

## Multisyllabic Words

- **Generalization** When spelling words with many syllables, look carefully at each word part.

**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**

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

**words I'm  
learning to spell**

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

### Spelling Words

1. reaction
2. prerecorded
3. incorrectly
4. incredibly
5. disobedient
6. disagreeable
7. refreshment
8. unbreakable
9. declaration
10. retirement
11. misdialled
12. undefined
13. unhappily
14. watchfully
15. gleefully
16. sportsmanship
17. repayment
18. questionable
19. displacement
20. midshipman

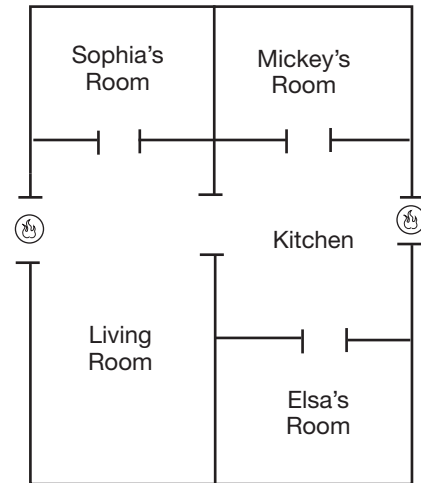


# Family Times

## Summary

### **Smokejumpers: Life Fighting Fires**

Who responds to the emergency of a wildfire when the fire is in the middle of a forest, far from any roads? Smokejumpers do, that's who! Dropping by parachute from airplanes, these firefighters save humans, trees, and animals, with bravery and a high level of preparedness. The teams use specialized equipment and training in their work. Every year, these heroes are ready to serve people and nature at a moment's notice.



### **Activity**

**Know the Drill** The chances are good that your home has smoke detectors. Your family should come up with a fire drill, a series of actions each of you are to take in case the smoke detector goes off. The plan should identify the exits family members are to use and any necessary actions that need to be taken as you leave your home. A map of the house or apartment building that labels the fire exits should be visible in the home at all times.

## Comprehension Skill

### **Author's Purpose**

The **author's purpose** is the reason or reasons the author has for writing. An author may write to persuade, to inform, to entertain, or to express ideas and feelings.

### **Activity**

**Fireproof Box** Some people and businesses keep very important documents and items in a fireproof safe. Imagine that you have just such a safe, about as big as a microwave oven. Write a persuasive paragraph telling your family what items they should keep in the fireproof safe and why.

## Lesson Vocabulary

### Words to Know

Knowing the meaning of these words is important to reading *Smokejumpers: Life Fighting Fires*. Practice using these words.

### Vocabulary Words

**concentrating** paying close attention

**dedication** the act of giving time and energy to something

**essential** necessary

**method** a way of doing something

**parachute** umbrella-shaped device made of fabric; it allows people to fall slowly from an airplane

**steer** to guide

**underbrush** bushes and small trees growing under large trees

**wind** air that moves

## Conventions

### Adjectives and Articles

**Adjectives** are words that describe persons, places, or things. *For example: smoky; charred; damaged.*

**Proper adjectives** are adjectives made from proper nouns. They are always capitalized. *For example: American, Mexican, English.* **Articles**, special words like *a, and* and *the*, come before nouns, and sometimes before adjectives.

### Activity

**Article, Adjective, Noun** Play this game with a family member. Start by having one player name an article. *For example: an.* The next player must quickly name an adjective that agrees with the article. *For example: easy.* Then the first player must quickly say a noun. *For example: game.* Players should say their words as quickly as possible—no stopping to think about your answers allowed! Start again by having the second player name an article. Play several rounds.

## Practice Tested Spelling Words

|       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

## Author's Purpose

- The **author's purpose** is the reason or reasons the author has for writing.
- An author may write to persuade, to inform, to entertain, or to express ideas and feelings.

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

A forest ranger's job is exciting and varied. Working mostly outdoors, often in local or national parks, rangers have a big responsibility. They take care of wild areas, animals, and, in some cases, historical sites. Rangers must control and prevent forest fires. They act as guides for tour groups and aid scientists in their research.

A forest ranger is also a law-enforcement agent. Rangers enforce regulations about wildlife and conservation. They must inspect campsites, check on park visitors' complaints, take part in search-and-rescue missions, and respond to emergencies. For information on how to become a forest ranger, see the U.S. Forest Service Web site.

1. What is the author's purpose in this passage?

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2. Where do forest rangers work?

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3. What terms does the author use to persuade the reader of the importance of this job?

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4. Did the author achieve the purpose of persuading the reader about the importance of a forest ranger's job?

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5. On a separate sheet of paper, write a possible job advertisement persuading applicants to apply to become forest rangers.



**Home Activity** Your child identified the author's purpose in a short passage. With your child, read a newspaper job advertisement and help the child identify words that make it persuasive.

## Graphic Sources

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

**D**uring a recent heavy rainfall, the television news told the people of Rocky River of the danger. A reporter interviewed the police chief, who said the river was rising too quickly. It was likely the dam would burst within 24 hours and people would have to evacuate—leave the area and head for safety.

They urged local families not to rush to flee their homes, but to stay calm, stick together, and follow the plan. The news report included a graphic of the town's evacuation plan.

| Emergency Evacuation Plan for Rocky River |   |
|---|---|
| <b>Step 1</b>                             | Families should attend a brief <b>meeting at the police station at 6 P.M.</b>   |
| <b>Step 2</b>                             | At the meeting, we will designate two committees: One to <b>phone motels</b> in nearby towns. Another to <b>arrange buses and carpools.</b> |
| <b>Step 3</b>                             | Everyone should <b>pack suitcases and groceries</b> , including water.  |
| <b>Step 4</b>                             | Someone from each family should <b>call relatives</b> to tell them what is happening.   |
| <b>Step 5</b>                             | <b>Head to safety</b> in towns above the dam. (See our town police Web site for details, or call 1-800-555-2525 for up-to-date info.)       |

1. What tells you the topic of the graphic source?

2. Why are certain words in the graphic printed in bold type?

3. How could you get more information about the plan?

4. What problems might happen if you did Step 3 before Step 1?

5. On a separate sheet of paper, write about what important thing you would remember to pack in an emergency.



## Adjectives and Articles

**Directions** Choose an adjective from the box to complete each sentence.

three      green      this      lovely      black

1. Several forest fires have occurred \_\_\_\_\_ season. \_\_\_\_\_
2. Smokejumpers fought \_\_\_\_\_ fires this month. \_\_\_\_\_
3. After the fires, the forest looked burned and \_\_\_\_\_. \_\_\_\_\_
4. After a few months, the forest will look \_\_\_\_\_ again. \_\_\_\_\_

**Directions** Combine each pair of sentences below by putting an adjective from the second sentence into the first sentence.

5. The firefighters got water from a pond. The pond was nearby.

\_\_\_\_\_

6. Smokejumpers wear jumpsuits. The jumpsuits are padded.

\_\_\_\_\_

**Directions** Write a description of a natural environment that you like, such as the beach or the mountains. Make your writing clear by using adjectives. Underline the adjectives and circle the articles you use.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Home Activity** Your child learned how to use adjectives and articles in writing. Ask your child to write two or three sentences describing your home. Have your child identify the adjectives and articles in the description.

## Multisyllabic Words

### Spelling Words

|               |             |              |              |             |
|---------------|-------------|--------------|--------------|-------------|
| reaction      | prerecorded | incorrectly  | incredibly   | disobedient |
| disagreeable  | refreshment | unbreakable  | declaration  | retirement  |
| misdialed     | undefined   | unhappily    | watchfully   | gleefully   |
| sportsmanship | repayment   | questionable | displacement | midshipman  |

**Word Search** Circle and write nine list words hidden in the puzzle. The words are up, down, across, and diagonal.

D N H G N M Q D N R Y T  
 M I U K U X R I D E L N  
 S I S V X L D S U P L E  
 R O D A C M A P F A U I  
 O E F S G U E L U Y F D  
 F Z A J H R I A Q M E E  
 Q X R C Z I E C W E E B  
 O S F J T W P E S N L O  
 K K B I L I A M A T G S  
 Q X A M S D O E A B Z I  
 D E N I F E D N U N L D  
 D E C L A R A T I O N E

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

**Syllable Mixup** The wrong syllables have been added to the underlined words. Add the correct syllables and write the list words.

- |                           |           |
|---------------------------|-----------|
| 10. dis <u>freshment</u>  | 10. _____ |
| 11. <u>sportsman</u> able | 11. _____ |
| 12. un <u>dialed</u>      | 12. _____ |
| 13. <u>watch</u> ment     | 13. _____ |
| 14. mis <u>breakable</u>  | 14. _____ |
| 15. <u>question</u> fully | 15. _____ |
| 16. <u>retire</u> ation   | 16. _____ |



Name \_\_\_\_\_

Author’s Purpose

- The **author’s purpose** is the reason or reasons the author has for writing.
- An author may write to persuade, to inform, to entertain, or to express ideas and feelings.

**Directions** Read the following passage. Then fill in the chart by answering the questions.

No matter where you live in the United States, natural disasters can occur. On the West Coast, from California to Washington, the threat of earthquakes is very real. Similarly, forest fires and mudslides on the coast and in mountainous regions can happen without warning. In the Midwest, flooding along major rivers can be a problem, since many cities are built along the rivers. During winter,

blizzards can dump many feet of snow quickly. Tornadoes with whipping winds can destroy entire towns. Along the Atlantic Coast, hurricanes, whirling storms of ever-increasing wind velocity, blow in off the ocean and roar through cities. In the coastal areas in the Northeast the largest weather threats are blizzards, which can shut down cities with millions of people.

|  |  |
|--|--|
| 1. What is the author’s purpose for writing this passage?              |  |
| 2. Why do you think the author gives you this information?             |  |
| 3. Give four examples of natural disasters listed.                     |  |
| 4. What could the author have added to help you find more information? |  |

5. On a separate sheet of paper, write about natural disasters that may occur in the area where you live. Tell what people can do to prepare for such an occurrence.



**Home Activity** Your child learned about the author’s purpose for writing a passage. Tell each other the worst weather news report and worst weather fictional story you ever remember reading about. Mention what was different about the presentation of each.



## Adjectives and Articles

**Directions** Each sentence has two adjectives. One adjective is underlined. Find and write the other adjective. (It may be an article.)

1. Three fires were burning in Montana that day.

\_\_\_\_\_

2. Those smokejumpers parachuted into the forest.

\_\_\_\_\_

3. Forests get hot and dry in summer.

\_\_\_\_\_

4. Evergreen trees were burning on the mountain.

\_\_\_\_\_

5. Smokejumpers did a great job.

\_\_\_\_\_

6. Everyone left the mountainous area safely.

\_\_\_\_\_

**Directions** Decide what kind of question each underlined adjective answers. Write *What kind?* *How many?* or *Which one?*

7. Packing parachutes is an important job.

\_\_\_\_\_

8. Those parachutes must be packed carefully.

\_\_\_\_\_

9. A strong wind can make jumping difficult.

\_\_\_\_\_

10. This summer was busy for the smokejumpers.

\_\_\_\_\_

11. They fought ten fires in the forest.

\_\_\_\_\_

12. A fire burned on a steep mountain.

\_\_\_\_\_

13. White smoke billowed from the flames.

\_\_\_\_\_

14. The smokejumpers were always careful.

\_\_\_\_\_

15. They remember a terrible event of 1949.

\_\_\_\_\_

16. Losing fifteen smokejumpers was a tragedy.

\_\_\_\_\_

