

Fact and Opinion

- A statement that can be proved true or false is called a **statement of fact**.
- A statement that tells a person's thoughts, feelings, or ideas is called a **statement of opinion**. Statements of opinion cannot be proved true or false.

Directions Read the following passage. Then complete the graphic organizer below.

Rain forests make up only 7 percent of the land surface of our planet. However, some scientists say they think that they contain more than half of Earth's plant and animal species. A large percentage of rain forest animals are insects, and a large percentage of those

insects are beetles. Scientists are still not sure how many animal species exist on Earth because they have only been able to identify a small fraction of rain forest insects. One scientist said, "I believe that as many as thirty million kinds of insect live in the rain forests."

Statement of Fact		
1.	2.	3.

Statement of Opinion	
4.	5.

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Home Activity Your child identified statements of fact and opinion in a short passage. Tell your child a story about a friend or family member that contains both statements of fact and opinion. Have him or her tell you which statements are which.

Writing • Problem-Solution Essay

Key Features of a Problem-Solution Essay

- follows a problem-solution text structure
- may persuade readers
- gives an opinion supported by facts

Give Us a Bump!

Cars speed down LaCienega Street. This is especially dangerous because kids often play there. Something needs to be done!

LaCienega is a busy street, and there are no stop signs or speed bumps to slow cars down. Sometimes cars whiz by at 40 miles per hour. How can they do that on a neighborhood street where kids play ball and ride bikes? When a car zooms by, kids dash out of the way.

Speeding cars are often noisy too. There is an old black Chevy with a loud muffler.

It roars by many nights around 6 p.m. and invades our “peaceful” dinner hour.

A speeding car could hit the parked cars. People who park in the street shouldn’t have to worry about their cars’ safety. My mom is afraid that our car might get hit.

For all these reasons, I think the city should put a speed bump on our block. This would warn drivers to slow down and give kids more time to move out of the way. It would make our neighborhood a safer, quieter place.

1. What three facts does the author include to support the idea that speeding cars are a problem?

2. What solution does the author propose?

Vocabulary

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

- _____ 1. an imaginary line around the middle of Earth
- _____ 2. changes from a liquid to a gas
- _____ 3. regions of the world near the equator
- _____ 4. processed to be used again
- _____ 5. sent to a different country for sale or trade

Check the Words You Know

___basin
 ___charities
 ___equator
 ___erosion
 ___evaporates
 ___exported
 ___industrial
 ___recycled
 ___tropics

Directions Circle the word or words that have the same or nearly the same meaning as the first word in each group.

- | | | | |
|-----------------------|-------------------------|-------------------------|--------------------|
| 6. charities | organizations that help | groups of writers | clubs for children |
| 7. basin | hill near the sea | land drained by a river | mountain with snow |
| 8. erosion | building up | covering over | wearing away |
| 9. industrial | for use in business | for help in education | for ideas at home |
| 10. evaporates | disappears | melts | boils |

Write a Weather Report

On a separate sheet of paper, write a weather report for a tropical area. Include as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *Saving the Rain Forests*. Have a discussion with your child about the selection. Encourage him or her to use the vocabulary words during the discussion.

Compound and Complex Sentences

A **simple sentence** has a complete subject and a complete predicate.

The clouds gathered quickly.

A **compound sentence** has two or more simple sentences joined by a comma and a conjunction such as *and*, *but*, or *or*.

The clouds gathered quickly, and the leaves rustled in the wind.

A **complex sentence** has one independent clause and one or more dependent clauses.

Although it was sunny just a moment ago, the clouds gathered quickly.

A **compound-complex sentence** has more than one independent clause and at least one dependent clause.

Although it was sunny just a moment ago, the clouds gathered quickly, and the leaves rustled in the wind.

Directions Identify each sentence as *simple*, *compound*, *complex*, or *compound-complex*.

1. The forest ranger is speaking at my school, and I can't wait to hear him. _____
2. When it rains, it pours. _____
3. When they got back from the boat tour, Donna took a nap, and Terry read the paper.

4. Paul looked up at the tree, and he saw a huge fern. _____
5. Many species of plants and animals live in the rain forest. _____
6. Although I have a map, I can't find the camp. _____

Directions Complete each compound sentence with the conjunction *and*, *but*, or *or*.

7. She loved to hike, _____ she loved to camp.
8. Some animals live among the leaves, _____ some live on the tree trunks.
9. We must protect the rain forests, _____ they will disappear.
10. Larry loved the rain, _____ Darla did not.
11. Forest fires are common, _____ they endanger the rain forest.
12. You need to hurry, _____ I'll leave you behind.



Home Activity Your child learned about compound and complex sentences. Have your child tell you what compound and complex sentences are. Then ask your child to find one example of each kind of sentence in a magazine article.

Difficult Spellings

Spelling Words

fierce	weird	piece	perceive	perfume
preserve	soldier	model	multiple	fuel
briefcase	retrieve	deceit	perception	vegetable
preferable	rectangle	bushel	pinnacle	preliminary

Complete the Sentences Write the list word that completes each sentence.

- | | |
|---|-----------|
| 1. My favorite ____ is celery. | 1. _____ |
| 2. Uncle Tony picked a whole ____ of tomatoes. | 2. _____ |
| 3. My mother left her ____ full of papers at her office. | 3. _____ |
| 4. My dog loves to ____ sticks that I throw in the pond. | 4. _____ |
| 5. I dislike dishonesty and ____. | 5. _____ |
| 6. I would like to achieve the ____ of success as an athlete. | 6. _____ |
| 7. I came in first in the ____ competition. | 7. _____ |
| 8. My sister wants to be a fashion ____ when she gets older. | 8. _____ |
| 9. She wears so much ____ that I can smell it from the next room. | 9. _____ |
| 10. My uncle is a ____ serving in the armed forces. | 10. _____ |
| 11. I can't find the last ____ of this jigsaw puzzle. | 11. _____ |
| 12. Lions are ____ and deadly predators. | 12. _____ |
| 13. Food is like ____ for your body. | 13. _____ |
| 14. I have ____ copies of the same comic book. | 14. _____ |
| 15. A square and a ____ have four sides. | 15. _____ |

Classifying Write the list word that belongs in each group.

- | | |
|---------------------------------------|-----------|
| 16. desirable, better, superior, ____ | 16. _____ |
| 17. idea, sensation, vision, ____ | 17. _____ |
| 18. conserve, save, keep, ____ | 18. _____ |
| 19. observe, notice, comprehend, ____ | 19. _____ |
| 20. odd, strange, peculiar, ____ | 20. _____ |



Home Activity Your child wrote words with difficult spellings. Ask your child to pick a word group and explain why the list word belongs in that group.

Outline

Title _____

A. _____

1. _____

2. _____

3. _____

B. _____

1. _____

2. _____

3. _____

C. _____

1. _____

2. _____

3. _____

Vocabulary • Word Endings -ed, -s

- An **ending** is a letter or letters added to the end of a base word.
- The ending **-ed** is added to a verb to make it past tense. The ending **-s** is added to a verb to show present action in the third person.
- The ending **-s** is added to most singular nouns to make them plural.
- Recognizing an ending will help you figure out a word's meaning.

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

Many people in the United States eat bananas. A banana plant needs a hot, wet climate to grow. That is why they grow in the tropics near the equator. Millions of tons of bananas are exported

and are shipped to the United States every year. Many doctors recommend eating bananas because they are a good source of vitamin C, fiber, and potassium.

1. *Bananas* and *tropics* both have the same ending. What are their base words? How does *-s* change the meanings of their base words?

2. What is the difference in meaning between *-s* at the end of *tropics* and *-s* at the end of *needs*?

3. If the last sentence began with "A doctor," what would you have to do to *recommend* to make the new sentence correct?

4. *Exported* and *shipped* both have the same ending. What are their base words? How does *-ed* change the meanings of their base words?

5. Choose a noun or a verb from the passage. What is its base word? Add a new ending to it. How has the meaning of the word changed?

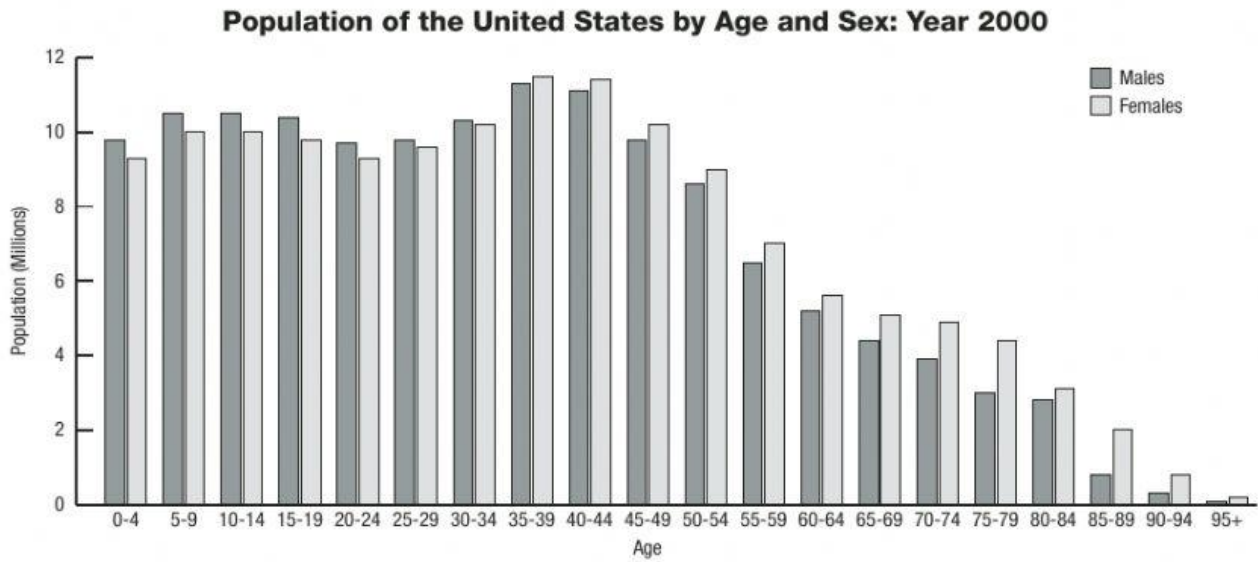


Home Activity Your child identified endings to understand new words in a passage. Write a note with him or her to another member of your family. Have your child identify the *-s* and *-ed* endings of words used in the note.

Graph

- A **graph** is a pictorial representation of data. Graphs show how any one piece of information compares with other pieces. A graph can show information more quickly than a verbal explanation and can reveal how something changes over time.
- There are bar graphs, circle graphs, line graphs, and pictographs. Titles and labels on a graph will help you interpret the data in the graph.

Directions Use this bar graph to answer the questions below.



1. What information is given in this graph?

2. What two groups are compared in this graph?

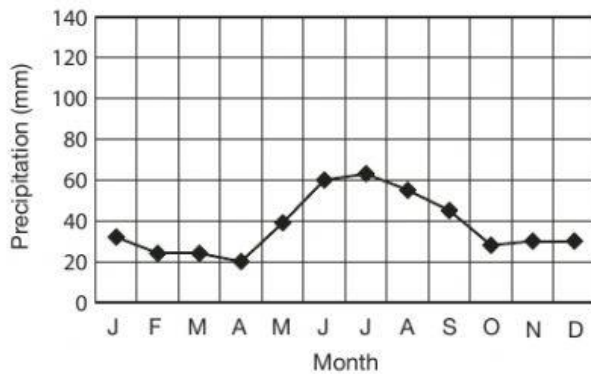
3. Which group had a greater population from birth to age 4?

4. Using the data in this graph, what conclusion can you draw about people over 60 years old?

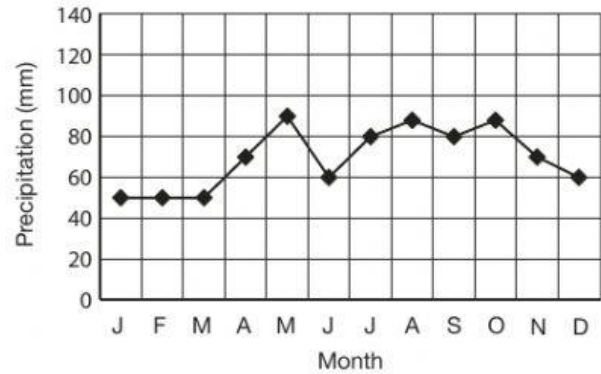
5. What generalization can you make about human lifespans based on the data in the graph?

Directions Use the following graphs to answer the questions below.

**Monthly Rainfall in a
Coniferous Forest**



**Monthly Rainfall in a
Temperate Deciduous Forest**



6. Which forest has more rain in May?

7. In which month do both forests have the same amount of rain?

8. Which is the rainiest month in the coniferous forest? the temperate deciduous forest?

9. What conclusion can you draw about precipitation in the coniferous forest for October, November, and December?

10. What conclusion can you draw about precipitation when you compare the data from both forests?



Home Activity Your child learned how to read and understand data on graphs. Find a graph in a newspaper or magazine. Discuss it with your child and draw conclusions about the data.