

Family Times

Selection Summaries

Week 1 *Red Kayak*

A boating accident forces a teenager to courageously meet challenges.

Week 2 *Thunder Rose*

Rose is an amazing cowgirl with thunder in her veins and a powerful lullaby in her heart.

Week 3 *Island of the Blue Dolphins*

Karana must be resourceful to survive when she is left all alone on an island.

Week 4 *Satchel Paige*

A great pitcher overcomes challenges in the early days of major league baseball.

Week 5 *Ten Mile Day*

Teams of builders of the Transcontinental Railroad try to set a record for laying the most rails in one day.

Activity

Tell a member of your family more about each of the five stories. Be sure to remember characters, plot, theme, and setting. Then choose your favorite and write three reasons why you like it the best.

Comprehension Skills Review

In Unit 1, you learned and used many skills while reading the stories and selections.

- The **plot** is what happens in a story.
- **Characters** are the people who experience the events of a story.
- The **cause** is why an event happens and the **effect** is what happens.
- The **setting** is where and when the story takes place.
- **Theme** is the “big idea” that holds the entire story together.
- **Sequence** refers to the order in which the events happen. In nonfiction, it means the steps in a process.

Activity

Ask a member of your family to tell you a story about something that happened to him or her when he or she was your age. Try to identify the setting, conflict, and resolution together. Discuss why you think it happened. Then discuss what you learned about the people in the story by the things they did and said and how they reacted to each other. Ask the family member what lesson he or she learned from these events. Finally, retell the story to another family member in the exact order in which the real events happened.

Unit Vocabulary Skills

Homographs are words that are spelled the same as other words but have different meanings and sometimes have different pronunciations.

Activity With a family member, take turns brainstorming words that are homographs. Use a dictionary to check your answers.

Homonyms are words spelled and pronounced alike but with different meanings.

Activity With a family member, take turns brainstorming words that are homonyms. Use a dictionary to check your answers.

Multiple-meaning words are words that have more than one meaning.

Activity Read a newspaper, magazine, or book looking for multiple-meaning words. Make a list of ones you find. Use context clues to figure out which meaning of the word is being used.

Unknown Words

When you find words in your reading that you don't know, you can look them up in a dictionary or a glossary.

Activity With a family member, read a newspaper article and identify words you do not know. Use a dictionary to check their meanings.

Antonyms are words that mean the opposite of other words.

Activity Jot down verbs and adjectives you find in the selections. Use a thesaurus to find antonyms of those words.

Unit Spelling Rules

Short Vowel VCCV, VCV

When a syllable ends with a single vowel and a single consonant, the vowel stands for its short sound. VCCV: *butter*
VCV: *regular*

Long Vowel VCV When a single vowel appears at the end of a word or syllable, the vowel usually stands for its long sound. VCV: *silent*

Long Vowel Digraphs If a word has two vowels in a row, the first vowel is usually long, and the second vowel is silent. For example: *faint*.

Adding -ed, -ing Remember the following three things when adding -ed and -ing:

- the final consonant is doubled before adding the ending
- in words that end in y, the y is changed to i before adding -ed: *horrified*
- in words that end in y, keep the y when adding -ing: *horrifying*

Contractions Remember that in contractions, an apostrophe takes the place of letters that are left out. For example, *were not* becomes *weren't*.

Activity With a family member, identify as many words in books, magazines, or newspapers that follow this Unit Spelling Rules. Make a list of these words.

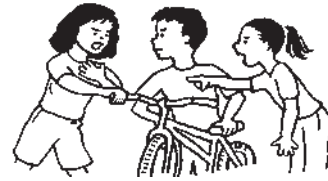
Homographs



The cornstalks grew in rows.



The girl uses oars whenever she rows her boat.



The children have many rows over the bicycle.

Which word in each sentence is a homograph? Say the word as it is pronounced in each sentence.

- A **homograph** is a word that is spelled the same as another word or words but has a different meaning and may have a different pronunciation. Circle the Word to Know that is a homograph.

Practice Read the following sentences. Fill in the blanks with one of the Words to Know. Then circle the letter of the correct meaning of the homograph that is underlined in each sentence. Use a dictionary to check your answers.

- The _____ the sky _____ the way it did, Ernesto could project that a dangerous storm was near.
a. to make a prediction b. a special assignment
- Rather than remaining _____ during the rescue, Ernesto _____ took the lead.
a. a soft metallic element b. command
- Ernesto _____ moved to the bow of the boat where he _____ kept the first-aid kit.
a. a weapon for shooting arrows b. the forward part of a vessel
- Ernesto knew he had to close open cuts and apply _____ to stop bleeding.
a. block b. near

On Your Own As you read “The Big Game,” look for one of the homographs above. Pronounce the word as it is used in the story.

Words to Know

compressions
grumbled
insistently
intentionally
minute
neutral
normally







Home Activity Your child reviewed how to use a dictionary to check the meaning of homographs. With your child, look for homographs in newspapers, magazines, or ads.

Character and Plot

- A **character** is a person or an animal that takes part in the events of a story.
- The **plot** is the sequence of events in a selection. The plot starts with a *problem* or *conflict*, continues with *rising action* as the conflict builds, and reaches a *climax* when the problem or conflict is faced. The plot ends with a *resolution* or *outcome*.



Practice Look at the chart. Then answer the questions below.

Problem	→	Matt can't find his homework.	
Rising action	→	He thought he left it on his desk, but it's not there.	
Climax	→	He had put his assignment in his book bag.	
Resolution	→	Matt decides to get organized.	

1. Who is the main character in the story on the chart above?

2. What is Matt's problem?

3. What is the climax of the story?

4. What is the resolution?

On Your Own Use what you know about character and plot as you read "The Big Game."



Home Activity Your child reviewed using the skills character and plot. Retell one of your favorite stories or movies. Discuss who the characters are. Have your child explain the problem, rising action, climax, and resolution of the story or movie.

Homonyms

- **Homonyms** are words spelled and pronounced alike but with different meanings.

Practice Read the following sentences. Use context clues to choose the definition that best matches the underlined homonym. Circle the correct definition's letter.

1. The young swallow stayed in its nest during the rain.
a. to pass through the mouth to the stomach b. a small bird
2. After running, Dan had a cramp in his calf.
a. part of the leg below the knee b. a young cow
3. During the thunderstorm, a stick was broken off the tree.
a. to fasten or attach b. a dead piece of wood
4. Julie was up next to pitch, which made her slightly nervous.
a. the steepness of a slope b. to throw or toss
5. Every summer, our family takes a trip to the county fair.
a. by the rules b. a gathering or exhibit to sell goods

Words to Know

calf
fair
pitch
stick
swallow

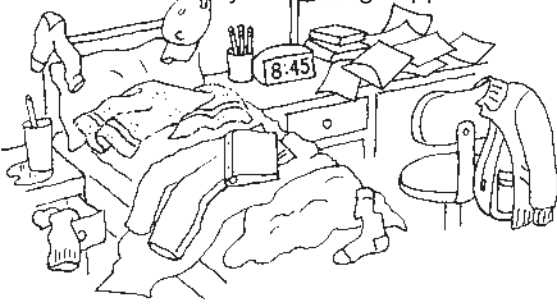

On Your Own As you read “The Big Game,” look for homonyms. Use context clues to determine how these words are used in the story.



Home Activity Your child used context clues in sentences to determine the correct meaning of homonyms. With your child, make a list of as many homonyms as you can. Use each word in a sentence and have your child tell you the correct meaning of the word as it is used in your sentence.

Cause and Effect

- Clue words such as *because*, *so*, and *since* may signal causes and effects.
- Ask yourself “What happened?” and “Why did it happen?” to determine causes and effects.

<p>A cause is why something happens.</p>  <p>Because the room was disorganized,</p>	<p>An effect is what happens.</p>  <p>Matt couldn't find his homework.</p>
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Practice In the boxes below, write the words that identify the cause and effect in each sentence. If there is a clue word, circle it.

1. Matt's homework wasn't on his desk so he searched his book bag.

Cause	→	
Effect	→	

2. He was tired because it was almost bedtime.

Cause	→	
Effect	→	

On Your Own Use what you know about cause and effect as you read “The Big Game.”



Home Activity Your child reviewed how to determine causes and effects. Think of a cause, and have your child supply the effect. For example, say “Because it was raining outside...” and have your child finish the sentence.

Unknown Words

Practice Read the passage. Then answer the questions. Use a dictionary for help.

Gina's mother was a marine biologist. Gina and her mother spent most summers aboard a scientific research vessel. They were searching for the mollusks that Gina's mother studied.

Gina helped the scientists chart their data collection. Most days went by calmly. But one day the ship's sonar picked up the remains of a shipwreck!

1. How would you find the definition of *marine biologist*?
Write its meaning.

Words to Know

marine biologist
vessel
mollusk
data
sonar

2. What is the meaning of *vessel*?

3. What is a *mollusk*?

4. Find the meaning of *data*. What part of speech is it?

5. Define *sonar* in a complete sentence.

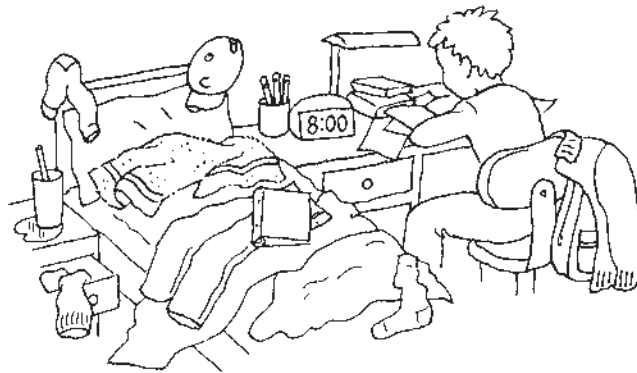
On Your Own As you read "The Big Game," look for unknown words. Use a dictionary to find the meanings of these words and write a sentence for each word.



Home Activity Your child reviewed using a dictionary to find the meanings of unknown words. With your child, read a passage from a favorite book. Have your child select an unknown word and find its meaning in the dictionary.

Theme and Setting

- The **theme** is the “big idea” of a story. The reader determines theme from the events and characters in a story.
- The **setting** is the time and place in which a story takes place.



Practice Think about Matt’s story from this week. Look at the picture. Answer the questions.

1. What is the theme of Matt’s story?

2. Writers use details such as sights and sounds to describe the setting. List what you would see and hear if you were in Matt’s room.

3. Imagine if the setting were Matt’s dining room at dinner. What might the sights and sounds be?

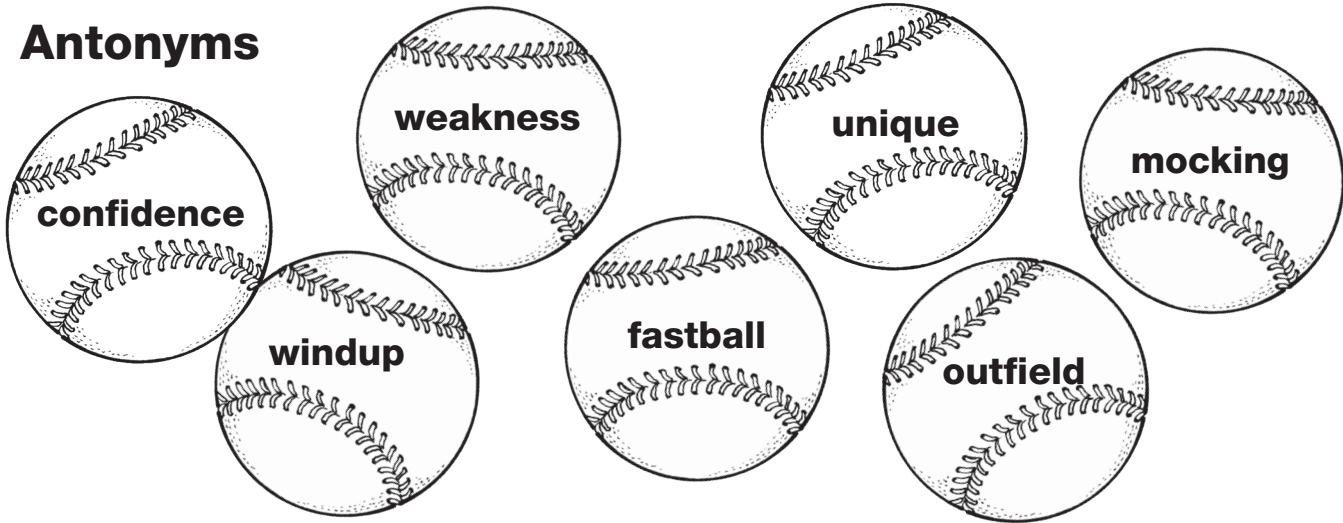
4. If Matt were an organized person, what might his room look like?

On Your Own Use what you know about theme and setting as you read “The Big Game.” Write a statement of what the theme and setting are in the passage.



Home Activity Your child reviewed theme and setting. Name the title of a favorite book or movie. Have your child explain the theme and identify the setting of it.

Antonyms



- An **antonym** is a word that has the opposite meaning of another word. A thesaurus helps identify antonyms of words. Often context clues such as *unlike*, *while*, *on the other hand*, and *even though* also help.

Practice Fill the blanks with the Words to Know that correctly complete each sentence. Circle the two words in each sentence that are antonyms. Use a thesaurus to help you determine the antonyms. Then underline the context clues that show a contrast.

Words to Know

confidence
fastball
mocking
outfield
unique
weakness
windup

1. His greatest _____, on the other hand, can also be his greatest strength.
2. A _____ can be _____ even though it is common to baseball.
3. He displays a lot of _____ in his _____ when he pitches, unlike his timidity when at bat.
4. Some spectators took to _____ the players in the _____, while others were cheering them on.

On Your Own As you read “A Real Winner,” look for the words *win*, *created*, *best*, *rough*, and *easy*. Use a thesaurus to list some antonyms for each. Read the context in which the words are used in the selection for any clue words that can help determine their opposites.



Home Activity Your child reviewed using a thesaurus to determine the meanings of antonyms, words that have the opposite meanings of other words. Take turns saying a word and having the other person name an antonym.

Fact and Opinion

- A statement of **fact** can be proved true or false.
- A statement of **opinion** is what someone thinks or feels.
- A single sentence might contain both a statement of fact and a statement of opinion.

Practice Read the following passage. Fill in the diagram below.

In the early 1800s, many European immigrants came to America seeking a better life. At the time, some people in Europe experienced hunger and warfare or were treated unfairly because of their religious or political beliefs. Most immigrants probably thought life in America looked much better. But some immigrants were very disappointed. Factory jobs offered long hours and poor wages and working conditions. It must

have been hard for immigrants to adjust when they did not speak English.

Arriving from the east, many immigrants settled in cities along the Atlantic coast. From there, some of these settlers moved to the midwestern states. Finally, some settlers forged trails in covered wagons to try their luck out west. I think immigrants who traveled west were happier than those who stayed in the east.

Statement	Can it be proved true or false?	Fact? Opinion? Or both?
Some people in Europe experienced hunger and warfare.	1.	2.
Most immigrants probably thought life in America looked much better.	3.	4.
	5. The first part cannot be proved true, but the second part can be.	contains both fact and opinion

On Your Own Identify facts as you read “A Real Winner.”



Home Activity Your child identified facts and opinions in a story. With your child, read an article in a newspaper or magazine and have him or her identify facts and opinions.

Multiple-Meaning Words

- A **multiple-meaning word** has more than one meaning. Context clues can help determine the meaning that is intended for a multiple-meaning word.

Practice Read the following sentences. Fill in the blanks using one of the Words to Know. Then use context clues to determine which definition of the underlined multiple-meaning word is being used in each sentence. Circle the letter of the correct definition.

Words to Know

barren
deafening
lurched
previous
prying
surveying

- Workers grabbed hold of each side of the crate and began _____ it open to reach their supplies.
a. a surface that is not the front, back, top, or bottom of an object
b. position or point of view
- They began _____ the _____ land before laying a single railroad track.
a. footprint
b. metal rail
- The continuous hammering sounds of stakes being struck were the cause of major ear _____.
a. greater
b. military rank
- A team of iron men that at a _____ time stood still, now _____ forward to move the crates.
a. group
b. partner

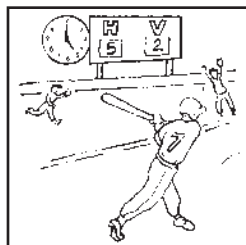
On Your Own As you read “A Real Winner,” look for multiple-meaning words. Use context clues to determine how these multiple-meaning words are used in the selection.



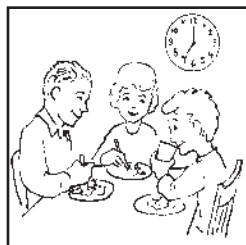
Home Activity Your child reviewed using context clues to determine the meanings of multiple-meaning words. Choose a passage from a favorite book and list all of the multiple-meaning words you find.

Cause and Effect

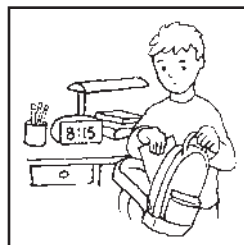
- A **cause** is why something happens, and an **effect** is what happens. Sometimes an effect may have more than one cause, and a cause may have more than one effect.



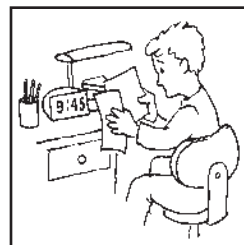
Matt had a baseball game late in the afternoon.



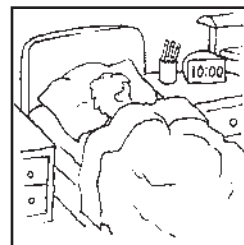
Matt and his family usually eat dinner at 6:00 in the evening.



Matt finished his homework late in the evening.



Matt always makes sure he has his homework finished before going to bed.



Matt is usually in bed by 9:00.

Practice Read the following questions and answer them on the lines below.

1. What caused Matt's family to eat dinner later than usual?

2. What two events caused Matt to finish his homework later in the evening?

3. What was the effect of Matt finishing his homework later in the evening?

4. What were two effects of Matt's family eating dinner later than usual?

On Your Own Use what you know about cause and effect as you read "A Real Winner." What do you think were the effects in the story? What caused such effects?



Home Activity Your child reviewed identifying multiple causes and effects. Discuss how a situation might have many effects or how a situation might have many causes.

Setting Underline the words in the first paragraph that help you visualize how the setting looks, smells, and feels.

Character Circle words and phrases that show Berta's personality.

Homographs What does *close* mean as it's used in paragraph 6?

Name a homograph of *close* and define it.

Cause and Effect What causes Marisol to play in the game?

Homonyms What does the word *shot* mean as it is used in this story?

The Big Game

Marisol strolled innocently into the Middlebrook school gym and inhaled the fresh pine scent that sprang from the sparkling clean floors of the basketball court. *The gym is like an icebox this early in the morning*, she thought. *I'll probably spend the entire game freezing on the sidelines*. She zipped up her Middlebrook Stingrays sweatshirt and took her regular place on the bench. She had no idea of the devastation to come.

Today was the Stingrays' big game against the Prairie View Lions. The Stingrays were guaranteed to win since Berta was on the team. Marisol glanced at the court and saw Berta skillfully dribbling the ball. As usual, the group of players who worshipped Berta surrounded her.

"Watch this, I can dribble the ball through my legs," Berta boasted. The obedient group was impressed.

I wish I could play like that, Marisol grumbled.

The referee's whistle brought Marisol back to reality. Both teams took their positions on the court. Marisol stayed on the bench. The scoreboard blasted its horn, and the crowd cheered for the Stingrays. The ball echoed as it slapped against the wood floors, and the athletes' shoes squeaked with every sudden move. The gym buzzed with the intensity of a swarming beehive.

Berta was definitely the star of the show, sinking one ball after another. With two minutes left in the fourth quarter, the score was close: Berta: 29 Lions: 28. Suddenly, Marisol heard a horrified gasp from the crowd. Marisol was stunned to see Berta on the floor clutching her ankle in pain.

"Marisol! Looks like you'll finally have the chance to get acquainted with the court. You're going in for Berta," the coach said. "Do you see Number 6? Cover her like peanut butter on jelly."

Wow, thanks for the great advice, Marisol thought sarcastically. She felt her stomach drop, and she willed herself to walk onto the court. For a moment she thought she might faint. The two guards for the Lions quickly dribbled the ball down the court, and the *thump* pounded in Marisol's ears. *Just follow Number 6. Just follow Number 6*, she repeated to herself.

The ball whizzed back and forth. Number 6 faked left and then right. Marisol jumped right and then left. The point guard threw the ball over Marisol's head. Number 6 caught it, pivoted toward the basket, and shot. The ball bounced off the rim and flew straight toward Marisol.

"Rebound!" the crowd screamed.

Without thinking, Marisol stuck her hands out and caught the ball. Her mind raced. *What do I do now?* Behind the sound of her heartbeat, she could hear the crowd cheering her on. Number 6 was moving toward her. Marisol turned toward the basket and set up her shot. The crowd went wild. *What are they saying?* Marisol thought. *Go? Go?* Marisol threw the ball and watched with amazement as it swished through the basket. *I made it! I made my first basket!* Marisol was overjoyed.

The sound of the buzzer ended the game, and the crowd grew strangely silent. Marisol heard the slow *thump* of the ball as it bounded away on its own. Then the Lions formed a circle and chanted, “We’re number one!” All at once, it hit Marisol. She had scored two points for the Lions. Her team had lost the game because of her.

Marisol left the gym quickly. Her embarrassment and disappointment gnawed at her and she mumbled, “How could I have done something like that?”

“Hey, Marisol, wait up!” Berta limped over. “What an awesome shot! You know that was an impossible angle to shoot from.”

“Really? It would have been better if I’d shot it in the right basket,” Marisol said dryly.

“Well, if I hadn’t been so busy showing off, I might not have hurt myself and could have stayed in the game. Or if we’d made all of our free throws, we might still have won by a point.”

“I hadn’t thought of it that way.”

“Hey, want to practice with me?” asked Berta. “The angle you shot from is my weakness.”

“Sure, that would be great,” Marisol answered. *I guess it takes a whole team to win or lose a game,* she thought as she skipped home.

What is another meaning of *shot*?

Cause and Effect

What is the effect of Marisol’s shot?

Plot Draw a box around the climax of the story.

Unknown Words Use a dictionary to find the meaning of *awesome*.

Theme What is the theme of the story?



Fact and Opinion Is the last sentence in Paragraph 2 a fact or an opinion?

Cause and Effect Underline the cause of Jackie going to military court.

Multiple-Meaning Words What does *scout* mean as it's used in the selection?

What is another definition of *scout*?

Antonyms What is an antonym for *terrible*?

A Real Winner

Jack Roosevelt Robinson faced challenges all his life. They started soon after he was born in rural Georgia in 1919. The Robinson family moved to Pasadena, California, in 1920, but circumstances didn't make them feel welcome. Many businesses, schools, and even professional sports teams kept white people apart from black people. This was called *segregation*.

Jack, better known as "Jackie," was a natural athlete and team leader. Through high school and junior college Jackie excelled at football, basketball, track, and baseball. In 1939 he won a scholarship to the University of California in Los Angeles, where he was the first student to win a letter in all four sports.

In the spring of 1941 Jackie left college to get a job. In December of that year, Pearl Harbor in Hawaii was attacked, and the United States entered World War II. Jackie enlisted in the army in 1942 and went to Fort Riley, Kansas. He wanted to become an officer, but African American soldiers weren't allowed to be officers at the time. However, he met Sgt. Joe Lewis. Joe Lewis was the world heavyweight boxing champion. Sgt. Lewis spoke up, and Jackie and several other black servicemen were admitted to Officers' Candidate School.

Later Jackie was sent to Fort Hood, Texas. Though military regulations said that any soldier could sit anywhere on a military bus, one day Jackie was told by a higher-level officer to move to the back. Because he refused and stood his ground, he was sent to military court. He was found innocent in 1944 and then asked for, and received, an honorable discharge.

In April 1945 Jackie was hired to play shortstop with the Kansas City Monarchs, a team in the Negro Leagues. Black baseball players who were not allowed to play in white major league ball clubs had created this league. The low pay and terrible conditions he faced in the league discouraged Jackie, but this did not get him down. Soon his reputation as a star player caught the attention of major league baseball scouts.

Branch Rickey, general manager of the Brooklyn Dodgers, had sent scouts to observe Jackie in action. Mr. Rickey wanted to build the best team he could. Rickey was told of the talent and confidence of Jackie Robinson. When the two men met in August of 1945, Rickey told Jackie he was looking for a unique player "with guts enough not to fight back" against the attacks of bullies. Jackie accepted his assignment. Rickey advised him to marry his college sweetheart, Rachel Isum, so that he would have someone by his side during rough times.

In 1946, Jackie played with the Montreal Royals, the Dodgers' minor league "farm" team. In many U.S. cities, the newcomer to a baseball team was jeered and called terrible names. The sound of the crowd was sometimes deafening. Jackie and his wife got hate mail and threats. But with Jackie on the team, the Royals won the minor league pennant.

In 1947 the Dodgers announced that Jackie would play first base for them as Number 42. He later played second and third base and even the outfield. He was a powerful hitter and set records for stealing bases. He was named National League Rookie of the Year the first year on the team. But it wasn't easy. Some of his own teammates wrote a petition to get rid of him. Branch Rickey stood his ground and kept Jackie on the team.

In 1949 Jackie was named Most Valuable Player. In his ten years with the Dodgers, the team won the National League pennant six times and also the 1955 World Series.

When Jackie retired in 1956, he won the Spingarn Medal for his work with black youth. In 1962 he was the first African American named to the Baseball Hall of Fame. He worked hard for the civil rights of all Americans until his death in 1972.

Jackie Robinson is still honored for opening most professional sports to all athletes. In 1997, Number 42 was retired forever. From that point forward, no one entering the league will wear that number.

Fact and Opinion Tell how you know this statement is a fact: Jackie Robinson was named Most Valuable Player in 1949.

How can you prove this is a fact?

Cause and Effect What is the effect of Jackie Robinson's number being retired?



Home Activity Your child read a selection and used comprehension and vocabulary skills from Unit 1. Have your child summarize the selection and identify facts as well as causes and effects.