

Name \_\_\_\_\_

# Family Times

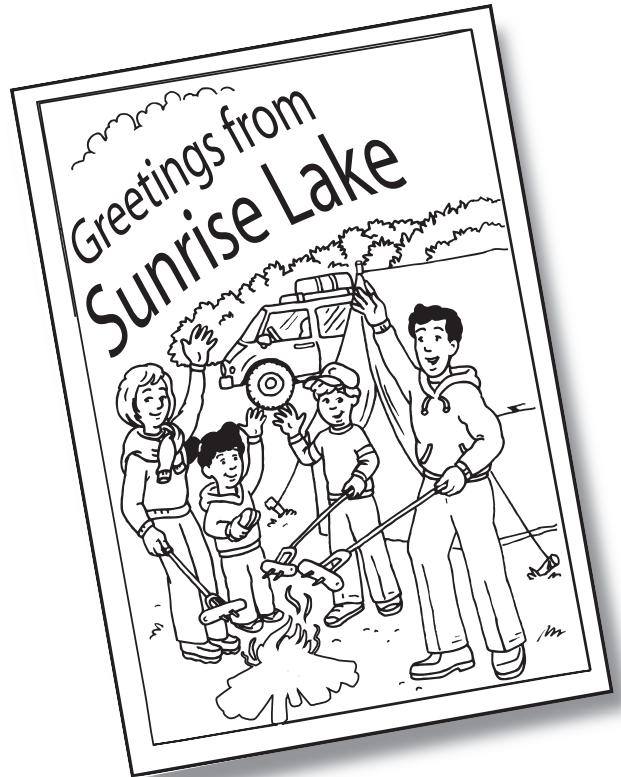
## Summary

### **Letters Home from Yosemite**

Yosemite National Park is an amazing place. In one visit, you can see giant trees, towering mountains, and interesting wildlife.

### **Activity**

**Picture Postcards** Pretend your family is on a camping trip at a local park. Cut a piece of paper to be about the size of a postcard. Draw pictures of your campsite on one side. Write a message about your trip on the other side.



## Comprehension Skill

### **Main Idea and Details**

A passage's **main idea** makes a point about the passage's topic and has at least one supporting detail. **Details** are smaller pieces of information that tell more about the main idea.

### **Activity**

**What's the Big Idea?** Take turns with one or more family members delivering short speeches about any topic that you wish. At the end of your speech, ask your audience, "What's the big idea?" Have them identify your main point and supporting details.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *Letters Home from Yosemite*. Practice using these words.

### Vocabulary Words

**glacier** a great mass of ice moving very slowly down a mountain or along a valley

**impressive** able to have a strong effect on the mind or feelings

**naturalist** a person who studies living things

**preserve** to keep from harm or change; protect

**slopes** land that goes up and down at an angle

**species** a set of related living things that share certain characteristics and that can interbreed

**wilderness** a wild region with few or no people living in it

## Conventions

### Clauses and Complex Sentences

A **clause** is a group of related words that has a subject and a predicate. A **dependent clause** has a subject and a verb, but cannot stand alone. *For example: Whenever she goes to the forest.*

An **independent clause** can stand alone. *For example: Avery brings her camera.* A **complex sentence** is made up of two clauses, one dependent clause and one independent clause.

*For example: When it is hot outside, I like to go swimming.*

### Activity

**Geometric Sentences** Read an article in a magazine or newspaper with a family member. Underline three complex sentences. Then circle the dependent clauses and put a rectangle around the independent clauses.

## Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
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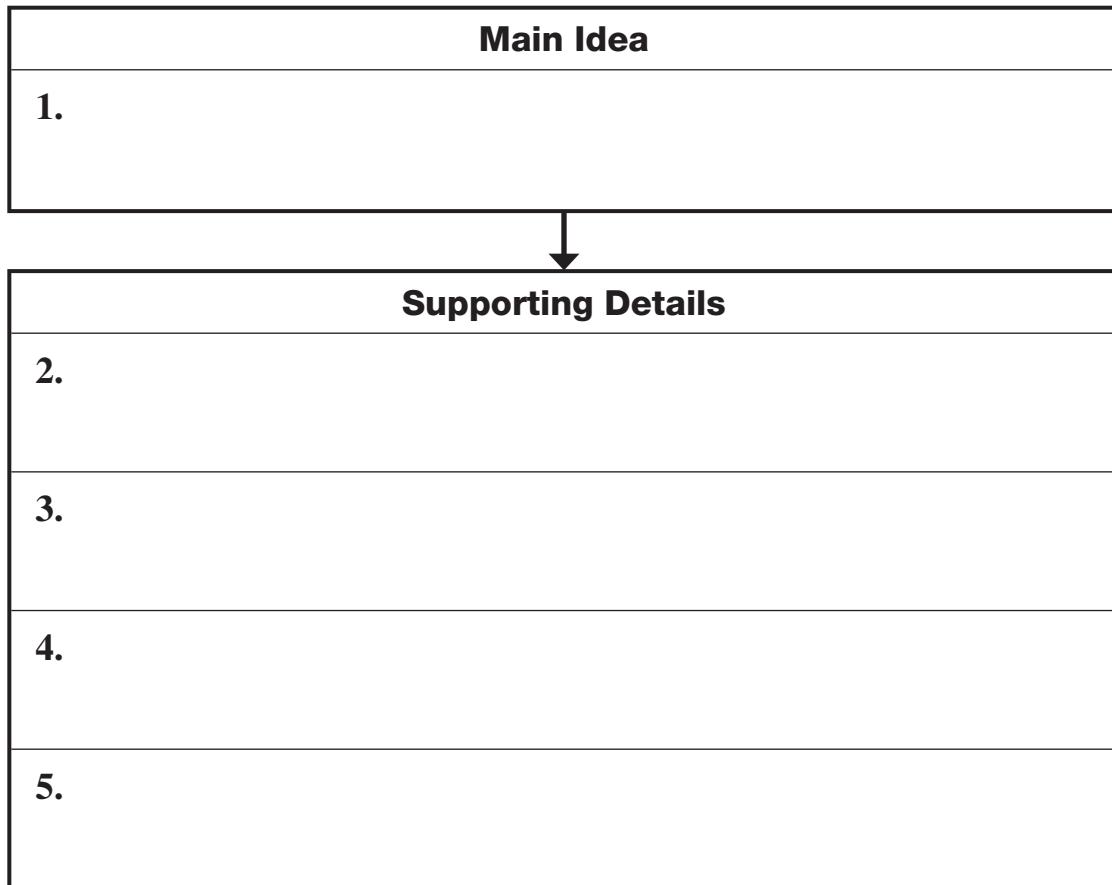
# Main Idea and Details

- The **main idea** is the most important idea from a paragraph, passage, or article.
- **Details** are small pieces of information that tell more about the main idea.

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

Several people helped make Yellowstone National Park a protected place. In the 1600s and 1700s, fur trappers came through the area. They noticed its amazing features, such as geysers that shoot hot water high into the air. When they returned to towns and camps, they told stories about what they had seen.

Soon expeditions were organized to explore Yellowstone. The expedition led by Ferdinand Hayden in 1871 included a photographer and an artist who captured the beauty of Yellowstone in their pictures. They showed their pictures to Congress. In 1872, President Grant signed a law that made sure Yellowstone would be protected forever by making it the first national park.



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**Home Activity** Your child read a short passage and identified the main idea and supporting details. Work with your child to create a graphic organizer that identifies the main idea and supporting details of an article about a natural area.

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# Vocabulary

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

- |   |  |
|---|--|
| _____<br>_____<br>_____<br>_____<br>_____ | 1. a mass of ice moving very slowly down a mountain or along a valley<br><br>2. a wild place with few or no people living in it<br><br>3. to keep from harm or change<br><br>4. a person who studies living things<br><br>5. a set of related living things with similar characteristics |
|---|--|

**Check the Words You Know**

\_\_\_ glacier  
 \_\_\_ impressive  
 \_\_\_ naturalist  
 \_\_\_ preserve  
 \_\_\_ slopes  
 \_\_\_ species  
 \_\_\_ wilderness

**Directions** Choose the word from the box that best matches the meaning of each underlined word. Write the word on the line to the left.

- |   |  |
|---|--|
| _____<br>_____<br>_____<br>_____<br>_____ | 6. We went skiing down the snow-covered <u>mountains</u> .<br><br>7. The scenery in the national park was <u>magnificent</u> .<br><br>8. The park rangers want to <u>keep changes from happening in the park</u> .<br><br>9. Long ago a <u>large sheet of ice</u> covered this whole area.<br><br>10. We camped out in a <u>wild, isolated</u> area. |
|---|--|

## Write a Poem

On a separate sheet of paper, write a poem about your favorite natural place. Use as many vocabulary words as you can.



**Home Activity** Your child identified and used vocabulary words from *Letters Home from Yosemite*. Read a nonfiction article about a natural place with your child. Have your child create sentences in response to the article using the vocabulary words.

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## Vocabulary • Suffixes

- A **suffix** is a word part added to the end of a **base word** to change its meaning. You can use a suffix to figure out the meaning of an unfamiliar word.
- The suffix *-ist* can make a word mean “one who is an expert in.” The suffix *-ive* means “tending or inclined to \_\_\_\_.”

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

**O**n our sunrise hike through the extensive wilderness, the naturalist told us that the park was filled with many species of animals. It was impressive to think that so many different animals could live in the same place. She also told us that to preserve the park, we

needed to leave it as if we had never been there. We couldn't take any flowers or plants with us, and we shouldn't leave our garbage there either. Unfortunately, visitors in the past had not been so careful. Restoring the park to its natural state is a creative job.

1. What is the suffix in the word *extensive*? What does it tell you about the meaning of the word?  
\_\_\_\_\_
2. What does *naturalist* mean? How do you know?  
\_\_\_\_\_  
\_\_\_\_\_
3. What does *impressive* mean? How do you know?  
\_\_\_\_\_
4. What does the word *creative* mean?  
\_\_\_\_\_
5. Write two other words that end in either *-ist* or *-ive*.  
\_\_\_\_\_



**Home Activity** Your child read a short passage and identified suffixes to understand words in a passage. Read an article with your child. Help your child to identify and circle the suffixes added to words in the article.

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# Fact and Opinion

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

**R**edwood National Park is a great place to visit where you can see some very tall trees. Some of the trees stand hundreds of feet tall. Besides being tall, the trees can also be very old. In fact, redwood trees can live for 2,000 years. I think it is very impressive that these old, great trees grow from tiny seeds.

The park's location near the Pacific Ocean helps the trees stay healthy. The

trees soak in the water that is in the air, which keeps them alive in case of drought.

Other kinds of plants grow in the park as well. Douglas fir, western hemlock, ferns, and mosses all grow in the same soil as the massive redwood trees. This means that the soil is rich in nutrients from the different kinds of plants growing there.

If you love trees, you will love Redwood National Park.

1. How do you know the last sentence is a statement of opinion?

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2. Write an example of another statement of opinion in the passage.

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3. Write an example of a statement of fact in the passage.

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4. Which part of the first sentence is a statement of fact and which part is opinion?

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5. On a separate sheet of paper, write one statement of fact and one statement of opinion about a natural place you have visited.



**Home Activity** Your child read a short passage and identified statements of fact and opinion. Talk to your child about the events of your day. Use statements of fact and opinion. Have your child identify which statements were facts and which were opinions.

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## Main Idea and Details

- The **main idea** is the most important idea from a paragraph, passage, or article.
- **Details** are small pieces of information that tell more about the main idea.

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

I can't believe our summer camping trip is over. We did so many fun things in so little time. First we found a perfect camping spot on the edge of a grassy meadow. The ground was nice and soft there—perfect for sleeping on. Then we headed to the river, where we went rafting.

The ride was bumpy and fast. When we finished rafting, we took a long hike back up the river. Along the hike we stopped to pick wild berries. They were sweet. Finally we got back to our camp and built a fire. We sang songs around the fire until it was time for bed.

1. In one or two words, what is this passage about?

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2. What is the main idea of the passage?

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3. What is one important detail that tells more about the main idea?

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4. What is another detail that tells more about the main idea?

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5. On a separate piece of paper, make a graphic organizer that shows the main idea and the details that support the main idea.



**Home Activity** Your child identified the main idea and supporting details of a nonfiction passage. Read a magazine article about a wild animal with your child. Work together to identify the main idea and supporting details of the article. Then write a short summary.

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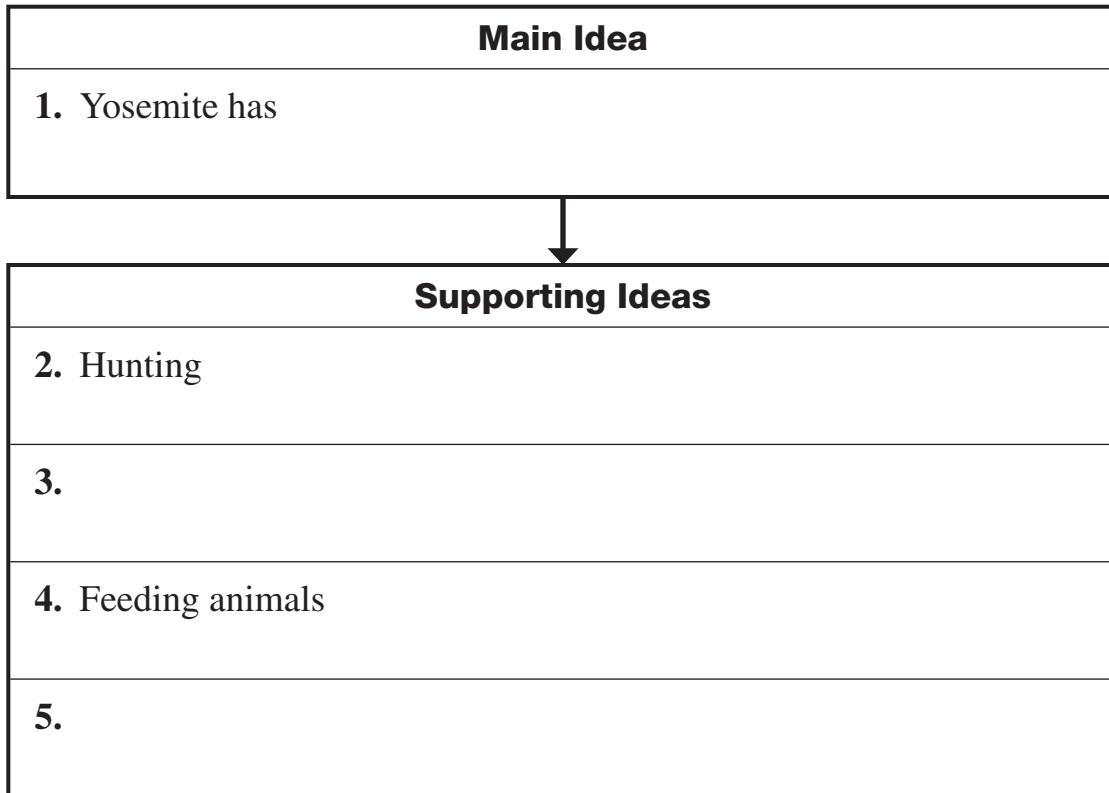
# Main Idea and Details

- The **main idea** is the most important idea from a paragraph, passage, or article.
- **Details** are small pieces of information that tell more about the main idea.

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

**Y**osemite National Park has many rules for people to follow in order to preserve the park. One rule is that hunting of any animals is not allowed. Hunting would change the food supply for animals in the park. Hunting in a busy park could also be dangerous to humans. Riding a bike off an official trail is against the rules too. This could ruin the plant life growing in natural areas. Another rule prohibits

people from feeding animals. It is not safe for the animals or the visitors. Wild animals might get used to being fed and be unable to feed themselves in the wild. Finally, people cannot remove plants or rocks as souvenirs. If visitors follow these and other rules of the park, Yosemite will continue to be a beautiful, natural place to visit.



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**Home Activity** Your child read a short passage and identified its main idea and supporting details. Have your child write a paragraph about his or her favorite place. Then help your child create a graphic organizer that identifies the main idea and supporting details of the paragraph.

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## Print Sources

- Libraries contain many sources of information for students to use. You can use a library database or a card catalog to identify and locate these materials. In both cases, you can search for materials by author, title, or subject.
- **Print sources** include encyclopedias, newspapers, magazines, dictionaries, and other reference books.

**Directions** Study this school’s list of available print resources.

### Newspapers

*Hillside School News* (school newspaper)

*Hillside Streets* (community paper)

*Daily Globe* (metropolitan city paper)

### Magazines

*History for Young People*

*Mathematics Today*

*The Natural World*

*Go Go Go Travel Monthly*

*Sports U.S.A.*

### Encyclopedias

*Encyclopedia of History Makers*, vol. I

*Encyclopedia of the Nation*, vol. I–X

*Encyclopedia of Nature*, vol. I–II

*Encyclopedia of Science*, vol. I–IV

*Encyclopedia of Women*, vol. I–II

### Dictionaries

*Kenner’s Dictionary of Common Words and Phrases*

*The Student’s Dictionary*

*Theisen’s Dictionary of Medicine*

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**Directions** Imagine that you are writing a report on Yosemite National Park. Use the list of print sources to answer the questions below.

1. What print source would you use first for your report on Yosemite? Explain.

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2. Why might a newspaper not be the first place you look for information?

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3. What magazine(s) might have information you could use for your report?

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4. Which source(s) might have interesting photographs for your report?

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5. How might you use a dictionary while writing your report?

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6. Suggest a topic you might check in a library's card catalog for information.

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7. Name three listed sources unlikely to have much information on Yosemite.

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8. Which encyclopedia might help you find information on animals in Yosemite?

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9. How might you use an author's name to find information for this report?

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10. What print sources would have up-to-date information on a fire at Yosemite?

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**Home Activity** Your child learned about print sources. Take a trip together to your local library. Find and browse through the sections of print sources.