Complete the chart to show how Japanese and American dress clothes are similar and different.

**How are Japanese clothes similar to and different from American clothes?**
Complete the chart to show the ways people celebrate the new year in America.
Complete the web to show changes that might occur if you must move far away and adapt to a new culture.
List the country and the type of bread that came from it.

<table>
<thead>
<tr>
<th>Country</th>
<th>Bread</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Complete the chart to tell how the country and the city are alike and different.
Compare and Contrast

- When you compare two or more things, you think about how they are alike and how they are different.
- When you contrast two or more things, you only think about how they are different.

Directions  Reread the story A Tea Party with Obâchan. Then use the chart below to fill in the facts about Anna, Anna’s mother, and Obâchan’s characteristics.

<table>
<thead>
<tr>
<th>Anna</th>
<th>Anna’s Mother</th>
<th>Obâchan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3.</td>
<td>5.</td>
</tr>
<tr>
<td>2.</td>
<td>4.</td>
<td>6.</td>
</tr>
</tbody>
</table>

7. Write a general statement about how Anna, Anna’s mother, and Obâchan behave in similar ways.

__________________________________________________________________________

__________________________________________________________________________

8. Write a general statement about how the characters behave in different ways.

__________________________________________________________________________

__________________________________________________________________________
Vocabulary

Directions  On Japanese New Year, families play a game called Karula. Parts of poems are printed on cards. Players match the cards to read the poems out loud. Using the vocabulary words, make up a poem. Then write out the definitions of each word.

Check the Words You Know

- cotton  
- festival  
- graceful  
- handkerchief  
- paces  
- pale  
- rhythm  
- snug

Your Poem


Your Definitions

cotton  
festival  
graceful  
handkerchief  
paces  
pale  
rhythm  
snug
Main Ideas and Details

- The main idea is the most important idea about a topic.
- The details are the small pieces of information that tell more about the topic.

Directions Read the following passages from Celebrate Independence Day, Celebrar el Día de la Independencia. Circle the correct main idea in each.

1. The Declaration of Independence stated the thirteen colonies wanted to separate from Great Britain. A difficult war with Great Britain followed. Finally, independence from Great Britain was won.
   a. The War was difficult against Great Britain.
   b. Independence was gained from Great Britain.
   c. The thirteen colonies wanted to separate from Great Britain.

2. On the eve of el Día de la Independencia the President of Mexico rings the same bell that rang in Dolores in 1810. He then gives the Grito de Dolores speech again. Then the celebration begins!
   a. The bell from Dolores is rung.
   b. The celebration of el Día de la Independencia begins.
   c. The same traditions have been followed for many years.

3. In the United States, people celebrate Independence Day. In Mexico, they celebrate el Día de la Independencia. In both places, people celebrate the freedom of their country from foreign rule.
   a. People celebrate the freedom of their country from foreign rule.
   b. National celebrations in the United States and Mexico are wonderful.
   c. Independence Day can be said in many languages.

Directions Look at the main ideas below. Think of a supporting detail for each idea. For example, if the main idea is “Neil loves football,” a supporting detail might be “He plays it every Saturday.”

4. Doing your homework is important. ________________________________

5. My dad loves the beach. ________________________________
Vocabulary

Directions Read each sentence. Write the word from the word box that best matches the definition.

Check the Words You Know

- _bouquets_  
- _circus_  
- _difficult_  
- _nibble_

- _piers_  
- _soar_  
- _swallow_

1. _adj._ hard to do or understand
2. _v._ to fly upward
3. _n._ bunches of flowers
4. _n._ a traveling show of performers
5. _n._ docks built over water
6. _v._ to take into the stomach through the throat
7. _v._ to eat in small bites

Directions Write a paragraph discussing the celebrations described in _Celebrate Independence Day, Celebrar el Día de la Independencia_, using as many vocabulary words as possible.
Sequence

- **Sequence** is the order of events in a story.
- Authors sometimes use clue words such as *first, next, then, and last* to tell the order of events.

**Directions** Read the following paragraph based on *A Child’s Life in Korea*. Then put the following events in sequence. Write the letters on the lines below.

In South Korea, every Monday morning students gather outside for the morning meeting. First the principal talks to the students to encourage them to do well. Next, prizes are awarded to students for good work. Then children take off their outside shoes and put on special shoes they wear only in the classroom. Finally, they go into the classroom to start their day.

a. The children go inside the classroom.

b. Children take off their outside shoes and put on their special shoes.

c. The principal talks to the students.

d. The children gather for the morning meeting.

e. Prizes are awarded to students for good work.

1. 

2. 

3. 

4. 

5. 

Vocabulary

Directions  Match the word parts to make compound words. Draw a line from each word beginning to its ending.

Check the Words You Know

___airport  ___curious  ___delicious  ___described
___farewell  ___homesick  ___memories  ___raindrops

1. home       drops
2. fare       sick
3. rain       port
4. air        well

Directions  Read each sentence. Write the word from the word box that best completes each sentence.

5. In the book, the author ____________ how Koreans celebrate Solnal, or Korean New Year.

6. On New Year’s Eve, children try to stay awake until after midnight to say ____________ to the past year.

7. Wearing traditional Korean clothing brings back ____________ of the past.

8. ____________ children can read about Korean customs in books.

9. Chusok is a two-day harvest festival when Koreans eat much ____________ food.

10. Have you ever felt ____________ when you were far away from home?
Draw Conclusions

- To draw a conclusion is to think about facts and details and decide something about them.

Directions  Read the following passage about chapati. Insert one fact about chapati in each fact box, and then see what conclusion you can draw.

In India, children eat *chapati*. This is a flat, round, chewy bread. The dough is shaped into a circle and browned on both sides in a very hot frying pan. Then it is held above an open flame for less than a second. This causes the chapati to puff up with steam, like a balloon.
Vocabulary

Directions Complete each sentence with the word from the word box that fits best.

Check the Words You Know

___bakery ___batch ___boils ___braided
___dough ___ingredients ___mixture

1. Challah, which is eaten in many Jewish homes on the Sabbath, is often ____________.

2. To make bread, you have to get the right ____________ of flour and water.

3. Before baking bagels, the baker first ____________ them.

4. Only the baker knew the proper ____________ to make his famous brownies.

5. During Christmas week, the baker always made an extra ____________ of Santa Claus cookies.

6. We buy our bread and rolls from a ____________.

7. One has to be patient while the ____________ is rising.

Directions Write a paragraph about different kinds of bread, using as many vocabulary words as possible.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Author’s Purpose

• The author’s purpose is the reason or reasons an author has for writing a story.
• An author may have one or more reasons for writing.

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

Take a walk around your city. You will see people working in bakeries and in all kinds of stores. Walk past a school and see teachers and librarians at work. See the hospital? Nurses and doctors work there. People work at all kinds of jobs in the city.

1. Why do you think the author wrote this passage?

2. What is another reason the author may have written this passage?

3. Why do you think the author asks the reader to “Take a walk around your city”?

4. Why do you think the author mentions teachers, librarians, doctors, and nurses?
Vocabulary

Directions  Fill in each blank with the word from the word box that fits best.

Check the Words You Know

<table>
<thead>
<tr>
<th>cardboard</th>
<th>feast</th>
<th>fierce</th>
<th>flights</th>
</tr>
</thead>
<tbody>
<tr>
<td>pitcher</td>
<td>ruined</td>
<td>stoops</td>
<td>treasure</td>
</tr>
</tbody>
</table>

1. When we sat down to lunch, the waiter brought us a ____________ of water.

2. The delivery came in a huge ____________ box that we used afterwards to build a fort.

3. The highlight of the street fair was a ____________ of many different types of food.

4. ____________ winds tore the roof off the town hall.

5. A city’s most valuable ____________ is its people.

6. When the rain came, it ____________ our chalk drawings on the sidewalk.

7. Our apartment is up three ____________ of stairs.

Directions  Write a paragraph about city life that uses several of the vocabulary words.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Compare and Contrast

- When you compare two or more things, you think about how they are alike and how they are different.
- When you contrast two or more things, you only think about how they are different.

Directions  Look back at the selection Cowboy Slim’s Dude Ranch. Compare and contrast the life on a dude ranch and life at home.

1. How is life on a dude ranch similar to your life at home?

2. How is life on a dude ranch different to your life at home?
Vocabulary

Directions Fill in the crossword puzzle using the clues and the words in the box.

Check the Words You Know

___cotton ___festival ___graceful ___handkerchief
___pace ___pale ___rhythm ___snug

Across
3. soft square of cloth
5. a step
6. cloth made from white plant fibers
7. fitting closely
8. not bright

Down
1. a strong beat in music or poetry
2. beautiful in form or movement
4. an entertainment
Main Idea and Details

- The **main idea** is the author’s most important point about a topic.
- Sometimes the main idea is not stated directly in a selection, but the details of a selection can give you clues.

**Directions** Read the following passages. Then write down the main idea and list two details from the passage that support your answer.

**J**ewish people celebrate the Festival of Lights, or Hanukkah. The holiday lasts for eight nights to symbolize the eight nights that the oil lamp burned. Jewish families light the candles on the menorah, a candleholder with nine candles. Each night, one candle is used to light the other eight.

1. Main idea: ____________________________

2. Supporting detail: ____________________________

3. Supporting detail: ____________________________

**H**olidays are a time for families to come together. One example is Children’s Day. It is celebrated in Japan on May 5. Families fly streamers shaped as paper fish. The fish stand for courage and strength. Children nibble on their favorite foods and watch kites soar in the air.

4. Main idea: ____________________________

5. Supporting detail: ____________________________

6. Supporting detail: ____________________________
Vocabulary

Directions Fill in the blank with the word from the word box that matches the definition.

Check the Words You Know

bouquets
pier

circus
soar

difficult
swallow

nibbling

1. n. a group of traveling entertainers including clowns and acrobats

2. n. bunches of cut flowers that have been specially chosen or arranged

3. adj. not easy

4. v. to fly at great heights

5. n. a boat dock

6. v. to take into the stomach through the throat

7. v. taking small quick bites of something

Directions Write a short paragraph discussing one of the holidays described in Celebrate Around the World. Use as many vocabulary words as possible.

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________

__________________________________________________________________________________________________________
Sequence

- **Sequence** is the order of events in a story.
- Authors sometimes use clue words such as **first, next, then, and last** to tell the order of events.

**Directions**  Read the following paragraph based on *Joanie’s House Becomes a Home*. Then put the following events in the correct sequence. Write the letters on the lines below.

The Chens said farewell to their old house in San Francisco, California. First, the Chens packed all their things into boxes. Second, moving men loaded the boxes and the furniture into a truck. Next, the Chens went to the airport and flew to Boston. Then they arrived at their new house. Finally, the moving men arrived with all their things.

a. The moving men arrived with all their things.
b. The Chens went to the airport and flew to Boston.
c. The moving men loaded the boxes and furniture into the truck.
d. The Chens packed all their things into boxes.
e. The Chens arrived at their new house.

1. _______
2. _______
3. _______
4. _______
5. _______
### Vocabulary

**Directions** Draw a line from each word to its definition.

<table>
<thead>
<tr>
<th>Check the Words You Know</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>airport</strong></td>
</tr>
<tr>
<td><strong>described</strong></td>
</tr>
</tbody>
</table>

1. **airport**: missing friends and family
2. **cellar**: thoughts of things that happened in the past
3. **curious**: told about, explained
4. **delicious**: a place where airplanes take off and land
5. **described**: very tasty
6. **farewell**: drops of water falling from clouds
7. **homesick**: eager to find out about something
8. **memories**: an expression of good wishes when saying good-bye
9. **raindrops**: a room below ground in a house

**Directions** Write two sentences about a time when you had to say good-bye to someone. Use at least two of the vocabulary words.

10. ___________________________________________

11. ___________________________________________
**Draw Conclusions**

- To draw a **conclusion** is to think about facts and details and decide something about them.

**Directions** Read the following passage from *Kapuapua’s Magic Shell*. Then fill in the chart below. Write a fact about Kapuapua in the first box. Write a fact about the villagers in the second box. Write your conclusion in the last box.

Kapuapua continued with the story. He told the villagers, “As soon as the water boils, I will make a pot of magic soup.” But, he told them, they could not have any of his soup. There was only enough for one person.

Soon the villagers asked if they could add some food of their own. Then there would be enough for them to taste. Kapuapua just smiled and kept on stirring. Kapuapua picked up the seashell. He was the only one who knew it was just a regular shell that he found a long time ago. He dropped it into the water. A little splash jumped from the pot and landed on the back of his hand. Then he said, “Mmm, this soup is going to be great!”

Soon the villagers begged for a taste. Kapuapua told them they could have a taste if they added other ingredients to the pot. They asked what they could add to the mixture.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Fact</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Vocabulary

Directions  Complete each sentence with the word from the word box that fits best.

Check the Words You Know

☐ bakery  ☐ batch  ☐ boils  ☐ braided
☐ dough  ☐ ingredients  ☐ mixture

1. Kapuapua made a ____________ of magic soup.

2. The villagers added fish and vegetables to the ____________ in the pot.

3. Kapuapua was pleased with all the ____________ the villagers brought.

4. We can buy wonderful bread from the _____________.

5. Kapuapua used to wear his long hair _____________.

6. When the water ____________, Kapuapua throws the shell into the soup.

7. The baker added raisins and nuts to the bread _____________.

Directions  Write a paragraph about all the food at Kapuapua’s feast, using as many vocabulary words as possible.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Author’s Purpose

- The author’s purpose is the reason or reasons an author wrote a story.
- An author may have one or more reasons for writing. He or she may want to inform, persuade, entertain, or express a mood or feeling.

Directions Reread Bobby’s New Apartment and then answer the following questions.

1. Why do you think the author wrote that “It looked like there were a hundred buttons” in the elevator?

2. What did the author write that made you laugh or entertained you?

3. Why do you think the author wrote about the basement?

4. Why do you think the author wrote that the first time Bobby rode the elevator it made his stomach feel funny?

5. Why do you think the author wrote Bobby’s New Apartment?
Vocabulary

Directions Read each sentence. Fill in the blank with the word from the word box that fits best.

Check the Words You Know
___cardboard ___feast ___fierce ___flights
___pitcher ___ruined ___stoops ___treasure

1. Instead of walking up twenty-one ____________, Bobby took the elevator.

2. The pizza made a perfect ____________ for their first night in the apartment.

3. When they came into the apartment, the floors were covered with ____________.

4. Bobby thought the doorman had a ____________ expression.

5. The painters had been careful that nothing was ____________ by their work.

6. The boys found what looked like a key to a ____________ while playing on the roof.

7. Bobby’s mother brought a ____________ of lemonade to drink with the pizza.

Directions Imagine you have been invited to play at the playground on Bobby’s roof. Write a paragraph about it using as many vocabulary words as possible.
Compare and Contrast

- To **compare** two or more things means to find the similarities and the differences.
- To **contrast** two or more things means to find the differences.
- Clue words such as *like, however, differently, similarly, and but* help you identify similarities and differences.

**Directions**  Compare and contrast how Carly Jean felt in the beginning and end of *His Favorite Sweatshirt*. Use the chart below for your answers.

<table>
<thead>
<tr>
<th>Carly Jane at the Beginning</th>
<th>Carly Jane at the End</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Vocabulary

Directions  Fill in each blank with the word from the word box that best fits the definition.

Check the Words You Know

departure  desperately  enlisted  exhaled
garment  hesitated  neglected  resumed
superstitious  technically

1. signed up for a branch of the armed forces

2. gave too little care or attention to

3. believes in omens or the mysterious

4. any piece of clothing

5. began again

6. act of going away

7. in a way that is related to a specific field

8. failed to act promptly

9. breathed out

10. hopelessly

Directions  Choose two words from the box and write a sentence for each one.

11. 

12. 

95
Main Idea and Details

- The **main idea** is the most important idea about a reading selection.
- Sometimes it is stated at the beginning, middle, or end of the selection; but sometimes it isn’t and you must figure it out yourself.

**Directions** Below are groups of three sentences. Write *M* next to the sentence that is the main idea and *D* next to the sentences that are the supporting details.

- 1. A person takes a job overseas.
- 2. Americans relocate to other countries for many reasons.
- 3. People who serve in the military may be deployed to another country.

- 4. Settling in new places can spark creative ideas for artists.
- 5. Archeologists must move to where the artifacts can be found.
- 6. Today many Americans leave the U.S. and relocate abroad for work.

- 7. The Peace Corps was founded in 1961.
- 8. The Peace Corps is part of the U.S. government, and it sends people overseas to volunteer.

- 9. More than 178,000 Americans have participated in helping disadvantaged nations.

10. What is the main idea of *Life Overseas*?
Vocabulary

Directions Fill in the blank with the word from the box that matches the definition.

Check the Words You Know

<table>
<thead>
<tr>
<th>abroad</th>
<th>ancient</th>
<th>anthropologists</th>
</tr>
</thead>
<tbody>
<tr>
<td>archeologists</td>
<td>deployed</td>
<td>stationed</td>
</tr>
<tr>
<td>transferred</td>
<td>volunteers</td>
<td></td>
</tr>
</tbody>
</table>

1. _____________  v. having been assigned a station; placed
2. _____________  n. people who study the people, customs, and life of ancient times
3. _____________  n. people who work without pay
4. _____________  adv. outside your country; to a foreign land
5. _____________  adj. of times long past
6. _____________  v. spread out troops into position for combat
7. _____________  n. people who study human beings, especially fossil remains, physical characteristics, cultures, customs, and beliefs
8. _____________  v. moved from one person or place to another
Sequence

- **Sequence** is the order of events in a story.
- Authors sometimes use clue words such as **first, next, then, and last** to tell the order of events.

**Directions** Read the following statements from *It's a World of Time Zones*. Put the statements in the correct sequence in the graphic organizer below.

Train schedules made people think about time. People from twenty-five countries met at a conference in Washington, D.C., to solve the problem of telling time around the world. The countries at the conference decided to divide the world into twenty-four time zones. The railroads in the United States divided the country into four standard time zones.

1. 
2. 
3. 
4.
Vocabulary

Directions  Read each sentence. Write the word from the word box that has the same meaning as the underlined word or phrase.

1. The four normal time zones are Eastern, Central, Mountain, and Pacific.

2. At a meeting in Washington, D.C., 25 countries created international time zones.

3. The nations of the world started with Greenwich, England, because of its excellent facility for observing the movement of planets and stars.

4. One day is measured by the time it takes the Earth to complete one turn on its axis.

5. Today, when travelers cross the boundary separating China from Kazakhstan, they have to set their watches ahead by four hours.

6. In former times, clocks and watches were not very correct.

7. Years ago, each town kept its own time, based on the time of day as figured out by using the sun as a guide.

8. Travelers who cross the International Date Line must use steps for working out the answers to mathematical problems to figure out what time they will arrive.

9. Every night, the sun sinks below the western front.
**Draw Conclusions**

- To draw a conclusion is to think about facts and details and decide something about them.

**Directions** Read the following passage from *Mixing, Kneading, and Baking: The Baker’s Art*. Then write two facts about yeast and draw a conclusion.

Yeast is a tiny, live organism. It eats the sugars that are part of the dough. As it does, the yeast gives off a gas called carbon dioxide. The gas causes the dough to expand. This process is called fermentation. This process makes the bread soft and chewy.

1. Fact: ____________________________________________

2. Fact: ____________________________________________

3. Conclusion: _______________________________________

**Directions** Read the following passage from *Mixing, Kneading, and Baking: The Baker’s Art*. Then write two facts about Lisa on the lines below. See what conclusion you can draw.

When Lisa comes in and orders twelve muffins, Claudia gives her an extra one for free. That’s called a baker’s dozen.

4. Fact: ____________________________________________

5. Fact: ____________________________________________

6. Conclusion: _______________________________________

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Vocabulary

Directions Complete each sentence with the word from the box that fits best.

Check the Words You Know

___baker’s dozen  ___bakery  ___carbon dioxide
___dough  ___fermentation  ___ingredients
___knead  ___professional  ___recipe

1. When yeast is added to dough, ________________ is produced.
2. The baker refused to give out her ________________ for raisin bread.
3. Before beginning, the baker set out all of the ________________ he would need.
4. Claudia’s favorite step in the recipe was shaping the ________________.
5. The process of fermentation began after the ________________ was added to the dough.
6. When Lisa ordered a dozen muffins, she got thirteen, or a ________________.
7. Although it can be tiring work, Claudia loves to ________________ the dough.
8. The chef at the restaurant is talented and ________________.
9. When yeast consumes sugars in dough, the process of ________________ takes place.
10. To buy the freshest bread, go to your neighborhood ________________ early in the morning.
Author's Purpose

- The author's purpose is the reason or reasons an author has for writing a story.
- An author may have one or more reasons for writing. He or she may want to inform, persuade, entertain, or express a mood or feeling.

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

Skateboarding is no longer what it once was. Long ago, skateboards were homemade, with roller-skate wheels attached to a plank of wood.
Now skateboarding is an entirely different ballgame! Skateboarders perform moves called ollies, McTwists, and caballerials. Watch as the skater flips, spins, and turns, and you’ll see gravity at work. Gravity holds the skateboard in place with the force of nature.

1. Why do you think the author wrote this paragraph?

2. Write a fact from the paragraph that gives information about skateboarding.

3. Write a fact from the paragraph about skateboarders.

4. Do you think the author had more than one reason for writing about skateboards? Why do you think this?

5. Why do you think the author explains to the reader about gravity?
Vocabulary

Directions Fill in each blank with the word from the word box that best fits the definition.

Check the Words You Know

___acrobatics  ___championship  ___exhibits
___geysers  ___interactive  ___recreation
___spectacular

1. underground springs that spew steam from the earth _______________

2. impressive or dramatic to watch _______________

3. the final stage of a sports tournament or competition _______________

4. the skills or performance routines of an acrobat _______________

5. allowing the exchange of information between a person and a machine _______________

6. displays of objects of interest, especially in museums _______________

7. an activity that a person does for fun _______________

Directions Write a paragraph about state fairs. Use as many vocabulary words as possible.

_________________________________

_________________________________

_________________________________

_________________________________

_________________________________

_________________________________
Vocabulary

Write the word that matches each picture. Use words from the box.

learn  uniform  speak  schedule

1. ____________________  2. ____________________

3. ____________________  4. ____________________

Choose a word from the box to finish each sentence.

5. The band leader came to ________________ to the students at Andy’s school.

6. Now Andy wants to ________________ how to play the drum.

7. He will wear a blue and gold ________________.

8. Band will be the last class in his ________________ each day.
• **Read** *School Days in Japan* again.
• Use the information in the book to **answer** the questions. Try to **write** complete sentences if you can.

**pages 2–3**

1. How long is a school year for Japanese students?

2. What do Japanese students wear to school?

**pages 4–8**

3. What subjects do Japanese students study?

4. What is one way Japanese students are different from students in your school?

**Family Link**
Ask family members to describe schools they have attended.
Vocabulary

Circle the word that matches each picture. Write the word on the line.

music  holiday  part  celebrate  index

1. index  holiday

2. holiday  music

3. part  celebrate

4. music  celebrate

5. index  part

Finish the sentences. Use words from the box.

6. Ray and his family light candles when they ________________ Kwanzaa.

7. The band played my favorite kind of ________________.

8. Look in the book’s ________________ to find the page that tells about sharks.
• Read *Cultures Around the World* again.
• Fill in the chart. **Write** two facts from the story and two opinions you have about different cultures.

### Facts from the Story

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<td>2.</td>
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</table>

### Your Opinions

<p>| | |</p>
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<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

**Family Link**
Ask family members what they know about different cultures.
Vocabulary

Write the word from the box that matches each picture.

family  move  doctor  airport  homesick

1. ___________________  2. ___________________

3. ___________________  4. ___________________

5. ___________________

Choose a word from the box above to finish each sentence.

6. The ___________________ put a cast on Nico’s broken leg.

7. Laura felt ___________________ at camp until she made some friends.

8. The Martins are going to ___________________ into a bigger house.

9. There are five people in Dan’s ___________________.

10. After our trip, Dad met us at the ___________________.

Name ___________________
- **Read** *A New Country* again.
- Find details that support the conclusion shown below. **Write** one detail in each Supporting Detail box.

**Conclusion:** There are differences between life in the United States and other countries.

**Supporting Detail**
(pages 2–4)

____________________
____________________
____________________
____________________

**(pages 5–6)**

____________________
____________________
____________________
____________________

**(pages 7–8)**

____________________
____________________
____________________
____________________

**Family Link**
Ask family members if they have lived in a different place. How does life differ from one place to the other?
Vocabulary

Draw a line from the picture to the word it matches. Write the word on the line.

food  country  money  baker  flag

1. ___________________________  food

2. ___________________________  baker

3. ___________________________  money

4. ___________________________  country

5. ___________________________  flag

Choose a word from the box above to finish each sentence.

6. That big dog eats a lot of ___________________________.

7. Mark is saving his ___________________________ so he can buy a new bike.

8. There are thirteen stripes and fifty stars on the United States ___________________________.

9. Ana’s mother asked the ___________________________ for three pies.
• **Read** *The Story of Pizza* again.
• **Draw** what you like on your pizza.
• **Finish** the sentence.

I like pizza with ____________________________________________________________

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**Family Link**

Ask family members what they like on their pizza. What kind of pizza is most popular in your family?
Vocabulary

Draw a line from the picture to the word that matches it. Write the word on the line.

car  street  yard  museum  noisy

1. ____________________  yard

2. ____________________  street

3. ____________________  museum

4. ____________________  noisy

5. ____________________  car

Choose a word from the box above to finish each sentence. The letters in the circles will spell a secret word.

6. We did not need to drive a O __ __.

7. Honking cars made the city streets __ __ O __ __.

8. In the country, Josh lived on a quiet __ __ __ __ O.

9. Josh’s building did not have a O __ __ __.

10. The secret word is __ __ __ __!
• Read *From a Small Town to a Big City* again.
• Do you think the author would rather live in a small town or a big city?
• Draw a picture of where you would like to live.
• Write a sentence that tells why.

Family Link
Ask family members to share their opinions about life in a small town and life in a big city.