

Family Times

Summary

How Night Came from the Sea: A Story from Brazil

Why do we have day and night? A Brazilian legend says there was always daylight on Earth until the African goddess Iemanja's daughter left her ocean home to marry a land dweller. When Iemanja's daughter became homesick for the cool, shadowy world under the sea, her mother sent some of the darkness up to her, and now we have night on land as well as day.

Activity

Pourquoi Tales The word *pourquoi* means *why* in French. Create your own *pourquoi* tale, a story about why a familiar pattern in nature exists. Answer a question about night and day, such as *Why does the sun rise and fall in the sky?*



Comprehension Skill

Generalize

When you **generalize**, you make a broad statement or rule that applies to many examples, such as *All oceans contain salt water*. Words such as *all*, *most*, *always*, *usually*, or *generally* help you to find generalizations. If a generalization is supported by facts or details, it is valid (logical). If it is not supported by facts and details, it is faulty (false).

Activity

Valid or Faulty? Make up your own generalizations and write them down. Then ask a family member to write whether they are valid or faulty. Switch roles and repeat the activity.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *How Night Came from the Sea*. Practice using these words.

Vocabulary Words

brilliant shining brightly; sparkling

chorus anything spoken or sung all at the same time

coward person who lacks courage or is easily made afraid; person who runs from danger, trouble, etc.

gleamed flashed or beamed with light

shimmering gleaming or shining faintly

Conventions

Subject-Verb Agreement

The **subject** and **verb** in a sentence must **agree**. In other words, if the subject is a singular noun or pronoun, the verb must also be in its singular form. If the subject is plural, the verb must also be plural. *For example: She eats lunch every day. The children eat at the table.* The singular “she” *agrees* with the singular “eats,” and the plural “children” *agrees* with the plural “eat.”

Activity

Disagree to Agree Take turns writing simple sentences in which the subject and verb do not agree. Have family members correct each sentence in two ways, first by changing the subject and second by changing the verb. For example, if someone writes *The dog bark*, make the sentence correct by saying both *The dog barks* and *The dogs bark*.

Practice Tested Spelling Words

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

Name _____

Generalize

- A **generalization** is a broad statement or rule that applies to many examples.
- Clue words such as *all*, *most*, *always*, *usually*, or *generally* signal generalizations.
- You can test generalizations with knowledge you already have to see if they make sense.

Directions Read the following passage. Then complete the diagram by writing down generalizations and their clue words from the passage.

<p>Tom and Jim always had fun when they went camping. They planned the fun things they would do on their trip for days. They liked to plan their camping trips for summer because the weather was usually good. Tom planned their daily hikes. He packed a light breakfast, some water, and a compass. Then he and Jim would usually hike an hour or two in the morning before the sun rose. They often found themselves</p>	<p>on top of a hill where they could watch the sunrise and eat breakfast. Jim was responsible for building their campfires. He gathered sticks and wood and made sure that the fire pit was safe. Jim’s campfires were built so well that they often burned late into the night. Usually they talked after dinner until the fire faded away. Tom and Jim’s camping trips were always full of great memories.</p>
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Generalization	Clue Word?
Tom and Jim always had fun when they went camping.	always
1.	usually
2.	3.
4.	5.

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Home Activity Your child identified generalizations and their clue words in a short passage. Have your child write a paragraph generalizing a topic. Challenge him or her to use the clue words from this passage in his or her paragraph.

Name _____

Vocabulary

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

- _____ 1. flashed or beamed with light
- _____ 2. shining brightly; sparkling
- _____ 3. a person who lacks courage or is easily made afraid
- _____ 4. gleaming faintly
- _____ 5. anything spoken or sung all at the same time

Check the Words You Know

- ___brilliant
- ___chorus
- ___coward
- ___gleamed
- ___shimmering

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

- _____ 6. The queen’s necklace was set with _____ gems.
- _____ 7. He looked into the well and saw the water _____ in the moonlight.
- _____ 8. “I’m no _____,” said Beatriz, as she climbed the ladder to the diving board.
- _____ 9. The shiny guitar _____ in the store window.
- _____ 10. Carolyn sat at the window and listened to the _____ of frogs greeting the sunset.

Write a Description

On a separate sheet of paper, write a description about the sky at night. Remember to include details about what you see. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *How Night Came from the Sea: A Story from Brazil*. Read another story about day and night. Write poems with your child about the sky either during the day or at night.

Name _____

Vocabulary • Context Clues

- When you are reading and see an unfamiliar word, you can use **context clues**, or words around the unfamiliar word, to figure out its meaning.

Directions Read the following passage and look for context clues as you read. Then answer the questions below.

Wearing her mask and fins, Joy walked into the ocean. Joy had heard about the reef in the ocean, and she was excited to be visiting it. As she swam out to the reef, she could no longer hear the chorus of waves crashing on the beach. She looked under the water and saw different kinds of fish swimming around her. She was a bit afraid of the bigger fish, but Joy was not a coward! As she reached

the edge of the reef, she saw something shimmering ahead. She swam closer to the coral and saw a fish shining with brilliant colors. Joy caught a quick movement to the side. A school of fish gleamed, their scales reflecting light like a million tiny mirrors. Joy knew she would never forget this day. She pulled out her camera and took a picture so she could share her journey with her friends.

1. Explain how you can use context clues to help determine the meaning of *chorus*.

2. What does *coward* mean? What clue helped you to determine the meaning?

3. What does *shimmering* mean? What clues help you to determine the meaning?

4. What does *gleamed* mean? What clues help you to determine the meaning?

5. Write one word you did not know from the passage. What clues helped you to determine the meaning?



Home Activity Your child identified and used context clues to understand new words in a passage. Read a story about the ocean or about taking a journey. Work with your child to identify unfamiliar words in the story and the context clues to help understand those words.

Name _____

Cause and Effect

Directions Read the article. Then answer the questions below.

One night, two frogs were on a journey from the river to the pond when they found themselves at the dairy. They saw something shimmering in a tall bucket. Neither frog was a coward, so they hopped their way toward the bucket to check it out. It wasn't easy balancing on the edge of the bucket, but they were determined. They leaned forward to gaze into the white liquid that gleamed in the moonlight. But they leaned too far and slipped right into the bucket, which was full of milk. At first,

they both tried to leap out of the bucket, but the sides were high and slippery, so they fell back in. The frogs kept swimming round and round in circles. They swam so long that it became more difficult. The milk was turning to cream. They kept on swimming in circles. By the time the weary frogs saw the first brilliant light of morning, the cream had turned to butter. The two frogs were able to stand on the butter and finally hop out of the bucket to safety.

1. What caused the frogs to fall into the bucket of milk?

2. Why did the frogs fall back into the milk after they tried to drop out?

3. What may have caused the milk to turn to cream, and then to butter?

4. How were the frogs finally able to get out of the bucket?

5. What do you think the moral of this fable is?

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Home Activity Your child read a short passage and answered questions about cause and effect. Make up a short story with your child. Talk about causes and effects of the story you wrote.

Name _____

Generalize

- A **generalization** is a broad statement or rule that applies to many examples.
- Clue words such as *all*, *most*, *always*, *usually*, or *generally* signal generalizations.
- You can test generalizations with knowledge you already have to see if they make sense.

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

Sun and Moon were disagreeing again. It was always the same argument. Sun spent too much time in the sky, and Moon didn't have enough time to herself. Sun told Moon he stayed longer because that was what people and animals wanted. In fact, Sun was sure that they wished he would stay around longer. That was why, every day, Sun shone in the sky, even when it was time for Moon to take over. Usually, Sun remained in the sky for an hour after

his day was finished, creating all different kinds of beautiful colors. Moon wished Sun would just go away at the same time every day. But he never did. Sun seldom listened to Moon. Many times, Sun and Moon would be in the sky at the same time. Moon would try to outshine Sun, but it never worked. Sun was just too bright. It seemed Sun and Moon would never solve this problem.

1. Write a generalization from the passage.

2. How did you know that this was a generalization?

3. Write another generalization from the passage.

4. How did you know that this was a generalization?

5. On a separate sheet of paper, write a short description of what you visualized while you read the passage.



Home Activity Your child identified generalizations in a short passage. Read a magazine article together. Ask your child to underline some generalizations. Talk about why he or she knows they are generalizations.

Generalize

- A **generalization** is a broad statement or rule that applies to many examples.
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- You can test generalizations with knowledge you already have to see if they make sense.

Directions Read the following passage. Then complete the diagram by writing down generalizations and their clue words from the passage.

Mother Bear was busy preparing. Winter was on its way. She gathered her cubs and explained that soon it would be darker during the daytime. “In the winter,” she said, “bears usually sleep all day and all night. It is very helpful that it is dark so much.” The cubs didn’t understand. They were generally awake during the daytime. They wanted to play out by the river.

Mother Bear said, “It will be too cold to play outside, and the river will be frozen.” As the cubs gathered in the cave, Mother Bear told them, “Go to sleep, and I will wake you up when it is time to play again.” Everyone settled in for a long slumber. The cubs had been wrong. In winter, all bears sleep during the day.

Generalization	Clue Word
In the winter, bears usually sleep all day and all night.	usually
1. _____ during the daytime.	2. _____
3. _____ _____	Everyone
4. _____ bears sleep during the day.	5. _____



Home Activity Your child identified generalizations and their clue words in a short passage. Have your child name several generalizations about his/her favorite animal.

Name _____

Textbook and Trade Book

- A **textbook** teaches about a particular subject. These books are organized to help you find information quickly. Textbooks contain tables of contents, chapter titles, headings, subheadings, illustrations with captions, and vocabulary words.
- A **trade book** is any book that is not a textbook, periodical, or reference book. The skills you use for understanding trade books are a lot like those used for understanding textbooks.

Directions Use the following sample of a textbook to answer the questions below.

Earth Science Unit 3

Chapter 4 The Sun

Lesson 2: Patterns of Day and Night

Vocabulary *rotates*, *terminator*

The Terminator The Earth **rotates**, or turns, from day to night on a twenty-four hour basis. Night and day occur on a line called the **terminator**. The terminator is an imaginary vertical line that divides the Earth into night and day. The terminator's shape changes during the year as the length of days and nights changes.

The sun can be seen rising on one part of the terminator and setting at another part. When the sun is rising, it is lit on the right side of the Earth; when it is setting, it is lit on the left side of the Earth. At times, the sun can be seen "skimming" the northern or southern hemisphere.

1. Why are the words *rotates* and *terminator* printed in **boldfaced type**?

2. What type of textbook is this? What is the title of this chapter?

3. Does the passage help you learn about day and night? Why or why not?

4. What is the subject of this section of the lesson? How can you tell?

5. Why do textbooks divide information into units, chapters, lessons, and sections?

Name _____

Directions Use the following passage to answer the questions below.

Every night Karamo looked up and saw a twinkling light. It was in the same place in the sky every night, and Karamo wondered how it got there. Was it special? Why was it so bright? Karamo walked through the forest to his village. He found his grandfather sitting near the river's edge. He sat next to his grandfather and asked him about the star. Karamo's grandfather smiled and nodded his head. He knew which star Karamo was talking about. It was a special star. The story of how the star took its place in the sky is a famous story that many people know. Grandfather took a deep breath and began to tell the story of the star.

Long ago there was a happy smiling boy called Moth, who lived in a village much like the one Karamo lived in. Moth became well known for his wisdom. As the boy grew older, the village's crops were in danger, and the boy went off to search for other places in the forest to move the village. When he found a good place, he sent a huge white moth to flutter over his head. His friends and neighbors walked toward the moth until they reached the spot Moth had found. That spot was the village Karamo now lived in, and the twinkling star was the moth, still fluttering over their heads.

1. What is the subject of this story?

2. According to the grandfather, what do people believe about the twinkling star?

3. Do you think this passage comes from a trade book or a science textbook? Why?

4. How would you describe the author's purpose?

5. On a separate piece of paper, create your own legend about something in nature.



Home Activity Your child learned about textbooks and trade books and applied his or her knowledge to two sample passages. Together, browse through a textbook and discuss different parts of the book. Have your child identify titles and headings that show the book's organization. Invite him or her to explain the importance of different elements in a textbook.