

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. Then answer the questions below.

I can't believe our summer camping trip is over. We did so many fun things in so little time. First we found a perfect camping spot on the edge of a grassy meadow. The ground was nice and soft there—perfect for sleeping on. Then we headed to the river, where we went rafting.

The ride was bumpy and fast. When we finished rafting, we took a long hike back up the river. Along the hike we stopped to pick wild berries. They were sweet. Finally we got back to our camp and built a fire. We sang songs around the fire until it was time for bed.

1. In one or two words, what is this passage about?

2. What is the main idea of the passage?

3. What is one important detail that tells more about the main idea?

4. What is another detail that tells more about the main idea?

5. On a separate piece of paper, make a graphic organizer that shows the main idea and the details that support the main idea.



Home Activity Your child identified the main idea and supporting details of a nonfiction passage. Read a magazine article about a wild animal with your child. Work together to identify the main idea and supporting details of the article. Then write a short summary.

Name _____

Author's Purpose

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

If you want to learn about trees, Redwood National Park is a great place to visit. There you can see many large trees, some of them hundreds of feet tall. Besides being tall, the trees may also be very old. In fact, redwood trees can live for 2,000 years. They are national treasures.

The park is located near the Pacific Ocean, which helps the trees stay healthy. The trees soak in the water that is in the

air, which keeps them alive in case of drought.

Other kinds of plants grow in the park as well. Douglas fir, western hemlock, ferns, and mosses all grow in the same soil as the massive redwood trees. This means that the soil is rich in nutrients from the different kinds of plants growing there.

People should support their national parks by learning about and visiting them.

1. What is most likely the author's purpose of the passage?

2. What is an example of a sentence that helps you know the author's purpose?

3. Do you think the author met his or her purpose in describing the park?

4. Which words in the last sentence tell you the author's opinion about national parks?

5. On a separate sheet of paper, write about your family visiting Redwood National Park.



Name _____

Clauses and Complex Sentences

Directions Make complex sentences by choosing clauses from the box to combine with the clauses below. Write your sentences on the lines. Use correct capitalization and punctuation.

Native Americans were living there	if you get too close
you will want to return	because it is so beautiful
it is still mostly wilderness	

1. When explorers reached Yosemite, _____

2. Many people visit Yosemite _____

3. Although millions of tourists visit the park, _____

4. A mule deer can be dangerous _____

5. After you have visited once, _____

Directions Think of a place you would like to visit. Write three complex sentences about the place. Use the words in ().

6. (because) _____

7. (if) _____

8. (when) _____



Home Activity Your child learned how to use clauses and complex sentences in writing. Ask your child a why question. Have him or her write a complex sentence to answer it. Ask your child to explain why the answer is a complex sentence.

Name _____

Long u

Word Puzzle Figure out the code to complete the list words.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
		14		10									25		19		3	18	26						

1. S C T E R
18 14 20 20 26 10 3
2. E
13 9 4 10
3. T E R N N
17 16 26 10 3 25 20 20 25
4. C R S E
14 3 9 23 18 10
5. R S E
7 3 9 23 18 10
6. T E
16 6 9 26 10
7. T R T
26 3 9 26 13
8. C E
12 9 23 14 10
9. C R E
14 3 9 10 6
10. E C S E
10 2 14 9 18 10
11. P P
19 9 19 23 6
12. R
13 9 1 20 3
13. R E
4 3 20 20 24 10
14. T
21 9 26 8
15. C R E
14 9 3 16 10 22
16. C N S E
14 20 25 16 9 18 10
17. S
9 18 9 17 6
18.
1 20 20 21

Spelling Words

- usual
- huge
- flute
- mood
- smooth
- threw
- afternoon
- scooter
- juice
- cruise

- truth
- bruise
- cruel
- excuse
- pupil
- groove
- confuse
- humor
- duty
- curfew

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Home Activity Your child has learned to read, write, and spell words with the long *u* sound spelled *u-consonant-e*, *ew*, *oo*, *ui*, or *u*. Write each long *u* spelling and ask your child to add letters to write a list word with that spelling.

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 passage. Then complete the diagram below.

Yosemite National Park has many rules for people to follow in order to preserve the park. One rule is that hunting of any animals is not allowed. Hunting would change the food supply for animals in the park. Hunting in a busy park could also be dangerous to humans. Riding a bike off an official trail is against the rules too. This could ruin the plant life growing in natural areas. Another rule prohibits

people from feeding animals. It is not safe for the animals or the visitors. Wild animals might get used to being fed and be unable to feed themselves in the wild. Finally, people cannot remove plants or rocks as souvenirs. If visitors follow these and other rules of the park, Yosemite will continue to be a beautiful, natural place to visit.

Main Idea
1. Yosemite has

↓

Supporting Details
2. Hunting
3.
4. Feeding animals
5.

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Home Activity Your child read a short passage and identified its main idea and supporting details. Have your child write a paragraph about his or her favorite place. Then help your child create a graphic organizer that identifies the main idea and supporting details of the paragraph.

Name _____

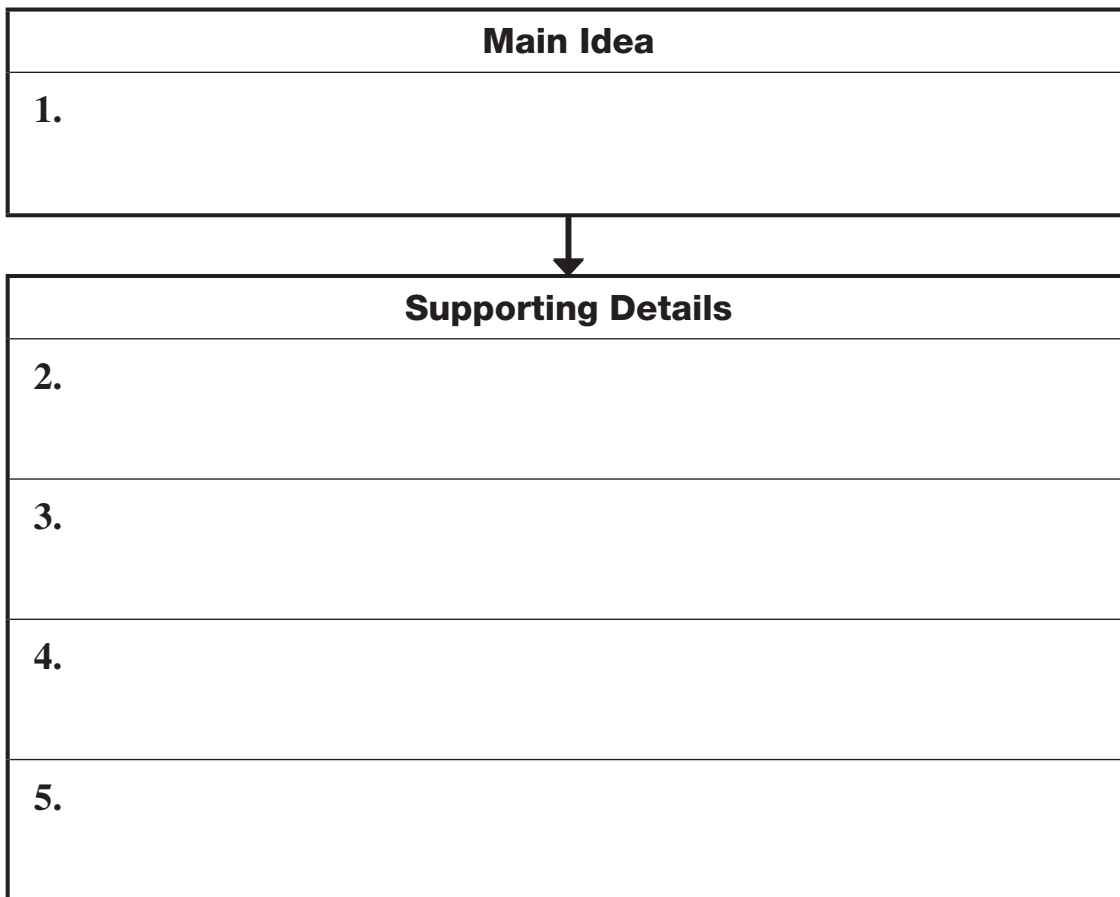
Main Idea and Details

- 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. Then complete the diagram below.

Several people helped make Yellowstone National Park a protected place. In the 1600s and 1700s, fur trappers came through the area. They noticed its amazing features, such as geysers that shoot hot water high into the air. When they returned to towns and camps, they told stories about what they had seen.

Soon expeditions were organized to explore Yellowstone. The expedition led by Ferdinand Hayden in 1871 included a photographer and an artist who captured the beauty of Yellowstone in their pictures. They showed their pictures to Congress. In 1872, President Grant signed a law that made sure Yellowstone would be protected forever by making it the first national park.



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Home Activity Your child read a short passage and identified the main idea and supporting details. Work with your child to create a graphic organizer that identifies the main idea and supporting details of an article about a natural area.

Name _____

Vocabulary

Directions Choose the word from the box that best matches each definition. Write the word on the line to the left.

- | | |
|-------|---|
| _____ | 1. a mass of ice moving very slowly down a mountain or along a valley |
| _____ | 2. a wild place with few or no people living in it |
| _____ | 3. to keep from harm or change |
| _____ | 4. a person who studies living things |
| _____ | 5. a set of related living things with similar characteristics |

Check the Words You Know

- ___glacier
- ___impressive
- ___naturalist
- ___preserve
- ___slopes
- ___species
- ___wilderness

Directions Choose the word from the box that best matches the meaning of each underlined word. Write the word on the line to the left.

- | | |
|-------|--|
| _____ | 6. We went skiing down the snow-covered <u>mountains</u> . |
| _____ | 7. The scenery in the national park was <u>magnificent</u> . |
| _____ | 8. The park rangers want to <u>keep changes from happening in the park</u> . |
| _____ | 9. Long ago a <u>large sheet of ice</u> covered this whole area. |
| _____ | 10. We camped out in a <u>wild, isolated</u> area. |

Write a Poem

On a separate sheet of paper, write a poem about your favorite natural place. Use as many vocabulary words as you can.

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Home Activity Your child identified and used vocabulary words from *Letters Home from Yosemite*. Read a nonfiction article about a natural place with your child. Have your child create sentences in response to the article using the vocabulary words.

Name _____

Clauses and Complex Sentences

A **clause** is a group of words with a subject and a verb. A **dependent clause** begins with a word such as *because* or *when*. It cannot stand alone as a sentence. An **independent clause** can stand alone.

Dependent Clause when I was eight

Independent Clause My family visited Yosemite.

A sentence made up of a dependent clause and an independent clause is a **complex sentence**.

Complex Sentences When I was eight, my family visited Yosemite.

My family visited Yosemite when I was eight.

Other words that often introduce a dependent clause are *since*, *although*, *if*, *until*, *unless*, *as*, *after*, and *before*. When a dependent clause comes first in a complex sentence, it is followed by a comma.

Directions Write *I* if the underlined group of words is an independent clause. Write *D* if it is a dependent clause.

1. People visit Yosemite because it is so beautiful. _____
2. When you see El Capitan, you'll be amazed. _____
3. If you go there, visit Yosemite Falls. _____
4. You will probably see a bear before you leave. _____
5. After I returned, I read a book about the park. _____

Directions Combine each pair of simple sentences. Use the word in (). Write the complex sentence.

6. I'll visit all the national parks. I'm grown up. (when)

7. I'm only ten years old. I have to travel with my family. (since)



Name _____

Vocabulary • Suffixes

- A **suffix** is a word part added to the end of a **base word** to change its meaning. You can use a suffix to figure out the meaning of an unfamiliar word.
- The suffix *-ist* can make a word mean “one who is an expert in.” The suffix *-ive* means “tending or inclined to ____.”

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

On our sunrise hike through the extensive wilderness, the naturalist told us that the park was filled with many species of animals. It was impressive to think that so many different animals could live in the same place. She also told us that to preserve the park, we

needed to leave it as if we had never been there. We couldn't take any flowers or plants with us, and we shouldn't leave our garbage there either. Unfortunately, visitors in the past had not been so careful. Restoring the park to its natural state is a creative job.

1. What is the suffix in the word *extensive*? What does it tell you about the meaning of the word?

2. What does *naturalist* mean? How do you know?

3. What does *impressive* mean? How do you know?

4. What does the word *creative* mean?

5. Write two other words that end in either *-ist* or *-ive*.



Home Activity Your child read a short passage and identified suffixes to understand words in a passage. Read an article with your child. Help your child to identify and circle the suffixes added to words in the article.

Name _____

Clauses and Complex Sentences

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

Camping in Yosemite

(1) When the tourists arrive. (2) There are many cars. (3) Don't tease the animals, and they should not bother you. (4) Before going to sleep, pitch your tent. (5) We went too near the falls, we got soaking wet. (6) If there are bobcats and bears, we don't see any. (7) When I am hiking, I saw a large brown animal.

- | | |
|--|--|
| <p>1 What change, if any, should be made in sentences 1 and 2?</p> <p>A Change the period in sentence 1 to a comma and change <i>There</i> to there.</p> <p>B Change <i>tourists arrive</i> to tourist arrives.</p> <p>C Change <i>There are many cars</i> to many cars arrive.</p> <p>D Make no change.</p> | <p>4 What change, if any, should be made in sentence 6?</p> <p>A Change <i>If there are bobcats and bears</i> to There are bobcats and bears.</p> <p>B Change <i>don't</i> to didn't.</p> <p>C Change the comma to a period.</p> <p>D Make no change.</p> |
| <p>2 What change, if any, should be made in sentence 3?</p> <p>A Change the comma to a period.</p> <p>B Change <i>and</i> to but.</p> <p>C Change the period to a question mark.</p> <p>D Make no change.</p> | <p>5 What change, if any, should be made in sentence 7?</p> <p>A Change <i>am</i> to go.</p> <p>B Change <i>am</i> to was.</p> <p>C Change the comma to a period.</p> <p>D Make no change.</p> |
| <p>3 What change, if any, should be made in sentence 5?</p> <p>A Change <i>we got soaking wet</i> to We got soaking wet.</p> <p>B Change the comma to a comma plus the word so.</p> <p>C Change the period to an exclamation.</p> <p>D Make no change.</p> | |



Home Activity Your child prepared for taking tests on clauses and complex sentences. Say *clause* and then *sentence* and have your child say a clause and then a sentence using it.