

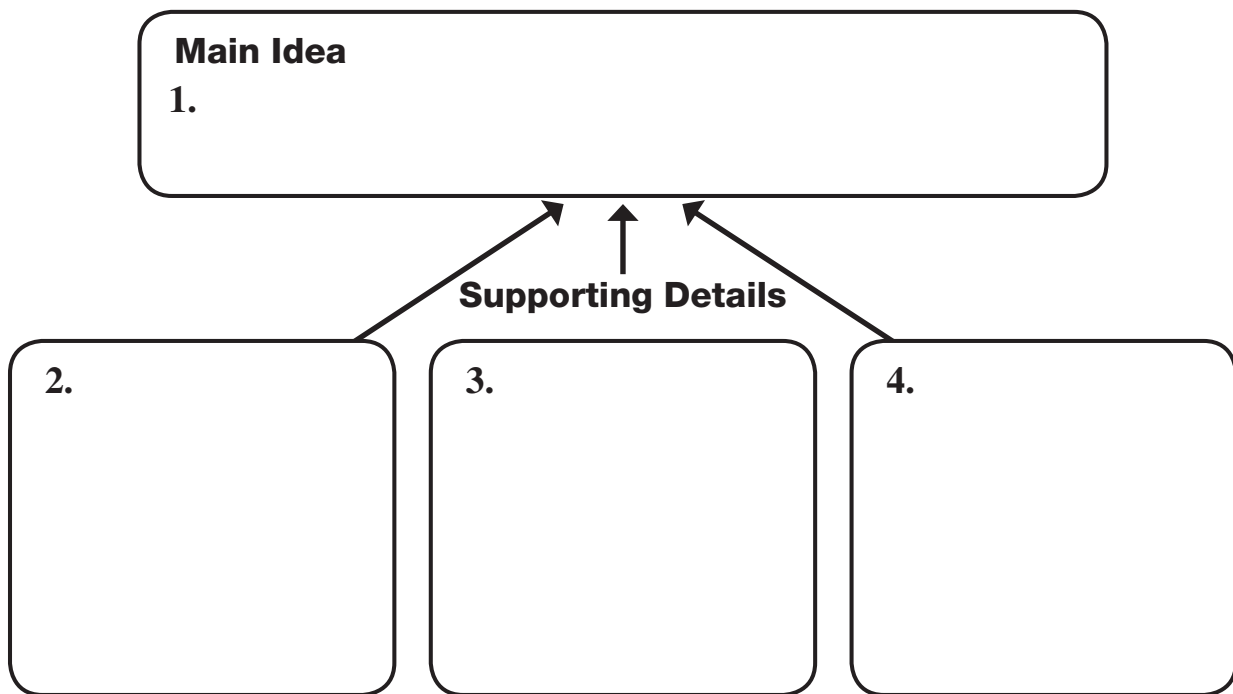
Name _____

Main Idea and Details

- The **main idea** is 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. Complete the diagram by stating the main idea and three supporting details. Then answer the question below the diagram.

<p>The President has a difficult job, but at least there are people to help the President along the way. These special people are called the Cabinet. The President gets to choose the members of the Cabinet, but the members of the United States Senate must approve them.</p> <p>Each member of the Cabinet represents</p>	<p>a department of the government. Some examples of these departments are Education, Homeland Security, and Transportation. The Cabinet meets with the President to talk about issues that affect their departments. In these meetings, the President gets good advice on what decisions to make.</p>
---	---



5. What is a one-sentence summary of this passage?



Home Activity Your child used a graphic organizer to identify the main idea and supporting details of a passage. Work with your child to identify the main idea and supporting details for individual paragraphs in a magazine or newspaper article about government. Challenge him or her to summarize the entire article.

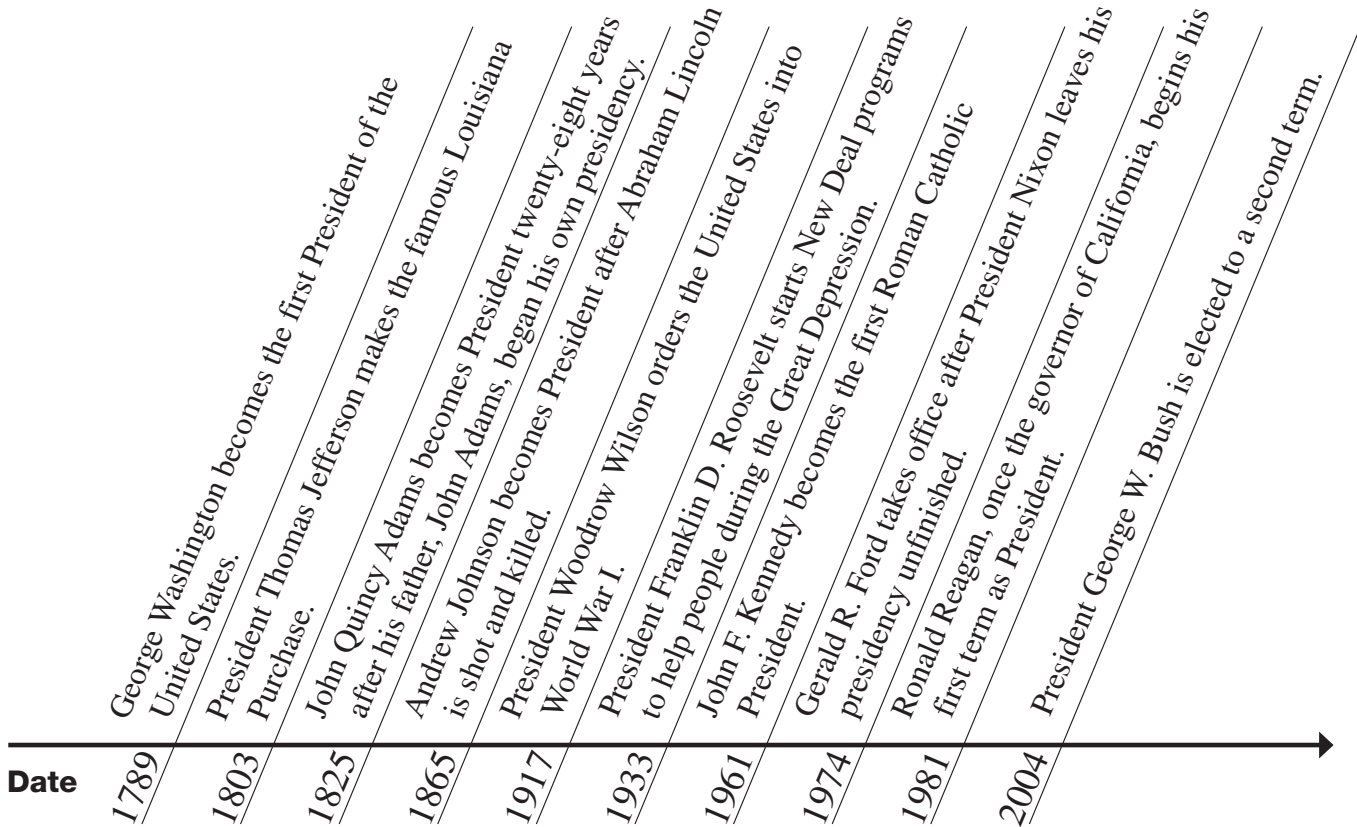
Name _____

Time Line

A **time line** is a chart that shows a sequence of events. A time line uses a bar divided into periods of time to show the order of events.

Directions Study the time line below. Then answer the questions that follow.

Presidential Time Line



1. What information does this time line provide?

2. How are the dates organized on this time line?

3. According to the time line, what event happened most recently?

Name _____

4. When did President Jefferson make the Louisiana Purchase?

5. What happened in 1974 before Gerald R. Ford became President?

6. What happened for the first time in 1961?

7. How many years passed between the start of George Washington's presidency and President Wilson's decision to enter World War I?

8. Why did Andrew Johnson become President?

9. In what year did John Quincy Adams's father become President? How do you know?

10. How might you use this time line as you do research for a report on American Presidents?

© by Savvas Learning Company LLC., 4



Home Activity Your child learned about time lines and used a time line to answer questions. Together, read an encyclopedia entry about an American President. Write key facts about the President's life and career in a time line. Encourage your child to illustrate the time line with pictures, where appropriate.

Name _____

Vocabulary

Directions Choose a word from the box that best completes each sentence. Write the word on the line to the left.

- _____ 1. A ____ person might look in a mirror all the time.
- _____ 2. The President has much ____.
- _____ 3. He behaved ____ as he took the oath.
- _____ 4. The ____ is an important document.
- _____ 5. Many people voted, so the election was a ____ success.

Check the Words You Know

- ___ Constitution
- ___ howling
- ___ humble
- ___ politics
- ___ responsibility
- ___ solemnly
- ___ vain

Directions Choose the word from the box that best matches each numbered clue below. Write the letters of the word on the blanks. After you are finished, the boxed letters will spell a secret word.

- 6. seriously
- 7. government work
- 8. the act of taking care of someone
- 9. having too much pride
- 10. not proud

6.			
		x	
		e	
7.			
		u	
		t	
8.			
9.			
10.			

Write a Speech

Pretend you have just been elected President of the United States. On a separate sheet of paper, write a short speech you would give to the public. In the course of explaining how you will approach your new job, use as many vocabulary words as you can.

© by Savvas Learning Company LLC., 4



Home Activity Your child identified and used vocabulary words from *So You Want to Be President?* Together, read an article about politics or government. Discuss the article, using as many vocabulary words from the selection as you can.

Name _____

Plural Possessive Nouns

A **plural possessive noun** shows that something is owned or shared by more than one person, place, or thing.

- Add an apostrophe (') to a plural noun that ends in *-s*, *-es*, or *-ies*.
our parks' popularity animals' rights
- Add an apostrophe (') and *-s* to a plural noun that does not end in *-s*, *-es*, or *-ies*.
the deer's feeding ground the children's vacation

Directions Write the possessive form of each underlined plural noun.

1. highways rest stops _____
2. teeth cavities _____
3. states laws _____
4. forests trees _____
5. raccoons paws _____
6. geese feathers _____
7. men jackets _____
8. rivers banks _____

Directions Choose a plural possessive noun to complete each sentence. Write the word on the line.

9. Our national (parks, parks') landscapes are known around the world.

10. (Automobiles, Automobiles') exhausts can harm the wilderness.

11. The (wolves', wolves') fangs are very sharp.

12. Park (rangers', ranger's) jobs are rewarding.



Home Activity Your child learned about plural possessive nouns. Ask your child to explain the difference between singular and plural possessive nouns. Encourage your child to give examples using the words *boys*, *girls*, and *children*.

Name _____

Vocabulary • Unknown Words

- **Dictionaries** and **glossaries** provide alphabetical lists of words and their meanings.
- Sometimes looking at the words around an unknown word can't help you figure out the word's meaning. If this happens, use a dictionary or glossary to find the meaning.

Directions Read the following letter. Then answer the questions below. Use your glossary or a dictionary to help you with unknown words.

Dear Mr. President,
I became interested in politics after studying the Constitution in school. I hope this doesn't sound vain, but I think I'm a pretty smart student, and I believe that my ideas are sound. I think that the government should take on the responsibility of making sure that every person in the country knows how

to read and write. Then everyone would be able to communicate better and solve problems easier. I solemnly believe this. Please look at the plan I've written on the following pages.

Sincerely,
Benita

1. Look up the word *Constitution* in your glossary. What part of speech is it?

2. What is the meaning of the word *communicate*?

3. Why does Benita want to avoid sounding *vain*?

4. The word *sound* can mean "vibrations that can be detected by hearing organs" or "sensible, reasonable." Which meaning is used in this letter? How do you know?



Home Activity Your child used a glossary to identify the definitions of unknown words. Read a short story together. Create a glossary for the story by writing down all the unknown words and using the definitions from a dictionary.

Name _____

Plural Possessive Nouns

Directions Read the passage. Then read each question. Circle the letter of the correct answer.

The White House

(1) Presidents families live in the White House. (2) Their families lives are different from ours. (3) Servants take care of all the residents' needs. (4) Families bring their pets' to the White House. (5) The children pets have a great life.

- | | |
|--|---|
| <p>1 What change, if any, should be made in sentence 1?</p> <p>A Change <i>Presidents</i> to Presidents'.</p> <p>B Change <i>Presidents</i> to President's.</p> <p>C Change <i>Presidents</i> to President.</p> <p>D Make no change.</p> | <p>4 What change, if any, should be made in sentence 4?</p> <p>A Change <i>pets'</i> to pets.</p> <p>B Change <i>pets'</i> to pet.</p> <p>C Change <i>pets'</i> to pet's.</p> <p>D Make no change.</p> |
| <p>2 What change, if any, should be made in sentence 2?</p> <p>A Change <i>families</i> to family's.</p> <p>B Change <i>families</i> to family.</p> <p>C Change <i>families</i> to families'.</p> <p>D Make no change.</p> | <p>5 What change, if any, should be made in sentence 5?</p> <p>A Change <i>children</i> to child.</p> <p>B Change <i>children</i> to children's.</p> <p>C Change <i>children</i> to childrens.</p> <p>D Make no change.</p> |
| <p>3 What change, if any, should be made in sentence 3?</p> <p>A Change <i>residents'</i> to resident's.</p> <p>B Change <i>residents'</i> to residents.</p> <p>C Change <i>needs</i> to need.</p> <p>D Make no change.</p> | |



Home Activity Your child prepared for taking tests on plural possessive nouns. Have your child prepare flash cards with a plural noun on one side and its possessive form on the other. Quiz him or her using the flash cards.

Name _____

Plural Possessive Nouns

Directions Make each sentence less wordy by replacing the underlined words with a plural possessive noun phrase. Write the new sentences.

1. The wise decisions of our Presidents helped create America's national parks.

2. The trees of our forests are for animals as well as for people.

3. We must protect the creatures of our oceans.

4. People should respect the plants of the deserts.

5. All Americans should learn the histories of the states.

Directions Write about a visit to the zoo or a wildlife park. Use at least two plural possessive nouns and underline them.

