**Family Times**

**Selection Summaries**

**Week 1** *The Case of the Gasping Garbage*
Drake Doyle and Nell Fossey are fifth-grade science detectives called on to investigate a monster in a garbage can.

**Week 2** *Encantado: Pink Dolphin of the Amazon*
Unlike most dolphins that live in the ocean, this one lives in the freshwater Amazon River.

**Week 3** *Navajo Code Talkers*
Without a group of men who spoke Navajo, the Allies might never have won World War II.

**Week 4** *Seeker of Knowledge*
No one could figure out ancient Egyptian writing until a young Frenchman solved the mystery.

**Week 5** *Encyclopedia Brown and the Case of the Slippery Salamander*
When a salamander disappears from the town aquarium’s Den of Darkness, it’s up to Encyclopedia Brown to solve the case.

**Activity**
Tell a member of your family more about each of the five stories. Be sure to remember characters, plot, and setting.

**Comprehension Skills Review**

In Unit 4, you learned and used many skills while reading the stories and selections.

- **Characters** are the people or animals in a story. The **plot** is what happens.

**Activity**
Have you ever encountered a mystery? If you’ve looked for lost keys or a missing homework paper, you have! Talk to a family member about a mystery he or she encountered. How did the mystery turn out?
**Unit Vocabulary Skills**

### Synonyms and Antonyms
A **synonym** has the same meaning as the word. An **antonym** means the opposite.

**Activity** Use a thesaurus to find synonyms and antonyms for verbs in the selections.

### Multiple-Meaning Words
**Multiple-meaning words** have more than one meaning. Context clues can help you determine which meaning the author intended.

**Activity** Use multiple-meaning words in sentences that show the different meanings.

### Unknown Words
Use a dictionary to find the meaning of **unknown words**.

**Activity** Make a list of unknown words. Look them up in the dictionary. Rewrite the definitions in your own words.

### Greek and Latin Roots
Many words in the English language have roots in Latin and Greek.

**Activity** Look in a newspaper or book and make a list of words that contain these roots: *ante* meaning “before” and *schol* meaning “school.”

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**Unit Spelling Rules**

### Contractions
Remember that in contractions, an apostrophe takes the place of letters that are left out. For example, *do not* becomes *don’t*.

### Final *le, al, en*
The schwa sound in final syllables is often spelled differently: *jungle, animal*.

### Words with final *er, ar*
Final syllables with *er* and *ar* often sound alike but are spelled differently: *calendar, summer*.

### Consonant Sounds /j/, /ks/, and /kw/
The sound /j/ can be spelled ge and dge: *charge, bridge*. The sounds /ks/ and /kw/ can be spelled xt, x, and qu: *except, expect, equal*.

### Prefixes *un-, dis-, and in-
Adding these prefixes to a base word does not change the spelling or sound of the base word.

**Activity** With a family member, identify as many words as possible in books, magazines, or newspapers that follow the Unit Spelling Rules. Make a list of these words.
Name __________________________

**Synonyms and Antonyms**

- A word’s **synonym** has the same meaning as the word, while its **antonym** means the opposite. A thesaurus lists both synonyms and antonyms.

**Practice**  Read the following sentences. Fill in the blanks using the Words to Know. Then choose the synonym that matches the underlined word.

1. Everyone in town was **eager** to attend the performance of the world-renowned ________________.
   a. uninterested   b. enthusiastic
2. The sidewalks around the town square were ________________ with onlookers waiting to see the magician make the town ________________ disappear.
   a. participant   b. spectators
3. The magician ________________ to tumultuous applause.
   a. loud   b. quiet
4. Yet his reputation ________________ when, after covering the huge monument with an immense sheet of red silk, nothing happened!
   a. brightly colored   b. very large
5. The abashed magician quickly ________________ into the night, making his ________________ in a limousine.
   a. embarrassed   b. delighted

**On Your Own**  As you read “The Missing Treasure” and “Into the Deep,” keep a list of words that you find interesting. Use a thesaurus to find synonyms and antonyms of those words.

**Words To Know**
- appeared
- bustling
- crumbled
- escape
- magician
- monument
- vanished

**Home Activity**  Your child studied synonyms and antonyms and how to use a thesaurus. With your child, practice using a print or online thesaurus that lists words alphabetically.

**Vocabulary DVD•231**
Name

Compare and Contrast

- When you compare two things, you tell how they are alike.
- When you contrast them, you tell how they are different.

Practice  Look at the pictures. Read each sentence below and circle the letter before the name of the dog it describes. If the sentence describes both dogs, circle choice c.

1. This dog likes to sleep.
   a. Bobby  b. Snowflake  c. Both

2. This dog would leave light hair on your black clothes.
   a. Bobby  b. Snowflake  c. Both

3. This dog lives with people.
   a. Bobby  b. Snowflake  c. Both

4. This dog is a young puppy.
   a. Bobby  b. Snowflake  c. Both

5. This dog has floppy ears.
   a. Bobby  b. Snowflake  c. Both

On Your Own  Use what you know about compare and contrast while you read “The Missing Treasure.”

Home Activity  Your child reviewed compare and contrast. Together, choose two newspaper articles about the same event and discuss how the information is similar and different in each.

DVD•232 Comprehension
Multiple-Meaning Words

A multiple-meaning word is a word that has more than one meaning. Context clues can help you figure out which meaning of the word is being used. A dictionary can also help.

Practice  Fill the blanks with the Words to Know. Then use context clues to choose the definition that best matches the underlined multiple meaning word.

1. During our visit to the ____________, the tank of colorful reef fish ____________ my friend Maya.
   a. a container made of glass    b. an armored vehicle

2. At the aquarium’s marine mammal show, we saw how intelligent the ____________ are, and marveled at how ____________ sea lions’ bodies are.
   a. a television program    b. a live performance

3. We were surprised that our handprints made marks on the glass ____________ of the fish tank.
   a. impressions    b. grades in a subject

4. These fascinating ____________ under the water made our ____________ race with excitement.
   a. to go at a faster speed    b. to run in a competition

On Your Own  As you read “Into the Deep,” use context clues to determine the meanings of unfamiliar words.

Words To Know
- aquarium
- dolphins
- enchanted
- flexible
- glimpses
- pulses
- surface

Home Activity  Your child has reviewed using context clues to determine the meanings of multiple-meaning words. Together, look for multiple-meaning words in a magazine article. Use context clues to determine their meanings, and then check a dictionary.

Vocabulary DVD•233
Name _______________________

**Compare and Contrast**

- When you **compare** two things, you tell how they are alike.
- When you **contrast** them, you tell how they are different.

![Keith, at the start of training](image1.png)  
Keith, at the start of training  

![Keith, after working with a running coach for two months](image2.png)  
Keith, after working with a running coach for two months

**Practice**  
Look at the pictures and then answer the questions.

1. How does Keith look the same after training for two months?

2. How does Keith look different after training for two months?

3. Do you think that Keith can run farther after or before training? Why?

4. On a separate sheet of paper, write a paragraph about an experience of your own. Compare and contrast how you were before and after an event.

**On Your Own** Use what you know about compare and contrast as you read “Into the Deep.”

**Home Activity** Your child reviewed comparing and contrasting. Find two household objects, such as a pot and a spoon, and ask your child to tell you how the objects are alike and how they are different.

**DVD•234 Comprehension**
Unknown Words

- When you come across an unknown word, use a dictionary or a glossary to find its meaning. Dictionaries and glossaries organize words alphabetically and give helpful information about words.

Practice  Read the following sentences. Fill in the blanks using the Words to Know. Then choose the definition that best matches the underlined unknown word. Use a dictionary if you need help.

1. By doing some ___________ planning, we were able to discover a way to complete the seemingly ___________ task.
   a. apparently      b. doubtfully

2. We had spent hours doing some ___________ thinking, and all this cogitation was ___________.
   a. the act of describing b. the act of thinking

3. By the time we arrived at ___________, though, we felt sharp and ready to ___________ our ideas.
   a. awake      b. pointed

4. The signals we had ___________ allowed our team to send ___________ easily, to the consternation of our opponents.
   a. dismay        b. amusement

On Your Own  As you read “Into the Deep,” look for words you do not know, and use the dictionary to help you determine their meanings.

Words To Know
- advance
- developed
- exhausting
- headquarters
- impossible
- intense
- messages
- reveal
**Sequence**

- Sequence refers to the order of events in nonfiction, or the steps in a process. Clue words, such as *first, next,* and *then* can help you follow the sequence of events.

**Practice** Read the passage and answer the questions below.

Monthly magazines are usually put together using a specific process. First, editors at the magazine choose story ideas. Next, the editors assign these story ideas to writers. The writers then conduct interviews, do research, and write their articles. After they receive the completed articles, the editors check them to make sure they are well written and accurate. Around the same time, the art department chooses pictures to go with the articles. When that is done, the production department puts the articles and pictures together on the computer. Finally, the computer files are sent to the printer so that the magazine can be printed and sold!

1. What is the first step in publishing a magazine?

2. After the writer gets an article assignment from the editor, what happens?

3. What are some words in this passage that help you follow the sequence of events?

4. What is the final step in the process of making the magazine?

**On Your Own** Use what you know about sequence as you read “Into the Deep.”

**Home Activity** Your child reviewed using clue words to determine a sequence of events. With your child, list the sequence of events for getting ready for bed.

**DVD•236 Comprehension**
Greek and Latin Roots

Many English words come from ancient Greek and Latin words, which are called Greek and Latin roots. You can use a dictionary to find out a word’s roots.

Remember these Latin roots and their meanings:

- *trans* = across, through, or beyond
- *scholaris* = of a school
- *celebrare* = to honor

**Practice** Read the following sentences. Fill in the blanks using the Words to Know. Then circle the letter of the correct meaning of the underlined word.

1. The walls of the ____________ ____________ were covered with words in a mysterious language of great scholarly interest.
   a. having to do with students or experts  
   b. having to do with fame and fortune

2. Many expert ____________ had attempted to transcend the confusion and ____________ the words, but none had been able to ____________ their meaning.
   a. to enjoy something completely  
   b. to get over or beyond something

3. Finally, a young ____________ of truth was able to ____________ the mysterious words with a long-forgotten language, and her ____________ was celebrated.
   a. honored and applauded  
   b. criticized and questioned

**On Your Own** As you read “Into the Deep,” look for words that have Greek or Latin roots that you recognize.

**Home Activity** Your child reviewed Greek and Latin roots. With your child, list as many words as you can with the same Latin root as *ancient*.

**Vocabulary DVD•237**
**Graphic Sources**

- **Graphic sources**, such as maps, charts, tables, illustrations, and diagrams, make information easy to understand and use.
- Graphic sources depict information visually in a small amount of space.

<table>
<thead>
<tr>
<th>Class</th>
<th>Teacher</th>
<th>Boxes of greeting cards sold</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a</td>
<td>Mr. Wallace</td>
<td>25</td>
</tr>
<tr>
<td>4b</td>
<td>Ms. Kim</td>
<td>33</td>
</tr>
<tr>
<td>4c</td>
<td>Ms. Nicholson</td>
<td>51</td>
</tr>
<tr>
<td>4d</td>
<td>Mr. Black</td>
<td>40</td>
</tr>
</tbody>
</table>

**Practice**  Use the table to answer the following questions. Circle the answer you choose.

1. Which teacher’s class sold the most boxes of greeting cards?
   - a. Mr. Black
   - b. Ms. Nicholson
   - c. Ms. Kim

2. How many boxes of cards did Ms. Kim’s class sell?
   - a. 25
   - b. 33
   - c. 40

3. How many fourth-grade classes took part in the fundraiser?
   - a. 2
   - b. 3
   - c. 4

4. How many boxes did Class 4a sell?
   - a. 25
   - b. 33
   - c. 40

5. How many boxes were sold all together?
   - a. 149
   - b. 157
   - c. 162

**On Your Own**  Use what you know about graphic sources as you read “Into the Deep.”

**Home Activity**  Your child reviewed graphic sources—illustrations, graphs, diagrams, maps, and charts. Read a newspaper together and look for various graphic sources.

**DVD 238 Comprehension**
Synonyms and Antonyms

- A word’s **synonym** has the same meaning as the word, while its **antonym** means the opposite. You can find both synonyms and antonyms in a thesaurus.

**Practice** Read the following sentences. Fill in the blanks with one of the Words to Know. Then answer the question about the underlined word in each sentence.

1. The animals called ____________, including turtles, snakes, and ____________, are distinguished by their scaly skin and eggs with **leathery** shells.
   
   An **antonym** of *leathery* is:
   a. heavy  
b. soft

2. However, ____________ like ____________ lay eggs without shells and have **moist**, delicate skin that needs to avoid getting too dry.
   
   A **synonym** of *moist* is:
   a. damp  
b. furry

3. If the difference between them has you ____________, check a good ____________ book or a **reliable** website.
   
   An **antonym** of *reliable* is:
   a. unpopular  
b. untrustworthy

4. You might also visit a local zoo’s Reptiles and Amphibians ____________, for it would be a ____________ to confuse these **distinctive** creatures!
   
   A **synonym** of *distinctive* is:
   a. dangerous  
b. different

**On Your Own** As you read “The Missing Treasure,” look for synonyms and antonyms of words you know.

**Words To Know**
- amphibians
- crime
- exhibit
- lizards
- reference
- reptiles
- salamanders
- stumped
Character and Plot

- A character is a person or an animal that takes part in the events of a story.
- Plot is what happens in a story.

Practice Look at the pictures above. Then answer the questions.

1. What is the plot of the story?

2. How would you describe the character in this story?

3. What details in the second and third pictures help you know the girl’s feelings?

4. What is the resolution of this story?

On Your Own Use what you know about character and plot as you read “The Missing Treasure.” Write one sentence each about character and plot in this passage.

Home Activity Your child reviewed identifying character and plot. With your child, talk about the characters and plot of a favorite movie or book.

DVD•240 Comprehension
If you think it’s impossible to breathe underwater, think again! Scuba—short for Self-Contained Underwater Breathing Apparatus—allows divers to breathe air underwater for hours. How does it work? A tank filled with compressed air is strapped to a diver’s back. A hose connected to the tank allows air to flow into his or her mouth. Other basic diving equipment includes a mask worn on the face and fins worn on the feet.

People scuba dive for several different reasons. Military workers and scientists scuba dive to study the oceans and their ecosystems, while other people dive for fun and relaxation. These recreational dives might include exploring sunken shipwrecks, admiring coral reefs, or checking out the local sharks. With more than seventy percent of the earth’s surface covered by water, it’s easy to see why so many people scuba dive.

For thousands of years, people have been diving. In ancient Greece, underwater warriors held their breath and dove down to attack enemy ships. Divers used to swim with nothing but the air in their lungs to retrieve food and valuables from the ocean floor. Some ancient divers even used goggles made of tortoiseshell to help them see through the water.

As the years went by, people puzzled over the problem of staying below the water’s surface for longer periods. One story tells that the ancient leader Alexander the Great transported himself down underwater in a glass barrel during a battle in 332 B.C. Much later, in the 1400s and 1500s, many great thinkers proposed ideas of underwater diving suits, though none of them were able to make their designs work.

It wasn’t until 1825 that an Englishman named William James patented an early scuba design. The diver wore a helmet and wrapped a heavy, air-filled iron belt around his waist. In 1864, two Frenchmen, Benoit Rouquayrol and Auguste Denayrouze, created an improved diving suit known as the Aerophore. This model was referred to in the famous science-fiction novel 20,000 Leagues Under the Sea.
Scuba equipment still needed a lot of work. For example, air flowed continuously out of the tank, even when the diver wasn’t inhaling. This meant that the air supply ran out very quickly. Then in 1934, a breakthrough occurred. Two French scientists, Jacques Cousteau and Emil Gagnan, invented a special valve that allowed air to flow only when a diver inhaled. This meant that people could stay underwater longer. Cousteau and Gagnan’s important invention was known as the aqualung.

Since the aqualung, people have continued to search for new and better ways to stay submerged. In 1961, the engineer Walter Robb designed a special membrane that filtered air from water. This membrane removed enough oxygen from the liquid in an aquarium to keep a hamster alive. Similar technology is being developed today to generate enough air to support a human being.

Jacques Cousteau once predicted that people would one day breathe underwater through artificial gills placed in the body. While this idea may not appeal to everyone, scientists are developing alternatives that will allow people to live and work longer under the sea.
The Missing Treasure

Julio’s heart was already pounding as he sat on the beach in the eighty-five-degree heat. He was about to go scuba diving in less than an hour!

“Don’t get eaten by sharks,” his younger brother, Eric, said. Then he smiled viciously while humming the theme song from Jaws.

Julio wasn’t about to let Eric get to him. “You’re just jealous because you’re too young to go,” Julio said. “While I’m out in the water finding buried treasure, you’ll be here burning to a crisp in the sun.”

Eric rolled his eyes. “You aren’t finding any buried treasure,” he said. “You’ll be lucky if you even see a fish.” Then Eric settled down in the sand to read his new book Revenge of the Killer Amphibians.

“Julio,” his mother called. “We should start heading to the diving center. Eric, you stay on the beach and keep your dad company.” Julio sighed deeply. It was now or never.

By the time he reached the center, his stomach felt queasy with anticipation. I’ve already practiced scuba diving before in the pool, Julio told himself. The ocean should be no different. He waved nervously at his instructor, and the two of them discussed the diving rules once more. Then it was time to put on the gear and head out on the water.

A group of ten people piled into a small, motorized boat that would take them out to sea. Julio was glad to see he wasn’t the only kid diving. A girl his age was going too. Her name was Angela.

The air tank weighed heavily on Julio’s back as the boat zipped away from the shoreline. Finally, Julio’s instructor anchored in the clear blue water. “Everyone ready?” he asked. Julio put on his mask and stuck his respirator into his mouth. Then with a big exhale, he tipped over the edge of the boat and into the cool water.

The weight of the tank vanished instantly as Julio let the water whoosh over his head. Wow, he thought, it’s like another world down here. Julio allowed himself to sink further beneath the waves as the other people around him did the same. Soon he spotted a formation of rocks and coral with fish darting in and out of the crevices. The vision was spectacular. He couldn’t wait to tell his friends back in school.
Ten minutes went by. Then fifteen, then twenty. *I could stay down here forever.* Julio thought, as the sunlight filtered down onto the sand. He was in the midst of exploring the ocean floor when a glimmer on the rocks caught his eye. Maybe he really was going to find some treasure!

Julio swam towards the glinting light. Through the glass of his mask, he saw what appeared to be a thin gold chain with a starfish pendant. Julio flipped the pendant over and found an inscription etched on the back. *For our star, A.* the inscription read. Julio wondered who “A.” could be as he wrapped the chain around his wrist. Now he had a treasure to show Eric. Julio knew his brother would be jealous.

Soon the instructor gave the signal to head back to the boat, and Julio began to slowly ascend. He felt his ears popping from the change in water pressure. He couldn’t believe his underwater adventure was already coming to an end.

When he got back to the boat, he saw Angela sitting alone and looking worried. “Didn’t you have fun on the dive?” Julio asked.

“It was great,” Angela answered. “But when I got back, I realized I had lost my necklace. It was a birthday gift from my mom and dad.”

Julio remembered the chain wrapped around his wrist. *She must be A.*, he thought to himself. “Is this it?” he asked, holding up the necklace.

Angela’s eyes opened wide as she saw what Julio held. “That’s it!” she cried, hugging him. “I can’t believe you found it!”

Julio laughed. “I thought it might have belonged to a mermaid,” he joked. “So much for my ocean treasure!” He handed the necklace back to her and took in a breath of fresh, salty air. *I guess the real gift, he thought to himself, is my underwater adventure.*