

Name _____

Family Times

Summary

The Ch'i-lin Purse

Hsiang-ling was a spoiled young girl, but on her wedding day, she gave a purse full of riches from her mother to a less fortunate bride getting married on the same day. Later, Hsiang-ling was separated from her husband and son after a horrible storm. She found work taking care of a spoiled young boy in a wealthy home. The boy's mother turned out to be the poor bride Hsiang-ling had helped so long ago. The mother was so grateful that she split her family's fortune with Hsiang-ling and helped her find her husband and son.



Activity

A Gift of Kindness Do something nice for a family member today. Help them finish a chore or task they don't like doing, or offer to take care of something for them to free up a little of their time. You'll be surprised how much small deeds like this are appreciated.

Comprehension Skill

Compare and Contrast

When writers **compare** and **contrast** things, they tell how those things are alike or different. Words such as *same*, *also*, *before*, *although*, and *however* are clues that things are being compared or contrasted.

Activity

On Your Street With a family member, go outside and look at the houses and buildings on your street. Can you guess which ones might have been built by the same company? Do you see similarities? What are some of the differences? Compare and contrast the buildings and houses as you walk down the street.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *The Ch'i-lin Purse*. Practice using these words.

Vocabulary Words

astonished surprised greatly; amazed

behavior manner of behaving; way of acting

benefactor person who has given money or kindly help

distribution the act of giving some to each, of dividing and giving out in shares

gratitude kindly feeling because of a favor received; desire to do a favor in return; thankfulness

procession something that moves forward; persons marching or riding

recommend to speak in favor of; suggest favorably

sacred worthy of reverence; not to be violated or disregarded

traditions customs or beliefs handed down from generation to generation

Conventions

Action and Linking Verbs

Action verbs tell what the subject of a sentence does. *For example: I smiled at the old woman.* “Smiled” is an *action verb*. **Linking verbs** link, or join, the subject to a word or words in the predicate. They tell what the subject of a sentence is like. *For example: Wai’s painting looked amazing.* *Looked* is a *linking verb*. Common linking verbs include *am, is, are, was, were, will be, seem, feel, and look*.

Activity

Can You Do It? With a family member, play this fill-in-the-blank word game. Write down a handful of sentences that include an action verb—but leave a blank space where the action verb would normally be. Next, both of you should write ten action verbs on strips of paper. Write the present and past-tense forms of each verb on the strip. Finally, take turns picking a verb strip out of a hat or bowl and using it to fill in a blank in one of your sentences. Make the sentences as silly as you can.

Practice Tested Spelling Words

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

Name _____

Compare and Contrast

- When you **compare and contrast** things you tell how they are similar and how they are different.
- Sometimes clue words point out comparisons and contrasts, but not always.
- You can compare and contrast different things you read about with one another and also with what you already know.

Directions Read the following passage.

In Japan during the Middle Ages, samurai warriors followed a code of honor called bushido. Following the code meant being a fierce fighter, an athlete, a kind and honest person, and living a simple life. During the same time in Europe, knights were expected to follow

the code of chivalry. Chivalry meant you were loyal to a lord (the landowner who hired the knight), brave in battle, and honorable in all deeds. They wore different armor. Samurai primarily wore protective leather gear, and knights wore heavy metal armor.

Directions Complete the following graphic organizer. List similarities and differences between *chivalry* and *bushido*. Then compare them with a code with which you are familiar.

Similarities in Text	Differences in Text	Compared with What I Know
1.	3.	4.
2.	Samurai wore leather gear, and knights wore metal armor.	5.

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Home Activity Your child read a short passage and made comparisons and contrasts. Read two of your child's favorite stories and compare and contrast the main characters.

Name _____

Vocabulary

Directions Draw a line to connect each word on the left with its definition on the right.

- | | |
|---------------|------------------------------|
| 1. astonished | thankfulness |
| 2. procession | to suggest favorably |
| 3. behavior | surprised greatly |
| 4. gratitude | way of acting |
| 5. recommend | something that moves forward |

Check the Words You Know

- ___astonished
- ___behavior
- ___benefactor
- ___distribution
- ___gratitude
- ___procession
- ___recommend
- ___sacred
- ___traditions

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

- _____ 6. The unequal _____ of food caused some people to be hungry.
- _____ 7. Without the generosity of his _____, Guillermo would not be able to afford to go to art school.
- _____ 8. In some cultures, animals are highly valued and considered _____.
- _____ 9. Our family's holiday _____ are passed from generation to generation.
- _____ 10. I was surprised by the contest results, but the winner was truly _____.

Write a Thank-You Note

On a separate sheet of paper, write a thank-you note to someone who has helped you in some way. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from the story *The Ch'i-lin Purse*. With your child, read a story about someone who performed an act of kindness. Look for words in the story that describe that person.

Name _____

Vocabulary • Greek and Latin Roots

- **Greek and Latin roots** are used in many English words.
- When you find a word you don't know, recognizing the root can help you figure out its meaning.
- The Latin word *bene* means "well" or "good," as in *beneficial*, *benefit*, and *benefactor*.
The Latin word *gratus* means "pleasing," as in *gratitude* and *grateful*.

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

I always wanted to be a singer, and I worked very hard. I was grateful to be able to do something that I loved. However, it was difficult to make enough money to pay for lessons. One day, I was singing in a procession to celebrate the holidays. Afterward, my mother found me and she was very excited.

"This is Mrs. Kazarian. She is a benefactor for young artists and wants

to pay for your lessons at the school of music," my astonished mother said.

"I'd like to recommend a teacher who works with young singers," Mrs. Kazarian told us. A month later, I was practicing with my new teacher. Each day, I am filled with gratitude that I am the beneficiary of Mrs. Kazarian's generosity. Without her support, I would not have had this chance.

1. What is the Latin root in *grateful*? How does the root help you understand its meaning?

2. What is the Latin root in *benefactor*? How does the root help you understand its meaning?

3. What do you think *beneficiary* means? How does the root help you understand its meaning?

4. How does the root in *gratitude* help you understand its meaning?

5. Write a sentence using a new word with either the root *bene* or *gratus*.



Home Activity Your child read a short passage and used Latin roots to identify the meanings of unfamiliar words. Look in a dictionary with your child to find other words that use the Latin roots *bene* and *gratus*.

Name _____

Sequence

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

Mary had volunteered for a community organization that built homes for those in need. Mary learned that there are many steps to putting up a wall. First, she put up the wall frame. To do this, she measured and remeasured boards, cut them using a table saw, and screwed and nailed them into place. When the wall frame was up, she learned

how to staple the insulation onto it, cutting around the electrical sockets and switches so that she did not cover them. She helped with the drywalling too. She nailed the drywall boards to the wall frame and learned how to tape the seams. By the end of the day, she was exhausted, but she had completed her wall.

1. Which does Mary do first, staple the insulation or “tape” the seams?

2. What would happen if Mary nailed the drywall before she stapled the insulation?

3. Summarize the steps Mary followed to build her wall.

4. Explain why the sequence of steps is important to building a wall.

5. Explain the sequence of steps in something you did for the first time.



Home Activity Your child read a short passage and answered questions about sequence. With your child, write down the sequence of events that occur at home before school begins.

Name _____

Compare and Contrast

- When you **compare and contrast** things you tell how they are similar and different.
- Sometimes clue words point out comparisons and contrasts, but not always.
- You can compare and contrast different things you read about with one another and also with what you already know.

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

Bill was the head ranger for the town's parks. He had a difficult choice. Two local organizations wanted permits to use River Park at the same time on the very same day. The local middle school wanted to use it for its annual family picnic, and the soccer league wanted to use it for its playoff games.

Bill supported both groups. The picnic brought the school community together. The soccer playoffs had more participants than the middle school picnic, and Bill knew that the teams were a source of pride for the whole town. He didn't know what to do.

1. Which two groups want to schedule an event at River Park?

2. What do the events have in common?

3. Name a benefit each event offers the community.

4. What major differences does Bill see between the events?

5. Predict how you think Bill will solve this issue.



Home Activity Your child read a short passage and answered compare-and-contrast questions. With your child, discuss a current issue. Compare and contrast two opinions about the issue. Make a prediction about how the issue will be resolved.

Name _____

Compare and Contrast

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- You can compare and contrast different things you read about with one another and also with what you already know.

Directions Read the following passage.

Serena thought the holidays were the best of both worlds. She loved giving people presents, and she loved receiving them as well. She and her brother usually gave each other gifts of the same value. They both enjoyed making gifts for each other. Serena always asked her brother

what he wanted, although he seldom asked her. Serena carefully wrapped her gifts so that the wrapping gave her brother a clue as to what was inside. Her brother would often present his gift to her in a paper bag or wrapped in newspaper. His unusually wrapped gifts always made her smile.

Directions Complete the following graphic organizer. List similarities and differences between Serena and her brother. Then compare them with your experience of gift giving.

Similarities in Text	Differences in Text	Compared with What I Know
1. Serena and her brother gave gifts of _____ _____ _____	3. Serena always asked her brother what he wanted, but he _____ _____ _____	4. _____ _____ _____
2. They both enjoyed _____ _____ _____	Serena carefully wrapped her gifts, and her brother did not.	5. _____ _____ _____

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Home Activity Your child read a short passage and made comparisons and contrasts. With your child, compare and contrast details of two activities that your child likes to do.

Name _____

Textbook/Trade Book

A **textbook** usually teaches one subject, such as social studies or math. Textbooks contain **chapter titles, headings, subheadings, and vocabulary words**. A **trade book** is any book that is not a textbook, a periodical, or a reference book.

Directions Study the following table of contents from a textbook. Then answer the questions below.

Chapter 18 Asia & Africa 1920–1960	
1. Struggles in Central Asia	788
2. Africa’s New Nations	803
3. Middle East in Conflict.	824
4. Reforms in China	851
<i>Art: Chinese Calligraphy</i>	859
5. Chapter in Review.	874
Chapter 19 Asian Culture Spreads 1946–Present	
1. Japan’s Economic Power	880
<i>Photography: Two Views of Tokyo</i>	887
2. China’s Open Society Develops	901
3. Free Trade’s Global Impact.	919
<i>Map: Cultural Advances</i>	930
4. Chapter in Review.	934

1. What subject do you think this textbook is for? Why?

2. Based on the table of contents, how are the sections of this textbook organized?

3. In what chapter and section can you learn about the city of Tokyo?

4. In what section would you find a summary of the whole chapter?

5. What do you think is included in the sections in italics? How can you tell?

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Directions Read the back cover of this trade book. Then answer the questions below.

The Chinatown Dragon

The Day My Little Sister Was Eaten by a Paper Dragon

THE UPDATED AND EXPANDED TENTH ANNIVERSARY EDITION

It has been ten years since Lori Liu first gave us her collection of stories about her childhood growing up in San Francisco’s Chinatown. That edition let people from all over the world get a close-up glimpse of a Chinatown few outsiders are able to see. Readers eagerly immersed themselves in sights and sounds, like the time her little sister ran straight into the mouth of a block-long paper dragon during a parade!

Since then, Ms. Liu has captured new tales full of music, action, humor, and good food to add to the original collection. This edition celebrates the original collection and expands it in a way that will delight her long-time readers.

“Lori Liu’s stories are full of the laughter and tears common to everyone’s childhood.”

—Mario Michelin, *San Jose Post*

“If you have ever enjoyed an afternoon’s visit to Chinatown, you will love Lori Liu’s collection of stories, *The Chinatown Dragon*. You will feel like a resident rather than a visitor.”

—Beatrice Kelly, *San Francisco News*

6. What kind of book is this?

7. What is the book’s title? What do you think the subtitle, which is in italics, means?

8. What is special about this edition of the book?

9. Why are quotes included on the back cover?

10. If you wanted to look up information about the history of Chinese New Year, would you look in a textbook or a trade book? Why?



Home Activity Your child read a short passage and then answered questions about textbooks and trade books. With your child, look at a trade book and a textbook. Ask your child to explain the difference between the two types of books.