

My Journey Home Family Connection

This week your child is reading *A Royal Mystery*, a play about a young girl who discovers she is a princess while at summer camp.



Vocabulary on the Go This week's selection takes place at a summer camp. Using the vocabulary words listed below, have your child describe what it might be like to live in a tent for a week of summer camp.

discomfort primitive interior honored secretive immersed



Getting Along The two characters who share a tent and become teammates in *A Royal Mystery* seem to come from different backgrounds and appear to be at odds with each other. Talk to your child about a time when he or she did not get along with someone at first, and ask if they were able to work out their differences. Ask your child to think about what people who come from different backgrounds can do to try to understand one another.

CHALLENGE

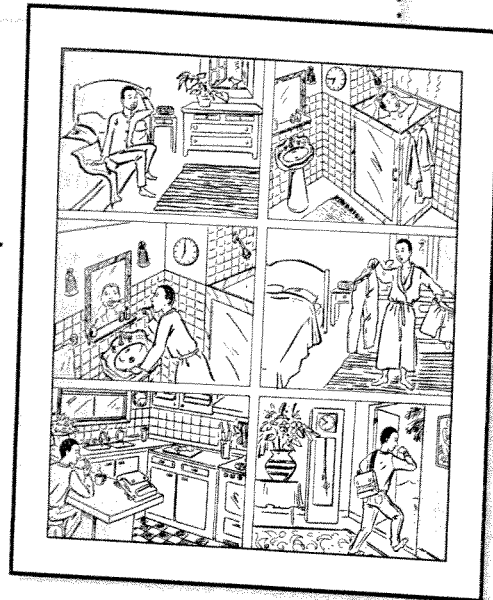
Role-play with your child to practice working out differences in a peaceful way.



Trophy Time In this week's selection, the campers at Camp Katahdin compete in events in the hope of winning the annual trophy. Ask your child to share a time when he or she won an honor, or share a goal he or she has of being recognized for an accomplishment or ability. Tell your child about a time when you were recognized for or achieved a goal.

Expression Matters With your child, focus on the morning routine in your home and see how to use two different formats to tell about it.

- Review that *A Royal Mystery* is a play and that a play differs from other forms of literature in that characters express their thoughts and feelings directly to the audience.
- Talk about the morning routine in your house with your child. What do the members of your family do when they first wake up? How do they interact when they prepare to begin their day? What are their moods like?
- Describe the routine in two ways. First, write the routine together as a log on paper. Next, write the routine as a play, acting it out together.
- How do the two formats differ? Talk with your child about which method provides an opportunity for greater expression.



City and Camping In this week's selection, Rena is not used to camping and living in nature. She is similar to someone who would live in the city. Althea is used to camp and does not mind sleeping in a tent, cleaning up after the horses, and showering in the shower room. Have your child explain where he or she would enjoy spending the summer—in the city or at a summer camp.



Book Links

- *The Princess and the Pea*, by Hans Christian Andersen
- *The Princess Diaries*, by Meg Cabot **CHALLENGE**



Internet Challenge Go to the library or search the Internet to find out more about the origins of playwriting.

Home Letter

A Royal Mystery
Home Letter

Dear Family,

This week we'll ask the question "How can art and performance help people understand a text?" First, we'll read the play **A Royal Mystery**, about an incredible discovery that two friends make while away at camp. We'll also read the fairy tale **The Princess and the Pea**.

This week's...

Target Vocabulary: discomfort, primitive, interior, honored, secretive, immersed, bungled, contagious, brandishing, imprinted

Vocabulary Strategy: Prefixes *non-*, *un-*, *dis-*, *mis-*

Comprehension Skill: Theme—examine characters' qualities and motives to recognize the theme

Comprehension Strategy: Question

Writing Focus: Narrative writing—description

Activities to Do Together

Vocabulary

See how many of this week's **Target Vocabulary** words you and your child can use in a conversation about traveling to a far-away place.

Learning Where We Come From

Talk to your child about your family's history. Discuss where the different branches of your family originate from in the world. Have your child use a map of the world or a globe to show the places you discuss.

Other Ways of Doing Things

Talk with your child about **The Princess and the Pea**. Ask your child to write a paragraph telling of a different way to test the princess.



Go to the *eBook* to read and listen to this week's selection.

A Royal Mystery

- | | |
|--------------|--------------|
| 1. awake | 22. succeed |
| 2. feast | 23. betray |
| 3. stray | 24. motivate |
| 4. greet | 25. upheaval |
| 5. praise | |
| 6. disease | |
| 7. repeat | |
| 8. display | |
| 9. braces | |
| 10. thief | |
| 11. ashamed | |
| 12. sleeve | |
| 13. waist | |
| 14. beneath | |
| 15. sheepish | |
| 16. release | |
| 17. remain | |
| 18. sway | |
| 19. training | |
| 20. niece | |
| 21. terrain | |

Name _____ Date _____

A Royal Mystery
Vocabulary Word Cards

discomfort

immersed

primitive

bungled

interior

contagious

honored

brandishing

secretive

imprinted

Name _____ Date _____

Target Vocabulary

Presenting: The Play!
Target Vocabulary

Complete the chart below with definitions and your ideas about the Target Vocabulary words.

Vocabulary

discomfort	secretive	contagious
primitive	immersed	brandishing
interior	bungled	imprinted
honored		

Word and Definition	This word makes me think of ...	This word could be used to talk about ...
brandishing: to hold and wave something in a threatening way	a fight that took place in the past	a swordfight, _____
interior: the inside of something	_____	the inside of a car, the inside of a glove
contagious:	people who are sick	an epidemic, how one person's feelings or actions cause other people to feel or act the same way

Prefixes *non-*, *un-*, *dis-*, *mis-*

non-

un-

dis-

mis-

A Royal MysteryVocabulary Strategies:
Prefixes *non-*, *un-*, *dis-*, *mis-*

Add the correct prefix from the box to each word so it matches its definition.

- | | |
|---------------------|-----------------------|
| 1. _____ connected | not connected |
| 2. _____ step | to take a wrong step |
| 3. _____ necessary | not necessary |
| 4. _____ working | not working |
| 5. _____ please | to not please |
| 6. _____ fiction | not fiction |
| 7. _____ understand | to understand wrongly |
| 8. _____ equal | not equal |

Prefixes *non-*, *un-*, *dis-*, *mis-*

A Royal Mystery

Vocabulary Strategies:
Prefixes *non-*, *un-*, *dis-*, *mis-*

Read the sentences below.

1. The science lab is **not available** today.
2. The computer equipment is **not connected**.
3. My sister **calculated wrong** when she did the problem.
4. Her answer sounded like **something that makes no sense**.
5. It was **not believable** that she got the answer wrong!

Rewrite the sentences above, adding the correct prefix in the box below to replace some of the words in bold.

non-	un-	dis-	mis-
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1. _____
2. _____
3. _____
4. _____
5. _____

Prefixes *non-*, *un-*, *dis-*, *mis-*

Read the sentences below. Use the meaning of the prefixes and base words to help you determine the meanings of the boldfaced words. Then draw a line connecting each word in Column 1 to its correct meaning in Column 2.

1. The science lab is **unavailable** today.
2. Somebody has to **disconnect** the equipment.
3. My sister **miscalculated** when she did the problem.
4. Her answer sounded like **nonsense**.
5. It was **unbelievable** that she got the answer wrong!



Column 1

Column 2

- | | |
|------------------|----------------------------------|
| A. unavailable | 1. hard to accept as true |
| B. disconnect | 2. something that has no meaning |
| C. miscalculated | 3. not able to be used |
| D. nonsense | 4. take apart |
| E. unbelievable | 5. figured incorrectly |