purpose is to entertain.

2. How do you know?

The author created suspense with the plot.

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

yes; The story made me want to read on to see what would happen.

4. Notice the sentences get shorter in the second half of the passage. Why do you think the author did this?

The shorter sentences create suspense, which makes the reader want to keep reading.

5. How did the author’s purpose affect your reading pace?

Possible answer: The author’s purpose was to entertain and to build action, so I wanted to read faster.

Home Activity  Your child has read a fictional passage and identified the author’s purpose for writing it. Choose a story to read. Have your child preview the story first, looking at the cover, title, and pictures, to predict the author’s purpose. Read the story to find out if the prediction was correct.
Graphic Sources

- Some graphic sources are maps, time lines, charts, diagrams, and pictures with captions.
- A graphic source makes information easy to see and understand.

Directions Study the diagram for a miniature neighborhood below. Then answer the questions that follow.

Miniature Neighborhood Layout Diagram

Key

- HOUSE
- TREE
- STREET
- HILLS

1. What does this diagram show?
   **The diagram shows the placement of trees, homes, and hills in a miniature neighborhood.**

2. What shape represents a tree?
   **Trees are represented by circles.**

3. How many more houses than hills are there?
   **There are twelve more houses than hills.**

4. Why would this diagram be helpful to special-effects artists?
   **The artists would know how many different parts they needed and where to place them.**

5. What prior knowledge did you have about this topic that helped you understand it?
   **Possible answer: I built a diorama of a country farm for a project. I planned it out in my head before I began making it.**

Home Activity Your child used a graphic source to answer questions. Together, make a diagram of your home. Create a title and a key for your diagram. Challenge your child to use prior knowledge of diagrams to construct it.
Graphic Sources

- Some graphic sources are maps, time lines, charts, diagrams, and pictures with captions.
- A graphic source makes information easy to see and understand.

Directions Study the bar graph. Then answer the questions.

Employment in the Motion Picture Industry for 2002
(numbers have been rounded)

1. What does this bar graph show?

   The bar graph shows jobs in the motion picture industry in 2002.

2. What kind of article might include this graphic source?

   Possible answer: It may be in articles about employment or the motion picture industry in general.

3. How many editor jobs were there in 2002?

   There were about 9,000 jobs.

4. Which group had the most jobs?

   Actors had the most jobs.

5. What prior knowledge helped you understand this subject and graph?

   Possible answer: I heard on the radio that there were a lot of people who made movies who were not actors.

Home Activity Your child used a graphic source to answer questions. Look at the graphic sources in a newspaper. Challenge your child to study them on his or her own and then explain them to you.
Graphics/Symbols

- **Graphics** aid in the use of instructions and communication. They identify and summarize information.
- **Graphics** have an effect on the user’s understanding of material and provide additional meaning to the text that they accompany.
- **Symbols** and icons can be used to represent ideas, concepts, and information.

**Directions** Study the Web page below.

**Weather World**

Questions about this site?
Email the webmaster.

Copyright © 2004 Weather World, Inc.
Possible answers given for 6, 8, 9.

1. What is the name of this Internet site? How do you know?
   The name of the site is Weather World; the name is at the top of the page.

2. What do the graphics on the weather map tell you?
   The symbols show the types of weather around the country.

3. What does the rain cloud symbol mean?
   The symbol means rainy weather.

4. What type of weather will the Midwest have?
   The symbol means sunny weather.

5. Why do you think this Web designer placed graphics in the tool bar?
   The graphics are there to help locate links to other areas of the site in a faster way.

6. If one of the links in the tool bar was to the archives of historical weather, what graphic could be used?
   It could look like a bookshelf full of books.

7. What does the © symbol stand for? Where have you seen it before?
   It stands for copyright; it is on printed materials.

8. What would probably happen if you clicked “E-mail the webmaster.”?
   It would open a blank e-mail addressed to the person who runs the web site.

9. Why do people use symbols?
   Symbols provide information more quickly than written explanations.

10. How do the graphics on the weather map limit the amount of information you know?
    They give a summary of the weather, but not the specifics.

Home Activity  Your child learned about the use of graphics and symbols as visual representations of information. Look at a Web page or book that uses graphics and symbols. Challenge your child to explain what the graphics and symbols mean.