

Name \_\_\_\_\_

## Latin Roots

- **Generalization** The Latin root **dic** means “speak,” **loc** means “place,” **port** means “carry,” and **rupt** means “break.”

**Word Sort** Sort the list words by their Latin root.

**dic**

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

**port**

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

**loc**

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

**rupt**

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

### Spelling Words

- dictionary
- abrupt
- predict
- import
- locally
- verdict
- locate
- portable
- transport
- bankrupt
- dictate
- location
- erupt
- passport
- export
- contradict
- rupture
- interrupt
- disrupt
- dislocate



**Home Activity** Your child is learning to spell words with Latin roots. Ask your child to tell what each root means.

Name \_\_\_\_\_

# Family Times

## Summary

### **Antarctic Journal: Four Months at the Bottom of the World**

Jennifer Owings Dewey is given a wonderful opportunity—the chance to see Antarctica for herself. During her four-month trip, Jennifer witnesses the life cycle of penguins, watches orca whales swim by her boat, experiences life without night, and narrowly escapes a dangerous fall into a glacier crevasse.

### **Activity**

**Packing Light** Pretend you are going to Antarctica for several months. Besides the necessities you will need in order to survive, you may bring only two personal items. Discuss with your family what those two items would be, and why you would bring them.



## Comprehension Skill

### **Main Idea and Details**

The **main idea** makes a point about a topic and has at least one supporting detail. **Details** are smaller pieces of information that tell more about the main idea.

### **Activity**

**Finding Support** Along with a family member, read a nonfiction article about Antarctica from a reference book or the Internet. What do each of you believe is the main idea of the article? Try to find details in the article that support your main idea.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *Antarctic Journal: Four Months at the Bottom of the World*. Practice using these words.

### Vocabulary Words

**anticipation** act of anticipating; looking forward to; expectation

**continent** one of the seven great masses of land on Earth; the continents are North America, South America, Europe, Africa, Asia, Australia, and Antarctica.

**convergence** act or process of meeting at a point

**depart** to go away; leave

**forbidding** causing fear or dislike; looking dangerous or unpleasant

**heaves** rises and falls

**icebergs** large masses of ice, detached from a glacier and floating in the sea

## Conventions

### Time-Order Words

Some adverbs that show the sequence and conclusion of the plot are **time-order words**. Remember these words to help you figure out the order of the plot points and the ending: *first, now, next, then, finally,* and *last*.

### Activity

**In Order** Play this game with your family. Make three cards each. The cards should say *first, now, next, then, finally,* and *last*. Select a story or fable that everyone would know. Have a person pick a card and tell a plot point using the time-order word on the card. Write the sentence down. When everyone has had at least one turn, put the sentences in order using the time-order words.

## Practice Tested Spelling Words

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

Name \_\_\_\_\_

## Main Idea and Details

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- The **main idea** tells the most important idea from a paragraph, passage, or article.
  - **Details** are small pieces of information that tell more about the main idea.
- 

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

### **Krill: A Favorite Food of Whales**

It is strange to imagine large baleen whales making a meal of tiny creatures. Yet that is exactly what happens in the waters around Antarctica. **Krill**, which are sea creatures that look like shrimp, are necessary to the diets of many Antarctic animals. They

are tiny organisms compared to the huge whales. Some animals can gather one ton of krill in a single mouthful. Baleen whales catch and eat about 150 million tons of krill in just a few months. Despite their small size, krill are important to supporting life in the waters around Antarctica.

1. What is the topic of this article?

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2. What is the main idea?

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3. What is one supporting detail of this main idea?

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4. Do you think “which are sea creatures that look like shrimp” is a supporting detail? Why or why not?

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5. How does the author structure the main idea and details in this paragraph?

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**Home Activity** Your child determined the main idea and supporting details in a passage and analyzed its text structure. Together, look through a chapter of a textbook. Have your child point out elements of text structure, such as titles, headings, subheadings, and main ideas and supporting details.

Name \_\_\_\_\_

## Fact and Opinion

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

**A**re you ready to plan a trip to Antarctica? You will have a great time if you go there. People who travel to Antarctica must pack many pieces of warm clothing, though. The continent of Antarctica is the coldest continent on the planet. The temperature during the Antarctic winter may dip down more than one hundred degrees below zero ( $-100^{\circ}\text{F}$ ). Brrr!

However, not all areas of the continent have the same temperature. You may find warmer temperatures if you go to the northern Antarctic Peninsula. Of course, the warmest it usually gets there is about  $34^{\circ}\text{F}$  in the middle of the summer. But this isn't bad, considering that summer temperatures in other parts of the continent are often about  $-37^{\circ}\text{F}$ . After visiting Antarctica, you will never again complain about the cold winters where you live!

1. Give one example of a fact from the passage.

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2. How do you know this is a fact and not an opinion?

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3. Give one example of an opinion from the passage.

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4. How do you know this is an opinion and not a fact?

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5. On a separate sheet of paper, make a two-column chart. List facts from the passage in one column and opinions in the other.



**Home Activity** Your child identified facts and opinions in a short article. With your child, read a short informational article from a children's magazine. Work together to identify the facts and opinions in the article.

Name \_\_\_\_\_

## Time Order Words

**Directions** Choose a time order word or phrase from the box to complete each sentence. Write the word or phrase in the blanks below.

soon	before	now	meanwhile
earlier	first	finally	while

(1) I had applied months \_\_\_\_\_ for a job at the Antarctic station. (2) The weeks \_\_\_\_\_ I received my answer dragged on and on. (3) \_\_\_\_\_, the letter came and I knew I would have the adventure of a lifetime. (4) My \_\_\_\_\_ official task was to attend a meeting explaining our travel and clothing arrangements. (5) \_\_\_\_\_ we would leave for Santiago, Chile. (6) \_\_\_\_\_, we were encouraged to make certain we were bringing no more than 10 pounds of personal items with us. (7) \_\_\_\_\_ in Punta Arenas I received the special clothing I would need. (8) \_\_\_\_\_ I knew for sure that my dream of going to Antarctica was coming true!

- |   |   |
|---|---|
| <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> | <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> |
|---|---|

**Directions** Write a paragraph telling how you would get ready for a long trip. Circle any time order words you use.

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**Home Activity** Your child learned how to use time order words in writing. Ask your child to write the directions for a simple task such as doing homework. Have your child identify the time order words he or she uses.

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## Latin Roots

Spelling Words				
dictionary	abrupt	predict	import	locally
verdict	locate	portable	transport	bankrupt
dictate	location	erupt	passport	export
contradict	rupture	interrupt	disrupt	dislocate

**Alphabetical Order** Write the list word that fits in alphabetical order between the two words.

- abroad \_\_\_\_\_ absent
- precise \_\_\_\_\_ prediction
- transparent \_\_\_\_\_ trap
- port \_\_\_\_\_ portal
- banjo \_\_\_\_\_ banner
- dice \_\_\_\_\_ dictator
- continue \_\_\_\_\_ contrary
- locally \_\_\_\_\_ location

**Crossword Puzzle** Use the clues to find the list word. Write one letter in each box.

**Across**

- put out of place
- send overseas
- book of definitions
- to stop for a time

**Down**

- nearby
- judgment
- travel papers
- disturb
- break
- explode

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**Home Activity** Your child has learned to read, write, and spell words with Latin roots. Name Latin roots and have your child spell words that come from the root.

Name \_\_\_\_\_

## Main Idea and Details

- The **main idea** tells the most important idea from a paragraph, passage, or article.
- **Details** are small pieces of information that tell more about the main idea.

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

**T**he region around Antarctica has become less pure since people began to explore it. One reason for the change is that human beings have brought non-native animals there. For instance, since people settled on the islands near Antarctica, mice, rats, and rabbits now live there as well. Grazing sheep have started to wear away the land. Dogs and cats have

killed native birds for food. Of course, human beings have also changed the area around Antarctica by hunting whales and seals and by leaving some areas polluted. Luckily, people have begun to take steps to preserve the natural features of the continent. For example, the Antarctic Treaty was created to protect the land of icy wonder from further harm.

**Main Idea**

1. The area around Antarctica has become \_\_\_\_\_  
\_\_\_\_\_

**Detail**

2. Human beings have brought \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Detail**

3. Grazing sheep have \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Detail**

4. Dogs and cats have \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Detail**

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

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**Home Activity** Your child used a graphic organizer to identify the main idea and supporting details in an article. Together, read a short article about another place of natural beauty. Identify the main idea and supporting details in the article.



Name \_\_\_\_\_

## Time Order Words

**Directions** Choose a time order word from the ( ) to complete each sentence.  
Write the new sentences in the correct time order below.

\_\_\_\_\_ that there were radios for official use only. (Before, After)

\_\_\_\_\_ explorers to Antarctica were not heard from for months. (Early, Late)

\_\_\_\_\_, people can instantly post their thoughts and pictures on Web sites.  
(While, Now)

\_\_\_\_\_, the Internet brought the outside world closer. (Next, Second)

\_\_\_\_\_, people made scheduled, extremely expensive, telephone calls.  
(Already, Soon)

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_



**Home Activity** Your child reviewed time order words. Ask your child to explain how time order words organize information. Listen with your child to a news broadcast. See how many time order words he or she can identify.