Name ________________________________

**Contractions**

- **Generalization** In contractions, an apostrophe (‘) takes the place of letters that are left out: *they are* becomes *they’re*.

**Word Sort** Sort the list words into nouns/pronouns and verbs.

<table>
<thead>
<tr>
<th>Nouns/pronouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ____________</td>
<td>9. ____________</td>
</tr>
<tr>
<td>2. ____________</td>
<td>10. ____________</td>
</tr>
<tr>
<td>3. ____________</td>
<td>11. ____________</td>
</tr>
<tr>
<td>4. ____________</td>
<td>12. ____________</td>
</tr>
<tr>
<td>5. ____________</td>
<td>13. ____________</td>
</tr>
<tr>
<td>6. ____________</td>
<td>14. ____________</td>
</tr>
<tr>
<td>7. ____________</td>
<td>15. ____________</td>
</tr>
<tr>
<td>8. ____________</td>
<td>16. ____________</td>
</tr>
</tbody>
</table>

**Spelling Words**

1. they’re
2. you’ve
3. weren’t
4. needn’t
5. there’d
6. they’ve
7. mustn’t
8. what’ll
9. doesn’t
10. hadn’t
11. could’ve
12. would’ve
13. should’ve
14. might’ve
15. wouldn’t
16. who’ve
17. shouldn’t
18. who’d
19. this’ll
20. couldn’t

**Home Activity** Your child is learning about contractions. Ask your child to tell you what role the apostrophe plays in contractions.
**Summary**

**Ten Mile Day**
On April 28, 1869, 1,400 workers from the Central Pacific Railroad agreed to a challenge. On a bet from Thomas Durant, president of another railroad, the Union Pacific, the workers attempted to lay ten miles of railroad track in one day. Laboring with almost impossible strength, speed, and organization, the workers succeeded.

**Activity**

**Taking Care of Business** Very few people alive today know what it’s like to carry thousands of pounds of steel by hand over ten miles in one day. Almost everyone, however, has put in a long day’s work of one kind or another. With a family member, write a description of hard work that needs to be done in your home. List the skills and traits that can help get the jobs done.

**Comprehension Skill**

**Cause and Effect**
The *cause* is what made something happen. The *effect* is what happened as a result of the cause. An effect may have more than one cause, and a cause may have more than one effect. Sometimes authors use clue words such as *because* and *so* to show a cause-and-effect relationship.

**Activity**

**One Thing Leads to Another** Pick a favorite story about something funny or dramatic that happened to you or one of your relatives in the past. Talk with a family member about the cause (or causes) that made this event occur.
Words to Know
Knowing the meanings of these words is important to reading *Ten Mile Day*. Practice using these words.

**Vocabulary Words**
- **barren** unable to grow plant life
- **deafening** so loud as to cause a loss of hearing
- **lurched** moved suddenly
- **previous** occurring earlier in time or position
- **prying** moving up, apart, open, or out with force
- **surveying** measuring the size, borders, and shape of (as a plot of land)

**Common Nouns, Proper Nouns, and Appositives**
A **common noun** names any person, place, or thing. *For example:* girl, city, building. A proper noun names a particular person, place, or thing. Proper nouns include titles of books and movies, as well as many abbreviations. Capital letters are used for the first letter and each important word of a proper name. *For example:* Nadine, Mexico City, White House, *The Wizard of Oz*, U.S.A. When two nouns refer to each other in the same sentence, they are known as **appositives**. *In the sentence:* My friend Nadine came over my house to watch a movie, the common noun “friend” and the proper noun “Nadine” are appositives of each other.

**Activity**
The **Proper Way** With a family member, make two separate lists of ten common nouns. Exchange your lists and try to change each common noun into a proper noun.

**Practice Tested Spelling Words**
Cause and Effect

• A cause is what makes something happen. An effect is what happens as a result of the cause.
• An effect may have more than one cause, and a cause may have more than one effect.

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

In the early part of the twentieth century, there were a large number of immigrants who came to the United States. Many people came from eastern European countries like Poland, Italy, and Russia. Because large U.S. cities offered an easier transition into American culture, many ethnic neighborhoods developed in major cities. These cities offered jobs and public transportation was widespread. Immigrants were able to be near other relatives who’d moved to the U.S., and a community of familiar languages and customs was welcoming to newcomers. These areas where immigrants settled helped define the neighborhoods that became a part of big cities like Chicago, New York, and Boston.

1. What were the nationalities of many immigrants in the early twentieth century?

2. What features of big cities appealed to immigrants?

3. What do you think happened to the population in big cities during this time? What do you think was the cause of this effect?

4. How were the immigrants’ cultural backgrounds preserved in the new country?

5. Write a summary of the passage in one or two sentences.

Home Activity Your child read a short passage and answered questions about cause and effect. Read an article about your city or a neighborhood where you live. See if you can identify some of the reasons why your city or neighborhood is the way that it is.
Graphic Sources

Directions  Read the passage. Then use the time line to answer the questions below.

Mike Nee came to America when he was 21 years old. Until then he had spent his entire life on the west coast of Ireland. Once in America, he found work with the local gas company. Within a couple of years, he was able to buy a house. Soon after that, he met Ellen, who was also from Ireland. They married in 1932 and, although they struggled in their first years of marriage, hoped to have a large family. They were determined to share the good life in their new country with children of their own. Mike and Ellen welcomed their first child Mary into the world in 1943.

1. When did Mike Nee come to America?

2. How many years after Mike’s coming to America did he marry Ellen?

3. What year did Mike buy a house?

4. How many years passed between Mike and Ellen’s marriage and the birth of their daughter?

5. How old was Mike’s daughter when his grandchild was born?

Home Activity  Your child has read a time line and answered questions about when events occurred. Together, read a short section from a history book and have your child plot events on a time line.

Comprehension DVD•41
Common, Proper, and Collective Nouns

**Directions** Rewrite each sentence. Capitalize all proper nouns.

1. Many workers came from China and Ireland to build the railroad.

2. Some workers were supervised by Charles Crocker and James Strobridge.

3. The railroad company called Central Pacific laid tracks in California.

4. Michael Shay and Thomas Daley served as ironmen on April 28, 1869.

**Directions** Add the date, greeting, signature, and information needed in the body of the letter. Use correct capitalization.

Dear __________________,

Please come to a birthday party for __________________ (person) on ____________ (day of week), ____________ (date), at ________ (time of day). The party will be held at __________________________ (name of place)

______________________________ (address)

We really hope you can come and help us celebrate.

Best wishes,

______________________________ (signature)

**Home Activity** Your child learned how to use common and proper nouns in writing. Ask your child to write a note inviting a friend to a special event. He or she should capitalize all proper nouns.
**Contractions**

Complete the chart.

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>should</td>
<td>have</td>
</tr>
<tr>
<td>2.</td>
<td>who</td>
<td>would</td>
</tr>
<tr>
<td>3.</td>
<td>this</td>
<td>will</td>
</tr>
<tr>
<td>4.</td>
<td>should</td>
<td>not</td>
</tr>
<tr>
<td>5.</td>
<td>had</td>
<td>not</td>
</tr>
<tr>
<td>6.</td>
<td>what</td>
<td>will</td>
</tr>
<tr>
<td>7.</td>
<td>they</td>
<td>have</td>
</tr>
<tr>
<td>8.</td>
<td>does</td>
<td>not</td>
</tr>
<tr>
<td>9.</td>
<td>could</td>
<td>have</td>
</tr>
<tr>
<td>10.</td>
<td>they</td>
<td>are</td>
</tr>
</tbody>
</table>

**Writing Contractions** Put the apostrophe in the correct place in each word. Write each word.


**Home Activity** Your child has learned to spell contractions. Have your child pick the five hardest words on the list. Go over the spellings with your child.
Ten Mile Day

Cause and Effect

* A cause is what makes something happen. An effect is what happens as a result of the cause. 
* An effect may have more than one cause, and a cause may have more than one effect.

Directions Read the following passage and complete the diagram below.

When Abraham Lincoln was elected President in 1860, most Americans didn’t even vote for him. Four men ran for President that year, and no one won more than 50% of the vote. Lincoln won because he got enough electoral votes to win. Without a majority, however, his presidency was difficult from the very start. Many Southern states wanted their own separate country in which slavery would continue to be legal. But Lincoln promised to end slavery.

Some people were so opposed to Lincoln’s goals that they threatened his life. He had to be brought to Washington, D.C., secretly in the dark of night. In spite of the threats, Lincoln did not change his mind about his goals. Unfortunately, the Southern states did not want to change either, and the Civil War started.

Causes Effects

Four men ran for President in 1860. 1. Most Americans ________________

Lincoln’s goal was to keep the country united. 2. Lincoln got enough ________________

3. The Southern states ________________

4. A terrible ________________

5. Write a summary of the passage.

School / Home Activity Your child read a short passage and identified causes and effects. Read an article about a government officeholder and talk about how he or she has caused things to happen in your community.

DVD•44 Comprehension
Common, Proper, and Collective Nouns

**Directions** Match the letter of each common noun on the right with a proper noun on the left. Then write another proper noun that fits in that category.

1. Japan A. city
2. *Oliver Twist* B. country
3. Ms. Kopeki C. team
4. Atlanta Braves D. book
5. London E. teacher

**Directions** Write C if the group of words is capitalized correctly. If the group of words is not capitalized correctly, rewrite it using correct capitalization.

6. Helen and her cousins
7. Mr. Jorge Ruiz, Sr.
8. the greatest City in the Midwest
9. fourth of july
10. Mississippi River
11. holidays in November
12. south bend, in 46614

**Directions** Rewrite each sentence. Use capital letters where they are needed.

13. On Friday we went to a restaurant on east 18th st. called Hot Tamales.

14. It is owned by Ms. Marie Dablontez, who is from Mexico.

---

**Home Activity** Your child reviewed common and proper nouns. Ask your child to write a note inviting a friend to do something. Have him or her check to be sure proper nouns are capitalized correctly.