**Selection Summaries**

**Week 1 At the Beach**
When a boy gets hurt while following Fernando on a forbidden adventure, Fernando lies about what happened.

**Week 2 Hold the Flag High**
In an African American regiment during the Civil War, one soldier displays extraordinary bravery.

**Week 3 The Ch’i-lin Purse**
A bride’s kindness is repaid years later.

**Week 4 A Summer’s Trade**
Tony is saving money from his summer job. Then he hears that his grandmother has had to pawn her favorite bracelet.

**Week 5 The Midnight Ride of Paul Revere**
After spreading word of a British invasion, Paul Revere becomes a hero.

**Activity**
Tell a member of your family more about each of the five stories. Be sure to remember characters, plot, theme, and setting. Write three reasons why you like one story the most.

**Comprehension Skills Review**

In Unit 2, you learned and used many skills while reading the stories and selections.

- When you **compare** and **contrast**, you tell how things are alike and different.
- The **author’s purpose** is the reason the author wrote a story.
- **Sequence** refers to the order in which the events happen.

**Activity**
Doing the right thing isn’t always easy. Sometimes we’re afraid to do the right thing because we might get into trouble. Talk with a family member about a time when he or she did the right thing, even though it was difficult. Then tell about a time when you did the right thing. How were your experiences alike? How were they different?
**Unit Vocabulary Skills**

**Unfamiliar Words**
When you find an **unfamiliar word** while reading, you can try to find its meaning from the words and sentences around it.

**Activity** As you read, write each unfamiliar word on an index card. Write the meaning you infer on the other side.

**Greek and Latin Roots**
Many English words have **Greek and Latin roots**. You can use a dictionary to find out a word’s root.

**Activity** As you read, look for words that seem similar and check their roots in a dictionary. Do they come from the same root word?

**Unknown Words**
When you find an **unknown word** while reading, you can look in a dictionary or glossary to find its meaning.

**Activity** Make a list of unknown words that you encounter while reading. Then put them in alphabetical order and check their definitions.

**Endings, -s, -ed, -ing**
**Endings -s, -ed, and -ing** are added to the end of a word to create a new word with a new meaning. If you are unsure about the meaning of a word with an ending of -s, -ed, or -ing, check the dictionary.

**Activity** Make a list of six words and then add -s, -ed, or -ing to the words to change their meanings. Write the new words in a second list.

**Unit Spelling Rules**

**Digraphs th, sh, ch, ph**
Consonant digraphs are two consonants together that stand for one new sound.

**Irregular Plurals**
Regular plurals follow the rules. Irregular plurals often have base word changes. Some irregular plurals are the same as the singular form.

**Vowel sounds with r**
Vowels and vowel sounds have a slightly different sound when they are followed by r. Vowels followed by r are called **r-controlled vowels**.

**Final syllables en, an, el, le, il**
Vowels in unaccented syllables often stand for the same sound, /ə/.

**Final syllables er, ar, or**
Final syllables er, ar, and or often sound alike even when they are spelled differently. Some sounds can be spelled in different ways.

**Activity** With a family member, identify as many words as possible in books, magazines, or newspapers that follow the Unit Spelling Rules. Make a list of these words.
**Unfamiliar Words**

- **Unfamiliar Words** As you read, you may come across some words that you are not sure about. You can use context clues or check the meanings of words that you are unsure of in a dictionary.

**Practice** Guide words appear on the top of each dictionary page to show the first and the last word on each page. For each Word to Know, circle the correct set of guide words.

1. driftwood  
   a. document – donkey  
   b. dried – drink
2. algae  
   a. aluminum – amalgam  
   b. aleph – alphabet
3. sternly  
   a. stepson – sticker  
   b. steam – steed
4. hammocks  
   a. hardly – harrowing  
   b. hamburger – Hamptons
5. concealed  
   a. conjure – contrite  
   b. collect – concentrate
6. sea urchins  
   a. seatmate – secret  
   b. secret agent – sedative
7. tweezers  
   a. turnabout – turtle  
   b. turtledove – twilled
8. lamented  
   a. landmass – lap  
   b. lame – landmark

**On Your Own** As you read “Augie’s Present,” look for words that are unfamiliar to you. Find their definitions in a dictionary.

**Words to Know**
- algae
- concealed
- driftwood
- hammocks
- lamented
- sea urchins
- sternly
- tweezers

**Home Activity** Your child reviewed how to use a dictionary to check the meanings of unfamiliar words. With your child, look for unfamiliar words in a newspaper or magazine. Look up the words together, using guide words when necessary, and discuss their meanings.

**Vocabulary DVD•109**
Compare and Contrast

• When you compare and contrast, you tell how things are similar to and different from each other.

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

Mariska had always loved swimming in the calm waters of the lake near her house. Today, however, she was at the ocean for the first time! She shivered as the brisk wind came off the water. The great stretch of sandy beach astonished her. The lake near her house was much smaller. It didn’t have waves like these, either.

Mariska laughed at the little sea birds as they ran away from the oncoming water. Her lake had birds, too, but they were bigger ones like ducks and loons. Mariska gasped as she felt the sand being washed away from under her feet. “This place is amazing!” she said. “Especially at high tide!”

1. What is going on in the passage?

2. What does Mariska notice about the ocean that is different from the lake she is used to?

3. What does Mariska notice that is the same?

4. Did Mariska prefer the beach or the lake?

On Your Own  Use what you know about drawing conclusions as you read “Augie’s Present.”

Home Activity  Your child reviewed the skill of drawing conclusions. Share a magazine article and work together to draw conclusions from what you read.

DVD•110 Comprehension
Unknown Words

- Remember that **unknown words** are words you have not seen before or do not know. When you come to an unknown word in your reading, you can look up its meaning in a dictionary or glossary.

**Practice** Read the following passage. Fill in the blanks with the correct Words to Know from the list.

Sitting on top of his ________________, the cavalry soldier took a drink of water from the ________________ and looked around. He was a Yankee from the North. He was in this war to stop the ________________ of Southern states. He knew the Union army needed to smash the ________________.

His father did not agree with the war. They had a loud ________________ when he left. But his father was wrong. He was not seeking personal ________________. He was battling to preserve the ________________ of the United States of America.

**On Your Own** As you read “Franklin Delano Roosevelt,” look up unfamiliar words in the dictionary. Make a list of the words you find.

**Words to Know**
- canteen
- confederacy
- glory
- quarrel
- rebellion
- stallion
- union

**Home Activity** With your child, read a newspaper or magazine feature article. As you read, pause to look up unfamiliar words in a dictionary.

**Vocabulary DVD•111**
**Sequence**

- **Sequence** is the order in which events happen.

**Practice** Read the following questions and answer them on the lines below.

1. What time does Jesse get up on school days?

2. What does Jesse do before having breakfast?

3. What does Jesse do after breakfast?

4. What time does Jesse have to be at school?

5. On a separate sheet of paper, write a paragraph describing your own morning routine.

**On Your Own** Use what you know about sequence as you read “Franklin Delano Roosevelt.”

**School to Home**

**Home Activity** Your child reviewed sequences of events. Discuss the sequence of events that your family follows when doing a regular activity, such as making dinner.

**DVD 112 Comprehension**
Greek and Latin Roots

- **Greek and Latin roots** are used in many English words. When you find a word you don’t know, being familiar with its Greek or Latin root may help you understand what the word means.

**Practice** Read the following sentences and fill in the blanks with the Words to Know. Then circle the correct meaning of each underlined word.

1. My family is Chinese-American, and we **benefit** from having many interesting Chinese _____________.
   For example, we burn paper money to show ____________ to our ancestors.
   a. get something good from  
   b. get nothing good from

2. I left a big **gratuity,** or tip, for the waiter in the restaurant. My family was ____________ until I explained that he had done a great job and that I wanted to thank him for his considerate _____________.
   a. money that someone gives  
   b. money that someone has to pay to show they are pleased even if they don’t want to

3. The villagers made a long _____________ through their town to check on the _____________ of food to everyone. All the families who were hungry felt grateful for this kindness.
   a. helpful  
   b. thankful

4. In some parts of the world, cows are considered **beneficial** and _____________, so people will not kill or eat them.
   a. something that needs help  
   b. something that is good for all

5. You have been such a generous _____________ to my family and me. Can you _____________ a way for us to pay you back and show our gratefulness?
   a. a feeling of being pleased  
   b. a feeling of needing help from someone

**On Your Own** As you read “Augie’s Present,” look for words that have Greek or Latin roots. Make a list of the words you find.

**Words to Know**
- astonished
- behavior
- benefactor
- distribution
- gratitude
- procession
- recommend
- sacred
- traditions

**Home Activity** Your child reviewed Greek and Latin roots, which are often parts of English words. Discuss with your child the roots he or she learned about and look for words with similar roots in magazines and newspapers.

**Vocabulary DVD**•113
Compare and Contrast

• When you compare two things, you tell the ways in which they are similar.
• When you contrast two things, you tell the ways they are different.

This is Amy and her dog. When she takes her dog for a walk, her dog holds his head up as Amy holds the leash tight.

This is Ann and her dog. When Ann takes her dog for a walk, her dog walks with his head down.

Practice  Read the following questions and answer them on the lines below.

1. Amy and Ann are sisters. Compare their pictures. How are Amy and Ann alike?

2. Now, contrast Amy and Ann. How are they different?

On Your Own  Use what you know about comparing and contrasting as you read “Augie’s Present.”

Home Activity  Your child reviewed comparing (telling how things are alike) and contrasting (telling how things are different). Discuss two favorite games or books with your child, and ask him or her to compare and contrast them.

DVD•114 Comprehension
Unfamiliar Words

- Use context clues to help you figure out unfamiliar words. Context clues are the words and sentences around the unfamiliar words.

Practice Read the following sentences. Fill in the blanks with the correct words from the Words to Know list. Then choose the definition that best matches the word and circle its letter.

1. Cyrus tied a ______________ around his face to keep the dust out of his nose and mouth.  
   a. large handkerchief  
   b. ski mask

2. Grandmother wore her favorite silver ______________ on special occasions only.  
   a. wristwatch  
   b. band or chain worn on the wrist

3. Many ______________ people live on the reservation.  
   a. members of a Native American group  
   b. visiting

4. Waiting in line at the theater, we were ______________ by the crowd.  
   a. cut in front of  
   b. shoved against someone roughly

5. A ______________ stone is blue, while a ruby is red.  
   a. reddish gemstone  
   b. blue-green mineral

On Your Own On a separate sheet of paper, write sentences using the words mesa and hogan.

Words to Know
- bandana
- bracelet
- hogan
- jostled
- mesa
- Navajo
- turquoise

Home Activity Your child reviewed unfamiliar words. As you read a book or newspaper together, challenge your child to find the meanings of some new words using context clues.

Vocabulary DVD•115
Author’s Purpose

- The author’s purpose is the reason the author wrote the text. Authors write to entertain, to inform, to persuade, and to express their feelings and ideas.

**Practice** Draw a line from the kind of writing to the author’s purpose for writing it.

- Newspaper editorial  → to inform
- Poem  → to express himself or herself
- User’s Guide  → to entertain
- Novel  → to persuade

**Practice** Read the sentence or sentences after each number below. On the lines below, write what the author’s purpose is, and tell how you know.

1. The dog growled at Stacy. She shuddered. Then, to her amazement, the dog said, “Hey, why are you so scared?”

2. If you use this brand of shampoo, you will have the most beautiful hair.

3. The firefighters responded to the report of a fire at 822 North Street at 6:30 p.m.

4. I just want to thank you for the gift—it was such a nice surprise!

5. Looking to the trees/The happy breeze/Sets my mind at ease.

**On Your Own** After reading “Franklin Delano Roosevelt,” write a sentence describing what you think the author’s purpose was for writing it.

**Home Activity** Your child reviewed the purposes authors have for writing. Flip through a newspaper and discuss the purposes of the people who wrote letters to the editor, the articles, and the columns.

**DVD•116 Comprehension**
Inflected Endings -s, -ed, -ing

- Inflected endings -s, -ed, and -ing are added to the end of a word to create a new word with a new meaning. If you are unsure about the meaning of a word with an inflected ending, check the dictionary.

Practice Read the passage. Write the base of each underlined word on the lines below.

“I am very somber today,” sighed the king, “as I must give all of my kingdom to the evil knight, Sir Specter, who has laid siege to my castle.”

“But King Horace, as long as the Silver Knight still lives, there is a bright light of hope,” offered the king’s servant.

“But even the Silver Knight will be frightened of Sir Specter,” said the king. “I fear it is our fate that Sir Specter shall rule the kingdom forever.”

Just then, hoof beats rang out, magnified by the loud echoing on the stone castle walls. A voice called, “It is I, the Silver Knight! I come with good news. I have driven the evil Sir Specter from the kingdom! The crown can again rest atop the head of our rightful king!”

The Silver Knight’s steed reared up. Knight and horse made a dazzling sight. The Silver Knight took off her helmet and her long hair shone in the sunlight. “Thank you, Lady Gwen!” said the king. “I hope you will join us for a feast to celebrate your victory. After all, a hero must be hungry after saving the day!”

1. __________________________ 4. __________________________
2. __________________________ 5. __________________________
3. __________________________ 6. __________________________

On Your Own As you read “Franklin Delano Roosevelt,” look for words with inflected endings.

Words to Know
- fate
- fearless
- glimmer
- lingers
- magnified
- somber
- steed

Home Activity Your child reviewed the inflected word endings -s, -ed, and -ing. Have a contest with your child to see who can find the most inflected words in a newspaper article.
Author’s Purpose

- The author’s purpose is the reason the author wrote the text. Authors write to entertain, to inform, to persuade, and to express their feelings and ideas.

Practice Read the following passage. Then complete the diagram and answer the question below.

You can help take care of Earth by making little changes in your life. One way is to reduce what you use. Your family can reduce the gas you use by riding bicycles instead of driving a car. You can save water by turning off the faucet while brushing your teeth. The next step is to reuse old products. Making things from recycled materials is cheaper and causes less pollution. Use your old jeans to make a schoolbag. Lastly, everybody can recycle. When you finish a bottle or can, don’t throw it away—put it in your bag and recycle it later.

1. Detail: You can save water by

2. Detail: Making things from recycled material is

3. Detail: After you finish a bottle or can,

4. Author’s Purpose:

5. Does the author succeed at his or her purpose? Why or why not?

On Your Own Use what you know about the author’s purpose as you read “Franklin Delano Roosevelt.”

Home Activity Your child reviewed the purposes authors have for writing. Look at some other articles about environmental issues and have your child state the author’s purpose.

DVD•118 Comprehension
Franklin Delano Roosevelt

“T
he only thing we have to fear is fear itself.” So said one of our
country’s most brilliant and well-spoken Presidents, Franklin Delano
Roosevelt. This brave leader was President of the United States from 1933
to 1945. He was elected to serve an extraordinary four terms in office
when no other President had served more than two. Millions of Americans
listened to Roosevelt’s radio broadcasts, known as “fireside chats.” His
voice carried across the darkness, traveling through the radio to people who
were hungry, afraid, and poor. Americans listened to their President and
heard a voice that would lead them to a brighter future.

From the moment he was born, Franklin Delano Roosevelt was given
wealth and privileges. His rich parents educated him at home until the age
of 14. He then went to Groton, a private school in Massachusetts, and then
got to college at Harvard University. Franklin was accustomed to having
money, but he was also taught to be generous to others. While at Harvard,
became inspired by his fifth cousin, President Theodore Roosevelt.
It was Theodore who first turned Franklin’s attention to politics and
economics.

Franklin later met Theodore’s niece, Eleanor. Eleanor and Franklin
were soon engaged, and the young couple married in 1905. Eleanor, who
worked with the poor in New York City, opened Franklin’s eyes to the
problems of hunger and poverty in America.

Franklin Delano Roosevelt went into politics and was elected to the
New York Senate in 1910. He was reelected in 1912, and later became
Assistant Secretary of the Navy in 1913. During World War I, Roosevelt
proved he was a capable leader who strengthened and organized the navy.

Then disaster hit. While vacationing at Campobello Island in Canada,
the healthy young Roosevelt was struck down with polio, a dangerous
disease that causes paralysis. At the time, no cure or vaccine for polio
existed. Roosevelt would have to spend the rest of his life in a wheelchair
or leg braces.

Despite these intense difficulties, Franklin was able to continue his
political career, thanks in part to the help of Eleanor and others. In 1928, he
was elected as New York governor, and he went on to serve several years in
that position. As governor, Franklin worked to provide tax relief, cheaper
utilities, employment, and help to those in need. His achievements as
governor paved the way for his election to the presidency in 1932.
When Franklin was elected President in 1932, the United States was in deep trouble. A time of poverty and hardship called the Great Depression was ravaging the country. People were out of work, farmers couldn’t earn a living, and banks were closing. For many, food was scarce and money was tight. Americans were in desperate need of a good leader.

As his first order of business, President Roosevelt started the New Deal, a series of programs and policies that helped farmers and the unemployed. Roosevelt stabilized the banks, created more jobs, and provided aid to those in need. When it was time for reelection in 1936, Roosevelt won by a landslide.

The Great Depression left many Americans focused only on their problems at home. But in Europe and Asia, more troubles were brewing. Roosevelt became increasingly worried about the political environment in Germany, Italy, and Japan. Then in 1939, World War II erupted in Europe. Americans hoped to distance themselves from the violence overseas, but Roosevelt knew this would be difficult. He offered as much assistance to the Allied Forces as he could, short of officially entering the war.

With the world in turmoil, Roosevelt was elected in 1940 to a third term in office. Then on December 7, 1941, Japan bombed Pearl Harbor, a naval base on Honolulu, Hawaii. More than 2,500 people died in the bombing. That was the end of the United States’s neutrality. The very next day, President Roosevelt declared war.

During the war, Roosevelt worked hard to strengthen his relationships with the representatives of Britain and the Soviet Union. He was elected to his final term as President in 1944. Roosevelt worked constantly to bring an end to the war, but his health was beginning to fail. He died on April 12, 1945, leaving behind a country that would mourn the loss of its beloved and fearless leader.
Augie’s Present

The year was 1942. I looked through my dirty window at the even dirtier gray sky beyond it. Nothing felt right anymore, not since my brother Augie had joined the army and left for Europe nearly three months ago. His birthday was coming up soon. I hoped he’d have a chance to celebrate somehow.

On the street down below, cars and people were beginning to stir. Stay safe today, Augie, I thought to myself.

The smell of porridge curled through the air, and Ma was soon knocking on my bedroom door. “Get up, Susan,” she told me. “Breakfast will be ready soon, and you need to get to school.”

I sighed and pulled myself out of bed. That was Ma—practical to a fault. Nothing worried or scared her.

By the time I was ready to leave, Ma was halfway through cleaning our small apartment. She was always bustling through life, working hard to make ends meet. We didn’t have much, but we had enough to get by.

“Out you go,” Ma told me, kissing me on the cheek. “And don’t you forget—learning is a privilege and a luxury. I won’t have you missing school and moping about just because you’re thinking of your brave brother overseas. He did the right thing by leaving.”

I nodded quietly. “His birthday’s coming up soon, Ma,” I said. “We have to find a way to make it special.”

“I know, honey,” she told me. “We will.” Then she shooed me out the door.

The school day went by quickly. Mrs. Heaton passed out some arithmetic homework and gave us a reading assignment. Then at recess, my friends and I gossiped about the war. It was all anyone ever talked about. After a few more hours of writing and geography, it was time to head back home.

I wandered slowly toward our apartment, thinking all the while about Augie. Ma and I had received a brief letter from him last week. All’s well, he had written. Surely sister Susie’s staying sweet. It was something Augie often wrote—a tongue twister with extra meaning. Both my brother and I had a terrible sweet tooth.

I was walking past a bakery when an idea began to form inside my head. I peered into the window at a large case full of pastries and cookies. I was sure they cost more than we could afford, but perhaps I could find a way to earn them.
A large man inside was sweeping up the dust and flour off the floor. He coughed and grumbled to himself, obviously annoyed by his work. When he saw me standing at the window of his shop, he frowned and continued sweeping. I’m sure he could tell just by looking at me that I hadn’t a spare cent to buy anything. But I wasn’t going to let that stop me. I took a deep breath and entered the store. The doorbell rang softly above my head.

I cleared my throat and watched the man keep sweeping. “Excuse me, sir,” I said to him.

Finally, he looked up. “What is it?” His broom continued to kick clouds of flour dust into the air.

“Could you use some help?” I paused, seeing his unsmiling face, then kept talking. “I could sweep for you, if you like.”

“I’m quite capable of doing it myself, young lady,” he said sternly, emptying a dustpan.

“Oh, I’m sure you are,” I told him. “But you’d probably like to be doing other things…like baking, or…” My voice trailed off. This wasn’t working. The baker stopped sweeping for a moment to look at me. He narrowed his eyes and waited. “I’d work for cookies,” I said.

The man looked me up and down. Then he tossed me the broom. “I guess you could use a few cookies, kid,” he said. “You’re awfully skinny. Tell you what. You sweep for me every day this week, and by Friday, you’ll have yourself a big box of cookies to take home.”

With gratitude, I began sweeping what was left of the mess.

Later when I got home, Ma eyed me suspiciously. “You’re late,” she told me. “What happened?”

My eyes twinkled. “I found a present for Augie. Something absolutely delicious.”

Ma looked at me, astonished. “Well, young lady, just how do you think we’ll afford that?”

I told her about my brand-new job. She smiled and patted me on the shoulder. “Your brother will love his present,” she told me. I nodded happily. Soon Augie would have his cookies and a birthday message to keep him company all the way across the ocean.