

Cause and Effect

r " cause JT XIZ TPNFUIJOH IBQQFOT "O effect is what happens.

r \$MVF XPSET TVDI BT because, so, BOE since TPNFUJNFT TJHOBM B SFMBUJPOTIJQ

r 4 Read the following story. Then complete the diagram.
 6TF B HSBQIJD PSHBOJ[FS MJLF UIF POF BCPWF UP NBQ PVU UIF DB



* 1 FBS TPEO/DBU OPO

Vocabulary

Directions Draw a line to connect each word on the left with its definition on the right.

- | | |
|--------------|---|
| 1. avoided | very many |
| 2. numerous | platform in a church from which the minister preaches |
| 3. pulpit | protecting |
| 4. minister | member of the clergy |
| 5. shielding | kept away from |

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

_____ 6. You probably tried to do this when you were about to run into something or someone.

_____ 7. This person works in a church.

_____ 8. Your great-great-grandparents are an example of these.

_____ 9. This describes a large number of something.

_____ 10. These are periods of about thirty years.

Check the Words You Know

- ___ancestors
- ___avoided
- ___generations
- ___minister
- ___numerous
- ___pulpit
- ___shielding

Write a Poem

Pretend you have just heard Dr. Martin Luther King Jr. speak at a civil rights meeting. Write a poem about the event. Use as many vocabulary words as you can.

Name _____

Conjunctions

O N J U N C T I O N S are connecting words. **AND** is a coordinating conjunction. They can be used to join words, phrases, and sentences.

s 5 **AND** to add information or to join related ideas: Pam and Ann lived with them.

s 5 **BUT** to join different ideas: He was gentle but strong-minded.

s 5 **OR** to suggest a choice: Sometimes you have to fight or give in.

Conjunctions also make compound subjects, compound predicates, and compound sentences. There is a comma before tTd [<004108.9-JxPa comma before 4strong-mma

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Home Activity Your child learned about conjunctions. Ask your child to give you oral examples of how the conjunctions and, but, and or are used differently in sentences.

H X] I V

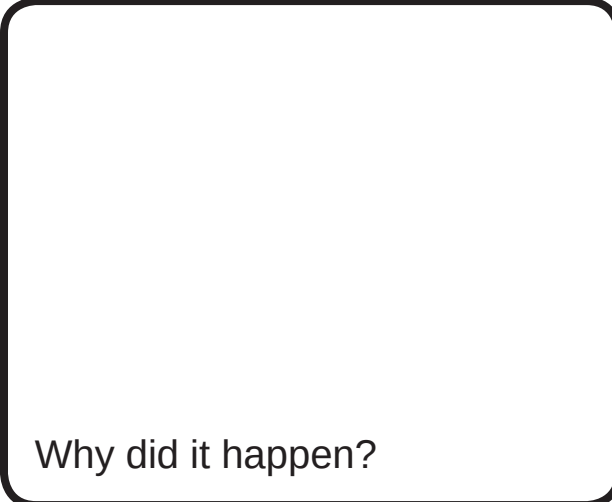
! N T O N Y M S



8 V j h Z V c Y : [[Z X i

Causes

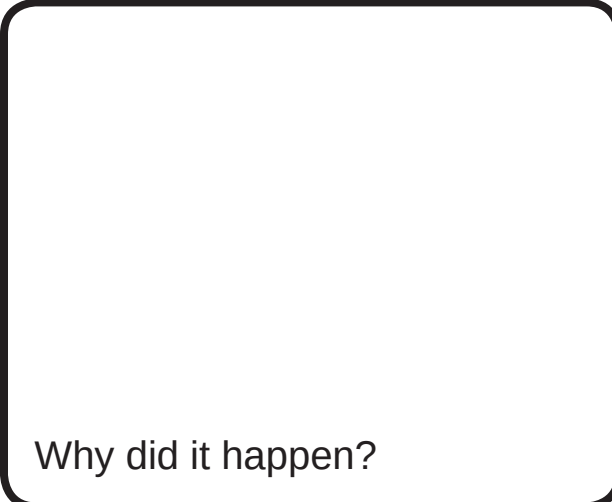
Effects



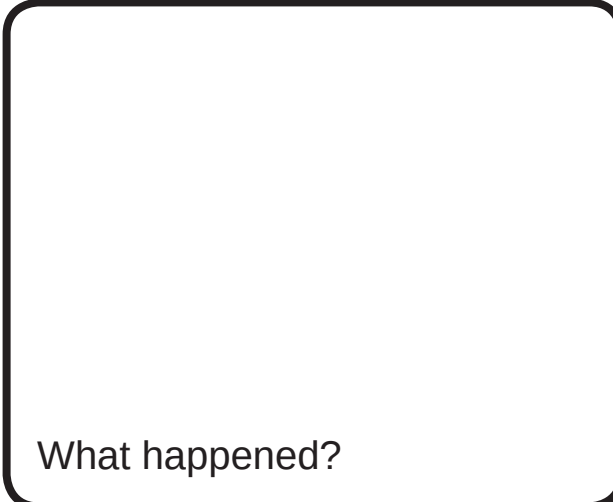
Why did it happen?



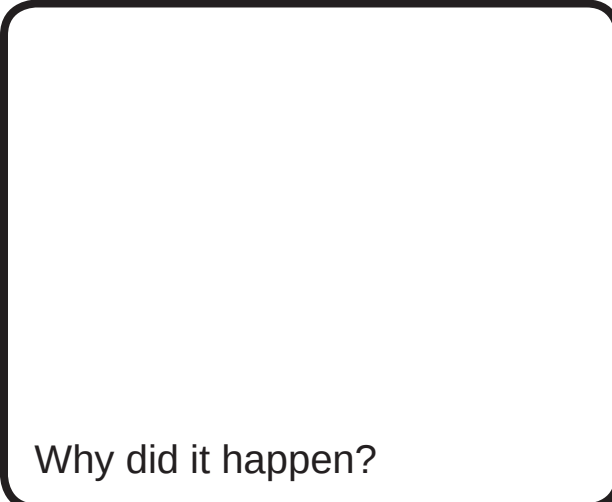

What happened?



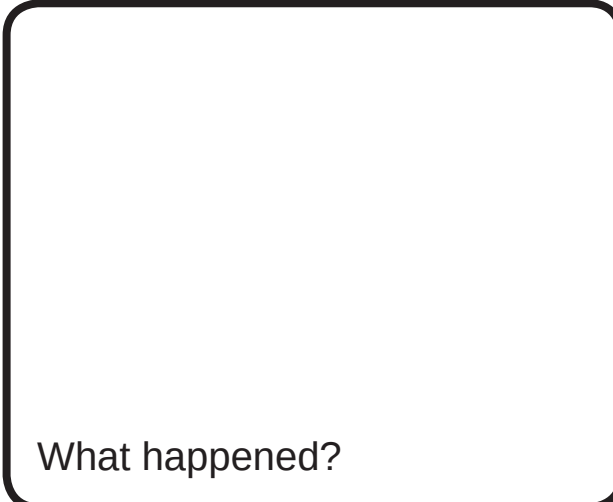
Why did it happen?

What happened?



Why did it happen?

What happened?

Vocabulary tRoot Words

r " root word is a word that other words are made from. Sometimes root words are also called base words.

r 5 I F S P P U X P S E G P S shielding is shield 5 I F S P P U X P S E G P S numerous is word for generations is generate (to begin) " generation includes all people born in the T B N F Q F S J P E P G U J N F 5 I F S P P U X P S E G P S avoided is avoid (to stay away)

Directions Read the following letter. Then answer the questions below.

Dear Dr. King,
I saw you speak today in front of numerous people. I could tell that you truly care about shielding people from danger today and making sure future generations are safe, as well. I know it must be hard to talk about equal rights when some people in this country are

against it. You could have avoided the jail time you spent by just living out your days as a minister. However, you believed that change would not come that way. I admire your courage.

Sincerely,

Mrs. Roberta Watson

1. What do the words avoid and avoided mean? What is the difference between them?

2. What word in the passage has the same root as number?

How is that word's meaning related to the meaning of number?

3. Think about a shield—a piece of armor used in battle. What does a shield do?

What does shielding mean?

4. A generation includes all the people who are born at the same time. For example, all people born in the 1990s are from the same generation. What do you think future generations means?

Take Notes/Paraphrase and Synthesize/ Record Findings

Taking notes and recording findings about key information in a text can help you understand and remember the text better. It can also help you organize information to study for a test or to include in a research paper. When you take notes, paraphrase, or put what you read into your own words. Try to synthesize, or combine, information as you take notes. This will allow you to include all of the author's ideas as well as important details. Use key words, phrases, or short sentences.

Directions Read the article below. Record notes on a separate sheet of paper. Then use them to answer the questions that follow.

Like Dr. Martin Luther King Jr., Cesar Chavez knew that equal rights were worth fighting for. He spent most of his adult life trying to do what he believed was right.

Chavez was born in 1927 in Arizona. When he was ten years old, his family lost its farm during the Great Depression. He and his family became migrant workers, moving from place to place in search of farm work. Later, Chavez joined the U.S. Navy, married, and settled down in California.

Chavez began working to improve social conditions when he became a member of the Community Service Organization. This group worked to fight discrimination against people of Hispanic background. Chavez spoke out against this discrimination, and he urged Latino citizens to use their power as voters. He believed that Latinos' votes could make the government take notice of needs in their community.

Chavez knew that one particular group

Name _____

Directions Refer to your notes to help you answer the questions below.

3. Why is it important to take note of the fact that Chavez was a migrant worker?

4. Is the detail about Chavez joining the U.S. Navy important enough to include in your notes? Why or why not?

5. What did Chavez do with the Community Service Organization?

6. What methods of peaceful protest did Chavez use?

7. Why is it important to write down only the most important ideas when note-taking?

8. When taking notes for a report, it is important to write down the title and author of the book or article you are reading. Why do you need to do this?

9. Describe a graphic organizer you might use to organize your notes.

10. Copy a section of your notes from the article in the lines below.

Home Activity Your child learned how to take notes and synthesize and paraphrase information. Read an article or story aloud to him or her. After each sentence, help your child to paraphrase it. See how many sentences he or she can paraphrase.

Name _____



=dbZ 6Xi^Wdjg X]^aY ^YZci^[^ZY b^hheZaaZY a^hi IdgYh# HVn ZVX] IdgY ^c V
X]^aY gZeZVi i]Z a^hi IdgY VcY Ig^iZ ^i#

Conjunctions

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

Martin Luther King

(1) Martin Luther King Jr. fought for equality but justice. (2) He believed in action since not in violence. (3) Should people accept injustice to fight for their rights? (4) King dreamed of a better world, than he helped create one. (5) He was arrested nearly twenty times, but he kept on fighting. (6) People must take action but nothing will change.

- 1 What change, if any, should be made in sentence 1?

A Change ~~but~~ to not.
B Change ~~but~~ to or.
C Change ~~but~~ to and.
D Make no change.

- 2 What change, if any, should be made in sentence 2?

A Change ~~since~~ to but.
B Change ~~since~~ to or.
C Change ~~since~~ to as.
D Make no change.

- 3 What change, if any, should be made in sentence 3?

A Change ~~so~~ to so.
B Change ~~so~~ to if.
C Change ~~so~~ to or.
D Make no change.

- 4 What change, if any, should be made in sentence 4?

A Change ~~than~~ to and.
B Change ~~than~~ to that.
C Change ~~than~~ to after.
D Make no change.

- 5 What change, if any, should be made in sentence 6?

A Change ~~but~~ to than.
B Change ~~but~~ to and.
C Change ~~but~~ to or.
D Make no change.

Home Activity Your child prepared for taking tests on conjunctions. Have your child make flash cards for the words and, but, and or. Take turns choosing a card and making up phrases that can be combined into sentences using these words.