

Name \_\_\_\_\_

# Family Times

## Summary

### **Thunder Rose**

Thunder Rose is an amazing girl! As a baby she drank milk straight from the cow. Rose constructed a building of iron and wood at age nine, and she could rustle a wild steer with her own hands by twelve. Once, Rose calmed two churning tornadoes with the song her parents sang for her as a baby. All in a day's work for the girl with thunder in her veins.

### **Activity**

**The Taller the Better** Tall tales use exaggeration to tell the story of impossible events, often because of some superhuman ability of a character. With a family member, make up your own tall tale about someone in your family. Don't hold back—the taller, the better.



## Comprehension Skill

### **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 one or more causes. Sometimes authors will use words such as *because* and *so* to show cause and effect.

### **Activity**

**The Why of the What** Read a story with a family member. After any major event occurs, pause and identify why the event happened. There may be one thing that caused it, or there may be two or more causes.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *Thunder Rose*. Practice using these words.

### Vocabulary Words

**branded** marked by burning the skin with a hot iron

**constructed** fitted together; built

**daintily** with delicate beauty; freshly and prettily

**devastation** waste; destruction

**lullaby** song for singing to a child

**pitch** thick, black, sticky substance made from tar or turpentine

**resourceful** good at thinking of ways to do things

**thieving** stealing

**veins** blood vessels that carry blood to the heart from all parts of the body

## Grammar

### Subjects and Predicates

A complete sentence must have a **subject** and a **predicate**. The subject is the word or group of words that tells whom or what the sentence is about. The predicate is the word or group of words that tell something about the subject. *For example: Michael is supposed to go to bed.* “Michael” is the *subject* and “is supposed to go to bed” is the *predicate*. If a sentence does not have one of each, it is not a sentence but a **sentence fragment**.

### Activity

**Sentence Junction** With a family member, have one of you write down six numbered subjects on a piece of paper. They could be words like “I,” “My dog,” etc. Have the other person write down six numbered predicates on a separate sheet of paper. These could be phrases like “stared at my homework,” “do silly things,” etc. Now take turns rolling two numbers on a number cube. Use each pair of numbers to join subjects and predicates from your lists into new sentences. What kinds of inventive sentences can you come up with together?

## Practice Tested Spelling Words

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

Name \_\_\_\_\_

## Cause and Effect

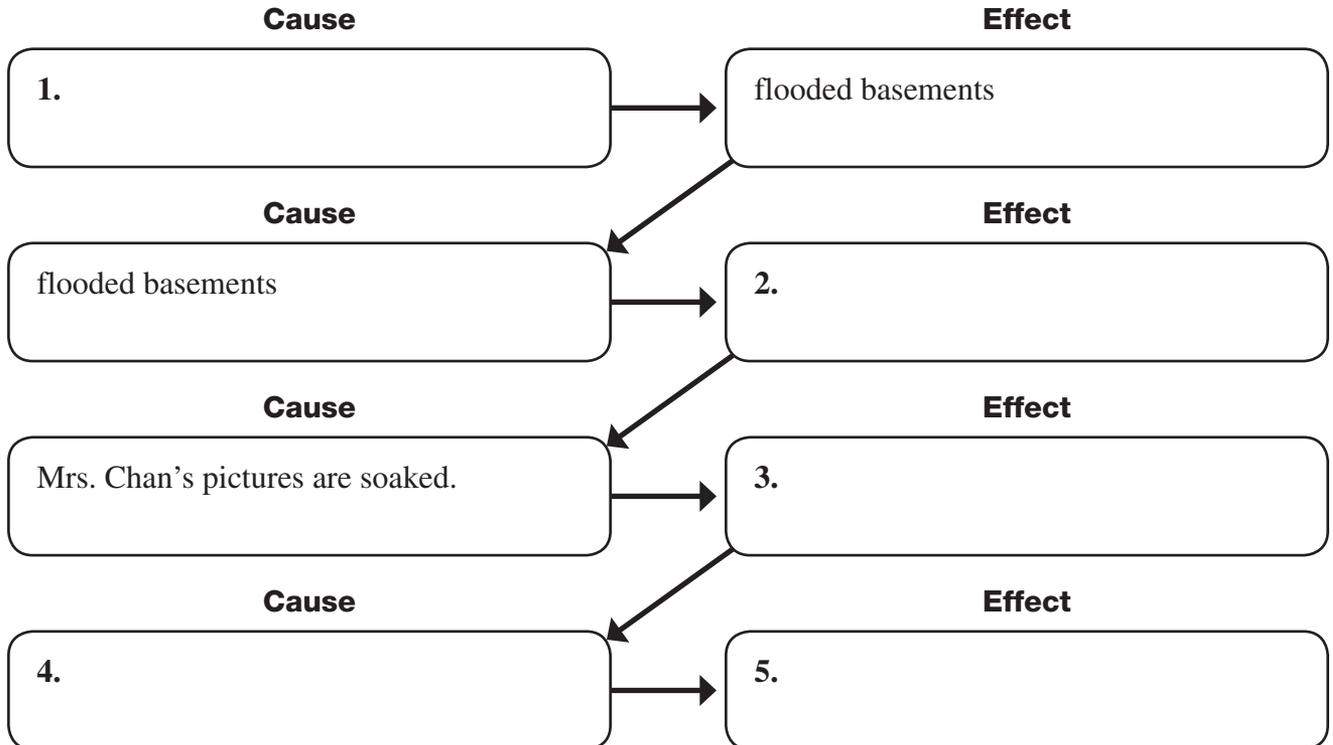
- A **cause** is what makes something happen. An **effect** is what happens as a result of the cause.
- If there are no clue words, ask yourself, “What made this event happen? What happened as a result of this event?”
- An effect may become the cause of another effect.

**Directions** Read the following passage and complete the diagram below.

**B**y the third day of non-stop rain, no one on our street could keep the water out of their homes. The homes that had basements were hit hardest. Basements were flooded in spite of efforts to pump the water out. Toys, washing machines, and furniture in basements were soaked through completely.

Our neighbor, Mrs. Chan, was so

sad because all her photographs of her grandchildren had been in her basement. Her granddaughter May was my best friend, and I had May’s school picture in my wallet. I wrapped it in a plastic bag, put on my raincoat, and ran to Mrs. Chan’s house. Just as I handed Mrs. Chan May’s picture, a ray of sun peeked out from behind a cloud.



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**Home Activity** Your child identified causes and effects in a short passage. While working around the house, have your child explain to you the effects of one of the chores. Then ask your child to figure out if the effect becomes the cause of another effect.

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## Vocabulary

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

- \_\_\_\_\_ 1. blood vessels that carry blood to the heart from all parts of the body
- \_\_\_\_\_ 2. song for singing to a child
- \_\_\_\_\_ 3. stealing
- \_\_\_\_\_ 4. a thick, black, sticky substance made from tar or turpentine
- \_\_\_\_\_ 5. fitted together; built

### Check the Words You Know

- \_\_\_branded
- \_\_\_constructed
- \_\_\_daintily
- \_\_\_devastation
- \_\_\_lullaby
- \_\_\_pitch
- \_\_\_resourceful
- \_\_\_thieving
- \_\_\_veins

**Directions** Choose the word from the box that best completes the sentences below. Write the word on the line shown to the left.

- \_\_\_\_\_ 6. The rancher \_\_\_\_\_ his cattle with the symbol from his ranch so nobody else could claim them.
- \_\_\_\_\_ 7. The cracks in the roof were sealed with \_\_\_\_\_ .
- \_\_\_\_\_ 8. Grandma and Grandpa danced \_\_\_\_\_ in time with the music's gentle beat.
- \_\_\_\_\_ 9. When no one else could think of how to solve the school's litter problem, Marisa impressed the principal with her \_\_\_\_\_ idea.
- \_\_\_\_\_ 10. The tornado caused a lot of \_\_\_\_\_ when it whipped through town and ripped several homes from their foundations.

## Write a Friendly Letter

On a separate sheet of paper, write a friendly letter to someone living out of town about an event that happened where you live. Use as many vocabulary words as you can.



**Home Activity** Your child identified and used vocabulary words from *Thunder Rose*. Work with your child to learn the words and their definitions. Have your child create colorful flash cards to do so.

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## Vocabulary • Context Clues

- **Homonyms** are words that are spelled the same but have different meanings.
- Look for **context clues**—words and sentences around a word—to figure out which meaning is being used in the sentence.

**Directions** Read the following passage about a hurricane. Then answer the questions below. Look for homonyms as you read.

**A**s Pedro scaled the ladder to the roof, he felt the blood in his veins pumping through his body. He was the first person to get a look at the destruction the hurricane had created. He looked at the roof and reminded himself to bring up a bucket of pitch next time to repair the new cracks. Looking out over the countryside, he saw that many buildings would need to be constructed again. He started gathering

broken branches to pitch down to the ground below. Then he paused and took a deep breath, thinking about what this disaster had done to his community. He knew that none of his neighbors would have to pitch tents and live in their yards while repairs were made to their homes. The people of his town would help each other find shelter, and everyone would be fine.

1. *Vein* can mean “a blood vessel” or “a crack in a rock filled with a mineral deposit.” How is it used in the passage? How can you tell?

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2. What does *pitch* mean in the third sentence of this passage? What clues help you understand the meaning used in this sentence?

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3. What does *pitch* mean in the fifth sentence of this passage? What clues help you understand the meaning used in this sentence?

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4. To *scale* something can mean “to climb up something” or “to measure something.” How is it used in this passage? How can you tell?

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5. What does *pitch* mean in the second-to-last sentence of this passage? What clues help you understand the meaning used in this sentence?

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**Home Activity** Your child read a short passage and used context clues to understand homonyms, words that are spelled the same but have different meanings. With your child, make a list of homonyms. Challenge your child to make up a sentence using each meaning.

## Plot and Character

**Directions** Read the scene. Then answer the questions below.

Alice was rearranging her collection of glass birds. She'd just added a tiny and fragile glass hummingbird to her collection. Just as she finished, her neighbor Jim stopped by with his dog, a nervous and jumpy cocker spaniel. Jim asked, "Can you feed my dog while I'm away tomorrow?" Before she could answer, the phone rang, and Alice left the room to answer it. As she hung up, a crack of thunder pounded through the air. Alice heard Jim's dog barking frantically and then heard a loud crash! Alice didn't

dare imagine what devastation the dog had caused. The veins in her head throbbed as she returned to the living room. She saw Jim looking guilty with his dog hiding behind his legs. Jim looked up at Alice and said, "I hope I didn't startle you. I was going to the recycling center after I left here. I dropped my bag of bottles when I heard the thunder." Alice turned to look at the display case with her glass birds. Every bird was in its place. Alice told Jim, "No problem. It was quite a noise. By the way, I'd be happy to feed your dog."

1. What was Alice doing at the beginning of the story?  
\_\_\_\_\_
2. What did Alice think had happened when she heard the crash?  
\_\_\_\_\_
3. How did the writer describe the dog? How does the description of the dog fit with what Alice thought happened?  
\_\_\_\_\_  
\_\_\_\_\_
4. How are Jim and his dog described when Alice returns to the living room? How does their behavior fit with what Alice thought happened?  
\_\_\_\_\_  
\_\_\_\_\_
5. On a separate sheet of paper, write a version of this story in which Jim's dog breaks Alice's collection of birds. Try to use what you know about Alice, Jim, and the dog from this passage to help you figure out how they will react.



**Home Activity** Your child has read a short passage and answered questions about the characters and the plot. Tell your child a story about a family member and have them identify the plot and the characters.

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## Cause and Effect

- A **cause** is what makes something happen. An **effect** is what happens as a result of the cause.
- If there are no clue words, ask yourself, “What made this event happen? What happened as a result of this event?”
- An effect may become the cause of another effect.

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

**W**alking home, Arthur could hardly see where he was going. The fierce wind whipped the snow around. At least a foot of snow covered the sidewalks. His socks, shoes, and pant legs were soaked, and his hands felt like ice. He knew his dad would be home from work when he got there. He just hoped that there would be some warm cocoa and popcorn waiting.

Finally, he reached his door. As he hurried inside, he could smell cocoa and popcorn. Arthur changed out of his wet clothes and sat down to enjoy his snack with his dad. But the best part of all was the news on television. Because of the bad storm that Arthur had walked through, there would be no school the next day!

1. Why was Arthur unable to see where he was going?

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2. What were some of the effects of the snowstorm in the neighborhood?

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3. What was an effect of the snowstorm that pleased Arthur?

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4. If you had a day off from school because of bad weather, what would you do with it?

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5. What was the cause of the last day you had off from school, other than a weekend?

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**Home Activity** Your child read a short passage and answered questions about cause and effect. With your child, write a short story about a hero. Include what caused the person to act heroically and the effects of his or her heroism.

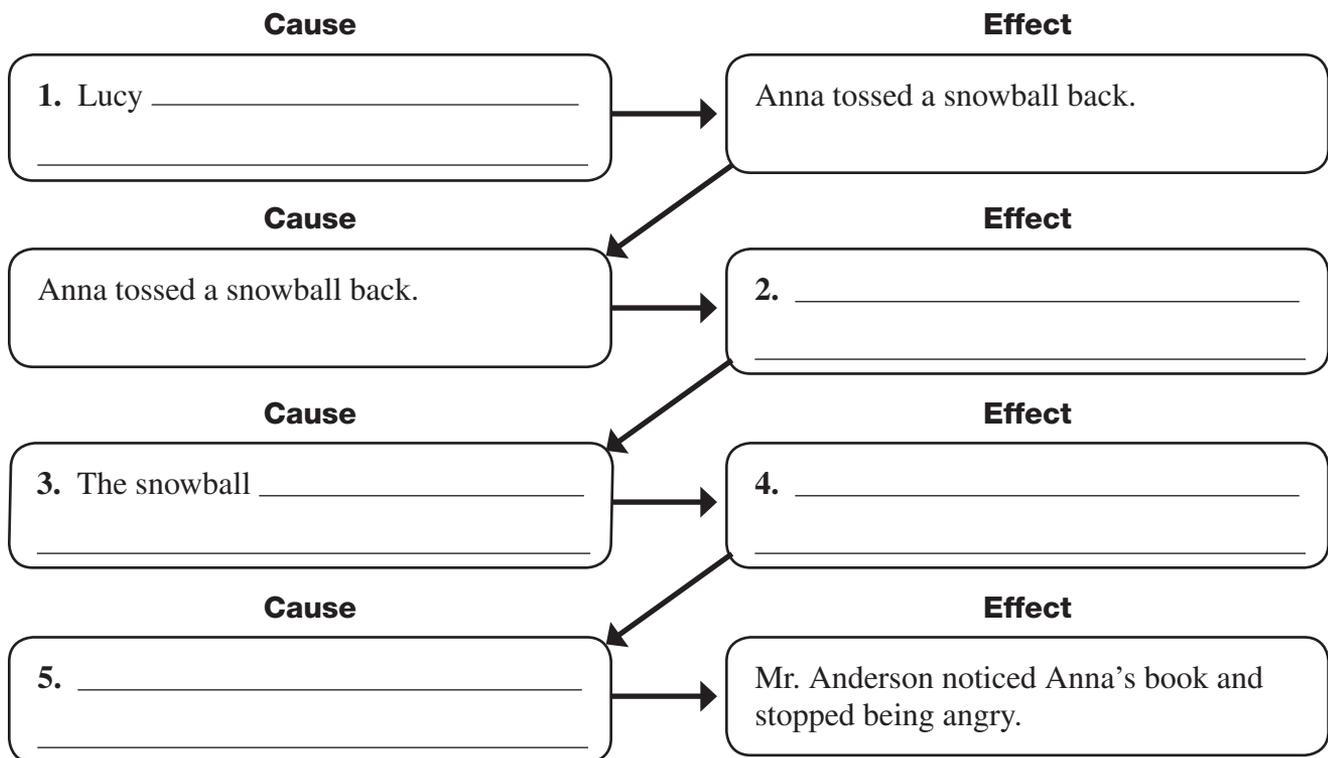
# Cause and Effect

- A **cause** is what makes something happen. An **effect** is what happens as a result of the cause.
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- An effect may become the cause of another effect.

**Directions** Read the following passage.

Anna wished she hadn't done it. She didn't even like snowball fights. She was just leaving the library with a novel she couldn't wait to read. A bunch of kids from her school came running up the street, laughing and throwing snowballs at one another. Anna knew one of the girls, Lucy, so when Lucy tossed a snowball at Anna, Anna tossed one back. But who knew that Lucy was going to slip on some ice at that exact moment? The snow ball

flew right over Lucy's head and squarely into Mr. Anderson's nose. Anna rushed over to apologize. Mr. Anderson was about to say something angry. But when he saw the book Anna was carrying, he started to smile. “Do you know,” he said, “when I was your age that was my favorite book. I hope you enjoy it as much as I did.” “I'm sure I will,” Anna replied with surprise. “I can't wait to read it!”



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**Home Activity** Your child read a short passage and identified the causes and effects. Read a short story with your child. Have your child explain to you the effects of one of the story's causes. Then ask your child to figure out if the effect becomes the cause of another effect.

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## Almanac

An **almanac** is a yearly book that contains calendars, weather information, and dates of holidays. Almanacs also contain charts and tables of current information in subject areas such as populations of cities and nations, and lists of recent prize winners in science, literature, and sports.

**Directions** Read this almanac entry about the United States Census. Use the information to answer the questions on the next page.

### United States Census

Every ten years, the federal government conducts a census, or count, of the number of people who live in the United States. According to the federal Constitution, a census must be completed every ten years to determine the number of representatives each state may send to the U.S. House of Representatives.

The census shows how the populations of cities, regions, and states compare. This data helps government officials decide how and where to spend federal money. Traditionally, a census not only counts the number of citizens, but it also gathers other information, such as:

- the ethnic background of citizens
- the number of adults and children
- the number of employed people and unemployed people
- the income level of citizens and their type of housing

For many decades, the three largest cities have remained New York City, Los Angeles, and Chicago. However, other cities are growing more quickly than any of these three. Many sociologists, economists, and government officials find the growth rates of cities the most interesting information in the census. In recent years, the trend has been for great numbers of people to move from the North to the South—especially to states in the Southwest.

The federal government collects data every year, not just every decade. For instance, the chart below shows data from the 2000 census in one column, but it also includes data collected by the government in 2002. This chart shows the ten fastest growing cities of 100,000 people or more in the United States.

CITY	2000 Population	2002 Population	Numerical Change	Percentage Change
Gilbert, AZ	109,920	135,005	25,085	22.8
North Las Vegas, NV	115,488	135,902	20,414	17.7
Henderson, NV	175,750	206,153	30,403	17.3
Chandler, AZ	176,652	202,016	25,364	14.4
Peoria, AZ	108,685	123,239	14,554	13.4
Irvine, CA	143,072	162,122	19,050	13.3
Rancho Cucamonga, CA	127,743	143,711	15,968	12.5
Chula Vista, CA	173,566	193,919	20,353	11.7
Fontana, CA	128,938	143,607	14,669	11.4
Joliet, IL	106,334	118,423	12,089	11.4

Name \_\_\_\_\_

1. According to the U.S. Constitution, what is the maximum number of years that can pass between federal censuses?  
\_\_\_\_\_  
\_\_\_\_\_
2. What is the purpose of conducting a federal census, according to the U.S. Constitution?  
\_\_\_\_\_  
\_\_\_\_\_
3. In addition to population, what are two examples of other data a census provides?  
\_\_\_\_\_  
\_\_\_\_\_
4. What types of people consult the federal census?  
\_\_\_\_\_  
\_\_\_\_\_
5. What are the three largest cities in the United States?  
\_\_\_\_\_  
\_\_\_\_\_
6. Which state has the most listings among the fastest-growing cities on the 2002 census?  
\_\_\_\_\_  
\_\_\_\_\_
7. Would an almanac be a good place to find information on why nine of ten fastest-growing U.S. cities are located in the Southwest or West? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_
8. Which city had the highest numerical increase in population between 2000 and 2002?  
\_\_\_\_\_  
\_\_\_\_\_
9. Why is the city with the highest numerical increase in population not listed first in the chart?  
\_\_\_\_\_  
\_\_\_\_\_
10. Between 2000 and 2002, Los Angeles (population 3,503,532) saw a numerical increase in population of 104,239. Why do you think Los Angeles isn't listed on this chart?  
\_\_\_\_\_  
\_\_\_\_\_



**Home Activity** Your child learned about the contents of almanacs and analyzed data from an almanac. Together, look up information about your town or area of the country in an almanac. Read about population, weather forecast, historical sites, and so on. Discuss how the information in the almanac helps you better understand your own geographical area.