One Consonant or Two

• Generalization  Many words have two consonants that stand for the same sound: address, committee.

Word Sort  Sort the list words by words you know how to spell and words you are learning to spell. Write every word.

words I know how to spell  words I am learning to spell

1. _______________  11. _______________
2. _______________  12. _______________
3. _______________  13. _______________
4. _______________  14. _______________
5. _______________  15. _______________
6. _______________  16. _______________
7. _______________  17. _______________
8. _______________  18. _______________
9. _______________  19. _______________
10. _______________  20. _______________

Spelling Words

1. address  11. announce
2. collar  12. possess
3. mirror  13. Tennessee
4. recess  14. gallop
5. committee  15. opponent
6. collect  16. barricade
7. Mississippi  17. broccoli
8. immediate  18. accomplish
9. command  19. allowance
10. appreciate  20. zucchini

Home Activity  Your child is learning about words with double consonants. Have your child circle the double consonants in each list word.

DVD*150 One Consonant or Two
Mahalia Jackson

In this story, a grandfather tells his granddaughter about the music he loves, the blues. He explains that the blues is not just a feeling. It’s a kind of music. The he tells her about the great blues singer, Mahalia Jackson.

Activity
Making Music Pretend you are starting a family band together. What kind of music will you play? Who will play what instruments? Together, write the lyrics of your first song. Set it to a melody you already know or make up your own.

Comprehension Skill
Main Idea and Details
The main idea makes a point about a topic and has at least one supporting detail. Details are smaller pieces of information that tell more about the main idea.

Activity
Lyrical Reading Read through the lyrics of a favorite song, or listen to the lyrics very closely when you hear it played. What is the main idea expressed in the song? Sum it up in your own words. What details in the song support the main idea?
Words to Know
Knowing the meanings of these words is important to reading Mahalia Jackson. Practice using these words.

Vocabulary Words
appreciate to think highly of; value; enjoy
barber person whose business is cutting hair and shaving or trimming beards
choir group of singers who sing together, often in a church service
released to permit to be published, shown, sold, etc.
religious devoted to religion
slavery the condition of being owned by another person and being made to work without wages
teenager a person in his or her teens

Troublesome Verbs
Troublesome verbs are pairs of verbs that are confusing because they have similar meanings or because they look alike. For example: lay/laid; lie/lay.

Activity
Troublesome Verb Rhymes
Together with a family member, discuss the meanings of the following words and when to use them (you can use a dictionary for help): lay/lie, set/sit, let/leave, teach/learn, and may/can. Then, create a rhyme that will help you remember the correct way to use at least one of the verb pairs.
Main Idea and Details

- The **main idea** is the most important idea about the topic.
- **Details** are small pieces of information that tell more about the main idea.

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

Louis Armstrong is remembered as the greatest trumpeter in jazz history. He grew up in New Orleans and got to know many leading jazz musicians there. As a young man, he played the trumpet in marching bands. In 1922, he had the opportunity to play and record with King Oliver’s band in Chicago. Before Armstrong, the trumpet was not a solo instrument. It supported the band as a whole. Armstrong changed this. He was able to create solo pieces for the trumpet that the band supported. Later in his career, he starred in films and performed as a comedian. He also sang. He made many jazz recordings. Some of the songs he’s most famous for are “Hello, Dolly!,” “Goldfinger,” and “What a Wonderful World.”

1. What is the topic of this passage?

2. What is the main idea of the passage?

3. What is one important detail that supports the main idea?

4. What is another detail that supports the main idea?

5. On a separate piece of paper, create a graphic organizer to show the main idea and details in this passage.

**Home Activity** Your child read a short passage and identified the main idea and details. Read a magazine article about a musician with your child. Together, create a graphic organizer to show the main idea and supporting details in the article.
Fact and Opinion

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

I was lucky to have once heard Ray Charles perform in person. It was an experience I will always remember. Ray Charles lost his sight when he was seven years old. I believe his lack of sight must have enhanced his ability with music.

Both his parents died by the time he was fifteen, and he had to earn a living. He began as a blues and jazz pianist in the style of Nat King Cole. He went on to combine blues and gospel, creating his own musical style. When he sang, he swayed on the piano bench as if he were living the songs.

He was still in his twenties when his hit song, “What’d I Say,” hit the charts. It sold over a million copies. I can’t imagine life without Ray Charles’s best sellers “Georgia on My Mind” and “I Can’t Stop Loving You.”

1. Explain why “Ray Charles lost his sight when he was seven years old” is a statement of fact or a statement of opinion.

2. Is “I believe his lack of sight must have enhanced his ability with music” a statement of fact or a statement of opinion? How do you know?

3. Explain why “He was still in his twenties when his hit song, ‘What’d I Say,’ hit the charts” is a statement of fact or a statement of opinion.

4. Is “I can’t imagine life without Ray Charles’s best sellers ‘Georgia on My Mind’ and ‘I Can’t Stop Loving You’” a statement of fact or a statement of opinion? How do you know?

5. Find a sentence that contains both a statement of fact and statement of opinion.

Home Activity Your child read a short passage and identified statements of fact and statements of opinion. Read a review of a musical performance in the newspaper. Ask your child to identify facts and opinions and ask how the facts could be checked.

DVD•154 Comprehension
Troublesome Verbs

Directions  Choose the form of the underlined verb indicated in ( ). Use the chart to help you. Write the sentence on the line.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>lie (“to rest,” “to recline”)</td>
<td>lay</td>
<td>(has, have, had) lain</td>
</tr>
<tr>
<td>lay (“to put,” “to place”)</td>
<td>laid</td>
<td>(has, have, had) laid</td>
</tr>
</tbody>
</table>

1. Wes lay the sheet music on the shelf. (past)

2. The twins lie beside the pool relaxing. (past)

3. Their towels lie on the concrete all day. (past participle)

4. We lay the groundwork for next year’s concert. (past participle)

5. In this song, lay the heaviest emphasis on long vowels. (present)

6. The secret lie in hours of practice. (present)

Directions Write a paragraph describing a photograph of your family or friends. Use as many principal parts of sit, set, lie, lay, leave, and let as you can.

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School + Home  Your child learned how to write principal parts of troublesome verbs correctly. Ask your child to write sentences about cleaning a room. Encourage him or her to use forms of lie, lay, sit, set, leave, and let.

Troublesome Verbs DVD•155
One Consonant or Two

Spelling Words

<table>
<thead>
<tr>
<th>address</th>
<th>collar</th>
<th>mirror</th>
<th>recess</th>
<th>committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>collect</td>
<td>Mississippi</td>
<td>immediate</td>
<td>command</td>
<td>appreciate</td>
</tr>
<tr>
<td>announce</td>
<td>possess</td>
<td>Tennessee</td>
<td>galloping</td>
<td>opponent</td>
</tr>
<tr>
<td>barricade</td>
<td>broccoli</td>
<td>accomplish</td>
<td>allowance</td>
<td>zucchini</td>
</tr>
</tbody>
</table>

Double Puzzle Unscramble the words. Write the numbered letters in the boxes below to find the answer to the riddle.

Riddle: What is the name of a dark, rich chocolate dessert?

1. CINUCZIH

2. GPLALO

3. MIRORR

4. SADDRSE

5. DETIAMIME

6. UNOCEANN

7. SSNEEEENT

8. POICSHCALM

9. BDCIERARA

10. TAJARPECEP

11. PSESSSO

12. EIOETTCMM

13. foe

14. part of a shirt

15. green vegetable

16. order

17. payment

18. gather

19. speak to

20. time off

Home Activity Your child has learned to read, write, and spell words with double consonants. Look at magazines and newspapers with your child and find three other words that have double consonants.

DVD•156 One Consonant or Two
Main Idea and Details

- The **main idea** is the most important idea about the topic.
- **Details** are small pieces of information that tell more about the main idea.

**Directions** Read the following passage. Then complete the diagram below.

Motown started as an African American-owned independent record company in Detroit. It became home to many of the greatest singers of popular music. Its name came from Detroit’s nickname, “Motor City.” In 1961, owner Berry Gordy discovered The Temptations, who became one of the most popular singing groups during the 1960s and 1970s. The discovery of singer and songwriter Smokey Robinson and his group The Miracles made Motown famous. The company recorded many popular stars, like Marvin Gaye and Stevie Wonder. However, nothing could beat the popularity of Diana Ross and The Supremes. Berry Gordy sold Motown in 1988.

**Main Idea**

1. Motown is _________________________________

**Supporting Details**

2. Berry Gordy
   - ________________
   - ________________
   - ________________
   - ________________
   - ________________

3. ________________
   - ________________
   - ________________
   - ________________
   - ________________
   - ________________

4. Marvin Gaye
   - ________________
   - ________________
   - ________________
   - ________________
   - ________________

5. ________________
   - ________________
   - ________________
   - ________________
   - ________________
   - ________________

**School + Home**

**Home Activity** Your child read a short passage and identified its main idea and details. Read a magazine article about a musical group with your child. Work together to identify the main idea and details in the article by using a graphic organizer.

**Comprehension DVD•157**
Troublesome Verbs

Directions Write the letter of the definition of the underlined verb.

1. You ___ without your music.  A am seated
2. She ___ set it on the piano.  B has allowed
3. Lay the tickets on the counter.  C has rested or reclined
4. I ___ sit and listen to the players.  D went away
5. Joan ___ lain in the sun too long.  E place or put
6. Tim ___ has not let that bother him.  F had put (a thing) somewhere

Directions Choose a verb from the box to complete each sentence. Write the sentence on the line.

7. _______ the oven at 350º before you leave.

8. Everyone, please _______ at the table.

9. Mom and Dad _______ for their voice lesson at 7:15.

10. They _______ us fix our own dinner.

Directions Underline the verb that correctly completes the sentence.

11. I have (laid, lain) in a hammock.
12. Yesterday you (sat, set) up front.
13. The music teacher (left, let) the room.
14. First she (laid, lain) the chalk on the desk.

Home Activity Your child reviewed principal parts of troublesome verbs. Have your child write a joke using different forms of sit, set, lie, lay, leave, and let correctly.

DVD•158 Troublesome Verbs