Summary

A Summer’s Trade

Tony is a young Navajo boy who works at the Trading Post to earn money for a saddle. However, when his grandmother has to sell her prized bracelet, Tony knows he must buy it back with what he has earned. Later, Tony is shocked to receive the saddle as a gift from his grandmother.

Activity

Prized Possessions In the story, Tony wants a saddle more than anything. His grandmother’s bracelet means everything to her. Have each member of your family name a prized possession. Have everyone explain why their item is so valuable.

Comprehension Skill

Author’s Purpose

An author’s purpose is the reason that the author writes the story. Authors may write to persuade, inform, entertain, or express ideas or feelings.

Activity

What’s the Motive? With your family, take turns recounting a story of something that has recently happened. When each person has finished, have the rest of the family try to figure out the storyteller’s purpose. Is there more than one? How do you know?
Lesson Vocabulary

Words to Know
Knowing the meaning of these words is important when reading *A Summer’s Trade*. Practice using these words.

Vocabulary Words
**bandana** a square piece of fabric worn on the head or neck
**bracelet** a piece of jewelry worn around the wrist
**hogan** a kind of house used by the Navajo people
**jostled** bumped or jiggled
**mesa** a rock formation or mountain with a flat top
**Navajo** a member of the Navajo Indian tribe
**turquoise** a precious blue-green stone

Conventions

Main and Helping Verbs
**Main verbs** show the action in a sentence. Main verbs are always the last word in a verb phrase. **Helping verbs** clarify the meaning of the main verb. For instance, they may indicate when the action takes place. They come before the main verb in a sentence. *Have, has, had, will, is, am, are, was, and were* can be helping verbs. For example: *Bob is building an airplane. Is* is the linking verb and *building* is the main verb.

Activity
**Say It, Do It** With a family member, take turns making statements and have the other person act out the action verb. For example, if someone says “I’m flying over the trees,” the other person would act out “flying.”

Practice Tested Spelling Words

__________________________  ____________________________  ____________________________  ____________________________

__________________________  ____________________________  ____________________________  ____________________________

__________________________  ____________________________  ____________________________  ____________________________

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__________________________  ____________________________  ____________________________  ____________________________

__________________________  ____________________________  ____________________________  ____________________________

Family Times DVD-91
1. Wild animals is having a hard time living with humens.

2. Many has becomed endangered.

3. The scouts is clening up the river.

4. This be a good way to hep animals.

5. We shuld plant trees to replace the won we cut down.

6. Loss of trees increases the level, of carbon dioxide in the air?

7. We once had a beagel named obiwan.

8. That dog aten more than i did.

9. Jane goodall has spent she life educating the world about animals.

10. She is a great exampel of how to treat Wildlife.
The Trading Post

Imagine you are a Navajo living in the Southwest in the 1800s. Where would you go to catch up with friends and buy food and clothing? The mall? No! You would go to the trading post.

In those days, the Navajo would pack up their woven woolen blankets and rugs and jewelry, and travel several hours to the trading post. They would trade goods and talk with friends. Often these were the only times they saw neighbors.

Today these trading posts act mainly as banks and safes for the special needs of the Navajo. For example, where banks will not accept a sheep to secure a loan, a trading post will. The trading post understands that animals are a vital source of income for a Navajo family.

Other goods, such as ceremonial skins and baskets, are given to the trading post to store. These items are considered live pawn and are kept in the back of the store until the Navajo owner needs them. Tourists can't buy these items, but they can view them to learn about Navajo traditions. In this way, trading posts still act as the cultural hubs they were in the past.
Author’s Purpose

- The author's purpose is the reason or reasons the author has for writing.
- An author may write to persuade, to inform, to entertain, or to express himself or herself.

Directions Read the passage. Then answer the questions below.

Dirty beaches are disgusting. I hate to see the shore of a lake or ocean dotted with candy wrappers, soda bottles, or other bits of garbage. Garbage on beaches is more than an eyesore. It also kills wildlife. Animals such as fish and turtles may eat drifting garbage they find in the water. If they do, they may choke. The plastic six-pack yokes from soda cans are dangerous to birds. Birds often become tangled in the plastic and die. To help keep beaches clean, you can volunteer on clean-up days. People who clean beaches help protect the environment and are definitely doing the right thing!

Directions Fill in the diagram below based on the passage.

1. Detail: Dirty beaches are ____________

2. Detail: If animals eat drifting garbage ____________

3. Detail: Birds can become tangled ____________

4. Author’s Purpose:
   ____________
   ____________
   ____________

5. How do the details provided help support the author’s purpose?

Home Activity Your child analyzed the author’s purpose in a passage about beaches. Challenge him or her to read an editorial from a newspaper and explain the author’s purpose for writing the editorial. Ask your child to explain who the author is trying to persuade or convince.
Final Syllables -en, -an, -el, -le, -il

- Generalization Vowels in final syllables often sound alike even when they are spelled differently: veteran, wooden, cancel, chuckle, fossil.

Word Sort Sort words by the way in which the final syllable is spelled.

<table>
<thead>
<tr>
<th>-en</th>
<th>-le</th>
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<tbody>
<tr>
<td>1.</td>
<td>13.</td>
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<thead>
<tr>
<th>Spelling Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. example</td>
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<tr>
<td>2. level</td>
</tr>
<tr>
<td>3. slogan</td>
</tr>
<tr>
<td>4. quarrel</td>
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<tr>
<td>5. scramble</td>
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<tr>
<td>6. evil</td>
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<td>7. oxygen</td>
</tr>
<tr>
<td>8. wooden</td>
</tr>
<tr>
<td>9. double</td>
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<tr>
<td>10. travel</td>
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<tr>
<td>11. cancel</td>
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<tr>
<td>12. chuckle</td>
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<tr>
<td>13. fossil</td>
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<tr>
<td>14. toboggan</td>
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<tr>
<td>15. veteran</td>
</tr>
<tr>
<td>16. chisel</td>
</tr>
<tr>
<td>17. suburban</td>
</tr>
<tr>
<td>18. single</td>
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<tr>
<td>19. sudden</td>
</tr>
<tr>
<td>20. beagle</td>
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</tbody>
</table>

Home Activity Your child is learning to spell words with final syllables -en, -an, -el, -le, and -il. Ask your child to tell you an ending sound and two ways it can be spelled.
Main and Helping Verbs

Verbs that are made up of more than one word are verb phrases. In a verb phrase, the main verb names the action. The helping verb helps tell the time of the action. Some common helping verbs are has, have, had, am, is, are, was, were, do, does, did, can, could, will, would, and should.

- The main verb is always the last word in a verb phrase. (Tony is working at the trading post.)
- There may be more than one helping verb in a verb phrase. (We should have worked longer.)
- Helping verbs such as is and are show that action is happening in the present. (We are working now.) Was and were tell that the action happened in the past. (These cans were placed on the shelf.) Will tells that the action is happening in the future. (If I work hard, I will make a lot of money.)
- Never use of as a helping verb. Try using have instead.
  
  Yes: I should have worked on weekends instead of nights.
  No: I should of worked on weekends instead of nights.

Directions Underline the verb phrase in each sentence.

1. Sometimes tourists will visit the trading post.
2. My boss is named Mr. Hilson.
3. I can unpack canned goods at the post.
4. My mother has worked next door for many years.
5. I could have spent my money.
6. I was saving my money for a saddle.

Directions Find the verb phrase in each sentence. Write the helping verb on the first line and the main verb on the second line.

7. I am helping a customer at the post.
   
   _______________  _______________

8. You should see my grandmother’s bracelet.
   
   _______________  _______________

9. My grandmother will be sad without it.
   
   _______________  _______________

10. I had bought it back for her.
   
   _______________  _______________
Writing - Personal Narrative

Key Features of Personal Narratives
- uses the first-person point of view (I, me)
- tells a story about a real event in your life
- shares thoughts and feelings about an event or time

Mom or Me

I knew it was going to be the best birthday party I'd ever been to. Maria's parents really wanted to celebrate her turning ten years old. They planned out an entire day of fun for her and her friends, including me!

We were going to begin the day with breakfast at a great restaurant called Good Morning. After that, we would go to a water park to ride the water slides and swim in the wave pool. Then, we would go back to Maria’s house for a cookout, including hot dogs and hamburgers. Later that night we would roast marshmallows and make s'mores while we sat by the campfire. It was a day full of my favorite things!

The party was still a month away when I found out the date—August 2, my mom's birthday! Every year, my mom asked for only one gift from her family for her birthday. She asked that we all be there with her to celebrate. We usually had dinner together and either went to see a movie or rented movies to watch at home. How could I go to Maria's all-day birthday party and still be there for my mom’s birthday dinner?

When I revealed my problem to my mom, she smiled and told me that it was okay for me to miss her birthday this year. But she looked sad. I knew how she liked having her whole family together. I knew what I had to do.

Everyone had a great time at Maria’s birthday party except for me—but that’s because I wasn’t there! I surprised my mom by staying home to celebrate her birthday with her and our family. She was so happy that she cried. She told me that I gave her the best present she had ever gotten. I showed her just how important she is to me.

1. Reread the selection. What difficult decision does the writer face? How does he or she solve the problem?

2. What are the writer’s thoughts and feelings about the friend’s birthday party?
Vocabulary

Directions Choose a word from the box that best matches each clue. Write the word on the line.

1. shoved or pushed against someone roughly
   
2. a member of a group of Native Americans living mainly in New Mexico, Arizona, and Utah
   
3. a band or chain worn for ornament around the wrist or arm
   
4. a high, steep hill that has a flat top and stands by itself
   
5. a clear blue or greenish blue precious stone, used in jewelry
   
6. a dwelling used by the Navajo Indians of North America

Check the Words You Know
   ___Navajo
   ___mesa
   ___jostled
   ___turquoise
   ___bandana
   ___hogan
   ___bracelet

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

The southwestern United States is home to Native Americans such as the

7. ____________. A typical member might have lived in a 8. ______________. He or she may have worn a head scarf, such as a 9. ______________. Navajos also wore jewelry made of 10. ______________.

Write About a Character

On a separate sheet of paper, write a description of one character from the story. Describe the character’s appearance and personality. Use as many vocabulary words as you can.

Home Activity Your child identified and used vocabulary words from A Summer’s Trade. With your child, find out information on Native Americans in Texas. Use the vocabulary words to discuss them.
Vocabulary • Context Clues

As you read, you will find unfamiliar words. You can use context clues to figure out the meaning of a new word. Context clues are found in the words and sentences around an unfamiliar word.

Directions Read the following passage. Then answer the questions below. Look for context clues around unknown words to determine their meanings.

Centuries ago, high on a mesa in the heart of the Great Basin Desert, a man jostled his heavy pack into place on the back of his horse. Nearby, a woman dipped a canteen into a creek. On her arm she wore a bracelet of turquoise, the same color as the sky above. These people were members of the Navajo tribe. They traveled across the desert to gather with other Navajos. From Arizona to New Mexico, they looked for a peaceful home, free from the aggressive Spaniards who had settled in what is now the southwestern United States. Today, most of northeastern Arizona is home to the Navajo Nation.

1. What does the word *mesa* mean?

2. What context clues can help you understand the meaning of the word *turquoise*?

3. Look at the sentences after the word *Navajo*. How do these sentences give clues to the meaning of *Navajo*?

4. What does *jostled* mean as it is used in this passage?

5. What is the meaning of *bracelet*? How do you know?

Home Activity Your child answered questions about unfamiliar words in a reading passage by using context clues. Explain a process to your child, such as making a complicated meal, using unfamiliar words, and help your child figure out what the new words mean by their context.
Author’s Purpose

- The author’s purpose is the reason or reasons the author has for writing.
- An author may write to persuade, to inform, to entertain, or to express ideas and feelings.

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

Traditional Navajo foods that are still enjoyed today include mutton, corn, and fry bread made from flour. This bread is similar to a Mexican tortilla. Fry bread is mostly flat, but puffy in places. This delicious bread can be eaten plain, stuffed with a filling, or dipped into stews.

Fry bread is easy to make. If you want to try Navajo fry bread, you will need flour, salt, baking powder, powdered milk, and water. Follow a recipe and form the dough into little floured patties. These are to be fried in a pan in about one inch of oil. When the dough puffs up, the fry bread is ready to enjoy.

1. What is the author’s purpose for writing this passage?

2. Give an example of an informational statement in the passage.

3. Which words tell you that the author is being persuasive?

4. Do you think the author’s purpose was achieved?

5. On a separate sheet of paper, write a passage persuading people to try a new food.

School + Home

Home Activity Your child learned about author’s purpose. Read a newspaper or magazine article with your child and discuss the author’s purpose.

DVD•92 Comprehension
Main and Helping Verbs

Verbs that are made up of more than one word are verb phrases. In a verb phrase, the main verb names the action. The helping verb helps tell the time of the action. Some common helping verbs are has, have, had, am, is, are, was, were, do, does, did, can, could, will, would, and should.

- The main verb is always the last word in a verb phrase. (The horse is looking at me.)
- There may be more than one helping verb in a verb phrase. (She has been riding horses a long time.)
- Helping verbs such as is and are show that action is happening in the present. (Annamae is reading about the Navajo.) Was and were tell that the action happened in the past. (The class was reading about the Navajo last month.) Will tells that the action is going to happen in the future. (We will study the Anasazi next week.)

Directions Underline the verb phrase in each sentence. Put one line under each helping verb and two lines under the main verb.

1. I have ridden horses for years.
2. Right now I am mending my old saddle.
3. Some friends will visit the ranch tomorrow.
4. They have come to the ranch many times.
5. The wind is blowing gently on the range.
6. Within two days, we will have reached the mountains.
7. You can see everything from the mountain.
8. My chores will be waiting for me.
9. My sister is reminding me to take pictures.
10. People from the city should visit the ranch often.

Home Activity Your child learned about main and helping verbs. Have your child model an activity such as making a sandwich. Ask him or her to explain the job using sentences with verb phrases.

Conventions Main and Helping Verbs 145
Final Syllables -en, -an, -el, -le, -il

**Spelling Words**

<table>
<thead>
<tr>
<th>word</th>
<th>word</th>
<th>word</th>
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<tr>
<td>example</td>
<td>level</td>
<td>slogan</td>
<td>quarrel</td>
<td>scramble</td>
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<tr>
<td>evil</td>
<td>oxygen</td>
<td>wooden</td>
<td>double</td>
<td>travel</td>
</tr>
<tr>
<td>cancel</td>
<td>chuckle</td>
<td>fossil</td>
<td>toboggan</td>
<td>veteran</td>
</tr>
<tr>
<td>chisel</td>
<td>suburban</td>
<td>single</td>
<td>sudden</td>
<td>beagle</td>
</tr>
</tbody>
</table>

**Word Clues** Write the list word that matches each clue.

1. a kind of laugh
2. not urban or rural
3. a kind of sled
4. a gas we breathe
5. something made of oak or maple
6. something that has been preserved in stone
7. a small argument
8. two of something
9. only one
10. a kind of hound dog

**Synonyms** Write a list word that has the same meaning as the underlined word.

11. I found a perfect model of my favorite color.
12. Did you mix the eggs for me?
13. The sculptor had to carefully carve the marble bit by bit.
14. One of my goals is to journey around the world.
15. The ground was flat and then it dropped down steeply.
16. The wicked queen tried to poison her enemy.
17. The company’s motto was “Right every time!”
18. The politician was an old hand at running elections.
19. I had to call off my dentist appointment today.
20. The storm was swift and unexpected.

**Home Activity** Your child matched list words to meanings. Ask your child to tell you the meanings of three list words.
Story Sequence C

Title ____________________________________________

Characters

Setting

Problem

Events

Solution
Compare and Contrast

Directions Read the article. Then answer the questions below.

Navajo weavers have produced artistic textiles such as rugs for more than 150 years. Handwoven blankets and rugs were first made for practical purposes. Now they are important to the economy of the Navajo community, since tourists and collectors buy them.

These beautiful rugs are similar to the Middle Eastern kilims, which are sometimes called Persian rugs. However, while kilims often included curved and floral lines, typical Navajo rugs used strong geometric patterns with straight lines.

After trade and travel exploded in the late nineteenth century, some kilim designs started to be used in Navajo rugs.

1. What art form do Navajo and the kilim weavers have in common?

2. Why is textile making important to the Navajo economy now?

3. How were traditional Navajo rug designs different from kilim designs at first?

4. How did nineteenth-century trading affect the designs of Navajo rugs?

5. On a separate sheet of paper, explain how Navajos might have first seen the kilim designs.

Home Activity Your child compared and contrasted information about Navajo rugs and kilims, which are Persian rugs. Walk around your home and have your child compare and contrast pieces of furniture, rooms, or wall adornments.
Electronic Media

- There are two types of electronic media—computer and non-computer. Computer sources include computer software, CD-ROMs, DVDs, and the Internet. Non-computer sources include audiotapes, videotapes, films, filmstrips, television, and radio.
- To find information on the Internet, use a search engine and type in your keywords. Be specific. It's a good idea to use two or more keywords as well as typing "AND" between keywords. To go to a Web site that's listed in your search results, click on the underlined link.

Directions Use the following list of electronic media to answer the questions below.

- From the Pueblo to the Shoshonean (Public Television documentary about Native Americans of the Southwest)
- The Navajo Nation (Internet site about the Navajo people)
- Our Native Tongue (Podcast of authentic Native American music)
- The Story of New Mexico (Documentary about the history of the state of New Mexico)
- North American Tribes and Nations (CD-ROM showing the existing Native American tribes in the United States)
- The Sun and the Moon (Internet site showing Native American art, jewelry, and ceramics)

1. Which source would be the most helpful in writing a report on the Navajo?

2. How would you get information from North American Tribes and Nations?

3. If you were doing an Internet search, what keywords would you type into the search engine to find the Web site The Sun and the Moon?

4. Which source would be most useful if you wanted to learn about Navajo songs and chants?

5. Which source would you start with if you wanted to learn about the Native Americans of Florida?
Directions Use the following Internet search results found on a search engine to answer the questions below.

**Search Results**

**Navajo Nation**
Official site of the Navajo Nation. Describes Navajo history, culture, and traditions.

**Native American Indian Heritage Month**
United States Department of the Interior, Bureau of Indian Affairs. Discusses the importance of preserving Native American culture. Lists events across the country, highlighting Native American traditions. Describes Native American customs.

**Box of Memories**
One man’s effort to record the stories and traditions of Navajo Native Americans in the hope of preserving Navajo culture.

**Navajo Traditions**
University of Arizona’s study of Navajo traditions and how they have developed over time.

6. What does the information below the underlined links tell you?

7. What keywords might have been used to get these search results?

8. Which site is a United States government source?

9. Which site would be least reliable if you were doing a report for school?

10. In what ways might the Navajo Traditions site be valuable if you were doing a report?
Main and Helping Verbs

**Directions** Underline the verb and verb phrases in each paragraph. Circle the verb phrase that expresses the wrong time. Write the correct verb phrase on the line.

1. We are selling more saddles these days. For example, today I am holding a new saddle for a rancher. He was driving over to get it now.

   ____________________________

2. Last week we visited a Navajo trading post. My parents collect Navajo jewelry. They had brought along a book about traditional necklaces. Soon we all are looking for collectables. Bobbie called. He had found a beautiful piece.

   ____________________________

3. This winter our family will visit a reservation. Shelly may see her friend Elsie. I will ride a horse to the ocean. We did enjoy the food and dancing at the reservation.

   ____________________________

4. Tony was saving for a new saddle. He had been working in the store. Tony stacked boxes. He swept the floor. Soon he is helping his father with the flock.

   ____________________________

**Directions** Write a paragraph about an animal you might see on a ranch. Use some verb phrases.

   ____________________________
   ____________________________
   ____________________________
   ____________________________
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   ____________________________

**Home Activity** Your child learned how to express time correctly using verb phrases. Ask your child to use be verbs with action verbs to make up sentences about something he or she did in the past, is doing now, and will do in the future.
Final Syllables -en, -an, -el, -le, -il

Proofread a Story  Sally wrote this story. There are seven spelling errors and one punctuation error. Circle the errors and write the corrections on the lines.

The Old Woodcarver
We decided to travel to see a veteran woodcarver. My dad wanted him to make a toboggan like the one Dad owned when he was a child. We drove down a long suburban road. When we got out of the car, a beagle ran from behind the house, followed by the woodcarver. He carried an example of a tiny sled made of metal. “Don’t worry,” he said with a chuckle, “your sled will be wooden.” He pulled a chisel out of his pocket. “Would you like to learn how to carve?” he asked. “I may seem like an old fossil to you,” he said. “I’m probably double your father’s age, but I’m pretty handy with a chisel.”

“Sure,” I said, “that’s a great idea!

1. _____________  2. _____________
3. _____________  4. _____________
5. _____________  6. _____________
7. _____________
8. _____________

Proofread Words  Circle the correct spelling of the word.

9. oxygin  oxygan  oxygen
10. cancel  cancle  cancil
11. quarril  quarrel  quarele
12. evile  eval  evil
13. slogan  slogen  slogin
14. chukle  chuckle  chuckel
15. suddin  suddan  sudden
16. egsample  example  exsampel

Home Activity  Your child identified misspelled words with the final syllables -en, -an, -el, -le, and -il. Ask your child which words are the most difficult for him or her to spell. Have your child spell them.

Spelling Final Syllables -en, -an, -el, -le, -il  151
<table>
<thead>
<tr>
<th>Rubric</th>
<th>Focus/Ideas</th>
<th>Organization</th>
<th>Word Choice</th>
<th>Sentences</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unfocused narrative; writer’s experience with a difficult decision</td>
<td>No clear beginning, middle, and end; obscuring narrative retelling</td>
<td>Flat writing with no identifiable voice</td>
<td>Incorrect or limited word choice; weak verbs; lack of sensory details</td>
<td>Many fragments and run-ons</td>
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<tr>
<td>2</td>
<td>Mostly unfocused narrative; writer’s experience with a difficult decision</td>
<td>Somewhat unclear beginning, middle, and end; narrative experience or event disrupted</td>
<td>Weak voice; little explanation of thoughts and feelings about the narrative subject</td>
<td>Limited or repetitive word choice; few powerful verbs; few sensory details</td>
<td>Too many similar sentences</td>
</tr>
<tr>
<td>3</td>
<td>Mostly focused narrative; adequately relates writer’s experience with a difficult decision</td>
<td>Identifiable beginning, middle, and end; adequately relates narrative experience or event</td>
<td>Voice apparent; reveals some thoughts and feelings about the narrative subject</td>
<td>Accurate word choice; adequate use of powerful verbs; adequate sensory details</td>
<td>Good control, few errors; main and helping verbs generally used correctly</td>
</tr>
<tr>
<td>4</td>
<td>Focused narrative; clearly relates writer’s experience with a difficult decision</td>
<td>Clear beginning, middle, and end; effectively relates narrative experience or event</td>
<td>Engaging; shows writer’s thoughts and feelings about the event or time being narrated</td>
<td>Varied sentences in logical progression</td>
<td>Excellent control and accuracy; main and helping verbs used correctly</td>
</tr>
</tbody>
</table>
Doing What I “Otter” Do

The Zoo was just opening when Mom dropped us off. “Have fun and be careful” Mom said. “I’ll be back to pick you up at two o clock. Take good care of Derek today.” This was my first time taking my little brother Derek somewhere by myself. When I told Derek that I would spend an entire day with him doing whatever he wanted, he squealed with joy and asked, “Can we go to the Zoo to watch the otters?”

As Derek and me walked around the Zoo, I stopped to look at the apes, the giraffs, and the cheetahs, but derek took my hand each time and pulled me along. “The otters are this way,” he said. When we reached the otters he sat on a bench and watched them in the water. He giggled as they walked up rocks and laid in the sun to dry. He talked to the zoo worker who come to feed them. Derek really loved the otters.

After an hour and a half, I tole Derek it was time to go. “Mom will be waiting outside the gates soon,” I said. The gift shop was near the gates, so we walked in to wait for our Mom. Derek ran to a fuzzy otter stuffed animal and hugged it. “Can I have it, Mark” he asked. I has been saving my money to by a new video game and the otter wood take almost all that I has saved. “Im sorry, Derek, I don’t have enough money,” I lied. Derek said it was okay, but I could tell he was sad.

I saw Mom’s car outside the gate. We started walking to the gate. I said, “Go tell Mom I have to use the restroom. I’ll be right back. I watched Derek get into the car, and I snuck back into the gift shop. When I got back to the car I pulled the stuffed animal otter from behind my back and Derek jumped out of the car and hugged the otter—and me. “Thank you! Thank you! Thank you!” he said. You’re the best brother in the whole world!” It’s funny because thats just what I was thinking about him.
Main and Helping Verbs

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

Tempe Wick

(1) Tempe Wick was a spirited girl and have often rode alone. (2) While she was riding one day, Tempe and her horse _____ captured by stray soldiers. (3) The soldiers knew the Wicks were a wealthy family and wanted to take Tempe’s horse. (4) Tempe managed to escape the soldiers but knew they would come looking for the horse in the barn. (5) Tempe decided to hide the horse in her bedroom. (6) Who would think to look in a bedroom for a horse? (7) The soldiers never discovered where she had been hiding the horse.

1. What change, if any, should be made in sentence 1?
   A. Change was to were
   B. Remove helping verb have
   C. Change have to has
   D. Make no change

2. Which describes the underlined words in sentence 2?
   A. Verb phrase
   B. Main verb
   C. Helping verb
   D. None of the above

3. Which helping verb best completes sentence 2?
   A. did
   B. are
   C. was
   D. were

4. Which best describes the underlined word in sentence 4?
   A. Verb phrase
   B. Main verb
   C. Helping verb
   D. None of the above

5. How many helping verbs are in the underlined verb phrase in sentence 7?
   A. 0
   B. 1
   C. 2
   D. 3

School + Home

Home Activity: Your child prepared for taking tests on main and helping verbs and verb phrases. Have your child write sentences about his or her day’s activities using verb phrases and point out main and helping verbs.
Final Syllables -en, -an, -el, -le, -il

<table>
<thead>
<tr>
<th>Example</th>
<th>Level</th>
<th>Slogan</th>
<th>Quarrel</th>
<th>Scramble</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evil</td>
<td>Oxygen</td>
<td>Wooden</td>
<td>Double</td>
<td>Travel</td>
</tr>
<tr>
<td>Cancel</td>
<td>Chuckle</td>
<td>Fossil</td>
<td>Toboggan</td>
<td>Veteran</td>
</tr>
<tr>
<td>Chisel</td>
<td>Suburban</td>
<td>Single</td>
<td>Sudden</td>
<td>Beagle</td>
</tr>
</tbody>
</table>

**Analogies** Write the list word that completes each comparison.

1. Hot is to warm as rapid is to ____.  
2. Cart is to wagon as sled is to ____.  
3. Plate is to dish as argument is to ____.  
4. Grin is to smile as laugh is to ____.  
5. Silver is to metallic as oak is to ____.  
6. Silly is to funny as wicked is to ____.  
7. Chair is to seat as mix-up is to ____.  
8. Rush is to hurry as ____ is to one.  
9. Fun is to enjoyment as ____ is to experienced.  
10. Light is to bright as ____ is to even.

**Word Endings** Each word has the final syllable spelled incorrectly. Rewrite the list word with the correctly spelled ending.

11. exampel
12. slogen
13. doubel
14. travle
15. cancle
16. fossle
17. chisil
18. suburben
19. beagil
20. oxygan

**Home Activity** Your child has learned to read, write, and spell words with final syllables -en, -an, -el, -le, -il. Take turns saying and spelling each word aloud.

Final Syllables -en, -an, -el, -le, -il DVD•95
As Derek and me walked around the Zoo, I stopped to look at the apes, giraffs, and cheetahs, but derek took my hand each time and pulled me along. “The otters are this way,” he said. When we reached the otters he sat on a bench and watched them in the water. He giggled as they walked up the rocks and laid in the sun to dry. He talked to the zoo worker who come to feed them. Derek really loved the otters.
**Author’s Purpose**

- The **author's purpose** is the reason or reasons the author has for writing.
- An author may write to persuade, to inform, to entertain, or to express feelings and ideas.
- In persuasive writing, the author tries to convince the reader to agree with an opinion.

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

For an unforgettable trip, visit the Navajo Nation, located on about 26,000 square miles of reservation land in parts of Arizona, Utah, and New Mexico. Although it lies within the physical United States, the Navajo Nation is largely independent. Here, the Navajos control their land, economy, government, and culture.

The Navajo economy depends on many components. Traditional practices, such as pottery making, textile weaving, and goat herding are important. However, tourism is another way for the Navajo to support themselves. The beauty of the reservation's landscape, as well as the many national monuments, parks, and historical sites attract many visitors every year. One incredible attraction is the ancient ruins of the ancient Pueblo people. A visit there is a visit to another world.

1. What is the author’s purpose in this passage?

2. What words give you clues about the author’s purpose?

3. Underline examples of each purpose. Label it with the author’s purpose for that part of the passage.

4. In your opinion, is the author’s purpose achieved? Why or why not?

**Home Activity** Your child analyzed the author’s purpose in a passage about the Navajo Nation. Challenge him or her to make a persuasive argument to you or another family member about making a visit to this area.

**DVD•96 Comprehension**
Main and Helping Verbs

Directions Choose a helping verb from the box to complete each sentence. Write the sentence on the line. Underline the verb phrase.

could should has was had did

1. My grandfather ______ studied Native American culture for decades.

2. He ______ raised in New Mexico.

3. Even as a little boy, he ______ always read about native cultures.

4. In the desert, he ______ live among the Navajo on a reservation.

5. He ______ not notice the months passing.

6. We ______ admire such devotion to these cultures.

Directions Find the verb phrases. Underline each helping verb. Circle each main verb.

7. Tony has lived on a Navajo reservation all his life.

8. His mother had worked in a restaurant.

9. Tony was helping in the Trading Post.

10. Different items are traded and sold there.

11. He had been saving for his own saddle.

12. He will ride with his father on the ranch.

Home Activity Your child reviewed main and helping verbs. Ask your child to make up sentences using verb phrases to describe an animal’s past, present, and future actions.
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