**Week 1 The Man Who Named the Clouds**
In the early 1800s, Luke Howard created a system for naming clouds. Today’s cloud names are based on his system.

**Week 2 Adelina’s Whales**
People from around the world come to Adelina’s hometown in Mexico to see the migrating gray whales.

**Week 3 How Night Came from the Sea: A Story from Brazil**
This myth tells how night began as a gift from a mother to her homesick daughter.

**Week 4 Eye of the Storm: Chasing Storms with Warren Faidley**
Most people take cover from storms, but photographer Warren Faidley travels around the country to take pictures of storms.

**Week 5 Paul Bunyan**
This tall tale tells about a folk hero, the giant Paul Bunyan.

**Activity**
Tell a member of your family more about each of the five stories. Be sure to remember the characters, plot, theme, and setting.

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**Selection Summaries**

**Comprehension Skills Review**
In Unit 3, you learned and used many skills while reading the stories and selections.

- A **cause** is why something happens. An **effect** is what happens.
- A statement of **fact** can be proven true or false. A statement of **opinion** is what someone thinks or believes and cannot be proven true.
- An author may write similar details about different things or people, and these details can be used to **generalize** about the things or the people.
- A **graphic source** shows or explains information in the text. Pictures, tables, charts, diagrams, time lines, and maps are all graphic sources.

**Activity**
Change is happening all the time, all around us—the moon changes its phase, and plants and animals react to the changes of the seasons. Think about changes that you have seen in the natural world. Draw a picture depicting one of these changes. Discuss your picture with a family member. What changes has he or she seen in nature?
Multiple-Meaning Words

Multiple-meaning words are words that have more than one meaning, depending on how they are used. Context clues can help you find the meaning.

Activity Scan a book to find a multiple-meaning word. Explain what makes it a multiple-meaning word.

Unfamiliar Words

Unfamiliar words are words that you don’t know yet. Use the words around an unfamiliar word to figure out its meaning.

Activity Write down unfamiliar words while you are reading. Write what you think they mean, based on context.

Root Words

A root word is a word from which other words are made. You can use a dictionary to find out roots of words.

Activity As you read, look for words that seem similar, and check their roots in a dictionary.

Suffixes

A suffix is a word part added to the end of a word to change its meaning. A suffix, for example, can make a verb into a noun.

Activity Make a list of all the words you can think of that end in -ment or -al.

Adding -ed and -ing

Remember the following rules when adding -ed and -ing:

• in words with one vowel followed by a consonant, the final consonant is doubled before adding the ending
• in words that end in y, the y is changed to i before adding -ed: horrified
• in words that end in y, keep the y when adding -ing: horrifying
• in words that end in silent e, drop the e before adding the ending

Homophones

Homophones are words that have the same sounds spelled in different ways (piece, peace).

Vowel Sound in Shout

Vowel pairs ou and ow are vowel diphthongs that often stand for the vowel sound heard in shout.

Compound Words

To decode a compound word, divide it and sound out each smaller word.

Possessives

Possessive words show ownership. The family’s pet means “the pet that belongs to the family.” Remember that possessive pronouns are formed without apostrophes: its, hers.

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.
Multiple-Meaning Words

• A **multiple-meaning word** is a word derived from the same origin that has more than one meaning. Context clues can help you figure out which meaning of a multiple-meaning word is being used.

**Practice**  Read the following sentences. Fill in the blanks using the Words to Know. Then use context clues to choose the definition that best matches the underlined word and circle its letter.

1. The fisherman gave his catch to the chef’s ____________, who used a special knife to remove the ____________.
   a. for a particular purpose  b. held in high esteem

2. Meanwhile, a scientist on the **dock** used a barometer to measure the air ____________ in the ____________.
   a. a platform built on a shore  b. to join two spacecraft in space

3. Another scientist mixed lake water with a special ____________ to check the water’s safety.
   a. to stop suddenly  b. to examine and compare

4. In an ____________ sent to authorities, the marina’s owner **claimed** a nearby factory was ____________ harmful waste and dumping it into the lake.
   a. demanded as one’s own  b. declared as fact

5. Members of the local boat ____________ were very **anxious** about the situation.
   a. troubled or worried  b. wishing very much or eager

**On Your Own**  As you read “Bee!,” look for words that have more than one meaning. Make a list, and write both meanings of each word.

**Words To Know**
- apprentice
- atmosphere
- chemical
- club
- essay
- manufacturing
- pressure
- scales

**Home Activity**  Your child studied multiple-meaning words and how to use context clues to determine the correct meaning. With your child, read a magazine article and list as many multiple-meaning words as you can find.

**DVD•170 Vocabulary**
**Graphic Sources**

- **Graphic sources**, such as maps, charts, tables, illustrations, and diagrams, help make information easy to understand and use. Graphic sources can show information in a small amount of space. To describe the same information in writing would take a great many words.

This graph shows the amount of rain that fell during a recent storm.

```
<table>
<thead>
<tr>
<th>Duration of Storm</th>
<th>Amount of Rain (in Inches)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 P.M.</td>
<td>0</td>
</tr>
<tr>
<td>8 P.M.</td>
<td>0.5</td>
</tr>
<tr>
<td>9 P.M.</td>
<td>1.5</td>
</tr>
<tr>
<td>10 P.M.</td>
<td>2</td>
</tr>
</tbody>
</table>
```

**Practice** Use the graph to answer the following questions. Circle the answer you choose.

1. How many inches of rain fell between 7 P.M. and 8 P.M.?
   - a. 0.5 inches  
   - b. 1 inch  
   - c. 1.5 inches

2. How many hours of rainfall does this chart show?
   - a. one hour  
   - b. two hours  
   - c. three hours

3. During what one-hour period did the most rain fall?
   - a. 7 P.M.–8 P.M.  
   - b. 8 P.M.–9 P.M.  
   - c. 9 P.M.–10 P.M.

4. About how much rain had fallen by 10 P.M.?
   - a. 1.5 inches  
   - b. 2 inches  
   - c. 3 inches

**On Your Own** Use what you know about graphic sources as you read “Flight of the Butterfly” Create a graph showing the migration of the monarch butterfly.

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**Home Activity** Your child has been learning about graphic sources—illustrations, graphs, diagrams, maps, and charts. Read a magazine together and see how graphic sources help convey information.
Multiple-Meaning Words

- **Multiple-meaning words** are words that have more than one meaning. Context clues can help you figure out which meaning is being used. Circle the **Word to Know** word that is a multiple-meaning word. Use a dictionary to check your answer.

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

1. The __________ voices of the ___________ elephants are difficult for human ears to hear because they are of a very low ___________.
   a. occurrence  
   b. pitch  
   c. transmission from a radio station

2. The study of the wildlife ___________ has focused on one herd in its ___________ habitat.
   a. a detailed  
   b. to spend time  
   c. a room for reading  
   investigation  
   learning  
   and writing

3. She watched as they waded in a ___________ and splashed each other with water.
   a. went to an exciting event  
   b. made a bright patch of color  
   c. caused to get wet

4. Soon other elephants appeared on the ___________ and came to join them in the game, apparently having heard their rumbling calls!
   a. a form of play  
   b. brave  
   c. wild animals

On Your Own  As you read “Flight of the Butterfly,” use context clues to determine the meanings of unfamiliar words.

**Words To Know**
- biologist
- bluff
- lagoon
- massive
- rumbling
- tropical

Home Activity  Your child used context clues to figure out the meanings 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 explain the correct meaning of the word as used in your sentence.

**DVD•172 Vocabulary**
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  Look at the picture. Then read each statement. Circle the letter for fact or opinion.

1. Martina has long hair.
   a. fact
   b. opinion

2. Martina would look nicer with short hair.
   a. fact
   b. opinion

3. Martina’s hair is black.
   a. fact
   b. opinion

4. Martina’s hair is straight.
   a. fact
   b. opinion

5. Straight hair is easier to comb than curly hair.
   a. fact
   b. opinion

On Your Own  Use what you know about fact and opinion as you read “Flight of the Butterfly.” Write two facts from the story. Then write two of your opinions about the story.

School + Home  

Home Activity  Your child reviewed fact and opinion. Flip through a newspaper and discuss whether various articles express facts, opinions, or both.
Unit 3 Week 3 Interactive Review

Name ____________________________________________

Unfamiliar Words

- When you come across a word you don’t know, or unfamiliar word, use context clues to figure out its meaning. Context clues are the words and sentences around the unfamiliar word.

Practice  Read the following sentences. Fill in the blanks using the Words to Know. Then choose the definition that best matches the underlined unfamiliar word.

1. Two eyes _____________ a _____________ red in our car’s headlights and we stopped, suddenly wary.
   a. cautious  b. clammy  c. curious

2. The nighttime air around us was filled with the _____________ of hundreds of concealed frogs.
   a. hiding  b. hopping  c. singing

3. I was too much of a _____________ to get out of the car and scrutinize the mysterious eyes.
   a. chase  b. investigate  c. repair

4. Its bright eyes _____________, the creature crossed the road and vanished into the _____________ water of the nearby river.
   a. unkind  b. shining  c. secret

On Your Own  As you read “Bee!,” look for words you are not familiar with, and use context clues to help you determine their meanings.

Words To Know
- brilliant
- chorus
- coward
- gleamed
- shimmering

School + Home

Home Activity  Your child reviewed unfamiliar words using context clues to figure out the meanings of the words. Together, read a few pages in a book and use context clues to determine meanings of unfamiliar words.

DVD•174  Vocabulary
Name ________________________________

Generalize

- To **generalize** is to use a broad statement or rule that applies to many examples. Clue words such as *all, most, always, usually, and generally* signal generalizations.

**Practice** Based on the generalizations you have read, choose the letter in front of the boy’s name that the statement is most likely about. Circle *c. can’t tell* if there is not enough evidence to connect the statement to either boy.

1. forgot his homework
   a. Jorge  b. Tomas  c. can’t tell

2. finished his science project on time
   a. Jorge  b. Tomas  c. can’t tell

3. loves music
   a. Jorge  b. Tomas  c. can’t tell

4. should probably get up a little earlier
   a. Jorge  b. Tomas  c. can’t tell

5. always passes tests
   a. Jorge  b. Tomas  c. can’t tell

6. is organized
   a. Jorge  b. Tomas  c. can’t tell

**On Your Own** Use what you know about generalizations as you read “Bee!” Write three generalizations from the passage.

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**Home Activity** Your child reviewed generalizing. Discuss with your child the pitfalls of applying generalizations too broadly.

**Comprehension DVD•175**
Name

Root Words

• When you come across a new word, you can see if it contains a root word that can help you guess its meaning. Remember that the root struct means “to build.”

Practice  Read the following sentences. Fill in the blanks with one of the Words to Know. Then circle the definition that best fits the underlined word in each sentence.

1. Despite _______________ that it would damage many structures in town, the storm was not as strong as _______________, and so its _______________ was minimal.
   a. buildings or large objects  
   b. events or large gatherings

2. The action of the storm _______________ made some windows _______________ in some seaside homes where workers had just finished doing construction.
   a. the act of tearing something down  
   b. the act of building something

3. People living _______________, away from the coast, experienced only heavy rains, but they still followed _______________ from the police to stay inside and board up their windows.
   a. rules to follow when getting from place to place  
   b. rules to follow when building or doing something

On Your Own  As you read “Bee,” read the context in which any unfamiliar words appear for clues that can help you determine their meanings.

Words To Know
destruction  
expected  
forecasts  
inland  
shatter  
surge

Home Activity  Your child reviewed using root words to determine the meanings of unfamiliar words. Read a nonfiction book together, and see if you can recognize some root words that might give clues about word meanings. Use a dictionary to help you.

DVD•176 Vocabulary
Name ________________________________

**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.

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Because Niko didn’t read the directions . . . he did the assignment incorrectly.

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

1. Because Niko’s assignment was incorrect, the teacher lowered his mark.
2. Niko realized what he had done, so he asked the teacher for another chance.
3. The teacher agreed because Niko usually tried hard and did good work.
4. Niko followed the directions carefully, since he didn’t want to repeat the experience.
5. On a separate sheet of paper, write a paragraph about an experience of your own. Use cause and effect to tell the story, and use clue words where you are able.

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**On Your Own** Use what you know about cause and effect as you read “Bee.” Make two columns as you read, one for “cause” and one for “effect.”

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**Home Activity** Your child reviewed cause and effect. Together, read a newspaper article and discuss the cause and effect described in the article.

Comprehension DVD•177
Suffixes

• A suffix is a word part added to the end of a word to change its meaning. Suffixes often change a word's part of speech. A dictionary can help you figure out how the word has changed.

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

1. The _______________ horse did not seem to mind wearing the _______________, an _______________ reaction that filled the trainer with astonishment.
   a. a feeling of fear  b. a feeling of surprise
2. The boss’s refusal to make an _______________ about the new job _______________ angered the men who wanted to work as _______________.
   a. doing something twice  b. saying “no” to something
3. One _______________ of living on this island is that the spring comes early, causing much _______________ among gardeners.
   a. happiness  b. terror
4. As the ice begins to _______________ and melt, islanders slowly return to their _______________ activities.
   a. usual  b. not usual

On Your Own  As you read “Bee!,” look for suffixes and how they change the words they are attached to.

Words To Know
announcement  feature  harness  lumberjacks  requirements  thaw  unnatural  untamed

Name ________________________________

Home Activity  Your child reviewed suffixes. As you are reading a newspaper article, circle words that end with suffixes. Keep a list together.

DVD•178 Vocabulary
Name

Generalize

• To generalize is to use a broad statement or rule that applies to many examples. Clue words such as all, most, always, usually, and generally signal generalizations.

Dusty is usually a difficult horse to ride. Rainman is always fun to ride.

Practice  Read each of the statements about horses below. Based on the generalizations you have read, copy the statement into the column labeled “Dusty” or “Rainman,” depending on which horse it describes.

<table>
<thead>
<tr>
<th>good for a beginning rider</th>
<th>Dusty</th>
<th>Rainman</th>
</tr>
</thead>
<tbody>
<tr>
<td>needs more training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>good for an experienced rider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>would be good to ride in a horse show</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hard to control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has good manners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On Your Own  Use what you know about generalizations as you read “Bee!” Make a list of the generalizations you find in the passage.

School + Home  Your child reviewed generalizing. Discuss how generalizations help us know what to expect when we read.
Flight of the Butterfly

Many people have learned to recognize the striking black and orange wings of a monarch butterfly fluttering through the sky. These creatures are famous for their grace and beauty, but biologists also study them as world-class travelers. Although monarchs may seem fragile, every year they manage to migrate thousands of miles from the United States and Canada to the Pacific coast and central Mexico. There, the monarchs rest for the winter. By the time spring comes again, the monarchs are ready to make the long journey back home.

How do these delicate insects manage to make such a massive trip? Their journeys begin when they first hatch as larvae, or tiny caterpillars, from eggs no bigger than the head of a pin. When the larvae are born, they are approximately 1/25 of an inch long. They grow quickly as they feed on the milkweed plant, the larvae’s only source of food.

Monarch caterpillars are recognized by their white, black, and yellow stripes. They grow to 2 inches long and then begin to form a chrysalis, or special sac. Inside the chrysalis, the caterpillar makes its miraculous transformation into a monarch butterfly.

Monarchs that are born in the spring and early summer are destined to live for only a few short weeks. But for those butterflies born in late summer and early fall, their lives will last for up to nine months.

As the cooler nights of autumn approach, the living generation of monarchs starts its migration south. Some butterflies west of the Rocky Mountains head for California’s Pacific coast, but most are expected to migrate down toward Mexico. Recently, scientists discovered that monarchs possess a kind of internal compass that helps them to navigate direction. The butterflies use this compass to steer them toward their destinations.

On their journey, the monarchs use their long antennae to “sniff” out food. Thousands of lenses in their two eyes magnify objects around them. A monarch butterfly survives on the nectar of flowers, sipping it through a tube similar to a long straw.
Monarchs can travel an incredible 80 miles a day on a journey that can last up to 3,000 miles. This distance is even more impressive when you consider the size of a monarch’s wings—merely four inches wide.

Monarchs who fly down to the forests of central Mexico find a place to rest in the sheltering fir trees. The butterflies stay there for several months, weathering cold nights and little food. At times, they flutter when the sun has warmed their wings. On other occasions, they cluster together on the branches and trunks of the fir trees. Some branches can become so full of butterflies that they physically bend under the weight of the insects.

Many of these butterflies won’t survive for long. Storms can mean destruction for monarchs since their bodies, when wet, cannot tolerate the cold. Yet millions of monarchs do make it through the winter. Those that are both lucky enough and strong enough to last the season must then find the strength to return home. There they will lay their eggs on milkweed plants and a new generation of monarchs will be born.

Monarch butterflies are the only insects known to travel such a long distance every year. These small, delicate creatures have become a symbol of nature’s power and beauty.

Fact and Opinion
Is the last sentence of the passage a fact or an opinion? Explain your answer.

Graphic Sources
How does the map help you to understand the passage?
Bee!

I was hanging out in the hive making honey when QB, our queen bee, buzzed by to make an announcement. “Get ready to fly, Vera! It’s time to get out of here.” I couldn’t believe my antennae. We were really moving out of the hive.

A swarm of us got ready to follow QB, while the new queen, Bella, sat haughtily on her throne. Bella was only a few weeks old, but one thing was certain: she was taking over as queen and kicking QB out. Those of us still loyal to QB were leaving with her.

We glared at Bella with our stingers sharpened. “Stay calm,” QB murmured to us. “Smart bees always keep their cool.”

Tell that to Bella, I thought to myself. She was always as hotheaded as a hornet on a humid day.

Bella’s eyes gleamed as she watched us proceed out. “I’m sooo sorry to see you go,” she hummed, her voice dripping with honey. “But unfortunately, this hive’s only big enough for one royal at a time.” She buzzed with satisfaction as the swarm of us flew away.

Our group headed to a new home in the hills. The moment we arrived, our busy-bee mentality snapped into high gear. Our hive began to bustle as we foraged, buzzed, and droned. I barely had a free moment to call my own. There were eggs to take care of and honeycombs to build. There was pollen to process and dancing to do. Soon, I was up to my mandibles in beeswax. I began to long for a leisurely morning and a sweet cup of Grade-A nectar.

Finally, after finishing one last batch of royal jelly, I decided to take a break. The sky was bright and clear, and the flowers were calling my name. I stretched my wings and buzzed outside, hopping from flower to flower. If there was one thing I was good it, it was stopping to smell the roses.

Lazily, I flew in search of the perfect drink of nectar. The fields rustled below me and the sunlight warmed my stripes. I had already wandered a considerable distance when a glorious sight caught my eye: a farm with a flower garden stretching as far as a bee could see. I caught a whiff of the blossoms’ perfume and made a beeline toward the scent.
It wasn’t until I neared the farm that I sensed something was wrong. As I flew in for a closer look, I saw a fellow bee in distress. I recognized her from Bella’s hive. She was buzzing madly in a big white net with a human child standing nearby.

“Pretty,” the boy said, as he stared at the trapped bee.

*Ugh, I thought. Isn’t this a mess!*

Even though I despised that queen of mean, Bella, I knew I couldn’t leave one of her bees alone like this. Little human boys were always so unpredictable! There was no way of knowing if he would kill my comrade or let her go. I buzzed quickly by a flower and hummed over a plan. I had to act quickly or that bee’s life could be zapped. This was not the time to be timid.

Just then I heard another voice coming from the farm. “Thomas,” the voice called. “What are you doing?” That had to be the boy’s mother. What a stroke of luck! This was just the opportunity I needed, and I zoomed into action.

As the woman rounded the corner, I made my move to strike. Boldly, I flew up by her ear and buzzed.

“Bee!” she screamed. In a split second, she was running for her son. That’s the thing about grown-up humans: you can always trust them to panic whenever one of us passes them by. With all of the commotion, the boy dropped his net.

“Bee!” laughed the boy as he pointed to my comrade who was busy making her quick escape into the sky.

Relieved, I swooped up to where my fellow bee danced on the wind and buzzed. “Thank you,” she hummed at me. “You’re the bee’s knees!”

“Bee careful,” I buzzed back. I headed home for a well-deserved rest.