

Name \_\_\_\_\_

# Family Times

## Summary

### **The Hindenburg**

Hugo Eckener was intent on developing dirigibles, and his *Hindenburg* was the largest one ever. In fact, it was the largest object ever to fly. In 1937 the *Hindenburg* exploded over New Jersey during its tenth transatlantic flight, and thirty-one people died. Instantly, the era of the dirigible ended.

### **Activity**

**Surprises** Compare notes with your family about unexpected events in the news. Discuss how to plan for the unexpected.



## Comprehension Skill

### **Fact and Opinion**

A **statement of fact** is a statement that can be proved true or false. A **statement of opinion** is a statement of judgment, belief, or way of thinking about something. When you read, try to verify statements of fact. Check to see if statements of opinion are well supported by facts or experts.

### **Activity**

**Facts You Can Use** Write a letter to the editor of your newspaper about an issue that is important to you and your family. Ask your family to help you find facts that will support your opinion. Make sure that your facts are accurate.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *The Hindenburg*. Practice using these words.

### Vocabulary Words

**criticizing** finding fault with; disapproving of; blaming

**cruised** traveled at the speed at which the vehicle operates best

**drenching** wetting thoroughly; soaking

**era** a period of time or history

**explosion** act of bursting with a loud noise; a blowing up

**hydrogen** a colorless, odorless gas that burns easily

## Grammar

### Quotations and Quotation Marks

A **quotation** is the exact words a speaker says. In your writing, put a quotation in **quotation marks**. Use commas to set off the words that introduce a quotation. Also, place the end punctuation or the comma that ends the quotation inside the quotation marks.

*For example: Sandy said, "If it rains tomorrow, we can't go to the beach." "I'll keep my fingers crossed, then," said Kate.*

### Activity

**Quote Me** Make a chart with two columns. In the left column, write down questions you will ask your family members, such as *Whom do you most admire?* or *What is your biggest strength?* In the right column, record their answers. Be sure to put quotation marks around the words they say.

## Practice Tested Spelling Words

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

Name \_\_\_\_\_

## Fact and Opinion

- **Statements of fact** are objective, not personal. They can be proved true or false. **Statements of opinion** are personal judgments or beliefs. They cannot be proved true or false.
- Statements of opinion can be valid or faulty. **Valid** statements can be supported by facts and common sense. **Faulty** statements cannot.
- Examine statements of opinion by using your prior knowledge. Based on what you have seen or read or what you know, ask, *Is the statement valid or faulty?*

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

**D**uring the 1930s, ocean liners were a way of traveling in luxury. I'm sure that only the finest craftsmen were allowed to contribute to the most luxurious of these floating palaces. Immigrants as well as the wealthy traveled aboard these

ocean liners. The ships were the most beautiful vessels on the water. The era of the transatlantic ocean liner continued from the 1920s until the 1960s. Each of us should learn more about the splendor of these ships.

Statement of Opinion	Support	Valid or Faulty?
I'm sure that only the finest craftsmen were allowed to contribute to the most luxurious of these floating palaces.	1.	2.
3.	4.	5.

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**Home Activity** Your child identified statements of fact and opinion in a nonfiction passage. Work with your child to identify the statements of fact and opinion in a short magazine article. Challenge him or her to ask questions to check whether statements of opinion are supported by facts.

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## Vocabulary

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

- \_\_\_\_\_ 1. finding fault with; disapproving of; blaming
- \_\_\_\_\_ 2. act of bursting with a loud noise; a blowing up
- \_\_\_\_\_ 3. wetting thoroughly; soaking
- \_\_\_\_\_ 4. a period of time or history
- \_\_\_\_\_ 5. traveled at the speed at which the vehicle operates best

### Check the Words You Know

- \_\_\_ criticizing
- \_\_\_ cruised
- \_\_\_ drenching
- \_\_\_ era
- \_\_\_ explosion
- \_\_\_ hydrogen

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

- \_\_\_\_\_ 6. This is said of extremely heavy rain.
- \_\_\_\_\_ 7. An example of this is the colonial period or the Middle Ages.
- \_\_\_\_\_ 8. A bomb could make this happen.
- \_\_\_\_\_ 9. This element combines with oxygen to make water.
- \_\_\_\_\_ 10. This describes how a ship might have moved along the water.

## Write an E-mail Message

On a separate sheet of paper, write an e-mail message you might send from a ship after witnessing the eruption of a volcano. Use as many vocabulary words as you can.



**Home Activity** Your child identified and used vocabulary words from *The Hindenburg*. 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 • Context Clues

- When you see an unfamiliar word while reading, use **context clues**, or words around the unfamiliar word, to figure out its meaning.
- Context clues include definitions, explanations, and synonyms (words that have the same or nearly the same meaning as other words).

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

In the early 1900s, many people were criticizing the Wright brothers for trying to make a flying machine. These people accused the Wright brothers of trying to do something humans were not meant to do. However, the brothers kept working on their invention, even in drenching, soaking rain. In 1903, they finally created an airplane with a propeller and a gas engine. They controlled the speed of the aircraft

by increasing or decreasing the spark in the engine. This caused an explosion, or bursting, of fuel that drove the propeller. When they finally got a propeller-driven machine into the air, they cruised at a very slow speed, traveling at only about one mile an hour. Still, the Wright brothers' plane opened up a whole new era of transportation, the age of the airplane.

1. What does *criticizing* mean? What clues help you to determine its meaning?

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2. What does *drenching* mean? What clues help you determine the meaning?

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3. What clue helps you to determine the meaning of *explosion*? What does this word mean?

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4. What context clue helps you determine the meaning of *cruised*?

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5. What does *era* mean? How can you use context clues to determine the meaning?

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**Home Activity** Your child identified and used context clues to understand new words in a nonfiction passage. Work with your child to identify unfamiliar words in another article. Then have him or her find context clues to help with understanding the new words. Confirm the meanings with the glossary in the back of your book or a dictionary.

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## Main Idea and Details

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

**R**ail travel was very popular during the 1920s and 1930s, but later it was replaced by automobiles and airplanes as the leading form of transportation. At the peak of rail travel in 1920, 1.2 billion passengers rode trains. During the 1930s, sleek, streamlined trains were developed, and these grew very popular. During World War II, trains were used extensively to carry soldiers and military equipment. At the end of the war, two-thirds of paying

passengers were traveling by train.

However, during the next twenty years, the use of trains fell off. Cars, which had been around since the beginning of the century, became the top choice for going from one place to another. At the same time, the use of airplanes grew for long-distance travel. By the 1950s, more people were traveling by air than by train. Trains were viewed as old-fashioned.

1. In one or two words, what is the topic of this passage?

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2. What is the main idea of this passage?

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3. What is one detail that supports the main idea?

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4. What is another detail that supports the main idea?

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5. On a separate sheet of paper, write a summary of this article.

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**Home Activity** Your child identified the main idea and supporting details in a nonfiction passage. Together, read a short nonfiction article about a topic that interests both of you. Work with your child to state the main idea and to identify supporting details.

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## Fact and Opinion

- **Statements of fact** are objective, not personal. They can be proved true or false. **Statements of opinion** are personal judgments or beliefs. They cannot be proved true or false.
- Statements of opinion can be valid or faulty. **Valid** statements can be supported by facts and common sense. **Faulty** statements cannot.
- Examine statements of opinion by using your prior knowledge. Based on what you have seen or read or what you know, ask, *Is the statement valid or faulty?*

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

As far as I'm concerned, air travel is king. Over the past twenty years, traveling by plane has become safer and more affordable than it used to be. I also believe that air travel is more comfortable and convenient than traveling by train or by car. In the modern world, everybody

enjoys traveling by plane. Safer and faster airplanes are being developed all the time. The aircraft of the future will probably make air travel seem like a vacation in the sky. Whenever possible, we should travel by air to support the development of more planes.

1. Is the first sentence a statement of fact or opinion? How can you tell?

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2. Is the second sentence a statement of fact or opinion? How can you tell?

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3. Is the statement of opinion in the fourth sentence valid or faulty? Why?

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4. In the final sentence, how does the word *should* help you know whether the sentence is a statement of fact or of opinion?

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5. What question could you ask to check your understanding of this passage?

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**Home Activity** Your child recognized statements of fact and opinion in a nonfiction passage and generated questions based on the passage. Together, read an editorial about transportation. Work together to identify statements of fact and opinion. Encourage your child to ask questions during and after reading.

## Fact and Opinion

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**Directions** Read the following passage. Then complete the chart using statements of fact and statements of opinion from the passage.

I believe that airships should be built and used again, because they have many advantages over airplanes. First of all, they are cheaper to fly, because they need less fuel than planes. Secondly, they are larger and can carry more cargo. They are quiet, graceful machines, too. In addition, they can take off without a runway, since they rise straight up into the air. When airships

were flown in the 1920s and 1930s, they made thousands of safe flights. Then came the *Hindenburg* explosion in 1937. Today's new technology would surely make airships safer. There is no reason to be frightened of airship travel. Because airships are fantastic in many ways, they should be in the skies again.

Statement of Opinion	Support	Valid or Faulty?
I believe that airships should be built and used again, because they have many advantages over airplanes.	1. They are cheaper to fly, larger, and they can	2.
3. There is no	4.	5.



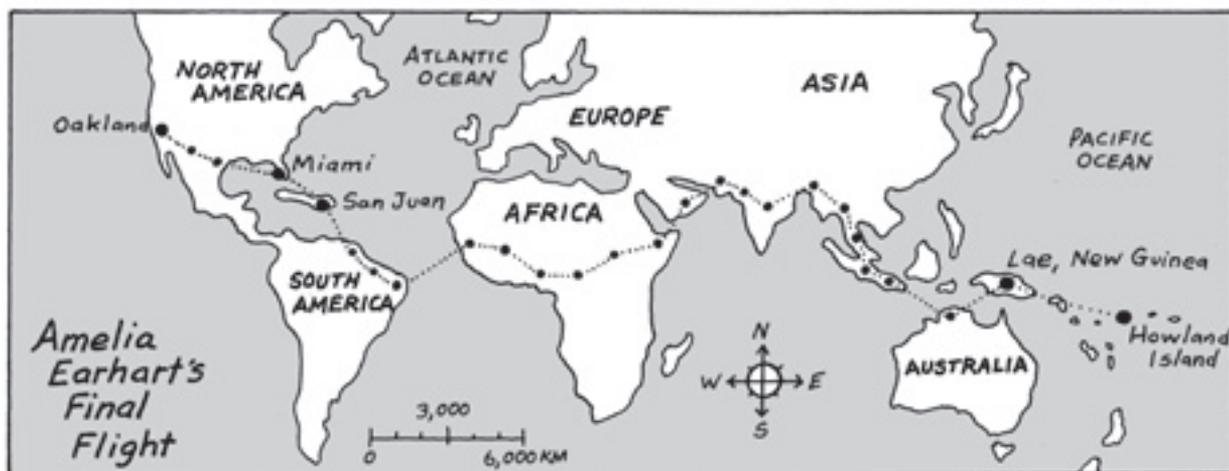
**Home Activity** Your child identified facts and opinions in a nonfiction passage. Together, look through print advertisements for automobiles, air travel, and other forms of transportation. Identify as many statements of fact and statements of opinion as you can.

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## Map/Globe/Atlas

- A **map** is a drawing of a place that shows where something is or where something happened. You may see different kinds of maps. These include picture maps, road maps, political maps, physical maps, and special-purpose maps. Look carefully at a map's **legend**, or key. It explains any symbols used in the map. It also shows directions as well as a scale of distance.
- An **atlas** is a book of maps.
- A **globe** is a sphere with a map of the world on it. Because the earth is round, globes give a more accurate picture of the size and shape of the Earth than flat maps do.

**Directions** Study the following map. Then use the map to answer the questions below.



1. On May 20, 1937, Amelia Earhart took off on an airplane flight that she hoped would make her the first person to fly around the world. She began in Oakland, California. What was her last stop in the United States?

2. Where did she land next?

3. About how far was her flight across the United States? How do you know?

4. On which continents did she land along the way to Lae, New Guinea?

5. On July 1, 1937, Amelia Earhart left Lae, New Guinea. What was her next intended stop? How far is this place from New Guinea?

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**Directions** Study the following map. Then use the map to answer the questions below.



6. The *Hindenburg* was a German airship that flew passengers during the 1930s. What does this map show? How do you know?

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7. From what city in Europe did the *Hindenburg* fly? Across what body of water did the *Hindenburg* fly?

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8. According to the map, what were the *Hindenburg*'s two destinations in 1937?

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9. What was the approximate distance of the route to each of these destinations?

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10. Is this map similar to a globe? Which term would you use to describe this map—a road map, a political map that shows the borders of countries, or a physical map that shows elevations and other details of the land?

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**Home Activity** Your child learned about using maps as resources. Look at a road map together. Ask your child to determine distances and plot out routes to destinations you specify.