

Name \_\_\_\_\_

## Greek Word Parts

- **Generalization** The Greek word part **phon** means “sound,” **graph** means “write,” **meter** means “measure,” **scop** means “see,” and **micro** means “small.”

**Word Sort** Sort the list words by their Greek word part.

### phon

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

### graph

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

### meter

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

### scop

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

### micro

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

### micro and phon

- \_\_\_\_\_

### micro and scop

- \_\_\_\_\_

## Spelling Words

- telephone
- biography
- telescope
- photograph
- microwave
- diameter
- barometer
- microscope
- headphones
- microphone
- autograph
- microchip
- telegraph
- perimeter
- paragraph
- phonics
- symphony
- saxophone
- periscope
- megaphone



Name \_\_\_\_\_

# Family Times

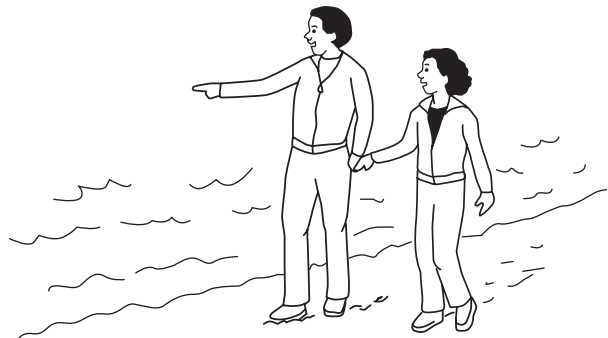
## Summary

### Cliff Hanger

When Axel's dog, Grits, follows some hikers up a mountain but doesn't come down with them, Axel and his dad set out to rescue Grits. But a storm is coming quickly, and they don't have much time. With the storm only a half-mile away, Axel begins climbing Cathedral Wall to get his dog. It takes courage and concentration, but he gets to the top of Monkey Ledge safely. The next challenge is in climbing down. Axel's father, Dag, watches anxiously as Axel makes his heroic descent.

### Activity

**Family Outings** Axel and Dag enjoy mountain climbing together, and they have a chance to be heroes when they rescue Grits. Talk with your family about activities you do or have done together in the past. Have any of them allowed you to be heroes? Discuss the qualities you admire in each other.



## Comprehension Skill

### Character, Plot, and Theme

The **characters** in a story are the people, and sometimes the animals, in the story. The **plot** is the story line or series of events that shows the **characters** in action. A plot begins when a character has a problem or **conflict**. The problem builds up during the **rising action**, is met directly at the **climax**, and comes to an end, with the action winding down, during the **resolution**. The **theme** is the big idea of the story.

### Activity

**Scene Change** With your family think of the plot and characters of a fable or fairy tale that you have always imagined as being from long ago. Now tell the story with the same basic plot, characters, and theme, but happening someplace that is current and familiar. For example, instead of three little pigs building houses, three little kids might build treehouses, which might get knocked over by a bully instead of a wolf.

## Lesson Vocabulary

### Words to Know

Knowing the meaning of these words is important to reading *Cliff Hanger*. Practice using these words.

### Vocabulary Words

**coil** a spiral or ring formed by winding

**descent** an action of moving downward

**foresaw** predicted

**rappel** to go down a rock face or other steep surface by using a doubled rope coiled around the body

**ridge** a long, narrow hilltop

**shaft** a long, narrow, usually vertical hole

**trekked** made a slow, hard journey

**void** a completely empty space

## Conventions

### Comparative and Superlative Adjectives and Adverbs

A **comparative adjective** compares two things. A **comparative adverb** compares two actions. Add *-er* to most adjectives and adverbs to show this comparison. Examples: (adj.) *big, bigger*; (adv.) *fast, faster*. A **superlative adjective** or **adverb** compares three or more things or actions. Add *-est* to make most adjectives and adverbs superlative. Some adjectives and adverbs do not add *-er* or *-est*. Instead they pair with *more* or *most*. Others have irregular comparative and superlative forms, such as *good, well, better, best; bad, badly, worse, worst*.

### Activity

**Adjective Adverb Add-on** Play this game with your family. Write down all the adjectives and adverbs mentioned above on cards and shuffle them. Have each player pick a card and name an appropriate noun or verb to go with the word. Say them together.

## Practice Tested Spelling Words

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

Name \_\_\_\_\_

## Character, Plot, and Theme

- **Characters** are the people and animals in a story.
- The **plot** is the story line or series of events that shows the **characters** in action.
- A plot begins when a character has a problem or **conflict**. The problem builds up during the **rising action**, is met directly at the **climax**, and comes to an end, with the action winding down, during the **resolution**.
- The **theme** is the big idea of the story.

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

The snow was just beginning when Marta skied down the slope for the last time that afternoon. Halfway down, she glimpsed something yellow in the woods.

“I hurt my ankle,” the man in a yellow parka said when Marta skied closer to him.

Marta knew the snow would be increasing.

“Can you stand on your other leg?” she asked.

The man stood up. “Yes, I can,” he said. Marta removed the ski from his injured foot and strapped it to her back with a rope. Then she slung his arm around her and told him to lean on her. She skied slowly down the mountain, taking the injured man along with her.

Although Marta had to cut short her skiing, she knew she would feel happier about having helped the injured skier.

1. Who are the characters in the story?

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2. What is the main problem that Marta encounters?

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3. Does the climax take place in the fifth paragraph? How do you know?

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4. What is the resolution of the story?

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5. What is the theme, or big idea, of the story?

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**Home Activity** Your child identified characters, plot points, and theme in a short reading passage. Talk about three of your child’s favorite movies. Encourage your child to write down the main characters, climax or turning point, and theme of each movie.

Name \_\_\_\_\_

## Author's Purpose

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

**R**ock climbing at an indoor gym is a great way for the whole family to exercise. For kids, it is quite safe, because the child's harness has a strap attached to it along with the climber's rope. Special shoes with soft soles are provided. It is easy for the child to get a handhold or foothold on the climbing wall and hoist himself or herself up. The parent can serve

as the *belayer*, or anchor, for the child. The parent is anchored to the floor with a strap attached to the climber's rope and a *carabiner*—a metal ring that the climbing rope slides through. As the child climbs up, the parent pulls in the slack rope to keep the climber secure. This safe and fun sport is great for all ages and skill levels.

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

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2. Where can rock-climbing walls be found?

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3. What words and phrases does the author use to emphasize safety?

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4. Did the author achieve the purpose of persuading the reader that indoor rock climbing is a family-friendly sport?

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5. On a separate sheet of paper, write definitions for the words *belayer* and *carabiner*.



**Home Activity** Your child identified the author's purpose in a short passage. Help your child write an informative or persuasive paragraph about a sport he or she enjoys. Then ask your child to identify his or her purpose in the paragraph.

Name \_\_\_\_\_

## Comparative and Superlative Adjectives and Adverbs

**Directions** On the lines below, write the comparative form of each adjective or adverb to replace the words in the ( ).

Mac, JT, and I went on rock climbing. **1.** Of the three of us, JT was the (experienced) with wet weather climbing. **2.** Mac could climb the steep rocks (skillfully) than I. **3.** However, I could pitch a tent (well) than Mac. **4.** The storm was one of the (dangerous) ever recorded. **5.** Our camp was the (far) from the road. **6.** Its location made climbing Cathedral Rock (challenging) than usual. **7.** When the winds are at their (strong), people are not supposed climb. **8.** The (good) days of all were days when we got to the top in less than three hours. **9.** Grit climbed (steadily) than a goat and raced ahead. **10.** That dog was the (less) afraid of all of us.

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

**Directions** Write a paragraph comparing two places that you know well. Underline any comparative or superlative adjectives you use. Circle any comparative or superlative adverbs you use.

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**Home Activity** Your child learned how to use both comparative and superlative adjectives and comparative and superlative adverbs in writing. Ask your child to write a brief description telling what he or she can do now as compared to a year ago. Also ask them to write three sentences comparing two rooms in your home. Have your child identify the comparative and superlative adjectives and adverbs he or she uses.

Name \_\_\_\_\_

## Greek Word Parts

### Spelling Words

telephone	biography	telescope	photograph	microwave
diameter	barometer	microscope	headphones	microphone
autograph	microchip	telegraph	perimeter	paragraph
phonics	symphony	saxophone	periscope	megaphone

**Build a Word** Add letters to each word part to complete a list word. Write it.

1. \_\_\_\_\_ e s c o p \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_ g r a p h

2. \_\_\_\_\_

3. \_\_\_\_\_ p h o n \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_ m e t e r

4. \_\_\_\_\_

5. p h o n \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_ g r a p h \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_ p h o n \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_ s c o p \_\_\_\_\_

8. \_\_\_\_\_

**Word Parts** Draw lines to connect the word parts. Write the words.

9. micro meter

9. \_\_\_\_\_

10. auto graph

10. \_\_\_\_\_

11. peri phony

11. \_\_\_\_\_

12. sym chip

12. \_\_\_\_\_

**Word Scramble** Unscramble each list word. Write it.

13. r m i c e a o w v

13. \_\_\_\_\_

14. p h e a l t e g r

14. \_\_\_\_\_

15. p p i o e r c s e

15. \_\_\_\_\_

16. g m e n o e h a p

16. \_\_\_\_\_

17. e h s o p x o a n

17. \_\_\_\_\_

18. t r a e b m o e r

18. \_\_\_\_\_



Name \_\_\_\_\_

## Character, Plot, and Theme

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- A plot begins when a character has a problem or **conflict**. The problem builds up during the **rising action**, is met at the **climax**, and comes to an end during the **resolution**.
- The **theme** is the big idea of the story.

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

**A**s the summer sun was setting, a small bird, a killdeer, gathered food for her chicks. Her nest at the edge of a soccer field was perfectly located. Swarms of grasshoppers, the perfect bird food, buzzed over the field. Suddenly, the killdeer heard a rustling sound. She flew into the air. From above, she spied the neighborhood calico cat, body pressed to the ground, creeping toward her baby birds in her nest!

The killdeer flew toward the cat, dropped her wing to the ground as if it were broken, and started shrieking. The cat turned away from the nest and slithered toward the mother. As the bird led the cat away from the nest, she struggled to keep free of its sharp claws. Now a hundred feet from her nest, the bird's wing suddenly "healed" and she flew into the sky.

### 1. Problem (Goal)

The killdeer searches for \_\_\_\_\_



### 2. Rising Action

The killdeer \_\_\_\_\_



### 3. Climax

The killdeer \_\_\_\_\_



### 4. Resolution

The killdeer \_\_\_\_\_

5. What do you think the theme of this story is?



**Home Activity** Your child used a graphic organizer to identify elements of a plot. Discuss the ways in which you protect your child. Ask your child to make up a story about a time when you protected him or her.



Name \_\_\_\_\_

## Comparative and Superlative Adjectives and Adverbs

**Directions** Write the correct form of the adjective or adverb in ( ) to complete each sentence.

1. Climbers go to some of the (remote) corners of the world.

\_\_\_\_\_

2. They also visit some of the (dangerous) places in the world.

\_\_\_\_\_

3. Could there be a (exciting) hobby?

\_\_\_\_\_

4. The (cold) weather is usually at the mountain's summit.

\_\_\_\_\_

5. Modern gear makes it (easy) to climb shear cliffs than it once was.

\_\_\_\_\_

6. The rockslide moved (quickly) than I could rappel down.

\_\_\_\_\_

7. I don't think I've ever been (frightened).

\_\_\_\_\_

8. Luckily I had the (good) climbing partner with me, my Dad!

\_\_\_\_\_



**Home Activity** Your child reviewed comparative and superlative adjectives and adverbs. Have your child find examples of comparative and superlative adjectives and adverbs in a news article. Ask him or her to explain what each adjective or adverb is being used to compare.