Name

Family Times

Selection Summaries

Week 1 What Jo Did
When Joanna Marie discovers she can jump as high as a basketball rim, new opportunities open up for her.

Week 2 Coyote School News
Monchi faces a choice between following in the tradition of the vaqueros or winning the school’s perfect attendance award.

Week 3 Scene Two
Whose scene should be used in the show? Two groups compete to write the most entertaining scene for a school performance.

Week 4 Horse Heroes: True Stories of Amazing Horses
Three tales tell the stories of courageous and talented horses.

Week 5 So You Want to Be President?
Being the leader of the United States can be even harder than it looks.

Activity
Tell a member of your family about the five selections. Explain which selections were fiction and which ones were nonfiction. Tell how you knew the difference.

Comprehension Skills Review

In Unit 2, you learned and used many skills while reading the stories and selections.

- A **cause** is why an event happens, and the **effect** is what happens.
- **Drawing conclusions** is forming an opinion based on what you know or on the facts and details in a text.
- A **fact** is something that can be proved true or false. An **opinion** is a belief or judgment that cannot be proved true or false.
- 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.

**Activity**
Look through a newspaper or magazine with a member of your family. Talk about whether the articles are fiction or nonfiction. Choose one article and read it together. Talk about the main idea of the article, and find details in the article that support the main idea. Try to identify the causes and effects described in the article. Look for words that indicate facts and opinions.
Prefixes and suffixes

Prefixes and suffixes are word parts added to the beginning or end of a word to change its meaning.

Activity With a family member, think of all the words you can that begin with the prefix un-. See who can make a longer list. Use a dictionary to help you.

Unknown Words

When you come across an unknown word, use a dictionary to find its meaning. Dictionaries organize words alphabetically and give helpful information about words.

Activity As you read, look for words you do not know and make a list of them. Look them up in the dictionary. Rewrite the definitions in your own words.

Prefixes

A prefix is a word part added to the beginning of a word to change its meaning.

Activity As you read, look for words that have the prefixes ad- and de-. Use a dictionary to check their meanings.

Unknown Words

When you come across an unknown word, use context clues to guess its meaning, and then check your guess against a dictionary or a glossary.

Activity When you find an unknown word, write down what you think it means, based on context clues. After you finish reading, check your work against a dictionary.

Unit Vocabulary Skills

Unit Spelling Rules

Adding -s and -es

Words that end in -s, -es, or -ies are often plural.

Irregular Plurals

Regular plurals follow the rules. Irregular plurals do not. Sometimes the singular form changes. Some words may be either singular or plural.

Words with ar, or

The vowels a and o have a slightly different sound when they are followed by r. Vowels followed by r are called r-controlled vowels.

Consonant pairs ng, nk, ph, wh

The sound of each letter is heard in a consonant blend. In a consonant digraph, the consonant pair stands for a new sound.

Words with ear, ir, our, ur

Words with ear, ir, our, and ur often have the vowel sound heard in girl.

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.
Name ________________________________

Prefixes and Suffixes

• A **prefix** is added to the beginning of a word to change its meaning.
• A **suffix** is added to the end of a word to change its meaning. Which Words to Know word has both a prefix and a suffix?

\[
\begin{align*}
\text{Un} & + \text{clear} & = & \text{Not clear} \\
\text{Thought} & + \text{less} & = & \text{Without thought}
\end{align*}
\]

**Practice** Read the following sentences. Fill in the blanks with one of the Words to Know. Then circle the letter that best tells the meaning of the underlined word.

1. After **endless** practice hours, Carlo ________________ at seeing his name on a Ravens team _________________.
   a. without an end b. able to end

2. Carlo drove for the ________________, but the **unlucky** defender ________________ at the ball and ________________ him.
   a. a person who is lucky b. not lucky

3. Carlo’s shot rolled around the ________________ three times and went in, leaving the opposing team ________________ to believe their eyes.
   a. able again b. not able

4. Even Carlo was ________________ about this ________________ ending to an **unpredictable** game!
   a. very easy to predict b. not easy to predict

**On Your Own** As you read “Dog Run,” look for words with prefixes and suffixes. Use these word parts to help you figure out the meanings of these words.

**Words To Know**
- fouled
- hoop
- jersey
- marveled
- rim
- speechless
- swatted
- unbelievable

**Home Activity** Your child reviewed words that have prefixes and suffixes. With your child, look for words with prefixes and suffixes in newspapers or magazines.
Cause and Effect

A *cause* is why something happens. An *effect* is what happens.

- Clue words such as *because* often signal causes.
- Effects sometimes follow words such as *so* and *since*.
- Ask yourself “What happened?” to find the effect and “Why did that happen?” to find the cause.

![Image of a girl tripping and another girl standing] Because Belinda tripped . . . she tore her new jeans.

Practice  In each sentence below, underline the cause and circle the effect. If there is a clue word, draw a box around it.

1. Her knee hurt, so Belinda went to the nurse.
2. Because she had scraped her knee, the nurse cleaned the injury.
3. Since the skin was broken, the nurse put on a bandage.
4. The nurse called Belinda’s mom and she came to bring Belinda home.

On Your Own  Use what you know about cause and effect as you read “Dog Run.”

Home Activity  Your child reviewed causes and effects. As you and your child listen to a news report, talk about the causes and effects mentioned in the report.

DVD•110 Comprehension
Unknown Words

- When you come across an unknown word you do not know, use a dictionary to find its meaning. Dictionaries list words in alphabetical order.

Practice  Read the following passage. Fill in the blanks using the Words to Know.

Tyra felt silly about going to a ranch for vacation. “I don’t know anything about cows and horses,” she said to her parents.

Her father said, “Don’t worry, Tyra. Everybody there will be ____________. Nobody will know anything!”

On her first day, she tripped on her ____________. A boy named Ramon helped her. “You don’t need those on Cookie,” he assured her. “She’s a nice, easygoing horse.”

Ramon and Tyra became friends. He taught her how to ride Cookie. He showed her how a ranch works. “You’re a natural,” Ramon said. Tyra beamed.

The week ended with a big ____________. On the trail, Tyra heard ____________. She and Cookie went to investigate. Around the hill she found a cow and calf. The calf was making all the noise because of a nearby ____________. The animal ran away when it saw her. The cow and calf followed Tyra and Cookie back to the herd. Tyra didn’t feel like a dude anymore!

On Your Own  As you read “Dog Run” and “Searching for Internet Success,” look for unknown words. Use a dictionary to find their definitions.

Home Activity  Your child practiced using the dictionary to look up unkown words. Ask your child to help you look up these words: rodeo, mesa, cinch. Talk about the meanings of the words together.

Vocabulary DVD•111
**Draw Conclusions**

- When you **draw a conclusion**, you use what you already know and the information you get from the text to form an opinion.
- When you read something, check your conclusion by asking: Does it make sense? Are the facts correct?

**Practice** Read the facts and the conclusion. In the box, tell whether or not the conclusion makes sense, and explain why you think so.

1. Fact: Tyra didn’t want to go to the ranch on vacation. Fact: Tyra knew nothing about horses or cows. Conclusion: Tyra didn’t want to look silly in front of strangers.

   [Blank box for practice response]

2. Fact: Cookie was an easygoing horse. Fact: Tyra didn’t need to wear her spurs. Conclusion: The coyote ran away because it was afraid.

   [Blank box for practice response]

**On Your Own** Use what you know about drawing conclusions as you read “Dog Run.”

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**Home Activity** Your child practiced drawing conclusions based on facts. Together, read an article in a newspaper or a magazine and see what conclusions you can draw from the facts that are given.

**DVD•112 Comprehension**
Prefixes

• A prefix is a word part added to the beginning of a word to change its meaning. The prefix dis- means “not” or “the opposite of.”

Practice Add the prefix dis- to the words below and write the new words formed. Then write a definition for each new word.

\[\text{dis} + \text{pleased} = \text{displeased}\]
\[\text{dis} + \text{trust} = \text{distrust}\]

Practice Fill in the blanks with the Words to Know. Then choose the definition that best fits each underlined word.

1. My _______ is not to lend him money. If you do, you will feel discontent later, because he is _______ and won’t pay you back.
   a. not satisfied      b. satisfied
2. With disbelief, the bank robbers realized that their careful _______ had hit an unexpected _______.
   a. lack of belief      b. to believe strongly
3. In the film _______, the main characters have an _______ because one of them dislikes the other’s behavior.
   a. to like very much   b. to not like
4. Some of my great-grandfather’s _______ still live in the old discolored wooden house he built many years ago.
   a. very brightly colored   b. stained, changed in color

On Your Own As you read “Dog Run,” look for words with prefixes. Use the prefixes to help figure out the meanings of the words.
Drawing Conclusions

- When you draw a conclusion, you use the facts from the text and information that you know to form an opinion about what you've read.

Practice  Look at the pictures. Then answer the questions below.

Tyra was amazed at how big the horses were. Miguel told Tyra that he would help her get on the horse. Tyra was excited to be seated on the horse’s back.

1. Write three conclusions you can draw about Tyra:


2. What information from the pictures and the text helped you draw your conclusions?


On Your Own  Use what you know about drawing conclusions as you read “Dog Run.”

School + Home  Home Activity  Your child practiced drawing conclusions. As you watch a television show, discuss what conclusions you draw about the characters and action.

DVD•114 Comprehension
**Unknown Words**

- When you come across an unknown word, you can try to figure out the meaning of the word by using context clues. Context clues are the words around the unknown word.

**Practice** Fill the blanks with the Words to Know. Then use context clues to choose the definition that best matches the underlined unknown word.

1. There was no other way across the _____________ ravine but the _____________ bridge made only of old frayed rope and loose boards.
   a. smooth  b. ragged  c. unsteady
2. The explorer’s _____________ overcame all the team’s _____________, and they gingerly made their way across.
   a. carefully  b. quietly  c. sadly
3. The other side of the ravine was _____________ with biting insects, and a recent _____________ had left sharp rocks embedded in the ground far below.
   a. stuck  b. growing  c. heavy
4. “Why have I _____________ so far from home?” moaned the explorer, as the team _____________ him out of the _____________.
   a. complained  b. called  c. pulled

**On Your Own** As you read “Searching for Internet Success” and “Dog Run,” try to determine the meanings of unknown words based on context clues. Check what you think the words mean against their definitions in the dictionary.

**Words To Know**
- ambition
- infested
- landslide
- quicksand
- resistance
- rickety
- roamed
- vast

**Home Activity** Your child reviewed unknown words. With your child, compile a list of unknown words from a novel. Look up the words in a dictionary together.
Fact and Opinion

- A fact is something that can be proved true or false.
- An opinion is a belief or judgment that cannot be proved true or false.

Practice  Read each statement. If it is a fact, write F on the line. If it is an opinion, write O.

_____ Trigger was the greatest horse ever.
_____ Criollo horses are from Argentina.
_____ The Pony Express was doomed from the start.
_____ The Pony Express ran from St. Louis to Sacramento.
_____ Trigger was originally named Golden Cloud.

Practice  Read the following passage. Underline the statements of opinion. Circle the statements of fact.

You might think wild horses live only in the West, but there are wild horses in the eastern United States, too. Herds of wild horses live on a beautiful island off the coast of Virginia and Maryland. Some people think these horses may be the descendants of Spanish horses that survived a shipwreck centuries ago. No one knows for sure. Every July, people get a chance to buy one of these amazing creatures at a special event called Pony Penning Day. Members of the fire department round up the wild horses and get them veterinary checkups. Some horses are sold at auction. It’s a brilliant way to fund the fire department.

On Your Own  Use what you know about fact and opinion as you read “Searching for Internet Success.” See if you can find the author’s opinions among the facts in the selection.

School + Home  Home Activity  Your child reviewed fact and opinion. With your child, talk about the key words that indicate opinions, such as think, feel, and believe.

DVD • 116  Comprehension
Name ____________________________________________

**Unknown Words**

- When you come across an **unknown word**, use a dictionary or the glossary to find out the word’s meaning. Dictionaries and glossaries list words in alphabetical order, and include their parts of speech, pronunciations, and meanings.

**Practice** Complete the passage with the correct Words to Know.

As he raised his hand, the new President looked _______________ and modest. He knew that he was about to take on an awesome _______________: to protect the United States _______________. Even the most ________________ person would have been silenced by the importance of the moment. Although it had been a tough campaign, the ________________ were set aside for now. The new President said “I ________________ promise. . . .”

**On Your Own** As you read “Searching for Internet Success” and “Dog Run,” look for unknown words. Use context clues or a dictionary to help you figure out what the words mean.

**Words To Know**
- Constitution
- howling
- humble
- politics
- responsibility
- solemnly
- vain

**Home Activity** Your child reviewed unknown words and ways to find out what they mean. Browse the dictionary for unknown words and try using them in sentences.

**Vocabulary DVD•117**
Main Idea and Details

- The **main idea** of a story, article, or passage is the most important idea.
- **Details** are smaller pieces of information that tell more about the main idea.

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Juan is a gifted pianist. He has been studying piano since he was four. He can play classical, jazz, blues, and many other styles of music. Juan has even performed on television.

**Practice** Look at the pictures. Then fill in the graphic organizer below with the main idea and details.

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Detail</th>
<th>Detail</th>
<th>Detail</th>
</tr>
</thead>
</table>

**On Your Own** Use what you know about main idea and details as you read “Searching for Internet Success.”

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**Home Activity** Your child reviewed main ideas and details. Talk about how details give more information about main ideas.
Thinking about the last time you wanted to find something on the Internet. You probably used a search engine. You typed in what you wanted to find and waited to see the results. Two graduate students at Stanford University named Larry Page and Sergey Brin created the most famous online search engine. How did they come up with the brilliant idea that has made them into billionaires today?

Brin and Page did not invent the search engine. There were already Web sites that people could use to type in terms and find links to related Web sites. But Page and Brin thought that they could come up with a superior search engine—one that would be smarter and faster. They thought that the growing number of people who roamed the Internet every day would want speedier and more accurate results for their searches.

Page and Brin decided to make a better search engine. This search engine would tell how many times a Web site had been linked to by other Web sites and how reliable each of those Web sites was. They started working on it in Page’s bedroom, using cheap computer parts and borrowed equipment. They tried to find investors, or people who would give money to help the company in return for some of the money it might make later. But they encountered resistance from investors who didn’t believe that a better search engine would make money.

In 1998 Brin and Page found an investor who gave them enough money to officially start their company. Now their workplace was based, not in a bedroom, but in the garage of a friend. Even though they were still improving their search engine, it was already handling 10,000 search requests every day.
By 1999 the company had moved to an office in Palo Alto, California, and the search engine was handling 500,000 search requests per day. As the company hired more people, their small office became too crowded. It became so crowded that if one person wanted to stand up, other people would have to move their chairs!

By this time, more and more investors were giving the company money. With these new funds, the company was able to move into a much bigger office space in Mountain View, CA.

Brin and Page did not believe that the work they were doing had to be done solemnly. They decided their team of employees would do better work if they were having fun and being creative on the job. So at the office, employees were encouraged to use video games, exercise bikes, and ping-pong tables to get their brains working overtime.

The company also started a policy they called “twenty percent time.” This meant that, for about one fifth of their time on the job, employees were supposed to be working on new ideas. These would be ideas that the employees had come up with on their own and that they were excited about—not just whatever project their boss told them to work on that day. Many of these ideas have grown into products that have made more money for the company.

Today, the Web site is still free to users, because it makes a lot of money from selling advertisements. Other companies pay to have their ads appear in the Web site’s search results. A company also can place a link on its Web site, and make a little money every time someone clicks on it. This attracts more and more new clients and users to the Web site.

The Web site now performs hundreds of millions of searches every day. Page and Brin have come a long way from being college students with nothing but a big idea. Today, they are highly successful businesspeople with a company that is famous for being innovative and effective.

**Main Idea**

What is the main idea of the second to last paragraph?

**Fact and Opinion**

Is the last sentence of the selection a fact or an opinion? Explain your answer.

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**Home Activity**

Your child read a selection and used comprehension and vocabulary skills from Unit 2. Have your child summarize the selection, identifying the main ideas and facts and opinions.

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**School + Home**

**DVD•120**
Dog Run

Jamie was typing on the computer when she first heard the crash. “What was that?” she asked her older sister, Mina.

Mina shook her head. “I don’t know,” she replied. The girls bolted outside where they found an enormous tree branch lying on the ground. The branch had knocked open the gate in the wooden fence around the girls’ backyard. They stood in disbelief.

“Oh no,” Jamie said. “Where’s Buster?” Buster, their dog, was nowhere in sight.

“He must have run out when the gate was pushed open,” Mina said.

Jamie looked at the sky overhead. Dark clouds were forming and the wind was whipping ferociously. A rainstorm was on its way. Jamie swallowed hard and hoped they would find Buster before the storm arrived.

The girls phoned their parents at work to tell them about the situation. Then they grabbed their raincoats. Mina brought her cell phone and wallet.

“Which way do you think he went?” Jamie asked.

“Dad always takes Buster for a jog down by the park,” Mina said. “Let’s go there first.”

The girls raced in that direction. As their shoes hit the pavement, they began to notice small drops of water on the concrete. They made themselves run faster.

Jamie knew how much Buster hated storms. Whenever he heard the rumble and clap of thunder, he would hide under the dining room table, bawling pitifully. Jamie would always try to comfort Buster, offering him treats and scratching behind his ears. Suddenly, this gave her an idea.


The girls took a detour and ran into the store. They dashed through the aisles until they found dog biscuits.

“Let’s take these, too,” Mina said, holding up two squeaky toys. Jamie nodded. It was a great idea.
They paid for the purchases and ran back outside. Each girl took a squeaky toy and squeezed it. The funny, familiar sound made them smile, in spite of all their worry.

“Buster!” they called. Squeak. Squeak. “We’ve got cookies!” Squeak. Squeak. “Cookies” was the word the girls used for dog biscuits. The rain was starting to come down harder, and the sisters were getting more nervous. What if they were unable to find him?

Just then, they ran into their neighbor, Mrs. Carpenter. She looked surprised to see the two girls out in rain, but when she heard their story, she decided to help. “I don’t have much advice for you girls,” she said, “but my car’s parked over there. Get in and I’ll take you around the park.”

Everyone piled into the car. As the engine started, the girls rolled down the windows and began calling “Buster!” and “cookies!” They squeaked their toys and scanned the park.

Slowly, the car rolled down the block. When it reached the next street, the girls spotted a police officer in a heavy orange raincoat walking to his car. Mrs. Carpenter stopped the car and Mina rolled down the window.

“Excuse me,” Mina called to the officer. “Have you seen a big brown dog with a purple collar run by this way?”

The officer blinked. “As a matter of fact, yes!” he said. “I just saw a dog running toward the park. I tried to call him, but he wouldn’t listen.”

“Storms make him nervous,” said Jamie. “He’s usually a very good dog.” Just then she had another idea. “Sir,” she asked the police officer, “you wouldn’t by any chance have a megaphone, would you? I think our dog would come to us if he heard our voices.”

The police officer raised an eyebrow, but he went to his car and dug out a megaphone. “Make it quick,” he told Jamie, and handed it to her.

Jamie and Mina leaned out the car window. “Buster,” they yelled into the megaphone, “we’ve got cookies!” Mina made one last squeak for good measure. Suddenly they heard a bark and saw a wet ball of fur running towards them. “Buster!” the girls cried. The dog was an unbelievable mess, but his tongue flopped out happily. A roll of thunder sounded in the distance. The girls had found him just in time!

Prefixes and Suffixes
What is the prefix in the word unable?
What does this prefix mean?

Cause and Effect
Underline the sentence that gives the reason why Buster did not listen to the police officer.

Unknown Words
Circle the word megaphone in the final paragraph. Find it in a dictionary and write its definition.

Draw Conclusions
Why do you think Buster comes when the girls call him?

Home Activity
Your child read a selection and used comprehension and vocabulary skills from Unit 2. Have your child retell the selection, drawing conclusions about certain events and identifying causes and effects in the story.

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