

Name \_\_\_\_\_

# Words with *ar*, *or*

- **Generalization** The vowel sound in *arm* is often spelled **ar**: start. The vowel sound in *for* is often spelled **or**: morning.

**Word Sort** Sort the list words by the vowel sounds in *arm* and *for*.

### Vowel sound in *arm*

### Vowel sound in *for*

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

**Spelling Words**

1. morning
2. forest
3. garbage
4. form
5. alarm
6. corner
7. story
8. argue
9. backyard
10. start
11. partner
12. storm
13. Florida
14. apartment
15. sport
16. force
17. forward
18. sharp
19. garden
20. Arkansas

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**Home Activity** Your child is learning to spell words with *ar* and *or*. Say a spelling word aloud, and have your child tell whether he or she hears the sound of *ar* or *or*.

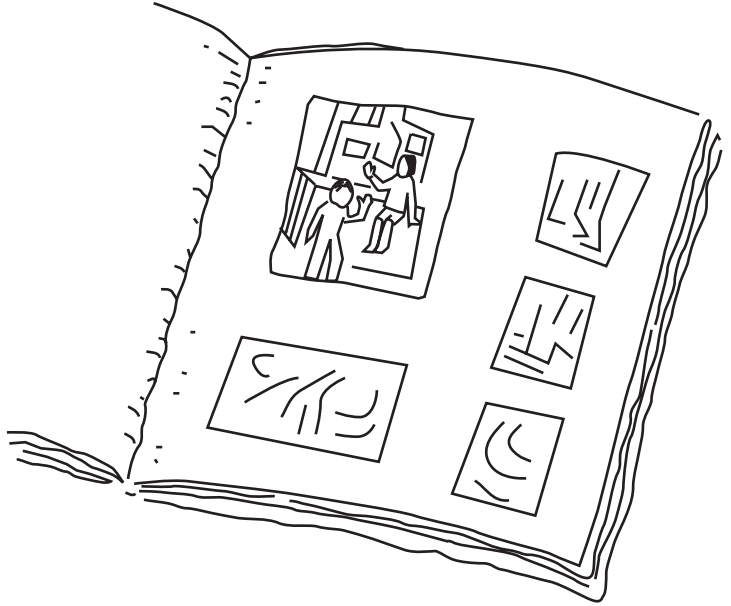
Name \_\_\_\_\_

# Family Times

## Summary

### Scene Two

Six students write a skit for the Founders' Day talent show in Riverside, a town celebrating its one hundred and ninety-fourth anniversary. Unfortunately, the imagination of one student makes cooperation difficult at times. The students work together to decide how to put on a good show without making a mess of history.



### Activity

**History Alive** Jasmine and Mitch have different ideas about the history of Riverside. Ask members of your family what they remember about historic places in their hometowns. If they grew up in the same area, make a list of any differences in their memories of the same places.

## Comprehension Skill

### 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?*

### Activity

**Working Backwards** State a conclusion or opinion about a period of history. Ask a family member to name some facts and details that could support the conclusion. Then switch roles and try to support an opinion suggested by your partner.

## Lesson Vocabulary

### Words to Know

Knowing the meaning of these words is important to reading *Scene Two*. Practice using these words.

### Vocabulary Words

**advice** suggestion or recommendation about an action or decision

**argument** a debate or verbal disagreement

**arrangements** plans

**descendants** people descended from ancestors

**dishonest** not truthful

**script** the written text of a play

**snag** a hurdle or problem

## Conventions

### Irregular Plural Nouns

Most nouns are changed from their singular forms to their plural forms by adding an *-s* or an *-es*. *For example: bird/birds, beach/beaches.* Some nouns, however, are made plural in other ways, such as by changing their spelling. *For example: tooth/teeth.* Some nouns have the same singular and plural forms. *For example: sheep/sheep, fish/fish.* Plural forms that are made by one of these other methods are called **irregular plural nouns**.

### Activity

**Animal Memory** On separate note cards, write the names of the following animals and draw a picture of each of them: fish, deer, goose, ox, mouse, and moose. On separate note cards, write the plural forms of each name and draw a picture to go with it. Mix the cards up and turn them facing down. Try to match the singular nouns to their irregular plural forms by playing a game of memory with a family member.

## Practice Tested Spelling Words

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

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. Facts and details are the small pieces of information in an article or story.
- Facts and details “add up” to a conclusion. Conclusions formed by the author or the reader must make sense.

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

No one believed the hockey team from the United States would do well in the 1980 Olympic Winter Games. The players were a bunch of college students and amateur players. Their bitterest rivals, the team from the Soviet Union, were professional athletes who had no other work but playing hockey. The Soviets were huge and fast. They had also won six out of the last seven Olympic championships. The young U.S. team would need a “miracle on ice” to win.

The U.S. coach had picked players he knew didn’t get along. This created a sense

of competition when the team practiced. He also showed his players hours of video from earlier games the Soviet team had played. His team learned how their opponents thought. The hockey players skated up and down the ice over and over, building their strength. Just before the match between the two teams, the Soviets rested. The U.S. team kept practicing. For the last ten minutes, the crowd cheered, “U-S-A! U-S-A!” louder and louder. The team won the game 4 to 3 and went on to earn an Olympic gold medal.

1. Draw a conclusion about the 1980 Olympic hockey competition.

2. What detail(s) support(s) this conclusion?

3. In a few of your own words, describe how the U.S. coach trained his team.

4. What detail(s) support(s) this description?

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**Home Activity** Your child drew conclusions using facts or details in a passage. While reading an article or short story with your child, stop periodically and ask him/her to draw conclusions about the paragraphs you have just finished.

Name \_\_\_\_\_

# Cause and Effect

**Directions** Read the passage. Complete the diagram to show causes and effects and then answer the question that follows.

Dear Diary—

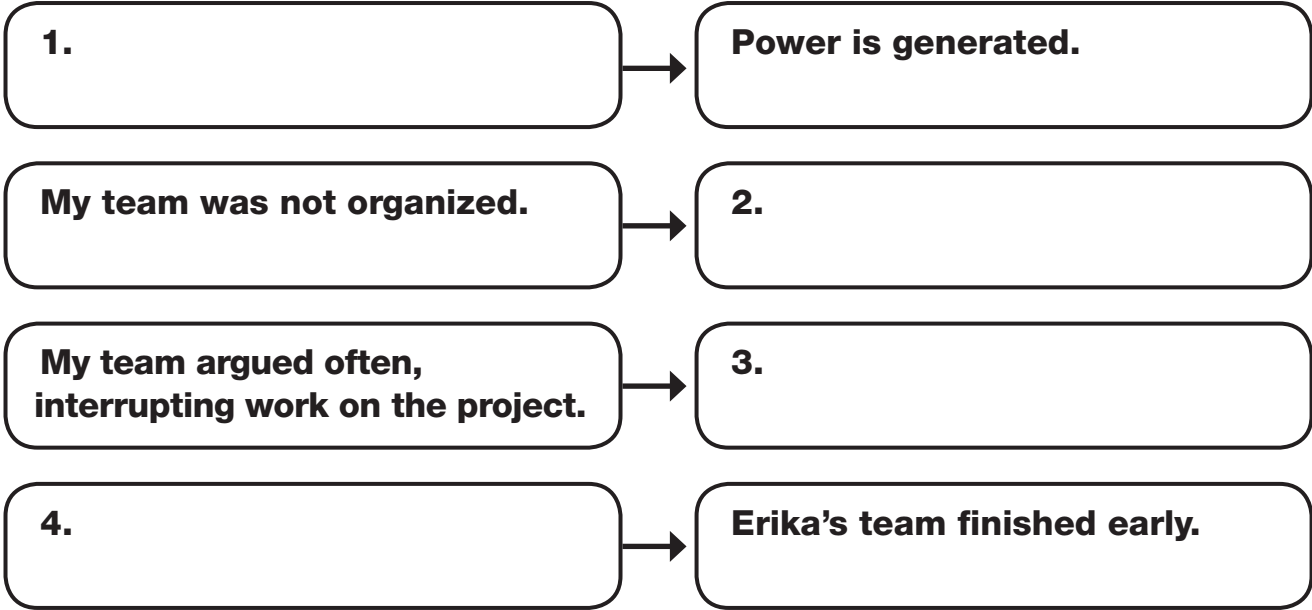
I am SO mad about the science competition! My team entered a competition against another team to build a miniature windmill that would power a small lightbulb. The idea was simple: the windmill blades spin and generate power. But my team could not get organized. So our project was a disaster!

Erika’s team followed the advice of their coach. They made a plan before

starting work. My team wasted ten minutes arguing about who should be the team leader. When Erika’s team hit a snag attaching the wires to the bulb, they redesigned the plan and kept going. Whenever my team hit a snag, we just argued. Since Erika’s team was organized, they finished early. My team was still trying to decide what to do after the competition was over. I am NEVER going to enter a science competition without a team plan again!

**Cause**

**Effect**



5. Erika’s team worked together and won the competition. What were two causes?

\_\_\_\_\_

\_\_\_\_\_



**Home Activity** Your child identified causes and effects in a brief passage. Work with your child to identify the causes and effects of an important event in his or her own life.

Name \_\_\_\_\_

## Irregular Plural Nouns

**Directions** Write sentences using the plural forms of the given nouns.

1. wolf, tooth \_\_\_\_\_

\_\_\_\_\_

2. man, wife \_\_\_\_\_

\_\_\_\_\_

3. mouse, loaf \_\_\_\_\_

\_\_\_\_\_

4. child, foot \_\_\_\_\_

\_\_\_\_\_

5. moose, leaf \_\_\_\_\_

\_\_\_\_\_

**Directions** Write spoken lines from a play about the people who might have first settled your city or town. Use at least two irregular plural nouns and underline them.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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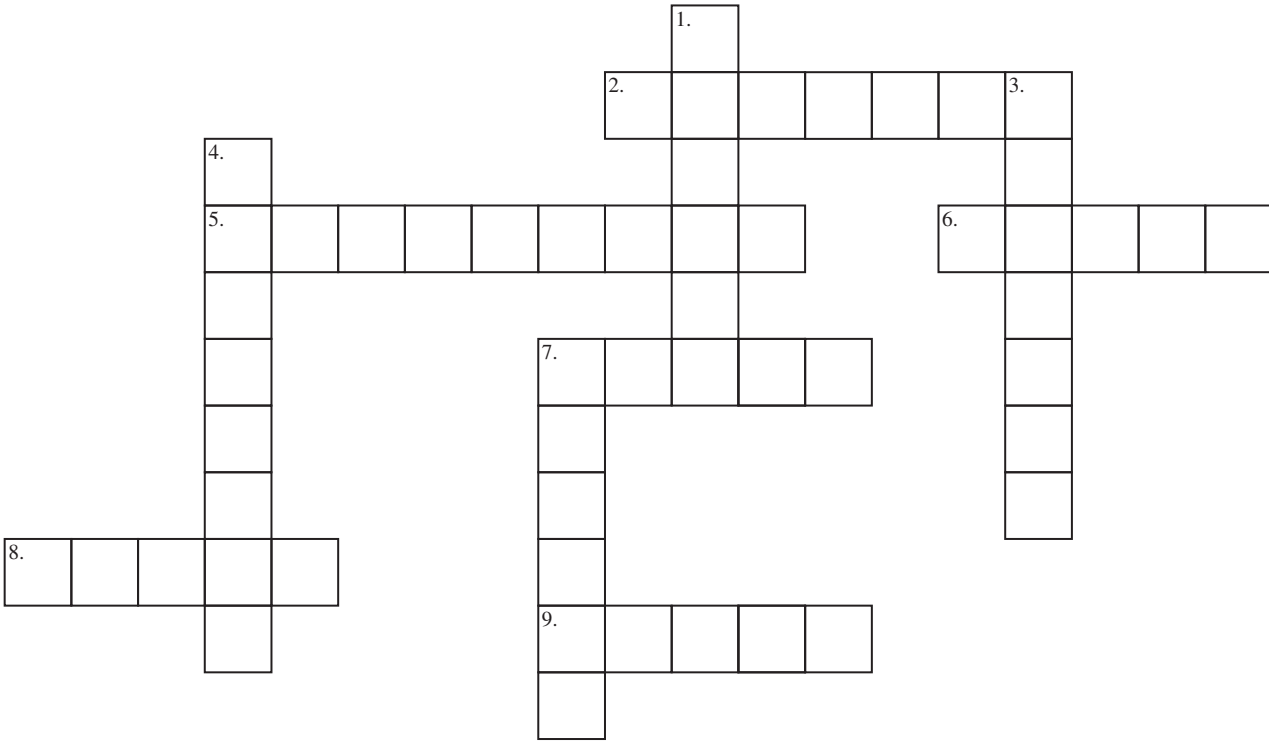
**Home Activity** Your child learned how to use irregular plural nouns in writing. Have your child write a note or an e-mail to a family member about life long ago. Have your child use at least two irregular plural nouns.

Name \_\_\_\_\_

### Words with *ar*, *or*

Spelling Words				
morning	forest	garbage	form	alarm
corner	story	argue	backyard	start
partner	storm	Florida	apartment	sport
force	forward	sharp	garden	Arkansas

**Crossword Puzzle** Use the clues to finish the puzzle. Words are list words.



**Across**

- 2. A.M.
- 5. home
- 6. quarrel

**Down**

- 7. strength
- 8. heavy rain
- 9. pointed
- 1. angle
- 3. trash
- 4. garden
- 7. woods

**Word Scramble** Unscramble each list word. Write the word on the line.

- |             |           |
|-------------|-----------|
| 10. wordarf | 10. _____ |
| 11. npeartr | 11. _____ |
| 12. mlara   | 12. _____ |
| 13. oridfla | 13. _____ |



**Home Activity** Your child has learned to read, write, and spell words with *ar* and *or*. Use list words to play Hangman with your child.

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. Facts and details are the small pieces of information in an article or story.
- Facts and details “add up” to a conclusion. Conclusions formed by the author or the reader must make sense.

**Directions** Read the following passage. Then complete the diagram and answer the question.

**O**n my family’s trip through Pennsylvania, we stopped in a small village where all the stores were closed. We asked a brother and sister carrying a basket of lemons down the sidewalk where everyone was. They said that the community was at a “barn-raising.” They explained that everyone in the little town was building a barn for one family. They invited us to come and watch if we had the time. My family thought that would be worth the side trip.

The families in the area were

descendants of farmers who emigrated three centuries ago. Barns are important to farms, but building one is too much work for one family. The community learned long ago that if they all helped, a barn could be “raised” in two days. Everyone had a job. Some people sawed wood, while others pounded nails. The barn grew before our eyes! Even though there was no work for us to do, we were glad to see it. And the lemons? The boy and girl with the lemons were doing their job turning them into lemonade for everyone to enjoy.

**Fact or Detail**

1. Everyone in town was

+

**Fact or Detail**

2. Building a barn is

+

**Fact or Detail**

3. The community can build a barn

=

**Conclusion**

4. When everyone works together

5. What conclusion could you draw about barn raising?

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**Home Activity** Your child drew a conclusion using facts or details in a passage. Describe to your child your idea of a perfect island. Have your child draw conclusions from your description.



Name \_\_\_\_\_

### Irregular Plural Nouns

**Directions** Underline the singular nouns and circle the plural nouns in the sentences.

1. Long ago, wolves ran through forests where our city is now.
2. Then men and women from the East Coast came west.
3. They brought some cows, horses, chickens, and geese with them.
4. They built cabins to live in and schools for their children.
5. They worked hard to improve their lives.

**Directions** Write *C* if the underlined plural noun is correct. If it is not correct, write the correct form.

6. How did they brush their teeths in the old days? \_\_\_\_\_
7. I love those old-fashioned crusty loaves. \_\_\_\_\_
8. Mices were everywhere years ago. \_\_\_\_\_
9. Many deers roamed the land. \_\_\_\_\_
10. Clothes were made mostly from the wool of sheep. \_\_\_\_\_

**Directions** Write one or two sentences about the lives of the first settlers in the West. Use at least two irregular plural nouns.

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**Home Activity** Your child reviewed irregular plural nouns. Look at an article from a newspaper or magazine. Have your child show you and tell you three or four irregular plural nouns.