**Draw Conclusions**

- When you **draw conclusions**, you form reasonable opinions about what you have read.
- Use what you know about real life to help you draw conclusions.
- Be sure that there are enough facts or information in the text to support your conclusions.

**Directions** Read the following passage. Then complete the diagram and answer the question below.

I think in the future people will live on other planets in our solar system. They will have grown tired of the crowded cities on Earth and will manage a way to build smaller communities on other planets. Life will be slower on these planets. People won’t feel like they have to compete with each other for space, jobs, and resources since the whole solar system will be opened up for their use. People will spend their days exploring the universe and learning about new life-forms instead of being consumed with day-to-day details.

**Fact or Detail**

1. [Blank]
2. [Blank]
3. [Blank]

**Conclusion**

4. [Blank]

5. How did you visualize the future described in the passage?

---

**Home Activity** Your child visualized the details in a passage to draw a conclusion about it. Look through books or magazines for a detailed illustration or photo. Have your child study the picture and draw a conclusion about what is going on in it.
Writing - Drama

Key Features of a Drama
- is written to be performed
- tells a story through character dialogue
- includes stage directions
- provides a character list and brief description of setting

Heroes on the High Seas

CHARACTERS: Lila and Carlos, kids at summer camp; Ben, their counselor; a radio announcer (offstage)
SETTING: (A sailboat off the coast of Miami, Florida. Distant clouds darken the sky.)

Lila (looking out to sea): Ben, I see some dark clouds, maybe thunderclouds, on the horizon.
Ben: Hmm . . . I’ll check the radio.
(Ben turns on the radio. As the static clears, they hear the voice of a radio announcer.)
Announcer (offstage): . . . for a special message. A thunderstorm off the coast of Florida is developing quickly, bringing strong winds and heavy rain.
Ben: Okay, we need to be careful and stay calm. I’ll take down the sails.

1. What is the setting of this drama?

2. What is the problem that the characters encounter?

1. A sailboat off the coast of Miami, Florida. Distant clouds darken the sky.
2. A thunderstorm developing quickly, bringing strong winds and heavy rain.

Reader's and Writer's Notebook Unit 4

Writing Drama 281
Name

**Vocabulary**

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

1. a vessel that travels underwater
   - ________________
2. long flexible extensions on an animal
   - ________________
3. force by which something is moved forward
   - ________________
4. sand or soil carried by water
   - ________________
5. an opening or a door
   - ________________

**Directions** Choose the word from the box that best completes each sentence. Write the word on the line.

6. Octopuses use their ________________ to catch food.
7. ________________ is carried in water and sinks to the bottom of rivers.
8. The crew opened the ________________ and went inside the submarine.
9. The ________________ crew stayed calm during the storm.
10. The captain’s ________________ was so big that he took full credit for discovering the new species of squid.

**Write a Scene from a Play**

On a separate sheet of paper, write a short scene from a play about ocean explorers. Use as many vocabulary words as you can.

**School + Home**

**Home Activity** Your child identified and used vocabulary words from *Deep-Sea Danger*. With your child, have a conversation about what it would be like to explore the ocean. Try to use the vocabulary words from the selection while conversing.
Indefinite and Reflexive Pronouns

**Indefinite pronouns** may not refer to specific words. They do not always have definite antecedents: Someone needs to press her uniform.

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 here wants to pilot a submarine. Few do it well.

**Reflexive pronouns** reflect the action of the verb back upon the subject. Reflexive pronouns end in -self or -selves: The cadet wanted to see the underwater caverns herself.

**Singular Reflexive Pronouns**
- himself, herself, myself

**Plural Reflexive Pronouns**
- ourselves, yourselves, themselves

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

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

1. Does (few, anyone) see the horizon?
2. (Several, Everyone) believe that the planet is habitable.
3. (Many, No one) have volunteered to travel to the lowest depths.
4. If (others, somebody) pilots the submersible, Tom will go along.

**Directions** Write the correct reflexive pronoun to complete each sentence.

- yourselves  myself  himself  ourselves

5. We may have to defend __________________ against unexpected encounters.
6. I __________________ will represent our scientific organization.
7. You cannot allow __________________ to panic in any situation.
8. Tom blamed __________________ for putting the crew in danger.

**Home Activity** Your child learned about indefinite and reflexive pronouns. Ask your child to circle three indefinite pronouns in a newspaper article and identify whether each is singular or plural.
Related Words I

<table>
<thead>
<tr>
<th>Spelling Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>poem</td>
</tr>
<tr>
<td>original</td>
</tr>
<tr>
<td>critic</td>
</tr>
<tr>
<td>academic</td>
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<tr>
<td>poetic</td>
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<tr>
<td>combine</td>
</tr>
<tr>
<td>criticize</td>
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<tr>
<td>inspire</td>
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<tr>
<td>direct</td>
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<tr>
<td>combination</td>
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<td>history</td>
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<td>inspiration</td>
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<td>direction</td>
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<td>repeat</td>
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<td>historic</td>
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<tr>
<td>depart</td>
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<tr>
<td>origin</td>
</tr>
<tr>
<td>repetition</td>
</tr>
<tr>
<td>academy</td>
</tr>
</tbody>
</table>

Missing Words Write two list words to finish each sentence.

If you don’t know (1)___, you are likely to (2)___ it.

1. _______________  2. _______________

A thoughtful art (3)___ may (4)___ an artist to make changes in his or her work.

3. _______________  4. _______________

An art critic will sometimes (5)___ the (6)___ of colors an artist uses.

5. _______________  6. _______________

The train will (7)___ from its point of (8)___ at exactly noon.

7. _______________  8. _______________

Upon its (9)___, the train will head in a westerly (10)___.

9. _______________  10. _______________

I will (11)___ my chef to (12)___ the ingredients according to my recipe.

11. _______________  12. _______________

Definitions Write a list word that fits each definition.

13. new or previously unthought of
14. having to do with poetry
15. to do or occur again and again
16. a written composition in verse
17. having to do with history
18. sudden insight or realization
19. having to do with learning
20. a place of learning

Definitions

13. _______________
14. _______________
15. _______________
16. _______________
17. _______________
18. _______________
19. _______________
20. _______________

Home Activity Your child used words in statements and matched words with definitions. Ask your child to pick three list words from Exercises 13–20, spell them, and use them in a sentence.
Outline

Title _______________________________________________________

A. _______________________________________________________
   1. _____________________________________________________
   2. _____________________________________________________
   3. _____________________________________________________

B. _______________________________________________________
   1. _____________________________________________________
   2. _____________________________________________________
   3. _____________________________________________________

C. _______________________________________________________
   1. _____________________________________________________
   2. _____________________________________________________
   3. _____________________________________________________
Vocabulary • Multiple-Meaning Words

• When you are reading and see a word that has more than one meaning, you can use context clues, or words around the multiple-meaning word, to figure out its meaning.

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

Before we could start on the mission, we had to obtain a permit to land on the planet Apollo. The planet had recently been added to the Dangerous Zone by the Space Council. There was evidence that the environment of Apollo was dangerous to humans. Since we were on a special mission to extract molten lava for research purposes, we were granted permission. It took a full day to gather the material into canisters and load it onto the space barge, the vehicle that would take us back to Earth. We had to refrain from bringing any other substance from Apollo onboard with us for fear of contamination. So when I noticed some planet Apollo dust on my elbow, I had to be quarantined immediately. I was not allowed to return to work until the foreign dust was contained and proven harmless.

1. What is the definition of permit in this passage? What is another definition of the word?

2. How do you know barge does not mean “to enter quickly” in the passage?

3. What is the definition of refrain as it is used in the passage? How do you know?

4. What is another meaning of elbow?

5. Use one of the multiple-meaning words in an original sentence. Make sure to include a context clue in the sentence, so that the intended meaning of the word is clear.

Home Activity  Your child identified the definitions of multiple-meaning words by using context clues. Make a list of words that have multiple meanings. Have your child pick a word from the list and draw an illustration of its meaning while you try to guess which word it is. Switch roles, and repeat the activity.
Follow and Clarify Directions

- Following directions involves doing or making something.
- Clarifying directions means writing clear directions for others to use.
- Directions usually are numbered. The numbers tell you the sequence of the steps. Read all directions before starting to act on the first direction given. Visualize the purpose or the end result of the directions while reading.

Directions Read the following set of directions.

How to Make a Papier-Mâché Planet

1. Gather the following items: all-purpose flour; water; balloon; old newspapers; large mixing bowl; measuring cups; mixing spoon; old newspapers; paintbrush.

2. In a large mixing bowl, combine three cups of water to one cup of flour. Stir together until you have a smooth mixture. (You may double or triple this recipe depending upon size and number of your papier-mâché planets.)

3. Cut the old newspapers into two-inch-wide strips. Cover designated work space with the rest of the newspaper.

4. Blow up your balloon to the desired size of your planet. Tie a knot at the bottom of it.

5. Place strips of paper into the mixing bowl. Use a paintbrush or your hands to wet the strips with the mixture. Place the strips of paper onto your balloon. Try to crisscross the strips of paper (or overlap them to form X’s) as you add them to the balloon. Cover the entire balloon.

6. Allow the balloon to dry thoroughly before advancing on to the next step.

7. Gather the following items: clean paintbrush; paints of desired colors; paper towels; water; small bowl.

8. Choose the appropriate colors to paint your planet. You may want to consult an encyclopedia or another reference book with pictures or illustrations of the planets to get a good idea of what they look like. Paint your planet accordingly. Make sure to rinse your paintbrush in the small bowl of water between colors. Use the paper towels to wipe off your paintbrushes after painting.

9. Let the balloon dry completely. Cut a small slit into your papier-mâché surface. Insert a needle to pop the balloon. Pull the popped balloon out of the papier-mâché mold.

10. Display your planet for all to see and admire.
Deep-Sea Danger

Directions  Use the directions to answer the following questions.

1. If you were actually going to make a papier-mâché planet, what is the first thing you should do?

2. In what step do you blow up the balloon?

3. How could popping the balloon too early change your end result?

4. How could the directions in step 6 be clarified?

5. Why do you think the directions include two steps in which you gather materials?

6. How could the directions in step 3 be clarified?

7. Will this project always take the same amount of time to complete?

8. How does visualizing help you to follow directions?

9. Is there any way the steps in this process could be changed while getting the same final product?

10. Add a direction to the end of this set that explains how to display the papier-mâché planet.

Home Activity  Your child answered questions about a set of directions. Have your child write a set of directions to perform a task that he or she knows well. Help your child to write as clear and accurate directions as possible.
Related Words I

Proofread a Script  Circle six spelling errors in the script. Write the words correctly. Find a sentence in the script with a punctuation error. Write it correctly.

Time Out
(Nico is in his room, working on a school project Eric enters.)
Nico (sighing with frustration): I don’t mean to criticize, but you’re always tardy, Eric.
Eric (taking off his jacket): Yeah, I’m sorry. I just wanted to finish watching my favorite TV program.
Nico: If you repeat this pattern, we’ll never finish this history project, or I’ll end up doing most of the work myself. It’s supposed to be a combination of our work.
Eric (shrugging with resignation): I said I was sorry. It seems like time just flies by.
Nico: I know. But it’s important that you be here on time. If we miss the deadline, we’ll be the laughingstock of the academy. I’ll let you borrow my watch until this project is finished if you promise me you’ll be prompt from now on. Is that a deal?
Eric (breaking into a broad grin): Sure. I’ll try to be more academic.
Nico: Okay then. Now let’s get to work.

1. ____________  2. ____________
3. ____________  4. ____________
5. ____________  6. ____________
7. ______________________________________________________________

Proofread Words  Circle the word that is spelled correctly. Write it on the line.

8. origin   origen   8. ______________
9. origenul  original  9. ______________
10. cumbine  combine  10. ______________

Home Activity  Your child identified misspelled words. Ask your child to identify the words that are most difficult for him or her to spell.
Indefinite and Reflexive Pronouns

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

Vincent Van Gogh

(1) Vincent Van Gogh wanted to bring happiness to many through his paintings. (2) In his early years, he taught himself to draw and then spent long days painting with dull colors. (3) In his later years he effectively used color to express himself. (4) Someone suggested that he go to Paris where his brother Theo knew everyone. (5) Theo introduced Vincent to the greatest Impressionist painters. (6) These famous artists had a powerful effect on himself, and Van Gogh began to brighten the colors of his palette. (7) No one would say that Starry, Starry Night is a dull and dark painting. (8) His sunflower paintings are cheerful and became the favorites of everybody who knew his work. (9) Most recognize Vincent Van Gogh’s paintings, and everyone can name a favorite.

1 What is the indefinite pronoun in sentence 1?
A through
B bring
C paintings
D many

2 Which describes the underlined word in sentence 2?
A Singular reflexive pronoun
B Singular indefinite pronoun
C Plural reflexive pronoun
D Plural indefinite pronoun

3 Which describes the two underlined words in sentence 4?
A Both are plural indefinite pronouns.
B Both are singular indefinite pronouns.
C Both are plural reflexive pronouns.
D Both are singular reflexive pronouns.

4 What change, if any, should be made to sentence 6?
A Remove the comma after himself
B Change himself to themselves
C Change himself to him
D Make no change

5 Which sentence has two indefinite pronouns?
A sentence 7
B sentence 8
C sentence 9
D None of the above

Home Activity Your child prepared for taking tests on indefinite and reflexive pronouns. Ask your child to use the reflexive pronouns myself, yourself, himself, and herself in sentences and explain to whom they refer.