

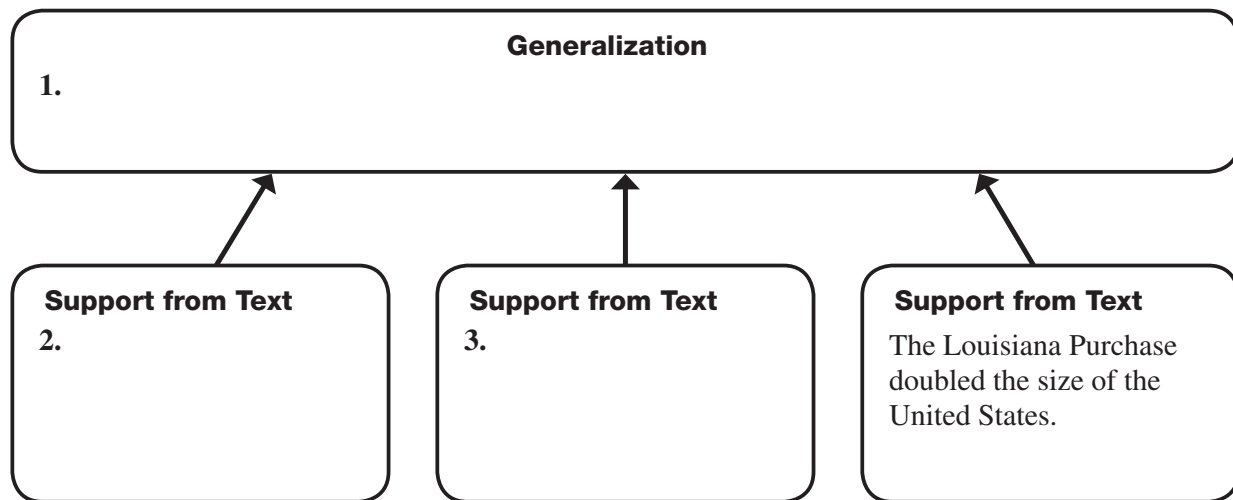
Name _____

Generalize

- To **generalize** means to make a broad statement or rule that applies to several examples. Clue words such as *all*, *many*, and *most* can signal generalizations.
- If generalizations are supported by the text, they are *valid generalizations*. If they are not supported by the text or by logic, they are *faulty generalizations*.

Directions Read the following passage. Then complete the diagram below by writing a valid generalization and two ideas that support your generalization.

<p>President Thomas Jefferson led an effort to make the Louisiana Purchase in 1803. The United States bought an 828,000-square-mile stretch of land west of the Mississippi River from France for a mere three cents per acre. The Louisiana Purchase is widely considered to be the greatest land bargain in American history. Jefferson asked Lewis and Clark to</p>	<p>explore the territory. For more than two years they investigated the land along the Missouri River seeking a route to the Pacific Ocean. They were greeted as heroes when they returned to St. Louis in 1806. President Jefferson was pleased, as he had doubled the size of the United States. You might say that he got the deal of the century!</p>
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4. In box #1, what word suggests the statement is a generalization?

5. Would you say this generalization is valid or faulty? Why?



Home Activity Your child made and supported a generalization about a nonfiction text. Choose a familiar generalization from everyday life, and discuss with your child whether or not it is valid.

Name _____

Writing • Summary

Key Features of a Summary

- uses the writer’s own words
- restates the most important facts and details
- leaves out unimportant details

Summary of “Going West”

During the 1800s, the Homestead Act caused many people to pack up their belongings and move to a place they had never seen before. Under the Homestead Act, the government freely gave away 160 acres of land to anyone who would build a house on it, dig a well, farm it, and live on it for five years.

The journey west could be extremely difficult for these pioneers. Their lives were certainly not easy. But if they made it through all the hardships, they had something to show for it in the end—the American Dream!

1. Which sentence expresses the main idea?

2. Circle an important detail the writer included in the summary.

Name _____

Vocabulary

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

- | | |
|------------------------|---|
| 1. scrawled | not occupied |
| 2. independence | to spread over |
| 3. vacant | written or drawn poorly or carelessly |
| 4. overrun | of or about the management of the income, supplies, and expenses of a household, government, etc. |
| 5. economic | freedom from the control, influence, support, or help of others |

Check the Words You Know

- ___ economic
- ___ independence
- ___ overrun
- ___ scrawled
- ___ vacant

Directions Choose the word from the box that best completes the sentences below. Write the word on the line.

6. You can find evidence of the Old West in the run-down, _____ old buildings that stand like ghosts in Colorado. 7. At one time these booming towns were _____ with prospectors. 8. The prospectors had come in search of gold and _____ freedom. 9. _____ on old walls and doors are the names and dates of particularly wealthy gold rushers. 10. Unfortunately, their financial success and _____, or freedom, was short-lived, as the gold boom busted within a few years.

Write an Advertisement

On a separate sheet of paper, write an advertisement for a new theme park celebrating the Old West. Your advertisement should describe some appealing exhibits and activities, as well as noting details that reflect ways of life in the Old West. Try to use as many vocabulary words as possible.



Home Activity Your child identified and used vocabulary words from the story *Ghost Towns of the American West*. Together, make up a story about a relative who lived in the Old West.

Name _____

Adverbs

Adverbs tell more about verbs. They explain *how*, *when*, or *where* actions happen. Many adverbs that tell *how* end in *-ly*. Adverbs can appear before or after the verbs they describe.

How Cowboys rode expertly. They worked hard.

When They seldom slept past daybreak. They always took care of their horses.

Where A cowtown existed here. Cowboys visited there for entertainment.

Some adverbs tell more about an adjective or another adverb:

A ghost town seems rather spooky to me. I very rarely go to such places.

Comparative adverbs compare two actions. Add *-er* to form a comparative adverb. **Superlative adverbs** compare three or more actions. Add *-est* to form a superlative adverb. If an adverb ends in *-ly*, use *more* or *most* instead of *-er* or *-est*.

Comparative Adverb The stagecoach rolled more slowly going up the mountain than going down.

Superlative Adverb When they were fresh, the horses pulled most quickly of all.

- The adverbs *well* and *badly* use special forms to show comparison.

Adverb	Comparative	Superlative
well	better	best
badly	worse	worst

Directions Underline the adverb or adverbs in each sentence. Circle the word that each adverb tells more about.

1. Pioneer women bravely risked their lives.
2. They worked tirelessly to feed and clothe their families.
3. They seldom shopped at a store.
4. They were often lonely in their isolated homes.
5. They toiled outdoors in gardens and indoors at wood stoves.

Directions Underline the correct adverb in () to complete each sentence.

6. We can point (proudly, more proudly) at the staying power of pioneers.
7. They lived with hardship (better, more better) than I would have.
8. If crops failed, they faced a (terrible, terribly) hard winter.
9. Towns needed railroads (more desperately, most desperately) than they needed settlers.
10. Railroads connected settlers (direct, directly) to supplies and goods.



Home Activity Your child learned about adverbs. Ask your child to expand these sentences using adverbs to tell how, when, and where: *Settlers traveled. They built homes and towns. They raised food.*

Name _____

Greek Word Parts

Spelling Words

telephone	graphic	thermometer	photographer	centimeter
paragraph	telescope	diameter	photocopy	speedometer
telegraph	millimeter	autograph	television	barometer
telecommute	pedometer	phonograph	kilometer	telephoto

Classifying Write the list word that best fits each group.

- circle, radius, circumference, _____
- microscope, binoculars, _____
- letters, words, sentences, _____
- tape cassette, compact disc, mp3 player, _____
- air pressure, weather, instrument, _____
- instrument, measure, speed, _____
- communicate, wire, electric, _____
- call, dial, talk, _____
- camera, pictures, person, _____
- mile, furlong, fathom, _____

Definitions Write the list word that has the same meaning.

- | | |
|---|-----------|
| 11. one hundredth of a meter | 11. _____ |
| 12. a person's own signature | 12. _____ |
| 13. a photographic copy of written or printed work | 13. _____ |
| 14. instrument for measuring temperature | 14. _____ |
| 15. electronic device that shows images on a screen | 15. _____ |
| 16. instrument for measuring distance walked | 16. _____ |
| 17. one thousandth of a meter | 17. _____ |
| 18. to work at a location remote from one's place of employment, making use of a computer | 18. _____ |
| 19. a lens that makes distant objects appear magnified | 19. _____ |
| 20. a picture, design, or visual display | 20. _____ |



Home Activity Your child wrote related words that are spelled similarly but pronounced differently. Say list words and have your child say and spell the list word that is related.

Name _____

Outline Form A

Title _____

A. _____

1. _____

2. _____

3. _____

B. _____

1. _____

2. _____

3. _____

C. _____

1. _____

2. _____

3. _____

Name _____

Vocabulary • Prefixes

- A **prefix** is a word part added at the beginning of a base word that has a meaning of its own.
- Prefixes do not stand alone in sentences. They usually have their own definitions listed in dictionaries, as well as their own origins, such as the Greek or Latin languages.
- Sometimes you can use prefixes to figure out the meaning of an unfamiliar word. For example, one meaning of the prefix *over-* is “too much.” An *overheated* engine is too hot. The prefix *in-* can mean “not.” An *informal* party is not formal.

Directions Read the following passage. Then answer the questions below. Look for prefixes in words to help determine their meanings.

Independence is something that many people strive to attain. In fact, the United States of America was established in response to such an idea. You might say the founders of our nation were overruled with ideas of freedom and independence.

They believed that any form of government that limited freedom was invalid. The patriots’ ability to overpower the stronger and more experienced British army illustrates how strong this urge to be free really was.

1. If *independence* means “freedom from the control, influence, support, or help of others,” what does its base word mean and why? Use a dictionary to help you.

2. What word uses the prefix *over-*? How does this prefix change the meaning of its base word?

3. If *invalid* means “not acceptable under the law,” what does its base word mean and why?

4. What do you think might be the definition of *overpower*? Why? Use a dictionary to help you.

5. What prefix could you add to the word *experienced* to describe the colonial army? How would the prefix change the meaning of the base word?



Home Activity Your child identified prefixes as a way of understanding the meanings of words. Together, try to make a rhyming song featuring base words with different prefixes. For example, the base word *view* could be used to make the rhyming words *review* and *preview*, and the base word *done* could be used to create the rhyming pair *overdone* and *underdone*.

Name _____

Outline

- An **outline** is a good way to organize information that you find in an article, report, or other nonfiction text. Creating an outline can help you better understand a text. It can also help you focus your own thoughts before you write something of your own.
- An outline includes a title, main topics, subtopics, and details.

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

The Gold Rush

I. Traveling West

- A. Searching for new lands
- B. Meeting the natives
 - 1. Establishing friendships
 - 2. Conflicts arise
- C. The California coast
 - 1. New settlements
 - 2. Towns are established

II. The Rush for Gold

- A. They came in droves
 - 1. Prospectors
 - 2. Easterners flock to new towns
- B. The newly rich
- C. An overnight economy
 - 1. Merchants and merrymakers
 - 2. Banking and loan sharks
 - 3. Golden staircases

1. What are the two main topics of this outline?

2. Under the first subtopic of “The Rush for Gold,” what details are listed?

3. Which subtopic describes dealings with Native Americans?

4. Which is the first subtopic to contain information about people striking it rich during the Gold Rush?

5. How can an outline help you plan a report?

Name _____

Research and Study Skills

Directions Read the following passage. Then complete the outline below.

<p>Purchase of the Louisiana Territory</p> <p>The Louisiana Territory covered 828,000 square miles of North America west of the Mississippi River.</p> <p>A Spanish Territory With Spain’s permission, Americans used the Mississippi and Missouri Rivers, and the port of New Orleans for trade. However, President Jefferson believed that the United States should control both waterways.</p> <p>French Acquisition France’s leader, Napoleon, also wanted more control in North America. In April 1802, Jefferson wrote a letter to the U.S. Minister to France. He discussed his interest in obtaining the territory around New Orleans. In October 1802, France acquired the territory from Spain. Americans were</p>	<p>angered, and a conflict between the U.S. and France seemed unavoidable.</p> <p>The U.S. Purchase In spring 1803, President Jefferson sent James Monroe to France to purchase the area around the mouth of the Mississippi, including New Orleans. When Monroe arrived, he found France in an uneasy position. Disease had weakened the French army. Moreover, French officials were worried that Britain would soon declare war on them. Napoleon was convinced that he should forget about establishing French power in North America. For these reasons, James Monroe made a deal with Napoleon to purchase the Louisiana Territory by the end of 1803. The size of the United States was doubled in a day.</p>
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Purchase of the Louisiana Territory

- I. _____
- A. Spain allows U.S. to use Mississippi River, port of New Orleans for trade
 - B. President Jefferson wants control of Mississippi and New Orleans
 - C. _____
- II. France Acquires Louisiana Territory from Spain
- III. United States and France at Bargaining Table
- A. _____
 - B. _____
 - 1. French army weakened by disease
 - 2. Napoleon fearing war with Britain
 - C. _____

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Home Activity Your child answered questions about outlines and completed an outline, using information from a nonfiction article. Together, make an outline that organizes your family’s daily activities. Try to break down the day into main sections, subtopics, and important details.

Name _____

Greek Word Parts

Proofread an Article Circle six spelling errors in the article. Write the words correctly. Find a punctuation error and write the sentence correctly.

From Feet to Kilometers

Each time your feet hit the pavement, your body vibrates. A pedimeter senses these vibrations and moves a counter forward, counting the total number of steps. Then it's computer changes the number of steps into miles or meters. A bicycle odometer does something similar. It counts the number of times a wheel goes around. A computer uses the dimeter of the wheel to compute the distance traveled, changing centameters to meters. Rather than counting wheel revolutions, automobile odometers count the number of turns made by the car's transmission gears. A computer changes the milimeters the gears move to the kilometers the automobile moves. Can you guess how a speedameter works.

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

Proofread Words Circle the correct spelling of each word.

- | | | |
|------------------|--------------|--------------|
| 8. telecommute | telacommute | telecommute |
| 9. photacopy | photocopy | photocopyy |
| 10. telescope | telascope | teliscope |
| 11. grafic | graphik | graphic |
| 12. thermameter | thermometer | thermemeter |
| 13. photographer | photagrapher | photographor |
| 14. barameter | barimeter | barometer |

Spelling Words

telephone
 graphic
 thermometer
 photographer
 centimeter
 paragraph
 telescope
 diameter
 photocopy
 speedometer

 telegraph
 millimeter
 autograph
 television
 barometer
 telecommute
 pedometer
 phonograph
 kilometer
 telephoto

Frequently Misspelled Words

I'm
 it's
 let's

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Home Activity Your child identified misspelled words. Ask your child to spell four words, each with a different Greek word part, and tell you what the words mean.

Name _____

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

(1) In 1848, James Marshall discovered gold in northern California. (2) Although Marshall quietly tried to keep his discovery secret, word eventually spread to San Francisco and other western towns. (3) Gold was free to anyone who could find it, so people went hurriedly to California seeking riches. (4) Mining towns were hastily built to house the miners and families who emigrated west. (5) While some miners found wealth, others fought _____ over the gold. (6) Some mining towns died more suddenly than others as the mines were gradually spent. (7) San Francisco watched its population grow rapidly, and it became the most important city in the west.

- | | |
|--|--|
| <p>1 Which question is answered by the underlined adverb in sentence 2?</p> <p>A How?</p> <p>B When?</p> <p>C Where?</p> <p>D None of the above</p> | <p>4 Which best describes the underlined adverb in sentence 6?</p> <p>A Comparative adverb</p> <p>B Superlative adverb</p> <p>C Incorrect adverb</p> <p>D Not an adverb</p> |
| <p>2 The underlined word in sentence 3 tells about which word?</p> <p>A Gold</p> <p>B free</p> <p>C people</p> <p>D went</p> | <p>5 Which best describes the underlined adverb in sentence 7?</p> <p>A Comparative adverb</p> <p>B Superlative adverb</p> <p>C Incorrect adverb</p> <p>D Not an adverb</p> |
| <p>3 Which adverb best completes sentence 5?</p> <p>A most greedy</p> <p>B more greedy</p> <p>C greedily</p> <p>D greediest</p> | |



Home Activity Your child prepared for taking tests on adverbs. Have your child read a favorite story aloud, point out the adverbs, and tell what words they describe. Encourage your child to add adverbs to the story.