

Name _____

Family Times

Summary

The Stranger

In late summer, a farmer hits a man in the road with his truck. The speechless stranger then spends several weeks on the farm. The weather stays warm into autumn, and the leaves around the farm remain green. The stranger realizes something is wrong. He leaves the farm, and the weather returns to normal.

Activity

Seasonal Characters Imagine what the different seasons might be like if they were people. What would summer look and sound like? What kind of clothes would winter wear? Draw or describe a season as a person. See if a family member can guess which season it is.



Comprehension Skill

Cause and Effect

A **cause** is why something happens. An **effect** is what happens. Sometimes a cause has more than one effect. To find an effect, ask yourself, “What happened?” To find a cause, ask yourself, “Why did it happen?”

Activity

If and Because Make up an “if” sentence that contains a cause and an effect. *For example: If I stumbled with a full glass of milk, the milk would spill on the floor.* Have a family member add to the story with a “because” sentence that uses the effect from your sentence. *For example: Because the milk spilled on the floor, Mark got out the mop.* Keep adding to the story, switching between “if” and “because” sentences.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *The Stranger*. Practice using these words.

Vocabulary Words

draft current of air

etched engraved; placed a design on a metal plate or glass surface using acid, which eats away the lines

fascinated interested greatly; attracted very strongly; charmed

frost moisture frozen on or in a surface; feathery crystals of ice formed when water vapor in the air condenses at a temperature below freezing

parlor formerly, a room for receiving or entertaining guests; sitting room

terror great fear

timid easily frightened; shy

Conventions

Action and Linking Verbs

Verbs are words that tell what the subject of a sentence does or what the subject is like. Verbs that show action are called **action verbs**. *For example: flew, thinking, climb.* Yet not all verbs show action. **Linking verbs** tell what the subject is or what the subject is like without showing action. *For example: am, was, seemed, feel.*

Activity

Verb Charades On strips of paper, write twelve simple sentences, six containing action verbs and six containing linking verbs. Underline the verb in each sentence. Then put the strips into a pile. Take turns with family members picking a sentence from the pile and acting it out silently for the rest of the group. The person who guesses the verb should tell if it is an action verb or a linking verb.

Practice Tested Spelling Words

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

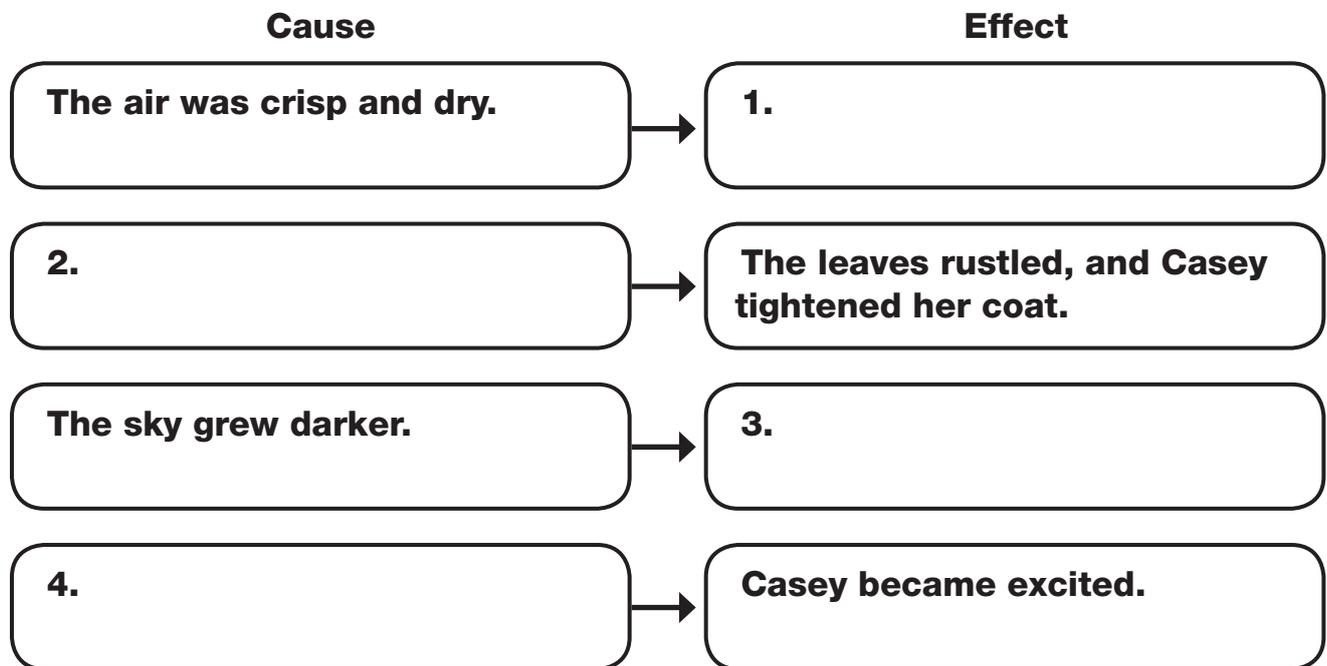
Name _____

Cause and Effect

- A **cause** is why something happens. An **effect** is what happens.
- Sometimes clue words such as *because*, *so*, and *since* signal causes and effects. Other times you must figure out the causes and effects for yourself.

Directions Read the following passage. Complete the diagram to show causes and effects. Then answer the question below the diagram.

<p>As Casey walked home from the store, the air felt crisp and dry. Casey could see small white clouds made by her breath. Since the wind blew sharply, the leaves on the elm tree rustled. She tightened her coat around her.</p> <p>As she hurried down the street, the</p>	<p>sky grew darker. Casey had a feeling something was about to happen. Just as she reached her house, a big fluffy, white snowflake fell onto her coat. She looked up and smiled. <i>The first snowfall of the season</i>, she thought. How exciting!</p>
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5. What are two effects of snowfall?

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

R3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

Name _____

Vocabulary

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

- _____ 1. a room for receiving guests
- _____ 2. engraved
- _____ 3. crystals of frozen water on a cold surface
- _____ 4. a current of air
- _____ 5. easily frightened; shy

Check the Words You Know

- ___ draft
- ___ etched
- ___ fascinated
- ___ frost
- ___ parlor
- ___ terror
- ___ timid

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

- _____ 6. The _____ on the bushes was a sure sign winter was coming.
- _____ 7. Juan was so _____ with his new book, he could not stop reading.
- _____ 8. The artist _____ his name in the corner of his creation.
- _____ 9. Susan felt _____ run through her when she saw the strange shadow under the trees.
- _____ 10. Roberta made friends easily. She was definitely not _____ around new people.

Write a Poem

On a separate sheet of paper, write a poem about your favorite season during the year. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *The Stranger*. Write your own short story together. Try to use all of the vocabulary words in the story.

Name _____

Vocabulary • Context Clues

- When you are reading and see a word that has more than one meaning, you can use **context clues**, or words around the multiple-meaning word, to figure out its meaning.

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

Fall is a season with many different kinds of weather. Sometimes it can be warm and sunny. Sometimes it can be very rainy. But a lot of the time, fall days can feel like winter.

On fall mornings, we often see icy frost covering the ground and bushes in front of our house. When we go back inside, we have to remember to shut the

windows and doors carefully. Otherwise, a cold draft moves through the house. Our house has an old-fashioned parlor where we can sit by the fire and tell stories. My sister likes stories that take place in the warmth of spring or summer. But I am most fascinated by the stories about people who work together and are able to survive a cold winter.

1. What does *frost* mean in this passage? What clues helped you figure this out?

2. What is another meaning for *frost*?

3. What does *draft* mean in this passage? What clues helped you figure this out?

4. What is another meaning for *draft*?

5. *Fall* can mean “a season of the year between summer and winter” or “to drop down.” How is it used in the passage? How can you tell?



Home Activity Your child identified and used context clues to understand words that have multiple meanings. With your child, write a list of words that have multiple meanings. Take turns using the word in sentences. Be sure to make a sentence that uses each meaning.

Name _____

Compare and Contrast

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

Alejandra was lying in her bed trying to sleep. She heard a howling noise outside that frightened her. Even though she knew it was probably just the wind, she could not calm herself down. She became so upset that she leaped out of bed and ran down the hall.

She burst into the front parlor and saw her mother sitting next to the fire writing a letter. Her mother looked up and smiled. “Would you like to help write this letter to your grandpa? Maybe you can think of

something interesting for me to add,” she said in a soothing voice. Alejandra could still hear the wind, but she felt safe and happy. She made up a funny story about a little girl who was frightened by the howl of the wind. Her mother added the story to the letter and said, “Your grandpa will say that reminds him of me when I was little!” After they finished, Alejandra hugged her mother and walked to her room. She was certain she would sleep happily for the rest of the night.

1. Which room is Alejandra in at the beginning of the passage?

2. How does she feel when she is in this room? Why does she feel this way?

3. Which room does Alejandra run to at the end of the first paragraph?

4. How does she feel when she gets there? Why do you think she feels this way?

5. How does Alejandra feel when she returns to her room? Why?



Home Activity Your child read a short passage and made comparisons and contrasts. Read two short stories or articles with your child. The stories should have some similarities without being too similar. Help your child to compare and contrast the details in the stories.

Name _____

Cause and Effect

- A **cause** is why something happens. An **effect** is what happens.
- Sometimes clue words such as *because*, *so*, and *since* signal causes and effects. Other times you must figure out the causes and effects for yourself.

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

Every fall, the Stevensons celebrate a tradition they call Fall Day. Fall Day starts with yard work. Mom and Dad rake the leaves into big piles. Alicia and Paul are in charge of getting the leaves into the yard waste bags. After the leaves are picked up, they all go inside for hot apple cider.

After drinking the cider, they drive to the pumpkin farm. Alicia and Paul pick out pumpkins to take home and carve. That night, they will light candles inside the pumpkins and set them on the porch, because they like to look at the pumpkins' glowing faces. Fall Day is tiring, but it is always fun.

1. Why do Mom and Dad rake the leaves into piles?

2. Why do the Stevensons drive to the pumpkin farm?

3. Why do Alicia and Paul light candles in their pumpkins?

4. Why do the Stevensons call this day Fall Day?

5. What is a tradition you observe every year? What is the cause of this tradition?



Home Activity Your child identified causes and effects in a short passage. Talk to your child about something your family does as a tradition. Ask your child to write down what the tradition is and why it is done.

Name _____

Cause and Effect

- A **cause** is what makes something happen. An **effect** is what happens.
- Sometimes clue words such as *because*, *so*, and *since* signal causes and effects. Other times you must figure out the causes and effects for yourself.

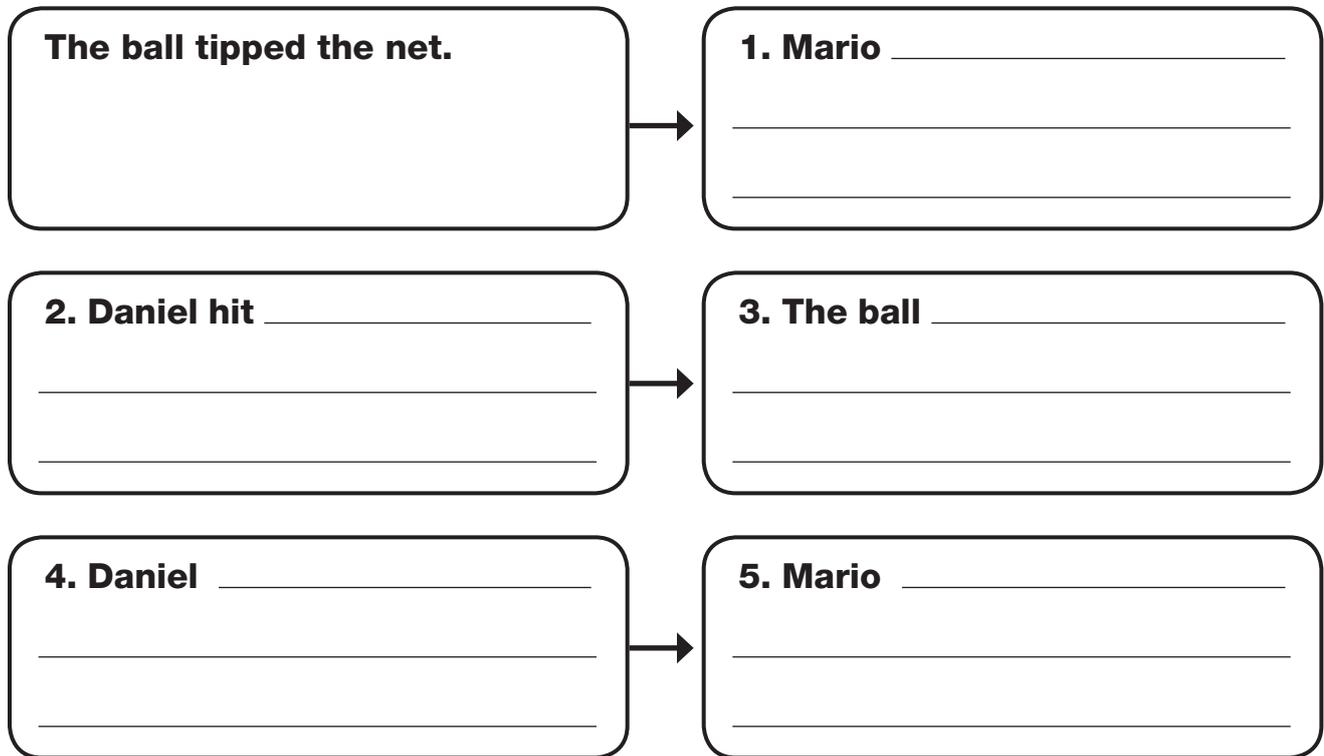
Directions Read the following passage. Then complete the diagram to show causes and effects.

The score was 20 to 20. It was the last few seconds in the game. Daniel and Mario tried to remain calm. They played this game each summer. Volleyball on the beach was their favorite sport, and they were a great team. The ball was served. The return tipped the net, so Mario dove

for the ball and hit it straight up into the air. Sand splashed in his face. He looked up to see Daniel hit the ball over the net. The ball sailed toward the line. The other team couldn't reach it, and it fell to the sand. Mario jumped up, because Daniel had made the winning play.

Cause

Effect



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Home Activity Your child identified causes and effects in a short passage. Write down three different decisions you and your child have made recently. Talk about what caused you to make those decisions and what effects those decisions have had.

Almanac

An **almanac** is a book that is published every year. It contains calendars, weather information, and dates of holidays. It also contains charts and tables of current information about subjects such as city population and recent prize winners in science, literature, or sports.

Directions Review this information from an almanac.

Fall Facts

- Fall usually lasts from September 22 (or 23) to December 21 (or 22).
- September 22 (or 23) has equal hours during the day and night.
- December 21 (or 22) is the shortest day of the year.
- Fall, also called autumn, is a time for harvesting crops.
- Fall is a popular time for festivals celebrating crops.

Fall Holidays		
Holiday	Date	Common Image
Columbus Day	second Monday in October	ship
Halloween	October 31	pumpkin
Thanksgiving	fourth Thursday in November	turkey

Fall Leaves

- Some trees have leaves that turn yellow (instead of orange or red) each autumn. Examples include birch, tulip poplar, hickory, and redbud trees.
- During the fall in the United States, the most brilliant leaf colors appear in the New England states.

Peak Times to See Colorful Leaves	
State	Time
Maryland	September and early October
North Carolina	mid-September to mid-October
New York	mid-September to early November
Maine	end of September to mid-October
West Virginia	early October to end of November
Georgia	late October
Kentucky	October and most of November

Name _____

Directions Use the information from the almanac to answer the following questions.

1. Which section gives information about trees and leaf colors?

2. What are the three holidays listed in this part of the almanac?

3. What is the shortest day of the year?

4. An image of a ship is often used to indicate which holiday?

5. How is the table labeled “Peak Times to See Colorful Leaves” arranged?

6. In which states can people best view leaves changing color on Thanksgiving?

7. Give two examples of trees whose leaves change only to yellow.

8. About how long is autumn, according to the information given in the almanac?

9. Which is more likely to be useful when planning a vacation: an almanac or an encyclopedia?

10. For what reasons might you choose an almanac over a dictionary to find information about autumn?



Home Activity Your child studied an almanac and answered questions about its use. With your child, look at the almanacs in a library’s reference section. Choose a topic and find out what kinds of information on this topic can be found in an almanac.