

Name \_\_\_\_\_

## Generalize

- A **generalization** is a broad statement or rule that applies to many examples.
- Valid generalizations are supported by examples, facts, or good logic. Invalid generalizations are not supported.

**Directions** Read the following passage. Then complete the diagram below by making a generalization about Jung and supporting it with examples.

After Jung lost her grandmother’s brooch, she wasn’t sure what to do. She feared telling her grandmother the truth because it would break her heart. So, Jung took all of her savings and went downtown to see if she could find a similar brooch to replace the lost one. She found one with beautiful emerald stones, but it was too expensive. She found another one that she could afford, but it paled in comparison to the original.

Jung decided to tell her grandmother the truth. She crept up the stairs to her grandmother’s room and softly knocked on the door. When her grandmother answered it, she was wearing the brooch! Jung told her what had happened anyway. Her grandmother was pleased that Jung had been honest and allowed Jung to borrow the brooch again. Jung realized it’s always best to tell the truth.

### Examples

1.

2.

3.

**Generalization**  
4.

5. Make a prediction about whether or not Jung will lose the brooch the next time.

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**Home Activity** Your child made a generalization based on examples in a story. Have your child make a generalization about his or her personality or behavior. Discuss examples from your child’s life that would support this generalization.

## Writing • Folk Tale

### Key Features of a Folk Tale

- is a traditional narrative story
- may contain a lesson
- may have been passed down for generations or originate from a particular culture

### A Tale from China

Long ago, in a village in China, lived a poor young girl named Mei. Every day Mei gathered berries to sell at the market so she could buy food.

One day, Mei started for home when she saw a blue silk pouch lying on the ground. She opened it and found twelve beautiful shiny pearls. She knew that someone must have lost it. So, she decided to sit down and wait for the owner to appear.

Mei noticed a woman searching for something. “Did you lose this pouch?” Mei asked.

“Yes, I did,” the woman answered. She grabbed the pouch, opened it, and counted out the pearls. “There are only twelve pearls in this pouch. I had twenty pearls. You must have stolen the rest.”

Mei protested, but the woman continued to scream accusations. Finally, the merchants urged them to have Judge Cheng settle the dispute.

When Judge Cheng heard their story, he asked the woman, “How many pearls did you lose?”

“Twenty,” she answered.

“Well, since you insist that you lost twenty pearls, the pouch can’t be yours. Mei found it and tried to return it to its rightful owner. So she deserves to keep it.”

1. What words and phrases let you know this story is told in a storyteller’s voice?

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2. What do you think is the moral, or lesson, of this tale?

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Name \_\_\_\_\_

## Vocabulary

**Directions** Draw a line to connect each word on the left with its definition on the right.

- |               |                                |
|---------------|--------------------------------|
| 1. repay      | in great pain or sorrow        |
| 2. distressed | to do something in return      |
| 3. fulfill    | got off a horse                |
| 4. dismounted | to grow or develop well        |
| 5. flourish   | to perform or carry out a duty |

### Check the Words You Know

- \_\_\_ confidently
- \_\_\_ dismounted
- \_\_\_ distressed
- \_\_\_ flourish
- \_\_\_ fulfill
- \_\_\_ permission
- \_\_\_ repay
- \_\_\_ vigorously

**Directions** Circle the word that has the same or nearly the same meaning as the first word in each group.

- |                |                |              |          |
|----------------|----------------|--------------|----------|
| 6. permission  | consent        | disagreement | response |
| 7. repay       | cheat          | keep         | refund   |
| 8. confidently | with certainty | unsurely     | timidly  |
| 9. vigorously  | weakly         | strongly     | sadly    |
| 10. flourish   | decrease       | thrive       | decline  |

## Write a Friendly Letter

Imagine you are asking for someone's permission to do something or to borrow something. On a separate sheet of paper, write a friendly letter to this person. Use as many vocabulary words as you can.

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**Home Activity** Your child identified and used vocabulary words from *Juan Verdades*. Together, write a creative tall tale using all the vocabulary words from this selection.

## Troublesome Verbs

Some pairs of verbs are **troublesome verbs** because they look alike or have similar meanings.

| Verb   | Meaning           | Present | Past     | Past Participle           |
|--------|-------------------|---------|----------|---------------------------|
| sit    | sit down          | sit     | sat      | (has, have, had) sat      |
| set    | put or place      | set     | set      | (has, have, had) set      |
| lie    | rest or recline   | lie     | lay      | (has, have, had) lain     |
| lay    | put or place      | lay     | laid     | (has, have, had) laid     |
| rise   | get or move up    | rise    | rose     | (has, have, had) risen    |
| raise  | lift something up | raise   | raised   | (has, have, had) raised   |
| let    | allow or permit   | let     | let      | (has, have, had) let      |
| leave  | go away           | leave   | left     | (has, have, had) left     |
| lend   | give use of       | lend    | lent     | (has, have, had) lent     |
| borrow | get from someone  | borrow  | borrowed | (has, have, had) borrowed |
| teach  | show how          | teach   | taught   | (has, have, had) taught   |
| learn  | find out          | learn   | learned  | (has, have, had) learned  |

**Directions** Underline the correct verb in each sentence.

1. She had (raised, risen) the window in the kitchen.
2. Don Arturo has (laid, lain) awake many nights.
3. Araceli (taught, learned) her friend Juan a good lesson.
4. (Sit, Set) the silverware on the table.
5. The wealthy rancheros have (sat, set) in the village plaza.

**Directions** Complete each sentence with the correct verb from the list above.

6. Will you \_\_\_\_\_ me some money until next Tuesday?
7. Yesterday, Juan \_\_\_\_\_ his house and went to the fields.
8. The men in the village \_\_\_\_\_ from their chairs when it was time to go home.
9. Yesterday, Ms. Cortez \_\_\_\_\_ us the Spanish word for *apple*.
10. \_\_\_\_\_ me go out to the orchard to pick fruit from the trees.



**Home Activity** Your child learned about troublesome verbs. Have your child choose pairs of verbs from the list on this page, use them correctly in sentences, and explain how he or she knew which verb to use.

Name \_\_\_\_\_

# Compound Words

| Spelling Words |              |             |            |                |
|----------------|--------------|-------------|------------|----------------|
| field trip     | someone      | snowflakes  | polka dot  | roller coaster |
| solar system   | thunderstorm | leftovers   | cell phone | whitewash      |
| lightning rod  | myself       | life jacket | bulldozer  | masterpiece    |
| area code      | cliffhanger  | wheelchair  | hour hand  | rain forest    |

**Missing Words** Write the list word that best completes each statement.

- |   |           |
|---|-----------|
| 1. My grandfather has to use a ___ to get around.                     | 1. _____  |
| 2. The ___ on a watch is the shorter hand.                            | 2. _____  |
| 3. To make a long distance phone call, you need to know the ___.      | 3. _____  |
| 4. Always wear a ___ when you're riding in a boat.                    | 4. _____  |
| 5. They will need a ___ to clear the wreckage left by the tornado.    | 5. _____  |
| 6. I could ride that ___ over and over again.                         | 6. _____  |
| 7. It's polite to turn off your ___ when you're at a movie or a play. | 7. _____  |
| 8. The ___ attracts lightning and prevents it from doing damage.      | 8. _____  |
| 9. They used ___ on the walls to lighten them up.                     | 9. _____  |
| 10. The ___ from the party were put in the refrigerator.              | 10. _____ |
| 11. The suspenseful movie was a real ___.                             | 11. _____ |
| 12. We went to the art museum to see the famous ___.                  | 12. _____ |

**Word Groups** Write a list word that fits into each group.

- |                              |           |
|------------------------------|-----------|
| 13. desert, jungle, ___      | 13. _____ |
| 14. me, I, ___               | 14. _____ |
| 15. excursion, journey, ___  | 15. _____ |
| 16. something, sometime, ___ | 16. _____ |
| 17. blizzard, drizzle, ___   | 17. _____ |
| 18. hail, raindrops, ___     | 18. _____ |
| 19. universe, galaxy, ___    | 19. _____ |
| 20. stripe, plaid, ___       | 20. _____ |

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**Home Activity** Your child wrote closed (one-word) and open (two-word) compound words. Ask your child to spell a list word and use it in a sentence.



Name \_\_\_\_\_

## Vocabulary • Prefixes *re-*, *dis-*

- A **prefix** is added to the beginning of a base word and changes the base word’s meaning.
- The prefix *re-* means “again” or “back”; the prefix *dis-* means “to remove” or “the opposite of.”

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

Pete dismounted from Shadow’s saddle and led his beloved horse toward the stable. He was distressed. Shadow was clearly too sick to run in the race next week. He knew he would never fulfill his dream of winning the Crescent City Classic now. When Pete entered the stable, he found Tyler, the stable’s owner, waiting for him. “Pete,” said Tyler, “I want you to enter the Classic with Dale.”

“Dale?” Pete shook his head, recalling the last time he had seen Dale race. “But he’s the fastest horse here! Why me?”

“I can say confidently that you and Dale will work well with each other,” Tyler said. “I think it’s a great match.”

“But ... how will I ever repay you?”

“Do your best at the Classic and that will be more than enough.”

1. How does the prefix change the meaning of the base word in *dismounted*?

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2. What is the prefix in *recalling*? What does the word mean?

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3. Can you apply the rules of prefixes with finding the meaning of the word *distressed*? Why or why not?

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4. For what does Pete want to *repay* Tyler?

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5. What is the meaning of *dishonor*? Give an example of how Pete could dishonor his agreement with Tyler.

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**Home Activity** Your child identified prefixes to help determine the meanings of words. Make a two-column chart on a piece of paper. In the first column, write the prefixes *dis-* and *re-*. In the second column, write as many base words as the two of you can think of that would make sense when added to these prefixes.

Name \_\_\_\_\_

## Outline

- An **outline** is a plan that shows how a story, article, report, or other text is organized. You can use an outline to better understand how a text is organized or as a way to organize your own thoughts before you write something of your own.
- Outlines contain a title, heads, subheads, and details.

**Directions** Study the following outline. Then answer the questions below.

**My Two Best Friends**

I. Luis

A. Personality

1. funny
2. trustworthy
3. intelligent

B. Why we are friends

1. We're lab partners in science class.
2. We play on the soccer team together.
3. He's an older brother to me.

II. Mandy

A. Personality

1. serious
2. athletic
3. understanding

B. Why we are friends

1. We walk to school together.
2. We have Spanish and math classes together.
3. We think the same way about the world.

1. What might be the purpose of this outline?

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2. What are the two topics?

---

3. What is similar about why the author is friends with Luis and Mandy?

---

4. What is one major difference between the personalities of Luis and Mandy?

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5. Why do you think it is important to have about the same number of subtopics under each topic?

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Name \_\_\_\_\_

**Directions** Read the following essay. Then fill in the missing sections of the outline below.

Ellen and I met when we were two years old. She and I were in day care together. I remember playing in the sandbox with Ellen, and I know we had a lot of fun. Later on, we attended the same elementary school and junior high.

Ellen is always cheerful and friendly. On my birthday, she baked me a cake and made a card for me. I am friends with Ellen because I know that I can tell her anything, and she won't laugh at me. It is nice to have a friend like that.

Lionel just moved to town this year. I remember on the first day of school, he

was wearing a Tigers jersey. I was wearing one too. When we saw each other in math class, we both started cracking up about it. I invited Lionel over to my house to watch the Tigers game one Saturday afternoon, and after that we have never missed a game.

Lionel is intelligent and fun to hang out with. We can talk about sports, school, or just about anything. He wants to be an archaeologist when he grows up, and his stories about ancient civilizations are always interesting.

**Friends**

- 6. I. \_\_\_\_\_
  - A. How we know each other
    - 1. day care when we were two
- 7. 2. \_\_\_\_\_
  - B. Personality
    - 1. cheerful
- 8. 2. \_\_\_\_\_
  - 3. good listener
- II. Lionel
  - A. How we know each other
    - 1. math class
    - 2. watch all the Tigers games
- 9. B. \_\_\_\_\_
  - 1. intelligent
  - 2. fun to hang out with
- 10. 3. \_\_\_\_\_

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**Home Activity** Your child learned how to use an outline. Have your child pretend he or she is going to write an essay comparing two family members. Have your child make an outline of information about his or her subjects in preparation for writing the essay.

Name \_\_\_\_\_

# Compound Words

**Proofread an Article** Circle five misspelled words in the article. Write them correctly. Then circle the verb that is used incorrectly. Write the sentence correctly.

### Field Trip

Last winter our class take a fieldtrip to a museum. Snow flakes fell gently around us as we watched a worker apply a coat of white wash to a fence nearby. Suddenly the weather changed and a thunder storm began. We moved inside to the theater. I pushed my friend up the wheel chair ramp. Once inside we saw a show about the solar system that made the planets look like different-sized pinholes and the sun one giant polka dot on the ceiling of the dark room. All in all, it was an interesting day.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ |          |
| 6. _____ |          |

### Spelling Words

- field trip
- someone
- snowflakes
- polka dot
- roller coaster
- solar system
- thunderstorm
- leftovers
- cell phone
- whitewash
  
- lightning rod
- myself
- life jacket
- bulldozer
- masterpiece
- area code
- cliffhanger
- wheelchair
- hour hand
- rain forest

**Proofread Words** Circle the word that is spelled correctly. Write it on the line.

- |                 |              |           |
|-----------------|--------------|-----------|
| 7. rain forest  | rainforest   | 7. _____  |
| 8. my self      | myself       | 8. _____  |
| 9. hour hand    | hourhand     | 9. _____  |
| 10. someone     | some one     | 10. _____ |
| 11. left overs  | leftovers    | 11. _____ |
| 12. life jacket | lifejacket   | 12. _____ |
| 13. bull dozer  | bulldozer    | 13. _____ |
| 14. masterpiece | master piece | 14. _____ |

### Frequently Misspelled Words

- a lot
- basketball



**Home Activity** Your child identified misspelled compound words. Have your child spell all the open (two-word) compound words, saying the word *space* to indicate where the first word ends and the second begins.

## Troublesome Verbs

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

### The New Car

(1) A shiny new car (sit) in our driveway. (2) My father cannot wait to take us for a ride in his first convertible. (3) The keys lay on the kitchen counter. (4) “Come with me,” he says to my mother and me. (5) He (set) his briefcase on the back seat. (6) I happily (leave) my homework on the table so I can go with them. (7) “You can sit in the front seat,” he tells Mom proudly. (8) We leaved quietly so that we will not wake my grandmother. (9) Suddenly we hear, “I’m not going to lie here while you have all the fun.” (10) In five minutes, Grandma leaves the house with us, and we are traveling down Main Street, the wind whistling through our hair.

- |   |   |
|---|---|
| <p><b>1</b> Which form of the verb in parentheses best completes sentence 1?</p> <p><b>A</b> sets</p> <p><b>B</b> sits</p> <p><b>C</b> have sat</p> <p><b>D</b> has set</p>   | <p><b>4</b> Which form of the verb in parentheses best completes sentence 6?</p> <p><b>A</b> leave</p> <p><b>B</b> leaved</p> <p><b>C</b> lie</p> <p><b>D</b> layed</p>   |
| <p><b>2</b> What change, if any, should be made in sentence 3?</p> <p><b>A</b> Change <i>lay</i> to <b>lie</b></p> <p><b>B</b> Change <i>lay</i> to <b>laid</b></p> <p><b>C</b> Change <i>lay</i> to <b>laying</b></p> <p><b>D</b> Make no change</p> | <p><b>5</b> What change, if any, should be made in sentence 8?</p> <p><b>A</b> Change <i>leaved</i> to <b>left</b></p> <p><b>B</b> Change <i>leaved</i> to <b>let</b></p> <p><b>C</b> Change <i>leaved</i> to <b>leave</b></p> <p><b>D</b> Make no change</p> |
| <p><b>3</b> Which form of the verb in parentheses best completes sentence 5?</p> <p><b>A</b> sit</p> <p><b>B</b> sits</p> <p><b>C</b> sets</p> <p><b>D</b> set</p>  |   |



**Home Activity** Your child prepared for taking tests on troublesome verbs. Ask your child to look through a newspaper article and find three sentences in which troublesome verbs are used correctly.