

Name _____

Words with Double Consonants

- **Generalization** Sometimes double consonants stand for one sound: slippers, worry.

Word Sort Sort words by their double consonants.

rr

- _____
- _____
- _____
- _____

tt

- _____
- _____
- _____
- _____

ff

- _____
- _____
- _____

dd

- _____
- _____
- _____
- _____

bb

- _____
- _____
- _____

pp

- _____
- _____

Spelling Words

- tomorrow
- borrow
- different
- rabbit
- matter
- written
- bottle
- ridden
- odd
- bubble
- offer
- suffer
- slippers
- grasshopper
- worry
- current
- lettuce
- saddle
- shudder
- hobby



Home Activity Your child is learning to spell words with double consonants. Say a word from the list and have your child identify the double consonants.

Name _____

Family Times

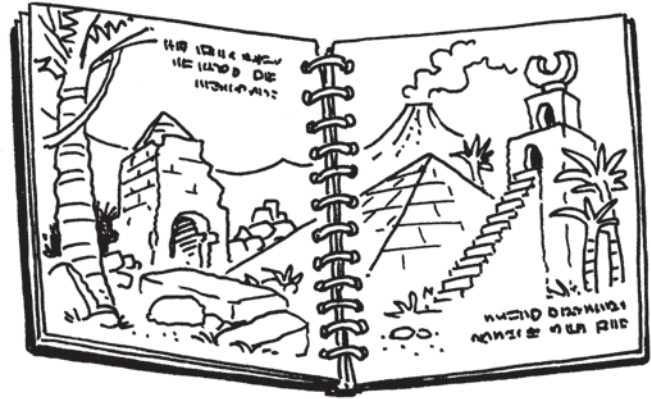
Summary

Lost City: The Discovery of Machu Picchu

Professor Hiram Bingham goes on a journey to Peru to find the lost city of Vilcabamba. With the help of a farmer named Arteaga and a Quechua boy, Bingham finds something unexpected—the beautiful and mysterious city of Machu Picchu sitting among the clouds.

Activity

Journal of Discovery Bingham recorded his experiences in Peru in a journal. Pretend you have uncovered the ruins of a city. Together with a family member, write a journal entry that describes the ruins and how you feel upon discovering them. Use drawings to enhance your journal entry.



Comprehension Skill

Compare and Contrast

To **compare and contrast** is to tell how two or more things are alike and different. Words such as *similar*, *as*, *unlike*, and *instead* signal a comparison and contrast.

Activity

Tell Me What I See Choose two items in the room. Compare and contrast the qualities of the two items without staring at them or naming what they are (you can call them item A and item B). Have a family member guess what items you are describing. Switch roles, and repeat the activity.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Lost City: The Discovery of Machu Picchu*. Practice using these words.

Vocabulary Words

curiosity an eager desire to know

glorious magnificent; splendid

granite a very hard gray or pink rock that is formed when lava cools slowly underground

ruins what is left after a building, wall, etc., has fallen to pieces

terraced formed into flat, level land with steep sides; terraces are often made in hilly areas to create more space for raising crops

thickets bushes or small trees growing close together

torrent a violent, rushing stream of water

Conventions

Adverbs

An **adverb** tells *how*, *where*, or *when* an action happens. An adverb usually describes a verb. It can be written before or after the verb. Many adverbs end in *-ly* or *-ily*, such as *quickly* and *happily*.

- *Marley ran quickly to catch the ball.* In the sentence, *quickly* describes the verb *ran*. It tells how Marley ran.
- *I will meet you tomorrow.* In the sentence, *tomorrow* tells when I will meet you.
- *We have to go up one floor.* In the sentence, *up* tells where we will go. Some more adverbs to know are: *softly*, *easily*, *sometimes*, *now*, *around*, and *far*.

Activity

A New Ending With a friend, write these adjectives on cards: *quick*, *slow*, *careful*, *easy*, *noisy*, *immediate*. Then write the adverb form of each word by adding *-ly*. Watch for spelling changes. Pick a card and walk across the room in that manner. Have your friend guess which card you picked. Continue until all cards have been used.

Practice Tested Spelling Words

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

Name _____

Compare and Contrast

- To **compare and contrast** means to tell how two or more things are alike and different.
- Clue words such as *like* and *as* can show similarities. Clue words such as *however* and *instead* can show differences.

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

Many civilizations have developed their own language and system of writing, including ancient Mayan and Egyptian societies. Both thought highly of writing, using it to record political history and other important events. They also used writing as part of their religions. That is why you can find writing in special places like monuments or temples. Scientists have found the writing of both cultures carved in stone and painted on walls or

paper. These cultures used symbols to represent words and numbers. They both put the symbols into columns. However, the Mayan writing was read from left to right, while the Egyptian writing was mostly read right to left. It seems that the Egyptians only used picture or symbol writing on tombs and in temples. They use other forms of writing for other purposes, whereas the Mayans basically used one form.

1. How did both cultures feel about writing?

2. What was similar about the types of materials the cultures used for their writing?

3. Explain how reading the two forms of writing was different.

4. Why do you think Egyptians had two forms of writing instead of one?

5. Create your own letters using pictures and write your name.



Home Activity Your child read a short passage and compared and contrasted details in it. Read an article about an ancient civilization. Visualize the place while reading. Then, draw your visualizations on a piece of paper. Compare and contrast the drawings you and your child made.

Name _____

Character and Plot

Directions Read the passage. Then answer the questions below.

Fighting their way through a dense jungle in Peru, Joanne and the other scientists thought they were lost. They had to find the site today, or they would have to turn back. There wasn't enough food to stay out any longer. Joanne could see that the students were tense.

The local guide looked uncertain, and there certainly were no signs or maps in this uncharted territory. The screams of

monkeys and birds didn't do anything to calm their nerves.

Then a porter stumbled, and Joanne feared he'd twisted his ankle. As sweat poured down her face, she stooped to look at his ankle. That's when she saw an Incan carving on a stone.

He had tripped over part of an ancient temple! Joanne looked up at her team and smiled.

1. Who are the characters in the story?

2. What is the situation when the story begins?

3. Who is the main character, and how do the main character's feelings change during the story?

4. What is the turning point of the plot?

5. What is the resolution of this story?



Home Activity Your child reviewed character and plot in a story. With your child, talk about the characters and plot of a favorite movie or book.

Name _____

Adverbs

Directions Choose an adverb from the box to complete each sentence with descriptive detail.

soon fiercely above perfectly
 nearby slowly suddenly increasingly

1. Bingham _____ walked around Peru’s capital. 2. Then _____, he saw the Temple of the Sun. 3. The stones in its curved wall fit together _____. 4. He asked everyone, “Are there ruins _____?” 5. He was excited and wanted to start searching for Vilcapampa _____. 6. When they got underway, the mountains stood cold and still _____ him. 7. In the distance, the river rapids rushed _____. 8. Before him the trail stretched _____ dense and wild.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

Directions Write a description of a real or imaginary expedition. Include adverbs to add details. Underline the adverbs.

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Home Activity Your child learned how to use adverbs in writing. Ask your child to write a description of how to do a familiar action, such as brushing teeth or making toast. Have your child use adverbs in the description and point them out to you.

Name _____

Words with Double Consonants

Spelling Words				
tomorrow	borrow	different	rabbit	matter
written	bottle	ridden	odd	bubble
offer	suffer	slippers	grasshopper	worry
current	lettuce	saddle	shudder	hobby

Word Scramble Unscramble each word. Then use the numbered letters to solve the puzzle and answer this question:

What is the name of the largest lizard in the world?

1. WORTOMOR _____ 5 _____ 1 _____
2. TARMET _____ 2 _____ 7 _____
3. DRUSHED _____ 6 _____
4. FERFO _____ 3 _____
5. DRIDEN _____ 11 _____
6. DADLES _____ 4 _____
7. SARGSHERPOP _____ 9 _____
8. BRITBA _____ 8 _____
9. BHOYB _____
10. ROBROW _____ 10 _____

K _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____ 11 _____

Antonyms Write the list word that has the opposite or nearly the opposite meaning.

- | | | | |
|------------|-------|---------------|-------|
| 11. same | _____ | 12. old | _____ |
| 13. normal | _____ | 14. lend | _____ |
| 15. take | _____ | 16. celebrate | _____ |



Home Activity Your child read, spelled, and wrote words with double consonants. Have your child spell each word syllable by syllable.

Name _____

Compare and Contrast

- To **compare and contrast** means to tell how two or more things are alike and different.
- Clue words such as *like* and *as* can show similarities. Clue words such as *however* and *instead* can show differences.

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

The archaeologists found shoes made of animal skin. They were worn and rough from water and dirt. They also found a coat made out of thick fur. It was warm and kept out the cold air. A few holes had been cut into it. A type of thick string was threaded through the holes on the front

edges of the coat. The strings could be tied together to keep the coat closed. The woman's dress they found was long and made out of animal hide. It had beads on it around the neck. The jewelry was made out of beads and precious stones. There were earrings, necklaces, and bracelets.

Ancient Clothing and Clothing of Today	
Similarities	Differences
1. Coats are still _____ _____	3. Most clothing is not _____ _____
2. Earrings, necklaces, _____ _____	4. Instead of string _____ _____

5. On another sheet of paper, draw a picture of how you visualize the clothing described in this passage.



Home Activity Your child has used a graphic organizer to compare and contrast clothing from the past and today. Discuss what people used to do for entertainment in the days before television, movies, and video games. Compare and contrast entertainment in the past with that of the present.

Name _____

Adverbs

Directions Write the adverb in each sentence.

1. Something was waiting for him beyond the turn. _____
2. His heart began to pound wildly. _____
3. The scene was more beautiful than he had imagined. _____
4. He boldly stepped forward onto the plateau. _____
5. He had accidentally stumbled on Machu Picchu. _____

Directions Read each sentence. Circle the adverb in each sentence. Write *how* if the underlined adverb tells how an action happens. Write *when* if it tells when an action happens. Write *where* if it tells where an action happens.

6. The boy clearly dreamed of a tall stranger with a black box. _____
7. He was seriously concerned about the dream. _____
8. Elsewhere, an adventurer arrived in Peru. _____
9. Bingham calmly studied the perfect stone work. _____
10. The wall stood solidly for hundreds of years. _____
11. There was more jungle beyond where they stood. _____
12. Nervously, he asked if anyone had seen any ruins. _____
13. The ancient stone steps gracefully lead into the clouds. _____
14. People rarely visited this area of the mountains. _____
15. He instantly surveyed the jungle he was entering. _____



Home Activity Your child reviewed adverbs. Ask your child to explain how adverbs are different from adjectives. Encourage your child to give you examples of different types of adverbs in oral sentences.