

Name \_\_\_\_\_

## Author's Purpose

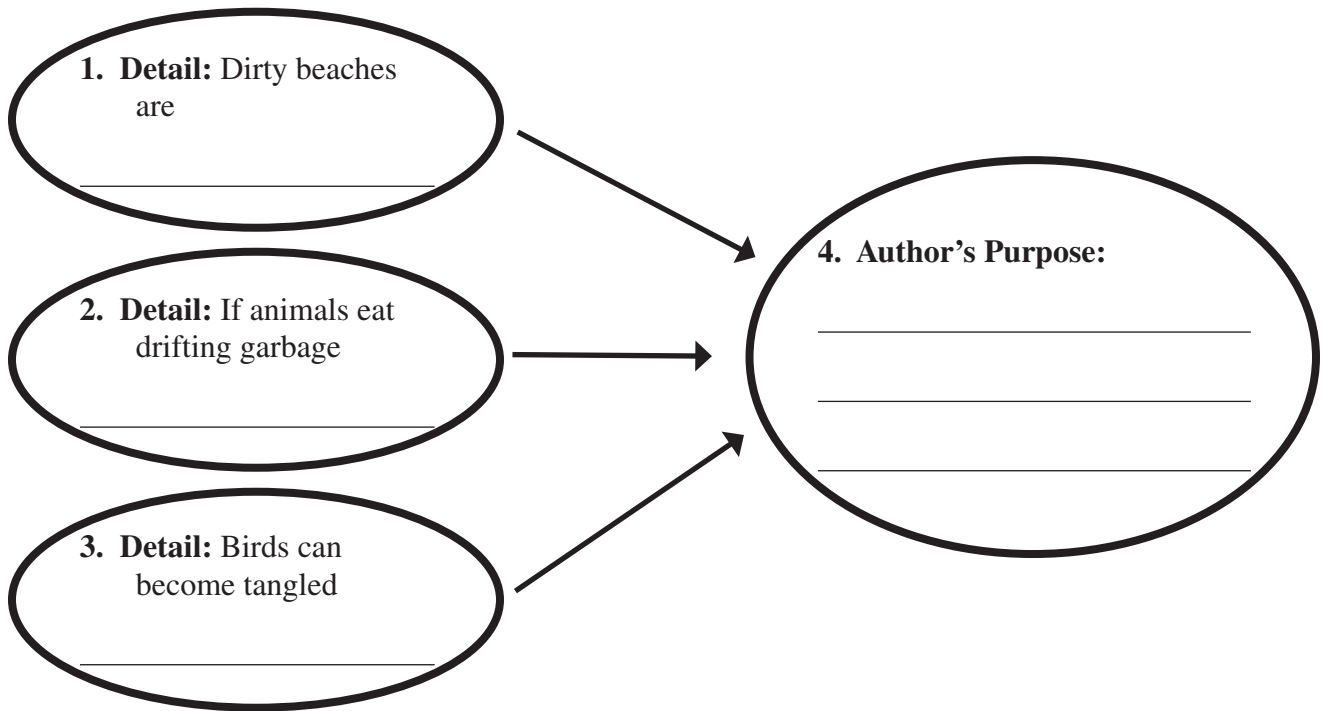
- The **author's purpose** is the reason or reasons the author has for writing.
- An author may write to persuade, to inform, to entertain, or to express himself or herself.

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

**D**irty beaches are disgusting. I hate to see the shore of a lake or ocean dotted with candy wrappers, soda bottles, or other bits of garbage. Garbage on beaches is more than an eyesore. It also kills wildlife. Animals such as fish and turtles may eat drifting garbage they find in the water. If they do, they may

choke. The plastic six-pack yokes from soda cans are dangerous to birds. Birds often become tangled in the plastic and die. To help keep beaches clean, you can volunteer on clean-up days. People who clean beaches help protect the environment and are definitely doing the right thing!

**Directions** Fill in the diagram below based on the passage.



5. How do the details provided help support the author's purpose?

\_\_\_\_\_  
\_\_\_\_\_



**Home Activity** Your child analyzed the author's purpose in a passage about beaches. Challenge him or her to read an editorial from a newspaper and explain the author's purpose for writing the editorial. Ask your child to explain who the author is trying to persuade or convince.

Name \_\_\_\_\_

## Writing • Personal Narrative

### Key Features of Personal Narratives

- uses the first-person point of view (*I, me*)
- tells a story about a real event in your life
- shares thoughts and feelings about an event or time

### Mom or Me

I knew it was going to be the best birthday party I'd ever been to. Maria's parents really wanted to celebrate her turning ten years old. They planned out an entire day of fun for her and her friends, including me!

We were going to begin the day with breakfast at a great restaurant called Good Morning. After that, we would go to a water park to ride the water slides and swim in the wave pool. Then, we would go back to Maria's house for a cookout, including hot dogs and hamburgers. Later that night we would roast marshmallows and make s'mores while we sat by the campfire. It was a day full of my favorite things!

The party was still a month away when I found out the date—August 2, my mom's birthday! Every year, my mom asked for only one gift from her family for her birthday. She asked that we all be there

with her to celebrate. We usually had dinner together and either went to see a movie or rented movies to watch at home. How could I go to Maria's all-day birthday party and still be there for my mom's birthday dinner?

When I revealed my problem to my mom, she smiled and told me that it was okay for me to miss her birthday this year. But she looked sad. I know how she liked having her whole family together. I knew what I had to do.

Everyone had a great time at Maria's birthday party except for me—but that's because I wasn't there! I surprised my mom by staying home to celebrate her birthday with her and our family. She was so happy that she cried. She told me that I gave her the best present she had ever gotten. I showed her just how important she is to me.

1. Reread the selection. What difficult decision does the writer face? How does he or she solve the problem?

2. What are the writer's thoughts and feelings about the friend's birthday party?

Name \_\_\_\_\_

## Vocabulary

**Directions** Choose a word from the box that best matches each clue. Write the word on the line.

- \_\_\_\_\_ 1. shoved or pushed against someone roughly
- \_\_\_\_\_ 2. a member of a group of Native Americans living mainly in New Mexico, Arizona, and Utah
- \_\_\_\_\_ 3. a band or chain worn for ornament around the wrist or arm
- \_\_\_\_\_ 4. a high, steep hill that has a flat top and stands by itself
- \_\_\_\_\_ 5. a clear blue or greenish blue precious stone, used in jewelry
- \_\_\_\_\_ 6. a dwelling used by the Navajo Indians of North America

### Check the Words You Know

- \_\_\_ Navajo  
 \_\_\_ mesa  
 \_\_\_ jostled  
 \_\_\_ turquoise  
 \_\_\_ bandana  
 \_\_\_ hogan  
 \_\_\_ bracelet

**Directions** Choose the word from the box that best completes each sentence. Write the word on the line.

The southwestern United States is home to Native Americans such as the

7. \_\_\_\_\_. A typical member might have lived in a 8. \_\_\_\_\_. He or she may have worn a head scarf, such as a 9. \_\_\_\_\_. Navajos also wore jewelry made of 10. \_\_\_\_\_.

## Write About a Character

On a separate sheet of paper, write a description of one character from the story. Describe the character's appearance and personality. Use as many vocabulary words as you can.



**Home Activity** Your child identified and used vocabulary words from *A Summer's Trade*. With your child, find out information on Native Americans in Texas. Use the vocabulary words to discuss them.

Name \_\_\_\_\_

## Main and Helping Verbs

Verbs that are made up of more than one word are **verb phrases**. In a verb phrase, the **main verb** names the action. The **helping verb** helps tell the time of the action. Some common helping verbs are *has, have, had, am, is, are, was, were, do, does, did, can, could, will, would,* and *should*.

- The main verb is always the last word in a verb phrase. (The horse is looking at me.)
- There may be more than one helping verb in a verb phrase. (She has been riding horses a long time.)
- Helping verbs such as *is* and *are* show that action is happening in the present. (Annamae *is reading* about the Navajo.) *Was* and *were* tell that the action happened in the past. (The class *was reading* about the Navajo last month.) *Will* tells that the action is going to happen in the future. (We *will study* the Anasazi next week.)

**Directions** Underline the verb phrase in each sentence. Put one line under each helping verb and two lines under the main verb.

1. I have ridden horses for years.
2. Right now I am mending my old saddle.
3. Some friends will visit the ranch tomorrow.
4. They have come to the ranch many times.
5. The wind is blowing gently on the range.
6. Within two days, we will have reached the mountains.
7. You can see everything from the mountain.
8. My chores will be waiting for me.
9. My sister is reminding me to take pictures.
10. People from the city should visit the ranch often.



**Home Activity** Your child learned about main and helping verbs. Have your child model an activity such as making a sandwich. Ask him or her to explain the job using sentences with verb phrases.

Name \_\_\_\_\_

# Final Syllables *-en, -an, -el, -le, -il*

Spelling Words				
example	level	slogan	quarrel	scramble
evil	oxygen	wooden	double	travel
cancel	chuckle	fossil	toboggan	veteran
chisel	suburban	single	sudden	beagle

**Word Clues** Write the list word that matches each clue.

- |   |           |
|---|-----------|
| 1. a kind of laugh                            | 1. _____  |
| 2. not urban or rural                         | 2. _____  |
| 3. a kind of sled                             | 3. _____  |
| 4. a gas we breathe                           | 4. _____  |
| 5. something made of oak or maple             | 5. _____  |
| 6. something that has been preserved in stone | 6. _____  |
| 7. a small argument                           | 7. _____  |
| 8. two of something                           | 8. _____  |
| 9. only one                                   | 9. _____  |
| 10. a kind of hound dog                       | 10. _____ |

**Synonyms** Write a list word that has the same meaning as the underlined word.

- |   |           |
|---|-----------|
| 11. I found a perfect <u>model</u> of my favorite color.              | 11. _____ |
| 12. Did you <u>mix</u> the eggs for me?                               | 12. _____ |
| 13. The sculptor had to carefully <u>carve</u> the marble bit by bit. | 13. _____ |
| 14. One of my goals is to <u>journey</u> around the world.            | 14. _____ |
| 15. The ground was <u>flat</u> and then it dropped down steeply.      | 15. _____ |
| 16. The <u>wicked</u> queen tried to poison her enemy.                | 16. _____ |
| 17. The company's <u>motto</u> was "Right every time!"                | 17. _____ |
| 18. The politician was <u>an old hand</u> at running elections.       | 18. _____ |
| 19. I had to <u>call off</u> my dentist appointment today.            | 19. _____ |
| 20. The storm was <u>swift</u> and unexpected.                        | 20. _____ |



**Home Activity** Your child matched list words to meanings. Ask your child to tell you the meanings of three list words.

# Story Sequence C

Title \_\_\_\_\_

**Characters**

**Setting**

**Problem**

**Events**

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**Solution**

Name \_\_\_\_\_

## Vocabulary • Context Clues

As you read, you will find unfamiliar words. You can use context clues to figure out the meaning of a new word. **Context clues** are found in the words and sentences around an unfamiliar word.

**Directions** Read the following passage. Then answer the questions below. Look for context clues around unknown words to determine their meanings.

Centuries ago, high on a mesa in the heart of the Great Basin Desert, a man jostled his heavy pack into place on the back of his horse. Nearby, a woman dipped a canteen into a creek. On her arm she wore a bracelet of turquoise, the same color as the sky above. These people were members of the Navajo tribe.

They traveled across the desert to gather with other Navajos. From Arizona to New Mexico, they looked for a peaceful home, free from the aggressive Spaniards who had settled in what is now the southwestern United States. Today, most of northeastern Arizona is home to the Navajo Nation.

1. What does the word *mesa* mean?

2. What context clues can help you understand the meaning of the word *turquoise*?

3. Look at the sentences after the word *Navajo*. How do these sentences give clues to the meaning of *Navajo*?

4. What does *jostled* mean as it is used in this passage?

5. What is the meaning of *bracelet*? How do you know?



**Home Activity** Your child answered questions about unfamiliar words in a reading passage by using context clues. Explain a process to your child, such as making a complicated meal, using unfamiliar words, and help your child figure out what the new words mean by their context.

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## Electronic Media

- There are two types of **electronic media**—computer and non-computer. Computer sources include computer software, CD-ROMs, DVDs, and the Internet. Non-computer sources include audiotapes, videotapes, films, filmstrips, television, and radio.
- To find information on the Internet, use a search engine and type in your keywords. Be specific. It's a good idea to use two or more keywords as well as typing "AND" between keywords. To go to a Web site that's listed in your search results, click on the underlined link.

**Directions** Use the following list of electronic media to answer the questions below.

- *From the Pueblo to the Shoshonean* (Public Television documentary about Native Americans of the Southwest)
- The Navajo Nation (Internet site about the Navajo people)
- *Our Native Tongue* (Podcast of authentic Native American music)
- *The Story of New Mexico* (Documentary about the history of the state of New Mexico)
- *North American Tribes and Nations* (CD-ROM showing the existing Native American tribes in the United States)
- The Sun and the Moon (Internet site showing Native American art, jewelry, and ceramics)

1. Which source would be the most helpful in writing a report on the Navajo?

2. How would you get information from *North American Tribes and Nations*?

3. If you were doing an Internet search, what keywords would you type into the search engine to find the Web site The Sun and the Moon?

4. Which source would be most useful if you wanted to learn about Navajo songs and chants?

5. Which source would you start with if you wanted to learn about the Native Americans of Florida?



Name \_\_\_\_\_

**Directions** Use the following Internet search results found on a search engine to answer the questions below.

**Search Results**

Navajo Nation

Official site of the Navajo Nation. Describes Navajo history, culture, and traditions.

Native American Indian Heritage Month

United States Department of the Interior, Bureau of Indian Affairs. Discusses the importance of preserving Native American culture. Lists events across the country, highlighting Native American traditions. Describes Native American customs.

Box of Memories

One man's effort to record the stories and traditions of Navajo Native Americans in the hope of preserving Navajo culture.

Navajo Traditions

University of Arizona's study of Navajo traditions and how they have developed over time.

6. What does the information below the underlined links tell you?

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7. What keywords might have been used to get these search results?

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8. Which site is a United States government source?

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9. Which site would be least reliable if you were doing a report for school?

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10. In what ways might the Navajo Traditions site be valuable if you were doing a report?

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**Home Activity** Your child answered questions about electronic media. With your child, look around your house and see how many different types of electronic media you have on hand. Talk with your son or daughter about how each of the various electronic media sources could be valuable in his or her studies.

# Final Syllables *-en, -an, -el, -le, -il*

**Proofread a Story** Sally wrote this story. There are seven spelling errors and one punctuation error. Circle the errors and write the corrections on the lines.

## The Old Woodcarver

We decided to travle to see a veteren woodcarver. My dad wanted him to make a tobaggan like the one Dad owned when he was a child. We drove down a long suburban road. When we got out of the car, a beagel ran from behind the house, followed by the woodcarver. He carried an example of a tiny sled made of metal. "Don't worry," he said with a chuckle, "your sled will be wooden." He pulled a chisle out of his pocket. "Would you like to learn how to carve?" he asked. "I may seem like an old fossel to you," he said. "I'm probably double your father's age, but I'm pretty handy with a chisel."

"Sure," I said, "that's a great idea!"

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ |          |
| 8. _____ |          |

**Proofread Words** Circle the correct spelling of the word.

- |              |         |          |
|--------------|---------|----------|
| 9. oxygin    | oxygan  | oxygen   |
| 10. cancel   | cancle  | cancil   |
| 11. quarril  | quarrel | quarele  |
| 12. evile    | eval    | evil     |
| 13. slogan   | slogen  | slogin   |
| 14. chukle   | chuckle | chuckel  |
| 15. suddin   | suddan  | sudden   |
| 16. egsample | example | exsampel |

### Spelling Words

example  
level  
slogan  
quarrel  
scramble  
evil  
oxygen  
wooden  
double  
travel  
  
cancel  
chuckle  
fossil  
toboggan  
veteran  
chisel  
suburban  
single  
sudden  
beagle

### Frequently Misspelled Words

Mom  
Dad's  
heard



**Home Activity** Your child identified misspelled words with the final syllables *-en, -an, -el, -le, and -il*. Ask your child which words are the most difficult for him or her to spell. Have your child spell them.

Name \_\_\_\_\_

## Main and Helping Verbs

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

# Tempe Wick

(1) Tempe Wick was a spirited girl and have often rode alone. (2) While she was riding one day, Tempe and her horse \_\_\_\_\_ captured by stray soldiers. (3) The soldiers knew the Wicks were a wealthy family and wanted to take Tempe's horse. (4) Tempe managed to escape the soldiers but knew they would come looking for the horse in the barn. (5) Tempe decided to hide the horse in her bedroom. (6) Who would think to look in a bedroom for a horse? (7) The soldiers never discovered where she had been hiding the horse.

- |  |   |
|--|---|
| <p>1 What change, if any, should be made in sentence 1?</p> <p>A Change <i>was</i> to <b>were</b></p> <p>B Remove helping verb <i>have</i></p> <p>C Change <i>have</i> to <b>has</b></p> <p>D Make no change</p> | <p>4 Which best describes the underlined word in sentence 4?</p> <p>A Verb phrase</p> <p>B Main verb</p> <p>C Helping verb</p> <p>D None of the above</p> |
| <p>2 Which describes the underlined words in sentence 2?</p> <p>A Verb phrase</p> <p>B Main verb</p> <p>C Helping verb</p> <p>D None of the above</p>  | <p>5 How many helping verbs are in the underlined verb phrase in sentence 7?</p> <p>A 0</p> <p>B 1</p> <p>C 2</p> <p>D 3</p>                              |
| <p>3 Which helping verb best completes sentence 2?</p> <p>A did</p> <p>B are</p> <p>C was</p> <p>D were</p>  |   |



**Home Activity** Your child prepared for taking tests on main and helping verbs and verb phrases. Have your child write sentences about his or her day's activities using verb phrases and point out main and helping verbs.