Sequence

• **Sequence** is the order in which events happen in a story or article.

  • The clue words *first, then, next, after,* and *last* tell you the order of events when the sequence is explicit.

  • If the sequence is implicit, there may be no clue words. You have to figure out how the ideas relate to each other without clue words.

  • The clue words *while, meanwhile,* and *during* tell you that events are happening at the same time.

**Directions** Read the following passage. Then write the correct letters on the lines to show the sequence of events.

*During World War II, the German military used a special machine, the Enigma, to send and receive coded messages. The Enigma was so effective, that it wasn’t until 1941 that the Poles, French, and British, working together, were able to crack its code. Because it feared an invasion from their neighbor, Poland was the first country to begin trying to decode the Enigma. The French and British joined the effort later. When Germany did invade Poland in 1939, most of the Polish cryptologists—people who study secret codes—fled to France in order to continue their work. Later, when Germany invaded France, some of these same people fled to England’s Bletchley Park, a top-secret school for code breakers.*

1. First Event _____
   a. German troops invaded France.

2. Second Event _____
   b. Germany began using the *Enigma* to send messages.

3. Third Event _____
   c. France, Poland, and Britain broke the *Enigma’s* code.

4. Fourth Event _____
   d. German troops invaded Poland.

5. Fifth Event _____
   e. The Poles tried to decode the *Enigma.*

**Home Activity** Your child read a short passage and identified a sequence of events. Talk with your child about what you both did today. Then make a short list, in random order, of those events. Take turns recalling the correct sequence of events.
Writing • Instructions

Key Features of Instructions

• explain each step in a process
• often use sequence words such as first, next, and last
• are often written in list form

The Name Code

Last year, my friends and I made up a code. It’s great for sending short messages that we don’t want anyone else to read. We call it the Name Code. Here’s how you can create a Name Code of your own:

1. First, make a list of first names that start with each letter of the alphabet. For example, you could use Ann for A, Beth for B, Carlos for C, Darius for D, and so on. Give copies of the list to your friends so that they can use the code to send messages, too.

2. To write a message in Name Code, write a name from your list for each letter in your message. For example, imagine you want to say “Meet me at the park.” You might use “Maria Emma Emma Thomas” for the letters M-E-E-T in “Meet.”

3. Next, give your message to a friend, and make sure he or she knows how to decode it. You don’t have to go back to the name list to figure out the message. Just circle the first letter in each name, then read the circled letters.

Try making up your own Name Code, or see if you can make up something similar, like an Animal Code. You and your friends will amaze and amuse yourselves as you communicate your secret messages!

1. Reread the selection. Circle the sequence words.

2. What other clue tells you that the selection is a set of instructions?
Name _______________________________________

## Vocabulary

**Directions** Choose the word from the box that best matches each definition. Write the word on the line.

1. tiring, wearying
2. early, ahead of time
3. uncover, make known
4. created, invented
5. extreme, severe, to a great degree

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

6. The lieutenant called _________ on the radio to warn his commander of the attack.
7. The _________ contained information that was important to the troops.
8. Once believed _________, people travel at the speed of sound daily.

## Write a Secret Message

On a separate sheet of paper, write a secret message to a friend. Replace important words, such as colors, animals, and foods. Include a key on the back of the paper to remind you which words you replaced. Use as many vocabulary words as you can.

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**Home Activity** Your child identified and used vocabulary words from *Navajo Code Talkers*. With your child, write a message that you need to get to troops in battle. Discuss how you might come up with code words for the people, places, and events in the message.
Pronouns and Antecedents

A pronoun takes the place of a noun or nouns. An antecedent, or referent, is the noun or nouns to which the pronoun refers. A pronoun and its antecedent must agree in number and gender.

Before you use a pronoun, ask yourself whether the antecedent is singular or plural. If the antecedent is singular, decide whether it is masculine, feminine, or neuter. Then choose a pronoun that agrees. In the following sentences, the antecedents are underlined once; the pronouns are underlined twice.

The man had an idea, so he told the Marines about it.
The Navajos knew an unusual language, and they made a code with it.

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

_____ 1. language A he
_____ 2. a Navajo code talker B she
_____ 3. an officer and a recruit C them
_____ 4. Chester and me D it
_____ 5. Chester’s wife E us

Directions Write the correct pronoun in ( ) to complete each sentence. The antecedents of the pronouns have been underlined to help you.

6. Johnston and Jones agreed (they, he) should create a Navajo code. __________
7. The men knew the language, so the Marines recruited (they, them). __________
8. The Navajo code __________ worked well.
9. Chester Nez said the code was not easy for (him, he). __________
10. Hawthorne spoke Navajo, and (him, he) became a code talker. __________

Home Activity Your child learned about pronouns and antecedents. Ask your child to explain to you how a pronoun can change with a different antecedent.

272 Conventions Pronouns and Antecedents
Consonant Digraph /sh/

**Spelling Words**

<table>
<thead>
<tr>
<th>nation</th>
<th>special</th>
<th>lotion</th>
<th>mansion</th>
<th>precious</th>
</tr>
</thead>
<tbody>
<tr>
<td>creation</td>
<td>vacation</td>
<td>tension</td>
<td>especially</td>
<td>motion</td>
</tr>
<tr>
<td>tradition</td>
<td>gracious</td>
<td>extension</td>
<td>addition</td>
<td>caution</td>
</tr>
<tr>
<td>official</td>
<td>solution</td>
<td>suspension</td>
<td>politician</td>
<td>portion</td>
</tr>
</tbody>
</table>

**Missing Words** Write the list word that completes the sentence.

1. The telephone was a very helpful ____.
2. I have devised a ____ to our problem.
3. The wealthy surgeon lives in the ____ on the hill.
4. Please bring an extra bottle of ____ to the beach.
5. You have certainly earned your ____ of the prize.
6. We are studying the laws of ____ in physics class.
7. There are fifty states in our ____.
8. The Golden Gate Bridge is a huge ____ bridge.
9. In ____ to his speech, he presented a demonstration.
10. My family once took a ____ to Hawaii.

**Categorizing** Write the list word that completes each word group.

11. unusual, unique, ____
12. valuable, prized, ____
13. stress, pressure, ____
14. mainly, particularly, ____
15. custom, ritual, ____
16. senator, president, ____
17. concern, care, ____
18. executive, representative, ____
19. expansion, addition, ____
20. sociable, cordial, ____

**School + Home**

Home Activity Your child wrote words with the sound /sh/. Say the /sh/ words, and ask your child to spell them.
Steps in a Process

Process _______________________________________

Step 1

Step 2

Step 3

Step 4

Step 5

274 Writing Plan
Vocabulary • Unknown Words

- **Dictionaries** and **glossaries** provide alphabetical lists of words and their meanings. A dictionary is its own book, but a glossary is part of another book.
- Sometimes using context clues won’t help you figure out the meaning of an unknown word. When this happens, you can use a dictionary or glossary to find the word’s meaning.

**Directions** Read the following passage. Look for the context clues as you read to help you define each word in the table. Use a dictionary or glossary if necessary. Complete the chart below, with definitions in your own words.

The pets in the Johnsons’ house weren’t getting along. As usual, it was the cats against the dogs. The cats had gone too far this time! They decided that the new dog food, “Gravy Boat,” tasted better than their food, “FrouFrou Feast.” Because the cats walked so quietly, it was impossible for the dogs to hear the cats sneak into the kitchen to steal the dog food. The dogs needed a way to give each other advance warning that the cats were about to snatch their precious kibble.

Dixon, the Dalmatian, developed a secret code that all the dogs learned. If none of the cats were upstairs, one dog would wag its tail, thumping it against the wall three times. If a dog saw a cat heading for the kitchen, it would scratch with intense energy. If the cats were actually eating the dog food, another dog would reveal this fact to the people of the house by running back and forth across the downstairs at an exhausting pace. This system of messages worked so well, that the cats were defeated! The cats decided that “FrouFrou Feast” wasn’t so bad after all.

### Word Definitions

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>froufrou</td>
<td>1.</td>
</tr>
<tr>
<td>advance</td>
<td>2.</td>
</tr>
<tr>
<td>intense</td>
<td>3.</td>
</tr>
<tr>
<td>reveal</td>
<td>4.</td>
</tr>
<tr>
<td>exhausting</td>
<td>5.</td>
</tr>
</tbody>
</table>
Follow and Clarify Directions

• **Directions** tell you how to get somewhere or how to do something.
• Do what the first step says before going on to the next step.
• Try to visualize the end result of the directions to see where you are headed.

**Directions** Follow the directions to decode the message Joanie gave to Mary. Then answer the questions below.

1. Look for spellings you don’t understand.
2. Take notes as needed.
3. Study the decoder to see what the unusual spellings mean.
4. Use the information to find the way to your friend’s party.

When you leave your house take a left & walk 2 the crnr. Take a right & go 3 blks to Carpenter Street. Take a right on Carpenter & walk to Washington. My house is on the corner of Carpenter & Washington, between a large yellow house and a supermarket. The party starts at 2 PM. I can’t wait to see you.

**Decoder**

tk = take  lft = left  2 = to  u = you  crnr = corner  rt = right  blks = blocks
wok = walk  btwn = between  c = see

1. What should Mary do when she leaves her house? What part of the message tells her this?

2. What direction should she take when she gets to the corner? What code does Joanie use for the word *right*?

3. How many blocks should she walk to get to Carpenter Street?

4. Which buildings will Mary use to find Joanie’s house?
Navajo Code Talkers

Directions Read over these directions. Then answer the questions below.

You may have seen sand castles on the beach or watched the results of a sand castle building contest live or on television. Here’s the best way to build your own sand castle.

1. Choose sand that is moist enough to stick together. Fine, flat-grained sand is best. This sand is often found near the high-water line.

2. Start by making a pile of sand about 1 foot to 1 1/2 feet high. Its height and width will depend on what you want your castle to look like. Work from the top down to the base for the best results.

3. Pack down the sand pile and make a smooth, flat top.

4. Use a shovel edge or ruler to carve the castle’s tower and walls. You can also use pails, shovels, cans, spoons, melon ballers, and so on.

5. Move down the pile in a stairstep fashion. Be creative, creating towers and walls.

6. Remember that sand castles have a very short life. Don’t spend a long time trying to make a single perfect window on one tower. Instead, have fun and remember what you might try differently on your next attempt.

1. What is the purpose of these directions?

2. How high should your pile of sand be?

3. Should you work from the bottom up or from the top down?

4. Name some items you might use in building your sand castle.

5. Why shouldn’t you worry much about your first attempt at building a sand castle?

Home Activity Your child learned about following directions. With your child, read the directions for a card or board game. Try to follow them, step by step. Help your child to clarify each step in the directions.
Consonant Digraph /sh/

Proofread a Speech  Circle six misspelled words in the speech. Write the words correctly. Write the sentence with a verb in the incorrect tense correctly.

Holiday Vacasion Packages!
Fly anywhere in the nashion. We have the best rates! Book your flight now and get a free 2-night extention at America’s offishal hotel of choice. Our gratious flight attendants will make you feel at home. Call now and a porshion of your cost will be donates to Charity.

1. __________  2. __________  3. __________
4. __________  5. __________  6. __________
7. __________________________________________________________________________

Proofread Words  Circle the list word in each sentence that is spelled correctly.

8. My mother is a very speshial special person.
9. We made an interesting creation creacion in science class.
10. Mr. Buck is building an addishion addition to the school.
11. Always use caution causion when swimming at the lake.
12. My mountain bike is my most pretious precious belonging.

Spelling Words

nation
special
lotion
mansion
precious
creation
vacation
tension
especially
motion
tradition
gracious
extension
addition
cauton
official
solution
suspension
politician
portion

Frequently Misspelled Words

let’s
that’s
Pronouns and Antecedents

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

The Trouble with Speaking Navajo

(1) Roy got in trouble because they spoke Navajo. (2) American soldiers needed a code to help him. (3) “I have an idea,” said Johnston, “and she can’t fail.” (4) Navajos joined the Marines and he made up a code. (5) The code was simple, but he was unbreakable.

1 What change, if any, should be made in sentence 1?
A  Change they to we.
B  Change they to it.
C  Change they to he.
D  Make no change.

2 What change, if any, should be made in sentence 2?
A  Change him to her.
B  Change him to their.
C  Change him to them.
D  Make no change.

3 What change, if any, should be made in sentence 3?
A  Change she to he.
B  Change she to its.
C  Change she to it.
D  Make no change.

4 What change, if any, should be made in sentence 4?
A  Change he to them.
B  Change he to him.
C  Change he to they.
D  Make no change.

5 What change, if any, should be made in sentence 5?
A  Change he to they.
B  Change he to it.
C  Change he to she.
D  Make no change.

Home Activity  Your child prepared for taking tests on pronouns and antecedents. Read an article with your child and have him or her name the pronouns and point out their antecedents.