

Sequence

Sequence is the order in which events happen in a story. When you read, think about what comes first, next, and last.

" T U P S Z T Q M P U I B T B T F R V F O D F P G N B J O F W F O U T

4 P N F U J N F T N B J O F W F O U T B S F U P M E P V U P G T F R V F O D F " O
not be revealed until later.

Directions Read the following passage.



Home Activity Your child read a short passage and answered questions about the sequence of events. After watching a movie or television show together, ask your child about the plot. What was the sequence of events? Were there any flashbacks?

Writing t Skit

Key Features of a Skit

r B T D F O F V T V B M M Z D P N J D J O X I J D I D I B S B D U F S T J O U F S B D U
 r V T F T E J B M P H V F B O E T U B H F E J S F D U J P O T
 r I B T G F X D I B S B D U F S T B O E P O F T F U U J O H
 r X S J U U F O U P C F B D U F E P V U M J L F B T I P S U Q M B Z

(Martin Luther King and Alfred Daniel King are in the living room of their house on a hot summer day. They are using screwdrivers to loosen the legs on a piano bench.)

MARTIN : I'm roasting! No way do I want to sit inside this stifling house playing the piano for an hour!

ALFRED : (rubbing his knuckles) I didn't practice at all this week. I can just feel the ruler crack when I can't play a tune.

MARTIN : Don't worry. Soon we'll be practicing baseball in the backyard, and then we'll be down at the firehouse practicing how to be firemen.

ALFRED : Hurry! I hear Mr. Mann. Put the bench back!

(Martin and Alfred put the bench upright and quickly hide the screwdrivers in their pockets. Mr. Mann enters the room holding sheet music and a ruler.)

Martin and Alfred: (holding back giggles) Good morning, Mr. Mann!

MR. MANN: (rapping the piano bench with the ruler) All right, boys. Who would like to play firsts .-d E(u)-5(l56 3.40710618(u)10(cs)141

MARTIN :

(Martin and Alfr-d E(TJ T* [4]-13(1)19(c5p)4(p

Name _____

Tía Lola

Vocabulary

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

1.



Home Activity Your child identified and used vocabulary words from *How Tía Lola Came to Stay*. Make up a story with your child about two people, an artist and a colonel, from different worlds. Use the vocabulary words from the selection.

Name _____

Commas

Here are some rules for using commas.

Home Activity Your child learned about commas. Ask your child to list objects in the room. Have him or her say the word comma after each item.

H j [[^ m 'Z a h Z h 'h d Z c i ! c Z h h

H e Z a a ^ c \ L d g Y h

countless	payment	goodness	fairness	hopeless
treatment	statement	breathless	restless	enjoyment
pavement	flawless	tireless	amazement	amusement
greatness	punishment	timeless	needless	painless

3 Y N O N W r i t e the list word that has the same or nearly the same meaning.

roadway _____

eternal _____

kindness _____

fidgety _____

penalty _____

gasping _____

declaration _____

pleasure _____

! N T O N W r i t e the list word that has the opposite or nearly the opposite meaning.

few _____

injustice _____

hopeful _____

unimportance _____

lazy _____

imperfect _____

essential _____

- I S S I N G C o m p l e t e the sentence by writing a list word.

Rest is one _____ for the flu. _____

We went to an _____ park. _____

Don't forget to make the monthly _____. _____

The child looked at the magician with _____. _____

The doctor said the exam would be _____. _____



Vocabulary t Unfamiliar Words

When you are reading and see an unfamiliar word, you can use context clues, or words around the unfamiliar word, to figure out its meaning.

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

All Amalia ever wanted to do was paint. One day, her aunt said she was looking for a nanny for her children. Amalia liked her little cousins so she asked her aunt if she could be the nanny. Being a nanny affords, or allows, Amalia plenty of time for painting.

Amalia and her cousins live in a quaint

town with old-fashioned houses and cobblestone streets. One day, she caught the glint, or gleam, of light on a puddle. She was inspired by its resemblance, or likeness, to a mirror. When Amalia returned home, she mixed the paints on her palette to paint the light on the puddle.

1. What context clue helps you to figure out the meaning of affords?

2. What context clues help you to figure out the meaning of quaint?

3. One context clue for glint is gleam. If you didn't know what gleam meant, how could you figure out the meaning from the context?

4. What context clue gives you the meaning of palette?

5. Write your own sentence using a context clue for the word resemblance.



Home Activity Your child read a short passage and used context clues to identify the meanings of unfamiliar words. Read a challenging story together. When you find an unfamiliar word, have your child locate context clues. If they do not exist, help your child to paraphrase the information around the unfamiliar word.

Dictionary and Glossary

A dictionary is a book of words and their meanings. A glossary is a short dictionary at the back of some books. It has definitions of words used in the book. Dictionaries and glossaries are organized in alphabetical order. Entry words, the words in dark type in both dictionaries and glossaries, might be broken into syllables. For each entry word, you might find a pronunciation key, the part of speech, the definition, a sentence, and how the spelling changes when endings are added. Glossaries might also have page references.

Directions Study the dictionary and glossary entries below. Then answer the questions that follow.

Dictionary Entries	Glossary Entries
cul-ture: (kul ch r), 1. n., elegance; sophistication 2. n., traditions and customs of a group of people; The Italian culture is known for its food. 3. n. developing land and crops; v. cul-tured, cul-tur-ing Cum-ber-land: (kum b r l nd), n., a river that flows in Kentucky and Tennessee; it connects to the Ohio River. cum-ber-some: (kum b r sum), adj., difficult to control; bulky; awkward; adv., cum-ber-some-ly	D V M r U V S F (kul ch r), noun, the customs of a group of people (p. 98) curb (kerb), noun, a border of hard material, like stone or concrete, on the edge of a street (p. 53) E F r D F Q r U J W F (di sep tiv), adjective, deceiving or misleading (p. 22) E F F Q (dep) adjective, difficult to understand (p. 40)

1. What is one difference between a dictionary and a glossary?

2. What is the entry word before Cumberland? Why does it come before?

Directions Use dictionary and glossary entries to answer the following questions.

3. What is the pronunciation of curb? What tells you that this is the pronunciation?

4. Where will you find out an entry word's part of speech? In a dictionary, how would you know if a word is a noun?

5. What part of speech is clumsily?

6. In a glossary, what do the page numbers after the definitions mean?

7. The dictionary shows several definitions for the word culture. Why do you think there is only one in the glossary?

8. What do you think the words in a glossary have in common?

9. In the dictionary, what is the purpose of the sentences that are in italics? Write a sentence that could be added to the definition of clumsy to show how it is used.

10. Describe when you would use a glossary rather than a dictionary.



Home Activity Your child learned how to use dictionary and glossary entries. Choose a word from a dictionary page. Memorize its definition, part of speech, etc. Give your child the dictionary opened to that page. Have your child ask you “yes” and “no” questions to try to figure out the word you chose. For example, “Is the word a noun?”

Commas

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

The Oldest Ballpark

(1) Fenway Park is located at 4 Yawkey Way Boston MA. (2) It's the smallest oldest, and strangest ballpark in the country. (3) Fenway Park opened on April 20 1912. (4) As a matter of fact the park is crammed full of history. (5) We have tickets to a ballgame there on Wednesday, June 4.

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| <p>1 What change, if any, should be made in sentence 1?</p> <p>A Change <i>4 Yawkey Way Boston MA</i> to 4 Yawkey Way, Boston MA.</p> <p>B Change <i>4 Yawkey Way Boston MA</i> to 4 Yawkey Way, Boston, MA.</p> <p>C Change <i>4 Yawkey Way Boston MA</i> to 4 Yawkey, Way Boston, MA.</p> <p>D Make no change.</p> <p>2 What change, if any, should be made in sentence 2?</p> <p>A Change <i>smallest oldest, and strangest</i> to smallest oldest and strangest.</p> <p>B Change <i>smallest oldest, and strangest</i> to smallest, oldest and strangest.</p> <p>C Change <i>smallest oldest, and strangest</i> to smallest, oldest, and strangest.</p> <p>D Make no change.</p> | <p>3 What change, if any, should be made in sentence 3?</p> <p>A Change <i>April 20 1912</i> to April 20, 1912.</p> <p>B Change <i>April 20 1912</i> to April, 20 1912.</p> <p>C Change <i>April 20 1912</i> to April, 20, 1912,</p> <p>D Make no change.</p> <p>4 What change, if any, should be made in sentence 4?</p> <p>A Change <i>As a matter of fact the park</i> to As a matter of fact, the park.</p> <p>B Change <i>As a matter of fact the park</i> to As a matter, of fact, the park.</p> <p>C Change <i>As a matter of fact the park</i> to As a matter, of fact the park.</p> <p>D Make no change.</p> |
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Home Activity Your child prepared for taking tests on commas. Help your child write a list, a date, and an address with no commas. Then ask your child to put in the correct commas.