

Name _____

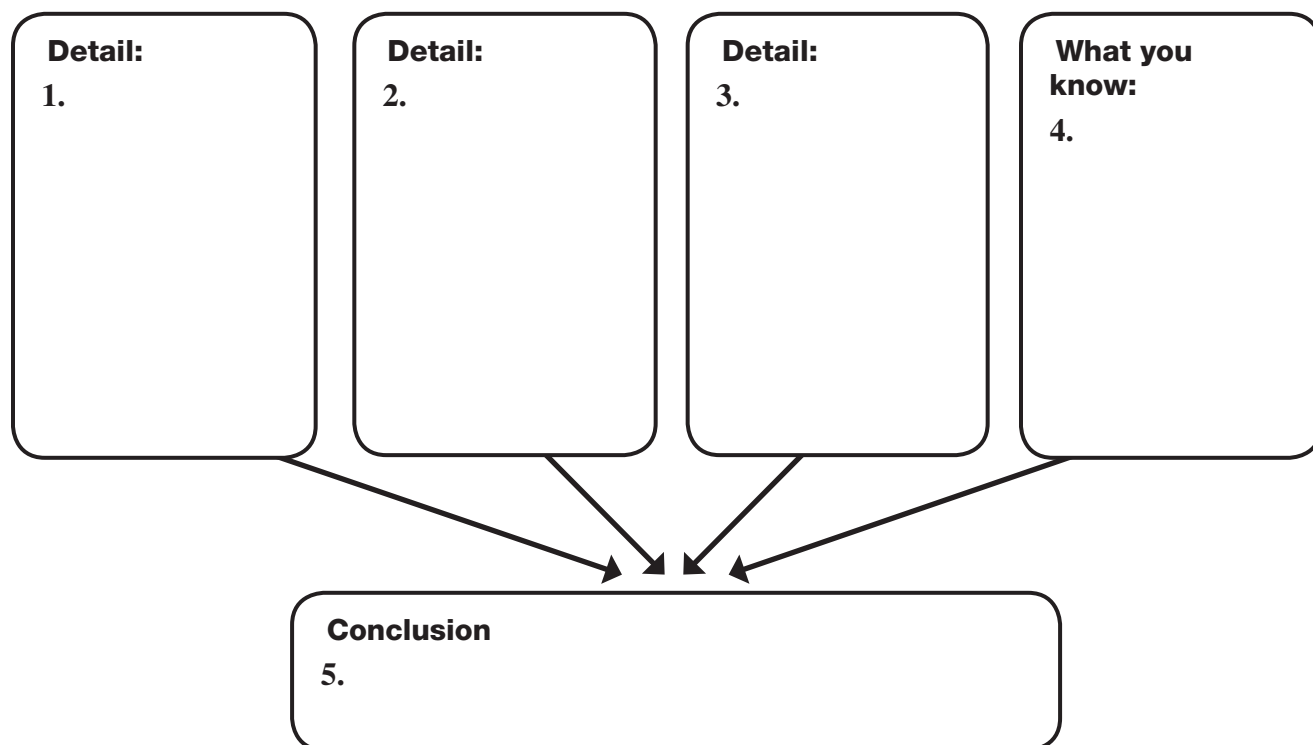
Draw Conclusions

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

Directions Read the following passage. Then complete the diagram.

Several factors led to the formation of cities. First, small agricultural groups grew larger when farmers and hunters were able to provide a steady supply of food for more people. Also, settlers started keeping herds of animals for food and other purposes. Because of these developments there was enough food for everyone, so settlers had time to learn new skills. They started making better tools and finding new uses for

them. Better tools led to improvements in living conditions. Workers built structures to protect the community and to store food. They traded with other groups for items they needed. As more people lived together, members of the community started having different responsibilities and social relationships changed. Eventually, these communities developed a system to govern themselves. They also created a written language.



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Home Activity Your child drew a conclusion from facts or details found in a reading passage. Tell him or her a short story about an event that happened in your life. Have your child single out two or three details from the story and form a conclusion about it.

Name _____

Writing • Fictional Narrative

Key Features of a Fictional Narrative

- may tell a story or describe a true event
- often contains dialogue
- includes illustrations or art

The Boy in the Mirror

The last face Jason saw at night and the first he saw in the morning was his own. He saw himself in the mirror at night when he brushed his teeth before bed. He saw himself again in the mornings as he washed his face and brushed his hair before breakfast.

Jason liked to pretend that the boy that he saw in the mirror was not a reflection of himself, but a twin who lived in a parallel universe. He didn't have a lot of friends, and this was a way he could always have someone to talk to. Jason would wish his twin good night and good morning.

One day, Jason didn't want to go to school to take his math test. "I don't feel well," he told his mother.

"Then you should stay home and rest," Jason's mother said. Later, Jason got out of bed and went to the bathroom. He splashed water on his face as usual and started to brush his hair.

That was when he saw it. Or more correctly, that was when he didn't see it. He saw no reflection of himself in the mirror. Something was terribly wrong.

Jason drew close to the glass, peering into the bottom, the sides, and even the corners. His reflection wasn't there. "Where are you?" he asked.

Jason looked at his hands and body and feet. He felt his arms, his chest, his face, and his hair. He certainly could feel himself. He stared at the mirror. But he could not see himself there. "Oh, no," he cried. "What have I done?"

He ran back to his bed and pulled the covers over his head.

Could this be his doing? Had his pretending to be sick ripped a tear in the fabric of the universe? He shivered and shook, worried and fretted until he fell into a fitful sleep.

When he awakened, the sun was setting outside. The evening air smelled sweet. Jason slipped from bed and tiptoed into the bathroom, his eyes looking away from the mirror. He forced himself to turn and look. There he was. His reflection was back. "Thank you, thank you for coming back," he said to his reflection.

"You're welcome," replied his twin.

1. Name three events in this story that could be illustrated.

2. Circle the first key sentence that tells this narrative is fiction.

Name _____

Vocabulary

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

- _____ 1. the ways of living of a people or nation
- _____ 2. the skillful planning and management of anything
- _____ 3. causing a light, soft sound of things gently rubbing together
- _____ 4. stupid mistakes

Check the Words You Know

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

Directions Choose the word from the box that best fits in the sentence. Write the word on the line shown to the left.

- _____ 5. In his dreams, dragons were after him and he was _____, or running away.
- _____ 6. Cities are more _____ than tiny villages.
- _____ 7. The people who created the earliest forms of writing were motivated, or _____, by a need to communicate ideas.
- _____ 8. _____ arises when someone else gets something we wanted.
- _____ 9. To play a game or sport well, you need to form a _____.
- _____ 10. As they hiked through the woods, they could hear the fallen leaves _____.

Write a Description

On a separate sheet of paper, describe a sport you like to play, like soccer or chess. What are the rules? What are the best strategies?



Home Activity Your child identified and used vocabulary words from *Weslandia*. Read a short story with your child. Have him or her point out unfamiliar words. Work together to figure out the meaning of each word by using words that appear near it.

Name _____

Subject and Object Pronouns

A **subject pronoun** is used in the subject of a sentence. Singular subject pronouns are *I, you, he, she, and it*. Plural subject pronouns are *we, you, and they*. When you use a person's name and a pronoun in a compound subject, be sure to use a subject pronoun.

He has many original ideas. They are exciting and unusual.
Mom and I made bird feeders.

An **object pronoun** is used in the predicate of a sentence after an action verb or with a preposition, such as *for, at, into, with, or to*. Singular object pronouns are *me, you, him, her, and it*. Plural object pronouns are *us, you, and them*. When you use a person's name and a pronoun in a compound object, be sure to use an object pronoun.

The teacher asked him about his project. It seemed brilliant to me.
This project was fun for James and me.

Directions Write *S* if the underlined word is a subject pronoun. Write *O* if the word is an object pronoun.

1. Some kids don't know what to think about him. _____
2. They can't understand someone who is different from them. _____
3. She praised his project for its originality. _____
4. Rainelle and I invited him to sit with us. _____
5. We were fascinated by his ideas. _____
6. He has become a valued friend to her and me. _____

Directions Underline the correct pronoun in () to complete each sentence.

7. Most people choose friends who are like (them, they).
8. (Them, They) feel comfortable with people who agree with them.
9. You and (I, me) have different points of view.
10. A friend with original ideas always surprises (I, me).
11. (Us, We) need to think about what we do and say.
12. (I, Me) prefer independent thinkers.
13. José and (her, she) agree with me.
14. We have many exciting conversations with (he, him) and (she, her).



Home Activity Your child learned about subject and object pronouns. Read a magazine article with your child. Ask him or her to identify several subject pronouns and object pronouns in the article.

Name _____

Words from Many Cultures

Spelling Words

khaki	hula	banana	ballet	waltz
tomato	vanilla	canyon	yogurt	banquet
macaroni	polka	cobra	koala	barbecue
safari	buffet	stampede	karate	kiosk

Word Histories Write a list word for each description.

1. This is French for a table full of different foods. 1. _____
2. Many students practice this Japanese form of self-defense. 2. _____
3. Native Americans introduced this fruit to the settlers. 3. _____
4. This is a Turkish treat made from milk. 4. _____
5. This Polynesian dance is usually performed in a grass skirt. 5. _____
6. This is a Spanish word for a large group of running buffaloes or horses. 6. _____
7. Although it has a French name, this dance form started in Russia. 7. _____
8. This furry animal has kept its Australian name. 8. _____
9. Soldiers wear this yellowish brown fabric named by the Persians and Hindus so they can't be easily seen. 9. _____
10. This partner dance means "to turn" in German. 10. _____
11. This is an Italian name for a well-known pasta. 11. _____
12. The Spanish and Portuguese used the same name for this yellow fruit. 12. _____
13. A Native American word is used to name this kind of outside cooking. 13. _____
14. This Polish dance is very lively. 14. _____
15. Although this word is Arabic, this type of journey is done in Africa. 15. _____
16. The Spanish named this flavorful type of bean long before there was ice cream. 16. _____
17. This word for a feast or a formal dinner comes from French. 17. _____
18. This is a Spanish word for a very deep valley carved out by a river. 18. _____
19. The name for this hooded, poisonous snake comes from the Portuguese. 19. _____
20. This is a Turkish word for a newsstand. 20. _____



Home Activity Your child wrote words from other cultures. Go over the pronunciation of the French words *buffet* and *ballet*. Remind your child that in French -et in these words is pronounced as long a.

Name _____

Story Sequence C

Title _____

Characters

Setting

Problem

Events

Solution

Name _____

Vocabulary • Endings

- **Endings** are a letter or letters added to the end of a base word.
- Recognizing an ending will help you figure out the word's meaning.
- The endings *-s* and *-es* can be added to singular nouns to make them plural. The endings *-s*, *-ed*, and *-ing* can be added to verbs to change the tense. The endings *-er* and *-est* can be added to adjectives to use them to compare.
- The definition of endings can be found in dictionaries, books that list words and their meanings.

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

Lisa enjoyed camping with her brother and parents every autumn. In a way she felt they were fleeing civilization and their complex city life. She had noticed that life in the city often makes people anxious. She always felt happier while hiking through the woods and sleeping under the stars. There was no one to envy

because the beauty of nature surrounded them. Even the blunders they made turned into games to play. Once they hiked down the wrong trail and got lost. Instead of worrying, they worked together to find the quickest way back. When she returned to the city, Lisa felt inspired by the beauty she had enjoyed.

1. In the word *fleeing*, how does the *-ing* change the meaning of the base word?

2. What is the difference between the *-s* in *blunders* and the *-s* in *makes*?

3. How does the *-er* change the meaning of the endings in *happier*?

4. What does the *-ed* in *hiked* do to the meaning of the base word?

5. Change some of the endings in this sentence to put the verbs in the past tense: "Lisa calls out to her family and then walks down the trail to meet them."



Home Activity Your child identified and used endings added to base words, such as *-s*, *-ed*, *-ing*, and *-est*. Read a newspaper or magazine article with your child. Change the endings of some of the words and discuss with him or her how the sentences' meanings change.

Name _____

Instruction Manual

- **Following directions** involves doing or making something.
- Directions are usually numbered.
- Read all the directions before starting to act on the first direction given.
- Read the first direction, do what it says to do, and then proceed to the next step.
- Try to visualize the purpose or result of the process.

Directions Read these directions. Then answer the questions.

How to Make Crystals

1. Gather the materials you will need. They are: a small amount of Epsom salts, water, a sponge, and a shallow dish.
2. Boil water. Remove from heat. Add about 1/4 cup of Epsom salts to about 1/2 cup of boiling water. Stir until the salts dissolve.
3. Put a sponge in a shallow dish. Pour the liquid over the sponge. (The crystals will be easier to see on a sponge.) Only pour in enough of the mixture to cover the bottom of the dish.
4. Put the glass dish in a secure spot in the sun. Soon the water will evaporate and crystals will grow.

1. You and a friend have decided to make crystals. What would you do first? Explain.

2. What would you do next?

3. How are the directions organized to make them easier to follow?

4. Which word told you when to look for crystals?

5. What do you think would have happened if you hadn't heated the water before you added the Epsom salts?

Name _____

Directions Read this recipe. Then answer the questions below.**How to Make Pizza Dough**

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Assemble ingredients: 3 cups flour, 1 package active dry yeast, 2 tablespoons butter, 1 teaspoon salt, and water. 2. In a small mixer bowl combine 1 cup of flour and yeast. 3. In a saucepan, heat water, butter, and salt until warm, stirring constantly to melt butter. (Always work with an adult when using the stove.) 4. Add liquid ingredients to dry mixture | <p>in mixer bowl. Beat at low speed with electric mixer for 1 minute.</p> <ol style="list-style-type: none"> 5. Beat 3 minutes at high speed. Then turn the dough out on a flat surface and add enough of the remaining flour to make a soft dough. 6. Cover and let rise about 45 to 60 minutes until it doubles its size. 7. Spread dough evenly on a greased pizza pan. Add toppings and cook in oven for 30 minutes to an hour. |
|--|--|

6. How much time do you think you will need to prepare the dough? Explain.

7. How much time do you think you will need from step #2 until your pizza is ready to eat? Explain.

8. Describe what you will have created at the end of step #3.

9. Go through the sequence of steps in making pizza. Do you think any of the steps could be rearranged? Why or why not?

10. How can you find out what equipment you will need before you start?



Home Activity Your child learned about following directions and the concept of steps in a process. Go over an instruction manual together. Ask your child questions about the sequence of tasks and how long the project will take.

Name _____

Words from Many Cultures

Proofread a Poster Circle the seven spelling errors in the school poster. Write the words correctly. Write the last sentence, using correct punctuation.

Our New After-School Programs

Learn to Dance

- poka and Texas two-step
- ballet (with tutus and toe shoes)
- waltz and other ballroom dances
- hula and dances of the Pacific

Learn Martial Arts

- karatie
- judo
- kung fu

Learn How to Cook

- barbecue sauces
- tomatoe salads
- homemade yogurt
- macaronie and cheese and other pastas
- bananana cream pie and other desserts

Sign up at the kyosk outside the office.
Bring a permission form from your parents?

Spelling Words

khaki
hula
banana
ballet
waltz
tomato
vanilla
canyon
yogurt
banquet

macaroni
polka
cobra
koala
barbecue
safari
buffet
stampede
karate
kiosk

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

Frequently Misspelled Words

our
again

Proofread Words Circle the correct spelling of the list word. Write the word.

9. The frightened cattle started to _____.
 stamped stampede stampeed
9. _____
10. I love the assortment of foods on the restaurant _____.
 buffet buffay buffee
10. _____



Home Activity Your child identified misspelled list words. Say a list word and spell it incorrectly. Ask your child to spell the word correctly.

Name _____

Subject and Object Pronouns

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

Wild Foods

(1) My mother is a nature enthusiast. (2) _____ and my father know where to find foods in the wild. (3) _____ and Uncle Dick locate and use different wild plants for food. (4) We have made entire meals out of wild plants! (5) In the fall, my grandfather will harvest cattails. (6) Mom and I grind the roots to make flour for him. (7) She and my father hunt for mushrooms in the woods. (8) Wild foods are a lot of work, but it is fun to hunt for _____.

1 Which pronoun best completes sentence 2?

- A Her
- B She
- C Them
- D Him

2 Which pronoun best completes sentence 3?

- A Him
- B Them
- C Her
- D They

3 Which best describes the underlined word in sentence 4?

- A Object pronoun
- B Subject pronoun
- C Predicate
- D None of the above

4 Which pair describes the two underlined words in sentence 6?

- A Subject pronoun/object pronoun
- B Subject pronoun/subject pronoun
- C Object pronoun/predicate
- D Object pronoun/object pronoun

5 Which is the correct pronoun/type of pronoun for sentence 8?

- A they/object pronoun
- B them/subject pronoun
- C them/object pronoun
- D it/object pronoun



Home Activity Your child prepared for taking tests on subject and object pronouns. Have your child write subject pronouns and object pronouns on index cards. Then mix the cards and sort them into subject pronoun and object pronoun piles.