

Name \_\_\_\_\_

## Compound Words

- **Generalization** A compound word is made of two or more words. Keep all the letters when spelling compounds: **shoelace**.

**Word Sort** Sort the list words by words you know how to spell and words you are learning to spell. Write every word.

**words I know  
how to spell**

**words I'm  
learning to spell**

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

### Spelling Words

1. watermelon
2. homemade
3. understand
4. sometimes
5. shoelace
6. highway
7. upstairs
8. thunderstorm
9. shortcut
10. doorbell
  
11. jellyfish
12. touchdown
13. campfire
14. skateboard
15. anyway
16. fireworks
17. haircut
18. loudspeaker
19. laptop
20. flashlight



**Home Activity** Your child is learning to spell compound words. Have your child name the two shorter words in each compound word.

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# Family Times

## Summary

### **Eye of the Storm: Chasing Storms with Warren Faidley**

**Storm Hunter** In spring, summer, and fall, weather patterns produce thunderstorms, tornadoes, and hurricanes in the United States. Most people take cover from storms, but photographer Warren Faidley travels around the country to take pictures of them. In August of 1992, Faidley went to Miami, Florida, to take pictures of Hurricane Andrew.

### **Activity**

**Storm Stories** Share stories about storms you remember. What time of year did the storm strike? Did you know the storm was coming, and if so, how? How did the storm affect you and your family?

## Comprehension Skill

### **Cause and Effect**

A **cause** is why something happens. An **effect** is what happens. Clue words such as *because* often signal causes. Effects sometimes follow words such as *so* and *since*. Ask yourself “What happened?” to find the effect, and “Why did that happen?” to find the cause.

### **Activity**

**Find Cause and Effect** Look at a newspaper weather page. Try to identify a cause and effect in the weather prediction or map, and write it down. For example, is rain coming? What will the temperature be tomorrow? Ask yourself what effect the weather will have on your daily activities. Ask family members if they agree with you.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *Eye of the Storm*. Practice using these words.

### Vocabulary Words

**destruction** great damage; ruin

**expected** thought something would probably come or happen

**forecasts** statements of what is coming; predictions

**inland** in or toward the interior; the land away from the border of a coast

**shatter** to break into pieces suddenly

**surge** a swelling motion; sweep or rush, especially of waves

## Conventions

### Past, Present, and Future Tenses

Verbs have different **tenses** to show when something is happening in time. **Past tense** verbs tell about actions that have already happened. *For example: We heard about a storm coming.* “Heard” is in the *past tense*.

**Present tense** verbs tell what is happening now. *For example: We are putting things in the car.* “Are putting” is in the *present tense*. **Future tense** verbs tell what will or might happen. *For example: We will drive away from the coast.* “Will drive” is in the *future tense*.

### Activity

**Sentence Hunt** Read an article in a newspaper or magazine, a story, or a chapter in a book with a family member. Find examples of sentences that use past, present, and future tenses.

## Practice Tested Spelling Words

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

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## Cause and Effect

- A **cause** is why something happens. An **effect** is what happens.
- Sometimes clue words such as *because*, *so*, and *since* signal causes and effects. Other times you must figure out the causes and effects for yourself.

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

**H**urricanes are massive storms that reach up to 600 miles in width. Hurricanes absorb energy and heat from warm ocean waters. When seawater evaporates, it rises into the atmosphere, increasing the power of the storm.

Most hurricanes stay out in the ocean. However, when they do come ashore, they bring heavy rains, powerful winds,

and crushing waves. Because of these elements, hurricanes can cause great damage to cities and towns. Houses are flooded or destroyed and cars overturned. In the 1900s scientists learned to predict more accurately where these storms would come ashore. Since then many lives have been saved.

1. What are two causes of hurricanes?

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2. What are two effects of hurricanes on land?

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3. What is responsible for the damage done during hurricanes?

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4. What effect has science had on people living in coastal areas?

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5. Imagine you live in a coastal city. On a separate sheet of paper, explain why a hurricane drill at school might contribute to saving lives.

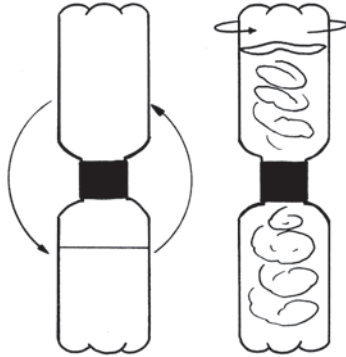


**Home Activity** Your child identified causes and effects in a brief passage. Work with your child to identify the cause and effect of an important event in his or her own life.

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## Graphic Sources

**Directions** Study the following text and diagram. Then answer the questions below.



**Materials needed:** 2-liter soda bottles, water, food coloring, duct tape

**How to create a tornado:** Fill one bottle with water and some food coloring. Connect the two bottles with duct tape. One tube will be upside down, the other right side up (see diagram). Turn the water-filled bottle to the top, twist the bottles, and watch the tornado move from top to bottom.

1. What are the materials needed to complete this activity?

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2. What is the first step in creating this tornado?

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3. What is another step in this activity?

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4. What is an example of how the diagram might help a person complete the activity?

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5. On a separate sheet of paper, make a prediction about whether or not the experiment will work. List all the reasons you think it might work or not.



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## Past, Present, and Future Tenses

**Directions** Choose the verbs from the box that best complete the paragraph. Change the verbs to the tenses given in ( ). Write the new verbs on the numbered lines.

destroy    smash    nail    rush    fear

1. Where we live, hurricanes sometimes \_\_\_ (present) up the coast. 2. Last year a hurricane nearly \_\_\_ (past) our summer cottage. 3. It \_\_\_ (past) all the windows. 4. My dad \_\_\_ (present) that the same thing may happen again. 5. Next year he \_\_\_ (future) plywood over the windows.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Directions** Write two or three sentences about what you did on your birthday last year. Then describe what you will do on your next birthday. Choose your verb tenses carefully.

*Last year:* \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*Next year:* \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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**Home Activity** Your child learned how to use past, present, and future tenses in writing. Have your child write three sentences about himself or herself, using verbs in the past, present, and future tenses.

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## Compound Words

### Spelling Words

watermelon	homemade	understand	sometimes	shoelace
highway	upstairs	thunderstorm	shortcut	doorbell
jellyfish	touchdown	campfire	skateboard	anyway
fireworks	haircut	loudspeaker	laptop	flashlight

**Word Pattern** Write the list word that fits on the letter lines below.

1. T    \_ \_ \_ \_ \_
2.    \_ \_ \_ \_ S T    \_ \_ \_
3.    \_ \_ \_ \_ T    \_ \_ \_
4.    \_ \_ S T    \_ \_ \_ S
5. S    \_ \_ \_ T    \_ \_ \_ S
6. S    \_ \_ T    \_ \_ \_ \_ \_
7.    \_ \_ \_ S    \_ \_ \_ \_ T
8. T    \_ \_ \_ \_ S T    \_ \_ \_
9.    \_ \_ T    \_ \_ \_ \_ \_
10.    \_ \_ \_ T    \_ \_ \_
11. S    \_ \_ \_ T    \_ \_ T

**Complete the Word** Draw a line to connect the words. Write the compound word on the line.

- |           |         |           |
|-----------|---------|-----------|
| 12. any   | works   | 12. _____ |
| 13. camp  | way     | 13. _____ |
| 14. door  | way     | 14. _____ |
| 15. fire  | speaker | 15. _____ |
| 16. high  | made    | 16. _____ |
| 17. home  | lace    | 17. _____ |
| 18. jelly | fish    | 18. _____ |
| 19. loud  | fire    | 19. _____ |
| 20. shoe  | bell    | 20. _____ |



**Home Activity** Your child has learned to read, write, and spell compound words. Say a list word to your child and have him or her spell it aloud.

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## Cause and Effect

- A **cause** is why something happens. An **effect** is what happens.
- Sometimes clue words such as *because*, *so*, and *since* signal causes and effects. Other times you must figure out the causes and effects for yourself.

**Directions** Read the passage. Then fill in the chart below.

**D**ifferent natural disasters can happen for different reasons. Floods are a natural effect of heavy rains, melting snow, or ocean waves. Those rains and waves can be the product of another natural disaster: hurricanes. In turn, hurricanes form where there is low air pressure and warm ocean water.

Wildfires are also considered natural disasters. They can be caused by natural occurrences, such as lightning striking the ground. But wildfires can also be caused by people. A simple mistake, such as failing to put out a campfire, can lead to an uncontrollable fire.

Cause	Effect
1. heavy rains, melting snow, ocean waves	
2.	heavy rains and waves
3.	formation of hurricanes
4. lightning	

5. On a separate sheet of paper, explain how humans can cause a natural disaster and how you might avoid such a disaster.

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**Home Activity** Your child identified causes and effects in a brief passage. Work with your child to identify the cause and effect of an accident you know about.



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## Past, Present, and Future Tenses

**Directions** Write *present*, *past*, or *future* to identify the tense of each underlined verb.

1. Last year we moved to Vermont from New Mexico. \_\_\_\_\_
2. I liked the weather in New Mexico. \_\_\_\_\_
3. In Vermont it rains a lot. \_\_\_\_\_
4. A cool wind often blows from the sea. \_\_\_\_\_
5. Someday I will return to the Southwest. \_\_\_\_\_
6. I will enjoy the heat of the desert sun again. \_\_\_\_\_
7. Some people just love warm weather. \_\_\_\_\_

**Directions** Change each underlined verb to the past tense.

8. A hurricane damages many houses. \_\_\_\_\_
9. High winds smash many windows. \_\_\_\_\_
10. Trash cans roll down the street. \_\_\_\_\_
11. People hurry home from work or school. \_\_\_\_\_
12. They stay indoors during the storm. \_\_\_\_\_
13. The storm knocks down power lines. \_\_\_\_\_
14. People use candles for light. \_\_\_\_\_



**Home Activity** Your child reviewed past, present, and future tenses. Read a newspaper or magazine article with your child. Ask him or her to identify verbs in the past, present, and future tenses.