Compound Words

- Generalization A compound word is smaller words joined together. Keep all the letters when spelling compounds: water + proof = waterproof.

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

<table>
<thead>
<tr>
<th>words I know how to spell</th>
<th>words I am learning to spell</th>
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<tbody>
<tr>
<td>1. _____________________</td>
<td>11. ______________________</td>
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<td>10. ____________________</td>
<td>20. ______________________</td>
</tr>
</tbody>
</table>

Spelling Words

1. waterproof
2. teaspoon
3. grasshopper
4. homesick
5. barefoot
6. courthouse
7. earthquake
8. rowboat
9. scrapbook
10. countryside
11. lightweight
12. fishhook
13. spotlight
14. blindfold
15. whirlpool
16. tablespoon
17. greenhouse
18. postcard
19. hummingbird
20. thumbtack

Home Activity Your child is learning about compound words. Help your child draw a line to separate the two words that make up each compound word.

DVD*132 Compound Words
Summary

Leonardo’s Horse
The year is 1452. The Duke of Milan wants a statue of a horse to give to his father. The great artist, Leonardo da Vinci, believes he alone can make it. He begins work on it at the age of 30, but is never able to complete it.

Activity

Art Action Think about a work of art you would like to make. Talk with a family member about the materials you would need, how you would make it, and what it would look like.

Comprehension Skill

Main Idea and Details

The main idea is the most important idea about a paragraph, passage, or article. Supporting details are small pieces of information that tell more about the main idea.

Activity

Cats or Dogs? Express a general idea about a pet or animal you are familiar with. For example: Cats make better pets than dogs. Have a family member suggest specific details that support your main idea. For example: You don’t have to walk a cat.
Lesson Vocabulary

Words to Know
Knowing the meanings of these words is important to reading *Leonardo’s Horse*. Practice using these words.

Vocabulary Words
achieved carried out to a successful end
architect person who designs and makes plans for buildings
bronze a dark yellow-brown combination of copper and tin
cannon a big gun, especially one that is mounted on a base or wheels
depressed sad or gloomy
fashioned made, shaped, or done
midst in the middle
philosopher a person who studies philosophy, the study of the basic nature of knowledge and reality
rival a person who wants and tries to get the same thing as another, or tries to equal or do better than another

Practice Tested Spelling Words

Conventions

Principle Parts of Regular Verbs
A verb’s tenses are formed from its principle parts: the present, the past, and the past participle. Regular verbs add –d or –ed to form the past tense. For example: walk/walked, use/used. To form the past participle, use has or have with the past-tense form. For example: have walked, has used.

Activity
Pass it on In groups of two, play “Pass it on.” The first person selects a verb and says its present participle and past tense. The second person repeats the first person’s statement, then adds the verb’s past participle, and then chooses a new verb and says the new verb’s present participle and past tense. Play continues back and forth, each person adding three words to the growing list, until one player cannot recite the entire list.
Leonardo’s Horse

Main Idea and Details

- The topic is what a paragraph or article is all about.
- The main idea is the most important idea about a paragraph, passage, or article.
- Details are small pieces of information that tell more about the main idea.

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

When most people think of the Renaissance in England, they think of William Shakespeare (1564–1616). He is considered by many to be the greatest writer of the English language. He wrote 154 poems called sonnets, but he is most remembered for his 38 plays.

Shakespeare is probably the best-known writer of plays in the world. His writing still influences writers today. Today, 400 years after his death, audiences fill theaters to see his plays. High school and college students read, study, and perform them. Since 1899, many of his plays have been made into popular movies. We can be certain that the great works of Shakespeare will have a positive influence on readers of future generations.

1. What is the topic of the passage?

2. Write the sentence that gives the main idea of the passage.

3. What is one detail that tells more about the main idea?

4. What is another detail about the main idea?

5. Write a one-sentence summary of this passage.

Home Activity Your child identified the main idea and supporting details in a short passage. Read a magazine article or story about an artist or writer with your child. Work together to identify the main idea and details. Ask your child to write a short summary.
Leonardo’s Horse

Fact and Opinion

Directions  Read the article. Then answer the questions below.

I think the Renaissance artist Raphael (1483–1520) was the greatest painter of all time. According to biographers and historians at the time, he was handsome and charming. For this reason, he was given the nickname “the prince of painters.”

One of his paintings is the popular St. George and the Dragon. It shows St. George as a young knight in armor riding on a white horse. With his right arm he drives a long spear into the body of a fierce dragon. His horse is rearing back away from the dragon. In the background, a young woman is kneeling. I believe she is praying for the knight’s success.

1. In the first sentence, which words help you decide whether or not it’s a statement of fact or of opinion? What kind of statement is it?

2. Is the second sentence a statement of fact or of opinion? How do you know?

3. Is the first sentence of the second paragraph a statement of fact or of opinion? How do you know?

4. In the second paragraph, sentences 2 through 4 are all statements of fact. Explain how you could check to see if they are true or false.

5. The eighth sentence states a fact that can be verified by looking at the painting. Is there any way to tell what the woman is thinking? Explain your answer.

Home Activity  Your child has identified facts and opinions in a short passage. Read a movie or book review with your child. Ask your child to identify which statements are fact and which are opinion.

DVD•136  Comprehension
Principal Parts of Regular Verbs

Directions Write a complete sentence using the past participle form of the verb in ( ) with have or has.

1. Ms. Wissing (instruct) this art class for two years.

2. The students (enjoy) her hands-on teaching style.

3. For several weeks our art class (study) how to draw life-forms.

4. Tonya (sketch) the head of a woman.

5. I (complete) my drawing of a horse.

6. The teacher (encourage) my efforts in the past.

Directions Write a paragraph about something you have planned to invent or create. Include past participle forms of verbs where needed.

Home Activity Your child learned how to write principal parts of regular verbs correctly. Ask your child to write about a project he or she has completed recently at school or at home. Remind him or her to use correct verb tenses.
Compound Words

**Spelling Words**

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<tr>
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<th>barefoot</th>
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<tbody>
<tr>
<td>courthouse</td>
<td>earthquake</td>
<td>rowboat</td>
<td>scrapbook</td>
<td>countryside</td>
</tr>
<tr>
<td>lightweight</td>
<td>fishhook</td>
<td>spotlight</td>
<td>blindfold</td>
<td>whirlpool</td>
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<tr>
<td>tablespoon</td>
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**Mixed-Up Words**

Draw a line to connect the words to make a list word. Then write the list word on the line.

1. earth weight 1. __________
2. bare proof 2. __________
3. table hook 3. __________
4. country spoon 4. __________
5. fish fold 5. __________
6. light tack 6. __________
7. grass side 7. __________
8. water foot 8. __________
9. blind hopper 9. __________
10. thumb quake 10. __________

**Word Scramble**

Unscramble the words and write them on the lines.

11. thsoueourc 11. __________
12. looplirhw 12. __________
13. stapoone 13. __________
14. regensehou 14. __________
15. mirdmibungh 15. __________
16. watboor 16. __________
17. mecksiho 17. __________
18. dracstop 18. __________

**Home Activity**

Your child has learned to read, write, and spell compound words. Look in other books to find three other compound words.

**DVD•138 Compound Words**
Main Idea and Details

- The main idea is the most important idea about a paragraph, passage, or article.
- Details are small pieces of information that tell more about the main idea.

Directions Read the passage and complete the diagram. State the main idea of the passage and then list supporting details.

Leonardo da Vinci was not only a great artist. He was also a scientific thinker who drew up plans for many inventions. Flight interested Leonardo, so he drew plans for flying machines and parachutes. Construction was another of his interests, so he drew plans for bridges and cranes. Human anatomy interested him, so he drew detailed diagrams on how human body parts look and function. These drawings may have been the first accurate diagrams of human body parts.

Main Idea
1. Leonardo da Vinci was not just an artist but also a _____________

Detail
2. His interest in flight led to ________________

Detail
3. His interest in construction led to ________________

Detail
4. His interest in anatomy led to ________________

5. Write a one-sentence summary of this passage.

Home Activity Your child identified the main idea and details of a short passage. Read an article about a famous person. Work with your child to identify the main idea and details of the article. Ask your child to summarize the article.

Comprehension DVD•139
Leonardo’s Horse

**Principal Parts of Regular Verbs**

**Directions** Write *present*, *present participle*, *past*, or *past participle* to identify the form of the underlined verb.

1. Machines **existed** in Leonardo’s day.
2. For example, waterwheels **turned** millstones.
3. As a boy, Leonardo **had watched** machines closely.
4. By adulthood, he **had analyzed** how each part worked.
5. Unlike others, Leonardo **combined** parts in new ways.
6. He thought, “Aha! This change improves the machine!”
7. He reasoned, “This invention is working better with different parts.”
8. He **explained** his analyses in journals.
9. Grateful engineers still **study** his sketches.
10. These illustrations are **serving as** blueprints for us.

**Directions** Write the sentence using the principal part of the underlined verb indicated in ( ).

11. Leonardo **refuse** all meat. (past)
12. He always **love** animals. (past participle)
13. Vegetarians still **follow** his habit. (present).
14. I **stop eating** meat too. (past participle)
15. Fruits and vegetables **provide** plenty of nutrition. (present)

**Home Activity** Your child reviewed principal parts of regular verbs. Have your child identify examples of the use of present, past, and past participle forms in an article or a familiar book.

**DVD•140 Principal Parts of Regular Verbs**