

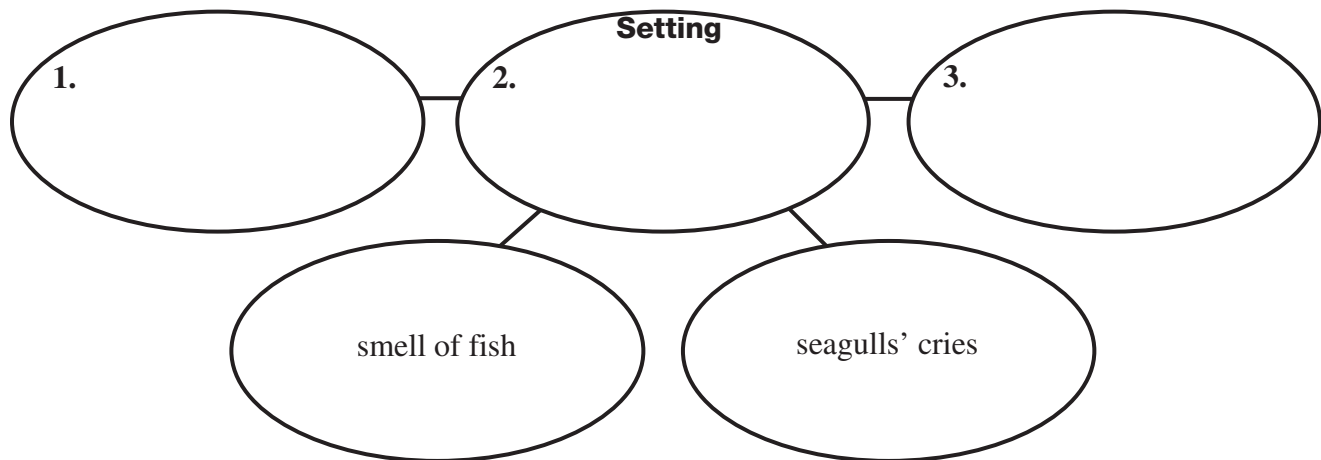
Theme and Setting

- The **theme** is the underlying meaning of a story. It is often not stated. You can figure out a theme from events and other evidence in the story.
- The **setting** is where and when the story takes place. Writers use details, such as sights and sounds, to describe it.

Directions Read the following passage. Then complete the diagram with the sights, sounds, smells, or feelings expressed in the passage.

I love to go to the beach in the summer because a beach can excite the senses. I might hear the roaring waves or the squawk of seagulls. I might feel the gritty warmth of the sand underfoot. Even the mix of odors on the breeze—an airy freshness with a hint of rotting fish—can

stay with me long after I've left the water's edge. When I look out toward the vast horizon over the water, I feel as free as the birds darting and diving above my head, and as small as the grains of sand blowing across my toes.



4. What is the theme of the passage?

5. Visualize that you are on a beach. On a separate piece of paper, list a few of the sights, sounds, smells, or feelings you included in your scene.



Home Activity Your child identified the setting and theme in a fictional passage. Sit with your child in a familiar place and identify its sights, sounds, and smells.

Writing • Invitation

Key Features of an Invitation

- may be informal or formal
- gives important information about an event or plan
- sometimes asks for a response

Beach Party!

Dear Melissa,

To celebrate the last few days of summer, I'm going to have a beach party! Here are the details:

What: Beach Party!

Where: Kaiser Beach, 1409 Lakefront Way

When: 12:00 P.M., Saturday, August 22

This is the best beach in town! It's really big, so it's not usually too crowded.

To get to the beach, take a right off Sandy Point Rd. and go three blocks. We'll have a spot set up near the lifeguard stand on the beach. Look for the yellow beach umbrella.

Here are a few items you might want to bring with you:

Swimsuit

Sunscreen

Towel

Please tell me if you will be able to make it or not. You can call me at home. (222) 567-1234

Your friend,

Emily

1. Tell what the event is, where it is taking place, and when it is happening.

2. Name three types of additional details the writer includes.

Vocabulary

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

- _____ 1. This is a good place to build a lighthouse.
- _____ 2. Some call it seaweed, others call it this.
- _____ 3. This could be considered a secret hiding spot.
- _____ 4. This is what the rabbit did to the carrot.
- _____ 5. This works with your muscle to help you move.

Check the Words You Know

___gnawed
___headland
___kelp
___lair
___ravine
___shellfish
___sinew

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

The fox slowly emerged from its, den, or 1. _____. Having 2. _____ the last bone from an earlier meal, the fox headed down the hill toward the 3. _____, or canyon, in search of more food. While foxes will occasionally eat 4. _____, they much prefer the 5. _____ and muscle of birds or small mammals.

Write a Letter

On a separate sheet of paper, write a letter you might send off in a bottle if you were stranded on an island. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *Island of the Blue Dolphins*. With your child, work together to tell a story incorporating the vocabulary words. Take turns adding sentences to the story until all the words have been used.

Name _____

Independent and Dependent Clauses

A related group of words with a subject and a predicate is called a **clause**. A clause that makes sense by itself is an **independent clause**. A clause that does not make sense by itself is a **dependent clause**. A **complex sentence** contains an independent and a dependent clause.

Independent Clause They came to the island in canoes.

Dependent Clause even though it was a long trip

If the dependent clause comes first, set it off with a comma: *Until they were attacked, Native Americans lived on the island.* If the independent clause is first, no comma is needed: *Native Americans lived on the island until they were attacked.*

Directions Write *I* if the underlined group of words is an independent clause. Write *D* if it is a dependent clause.

1. If you live on an island, you become independent. _____
2. Natives made their own clothes because they could not buy them. _____
3. Since there were no stores, they hunted for food. _____
4. A seal provided meat while people used its hide for clothes. _____
5. A hunting party paddled boats out to sea so that they could catch fish. _____
6. Women gathered berries and roots before winter came. _____
7. Because they needed containers for the food, they made baskets out of grasses. _____

Directions Underline the dependent clause in each sentence.

8. Because they cooked with fire, the natives kept live coals.
9. After food was prepared, they covered the embers with ashes.
10. While they slept through the night, the coals stayed warm.
11. The coals smoldered until morning came.
12. When the cook blew on the coals, they glowed brightly.
13. She fed wood to the coals so that the fire would catch again.
14. If her husband had caught fish that morning, they would eat well for breakfast.



Home Activity Your child learned about independent and dependent clauses. Ask your child to write a sentence about Native Americans using an independent clause and a dependent clause and explain the difference between the two.

Long Vowel Digraphs

Spelling Words

coast	feast	speech	wheat	Spain
paint	arrow	needle	charcoal	praise
faint	maintain	crease	grain	breeze
willow	appeal	bowling	complain	sneeze

Words in Context Complete each sentence with a list word.

- I am dizzy and may _____. 1. _____
- A perfect ____ score is 300. 2. _____
- I had multi-____ bread in my sandwich. 3. _____
- High ____ tells you that you did a great job. 4. _____
- Make a ____ in the paper to fold it in half. 5. _____
- Food grilled over a ____ fire tastes great. 6. _____
- It is generally better to be positive than to _____. 7. _____
- A sailboat needs a strong ____ to go fast. 8. _____
- Antique car owners spend time and money to ____ their vehicles so they will continue to run. 9. _____
- Two countries that border ____ are Portugal and France. 10. _____

Classifying Write the list word that belongs in each group.

- bow, feather, _____ 11. _____
- sew, thread, _____ 12. _____
- glide, cruise, _____ 13. _____
- cold, cough, _____ 14. _____
- corn, barley, _____ 15. _____
- talk, lecture, _____ 16. _____

Synonyms Write the list word that has the same or nearly the same meaning.

- request 17. _____ 18. banquet 18. _____
- tree 19. _____ 20. color 20. _____



Home Activity Your child wrote words with long vowel digraphs. Have your child tell you two ways to spell long e.

Name _____

Four-Column Chart

Name _____

Vocabulary • Unknown Words

- When you see an unknown word, use a dictionary or glossary to learn the word's meaning.
- A **dictionary** lists words in alphabetical order and gives their meanings, pronunciations, and other helpful information. A **glossary** is a list of important words and their meanings that are used in a book.

Directions Read the following passage about fishermen. Then answer the questions below. Look up unknown words in a dictionary or glossary.

People who make their living from the ocean need more than good fishing skills. Of course they need to know about what kinds of shellfish live in the area, and how much kelp floats in the waters they fish. They also need to know about water quality: how brackish is the water? Is it polluted? Knowing which are the best fishing coves and how near the shore the

larger fish travel is essential.

We view a coastline from a headland and appreciate its beauty, but a fisherman sees a completely different world. He or she sees a deep-sea ravine, the lair of a myriad of different fish. Many fishing decisions are left to the brain of the person fishing, not his or her luck, muscle, or sinew.

1. What is *kelp*? Why should people who fish for a living know about kelp?

2. How do *shellfish* differ from other fish?

3. If you are standing on a *headland*, where is the water?

4. What is a *lair*? How does it apply to schools of fish?

5. What does *myriad* mean? Would a person who fishes for a living be pleased to see a myriad of fish?



Home Activity Your child identified and used vocabulary words from a passage about fishermen. Read a nonfiction article with your child. Have him or her point out unknown words. Together, look up the words in a dictionary or glossary.

SPQ3R

SPQ3R is an acronym for a set of study skills that can help you when you read any text. It is especially helpful when reading nonfiction. Here's what it means: **Survey:** Look at the title, author name, chapter headings, and illustrations to get an idea of what you are about to read.

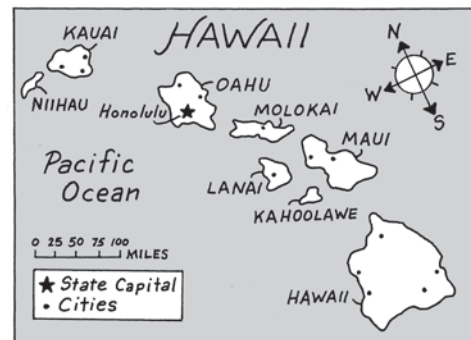
Predict: Imagine what the story you're going to read is about. **Question:** Generate questions you want answered when reading the story. **Read:** Read the story, keeping your predictions and questions in mind. **Recite:** Recite or write down what you learned from reading the story.

Review: Look back at the story, the predictions you made, the questions you posed, the answers you found in the text, and the information you learned from your reading.

Directions Use SPQ3R in reading the passage and answering the questions that follow.

Hawaii: A Remote State

Hawaii is a group of volcanic islands in the central Pacific Ocean some 2,300 miles west of San Francisco, California. Hawaii became the fiftieth state in the United States in 1959. It is an important military location of the U.S. because of its location in the ocean. Because it is so beautiful, it is also one of the most popular vacation spots for Americans even though the flight to Hawaii is long.



1. Before you read this passage, what could you tell about the passage by surveying the map?

2. Before you read this passage, what did you predict the passage would be about?

3. What was a question you wanted the passage to answer before you read it?

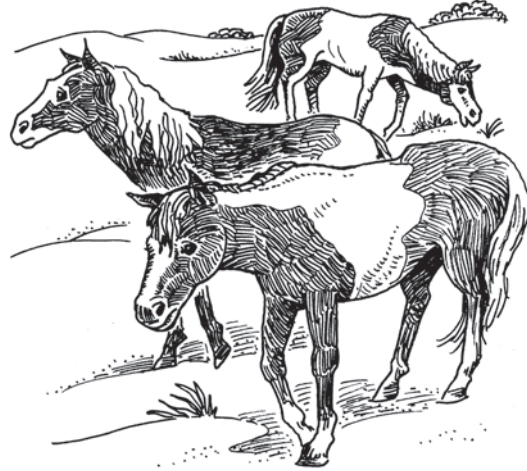
4. When did Hawaii become a state? What is one of the things that Hawaii is known for?

5. Write a brief review of what you learned from this passage. In your review, discuss whether your questions were answered and whether your prediction was true.

Directions Use SPQ3R in reading the passage and answering the questions that follow.

Assateague Island's Wild Horses

Assateague Island is a 37-mile-long barrier island, a thin strip of land that helps to protect Maryland's shoreline. It has been an outpost for the U.S. Coast Guard for nearly 50 years. What is most unique about the island is the horses that roam freely on the beaches and marshland. While the origin of the horses is unclear, the popular myth claims the horses jumped from a sinking Spanish ship and swam to reach this island. It is more likely the horses were taken to the island by landowners trying not to pay taxes on livestock, perhaps as long ago as the seventeenth century.



1. Before you read this passage, what could you tell about the passage by surveying the illustration?

2. Before you read this passage, what did you predict the passage would be about?

3. Before you read this passage, what questions did you want the passage to answer?

4. What is most unique about Assateague Island?

5. Write a brief review of what you learned from this passage. In your review, discuss whether your questions were answered and whether your prediction was true.



Home Activity Your child learned about the SPQ3R study skill and applied it to two nonfiction passages. Have your child explain the study skill to you. Then, with your child, apply it to a newspaper or magazine article.

Long Vowel Digraphs

Proofread a Report Miguel wrote about his family's trip. Circle six spelling errors. Find one punctuation error. Write the corrections on the lines.

This summer, my family traveled to Spain. We felt very lucky to stay in a hotel right on the caost. The weather was always beautiful with a light breaze blowing in off the ocean. Outside my window, the branches of a wilow tree dipped into a small pond. The sky was the same color as the baby blue color in my pante box. On our last night we had a wonderful feest. I thought I would fante at the sight of so much food! Everything was really delicious? My stomach hurt before we got to dessert. Is that anything to complain about?

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

Proofread Words Circle the correct spelling of the word.

- | | | |
|--------------|----------|---------|
| 8. weat | wheet | wheat |
| 9. charcole | charcoal | charcol |
| 10. maintain | maintane | mantain |
| 11. boling | bolling | bowling |
| 12. complain | complane | complan |
| 13. creese | creaze | crease |
| 14. arow | arrow | arro |

Spelling Words

coast
feast
speech
wheat
Spain
paint
arrow
needle
charcoal
praise

faint
maintain
crease
grain
breeze
willow
appeal
bowling
complain
sneeze

Frequently Misspelled Words

Halloween
really



Home Activity Your child corrected misspelled list words in a paragraph and selected the correctly spelled word in a group of words. Select three list words and ask your child to spell them.

Independent and Dependent Clauses

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

Ancient Tools

(1) Natives used different kinds of natural materials as tools. (2) Carved to a point, a rock could serve as a knife. (3) Bones of some animals became tools too. (4) Because bone is so hard, it can pass through leather. (5) Artists might carve bone if the weather was bad. (6) Deerskin made soft, warm clothing after it was tanned. (7) They used every part of an animal so that nothing was wasted.

- | | |
|---|---|
| <p>1 What is the independent clause in sentence 2?</p> <p>A Carved to a point</p> <p>B a rock</p> <p>C a rock could serve</p> <p>D a rock could serve as a knife</p>
<p>2 What is the dependent clause in sentence 3?</p> <p>A Bones of some animals</p> <p>B some animals</p> <p>C became tools</p> <p>D None of the above</p>
<p>3 In sentence 4, which word identifies a dependent clause?</p> <p>A Because</p> <p>B hard,</p> <p>C , it</p> <p>D leather.</p> | <p>4 What is the independent clause in sentence 6?</p> <p>A Deerskin</p> <p>B Deerskin made soft, warm clothing</p> <p>C it was tanned</p> <p>D after it was tanned</p>
<p>5 In sentence 5, what is the dependent clause?</p> <p>A if the weather was bad</p> <p>B the weather</p> <p>C Artists might carve</p> <p>D None of the above</p> |
|---|---|



Home Activity Your child prepared for taking tests on independent and dependent clauses. Say a dependent clause (*after we eat dinner, before we leave home, when we go to the store*). Have your child add an independent clause to make a sentence.