

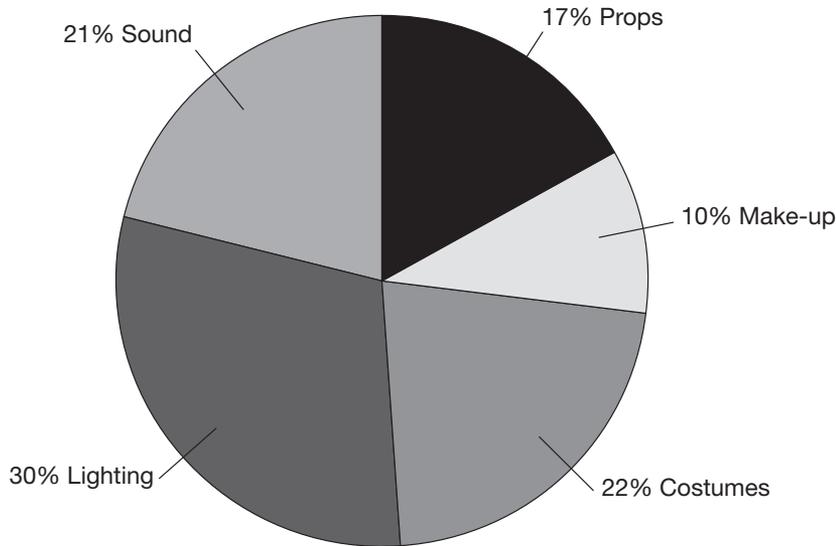
Name \_\_\_\_\_

## Graphic Sources

- Some graphic sources are maps, time lines, charts, diagrams, and pictures with captions.
- A graphic source makes information easy to see and understand.

**Directions** Study the circle graph below. Then answer the following questions.

**Small Films Company Annual Budget for Special Effects**



1. What do the percentages show?

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2. On what special effect did the company spend the most money?

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3. How much more of the budget went toward costumes than make-up?

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4. In what kind of article might you see a circle graph?

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5. What prior knowledge did you use to help you understand the graphic source?

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**Home Activity** Your child learned how to interpret a graphic source. Together, imagine you are both writing an article about a favorite subject. Draw a graphic source that could be included in the article.

Name \_\_\_\_\_

## Writing • Expository Text

### Key Features of Expository Text

- gives information about a topic
- is often written in the present tense
- includes main ideas and supporting details
- has an introduction, body, and conclusion

### Movies vs. Television: The Showdown

I enjoy watching movies and television. I love exciting stories, interesting characters, and crazy plot twists. But I prefer watching movies to watching television. Let me tell you why.

First of all, movies are on a bigger screen (if you watch them in the theater, of course). Big screens make things a lot more exciting. Television screens, even big ones, are a lot smaller than theater screens. Nothing is as big or as fancy on television screens.

Second, the special effects are better in movies. Television shows have better effects than they did a long time ago. But

they're nothing compared to what you see in movies like *Transformers* and *Spider-Man*.

Finally, movies have better actors than television shows do. I like movies that star people like Brad Pitt, Shia LaBeouf, and Harrison Ford. Actors like these bring a story to life. Television actors are good, but they don't seem as realistic as movie actors.

In conclusion, I definitely like watching movies more than television. But I still enjoy television. After all, who doesn't love *Hannah Montana*?

1. What is the main idea in each paragraph?

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2. Transitional words are words that link ideas, details, or paragraphs together. What transitional words does the author use in the text?

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Name \_\_\_\_\_

## Vocabulary

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

- \_\_\_\_\_ 1. of or belonging to periods before recorded history
- \_\_\_\_\_ 2. put back together again
- \_\_\_\_\_ 3. view of scenery on land
- \_\_\_\_\_ 4. done or made on an extremely small scale
- \_\_\_\_\_ 5. the part of a picture or scene toward the back

### Check the Words You Know

- \_\_\_ background
- \_\_\_ landscape
- \_\_\_ miniature
- \_\_\_ prehistoric
- \_\_\_ reassembled

**Directions** Choose the word from the box that best completes the sentence. Write the word on the line shown to the left.

- \_\_\_\_\_ 6. Three hours after the storm, the set for the movie had already been put together again, or \_\_\_\_\_.
- \_\_\_\_\_ 7. In preparing for the movie, the crew created a \_\_\_\_\_ village.
- \_\_\_\_\_ 8. The film crew built a ruined temple to appear in the \_\_\_\_\_ of the scene.
- \_\_\_\_\_ 9. The dinosaur film used models of huge, \_\_\_\_\_ creatures to show what some animals may have looked like before history was recorded.
- \_\_\_\_\_ 10. The park provided a perfect \_\_\_\_\_ for the film.

## Write a Movie Review

On a separate sheet of paper write a review of a movie that had lots of special effects. Describe the special effects and how they worked. Use as many vocabulary words as you can.



**Home Activity** Your child identified and used vocabulary words from *Special Effects in Film and Television*. Read the review of a movie with your child. Have him or her point out unfamiliar words. Work together to try to figure out the meaning of each word.

Name \_\_\_\_\_

## Prepositions and Prepositional Phrases

A **preposition** begins a group of words called a **prepositional phrase**. The noun or pronoun that follows the preposition is called the **object of the preposition**. Prepositional phrases convey location, time, or direction or provide details.

People have watched animated movies for a long time. (preposition)

People have watched animated movies for a long time. (prepositional phrase)

People have watched animated movies for a long time. (object of the preposition)

### Common Prepositions

about	around	by	into	over	until
above	at	down	near	through	up
across	before	for	of	to	with
after	below	from	on	toward	
against	between	in	onto	under	

**Directions** Underline the prepositional phrase in each sentence. Write *P* above the preposition. Write *O* above the object of the preposition.

- The characters in animated films often seem quite real.
- Young viewers may identify with the superheroes.
- Ariel was a mermaid who lived under the sea.
- She wanted a life on dry land.

**Directions** Underline the prepositional phrases. The number in ( ) tells how many prepositional phrases are in that sentence.

- Many fairy tales have been made into animated movies for children. (2)
- Their stories take youngsters from childhood into adulthood. (2)
- The hero of the tale must pass through trials and adventures. (2)
- At the end, he or she has shown great strength of character. (2)



**Home Activity** Your child learned about prepositions and prepositional phrases. Read a favorite story with your child. Ask him or her to point out prepositional phrases and identify the preposition and object of the preposition in each.

Name \_\_\_\_\_

**Prefixes *un-*, *de-*, *dis-*****Spelling Words**

uncover	defrost	uncomfortable	discourage	disadvantage
unfortunate	unfamiliar	disability	discomfort	deodorant
unemployed	deflate	disbelief	unpredictable	disapprove
disappoint	unpleasant	dehydrated	disqualify	undecided

**Definitions in Context** Write the list word that has the same or almost the same meaning as the underlined word or words.

- Moisture is removed from dried out food. 1. \_\_\_\_\_
- I need to melt the turkey. 2. \_\_\_\_\_
- It was unlucky that I broke my leg. 3. \_\_\_\_\_
- My mother has been out of work since the factory closed. 4. \_\_\_\_\_
- The outcome of the contest was in doubt for months. 5. \_\_\_\_\_
- The player's tardiness was a difficulty for the team. 6. \_\_\_\_\_
- I took a route home from school that was new to me. 7. \_\_\_\_\_
- The roller coaster ride was disagreeable to me. 8. \_\_\_\_\_
- It was painful to sleep on the old, lumpy mattress. 9. \_\_\_\_\_
- The team decided to ban a player for cheating. 10. \_\_\_\_\_

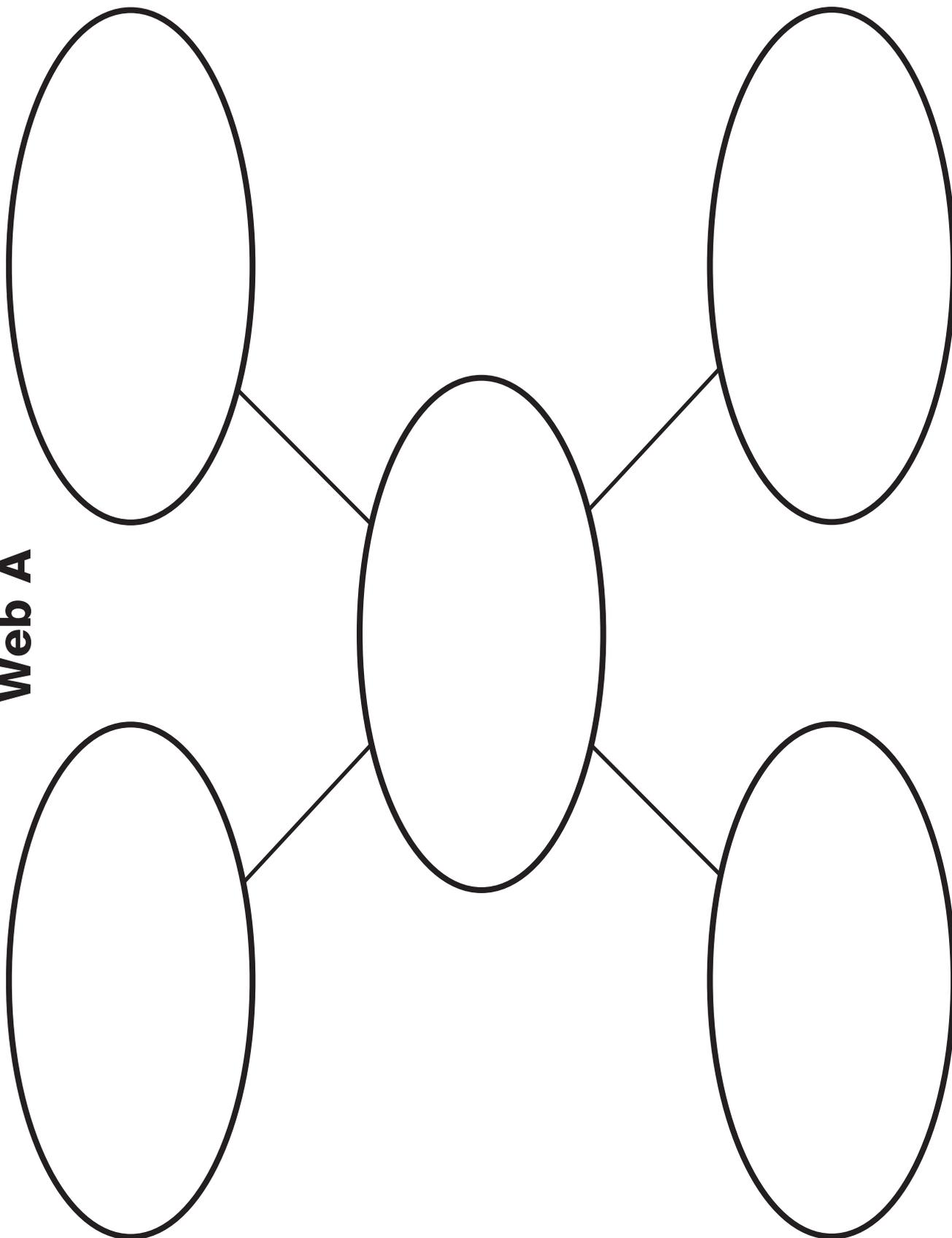
**Antonyms** Write the list word that has the opposite or nearly the opposite meaning.

- ability 11. \_\_\_\_\_
- with odor 12. \_\_\_\_\_
- belief 13. \_\_\_\_\_
- expected 14. \_\_\_\_\_
- please 15. \_\_\_\_\_
- inflate 16. \_\_\_\_\_
- conceal 17. \_\_\_\_\_
- support 18. \_\_\_\_\_
- encourage 19. \_\_\_\_\_
- comfortable 20. \_\_\_\_\_



**Home Activity** Your child wrote words with prefixes. Say a prefix and have your child respond with one word from the list that has that prefix.

**Web A**



Name \_\_\_\_\_

## Vocabulary • Prefixes

- A **prefix** is added at the beginning of a base word to change its meaning.
- Prefixes do not stand alone in sentences. They usually have their own definitions listed in dictionaries, as well as their origins, such as the Greek or Latin languages.
- The prefixes *re-*, meaning “to do over,” and *pre-*, meaning “before,” come from Latin.

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

**O**n our first trip to Los Angeles, we toured a special-effects studio. In one room the workers had just reassembled a landscape scene with prehistoric animals. Huge reptile-like birds with feathers flew in the background. In another room we saw a miniature village. Tiny houses were placed among even tinier bushes and trees.

Next, we visited the basement. We heard explosions going off. We were

told that technicians were testing small explosive devices and that we should be careful. Down the hall we saw a room full of what looked like snow and ice. It was going to be used as an Arctic landscape with below-zero temperatures.

By the end of the afternoon, we were weary but eager to redo the tour soon. We felt like we had been treated to our own sneak preview of several of the coolest movies coming out in the future.

1. What does *reassembled* mean? What prefix helped you to determine the meaning?  
\_\_\_\_\_
2. What does *prehistoric* mean? What does its prefix mean?  
\_\_\_\_\_
3. If you replaced the prefix in *preview* with the prefix *re-*, how would the meaning change?  
\_\_\_\_\_  
\_\_\_\_\_
4. Can you use a prefix to determine the meaning of *real*? Why or why not?  
\_\_\_\_\_
5. Write at least three examples of words that either begin with the prefix *re-* or *pre-*.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Home Activity** Your child identified the meanings of words with prefixes. Make a list of all the words you can think of that begin with the prefixes *re-* or *pre-*. Then, have a silly conversation in which you try to use as many words on the list as possible.

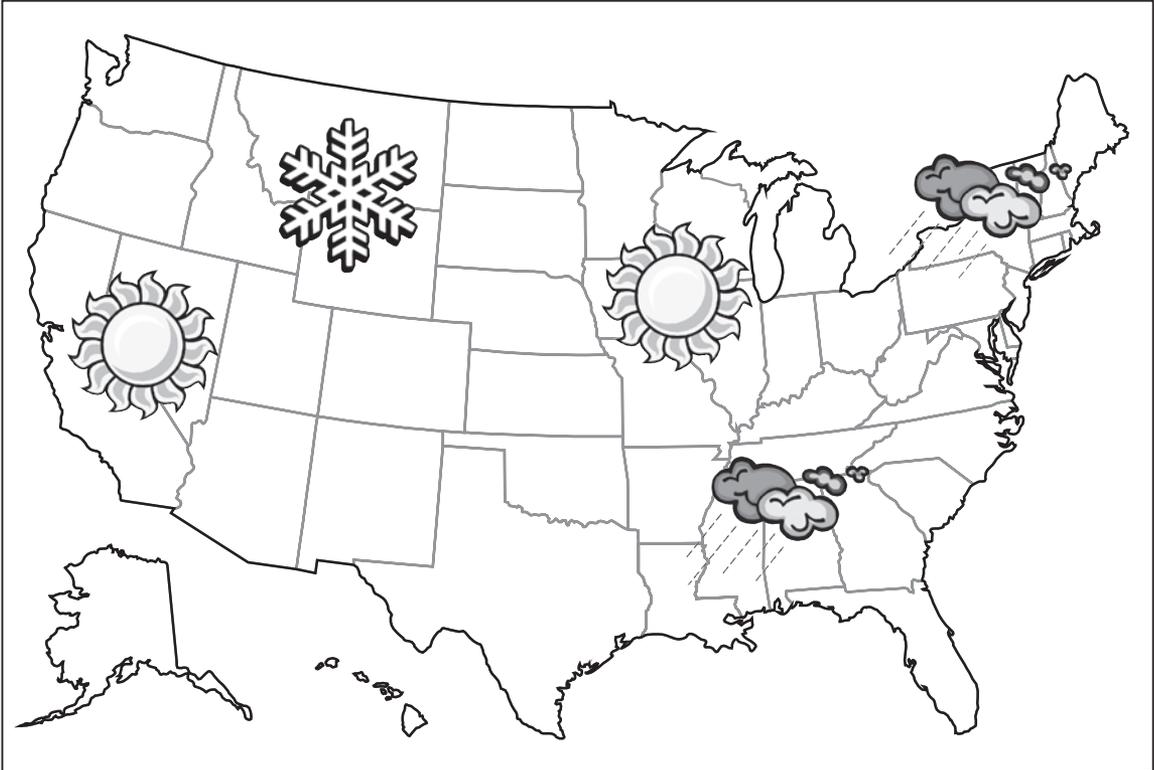
Name \_\_\_\_\_

## Graphics/Symbols

- **Graphics** aid in the use of instructions and communication. They identify and summarize information.
- **Graphics** have an effect on the user's understanding of material and provide additional meaning to the text that they accompany.
- **Symbols** and icons can be used to represent ideas, concepts, and information.

**Directions** Study the Web page below.

# Weather World



The map shows the following weather symbols:

- A snowflake in the northern region (Montana/Wyoming area).
- A sun in the western region (California) and another sun in the central region (Iowa/Missouri area).
- Clouds with rain in the eastern region (New York/Pennsylvania area) and another set of clouds with rain in the southern region (Louisiana/Mississippi area).



**Search**



**Ask an Expert**



**Weather around the World**

Name \_\_\_\_\_

1. What is the name of this Web page? How do you know?

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2. What do the symbols on the weather map tell you?

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3. What does the rain cloud symbol mean?

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4. What type of weather will the Midwest have?

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5. Why do you think this Web designer placed graphics in the tool bar?

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6. If one of the links in the tool bar was to the archives of historical weather, what graphic could be used?

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7. Why were symbols used on this page?

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---

8. How do the graphics on the weather map limit the amount of information you know?

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**Home Activity** Your child learned about the use of graphics and symbols as visual representations of information. Look at a Web page or book that uses graphics and symbols. Challenge your child to explain what the graphics and symbols mean.

Name \_\_\_\_\_

**Prefixes un-, de-, dis-**

**Proofread an Article** There are seven spelling errors and one capitalization error. Circle the errors and write the corrections on the lines.

A Very Long Race

Many look upon marathon runners with disbeleaf. These athletes run 26 miles in unfamiliar cities. They deal with unpredictable and sometimes unplesant weather. Many run with discomfort and some with a disbility. Many runners become dehidrated. Spectators do not disapoint the runners. They give cups of water to all Runners.

- |          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ |          |
| 8. _____ |          |

**Spelling Words**

uncover  
defrost  
uncomfortable  
discourage  
disadvantage  
unfortunate  
unfamiliar  
disability  
discomfort  
deodorant  
  
unemployed  
deflate  
disbelief  
unpredictable  
disapprove  
disappoint  
unpleasant  
dehydrated  
disqualify  
undecided

**Proofread Words** Circle the correct spelling of the list word.

- |                   |               |               |
|-------------------|---------------|---------------|
| 9. deordorent     | deodorant     | deoderant     |
| 10. disqualify    | disqualyfie   | dequalify     |
| 11. uncomfortible | unconfortable | uncomfortable |
| 12. deflate       | deflait       | defleat       |
| 13. deapprove     | disapprove    | disaprove     |
| 14. disadvantadge | disadvantige  | disadvantage  |
| 15. undecided     | indecided     | undecide      |
| 16. discomfrt     | discomfort    | discomefrt    |

**Frequently Misspelled Words**

until  
before



**Home Activity** Your child identified misspelled list words. Ask your child to name one word for each prefix studied and spell the word.

Name \_\_\_\_\_

## Prepositions and Prepositional Phrases

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

# Pinocchio's Journey

- (1) The film *Pinocchio* is a tale \_\_\_\_\_ a puppet who wants to be a real boy.  
 (2) Pinocchio was carved \_\_\_\_\_ Gepetto and turned \_\_\_\_\_ a wooden boy.  
 (3) He is lured away by a con artist named Honest John and sold over a puppeteer.  
 (4) In time, Pinocchio winds up on Pleasure Island, where wild boys are turned into donkeys!  
 (5) Next, the poor puppet is swallowed \_\_\_\_\_ Monstro the whale.  
 (6) Finally, father and son are reunited. (7) Pinocchio becomes a real boy in the end.

- |  |   |
|--|---|
| <p><b>1</b> Which preposition best completes sentence 1?</p> <p><b>A</b> on<br/> <b>B</b> from<br/> <b>C</b> about<br/> <b>D</b> for</p>   | <p><b>4</b> How many prepositional phrases does sentence 4 have?</p> <p><b>A</b> 0<br/> <b>B</b> 1<br/> <b>C</b> 2<br/> <b>D</b> 3</p>    |
| <p><b>2</b> Which pair of prepositions best completes sentence 2?</p> <p><b>A</b> by/into<br/> <b>B</b> by/about<br/> <b>C</b> for/from<br/> <b>D</b> with/into</p>  | <p><b>5</b> Which preposition best completes sentence 5?</p> <p><b>A</b> by<br/> <b>B</b> down<br/> <b>C</b> up<br/> <b>D</b> through</p> |
| <p><b>3</b> What change, if any, should be made in sentence 3?</p> <p><b>A</b> Change <i>by</i> to <b>until</b><br/> <b>B</b> Change <i>over</i> to <b>to</b><br/> <b>C</b> Change <i>over</i> to <b>into</b><br/> <b>D</b> Remove both prepositions</p> |   |



**Home Activity** Your child prepared for taking tests on prepositions and prepositional phrases. Ask your child to make flash cards for prepositions he or she has learned. Show each card and have your child use the preposition in a sentence.