

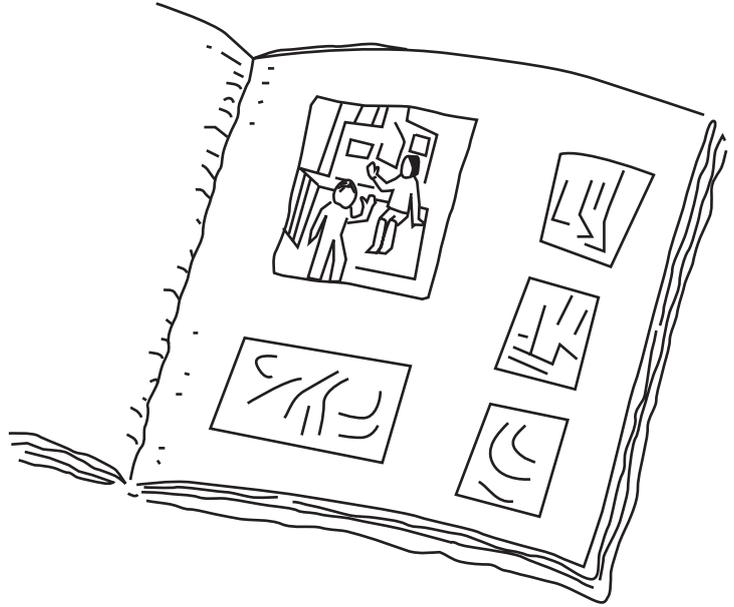
Name _____

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 _____

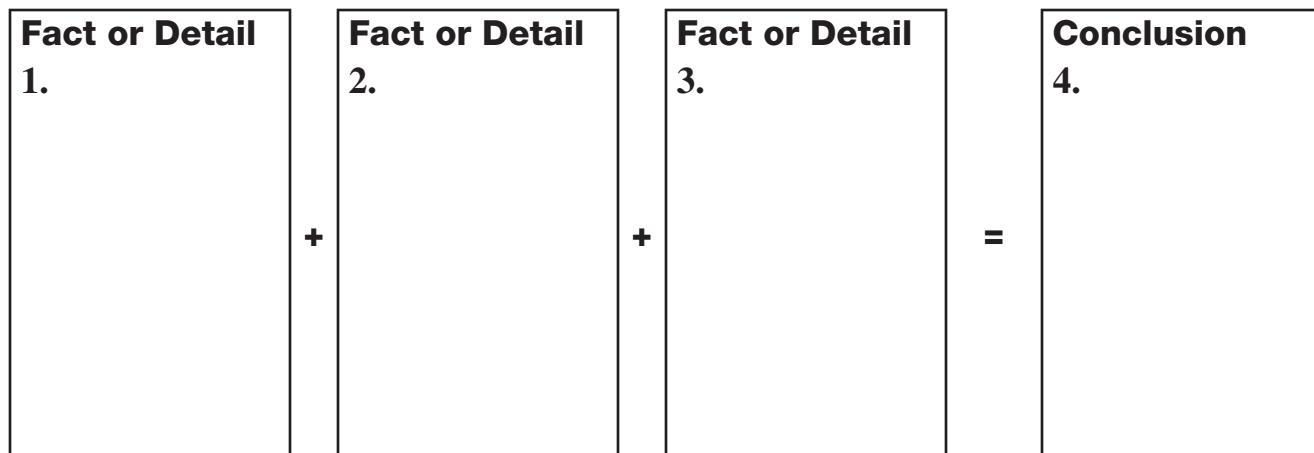
Draw Conclusions

- **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 complete the diagram and answer the question.

Big projects are almost never done by just one person. This is true both in school and in work. Different people have different skills that help a project be successful. Some people are great at organizing, while other people are excellent speakers. When you put them together, they form a team.

The right people should do the right jobs, of course. That way, all team members can do quality work quickly. A good team can be effective. Sharing the work in this way is one of the best types of cooperation. Effective teams have built skyscrapers, put people in space, and filmed blockbuster movies.



5. What might happen if team members did jobs that were wrong for them?

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Home Activity Your child drew a conclusion using facts or details in a passage. Talk to your child about ways your family works together to get things done. Ask your child to draw a conclusion about the role of teamwork in your home.

Name _____

Vocabulary

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

1. Anabelle hoped she could learn all her lines in the ____ by December.
2. I shop for clothes with my friend Josh, who gives great fashion ____.
3. Their flight cancelled, the family had to make other ____ to get home.
4. Her plans to rule the world hit a ____ when the superheroes burst into her hideout.
5. Ellen and her brother Holden were excited to learn that they were ____ of Blackbeard.

Check the Words You Know

___advice

___argument

___arrangements

___descendants

___dishonest

___script

___snag

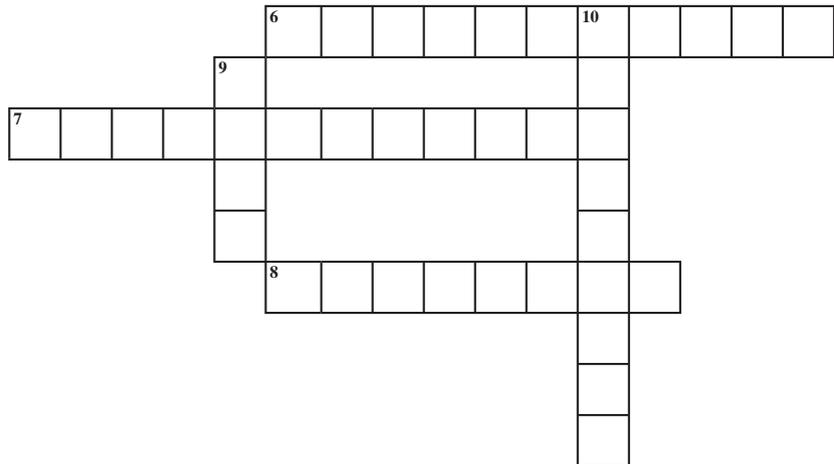
Directions Choose the word from the box that best matches each clue. Write the word in the puzzle.

Across

6. later generations of family
7. plans and schedules
8. emotional disagreement

Down

9. obstacle, problem area
10. not truthful



Write an E-mail Message

On a separate sheet of paper, write an e-mail message to a friend about what you discovered when you found a secret room in the building of the local historical society. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary from *Scene Two*. With your child, talk about your family's history. Use as many of the vocabulary words as you can.

Name _____

Vocabulary • Prefixes

- A **prefix** is a word part added at the beginning of a base word to change its meaning.
- The prefix *re-* means “to do over” or “again.”

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

<p>My youth group hiked the Appalachian Trail last summer. The exercise and views were great, but what impressed me was our teamwork. After a week, we were able to rebuild our campsite every night in half an hour. And that’s pretty fast for a bunch of kids who had been hiking all day! When we arrived at official camp areas, we pitched tents and prepared meals.</p>	<p>After dinner we passed around our digital camera to review pictures we had taken of the scenery that day. In good weather, we slept in sleeping bags under netting to enjoy the refreshing air. For some reason, rearranging all our equipment took an hour in the morning. When we left the campsite, we took all our trash with us and left no signs of our presence.</p>
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1. What is the prefix in the word *rebuild*? What does the word mean?

2. What does the word *review* mean?

3. Why does the author describe the night air as refreshing?

4. If you *rearrange* your bedroom, what do you do?

5. Write a sentence using a word with the prefix *re-*.



Home Activity Your child identified the prefix *re-* to understand the meanings of new words. Have a conversation with your child and try to use as many words that begin with *re-* as you can. Count how many you can use in one sentence.

Name _____

Compare and Contrast

Directions Read the passage. Then answer the questions below.

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 light bulb. Both teams had five students. Both teams started with the same building materials. Beyond that, everything was a disaster!

Erika's team followed the advice of their coach and came up with a plan

before starting work. My team wasted ten minutes in an argument over 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. When we hit a snag my team stopped working. Both teams had two hours to work. Erika's team had fifteen minutes left over. 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!

1. How are the author's team and Erika's team the same?

2. What did the two teams do differently in the beginning of the competition?

3. How long did the teams have to finish the windmill?

4. Who do you think won the competition?

5. On a separate sheet of paper, make a Venn diagram showing the similarities and differences between the two teams.



Home Activity Your child read a passage that compared and contrasted two science project teams. With your child, read an article that describes a project people have planned. Talk about ways the project could succeed or fail based on good or bad teamwork.

Name _____

Draw Conclusions

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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?



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 _____

Draw Conclusions

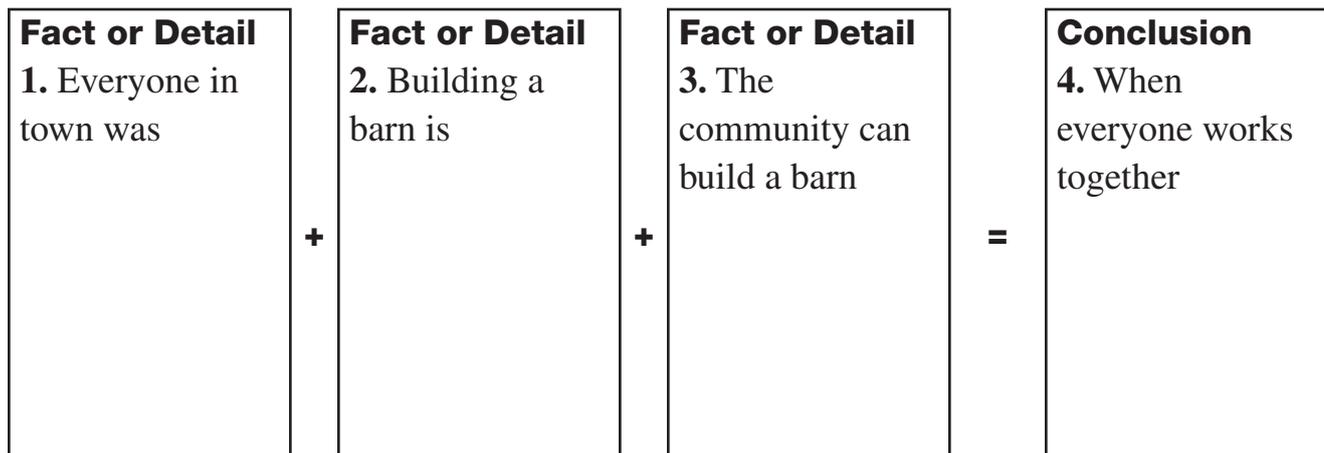
- **Drawing a Conclusion** is forming an opinion based on what you already know or on the facts and details in a text. Facts and details are the small pieces of information in an article or story.
- Facts and details “add up” to a conclusion. Conclusions formed by the author or the reader must make sense.

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

On 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 all 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

descendents of farmers who immigrated 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.



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5. What conclusion could you draw about barn raising?



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 _____

Advertisement

- All **advertisements** sell a product or service. Advertisers want their product or service to appear at its best or most appealing.
- There are four parts to an advertisement: a photo or other picture of what is being sold, a headline in large type that “yells” about the product, information about the product, and who makes the product or offers the service.

Directions Use this advertisement to answer the questions below.



Usher House Mystery Weekend Get-Away! A driving rain batters against the windows. A fire roars in the fireplace in the mansion’s library, but it can’t quite take the chill out of the air. Suddenly, as lightning flashes for an instant, the power goes out! Your fellow guests in the mansion shuffle about nervously in the

dark. Just before the lights return, you hear a scream! Racing into the front hall, you see a woman standing by a broken window with her hand to her neck. Her diamond necklace is gone!

And so begins your Mystery Weekend Get-Away at the historic Usher House! Look for clues scattered around the mansion. Find secret passages. Work as a team with the other guests to solve the mystery. But remember—one of them committed the crime, and YOU have to figure out “whodunit!” Treat yourself to a weekend of mystery and suspense. Contact Usher Resorts, Inc., for more details or to book your weekend now!

1. What is this advertisement trying to sell?

2. What is the headline of this advertisement?

3. Who wants you to book the Weekend Get-Away?

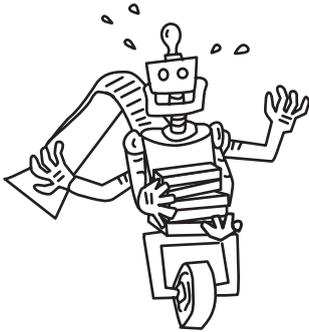
4. To whom might this ad appeal?



Home Activity Your child analyzed an advertisement for ways ads appeal to readers. Look through magazines with your child and talk about the kinds of appeals the ads use to get people to buy things.

Name _____

Directions Use the advertisement below to answer the questions.



Get your team some help...superhuman help!

Gone are the days of class projects suffering because your team has too much work to do! Now, using the Extreme TeamBot, class project cyborg, you and your teammates have an artificial life form to help you organize the project schedule, carry piles of heavy books back from the library, and make copies of hand-outs for the class. Extreme TeamBot never sleeps.

YOU command your cyborg by playing a computer game that controls its every move. When your parents ask you if you're playing a game or doing your homework, you can answer, "Both!" But wait, there's more! Extreme TeamBot is also an MP3 player and digital video projector! Order Extreme TeamBot today! Extreme ChoreBot is also available.

1. How does the headline grab your attention?

2. Why does the ad include a picture of the Extreme TeamBot?

3. How is the Extreme TeamBot controlled?

4. What is the ad's purpose for saying "But wait, there's more!"?

5. How would your teachers feel about students using the Extreme TeamBot?



Home Activity Your child learned to identify the parts of an advertisement. Look through a newspaper or magazine with your child. Ask your child to indicate the different parts of the advertisements that appear in the periodical.