

Name _____

Author's Purpose

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

Directions Read the following passage.

To learn more about people who respond in emergencies, please read the following passage.

The police and fire departments have teams of professionals who are trained to respond to emergencies. These local teams are often the first to arrive at the scene of an accident, a crisis, or a crime.

Depending on the size or location of an accident, the state police or fire marshals may also respond. For major disasters, such as flooding or plane crashes, the federal government gets involved. Its teams include the National Transportation Safety Board, the Federal Emergency Management Agency, and the Federal Bureau of Investigation.

Directions Answer the questions below.

1. For what purpose did the author write this passage?

2. How do you know?

3. What information does the author provide you with?

4. Why did the author not use "I" in the passage?

5. What words might the author have used to express his or her opinion?



Home Activity Your child analyzed the author's purpose in a nonfiction passage. With your child, read aloud an article or a cartoon in a newspaper or magazine. Discuss the author's purpose.

Name _____

Writing • Fantasy

Key Features of Fantasy

- characters do things they cannot do in the real world
- describes events that couldn't happen in the real world
- may have a setting that does not exist in the real world
- may be written to seem almost real
- may have a tone of happiness, nostalgia, or danger

Hurricane Hunt

Roberto liked building models. He had just finished his latest model, a four-engine prop plane. On a warm summer afternoon, he admired its sleek, silver wings as it sat on the picnic table in his backyard. Suddenly, an icy wind blew across the table, knocking the plane to the ground. As it hit the grass, the model began to grow larger and larger. It became as large as a real airplane!

“Jump in and take off. There’s a gigantic hurricane nearby and you have to investigate the eye!” a voice coming from the plane’s radio boomed out.

Roberto jumped into the cockpit. As he settled into the pilot’s seat, the plane took off. Roberto noticed that there was no equipment aboard. How would he locate the hurricane, and how would he investigate it if he found it?

Once again, the radio spouted directions. “Use your cell phone. Press 1

for radar. Press 2 for wind speed. Press 3 for wind direction. Press 4 to record information. Press 5 to transmit information to the Hurricane Center.”

Roberto doubted his cell phone could do these things. But he followed the directions anyway. He pressed 1. The plane flew directly toward the hurricane’s eye. Roberto punched the numbers to display the wind’s speed and its direction. He pressed 4 to record the data and 5 to send it to the Hurricane Center.

The radio crackled on, “Job well done! Now you can head home.”

With that, the plane changed direction. When it landed in Roberto’s backyard, he hopped out. There on the picnic table stood his model. Astonished, Roberto turned back to look at the life-size plane that had taken him on his amazing adventure. It was nowhere to be seen.

1. Reread the selection. Why is it a fantasy?

2. Underline the elements in the story that make it a fantasy.

Name _____

Vocabulary

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

1. devotion, loyalty _____
2. air moving due to changing pressure _____
3. focusing mental attention _____
4. device shaped like an umbrella _____
5. control the direction of _____

Check the Words You Know

- ___ concentrating
- ___ dedication
- ___ essential
- ___ method
- ___ parachute
- ___ steer
- ___ underbrush
- ___ wind

Directions Choose words from the box that best replace the underlined words. Write the words on the lines.

- _____ 6. The firefighters knew that the bushes and small trees would provide fuel to the fire that was already out of control.
- _____ 7. The skydiver was thankful that the class knew the way to release the parachute with the push of one button.
- _____ 8. Physical fitness is necessary to the work of fighting fires.

Write a Friendly Letter

Pretend that you are spending the summer fighting wildfires in Montana. On a separate sheet of paper, write a letter to your family describing the dangers of the work. Include words from the vocabulary list and details about fighting wildfires, training, and equipment. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from the story *Smokejumpers: Life Fighting Fires*. With your child, write a short newspaper article about an imagined local firefighter who has been awarded a medal for bravery. Use as many vocabulary words as you can.

Name _____

Adjectives and Articles

An **adjective** is a word that describes a noun or pronoun. An adjective usually comes before the word it describes, but it can also follow the noun or pronoun. Many adjectives answer the question *What kind?* They describe color, shape, size, sound, taste, touch, or smell. Other adjectives answer the question *How many?* or *Which one?*

What Kind? A new fire was reported yesterday. It is huge.

How Many? There were three forest fires last month.

Which One? That fire was a big one.

A, *an*, and *the* are special adjectives called **articles**. *A* and *an* are used only with singular nouns. Use *a* before words that begin with a consonant sound. Use *an* before words that begin with a vowel sound or a silent *h*. *The* is used with both singular and plural nouns.

A fire started in an area nearby. The fire raged, and the trees burned.

- Proper adjectives are formed from proper nouns.

Proper Nouns Japan, Mexico

Proper Adjectives Japanese, Mexican

- Sometimes you can combine two sentences with adjectives.

The plane took off. The plane was full. The full plane took off.

Directions Underline each adjective and circle each article.

1. Fighting fires is a difficult job.
2. A smokejumper uses the right equipment.
3. An orange jumpsuit can be seen easily.

Directions Decide what kind of question each underlined adjective answers. Write *What kind?* *How many?* or *Which one?*

4. The men saw the smoky air. _____
5. Five firefighters battled the blaze. _____
6. This fire was not too large. _____



Home Activity Your child learned about adjectives and articles. Ask your child to show you how adjectives answer the questions *What kind?* *How many?* and *Which one?*

Name _____

Multisyllabic Words

Antonyms Write a list word that has the opposite or almost the opposite meaning.

- | | |
|--------------------|----------|
| 1. pleasant | 1. _____ |
| 2. joyfully | 2. _____ |
| 3. inattentively | 3. _____ |
| 4. unfairness | 4. _____ |
| 5. certain | 5. _____ |
| 6. unexceptionally | 6. _____ |

Synonyms Write the list word that has the same or almost the same meaning.

- | | |
|----------------------------|-----------|
| 7. statement | 7. _____ |
| 8. called the wrong number | 8. _____ |
| 9. career's end | 9. _____ |
| 10. relocation | 10. _____ |

Definitions Replace the underlined words with list words that mean the same thing.

- | | |
|--|-----------|
| 11. You can call a number to listen to a <u>taped</u> message that tells the movie schedule. | 11. _____ |
| 12. The <u>food</u> committee served cookies and lemonade. | 12. _____ |
| 13. We sang the silly song <u>cheerfully</u> . | 13. _____ |
| 14. The <u>naval cadet</u> mopped the deck. | 14. _____ |
| 15. The figures in the painting are blurry and <u>vague</u> . | 15. _____ |
| 16. My <u>response</u> to eating tomatoes is hives and puffy eyes. | 16. _____ |
| 17. I <u>mistakenly</u> gave credit to the wrong person. | 17. _____ |
| 18. Fortunately, the glass I dropped is <u>indestructible</u> ! | 18. _____ |
| 19. I returned the shoes, and I'm waiting for my <u>refund</u> check. | 19. _____ |
| 20. Our <u>naughty</u> dog failed at puppy training school! | 20. _____ |

Spelling Words

reaction
prerecorded
incorrectly
incredibly
disobedient
disagreeable
refreshment
unbreakable
declaration
retirement

misdialed
undefined
unhappily
watchfully
gleefully
sportsmanship
repayment
questionable
displacement
midshipman



Home Activity Your child wrote multisyllabic words. Have your child spell the list words syllable by syllable.

Name _____

Vocabulary • Homographs

- **Homographs** are words that are spelled the same but have different meanings and sometimes different pronunciations. *Steer* as a verb means “to guide the course of”; as a noun it means “a young cow.”

Wind as a verb means “to move this way and that”; as a noun it is “the air in motion.”

- Use context clues, words and phrases near the homograph, to help you figure out the meaning of homographs.

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

The new Museum of Wildfire Prevention has exhibits that show how firefighting has evolved over the years. The first firefighter in the area was Byron Blick, back in 1885. At the first sign of smoke, he would hitch a steer or two up to a wagon. The big bulls would haul water to the edge of the fire so Byron could soak nearby grass and underbrush to prevent flames from spreading.

Nowadays, emergency workers are concentrating much of their effort on fire

prevention. Hoping to harness the public support for the museum, firefighters are directing and using that enthusiasm toward programs focused on awareness of the human causes of wildfires. Officials know that the excitement generated by the museum will eventually wind down. For the safety of the public and the forests, the people’s energy level for prevention has to be kept high, to keep fires from starting in the first place.

1. What does the word *steer* mean in the passage? How do you know?

2. What does the word *concentrating* mean in this passage? How did you find out?

3. What clue words tell you that *harness* means “to gather up and control”?

4. What clue words tell you that the phrase, *wind down*, means “to slowly lose power”?



Home Activity Your child identified the meanings of homographs by using context clues. Make a list of all the homographs you can think of. After each word, draw a picture that shows the different meanings of each word.

Name _____

Parts of a Book

- Learning the **parts of a book** helps you locate information. At the front of a book, the **title page** gives its title, author, and publisher. Then the **copyright page** tells the year a book was published. Finally, the **table of contents** lists titles and page numbers of chapters and sections. At the back of a book, an **appendix** contains graphs and charts. A **bibliography** lists books that an author used to research or write his or her own book. An **index** lists the page numbers where important words or ideas can be found. A **glossary** gives definitions of important words.
- A **chapter title** is the name of a chapter. A **section heading** is the name of a section within a chapter. **Captions** explain graphic sources and usually appear or below them. Numbered **footnotes** appear at the bottom of pages or at the back of a book. They provide additional information about a subject.

Directions Study the table of contents for the book *Lessons of the Spanish Flu* below.

Table of Contents	
Chapter 1: Outbreak! 1918	4
Fevers, Sore Throats, and Headaches at Fort Riley	5
The Second Wave of Infection.	11
A World War Ends, A World Disease Begins	19
Chapter 2: Global Population Disaster	22
An Unlikely Target: The Young and Strong.	25
From Flu to Pneumonia.	28
Death Toll, 100,000,000 Worldwide	29
Chapter 3: History of Pandemic	34
The Black Death	39
Smallpox	42
Cholera.	47
Chapter 4: A Microscopic Look into the Past.	54
Studying a Century-Old Virus	58
Why So Deadly?	60
Global Travel, Global Disease.	65
Chapter 5: Preparing for the Next Pandemic.	70
Today's Influenza.	77
Early Detection System	84
Race for a Vaccine	89
Appendix	96
Glossary	104
Index	110

Name _____

Directions Use the table of contents to answer the questions below.

1. Would you find the title page of this book before or after the table of contents?

2. The words in bold print are examples of which part of a book?

3. “The Black Death” is an example of what part of a book?

4. On what page can you begin to read about the connection between World War I and influenza?

5. Where in this book might you find a definition for the word *contagious*?

6. Given the topic of this book, what might you expect to find in the appendix?

7. Would this be a good book to use for a report on World War I? Why or why not?

8. If you wanted to read about prevention of the flu, in which chapter might you look?

9. How would it help you to study this table of contents before reading this book?

10. If you wanted to know if this book was more up-to-date than another book on infectious diseases, which part of the book would you consult?



Home Activity Your child learned about parts of a book and answered questions about how to use various parts. Together, open a reference book to any page. Take note of the section headings, graphic sources, and any captions. Name as many parts of the book you can find on several different pages.

Name _____

Multisyllabic Words

Proofread an Anecdote Read Amy's story. Circle six misspelled words. Write the words correctly. Circle a punctuation mistake and write the sentence correctly.

An Awful Day

My cousin was coming for a visit? I decided to order a pizza. I misdiled the number and got a precorded message from an insurance company. Then I dialed incorectly again! Finally, I placed my order. When my cousin saw the pizza, she made a startling declaration. She said she never eats pizza because she gets an allergic raction from tomatoes. We had an incredibly awful dinner. Im going to go back to bed!

1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____
 7. _____

Spelling Words

reaction
 prerecorded
 incorrectly
 incredibly
 disobedient
 disagreeable
 refreshment
 unbreakable
 declaration
 retirement

 misdiald
 undefined
 unhappily
 watchfully
 gleefully
 sportsmanship
 repayment
 questionable
 displacement
 midshipman

Proofread Words Circle the letter of the word that is spelled correctly. Write the word.

8. My cat waited ____ as I prepared her meal.
 A. wachfully B. watchfily C. watchfully
9. Olympic athletes are expected to practice good ____.
 A. sportsmanship B. sportsmanship C. sportmanship
10. Adding ice cubes causes ____ of the liquid in the glass. 8. _____
 A. displacment B. displacement C. displacemant 9. _____
11. A villain's motives are always _____. 10. _____
 A. questionable B. questinible C. questionable 11. _____
12. His ____ behavior is usually punished. 12. _____
 A. disobedient B. disobediand C. disobedint

Frequently Misspelled Words

I
 I'm
 off



Home Activity Your child identified misspelled multisyllabic words. Have your child draw vertical lines to divide the list words into syllables.

Name _____

Adjectives and Articles

Directions Read the passage. Then read each question. Circle the letter of the correct answer.

Wildfire

(1) An wildfire was far from the road. (2) Seven smokejumpers flew to the area. (3) The saw black smoke. (4) Some beautiful trees were burning. (5) Firefighters made many jumps into these area. (6) They wore white jumpsuits and carried useful equipment. (7) They pumped water on the fire.

- | | |
|---|--|
| <p>1 What change, if any, should be made in sentence 1?</p> <p>A Change <i>An</i> to These.</p> <p>B Change <i>An</i> to That.</p> <p>C Change <i>An</i> to Terrible.</p> <p>D Make no change.</p> | <p>4 What change, if any, should be made in sentence 4?</p> <p>A Change <i>been Some</i> to That.</p> <p>B Change <i>Some</i> to This.</p> <p>C Change the <i>Some</i> to They.</p> <p>D Make no change.</p> |
| <p>2 What change, if any, should be made in sentence 2?</p> <p>A Change <i>the</i> to there.</p> <p>B Change <i>the</i> to these.</p> <p>C Change <i>the</i> to those.</p> <p>D Make no change.</p> | <p>5 What change, if any, should be made in sentence 5?</p> <p>A Change <i>these</i> to this.</p> <p>B Change <i>these</i> to those.</p> <p>C Change <i>these</i> to there.</p> <p>D Make no change.</p> |
| <p>3 What change, if any, should be made in sentence 3?</p> <p>A Change <i>The</i> to That.</p> <p>B Change <i>The</i> to This.</p> <p>C Change <i>The</i> to They.</p> <p>D Make no change.</p> | |



Home Activity Your child prepared for taking tests on adjectives and articles. Have your child write a list of five adjectives and the words *a*, *an*, and *the*. Say each word on the list and ask your child to compose a paragraph using an adjective and an article in each sentence.