

Name _____

Family Times

Summary

What Jo Did

Imagine that you could jump as high as a basketball rim. That's exactly what Joanna Marie, or Jo, could do. Jo makes new friends when she shows off her talent during a basketball game in which she is the only girl.

Activity

Not-So-Hidden Talents With your family, discuss the special talents each of you has. What can you do that is unlike what everyone else can do? If you could have a superhuman talent, what would it be?



Comprehension Skill

Cause and Effect

A **cause** is why something happens. An **effect** is what happens. Sometimes a cause may lead to more than one effect. Some effects may have more than one cause.

Activity

A Cause-and-Effect Game Play this game with one or more family members. Each person in the group takes a turn and announces an event that is the cause of other events. Everyone else then takes one minute to think of an effect. The person who thinks of the best effect wins.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *What Jo Did*. Practice using these words.

Vocabulary Words

fouled in sports, made an unfair play

hoop a ring or round band

jersey a shirt that is pulled on over the head

marveled was filled with wonder; was astonished

rim an edge, border, or margin on or around anything

speechless not able to speak

swatted hit sharply or violently away

unbelievable incredible

Conventions

Common and Proper Nouns

Common nouns name any persons, places, or things. Common nouns begin with lower case letters unless they are at the beginnings of sentences. *For example: goldfish, eggplant, shoelace, boy.* **Proper nouns** name particular persons, places, or things. They begin with capital letters. Some have more than one word. *For example: Kelly, Martin, Mrs. Yee, Alaska.*

Activity

Commonly Known As Divide a sheet of paper into two columns. Label the left column *Proper Nouns* and list the names of five important or famous people. Label the right column *Commonly Known As*. Work with a family member to write the common noun or nouns associated with each person. For instance, if you had *Ben Franklin* in your left column, you might put *inventor, politician, or writer* in the right column.

Practice Tested Spelling Words

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

Name _____

Cause and Effect

- A **cause** is why something happens. An **effect** is what happens.

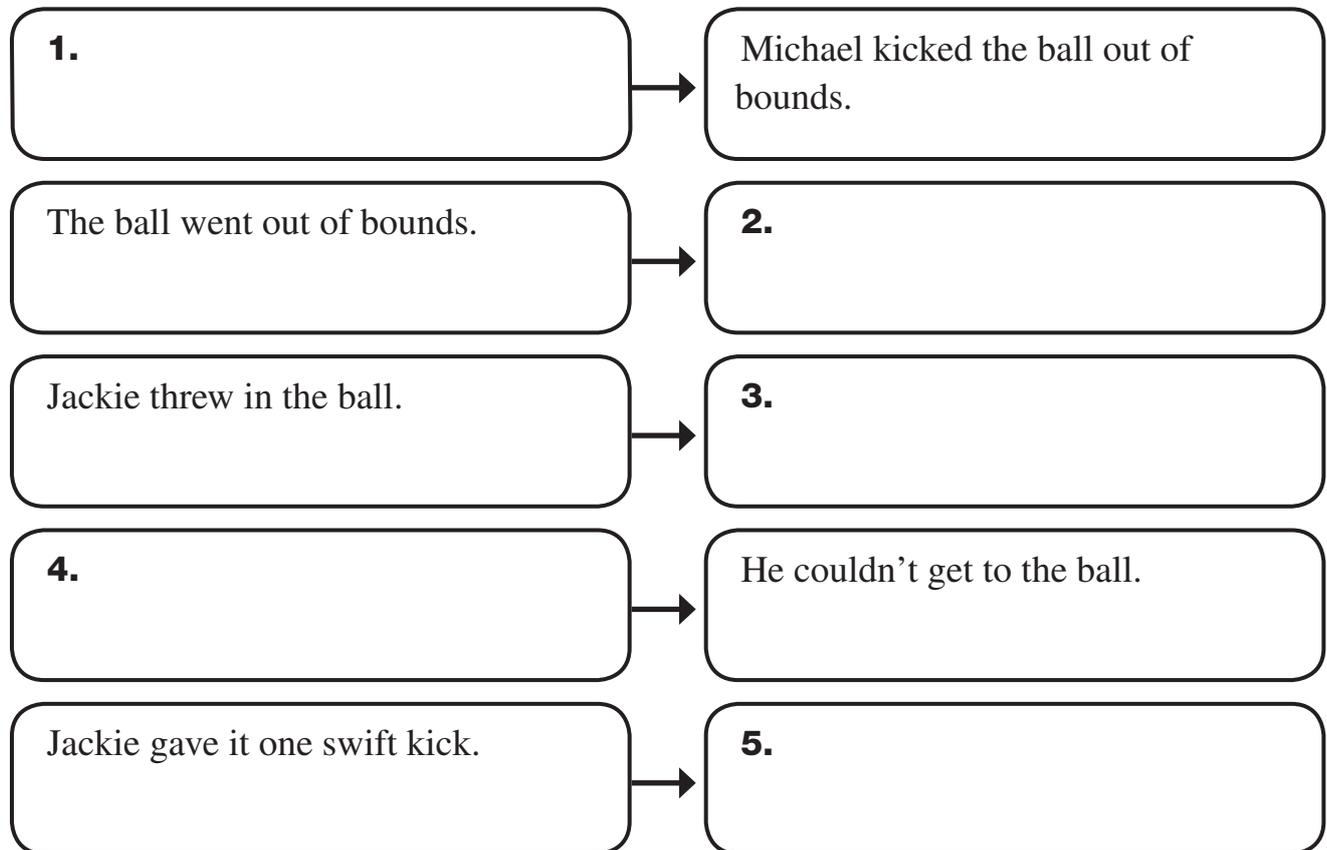
Directions Read the following passage. Then complete the diagram.

Today's soccer game was full of action! Tina kicked the ball to Michael, but she kicked it too hard. Michael's kick made the ball go out of bounds. Jackie, on the other team, had the chance to throw it in. She threw the ball so hard, it almost went into Tina and Michael's goal. Andre,

the goalie, jumped to the side and blocked it. He kicked it back into the field. Michael tripped while running and couldn't get to the ball. This left the ball right in front of Jackie. Jackie gave it one swift kick, sending the ball soaring past Andre and into the goal.

Cause

Effect



© Pearson Education, Inc., 4



Home Activity Your child identified causes and effects in a short passage. Read an article about a sporting event with your child. Ask your child to identify causes and effects in the article you read.

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 definition. Write the word on the line to the left.

- _____ 1. not able to speak
- _____ 2. hit sharply away
- _____ 3. was filled with wonder
- _____ 4. a ring or round band
- _____ 5. incredible

Check the Words You Know

- ___ fouled
- ___ hoop
- ___ jersey
- ___ marveled
- ___ rim
- ___ speechless
- ___ swatted
- ___ unbelievable

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

- _____ 6. You might wear this while playing a sport.
- _____ 7. This is part of a basketball hoop.
- _____ 8. This is when someone made an unfair play in a sport.
- _____ 9. This is what you are when you don't have anything to say.
- _____ 10. This is something you thought was not possible.

Write a News Report

On a separate sheet of paper, write a news report about a sporting event. Use as many vocabulary words as you can.

© Pearson Education, Inc., 4



Home Activity Your child identified and used vocabulary words from *What Jo Did*. Work with your child to make a crossword puzzle with the words and to write original clues for it.

Name _____

Vocabulary • Prefixes and Suffixes

- **Prefixes** and **suffixes** have their own meanings and are added to base words. They change the meanings of base words.
- The prefix *un-* means “the opposite of _____” or “not _____.” The suffix *-able* means “able to be _____ed.” The suffix *-less* means “without _____.”

Directions Read the following passage about a basketball game. Look for the prefix *un-* and the suffixes *-able* and *-less* as you read. Then answer the questions below.

It was the most unforgettable basketball game I ever saw. When the referee said a foul had been made against our star player, I was speechless. The fans for our team were unable to stop yelling. It was useless to try to quiet them. They couldn’t believe

we were so lucky. We had played an unbelievable game and we were tied with a few seconds to go. It was up to our guard at the free-throw line. As I uncovered my eyes, I saw the effortless shot soar through the hoop like a bird. We won!

1. What does *unbelievable* mean? What are its prefix and suffix?

2. What does *useless* mean? Does it have a prefix or suffix?

3. How are *speechless* and *effortless* alike? What does each word mean?

4. What does *unforgettable* mean? What are its prefix and suffix?

5. Write a sentence using two words that have a prefix or a suffix. Tell the meaning of those words.



Home Activity Your child identified and used prefixes and suffixes to understand words in a passage. With your child, make a list of words associated with a favorite sport or activity. Ask your child how the meanings change when you add a prefix, a suffix, or both.

Name _____

Draw Conclusions

Directions Read the article. Then answer the questions below.

You didn't have to see the last race to know how the track meet had gone. All you had to see were the faces of the Cardinals' runners. No one was smiling. Tracy, who usually couldn't stop laughing about something, was completely silent. The team dragged their bags onto the bus.

At the next track meet, the girls' spirits were high. They were singing their school's fight song as they entered the other team's stadium. Tracy was her usual self, giggling like crazy.

The meet started off well. The Cardinals won the 800-meter relay by more than two seconds. But then the Cardinals started to lose race after race.

This time things were different, however. The girls weren't sad or angry. Instead they kept on cheering as loudly as they could. One of the fans asked Tracy how she could be so cheerful when her team was losing. She answered, "Doing our best and having fun is more important than winning or losing."

1. What conclusion can you draw about how the first meet went?

2. What details in the passage support this conclusion?

3. What conclusion can you draw about what happened between the track meets?

4. What details in the passage support this conclusion?

5. On a separate sheet of paper, draw a graphic organizer that shows one conclusion you drew from the passage and the details that supported that conclusion.



Home Activity Your child has drawn conclusions using details in a short passage. Watch a sporting event in your local area or on television. Ask your child to draw conclusions about why the event turned out the way that it did.

Name _____

Cause and Effect

- A **cause** is why something happens. An **effect** is what happens.
- Clue words such as *because*, *so*, and *since* sometimes signal a cause-effect relationship. Sometimes you must figure out for yourself that one thing causes another.

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

Ana's brothers said she couldn't play baseball with them because she was younger than them. This made Ana angry. She knew she was good at throwing, and she also had a strong swing. "They're just worried about what their friends will say," thought Ana. She took a seat behind the dugout to watch the game. During the first inning, Ana's brother José jammed his

finger while trying to catch a fast grounder. He had to leave the game to get some ice. This was Ana's chance. She volunteered to take his place. Everado, her other brother, stared her down with an irritated look. "Of course you can play," said one of the other players. "Do you have your mitt?" asked another. Ana did, and she ran onto the field with a smile on her face.

1. At the beginning of the passage, what was the cause of Ana not being able to play?

2. What was the effect of this event?

3. What was the cause of José's jammed finger?

4. What was the effect of this event?

5. Have you ever been told you could not do something you knew you were able to do? How did it make you feel? Compare your situation to Ana's.

© Pearson Education, Inc., 4



Home Activity Your child identified causes and effects in a short passage. Have your child write a short story about a sporting event or other event. Ask your child to underline the causes and effects of the events in the story.

Name _____

Cause and Effect

- A **cause** is why something happens. An **effect** is what happens.
- Clue words such as *because*, *so*, and *since* sometimes signal a cause-effect relationship. Sometimes you must figure out for yourself that one thing causes another.

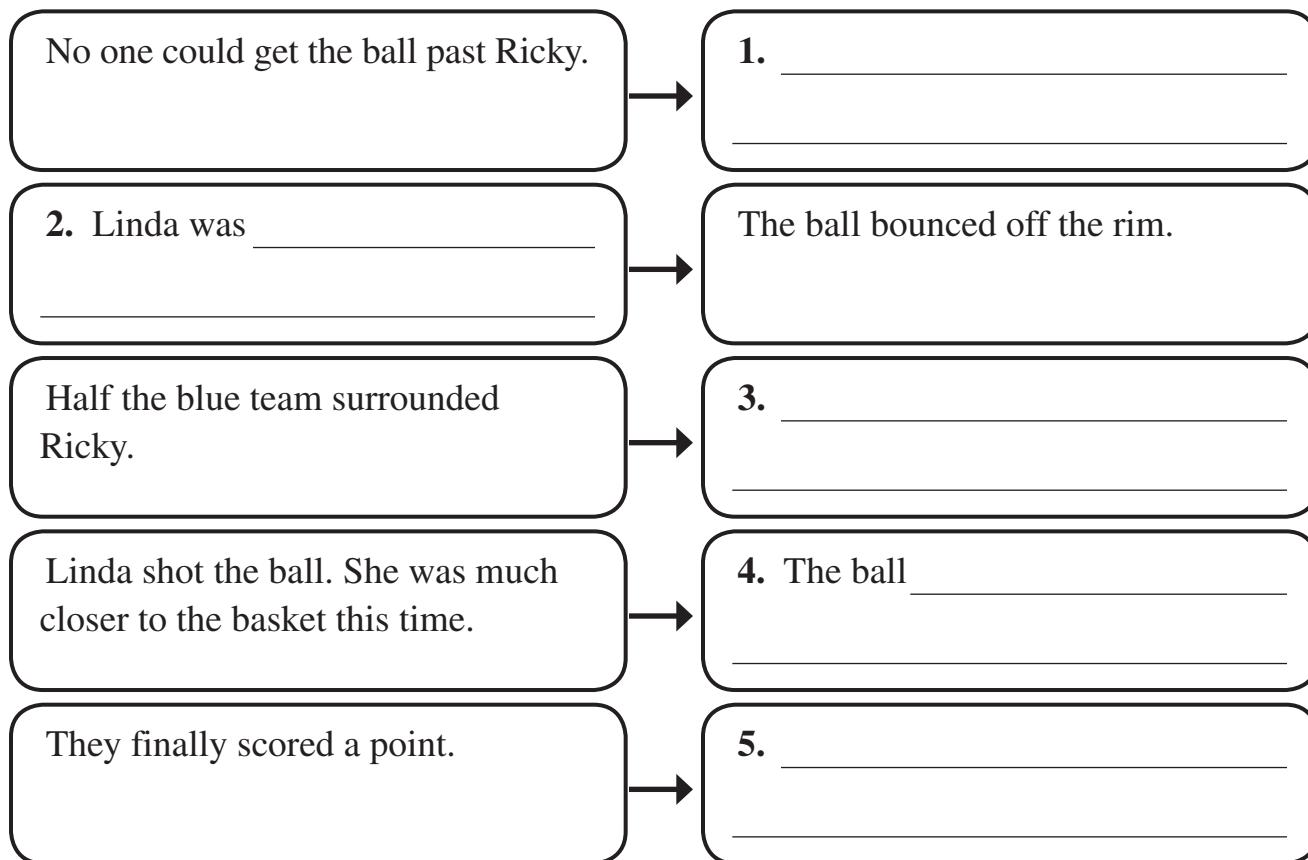
Directions Read the following passage. Then complete the diagram.

The blue team's score was zero because no one could get the ball past Ricky. The blue team's coach told them to take shots before Ricky had a chance to block them. Linda quickly took a shot. She was too far away from the hoop, so the ball bounced off the rim. Half the blue team

surrounded Ricky. This left the ball open for Linda to get it again. She shot the ball. She was much closer to the basket this time, so the ball made it in. The blue team cheered because they had finally scored a point!

Cause

Effect



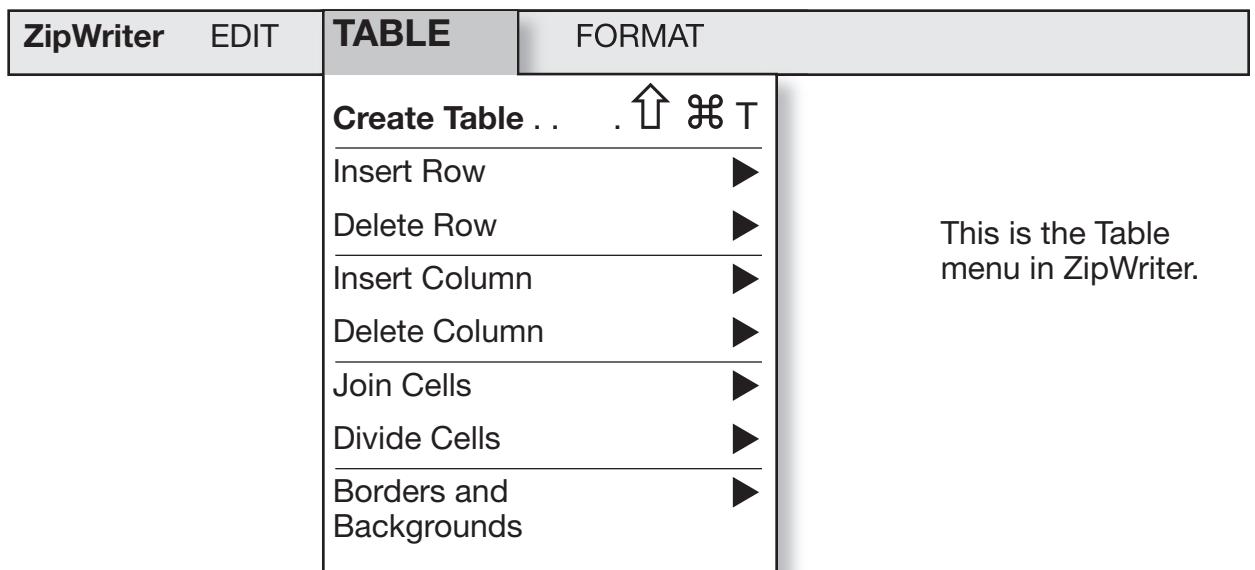
Home Activity Your child identified causes and effects in a short passage. Talk with him or her about an event that happened during the day. Ask your child what the causes and effects of that event were.

Name _____

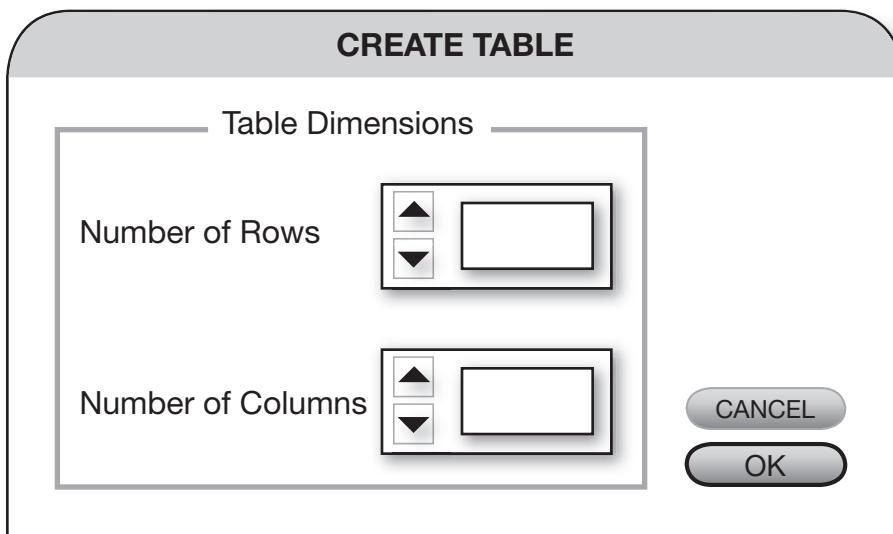
Chart/Table

- **Charts** show data or information visually. Most charts have titles and use a combination of words and numbers. A chart often takes the form of a list, diagram, or table.
- A **table** is a special kind of chart that shows information in rows and columns. A single box in a table is often called a **cell**.
- Charts and tables can be created easily using word-processor software.

Directions Examine the images below from the ZipWriter word processor program. Then answer the questions.



This is the Table menu in ZipWriter.



This is the Create Table window. It appears when you select the Create Table command from the Table menu.

© Pearson Education, Inc., 4

Name _____

1. You want to create a table showing 31 students' high scores at a certain video game. How many columns would you ask for in the Create Table window?

2. What command in the Table menu would you use to erase an extra row?

3. Now you want to add another column to the table, to show each student's high score at a different game. What command from the Table menu would you use?

4. How would you make a cell that stretched all the way across the top of the table?

5. When you finish your table, you decide you want to put a heavy line between each column. Where on the Table menu do you think you would find the tools to do this?

6. Imagine you want to show the score for each of four rounds of a certain video game plus the total after four rounds, for each person who plays it. How many columns would you need? Why?

7. Two new students join the class. What should you do to update your table?

8. One student leaves the class. How would you remove his or her data?

9. How would you dismiss the Create Table window if you did not want it?

10. For what purpose might a person create a table like this?



Home Activity Your child read a table and answered questions about it. Together, draw a table (either by hand or using a computer) to show your family's activities each day during the course of a week. Before drawing the table, have your child decide how many columns and rows you will need.