

Name _____

Family Times

Summary

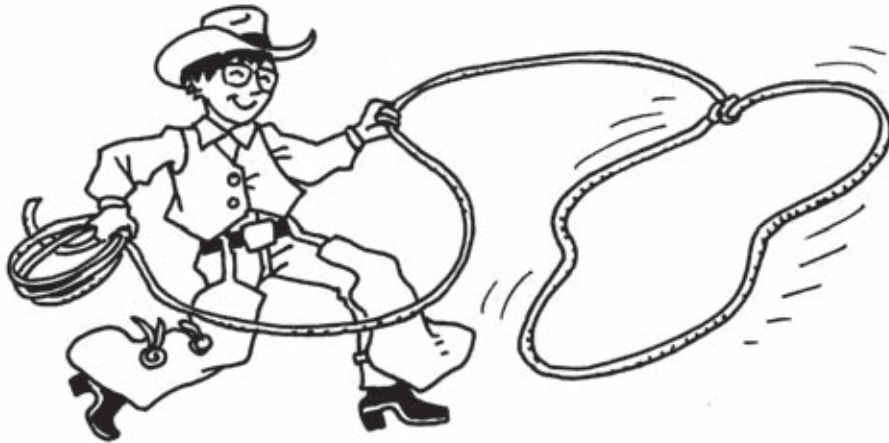
Coyote School News

Ramón Ernesto Ramírez, known as Monchi, lives on a ranch in the southwestern United States. Life, like the bumpy road to school, isn't perfect. Still, he enjoys writing for the school newspaper, celebrating Nochebuena, and helping with the roundup. Monchi is asked to help brand the cattle, so he has to decide whether to win the Perfect

Attendance Award or to follow in the tradition of the vaqueros.

Activity

Roundup! With your family, imagine you are joining some cowboys to drive cattle to market. Write a story together about your roundup adventure.



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

What's the Conclusion? Describe a person, place, or thing. Have a family member draw a conclusion about what you have described. Ask for facts and details that support the conclusion. Then switch roles and draw a conclusion about something your partner describes.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Coyote School News*. Practice using these words.

Vocabulary Words

bawling crying out in a noisy way

coyote a small, wolflike mammal living in many parts of North America

dudes people raised in the city, especially Easterners who vacation on a ranch

roundup the act of driving or bringing cattle together from long distances

spurs metal points worn on a rider's boot heels for urging a horse onwards

Conventions

Regular Plural Nouns

Nouns that name more than one person, place, or thing are **plural nouns**. Nouns that name only one person, place, or thing are called **singular nouns**. To make most nouns plural, add *-s* or *-es* to the singular noun: *pet* becomes *pets*, *fox* becomes *foxes*, *monkey* becomes *monkeys*, and *horse* becomes *horses*. Plural nouns that are created this way are called **regular plural nouns**.

Activity

Plural Poems Together, write a poem using as many regular plural nouns as you can. The poems do not have to rhyme.

Practice Tested Spelling Words

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

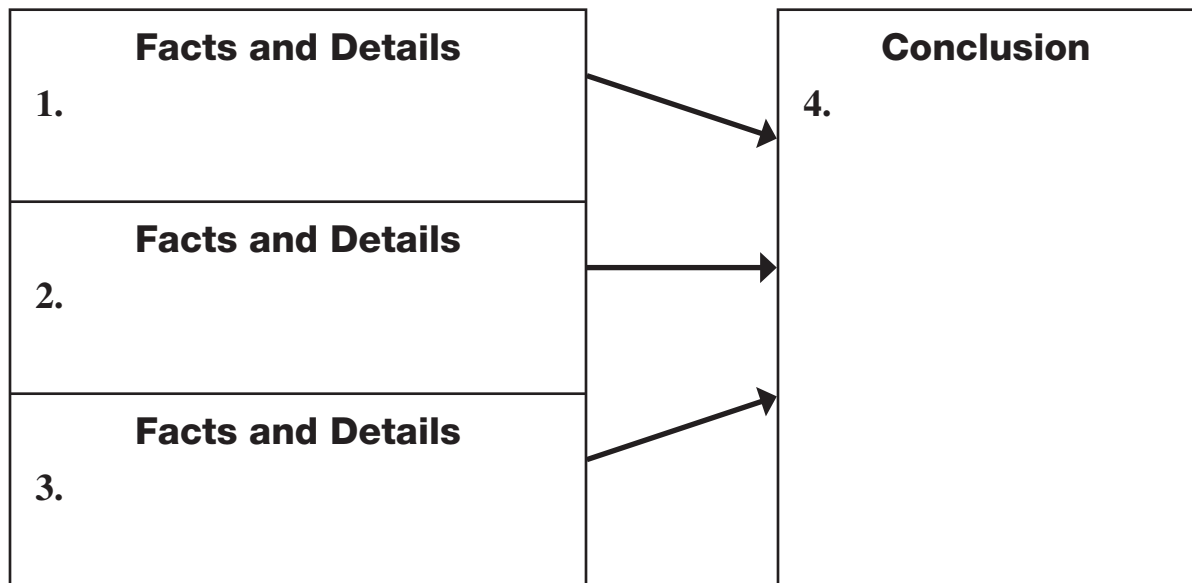
Name _____

Draw Conclusions

- **Drawing a conclusion** is forming an opinion based on what you already know or on the facts and details in a text.
- 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 complete the diagram below by finding facts and details to support a conclusion.

<p>A cowboy’s job changed with the seasons. In the fall, the cowboys brought cattle roaming on the open land to the ranch. They branded the cattle, so they could keep track of them. Then during the winter months, the cowboys fed the cattle and raised them.</p>	<p>When spring arrived, the ranchers chose the cattle they wished to sell. Next, the cowboys would take the cattle on a long journey to a busy town so that others could buy the cattle. After the cowboys sold the cattle, they rested a little while before they started the process all over again.</p>
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5. How would you decide if the facts and details are accurate?



Home Activity Your child read a short passage and drew a conclusion using facts or details. Tell your child about a job you once had. Have your child draw a conclusion about this job based on the facts and details you provide.

Name _____

Vocabulary

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

- _____ 1. people who were raised in the city but vacation on a ranch
- _____ 2. metal points worn on a horse rider's boot heel
- _____ 3. small, wolf-like animal
- _____ 4. the act of driving or bringing cattle together from long distances
- _____ 5. shouting or crying out in a noisy way

Check the Words You Know

- ___ **bawling**
- ___ **coyote**
- ___ **dudes**
- ___ **roundup**
- ___ **spurs**

Directions Choose the word from the box that best completes each sentence. Write the word on the line to the left.

- _____ 6. Juan heard a calf _____ in the middle of the night.
- _____ 7. He got dressed, put on his _____, and ran to his horse.
- _____ 8. A hungry-looking _____ had frightened the herd.
- _____ 9. Juan had to quickly do a _____ to get the cattle to safety.
- _____ 10. There was so much noise, the _____ visiting the ranch came outside to see what was going on.

Write a Pep Talk

On a separate sheet of paper, write a pep talk a cowboy would give other cowboys before going on a long journey to do a cattle roundup. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *Coyote School News*. With your child, create a word search using the words from this selection.

Name _____

Vocabulary • Unfamiliar Words

- **Dictionaries** and **glossaries** provide alphabetical lists of words and their meanings.
- Sometimes looking at the words around an unfamiliar word can't help you figure out the word's meaning. If this happens, use a dictionary or glossary to find the meaning.

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

At the crack of dawn, my uncle went around to the tents to wake up the dudes at the ranch. Today they were going on a roundup and needed to get everything ready before they left. The dudes sat down for breakfast and then got dressed for the

trip. Some of them had never ridden a horse before, so putting on their chaps and spurs took a lot of time. They heard some cattle bawling far in the distance. Before long, the group headed out into the open plains.

1. How would you define *dudes* by looking at the words that are around it?

2. Look up *dudes* in a glossary or dictionary. How is the meaning that you looked up different from the meaning you thought it had by looking at the words around it?

3. How would you define *bawling* by looking at the words that are around it?

4. Look up *bawling* in a glossary or dictionary. How is the meaning that you looked up different from the meaning you thought it had by looking at the words around it?

5. Look up *roundup* in a glossary or dictionary. What part of speech is it?



Home Activity Your child read a short passage and used a dictionary or glossary to understand unfamiliar words. Have a conversation about your day with your child. When your child hears an unfamiliar word, help your child to find the word's meaning in a dictionary.

Name _____

Literary Elements • Setting

Directions Read the passage. Then answer the questions below.

The sleepy little town was barely recognizable that night. It was alive with excitement about the upcoming fiesta. The streets were covered with decorations. Red, green, and white streamers were wrapped around the light posts. Mexican flags were hung outside of building windows. The sounds of a Mariachi band tuning up were heard in the town's central square—first, a sweet scale on the trumpet, then the soft plucking of a guitar and a

violin. People were walking toward the central square carrying all kinds of foods, from spicy beans, tortillas, and meats, to sweet desserts freshly made that day. Some of the women were dressed in long, flowing white skirts and shirts with ruffles. Their hair was pulled back with beautiful ribbons and colorful flowers. These were the dancers who would soon perform for the crowds. It surely was going to be a fiesta to remember.

1. In a few words, tell what is going on in the passage.

2. Where and when does this passage take place?

3. How do you know that the town is different from what it is usually like?

4. How does the author use senses to describe this setting?

5. On a separate sheet of paper, draw a picture of the setting described in the passage.



Home Activity Your child read a short passage and answered questions about its setting. Read a short story to your child. Have your child explain how the story would be different if the setting were to be changed.

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.

It took quite a bit of teamwork for the first issue of the *Wide Valley School Newspaper* to come out successfully. The editor, Sally Jo, did a good job of making sure everything ran smoothly. Candice read through the reporters' articles to correct

any errors. Brian then took Candice's edited articles and entered them into the classroom computer. Then Taylor arranged the articles and added graphics. Finally, Ms. Jackson had the newspaper printed.

1. Draw a conclusion about how much time it took to put together the newspaper's first issue.

2. What details support this conclusion?

3. What do you think was Sally Jo's main duty as editor?

4. Draw a conclusion about the teamwork it takes to put together a newspaper.

5. Describe any prior knowledge about newspapers that helped you draw these conclusions.



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 a conclusion from the article and explain to you how prior knowledge helped him or her to do so.

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 complete the diagram below by finding facts and details to support a conclusion.

One thing that cowboys had to be careful of while driving cattle was a stampede. A stampede is what happens when the cattle get scared by an unexpected noise and start to run very fast and wildly. Even breaking a twig could scare cattle into a stampede.

Stampedes could cause harm to the camp, the cowboys, the horses, and the cattle themselves. It was hard to control the stampedes. Sometimes cowboys would try to direct the stampede to run in a circle. Other times, they let the cattle get tired from running and stop on their own.

Facts and Details

1. Cattle get _____

Facts and Details

2. Stampedes could _____

Facts and Details

3. It was hard to _____

Conclusion

4.

5. How would you decide if the facts and details are accurate?



Home Activity Your child read a short passage and drew a conclusion using facts and details. Describe a person, place, or thing. Ask your child to draw a conclusion about what you described based on facts and details in your description.

Name _____

Newspaper/Newsletter

Newspapers are daily or weekly publications printed on large sheets of paper folded together. They include such sections as current news, advertisements, feature stories, and editorials. **Newsletters** are short publications for groups and include news that interests the groups' members.

Directions Use this index from a school newspaper to answer the questions below.

School News	page 1
Letters to the Editor	page 5
Editorials	page 6
Columns	page 8
Sports	page 10
Calendar of Events	page 11
Funnies	page 12

1. In what section would you find information about the mayor's upcoming visit to the school?

2. On what page would you find the score of the last basketball game?

3. On what page would you find comments from students about last week's newspaper?

4. In what section would you find comics or cartoons?

5. Would the school newspaper be a good place to find out information about world events? Why or why not?

Name _____

Directions Use the school newspaper article to answer the questions below.

Gallup Ranch School to Have New Bus

Most of the students who attend Gallup Ranch School have to take the bus in the morning. The surrounding ranches are too far away for students to be able to walk or ride a bicycle to school. Since the bus has to start out early to make all of its stops, many students have to wake up very early in the morning to catch the bus. Teachers

are aware of the problem, and that is why they have asked for funding from the county government. Just yesterday, the principal of the school announced that the county will buy us a second bus. Now there will be two bus routes instead of one, and students won't have to be on the bus so long.

6. What does the headline of this article tell you about the article?

7. Why do you think a school newspaper would include an article like this?

8. Where would you expect to find an article like this in a school newspaper?

9. Name the *who*, *what*, and *when* in this article.

10. What kind of group might include this story in their newsletter? Explain.



Home Activity Your child learned about using newspapers/newsletters as resources. Work with your child to create a family newspaper. Challenge your child to think of the sections to include in the newspaper and the topics to write about in the articles.