

- Read the ad below. Use context clues to determine the meanings of the Vocabulary Words. Then write each Vocabulary Word in the group where it belongs.

Be sociable! Join your friends and neighbors at a demonstration of our newest product!
We call it **THE PLOW**!

We've been scouring our Stone Age world to bring you every kind of up-to-the-minute, newfangled invention to make your life easier. Here's our latest one, fresh from the rich lands where the Sumerians have flourished for years. Use **THE PLOW**, and you'll be astounded when you see how easily you can break up the soil to get it ready for planting. You, too, can now have a reliable source of grain year after year. Just grow your own!

Cooking tools are another specialty at SCRATCH 'N PLANT TOOLS. Remember to buy some of our handy sharp sticks to skewer your meat before you roast it.

1. _____ amazed, shocked
2. _____ featured item, unique feature
3. _____ pierce, puncture
4. _____ pleasant, friendly
5. _____ modern, up-to-date
6. _____ thrived, succeeded
7. _____ dependable, responsible
8. _____ searching, combing
9. Which Vocabulary Word tells how people from the Stone Age would probably feel if they saw airplanes and computers? _____
10. Which Vocabulary Word describes people who enjoy being in groups?



Write a newspaper ad for a product that would amaze people from the Stone Age. Use at least three of the Vocabulary Words.

- Read the paragraph. Circle the letter of the best answer to each question.

After eating an animal's meat, Stone Age people would scrape its skin clean and drape it over their shoulders for warmth. After a fairly short time, though, the skin would rot. Over time, people learned how to preserve hides and make leather from them. They stretched out the skins and set them to dry in the sun. Drying made the hides stiff and hard, but they lasted much longer. People rubbed oil and fat into the skins to soften them. Some people even chewed on hides to make them more flexible. Later, people discovered a natural substance, tannic acid—or *tannin*—that was a great preservative of leather.

- 1 What is the main idea of this paragraph?

A Stone Age people wore skins for warmth.
B People learned how to make leather.
C Skins rotted after a short time.
D Tannin preserves leather.

**Tip**

Remember, the main idea is not always found in the first sentence of a paragraph. Find the sentence that most of the other sentences in the paragraph tell more about.

- 2 Which sentence(s) best support the main idea of the paragraph?

F sentences 1–3
G sentence 3 only
H sentences 4–8
J sentence 8 only

**Tip**

Which sentence or sentences give more details that directly relate to the main idea?

- 3 Which detail would NOT support the paragraph's main idea?

A Tannin—which can be used for treating animal skins—is found in some trees' bark.
B Some early people soaked animal skins in ashes.
C Softened skins were more comfortable.
D People hunted animals for meat.

**Tip**

Eliminate answers that support the main idea.



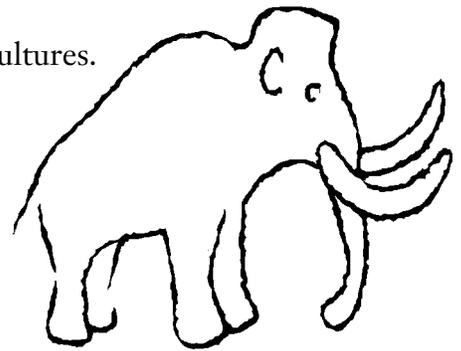
SCHOOL-HOME CONNECTION With your child, examine paragraphs in textbooks and newspapers. Have your child identify main ideas in the paragraphs. Discuss how often these main ideas are clearly stated.

- **Read the paragraph. Then circle the letter of the best answer to each question.**

Creating art has always been important to human cultures. It was especially important to early people who made the amazing cave paintings, often of animals and the hunt, found in France and Spain. People created these works of art deep inside caves, lighting the blackness with torches or crude candles. With frayed sticks or their fingers, artists applied paint made from natural substances mixed with animal fat or blood. Even though many paints were poisonous, some artists put paint in their mouths and blew it through hollow bones onto cave walls.

1. Which of the following statements is a generalization?

- A** Creating art has always been important to human cultures.
B Artists applied paint made from natural substances.
C People created these works of art deep inside caves.



2. Reread the last sentence of the paragraph. What generalization can you make based on it?

- F** Early painters had no desire to live.
G Early painters were willing to take risks to make art.
H Early painters were foolish and untalented.



3. Which fact does not support the generalization: *Hunting was extremely important to early people.*

- A** Many of the cave paintings showed animals that people hunted.
B Early people had religious rituals connected with hunting.
C Early people sometimes painted geometric figures and dots.

- **Read each sentence. Write a generalization that you could make based on it.**

4. Thousands of people have visited sites of early cave paintings.

5. There are cave paintings in Europe, and many exist in North America as well.

6. Some cave paintings of hunts are expertly done and show a lot of emotion.



Skill Reminder

• A **pronoun** takes the place of one or more nouns. • A pronoun's **antecedent** is the noun or nouns to which the pronoun refers. A pronoun must agree with its antecedent in number and gender. • **Subject pronouns** (*I, he, she, it, we, they*) replace the subject of a sentence. • **Object pronouns** (*me, you, him, her, it, us, them*) replace objects in a sentence.

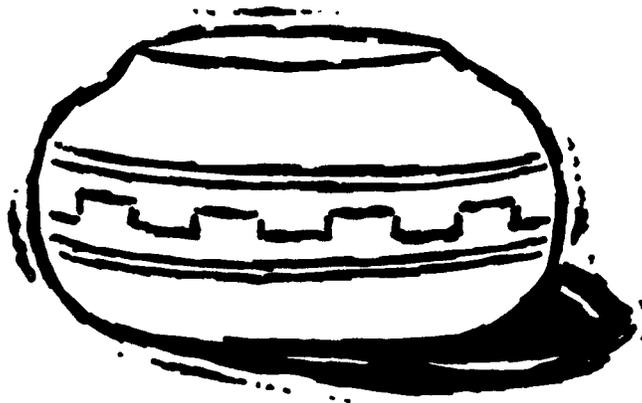
► Underline each pronoun, and circle its antecedent. Write whether it is a *subject* or an *object* pronoun; *singular* or *plural*; and *masculine*, *feminine*, or *neuter*.

1. Because the basket was woven so tightly, rain could not get through it.

2. The woman had a lot of grain to carry, so she used a basket.

► Fill in the blanks with the correct subject or object pronouns.

Miko is a potter. She rolls clay into long, sausagelike shapes. (3) _____ are called coils, and (4) _____ builds up the walls of the pots with (5) _____. Miko's brother Shozo is a cook, and (6) _____ gave (7) _____ one of her pots. (8) _____ says (9) _____ is his most prized possession.



Write two sentences. Then replace the subjects and objects with subject and object pronouns.

Skill Reminder Many two-syllable words follow the **VCCV** pattern. In these words, the first syllable usually has a short vowel sound.

► Fold the paper along the dotted line. As each spelling word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling any words you missed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

SPELLING WORDS

1. *impact*
2. *scatter*
3. *pillow*
4. *velvet*
5. *import*
6. *wander*
7. *baggage*
8. *parcel*
9. *witness*
10. *garlic*
11. *splendid*
12. *survive*
13. *mammal*
14. *commands*
15. *transit*
16. *barley*
17. *minnow*
18. *mellow*
19. *halter*
20. *plastic*

