

Name \_\_\_\_\_

## Draw Conclusions

- **Drawing a conclusion** is forming an opinion based on what you already know or on the facts and details in a text.
- Check an author's conclusions or your own conclusions by asking: Is this the only logical choice? Are the facts accurate?

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

**O**ur basketball team, the Hawks, just finished the season. We had a record of 7 wins and 13 losses. Our season didn't start off too well. We lost our first six games. Coach told us we weren't playing like a team. After that, he put us through some tough practices. We worked on defense, passing, and helping each other out. Coach told us we had to play twice as hard as the other teams did to win.

After that, things improved. We started to win a few games. Other teams weren't shaking in their sneakers when we got to their gyms, but they knew they were going to have to play hard to beat us. And man, was it fun. When the season started I barely knew any of the other players on the team. Now that the season is over, I feel like I have twelve really good friends—thirteen if you count Coach.

1. Draw a conclusion about whether or not the Hawks were a good basketball team at first.

2. What details support this conclusion?

3. How do you think the coach made the Hawks better?

4. Draw a conclusion about whether or not you think this was a successful season. Support your answer with facts.



**Home Activity** Your child read a short passage and drew conclusions using facts and details. Read an article with your child. Have your child draw conclusions from the article.

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## Writing • Personal Narrative

### Softball or Basketball?

**I**t was time for team tryouts. I had to decide which team to try out for. It was a tough decision to make. I'm a really good softball player, so I was pretty sure I could make that team. But even though I'm not as good at playing basketball, I love the game.

After school, I spoke with my brother who had played on the basketball team. He didn't think I'd make the team. During dinner, my dad discouraged me, too. He said, "Stick with what you do really well." After dinner, I went into my room and thought and thought. I decided to take a risk.

Basketball tryouts were in the gym the next afternoon. Before they started, I felt

as if butterflies were flitting around in my stomach. But when the coach threw out the ball, I forgot about everything but playing the best I knew how. I made some great shots and passes, and I guarded well.

When tryouts were over, I sat on the bench and waited to hear which players made the cut. After a few minutes, the coach walked onto the court. I could barely breathe as he began to read the names. Suddenly, I heard my name. I sat still but inside I was jumping up and down in excitement! My risk had paid off. I made the team!

1. Reread the selection. Why is this story a personal narrative?

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2. Write what happens first, next, and last.

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3. Circle an example of the author's thoughts and feelings.

Name \_\_\_\_\_

## Vocabulary

**Directions** Choose the word from the box that best replaces the underlined word or words. Write the word on the line.

- \_\_\_\_\_ 1. The sun shone into the  
\_\_\_\_\_ narrow valley on the moon.
- \_\_\_\_\_ 2. Justin walked with effort as  
\_\_\_\_\_ he grew tired in the hot sun.
- \_\_\_\_\_ 3. My brother picked out the  
\_\_\_\_\_ unusually small animal as  
\_\_\_\_\_ his favorite of the litter.
- \_\_\_\_\_ 4. Tina became unsteady when  
\_\_\_\_\_ she tried to walk in the space  
\_\_\_\_\_ suit.
- \_\_\_\_\_ 5. Lisa mocked her brother at the dinner table.
- \_\_\_\_\_ 6. The thunder cloud hung threateningly above them.

### Check the Words You Know

- \_\_\_ loomed  
\_\_\_ rille  
\_\_\_ runt  
\_\_\_ staggered  
\_\_\_ summoning  
\_\_\_ taunted  
\_\_\_ trench  
\_\_\_ trudged

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

- \_\_\_\_\_ 7. This is a ditch.
- \_\_\_\_\_ 8. You are doing this when you call on your own courage.
- \_\_\_\_\_ 9. You might have walked like this when you were tired.
- \_\_\_\_\_ 10. You might have walked like this after becoming dizzy.

## Write a Story

Write a story about an adventure on the moon. Use as many vocabulary words as you can.



**Home Activity** Your child identified and used vocabulary words from "Moonwalk." Together, try to act out the meanings of words such as *trudged*, *staggered*, *runt*, and *loomed*.

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# Prepositions and Prepositional Phrases

A **preposition** begins a group of words called a **prepositional phrase**. A prepositional phrase ends with a noun or pronoun called the **object of the preposition**. The preposition shows how the object of the preposition is related to other words in the sentence. A prepositional phrase can be used to tell *where, when, how, or which one*.

<b>Preposition</b>	We took a rocket <u>into</u> outer space.
<b>Prepositional Phrase</b>	<u>into outer space</u>
<b>Object of the Preposition</b>	<u>outer space</u>

Sometimes you can combine two sentences with prepositional phrases.

The astronauts studied the moon. They saw craters there.

The astronauts studied craters on the moon.

## Common Prepositions

*about, above, across, after, along, around, at, behind, below, beneath, between, by, for, from, in, into, of, on, over, through, to, under, upon, with, without*

**Directions** Write the prepositional phrase in each sentence. Underline the preposition. Circle the object of the preposition.

- Can you jump across that gully? \_\_\_\_\_
- Don't trip over a rock. \_\_\_\_\_
- Gravity on the moon is very weak. \_\_\_\_\_
- At night the temperature here is very cold. \_\_\_\_\_

**Directions** Each sentence below contains two prepositional phrases. Underline the prepositional phrases.

- The race to the moon ended in triumph.
- Astronauts from the United States landed on the moon.



**Home Activity** Your child learned about prepositions and prepositional phrases. Ask your child to name some common prepositions and to show you how they combine with nouns or pronouns to make prepositional phrases.

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## Related Words

**Words in Context** Write two related list words to complete each sentence.

It would (1)\_\_\_\_\_ me greatly if you were nicer and more (2)\_\_\_\_\_ to our neighbors.

1. \_\_\_\_\_ 2. \_\_\_\_\_

My friend says being a (3)\_\_\_\_\_ means she and her two look-alike sisters have (4)\_\_\_\_\_ the fun.

3. \_\_\_\_\_ 4. \_\_\_\_\_

The company rushed to get the new (5)\_\_\_\_\_ into (6)\_\_\_\_\_ in time for holiday sales.

5. \_\_\_\_\_ 6. \_\_\_\_\_

Don't (7)\_\_\_\_\_ on me with your bad (8)\_\_\_\_\_!

7. \_\_\_\_\_ 8. \_\_\_\_\_

A (9)\_\_\_\_\_ is a basic unit of length in the (10)\_\_\_\_\_ system.

9. \_\_\_\_\_ 10. \_\_\_\_\_

The wound will (11)\_\_\_\_\_, and then you will be the picture of perfect (12)\_\_\_\_\_.

11. \_\_\_\_\_ 12. \_\_\_\_\_

At family gatherings, there's always at least one (13)\_\_\_\_\_ who likes to (14)\_\_\_\_\_ old family stories.

13. \_\_\_\_\_ 14. \_\_\_\_\_

Mozart had the ability to (15)\_\_\_\_\_ a lengthy musical (16)\_\_\_\_\_ in a short time.

15. \_\_\_\_\_ 16. \_\_\_\_\_

Can you (17)\_\_\_\_\_ what it would be like to be the exact (18)\_\_\_\_\_ of a famous person?

17. \_\_\_\_\_ 18. \_\_\_\_\_

Even though the cake began to (19)\_\_\_\_\_ when I picked it up, I managed to eat every last (20)\_\_\_\_\_.

19. \_\_\_\_\_ 20. \_\_\_\_\_

### Spelling Words

please  
pleasant  
breath  
breathe  
image  
imagine  
product  
production  
heal  
health

triple  
triplet  
relate  
relative  
meter  
metric  
compose  
composition  
crumb  
crumble



**Home Activity** Your child wrote related words to complete sentences. Name a list word and ask your child to say and spell the related word.

## Scoring Rubric: Personal Narrative

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Focus/Ideas</b>	Clear narrative with narrow topic	Mostly limited topic	Unclear account; topic rather broad	Confusing account, topic very broad
<b>Organization</b>	Organized in a time-order sequence	Organized in a mostly time-order sequence	Sequence isn't always clear	Unorganized
<b>Voice</b>	Sincere, first person account	Mostly sincere first person account	Writer expresses few feelings	Writer does not express feelings
<b>Word Choice</b>	Excellent use of describing words	Good use of describing words	Some use of describing words	No use of describing words
<b>Sentences</b>	Smooth sentence flow	Mostly smooth sentence flow	Many short sentences	Mostly short, choppy sentences
<b>Conventions</b>	Excellent use of prepositions and prepositional phrases	Good use of prepositions and prepositional phrases	Little or incorrect use of prepositions and prepositional phrases	Errors may prevent understanding

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## Vocabulary • Synonyms

- **Synonyms** are words with the same or similar meanings.
- Sometimes a synonym can be a **context clue** to help you figure out the meaning of a word.
- An analogy compares two things to another pair of things. In an analogy the symbol : stands for “is to.”

**Directions** Read the following passage about a vacation on the moon. Then complete the analogies below. Use context clues to help you find the answers.

**K**iko and Val were excited about their vacation on the moon. Throughout their ride on the space shuttle, they were summoning, or rousing, their courage for their first moonwalk.

As they landed, they could make out some of the moon’s various features. Val pointed out a rille, which is like a valley.

On their first day out, they both staggered and lurched from side to side. The moon’s gravity felt so strange. When Kiko saw a deep ditch, or trench, she gave Val a challenging look and taunted her for being too scared to leap over it. Though Val didn’t like being mocked by Kiko, she wasn’t about to jump until she was perfectly ready.

1. Peak : mountaintop as valley : \_\_\_\_\_.
2. Summoning : \_\_\_\_\_ as dampening : deadening.
3. Hill : mound as \_\_\_\_\_ : ditch.
4. Taunted : \_\_\_\_\_ as praised : encouraged.
5. \_\_\_\_\_ : lurched as balanced : poised.



**Home Activity** Your child used synonyms and context clues in a short passage to complete analogies. With your child, reread the analogies above. For each numbered item, ask your child to point out the synonyms and antonyms.

# Order Form/Application

**Order forms** and **applications** are charts with columns and spaces in which you can write or type. An order form is the means by which a person can purchase merchandise by completing a form and e-mailing or sending it to a company. An application is a form by which a person can apply for a job. Application forms ask for identifying information such as name, address, and phone number, and also ask for the person's educational and job history.

**Directions** Answer the questions below about the following order form.

MOON BASE GAMMA ORDER FORM			
Click <b>SUBMIT</b> when you have completed this form.			
Item Number	Item	Quantity	Price
13715	Big Bracelet		\$
			+ \$5 shipping and handling
		TOTAL PRICE	\$
<b>Billing Address</b>		<b>Shipping Address</b>	
* Name		<input type="checkbox"/> Check this box if same as billing address	
* Street Address		* Name	
* City		* Street Address	
* State		* City	
* ZIP		* State	
* Country		* ZIP	
Phone		* Country	
* E-mail address		Phone	
<b>PAYMENT METHOD</b>		Your comments and messages here.	
* Type of Credit Card			
* Account Number			
* Expiration Date			
* REQUIRED FIELD		<b>Submit</b>	

1. What is the difference between the two addresses on the form?

2. When would you provide only one address?

3. What does *quantity* mean?

4. What boxes are you not required to fill in on this form?

5. What do you do when you are finished filling out the form?



Name \_\_\_\_\_

**Directions** Use this online job application form to answer the questions below.

<b>Lincoln Library Association SUMMER INTERNSHIP EMPLOYMENT APPLICATION</b>	
<b>1. PERSONAL INFORMATION</b> Name Address Telephone Date You Can Start Working	<b>2. EDUCATION</b> Name and Location of School  Grade You Will Complete This Year
<b>3. JOB EXPERIENCE</b> Job Title Employer	<b>4. OTHER SKILLS</b>
<b>5. REFERENCE</b> Name Telephone Relationship	
<b>6. WHY DO YOU WANT THIS JOB?</b>	

1. What is the purpose of this application?

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2. Why would the library ask for a reference?

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3. In what section would you say when you could start your internship?

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4. In which of the six sections of the application would you give information about skills you would bring to a position at the library?

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5. What would be a good answer to the question in box number 6?

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**Home Activity** Your child learned about order forms and applications. Use the Internet to look up an online application. Have your child point out the different parts of an application.

Name \_\_\_\_\_

## Related Words

**Proofread a Story** Help Maggie edit her story about a family member. Circle six misspelled words and the capitalization error. Write them correctly.

### a family tale

I have a very pleasent and interesting elderly relative. He is ninety-five years old and is the imige of health. One of his daily health habits is to breath very deeply each morning. Then he starts exercising. Can you imagine someone who's ninety-five doing jumping jacks? I've even seen my relative do this in tripel time. Yesterday he went out and cought a fish that weighed 1,000 pounds. He reeled it in and ate the whole thing for breakfast. Maybe by now you've guessed that this compusition is a tall tale!

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

### Spelling Words

please  
pleasant  
breath  
breathe  
image  
imagine  
product  
production  
heal  
health  
  
triple  
triplet  
relate  
relative  
meter  
metric  
compose  
composition  
crumb  
crumble

### Frequently Misspelled Words

caught  
bought

**Proofread Words** Circle the word that is spelled correctly.

Write it.

- |            |          |         |           |
|------------|----------|---------|-----------|
| 8. breth   | breath   | breate  | 8. _____  |
| 9. health  | helth    | heathe  | 9. _____  |
| 10. tiplet | tripplet | triplet | 10. _____ |
| 11. crumle | crumble  | crumbel | 11. _____ |
| 12. metric | metrik   | metic   | 12. _____ |



**Home Activity** Your child identified misspelled list words. Make up sentences for some of the list words. Say the sentence, omitting the list word, and have your child write the missing word.

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# Prepositions and Prepositional Phrases

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

## Space Project

(1) Do you want to do a space project of me? (2) I want to learn more which the moon. (3) NASA has a good site behind the Internet. (4) Let's go beneath the library this afternoon. (5) People once thought there was life on the moon. (6) The moon's climate is too harsh for living things. (7) No creature could survive for those conditions.

- |   |  |
|---|--|
| <p><b>1</b> What change, if any, should be made in sentence 1?</p> <p><b>A</b> Change <i>of</i> to <b>at</b>.</p> <p><b>B</b> Change <i>of</i> to <b>from</b>.</p> <p><b>C</b> Change <i>of</i> to <b>with</b>.</p> <p><b>D</b> Make no change.</p>               | <p><b>4</b> What change, if any, should be made in sentence 4?</p> <p><b>A</b> Change <i>beneath</i> to <b>to</b>.</p> <p><b>B</b> Change <i>beneath</i> to <b>at</b>.</p> <p><b>C</b> Change the <i>beneath</i> to <b>on</b>.</p> <p><b>D</b> Make no change.</p> |
| <p><b>2</b> What change, if any, should be made in sentence 2?</p> <p><b>A</b> Change <i>which</i> to <b>about</b>.</p> <p><b>B</b> Change <i>which</i> to <b>for</b>.</p> <p><b>C</b> Change <i>which</i> to <b>between</b>.</p> <p><b>D</b> Make no change.</p> | <p><b>5</b> What change, if any, should be made in sentence 7?</p> <p><b>A</b> Change <i>for</i> to <b>under</b>.</p> <p><b>B</b> Change <i>for</i> to <b>of</b>.</p> <p><b>C</b> Change <i>for</i> to <b>at</b>.</p> <p><b>D</b> Make no change.</p>              |
| <p><b>3</b> What change, if any, should be made in sentence 3?</p> <p><b>A</b> Change <i>behind</i> to <b>at</b>.</p> <p><b>B</b> Change <i>behind</i> to <b>or</b>.</p> <p><b>C</b> Change <i>behind</i> to <b>on</b>.</p> <p><b>D</b> Make no change.</p>       |  |



**Home Activity** Your child prepared for taking tests on prepositions and prepositional phrases. Have your child write a list of phrases to go with the prepositions *of*, *in*, *by*, *to*, *for*, and *with*. Take turns saying a sentence for each phrase.