

Name \_\_\_\_\_

# Family Times

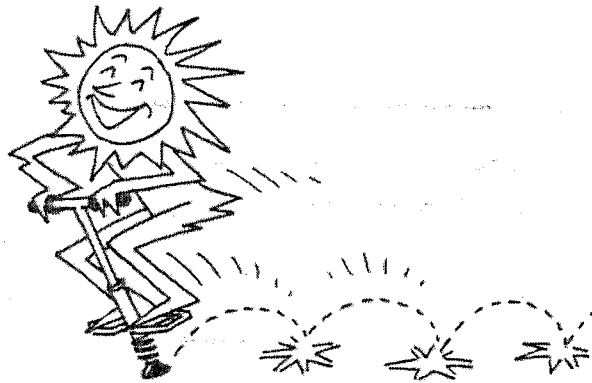
## Summary

### **How Night Came from the Sea: A Story from Brazil**

Why do we have day and night? A Brazilian legend says there was always daylight on Earth until the African goddess Iemanja's daughter left her ocean home to marry a land dweller. When Iemanja's daughter became homesick for the cool, shadowy world under the sea, her mother sent some of the darkness up to her, and now we have night on land as well as day.

### **Activity**

**Pourquoi Tales** The word *pourquoi* means *why* in French. Create your own *pourquoi* tale, a story about why a familiar pattern in nature exists. Answer a question about night and day, such as *Why does the sun appear to rise and fall in the sky?*



## Comprehension Skill

### **Generalize**

When you **generalize**, you make a broad statement or rule that applies to many examples, such as *All oceans contain salt water*. Words such as *all*, *most*, *always*, *usually*, or *generally* help you to find generalizations. If a generalization is supported by facts or details, it is valid (logical). If it is not supported by facts and details, it is faulty (false).

### **Activity**

**Valid or Faulty?** Make up your own generalizations and write them down. Then ask a family member to write whether they are valid or faulty. Switch roles and repeat the activity.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *How Night Came from the Sea*. Practice using these words.

### Vocabulary Words

**brilliant** shining brightly; sparkling

**chorus** anything spoken or sung all at the same time

**coward** person who lacks courage or is easily made afraid; person who runs from danger, trouble, etc.

**gleamed** flashed or beamed with light

**shimmering** gleaming or shining faintly

## Conventions

### Subject-Verb Agreement

The **subject** and **verb** in a sentence must **agree**. In other words, if the subject is a singular noun or pronoun, the verb must also be in its singular form. If the subject is plural, the verb must also be plural. *For example: She eats lunch every day. The children eat at the table.* The singular “she” *agrees* with the singular “eats,” and the plural “children” *agrees* with the plural “eat.”

### Activity

**Disagree to Agree** Take turns writing simple sentences in which the subject and verb do not agree. Have family members correct each sentence in two ways, first by changing the subject and second by changing the verb. For example, if someone writes *The dog bark*, make the sentence correct by saying both *The dog barks* and *The dogs bark*.

## Practice Tested Spelling Words

however

couch

flowerpot

trout

mountain

towel

scowl

drowsy

mound

ounce

browse

grouch

scout

coward

announce

eyebrow

shout

outdoors

hound

boundary

# Weekly Word Lists

## Spelling

however  
mountain  
mound  
scout  
shout  
couch  
towel  
ounce  
coward  
outdoors  
flowerpot  
scowl  
browse  
announce  
hound  
trout  
drowsy  
grouch  
eyebrow  
boundary

*How Night  
Came from  
the Sea*

## Vocabulary

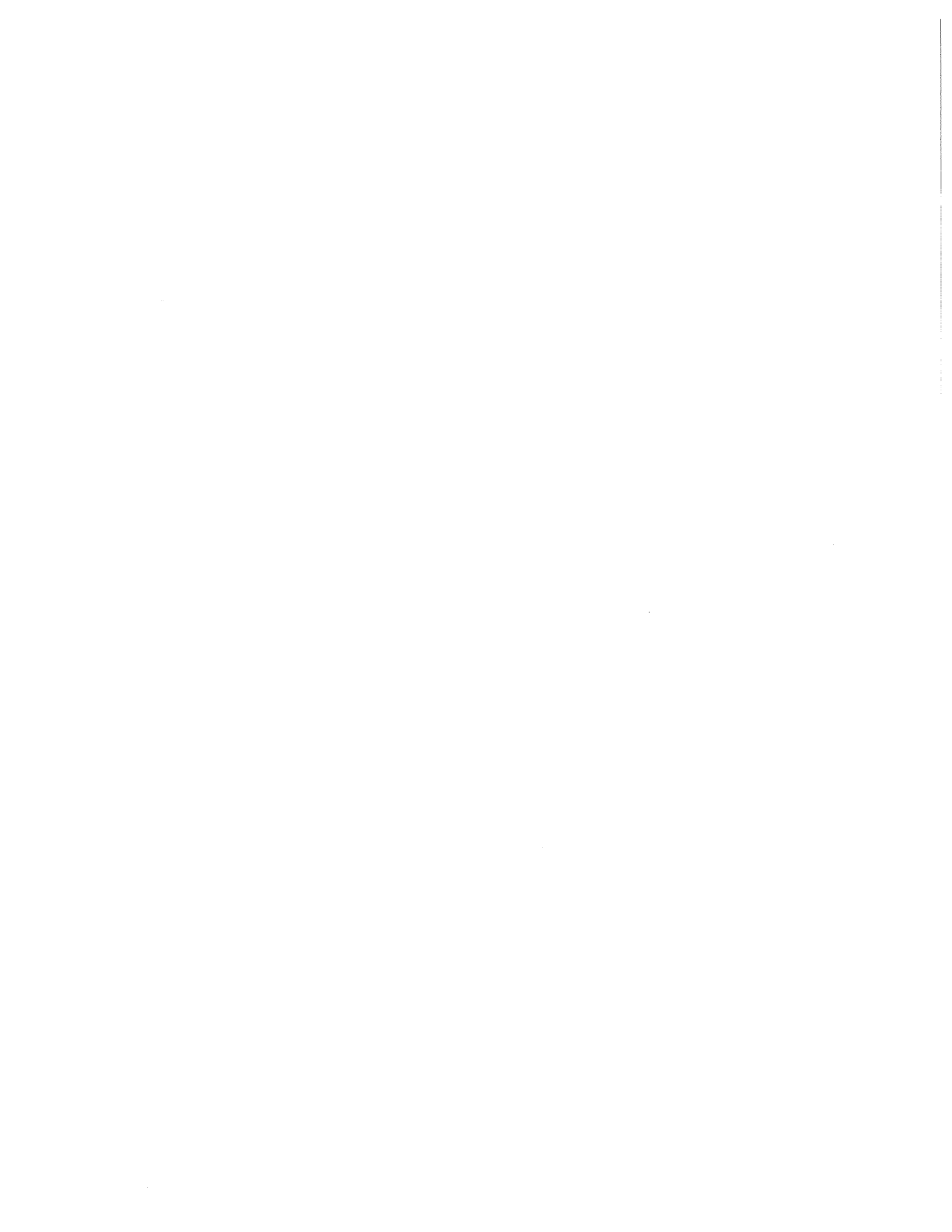
brilliant  
chorus  
coward  
gleamed  
shimmering

## Amazing Words

creatures	darkness
dazzle	gratitude
impact	moon
nightfall	prowl
thrive	tolerate

## Challenge Words

cauliflower  
foundation  
surround  
allowance  
counselor



# Vowel Sound in *shout*

Spelling Words				
however	mountain	mound	scout	shout
couch	towel	ounce	coward	outdoors
flowerpot	scowl	browse	announce	hound
trout	drowsy	grouch	eyebrow	boundary

**Rhymes** Complete each sentence by writing two or more rhyming list words.

“If you (1)\_\_\_\_, you’ll scare the (2)\_\_\_\_,” said the (3)\_\_\_\_\_.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Now I can (4)\_\_\_\_ that this tennis ball gives the most bounce per (5)\_\_\_\_\_.

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

The barking (6)\_\_\_\_ jumped over the grassy (7)\_\_\_\_\_.

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

The neighborhood (8)\_\_\_\_ had nothing nice to say about my comfortable new (9)\_\_\_\_\_.

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

“Oh, no. I forgot my beach (10)\_\_\_\_\_,” said Jackie with a (11)\_\_\_\_\_.

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

**Classifying** Write the list word that best completes each group.

- |                                 |           |
|---------------------------------|-----------|
| 12. seed, soil, _____           | 12. _____ |
| 13. scaredy-cat, chicken, _____ | 13. _____ |
| 14. eyelash, mustache, _____    | 14. _____ |
| 15. sleepy, tired, _____        | 15. _____ |
| 16. in the open, outside, _____ | 16. _____ |
| 17. but, although, _____        | 17. _____ |
| 18. peak, cliff, _____          | 18. _____ |
| 19. look around, glance, _____  | 19. _____ |
| 20. border, margin, _____       | 20. _____ |



**Home Activity** Your child wrote words with *ou* and *ow*. Challenge your child to spell the rhyming word groups from the Rhymes exercises on this page.

Name \_\_\_\_\_

### Vowel Sound in *shout*

Spelling Words				
however	mountain	mound	scout	shout
couch	towel	ounce	coward	outdoors
flowerpot	scowl	browse	announce	hound
trout	drowsy	grouch	eyebrow	boundary

**Crossword** Use the clues to complete the puzzle.

**Across**

- 4. fearful one
- 5. not indoors
- 7. hair above your eye
- 8. small hill
- 9. declare
- 12. sleepy
- 13. grumbler
- 15. dish wiper
- 16. frown

**Down**

- 1. planter
- 2. dog
- 3. border
- 6. yell
- 10. sofa
- 11. peak
- 14. weight

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**Home Activity** Your child has learned to read, write, and spell words with *ou* and *ow*. Read aloud the puzzle clues and have your child spell the matching list word.

Name \_\_\_\_\_

## Vowel Sound in *shout*

**Proofread a Dialogue** Help Rita correct her dialogue. Circle six misspelled words and write them correctly. Add the missing punctuation mark.

“You said this was a small mownd, but it’s a mountain!” grumbled Rita.

“You’re such a grouch!” said Andy.

“You don’t have to announce it to everyone!” Rita replied.

“We have to do this to get our scowt badge,” Chen reminded her.

“But I hate the owtdoors,” Rita said with a scoul.

“I know! You’d rather be in your house on the couch,” laughed Andy.

“All this walking is making me drousy, said Rita.

“Me, too,” agreed Chen. “Let’s walk threw the woods and go home.”

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

**Proofread Words** Cross out the misspelled word and write it correctly.

- |                           |           |
|---------------------------|-----------|
| 7. a trawt stream         | 7. _____  |
| 8. a raised eybrow        | 8. _____  |
| 9. a state’s boundry line | 9. _____  |
| 10. a broken flourpot     | 10. _____ |
| 11. a big cowerd          | 11. _____ |
| 12. a nose like a hawnd   | 12. _____ |

**Spelling Words**

however  
mountain  
mound  
scout  
shout  
couch  
towel  
ounce  
coward  
outdoors  
  
flowerpot  
scowl  
browse  
announce  
hound  
trout  
drowsy  
grouch  
eyebrow  
boundary

**Frequently Misspelled Words**

outside  
through  
house

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**Home Activity** Your child identified misspelled words with *ou* and *ow*. Spell some of the list words aloud. Make some mistakes so your child can correct them.

Name \_\_\_\_\_

## Vowel Sound in *shout*

- **Generalization** The vowel sound in *shout* can be spelled **ou** or **ow**: couch, towel.

**Word Sort** Sort the list words by their *ou* and *ow* spellings.

**OW**

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

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

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

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

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

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

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

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

**OU**

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

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

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

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

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

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

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

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

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

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

19. \_\_\_\_\_

20. \_\_\_\_\_

### Spelling Words

1. however
2. mountain
3. mound
4. scout
5. shout
6. couch
7. towel
8. ounce
9. coward
10. outdoors
11. flowerpot
12. scowl
13. browse
14. announce
15. hound
16. trout
17. drowsy
18. grouch
19. eyebrow
20. boundary



**Home Activity** Your child is learning to spell words with *ou* and *ow*. Say the *ow* words and have your child spell them. Then say the *ou* words and have your child spell them.