Name _____

Multisyllabic Words 2

- **Generalization** When spelling words with many syllables, look carefully at each word part.

Word Sort Sort the list words by the number of syllables the word has.

4 syllables

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

5 syllables

16. _____
17. _____
18. _____

6 syllables

19. _____
20. _____

Challenge Words

5 syllables

21. _____

6 syllables

22. _____
23. _____
24. _____

7 syllables

25. _____

Spelling Words

1. international
2. prehistoric
3. untrustworthy
4. constellation
5. honorary
6. disagreement
7. preparation
8. Philadelphia
9. promotional
10. constitution
11. unbreakable
12. biodegradable
13. coordination
14. compassionate
15. impossibility
16. entirety
17. executive
18. companionship
19. unthinkable
20. predicament

Challenge Words

21. inappropriately
22. nonnegotiable
23. nondiscriminatory
24. instantaneously
25. decaffeinated

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Home Activity Your child is learning to spell multisyllabic words. Ask your child to spell the list words syllable by syllable.

Name _____

Family Times

Summary

When Marian Sang

Marian Anderson was not allowed to attend music school because she was African American. Though she performed in Europe with great success, it was nearly impossible for her to sing in public in the United States. People supported Anderson, and eventually she performed at the Lincoln Memorial and at the Metropolitan Opera House.

Activity

Never Give Up With one or more members of your family, discuss a time in your life when you did not give up, even though you were facing a seemingly impossible challenge. What did you think and how did you feel about your situation? How did you manage to persist and to succeed?

Comprehension Skill

Generalize

To **generalize** is to make a broad statement or rule that applies to several examples. Sometimes authors signal a generalization by using clue words such as *most*, *all*, *always*, *never*, *many*, or *in general*. Valid generalizations are accurate; faulty generalizations are not accurate. You can use information from the text to help you decide which generalizations are valid and which are faulty.

Activity

Creating Generalizations With a family member, make generalizations about something you know well. For example: *Most of the buildings on this street are made of wood.* Take turns judging whether the other person's generalizations are valid or faulty.

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Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important when reading *When Marian Sang*. Practice using these words.

Vocabulary Words

application an official request for something, such as a job, an education, or a loan

dramatic like a drama; of or about plays

enraged very angry; furious

formal according to set customs or rules

momentous very important

opera a play in which music is an essential and prominent part

prejudice unreasonable dislike of an idea, group of people

privileged having some special rights, advantage, or favor

recital a musical program usually given by a single performer

Conventions

Principal Parts of Irregular Verbs

Like regular verbs, **irregular verbs** have four parts. Unlike regular verbs, however, irregular verbs change spelling for the past and past participle forms. To use these forms correctly, you must memorize them or use a dictionary to help you. The first part is the **present** (such as *throw*). The second part is the **present participle** (*is throwing*). The third part is the **past** (*threw*). The fourth part is the **past participle** (*had thrown*). For both regular and irregular verbs, the present participles and past participles include helping verbs.

Activity

Which Verb Part? Cut out twelve squares of paper. On each square, put one of the four principal parts of the verbs *come*, *go*, and *see*. Fold the squares and put them in a mug or bowl. Take turns with a family member choosing a square and saying the name of the verb part that appears.

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Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name _____

Generalize

- Sometimes authors **generalize**, or make a broad statement or rule, that applies to many examples. Often, clue words such as *most, all, sometimes, always, usually, generally, seldom,* and *never* signal generalizations.
- Generalizations supported by facts and logic are valid. Generalizations not supported by facts are faulty.
- Generalizations should always be supported by facts.

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

Andy had never been to an opera. Because he had heard that all operas were long and boring, he was never interested in going to one. When his parents told him that the whole family was going to attend an opera downtown, Andy complained.

At the opera house, Andy was prepared for boredom, but instead he got a surprise. The opera's words were in Italian, but his father was right—somehow he could understand the meaning of the story. Andy didn't know the Italian words, but the singer's expressions and tones of voice helped Andy understand.

As the family left the opera house, Andy shared his new belief: all operas are amazing. In fact, he couldn't wait to see and hear another one.

1. What generalization does Andy make before he goes to the opera?

_____

2. Is this generalization valid or faulty? How do you know?

_____

_____

3. What generalization can you make about Andy?

_____

4. What generalization does Andy make after the opera? Explain why it is valid or faulty.

_____

_____

5. What question(s) did you ask yourself to find out whether Andy's generalizations were valid or faulty?

_____

Home Activity Your child identified generalizations and supporting details. Together, read an article in the opinion section of a newspaper. Then identify one generalization and look for supporting details in the text. With your child, ask questions that help you determine whether the author's generalization is valid or faulty.

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Name _____

Draw Conclusions

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

In 1952, Janet was eight years old. She was old enough to do many things by herself, yet she was too young to leave the neighborhood on her own. She was old enough to understand many things, yet she didn't understand what her mother meant when she said that many people in town were prejudiced toward African Americans like them. She wanted to understand.

So, one day Janet asked her friend Jim if he would go into town with her to get a soda. Janet and Jim found a drugstore that sold sodas, and they walked inside. They waited at the counter for the attendant to help them. The attendant was drying cups and putting them away. Five minutes passed, and still he dried the cups, paying no attention to them. Janet and Jim thought this was strange, because they were standing right in front of the attendant, and yet he seemed not to notice them. Then Janet remembered her mother's warning about prejudiced people.

1. What conclusion can you draw about the time period described in the passage?

_____

_____

2. What is one detail in the passage that supports this conclusion?

_____

_____

3. What conclusion can you draw about Janet's personality?

_____

_____

4. What is one detail that supports your conclusion?

_____

_____

5. On another sheet of paper, describe a time in your life when you discovered something about the world that you did not know before.

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Home Activity Your child drew conclusions and used details from a passage to support them. With your child, discuss some aspect of your childhood. Have your child draw a conclusion about your experience, using details from your conversation.

Name _____

Principal Parts of Irregular Verbs

Directions Write a sentence using the principal part of the verb as indicated in ( ).

1. see (past tense)

_____

2. feel (present participle with *is*)

_____

3. take (past participle with *had*)

_____

4. bring (present)

_____

5. become (present participle with *are*)

_____

6. choose (past participle with *had*)

_____

7. leave (past)

_____

8. know (present)

_____

9. sing (present participle with *is*)

_____

10. tell (past)

_____

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Home Activity Your child learned how to use principal parts of irregular verbs in writing. Have your child write three sentences about an adventure with a friend using three different irregular verbs in the past tense.

Name _____

Multisyllabic Words 2

Spelling Words				
international	prehistoric	untrustworthy	constellation	honorary
disagreement	preparation	Philadelphia	promotional	constitution
unbreakable	biodegradable	coordination	compassionate	impossibility
entirety	executive	companionship	unthinkable	predicament

Missing Syllables Write the missing syllables to complete the list words. Then write the word.

1. _____ dic _____ ment **1.** _____

2. _____ his _____ ic **2.** _____

3. _____ _____ di na _____ **3.** _____

4. un trust _____ _____ **4.** _____

5. con _____ la _____ **5.** _____

6. bi _____ de gra _____ _____ **6.** _____

7. _____ a _____ tion **7.** _____

8. _____ pan ion _____ **8.** _____

9. com pas _____ _____ **9.** _____

10. pro _____ tion _____ **10.** _____

11. im _____ si _____ i _____ **11.** _____

Words in Context Write the missing list words to complete the paragraph.

(12) ___ may deserve an **(13)** ___ award for being the most historically important city in the United States. It is where the Founding Fathers planned and wrote the **(14)** ___. At the time, it was an almost **(15)** ___ task to create a new form of government in its **(16)** ___. There was much **(17)** ___, but in the end the founders created a system that has set an **(18)** ___ example. The formation of three branches of government—the **(19)** ___, the legislative, and the judicial—created a system of checks and balances. And the Bill of Rights provided an **(20)** ___bond of trust between the government and the people.

12. _____ **13.** _____ **14.** _____

15. _____ **16.** _____ **17.** _____

18. _____ **19.** _____ **20.** _____

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School + Home **Home Activity** Your child has learned to spell multisyllabic words. Find long words in other printed materials and have your child divide them into syllables.

Name _____

Generalize

- Sometimes authors **generalize**, or make a broad statement or rule, that applies to many examples. Often, clue words such as *most, all, sometimes, always, usually, generally, seldom,* and *never* signal generalizations.
- Generalizations supported by facts and logic are valid. Generalizations not supported by facts are faulty.
- Generalizations should always be supported by facts.

Directions Read the following article. Then complete the diagram below.

It is not easy to succeed as a professional musician. Most musicians cannot earn a living only by performing, so they must find other work to make up for it. Also, musicians must be flexible. Some musicians have to travel far in order to arrange a job or to give a concert. They may have to work hard to advertise themselves, so that people become interested in them and will want to attend their shows. Advertising may involve putting out a high-quality CD and then finding radio stations to play it regularly. Only a tiny number of professional musicians rise to the level of celebrity stardom. However, if you have the talent and the willingness to work hard, you may be able to make a career as a working musician.

Generalization

1. Most musicians must

Support
2. To earn enough money, most might have to get

Support
3. To get work, musicians usually

Support
4.

Support
5.

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School + Home

Home Activity Your child made a generalization based on details in an article. Discuss what makes a generalization valid or faulty. Together, share a few generalizations that you believe are faulty. Then talk about a few other generalizations that you believe are valid.

Name _____

Principal Parts of Irregular Verbs

Directions Write *present, present participle, past,* or *past participle* to identify the principal part used to form the underlined verb.

1. Marian is becoming well known. _____
2. Alyse went to Marian's concert. _____
3. Her singing brings a smile to her father's face. _____
4. The director had chosen a spiritual for the chorus. _____
5. We are taking the bus to the theater. _____
6. When Marian heard the applause, she smiled. _____
7. Rebecca often comes to the music store. _____
8. Connor leaves the opera house before the last act. _____
9. Marian has felt this excitement before. _____
10. Her mother had written to tell her about the news. _____
11. Now everybody knows about Marian. _____
12. The crowds at the Metropolitan Opera House are growing. _____
13. She gave the performance of her life. _____

Directions Complete each sentence with the principal part of the verb as indicated in ( ).

14. She _____ every letter in a wooden box. (*keep*/past tense)
15. Marian _____ to her family about the concert. (*speak*/past participle with *has*)
16. Adam _____ *Madame Butterfly* at the Opera House. (*see*/present tense)
17. She _____ in Norway and Sweden. (*sing*/present participle with *is*)
18. Her smooth voice _____ in the night air. (*ring*/past tense)

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