

Name _____

Prefixes *over-*, *under-*, *sub-*, *super-*, *out-*

- **Generalization** When the prefixes **over-**, **under-**, **sub-**, **super-**, and **out-** are added to words, the base word stays the same: **overlook**, **underline**, **subway**, **supermarket**, **outlet**.

Word Sort Sort words by their prefixes.

over-

1. _____

2. _____

3. _____

4. _____

under-

5. _____

6. _____

7. _____

8. _____

sub-

9. _____

10. _____

11. _____

12. _____

13. _____

super-

14. _____

15. _____

16. _____

17. _____

out-

18. _____

19. _____

20. _____

Spelling Words

1. overlook
2. underline
3. subway
4. subset
5. supermarket
6. outlet
7. underground
8. overboard
9. undercurrent
10. superstar
11. overtime
12. supersonic
13. submarine
14. undercover
15. overcast
16. outfield
17. output
18. supernatural
19. subdivision
20. subhead



Name _____

Family Times

Summary

Tripping Over the Lunch Lady

Jinx is a little bit clumsy, but she wants to learn to square dance. When the teacher decides to have square dancing in gym class, Jinx knows her dream has come true. Unfortunately, there is still the problem of Jinx's clumsiness.

Activity

Funny Memories Have you ever done something silly that was embarrassing at the time but later seemed funny? Talk with your family about something that happened to you or another family member that seems funny now. Write about the event as a comic story.

Comprehension Skill

Generalize

To **generalize** is to make a broad statement or rule that applies to several examples. Authors sometimes use clue words such as *most*, *all*, *usually*, and *never* to help readers generalize. Some generalizations are valid, or supported by facts and details. Others are faulty, or not supported. Active readers pay close attention to what authors tell them about story characters and make generalizations about those characters as they read.

Activity

Guess Who Play this game with your family or friends. Make a general statement about one person without naming the person. For example, it could be something the person always does or always likes. Have others try to guess whom the generalization is about and supply details supporting the generalization. Have everyone take a turn. When you are finished, decide who made the best generalization.

Lesson Vocabulary

Words to Know

Knowing the meaning of these words is important to reading *Tripping Over the Lunch Lady*. Practice using these words.

Vocabulary Words

Dalmatian a dog that has a white coat with black or brown spots

frilly clothing that has ruffles

promenading to be walking for show

sprained to be injured by a sudden twist

substitute a person or thing taking the place of another

Conventions

Pronouns and Antecedents

A **pronoun** is a word that replaces a noun or noun phrase. *For example: I, you, he, she, it, me, him, her, we, you, they, us.* The word or words that a pronoun stands for—such as *Julie, my father,* or *our cat Mouffette*—is called the pronoun's **antecedent**. *For example: Laurene saw George, so she waved to him.* In the example, the nouns "Laurene" and "George" are the *antecedents* of the *pronouns* "she" and "him."

Activity

Creative Captions With a family member, look through a picture book with which you both are familiar. Write captions on a separate piece of paper for the pictures that you see. Circle each pronoun that appears in your captions.

Practice Tested Spelling Words

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

Name _____

Generalize

- An author may write similar details about different things or people. You can use these similar details to make a general statement that covers all the things or people. This statement is called a **generalization**.
- A **valid** generalization can be supported by facts or details. A **faulty** generalization cannot.

Directions Read the first paragraph of the passage and make a prediction about what the rest of the passage will be about. Finish reading the passage. Then answer the questions below.

In July, 1968, Eunice Kennedy Shriver opened the first Special Olympics Games. She knew many athletes would win, but she also knew many would not. She wanted to encourage all of the athletes to do their best. So she told them what the gladiators in Rome said, "Let me win, but if I cannot win, let me be brave in the attempt." This became the Special Olympics Athlete Oath.

Through Special Olympics, many people with intellectual disabilities realize their full potential and become productive members of society. They train all year and compete in a variety of sports. In the process, they develop physical fitness, demonstrate courage, and experience joy. Special Olympics also creates an environment of acceptance for people with intellectual disabilities.

1. Write a generalization from this passage about how the Special Olympics affects its participants.

2. How did you know this was a generalization?

3. What detail supports the generalization?

4. What other detail supports the generalization?

5. After you read the first paragraph, what did you predict the rest of the article would be about? Was your prediction accurate?



Home Activity Your child read a short passage and recognized a generalization using clue words. Read an article together and challenge your child to find generalizations.

Name _____

Draw Conclusions

Directions Read the passage. Then answer the questions below.

At our school, about half of the students bring their lunches in brown bags. The others buy the school lunch. Bringing your lunch in a brown bag is okay, if you like mushy sandwiches and warm milk. The best way to bring lunch is to have each item packed in a separate container that keeps it fresh. Of course, then you have to carry all those containers

home again, which is harder than throwing out a brown bag. Buying your lunch can be tricky too, because there might be a day when you don't like what the school is offering. The lunch lady gives you a big heap of goo on a plate. Sometimes you can't even tell what it is without checking the menu. Most days, I wish I could go home for lunch!

1. What conclusion can you draw about this writer regarding school lunch?

2. Which words and phrases tell you this?

3. What conclusion can you draw about the school lunches offered?

4. Which words and phrases tell you this?

5. What do you think the student should do about school lunch?



Name _____

Pronouns and Antecedents

Directions Write a sentence or a pair of sentences using the noun or noun phrase and pronoun. Use each noun as an antecedent of each pronoun.

1. Mr. Deimeister and Jinx/they

2. Jinx/her

3. the other students/them

4. Victoria/she

5. square dancing/it

Directions Write a paragraph about someone who works hard to overcome an obstacle. Use at least four pronouns with their antecedents. Underline the antecedent for each pronoun.

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Home Activity Your child learned how to use pronouns and antecedents in writing. With your child, write a paragraph about a hard worker you admire. Have your child point out pronouns and underline their antecedents.

Name _____

Prefixes over-, under-, sub-, super-, out-**Spelling Words**

overlook	underline	subway	subset	supermarket
outlet	underground	overboard	undercurrent	superstar
overtime	supersonic	submarine	undercover	overcast
outfield	output	supernatural	subdivision	subhead

Complete the Word Add a prefix to each word to make a list word.

Write the complete word on the line.

- | | |
|----------------|----------|
| 1. ___way | 1. _____ |
| 2. ___put | 2. _____ |
| 3. ___natural | 3. _____ |
| 4. ___market | 4. _____ |
| 5. ___line | 5. _____ |
| 6. ___head | 6. _____ |
| 7. ___division | 7. _____ |
| 8. ___current | 8. _____ |

Word Search Find and circle ten list words hidden in the puzzle. Words are down, across, and diagonal. Write the words on the lines.

- | | |
|-------------------------|-----------|
| U S D L T J J I G O S S | 9. _____ |
| R N J D Z D F F H V U U | 10. _____ |
| T O D S X O W Y O E B B | 11. _____ |
| G O V E R L O O K R M H | 12. _____ |
| S U P E R S T A R B A E | 13. _____ |
| B T Q A R C P C T O R A | 14. _____ |
| B P K D N C O L K A I D | 15. _____ |
| S U B S E T A V W R N H | 16. _____ |
| L T X E A J Y S E D E V | 17. _____ |
| S U B W A Y B P T R O L | 18. _____ |

**Home Activity** Your child has learned to read, write, and spell words with prefixes. See if you can recombine prefixes and list words to make other words such as *outline*.

Name _____

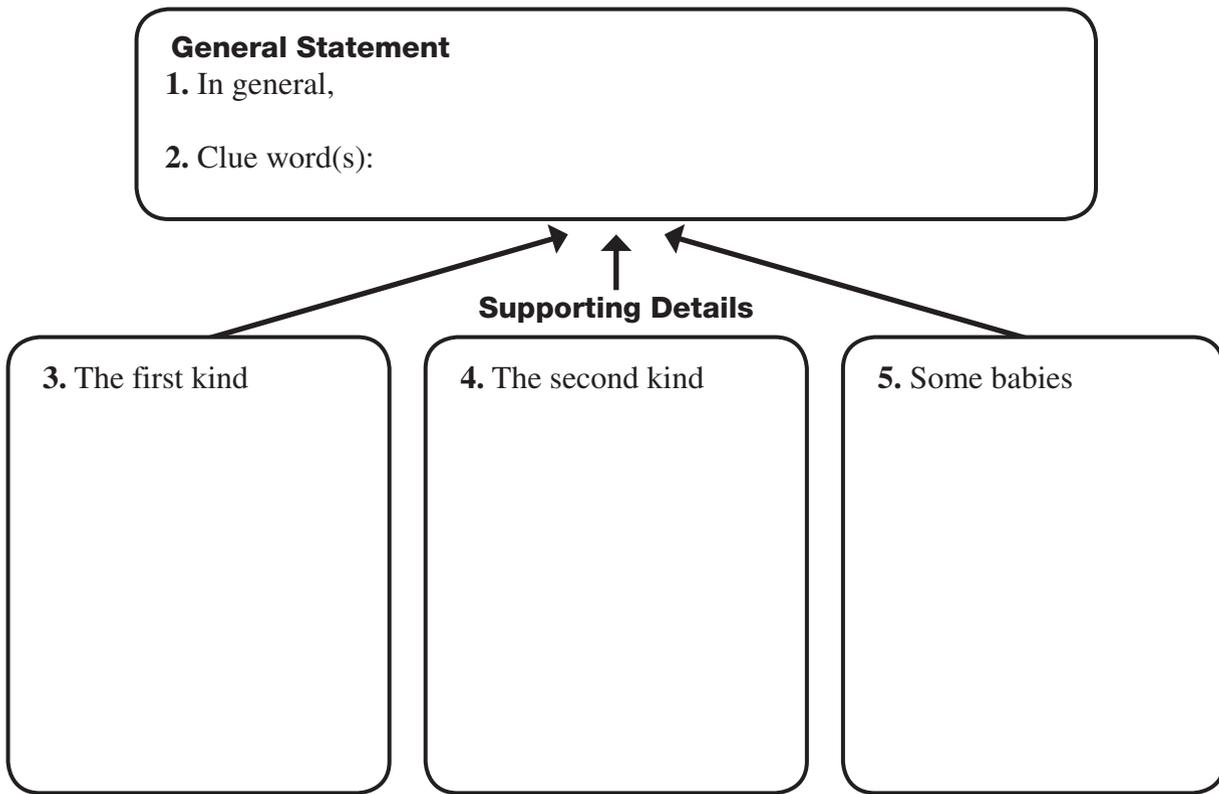
Generalize

- An author may write similar details about different things or people. You can use these similar details to make a general statement that covers all the things or people. This statement is called a **generalization**.
- A **valid** generalization can be supported by facts or details. A **faulty** generalization cannot.
- Sometimes an author makes a generalization and uses a clue word such as *all*, *many*, or *generally* to signal it.

Directions Read the following passage. Then complete the diagram below.

Deafness is the inability to hear. In general, there are two types of deafness. The first kind can be caused by earwax. Earwax blocks the pathway of sound from outside the ear into the inner ear in the head. This kind of deafness can usually be cured when a doctor softens the wax and flushes it out of the ear pathway.

A second kind of deafness is not curable. This is caused by a damaged nerve in the inner ear. Some babies are born without hearing. In other people, the nerve dies over a period of years. Extremely loud noises can damage the ear nerve. After injury the nerve cannot be healed.



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Home Activity Your child read a short passage and recognized a generalization using clue words. Read a newspaper or magazine article together and circle all the clue words that point to a generalization.

Name _____

Pronouns and Antecedents

Directions Match the pronoun with the noun or noun phrase that could be its antecedent. Write the letter of the correct antecedent next to the pronoun.

- | | |
|-------------------------|--------|
| _____ 1. Jinx | A he |
| _____ 2. Mr. Deimeister | B it |
| _____ 3. Victoria and I | C they |
| _____ 4. trampoline | D we |
| _____ 5. square dancers | E she |

Directions Circle the antecedent of the underlined pronoun in each sentence.

6. Jinx got that name because she was clumsy.
7. Victoria broke her foot after Jinx asked her to learn square dancing.
8. Mr. Deimeister's fishing rod broke after the girl dropped a weight on it.
9. Jinx scared Tony as she bounced right over him.
10. Uncle Jeff thought of the name, but he was clumsy too.

Directions Write a pronoun to replace each underlined noun or noun phrase.

11. Cody had forgotten Chelsea was visiting until Chelsea knocked on his door.

12. Cody had a baseball game in 15 minutes, so Cody took Chelsea along.

13. The team needed another player, so the team convinced Chelsea to play.

14. Baseball was fun for Cody, and baseball was his favorite sport.

15. Chelsea scored four runs, and the team thanked Chelsea.



Home Activity Home Activity Your child reviewed pronouns and antecedents. Have your child dictate sentences about what he or she learned about overcoming obstacles today. Ask your child to underline pronouns and circle any antecedents in the sentences.