

Name _____

Generalize

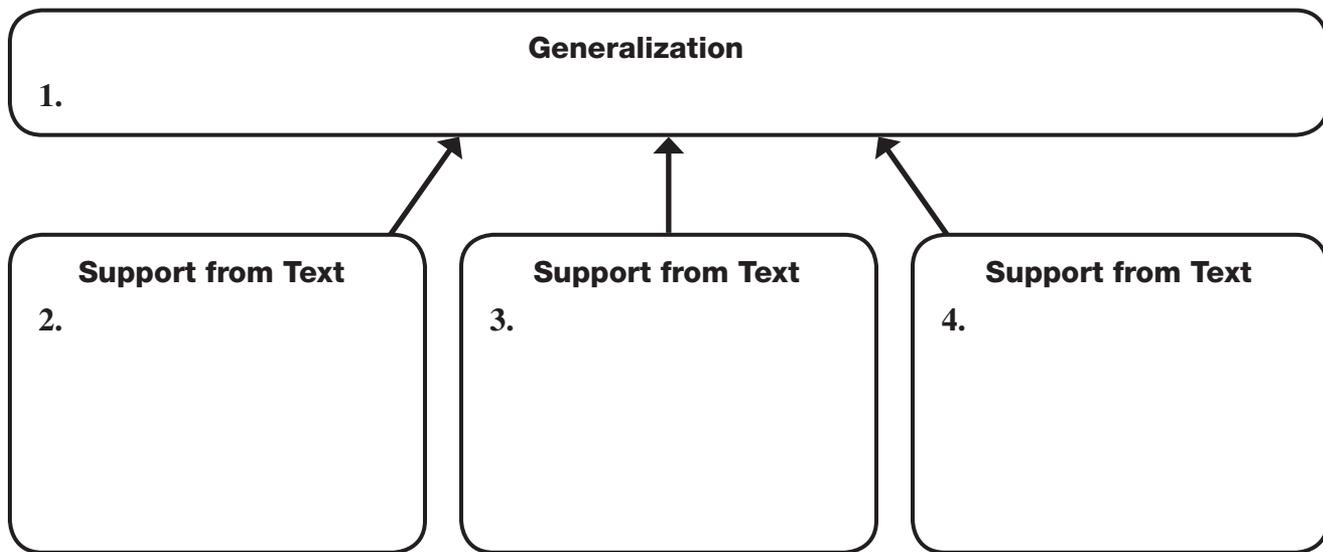
- To **generalize** is to make a broad statement or rule that applies to several examples.
- Active readers pay close attention to what authors tell them about story characters and make generalizations about those characters as they read.

Directions Read the following passage.

Matt and his family moved to a new town where he went to a new school. He disliked the school a lot. When Matt wasn't complaining, he just stayed quiet and kept to himself. He played soccer and found classmates to sit with at lunch, but longed to see his old friends. He begged to go back to his

old hometown for a visit, and his parents finally agreed. As they neared his old school, Matt was excited. He raced into the school and walked around. Everything seemed strange. Even his old friends didn't seem as familiar. On the way home he found himself looking forward to soccer practice.

Directions Complete the diagram by making a generalization about Matt.



5. Explain the story structure by telling the problem, rising action, climax, and outcome.



Home Activity Your child made a generalization about a character in a story. Read a short story about friendship together. Ask your child to generalize about one of the characters. Ask your child to analyze the story structure also—the problem, rising action, climax, and outcome.

Name _____

Writing • Narration Poetry

Key Features of Narrative Poetry

- tells a story
 - uses sensory details
 - may include graphic elements
-

The First Day

The worst day is always the first day.
 I try to stay out of everyone's way.
 I talk only to myself in the noisy hall,
 Maybe I could blend in to the cold wall.

Everyone stares but nobody cares.
 Then I see a girl in the bathroom mirror.
 WAIT—

is that a SMILE I see?
 Is she smiling at herself or at me?

I was sure this day would make me blue,
 But I guess life can surprise you.
 Today I made a FRIEND to stay,
 So the first day isn't always the worst day!

1. Summarize the story that the poem tells.
-

2. Underline two examples of sensory details in the poem.
3. Circle two examples of graphic elements, such as capital letters and varying line lengths, in the poem.

Name _____

Vocabulary

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

- _____ 1. hollow places in teeth caused by decay
- _____ 2. shows how a thing is done
- _____ 3. very careful in following a rule or making others follow it
- _____ 4. one part of a story that is published or broadcast in several parts
- _____ 5. attitude or position

Check the Words You Know

- ___cavities
- ___combination
- ___demonstrates
- ___episode
- ___profile
- ___strict

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

- _____ 6. This is one in a series.
- _____ 7. This opens some locks.
- _____ 8. Some teachers act this way.
- _____ 9. A movie star would have a high one of these.
- _____ 10. If you don't brush your teeth, you might get these.

Write a Friendly Letter

On a separate sheet of paper, write a friendly letter that you might send to a relative telling about the beginning of a new school year. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *The Stormi Giovanni Club*. Read a story or nonfiction article with your child. Have him or her point out unfamiliar words. Together try to figure out the meaning of each word by using the words that appear near it.

Name _____

Indefinite and Reflexive Pronouns

Indefinite pronouns may not refer to specific words. They do not have definite antecedents.

Someone called and left a message.

Some common indefinite pronouns are listed below.

Singular Indefinite Pronouns

someone, somebody, anyone,
anybody, everyone, everybody,
something, no one, either, each

Plural Indefinite Pronouns

few, several, both, others, many
all, some

- Use singular verb forms with singular indefinite pronouns and plural verb forms with plural indefinite pronouns: Everyone feels lonely at times. Others offer them friendship.

Reflexive pronouns reflect the action of the verb back on the subject. Reflexive pronouns end in *-self* or *-selves*: Vic wrote a note to himself.

Singular Reflexive Pronouns

himself, herself, myself,
itself, yourself

Plural Reflexive Pronouns

ourselves, yourselves, themselves

- There are no such words as *hisself*, *theirsself*, *theirselves*, or *ourself*.

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

1. (Anyone, Many) benefits by making new friends.
2. (Many, Anyone) treasure old friends too.
3. My friends and I taught (ourself, ourselves) chess.
4. We play in the cafeteria, but (few, no one) know this.
5. (Everyone, Others) is welcome to join us.
6. A new student introduced (himself, hissself).
7. (Some, Someone) calls him Dylan.
8. (Something, Many) tells me Dylan has learned chess from a master.
9. We know the moves, but he knows the game (itself, themselves).
10. (Someone, Others) tell me I'm good at chess, but Dylan beat me.
11. I hope Dylan enjoyed (herself, himself) today.
12. You should learn chess (ourself, yourself).



Name _____

Suffixes -ible, -able**Spelling Words**

sensible	washable	available	agreeable	fashionable
valuable	flexible	reasonable	favorable	breakable
convertible	forgettable	laughable	sociable	allowable
divisible	hospitable	reversible	responsible	tolerable

Synonyms Write the list word that has the same or nearly the same meaning.

- | | |
|----------------------------|-----------|
| 1. in style | 1. _____ |
| 2. bendable | 2. _____ |
| 3. welcoming | 3. _____ |
| 4. ridiculous | 4. _____ |
| 5. car with top down | 5. _____ |
| 6. positive | 6. _____ |
| 7. permissible | 7. _____ |
| 8. able to turn inside out | 8. _____ |
| 9. can be cleaned | 9. _____ |
| 10. accountable | 10. _____ |

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

- | | |
|----------------------|-----------|
| 11. memorable | 11. _____ |
| 12. unfriendly | 12. _____ |
| 13. disagreeable | 13. _____ |
| 14. unreasonable | 14. _____ |
| 15. unbreakable | 15. _____ |
| 16. unavailable | 16. _____ |
| 17. intolerable | 17. _____ |
| 18. can't be divided | 18. _____ |
| 19. foolish | 19. _____ |
| 20. worthless | 20. _____ |



Home Activity Your child used meanings to select list words that were synonyms and antonyms. Have your child tell you the meaning of three list words and spell the words.

Name _____

Vocabulary • Unfamiliar Words

- Sometimes when you are reading, you see an unfamiliar word. Use the **context**, or words around the unfamiliar word, to find clues to its meaning.
- Context clues include synonyms, examples, and explanations.

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

In class, Meg's teacher demonstrated, or showed, how to open the new lockers. "Dial the combination and then pull the handle," she said. Instead of paying attention, however, Meg talked to her friend about an episode of her favorite TV show, the last one of the series. "Meg, you are not supposed to talk while I am

talking. I am very strict about following this rule. Please stay in class during recess," her teacher said sternly. Meg was very embarrassed, but she was glad she didn't have to stay after school. She had to go to the dentist to have her cavities filled after school.

1. What does *demonstrated* mean? What clue helps you to determine the meaning?

2. What does *combination* mean? How does the context help you to determine the meaning?

3. What is an *episode*? What clue helps you to determine this?

4. How do context clues help you determine the meaning of *strict*?

5. What does *cavities* mean? How can you use context clues to determine the meaning?



Home Activity Your child read a short passage and used context clues to understand new words. Work with your child to identify unfamiliar words in an article. Ask your child to find context clues to help with the understanding of the new words. Confirm the meanings with your child.

Name _____

Thesaurus

A **thesaurus** is a kind of dictionary in which synonyms (words that have the same or similar meanings), antonyms (words that have the opposite meanings), and other related words are classified under headings. You can use a thesaurus to help you find new and interesting words when writing.

Directions Use this thesaurus entry to answer the questions that follow.

Definition

↓

Entry Word → **Friend** means a person who knows and likes another person. *Emilia's friends like to go shopping together.* (noun) ← **Part of Speech**

Synonyms → **Comrade** means a close companion, fellow worker, or partner. *Gareth and his comrades from his chess club are planning their next tournament.*

→ **Companion** a person who goes along or accompanies another person. *My companion, Ms. Martinez, will come with me on my vacation this year.*

→ **Sidekick** is an informal word for partner and close friend.

→ **Pal** means a close friend or playmate. *Shareen is my best pal; she shares her lunch with me every day.*

→ **Buddy** is an informal word for a close friend. *Ken and his buddy Yuji are almost as close as brothers.*

Cross References → See **familiar** and **friendly** for related words.

Antonyms → **ANTONYMS:** enemy, foe

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Name _____

1. What entry word is shown?

2. Name the part of speech of the entry word.

3. What synonyms are given for the entry word?

4. Rewrite this sentence using one of the synonyms in the entry: *My friend May and I like to listen to music.*

5. Rewrite this sentence by replacing the underlined words with a word from the entry: *Our cat is no friend of our neighbor's dog.*

6. Would you use *sidekick* when introducing your friend to the school principal? Explain.

7. How would you find additional words that have meanings similar to the entry word?

8. How does the meaning of *friend* help you understand the meaning of *foe*?

9. If you looked up *large* in a thesaurus, what synonyms do you think you would find?

10. How do you think a thesaurus could help you write a report?



Home Activity Your child answered questions about a thesaurus entry. Look at a thesaurus together. Ask your child to locate several entries using entry words you tell him or her. Discuss the synonyms for different shades of meaning.

Name _____

Suffixes *-ible, -able*

Proofread an Article Find five spelling errors and one capitalization error in the article. Circle the errors and write the corrections on the lines.

Fashion Sense

Store buyers are responsible for ordering fashionable clothing customers will like. Last year, Mrs. Clark, the store buyer, ordered dozens of reversible sweaters. The sweaters were washable, available in a variety of colors, and sold at a reasonable price. When the sweaters sold out quickly, the buyer knew she had made a sensible choice.

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

Proofread Words Circle the correct spelling of the list word.

7. The gymnast is as _____ as a rubber band.
 flexible flexibel flexible
8. Porcelain china is delicate and _____.
 breakable brakeable breakible
9. Be _____ to your guests when they visit.
 hospital hospitable hospitable
10. I'd love to have a car with a _____ top.
 convertible convertable convertibel
11. Sixty-three is _____ by seven.
 dividable divisable divisible
12. Eat three _____ and balanced meals every day.
 sensible sensible senseable

Spelling Words

sensible
 washable
 available
 agreeable
 fashionable
 valuable
 flexible
 reasonable
 favorable
 breakable

convertible
 forgettable
 laughable
 sociable
 allowable
 divisible
 hospitable
 reversible
 responsible
 tolerable

Frequently Misspelled Words

when
 then
 went



Home Activity Your child identified misspelled list words. Ask your child to spell three list words that end in *-ible* and three list words that end in *-able*.

Indefinite and Reflexive Pronouns

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

The New Kid

(1) “Someone new is starting today” was the buzz at school. (2) _____ likes it when a new student comes to class. (3) However, no one really likes to be the new kid. (4) Efrain, the new kid, clearly preferred to spend those first few days by himself. (5) Some tried to talk to him, but Efrain was shy. (6) Lara noticed Efrain liked to draw and told him she was an artist himself. (7) They became good friends and spent many afternoons by themselves.

- 1 What is the indefinite pronoun in sentence 1?
 - A school
 - B buzz
 - C new
 - D Someone
- 2 Which pronoun would **not** best complete sentence 2?
 - A Everybody
 - B Everyone
 - C Either
 - D Anyone
- 3 Which describes the underlined word in sentence 4?
 - A Singular indefinite pronoun
 - B Singular reflexive pronoun
 - C Plural indefinite pronoun
 - D Plural reflexive pronoun
- 4 Which describes the underlined word in sentence 5?
 - A Singular indefinite pronoun
 - B Singular reflexive pronoun
 - C Plural indefinite pronoun
 - D Plural reflexive pronoun
- 5 What change, if any, should be made to sentence 6?
 - A Change *himself* to **herself**
 - B Change *him* to **her**
 - C Change *she* to **he**
 - D Make no change



Home Activity Your child prepared for taking tests on indefinite and reflexive pronouns. Have your child write each indefinite and reflexive pronoun on an index card. Mix the cards and have your child sort them by type and number.