

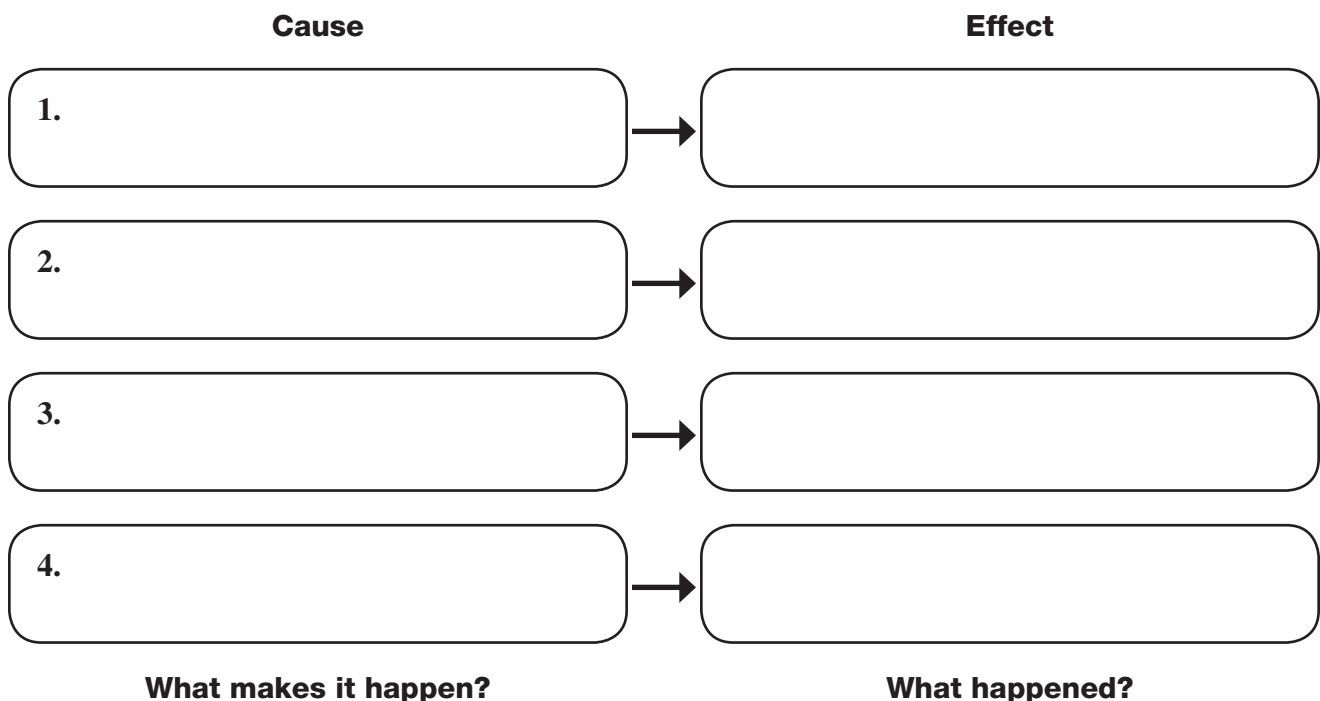
Cause and Effect

- A **cause** is what makes something happen. An **effect** is something that happens as a result of a cause. Clue words such as *consequently*, *since*, *thus*, *as a result*, and *therefore* point to cause-and-effect relationships.
- When a cause is not directly stated, you must think about why something happened.

Directions Read the following myth from Polynesia. Then complete the diagram below.

Because he couldn't get enough done in a day, Maui the trickster wanted longer days. He set out to make the sun slow down. First, he made a lasso out of coconut fiber. But when he tied it to the sun, it burned. Then, he wove a rope out of his wife's long, sacred hair. At dawn,

he tossed his noose and grabbed the sun. The sun pleaded to be released, but Maui wouldn't give in. As a result, the sun started losing more and more strength. Eventually, it couldn't race across the sky but could only crawl. Consequently, Maui gave humans more daylight.



5. Create a graphic organizer of your own to show another cause-and-effect relationship in the myth. Also show what you think the effect would have been if Maui had pulled the sun down to Earth.



Home Activity Your child identified cause-and-effect relationships expressed in a myth. Work with your child to identify the cause-and-effect relationships in a story. Challenge your child to consider “what if” questions about the story.

Writing • Tall Tale

Key Features of a Tall Tale

- may be based on real or fictional characters or events
- has larger-than-life characters
- includes exaggerated deeds or events

Slue-foot Sue

You may not have heard about Slue-foot Sue. She was a cowgirl who could ride as good as Pecos Bill, the greatest cowboy who ever lived. And that's where the story begins.

Bill and I were good friends back then, and we often headed down to the river to go fishing. One day we spotted a beautiful woman riding a giant catfish down the Rio Grande. And let me tell you, she was as sharp and quick as Bill in the saddle. There she was standing tall and holding on to that catfish with one hand. With the other hand, she swung her lasso at the clouds. Wow, what a sight! You should have seen the look on Bill's face.

That's when Bill told me he was going to ask her to marry him. And so he did. Slue-foot Sue had one condition. Bill had to prove his love for her by allowing Sue to ride Widowmaker, Bill's horse. Bill agreed, but Widowmaker was not happy. That horse wouldn't behave for anyone but Bill. So once Sue got on Widowmaker, the horse bucked and bucked, throwing Sue right up into the clouds. Sue kept hitting her head on the moon. She bounced and bounced for days because she was too stubborn to get off that horse. Bill finally took out his lasso and reeled her in. He just couldn't watch her bounce like that for one more day. They got married soon after that, and let me tell you that was one crazy wedding.

1. In what ways are the characters larger than life?

2. What exaggerated deeds or events take place?

3. Identify words and phrases that the writer uses that give this tall tale a lively tone.

Name _____

Vocabulary

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

- _____ 1. slight wetness
- _____ 2. most closely packed together
- _____ 3. dared
- _____ 4. open or unbroken stretch
- _____ 5. the lower edges of a roof that extend over the side of a building

Check the Words You Know

- ___ densest
- ___ eaves
- ___ expanse
- ___ moisture
- ___ ventured

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

- _____ 6. These protect a house from the rain.
- _____ 7. This could be a desert or ocean.
- _____ 8. Explorers and adventurers did this.
- _____ 9. Dew is an example of this.
- _____ 10. Compared to other areas of plant growth, a jungle is described as this.

Write a Myth

On a separate sheet of paper, write a myth to explain something in nature, such as how the oceans, jungles, or deserts came to be. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *The River That Went to the Sky*. Read a story or myth with your child. Have him or her point out unfamiliar words. Work together to try to figure out the meaning of each word by using other words that appear near it.

Using *this*, *that*, *these*, and *those*

The adjectives *this*, *that*, *these*, and *those* are called **demonstrative adjectives**. They point out which one or which ones. *This* and *that* modify singular nouns. *These* and *those* modify plural nouns. *This* and *these* refer to things that are close by. *That* and *those* refer to things farther away.

This river is teeming with fish, but that one over the hill is not.

These animals look like those animals we saw by the road yesterday.

Do not use *here* or *there* after *this*, *that*, *these*, or *those*.

No: This here river runs fast. That there river is slow and quiet.

Yes: This river runs fast. That river is slow and quiet.

Do not use *them* in place of *these* or *those*.

No: Them animals are hiding in the trees.

Yes: Those animals are hiding in the trees.

Directions Underline the words in () that complete the sentences correctly.

1. Tall grasses and willowy trees grow beside (these, this) flowing river.
2. (That, These) bushes and hedges guard the foothills of the great mountain.
3. A family of gazelles rests in (that, that there) patch of towering elephant grass.
4. The clouds remembered (this, those) peaceful times when they were a part of Earth.
5. (These, That) dense jungles are filled with huge trees and creeping vines.
6. The sun will take (this here, this) river up to the sky.
7. Will you go with me to (that, these) village near the foot of the great mountain?
8. (These, That) chimpanzees followed (those, that) gorillas into the jungle.
9. (This, These) river and (them, these) animals are part of a great African myth.
10. (Those, This) leopard is not as fast as (those, that) cheetahs.



Home Activity Your child learned about demonstrative adjectives. Ask your child to name the four demonstrative adjectives and use each one in a sentence.

Compound Words

Spelling Words

old-fashioned	daydream	summertime	follow-up	knee-deep
foothills	nevertheless	self-control	themselves	baby-sit
make-believe	sunburn	bloodhound	fine-tune	great-grandmother
roller-skating	folklore	empty-handed	self-esteem	runner-up

Words in Context Write a list word to finish each statement below.

1. I can't go out tonight because I have to ___ my little sister. 1. _____
2. My little sister likes to dress up and play ____. 2. _____
3. She and her friends look at ___ in the mirror and laugh and giggle. 3. _____
4. I stayed out in the sun too long and got a ____. 4. _____
5. I was standing ___ in snow. 5. _____
6. It takes a lot of ___ to sit and do homework. 6. _____
7. We were late to the show, but we enjoyed it ____. 7. _____
8. My report is almost done, but I still need to ___ it a bit. 8. _____
9. My uncle lives in a cabin in the ___ of a big mountain range. 9. _____
10. I found a picture of my ___ on her wedding day. 10. _____

Word Meanings Write a list word that fits each definition.

11. a large, powerful dog with a good sense of smell 11. _____
12. moving on shoes with wheels 12. _____
13. any action designed to be a further effort 13. _____
14. traditional customs, tales, or sayings 14. _____
15. the time between spring and autumn 15. _____
16. bringing or taking nothing of value 16. _____
17. a pleasant creation of the imagination 17. _____
18. confidence and satisfaction in oneself 18. _____
19. characteristic of a past era 19. _____
20. someone who comes in second 20. _____



Home Activity Your child wrote compound words. Ask your child to pick list words from Exercises 11-20, spell them, and use them in a sentence.

Outline

Title _____

A. _____

1. _____

2. _____

3. _____

B. _____

1. _____

2. _____

3. _____

C. _____

1. _____

2. _____

3. _____

Vocabulary • Synonyms

- When you are reading and see an unfamiliar word, you can use **context clues**, or words around the unfamiliar word, to figure out its meaning.
- One kind of context clue is a **synonym**, a word that has nearly the same meaning as another word. Setting off a word with commas can indicate synonyms. Clue words like *such as* and *or* also signal synonyms.

Directions Read the following passage about the Sahara and answer the questions below. Look for context clues as you read.

The Sahara, in Africa, is a vast expanse, or stretch, of desert. All of it is very dry, but the Libyan part of the Sahara has the least moisture, such as rain or other water. If you ventured into the desert, you might ride a camel. Or, if you dared to go into the desert, you might look for an oasis. There you would see the

densest population of people and animals; similarly, you would see the thickest groves of palms there. If you had a hut in the desert, sand cats and hedgehogs might gather in the shade of its eaves, or roof overhang. Now that you know about the Sahara, would you like to visit?

1. What is a synonym for *expanse*? What clue helps you to determine this?

2. What does *moisture* mean? What clues help you to determine the meaning?

3. How would you use context clues to determine the meaning of *ventured*?

4. What synonym is used for *densest*? How do you know it's a synonym?

5. What is the closest synonym for *eaves* in the context of the passage? What clues indicate a synonym?



Home Activity Your child identified and used synonyms as context clues to understand new words in a passage. Work with your child to identify unfamiliar words in an article. Then your child can find context clues to help with the understanding of the new words. Confirm the meanings with your child.

Name _____

Chart or Table

- A **chart** or **table** usually is a box that contains words or numbers in rows and columns. Columns go down, and rows go across. These also are called cells. Most charts and tables have titles.

Directions Use this chart about Saharan animals to answer the questions below.

Animals of the Sahara				
Animal	Type	Length	Food	Survival Features
Addax	Mammal	4 ft	Plants	Wide hooves help walk on sand
Caracal	Mammal	3 ft	Jerboas, birds, squirrels	Nocturnal, jumps well
Desert hedgehog	Mammal	3 ft	Insects, frogs, eggs	Extracts water from prey
Desert monitor	Reptile	5 ft	Fish, frogs, snakes, eggs	Withstands heat, burrows
Fennec fox	Mammal	16–17 in.	Rodents, lizards, insects	Withstands heat, burrows
Golden eagle	Bird	30 in.	Rabbits, rats, reptiles	Has mountain nest
Houbara bustard	Bird	2 ft	Insects, lizards, seeds	Extracts water from prey
Jerboa	Mammal	2–6 in.	Plants, seeds, insects	Recycles breath moisture; jumps
Sand cat	Mammal	15–16 in.	Rodents, birds, reptiles	Burrows, extracts water from prey
Striped hyena	Mammal	3–4 ft	Lizards, birds, mammals	Stays in den, nocturnal

1. What is the longest animal listed in the chart? the shortest?

2. What do the Houbara bustard, desert hedgehog, and sand cat have in common?

3. Which is bigger, the addax (a type of antelope) or the caracal (a large cat)?

4. What is the food of the golden eagle? the striped hyena?

5. What do the survival features tell you about the ways Saharan animals have adapted to stay alive in the desert?

Name _____

Directions Use this table about African lakes to answer the questions below.

Largest African Lakes				
African Lake	Location	Area	Length	Maximum Depth
Victoria	Tanzania-Uganda-Kenya	26,828 sq mi	200 mi	270 ft
Tanganyika	Tanzania-Congo-Burundi-Zambia	12,700 sq mi	470 mi	4,708 ft
Chad	Chad-Niger-Nigeria-Cameroon	550 sq mi	—	23 ft
Rudolf	Kenya-Ethiopia	2,473 sq mi	154 mi	240 ft
Albert	Uganda-Congo	2,046 sq mi	100 mi	180 ft
Kioga	Uganda	1,700 sq mi	50 mi	about 30 ft

6. What is the largest lake in Africa?

7. What lakes are wholly or partially located in Uganda?

8. What is the deepest lake in Africa? the longest?

9. What are the area, length, and depth of Lake Albert?

10. Explain how to find the area of a specific lake on the chart above.



Home Activity Your child learned about using charts and tables as resources. Find a chart or table in an almanac. Ask your child to explain what it tells. Challenge your child to find specific information in the chart or table.

Name _____

Compound Words

Proofread a Letter Circle six spelling errors in the letter. Write the words correctly. Find a line with an incorrect verb form. Write it correctly.

Dear Jenny,

My family take a summertime trip to my great-grandmother's house. She lives in the foothills of the Smoky Mountains. The drive was like a day-dream because it was so beautiful. We couldn't arrive emptyhanded so we shopped at an old-fashuned country store. It took selfcontrol not to buy many things.

When we arrived, my great-grandmother was kneedeep in the garden picking vegetables for dinner. That night we sat around the fireplace and talked about the folklor of the region. We had a very good time. Next time we visit I will be able to baby-sit a newborn lamb.

Sam

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

Spelling Words

old-fashioned
 daydream
 summertime
 follow-up
 knee-deep
 foothills
 nevertheless
 self-control
 themselves
 baby-sit

 make-believe
 sunburn
 bloodhound
 fine-tune
 great-grandmother
 roller-skating
 folklore
 empty-handed
 self-esteem
 runner-up

Frequently Misspelled Words

themselves
 something

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

- | | | |
|-----------------------|------------------|-----------|
| 8. make-believe | makebelieve | 8. _____ |
| 9. sun-burn | sunburn | 9. _____ |
| 10. blood-hound | bloodhound | 10. _____ |
| 11. fine-tune | finetune | 11. _____ |
| 12. great-grandmother | greatgrandmother | 12. _____ |

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Home Activity Your child identified misspelled words. Read each list word to your child. Have your child tell if the compound word is written as one word or with a hyphen.

Using *This*, *That*, *These*, and *Those*

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

School Bullying

(1) This school has just begun a program to end bullying. (2) This here program will teach students who bully ways to be respectful of other students. (3) It will also help those students who are bullied know what to do in difficult situations. (4) The core of _____ program is a rule that encourages students to report bullying incidents. (5) Sometimes kids are afraid to report these bullying incidents. (6) Victims are worried that reporting will make it worse and that those there bullies will do more harm the next time. (7) _____ rule about reporting incidents also means that witnesses must report _____ incidents to their teachers or principals. (8) Teachers and principals must have a zero-tolerance policy against all bullying.

- | | |
|---|---|
| <p>1 In sentence 1, the underlined word suggests what?</p> <p>A The author used to go to the school.</p> <p>B The author is in favor of an anti-bullying program.</p> <p>C The author is concerned about a school problem.</p> <p>D The author is part of the school.</p> <p>2 What change, if any, should be made in sentence 2?</p> <p>A Change <i>This here program</i> to This program</p> <p>B Change <i>ways to be</i> to way to be</p> <p>C Change <i>will teach</i> to has taught</p> <p>D Make no change</p> <p>3 Which adjective could be used to complete sentence 4?</p> <p>A these</p> <p>B this</p> <p>C those</p> <p>D that</p> | <p>4 What change, if any, should be made in sentence 6?</p> <p>A Change <i>those</i> to this</p> <p>B Change <i>those</i> to these</p> <p>C Change <i>those there</i> to those</p> <p>D Make no change</p> <p>5 Which pair of words best completes sentence 7?</p> <p>A That/this</p> <p>B This/these</p> <p>C Those/this</p> <p>D These/those</p> |
|---|---|



Home Activity Your child prepared for taking tests on the adjectives *this*, *that*, *these*, and *those*. Give your child singular and plural nouns, and have him or her name the two adjectives that can be correctly used with each noun.