

Family Times

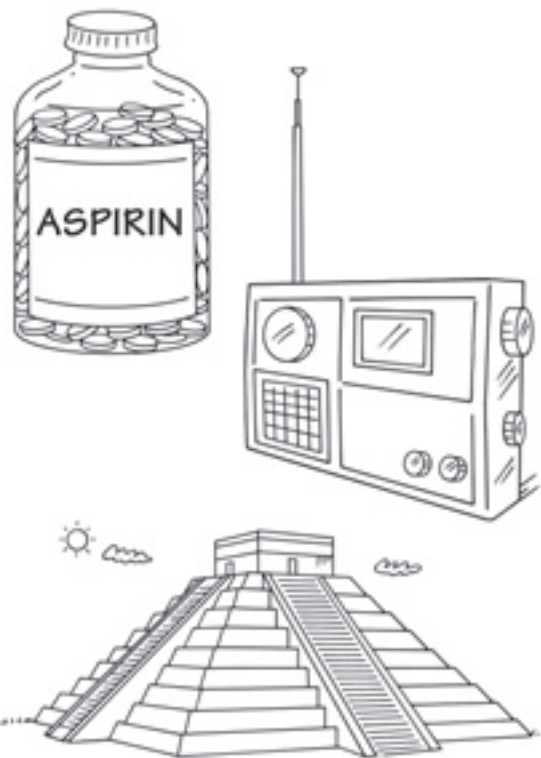
Summary

Into the Ice: The Story of Arctic Exploration

Many people in history tried to become the first human to reach the North Pole. Some of the most daring and interesting attempts include the journey of Fridtjof Nansen, the balloon flight of Salomon Andrée, and the first officially successful expedition by Robert Peary. These men faced disappointment, disaster, and controversy on their journeys.

Activity

The First Discuss with your family why people have the need to become the first one to discover something. How does discovery affect the discoverer and others? Talk about what processes, places, or information you would have liked to have discovered and why.



Comprehension Skill

Cause and Effect

A **cause** is what makes something happen. An **effect** is what happens as a result of a cause. To find a cause, ask yourself "Why did this happen?" To find an effect, ask yourself "What happened because of this?" Sometimes an effect can have more than one cause.

Activity

How Many Causes? Read a nonfiction article with a family member about a current event or discovery in our world today. Record the effect of the event or discovery and list as many causes as you can identify.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Into the Ice: The Story of Arctic Exploration*. Practice using these words.

Vocabulary Words

conquer to overcome; get the better of
destiny what becomes of someone or something; one's fate or fortune

expedition journey for some special purpose, such as exploration, scientific study, or military purposes

insulated lined or surrounded with a material that does not conduct energy; protected from the loss of heat, electricity, or sound

isolation the state of being separated from others, of being alone

navigator person in charge of finding the position and course of a ship, aircraft, or expedition

provisions a supply of food and drinks

verify to prove to be true; confirm

Grammar

Subject and Object Pronouns

A **subject pronoun** is used as the subject of a sentence. *I, you, he, she, it, we, and they* are subject pronouns. An **object pronoun** is used as a direct object or the object of a preposition in a sentence. Only these pronouns can be used as object pronouns: *me, you, him, her, it, us, and them*.

Activity

Pronoun Color Game Create a chart with twelve numbered spaces. Fill the spaces with the following pronouns: *I, him, we, it, they, her, me, us, she, them, he, you*. Take turns with a family member at rolling a number cube and moving a game piece along the numbered spaces on the chart. Read the pronoun, decide whether it is an object or subject pronoun, and make up a sentence that uses it correctly. If you are correct, color the space with the color of your choice. If you are incorrect, the other player takes a turn. The winner is the person who has the most squares in his or her color when both players reach the twelfth space.

Practice Tested Spelling Words

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

Cause and Effect

- A **cause** is what makes something happen. An **effect** is something that happens as a result of a cause. To find a cause, ask yourself, "Why did this happen?" To find an effect, ask yourself, "What happened?"
- Clue words such as *because*, *so*, and *due to* can help you spot cause-and-effect relationships.

Directions Read the following passage. Then complete the graphic organizer.

The northern lights are beautiful lights that dance in the northern sky at night. They are most visible in the northern states. They occur due to large explosions on the sun. The explosions release particles that travel through space and are attracted

to Earth's magnetic poles. Because of a collision between these particles and Earth's atmosphere, light particles are released. These particles are what form the northern lights.

Cause

Effect

What makes something happen

1.

What happened

2.

What makes something happen

3.

What happened

4.

5. Write a one-sentence summary of this passage.



Home Activity Your child identified causes and effects in a passage about the northern lights. Read another article about the northern lights with your child and discuss the cause of the different colors of the northern lights.

Name _____

Vocabulary

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

- _____ 1. to overcome; get the better of
- _____ 2. to prove to be true
- _____ 3. what becomes of something or someone
- _____ 4. person in charge of finding the position and course of a ship or aircraft
- _____ 5. a supply of food and drinks

Check the Words You Know

- ___conquer
- ___destiny
- ___expedition
- ___insulated
- ___isolation
- ___navigator
- ___provisions
- ___verify

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

- _____ 6. This is a journey taken for a special purpose.
- _____ 7. This is done to keep something from losing heat by wrapping it with special material.
- _____ 8. This is a state of being separate from the rest of the group.
- _____ 9. A witness is often called to do this to a person's statement in a trial.
- _____ 10. This is what you try to do to your enemy in a war.

Write a Description

Imagine you have just explored the North Pole. On a separate sheet of paper, write a description of your trip there. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *Into the Ice*. Write a poem together about exploring. Use the vocabulary words from the selection.

Name _____

Vocabulary • Context Clues

- When you are reading and see an unfamiliar word, use context clues, or words around the unfamiliar word, to figure out its meaning.
- Context clues include definitions, explanations, and synonyms (words that have the same or nearly the same meaning as other words).

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

Jared was preparing for their expedition. He was very excited about this journey. He packed their provisions: plenty of water and multigrain bars. He put their water in an insulated jug so it would stay cold. Tonight, his older brother would verify their route with their father, making sure

it was the safest one possible. Tomorrow, Jared and his brother would leave early on their fishing trip. His brother would be the navigator of their fishing boat, because he knew the best fishing spots. Jared felt it was their destiny to catch enough fish for their dinner.

1. What does *expedition* mean? What clues help you to determine its meaning?

2. Give examples of *provisions* mentioned in the passage. What is another example of a *provision*?

3. What does *verify* mean? What clues help you to determine its meaning?

4. What does *navigator* mean? Why is Jared's brother the *navigator*?

5. Rewrite the sentence with the word *destiny* in it so that it contains a context clue.



Home Activity Your child identified and used context clues to understand new words in a passage. Work with your child to identify unfamiliar words in an article using context clues. Have your child come up with original context clues that could be added to the article to help the reader understand the unfamiliar words.

Name _____

Main Idea and Details

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

Glaciers exist on every continent, but most glaciers are found near the North and South Poles. Glaciers require high snowfall in the winter and cool summers. Glaciers are formed when, after a long time, snow becomes tiny grains separated by air spaces. Then more snow falls, compressing the lower layers of

snow. Then the bottom layers mix with ice crystals and air pockets. These ice crystals continue to grow in size, squeezing out the air. It takes a long time for glaciers to form. At the South Pole, it takes an even longer time to form a glacier, because the amount of snowfall is smaller.

1. Where do glaciers exist?

2. Give two conditions necessary for the formation of a glacier.

3. Explain why it would take longer for a glacier to form at the South Pole.

4. What is the main idea of this passage?

5. On a separate sheet of paper, draw a picture of a forming glacier and label the parts.

© Pearson Education 6



Home Activity Your child has read information about the formation of a glacier. Read an article about climates, and have your child identify the main ideas in it.

Name _____

Cause and Effect

- A **cause** is what makes something happen. An **effect** is something that happens as a result of a cause. To find a cause, ask yourself, "Why did this happen?" To find an effect, ask yourself, "What happened?"
- Clue words such as *because*, *so*, and *due to* can help you spot cause-and-effect relationships.

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

There are still some wild areas for modern explorers to investigate. One such area is Polar Bear Provincial Park in Ontario, Canada. Most of the area has not been explored in depth because it is very isolated. The only way into the park is by boat or plane. There are no roads, only tundra. Tundra is a treeless area with frozen subsoil, low-growing vegetation,

and spongy wet soil. These are not the best conditions for walking and exploring. When the weather finally warms in July, hordes of mosquitoes make exploration more difficult. Most exploration of the park has been done by airplane, where it is not unusual to fly over herds of caribou, nesting golden eagles, and polar bears. But there is still a lot of land exploration to do.

1. Why is it difficult to reach this park?

2. What causes exploration to be difficult in this park?

3. What causes exploration during the summer to be even more difficult than at other times?

4. What is the effect of these harsh conditions?

5. Write a one-sentence summary of the passage.



Home Activity Your child identified cause-and-effect relationships in a nonfiction passage to write a summary of it. Read an article about a wilderness area with your child. Work together to write a short summary of the article.

Name _____

Cause and Effect

- A **cause** is what makes something happen. An **effect** is something that happens as a result of a cause. To find a cause, ask yourself, “Why did this happen?” To find an effect, ask yourself, “What happened?”
- Clue words such as *because*, *so*, and *due to* can help you spot cause-and-effect relationships.

Directions Read the following passage. Then complete the graphic organizer.

Many athletes who work hard to set new records are often called modern explorers because they enter areas that have never been entered before. Tanya Streeter is one of these modern explorers. She is a freediver. Freediving, or breath-hold diving, is done without breathing devices. These athletes must train their bodies and their minds so they can swim

underwater for several minutes on a single breath. It is difficult training because the diver needs to focus her mind on holding her breath and dealing with ear pressure. Tanya is a world record holder. She has broken both men and women’s records. A magazine even called her “The World’s Most Perfect Athlete” in 2002.

Cause

Effect

Why something happens

1. Athletes have _____

What happened

2. They are called _____

Why something happens

3. They must _____

What happened

2. They can _____

5. Write a one-sentence summary of this passage.



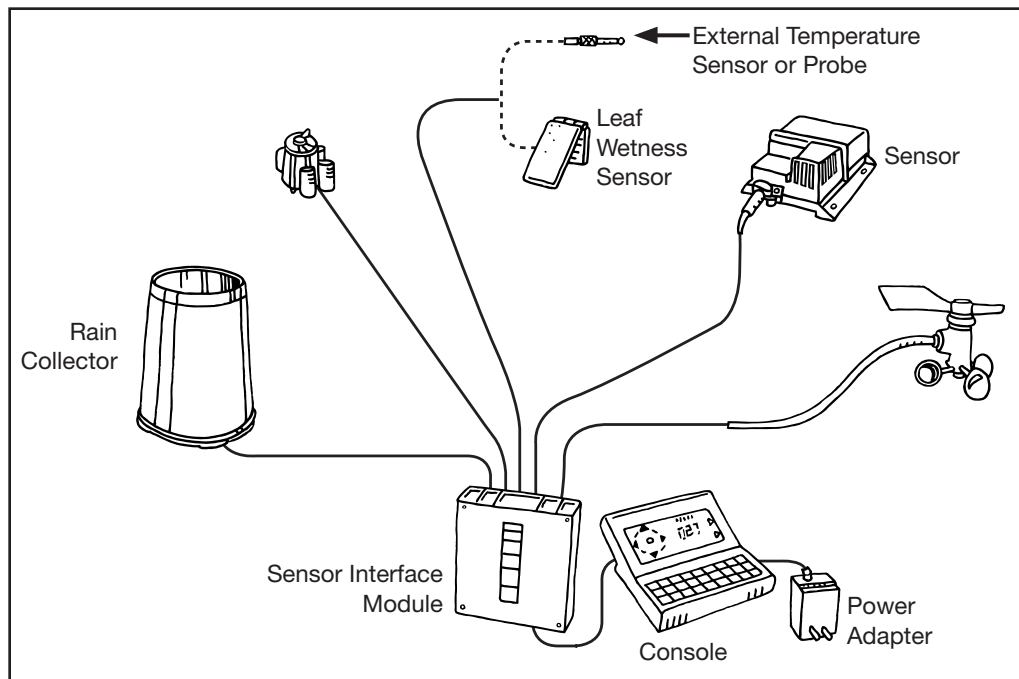
Home Activity Your child identified cause-and-effect relationships in a nonfiction passage to write a summary of it. Discuss times when you or your child has tried to do something challenging. Answer these questions: Why did you do it? What happened because of it?

Diagram/Scale Drawing

- A **diagram** is a drawing, usually with parts that are labeled. A diagram shows how something is put together, how an object's parts relate to one another, or how something works. Sometimes a diagram must be looked at in a certain order—left to right, top to bottom, or bottom to top. Diagrams often have text that explains how different parts in a diagram work.
- A **scale drawing** is a diagram that uses a mathematical scale, such as *1 inch on the drawing equals 1 foot in real life*.

Directions Use this diagram to answer the questions below.

A Home Weather Station



1. What part would you plug into an electrical outlet?

2. What part is placed outside to read the temperature and humidity?

3. What part is placed outside to determine the amount of rainfall?

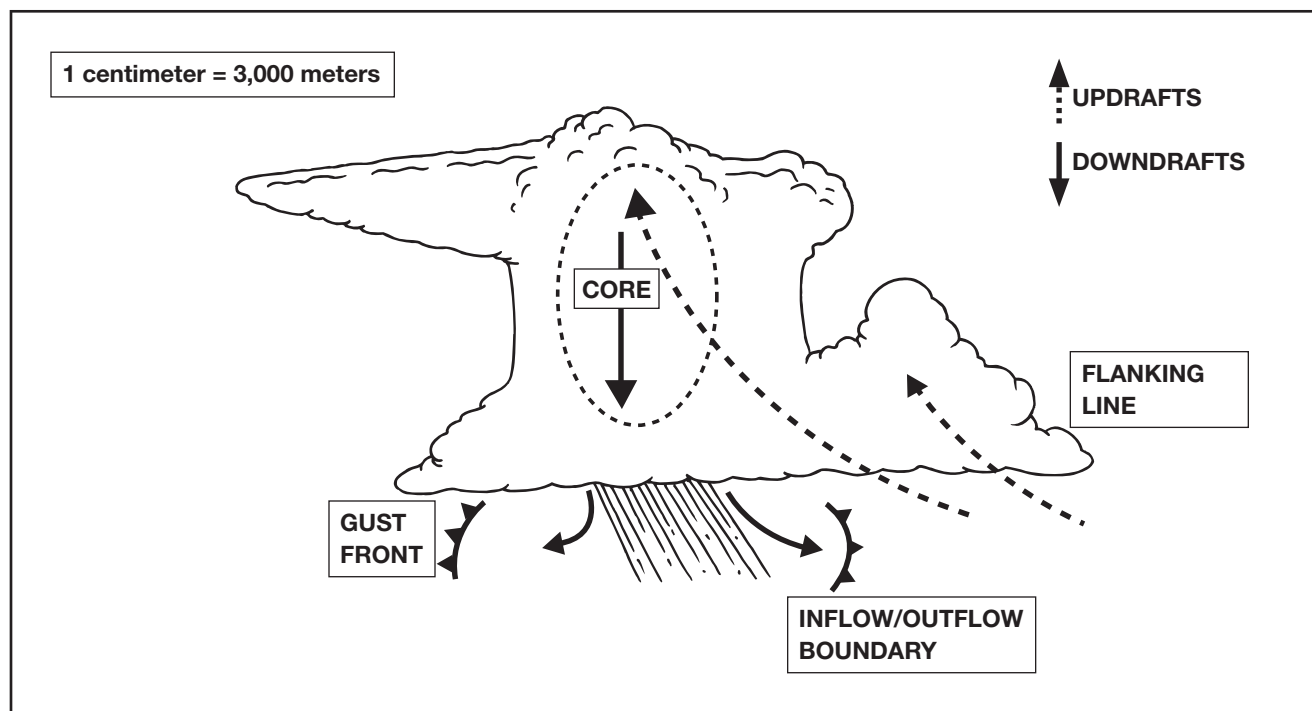
4. What seems to be missing from this diagram?

5. What kind of information would you expect to see accompanying this diagram?

Name _____

Directions Use this diagram of a thunderstorm to answer the questions below.

The diagram below is a cross-section of a thunderstorm moving from right to left. Warm, moist air fuels updrafts. As the air rises, it cools and falls as rain in downdrafts.



6. What do the dotted arrows of the diagram show?

7. What do the solid arrows show?

8. Where does the rain form in the thunderstorm cloud?

9. If the thunderstorm cloud is five centimeters tall on the diagram, what is its actual height?

10. How are diagrams helpful to readers?

© Pearson Education 6



Home Activity Your child learned about using diagrams as resources. Find a scale drawing on the Internet or in a reference book. Have your child explain to you the actual measurements of the item in the scale drawing.

Family Times

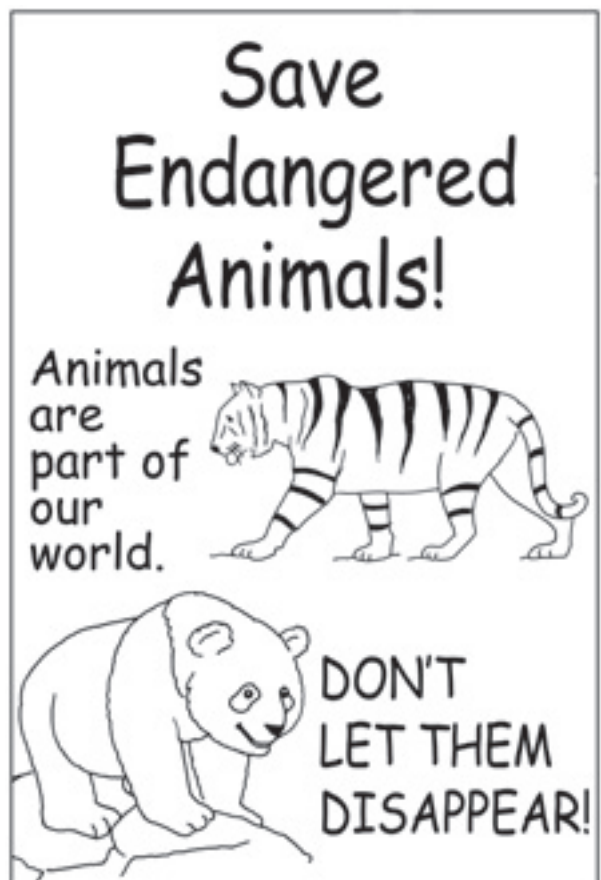
Summary

The Chimpanzees I Love: Saving Their World and Ours

Chimpanzees are smart and emotional creatures just like humans. Yet many chimpanzees living in captivity at zoos and circuses are mistreated. Chimpanzees living in the wild are also in danger because of hunting practices and forest destruction. It is important to learn about chimpanzees in order to find solutions to these problems.

Activity

Endangered Animals Discuss with your family the types of animals that are in danger of losing their habitats and their lives. What are some of the problems these animals face? Design a poster that explains the need to save endangered animals.



Comprehension Skill

Author's Purpose

The **author's purpose** is his or her reason(s) for writing. Authors may write to persuade, inform, express ideas or feelings, or entertain. If you know the author's purpose, you can adjust the way you read. If the purpose is to entertain, you may choose to read faster. If the purpose is to inform, you may want to read more slowly.

Activity

What's the Purpose? Imagine you are writing an article for the school newspaper about an event at your school. Plan your article with a family member and determine your purpose. What do you want to write about? What will your purpose be?

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *The Chimpanzees I Love: Saving Their World and Ours*. Practice using these words.

Vocabulary Words

captive kept in confinement
companionship friendly feeling among companions; fellowship
existence condition of being
ordeal a severe test or experience
primitive very simple
sanctuaries places of refuge or protection
stimulating lively; engaging

Grammar

Pronouns and Antecedents

A **pronoun** takes the place of one or more nouns. The **antecedent** is the noun or nouns to which the pronoun refers. *For example: Jacob said he would help out.* The pronoun “he” refers to the antecedent “Jacob.” Pronouns and antecedents must agree. *For example: Bob and Whitney said they would bring their dog.* Because “Bob and Whitney” indicates more than one person, the pronoun “they” must agree and be plural as well.

Activity

What’s Next? Have a family member write or say a sentence. *For example: Sue has a new car.* Then write or say a logical sentence that could follow using pronouns. *For example: She is very excited about it.* Point out the pronouns and their antecedents.

Practice Tested Spelling Words

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

Author's Purpose

- The **author's purpose** is the reason or reasons the author has for writing. Authors may write to persuade, inform, express ideas or feelings, or entertain.
- As you preview a selection, predict the author's purpose. After reading, ask if the author met his or her purpose.

Directions Read the following passage. Then complete the graphic organizer.

During the 1960s and 1970s, polar bears were a threatened species, so a landmark agreement was reached to stop sport hunting of the bears. However, a bigger threat to the polar bear today is global warming. The warmest temperatures in four centuries have reduced the ice cover

over the Arctic waters. If there is more open water, younger bears may not be able to swim far enough to reach solid ice for their food. Warmer springs also lead to more rainfall, which can cause bears' dens to collapse. These conditions lead to lower fitness and reproduction.

Before Reading

What is the author's purpose?

1.



During Reading

What are three clues to the author's purpose?

2.

3.

4.



After Reading

Was the purpose met? How?

5.



Home Activity Your child identified the author's purpose of a nonfiction passage. Work with your child to identify the author's purpose in a magazine or newspaper article. Ask your child to identify some clues that revealed the author's purpose.

Name _____

Vocabulary

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

- _____ 1. very simple
- _____ 2. kept in confinement
- _____ 3. a severe test or experience
- _____ 4. places of refuge or protection
- _____ 5. friendly feeling among companions

Check the Words You Know

- ___captive
- ___companionship
- ___existence
- ___ordeal
- ___primitive
- ___sanctuaries
- ___stimulating

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

- _____ 6. Margaret really enjoyed the ___ among her friends.
- _____ 7. Karl did not believe in the ___ of ghosts.
- _____ 8. She joined the Film Club so she could meet people who liked ___ conversations about movies.
- _____ 9. The class survived the ___ of taking the hardest test they had ever had.
- _____ 10. The science class went to visit several wildlife ___.

Write a Newspaper Article

On a separate sheet of paper, write a newspaper article about a person who is trying to save an endangered animal. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *The Chimpanzees I Love*. Read a story or nonfiction article with your child. Have him or her point out unfamiliar words. Use a dictionary to look up the unfamiliar words.

Vocabulary • Dictionary/Glossary

- **Dictionaries** and **glossaries** provide alphabetical lists of words and their meanings.
- Sometimes looking at the words around an unfamiliar word can't help you figure out the word's meaning. If this happens, use a dictionary or glossary to find the meaning.

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

Mary found the little bird on the ground after it had fallen from its nest. It survived the ordeal of the fall, but now needed someone to take care of it. Mary took it home and made a primitive shelter out of a shoebox. She called a bird sanctuary to ask what to do. They gave her

feeding instructions and told her to keep the bird captive until it was strong enough to fly on its own. Mary enjoyed the bird's companionship for the two weeks she took care of it, but it was time to release the little bird to its wild existence.

1. Find the word *ordeal* in a dictionary or glossary. What does it mean?

2. Find the word *primitive* in a dictionary or glossary. Why is a shoebox a *primitive* nest?

3. Find the word *sanctuary* in a dictionary or glossary. What is the plural form of the word?

4. What does the word *captive* mean? Why would the bird experts want Mary to keep the bird captive until it could fly on its own?

5. What does the word *existence* mean? What is a wild existence?



Home Activity Your child used a dictionary or glossary to understand new words in a passage. Work with your child to identify unfamiliar words of an article. Then use a dictionary to look up the meanings of these unfamiliar words.

Name _____

Fact and Opinion

Directions Read the article. Then answer the questions below.

Women scientists have contributed to society since the sixth century B.C., but many people did not think that women had the ability to be scientists. Women who studied science received horrible treatment from others. For example, Agloanike was a Greek astronomer during the fifth century B.C. She was able to predict the times and locations of lunar eclipses. But because she

was a woman, her skills were attributed to witchcraft.

During the fourth century B.C., Aglodike had to dress like a man in order to practice medicine. When she was found out, she was put on trial. Today most people accept women scientists, but there are still a few prejudiced people who think women do not have the ability to be scientists.

1. Write a statement of opinion from this article.

2. How do you know the statement you wrote above is a statement of opinion?

3. Write a statement of fact from this article.

4. How could you prove the statement of fact you wrote above as true or false?

5. Why is “Sue should become a scientist when she grows up” a statement of opinion?

© Pearson Education 6



Home Activity Your child has read a passage about early women scientists and identified statements of facts and opinions. Read an article about a woman scientist and have your child identify the statements of facts and opinions in the article.

Author's Purpose

- The **author's purpose** is the reason or reasons the author has for writing. Authors may write to persuade, inform, express ideas or feelings, or entertain.
- As you preview a selection, predict the author's purpose. After reading, ask if the author met his or her purpose.

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

Human beings have been one of the main reasons the bald eagle was put on the endangered species list. In the first half of the twentieth century, more than a hundred thousand eagles were killed in Alaska because the salmon fishermen thought they were a threat to the salmon population. DDT, a poisonous insecticide,

was also a major cause of death in bald eagles. It was sprayed on plants that were eaten by small animals that the eagles hunted. As a consequence, the eagles were poisoned. Also, as people keep expanding into the eagles' natural habitats, the eagles are losing their nesting areas.

1. What is the author's purpose in writing this passage?

2. What is the main idea of this article?

3. What is one important detail about the author's purpose?

4. What is another detail about the author's purpose?

5. Did the author achieve his purpose? How?



Home Activity Your child identified the author's purpose in a nonfiction passage. Work with your child to identify the author's purpose in an article about an endangered species. Ask your child to identify some clues that reveal the author's purpose.

Name _____

Author's Purpose

- The **author's purpose** is the reason or reasons the author has for writing. Authors may write to persuade, inform, express ideas or feelings, or entertain.
- As you preview a selection, predict the author's purpose. After reading, ask if the author met his or her purpose.

Directions Read the following passage. Then complete the graphic organizer.

Bats are one of the most misunderstood animals in the United States. Because they are associated with vampires in the movies and are often depicted trying to get into people's hair, most people do not like bats. But bats are very beneficial to humans. They are the only major predators of night-flying insects. One bat can eat

almost 1,000 mosquitoes and other pests in just one hour. They are a natural insecticide. Unfortunately, many of the 45 species of bats in the United States are either on the endangered or threatened species list. People need to be more educated about the benefits of bats in our environment.

Before Reading

What is the author's purpose?

1. The author is writing to _____

During Reading

What are three clues to the author's purpose?

2. Bats are _____

3. _____

4. People should _____

After Reading

Was the author's purpose met? How?

5. _____

© Pearson Education 6



Home Activity Your child identified the author's purpose in a passage. Read an article from the editorial page of a newspaper. Have your child identify the clues to the author's purpose.

Electronic Media

- **Electronic media** includes online newspapers, magazines, encyclopedias, and other sources on the Internet.
- Noncomputer electronic media sources are audio tapes, videotapes, films, filmstrips, television, and radio.

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

- *The Rain forest Project* (Public Television documentary about saving endangered species in the Brazilian rain forest)
- A Rain Forest of Flowers (Internet site developed by a 2nd grade class about the flowers found in the rain forest)
- *Forest Voices* (CD of various rain forest animal sounds)
- “Rain Forest for the Future” (Taped interview with several rainforest experts about the future of the rain forest)
- *The Rain forest Encyclopedia* (CD-ROM with general information about the flora and fauna of the rain forest)
- Natural Habitat (Internet site about endangered primates in the Brazilian rain forest)

1. Which source would be least helpful in writing a report on endangered animals in the rain forest? Why?

2. How would you find a video copy of *The Rain forest Project*?

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

4. Which source would be most helpful if you needed sound effects for a class presentation about the rain forest?

5. Which source would you start with if you needed to decide on a subtopic for a report on the rain forest?

Name _____

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

Search Results

Rain Forest Monkeys

University of Brazil's official site for rain forest monkey information. Natural habitats, eating and sleeping habits, scientific studies.

The Eroding Environment

University of Brazil Professor Winston Soela's five-year study of the effect of the disappearing habitat on the spider monkey, its population, food and water sources, social habits.

Fight for the Rain Forest

Sao Paulo Endangered Species Protection Society site. Information about endangered species, monkeys, reptiles. Updates on preservation efforts, fundraising efforts, Brazilian government decision deadlines.

The Brazilian Rain Forest

Our trip to the Brazilian rain forest was fantastic! We saw monkeys, all kinds of insects. Photos.

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

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

8. Which sites are university sites regarding rain forest monkeys?

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

10. Why might the *Fight for the Rain Forest* site be valuable if you wanted to help preserve endangered species?



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 him or her about how each of the various electronic media sources could be valuable in his or her studies.

Family Times

Summary

Black Frontiers

After the Civil War, many African Americans moved out to the open land of the West. Land was free and plentiful there, and people truly lived off it. During this time period, the first all-African American communities were established. African American soldiers, nicknamed Buffalo Soldiers, protected frontier outposts for the U.S. Army.

Activity

Frontier Times Imagine moving to the open plains of the West with nothing but your family and a few personal items. How would you survive? Discuss how your life would change if you were living back in frontier times.



Comprehension Skill

Cause and Effect

A **cause** is why something happens. An **effect** is what happens. To find a cause, ask yourself “Why did this happen?” To find an effect, ask yourself “What happened because of this?”

Activity

Moving Matters Think about why people move from one place to another. Discuss the answers to the following questions with your family: What have you learned about the settlers and immigrants in this country? Why did they move? What did they find when they moved? Have you ever moved? What was the cause of the move?

Lesson Vocabulary

Words to Know

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

Vocabulary Words

bondage being held against your will under the control of another; slavery

commissioned holding the rank of second lieutenant or above in the U.S. Army

earthen made of ground, soil, or earth

encounter meet unexpectedly; meet in a battle

homesteaders people who own and live on land granted by the U.S. government

settlement group of buildings and the people living in them

Grammar

Possessive Pronouns

Possessive pronouns show ownership. They do not use apostrophes. *My/mine, your/yours, his/hers, its, our/ours, and their/theirs* are possessive pronouns. Use *my, your, her, our, and their* before nouns. *For example: This is my dog.* Use *mine, yours, hers, ours, theirs* after nouns. *For example: The dog is mine.* *His* and *its* can be used both before and after nouns.

Activity

Before and After Make two two-column charts with one column labeled *Before* and the other *After*. Give one chart to a family member. In the *Before* column, write five sentences using a possessive pronoun before a noun. In the *After* column, write five sentences using the possessive pronoun after a noun. Try to see who can complete their chart first.

Practice Tested Spelling Words

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

Cause and Effect

- A **cause** is what makes something happen. An **effect** is something that happens as a result of a cause. Sometimes several causes lead to one effect.
- Clue words and phrases such as *consequently*, *as a result*, and *therefore* can help you spot cause-and-effect relationships. Sometimes, though, there are no clue words.

Directions Read the following passage. Then complete the graphic organizer below.

The tornado destroyed everything we had: our sod house, our windmill, and our barn. Even though the tornado touched down a mile away, the ferocious winds affected all the farms in the area. Also, this wasn't your ordinary tornado. According to witnesses, two funnel clouds came together to produce one strong force of nature. Pa

still believed we could have avoided such a disastrous outcome, though. He said if we had had sturdier materials to build our home with, then maybe things would've been different. Because our house and the barn were made from the resources of the earth, they didn't stand a chance against the mighty tornado.

Cause (What makes something happen)

1.

Cause (What makes something happen)

2.

Cause (What makes something happen)

3.

Effect (What happened)

4.

5. What prior knowledge did you use to help you understand the passage?



Home Activity Your child identified causes and effects in a passage while using prior knowledge to better understand its contents. Together, discuss the causes and effects of natural disasters in your area.

Vocabulary

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

- _____ 1. to meet unexpectedly; meet in a battle
- _____ 2. group of buildings and the people living in them
- _____ 3. people who own and live on land granted by the government
- _____ 4. being held against your will
- _____ 5. made of the ground or soil

Check the Words You Know

___ **bondage**
 ___ **commissioned**
 ___ **earthen**
 ___ **encounter**
 ___ **homesteaders**
 ___ **settlement**

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

- _____ 6. This is what a town or city of today once was.
- _____ 7. A mud house could be described as this.
- _____ 8. This describes someone who holds the rank of second lieutenant or higher.
- _____ 9. Enslaved people experienced this condition.
- _____ 10. Two soldiers on opposite sides in a war might be involved in this.

Write a Friendly Letter

Imagine what it would be like living on the frontier. Write a friendly letter to someone back home about your experiences as a pioneer. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *Black Frontiers*. With your child, write a story set back in the pioneer days. Use your family members as characters. Include as many vocabulary words from the selection as possible.

Vocabulary • Context Clues

- When you are reading and see an unfamiliar word, you can use **context clues**, or the words around the unfamiliar word, to figure out its meaning.

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

Today I found out more about my family's history. I thought we had always lived in Kansas, but that wasn't the case. My ancestors were enslaved people in Alabama. When they were no longer held in bondage by white plantation owners, they decided to move as far away from the South as they could. They became homesteaders, moving to the open lands of the West that they bought from the government. My ancestors joined other

African Americans who started their own settlement. Their community was a group of homes and buildings made out of earthen materials, such as sod, mud, and grass at first. I found it very strange that the towns and cities I know of today were once crude and small. I also found out that my great-great-great-uncle Thomas was a commissioned officer. I had no idea that my family's history was so interesting!

1. What is the definition of *bondage*? What context clue helps you figure out its meaning?

2. What context clue helps you figure out the definition of *homesteaders*?

3. How do you know a *settlement* is unlike the towns and cities of today?

4. What are some examples of *earthen* materials? What is another example not used in the passage?

5. The sentence containing the word *commissioned* does not have a context clue. Rewrite the sentence so that a context clue appears. (You may write it as more than one sentence.)



Home Activity Your child identified the definitions of unfamiliar words by using context clues. Read a story or article together. Have your child underline or highlight the context clues that suggest the meanings of unfamiliar words.

Author's Purpose

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

The Life You Dreamed Of

Do you want the life you have dreamed of? Do you want to own your own land, grow your own food, and build your own home? Do you want to live in a community with other people who have similar backgrounds and experiences? If you answered “yes” to any of the above questions, then you should join Charles Washington as he travels to the open lands of Nebraska. When we arrive, we will all work as a team to construct a town free of

Jim Crow laws and prejudiced behavior. We will learn together how to use the resources of the land to give us everything we could possibly need or desire. We will establish a community that is safe and comfortable. This is the time to take action and find a better life for you and your family. If you are interested, please contact Charles Washington at his home at 43 Main Street. We plan on moving starting in early March, so please act promptly.

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

2. How is the passage organized?

3. What kinds of ideas are used in the passage to meet the author's purpose?

4. Do you think the author was successful in getting across his or her purpose? Explain why.

5. On a separate sheet of paper, write an advertisement that convinces the reader to do something.



Home Activity Your child has identified the author's purpose in an passage. Have your child write a short piece with a specific purpose in mind. See if you can guess the intended purpose after reading the piece.

Cause and Effect

- A **cause** is what makes something happen. An **effect** is something that happens as a result of a cause. Sometimes several causes lead to one effect.
- Clue words and phrases such as *consequently*, *as a result*, and *therefore* can help you spot cause-and-effect relationships. Sometimes, though, there are no clue words.

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

As more and more settlers came to live on the open plains of the West, the need for new technology arose. People used fences to keep animals in certain areas and to mark their plots of land. But these fences were made out of wood, mud, or stone that sometimes was hard to find on the open plains. There was a need for inexpensive fencing. As a result, barbed wire was invented. When the use of barbed wire spread throughout the plains, people

thought their problems were solved. Instead, other problems surfaced. States had to make laws against those farmers who still let their animals roam freely. Soon the open lands that the pioneers sought when they first came to the West were divided up into independently owned plots. With the expansion of railroads, cattle drives between long distances were no longer necessary, and the unclaimed West was a thing of the past.

1. Why did people build fences in the first place?

2. What was a cause of the invention of barbed wire?

3. What clue words helped you find this cause?

4. What were some effects of barbed wire?

5. What prior knowledge helped you to understand this article?



Home Activity Your child determined causes and effects in a passage while activating prior knowledge. Make a plan to help your child increase his or her general knowledge about the world. The plan could include checking books out from the library, reading the newspaper on a regular basis, or getting a subscription to a magazine.

Cause and Effect

- A **cause** is what makes something happen. An **effect** is something that happens as a result of a cause. Sometimes several causes lead to one effect.
- Clue words and phrases such as *consequently*, *as a result*, and *therefore* can help you spot cause-and-effect relationships. Sometimes, though, there are no clue words.

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

Howard was restless. He was tired of working as a farmer on land that he didn't own. Plus he found the work incredibly dull and boring. One day, he saw a poster advertising cowboy jobs. The cowboys would drive cattle across long distances. These cowboys would have to

work long days without a single day off for months. He would be alone for much of the time. Yet the idea of being on a horse, riding across the open plains of the country, was thrilling to Howard. The next day, Howard packed his few belongings and headed West.

Cause (What makes something happen)

1. Howard was tired of _____

Cause (What makes something happen)

2. Howard saw a poster that _____

Cause (What makes something happen)

3. _____

Effect (What happened)

4. _____

5. If Howard never saw the poster, do you still think he would have left for the West? Why or why not?



Home Activity Your child identified causes and an effect in a passage. Discuss an instance or moment in your child's life in which several causes led to one effect.

Note Taking

- **Note taking** can help you when you are collecting information for a report. It can also help you keep track of information in a story and remember what you have read for a test.
- When you take notes, paraphrase, or put what you read into your own words. Synthesize, or combine, information so that you include only important details. Use keywords, phrases, or short sentences.

Directions Read the following passage. Take notes as you read on the lines to the right.

NOTES

As a kid, I believed cowboys had only existed in myths, legends, and movies. I wanted to think that people really roamed across the countryside and involved themselves in all kinds of adventures, but it just sounded like the stuff of bad novels to me. Then as I grew older, I began to do a little research into the subject, and, boy, were my eyes opened.

One of the cowboys I researched was Nat Love. Nat Love was born into slavery in 1854. He lived as an enslaved person until all such people were given their freedom in 1865. When he was 15, he decided he would try the cowboy life. He moved to Dodge City, in Kansas, where he found a job as a cowboy. Nat Love spent twenty years of his life driving cattle across the open lands of the country. He won a contest in 1876 for his cowboy skills (such as roping cattle, shooting, and riding a horse).

Eventually, Love decided to record his thoughts and stories about life as a cowboy in a book. The book was published as Love’s autobiography in 1907. Books like these included the stories that I remember hearing as a child—the wild adventures of cowboys. Yet, experts believe many of Love’s stories are tall tales and not very close to the truth. We may never know how exciting the cowboy life in the Old West really was, but we have the freedom of letting our imaginations run wild.

© Pearson Education 6

Name _____

Directions Answer the questions below using the article and your notes.

1. Synthesize the information in the first paragraph and write it as a single sentence.

2. Paraphrase the first sentence in the third paragraph of the article.

3. How long was Nat Love's cowboy career?

4. What fact about Nat Love's childhood is most important to write down?

5. Why would writing your notes into a table or diagram help you understand the article?

6. What did Nat Love do in 1876 that led to his fame?

7. For what purpose would you want to take notes on the author's opinions of cowboy stories?

8. Why should you only write down important ideas when taking notes?

9. Is there only one way to take notes?

10. Name two ways taking notes can help you study for a test.



Home Activity Your child learned how to take notes, synthesize, and paraphrase information. Read an article or story with your child. Help your child experiment to find a method of note-taking he or she is most comfortable with (traditional, chart, web, outline etc.).

Family Times

Summary

Space Cadets

In order to explore a new planet and establish peace, the Captain sends his serious First Officer and two space cadets, Harold and Tom, to investigate. The three characters encounter a space cow and two aliens. The humans act more afraid of the cow than the actual aliens, who they assume to be harmless space dogs. After the humans get scared and leave the planet, the aliens discuss how there truly is no intelligent life out there.

Activity

Space Scene Imagine living in outer space in the future. What would people be like? What would your home be like? Talk about what you think a typical day would be like.



Comprehension Skill

Draw Conclusions

When you **draw a conclusion**, you form a reasonable opinion about something you have read. When you draw a conclusion it should make sense. Ask yourself, “Is the conclusion based on facts? Does the information I read support the conclusion?”

Activity

What’s the Conclusion? Think of a subject you know about and write a statement about it without showing anyone. Say two or three facts that support your statement, and see if a family member can draw the same conclusion that you wrote down.

Lesson Vocabulary

Words to Know

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

Vocabulary Words

aliens imaginary creatures from outer space

barge a large, strongly-built boat or ship for carrying freight or waste

hospitable friendly; receptive

molten made liquid by heat; melted

ore rock containing enough of a metal or metals to make mining profitable

refrain to keep yourself from doing something

universal existing everywhere, for all purposes

version a special form or variant of something

Grammar

Indefinite and Reflexive Pronouns

Indefinite pronouns do not always have definite antecedents. *For example: No one answers when I call. No one* does not have a particular antecedent in the example. It is an indefinite pronoun.

Some singular indefinite pronouns include *someone*, *no one*, and *anyone*. Plural indefinite pronouns include *everyone*, *several*, *both*, *others*, and *many*.

Reflexive pronouns reflect the action of the verb back onto the subject. They end in *-self* or *-selves*.

Activity

The Truth About Our Family With a family member, take turns creating true statements about your family and the people in it. Each statement should include an indefinite or reflexive pronoun. *For example: Nobody in our family has ever been to Buenos Aires. Sarah made herself breakfast this morning.*

Practice Tested Spelling Words

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

Draw Conclusions

- When you **draw conclusions**, you form reasonable opinions about what you have read. Use what you know about real life to help you draw conclusions.
- Be sure that there are enough facts or information in the text to support your conclusions.

Directions Read the following passage. Then complete the diagram.

I think in the future people will live on other planets in our solar system. They will have grown tired of the crowded cities on Earth and will manage a way to build smaller communities on other planets. Life will be slower on these planets. People won't feel like they have to compete with

each other for space, jobs, and resources since the whole solar system will be opened up for their use. People will spend their days exploring the universe and learning about new life forms instead of being consumed with day-to-day details.

Fact or Detail

1.

Fact or Detail

2.

Fact or Detail

3.

Conclusion

4.

5. How did you visualize the future described in the passage?



Home Activity Your child visualized the details in a passage to draw a conclusion about it. Look through books or magazines for a detailed illustration or photo. Have your child study the picture and draw a conclusion about what is going on in it.

Name _____

Vocabulary

Directions Draw a line from the words on the left to their definitions on the right.

- | | |
|---------------|---------------------------------------|
| 1. barge | friendly; receptive |
| 2. refrain | existing everywhere |
| 3. hospitable | made liquid by heat; melted |
| 4. universal | to keep yourself from doing something |
| 5. molten | boat or ship carrying freight |

Check the Words You Know

____aliens
 ____barge
 ____hospitable
 ____molten
 ____ore
 ____refrain
 ____universal
 ____version

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

- _____ 6. They mine iron ____ here.
- _____ 7. Her ____ of the story was hilarious.
- _____ 8. Do you believe that ____ exist?
- _____ 9. I hope they are ____ beings.
- _____ 10. Please ____ from exiting the space ship while in flight.

Write a Story

Write a science fiction story set in outer space. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *Space Cadets*. With your child, have a conversation about what you perceive the future to be like. Try to use the vocabulary words from the selection while conversing.

Vocabulary • Context Clues

- When you are reading and see a word that has more than one meaning, you can use **context clues**, or words around the multiple-meaning word, to figure out its meaning.

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

Before we could start on the mission, we had to obtain a permit to land on the planet Apollo. The planet had recently been added to the Dangerous Zone by the Space Council. There was evidence that the environment of Apollo was dangerous to humans. Since we were on a special mission to extract molten lava for research purposes, we were granted permission. It took a full day to gather the material into

canisters and load them onto the space barge, the vehicle that would take us back to Earth. We had to refrain from bringing any other substance from Apollo onboard with us for fear of contamination. So when I noticed some planet Apollo dust on my elbow, I had to be quarantined immediately. I was not allowed to return to work until the foreign dust was contained and proven harmless.

1. What is the definition of *permit* in this passage? What is another definition of the word?

2. How do you know *barge* does not mean “to enter quickly” in the passage?

3. What is the definition of *refrain* as it is used in the passage? How do you know?

4. What is another meaning of *elbow*?

5. Use one of the multiple-meaning words in an original sentence. Make sure to include a context clue in the sentence, so that the intended meaning of the word is clear.



Home Activity Your child identified the definitions of multiple-meaning words by using context clues. Make a list of words that have multiple meanings. Have your child pick a word from the list and draw an illustration of its meaning while you try to guess which word it is. Switch roles, and repeat the activity.

Name _____

Sequence

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

Space exploration and settlement has increased at a rapid rate in the last century. In 2055, Dr. B.R. Slater invented the single-family space shuttle. This vehicle included all the latest space navigation technology as well as many of the comforts of home that families had enjoyed on Earth. Then, in 2077, space explorer Marsha Tewillinger became the first person to walk on the new planet Zeus. During her mission she was able to record signs of life on the planet in the form of grass-like plants and simple,

grazing creatures that we know now as the yook and the pellilope. Of course, as we know now, this discovery encouraged settlers from Earth to hop into their space shuttles and settle Zeus. They built large ranches on the blue plains and raised animals. While the communities on Zeus were still being developed, the hospitable aliens from Mars began to settle the hilly lands of Helio, one of Zeus's several moons. Helio has proven to be a popular vacation area for beings from all around the universe.

1. How do you know the sequence of events in this article?

2. When did Marsha Tewillinger walk on Zeus?

3. What event did the invention of the single family space shuttle lead to?

4. What events happened simultaneously?

5. Predict events that could happen in the future of space exploration. On another sheet of paper, draw out a time line that shows the order of the events.

© Pearson Education 6



Home Activity Your child has identified the sequence of events in a fictional article. Have your child tell a funny story about an event that happened in his or her life. Ask your child to tell it out of order. Compare the original story to the rearranged one.

Draw Conclusions

- When you **draw conclusions**, you form reasonable opinions about what you have read. Use what you know about real life to help you draw conclusions.
- Be sure that there are enough facts or information in the text to support your conclusions.

Directions Read the following scene. Then answer the questions.

COMMANDER 1 I think we need to be aware that the aliens on Zolta may be dangerous.

COMMANDER 2 Why do you think that? Just because they're different from us doesn't mean they are dangerous.

COMMANDER 1 Do you want to take that chance? I sure don't want to risk my life because I'm afraid I may hurt some unknown being's feelings.

COMMANDER 2 I am only trying to give

them the benefit of the doubt. (*The two commanders prepare to leave the ship and explore. COMMANDER 1 takes a ray gun and tranquilizing devices. COMMANDER 2 packs a translator and space ice cream meant to be a gift to the aliens.*)

COMMANDER 2 Let me do the talking.

COMMANDER 1 Fine, but don't say I didn't warn you!

1. What conclusion can you draw about Commander 1's personality?

2. What details from the scene support this conclusion?

3. What conclusion can you draw about Commander 2's personality?

4. What details from the scene support this conclusion?

5. How did you visualize this scene taking place?



Home Activity Your child drew conclusions by visualizing the details in a scene. Read a story together. Have your child pretend he or she is going to make a movie out of the story. Ask your child to draw out a few of the scenes based on the details he or she visualized.

Draw Conclusions

- When you **draw conclusions**, you form reasonable opinions about what you have read. Use what you know about real life to help you draw conclusions.
- Be sure that there are enough facts or information in the text to support your conclusions.

Directions Read the following article. Then complete the diagram by drawing a conclusion about the possibility of life as we know it on Mercury.

Mercury is a small planet. It is not very far from the sun. Its surface temperature varies greatly from side to side. The side of Mercury that is closer to the sun is extremely hot (427 degrees Celsius). The other side is very cold (about -183

degrees Celsius). That's quite a difference!

As opposed to Earth, Mercury has a thin atmosphere made of sodium and helium. Scientists have concluded that craters, plate movement, and volcanoes are responsible for shaping the surface of the planet.

Fact or Detail

1. Mercury is too close

Fact or Detail

2. The temperature

Fact or Detail

3. The atmosphere

Conclusion

4. There is no

5. What did you visualize the surface of the planet Mercury to look like?



Home Activity Your child drew a conclusion based on details in an article. Have your child visualize what a planet would look like if he or she could create it. Ask your child to draw a conclusion about what life would be like on this planet based on his or her description of it.

Follow and Clarify Directions

- **Following directions** involves doing or making something. **Clarifying directions** means writing clear directions for others to use.
- Directions usually are numbered. The numbers tell you the sequence of the steps. Read all directions before starting to act on the first direction given. Visualize the purpose or the end result of the directions while reading.

Directions Read the following set of directions.

How to Make a Papier-Mâché Planet

1. Gather the following items: all-purpose flour; water; balloon; old newspapers; large mixing bowl; measuring cups; mixing spoon; old newspapers; paint brush.
2. In a large mixing bowl, combine three cups of water to one cup of flour. Stir together until you have a smooth mixture. (You may double or triple this recipe depending upon size and number of your papier mâché planets.)
3. Cut the old newspapers into two-inch-wide strips. Cover designated work space with the rest of the newspaper.
4. Blow up your balloon to the desired size of your planet. Tie a knot at the bottom of it.
5. Place strips of paper into the mixing bowl. Use a paintbrush or your hands to wet the strips with the mixture. Place the strips of paper onto your balloon. Try to crisscross the strips of paper (or overlap them to form X's) as you add them to the balloon. Cover the entire balloon.
6. Allow the balloon to dry thoroughly before advancing on to the next step.
7. Gather the following items: clean paintbrush; paints of desired colors; paper towels; water; small bowl.
8. Choose the appropriate colors to paint your planet. You may want to consult an encyclopedia or another reference book with pictures or illustrations of the planets to get a good idea of what they look like. Paint your planet accordingly. Make sure to rinse your paintbrush in the small bowl of water between colors. Use the paper towels to wipe off your paintbrushes after painting.
9. Let the balloon dry completely. Cut a small slit into your papier-mâché surface. Insert a needle to pop the balloon. Pull the popped balloon out of the papier-mâché mold.
10. Display your planet for all to see and admire.

Name _____

Directions Use the directions to answer the following questions.

1. If you were actually going to make a papier-mâché planet what is the first thing you need to do?

2. In what step do you blow up the balloon?

3. How could popping the balloon too early change your end result?

4. How could the directions in step 6 be clarified?

5. Why do you think the directions include two steps in which you gather materials?

6. How could the directions in step 3 be clarified?

7. Will this project always take the same amount of time to complete?

8. How does visualizing help you to follow directions?

9. Is there any way the steps in this process could be changed while getting the same final product?

10. Add a direction to the end of this set that explains how to display the papier-mâché planet.

© Pearson Education 6



Home Activity Your child answered questions about a set of directions. Have your child write a set of directions to perform a task that he or she knows well. Help your child to write as clear and accurate directions as possible.

Family Times

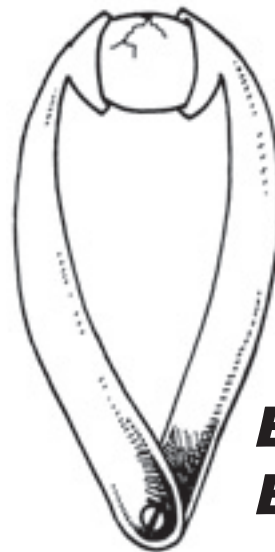
Summary

Inventing the Future: A Photobiography of Thomas Alva Edison

While working at a telegraph office, Thomas Edison took an interest in inventions. Soon, he had quit his job and was designing and building inventions on a full time basis. Some of his inventions include a long-lasting light bulb, a movie camera, and a number of phonographs.

Activity

Be an Inventor Discuss with your family an invention you believe would help make people's lives easier. Draw a picture of your invention and name it.



**THE
Egg-cellent
Egg Cracker**

Comprehension Skill

Author's Purpose

The **author's purpose** is his or her reason for writing. An author may write to persuade, inform, express, or entertain. Preview the title, headings, and pictures of an article to predict the author's purpose. As you read, you may need to adjust your ideas about the author's purpose.

Activity

Purpose Log Choose an article or story to read with a family member. Look at the text, pictures, and headlines or titles. Write what you believe the purpose is and how you know. Repeat this step halfway through the article and after reading it. Decide whether or not the author met his or her purpose.

Lesson Vocabulary

Words to Know

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

Vocabulary Words

converts changes

devise invent

efficiency ability to produce the effect wanted without waste of time or energy

generated produced

percentage allowance figured by percent

proclaimed declared publicly

reproduce to make a copy of

transmitted sent out signals by means of electromagnetic waves or by wire

Grammar

Who and Whom

Who and **whom** are pronouns. Use *who* as a subject, and use *whom* as the object of a preposition such as *to*, *for*, or *from*. For example: *Who is driving us to soccer practice?* *For whom are these flowers?* *Whom* is also used as a direct object, most often in questions. For example: *Whom did you see?*

Activity

Who and Whom Tic-Tac-Toe On a sheet of paper, create a tic-tac-toe board. In each square, take turns with a family member writing down a sentence or question with a blank where *who* or *whom* should be. Then play tick-tack-toe. To claim a square, you must fill in the blank with the correct answer, *who* or *whom*.

Practice Tested Spelling Words

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

Author's Purpose

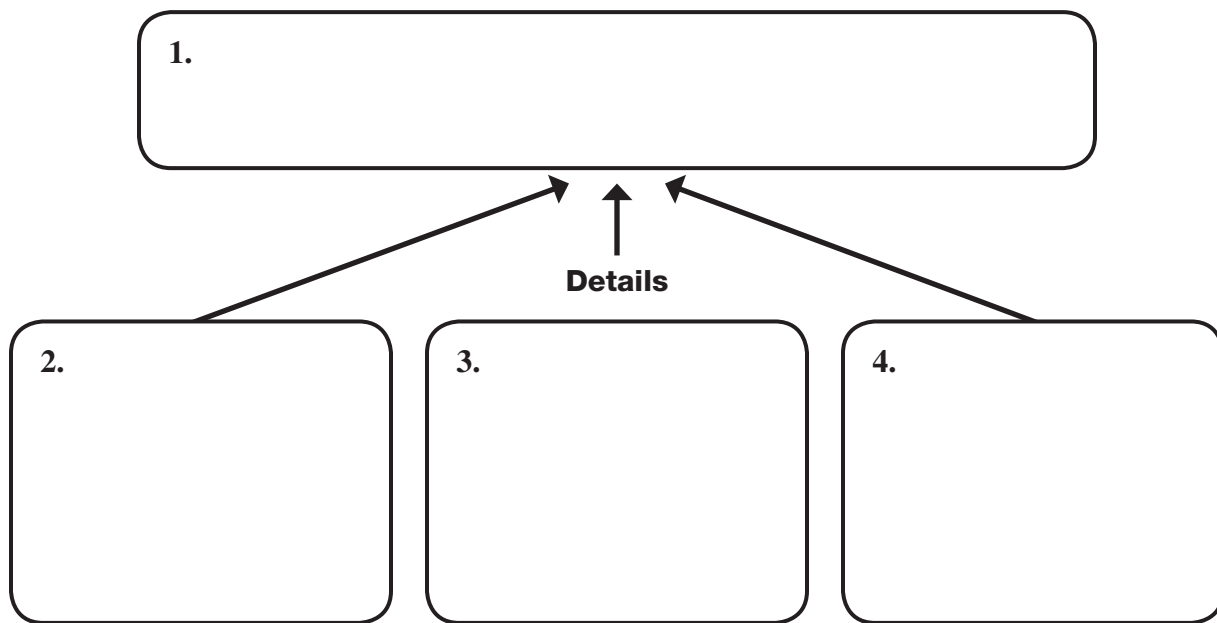
- The **author's purpose** is the reason or reasons the author has for writing.
- An author may write to persuade, to inform, to entertain, or to express ideas and feelings. An author may have more than one reason for writing.

Directions Read the following passage. Then complete the diagram.

One very cool invention is the refrigerator. Before refrigeration, it was difficult to store and ship fresh food. In the early twentieth century, food was kept cold with a block of ice in a cabinet called an “icebox.” The cooling process used in today’s refrigerators dates back to Michael Faraday’s experiments in

the eighteenth century with liquefying ammonia. The first refrigeration machine was designed in 1805 by the American inventor Oliver Evans. Other inventors improved on this device. The first commercial home refrigerator was sold in 1911 by General Electric. Today, homes all over the world have refrigerators.

Author's Purpose



5. How did the author’s language or style help meet the purpose?



Home Activity Your child identified the author’s purpose and cited details to support this analysis. Work with your child to identify the author’s purpose and supporting details of individual paragraphs in a magazine article about an innovation. Challenge your child to set his or her reading pace to match the purpose of the article.

Name _____

Vocabulary

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

- _____ 1. to invent
- _____ 2. allowance, figured by percent
- _____ 3. produced
- _____ 4. sent out signals by means of
electromagnetic waves or by wire
- _____ 5. to make a copy of

Check the Words You Know

- ___converts
- ___devise
- ___efficiency
- ___generated
- ___percentage
- ___proclaimed
- ___reproduce
- ___transmitted

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

- _____ 6. The inventor _____ that he had a great invention.
- _____ 7. He claimed that his machine _____ food from one place to
another, electronically.
- _____ 8. "It _____ food into electrical pulses," he declared.
- _____ 9. If it worked, it could result in more _____ by saving time.
- _____ 10. Although the idea _____ much interest, it turned out to be a fake.

Write a News Report

On a separate sheet of paper, write a news report you might make after observing a new invention. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *Inventing the Future*. Have a conversation about useful inventions. Why are they useful? What do they do? Use the vocabulary words from the selection while conversing.

Vocabulary • Word Structure

- If you see an unfamiliar word while you are reading, use word parts to figure out its meaning. **Prefixes** are word parts with their own meanings that are added to base words. They change the meanings of base words.
- The prefix *re-* means “again;” *pro-* means “before;” *trans-* means “over;” and *con-* means “together.”

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

Who deserves to be recalled as the inventor of the telephone? The principle behind the telephone is that it converts sound waves to electrical impulses that are then transmitted through a wire to reproduce the sound. Although Alexander Graham Bell claimed to be the inventor of the telephone, a little-known

inventor named Elisha Gray also devised a telephone. Both men raced to the patent office to apply for a patent, and Bell beat Gray by only hours. Alexander Graham Bell will always be remembered, but not Elisha Gray. If Gray had arrived at the patent office a little bit earlier, he would be the famous one.

1. In the word *converts* how does the prefix *con-*, combined with the Latin root *vertere* for “turn,” help you to determine the meaning of the word?

2. What does *transmitted* mean? How does the prefix contribute to the meaning?

3. How does the prefix in *reproduce* help you to determine the meaning of the word?

4. How would the prefix help you to determine the meaning of *proclaimed*?

5. What are two other words in the article that use the prefix *trans-*, *con-*, *re-*, or *pro-*?



Home Activity Your child identified and used prefixes to understand new words of a passage. Work with your child to identify unfamiliar words in another article. Then see if he or she can find prefixes to help with the understanding of the new words. Confirm the meanings with your child.

Name _____

Cause and Effect

Directions Read the article. Then answer the questions below.

Strangely enough, some inventions are lost because people can't imagine their value. A use may need to be "invented" along with the invention. An example is the fax machine. The technology for faxing was invented in the 1800s. It took more than one hundred years, however, for the fax to be seen as useful. In 1843 Alexander Bain invented a machine to electrically transmit writing. At first, it was considered

useless since few people thought there was a need for transmitting writing over wires. Eventually the value of the invention was realized, and it was improved for office use. By the 1980s, the fax machine became a piece of standard equipment in offices. The reason is that it can very quickly transmit written documents. Who knows how many other inventions just need to be recognized as valuable?

1. What clue words or phrases in the article indicate cause-effect relationships?

2. According to the author, why are some inventions lost?

3. Why did it take more than one hundred years for faxes to be widely used?

4. Why are faxes now considered to be pieces of valuable office equipment?

5. On a separate sheet of paper, explain what you think might happen if society does not recognize the value of new a invention.



Home Activity Your child has read information about an invention, including the causes for its rejection and acceptance. Read an article about another invention with your child. Challenge him or her to identify causes and effects related to the invention's acceptance.

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 ideas and feelings. An author may have more than one reason for writing.

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

One summer day a walk through the woods led to a clever invention. George de Mestral was hiking the mountain paths of his native Switzerland with his dog in 1948. After he got home, he noticed burrs clinging to his pants and his dog's fur. Burrs are the prickly seed cases of certain plants. As he removed these burrs, he observed how their many curved arms stuck to fabric and fur.

Studying them under the microscope gave him an idea for a new type of closure. He experimented with different materials and formats. Eventually, he invented a fabric covered with tiny hooks. This fabric sticks tight to any fabric with a fuzzy surface. His invention is manufactured to hold pockets, shoes, and clothing closed or to attach one thing to another. People should be glad de Mestral and his dog took a walk that day.

1. What was the author's main purpose for writing this passage?

2. What is one important detail that shows the author's purpose?

3. What is another important detail that shows the author's purpose?

4. How well do you think the author met this main purpose for writing? Explain.

5. To monitor your comprehension, take notes on the purpose of each sentence. Which sentence in the article has a different purpose from the main purpose of the passage? Explain.



Home Activity Your child identified the author's purposes in a nonfiction passage. Read a magazine article about a different invention with your child. Work together to identify the author's main purpose in the article. Talk about secondary purposes too. Challenge your child to monitor his or her comprehension and use fix-up strategies in order to understand the information in the article.

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 ideas and feelings. An author may have more than one reason for writing.

Directions Read the following passage. Then complete the diagram.

Thomas Edison's laboratory developed many inventions, but none was better than the motion picture machine. This 1893 invention led to modern movies, which are a great source of pleasure to many people. Movies allow people to imagine, dream, explore, and ponder. Surveys show that for many people movies are a major source of entertainment. Who doesn't have a favorite movie or

look forward to seeing a new film? As the years go by, movies often become cherished memories. Movies help to make life interesting, and many people watch them over and over. While the light bulb is practical and the phonograph is astounding, the best to come out of his lab was a system for making motion pictures. Thanks to Thomas Edison, we can all go to the movies!

Authors Purpose

1. The author's purpose is to

Details

2. Edison's laboratory's best invention was

3. Modern movies are

4. Movies allow people to

5. Movies often become



Home Activity Your child identified the author's purpose of a nonfiction passage. Work with your child to use the proper reading pace while reading various articles that have different purposes.

Advertisements

Advertisements are designed to sell a product or service. Usually advertisements have four elements: a headline, image, body copy, and signature. When you read advertisements, watch for persuasive language and loaded words that appeal to emotions. Also look for generalities that don't have any specific meaning, testimonials, and slogans.

Directions Use this advertisement to answer the questions below.

<p>NEW! Have the music in you!</p> <p>An exciting new invention lets you enjoy music all day long—even in the shower and as you sleep! No wires or headphones, just a tiny clip. For fabulous nonstop music. You have to hear it to believe it!</p> <div><p>Music Magic. \$49.95</p><p>at leading department stores</p></div> <p><i>Love that music!</i></p>	
---	--

1. What is this advertisement selling?

2. Where are the four parts of this advertisement?

3. How do loaded words in the advertisement above appeal to emotions?

4. What is an example of a generality the advertisement contains? Explain.

5. What is the slogan in this advertisement? How does it appeal to the reader?

Name _____

Directions Use this advertisement to answer the questions below.

Hello, Robot! Bye-Bye, Chores!

Teenage movie star Lindsay Cooper says, "I don't clean *my* room. Why should *you* clean yours?"

Have more time for fun! *Hello, Robot* will pick up, clean, dust, make your bed, and even prepare snacks. Let *Hello, Robot* do the work. Don't miss out! Get yours today!

Hello, Robot
Meet your fun machine!



6. Where are the four parts of this advertisement?

7. How is a testimonial used to persuade readers?

8. What loaded words does the advertisement use? How do they appeal to emotions?

9. What is an example of a generality the advertisement contains?

10. What is the slogan in this advertisement? How does it appeal to the reader?



Home Activity Your child learned about reading advertisements critically. Look at an advertisement together. Ask your child to explain what techniques are used to sell the product or service.