

Name \_\_\_\_\_

# Family Times

## Summary

### **King Midas and the Golden Touch**

King Midas loves only one thing more than his gold: his daughter. When he is granted a magic wish, he wishes that all he touches turns to gold. He realizes the tragedy of this wish when he turns his daughter to gold. He is overjoyed when he can give up the golden touch and have his daughter back.



### **Activity**

**The Wish Game** Imagine that you could have one wish granted. What would you wish for? See what your family members would wish for, and make a list. Talk about the consequences of each wish.

## Comprehension Skill

### **Compare and Contrast**

**Compare** and **Contrast** means to tell how two or more things are alike or different. Clue words such as *but*, *like*, *similarly*, and *as* show comparisons. Words such as *but*, *however*, and *instead* show differences.

### **Activity**

**Before and After** With your family, choose some significant events in your life, such as entering school, starting lessons, making friends, or playing sports. Compare and contrast how things were alike and different for you before and after these milestones.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *King Midas and the Golden Touch*. Practice using these words.

### Vocabulary Words

**adorn** to add beauty to; put ornaments on; decorate

**cleanse** to make clean

**lifeless** without life

**precious** having great value; worth much

**realm** kingdom

**spoonful** as much as a spoon can hold

## Grammar

### Commas

A **comma** is a punctuation mark that indicates a short pause. A comma is used to set off or separate words or groups of words. Use a comma after a person's name when you directly address that person. *For example: Meg, come here.* Use commas to separate three or more words in a series. *For example: The blouse is blue, green, and pink.* Use commas to set off an appositive, which is an explanation placed next to a word. *For example: Our dog, a boxer, is named Pug.* In the example, *a boxer* is an appositive.

### Activity

**Comma Keeper** Look in a newspaper to find sentences that use commas. Make a chart that shows examples of commas used for direct address, series, and appositives.

## Practice Tested Spelling Words

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

Name \_\_\_\_\_

## Compare and Contrast

- Writers sometimes use **comparison** and **contrast** to organize their writing. Clue words such as *same, also, before, although, and however* signal comparisons and contrasts.
- Good readers notice the author’s comparisons and contrasts and make their own as they read.

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

**H**illary and her family wanted to move to New York City because it seemed exciting compared to their quiet hometown. They saved money for a year to afford the move. When it was time to move, their friends gave them a big send-off party.

After they moved to New York, they enjoyed the energy of the crowds as they bustled down the streets. They visited museums with amazing collections of art

and artifacts. They experimented with new foods from all over the world.

They were unprepared, however, for how expensive everything was. And even though they were surrounded by people, they found it hard to make friends. They were surprised, but sometimes they longed for the peace and quiet of their home town. Over time, they understood that their new home was a mixture of advantages and disadvantages.

Advantages and Disadvantages of Moving to New York City	
Advantages	Disadvantages
1.	3.
2.	4.

5. What prior knowledge do you have about the advantages and disadvantages of living in a big city helps you makes comparisons and contrasts?

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**Home Activity** Your child read a short passage and made comparisons and contrasts. After reading a historical article, work with your child to compare and contrast something at two different points in time.

Name \_\_\_\_\_

## Vocabulary

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

- \_\_\_\_\_ 1. to add beauty to;  
put ornaments on
- \_\_\_\_\_ 2. without life
- \_\_\_\_\_ 3. as much as a spoon can hold
- \_\_\_\_\_ 4. kingdom
- \_\_\_\_\_ 5. to make clean

### Check the Words You Know

- \_\_\_adorn  
\_\_\_cleanse  
\_\_\_lifeless  
\_\_\_precious  
\_\_\_realm  
\_\_\_spoonful

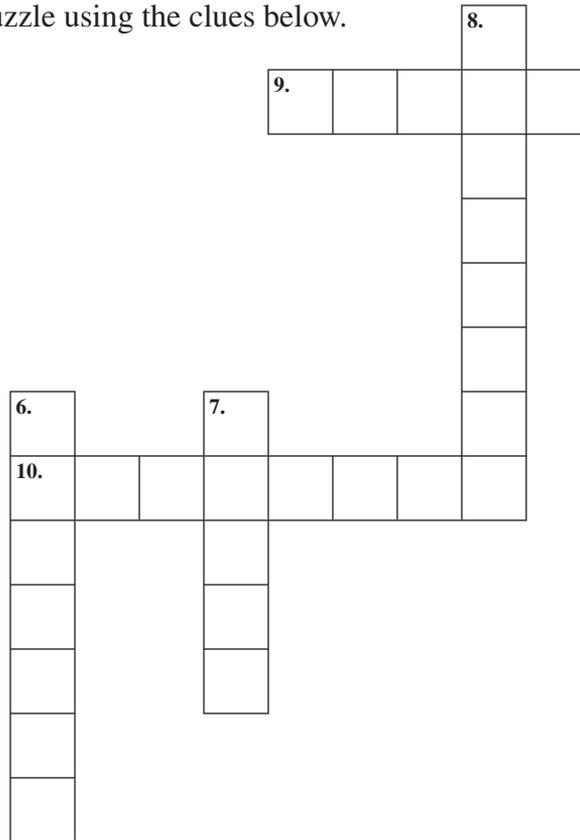
**Directions** Fill in the crossword puzzle using the clues below.

### DOWN

6. to make pure  
7. a king's empire  
8. valuable

### ACROSS

9. to decorate  
10. without life



## Write a Description

On a separate sheet of paper, write a short description of a king's castle. Use as many vocabulary words as you can.



**Home Activity** Your child identified and used vocabulary words from *King Midas and the Golden Touch*. Read a myth or fairy tale with your child. Ask your child to point out any of the vocabulary words he or she sees.

Name \_\_\_\_\_

## Vocabulary • Word Structure

- A **suffix** is added to the end of a base word to change its meaning or the way it is used in a sentence.
- The suffix *-ful* means “full of \_\_\_\_\_,” as in *careful*, or “as much as a \_\_\_\_\_ can hold,” as in *bagful*. The suffix *-less* means “without,” as in *harmless*.
- Think about how the suffix changes the meaning of the base word, and try the meaning in the sentence.

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

A wealthy king had all he could ask for except the one thing he needed most. His precious daughter was sick and lifeless. He sent out a message to all in his realm that he would give his fortune to anyone who could cure his daughter. In response, a penniless beggar came to

the king’s castle with a special potion. “If she takes a spoonful, she will improve,” he said. Sure enough, with a spoonful she woke up, and with a cupful she was dancing around. As you might guess, the homeless beggar was well rewarded by the joyful king.

1. What is the base word in *lifeless*? How does the suffix help you understand its meaning?

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2. What is the base word in *penniless*? How does the suffix help you understand its meaning?

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3. What is the base word in *homeless*? How does the suffix help you understand its meaning?

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4. How does the suffix in the word *spoonful* help you understand its meaning?

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5. How does the suffix in the word *joyful* help you understand its meaning?

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**Home Activity** Your child identified and used suffixes to understand new words of a passage. Work with your child to identify unfamiliar words in an article. Ask your child if any suffixes can help him or her understand the new words. Confirm the meanings using a dictionary.

Name \_\_\_\_\_

## Draw Conclusions

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

**F**or months, Meg had been trying to talk her dad into getting a dog. She thought of so many good reasons that finally he gave in. Meg named her new puppy Hap, and she had a lot of fun playing with him all summer.

When her friends would call, she'd say she was too busy. From the time she got up in the morning until the time she went to bed, she was training and chasing Hap. When her friend Callie had a birthday

party, Meg said she had to take care of her puppy. She ran home right after swim practice, even though her friends pleaded with her to hang out with them at the pool.

Once school started, though, it was a lot of trouble to run home right after school every day to walk Hap. Meg wanted to be with her friends instead. However, she felt lonely because she wasn't close to her friends anymore. They seemed to have moved on.

1. What conclusion can you draw about Meg based on how she gets her dog? Explain.

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2. What conclusion can you draw about Meg during the summer?

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3. What is a detail from the story that supports your conclusion?

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4. What is another detail from the story that supports your conclusion?

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5. What conclusion can you draw about Meg's friends? What details support your conclusion?

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**Home Activity** Your child read a short passage and drew conclusions about its characters. Read a short story to your child. Ask him or her to draw conclusions about the main character.

Name \_\_\_\_\_

## Compare and Contrast

- Writers sometimes use **comparison** and **contrast** to organize their writing. Clue words such as *same*, *also*, *before*, *although*, and *however* signal comparisons and contrasts.
- Good readers notice the author's comparisons and contrasts and make their own as they read.

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

In every culture, certain qualities are considered precious. But these qualities might not be the same in every culture. Beauty, for example, is valued in many cultures. But what is considered beautiful in one culture may not be beautiful in others. Wealth is also valued in many

cultures. But some cultures place a higher value on it than others. In the United States today, youth is greatly valued. Japan, China, and India treat their elders with honor and respect. The oldest members of a family have the highest status.

1. What qualities are being compared and contrasted in the passage?

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2. How do attitudes about old age compare in Japan, China, and India?

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3. How do attitudes about old age in Japan, China, and India contrast with U.S. attitudes?

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4. What is another quality that you might compare and contrast across cultures?

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5. How does your prior knowledge about different cultures help you compare and contrast the qualities that those cultures find precious?

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**Home Activity** Your child read a short passage and identified comparisons and contrasts. Read a magazine article about a different culture. Work together with your child to identify some of the culture's values and compare them with your own.

Name \_\_\_\_\_

## Compare and Contrast

- Writers sometimes use **comparison** and **contrast** to organize their writing. Clue words such as *same, also, before, although, and however* signal comparisons and contrasts.
- Good readers notice the author’s comparisons and contrasts and make their own as they read.

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

**W**hite gold and platinum are both metals used to make jewelry. They are both silver or white in color and therefore don’t interfere with the color of gem stones. Even though they look similar to most people, they are different metals. White gold is made by mixing gold with other metals. It is very dense and is easily molded into jewelry. To appear truly white

rather than gray, white gold is coated with rhodium, another white metal. White gold needs to be recoated after several years for it to continue looking white. Platinum is used for jewelry in almost pure form so it is heavier than white gold. It does not need to be coated to appear white. Platinum is more rare than gold and is two times more expensive than white gold.

Advantages and Disadvantages of Using White Gold for Jewelry Instead of Platinum	
Advantages	Disadvantages
White gold is less expensive than platinum.	3. White gold is not _____ _____
1. The color of white gold does not interfere _____	4. White gold needs to be _____ _____
2. White gold is easily _____ _____	5. White gold is less _____ _____

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**Home Activity** Your child read a short passage and made comparisons and contrasts. Read an article about two different time periods or places. Work with your child to compare and contrast the two.

## Order Form/Application

**Order forms** and **applications** are charts with columns and spaces in which you can write or type. An order form is the means by which a person can purchase merchandise. An application is a form by which a person can apply for a job.

**Directions** Use this order form from an online catalog to answer the questions below.

<b>GLITTER GOLD ORDER FORM</b>			
Click <i>SUBMIT</i> when you have completed this form.			
Item Number	Item	Quantity	Price
13715	Big Bracelet	<input type="text"/>	\$
20166	Big Ring	<input type="text"/>	\$
			+ \$5 shipping and handling
<b>TOTAL PRICE</b>			<b>\$</b>
<b>Billing Address</b>		<b>Shipping Address</b>	
		<input type="checkbox"/> Check this box if same as billing address	
* Name	<input type="text"/>	* Name	<input type="text"/>
* Street Address	<input type="text"/>	* Street Address	<input type="text"/>
* City	<input type="text"/>	* City	<input type="text"/>
* State <input type="text"/> * ZIP	<input type="text"/>	* State <input type="text"/> * ZIP	<input type="text"/>
* Country	<input type="text"/>	* Country	<input type="text"/>
Phone	<input type="text"/>	Phone	<input type="text"/>
* E-mail address	<input type="text"/>		
<b>PAYMENT METHOD</b>		Your comments and messages here. <div style="border: 1px solid black; height: 60px; width: 100%;"></div>	
* Type of Credit Card	<input type="text"/>		
* Account Number	<input type="text"/>		
* Expiration Date	<input type="text"/>		
* REQUIRED FIELD		<b>Submit</b>	

1. When would you fill out only one of the two address fields shown?

2. If you are buying an item, what information do you need to specify on the order form?

3. If you wish to submit an online order at Glitter Gold, what payment options do you have?

4. How could you send comments to Glitter Gold?

5. If you are ordering from this web page, what information is optional?

Name \_\_\_\_\_

**Directions** Use this online job application form to answer the questions below.

<b>MIDAS MINING CO. EMPLOYMENT APPLICATION</b>			
Click <i>SUBMIT</i> when you have completed this form.			
<b>PERSONAL INFORMATION</b>			
Last Name	First Name	Middle Initial	
Address	City	State/ZIP	
Phone Number	E-mail Address	Social Security No.	
Position Applied For	Full-Time/Part-Time	Date Available to Start	
<b>EDUCATION</b>			
High School	Address	Graduated	
College	Address	Graduated	
<b>WORK EXPERIENCE</b>			
Current Employer	Address	Duties	Start/End Dates
Employer Name	Address	Duties	Start/End Dates
<b>OTHER SKILLS</b>			
<b>REFERENCES</b>			
Name	Address	Phone	Relationship
			<b>SUBMIT</b>

6. What is the purpose of this form?

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7. What is the first piece of information you need to provide on this form?

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8. In what section would you say when you could start working?

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9. What are three of the five main sections of the application?

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10. What directions are given on this form?

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**Home Activity** Your child learned about filling out order forms and applications. Look at an order form or application together. Discuss how to fill out each of them.