Family Times

Unit 5 Selection Summaries

In Unit 5, you read these selections:

**Week 1 Suki’s Kimono**
Suki insists on wearing her Japanese clothes to school, proving her pride in her culture.

**Week 2 I Love Saturdays y domingos**
Although their cultures are different, a young girl loves and is loved by both her Hispanic and her American grandparents. All have much to offer one another.

**Week 3 Good-Bye, 382 Shin Dang Dong**
When a young girl in Korea learns that her family will be moving to the United States, she is sad and afraid. However, she soon realizes that there are good things in America, too.

**Week 4 Jalapeño Bagels**
A boy whose parents own a bakery decides to bring jalapeño bagels to school as a treat, because it represents the mixed heritage of his Hispanic mother and his Jewish father.

**Week 5 Me and Uncle Romie**
When James has to stay with his aunt and uncle in the city, he is afraid that his birthday won’t be the same. But Uncle Romie has some surprises for James!

Activity
**Bridging Differences** The stories in Unit 5 tell us about people from different cultures and how they adapt to new environments. Describe your favorite story from this unit to someone in your family. What did you learn from the story about how people learn to live in new places?

Comprehension Skills Review

When you **compare and contrast** two or more things, you tell how they are alike and different.

A **conclusion** is a decision or opinion that makes sense based on facts and details.

Activity
**Same and Different** Choose two characters from stories in Unit 5 that are alike in some way. Describe them to a family member so that he or she knows how they are alike. Then choose two characters that are different, and describe them by telling how they are different.
Vocabulary Skills Review

These are some vocabulary skills you learned about in Unit 5.

**Synonyms** are words that have the same or almost the same meaning.

**Context clues** are words or sentences around an unfamiliar word that help you figure out the meaning of the unfamiliar word.

**Activity**

**Find the Meaning** Here are some words you learned in Unit 5. Make up a sentence that includes a synonym for a word on the list. Ask someone in your family to repeat the sentence but substitute a word on the list for one of the words in your sentence. Then discuss how the family member decided which word to put in the sentence. Take turns until all the words have been used.

- feast
- fierce
- cellar
- ruined
- stoops
- farewell
- snug
- delicious

Spelling Review

Here are some of the words you learned to spell in Unit 5.

- sausage
- though
- touch
- knew
- two
- write
- piano
- duo
- violin
- trio
- audio
- fought
- taught
- create
- should

**Activity**

**Your Turn** Write a story using as many of the words on the list as you can. Underline the spelling words in the story. Ask a member of your family to read your story and stop at each underlined word. Spell the word. If you misspell a word, take a turn reading the story and repeating the underlined words and their spellings.

Unit Question

**What happens when two ways of life come together?**

Write two Amazing Facts or Ideas that you learned in Unit 5 about the differences in cultures.
Syllable Pattern CV/VC

Directions Read the words. Circle each word with two vowels together where each vowel has a separate vowel sound. Then underline letters that stand for the two different vowel sounds.

video really create pear
radio piano pies trio
throat patio stadium oatmeal
idea studio treat duo

Directions Fill in the blank with the word from the list above that fits the meaning of the sentence.

1. Jay and Ava are sitting outside on the ______ patio ______.
2. They had just watched a music ______ video ______.
3. Jay thinks of an ______ idea ______.
4. He and Ava can ______ create ______ music, too.
5. Ava plays the violin, and he plays the ______ piano ______.
6. The two of them can be a ______ duo ______.
7. If Kyle joins them on drums, the three of them can become a ______ trio ______.
8. They can go to a music ______ studio ______ to record their songs.
9. People can listen to their music on the ______ radio ______.
10. Maybe one day they will even play in a large ______ stadium ______!

Home Activity Your child identified and wrote words in which two vowels together each stand for a separate vowel sound as in stereo and piano. Ask your child to use the circled words above in sentences.
Vocabulary

Directions Underline the word that completes each sentence. Write the word on the line.

1. Many dance groups performed at the dance _______festival_______.
   rhythm    festival
2. The dancers moved to the _______rhythm_______ of the music.
   rhythm    paces
3. It was fun to see their _______graceful_______ moves.
   snug    graceful
4. They wore bright red _______cotton_______ skirts.
   paces    cotton
5. One dancer waved a blue _______handkerchief____ in the air.
   handkerchief    rhythm

Directions Read the pairs of sentences below. Use one word from the box to fill in the blank in each pair of sentences. Use context clues to help you fill in the correct word.

<table>
<thead>
<tr>
<th>cotton</th>
<th>festival</th>
<th>graceful</th>
<th>handkerchief</th>
</tr>
</thead>
<tbody>
<tr>
<td>paces</td>
<td>pale</td>
<td>rhythm</td>
<td>snug</td>
</tr>
</tbody>
</table>

6. Lisa does not like bright colors. She painted her room with _______pale______ pink paint.

7. It was cold and rainy outside. Pedro felt happy and _______snug______ under his warm blanket.

8. Kitty walks slower than her brother. She always follows a few _______paces_______ behind him.

Directions On a separate sheet of paper, write a short paragraph about a dance performance. Use as many vocabulary words as possible.

Students' writing should incorporate some vocabulary words.

Home Activity Your child identified and used words from Suki's Kimono. Say a word from the box. Have your child point to it.

DVD*342 Vocabulary
Read the story. Answer the questions.

Aaron’s First Day

“I don’t get it, Mom,” Aaron said. Since we moved, I can’t wear what I want anymore. Why do I have to look like everyone else?”

“Now, Aaron,” said Mom, “that’s hardly what a school uniform means. Rules are rules, and uniforms are the rule in your new school. I don’t hear your sister complaining.”

“She wants to look like everyone else,” Aaron replied.

“Uniforms aren’t all bad,” Mom continued. “With a uniform, you don’t even have to think about dressing for school. You can just get out a pair of pants and a shirt, and you’re ready to go.”

Aaron thought about when his favorite baseball team, the Arrows, would be in town. He always wore one of their orange and purple jerseys to school. Now, he’d have to wear his school uniform instead.

The next morning, Aaron came into the kitchen in his brand new uniform.

“Your uniform looks sharp,” said Dad. Then he looked at Aaron’s shoes. “Wait a minute. Are those orange and purple shoelaces part of the school uniform?”

“The rules don’t mention shoelaces,” Aaron pointed out.

His parents decided to let Aaron wear the orange and purple laces, but he brought along some plain white ones, just in case.

When he got to school, Aaron walked into his classroom and found a seat. No one seemed to notice his shoelaces. They didn’t seem to notice him at all, as a matter of fact. The other kids were talking and laughing as if they’d known each other their whole lives.
When recess time came, Aaron noticed a girl looking at him. *Oh no, she is coming over to talk,* Aaron thought, nervously.

“Are you an Arrows fan like I am?” she asked shyly.

“How’d you know?” Aaron asked, surprised.

“Your shoelaces!” she said, giggling and pointing.

Aaron looked down. He’d forgotten all about the shoelaces.

“Yeah, my favorite team is the Arrows,” Aaron told her. “I used to live close enough to the ballpark that I could go to some of their games.”

The girl said, “My name is Ashley. My brother just started pitching for the Arrows this summer! We’re going to see him pitch in the playoffs this weekend. Maybe you’d like to go with us.”

“You bet I would,” said Aaron, excitedly. “I’ll even wear my shoelaces!”

1. How is Aaron’s new school different from his old one?

   **He has to wear a uniform at his new school.**

2. How are Aaron and his sister different?

   **Possible response: His sister wants to look like everyone else in her class; he does not.**

3. What is the same about Aaron and the girl at school who talks to him?

   **They both like a baseball team named the Arrows.**
Homophones

Directions Underline the best word to complete each sentence. Then write the word on the line.

1. The concert starts at (ate/eight).
2. Can you help (sell/cell) tickets?
3. I will (meet/meat) you in the lobby.
4. I will wear my (knew/new) jacket.
5. Please come an (our/hour) early.
6. Maybe your friends can come, (too/two).
7. Do you like what you (here/hear)?
8. Lisa will (right/write) about the concert.

Directions Underline the word that best matches each definition. Then write the word on the line.

9. two things that match pear pair
10. much loved dear deer
11. number after three for four
12. simple, not fancy plane plain
13. a smell scent sent
14. a body of water sea see
15. past tense of know new knew

Home Activity Your child identified and wrote homophones. With your child, look at the homophones above that were not used. Ask your child to make up sentences using those words. Review your child’s work.

Homophones DVD•345
Vocabulary

Directions  Write the word from the box that fits the meaning of the sentence.

1. We saw the clowns perform at the ________cirus_______.
2. The boats were docked at the ________pier_______.
3. Stan and Robert were ________nibbling_______ on some popcorn.
4. The eagle ________soars_______ high into the sky.
5. Chew your food well before you ________swallow_______ it.
6. It is ________difficult_______ to drive on a wet, slippery road.
7. The magician pulled a ________bouquet_______ of flowers from his jacket.

Directions  Now match each word with its definition.

8. swallow  taking small bites
9. difficult  a traveling show
10. pier  a landing place for boats
11. circus  a bunch of picked flowers
12. bouquet  to make food and drink travel down your throat
13. nibbling  flies high
14. soars  hard

Home Activity  Your child identified and used words from I Love Saturdays y domingos. Ask your child to write a short story about things to see and do at a circus, using as many vocabulary words as possible. Ask your child to read his or her story aloud.

DVD•346 Vocabulary
Read the story. Answer the questions.

Nana and Poppi

My name is Anthony, and I’m Italian. Last summer, my dad took me to Brooklyn, New York to meet his grandparents. They had come from Italy to the United States for a long visit. I was a little nervous about meeting these strangers who had come thousands of miles. “Will Nana and Poppi speak English?” I asked.

“Not very well,” my dad said. “They know a few words, but they speak mostly Italian. The important thing is that they want to meet you. I’ve told them so much about you.”

We went through the door of a big apartment building. “Nana and Poppi are staying with my cousin on the sixth floor,” explained Dad, “so we have to take the elevator.”

We got off on the sixth floor and rang the buzzer of apartment 612. An older man answered. “Poppi!” Dad cried as he hugged him. “Anthony, this is your great-grandfather Alfredo, but you may call him Poppi.” I shook hands politely with Poppi and said, “Hello.” He said, “Buongiorno,” and motioned for me to come inside. Then he walked slowly to a couch and sat down.

Inside the apartment, Dad walked over to kiss and hug an older woman sitting in an armchair. She was wearing a long, black dress. She must be my great-grandmother, I thought. When I said hello, she smiled and said something in Italian to my dad. They both laughed, and then I didn’t know what to do.
“Come with me, Anthony,” Dad whispered.
“Where are we going?” I whispered back.

“Come see what Nana made today.” Dad pointed to a kitchen counter and said, “Nana said she made these just for you. I told her how much you love cannolis. This is her own secret cannoli recipe. See what you think.” As I bit into one of the light, gooey pastries, I could taste the love that Nana had baked right into it.

“These are the best cannolis I’ve ever tasted!” I said, my mouth full. “Nana makes the best cannolis ever!”

1. What is this story mostly about?
A boy named Anthony meets his great-grandparents from Italy.

2. What are some details that tell you about Poppi? Underline them. Suggested answers are given.

3. What are two details that tell you about Nana?
Possible responses: She wears a long, black dress, she is a good baker, and she doesn’t speak much English.

4. Underline the sentence below that tells the main idea of this story.
Cannolis are a kind of Italian dessert.
Family members can show love in many ways.
Families can live in apartments or houses.

Home Activity Your child identified main idea and details in a story. Have your child recall something that happened to him or her recently and tell a story about it. Remind your child to add interesting details.

DVD•348 Comprehension
Vowel Patterns $a$, $au$, $aw$, $al$, $augh$, $ough$

**Directions** Circle the word that has the vowel sound in *ball*.

1. every hope **cough**
2. saving **automobile** scarf
3. straw dream grapes
4. tell talk tame
5. fast farther fault
6. always area apply
7. rather taught share
8. pal party **because**

**Directions** Choose the word with the vowel sound in *ball*. Write the word on the line.

9. My grandma makes (sausage/pancakes) and eggs for breakfast. **sausage**
10. If you (make/draw) a picture for me, I will hang it up. **draw**
11. Will (thought/dreamed) he saw a dog climb a tree. **thought**
12. Alyssa (trapped/caught) a fish in the lake. **caught**
13. There was a short (break/pause) before the show started again. **pause**
14. Benji earned extra money by mowing the (lawn/grass). **lawn**
15. When you go to the store for milk, could you buy bread (too/also)? **also**

**Home Activity** Your child wrote words with the vowel sound in *ball*, spelled *a*, *au*, *aw*, *al*, *augh*, and *ough*. Ask your child to make up and write sentences using the words he or she circled above. Then have your child read each sentence aloud.
Vocabulary

airport    curious    delicious    described    farewell
homesick   memories   raindrops   cellar

Directions  Read the question. Fill in the bubble next to the answer that makes the most sense.

1. Where is the cellar in a house?
   - on the ground floor
   - right below the roof
   - below ground level

2. What should you do if you start to feel raindrops?
   - open your umbrella
   - put on a sweater
   - wash your clothes

3. Which of the following is delicious?
   - a bucket of sand
   - apple pie and ice cream
   - a sunny day

4. What can you do if you are curious about something?
   - forget about it
   - pretend that you know
   - ask a question

Directions  Use the words in the box above to complete the sentences.

Jimmy was visiting his friend Al. For the first few days, Jimmy was excited about being in a new place. He e-mailed his family and friends every day. He described things that he and Al did. He also told about all the delicious foods he was eating. After a few days, Jimmy started to miss his family. He got homesick. Al and his dad drove Jimmy to the airport to get on a plane. Al and Jimmy said farewell to each other. On the flight home, Jimmy thought about the happy memories of his visit.

Home Activity  Your child identified and used words from Good-Bye, 382 Shin Dang Dong. Work with your child to make up a riddle for each word.

DVD•350  Vocabulary
Read the story. Answer the questions.

The Big Move

Moving from Colorado to Florida is like moving to another country, Will thought. He looked around his new neighborhood and tried to figure out what was so different. There were palm trees instead of pine trees. The air felt wet and sticky against his skin, instead of fresh and dry. He was sure there was something else, though. Suddenly, he knew. The mountains were missing! Almost everywhere he looked in Colorado, he could see the Rocky Mountains, often with snow on them. Florida was as flat as a pancake. There would be no more sled rides and no more snowball fights. Will felt sad and bored.

With nothing better to do, he reviewed what had brought them to Florida. First, there was the day his mom came home crying. She had lost her job as a chef in Denver. Then, for weeks, his mom tried to find a new job in Colorado. Nothing seemed as interesting as her old job, and nothing paid very well, either. Finally, his mom broke the news to him.

“Will, I can’t find a job here in Colorado, so we’ll have to move. We can’t afford to live here without work for me.”

Once Will’s mom decided they should move, she learned about a few jobs she thought she would enjoy. The best one was in Miami, Florida. It sounded like a long way from Colorado, and it was. They packed all their belongings in a rental van. They said goodbye to all their friends, and then they were on the road.
Will enjoyed seeing new places on the trip to Florida. The first night away from home, they spent at Will’s cousin’s house. Will and his cousin stayed up late playing games and talking. The second night, his mom treated them to a stay in a motel with a swimming pool. The next morning, they crossed the state line. They were finally in Florida!

That far south, Will started to notice that the nights don’t cool off as they do in Colorado. It is hot and humid all day in Florida and can be hot and humid all night, too. The heat made Will and his mom grumpy. So far, the move didn’t feel very good to Will. Then they stopped for lunch in a beach town. Will had never seen the ocean or tasted its salty water. After an afternoon of playing in the waves, he decided that maybe Florida wasn’t so bad after all!

1. Reread paragraph 2. Underline the time-order words that give clues about the order of events before the move. Suggested answers are given.

2. What did Will and his mom do with all their belongings?

   They packed them in a van.

3. What happened first, next, and last during the trip to Florida?

   1. They stopped at Will’s cousin’s house. 2. They stayed in a motel. 3. They crossed the state line.

4. What did Will do after lunch in the beach town?

   He played in the waves.

School + Home

Home Activity
Your child identified the sequence of events in a realistic story. Do an activity with your child. Then help him or her recall the sequence of events that you followed together.

DVD•352 Comprehension
Name ________________________________

Vowel Patterns ei, eigh

Directions Read each word. Write it in the correct column in the chart.

<table>
<thead>
<tr>
<th>long a</th>
<th>long e</th>
<th>long i</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ______ vein ______</td>
<td>4. ______ ceiling ______</td>
<td>7. ______ height ______</td>
</tr>
<tr>
<td>2. ______ reins ______</td>
<td>5. ______ seized ______</td>
<td></td>
</tr>
<tr>
<td>3. ______ weight ______</td>
<td>6. ______ neither ______</td>
<td></td>
</tr>
</tbody>
</table>

Directions Finish each sentence with a word from the chart. Write the word on the line.

8. We hung decorations from the ______ ceiling ______.
9. The students examined the ______ vein ______ in the leaf.
10. Latoya was ______ seized ______ with fear.
11. Our assignment was to measure someone’s ______ height ______ in inches.
12. Sasha learned to use the ______ reins ______ to guide the horse.
13. ______ Neither ______ Tim nor Jamal tried out for the play.
14. You can measure someone’s ______ weight ______ in pounds.

Home Activity Your child wrote words with the vowel patterns ei and eigh. Make a list of the words in the chart above, writing a blank line for the ei or eigh (e.g., v__n). Then have your child complete each word with ei or eigh. Review your child’s work.

Vowel Patterns ei, eigh DVD•353
Vocabulary

<table>
<thead>
<tr>
<th>bakery</th>
<th>batch</th>
<th>boils</th>
<th>braided</th>
<th>dough</th>
<th>ingredients</th>
<th>mixture</th>
</tr>
</thead>
</table>

**Directions** Write the answer to each question.

1. What part of your body do you use to knead bread dough?
   **Possible answer: hands, arms**

2. What kinds of things can you see in a bakery?
   **Possible answer: breads, rolls, buns**

3. What are some ingredients a baker might use?
   **Possible answer: flour, eggs, sugar**

4. What would you do with a batch of cookies?
   **Possible answer: share them with friends**

**Directions** Write the meaning of the underlined word on the line.

5. Sandra b**raided** her long hair into two long braids.
   **made into a twisted shape**

6. Kevin made a **batch** of rolls for the picnic.
   **a group**

7. Lee made a **mixture** of different juices.
   **things blended together**

8. Uncle Joe b**oils** some soup to eat.
   **heats until it starts to bubble**

**Directions** On a separate piece of paper, write a recipe using as many of the words in the box above as you can.

**Students’ recipes should contain some vocabulary words.**

**Home Activity** Your child identified and used words from *Jalapeño Bagels*. Go with your child to the local bakery, or the bakery department of a grocery store. Talk about all the different baked goods you see there. Your child might ask the baker what ingredients are in a specific item.
Read the story. Then follow the directions and answer the questions.

A Very Bad Day

Kiran walked home glumly. It had been a very bad day and he was not in a good mood. He pushed open the front door and started up the stairs.

“Kiran, is that you?” his mom called from the kitchen.

Kiran didn’t answer her. He went into his room and shut the door. He decided he might as well start on his homework. He didn’t have anything better to do. Normally, he would go over to Pedro’s house to play, but not today. Today he wasn’t going anywhere near Pedro.

Kiran got out his math homework and stared at it. His bad day had all started with math. He had gotten a math test back. Now he pulled the test out of his folder and looked at it.

“Kiran, I’m disappointed in you,” Mr. Murch had said as he handed Kiran back the test. “I know you can do better.”

Kiran knew he could do better, too. That’s why he was so mad at himself. Plus, everything had just gone downhill from there. It happened like that sometimes. One bad thing would just lead to another, until the whole day was ruined.

Kiran crumpled up the math test and threw it into the wastebasket. That was one test that wasn’t going on the fridge. He lay back on his bed and put his arms under his head, staring at the ceiling.
Then he heard his mom calling. “Kiran, why don’t you come down for a snack?” she yelled.

Kiran was feeling hungry. He got off his bed and trudged down the stairs. His mom had put samosas out on the table. Samosas were Kiran’s favorite snack. He loved the crispy dough pieces filled with spicy potatoes and peas.

“Wow, thanks Mom,” he said as he bit into one. Somehow, she could always make him feel better.

1. Why caused Kiran’s bad day?
   
   He got a bad grade on his math test.

2. Underline two sentences in the story that help you draw that conclusion. Possible answers are given.

3. Why do you think Kiran’s mom made him his favorite snack?
   
   Possible answer: She figured out that Kiran had a bad day in school and she wanted to help him feel better.

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**Home Activity**

Your child drew conclusions by connecting prior knowledge or experiences with information he or she read in the story. Have your child tell why Kiran said he wasn’t going anywhere near Pedro today and explain his or her reasoning.

**DVD•356 Comprehension**
Suffixes -y, -ish, -hood, -ment

Directions Combine the base word and suffix. Write the new word on the line.

1. baby + ish = babyish
2. rain + y = rainy
3. entertain + ment = entertainment
4. false + hood = falsehood
5. chew + y = chewy
6. fool + ish = foolish
7. neighbor + hood = neighborhood
8. pay + ment = payment

Directions Match the words you formed above with the clues or definitions below. Write the words on the lines below the correct definition or clue.

9. movies, TV, dance
   entertainment
10. a day when water falls from the sky
    rainy
11. not wise
    foolish
12. area where people live
    neighborhood
13. money given for something
    payment
14. a lie
    falsehood
15. something you have to chew
    chewy
16. acting like a baby
    babyish

Home Activity Your child added the suffixes -y, -ish, -hood, and -ment to form new words. Have your child write sentences using the words he or she formed above.

Suffixes -y, -ish, -hood, -ment DVD•357
Name _______________________

Unit 5 Week 5 Interactive Review

Vocabulary

**cardboard**  **feast**  **fierce**  **flights**

**pitcher**  **ruined**  **stoops**  **treasure**

Directions  Use the words to complete the puzzle.

```
Across  
2. feast  
3. cardboard
4. ruined  
5. fierce  
6. stoops
7. lights

Down
1. very thick, stiff paper  
2. a large, fancy meal
3. gold, jewels, money
4. spoiled, destroyed
5. trips by airplane
6. bends down
7. a container for water of juice
```

Home Activity  Your child identified and used words from *Me and Uncle Romie*. Have your child write a short story about a found treasure chest. What was in it? Who found it? What did they do when they found it? Encourage your child to use as many vocabulary words as possible. Your child can also illustrate his or her story. Ask your child to share his or her work with you.

DVD•358 Vocabulary
Meet Me in St. Louis

I’ve always loved art. The only thing I love more than art is my grandma, because she’s really special. She’s a writer who writes books about all sorts of things. She says that when I get older, I can illustrate her books for her.

My dad and I live in St. Louis, but my grandma lives far away from us, in California. Every winter, she comes here to St. Louis to visit me and during the summer, I go to California and stay with her.

I love staying at Grandma’s house because her sheets smell like sunshine and there’s always something baking in her kitchen. Best of all, she doesn’t worry about what I’m doing. I can draw all day if I want to. It’s not like here at home, where my dad is always telling me to stop drawing and go out to play.

I never get to see Grandma on her birthday because her birthday is in the spring and she doesn’t visit then. But I always make her a nice card. This year I worked especially hard on it. The card took me a whole week to make. It was a picture of Grandma and me swimming near her house in California.
When I finished the card, I put it in the mail for her. Then, the morning of her birthday, I called her from my room as soon as I woke up. I called her on her cell phone and she answered after the first ring. "Happy Birthday, Grandma!" I shouted into the phone. "Did you get my card?"

"No, Janelle" she replied. "I didn’t get it, but I will soon, I’m sure."

"What do you mean?" I asked, confused.

Grandma started to laugh. "I didn’t get it because I’m not home. I flew into St. Louis late last night when you were already asleep. I’m downstairs in your kitchen. Surprise!"

1. Reread the beginning of the story. Why do you think the author explained how far away Grandma lived?

   to make Grandma’s visit even more of a surprise for Janelle

2. Some stories tell facts about a topic. Others try to get you to agree with something. Many stories are written to entertain a reader. Which kind of story is this? How do you know?

   This story is written to entertain a reader. It has characters, setting, and a plot.

3. What do you think is the author’s purpose for writing this story?

   to tell an interesting story about a Grandma and a girl who are very close