

My Journey Home Family Connection

This week your child is reading *Lewis and Clark*, a nonfiction selection that tells about the famous Corps of Discovery expedition and its travels westward to the Pacific coast.

DAY
1

Vocabulary on the Go Lewis and Clark traveled across the continent of North America. Look at a map of your city or town with your child. If you were going to walk across your town, which route might you take? How difficult might the trip be? As you talk, use some of these words.

expedition

barrier

despite

trek

DAY
2

What's the Point? The author of this week's selection tries to make the reader feel what it was like to be with Lewis and Clark. Together, look for articles in magazines or newspapers that tell about someone's life or accomplishments. Discuss the author's purpose for writing the article. How does the author feel about the subject? Look for words and phrases the author uses that tell his or her viewpoint.

Tip!

An author's purpose may be to inform, to entertain, to explain, or to persuade. An author may have more than one purpose, too.

DAY
3

Plants or Animals? Lewis and Clark created a vast catalogue of the native flora and fauna they found. Take a walk together and take an inventory of the plants and animals around your neighborhood. You may want to photograph or sketch what you see.

CHALLENGE

Work together to create a chart or display about the flora or fauna you found. You can use the photos or sketches you made. Use books or the Internet to find out more information to include on your display.

Sweet Treat Lewis and Clark found many berries but probably never had this treat. Together, read the directions, and then try it out.

Berry Freeze Pops

Ingredients

1 cup each of 3 types of berries such as blueberries, strawberries, raspberries, or huckleberries

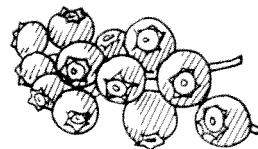
1/4 cup lemon juice

1/3 cup sugar

10 small plastic cups

10 popsicle sticks

aluminum foil



1. Rinse the berries with water. Mash them together.
2. Add lemon juice and sugar to the mashed berries and mix or puree in a blender. (Only adults should operate the blender.)
3. Pour an equal amount of the mixture in each of the cups.
4. Cover each cup with a square of foil, folding the edges. Poke a popsicle stick through the foil. The sticks should stand upright.
5. Put the pops in the freezer overnight or until they are solid.
6. Remove the foil, peel off the cups, and enjoy!

On the Team Talk together about why Sacagawea was so important to the Lewis and Clark expedition. In what ways was Sacagawea's heritage valuable? What skills and experience did she share? How was her journey different from the journey of Lewis and Clark?



Book Links

- *Railroad Fever*, by Monica Halpern
- *Sweetgrass Basket*, by Marlene Carvell **CHALLENGE**



Internet Challenge Together, search the Internet to learn more about Lewis and Clark's route. Which present-day states did they cross? What rivers and other geographical features did they encounter?

Home Letter

Lewis and Clark
Home Letter

Dear Family,

During the westward expansion, life was exciting and it was dangerous! This week, as we read the main selection, we will explore the question, “How did explorers help America become the country it is today?” In the narrative nonfiction selection, **Lewis and Clark**, Lewis and Clark lead the Corps of Discovery westward toward the Pacific coast. Finally, students will enjoy reading **A Surprise Reunion**, a play about the meeting between Chief Cameahwaite of the Shoshone tribe and Lewis and Clark.

This week's...

Target Vocabulary: expedition, barrier, despite, fulfilled, range, techniques, resumed, edible, tributaries, trek

Vocabulary Strategy: Analogies

Comprehension Skill: Main ideas and details—identify a topic's main ideas and details

Comprehension Strategy: Monitor/clarify—as you read, notice what is not making sense, and find ways to figure out the parts that confuse you.

Writing Focus: Opinion writing—revise a response essay

Activities to Do Together

Vocabulary

Have your child review this week's **Target Vocabulary** by using each word in a sentence. If your child has difficulty, use a dictionary for help.

Would You Go?

With your child, research the ways in which settlers traveled west and discuss them. Ask your child how he or she would have preferred to travel.

Ready, Set, Draft, Revise!

Help your child select another reading about the Lewis and Clark expedition. Have your child write an essay responding to the reading. Then help your child revise the essay, making sure the writing is organized to clearly show a beginning, a middle, and an end.



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

Lewis and Clark

- | | |
|------------------|------------------|
| 1. elect | 22. fascination |
| 2. election | 23. construct |
| 3. tense | 24. construction |
| 4. tension | |
| 5. react | |
| 6. reaction | |
| 7. confess | |
| 8. confession | |
| 9. decorate | |
| 10. decoration | |
| 11. contribute | |
| 12. contribution | |
| 13. express | |
| 14. expression | |
| 15. imitate | |
| 16. imitation | |
| 17. connect | |
| 18. connection | |
| 19. admire | |
| 20. admiration | |
| 21. fascinate | |

Name _____ Date _____

Lewis and Clark
Vocabulary Word Cards

expedition

techniques

barrier

resumed

despite

edible

fulfilled

tributaries

range

trek

River Travel

Target Vocabulary

Vocabulary

despite
techniques
tributaries

Target Vocabulary

Analogies

Lewis and Clark
Vocabulary Strategies:
Analogies

An analogy is the comparison of two word pairs that have the same relationship. Read each sentence. Then circle the correct word to complete each analogy.

1. *Song* is to *musical* as *lunch* is to **trek/edible**.
2. *Rugged* is to *rough* as *completed* is to **fulfilled/despite**.
3. *Lamp* is to *light* as *obstacle* is to **techniques/barrier**.
4. *Shop* is to *supermarket* as *explore* is to **expedition/tributaries**.
5. *Advanced* is to *retreated* as *interrupted* is to **resumed/ranged**.

Analogies

An analogy is a set of word pairs that uses comparison to show relationships between words. On the lines below, write an analogy for five of your vocabulary words. Then write five of your own analogies.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

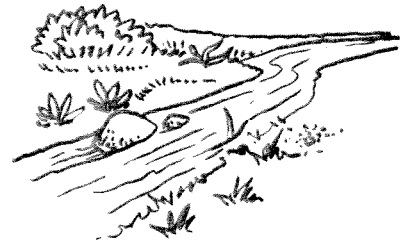
Lewis and Clark
Vocabulary Strategies:
Analogies

Analogies

An analogy is the comparison of two word pairs that have the same relationship. Choose a word from the box to fill in the blank to finish each analogy.

Word Bank

tributaries resumed edible expedition barrier



1. *Started* is to *stopped* as *interrupted* is to _____.
2. *Picture* is to *visible* as *food* is to _____.
3. *Fingers* are to *hand* as _____ are to *river*.
4. *Happiness* is to *joy* as *obstacle* is to _____.
5. *Hut* is to *shack* as *trip* is to _____.