Generalize

• A generalization is a type of conclusion in which a broad statement is made based on several examples.

• Clue words such as all, most, always, usually, or generally signal generalizations.

• A generalization can be valid (logical) or faulty (wrong) depending on the number of examples on which it is based and how logical the thinking is.

**Directions**  Read the following passage. Then complete the diagram below by finding a generalization and its support.

In the past several years, winters in my part of the country have become warmer and warmer. As a result, there is less snow at the mountain ski resorts. This has been a dramatic change for my family, because for years we have gone skiing every winter vacation. We have always enjoyed the cold, crisp mountain air and the solid snow pack. Three years ago, everything changed. That winter, the temperature in the mountains never went below fifty degrees.

We were still able to ski, because the ski resort blew artificial snow over the trails. Skiing in a T-shirt, however, isn’t quite the same as skiing in my fleece-lined parka. Two years ago, it snowed before vacation, but then it got really warm. The snow melted in two days. Last year, it rained and temperatures were in the sixties until February. I didn’t ski once. Now it’s October again, and it’s eighty degrees. My family is looking for a new way to spend winter vacations. Tennis, anyone?

**Home Activity** Your child used a graphic organizer to find a generalization and the support for it. Together, read a short passage from a fiction or nonfiction text. Have your child make two generalizations about the events in the story—one valid and one faulty. Have him or her explain the difference between the two.
Writing • Summary

Key Features of an Summary
• includes key events or main ideas
• is written in the writer's own words
• tells the events in chronological order

Summary of How Night Came from the Sea by Mary-Joan Gerson

How Night Came from the Sea is a myth from Brazil, retold by Mary-Joan Gerson. The story tells about Iemanjá, the African goddess of the sea and her daughter who marries an earthling.

At the beginning of time, there was no night, only sunlight on the earth. The daughter of Iemanjá happened to fall in love and marry an earth person. The two of them lived a happy life on the earth until the daughter began to miss the darkness she had grown up with in the depths of the sea.

Seeing his wife’s sadness, the earth husband ordered his servants to get a bag of night from Iemanjá. When the scared servants arrived in the depths of the sea, Iemanja gave them a bag of night with clear instructions to not open up the bag until they were near her daughter, who could calm the night spirits. But the curious servants came back to the earth and opened the bag by themselves. All of the night beings exploded out of the bag, and night swiftly came to the earth. But the daughter of Iemangá was able to tame the night beings, and she was again happy to have night.

Once the daughter was happy again, she celebrated by giving three gifts to the earth: the morning star to announce the birth of a new day, the rooster to remind us that day has begun, and singing birds to announce when dawn will come. In Brazil this kind of morning is called the madruggada.

1. Reread the summary. Write one sentence that tells the main idea of the second paragraph.

2. What key events does the summary explain?
Name _____________________________________________________

**Vocabulary**

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

1. wild, natural, not cultivated
2. melt, release from a frozen state
3. distinguishing trait or characteristic
4. necessities, conditions, or qualifications that must be met
5. combination of straps and hardware used to attach an animal to a cart or object to be moved

**Directions** Choose the word from the Words to Know box that best replaces the underlined word or words. Write the word on the line to the left.

6. The geese made the unusual choice not to migrate because people kept feeding them.
7. The coach’s statement that practice would increase by one hour made the players groan.
8. The forest workers took their lunch breaks sitting on logs.
9. The jungle was wild and savage, full of strange sounds at night.
10. Marilyn’s most memorable trait was the birthmark at the corner of her mouth.

**Write a Narrative**

On a separate sheet of paper, write a narrative about the changes that occur in nature as your favorite season approaches. Use as many vocabulary words as you can.

**Home Activity** Your child identified and used vocabulary words from the tall tale Paul Bunyan. With your child, read a children’s book or comic book and discuss any features it shares with tall tales.

224 Vocabulary
Irregular Verbs

Usually you add -ed to a verb to show past tense. **Irregular verbs** do not follow this rule. Irregular verbs change to other words to show past tense.

**Present Tense**  He makes a huge logging camp.
**Past Tense**  He made a huge logging camp.
**Past with has, have, or had**  He has made a huge logging camp.

Irregular verbs have a special form when they are used with has, have, or had.

Below are some irregular verbs and their past forms.

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
<th>Past with has, have, or had</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring</td>
<td>brought</td>
<td>(has, have, had) brought</td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td>(has, have, had) chosen</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>(has, have, had) come</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>(has, have, had) done</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
<td>(has, have, had) felt</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
<td>(has, have, had) gotten</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>(has, have, had) given</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>(has, have, had) gone</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
<td>(has, have, had) made</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
<td>(has, have, had) said</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>(has, have, had) spoken</td>
</tr>
<tr>
<td>teach</td>
<td>taught</td>
<td>(has, have, had) taught</td>
</tr>
</tbody>
</table>

**Directions**  Write the past tense form of the irregular verb in ( ).

1. Paul Bunyan (go) to the Maine woods.  ________________
2. He (bring) an ax and a fishing pole.  ________________
3. He (make) a new friend.  ________________
4. He (teach) his friend how to cut down trees.  ________________
5. He (say) he would start a logging camp.  ________________

**Home Activity**  Your child learned about irregular verbs. Have your child tell you what happened this morning using a past tense form of the words feel, make, say, get, and give.
Possessives

Words in Context Complete each pair of sentences by writing the singular or plural possessive form of the word that is to the left of the sentences.

girl 1. Both ____ coats were new.
   2. That ____ coat looks very warm.
teacher 3. I borrowed my ____ pen.
   4. The ____ workroom is off-limits to students.
brother 5. This is my oldest ____ room.
   6. These are my twin ____ rooms.
family 7. The party is at the Jackson ____ house.
   8. Their driveway is full of other ____ cars.
aunt 9. My favorite ____ dog follows her everywhere.
   10. My ____ husbands are my uncles.
boy 11. The little ____ toy sailboat drifted across the pond.
   12. The ____ baseball team plays this afternoon.

Word Meanings Write the list word that fits each meaning.

13. belonging to that adult male
14. belonging to an adult female
15. belonging to us
16. belonging to an object
17. belonging to several adult males
18. belonging to me
19. belonging to the person spoken to
20. belonging to those people

Home Activity Your child wrote possessive nouns and pronouns. Have your child tell whether each possessive noun names one person or more than one person.
## Scoring Rubric: Summary

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus/Ideas</strong></td>
<td>Strong summary; only uses important information</td>
<td>Good summary; mostly uses important information</td>
<td>Summary has some main ideas and main details</td>
<td>Does not understand summary form</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Important ideas are in correct sequence</td>
<td>Sequence of events is generally correct</td>
<td>Sequence isn’t always clear</td>
<td>Unorganized</td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td>Shows understanding of the main ideas</td>
<td>Shows understanding of topic</td>
<td>Lacks understanding of the topic</td>
<td>Does not understand topic</td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>Uses descriptive adjectives, verbs, and time-order words</td>
<td>Uses some descriptive adjectives, verbs, and time-order words</td>
<td>Few or no descriptive adjectives or time-order words</td>
<td>Poor word choice</td>
</tr>
<tr>
<td><strong>Sentences</strong></td>
<td>Uses simple and compound sentences</td>
<td>Some varied sentence structures</td>
<td>Sentences are not varied</td>
<td>Fragments or run-on sentences</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Excellent control, few or no errors</td>
<td>Good control; few errors</td>
<td>Little control; many errors</td>
<td>Many serious errors</td>
</tr>
</tbody>
</table>
Vocabulary • Suffixes

• A suffix is a word part added to the end of a base word to change its meaning or the way it is used in a sentence. For example, the suffix -ous can make a noun mean “full of __________.” The suffix -ment means “the action, process, or result of __________.”

• In dictionaries, the definition of a base word with the suffix added is usually found near that of the base word. The base word’s definition is helpful in understanding a word’s meaning.

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

The announcement was finally made: Jones’s Maple Barn was open for the maple syrup season! In addition to the wondrous, sweet pancake topping, Jones’s Maple Barn also sold breakfast. Of course, their pancakes were simply marvelous. Sugar maple trees have a liquid that runs inside their trunks and branches called sap. In the winter, the sap doesn’t move much through the tree. In the spring, however, the sap flows quickly as the weather turns warmer. People collect the sap by inserting tubes into the trees’ trunks. Then the sap is cooked. The requirement for making one gallon of syrup is 40 gallons of sap. That’s a lot of work, but nothing is more delicious than pure maple syrup!

1. What is the suffix in the word announcement?

2. How does the suffix help you understand the meaning of announcement?

3. How does the suffix in wondrous help you figure out the meaning of the word?

4. How does the suffix in requirement help you figure out the meaning of the word?

Home Activity Your child identified and used suffixes to understand new words in a passage. Work together to identify meanings of words with -ous and -ment in an article. Help your child come up with a way to remember the meanings of these suffixes.
Name ________________________________

**Schedule**

- A schedule is a special chart that lists events and when they take place, side by side.
- Bus, train, and other travel schedules often present information in boxes. They usually contain both rows and columns, each of which may have a label or heading.

**Directions**  Paul Bunyan used a ship full of Hawaiian sugar docked in Lake Superior to outsmart the bee-squitoes. Read this sugar-shipping schedule to answer the questions below.

<table>
<thead>
<tr>
<th>Hawaiian Sugar Shipments to Lake Superior via Gulf of Saint Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ship</strong></td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Puako</td>
</tr>
<tr>
<td>KoKo</td>
</tr>
<tr>
<td>Lahina</td>
</tr>
<tr>
<td>Puako</td>
</tr>
<tr>
<td>KoKo</td>
</tr>
<tr>
<td>Lahina</td>
</tr>
</tbody>
</table>

1. How many months is each journey? How can you tell?

2. How many ships travel this route? How can you tell?

3. If you traveled with the shipping crew on the second sailing of the KoKo, during which days would you help load lumber and coal in Portland?

4. On which ship would you travel to be in Portland on October 18?

5. If you wanted to sail with the crew of the Puako, what would be your choice of departure dates from Honolulu?
**Paul Bunyan**

**Directions** Use the schedule of events to answer the questions below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>7–8 A.M.</th>
<th>8–9 A.M.</th>
<th>9–10 A.M.</th>
<th>11–12 P.M.</th>
<th>12–1 P.M.</th>
<th>1–2 P.M.</th>
<th>2–3 P.M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skate on the griddle</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eat breakfast</td>
<td></td>
<td>+</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haul water from the Great Lakes</td>
<td></td>
<td></td>
<td>+</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eat lunch</td>
<td></td>
<td></td>
<td></td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stoke the griddle fire</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>Eat dinner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>Knit beards to make socks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>Make umbrella shoes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>Listen to Shot’s melted words</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

+= Activity is available.

1. What do the plus signs on the schedule represent? How do you know?

2. Between which hours might the men hear Shot’s words?

3. Which activities occur at the same time as making umbrella shoes?

4. If some men are hauling water, what are the other men doing?

5. How does the schedule assist the loggers in planning their day?

**School + Home**

*Home Activity* Your child learned about reading a schedule. Together, look at the schedule for a sporting event or for a form of travel. Have your child read and explain the schedule to you.

230 **Research and Study Skills**
**Possessives**

**Proofread a Newspaper Feature**  Proofread the article. Circle six misspelled words and a word with a capitalization error. Write the words correctly on the lines.

![Image of a reunion]

**The Smith Family and It’s Reunion**

Today was the Smith family’s reunion. Seven brothers’ families grew to more than one Thousand people in 100 years. The families’ cars were parked in a field. The mens group made special T-shirts for the children. All the girl’s shirts had flowers, and the boys’ shirts were striped. Everyone laughed and asked, “Yours, ours, or their?” when they looked at the group pictures. The aunt’s tent had fifty tables filled with a variety of food. When family members asked who made each dish, the women laughed, pointed at each other, and said, “It’s hers.” At the end of the day, everyone said, “That’s enouf! I can’t eat another thing!”

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

**Possessives** Add apostrophes to the underlined words. Write the possessives correctly on the lines.

8. the families yards  9. my teachers desk  10. the mans hat  11. my brothers toothbrushes  12. the girls bicycle

**Spelling Words**

- its
- ours
- mine
- yours
- family’s
- families’
- man’s
- men’s
- girl’s
- girls’
- hers
- theirs
- brother’s
- brothers’
- teacher’s
- teachers’
- aunt’s
- aunts’
- boy’s
- boys’

**Frequently Misspelled Words**

- friend’s
- enough

**School & Home**

**Home Activity** Your child identified misspelled possessive nouns and pronouns. Have your child use the possessive pronouns in sentences.
Irregular Verbs

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

Paul Bunyan’s Feats

(1) Paul feel lonely in the woods. (2) He chosen Babe the ox to be his helper. (3) Paul Bunyan do amazing feats. (4) He made the Grand Canyon with a pickax. (5) Then Paul go to Big Onion, Minnesota. (6) He hired a thousand lumberjacks.

1  What change, if any, should be made in sentence 1?
   A  Change feel to feeling.
   B  Change feel to felt.
   C  Change feel to felled.
   D  Make no change.

2  What change, if any, should be made in sentence 2?
   A  Change chosen to was chosen.
   B  Change chosen to choose.
   C  Change chosen to chose.
   D  Make no change.

3  What change, if any, should be made in sentence 3?
   A  Change do to done.
   B  Change do to did.
   C  Change do to is done.
   D  Make no change.

4  What change, if any, should be made in sentence 5?
   A  Change go to gone.
   B  Change go to is gone.
   C  Change go to went.
   D  Make no change.

5  What change, if any, should be made in sentence 6?
   A  Change hired to hire.
   B  Change hired to hiring.
   C  Change hired to will hired.
   D  Make no change.

Home Activity  Your child prepared for taking tests on irregular verbs. Help your child prepare flash cards with an irregular verb on one side and its forms on the other side. Quiz your child using the flash cards.