

# My Journey Home

## Family Connection

This week your child is reading *LAFFF*, a science fiction story that tells what happens when a girl who enters a writing contest learns that a classmate has invented a time machine.

DAY  
1

**Vocabulary on the Go** One of the characters in the story is a young inventor. What are some recent inventions that you enjoy using? With your child, identify new products and inventions that make your life easier. Try to use the following words in your discussion.

impressed    produced    original    concentrate

DAY  
2

**Tell Me About It** Ask your child to think of a favorite science fiction movie or TV show. Where does it take place? Who are the characters in it? What problems do the characters have? How do the characters solve their problem?

DAY  
3

**Dream Up an Invention** Are you always late getting out of the house? Do you wish you had a robot to sort and organize household clutter? With your child, brainstorm an idea for a fanciful invention that could solve a specific everyday problem.

**CHALLENGE**

Help your child create a diagram of the invention. Then create an acronym for it. An acronym is a word formed from the initial letters of a name. For example, *LAFFF* stands for *Lu's Artifact for Fast Forward*.

**A Taste of Asia** The characters in *LAFFF* share tasty Asian dishes, such as spring rolls and humbow, a kind of barbecued pork roll. Read the following recipe with your child. Then use the ingredients to make a traditional Asian dipping sauce.

### Asian Peanut Sauce

#### Ingredients

1/2 cup peanut butter, chunky or smooth  
 2 tablespoons teriyaki sauce  
 2 tablespoons sesame oil  
 2 garlic cloves, pressed or minced  
 1 tablespoon grated fresh ginger  
 dash of hot sauce (optional)  
 salt and pepper to taste



1. Put all the ingredients together in a bowl.
2. Stir them together until well mixed.
3. Serve as a dipping sauce for fresh vegetables, such as baby carrots, sliced cucumber, green or red peppers, and celery sticks.

**What Was It Like?** The plot of *LAFFF* involves a school writing contest. How can entering a contest be both exciting and nerve-wracking at the same time? Together, recall contests or competitions you have each been in. Share your thoughts about what the experiences were like.



#### Book Links

- *Magic in the Margins*, by W. Nikola-Lisa
- *The Fire Thief*, by Terry Deary **CHALLENGE**



**Internet Challenge** Help your child search the Internet to learn about real inventions that changed people's lives in the last hundred years. What tasks did the inventions make easier? How did people do the tasks before the inventions?

**LAFFF**  
Home Letter

# Home Letter

## Dear Family,

We begin this week with **LAFFF**, our main selection. It is a humorous science-fiction story about a budding young writer who uses a brainy classmate's time machine to help her write a short story. We will explore the question "What role does imagination play in the invention process?" Students will also read **From Dreams to Reality**, an informational text about science fiction that seems to have come true.

### This week's...

**Target Vocabulary:** impressed, admitted, produced, destination, original, concentrate, collected, rumor, suspense, compliment

**Vocabulary Strategy:** Reference materials

**Comprehension Skill:** Story structure—examine details about characters, setting, and plot

**Comprehension Strategy:** Infer/predict—use text clues to figure out what the author means or what might happen in the future

**Writing Focus:** Narrative writing—character description

## Activities to Do Together

### Vocabulary

Review this week's **Target Vocabulary** with your child. Make up a story with your child using vocabulary words. Choose any type of story and say the first sentence. Your child says the next sentence. Keep taking turns until all the words are used in the story.

### What's the Problem?

Talk with your child about a story you both know well—a familiar book, story, or movie. Ask your child, "What problem does the main character face?" Discuss the problems and how they are solved.

### Character Description

Have your child reflect on a character from his or her favorite story. Then have your child write a paragraph that describes that character. Remind him or her to include details that help the reader create a mental image of the character your child is describing.



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

## **LAFFF**

- |                       |                         |
|-----------------------|-------------------------|
| <b>1. tiring</b>      | <b>22. entertaining</b> |
| <b>2. borrowed</b>    | <b>23. operated</b>     |
| <b>3. freezing</b>    | <b>24. rehearsing</b>   |
| <b>4. delivered</b>   | <b>25. donated</b>      |
| <b>5. whispered</b>   |                         |
| <b>6. losing</b>      |                         |
| <b>7. decided</b>     |                         |
| <b>8. amazing</b>     |                         |
| <b>9. performing</b>  |                         |
| <b>10. resulting</b>  |                         |
| <b>11. related</b>    |                         |
| <b>12. attending</b>  |                         |
| <b>13. damaged</b>    |                         |
| <b>14. remarked</b>   |                         |
| <b>15. practicing</b> |                         |
| <b>16. supported</b>  |                         |
| <b>17. united</b>     |                         |
| <b>18. expected</b>   |                         |
| <b>19. amusing</b>    |                         |
| <b>20. repeated</b>   |                         |
| <b>21. assigned</b>   |                         |

Name \_\_\_\_\_ Date \_\_\_\_\_

**LAFFF**  
Vocabulary Word Cards

**impressed**

**concentrate**

**admitted**

**collected**

**produced**

**rumor**

**destination**

**suspense**

**original**

**compliment**

Name \_\_\_\_\_ Date \_\_\_\_\_

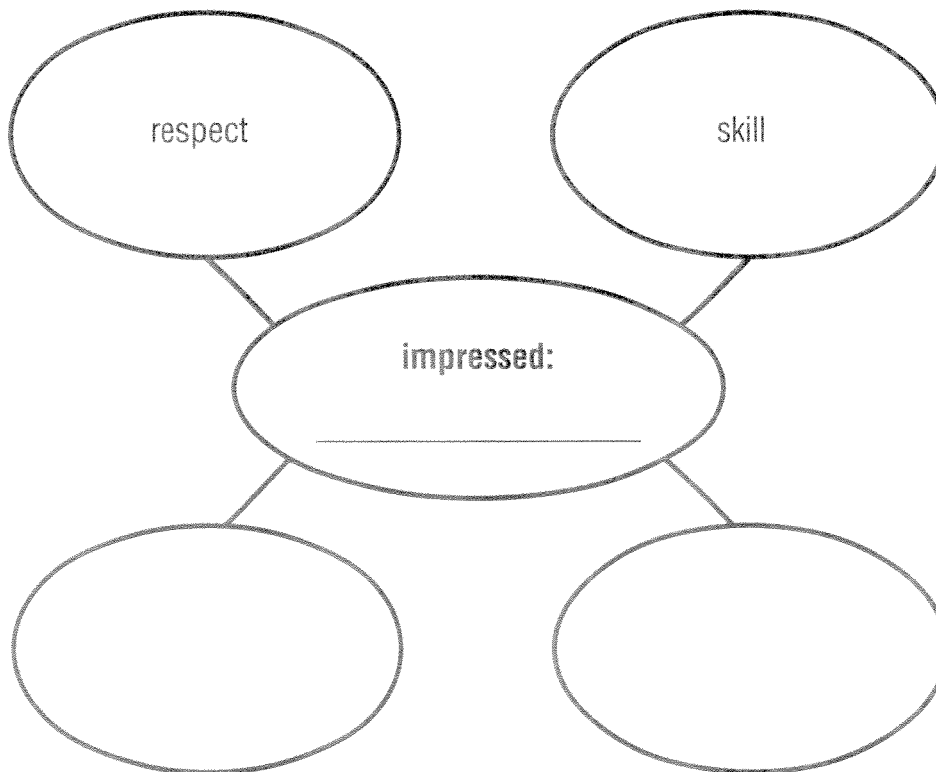
# Target Vocabulary

**That's a Wacky Idea**  
Target Vocabulary

Complete the Web with words that relate to the Target Vocabulary word. Use one of the related words in a sentence with the Target Vocabulary word. Then make Webs and write sentences for five of the remaining Target Vocabulary words on a separate sheet of paper.

## Vocabulary

impressed	admitted	produced
destination	original	concentrate
collected	rumor	suspense
compliment		



Sentence: \_\_\_\_\_

# Reference Materials

**LAFF****Vocabulary Strategies:**  
Reference Materials

Read the definition in the box below. Then fill in the blank to complete each sentence.

A print or digital **dictionary** tells you the definition of the word and how it is spelled. It tells you what part of speech the word is: noun, verb, adjective, or adverb. It also tells you the origin, or history, of the word.

A print or digital **thesaurus** tells you synonyms and antonyms for a word.

A **glossary** defines a word used in a book. Glossaries are usually found in the back of the book.



1. To find the meaning of the word *dedicate*, you would look in the \_\_\_\_\_.
2. If you find unfamiliar words in a book, you can look up their meanings at the back of the book in the \_\_\_\_\_.
3. To find the origin of the word *access*, look it up in the \_\_\_\_\_.
4. To find an antonym or synonym for the word *rumor*, check the \_\_\_\_\_.
5. To find the part of speech of the word *compliment*, look in the \_\_\_\_\_.
6. For help in pronouncing an unfamiliar word, look it up in the \_\_\_\_\_.

**LAFFE**

## Word Bank

On the lines below, write a synonym and antonym for each word in the box. Use a thesaurus to complete your work. Then use a print or digital dictionary to look up the definition, part of speech, and pronunciation of each synonym and antonym. Discuss the words with a partner.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



# Reference Materials

**LAFF**

 Vocabulary Strategies:  
 Reference Materials

Read the definition in the box below. Then match each task in Column 1 to the source you would use in Column 2.

A print or digital **dictionary** tells you the definition of the word and how it is spelled. It tells you what part of speech the word is: noun, verb, adjective, or adverb. It also tells you the origin, or history, of the word.

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A **glossary** defines a word used in a book. Glossaries are usually found in the back of the book.

**Column 1**

**A.** find an antonym or synonym

**B.** find out how to pronounce a word

**C.** find the definition of a word used in a book

**D.** find the part of speech of a word

**E.** find the origin of a word

**Column 2**

**1.** glossary



**2.** dictionary



**3.** thesaurus

