

Name _____

Family Times

Summary

The Case of the Gasping Garbage

Drake Doyle and Nell Fossey are fifth-grade science detectives. When a friend finds a monster in her garbage can, they investigate. After discovering that the receptacle is in a warm place and smells like bread, they think they can find the solution.

in the mixture. This shows that you have trapped wild yeast! The mixture can actually be used to make bread.

Activity

Trapping the Wild Yeast Ask your family to help you trap wild yeast from the air. Mix $\frac{1}{2}$ cup of bread flour with $\frac{1}{3}$ cup of warm water. Put the mixture on the kitchen counter and cover it lightly with a material such as cheesecloth, which has holes in it. In about one week, you should see bubbles



Comprehension Skill

Compare and Contrast

When you **compare and contrast**, you tell how things are alike and different. Words such as *similar*, *as*, *unlike*, and *instead* signal a comparison and contrast.

Activity

My Hero Who are your heroes? Ask a family member to choose one of his or her own heroes, and choose one of your own. Discuss your heroes, making comparisons and contrasts between the two people. How are they alike? How are they different?

Lesson Vocabulary

Words to Know

Knowing the meaning of these words is important to reading *The Case of the Gasping Garbage*. Practice using these words.

Vocabulary Words

analysis a careful, detailed, examination

beakers flat-bottomed glass containers used in laboratories

hollow having an empty space inside

identity who or what someone or something is

lecture an educational speech on a particular topic

microscope a device with a lens used for making small things look bigger

precise very exact and accurate

relentless never slackening, but continuing always at the same level

Conventions

Plural Pronouns

Pronouns are words that replace nouns. When pronouns replace one person, place, or thing, a singular pronoun, such as *I*, *you*, *he*, *she*, or *it*, is used. *For example: Alicia asked Martin to step into the box. She asked him to step into it.* When pronouns replace more than one person, place, or thing, **plural pronouns**, such as *you*, *us*, *we*, *them*, and *they* are used. *For example: Toni and I helped Mickey and Joy practice their act. We helped them practice their act.* The pronoun *you* can be singular or plural. Be sure to match the correct pronoun to the noun it replaces.

Activity

Pronoun Parade Make a chart of the individual and groups of people in your life. Think about the singular and plural nouns you'd use to talk about them. Then add to your chart objects you use and places you visit frequently. Create sentences using the people, places, and things. Then rewrite the sentences, replacing nouns with pronouns.

Practice Tested Spelling Words

| | | | |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Name _____

Contractions

- **Generalization** In contractions, an apostrophe replaces omitted letters: **do not** becomes **don't**; **there is** becomes **there's**.

Word Sort Sort the list words by words you know how to spell and words you are learning to spell. Write every word.

**words I know
how to spell**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

**words I'm
learning to spell**

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. don't
2. won't
3. wouldn't
4. there's
5. we're
6. you're
7. doesn't
8. I've
9. here's
10. wasn't
11. shouldn't
12. couldn't
13. where's
14. hadn't
15. aren't
16. they're
17. it's
18. we've
19. when's
20. haven't

21. it'll
22. who'll
23. might've
24. mustn't
25. we'd



Home Activity Your child is learning to spell contractions. Have your child read each contraction and name the two words each contraction is made from.

Contractions

| Spelling Words | | | | |
|----------------|----------|----------|---------|---------|
| don't | won't | wouldn't | there's | we're |
| you're | doesn't | I've | here's | wasn't |
| shouldn't | couldn't | where's | hadn't | aren't |
| they're | it's | we've | when's | haven't |

Writing Contractions Words from the first and second columns can be combined to form a contraction. Write the contraction.

| First Word | Second Word | Contraction |
|------------|-------------|-------------|
| 1. do | not | 1. _____ |
| 2. will | not | 2. _____ |
| 3. there | has | 3. _____ |
| 4. we | have | 4. _____ |
| 5. you | are | 5. _____ |
| 6. here | is | 6. _____ |
| 7. have | not | 7. _____ |
| 8. it | has | 8. _____ |
| 9. are | not | 9. _____ |
| 10. they | are | 10. _____ |
| 11. where | is | 11. _____ |
| 12. should | not | 12. _____ |
| 13. does | not | 13. _____ |
| 14. could | not | 14. _____ |
| 15. when | is | 15. _____ |
| 16. was | not | 16. _____ |
| 17. would | not | 17. _____ |
| 18. I | have | 18. _____ |
| 19. we | are | 19. _____ |
| 20. had | not | 20. _____ |

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Home Activity Your child has learned to read, write, and spell contractions. Say the two words from the first and second columns of the chart. Have your child say and spell the contraction.