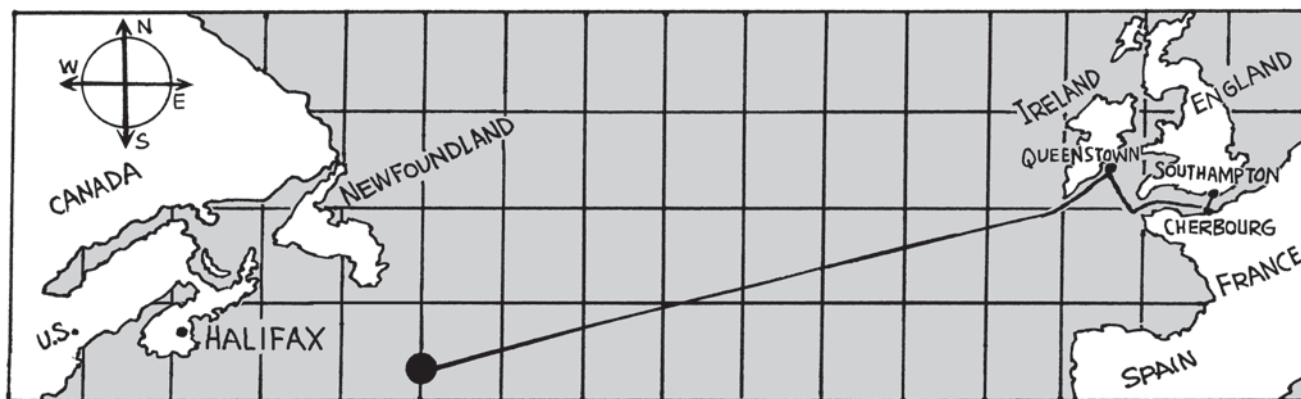


## Graphic Sources

- **Graphic sources** include charts, tables, graphs, maps, illustrations, and photographs.
- Before you read, look closely at graphic sources that accompany a selection. They will give you an idea of what you will read.

**Directions** Study the map of the *Titanic*'s journey. Then answer the questions below.



1. Where did the *Titanic* begin its journey?  
\_\_\_\_\_
2. What other two ports in Europe did the *Titanic* visit?  
\_\_\_\_\_  
\_\_\_\_\_
3. In which direction was the *Titanic* sailing?  
\_\_\_\_\_  
\_\_\_\_\_
4. Which country was the *Titanic* closest to when it sank?  
\_\_\_\_\_  
\_\_\_\_\_
5. The *Titanic* was headed to New York. About what portion of its journey had it completed when it sank?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Home Activity** Your child looked at a map and answered questions about it. With your child, draw a floor plan of your home. Label all the major rooms and areas.

Name \_\_\_\_\_

## Writing • Notes

### Key Features of Notes

- Includes most important dates and facts
- Restates information in one's own words; avoids plagiarism
- Cites, or names, original source or sources

### What Is Left of the Titanic

From The Unsinkable Wreck of the R.M.S. Titanic by Robert D. Ballard and Rick Archbold, pages 207–208.

#### Current status of ship

- First-class glass dome missing
- Titanic broken into two halves on ocean floor
- Two parts are 2,000 feet apart
- Edge of ship part is very mangled

#### Debris

- Very thin layer of sediment covering objects from inside the ship—Ballard thinks there should be more
- Items found include: a boiler, a tin cup, champagne bottles, the head of a porcelain doll, boots, and shoes.

1. Circle the two types of facts that appear in the notes.
2. How does the writer avoid plagiarism?

3. Circle where the writer cites an original source.

## Vocabulary

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

- |             |  |
|-------------|--|
| 1. cramped  | soft mud or slime                                    |
| 2. sonar    | scattered fragments, ruins                           |
| 3. interior | device for finding water depth or underwater objects |
| 4. ooze     | shut into a small space                              |
| 5. debris   | inner surface or part                                |

### Check the Words You Know

- \_\_\_\_cramped  
 \_\_\_\_debris  
 \_\_\_\_interior  
 \_\_\_\_ooze  
 \_\_\_\_robotic  
 \_\_\_\_sediment  
 \_\_\_\_sonar

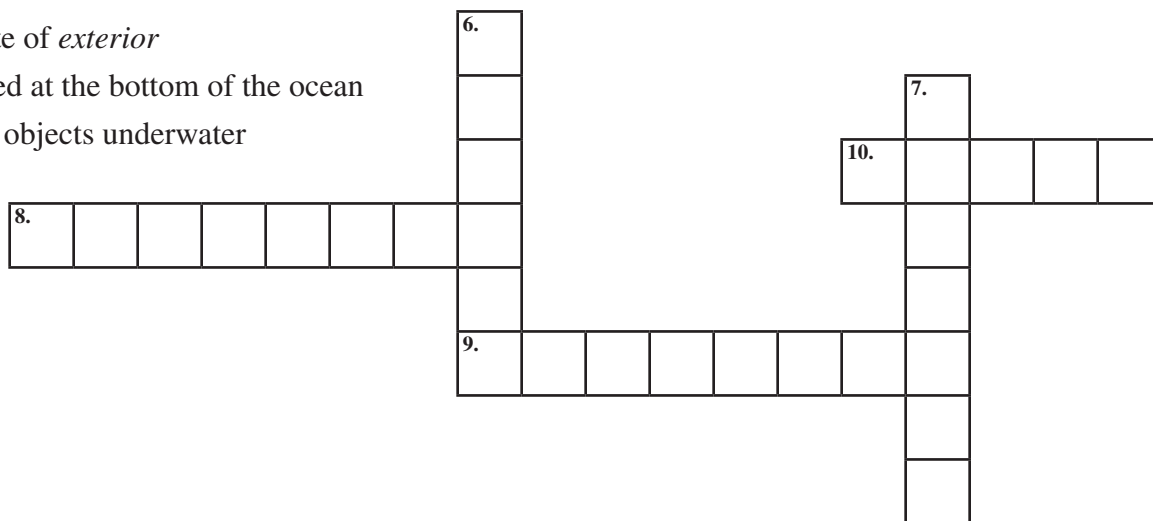
**Directions** Choose words from the box to complete the crossword puzzle.

### DOWN

6. litterbugs leave this behind  
 7. moving but not living

### ACROSS

8. opposite of *exterior*  
 9. collected at the bottom of the ocean  
 10. locates objects underwater



## Write a Journal Entry

Pretend you are a passenger on a huge cruise ship crossing the ocean. On a separate sheet of paper, write your first journal entry as the ship sets sail. Use as many vocabulary words as you can.



**Home Activity** Your child identified and used vocabulary words from the story *The Unsinkable Wreck of the R.M.S. Titanic*. Have your child narrate a recent adventure he or she has experienced.

Name \_\_\_\_\_

## Adjectives and Articles

An **adjective** describes a noun or pronoun. It tells what kind, how many, or which one.

<b>What Kind</b>	a <u>gigantic</u> white iceberg
<b>How Many</b>	<u>numerous</u> icebergs; <u>several</u> chances
<b>Which One</b>	<u>this</u> lifeboat

The **articles** *a*, *an*, and *the* appear before nouns or other adjectives.

- Use **a** before words that begin with a consonant sound: a disaster, a rapid speed.
- Use **an** before words that begin with a vowel sound or a silent *h*: an ending, an eerie noise.
- Use **the** before words beginning with any letter: the site, the passengers.

An adjective formed from a proper noun is a **proper adjective**. Proper adjectives are capitalized: American newspapers.

**Directions** Underline the articles and circle the adjectives in each sentence.

1. An iceberg is a huge mass of ice that has broken off from a glacier.
2. A large iceberg can weigh a million tons and stretch many miles.
3. In the Atlantic Ocean, most icebergs come from the island of Greenland.
4. Icebergs are made of frozen fresh water.
5. For travelers, they are beautiful and deadly.
6. As they float south, icebergs melt in the warm sun.

**Directions** Write *a*, *an*, or *the* to complete each sentence. Use the article that makes sense.

7. Some icebergs are carried by wind into \_\_\_\_\_ Atlantic Ocean.
8. Only \_\_\_\_\_ small part of an iceberg is visible above the water.
9. \_\_\_\_\_ iceberg is quite impressive to behold.

**Directions** Complete each sentence with an adjective or adjectives of your own.

10. The wreck of the \_\_\_\_\_ ship lies in \_\_\_\_\_ pieces on the ocean floor.
11. A litter of belongings tells the \_\_\_\_\_ tale of lost life.
12. The once \_\_\_\_\_ ship is now a \_\_\_\_\_ heap on the ocean floor.



**Home Activity** Your child learned about adjectives and articles. Ask your child to expand sentences such as the following by adding adjectives and articles: *The ship sank. It struck an iceberg. People died. Today it's a legend.*

## Spelling Words

### Spelling Words

music	musician	select	selection	sign
signal	part	partial	haste	hasten
protect	protection	magic	magician	resign
resignation	electric	electrician	condemn	condemnation

**Words in Context** Complete each sentence with a list word.

- |  |           |
|--|-----------|
| 1. John was forced to ____ as the class president. | 1. _____  |
| 2. The string trio was missing one ____.           | 2. _____  |
| 3. She had a look of ____ on her face.             | 3. _____  |
| 4. A(n) ____ works with electricity.               | 4. _____  |
| 5. The ____ pulled a rabbit out of a hat.          | 5. _____  |
| 6. We need a piano for ____ class.                 | 6. _____  |
| 7. The crowd's noises are a ____ of discontent.    | 7. _____  |
| 8. She left in ____ and lost her shoe.             | 8. _____  |
| 9. Mom said the ____ bill was due today.           | 9. _____  |
| 10. The clown performed a few ____ tricks.         | 10. _____ |

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

- |                    |           |
|--------------------|-----------|
| 11. whole          | 11. _____ |
| 12. do not choose  | 12. _____ |
| 13. harm           | 13. _____ |
| 14. recommendation | 14. _____ |
| 15. delay          | 15. _____ |

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

- |                |           |
|----------------|-----------|
| 16. incomplete | 16. _____ |
| 17. indicator  | 17. _____ |
| 18. security   | 18. _____ |
| 19. choice     | 19. _____ |
| 20. denounce   | 20. _____ |



Name \_\_\_\_\_

# Outline Form A

Title \_\_\_\_\_

**A.** \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**B.** \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**C.** \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Vocabulary • Unknown Words

- A dictionary lists words in alphabetical order and gives their meanings, part of speech, and pronunciations. A glossary is an alphabetical list of important words and their meanings that are used in a book. Glossaries are located at the back of a book.
- Sometimes an **unknown word** doesn't have context clues to help you find its meaning. Then you should look up the word in a dictionary or glossary.

**Directions** Read the following passage. Then use the glossary in the back of your book or a dictionary to answer the questions below.

One of the pioneers of underwater research was Jacques Cousteau. He invented the "Aqua-Lung" in 1943. The Aqua-Lung was the first compressed air diving tank that allowed divers to stay underwater for long periods of time. This tank allowed Cousteau to move freely among the fish he studied. Cousteau

also helped create, or invent, a camera for filming underwater. His television series, *The Undersea World of Jacques Cousteau*, was extremely popular. People were compelled by images of the deep sea that they were able to view without leaving their homes.

1. What is the meaning of *compressed*?

2. What is the meaning of *pioneer*? Is *pioneer* used as a verb or a noun in this passage?

3. What is the meaning of *invent*?

4. Look up *Jacques Cousteau* in your dictionary. Did you find him listed under *C* or *J*? When was he born?

5. Find an unfamiliar word in the passage. Write a sentence using this word.



**Home Activity** Your child read a short passage and used a dictionary and glossary to find the meanings of unknown words. Read an article together and pick a few unknown words. If your child cannot find context clues to help with the meanings, ask him or her to find the meanings in a dictionary.

## Note Taking

**Taking notes** about what you read 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 report. There is no one right way to take notes. You might make a list, an outline, or a story map or paraphrase what you've read. When you **paraphrase**, you rewrite what you've read using your own words. Avoid plagiarism, or copying another person's words. When you record findings, you synthesize, or combine information. Use key words, phrases, or short sentences when taking notes.

**Directions** Read the following article. On a separate sheet of paper, take notes properly as you read.

Remotely-operated vehicles, or ROVs, are the primary means for underwater exploration to take place in deep waters. The first ROV was created by a Russian photographer, Demitri Rebikoff, in 1953. Since the first ROV, which was connected by rope or cable above water, many improvements have been made to the technology. The earliest innovations in ROV technology were made by the U.S. Navy in the 1960s. The Navy used CURV, Cable-Controlled Underwater Recovery Vehicle, to recover a hydrogen bomb lost off the coast of Spain. CURV was also used to save the lives of the pilots of a submersible that sunk off the coast of Cork, Ireland, in 1973. In the past two decades, private oil companies have searched ever deeper for new oil resources. As a result, they are responsible for the greatest developments in ROV technology.

The most famous development in ROV technology, however, came in 1986 when

*Alvin* was “flown” down to the wreck of the *Titanic* in the Atlantic Ocean. Created by the scientists at Woods Hole Oceanographic Institution, *Alvin* was a human-driven submersible tethered by a line that reached the water's surface. A person was able to steer it and operate the camera equipment attached to the exterior. Scientist Martin Bowen was the first person to take *Alvin* to the wreck of the *Titanic*, some 13,000 feet below sea level. Because the pressure at such a depth is far too great for the human body to withstand, only a protective submersible like *Alvin* could provide the necessary protection for such a journey.

Currently, more advanced ROVs, like Triton XL (which is about the size of a small car), can perform a variety of tasks deep underwater. Construction, underwater surveying, and pipeline maintenance are a few of the things these advanced ROVs can accomplish.

Name \_\_\_\_\_

**Directions** Answer the questions below based on the article you read and the notes you took.

1. When was the first ROV developed?

\_\_\_\_\_

2. Why did the U.S. Navy develop ROV technology?

\_\_\_\_\_

3. Why was *Alvin* developed?

\_\_\_\_\_

4. How far below sea level is the wreck of the *Titanic* located?

\_\_\_\_\_

5. Paraphrase the last two sentences of the first paragraph.

\_\_\_\_\_

6. Synthesize the information in the second paragraph.

\_\_\_\_\_

\_\_\_\_\_

7. How would you organize your notes about this article? Why?

\_\_\_\_\_

8. Why is it important for you to take notes about what you read?

\_\_\_\_\_

9. How does paraphrasing help you to understand and recall material that you read?

\_\_\_\_\_

10. On a separate piece of paper, make a simple time line of the major developments in ROV technology.



**Home Activity** Your child read a short article, took notes, and recorded findings from it. With your child, read an article from a newspaper or magazine and practice taking notes and recording findings from the article.

Name \_\_\_\_\_

## Related Words

**Proofread an E-Mail** Shawnelle wrote an e-mail to her friend. Circle six spelling errors and one capitalization error. Write the corrections on the lines.

Dear nancy,

I had a great time at the outdoor musick festival. The hole group played so well. I especially liked the selecshun played by the alectric guitars. Playing without a conductor must be hard. It was difficult to see who gave the signle to start. When it began raining I wondered what they would do to protek the instruments. Luckily I had a raincoat which kept me dry! Thanks again for giving me your extra ticket.

Your friend,

Kim

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

### Spelling Words

music  
musician  
select  
selection  
sign  
signal  
part  
partial  
haste  
hasten  
  
protect  
protection  
magic  
magician  
resign  
resignation  
electric  
electrician  
condemn  
condemnation

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

- |                  |              |              |
|------------------|--------------|--------------|
| 8. musishun      | musician     | musicshun    |
| 9. magisshun     | magicshun    | magician     |
| 10. partial      | partshel     | parshel      |
| 11. select       | selekt       | selek        |
| 12. haston       | hastin       | hasten       |
| 13. resignashun  | resinashun   | resignation  |
| 14. finaly       | finally      | finely       |
| 15. electrician  | electreshun  | aletrician   |
| 16. condemnation | condemnation | condennation |

### Frequently Misspelled Words

finally  
whole  
want



**Home Activity** Your child identified misspelled words in a paragraph. Ask your child to name a pair of list words and describe how one of the consonants is pronounced differently in each.

## Adjectives and Articles

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

# Trouble at Sea

(1) From the deck of the small boat, the waves were giant mountains crashing down on us every few seconds. (2) It was a great feat to catch our breath. (3) There was nothing we could do to keep out of the way of the \_\_\_\_\_ waves. (4) We could only hope that our tiny boat was strong enough to hold up against \_\_\_\_\_ force of \_\_\_\_\_ storm and \_\_\_\_\_ battering of \_\_\_\_\_ huge waves. (5) The storm seemed endless, and all hope appeared lost. (6) Suddenly, \_\_\_\_\_ small flash of sunlight streaked across the \_\_\_\_\_ deck. (7) The waves began to recede, and we looked at each other with joy.

- 1 In sentence 1, the underlined word answers which question about the boat?

A What kind?  
B How many?  
C Which one?  
D How much?

- 2 What is the article in sentence 2?

A It  
B was  
C a  
D to

- 3 Which adjective best completes sentence 3?

A wonderful  
B colossal  
C soft  
D boring

- 4 Which article could be used in all four places in sentence 4?

A a  
B an  
C the  
D None of the above

- 5 Which pair of words best completes sentence 6?

A an/distraught  
B the/relieved  
C a/happy  
D a/battered

