Conclusions and Generalizations

Read the selection below.

The Paper Race

Karim was very excited when he came home from school on Tuesday. He had just found out that his science class would be having a contest at the end of the week to see whose paper airplane would fly the farthest. They would be meeting in the gym, and each student would be allowed to enter one paper airplane. The winner of the contest would receive a whole week of no homework!

First, he had to find the right paper. After Karim found several sheets of the perfect paper, he began making samples with his favorite folds. Once he had created a fleet of ten different paper airplanes, he labeled them A through J and called his brothers to help him test his designs with some races. They raced all ten planes three times each. Plane C went farthest twice, and plane H won once. They raced planes C and H head-to-head two times more, and plane C traveled farthest both times. Karim took one last sheet of paper and made a fresh plane for Friday’s science class.

Find details in the text that will help you draw a conclusion about how well Karim’s plane will do in the science contest. Use the Inference Map to record your findings.

Detail: 

Detail: 

Detail: 

Conclusion/Generalization:
Conclusions and Generalizations

Read the story below.

Earning Wings

Soon, for the first time in his life, Sylvester would be boarding a plane. He was terrified, but he didn’t want to tell anyone. He didn’t want his brothers teasing him.

Sylvester couldn’t believe they were leaving the country. He didn’t want to mention his fear of flying because this was a special trip. Sylvester’s parents were taking the whole family on a vacation to Italy. Sylvester tried to distract himself by reading the guidebook his mother had given him, but it didn’t help.

A flight attendant started naming off the rows that could begin boarding the plane. Sylvester’s heart started beating faster. When it was his family’s turn to board, Sylvester forced himself to follow them onto the plane. Sylvester found his seat, buckled his seatbelt low and tight across his lap, and starting reading the safety card. The rest of his family was so excited, they had not noticed how quiet Sylvester had gotten.

A flight attendant did notice. As she was checking the cabin, she stopped and put a hand on Sylvester’s shoulder. She smiled and said, “If you need anything, just push this button here on the ceiling.” As she continued walking down the aisle, she left a small airplane pin on his tray table.

Create an Inference Map listing details from the story, and use it to make at least one generalization about Sylvester’s family.

Then answer the questions below.

1. How do you think Sylvester will feel once the plane takes off?

2. How did the flight attendant ease Sylvester’s fear of flying?
Denotation and Connotation

Choose a word from the box to complete each sentence. Then circle + or – to show whether the word has a positive or negative connotation, or feeling.

cheap  smile  antique  smirk
inexpensive  home  shack  outdated

1. You are welcome to visit my __________ any time.
   +  –

2. The toy was __________ and didn’t last long.
   +  –

3. That __________ rug looks shabby next to the new furniture.
   +  –

4. Peter had a __________ after he had tricked his brother.
   +  –

5. Jenny had a huge __________ on her face when she heard that her best friend had won the contest.
   +  –

6. I bought an __________ gift for my sister.
   +  –

7. That __________ near the woods is not safe to enter.
   +  –

8. My grandmother is very protective of her __________ dishes.
   +  –
Words with Silent Letters

Basic  Write the Basic Word that best fits each clue.
1. do this before entering _____________
2. to chew _______________
3. fall _______________
4. red fruit _______________
5. information _______________
6. a weapon _______________
7. little pieces _______________
8. unable to feel _______________
9. land surrounded by water _______________
10. a plan, or to plan _______________
11. an amount owed _______________

Challenge  You are raising money for a local disaster relief fund. Write a letter to the editor of your local newspaper or website explaining the cause. Use three Challenge Words. Write on a separate sheet of paper.

Spelling Words
1. aisle
2. align
3. island
4. crumbs
5. gnaw
6. design
7. knotty
8. bustle
9. shepherd
10. soften
11. sword
12. thistle
13. knock
14. wrestle
15. column
16. autumn
17. knowledge
18. debt
19. numb
20. raspberry

Challenge campaign
coup
solemn
yacht
pneumonia
Spelling Word Sort

Write each Basic Word beside the correct heading.

<table>
<thead>
<tr>
<th>Silent letter at the beginning of the word</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Silent letter in the middle of the word</td>
<td></td>
</tr>
<tr>
<td>Silent letter at the end of a word</td>
<td></td>
</tr>
</tbody>
</table>

Challenge Add the Challenge Words to your Word Sort.

Spelling Words

1. aisle
2. align
3. island
4. crumbs
5. gnaw
6. design
7. knotty
8. bustle
9. shepherd
10. soften
11. sword
12. thistle
13. knock
14. wrestle
15. column
16. autumn
17. knowledge
18. debt
19. numb
20. raspberry

Challenge campaign coup solemn yacht pneumonia
Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

Kip woke up on an autumn day to a place he did not recognize. He looked around and realized that he was on an island. A gust of wind blew through his knotty hair, and his skin felt numb. To his knowledge, he had last been on a plane ride with Uncle Tom. He remembered feeling the plane drop and rushing down its aisle to the cockpit. The plane was an old design, but Uncle Tom would surely be able to handle any problems.

When Kip had seen his uncle wrestle with the controls, his face as red as a raspberry, Kip knew that there was trouble. “We’re going down, Kip! I’ll try to soften the impact if I can!” The last thing Kip remembered was hearing the sound a giant might make if he tried to knock over a mountain.

Kip reached into his pocket, but all he found were crumbs. Then he realized that he had to find his uncle. He ran off into a patch of thistle calling for Uncle Tom.

| 1. aisle | 8. soften |
| 2. align | 9. sword |
| 3. island | 10. sweat |
| 4. crumbs | 11. thistle |
| 5. gnaw | 12. knock |
| 6. design | 13. wrestle |
| 7. knotty | 14. column |
|   | 15. autumn |
|   | 16. knowledge |
|   | 17. debt |
|   | 18. numb |
|   | 19. raspberry |

Spelling Words

- aisle
- align
- island
- crumbs
- gnaw
- design
- knotty
- bustle
- shepherd
- soften
- sword
- thistle
- knock
- wrestle
- column
- autumn
- knowledge
- debt
- numb
- raspberry
Direct Quotations

A direct quotation shows the exact words that someone says. Direct quotations are set off by quotation marks.

“I want to go to the park,” I said.
Lance said, “You are my best friend.”

Activity Add quotation marks to the following sentences.

1. We have a lot of studying to do, said Liz.
2. Let’s plan a visit for March, said Miron.
3. We can go to the water park, I said.
4. I think that’s a great idea, said Kate.
5. She said, There is a water slide that is ten stories high.
6. I said, That sounds scary, but fun.
7. You can go if you get an A in science, my mom said.
8. I am so excited to see my friend, I said.

Thinking Question
Which words tell exactly what the speaker is saying?
A direct quotation begins with a capital letter. If a direct quotation is at the beginning of a sentence, and the quotation ends with a period, change the period to a comma.

“I can’t go on an airplane,” said Jim.

If a direct quotation ends a sentence, use a comma before the quotation and leave the period as is.

Jim said, “I can’t go on an airplane.”

If a sentence ends with a question mark or an exclamation point, leave the end punctuation as is.

Quotation marks always come after the end punctuation in a direct quotation.

“Flying in an airplane was so much fun!” Tasha exclaimed.

“Did you get scared?” asked Anika.

Activity Add quotation marks and punctuation to correct the following sentences.

1. Did you find your tickets asked Maisha.
2. Wilson said I want to fly to Chicago.
3. It’s a wonderful city exclaimed Jackson.
4. When does your plane leave asked Gracie.
5. I said You should visit the John Hancock Building.
6. Mrs. Santos told me to visit the Field Museum said Gracie.
7. Chicago can get very cold Wilson said.
8. I can’t wait to get there shouted Maggie.

Thinking Question Which words tell exactly what the speaker is saying? Does the correct punctuation appear inside the quotation marks?
Writing Dialogue

Dialogue is the written conversation between characters in a story. Use quotation marks around a character’s exact words. Specify who is speaking and how. Use a comma to set off expressions like she said from the quotation itself. When a speaker changes, start a new paragraph.

Marc and Kim walked through the park. “I want a dog,” he said. A lady walking her dog passed by quickly.

“Dogs are a lot of responsibility,” Kim suggested. “I know,” he said sadly. “Maybe I’ll get a cat.”

Activity Read each sentence. Then write a reply using dialogue.

1. "Where are we going?” asked Leighann.______________________________________________

2. Brooks turned to Audree and said, “Let’s listen to this new song.”________________________

3. “Have you seen the new aviation exhibit at the museum?” asked Charlie.___________________

4. “How long is it running?” asked Charlie._______________________________________________

5. “Can you pick up some bananas at the store?” asked Richard.______________________________

6. “Are you going to the park?” asked Andre with a hopeful look in his eye.___________________

Thinking Question How are quotation marks used in dialogue?
More Correct Pronouns

<table>
<thead>
<tr>
<th>Subject Pronouns</th>
<th>Object Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, he, she, we, you, they, it</td>
<td>me, him, her, us, you, them, it</td>
</tr>
<tr>
<td>He took our books to the classroom.</td>
<td>The books were for him</td>
</tr>
</tbody>
</table>

1–6. Write the correct pronoun to replace the underlined word or words.

1. Omar and his classmates arrived for a beach clean-up. ________________

2. The teacher asked the students to work in pairs. ________________

3. Ms. Kwan told the students to ask Mr. Johnson for trash bags ________________

4. Omar spied an old shoe, and he put the shoe in a trash bag. ________________

5. Then Omar noticed unusual shells near Ms. Kwan. ________________

6. Ms. Kwan was interested in discussing the shells with Omar. ________________

7–9. Rewrite the sentences. Replace the incorrect pronouns with correct pronouns.

7. “You and me will make a good team,” Uncle Luke said. ________________

8. Ann stopped by, and her helped with the planting. ________________

9. Michael said he would help they, too. ________________
Conventions

| Dialogue Written Incorrectly | I’ve never flown before Cindy said. “It’s not bad, said Lisa. It makes traveling faster.” |

The paragraph contains errors involving dialogue. Rewrite the paragraph with correct punctuation and quotation marks. Be sure to start a new paragraph each time the speaker changes,

Caleb and Amanda sat down in their seats. “I’m really excited to see this movie Amanda exclaimed. Me too, said Caleb.” It’s supposed to be really good. It won a lot of awards. It’s starting, said Amanda.
Focus Trait: Word Choice
Using Positive and Negative Connotations

<table>
<thead>
<tr>
<th>Neutral Words</th>
<th>Words with Negative Connotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pilot <strong>held</strong> the wheel and <strong>turned</strong> the plane around. People <strong>fell</strong> to their sides as the plane <strong>moved</strong>.</td>
<td></td>
</tr>
<tr>
<td>The pilot <strong>gripped</strong> the wheel and <strong>swerved</strong> the plane around. People <strong>crashed</strong> to their sides as the plane <strong>jerked</strong>.</td>
<td></td>
</tr>
</tbody>
</table>

Read each sentence frame. Fill in the blanks with words from the box below that mean about the same thing but have positive or negative connotations.

quick      blunt    headstrong    hasty    called for    amazing    determined
scrawny    snickered    frank    shocking    demanded    slim    chuckled

<table>
<thead>
<tr>
<th>Positive Connotations</th>
<th>Negative Connotations</th>
</tr>
</thead>
<tbody>
<tr>
<td>I made a ______________ exit.</td>
<td>I made a ______________ exit.</td>
</tr>
<tr>
<td>The ______________ coach</td>
<td>The ______________ coach</td>
</tr>
<tr>
<td>______________ a review of the game tape.</td>
<td>______________ a review of the game tape.</td>
</tr>
<tr>
<td>My ______________ opinion is that that model is too ______________</td>
<td>My ______________ opinion is that that model is too ______________</td>
</tr>
<tr>
<td>Bob ______________ at the puppy's antics.</td>
<td>Bob ______________ at the puppy's antics.</td>
</tr>
<tr>
<td>I learned some ______________ news today!</td>
<td>I learned some ______________ news today!</td>
</tr>
</tbody>
</table>