

Name \_\_\_\_\_

# Family Times

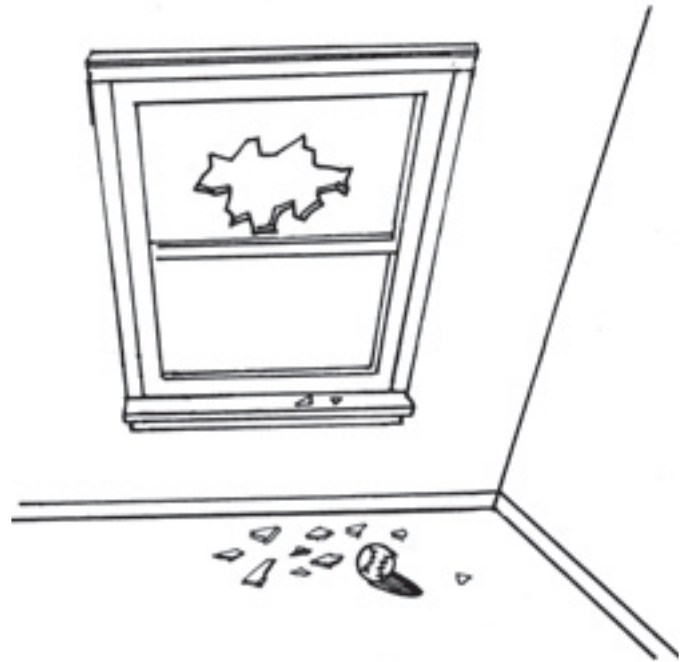
## Summary

### **At the Beach**

On a wonderful day at the beach, Fernando leads three other children on an adventure he knows they shouldn't take. Little Javi unexpectedly gets hurt by a sea urchin. Fernando lies to his parents at first. He eventually confesses, and his mother praises him for telling the truth.

### **Activity**

**To Tell or Not to Tell** Imagine that you did something you shouldn't have. Would you lie if you thought you could get away with it? Talk over this problem with members of your family. List your reasons for telling the truth.



## Comprehension Skill

### **Draw Conclusions**

A **conclusion** is a decision you reach when you think about facts and details. As you read, draw conclusions about characters based on details in the story. Your conclusions should be logical and well supported.

### **Activity**

**Beach Bonanza** With members of your family, take turns describing things you find at the shore of a lake, stream, or ocean. Draw a conclusion about how much each person likes the shore based on his or her description.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *At the Beach*. Practice using these words.

### Vocabulary Words

**algae** a group of related living things, mostly living in water

**concealed** put out of sight; hidden

**driftwood** wood carried along by water or washed ashore from the water

**hammocks** hanging beds or couches made of canvas, cord, etc.

**lamented** felt or showed grief for

**sea urchins** small, round sea animals with spiny shells

**sternly** strictly, firmly

**tweezers** small pincers for picking up small objects

## Grammar

### Modifiers

Remember to use **modifiers** correctly. To avoid confusion, keep your modifiers close to the words they modify.

Sometimes using modifiers incorrectly changes the meaning of a sentence.

For example, *Only Ken visits* has a different meaning from *Ken only visits*.

Prepositional phrases should be kept close to the words they modify too. For example, *The gift from France is on the table* has a different meaning from *The gift is on the table from France*.

### Activity

**Mixed-Up Modifiers** With a family member, make a list of seven words or phrases you can use as modifiers. Then pick a sentence out of a newspaper, magazine, or book. Each of you should make a new sentence by inserting as many modifiers as you can from your list into the sentence you chose. How are the meanings of the new sentences similar to the meanings of the original sentences? How are they different?

## Practice Tested Spelling Words

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

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## Draw Conclusions

- Active readers **draw conclusions**, or make decisions, based on information in the text and their own knowledge.
- Examine your own conclusions as you read. Ask yourself, “Can I support them with information from the text or with facts I already know?”

**Directions** Read the following story. Then complete the diagram by writing a conclusion and listing details from the story that support your conclusion.

**O**n most summer weekends, Tina went to the beach with her aunt and younger cousins. She built sand castles with her cousins and watched the kids carefully as they toddled near the shore. If they waded into the water, Tina held their hands. She taught them to watch out for big waves, and she showed the older

cousins how to swim. She also brought snacks for all the children to share. When it was time to go home, Tina carried the youngest cousins to keep their feet from burning on the sand. On the way home, she was already looking forward to the next day at the beach.

### What Can I Conclude?

1.

### What Does the Text Say?

2.

3.

4.

### What Do I Already Know?

5.



**Home Activity** Your child drew a conclusion based on the details of a passage. Together, read a story about children. Work with your child to draw one or more conclusions about a character or event, using the text and prior knowledge.

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## Vocabulary

**Directions** Choose the word from the box that best matches each definition below. Write the word on the line.

- \_\_\_\_\_ 1. put out of sight; hidden
- \_\_\_\_\_ 2. hanging beds or couches made of canvas, cords, etc.
- \_\_\_\_\_ 3. small pincers for picking up small objects
- \_\_\_\_\_ 4. strictly; firmly
- \_\_\_\_\_ 5. felt or showed grief for

### Check the Words You Know

- \_\_\_algae
- \_\_\_concealed
- \_\_\_driftwood
- \_\_\_hammocks
- \_\_\_lamented
- \_\_\_sea urchins
- \_\_\_sternly
- \_\_\_tweezers

**Directions** Choose the word from the box that best matches each clue below. Write the word on the line.

- \_\_\_\_\_ 6. These can be tied between two trees.
- \_\_\_\_\_ 7. These are used to remove something or pull something out.
- \_\_\_\_\_ 8. This is a group of related living things, living mostly in water.
- \_\_\_\_\_ 9. This is wood that you might find washed up on a beach.
- \_\_\_\_\_ 10. These are small, round sea animals with spiny shells.

## Write a Journal Entry

On a separate sheet of paper, write a journal entry you might make after going to a beach and having an adventure. Use as many vocabulary words as you can.



**Home Activity** Your child identified and used vocabulary words from *At the Beach*. Read a story or nonfiction article with your child. Have him or her point out unfamiliar words. Work together to try to figure out the meaning of each word by using other words that appear near it.

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## Vocabulary • Dictionary/Glossary

- If you cannot figure out the meaning of an unfamiliar word through context clues or word structure, look up the word in a **dictionary** or **glossary**.
- Glossaries and dictionaries contain definitions of entry words. The entry words are arranged alphabetically. Use guide words at the top of each page to locate the word quickly.

**Directions** Read the following passage about a day at the beach. Then use your glossary or a dictionary to answer the questions below.

**K**eiko lamented that she had never been to the beach. Deciding to give her a treat, her parents drove several hours with her to the shore. For the first time, she played in huge waves. She saw creatures of the sea, including jellyfish

and sea urchins. She marveled at the green algae coating the rocks and the smooth driftwood at the shoreline. Her best surprise, though, was a tiny crab she found concealed under a shell. Keiko didn't want her day at the beach to end.

1. What is the definition of *lamented*? Use it in a sentence of your own.

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2. What kind of creature is a sea urchin? Which of these pairs of guide words—*scuttle* and *seal*, or *season* and *second*—is a likely place to find the entry word *sea urchin*?

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3. What is the definition of *marveled*?

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4. What is the definition and part of speech of the word *driftwood*?

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5. What does *concealed* mean in the passage? Put the definition in your own words.

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**Home Activity** Your child used a dictionary or glossary to find the meanings of unfamiliar words. Work with him or her to identify unfamiliar words in an article. Then ask your child to look up each new word in a dictionary or glossary. Confirm the meaning in the sentence together.

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## Sequence

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

**D**uring the summer after fifth grade, Tim went on a one-week vacation with his family to Cape Cod. They spent one perfect day at a beautiful beach. Tim was digging in the sand and hunting for shells when he noticed something surprising. There was a family of six people gathered around a beach blanket nearby, and he thought he recognized the oldest boy. The boy looked like Tim's best

friend from second grade, Esteban. That boy had moved away three years earlier and gone to live in Canada. Before long, Tim went closer to the family to get a better look. Sure enough, it was his old friend. That same week Esteban's family was visiting relatives nearby. What a surprise to meet an old friend! As their parents talked, Tim and Esteban had fun playing at the beach together.

1. What clues in the story tell you the sequence of events?

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2. What clue tells you when Esteban moved to Canada?

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3. When was Tim's family vacationing at Cape Cod? When was Esteban's family there?

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4. Why is the sequence of events important in this story?

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5. On a separate sheet of paper, list the events of the story in order. Label the sequence with letters, beginning with *a*.



**Home Activity** Your child read a story and determined its sequence of events. Read to your child a short story that is not told in chronological order. Together, work to write the sequence of events and to identify the clues that help you understand the story.

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## Draw Conclusions

- Active readers **draw conclusions**, or make decisions, based on information in the text and their own knowledge.
- Examine your own conclusions as you read. Ask yourself, “Can I support them with information from the text or with facts I already know?”

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

**C**oral reefs are formed from the hard skeletons of sea animals. They are found in oceans around the world, but mainly in clear, warm tropical seas. Coral reefs provide food and shelter for many different kinds of fish and sea creatures. For example, they protect animals such as sponges from their enemies. In addition, coral reefs protect shorelines from erosion.

They act as a barrier to the pounding waves. Coral reefs may even contribute to the well-being of human beings. Substances gathered from tiny animals growing on coral reefs may one day be made into medicines. Finally, coral reefs are known for their beauty. They attract tourists to vacation areas, allowing local people to earn a living.

1. What conclusion can you draw about the functions of coral reefs?

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2. What is an important fact that supports this conclusion?

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3. What is another important fact that supports the conclusion?

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4. What are two more facts that support the conclusion?

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5. What details in the passage help you to visualize a coral reef? How did visualizing details help you to understand the passage?

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**Home Activity** Your child drew and supported a conclusion in a nonfiction text. With your child, read a magazine article about the ocean. Work together to draw a conclusion based on the text and your prior knowledge. Find and talk about details in the text that support your conclusion.

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## Draw Conclusions

- Active readers **draw conclusions**, or make decisions, based on information in the text and their own knowledge.
- Examine your own conclusions as you read. Ask yourself, “Can I support them with information from the text or with facts I already know?”

**Directions** Read the following passage. Then complete the diagram.

**D**avid and his friends were at the beach one day. They noticed a lifeguard’s chair and laughed. “We know how to swim. We don’t need a lifeguard!” they chuckled.

While they were out in the water swimming, David suddenly shouted in pain. After the boys helped him to shore, they saw his leg had long, bright red marks across it. No one knew how to stop the pain until a lifeguard found them.

“You’ve been stung by a jellyfish,” he told David. “Jellyfish float out in the water. Their stingers cause pain.” He rinsed David’s leg with seawater and removed the jellyfish stingers with tweezers. He applied a cream from his first-aid kit and bandaged the leg. “Keep your leg still, and check with your doctor,” he told David.

Before long, David’s leg and spirits both began to feel better.

### What Can I Conclude?

1. Lifeguards have the ability

### What Does the Text Say?

2. The lifeguard knew
3. The lifeguard also knew
4. David’s leg

5. What is another conclusion you might draw from the text about swimming at a beach?



**Home Activity** Your child drew conclusions based on the details of a story. As you read a story together, work with your child to draw conclusions about the characters and events.



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## Follow and Clarify Directions

- Directions are instructions that are given in order, usually in numbered steps.
- Read through all the directions before you begin. Then **follow directions** by doing what is instructed, one step at a time.
- Try to visualize the end result of the directions. If you need to **clarify directions**, reread them, review them, or ask questions.

**Directions** Use the following directions to answer the questions below.

### Rhythmic Breathing

The following directions will help you learn rhythmic breathing for swimming.

1. Stand in water that is about chest deep.
2. Lean forward, and turn your face to one side so that your ear is underwater but your face is just above the water line.
3. Breathe in and hold your breath.
4. Turn your head so your face is down, and exhale slowly through your mouth.
5. Rotate your head back to the start position and inhale again.
6. Try performing this action to the right and to the left to see which is more comfortable.
7. Then repeat steps 3 through 5 over and over in a regular rhythm.
8. Practice until you can do steps 3 through 5 smoothly.

1. What is the purpose of these directions?

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2. What is the first step in the directions? What is the last step?

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3. To do rhythmic breathing, which steps must be repeated? Why?

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4. Why must these steps be done in order?

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5. Explain how you were able to visualize the directions. How were you able to clarify directions you didn't understand?

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**Directions** Use the following directions to answer the questions below.

**Coral Reef Word Puzzle**

Follow these directions to complete the coral reef word puzzle.

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Write down the letters of the word <i>seal</i>, the sea mammal that has four flippers, lives in cold water, and eats fish.</li> <li>2. Next to these four letters, write down the first letter of a word that means the opposite of <i>push</i>.</li> </ol> | <ol style="list-style-type: none"> <li>3. Now add the four letters of a word that rhymes with <i>wrong</i> and means “the opposite of <i>short</i>.”</li> <li>4. Cross out the letters <i>a</i>, <i>l</i>, and <i>l</i>.</li> <li>5. Finally, unscramble the remaining six letters to find the name of something you might find at a coral reef.</li> </ol> |
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6. What is the purpose of these directions? What did you do to follow step 1?

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7. What is the word you wrote down to complete step 2? What letters do you have after completing step 2?

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8. What is the word you wrote down to complete step 3? What letters do you have after completing step 3?

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9. What answer do you find for the puzzle after completing steps 4 and 5?

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10. Why would it be impossible to solve this word possible without following the directions in order?

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**Home Activity** Your child learned about following directions step by step. Talk about a simple recipe for one of your child’s favorite foods. Work together to follow the directions for making the recipe step by step.