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.

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 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.

<table>
<thead>
<tr>
<th>Generalization</th>
<th>Clue Word?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom and Jim always had fun when they went camping.</td>
<td>always</td>
</tr>
<tr>
<td>1.</td>
<td>usually</td>
</tr>
<tr>
<td>2.</td>
<td>3.</td>
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<tr>
<td>4.</td>
<td>5.</td>
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</table>

**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.
How Night Came

Name ____________________________________________

Writing • Myth

Key Features of Myth

• passed down by word of mouth and storytelling
• often explains why something in nature happens
• characters usually represent some part of nature

How Fin Made Day and Night

Long ago, there was a young giant named Fin who lived in the sky. When she was only two million years old, Fin was big enough to toss the sun through a hoop and throw the moon up and catch it. Once she tied a string around a planet and turned it into a yo-yo. Another time she batted a planet so far away that she never found it again.

Fin’s favorite toy was Earth, which she loved to spin like a top. Sometimes she carried Earth in her pocket, where it was dark. Other times she left Earth too close to the sun and burnt the tops of its mountains.

The creatures on Earth never knew what to expect. However, as Fin grew older, she began to build clever structures with these heavenly bodies. She built herself a mobile for her room with the sun in the center, and with each planet on a track that circled it. She loved to watch the planets go round and round at different speeds.

As it happens, Earth did a full spin every 24 hours. As Earth traveled around the sun, the half that faced the sun was light, while the half faced away from the sun was dark. Finally there was something the creatures of earth could depend on! They began to call the light time Day and the dark time Night. To this day, the mobile is one of Fin’s favorite toys.

1. What does this myth explain about nature?

2. What important role does the giant Fin play in the myth?

Writing Myth 201
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

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.
Subject-Verb Agreement

The **subject** and the **verb** in a sentence must work together, or **agree**.

To make most present tense verbs agree with singular nouns or *he, she, or it*, add **-s** or **-es**. If the subject is a plural noun or *I, you, we, or they*, the present tense verb does not end in **-s**.

**Singular Subject**
- Ant tugs at his belt. He watches Bear.

**Plural Subject**
- Animals talk in some stories. Ants and bears act like people.

Use **is** or **was** to agree with singular nouns. Use **are** or **were** to agree with plural nouns.

**Singular Subject**
- Bear is angry.

**Plural Subject**
- Ants are small and stubborn.

**Directions** Write **Yes** if the subject and the verb in the sentence agree. Write **No** if the subject and the verb do not agree.

1. Whone, the Changer, plant trees for forests. ______
2. He becomes tired of his work. ______
3. Bear’s name is Chetwin. ______
4. Bears catches ants in rotten logs. ______
5. Some ants grows wings. ______
6. That anthill is very tall. ______
7. Thousands of ants lives there. ______

**Directions** Circle the verb in ( ) that correctly completes each sentence.

8. I (like, likes) the story about Ant’s waist.
9. An insect (flys, flies) from its nest.
10. Bears (sleep, sleeps) through the cold winter months.
11. A good story (keep, keeps) us interested.
12. Ants and bears (are, is) very different creatures.

**Home Activity** Your child learned about subject-verb agreement. Ask your child questions with does and do:

- *What does a cow say? What do chickens say?* Have your child show you how the verb in the answer changes when the subject is singular and plural.
Name  ________________________________

Vowel Sound in shout

<table>
<thead>
<tr>
<th>Spelling Words</th>
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</thead>
<tbody>
<tr>
<td>however</td>
</tr>
<tr>
<td>mountain</td>
</tr>
<tr>
<td>mound</td>
</tr>
<tr>
<td>scout</td>
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<tr>
<td>shout</td>
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<tr>
<td>couch</td>
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<tr>
<td>towel</td>
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<tr>
<td>ounce</td>
</tr>
<tr>
<td>coward</td>
</tr>
<tr>
<td>outdoors</td>
</tr>
<tr>
<td>flowerpot</td>
</tr>
<tr>
<td>scowl</td>
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<td>browse</td>
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<tr>
<td>announce</td>
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<tr>
<td>hound</td>
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<tr>
<td>trout</td>
</tr>
<tr>
<td>drowsy</td>
</tr>
<tr>
<td>grouch</td>
</tr>
<tr>
<td>eyebrow</td>
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<tr>
<td>boundary</td>
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</table>

Rhymes  Complete each sentence by writing two or more rhyming list words.

“If you (1)___, you’ll scare the (2)___,” said the (3)___.
1. ______________  
2. ______________  
3. ______________

Now I can (4)___ that this tennis ball gives the most bounce per (5)___.
4. ______________  
5. ______________

The barking (6)___ jumped over the grassy (7)___.
6. ______________  
7. ______________

The neighborhood (8)___ had nothing nice to say about my comfortable new (9)___.
8. ______________  
9. ______________

“Oh, no. I forgot my beach (10)___,” said Jackie with a (11)___.
10. ______________  
11. ______________

Classifying  Write the list word that best completes each group.

12. seed, soil, ___  
13. scaredy-cat, chicken, ___  
14. eyelash, mustache, ___  
15. sleepy, tired, ___  
16. in the open, outside, ___  
17. but, although, ___  
18. peak, cliff, ___  
19. look around, glance, ___  
20. border, margin, ___

Home Activity  Your child wrote words with ou and ow. Challenge your child to spell the rhyming word groups from the Rhymes exercises on this page.
Name ____________________________________________

**Story Elements**

**Title** ____________________________________________

This story is about ____________________________________

____________________________________________________

(name the characters)

This story takes place __________________________________

____________________________________________________

(where and when)

The action begins when __________________________________

____________________________________________________

Then, ________________________________________________

____________________________________________________

____________________________________________________

Next, ________________________________________________

____________________________________________________

____________________________________________________

After that, __________________________________________

____________________________________________________

____________________________________________________

The story ends when __________________________________

____________________________________________________

____________________________________________________

Theme: _______________________________________________

____________________________________________________
Vocabulary • Unfamiliar Words

- 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 unknown words in the story and the context clues to help understand those words.
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 been 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?
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 boy called Moth, who lived in a village much like the one Karamo lived in. Moth was well known for his wisdom. As the boy grew older, the village’s crops began to fail, and the boy went off to search for land with better soil. When he found a good site, he sent a huge white moth into the sky to flutter over his head. His friends and neighbors walked toward the moth until they reached the place Moth had found. That land became the village Karamo now lived in, and the moth turned into a twinkling star that still flutters over their heads today.

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.
Vowel Sound in *shout*

**Proofread a Dialogue** Help Rita correct her dialogue. Circle six misspelled words and write them correctly. Add the missing punctuation mark.

“You said this was a small mownd, but it’s a mountain!” grumbled Rita.

“You’re such a grouch!” said Andy.

“You don’t have to announce it to everyone!” Rita replied.

“We have to do this to get our scowt badge,” Chen reminded her.

“But I hate the owtdoors,” Rita said with a scowl.

“I know! You’d rather be in your house on the couch,” laughed Andy.

“All this walking is making me drousy, said Rita.

“Me, too,” agreed Chen. “Let’s walk threw the woods and go home.”

1. ____________ 2. ____________
3. ____________ 4. ____________
5. ____________ 6. ____________

**Proofread Words** Cross out the misspelled word and write it correctly.

7. a trawt stream 7. ____________
8. a raised eyebrow 8. ____________
9. a state’s boundry line 9. ____________
10. a broken flourpot 10. ____________
11. a big cowerd 11. ____________
12. a nose like a hawnd 12. ____________

**Spelling Words**

- however
- mound
- shout
- scout
- couch
- towel
- ounce
- coward
- outdoors
- flowerpot
- scowl
- browse
- announce
- hound
- trout
- drowsy
- grouch
- eyebrow
- boundary

**Frequently Misspelled Words**

- outside
- through
- house
Subject-Verb Agreement

Directions Read the passage. Then read each question. Circle the letter of the correct answer.

The Myth of the Bear

(1) The Native Americans tells this story. (2) Bear was very hungry. (3) He tries to catch a fish with his tail. (4) Bear dangles his tail in the water. (5) He caught nothing. (6) The ice pulled off Bear’s tail. (7) The other animals laughs at Bear’s stumpy tail.

1 What change, if any, should be made in sentence 1?
   A Change tells to tell.
   B Change tells to are telling.
   C Change tells to are.
   D Make no change.

2 What change, if any, should be made in sentence 2?
   A Change was to are.
   B Change was to were.
   C Change was to am.
   D Make no change.

3 What change, if any, should be made in sentence 3?
   A Change trys to tryd.
   B Change trys to tried.
   C Change catch to caught.
   D Make no change.

4 What change, if any, should be made in sentence 4?
   A Change dangles to dangled.
   B Change dangles to is dangled.
   C Change dangles to dangle.
   D Make no change.

5 What change, if any, should be made in sentence 7?
   A Change laughs to laught.
   B Change laughs to laughed.
   C Change laughs to laughs.
   D Make no change.

Home Activity Your child prepared for taking tests on subject-verb agreement. Have your child explain the rules he or she has learned about how verbs change when the subject is singular or plural. Ask your child to give examples of these rules.

Conventions Subject-Verb Agreement