

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* help to identify generalizations.
- Generalizations supported by facts and logic are called valid generalizations. Faulty generalizations are not always supported by facts.
- Generalizations should always be supported with facts.

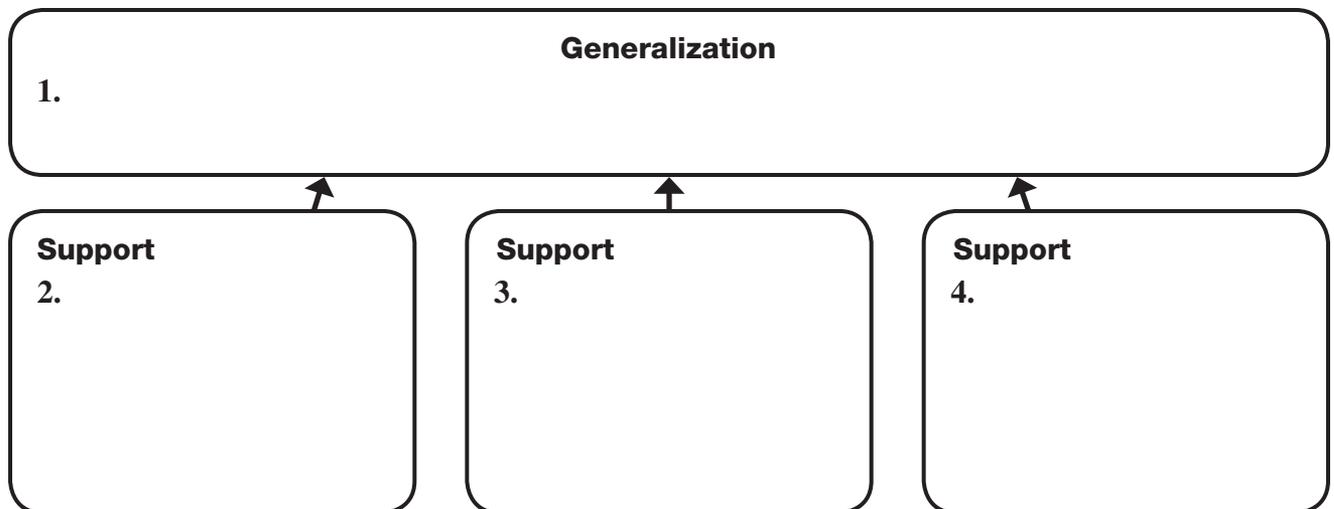
Directions Read the following passage. Then complete the diagram below.

Robert was a talented actor. When he was young, neighbors came to see him put on plays with his siblings in the backyard. As Robert grew older, he wanted to become a professional actor. At the time, African Americans were rarely given roles. Robert knew his goal would be hard to reach, but he was determined to do it.

First, Robert moved from his town to a big city where there were more opportunities. He tried out for all kinds of roles, but he was never offered a part. Often it was clear to Robert that he was

a better actor than the people who were given parts. Several times he asked directors to explain their choices, but it never changed the outcome. Robert waited for the next audition and tried again. It was difficult to stay confident and to avoid feeling bitter, but he was determined to meet that challenge.

Robert began to hear stories about African American actors finding work in theaters in Europe. Robert decided to make the big move across the sea. Nothing was going to stop him.



5. What is one question you generated while completing the diagram?

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Home Activity Your child made a generalization and supported it with details. Read a story together. Make a generalization about a character based on details from the story.

Writing • Biography

Key Features of a Biography

- tells the story of someone else’s life
- may include the subject’s entire life or only a part of the subject’s life
- written in the third person

Elizabeth’s Bloomers

You’ve probably heard of Elizabeth Cady Stanton. She was a leader of the fight for women’s right to vote. Did you know that she also fought for other freedoms for women as well? One such battle was for the freedom of dress. In the years of Elizabeth’s life from 1815 to 1902, women had very few rights. In 1852, Elizabeth and other reformers took to wearing bloomers instead of long dresses. The reaction was dramatic.

At that time, American women wore long dresses that were pulled in painfully at the waist and weighed many pounds. In *History of Woman Suffrage*, Elizabeth wrote about the unfairness of women’s dress. She noted that anyone could see that even young girls were restricted in their activities by such clothing. How could they climb trees, skate, or even walk up and down stairs?

Elizabeth’s solution seems simple now, but in her day it was shocking. She began wearing balloon-like trousers or “bloomers” under a wide, knee-length skirt. Wearing bloomers as she spoke out for women’s rights and against slavery, Elizabeth struck a blow for common sense. But the crowds and the press grew ugly. Elizabeth’s bloomers had become a symbol of all that threatened life as they knew it. Her message faced a storm of protests against her costume.

Elizabeth Cady Stanton braved those protests for two years. Finally, she sacrificed the battle of the bloomers for the war for women’s rights. And in 1920, eighteen years after her death, Elizabeth’s war was won. Congress passed the Nineteenth Amendment. At last, American women had the right to vote.

1. What is the main idea of this passage?

2. List a few facts that support the main idea.

Name _____

Vocabulary

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

- _____ 1. unreasonable dislike of an idea or group of people
- _____ 2. according to set customs or rules
- _____ 3. having some special rights, advantage, or favor
- _____ 4. a request for employment, a loan, etc.
- _____ 5. very important
- _____ 6. a musical entertainment, given usually by one performer

Check the Words You Know

- ___ application
 ___ dramatic
 ___ enraged
 ___ formal
 ___ momentous
 ___ opera
 ___ prejudice
 ___ privileged
 ___ recital

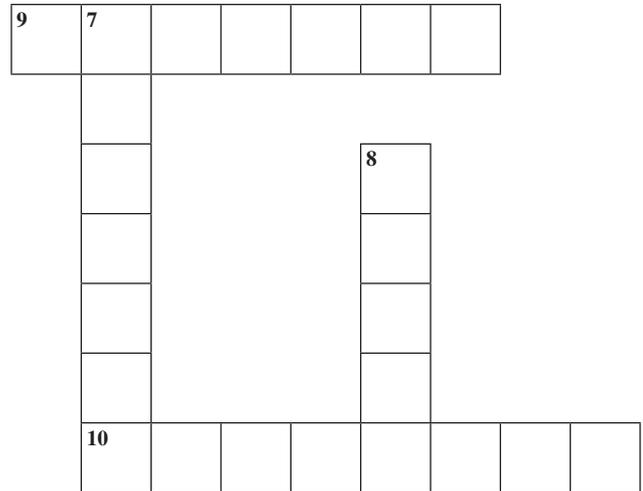
Directions Choose the word from the box that best matches each clue. Write the letters in the crossword puzzle.

Down

7. made very angry or furious
8. This is a play in which the words are sung instead of spoken.

Across

9. A violinist or pianist might give one of these performances.
10. like a drama; of or about plays



Write a Review

Imagine you are a music reviewer for the local newspaper. On a separate sheet of paper, write a review of a recital or concert. Use as many vocabulary words as you can.

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Home Activity Your child identified and used vocabulary words from *When Marian Sang*. Together, create a crossword puzzle with the vocabulary words from this selection.

Name _____

Principal Parts of Irregular Verbs

Usually you add *-ed* to a verb to form the past and past participle. **Irregular verbs** do not follow this rule. Instead of having *-ed* forms, irregular verbs usually change to other words.

- Present Tense** Benny writes a pop song.
Present Participle He is writing a pop song.
Past Tense Benny wrote several pop songs.
Past Participle He has written pop songs for several years.

Present Tense	Present Participle	Past Tense	Past Participle
begin	(am, is, are) beginning	began	(has, have, had) begun
bring	(am, is, are) bringing	brought	(has, have, had) brought
buy	(am, is, are) buying	bought	(has, have, had) bought
come	(am, is, are) coming	came	(has, have, had) come
feel	(am, is, are) feeling	felt	(has, have, had) felt
grow	(am, is, are) growing	grew	(has, have, had) grown
keep	(am, is, are) keeping	kept	(has, have, had) kept
see	(am, is, are) seeing	saw	(has, have, had) seen
sing	(am, is, are) singing	sang	(has, have, had) sung
take	(am, is, are) taking	took	(has, have, had) taken
tell	(am, is, are) telling	told	(has, have, had) told
write	(am, is, are) writing	wrote	(has, have, had) written

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

- Marian began music school at eighteen. _____
- Her family had come to Europe for her concert. _____
- Joe is beginning his singing career. _____
- Jenny keeps a glass of water nearby. _____

Directions Underline the form of the verb in () that correctly completes each sentence.

- Dana (feeled, felt) faint after singing in the warm hall.
- Tom (had written, wried) a letter to his favorite folk singer.
- Charlie (buyed, bought) a ticket and went to the musical.
- Cathy (has began, began) her voice lessons.



Home Activity Your child learned about principal parts of irregular verbs. Together look through a newspaper or magazine. Have your child find three irregular verbs and identify which principal part of each verb is being used.

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 Words Write a list word to complete each statement.

1. Choosing between the two equally talented singers presents quite a ____.
2. Mom buys plastic drinking cups because they are ____.
3. I never dreamed that such an ____ event could actually happen.
4. I use ____ laundry detergent because it's good for the environment.
5. My dog gives me love and ____.
6. It takes a lot of ____ to be a juggler.
7. My mother is a junior ____ of a large corporation.
8. The nurse who cared for me was efficient and ____.
9. I have completed the assignment in its ____.
10. The sun's setting in the north is an ____.
11. The United States has a written ____.
12. The ____ conference was attended by people from many countries.
13. The electronics store is offering a free vacation as a ____ gimmick.
14. I often wonder what life was like in ____ times.
15. ____ is home to the famous Liberty Bell.

Definitions Write a list word to match each definition.

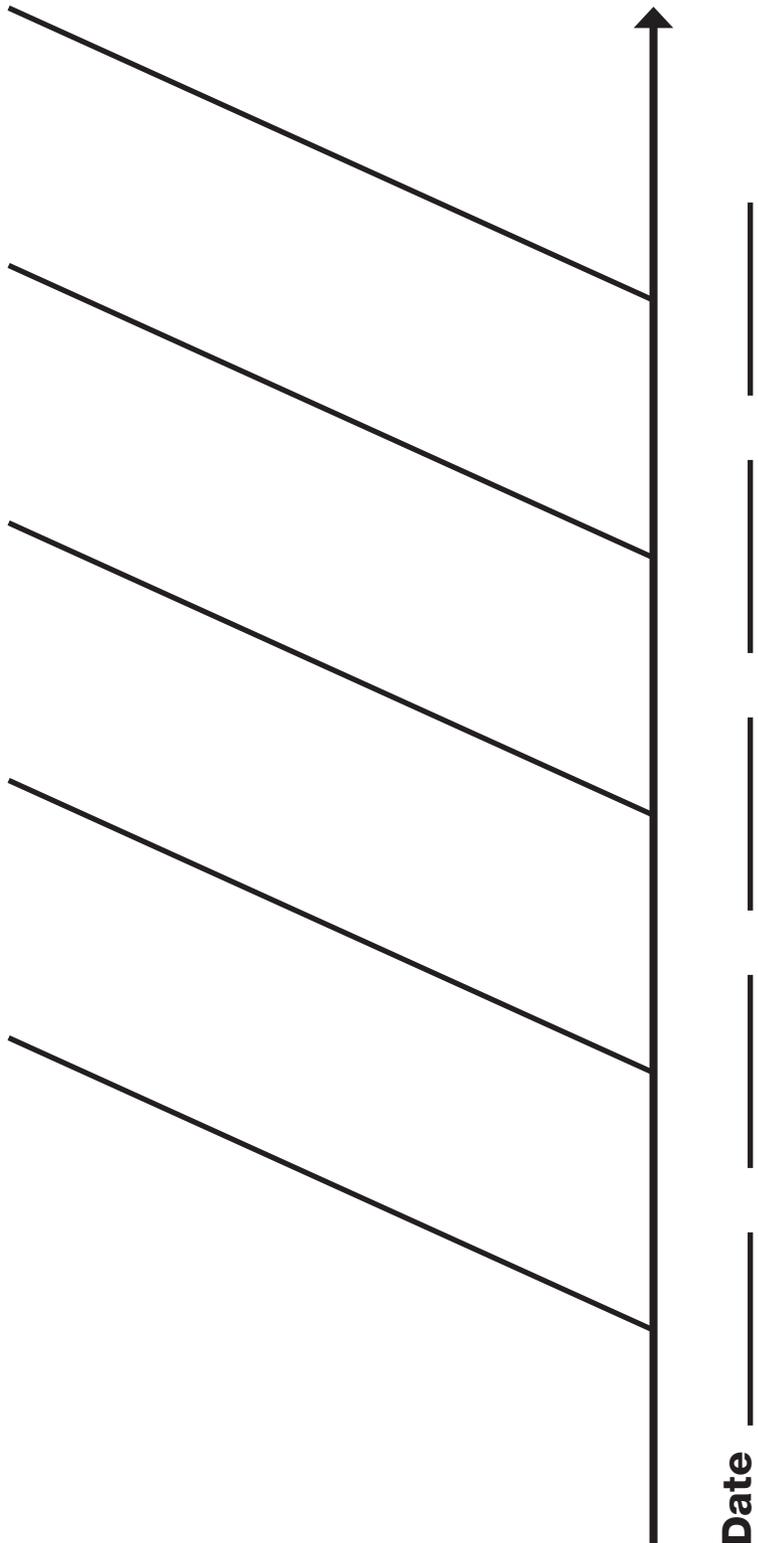
16. readiness
17. dishonest
18. argument
19. group of many stars
20. degree given as a reward for accomplishments



Home Activity Your child wrote multisyllabic words. Spell the first two syllables of a list word. Challenge your child to guess the word and spell the remaining syllables.

Name _____

Time Line



Date _____

Name _____

Vocabulary • Suffixes *-ic, -ous, -ation*

- A **suffix** is a word part added to the end of a base word to change its meaning or the way it is used in a sentence.
- The suffix *-ic* means “pertaining to or associated with,” as in *artistic*. The suffix *-ous* means “full of,” as in *poisonous*. The suffix *-ation* means “the state of being,” as in *frustration*. You can use suffixes to figure out the meanings of words.

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

Autumn desperately wanted to be in an opera. She had attended a few with her aunt, and she loved the way the singers’ voices resonated throughout the grand theaters. The downtown opera house was offering a summer camp for young singers, so Autumn found the application online and printed it out.

She was a little worried, because she had no formal singing experience. Autumn

did have dramatic experience, though. She was in all the school plays, and she even took acting classes on the side.

When the application was complete, Autumn sent it in. All she could do now was dream about how joyous she would feel singing such beautiful music on an opera stage. How momentous that day would be!

1. What is the suffix in *application*? What does the word mean?

2. How does the suffix change the meaning of the base word in *dramatic*?

3. Define the word *joyous* in terms of its suffix.

4. How can the suffix help you to figure out the meaning of *momentous*?

5. Describe a moment in your life that you would call *momentous*. Use the word in context.



Home Activity Your child identified suffixes in order to determine the meanings of words. Together, make a list of other words that use the suffixes *-ic, -ation, and -ous*. Have your child guess at their meanings based on their suffixes. Then use a dictionary to confirm the meanings.

Name _____

Readers' Guide to Periodical Literature

- The *Readers' Guide to Periodical Literature* is a set of books that lists, alphabetically by author and subject, the articles that are published in more than 200 periodicals. Each entry provides an article's title, author, volume, pages, and date.
- Volumes of the *Readers' Guide* are indexed by time period. You can find a *Readers' Guide* in most libraries.

Directions Read the following page, which is similar to one you would find in the *Readers' Guide to Periodical Literature*. Then answer the questions on the next page.

Volume, April 2003–January 2004

AFRICAN AMERICANS

See also

Africa

Culture

Art

African American Art Expo. W. Carter. *American Artists* v73 p86–92 Jy '03

Artists to Watch 2004. K. Jackson. *African American Art* v36 p112–15 D '03

History

From Slavery to Congress [a look at African American history]. T. Weatherby.

Historical Happenings v204 p21–8 Ap '03

We Shall Overcome [Civil Rights movement]. S. Barnes. *African Americans Today* v59 p60–7 My '03

Performing Arts

The Academy Finally Responds [Academy Awards given to African American actors].

P. Ames. *That Is Entertainment* v276 p9–15 Jy '03

The Fabulous Josephine Baker. O. Rather. *Appearing Nightly* v39 p90–101 Au '03

Jazz's Finest Players. E. Douglass. *Jazz Now* v73 p43–55 O '03

Revisiting the Career of Marian Anderson. *The Performers' Magazine* v75 p88–95 S '03

Politics

The African American Vote. R. Cooper. *Politics and You* v23 p65–8 O '03

African Americans in Congress. C. Johnson. *Washington Today* v54 p19–27 S '03

Name _____

1. What kinds of sources are listed in a *Readers' Guide*?

2. Why would it be useless to look in this volume for an article published in February 2004?

3. How are the articles arranged on this sample page?

4. What is the purpose of the note directing the reader to see also "Africa" and "Culture"?

5. When did K. Jackson's article appear in a magazine?

6. What article appeared in *Jazz Now*?

7. What is the purpose of the brackets after some of the articles' titles?

8. If you were researching Martin Luther King Jr., what magazines might you consult?

9. If you needed the latest information on a topic, how would you go about selecting a volume of the *Readers' Guide* to use?

10. How can using the *Readers' Guide* save you time when researching a subject?

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Home Activity Your child answered questions about the *Readers' Guide to Periodical Literature*. Have him or her explain the different parts of a *Readers' Guide* page to you. Then plan a trip to the library to take a look at a real *Readers' Guide* in order to conduct research for an upcoming report.

Name _____

Multisyllabic Words 2

Proofread a Biography Circle six spelling errors in the biography. Write the words correctly. Find a sentence with a wrong verb. Write it correctly.

Helen Keller

Until she was nineteen months old, Helen Keller was a happy, healthy child. Then, in spite of her strong constatution, she developed a high fever that caused her to become deaf and blind.

Her parents find a teacher named Annie Sullivan to help Helen. Annie was compassionate but tough. She began by teaching Helen elementary manners. Then she taught Helen signs for the letters of the alphabet. When Helen had learned the alphabet in its entirety, Annie “spelled” words into Helen’s hand.

Helen wrote a book called *The Story of My Life*. She became an inturnashional traveler, speaking to large groups of people. She received many honerary awards. Helen Keller was successful because of her unbrakeable spirit. She also owed a lot to Annie Sullivan.

Spelling Words

international
prehistoric
untrustworthy
constellation
honorary
disagreement
preparation
Philadelphia
promotional
constitution

unbreakable
biodegradable
coordination
compassionate
impossibility
entirety
executive
companionship
unthinkable
predicament

Frequently Misspelled Words

elementary
usually

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

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

- | | | |
|------------------|---------------|-----------|
| 8. constelltion | constellation | 8. _____ |
| 9. coordination | cordination | 9. _____ |
| 10. Philadelphia | Philadelpha | 10. _____ |
| 11. biodegradble | biodegradable | 11. _____ |
| 12. executive | executiv | 12. _____ |



Home Activity Your child identified misspelled multisyllabic words. Ask your child to find the common syllable *tion* in four list words.

Principal Parts of Irregular Verbs

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

Early Writing

(1) The people who left their earliest writing for us did not have computers. (2) Thousands of years ago there was no paper, so humans thought about ways to record their observations on stone. (3) Anthropologists of the nineteenth century had seen early writing on the walls of caves. (4) More recently, historians have written about the first carving tools with sharp points like knives. (5) Artifacts have shown that bone and ivory were used to scratch markings on shells. (6) There is evidence of writing from the first pens made of reeds and using plant dyes. (7) What a long way we have come in the development of human writing!

- 1 What is the present form of the underlined verb in sentence 1?
 - A leave
 - B is leaving
 - C am leaving
 - D None of the above
- 2 What term identifies the principal part of the underlined verb in sentence 3?
 - A Past
 - B Present
 - C Present participle
 - D Past participle
- 3 What term identifies the principal parts of the underlined verbs in sentences 4 and 5?
 - A Present
 - B Present participle
 - C Past
 - D Past participle
- 4 Which present tense verb is found in this passage?
 - A was
 - B have come
 - C were used
 - D is
- 5 Which three past tense verbs are found in this passage?
 - A record, seen, used
 - B scratch, is, using
 - C left, was, thought
 - D None of the above



Home Activity Your child prepared for taking tests on principal parts of irregular verbs. Help your child make flash cards for the principal parts of difficult irregular verbs such as *is*, *see*, *write*, and *come* by writing the present form on one side and the other forms on the other side. Quiz your child with the cards.