

Name _____

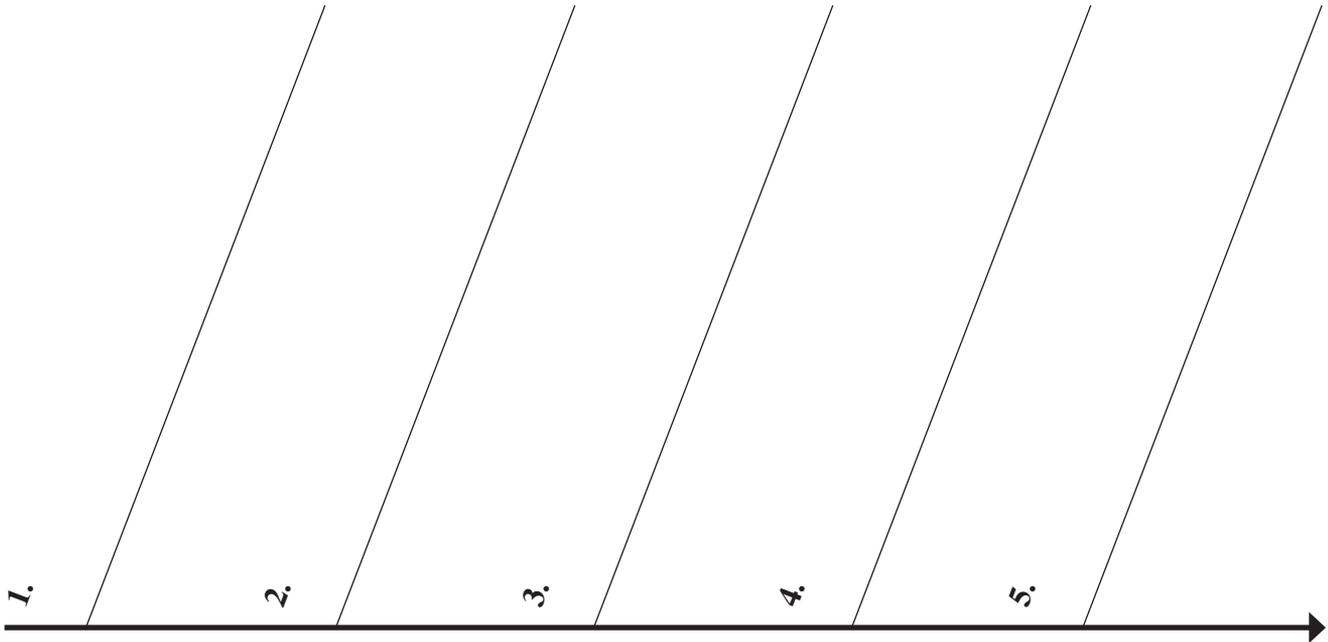
Sequence

- In both fiction and nonfiction, **sequence** is the order of events.
- The time of day and clue words such as *before* and *after* can help you determine the order in which things happen.

Directions Read the following passage. Then complete the diagram by writing the main events in sequence on the time line.

Raj was determined to learn all the swimming strokes in one summer. First he learned how to swim the front crawl. After two weeks, Raj had mastered the stroke. Next came the backstroke. Floating on his back was something Raj learned as a child, so this stroke came easy to him. The breaststroke, his next challenge, was even easier, and Raj barely had to practice it. Raj thought he'd have

no problem mastering the last and final stroke, the butterfly. Immediately, though, Raj struggled with getting the timing of his arm and leg movements right. Somehow, he just couldn't seem to get it. His teacher told him to feel the rhythm and to relax. Raj was so busy trying to learn all the strokes that he had forgotten the main principle—to have fun!



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Home Activity Your child identified the sequence of events in a story. Together, discuss the sequence of events in a scene from a favorite movie or television program.

Name _____

Writing • Autobiographical Sketch

Key Features of an Autobiographical Sketch

- describes a true event or events in a writer's life
- includes the writer's thoughts and feelings
- may be part of a longer autobiography
- uses first-person point of view

The Contest

I was eight years old when I decided to enter the library poetry contest. My best friend, Michelle, was entering too. I was so excited! Who wouldn't be? We had a month to get our poems ready—plenty of time. And, win or lose, all poetry would be displayed in the front window of the library.

All poems were supposed to be about winter. Michelle got started right away. I thought, "I need to spend some time just thinking about winter," so I waited. Michelle called. She had her poem done and wanted to know how I was doing. "Oh, fine," I said. Well, actually, it wasn't fine. I just didn't want anyone to know how little I had done.

Pretty soon, it was the night before our poems were due. "Don't worry," I told

myself. "You can write. You'll be able to do it." I sat with the pencil in my hand, a blank paper before me, filling up with doodles. I couldn't think of a single idea. "Come on, come on, Susan, you can do this," I said to myself.

Oh, sure, I was able to write a few lame lines, but nothing I wanted displayed in a library. My mother kept coming in to check on me. Finally, she said, "That's it! Time for bed." I never did write an entry for that poetry contest. My friend Michelle did, and she won second prize. It was hard for me, because I had told the librarians, my friends, and my family that I was going to enter and win first prize. From that experience, I learned something important about writing. Plain and simple, good writing takes time!

1. Underline three different types of sentences in the story. Label the types.
2. What details in the opening paragraph grab the reader and draw you into the story?

3. Write three sentences telling the beginning, middle, and end of this story.

Name _____

Vocabulary

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

- _____ 1. stressed; called attention to
- _____ 2. dazed
- _____ 3. kept the body straight in the water with the head above water by moving the arms and legs
- _____ 4. usual; according to custom
- _____ 5. very much excited

Check the Words You Know

- ___ customary
- ___ emphasized
- ___ frantic
- ___ stunned
- ___ treaded

Directions Choose the word from the box that best completes each sentence. Write the word on the line shown to the left.

- _____ 6. During the swimming test, he _____ water for three minutes.
- _____ 7. The teacher _____ the importance of never swimming alone.
- _____ 8. It was _____ to learn the crawl stroke before the butterfly stroke.
- _____ 9. She was _____ by the size of the wave.
- _____ 10. Try not to become _____ if caught in a riptide.

Write a Speech

Imagine that you are the head lifeguard at a beach. On a separate sheet of paper, write a speech to give to the other lifeguards before the summer swimming season begins. Your speech should remind the lifeguards of the importance of their jobs. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *Learning to Swim*. Together, write a story about a day at the beach. Include as many vocabulary words from the selection as possible.

Name _____

Verbs, Objects, and Subject Complements

A **direct object** follows an action verb and tells who or what receives the action of the verb.

Meg gave a signal. (*Gave* is an action verb. *Signal* is a direct object.)

An **indirect object** follows an action verb and tells to whom or what the action of the verb is done.

Meg gave Luis a signal. (The indirect object *Luis* tells to whom Meg gave a signal. Note that an indirect object comes before the direct object.)

A **subject complement** follows a linking verb and tells who or what the subject is or is like.

Chidi seemed sad. (*Seemed* is a linking verb and *sad* is a subject complement that describes Chidi.)

Todd is the captain of the team. (*Is* is a linking verb, and *captain* is a subject complement that describes who Todd is.)

- A noun used as a subject complement is a predicate noun. An adjective used as a subject complement is a predicate adjective.

Directions Write the subject complement in each sentence.

1. The waves seemed rough. _____
2. The flutter kick is a strong kick used with the crawl. _____
3. The water felt cool in the July sun. _____
4. Ice cream tastes refreshing on a hot day at the beach. _____
5. Jill was happy about her progress. _____

Directions Circle direct objects and underline any indirect objects.

6. Ted visited his grandparents' village.
7. Barb handed Dex a dry towel.
8. Adam prefers soccer to aquatic sports.
9. My mother taught me rules for safe swimming.
10. Sylvia set a new record for her team.
11. Sandy gave her sisters matching blue swimsuits.
12. Anne practiced the breaststroke.



Home Activity Your child learned about verbs, objects, and subject complements. Have your child tell you what direct objects, indirect objects, and subject complements are and find two examples of each in the newspaper.

Using Just Enough Letters

Spelling Words

nuclear	helicopter	anxious	appreciate	plastic
familiar	athletic	escape	apologize	Washington
pastime	exquisite	lantern	fulfill	souvenir
tragedy	sherbet	algebra	icicles	escort

Words in Context Write the list word that best completes each statement.

- Thanks! I ___ your help. 1. _____
- Baseball is America's national _____. 2. _____
- Our company can ___ all your household needs. 3. _____
- The foul ball I caught will make a great _____. 4. _____
- The sun is shining, and the ___ are melting. 5. _____
- Will you ___ me to the class party? 6. _____
- The soccer players were very _____. 7. _____
- Get away from it all and ___ your daily grind. 8. _____
- The treaty limits the use of ___ weapons. 9. _____
- This new ___ wrap keeps leftovers fresh. 10. _____

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

- geometry, calculus, ____ 11. _____
- airplane, jet, ____ 12. _____
- ice cream, frozen yogurt, ____ 13. _____
- worried, nervous, ____ 14. _____
- disaster, crisis, ____ 15. _____
- well-known, usual, ____ 16. _____
- lamp, flashlight, ____ 17. _____
- California, Oregon, ____ 18. _____
- beautiful, marvelous, ____ 19. _____
- make amends, express regret, ____ 20. _____



Home Activity Your child wrote words that are often mispronounced or misspelled. Ask your child to choose a word group from the second activity and explain why the list word fits into the group.

Story Sequence Chart

Title _____

Beginning



Middle



End

Name _____

Vocabulary • Synonyms

- **Synonyms** are words that have the same or similar meanings.
- When you read, you may come across a word you don't know. Look for synonyms as clues to the unknown word's meaning.

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

It was customary that all lifeguards must pass a test before being hired to work at the beach. Ally was aware of this usual procedure, so she made sure to prepare for the test well ahead of time. Every day, she practiced swimming against a current in the lake, and she treaded water for several minutes at a time. Ally reminded herself not to get too frantic, or excited,

during the test. In that case, of course, she wouldn't be able to concentrate. All her life, her swimming teachers emphasized, or stressed, that lifeguards need to stay calm in all situations. Ally was stunned when she first heard this. She was also astonished at how serious this summer job really was.

1. What synonym for the word *customary* appears in the passage?

2. What does the word *frantic* mean in this passage? How do you know?

3. What is the meaning of *emphasized*? How can you tell?

4. What synonym for *stunned* is included in the passage? Name a second synonym for *stunned*.

5. Another synonym for *customary* is *traditional*. Explain why this word is not an appropriate synonym for *customary* as it is used in this passage.



Home Activity Your child identified synonyms using context clues. Together, read an article in a magazine or newspaper. Have your child choose a few unfamiliar words from the article and look up synonyms for them in a thesaurus. Together, rewrite the sentences by adding the synonyms in order to help clarify the meanings of the unfamiliar words.

Name _____

Study Strategies

- Use **study strategies** to help you save time and avoid reading irrelevant information. You can make a KWL table, a two-column comparison table, or you can follow the steps of SQP3R.
- CD-ROM resources can help you gather information on a particular topic. You might use a CD-ROM dictionary, encyclopedia, or a topic-related CD-ROM. You can use search CD-ROMs to find specific information or click on underlined links to find related information.

Directions Use the following study strategies to answer the questions below.

Topic _____

What I K now	What I W ant to Know	What I L earned

<p>SQP3R</p> <ul style="list-style-type: none"> • Survey the text. • Formulate questions about it. • Predict what the text will be about. • Read the text. • Recite what you have learned. • Review what you have learned. 	Details About “A”	Details About “B”

1. In the comparison table, what would you write in the two columns?

2. How do you think reciting what you have learned might help you?

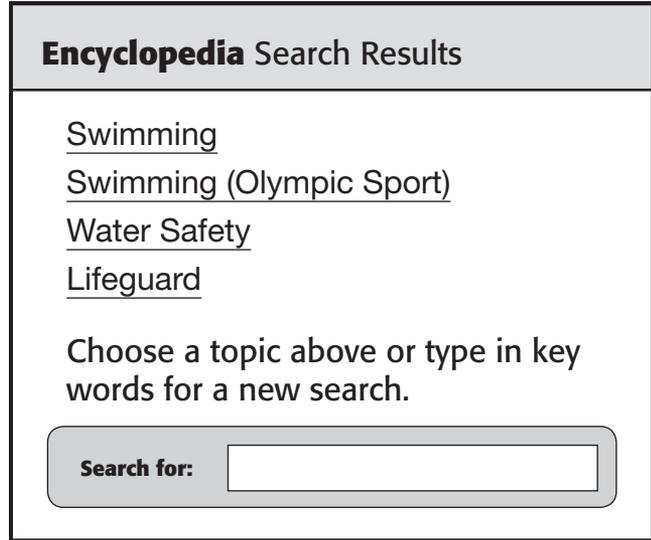
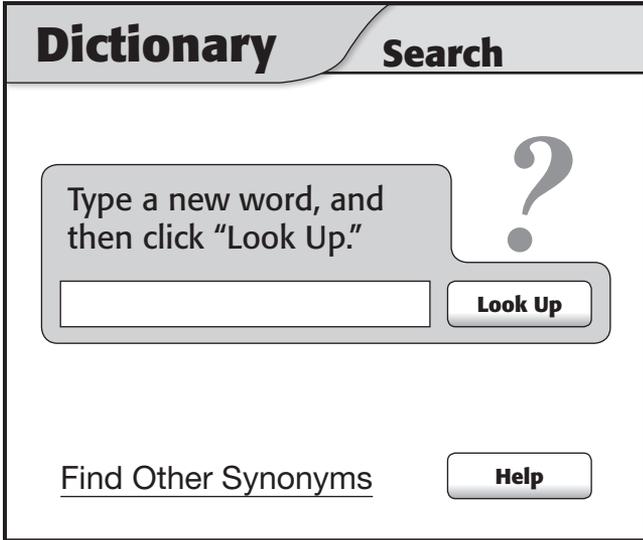
3. For what reason is it helpful to write down what you already know about a topic?

4. What do you do when you survey a text?

5. Which strategy do you find most helpful? Explain.

Name _____

Directions Use the two CD-ROM sample screens to answer the following questions.



6. How would you use one of the above media sources to make a two-column table to compare *riptides* and *ebb tides*?

7. Imagine you are researching *Swimming (Olympic Sport)* and using a KWL chart to organize your information. Write a sentence you might put in the K column.

8. Imagine you are researching *Swimming (Olympic Sport)* and using a KWL chart to organize your information. Write a question you might put in the W column.

9. When you go to the Encyclopedia Search Results for *Swimming (Olympic Sport)* and find text for this topic, if you are using SQP3R, what are your next two steps?

10. When using SQP3R, after you predict what the text will be about, what should you do?



Home Activity Your child learned about several study strategies. Choose a nonfiction article to read together. Have your child apply one of the study strategies to the reading. Work through the article together, using the study strategy. Then discuss how the strategy helped with understanding the topic.

Name _____

Using Just Enough Letters

Proofread Safety Tips Circle six spelling errors in the list of safety tips. Write the words correctly. Write the last sentence, using correct punctuation.

Earthquake Safety Tips

Become familiur with these rules. They may help you avoid trajedy:

- Remain calm.
- If you are indoors, get under a desk or table, or stand in a doorway. Stay away from windows, shelves, and heavy equipment.
- If you are outdoors, quickly move away from buildings, utility poles, overhead wires, and other structures. Avoid downed power or utility lines, wich may have electricity flowing through them.
- If you are in an automobile, stop in an open area away from power lines and trees. Stay in the vehicle for shelter. Do not try to exscape.
- Do not use a lanturn, torches, lighter, or open flame.
- Do not get anxshus. Do not panic?

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | |

Spelling Words

nuclear
helicopter
anxious
appreciate
plastic
familiar
athletic
escape
apologize
Washington

pastime
exquisite
lantern
fulfill
souvenir
tragedy
sherbet
algebra
icicles
escort

Frequently Misspelled Words

doesn't
which

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

- | | | |
|---------------|------------|-----------|
| 8. helacopter | helicopter | 8. _____ |
| 9. athletic | athaletic | 9. _____ |
| 10. fulfill | fullfill | 10. _____ |
| 11. sherbet | sherbert | 11. _____ |
| 12. nucular | nuclear | 12. _____ |

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Home Activity Your child identified misspelled words. Have your child circle letters or letter combinations in the list words that could cause spelling problems.

Verbs, Objects, and Subject Complements

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

Oncoming Storm

(1) The lake was surprisingly tranquil on this beautiful day. (2) The sailors raised their sails and tried to catch some wind. (3) Some sailors even started the engines on their boats because the waters were too calm. (4) No one expected the storm. (5) Suddenly, however, our dog seemed jittery. (6) Moe became nervous and began to bark loudly. (7) We gave him a few biscuits, but he wanted us to know that he was worried. (8) We tied up the *Goodfella* just as the skies opened. (9) No one ran faster to our cabin than Moe!

- | | |
|--|---|
| <p>1 Which describes the underlined word in sentence 1?</p> <p>A Direct object</p> <p>B Indirect object</p> <p>C Subject complement</p> <p>D None of the above</p> | <p>4 Which describes the underlined word in sentence 7?</p> <p>A Direct object</p> <p>B Indirect object</p> <p>C Subject complement</p> <p>D None of the above</p> |
| <p>2 Which word is the direct object in sentence 2?</p> <p>A sailors</p> <p>B sails</p> <p>C raised</p> <p>D None of the above</p> | <p>5 Which sentence in this paragraph has an indirect object?</p> <p>A Sentence 4</p> <p>B Sentence 5</p> <p>C Sentence 6</p> <p>D Sentence 7</p> |
| <p>3 Which words are the direct object and the subject complement of sentence 3?</p> <p>A engines, calm</p> <p>B sailors, waters</p> <p>C even started, on their boats</p> <p>D None of the above</p> | |



Home Activity Your child prepared for taking tests on verbs, objects, and subject complements. Read a favorite story with your child. Ask him or her to find direct objects, indirect objects, and subject complements in the story.