

Name _____

Consonant Sounds /j/, /ks/, and /kw/

- The sound /j/ can be spelled **ge** and **dge**: **charge**, **bridge**. The sounds /ks/ and /kw/ can be spelled **xc**, **x**, and **qu**: **except**, **expect**, **equal**.

Word Sort Sort the words by their spelling of /j/, /ks/, and /kw/.

ge

1. _____

2. _____

dge

3. _____

4. _____

5. _____

xc

6. _____

7. _____

8. _____

x

9. _____

10. _____

11. _____

12. _____

13. _____

qu

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

Spelling Words

- village
- except
- explain
- quick
- charge
- bridge
- knowledge
- question
- equal
- queen
- excited
- expect
- Texas
- fudge
- excellent
- exercise
- quart
- liquid
- quilt
- expert



Name _____

Family Times

Summary

Seeker of Knowledge

No one could figure out old Egyptian writing until a young Frenchman solved the mystery. An ancient stone provided the clues, and Jean-François Champollion provided the solution.

Activity

Crack the Code Make up a “family code” that’s a secret all your own. It might be saying the last syllable of a word first or starting every word with a certain letter of the alphabet. Try out your code—and make others wonder!



Comprehension Skill

Graphic Sources

Use **graphic sources** to help you understand what you read. Graphic sources include maps, charts, and time lines. A graphic source organizes information in a way that is easy to see. It can add to what you learn when you read.

Activity

See It, Say It Look at a map with family members. Close your eyes and point to a place on the map. Work together to figure out everything you can about this place using information found on the map.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Seeker of Knowledge*. Practice using these words.

Vocabulary Words

ancient of times long past

link anything that joins or connects, as a loop of a chain does

scholars learned people; people having much knowledge

seeker one who searches or tries to find

temple a building used for the service or worship of a god or gods

translate to change from one language into another

triumph victory; success

uncover to make known; reveal; expose

Conventions

Possessive Pronouns

Possessive pronouns may be used in place of possessive nouns. Like possessive nouns, they show who or what owns something. Remember never to use an apostrophe with possessive pronouns.

Pronoun	Possessive Pronoun
I	my/mine
you	your/yours
he	his
she	her/hers
it	its
we	our/ours
they	their/theirs

Activity

Pronoun Poetry Write each of the personal pronouns on a card: *I, you, he, she, it, we, they*. On the other side of each card, write the pronoun's possessive form. Work with a family member to make up poems that help you remember possessive pronouns: "These are its mitts, / The mitts are its, / Those are their chairs, / The chairs are theirs."

Practice Tested Spelling Words

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

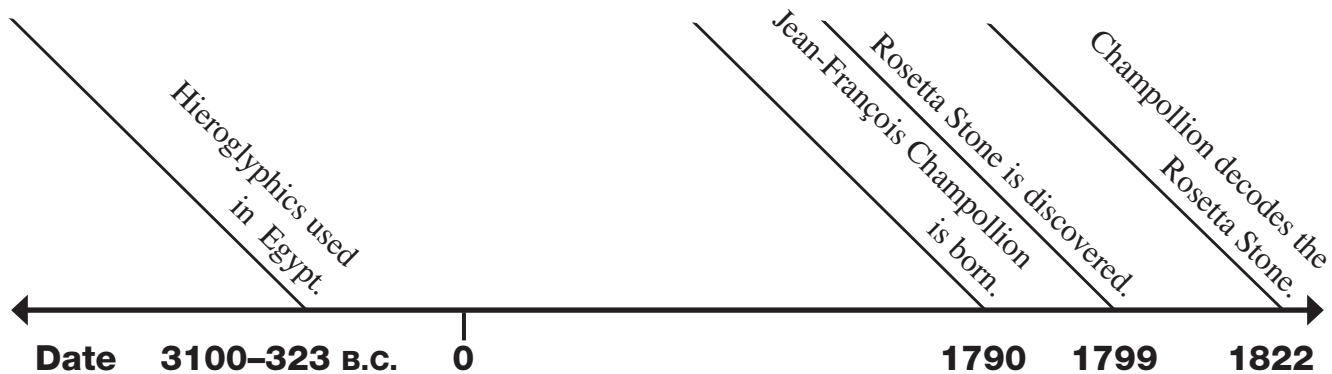
Name _____

Graphic Sources

- A **graphic source**, such as a picture, a map, a time line, or a chart, organizes information and makes it easy to see.

Directions Study the following time line to answer the questions below.

Hieroglyphics Decoded



Hieroglyphics, the written language of ancient Egypt, puzzled scholars for many years. Understanding the Rosetta Stone was the key to understanding hieroglyphics.

1. What does the time line show?

2. About how long ago were hieroglyphics first used? How long after its discovery was the Rosetta Stone decoded?

3. How does the caption help to link the events on the time line?

4. Why is Jean-François Champollion included on the time line?

5. How is getting information from a time line different from reading it in a sentence?



Home Activity Your child used a time line to learn about the history of hieroglyphics. Read a magazine article about an ancient culture together. Create a time line of important events from that culture.

Name _____

Compare and Contrast

Directions Read the following passage and answer the questions below.

During World War II, the armies of both sides used coded messages to tell about troop movements and secret plans. The Germans had the Enigma machine, which looked like a typewriter. It coded messages by substituting letters according to mathematical equations. Eventually, the Enigma machine codes were cracked.

The U.S. military was persuaded to

use the Navajo language as a secret code. The language had no alphabet, was never written, and was understood only by Navajos and a handful of other people.

The first Navajo “code talkers” developed code words and ways of using their language to spell out messages. From 1942 to 1945, about 400 Navajos sent messages over phones and radios. Their code was never cracked.

1. How were both the Enigma machine and the Navajo language used?

2. How did the Enigma machine code work?

3. Why was the Navajo language a good choice for coded messages?

4. How was the Navajo language code very different from the Enigma machine code?

5. On a separate sheet of paper, make up a simple letter-substitution code. Write a secret message, and explain how your code works.

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Home Activity Your child has compared and contrasted ideas in a nonfiction passage. Read a short article to your child. Challenge your child to compare and contrast ideas in the article.

Name _____

Possessive Pronouns

Directions Write a possessive pronoun to replace the underlined words or phrases.

1. Jen and I are studying how the ancient Egyptians built the ancient Egyptians' pyramids. 2. Jen has borrowed a book from Jen's uncle. 3. It says that the Pharaoh Khufu built the Pharaoh Khufu's pyramid out of huge stone blocks. 4. Long ramps were used to put each stone in each stone's place. 5. Jen and I are each planning to build a model pyramid for Jen's and my report. 6. Jen is making Jen's pyramid out of clay.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Directions Write a paragraph about something that you have enjoyed making for homework or as a class project. Underline any possessive pronouns you use.

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Home Activity Your child learned how to use possessive pronouns in writing. Ask your child to write a journal entry titled *My Day*. Have him or her identify possessive pronouns in the entry.

Consonant Sounds /j/, /ks/, and /kw/

Spelling Words

village	except	explain	quick	charge
bridge	knowledge	question	equal	queen
excited	expect	Texas	fudge	excellent
exercise	quart	liquid	quilt	expert

Crossword Puzzle Write list words to fill in the puzzle.

Across

- 1. large state
- 3. water
- 6. work out
- 10. describe
- 11. small town
- 12. royal woman
- 14. fee
- 15. two pints
- 18. built over water
- 19. what you know

Down

- 2. thrilled
- 4. ask
- 5. bed cover
- 7. outstanding
- 8. candy
- 9. the same value
- 13. wait for
- 15. speedy
- 16. an authority
- 17. but

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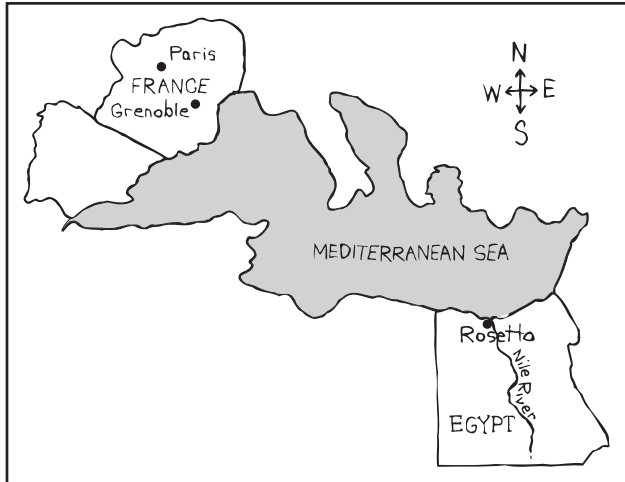
Home Activity Your child is learning to spell words with consonant sounds /j/, /ks/, and /kw/. Practice spelling and using these words in sentences with your child.

Name _____

Graphic Sources

- A **graphic source**, such as a picture, a map, a time line, or a chart, organizes information and makes it easy to see.

Directions Study the map below, which shows locations in *Seeker of Knowledge*. Answer the questions that follow.



Jean-François Champollion of Grenoble, France, decoded the Rosetta Stone, which was found in Rosetta, Egypt.

1. Paris is where scholars studied the Rosetta Stone. In which direction did the Rosetta Stone travel to reach Paris?

2. What separates France from Rosetta, Egypt, where the Rosetta Stone was found?

3. At the mouth of what river does Rosetta lie? In which part of Egypt is Rosetta located?

4. What does the caption tell you about the importance of the places on the map?

5. On a separate sheet of paper, write what you learned from the map. What does the map show you?



Home Activity Your child answered questions about locations on a map. Ask your child to draw a map from your home to a familiar location. Be sure to include specific landmarks on the map.

Name _____

Possessive Pronouns

Directions Write the possessive pronoun in () that correctly completes each sentence.

1. The students in (our, ours) class have each chosen a hieroglyph to study.

2. Every hieroglyph has (theirs, its) own meaning.

3. Marie has found a hieroglyph that looks like (her, hers) dog!

4. (My, Mine) is a bird with a long beak.

5. I am getting good at drawing (my, mine) hieroglyph.

6. Some students are making models of (theirs, their) hieroglyphs.

Directions Write a possessive pronoun to replace the underlined words or phrases.

7. Ancient Egyptians ate bread as part of ancient Egyptians' daily diet.

8. A family sometimes kept a goat and made cheese from a goat's milk.

