Sequence

- **Sequence** refers to the order of events or the steps in a process.
- Dates, times, and clue words such as *first*, *finally*, *meanwhile*, and *then* can help you determine the order of events.
- Sometimes a text will present events out of order. In this case, you can read on, review, or reread the text in order to learn the correct sequence of events.

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

Today, millions of people around the world celebrate Earth Day. But that was not always the case. In 1962, Gaylord Nelson wanted to let people know that the environment was in trouble. He tried to get President Kennedy to make the environment a public issue. Nelson was unsuccessful, but he kept at it for several years. Finally, Earth Day was launched on April 22, 1970. That day, 20 million Americans gathered wherever they could in support of a healthy environment. In 1990, about 200 million people in 141 countries celebrated Earth Day and supported efforts such as recycling. Ten years later, in 2000, people in 184 countries showed their concern about planet Earth. Nelson died in 2005, but Earth Day lives on throughout the world.

1. First Event
2. Second Event
3. Third Event
4. Fourth Event

5. How were you able to determine the order of events in this passage?

**School + Home**

*Home Activity* Your child read a short passage and identified the sequence of events. Work with your child to write down the events from a historical passage on note cards. Scramble the note cards, and then have your child put them in the correct order.
Writing • Cause-and-Effect Essay

Key Features of a Cause-and-Effect Essay

- includes a central idea in the topic sentence
- gives reasons and explanations for an event or situation
- identifies causes and effects
- often includes clue words such as because, since, so that, therefore, and reason

Litter: Uglier Than You Realize

Litter can ruin the landscape, but it also has effects that last much longer. Even small items such as cigarette butts and plastic bags have a huge impact on the environment.

Cigarettes contain poisonous chemicals such as arsenic and lead. When a cigarette butt is carelessly tossed aside as litter, it begins to break down and release those chemicals into the ground and water.

Once the chemicals from cigarette butts pollute a body of water, they can cause the plants and animals living there to sicken or die. Some animals eat discarded cigarette butts, which can become stuck in their digestive systems or deliver toxic amounts of chemicals.

Like cigarette butts, the plastic bags you get at the grocery store cause great harm to the environment. Since most people in the United States do not reuse plastic bags, close to 100 billion plastic bags end up on roadsides and in landfills and waterways each year. Plastic bags often land in bodies of water, where they are a danger to birds and marine animals. Many thousands of these creatures die each year because they eat the bags or become tangled in them.

People searching for ways to protect the environment are considering the effects of litter more seriously. We can all do our part by recycling and disposing of trash properly.

1. What is the topic sentence of this essay?

2. List the two causes described in this essay. Then underline details that describe the effects.

3. What clue words do you see in this essay?
Vocabulary

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

1. people who make predictions
2. smoke or gases sent into the air
3. extremely fierce
4. able to support itself
5. the results of actions

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

6. Engineers are looking at using wind _____ to generate electricity.
7. A house that uses solar panels to heat water is partly _____.
8. The lab was used like an _____ to “hatch” scientists’ ideas.
9. During the storm, a _____ wind tore the roof off the supermarket.
10. Weather _____ predict severe thunderstorms for the weekend.

Write a Story
On a separate sheet of paper, write a story about a character who survives a very severe storm. Use as many vocabulary words as you can.

Home Activity Your child identified and used vocabulary words from Greensburg Goes Green. With your child, read a story or article about a weather-related event. Have your child point out any vocabulary words he or she sees in the story.
Adverbs

An adverb tells how, when, or where something happens. An adverb may appear before or after the verb it modifies or between the parts of a verb phrase.

- He sleepily watched the stars. (how)
- She will soon go on a journey. (when)
- The luggage was piled everywhere. (where)

Adverbs such as too, very, quite, really, so, nearly, and almost can modify adjectives as well as other adverbs.

- I was too early. We left very quickly.

Comparative adverbs compare two actions. Add -er to many adverbs to make them comparative. Superlative adverbs compare three or more actions. Add -est to many adverbs to make them superlative. If an adverb ends in -ly, use more or most instead of -er or -est.

- soon sooner soonest
- carefully more carefully most carefully

Some adverbs do not follow the rules for comparative and superlative forms: well, better, best; badly, worse, worst; much, more, most.

Directions Underline the adverb or adverbs in each sentence.

1. The sun was shining very brightly in Greensburg on May 4, 2007.
2. Farmers working outside discussed the coming storm.
3. Parents decided now to change after-school plans.
4. The downtown quickly became almost empty.
5. Tornado sirens sounded much longer than usual.
6. They stopped suddenly, when the power station was hit.
7. Eventually, the new media center will be built there.
8. Greensburg is steadily rebuilding itself “green.”

Directions Circle the word in ( ) that completes the sentence correctly.

9. Tornados happen (most often, of tenest) in Tornado Alley.
10. Town leaders searched (most seriously, most serious) for new ideas.
11. The Greensburg plan is the (better, best) of all possibilities.
12. Town residents (more proudly, proudly) show visitors around.

Home Activity Your child learned about adverbs. Give your child three verbs, such as run, play, and swim, and have your child make up a sentence using each verb and adding an adverb to modify the verb.
## Prefixes *bi-, tri-, uni-, re-, semi-*

### Spelling Words

<table>
<thead>
<tr>
<th>Spelling Words</th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>bisect</td>
<td>triangle</td>
<td>universal</td>
<td>semicircle</td>
<td>biceps</td>
<td></td>
</tr>
<tr>
<td>bilingual</td>
<td>tricycle</td>
<td>university</td>
<td>semifinal</td>
<td>uniform</td>
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<td>reunion</td>
<td>unison</td>
<td>semicolon</td>
<td>unicorn</td>
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<tr>
<td>semiprivate</td>
<td>triplicate</td>
<td>semisweet</td>
<td>semiannual</td>
<td>biplane</td>
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</tbody>
</table>

### Word Meanings

Write a list word that matches each description.

1. an airplane with two wings on each side
2. a legendary creature with one horn
3. a pedaled vehicle with three wheels
4. a geometric figure with three angles
5. a large college
6. one of what a member of a special group wears
7. half of a circle
8. not entirely private
9. lenses with two different focal lengths

### Matching Statements

Match a list word with a statement. Write the list word on the line.

10. Grammar Teacher: “Use a ___ to show a separation that is not as complete as a period but more so than a comma.”
11. Math Teacher: “When you draw a line through the midpoint of another line, you ___ it.”
12. Choir Director: “It’s almost time for our ___ concert.”
14. Party Organizer: “I’m putting together our class ___.”
15. Football Coach: “It’s important that we win this ___ game.”
16. Language Teacher: “When you finish my class you will be ___.”
17. Office Worker: “I must fill out these forms in ___.”
18. Fitness Instructor: “Today we will work on our ___.”
19. Science Teacher: “The rules of motion are ___.”
20. Cheerleading Coach: “You must make these moves in ___.”

### Home Activity

Your child wrote words with prefixes *bi-, tri-, uni-, re-,* and *semi-. Ask your child to pick a list word and use it in a sentence.
<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did it happen?</td>
<td>What happened?</td>
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<tr>
<td>Why did it happen?</td>
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<td>What happened?</td>
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</tbody>
</table>
**Vocabulary • Unknown Words**

- **Dictionaries** and glossaries provide lists of words and their meanings.
- **Glossaries** appear at the back of some books and list definitions for important words.
- **Dictionaries** list many more words and provide pronunciations, parts of speech, origins, and spelling variations as well as definitions.
- If you can’t tell the meaning of a word from its context or structure, look it up in a dictionary or glossary. Try the meanings to see which one makes sense.

**Directions** Read the following passage. Then use a dictionary or glossary to answer the questions below.

Cars idle at a stoplight. Smoke pours out of the smokestack of a power plant. What do these have in common? Both contribute to air pollution, or smog. Emissions from cars and trucks, power plants, and other industrial smokestacks make the air unhealthy to breathe.

Many people are concerned about the consequences of air pollution. They are making their homes and towns more sustainable by using clean energy sources. Companies sell solar panels so that people can heat their water and homes with sunlight. A few companies and towns use wind turbines to generate at least part of the electricity they need.

1. Which context clues help you understand the meaning of *emissions*? What other information is included in the dictionary or glossary entry for *emissions*?

2. Which word from the passage would you find on a dictionary page with the guide words *turban* and *turf*?

3. If *sustainable* is not an entry word in the dictionary, what word should you look at for a related definition?

4. The dictionary gives these definitions for *consequences*: “things that happen as the result of an action” and “importance.” Which meaning makes sense in the passage?

5. Which word comes from a word that means “spinning top” or “whirlwind”? How do you know?
Encyclopedia

- **Encyclopedias** give general information about many subjects.
- An **entry** is an article. An **entry word** begins each entry by telling the subject. A **key word** will help you locate information in an encyclopedia.
- **Cross-references** help you find more information about the topic. **Visuals** help explain information too.
- **Electronic encyclopedias** may be quicker to use than printed volumes and may also contain more images and even sound.

**Directions** Read these entries about wind power from two different encyclopedias.

**Entry from a print encyclopedia:**

**WIND POWER** Wind power is a clean source of energy that occurs when humans use the wind to generate electricity.

**Wind.** Wind is the motion of air caused by the uneven heating of Earth’s surface by the sun. Land heats up and cools off more quickly than water. The lighter warm air rises up, and the cooler, heavier air moves in to take its place.

**Uses of Wind Energy.** Over time, humans learned to capture the energy from the wind. Ancient Egyptians used wind to sail their boats on the Nile. Later, people built windmills to grind their grains. The first windmills were built in Persia (Iran). Eventually, the Dutch improved the design and are still well-known for their windmills. As late as the 1920s, windmills provided electricity to rural areas of the United States.

**Wind Power Plants.** A wind power plant, or wind farm, is created when multiple turbines are placed together in order to produce electricity. More than half the states in the United States produce some energy from wind power. The states that produce the most energy from wind are Texas, Oklahoma, Iowa, Minnesota, and California. Less than 1% of the energy used in the United States comes from wind power.

See also **alternative energy sources**, **turbines**, **windmills**.

**Entry from an electronic encyclopedia:**

**Wind Power**

Wind power is a clean, **alternative energy** source that can be used to produce electricity.

Humans have used wind energy for thousands of years. Usage progressed from sailing boats in ancient Egypt to grinding wheat and grains in Persia (Iran) to producing electricity (US).

Wind power plants, also called **windfarms**, are groups of many turbines placed together to generate electricity. They are usually found in wide-open spaces with a wind speed of at least 14 mph.

At least half the states in the United States produce some energy from wind power. However, only 0.4% of the energy used in the United States comes from wind power.

There are problems to solve before wind power can be a major source of electricity. Too much wind can damage the turbines. Too little wind does not provide enough power. Some people believe that tall wind turbines are dangerous for birds, which could fly into the blades. Finally, it is expensive to develop and build new technologies.
**Greensburg Goes Green**

**Directions** Use the encyclopedia entries to answer the following questions.

1. The twenty-six volumes of a printed encyclopedia are organized alphabetically. What letter would be on the volume of the printed encyclopedia for this entry? Why?

2. Would the entry for Wind Power appear before or after the entry for Wind Energy? Explain.

3. You find entries in an electronic encyclopedia by searching for key words. Other than wind power, what key words might you use to locate this entry?

4. What illustrations or graphics do you think you would find in both entries?

5. Would an encyclopedia be a good reference for finding information on specific wind farms? Why or why not?

6. What cross-references are included in the print version? How can you tell?

7. What cross-references does the onlineion contain? How can you tell?

8. What do you learn from these entries about wind power plants?

9. In what way do the facts differ in the two articles?

10. Compare and contrast the format and organization of the two versions.

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**School + Home**

**Home Activity** Your child learned about using encyclopedias as resources. With your child, look at both a printed volume of an encyclopedia and an online encyclopedia. Ask your child to locate several entries using key words that you suggest.

**Research and Study Skills**

**Reader's and Writer's Notebook Unit 5**
Prefixes bi-, tri-, uni-, re-, semi-

Proofread an Article Circle five misspelled words. Write them correctly. Find a sentence with incorrect capitalization. Write it correctly on the line.

My class met to talk about our semifinal exams. We are preparing to go to a University in the fall. We sat in a semycircle so we could talk to each other. Our teacher remembered his bifocals so he could read the agenda. We made a universal decision to study together one night each week until the end of the semester. We agreed to have a semianual reunion during our college years. In unison we wished each other luck.

1. __________ 2. __________
3. __________ 4. __________
5. __________
6. __________

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

7. bisect bisekt
8. biseps biceps
9. bilingual billinguul
10. tricycle trisycle
11. triangul triangle
12. semicolon semecolon
13. unison uneson
14. triplicate triplicate
15. univecity university
16. unicorn unicorne
17. uneform uniform
18. univecity university

Spelling Words
- bisect
- triangle
- universal
- semicircle
- biceps
- bilingual
- tricycle
- university
- semifinal
- uniform
- bifocals
- reunion
- unison
- semiprivate
- triplicate
- semisweet
- semianual
- biplane

Frequently Misspelled Words
- doesn’t
- which
Adverbs

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

Pocahontas Legends

(1) Not many historians wrote accurately about early events in the Jamestown, Virginia, colony. (2) Their stories are mainly myths. (3) They fondly include stories of the beautiful native princess, Pocahontas. (4) Captain John Smith was first _______ welcomed by Chief Powhatan, her father. (5) Then the natives captured and violently beat Smith. (6) They planned to kill him. (7) Legends say that Pocahontas hurriedly raced in to save the captain. (8) Chief Powhatan warmly adopted Smith, and for a while he treated him as a friend. (9) The colonists and the Natives most happily shared good relations during the next year. (10) A year later, Smith was badly injured by gunshot and had to return to England. (11) When Pocahontas later went to visit, the colonists told her that he had died.

1 Which question is answered by the underlined adverb in sentence 1?
A How?
B When?
C Where?
D None of the above

2 The underlined word in sentence 3 tells about which word?
A stories
B beautiful
C princess
D include

3 Which adverb best completes sentence 4?
A most graciously
B more graciously
C graciously
D greedily

4 Which best describes the underlined adverb in sentence 9?
A Comparative adverb
B Superlative adverb
C Incorrect adverb
D Not an adverb

5 Which question is answered by the underlined adverb in sentence 11?
A How?
B When?
C Where?
D None of the above

Home Activity  Your child prepared for taking tests on adverbs. Ask your child to find three adverbs in an ad or catalog and write the comparative and superlative forms for each adverb.