Theme 15 Study Guide

# Vocabulary (use pages 505, 518, and your vocabulary journal)

Define each of the words, write a synonym, and use the word in a sentence.

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| --- | --- | --- | --- |
| Word | Definition | Synonym | Sentence |
| element |  |  |  |
| storage |  |  |  |
| biology |  |  |  |
| emerge |  |  |  |
| specimen |  |  |  |
| arrange |  |  |  |
| nucleus |  |  |  |
| detail |  |  |  |
| cell |  |  |  |
| division |  |  |  |

Word Study (use pages 511 and 523 in your source book)

Week 1 focuses on conjunctions and interjections.

* A conjunction is a word that connects words, groups of words, or sentences.
	+ Conjunctions can connect parts of equal importance (and, but).
	+ Conjunctions can come in pairs (either/or).
	+ Conjunctions can join clauses in complex sentences (because, meanwhile).
* An interjection is a word that expresses strong emotions and can be followed by a comma or exclamation point (yippee, oh).
* Sort this week’s spelling list (online or at spellingcity.com) by conjunction or interjection. The first two have been done for you!

|  |  |  |  |
| --- | --- | --- | --- |
| Conjunction | Conjunction | Interjection | Interjection |
| also | because | Bravo! | Oh! |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Week 2 focuses on compound words

* A compound word consists of two or more words used as a single word.
	+ Compound words can be closed (keyboard)
	+ Compound words can be open (long term)
	+ Compound words can be hyphenated (one-sided)

Using your spelling list (online or at spellingcity.com), identify the two words that make up the compound word. The first one has been done for you!

|  |  |
| --- | --- |
| Compound Word | Word Breakdown |
| barefoot | bare foot |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Target Skill – Personification (Identify personification in “Five Spring Flowers” on page 520-521)

Personification is when animals, ideas, or nonliving things are given human qualities or characteristics. For example, the “wind whispering” and “raindrops dancing” show personification. It is often used in poems and songs.

Comprehension Strategy – Review Synthesize: Create a Summary (p. 470-471)

* One way that you can synthesize information is to create a summary.
* A summary is a retelling of the important information – or big ideas – in a text.
* When you create a summary, you do more than simply list the big ideas. You bring the information together into a meaningful description.

Comprehension Strategy – Create Images: Use Visuals (p. 506-507)

* Many selections you read include illustrations, charts, graphs, diagrams, and other visuals. As you read these selections, create a picture in your mind of the information from the visuals. Creating a mental image will help you interpret the information presented in the visuals.

Writing Trait – Presentation

* Presentation is what is done to prepare writing for an audience.
* Good writers add finishing touches before they share their work.
	+ Titles, visual, covers, writing neatly, adding page numbers, using correct margins are all important for presentation.
	+ You can also create a slideshow or making copies for your audience.

Writing Form - Letter (p. 530-533)

* Letters have certain parts:
	+ A date
	+ The recipient’s name and address
	+ A salutation
	+ A body
	+ A closing with a signature
* An audience and purpose should determine the voice of the letter.

Grammar – Conjunctions

Brainstorm a list of individuals, government officials, or business leaders you would like to write to. Then, list a few reasons next to each person, as to why you care enough to write to them (i.e., What is your purpose for writing to them?)

Week 1 & 2 focuses on conjunctions.

* A conjunction joins two or more words or groups of words.
* A coordinate conjunction connects words or grammatically equal clauses or phrases.
* A subordinate conjunction joins two clauses to form a complex sentence.
* Read the following sentences. Underline the conjunctions, and identify it the conjunction is coordinate or subordinate. The first one has been done for you!

|  |  |
| --- | --- |
| Sentence | Answer |
| Hanging a horseshoe over a doorway is considered by many people to bring luck, but you have to be careful how you hang it. | Coordinate |
| I cannot see well until I put on my glasses. |  |
| The dog jumps up when the mail carrier passes our gate. |  |
| My grandfather likes to take walks, yet he gets tired easily. |  |
| I do not dance, but I do sing. |  |
| Orson got a role in a high school play, though he is only in fifth grade. |  |

Grammar – Independent and Dependent Clauses

Week 1 focuses on clauses.

* A clause is a group of words that includes a subject and a predicate.
* An independent clause contains a subject and a predicate and expresses a complete thought.
* A dependent clause does not express a complete thought and cannot stand alone as a sentence.
* Read the following sentences. Then identify if the clause is independent or dependent. The first one has been done for you!

|  |  |
| --- | --- |
| Sentences | Answer |
| Is is bad luck. | Independent |
| My mom threw a ball to my sister. |  |
| Although it was equal. |  |
| When they go fishing. |  |
| I ran toward you. |  |
| I was sad. |  |