Because of Winn-Dixie
Opal moves to Florida with her father. Shortly after her arrival, Opal rescues a scrappy dog that she names Winn-Dixie.

Lewis and Clark and Me: A Dog’s Tale
In 1803, Lewis and Clark and Seaman, a large Newfoundland dog, explore the territory of the Louisiana Purchase.

On the Banks of Plum Creek
Laura Ingalls and her family travel by covered wagon to their new home in Minnesota. The children explore the area and play in Plum Creek.

The Horned Toad Prince
On the windy prairies of the Southwest, Reba Jo meets an ugly horned toad who makes a deal with her.

Letters Home from Yosemite
In one visit to Yosemite National Park, you can see giant trees, towering mountains, and interesting wildlife.

Activity
Tell a member of your family more about each of the five stories. Be sure to remember the author’s purpose, sequence of events, and main idea. Then choose your favorite and write down its plot, characters, and setting.

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

- Literary elements include character, setting, and plot. The people in a story are the characters. The setting is the time and place the story occurs. The plot includes the story’s main events.
- Sequence refers to the order in which the events happen. In some nonfiction, it includes the steps in a process.
- The author’s purpose is the reason the author wrote the story.

- The main idea is the most important idea from a paragraph, a passage, or an article. Details are small pieces of information that tell more about the main idea.

Activity
Ask a family member to tell you a story about something that happened to him or her when he or she was your age. Repeat the story to someone else. Tell who was in the story, where it took place, and what happened.
**Unit Vocabulary Skills**

**Suffixes**
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.

**Activity** Have a contest with a family member. Take turns brainstorming words that have suffixes. Players can use a dictionary to help find words. The one to list the most words wins.

**Root Words**

**Root Words** Use what you know about Greek and Latin roots to help you figure out the word’s meaning. Many English words come from ancient Greek and Latin words.

**Activity** Use a dictionary to find words with the roots ‘claim’ and ‘tract.’

**Multiple-Meaning Words**

**Multiple-meaning words** are words derived from the same origins that have more than one meaning.

**Activity** As you read, find words that have multiple meanings and give the meanings for them. Use the dictionary to check.

**Synonyms**

A **synonym** is a word with the same or similar meaning as another word.

**Activity** Make a list of vocabulary words and use a thesaurus to find the synonyms of those words.

**Suffixes**
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.

**Activity** As you read, find words that have suffixes and give the meanings for them. Use the dictionary to check.

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**Unit Spelling Rules**

**Short Vowels VCCCV**
A single vowel that comes before two consonants usually has a short sound.

**Long a and i**
The letter combinations *ai*, *eigh*, and *ay* usually stand for the long *a* sound. The letter combination *igb* usually stands for the long *i* sound.

**Long e and o**
The letter combinations *ee* and *ea* usually stand for the long *e* sound. The letter combinations *oa* and *ow* often stand for the long *o* sound.

**Long e**
When the letters *ie*, *ey*, and *y* come at the end of a word, they can stand for the long *e* sound.

**Long u**
The letter patterns *u-consonant-e*, *ew*, *oo*, *ui*, and *u* can stand for /ü/ or /yü/.

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

- Suffixes are word parts that are added to the ends of words.

Examples of suffixes are -al, -ive, -ful, and -ly.

<table>
<thead>
<tr>
<th>Hope</th>
<th>ful</th>
<th>= full of hope</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hopeful</td>
<td>ly</td>
<td>= hopefully</td>
</tr>
</tbody>
</table>

Practice  Read the following sentences. Use the Words to Know to fill in the blanks. You can add a suffix if necessary. Then circle the letter of the correct meaning of the word. Use a dictionary to check your answers.

1. The dog shelter had a ____________ fundraiser in honor of their former director.
   a. in memory of   b. holiday

2. When Janet’s dog does his trick in training class, she can get ____________ about her dog’s behavior.
   a. nervous   b. full of pride

3. Mr. Chen is very ____________ about what dog food he sells in his store.
   a. something chosen   b. choosy or picky

4. When Rusty the dog gets excited, he runs in circles ____________ .
   a. in an odd way   b. clockwise

5. Mr. Chen gives small treats to support ____________ behavior in dogs.
   a. standing still   b. favorable

On Your Own  As you read “The Great Outdoors,” look for words ending in suffixes. Use the suffixes to figure out what the words mean.

Words To Know
- grand
- memorial
- peculiar
- positive
- prideful
- recalls
- selecting

Home Activity  Your child reviewed how to recognize and use words with suffixes. With your child, look for words with the suffixes -al, -ive, -ful, and -ly in a newspaper, magazine, or book.

DVD•48 Vocabulary
Name ________

**Sequence**

- Events in a story occur in a certain order, or *sequence*. The sequence of events can be important to understanding a story.

**Practice** Look at the pictures. Then answer the following questions.

1. What happened first?
2. What happened last?
3. What happened after Marsha received a guitar from her parents?

**On Your Own** As you read “The Great Outdoors,” pay attention to the sequence of events.

**Home Activity** Your child reviewed sequence. Have your child tell you the sequence of steps in preparing one of her/his favorite meals.

**Comprehension DVD•49**
Word Endings

• **Suffixes** are word endings. When you see an unknown word, you may be able to use the word's ending to figure out the meaning. The suffix *-ed* is added to a verb to make it past tense. The suffix *-ing* tells you that the action is in the present or ongoing.

Practice  Read the following sentences. First fill in the blanks using the Words to Know. Then circle the words with the suffixes *-ed* or *-ing*.

1. At the end of the summer, herds of animals could be seen ___________ south.

2. As the autumn air turned cold, the animals ___________ for sunlight, warmth, and green grass.

3. The seagulls would come to the ___________ when searching for food.

4. The seagulls and cats were both attracted by the ___________ of freshly netted fish.

5. The captain would ___________ the horizon for signs of playing dolphins.

On Your Own  As you read, pay attention to the word structure and look for suffixes. Make a list of any new words you find.

Words To Know

- docks
- migrating
- scan
- scent
- wharf
- yearned

Home Activity  Your child learned about word structure and the suffixes *-ed* and *-ing*. With your child, read aloud a story or a chapter from a favorite book. Ask your child to point out word endings.

Vocabulary

- docks
- migrating
- scan
- scent
- wharf
- yearned
Author’s Purpose

- An **author's purpose** is the reason or reasons the author has for writing. An author may write to persuade, to inform, to entertain, or to express ideas or feelings.

Marsha’s guitar teacher taught her many interesting things about the guitar. Marsha learned that the guitar probably originated in Spain in the fourteenth century. She discovered that guitars usually have six strings, but some guitars can have as few as four strings, or as many as twelve strings. She also learned that the body of the guitar is made from wood or synthetic materials, and guitar strings are usually made from nylon or steel.

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

1. What is the author’s purpose? How do you know?

2. What is one fact you learned about where early guitars originated?

3. What is one fact you learned about materials used to make guitars?

4. What is one fact you learned about guitar strings?

On Your Own  Use what you know about author’s purpose as you read “The Naturalist,” and decide the author’s purpose in this reading selection.

School + Home  Your child reviewed how to determine the author’s purpose. Read a short article in a newspaper or magazine and work with your child to determine the author’s purpose for writing the article.

Comprehension DVD•51
Name

Multiple-Meaning Words

- A **multiple-meaning word** is a word that has more than one meaning. Sometimes a familiar word may not make sense in a sentence. You can use context clues, or words around the multiple-meaning word, to figure out the meaning. If that doesn’t help, you can use a **dictionary** or **glossary** to find the meaning that fits.

**Practice**  Read the following sentences. Find the definition of the underlined multiple-meaning word in each sentence and circle its letter.

1. When my little brother wants something, he will **badger** me until I give it to him.
   a. a brown, furry woodland animal
   b. nag or bother

2. To buy our house, my parents took a loan from the town **bank**.
   a. the edge of a river
   b. an establishment for holding money

3. The tailor **patched** the torn coat so that no one could see the damage.
   a. mended with cloth
   b. made corrections to a computer program

4. On days when my father is late, he **rushes** to catch the last train home.
   a. tall marsh grasses
   b. hurries

**On Your Own**  As you read “The Great Outdoors,” look for multiple-meaning words. Use context clues to determine how these multiple-meaning words are used in the story.

**Home Activity**  Your child used context clues or a dictionary to determine the correct meaning of multiple-meaning words. With your child, make a list of as many multiple-meaning words 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 the sentence.

**DVD 52 Vocabulary**
Home Activity

Your child reviewed the story elements plot, setting, and characters. Have your child name the story elements of a library book he or she has read.

Comprehension DVD•53
Name ____________________________

**Synonyms and Antonyms**

- A **synonym** is a word with the same or similar meaning as another word. A thesaurus lists synonyms for words.
- An **antonym** is a word that is opposite in meaning to another word. The words *happy* and *sad* are antonyms.

**Practice** Use a thesaurus and a dictionary to help you answer the questions.

1. Which word means the same or almost the same as *plain*?

2. Find a word that means the opposite of *favored*.

3. Which word means the same or almost the same as *deal*?

4. Find a word that means the opposite of *shrieked*.

**On Your Own** As you read “The Great Outdoors,” look for the words *miserable, surprise,* and *yelped*. Use a thesaurus to list some synonyms for each. Then think of antonyms for two of the words.

**Word to Know**

- bargain
- favor
- lassoed
- offended
- prairie
- riverbed
- shrieked

**Home Activity** Your child reviewed using a thesaurus and a dictionary to determine synonyms and antonyms. Take turns saying a word and having the other person name a synonym or an antonym (opposite).

**DVD** Vocabulary
Author’s Purpose

- An author's purpose is the reason or reasons the author has for writing. An author may write to persuade, to inform, to entertain, or to express ideas or feelings. The kinds of ideas in the text, and the way the author organizes and states these ideas, can help you determine the purpose.

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

Children should begin to study music when they are in the second grade. The younger a person is, the easier it is for him or her to learn new things. Studying music can also increase a child’s ability to learn a foreign language. It is becoming increasingly more necessary for school districts to re-introduce music education into the curriculum. Music education can help a child become a well-rounded, flexible person.

Opinions

1.

2.

3.

Author’s Purpose

1.

On Your Own Use what you know about author’s purpose as you read “The Great Outdoors.” Decide what the author’s purpose is in this passage and decide if the author achieves his or her purpose.

School at Home Home Activity Your child reviewed author’s purpose. Read a selection from a newspaper, magazine, or book and discuss the author’s purpose.

Comprehension DVD 55
Suffixes

- **Suffixes** are word parts that are added to the ends of words. Use a dictionary to help you.

- **natural** + **-ist** = **naturalist** (one who studies the natural world)

**Practice** Read the following sentences. Fill in the blanks with the Words to Know. Then answer the question about the underlined word in each sentence.

1. As the **geologists** traveled north into the ____________, they discovered the ice fields.
   
   An ice field is called a ____________.
   
   a. someone who knows geology  
   b. being full of geology

2. John Muir, who was a **naturalist**, enjoyed hiking among the large, ____________ mountains of Yosemite National Park.
   
   a. being without nature  
   b. someone who studies nature

3. A **conservationist** tries to save and ____________ the many ____________ of plants and animals alive in the world.
   
   a. being able to protect nature  
   b. someone who protects nature

4. Mountain climbers often travel hundreds of miles in freezing weather with **thermal** equipment to find just the right mountain ____________.
   
   a. with heat  
   b. without heat

**On Your Own** As you read “The Naturalist,” look for suffixes. Use a dictionary to determine the meanings of the words.

**School + Home**

**Home Activity** Your child reviewed suffixes. Help your child identify several words with the suffixes -ive and -ist. You can look through a newspaper, book, or magazine to find the words.

**DVD 56 Vocabulary**
Main Idea and Details

- The main idea is the most important idea from a paragraph, passage, or article.
- Details are small pieces of information that tell more about the main idea.

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

Several people pushed for the creation of Glacier National Park in northern Montana. George Bird Grinnell was an early explorer to this part of Montana and spent many years working to get the park established. The area was made a forest preserve in 1900, but was open to mining and homesteading. Grinnell and others wanted to give the land better protection by turning it into a national park. In 1910, President Taft signed a bill which established Glacier as the country’s 10th national park.

On Your Own  Use what you know about main idea as you read “The Naturalist.”

Home Activity Your child read a short passage and identified the main idea and supporting details. Read a magazine or newspaper article with your child. Encourage him or her to identify the main idea and supporting details of the article.

Comprehension DVD•57
The Naturalist

For the naturalist John Muir, nothing was more important than the great outdoors. Nature was his inspiration, and he was determined to preserve and protect it.

John Muir was born in Scotland in 1838 and moved with his family to a Wisconsin farm when he was eleven years old. Life on the farm was difficult, and John worked hard all day long. Yet he always found time to explore Wisconsin’s vast and beautiful landscape. The unspoiled fields and forests amazed and delighted him.

As a teenager, John became interested in mechanical inventions. He made an assortment of clocks, thermometers, and other devices. One invention called the “early rising machine” was a combination of a bed and an alarm clock. When the alarm went off, the bed would empty the sleeper onto the floor.

In 1860, John went to study at the University of Wisconsin. After college, he chose to continue doing mechanical work. Then, in 1867, a terrible accident changed the course of John’s life. It happened while John was working at a carriage parts shop in Indiana. The accident at the shop nearly left him blind in one eye. When his sight returned a month later, John made the decision to follow his dream: he was going to explore the wide-open wilderness.

John Muir set out on this new stage of life by walking one thousand miles, from Indiana to the Gulf of Mexico. He documented this trek in his journal, A Thousand-Mile Walk, which was published after he died. His travels took him to other countries until he ended up in California.

As John walked across the San Joaquin Valley into Yosemite, he was overcome by the astonishing beauty of the countryside. It was in Yosemite that John finally found a place to call home. He would return to this area again and again throughout his life.
John married Louie Wanda Stenzel in 1880, and the couple had two girls, Wanda and Helen. For ten years, the family lived in Martinez, California, where John worked with his father-in-law on a fruit ranch. But life in one place never fully satisfied John, and he eventually felt the need to explore once again.

Over his lifetime, John continued to travel throughout the United States and the world at large, visiting such faraway places as Alaska, Australia, South America, Africa, Europe, and Asia. Inspired by nature’s splendor and diversity, he wrote hundreds of articles and numerous books. People began to take notice of John Muir. His writings made them realize how important it was to preserve our natural surroundings.

John’s commitment to the environment made a strong impact. He spoke out against the logging and ranching that was destroying the meadows and forests of California. Eventually, the lawmakers began to listen. John’s work ultimately helped to establish several national parks, including Yosemite, Sequoia, and the Grand Canyon. In 1892, John started The Sierra Club, an organization meant to help protect such wild and beautiful landscapes.

Even President Theodore Roosevelt began to take notice of the straightforward naturalist. After reading John’s book Our National Parks, the President decided to seek out the author for himself. In 1903, President Roosevelt and John Muir went for a camping trip together in Yosemite. When the President later started an important conservation program, it was due, in part, to John’s influence.

John Muir once said he hoped to “do something for wilderness and make the mountains glad.” He traveled across the globe, driven to find fields of wildflowers, jagged hilltops, and frozen wastelands. Today he is known as a writer, an environmentalist, an inventor, and a nature enthusiast. He has often been called the “Father of Our National Park System,” and with good reason. If it hadn’t been for John Muir, it’s hard to say if our national parks would be as incredible as they are today.
The Great Outdoors

It was only day two of his family’s camping trip, and Zack was already miserable. His nose was badly sunburned, and he was sure the mosquito bites on his arm resembled the Big Dipper constellation. He wished he were back at home.

Zack checked his watch. It was getting close to dinnertime, and his mother was throwing potatoes wrapped in tinfoil on the campfire.

“Would you like a snack?” his mother asked, holding up a bag of popcorn. But Zack shook his head. All he wanted was to work on his new comic book character, Agent Code Red.

Zack pulled out his sketchbook and sat down at a picnic table to draw. Soon he was absorbed in a fight scene between Agent Code Red and his enemy, The Deceiver. Zack worked carefully to draw the muscles in Agent Code Red’s legs, but he couldn’t seem to get them quite right. He erased several pencil lines and tried again.

“You’re a good artist,” Zack heard a voice say. Startled, he looked up to see a girl peering over the table at his sketchbook. She’s kind of nosy, Zack thought, but he wasn’t really offended. It was nice to receive the compliment. “Thanks,” he said.

“My name’s Rosie,” she said. “I’m an artist too.”


“I take photographs,” Rosie said. She showed Zack her camera. It was the old-fashioned kind that uses film.

“Most people think I should use a digital camera,” Rosie said, “but I like this kind better. It’s more fun when you have to wait to get the pictures developed. It’s kind of a surprise that way.” Rosie pointed to Zack’s arm. “Hey,” she said. “A mosquito is biting you.”

Zack yelped and swatted quickly at it, but he still felt the fresh stinging itch of a new bug bite. “Bite number seventy,” he grumbled. “I hate camping.”

Rosie looked sympathetic. “We have some good bug spray at my family’s tent,” she said. “If you want, you can come over.”
Zack nodded and picked up his sketchbook. He told his mom and dad he’d be back soon. Then he followed Rosie across the campsite. While they were walking, Rosie stopped a couple of times to take pictures. Zack noticed how she got very close to a tree—almost right next to the bark—before taking a picture.

Zack hadn’t ever thought to look that closely at a tree before. “I bet that will be a cool photo,” he said.

Rosie nodded. “I hope so.”

Near a campsite up ahead, Zack noticed the beginning of a hiking trail. The path curved around slightly, and the trees cast long shadows over the rocky ground. Maybe he could try to draw the scene quickly before dinner. He could develop a whole new plotline in his comic book where Agent Code Red chased The Deceiver through the woods.

“We’re here,” Rosie said. She grabbed the bug spray from the picnic table and tossed Zack the bottle. Then she introduced him to her parents and her older brother, Jacob, who was busily roasting a marshmallow.

Zack put on some bug spray. He was eager to start drawing. “Is it okay if I sit here and make a sketch of that trail?” he asked Rosie.

Rosie nodded. “That would make a great drawing,” she said. Just then, Jacob’s roasting marshmallow caught fire and burst into flames.

“I bet that would make an awesome photo!” Zack said.

“Definitely,” Rosie answered. She snapped a quick shot.

“Burnt marshmallows taste good too,” Jacob laughed as he blew out the blackened mess. Really? Zack wondered. He’d never had a roasted marshmallow before, let alone a burnt one.

“Here,” Jacob said. “Have it.”

Zack gratefully took the marshmallow and slid it in his mouth. It was melted and sweet with a crispy, slightly smoky crust. I guess camping could be a whole lot worse, Zack thought to himself and smiled. Maybe the great outdoors can be great after all.