

Name \_\_\_\_\_

# Family Times

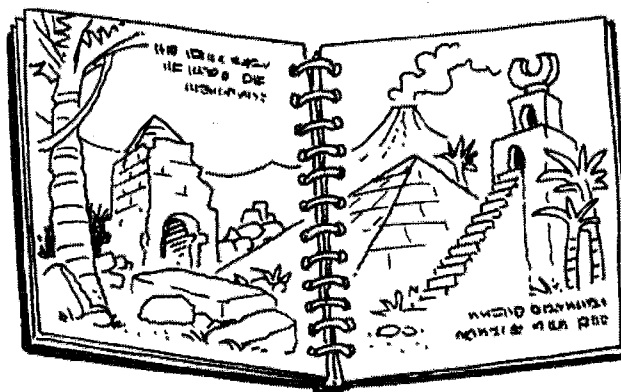
## Summary

### **Lost City: The Discovery of Machu Picchu**

Professor Hiram Bingham goes on a journey to Peru to find the lost city of Vilcapampa. With the help of a farmer named Arteaga and a Quechua boy, Bingham finds something unexpected—the beautiful and mysterious city of Machu Picchu sitting among the clouds.

### **Activity**

**Journal of Discovery** Bingham recorded his experiences in Peru in a journal. Pretend you have uncovered the ruins of a city. Together with a family member, write a journal entry that describes the ruins and how you feel upon discovering them. Use drawings to enhance your journal entry.



## Comprehension Skill

### **Compare and Contrast**

To **compare and contrast** is to tell how two or more things are alike and different. Words such as *similar*, *as*, *unlike*, and *instead* signal a comparison and contrast.

### **Activity**

**Tell Me What I See** Choose two items in the room. Compare and contrast the qualities of the two items without staring at them or naming what they are (you can call them item A and item B). Have a family member guess what items you are describing. Switch roles, and repeat the activity.

## Lesson Vocabulary

### Words to Know

Knowing the meanings of these words is important to reading *Lost City: The Discovery of Machu Picchu*. Practice using these words.

### Vocabulary Words

**curiosity** an eager desire to know

**glorious** magnificent; splendid

**granite** a very hard gray or pink rock that is formed when lava cools slowly underground

**ruins** what is left after a building, wall, etc., has fallen to pieces

**terraced** formed into flat, level land with steep sides; terraces are often made in hilly areas to create more space for raising crops

**thickets** bushes or small trees growing close together

**torrent** a violent, rushing stream of water

## Conventions

### Adverbs

An **adverb** tells *how*, *where*, or *when* an action happens. An adverb usually describes a verb. It can be written before or after the verb. Many adverbs end in *-ly* or *-ily*, such as *quickly* and *happily*.

- *Marley ran quickly to catch the ball.* In the sentence, *quickly* describes the verb *ran*. It tells how Marley ran.
- *I will meet you tomorrow.* In the sentence, *tomorrow* tells when I will meet you.
- *We have to go up one floor.* In the sentence, *up* tells where we will go. Some more adverbs to know are: *softly*, *easily*, *sometimes*, *now*, *around*, and *far*.

### Activity

**A New Ending** With a friend, write these adjectives on cards: *quick*, *slow*, *careful*, *easy*, *noisy*, *immediate*. Then write the adverb form of each word by adding *-ly*. Watch for spelling changes. Pick a card and walk across the room in that manner. Have your friend guess which card you picked. Continue until all cards have been used.

## Practice Tested Spelling Words

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