

Draw Conclusions

- A **conclusion** is a sensible decision you make after you think about facts or details that you read.
- Drawing conclusions may also be called



Home Activity Your child read a short passage and drew a conclusion based on the details in it. Tell your child a story about an athlete you know about. Ask your child to visualize the details as you describe them. Ask your child to draw a conclusion based on the details you provide.

Writing • Writing for Tests

One evening my grandfather said to me, “Come watch television with me. The show is about Jesse Owens.”

“Who is he?” I asked with hesitation. My grandfather loves history, but I don’t.

My grandfather turned to me with an amazed face to tell me that Jesse was the athlete whom the whole world saw as the fastest and best track star. I snuggled in next to my grandfather to watch the television show about Jesse.

After I watched the show, I wanted to be the fastest track star like Jesse. The next day, I ran to school and skidded in early! Since then, I have run home every afternoon, sometimes wincing from lack of breath. I have run fast errands for my grandfather, doing cartwheels when I arrived.

I have run so much that my brother has asked me, “Who do you think you are?” My father and teacher have asked me, “For whom do you hurry?” My grandfather has said simply, “Thank you.”

I told everyone that I love running, and that I am practicing to be a track star like Jesse. However, my brother said that I have to eat more vegetables and fewer potato chips. My father said that track and field also includes long jumps and hurdles. My grandfather said, “World records come from people who are not only the fastest in short and long runs, but also the best at jumping.”

My head was throbbing from all their

Vocabulary

Directions Choose the word from the box that best matches each definition below. Write the word on the line.

- _____ 1. to run or jump, turning the heels over the head
- _____ 2. a sport in which very difficult exercises are performed
- _____ 3. act of failing to act promptly
- _____ 4. somewhat blue
- _____ 5. sideways handsprings with the legs and arms kept straight

Check the Words You Know

_____bluish
 _____cartwheels
 _____gymnastics
 _____hesitation
 _____limelight
 _____skidded
 _____somersault
 _____throbbing

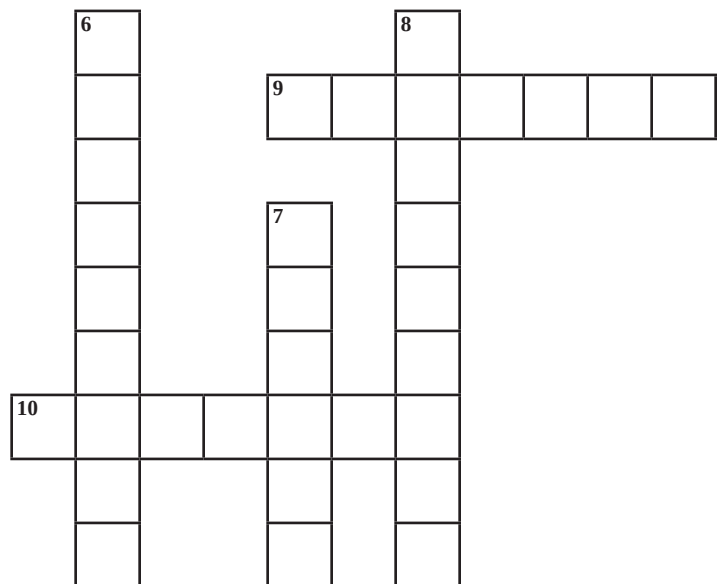
Directions Choose the word from the box that matches the clues and complete the crossword puzzle.

DOWN

6. the pain I felt when I broke my toe
7. the color of a pale sky
8. the place the star wants to be

ACROSS

9. what my bicycle did when I slammed on the brakes
10. what I am doing when I eat food I don't like



Write a News Report

Imagine you're a sports reporter covering a gymnastics meet. On a separate sheet of paper write a news report. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from  1. Skim the articles about a single sport in the sports section of a newspaper. Point out and define the vocabulary word that is used to describe each type of sport.

Name _____

People sometimes confuse the pronouns *who* and *whom* when they write. *Who* is a subject form. It is used as a subject of a sentence or a clause.



Negative Prefixes

Spelling Words

invisible	illiterate	irregular	irresistible	impossible
informal	illegal	impatient	independent	incorrect

Missing Words Write the missing list word.

- If you learn to read, you are not _____. 1. _____
- If you have good manners, you'll rarely be _____. 2. _____
- If you earn a living, you can be _____. 3. _____
- If you have a "can do" attitude, little is _____. 4. _____
- If you're always trustworthy, you are never _____. 5. _____
- If you always follow the law, then you never do anything _____. 6. _____
- If you're always right, then you're never _____. 7. _____
- If you always act responsibly, then you are not _____. 8. _____
- If you set an exact time to meet, it is not _____. 9. _____
- If something always makes sense, it is not _____. 10. _____

Classifying Write the list word that completes the group.

- cheap, reasonable, low-cost, _____ 11. _____
- flawed, faulty, defective, _____ 12. _____
- restless, fidgety, _____ 13. _____
- unseen, faint, _____ 14. _____
- casual, relaxed, _____ 15. _____
- idle, quiet, immobile, _____ 16. _____
- out of place, unsuitable, _____ 17. _____
- stationary, motionless, _____ 18. _____
- tempting, appealing, enticing, _____ 19. _____
- uneven, lopsided, _____ 20. _____



Home Activity Your child wrote words with prefixes. Ask your child to spell one word for each of the four negative prefixes.

Scoring Rubric: Writing for Tests: Autobiographical Sketch

	4	3	2	1
Focus/Ideas	A	A	A	A
Organization	C	E	E	L
Voice	C	G	G	N
Word Choice	F	F	F	F
Sentences	S	S	C	F
Conventions	E	G	E	F

Vocabulary • Suffixes

- A **suffix** is a syllable added to the end of a base word to change its meaning or the way it is used in a sentence. For example, the Old English suffix - *ly* means “somewhat,” as in *likely*. The Latin suffix - *ly* means “the act or state of being _____,” as in *likely*. The suffix - *ly* means “study or system,” as in *likely*. The suffix - *ly* means “a member of a profession” as in *likely*. You can use suffixes to help you figure out the meanings of words.
- In dictionaries, the definition of a base word with the suffix added is usually found near that of the base word. The base word’s definition is helpful in understanding a word’s meaning.

Directions Read the following passage. Notice the words with suffixes as you read. Then answer the questions below.

The gymnastics meet started with a spectacular balance beam routine by Amy’s main competitor. Then Amy hopped onto the beam and started her routine with no hesitation. She did fine on her somersaults and cartwheels, but on one backflip she had a bad landing. Her ankle felt like a knife had ripped through

it, and she saw bluish stars in front of her eyes. As she finished her routine, Amy thought, “There goes my chance to be a finalist.” But when the numbers came up, she scored the highest! Although her ankle was throbbing, she stepped to the judges’ table and accepted her medal.

1. What is the suffix in *gymnastics*? How does the suffix change the meaning of the base word?

2. What is the suffix in *hesitation*? How does the suffix change the meaning of the base word?

3. What is the suffix in *bluish*? How does the suffix change the meaning of the base word?

4. Change the suffix of *competitor* from -or to -ion. What is the meaning of the new word?

5. Which word in the passage has a suffix like *dentist*? Write its definition.

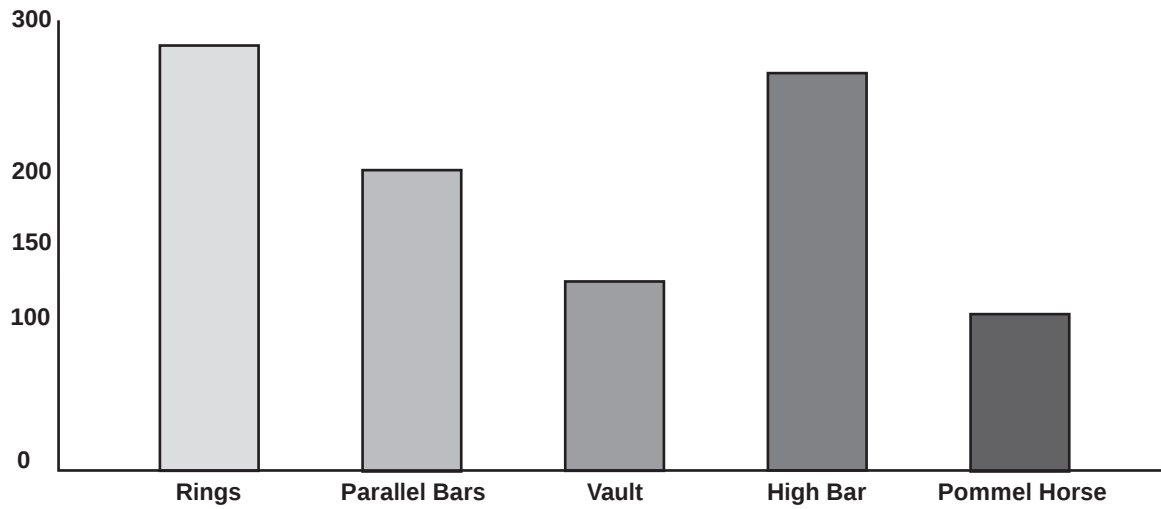


Home Activity Your child read a short passage and identified and used suffixes to understand new words. Work with your child to identify unfamiliar words with suffixes. Then ask your child how the suffixes help him or her to understand the meanings of the new words. Confirm the meanings by looking them up in a dictionary.

Graphs

Graphs show information visually. You can use graphs to compare different pieces of information. Look at the title of a graph to see what is being compared. There are many types of graphs, but two types of graphs are bar graphs and circle graphs. A **bar graph** uses horizontal and vertical lines. Words or numbers along each line explain what is being compared. A **circle graph**, which is also called a pie chart, compares the parts of a whole.

Directions Use this graph to answer the questions below.





Using and

Directions

