

Name \_\_\_\_\_

# Long u

- **Generalization** Long **u** has two sounds, /ü/ and /yü/, and several spellings, **u-consonant-e**, **ew**, **oo**, **ui**, and **u**: **excuse**, **threw**, **mood**, **cruise**, **pupil**.

**Word Sort** Sort the list words by the long *u* spelling.

**u-consonant-e**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**ew**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**oo**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**ui**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**u**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Spelling Words**

- usual
- huge
- flute
- mood
- smooth
- threw
- afternoon
- scooter
- juice
- cruise
- truth
- bruise
- cruel
- excuse
- pupil
- groove
- confuse
- humor
- duty
- curfew

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**Home Activity** Your child is learning to spell words with long *u* sounds spelled *u-consonant-e*, *ew*, *oo*, *ui*, and *u*. Have your child say the words and listen for the two different long *u* sounds.

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# Family Times

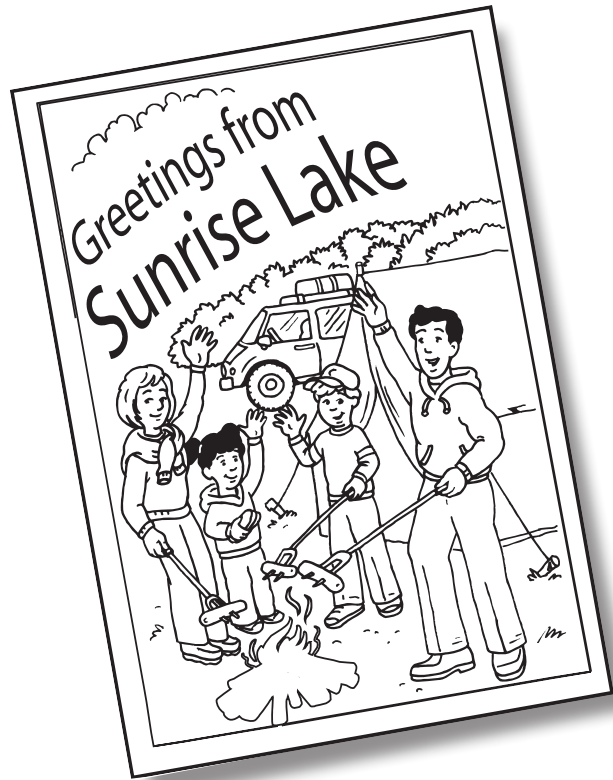
## Summary

### **Letters Home from Yosemite**

Yosemite National Park is an amazing place. In one visit, you can see giant trees, towering mountains, and interesting wildlife.

### **Activity**

**Picture Postcards** Pretend your family is on a camping trip at a local park. Cut a piece of paper to be about the size of a postcard. Draw pictures of your campsite on one side. Write a message about your trip on the other side.



## Comprehension Skill

### **Main Idea and Details**

A passage's **main idea** makes a point about the passage's topic and has at least one supporting detail. **Details** are smaller pieces of information that tell more about the main idea.

### **Activity**

**What's the Big Idea?** Take turns with one or more family members delivering short speeches about any topic that you wish. At the end of your speech, ask your audience, "What's the big idea?" Have them identify your main point and supporting details.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *Letters Home from Yosemite*. Practice using these words.

### Vocabulary Words

**glacier** a great mass of ice moving very slowly down a mountain or along a valley

**impressive** able to have a strong effect on the mind or feelings

**naturalist** a person who studies living things

**preserve** to keep from harm or change; protect

**slopes** land that goes up and down at an angle

**species** a set of related living things that share certain characteristics and that can interbreed

**wilderness** a wild region with few or no people living in it

## Conventions

### Clauses and Complex Sentences

A **clause** is a group of related words that has a subject and a predicate. A **dependent clause** has a subject and a verb, but cannot stand alone. *For example: Whenever she goes to the forest.* An **independent clause** can stand alone. *For example: Avery brings her camera.* A **complex sentence** is made up of two clauses, one dependent clause and one independent clause. *For example: When it is hot outside, I like to go swimming.*

### Activity

**Geometric Sentences** Read an article in a magazine or newspaper with a family member. Underline three complex sentences. Then circle the dependent clauses and put a rectangle around the independent clauses.

## Practice Tested Spelling Words

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

Name \_\_\_\_\_

## Main Idea and Details

- The **main idea** is the most important idea from a paragraph, passage, or article.
- **Details** are small pieces of information that tell more about the main idea.

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

I can't believe our summer camping trip is over. We did so many fun things in so little time. First we found a perfect camping spot on the edge of a grassy meadow. The ground was nice and soft there—perfect for sleeping on. Then we headed to the river, where we went rafting.

The ride was bumpy and fast. When we finished rafting, we took a long hike back up the river. Along the hike we stopped to pick wild berries. They were sweet. Finally we got back to our camp and built a fire. We sang songs around the fire until it was time for bed.

1. In one or two words, what is this passage about?

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2. What is the main idea of the passage?

---

3. What is one important detail that tells more about the main idea?

---

4. What is another detail that tells more about the main idea?

---

5. On a separate piece of paper, make a graphic organizer that shows the main idea and the details that support the main idea.



**Home Activity** Your child identified the main idea and supporting details of a nonfiction passage. Read a magazine article about a wild animal with your child. Work together to identify the main idea and supporting details of the article. Then write a short summary.

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## Author's Purpose

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

If you want to learn about trees, Redwood National Park is a great place to visit. There you can see many large trees, some of them hundreds of feet tall. Besides being tall, the trees may also be very old. In fact, redwood trees can live for 2,000 years. They are national treasures.

The park is located near the Pacific Ocean, which helps the trees stay healthy. The trees soak in the water that is in the

air, which keeps them alive in case of drought.

Other kinds of plants grow in the park as well. Douglas fir, western hemlock, ferns, and mosses all grow in the same soil as the massive redwood trees. This means that the soil is rich in nutrients from the different kinds of plants growing there.

People should support their national parks by learning about and visiting them.

1. What is most likely the author's purpose of the passage?

---



---

2. What is an example of a sentence that helps you know the author's purpose?

---



---

3. Do you think the author met his or her purpose in describing the park?

---



---

4. Which words in the last sentence tell you the author's opinion about national parks?

---



---

5. On a separate sheet of paper, write about your family visiting Redwood National Park.



**Home Activity** Your child answered questions to identify the author's purpose in a passage, and he or she determined supporting details. With your child, read a library book on plants and how they grow. Discuss the author's purpose for writing.

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## Clauses and Complex Sentences

**Directions** Make complex sentences by choosing clauses from the box to combine with the clauses below. Write your sentences on the lines. Use correct capitalization and punctuation.

Native Americans were living there	if you get too close
you will want to return	because it is so beautiful
it is still mostly wilderness	

1. When explorers reached Yosemite, \_\_\_\_\_

\_\_\_\_\_

2. Many people visit Yosemite \_\_\_\_\_

\_\_\_\_\_

3. Although millions of tourists visit the park, \_\_\_\_\_

\_\_\_\_\_

4. A mule deer can be dangerous \_\_\_\_\_

\_\_\_\_\_

5. After you have visited once, \_\_\_\_\_

\_\_\_\_\_

**Directions** Think of a place you would like to visit. Write three complex sentences about the place. Use the words in ( ).

6. (because) \_\_\_\_\_

\_\_\_\_\_

7. (if) \_\_\_\_\_

\_\_\_\_\_

8. (when) \_\_\_\_\_

\_\_\_\_\_



**Home Activity** Your child learned how to use clauses and complex sentences in writing. Ask your child a why question. Have him or her write a complex sentence to answer it. Ask your child to explain why the answer is a complex sentence.

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# Long u

**Word Puzzle** Figure out the code to complete the list words.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		14		10									25		19		3	18	26						

1. S C           T E R  
18 14 20 20 26 10 3
2.                E  
13 9 4 10
3.           T E R N           N  
17 16 26 10 3 25 20 20 25
4. C R           S E  
14 3 9 23 18 10
5.      R           S E  
7 3 9 23 18 10
6.                T E  
16 6 9 26 10
7. T R      T       
26 3 9 26 13
8.                C E  
12 9 23 14 10
9. C R      E       
14 3 9 10 6
10. E      C      S E  
10 2 14 9 18 10
11. P      P            
19 9 19 23 6
12.                     R  
13 9 1 20 3
13.      R                E  
4 3 20 20 24 10
14.           T       
21 9 26 8
15. C      R      E       
14 9 3 16 10 22
16. C      N           S E  
14 20 25 16 9 18 10
17.      S                 
9 18 9 17 6
18.                      
1 20 20 21

## Spelling Words

usual  
huge  
flute  
mood  
smooth  
threw  
afternoon  
scooter  
juice  
cruise  
  
truth  
bruise  
cruel  
excuse  
pupil  
groove  
confuse  
humor  
duty  
curfew

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**Home Activity** Your child has learned to read, write, and spell words with the long u sound spelled u-consonant-e, ew, oo, ui, or u. Write each long u spelling and ask your child to add letters to write a list word with that spelling.

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## Main Idea and Details

- The **main idea** is the most important idea from a paragraph, passage, or article.
- **Details** are small pieces of information that tell more about the main idea.

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

**Y**osemite National Park has many rules for people to follow in order to preserve the park. One rule is that hunting of any animals is not allowed. Hunting would change the food supply for animals in the park. Hunting in a busy park could also be dangerous to humans. Riding a bike off an official trail is against the rules too. This could ruin the plant life growing in natural areas. Another rule prohibits

people from feeding animals. It is not safe for the animals or the visitors. Wild animals might get used to being fed and be unable to feed themselves in the wild. Finally, people cannot remove plants or rocks as souvenirs. If visitors follow these and other rules of the park, Yosemite will continue to be a beautiful, natural place to visit.

<b>Main Idea</b>
1. Yosemite has

↓

<b>Supporting Details</b>
2. Hunting
3.
4. Feeding animals
5.

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**Home Activity** Your child read a short passage and identified its main idea and supporting details. Have your child write a paragraph about his or her favorite place. Then help your child create a graphic organizer that identifies the main idea and supporting details of the paragraph.



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## Clauses and Complex Sentences

**Directions** Write the dependent clause in each sentence.

1. Although they are small, peregrine falcons are very fast.

---

2. A jay will steal your food if you don't watch out.

---

3. Sheep had almost vanished from the park before they were brought back.

---

4. Because bears are so greedy, keep your food safe from them.

---

5. If you enjoy wildlife, Yosemite is a good place to visit.

---

**Directions** Combine each pair of simple sentences. Use the word in ( ). Write the complex sentence.

6. The first tourists traveled by foot. There were no cars. (because)

---

7. Most visitors stay in one area. The park is huge. (although)

---

8. The rocks seem to change color. The sun shines on them. (when)

---

9. You will see a bat. You watch closely. (if)

---

10. Don't go near that waterfall. You want to get wet. (unless)

---



**Home Activity** Your child reviewed clauses and complex sentences. Ask your child to tell you something about his or her day using complex sentences with the words *when*, *because*, and *if*.