

Name _____

Family Times

Summary

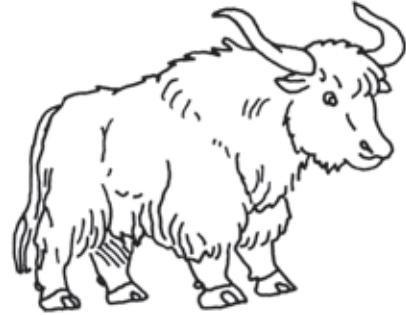
Paul Bunyan

The tallest of the tall tales is that of Paul Bunyan, a lumberjack. With his blue ox, Babe, Paul was responsible for creating the Great Lakes, carving the Grand Canyon, and straightening the Big Onion River.



Activity

Tall Tale Think about a storm you experienced. Imagine that it was much worse than it really was. Exaggerate. If the rain made a puddle, imagine it was a flood. Read your tall tale to a family member.



Comprehension Skill

Generalize

When you **generalize**, you make a broad statement based on several examples. Clue words like *generally*, *usually*, *always*, *all*, and *most* tell you that an author is making a generalization. A generalization can be valid (logical) or faulty (wrong). Sometimes you can tell when a generalization is faulty, and other times you must do research to find out.

Activity

Find the Generalization Read a short newspaper or magazine article with a family member. When you encounter a generalization, list examples suggested by the statement, and then decide if the statement is valid or faulty.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Paul Bunyan*. Practice using these words.

Vocabulary Words

announcement the act of announcing or making known

feature part of the face

harness leather straps used to hitch a horse or other animal to a carriage, wagon or plow

lumberjacks workers who cut down trees and haul them to a sawmill

requirements needs, things needed

thaw to melt ice, snow, or anything frozen

unnatural not natural, not normal

untamed wild, not domesticated

Grammar

Irregular Verbs

Some verbs use a new spelling to form the past tense (*wrote, ate, ran*) and a different spelling to form the past tense with *has, have, or had* (*has written, have eaten, had run*). These are called **irregular verbs**. For example: *to go/went/had gone; to drink/drank/had drunk; to lie/lay/had lain; to break/broke/had broken; to freeze/froze/had frozen*.

Because the spelling changes in irregular verbs do not follow any simple pattern, each irregular verb's forms must be memorized one at a time.

Activity

Irregular Sentences Use the irregular verbs listed above to write eight sentences following this pattern: *He (write/wrote) this book*. In the parentheses, list two verb forms—one correct and one incorrect. Have a family member read each sentence aloud, then circle the correct form. When you are done, trade roles.

Practice Tested Spelling Words

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

Generalize

- A **generalization** is a type of conclusion in which a broad statement is made based on several examples.
- Clue words such as *all*, *most*, *always*, *usually*, or *generally* signal generalizations.
- A generalization can be valid (logical) or faulty (wrong) depending on the number of examples on which it is based and how logical the thinking is.

Directions Read the following passage. Then complete the diagram below by finding a generalization and its support.

In the past several years, winters in my part of the country have become warmer and warmer. As a result, there is less snow at the mountain ski resorts. This has been a dramatic change for my family, because for years we have gone skiing every winter vacation. We have always enjoyed the cold, crisp mountain air and the solid snow pack.

Three years ago, everything changed. That winter, the temperature in the mountains never went below fifty degrees.

We were still able to ski, because the ski resort blew artificial snow over the trails. Skiing in a T-shirt, however, isn't quite the same as skiing in my fleece-lined parka. Two years ago, it snowed before vacation, but then it got really warm. The snow melted in two days. Last year, it rained and temperatures were in the sixties until February. I didn't ski once. Now it's October again, and it's eighty degrees. My family is looking for a new way to spend winter vacations. Tennis, anyone?

Generalization

5.

Support from Text

1.

Support from Text

2.

Support from Text

3.

Support from Text

4.



Home Activity Your child used a graphic organizer to find a generalization and the support for it. Together, read a short passage from a fiction or nonfiction text. Have your child make two generalizations about the events in the story—one valid and one faulty. Have him or her explain the difference between the two.

Vocabulary

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

Check the Words You Know

___announcement	___requirements
___feature	___thaw
___harness	___unnatural
___lumberjacks	___untamed

- _____ 1. wild, natural, not cultivated
- _____ 2. melt, release from a frozen state
- _____ 3. distinguishing trait or characteristic
- _____ 4. necessities, conditions, or qualifications that must be met
- _____ 5. combination of straps and hardware used to attach an animal to a cart or object to be moved

Directions Choose the word from the Words to Know box that best replaces the underlined word or words. Write the word on the line to the left.

- _____ 6. The geese made the unusual choice not to migrate because people kept feeding them.
- _____ 7. The coach's statement that practice would increase by one hour made the players groan.
- _____ 8. The forest workers took their lunch breaks sitting on logs.
- _____ 9. The jungle was wild and savage, full of strange sounds at night.
- _____ 10. Marilyn's most memorable trait was the birthmark at the corner of her mouth.

Write a Narrative

On a separate sheet of paper, write a narrative about the changes that occur in nature as your favorite season approaches. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from the tall tale *Paul Bunyan*. With your child, read a children's book or comic book and discuss any features it shares with tall tales.

Vocabulary • Suffixes

- A **suffix** is a word part added to the end of a base word to change its meaning or the way it is used in a sentence. For example, the suffix *-ous* can make a noun mean “full of _____.” The suffix *-ment* means “the action, process, or result of _____.”
- In dictionaries, the definition of a base word with the suffix added is usually found near that of the base word. The base word’s definition is helpful in understanding a word’s meaning.

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

The announcement was finally made: Jones’s Maple Barn was open for the maple syrup season! In addition to the wondrous, sweet pancake topping, Jones’s Maple Barn also sold breakfast. Of course, their pancakes were simply marvelous.

Sugar maple trees have a liquid that runs inside their trunks and branches called sap. In the winter, the sap doesn’t

move much through the tree. In the spring, however, the sap flows quickly as the weather turns warmer. People collect the sap by inserting tubes into the trees’ trunks. Then the sap is cooked. The requirement for making one gallon of syrup is 40 gallons of sap. That’s a lot of work, but nothing is more delicious than pure maple syrup!

1. What is the suffix in the word *announcement*?

2. How does the suffix help you understand the meaning of *announcement*?

3. How does the suffix in *wondrous* help you figure out the meaning of the word?

4. How does the suffix in *requirement* help you figure out the meaning of the word?



Home Activity Your child identified and used suffixes to understand new words in a passage. Work together to identify meanings of words with *-ous* and *-ment* in an article. Help your child come up with a way to remember the meanings of these suffixes.

Author's Purpose

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

Humans have always lived in a balance with nature. Sometimes we are influenced by nature. A farmer, for example, must wait for the spring thaw before planting crops. Sometimes we influence nature. An electric company does this when it builds a dam to harness the power of a river to create electricity. Sometimes, however, humans affect nature accidentally.

People have brought plants from other

parts of the world to the United States for many purposes. When planted outside, they may spread farther than planned. In unnatural environments, these plants may become “invasive plants,” threatening other plants that belong there. Kudzu, for example, is a vine brought from Asia to the United States over a century ago. The warmer weather in the South allows it to grow untamed. It destroys trees and other plants by feeding on them as it grows.

1. What is the topic of this passage?

2. What is the author's main purpose?

3. What might be a secondary purpose of the author?

4. What example does the author give to support his or her purpose?



Home Activity Your child identified the author's purpose in an article. Together, find another article about an interesting aspect of nature. After reading the article, discuss the author's purpose.

Generalize

- A **generalization** is a type of conclusion in which a broad statement is made based on several examples.
- A generalization can be valid (logical) or faulty (wrong) depending on the number of examples on which it is based and how logical the thinking is.

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

I have just read *Paul Bunyan*. There are many details showing me it is a tall tale, rather than a realistic story. The story says Paul Bunyan weighed more than a hundred pounds when he was two weeks old. Anybody knows that no baby could ever weigh that much! It says he ate five-dozen eggs every morning and ten sacks of potatoes. Babies never eat eggs and they hate potatoes!

There's blue snow, and obviously snow is always white. Babe, the frozen ox, didn't die but woke up after falling asleep with Paul's arm around its neck. A creature frozen in the ice and snow could never survive.

Even though I usually prefer a realistic story, *Paul Bunyan* certainly fed my imagination.

1. What generalization does the author make first?

2. Why does the author make this generalization?

3. Is the author's generalization valid or faulty? Explain.

4. What clue words in the passage help you identify the author's generalizations?



Home Activity Your child identified and analyzed a generalization. Read a tall tale together, and have your child point out generalizations made by the character or the author.

Generalize

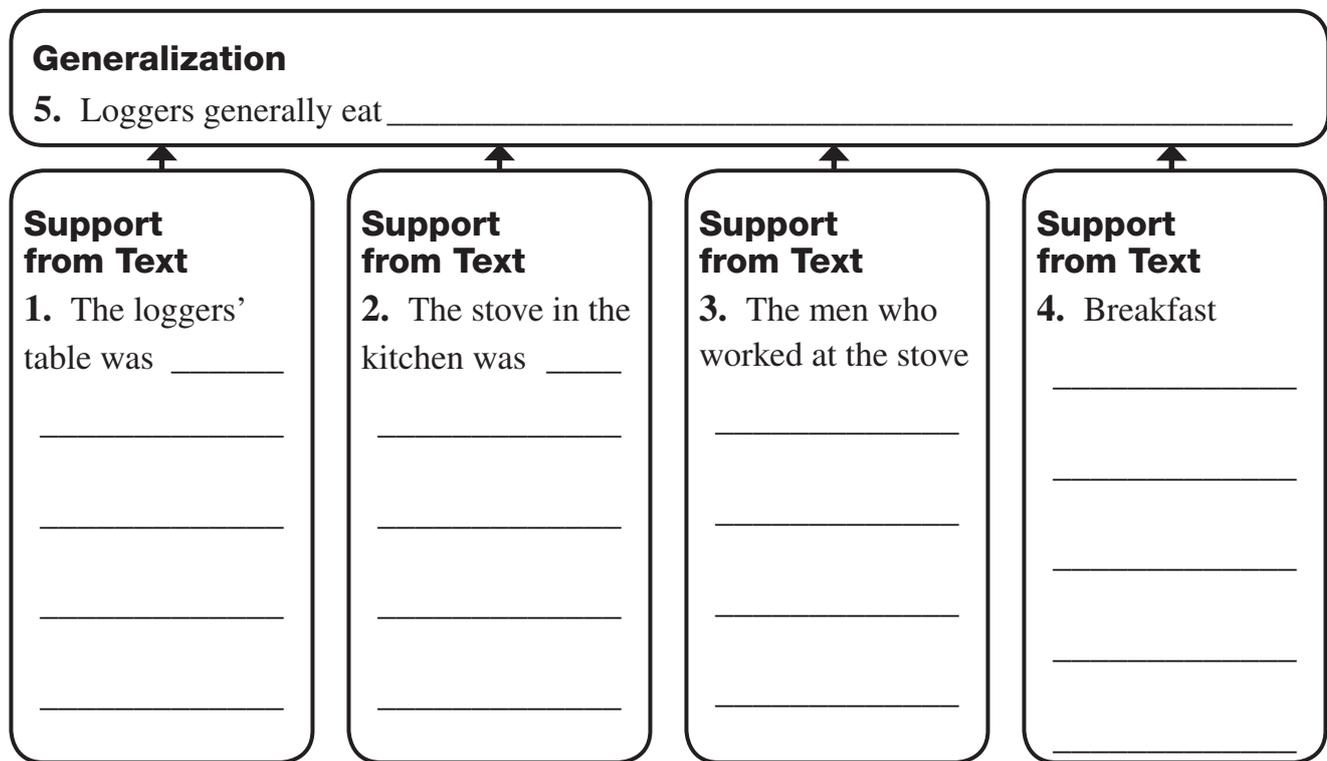
- A **generalization** is a type of conclusion in which a broad statement is made based on several examples.
- Clue words such as *all*, *most*, *always*, *usually*, or *generally* signal generalizations.
- A generalization can be valid (logical) or faulty (wrong) depending on the number of examples on which it is based and how logical the thinking is.

Directions Read the following passage. Then complete the diagram below by finding a generalization and its support.

The loggers in the logging camp were no different from other loggers. They ate breakfast, lunch, and dinner every day. The only difference was, their table was ten miles long. It had to be that long to hold the food those loggers ate. It was so long that some boys rode bicycles from the middle to each end. They would carry

syrup and cream back and forth.

The stove in the kitchen was so big and hot, it took an hour to make flapjacks. Ten men would stand on ladders and flip the loggers' flapjacks with giant pitchforks. It took them four hours to prepare breakfast. And that was the easiest meal of the day! Those loggers sure could eat, I tell you.



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Home Activity Your child used a graphic organizer to find a generalization and support. Have your child make a generalization about the food he or she eats. Together, find facts to support this generalization.

Schedule

- A **schedule** is a special chart that lists events and when they take place, side by side.
- Bus, train, and other travel schedules often present information in boxes. They usually contain both rows and columns, each of which may have a label or heading.

Directions Paul Bunyan used a ship full of Hawaiian sugar docked in Lake Superior to outsmart the bee-squitoes. Read this sugar-shipping schedule to answer the questions below.

Hawaiian Sugar Shipments to Lake Superior via Gulf of Saint Lawrence				
Ship	Depart Honolulu, Hawaii	Arrive Portland, Maine	Load Lumber and Coal in Portland	Arrive Lake Superior (Duluth, Minnesota)
<i>Puako</i>	June 1	July 31	August 4–8	September 1
<i>KoKo</i>	July 5	September 8	September 12–16	October 5
<i>Lahina</i>	August 10	October 15	October 19–23	November 10
<i>Puako</i>	December 15	February 21	February 24–28	March 15
<i>KoKo</i>	January 20	March 28	April 2–6	April 20
<i>Lahina</i>	February 27	May 1	May 5–9	May 27

1. How many months is each journey? How can you tell?

2. How many ships travel this route? How can you tell?

3. If you traveled with the shipping crew on the second sailing of the *KoKo*, during which days would you help load lumber and coal in Portland?

4. On which ship would you travel to be in Portland on October 18?

5. If you wanted to sail with the crew of the *Puako*, what would be your choice of departure dates from Honolulu?

Directions Use the schedule of events to answer the questions below.

Big Onion Lumber Company Schedule of Activities for April 1							
Activity	7–8 A.M.	8–9 A.M.	9–10 A.M.	11–12 P.M.	12–1 P.M.	1–2 P.M.	2–3 P.M.
Skate on the griddle	+						
Eat breakfast		+					
Haul water from the Great Lakes			+				
Eat lunch				+			
Log					+		
Stoke the griddle fire					+		
Eat dinner						+	
Knit beards to make socks							+
Make umbrella shoes							+
Listen to Shot's melted words		+	+	+	+	+	+
+ = Activity is available.							

1. What do the plus signs on the schedule represent? How do you know?

2. Between which hours might the men hear Shot's words?

3. Which activities occur at the same time as making umbrella shoes?

4. If some men are hauling water, what are the other men doing?

5. How does the schedule assist the loggers in planning their day?



Home Activity Your child learned about reading a schedule. Together, look at the schedule for a sporting event or for a form of travel. Have your child read and explain the schedule to you.