

Name _____

Schwa

- **Generalization** In many words, the vowel sound gives no clue to its spelling: **science**, **iron**, **Canada**. That vowel sound is a schwa: ə.

Word Sort Sort the list words by the letter that stands for the schwa sound. The schwa sound is heard in unaccented syllables.

a

1. _____
2. _____
3. _____
4. _____

i

12. _____
13. _____
14. _____
15. _____

e

5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

o

16. _____
17. _____
18. _____

u

19. _____
20. _____

Spelling Words

1. stomach
2. memory
3. Canada
4. element
5. mystery
6. science
7. remember
8. forget
9. suppose
10. iron
11. gravel
12. difficult
13. fortune
14. giant
15. architect
16. normal
17. notify
18. privilege
19. cement
20. yesterday



Home Activity Your child is learning to spell words that have the schwa sound. Have your child look at each word and spell it aloud and then spell it again with eyes closed.

Name _____

Family Times

Summary

My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King Jr.

Few people know about what Martin Luther King Jr. was like as a child. His older sister, Christine, tells stories of their childhood, full of love and fun. She remembers when her little brother “M. L.” told their mother, “One day I am going to turn this world upside down.”

Activity

Everyday Leaders Together, discuss how you can be a leader every day. List the types of things you can do at school and at home to show that you are a good leader.

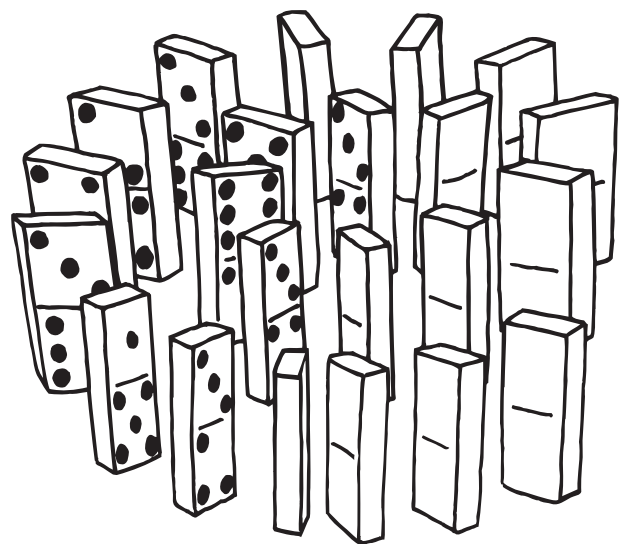
Comprehension Skill

Cause and Effect

A **cause** is why something happens. An **effect** is what happens. Sometimes one effect becomes the cause that can lead to another effect, which leads to another, and so on. This is called a chain of events.

Activity

Chain Reaction Set up a chain reaction with items such as dominoes, balls, and blocks. After placing the items in their positions, write up a short report that explains each phase of the reaction. Then, watch the reaction unfold.



Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *My Brother Martin*. Practice using these words.

Vocabulary Words

ancestors people from whom you are descended, such as your great-grandparents

avoided kept away from; kept out of the way of

generations periods of about thirty years, or the time from the birth of one generation to the birth of the next generation

minister member of the clergy; spiritual guide; pastor

numerous very many

pulpit platform or raised structure in a church from which the minister preaches

shielding protecting; defending

Conventions

Conjunctions

A **conjunction** is a word that can join words, phrases, or whole sentences. Some conjunctions are: *and, or, but, so, for, nor, yet*. You can use conjunctions to make compound sentences. *For example: I made the sandwiches and Jason got the iced tea. I made the sandwiches and Jason got the iced tea* are two complete sentences, joined into a compound sentence using the conjunction *and*.

Activity

Conjunction Game Write down the conjunctions *and, but, and or* on separate squares of paper. Turn the squares facedown, and mix them up. The first player says a simple sentence. *For example: I went to the store.* The second player must turn over one of the squares and use the conjunction along with a second sentence. *For example: but I forgot my wallet.* The first player puts the two sentences together: *I went to the store, but I forgot my wallet.* Continue, switching roles every other round.

Practice Tested Spelling Words

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

Name _____

Cause and Effect

- A **cause** is why something happens. An **effect** is what happens.
- Sometimes one effect can become the cause of another effect, which causes another, and so on. This is called a chain of events.

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

In February of 1960, four African American college students in North Carolina took a seat at a lunch counter where only white customers could sit. No one served them, but the young men said they would not leave the seats. The four men stayed there until the store closed.

This was a sit-in, or peaceful protest in

which people refuse to move. News spread quickly about what the students had done. Other college students in North Carolina began their own sit-ins. Soon cities in the South—and even in the North—were announcing that sit-ins had occurred there too. The four original students had started a powerful movement.

1. What do you think was the cause of the four students not being served?

2. What effect resulted from the lack of service at the counter?

3. What was an effect of the spreading news about the sit-in?

4. How did this effect become another cause in a chain of events?

5. Using the text and your prior knowledge, how would you describe the long-term effect of the sit-in?



Home Activity Your child found the causes and effects in a passage. Read a story or article together and identify the major events. Then use the questions “What happened?” and “Why did it happen?” to talk about the causes and effects of these events.

Main Idea and Details

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

It is amazing how much the United States changed in the time after World War II. People came together and fought for what they believed in. They looked at unfair laws and changed them. For example, at one time, African Americans could not sit in the same areas in waiting rooms or on buses. They could not drink from the same drinking fountains or get the same jobs and housing as white people could.

African Americans banded together and took action that showed the nation that things needed to be changed. For example, they organized protest marches in which they sang freedom songs. They also refused to ride buses that had segregated seating.

Eventually, things changed and are still changing. We have even elected an African American as president.

1. What is the main idea of the first paragraph?

2. What details help you know this?

3. What is the main idea of the second paragraph?

4. What details help you know this?

5. Write a good title for this passage.



Home Activity Your child reviewed main idea and details. Look at a news report and help your child decide what is the main idea and what are the supporting details.

Name _____

Conjunctions

Directions Make the paragraph flow more smoothly by combining short related sentences with *and*, *but*, or *or*. Complete the last sentence by adding a conjunction and more information. Write the new sentences.

(1) I wasn't alive in the 1950s. My grandfather was. (2) He was born in Atlanta. He went to an all-black school. (3) In those days you kept your mouth shut. You got into trouble. (4) There were separate stores for black people. There were places black people couldn't go. (5) Many people thought this situation was wrong. It was hard to change society. (6) Finally, Martin Luther King Jr., and others took action, (but, and, or).

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

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Home Activity Your child learned how to use conjunctions in writing. Ask your child to write a brief description of his or her day, using the conjunctions *and*, *or*, and *but*. Have your child read his or her description aloud, pointing out the conjunctions.

Schwa**Spelling Words**

stomach	memory	Canada	element	mystery
science	remember	forget	suppose	iron
gravel	difficult	fortune	giant	architect
normal	notify	privilege	cement	yesterday

Word Search Circle twelve list words in the puzzle and write them on the lines. Look for words that go across, down, up, backwards, and diagonally.

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

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

Schwa Replace the schwa in each word with the correct letter. Write each word.

- | | | | |
|-----------------|-----------|----------------|-----------|
| 13. elem ə nt | 13. _____ | 14. grav ə l | 14. _____ |
| 15. ir ə n | 15. _____ | 16. rememb ə r | 16. _____ |
| 17. c ə ment | 17. _____ | 18. Can ə da | 18. _____ |
| 19. priv ə lege | 19. _____ | 20. f ə rget | 20. _____ |



Home Activity Your child has learned to read, write, and spell words with the schwa sound. Challenge your child to find words with schwa sounds in other printed materials.

Name _____

Cause and Effect

- A **cause** is why something happens. An **effect** is what happens.
- Clue words such as *because*, *so*, and *since* sometimes signal a cause-effect relationship.
- Sometimes one effect can become the cause of another effect, which causes another, and so on. This is called a chain of events.

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

The workers who picked strawberries for a fruit company were tired and fed up. They were paid very little and treated unfairly. The workers went to talk to the managers about it, but they wouldn't listen.

One day the workers had enough and went on strike. They said that they would

no longer pick strawberries if things did not change. The managers lost money each day the workers refused to work. After three days, the managers finally decided to talk over the problem with the workers. In the end, the two sides made an agreement that solved the problem.

Cause

1. The workers were paid _____



Effect → Cause

2. They tried to _____



Effect → Cause

3. The workers went on _____



Effect → Cause

4. _____



Effect

5. _____

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Home Activity Your child used a graphic organizer to identify causes and effects in an article. Together, share memories of times when you stood up for something you believed in. Discuss the causes and effects that occurred as these events unfolded.

Name _____

Conjunctions

Directions Circle the conjunction in each sentence.

1. Rosa Parks was a brave and determined young woman.
2. She was told to give up her seat on a bus, but she refused.
3. Parks was taken off the bus and arrested.
4. Montgomery's black population got together and protested.
5. Black people continued working, but they wouldn't ride the buses.
6. They walked to work or hitched rides with friends.

Directions Use the conjunction *and*, *but*, or *or* to join each pair of sentences. Write the new sentences. Remember to add a comma.

7. Society is not always fair. People can help change it.

8. We can do nothing. We can work to make life better.

9. Great leaders take action. They inspire others to follow.

10. Martin Luther King, Jr., turned society upside-down. He was never violent.



Home Activity Your child reviewed conjunctions. Together listen to a radio broadcast for one minute. Have your child raise a hand or make a check mark on paper each time he or she hears the speaker use the conjunctions *and*, *or*, and *but*.