

Name \_\_\_\_\_

# Related Words

**Generalization** Related words often have parts that are spelled the same but pronounced differently: **cloth**, **clothes**.

**Word Sort** Sort the list words by words you know how to spell and words you are learning to spell. Write every word.

**words I know  
how to spell**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

**words I'm learning  
to spell**

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

## Spelling Words

1. cloth
2. clothes
3. nature
4. natural
5. able
6. ability
7. mean
8. meant
9. deal
10. dealt
11. please
12. pleasant
13. sign
14. signal
15. signature



**Home Activity** Your child is learning to spell related words. To practice at home, have your child study each word that he or she wrote in the second column on this page, spell the word with eyes shut, and then write it.

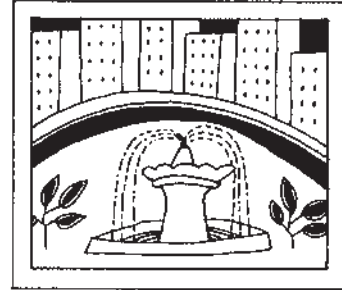
Name \_\_\_\_\_

# Family Times

## Summary

### **Atlantis: The Legend of a Lost City**

The Greek god Poseidon, king of the sea, created a perfect city on the island of Atlantis. He created laws for the people who lived there—foremost among them that they live in peace with one another. He promised a terrible curse on anyone who disobeyed. For many years the people lived in peace, but gradually, they began to argue and fight with one another. Zeus, king of all gods, saw this and demanded that Poseidon carry out the curse. Poseidon sent a huge wave to crash over Atlantis and sank the city to the bottom of the sea.



### **Activity**

**We All Have Rules** With a family member, talk about the rules you have in your home to help everyone get along. Take turns naming a rule, such as speaking respectfully to each other. Then act out what might happen if someone breaks or ignores the rule.

## Comprehension Skill

### **Generalize**

When you read, you can sometimes generalize about what you have read. A statement that generalizes tells how some things are mostly alike or all alike. You can use facts from the story as well as things you already know to make a generalization.

### **Activity**

**The Important Thing** Keep an eye out for groups of objects in your home. When you find a grouping, make a generalization that states some way in which all the objects are alike. An example of a group might be the books on a bookshelf. A generalization might be *All the books on the bottom shelf are art books.*

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *Atlantis: The Legend of a Lost City*. Practice using these words.

### Vocabulary Words

**aqueducts** channels for carrying water long distances

**content** satisfied

**crouched** stooped or bent down

**guidance** the act or process of guiding, or leading

**honor** treat with great respect; an expression of respect or affection

**pillar** an upright support for a building

**thermal** causing heat or warmth

## Conventions

### Quotations

Use **quotation marks** to show the exact words of a speaker. Use a comma to separate the speaker's exact words from the rest of the sentence. Use a capital letter to begin the first word inside the quotation marks. Put the punctuation mark that ends the sentence inside the quotation mark. Example: She said, "I am so happy."

### Parentheses

Use **parentheses** to add information that is not part of the main statement. Example: He had a large family (over fifty cousins).

### Activity

**You Said It!** Give each player a piece of paper and a pencil. Over the course of the week, write down the funny things you hear other people say. Record their words as direct quotations. At the end of the week, share your work.

## Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name \_\_\_\_\_

# Generalize

- When you read, you can sometimes **generalize** about what you have read.
- A statement that generalizes, or **generalization**, tells how some things are mostly alike or all alike.
- Make sure you can support your generalization with facts and logic.

**Directions** Read the following passage. Then complete the chart to make a generalization.

Long ago in Greece, people told myths, or stories. Some myths were about monsters and giants. Some were about gods and goddesses and their special powers. Others were about human heroes who had great adventures. The myths were a way for people to make sense

of the natural world. For example, the Greeks had a myth that explained thunder. When a storm came, they believed that it was Zeus, king of the gods, throwing his thunderbolt from his palace at the top of Mount Olympus.

<b>Example</b>	<b>Example</b>	<b>Example</b>
1.	2.	3.
↓	↓	↓
<b>Generalization</b>		
4.		

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**Home Activity** Your child made a generalization by looking for examples in a story. To make a generalization, a reader thinks about related ideas and makes a general statement about them. Have your child tell a story. Together, make up a general statement about the characters or the setting in the story.

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## Plot and Theme

- The important events in a story make up the **plot**. A plot has a beginning, a middle, and an end.
- The “big idea” of the story is called the **theme**. It can be stated in a single sentence.

**Directions** Read the following story. Then answer the questions.

**T**he ancient Greeks told a myth about Pandora, the first woman. All the gods and goddesses helped make Pandora. Hermes, the messenger of the gods, gave Pandora a golden box. With the box, he gave her a warning: “You may do as you please, Pandora, but you must *never* open this box.” Pandora promised she

would obey. At first she was content, but she kept wondering what could be in the box. Finally, her curiosity got the better of her. She opened the lid and peeked in. Right away she heard terrible noises as all kinds of terrible things escaped—hunger, war, greed, drought, storms. Pandora had released evil into the world of humans.

1. What happened at the beginning of the story?

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2. What happened in the middle of the story?

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3. What happened at the end of the story?

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4. What is the theme of this story?

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**Home Activity** Your child identified the plot and theme of a story. Read a favorite story together. Ask your child to retell the beginning, middle, and end of the story and to say one sentence that tells the “big idea.”

Name \_\_\_\_\_

## Quotations and Parentheses

**Directions** Write a quotation in a sentence to answer each question. Use *I replied*, *I answered*, *I said*, or *I exclaimed*.

1. "What is your favorite kind of music?" Jeremy asked.

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2. "What musical instrument would you like to play?" Nicole asked.

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**Directions** Add an explanation or example in parentheses to each sentence. Write the new sentence.

3. Some songs are fun to sing along with others.

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4. Some instruments are very hard to learn.

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**Directions** Imagine a conversation you might have with a friend about learning to play a musical instrument. Write three sentences of the conversation. Use quotation marks and other punctuation correctly. Use at least one sentence that gives extra information in parentheses.

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**Home Activity** Your child learned how to use quotations and parentheses in writing. Have your child write a quotation from a conversation you had during the day. Make sure your child uses correct punctuation marks.

Name \_\_\_\_\_

## Prefixes *im-*, *in-*

**Directions** Complete each word by adding the prefix *im-* or *in-*.

- |                    |                    |
|--------------------|--------------------|
| 1. _____ complete  | 9. _____ mortal    |
| 2. _____ visible   | 10. _____ sane     |
| 3. _____ material  | 11. _____ partial  |
| 4. _____ mobile    | 12. _____ capable  |
| 5. _____ direct    | 13. _____ correct  |
| 6. _____ pure      | 14. _____ possible |
| 7. _____ sincere   | 15. _____ moral    |
| 8. _____ practical | 16. _____ accurate |

**Directions** Now write four sentences of your own. In each sentence include at least one of the completed words from above.

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_



Name \_\_\_\_\_

# Related Words

Spelling Words				
cloth	clothes	nature	natural	able
ability	mean	meant	deal	dealt
please	pleasant	sign	signal	signature

**Riddle** Write the missing words. Then use the numbered letters to solve the riddle.

*What has eighteen legs and catches flies?*

1. You have a \_\_\_ smile.      \_\_\_\_\_ 4      3      \_\_\_\_\_

2. I like being out in \_\_\_\_\_.      \_\_\_\_\_ 1      6      \_\_\_\_\_

3. What do you \_\_\_?      \_\_\_\_\_ 7      \_\_\_\_\_

4. Are you \_\_\_ to sit up?      \_\_\_\_\_ 2      \_\_\_\_\_

5. Will you \_\_\_ help?      \_\_\_\_\_ 5      \_\_\_\_\_

1	2	1	3	4	2	1	5	5	6	4	1	7
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Hidden Words** Each of the list words below contains a shorter list word related in spelling and meaning to the longer word. Circle the short word. Write both words.

- 6. c l o t h e s      6. \_\_\_\_\_
- 7. d e a l t      7. \_\_\_\_\_
- 8. s i g n a t u r e      8. \_\_\_\_\_
- 9. m e a n t      9. \_\_\_\_\_
- 10. s i g n a l      10. \_\_\_\_\_



**Home Activity** Your child has been learning to spell related words. Pronounce a list word. Ask your child to name a related word and spell it.



Name \_\_\_\_\_

# Generalize

- When you read, you can sometimes **generalize** about what you have read.
- A statement that generalizes, or a **generalization**, tells how some things are mostly alike or all alike.
- Make sure you can support your generalization with facts and logic.

**Directions** Read the following passage. Then complete the chart to make a generalization.

Once upon a time, there lived a boy who dwelled in a cave in a tall, misty mountain. The cave was not too large and not too small. It was a perfect home for the boy. He was alone, but he was never lonely because the animals were his friends. The

eagle brought him fish from the river far below. The ram showed him paths around rocky cliffs and through hidden canyons. The mountain lion told stories that made the boy laugh. The boy and the animals lived together happily on the mountain.

<b>Example</b>	<b>Example</b>	<b>Example</b>
<b>1.</b>	<b>2.</b>	<b>3.</b>
↓	↓	↓
<b>Generalization</b>		
<b>4.</b>		

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**Home Activity** Your child made a generalization by looking for examples in a story. To make a generalization, a reader thinks about related ideas and makes a general statement about them. With your child, think about characters in a favorite story or movie and make up a general statement about them.

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## Quotations and Parentheses

**Directions** Write *C* if a sentence is correct. If it is not correct, make the corrections that are needed.

1. Mr. Sanchez said, "Atlantis is a famous lost city \_\_\_\_\_

\_\_\_\_\_

2. "It is an interesting story," said Julio. \_\_\_\_\_

3. No one knows if Atlantis existed," Mr. Sanchez added. \_\_\_\_\_

\_\_\_\_\_

4. I would love to find Atlantis! Carla exclaimed. \_\_\_\_\_

\_\_\_\_\_

5. "People have searched for many years," Mr. Sanchez said. \_\_\_\_\_

**Directions** Write each sentence. Add a comma and quotation marks where they are needed.

6. People have been talking about Atlantis for centuries Ms. Rice said.

\_\_\_\_\_

\_\_\_\_\_

7. No one agrees where Atlantis might have been added Ms. Rice.

\_\_\_\_\_

\_\_\_\_\_

**Directions** Write each sentence. Draw a line under the word or words that are explained by the phrases in parentheses.

8. Some people think the story of Atlantis is based on Crete (an island off the Greek coast).

9. Many think the legend of Atlantis was created by Plato (an ancient Greek philosopher).



**Home Activity** Your child reviewed quotations. With your child, read aloud a conversation between two or more characters in a favorite storybook and point out and explain the punctuation marks in the dialogue.