

# My Journey Home Family Connection

This week your child is reading *We Were There, Too!*, a nonfiction selection that tells about two young heroes of the American Revolution.

DAY  
1

**Vocabulary on the Go** Ask your child to imagine what it was like to be a soldier in the American Revolution. Talk about a typical day in his or her life. Use some of these words as you talk.

**personally    efficient    lacked    tedious    organize**

DAY  
2

**Then and Now** Talk about what life might have been like during the American Revolution. Compare things such as how people dressed, what their homes were like, and how they traveled from place to place with these same things today. Use the Internet or library books for help.

**CHALLENGE**

Help your child make two drawings that compare life at the time of the American Revolution and life now. Ask your child to write captions for each drawing.

DAY  
3

**Interview a Hero** Have your child take the part of Joseph Plumb Martin or Sybil Ludington. Then ask your child questions about his or her experiences during the American Revolution. Ask questions such as:

- What did you do during the war? How did you feel about what you did?
- How did you feel about what the British did?
- How did you feel after the colonists won the war? Why?

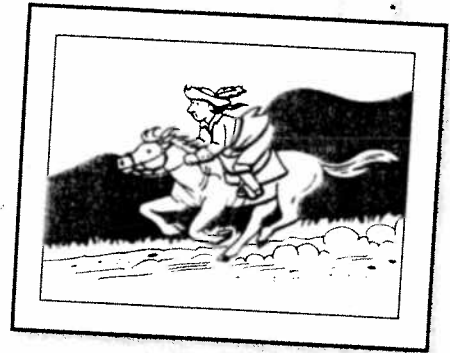
**A Midnight Visitor** Read and discuss this diary entry with your child. It tells about the night that Paul Revere rode from Boston to warn the Patriots that the British soldiers were coming.

**April 19, 1775** I was sound asleep last night when I heard a yell outside our house. It must have been well past midnight.

Mother and Father were asleep, too. But they jumped out of bed when they heard a man ride up on his horse. I ran to the window. I could see Father talking to the man. The man's words sent chills up my spine—The British are coming!

The man rode away towards one of our neighbor's farms. Father ran back into the house. He pulled on his boots and grabbed his rifle. He was ready to go in less than a minute. I stood there as Father hugged Mother. Then he came and hugged me and my brother, too.

After Father left, Mother explained to us what was happening. Father was a Patriot. He was going to fight the British. I went back to bed and tried to sleep. I was proud of Father, but I couldn't stop worrying about what might happen to him.



**Write It Down** Talk about an exciting experience that your child has had. Then help your child write a diary entry to tell about what happened and how he or she felt about the experience.



### Book Links

- *Midnight Rider*, by Joan Hiatt Harlow
- *Johnny Tremain*, by Esther Forbes **CHALLENGE**



**Internet Challenge** Help your child search for a website to find information about another hero of the American Revolution.

**We Were There, Too!**  
Home Letter

# Home Letter

## Dear Family,

The American Revolution inspired old and young. During this week, students will find out, “How are patriotism and courage related?” Students will read **We Were There, Too! Joseph Plumb Martin and Sybil Ludington**, which tells of young people who made a difference in the fight for independence. **Joseph Plumb Martin** is the story of a boy who faces hardships in the Continental Army. In **Sybil Ludington**, a girl makes a midnight ride to warn her neighbors of a British attack. **Patriotic Poetry** presents the “Midnight Ride of Paul Revere” to round out the theme.

### This week’s...

**Target Vocabulary:** mimic, mocking, efficient, personally, lacked, rural, tedious, organize, summons, peal

**Vocabulary Strategy:** Prefixes *in-*, *im-*, *il-*, *ir-*

**Comprehension Skill:** Compare and contrast actions—examine how two or more details actions or ideas are alike and different

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

**Writing Focus:** Opinion writing—revise a persuasive essay

## Activities to Do Together

### Vocabulary

Review this week’s **Target Vocabulary** with your child. Then pretend to be radio broadcasters and use the words in a newscast about a battle in the American Revolution.

### Heroes at Any Age

Have a conversation with your child about how young people can make a difference to a cause, such as helping with a food drive or donating used books to the library. Discuss a plan for implementing or joining a cause in your neighborhood.

### Ready, Set, Draft!

Your child may have other ideas about how to work for a cause. Help him or her draft an essay that addresses the cause and persuades young people to work to help it. Then help your child revise the essay and write a final copy.



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

## **We Were There, Too!**

- |                      |                       |
|----------------------|-----------------------|
| <b>1. formal</b>     | <b>22. vehicle</b>    |
| <b>2. whistle</b>    | <b>23. mineral</b>    |
| <b>3. label</b>      | <b>24. colonel</b>    |
| <b>4. puzzle</b>     | <b>25. artificial</b> |
| <b>5. legal</b>      |                       |
| <b>6. angle</b>      |                       |
| <b>7. normal</b>     |                       |
| <b>8. needle</b>     |                       |
| <b>9. angel</b>      |                       |
| <b>10. pupil</b>     |                       |
| <b>11. struggle</b>  |                       |
| <b>12. level</b>     |                       |
| <b>13. local</b>     |                       |
| <b>14. bicycle</b>   |                       |
| <b>15. channel</b>   |                       |
| <b>16. global</b>    |                       |
| <b>17. stumble</b>   |                       |
| <b>18. quarrel</b>   |                       |
| <b>19. article</b>   |                       |
| <b>20. fossil</b>    |                       |
| <b>21. identical</b> |                       |

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

**We Were There, Too!**  
Vocabulary Word Cards

mimic

rural

mocking

tedious

efficient

organize

personally

summons

lacked

peal

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

**Paul Revere: Hero on Horseback**  
Target Vocabulary

# Target Vocabulary

Fill in another example and non-example of *mimic* in the Four-Square Map below. Then create your own Four-Square Maps for five of the remaining Target Vocabulary words.

## Vocabulary

mimic	mocking	efficient
personally	lacked	rural
tedious	organize	summons
peal		

<b>Definition</b> to imitate	<b>Example</b> to imitate the voice of a cartoon character _____ _____ _____	mimic
<b>Sentence</b> For our 1970s party, we mimic the fashions people wore in that decade.	<b>Non-example</b> to write an original story _____ _____	

Name \_\_\_\_\_

Date \_\_\_\_\_

## Prefixes *in-*, *im-*, *il-*, *ir-*

**We Were There, Too!**

Vocabulary Strategies:  
Prefixes *in-*, *im-*, *il-*, *ir-*

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

in-

im-

il-

ir-

- |                     |                 |
|---------------------|-----------------|
| 1. _____efficient   | not efficient   |
| 2. _____mature      | not mature      |
| 3. _____legal       | not legal       |
| 4. _____responsible | not responsible |
| 5. _____logical     | not logical     |
| 6. _____mobile      | not mobile      |
| 7. _____regular     | not regular     |
| 8. _____exact       | not exact       |

# Prefixes *in-*, *im-*, *il-*, *ir-*

**We Were There, Too!**

Vocabulary Strategies:

Prefixes *in-*, *im-*, *il-*, *ir-*

Read these sentences.

1. Jason is **not responsible** and always loses things.
2. Speeding is **not legal**.
3. The answer is **not correct**.
4. He is **not patient** and can't wait to start.
5. It is **not efficient** to work without the right tools.

On the lines below, rewrite the sentences, adding the correct prefix to replace the words in bold.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

What is the same about each prefix?

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# Prefixes *in-*, *im-*, *il-*, *ir-*

**We Were There, Too!**Vocabulary Strategies:  
Prefixes *in-*, *im-*, *il-*, *ir-*

Read the sentences below. Then match the word in dark print in Column 1 to its correct meaning in Column 2.

**Column 1****Column 2**

- |   |                            |
|---|----------------------------|
| 1. Your answer is <b>incorrect</b> .      | not formal, casual         |
| 2. He is <b>impatient</b> to get started. | not responsible, careless  |
| 3. What he did was <b>illegal</b> .       | not correct, wrong         |
| 4. Don't be so <b>irresponsible</b> !     | not patient, eager         |
| 5. The party was very <b>informal</b> .   | not legal, against the law |

