

# JOURNEYS

## Practice Book

Grade 4



HOUGHTON MIFFLIN HARCOURT  
School Publishers

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

# Story Structure

**Because of Winn-Dixie**  
Comprehension:  
Story Structure

Read the story below.

## A Bark in the Night

As the sun began to set, Matt and his Mama sat reading books. Ernie, their pug dog, was snoring on the couch. It was getting colder outside and the sky had turned gray.

“Looks like we’re in for quite a storm!” Mama said. The storm rolled in fast and strong. Rain started pounding the windows as lightning and thunder crashed in the sky.

“Don’t be afraid, Matt,” Mama said. Suddenly, Ernie jumped off the couch, barking furiously as he ran into the kitchen. Ernie rarely barked. Matt grabbed Mama’s hand as they chased after Ernie.

Mama turned on the kitchen light. To their surprise, the door opened and Daddy walked in.

“Hi, honey! You’re home early,” Mama said. Ernie’s barking stopped instantly when he saw it was Daddy, and everyone laughed with relief.

“See Ernie, there was nothing to worry about!” said Matt. He was secretly relieved it was just Daddy’s return that caused Ernie’s barking.

They all went back into the living room and sat in their chairs. Ernie curled up into his spot on the couch. Soon he was snoring. By then, the storm had settled into a drizzle, and all was calm again.

Complete the Story Map to show the important elements in the story.

<b>Characters</b>	<b>Setting</b>  Time: Place:
<b>Plot</b>	

# Story Structure

**Because of Winn-Dixie**  
Comprehension:  
Story Structure

Read the story below.

## An Unlikely Friend

I was home sick from school the day the Holmes family moved in. It was just before the school year ended, and I was missing the school picnic!

I stared out the window, feeling sorry for myself. Then I saw a girl come out of the new house on the block. She looked about my age, and she was kicking a soccer ball. It was black with red pentagons—just like the ball I lost last week!

I ran to the door and yelled, “Hey! What are you doing with that ball?”

The girl waved. I was furious. “Where’d you get that ball?” I demanded.

The girl stopped kicking the ball and headed my way. I was scared. I didn’t know what I’d say, but I wanted my ball back. Before I could say anything, she started talking.

“Hi!” she said. “I’m Kate. Do you like soccer? Want to play?”

I grabbed the ball. Then I saw it wasn’t mine after all. It was older, and “KATE” was on it in old ink.

“Sure!” I said. “I can’t come out today because I’m home sick. But maybe tomorrow?”

“Great!” said Kate. “It’ll be good to have a friend on the block.”

“Yeah,” I said sheepishly. “Glad to meet you, Kate.”

Analyze the story to answer the questions about story structure. Use a Story Map to organize your thoughts.

1. What is the narrator’s conflict, or problem, at the beginning?

---

---

2. How does the narrator resolve her problem?

---

---

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

# Prefixes *re-*, *un-*, and *dis-*

disagree	return	reappear	unlikely
dislike	review	unfair	unable

**Because of Winn-Dixie**  
Vocabulary Strategies:  
Prefixes *re-*, *un-*, and *dis-*

Read each sentence. Complete the sentence with a word from above.

1. I need a receipt to \_\_\_\_\_ the shirt that doesn't fit.
2. It is \_\_\_\_\_ that I will know everyone at the party.
3. My brother and I usually \_\_\_\_\_ about whose turn it is to take out the garbage.
4. Our class had to \_\_\_\_\_ the ideas from the lesson before we took the test.
5. My sister loves talking on the phone, but I \_\_\_\_\_ it.
6. I think it is \_\_\_\_\_ that I have to do chores on my birthday.
7. Sometimes cleaning your room can cause a missing toy to \_\_\_\_\_.
8. He was \_\_\_\_\_ to go to the party because he was sick.

# Short *a* and Long *a*

**Because of Winn-Dixie**  
Spelling: Short *a* and Long *a*

**Basic** Read the paragraphs. Write the Basic Words that best complete the sentences.

I spent a week of my summer vacation at my grandmother's house. At first I was (1) \_\_\_\_\_ that I would be bored, but I had a lot of fun. Every morning I helped my grandmother in her studio, where she paints pictures that would (2) \_\_\_\_\_ you.

I helped her (3) \_\_\_\_\_ some of the paintings that will go on (4) \_\_\_\_\_ soon. I also made a sign to put outside when the paintings are ready to sell. I used poster board and a black (5) \_\_\_\_\_ to make the sign. The most fun I had was creating my own painting. I learned how to apply paint to a canvas with a knife (6) \_\_\_\_\_. I wore a smock so I wouldn't get a (7) \_\_\_\_\_ on my clothes. Grandma says that my painting was much improved from ones I've done in the (8) \_\_\_\_\_.

On my last night there, Grandma took me out for a (9) \_\_\_\_\_ dinner. I know for a (10) \_\_\_\_\_ that I will be back to visit my grandmother next summer.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

**Challenge 11–14.** Read the headline. On a separate sheet of paper, write about it, using four of the Challenge Words.

## Spelling Words

1. blade
2. gray
3. past
4. afraid
5. magic
6. delay
7. amaze
8. drain
9. maybe
10. break
11. sale
12. hang
13. stain
14. glass
15. raft
16. jail
17. crayon
18. fact
19. stale
20. steak

## Challenge

- fraction  
trait  
champion  
activity  
graceful

# EASTSIDE SCHOOL TRACK TEAM SETS NEW RECORDS

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

# Spelling Word Sort

**Because of Winn-Dixie**  
Spelling: Short *a* and Long *a*

Write each Basic Word beside the correct heading.

/ă/ spelled <i>a</i> followed by a consonant	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
/ā / spelled <i>a-consonant-e</i>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p>
/ā / spelled <i>ai</i>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
/ā / spelled <i>ay</i>	<p><b>Basic Words:</b></p> <p><b>Possible Selection Words:</b></p>
/ā / spelled <i>ea</i>	<p><b>Basic Words:</b></p>

## Spelling Words

1. blade
2. gray
3. past
4. afraid
5. magic
6. delay
7. amaze
8. drain
9. maybe
10. break
11. sale
12. hang
13. stain
14. glass
15. raft
16. jail
17. crayon
18. fact
19. stale
20. steak

## Challenge

- fraction  
trait  
champion  
activity  
graceful

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *Because of Winn-Dixie*. Find words that have the /ă/ and /ā/ spelling patterns on this page. Add them to your Word Sort.

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

# Proofreading for Spelling

**Because of Winn-Dixie**  
Spelling: Short *a* and Long *a*

Find the misspelled words and circle them. Write them correctly on the lines below.

The Avid Reader Bookstore is a popular place in town. The owner, Mr. Orville, unpacks a box of new books. He says he is afriad the weather will deley delivery, and some of the books on salee are on back order. The good news is that the book that Jenny wants to read about the magik raeft that goes down the kitchen drane and ends up in the middle of the ocean is not one on back order. But maibe Amanda will have to wait another week for the book about the cowboy who lands in jale for being falsely accused of stealing a graye mustang.

By the end of the day, Mr. Orville is ready for a glas of lemonade and a cookie. He's careful carrying the pitcher so he doesn't drop and braik it. The cold lemonade is refreshing, but the staile cookie has to go!

## Spelling Words

1. blade
2. gray
3. past
4. afraid
5. magic
6. delay
7. amaze
8. drain
9. maybe
10. break
11. sale
12. hang
13. stain
14. glass
15. raft
16. jail
17. crayon
18. fact
19. stale
20. steak

## Challenge

- fraction  
trait  
champion  
activity  
graceful

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

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

# Simple Subjects and Simple Predicates

**Because of Winn-Dixie**  
Grammar: Complete  
Sentences

A sentence is a group of words that tells a complete thought. The subject tells whom or what the sentence is about. The predicate tells what the subject does or is. A **simple subject** is the main word that tells whom or what the sentence is about. A **simple predicate** is the verb that tells what the subject is or does.

**simple subject**      **simple predicate**  
The trip to the supermarket takes five minutes.

### Thinking Question

*What is the main word that tells whom or what the sentence is about? What is the main word that tells what the subject is or does?*

#### 1–4. Write the simple subject on the line.

- Mr. Mota left his dog Chase outside the supermarket.  
\_\_\_\_\_
- The automatic doors opened. \_\_\_\_\_
- Mr. Mota's list had many items on it. \_\_\_\_\_
- The dog outside the door watched Mr. Mota through the window. \_\_\_\_\_

#### 5–8. Underline the simple subject once and the simple predicate twice.

- Soup cans fell to the ground.
- Mr. Mota sampled some cheese at the deli.
- He bought some doggie treats for Chase.
- The friendly cashier smiled.

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

# Sentence Fragments

**Because of Winn-Dixie**  
Grammar: Complete Sentences

A sentence must have a subject and a predicate to tell a complete thought. A **sentence fragment** is missing a subject, a predicate, or sometimes both.

**fragment**

Helped set up the tents at the campsite.

**Thinking Question**

*Does this group of words have a subject that tells whom or what the sentence is about and a predicate that tells what happens or says something about the subject?*

**1–4. Write *sentence* if the group of words is a sentence. Write *fragment* if the group of words is not a sentence.**

1. A bear wandered into our campsite. \_\_\_\_\_
2. Sniffed around the tents for food. \_\_\_\_\_
3. Have a sharp sense of smell. \_\_\_\_\_
4. The hungry bear would not leave. \_\_\_\_\_

**5–8. Write *subject* if the fragment is missing the part of the sentence that tells *whom* or *what*. Write *predicate* if the fragment is missing the part of the sentence that tells *what happens* or *what is*.**

5. The huge bear. \_\_\_\_\_
6. Was attracted by the smell of the food. \_\_\_\_\_
7. Rummaged through a large cooler. \_\_\_\_\_
8. A loud roar from another bear in the distance.  
\_\_\_\_\_



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

# Writing Complete Sentences

**Because of Winn-Dixie**  
Grammar:  
Complete Sentences

To change a sentence fragment to a complete sentence, first identify what information is missing. Then write a new sentence.

**fragment**

Gave us Ringo

My sister Anna

**complete sentence**

The people who train  
guide dogs gave us Ringo.

My sister Anna can't see  
very well.

**Thinking Question**

*Does each sentence I write express a complete thought with a simple subject and a simple predicate?*

**1–8. Change each fragment to a complete sentence.**

1. One day, my sister Anna.

\_\_\_\_\_

2. She slowly.

\_\_\_\_\_

3. In the doorway, Ringo.

\_\_\_\_\_

4. Her dog for years.

\_\_\_\_\_

5. Listened to the sounds outside the door.

\_\_\_\_\_

6. A steady, light rain.

\_\_\_\_\_

7. She lovingly.

\_\_\_\_\_

8. The dog at her side.

\_\_\_\_\_

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

# Contractions

**Because of Winn-Dixie**  
Grammar: Spiral Review

## Contractions with *not*

We <u>could not</u> wait to see the puppies. They <u>were not</u> barking.	We <u>couldn't</u> wait to see the puppies. They <u>weren't</u> barking.
---	---

### 1-6. Write the contractions for the word or words in parentheses.

- (did not) We \_\_\_\_\_ want a cat.
- (would not) Mom \_\_\_\_\_ let us get a dog until we took a pet care class.
- (cannot) Ben \_\_\_\_\_ have certain pets because of his allergies.
- (do not) Some dogs \_\_\_\_\_ have long tails.
- (have not) These dogs \_\_\_\_\_ gone for a walk today.
- (could not) We \_\_\_\_\_ choose between the two puppies.

### 7-10. Look at the underlined contractions. Write each contraction correctly on the line. Then write the words that make up the contraction.

- Scuffy isnt comfortable in his new home yet. \_\_\_\_\_
- He ha'snt been sleeping at night. \_\_\_\_\_
- Mom and Dad are'nt too happy about that. \_\_\_\_\_
- I wo'nt wake Scuffy up when he is napping. \_\_\_\_\_

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

# Sentence Fluency

**Because of Winn-Dixie**  
Grammar: Connect to Writing

You can fix a fragment by combining it with a complete sentence or another fragment.

Sentence and Fragment	Complete Sentence
Becky's family moved to Milliston. In the middle of the summer.	Becky's family moved to Milliston in the middle of the summer.
Fragments	Complete Sentence
The town of Milliston. Has a lively youth center.	The town of Milliston has a lively youth center.

**1–6. Rewrite each item to be one complete sentence with a subject and a predicate.**

1. Becky was worried. About making new friends.

\_\_\_\_\_

2. A flyer at the supermarket. Listed the youth center's summer events.

\_\_\_\_\_

3. A girl on Becky's street. Invited Becky to a party at the center.

\_\_\_\_\_

4. All of the other children welcomed Becky. To the neighborhood.

\_\_\_\_\_

5. Although she was new in town. Becky felt right at home.

\_\_\_\_\_

6. And a game of basketball outside. The children played tag.

\_\_\_\_\_

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

# Focus Trait: Ideas

## Using Vivid Details

**A. Read each uninteresting sentence. Add vivid details to fill in the blanks and make each sentence more interesting.**

Uninteresting Sentence	Sentence with Vivid Details
1. Some kittens slept in a box.	The _____ kittens slept _____ in a _____ box.
2. After the kittens woke up, we watched them play.	After the kittens _____ _____, we watched them _____.

**B. Read each uninteresting sentence. Rewrite each sentence using vivid details.**

**Pair/Share** Work with a partner to brainstorm vivid details.

Uninteresting Sentence	Sentence with Vivid Details
3. Winn-Dixie looked in the window.	
4. Miss Franny was scared.	
5. Winn-Dixie smiled at Miss Franny.	

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

# Author's Purpose

**My Brother Martin**  
Comprehension:  
Author's Purpose

Read the selection below.

## Sitting for Freedom

Rosa Parks was a brave woman who stood up for her rights and the rights of countless others in the 1950s. At a time when African Americans were not allowed to attend the same schools, drink out of the same water fountains, or eat at the same restaurants as white people, Mrs. Parks decided to fight discrimination and injustice.

In 1955, Mrs. Parks refused to give up her seat on a Montgomery, Alabama, bus to a white man. At the time, this was against the law. She was arrested and fined by police. Many people were so angry that she was arrested that they refused to ride the bus anymore. The bus

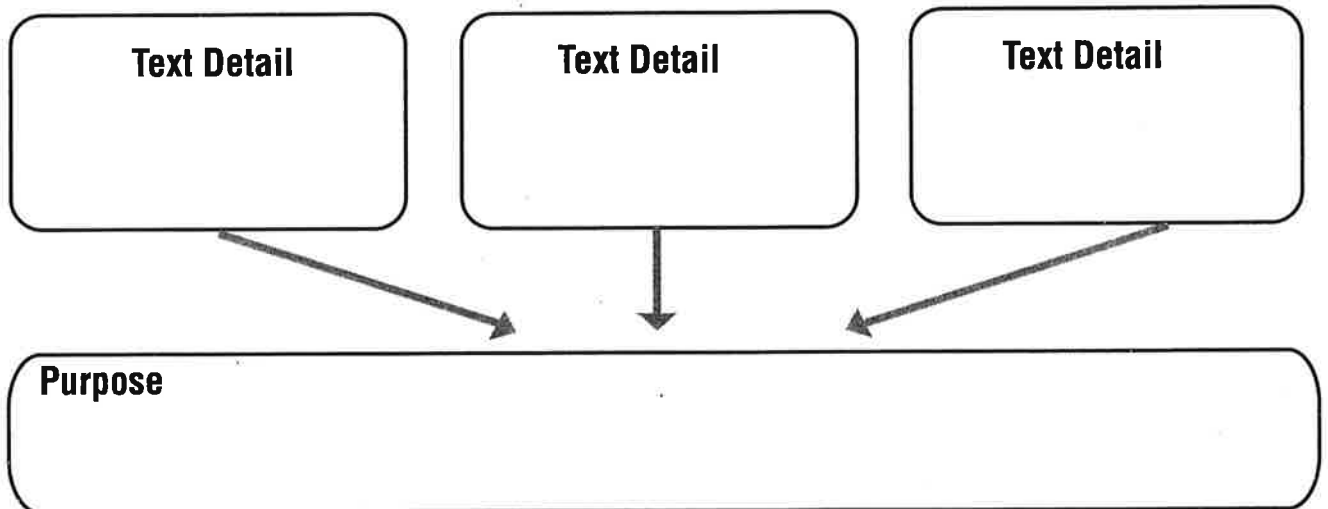
company lost money, and the law was eventually changed.

Mrs. Parks stood behind her belief in equality and freedom for all. She inspired many people to work peacefully for civil rights. Her bravery helped transform a nation. The impact of her simple and powerful act is still felt today.

Though discrimination still exists, many people now realize the value of equality and how important it is to treat people with dignity and fairness.

Mrs. Parks remains a strong example of what it means to fight for your beliefs, stay true to who you are, and never give up.

Complete the Inference Map below to show text details that explain the author's purpose.



# Author's Purpose and Viewpoint

Read the selection below.

## A Movement of the People

The Civil Rights Movement has many famous heroes, including Martin Luther King, Jr. Yet it was powerful only because ordinary people showed courage and determination.

In the fall of 1957, nine brave teenagers risked great harm in order to enroll in a high school in Little Rock, Arkansas, that was attended only by white students.

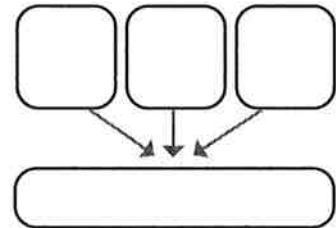
In 1960, college students across the country sat at lunch counters to

protest against unfair treatment of African Americans.

On March 7, 1965, whole families began marching in Selma, Alabama, to demand voting rights for African Americans. They faced conflict and violence. However, they did not give up because they believed in their right to vote.

Without brave citizens like these, the Civil Rights Movement would never have become so strong.

Analyze the selection to evaluate the author's viewpoint. Use an Inference Map like the one shown here to organize your thoughts. Then write your answers to the questions below.



1. What is the author's viewpoint about the Civil Rights Movement?

---

---

2. How does the author support this viewpoint?

---

---

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

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

**My Brother Martin**  
Vocabulary Strategies:  
Prefixes *in-*, *im-*, *il-*, and *ir-*

injustice      irresponsible      impolite      insecure  
illegal      imperfect      irreplaceable

Read each underlined word. Use the meaning of the prefix to help you understand the meaning of the word. Then complete the sentence in a way that makes sense.

1. I know I am irresponsible when I

\_\_\_\_\_

2. It is impolite to

\_\_\_\_\_

3. The law says it is illegal to

\_\_\_\_\_

4. I feel insecure when I

\_\_\_\_\_

5. The imperfect pair of pants had

\_\_\_\_\_

6. Losing something that is irreplaceable

\_\_\_\_\_

7. One example of an injustice is

\_\_\_\_\_

# Short *e* and Long *e*

**My Brother Martin**  
Spelling: Short *e* and Long *e***Basic** Write the Basic Word that best fits each clue.

1. inexpensive \_\_\_\_\_
2. a desire for more than one needs  
\_\_\_\_\_
3. a large animal \_\_\_\_\_
4. direction where the sun sets \_\_\_\_\_
5. shine brightly \_\_\_\_\_
6. a small spot \_\_\_\_\_
7. rising at a very sharp angle \_\_\_\_\_
8. leader \_\_\_\_\_
9. water in the form of a gas \_\_\_\_\_
10. to think \_\_\_\_\_
11. a place for books or other items \_\_\_\_\_

**Challenge 12–14.** Write a paragraph about a place where you like to go to eat. Tell what you like about it. Use three Challenge Words. Write on a separate sheet of paper.

**Spelling Words**

1. west
2. steep
3. member
4. gleam
5. fresh
6. freedom
7. speed
8. steam
9. beast
10. believe
11. speck
12. kept
13. cheap
14. pretend
15. greed
16. shelf
17. least
18. eager
19. reason
20. chief

**Challenge**echo  
menu  
creature  
reveal  
restaurant



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

# Spelling Word Sort

**My Brother Martin**  
Spelling: Short *e* and Long *e*

Write each Basic Word beside the correct heading.

<p><b>/ĕ/ spelled <i>e</i> followed by a consonant</b></p>	<p><b>Basic Words:</b> <b>Challenge Words:</b> <b>Possible Selection Words:</b></p>
<p><b>/ē/ spelled <i>ea</i></b></p>	<p><b>Basic Words:</b> <b>Challenge Words:</b> <b>Possible Selection Words:</b></p>
<p><b>/ē/ spelled <i>ee</i></b></p>	<p><b>Basic Words:</b> <b>Possible Selection Words:</b></p>
<p><b>Other spellings for /ē/</b></p>	<p><b>Basic Words:</b></p>

## Spelling Words

1. west
2. steep
3. member
4. gleam
5. fresh
6. freedom
7. speed
8. steam
9. beast
10. believe
11. speck
12. kept
13. cheap
14. pretend
15. greed
16. shelf
17. least
18. eager
19. reason
20. chief

### Challenge

echo  
menu  
creature  
reveal  
restaurant

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *My Brother Martin*. Find words that have /ĕ/ and /ē/. Add them to your Word Sort.

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

# Proofreading for Spelling

**My Brother Martin**  
Spelling: Short *e* and Long *e*

Find the misspelled words and circle them. Write them correctly on the lines below.

Many years ago, Africans were forced to come to the United States as slaves. They lived without freedom. Many people were against slavery. They, at least, were eager to spread change and worked hard to free slaves.

Slavery was abolished, but change was slow. When Dr. Martin Luther King, Jr. was a boy, his mother explained that she could no longer pretend to believe that as a member of the Atlanta community, she could eat at any restaurant in the city or stroll in the park and enjoy the fresh air. The reason she gave was that some states still had unfair laws that kept black people and white people separate.

Though Dr. King paid a steep price for working for equality, his contributions would offer a gleam of hope that change would come.

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

## Spelling Words

1. west
2. steep
3. member
4. gleam
5. fresh
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10. believe
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18. eager
19. reason
20. chief

### Challenge

- echo  
menu  
creature  
reveal  
restaurant

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

# Complete Subjects

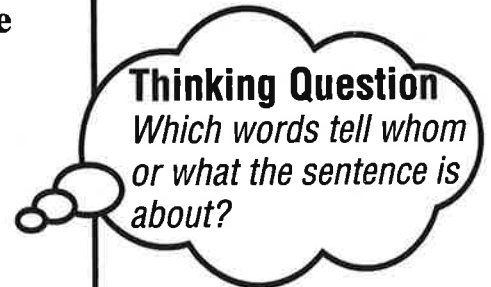
**My Brother Martin**  
Grammar: Subjects  
and Predicates

Every sentence has a **subject** and a **predicate**. The subject tells whom or what the sentence is about. All the words in the subject make up the **complete subject**. A complete subject can be one word or several words.

**complete subject**

My older brother played the piano after dinner.

Music is awesome.



**1–8. In each sentence, the simple subject, or main word in the subject, is underlined. Write the complete subject.**

1. Each person in our family plays a musical instrument.

\_\_\_\_\_

2. Ms. Louisa Arnold is our piano teacher.

\_\_\_\_\_

3. This popular jazz song has difficult notes.

\_\_\_\_\_

4. It is fun to play, though. \_\_\_\_\_

5. The talented pianist plays up and down the keyboard.

\_\_\_\_\_

6. My two sisters try to imitate the finger movements.

\_\_\_\_\_

7. The guitarist in our family is my mother.

\_\_\_\_\_

8. She strums the strings of her electric guitar.

\_\_\_\_\_

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

# Complete Predicates

## My Brother Martin

Grammar: Subjects  
and Predicates

The predicate of a sentence tells what the subject does or is. All the words in the predicate make up the complete predicate. A **complete predicate** can be one verb or it can include descriptive words.

### complete predicate

Mr. Sanders's work takes him away from home.

### Thinking Question

*Which words tell what the subject does or is?*

1–8. The simple predicate, or main verb, of each sentence is underlined. Write the complete predicate.

1. Mr. Sanders traveled to Sacramento for a business meeting.

\_\_\_\_\_

2. The flight arrived exactly on time.

\_\_\_\_\_

3. A taxi driver drove him to the hotel downtown.

\_\_\_\_\_

4. My grandparents watched us for the week.

\_\_\_\_\_

5. Our parents are away on business.

\_\_\_\_\_

6. My grandfather told us some funny stories.

\_\_\_\_\_

7. We all cooked dinner together.

\_\_\_\_\_

8. We made spaghetti with meatballs, my favorite meal.

\_\_\_\_\_

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

# Compound Subjects and Compound Predicates

**My Brother Martin**  
Grammar: Subjects  
and Predicates

When a sentence has two or more simple subjects, it has a **compound subject**. When a sentence has two or more simple predicates, it has a **compound predicate**.

**compound subject**

Men and women respected Martin Luther King, Jr.

**compound predicate**

People sang, marched, and prayed.

**Thinking Question**

*What word is used to combine the compound subject? What word is used to combine the compound predicate?*

**1–4. Underline the compound subject.**

1. Students and teachers at Wilson School listened to Dr. King's speech.
2. Martha and Nina had not heard it before.
3. African American men and women did not have rights.
4. Mothers, fathers, and grandparents were hopeful for their children.

**5–8. Underline the compound predicate.**

5. M.L. studied hard and graduated early.
6. In Boston, he met and married Coretta Scott.
7. Dr. King traveled and spoke all over America.
8. He won the Nobel Prize and used the money to fight for freedom.

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

# Contractions

**My Brother Martin**  
Grammar: Spiral Review

A **contraction** is a short way to write two words. An **apostrophe** takes the place of a letter or letters in a contraction.

**contractions**She will      she'llhas not      hasn'tI have      I've**1–4. Write the contraction of the underlined words on the line.**

1. They will share their stories. \_\_\_\_\_
2. Caitlin should have written a report. \_\_\_\_\_
3. I am going to write about kindness. \_\_\_\_\_
4. I will write a report about Dr. Martin Luther King Jr. \_\_\_\_\_

**5–8. Write the words that make up the underlined contraction on the line.**

5. People said that they'd march in the streets. \_\_\_\_\_
6. Rosa Parks wouldn't sit in the back of the bus. \_\_\_\_\_
7. Dr. King thought that people shouldn't ride the bus anymore.  
\_\_\_\_\_
8. Every adult in America should've voted. \_\_\_\_\_

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

# Sentence Fluency

**My Brother Martin**  
Grammar: Connect to Writing

Short, Choppy Sentences	Combined Sentence with a Compound Subject
<u>Rudy</u> grew up in Dallas. <u>Her brothers</u> grew up in Dallas.	<u>Rudy and her brothers</u> grew up in Dallas.

**1–6.** Combine the sentences by joining the subjects with the word *and* to form a compound subject. Write the new sentence on the line.

1. Trees surrounded our yard. Bushes surrounded our yard.

\_\_\_\_\_

2. Mother played in a neighborhood band. Daddy played in a neighborhood band.

\_\_\_\_\_

3. Marty practiced the piano after school. I practiced the piano after school.

\_\_\_\_\_

4. My mother sang in the church choir. My Aunt Jo sang in the church choir.

\_\_\_\_\_

5. Friends visited our house often. Relatives visited our house often.

\_\_\_\_\_

6. Our parents protected us from harm. Our grandparents protected us from harm.

\_\_\_\_\_

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

**My Brother Martin**  
Writing: Write to Express

# Focus Trait: Word Choice

## Words That Express Feelings

**A. Read each sentence about the story. Look at the underlined words used to express feelings. Then rewrite the sentence using vivid words and details.**

Poor Word Choice	Vivid Word Choice
1. M. L. and A. D. <u>did not like</u> learning to play the piano.	
2. Many people <u>cared</u> about equal rights.	

**B. Read each sentence about the story. Rewrite it, using vivid words that capture the characters' feelings.**

**Pair/Share** Work with a partner to brainstorm vivid words for your sentences.

3. M. L. wanted people to treat each other better.	
4. M. L. was a kind person.	
5. M. L. admired his father's actions.	



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

# Cause and Effect

**How Tía Lola  
Came to Stay**  
Comprehension:  
Cause and Effect

Read the selection below.

## On Second Thought

Zach was so excited when he heard about Michael’s party that he couldn’t wait to get home and tell his mom. When she asked what time the party was to start, Zach hesitated. “I don’t know,” he confessed. “He hasn’t actually invited me yet.”

The next few days at school, Michael never said a word. By Thursday, Zach decided to just ask him about the party. Michael stammered, “Well . . . uhh . . . I can’t invite you, but I can’t tell you why. I’m sorry.”

Zach was crushed. The whole way home, he tried not to cry.

On Friday, Zach tried to avoid Michael. But Michael came up to him after lunch and asked, “Can I talk to you?” Zach smiled and nodded.

“I’m sorry about the party. I’d invited Chad, and I know he doesn’t know you. But you’re my friend, too, and I really want you there. Chad can come and get to know you if he wants to, right?” Michael said.

Zach agreed to go to the party, and he and Michael became friends again. Chad saw what a great guy Zach was, and they became friends, too!

Complete the T-Map to show the cause-and-effect relationships in the selection. Write complete sentences.

Cause	Effect
<p>Michael tells Zach he can’t invite him.</p>	<p>Zach is excited and rushes home to tell his mom.</p> <p>Zach tries to avoid Michael at school.</p> <p>Zach and Michael become friends again.</p>

# Cause and Effect

**How Tía Lola  
Came to Stay**  
Comprehension:  
Cause and Effect

Read the story below.

## Big Sis

Jasmine hated taking her little brother with her everywhere. Amiel was embarrassing. He danced in public for no reason. He sang, too. He said whatever came into his head. She didn't want to be a responsible big sister every minute of every day, but she had no choice.

"Amiel, wake up!" said Jasmine, tugging her little brother's arm. "Don't stand here daydreaming. We've got to get to the bus stop!"

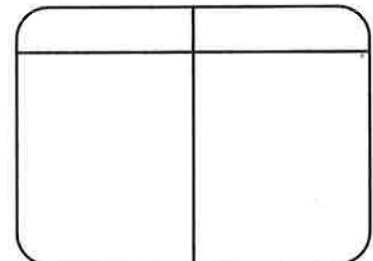
"Okay," chirped Amiel. He began to dance in place. "Let's go, Jasmine, let's go: cha, cha. Let's go..."

"Stop that!" ordered Jasmine. "Let's go!" She started to pull Amiel across the street. Suddenly Amiel stopped dancing and pulled her back onto the curb, just as a truck whizzed by.

Amiel looked up at Jasmine, his little face quiet and his eyes serious. He exhaled deeply. Then he said, "Okay. *Now*, let's go!"

Jasmine stood frozen with shock for a moment. She could still feel the whoosh of the truck that had plowed past. Then she threw her arms around her brother. "Oh, Amiel!" she cried. "I'll never rush you again!"

Use a T-Map like the one shown here to organize cause-and-effect relationships in the story. Then answer the questions below.



1. How do you think Jasmine feels in the first part of the story? What event(s) cause her to feel this way?

---



---

2. Explain why Jasmine throws her arms around Amiel at the end of the story. Is her action a cause or an effect?

---



---

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

# Using Context

**How Tía Lola  
Came to Stay**  
Vocabulary Strategies:  
Using Context

energetic    generous    relative    grateful  
homesick    negative    thoughtful

**Complete each sentence with a word from above. Use context clues to help you.**

1. While on vacation, I was \_\_\_\_\_ and missed my friends.
2. The man was \_\_\_\_\_ a passenger on his train had found his wallet.
3. The boy was being \_\_\_\_\_ when he brought his mom breakfast in bed.
4. Another name for your uncle is your \_\_\_\_\_.
5. When I get out my dog's leash to go for a walk, he gets very \_\_\_\_\_ and wags his tail.
6. I received a \_\_\_\_\_ gift from my sister.
7. Tripping and falling in the mud on my way to school was a \_\_\_\_\_ experience.

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

**How Tía Lola  
Came to Stay**  
Spelling:  
Short *i* and Long *i*

# Short *i* and Long *i*

**Basic** Read the paragraph. Write the Basic Word that best replaces the underlined word or words in the sentences.

As I walk through the zoo, I (1) repeat to myself to visit the new monkey house. It is made of glass and red hard clay block. There was a damp (3) coolness in the old monkey house. Now the monkeys (4) reside in a comfortable environment. There is a (5) trench between the trees and the glass that separates visitors from the monkeys. As I stand outside the glass, I give a (6) loud breath when I don't see any monkeys. I am about to (7) conclude that the monkeys are not in their new home yet, when I look up in the trees. The monkeys look down at me, and I smile with (8) happiness. I can't wait to tell my family about my zoo visit when we have dinner (9) this evening.

- |          |          |
|----------|----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ |          |

**Challenge 10–12.** Write some rules that visitors to a zoo might need to follow. Use three of the Challenge Words. Write on a separate sheet of paper.

## Spelling Words

1. skill
2. crime
3. grind
4. tonight
5. brick
6. flight
7. live
8. chill
9. delight
10. build
11. ditch
12. decide
13. witness
14. wind
15. district
16. inch
17. sigh
18. fright
19. remind
20. split

## Challenge

ignorant  
recognize  
advice  
twilight  
rigid

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

# Spelling Word Sort

**How Tía Lola  
Came to Stay**  
Spelling: Short *i* and Long *i*

Write each Basic Word beside the correct heading.

<p><b>/ ĭ / spelled <i>i</i> followed by a consonant</b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
<p><b>/ ĭ / spelled <i>ui</i></b></p>	<p><b>Basic Words:</b></p>
<p><b>/ ī / spelled <i>i</i>-consonant-<i>e</i></b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p>
<p><b>/ ī / spelled <i>igh</i></b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
<p><b>/ ī / spelled <i>i</i> followed by a consonant</b></p>	<p><b>Basic Words:</b></p>
<p><b>can be pronounced / ĭ / or / ī /</b></p>	<p><b>Basic Words:</b></p>

## Spelling Words

1. skill
2. crime
3. grind
4. tonight
5. brick
6. flight
7. live
8. chill
9. delight
10. build
11. ditch
12. decide
13. witness
14. wind
15. district
16. inch
17. sigh
18. fright
19. remind
20. split

### Challenge

ignorant  
recognize  
advice  
twilight  
rigid

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *How Tía Lola Came to Stay*. Find words that have / ĭ / and / ī /. Add them to your Word Sort.

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

# Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

Miguel had fun visiting his friend in New York, but he almost missed the fligt back home to Vermont; the wend blew the ticket out of his hand and he had to chase it. On the drive home from the airport, his mother told him that there is an unsolved crimme in town. Someone damaged the brik wall by the entrance to the school districk office. Workers are going to bild the wall again. Becky, Miguel's neighbor, said she was a wittness to what happened, but she hadn't named who did it.

When Becky finally talked, she gave everyone a frite. She said her car slid on the ice and came within an inche of going in a detch. Instead, she had to grinde against the steering wheel, and her car hit the wall. We're glad Becky wasn't hurt, and Becky learned that driving is a skil.

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

## Spelling Words

1. skill
2. crime
3. grind
4. tonight
5. brick
6. flight
7. live
8. chill
9. delight
10. build
11. ditch
12. decide
13. witness
14. wind
15. district
16. inch
17. sigh
18. fright
19. remind
20. split

- Challenge**
- ignorant
  - recognize
  - advice
  - twilight
  - rigid

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

**How Tía Lola  
Came to Stay**  
Grammar:  
Kinds of Sentences

# Declarative and Interrogative Sentences

A sentence that makes a statement is a **declarative sentence**. It ends with a period. A sentence that asks a question is an **interrogative sentence**. It ends with a question mark. Every sentence begins with a capital letter.

**declarative sentence**

The skies are gray  
and cloudy.

**interrogative sentence**

Do you think it will  
snow?

**Thinking Question**

Does the sentence make  
a statement? Does the  
sentence ask a question?

**1–10. Add the correct end mark. Write *declarative* or *interrogative*.**

1. Did you hear the weather forecast \_\_\_\_\_
2. My aunt Rita says that she can smell snow in the  
air \_\_\_\_\_
3. It looks like snow to me, too \_\_\_\_\_
4. How many inches of snow will we get \_\_\_\_\_
5. I think I see a few snowflakes \_\_\_\_\_
6. The temperature is dropping quickly \_\_\_\_\_
7. Where is the snow shovel \_\_\_\_\_
8. The snow is piling up on the sidewalks \_\_\_\_\_
9. Do you want to help me build a  
snowman \_\_\_\_\_
10. Can you find an old scarf and hat for our  
snowman \_\_\_\_\_

# Imperative and Exclamatory Sentences

A sentence that gives a command is an **imperative sentence**. It ends with a period. A sentence that shows strong feeling is an **exclamatory sentence**. It ends with an exclamation point.

**imperative sentence**

Be polite to Aunt Susan.

**exclamatory sentence**

How important good manners are!

**Thinking Question**

*Does the sentence give a command? Does the sentence show strong feeling?*

**1–10.** Add the correct end mark. Write *imperative* or *exclamatory*.

1. I can't wait for Aunt Sue to get here \_\_\_\_\_
2. What a wonderful babysitter she is \_\_\_\_\_
3. Set the table for dinner \_\_\_\_\_
4. Use the word *please* when asking for something \_\_\_\_\_
5. Put your dishes in the sink after you finish eating \_\_\_\_\_
6. How yummy this ice cream is \_\_\_\_\_
7. Come into the den to watch a movie \_\_\_\_\_
8. How funny that movie was \_\_\_\_\_
9. Get ready for bed now \_\_\_\_\_
10. I don't want to go to bed yet \_\_\_\_\_



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

# Kinds of Sentences

**How Tía Lola  
Came to Stay**  
Grammar:  
Kinds of Sentences

A **declarative sentence** makes a statement and ends with a period. An **interrogative sentence** asks a question and ends with a question mark.

An **imperative sentence** gives a command and ends with a period. An **exclamatory sentence** shows strong feeling and ends with an exclamation point.

There is a lot of traffic on this road.  
Did you look both ways before crossing?  
Be careful at this corner.  
There should be a crossing guard here!

### Thinking Question

What is the purpose of the sentence? What punctuation should be used?

**1–10.** Add the correct end mark. Write *declarative*, *interrogative*, *imperative*, or *exclamatory* on the line.

1. Play some music \_\_\_\_\_
2. What was the name of that song \_\_\_\_\_
3. Bring me my maracas, please \_\_\_\_\_
4. She is an excellent singer \_\_\_\_\_
5. I wish I could sing well \_\_\_\_\_
6. That was a great concert \_\_\_\_\_
7. Is anyone else hungry for dinner \_\_\_\_\_
8. Go somewhere nice to celebrate \_\_\_\_\_
9. Do you like Mexican food \_\_\_\_\_
10. I love all kinds of food \_\_\_\_\_

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

# Contractions

**How Tía Lola  
Came to Stay**  
Grammar: Spiral Review

Two Words	Contraction
I <u>am</u> already homesick.	<b>I'm</b> already homesick.
<u>We are</u> going away for the entire summer.	<b>We're</b> going away for the entire summer.
<u>You will</u> have a great time.	<b>You'll</b> have a great time.

**1–5. Write the contractions for the underlined words.**

1. You are going to miss summer baseball. \_\_\_\_\_
2. I have heard that summers are hot in the islands. \_\_\_\_\_
3. My grandmother said it is hot and humid every day. \_\_\_\_\_
4. Mom said we will be close to the beach. \_\_\_\_\_
5. She is looking forward to being with my grandparents. \_\_\_\_\_

**6–10. This note has five mistakes in the use of contractions. Underline the mistakes and write the contractions correctly on the line below.**

Hi Cody,

Iv'e been on the island for a week, and I'm having a great time. My cousins are so cool. Theyr'e baseball nuts, like you and me. W've bought tickets to a baseball game. I can e-mail you some pictures. Your'e going to laugh when you see me in the straw hat. Its going to be a great summer after all.

Bye for now,  
David

---

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

# Sentence Fluency

**How Tía Lola  
Came to Stay**  
Grammar:  
Connect to Writing

Statements	Varying Sentence Types
My mom makes great burritos. They are delicious. I am learning how to make burritos myself. You can come over and try them.	My mom makes great burritos. How delicious they are! Can you believe I am learning to make burritos myself? Come over and try them.

**Activity** Change each underlined statement to a question, a command, or an exclamation. The word in parentheses ( ) tells you which kind of sentence to write. Write the sentences on the lines.

A good meal and a good deed can go together.  
(question) You can come to our annual Friends and Family Picnic at the King School. (command) Last year we raised more than two hundred dollars for our town's food bank. We all had a delicious meal. (exclamation)

This year we are raising money for hurricane victims in the Dominican Republic. This is a great chance to help others. (exclamation) Come share your family traditions and foods. You can share one of your special recipes for others to try. (command)

You can join us on June 15. (question)

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

# Focus Trait: Voice

## Natural Speech

Weak Dialogue	Natural Speech
"The weather is very cold."	"Brr, it's cold outside!"

**A. Read each line of dialogue. Rewrite the underlined phrases to make them sound more natural.**

1. "Dress warmly because there is a <u>great deal</u> of snow outside."	"_____ because there is a _____ of snow outside."
2. " <u>Would you like to go inside and have a cup of cocoa?</u> "	"_____ go inside and _____"

**B. Read each line of dialogue. Rewrite it to make it sound more natural.**

**Pair/Share** Work with a partner to brainstorm words for your dialogue.

3. "I am happy with the way our snowman looks."	
4. "I want to go sledding tomorrow if there is still snow on the ground."	
5. "It would be nice to invite some other people to come with us."	

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

# Theme

**The Power of W.O.W.!**  
Comprehension:  
Theme

Read the selection below.

## Best Friends

David sat by the living room window wishing he could go outside. He had been sick all week, and he was tired of his fever and stuffy nose.

He wondered what his friends Ahmed and Liam were doing. They had speaking parts in the school's Autumn Leaf Festival. Ahmed was going to be an oak leaf, and Liam was playing a maple leaf.

"I should be playing my trumpet in the band," David told his mother. "This is the best festival of the year!"

Three blocks away, the festival was about to begin. David could hear the bass drum thumping away. He was missing all the fun!

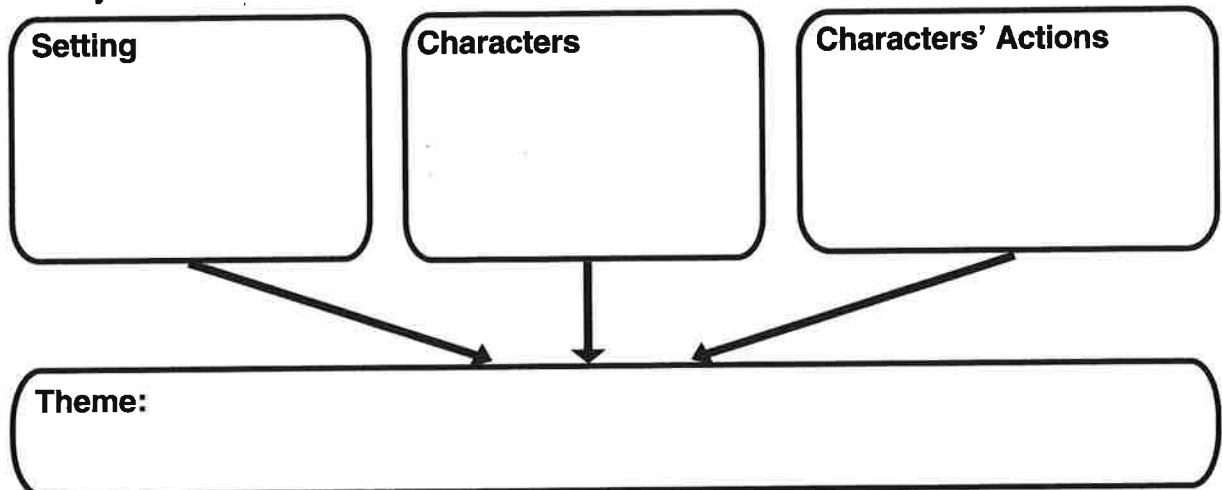
"Don't be sad," his mother said with a wink. "There might be a surprise for you right around the corner."

Three blocks away, David's friends were making their own plan. It included David and required the mayor's permission. The mayor said yes!

After the parade marched around the town square, the marchers took a detour. They marched right by David's house. He saw his two best friends waving at him.

Ahmed and Liam are awesome friends, thought David.

Fill in the Inference Map to show how setting, characters, and characters' actions help you identify the theme of the selection.



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

# Theme

**The Power of W.O.W.!**  
Comprehension:  
Theme

Read the selection below.

## The Lot

We have two baseball teams, the *Hawks* and the *Ravens*. In the summer, we play every day except Sundays. After we trampled Mrs. Norbert's garden, though, we had to find a new place to play. The empty lot at the corner of Oak Street seemed like the perfect spot.

For four days, we worked from morning until night. We cleaned up the junk and cut the grass. On the second day, a man stopped by and watched us from his truck. On the fifth day, he walked over to talk to us.

"I own this lot," he said, "and I don't remember giving you permission to use it."

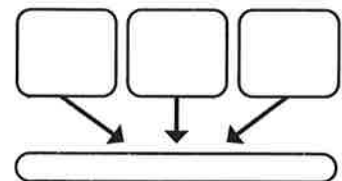
"Sorry, Sir," said Neil, "we thought no one would care if we played here."

"Well, I do care. I think you should all go home now," the man said.

The next day, there was a dump truck and a steamroller at the lot. A week later there was grass, a baseball diamond, and a fence! The owner of the lot called us over to him.

"You kids helped me decide what to do with this place," he said. "You're welcome to play here as much as you want IF you promise to take care of the lot."

Complete an Inference Map like the one shown here to help you figure out the theme of the selection. Then answer the questions below.



1. What is surprising about the owner's actions at the end of the selection?

---



---

2. What is the author's theme or message?

---

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

# Prefixes *non-* and *mis-*

**The Power of W.O.W.!**  
Vocabulary Strategies: Prefixes  
*non-* and *mis-*

misplace	mistreat	nonfiction
misspelled	misjudged	nonsense
misunderstood	nonbeliever	nonstop

Complete each phrase to make a complete sentence. In items 1–7, use your own words to complete the sentences in a way that makes sense. In items 8–9, choose a word from the box to complete the sentences.

- To make sure I don't turn in an assignment with misspelled words, I \_\_\_\_\_.
- I am a nonbeliever in \_\_\_\_\_.
- If I misunderstood what was said, I \_\_\_\_\_.
- The most important thing I have ever misplaced was my \_\_\_\_\_.
- When you mistreat your belongings, they \_\_\_\_\_.
- My favorite nonfiction book is \_\_\_\_\_.
- One time I misjudged \_\_\_\_\_.
- My sister Tina talks \_\_\_\_\_ on her phone with friends from school.
- My dad thinks that buying a new school bag every year is \_\_\_\_\_.

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

# Short *o* and Long *o*

**The Power of W.O.W.!**Spelling:  
Short *o* and Long *o***Basic** Write the Basic Word that completes each analogy.

1. *Soup* is to *lunch* as \_\_\_\_\_ is to *breakfast*.
2. *Typed* is to *e-mail* as \_\_\_\_\_ is to *letter*.
3. *Shout* is to *yell* as *brag* is to \_\_\_\_\_.
4. *Near* is to *close* as *distant* is to \_\_\_\_\_.
5. *Normal* is to *usual* as *strange* is to \_\_\_\_\_.
6. *Lose* is to *lost* as \_\_\_\_\_ is to *found*.
7. *Climb* is to *hill* as \_\_\_\_\_ is to *problem*.
8. *Approve* is to *disapprove* as *praise* is to \_\_\_\_\_.
9. *Teacher* is to *students* as \_\_\_\_\_ is to *guests*.
10. *Surf* is to *wave* as *ski* is to \_\_\_\_\_.

**Challenge 11–14.** Write a paragraph about taking an ocean voyage to another country. Tell about your trip on the ocean. Use four of the Challenge Words. Write on a separate sheet of paper.

**Spelling Words**

1. block
2. shown
3. oatmeal
4. wrote
5. fellow
6. scold
7. coast
8. odd
9. locate
10. slope
11. throat
12. host
13. online
14. shock
15. solve
16. known
17. remote
18. stock
19. boast
20. globe

**Challenge**bonus  
approach  
motion  
continent  
accomplish



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

# Spelling Word Sort

**The Power of W.O.W.!**

Spelling:  
Short *o* and Long *o*

Write each Basic Word beside the correct heading.

<p><b>/ŏ/ spelled <i>o</i> followed by a consonant</b></p>	<p><b>Basic Words:</b> <b>Challenge Words:</b> <b>Possible Selection Words:</b></p>
<p><b>/ō/ spelled <i>o</i>-consonant-<i>e</i></b></p>	<p><b>Basic Words:</b> <b>Possible Selection Words:</b></p>
<p><b>/ō/ spelled <i>oa</i></b></p>	<p><b>Basic Words:</b> <b>Challenge Words:</b></p>
<p><b>/ō/ spelled <i>ow</i></b></p>	<p><b>Basic Words:</b> <b>Possible Selection Words:</b></p>
<p><b>/ō/ spelled <i>o</i> followed by a consonant</b></p>	<p><b>Basic Words:</b> <b>Challenge Words:</b> <b>Possible Selection Words:</b></p>

## Spelling Words

1. block
2. shown
3. oatmeal
4. wrote
5. fellow
6. scold
7. coast
8. odd
9. locate
10. slope
11. throat
12. host
13. online
14. shock
15. solve
16. known
17. remote
18. stock
19. boast
20. globe

### Challenge

bonus  
approach  
motion  
continent  
accomplish

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *The Power of W.O.W.!* Find words that have /ŏ/ and /ō/. Add them to your Word Sort.

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

# Proofreading for Spelling

**The Power of W.O.W.!**

Spelling:  
Short *o* and Long *o*

Find the misspelled words and circle them. Write them correctly on the lines below.

People were in shok when they heard the news that Tim was involved in the disappearance of the ancient weaving from the local museum. Tim seemed like a nice enough feloe who was knowne and recognized by several of the volunteers at the gift shop. He wroat a silly note to enclose with the toy blok kit he bought for his nephew. He also tried to loccate a gloab for his niece, but there were none in stoc.

Tim did boaste about planning a trip to the coest of South America but said he had to postpone it because of a sore throte. Then he asked about the weavers' video shon during the day. Needless to say, the museum staff was surprised when the security video showed Tim taking the ancient weaving and then covering up with it while he took a nap in the back!

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

## Spelling Words

1. block
2. shown
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20. globe

## Challenge

- bonus  
approach  
motion  
continent  
accomplish

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

# Simple and Compound Sentences

**The Power of W.O.W.!**  
Grammar:  
Simple and Compound Sentences

A **simple sentence** has one complete thought. It has a subject that tells who or what the sentence is about. It has a verb that tells what the subject does.

**subject verb**

Markos plays baseball.

A **compound sentence** has two or more complete thoughts joined together. The separate ideas can be joined with a comma (,) and a conjunction.

Mother felt happy, **so** she sang a song.

**Thinking Question**

*What will you always find in a simple sentence? What will you always find in a compound sentence?*

**1–6. Write S on the line if it is a simple sentence. Write C on the line if it is a compound sentence.**

- \_\_\_ Ana and Bruce ate eggs and drank milk for breakfast.
- \_\_\_ My baby sister was tired, so she took a nap.
- \_\_\_ I like baseball, but my brother likes basketball.
- \_\_\_ I want to go swimming and hiking today.
- \_\_\_ Mom cheers for the Packers, but Dad prefers the Bears.
- \_\_\_ Lee spread butter and jelly on his biscuit.

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

# Subject and Verb Agreement

**The Power of W.O.W.!**  
Grammar:  
Simple and Compound Sentences

**Agreement** means that the sentence parts match. The subject of a sentence must match the verb. A **singular** subject needs a singular verb. **Plural** subjects need a plural verb.

**singular subject and singular verb**Daisy plays the violin.**plural subject and plural verb**Chip and Tim play guitars.**Thinking Question**

*What kind of verb agrees with a singular subject? What kind of subject agrees with a plural verb?*

**1–8. Circle the correct verb or verbs in each sentence.**

1. Andy and Brian (is, are) going to the movies.
2. Mom and Dad (was, were) at Grandmother's all day.
3. Sammy (enjoy, enjoys) baking cookies for her friends.
4. My friends really (like, likes) to eat my cookies!
5. Mary and I (work, works) at the food pantry every Saturday.
6. Sylvia and her cousins, Jude and Hugh, (is, are) lifeguards.
7. Dori (think, thinks) that we should (collect, collects) food for the homeless.
8. "I (agrees, agree)," said Mr. Jackson, "and Miss Brown (do, does), too."

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

# Combining Simple Sentences

**The Power of W.O.W.!**  
Grammar:  
Simple and Compound Sentences

Try these methods to combine short, choppy sentences or to fix run-on sentences.

1. Combine the subjects.
2. Combine the verbs.
3. Connect the ideas with a comma (,) and a conjunction such as *or*, *for*, *and*, *nor*, *but*, *yet*, or *so*.

### poor sentences

June likes to sing. June draws well.

June likes to sing June draws well.

### compound sentences

June likes to sing, and she also draws well.

### Thinking Question

What punctuation is used to combine the simple sentences? What conjunction is used to combine the simple sentences?

**1–5. Rewrite each sentence to avoid short, choppy sentences and run-on sentences.**

1. Carla put on her skates. Carla skated across the pond.

\_\_\_\_\_

2. Jen is collecting food for the food bank.  
Fran is collecting food for the food bank.

\_\_\_\_\_

3. Jen collects food for the food bank.  
She helps people.

\_\_\_\_\_

4. Nathan and Aaron are taller than Ed.  
Nathan and Aaron are not as tall as Jim.

\_\_\_\_\_

5. I slept for two hours. I am still tired.

\_\_\_\_\_

# Making Comparisons

You can use different forms of adjectives to compare two or more people, places, or things. To compare two things, add *-er* to an adjective. To compare three or more things, add *-est* to an adjective.

Compare two things: Granite is **harder** than chalk.

Compare three or more things: Diamonds are the **hardest** gemstone of all.

However, some adjectives with two syllables, and all adjectives with more than two syllables use *more* or *most* instead of *-er* or *-est*. All adjectives use *less* or *least*.

Compare two things: I think social studies is **more interesting** than English.

I think subtraction is **less difficult** than multiplication.

Compare three or more things: I think math is the **most interesting** subject in school.

I think addition is the **least difficult** of all.

**1–8. Complete each sentence by writing the correct form of the adjective shown in parentheses.**

1. An elephant is \_\_\_\_\_ than a mouse. (large)
2. This dress is the \_\_\_\_\_ one in the store. (beautiful)
3. Jenny didn't spill her water because she was \_\_\_\_\_ than her sister. (careful)
4. Bill is the \_\_\_\_\_ student in class. (tall)
5. I didn't have much money, so I bought the \_\_\_\_\_ item on the menu. (expensive)
6. A feather is \_\_\_\_\_ than a stone. (light)
7. Ahmed was the \_\_\_\_\_ runner at the track meet. (fast)
8. Traffic is \_\_\_\_\_ in the country than in the city. (heavy)

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

# Sentence Fluency

**The Power of W.O.W.!**  
Grammar: Connect to Writing

Two Sentences with the Same Subject	Sentences Combined Using a Comma and a Conjunction
Dora got on her bike. Dora rode her bike down the street.	Dora got on her bike, <u>and</u> she rode down the street.

**1–5. Combine each pair of simple sentences using a comma and a conjunction.**

1. Next month is my tenth birthday. I can't wait to get an allowance.

\_\_\_\_\_

2. Olivia was sick today. We brought her books to her after school.

\_\_\_\_\_

3. Every year our class does a project to help the community. This year will not be different.

\_\_\_\_\_

\_\_\_\_\_

4. Gary called his friends. They were at football practice.

\_\_\_\_\_

5. Dad had to cook dinner. Bridget watched her little sister.

\_\_\_\_\_

# Focus Trait: Ideas

## Why Events and Actions Happen

**The Power of W.O.W.!**  
Writing: Write to Express

Good writers tell or hint at why events happen and why characters act the way they do. The plot helps direct the actions of the characters. A plot has a beginning, middle, and end.

Plot Event or Action	Reason Why
The Words on Wheels program is in its last week.	The library has no more money to pay for gas and buy books.

Read each event or action from *The Power of W.O.W.!* Then give the reason why it happened.

Plot Event or Action	Reason Why
1. Ileana, Shane, and Jason decide to have a car wash.	
2. Ileana does not accept a donation from her uncle, Mr. Diaz.	
3. A television news van comes to the car wash.	
4. The car wash becomes busier and the kids begin making more money.	



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

# Understanding Characters

**Stormalong**  
**Comprehension:**  
Understanding Characters

Read the selection below.

## The Helper

The Star family is a group of ordinary people with an ordinary life. Dad works at a store, and Mom works in an office. Bea and Arno go to school. CeeCee, their dog, stays at home. When she hears a Star at the door, she races over to say hello.

Everyone has chores to do at home. CeeCee's job is to pick up her toys and put them in a basket when told to "pick up."

On Friday, the family hurried home to get ready for a camping trip. Everyone rushed around getting packed. Clothes were stuffed into duffels. Dirty clothes were thrown at the hamper, but some missed.

Mom ordered carryout food for supper, but everyone forgot

about CeeCee. She had to make a "CLANG" with her dish to get her food.

At last, it was time for bed.

"CeeCee, pick up," said Dad, as he turned off the lights.

The next morning no one could find his or her shoes, keys, purses, or duffels. They looked everywhere.

"Where's my stuff?" whined Bea.

"Ha!" laughed Dad. "Look at the dog's basket!"

CeeCee had picked up all the things they had left around and put them in her basket. She glanced over from where she lay in front of the door, her leash in her mouth.

"Good girl!" said Dad. "Now let's go camping."

Fill in the Column Chart to tell about CeeCee. Then answer the question below.

Thoughts and Feelings	Actions	Relationships with Others

Why did CeeCee put the family's things in her basket?

\_\_\_\_\_

# Understanding Characters

Read the selection below.

## The Brothers

Marty and Mikey are twin brothers. They look alike and they sound alike. In every other way, however, they are not alike at all.

Marty is a vegetarian, but Mikey eats meat. Marty drinks nonfat milk and eats nonfat ice cream. Mikey drinks whole milk and hates nonfat ice cream.

Marty wakes up every day at 7:00 A.M., even if he stays up late. Mikey goes to bed early, or he will sleep until 9:00 A.M.

Marty talks nonstop. Mikey waits until his brother finishes talking, so he doesn't get to say a lot.

With all of these differences, the twins have never been able to fool

family or close friends for long. Then one Friday night, Marty had a plan to confuse their new sitter. One twin kept the sitter busy all night. He complained that his carrots were not crunchy enough and asked a million questions about a show they were watching. The other twin left his vegetables on his plate and went to bed right after dinner.

When the parents came home, they asked the sitter how the night went.

"Well, thanks for the tips! That Mikey is a good sport," she laughed. "I have a feeling he may be extra tired in the morning."

Fill in a Column Chart like the one shown here to describe either Marty or Mikey. Then answer the questions below.


- Which twin probably kept the sitter busy all night?  
Support your answer with text details.

---



---

- Do you think the sitter was correct about who was who?  
Explain why you think so.

---

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

# Use a Dictionary

**Stormalong**  
**Vocabulary Strategies:**  
Use a Dictionary

**dispose**, *v.* to throw away

**harbor**, *n.* a sheltered body of water where ships can anchor safely

**mineral**, *n.* a natural substance, such as diamonds or coal, that is not plant or animal

**mine**, *v.* to dig a tunnel or hole in order to find minerals

**valuable**, *adj.* worth a lot of money

**1–4. Choose a word from the sample dictionary entries above to complete each sentence.**

1. When silver was discovered in Colorado, thousands of people went West to \_\_\_\_\_ for it and get rich.
2. Like gold, silver is rare, so even a little bit is \_\_\_\_\_.
3. If the silver is buried deep, miners must move a lot of earth and \_\_\_\_\_ of it safely.
4. Silver is just one important \_\_\_\_\_. Others include coal, iron, and copper.

**5–7. Use the given word in a sentence. You may use a dictionary to check the word meanings.**

5. errand

\_\_\_\_\_

6. popular

\_\_\_\_\_

7. trampled

\_\_\_\_\_

# Homophones

**Stormalong**  
Spelling: Homophones

**Basic** Write the Basic Word that best completes each sentence.

1. I cannot \_\_\_\_\_ for my grandmother's birthday party.
2. We are going to celebrate in two \_\_\_\_\_ with a picnic.
3. I hope that my sprained ankle will \_\_\_\_\_ by then.
4. Organizing the party has been a real \_\_\_\_\_.
5. People have \_\_\_\_\_ gifts from all over the country.
6. I \_\_\_\_\_ that my uncle is buying a piñata.
7. I asked my grandmother not to \_\_\_\_\_ at the presents in the closet.
8. I bought Grandmother a spinning weather \_\_\_\_\_.
9. She can put it on the \_\_\_\_\_ of the roof.
10. Most of the guests will be adults. I will be the only \_\_\_\_\_.

**Challenge 11–14.** Write a short article for your school about holding a book sale to help get money for new school playground equipment. Use four Challenge Words. Write on a separate sheet of paper.

## Spelling Words

1. wait
2. weight
3. heard
4. herd
5. days
6. daze
7. heel
8. heal
9. peak
10. peek
11. sent
12. cent
13. scent
14. feet
15. feat
16. vain
17. vane
18. vein
19. miner
20. minor

## Challenge

raise  
raze  
rays  
principal  
principle

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

# Spelling Word Sort

**Stormalong**  
Spelling: Homophones

Write each Basic Word beside the correct heading.

/ā/ sound	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
/ĕ/ sound	<p><b>Basic Words:</b></p>
/ē/ sound	<p><b>Basic Words:</b></p> <p><b>Possible Selection Words:</b></p>
/ī/ sound	<p><b>Basic Words:</b></p>
<p><b>Other homophones</b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>

## Spelling Words

1. wait
2. weight
3. heard
4. herd
5. days
6. daze
7. heel
8. heal
9. peak
10. peek
11. sent
12. cent
13. scent
14. feet
15. feat
16. vain
17. vane
18. vein
19. miner
20. minor

### Challenge

- raise  
raze  
rays  
principal  
principle

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *Stormalong*. Find words that sound alike but have different spellings and meanings. Add them to your Word Sort.

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

# Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

To swim with manatees, you need a guide and snorkeling gear, including fins for your feet that fit your feet comfortably. You might feel like a miner in all of the gear, but the gear is necessary. Sometimes your search for manatees is in vain and all you experience is the scent of the sea, but often you can get a peek at the giant sea cows moving slowly through the water if you wait long enough. You'll find you can stop on a cint when you see a manatee, and you can be so excited you'll feel like a vein might pop. Swimming with a herd of manatees can put you in a daze. A manatee's weight can reach 3,000 pounds, and it can be 13 feet long. If you ever get to swim with these gentle giants, you will be very lucky!

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

**Stormalong**  
Spelling: Homophones

## Spelling Words

1. wait
2. weight
3. heard
4. herd
5. days
6. daze
7. heel
8. heal
9. peak
10. peek
11. sent
12. cent
13. scent
14. feet
15. feat
16. vain
17. vane
18. vein
19. miner
20. minor

### Challenge

- raise  
raze  
rays  
principal  
principle

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

**Stormalong**  
Grammar: Nouns

# Nouns

A **noun** is a word that names a person, place, or thing. A **common noun** names any person, place, or thing. A **proper noun** names a particular person, place, or thing. Capitalize proper nouns.

**common noun:** man

**proper noun:** David Smith

**Thinking Question**

Does the word name a person, place, or thing?

**1–6. Write the nouns in each sentence, and tell whether each is common or proper.**

1. Life at sea can be adventurous.

\_\_\_\_\_

2. The sailors called the dog Sharkey because he loved dangerous activities.

\_\_\_\_\_

3. The name of the ship is *Clipper*.

\_\_\_\_\_

4. *Clipper* sailed to Europe, China, and Australia.

\_\_\_\_\_

\_\_\_\_\_

5. Every morning the crew hoisted the anchor.

\_\_\_\_\_

6. Captain Jones safely sailed the ship through Hurricane Alice and returned to London.

\_\_\_\_\_

# Singular and Plural Nouns

**Stormalong**  
Grammar: Nouns

A **plural noun** names more than one person, place, or thing. How do you make a noun plural?

**Add -s**

ship, ships

key, keys

**Add -es**

bush, bushes

fox, foxes

**Change y to i,  
add -es**

city, cities

**Change f to v,  
add -es**

self, selves

**Thinking Question**

*Does the noun in the sentence name more than one person, place, or thing?*

The **waves** came up over the side of the boat.

**1-5. Write the plural form of each noun.**

1. storm \_\_\_\_\_ 4. lady \_\_\_\_\_

2. wave \_\_\_\_\_ 5. leaf \_\_\_\_\_

3. day \_\_\_\_\_

**6-10. Write the plural form of the noun in parentheses to complete each sentence.**

6. (sailor) All the \_\_\_\_\_ work to keep the ship in top shape.

7. (duty) Every sailor has many \_\_\_\_\_ to perform.

8. (table) The sailors eat at \_\_\_\_\_ nailed to the floor.

9. (boy) Some of the crew started working on a ship when they were young \_\_\_\_\_.

10. (wave) Sailing over the high \_\_\_\_\_ can make you feel sick.



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

# Irregular Plural Nouns

**Stormalong**  
Grammar: Nouns

Some nouns have special plural forms. These words do not follow a spelling pattern. You must remember the singular and plural form of irregular nouns.

There is a family of **geese** swimming in the lake. Tiny **mice** search through the tall grass along the bank looking for food.

**Thinking Question**

*Does the noun have a special plural form?*

**1–4. Write the plural form of each noun.**

1. woman \_\_\_\_\_      3. deer \_\_\_\_\_  
2. child \_\_\_\_\_      4. tooth \_\_\_\_\_

**5–10. Write the plural form of the noun in parentheses to complete each sentence.**

5. (foot) Alfred Bulltop Stormalong was eighteen \_\_\_\_\_ tall when he was just a baby.
6. (person) After the baby drank barrels and barrels of milk, it took ten \_\_\_\_\_ to pat him on the back.
7. (child) Stormalong was much taller than all the other \_\_\_\_\_ his age.
8. (tooth) He probably used a giant toothbrush to brush his \_\_\_\_\_ .
9. (foot) His \_\_\_\_\_ must have been enormous!
10. (potato) When Stormy left his life as a sailor, he became a farmer and grew \_\_\_\_\_ .

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

# Writing Quotations

**Stormalong**  
Grammar: Spiral Review

Capitalize the first word of a quotation. If a quotation comes at the end of the sentence, place a comma and a space before the first quotation mark. Place end punctuation before the last quotation mark.

Jesse said, "Would you like to hear the conversation I wrote between a young manatee, a sea turtle, and a squid?"

Rosalie said, "Please read it to me."

**1–6. Write these sentences correctly. Add commas, capital letters, end marks, and quotation marks where they are needed.**

1. Manatee said, "this rope is not that tasty"

\_\_\_\_\_

2. Sea Turtle asked, Why are you chewing on it then?

\_\_\_\_\_

3. Manatee replied "well, I'll chew on anything that floats by."

\_\_\_\_\_

4. Sea Turtle said Here is our friend Squid.

\_\_\_\_\_

5. Manatee asked "can you help me grab that plant"

\_\_\_\_\_

6. Squid exclaimed sure! I bet it tastes better than that rope.

\_\_\_\_\_

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

# Word Choice

**Stormalong**  
Grammar: Connect to Writing

Less Exact Nouns	More Exact Nouns
The <u>boys</u> signed up for a tour of the <u>river</u> .	The <u>campers</u> signed up for a tour of <u>Rainbow River</u> .

**1–8. Rewrite each sentence. Change the underlined words to exact nouns.**

1. This summer, some children and I are going to sailing camp.

---

2. We are looking forward to many exciting things.

---

3. Sailing a boat through water is a real challenge.

---

4. The early morning air can be chilly, so everyone wears warm clothes.

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5. From time to time, someone spots animals in the open water.

---

6. One morning, a boy sees a dolphin and her calf swimming nearby.

---

7. It takes a lot of work to sail a boat.

---

8. At noontime, we catch a strong wind and speed toward shore.

---

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

# Focus Trait: Organization

## Beginning a Story

**Stormalong**  
Writing: Write to Express

**A. Identify the character and setting in the story opening. Then make a prediction about what the story problem might be.**

1. Sui Li crept down the stairs. She opened the cellar door and stepped in. She smelled dust and dampness. Her flashlight gave off light. The door shut behind her.

**Character:** \_\_\_\_\_

**Setting:** \_\_\_\_\_

**Story Problem:** \_\_\_\_\_

**B. Read each story opening. Then write sentences to introduce a story problem.**

2. The waves slapped against the side of the sailboat, harder and harder. Tom's father said, "Look at how dark the sky is getting!"

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3. The cave seemed miles wide. Amber stared in amazement at the strange rock formations.

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4. James looked up and down the empty street. He called out into the silence, "Is anybody there?"

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

# Compare and Contrast

**Once Upon a Cool  
Motorcycle Dude**  
Comprehension:  
Compare and Contrast

Read the selection below.

## Lesson Learned

Princess Maria was kind, friendly, and very smart. Her sister, Princess Bella, was beautiful and popular. Since she was not very nice to Maria, they didn't always get along well.

As the Winter Wonder Ball approached, Maria realized that she didn't have a ride to the ball. Her sister had a fancy sports car, but Maria knew she wouldn't let her drive it.

On the other hand, Bella didn't have a gown to wear, and she knew that Maria knew how to sew. In fact, she was making her own gown.

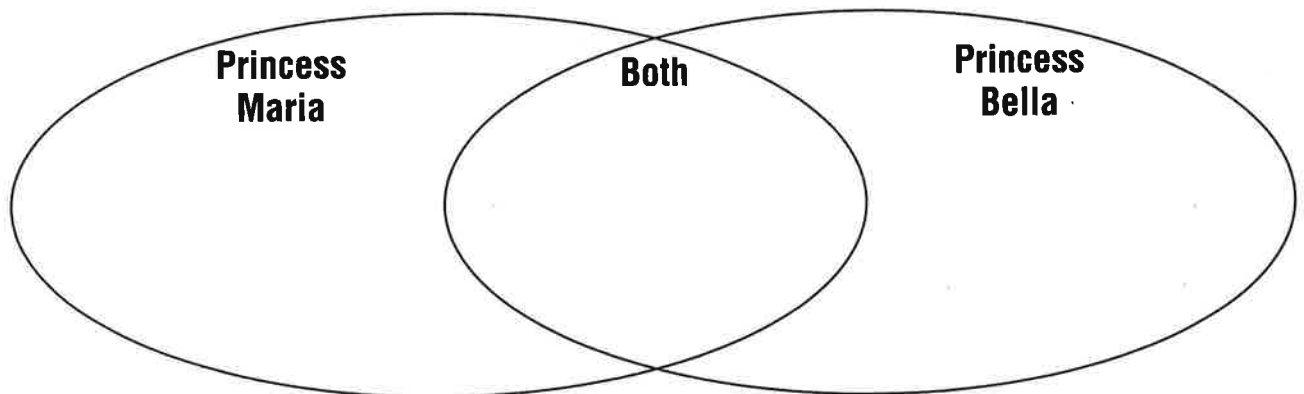
Bella was too proud to wear a handmade dress, but all the fanciest stores had no dresses left.

Bella had no choice but to ask her sister for help. Kind Maria agreed to make her sister's dress. When she finished, Bella couldn't believe how beautiful the gown was.

Bella hugged her sister and thanked her. She apologized for not being very nice in the beginning, and she even drove Maria to the ball.

Both sisters looked fabulous! They were the prettiest girls at the ball, and they had a wonderful time. Most importantly, they were glad that they learned to work together!

Complete the Venn Diagram to compare and contrast the two princesses and infer what they learned.



# Compare and Contrast

Read the selections below.

## How It Happened

### Story A

You may be wondering how I came to be sitting here on this rock, croaking like a frog. Well, I was minding my own business and fishing when I looked up and saw an ugly witch fall head first in the pond. She called for help, and when I cleared my throat to keep from laughing she turned me into a frog!

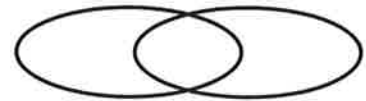
What an ill-tempered witch!

### Story B

You may be wondering how the prince came to such a poor end. Well, I was gathering herbs for the sick when I tripped over his fishing rod and fell in the pond. As I spluttered and splashed and almost drowned, he simply snorted and croaked with laughter. The more he snorted and croaked, the more he began to look like a frog!

I guess wishes do come true.

Compare and contrast details from the stories. Use a Venn Diagram like the one here to organize your thoughts. Then write your answers below. Use complete sentences.



1. What main fact do both narrators agree upon? Support your answer with details from the selection.

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2. Whom does the prince blame? What does Story B say about this?

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

# Suffixes *-y, -ous*

**Once Upon a Cool  
Motorcycle Dude**  
Vocabulary Strategies:  
Suffixes *-y, -ous*

adventurous	handy	rocky
glorious	cloudy	chilly
scary	wondrous	glamorous

Complete each sentence with a word from above.

1. A pencil is a \_\_\_\_\_ thing to have when you are taking a test.
2. The \_\_\_\_\_ princess wore an expensive gown and jewels to the ball.
3. The \_\_\_\_\_ skier raced down a steep mountain.
4. The \_\_\_\_\_ sky made the air seem even more \_\_\_\_\_.
5. The climb up the \_\_\_\_\_ cliff was difficult and tiring.
6. The \_\_\_\_\_ monster frightened the villagers.
7. At the end of the day we watched a \_\_\_\_\_ sunset.
8. Their mouths dropped open at the \_\_\_\_\_ sight.

# Vowel Sounds: /ŭ/, /yōō/, and /ōō/

## Once Upon a Cool Motorcycle Dude

Spelling: Vowel Sounds:  
/ŭ/, /yōō/, and /ōō/

**Basic** Read the paragraph. Write the Basic Words that best complete the sentences.

The puppy running through the grocery store was the first (1) \_\_\_\_\_ something was wrong. Diana stood next to the (2) \_\_\_\_\_ and vegetable section. She looked at a (3) \_\_\_\_\_ of bananas but chose an orange instead. Suddenly, the (4) \_\_\_\_\_ dog jumped into Diana's cart! It tore open a loaf of bread, causing a (5) \_\_\_\_\_ to fly into Diana's face. Startled, Diana squeezed the orange, and (6) \_\_\_\_\_ exploded over Diana and a nearby man. He was (7) \_\_\_\_\_ to Diana. He began to (8) \_\_\_\_\_ with her. He said it was her fault that his business (9) \_\_\_\_\_ was ruined! One worker had to (10) \_\_\_\_\_ the dog. The cleaning (11) \_\_\_\_\_ had to mop the floor.

**Challenge 12–14.** Write sentences that tell about jobs that people might have. Use three Challenge Words. Write on a separate sheet of paper.

### Spelling Words

1. bunch
2. fruit
3. argue
4. crumb
5. crew
6. tune
7. juice
8. refuse
9. truth
10. young
11. clue
12. trunk
13. amuse
14. suit
15. rude
16. trust
17. dew
18. stuck
19. rescue
20. brush

### Challenge

computer  
mustard  
tissue  
customer  
attitude



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

# Spelling Word Sort

## Once Upon a Cool Motorcycle Dude

Spelling: Vowel Sounds  
/ŭ/, /yōō/, and /ōō/

Write each Basic Word beside the correct heading.

/ŭ/ spelled <i>u</i> followed by a consonant	Basic Words:  Challenge Words:  Possible Selection Words:
Other spellings for /ŭ/	Basic Words:
/yōō/ and /ōō/ spelled <i>u-consonant-e</i>	Basic Words:  Challenge Words:  Possible Selection Words:
/yōō/ and /ōō/ spelled <i>ue</i>	Basic Words:  Challenge Words:
/yōō/ and /ōō/ spelled <i>ui</i>	Basic Words:
/ōō/ spelled <i>ew</i>	Basic Words:  Possible Selection Words:
Other spellings for /yōō/ and /ōō/	Basic Words:  Challenge Words:

### Spelling Words

1. bunch
2. fruit
3. argue
4. crumb
5. crew
6. tune
7. juice
8. refuse
9. truth
10. young
11. clue
12. trunk
13. amuse
14. suit
15. rude
16. trust
17. dew
18. stuck
19. rescue
20. brush

### Challenge

computer  
mustard  
tissue  
customer  
attitude

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *Once Upon a Cool Motorcycle Dude*. Find more words that have the /ŭ/, /yōō/, and /ōō/ spelling patterns on this page. Add them to your Word Sort.

**Once Upon a Cool  
Motorcycle Dude**

Spelling: Vowel Sounds  
/û/, /yoo/, and /oo/

# Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

Outside the palace, the steep hillsides are covered with early morning duw. Princess Daisy gets up and picks up a bruish and ribbons to fix her hair. Suddenly, she hears someone singing outside her window.

“Hmmm,” says the princess. “The tun sounds familiar, but I don’t recognize the voice.” When she tries to open the window, the latch is stuk. Princess Daisy goes out on the balcony and says, “I trest you will accept my invitation to come in and join me for a meal.” The singer does not refews the princess’ kind invitation. They enjoy juise, bread, froot and a cup of tea for breakfast.

But the troth is Princess Daisy is bored. And to amuze herself, she wants the singer to open an old trunck with a bunsh of music. The singer does, and when he begins to sing, the furniture comes alive! Now they all can have breakfast!

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

### Spelling Words

1. bunch
2. fruit
3. argue
4. crumb
5. crew
6. tune
7. juice
8. refuse
9. truth
10. young
11. clue
12. trunk
13. amuse
14. suit
15. rude
16. trust
17. dew
18. stuck
19. rescue
20. brush

### Challenge

- computer  
mustard  
tissue  
customer  
attitude

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

# Action Verbs

Once Upon a Cool  
Motorcycle Dude

Grammar: Verbs

An **action verb** tells what a person or thing does, did in the past, or will do.

## action verb

Everyone likes pretty, shiny things.

The giant lost his favorite ring.

### Thinking Question

Which word shows what a person or thing does?

### 1-10. Write the action verb in each sentence.

1. The giant searched everywhere for the ring.

\_\_\_\_\_

2. He jumped over a mountain. \_\_\_\_\_

3. He swam across the ocean. \_\_\_\_\_

4. Now the giant stands in the forest. \_\_\_\_\_

5. He looks down. \_\_\_\_\_

6. The giant sees his ring. \_\_\_\_\_

7. A dragon wears the ring around her neck.

\_\_\_\_\_

8. The giant smiles at his friend the dragon.

\_\_\_\_\_

9. He gives the ring to the dragon. \_\_\_\_\_

10. The happy dragon wags her tail. \_\_\_\_\_

# Main Verbs and Helping Verbs

Some verbs are more than one word. The **main verb** is the most important verb. The **helping verb** comes before the main verb.

**helping verb**    **main verb**

Maya is writing a fairy tale.

## Thinking Question

*Which is the most important verb? Which verb comes before it?*

**1–10.** Write *HV* above each helping verb. Write *MV* above each main verb.

1. Maya and Charlie are making a book.
2. They have talked about their plan.
3. Maya will type the story.
4. She has thought about the main character.
5. The main character will ride a purple horse.
6. The horse will leap over the castle gate.
7. Charlie has drawn pictures for the story.
8. He was drawing with pencils.
9. Now he is coloring with markers.
10. Maya and Charlie will show the book to their friends.

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

# Linking Verbs

Once Upon a Cool  
Motorcycle Dude  
Grammar: Verbs

A **linking verb** tells what someone or something is, or what someone or something is like. Most linking verbs are forms of the verb be.

**linking verb**

The motorcycle is fast.

**Thinking Question**

*Which word shows what a person or thing is?*

*Which word shows what a person or thing is like?*

**1–10. Underline the linking verb in each sentence.**

1. The story is a fairy tale.
2. At first the princess in the fairy tale appeared fragile.
3. The dude on the motorcycle was there to save the ponies.
4. The princess is willing to sit and spin gold thread.
5. In time, the princess became quite strong.
6. Her situation was no longer hopeless.
7. The giant, who stole the princess's ponies, now seemed weak in comparison to her.
8. The princess was able to beat the giant all on her own.

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

# Complete Sentences

A complete sentence expresses a complete thought. To change a sentence fragment to a complete sentence, first identify what information is missing. Then write a new sentence.

**fragment**

**complete sentence**

Gemma is

Gemma is writing a story.

Went to see wizard

Then Louisa went to see the wizard.

1–7. Change each fragment to a complete sentence.

1. Writing a fairy tale

\_\_\_\_\_

2. In her fairy tale, the main character Louisa

\_\_\_\_\_

\_\_\_\_\_

3. Louisa heard that the wizard

\_\_\_\_\_

\_\_\_\_\_

4. wandered in the valley

\_\_\_\_\_

\_\_\_\_\_

5. The wizard

\_\_\_\_\_

6. Louisa proved

\_\_\_\_\_

7. have written stories

\_\_\_\_\_

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

# Word Choice

**Once Upon a Cool  
Motorcycle Dude**  
Grammar: Connect to Writing

Less Exact Verbs	More Exact Verbs
A tiny elf happily <u>went</u> through the forest.	A tiny elf <u>sang and danced</u> through the forest.

**1–6. Replace each underlined verb with a more exact verb. Write the new sentence on the line.**

1. The elf fell over a pebble and ended up on the ground.

\_\_\_\_\_

2. A young woman saw the tiny elf and took him up in her hand.

\_\_\_\_\_

3. The elf wiped dirt from his knees and thanked the young woman.

\_\_\_\_\_

4. The young woman laughed and asked the elf his name.

\_\_\_\_\_

5. The elf removed his hat and gave his name with a bow.

\_\_\_\_\_

6. Then the elf jumped down and hid behind a mushroom.

\_\_\_\_\_

# Focus Trait: Organization

## Comparison and Contrast Paragraphs

**Once Upon a Cool Motorcycle Dude**  
Writing:  
Write to Respond

<p><b>Poorly Organized Comparison Paragraph</b></p>	<p><b>Logically Organized Comparison Paragraph</b></p>
<p>Folktales and fairy tales have many things in common. Folktales have animal characters, while fairy tales usually don't. Both often have magical elements. They are both set in a long-ago time and place.</p>	<p>Folktales and fairy tales have many things in common. Both often have magical elements. They are both set in a long-ago time and place.</p>

**A. Read the contrast paragraph. Cross out sentences that do not belong.**

1. Folktales are different from fairy tales in some ways. Folktales often have animal characters, while fairy tales usually don't. Sometimes fairy tales do have animal characters, though. Folktales do not have royal characters, while fairy tales often do. Both have magical events.

**B. Read the topic sentence below. Write sentences that support the topic sentence with details. Write a complete paragraph.**

**Pair/Share** Work with a partner to choose sentences that add details to the main idea.

2. Fairy tales and realistic stories are very different.

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

# Fact and Opinion

**Coming Distractions:**  
**Questioning Movies**  
Comprehension:  
Fact and Opinion

Read the selection below.

## Bringing Cartoons to Life

Everyone likes cartoons! The action, the funny voices, and sounds combine to entertain and thrill us. But how do these elements come together to form a movie?

The first step in making any movie is coming up with a story idea. Then someone presents this idea to a movie studio. If the studio likes it, the script is written. Then artists draw pictures to go with the script, and actors record the voices of the characters. The characters are the best part of cartoons. Artists make sure characters are believable and

fun. Then the art department uses computers to bring together words and sounds to make the characters come alive onscreen.

Once the characters are created, artists work on the backgrounds in the scenes. A computer is used again to add lighting and effects. Then, the whole movie is reviewed to make sure everything works together.

It takes a lot of time, hard work, and creativity to make a good cartoon. The final result is worth the effort. Once the cartoon is finished, people can enjoy it for years to come.

Complete the T-Map to show facts and opinions about making cartoons. Write complete sentences.

Fact	Opinion

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

# Fact and Opinion

**Coming Distractions:  
Questioning Movies  
Comprehension:  
Fact and Opinion**

Read the selection below.

## The Screenplay's Importance

What's the most important part of a movie? I think it is the screenplay! The screenplay is the script where all the action and dialogue is written. Without the screenplay, there is no story to be filmed. Without the screenplay, actors and actresses have no words to say in front of the camera!

Unfortunately, there are many bad screenplays because good screenplays are hard to write. So what makes a good screenplay?

First, you need a great idea. If the story is boring, no one will want to see the movie. If the story is not original enough, people will not want

to see it either because they want to see something new.

Characters are also important. Are the characters in the screenplay intriguing?

Then there's the dialogue, which is the words the characters say. Is the dialogue compelling or dull? An entire screenplay about two people talking about the weather will put a lot of people to sleep.

Finally, a screenplay with good pacing will keep the audience interested from the beginning until the end.

If you ever write a screenplay, keep these elements in mind!

Use a T-Map like the one shown to record facts and opinions in the selection about screenplays. Then answer the questions below.


1. Why does the writer of the selection think that screenplays are important?

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2. Write one fact from the selection. Where could you verify the fact?

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# and Latin Word Parts *phon,* *to, graph, auto, tele*

**Coming Distractions:**  
**Questioning Movies**  
**Vocabulary Strategies:** Greek  
and Latin Word Parts

.....

autograph    autobiography    automobile    symphony  
photograph    telephone    photocopy    cinematographer

.....

**Activity** Read the words in the box above. Look for Greek and Latin word parts to help you understand the meaning of each word. Then use a word from the box to complete each sentence below.

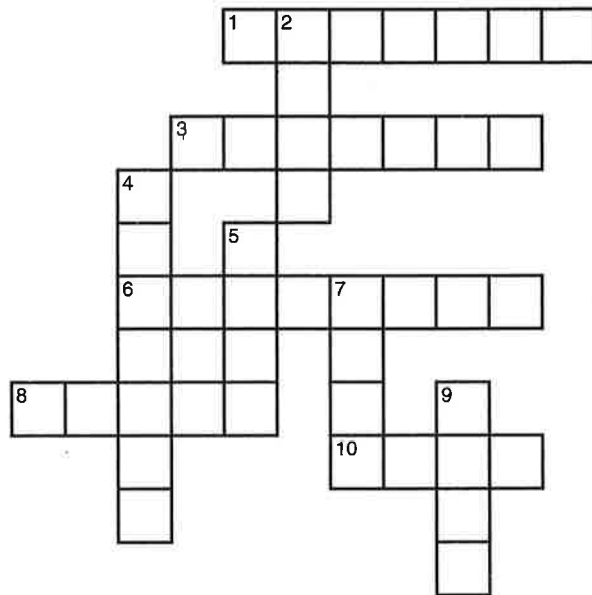
1. The movie actress signed an \_\_\_\_\_ for her fan.
2. I used the \_\_\_\_\_ to call the theater for the movie schedule.
3. My mom drove the \_\_\_\_\_ to the movie theater.
4. At the movie premiere, I used a camera to take a \_\_\_\_\_ of the actors.
5. The movie director wrote an \_\_\_\_\_ about his life.
6. The \_\_\_\_\_ won an award for his filming technique.
7. The movie soundtrack features a \_\_\_\_\_ by a famous composer.
8. I will \_\_\_\_\_ this movie article from the library to share with the class tomorrow.

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

# Vowel Sounds /ōō/ and /oo/

**Coming Distractions:**  
**Questioning Movies**  
Spelling: Vowel Sounds  
/ōō/ and /oo/

**Basic** Complete the puzzle by writing the Basic Word for each clue.



**Across**

- 1. bent or twisted
- 3. not sensible
- 6. a collection of recipes
- 8. a seat with legs but no arms
- 10. a bent object used to hold something

**Down**

- 2. the cover on a house
- 4. mammal with masklike face markings
- 5. thick hair from sheep
- 7. low, woody plant; a shrub
- 9. instrument used for work

**Challenge 11–14.** You've just finished your homework assignment. Before putting it in your backpack, you check it over for errors. Tell what you might find. Use four Challenge Words. Write on a separate sheet of paper.

**Spelling Words**

- 1. bloom
- 2. cookbook
- 3. tool
- 4. shampoo
- 5. put
- 6. wool
- 7. stool
- 8. proof
- 9. prove
- 10. group
- 11. brook
- 12. foolish
- 13. bush
- 14. crooked
- 15. booth
- 16. raccoon
- 17. hook
- 18. groom
- 19. roof
- 20. soup

**Challenge**

- bulletin
- cocoon
- cushion
- proofread
- marooned

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

# Spelling Word Sort

**Coming Distractions:**  
**Questioning Movies**

**Spelling:** Vowel Sounds  
/oo/ and /ou/

Write each Basic Word beside the correct heading.

/oo/ spelled oo	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
Other spellings for /oo/	<p><b>Basic Words:</b></p>
/ou/ spelled oo	<p><b>Basic Words:</b></p> <p><b>Possible Selection Words:</b></p>
/ou/ spelled u followed by a consonant	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p>

## Spelling Words

1. bloom
2. cookbook
3. tool
4. shampoo
5. put
6. wool
7. stool
8. proof
9. prove
10. group
11. brook
12. foolish
13. bush
14. crooked
15. booth
16. raccoon
17. hook
18. groom
19. roof
20. soup

### Challenge

bulletin  
cocoon  
cushion  
proofread  
marooned

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *Coming Distractions: Questioning Movies*. Find words in the selection that have the /oo/ and /ou/ spelling patterns on this page. Add them to your Word Sort.

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

# Proofreading for Spelling

**Coming Distractions:**  
**Questioning Movies**  
Spelling: Vowel Sounds  
/ōō/ and /ōō/

Find the misspelled words and circle them. Write them correctly on the lines below.

The next time you go to a movie, be sure to stay put until the end to watch the credits. Some people think it's fullish, but the credits list the people involved in the movie. They are also prouf of the work the groop did.

I now invite you to take a moment to picture some of the following scenes that might be created on the set: flowers in blewm, a family in a restaurant buth enjoying bowls of hot sewp, a bottle of shampo on a rock by a brock, and a veterinarian showing a young girl how to properly groum her puppy. It takes many people to create these simple scenes.

I recently visited a movie studio and went behind the scenes. I met some of the people who make movie scenes scary, exciting, or magical. I can proov it, too. I was camera happy and took a zillion pictures!

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ |           |

## Spelling Words

1. bloom
2. cookbook
3. tool
4. shampoo
5. put
6. wool
7. stool
8. proof
9. prove
10. group
11. brook
12. foolish
13. bush
14. crooked
15. booth
16. raccoon
17. hook
18. groom
19. roof
20. soup

## Challenge

- bulletin
- cocoon
- cushion
- proofread
- marooned

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

# Present and Past Tenses

**Coming Distractions:  
Questioning Movies**  
Grammar: Simple Verb Tenses

The **present tense** shows action that is happening now. The **past tense** shows that an action already happened. Form the past tense by adding *-ed* to the end of a regular verb.

**present tense**I watch a movie with my family.**past tense**I watched a movie with my family.**Thinking Question***When does the action take place?***1–8. Write the verb given in parentheses in the past tense.**

1. (looks) The new movie \_\_\_\_\_ like fun!
2. (walk) I \_\_\_\_\_ to the movie theater with my dad.
3. (amaze) The special effects in the movie \_\_\_\_\_ us!
4. (dance) The actors and actresses \_\_\_\_\_ in the movie.
5. (impresses) The actress \_\_\_\_\_ the critics with her moving performance.
6. (love) I \_\_\_\_\_ the cute animals in the movie.
7. (dislikes) My brother \_\_\_\_\_ the dancing scenes.
8. (talks) At the theater, the person next to me \_\_\_\_\_ too loud.

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

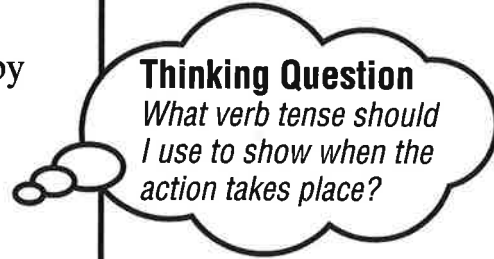
# Future Verb Tense

**Coming Distractions:**  
**Questioning Movies**  
Grammar: Simple Verb Tenses

The **future tense** shows action that has not happened yet. The future tense is formed by using the helping verb *will* plus a verb.

**future tense**

I will watch the movie with my friends.



**1–8. Write the verb given in parentheses in the future tense.**

1. (talk) We \_\_\_\_\_ about the movie tomorrow.
2. (love) You \_\_\_\_\_ the animation in that movie!
3. (discuss) The teacher \_\_\_\_\_ the film tomorrow.
4. (take) My parents \_\_\_\_\_ me to see the movie.
5. (like) Everyone \_\_\_\_\_ the action scenes.
6. (see) You \_\_\_\_\_ an adorable parrot in the movie.
7. (laugh) You \_\_\_\_\_ at the dog scene.
8. (write) I \_\_\_\_\_ a movie review tomorrow.



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

# Consistent Use of Tenses

**Coming Distractions:  
Questioning Movies**  
Grammar: Simple Verb Tenses

Choose a verb tense to write in and continue to write in that tense. Usually, all of the verbs in a paragraph or sentence should be in the same tense. Change tenses when you want to show a change in time.

**past tense:** I watched a movie with a friend. After the movie, we discussed it.

**present tense:** We still remember and laugh at the funny parts.

**future tense:** Next time, we will watch a scary movie.

**Thinking Question**

*Are the verbs telling about a particular time? Are they all in the same tense?*

**1–6. Choose the correct verb tense for the sentences. Write the correct verb on the line.**

- (go/will go) Tomorrow I will see a movie with my family.  
Then we \_\_\_\_\_ out to dinner.
- (will like/liked) The scenery amazed me! I especially \_\_\_\_\_ the scene at the beach.
- (steal/stole) Some actors dislike filming with animals because the animals \_\_\_\_\_ the scene.
- (will buy/buy) First, we will buy movie tickets, and then we \_\_\_\_\_ some popcorn and drinks.
- (liked/like) I love movies about cats! I also \_\_\_\_\_ movies about dogs.
- (decide/decided) Yesterday it rained all day, so we \_\_\_\_\_ to go to the movie theater.

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

# Simple Subjects and Predicates

**Coming Distractions:**  
**Questioning Movies**  
Grammar: Spiral Review

Simple Subject	Simple Predicate
The <u>students</u>	<u>will watch</u> a movie about horses. (future tense)
The <u>students</u>	<u>watch</u> a movie about horses. (present tense)
The <u>students</u>	<u>watched</u> a movie about horses. (past tense)

**1–3. Underline the simple subject in the sentences below. Write whether the sentence is in the future tense, present tense, or past tense.**

1. My mother loves old movies! \_\_\_\_\_
2. The talented actor danced in the movie. \_\_\_\_\_
3. The boy will wear his eyeglasses at the theater.  
\_\_\_\_\_

**4–6. Underline the simple predicate in the sentences below. Write whether the sentence is in the future tense, present tense, or past tense.**

4. My cousin dislikes scary movies. \_\_\_\_\_
5. The director will be at the theater. \_\_\_\_\_
6. My classmates talked about the beautiful scenes.  
\_\_\_\_\_

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

# Sentence Fluency

**Coming Distractions:**  
**Questioning Movies**  
Grammar: Connect to Writing

Mixed Tenses	Same Tense
My cousin Susan <u>takes</u> acting lessons. She <u>will want</u> to be an actress.	My cousin Susan <u>takes</u> acting lessons. She <u>wants</u> to be an actress.

**Rewrite each pair of sentences by changing the underlined verbs to the tense shown in parentheses.**

1. Last year, Susan got a small role in a comedy. She will play a waitress. (past)

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---

2. My entire family will go to opening night. We clapped loudly at the end! (past)

---



---

3. Now I own the DVD. I kept it on my bookshelf. (present)

---



---

4. I always laugh at the part about the messy spaghetti. Susan will drop spaghetti on a grumpy customer. (present)

---



---

5. Maybe someday I will act in the movies. Maybe I design costumes. (future)

---



---

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

# Focus Trait: Voice

## Using Different Kinds Of Sentences

**Coming Distractions:**  
**Questioning Movies**  
**Writing:** Write to Respond

Statement	Command
In a movie, there might be ordinary people with real problems.	Think about all the movies that feature ordinary people with real problems.

**A. Read each statement. Rewrite it as a question, an exclamation, or a command.**

Statements	Rewritten
1. The family might have trouble affording their lifestyle.	Question:
2. You might write a screenplay about your life.	Exclamation:
3. Studios have to get the word out about their movies.	Command:

**B. Read each statement. Use a different sentence type to express a positive or negative opinion in response.**

**Pair/Share** Work with a partner to brainstorm words for a positive and a negative response.

Statement	Rewritten
4. Panning the camera can create a scary effect.	Positive:
5. Half light and half shadow can make a character seem evil.	Negative:

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

# Understanding Characters

**Me and Uncle Romie**  
Comprehension:  
Understanding Characters

Read the selection below.

## Moving On

On moving day, Juan woke up excited, nervous, and ready to go. Living in a tiny apartment for so long, he was sure he'd love his new house. He would have a yard, a basement, and his own bedroom!

But Juan was also a little sad. He wasn't sure if he'd make new friends and like his new neighborhood as much as he liked Harbor Woods.

After breakfast, Juan looked at the room he had shared with his sister Lily since she was a baby. He would miss this place.

"Goodbye, old home!" he said.

As the car pulled onto the street, Juan had tears in his eyes. His mom

saw he was sad and reminded him, "There will be many things to love in our new home." Juan smiled and agreed.

As they got closer to the new house, Juan started to plan how he would decorate his room and how he and his new friends could play catch in the backyard.

He knew that even though he'd miss his old friends and home, he would enjoy living here. It was a new start.

They unlocked the door and walked in. Immediately, Juan smiled.

"Welcome home!" he said to his family. And he really meant it!

Complete the Column Chart to understand Juan's character by his thoughts, actions, and words. Write in complete sentences.

Thoughts	Actions	Words

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

# Understanding Characters

**Me and Uncle Romie**  
**Comprehension:**  
Understanding Characters

Read the selection below.

## Living a Dream

*Crack!*

The ball sailed into the air. Every eye in the park was on it, watching and waiting. Did it have what it needed to carry beyond the fence? The centerfielder didn't think so. He went back, back, back . . . and then jumped into the air.

The crowd stood silent.

The centerfielder came down to earth and opened his glove. The ball wasn't there! It had landed just in front of the fence. The crowd roared! The centerfielder kicked the ground in disgust.

Toby wasn't watching the ball. He carried his 75-pound frame around the bases. Baseball had been his passion for all of his ten long years. This is why he had trained all those hours. He was living his dream.

As he rounded third base, Toby could tell the ball was close behind him. He had to beat it. He slid into home. Then all eyes fell on the umpire.

"Safe!" was the call.

Toby's teammates lifted him onto their shoulders and paraded him around the park. Toby was on top of the world!

Analyze the characters' thoughts, feelings, and actions to answer the questions about character traits. Use a Column Chart like the one shown here to organize your thoughts. Then write your answers to the questions below.


1. How does Toby feel about baseball? How do you know?

---



---

2. What can you tell about the centerfielder?

---



---

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

# Figurative Language (Idioms)

**Me and Uncle Romie**  
Vocabulary Strategies:  
Figurative Language

chow down      head over heels      good as gold  
heart of gold      feast or famine      safe and sound

**Rewrite each sentence using one of the idioms above.**

1. My mother helps others because she is so kind and loving.

\_\_\_\_\_

2. The quiet children were very well behaved during the long car trip.

\_\_\_\_\_

\_\_\_\_\_

3. When I finally sat down for lunch, I ate quickly without talking.

\_\_\_\_\_

\_\_\_\_\_

4. My best friend really loves the movie we watched.

\_\_\_\_\_

5. The mother couldn't rest until all her children were tucked in their beds at home.

\_\_\_\_\_

\_\_\_\_\_

6. When I go to the library, I either see many books I want to read or none at all. It's always too many or too few.

\_\_\_\_\_

\_\_\_\_\_

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

# Vowel Sounds /ou/ and /ô/

**Me and Uncle Romie**

**Spelling:**  
Vowel Sounds /ou/ and /ô/

**Basic** Read the paragraph. Write the Basic Words that best complete the sentences.

I am a (1) \_\_\_\_\_ member of my school's bird-watching club. Every Saturday we leave at (2) \_\_\_\_\_ to go to the national park. Today, we looked for a (3) \_\_\_\_\_. It was sunny at first, but then it got (4) \_\_\_\_\_. Our adviser reminded us not to speak (5) \_\_\_\_\_ as we scanned the skies. Megan thought she saw something, but it was a (6) \_\_\_\_\_ alarm. Then we saw a bird fly from the (7) \_\_\_\_\_. We watched it (8) \_\_\_\_\_ a field mouse. The bird spread its wings wide, and it seemed to (9) \_\_\_\_\_ in the air. Suddenly, the bird dived and grabbed its meal with a sharp (10) \_\_\_\_\_!

**Challenge 11–14.** Write an e-mail message to your friend telling about a sporting event you have seen. Use four Challenge Words. Write on a separate sheet of paper.

**Spelling Words**

1. aloud
2. bald
3. hawk
4. south
5. faucet
6. proud
7. claw
8. tower
9. stalk
10. couple
11. howl
12. false
13. dawn
14. allow
15. drown
16. pause
17. fault
18. cause
19. amount
20. cloudier

**Challenge**

- applaud  
foul  
browse  
gnaw  
doubt



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

# Spelling Word Sort

**Me and Uncle Romie**

**Spelling:**  
Vowel Sounds /ou/ and /ô/

Write each Basic Word beside the correct heading.

/ou/ spelled <i>ou</i>	<b>Basic Words:</b> <b>Challenge Words:</b> <b>Possible Section Words:</b>
/ou/ spelled <i>ow</i>	<b>Basic Words:</b> <b>Challenge Words:</b> <b>Possible Section Words:</b>
Other sounds for <i>ou</i>	<b>Basic Words:</b>
/ô/ spelled <i>aw</i>	<b>Basic Words:</b> <b>Challenge Words:</b>
/ô/ spelled <i>au</i>	<b>Basic Words:</b> <b>Challenge Words:</b> <b>Possible Section Words:</b>
/ô/ spelled <i>a</i> before <i>/</i>	<b>Basic Words:</b> <b>Possible Selection Words:</b>

## Spelling Words

1. aloud
2. bald
3. hawk
4. south
5. faucet
6. proud
7. claw
8. tower
9. stalk
10. couple
11. howl
12. false
13. dawn
14. allow
15. drown
16. pause
17. fault
18. cause
19. amount
20. cloudier

### Challenge

- applaud  
foul  
browse  
gnaw  
doubt

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *Me and Uncle Romie*. Find more words that have the /ou/ and /ô/ spelling patterns on this page. Add them to your Word Sort.

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

# Proofreading for Spelling

**Me and Uncle Romie**

Spelling: Vowel Sounds  
/ou/ and /ô/

Find the misspelled words and circle them. Write them correctly on the lines below.

Mr. Rico's students are planning to paint a mural on the wall outside their classroom. Mr. Rico turns on the fawcet and rinses the brushes off. He checks the amont of paint available for the project while the students think alowd.

Everyone has a different idea. Rosa wants to paint a cuple of bawld eagles sitting high up on a towor. Jason thinks the mural should show a coyote letting out a houl at the silvery moon. Aidan says he wants to paint a box of matches with the words "Do Not Play With Matches." Matches are the cauze of many fires due to human falt. And Victoria wants to know if Mr. Rico will allow her to paint a race car. Mr. Rico likes everyone's ideas.

Before the students get started, Mr. Rico says, "Don't droun your brush with too much paint."

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ |           |

**Spelling Words**

1. aloud
2. bald
3. hawk
4. south
5. faucet
6. proud
7. claw
8. tower
9. stalk
10. couple
11. howl
12. false
13. dawn
14. allow
15. drown
16. pause
17. fault
18. cause
19. amount
20. cloudier

**Challenge**

- applaud  
foul  
browse  
gnaw  
doubt

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

# Conjunctions *and*, *but*, and *or*

**Me and Uncle Romie**  
Grammar: Conjunctions

The words *and*, *but*, and *or* are conjunctions. A **coordinating conjunction** is a word that connects other words or groups of words in a sentence. *And* joins together. *But* shows contrast. *Or* shows choice.

### conjunction

Workers and tourists fill the subway station each day.

### Thinking Question

What word joins other words or groups of words in the sentence?

#### 1–4. Write the coordinating conjunction in each sentence.

1. They can take the subway or the bus into town.  
\_\_\_\_\_
2. The boys ride the subway, but their friends take the bus.  
\_\_\_\_\_
3. The subway car sways and shakes. \_\_\_\_\_
4. The train speeds down the track and rumbles through the tunnel. \_\_\_\_\_

#### 5–8. Complete each sentence. Write the coordinating conjunction that has the meaning shown in parentheses.

5. Steve sat in his seat, \_\_\_\_\_ Barry stood in the aisle.  
(shows contrast)
6. The tunnel lights flicker \_\_\_\_\_ flash. (joins together)
7. We can get off here, \_\_\_\_\_ we can get off at the next stop. (shows choice)
8. They stepped off the train \_\_\_\_\_ walked through the turnstile. (joins together)

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

# Subordinating Conjunctions

**Me and Uncle Romie**  
Grammar: Conjunctions

A **conjunction** is a word that connects two words, groups of words, or sentences. Words such as *if*, *because*, *although*, *after*, *when*, and *where* are called **subordinating conjunctions**. They connect ideas to form a complex sentence.

- if**            If I lived in New York City, I'd play in a park a lot.
- because**    I liked visiting New York City because I went to the Statue of Liberty!
- after**        After I blew out my birthday candles, we ate some cake.

**Thinking Question**

*Does one part of the sentence depend on the other part to make sense? What word shows this?*

**1–6.** Find the subordinating conjunction in each sentence. Write it on the line.

1. If I lived in New York City, I would go to museums often.  
\_\_\_\_\_
2. My uncle took me to the art gallery, where he will show his work. \_\_\_\_\_
3. After we took a walk in Central Park, we got ice cream sundaes! \_\_\_\_\_
4. Although my uncle grew up in New York City, he was born in North Carolina. \_\_\_\_\_
5. When I grow up, I want to live in New York City.  
\_\_\_\_\_
6. I want to live in a big city because there will be so many things to see and do there. \_\_\_\_\_

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

# Correlative Conjunctions

**Me and Uncle Romie**  
Grammar: Conjunctions

**Correlative conjunctions** are pairs of words that connect ideas in a sentence. The words do not appear next to each other in a sentence. One of the words is always a conjunction.

**both...and**      Both my uncle and I like jelly.

**either...or**      I like either pepper jelly or strawberry jam on toast.

**neither...nor**      Neither the heat nor the humidity bothered me.

**not only...but**      Not only was the train late, but it was also crowded.

**Thinking Question**

*What two words help make a strong connection between two ideas in the sentence?*

**1–5. Underline the two correlative conjunctions in each sentence. Circle the conjunction in each word pair.**

1. I can either take the train from North Carolina to New York City or fly there.
2. I don't know whether I'd prefer to go sightseeing or shopping this morning!
3. Both my uncle and aunt like eggs for breakfast.
4. Neither the problem with the subway nor the traffic on the road stopped us from getting to the museum at opening time.
5. Not only was there a crowd in the museum to view my uncle's art, but there was also a line of people waiting to see the show.

# Kinds of Sentences

Kind of Sentence	End Mark	Example
Statement	period (.)	Tomoko is waiting at the bus stop.
Question	question mark (?)	Does this bus go by the aquarium?
Command	period (.)	Get in line to buy a ticket.
Exclamation	exclamation mark (!)	That line is so long!

**1–6.** Write the correct end mark for each sentence. Then label each sentence *statement*, *question*, *command*, or *exclamation*.

- The city streets are very busy \_\_\_\_\_
- That bus is going so fast \_\_\_\_\_
- Can you give me directions \_\_\_\_\_
- Look both ways \_\_\_\_\_
- I've never seen such a big crowd  
\_\_\_\_\_
- I am headed uptown \_\_\_\_\_

**7–12.** Correct six errors in this ad. There are two missing capital letters and four incorrect or missing end marks.

Are you visiting our beautiful city soon! do you wonder how you'll ever find your way around town? Jonny's Guided Walking Tour is here to help. let one of our cheerful tour guides show you around, or use one of our easy-to-read maps? Either way, you'll learn about our city's rich history and see all of its important landmarks Everyone agrees. Jonny's Guided Walking Tours are totally cool

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

# Ideas

**Me and Uncle Romie**  
Grammar: Connect to Writing

<b>Both...and</b>	<u>Both</u> my parents <u>and</u> I like to visit new places.
<b>Either...or</b>	<u>Either</u> I can visit my aunt, <u>or</u> I can stay home.
<b>Neither...nor</b>	<u>Neither</u> my aunt <u>nor</u> my uncle could find their keys.
<b>Whether...or</b>	I can't decide <u>whether</u> to go to a movie <u>or</u> a museum.

**Activity** Rewrite each pair of sentences. Use the correlative conjunctions given in parentheses to connect the ideas in one sentence.

1. (Either, or) I can ride my bike across the park to get to the other side of town. I can walk across the park.

---



---

2. (Whether, or) I don't know if it would be easier to take the train to the museum. I don't know if it would be easier to take the bus to the museum.

---



---

3. (Neither, nor) The eggs are not cooked yet. The bacon is not cooked yet.

---

4. (Both, and) I'd like to tour New York City's Little Italy. I'd like to tour New York City's Chinatown.

---

# Focus Trait: Word Choice

## Using Sensory Words

**Me and Uncle Romie**  
Writing: Write to Respond

Without Sensory Words	With Sensory Words
The smell of barbecue and roasting corn led us straight to the picnic area.	The sweet, smoky smell of sizzling barbecue and roasting corn led us straight to the crowded picnic area.

**A. Rewrite each sentence using sensory words to add details.**

Without Sensory Words	With Sensory Words
1. Some children sold fresh lemonade in plastic cups.	Some children sold fresh, _____ lemonade in _____ plastic cups.
2. We all played a game of tag on the grass.	We all played a _____ game of tag on the _____ grass.

**B. Sensory words can help you to create an image. Rewrite the sentence below using sensory and other words to create an image for the reader.**

**Pair/Share** Work with a partner to brainstorm new words for your sentences.

Without Sensory Words	With Sensory Words
3. When it began to get dark, families laid their blankets down on the grass to watch the fireworks show.	_____ _____ _____ _____ _____



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

# Conclusions and Generalizations

**Dear Mr. Winston**  
Comprehension: Conclusions  
and Generalizations

Read the selection below.

## On the Trail

May 28, 1849

Independence, Missouri

Dear Jack,

My family leaves for the Oregon Trail in a few days to start a new life out west. Since you are my best friend, I decided to write you a letter describing the trip so far. First, we took a boat from St. Louis to Independence, Missouri. While we were in town, we gathered food and water that we believe will last the entire journey.

There are many other families traveling with us. Some, like our

family, want to buy land in Oregon.

Others are headed for the California gold fields. We are glad that we aren't alone because we must protect ourselves from wild animals and other dangers.

It is spring now. The journey west is over 2,000 miles by wagon train. We worry because we might have to travel over the winter months. We have packed plenty of warm clothes, blankets, and coats for the trip. Hopefully, we'll be fine.

Your friend,  
Nate

Complete the Idea-Support Map with text details from the letter. Draw a conclusion about travel on the Oregon Trail. Write complete sentences.

**Conclusion:**

**Text Detail:**

**Text Detail:**

# Conclusions and Generalizations

**Dear Mr. Winston**  
Comprehension: Conclusions  
and Generalizations

Read the selection below.

## A New Friend?

“Want to come over?” Sam asked Madi.

“Okay,” Madi said. She didn’t want to seem too excited, but she was amazed that Sam was asking her over. She had wanted this since September.

They walked to Sam’s house. It took them ten minutes to walk around the greenhouse and the stable. When Madi saw the house, her mouth dropped open.

“Let’s go to my room,” said Sam. “You have to see all my great stuff.” All afternoon, Sam showed Madi her MP3 player, her laptop computer,

her robotic dog, her widescreen TV, and all her video games.

“Let’s play one,” said Madi.

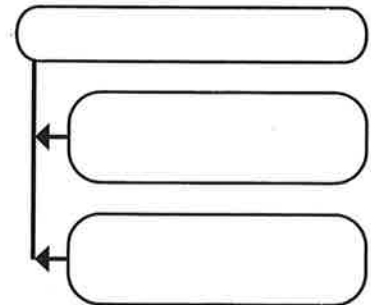
“Oh no,” said Sam. “I can’t let just anyone play with my stuff.”

“I should call my mom,” said Madi.

“Here,” said Sam, “I guess you can use my cell phone. Just say the number and it will dial it for you!”

Madi looked at Sam. And then she hit each number on the phone with her finger.

Analyze the characters’ words and actions to identify their true thoughts and feelings. Use an Idea-Support Map like the one shown to organize your thoughts. Answer the questions below.



1. When Madi saw Sam’s house, her mouth dropped open. What conclusion can you draw about Sam’s house?

\_\_\_\_\_

\_\_\_\_\_

2. At first, Madi is excited to be going to Sam’s house. How does she feel at the end of the story?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

# Antonyms

Dear Mr. Winston  
Vocabulary Strategies:  
Antonyms

honest thoughtful borrow healthy  
genuine ashamed guilty local

Read each sentence. Rewrite each using one of the antonyms above.

1. My wallet is made from fake leather.

\_\_\_\_\_

2. I was proud when I threw the baseball through my neighbor's window.

\_\_\_\_\_  
\_\_\_\_\_

3. We went shopping at a distant mall.

\_\_\_\_\_

4. Monica asked if I could lend her my book.

\_\_\_\_\_

5. My sister was sick.

\_\_\_\_\_

6. I was lying when I said I liked to eat liver and onions.

\_\_\_\_\_

7. She is a very thoughtless person.

\_\_\_\_\_

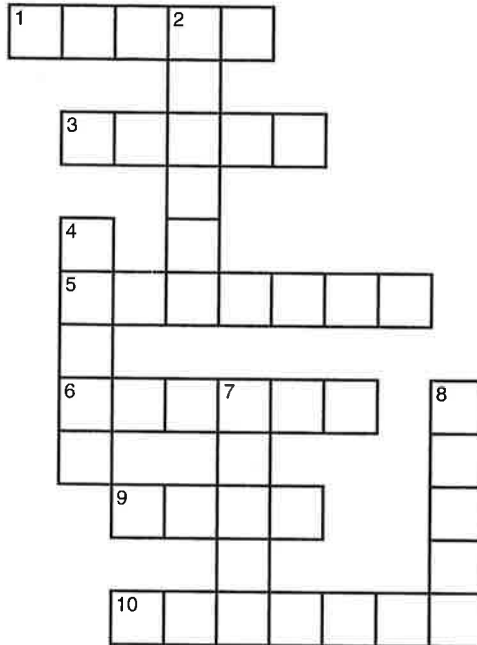
8. My brother thinks that I am innocent of taking his baseball glove.

\_\_\_\_\_  
\_\_\_\_\_

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

# Vowel + /r/ Sounds

**Basic** Complete the puzzle by writing the Basic Word for each clue.



**Across**

- 1. unkind
- 3. a piece of cloth worn around neck or head
- 5. to make something ready
- 6. to mend
- 9. back

- 10. to discover differences and similarities

**Down**

- 2. not enough
- 4. a flash of light
- 7. a warning signal
- 8. to frighten

**Challenge 11–14.** You have watched a movie about taking a submarine trip deep in the ocean. Write a story about it. Use four Challenge Words. Write on a separate sheet of paper.

**Spelling Words**

- 1. spark
- 2. prepare
- 3. cheer
- 4. tear
- 5. scarf
- 6. scare
- 7. repair
- 8. earring
- 9. scarce
- 10. weird
- 11. sharp
- 12. rear
- 13. spare
- 14. gear
- 15. hairy
- 16. compare
- 17. alarm
- 18. harsh
- 19. upstairs
- 20. square

**Challenge**

- weary
- startle
- appear
- barnacle
- awareness

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

# Spelling Word Sort

Dear Mr. Winston  
Spelling:  
Vowel + /r/ Sounds

Write each Basic Word beside the correct heading.

/îr/ spelled <i>ear</i>	Basic Words: Challenge Words:
/îr/ spelled <i>eer</i>	Basic Words:
Other spellings for /îr/	Basic Words:
/är/ spelled <i>ar</i>	Basic Words: Challenge Words: Possible Selection Words:
/âr/ spelled <i>are</i>	Basic Words: Challenge Words:
/âr/ spelled <i>air</i>	Basic Words:
Other spellings for /âr/	Basic Words: Possible Section Words:

## Spelling Words

1. spark
2. prepare
3. cheer
4. tear
5. scarf
6. scare
7. repair
8. earring
9. scarce
10. weird
11. sharp
12. rear
13. spare
14. gear
15. hairy
16. compare
17. alarm
18. harsh
19. upstairs
20. square

### Challenge

weary  
startle  
appear  
barnacle  
awareness

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *Dear Mr. Winston*. Find words that have the vowel + /r/ spelling patterns on this page. Add them to your Word Sort.

# Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

I'm so jazzed! On our way to visit my grandparents, we saw a Grizzly Giant. You're probably thinking we saw a huge black, heiry bear with sharpp teeth. Or, that maybe we saw a very tall, weard person wearing a teer-shaped diamond earing. Nope. The Grizzly Giant is at least 200 feet tall and 30 feet around. It's a Sequoia tree!

Dad shifted into first gear, pulled over, and stopped the car. We went for a walk to look at these giant trees and discovered that you can even walk through some of them!

We heard clapping and a loud cher coming from the visitors center. Since we were on vacation and had lots of spar time, we decided to explore. Inside, the park ranger told us the upstairs theater had a short movie about the park. She looked at her squar-shaped watch and said the next show started in five minutes.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

**Dear Mr. Winston**  
**Spelling:**  
Vowel + /r/ Sounds

## Spelling Words

1. spark
2. prepare
3. cheer
4. tear
5. scarf
6. scare
7. repair
8. earring
9. scarce
10. weird
11. sharp
12. rear
13. spare
14. gear
15. hairy
16. compare
17. alarm
18. harsh
19. upstairs
20. square

### Challenge

- weary  
startle  
appear  
barnacle  
awareness

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

# Commas with Introductory Words and Names

Dear Mr. Winston  
Grammar: Commas

Sometimes a sentence begins with an introductory word or words. Use a **comma** after any introductory words. When addressing a person, use one or two commas to set off the person's name from the rest of the sentence.

Okay, that sounds like fun!  
When are we leaving, Mom?  
What should I do, Cindy, if you're late?

### Thinking Question

Does the sentence have an introductory word?  
Does it include the name of the person being addressed?

**1–5. Rewrite each sentence and add commas where they are needed.**

1. David did you bring an extra sweater?

\_\_\_\_\_

2. No that's not my sweater Mr. Park.

\_\_\_\_\_

3. Well someone left a sweater here on the chair.

\_\_\_\_\_

4. Ask the girl Nancy if the sweater is hers.

\_\_\_\_\_

5. Last week I lost a red sweater.

\_\_\_\_\_

# Commas with Dates and Places

**Dear Mr. Winston**  
Grammar: Commas

Use a comma to separate the day and the year in a date. You should also use a comma to separate the city and the state in a place name.

My sister was born on January 17, 2009.  
We moved from Chicago, Illinois, to Houston,  
Texas.

**Thinking Question**

*Do the commas remind you to pause?*

**1–5. Rewrite each sentence and add commas where they are needed.**

1. On January 18 2009 we brought my sister home.

\_\_\_\_\_

2. The hospital was in Pasadena Texas.

\_\_\_\_\_

3. She has a checkup on January 25 2009.

\_\_\_\_\_

4. Her checkup will be in Houston Texas with our family doctor.

\_\_\_\_\_

\_\_\_\_\_

5. On February 1 2009 we will have a party in Bellaire Texas at my aunt's house.

\_\_\_\_\_

\_\_\_\_\_



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

# Commas in a Series

Dear Mr. Winston  
Grammar: Commas

Use commas to separate items in a series. You do not need to use a comma after the last word in a series.

She is going to the drugstore, bank, and library.  
I like to read about space, other cities, famous people, and animals.

### Thinking Question

*Did you notice that a comma is placed after the last item before and? That helps keep the meaning clear.*

**1–5. Rewrite each sentence and add commas where they are needed.**

1. Alex Ginger Mark and I study together at the library.

\_\_\_\_\_

2. Ginger is really good at math social studies and science.

\_\_\_\_\_

3. We looked up new recipes for salsa guacamole tacos and bean dip.

\_\_\_\_\_

\_\_\_\_\_

4. To make salsa, we need to buy tomatoes onions limes and peppers.

\_\_\_\_\_

\_\_\_\_\_

5. We will make enough salsa for a snack now lunch tomorrow and the party this weekend.

\_\_\_\_\_

\_\_\_\_\_

# Kinds of Nouns

**Dear Mr. Winston**  
Grammar: Spiral Review

Common Nouns	Proper Nouns	Singular Nouns	Plural Nouns
girl	Ann	apple	apples
city	Orlando	day	days
day	Thanksgiving	class	classes
month	June	fox	foxes

**1–3.** Write each noun and tell if it is *common* or *proper*.

1. Joe and Sal each snuck a box into their classroom.

\_\_\_\_\_

\_\_\_\_\_

2. Several holes had been poked into the lids with a pencil.

\_\_\_\_\_

\_\_\_\_\_

3. That morning, Ms. Li heard a strange noise under her desk.

\_\_\_\_\_

\_\_\_\_\_

**4–6.** Write the plural form of the noun in parentheses.

4. (sandwich) The children were eating their \_\_\_\_\_.

5. (box) Then, the lids popped off the two \_\_\_\_\_.

6. (frog) Suddenly, \_\_\_\_\_ were jumping all over the room.

# Conventions

**Dear Mr. Winston**  
Grammar: Connect to Writing

Incorrect Use of Commas	Correct Use of Commas
<p>Katie, bought a pet snake from a shop, in Austin Texas. She needs to feed the snake mice frogs fish, and lizards! Her mom said, "Katie you must be kidding." The date on the store receipt is August 7 2010. So Katie, has just three days left to get her money back.</p>	<p>Katie bought a pet snake from a shop in Austin, Texas. She needs to feed it mice, frogs, fish, and lizards! Her mom said, "Katie, you must be kidding." The date on the store receipt is August 7, 2010. So, Katie has just three days left to get her money back.</p>

**Activity** Read the paragraph below. Add commas where they are needed for introductory words, addressing a person, dates, places, and series of words.

I want a pet snake, but I don't know how to ask my dad for permission. What should I say? I can already hear him telling me, "Richard you know better than to bring another animal into the house." You see I already have a dog a cat two hamsters a gecko and a frog. In fact I bought Moose, one of my hamsters, on April 1 2010 – just one month ago! However a snake would really make my animal family complete. The pet store has gopher snakes python snakes and corn snakes from San Diego California. One of them could be mine!

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

# Focus Trait: Organization

## Opinions, Reasons, and Details

**Dear Mr. Winston**

**Writing:** Write  
to Respond

Good writers support their opinions with details and reasons. When you write your thoughts about a story, support your opinion with details from the text. List the opinion first. Then give the details that helped you form that idea or opinion.

<b>Opinion</b>	Cara in "Dear Mr. Winston" is a likeable character.
<b>Supporting Detail</b>	She tells Mr. Winston about her favorite TV show.
<b>Supporting Detail</b>	She makes an honest mistake when she accidentally tells him who sold her the snake.

Read the opinions about *Dear Mr. Winston*. Write three different details to support each opinion.

1. **Opinion:** Cara truly wants to know more about her snake.

**Detail** \_\_\_\_\_

\_\_\_\_\_

**Detail** \_\_\_\_\_

\_\_\_\_\_

**Detail** \_\_\_\_\_

\_\_\_\_\_

2. **Opinion:** It's interesting that Cara's father is more upset than her mother is.

**Detail** \_\_\_\_\_

\_\_\_\_\_

**Detail** \_\_\_\_\_

\_\_\_\_\_

**Detail** \_\_\_\_\_

\_\_\_\_\_

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

# Author's Purpose

**José! Born to Dance**  
Comprehension:  
Author's Purpose

Read the selection below.

## Dancing with the Swans

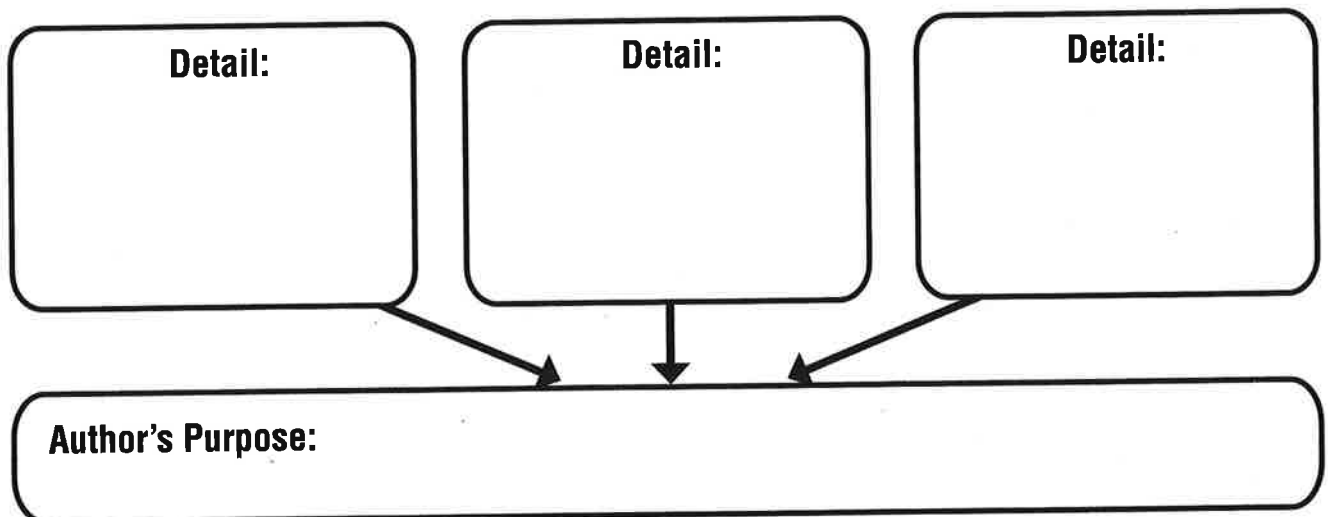
My grandmother, Nana, took me to see my first ballet when I was eleven years old. She told me we would see *Swan Lake*, her favorite ballet. I had never seen a ballet before, so I worried that I wouldn't understand the story. Nana said she would explain everything to me.

While we were driving, Nana told me that *Swan Lake* is a fairy tale brought to life by dancers and music. It is the story of a prince who must marry someone he doesn't love. He runs away to hide by a lake. There, he sees a swan turn into a beautiful woman, named Odette. Odette

explains that she is bewitched. A spell turns her into a swan at night. To break this spell, Odette must find true love. The prince promises Odette his love and rescues her.

When we arrived at the theater, we had front row seats! Soon, the lights dimmed and the music started. The dancers were graceful. Since Nana had explained the story, I understood the ballet without any words. After the ballet, I told my grandmother how much I enjoyed the show. I told her that I would like to see another ballet the next time one came to town.

Complete the Inference Map with details that explain the author's purpose.



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

**José! Born to Dance**

**Comprehension:**  
Author's Purpose

# Author's Purpose

Read the selection below.

## Painter Paul Klee

As a child, painter Paul Klee (KLAY) was a very good violinist. Both of his parents were musicians. It seemed likely that their son would follow in their footsteps. But Paul was also a gifted artist. He drew landscapes and sketches.

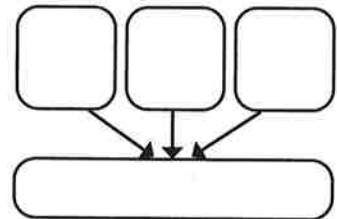
Paul decided to study art, not music. When he was nineteen, he went to a private art school. A teacher encouraged him to use his imagination, and Paul never forgot it.

In 1906, Paul married a pianist named Lily Stumpf. They lived in Munich, Germany. For several years,

Paul had trouble painting. But then he traveled to Tunisia, Africa. The landscapes there inspired Paul, and the trip was the turning point in Paul's career. He began to explore color and mosaics in his art. He exhibited his works for the first time after this trip.

Paul Klee became a successful artist. In 1935, Paul became very sick and could not paint. A few years later, he started to feel better. He painted several new artworks before becoming ill again. He died on June 29, 1940.

Use an Inference Map like the one shown here to figure out the author's purpose. Then answer the questions below.



1. Why do you think the author discusses Paul's family?

\_\_\_\_\_  
\_\_\_\_\_

2. How does the author view Paul's ability to overcome obstacles? Support your answer with text details.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

# Analogies

**José! Born to Dance**  
Vocabulary Strategies:  
Analogies

An analogy is a comparison that shows how things are related. Read each set of words. Think about the relationship between the first pair of words. Add another word to complete the analogy.

1. rise:drop as above: \_\_\_\_\_
2. fall:plunge as nice: \_\_\_\_\_
3. disheartened:positive as hungry: \_\_\_\_\_
4. escaped:got away as loyal: \_\_\_\_\_
5. returned:went away as together: \_\_\_\_\_
6. discouraged:saddened as high: \_\_\_\_\_
7. border:frame as cover: \_\_\_\_\_
8. entrance:exit as beginning: \_\_\_\_\_

# More Vowel + /r/ Sounds

**José! Born to Dance**

Spelling: More Vowel  
+ /r/ Sounds

**Basic** Write the Basic Word that best replaces the underlined word or words in each sentence.

1. My older sister Pam gets up at the beginning of the day to run cross-country. \_\_\_\_\_
2. Running is her favorite competition. \_\_\_\_\_
3. There are a little more than a dozen students on her team.  
\_\_\_\_\_
4. Their updated uniforms are red and gold.  
\_\_\_\_\_
5. The race path goes through the woods near the creek.  
\_\_\_\_\_
6. Pam's teammates fight hunger and dryness as they train.  
\_\_\_\_\_
7. They often get grubby as they run through mud and under tree branches. \_\_\_\_\_
8. Their shoes get old and used up very quickly.  
\_\_\_\_\_
9. Muscles get painful and ache from all the activity.  
\_\_\_\_\_
10. The good feeling running gives Pam is well deserving of the effort. \_\_\_\_\_

## Spelling Words

1. learn
2. dirty
3. worn
4. sore
5. thirst
6. burn
7. record
8. cure
9. board
10. course
11. worth
12. early
13. return
14. pure
15. world
16. search
17. worse
18. thirteen
19. sport
20. current

## Challenge

curious  
thorough  
earnest  
portion  
foreign

**Challenge 11–14.** A friend of yours is planning a trip to another country. Write a letter wishing your friend a good trip. Use four Challenge Words. Write on a separate sheet of paper.



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

# Spelling Word Sort

**José! Born to Dance**

**Spelling:**  
More Vowel + /r/ Sounds

Write each Basic Word beside the correct heading.

/ôr/ spelled <i>or</i>	<b>Basic Words:</b> <b>Challenge Words:</b> <b>Possible Selection Words:</b>
/ôr/ spelled <i>ore</i>	<b>Basic Words:</b> <b>Possible Selection Words:</b>
Other spellings for /ôr/	<b>Basic Words:</b> <b>Possible Selection Words:</b>
/ûr/ spelled <i>ir</i> or <i>ur</i>	<b>Basic Words:</b> <b>Possible Selection Words:</b>
/ûr/ spelled <i>ear</i> or <i>or</i>	<b>Basic Words:</b> <b>Challenge Words:</b>
/yôor/ spelled <i>ure</i>	<b>Basic Words:</b>
Other spellings for /yôor/	<b>Challenge Words:</b>

## Spelling Words

1. learn
2. dirty
3. worn
4. sore
5. thirst
6. burn
7. record
8. cure
9. board
10. course
11. worth
12. early
13. return
14. pure
15. world
16. search
17. worse
18. thirteen
19. sport
20. current

### Challenge

- curious  
thorough  
earnest  
portion  
foreign

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *José! Born to Dance*. Find more words that have the vowel + /r/ spelling patterns on this page. Add them to your Word Sort.

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

# Proofreading for Spelling

**José! Born to Dance**

**Spelling:**  
More Vowel + /r/ Sounds

**Find the misspelled words and circle them. Write them correctly on the lines below.**

Doris Humphrey was born in 1895 in Oak Park, Illinois. It was pur joy for her as a young child to lirn new dance routines. At first, she was stiff like a bord. Doris soon opened her own dance studio. In 1928 Doris and Charles Weidman left to form their own group in New York. They would go on to rekord their choreographic works and produce some of the outstanding performers in the world.

Her career ended due to arthritis, for which there was no kure. Not being able to dance hurt Doris werse than her ailment itself. Dance would always bern in her like a fire. However, she did not retern to California in serch of other work. Instead, she became José's mentor and the artistic director of his dance company. Doris was one of the founders of American modern dance.

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

## Spelling Words

1. learn
2. dirty
3. worn
4. sore
5. thirst
6. burn
7. record
8. cure
9. board
10. course
11. worth
12. early
13. return
14. pure
15. world
16. search
17. worse
18. thirteen
19. sport
20. current

### Challenge

- curious  
thorough  
earnest  
portion  
foreign

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

# Subject and Object Pronouns

**José! Born to Dance**  
Grammar: Pronouns

A **subject pronoun** is a pronoun that tells who or what does the action of a sentence. An **object pronoun** is a pronoun that tells who or what receives the action of the verb.

**subject pronoun**He studied dance for many years.**object pronoun**Grandmother made breakfast for him every morning.**Thinking Question**

*What pronoun tells who or what does the action of the sentence? What pronoun tells who or what receives the action of the verb?*

**1–4. Underline the subject pronoun in each sentence.**

1. We watched José dance in the show.
2. I couldn't wait to see the performance.
3. Have you ever seen a dance recital?
4. He should dance in all of the shows.

**5–8. Write the pronoun in parentheses that can take the place of the underlined word or words.**

5. (him, you) The birds sang to José during breakfast. \_\_\_\_\_
6. (them, us) Mama drank hot chocolate with José and Grandmother. \_\_\_\_\_
7. (him, me) José said to Grandmother, "Please give José more!" \_\_\_\_\_
8. (you, us) "Can you save some for Mama and me?" Grandmother asked, with a smile. \_\_\_\_\_

# Reflexive Pronouns

**Reflexive pronouns** can be used to show that a subject is performing an action on itself. Reflexive pronouns may also be used to bring attention to an action. Reflexive pronouns must agree with the subject.

**reflexive pronouns**

myself, yourself, himself, herself, itself,  
ourselves, yourselves, themselves

Emily laced up the ballet slippers herself.

**1–8. Write the correct reflexive pronoun on the line in the sentences below.**

1. (herself, himself) Henry injured \_\_\_\_\_ while practicing a dance routine.
2. (myself, ourselves) I made the dance costumes \_\_\_\_\_ !
3. (yourself, itself) Help \_\_\_\_\_ to some juice after you've mastered the dance steps.
4. (themselves, herself) She rewarded \_\_\_\_\_ with a new pair of ballet shoes.
5. (ourselves, yourselves) We dressed \_\_\_\_\_ before the dance recital.
6. (itself, themselves) The students picked out the dance songs \_\_\_\_\_ .
7. (itself, herself) Jenny practiced the dance moves by \_\_\_\_\_ .
8. (myself, ourselves) Before the dance recital, we looked at \_\_\_\_\_ in the mirror.

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

# Pronoun-Antecedent Agreement

**José! Born to Dance**  
Grammar: Pronouns

An **antecedent** is a word or phrase that a following word refers back to. Pronouns often have antecedents.

**antecedent****pronoun**

Musicals are popular, and they feature singing and dancing.

In the above sentence, musicals is the antecedent. The word they is the pronoun that is used instead of repeating the word musicals. The pronoun agrees with its antecedent in number.

## 1-4. Write the correct pronoun to complete each sentence.

1. (she, he) Fred Astaire was a famous actor, and \_\_\_\_\_ was well-known for his dancing.
2. (They, You) Ginger Rogers danced with Fred Astaire. \_\_\_\_\_ moved gracefully together.
3. (They, He) Gene Kelly danced in many movies. \_\_\_\_\_ are worth watching!
4. (They, It) Gene Kelly and Leslie Caron danced in *An American in Paris*. \_\_\_\_\_ was a great movie.

## 5-8. Circle the pronoun in each sentence. Underline the antecedent.

5. Shirley Temple was a child star, and she could tap dance, too.
6. Musicals are fun, but they can be long.
7. Dancers need to be careful when they perform.
8. When my sister and I took tap dance lessons, we wore special shoes.

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

# Plural Nouns

**José! Born to Dance**  
Grammar: Spiral Review

Singular	Plural
one <b>valley</b>	several <b>valleys</b>
a <b>bunny</b>	some <b>bunnies</b>
this <b>tooth</b>	these <b>teeth</b>
one <b>moose</b>	both <b>moose</b>

**1–6.** Write the plural form of the noun in parentheses to complete each sentence.

- (hobby) Ballroom dancing is one of my aunt's \_\_\_\_\_.
- (country) This type of dance is performed in many \_\_\_\_\_.
- (man) Women and \_\_\_\_\_ wear fancy costumes.
- (foot) Dancers kick their \_\_\_\_\_ and glide across the floor.
- (city) Some \_\_\_\_\_ host ballroom dancing contests.
- (key) One of the \_\_\_\_\_ to winning is practice, practice, practice!

**7–12.** Correct six errors in this paragraph. There are six plural nouns written incorrectly. Use proofreading marks.

My brother takes dance lessons on Fridayes. There are girls and boyes in his class. Last week, my parents and I watched his dance recital with many other families. I sat in the front row with several childs I knew. Some dancers wore tap shoes on their foots. Other dancers acted out stories. In one dance, the performers were dressed as sheeps! After the show, we went to two partys for the dancers.

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

# Sentence Fluency

**José! Born to Dance**  
Grammar: Connect to Writing

You can combine sentences with pronouns and subordinating conjunctions.

Choppy Sentences	Combined Sentences
José and his family stayed in Nogales. José and his family waited for permission to enter the United States.	José and his family stayed in Nogales while they waited for permission to enter the United States.

**1–5. Combine each pair of sentences. Replace the underlined subject with a pronoun. Use the subordinating conjunction in parentheses. Write the new sentence on the line.**

1. Papa decided to leave Mexico. Papa was worried about the war. (because)

---



---

2. José drew such beautiful pictures of trains. Everyone thought José would become an artist. (since)

---



---

3. José studied for three years. José learned English. (before)

---



---

4. José felt lonely. José walked around on a cold day. (when)

---



---

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

**José! Born to Dance**  
Writing: Write to Respond

# Focus Trait: Organization

## Writing a Strong Opening

**Question: Why was José's trip to New York important to him?**

<b>Weak Opening</b>	<b>Strong Opening</b>
José went to New York to find out what he should do with his life.	I think José's trip to New York was important in helping him learn what he wanted to do with his life.

**Read each question. Use words from the question to write a strong opening statement for a response essay.**

<b>Question</b>	<b>Opening Statement</b>
1. Do you think José's early struggles learning English helped him in other ways?	
2. Do you believe that seeing famous paintings in New York had a positive or a negative effect on José?	
3. Do you think José gave a gift to the world?	



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

**The Screech Owl Who Liked Television**  
Comprehension:  
Fact and Opinion

# Fact and Opinion

Read the selection below.

## The Barn Owl

Every summer, I went to stay on my grandfather's farm. I liked getting away from the noisy city and being in the quiet countryside, breathing fresh air. There were so many places to explore.

During one visit when I was 11, I was in the barn getting some hay for my grandfather's horse when I heard a rustling noise from above. I looked up and saw an animal. At first I wasn't sure what it was. Then I realized it was a small owl. I knew there were many types of owls. What type of owl had I found?

After I fed the horse, I told my grandfather about the owl. He came back with me to look at it. When he saw it, he said it was a barn owl. He pointed out its beautiful white feathers with some yellow and orange marks. A barn owl's face is funny-looking and shaped like a heart. Like all owls, they sleep in the daytime and hunt at night. My grandfather told me he was happy to have owls on the farm because they hunt mice.

Use the T-Map to list facts and opinions about barn owls. Write complete sentences.

Fact	Opinion

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

# Fact and Opinion

**The Screech Owl Who Liked Television**  
Comprehension:  
Fact and Opinion

Read the selection below.

## A Cute Predator

Screech owls are so cute that it is hard to imagine one as a vicious hunter. But like all animals, owls need to eat. And as birds of prey, they hunt and kill for food. Screech owls favor any of a variety of small animals—songbirds, insects, fish, and small mammals such as mice and moles.

Screech owls hunt all night long, from dusk until dawn. But they do most of their work during the first four hours of darkness. During this time, the screech owl perches in

a tree, waiting until a prey animal comes scurrying along. Once the owl eyes a tasty mouse, it dives quickly and gracefully, seizing the rodent in its sharp talons.

Once caught, there is no hope for the prey's escape. Like all owls, screech owls usually swallow small prey whole, right on the spot. If the owl catches larger prey, it may carry the animal to a perch in a nearby tree to gobble it up in bite-sized pieces.

Analyze the selection to identify facts and opinions presented by the author. Use a T-Map like the one shown here to organize your findings. Then answer the questions below.


1. Is the first sentence a fact or an opinion? \_\_\_\_\_

Explain your response. \_\_\_\_\_

\_\_\_\_\_

2. How could you verify if the statements in the last paragraph are facts or opinions? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

# Suffixes *-ful*, *-less*, *-ness*, *-ment*

**The Screech Owl Who Liked Television**  
Vocabulary Strategies:  
Suffixes *-ful*, *-less*, *-ness*, *-ment*

cheer      use      assign      still  
success      dark      entertain

To complete each sentence below, select a word from the box and add the suffix *-ful*, *-less*, *-ness*, or *-ment*. Read the completed sentence to be sure it makes sense.

1. My teacher gave the class a homework \_\_\_\_\_ over the weekend.
2. The tool was \_\_\_\_\_ after I dropped it and it broke.
3. The coach thought practice was \_\_\_\_\_ when we each made three goals.
4. The \_\_\_\_\_ look on her face told me that she was in a great mood.
5. Spotted owls hunt their prey at night in the \_\_\_\_\_.
6. I could see my reflection in the calm \_\_\_\_\_ of the water.
7. The \_\_\_\_\_ for the party included two talented musical acts.

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

# Compound Words

**The Screech Owl  
Who Liked Television**  
Spelling: Compound Words

**Basic** Write the Basic Word that best replaces the underlined word or words.

My parents asked me to (1) look after my little sister. As soon as their car left the (2) lane from our garage, Amelia decided to be naughty. She found the scissors and gave her doll a (3) short trim. Now you can see the doll's whole (4) part of the face above her eyes. Then she ran into my room and broke my (5) instrument for telling time. I know there were (6) more than twenty pieces of it on the floor. I scolded Amelia, and she seemed to cry (7) for all time. She was so upset that she even refused to play Tinkerbell, who is her favorite (8) pretend character. But I grabbed a (9) not far away (10) small lamp powered by batteries and waved it around. She stopped crying and was fine. Watching Amelia is a hard job!

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

**Challenge 11–14.** Write a journal entry about a school trip your class took to a big city. Use four Challenge Words. Write on a separate sheet of paper.

## Spelling Words

1. somebody
2. fireplace
3. nearby
4. toothbrush
5. homesick
6. make-believe
7. anything
8. all right
9. goodbye
10. forehead
11. classmate
12. flashlight
13. haircut
14. twenty-two
15. driveway
16. alarm clock
17. baby-sit
18. airport
19. forever
20. mailbox

## Challenge

- field trip
- absent-minded
- life jacket
- skyscraper
- nevertheless

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

# Spelling Word Sort

**The Screech Owl  
Who Liked Television**

Spelling: Compound Words

Write each Basic Word beside the correct heading.

<p><b>One word</b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
<p><b>With a hyphen</b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p>
<p><b>Two separate words</b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>

**Spelling Words**

1. somebody
2. fireplace
3. nearby
4. toothbrush
5. homesick
6. make-believe
7. anything
8. all right
9. goodbye
10. forehead
11. classmate
12. flashlight
13. haircut
14. twenty-two
15. driveway
16. alarm clock
17. baby-sit
18. airport
19. forever
20. mailbox

**Challenge**

- field trip  
absent-minded  
life jacket  
skyscraper  
nevertheless

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *The Screech Owl Who Liked Television*. Find compound words. Add them to your Word Sort.

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

# Proofreading for Spelling

**The Screech Owl  
Who Liked Television**

Spelling: Compound Words

Find the misspelled words and circle them. Write them correctly on the lines below.

Anyone who has ever had a pet knows how much joy it can provide. Whether the pet is a puppy curled up in its owner's lap sniffing at a brand new doggy toothbrush, a chatty parrot asking for a snack as it sits on a toy mailbox in its cage, or a cute playful kitten retrieving a toy mouse by the fireplace, the bond between pets and their owners is a strong one.

Kiko is a great pet! She looks like a dog and walks like a dog. But she doesn't need to have somebody take her for a walk, nor would she get homesick if she were boarded at the kennel. In addition, she never needs a haircut. Kiko is a well-behaved pet. She doesn't bark at anythink, or cry when her owner says goodbye when leaving to meet a classmate at the airport. Sometimes Kiko sits in the driveway. Kiko is a good pet, all reght! Kiko is a robot dog!

## Spelling Words

1. somebody
2. fireplace
3. nearby
4. toothbrush
5. homesick
6. make-believe
7. anything
8. all right
9. goodbye
10. forehead
11. classmate
12. flashlight
13. haircut
14. twenty-two
15. driveway
16. alarm clock
17. baby-sit
18. airport
19. forever
20. mailbox

### Challenge

field trip  
absent-minded  
life jacket  
skyscraper  
nevertheless

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

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

# Capitalizing Historical Events and Documents

The Screech Owl Who Liked Television  
Grammar: Proper Nouns

**Proper nouns** are always capitalized. The names of important historical events and documents are also proper nouns and should be capitalized.

a war, the Civil War  
the amendment, the Thirteenth Amendment

Remember, do not capitalize small words like *and*, *of*, and *the*.

### Thinking Question

What word names a particular event or document?

**1–4. Write these sentences correctly. Add capital letters when they are needed.**

1. The american revolution began in 1776.

---

---

2. The declaration of independence was written the next year.

---

---

3. President Lincoln delivered his gettysburg address in 1863.

---

---

4. The battle of bataan occurred during world war II.

---

---

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

# Capitalizing the Titles of Books, Stories, and Essays

**The Screech Owl Who Liked Television**  
Grammar: Proper Nouns

The titles of books, stories, and essays are **proper nouns** and should always be capitalized. Do not capitalize small words such as *and*, *of*, and *the* unless they begin the title.

**book**      *There's a Tarantula in My Purse*  
**story**      "The Screech Owl Who Liked Television"

**Thinking Question**  
Which words are part of a title?

Remember, put the titles of book chapters, stories, and essays inside quotation marks.

**1-4. Write these sentences correctly. Add capital letters where they are needed. Be sure to underline book titles.**

1. I like Jean Craighead George's book *how to talk to your dog*.

---



---

2. Have you read Mark Twain's short story, "the celebrated jumping frog of calaveras county"?

---



---

3. A book by Jean Craighead George that I want to read is *julie of the wolves*.

---



---

4. Two of Ralph Waldo Emerson's famous essays are "the poet" and "experience."

---



---



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

**The Screech Owl Who Liked Television**  
Grammar: Proper Nouns

# Capitalizing Languages, Races, and Nationalities

The names of languages, races, and nationalities are **proper nouns**. They should always be capitalized.

**languages:** English, Spanish, Quechua, Arabic, Swahili

**races:** African American, Pacific Islander

**nationalities:** Canadian, Spanish, Chilean, Saudi Arabian

**Thinking Question**

*What word names a language, race, or nationality?*

**1-4. Write these sentences correctly. Add capital letters where they are needed.**

1. In middle school, chinese and russian language classes are offered.

---

---

2. I am part latino and part italian.

---

---

3. swedish, danish, and norwegian people live in northern Europe.

---

---

4. moroccans and south africans live in opposite ends of Africa.

---

---

# Kinds of Verbs

Action Verb	Helping Verb and Main Verb
The three puppies <u>barked</u> all night long.	The puppies <u>are</u> <u>chewing</u> Mr. Arnold's slippers.

**1–4. Underline the action verb in each sentence.**

1. Mom got the puppies at a shelter.
2. The whole family loved the puppies at first sight.
3. Francis and I take the puppies for a walk every day.
4. The puppies climbed into their basket for a nap.

**5–8. Underline the helping verb once and the main verb twice.**

5. Jamie is reading an article about screech owls.
6. A small gray owl had built a nest in a tree outside his window.
7. The owl has flown to another part of the yard.
8. The owl will return to the nest with food for its babies.

**9–10. Combine each pair of sentences to make one sentence with a compound predicate. Write the sentence on the line.**

9. Our new dog Rough sits. He waits for the school bus to arrive.

---



---

10. Rough's old owners moved. They could not take Rough with them to their new apartment.

---



---

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

# Conventions

## The Screech Owl Who Liked Television

Grammar: Connect to Writing

Capitalize all proper nouns. Capitalize:

- historical events and documents
- titles of books, stories, and essays
- names of languages, races, and nationalities

Do not capitalize small words like *and*, *of*, and *the*.

Put the titles of book chapters, stories, and essays inside quotation marks.

**1–4. Write these sentences correctly. Add capital letters where they are needed.**

1. In canada, many people speak both english and french.

---

---

2. The hebrew word *shalom* and the arabic word *salaam* both mean "peace."

---

---

3. The ancient greeks and romans both controlled huge empires.

---

---

4. Books by walter jones include *play ball!* and *the swinging step*.

---

---

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

**The Screech Owl Who Liked Television**  
Writing: Write to Persuade

# Focus Trait: Ideas

## Vivid Details

Vivid supporting details help readers remember your point and make your writing more specific and persuasive.

No Vivid Detail	Vivid Detail
You shouldn't eat junk food. It is bad for you.	You shouldn't eat junk food. The high sugar content can cause cavities. Eating too much junk food can also lead to weight problems.

**A. Fill in the blank with the title of your favorite book. Then write two vivid supporting details that would help persuade others that the book is good.**

My favorite book is \_\_\_\_\_

Vivid supporting detail: \_\_\_\_\_

\_\_\_\_\_

Vivid supporting detail: \_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Select something such as a sports team, movie, or food that you both agree is the best. Work together to write a paragraph to persuade others to agree. Start with a statement of what you think is the best. Then include at least two vivid details that support your point.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

# Sequence of Events

**The Earth Dragon  
Awakes**  
Comprehension:  
Sequence of Events

Read the selection below.

## Flood!

On the morning of April 13, 1992, there was a massive flood in downtown Chicago. Thousands of people fled, terrified of being trapped. Later, they heard what had happened.

First, a hole about 20 feet wide had broken in an underwater tunnel in the Chicago River. Over 250 million gallons of water flowed into the tunnel. The water surged quickly through a large network of old tunnels. Many tunnels couldn't hold the surge and cracked. Water gushed

into basements across the area.

By noon, over a million people had been removed safely from downtown. Electricity and gas were shut off. Buses and trains were rerouted, affecting the whole city.

Emergency workers from up to 100 miles away came to help. It took three days to plug the holes and stop the flooding. More than six weeks passed before things went back to normal. When it was all over, the flood had cost over a billion dollars.

Use the Flow Chart to show the sequence of events that took place during the 1992 Chicago Flood. Write complete sentences.

Event:



Event:



Event:



Event:

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

# Sequence of Events

**The Earth Dragon  
Awakes**  
Comprehension:  
Sequence of Events

Read the selection below.

## The Blizzard of 1888

When too much snow falls all at once, it can be deadly. That's what happened on January 12, 1888, the day the Great Blizzard struck the Great Plains of the United States.

When Tom Anders and his sister Winnie left for school that morning, large snowflakes fell thickly from the sky. After walking the two miles to school, they looked like snowmen!

All that day, the snow fell. By the afternoon, more than two feet of fresh, fluffy snow covered the ground. Because the storm was worsening the teacher dismissed school early.

Tom and Winnie started the

walk home. The snow fell so heavily they could barely see their way. They held hands tightly as they plunged through the drifts. Finally they saw a faint gleam of light, and then they were home! Their feet were so numb they sat before the large kitchen fire for an hour before they had any feeling in their toes.

Many people never reached their homes that day. When the temperature dropped that night, people and farm animals who were outdoors froze to death within minutes. The Blizzard of 1888 was the worst this country has ever seen.

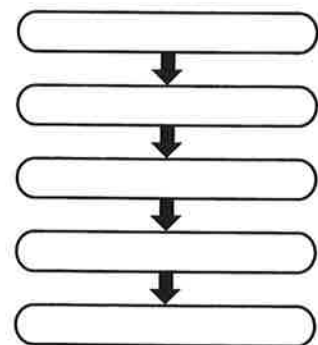
Use a Flow Chart like this one to organize the events of the selection. Then answer the questions.

1. What clues does the author give you to help you understand the sequence of events?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Explain an event in the selection that influences future events.

\_\_\_\_\_  
\_\_\_\_\_



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

# Synonyms

**The Earth Dragon  
Awakes**  
Vocabulary Strategies:  
Synonyms

damaged    dangerous    flee    protective  
daring    wobbles    frightened

Read each sentence. Rewrite each sentence by using one of the synonyms above in place of the underlined word or words.

1. The brave warrior led his troops in battle.

\_\_\_\_\_

2. We practiced how to escape if there was a fire in the school.

\_\_\_\_\_

3. Some parts of the world experience harmful earthquakes.

\_\_\_\_\_

4. The vase was broken during the move.

\_\_\_\_\_

5. My older brother is very caring toward me.

\_\_\_\_\_

6. During a storm, my dog is scared of the thunder.

\_\_\_\_\_

7. During an earthquake, the ground shakes.

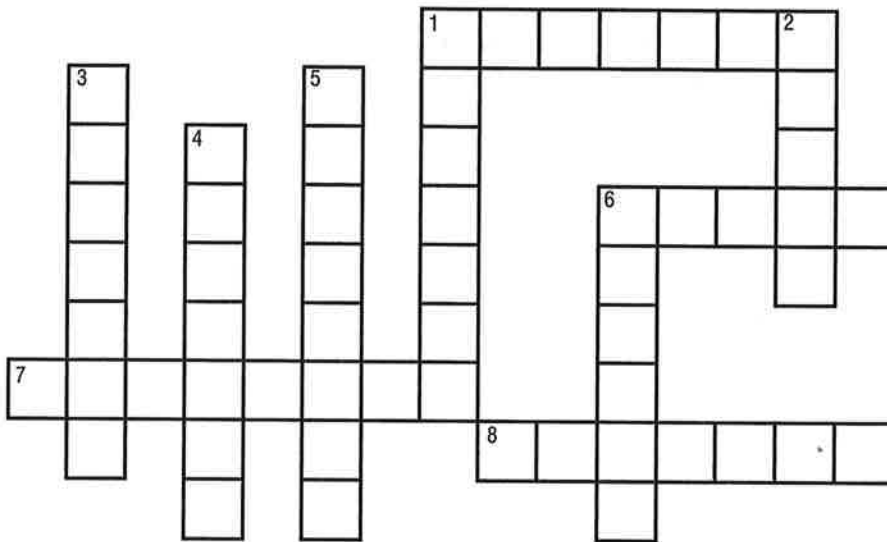
\_\_\_\_\_

# Words with *-ed* or *-ing*

**The Earth Dragon Awakes**

Spelling: Words with *-ed* or *-ing*

**Basic** Complete the puzzle by writing the Basic Word for each clue.



**Spelling Words**

1. rising
2. traced
3. stripped
4. slammed
5. dancing
6. striped
7. winning
8. snapping
9. bragging
10. handled
11. dripped
12. begged
13. dared
14. skipped
15. hitting
16. spotted
17. raced
18. dimmed
19. spinning
20. escaped

**Challenge**

- urged
- striving
- whipped
- breathing
- quizzed

**Across**

1. fell in drops
6. to rush at top speed
7. shutting with a click
8. gaining a victory

**Down**

1. moving to music
2. challenged
3. punching or slapping
4. a lined pattern
5. boasting
6. going up

**Challenge 11–14.** Your class had a spelling bee yesterday. Write a short paragraph about it for your school paper. Use four of the Challenge Words. Write on a separate sheet of paper.



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

# Spelling Word Sort

**The Earth Dragon Awakes**  
Spelling: Words with *-ed* or *-ing*

Write each Basic Word beside the correct heading.

<p><b>Adding <i>-ed</i>:</b> final <i>e</i> dropped</p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p>
<p><b>Adding <i>-ing</i>:</b> final <i>e</i> dropped</p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
<p><b>Adding <i>-ed</i>:</b> final consonant doubled</p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
<p><b>Adding <i>-ing</i>:</b> final consonant doubled</p>	<p><b>Basic Words:</b></p> <p><b>Possible Selection Words:</b></p>

## Spelling Words

1. rising
2. traced
3. stripped
4. slammed
5. dancing
6. striped
7. winning
8. snapping
9. bragging
10. handled
11. dripped
12. begged
13. dared
14. skipped
15. hitting
16. spotted
17. raced
18. dimmed
19. spinning
20. escaped

## Challenge

urged  
striving  
whipped  
breathing  
quizzed

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *The Earth Dragon Awakes*. Find words that have *-ed* or *-ing*. Add them to your Word Sort.

# Proofreading for Spelling

**The Earth Dragon Awakes**  
Spelling: Words with *-ed* or *-ing*

Find the misspelled words and circle them. Write them correctly on the lines below.

My grandfather beged his parents to let him leave home to see the world. When they finally agreed, my grandfather began danceing and spinning across the spotted rug in the living room. He escapt disaster as he nearly slamed into the wall. But with excitement in the air, he skiped dinner and racd upstairs to get his suitcase. He packed some pants and his favorite stiped shirts.

He was a young man when he left his home in Peru, South America. My grandfather handld all his own travel arrangements, and before he left, he tracid a map for his parents, showing the route the steamship would be traveling. For twenty-one days he did not see land. When the lights on the steamship dimed, my grandfather sat and thought about his future. The steamship arrived in San Francisco on April 18, 1906, the day of the big earthquake.

### Spelling Words

1. rising
2. traced
3. stripped
4. slammed
5. dancing
6. striped
7. winning
8. snapping
9. bragging
10. handled
11. dripped
12. begged
13. dared
14. skipped
15. hitting
16. spotted
17. raced
18. dimmed
19. spinning
20. escaped

### Challenge

- urged
- striving
- whipped
- breathing
- quizzed

1. _____	7. _____
2. _____	8. _____
3. _____	9. _____
4. _____	10. _____
5. _____	11. _____
6. _____	12. _____

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

# Singular Possessive Nouns

**The Earth Dragon  
Awakes**  
Grammar:  
Possessive Nouns

A **singular possessive noun** shows ownership by one person or thing. Add *-s* to a singular noun to make it possessive.

**singular possessive noun**  
the Earth Dragon's anger

### Thinking Question

What word shows ownership by one person or thing?

1–8. Write each phrase another way. Use the possessive form of the underlined noun.

- |                                       |                 |
|---------------------------------------|-----------------|
| 1. the father of <u>Chin</u>          | _____ father    |
| 2. the son of <u>Ah Sing</u>          | _____ son       |
| 3. the rumble of <u>an earthquake</u> | an _____ rumble |
| 4. the shout of <u>a person</u>       | a _____ shout   |
| 5. the courage of <u>a father</u>     | a _____ courage |
| 6. the fear of <u>the boy</u>         | the _____ fear  |
| 7. the help of <u>a friend</u>        | a _____ help    |
| 8. the smile of <u>the rescuer</u>    | the _____ smile |

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

**The Earth Dragon  
Awakes**  
Grammar:  
Possessive Nouns

# Plural Possessive Nouns

A **plural possessive noun** shows ownership by more than one person or thing. When a plural noun ends with *-s*, add only an apostrophe to make it possessive. When a plural noun does not end in *-s*, add an apostrophe and *-s* to make it possessive.

**plural possessive noun**

the dragons' caves                  the men's stories

**Thinking Question**

*What word shows ownership by more than one person or thing?*

**Write each phrase another way. Use the possessive form of the underlined noun.**

1. legends of different countries  
different \_\_\_\_\_ legends
2. the long necks of the sea serpents  
the \_\_\_\_\_ long necks
3. the footprints of the children  
the \_\_\_\_\_ footprints
4. the huge wings of the dragons  
the \_\_\_\_\_ huge wings
5. the brave actions of the young women  
the \_\_\_\_\_ brave actions
6. the towers of the castles  
the \_\_\_\_\_ towers

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

# Apostrophes in Possessive Nouns

**The Earth  
Dragon Awakes**  
Grammar: Possessive Nouns

Some plural nouns do not end in *-s*. To make these plural nouns possessive, add *'s*.

**plural possessive nouns**

her feet's soles      his teeth's braces

**1–8. Write each phrase another way. Use the possessive form of the underlined noun.**

1. the choice of the people \_\_\_\_\_
2. the soft wool belonging to the sheep \_\_\_\_\_
3. the nests belonging to the mice \_\_\_\_\_
4. the tracks of the deer \_\_\_\_\_
5. the annoying honks of the geese \_\_\_\_\_
6. the stubbornness of the oxen \_\_\_\_\_
7. the colored fins belonging to fish \_\_\_\_\_
8. the safety of the children \_\_\_\_\_

# Simple Verb Tenses

**The Earth Dragon Awakes**  
Grammar: Spiral Review

<b>Present Tense</b>	That volcano <b>erupts</b> about every hundred years.
<b>Past Tense</b>	It last <b>erupted</b> in 1945.
<b>Future Tense</b>	I wonder if it <b>will erupt</b> in my lifetime.

**1–6. Underline the verb in each sentence. Write *present, past,* or *future* for each verb.**

1. Kate’s uncle Alan moved to Los Angeles last year. \_\_\_\_\_
2. The area experiences several earthquakes every year. \_\_\_\_\_
3. Alan got a job at an earthquake research laboratory. \_\_\_\_\_
4. He will study earthquake activity there for two years. \_\_\_\_\_
5. His research will provide scientists with new information. \_\_\_\_\_
6. Kate misses her uncle and his silly jokes. \_\_\_\_\_

**7–10. Correct this journal entry. There are four mistakes in verb tense. Write the correct verbs on the lines below.**

Yesterday morning I woke up with a jolt. Books fall off my shelf. Then the pictures on my walls will crash to the floor. It takes me a few seconds, but finally I understood. It was an earthquake! All day, we will wait for aftershocks. Luckily, there were none.

7. \_\_\_\_\_      9. \_\_\_\_\_  
8. \_\_\_\_\_      10. \_\_\_\_\_

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

# Ideas

**The Earth Dragon  
Awakes**  
Grammar: Connect to Writing

You can use possessive nouns to make details clearer by showing ownership.

Unclear Detail	Clear Detail
The siren was louder than the <u>cries</u> .	The siren was louder than <u>my baby brother's</u> cries.

**1–6. Rewrite each sentence to show ownership of the underlined word or words. Use possessive nouns. Write the new sentence on the line.**

1. The tornado siren frightened our visitors.

\_\_\_\_\_

2. The loud, shrill sound made the windows rattle.

\_\_\_\_\_

3. Jacob said we should hurry to the shelter.

\_\_\_\_\_

4. The shelter is a basement room with emergency supplies.

\_\_\_\_\_

\_\_\_\_\_

5. My uncle entertained us with songs while we waited for the all-clear signal.

\_\_\_\_\_

\_\_\_\_\_

6. The music helped everyone to relax, even the dog.

\_\_\_\_\_

# Focus Trait: Ideas

## Giving Facts and Examples

**The Earth Dragon Awakes**  
Writing: Write to Persuade

When you write a problem-solution paragraph, follow these steps:

1. State the problem clearly.
2. Explain why you think it is a problem.
3. Give one or more possible solutions.
4. Use facts and examples to support the possible solutions.
5. Tell which solution you think is best, and explain why.

**Think of a problem that you can help to fix. Complete the outline for a problem-solution paragraph.**

1. Problem: \_\_\_\_\_  
\_\_\_\_\_

2. Reason: \_\_\_\_\_  
\_\_\_\_\_

3. Possible solution: \_\_\_\_\_  
\_\_\_\_\_

a. Fact/example: \_\_\_\_\_  
\_\_\_\_\_

b. Fact/example: \_\_\_\_\_  
\_\_\_\_\_

4. My solution: \_\_\_\_\_  
\_\_\_\_\_



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

# Cause and Effect

**Antarctic Journal**  
Comprehension:  
Cause and Effect

Read the selection below.

## Protecting Coral Reefs

Tourism brings many visitors to areas where beautiful coral reefs grow. As a result, the coral reefs suffer. People come to snorkel, dive, and boat. These activities are bad for the reefs because people and their boats break the fragile coral. They also stir up sediment, which creates stress on corals.

Large numbers of tourists increase the demand for fish and shellfish at local restaurants. Because of this, some of the world's most popular coral reefs are overfished. Today people are working to balance the important tourist industry with the need to protect the coral reefs.

Complete the Flow Chart with cause-and-effect relationships in the selection.  
Write in complete sentences.

<b>Cause:</b>
↓
<b>Effect:</b>
↓
<b>Effect:</b>
↓
<b>Effect:</b>

# Cause and Effect

**Antarctic Journal**  
Comprehension:  
Cause and Effect

Read the selection below.

## Antarctic Fur Seals

A kind of seal that lives in the Antarctic is the fur seal. Fur seals get their name from their thick, silky fur. Their fur is so beautiful that people want it for coats and for hats. In the nineteenth century, the fur seals were hunted so much that they almost died out. As a result, fur seals seem not to trust humans, even today.

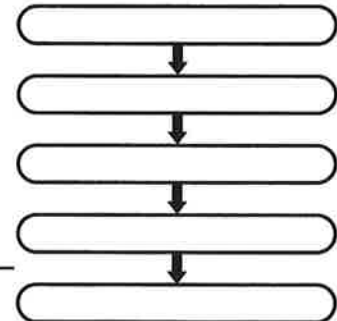
Today, these marvelous marine mammals have made quite a comeback. They live in great numbers on the rocky islands west of the Antarctic continent. Why did

the seals come back? One reason is that people stopped hunting them as much.

Another reason is stranger. People also hunted whales in great numbers. Whales eat krill, a small shrimp-like sea animal. Fur seals also eat krill. Because there were fewer whales, there was more krill for the fur seals to eat. So their numbers grew.

Fur seals are not as threatened today as they once were. However, they still need our attention and protection.

Use a Flow Chart like the one shown to identify cause-and-effect relationships in the selection. Then answer the questions below.



1. What caused the fur seals to almost become extinct?

\_\_\_\_\_

\_\_\_\_\_

2. What was the result of too much hunting of whales?

\_\_\_\_\_

\_\_\_\_\_

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

# Greek and Latin Word Parts

## *spect, struct, tele, and vis*

**Antarctic Journal**  
**Vocabulary Strategies:**  
Greek and Latin Word Parts

Each word in the box comes from a Greek or Latin word. *Spect* means “look.” *Vis* means “see.” *Struct* means “build,” and *tele* means “far away.” Use the meanings of the Greek and Latin word parts to help you understand the meanings of the words.

respect	instruct	telescope	vision
inspected	visible	television	construction

Complete each sentence using one of the words from the box above. Write the correct word on the line.

1. We used a \_\_\_\_\_ to see the planet Jupiter.
2. The class watched an interesting program on \_\_\_\_\_.
3. The teacher will \_\_\_\_\_ us on what to do in a fire drill.
4. Be polite and show \_\_\_\_\_ to all people.
5. Germs are small and only \_\_\_\_\_ with a microscope.
6. I need glasses to correct my \_\_\_\_\_.
7. Get your car \_\_\_\_\_ to make sure it is safe.
8. Wear a hard hat at the building \_\_\_\_\_ site.

# More Words with *-ed* or *-ing*

**Antarctic Journal**

Spelling: More Words  
with *-ed* or *-ing*

**Basic** Write the Basic Word that best replaces the underlined word or words.

1. My family likes to go walking for exercise on summer vacation. \_\_\_\_\_
2. We are placing together a plan for our next trip.  
\_\_\_\_\_
3. We are looking for information about what to do.  
\_\_\_\_\_
4. Last summer, we journeyed to a national park.  
\_\_\_\_\_
5. My brother and I planned our route. \_\_\_\_\_
6. Our mother volunteered to help us. \_\_\_\_\_
7. My brother had a habit of rambling off on his own.  
\_\_\_\_\_
8. Mom was starting to get worried, but he returned.  
\_\_\_\_\_
9. We may try going to the lake! \_\_\_\_\_
10. My dad is calling ahead for cabin reservations.  
\_\_\_\_\_
11. I am inspecting our raft for leaks. \_\_\_\_\_

**Challenge 12–14.** Write a short paragraph about having dinner and then playing a game with your family or friends. Use three of the Challenge Words. Write on a separate sheet of paper.

## Spelling Words

1. wiped
2. covered
3. mapped
4. pleasing
5. slipped
6. putting
7. traveled
8. seeking
9. visiting
10. mixed
11. shipped
12. phoning
13. offered
14. smelling
15. hiking
16. checking
17. fainted
18. landed
19. becoming
20. wandering

## Challenge

- amusing  
entertained  
admitted  
stunning  
starving

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

# Spelling Word Sort

**Antarctic Journal**

Spelling: More Words  
with *-ed* or *-ing*

Write each Basic Word beside the correct heading.

<b>-ed: no spelling change</b>	<b>Basic Words:</b>  <b>Challenge Words:</b> <b>Possible Selection Words:</b>
<b>-ing: no spelling change</b>	<b>Basic Words:</b>
<b>-ed: final e dropped</b>	<b>Basic Words:</b> <b>Possible Selection Words:</b>
<b>-ing: final e dropped</b>	<b>Basic Words:</b>  <b>Challenge Words:</b> <b>Possible Selection Words:</b>
<b>-ed: final consonant doubled</b>	<b>Basic Words:</b>  <b>Challenge Words:</b> <b>Possible Selection Words:</b>
<b>-ing: final consonant doubled</b>	<b>Basic Words:</b>  <b>Challenge Words:</b> <b>Possible Selection Words:</b>

## Spelling Words

1. wiped
2. covered
3. mapped
4. pleasing
5. slipped
6. putting
7. traveled
8. seeking
9. visiting
10. mixed
11. shipped
12. phoning
13. offered
14. smelling
15. hiking
16. checking
17. fainted
18. landed
19. becoming
20. wandering

### Challenge

amusing  
entertained  
admitted  
stunning  
starving

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *Antarctic Journal*. Find words that have *-ed* or *-ing*. Add them to your Word Sort.

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

# Proofreading for Spelling

## Antarctic Journal

Spelling: More Words  
with -ed or -ing

Find the misspelled words and circle them. Write them correctly on the lines below.

I liked smeling the fresh coffee while I miksed pancake batter and the blueberries that were shiped to Palmer Station. As I was mixing one day, I heard a loud rumbling noise. Before I could go outside to investigate, I had to put on my parka, a wool hat, and boots. I also coverd my face with sunscreen and grabbed my sunglasses because I didn't want to risk a bad sunburn or snow blindness. My sunglasses were dirty and needed to be wipet. They landded on the snow when I was out wandereng around and sliped on the ice last night. My friends thought I'd faintted, but that was not the case. I am new here and hikeing on open ground is a bit tricky.

When I got outside, I saw a big blue whale and a newborn calf exhaling a blast of hot wet air. It was such a pleaseing site! I really enjoy visitting new places!

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

### Spelling Words

1. wiped
2. covered
3. mapped
4. pleasing
5. slipped
6. putting
7. traveled
8. seeking
9. visiting
10. mixed
11. shipped
12. phoning
13. offered
14. smelling
15. hiking
16. checking
17. fainted
18. landed
19. becoming
20. wandering

### Challenge

- amusing  
entertained  
admitted  
stunning  
starving

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

# Regular and Helping Verbs

Antarctic Journal  
Grammar: Regular Verbs

You form the past tense of **regular verbs** by adding *-ed*:  
He walked. If the verb ends in *e*, drop the *e* before  
adding *-ed*: They moved.

A **helping verb** such as *have*, *has*, or *had* comes  
before the main regular verb and tells more about  
what happened in the past. Helping verbs must agree  
with the subject of the sentence.

## Thinking Question

Which verb ends with  
*-ed*? Which verb comes  
before the regular verb  
and tells more about  
the action?

**1–8. Write the past-tense form of the verb in parentheses.  
Underline the helping verb, if there is one.**

1. She has (walk) \_\_\_\_\_ home every day for a week.
2. Chantal (watch) \_\_\_\_\_ the snow fall from her window.
3. The ranger has (save) \_\_\_\_\_ the injured fur seal.
4. The guide (instruct) \_\_\_\_\_ us how to walk in the snow.
5. Our class has (learn) \_\_\_\_\_ how to help protect animals.
6. Armando (wish) \_\_\_\_\_ he could see a live whale.
7. She (wipe) \_\_\_\_\_ the lens of the telescope.
8. Lee has (follow) \_\_\_\_\_ the marathon with interest.

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

# Past Participles

Antarctic Journal  
Grammar: Regular Verbs

Form the past tense of regular verbs by adding *-ed* to its present-tense form. The **past participle** of regular verbs is the same as the past-tense form.

**past participle**

Dennis had lifted the heavy box.

He has strained to get it up the stairs.

**Thinking Question**

*Does the main verb end with -ed?*

**1–8. Underline the past participle in each sentence.**

1. NASA has launched a new space probe to Jupiter.
2. I have wanted to travel in space.
3. The first man has walked on the Moon.
4. Neil Armstrong had trained for his trip to the moon for many years.
5. The Italian astronomer Galileo Galilei had observed the moons of Jupiter.
6. We have waited until after dark to look for shooting stars.
7. The Hubble telescope has photographed many distant galaxies.
8. Astronomers had considered Pluto a planet until 2006.



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

# Using Helping Verbs

Antarctic Journal  
Grammar: Regular Verbs

**Helping verbs** such as *have*, *has*, or *had* are often used with **past participles**. This is another way to show that something happened in the past. The helping verb must agree with the subject of the sentence.

Correct: Angela has watched the seals this week.

Incorrect: We has watched wildlife the whole time.

**Thinking Question**

Does the helping verb agree with the subject of the sentence?

**1–8. Write the correct form of the verb *have* and the past participle for the regular verb in parentheses.**

1. Arturo (want) \_\_\_\_\_ a new sled for months.
2. She (wait) \_\_\_\_\_ for the polar bears to appear all afternoon.
3. The birds (live) \_\_\_\_\_ on that rocky island for years.
4. People (hunt) \_\_\_\_\_ fur seals too much.
5. The first lesson (cover) \_\_\_\_\_ the wildlife of Antarctica.
6. The snow (thicken) \_\_\_\_\_ over the cold ground.
7. She (fix) \_\_\_\_\_ the car already.
8. We (worry) \_\_\_\_\_ about this dinner all day.

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

# Conjunctions

Antarctic Journal  
Grammar: Spiral Review

Use the conjunction *and* to join words or groups of words together.

Use *or* to show a choice between items and *but* to show contrast.

The man and his dog arrived at the cabin.

It could snow or rain before the day ends.

The sun shined brightly yesterday, but the skies are gray today.

**1–5.** Write the conjunction that has the meaning shown in parentheses. If the sentence is compound, add a comma (,) before the conjunction and write *compound* next to the sentence.

1. (joins together) Clouds are forming \_\_\_\_\_ snow will fall soon.
2. (shows contrast) The temperature rises \_\_\_\_\_ the wind blows harder.
3. (joins together) The professor \_\_\_\_\_ his dog Milo prepare for the blizzard.
4. (joins together) The professor puts on a sweater \_\_\_\_\_ stokes the fire.
5. (shows choice) Will Milo \_\_\_\_\_ the professor fall asleep first?

**6–8.** Write a verb to complete each sentence.

6. Would you rather drive or \_\_\_\_\_ to the store?
7. The weather reporter has predicted a storm and I \_\_\_\_\_ to stay inside.
8. She has predicted storms before, but she \_\_\_\_\_ always been correct.

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

# Conventions

**Antarctic Journal**  
Grammar: Connect to Writing

When you revise your writing, be sure that the form of the helping verb *have* used with a past participle agrees with the subject of the sentence. Also make sure that you have used the past-tense form of a regular verb correctly.

**1–8. Write a correct helping verb and the correct past participle of the regular verb in parentheses on the line.**

1. Sheila (look) \_\_\_\_\_ after the garden.
2. The icicles (form) \_\_\_\_\_ on the roof.
3. Rolling hills (stretch) \_\_\_\_\_ in front of them.
4. A red-tailed hawk (soar) \_\_\_\_\_ overhead.
5. A bright star (twinkle) \_\_\_\_\_ above.
6. The noise (scare) \_\_\_\_\_ the boys.
7. You really (cook) \_\_\_\_\_ a good stew!
8. The girls (switch) \_\_\_\_\_ on the lantern.

# Focus Trait: Voice

## Persuasive Letter

**Antarctic Journal**  
Writing: Write to Persuade

<i>Formal Tone</i>	<i>Friendly Tone</i>
I'd like to invite you to see the snowmen and the ice sculptures.	Let's go see the snowmen and the ice sculptures together!

**A. Read the parts of a letter below. Change some words to sound more friendly and sincere. Write your new words on the line.**

<i>Formal Tone</i>	<i>Friendly Tone</i>
1. Dear Maria Martinez,	Dear _____
2. I hope you will join my family and me at the museum.	_____ to the museum with _____
3. There will be an exhibit on Antarctica.	We'll see an exhibit on _____ _____

**B. Rewrite each sentence using a friendly voice. Add or take out words, use synonyms, or change the sentence structure.**

**Pair/Share** Work with a partner to come up with reasons to go to the museum.

<i>Formal Tone</i>	<i>Friendly Tone</i>
4. Since you like penguins so much, you should know that there will be live penguins.	
5. I have read that the museum will also have a penguin slide set up on the first day.	

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

# Text and Graphic Features

**The Life and Times  
of the Ant**  
Comprehension:  
Text and Graphic Features

Read the selection below.

## An Insider's Guide to Fish Care

Owning tropical fish can be fun, but it's also work. Follow these simple rules and your fish will lead happy, healthy lives.

- **Don't touch or hit the tank.** It disturbs the fish and their watery home.
- **Feed your fish every day.** Different types of fish eat different foods. It is also very important that they are not overfed. Ask the pet shop employees what to feed your fish and how much to feed them.
- **Make sure your fish are compatible.** You might enjoy having a lot of fish and watching them all swim together. However, certain types of fish just can't be in the same tank. Before you buy a fish, always ask whether it can live with the ones you already have.
- **Don't overstock your tank.** Having too many fish in the same tank can be harmful. They may fight for space or food or even try to eat each other if they feel threatened.
- **Maintain and clean the tank.** This must be done so that fish aren't harmed by algae and fungi. A clean tank also lets people see the fish better and enjoy their company.

Owning fish has many rewards and can give you a lot of happiness. Just make sure you take care of them properly!

*This special message is brought to you by Fish Fans of America.*

Complete the Column Chart to identify the purpose of text features used in the selection.

Text Feature	Location	Purpose

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

# Text and Graphic Features

**The Life and Times  
of the Ant**  
Comprehension:  
Text and Graphic Features

Read the selection and examine the graph below.

## Water in Nectar and Honey

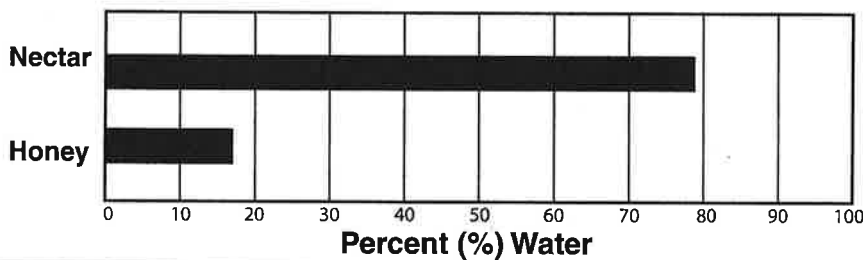
### How to read this chart

The bar graph below compares how much water is in nectar and honey. A thick bar represents each substance. Thin vertical lines, labeled 0 to 100, show percentage of water. Follow a thick bar from left to right. The line it ends near tells the percentage of water in the substance.

### Who can use this chart

A beekeeper who wants to know what the hive needs might find this information useful. A dietitian, or a person studying the food value of honey, might find it interesting, too.

## Water in Nectar and Honey



Analyze the selection's text and graphic features. Use a Column Chart to organize your thoughts. Then write your answers to the questions below.


1. Why is information presented in a graph?

---



---

2. What kind of information is given in the bold headings?

---



---

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

# Suffixes *-able* and *-ible*

**The Life and Times  
of the Ant**  
Vocabulary Strategies:  
Suffixes *-able* and *-ible*

edible                      changeable                      collapsible  
agreeable                      visible                      breakable

Each sentence below includes a word with the suffix *-ible* or *-able*.  
Complete each sentence.

1. A plastic apple is not edible because  
\_\_\_\_\_
2. One thing that can be described as collapsible is  
\_\_\_\_\_
3. The most agreeable people are the ones who  
\_\_\_\_\_
4. One example of changeable weather is snow on one day and  
\_\_\_\_\_
5. Something that is visible in the night sky is  
\_\_\_\_\_
6. One thing that is breakable is  
\_\_\_\_\_

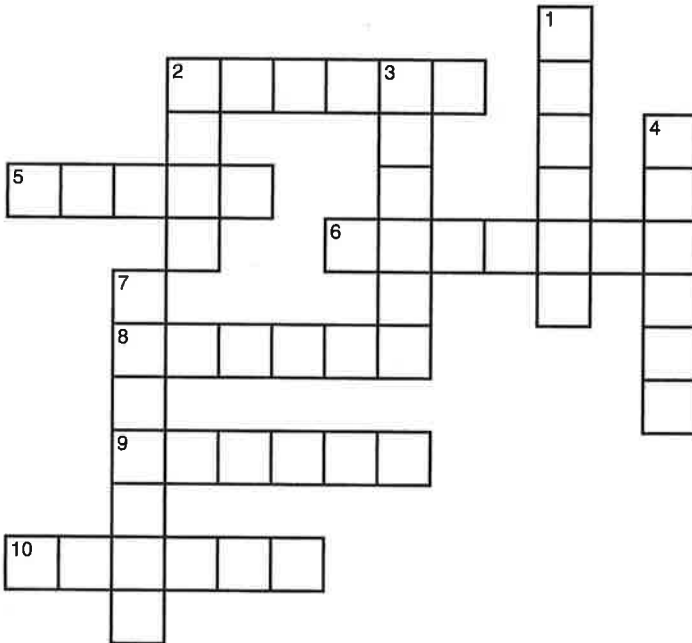
Name \_\_\_\_\_ Date \_\_\_\_\_

# Final Long e

## The Life and Times of the Ant

Spelling: Final Long e

**Basic** Complete the puzzle by writing the Basic Word for each clue.



### Spelling Words

1. turkey
2. lonely
3. colony
4. steady
5. hungry
6. valley
7. hockey
8. starry
9. melody
10. movie
11. duty
12. drowsy
13. chimney
14. plenty
15. daily
16. alley
17. fifty
18. empty
19. injury
20. prairie

#### Across

2. sleepy
5. unoccupied
6. grassland
8. starving
9. music
10. constant

#### Down

1. hurt or wound
2. responsibility
3. full of stars
4. a lot of
7. smokestack

**Challenge 11–14.** Write a story about a detective working on a case. Use three of the Challenge Words. Write on a separate sheet of paper.

#### Challenge

- envy  
fiery  
mercy  
discovery  
mystery



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

# Spelling Word Sort

**The Life and Times  
of the Ant**  
Spelling: Final Long e

Write each Basic Word beside the correct heading.

<p><b>Final /ē/ spelled y</b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
<p><b>Final /ē/ spelled ey</b></p>	<p><b>Basic Words:</b></p>
<p><b>Other spellings for final /ē/</b></p>	<p><b>Basic Words:</b></p>

## Spelling Words

1. turkey
2. lonely
3. colony
4. steady
5. hungry
6. valley
7. hockey
8. starry
9. melody
10. movie
11. duty
12. drowsy
13. chimney
14. plenty
15. daily
16. alley
17. fifty
18. empty
19. injury
20. prairie

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *The Life and Times of the Ant*. Find words that have the final /ē/ spelling patterns on this page. Add them to your Word Sort.

### Challenge

envy  
fiery  
mercy  
discovery  
mystery

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

# Proofreading for Spelling

**The Life and Times  
of the Ant**

Spelling: Final Long *e*

Find the misspelled words and circle them. Write them correctly on the lines below.

How would you like to share your bedroom with not one but fiftie or more of your closest friends? It might be crowded, but one thing is for sure—you wouldn't be lonelie. The underground nest of some ants can house up to 10 million ants. A colonie of ants can be found in many places—in an allie or in a valey. Ants love to feed on dead termites, caterpillars, and insects. They will eat the crumbs from your turky sandwich. These are some of the useful functions in the environment that hungry ants perform dayily. The next time you have some free time, instead of watching football or hocky on TV, try watching a movey about ants to learn more about these fascinating creatures!

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

## Spelling Words

1. turkey
2. lonely
3. colony
4. steady
5. hungry
6. valley
7. hockey
8. starry
9. melody
10. movie
11. duty
12. drowsy
13. chimney
14. plenty
15. daily
16. alley
17. fifty
18. empty
19. injury
20. prairie

### Challenge

- envy
- fiery
- mercy
- discovery
- mystery

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

# Present Participles

**The Life and Times  
of the Ant**  
Grammar: Participles

The **present participle** of regular verbs is formed by adding *-ing* to the verb. If the verb ends in *e*, drop the *e* before adding *-ing*.

walk + ing = walking

move + ing = moving

The **participle** form of a verb can be used as an adjective.

The crawling ants look very busy.

Their scurrying bodies are all over the grass.

**Thinking Question**

Which verb form  
ending in *-ing*  
describes a noun?

**1–8. Write the correct form of the present participle in parentheses on the lines.**

1. The (forage) \_\_\_\_\_ ants ran for cover from the rain.
2. Their (shelter) \_\_\_\_\_ nest keeps the rain out.
3. The (tower) \_\_\_\_\_ anthill is really something to see!
4. The (shift) \_\_\_\_\_ walls of the nest are not sturdy.
5. Last week, a (feast) \_\_\_\_\_ armadillo ate many ants.
6. Its (project) \_\_\_\_\_ nose dug them out.
7. Today, (harvest) \_\_\_\_\_ ants are gathering leaves.
8. Their (slice) \_\_\_\_\_ jaws cut leaves.

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

# Past Participles

**The Life and Times  
of the Ant**

Grammar: Participles

Form the **past participle** of regular verbs by adding *-ed* to the verb. If the verb ends in *e*, drop the *e* before adding *-ed*. If the verb ends in *y*, drop the *y* and add *-ied*.

present	past participle
mix	mixed
store	stored
study	studied

Remember that the **participle** form of a verb can be used as an adjective.

Workers move stored eggs each day.  
The ants must move to an expanded nest.

**Thinking Question**

*Which verb form that tells about a past action modifies a noun?*

**1–8.** On the line, write the correct form of the past participle for the regular verb shown in parentheses.

- (chew) \_\_\_\_\_ dirt and saliva form little bricks for ant tunnels.
- (pack) \_\_\_\_\_ dirt outside the tunnels forms an anthill.
- Its (curve) \_\_\_\_\_ roof traps heat from the sun.
- (exchange) \_\_\_\_\_ food bonds the ants of the colony.
- A (damage) \_\_\_\_\_ nest calls for extra work.
- The (tire) \_\_\_\_\_ ants keep working.
- A totally (ruin) \_\_\_\_\_ nest means starting over.
- Workers can put any (rescue) \_\_\_\_\_ larvae in the new nest.

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

# Participial Phrases

**The Life and Times  
of the Ant**  
Grammar: Participles

A **participial phrase** begins with a **participle** and describes a noun.

**Participial phrases** are formed using past and present participles.

The children playing with the puppy leaped for joy.  
Mariella returned to find her picnic lunch covered with ants.

**Thinking Question**

*Which phrase contains a participle that tells about a subject?*

**1–5. Underline the participial phrase in each sentence.**

1. Ants scurrying through the grass are in search of food.
2. Ants chewing on dirt are expanding their nest.
3. Ants working on their nest are ignored by the people above them.
4. Leafcutter ants have jaws adapted for cutting leaves.
5. Leaf parts carried in their jaws arrive back at the nest.

**6–8. Write a participle based on the word in the parentheses to complete each participial phrase.**

6. Ants (nest) \_\_\_\_\_ beneath the rocks were left alone.
7. Ants often do not escape alive from a nest (disturb) \_\_\_\_\_ by an anteater.
8. A picnic (invade) \_\_\_\_\_ by ants is an unhappy scene.

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

# Writing Correct Sentences

**The Life and Times  
of the Ant**

Grammar: Spiral Review

The table shows different ways you can write sentences correctly.

<b>Correct</b>	I need a project partner. Will you be my partner?
<b>Statement</b>	I need a project partner.
<b>Question</b>	Have you found a project partner yet?
<b>Command</b>	Find a partner to complete your science project.
<b>Exclamation</b>	How very interesting their project is!
<b>Using a participle</b>	Working together, we can easily complete a science project.

**1–3. Write these sentences correctly. Add capital letters and end marks. Write each run-on sentence as two sentences.**

1. our science project will be about ants let's get to work

\_\_\_\_\_

2. first we should make a poster will you draw some pictures

\_\_\_\_\_

3. how many kinds of ants should we show on our poster

\_\_\_\_\_

**4–6. Combine the sentences correctly using a participle.**

4. We will finish our report on time. We are working an hour a day.

\_\_\_\_\_

5. We can take turns reading. It will be fun to share our work.

\_\_\_\_\_

6. The poster is already finished. It is ready to hang up in the classroom.

\_\_\_\_\_

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

# Sentence Fluency

**The Life and Times  
of the Ant**  
Grammar: Connect to Writing

You can combine sentences with participles to make them more varied and interesting.

People were watching the ants. They were curious.  
People watching the ants were curious.

Rosa stood up. Her arm was covered with ants.  
Her arm covered with ants, Rosa stood up.

**1–5. Combine the sentences using participles. Use correct punctuation and capitalization. Write the sentence on the line.**

1. We are learning about ants. We find them interesting.

\_\_\_\_\_

2. The ant is one of the strongest creatures on Earth. It can lift five times its weight.

\_\_\_\_\_

\_\_\_\_\_

3. We created a proposal. We hope to buy an ant farm for our class.

\_\_\_\_\_

4. We will become keen observers. We will improve our science skills.

\_\_\_\_\_

5. We will properly care for our ant farm. It will be a great addition to our class.

\_\_\_\_\_

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

# Focus Trait: Organization

## Ordering Important Details

**The Life and Times  
of the Ant**

**Writing: Write to Persuade**

Unordered Details	Ordered Details
A honeybee's legs carry pollen to the plants that the bee visits. The legs of a honeybee allow it to do much more than walk. Like all insects, a honeybee has six legs.	Like all insects, a honeybee has six legs. The legs of a honeybee, however, allow it to do much more than walk. Its legs also carry pollen to the plants that the bee visits.

**Read each main idea. Number the details below to show the order that best supports the main idea. Write the number on the line.**

**Main idea: It is easy to identify a honeybee.**

- \_\_\_\_\_ A honeybee's body is about half an inch long.
- \_\_\_\_\_ A honeybee's body has three parts.
- \_\_\_\_\_ Its body is hairy, and it is yellow and black in color.
- \_\_\_\_\_ Like many insects, honeybees have four wings.

**Main idea: Honeybees are important insects.**

- \_\_\_\_\_ Pollen must move from plant to plant so new plants can grow.
- \_\_\_\_\_ Honeybees help farmers produce billions of dollars worth of crops.
- \_\_\_\_\_ Honeybees help plants grow by carrying pollen from one plant to another.
- \_\_\_\_\_ Honeybees pollinate many food crops, such as apples, nuts, cucumbers, and cherries.



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

# Main Ideas and Details

**Ecology for Kids**  
Comprehension:  
Main Ideas and Details

Read the selection below.

## Winter Wonderland

Each year the approaching winter brings a sense of excitement to people who like snow.

Snow is great because you can have so much fun outside. Making snow angels, sledding, and building a snowman are great ways to spend time outside with family and friends.

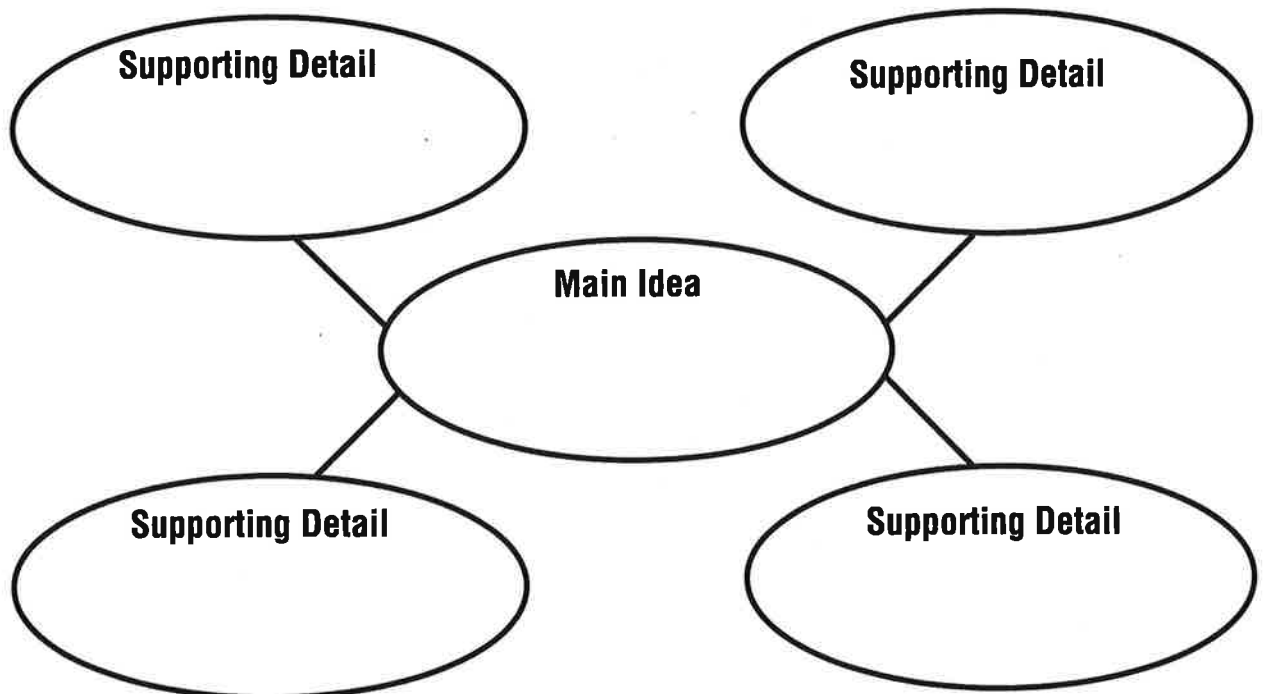
If the snow is light and fluffy and packs well, you can even build a snow fort to hide from your “enemies” during snowball fights! You can catch snowflakes on your tongue and

jump in snowdrifts three feet high.

And when the weather gets really cold, you can go inside your warm house and watch the snow outside fall quietly to the ground. Sipping cocoa under a cozy blanket, you can tell stories and talk about winter adventures to come.

Winter is a season to celebrate for its joy and beauty. It only lasts a few months each year, but it creates memories that last a lifetime!

Complete the Web below to identify the main idea and details about winter. Write your answers in complete sentences.



# Main Ideas and Details

Read the selection below.

## It's "Just" a Thunderstorm

Everyone fears tornadoes and earthquakes. But we rarely worry about thunderstorms. They seem so common that they're just annoying, right?

Wrong. Thunderstorms can be dangerous. About 10,000 severe thunderstorms strike the United States each year, bringing high winds that break tree limbs and uproot trees. These winds can down power lines. Some turn into tornadoes.

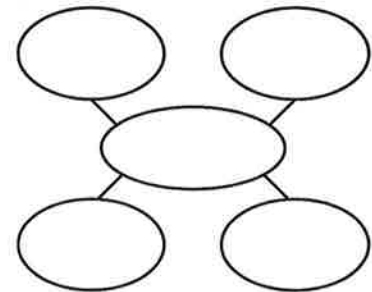
Severe thunderstorms may produce hail and flooding. Hail can

damage cars and injure animals and people. Floods damage property and trap people and animals.

Lightning can be a very dangerous part of a severe storm. It can cause fires or other damage. It also can strike people directly and kill them.

The U.S. Weather Service provides early warnings about severe storms. When you hear these, remember that even though we see them more often than tornadoes, thunderstorms are no less dangerous.

Analyze the selection to evaluate the main idea and details presented. Use a Web like the one here to organize your thoughts. Then answer the questions below.



1. What is the author's main idea? Use text evidence to support your answer.

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2. How does each paragraph support the main idea in the passage?

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

# Changing Final *y* to *i*

**Ecology for Kids**  
Spelling: Changing Final *y* to *i*

**Basic** Write the Basic Word to complete each analogy.

1. *Trees* are to *forests* as *cities* are to \_\_\_\_\_ .
2. *Biggest* is to *largest* as *smallest* is to \_\_\_\_\_ .
3. *Weakest* is to *strongest* as *livieliest* is to \_\_\_\_\_ .
4. *Seeds* are to *plants* as *caterpillars* are to \_\_\_\_\_ .
5. *Smoother* is to *rougher* as *tougher* is to \_\_\_\_\_ .
6. *Happier* is to *merrier* as *windier* is to \_\_\_\_\_ .
7. *Better* is to *best* as \_\_\_\_\_ is to *noisiest*.
8. *Lightest* is to *darkest* as *ugliest* is to \_\_\_\_\_ .
9. *Cleaning* is to *chores* as *photography* is to \_\_\_\_\_ .
10. *Cold* is to *colder* as *busy* is to \_\_\_\_\_ .

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

**Challenge 11–14.** You helped out at the community garage sale. Tell how you sorted items for sale. Use four of the Challenge Words. Write on a separate sheet of paper.

## Spelling Words

1. tiniest
2. hobbies
3. copied
4. countries
5. pitied
6. easier
7. laziest
8. families
9. spied
10. happiest
11. ladies
12. friendlier
13. studied
14. busier
15. breezier
16. prettiest
17. noisier
18. healthier
19. butterflies
20. funniest

**Challenge**  
heaviest  
categories  
communities  
multiplied  
qualities

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

# Spelling Word Sort

**Ecology for Kids**  
Spelling: Changing Final *y* to *i*

Write each Basic Word beside the correct heading.

<p><b>Adding <i>-es</i></b> <b>to a consonant</b> <b>+ <i>y</i> word</b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
<p><b>Adding <i>-ed</i></b> <b>to a consonant</b> <b>+ <i>y</i> word</b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p>
<p><b>Adding <i>-er</i></b> <b>to a consonant</b> <b>+ <i>y</i> word</b></p>	<p><b>Basic Words:</b></p>
<p><b>Adding <i>-est</i></b> <b>to a consonant</b> <b>+ <i>y</i> word</b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p>

## Spelling Words

1. tiniest
2. hobbies
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5. pitied
6. easier
7. laziest
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13. studied
14. busier
15. breezier
16. prettiest
17. noisier
18. healthier
19. butterflies
20. funniest

**Challenge**  
heaviest  
categories  
communities  
multiplied  
qualities

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *Ecology for Kids*. Find words that change the final *y* to *i* before adding *-es*, *-ed*, *-er*, or *-est*. Add them to your Word Sort.

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

# Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

Observing nature can be entertaining and informative. Nature has been speid upon and studyed through the ages and has taught ladys, gentlemen, and familes many lessons. We have coiped things we see happening in nature to make us healthyer and friendlyer. We have pityd people who take no notice of nature. Some of the prettyiest and funniest things can be found in nature—look at a sunset, or look at baby birds, each noiser than the other, opening their mouths wide to be fed. Many people have found that some of their happist times have been spent observing nature.

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

**Ecology for Kids**  
Spelling: Changing Final y to i

## Spelling Words

1. tiniest
2. hobbies
3. copied
4. countries
5. pitied
6. easier
7. laziest
8. families
9. spied
10. happiest
11. ladies
12. friendlier
13. studied
14. busier
15. breezier
16. prettiest
17. noisier
18. healthier
19. butterflies
20. funniest

### Challenge

- heaviest
- categories
- communities
- multiplied
- qualities

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

# Using Irregular Verbs

Ecology for Kids  
Grammar: Irregular Verbs

Verbs that do not add *-ed* to show past action are called **irregular verbs**. You must remember the spellings of irregular verbs.

**present tense verb:** give

**irregular past tense verb:** gave

**Thinking Question**

What verb does not add  
*-ed* to show past action?

**1–8.** Write the correct form of the verb in parentheses to show past action.

1. The scientist (know) how to protect the environment.  
\_\_\_\_\_
2. Our science teacher (brings) photographs of various ecosystems to class. \_\_\_\_\_
3. She (tells) us that one way to protect the environment is to stop pollution. \_\_\_\_\_
4. It would also help the environment if we (grow) our own vegetables. \_\_\_\_\_
5. We (take) very long showers. \_\_\_\_\_
6. We (leave) the lights on in empty rooms.  
\_\_\_\_\_
7. We (drive) everywhere instead of walking or riding bikes.  
\_\_\_\_\_
8. My family and I (make) a plan for how to save water, electricity, and gasoline. \_\_\_\_\_

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

Ecology for Kids  
Grammar: Irregular Verbs

# The Special Verb *be*

The verb *be* tells what someone or something is or is like. It does not show action. It can be used as a main verb or a helping verb. The verb *be* has special forms for different tenses and different subjects.

## forms of the verb *be*

subject	present tense	past tense
I	am	was
he, she, it	is	was
we, you, they	are	were

## past participle with form of helping verb *have*

I, we, you, they	have been
he, she, it	has been

### Thinking Question

What is the subject?  
What is the tense? What form of *be* is correct?

**1–6.** Write the form of the verb *be* in parentheses that correctly completes each sentence.

- Last week, the students (are, were) learning about ecosystems. \_\_\_\_\_
- An ecosystem (is, are) a place where groups of living and nonliving things interact with their environment.  
\_\_\_\_\_
- Forests, lakes, and deserts (is, are) examples of ecosystems. \_\_\_\_\_
- Yesterday, I (am, was) working on a project about the ocean. \_\_\_\_\_
- Today, I (am, was) presenting my project about the ocean to my classmates. \_\_\_\_\_
- I (been, have been) enjoying learning about the ocean.  
\_\_\_\_\_



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

# Helping Verbs

Ecology for Kids  
Grammar: Irregular Verbs

Many **irregular verbs** change spelling when they are used with **helping verbs**. Often the new spelling uses *n* or *en* to show past tense.

**Irregular verb:** grow

**Past tense:** grew

**Past tense form with helping verb:** had grown

**1–5.** On the line, write the correct form of the verb in parentheses.

1. My class had (drive) \_\_\_\_\_ all morning to get to the seashore.
2. Then we had (ride) \_\_\_\_\_ in a boat to get to a mangrove swamp.
3. It was the first time I had (see) \_\_\_\_\_ such a unique ecosystem.
4. When it heard us coming, a heron had (hide) \_\_\_\_\_ among the trees.
5. Afterwards, a scientist had (speak) \_\_\_\_\_ to us about preserving mangrove swamps.

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

# Kinds of Pronouns

**Ecology for Kids**  
Grammar: Spiral Review

<b>Subject Pronouns</b>	<b>He</b> and <b>she</b> read books about lightning.
<b>Object Pronouns</b>	Rachel introduced <b>him</b> to <b>us</b> .

**1–4. Write a subject pronoun or an object pronoun to replace the underlined word or words in each sentence.**

1. Dr. Frank Josephs gathered data from an experiment. \_\_\_\_\_
2. The experiments were performed by him and his assistant Lydia.  
\_\_\_\_\_
3. Dr. Josephs showed Lydia the data. \_\_\_\_\_
4. These scientists are studying the relationship between ice in clouds and lightning storms. \_\_\_\_\_

**5–7. Combine the sentences by using the connecting word in parentheses. Change one of the subjects to a pronoun.**

5. The light is hard to see. The light flashes in a fraction of a second.  
(because)

\_\_\_\_\_

\_\_\_\_\_

6. The scientists collect all the data. The scientists write a detailed report. (after)

\_\_\_\_\_

\_\_\_\_\_

7. Ms. Blaine was busy. Ms. Blaine answered all our questions about thunder and lightning. (although)

\_\_\_\_\_

\_\_\_\_\_

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

# Conventions

**Ecology for Kids**  
Grammar: Connect to Writing

<b>Incorrect Form of Verb</b>
They dove into the bay and <u>taked</u> a look at its ecosystem.
<b>Correct Form of Verb</b>
They dove into the bay and <u>took</u> a look at its ecosystem.

**1–5. Choose the correct form for the verb in the parentheses. Rewrite the sentences to make the author’s meaning clear.**

- 1.** Yesterday, the scientists (find, found) an unfamiliar creature in the bay.

\_\_\_\_\_

\_\_\_\_\_

- 2.** When they returned to shore, they (brung, brought) it to the laboratory.

\_\_\_\_\_

\_\_\_\_\_

- 3.** They now (know, knew) some of the changes that happened as a result of pollution in the bay.

\_\_\_\_\_

\_\_\_\_\_

- 4.** The scientists (writed, wrote) a report about their findings.

\_\_\_\_\_

\_\_\_\_\_

- 5.** They (gived, gave) a talk about their discoveries.

\_\_\_\_\_

\_\_\_\_\_

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

# Focus Trait: Ideas

## Focusing on the Main Idea

**Ecology for Kids**  
Writing: Write to Persuade

Good writers keep readers interested by keeping the details in each paragraph focused on its main idea. This writer deleted a sentence that did not support the main idea.

Lightning is caused by electric charges. Ice and raindrops move quickly in a storm cloud and create a charge at the bottom of the cloud. At the same time, an opposite charge is created on the ground. When sparks from the cloud meet sparks from the ground, they create a bolt of lightning. ~~A tree hit by a bolt of lightning can sometimes survive.~~

**Main idea:** *Lightning is caused by electric charges.*

Read the paragraph and write the main idea. Then cross out the sentence that does not support the main idea.

1. A fulgarite is a long tube in the ground created by lightning. First, lightning hits the ground and goes deep into the soil. A bolt of lightning has as much power as all the power plants in the United States can make in the same amount of time! The heat from the lightning melts sand in the ground, forming a fulgarite. This crusty tube shows the shape of the lightning bolt.

**Main idea:** \_\_\_\_\_

2. Benjamin Franklin performed an experiment that is now famous. He flew a kite in a big storm. A key was tied to the bottom of the kite string. Lightning struck, and sparks flew from the key! You can estimate how far lightning is by listening to thunder. A silk ribbon on the string kept Franklin's hand from getting hurt.

**Main idea:** \_\_\_\_\_

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

# Compare and Contrast

**Riding Freedom**  
Comprehension:  
Compare and Contrast

Read the selection below.

## Horsing Around

Peanut, a golden colored horse, woke in the barn. She peered out the window to find fat snowflakes falling from the sky. The earth was covered in a thick blanket of snow!

“Look, it’s snowing outside!”

Peanut said to a brown horse named Chestnut.

“So?” Chestnut mumbled. He was eating his breakfast of hay.

“Let’s go out and play in the snow,” Peanut said.

Chestnut shook his head. “I don’t like the cold.”

“Wear your horse blanket, and you will be warm,” Peanut said.

“I don’t want to get my hooves

and shiny coat wet or dirty,” he said.

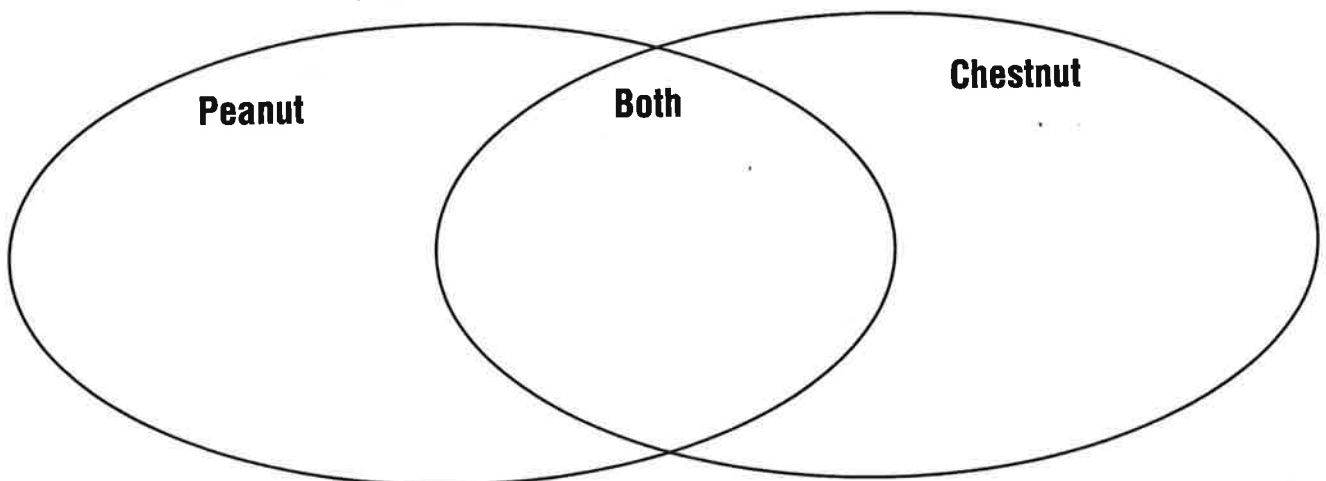
“But you will have fun!” Peanut said.

“I don’t like to have fun. I want to stay inside where it’s warm and dry.”

Peanut shrugged, put on her warm blanket, and stepped outside onto the fresh snow. She trotted to the maple tree and stopped to examine the hoof prints she made in the snow. When Peanut looked back at the barn, she saw Chestnut wearing his blanket. He placed one hoof in the snow and shivered.

“Too cold!” Chestnut said and ran back into the barn.

Use the Venn Diagram to show how Peanut and Chestnut are similar and different. Try to use complete sentences.



# Compare and Contrast

**Riding Freedom**  
**Comprehension:**  
Compare and Contrast

Read the selection below.

## Hard Times

Dear Aunt Teresa,

Guess what? I got the job at Chez Pierre! I'll be working with the famous Chef Pierre himself! It wasn't easy getting the job. Besides my training at culinary school, I had to prepare some of Pierre's most popular dishes.

I love New York, but I miss California, the beach, and family and friends. But I've made lots of friends. The people in New York are as friendly as they are in California.

The weather here in New York is a lot different. I can't wear light

clothing all year like in California.

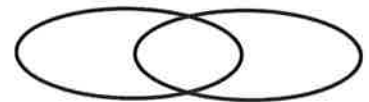
In the winter, I have to bundle up in layers of clothes. Summers in New York can be as hot as Los Angeles, though. But the great thing about New York is the changing seasons. We don't have that in California.

You should see the colorful leaves in the autumn! And the New York snow is magnificent! I've never seen snow in Los Angeles!

Please visit soon!

Love,  
Kerri

Use a Venn Diagram to compare Kerri's life in New York with her life in California. Then answer the questions.



1. Explain whether Kerri prefers life in New York or California.

---

---

2. Describe three differences between Kerri's life in New York and California.

---

---

---

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

# Using Context

**Riding Freedom**  
Vocabulary Strategies:  
Using Context

Read each sentence or pair of sentences. Then circle the answer that best explains the meaning of the underlined word.

1. Don't shove so hard on the wagon. Just give it a nudge.  
a. kick                      b. gentle push      c. flower
2. There were no factories or businesses on the street—only the dwellings of people who lived there.  
a. houses                  b. cars                  c. barns
3. After several mechanics failed to fix the car, we found a person who was capable of making the repair.  
a. has the ability to    b. does not understand    c. wants to
4. They did a thorough job picking up the bedroom. Not one thing remained on the floor.  
a. fast                      b. sloppy                  c. complete
5. The class didn't shout in protest when they got the big assignment, but several students grumbled about how hard it was.  
a. muttered              b. hummed                  c. yelled
6. Bill thought he was safe at first, but the umpire thought he was out. Bill was angry about the call and started to quarrel with the umpire.  
a. discuss quietly      b. argue                  c. dance
7. The trees sway in heavy winds, but they don't fall over.  
a. swing back and forth    b. march                  c. circle

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

# Spelling /k/, /ng/, and /kw/

**Riding Freedom**  
Spelling: /k/, /ng/, and /kw/

**Basic** Write the Basic Word that best replaces the underlined word or words in each sentence.

1. Some students love the subject of gymnastics.
2. We avoid dangerous gymnastic exercises.
3. Some fear making a blunder while performing.
4. A gymnast hit her feet on the balance beam.
5. Her feet will hurt until they're iced.
6. She will present a query to her coach about safety.
7. These two gymnasts have the same ability on the parallel bars.
8. Young gymnasts perform for the community audience.
9. Soon the empty scoreboard will show our score.
10. The scoreboard is flashing now in charged lights!
11. Let's have our outdoor party after practice.

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ |           |

**Challenge 12–14.** Write about the headline below. Use three Challenge Words. Write on a separate sheet of paper.

**IMPORTANT ARCHAEOLOGICAL  
DISCOVERY MADE**

## Spelling Words

1. risky
2. track
3. topic
4. blank
5. question
6. pocket
7. monkey
8. junk
9. equal
10. ache
11. public
12. attack
13. struck
14. earthquake
15. picnic
16. banker
17. electric
18. blanket
19. mistake
20. stomach

### Challenge

request  
skeleton  
peculiar  
attic  
reckless



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

# Spelling Word Sort

**Riding Freedom**  
Spelling: /k/, /ng/, and /kw/

Write each Basic Word beside the correct heading.

<p>/k/ spelled <i>ck</i></p>	<p><b>Basic Words:</b> <b>Challenge Words:</b> <b>Possible Selection Words:</b></p>
<p>/k/ spelled <i>k</i> or <i>c</i></p>	<p><b>Basic Words:</b> <b>Challenge Words:</b> <b>Possible Selection Words:</b></p>
<p><b>Other spellings</b> for /k/</p>	<p><b>Basic Words:</b></p>
<p><b>Spellings for</b> /kw/</p>	<p><b>Basic Words:</b> <b>Challenge Words:</b></p>
<p>/ng/ before <i>k</i></p>	<p><b>Basic Words:</b></p>

## Spelling Words

1. risky
2. track
3. topic
4. blank
5. question
6. pocket
7. monkey
8. junk
9. equal
10. ache
11. public
12. attack
13. struck
14. earthquake
15. picnic
16. banker
17. electric
18. blanket
19. mistake
20. stomach

### Challenge

request  
skeleton  
peculiar  
attic  
reckless

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *Riding Freedom*. Find words that have the /k/, /ng/, and /kw/ spelling patterns on this page.

Add them to your Word Sort.

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

# Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

The stagecoach driver was glad to pull into the station yard. It had been a riskey ride. There was always the threat that outlaws would attak them. There was an eqal threat of the area being struk by an earthkwake. The driver had to leave her seat to remove some junck that obstructed the trak. She thought it might be an ambush—but all was well.

She was carrying a special passenger—a bankar, who carried a lot of money in his pockit. This passenger was very demanding—he even asked for an extra blankit. It all was enough to make the driver's stomak acke!

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

**Riding Freedom**

Spelling: /k/, /ng/, and /kw/

**Spelling Words**

1. risky
2. track
3. topic
4. blank
5. question
6. pocket
7. monkey
8. junk
9. equal
10. ache
11. public
12. attack
13. struck
14. earthquake
15. picnic
16. banker
17. electric
18. blanket
19. mistake
20. stomach

**Challenge**

request  
skeleton  
peculiar  
attic  
reckless

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

# Adjectives

**Riding Freedom**  
Grammar: Adjectives

An **adjective** is a word that gives information about a noun. An adjective can tell *what kind* or *how many*.

A sudden boom of thunder scared the six horses.  
drinking fountain (fountain for drinking)

### Thinking Question

What words describe a noun? What noun does each word describe?

**1–3. Write the adjectives that describe the underlined nouns. Then write *what kind* or *how many* for each adjective.**

1. We saw several flashes of bright lightning across the sky.

\_\_\_\_\_

2. The frightened horses bolted down the steep hill.

\_\_\_\_\_

3. The cold, hard rain soaked the driver.

\_\_\_\_\_

**4–6. Write each adjective and the noun that it describes.**

4. Today, heavy traffic often clogs the streets of big cities.

\_\_\_\_\_

5. Drivers tied their horses to hitching posts while they ate their noon meal.

\_\_\_\_\_

6. The rough, dirt roads of the past have been replaced by smooth highways.

\_\_\_\_\_

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

Riding Freedom  
Grammar: Adjectives

# Adjectives After *be*

**Adjectives** describe nouns and words like *I*, *it*, and *we*. An adjective can follow the word it describes. This usually happens when an adjective follows a form of the verb *be*.

She was proud.

**Thinking Question**  
What adjective follows a form of *be*? What word does it describe?

**1–8. Underline each adjective. Then write the word that it describes on the line.**

1. The river was deep. \_\_\_\_\_
2. I am warm under the blanket. \_\_\_\_\_
3. The driver is calm. \_\_\_\_\_
4. It is foggy along the way. \_\_\_\_\_
5. We were tired from the journey. \_\_\_\_\_
6. The horses are strong. \_\_\_\_\_
7. The coach was confident. \_\_\_\_\_
8. The ride is bumpy. \_\_\_\_\_

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

# Articles

**Riding Freedom**  
Grammar: Adjectives

An **article** is a kind of adjective. There are three articles: *a*, *an*, and *the*. *The* is used before a specific noun. *A* and *an* are used before a general noun. *A* is used before words that begin with a consonant sound. *An* is used before words that begin with a vowel sound.

**one of a kind:** the book I told you about  
the right answer

**any of a kind:** a book, an artist, an honor

**Thinking Question**

What is the article in the sentence? What noun does it refer to?

**Activity** Write the correct article on each line.

We set out from \_\_\_\_\_ house early in \_\_\_\_\_ morning. Our horse went along at \_\_\_\_\_ steady pace. After \_\_\_\_\_ hour, I began to get tired. Then I heard \_\_\_\_\_ noise that made me sit up straight. It sounded like \_\_\_\_\_ bird. If so, it was \_\_\_\_\_ loudest bird I had ever heard. I kept \_\_\_\_\_ eye out, but I didn't see it. I did keep hearing \_\_\_\_\_ sound all through our ride, however. It was \_\_\_\_\_ interesting sound, even if it was also rather disturbing. What it was, I'll never know.

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

# Writing Proper Nouns

**Riding Freedom**  
Grammar: Spiral Review

Proper Nouns			
People	Pets	Places	Things
Charlotte Parkhurst	Sparky	California	Monday
E. B. Stuart	Fluffy	Pikes Peak	January
Dr. Richard Cohen	Miss Bobo	Redwood Forest	Valentine's Day
Uncle Harry	Flicker	San Diego Museum of Art	Gold Rush

**1–3. Write the proper noun or nouns in each sentence correctly on the line. Add capital letters and periods where they are needed.**

1. Our driver, mr j d jones, helped us with our luggage.

\_\_\_\_\_

2. On thursday, we hiked through the rocky mountains.

\_\_\_\_\_

3. We spent the fourth of july with mr and mrs shaw.

\_\_\_\_\_

**4–6. Rewrite the sentences, replacing the underlined pronouns with proper nouns.**

Dear Grandma,

We arrived safely at Concord Station in Culver City. We spotted Aunt Julie and her cute little puppies. She was waving to us. Patty and Rosie climbed into the back of the wagon with the dogs. They were so tired. They fell asleep before we reached the ranch.

Love, Addie

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

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

# Sentence Fluency

**Riding Freedom**  
Grammar: Connect to Writing

Short, Choppy Sentences	Combined Sentences with Adjective
The stagecoach pulled up to the inn. The stagecoach was crowded.	The <b>crowded</b> stagecoach pulled up to the inn.

**1–2. Combine each pair of sentences by moving an adjective before a noun.**

1. The seats inside the coach softened the bumpy ride. The seats were leather.

\_\_\_\_\_

\_\_\_\_\_

2. The door rattled the entire ride. The door was creaky.

\_\_\_\_\_

\_\_\_\_\_

Short, Choppy Sentences	Combined Sentences with Adjectives
The travelers were tired. They were hungry.	The travelers were <b>tired and hungry</b> .

**3–4. Combine each pair of sentences by joining adjectives with the word *and*.**

3. The old stagecoach was leaky. It was damp.

\_\_\_\_\_

\_\_\_\_\_

4. The scenery was beautiful on their journey west. The scenery was wild.

\_\_\_\_\_

\_\_\_\_\_

# Focus Trait: Ideas

## Describing with Similes

**Riding Freedom**  
Writing: Write to Narrate

Description	Description with Simile
The passengers huddled together.	The passengers huddled together like a bunch of grapes.

**A. Read each description. Make it more vivid by adding a simile using *like* or *as*.**

Description	Description with Simile
1. The river water was cold.	The river water was _____ _____
2. The dark clouds moved quickly.	The dark clouds moved _____ _____

**B. Read each sentence. Add a simile to each sentence to make the description more vivid. Write your new sentences.**

**Pair/Share** Work with a partner to brainstorm similes to add.

Description	Simile Added
3. The river had risen.	
4. The wood of the bridge moaned.	
5. The bridge timbers swayed.	



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

# Sequence of Events

## The Right Dog for the Job

Comprehension:  
Sequence of Events

Read the selection below.

### Raising a Puppy to Be a Service Dog

Did you know that you can raise a puppy that will one day become a service dog? You could help change the life of someone with a disability.

Most organizations that train service dogs ask that you first fill out an application. Only the best candidates are chosen for the program.

To raise a successful service dog, you will then need to spend lots of time with it. These puppies need lots

of love and cuddling and daily walks.

Next, your puppy will need to ride in the car with you whenever possible. This will get the dog used to traveling with its future owner. Taking the puppy to crowded parks and playgrounds will also help it get used to being around a lot of people.

Finally, you will probably have to attend special puppy training classes. All these things will prepare your puppy for its service dog training.

Complete the Flow Chart to show the sequence of events in raising a service dog puppy. Write in complete sentences.

```
graph TD; A[ ] --> B[ ]; B --> C[ ]; C --> D[ ]
```

# Sequence of Events

**The Right Dog for the Job**  
Comprehension:  
Sequence of Events

Read the selection below.

## A Life of Service

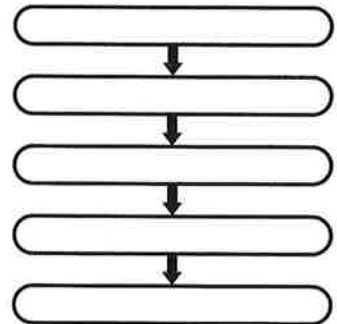
I wasn't always a service dog. In fact, I didn't know what was happening the day I first felt Max's big, warm hands pick me up and take me out of my cage. I was only a puppy, and I was frightened. The big hands simply petted me and gave me a treat.

After I gathered the courage to look up and see what belonged to the hands, I met Max. He looked so tall! Max came every day to pet me and

give me treats. He seemed to want to be friends.

When I grew up a little, Max brought me to his house. We played lots of games! First, he taught me his favorite game: I opened a door, and I would win a treat. Now I play a difficult game. I hear a certain combination of sounds and do a task. If I get it right, I win more treats. I love playing with Max. I've become an expert!

Use a Flow Chart like the one here to help you explain the sequence of events. Then answer the questions below.



1. When did the narrator's service training begin? Support your answer with details from the selection.

---

---

---

2. How did the narrator become an "expert"? Support your answer with details from the selection.

---

---

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

# Suffixes *-ion, -ation, -ition*

**The Right Dog for  
the Job**

**Vocabulary Strategies:  
Suffixes *-ion, -ation, -ition***

information    exhibition    attention    graduation  
competition    combination    cooperation

Each sentence shows a word in parentheses that uses the suffix *-ion, -ation, or -ition*. Complete the sentence using the word in parentheses.

1. (information) When I read a newspaper \_\_\_\_\_  
\_\_\_\_\_
2. (competition) She was excited about being \_\_\_\_\_  
\_\_\_\_\_
3. (exhibition) He wanted to go see the paintings at \_\_\_\_\_  
\_\_\_\_\_
4. (combination) I think that ice cream and cake is \_\_\_\_\_  
\_\_\_\_\_
5. (attention) Yelling very loud will get you \_\_\_\_\_  
\_\_\_\_\_
6. (cooperation) When you're working in a group at school  
\_\_\_\_\_
7. (graduation) After you finish school, \_\_\_\_\_  
\_\_\_\_\_

# Final /j/ and /s/

## The Right Dog for the Job

Spelling: Final /j/ and /s/

**Basic** Write the Basic Word that best completes each group.

1. preparation, training, \_\_\_\_\_
2. workplace, department, \_\_\_\_\_
3. buggy, coach, \_\_\_\_\_
4. destruction, wreckage, \_\_\_\_\_
5. observe, see, \_\_\_\_\_
6. twofold, double, \_\_\_\_\_
7. possibility, likelihood, \_\_\_\_\_
8. bundle, carton, \_\_\_\_\_
9. wedlock, matrimony, \_\_\_\_\_
10. supervise, guide, \_\_\_\_\_
11. look, peep, \_\_\_\_\_

**Challenge 12–14.** Describe a garment you are designing for a school play. Use three Challenge Words. Write on a separate sheet of paper.

### Spelling Words

1. glance
2. judge
3. damage
4. package
5. twice
6. stage
7. carriage
8. since
9. practice
10. marriage
11. baggage
12. office
13. message
14. bridge
15. chance
16. notice
17. ridge
18. manage
19. palace
20. bandage

### Challenge

fringe  
average  
fleece  
fragrance  
excellence

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

# Spelling Word Sort

**The Right Dog for the Job**

Spelling: Final /j/ and /s/

Write each Basic Word beside the correct heading.

<p><b>/j/ in one-syllable words</b></p>	<p><b>Basic Words:</b> <b>Challenge Words:</b></p>
<p><b>/ij/ in two-syllable words</b></p>	<p><b>Basic Words:</b></p>
<p><b>/ij/ in words with more than two syllables</b></p>	<p><b>Challenge Words:</b> <b>Possible Selection Words:</b></p>
<p><b>Final /s/ spelled <i>ce</i></b></p>	<p><b>Basic Words:</b> <b>Challenge Words:</b> <b>Possible Selection Words:</b></p>

## Spelling Words

1. glance
2. judge
3. damage
4. package
5. twice
6. stage
7. carriage
8. since
9. practice
10. marriage
11. baggage
12. office
13. message
14. bridge
15. chance
16. notice
17. ridge
18. manage
19. palace
20. bandage

### Challenge

- fringe  
average  
fleece  
fragrance  
excellence

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *The Right Dog for the Job*. Find words that have the final /j/ and /s/ spelling patterns on this page. Add them to your Word Sort.

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

# Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

My sister Jenny's new guide dog, Goldie, is now a welcome member of our household. She came with very little bagage, just one squeaky toy. We've been to the pet store twice sinse then, so now Goldie has a big basket of dog toys in Jenny's offise.

Goldie's a hero, too! A few weeks ago, she and Jenny walked along the rige behind our house. Jenny tripped and sprained her ankle. Goldie barked for help, and a police officer on a nearby brige heard her. He came, put a bandag on Jenny's ankle, and helped her home.

Last week there was a guide-dog award ceremony. The judje called Goldie and Jenny up on staje. He read a mesage Jenny had sent describing Goldie's actions. Then he gave Goldie a medal and Jenny a pakage with dog treats. Goldie looked like the queen of the palase.

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

## The Right Dog for the Job

Spelling: Final /j/ and /s/

### Spelling Words

1. glance
2. judge
3. damage
4. package
5. twice
6. stage
7. carriage
8. since
9. practice
10. marriage
11. baggage
12. office
13. message
14. bridge
15. chance
16. notice
17. ridge
18. manage
19. palace
20. bandage

### Challenge

- fringe
- average
- fleece
- fragrance
- excellence



# Adverbs of Frequency and Intensity

**The Right Dog  
for the Job**  
Grammar: Adverbs

An **adverb** is a word that tells something about a verb. Some adverbs tell how often something happens.

We usually walk in the park.

Ralph sometimes barks at birds.

Some adverbs tell how much of something is done.

He ate enough, but he hardly slept.

She almost won the race.

### Thinking Question

Which word is the verb? Which word tells how often or how much?

**1–5. The verb in each sentence is underlined. Write the adverb that tells *how often*.**

1. I always take my dog, Pal, for a walk. \_\_\_\_\_

2. Pal and I visit the dog park often. \_\_\_\_\_

3. I usually make him wear his leash in the park.  
\_\_\_\_\_

4. One little black dog seldom barks. \_\_\_\_\_

5. Pal never barks or bites. \_\_\_\_\_

**6–10. Underline each adverb. Write the verb it describes.**

6. We sometimes swim with our dogs. \_\_\_\_\_

7. Pal scarcely stopped at the water's edge. \_\_\_\_\_

8. I almost won a race with Pal. \_\_\_\_\_

9. My good dog, Pal, nearly lost that race! \_\_\_\_\_

10. Pal follows me a lot. \_\_\_\_\_



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

# Adverbs in Different Parts of Sentences

The Right Dog for the Job  
Grammar: Adverbs

An **adverb** is a word that tells something about a verb. Adverbs often follow the verb. Some adverbs can be used at the beginning, middle, or end of a sentence.

**adverb: carefully**

Carefully, Mrs. Marsh trained her service dog.  
Mrs. Marsh carefully trained her service dog.  
Mrs. Marsh trained her service dog carefully.

**Thinking Question**

What is the adverb that tells about the verb?

In what part of the sentence is the adverb?

**1–5** The verb in each sentence is underlined. Write the adverb.

1. Often a dog trainer makes careless mistakes. \_\_\_\_\_
2. Puppies in their first year of life learn best. \_\_\_\_\_
3. A trainer repeats the commands again. \_\_\_\_\_
4. Our teacher usually knows every dog. \_\_\_\_\_
5. I think about my dog a lot. \_\_\_\_\_

**6–10** Underline each adverb. Write the verb it describes.

6. Once, five of the guide dogs got an award. \_\_\_\_\_
7. Three of the dogs had won before. \_\_\_\_\_
8. He quickly drank all the water in his bowl. \_\_\_\_\_
9. The best guide dog works for Mrs. Hatcher now. \_\_\_\_\_
10. Spot, please come here. \_\_\_\_\_

# Possessive Nouns

**The Right Dog  
for the Job**  
Grammar: Spiral Review

Compare how singular and plural possessive nouns are formed.

<b>Singular Noun</b>	This is the guide dog <u>owned by Tim</u> .
<b>Singular Possessive Noun</b>	This is <u>Tim's</u> guide dog.
<b>Plural Noun (ending in -s)</b>	The blankets <u>of the puppies</u> are red.
<b>Plural Possessive Noun</b>	The <u>puppies'</u> blankets are red.
<b>Plural Noun (not ending in -s)</b>	The dogs <u>owned by the women</u> are gentle.
<b>Plural Possessive Noun</b>	The <u>women's</u> dogs are gentle.

**1–6. Write each phrase another way. Use the possessive form of each noun.**

1. the bark of the dog                      the \_\_\_\_\_ bark
2. the squeaks of the mice                      the \_\_\_\_\_ squeaks
3. the honks made by the geese                      the \_\_\_\_\_ honks
4. the shouts of the men                      the \_\_\_\_\_ shouts
5. a giggle made by a child                      a \_\_\_\_\_ giggle
6. a cry belonging to a puppy                      a \_\_\_\_\_ cry

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

# Word Choice

**The Right Dog for  
the Job**

Grammar: Connect to Writing

Good writers choose precise **adverbs**. An adverb can change the meaning of a sentence.

She walked painfully across the street.

She walked lazily across the street.

She walked proudly across the street.

**Activity** Read the story. Then fill in the blanks with precise adverbs. Create a story that makes sense.

My aunt Remedios is ninety years old. \_\_\_\_\_ we visited her in Arizona. Her canine companion, Charles, whined \_\_\_\_\_ when we arrived. Aunt Remy sat \_\_\_\_\_ in her wheelchair. My mother told us that she could \_\_\_\_\_ walk.

During our visit, we saw that Charles helped Remy \_\_\_\_\_. That good dog \_\_\_\_\_ left my aunt's side. When Remy accidentally dropped something, Charles \_\_\_\_\_ picked it up in his mouth. When she rolled her chair \_\_\_\_\_, Charles followed.

I know that Aunt Remy would be lonely without her dog. I \_\_\_\_\_ miss Charles, too.

**The Right Dog for  
the Job**  
Writing:  
Write to Narrate

# Focus Trait: Voice

## Writing a Friendly Letter

A friendly letter is something you write to a person that you know well.

<b>Heading</b>	450 Bond Street Lakeside, OH 12345 June 1, 2009
<b>Greeting</b>	Dear Grandmother,
<b>Message</b>	I just opened the birthday gift you sent to me. I love the necklace and matching bracelet. Blue gemstones are my favorite! I will think of you whenever I wear the pretty jewelry. Thank you very much.
<b>Closing</b>	Your loving granddaughter,
<b>Signature</b>	Alyssa

Write a message for a thank-you note on the lines below. State the reason you are writing the letter and connect ideas in an orderly way. Use words you would use in regular speech.

Dear \_\_\_\_\_

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

# Understanding Characters

**Moon Runner**  
Comprehension:  
Understanding Characters

Read the selection below.

## Coming Home

Abby jumped out of bed as soon as she felt the sun on her face. Today was the Big Day! It had been almost a year since her father left to serve in the military. Today, he was coming home.

“The house looks perfect,” Abby thought as she brushed her teeth. The decorations she had made hung in every room. Their mother had been cooking for days to prepare for the big party to welcome Dad home.

Abby put on her new dress in the shade of blue her father loved. Then she ran down to the living room. Ben was already there, picking up the books and games they had left out last night. Abby straightened a

few pillows on the couch. Then she helped Ben carry their things upstairs.

Just as she closed her closet door, the downstairs door slammed.

Abby and Ben looked at each other. For a moment, neither seemed to breathe.

Then came the familiar voice. “I’m home!”

Ben and Abby flew down the stairs just in time to see their mother and father hugging. As their father turned to them, they jumped into his arms to give him the hug they had been waiting so long to give.

“Welcome home!” Abby and Ben shouted. “We missed you!”

Complete the Column Chart to record the characters’ thoughts, actions, and words. Use complete sentences.

Thoughts	Actions	Words

# Understanding Characters

**Moon Runner**  
**Comprehension:**  
Understanding Characters

Read the selection below.

## Winners

Jesse was worried. How could he go up against his best friend? It was Eddie who had taught him to wrestle. Now if Eddie lost this match, his team couldn't go to the state finals. And going to state finals had always been Eddie's biggest dream.

Jesse climbed into the ring. From across the mat, Eddie grinned and gave his trademark wink. Jesse felt sick to his stomach. Then he took a deep breath and made a decision.

The match began. Jesse tried a few standard pins on Eddie, who easily freed himself and then quickly put Jesse in a hold. Jesse's fans and

coach were screaming at him. What was wrong with him?

As they circled each other, Eddie said, "Don't insult me. Make this match mean something!"

Jesse's eyes widened. Eddie knew Jesse was trying to let him win!

Then Eddie spoke again. "Don't worry. I'll beat you anyway!"

"Oh, yeah?" Jesse grinned, pinning Eddie. The crowd roared.

But Eddie was right. He overturned the pin and won the match. Eddie was the winner! And, standing beside him and cheering, so was Jesse.

Use a Column Chart like this one to help you analyze Jesse's and Eddie's behavior and motives. Then answer the questions below.


1. What was Jesse's decision in paragraph two? What do you think was his motive?

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2. What do Eddie's words "Make this match mean something" tell you about Eddie's character?

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

**Moon Runner**

**Vocabulary Strategies:**  
Homophones, Homonyms,  
and Homographs

# Homophones, Homonyms, and Homographs

loan / loan

route / root

packed / pact

tea / tee

sole / soul

heal / heel

morning / mourning

Each sentence below uses either a homophone, homonym, or homograph. Circle the correct form of the word in parentheses to complete each sentence.

1. He has a hole in the (sole, soul) of his shoe.
2. The bus takes the same (route, root) every day.
3. She injured the (heal, heel) of her foot.
4. The team made a (packed, pact) to follow the rules.
5. Jane hates waking up early in the (morning, mourning).
6. The (loan, lone) tree in the field stood out against the sun.
7. We drank a cup of (tea, tee) in the afternoon.

# Prefixes: *re-*, *un-*, *dis-*

**Basic** Read the paragraphs. Write the Basic Words that best complete the sentences.

“Look how (1) \_\_\_\_\_ this room is!” my dad said. I said that I had cleaned it earlier, but he told me that I needed to (2) \_\_\_\_\_ the whole thing. I didn’t want to (3) \_\_\_\_\_ him, so I started to organize some of the (4) \_\_\_\_\_. I noticed right away that a shelf of books was sagging and (5) \_\_\_\_\_, so I decided that I would try to (6) \_\_\_\_\_ the whole bookcase. I started to (7) \_\_\_\_\_ all of the books onto the floor and took the bookcase apart. This (8) \_\_\_\_\_ task took longer than cleaning the room would have taken.

“George!” exclaimed my father. “I (9) \_\_\_\_\_ that I asked you an hour ago to clean your room!”

Now I remember why I (10) \_\_\_\_\_ cleaning so much!

**Challenge 11–14.** Your favorite store is going out of business. Write an e-mail to a friend about your last visit to the store. Use four Challenge Words. Write on a separate sheet of paper.

## Moon Runner

Spelling:  
Prefixes: *re-*, *un-*, *dis-*

### Spelling Words

1. unused
2. refresh
3. dislike
4. replace
5. unpaid
6. redo
7. disorder
8. unplanned
9. distrust
10. rewind
11. untrue
12. unload
13. recall
14. displease
15. uneven
16. rebuild
17. restart
18. uncover
19. untidy
20. discolor

### Challenge

disband  
rearrange  
discontinue  
refund  
unusual



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

# Spelling Word Sort

**Moon Runner**  
Spelling:  
Prefixes: *re-*, *un-*, *dis-*

Write each Basic Word beside the correct heading.

<b><i>re-</i> + base word</b>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p>
<b><i>dis-</i> + base word</b>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p>
<b><i>un-</i> + base word</b>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p>

## Spelling Words

1. unused
2. refresh
3. dislike
4. replace
5. unpaid
6. redo
7. disorder
8. unplanned
9. distrust
10. rewind
11. untrue
12. unload
13. recall
14. displease
15. uneven
16. rebuild
17. restart
18. uncover
19. untidy
20. discolor

**Challenge** Add the Challenge Words to your Word Sort.

**Challenge**  
disband  
rearrange  
discontinue  
refund  
unusual

# Proofreading for Spelling

**Moon Runner**  
**Spelling:**  
Prefixes: *re-*, *un-*, *dis-*

Find the misspelled words and circle them. Write them correctly on the lines below.

Everyone in town thought Max had won the race, but Ginny knew that was untru. She was one of the unpaid volunteers at the finish line handing out water and towels to the athletes. As she gathered the unussed towels, Ginny said that the track coach would uncovr who should replaise Max as the winner.

Even though I knew I'd won, I was sure that changing the outcome would be difficult. They'd have to reduce the race results in the paper, too.

The next day, the coach said, "I dislik and destrust rumors. Rumors discoler the reputation of this race. Since I don't recal seeing who won, I want to rifresh my memory. I am going to rewinde and restaart the race tape." When he realized that I'd won instead of Max, I was relieved.

## Spelling Words

1. unused
2. refresh
3. dislike
4. replace
5. unpaid
6. redo
7. disorder
8. unplanned
9. distrust
10. rewind
11. untrue
12. unload
13. recall
14. displease
15. uneven
16. rebuild
17. restart
18. uncover
19. untidy
20. discolor

**Challenge**  
disband  
rearrange  
discontinue  
refund  
unusual

- |          |           |
|----------|-----------|
| 1. _____ | 8. _____  |
| 2. _____ | 9. _____  |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ |           |

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

# Prepositions

## Moon Runner

Grammar: Prepositions and  
Prepositional Phrases

A **preposition** shows the connection between words in a sentence. Some prepositions describe time, such as *before*, *after*, or *during*. Others describe place, such as *over*, *in*, *on*, *above*, or *below*.

### preposition

The runners raced on the track.

### Thinking Question

What word shows a connection between other words in the sentence?

**1–10.** Find the preposition in each underlined phrase. Write the preposition on the line.

1. The track team will practice inside the gym. \_\_\_\_\_
2. We use the outdoor track during warm weather. \_\_\_\_\_
3. Jack and Liam arrange the hurdles on the track. \_\_\_\_\_
4. Pedro easily leaps over every hurdle. \_\_\_\_\_
5. Then I bang my knee into the third hurdle. \_\_\_\_\_
6. I stumble a bit before I fall. \_\_\_\_\_
7. Then I tumble to the ground. \_\_\_\_\_
8. The coach kneels beside me. \_\_\_\_\_
9. She wraps a bandage around my knee. \_\_\_\_\_
10. After a long, hard practice, everyone is tired. \_\_\_\_\_

# Prepositional Phrases

**Moon Runner**  
Grammar: Prepositions and  
Prepositional Phrases

A **prepositional phrase** begins with a preposition and ends with a noun or a pronoun. All of the words in between are part of the prepositional phrase.

**prepositional phrase**

The girls have been best friends for a long time.

At school, they join many of the same clubs.

**Thinking Question**

*What phrase begins with a preposition and ends with a noun or pronoun?*

**1–6.** In each sentence below, underline the preposition. Write the prepositional phrase.

1. The soccer team's field is behind our school.

\_\_\_\_\_

2. Jenna was the team goalie until this week.

\_\_\_\_\_

3. The coach made Rosie the new goalie during yesterday's game.

\_\_\_\_\_

4. Rosie wondered why Jenna ignored her after the game.

\_\_\_\_\_

5. Before going home, Rosie and Jenna talked.

\_\_\_\_\_

6. They seemed friendly at today's game.

\_\_\_\_\_

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

# Using Prepositions and Prepositional Phrases to Provide Details

**Moon Runner**  
Grammar: Prepositions and Prepositional Phrases

A prepositional phrase can also provide details to help describe a noun. The noun it helps describe is not part of the prepositional phrase.

**noun described**                      **preposition**  
Our school play this year is about a female athlete.

**Thinking Question**

*What is the prepositional phrase in the sentence? What details does it give about the sentence?*

**1–6. Look at the underlined preposition. Write a detail on the lines below to complete each sentence. Then circle the noun being described.**

1. My book report is about \_\_\_\_\_.
2. I did research and read a book by \_\_\_\_\_.
3. I wrote my report on \_\_\_\_\_.
4. I was excited to see how everyone at \_\_\_\_\_ liked it.
5. The next day, I accidentally left my report on the table in \_\_\_\_\_.
6. The topic of \_\_\_\_\_ will be how to improve my memory!

# Verbs in the Present

Subject-Verb Agreement	
<b>Singular subjects</b>	<u>Mira</u> <b>signs</b> up for the race. <u>She</u> <b>studies</b> the race route. Her <u>dad</u> <b>fixes</b> the camera before the big race.
<b>Plural subjects</b>	The two <u>friends</u> <b>wish</b> each other luck. Then <u>they</u> <b>take</b> their places at the starting line.

## 1–6. Write the verb that correctly completes each sentence.

1. (wait, waits) The runners \_\_\_\_\_ for the start of the race.
2. (fall, falls) Selma \_\_\_\_\_ far behind the other runners.
3. (catch, catches) She \_\_\_\_\_ up to them near the finish line.
4. (fly, flies) Suddenly, Selma \_\_\_\_\_ past everyone.
5. (hug, hugs) Her parents \_\_\_\_\_ her after the race.
6. (rush, rushes) The judge \_\_\_\_\_ over with the first place ribbon.

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

# Ideas

**Moon Runner**  
Grammar: Connect to Writing

Prepositional phrases tell when, where, or how. You can use prepositional phrases in your writing to add descriptive detail to sentences.

**1–6. Add a prepositional phrase that adds descriptive detail to complete the sentences below.**

1. The marathon route ran

\_\_\_\_\_

2. Volunteers passed out water

\_\_\_\_\_

3. The winner is crowned

\_\_\_\_\_

4. My father finished his first marathon

\_\_\_\_\_

5. Rain began to fall

\_\_\_\_\_

6. We hugged Dad

\_\_\_\_\_

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

# Focus Trait: Word Choice

**Moon Runner**  
Writing: Write to Narrate

You can vary your choice of descriptive words and details to make your writing more interesting.

Without Descriptive Words	With Descriptive Words
He lay down on the couch.	He flopped down on the living room couch and sighed in exhaustion.

Rewrite the sentences to include descriptive adjectives, verbs, or phrases that add detail.

1. The bull came toward us.

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2. The visiting team won the game.

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3. I wanted a new bicycle.

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

# Persuasion

**Harvesting Hope: The Story of Cesar Chavez**  
Comprehension: Persuasion

Read the selection below.

## Birth of the Special Olympics

Eunice Kennedy Shriver believed individuals with learning disabilities enjoy and benefit from sports. She felt they should have the same chance to participate in sports as people without such disabilities. Eunice had organized Camp Shriver in 1962. She invited children with learning disabilities to take part in sports and activities at her home in Maryland.

In 1967, Ann Burke, a teacher in Chicago, and the Chicago Park District asked Eunice to help them hold a track meet modeled after the Olympic Games. Through this program, 1,000 disabled athletes from around the United States and Canada

traveled to Chicago for the Chicago Special Olympics on July 20, 1968. They competed in water sports and other events such as floor hockey.

Eunice helped disabled people through the Special Olympics. Thanks to her, people with learning disabilities can play, compete in sports, and grow. They can be successful at activities that before were not open to them.

Today, the Special Olympics has grown. Participants include more than 2.5 million athletes from countries all over the world. Eunice's dream has made the world a better place.

Analyze the selection to identify and evaluate its persuasive arguments.

Use the Idea-Support Map below to organize your thoughts.

Goal: \_\_\_\_\_

Reason: \_\_\_\_\_

Reason: \_\_\_\_\_

# Persuasion

**Harvesting Hope: The Story of Cesar Chavez**  
Comprehension: Persuasion

Read the selection below.

## Buy Organic Food!

Food quality is an important issue for many consumers. Shoppers look for fruits and vegetables that are fresh, ripe, and unbruised. Shoppers who want the best food should look for food that is labeled as organic.

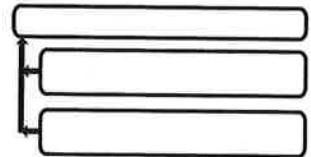
Organic crops are raised without chemical pesticides. The farmers do not spray poisons on the plants or the soil to get rid of pests. Organic crops are also raised without herbicides. The farmers do not put poisons in the soil to get rid of weeds. The plants

and the people who care for them are also protected from these poisons.

Organic foods do not contain growth hormones or genes from other kinds of plants. They are never treated with radiation. Organic foods are pure foods.

For their own health and the health of farmers and farmworkers, people should seek out and pay the higher price charged for these healthier, organic foods.

Analyze the selection to evaluate its persuasive arguments. Use an Idea-Support Map like the one shown here to organize your thoughts. Then answer the questions below.



1. What is the author's main argument? Support your answer with details from the selection.

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2. Why does the author think these foods are better? Support your answer with details from the selection.

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

# Using a Dictionary

**Harvesting Hope: The Story of Cesar Chavez**  
Vocabulary Strategies:  
Dictionary

blur                      strike                      belief  
suspicious              harvest                      right

Each sentence shows a word in *italics*. Use a dictionary to answer questions about the words or to help you use them in a sentence.

1. The word *blur* can be used as what parts of speech?

\_\_\_\_\_

2. How many syllables does the word *suspicious* have?

\_\_\_\_\_

3. Use the word *strike* with a different meaning in two sentences.

\_\_\_\_\_  
\_\_\_\_\_

4. What guide words are found at the top of the page on which *harvest* appears?

\_\_\_\_\_

5. According to your dictionary, which syllable of *belief* is the stressed syllable? How can you tell?

\_\_\_\_\_  
\_\_\_\_\_

6. Use the word *right* with a different meaning in two sentences.

\_\_\_\_\_  
\_\_\_\_\_

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

# Suffixes: *-ful, -less, -ness, -ment*

**Harvesting Hope: The Story of Cesar Chavez**  
Spelling: Suffixes: *-ful, -less, -ness, -ment*

**Basic** Write the Basic Word that best fits each clue.

1. full of happiness \_\_\_\_\_
2. without end \_\_\_\_\_
3. a state of tidiness \_\_\_\_\_
4. concrete surface \_\_\_\_\_
5. without sleep \_\_\_\_\_
6. the act of moving \_\_\_\_\_
7. a state of having no strength \_\_\_\_\_
8. using more than is needed \_\_\_\_\_
9. sickness \_\_\_\_\_
10. having bright colors \_\_\_\_\_
11. affection \_\_\_\_\_

**Challenge 12–15.** Your school newspaper is featuring a health article. Your job is to submit some first-aid tips. Use four of the Challenge Words. Write on a separate sheet of paper.

## Spelling Words

1. colorful
2. weakness
3. movement
4. endless
5. truthful
6. illness
7. cheerful
8. useless
9. beautiful
10. restless
11. clumsiness
12. pavement
13. peaceful
14. fondness
15. neatness
16. speechless
17. statement
18. wasteful
19. penniless
20. treatment

**Challenge**  
numbness  
ailment  
resourceful  
cleanliness  
appointment

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

# Spelling Word Sort

**Harvesting Hope: The Story of Cesar Chavez**  
Spelling: Suffixes: *-ful, -less, -ness, -ment*

Write each Basic Word beside the correct heading.

<b>base word + <i>-ful</i></b>	<b>Basic Words:</b>  <b>Challenge Words:</b>  <b>Possible Selection Words:</b>
<b>base word + <i>-less</i></b>	<b>Basic Words:</b>
<b>base word + <i>-ness</i></b>	<b>Basic Words:</b>  <b>Challenge Words:</b>
<b>base word + <i>-ment</i></b>	<b>Basic Words:</b>  <b>Challenge Words:</b>  <b>Possible Selection Words:</b>

## Spelling Words

1. colorful
2. weakness
3. movement
4. endless
5. truthful
6. illness
7. cheerful
8. useless
9. beautiful
10. restless
11. clumsiness
12. pavement
13. peaceful
14. fondness
15. neatness
16. speechless
17. statement
18. wasteful
19. penniless
20. treatment

### Challenge

numbness  
ailment  
resourceful  
cleanliness  
appointment

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *Harvesting Hope: The Story of Cesar Chavez*. Find words that have the suffixes *-ful, -less, -ness, or -ment*. Add them to your Word Sort.

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

# Proofreading for Spelling

**Harvesting Hope: The Story of Cesar Chavez**  
Spelling: Suffixes: *-ful, -less, -ness, -ment*

Find the misspelled words and circle them. Write them correctly on the lines below.

In 1948, Helen Fabela married Cesar Chavez, a man known for his endlest work to improve the treatmint of migrant farm workers in the United States. Though the couple endured rather peniles times and poor living conditions, Helen supported Cesar's work. She also made her own statment by starting a teaching program for Mexican farm workers.

Some dishonest people were not truthfil and started rumors about Mexican farm workers. Helen was spechles at the weekness of their values, and she thought it was uzeles to complain.

Helen had a chearful attitude, and she provided an environment for her husband and eight children that was beautyful and peaseful. Today Helen Chavez is an inspiration to her 31 grandchildren.

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ |           |

## Spelling Words

1. colorful
2. weakness
3. movement
4. endless
5. truthful
6. illness
7. cheerful
8. useless
9. beautiful
10. restless
11. clumsiness
12. pavement
13. peaceful
14. fondness
15. neatness
16. speechless
17. statement
18. wasteful
19. penniless
20. treatment

## Challenge

- numbness  
ailment  
resourceful  
cleanliness  
appointment

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

# Transition Words

**Harvesting Hope: The  
Story of Cesar Chavez**  
Grammar: Transitions

**Transition words** connect sentences and paragraphs. They help readers follow the ideas they are reading or hearing. They show how ideas are related. Some transition words are *also, but, still, however, therefore, so, once, since, and because*.

**transition word**

I picked all the beets. However, I have to take some to Mrs. Lopez.

**Thinking Question**

What word or words tell about time or order? What words help keep ideas moving and changing?

**1-4. Underline the transition word in the sentences below.**

1. A drought destroyed many farms. Farmers went to California because of that.
2. They found life hard in California. However, they could not go back home.
3. Even the children had to work. So, they were not able to get a good education.
4. Things are somewhat different now. Still, the life of a farm worker is far from easy.

**5-8. Select the correct transition word to connect the sentences and write it on the line.**

5. On the road to California we saw cars left at the side of the road. (But, Also) \_\_\_\_\_, there were people just sitting there.
6. Some people's money had run out. (Since, However) \_\_\_\_\_, they could not turn back.
7. The government tried to help. (Still, Also) \_\_\_\_\_, there were many people it didn't reach.
8. Those times are long gone. (Since, However) \_\_\_\_\_ then, there are more ways the government tries to help people.

# Time-Order Transition Words

Harvesting Hope: The  
Story of Cesar Chavez  
Grammar: Transitions

**Transition words** connect sentences and paragraphs. Some transition words tell you the order in which events happen. Words such as *first*, *next*, *then*, *before*, *later*, and *finally* show **time order**.

First, we researched the problem. Then we wrote our report.

### Thinking Question

Which words tell the order of events? How do they signal to the reader that there is a change?

#### 1-4. Underline the transition words in the sentences below.

1. First, we made flyers about the meeting. Then we put them up all over.
2. Next, we organized a protest march. Finally, our cause was heard.
3. One of the workers told us about her aunt. Later, we got to meet her.
4. She told us she had marched forty years ago. Now, many people her age support our cause.

#### 5-8. Write a transition word on the line to connect the sentences.

5. We can now reach people through the Internet. \_\_\_\_\_, people had only letters, the phone, flyers, and word of mouth.
6. To mount an Internet campaign, \_\_\_\_\_ you need a good letter. \_\_\_\_\_, you need a mailing list.
7. \_\_\_\_\_ you send the e-mail letter, the waiting begins. \_\_\_\_\_ a few days, you know by the response if your mailing was a success.
8. \_\_\_\_\_, you can decide if it is worth using e-mail in the future.



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

Harvesting Hope: The  
Story of Cesar Chavez  
Grammar: Transitions

# Transitional Phrases and Conclusions

**Transitional phrases** connect the ideas in sentences. Some transitional phrases include *for example* and *in addition*. Other transitional words are used to begin the conclusion of an article, speech, or essay. Some concluding phrases are *as a result*, *at last*, and *to sum up*.

## Thinking Question

Which phrase tells you that you are at the end of an idea or discussion?

### 1–4. Underline the transitional phrases in the sentences below.

- Rita started planting a vegetable garden three years ago. As a result, she grows a lot of her family's food.
- She keeps most of her gardening tools in the shed. In addition, there are rakes and weeders in the garage.
- Harvesting vegetables can be difficult. For example, pulling carrots out of the ground takes a lot of strength.
- The more you do it, the stronger you get. Besides that, home-grown vegetables taste great!

### 5–8. Write a concluding transitional phrase on the line to connect the sentences.

- The world's population is growing rapidly. \_\_\_\_\_, we need to figure out new ways of feeding all the people.
- I have given you my reasons for planning a school garden. \_\_\_\_\_, we will learn about plants, cooking, and teamwork.
- After my speech, the principal talked with the teachers. \_\_\_\_\_, they agreed to let us have our school garden.
- We talked about who should get the food we grow. \_\_\_\_\_, our school cafeteria will now have more fresh vegetables and fruit.

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

# Verbs in the Past

**Harvesting Hope: The  
Story of Cesar Chavez**  
Grammar: Spiral Review

Use the **past-tense form** of a verb to show action that has already happened. Most past tense verbs end in *-ed*. However, irregular verbs have different endings or different spellings. You must memorize those forms.

**Past tense:** He tired easily. She raked the leaves.

**Irregular past tense:** She felt sleepy. The candle went out.

**1–3. Write the past-tense form of the verb in parentheses to complete each sentence.**

1. (finish) The farmer \_\_\_\_\_ plowing late in the afternoon.
2. (store) He \_\_\_\_\_ his equipment in the barn.
3. (cook) He \_\_\_\_\_ his dinner after he got home.

**4–6. Write the irregular past-tense form of the verb in parentheses to complete each sentence.**

4. (go) Last weekend, we \_\_\_\_\_ to visit my grandparents.
5. (bend) The hurricane \_\_\_\_\_ the flag pole in half.
6. (bring) The parents \_\_\_\_\_ supplies for the event.

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

# Sentence Fluency

**Harvesting Hope: The  
Story of Cesar Chavez**  
Grammar: Connect to Writing

Transition words connect ideas. They show how ideas are related. They help writers organize their writing, put events in time order, and signal conclusions. They make writing clearer and smoother.

**Activity** Complete the paragraph below by writing transition words or transitional phrases on each line.

Many people lost their farms during the drought.  
\_\_\_\_\_, they left their homes and traveled west.  
Farm owners in California saw a chance for cheap labor.  
\_\_\_\_\_ working so long and hard, there was almost  
no time for learning or fun. \_\_\_\_\_ a crop was all  
harvested, workers needed to move on. \_\_\_\_\_ they  
had to find a new place to work. \_\_\_\_\_, they had to  
find a new place to live! \_\_\_\_\_ life was so uncertain,  
no one felt secure.

# Focus Trait: Organization

## Planning a Personal Narrative

**Harvesting Hope: The Story of Cesar Chavez**  
Writing: Write to Narrate

A personal narrative is a story about you and something that happened in your life. Make a list of four events you would like to write about.

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

A. For your personal narrative, choose an event that you remember well or that has special meaning and is important to you. Then fill in the blanks below to help you plan your story.

Topic: I will write about \_\_\_\_\_

What happened first: \_\_\_\_\_

Next: \_\_\_\_\_

Next: \_\_\_\_\_

Last: \_\_\_\_\_

What I learned: \_\_\_\_\_

B. Think about the sensory details that could help the reader share your experience.  
Write your details on the lines below.

**Pair/Share** Work with a partner to brainstorm interesting details.

I saw: \_\_\_\_\_

\_\_\_\_\_

I heard: \_\_\_\_\_

\_\_\_\_\_

I felt: \_\_\_\_\_

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

# Main Idea and Details

**Sacagawea**  
Comprehension:  
Main Ideas and Details

Read the selection below.

## The Trail of Tears

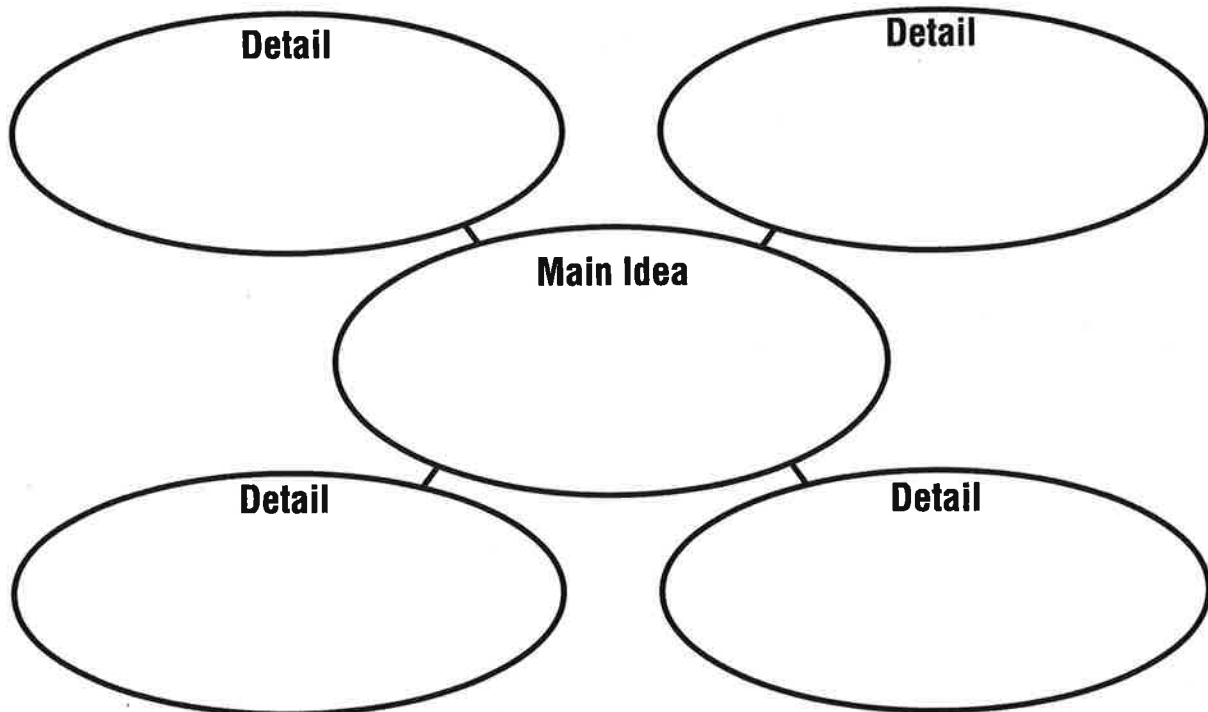
In 1838, the Cherokee Nation had to leave their homes. The Cherokee were a group of Native Americans with farms in Georgia and the Carolinas. They had developed a written language, published a newspaper, and had their own constitution. White people wanted their land because gold had been found there. The U.S. passed a law ordering them to leave.

The Cherokee fought the law. They brought their case to the U.S.

Supreme Court. The court agreed, but President Jackson refused to follow its decision. The U.S. Army rounded up the Cherokees. They forced them to move to Oklahoma.

The journey west was hard. Some of the Cherokee traveled in boats. Others traveled on foot. The weather was bad. They did not have the right clothing or enough food. More than 4,000 Cherokee died on the trail. It is called the Trail of Tears because their families cried.

Complete the Web to identify the main ideas and details of the selection.



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

# Main Ideas and Details

**Sacagawea**  
**Comprehension:**  
Main Ideas and Details

Read the selection below.

## Wild Foods

These days, most of us get all our food from grocery stores. It's easy to forget that food comes from nature.

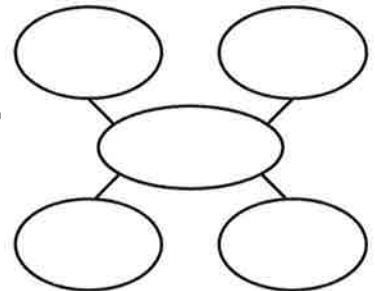
However, many common plants provide great taste and nutrition.

Dandelions, for example, are more than weeds. They contain Vitamin A, Vitamin C, calcium, and potassium. You can make salad with baby dandelion leaves or cook them

like spinach. You can boil the roots or use them to make tea.

Other common plants are safe to eat, too. Chickweed, fiddlehead ferns, and even roses can be food, if they are prepared correctly. Always ask an adult before you prepare or eat any wild plant. Good food doesn't have to come from the store or garden.

Analyze the selection to identify its main idea and details. Use a Web like the one here to organize your thoughts. Write the main idea in the center and the details in the outer ovals. Then answer the questions below.



1. Where does food come from? Support your answer with text details from the selection.

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2. What details does the author provide about wild foods to support the main idea?

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

# Compound Words

**Sacagawea**  
Vocabulary Strategies:  
Compound Words

daydream    homeland    nightfall    landmark  
campfire    lifetime    fly-fishing

Each sentence shows a compound word in parentheses. Complete each sentence using the word in parentheses.

1. (daydream) I always

\_\_\_\_\_

2. (campfire) We like to toast marshmallows

\_\_\_\_\_

3. (homeland) The place where you

\_\_\_\_\_

4. (lifetime) She had accomplished

\_\_\_\_\_

5. (nightfall) Now that it is November

\_\_\_\_\_

6. (fly-fishing) They went to the river

\_\_\_\_\_

7. (landmark) You can find your way around by

\_\_\_\_\_

# VCCV Pattern

**Sacagawea**  
Spelling: VCCV Pattern

**Basic** Write the Basic Word that completes each analogy.

1. *Happily* is to *joyously* as *rarely* is to \_\_\_\_\_.
2. *Shoe* is to *sneaker* as *spice* is to \_\_\_\_\_.
3. *Omelet* is to *eggs* as *house* is to \_\_\_\_\_.
4. *Give* is to *receive* as *lend* is to \_\_\_\_\_.
5. *Puddle* is to *ocean* as *dollar* is to \_\_\_\_\_.
6. *Quarterback* is to *football* as *goalie* is to \_\_\_\_\_.
7. *Carpenter* is to *house* as *photographer* is to \_\_\_\_\_.
8. *Mountain* is to *peak* as *ravine* is to \_\_\_\_\_.
9. *Dentist* is to *teeth* as *mechanic* is to \_\_\_\_\_.
10. *Safety* is to *security* as *peril* is to \_\_\_\_\_.

## Spelling Words

1. million
2. collect
3. lumber
4. pepper
5. plastic
6. borrow
7. support
8. thirty
9. perfect
10. attend
11. canyon
12. traffic
13. fortune
14. danger
15. soccer
16. engine
17. picture
18. survive
19. seldom
20. effort

## Challenge

occur  
venture  
challenge  
rascal  
splendid

**Challenge 11–14.** Write an e-mail to a friend about a movie you have seen recently. Describe a scene that you liked. Use three Challenge Words. Write on a separate sheet of paper.



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

# Spelling Word Sort

**Sacagawea**  
Spelling: VCCV Pattern

Write each Basic Word beside the correct heading.

<p><b>VC/CV Pattern: Double consonants</b></p>	<p><b>Basic Words:</b></p>   <p><b>Challenge Words:</b></p>   <p><b>Possible Selection Words:</b></p>
<p><b>VC/CV Pattern: Different consonants</b></p>	<p><b>Basic Words:</b></p>   <p><b>Challenge Words:</b></p>   <p><b>Possible Selection Words:</b></p>

## Spelling Words

1. million
2. collect
3. lumber
4. pepper
5. plastic
6. borrow
7. support
8. thirty
9. perfect
10. attend
11. canyon
12. traffic
13. fortune
14. danger
15. soccer
16. engine
17. picture
18. survive
19. seldom
20. effort

**Challenge**  
occur  
venture  
challenge  
rascal  
splendid

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *Sacagawea*. Find words that have the VCCV pattern. Add them to your Word Sort.

# Proofreading for Spelling

**Sacagawea**  
Spelling: VCCV Pattern

Find the misspelled words and circle them. Write them correctly on the lines below.

On their trip west, Lewis and Clark hired a French trader for his knowledge of Indian languages. Then they discovered that the trader's wife, Sacagawea, gave the crew more language support than the trader. She was perfect for the job. Sacagawea would attend meetings between the explorers and Indians to be the interpreter. Even though the group did not meet much traffic on the trail, Sacagawea did not have time to be lonely. She would walk down the canyon to collect any food she could find for the more than thirty men to eat. When Sacagawea found a bush with what seemed like a million berries on it, she couldn't picture a better fortune. Her extra effort helped the crew survive the long journey. Lewis and Clark owed a lot to Sacagawea.

## Spelling Words

1. million
2. collect
3. lumber
4. pepper
5. plastic
6. borrow
7. support
8. thirty
9. perfect
10. attend
11. canyon
12. traffic
13. fortune
14. danger
15. soccer
16. engine
17. picture
18. survive
19. seldom
20. effort

### Challenge

- occur  
venture  
challenge  
rascal  
splendid

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

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

**Sacagawea**  
Grammar: Abbreviations

# Abbreviations for People and Places

An **abbreviation** is a short form of a word. Most abbreviations begin with a capital letter and end with a period. Both letters of state name abbreviations are capital letters, and no period is used.

**Person**     Mr. Hideki Nomo  
**Place**     55 Porter Blvd.  
**Place** -     Shoreline, WA 98155

**Thinking Question**

*What parts of the address are shortened forms of words?*

**1–8. Write each group of words. Use an abbreviation for the underlined word or words.**

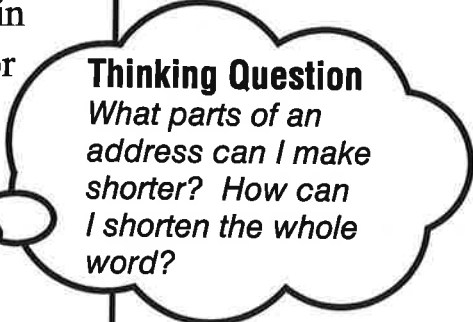
1. Shoshone Trading Company \_\_\_\_\_
2. Charles Pompy, Junior \_\_\_\_\_
3. 92 Mountain Road \_\_\_\_\_
4. Doctor May Dawson \_\_\_\_\_
5. 195 Water Street \_\_\_\_\_
6. Mister Robert Woods, Senior \_\_\_\_\_
7. 16 Muddy Creek Drive \_\_\_\_\_
8. Beaver creek, Oregon 97004 \_\_\_\_\_

# Abbreviations for Mailing Addresses

**Sacagawea**  
Grammar: Abbreviations

An **abbreviation** is a short form of a word. Use abbreviations when writing street names and states in a mailing address. Abbreviate words such as *road* or *avenue* with a capital letter and end with a period. Write both letters of state name abbreviations with capital letters, and do not use periods.

Road	Rd.	Court	Ct.
Street	St.	Post Office	P.O.
Avenue	Ave.	Boulevard	Blvd.



Write each mailing address using abbreviations.

Full Address	Abbreviated Address
1. Mister Pedro Saravia The Total Pet Supply Company 9302 Riverside Drive Toledo, Ohio 43601	
2. Miss Alexis Parker The Press Building 14 Paper Lane Seattle, Washington 98104	
3. Gregory Nulman President, Choice Restaurants Post Office Box 269 Brooklyn, New York 11216	

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

# Abbreviations for Time and Measurement

**Sacagawea**  
Grammar: Abbreviations

An **abbreviation** is a short form of a word. The abbreviations for days and months begin with a capital letter and end with a period. Some other abbreviations for time and measurements begin with a lowercase letter and end with a period.

**time**

Wed., Aug. 26

**measurement**

165 mi., 4 yd.

**Thinking Question**

*What parts can I make shorter? How can I shorten the whole word?*

**1–10. Write these groups of words, using correct abbreviations.**

- |                                |       |
|--------------------------------|-------|
| 1. 8,000 feet                  | _____ |
| 2. 1 hour, 45 minutes          | _____ |
| 3. Tuesday, January 7, 1806    | _____ |
| 4. Monday–Friday               | _____ |
| 5. 3 yards, 11 inches          | _____ |
| 6. April 30, 1803              | _____ |
| 7. November 24, 2011           | _____ |
| 8. Thursday, February 27, 1805 | _____ |
| 9. 7 hours, 15 minutes         | _____ |
| 10. March 10, 1922             | _____ |

# Irregular Verbs

Present	Past	Past with Helping Verb
begin	began	(has, have, had) begun
give	gave	(has, have, had) given

The Special Verb <i>be</i>	
Present Tense	Past Tense
Dad <u>is</u> reading about Lewis and Clark. My parents <u>are</u> in the den.	Meriwether Lewis <u>was</u> an army captain. Both explorers <u>were</u> captains.

**1–8. Write the correct form of the verb in parentheses to complete each sentence.**

- The explorers \_\_\_\_\_ by the campfire. (past tense of *sit*)
- Their dog \_\_\_\_\_ at their feet. (present tense of *be*)
- The explorers \_\_\_\_\_ dinner earlier. (past tense of *eat* with helping verb)
- After dinner, the men \_\_\_\_\_ stories about the past. (past tense of *tell*)
- They \_\_\_\_\_ happy to reach the Pacific Ocean. (future tense of *be*)
- Lewis \_\_\_\_\_ pictures of animals and plants in his diary. (past tense of *draw*)
- The expedition \_\_\_\_\_ its winter camp in early May.  
(past tense of *leave*)
- They \_\_\_\_\_ for their supplies in cash. (past tense of *pay*)

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

# Conventions

**Sacagawea**  
Grammar: Connect to Writing

Each group of words has two incorrect abbreviations. Use proofreading marks to correct the abbreviations.

1. Mr. and mrs Tom Charbonneau, Jr.

1804 Hidatsa Dr.

Sioux City, Ia., 51101

2. Frid., Febr'y. 14

3. 55 mls per hour on the Fort Mandan expy

4. mond., octob 22

5. Doc. Michelle Mitchell

431 Expedition boulv'd

Bethel, ME 04217

6. 17 ln, 3 ft., 4 yrd.

# Focus Trait: Ideas

**Sacagawea**  
Writing: Write to Express

## Choosing Interesting Details

Good writers try to use details that will interest the reader. The details should support the main idea, or message, of the story.

With Uninteresting Details	Without Uninteresting Details
My dad took me to see a champion swimmer at our swimming pool. <b>The pool is next to the bank.</b> He was scheduled to show up at nine o'clock sharp, <b>two hours after the pool opens.</b>	My dad took me to see a champion swimmer at our swimming pool. He was scheduled to show up at nine o'clock sharp.

Read the next sentences. Cross out the details that are not important or interesting. Then rewrite the sentences.

1. My brother and I are on the swim club, so we usually go to the pool at eight o'clock. Anyway, at nine the Olympian was going to meet and greet the public. Then he would sign autographs.

---



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2. I was ready a half hour early, and I had everything I needed: my camera, my autograph book, my swimming trunks, and a towel. If my hero decided to go for a quick swim, I wanted to be ready to get in the pool! I like my blue swimming trunks best.

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---



---

Rewrite the next sentences on a separate sheet of paper. Use sensory words to make the underlined details more interesting.

3. When we got into the car, Dad's car wouldn't start. It made me so mad! By the time we got to the pool, my favorite athlete was leaving. Then he looked at me, and I knew he would stop to talk.



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

# Theme

**The World According to Humphrey**  
Comprehension: Theme

Read the selection below.

## A Home for Melvin and Peanut

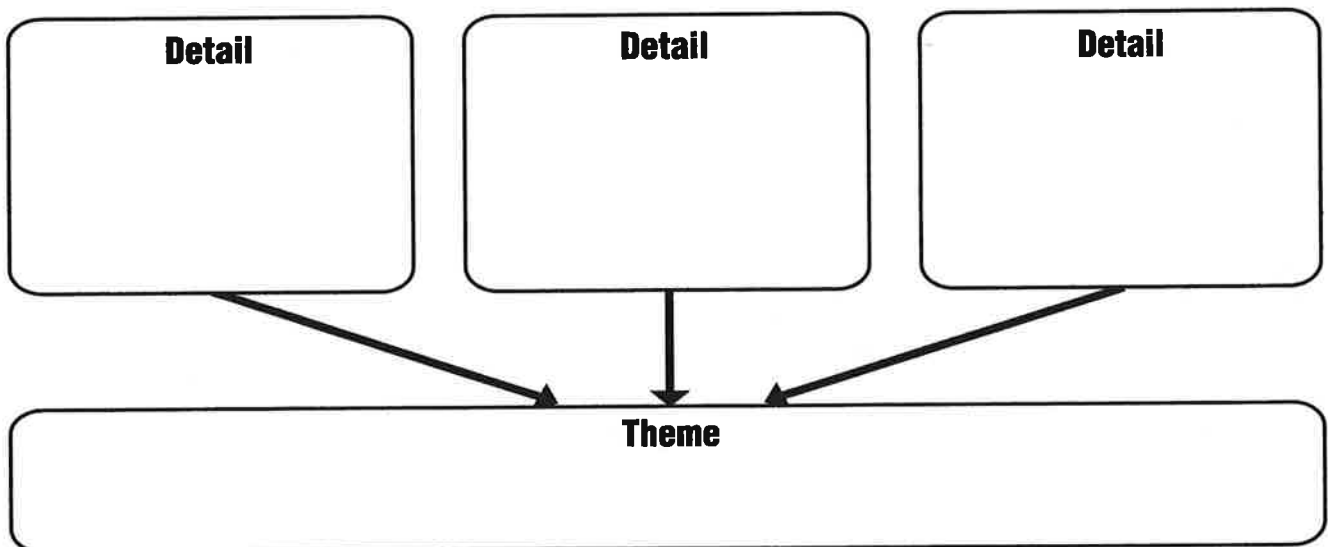
Brittany and her twin brother Josh decided to adopt some pets. Brittany got a dwarf hamster named Melvin, and Josh got a gerbil he named Peanut. To have the right cages and right food for each animal, the twins had read books and compared notes.

The twins learned how to make a home for their new pets. They put them into a clear tank with a mesh top to keep them from escaping. The holes in the mesh allowed the animals to breathe. Next, they put a layer of wood chips on the bottom of the tank and hung a water bottle with a metal spout on the

side of the tank. Then they placed a heavy bowl in the tank for food. Gerbils and hamsters like to climb, so they put rocks in the tank, too. Since gerbils and hamsters also like to run, the twins put in an exercise wheel. Josh got a piece of cardboard for Peanut to chew, too.

Brittany decided to get some vegetables, fruits, mealworms, and crickets for Melvin. Her brother added some cheese and bread for his gerbil. All their research helped the twins make Melvin and Peanut comfortable in their new home.

Use the Inference Map to explain details from the text that will help you understand the lesson that the characters learn. Then write the theme in the bottom box.



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

# Theme

**The World According to Humphrey**  
Comprehension: Theme

Read the selection below.

## A Soft Landing

I never knew life could be so easy! I began life in a cardboard box in a dirty alley. My cat littermates and I ran for our lives from dogs and huge boxes on wheels.

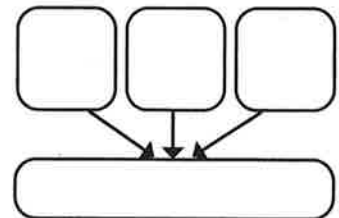
Then someone caught me and put me in a metal cage. I was in a big square box all day and all night. They fed me and washed me. They kept me away from dogs, but I missed my family. All the cats there were in cages and frightened.

Lots of people came to visit. Sometimes the people let me out of

the cage for a while. Then, one day, they unlocked my cage! They put me in an even smaller cage and carried me out of the building to one of the boxes on wheels!

We all traveled until we came to a nice, big place. It was clean and bright with soft furniture and carpeting. It had cats and people. Food and water were waiting for me, and there was not a box in sight! Boy, did I get lucky! Life can be good.

Use an Inference Map like the one here to explain details from the selection and determine its theme. Then answer the questions below.



1. How does the title "A Soft Landing" explain what happens in the selection? Support your answer with text details.

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2. What does the author want readers to learn from this selection? Support your answer with details from the selection.

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

# VCV Pattern

The World According  
to Humphrey

Spelling: VCV Pattern

**Basic** Read the paragraph. Write the Basic Word that best replaces the underlined word or words in each sentence.

## Spelling Words

Moving to a new place was an (1) important occasion in my life. I was only a (2) person who studies when my family shot into space. We flew to the (3) heavenly body Zondora. The shuttle flight from Earth to Zondora was very (4) fast. We stayed in a hovering (5) resort. The workers there were (6) respectful and helpful. Zondora has large lava pits and (7) icy plains. It has a large shield to (8) protect against anything that could harm the planet. If the shield is threatened, a (9) device that makes a loud noise blares. The people (10) join together to keep Zondora safe.

1. event
2. humor
3. rapid
4. music
5. relief
6. planet
7. detail
8. unite
9. frozen
10. figure
11. siren
12. polite
13. hotel
14. protest
15. punish
16. defend
17. relay
18. habit
19. student
20. moment

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

### Challenge

rumor  
jealous  
license  
image  
rival

**Challenge 11–14.** Your brother and your best friend are on opposing teams of a football game. Write a journal entry that tells how you cheered for both teams. Use four of the Challenge Words. Write on a separate sheet of paper.

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

# Spelling Word Sort

**The World According to Humphrey**  
Spelling: VCV Pattern

Write each Basic Word beside the correct heading.

<p><b>VC/V: Divide after the consonant</b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
<p><b>V/CV: Divide before the consonant</b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>

## Spelling Words

1. event
2. humor
3. rapid
4. music
5. relief
6. planet
7. detail
8. unite
9. frozen
10. figure
11. siren
12. polite
13. hotel
14. protest
15. punish
16. defend
17. relay
18. habit
19. student
20. moment

### Challenge

- rumor  
jealous  
license  
image  
rival

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *The World According to Humphrey*. Find words that have the VC / V and V / CV spelling pattern on this page. Add them to your Word Sort.

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

# Proofreading for Spelling

**The World According to Humphrey**  
Spelling: VCV Pattern

Find the misspelled words and circle them. Write them correctly on the lines below.

## Spelling Words

What a relief to be back at school! If only I could talk, I would ask Mrs. Brisbane for a moment of her time to protest the weekend's arrangement at the Thomases. Don't get me wrong now. The family treated me nicely, and they did not punish me when water spilled inside my cage. They actually thought it was an exciting event. Mr. Thomas thinks he has a great sense of humor, but here's a small detail that I'll only share with Mrs. Brisbane: His jokes are the corniest on the planet. Mrs. Thomas is very polite, but her taste in music is simply awful. And she also has a very bad habit of serving frozen pizza that isn't cooked through. "Look at our little hamster go!" Mrs. Brisbane said. "He's running a relay race on his wheel. I think he's glad to be back."

1. event
2. humor
3. rapid
4. music
5. relief
6. planet
7. detail
8. unite
9. frozen
10. figure
11. siren
12. polite
13. hotel
14. protest
15. punish
16. defend
17. relay
18. habit
19. student
20. moment

- |          |           |
|----------|-----------|
| 1. _____ | 8. _____  |
| 2. _____ | 9. _____  |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ |           |

### Challenge

rumor  
jealous  
license  
image  
rival

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

# Comparative Forms of Adjectives

**The World According to Humphrey**  
Grammar: Comparing with Adjectives and Adverbs

A **comparative adjective** compares one person, place, or thing to another. To form a comparative adjective, you can usually add *-er* to the adjective. If the adjective ends in *y*, change the *y* to *i* before adding *-er*.

**Thinking Question**  
Are there two persons, places, or things being compared? Does the adjective end in *-er*?

**adjective**

Josh is tall.

The weather is dry today.

**comparative adjective**

Jacob is taller than Josh.

The weather is drier today than yesterday.

**1–4. Write the comparative form of the adjective in each sentence.**

- I think that spring feels (warm) \_\_\_\_\_ than winter.
- My dog seems hungry, but your dog looks \_\_\_\_\_.
- Maddie is short, but Cindy is \_\_\_\_\_.
- Her song is lovely, but I think your song sounds \_\_\_\_\_.

Some comparative adjectives are formed by adding the word *more*. Usually longer adjectives form the comparative this way.

Joe is more polite than Henry.

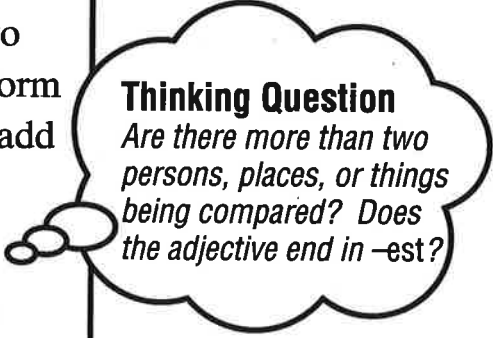
**5–8. Write the comparative form of each adjective.**

- Sally felt (miserable) \_\_\_\_\_ when she knew she had the flu.
- The company is (efficient) \_\_\_\_\_ than its competitor.
- Will you feel (comfortable) \_\_\_\_\_ sitting here?
- Tonight's dinner tastes (delicious) \_\_\_\_\_ than last night's.

# Superlative Forms of Adjectives

**The World According to Humphrey**  
Grammar: Comparing with Adjectives and Adverbs

When we use adjectives to compare **more than** two persons, places, or things, we use the superlative form of the adjective. To form a **superlative adjective**, add *-est* or write *most* before the adjective.



Adjective	Comparative	Superlative
happy	happier	happiest
complex	more complex	most complex

Emily is luckier than Mary, but Alyssa is the luckiest of all.

Without a map, Gregory is more lost than Lew, but Edwin is the most lost.

**1–5. Write the correct form of the adjective in parentheses to complete the sentence.**

- A rose is pretty, but Tom thinks an orchid is (pretty)  
\_\_\_\_\_
- Susan says that of all the flowers, the peony is the (pretty)  
\_\_\_\_\_
- This tulip is the (bright) \_\_\_\_\_ shade of red I've ever seen.
- Carrie told him that lavender smells (wonderful)  
\_\_\_\_\_
- Trees grow the (tall) \_\_\_\_\_ of all plants.



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

# Comparative and Superlative Forms of Adverbs

**The World According to Humphrey**  
Grammar: Comparing with Adjectives and Adverbs

Adverbs often work with verbs and tell how, when, or where an action happens. They are used with action verbs, and many end with *-ly*. A **comparative adverb** compares the action of two or more things. The word *more* is often used. A **superlative adverb** compares the action of more than two things. The word *most* is often used.

Adverb	Comparative	Superlative
slowly	more slowly	most slowly
soon	sooner	soonest
promptly	more promptly	most promptly

### Thinking Question

Does the adverb end in *-ly*? Is the word *more* or *most* added?

Use a comparative or superlative adverb for each blank below. Use the list on the right to help you complete the sentences.

1. Although many musicians were loud, Donald played the trumpet \_\_\_\_\_.
2. Sarah could add numbers \_\_\_\_\_ than her brother.
3. Jerry ran \_\_\_\_\_ than his best friend.
4. Of all my friends, Carmin lives \_\_\_\_\_.
5. Marty worked \_\_\_\_\_ on his project than his partner.
6. Jeremy answered the question \_\_\_\_\_ of the three contestants.

louder  
loudest  
more quickly  
most quickly  
more completely  
most completely  
closer  
closest  
harder  
hardest  
faster  
fastest

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

# Kinds of Adjectives

The World According  
to Humphrey  
Grammar: Spiral Review

<b>What kind</b>	The <b>small</b> turtles had <b>brownish-green</b> shells and <b>short</b> legs.
<b>How many</b>	Ms. Roland rescued <b>some</b> turtles by the side of the road.
<b>After <i>be</i></b>	The turtles were <b>helpless</b> .

**1–4. Write each adjective and the word each adjective describes.**

1. The young turtles tried to cross the busy, dangerous road.

---



---

2. Ms. Roland spotted the three turtles on her long walk.

---



---

3. She is kind to all animals so she carried them to safety.

---



---

4. The tiny creatures had wandered from the green, grassy marsh across the wide road.

---



---

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

# Using Comparative/Superlative Forms to Provide Details

**The World According to Humphrey**  
Grammar: Connect to Writing

Using more exact comparative and superlative adjectives and adverbs can make your writing more interesting.

Less Exact	More Exact
Dinner smells <u>better</u> than lunch.	Dinner smells <u>spicier</u> and <u>more delicious</u> than lunch.
The big box is the <u>heaviest</u> .	The big box is the <u>most impossible</u> to fit!

Rewrite each sentence to make it more interesting. Try to use more exact adjectives and adverbs.

1. My favorite star is brighter than a light bulb.

\_\_\_\_\_

2. It is maybe the brightest star in the world.

\_\_\_\_\_

3. Don't you think the sun shines more clearly than your star?

\_\_\_\_\_

4. The sun probably shines the strongest in the universe.

\_\_\_\_\_

5. The sun's role in our lives is bigger than the moon's.

\_\_\_\_\_

6. Sun energy is even better than wind energy.

\_\_\_\_\_

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

# Focus Trait: Ideas

**The World According  
to Humphrey****Writing:** Write to Inform

You can make your ideas clearer if your paragraph has a topic sentence. Remove unimportant or unnecessary details to help support the main idea better.

**Read the paragraph below. Circle the sentence that would make the best topic sentence to start the paragraph. Underline two details that do not belong in the paragraph.**

One of the earliest toothbrushes was called the “chew stick.” It was made from a twig about the size of a pencil. One end of the twig was pointed. The other end was chewed until it became soft and brushlike. People brushed with the chewed end. They cleaned between their teeth with the pointed end. New Orleans dentist Levi Spear Parmly (1790–1859) is credited as the inventor of modern dental floss. You might be surprised to learn that people have been using toothbrushes for thousands and thousands of years. The Chinese were the first to make and use toothbrushes with bristles. The handle was carved from bone or bamboo. The bristles were made from animal hair and then attached to one end of the handle. These stiff bristles did a better job cleaning teeth than the chew stick. The first nylon toothbrush was called Doctor West’s Miracle Toothbrush.

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

# Cause and Effect

**I Could Do That!**  
Comprehension:  
Cause and Effect

Read the selection below.

## Elizabeth Cady Stanton

Elizabeth Cady Stanton was a leader of the women's rights movement in the United States. Her work helped get women in the U.S. the right to vote.

Elizabeth was born in 1812. Her father was a New York congressman and judge. When she finished school, Elizabeth studied law in her father's office. She grew upset at how unfair the laws were for women and began speaking up for women's rights.

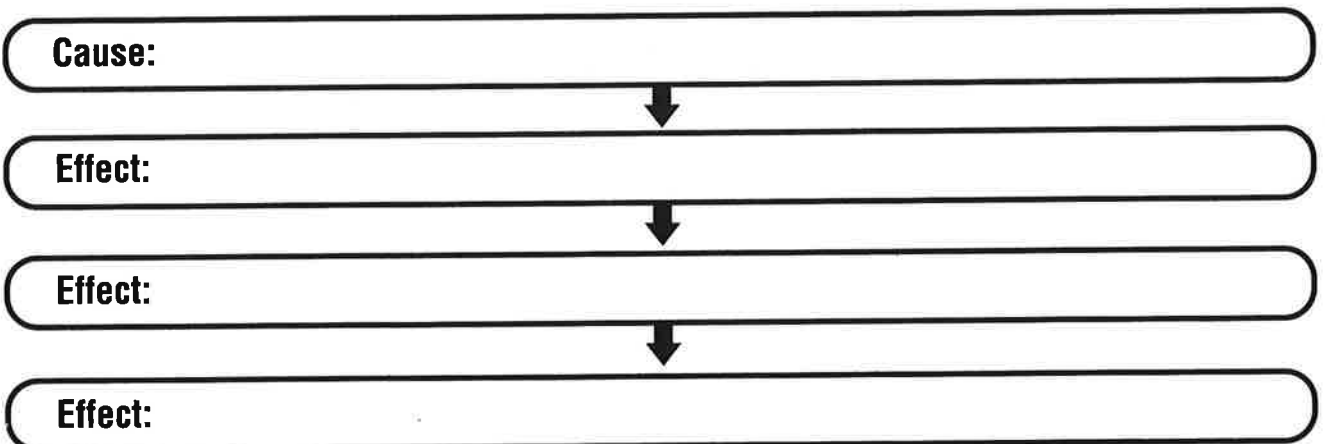
In 1854, Elizabeth was asked to speak before the New York state legislature. Thanks to her speech, married women in New York won

many of the same rights as their husbands.

In 1870, Elizabeth joined Susan B. Anthony and other women to work for women's voting rights. She spent many years traveling the country to win support for their cause.

Until she died in 1902, Elizabeth kept writing and speaking about women's rights. In 1878 she wrote an important paper about giving women the right to vote. The paper was given to Congress each year. In 1920, women finally won the right to vote.

Complete the Flow Chart to show a chain of effects connected to a single cause in Elizabeth Cady Stanton's life.



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

# Cause and Effect

**I Could Do That!**  
Comprehension:  
Cause and Effect

Read the selection below.

## She Didn't Run—She Walked

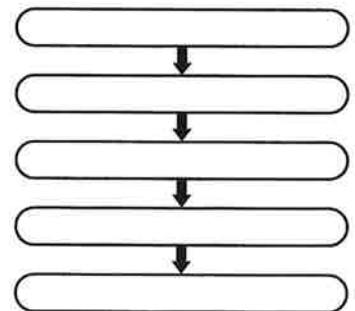
Sojourner Truth was a slave who was not afraid to stand up for what was fair. One day her owner promised he would free her if she spun a certain amount of wool. Then she got hurt and spun less wool than expected, so the owner changed his mind.

That wasn't fair. So she made a plan. She worked until she had spun all the wool the owner had wanted. Then she left. Sojourner was proud of how she left. She didn't run away. She walked. Sojourner found

a family who kept her safe until she could become free legally. To earn her keep, she worked for the couple. They paid her wages for her work. That was fair.

Once she was free, Sojourner wanted to help her children become free. Then an owner illegally sold her son into further slavery. That wasn't fair. So Sojourner fought him in court. Even though she was a woman and a former slave, she was not afraid to fight for what was right and fair.

Use a Flow Chart like the one shown here to identify cause-and-effect relationships in the selection. Then read and answer the items below.



1. Identify a cause-and-effect text structure in the selection. Use details from the selection to support your answer.

---

---

---

2. Explain how the cause-and-effect text structure you identified can help you locate and recall information. Use selection details to support your answer.

---

---

---

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

# Using a Dictionary

**I Could Do That!**  
Vocabulary Strategies:  
Using a Dictionary

frame      frequent      friction  
freeze      freshwater      Friday

Use a dictionary to help you answer each question about the words listed above.

1. What is the etymology, or word history, of the word *Friday*?

---

---

2. What is the past-tense form of *freeze*?

---

3. What part of speech is the word *frequent*?

---

4. Which syllable of *friction* is emphasized?

---

5. Use the word *frame* as a noun in one sentence and as a verb in another.

---

---

---

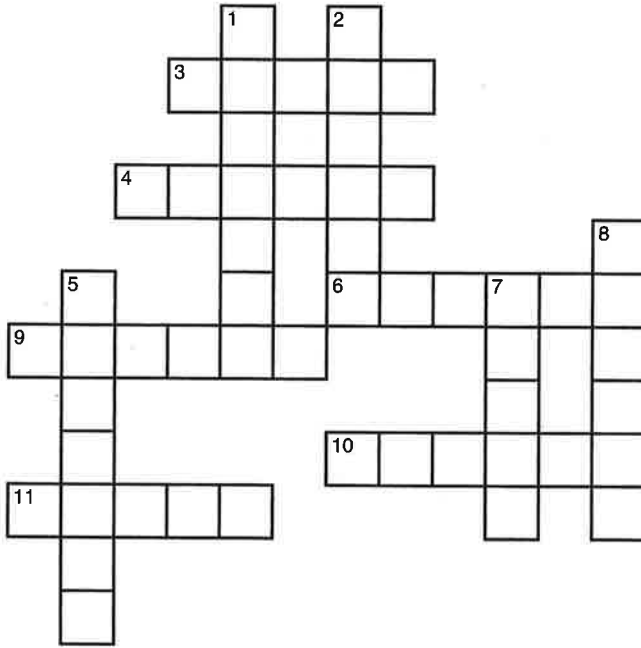
6. Draw a line between each syllable of the word *freshwater*.

---

# VCCV and VCV Patterns

**I Could Do That!**  
Spelling: VCCV and VCV Patterns

**Basic** Complete the puzzle by writing the Basic Word for each clue.



**Across**

- 3. in front of
- 4. having a space or opening inside
- 6. shiny, white metal
- 9. something given in return for a worthy act
- 10. sixty seconds
- 11. in math, to take away from

**Down**

- 1. something that protects or covers
- 2. very well known
- 5. person qualified to treat people's teeth
- 7. to believe to be of worth
- 8. not working properly

**Challenge 12–14.** You just watched a movie called *On the Range with Cowboy Ed*. Describe a scene from the movie. Use three Challenge Words. Write on a separate sheet of paper.

**Spelling Words**

- 1. dentist
- 2. final
- 3. finish
- 4. narrow
- 5. shelter
- 6. ahead
- 7. corner
- 8. hollow
- 9. divide
- 10. famous
- 11. recent
- 12. silver
- 13. capture
- 14. cabin
- 15. dinner
- 16. minus
- 17. minute
- 18. value
- 19. reward
- 20. broken

**Challenge**

- decent
- secure
- standard
- frontier
- stampede



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

# Spelling Word Sort

**I Could Do That!**  
Spelling: VCCV and VCV Patterns

Write each Basic Word beside the correct heading.

<p><b>VC / CV Pattern: Divide Between the Consonants</b></p>	<p><b>Basic Words:</b></p> <p><b>Possible Selection Words:</b></p> <p><b>Challenge Words:</b></p>
<p><b>V / CV Pattern: Divide Before the Consonant</b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
<p><b>VC / V Pattern: Divide After the Consonant</b></p>	<p><b>Basic Words:</b></p> <p><b>Possible Selection Words:</b></p>

## Spelling Words

1. dentist
2. final
3. finish
4. narrow
5. shelter
6. ahead
7. corner
8. hollow
9. divide
10. famous
11. recent
12. silver
13. capture
14. cabin
15. dinner
16. minus
17. minute
18. value
19. reward
20. broken

**Challenge**  
decent  
secure  
standard  
frontier  
stampede

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *I Could Do That!* Find words that have the VCCV or VCV patterns on this page. Add them to your Word Sort.

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

# Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

Susan B. Anthony was a famus woman at the end of the nineteenth century. In 1872, she broke the law by casting a vote in a presidential election. She knew that the resent Civil War had shown the valew of voting, a reaward that should be given to all people, not just men. She would devide her time between big cities and small towns. Susan wanted to captore the attention of women and convince them of their rights. Women would finich household chores early to host a tea or invite friends to diner just to discuss what Susan had to say. Susan would speak anywhere—a big meeting hall or a small kabin. Everywhere she went, there were crowds. Some women waited in line around the cornur for hours, while others stood along the nerrow hallways to catch Susan’s finel words about civil and political rights.

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

**I Could Do That!**  
Spelling: VCCV and VCV Patterns

## Spelling Words

1. dentist
2. final
3. finish
4. narrow
5. shelter
6. ahead
7. corner
8. hollow
9. divide
10. famous
11. recent
12. silver
13. capture
14. cabin
15. dinner
16. minus
17. minute
18. value
19. reward
20. broken

### Challenge

decent  
secure  
standard  
frontier  
stampede

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

# Contractions with *not*

**I Could Do That!**  
Grammar: Negatives

A **negative** is a word that makes a sentence mean *no*. A **negative contraction** is made with a verb and the negative word *not*. An apostrophe takes the place of the letter *o* in each contraction with *not*.

**contraction with *not***

Esther isn't at home, but she may be at the hat shop.

**Thinking Question**

*What word is a contraction made with a verb and the negative word not?*

**1–8. Write the contraction for the underlined word or words in each sentence.**

1. There are not any blue hats in the window today.

\_\_\_\_\_

2. This hat does not have a ribbon. \_\_\_\_\_

3. That small cowboy hat will not fit Mr. Fox's head.

\_\_\_\_\_

4. There were not many customers today. \_\_\_\_\_

5. The seamstress cannot find her sewing needle.

\_\_\_\_\_

6. Please do not sit on my hat. \_\_\_\_\_

7. Ms. Kelly did not buy the hat with red stripes.

\_\_\_\_\_

8. Esther had not made a hat this large before. \_\_\_\_\_

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

**I Could Do That!**  
Grammar: Negatives

# Using Negatives

The words *no*, *no one*, *nobody*, *none*, *nothing*, *nowhere*, and *never* are negatives. A contraction with a verb and the word *not* is also a negative. When making a negative statement, make sure to use just one negative.

**positive**

I understand the candidates' opinions.

**negative**

I don't understand the candidates' opinions.

I understand none of the candidates' opinions.

**Thinking Question**

*What word will change the sentence to a negative meaning? Does the sentence still make sense?*

**1–6. Use a negative to change the meaning of the sentence from positive to negative. Write the negative sentence on the line below.**

1. Anybody in the fifth grade can run for class president

\_\_\_\_\_

2. Roger is running for class president.

\_\_\_\_\_

3. Tom has asked Roger if he can be his vice president.

\_\_\_\_\_

4. Myung-Yun always likes to help make campaign posters.

\_\_\_\_\_

5. Everyone is excited about the school elections this year.

\_\_\_\_\_

6. The class president can do something about all of the issues that bother students.

\_\_\_\_\_

\_\_\_\_\_

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

# Avoiding Double Negatives

**I Could Do That!**  
Grammar: Negatives

Words such as *not*, *no*, and *never* are negatives. Using two negatives together is called a **double negative**. Never use two negatives together in a sentence.

**double negative**

My mother won't tell nobody how she voted.

**corrected sentences**

My mother won't tell anybody how she voted.

My mother will tell nobody how she voted.

**Thinking Question**

*What two negatives are used together in the sentence?*

**1–8. Write the correct word shown in parentheses to complete the sentence.**

1. There (is, isn't) no presidential candidate that my parents completely support. \_\_\_\_\_
2. That candidate hasn't said (anything, nothing) about the important issues. \_\_\_\_\_
3. He doesn't support (any, none) of the laws to help the environment. \_\_\_\_\_
4. Don't vote for (anyone, no one) without learning his or her political views. \_\_\_\_\_
5. Doesn't (anybody, nobody) agree with that candidate's views? \_\_\_\_\_
6. Isn't there (anywhere, nowhere) I can get better information about the candidates? \_\_\_\_\_
7. The voters (have, haven't) no choice but to support the new law. \_\_\_\_\_
8. This candidate (has, hasn't) never been honest with the voters. \_\_\_\_\_

# Kinds of Adverbs

**I Could Do That!**  
Grammar:  
Spiral Review

<b>How</b>	I <u>carefully</u> packed my luggage into the wagon.
<b>When</b>	Father was <u>finally</u> moving our family to California.
<b>Where</b>	We were traveling <u>there</u> with several other families.
<b>Negative</b>	I could <u>hardly</u> wait to see our new home.

**1-8. Underline each adverb. Write the verb it describes.**

- The wagon train rode steadily across the prairie.  
\_\_\_\_\_
- We sadly waved goodbye to our old friends. \_\_\_\_\_
- Sometimes the wagons crossed shallow rivers and streams.  
\_\_\_\_\_
- Dad had stored our gear and supplies inside. \_\_\_\_\_
- We had barely left when my sister fell asleep. \_\_\_\_\_
- Mom had never wanted to leave our old home. \_\_\_\_\_
- The sun was setting slowly on the horizon. \_\_\_\_\_
- My sister and I rarely had the chance to see a sunset on the prairie. \_\_\_\_\_

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

# Proofreading

**I Could Do That!**  
Grammar: Connect to Writing

Proofreading can help you make certain that you have used contractions and negatives correctly in your writing.

**incorrect with proofreading marks**

Learning to sew <sup>was,</sup> ~~wasn't~~ never difficult for Esther.

**correct**

Learning to sew was never difficult for Esther.

**1–6. Correct the use of contractions or double negatives in each sentence. Write the sentence correctly on the line below.**

1. Esther doesn't like that dress pattern.

\_\_\_\_\_

2. Esther never sewed nothing before she was eight.

\_\_\_\_\_

3. She couldn't find no silk for Ms. Kelly's dress.

\_\_\_\_\_

4. Sewing these pants wont take long.

\_\_\_\_\_

5. There isn't no one in town who sews better than Esther.

\_\_\_\_\_

6. The stitching on this shirt isnt neat and even.

\_\_\_\_\_

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

# Focus Trait: Sentence Fluency

## Using Transition Words

**I Could Do That!**  
Writing: Write to Inform

Cause-and-Effect Sentences	Transition Added
When Esther was a girl, only men could vote. Her mother could not vote for president.	When Esther was a girl, only men could vote. <b>Therefore</b> , her mother could not vote for president.

**A. Read each pair of sentences. Connect the sentences using a cause-and-effect transition word or phrase.**

Cause-and-Effect Sentences	Transition Added
1. Esther made nice clothes. Women paid her to make clothes for them.	Esther made nice clothes. _____ women paid her to make clothes for them.
2. Esther heard Susan B. Anthony speaking out about women's rights. She wanted to help women get the vote, too.	Esther heard Susan B. Anthony speaking out about women's rights. _____ she wanted to help women get the vote, too.

**B. Read each pair of sentences. Connect the sentences using a transition word or phrase.**

**Pair/Share** Work with a partner to brainstorm how to add transition words or phrases to make the sentences read smoothly.

Cause-and-Effect Sentences	Transition Added
3. Esther liked to do things for herself. She painted the sign for her hat shop.	
4. People thought that Esther was too young to run a business. They were shocked to see her open a hat shop.	



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

# Text and Graphic Features

**The Ever-Living Tree**  
Comprehension:  
Text and Graphic Features

Read the selection below.

## Yosemite National Park

One of the most popular national parks in the United States is Yosemite National Park. The park is in east-central California. The area of the park is 1,189 square miles, and it is set along the *Sierra Nevada*.

The park is famous for its tall mountains and valleys. *The highest mountain is Mount Lyell, which is 13,114 feet tall. The valleys have rock walls made from granite. The largest is El Capitan. It rises up to 7,569 feet.*

People come to Yosemite to climb the mountains and to hike the trails. Along the trails, hikers can see animals such as mule deer, squirrels, chipmunks, and black bears.

If you are ever in California, go visit Yosemite National Park!

### Major Features

alpine wilderness, giant sequoia trees, Yosemite Valley

Use the Column Chart to show the location and purpose of the text and graphic features used in the selection.

Text or Graphic Feature	Location	Purpose

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

# Text and Graphic Features

**The Ever-Living Tree**  
Comprehension:  
Text and Graphic Features

Read the selection below.

## Pine Tree Identification Guide

### Introduction

There are approximately 115 species of pine trees worldwide. Thirty-five of them grow here in the United States. Sometimes it's hard to tell one tree from another. This guide will help you identify some of the more common pine trees by looking at where they grow, their height, needles, and cones.

#### *Eastern White Pine*

**Range:** northeastern United States

**Height:** 80–100 ft.

**Needles:** Occur in bundles of five

**Cones:** Curved, 4–8 in. long

#### *Norway Spruce*

**Range:** northern United States

**Height:** 80–100 ft.

**Needles:** stiff, less than an inch long, sharp pointed tips

**Cones:** 4–6 in. long, cylindrical

#### *Pinyon Pine*

**Range:** southwestern United States

**Height:** 10–30 ft.

**Needles:** 1–2 in. long; occur in bundles of 2

**Cones:** 1–2 in. long; oval shaped; very thick scales containing edible seeds

### Conclusion

Pines trees are economically important as a source of lumber and other useful products. They are also beautiful ornamental plants. It's fun to learn about them.

Use a Column Chart to explain text and graphic features in the selection. Then answer the questions below.


1. If you see a pine tree with needles that occur in bundles of five, what kind of tree is it?

\_\_\_\_\_

2. Why are some words in italics in the text?

\_\_\_\_\_

3. What kind of information is found after the word *Cones* in bold for each tree?

\_\_\_\_\_

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

# Prefixes: *pre-*, *inter-*, *ex-*

**The Ever-Living Tree**  
Vocabulary Strategies: Prefixes  
*pre-*, *inter-*, *ex-*

prearrange	interact	intermingle	exit
precaution	international	exclaim	intercontinental

Each sentence shows a word in parentheses with the prefix *pre-*, *inter-*, or *ex-* in parentheses. Complete the sentence using each word in parentheses.

1. (prearrange) I will call you to

\_\_\_\_\_

2. (precaution) Buckling your safety belt is

\_\_\_\_\_

3. (interact) When you start at a new school

\_\_\_\_\_

4. (international) The world-famous film actor was

\_\_\_\_\_

5. (intermingle) He doesn't like it when

\_\_\_\_\_

6. (exclaim) When she sees that scary movie

\_\_\_\_\_

7. (exit) Take the highway, and make sure you

\_\_\_\_\_

8. (intercontinental) The family traveled from North America to South America

\_\_\_\_\_

# VCCV Pattern

**The Ever-Living Tree**  
Spelling: VCCV Pattern

**Basic** Write the Basic Word that each sentence describes.

1. No one else knows this.

\_\_\_\_\_

2. Cats and dogs have these.

\_\_\_\_\_

3. You buy this to see a movie in the theater.

\_\_\_\_\_

4. Someone who writes a book is called this.

\_\_\_\_\_

5. You can hang this on a wall for decoration.

\_\_\_\_\_

6. You can put sand in this at the beach.

\_\_\_\_\_

7. People travel into outer space using this.

\_\_\_\_\_

8. This is a type of food to eat.

\_\_\_\_\_

9. This protects your clothes when you cook.

\_\_\_\_\_

10. This is to pick things up and put in one place.

\_\_\_\_\_

## Spelling Words

1. poster
2. secret
3. whether
4. author
5. rocket
6. bushel
7. agree
8. bucket
9. ticket
10. declare
11. chicken
12. clothing
13. apron
14. whiskers
15. degree
16. gather
17. achieve
18. rather
19. bracket
20. machine

## Challenge

- regret
- nephew
- method
- decline
- vibrate

**Challenge 11–14.** You have been invited to a friend’s party, but you can’t attend because you’re going to your family reunion that day. Write a letter to your friend explaining why you can’t attend the party. Use four Challenge Words. Write on a separate sheet of paper.

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

# Spelling Word Sort

## The Ever-Living Tree

Spelling: VCCV Pattern

Write each Basic Word beside the correct heading.

<b>V/CCV: Divide before the consonant blend or digraph</b>	<b>Basic Words:</b>  <b>Challenge Words:</b>  <b>Possible Selection Word:</b>
<b>VCC/V: Divide after the consonant blend or digraph</b>	<b>Basic Words:</b>  <b>Challenge Words:</b>  <b>Possible Selection Words:</b>

### Spelling Words

1. poster
2. secret
3. whether
4. author
5. rocket
6. bushel
7. agree
8. bucket
9. ticket
10. declare
11. chicken
12. clothing
13. apron
14. whiskers
15. degree
16. gather
17. achieve
18. rather
19. bracket
20. machine

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *The Ever-Living Tree: The Life and Times of a Coast Redwood*. Find words that have the VCCV spelling pattern. Add them to your Word Sort.

### Challenge

regret  
nephew  
method  
decline  
vibrate

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

# Proofreading for Spelling

**The Ever-Living Tree**  
Spelling: VCCV Pattern

Find the misspelled words and circle them. Write them correctly on the lines below.

In 1903, Colonel Charles Young was ordered to take his troops to Sequoia National Park. He would rather have stayed in San Francisco, where the temperature rarely registered a degree under 45 in the winter. But whehter or not he wanted to go, he had to agre to the U.S. Army orders. Traveling on horseback for 16 days, Young and his troopers arrived in Sequoia. They brought clotheng and food. To make sure there was enough to eat, each man had to gathar a bushal of fruit and fill a buket with water. The supplies were so heavy the braket on the shelf broke. The men had no mashine to fix it. Hammer and nails would do. Young and his men were able to acheive their goal of making the wagon road long enough for people to be able to get to the park. Colonel Young, the first African-American superintendent of a national park, could deklare his work a success.

## Spelling Words

1. poster
2. secret
3. whether
4. author
5. rocket
6. bushel
7. agree
8. bucket
- 9.. ticket
10. declare
11. chicken
12. clothing
13. apron
14. whiskers
15. degree
16. gather
17. achieve
18. rather
19. bracket
20. machine

## Challenge

- regret  
nephew  
method  
decline  
vibrate

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

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

# Using Quotation Marks

**The Ever-Living Tree**  
Grammar: Quotation

A **direct quotation** tells a speaker's exact words. Use quotation marks (" ") before and after a direct quotation. Do not use quotation marks unless you give a speaker's exact words.

**direct quotation**

"What do you want to do today?" Dad asked.

**Thinking Question**

*What words tell exactly what the speaker said?*

**1–6. Write each sentence. Add quotation marks where they are needed. Write *correct* for those sentences that do not need quotation marks.**

1. Let's go for a nature walk, Joan replied.

\_\_\_\_\_

2. That's a great idea! Michael exclaimed.

\_\_\_\_\_

3. Would you like to go the Redwood forest? Dad asked.

\_\_\_\_\_

\_\_\_\_\_

4. Mom explained that Redwoods are the largest living trees in the world.

\_\_\_\_\_

\_\_\_\_\_

5. They are also some of the oldest living organisms on Earth, Joan added.

\_\_\_\_\_

\_\_\_\_\_

6. Joan asked Michael if he was looking forward to the nature walk.

\_\_\_\_\_

\_\_\_\_\_

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

# Capital Letters, Spacing, and Punctuation in Quotations

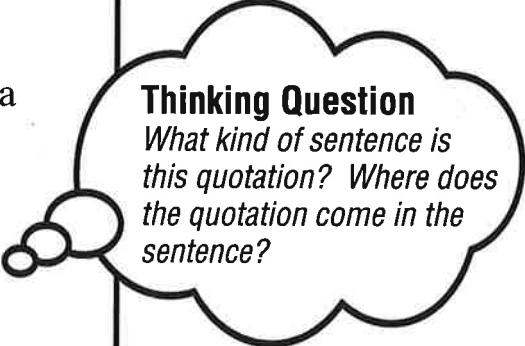
The Ever-Living Tree  
Grammar: Quotations

Use capital letters and punctuation to write direct quotations correctly. Always capitalize the first word of a quotation. Use a comma to separate a quotation from the words that tell who is speaking. Put end marks inside the last quotation marks.

When a quotation starts a sentence, put a comma at the end of a statement. Use the usual end punctuation for questions and exclamations.

**direct quotation**

Angela exclaimed, "What a big tree!"  
"The redwood is a unique tree," Jee agreed.  
"Do you think we can climb it?" asked Angela.



**1–5. Write the quotations correctly.**

1. shall we look for something to eat the woodpecker asked

\_\_\_\_\_

2. the chipmunk asked do you see any acorns

\_\_\_\_\_

3. bugs sound good to me said the woodpecker.

\_\_\_\_\_

4. the chipmunk exclaimed that sounds absolutely awful

\_\_\_\_\_

5. most birds eat worms and bugs said the woodpecker

\_\_\_\_\_



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

# Writing Dialogue

**The Ever-Living Tree**  
Grammar: Quotations

Dialogue uses quotations to tell a speaker's exact words. Quotation marks go around the words spoken, and a comma separates the dialogue from the rest of the sentence. Indent the first line of a speaker's dialogue.

“Don't go into the woods alone,” Jerry warned.  
Consuelo laughed, “I wouldn't do that! It's too easy to get lost without a ranger to act as a guide.”

### Thinking Question

*Where does one speaker's dialogue end? Where does a new speaker's dialogue begin?*

**Activity** Write the dialogue correctly on the lines below. Put the quotation marks where they belong, and punctuate and capitalize each sentence correctly.

what do you want to do today Arturo asked.  
I want to hike in the redwood forest replied Rose.  
Arturo wondered what do you want to see there.  
There are all kinds of animals in a redwood forest said Rose.  
Oh I hope we don't see a skunk cried Arturo.  
Rose laughed and answered we'll probably smell one first.

---

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---

---

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

# Prepositions and Prepositional Phrases

**The Ever-Living Tree**  
Grammar: Spiral Review

<b>Preposition</b> from	<b>Prepositional Phrase</b> A dark brown seed falls <u>from the giant tree.</u>
----------------------------	--

**1–5. Underline the prepositional phrase once and the preposition twice in each sentence.**

1. The seed sprouts beneath the dirt.
2. Its roots spread through the soil.
3. The sun shines brightly above the tiny seedling.
4. Rain falls and soaks the ground around the young tree.
5. The tree reaches its branches toward the sunny, blue sky.

**6–8. Combine each pair of sentences by moving the underlined prepositional phrases. Write the new sentence on the line. Capitalize and punctuate quotations correctly.**

6. Martha said the Sequoia is rooted firmly. It is rooted firmly in the ground.

---



---

7. This amazing tree grows slowly explained Mark. It grows for hundreds of years.

---



---

8. The full-grown trees stand together. They stand beside the river.

---

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

# Word Choice

**The Ever-Living Tree**  
Grammar: Connect to Writing

A Quotation with <i>said</i>	A More Exact Word for <i>said</i>
"You could be the Christopher Columbus of space," Toni <u>said</u> .	"You could be the Christopher Columbus of space," Toni <u>joked</u> .

**1–6. Rewrite the sentence. Add capital letters and punctuation. Replace *said* with a more exact word. Write the new sentence on the line.**

1. Jenny said I plan to be an astronaut when I grow up

\_\_\_\_\_

2. wow! that's an awesome goal to have Cooper said

\_\_\_\_\_

3. Fran said look It's a bird It's a plane it's Jenny the Astronaut

\_\_\_\_\_

4. you're not the least bit funny Jenny said to Fran

\_\_\_\_\_

5. Jenny said exploring space would be a dream come true

\_\_\_\_\_

6. Fran said I get airsick, and I'm afraid of heights for me it would be a nightmare

\_\_\_\_\_

\_\_\_\_\_

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

**The Ever-Living Tree**  
Writing Write to Inform

# Writing Clear Directions

**Procedural writing explains how to do something. Good procedural writing includes a clear purpose, the materials needed, steps that are easy to follow, and a conclusion.**

Vague	Clear
I like making tree rubbings and then collecting leaves from the same tree.	You can follow these steps to make a tree rubbing for your scrapbook.
To make a tree rubbing, I use paper and something that writes in color.	You will need a white piece of paper and a crayon in your favorite color.

**Rewrite the vague steps in the correct order on the right. Change or add words to make the directions clearer.**

Vague Steps	Clear Steps
Place the paper against the tree. Rough bark makes an interesting rubbing, so pick your tree carefully! Rub the tree with your marker, and watch the pattern of the bark show up. Rubbing too hard will make the paper rip.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

**Now rewrite the vague conclusion below.**

**Pair/Share** Work with a partner to brainstorm a fitting conclusion for the tree rubbing activity.

Vague Conclusion	Clear Conclusion
I always collect some leaves from the tree, too, but few people think of making tree rubbings.	

# Compare and Contrast

**Owen and Mzee**  
Comprehension:  
Compare and Contrast

Read the selection below.

## Whales Are Not Fish!

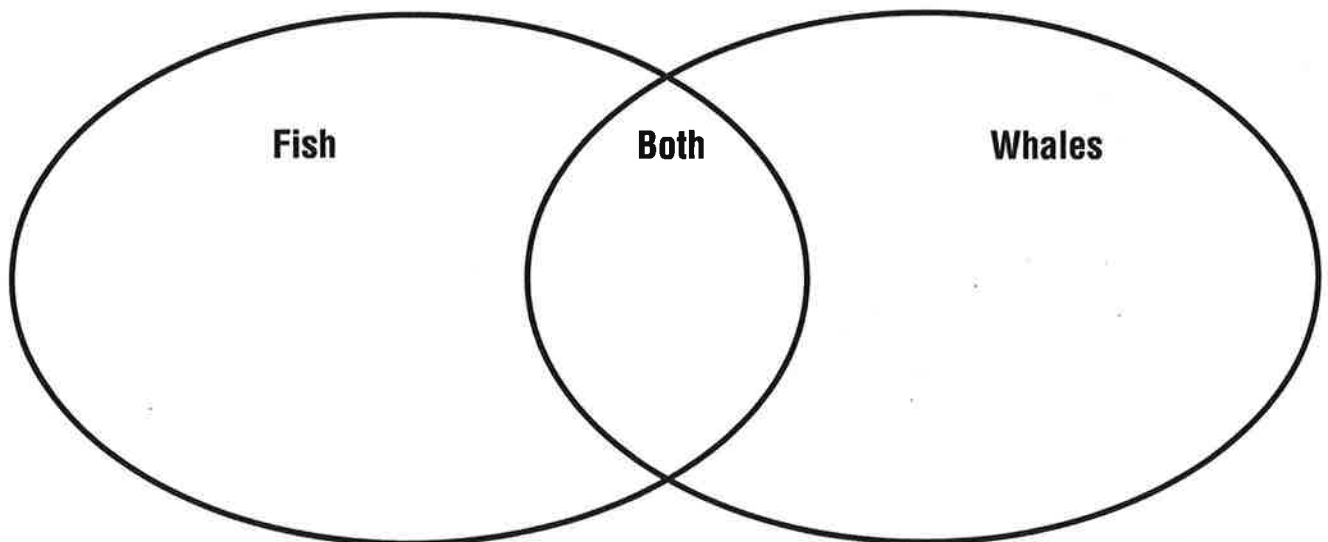
Fish and whales both swim in the sea. They have two eyes and both have fins and tails. However, the tail of a fish is vertical, and a whale's tail is horizontal. Fish and whale fins are different, too. Whales have bumps on their fins. This actually makes them go faster. Scientists have copied this design to make better engines!

A main difference between whales and fish is the fact that whales are mammals. While fish have gills, whales have lungs like you and me.

They must come up to the surface of the water to breathe. They open a blowhole at the top of their heads to take in air. The blowhole is a watertight cover that helps them let out air and quickly takes it back in before they go under the water again.

Fish lay eggs. Because whales are mammals, they give birth to live young. Whales also care for their young. We are still learning about how whales communicate with each other and how they travel.

Complete the Venn Diagram below to compare and contrast whales and fish.



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

# Compare and Contrast

Owen and Mzee  
Comprehension:  
Compare and Contrast

Read the selection below.

## Hippos

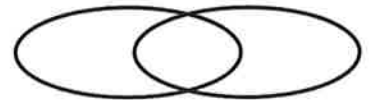
The hippopotamus lives in rivers and lakes in Africa. Hippos remain cool during the hot day by staying in the water or mud. Female hippos even give birth in the water. At dusk, hippos come out of the water to graze for food. For this reason, the hippopotamus is called semi-aquatic. The word aquatic means “related to water.”

Even though they look like they might be related to pigs, hippos are actually more closely related

to whales and porpoises. Whales, porpoises, and hippos share a common ancestor and history of development. They are all mammals. While hippos are not ocean animals, they do love water. Unlike its relatives the whale and porpoise, however, the hippo has four legs instead of fins.

One way the hippo is similar to whales and porpoises is its speed. Hippos are surprisingly fast and can run faster than humans.

Use a Venn Diagram like the one shown to compare and contrast hippos with whales and porpoises. Then answer the questions below.



1. What do hippopotamuses have in common with whales and porpoises?

---



---

2. Why do you think hippos are called *semi-aquatic*? Use details from the selection to explain your answer.

---



---



---

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

# Suffixes *-ed, -ly*

**Owen and Mzee**  
Vocabulary Strategies:  
Suffixes: *-ed, -ly*

wrapped frequently displayed exhausted  
normally naturally fairly suffered

**Complete each sentence using a word from the box.**

1. It snows \_\_\_\_\_ in cold places like Alaska.
2. I would not \_\_\_\_\_ be so excited, but today is my birthday.
3. It is important to divide a treat \_\_\_\_\_ so that everyone gets the same amount.
4. After running ten miles, she was \_\_\_\_\_.
5. During the spelling bee, he \_\_\_\_\_ the embarrassment of being on stage.
6. The books were \_\_\_\_\_ in the store window.
7. The actor read his lines very \_\_\_\_\_.
8. \_\_\_\_\_ in a warm coat, I went out into the cold December snow.

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

# VCCCV Pattern

Owen and Mzee  
Spelling: VCCCV Pattern

**Basic** Write the Basic Word that belongs in each group.

1. example, model, \_\_\_\_\_
2. stock, inventory, \_\_\_\_\_
3. describe, clarify, \_\_\_\_\_
4. locate, live, \_\_\_\_\_
5. traveler, seeker, \_\_\_\_\_
6. beast, creature, \_\_\_\_\_
7. empire, monarchy, \_\_\_\_\_
8. midpoint, halfway, \_\_\_\_\_
9. lone, solo, \_\_\_\_\_
10. sportsperson, player, \_\_\_\_\_
11. finish, conclude, \_\_\_\_\_
12. in place of, rather than, \_\_\_\_\_

**Challenge 13–15.** Write an e-mail message to your friend telling about an art exhibit you have seen—perhaps at an art museum, an art fair, or a school art exhibit. Use three Challenge Words. Write on a separate sheet of paper.

## Spelling Words

1. hundred
2. supply
3. single
4. middle
5. explain
6. surprise
7. pilgrim
8. sandwich
9. instead
10. complete
11. monster
12. settle
13. address
14. farther
15. sample
16. although
17. turtle
18. athlete
19. orchard
20. kingdom

### Challenge

fortress  
instant  
exclaim  
mattress  
sculptor



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

# Spelling Word Sort

Owen and Mzee  
Spelling: VCCCV Pattern

Write each Basic Word beside the correct heading.

<p><b>VC/CCV Pattern: Divide before consonant blend or digraph</b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
<p><b>VCC/CV Pattern: Divide after consonant blend or digraph</b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>

## Spelling Words

1. hundred
2. supply
3. single
4. middle
5. explain
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7. pilgrim
8. sandwich
9. instead
10. complete
11. monster
12. settle
13. address
14. farther
15. sample
16. although
17. turtle
18. athlete
19. orchard
20. kingdom

### Challenge

fortress  
instant  
exclaim  
mattress  
sculptor

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *Owen and Mzee: The True Story of a Remarkable Friendship*. Find words that have the VCCCV patterns on this page. Add them to your Word Sort.

# Proofreading for Spelling

**Owen and Mzee**  
Spelling: VCCCV Pattern

Find the misspelled words and circle them. Write them correctly on the lines below.

This is a story about a rare hawksbill tirtle whose adress is Hanauma Bay Nature Preserve in Hawaii. The turtle was seen with a hook caught in its left flipper. Everyone assumed the turtle would die so it was a surprize when a scuba diver spotted it swimming farthur out in the bay. Divers were able to rescue the hawksbill, although the vet's X-ray showed a sengle rusty fishing hook embedded in the animal. The vet decided to cut away as much of the hook as possible insteed of removing it. After the hawksbill was treated with antibiotics, it was released back into Hanauma Bay with "HB" painted on its shell. Several hundrid people visit the bay daily. Some will bring a sandwich and fruit from a nearby orcherd. They hope to catch a glimpse of "HB" swimming in the midle of the bay.

## Spelling Words

1. hundred
2. supply
3. single
4. middle
5. explain
6. surprise
7. pilgrim
8. sandwich
9. instead
10. complete
11. monster
12. settle
13. address
14. farther
15. sample
16. although
17. turtle
18. athlete
19. orchard
20. kingdom

### Challenge

fortress  
instant  
exclaim  
mattress  
sculptor

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ |           |

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

# Commas with Introductory Words

Owen and Mzee  
Grammar: More Commas

When you write, use a comma with the **introductory words** *yes*, *no*, and *well* to show a pause.

**comma with an introductory word**

**Well**, the giant tortoise eats both plants and animals.

### Thinking Question

Does the sentence begin with *yes*, *no*, or *well*?  
Where should a comma be used to show a pause?

1–5. Write the sentence correctly. Add commas where they are needed.

1. Yes giant tortoises sleep inside their shells.

---

---

2. No they don't walk very fast, although their legs are strong.

---

---

3. Well their legs have to hold up those very heavy shells.

---

---

4. Yes these tortoises are only found in Asia.

---

---

5. No the Aldabra Giant Tortoise is not the largest tortoise in the world.

---

---

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

# Commas with Names

Owen and Mzee  
Grammar:  
More Commas

Use a comma or commas to set off the name of a person being addressed directly.

**person being addressed by name**

Where do hippos live, Mr. Wilcox?

Can you imagine, Victor, having a hippo as a pet?

**Thinking Question**

*What person is being addressed directly? Where should a comma or commas be used to set off the person's name?*

**1–5. Write the sentence correctly. Add commas where they are needed.**

1. Carmen the natural habitat of the hippo is Africa.

\_\_\_\_\_

2. Did you know Todd that hippos can talk to each other underwater?

\_\_\_\_\_

\_\_\_\_\_

3. Tasha hippos spend most of their day in the water.

\_\_\_\_\_

4. Hippos do not sweat Carmen so they use mud and water to stay cool.

\_\_\_\_\_

\_\_\_\_\_

5. We are going to watch this video about hippos now Walter.

\_\_\_\_\_

\_\_\_\_\_

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

# Commas in a Series

Owen and Mzee  
Grammar: More Commas

When you write, use a comma to separate the words in a series. Remember, a series may contain single words or phrases.

We saw tortoises, hippopotamuses, and birds.  
There are sea lions, sea otters, fur seals, and elephant seals at the zoo.

### Thinking Question

*Which words or phrases are in a series? How are commas used to separate the items in a series?*

**1–5. Add commas where they are needed. Write the sentence correctly on the line.**

1. I am asking Manuel Sue and Keith to work on my science project with me.

---



---

2. Otters orcas and sea lions are all mammals.

---

3. People who drill dump or dig up the sea floor are not allowed in the sanctuary.

---



---

4. The otter flipped flopped and almost fell into the water.

---

5. A layer of fat a thick coat of fur and a dry spot in the sun all help sea mammals to stay warm.

---



---

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

# Writing Titles

**Owen and Mzee**  
Grammar: Spiral Review

<b>Book:</b> <u>Tortoises and Turtles</u>	<b>Magazine:</b> <u>Time</u>	<b>Newspaper:</b> <u>The City Journal</u>
<b>Story:</b> "Will You Be My Friend?"	<b>Poem:</b> "To a Dear Friend"	<b>Article:</b> "Ten Things You Should Know about Hippos"

**1–4. Write each title correctly in the space below.**

1. a guide to african wildlife  
(book)

\_\_\_\_\_

2. climbing kilimanjaro  
(poem)

\_\_\_\_\_

3. the silent song of the cobra  
(story)

\_\_\_\_\_

4. the johannesburg daily times  
(newspaper)

\_\_\_\_\_

**5–6. Write each sentence correctly in the space below.**

5. Bertram did you read the article sea ecosystem?

\_\_\_\_\_

6. Yes the teacher has several copies of water wonders magazine.

\_\_\_\_\_

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

# Conventions

**Owen and Mzee**  
Grammar: Connect to Writing

**Proofreading can help you make certain that you have used commas correctly in your writing. Using commas makes your writing clear and easy to understand.**

### Incorrect with proofreading marks

Mark: You know, Dad the population of hippos in Africa has shrunk tremendously. <sup>^</sup>

Dad: That's a serious problem Mark. <sup>^</sup>

### Correct

Mark: You know, Dad, the population of hippos in Africa has shrunk tremendously.

Dad: That's a serious problem, Mark.

**Activity** This part of a script has 15 missing commas. Add a comma or commas to each part in the script.

Mark: Yes I agree. Did you know Dad that people are the greatest threat to the hippo population?

Dad: No I wasn't aware of that.

Mark: Well it's true. Hippos are killed for their fat their ivory teeth and because they eat so much grass.

Dad: Is anything being done to save the hippos Mark?

Mark: Yes some of the areas where hippos live are protected.

Dad: Well that makes sense. I think Mark that we should do our part to save the hippos.

Mark: That's a great idea Dad! Let's get a hippo for a pet!

Dad: No let's not. You were kidding weren't you Mark?

# Focus Trait: Ideas

## Finding the Best Information

**Owen and Mzee**  
**Writing:** Write to Inform

Source	Information
Encyclopedia	Articles about many different topics
Atlas	Maps of places all over the world
Internet	Web sites of organizations as well as electronic reference materials
Interviewing an expert	Unique information
Newspaper and magazine articles	Up-to-date information on different topics
Nonfiction books	Facts about real people, places, and things

**1–3. Answer the following questions about using sources to find the best information.**

1. Maggie is researching tortoises. She wants to answer the question, *Where do tortoises live?*
  - a. Which source could Maggie use? \_\_\_\_\_
  - b. What other question could she answer by using this source?  
\_\_\_\_\_

2. Luis is researching how zoos are run. He wants to answer the question, *How many people work at the zoo in my city?*
  - a. Which source should Luis use? \_\_\_\_\_
  - b. What other question could he answer with this source?  
\_\_\_\_\_

3. Nina is researching Kenya. She wants to answer the question, *What ocean is closest to Kenya?*
  - a. Which source should Nina use? \_\_\_\_\_
  - b. What other question could she answer with this source?  
\_\_\_\_\_



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

# Author's Purpose

**The Fun They Had**  
Comprehension:  
Author's Purpose

Read the selection below.

## The Adventures of Jules Verne

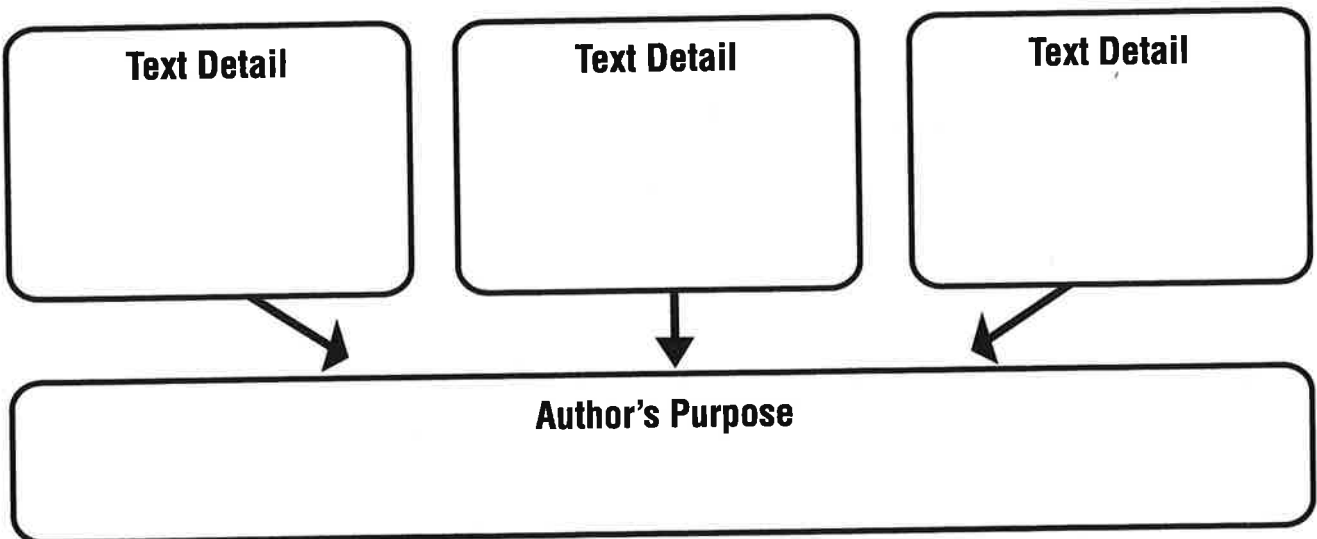
If you like science fiction and adventure stories, read Jules Verne. Verne was one of the world's first science fiction writers. He wrote stories about adventures with modern technology.

*Around the World in 80 Days* tells the story of a rich man named Phineas Fogg, who bets a friend that he can travel around the world in eighty days. He plans to use trains, steamships, and even a hot air balloon. The book, published in 1873, tells of Fogg's adventures in different parts of the world.

Another of Verne's famous books, *20,000 Leagues Under the Sea*, is the story of a professor who goes looking for a sea monster that has been sinking ships. The sea monster turns out to be a submarine called the *Nautilus*. The professor and his servant enter the submarine and realize that the captain is responsible for the attacks. Then, they try to escape.

Both of these books are exciting adventure stories that sometimes describe machines that hadn't been invented at the time. Many of Verne's ideas later came true.

Complete the Inference Map to show text details and identify the author's purpose for writing. Write complete sentences.



# Author's Purpose

**The Fun They Had**  
Comprehension:  
Author's Purpose

Read the selection below.

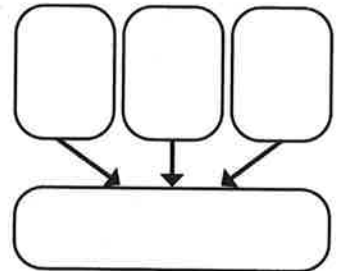
## The Progress of the American School

Most students in the United States today go to several different schools. Some begin school as early as age four. Others begin preschool even earlier. Most go on to a different school for kindergarten and elementary school. Many attend a new school for middle school or junior high, and then yet another school for high school. Each school is tailored to the needs of the age group of its students.

In nineteenth-century America, however, preschool did not exist. Kindergarten was uncommon. And everyone else went to the same school. Often, they went to school in the same room!

To keep order, teachers had to be very strict. Because they had few books, they had their students memorize facts. School may have been boring and dull, but people learned what they needed to get by.

Use an Inference Map like the one here to organize your thoughts. Analyze the selection to determine the author's viewpoint and purpose. Then answer the questions below.



1. What in the title shows the author's view of school?

---

---

2. What does the author seem to think is better about schools today? Support your answer with text details.

---

---

3. Why do you think the author wrote this selection? Explain.

---

---

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

# Greek and Latin Word Parts:

## *meter, therm, aud, fac*

**The Fun They Had**  
Vocabulary Strategies:  
Greek and Latin Word Parts:  
*meter, therm, aud, fac*

The words in the box each have a part that comes from Greek or Latin. In Greek, *therm* means "heat" and *meter* means "measure." In Latin, *aud* means "to hear" and *fac* means "to make" or "to do."

thermometer    barometer    audible    manufacture  
thermos    chronometer    audience    factory

**Activity** Write the correct word from the box to complete each sentence.

1. When the concert ended, the orchestra stood and bowed to the \_\_\_\_\_.
2. The captain used a \_\_\_\_\_ to help determine the position of the ship at sea.
3. The company will \_\_\_\_\_ and sell computers.
4. Check the \_\_\_\_\_ outside to see if you need a sweater.
5. Mr. Wilson makes chocolate candy at his \_\_\_\_\_.
6. The weather forecast predicts rain, because the \_\_\_\_\_ reading shows a drop in air pressure.
7. Every morning my dad fills his \_\_\_\_\_ with hot coffee.
8. With everyone talking at once, Solomon's voice was barely \_\_\_\_\_ above the noise.

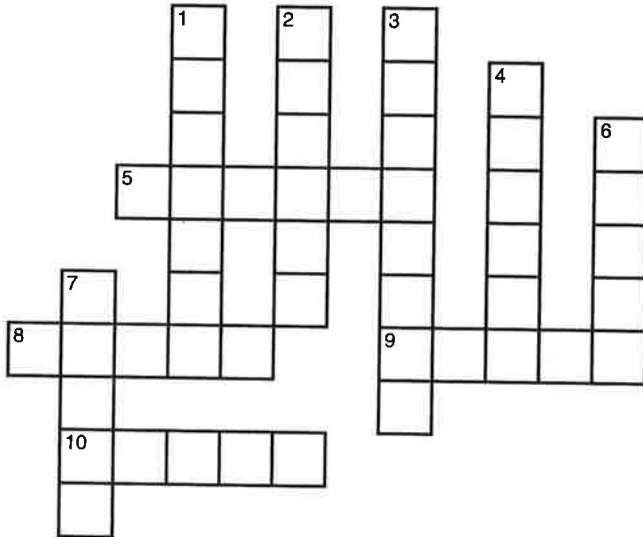
Name \_\_\_\_\_ Date \_\_\_\_\_

**The Fun They Had**

Spelling: VV Pattern

# VV Pattern

**Basic** Write the Basic Words that fit the clues to complete the crossword puzzle.



**Across**

- 5. piece of rock flying through space
- 8. tape that records TV programs
- 9. where cowhands show skills
- 10. equipment used to receive signals

**Down**

- 1. study of natural things
- 2. food made from grain
- 3. second month of the year
- 4. punctuation mark
- 6. large musical instrument
- 7. daily written record

**Challenge 11–14.** You are asked to be student teacher for your geography class today. Give instructions to the class about a writing assignment in which they describe the features of the region in which they live. Use four of the Challenge Words. Write on a separate sheet of paper.

**Spelling Words**

- 1. idea
- 2. lion
- 3. usual
- 4. radio
- 5. liar
- 6. poem
- 7. India
- 8. piano
- 9. January
- 10. quiet
- 11. poet
- 12. science
- 13. diary
- 14. violin
- 15. period
- 16. February
- 17. cereal
- 18. video
- 19. meteor
- 20. rodeo

**Challenge**

- variety
- gradual
- geography
- diagram
- punctuate

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

# Spelling Word Sort

**The Fun They Had**

Spelling: VV Pattern

Write each Basic Word beside the correct heading.

<p><b>VV Pattern with two syllables: Divide between the vowels</b></p>	<p><b>Basic Words:</b></p> <p><b>Possible Selection Words:</b></p>
<p><b>VV Pattern with three syllables: Divide between the vowels</b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p>
<p><b>VV Pattern with four syllables: Divide between the vowels</b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>

**Spelling Words**

1. idea
2. lion
3. usual
4. radio
5. liar
6. poem
7. India
8. piano
9. January
10. quiet
11. poet
12. science
13. diary
14. violin
15. period
16. February
17. cereal
18. video
19. meteor
20. rodeo

**Challenge**

- variety  
gradual  
geography  
diagram  
punctuate

**Challenge** Add the Challenge Words to your Word Sort.

**Connect to Reading** Look through *The Fun They Had*. Find words that have the VV patterns on this page. Add them to your Word Sort.

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

# Proofreading for Spelling

## The Fun They Had

Spelling: VV Pattern

Find the misspelled words and circle them. Write them correctly on the lines below.

It was in Janeary that Talia got the idear to enter the Galactic Music Contest. She wrote a composition for her violen using a pome for inspiration. It was early Febuary when she heard.

“Mamma, guess what?” said Talia, smiling. “I placed in the contest. I have to go to Indea for the final competition. I may get to see a lyin there!”

“That’s wonderful news,” said Mrs. Simms as she handed Talia the sereal.

Talia left the next morning on the shuttle. Everyone was quiat and focused on the captain’s vidio. She explained that in the usueal way, after blast-off, they would shut off the engines to conserve fuel and switch to solar power. As Talia looked out the window, she saw a metear streak past her. To her, that was a sign of good luck!

### Spelling Words

1. idea
2. lion
3. usual
4. radio
5. liar
6. poem
7. India
8. piano
9. January
10. quiet
11. poet
12. science
13. diary
14. violin
15. period
16. February
17. cereal
18. video
19. meteor
20. rodeo

### Challenge

variety  
gradual  
geography  
diagram  
punctuate

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

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

# Capitalization and Writing Titles

**The Fun They Had**  
Grammar: Proper Mechanics

**Capitalize** important words in the titles of movies, books, chapters, and articles in a newspaper or magazine. Short words such as *in*, *if*, *of*, *a*, and *the* are not capitalized unless they are the first word in the title.

**Thinking Question**

*Is this title capitalized correctly? Does the title name a long work or a short work?*

When writing the title of a shorter work, such as a story or news article, use quotation marks. When writing the title of a longer work, such as a book, magazine, or movie, underline the title.

**book title**

A Pizza for Jin

**story**

“The Diary of a Mouse”

**1–5. Rewrite each sentence. Add capital letters, underlining, and punctuation where they are needed.**

1. The headline in Friday’s newspaper read “clowns lead parade.”

---



---

2. the little mermaid is my little sister’s favorite movie.

---



---

3. Jesse’s story about his trip to Mexico was called “crossing the border.”

---



---

4. benson elementary wins trophy was the front page headline in the school paper.

---



---

# End Punctuation

**The Fun They Had**  
Grammar: Proper Mechanics

The punctuation at the end of a sentence helps to show its meaning. Use a period (.) at the end of a statement or a command. Use a question mark (?) at the end of a question and an exclamation mark (!) to show strong feeling.

<b>declarative</b>	I like to play basketball.
<b>imperative</b>	Hand me the ball, please.
<b>interrogative</b>	What is the score?
<b>exclamatory</b>	What a great game!

**Thinking Question**

*What kind of sentence am I reading? Does the sentence tell something, ask a question, or show excitement?*

**1–8.** Add the correct end mark for each sentence. Write *declarative, interrogative, imperative, or exclamatory* on the line.

1. A voice command can make the mechanical dog walk and sit \_\_\_\_\_
2. Insert a quarter into the machine \_\_\_\_\_
3. How many centuries have passed since the Revolutionary War \_\_\_\_\_
4. The building inspector will be here next week \_\_\_\_\_
5. Your picture is amazing \_\_\_\_\_
6. What a waste of time this is \_\_\_\_\_
7. How much progress have you made with your work \_\_\_\_\_
8. Try not to miss your bus \_\_\_\_\_



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

# Using Apostrophes

**The Fun They Had**  
Grammar: Proper Mechanics

When you join two words to make a contraction, use an **apostrophe (')** to represent the letters left out. You should also use an apostrophe to show ownership with a possessive noun.

**contraction**    do not becomes don't  
**possession**    shoe of the girl becomes the girl's shoe

### Thinking Question

Why is there an apostrophe in this word? Does the word show a possessive or a contraction?

**1–5. Write the contraction for the underlined words.**

1. Laeticia does not want to be a cheerleader this year. \_\_\_\_\_
2. Mark said that he is coming with us to the game. \_\_\_\_\_
3. They are working on the school paper as reporters. \_\_\_\_\_
4. I did not swim in the race, did you? \_\_\_\_\_
5. I am going to win first place in the art contest. \_\_\_\_\_

**6–10. Circle the correct word in parentheses to complete each sentence.**

6. (Carls, Carl's) hat is on the table.
7. The (womens's, women's) packages were full of gifts.
8. (Nancy's, Nancies) boat is named *Good Times*.
9. Mrs. (Sanchezes, Sanchez's) son is a pilot in the Air Force.
10. The wood carving is (James's, Jameses)

# Writing Abbreviations

**The Fun They Had**  
Grammar: Spiral Review

<b>Titles</b>	Doctor	Dr.	Senior	Sr.
<b>Addresses</b>	Road	Rd.	Company	Co.
<b>Months</b>	March	Mar.	November	Nov.
<b>Days</b>	Tuesday	Tues.	Saturday	Sat.
<b>States</b>	Alabama	AL	Wisconsin	WI
<b>Time</b>	Hour	hr.	minute	min.
<b>Measurement</b>	Feet	ft.	Inch	in.

Rewrite these groups of words, using correct abbreviations for the underlined word or words.

1. Miami, Florida \_\_\_\_\_
2. Sunday, December 9, 1951 \_\_\_\_\_
3. a length of 35 feet \_\_\_\_\_
4. 465 Maple Street \_\_\_\_\_
5. Doctor Sanjay Walsh, Junior \_\_\_\_\_
6. Post Office Box 2157 \_\_\_\_\_
7. Mechanical Supply Corporation \_\_\_\_\_
8. 32 minutes, 15 seconds \_\_\_\_\_
9. Jibby's Rare Book Company \_\_\_\_\_
10. 1458 Greenview Boulevard \_\_\_\_\_
11. 4176 Seaport Avenue \_\_\_\_\_

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

**The Fun They Had**  
Grammar: Connect to Writing

# Writing Carefully

Incorrect Mechanics	Correct Mechanics
<p>At last! the day of the science fair has finally arrived and everyones excited. mr. joness class will present it's project first? Our class will be last.</p>	<p>At last! The day of the science fair has finally arrived, and everyone's excited. Mr. Jones's class will present its project first. Our class will be last.</p>

**1-4. Rewrite the sentences on the lines below. Use the correct capitalization and punctuation.**

1. dont forget to bring treats to school on Friday. they are for Miss Smiths birthday party

---



---

2. simons boots were covered with mud they were also filthy and smelly

---



---

3. be careful didnt I tell you the sidewalk was slippery its covered with ice, too

---



---

4. kim wrote a scary story about an imaginary friend named Bindi its called the secret staircase

---



---

# Focus Trait: Word Choice

## Using Synonyms to Paraphrase

**The Fun They Had**  
Writing: Write to Inform

Original Sentence	Paraphrased Sentence
Bees have round, hairy bodies and wasps have bodies that are less round and hairy.	Bees are rounder and hairier than wasps.

**1–4. Rewrite each sentence in your own words. Use synonyms and other ways of rewording.**

1. Furniture was fastened to classroom floors so that it could not be moved.

---

---

2. Almost all of the youngsters carried their lunches to school and had their meal in the classroom.

---

---

3. Children enjoyed having conversations with their buddies.

---

---

4. School was a place where children could study and have fun.

---

---

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

# Final Schwa + /r/ Sounds

## The Girl Who Loved Spiders

Spelling: Final Schwa + /r/  
Sounds

**Basic:** Write the Basic Word that best fits each clue.

1. One of five digits on each hand: \_\_\_\_\_
2. A person who acts in a play: \_\_\_\_\_
3. A kind act that helps a friend: \_\_\_\_\_
4. To disturb: \_\_\_\_\_
5. Provides power to a car: \_\_\_\_\_
6. A sign with words or a design: \_\_\_\_\_
7. A body temperature higher than normal: \_\_\_\_\_
8. Shows your reflection: \_\_\_\_\_
9. Treats people who are sick: \_\_\_\_\_
10. To come into: \_\_\_\_\_
11. Part of a shirt that fits around your neck: \_\_\_\_\_
12. Sprays water to clean: \_\_\_\_\_
13. A person's state of mind: \_\_\_\_\_
14. Person who begs for a living: \_\_\_\_\_
15. Can be worn for warmth: \_\_\_\_\_
16. Hard work: \_\_\_\_\_

Now write the circled letters in order to name two months of the year.

**Answer:** \_\_\_\_\_ and \_\_\_\_\_

**Challenge 17–18:** Write a sentence using two of the Challenge Words. Write on a separate sheet of paper.

### Spelling Words

#### Basic

1. enter
2. banner
3. sugar
4. shower
5. motor
6. collar
7. labor
8. finger
9. mirror
10. beggar
11. favor
12. bother
13. fever
14. doctor
15. temper
16. actor
17. polar
18. sweater
19. traitor
20. whenever

#### Challenge

calendar  
error  
popular  
barrier  
director

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

**The Girl Who Loved Spiders**

Spelling: Final Schwa + /r/  
Sounds

# Word Sort

Write each Basic Word next to the correct heading.

<p><b>final /ər/ spelled</b> <i>ar</i></p>	<p><b>Basic Words:</b> <b>Challenge Words:</b></p>
<p><b>final /ər/ spelled</b> <i>er</i></p>	<p><b>Basic Words:</b> <b>Challenge Word:</b> <b>Possible Selection Words:</b></p>
<p><b>final /ər/ spelled</b> <i>or</i></p>	<p><b>Basic Words:</b> <b>Challenge Words:</b> <b>Possible Selection Word:</b></p>

## Spelling Words

### Basic

1. enter
2. banner
3. sugar
4. shower
5. motor
6. collar
7. labor
8. finger
9. mirror
10. beggar
11. favor
12. bother
13. fever
14. doctor
15. temper
16. actor
17. polar
18. sweater
19. traitor
20. whenever

### Challenge

- calendar  
error  
popular  
barrier  
director

**Challenge:** Add the Challenge Words to your Word Sort.

**Connect to Reading:** Look through “The Girl Who Loved Spiders.” Find words that have the final schwa + /r/ spelling patterns. Add them to your Word Sort.

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

**The Girl Who  
Loved Spiders**

Spelling: Final Schwa + /r/  
Sounds

# Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

I pulled the collar of my sweater up around my ears. Even though I had a fevre, I still felt cold. I needed a docter. Instead a polar bear walked up to me and said, "Whenever I look in the mirror, I see shugar. Is that normal?" The bear was wearing a red shirt and blue jeans. I reached out my hand to touch him. He felt real. Maybe I was sicker than I thought.

I told him he shouldn't bothar me with silly questions. Then I asked if he was real or an actur. He lost his tempir and called me a trator to the cause. He held up a bannor that said "Bears Should Rule the World," wagged his fingir at me, and left. Then the door opened and a rabbit in a jumpsuit came in and started talking. I pulled a blanket over my head and went to sleep.

- |          |           |
|----------|-----------|
| 1. _____ | 8. _____  |
| 2. _____ | 9. _____  |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | 14. _____ |

## Spelling Words

### Basic

1. enter
2. banner
3. sugar
4. shower
5. motor
6. collar
7. labor
8. finger
9. mirror
10. beggar
11. favor
12. bother
13. fever
14. doctor
15. temper
16. actor
17. polar
18. sweater
19. traitor
20. whenever

### Challenge

- calendar  
error  
popular  
barrier  
director

# Making Comparisons

**Comparative adjectives** are used to compare two things.

**Superlative adjectives** are used to compare more than two things.

Adjective	Comparative	Superlative
slow	slower	slowest
cute	cuter	cutest
fast	faster	fastest
happy	happier	happiest

### Thinking Question

How many persons, places, or things are being compared?

A turtle is *slower* than a lizard.

A snail is the *slowest* of the three.

**Circle the correct form of the adjective to complete each sentence. Write C if the adjective is the comparative form. Write S if the adjective is the superlative form.**

- Jana is (tall, taller) than her sister Sasha. \_\_\_\_\_
- My little sister is the (cutest, cuter) baby in the whole world.  
\_\_\_\_\_
- Kelli insisted that ghost stories are (scariest, scarier) to read than biographies. \_\_\_\_\_
- That is the (funnier, funniest) joke I have ever heard. \_\_\_\_\_
- Matt is a (fastest, faster) runner than Saleem, but Juan is the (fastest, faster) runner of the three boys. \_\_\_\_\_



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

**The Girl Who  
Loved Spiders**

Grammar: Making Comparisons

# Making Comparisons with *More* and *Most*

With long adjectives, use **more** to compare two persons, places, or things. Use **most** to compare three or more.

The ant is **more** interesting than the grasshopper.  
The ant is the **most** interesting of all insects.

**Thinking Question**

*How many persons,  
places, or things are  
being compared?*

**1–5. Rewrite each sentence, adding either *more* or *most* to the adjective in parentheses.**

1. The \_\_\_\_\_ things I learned to do when I moved to Florida were to always wear shoes, to always shake out my shoes, and to watch my step when walking. (important)

---

---

---

2. Spiders are \_\_\_\_\_ in Florida than in New York. (plentiful)

---

3. I think the \_\_\_\_\_ part about moving is making new friends. (difficult)

---

---

4. I think running road races is \_\_\_\_\_ than looking for bugs. (satisfying)

---

---

5. What is the \_\_\_\_\_ insect to be found in the area where you live? (common)

---

---

# Comparing with *Good and Bad*

Some adjectives need to change forms when they are used to compare things.

The adjectives *good* and *bad* are two examples.

Adjective	Comparative	Superlative
good	better	best
bad	worse	worst

### Thinking Question

How many persons, places, or things are being compared?

Getting out of school early is good. Weekends are better. Summer break is best of all.

**1–5.** Complete the sentence by writing the correct form of the adjective shown in parentheses.

- The \_\_\_\_\_ news I heard was that 120 amphibian species are now extinct. (bad)
- David was happy that his second paper was \_\_\_\_\_ than his first. (good)
- What is the \_\_\_\_\_ book you have ever read? (good)
- I liked the first book \_\_\_\_\_ than the second. (good)
- The \_\_\_\_\_ part of our museum trip was the ride home. (bad)

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

# Correct Adjectives

- The words *a*, *an*, and *the* are special adjectives called **articles**.

Articles	
Use <i>a</i> if the next word begins with a consonant sound.	Ron found <b>a</b> giant beetle.
Use <i>an</i> if the next word begins with a vowel sound.	<b>An</b> ant is a social insect.
Use <i>the</i> if the noun names a particular person, place, or thing.	<b>The</b> grasshopper landed right on Maria's book.

- Capitalize adjectives formed from proper nouns.  
Wayne studied insects with a **Chinese** teacher.

## 1–5. Rewrite the sentences, supplying the correct article.

1. Roberto wrote \_\_\_ report on dragonflies.

\_\_\_\_\_

2. \_\_\_ class visited a museum last Thursday.

\_\_\_\_\_

- 3–4. The spider is \_\_\_ arachnid and not \_\_\_ insect.

\_\_\_\_\_

5. I want to learn everything I can about \_\_\_ moth.

\_\_\_\_\_

## 6–8. Rewrite the sentences, correcting errors in the use of proper adjectives.

6. The canadian guide told us what to look for.

\_\_\_\_\_

7. The arabian horse has great energy and intelligence.

\_\_\_\_\_

8. For a solid week the group investigated the mexican coast.

\_\_\_\_\_

\_\_\_\_\_

# Sentence Fluency

**The Girl Who Loved Spiders**  
Grammar: Connect to Writing

Combine two short, choppy sentences into one sentence to make sentences flow smoothly.

Sentence 1	Sentence 2
The elephant is the biggest animal in the zoo.	The elephant is also the most magnificent animal.

The elephant is the biggest and most magnificent animal in the zoo.

1–3. Combine these short, choppy sentences to make one sentence.

1.

Sentence 1	Sentence 2
The Taipan snake has the most poisonous venom of any snake in Australia.	It also has the longest fangs.

---



---

2.

Sentence 1	Sentence 2
The largest shark on the Australian coast is the Great White.	It is also the scariest shark.

---



---

3.

Sentence 1	Sentence 2
My science teacher, Mrs. Welles, is the most interesting teacher I have ever had.	She also is the most knowledgeable.

---



---

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

# Focus Trait: Word Choice

**The Girl Who  
Loved Spiders**  
Writing Trait: Word Choice

## Details for writing about spiders

<i>Topic</i>	<i>Exact Details</i>
Spiders	spiderweb, threads, silk, scary, fascinating, spin, dewdrops

List three or more details that you might use in a poem or other type of writing about the topics below. Include interesting word choice.

<b>Topic</b>	<b>Exact Details</b>
Ladybug	
grasshopper	
dragonfly	
honeybee	

# Final Schwa + /l/ Sounds

**Amphibian Alert!**

Spelling:  
Final Schwa + /l/ Sounds

**Basic:** Read the paragraphs. Write the Basic Words that best complete the sentences.

**Spelling Words**

It was an exciting and **(1)** day. Ana arrived at a bicycle race. She stopped to **(2)** at the colorful balloons and streamers decorating the starting line. A **(3)** of ten other racers were standing by their bicycles.

“Don’t be nervous,” Ana told herself. “This will be **(4)** compared to all the training that I did.”

Ana remembered to tie her shoelaces so they would not **(5)** in her bicycle wheels. The last time that had happened, Ana hurt her **(6)**. Ana used a **(7)** to wipe mud off the shiny **(8)** bicycle frame.

At the starting line, Ana prepared to **(9)** fast. She and the other racers burst forward. It was going to be a **(10)** for the prize!

**Basic**

1. title
2. towel
3. battle
4. pedal
5. metal
6. simple
7. eagle
8. special
9. total
10. trouble
11. nickel
12. gentle
13. barrel
14. model
15. tangle
16. ankle
17. marvel
18. juggle
19. squirrel
20. riddle

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

**Challenge**

- cancel
- decimal
- material
- pretzel
- triangle

**Challenge 11–12:** Your English teacher asks you to write about your favorite subject, which is math. Use two of the Challenge Words. Write on a separate sheet of paper.

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

# Word Sort

**Amphibian Alert!**

Spelling:  
Final Schwa + /l/ Sounds

Write each Basic Word next to the correct heading.

<p>Final /l/ or /əl/ spelled <i>el</i></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p>
<p>Final /l/ or /əl/ spelled <i>al</i></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Word:</b></p>
<p>Final /l/ or /əl/ spelled <i>le</i></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Word:</b></p> <p><b>Possible Selection Words:</b></p>

**Spelling Words**

**Basic**

1. title
2. towel
3. battle
4. pedal
5. metal
6. simple
7. eagle
8. special
9. total
10. trouble
11. nickel
12. gentle
13. barrel
14. model
15. tangle
16. ankle
17. marvel
18. juggle
19. squirrel
20. riddle

**Challenge**

- cancel
- decimal
- material
- pretzel
- triangle

**Challenge:** Add the Challenge Words to your Word Sort.

**Connect to Reading:** Look through "Amphibian Alert!" Find words that have the final schwa + /l/ spelling patterns on this page. Add them to your Word Sort.

# Proofreading for Spelling

**Amphibian Alert!**  
**Spelling:**  
Final Schwa + // Sounds

Find the misspelled words and circle them. Write them correctly on the lines below.

## Spelling Words

In 1799, a French army officer named Pierre-Francois Bouchard was working near the city of Rosetta in Egypt. Bouchard and his men saw many ancient things, including a moddel of a house made of a mettal that looked like nikel. For fun, the men would juggil small stones. One day Bouchard found a stone slab that was different from the others. He was very gentil with it as he used water from a nearby barel to wash off the layers of dirt.

Bouchard saw strange symbols. The treuble was that he did not know what they meant. Bouchard took the stone to scholars. They all had to marvell at it, but they were unable to understand it. Was that a reddle or the titil of a play? Was the bird an eagel? Was that little creature a flying squerrel? More than 20 years passed before anyone could translate the Rosetta Stone.

1. title
2. towel
3. battle
4. pedal
5. metal
6. simple
7. eagle
8. special
9. total
10. trouble
11. nickel
12. gentle
13. barrel
14. model
15. tangle
16. ankle
17. marvel
18. juggle
19. squirrel
20. riddle

### Challenge

- cancel
- decimal
- material
- pretzel
- triangle

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |



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

# Comparing with Adverbs

**Amphibian Alert!**  
Grammar: More Comparisons

## Short Adverbs

Comparative adverbs: Add *-er* to short adverbs to compare two actions.

Superlative adverbs: Add *-est* to compare three or more actions.

### Thinking Question

*Does the adverb compare two actions? Does the adverb compare three or more actions?*

Adverb	Comparative	Superlative
late	later	latest
hard	harder	hardest
fast	faster	fastest
well	better	best

Brad arrived to school later than Jake, but Amelia arrived latest of all.

**Circle the correct form of the adverb to complete each sentence. Write C if the adverb is the comparative form. Write S for the superlative form.**

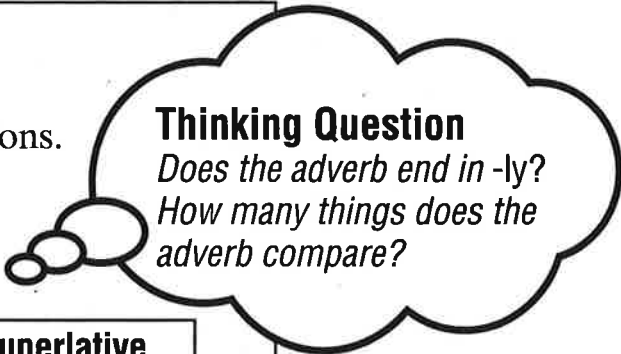
- John arrived (earliest, earlier) than Dave to the amphibian display. \_\_\_\_\_
- Of his team, Sean worked the (faster, fastest) repairing the frog terrariums. \_\_\_\_\_
- Lena sang the (louder, loudest) of all the helpers. \_\_\_\_\_
- If team A works (hardest, harder) than team B, it will finish the display by noon. \_\_\_\_\_
- Of all the guides at the amphibian display, Marta explains tadpoles (better, best). \_\_\_\_\_

# Comparing with Adverbs

**Amphibian Alert!**  
Grammar: Comparing with Adverbs

**For most adverbs that end in *-ly*:**

- use *more* to compare two actions.
- use *most* to compare three or more actions.



Adverb	Comparative	Superlative
quickly	more quickly	most quickly
skillfully	more skillfully	most skillfully
easily	more easily	most easily

A horse runs more quickly than a human. Cheetahs run the most quickly of all animals.

**1–5. Write the form of the adverb shown in parentheses that correctly completes the sentence.**

1. Do you think turtles can swim \_\_\_\_\_ than frogs? (quickly)
2. The third doctor cared for the injured newt \_\_\_\_\_ (skillfully)
3. Jason handles the salamanders \_\_\_\_\_ than Bill. (carefully)
4. Of all the helpers, Aiden works the \_\_\_\_\_ (quietly)
5. Alan identified amphibians \_\_\_\_\_ than Mitsuo after taking a class. (easily)

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

# Comparing with Adverbs

**Amphibian Alert!**  
Grammar: Comparing with  
Adverbs

Circle the correct word in parentheses to complete each sentence.

1. Dennis smiles (wider, widest) of all his friends.
2. "I think clothing dries (most, more) quickly in warm air than in cold," said Dana.
3. I shop at Bloom's Market (more, most) frequently than I shop at Lynn's Market.
4. Of all the fruits sold at Bloom's market, the bananas will (more, most) likely sell out first.
5. When teams choose players, Beth is (most, more) readily chosen than Brianne because she runs (faster, fastest).

# Negatives

- A word that makes a sentence mean “no” is called a *negative*.
- The words *no*, *no one*, *nobody*, *none*, *nothing*, and *never* are negatives.
- The word *not* and **contractions** made from *not* are also negatives.
- Never use two negatives together in a sentence.

Incorrect	Correct
There <b>weren't no</b> fish in the pond.	There <b>weren't any</b> fish in the pond. There <b>were no</b> fish in the pond.
I <b>won't never</b> give away my frog.	I <b>won't ever</b> give away my frog. I <b>will never</b> give away my frog.

**1–4. Write the negative on the line provided.**

1. Nobody wanted to leave. \_\_\_\_\_
2. I can't finish this assignment on time. \_\_\_\_\_
3. Before this class, I had never studied reptiles. \_\_\_\_\_
4. I had no interest in learning about newts. \_\_\_\_\_

**5–8. Rewrite the sentences, correcting errors in the use of negatives.**

5. Jason can't go nowhere until he finishes his chores.  
\_\_\_\_\_

6. Before taking this class, Pete didn't know nothing about reptiles.  
\_\_\_\_\_  
\_\_\_\_\_

7. I don't like nothing about insects.  
\_\_\_\_\_

8. Jim doesn't never want to miss a class again.  
\_\_\_\_\_

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

# Conventions: Proofreading

**Amphibian Alert!**  
Grammar: Connect to Writing

Use proofreading marks to cross out errors and insert corrections.

Sentence with Errors	Corrected Sentence
Elena's performance was worser than Ralph's.	Elena's performance was worse than Ralph's.

1–5. Use the proofreading marks to fix the convention errors in the sentences below.

1. Of the five books I read on mammals, this was the worse.
2. Among the 50 essays submitted, Jose's essay was judged the better.
3. Of all my grades, my grade in science was the better.
4. Of the three team members, Kara works the faster.
5. Jenna studied more harder than I did.

# Focus Trait: Voice

**Amphibian Alert!**  
Writing Trait: Voice

<i>Flat Voice</i>	<i>Interesting Voice</i>
I found a salamander. I was surprised.	I lifted the log. Wow! There was a bright yellow salamander underneath!

Read each sentence. Rewrite it, giving it interest and feeling.

<b>Flat Voice</b>	<b>Interesting Voice</b>
1. My dad and I saw a frog in the pond.	
2. I don't like people throwing things in the pond.	
3. The bullfrogs made funny sounds.	
4. I didn't like holding the toad.	

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

**Museums: Worlds of Wonder**

Spelling: Three-Syllable Words

# Three-Syllable Words

**Basic:** Write the Basic Word that best replaces the underlined word or words.

Dear Grandma,  
Our family (1) trip to Washington, D.C., was great! Mom, Dad, Rick, and I had a good time (2) jointly. We saw (3) a few places, including the (4) building that holds books of Congress. (5) An additional place we visited was the White House. The (6) leader of the United States wasn't there. (7) But, we saw a lot of other things during the tour. For (8) instance, we saw a painting of Abraham Lincoln in the State Dining Room. I wasn't allowed to use my (9) photographic device, or I would have taken pictures for you. My (10) preferred place was the Smithsonian. Washington, D.C., is full of (11) stories from the past.  
Love,  
Matt

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ |           |

**Challenge 12–13:** An astronaut is speaking at your school about her recent shuttle ride through space. You get to talk to the astronaut after her speech. Write a sentence about your talk, using two Challenge Words. Write on a separate sheet of paper.

## Spelling Words

### Basic

1. library
2. another
3. hospital
4. example
5. deliver
6. history
7. however
8. several
9. vacation
10. important
11. victory
12. imagine
13. camera
14. potato
15. remember
16. together
17. memory
18. favorite
19. continue
20. president

### Challenge

- internal
- ornament
- interview
- universe
- article

# Word Sort

**Museums: Worlds of Wonder**

Spelling: Three-Syllable Words

Write each Basic Word beside the correct heading.

## Spelling Words

### Basic

1. library
2. another
3. hospital
4. example
5. deliver
6. history
7. however
8. several
9. vacation
10. important
11. victory
12. imagine
13. camera
14. potato
15. remember
16. together
17. memory
18. favorite
19. continue
20. president

### Challenge

internal  
ornament  
interview  
universe  
article

<p><b>First syllable stressed</b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>
<p><b>Second syllable stressed</b></p>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p> <p><b>Possible Selection Words:</b></p>

**Challenge:** Add the Challenge Words to your Word Sort.

**Connect to Reading:** Look through "Museums: Worlds of Wonder." Find words that have three syllables with first and second syllables stressed. Add them to your Word Sort.



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

**Museums: Worlds of Wonder**

Spelling: Three-Syllable Words

# Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

In 1906, Hiram Bingham had had enough of studying the history of the Incas in Peru in the library at Yale. He knew they were importint to the history of South America for severle reasons. He decided to take a working vacashun to South America. Not wanting to rely on his memery, he took many notes and a kamera so he could remembir all the facts when he went to delivir a speech about his travels.

In 1911, Bingham returned to Peru to lead another expedition and continew his quest for knowledge about the Incas. One can only imajin his surprise when he discovered Machu Picchu, the "lost city of the Incas." The expedition turned out to be a huge personal victry for Bingham. The ancient stone city, hidden by five hundred years of jungle growth, is considered by some to be the greatest surviving exampel of Incan architecture.

## Spelling Words

1. library
2. another
3. hospital
4. example
5. deliver
6. history
7. however
8. several
9. vacation
10. important
11. victory
12. imagine
13. camera
14. potato
15. remember
16. together
17. memory
18. favorite
19. continue
20. president

### Challenge

- internal  
ornament  
interview  
universe  
article

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

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

# Possessive Pronouns with Nouns

- A **possessive pronoun** is a pronoun that shows ownership.
- **Possessive pronouns** can replace possessive nouns in a sentence.

**Thinking Question**

*Are there possessive nouns in the sentence? Do any of them need to be replaced to avoid repetition?*

**Possessive Pronouns**

my	its
your	our
her	their
his	

The teacher gave her students **the students'** tickets to the museum.

The teacher gave her students **their** tickets to the museum.

**1–5. Rewrite each sentence with the correct form of the possessive pronoun in parentheses.**

1. Max and I went to see Max's favorite exhibit. (my, his, our)

\_\_\_\_\_

2. We observed a dinosaur fossil and read about the fossil's discovery. (our, their, its)

\_\_\_\_\_

3. We learned about dinosaurs, including dinosaurs' habits and diets. (its, her, their)

\_\_\_\_\_

4. Mary told me that Mary's brother would love the exhibit, too. (my, her, their)

\_\_\_\_\_

5. Marcus and I found Marcus's and my class in the museum shop. (its, our, her)

\_\_\_\_\_

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

**Museums: Worlds of Wonder**  
Grammar: Possessive Pronouns

# Possessive Pronouns that Stand Alone

Some possessive pronouns are placed before nouns. Others are used by themselves and stand alone.

**Thinking Question**  
*Is the possessive pronoun followed by a noun?*

## Possessive Pronouns That Stand Alone

mine	hers
yours	ours
his	theirs

The tickets to the exhibit are **ours**.

**1–4. Write the possessive pronoun that stands alone on the line.**

1. Is the ticket to the polar bear exhibit hers? \_\_\_\_\_
2. The airplane ticket is mine. \_\_\_\_\_
3. Since we have tickets but cannot attend, would you like to use ours? \_\_\_\_\_
4. The teacher will give you yours. \_\_\_\_\_

**5–6. Rewrite each sentence on the line so that the possessive pronoun stands alone.**

5. Which report is your report? \_\_\_\_\_
6. The report about trees is my report.  
\_\_\_\_\_

# Possessive Pronouns

- Some possessive pronouns are placed before nouns.  
Jeff left his backpack on the school bus.  
My books are in Mom's car.
- Other possessive pronouns are used by themselves and stand alone.  
I think the museum tickets are yours.  
The red skates in the locker are mine.

**1–6.** Replace the underlined word or words with the correct possessive pronoun.

1. Jill's inline skates are sitting on Jill's porch. \_\_\_\_\_
2. "The backpack with reflector strips is my backpack," I said. \_\_\_\_\_
3. Jane can't find Jane's shoe. \_\_\_\_\_
4. Which one of the lunches is your lunch? \_\_\_\_\_
5. The three boys rode the three boys' bikes to school. \_\_\_\_\_
6. If Ned has my jacket, then I have Ned's jacket. \_\_\_\_\_

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

Museums: Worlds of Wonder

Grammar: Spiral Review

# Writing Quotations

- **Quotation marks** show a speaker's exact words.
- **Capitalize** the first word of a quotation.
- Place **quotation marks** before and after the speaker's exact words.
- Use a **comma** to set off words that tell who is speaking.
- When the quotation comes first, place a **comma** inside the last quotation marks.
- If the quotation is a question or an exclamation, place a **question mark** or **exclamation mark** inside the last quotation marks.

Ms. Winger said, "Listen to your guide carefully."

1–8. Rewrite the quotations, correcting the punctuation errors.

1. "Have you ever been to the City Museum" asked Chloe.

\_\_\_\_\_

2. Yes, I have replied Aiden.

\_\_\_\_\_

3. Charlie said "I hope we see dinosaurs".

\_\_\_\_\_

4. Marta exclaimed "the Enchanted Caves are so awesome"!

\_\_\_\_\_

5. "I like Art City better" said Danielle.

\_\_\_\_\_

6. Mr. West suggested "let's go see the World Aquarium now."

\_\_\_\_\_

7. This will be fun! exclaimed Sam.

\_\_\_\_\_

8. I will have so many things to tell my family, said Luis.

\_\_\_\_\_

# Sentence Fluency

To avoid repeated possessive nouns, replace them with possessive pronouns.

Sentence with Repeated Possessive Nouns	Sentence with Possessive Pronouns
Jose wanted <u>Jose's</u> mom to chaperone <u>Jose's</u> field trip to the museum.	Jose wanted <u>his</u> mom to chaperone <u>his</u> field trip to the museum.

**1–5. Rewrite each sentence, replacing repeated possessive nouns with possessive pronouns to improve sentence flow.**

1. Today, the fourth graders will have fun on the fourth grader's first field trip.

\_\_\_\_\_

2. Sarah told about Sarah's visit to the museum.

\_\_\_\_\_

3. Kayla saved a piece of Kayla's favorite cake for Kayla's mother.

\_\_\_\_\_

4. Pam showed Pam's project to the class.

\_\_\_\_\_

5. By running in the museum, Tim broke one of the rules that Tim's teacher had given to Tim's class.

\_\_\_\_\_

\_\_\_\_\_

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

**Museums: Worlds of Wonder**

**Writing Trait: Organization**

# Focus Trait: Organization

A well-organized paragraph contains:

- a topic or main idea;
- details that support the main idea;
- a sequence of ideas or events that usually happen in order of first, next, and last;
- a conclusion that restates the main idea.

**Use a separate sheet of paper. Organize the sentences below in an order that makes sense.**

1. I told everyone that it was the best birthday present ever!
2. After the dishes were washed, we hurried out to the car.
3. First, Mom and Dad woke me up at seven o'clock.
4. Then, I saw the big sign above the bike store.
5. The drive to Bill's Bike Shop seemed to take forever.
6. Dad made my favorite breakfast, but I was too excited to eat very much.
7. Finally, I would get to see my new trail bike and take it for a test ride.
8. It was Saturday, and my birthday wish was about to come true!

# Words with Silent Consonants

**Save Timber Woods!**  
Spelling: Silent Consonants

**Basic:** Write Basic Words on the lines provided that will best complete the sentences.

My aunt's job is to keep the water pipes in people's homes running smoothly. She is a (1) \_\_\_\_\_. She has to (2) \_\_\_\_\_ down and work under sinks. Sometimes she has to (3) \_\_\_\_\_ into small spaces to find the (4) \_\_\_\_\_ to the plumbing problem. She often has to use tools from her toolbox to (5) \_\_\_\_\_ pipes together. Working with tools, my aunt has to take care not to scrape a (6) \_\_\_\_\_ or a wrist. She carries a radio in her toolbox because she likes to (7) \_\_\_\_\_ to music as she works. The music helps keep her (8) \_\_\_\_\_ and relaxed as she does her job. Her customers (9) \_\_\_\_\_ her and praise her work. She says being a plumber is a good, (10) \_\_\_\_\_ job to have.

**Challenge:** You've watched a documentary film about the building of the Egyptian pyramids. Write a review of the film for your class. Use two of the Challenge Words. Write on a separate sheet of paper.

## Spelling Words

### Basic

1. half
2. comb
3. mortgage
4. honor
5. fasten
6. kneel
7. wreath
8. calm
9. answer
10. handsome
11. wrinkle
12. listen
13. fetch
14. yolk
15. climb
16. honest
17. knuckle
18. plumber
19. limb
20. folktale

### Challenge

tomb  
glisten  
design  
hasten  
wrestle



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

# Word Sort

Write each Basic Word next to the correct heading.

/m/ spelled <i>mb</i>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p>
/n/ spelled <i>kn</i>	<p><b>Basic Words:</b></p>
/ô/ spelled <i>ho</i>	<p><b>Basic Words:</b></p>
/r/ spelled <i>wr</i>	<p><b>Basic Words:</b></p> <p><b>Challenge Word:</b></p>
silent <i>l, t, d, or w</i>	<p><b>Basic Words:</b></p> <p><b>Challenge Words:</b></p>
Other silent consonants	<p><b>Challenge Word:</b></p>

**Challenge:** Add the Challenge Words to your Word Set.

**Save Timber Woods!**  
Spelling: Silent Consonants

## Spelling Words

### Basic

1. half
2. comb
3. mortgage
4. honor
5. fasten
6. kneel
7. wreath
8. calm
9. answer
10. handsome
11. wrinkle
12. listen
13. fetch
14. yolk
15. climb
16. honest
17. knuckle
18. plumber
19. limb
20. folktale

### Challenge

tomb  
glisten  
design  
hasten  
wrestle

# Proofreading for Spelling

**Save Timber Woods!**  
Spelling: Silent Consonants

Find the misspelled words and circle them. Write them correctly on the lines below.

After college, Chef Alice Waters went to France, where she was impressed by the honist food she ate, from an omelet made with the freshest egg yoke to fish cooked the day it was caught. She learned that the French were often willing to spend haff of their income for quality produce. Since 1971, Alice has owned Chez Panisse, a California restaurant famous for the quality of its food. People have been known to komb the woods and neel in mud beneath the lim of a tree to fetsh Alice a mushroom with an ugly wrinklil and incredible flavor. Other people grow herbs and make a wreth of them for Alice. She has worked hard to teach children about growing and eating fresh food. Today there are children in local schools who prefer to lisen to Alice talk about gardening than hear a folktail about a handsum prince.

## Spelling Words

1. half
2. comb
3. mortgage
4. honor
5. fasten
6. kneel
7. wreath
8. calm
9. answer
10. handsome
11. wrinkle
12. listen
13. fetch
14. yolk
15. climb
16. honest
17. knuckle
18. plumber
19. limb
20. folktale

### Challenge

- tomb  
glisten  
design  
hasten  
wrestle

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

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

# Using *I* and *me*

**Save Timber Woods!**  
Grammar: Correct Pronouns

- Use the pronoun *I* as the subject of a sentence.  
Lucas and I learned so much!
- Use the pronoun *me* after **action verbs** and after the words *to*, *with*, *for*, or *at*.  
The council gave **David and me** their complete attention.  
Will you come with **me** to the meeting?
- When you talk about yourself and another person, always name yourself last.

### Thinking Question

Is the pronoun the subject or the object of the sentence?

**1–6. Rewrite each sentence with the correct word(s) in parentheses.**

1. (Dominic and I, Dominic and me) wanted to save the forest.

\_\_\_\_\_

2. Eileen told (I, me) what was happening to the forest.

\_\_\_\_\_

3. Carlos and (I, me) realized the deer had nowhere to go.

\_\_\_\_\_

4. Deer often visited (me and my family, my family and me).

\_\_\_\_\_

5. My brother and (I, me) have seen them look for food.

\_\_\_\_\_

6. (He and me, He and I) watched the deer quietly through the window.

\_\_\_\_\_

**Save Timber Woods!**  
Grammar: Possessive Pronouns

# Subject and Object Pronouns

- **Subject pronouns** are used as the subject of a sentence. They tell whom or what the sentence is about.
- **Object pronouns** follow action verbs or the words *to, for, with, in,* or *at*.

Subject Pronouns	Object Pronouns
I, you, he, she, we, it, they	me, you, him, her, it, us, you, them

We gave the information to **her**, and **she** told **them** about the forestry class.

### Thinking Question

Does the pronoun tell who or what does the action? Does the pronoun follow an action verb or the words *to, for, with, in,* or *at*?

### 1–5. Rewrite each sentence, using the correct pronoun in parentheses.

1. Isabel read (we, us) the article about the housing development.

\_\_\_\_\_

2. Olivia and (he, him) could not believe what they heard.

\_\_\_\_\_

3. (They, Them) want to cut down huge parts of the forest.

\_\_\_\_\_

4. To (we, us), the forest should be used for hiking and camping.

\_\_\_\_\_

5. Since animals cannot speak, we will speak for (them, they).

\_\_\_\_\_

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

# Reflexive Pronouns

**Save Timber Woods!**  
Grammar: Reflexive Pronouns

A **reflexive pronoun** is used when the subject and object of a sentence are the same person/thing or people/things. We use reflexive pronouns with the word *by* to mean alone or without help.

Subject Pronouns		Reflexive Pronouns
I	it	myself
you	we	yourself
he	you (plural)	himself
she	they	herself
		itself
		ourselves
		yourselves
		themselves

*I will take care of myself someday. I like to walk to school by myself.*

**1–8. Fill in the blanks with the correct reflexive pronoun.**

- Jane made \_\_\_\_\_ a sandwich.
- Be careful, Lisa. Don't cut \_\_\_\_\_ with the knife.
- "I think I will build a clubhouse by \_\_\_\_\_," said Paul.
- We blamed \_\_\_\_\_ for getting lost in the museum.
- Please boys, make \_\_\_\_\_ feel at home.
- The girls made five dozen cupcakes by \_\_\_\_\_.
- The dog saw \_\_\_\_\_ in the mirror and barked.
- Jack made \_\_\_\_\_ a pizza for lunch.

# Commas in Sentences

**Save Timber Woods!**  
Grammar: Spiral Review

Use a comma to set off these types of words and phrases:

- the words *yes*, *no*, and *well* or proper names when they begin a sentence

No, feeding deer human food is not a good idea.

- introductory phrases and clauses

If you want to see deer, you have to be still.

- the name of a person directly addressed in a sentence.

Don't blame the deer, Becky, for being hungry.

**1–5. Rewrite the sentences, adding commas where they are needed.**

1. No I do not want deer in our yard.

\_\_\_\_\_

2. The poor deer lost their homes Alanna.

\_\_\_\_\_

3. Well my family is losing our favorite tree.

\_\_\_\_\_

4. We should get the facts Denzel before we decide.

\_\_\_\_\_

5. Because we left home late we arrived after the park closed.

\_\_\_\_\_

**6–8. Rewrite the following script. Add three missing commas where they are needed.**

Eliot: Well that went better than I expected

Maria: Eliot you were great!

Gerald: What can we do now to raise money guys?

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

# Sentence Fluency

**Save Timber Woods!**  
Grammar: Connect to Writing

Repeating words in writing is uninteresting and awkward.  
To avoid using a noun over and over again, replace it  
with a pronoun.

Sentence 1	Sentence 2
Caleb didn't like the deer eating his tree.	Caleb scared it away.

Caleb didn't like the deer eating his tree. **He** scared it away.

1-3. Replace the repeated noun with a pronoun to improve sentence fluency.

1.

Sentence 1	Sentence 2
Nicole told her friends about the problem.	Nicole wanted to help.

---



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2.

Sentence 1	Sentence 2
Last year the deer were safer.	The deer had more land.

---

3.

Sentence 1	Sentence 2
The people of our community have a problem.	The people of our community need to work together.

---



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# Focus Trait: Ideas

## Focusing on Addressing Objections

Good writers think about how their audience will react to their ideas. In a persuasive essay, they try to address any objections ahead of time. This writer addressed the objection by the developer about building houses on Timber Woods.

**Idea:** *We should save Timber Woods from being destroyed.*

**Possible Objection:** *We want to build more houses on the Timber Woods land.*

**Revised sentence:** *Homes could be built where the Smithfield warehouses are instead of Timber Woods.*

**1–3.** Read the idea and the possible objection. Rewrite the sentence so that it addresses the objection. You can refer to “Save Timber Woods!” to find information to answer it.

**1. Idea:** Cutting down the forest will cause a lot of problems.

**Possible Objection:** It costs too much money for us to buy the land.

**Revised sentence:** \_\_\_\_\_

**2. Idea:** Saving the woods is good for the local environment.

**Possible Objection:** The woods don’t help the town in any way.

**Revised sentence:** \_\_\_\_\_

**3. Idea:** Wildlife creatures belong in their natural environments.

**Possible Objection:** It’s nice to see deer in my backyard.

**Revised sentence:** \_\_\_\_\_

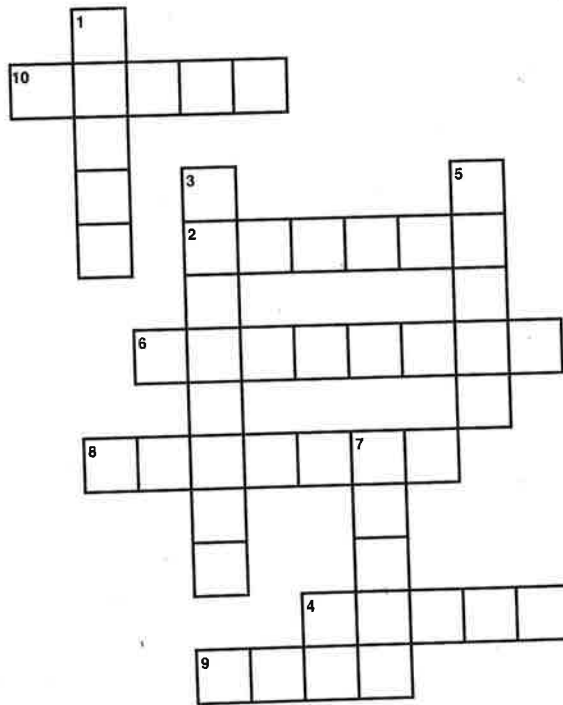


Name \_\_\_\_\_ Date \_\_\_\_\_

**Mystery at Reed's Pond**  
Spelling: Unusual Spellings

# Unusual Spellings

1–10. Complete the puzzle by writing the Basic Word for each clue.



## Spelling Words

### Basic

1. meant
2. routine
3. style
4. flood
5. month
6. pleasant
7. guess
8. women
9. either
10. against
11. disguise
12. sweat
13. magazine
14. guard
15. receive
16. wonder
17. league
18. type
19. ceiling
20. money

### Challenge

- plaid  
onion  
guarantee  
rhyme  
submarine

### Across

2. a group working toward a common goal
4. to fill or cover with water
6. a weekly or monthly publication
8. in contact with
9. a group sharing common traits
10. to form an opinion without being sure

### Down

1. someone who watches over or protects
3. enjoyable or attractive
5. past of "to have as its meaning"
7. a way of doing something

11–12. Create two book titles: one about a trip to the ocean bottom in a colorful vessel and one about a collection of humorous poetry. Use two of the Challenge Words. Write on a separate sheet of paper.

# Word Sort

**Mystery at Reed's Pond**

Spelling: Unusual Spellings

Write each Basic Word next to the correct heading.

**Spelling Words**

**Basic**

1. meant
2. routine
3. style
4. flood
5. month
6. pleasant
7. guess
8. women
9. either
10. against
11. disguise
12. sweat
13. magazine
14. guard
15. receive
16. wonder
17. league
18. type
19. ceiling
20. money

**Challenge**

- plaid  
onion  
guarantee  
rhyme  
submarine

<p><b>Unusual Spellings with One Syllable</b></p>	<p><b>Basic Words:</b>  <b>Challenge Words:</b></p>
<p><b>Unusual Spellings with Two Syllables</b></p>	<p><b>Basic Words:</b>  <b>Challenge Word:</b></p>
<p><b>Unusual Spellings with Three Syllables</b></p>	<p><b>Basic Words:</b> <b>Challenge Words:</b></p>

**Challenge:** Add the Challenge Words to your Word Sort.

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

**Mystery at Reed's Pond**  
Spelling: Unusual Spellings

# Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

## Spelling Words

### Basic

1. meant
2. routine
3. style
4. flood
5. month
6. pleasant
7. guess
8. women
9. either
10. against
11. disguise
12. sweat
13. magazine
14. guard
15. receive
16. wonder
17. league
18. type
19. ceiling
20. money

### Challenge

- plaid  
onion  
guarantee  
rhyme  
submarine

I was following my routine for the munth, practicing with the bowling leegue after work. I'm an amateur detective, so I gess I'm always on the lookout for trouble. I arrived at the bowling alley early, and I noticed two strange womin. I couldn't help but wonnder if ether of them was the tipe to bowl. I didn't think so. The tall one wore a disgize. I looked up and began to swet with fear. There was a figure hanging from the seiling. I turned to run.

The tall woman leaned right agenst my face. "You can't go," she said. "I didn't recieve my monie yet." Shaking, I asked her what she ment. She laughed and told me she needed to be paid for the mystery party. Then I realized the figure was just a decoration. It's a good thing I'm just an *amateur* detective.

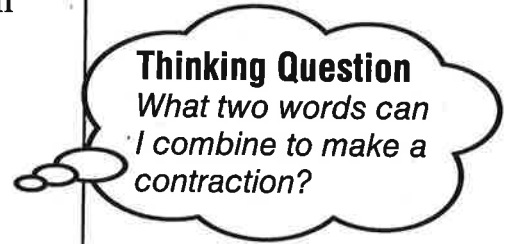
- |          |           |
|----------|-----------|
| 1. _____ | 9. _____  |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ |           |

# Contractions with Pronouns

**Mystery at Reed's Pond**  
Grammar: Contractions with  
Pronoun

- Pronouns can be combined with some verbs to form **contractions**.
- An **apostrophe** replaces the letter or letters that are left out.  

**I'm** going to study that turtle until **it's** engraved in my memory.
- Contractions for the pronouns *he*, *she*, and *it*, when used with the verbs *is* and *has*, are the same (*he's*, *she's*, *it's*).



**1–5. On the line, write the contraction for the underlined words.**

1. We are observing nature with our class. \_\_\_\_\_
2. They have taken many notes about the pond. \_\_\_\_\_
3. You will have time to observe everything. \_\_\_\_\_
4. Adrian said he had never seen a turtle like that. \_\_\_\_\_
5. You are responsible for your actions. \_\_\_\_\_

**6–10. On the line, write the two words that make up each underlined contraction.**

6. Lea thinks we've solved the mystery. \_\_\_\_\_
7. What do you think they'll do with the red turtles? \_\_\_\_\_
8. You've seen the boy put the red turtle in the pond. \_\_\_\_\_
9. Mr. Roberts says that it's important to take care of the pond. \_\_\_\_\_
10. I've done enough research on turtles to know that this answer is wrong.  
\_\_\_\_\_

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

# Pronouns and Homophones

**Mystery at Reed's Pond**  
Grammar: Contractions with Pronoun

- **Homophones** are words that sound alike but have different spellings and meanings. Some pronoun contractions are homophones.

Homophones	Meaning
it's its	it is belonging to it, of it
they're their there	they are belonging to them in that place
you're your	you are belonging to you

### Thinking Question

*What sentence clues can I use to figure out the meaning and correct spelling of the homophone?*

You're very kind to animals and their habitats.  
They're enjoying your book on turtles.

**1-6. Read each sentence. Write the correct homophone in parentheses.**

1. We found a cracked egg (their, there). \_\_\_\_\_
2. The egg should have been in (it's, its) nest. \_\_\_\_\_
3. (They're, There) observing the young turtles in the pond. \_\_\_\_\_
4. (Your, You're) correct about the effects of pollution. \_\_\_\_\_
5. (Your, You're) computer gave us the information we needed. \_\_\_\_\_
6. (Its, It's) hard to believe that the boy did not want to keep his pet turtles.  
\_\_\_\_\_

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

# Using Pronouns

**Mystery at Reed's Pond**  
Grammar: Pronoun Contractions

- Pronouns can be combined with some verbs to form contractions.
- An apostrophe replaces the letter or letters that are left out.  
Example: I am = I'm
- Contractions for *he*, *she*, and *it* when used with verbs *is* and *has* are the same.  
Example: he is = he's      he has = he's
- Some pronoun contractions are homophones.  
Example: it's = it is      its = belonging to it

**1–5. On the line, write the contraction for the underlined words.**

1. I am ready to write a report about my field trip.

\_\_\_\_\_

2. My teacher says that I will have one week to finish it.

\_\_\_\_\_

3. Sylvia said she has decided to do a photo essay as her report.

\_\_\_\_\_

4. She said that it is going to be her best report ever.

\_\_\_\_\_

5. Les thinks we are going to have fun reading our reports in class.

\_\_\_\_\_

**6–10. On the line, write the correct homophone for each sentence.**

6. (Your, You're) going to visit the science museum next week.

\_\_\_\_\_

7. (There, Their) will be students from the whole school district at the museum.

\_\_\_\_\_

8. (Their, They're) going on the same guided tour as your class.

\_\_\_\_\_

9. (It's, Its) going to be an amazing experience!

\_\_\_\_\_

10. Don't forget to bring (you're, your) cameras.

\_\_\_\_\_

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

# Commas in Sentences

**Mystery at Reed's Pond**  
Grammar: Spiral Review

- A **series** is a list of three or more items with the word *and* or *or* before the last item.
- Use *commas* to separate the items in a series. Put a comma after each item except the last one.
- Some choppy sentences can be combined using a series.  

Snakes and lizards are reptiles. So are alligators and crocodiles.  
 Snakes, lizards, turtles, alligators, and crocodiles are all reptiles.
- Use a comma to separate the **month and date from the year**.
- Use a comma to separate **city or town and its state**.  

I will be sixteen on August 4, 2010.  
 The best park is in Yellowstone, Montana.

**1–5 Rewrite the sentences, adding commas where they are needed.**

1. The scales of a snake are cool dry and hard.

\_\_\_\_\_

2. This park was opened on July 4 1949.

\_\_\_\_\_

3. A turtle in danger can pull its head legs and tail into its shell.

\_\_\_\_\_

4. Most turtles live in ponds lakes rivers or the ocean.

\_\_\_\_\_

5. Next summer I'm going to ecology camp in Orlando Florida.

\_\_\_\_\_

**Combine the sentences using a series. Write the new sentence on the lines.**

Both turtles and tortoises bask in the sun. They both have bony shells. Turtles and tortoises can withdraw inside their shells for protection.

\_\_\_\_\_  
 \_\_\_\_\_

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

# Conventions: Proofreading

**Mystery at Reed's Pond**  
Grammar: Connect to Writing

Sentence with Errors	Corrected Sentence
I'm sure their excited to have solved the mystery.	I'm sure <sup>they're</sup> <del>their</del> excited to have solved the mystery.

**1–6. Use the proofreading marks to fix the convention errors in the sentences below.**

1. Ive never solved a mystery before.
2. Its about time we helped animals by saving their habitats.
3. Youd never guess what my favorite pond animal is.
4. I love frogs because their so interesting.
5. Youll be glad that you did so much to help.
6. The western pond turtle is being squeezed out of it's habitat.



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

# Focus Trait: Sentence Fluency Using Different Kinds of Sentences

**Mystery at Reed's Pond**  
Writing Trait: Sentence Fluency

Writers can give the same information in different kinds of sentences.

The western pond turtle needs to have its home protected.

**Question:** Doesn't the western pond turtle deserve a safe home?

**Exclamation:** The western pond turtle must have a safe home!

1. If we work together, we can save the animals at Reed's Pond.

**Command:** \_\_\_\_\_

**Question:** \_\_\_\_\_

2. The red-eared slider should not be released in Reed's Pond.

**Exclamation:** \_\_\_\_\_

**Command:** \_\_\_\_\_

3. Saving the pond's native species is very important.

**Question:** \_\_\_\_\_

**Exclamation:** \_\_\_\_\_

