

Thinking Kids™ Carson-Dellosa Publishing LLC Greensboro, North Carolina

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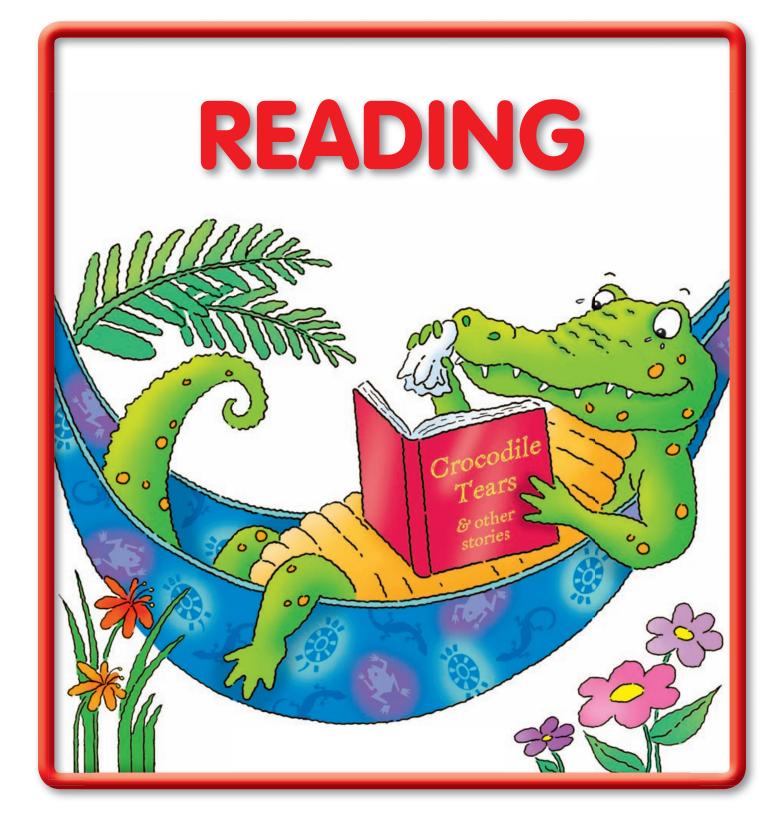
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Name ____

Spelling: Short Vowels

Vowels are the letters **a**, **e**, **i**, **o**, **u**, and sometimes **y**. There are five short vowels: **ă** as in apple, **ĕ** as in egg and breath, **ĭ** as in sick, **ŏ** as in top, and **ū** as in up.

Directions: Complete the exercises using words from the box.

	blend fact	insist pinch	health pond	pump hatch	crop plug		
1.	Write each wo	rd under its vowe	el sound.				
	ă	ĕ	ĭ	ŏ	ŭ		
2.	2. Complete these sentences, using a word with the vowel sound given. Use each word from the box only once.						
	Here's an interesting ($\check{\mathbf{a}}$) about your ($\check{\mathbf{e}}$)						
	Henry was very pleased with his corn (ŏ)						
	The boys enjoyed fishing in the $(\mathbf{\check{o}})$						
	They $({f i})$ on watching the egg $({f a})$						
	(ĕ)	in a (ĭ) _	01	f salt.			
	The farmer hac	to (ŭ)	water from	n the lake for his c	ows to drink.		
	Did you put the	e (ŭ)	in the bathtu	ub this time?			



Spelling: Short Vowels

Directions: Read the words. After each, write the correct vowel sound. Underline the letter or letters that spell the sound in the word. The first one has been done for you.

	Word	Vowel	Word	Vowel
1.	str <u>u</u> ck	_ <u>U_</u>	9. breath	
2.	scramble		10. edge	
3.	strong		11. kick	
4.	chill		12. stop	
5.	thud		13. quiz	
6.	dread		14. brush	
7.	plunge		15. crash	
8.	mask		16. dodge	

Directions: List four words (nouns and verbs) with short vowel sounds. Then, write two sentences using the words.

Spelling: Listening for Vowels

Directions: Circle the word in each row with the same vowel sound as the first word. The first one has been done for you.

blend	twig	brand	(fed)	bleed	
fact	first	bad	shell	bead	
plug	card	steal	stuff	plan	Ξ
pinch	kiss	reach	ripe		
health	dear	bath	top	head	
crop	hope	stock	drip	strap	

Directions: Write the words from the box that answer the questions.

blend insist health pump crop fact pinch fond hatch plu	g
---	---

______/_____/______/

______/______/_______/

1. Which two words have the same vowel as the first vowel in **bundle**?

- 2. Which two words have the same vowel as the first vowel in **bottle**?
- 3. Which two words have the same vowel as the first vowel in wilderness?

4. Which two words have the same vowel as the first vowel in **manner**?

5. Which two words have the same vowel as the first vowel in **measure**?



Spelling: Long E and A

Long ē can be spelled ea as in real or ee as in deer. Long ā can be spelled a as in apron, ai as in pail, ay as in pay or a-e as in lake.



Directions: Complete the exercises with words from the box.

deal	clay	grade	weave	stream
pain	tape	sneeze	claim	treat

1. Write each word in the row with the matching vowel sound.

ā	 	 	
ē	 	 	

2. Complete each sentence, using a word with the vowel sound given. Use each word from the word box only once.

Everyone in fourth (\bar{a}) ______ ate an ice-cream (\bar{e}) ______.

Every time I (**ē**) ______, I feel (**ā**) ______ in my chest.

When I (**ē**) ______ with yarn, I put a piece of (**ā**) ______ on the loose ends so they won't come undone.

You (**ā**) ______ you got a good (**ē**) ______ on your new bike, but I still think you paid too much.

We camped beside a (**ē**)_____.

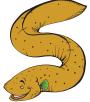
We forgot to wrap up our $(\mathbf{\bar{a}})$ _____ and it dried out.

Name _____

Spelling: Long E and A

When a vowel is long, it sounds the same as its letter name.

Examples: Long **ē** as in **treat**, **eel**, **complete** Long **ā** as in **ape**, **trail**, **say**, **apron**





Directions: Read the words. After each word, write the correct vowel sound. Underline the letter or letters that spell the sound in the word. The first one has been done for you.

Word	Vowel		Word	Vowel
1. sp <u>ee</u> ch	e	9.	plate	
2. grain		10.	breeze	
3. deal		11.	whale	
4. baste		12.	clay	
5. teach		13.	veal	
6. waiting		14.	apron	
7. cleaning		15.	raining	
8. crane		16.	freezer	

Directions: Choose one long vowel sound. On another sheet of paper, list six words (nouns and verbs) that have that sound. Below, write two sentences using the words.

Example: freeze, teaches, breeze, speech, keep, Eve

Eve teaches speech in the breeze.



Spelling: Vowel Sounds

Directions: Follow the instructions below.

1. Circle the word in each row with the same vowel sound as the first word. The first one has been done for you.

deal	pail	church	greet	stove
pain	free	frame	twice	whole
weave	grape	stripe	least	thrill
grade	teach	case	joke	leave
treat	greed	throw	tent	truck



2. Write a word from the box that rhymes with each word below.

	deal	clay	grade	weave	stream	pain	tape	sneeze	claim	treat
-	lame				sł	nape				
					6					
	cream _				le	eave _				
	laid _				d	rain _				
	feet _				tr	ees _				

3. The words below are written the way they are pronounced. Write the word from the box that sounds like:



Spelling: Making New Words

Directions: Unscramble these letters to spell the **ā** and **ē** words you have been practicing. If you need help with spelling, look at the box on page 9. The first one has been done for you.

ay	+	lc	= <u> </u>	ee	+	zsne	=
ea	+	mtrs	=	a-e	+	pt	=
ea	+	vew	=	a-e	+	drg	=
ea	+	rtt	=	ai	+	np	=
ea	+	ld	=	ai	+	mlc	=

Directions: Circle the spelling mistakes, and write the words correctly. The first one has been done for you.

- 1. We made statues out of(cley)
- 2. Do you ever fish in that streem?
- 3. Jason sneesed really loudly in class.
- 4. Running gives me a pane in my side.
- 5. We are tapeing the show for you.
- 6. She klaims she won, but I came in first.
- 7. Would you share your treet with me?
- 8. He is gradeing our papers right now.
- 9. She is weeving a placemat of ribbons.
- 10. What is the big deel, anyway?

	clay
No	_

Spelling: Long I and O

Long **ī** can be spelled **i** as in **wild**, **igh** as in **night**, **i**-**e** as in **wipe**, or **y** as in **try**. Long **ō** can be spelled **o** as in **most**, **oa** as in **toast**, **ow** as in **throw**, or **o**-**e** as in **hope**.

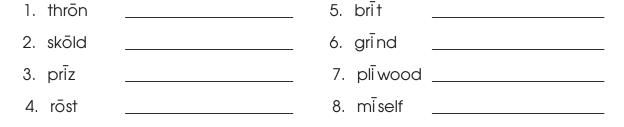
S	tripe	groan	glow	toast	grind	fry	sight	stove	toads flight		
					with word						
_									31 C		
ō											
2.	. Complete these sentences, using a word with the given vowel sound. Use each word from the box only once.										
	We wi	∥(ī)		pc	otatoes or	n the (ō)					
	l thou	ght I hear	rd a low ((ō)		, but	when I Ic	oked,the	ere was nothing		
	in (ī)										
	The ai its side		r our (ī)			_ had a ((ī)		painted on		
	l saw o	a strange	(ō)		con	ning fror	n the toa	ster while	2		
	makin	g (ō)									
	Do (ō))		_ live in [.]	the water	like frog	gs?	~			
	We ne	ed to $(\overline{\mathbf{i}})$			_ up the r	nuts befc	ore we put	them in [.]	the cookie dough.		

Spelling: Long I and O

Directions: Read the words. After each word, write the correct vowel sound. Underline the letter or letters that spell the sound. The first one has been done for you.



Directions: Below are words written as they are pronounced. Write the words that sound like:



Name _____

Spelling: Long U

Long **ū** can be spelled, **u-e** as in **cube**, or **ew** as in **few**. Some sounds are similar in sound to **u** but are not true **u** sounds, such as the **oo** in **tooth**, the **o-e** in **move**, and the **ue** in **blue**.

Directions: Complete each sentence using a word from the box. Do not use the same word more than once.



- 1. Yesterday, the wind _______ so hard it knocked down a tree on our street.
- 2. My favorite instrument is the _____.
- 3. The little puppy in the window is so _____.
- 4. I love ______ because it's so warm, and we get out of school.
- 5. For that project, you will need scissors, construction paper, and ______.

6. I recognize that song because it has a familiar ______.

7. My grandmother's beef ______ is the best I've ever tasted.

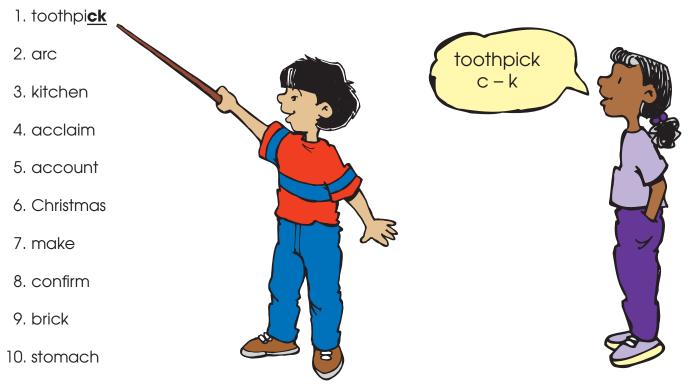
Spelling: The K Sound

The **k** sound can be spelled with **k** as in **peek**, **c** as in **cousin**, **ck** as in **sick**, **ch** as in **Chris**, and **cc** as in **accuse**. In some words, however, one **c** may be pronounced **k** and the other **s** as in **accident**.

Di	rections: Answe	er the questions with	word	Is from the I	DOX.		
	Christmas accused	freckles castle		nmand mach	cork rake		jacket accident
1.	Which two wore	ds spell k with a k ?				TV2	Ch
2.	Which two wore	ds spell k with ck ?	-				
3.	Which two wore	ds spell k with ch ?	-				CIR
4.	Which five word	ds spell k with c or c	- c?				CC
5.	Complete thes the box only or	e sentences, using a	- a word	d with k spe	elled as show	n. Use ea	- ach word from
	Dad gave Mon	n a garden (k)			_ for (ch)		,
	There are (ck)		on	my face a	nd (ch)		
	The people (cc	:)	ŀ	ner of taking	g a (ck)		
	The police took	< (c)		_ after the	(cc)		
	The model of th	ne (c)		was ma	de out of		
	(c and k)						

Spelling: The K Sound

Directions: Underline the letters that spell **k** in each word. The first one has been done for you.



Directions: Under each spelling for **k**, write five words that have the same **k** spellings.

k	ck sickness	C	ch	cc
			chemical	
		<u> </u>		accumulate
kite				

Directions: See how many words you can write that have the **cc** spelling, with one **c** pronounced \mathbf{k} and the other pronounced \mathbf{s} .

Spelling: The F Sound

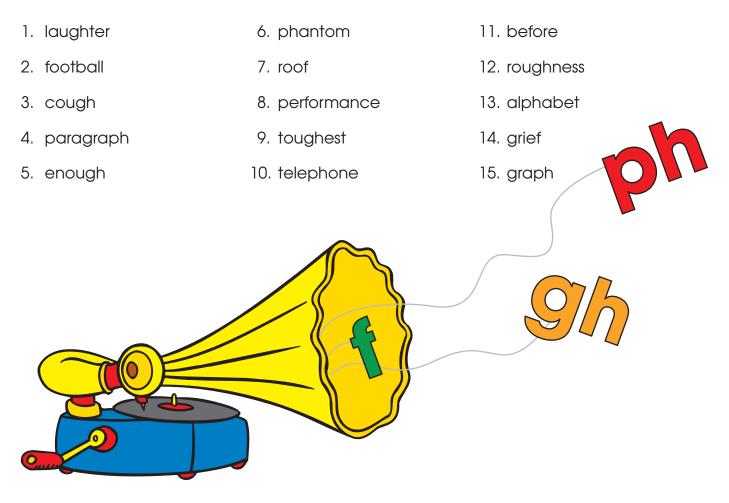
The **f** sound can be spelled with **f** as in **fun**, **gh** as in **laugh**, or **ph** as in **phone**.

Directions: Answer the questions with words from the box.

	fuss defend	paragraph flood	phone alphabet		freedom laughter
1.	Which three w	vords spell f with ph ?	2		
2.		ords spell f with gh ?			
3.	Which five wo	rds spell f with an f ?			
4.	Complete the	ese sentences, using	a word with f spe		
ч.	the box only c				
		vhy my teacher mal			over writing
	A (f)	can he	elp you through (gh)	times.
	The soldiers wi	(f)	our (f)		_'
	Can you say t	he (ph)	backw	vards?	
		red the (ph)		III I could	
	lf it keeps raini	ng, we'll have a (f) _			



Directions: Read the following words. Underline the letters that spell **f** in each word.



Directions: Under each spelling for the **f** sound, write five words with the same **f** letter or letters. Use words other than those above.

f	gh	ph

Comprehensive Curriculum - Grade 4

Spelling: Unscrambling Letters

Directions: Put the letters in order to spell the **f** words. If you need help with spelling, look on page 18.

feeddn	 odolf	
nopeh	 dspiienfhr	
gletharu	 gruho	
ssfu	 taalbehp	
droefem	 ghaaprpar	

RT UAH PGBLRT

Directions: Use the correctly spelled words to answer the questions.

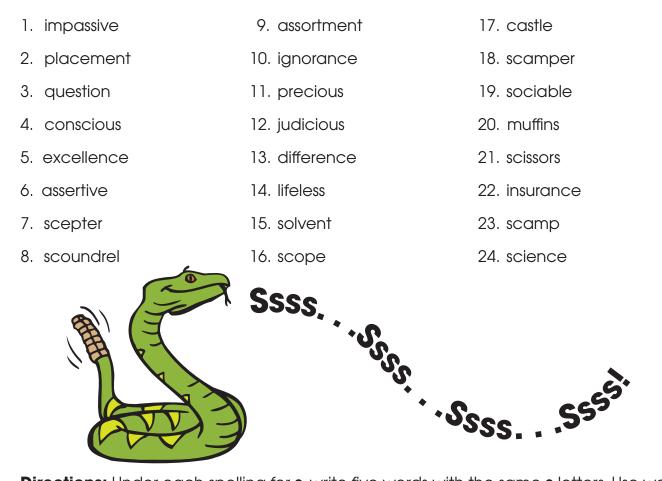
- 1. Which two words each have one syllable and spell **f** with an **f**?
- 2. Which word has two syllables and spells **f** with **gh**?_____
- 3. Which word has one syllable and spells **f** with **ph**?_____
- 4. Which three words each have two syllables and spell **f** with an **f**?
- 5. Which two words each have three syllables and spell **f** with a **ph**?
- 6. Which word has one syllable and spells **f** with **gh**?_____

The s sound can be spelled with s as in super or ss as in assign, c as in city, ce as in fence, or sc as in scene. In some words, though, sc is pronounced sk, as in scare.

Di	rections: Answe	er the questions us	ing words from th	ne box.				
	exciting slice	medicine scientist	lettuce sauce	peace bracelet	scissors distance			
1.	Which four wo	rds spell s with just	an s ?					
2.	Which two wo	rds spell s with just	a c ?					
3.	Which six worc	ls spell s with a ce ?	?					
4.	Which two wo	rds spell s with sc ?						
5.	•	se sentences, using m the box only ond		oelled as shown. Use				
	My (ce) fell off my wrist into the tomato(s and ce).							
	My salad was just a (s and ce) of (ce)							
	It was (c)		to see the lions,	even though they w	ere a long			
	(s and ce)		_ away.					
	The (sc and s)		invented of	a new (c)				
	If I lend you my	/ (sc)	, will y	ou leave me in				
		?						

Spelling: The S Sound

Directions: Read the following words. Underline the letters that spell **s** in each word. In some words, more than one letter will be underlined.



Directions: Under each spelling for **s**, write five words with the same **s** letters. Use words other than those above.

s or ss	C	ce	SC

Spelling: Syllables

A **syllable** is a word—or part of a word—with only one vowel sound. Some words have just one syllable, such as **cat**, **dog**, and **house**. Some words have two syllables, such as **in-sist** and **be-fore**. Some words have three syllables, such as **re-mem-ber**; four syllables, such as **un-der-stand-ing**; or more. Often, words are easier to spell if you know how many syllables they have.



Directions: Write the number of syllables in each word below.

	Word	Syllables	Word	Syllables
1.	amphibian		11. want	
2.	liter		12. communication	
3.	guild		13. pedestrian	
4.	chili		14. kilo	
5.	vegetarian		15. autumn	
6.	comedian		16. dinosaur	
7.	warm		17. grammar	
8.	piano		18. dry	
9.	barbarian		19. solar	
10.	chef		20. wild	

Directions: Next to each number, write words with the same number of syllables.

1.	 	 	 	
2	·			
3.				
4	 			
5		 		

Spelling: Syllables

Directions: Write each word from the box next to the number that shows how many syllables it has.

fuss defend		paragraph flood	phone alphabet	friendship rough	freedom laughter
One: Two:					
Three:					
ent	S.		there in the friendship?	word	

Directions: Circle the two words in each row that have the same number of syllables as the first word.

Example: fact	clay	happy	phone	command
rough	freckle	pump	accuse	ghost
jacket	flood	laughter	defend	paragraph
accident	paragraph	carpenter	stomach	castle
comfort	agree	friend	friendship	health
fuss	collect	blend	freedom	hatch
alphabet	thankful	Christmas	enemy	unhappy
glowing	midnight	defending	grading	telephone

Vocabulary: Synonyms

A synonym is a word that means the same, or nearly the same, as another word. Example: quick and fast

Directions: Draw lines to match the words in Column A with their synonyms in Column B.

Column A	Column B
plain	unusual
career	vocation
rare	disappear
vanish	greedy
beautiful	finish
selfish	simple
complete	lovely

Directions: Choose a word from Column A or Column B to complete each sentence below.

1.	Dad was very excited when he discovered the for sale on the display counter.	coin
2.	My dog is a real magician; he can into thin air when he sees me getting his bath ready!	The Ave Cards of the
3.	Many of my classmates joined the discussion about we had considered.	choices
4		

4. "You will need to ______ your report on ancient Greece before you sign up for computer time, " said Mr. Rastetter.

5. Your ______ painting will be on display in the art show.



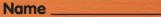
Vocabulary: Synonyms

tired	greedy	easy	rough	minute	melted	friend	smart
-------	--------	------	-------	--------	--------	--------	-------

Directions: For each sentence, choose a word from the box that is a synonym for the bold word. Write the synonym above the word.

- 1. Boy, this road is really **bumpy**!
- 2. The operator said politely, "One **moment**, please."
- 3. My parents are usually **exhausted** when they get home from work.
- 4. "Don't be so **selfish**! Can't you share with us?" asked Rob.
- 5. That puzzle was actually quite **simple**.
- 6. "Who's your **buddy**?" Dad asked as we walked onto the porch.
- 7. When it comes to animals, my Uncle Steve is quite intelligent.
- 8. The frozen treat **thawed** while I stood in line for the bus.



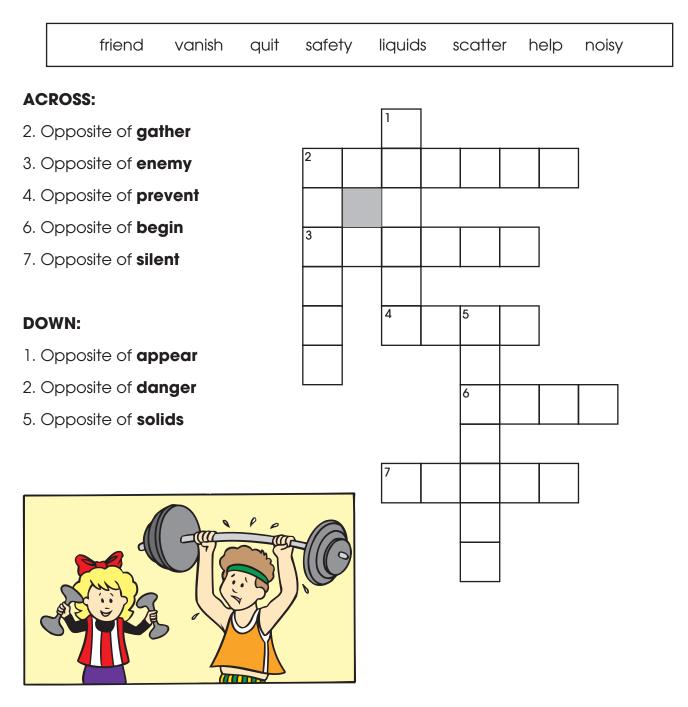




Vocabulary: Antonyms

An **antonym** is a word that means the opposite of another word. **Example: difficult** and **easy**

Directions: Choose words from the box to complete the crossword puzzle.



Vocabulary: Antonyms

Directions: Each bold word below has an antonym in the box. Use these words to write new sentences. The first one is done for you.

	friend	vanish	quit	safety	liquids	help	scatter	worse		
1.	I'll help you gather all the papers on the lawn. The atrona winda will acatton the lawyor									
2.	The strong winds will scatter the leaves. The fourth graders were learning about the many solids in their classroom.									
3.	"It's time to	begin our	lesson c	on the con	tinents," sc	aid Ms. H	aynes.			
1.	"That's stran	ige. The sto	apler de	ecided to (appear all	of a sud	den," said	Mr. Jonson.		
).	The doctor s	aid this ne	w medi	cine shoul	d prevent	colds.				
).	. "She is our enemy , boys, we can't let her in our clubhouse!" cried Paul.									
	. I'm certain that dark cave is full of danger !									
3.	Give me a c	hance to	make th	ne situatior	n better .					

Vocabulary: Synonyms and Antonyms

Directions: Use the words in the box to write a synonym for each word below. Write it next to the **S**. Next to the **A**, write an antonym. The first one is done for you.

appear under embarrassed	proud melted gloomy	unnecessary bent	late break	new fancy	
icy	5. ir	immediate mportant S:	5		vanish
crooked s: bent A: straight	6. c	ashamed S:	11. o	disappear S:	
frozen S: A:	0	cheerful S:	0		
instant S: A:	(elegant S:			
damage S: A:	5	ough S:			No. of the second secon

Name _____

Palindromes

Can you think forwards and backwards? If so, you should have no problem with palindromes. **Palindromes** are words or sentences that are spelled the same forward or backward.

Examples: noon, eve, mom, wow a man, a plan, a canal, Panama

Directions: Read the definitions. Write the palindromes on the lines. If you get stuck, work with a partner.

1. Another name for a soft drink					
2. What you typically call your father					
3. Short for Nancy					
4. What one does with one's eyes					
5. Female sheep					
6. An instrument used to locate airplanes					
7. To choke					
8. Boat used by					
9. Time for lunch					
10. A paper that shows legal ownership of property					
Directions: Write as many palindromes as you can. A few have been done for you. bib, Bob, did, dad					

Directions: Write a palindrome sentence using these words: I'm, Madam, Adam.



Vocabulary: Homophones

Homophones are two words that sound the same, have different meanings, and are usually spelled differently. **Example: write** and **right**

Directions: Write the correct homophone in each sentence below.

weight — how heavy something is
wait — to be patient

threw — tossed
through — passing between

steal — to take something that doesn't belong to you **steel** — a heavy metal

1. The bands marched ______ the streets lined with many cheering people.

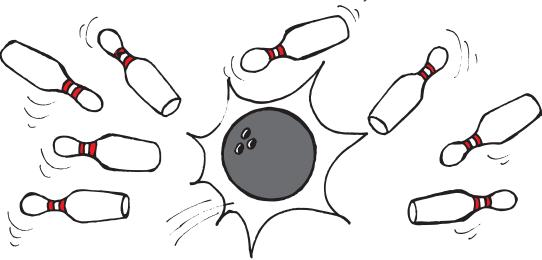
2. _____ for me by the flagpole.

3. One of our strict rules at school is: Never ______ from another person.

4. Could you estimate the ______ of this bowling ball?

5. The bleachers have ______ rods on both ends and in the middle.

6. He walked in the door and ______ his jacket down.



Vocabulary: Homophones

Directions: Write the correct homophone in each sentence below.

cent — a coin having the value of one penny
scent — odor or aroma

chews — grinds with the teeth **choose** — to select

course — the path along which something moves **coarse** — rough in texture

heard — received sounds in the ear **herd** — a group of animals

1. My uncle Mike always _____

each bite of his food 20 times!

2. As we walked through her garden, we detected

the _____ of roses.

 It was very peaceful sitting on the hillside watching the ______ of cattle grazing.



- 5. The friendly clerk let me buy the jacket, even though I was one ______short.
- 6. You will need _______ sandpaper to make the wood smoother.



Directions: Choose the correct word in parentheses to complete each sentence. The first one is done for you.

- 1. Jorge was ______ so that he fell asleep. (board, bored)
- 2. We'll need a ______ and some nails to repair the fence. (board, bored)
- 3. Do you want ______ after dinner? (desert, dessert)
- 4. Did the soldier _____ his post? (desert, dessert)
- 5. The soldier had a ______ pinned to his uniform. (medal, meddle)
- 6. I told her not to ______ in other people's lives. (medal, meddle)
- 7. Don't _____ at your present before Christmas! (peak, peek)
- 8. They climbed to the ______ of the mountain. (peak, peek)
- 9. Jack had to repair the emergency ______ on his car. (brake, break)
- 10. Please be careful not to _____ my bicycle. (brake, break)

Sh

- 11. The race ______ was a very difficult one. (coarse, course)
- 12. We will need some ______ sandpaper to finish the job. (coarse, course)

M

Ma

Vocabulary: Prefixes

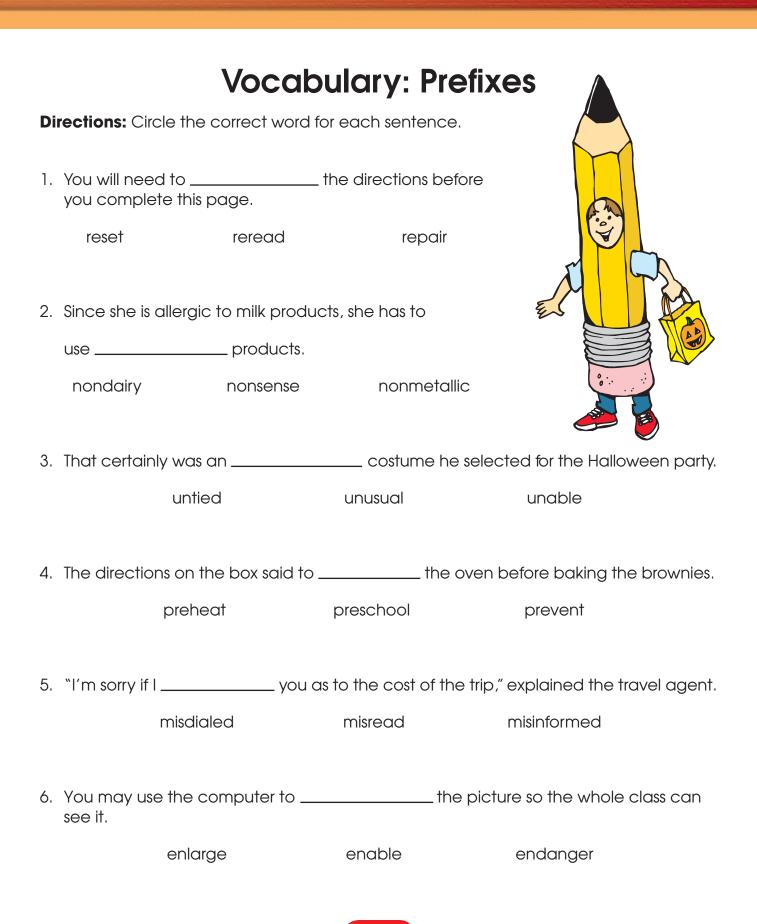
A **prefix** is a syllable at the beginning of a word that changes its meaning.

Directions: Add a prefix to the beginning of each word in the box to make a word with the meaning given in each sentence below. The first one is done for you.

PREFIX MEANING bi two or twice en to make in within mis wrong non not or without pre before re again un not
en to make in within mis wrong non not or without pre before re again
re before again
re again

- 1. Jimmy's foot hurt because his toenail was (growing within). **Ingrown**
- 2. If you want to see what is in the background, you will have to (make bigger) the photograph._____
- 3. I didn't do a very good job on my homework, so I will have to (write it again)
 - it. _____
- 4. The newspaper article about the event has some (wrong facts).
- 5. I hope I get a (vehicle with two wheels) for my birthday.
- 6. The story he told was complete (words without meaning)! _____
- Did you go to (school that comes before kindergarten) before you went to kindergarten?
- 8. The ability to read words upside down is most (not usual).





Vocabulary: Suffixes

A **suffix** is a syllable at the end of a word that changes its meaning. In most cases, when adding a suffix that begins with a vowel, drop the final **e** of the root word. For example, **fame** becomes **famous**. Also, change a final **y** in the root word to **i** before adding any suffix except **ing**. For example, **silly** becomes **silliness**.

Directions: Add a suffix to the end of each word in the box to make a word with the meaning given (in parentheses) in each sentence below. The first one is done for you.

SUFFIX	MEANING
ful	full of
ity	quality or degree
ive	have or tend to be
less	without or lacking
able	able to be
ness	state of
ment	act of
er/or	person that does something
ward	in the direction of



effect	like	thought	pay	beauty	thank	back	act	happy	
--------	------	---------	-----	--------	-------	------	-----	-------	--

- 2. I was (without thinking) for forgetting your birthday.
- 3. The mouse trap we put out doesn't seem to be (have an effect).
- 4. In spring, the flower garden is (full of beauty).

5. Malia is such a (able to be liked) girl! _____

- 6. Tim fell over (in the direction of the back) because he wasn't watching where he was going.
- 7. Jill's wedding day was one of great (the state of being happy).
- 8. The (person who performs) was very good in the play.
- 9. I have to make a (act of paying) for the car I bought.



Vocabulary: Suffixes

Directions: Read the story. Choose the correct word from the box to complete the sentences.

beautiful	colorful	payment
breakable	careful	backward
careless	director	agreement
basement	forward	firmness

Colleen and Lena carried the boxes down to the ______ apartment. "Be _____ with those," cautioned Colleen's mother. "All the things in that box are _____." As soon as the two girls helped carry all the boxes from the moving van down the stairs, they would be able to go to school for the play tryouts. That was the _____ made with Colleen's mother earlier that day. "It won't do any good to get ______ with your work. Just keep at it, and the job will be done quickly," she spoke with a ______ in her voice. "It's hard to see where I'm going when I have to walk __________," groaned Lena. "Can we switch places with the next box?" Colleen agreed to switch places, but they soon discovered that the last two boxes were lightweight. Each girl had her own box to carry, so each of them got to walk looking . "These are so light," remarked Lena. "What's in them?" "These have the ______, ____, ____, hats I was telling you about. We can take them to the play tryouts with us," answered Colleen. "I bet we'll impress the ______. Even if we don't get parts in the play, I bet our hats will!" Colleen's mother handed each of the girls a five-dollar bill. "I really appreciate your

help. Will this be enough?"

"Thanks, Mom. You bet!" Colleen shouted as the girls ran down the sidewalk.

Reading Skills: Classifying

Classifying is placing similar things into categories.

Directions: Classify each group by crossing out the word that does not belong.

- 1. factory hotel lodge pattern
- 2. Thursday September December October
- 3. cottage hut carpenter castle
- 4. cupboard orchard refrigerator stove
- 5. Christmas Thanksgiving Easter spring
- 6. brass copper coal tin
- 7. stomach breathe liver brain
- 8. teacher mother dentist office
- 9. musket faucet bathtub sink
- 10. basement attic kitchen neighborhood



Reading Skills: Classifying

Directions: Cross out the word or phrase that does not belong.

1. If the category is **things that are green**, I don't need:

	the sun	apples	grass	leaves in sumr	ner
2.	If the category is m	usical instrume	ents , I don't need	l a:	
	piano	trombone	beach ball	tuba	
3.	If the category is m	onths of the ye	ar , I don't need:		
	Friday	January	July	October	
4.	If the category is co	olors on the U.S	. flag , I don't nee	ed:	
	white	blue	black	red	
5.	If the category is ty	pes of weather	, I don't need:		
	sleet	stormy	roses	sunny	S2 h
6.	If the category is fru	uits , I don't need	d:	Ċ	75599
	kiwi	orange	spinach	banana	
7.	If the category is U .	S. presidents ,	don't need:		X
	Lincoln	Jordan	Washington	Adams	
8.	If the category is flc	wers , I don't ne	eed:		
	oak	daisy	tulip	daffodil	
9.	If the category is sp	oorts, I don't nee	ed:		
	pears	soccer	wrestling	baseball	

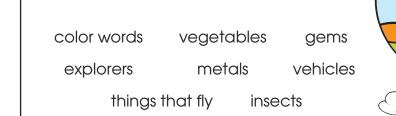


READING

Name _____

Reading Skills: Classifying

Directions: Choose a word or phrase from the box that describes each group below.



a. hot-air balloons b. jets c. biplanes

a. Ponce de Leon b. Lewis and Clark c. Magellan

- 2. _____a. iron
 - b.gold c.copper

6.

5.

- a. beets b. carrots
- c. asparagus

3.

1.

a. ruby b. diamond c. emerald 7.

a. mosquito b. cricket c. ant

- 4.
- a. magenta b. green c. black

8.

a. minivan b. bus c. convertible



Reading Skills: Classifying

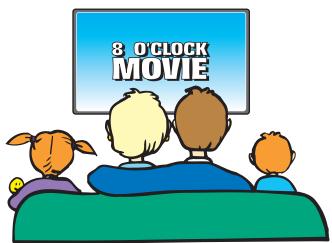
Directions: Read the title of each TV show. Write the correct number to tell what kind of show it is.

1-0	Cooking 3 — Sp	oorts 5—H	Humor
2—	Nature 4—My	rstery 6 — Famo	ous People

- The Secret of the Lost Locket
- Learn Tennis with the Pros
- _____ Birds in the Wild
- _____ The Life of George Washington
- _____ Great Recipes from Around the World
- _____ A Laugh a Minute

Directions: Read the description of each TV show. Write the number of each show above in the blank.

- _____ The years before he became the first president of the United States are examined.
- _____ Featured: eagles and owls
- _____ Clues lead Detective Logan to a cemetery in his search for the missing necklace.
- _____ Famous players give tips on buying a racket.
- _____ Six ways to cook chicken
- _____ Cartoon characters in short stories



Name _____

Reading Skills: Classifying

Directions: Read the story. Find words in the story that belong in the lists below. Write the words under the correct lists.

Meg, Joey, and Ryan are talking about what they want to do when they grow up. Meg says, "I want to be a great writer. I'll write lots of books, and articles for newspapers, websites, and magazines."

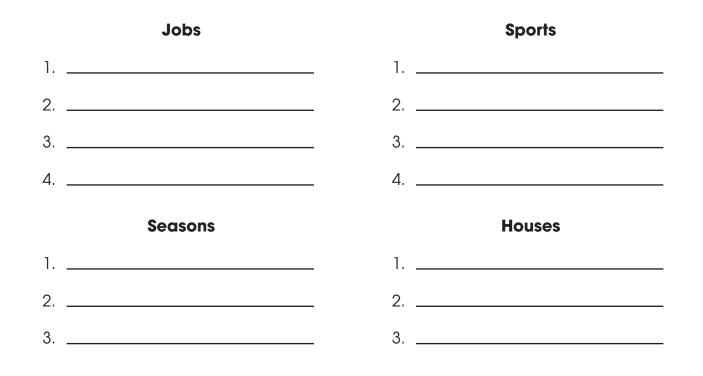
"I want to be a famous athlete," says Joey. "I'll play baseball in the summer and football in the fall."

"Oh, yes," adds Meg. "I want to be a famous tennis star, too. When I'm not busy writing books, I'll play in tournaments all over the world. I'll be the world's champion!"

Ryan says, "That sounds pretty good. But I think I'll be a doctor and a carpenter. I'll build my very own cabin that I can live in during the winter."

"I'm going to live in a lighthouse by the sea," says Joey. "I've always wanted to do that. Then I can go fishing any time I want."

"I suppose I'll live in a castle when I grow up," says Meg. "World champion tennis players make lots of money!"







Reading Skills: Analogies

An **analogy** indicates how different items go together or are similar in some way.

Examples:

Petal is to flower as leaf is to tree. Book is to library as food is to grocery.



If you study the examples, you will see how the second set of objects is related to the first set. A petal is part of a flower, and a leaf is part of a tree. A book can be found in a library, and food can be found in a grocery store.

Directions: Fill in the blanks to complete the analogies. The first one has been done for you.

Cup is to saucer as glass is to ________.
 Paris is to France as London is to _________.
 Clothes are to hangers as ________ are to shelves.
 California is to ________ as Ohio is to Lake Erie.
 ________ is to table as blanket is to bed.
 Pencil is to paper as ________ is to table as blanket is to bed.
 Pencil is to paper as ________ as child is to house.
 State is to country as ________ is to state.
 Governor is to state as ________ is to ocean as sand is to desert.
 Engine is to car as hard drive is to ________ as stop is to end.

Directions: Write three analogies of your own.



Reading Skills: Analogies

Directions: Write a word from the box to complete the following analogies.

	fence blanket compass	club dish hat	glove rug brake	saw snow finger	father ten blue
1.	Racket is to tenn	is as	is to	golf.	
2.	Glass is to drink	as	is to ea	ıt.	
3.	Wheel is to steer	as	is to st e	op.	
4.	Roof is to house	as	is to flo	or.	
5.	Rain is to storm of	ds	is to bliz	zard.	
6.	Clock is to time of	as	is to dir	ections.	
7.	Lid is to pan as _		is to head .		
8.	Hammer is to po	und as	is 1	to cut .	
9.	Mother is to daug	ghter as	is	; †0 son .	
10.	Shoe is to foot as	3	is to han	d.	
11.	Five is to ten as _		is to twent y	y.	
12.	Shade is to lamp	as	is to b	ed.	0
13.	Toe is to foot as _		is to hand .		
14.	Frame is to pictu	re as	is to	yard.	****
15.	Green is to grass	as	is to si	ky.	
				Marine Mar Cure	



Review

Directions: Check the three words that belong together. Then, draw a line under the sentence that tells how they are alike.

1.	forehead	🗌 jaw	They are all parts of the face.
	shoulder	Cheek	They are all parts of the arm.
2.	🗌 collar	□ sleeve	They are all parts of your body.
		🗌 heart	They are all parts of a shirt.
3.	🗌 camera	Trumpet	They are all used to make music.
	🗌 guitar	🗌 flute	They are all used to take pictures.

Directions: Check the three words that belong together. Then, write a sentence to tell how they are alike.

🗆 cottage	princess	🗌 hut	castle	

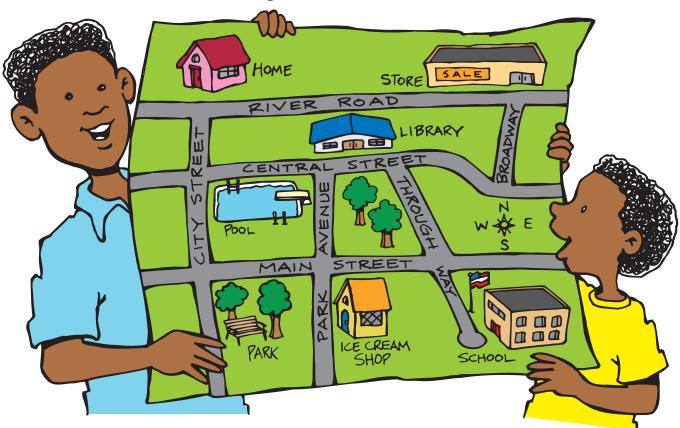
Directions: Write a word to complete each analogy.

- 1. Car is to drive as ______ is to fly.
- 2. Basement is to bottom as attic is to _____.
- 3. Calf is to cow as colt is to _____.
- 4. **Bark** is to **dog** as ______ is to **cow**.
- 5. Laugh is to happy as ______ is to sad.



Name _____

Following Directions: Maps



Directions: Follow the directions below to reach a mystery location on the map.

- 1. Begin at home.
- 2. Drive east on River Road.
- 3. Turn south on Broadway.
- 4. Drive to Central Street and turn west.
- 5. When you get to City Street, turn south.
- 6. Turn east on Main Street, and drive one block to Park Avenue; turn north.
- 7. At Central Street turn east, then turn southeast on Through Way.
- 8. Drive to the end of Through Way. Your mystery location is to the east.

You are at the _____.

Can you write an easier way to get back home?

Following Directions: Recipes

Sequencing is putting items or events in logical order.

Directions: Read the recipe. Then, number the steps in order for making brownies.

Preheat the oven to 350 degrees. Grease an 8-inch square baking dish.

In a mixing bowl, place two squares (2 ounces) of unsweetened chocolate and 1/3 cup butter. Place the bowl in a pan of hot water and heat it to melt the chocolate and the butter.

When the chocolate is melted, remove the pan from the heat. Add 1 cup sugar and two eggs to the melted chocolate and beat it. Next, stir in 3/4 cup sifted flour, 1/2 teaspoon baking powder and 1/2 teaspoon salt. Finally, mix in 1/2 cup chopped nuts.

Spread the mixture in the greased baking dish. Bake for 30 to 35 minutes. The brownies are done when a toothpick stuck in the center comes out clean. Let the brownies cool. Cut them into squares.

)
	X
	J

_____ Stick a toothpick in the center of the brownies to make sure they are done.

_____ Mix in chopped nuts.

_____ Melt chocolate and butter in a mixing bowl over a pan of hot water.

- _____ Cool brownies and cut into squares.
- _____ Beat in sugar and eggs.

_____ Spread mixture in a baking dish.

_____ Stir in flour, baking powder and salt.

_____ Bake for 30 to 35 minutes.

_____ Turn oven to 350 degrees and grease pan.

Following Directions: Salt into Pepper

Directions: Read how to do a magic trick that will amaze your friends. Then, number the steps in order to do the trick.

Imagine doing this trick for your friends. Pick up a salt shaker that everyone can see is full of salt. Pour some into your hand. Tell your audience that you will change the salt into pepper. Say a few magic words, such as "Fibbiddy, dibbiddy, milkshake and malt. What will be pepper once was salt!" Then, open your hand and pour out pepper!

How is it done? First, you need a clear salt shaker with a screw-on top. You also need a paper napkin and a small amount of pepper.

Take off the top of the salt shaker. Lay the napkin over the opening and push it down a little to make a

small pocket. Fill the pocket with pepper. Put the top back on the salt shaker and tear off the extra napkin. Now you are ready for the trick.

Hold up the salt shaker so your audience can see that it is full of salt. Shake some "salt" into your hand. Close your fist so no one can see that it is really pepper. Say the magic words, and open your hand.

_____ Say some magic words.

- _____ Find a clear salt shaker with a screw-on top.
- _____ Open your hand, and pour out the pepper.
- _____ Take off the top of the salt shaker.
- _____ Show the audience the shaker full of salt.
- _____ Place the napkin over the opening of the salt shaker.
- _____ Get a paper napkin and some pepper.
- _____ Put the pepper in the napkin pocket.
- _____ Shake some "salt" into your hand, and close your fist.
- _____ Put the top back on the salt shaker, and tear off the extra napkin.





Directions: Follow these steps for making a peanut butter and jelly sandwich.

- 1. Get a jar of peanut butter, a jar of jelly, two slices of bread, and a knife.
- 2. Open the jar lids.
- 3. Using the knife, spread peanut butter on one slice of bread.
- 4. Spread jelly on the other slice of bread.
- 5. Put the two slices of bread together to make a sandwich.



Directions: Write the steps for a recipe of your own. Be very specific. When you are done, give the recipe to a friend to make. You will know right away if any steps are missing!

Re	cipe for:
1.	
2.	
3.	
4.	
5.	
6.	

READING

Name___

Reading Skills: Bus Schedules

Schedules are important to our daily lives. Your parents' jobs, school, even watching television—all are based on schedules. When you travel, you probably follow a schedule, too. Most forms of public transportation, such as subways, buses, and trains, run on schedules. These timetables tell passengers when they will leave each stop or station.

Directions: Use the following city bus schedule to answer the questions.

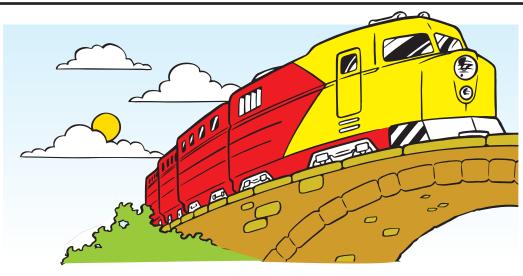


No. 2 Cross-Town Bus Schedule						
State St. at Park Way	Oak St. at Green Ave.	Fourth St. at Ninth Ave.	Buyall Shopping Center			
5:00 A.M.	5:14 А.М.	5:23 А.М.	5:30 а.м.			
6:38	6:52	7:01	7:08			
7:50	8:05	8:14	8:21			
9:04	9:18	9:27	9:34			
10:15	10:29	10:38	10:47			
12:20 р.м.	12:34 р.м.	12:43 р.м.	12:50 р.м.			
1:46	2:00	2:09	2:16			
3:30	3:44	3:53	4:00			
5:20	5:34	5:43	5:50			
6:02	6:16	6:25	6:32			

- 1. The first bus of the day leaves the State St./Park Way stop at 5 A.M. What time does the last bus of the day leave this stop?
- 2. The bus that leaves the Oak St./Green Ave. stop at 8:05 A.M. leaves the Buyall Shopping Center at what time?
- 3. What time does the first afternoon bus leave the Fourth St./Ninth Ave. stop?
- 4. How many buses each day run between the State St./Park Way stop and the Buyall Shopping Center?

Directions: Below is part of a schedule for trains leaving New York City for cities all around the country. Use the schedule to answer the questions.

Destination	Train Number	Departure Time	Arrival Time
Birmingham	958	9:00 A.M.	12:31 A.M.
Boston	611	7:15 а.м.	4:30 p.m.
Cambridge	398	8:15 а.м.	1:14 p.m.
Cincinnati	242	5:00 А.М.	7:25 р.м.
Detroit	415	1:45 р.м.	4:40 A.M.
Evansville	623	3:00 р.м.	8:28 A.M.

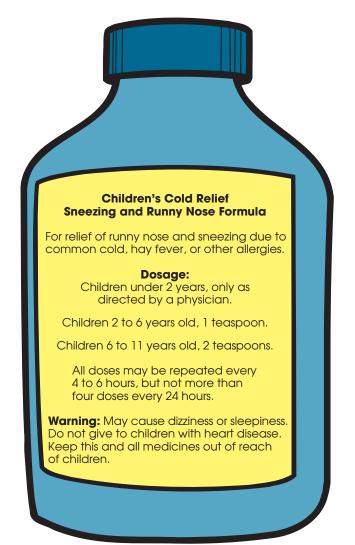


- 1. What is the number of the train that leaves latest in the day?
- 2. What city is the destination for train number 623?
- 3. What time does the train for Boston leave New York?
- 4. What time does train number 415 arrive in Detroit?
- 5. What is the destination of the train that leaves earliest in the day?

READING

Reading Skills: Labels

Directions: You should never take any medicine without your parents' permission, but it is good to know how to read the label of a medicine bottle. Read the label to answer the questions.

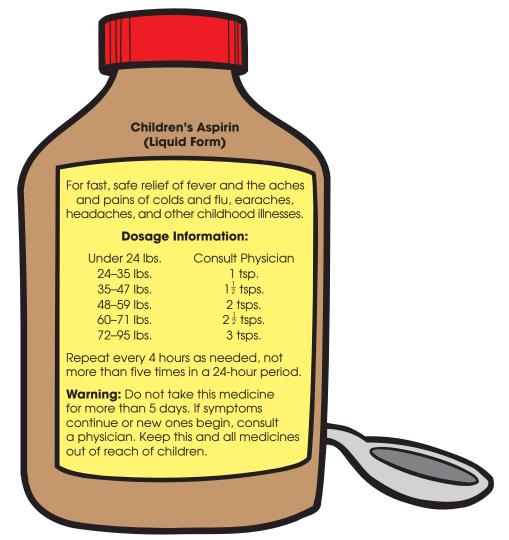


- 1. How much medicine should a 5-year-old take?_____
- 2. How often can this medicine be taken? _____
- 3. How do you know how much medicine to give a 1-year-old?
- 4. Who should not take this medicine? _____



Reading Skills: Labels

Directions: Use the following medicine bottle label to answer the questions.



1. Circle the correct meaning of **dosage**.

the kind of medicine the amount of medicine to give at one time the person who takes the medicine

- 2. What is the correct dosage for a child weighing 51 pounds?
- Underline the correct meaning of warning. something that tells you of danger the instructions for how much medicine to give the person who takes the medicine

Name____

Reading Skills: Advertisements

Directions: Use the following newspaper ad to answer the questions.



1. What is the regular price for a suit?

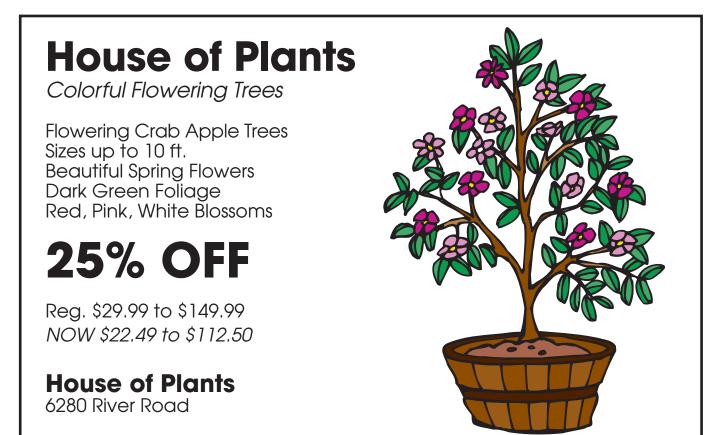
2. If you buy one suit at the regular price, what is the price for a second one?

3.	What day is the store closed?
4.	What hours is the store open on Wednesday?
5.	When is the sale?



Reading Skills: Advertisements

Directions: Use the following newspaper ad to answer the questions.



- 1. How big are the biggest flowering crab apple trees for sale?
- 2. What are the regular prices?
- 3. What are the sale prices?

Review

Directions: Use the following "Help Wanted" ads to answer the questions.

Babysitter. Caring, responsible person needed to take care of 2- and 4-year-old in our home. 25–30 hours per week. Must have own transportation. References required. Call 725-1342 after 7 P.M.

Clerk/Typist. Law firm seeks part-time help. Duties include typing, filing, and answering telephone. Monday–Friday, 1–6 P.M. Previous experience preferred. Apply in person. 1392 E. Long St.

Driver for Disabled. Van provided. Includes some evenings and Saturdays. No experience necessary. Call Mike at 769-1533.

Head Nurse. Join in the bloodmobile team at the American Red Cross. Full- and parttime positions available. Great benefits. Apply Monday thru Friday 9–4. 1495 N. State St.

Teachers. For new child-care program. Prefer degree in early childhood development and previous experience. Call 291-5555.

- 1. For which job would you have to work some evenings and Saturdays?
- 2. Which job calls for a person who has a degree in early childhood development?
- 3. For which job would you have to have your own transportation?
- 4. For which job must you apply in person?
- 5. Which ad offers both part-time and full-time positions?

Facts and Opinions

Facts are statements or events that have happened and can be proven to be true.

Example: George Washington was the first president of the United States. This statement is a fact. It can be proven to be true by researching the history of our country.

Opinions are statements that express how someone thinks or feels.

Example: George Washington was the greatest president the United States has ever had. This statement is an opinion. Many people agree that George Washington was a great president, but not everyone agrees he was the greatest president. In some people's opinion, Abraham Lincoln was our greatest president.

Directions: Read each sentence. Write F for fact or O for opinion.

1. There is three feet of snow on the ground.

_____ 2. A lot of snow makes the winter enjoyable.

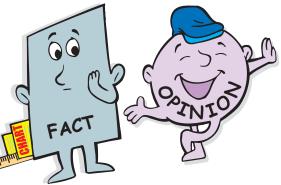
_____ 3. Chris has a better swing set than Aliyah.

4. Both Chris and Aliyah have swing sets.

_____ 5. California is a state.

6. California is the best state in the west.

Directions: Write three facts and three opinions.



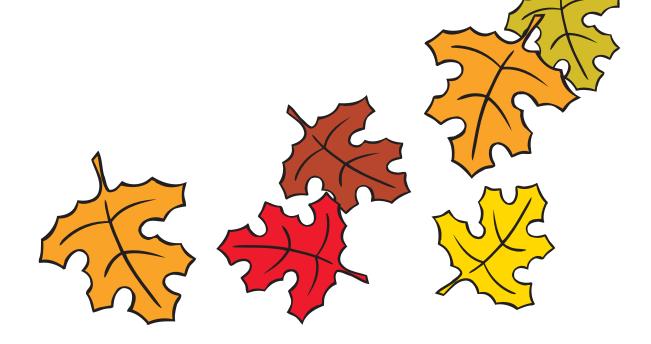
Facts:

Name _____

Facts and Opinions

Directions: Write F before the facts and O before the opinions.

- _____ 1. Our school football team has a winning season this year.
- _____ 2. Mom's spaghetti is the best in the world!
- _____ 3. Autumn is the nicest season of the year.
- _____ 4. Mrs. Burns took her class on a field trip last Thursday.
- _____ 5. The library always puts 30 books in our classroom book collection.
- _____ 6. They should put only books about horses in the collection.
- _____ 7. Our new art teacher is very strict.
- 8. Everyone should keep take-home papers in a folder so they don't have to look for them when it is time to go home.
- 9. The bus to the mall goes right by her house at 7:45 A.M.
- ____10. Our new superintendent, Mr. Willeke, is very nice.





When you read, you may confuse words that look alike. You can tell when you read a word incorrectly because it doesn't make sense. You can tell from the **context** (the other words in the sentence or the sentences before or after) what the word should be. These **context clues** can help you figure out the meaning of a word by relating it to other words in the sentence.

Directions: Circle the correct word for each sentence below. Use the context to help you.

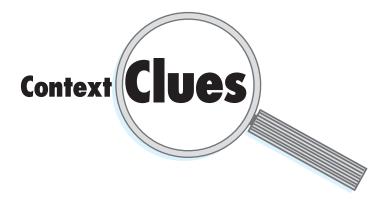
1. We knew we were in trouble as soon as we heard the crash.

The baseball had gone (through, thought) the picture window!

- 2. She was not able to answer my question because her (month, mouth) was full of pizza.
- 3. Asia is the largest continent in the (world, word).
- 4. I'm not sure I heard the teacher correctly. Did he say what I (through, thought) he said?
- 5. I was not with them on vacation, so I don't know a (think, thing) about what happened.
- 6. My favorite (month, mouth) of the year is July because I love fireworks and parades!
- 7. You will do better on your book report if you (think, thing) about what you are going to say.

Directions: Read each sentence carefully, and circle the word that makes sense.

- 1. We didn't (except, expect) you to arrive so early.
- 2. "I can't hear a (word, world) you are saying. Wait until I turn down the stereo," said Val.
- 3. I couldn't sleep last night because of the (noise, nose) from the apartment below us.
- 4. Did Peggy say (weather, whether) or not we needed our binoculars for the game?
- 5. He broke his (noise, nose) when he fell off the bicycle.
- 6. All the students (except, expect) the four in the front row are excused to leave.
- 7. The teacher said we should have good (whether, weather) for our field trip.



Directions: Choose a word pair from the sentences above to write two sentences of your own.

1.		
2.		



Directions: Use context clues to help you choose the correct word for each sentence below.

	designs	studying	collection	
ľ	Our fourth-grade class will be _		castles for the r	next four weeks.
Mrs	s. Oswalt will be helping with ou	r study. She plans	to share her	
of	castle models with the class. We	e are all looking f	orward to our mornin	g in the sand at
the	school's volleyball court. We al	ll get to try our ov	wn	to see
ho	w they work.			

breath excited quietly

Michelle was very ______ the other daywhen she came into the classroom. We all noticed that she had trouble sitting ______ in her seat until it was her turn to share with us. When her turn finally came, she took a deep ______ and told us that her mom was going to have a baby!

	responsibility	chooses	messages	
	Each week, our teacher	classro	om helpers. They get to I	be part
of	the Job Squad. Some helpers have	the	of watering the	plants.
Eve	eryone's favorite job is when they ge	et to take	to the off	fice or to
an	other teacher's room.			

Directions: Read the story. Match each bold word with its definition below.

Where the northern shores of North America meet the Arctic Ocean, the winters are very long and cold. No plants or crops will grow there. This is the land of the **Inuit-Yupik**.

The Inuit-Yupik have figured out ways to live in the snow and ice. They sometimes live in **igloos**, which are made of snow. It is really very comfortable inside! An oil lamp provides light and warmth.

Often, you will find a big, furry **husky** sleeping in the long tunnel that leads to the igloo. Huskies are very important to the Inuit-Yupik because they pull their sleds and help with hunting. Inuit-Yupik are excellent hunters. Many, many years ago they learned to make **harpoons** and spears to help them hunt for food.

The Inuit-Yupik get much of their food from the sea, especially fish, seals, and whales. Often, an Inuit-Yupik will go out in a **kayak** to fish. Only one person fits inside, and he steers it with a paddle. The waves may turn the kayak upside down, but the Inuit-Yupik does not fall out. He is so skillful with a paddle that he quickly is right side up again.

A _____ is a large, strong dog.

An ______ is a member of the group of people who live on the Arctic coasts of North America and in parts of Greenland.

_____ are houses made of packed snow.

A ______ is a one-person canoe made of animal skins.

_____ are spears with a long rope attached. They are used for spearing whales and other large sea animals.







Directions: In each sentence below, circle the correct meaning for the nonsense word.

1. Be careful when you put that plate back on the shelf—it is **quibbable**.

	flexible	colorful	breakable		
2.	What is your favorite	kind of tonn , p	ears or bananas?		
	fruit	salad	purple		
3.	The dinlay outside th	is morning was	very chilly; I neede	ed my sweater.	
	tree	vegetable	temperature		
4.	The whole class enjoy	yed the weat .	They wanted to see	e it again next Frida	ay.
	colorful	plant	video		
5.	Ashley's mother brou	ight in a zundy	she made by hand	d.	
	temperature	quilt	plant		
6.	"Why don't you sit ov is not very comfortab			600	3
	chair	car	cat	G A	
				Do	
					/

Reading Skills: Sequencing

Directions: Read each set of events. Then, number them in the correct order.

 Get dressed for school, and hurry downstairs for breakfast.
 Roll over, sleepy-eyed, and turn off the alarm clock.
 Meet your friends at the corner to walk to school.
 The fourth-grade class walked quietly to a safe area away from the building.
 The teacher reminded the last student to shut the classroom door.
 The loud clanging of the fire alarm startled everyone in the room.
 Ella's dad watched from the seat of the tractor as the boys and girls climbed into the wagon.
 By the time they returned to the barn, there wasn't much straw left.
 As the wagon bumped along the trail, the boys and girls sang songs they learned in music class.
The referee blew his whistle and held up the hand of the winner of the match.
Each wrestler worked hard, trying to outmaneuver his opponent.
The referee said, "Shake hands, boys, and wrestle a fair match."



Reading Skills: Sequencing

Directions: In each group below, one event in the sequence is missing. Write the correct sentence from the box where it belongs.

- Terrence put his bait on the hook and cast out into the pond.
- "Sorry," he said, "but the TV repairman can't get here until Friday."
- Everyone pitched in and helped.
- Corey put the ladder up against the trunk of the tree.
- 1. "All the housework has to be done before anyone goes to the game," said Mom.

2. _____

- 3. We all agreed that "many hands make light work."
- 1. _____
- 2. It wasn't long until he felt a tug on the line, and we watched the bobber go under.
- 3. He was the only one to go home with something other than bait!



- 1. The little girl cried as she stood looking up into the maple tree.
- 2. Between her tears, she managed to say, "My kitten is up in the tree and can't get down."

3. _____

1. Dad hung up the phone and turned to look at us.

2. _____

3. "This would be a good time to get out those old board games in the hall closet," he said.

READING

Name _____

Reading Skills: Sequencing

Directions: In each group below, one event in the sequence is missing. Write a sentence that makes sense in the sequence.

1. The clouds grew very dark, and we could hear thunder.

3. _____

2. All of a sudden, the wind started to blow very hard.



- 1. The volleyball game was very boring at first.
- 2. _____
- 3. The home crowd cheered so loudly that I had to cover my ears.
- 1. _____
- 2. The boys gathered all the garden tools and put them in the wheelbarrow.
- 3. "Well, it was hard work, but we got it done, boys!" said Eduardo.
- 1. The teacher gave us our homework assignment early in the day.
- 2. Since the school assembly had to be cancelled, we had an extra study hall.
- 3. _____
- 1. Our cat has been acting very strange lately.
- 2. We heard unusual noises coming from the hall closet.
- 3. _____

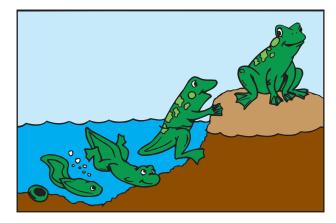


Reading Skills: Sequencing

Directions: Read about how a tadpole becomes a frog. Then, number the stages in order below.

Frogs and toads belong to a group of animals called amphibians (am-FIB-ee-ans). This means "living a double life." Frogs and toads live a "double life" because they live part of their lives in water and part on land. They are able to do this because their bodies change as they grow. This series of changes is called metamorphosis (met-a-MOREfa-sis).

A mother frog lays her eggs in water and then leaves them on their own to grow. The



eggs contain cells—the tiny "building blocks" of all living things—that multiply and grow. Soon, the cells grow into a swimming tadpole. Tadpoles breathe through gills—small holes in their sides—like fish do. They spend all of their time in the water.

The tadpole changes as it grows. Back legs slowly form. Front legs begin inside the tadpole under the gill holes. They pop out when they are fully developed. At the same time, lungs, which a frog uses to breathe instead of gills, are almost ready to be used.

As the tadpole reaches the last days of its life in the water, its tail seems to disappear. When all of the tadpole's body parts are ready for life on land, it has become a frog.

	The front legs pop	out. The lungs are	e ready to use for	breathing.
--	--------------------	--------------------	--------------------	------------

- _____ The cells in the egg multiply and grow.
- _____ The tadpole has become a frog.
- _____ Back legs slowly form.
- _____ Soon, the cells grow into a swimming tadpole.
- _____ Front legs develop inside the tadpole.
- _____ The tadpole's tail seems to disappear.
- _____ A mother frog lays her eggs in water.

Reading Skills: Main Idea in Sentences

The **main idea** is the most important idea, or main point, in a sentence, paragraph, or story.

Directions: Circle the main idea for each sentence.

- 1. Emily knew she would be late if she watched the end of the TV show.
 - a. Emily likes watching TV.
 - b. Emily is always running late.
 - c. If Emily didn't leave, she would be late.
- 2. The dog was too strong and pulled Jason across the park on his leash.
 - a. The dog is stronger than Jason.
 - b. Jason is not very strong.
 - c. Jason took the dog for a walk.
- Madison took the book home so she could read it over and over.
 a. Madison loves to read.
 - b. Madison loves the book.
 - c. Madison is a good reader.
- 4. Jerome threw the baseball so hard it broke the window.
 - a. Jerome throws baseballs very hard.
 - b. Jerome was mad at the window.
 - c. Jerome can't throw very straight.
- 5. Akiko came home and decided to clean the kitchen for her parents.
 - a. Akiko is a very nice person.
 - b. Akiko did a favor for her parents.
 - c. Akiko likes to cook.
- 6. It was raining so hard that it was hard to see the road through the windshield. a. It always rains hard in April.
 - b. The rain blurred our vision.
 - c. It's hard to drive in the rain.



Main Idea: Snow Fun

The **main idea** of a story or report is a sentence that summarizes the most important point. If a story or report is only one paragraph in length, then the main idea is usually stated in the first sentence (topic sentence). If it is longer than one paragraph, then the main idea is a general sentence including all the important points of the story or report.

Directions: Read the story about snow fun. Then, draw an **X** in the blank for the main idea.

After a big snowfall, my friends and I enjoy playing in the snow. We bundle up in snow clothes at our homes, and then meet with sleds at the hill by my house.

One by one, we take turns sledding down the hill to see who will go the farthest and the fastest. Sometimes, we have a contest to see whose sled will reach the fence at the foot of the hill first.

When we tire of sledding, we may build a snowman or snowforts. Sometimes, we have a friendly snowball fight.

The end of our snow fun comes too quickly, and we head home to warm houses, dry clothes, and hot chocolate.



1. What is the main idea?

_____ Playing in the snow with friends is an enjoyable activity.

_____ Sledding in the snow is fast and fun.

If you selected the first option, you are correct. The paragraphs discuss the enjoyable things friends do on a snowy day.

The second option is not correct because the entire story is not about sledding. Only the second paragraph discusses sledding. The other paragraphs discuss the additional ways friends have fun in the snow.

2. Write a paragraph about what you like to do on snowy days. Remember to make the first sentence your main idea.

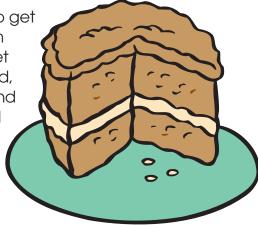
Reading Skills: Main Idea in Paragraphs

Directions: Read each paragraph below. Then, circle the sentence that tells the main idea.

It looked as if our class field day would have to be cancelled due to the weather. We tried not to show our disappointment, but Mr. Lahiri knew that it was hard to keep our minds on the math lesson. We noticed that even he had been sneaking glances out the window. All morning, the classroom had been buzzing with plans. Each team met to plan team strategies for winning the events. Then, it happened! Clouds began to cover the sky, and soon the thunder and lightning confirmed what we were afraid of—field day was cancelled. Mr. Lahiri explained that we could still keep our same teams. We could put all of our plans into motion, but we would have to get busy and come up with some inside games and competitions. The day would not be a total disaster!

- a. Many storms occur in the late afternoon.
- b. Our class field day had to be cancelled due to the weather.
- c. Each team came up with its own strategies.

Allison and Emma had to work quietly and quickly to get Mom's birthday cake baked before she got home from work. Each of the girls had certain jobs to do—Allison set the oven temperature and got the cake pans prepared, while Emma got out all the ingredients. As they stirred and mixed, the two girls talked about the surprise party Dad had planned for Mom. Even Dad didn't know that the girls were baking this special cake. The cake was delicious. "It shows you what teamwork can do!" said the girls in unison.



- a. Dad worked with the girls to bake the cake.
- b. Mom's favorite frosting is chocolate cream.
- c. Allison and Emma baked a birthday cake for Mom.



Main Idea: Busy Beavers

Directions: Read about busy beavers. Then, answer the questions.

Has anyone ever told you that you are as busy as a beaver? If they have, then they mean that you are very busy. Beavers swim easily in streams, picking up rocks and sticks to build their dams. They gnaw at trees with their big front teeth to cut them down. Then, they use parts of the trees to build their houses.

Beavers are clever builders. They know exactly what they need to build their beaver dams. They use mud from the stream to make their dams stay together. They use their tails to pat down the mud.

Beavers put a snug room at the top of their dams for their babies. They store their food underwater. Beavers eat the bark from the trees that they cut down!

1. What is the main idea of the first paragraph?_____

2. What is the main idea of the second paragraph? _____

3. What is the main idea of the third paragraph? _____

4. What do beavers use for their dams?

5. What parts of their bodies do beavers use to build their homes? _____



Main Idea: Bats

Directions: Read about bats. Then, answer the questions.

Bats are unusual animals. Even though they fly, they are not birds. A bat's body is covered with fur. Its wings are made of skin. Bats do not have any feathers. Bats are the only mammals that fly. A mammal is an animal that has hair and feeds its babies with its own milk. Humans are mammals, too. Mother bats have one or two babies each spring. Baby bats hang onto their mothers until they learn to fly by themselves. Bats can be many different colors. Most are brown, but some are black, orange, gray, or even green.

Even though many people do not like bats, bats don't usually bother people. Only vampire bats, which live in hot jungles, are very dangerous. Bats in the United States help people. Every year they eat billions and billions of harmful insects! Some bats also eat fruit or pollen from flowers.

1. What is the main idea?
Bats are mammals.
Bats are unusual animals.
Some people are afraid of bats.
2. What covers a bat's body?
3. How do bats in the United States help people?

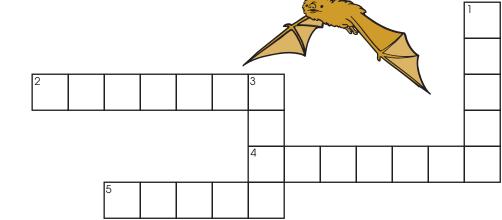
Directions: Read the clues. Find the answers in the story.

Across:

- 2. Vampire bats live in hot _____.
- 4. What do bats eat?
- 5. Most bats are what color?

Down:

- 1. Bats are not _____.
- 3. What are bats' wings made of?

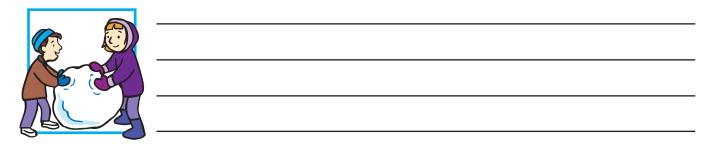




Recognizing Details

The main idea of a paragraph or story is supported by **details**. Details tell the who, what, when, where, why, and how of a story or report. Recognizing details can help you remember what you have read.

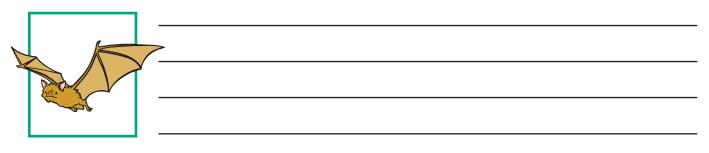
Directions: Reread "Snow Fun." Then, write two detail sentences that support the main idea.



Directions: Reread the article on beavers. Then, write two detail sentences that support the main idea.



Directions: Reread the article on bats. Then, write two detail sentences that support the main idea.





Recognizing Details: Blind Bats

Directions: Read about bats. Then, answer the questions.

Bats sleep all day because they cannot see well in the bright sunlight. They hang upside down in dark places, such as barns, caves, or hollow trees. As soon as darkness begins to fall, bats wake up. They fly around easily and quickly at night.

Bats make sounds that help them fly, since they cannot see well. People cannot hear these sounds. When bats make sounds, the sounds hit objects in front of them and bounce back at them. Bats can tell if something is in their way because there is an echo. Some people say this is like a radar system!

There are many different kinds of bats. Some bats fly all night, while others fly only in the evening or the early morning.

Most bats eat mosquitoes and moths, but there are some bats that will catch fish swimming in water and eat them. Still other kinds of bats eat birds or mice. Bats that live in very hot areas eat only some parts of flowers.

Bats that live in cold areas of the country sometimes sleep all winter. That means they hibernate. Other bats that live in cold areas fly to warmer places for the winter. We call this migration.

Reading Skills: Class Field Trip

Directions: Read this story about a class field trip. Pay careful attention to the details. As you read, think about the beginning, middle, and end of the story.



Megan was very excited on her way to school. This was the day her fourth-grade class was going on its field trip to the town historical museum. As she looked out the bus window, she noticed that the bus was stopping at her friend Emily's house. She watched as Emily and her little sister climbed aboard the bus.

"I see you remembered your sack lunch," said Megan, as her friend plopped down into the seat next to her.

"Remember? How could I forget?" said Emily breathlessly. "That's all we've talked about in class for the last two days."

The girls knew everyone was looking forward to the trip. Some children in the class were looking forward to the trip because they usually didn't get to ride a bus to school. Others in the class had been enjoying the study of their town's history and learning about what early life had been like for their ancestors. The girls laughed as they remembered what their classmate Cameron had said, "I can't wait for the field trip—a day out of school!"

Soon, they were at school and joined the rest of the fourth graders in homeroom. Obviously, by the chatter around them, their classmates were just as excited as they were.

Reading Skills: Class Field Trip

"Take your seats, class," said Miss Haynes. "No one gets on the bus for the trip until we take care of some business first. After I check attendance and all of you have your name tags, we can think about getting lined up. While I check attendance, Ms. Diehl and Mrs. Ramirez will collect your lunch sacks and put them in the cooler. Make sure your names are on your lunch sacks, please!"

All heads turned and looked at the back of the room as Cameron let out a loud moan. "Oh, no! I left my lunch at home on the table by the door!"

Miss Haynes said, "Fortunately, the cafeteria will be able to put together a sack lunch for you." She wrote a note to the kitchen staff to explain the problem and sent a much happier Cameron on his way down the hall. "Hurry, Cameron, we load the bus for our trip in 10 minutes."

"Don't worry, Miss Haynes, I'll be there in time!" replied Cameron as he hurried out the door.

True to his word, Cameron returned, sack lunch in hand, with plenty of time to spare. Business was soon taken care of, and the children and adults were on the bus, heading for their exciting day at the museum.





Reading Skills: Sequencing

Directions: Reread the story, if necessary. Then, choose an important event from the beginning, middle, and end of the story, and write it below.

Beginning]:
Middle: _	
— End:	
Direction	s: Number these story events in the order in which they happened.
	Cameron moaned, "Oh, no! I left my lunch on the table at home!"
	Megan watched as the bus stopped at Emily's house to pick up Emily and her little sister.
	Miss Haynes sent Cameron to the cafeteria with a note explaining the problem.
	The teacher said they had some business to take care of before they could leave on the trip.
	Cameron quickly returned with a sack lunch packed by the cafeteria helpers.
	Megan told Emily, "I see you remembered your sack lunch."
	The fourth graders climbed aboard onto the bus for the field trip.

8

Reading Skills: Recalling Details

Directions: Answer the questions below about "Class Field Trip."

1. Who were the two adult helpers that would be going on the trip with Miss Haynes's

class? _____

2. The students in Miss Haynes's class were excited about the field trip for different reasons.

What were the three different reasons mentioned in the story?

a	
b	
~	
С	

3. What business did Miss Haynes need to take care of before the class could leave on

its trip? _____

Directions: Write the letter of the definition beside the word it defines. If you need help, use a dictionary, or check the context of the story.

a. sat down, not very gently
b. easy to understand; without doubt
c. family members that lived in the past, such as grandparents
d. in a favorable way
ancestors
fortunately
plopped
obviously



Reading Skills: Jonny's Story

Directions: Read the following true story about a little boy. Pay careful attention to the details. As you read, think about the beginning, middle, and end of the story.

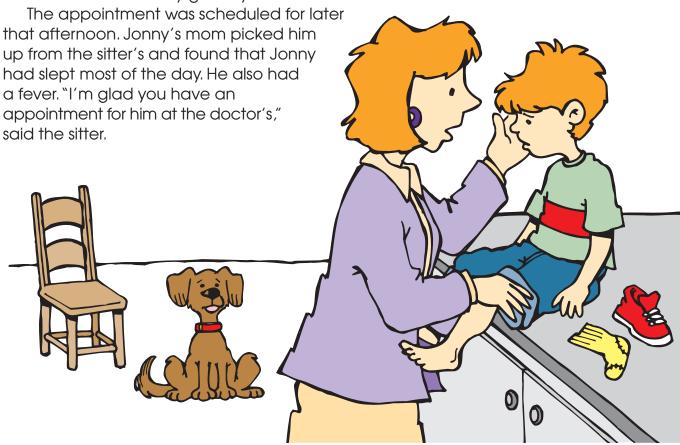
Jonny got out of bed. It hurt for him to walk. He could hear his mother calling for him, so he limped over to the top of the stairs.

"Jonny, hurry up. I have to get to work," his mom called from the kitchen. When 3 1/2year-old Jonny didn't hurry down the stairs, his mother went to the door and called again. As she looked up, she noticed that he was moving very slowly. "I guess you will have to eat your breakfast at the sitter's house since we are running so late."

"Mom, my leg hurts," Jonny said. His mother bent down to take a look. Jonny's left ankle was slightly red and swollen.

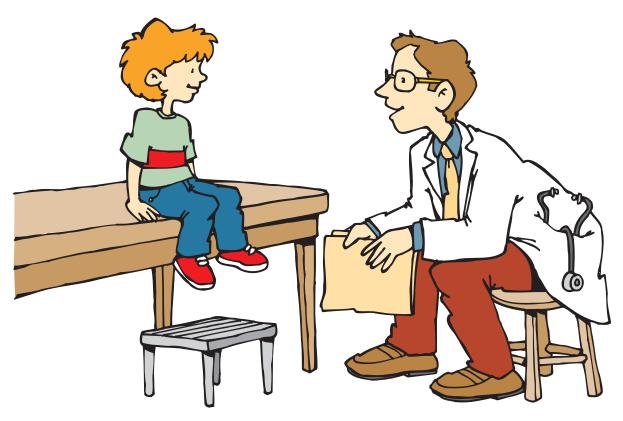
"I'm sure it does hurt," his mother said, as she lifted him up and sat him on the counter to get a closer look. "It feels warm, too. I should call the doctor and try to get an appointment for you today."

It was hard to leave him at the sitter's, but Jonny's mom knew she could call as soon as the doctor's office opened. She left him at the sitter's with an extra big hug and asked the sitter to call if Jonny got any worse.



Name ___

Reading Skills: Jonny's Story



Jonny's mom sat in the busy waiting room as one patient after another was called in to see the doctor. The whole time she sat there, she held him. He slept the whole time. Usually, he was a very busy little boy, so his mom knew he must not be feeling well.

"With his high fever and that swollen ankle, he must have picked up an infection," said the doctor. "This prescription for an antibiotic should have him feeling much better and running around in no time!"

It was quite the opposite, Jonny's family soon discovered. The next morning, Jonny's mom stayed home from work because he was worse, not better. By late afternoon, his fever rose to 105 degrees! "Better bring him into the emergency room," said the doctor.

Jonny was admitted to the hospital and had test after test. Many doctors, some of them specialists, were called in, but no one had an answer. One doctor did have a guess. The pediatrician wondered aloud, "Do you suppose it could be JRA (juvenile rheumatoid arthritis)?"

More tests were done at another hospital, and the pediatrician's diagnosis was confirmed—Jonny did have JRA. This "little boy" is now 29 years old and still has rheumatoid arthritis. He takes medicine every day, but he is able to lead a happy, normal life.



Reading Skills: Sequencing

Directions: Reread the story, if necessary. Then, choose an important event from the beginning, middle, and end of the story, and write it below.

Beginning:			
Middle:			
 End:			

Directions: Number these story events in the order in which they happened.

- _____ Jonny's mom called the doctor to get an appointment since Jonny's ankle was red and swollen.
- _____ Jonny limped to the top of the stairs.
- _____ The pediatrician thought Jonny might have JRA.
- _____ The sitter told Jonny's mom that he had slept most of the day.
- _____ The doctor gave them a prescription for an antibiotic.
- _____ Jonny is now 29 years old.
- _____ Jonny told his mom, "My leg hurts."



Reading Skills: Recalling Details

Directions: Answer the questions below about "Jonny's Story."

- 1. How old was Jonny when his ankle began to bother him? _____
- 2. Why did Jonny's mom stay home from work the second day?
- 3. What do the letters JRA stand for?_____
- 4. When Jonny and his mom were waiting to see the doctor, how did Jonny's mom know

he must not be feeling well? _____

5. Where did Jonny's mom take him when she picked him up at the sitter's house?

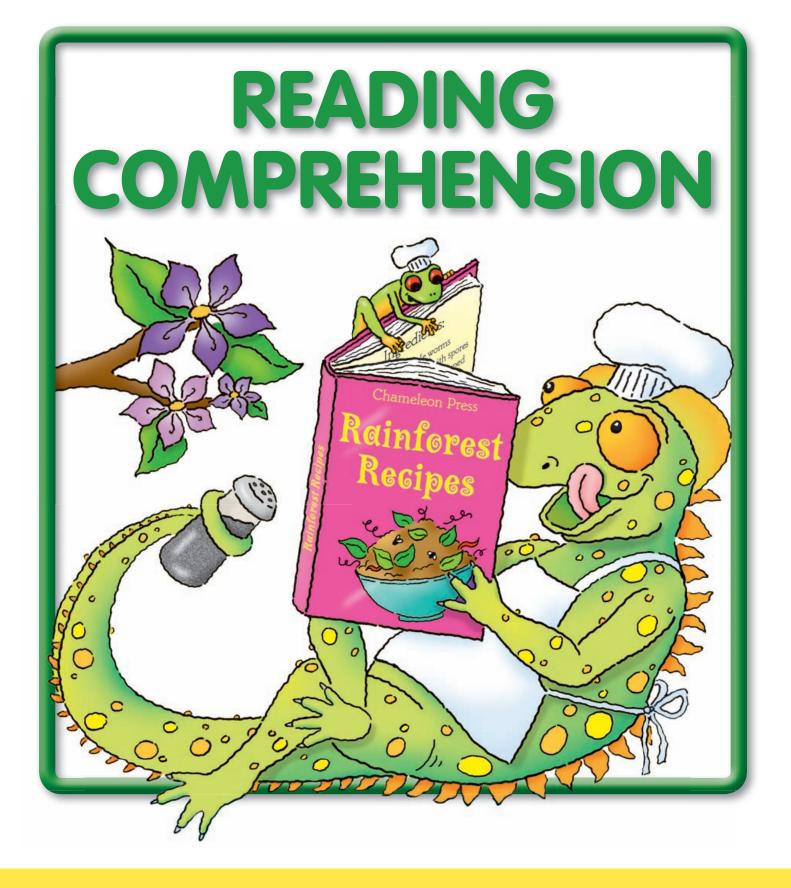
Directions: Write the letter of the definition beside the word it defines. If you need help, use a dictionary, or check the context of the story.

- a. strong medicine used to treat infections
- b. found to be true
- c. doctor that specializes in child care
- d. not yet an adult
- e. did not walk correctly

 pediatrician
 antibiotic
 confirmed
 limped

juvenile





Comprehension: "The Princess and the Pea"

Fairy tales are short stories written for children involving magical characters.

Directions: Read the story. Then, answer the questions.

Once there was a prince who wanted to get married. The catch was, he had to marry a *real* princess. The Prince knew that real princesses were few and far between. When they heard he was looking for a bride, many young women came to the palace. All claimed to be real princesses.

"Hmmm," thought the Prince. "I must think of a way to sort out the real princesses from the fake ones. I will ask the Queen for advice."



Luckily, since he was a prince, the Queen was also his mother. So, of course she had her son's best interests at heart. "A real princess is very sensitive," said the Queen. "She must sleep on a mattress as soft as a cloud. If there is even a small lump, she will not be able to sleep."

"Why not?" asked the Prince. He was a nice man but not as smart as his mother.

"Because she is so sensitive!" said the Queen impatiently. "Let's figure out a way to test her. Better still, let me figure out a test. You go down and pick a girl to try out my plan."

The Prince went down to the lobby of the castle. A very pretty but humble-looking girl caught his eye. He brought her back to his mother, who welcomed her.

"Please be our guest at the castle tonight," said the Queen. "Tomorrow we will talk with you about whether you are a real princess."

The pretty but humble girl was shown to her room. In it was a pile of five mattresses, all fluffy and clean. "A princess is sensitive," said the Queen. "Sweet dreams!"

The girl climbed to the top of the pile and lay down, but she could not sleep. She tossed and turned and was quite cross the next morning.

"I found this under the fourth mattress when I got up this morning," she said. She handed a small green pea to the Queen. "No wonder I couldn't sleep!"

The Queen clapped her hands. The Prince looked confused. "A real princess is sensitive. If this pea I put under the mattress kept you awake, you are definitely a princess."

"Of course I am," said the Princess. "Now may I please take a nap?"

1. Why does the Prince worry about finding a bride? _

2. According to the Queen, how can the Prince tell who is a real princess? _____

3. Who hides something under the girl's mattress? _____

Comprehension: "The Princess and the Pea"

Directions: Review the story "The Princess and the Pea." Then, answer the questions.

1. Why does the Prince need a test to see who is a real princess?

2. Why does the Princess have trouble sleeping?

3. In this story, the Queen puts a small pea under a pile of mattresses to see if the girl is delicate. What else could be done to test a princess for sensitivity?

The story does not tell whether or not the Prince and Princess get married and live happily ever after, only that the Princess wants to take a nap.

Directions: Write a new ending to the story.

4. What do you think happens after the Princess wakes up?





Comprehension: "The Frog Prince"

Directions: Read the story "The Frog Prince." Then, answer the questions.

Once upon a time, there lived a beautiful princess who liked to play alone in the woods. One day, as she was playing with her golden ball, it rolled into a lake. The water was so deep she could not see the ball. The Princess was very sad. She cried out, "I would give anything to have my golden ball back!"



Suddenly, a large ugly frog popped out of the water. "Anything?" he croaked. The Princess looked at him with distaste. "Yes," she said, "I would give anything."

"I will get your golden ball," said the frog. "In return, you must take me back to the castle. You must let me live with you and eat from your golden plate."

"Whatever you want," said the Princess. She thought the frog was very ugly, but she wanted her golden ball.

The frog dove down and brought the ball to the Princess. She put the frog in her pocket and took him home. "He is ugly," the Princess said. "But a promise is a promise. And a princess always keeps her word."

The Princess changed her clothes and forgot all about the frog. That evening, she heard a tapping at her door. She ran to the door to open it and a handsome prince stepped in.

"Who are you?" asked the Princess, already half in love.

"I am the prince you rescued at the lake," said the handsome Prince."I was turned into a frog one hundred years ago today by a wicked lady. Because they always keep their promises, only a beautiful princess could break the spell. You are a little forgetful, but you did keep your word!"

Can you guess what happened next? Of course, they were married and lived happily ever after.

1. What does the frog ask the Princess to promise?

2. Where does the Princess put the frog when she leaves the lake? _____

3. Why could only a princess break the spell?

Comprehension: "The Frog Prince"

Directions: Review the story "The Frog Prince." Then, answer the questions.

1. What does the Princess lose in the lake? 2. How does she get it back? _____ 3. How does the frog turn back into a prince? 4. What phrases are used to begin and end this story? 5. Are these words used frequently to begin and end fairy tales? There is more than one version of most fairy tales. In another version of this story, the Princess has to kiss the frog in order for him to change back into a prince. Directions: Write your answers. 6. What do you think would happen in a story where the Princess kisses the frog, but he remains a frog?

7. What kinds of problems would a princess have with a bossy frog in the castle? Brainstorm ideas, and write them here.

8. Rewrite the ending to "The Frog Prince" so that the frog remains a frog and does not turn into a handsome prince. Continue your story on another sheet of paper.

READING C	OMPREHEN	SION Name
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Review

Directions: Think of fairy tales you know from books or videos, like "Cinderella," "Snow White," "Sleeping Beauty," "Rapunzel," and "Beauty and the Beast." Then, answer the questions.

1. What are some common elements in all fairy tales?_____

2.	How do fairy tales usually begin?
3.	How do fairy tales usually end?
"(rections: Locate and read several different versions of the same fairy tale, such as Cinderella," "Princess Furball," "Cinderlad," and "Yah Shen." Then, answer the questions.
4.	How are the stories alike?
5.	How are they different?
6.	Which story is best developed by the author?
	Which story did you like best? Why?
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Review

Most of us have read many fairy tales and har certain style and format they usually follow.	ve seen them in movies. Fairy tales have a
Directions: Use another sheet of paper to write the following questions to help you brainstorm	
1. What is the name of the kingdom?	
2. What is the size of the kingdom, its climate,	trees, plants, animals, etc.?
3. What kind of magic happens there?	
4. Who are the characters? Good guys	Bad guys
5. What does each character look like?	
6. What kind of spell is cast on a particular ch	aracter and why?
7. What happens to the good characters and	the bad characters in the end?

Main Idea: "The Hare and the Tortoise"

The story of "The Hare and the Tortoise" is called a **fable**. Fables are usually short stories. As you read this story and the other fables on the next few pages, look for two characteristics the fables have in common.

Directions: Read the fable "The Hare and the Tortoise." Then, answer the questions.

One day, the hare and the tortoise were talking. Or rather, the hare was bragging and the tortoise was listening.

"I am faster than the wind," bragged the hare. "I feel sorry for you because you are so slow! Why, you are the slowest fellow I have ever seen."

"Do you think so?" asked the tortoise with a smile. "I will race you to that big tree across the field."

Slowly, he lifted a leg. Slowly, he pointed toward the tree.

"Ha!" scoffed the hare. "You must be kidding! You will most certainly be the loser! But, if you insist, we will race."

The tortoise nodded politely. "I'll be off," he said. Slowly and steadily, the tortoise moved across the field.

The hare stood back and laughed. "How sad that he should compete with me!" he said. His chest puffed up with pride. "I will take a little nap while the poor old tortoise lumbers along. When I wake up, he will still be only halfway across the field."

The tortoise kept on, slow and steady, across the field. Some time later, the hare awoke. He discovered that while he slept, the tortoise had won the race.

1. What is the main idea? (Check one.)

_____ Tortoises are faster than hares.

_____ Hares need more sleep than tortoises.

_____ Slow and steady wins the race.

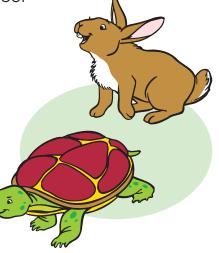
2. The hare brags that he is faster than what? (Check one.)

_____ a bullet

_____ a greyhound

_____ the wind

3. Who is modest, the tortoise or the hare? _____



Cause and Effect: "The Hare and the Tortoise"

Another important skill in reading is recognizing cause and effect. The **cause** is the reason something happens. The **effect** is what happens or the situation that results from the cause. In the story, the hare falling asleep is a cause. It causes the hare to lose the race. Losing the race is the effect.

Directions: Identify the underlined words or phrases by writing **cause** or **effect** in the blanks.

1. The hare and tortoise had a race because the hare bragged about being faster.
2. The tortoise won the race <u>because he</u> <u>continued on, slowly but steadily.</u>
Directions: Review the fable "The Hare and the Tortoise." Then, answer the questions.
1. Who are the two main characters?
2. Where does the story take place?
3. What lessons can be learned from this story?
4. The lesson that is learned at the end of a fable has a special name. What is that special name?
5. Why did the tortoise want to race the hare?
6. How do you think the hare felt at the end of the story?

7. How do you think the tortoise felt at the end of the story? _____

Sequencing: "The Fox and the Crow"

Directions: Read the fable "The Fox and the Crow." Then, number the events in order.

Once upon a time, a crow found a piece of cheese on the ground. "Aha!" he said to himself. "This dropped from a workman's sandwich. It will make a fine lunch for me."

The crow picked up the cheese in his beak. He flew to a tree to eat it. Just as he began to chew it, a fox trotted by.

"Hello, crow!" he said slyly, for he wanted the cheese. The fox knew if the crow answered, the cheese would fall from its mouth. Then, the fox would have cheese for lunch!

The crow just nodded.

"It's a wonderful day, isn't it?" asked the fox.

The crow nodded again and held onto the cheese.

"You are the most beautiful bird I have ever seen," added the fox.

The crow spread his feathers. Everyone likes a compliment. Still, the crow held firmly to the cheese.

"There is something I have heard," said the fox, "and I wonder if it is true. I heard that you sing more sweetly than any of the other birds."

The crow was eager to show off his talents. He opened his beak to sing. The cheese dropped to the ground.

"I said you were beautiful," said the fox as he ran away with the cheese. "I did not say you were smart!"

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_____ The crow drops the cheese.

_____ The crow flies to a tree with the cheese.

_____ The fox tells the crow he is beautiful.

_____ The fox runs off with the cheese.

_____ A workman loses the cheese from his sandwich.

_____ The fox comes along.

_____ The fox tells the crow he has heard that crows sing beautifully.

_____ The crow picks up the cheese.

Predicting: "The Fox and the Crow"

Directions: Review the fable "The Fox and the Crow." Then, answer the questions.

- 1. With what words does the story begin? _____
- 2. What other type of story often begins with these same words? _____
- 3. Although it is not stated, where do you think the story takes place?

4. How does the fox get what he wants from the crow?_____

5. How is the crow in this story like the hare in the last fable? _____

Predicting is telling or guessing what you think might happen in a story or situation based on what you already know.

Directions: Write predictions to answer these questions.

6. Based on what you read, what do you think the crow will do the next time he finds a piece of cheese?



7. What do you think the fox will do the next time he wants to trick the crow? _____

Following Directions: "The Boy Who Cried Wolf"

Directions: Read the fable "The Boy Who Cried Wolf." Then, complete the puzzle.

Once, there was a shepherd boy who tended his sheep alone. Sheep are gentle animals. They are easy to take care of. The boy grew bored.

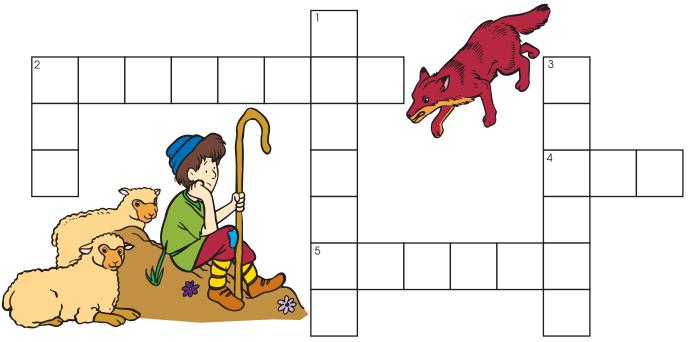
"I can't stand another minute alone with these sheep," he said crossly. He knew only one thing would bring people quickly to him. If he cried, "Wolf!" the men in the village would run up the mountain. They would come to help save the sheep from the wolf.

"Wolf!" he yelled loudly, and he blew on his horn.

Quick as a wink, a dozen men came running. When they realized it was a joke, they were very angry. The boy promised never to do it again. But a week later, he grew bored and cried, "Wolf!" again. Again, the men ran to him. This time they were very, very angry.

Soon afterwards, a wolf really came. The boy was scared. "Wolf!" he cried. "Wolf! Wolf! Wolf!"

He blew his horn, but no one came, and the wolf ate all his sheep.



Across:

- 2. This is where the boy tends sheep.
- 4. When no one came, the wolf _____ all the sheep.
- 5. Sheep are <u>and easy to take</u> care of.

Down:

- 1. The people who come are from here.
- 2. At first, when the boy cries, "Wolf!" the _____ come running.
- 3. When a wolf really comes, this is how the boy feels.

Cause and Effect: "The Boy Who Cried Wolf"

Directions: Identify the underlined words as a cause or an effect.

- 1. The boy cries wolf because he is bored.
- 2. The boy blows his horn, and the men come running.
- 3. No one comes, and the wolf eats all the sheep.

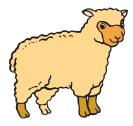
Directions: Answer the questions.

4. What lesson can be learned from this story?_____



5. How is this story like the two other fables you read? _____

6. Is the boy in the story more like the fox or the hare? How so? _____



Comprehension: "The City Mouse and the Country Mouse"

Directions: Read the fable "The City Mouse and the Country Mouse." Then, answer the questions.

Once, there were two mice, a city mouse and a country mouse. They were cousins. The country mouse was always begging his cousin to visit him. Finally, the city mouse agreed.



When he arrived, the city mouse was not very polite. "How do you stand it here?" he asked, wrinkling his nose. "All you have to eat is corn and barley. All you have to wear is old, tattered work clothes. And all you have to listen to are the other animals. Why don't you come and visit me? Then you will see what it's like to really live!"

The country mouse liked corn and barley. He liked the sounds of the other animals. And he liked his old work clothes fine. Secretly, he thought his cousin was silly to wear fancy clothes. Still, the city sounded exciting. Why not give it a try?

Since he had no clothes to pack, the country mouse was ready in no time. His cousin told him stories about the city as they traveled. The buildings were so high! The food was so good! The girl mice were so beautiful!

The home of the city mouse was nice. He lived in a hole in the wall in an old castle. "It is only a hole in the wall," said the city mouse, "but it is a very nice wall, indeed!"

That night, the mice crept out of the wall. Everyone had eaten, but the maid had not cleaned up. The table was still loaded with good food. The mice ate and ate. The country mouse was not used to rich food. He began to feel sick to his stomach.

Just then, they heard loud barking. Two huge dogs ran into the room. They nearly bit off the country mouse's tail! He barely made it to the hole in the wall in time. That did it!



"Thank you for showing me the city," said the country mouse," but it is too exciting for me. I am going home where it is peaceful. I can't wait to settle my stomach with some corn and barley."

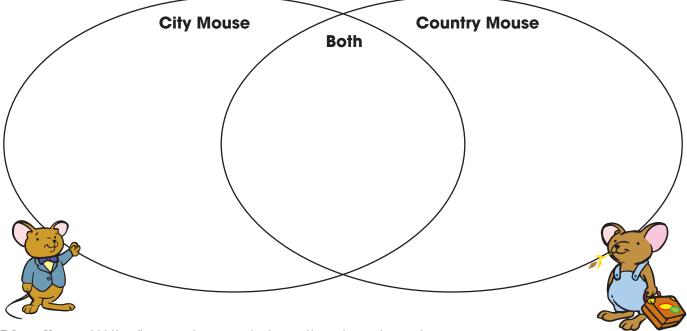
1. What are three things the city mouse says are wrong with the country? _____

2. Why doesn't it take the country mouse long to get ready to leave with the city mouse?

3. Why does the country mouse secretly think his cousin is silly?

Sequencing: "The City Mouse and the Country Mouse"

Directions: Review the fable "The City Mouse and the Country Mouse." Use the Venn diagram to compare and contrast the lifestyles of the city mouse and the country mouse.



Directions: Write five main events from the story, in order.

Directions: Answer these questions about the fable.

1. How do the two mice feel about each other?

2. Which mouse do you think is most like the hare? Why?

Sequencing: "The Man and the Snake"

Directions: Read the fable "The Man and the Snake." Then, number the events in order.

Once, a kind man saw a snake in the road. It was winter, and the poor snake was nearly frozen. The man began to walk away, but he could not.

"The snake is one of Earth's creatures, too," he said. He picked up the snake and put it in a sack. "I will take it home to warm up by my fire. Then, I will set it free."

The man stopped for lunch at a village inn. He put his coat and his sack on a bench by the fireplace. He planned to sit nearby, but the inn was crowded, so he had to sit across the room.

He soon forgot about the snake. As he was eating his soup, he heard screams. Warmed by the fire, the snake had crawled from the bag. It hissed at the people near the fire.

The man jumped up and ran to the fireplace. "Is this how you repay the kindness of others?" he shouted.

He grabbed a stick used for stirring the fire and chased the snake out of the inn.

_____ The man puts his bag down by the fireplace.

_____ The man chases the snake.

_____ A kind man rescues the snake.

_____ The snake warms up and crawls out of the bag.

_____ The man plans to take the snake home.

_____ The man eats a bowl of soup.

_____ The snake hisses at people.

_____ A snake is nearly frozen in the road.

_____ The man grabs a stick from the fireplace.

Sequencing: "The Wind and the Sun"

Directions: Read the fable "The Wind and the Sun." Then, number the events in order.

One day, North Wind and Sun began to argue about who was stronger.

"I am stronger," declared North Wind.

"No," said Sun. "I am much stronger than you."

They argued for three days and three nights.

Finally, Sun said, "I know how we can settle the argument. See that traveler walking down the road? Whoever can make him take off his cloak first is the stronger. Do you agree?"

North Wind agreed. He wanted to try first. He blew and blew. The traveler shivered and pulled his cloak tightly around his body. North Wind sent a blast of wind so strong it almost pulled the cloak off the traveler, but the traveler only held tighter to his cloak.

Then, it was Sun's turn. When Sun sent gentle, warm sunbeams, the traveler loosened his cloak. Then, Sun sent his warmest beams to the traveler. After a short time, the traveler became so warm he threw off his cloak and ran to the shade of the nearest tree.

_____ Sun sent warm beams to the traveler.

_____ Sun and North Wind argued.

_____ The traveler threw off his cloak and ran to the shade.

_____ The traveler pulled his cloak tightly around his body.

_____ North Wind blew cold air on the traveler.

Directions: Answer the questions. (Check one.)

What is the moral of this fable?

_____ Sun is stronger than North Wind.

_____ North Wind is cold.

_____ A kind and gentle manner works better than force.

_____ Travelers should hold on to their cloaks when the wind blows.

_____ Stay out of arguments between Sun and North Wind.

Who do you think is stronger, North Wind or Sun? Why? _____

READING COMPREHENSION Name

Review

At the beginning of the section on fables, you were asked to discover two elements common to the fables.

Directions: Review the fables you read. Then, answer the questions.

1. What are the two elements common to fables?_____

2. Each fable has a "moral" or lesson to be learned. What is the moral of each of the fables? "The Hare and the Tortoise" _____ "The Fox and the Crow"_____ "The Boy Who Cried Wolf" _____ "The City Mouse and the Country Mouse"_____ "The Man and the Snake"_____ 3. How do the titles of the fables give clues to what or who the fables are about? 4. For each fable, write the character you think is the good character and the one you think is the bad character. Good character Bad character "The Hare and the Tortoise" _____ "The Fox and the Crow" _____ ____ "The Wind and the Sun" "The City Mouse and the Country Mouse" "The Man and the Snake"



Fable Writing Organizer

Fables are short stories with animals as the main characters. Each story teaches a lesson.

Directions: Select one of the following pairs of animals as characters to use for a fable of your own.

- A pig and an ox A fly and a butterfly A snail and a lion
- An ant and a frog A spider and a bear A horse and a dog
- A cat and a monkey A goose and a deer A T-Rex and a shark

Directions: Fill in the outline below with words and phrases to organize a fable of your own.

Animal pair_____

Type of conflict between the animals _____

How the conflict is settled _____

Moral of the story _____

Directions: Write your fable. Give your fable a title. Illustrate it if you like.

Reading Comprehension: Paul Bunyan

There is a certain kind of story called a "tall tale." In these stories, each storyteller tries to "top" the other. The stories get more and more unbelievable. A popular hero of American tall tales is Paul Bunyan—a giant of a man. Here are some of the stories that have been told about him.

Even as a baby, Paul was very big. One night, he rolled over in his sleep and knocked



down a mile of trees. Of course, Paul's father wanted to find some way to keep Paul from getting hurt in his sleep and to keep him from knocking down all the forests. So he cut down some tall trees and made a boat for Paul to use as a cradle. He tied a long rope to the boat and let it drift out a little way into the sea to rock Paul to sleep.

One night, Paul had trouble sleeping. He kept turning over in his bed. Each time he turned, the cradle rocked. And each time the cradle rocked, it sent up waves as big as buildings. The waves got bigger and bigger until the people on the land were afraid they would all be drowned. They told Paul's parents that Paul was a danger to the whole state! So Paul and his parents had to move away.

After that, Paul didn't get into much trouble when he was growing up. His father taught him some very important lessons, such as, "If there are any towns or farms in your way, be sure to step around them!"

Directions: Answer these questions about Paul Bunyan.

1.	What kind of story is the story of Paul Bunyan?

2. What did Paul's father make for Paul to use as a cradle?

3. What happened when Paul rolled over in his cradle?

4. What did Paul's father tell Paul to do to towns and farms that were in his way?

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Reading Comprehension: Paul Bunyan

When Paul Bunyan grew up, he was taller than other men—by about 50 feet! Because of his size, he could do almost anything. One of the things he did best was to cut down trees and turn them into lumber. With only four strokes of his axe, he could cut off all the branches and bark. After he turned all the trees for miles into these tall square posts, he tied a long rope to an axe head. Then, he yelled, "T-I-M-B-E-R-R-R!" and swung the rope around in a huge circle. With every swing, 100 trees fell to the ground.

One cold winter day, Paul found a huge blue ox stuck in the snow. It was nearly frozen. Although it was only a baby, even Paul could hardly lift it. Paul took the ox home and cared for it. He named it Babe, and they became best friends. Babe was a big help to Paul when he was cutting down trees.

When Babe was full grown, it was hard to tell how big he was. There were no scales big enough to weigh him. Paul once measured the distance between Babe's eyes. It was the length of 42 axe handles!

Once, Paul and Babe were working with other men to (cut lumber. The job was very hard because the road was so long and winding. It was said that the road was so

crooked that men starting home for camp would meet themselves coming back! Well, Paul hitched Babe to the end of that crooked road. Babe pulled and pulled. He pulled so hard that his eyes nearly turned pink. There was a loud snap. The first curve came out of the road, and Babe pulled harder. Finally, the whole road started to move. Babe pulled it completely straight!

Directions: Answer these questions about Paul Bunyan and Babe.

1.	What was Paul Bunyan particularly good at doing?

- 3. How big was the distance between Babe's eyes? _____
- 4. What did Babe do to the crooked road?

2. What did Paul find in the snow?

Reading Comprehension: Mermaids

One of the most popular fantasy characters is the mermaid. Many different countries have stories about these lovely creatures, which are half woman and half fish. In these fables, the mermaid is always beautiful—except perhaps for her greenish skin and webbed fingers!

There are some stories about mermen, too. They are said to have fine torsos with big, strong muscles in their chests and arms. But they have the most ugly faces—eyes like a pig, red noses, green teeth, and seaweed hair!

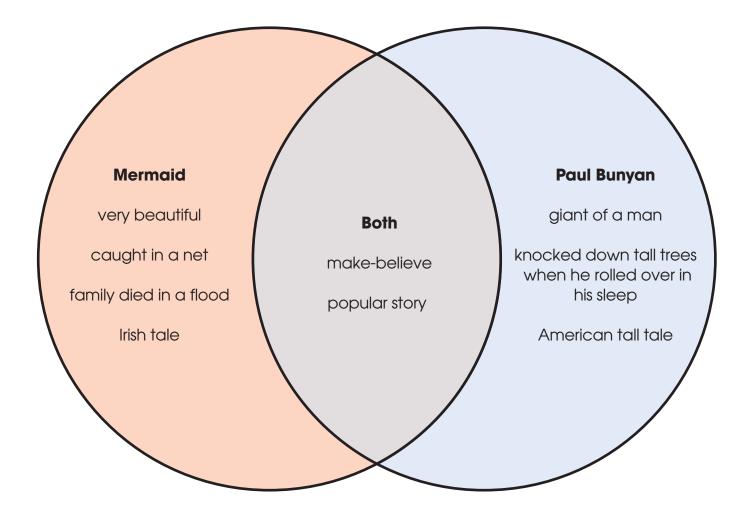
A famous fable told in Ireland tells about a mermaid who was said to have been seen nearly 1,400 years ago. The story says that she could be heard singing beneath the waters for many years. One day, some men rowed out and caught her with a net. They were surprised to learn that she had once been a little human girl. Her family had died in a flood. But she survived beneath the waves and gradually changed into a mermaid.

Directions: Answer these questions about the story.

 2. Which definition is correct for fable? a true story a made-up story with a moral a story about 3. Which definition is correct for torso? 	1.	Which definition is correct for fantasy ?			
 a true story a made-up story with a moral a story about Which definition is correct for torso? the head the upper body but not the head the lower body 		□ from the imaginat	ion and not real	🗆 real	\Box living in the sea
 3. Which definition is correct for torso? The head The upper body but not the head The lower body 4. Which definition is correct for survived? 	2.	Which definition is co	prrect for fable ?		
 the head the upper body but not the head the lower body 		a true story	a made-up story with	n a moral	□ a story about fish
 Which definition is correct for survived? 	3.	Which definition is co	prrect for torso ?		
		\Box the head	□ the upper body but i	not the head	\Box the lower body
□ swam □ died □ continued to live	4.	Which definition is co	prrect for survived ?		
		🗆 swam	□ died	□ continued to li	ve

Review: Venn Diagram

Directions: A **Venn diagram** is used to chart information that shows similarities and differences between two things. The Venn diagram below compares a mermaid (see page 104) and Paul Bunyan (see pages 102 and 103).



Sequencing: Kanati's Son

A **legend** is a story or group of stories handed down through generations. Legends are usually about an actual person.

Directions: Read about Kanati's son. Then, number the events in order.

This legend is told by a tribe called the Cherokee (chair-oh-key). Long ago, soon after the world was made, a hunter and his wife lived on a big mountain with their son. The father's name was Kanati (kah-na-tee), which means "lucky hunter." The mother's name was Selu (see-loo), which means "corn." No one remembers the son's name.

The little boy used to play alone by the river each day. One day, elders of the tribe told the boy's parents they had heard two children playing. Since their boy was the only child around, the parents were puzzled. They told their son what the elders had said.

"I do have a playmate," the boy said. "He comes out of the water. He says he is the brother that mother threw in the river."

Then, Selu knew what had happened.

"He is formed from the blood of the animals I washed in the river," she told Kanati. "After you kill them, I wash them in the river before I cook them."

Here is what Kanati told his boy: "Tomorrow, when the other boy comes, wrestle with him. Hold him to the ground and call for us."

The boy did as his parents told him. When he called, they came running and grabbed the wild boy. They took him home and tried to tame him. The boy grew up with magic powers. The Cherokee called this "adawehi" (ad-da-we-hi). He was always getting into mischief! But he saved himself with his magic.

_____ Selu and Kanati try to tame the boy from the river.

_____ The little boy tells Selu and Kanati about the other boy.

_____ The little boy's parents are puzzled.

_____ The new boy grows up with magic powers.

_____ The elders tell Selu and Kanati they heard two children playing.

_____ The little boy wrestles his new playmate to the ground.







Recognizing Details: "Why Bear Has a Short Tail"



Some stories try to explain the reasons why certain things occur in nature.

Directions: Read the legend "Why Bear Has a Short Tail." Then, answer the questions.

Long ago, Bear had a long tail like Fox. One winter day, Bear met Fox coming out of the woods. Fox was carrying a long string of fish. He had stolen the fish, but that is not what he told Bear.

"Where did you get those fish?" asked Bear, rubbing his paws together. Bear loved fish. It was his favorite food.

"I was out fishing and caught them," replied Fox.

Bear did not know how to fish. He had only tasted fish that others gave him. He was eager to learn to catch his own.

"Please Fox, will you tell me how to fish?" asked Bear.

So, the mean old Fox said to Bear, "Cut a hole in the ice, and stick your tail in the hole. It will get cold, but soon the fish will begin to bite. When you can stand it no longer, pull your tail out. It will be covered with fish!"

"Will it hurt?" asked Bear, patting his tail.

"It will hurt some," admitted Fox. "But the longer you leave your tail in the water, the more fish you will catch."

Bear did as Fox told him. He loved fish, so he left his tail in the icy water a very, very long time. The ice froze around Bear's tail. When he pulled free, his tail remained stuck in the ice. That is why bears today have short tails.

1. How does Fox get his string of fish? _____

2. What does he tell Bear to do? _____

3. Why does Bear do as Fox tells him? _____

4. How many fish does Bear catch? _____

5. What happens when Bear tries to pull his tail out?





Directions: Review the legend "Why Bear Has a Short Tail." Then, answer the questions.

1. When Bear asks Fox where he got his fish, is Fox truthful in his response? Why or why not?

2.	Why does Bear want to know how to fish?
3.	In reality, are bears able to catch their own fish? How?
4.	Is Bear very smart to believe Fox? Why or why not?
5.	How would you have told Bear to catch his own fish?
6.	What is one word you would use to describe Fox?
7.	What is one word you would use to describe Bear?
	Is this story realistic? Could it have really happened? Explain your answer

Predicting: "How the Donkey Got Long Ears"

Directions: Write your predictions to answer these questions.

1. How do you think animals got their names?

2. Why would it be confusing if animals did not have names?

Directions: Read the legend "How the Donkey Got Long Ears." Then, answer the questions.

In the beginning, when the world was young, animals had no names. It was very confusing! A woman would say, "Tell the thingamajig to bring in the paper." The man would say, "What thingamajig?" She was talking about the dog, of course, but the man didn't know that.

Together, they decided to name the animals on their farm. First, they named their pet thingamajig Dog. They named the pink thingamajig that oinked Pig. They named the red thingamajig that crowed Rooster. They named the white thingamajig that laid eggs Hen. They named the little yellow thingamajigs that cheeped Chicks. They named the big brown thingamajig they rode Horse.

Then, they came to another thingamajig. It looked like Horse, but was smaller. It would be confusing to call the smaller thingamajig Horse, they decided.

"Let's name it Donkey," said the woman. So they did.

Soon, all the animals knew their names. All but Donkey, that is. Donkey kept forgetting. "What kind of a thingamajig am I again?" he would ask the man.

"You are Donkey!" the man would answer. Each time Donkey forgot,

the man tugged on Donkey's ears to help him remember.

Soon, however, Donkey would forget his name again.

"Uh, what's my name?" he would ask the woman.

She would answer, "Donkey! Donkey! Donkey!" and pull his ears each time. She was a clever woman but not very patient.

At first, the man and woman did not notice that Donkey's ears grew longer each time they were pulled. Donkey was patient but not very clever. It took him a long time to learn his name. By the time he remembered his name was Donkey, his ears were much longer than Horse's ears. That is why donkeys have long ears.

3. What words could you use to describe Donkey? _____

Explain your choice.

Comprehension: "How the Donkey Got Long Ears"



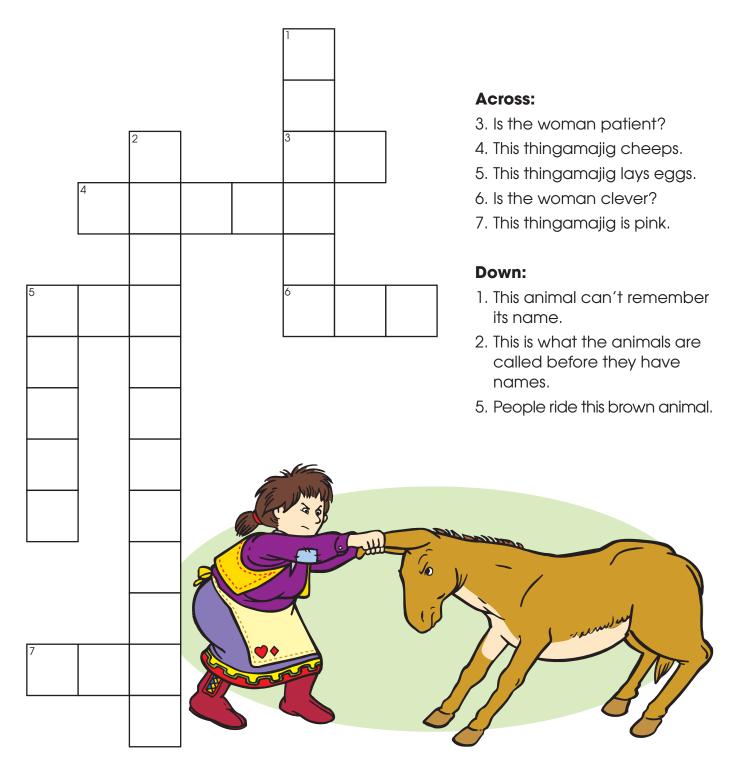
Directions: Review the legend "How the Donkey Got Long Ears." Then, answer the questions.

1. What do the man and woman call the animals before they have names?

2.	Why do they decide to name the animals?
3.	What is the first animal they name?
4.	Besides being impatient, what else is the woman?
5.	What did the people do each time they reminded Donkey of his name?
6.	Which thingamajigs are yellow?
7.	Which thingamajig is pink?
8.	What is the thingamajig they ride?
9.	Why don't they call the donkey Horse?
	ections: Imagine that you are the one who gets to name the animals. Write names for ese new "animals."
10.	A thingamajig with yellow spots that swims
11.	A thingamajig with large ears, a short tail, and six legs
12.	A thingamajig with purple wings that flies and sings sweet melodies
13.	A thingamajig that gives chocolate milk

Following Directions: Puzzling Out the Animals

Directions: Review the legend "How the Donkey Got Long Ears." Then, solve the puzzle.



Comprehension: "Why Owls Have Big Eyes"

Directions: Read the Native American legend "Why Owls Have Big Eyes." Then, answer the questions.

Creator made all the animals, one by one. He made each one the way they wanted to look. Owl interrupted when Creator was making Rabbit.

"Whooo, whooo," he said. "Make me now. I want a long neck like Swan, red feathers like Cardinal, and a sharp beak like Eagle. Make me the most beautiful bird in the world."

"Quiet!" shouted Creator. "I am making Rabbit. Turn around, and wait your turn."

Creator made Rabbit's long ears and long back legs. Before he could make Rabbit's long front legs, Owl interrupted again.

"Whooo, whooo," Owl said. "Make me now. Make me the most beautiful bird in the world."

"Close your eyes. No one may watch me work," said Creator. "Wait your turn. Do not interrupt again."

Owl would not wait. He was very rude. "I will watch if I want to," he said. "All right then," said Creator. "I will make you now."

He pushed Owl's head until it was close to his body. He shook Owl until his eyes grew big with fright. He pulled on Owl's ears so they stuck out on both sides. Then, he covered Owl's feathers with mud.



"There," he said. "That's what you get for not waiting your turn. You have big ears to listen so you can hear when you are told what to do. You have big eyes, but you can't watch me with them. I work only in the day and you will be awake only at night. Your feathers will forever be the color of mud, not red like Cardinal's."

When he heard Creator's words, Owl flew away. Creator turned to finish Rabbit, but Rabbit had run away before Creator could finish his front legs or give him sharp claws to defend himself. To this day, rabbits have short front legs, are afraid of owls, and cannot defend themselves. And that's why owls have short necks, big eyes, brownish feathers, and ears that stick out.

1. According to this legend, who made all the animals?_____

2. Why did Rabbit run away before Creator finished making him?

3. Why didn't Creator make Owl beautiful?

4. Why are rabbits afraid of owls?

Review

Rudyard Kipling wrote many legends explaining such things as why bears have short tails, how the camel got his hump, and why a leopard has spots. He wrote his stories in a book called *Just So Stories for Little Children*. You can find a copy of Kipling's book at the library or a bookstore.



Directions: Think about how animals look and behave. Using your wildest imagination, write a short explanation for the following situations.

1.	Why the pig has a short tail		
	How the elephant got his big ears		
3.	Why birds fly		
4.	Why rabbits are timid		
5.	How the giraffe got a long neck		
6.	How the mouse got his tail		

Directions: Illustrate one of your stories as a three- or four-panel cartoon.

Comprehension: "Why Cats and Dogs Fight"

Directions: Read the legend "Why Cats and Dogs Fight." Then, answer the questions.

Long ago, Cat and Dog were friends. They played together. They ate together. They even slept near one another.

Yes, Cat and Dog got along very well! The reason was simple. All the other animals had to work for humans. But because Cat was so clean, it did not have to work. And because Dog was so loyal, it did not have to work either. Cat and Dog were the only animals who had time to play. They enjoyed themselves very much.

Everything was too good to be true! Cat and Dog wanted to make sure their lives stayed easy. They asked the old man and woman who owned them to sign a paper saying they would never have to work. That way, they would have proof that they could spend their lives at play.

The old man and woman signed the paper. Then, Dog buried it in the ground with his bones. After their masters died, the other animals grew more and more jealous.

"The people aren't here any more to protect them. Why should they get off so easy?" Ox asked Cow.

The old man and woman signed the paper. Then, Dog buried it in the ground with his that Cat and Dog can play. They will have to work like we do."

Ox and Cow looked everywhere, but they could not find the paper. Finally, they asked Rat to help. Rat sniffed and sniffed. At last, he smelled the paper. He pulled it from the ground and gave it to Ox. Ox ground it under his hoof and destroyed it. Then, Dog had to go to work as a hunter. Cat had to catch mice. Cat never forgave Dog for burying the paper in a spot Rat could find. To this day, that's why cats and dogs fight.



1. Why didn't Cat have to work?
2. Why didn't Dog have to work?
3. What animals talk about finding the paper?
4. Who destroys the paper?
5. Who finds the paper?

Comprehension: "Why Cats and Dogs Fight"

Directions: Review the legend "Why Cats and Dogs Fight." Then, answer the questions.

1. What do Cat and Dog do to make sure their life stays easy? _____

. Does their plan work?
. Why not?
. When does the easy time stop for the cat and dog?
5. Cat gets mad at Dog for burying the paper in a place where Rat can easily find it. Do you think Dog also gets mad at Cat? Explain your answer.
. What other animal pair could you compare to Cat and Dog?
. Why did you select this animal pair?
. Does the quarreling of Dog and Cat with the other animals remind you of your own quarrels with your brothers or sisters? Explain.
What if Rat never found the paper? Rewrite the end of the story, beginning with these words: "And to this day, that's why cats and dogs"

Main Idea: "The Sly Fox"

Directions: Read the legend "The Sly Fox." Then, answer the questions.

One evening, Fox met Wolf in the forest. Wolf was in a terrible mood. He felt hungry, too. So he said to Fox, "Don't move! I'm going to eat you this minute."

As he spoke, Wolf backed Fox up against a tree. Fox realized she couldn't run away. "I will have to use my wits instead of my legs," she thought to herself.

Aloud to Wolf, Fox said calmly, "I would have made a good dinner for you last year. But I've had three little babies since then. I spend all my time looking for food to feed them."

Before she could go on, Wolf interrupted. "I don't care how many children you have! I'm going to eat you right now." Wolf began closing in on Fox.

"Stop!" shouted Fox. "Look how skinny I am. I ran off all my fat looking for food for my children. But I know where you can find something that's good and fat!" Wolf backed off to listen.

"There's a well near here. In the bottom of it is a big fat piece of cheese.

I don't like cheese, so it's of no use to me. Come, I'll show you."

Wolf trotted off after Fox, making sure she could not run away. "See," said Fox when they got to the well.

Inside was what looked like a round yellow piece of cheese. It was really the moon's reflection, but Wolf didn't know this. Wolf leaned over the well, wondering how to get the cheese. Fox jumped up quickly and pushed Wolf in.

"I am a sly old thing," Fox chuckled as she trotted home to her children. And to this day, that's why foxes are sly.

1. What is the main idea of this legend? (Check one.)

_____ Fox is cornered but uses her wits to outsmart Wolf and save her own life.

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_____ Wolf is in a terrible mood and wants to eat Fox.

_____ Wolf thinks the moon was made of cheese.

2. Why did Fox say she will not make a good meal for Wolf? _____

3. What happens to Wolf at the end? _____



Recognizing Details: "The Sly Fox"

Directions: Review the legend "The Sly Fox." Then, answer the questions.

1. What are three events in the story that show Wolf's bad mood? _____

2. What does Fox say she will have to use to get away from Wolf? _____

3. Where does Fox tell Wolf he can find a nice fat meal? _____

4. How does Fox finally rid herself of Wolf?

5. What does Fox say as she trots home? _____

6. Have you ever been in a situation where you used words to solve a problem instead of fighting with someone? Write about it.

7. In addition to teaching why foxes are sly, what other lesson does this story teach?



Comprehension: "King of the Beasts"

Directions: Read the legend "King of the Beasts." Then, answer the questions.

Once, a shy little rabbit was sleeping under a palm tree. Suddenly, a coconut fell and startled the rabbit awake. The rabbit began to twitch and worry.

"What was that awful noise?" he said. He looked around but didn't see the coconut. "The Earth must be breaking apart. Oh dear, oh dear, oh dear."

The little rabbit began running in circles. Soon, a monkey joined him.

"Why are you running?" the monkey asked, trotting along beside the rabbit.

"Earth is breaking apart, and I'm trying to escape," panted the little rabbit.

They were joined by a deer, a fox, and an elephant. When they heard that Earth was breaking up, they all followed the rabbit. Soon, a huge herd of animals was running in a circle.

"What's going on?" roared the lion to the elephant when he saw the herd.

"Earth is breaking up!" shouted the elephant. "We are trying to escape."

The lion looked around. Except for all the dust, everything looked fine.

"Who said Earth is breaking up?" he roared back to the elephant.

"The fox told me!" the elephant replied.

The lion asked the fox, and the fox said the deer told him. The deer said the monkey had told him. Finally, the lion traced the story to the rabbit.

"Show me the place!" the lion demanded.

The rabbit led the lion back to the palm tree. Right away, the lion saw the coconut on the ground.

"Silly rabbit!" he roared. "What you heard was a coconut falling. Go and tell the other animals they are safe."

The rabbit rushed to tell the other animals. They stopped running. \nearrow

"The lion is smart!" said the monkey. "Let's name him `King of the Beasts.'" So they did.

1. What kind of tree is the rabbit sleeping under?

2. Why does he think Earth is breaking up? _____

3. Which animal is the first to join the rabbit? _____

4. What does the lion call the rabbit? _____

5. Who suggests naming the lion "King of the Beasts"?

Comprehension: "King of the Beasts"

Directions: Review the legend "King of the Beasts." Then, answer the questions.

- 1. How does the lion become "King of the Beasts"?
- 2. Instead of panicking about Earth breaking apart, what should the rabbit have done?

3. Instead of following the rabbit around in a circle, what should the monkey, deer, and fox have done?

4. Do you think naming the lion "King of the Beasts" was a good idea? Why or why not?

5. What does this story teach you about peer pressure? Explain.

Recognizing Details: "Lazy Sheep"

Directions: Read the poem about the lazy sheep. Then, answer the questions.

"Lazy sheep, please tell me why In the grassy field you lie?
You eat and sleep away your day
While people work and sweat for pay!"
"Boy, do not talk to me so mean!"
Replied the sheep, so white he gleamed.
"I'm busy growing wool that's new
To spin into some clothes for you!"
The boy looked sad, his face got red.
"I'm sorry for the things I said!"

1. Why does the boy accuse the sheep of being lazy?

2. What is the sheep actually doing? _____

3. Where does the boy see the sheep? _____

4. Why does the boy look sad? _____

5. How does the boy apologize? _____



Main Idea: "The Mouse"

Directions: Read the story "The Mouse." Then, answer the questions.

One day, when the cat and mouse were playing, the cat bit off the mouse's tail. "Ouch!" cried the mouse. "Give me back my tail this instant!"

"I'll give your tail back when you go to the cow and bring me some milk!" replied the cat.

She held the mouse's tail high so the mouse could not reach it.

Right away, the mouse went to ask the cow for milk.

"I'll give you milk if you go to the farmer and get me some hay," said the cow.

When the mouse asked the farmer for hay, he said: "I'll give you hay if you go to the butcher and get me some meat."

The mouse wanted her tail back, so she went to the butcher. "I'll give you meat if you go to the baker and bring me some bread," said the butcher.

The mouse went to the baker, who said, "I'll give you bread. But if you get into my grain, I'll cut off your head!" The mouse quickly promised never to get into the baker's grain.

Then, the baker gave the mouse bread. The mouse gave the bread to the butcher, and the butcher gave the mouse meat. The mouse gave the meat to the farmer, and the farmer gave the mouse hay. The mouse gave the hay to the cow, and the cow gave the mouse milk. The mouse gave the cat milk and—finally!—the mouse got her tail back!

1. The main idea is: (Check one.)

To get what you want, you must be persistent.

A mouse's tail is worth a lot of work to a mouse.

----- Everybody is greedy, especially the baker.

2. What does the mouse promise the baker never to get into?_

Directions: Fill in the blanks to show the steps the mouse follows to get her tail back.

3. She gets bread from the baker and gives it to ______.

4. She gets meat from the butcher and gives it to _____

5. She gets hay from the farmer and gives it to _____

6. She gets milk from the cow and gives it to _____

7. That's when she _____

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Sequencing: "The Mouse"

Directions: Review the story of "The Mouse." Then, answer the questions.

1. Why do you think the cat does not simply give the tail back to the mouse when he asks for it?

2. Have you ever done anything similar to a brother, sister, or friend when they asked for something? Explain.

Directions: List the things the mouse has to do to get his tail back.

First		
Second		
Third		
Fourth		
Fifth		



Animal Legend Organizer

Directions: Follow the instructions to write a legend of your own.

1. Select one of the following titles for your legend. Circle the one you plan to use.

How the Tiger Got Stripes How the Giraffe Got a Long Neck How the Gazelle Got Twisty Horns How the Elephant Got Big Ears Why Rabbits Are Timid How the Mouse Got a Long Tail How the Elephant Got a Tusk How the Kangaroo Got Her Pouch Why the Pig Has a Short Tail Why Birds Fly How the Giraffe Got a Long Neck Why Fish Swim

- 2. Briefly explain the type of conflict that will be in your legend.
- 3. Write words and phrases to show events you plan to include in your legend.
- 4. Summarize how you plan to settle the conflict or solve the problem. _____

Directions: Write your legend. Give it a title. Illustrate it if you like.

Review

Directions: Review the fables and legends you read. Then, write your answers.

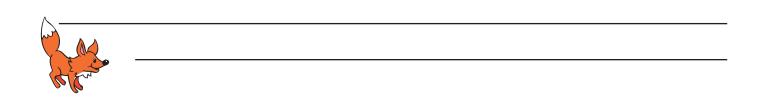
1. Explain how "The Mouse" and "The Sly Fox" are similar stories.

2. Explain how "King of the Beasts" and "The Sheep" are different.

3. Compare and contrast the rabbit to the mouse.

4. Compare and contrast one animal legend with one animal fable.

5. Read one of Kipling's Just So Stories. Write your reaction to the story.



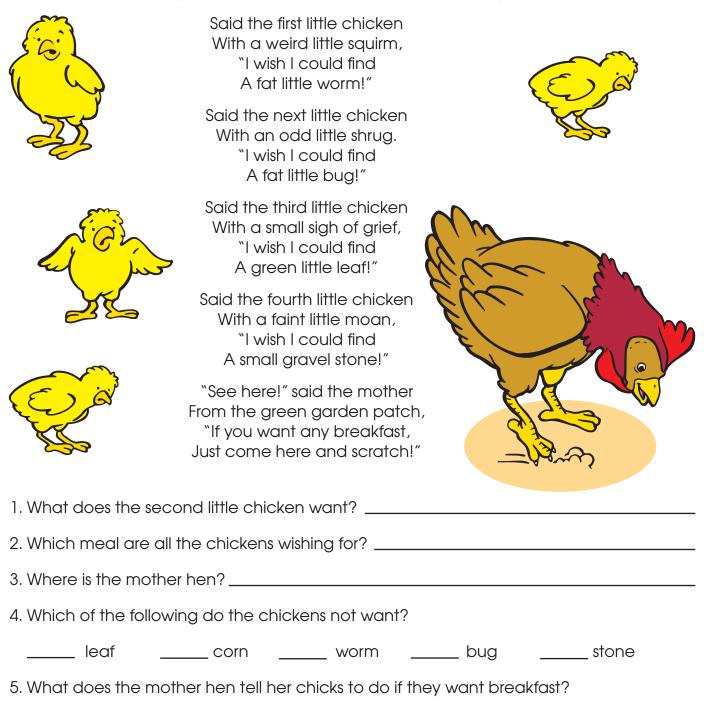
Sequencing: "Mr. Nobody"

Directions: After reading the poem "Mr. Nobody," number in order the things people blame him for.

As quiet o Who does the mi In everybo No one ever And yet w That every plate we	nny little man as a mouse, schief that is done ody's house! sees his face. ve all agree e break was cracked Nobody.		
Who leaves He pulls the butto And scatte That squeaking doo The reason We leave the c	ys tears out books, the door ajar, ons from our shirts, ers pins afar; or will always squeak, n is, you see, piling to be done Nobody.		
The finger marks upon the wall By none of us are made; We never leave the blinds unclosed To let the carpet fade. The bowl of soup we do not spill, It's not our fault, you see These mishaps—every one is caused By Mr. Nobody.			
Putting finger marks on walls	Scattering pins		
Leaving the door ajar	Breaking plates		
Spilling soup	Pulling buttons off shirts		
Tearing out books	Squeaking doors		
Leaving the blinds open			

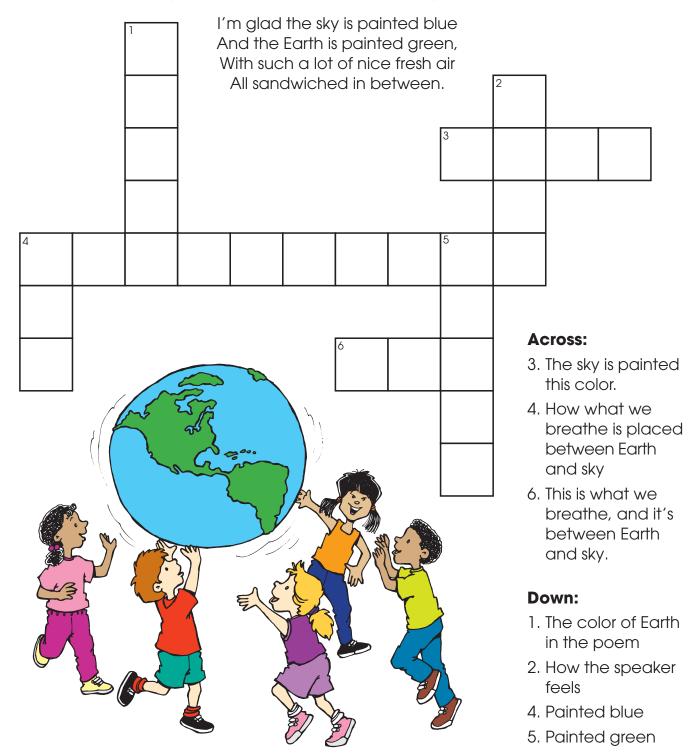
Comprehension: "The Chickens"

Directions: Read the poem "The Chickens." Then, answer the questions.



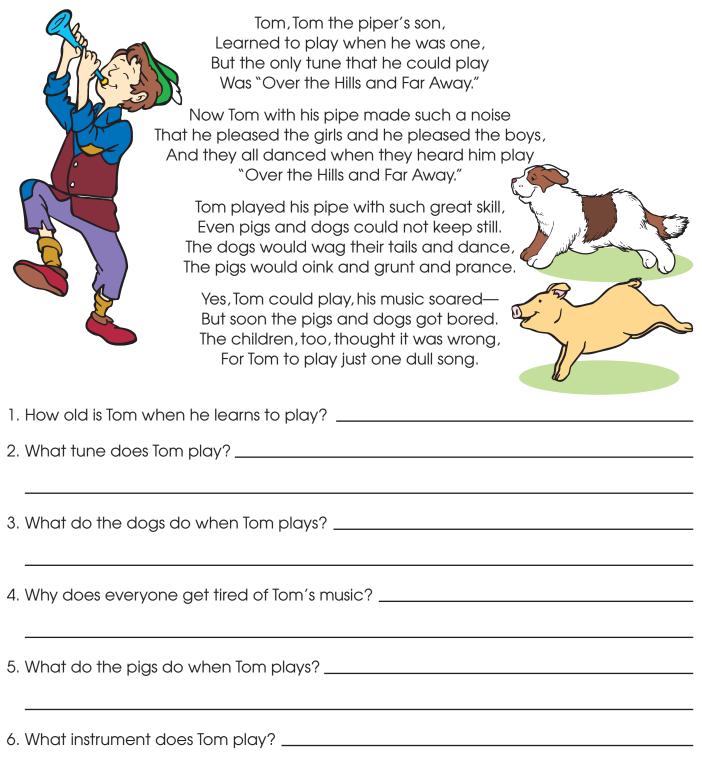
Following Directions: "I'm Glad"

Directions: Read the poem "I'm Glad." Then, solve the puzzle.



Comprehension: "Over the Hills and Far Away"

Directions: Read "Over the Hills and Far Away." Then, answer the questions.



Sequencing: "The Spider and the Fly"

Directions: Read the poem "The Spider and the Fly." Then, number the events in order.

"Won't you come into my parlor?" said the spider to the fly. "It's the nicest little parlor that you will ever spy. The way into my parlor is up a winding stair. I have so many pretty things to show you inside there."

The little fly said, "No! No! No! To do so is not sane. For those who travel up your stair do not come down again."

The spider turned himself around and went back in his den— He knew for sure the silly fly would visit him again. The spider wove a tiny web, for he was very sly He was making preparations to trap the silly fly.



Then out his door the spider came and merrily did sing, "Oh, fly, oh lovely, lovely fly with pearl and silver wings."

Alas! How quickly did the fly come buzzing back to hear The spider's words of flattery, which drew the fly quite near.

The fly was trapped within the web, the spider's winding stair, Then the spider jumped upon him, and ate the fly right there!

- _____ The spider sings a song about how beautiful the fly is.
- _____ The spider jumps on the fly.
- _____ The spider invites the fly into his parlor.
- _____ The spider spins a tiny new web to catch the fly.
- _____ The fly becomes caught in the spider's web.
- _____ The fly says he knows it's dangerous to go into the spider's parlor.
- _____ The spider eats the fly.
- _____ The fly comes near the web to hear the song.

Comprehension: "Grasshopper Green"

Directions: Read the poem "Grasshopper Green." Then, answer the questions.



1. What does **comical** mean in this poem? _____

2. What are three things Grasshopper Green wears in the summer?

3. Where does he love to go and play?_____

4. Whom does Grasshopper Green call to play?

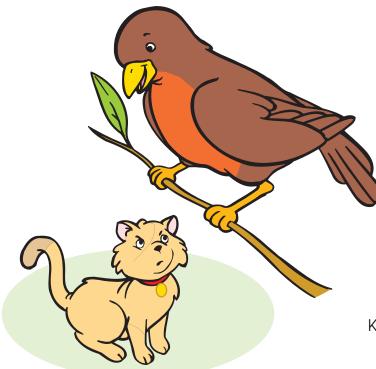
5. What is summer the time for?_____

6. Use a dictionary. What does **fare** mean in this poem? _____

7. You won't find the words **hopperty** and **skipperty** in a dictionary. Based on the poem, write your own definitions of these words.

Main Idea: "Little Robin Redbreast"

Directions: Read the poem "Little Robin Redbreast." Then, answer the questions.



Little Robin Redbreast Sat up in a tree, Up went the kitty cat Down went he.

Down came the kitty cat— Away Robin ran, Said little Robin Redbreast, "Catch me if you can."

Then Little Robin Redbreast Hopped upon a wall, Kitty cat jumped after him, And almost had a fall.

Little Robin chirped and sang, And what did kitty say? Kitty cat said, "Meow!" quite loud, And Robin flew away.

1. What is the main idea? (Check one.)

_____ The robin is smarter than the cat and a lot faster, too.

_____ When people see a robin, it means spring is near.

- _____ The robin is scared away.
- 2. What nearly happens when the cat jumps on the wall?

3. Where is the robin when the cat first goes after him? _____

- 4. Where does the robin go after the cat climbs the tree? _____
- 5. What does the robin say to the cat?

Sequencing: "Hickory, Dickory, Dock"

Hickory

Dickory

Dock

Directions: Read the poem "Hickory, Dickory, Dock." Then, answer the questions.

Hickory, dickory, dock, The mouse ran up the clock. The clock struck one, And down he run, Hickory, dickory, dock.

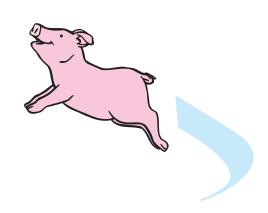
Dickory, dickory, dare, The pig flew in the air. The man in brown Soon brought him down, Dickory, dickory, dare.

- 1. What is the main idea? (Check one.)
 - Mice and pigs can cause a lot of problems for clocks and men in brown suits.
 - _____ There is no main idea. This poem is just for fun.
 - _____ Beware of mice in your clocks and flying pigs.
- 2. Why do you think the mouse runs down the clock? _____

Directions: Number these events in order.

_____ The clock strikes one.

- _____ The mouse runs back down the clock.
- _____ The mouse runs up the clock.
- _____ The man in brown brings the pig down.
- _____ The pig flies in the air.



Review

Directions: Review the poems you read. Then, answer the questions.

1. How is the spider in the poem "The Spider and the Fly" like the fox in the fable "The Fox and the Crow"?

2. Which of the poems that you read did you like the best? _____

Why? _____

3. Which of the poems that you read did you like the least? _____

Why?_____

One way to remember what you read is to make a comic strip of the story or poem. Think about the poem "Mr. Nobody." Imagine what "Mr. Nobody" would look like.

Directions: Follow the sequence of events in the "Mr. Nobody" poem to make a cartoon of the poem in the boxes below.

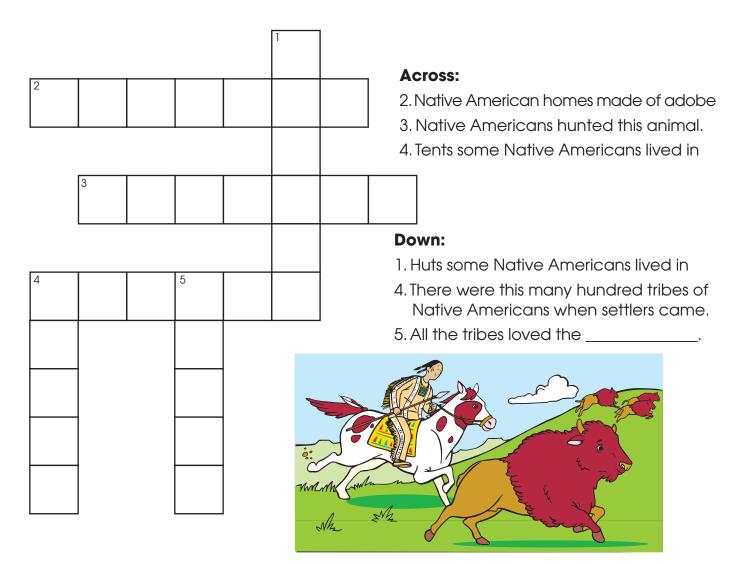


Following Directions: Early Native Americans

Directions: Read about the early Native Americans. Then, solve the puzzle.

There were about 300 Native American tribes in North America when the first white settlers came to New England in the 1500s. These Native Americans loved and respected the earth. They hunted buffalo on the plains. They fished in the clear rivers. They planted corn and beans on the rich land. They gathered roots and herbs. Before the white settlers drove them out, the Native Americans were masters of the land and all its riches.

The Native Americans grew crops, hunted for food, made clothing, and built their homes from what they found on the land in the area where they lived. That is why each tribe of Native Americans was different. Some Native Americans lived in special tents called tepees. Some lived in adobe pueblos. Some lived in simple huts called hogans.



Comprehension: The Pueblo People

Directions: Read about the Pueblo people. Then, answer the questions.

Long ago, Native Americans occupied all the land that is now Arizona, New Mexico, Utah, and parts of California and Colorado. Twenty-five different tribes lived in this southwestern area. Several of the tribes lived in villages called pueblos. The Hopi (hope-ee) Indians lived in pueblos. So did the Zuñi (zoo-nee) and the Laguna (lah-goon-nah). These and other tribes who lived in villages were called the "Pueblo people."

When it was time for the Pueblo people to plant crops, everyone helped. The men kept the weeds pulled. Native Americans prayed for rain to make their crops grow. As part of their worship, they also had special dances called rain dances. When it was time for harvest, the women helped.

The land was bountiful to the Pueblo people. They grew many different crops. They planted beans, squash, and 19 different kinds of corn. They gathered wild nuts and berries. They hunted for deer and rabbits. They also traded

with other tribes for things they could not grow or hunt.

The Pueblo people lived in unusual houses. Their homes were made of adobe brick. Adobe is a type of mud. They shaped the mud into bricks, dried them, and then built with them. Many adobe homes exist today in the Southwest.

The adobe homes of long ago had no doors. The Pueblo people entered through a type of



trapdoor at the top. The homes were three or four stories high. The ground floor had no windows and was used for storage. These adobe homes were clustered around a central plaza. Each village had several clusters of homes. Villages also had two or three clubhouses where people could gather for celebrations. Each village also had places for worship.

1. What were the five states where the Pueblo people lived?_____

2. What were three crops the Pueblo people grew? _____

3. The early pueblo houses had no

yards.

windows.

doors.

Recognizing Details: The Pueblo People

"At the edge of the world It grows light. The trees stand shining." (Pueblo poem)

Directions: Read more about the Pueblo people. Then, answer the questions.



The Pueblo people were peaceful. They loved nature, and they seldom fought in wars. When they did fight, it was to protect their people or their land. Their dances, too, were gentle. The Pueblo people danced to ask the gods to bring rain or sunshine. Sometimes, they asked the gods to help the women have children.

Some Native Americans wore masks when they danced. The masks were called kachinas (ka-chee-nas). They represented the faces of dead ancestors. (Ancestors are all the family members who have lived and died before.)

The Pueblo people were talented at crafts. The men of many tribes made beautiful jewelry. The women made pottery and painted it with beautiful colors. They traded some of the things they made with people from other tribes.

Both boys and girls needed their parents' permission to marry. After they married, they were given a room next to the bride's mother. If the marriage did not work out, sometimes the groom moved back home again.

1. Among the Pueblo people, who made jewelry?

2. Who made pottery? _____

3. What did some of the Pueblo people wear when they danced?

4. Why did the Pueblo people dance for the gods?

5. Where did newly married couples live?_____

6. Why would a man move back home after marriage?

Recognizing Details: The Pueblo People

Directions: Review what you learned about the Pueblo people. Then, answer the questions.

- 1. How many different tribes lived in the Southwestern part of the United States? _____
- 2. The article specifically names three of the Pueblo tribes. Where could you find the names of the other Pueblo tribes?
- 3. How did the Pueblo people build their adobe homes? _____
- 4. How did the location and climate affect their lifestyle?

- 5. How were the jobs of the men and women of a Pueblo tribe alike?
- 6. How were their jobs different?
- 7. How do the responsibilities of the Pueblo men and women discussed differ from those of men and women today?

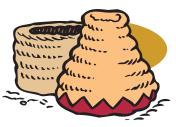


Comprehension: A California Tribe

Directions: Read about the Yuma. Then, answer the questions.

California was home to many Native Americans. The weather was warm, and food was plentiful. California was an ideal place to live.

One California tribe that made good use of the land was the Yuma. The Yuma farmed and gathered roots and berries. They



harvested dozens of wild plants. They gathered acorns, ground them up, and used them in cooking. The Yuma mixed acorns with flour and water to make a kind of oatmeal. They fished in California's rich waters. They hunted deer and small game. The Yuma made the most of what Mother Nature offered.

The Yuma lived in huts. The roofs were made of dirt. The walls were made of grass. Some Yuma lived together in big round buildings made with poles and woven grasses. As many as 50 people lived in these large homes.

Like other tribes, the Yuma made crafts. Their woven baskets were especially beautiful. The women also wove cradles, hats, bowls, and other useful items for the tribe.

When it was time to marry, a boy's parents chose a 15-year-old girl for him. The girl was a Yuma, too, but from another village. Except for the chief, each man took only one wife.

When a Yuma died, a big ceremony was held. The Yumas had great respect for death. After someone died, his or her name was never spoken again.

1. What were two reasons why California was an ideal place to live?

Recognizing Details: The Yuma

Directions: Review what you read about the Yuma. Write the answers.

1. How did the Yuma make good use of the land?

2. How were the Yuma like the Pueblo people? _____

3. How were they different? _____

4. Why did the Yuma have homes different than those of the Pueblo tribes?

5. When it was time for a young Yuma man to marry, his parents selected a 15-year-old bride for him from another tribe. Do you think this is a good idea? Why or why not?

6. Why do you suppose the Yuma never spoke a person's name after he or she died?

7. Do you think this would be an easy thing to do? Explain your answer.



Following Directions: Sailor Native Americans

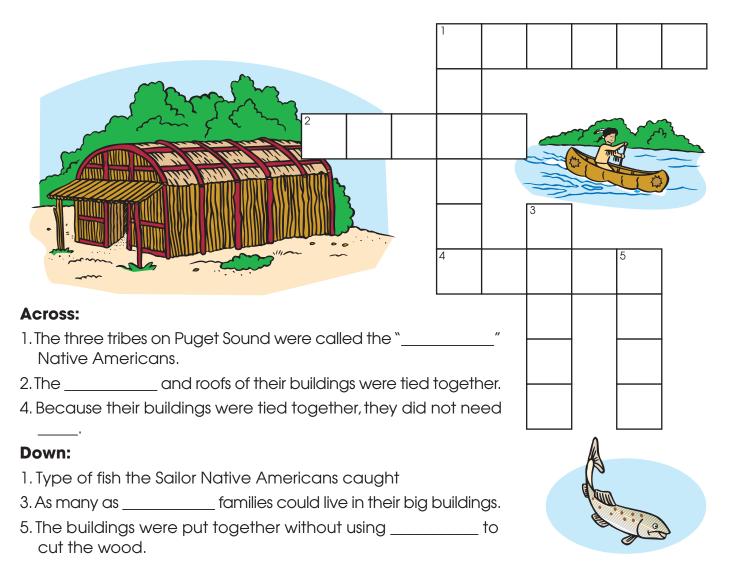
Directions: Read about the Sailor Native Americans of Puget Sound. Then, solve the puzzle.

Three tribes lived on Puget (pew-jit) Sound in Washington state. They made their living from the sea. People later called them the "Sailor" Indians.

These Native Americans fished for salmon. They trapped the salmon in large baskets. Sometimes, they used large nets. The sea was filled with fish. Their nets rarely came up empty.

The Sailor Native Americans also gathered roots and berries. They hunted deer, black bear, and ducks.

Their homes were amazing! They built big wooden buildings without nails. They did not use saws to cut the wood. The walls and roofs were tied together. Each building had different homes inside. As many as 50 families lived in each big building.



Following Directions: Sailor Native Americans

Directions: Review what you read about the Sailor Native Americans. Write your answers.

- 1. How were the housing arrangements of the Puget Sound Native Americans similar to those of the Yuma?
- 2. How was the diet of the Sailor Native Americans like those of the Yuma and Pueblo?

3. How was it different? _____

- 4. The Sailor Native Americans made a living from the sea, and their nets were rarely empty. What type of transportation do you think these Native Americans used to get their nets to the sea?
- 5. Where could you find more information on this group of Native Americans to check your answer?
- 6. Verify your answer. Were you correct?_____
- 7. Who do you think performed the many tasks in the Sailor village? Write men, women, boys, and/or girls for your answers.

	Built homes?	Made fishing baskets?
	Fished?	Gathered roots and berries?
	Hunted game?	Made fishing nets?
8.	The homes of the Sailor Native Americans to what type of modern dwelling?	could be compared

Review

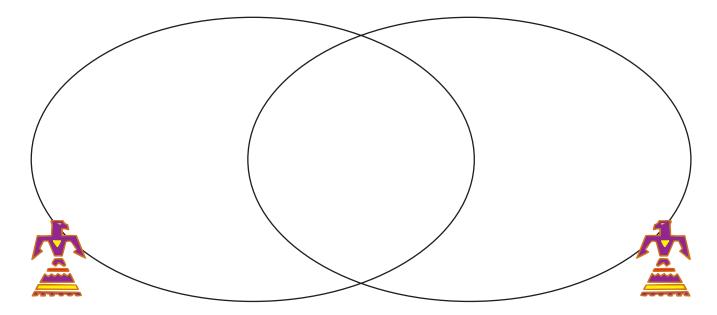
Directions: Review what you read about Native Americans. Then, answer the questions.

1. Of the tribes discussed, which one would you most like to have been a member of? Explain your answer.

2. Why did each of the tribes have a different lifestyle?

3. How did their location influence how each of the tribes functioned?

Directions: Select two of the Native American tribes you read about. Compare and contrast their homes, clothing, and lifestyle in the Venn diagram. Write words and phrases that were unique to one group or the other in the correct parts of the circle. Write words and phrases that are common to both groups in the section where the circles intersect.



Reading Comprehension: Hummingbirds

Hummingbirds are very small birds. This tiny bird is quite an acrobat. Only a few birds, such as kingfishers and sunbirds, can hover, or stay in one place in the air. But no other bird can match the flying skills of the hummingbird. The hummingbird can hover, fly backward, and fly upside down!

Hummingbirds got their name because their wings move very quickly when they fly. This causes a humming sound. Their wings move so fast that you can't see them at all. This takes a lot of energy. These little birds must have food about every 20 minutes to have enough strength to fly. Their favorite foods are insects and nectar. Nectar is the sweet water deep inside a flower. Hummingbirds use their long, thin bills to drink from flowers. When a hummingbird sips nectar, it hovers in front of a flower. It never touches the flower with its wings or feet.

Besides being the best at flying, the hummingbird is also one of the prettiest birds. Of all the birds in the world, the hummingbird's colors are among the brightest. Some are bright green with red and white markings. Some are purple. One kind of hummingbird can change its color from reddish-brown to purple to red!

The hummingbird's nest is special, too. It looks like a tiny cup. The inside of the nest is very soft. This is because one of the things the mother bird uses to build the nest is the silk from a spider's web.

Directions: Answer these questions about hummingbirds.

1.	How did hummingbirds get their name?
2.	What does hover mean?
3.	How often do hummingbirds need to eat?
4.	Name two things that hummingbirds eat
5.	What is one of the things a mother hummingbird uses to build her nest?

Reading Comprehension: Bats

Bats are the only mammals that can fly. They have wings made of thin skin stretched between long fingers. Bats can fly amazing distances. Some small bats have been known to fly more than 25 miles in one night.

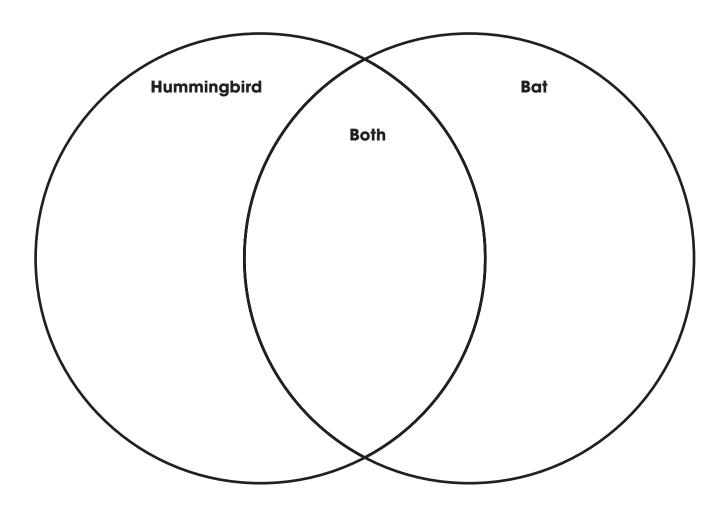
Most bats eat insects or fruit. Some eat only fish, others only blood, and still others the nectar and pollen of flowers that bloom at night. Bats are active only at night. They sleep during the day in caves or other dark places. At rest, they always hang with their heads down.

You may have heard the expression "blind as a bat." Bats are not actually blind. They don't, however, use their eyes to guide their flight or to find the insects they eat. A bat makes a high-pitched squeak and then waits for the echo to return to it. This echo tells it how far away an object is. This is often called the bat's sonar system. Using this system, a bat can fly through a dark cave without bumping into anything. Hundreds of bats can fly about in the dark without ever running into each other. They do not get confused by the squeaks of the other bats. They always recognize their own echoes.

Diı	Directions: Answer these questions about bats.			
1.	Bats are the only mammals that □ eat insects. □ fly. □ live in caves.	- Mmz	Cool Mart	
2.	Most bats eat plants. other animals. fruits and inse	ects.		
3.	Bats always sleep □ with their heads down. □ lying down. □	during the	e night.	
4.	Bats are blind.	True	False	
5.	Bats use a built-in sonar system to guide them.	True	False	
6.	Bats are confused by the squeaks of other bats.	True	False	

Review: Venn Diagram

Directions: Make a Venn diagram comparing hummingbirds (see page 143) and bats (see page 144). Refer to the sample diagram on page 105 to help you. Write at least three characteristics for each section of the diagram.



Recognizing Details: Giraffes

Directions: Read about giraffes. Then, answer the questions.

Giraffes are tall, beautiful, graceful animals that live in Africa. When they are grown, male giraffes are about 18 feet tall. Adult females are about 14 feet tall.

Giraffes are not fat animals, but because they are so big, they weigh a lot. The average male weighs 2,800 pounds. Females weigh about 400 pounds less. Giraffes reach their full height when they are 4 years old. They continue to gain weight until they are about 8 years old.

If you have ever seen giraffes, you know their necks and legs are very long. They are not awkward, though! Giraffes can move very quickly. They like to jump over fences and streams. They do this gracefully. They do not trip over their long legs.

If they are frightened, they can run 35 miles an hour. When giraffes gallop, all four feet are sometimes off the ground! Usually, young and old giraffes move at about 10 miles an hour.

Giraffes are strong. They can use their back legs as weapons. A lion can run faster than a giraffe, but a giraffe can kill a lion with one quick kick from its back legs.

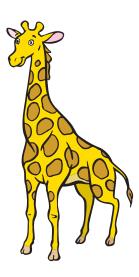
Giraffes do not look scary. Their long eyelashes make them look gentle. They usually have a curious look on their faces. Many people think they are cute. Do you?

4. What do giraffes use as weapons? _____

5. For how long do giraffes continue to gain weight?

6. When do giraffes reach their full height?

7. Use a dictionary. What does gallop mean?



Comprehension: More About Giraffes

Directions: Read more about giraffes. Then, answer the questions.

Most people don't notice, but giraffes have different patterns of spots. Certain species of giraffes have small spots. Other species have large spots. Some species have spots that are very regular. You can tell where one spot ends and another begins. Other species have spots that are blotchy. This means that the spots are not set off from each other as clearly. There are many other kinds of spot patterns. The pattern of a giraffe's spots is called "markings." No two giraffes have exactly the same markings.

There is one very rare type of giraffe. It is totally black! Have you ever seen one? This kind of giraffe is called a melanistic (mell-an-iss-tick) giraffe. The name comes from the word **melanin**, which is the substance in cells that gives them color. Giraffes' spots help them blend in with their surroundings. A black giraffe would not blend in well with tree trunks and leaves. Maybe that is why they are so rare.

Being able to blend with surroundings helps animals survive. If a lion can't see a giraffe, he certainly can't eat it. This is called "protective coloration." The animal's color helps protect it.

Another protection giraffes have is their keen eyesight. Their large eyes are on the sides of their heads. Giraffes see anything that moves. They can see another animal a mile away! It is very hard to sneak up on a giraffe. Those who try usually get a quick kick with a powerful back leg.

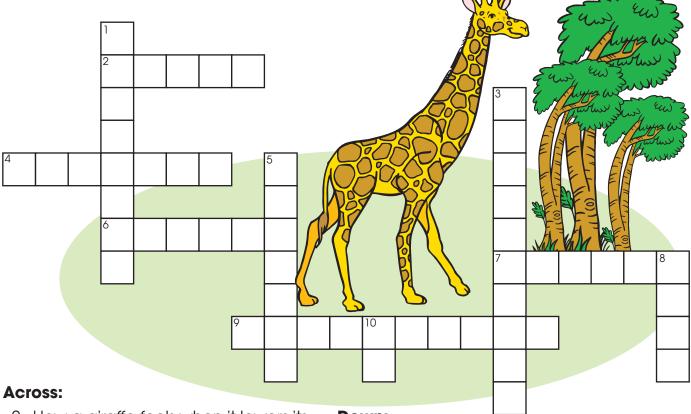
1. What are markings?
2. How far away can a giraffe see another animal?
3. Where are a giraffe's eyes?
4. What is protective coloration?
5. What color is the very rare type of giraffe?
6. How do giraffes protect themselves?
7. How many kinds of spot patterns do giraffes have? two four many
8. Use a dictionary. What does species mean?

Following Directions: Puzzling Out Giraffes

Directions: Review what you read about giraffes. Read more about giraffes below. Then, solve the puzzle.

Have you noticed that giraffes have a curious look? That is because they are always paying attention. Their lives depend upon it! Giraffes cannot save themselves from a lion if they don't see it. Giraffes look around a lot. Even when they are chewing their food, they are checking to see if danger is near.

By nature, giraffes are gentle. They do not attack unless they are in danger. A giraffe will lower its head when it is angry. It will open its nostrils and its mouth. Then, watch out!



- 2. How a giraffe feels when it lowers its head and opens its nose and mouth
- 4. Giraffes look this way because they are always paying attention.
- 6. By nature, giraffes are _____.
- 7. The continent where giraffes live
- 9. Another name for a black giraffe is

Down:

- 1. The patterns of a giraffe's spots
- 3. An animal's ability to blend with surroundings is called protective _____.
- 5. ____ means "a certain kind of animal."
- 8. Giraffes' eyes are so keen they can see another animal a mile _____.
- 10. Are giraffes often mean?

Directions: Review what you learned about giraffes. Then, answer the questions.
1. How are a giraffe's spots helpful?
2. Is it easy to sneak up on a giraffe? Why not?
3. What makes a giraffe look so gentle?
4. How do you know when a giraffe is angry?
5. Do you think a giraffe in a zoo is as observant as a giraffe in the wilds of Africa? Why or why not?
6. Do you think giraffes have any other enemies besides lions? What animals might they be?
7. Why do you suppose giraffes grow so large?
8. Use a dictionary. What does habitat mean? Describe the giraffe's natural habitat.

Comprehension: Wild Horses

Directions: Read about wild horses. Then, answer the questions.

Have you ever heard of a car called a Mustang? It is named after a type of wild horse.

In the 1600s, the Spanish explorers who came to North America brought horses with them. Some of these horses escaped onto the prairies and plains. With no one to feed them or ride them, they became wild. Their numbers quickly grew, and they roamed in herds. They ran free and ate grass on the prairie.

Later, when the West was settled, people needed horses. They captured wild ones. This was not easy to do. Wild horses could run very fast. They did not want to be captured!

Some men made their living by capturing wild horses, taming them, and selling them. These men were called "mustangers." Can you guess why?

After cars were invented, people did not need as many horses. Not as many mustangers were needed to catch them. More and more wild horses roamed the western prairies. In 1925, about a million mustangs were running loose.

The government was worried that the herds would eat too much grass. Ranchers who owned big herds of cattle complained that their animals didn't have enough to eat because the mustangs ate all the grass. Permission was given to ranchers and others to kill many of the horses. Thousands were killed and sold to companies that made them into pet food.

Now, wild horses live in about only 12 states. The largest herds are in California, New Mexico, Oregon, Wyoming, and Nevada. Most people who live in these states never see wild horses. The herds live away from people in the distant plains and mountains. Most live in Herd Management Areas (HMAs). The government manages these areas to help protect the horses.

1. What is one type	e of wild horse ca	lled?	
2. What were men	called who capt	rured wild horses?	
3. About how man	ny wild horses were	e running free in the U.S	. in 1925?
4. The wild mustan	gs were killed and	d turned into 🗌 cars.	pet food. 🗌 lunch meat.
5. The largest herd	s of wild horses ar	e now in	
Oregon.	Ohio.	New Mexico.	Wyoming.
California.	Nevada.	Kansas.	Arkansas.
6. Who is in charge	e of the horses tha	at live in HMAs?	



Main Idea: More About Wild Horses

Directions: Read more about wild horses. Then, answer the questions.

Have you noticed that in any large group, one person seems to be the leader? This is true for wild horses, too. The leader of a band of wild horses is a stallion. Stallions are adult male horses.

The stallion's job is important. He watches out for danger. If a bear or other animal comes close, he lets out a warning cry. This helps keep the other horses safe. Sometimes, they all run away together. Other times, the stallion protects the other horses. He shows his teeth. He rears up on his back legs. Often, he scares the other animal away. Then, the horses can safely continue eating grass.

Much of the grass on the prairies is gone now. Wild horses must move around a lot to find new grass. They spend about half their time eating and looking for food. If they cannot find prairie grass, wild horses will eat tree bark. They will eat flowers. If they can't find these either, wild horses will eat anything that grows!

Wild horses also need plenty of water. It is often hot in the places where they roam. At least twice a day, they find streams and take long, long drinks. Like people, wild horses lose water when they sweat. They run and sweat a lot in hot weather. To survive, they need as much water as they can get.

Wild horses also use water another way. When they find deep water, they wade into it. It feels good! It cools their skin.

1. What is the main idea? (Check one.)

_____ Wild horses need plenty of water.

_____ Wild horses move in bands protected by a stallion.

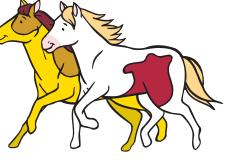
_____ Wild horses eat grass.

2. What are two reasons why wild horses need water? _____

3. Why do wild horses move around so much?

4. What do wild horses most like to eat? _____

5. What do wild horses spend half their time doing? _____



Recognizing Details: Wild Horses

Directions: Review what you read about wild horses. Then, answer the questions.

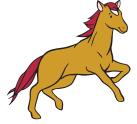
- 1. How did horses come to North America and become wild?
- 2. Why is it so difficult to capture, tame, and train wild horses? _____
- 3. Do you think it was right of the government to allow the killing of wild horses?

Ev	nlain	VOUR	anguar
	piairi	your	answer.

Do you think the remaining wild horses should be protected?

- 5. What is the role of the lead stallion in a wild horse herd?
- 6. What are some things wild horses have in common with giraffes?

7. What do you think will happen to wild horses as the prairie lands continue to disappear as a result of developments for homes and businesses?



Reading Comprehension: Oceans

If you looked at Earth from up in space, you would see a planet that is mostly blue. This is because more than two-thirds of Earth is covered with water. You already know that this is what makes our planet different from the others, and what makes life on Earth possible. Most of this water is in the four great oceans: Pacific, Atlantic, Indian, and Arctic. The Pacific is by far the largest and the deepest. It is more than twice as big as the Atlantic, the second largest ocean.

The water in the ocean is salty. This is because rivers are always pouring water into the oceans. Some of this water picks up salt from the rocks it flows over. It is not enough salt to make the rivers taste salty. But the salt in the oceans has been building up over millions of years. The oceans get more and more salty every century.

The ocean provides us with huge amounts of food, especially fish. There are many other things we get from the ocean, including sponges and pearls. The oceans are also great "highways" of the world. Ships are always crossing the oceans, transporting many goods from country to country.

The science of studying the oceans is called oceanography. Today, oceanographers have special equipment to help them learn about the oceans and seas. Electronic instruments can be sent deep below the surface to make measurements. The newest equipment uses sonar or echo-sounding systems that bounce sound waves off the sea bed and use the echoes to make pictures of the ocean floor.

Directions: Answer these questions about the oceans.

1.	How much of Earth is covered by water?
2.	Which is the largest and deepest ocean?
3.	What is the science of studying the oceans?
4.	What new equipment do oceanographers use?

Reading Comprehension: Whales

The biggest animal in the world is the whale. The blue whale is the largest animal that ever lived. It is even bigger than the great dinosaurs of long ago. Whales are close cousins to dolphins and porpoises, but these animals are less than 13 feet in length.

Whales spend their entire lives in water, usually in the ocean. Because of this, many people think that whales are fish. They are not. They are mammals. Four things prove that whales are mammals instead of fish: 1) Whales breathe with lungs instead of gills. A whale must come to the sur face to breathe. It blows the old air from its lungs out of a hole in the top of its head. 2) They are warm-blooded. 3) They have hair—though not very much! 4) Baby whales are born alive and get milk from their mothers.

Because whales often live in cold water, they have a thick layer of fat under their skin to protect them. This fat is called blubber. For many centuries, people have hunted the whale for its blubber.

Whales are very sociable animals and "talk" with each other by making different noises, including clicks, whistles, squeaks, thumps, and low moans. Because sound waves travel well in water, the "song" of some whales can be heard more than 100 miles away.

Directions: Answer these questions about whales.

- 1. Which whale is the biggest animal that has ever lived?
- 2. List four things proving that whales are mammals and not fish.

Q	
b	
C	
C	
d	

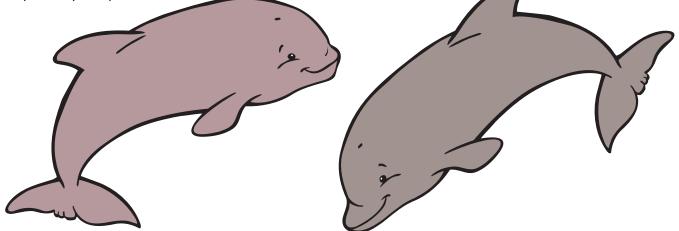
- 3. What are two "cousins" to the whale? _
- 4. What is the thick layer of fat under a whale's skin called?

Reading Comprehension: Dolphins and Porpoises

Dolphins and porpoises are members of the whale family. In fact, they are the most common whales. If they have pointed or "beaked" faces, they are dolphins. If they have short faces, they are porpoises. Sometimes large groups of more than 1,000 dolphins can be seen.

Dolphins and porpoises swim in a special way called "porpoising." They swim through the surface waters, diving down and then leaping up—sometimes into the air. As their heads come out of the water, they breathe in air. Dolphins are acrobatic swimmers, often spinning in the air as they leap.

Humans have always had a special relationship with dolphins. Stories dating back to the ancient Greeks talk about dolphins as friendly, helpful creatures. There have been reports over the years of people in trouble on the seas who have been rescued and helped by dolphins.



Directions: Answer these questions about dolphins and porpoises.

- 1. The small members of the whale family with the pointed faces are _____
- 2. Those members of the whale family with short faces are _____
- 3. What do you call the special way dolphins and porpoises swim? ______.
- 4. Do dolphins breathe with lungs or gills?
- 5. How did ancient Greeks describe dolphins? _____
- 6. Where have dolphins been reported to help people?

Reading Comprehension: Sharks

Sharks are known as the hunters of the sea. They are fish that eat other fish and even other sharks. Most people are frightened of sharks, but only a few of the more than 300 types of sharks are dangerous to people. Sharks vary in size and shape. The whale shark can be up to 60 feet long, but it is harmless. Some kinds of dogfish sharks are only a few inches long!

Sharks usually live in warm water, although they can be found anywhere in the ocean. Because of their shape, they are great swimmers.

Sharks are different from most other fish in a few ways. One important way is that they don't have any bones. Instead, their bodies have tough material called cartilage. Another way sharks are different is that their mouths are on the underside of the head. Most sharks have several rows of very sharp teeth. They never stop growing teeth. If a tooth wears out or is lost, a new one grows in its place.

Sharks spend most of their time eating and looking for food. They are excellent hunters. They can smell the smallest amount of blood from a long way off. Some kinds of sharks swim in packs, but the larger sharks hunt alone. Sharks usually approach their prey carefully,

especially if it is big. Unless they are very hungry, they will swim around in a circle for some time before attacking. Experienced divers know how to swim with sharks and feed them. They can tell by the way a shark comes up to them if they should be afraid.

ann

Directions: Answer these questions about sharks.

1.	Sharks are the hunters of the sea.	True	False
2.	There are thousands of kinds of sharks.	True	False
3.	All sharks are dangerous to humans.	True	False
4.	Sharks actually have very few teeth.	True	False
5.	Sharks spend most of their time eating and looking for food.	True	False

Reading Comprehension: Jacques Cousteau

Jacques Cousteau was one of the most famous undersea explorers in history. He revolutionized this study with his inventions. His inventions include the aqua lung and the diving saucer.

Jacques-Yves Cousteau was born in France in 1910. His family traveled a lot when he was a boy. They often visited the Atlantic Ocean. Even then, he was developing

what would become a lifelong love for the sea.

Because of all the moving his family did, Cousteau was a poor student in school.

He was often in trouble. But there were some areas in which he did very well. He was a wonderful swimmer, and he loved to invent things. Even as a teenager, he invented things that amazed grown-ups. He also learned a lot about other languages. By the time he started college, he was one of the best students in school. Because of his good grades, he was able to go to the French Naval Academy.

During World War II, Cousteau served as an officer in the French Navy. Most of his life became centered around the sea. He dreamed of owning his own ship. Finally, in 1950, he bought the *Calypso* (ca-LIP-so) and turned it into a research ship. Cousteau and his sailors explored the oceans. They searched shipwrecks and made underwater movies. He eventually won three Academy Awards for his undersea films. He also wrote many books about sea life. He worked very hard to teach people about the sea and how to take care of it.

Directions: Complete these statements about Jacques Cousteau.

1.	Jacques Cousteau was born in
2.	As a boy, Cousteau liked to swim and to
3.	Cousteau's ship was called
4.	Cousteau's undersea films won him

Contraction of the second

Reading Comprehension: Deep-Sea Diving

One part of the world is still largely unexplored: the deep sea. Over the years, many people have explored the sea. But the first deep-sea divers wanted to find sunken treasure. They weren't really interested in studying the creatures or life there. Only recently have they begun to learn some of the mysteries of the sea.

It's not easy to explore the deep sea. A diver must have a way of breathing under water. He must be able to protect himself from the terrific pressure. The pressure of air is about 15 pounds on every square inch. But the pressure of water is about 1,300 pounds on every square inch!

The first diving suits were made of rubber. They had a helmet of brass with windows in it. The shoes were made of lead and weighed 20 pounds each! These suits let divers go down a few hundred feet, but they were no good for exploring very deep waters. With a metal diving suit, a diver could go down 700 feet. Metal suits were first used in the 1930s.

In 1937, a diver named William Beebe wanted to explore deeper than anyone had ever gone before. He was not interested in finding treasure. He wanted to study deep-sea creatures and plants. He invented a hollow metal ball called the bathysphere. It weighed more than 5,000 pounds, but in it Beebe went down 3,028 feet. He saw many things that had never been seen by humans before.

Directions: Answer these questions about early deep-sea diving.

1. What were the first deep-sea divers interested in?

2. What are two problems that must be overcome in deep-sea diving?

a	
b	
<u> </u>	

3. How deep could a diver go wearing a metal suit?.

4. Who was the deep-sea explorer who invented the bathysphere?

Comprehension: Sea Lions

Directions: Read about sea lions. Then, answer the questions.

Sea lions are friendly-looking animals. Their round faces and whiskers remind people of the faces of small dogs. The almond shape of their eyes gives them a look of intelligence. Whether it is true or not, sea lions often look as though they are thinking.

Sea lions behave like playful children. They push each other off rocks. They slide into the water. Sometimes, they body surf! Like people, they often ride the crest of waves. They let the waves carry them near the shore. Then, they swim back out to ride more waves.

Although sea lions do not have real toys, they like to play with seaweed. They toss it in the air. They catch it in their mouths. Yuck! They must not mind the taste!

If you have been to a marine park, you may have watched sea lions. Sea lions can be taught many tricks. They can balance balls on their noses. They can jump through hoops. Their trainers give them fish to reward them for doing tricks. Sea lions look very pleased with themselves when they perform. They love fish, and they grow to love applause.

1. What are three ways sea lions play?

2. Why do sea lions look intelligent?

3. What tricks can sea lions be taught to do? _____

4. As a reward, trainers give sea lions

fish.

hugs.

applause.

Recognizing Details: More About Sea Lions

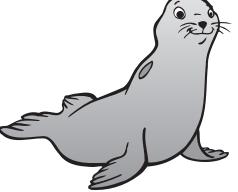
Directions: Read more about sea lions. Then, answer the questions.

Sea lions love water! That is a good thing, because they spend most of their lives in it. Usually, the water is very cold. People cannot stay in cold water very long. The coldness slows down a person's heartbeat. It can actually make a person's heart stop beating.

Sea lions do not feel the cold. Their bodies are covered with a special layer of fat called blubber. The blubber is like a thick coat. It keeps the sea lion's body heat in. It keeps the bone-chilling cold out.

Like people, sea lions are mammals. They have warm blood. They breathe air. Baby sea lions are born on land. The mother sea lions produce milk for their babies. Like human babies, sea lions snuggle up with their mothers when they nurse. The mother knows just what her baby smells like. This is how she tells which baby is hers. She will only nurse her own baby.

Baby sea lions are called pups. Female sea lions are called cows. Male sea lions are called bulls. When pups are a few days old, their mothers leave them for a while each day. They go into the ocean to hunt fish. The pups don't seem to mind. They gather together in small groups called pods. The pods are like a nursery school! But no teacher is in charge. As many as 200 pups may spend the day together playing, swimming, and sleeping.



1. What are male, female, and baby sea lions called?

Main Idea: Pupping Time

Directions: Read about sea lion "pupping time." Then, answer the questions.

When sea lion cows gather on the beach to give birth, it is called "pupping time." Pupping time is never a surprise. It always occurs in June. Thousands of sea lions may gather in one spot for pupping time.

The cow stays with her pup for about a week after birth. During that time, she never leaves her baby. If she must go somewhere, she drags her pup along. She grabs the loose skin around her pup's neck with her teeth. To humans, it doesn't look comfortable, but it doesn't hurt the pup.

One place the mother must go is to the water. Because of her blubber, she gets hot on land. To cool off, she takes a dip in the ocean. When she comes out, she sniffs her pup to make sure she's got the right baby. Then, she drags him back again to a spot she has staked out. After a week of being dragged around, do you think the pup is ready to play?

1. Why do thousands of sea lions gather together at a certain time? _

- Pups are born in June.

2.	Why isn't pupping time ever a surprise?
3.	How does a cow take her pup along when she goes for a cool dip?
	First, she grabs the
	Then, she drags
	After the swim, she sniffs
4.	What is the main idea?(Check one.)
	Thousands of cows gather at pupping time to give birth and afterwards stay with their pups for a week.
	Thousands of sea lions take cools dips and usually drag their pups along.

Name

Comprehension: Sea Lions

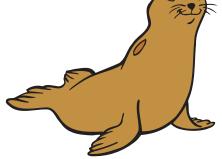
Directions: Review what you read about sea lions. Then, answer the questions.

2. How are people like sea lions?

3. Pretend you are a pup in a pod. What would your day be like? What would you do? What would you play?

- 4. Why do sea lions go into the water so much?_____
- 5. How do you think sea lions protect themselves?

6. What is the sea lion's habitat like?



Review

Directions: Follow the instructions. Write your answers.

1. Create a wild animal alphabet, and illustrate it on drawing paper.

Example: A — ALLIGATOR

B — BEAR

C - CROCODILE

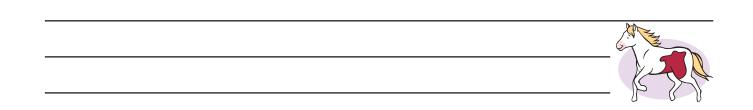


- 2. Select one of the wild animals you read about. Make a diorama of its habitat. A **diorama** is a three-dimensional model of a scene.
- 3. Compare the giraffe, wild horse, and sea lion. List the ways the three animals are alike and the ways they are different.

	Giraffe	Wild Horses	Seal Lions
Alike _			
Different .			
. What phy	rsical characteristics of the	three animals help them sur	vive? Which do you

4. What physical characteristics of the three animals help them survive? Which do you think is the best and why?

5. How do these animal stories differ from the animal legends and fables you read?



Recognizing Details: Orbiting Earth

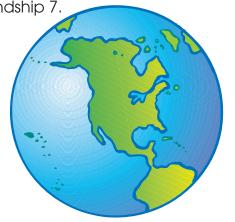
Directions: Read about orbiting Earth. Then, answer the questions.

John Glenn was the first American to circle Earth. When someone circles a planet, it is called "orbiting."

On February 20, 1962, John Glenn first went into space and started his trip around Earth. The name of his spaceship was Friendship 7.

Other American astronauts had already been into space. They knew what it was like to have no gravity. Their work helped John Glenn when he took his flight into space. John Glenn went around Earth all by himself. He was the only astronaut on board Friendship 7!

John Glenn was not the first person to orbit Earth, though. The year before Glenn orbited our planet, a Russian man did it. Yuri Gagarin was the first person to travel around Earth.



1. Who was the first American to orbit Earth?_____

- 2. What does orbit mean?
- 3. When did John Glenn orbit Earth?

4. What was the name of John Glenn's spaceship?

5. Who orbited Earth before John Glenn?

- 6. How long after the Russian orbited Earth did John Glenn make his journey?
- 7. People who are the first to do something that has never been done before are called "pioneers." What could you do to be considered a pioneer? Explain your choice.

Main Idea: Chimpanzees Went First

Directions: Read about chimpanzees in space. Then, answer the questions.

Chimpanzees went into space before astronauts! In the 1950s, scientists decided to try sending chimps into space because they are much like humans, except they are stronger.

The first two chimps to ride in a rocket were named Pat and Mike. Their ride was in 1953. Ham was the first chimpanzee to go into space. That was in 1961.

Before John Glenn orbited Earth, a chimpanzee had already done it. The chimp, named Enos, had circled Earth twice!

1. What is the main idea?

_____ Chimpanzees are better astronauts than people.

_____ Chimpanzees went into space before humans did.

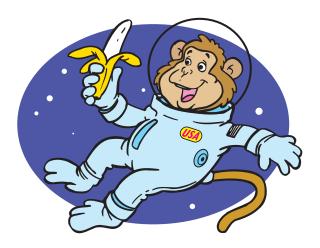
_____ Only chimpanzees with names could become astronauts.

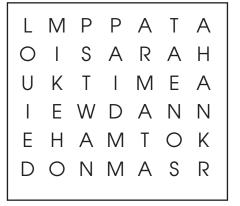
2. Who were the first chimpanzees to ride in a rocket? _____

3. Which chimpanzee orbited Earth before John Glenn?

4. How many times did he circle Earth? _____

Directions: Circle the names of the four chimpanzees mentioned in the story.





Space Pioneer

Neil Armstrong was one of the great pioneers of space. On July 20, 1969, Armstrong was commander of *Apollo 11*, the first manned American

spacecraft to land on the moon. He was the first person to walk on the moon.

Armstrong was born in Ohio in 1930. He took his first airplane ride when he was 6 years old. As he grew older, he did jobs to earn money to learn to fly. On his 16th birthday, he received his student pilot's license.

Armstrong served as a Navy fighter pilot during the Korean War. He received three medals. Later, he was a test pilot. He was known as one of the best pilots in the world. He was also an engineer. He contributed much to the development of new methods of flying. In 1962, he was accepted into an astronaut training program.

Armstrong had much experience when he was named to command the historic flight to the moon.

It took four days to fly to the moon. As he climbed down the ladder to be the first person to step onto the moon, he said these now famous words: "That's one small step for man, one giant leap for mankind."

Directions: Answer these questions about Neil Armstrong.

- 1. What did Neil Armstrong do before any other person in the world?
- 2. How old was Neil Armstrong when he got his student pilot's license?
- 3. What did Armstrong do during the Korean War?
- 4. On what date did a person first walk on the moon?

Recognizing Details: Sally Ride, First Woman in Space

Directions: Read about Sally Ride. Then, answer the questions.

Sally Ride was the first American woman in space. She was only 31 years old when she went into space in 1982. Besides being the first American woman, she was also the youngest person ever to go into space!

Many people wanted to be astronauts. When Sally Ride was chosen, there were 8,000 people who wanted to be in the class. Only 35 were selected. Six of those people were women.

Sally Ride rode in the spaceship Challenger. She was called a mission specialist. Like any astronaut, Sally Ride had to study for several years before she went into space. She spent six days on her journey. She has even written a book for children about her adventure! It is called *To Space and Back*.

1. What was significant about Sally Ride's journey into space?

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3. What was the name of her spaceship?

4. What was her title on the trip into space?

5. How long did Sally Ride's journey last?

6.	What	was	the	name	of the	book	she	wrote?
<u> </u>				1101110	01110	00010	00	

7. Why do you think many people want to be astronauts? _____



Main Idea: Floating in Space

Directions: Read about life in space. Then, answer the questions.

Life in space is very different from life on Earth. There is no gravity in space. Gravity is what holds us to the ground. In space, everything floats around.

Astronauts wear suction cups on their shoes to hold them to the floor of their spaceships. At night, they do not crawl into bed like you do. Instead, they climb into sleeping bags that hang on the wall, and then they zip themselves in.

If an astronaut is thirsty, he or she cannot simply pour a glass of water. The water would form little balls that would float around the spaceship! Instead, water has to be squirted into the astronauts' mouths from bottles or containers.

When astronauts are in space, they do a lot of floating around outside their spaceship. Astronauts always have special jobs to do in space. One astronaut is the pilot of the spaceship. The other astronauts do experiments, make repairs, and gather information about their trip.

1. What is the main idea?

_____ Life in space is much different than it is on Earth.

_____ Without gravity, people on Earth would float around.

_____ Gravity makes life on Earth much different than life in space.

2. What does gravity do?

3. How do astronauts sleep?

4. What do astronauts do in space? _____

5. How do astronauts drink water?

6. Would you like to be an astronaut? Why or why not? _____

Review

Directions: Read about early ideas for space travel. Then, answer the questions.

People have dreamed about going into space for thousands of years. There are legends that tell about inventors who wanted to get birds to fly to the moon. In 1864, a French author named Jules Verne wrote a book called *From the Earth to the Moon*. In the book, he wrote about men being shot into space from a huge cannon.

Jules Verne made up that story. Other writers also made up stories about going to the moon. During the 1920s, several scientists wrote about sending rockets into space. They decided that liquid fuel was needed. Since then, space exploration has come a long way!

A Russian named Yuri A. Gagarin was the first person in space. An American, Alan B. Shepard, Jr., went into space next. Both men did experiments that later helped other astronauts in their trips to outer space.

1. What is the main idea?

People have thought about going into space _____ since 1920.

People have thought about going into space _____ for many years.

People like Jules Verne had many ideas about _____ how to get to the moon.

2. Who wrote a book called From the Earth to the Moon? _____

3. What did he write about?

4. When was that book written? _____

5. In what country did Jules Verne live?

6. What did scientists in the 1920s think we needed to go to space?

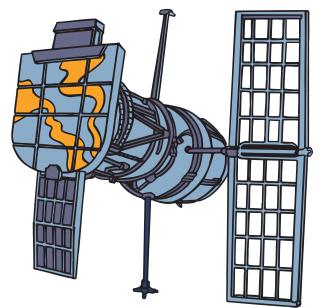
7. How did Yuri Gagarin and Alan Shepard help future astronauts? _____



Reading Comprehension: Telescopes

A telescope is an instrument that makes distant objects, such as the stars and planets, seem closer and bigger. This allows us to get a better look at them and scientists to learn more about them. In 1990, a very special telescope was launched into the sky aboard the space shuttle *Discovery*. The Hubble Space Telescope (HST), which is named for the man who invented it, cost almost 2 billion dollars to make.

HST is a powerful eye in the sky that may help answer questions scientists have asked for a long time: How did the universe begin? How will it end? Is there other life in the universe?



Scientists need big telescopes to explore the universe. On Earth, there are two main problems that keep scientists from clearly seeing the heavens. The lights from the cities are so bright that they wash out the lights from the stars. A bigger problem is the blanket of air that covers Earth. It blurs the view. These aren't problems for the HST, because in space there are no clouds and no bright city lights.

The HST is a huge telescope. It is 43 feet long and 14 feet across. It weighs 24,250 pounds. It is very powerful, too. Scientists say that if you put a dime on the top of the Washington Monument in Washington, D.C., you would be able to clearly read the date on it from New York City using the HST. That is 175 miles away!

Directions: Answer these questions about a special telescope.

1. What is a telescope? _____

2. What is the name of the giant telescope that was launched into space in 1990?

3. What are two problems for scientists trying to look at the stars and planets from Earth?

4. How much does the HST weigh? _____

Comprehension: Clouds



Directions: Read about clouds. Then, answer the questions.

Have you ever wondered where clouds come from? Clouds are made from billions and billions of tiny water droplets in the air. The water droplets form into clouds when warm, moist air rises and is cooled.

Have you ever seen your breath when you were outside on a very cold day? Your breath is warm and moist. When it hits the cold air, it is cooled. A kind of small cloud is formed by your breath!

Clouds come in many sizes and shapes. On some days, clouds blanket the whole sky. Other times, clouds look like wispy puffs of smoke. There are other types of clouds as well.

Weather experts have named clouds. Big, fluffy clouds that look flat on the bottom are called **cumulus** clouds. **Stratocumulus** is the name for rounded clouds that are packed very close together. You can still see patches of sky, but stratocumulus clouds are thicker than cumulus ones.

If you spot **cumulonimbus** clouds, go inside. These clouds are wide at the bottom and have thin tops. The tops of these clouds are filled with ice crystals. On hot summer days, you may even have seen cumulonimbus clouds growing. They seem to boil and grow as though they are coming from a big pot. A violent thunderstorm usually occurs after you see these clouds. Often, there is hail.

Cumulus, stratocumulus, and cumulonimbus are only three of many types of clouds. If you listen closely, you will hear television weather forecasters talk about these and other clouds. Why? Because clouds are good indicators of weather.

1. How are clouds formed?

2. How can you make your own cloud?

3. What should you do when you spot cumulonimbus clouds?

4. What often happens after you see cumulonimbus clouds?

5. What kind of big, fluffy clouds look flat on the bottom? _____

Recognizing Details: Clouds



Directions: Review what you learned about clouds. Then, answer the questions.

1. How are clouds a good indicator of the weather?

2. When you take something out of the freezer on a warm day, why do you think it looks like steam is rising from the object?

3. What does this have to do with clouds? _____

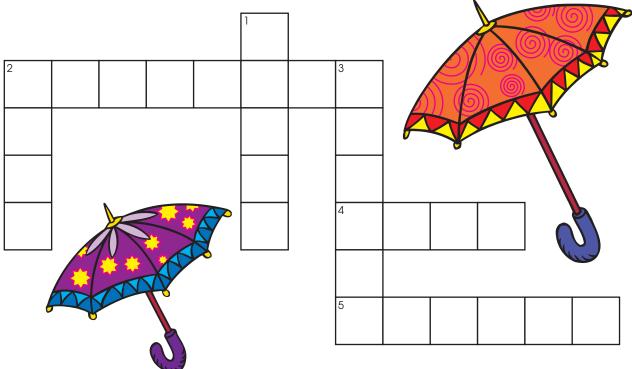
Directions: Use cotton balls to make models of the three types of clouds.

Following Directions: Rain

Directions: Read about rain. Then, solve the puzzle.

Rain develops from water vapor, dust, and temperature inside clouds. From this combination, water droplets form and grow. When the droplets become too heavy for the cloud, they fall as rain. Weather experts say that when it storms, the raindrops are about 0.02 inches (0.5 millimeters) in size.

Sometimes, the air below the rain cloud is very dry. The dry air dries out the wetness of the raindrop and turns it back into water vapor before it hits the ground. This is what happens in the summer when it looks as though it will rain but doesn't. The rain begins to fall, but it dries up before it falls all the way to the ground.



Across:

- 2. These form from water vapor, dust, and the temperature inside clouds.
- 4. Falls when the water droplets become too heavy for the clouds.
- 5. Season when the air under the cloud sometimes dries the rain before it hits the ground.

Down:

- 1. When water droplets inside clouds get this way, rain falls.
- 2. Combines with water vapor and the temperature inside clouds.
- 3. Raindrops measure about 0.02 inches (0.5 mm) when it _____.

Comprehension: Thunderstorms

Directions: Read about thunderstorms. Then, answer the questions.

Thunderstorms can be scary! The sky darkens. The air feels heavy. Then, the thunder begins. Sometimes, the thunder sounds like a low rumble. Other times, thunder is very loud. Loud thunder can be heard 15 miles away.

Thunderstorms begin inside big cumulonimbus clouds. Remember, cumulonimbus are the summer clouds that seem to boil and grow. It is as though there is a big pot under the clouds.

Thunder is heard after lightning flashes across the sky. The noise of thunder happens when lightning heats the air as it cuts through it. Some people call this quick, sharp sound a thunderclap. Sometimes, thunder sounds "rumbly." This rumble is the thunder's sound wave bouncing off hills and mountains.

Weather experts say there is an easy way to figure out how far away a storm is. First, look at your watch. Count the number of seconds between the flash of lightning and the sound of thunder. To find how far away the storm is, divide the number of seconds by five. This will tell you how many miles away the storm is.

How far away is the storm if you count 20 seconds between the flash of lightning and the sound of thunder? Twenty divided by five is four miles. What if you count only five seconds? One mile! Get inside quickly. The air is charged with electricity. You could be struck by lightning. It is not safe to be outside in a thunderstorm.

1. Where do thunderstorms begin? _____

2. When is thunder heard? _____

3. What causes thunder to sound rumbly? _____

4. To find out how far away a storm is, count the seconds between the thunder and lightning and divide by what number?

5. If you count 40 seconds between the lightning and thunder, how far away is the storm?

6. What comes first, thunder or lightning? _____

Recognizing Details: Lightning Safety

Directions: Read about safety rules for lightning. Then, answer the questions.

During a storm, lightning can be very dangerous. If you are outside when a thunderstorm begins, look for shelter in a building. If you are in the woods, look for a cave. If you are in an open field, lie down in a hole. If there is no hole, lie flat on the ground.

Standing in an open field, your body is like a lightning rod. Never look for shelter under a tree during a thunderstorm. Lightning is even more likely to strike there! You and the tree are two lightning rods standing together.

Water is also a good conductor of electricity. You must never go into the water when a storm is brewing. The air becomes charged. The charge attracts lightning. The lightning has to go somewhere, and it may go into the water. That is why lifeguards order everyone out of the pool even before a storm comes.

If a thunderstorm comes up when you are boating, get to shore fast. Do not hold fishing rods or other metal objects. They attract lightning.

A car is a good, safe place to be in a thunderstorm. The rubber tires "ground" the car's metal body and remove its charge. This means the electricity cannot go through the car. Lightning does not strike cars. You are safe inside a car.

1. What should you do if you are in a field when a thunderstorm begins? _____

2. What is your body like if you are outside during a thunderstorm?

3. Why do lifeguards order people from the pool before a thunderstorm?

4. Where is a good place to be during a thunderstorm? _____

5. Besides the human body, name two things that attract lightning.

Review
Directions: Review what you learned about rain, thunder, and lightning. Then, answer the questions.
1. How are thunderstorms different from rain showers?
2. Do you think thunderstorms are scary? Explain
3. What is thunder?
4. Why do you think some thunder is louder or softer than other thunder?
5. Why shouldn't you be outside in a storm?
6. Name ways you can seek shelter during a storm if you are:
in the woods:
in a field:
in a field with no hole:
7. What makes a car a safe place during a storm?
8. Would you have thought this to be true? Why or why not?

Comprehension: Hurricanes

Directions: Read about hurricanes. Then, answer the questions.

Have you ever been in a hurricane? If you are lucky, you have not. Hurricanes are deadly! Thunderstorms are scary and can cause damage, but hurricanes are the most destructive storms on Earth.

There are three "ingredients" in a hurricane. They are turbulent oceans, fierce winds, and lashing rains. Hurricane winds can blow as fast as 180 miles (290 kilometers) an hour. They can pull up trees, buildings, cars, and people. Hurricanes can destroy anything in their paths.

There are other names for hurricanes. In some parts of the world, they are called cyclones. The people who live on the islands in the Pacific Ocean call them typhoons. In Australia, some people use a funny name to describe these terrible storms. They call them "willywillies."

Although hurricanes can occur in most parts of the world, they all start in the same place. The place hurricanes are "born" is over the ocean near the equator.

Here is how a hurricane is born. At the equator, the sun is very, very hot. The scorching sun beats down on the ocean water. It heats the water and the air above the water. The heated air begins to spiral upward in tiny, hot circles. When the heated air combines with moist air, it is drawn farther up toward the sky.

The spiral of heated air and moist air begins to twist. As it twists, it grows. As it grows, it spins faster and faster in a counterclockwise direction. (This means in the opposite direction from the way a clock's hands move.) Huge rain clouds form at the top of the spiral as the air at the top is cooled. The combination of rain, hot air, and spiraling winds creates a hurricane.

1. What are other names for hurricanes?

2. Where do all hurricanes begin? _____



3. What direction does a hurricane's spiral move?

4. What three "ingredients" are needed to produce a hurricane?

Recognizing Details: Hurricanes

Directions: Review what you learned about hurricanes. Then, answer the questions.

1	What is the	most de	structive	type of	fstorm	on Farth?
1.		11031 00	SILUCIIVE	TYPE O	3101111	

2. What makes them so destructive?

3. What makes hurricanes scarier than thunderstorms?

4. How do hurricanes form?

5. What parts of the United States are most likely to be struck by a hurricane?

6. Many people enjoy living or vacationing in beach areas. Do you think they would feel the same way if they were on the coast when a hurricane happened? Explain.

7. What does counterclockwise mean?

Main Idea: Tornadoes

Directions: Read about tornadoes. Then, answer the questions.

Another type of dangerous weather condition is a tornado. While hurricanes form over water, tornadoes form over land. Tornadoes are more likely to form in some locations than in others. The areas where tornadoes frequently form are called "tornado belts." In the United States, a major tornado belt is the basin of land between Missouri and Mississippi.

Tornadoes are formed when masses of hot air meet masses of cold air. When these air masses slam together, bad thunderstorms begin. People in tornado belts are fearful when a severe storm threatens. They know a tornado may occur if the warm, moist air rushes upward and begins to spiral.

The tornado forms a funnel cloud. The funnel is narrow at the base and broad at the top. The tornado's funnel cloud can move very fast. The winds around the funnel can move 300 miles an hour. The winds inside the funnel are fast, too. The tornado acts like a giant vacuum cleaner. It sucks up everything in its path. People, animals, cars, and houses are all in danger when a tornado strikes.

It is difficult to stay out of a tornado's path. The way it moves is unpredictable. It may move straight or in a zig-zag pattern. The winds of the tornado make a screaming noise like a huge train rushing by. People who have lived through a tornado usually say it was the most frightening experience of their lives.

1. What is the main idea? (Check one.)

_____ Tornadoes form over land, and hurricanes form over water.

_____ Tornados sound like a rushing train.

Tornadoes, which form over land under certain — weather conditions, are dangerous and frightening.

2. How fast can the winds around the funnel cloud move? _____

3. Why is it hard to stay out of the path of a tornado?

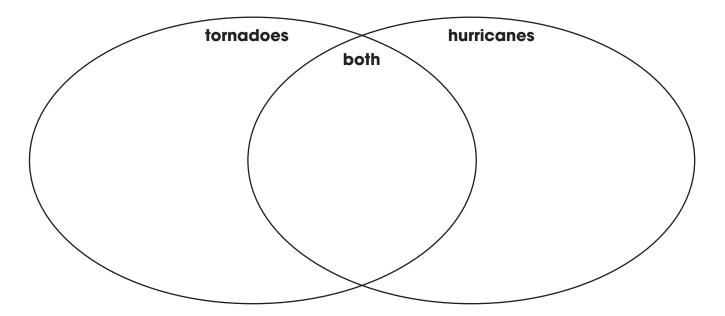
4. What household appliance can a tornado be compared to?

Recognizing Details: Tornadoes

Directions: Review what you learned about tornadoes. Then, answer the questions.

6. What types of winter storms are also dangerous? Why? _____

Directions: Compare and contrast tornadoes and hurricanes in the Venn diagram.



Reading Comprehension: Your Five Senses

Your senses are very important to you. You depend on them every day. They tell you where you are and what is going on around you. Your senses are sight, hearing, touch, smell, and taste.

Try to imagine for a minute that you were suddenly unable to use your senses. Imagine, for instance, that you are in a cave and your only source of light is a candle. Without warning, a gust of wind blows out the flame.

Your senses are always at work. Your eyes let you read this book. Your nose brings the scent of dinner cooking. Your tongue helps you taste dinner later. Your hand feels the softness as you stroke a puppy. Your ears tell you that a storm is approaching.

Your senses also help keep you from harm. They warn you if you touch something that will burn you. They keep you from looking at a light that is too bright, and they tell you if a car is coming up behind you. Each of your senses collects information and sends it as a message to your brain. The brain is like the control center for your body. It sorts out the messages sent by your senses and acts on them.

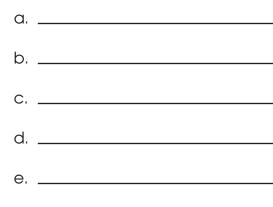
Directions: Answer these questions about the five senses.

1. Circle the main idea:

Your senses keep you from harm.

Your senses are important to you in many ways.

2. Name the five senses.





3. Which part of your body acts as the control center?

Reading Comprehension: Touch

Unlike the other senses, which are located only in your head, your sense of touch is all over your body. Throughout your life, you receive an endless flow of information about the world and yourself from your sense of touch. It tells you if something is hot or cold, hard or soft. It sends messages of pain, such as a headache or sore throat, if there is a problem.

There are thousands of tiny sensors all over your body. They are all linked together. These sensors are also linked to your spinal cord and your brain to make up your central nervous system. Through this system, the various parts of your body can send messages to your brain. It is then the brain's job to



decide what it is you are actually feeling. All this happens in just a split second. Not all parts of your body have the same amount of feeling. Areas that have the most nerves, or sensors, have the greatest amount of feeling. For instance, the tips of your fingers have more feeling than parts of your arm.

Some sensors get used to the feeling of an object after a period of time. When you first put your shirt on in the morning, you can feel its pressure on your skin. However, some of the sensors stop responding during the day.

One feeling you cannot get used to is the feeling of pain. Pain is an important message, because it tells your brain that something harmful is happening to you. Your brain reacts by doing something right away to protect you.

Directions: Answer these questions about the sense of touch.

1. Circle the main idea:

The sense of touch is all over your body.

You cannot get used to the sense of pain.

2. The nerves, spinal cord, and brain are linked together to make the _

3. One feeling you can never get used to is ______.

4. All parts of your body have the same amount of feeling. True False

5. It is the brain's job to receive messages from the sensors on your body and decide what you are actually feeling. True False

Reading Comprehension: Smell

Your nose is your sense organ for smelling. Smells are mixed into the air around you. They enter your nose when you breathe.

In the upper part of your nose, there are special smell sensors. They pick up smells and send messages to your brain. The brain then decides what it is you are smelling.

Smelling can be a pleasant sense. Sometimes smells can remind you of a person or place. For instance, have you ever smelled a particular scent and then suddenly thought about your grandmother's house? Smell also can make you feel hungry. In fact, your sense of smell is linked very closely to your sense of taste. Without your sense of smell, you would not taste food as strongly.

Smelling also can be quite unpleasant. But this, too, is important. By smelling food you can tell if it is spoiled and not fit to eat. Your sense of smell also can sometimes warn you of danger, such as a fire.

The sense of smell tires out more quickly than your other senses. This is why you get used to some everyday smells and no longer notice them after a while.

Directions: Answer these questions about the sense of smell.

1.	Smells are mixed in _	
		·

2. The sense of smell is linked closely to the sense of ____

3. Give an example of why smelling bad smells can be important to you.

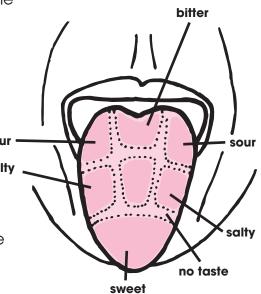


Reading Comprehension: Taste

The senses of taste and smell work very closely together. If you can't smell your food, it is difficult to recognize the taste. You may have noticed this when you've had a bad cold with a stuffed-up nose.

Tasting is the work of your tongue. All over your tongue are tiny taste sensors called taste buds. If you look at your tongue in a mirror, you can see small groups of taste buds. They are what give your tongue its rough appearance. Each taste bud has a small opening in it. Tiny pieces of food and drink enter this opening. There, taste sensors gather information about the taste and send messages to your brain. Your brain decides what the taste is.

Taste buds located in different areas of your tongue recognize different tastes. There are four tastes your tongue can recognize: sweet, sour, bitter, and salty. All other flavors are a mixture of taste and smell.



Directions: Answer these questions about the sense of taste.

It is difficult to taste your food if you can't ______

2. The tiny taste sensors on your tongue are called _____

3. The four tastes that your tongue can recognize are _____

4. All other flavors are a mixture of _____

Reading Comprehension: Sight

You can see this page because of light. Without light, there would be no sight. In a dark room, you might see only a few large shapes. If it is pitch black, you can't see anything at all.

Light reflects or bounces off things and then travels to your eyes. The light enters your eye through the pupil. The pupil is the black circle in the middle of your eye. It gets bigger in low light to let in as much light as possible. In bright light, it shrinks so that too much light doesn't get in.

Light enters through the pupil and then passes through the lens. The lens bends the light so that it falls on the back of your eye on the retina. The retina has millions of tiny cells that are very sensitive to light. When an image is formed in the eye, it is upside down. This image is sent to your brain. The brain receives the message and turns the picture right side up again.

Some people are farsighted. This means they can clearly see things that are far away, but things close by may be blurred. People who are nearsighted can clearly see things better if they are close by. Glasses or contact lenses can help correct these problems.

Some people can see only a little bit or perhaps not at all. This is called being blind. Blind people rely on their sense of touch to learn more about the world. They can even use their sense of touch to read. Some blind people read with a special printing system called Braille. The system is named for the man who invented it. Braille has small raised dots instead of letters on a page.

Directions: Answer these questions about the sense of sight.

- 1. Without ______, there would be no sight.
- 2. Reflect means _____
- 3. The part of the eye that controls the amount of light entering your eye by getting

bigger and smaller is called the _____

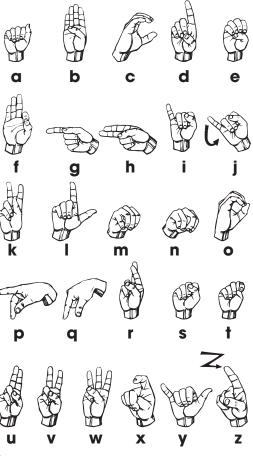
- 4. To correct nearsightedness or farsightedness, you can wear _____
- 5. What is the name of the special printing system for blind people?

Reading Comprehension: Hearing

Every sound you hear is made by the movement of air. These movements, called vibrations, spread out in waves. Your outer ear collects these "sound waves" and sends them down a tube to the inner ear. The vibrations hit the eardrum, a flap of skin stretched across the inner end of the tube. As the eardrum vibrates, a tiny bone called the hammer moves back and forth. This helps the vibrations move to three small bones and then to the cochlea, where they are changed to nerve impulses. The impulses travel to the brain where they are recognized as sounds.

Some people have trouble hearing or cannot hear at all. This is called being deaf. Some deaf people can understand what you are saying by watching how your lips move. They use their eyes as their ears. Sometimes, a hearing aid can help improve hearing. It is like a tiny radio that fits into the ear. Sounds enter the hearing aid and are made much louder.

Deaf people also have difficulty learning to speak because they cannot hear how to say words. Many deaf people "talk" by making pictures with their hands. This kind of talking is called sign language. Every letter of the alphabet has a sign. These signs are shown above.



Directions: Answer these questions about the sense of hearing.

- 1. Sound is made by movements of the air called _
- 2. The flap of skin stretched over the inner end of the tube inside your ear is called

the		

3. People who cannot hear are said to be _____

- 4. The language of making pictures with your hands is called _____
- 5. Read this word in sign language.
 - It says _

Reading Comprehension: The Five Senses

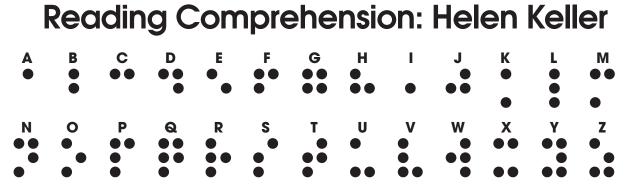
Directions: Before each sentence, write the sense—hearing, sight, smell, taste, or touch—that is being used. The first one is done for you.

hearing	1.	The rooster crows outside my window early each morning.
	2.	After playing in the snow, our fingers and toes were freezing.
	3.	I could hear sirens in the distance.
	4.	I think this tree is taller than that one.
	5.	The delicious salad was filled with fresh, juicy fruits.
	6.	The odor of the bread baking in the oven was wonderful.
	7.	There was a rainbow in the sky today.
	8.	The kitten was soft and fluffy.
	9.	Her perfume filled the air when she walked by.
	10.	An airplane wrote a message in the sky.
	11.	The trail mix we made was yummy.
	12.	The steamboat whistle frightened the baby.
	13.	The sour lemon made my lips pucker.
	14.	Her gum-popping got on my nerves.

Reading Comprehension: The Five Senses

Directions: Each word in the word box makes you think of hearing, sight, smell, taste, or touch. Write each word under the sense that is used. One is done for you.





The story of Helen Keller has given courage and hope to many people. Helen had many problems, but she used her life to do great things.

When Helen Keller was a child, she often behaved in a wild way. She was very bright and strong, but she could not tell people what she was thinking or feeling. And she didn't know how others thought or felt. Helen was blind and deaf.

Helen was born with normal hearing and sight, but this changed when she was 1 year old. She had a serious illness with a very high fever. After that, Helen was never able to see or hear again.

As a child, Helen was angry and lonely. But when she was 6 years old, her parents got a teacher for her. They brought a young woman named Anne Sullivan to stay at their house and help Helen. After much hard work, Helen began to learn sign language. Anne taught Helen many important things, such as how to behave like other children. Because Helen was so smart, she learned things very quickly. She learned how to read Braille. By the time she was 8 years old, she was becoming very famous. People were amazed at what she could do.

Helen continued to learn. She even learned how to speak. When she was 20 years old, she went to college. Helen did so well in college that a magazine paid her to write the story of her life. After college, she earned money by writing and giving speeches. She traveled all around the world. She worked to get special schools and libraries for the blind and deaf. She wrote many books, including one about her teacher, Anne Sullivan.

Here is how "Helen" is written in Braille:

2. What happy thing happened when Helen was 6 years old?

3. What was her teacher's name?

Review

Name

In this book, you have learned new ways to write and "talk." There are many other ways to express your thoughts to others. Here is another one.

For hundreds of years, Native Americans used their own system of sign language. These signs were understood by all tribes, even though their spoken languages were different.

The Plains tribes helped to develop and spread sign language. The Plains tribes liked to wander. They never camped in any one place for long. They used sign language so they could talk with other Native Americans wherever they went.

The first white adventurers and trappers in America also learned Native American sign language. They wanted to understand and be understood by the Native Americans.

Many Native Americans today still use this ancient form of talking. It is no longer necessary, but it is an important link to their past.

Directions: Answer these questions about sign language.

1. Circle the main idea:

Native Americans used a kind of sign language.

There are many ways to express your thoughts to others.

2. Every tribe had its own sign language.	True	False
3. The Plains tribes did not use sign language.	True	False
4. Many Native Americans today still use this sign language.	True	False
5. Sign language is still necessary among Native Americans.	True	False



Name

Writing: Sentences

A **sentence** is a group of words that expresses a complete thought.

Directions: Write **S** by each sentence. Write **NS** by the words that are not sentences.

Examples:

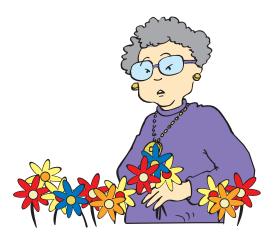


<u>NS</u> A pinch of salt in the soup.



S Grandmother was fond of her flower garden.

- _____ 1. Tigers blend in with their surroundings.
- _____ 2. Our crop of vegetables for this summer.
- _____ 3. Don't forget to put the plug in the sink.
- _____ 4. Usually older people in good health.
- _____ 5. Fond of lying in the sun for hours.
- 6. Will ducks hatch a swan egg?
- _____ 7. I hope he won't insist on coming with us.
- 8. Regular exercise will pump up your muscles.
- 9. A fact printed in all the newspapers.
- ____10. Did you pinch the baby?
- ____11. Plug the hole with your finger.
- 12. A new teacher today in health class.
- ____13. I insist on giving you some of my stickers.
- ____14. A blend of peanut butter and honey.
- 15. As many facts as possible in your report.





Kinds of Sentences: Statements and Questions

A statement tells some kind of information. It is followed by a period (.).

Examples: It is a rainy day. We are going to the beach next summer.

A **question** asks for a specific piece of information. It is followed by a question mark (?).



ī

i i

Examples: What is the weather like today? When are you going to the beach?

Directions: Write whether each sentence is a statement or question. The first one has been done for you.

1. Jamie went for a walk at the zoo.	<u>statement</u>
2. The leaves turn bright colors in the fall.	
3. When does the Easter Bunny arrive?	
4. Madeleine went to the new art school.	
5. Is school over at 3:30?	
6. Grandma and Grandpa are moving.	
7. Anthony went home.	
8. Did Lena go to Amy's house?	
9. Who went to work late?	
10. Ms. McDaniel is a good teacher.	

Directions: Write two statements and two questions below.

Statements:

Questions:



Kinds of Sentences: Commands and Exclamations

A command tells someone to do something. It is followed by a period (.).

Examples: Get your math book. Do your homework.

An **exclamation** shows strong feeling or excitement. It is followed by an exclamation mark (!).

Examples: Watch out for that car! Oh, no! There's a snake!

Directions: Write whether each sentence is a command or exclamation. The first one has been done for you.

- 1. Please clean your room.
- 2. Wow! Those fireworks are beautiful!
- 3. Come to dinner now.

ENGLISH

- 4. Color the sky and water blue.
- 5. Trim the paper carefully.
- 6. Hurry, here comes the bus!
- 7. Isn't that a lovely picture!
- 8. Time to stop playing and clean up.
- 9. Brush your teeth before bedtime.
- 10. Wash your hands before you eat!

Directions: Write two commands and two exclamations below.

Commands:

Exclamations:



command



Writing: Four Kinds of Sentences

Directions: Write **S** for statement, **Q** for question, **C** for command, or **E** for exclamation. End each sentence with a period, question mark, or exclamation mark.

Example: <u>L</u> You better watch out!

- My little brother insists on coming with us
- _____ 2. Tell him movies are bad for his health
- _____ 3. He says he's fond of movies
- 4. Does he know there are monsters in this movie
- 5. He says he needs facts for his science report
- 6. He's writing about something that hatched from an old egg
- _____ 7. Couldn't he just go to the library
- 8. Could we dress him like us so he'll blend in
- _____ 9. Are you kidding
- _____ 10. Would he sit by himself at the movie
- ____ 11. That would be too dangerous
- _____12. Mom said she'd give us money for snacks if we took him with us
- _____ 13. Why didn't you say that earlier
- _____14. Get your brother, and let's go



Writing: Four Kinds of Sentences

Directions: For each pair of words, write two kinds of sentences (any combination of question, command, statement, or exclamation). Use one or both words in each sentence. Name each kind of sentence you wrote.

Example: pump crop

Question: What kind of crops did you plant?

<u>Command</u>: <u>Pump the water as fast as you can</u>.



1. pinch health

2. fond fact

3. insist hatch



Sentences: Subjects

The **subject** of a sentence tells you who or what the sentence is about. A subject is either a common noun, a proper noun, or a pronoun.

Examples: Sue went to the store.

Sue is the subject of the sentence.

The tired boys and girls walked home slowly.

The tired boys and girls is the subject of the sentence.

Directions: Underline the subject of each sentence. The first one has been done for you.

- 1. <u>The birthday cake</u> was pink and white.
- 2. Anthony celebrated his fourth birthday.
- 3. The tower of building blocks fell over.
- 4. On Saturday, our family will go to a movie.
- 5. The busy editor was writing sentences.
- 6. Seven children painted pictures.
- 7. Two happy dolphins played cheerfully on the surf.
- 8. A sand crab buried itself in the dunes.
- 9. Blue waves ran peacefully ashore.
- 10. Sleepily, she went to bed.

Directions: Write a subject for each sentence.



1.	I he ice in my water	_ was melting in the heat.
2.		_ ran down the steep hill.
3.		_ are full of colors.
4.		_ sang a cheerful tune.
5.		_ made her a beautiful dress.
6.		_ hopped, skipped, and jumped all the way home.
7.		_ wrote a long letter.
8.		_ moved to Paris, France.



Sentences: Predicates

The **predicate** of a sentence tells what the subject is doing. The predicate contains the action, linking, and/or helping verb.

Examples: Sue went to the store.

ENGLISH

Went to the store is the predicate.

The tired boys and girls walked home slowly.

Walked home slowly is the predicate.

Hint: When identifying the predicate, look for the verb. The verb is usually the first word of the predicate.

Directions: Underline the predicate in each sentence with two lines. The first one has been done for you.

- 1. The choir sang joyfully.
- 2. Their song had both high and low notes.
- 3. Sal played the piano while they sang.
- 4. This Sunday, the orchestra will have a concert in the park.
- 5. John is working hard on his homework.
- 6. He will write a report on electricity.
- 7. The report will tell about Ben Franklin's kite experiment.
- 8. Lydia, Stella, and Yoko played on the swings.
- 9. They also climbed the rope ladder.
- 10. Before the girls went home, they slid down the slide.

Directions: Write a predicate for each sentence.

Sam and Libby ______.
 At school, the children ______.
 The football team ______.
 Seven silly serpents ______.
 At the zoo, the animals ______.

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Changing the Predicate

Directions: Circle the predicate in each sentence. Change the predicate to make a new sentence. The words you add must make sense with the rest of the sentence. The first one has been done for you.

1. Twelve students(signed up for the student council elections.)

<u>Twelve students were absent from my class today!</u>

2. Our whole family went to the science museum last week.

3. The funny story made us laugh.

4. The brightly colored kites drifted lazily across the sky.

- 5. My little brother and sister spent the whole day at the amusement park.
- 6. The tiny sparrow made a tapping sound at my window.

The **subject** tells who or what the sentence is about. The **predicate** tells what the subject does, did, is doing, or will do. A complete sentence must have a subject and a predicate.

Examples:

Subject	Predicate
Sharon	writes to her grandmother every weel
The horse	ran around the track quickly.
My mom's car	is bright green.
Trinity	will be here after lunch.

Directions: Circle the subject of each sentence. Underline the predicate.

- 1. My sister is a very happy person.
- 2. I wish we had more holidays in the year.
- 3. Laura is one of the nicest girls in our class.
- 4. Enzo is fun to have as a friend.
- 5. The rain nearly ruined our picnic!
- 6. My birthday present was exactly what I wanted.
- 7. Your bicycle is parked beside my skateboard.
- 8. The printer will need to be filled with paper before you use it.
- 9. Six dogs chased my cat home yesterday!
- 10. Anthony likes to read anything he can get his hands on.
- 11. Twelve students signed up for the dance committee.
- 12. Your teacher seems to be a reasonable person.





Directions: Write subjects to complete the following sentences.

1.	went to school last Wednesday.
2.	did not understand the joke.
3.	barked so loudly that no one could sleep a wink.
4.	felt unhappy when the ball game was rained out.
5.	wonder what happened at the end of the book.
6.	jumped for joy when she won the contest.
Diı	rections: Write predicates to complete the following sentences.
7.	Everyone
8.	Dogs
9.	۱
10.	Justin
11.	Jokes
12.	Twelve people

A **sentence** is a group of words that expresses a complete thought. It must have at least one subject and one verb.

Examples:

Sentence: Muhammad felt tired and went to bed early.

Not a sentence: Went to bed early.

Directions: Write **S** if the group of words is a complete sentence. Write **NS** if the group of words is not a sentence.

_____ 1. Which one of you?

- _____ 2. We're happy for the family.
- _____ 3. We enjoyed the program very much.
- _____ 4. Felt left out and lonely afterwards.
- _____ 5. Everyone said it was the best party ever!
- 6. No one knows better than I what the problem is.
- _____ 7. Seventeen of us!
- _____ 8. Quickly before they.
 - 9. Squirrels are lively animals.
- _____ 10. Not many people believe it really happened.
- _____ 11. Certainly, we enjoyed ourselves.
- _____ 12. Tuned her out.

SUBJECTS & PREDICATES



Directions: On the previous page, some of the groups of words are not sentences. Rewrite them to make complete sentences.

1.	
2.	
3	
0.	
4.	
Б	
0.	

Compound Subjects

A **compound subject** is a subject with two parts joined by the word **and** or another conjunction. Compound subjects share the same predicate.

Example:

Her shoes were covered with mud. Her ankles were covered with mud, too. **Compound subject:** Her shoes and ankles were covered with mud. The predicate in both sentences is **were covered with mud**.

Directions: Combine each pair of sentences into one sentence with a compound subject.

1. Bill sneezed. Kassie sneezed.

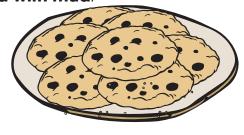
2. Kristin made cookies. Joey made cookies.

3. Fruit flies are insects. Ladybugs are insects.

4. The girls are planning a dance. The boys are planning a dance.

5. Our dog ran after the ducks. Our cat ran after the ducks.

6. Joshua got lost in the parking lot. Daniel got lost in the parking lot.





Compound Subjects

If sentences do not share the same predicate, they cannot be combined to create a sentence with a compound subject.

Example: Chloe laughed at the story. Tanya laughed at the television show.

Directions: Combine the pairs of sentences that share the same predicate. Write new sentences with compound subjects.

1. Pete loves swimming. Jake loves swimming.



- 2. A bee stung Elizabeth. A hornet stung Elizabeth.
- 3. Tasha is smiling. Mia is frowning.
- 4. The boys wore silly sunglasses. The girls wore silly sunglasses.
- 5. Six squirrels chased the kitten. Ten dogs chased the kitten.
- 6. The trees were covered with insects. The roads were covered with ice.



Compound Predicates

A **compound predicate** is a predicate with two parts joined by the word **and** or another conjunction. Compound predicates share the same subject.

Example: The baby grabbed the ball. The baby threw the ball.

Compound predicate: The baby grabbed the ball and threw it. The subject in both sentences is **the baby**.

Directions: Combine each pair of sentences into one sentence to make a compound predicate.

1. Leah jumped on her bike. Leah rode around the block.

2. Dad rolled out the pie crust. Dad put the pie crust in the pan.

3. Malik slipped on the snow. Malik nearly fell down.

4. My friend lives in a green house. My friend rides a red bicycle.

5. I opened the magazine. I began to read it quietly.

6. My father bought a new plaid shirt. My father wore his new red tie.





Compound Predicates

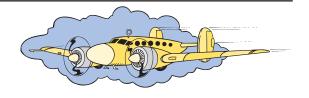
Directions: Combine the pairs of sentences that share the same subject. Write new sentences with compound predicates.

1. Maddy picked a bouquet of flowers. Maddy put the flowers in a vase.

2. I really enjoy ice cream. She really enjoys ice cream.

3. Everyone had a great time at the pep rally. Then, everyone went out for a pizza.

4. Cassandra built a model airplane. She painted the airplane bright yellow.



5. Her brother was really a hard person to get to know. Her sister was very shy, too.



Review

Directions: Circle the subjects.

- 1. Everyone felt the day had been a great success.
- 2. Christina and Andrea were both happy to take the day off.
- 3. No one really understood why he was crying.
- 4. Mr. Winston, Ms. Fuller, and Ms. Yang took us on a field trip.

Directions: Underline the predicates.

- 5. Who can tell what will happen tomorrow?
- 6. Mark was a carpenter by trade and a talented painter, too.
- 7. The animals yelped and whined in their cages.
- 8. Airplane rides made her feel sick to her stomach.

Directions: Combine the sentences to make one sentence with a compound subject.

- 9. Elizabeth ate everything in sight. George ate everything in sight.
- 10. Wishing something will happen won't make it so. Dreaming something will happen won't make it so.

Directions: Combine the sentences to make one sentence with a compound predicate.

- 11. I jumped for joy. I hugged all my friends.
- 12. She ran around the track before the race. She warmed up before the race.





Writing: Nouns

A noun names a person, place, or thing.

Examples: Persons — boy, girl, Mom, Dad Places — park, pool, house, office Things — bike, swing, desk, book

Directions: Read the following sentences. Underline the nouns. The first one has been done for you.

- 1. The girl went to school.
- 2. Grandma and Grandpa will visit us soon.
- 3. The bike is in the garage.
- 4. Dad went to his office.
- 5. Mom is at her desk in the den.
- 6. Xavier's house is near the park.
- 7. Her brothers are at school.
- 8. We took the books to the library.

Directions: Read the following words. Underline the nouns. Then categorize the nouns on another sheet of paper into groups of people, places and things.

tree	Mrs. Cohen	Dad	cards	Grandma	skip	sell
house	car	truck	Mom	office	grass	sign
boy	run	Sam	stove	greet	grade	school
girl	camp	jump	weave	free	driver	room
salesperson	sad	teach	treat	stripe	paint	Sofia
clay	man	leave	happy	play	desk	tape
watch	lives	painter	brother	rain	window	hop





Nouns

Directions: Write nouns that name persons.

1.	Could you please give this report to my	У		?	
2.	The hours to plant crops.	works mar	ny long	AAA	
3.	l had to help my little he wrecked his bike yesterday.		_ when		
Dir	ections: Write nouns that name places.			B	
4.	l always keep my library books on top find them.	of the			_ solcan
5.	We enjoyed watching the kites flying h	igh in the			·
6.	Dad built a nice fire in the us warm.		to l	keep	
Dir	ections: Write nouns that name things.				
7.	The little	purred	softly as	held it.	
8.	Wouldn't you think a house around all day?		_ would (get tired c	of carrying its
9.	The scu of cheese.	rried into i	ts hole wi	th the pie	ece
10.	I can tell by the writing that this			is mine	
11.	Look at the	l made	in art.		
12.	His blew away b of the strong wind.	because		AS .	



Writing: Common and Proper Nouns

Common nouns name general people, places, and things.

Examples: boy, girl, cat, dog, park, city, building

Proper nouns name specific persons, places, and things.

Examples: Ethan, Amina, Fluffy, Rover, Central Park, Chicago, Empire State Building

Proper nouns begin with capital letters.



Directions: Read the following nouns. On the blanks, indicate whether the nouns are common or proper. The first two have been done for you.

1.	New York City	<u>proper</u>	9. Dr. DiCarlo	
2.	house	<u>c'ommon</u>	10. man	
3.	car		11. Rock River	
4.	Ohio		12. building	
5.	river		13. lawyer	
6.	Rocky Mountains		14. Grand Canyon	
7.	Mrs. Ali		15. city	
8.	nurse		16. state	

On another sheet of paper, write proper nouns for the above common nouns.

Directions: Read the following sentences. Underline the common nouns. Circle the proper nouns.

- 1. Ana's birthday is Friday, October 7.
- 2. She likes having her birthday in a fall month.
- 3. Her friends will meet her at the video arcade for a party.
- 4. Ms. McCarthy and Mr. Landry will help with the birthday party games.
- 5. Ana's friends will play video games all afternoon.
- 6. Gabby and Karim will bring refreshments and games to the party.

Proper Nouns: Capitalization

Proper nouns always begin with a capital letter.

Examples:

Monday Texas Karen Mr. Logan Hamburger Avenue Rover



Directions: Cross out the lowercase letters at the beginning of the proper nouns. Write capital letters above them. The first one has been done for you.

- 1. My teddy bear's name is kocoa.
- 2. ms. bernhard does an excellent job at crestview elementary school.
- 3. emily, elizabeth, and alejandra live on main street.
- 4. I am sure our teacher said the book report is due on monday.
- 5. I believe you can find lake street if you turn left at the next light.
- 6. Will your family be able join our family for dinner at burger barn?
- 7. The weather forecasters think the storm will hit the coast of louisiana friday afternoon.
- 8. My family went to washington, d.c., this summer.
- 9. Remember, we don't have school on tuesday because of the teachers' meeting.
- 10. Who do you think will win the game, the cougars or the arrows?



Spelling: Plurals

Nouns come in two forms: singular and plural. When a noun is **singular**, it means there is only one person, place, or thing.

Examples: car, swing, box, truck, slide, bus



When a noun is **plural**, it means there is more than one person, place, or thing.

Examples: two cars, four trucks, three swings, five slides, six boxes, three buses

Usually an **s** is added to most nouns to make them plural. However, if the noun ends in **s**, **x**, **ch** or **sh**, then **es** is added to make it plural.

Directions: Write the singular or plural form of each word.

Diural

Singular	Plural	Singular	Plural
1. car		9	tricks
2. bush		10. mess	
3. wish		11. box	
4	foxes	12. dish	
5	rules	13	boats
6. stitch		14. path	
7	switches	15	arms
8. barn		16	sticks

Directions: Rewrite the following sentences, and change the bold nouns from singular to plural or from plural to singular. The first one has been done for you.

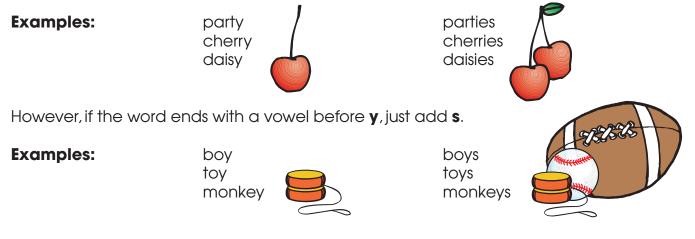
- She took a **book** to school.
 She took books to school.
- 2. Tommy made **wishes** at his birthday party.
- 3. The **fox** ran away from the hunters.
- 4. The **houses** were painted white.



Name .

Spelling: Plurals

When a word ends with a consonant before **y**, to make it plural, drop the **y** and add **ies**.



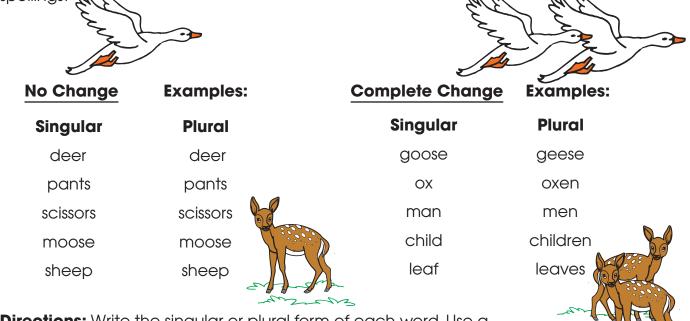
Directions: Write the singular or plural form of each word.

Singular	Plural	Singular	Plural
1. fly		7	decoys
2	boys	8. candy	
3	joys	9. toy	
4. spy		10	cries
5	keys	11. monkey	
6	dries	12. daisy	

Directions: Write six sentences of your own using any of the plurals above.

Spelling: Plurals

Some words in the English language do not follow any of the plural rules discussed earlier. These words may not change at all from singular to plural, or they may completely change spellings.

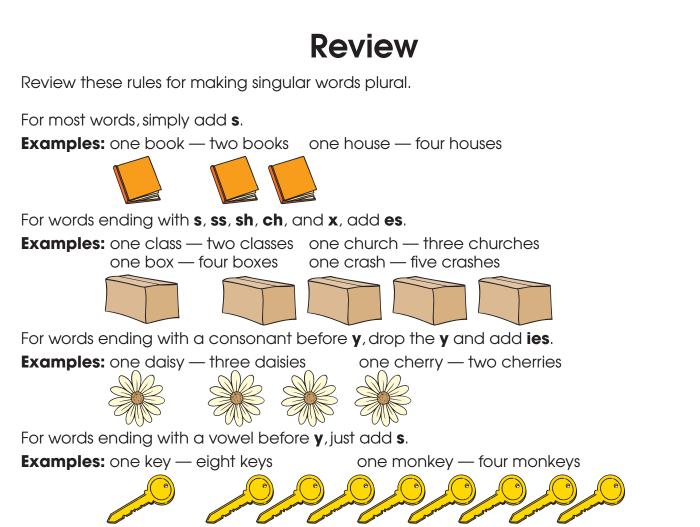


Directions: Write the singular or plural form of each word. Use a dictionary to help if necessary.

Singular	Plural	Singular	Plural
1. moose		6. leaf	
2. woman		7	sheep
3	deer	8. scissors	
4	children	9. tooth	
5	hooves	10. wharf	

Directions: Write four sentences of your own using two singular and two plural words from above.

Name .



Directions: Write the singular or plural form of each word.

Singular	Plural	Singular	Plural
1. mattress		10	candies
2	bushes	11. try	
3. sandwich		12	turkeys
4. fry		13. сору	
5	crosses	14	factories
6. marsh		15	foxes
7	supplies	16. ax	
8. donkey		17. berry	
9	stoves	18. day	



Pronouns

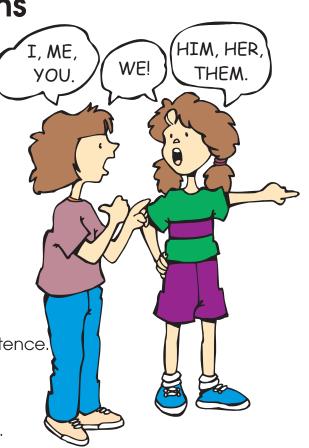
A **pronoun** is a word that takes the place of a noun in a sentence.

Examples:

I, my, mine, me we, our, ours, us you, your, yours he, his, him she, her, hers it, its they, their, theirs, them

Directions: Underline the pronouns in each sentence.

- 1. Bring them to us as soon as you are finished.
- 2. She has been my best friend for many years.
- 3. They should be here soon.
- 4. We enjoyed our trip to the Mustard Museum.
- 5. Would you be able to help us with the project on Saturday?
- 6. Our homeroom teacher will not be here tomorrow.
- 7. My uncle said that he will be leaving soon for Australia.
- 8. Hurry! Could you please open the door for him?
- 9. She dropped her gloves when she got off the bus.
- 10. I can't figure out who the mystery writer is today.



Name .

Writing: Verbs

Verbs are the action words in a sentence. There are three kinds of verbs: action verbs, linking verbs, and helping verbs.

An **action verb** tells the action of a sentence.

Examples: run, hop, skip, sleep, jump, talk, snore Michael **ran** to the store. **Ran** is the action verb.

A linking verb joins the subject and predicate of a sentence.

Examples: am, is, are, was, were Michael **was** at the store. **Was** is the linking verb.



A helping verb is used with an action verb to "help" the action of the sentence.

Examples: am, is, are, was, were Matthew **was** helping Michael. **Was** helps the action verb **helping**.

Directions: Read the following sentences. Underline the verbs. Above each, write **A** for action verb, **L** for linking verb, and **H** for helping verb. The first one has been done for you.

- A 1. Amy jumps rope.
- 2. Paul was jumping rope, too.
- 3. They were working on their homework.
- 4. The math problem requires a lot of thinking.
- 5. Addition problems are fun to do.
- 6. The baby sleeps in the afternoon.
- 7. Grandma is napping also.
- 8. Sam is going to bed.
- 9. Diego paints a lovely picture of the sea.
- 10. The colors in the picture are soft and pale.





Writing: Verb Tense

Not only do verbs tell the action of a sentence, but they also tell when the action takes place. This is called the **verb tense**. There are three verb tenses: past, present, and future tense.

Present-tense verbs tell what is happening now.

Example: Jane **spells** words with long vowel sounds.

Past-tense verbs tell about action that has already happened. Past-tense verbs are usually formed by adding **ed** to the verb.

Example: stay — stayed Eli **stayed** home yesterday.



Past-tense verbs can also be made by adding the helping verbs **was** or **were** before the verb and adding **ing** to the verb.

Example: talk — was talking Valentina **was talking** to her mom.

Future-tense verbs tell what will happen in the future. Future-tense verbs are made by putting the word **will** before the verb.

Example: paint — will paint Olivia and Ava **will paint** the house.

Directions: Read the following verbs. Write whether the verb tense is past, present, or future.

Verb	Tense	Verb	Tense
1. watches	<u>present</u>	8. writes	
2. wanted	·	9. vaulted	
3. will eat		10. were sleeping	
4. was squawking		11. will sing	
5. yawns		12. is speaking	
6. crawled		13. will cook	
7. will hunt		14. likes	

Name

Verbs: Present, Past, and Future Tense

Directions: Read the following sentences. Write **PRES** if the sentence is in present tense. Write **PAST** if the sentence is in past tense. Write **FUT** if the sentence is in future tense. The first one has been done for you.

- \underline{FUT} 1. I will be thrilled to accept the award.
 - _____ 2. Will you go with me to the dentist?
 - _____ 3. I thought he looked familiar!
 - _____ 4. They ate every single slice of pizza.
 - _____ 5. I run myself ragged sometimes.
 - _____ 6. Do you think this project is worthwhile?
 - 7. No one has been able to repair the broken plate.
 - 8. Thoughtful gifts are always appreciated.
- _____ 9. I liked the way he sang!
- _____ 10. With a voice like that, he will go a long way.
- _____ 11. It's my fondest hope that they visit soon.
- _____ 12. I wanted that coat very much.
- _____ 13. She'll be happy to take your place.
 - _____ 14. Everyone thinks the test is easy.
 - _____ 15. Collecting stamps is her favorite hobby.









Remember, use **is** and **are** when describing something happening right now. Use **was** and **were** when describing something that already happened.

Directions: Use the verb in bold to complete each sentence. Add ing to the verb, and use is, are, was, or were.

Examples: When it started to rain, we <u>were raking</u> the leaves. rake	
When the soldiers marched up that hill,	
Captain Stevens <u>was</u> commanding them. command	
1. Now, the police accuse	them of stealing the money.
2. Look! The eggs hatch	
3. A minute ago, the sky glow	
4. My dad says he treat	us to ice cream!
5. She the since sneeze	whole time we were at the mall.
6. While we were playing outside at recess, he our tests.	grade
7. I hear something. Who groan	?
8. As I watched, the workers little chips. grir	the wood into

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Writing: Present-Tense Verbs

Directions: Write two sentences for each verb below. Tell about something that is happening now, and write the verb as both simple present tense and present tense with a helping verb.

	ample: run ia runs to the store. Mia is running to the store.
1.	hatch
2.	check
3.	spell
4.	blend
5.	lick
6.	Cry
7.	write
8.	dream



Directions: Read the following sentences. Underline the verbs. Above each verb, write whether it is past, present, or future tense.

past

- 1. The crowd was booing the referee.
- 2. Tierra will compete on the balance beam.
- 3. Amir marches with the band.
- 4. Nick is marching, too.
- 5. The geese swooped down to the pond.
- 6. Dad will fly home tomorrow.
- 7. They were looking for a new book.
- 8. Presently, they are going to the garden.
- 9. The children will pick the ripe vegetables.
- 10. Grandmother canned the green beans.



Directions: Write six sentences of your own using the correct verb tense.

Past tense:

Present tense:

Future tense:



Adding ed to Make Verbs Past Tense

To make many verbs past tense, add ed.

Examples:

cook + ed = cooked wish + ed = wished

When a verb ends in a **silent e**, drop the **e** and add **ed**.

Examples:

```
hope + ed = hoped hate + ed = hated
```

When a verb ends in **y** after a consonant, change the **y** to **i** and add **ed**.

Examples:

```
hurry + ed = hurried marry + ed = married
```

When a verb ends in a single consonant after a single short vowel, double the final consonant before adding **ed**.

Examples:

stop + ed = stopped hop + ed = hopped

Directions: Write the past tense of the verb correctly. The first one has been done for you.

11

ī.

1. call	called	11. reply
		12. top
3. frown		13. clean
4. smile		14. scream
5. live		15. clap
6. talk		16. mop
7. name		17. soap
8. list		18. choke
9. spy		19. scurry
10. phone		20. drop





Writing: Past-Tense Verbs

To write about something that already happened, you can add **ed** to the verb.

Example: Yesterday, we **talked**.

You can also use **was** and **were** and add **ing** to the verb.

Example: Yesterday, we were talking.

When a verb ends with e, you usually drop the e before adding ing.

Examples: grade — was grading tape — was taping weave — were weaving sneeze — were sneezing

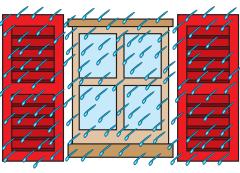
Directions: Write two sentences for each verb below. Tell about something that has

already happened, and write the verb both ways. (Watch the spelling of the verbs that end with **e**.)

Example: stream

The rain streamed down the window.

The rain was streaming down the window.



1. grade

2. tape

3. weave

4. sneeze

Irregular Verbs: Past Tense

Irregular verbs change completely in the past tense. Unlike regular verbs, past-tense forms of irregular verbs are not formed by adding **ed**.

Example: The past tense of **go** is **went**.

Other verbs change some letters to form the past tense. **Example:** The past tense of **break** is **broke**.

A **helping verb** helps to tell about the past. **Has**, **have**, and **had** are helping verbs used with action verbs to show that the action occurred in the past. The past-tense form of the irregular verb sometimes changes when a helping verb is added.

Present-Tense	Past-Tense	Past-Tense Irregular Verb
Irregular Verb	Irregular Verb	With Helper
go	went	have/has/had gone
see	Saw	have/has/had seen
do	did	have/has/had done
bring	brought	have/has/had brought
sing	sang	have/has/had sung
drive	drove	have/has/had driven
swim	swam	have/has/had swum
sleep	slept	have/has/had slept
· ·	•	

sleepslepthave/has/had sleptDirections: Choose four words from the chart. Write one sentence using the past-tenseform of the verb without a helping verb. Write another sentence using the past-tenseform with a helping verb.

1.	
2.	
3.	
4.	



The Irregular Verb Be

Be is an irregular verb. The present-tense forms of **be** are **be**, **am**, **is**, and **are**. The past-tense forms of **be** are **was** and **were**.

Directions: Write the correct form of **be** in the blanks. The first one has been done for you.

1.	1 <u> </u>	_ so happy for you!	
2.	Jared	unfriendly yesterday.	
3.	English can	a lot of fun to learn	. Entry P
4.	They	among the nicest peop	
5.	They	late yesterday.	
6.	She promises she _	going to arr	ive on time.
7.	I	_ nervous right now about the t	est.
8.	lf you	satisfied now, so am	l.
9.	Не	as nice to me last wee	ek as I had hoped.
10.	He can	very gracious.	
11.	Would you	offended if I move	ed your desk?
12.	Не	watching at the window	v for me yesterday.

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Verbs: Was and Were

Singular	Plural
l was	we were
you were	you were
he, she, it was	they were

Directions: Write the correct form of the verb in the blanks. Circle the subject of each sentence. The first one has been done for you.

- Was 1. He was/were so happy that we all smiled, too.
 - ____ 2. Was/Were you at the party?
 - _____ 3. She was/were going to the store.
 - _____ 4. He was/were always forgetting his hat.
 - _____ 5. Was/Were she there?
 - 6. Was/Were you sure of your answers?
 - _____ 7. She was/were glad to help.
 - ______ 8. They was/were excited.
 - 9. Exactly what was/were you planning to do?
- _____ 10. It was/were wet outside.
 - _____ 11. They was/were scared by the noise.
- _____ 12. Was/Were they expected before noon?
 - _____ 13. It was/were too early to get up!
 - _____ 14. She was/were always early.
 - _____ 15. You were/was the first person I asked.





Verbs: Went and Gone

The word **went** is used without a helping verb.

Examples:

Correct: Susan **went** to the store. Incorrect: Susan **has went** to the store.

Gone is used with a helping verb.

Examples:

Correct: Susan **has gone** to the store. Incorrect: Susan **gone** to the store.



Directions: Write **C** in the blank if the verb is used correctly. Draw an **X** in the blank if the verb is not used correctly.

- _____ 1. She has gone to my school since last year.
- _____ 2. Has he been gone a long time?
- _____ 3. He has went to the same class all year.
- _____ 4. I have went to that doctor since I was born.
- _____ 5. She is long gone!
- _____ 6. Who among us has not gone to get a drink yet?
 - _____7. The class has gone on three field trips this year.
- _____ 8. The class went on three field trips this year.
- ______9. Who has not went to the board with the right answer?
- _____10. We have not went on our vacation yet.
- _____ 11. Who is went for the pizza?
- _____12. The train has been gone for two hours.
- _____13. The family had gone to the movies.
- _____14. Have you went to visit the new bookstore?
 - _____15. He has gone on and on about how smart you are!



Review

Directions: Write **PRES** for present tense, **PAST** for past tense, or **FUT** for future tense. _____ 1. She will help him study. _____ 2. She helped him study. _____ 3. She helps him study. _____ 4. She promised to help him study. **Directions:** Write the past-tense form of these verbs. have 5. cry _____ was 6. sigh _____ were 7. hurry 8. pop _____ **Direction:** Write the past tense of these irregular verbs with helpers. 9. (go) have 10. (sleep) have _____ 11. (sing) have _____ 12. (see) have Directions: Write the correct form of be. 13. They_____ my closest neighbors. 14. I ______ very happy for you today. 15. He ______ there on time yesterday. 16. She ______ still the nicest girl I know. **Directions:** Circle the correct verb. 17. He went/gone to my locker. 18. I went/gone to the beach many times. 19. Have you went/gone to this show before?

20. We went/gone all the way to the top!



Writing: Adjectives

Adjectives tell more about nouns. Adjectives are describing words.

Examples: scary animals



bright glow

wet frog



Directions: Add at least two adjectives to each sentence below. Use your own words or words from the box.

	ale iint	soft shivering	sticky slippery	burning gleaming	furry gentle	glistening foggy	peaceful tangled
	Example: The stripe was blue. The wide stripe was light blue.						
1. Tł	he frog ho	ad eyes.					
2. Th	2. The house was a sight.						
	3. A boy heard a noise.						
4. Th	4. The girl tripped over a toad.						
5. A	. A tiger ran through the room.						
6. Th	6. They saw a glow in the window.						
- 7. A	v pan was	sitting on th	e stove.				

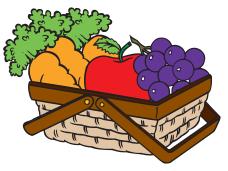
8. The boys were eating tacos.

Name _

Writing: Adjectives

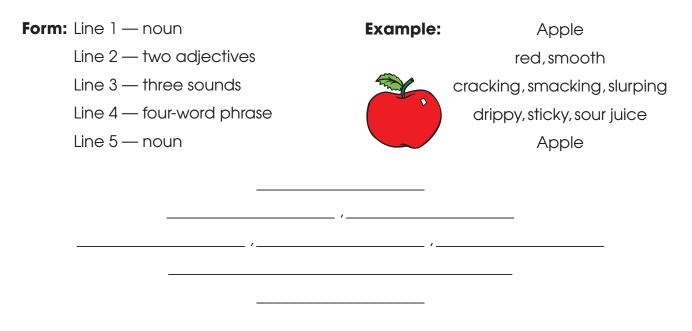
Adjectives tell a noun's size, color, shape, texture, brightness, darkness, personality, sound, taste, and so on.

Examples: color — red, yellow, green, black size — small, large, huge, tiny shape — round, square, rectangular, oval texture — rough, smooth, soft, scaly brightness — glistening, shimmering, dull, pale personality — gentle, grumpy, happy, sad



Directions: Follow the instructions below.

- 1. Get an apple, orange, or other piece of fruit. Look at it very carefully, and write adjectives that describe its size, color, shape, and texture.
- 2. Take a bite of your fruit. Write adjectives that describe its taste, texture, smell, and so on.
- 3. Using all the adjectives from above, write a cinquain about your fruit. A **cinquain** is a five-line poem. See the form and sample poem below.





Adjectives That Add er

The suffix **er** is often added to adjectives to compare two things.

Example:

My feet are large.

Your feet are **larger** than my feet.

When a one-syllable adjective ends in a single consonant and the vowel is short, double the final consonant before adding **er**. When a word ends in two or more consonants, add **er**.

Examples:

big - bigger (single consonant)

bold – bolder (two consonants)

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When an adjective ends in y, change the y to i before adding er.

Examples:

done for vou.

easy — easier greasy — greasier

breezy – breezier

Directions: Use the correct rule to add er to the words below. The first one has been

1. fast	<u> taster </u>	11. skinny	
2. thin		12. fat	
3. long		13. poor	
4. few		14. juicy	
5. ugly		15. early	
6. silly		16. clean	
7. busy		17. thick	
8. grand		18. creamy	
9. lean		19. deep	
10. young		20. lazy	







Adjectives That Add est

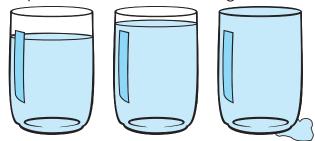
The suffix est is often added to adjectives to compare more than two things.

Example:

My glass is **full**.

Your glass is **fuller**.

His glass is **fullest**.



When a one-syllable adjective ends in a single consonant and the vowel sound is short, you usually double the final consonant before adding **est**.

Examples:

big — biggest (short vowel)

steep - steepest (long vowel)

When an adjective ends in **y**, change the **y** to **i** before adding **est**.

Example:

easy - easiest

Directions: Use the correct rule to add **est** to the words below. The first one has been done for you.

1. thin	 11. quick	
2. skinny	 12. trim	
3. cheap	 13. silly	
4. busy	 14. tall	
5. loud	 15. glum	
6. kind	 16. red	
7. dreamy	 17. happy	
8. ugly	 18. high	
9. pretty	 19. wet	
10. early	 20. clean	



Adding er and est to Adjectives

Directions: Circle the correct adjective for each sentence. The first one has been done for you.

- 1. Of all the students in the gym, her voice was (louder, loudest),
- 2. "I can tell you are (busier, busiest) than I am," he said to the librarian.
- 3. If you and Carl stand back to back, I can see who is (taller, tallest).
- 4. She is the (kinder, kindest) teacher in the whole building.
- 5. Wow! That is the (bigger, biggest) pumpkin I have ever seen!
- 6. I believe your flashlight is (brighter, brightest) than mine.
- 7. "This is the (cleaner, cleanest) your room has been in a long time," Mother said.
- 8. The leaves on that plant are (prettier, prettiest) than the ones on this plant.



Adjectives Preceded by More

Most adjectives of two or more syllables are preceded by the word **more** as a way to show comparison between two things.

Examples:

Correct: intelligent, more intelligent Incorrect: intelligenter Correct: famous, more famous Incorrect: famouser e. for you.

Directions: Write **more** before the adjectives that fit the rule. Draw an **X** in the blanks of the adjectives that do not fit the rule. To test yourself, say the words aloud using **more** and adding **er** to hear which way sounds correct. The first two have been done for you.

<u> X </u>	1. cheap	 11.	awful
more	2. beautiful	 12.	delicious
	3. quick	 13.	embarrassing
	4. terrible	 14.	nice
	5. difficult	 15.	often
	6. interesting	 16.	hard
	7. polite	 17.	valuable
	8. cute	 18.	close
	9. dark	 19.	fast
1	0. sad	 20.	important



Black

Beauty

Adjectives Using er or More

Directions: Add the word or words needed in each sentence. The first one has been done for you.

- 1. I thought the book was <u>more interesting</u> than the movie. (interesting)
- 2. Do you want to carry this box? It is ______ than the one you have now. (light)
- 3. If we take the ______ route to school, we will probably be late. (slow)
- 4. Thomas Edison is probably ______ for his invention of the electric light bulb than for his invention of the phonograph. (famous)
- 5. She stuck out her lower lip and whined, "Your teddy bear is

______than mine!" (big)

6. Mom said my room was ______ than it has been in a long time. (clean)

Adjectives Preceded by Most

Most adjectives of two or more syllables are preceded by the word **most** as a way to show comparison between more than two things.

Examples:

Correct:	intelligent, most intelligent
Incorrect:	intelligentest
Correct:	famous, most famous
Incorrect:	famousest



Directions: Read the following groups of sentences. In the last sentence for each group, write the adjective preceded by **most**. The first one has been done for you.

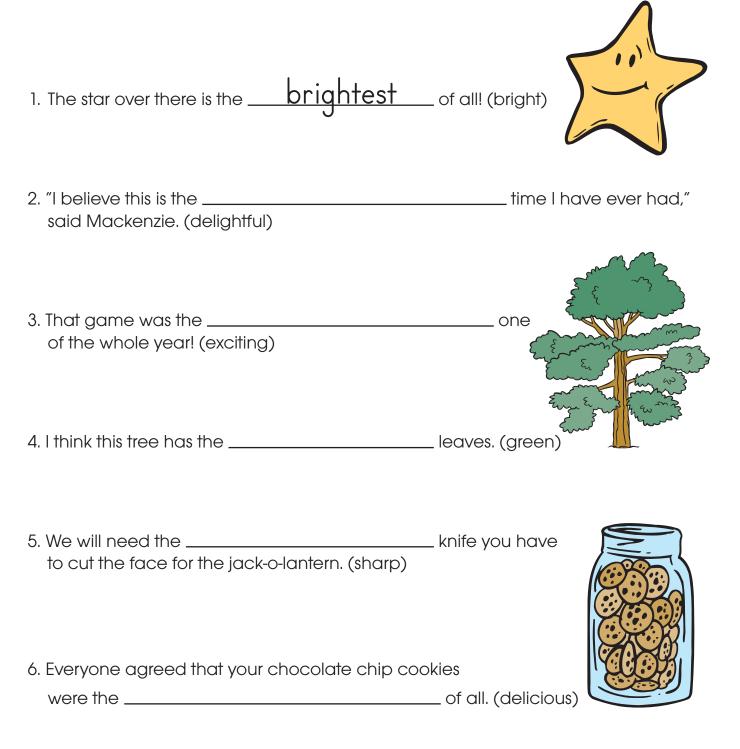
- My uncle is intelligent.
 My aunt is more intelligent.
 My cousin is the ______.
- Your sister is polite.
 Your brother is more polite.
 You are the ______
- The blouse was expensive.
 The sweater was more expensive.
 The coat was the ______
- 5. The class was fortunate. The teacher was more fortunate. The principal was the _____
- 6. The spinach and cheese dip was delicious. The grilled chicken was even more delicious. The homemade bread was the _____
- 7. That painting is elaborate. The sculpture is more elaborate. The finger painting is the _____





Adjectives Using est or Most

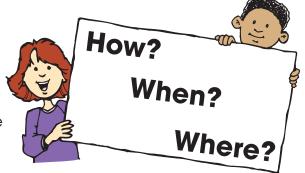
Directions: Add the word or words needed to complete each sentence. The first one has been done for you.



Writing: Adverbs

Like adjectives, **adverbs** are describing words. They describe verbs. Adverbs tell how, when, or where action takes place.

Examples: HowWhenWhereslowlyyesterdayheregracefullytodaythereswiftlytomorroweverywherequicklysoontoday



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Hint: To identify an adverb, locate the verb, and then ask yourself if there are any words that tell how, when, or where action takes place.

Directions: Read the following sentences. Underline the adverbs, and then write whether they tell how, when, or where. The first one has been done for you.

1.	At the end of the day, the children ran <u>quickly</u> home from school.	how
2.	They will have a spelling test tomorrow.	
3.	Slowly, the children filed to their seats.	
4.	The teacher sat here at her desk.	
5.	She will pass the tests back later.	
6.	The students received their grades happily.	

Directions: Write four sentences of your own using any of the adverbs above.

Adverbs

Adverbs are words that tell when, where, or how.

Adverbs of time tell when.

Example:

The train left yesterday.

Yesterday is an adverb of time. It tells when the train left.

Adverbs of place tell where.

Example:

The girl walked away.

Away is an adverb of place. It tells where the girl walked.

Adverbs of manner tell how.

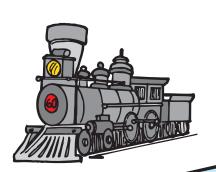
Example:

The boy walked quickly.

Quickly is an adverb of manner. It tells how the boy walked.

Directions: Write the adverb for each sentence in the first blank. In the second blank, write whether it is an adverb of time, place, or manner. The first one has been done for you.

1. The family ate downstairs.	<u>downstairs</u>	place
2. The relatives laughed loudly.		
3. We will finish tomorrow.		
4. The snowstorm will stop soon.		
5. She sings beautifully!		
6. The baby slept soundly.		
7. The elevator stopped suddenly.		
8. Does the plane leave today?		
9. The phone call came yesterday.		
10. She ran outside.		



ENGLISH

EXIT

Adverbs of Time

Directions: Choose a word or group of words from the box to complete each sentence. Make sure the adverb you choose makes sense with the rest of the sentence.

in two weeks	last winter
next week	at the end of the day
soon	right now
two days ago	tonight



1. We had a surprise birthday party for him
2. Our science projects are due
3. My best friend will be moving
4. Justin and Ronnie need our help!
5. We will find out who the winners are
6. Can you take me to ball practice?
7. She said we will be getting a letter
8. Diane made the quilt

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Directions: Choose one word from the box to complete each sentence. Make sure the adverb you choose makes sense with the rest of the sentence.

	inside	upstairs	below	everywhere	
	home	somewhere	outside	there	
1. Eact	n child took a r	new library book			
2. We I	ooked	for hi	s jacket.		
3. We \	will have recess	3	because it	r is raining.	1/1/1
4. From	n the top of the	mountain, we coulc	l see the village	e far	
5. My s	ister and I share	e a bedroom			//0
6. The 1	eacher warne	d the children, "You i "	must play with	the ball	
	n said, "I know 1 is file box!"	hat recipe is			
8. You	can put the ch	air		U U	

Adverbs of Manner

Directions: Choose a word from the box to complete each sentence. Make sure the adverb you choose makes sense with the rest of the sentence. One word will be used twice.

	quickly	carefully	loudly	easily	carelessly	slowly
1.	The scouts c	rossed the old b	oridge			
	We watched the yard.	d the turtle mov	e		across	
3.	Everyone co	ompleted the m	ath test			
	The quarterk the sideline.	oack raced			down	JA A
	The mother child's sore l			cleaned the		
	The fire was tossing a ma	caused by som atch.	eone			
7.	The alarm rc	ang		_ while we we	ere eating.	



Adjectives and Adverbs

Directions: Write **ADJ** on the line if the bold word is an adjective. Write **ADV** if the bold word is an adverb. The first one has been done for you.

ADV 1. That road leads nowhere .
2. The squirrel was nearby .
3. Her delicious cookies were all eaten.
4. Everyone rushed indoors .
5. He quickly zipped his jacket.
6. She hummed a popular tune.
7. Her sunny smile warmed my heart.
8. I hung your coat there .
9. Bring that here this minute!
10 We all walked back to school.
11. The skinniest boy ate the most food!
12. She acts like a famous person.
13. The silliest jokes always make me laugh.
14. She must have parked her car somewhere !
15. Did you take the test today ?

Adjectives and Adverbs

Directions: Read this story. Underline the adjectives. Circle the adverbs. Write the words in the correct column at the end of the story.

Surprise!

Emily and Elizabeth tiptoed quietly through the dark hallway. Even though none of the lights were lit, they knew the presents were there. Every year the two sisters had gone to Mom and Dad's bedroom to wake them on Christmas morning. This year would be different, they decided.

Last night after supper, they had secretly plotted to look early in the morning before Mom and Dad were awake. The girls knew that Emily's red-and-green stocking and Elizabeth's striped stocking hung by the brick fireplace. They knew the beautiful tree was in the corner by the rocking chair.

"Won't Mom and Dad be surprised to awaken on their own?" asked Elizabeth quietly. Emily whispered, "Click the overhead lights so we can see better."

"You don't have to whisper," said a voice.

There sat Mom and Dad as the Christmas-tree lights suddenly shone. Dad said, "I guess the surprise is on you two!"

Adverbs

Adjectives

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Review

Directions: Write the correct words to complete the sentences. Use the words on the presents at the bottom of the page.

- 1. The suffix ______ and the word ______ are used when comparing two things.
- 2. One example of an adverb of time is ______.
- 3. When an adjective ends with _____, you change the **y** to **i** before adding **er** or **est**.
- 4. An ______ is a word that tells when, where, or how.

5. An example of an adverb of place is ______.

- 6. The suffix ______ and the word ______ are used when comparing more than two things.
- 7. An ______ is a word that describes a noun.
- 8. An example of an adverb of manner is _____

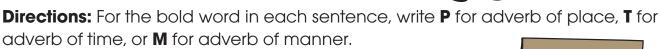


Name _

Review

Directions: For the bold word in each sentence, write **N** for noun, **V** for verb, **ADJ** for adjective, or **ADV** for adverb.

- _____1. She is the **tallest** one outside.
- _____ 2. **She** is the tallest one outside.
- _____ 3. She **is** the tallest one outside.
- _____ 4. She is the tallest one **outside**.



- _____ 5. Your shoes are **downstairs**.
- _____ 6. His response was **speedy**.
- _____ 7. Here is my homework.
- 8. The present will be mailed **tomorrow**.

Directions: Add **er** and **est** or **more** and **most** to the words below to show comparison.

9. fat		
10. grateful		
11. serious		
12. easy		

Directions: For the bold word in each sentence, write **ADV** for adverb or **ADJ** for adjective.

13. Grumpy people are not pleasant.
14. Put the package there , please.
15. Upstairs is where I sleep.
16. Warm blankets feel toasty on cold nights.





Writing: Using Conjunctions

Conjunctions are joining words that can be used to combine sentences. Words such as **and**, **but**, **or**, **when**, and **after** are conjunctions.

Examples:

Lin went to the mall. She went to the movies. Lin went to the mall, and she went to the movies.

We can have our vacation at home. We can vacation at the beach. We can have our vacation at home, or we can vacation at the beach.

Harper fell on the playground. She did not hurt herself. Harper fell on the playground, but she did not hurt herself.



Note: The conjunctions after or when are usually placed at the beginning of the sentence.

Example: Jasmine went to the store. She went to the gas station. After Jasmine went to the store, she went to the gas station.

Directions: Combine the following sentences using a conjunction.

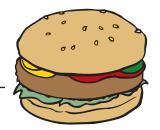
- 1. Peter fell down the steps. He broke his foot. (and)
- 2. I visited New York. I would like to see Chicago. (but)
- 3. Isabelle can edit books. She can write stories. (or)
- 4. He played in the barn. Deepak started to sneeze. (when)
- 5. The team won the playoffs. They went to the championships. (after)

Directions: Write three sentences of your own using the conjunctions **and**, **but**, **or**, **when**, or **after**.

And, But, and Or

Directions: Write **and**, **but**, or **or** to complete the sentences.

1. I thought we might try that new hamburger place, _____ Mom wants to eat at the Spaghetti Shop.



2. We could stay home, ______ would you rather go to the game?

3. She went right home after school, _____ he stopped at the store.

- 4. Mom held the piece of paneling, _____ Dad nailed it in place.
- 5. She babysat last weekend, ______ her big sister went with her.
- 6. She likes raisins in her oatmeal, _____ I would rather have mine with brown sugar.
- 7. She was planning on coming over tomorrow, ______ I asked her if she could wait until the weekend.
- 8. Tomato soup with crackers sounds good to me, _____ would you rather have vegetable beef soup?



Because and So	
Directions: Write because or so to complete the sentences.	
1. She cleaned the paint brushes they would be ready in the morning.)
2. Dad called home complaining of a sore throat, Mom stopped by the pharmacy.	
3. His bus will be running late it has a flat tire.	
4. We all worked together we could get the job done soone	⊧r.
5. We took a variety of sandwiches on the picnic we knew not everyone liked cheese and olives with mayonnaise.	N
6. All the school children were sent home the electricity wen off at school.	1†
 My brother wants us to meet his girlfriend, she will be comine to dinner with us on Friday. 	g
 He forgot to take his umbrella along this morning, now his clothe are very wet. 	∋s

Name _

When and After

Directions: Write when or after to complete the sentences. 1. I knew we were in trouble _____ I heard the thunder in the distance. 2. We carried the baskets of cherries to the car ______ we were finished picking them. 3. Mom took off her apron ______ I reminded her that our dinner guests would be here any minute. 4. I wondered if we would have school tomorrow ______ I noticed the snow begin to fall. 5. The boys and girls all clapped ______ the magician pulled the colored scarves out of his sleeve. 6. I was startled ______ the phone rang so late last night. 7. You will need to upload your photos to Mom's laptop ______ you have taken all the pictures. 8. The children began to run ______ the snake started to move!

Directions: Choose the best conjunction from the box to combine the pairs of sentences. Then, rewrite the sentences. Don't forget to include commas where they are needed.

and	but	or	because	when	after	SO
1. I like Leah. I like Ben.						
2. Should I eat the orange? Should I eat the apple?						
3. You will get a reward. You turned in the lost item.						

4. I really mean what I say! You had better listen!

5. I like you. You're nice, friendly, helpful, and kind.

6. You can have dessert. You ate all your peas.

7. I like your shirt better. You should decide for yourself.

8. We walked out of the building. We heard the fire alarm.

9. I like to sing folk songs. I like to play the guitar.



Writing: Using Conjunctions

Directions: Combine each pair of sentences using the conjunctions **or**, **and**, **but**, **after**, or **when**. You may need to change the word order in the sentences.

	Example: My stomach hurts. I still want to go to the movies.			
\mathbb{N}	My stomach hurts, but I still want to go to the movies.			
1.	He accused me of peeking.	I felt very angry.		
2.	The accident was over.	l started shaking.		
3.	ls that a freckle?	Is that dirt?		
4.	l forgot my jacket.	I had to go back and get it.		
5.	l like Christmas.	I don't like waiting for it.		
6.	Would you like to live in a castle?	Would you like to live on a houseboat?		
7.	The general gave the command.	The army marched.		
8.	The trees dropped all their leaves.	We raked them up.		



Good and Well

Use the word **good** to describe a noun. **Good** is an adjective.

Example: She is a **good** teacher.

Use the word **well** to tell or ask how something is done or to describe someone's health. **Well** is an adverb. It describes a verb.

Example: She is not feeling **well**.

Directions: Write **good** or **well** in the blanks to complete the sentences correctly. The first one has been done for you.

- **<u>qood</u>** 1. Our team could use a good/well captain.
- _____ 2. The tiny kitten doesn't look good/well.
- _____ 3. He did his job so good/well that everyone praised him.
- _____ 4. Whining isn't a good/well habit.
- _____ 5. I might just as good/well do it myself.
- 6. She was one of the most well-/good- liked girls at school.
- 7. I did the book report as good/well as I could.
- 8. The television works very good/well.
- 9. You did a good/well job repairing the TV!
- _____ 10. Thanks for a job good/well done!
- _____ 11. You did a good/well job fixing the computer.
 - _____ 12. You had better treat your friends good/well.
 - _____ 13. Can your grandmother hear good/well?
 - _____ 14. Your brother will be well/good soon.

Name .

Your and You're

The word **your** shows possession.

Examples:

Is that **your** book?

I visited **your** class.

The word **you're** is a contraction for **you are**. A **contraction** is two words joined together as one. An apostrophe shows where letters have been left out.

Examples:

You're doing well on that painting.

If **you're** going to pass the test, you should study.

Directions: Write **your** or **you're** in the blanks to complete the sentences correctly. The first one has been done for you.

<u>You're</u> 1	. Your/You're the best friend I have!
2	. Your/You're going to drop that!
3	. Your/You're brother came to see me.
4	. Is that your/you're cat?
5	. If your/you're going, you'd better hurry!
6	. Why are your/you're fingers so red?
7	. It's none of your/you're business!
8	. Your/You're bike's front tire is low.
9	. Your/You're kidding!
10	. Have it your/you're way.
11	. I thought your/you're report was great!
12	. He thinks your/you're wonderful!
13	. What is your/you're first choice?
14	. What's your/you're opinion?
15	. If your/you're going, so am l!
16	. Your/You're welcome.





Good and Well; Your and You're

Directions: Choose the correct word for each sentence: good, well, your, or you're.

- 1. Are you sure you can see ______ enough to read with the lighting you have?
- 2. _____ going to need a paint smock when you go to art class tomorrow afternoon.
- 3. I can see ______ having some trouble. Can I help with that?
- 4. The music department needs to buy a speaker system that has ______ quality sound.

5. The principal asked, "Where is	hall pass?"
6. You must do the job	_ if you expect to keep it.
7. The traffic policeman said, "May I please license?"	see driver's
8. The story you wrote for English class was a	done quite
9. That radio station you listen to is a	one.

10. Let us know if ______ unable to attend the meeting on Saturday.

Name .

Its and It's

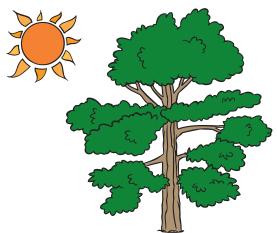
The word **its** shows ownership.

Examples:

Its leaves have all turned red. Its paw was injured.

The word **it's** is a contraction for **it is**. **Examples:**

It's better to be early than late. It's not fair!



Directions: Write **its** or **it's** to complete the sentences correctly. The first one has been done for you.

- It's
 1. Its/It's never too late to learn something new!

 2. Its/It's eyes are already open.

 3. Its/It's your turn to wash the dishes!

 4. Its/It's cage was left open.

 5. Its/It's engine was beyond repair.

 6. Its/It's teeth were long and pointed.

 7. Did you see its/it's hind legs?

 8. Why do you think its/it's mine?

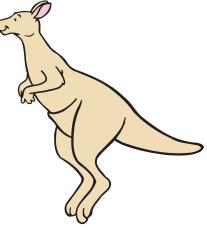
 9. Do you think its/it's the right color?

 10. Don't pet its/it's fur too hard!

 11. Its/It's from my Uncle Harry.

 12. Can you tell its/it's a surprise?

 13. Is its/it's stall always this clean?
 - _____ 14. Its/It's not time to eat yet.
 - _____ 15. She says its/it's working now.



Can and May

The word **can** means "am able to" or "to be able to."

Examples:

I **can** do that for you. **Can** you do that for me?

The word **may** means "be allowed to" or "permitted to." **May** is used to ask or give permission. It can also mean "might" or "perhaps."

Examples:

May I be excused? You **may** sit here.

Directions: Write **can** or **may** in the blanks to complete the sentences correctly. The first one has been done for you.

- May
 1. Can/May I help you?
 2. He's smart. He can/may do it himself.
 3. When can/may I have my dessert?
 4. I can/may tell you exactly what she said.
 5. He can/may speak French fluently.
 6. You can/may use my pencil.
 7. I can/may be allowed to attend the concert.
 8. It's bright. I can/may see you!
 9. Can/May my friend stay for dinner?
 10. You can/may leave when your report is finished.
 - _____ 11. I can/may see your point!
 - _____12. She can/may dance well.
 - _____13. Can/May you hear the dog barking?
 - _____14. Can/May you help me button this sweater?
 - _____15. Mother, can/may I go to the movies?





ENGLISH



Its and Its; Can and May

Directions: Choose the correct word for each sentence from the following choices: **its, it's, can**, or **may**.

- 1. "It looks as though your arms are full, Eva. _____ I help you with some of those things?" asked Michele.
- 2. The squirrel ______ climb up the tree quickly with his mouth full of acorns.
- 3. She has had her school jacket so long that it is beginning to lose

_____ color.

4. How many laps around the track _____ you do?

5. Sometimes you can tell what a story is going to be about by looking at

_____title.

6. Our house ______ need to be painted again in two or three years.

7. Mom asked, "Jon, ______ you open the door for your father?"

8. _____ going to be a while until your birthday, but do you know what you want?

9. I can feel it in the air; ______ going to snow soon.

10. If I'm careful with it, _____ I borrow your MP3 player?



Sit and Set

The word sit means "to rest."

Examples:

Please **sit** here!

Please **sit** here!

The word set means "to put or place something."

Examples:

Set your purse there.

Set the dishes on the table.



Directions: Write **sit** or **set** to complete the sentences correctly. The first one has been done for you.

- sit
 1. Would you please sit/set down here?
 2. You can sit/set the groceries there.
 3. She sit/set her suitcase in the closet.
 4. He sit/set his watch for half past three.
 - 5. She's a person who can't sit/set still.
 - 6. Sit/set the baby on the couch beside me.
 - _____7. Where did you sit/set your new shoes?
 - ______ 8. They decided to sit/set together during the movie.
 - ______ 9. Let me sit/set you straight on that!
 - _____10. Instead of swimming, he decided to sit/set in the water.
 - _____ 11. He sit/set the greasy pan in the sink.
 - _____12. She sit/set the file folder on her desk.
 - _____13. Don't ever sit/set on the refrigerator!
 - _____14. She sit/set the candles on the table.

They're, Their, and There

The word **they're** is a contraction for **they are**.

Examples:

They're our very best friends!

Ask them if **they're** coming over tomorrow.

The word **their** shows ownership.

Examples:

Their dog is friendly. It's **their** bicycle.

The word **there** shows place or direction.

Examples:

Look over there.

There it is.

Directions: Write **they're**, **their**, or **there** to complete the sentences correctly. The first one has been done for you.

 There
 1. They're/Their/There is the sweater I want!

 2. Do you believe they're/their/there stories?

 3. Be they're/their/there by one o'clock.

 4. Were you they're/their/there last night?

 5. I know they're/their/there going to attend.

 6. Have you met they're/their/there mother?

 7. I can go they're/their/there new car?

 9. They're/Their/There friendly to everyone.

 10. Did she say they're/their/there ready to go?

 11. She said she'd walk by they're/their/there?

 12. Is anyone they're/their/there?



Sit and Set; They're, There, and Their

Directions: Choose the correct word for each sentence from the following choices: sit, set, they're, there, or their.

1.	your pencil on your desk when you finish working.
2.	When we choose our seats on the bus, will you with me?
3.	is my library book! I wondered where I had left it!
4.	My little brother and his friend said not going to the ball game with us.
5.	Before the test, the teacher wants the students to sharpen
6.	She blew the whistle and shouted, "Everyone down on the floor!"
7.	All the books for the fourth graders belong over on the top shelf.
8.	The little kittens are beginning to open eyes.
9.	I'm going to the dishes on the table.
10.	going to be fine by themselves for a few minutes.

Name .

This and These

The word **this** is an adjective that refers to things that are near. **This** always describes a singular noun. Singular means one.

Example:

I'll buy **this** coat.

(Coat is singular.)

The word **these** is also an adjective that refers to things that are near. **These** always describes a plural noun. A plural refers to more than one thing.

Example:

I will buy these flowers.

(Flowers is a plural noun.)

Directions: Write **this** or **these** to complete the sentences correctly. The first one has been done for you.

, i l	
<u>these</u>	1. I will take this/these cookies with me.
	2. Do you want this/these seeds?
	3. Did you try this/these nuts?
	4. Do it this/these way!
	5. What do you know about this/these situat
	6. Did you open this/these doors?
	7. Did you open this/these window?
	8. What is the meaning of this/these letters?
	9. Will you carry this/these books for me?
·	10. This/These pans are hot!
	11. Do you think this/these light is too bright?
·	12. Are this/these boots yours?
	13. Do you like this/these rainy weather?







Review

Directions: Complete the sentences by writing the correct words in the blanks.

1. You have a good/well attitude. 2. The teacher was not feeling good/well. _____ 3. She sang extremely good/well. 4. Everyone said Josh was a good/well boy. 5. Your/You're going to be sorry for that! 6. Tell her your/you're serious. 7. Your/You're report was wonderful! 8. Your/You're the best person for the job. 9. Do you think its/it's going to have babies? _____ 10. Its/It's back paw had a thorn in it. _____ 11. Its/It's fun to make new friends. _____ 12. Is its/it's mother always nearby? _____ 13. How can/may I help you? _____ 14. You can/may come in now. _____ 15. Can/May you lift this for me? _____ 16. She can/may sing soprano. _____ 17. I'll wait for you to sit/set down first. _____ 18. We sit/set our dirty boots outside. ______ 19. It's they're/their/there turn to choose. _____ 20. They're/Their/There is your answer! _____ 21. They say they're/their/there coming. _____ 22. I must have this/these one! _____ 23. I saw this/these gloves at the store. _____ 24. He said this/these were his.



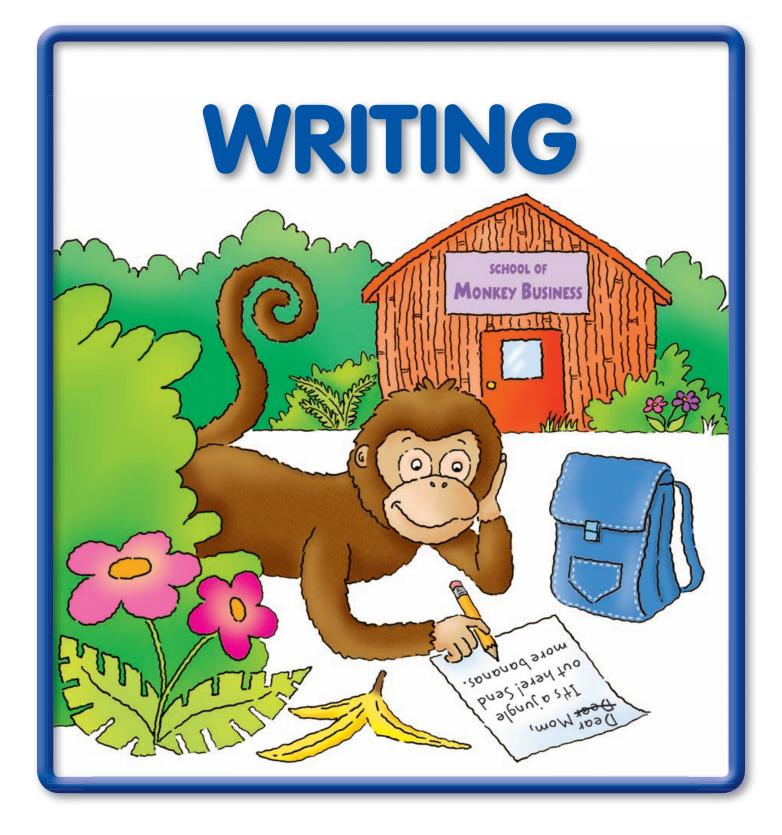


Review

Directions: Complete the sentences by writing the correct words in the blanks.

good	well	your	you're	its
it's	can	may	sit	set
they're	there	their	this	these

- 1. _____ is an adjective that refers to a particular thing.
- 2. Use ______ to tell or ask how something is done or to describe someone's health.
- 3. _____ is a contraction for **it is**.
- 4. _____ describes a plural noun and refers to particular things.
- 5. _____ means "to rest."
- 6. _____ means "am able to" or "to be able to."
- 7. ______ is a contraction for **they are**.
- 8. _____, ____, and ______show ownership or possession.
- 9. Use ______ to ask politely to be permitted to do something.
- 10. _____ is a contraction for **you are**.
- 11. _____ means "to place or put."
- 12. _____ describes a noun.
- 13. Use ______ to show direction or placement.



Capital Letters and Periods

The first letter of a person's first, last, and middle name is always capitalized.

Example: Elizabeth Jane Marks is my best friend.

The first letter of a person's title is always capitalized. If the title is abbreviated, the title is followed by a period.

Example: Her mother is **Dr**. Susan Jones Marks. **Ms**. Lia Choudhry was a visitor.

Directions: Write **C** if the sentence is punctuated and capitalized correctly. Draw an **X** if the sentence is not punctuated and capitalized correctly. The first one has been done for you.



- 1. I asked Elizabeth if I should call her mother Mrs. marks or dr. Marks.
- ____ 2. Mr. and Mrs. Francesco were friends of the DeVuonos.
- _____ 3. Dr. Daniel Long and Dr Holly Barrows both spoke with the patient.
- _____ 4. Did you get Mr. MacMillan for English next year?
- _____ 5. Mr. Sweet and Ms. Petrov were both at the concert.
- _____ 6. When did the doctor. tell you about this illness?
- _____ 7. Dr. Donovan is the doctor that Mr. Winham trusted.
- _____ 8. Why don't you ask Doctor. Bautista her opinion?
- 9. All three of the doctors diagnosed Ms. Twelp.
- _____10. Will Ms. Davis and Ms Aziz be at school today?
- _____ 11. Did Dr Samuels see your father last week?
- _____12. Is Judy a medical doctor or another kind of specialist?
 - _____13. We are pleased to introduce Ms King and Mr. Tanaka.

Punctuation: Commas

Use a comma to separate the number of the day of a month and the year. Do not use a comma to separate the month and year if no day is given.

Examples:

June 14, 1999 June 1999

Use a comma after **yes** or **no** when it is the first word in a sentence.

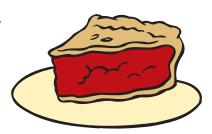
Examples:

Yes, I will do it right now. No, I don't want any.

Directions: Write **C** if the sentence is punctuated correctly. Draw an **X** if the sentence is not punctuated correctly. The first one has been done for you.

- ____ 1. No, I don't plan to attend.
- _____ 2. I told them, oh yes, I would go.
- _____ 3. Her birthday is March 13, 1995.
- _____ 4. He was born in May, 2012.
- _____ 5. Yes, of course I like you!
- _____ 6. No I will not be there.
- _____ 7. They left for vacation on February, 14.
- _____ 8. No, today is Monday.
- 9. The program was first shown on August 12, 2014.
- _____10. In September, 2020 how old will you be?
- _____ 11. He turned 12 years old on November, 13.
- 12. I said no, I will not come no matter what!
- _____13. Yes, she is a friend of mine.
- _____14. His birthday is June 12, 2006, and mine is June 12, 2007.
- 15. No I would not like more dessert.











Name _

Punctuation: Commas

Use a comma to separate words in a series. A comma is used after each word in a series.

Example:

We ate apples, oranges, and pears.

Always use a comma between the name of a city and a state.

Examples:

She lives in Fresno, California. He lives in Wilmington, Delaware.

Directions: Write **C** if the sentence is punctuated correctly. Draw an **X** if the sentence is not punctuated correctly. The first one has been done for you.

- She ordered shoes, dresses and shirts to be sent to her home in Oakland California.
- 2. No one knew her pets' names were Fido, Spot, and Tiger.
- _____ 3. He likes green beans lima beans, and corn on the cob.
- 4. Typing paper, pens, and pencils are all needed for school.
 - _____ 5. Send your letters to her in College Park, Maryland.
- 6. Orlando Florida is the home of Disney World.
- _____ 7. Mickey, Minnie, Goofy, and Daisy are all favorites of mine.
- _____ 8. Send your letter to her in Reno, Nevada.
- 9. Before he lived in New York, City he lived in San Diego, California.
- _____ 10. She mailed postcards, and letters to him in Lexington, Kentucky.
- _____ 11. Teacups, saucers, napkins, and silverware were piled high.
- _____ 12. Can someone give me a ride to Indianapolis, Indiana?
- _____ 13. He took a train a car, and then a boat to visit his old friend.
- _____ 14. Why can't I go to Disney World to see Mickey, and Minnie?

Book Titles

All words in the title of a book are underlined. Underlined words also mean italics.

Examples:

Wonder by R. J. Palacio was a best-seller! (Wonder)

Have you read <u>The One and Only Ivan</u>? (The One and Only Ivan)

Directions: Underline the book titles in these sentences. The first one has been done for you.



- 1. I thought that <u>Applewhite's at Wit's End</u> was a hilarious book.
- 2. Have you read Breakaway by Trever Kew?
- 3. James and the Giant Peach and Fantastic Mr. Fox were both written by Roald Dahl.
- 4. Have you heard of the book The Fourteenth Goldfish by Jennifer Holm?
- 5. Chris Kurtz wrote a book called The Adventures of a South Pole Pig.
- 6. The teacher read Charlie and the Chocolate Factory aloud to our class.
- 7. Ukulele Hayley is about a girl who has to find a way to perform in a school talent show.
- 8. Better to Wish and The Long Way Home are the first and second books by author Ann M. Martin.
- 9. The title sounds silly, but The True Blue Scouts of Sugar Man Swamp really is a great book!
- 10. If you are studying slavery, an interesting book to read is Harriet Tubman and the Underground Railroad.
- 11. Elijah got a copy of Be a Wilderness Detective for his birthday.
- 12. If you like mysteries, I would recommend Malcolm at Midnight.
- 13. Two books about baseball are Baseball's Biggest Bloopers and The Boy Who Saved Baseball.

Book Titles

Capitalize the first and last word of book titles. Capitalize all other words of book titles except short prepositions, such as **of**, **at**, and **in**; conjunctions, such as **and**, **or**, and **but**; and articles, such as **a**, **a**, and **the**.

Examples:

Have you read Ramona Quimby, Age 8?

Pippi Longstocking is her favorite book.

Directions: Underline the book titles. Circle the words that should be capitalized. The first one has been done for you.

1.(attack)of the(fluffy bunnies) by Andrea Beaty

- 2. the lion, the witch and the wardrobe by C. S. Lewis
- 3. a dog's life: the autobiography of a stray by Ann M. Martin
- 4. the house of sixty fathers by Meindert DeJong
- 5. harry potter and the sorcerer's stone by J. K. Rowling
- 6. little house on the prairie by Laura Ingalls Wilder
- 7. 50 simple things you can do to save the earth by Earth Works Press
- 8. thunder on the plains: the story of the american buffalo by Ken Robbins
- 9. the whole story of half a girl by Veera Hiranandani
- 10. you can't have my planet, but take my brother, please by James Mihaley
- 11. oh, the places you'll go! by Dr. Seuss
- 12. king of the mound: my summer with satchel paige by Wes Tooke
- 13. dear mr. longfellow: letters to and from the children's poet by sydelle pearl
- 14. the time and space of uncle albert by Russel Stannard
- 15. the boy who climbed into the moon by David Almond





Punctuation: Quotation Marks

Use quotation marks ("") before and after the exact words of a speaker.

Examples:

I asked Aunt Martha, "How do you feel?"

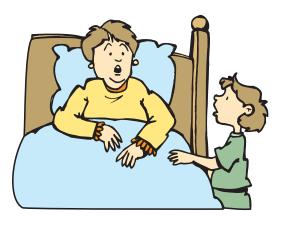
"I feel awful," Aunt Martha replied.

Do not put quotation marks around words that report what the speaker said.

Examples:

Aunt Martha said she felt awful.

I asked Aunt Martha how she felt.



Directions: Write **C** if the sentence is punctuated correctly. Draw an **X** if the sentence is not punctuated correctly. The first one has been done for you.

- \underline{C}_{1} 1. "I want it right now!" she demanded angrily.
- _____ 2 "Do you want it now? I asked."
- _____ 3. She said "she felt better" now.
- _____ 4. Her exact words were, "I feel much better now!"
- _____ 5. "I am so thrilled to be here!" he shouted.
- _____ 6. "Yes, I will attend," she replied.
- _____ 7. Elizabeth said "she was unhappy."
- _____ 8. "I'm unhappy," Elizabeth reported.
- _____ 9. "Did you know her mother?" I asked.
- _____ 10. I asked "whether you knew her mother."
- _____ 11. I wondered, "What will dessert be?"
- _____12. "Which will it be, salt or pepper?" the waiter asked.
- _____ 13. "No, I don't know the answer!" he snapped.
- _____ 14. He said "yes he'd take her on the trip.
- _____ 15. Be patient, he said. "it will soon be over."



Punctuation: Quotation Marks

Use quotation marks around the titles of songs and poems.

Examples:

Have you heard "Still Cruising" by the Beach Boys?

"Ode to a Nightingale" is a famous poem.



Directions: Write **C** if the sentence is punctuated correctly. Draw an **X** if the sentence is not punctuated correctly. The first one has been done for you.

- _____ 1. Do you know "My Bonnie Lies Over the Ocean"?
- _____ 2. We sang The Stars and Stripes Forever" at school.
- _____ 3. My little brother's favorite song is "The Eensy Weensy Spider."
- _____ 4. Turn the music up when "A Hard Day's "Night comes on!
- _____ 5. "Yesterday" was one of Paul McCartney's most famous songs.
- _____ 6. Calef Brown's poems, like "Polkabats" and "Kansas City Octopus," are very silly!
- _____ 7. A song everyone knows is "Happy Birthday."
- _____ 8. "Swing Low, Sweet Chariot" was first sung by slaves.
- _____ 9. Do you know the words to Home on "the Range"?
- _____10. "Hiawatha" is a poem your grandparents may have memorized in school.
 - ____ 11. The reggae song "Three Little Birds always makes me happy when I'm feeling down.
- _____12. My sister danced to "The Way You Look Tonight."
- 13. The words to "Rain, Rain" Go Away are easy for young children to learn.
- _____14. My mom loves an old jazz standard called "Summertime."
- 15. Little children like to hear "The Night Before Christmas."

Review

Directions: The following sentences have errors in punctuation, capitalization, or both. The number in parentheses () at the end of each sentence tells you how many errors it contains. Correct the errors by rewriting each sentence.

1. I saw mr. Johnson reading Stuart Little to his class. (2)

2. Do you like to sing "Take me Out to The Ballgame"? (2)

3. He recited the poem Stopping by Woods on a Snowy Evening to Miss. Simpson's class. (2)

4. Bananas, and oranges are among Dr Wu's favorite fruits. (2)

5. My grandpa used to sing me the song "You Are my Sunshine. (2)

- 6. Owen & Mzee is a wonderful book about a baby hippo and a giant turtle who became friends. (1)
- 7. Alvin Ho: Allergic To Camping Hiking and other natural Disasters is a really funny book. (5)

8. Peanut butter, jelly, and bread are Miss. Lee's favorite treats. (1)

Proofreading

Proofreading means searching for and correcting errors by carefully reading and rereading what has been written. Use the proofreading marks below when correcting your writing or someone else's.

To insert a word or a punctuation mark that has been left out, use this mark: ... It is called a caret.

went Example: We₁to the dance together.

To show that a letter should be capitalized, put three lines under it.

Example: Mrs. castellano drove us to school.

To show that a capital letter should be small or lowercase, draw a diagonal line through it.

Example: Mrs. Castellano prove us to school.

To show that a word is spelled incorrectly, draw a horizontal line through it and write the correct spelling above it.

walrus **Example:** The wolros is an amazing animal.

Directions: Proofread the two paragraphs using the proofreading marks you learned. The author's last name, Towne, is spelled correctly.

The Modern ark

My book report is on the modern ark by Cecilia Fitzsimmons. The book tells abut 80 of

worlds endangered animals. The book also an arc and animals inside for kids put together.

Their House

there house is a Great book! The arthur's name is Mary Towne. they're house tells about

a girl name Molly. Molly's Family bys an old house from some people named warren. Then,

there big problems begin!



Proofreading

Directions: Proofread the sentences. Write **C** if the sentence has no errors. Draw an **X** if the sentence contains missing words or other errors. The first one has been done for you.

- _____ 1. The new Ship Wreck Museum in Key West is exciting!
- _____ 2. Another thing I liked was the litehouse.
- _____ 3. Do you remember Hemingway's address in Key West?
- 4. The Key West semetery is on 21 acres of ground.
- _____ 5. Ponce de eon discovered Key West.
- _____ 6. The cemetery in Key West is on Francis Street.
- _____ 7. My favorete tombstone was the sailor's.
- 8. His wife wrote the words on it. Remember?
 - 9. The words said, "at least I know where to find him now!"
- _____10. That sailor must have been away at sea all the time.
- _____ 11. The troley ride around Key West is very interesting.
- _____12. Do you why it is called Key West?
- _____13. Can you imagine a lighthouse in the middle of your town?
- _____14. It's interesting to no that Key West is our southernmost city.
 - _____15. Besides Harry Truman and Hemingway, did other famous people live there?



Proofreading

Directions: Proofread the paragraphs, using the proofreading marks you learned. There are seven capitalization errors, two missing words, and eleven errors in spelling or word usage.



Key West

key West has been tropical paradise ever since Ponce de Leon first saw the set of islands called the keys in 1513. Two famus streets in Key West are named duval and whitehead. You will find the city semetery on Francis Street. The tombstones are funny!

The message on one is, "I told you I was sick!" On sailor's tombston is this mesage his widow: "At lease I no where to find him now."

The cemetery is on 21 akres in the midle of town. The most famous home in key west is that of the authur, Ernest Hemingway. Heminway's home was at 907 whitehead Street. He lived their for 30 years.



M

Proofreading

Directions: Read more about Key West. Proofread and correct the errors. There are eight errors in capitalization, eight misspelled words, and three missing words.

More About Key West

a good way to lern more about key West is to ride the trolley. Key West has a great troley system. The trolley will take on a tour of the salt ponds. You can also three red brick forts. The troley tour goes by a 110-foot-high lighthouse. It is rite in the middle of the city. Key west is the only city with a Lighthouse in the midle of it! It is also the southernmost city in the United States.

If you have time, the new Ship Wreck Museum. Key west was also the hom of former president Harry truman. During his presidency, Trueman spent many vacations on key west.

N

11.

Name _

Run-On Sentences

A **run-on sentence** occurs when two or more sentences are joined together without punctuation.

Examples:

Run-on sentence: I lost my way once did you?

Two sentences with correct punctuation: I lost my way once. Did you? Run-on sentence: I found the recipe it was not hard to follow. Two sentences with correct punctuation: I found the recipe. It was not hard to follow.

Directions: Rewrite the run-on sentences correctly with periods, exclamation points, and question marks. The first one has been done for you.

1. Did you take my umbrella I can't find it anywhere!

Did you take my umbrella? I can't find it anywhere!

2. How can you stand that noise I can't!

3. The crackers are gone I see only crumbs.

4. The dogs were barking they were hungry.

5. She is quite ill please call a doctor immediately!

6. The clouds came up we knew the storm would hit soon.

7. You weren't home he stopped by this morning.

Comprehensive Curriculum - Grade 4



Directions: In the paragraphs below, use periods, question marks, or exclamation marks to show where one sentence ends and the next begins. Underline the first letter of each new sentence to show which letters should be capitalized.

Example: (b) sister accused me of not helping her rake the leaves. (that's silly! (i) helped at least a hundred times.

- I always tie on my fishing line when it moves up and down, I know a fish is there after waiting a minute or two, I pull up the fish it's fun
- 2. I tried putting lemon juice on my freckles to make them go away did you ever do that it didn't work my skin just got sticky now, I'm slowly getting used to my freckles



- 3. once, I had an accident on my bike I was on my way home from school what do you think happened my wheel slipped in the loose dirt at the side of the road my bike slid into the road
- 4. one night, I dreamed I lived in a castle in my dream, I was the king or maybe the queen everyone listened to my commands then, Mom woke me up for school I tried commanding her to let me sleep it didn't work
- 5. what's your favorite holiday Christmas is mine for months before Christmas, I save my money, so I can give a present to everyone in my family last year, I gave my big sister earrings they cost me five dollars
- 6. my dad does exercises every night to make his stomach flat he says he doesn't want to grow old I think it's too late don't tell him I said that

Name ___

Writing: Putting Ideas Together

Directions: Make each pair of sentences into one sentence. (You may have to change the verbs for some sentences—from **is** to **are**, for example.)

Example: Our house was flooded. Our car was flooded. Our house and car were flooded. 1. Kenny sees a glow in the sky. Carrie sees a glow in the sky. 2. Our new stove came today. Our new refrigerator came today. The field is full of toads. 3. The pond is full of toads. 4. Stripes are on the flag. Stars are on the flag. 5. The ducks took flight. The geese took flight. 6. Joe reads stories. Dana reads stories. 7. A sandwich is a good choice for lunch. Soup is a good choice for lunch. 8. Amira heard someone groan. Kevin heard someone groan.



Writing: Putting Ideas Together

Directions: Write each pair of sentences as one sentence.

Example: Dom will deal the cards one at a time. Dom will give four cards to everyone.

Dom will deal the cards one at a time and give four cards to everyone.



1. Zola won the contest.

Zola claimed the prize.

- 2. We need to find the scissors. We need to buy some tape.
- 3. The stream runs through the woods. The stream empties into the East River.
- 4. Katie tripped on the steps. Katie has a pain in her left foot.
- 5. Grandpa took me to the store. Gran
- 6. Charity ran 2 miles.

Grandpa bought me a treat.

She walked 1 mile to cool down afterwards.

Name _

Combining Sentences

Some simple sentences can be easily combined into one sentence.

Examples:



Simple sentences: The bird sang. The bird was tiny. The bird was in the tree. **Combined sentence:** The tiny bird sang in the tree.

Directions: Combine each set of simple sentences into one sentence. The first one has been done for you.

1. The big girls laughed. They were friendly. They helped the little girls.

<u>The big, friendly girls laughed and helped the little girls.</u>

2. The dog was hungry. The dog whimpered. The dog looked at its bowl.

3. Be quiet now. I want you to listen. You listen to my joke!

4. I lost my pencil. My pencil was stubby. I lost it on the bus.

5. I see my mother. My mother is walking. My mother is walking down the street.

6. Do you like scrambled eggs? Do you like cheddar cheese? Do you like mushrooms?

7. Tell me you'll do it! Tell me you will! Tell me right now!

Writing: Using Fewer Words

Writing can be more interesting when fewer words are used. Combining sentences is easy when the subjects are the same. Notice how the comma is used.

Example: Riley woke up. Riley ate breakfast. Riley brushed her teeth.

Riley woke up, ate breakfast, and brushed her teeth.

Combining sentences with more than one subject is a little more complicated. Notice how commas are used to "set off" information.

Examples: Hannah went to the store. Hannah is Riley's sister.

Hannah went to the store with Riley, her sister.

Eddie likes to play with cars. Eddie is my younger brother.

Eddie, my younger brother, likes to play with cars.



Directions: Write each pair of sentences as one sentence.

- 1. Eduardo played soccer after school. He played with his best friend, Tom.
- 2. Spot likes to chase cats. Spot is my dog.
- 3. Sierra and Jada both love ice skating. Jada is Sierra's cousin.
- 4. Jayna is my cousin. Jayna helped me move into my new apartment.
- 5. Romeo is a big tomcat. Romeo loves to hunt mice.

Combining Sentences in Paragraph Form

A **paragraph** is a group of sentences that share the same idea.

Directions: Rewrite the paragraph by combining the simple sentences into longer sentences.

Jason awoke early. He threw off his covers. He ran to his window. He looked outside. He saw snow. It was white and fluffy. Jason thought of something. He thought of his sled. His sled was in the garage. He quickly ate breakfast. He dressed warmly. He got his sled. He went outside. He went to play in the snow.



Nouns and Pronouns

To make a story or report more interesting, pronouns can be substituted for overused nouns.

Example:

Mom made the beds. Then, Mom started the laundry.



The noun **Mom** is used in both sentences. The pronoun **she** could be used in place of **Mom** the second time to make the second sentence more interesting.

Directions: Cross out nouns when they appear a second and/or third time. Write a pronoun that could be used instead. The first one has been done for you.

- <u>We</u> 1. My friends and I like to go ice skating in the winter. <u>My friends and I</u> usually fall down a lot, but <u>my friends and I</u> have fun!
 - 2. All the children in the fourth-grade class next to us must have been having a party. All the children were very loud. All the children were happy it was Friday.
 - ____ 3. I try to help my father with work around the house on the weekends. My father works many hours during the week and would not be able to get everything done.
 - 4. Can I share my birthday treat with the secretary and the principal? The secretary and the principal could probably use a snack right now!
 - 5. I know Mr. Garcia needs a copy of this history report. Please take it to Mr. Garcia when you finish.

WRITING

Nouns and Pronouns

Directions: Cross out nouns when they appear a second and/or third time. Write a pronoun that could be used instead.



- 1. The merry-go-round is one of my favorite rides at the county fair. I ride the merry-go-round so many times that I sometimes get sick.
 - 2. My parents and I are planning a 2-week vacation next year. My parents and I will be driving across the country to see the Grand Canyon. My parents and I hope to have a great time.
 - _ 3. The new art teacher brought many ideas from the city school where the art teacher worked before.
 - 4. Green beans, corn, and potatoes are my favorite vegetables. I could eat green beans, corn, and potatoes for every meal. I especially like green beans, corn, and potatoes in stew.
 - 5. I think I left my pen in the library when I was looking up reference materials earlier today. Did you find my pen when you cleaned?
 - 6. My grandmother makes very good apple pie. My grandmother said I could learn how to make one the next time we visit.
 - ____ 7. My brothers and I could take care of your pets while you are away if you show my brothers and me what you want done.



Pronoun Antecedents

A pronoun's **antecedent** is the noun or nouns the pronoun refers to.

Example:

Green beans, corn, and potatoes are my favorite vegetables. I could eat them for every meal.

The pronoun **them** refers to the nouns **green beans**, **corn**, and **potatoes**.

Directions: Find the pronoun in each sentence, and write it in the blank below. Underline the word or words the pronoun refers to. The first one has been done for you.

1. The fruit trees look so beautiful in the spring when they are covered with blossoms.



- 2. Tori is a high school cheerleader. She spends many hours at practice.
- 3. The football must have been slippery because of the rain. The quarterback could not hold on to it.
- 4. Aunt Donna needs a babysitter for her 3-year-old tonight.

^{5.} The art projects are on the table. Could you please put them on the top shelf along the wall?

MOVIES

Pronoun Antecedents

Directions: Find the pronoun in each sentence, and write it in the blank below. Underline the word or words the pronoun refers to.

- 1. Did Aaron see The Lego Movie? Jay thought it was a very good movie.
- 2. Maysie can help you with the spelling words now, Tasha.
- 3. The new tennis coach said to call him after 6:00 tonight.
- 4. Sam, Levi, and Luis called to say they would be later than planned.
- 5. Mrs. Burns enjoyed the snacks her class brought for the surprise party.
- 6. The children are waiting outside. Ask Josh to take the pinwheels out to them.

7. Mrs. Taylor said to go on ahead because she will be late.

- 8. The whole team must sit on the bus until the driver gives us permission to get off.
- 9. Dad said the umbrella did a poor job of keeping the rain off him.

^{10.} The umbrella was blowing around too much. That's probably why it didn't do a good job.



Writing: Topic Sentences

A **paragraph** is a group of sentences that tells about one main idea. A **topic sentence** tells the main idea of a paragraph.

Many topic sentences come first in the paragraph. The topic sentence in the paragraph below is underlined. Do you see how it tells the reader what the whole paragraph is about?

<u>Friendships can make you happy or make you sad</u>. You feel happy to do things and go places with your friends. You get to know each other so well that you can almost read each others' minds. But friendships can be sad when your friend moves away—or decides to be best friends with someone else.

Directions: Underline the topic sentence in the paragraph below.

We have two rules about using the phone at our house. Our whole family agreed on them. The first rule is not to talk longer than 10 minutes. The second rule is to take good messages if you answer the phone for someone else.

Directions: After you read the paragraph below, write a topic sentence for it.



For one thing, you could ask your neighbors if they need any help. They might be willing to pay you for walking their dog, mowing their grass, or weeding their garden. Maybe your older brothers or sisters would pay you to do some of their chores. You also could ask your parents if there's an extra job you could do around the house to make money.

Directions: Write a topic sentence for a paragraph on each of these subjects.

Homework:

Television: _____

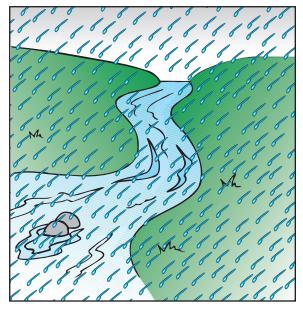
Name _

Writing: Supporting Sentences

Supporting sentences provide details about the topic sentence of a paragraph.

Directions: In the paragraph below, underline the topic sentence. Then, cross out the supporting sentence that does not belong in the paragraph.

One spring, it started to rain and didn't stop for 2 weeks. All the rivers flooded. Some people living near the rivers had to leave their homes. Farmers couldn't plant their crops because the fields were so wet. Plants need water to grow. The sky was dark and gloomy all the time.



Directions: Write three supporting sentences to go with each topic sentence below. Make sure each supporting sentence stays on the same subject as the topic sentence.

Not everyone should have a pet.

I like to go on field trips with my class.

I've been thinking about what I want to be when I get older.

Writing: Topic Sentences and Supporting Details

Directions: For each topic below, write a topic sentence and four supporting details.

Example:

Playing with friends: (topic sentence) <u>Playing with my friends can be lots of fun.</u> (details)

- 1. We like to ride our bikes together.
- 2. We play fun games, like "dress up" and "animal hospital."
- 3. Sometimes, we swing on the swings or slide down the slides on our swingsets.
- 4. We like to pretend we are having tea with our stuffed animals.

Recess at school:	 	
Summer vacation:		
Droth are ar distance		
Brothers or sisters:	 	

Writing: Topic Sentences and Supporting Details

Directions: Select a topic from page 293. Arrange the topic sentence and detail sentences in paragraph form.

Example:

Playing with Friends

Playing with my friends can be lots of fun. We play fun games like "animal hospital" and "dress up." We like to pretend we are having tea with our stuffed animals. Sometimes, we swing on the swings or slide down the slides on our swingsets. We also like to ride our bikes together.



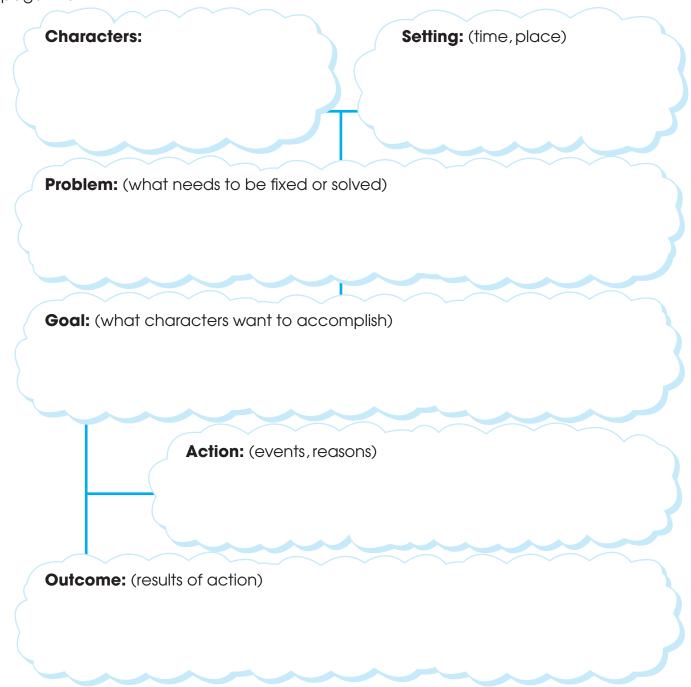
Note: Notice how the first line of the paragraph is indented. Also, note how the order of the sentences changed to make the paragraph easier to read.

Directions: Choose a topic. Write a five-sentence paragraph about it. Don't forget the topic sentence, the supporting details, and to indent your paragraph. Make sure the detail sentences stick to the topic.

Writing: Story Map

A **story map** helps to organize your thoughts in a logical sequence before you begin to write a story or report.

Directions: Use the following story map to arrange your thoughts for the police report on page 296.



Review

Directions: Write a police report about an event in which someone your age was a hero or heroine. Follow these steps:

- 1. Write all your ideas in any order on another sheet of paper. What happened? Who saw it? Who or what do you think caused it? Why were the police called?
- 2. Choose the ideas you want to use, and organize them with the story map on page 295.
- 3. Now, write in complete sentences to tell what happened. Combine some short sentences using **and**, **but**, **or**, **after**, or **when**. Make sure all your sentences end with a period or question mark.
- 4. Read your sentences aloud. Did you leave out any important facts? Will your "commanding officer" know what happened?

OFFICIAL POLICE REPORT

- 5. Make any necessary changes, and write your report below.
- 6. Read your report to someone.



Reporting officer:	
Date of accident:	Time of accident:

Review

Directions: On another sheet of paper, write three paragraphs that tell a story about the picture below. Tell who lives in the house, what happened, and why it happened. Begin each paragraph with a topic sentence that tells the main idea. Read your paragraphs aloud, make any necessary changes, and copy them below.



Who lives there:

What happened:

Why it happened:

Name _

Writing: Paragraphs

Each paragraph should have one main idea. If you have a lot of ideas, you need to write several paragraphs.

Directions: Read the ideas below, and number them:

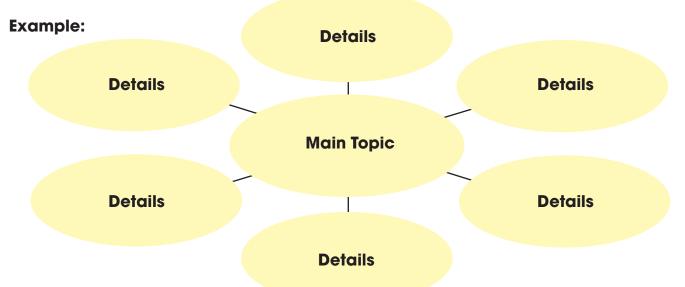
- 1. If the idea tells about Jill herself.
- 2. If the idea tells what she did.
- 3. If the idea tells why she did it.
- _____ found a bird caught in a kite string
- _____ plays outside a lot
- _____ in Grade 4 at Center School
- _____ knew the bird was wild
- _____ untangled the bird
- _____ likes pets
- _____ wouldn't want to live in a cage
- _____ gave the bird its freedom



Now, use the ideas to write three paragraphs. Use your own paper if necessary. Write paragraph 1 about Jill. Write paragraph 2 about what she did. Write paragraph 3 about why she did it.

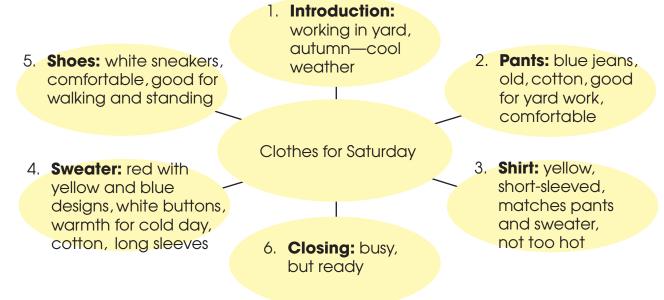
Writing: Paragraphs

When you have many good ideas about a subject, you need to organize your writing into more than one paragraph. It is easy to organize your thoughts about a topic if you use an idea web.



The main topic of your story is stated in the middle circle. Details about the main topic are listed in the outer circles.

Study the following idea web, and note how the thoughts are organized in paragraph form on the following page.



Writing: Paragraphs

Once your ideas are gathered, go back and decide which ideas should be the first, second, third, and so on. These numbers will be the order of the paragraph in the finished story.

Directions: Read the story paragraphs below.





Clothes for Saturday

This Saturday, my family and I will be working in the yard. We will be mowing grass, raking leaves, and pulling weeds. When I get up that day, I know I will need to wear clothes that will keep me warm in the autumn air. My clothes will also need to be ones that will not be ruined if they get muddy or dirty.

The best choice of pants for our busy day will be my jeans. They are nicely faded and well worn, which means they are quite comfortable. They will be good for yard work since mud and grass stains wash out of them easily.

My shirt will be my yellow golf shirt. It will match the blue of my jeans. Also, its short sleeves will be fine if the weather is warm.

For warmth on Saturday, if the day is cool, I will wear my blue, yellow, and red sweater. It is made from cotton and has long sleeves to keep out frosty air.

Yard work means lots of walking, so I will need comfortable shoes. The best choice will be my white sneakers. They aren't too tight or too loose, and they keep my feet comfortable.

Saturday will be a busy day, but I'll be ready!

When "Clothes for Saturday" was written, the author added both an introductory and concluding paragraph. This helps the reader with the flow of the story.

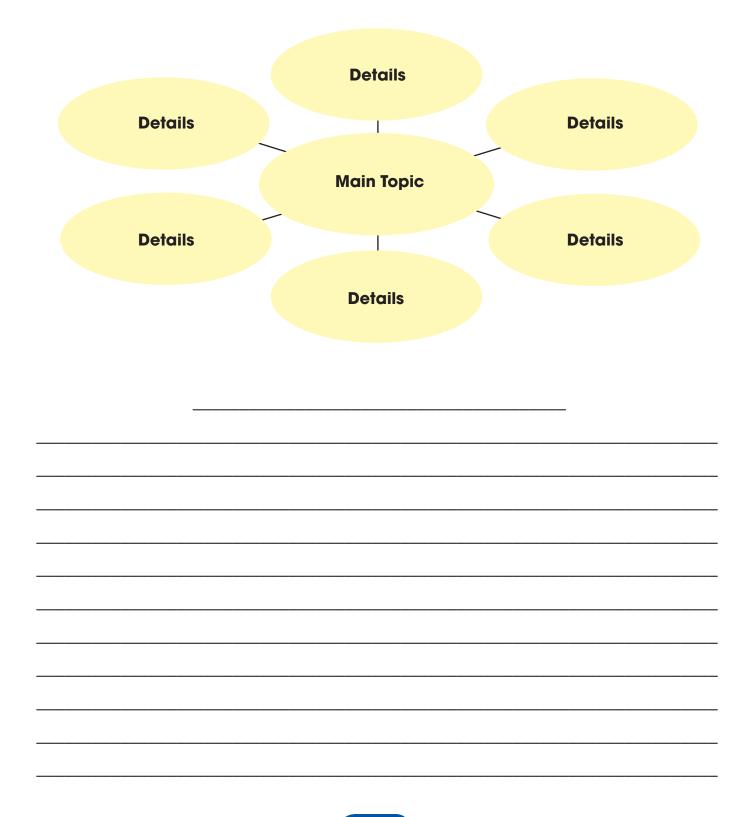
Directions: Now, it's your turn. Select a topic from the list below, or choose one of your own. Complete the idea web on page 301, and write a brief story. (You may or may not use all the clusters.)

Topics:

chores	holidays	all about me	sports
homework	family	pets	vacation



Writing: Idea Web



Taking Notes

Taking notes effectively can help you in many ways with schoolwork. It will help you better understand and remember what you read and hear. It will also help you keep track of important facts needed for reports, essays, and tests.

Each person develops his or her own way of taking notes. While developing your style, keep in mind the following:

- Write notes in short phrases instead of whole sentences.
- Abbreviate words to save time.

Examples: pres for president or & for and

If you use the same name often in your notes, use initials.

Examples: GW for George Washington **AL** for Abraham Lincoln.

- Be brief, but make sure you understand what you write.
- Number your notes, so you can understand where each note starts and stops.
- When taking notes from a long article or book, write down one or two important points per paragraph or chapter.

Directions: Reread the article "Floating in Space" on page 168. As you read the first three paragraphs, fill in the note-taking outline below with your notes.

Title of Article or Story		
	Important Points	
Paragraph 1		
Paragraph 2		
Paragraph 3		

Taking Notes

Directions: Use this guide for taking notes on the articles in the next two pages. Set up your own paper in a similar way, or make several photocopies, for note-taking on future pages.

	Penguins Are Unusual Birds	~
Paragraph or		
Chapter Numbers	Important Points	
1		
2		
3		
Paragraph or Chapter Numbers	From Grapes to Raisins (Title)	
1		
2		
3		

Taking Notes: Penguins Are Unusual Birds

Directions: Use a sheet of paper to cover up the story about penguins. Then, read the questions.

- 1. Why are penguins unusual?
- 2. Do penguins swim?
- 3. Where do penguins live?
- 4. Do penguins lay eggs like other birds?

Directions: Read about penguins. While reading, make notes on the note-taking sheet on the previous page.



Penguins may be the most unusual birds. They cannot fly, but they can swim very fast through ice-cold water. They can dive deep into the water, and they can jump high out of it. Sometimes, they make their nests out of rocks instead of twigs and grass. Some penguins live in very cold parts of the world. Others live in warmer climates. All penguins live south of the equator.

Unlike other birds, penguins lay only one egg at a time. Right after a mother penguin lays her egg, she waddles back to the ocean. The father penguin holds the egg on his feet, covering it with part of his stomach to keep it warm. When the egg is ready to hatch, the mother penguin returns. Then, the father penguin takes a turn looking for food.

When a penguin swims, its white belly and dark back help it hide from enemies. From under the water, predators cannot see it. From on top of the water, predators cannot see it either. This is how the penguin stays safe!

Directions: Use your notes to complete these sentences.

1. Penguins cannot fly, but
2. Penguins can dive deep and
3. Penguins lay only
4. Father penguins keep the egg
5. Mother penguins return when the egg

Taking Notes: From Grapes to Raisins

Directions: Use a piece of paper to cover up the story about how grapes become raisins. Then, read the questions.

- 1. How do grapes become raisins?
- 2. What happens after the grapes become raisins?
- 3. Why are raisins brown?
- 4. In what countries do grapes grow?

Directions: Read about how grapes become raisins. While reading, make notes on the note-taking sheet on page 303.



Grapes grow well in places that have lots of sun. In the United States, California is a big producer of grapes and raisins. When grapes are plump and round, they can be picked from their vines to be made into raisins. After the grapes are picked, they are put on big wooden or paper trays. They sit in the sun for many days.

Slowly, the grapes begin to dry and turn into wrinkled raisins. The sun causes them to change colors. Grapes turn brown as they become raisins. Machines take off the stems. Then, the raisins are washed. After being dried again, they are put into boxes. Some places use machines to make raisins dry faster. The grapes are put into ovens that have hot air blowing around inside. These ovens make the grapes shrivel and dry. Raisins are made in many countries that grow grapes. Besides the United States, countries such as Greece, Turkey, Iran, Spain, and Australia produce a lot of raisins.

Directions: Use your notes to answer the four questions at the top of the page. Write your answers on the lines below.

1.	
2.	
3.	
4.	

Name .

Taking Notes: Graham Crackers

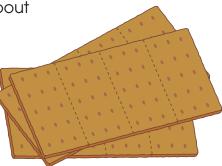
Directions: Use a piece of paper to cover up the story about graham crackers. Then, read the questions.

1. Where did graham crackers come from?

2. Who invented graham crackers?

3. What are graham crackers made of?

4. Why were graham crackers made?



Directions: Read about graham crackers. While reading, make notes on another sheet of paper.

Graham crackers were invented around 1830. A minister named Sylvester Graham wanted people to eat healthier foods. He did not think that people should eat meat or white bread. He wanted people to eat more fruits and vegetables and wheat breads that were brown instead of white.

Graham crackers were named after Sylvester Graham. He liked them because they were made of whole-wheat flour. There are many other kinds of crackers, but not all of them are as good for you as graham crackers. Graham crackers are still considered a healthy snack!

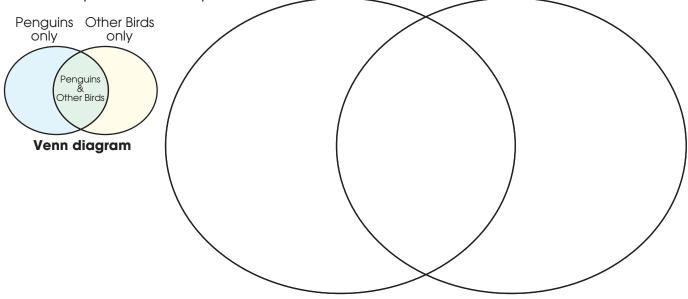
Directions: Use your notes to answer the four questions at the top of the page. Write your answers on the lines below.

1.	
2.	
3.	
Δ	
ч.	

Compare and Contrast

To **compare** means to look for ways two items are alike. To **contrast** means to look for ways two items are different.

Directions: Use the Venn diagram to compare and contrast penguins (page 304) with most birds you see where you live.



To write a comparison paragraph, begin with a topic sentence that states your main idea. Write sentences that provide supporting details. End your paragraph with a conclusion sentence. A conclusion sentence often restates the topic sentence.

Directions: Use the information from your Venn diagram to write a short comparison paragraph.

Name ____

Outlining

Outlines are plans that help you organize your thoughts. If you are writing an essay, an outline helps you decide what to write. An outline should look similar to this:

 First main idea A. A smaller idea An example An example Second main idea A. A smaller idea A. A smaller idea B. Another smaller idea III. Third main idea A. A smaller idea B. Another smaller idea III. Third main idea A. A smaller idea 	 I. Planting a garden A. Choosing seeds Tomatoes Lettuce II. Taking care of the garden Pulling the weeds Watering the garden III. Harvesting Are they ripe? How to pick them Pick only the tomato off the vine
Directions: Use the outline for planting a g	garden to answer the questions.
1. What are the three main ideas?	
a)	
b)	
c)	
2. What are the two smaller ideas listed un	der "Taking care of the garden"?
a)	
b)	
3. What are the smaller ideas listed under "	
a)	
b)	
4. What is listed under the smaller idea "Ho	w to pick them"?

Outlining: Building a Tree House

Directions: Study the sample outline for building a house. Then, use words and phrases from the box to fill in the missing parts of the outline on how to build a tree house.

 I. Find land A. On a hill B. By a lake C. In the city II. Gather materials A. Buy wood B. Buy nails C. Buy tools I. Hammer 2. Screwdriver 3. Drill 4. Saw III. Build the house A. Who will use the tools? B. Who will carry the wood? 	Collect wood scraps Who will hold the boards? Who will use the hammer? Gather tools Can we climb it easily? Saw How will we get things off the ground?
I. Find a tree	
A. Is it sturdy?	
В	
II. Gather supplies	
Α	
В	
1. Hammer and nails	
2	
III. Build the tree house	
A	
В	
C	

Outlining: Finishing the Tree House

Directions: Use words and phrases from the box to fill in the missing parts of the outline of what to do once your tree house is built.

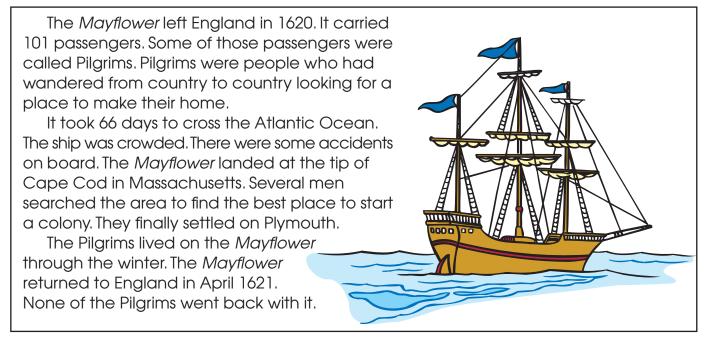
When can they visit?
Spray paint
Choose a kind of paint
Who can visit?

- I. Painting the tree house
 - A. Choose a color of paint
 - B. _____
 - 1. Cans of paint
 - 2. _____
- II. Putting furniture in the tree house
 - A. ______ B. _____
- III. Making a visitors' policy

А.	
	1. Friends
	2
	3
Β.	

Outlining: The Mayflower's Voyage

Directions: Read about the Mayflower. Then, complete the outline for an essay.



I. The Mavflower leaves England

	,
A.	
B	
II. Ine	journey
А.	
В.	
C.	
III. Lar	ding in America

A. _____ B. _____

311

Outlining: The First Thanksgiving

Directions: Read about the first Thanksgiving. Then, complete the outline.

The Pilgrims arrived at Plymouth Rock just as winter set in. Many people died that winter from cold and hunger. The following spring, the Pilgrims started planting vegetable gardens. A Native American named Squanto helped them. They planted peas, wheat, beans, corn, and pumpkins.

When fall came, the Pilgrims were so glad to have enough food that they invited the Native Americans to share their first Thanksgiving. In addition to food from their garden, they also shared wild geese that they had killed and other food, like sweet potatoes and fresh berries.

I. The first winter
A
В
II. Spring
A
В
III. Fall
A
В
D
1
2
3
\sim

Using an Outline to Write an Essay

Outlines help you organize information and notes into a manageable form. Outlines also help you prepare to write reports and essays by keeping your thoughts in a logical order or sequence. Once you have a good outline, converting it to paragraph form is easy.

To convert an outline to an essay, add your own words to expand the words and phrases in the outline into sentence form. Information from the first main topic becomes the first paragraph.

- I. Painting the tree house
 - A. Choose a color of paint
 - B. Choose a kind of paint
 - 1. Cans of paint
 - 2. Spray paint

Information from the second and third main topics become the second and third paragraphs of the essay

- II. Putting furniture in the tree house
 - A. Tables
 - B. Chairs
- III. Making a visitors' policy A. Who can visit?
 - 1. Friends
 - 2. Sisters and brothers
 - 3. Parents
 - B. When can they visit?

To write an essay, remember to indent each paragraph, begin each paragraph with a topic sentence, and include supporting details.

Directions: Read the beginning of the essay. Then, finish it on another sheet of paper using your own words and information from the outline.

Finishing Touches

Finishing a tree house takes a lot of thought and planning. First, it needs to be painted. The paint will help protect the wood from rain and snow. The best kind of paint for finishing the wood would be in cans. It would brush on easily, smoothly, and quickly. Green would be a great color for the tree house because it would blend in with the green leaves of the trees.

Using an Outline to Write a Book Review

Directions: Prepare to write a book review by organizing your thoughts in the outline form provided.

Sample		Your Book Review
I. Book information		l
A. Title		A
B. Author		В
C. Illustrator		C
D. Publisher and pu	blishing date	D
II. Fun facts of book	١١.	I
A. Setting		A
B. Characters		В
C. Plot		C
III. Good points	III.	I
A. What I liked best	about book	A
1. Why?		1
IV. Not so good points	IV.	/
A. What I didn't like	about book	A
1. Why?		1
V. Should others read b	book? V.	/
A. Why or why not?		A

Directions: Write a book review essay on another sheet of paper, using notes from your outline.

Summarizing: Writing an Autobiography

When you **summarize** an article, book, or speech, you are simply writing a shorter article that contains only the main points. This shorter article of main points is called a **summary**.

To prepare for writing a summary of your life, you would begin with an outline. Since a summary is a brief account of main points, you will not be able to include every detail of your life. Your summary should include only basic facts.

- I. Yourself
 - A. Name
 - B. Age and grade in school
 - 1. Subjects you like in school
 - 2. Subjects you do not like in school
 - C. Looks
 - 1. Eye color
 - 2. Hair color
 - 3. Other features
- II. Your family
 - A. Parents
 - B. Brothers/sisters
 - C. Pets
- III. Hobbies and interests
 - A. Sports
 - B. Clubs



Directions: Follow the format above to write an outline about your life. Feel free to add more main ideas, smaller ideas, or examples.

Summarizing: Writing an Autobiography

A summary of your life would include when you were born, who your parents are, other members of your family, your age, and your grade in school. Details like your favorite joke, today's weather, or how much homework you had yesterday would not be included in a summary.

Directions: Use the information from your outline to write a summary of your life.

Summarizing: The North Pole

Directions: Read about the North Pole. Then, use the main points of the article to write a paragraph summarizing conditions at the North Pole.

At the North Pole, the sun does not shine for half of the year. It stays dark outside for six months, but for the other six months of the year, the sun does not set. It is light throughout the night.

The North Pole is as far north as you can go. If you traveled north to the North Pole and kept going, you would start going south. You could call the North Pole the top of Earth.

The average temperature at the North Pole is –9 degrees Fahrenheit. That is not any colder than many places in the United States get in the winter. In fact, some places get much colder than that, but at the North Pole, it stays very cold for a very long time.

The cold winds that blow off the Arctic Ocean make the North Pole a very cold place most of the time. In the summer, when the sun is shining all day and all night, the temperature can rise to 38 degrees Fahrenheit in places that are sheltered from the wind. But that is still very cold.

The Arctic Ocean is at the North Pole. The area surrounding the North Pole is called the Arctic Region. Some of Canada, Alaska, Greenland, Russia, and Scandinavia are in the Arctic Region. These places get very cold in the long, dark winters, too!

The main points of this article are:

- 1. At the North Pole, the sun is never out in the winter. It is always out in the summer.
- 2. The North Pole is very cold all year.
- 3. Winds from the Arctic Ocean make the North Pole stay very cold. The Arctic Ocean surrounds the North Pole.
- 4. There is some land in the Arctic Region.



Summarizing: Settler Children

Directions: Read about settler children. Then, complete the list of main points at the end of the article.

In the 1700s and 1800s, many children from other countries came with their parents to America. In the beginning, they had no time to go to school. They had to help their families work in the fields, care for the animals, and clean the house. They also helped care for their younger brothers and sisters.

Sometimes, settler children helped build houses and schools. Usually, these early school buildings were just one room. There was only one teacher for all the children. Settler children were very happy when they could attend school.

Because settler children worked so much, they had little time to play. There were not many things settler children could do just for fun. One pastime was gardening. Weeding their gardens taught them how to be orderly. Children sometimes made gifts out of the things they grew.

The settlers also encouraged their children to sing. Each one was expected to play at least one musical instrument. Parents wanted their children to walk, ride horses, visit friends and relatives, and read nonfiction books.

Most settler children did not have many toys. The toys they owned were made by their parents and grandparents. They were usually made of cloth or carved from wood. The children made up games with string, like "cat's cradle." They also made things out of wood, such as seesaws. Settler children did not have all the toys we have today, but they managed to have fun anyway!

The main points of this article are:

1. Settler children worked hard.

2. Settler children had many jobs.

3.	
4.	
5.	

Directions: Use the main points to write a summary of this article on a separate sheet of paper.



Summarizing: On Your Own

Directions: Read a story or a short book from your library. Write the title and author, and then list the main points.

Title:				
Author:				
The main points are:				
1				
2				
3				
4				
5				

Directions: Use the format you learned to outline this story or book.

Directions: Use the main points you listed and your outline to write a summary of this book or story on another sheet of paper.

Library Skills: Using the Library Catalog

Every book in a library is listed in the library's catalog. DVDs, CDs, and other materials may also be included. Today, all library catalogs are computerized. Here is an example of a listing in a library catalog:

Ramona Quimby, Age 8

Cleary, Beverly; illustrated by Tracy Dockray. New York: HarperCollins, 2006. ISBN: 9780688004774 Subjects: Families—Juvenile Fiction Family Life—Fiction

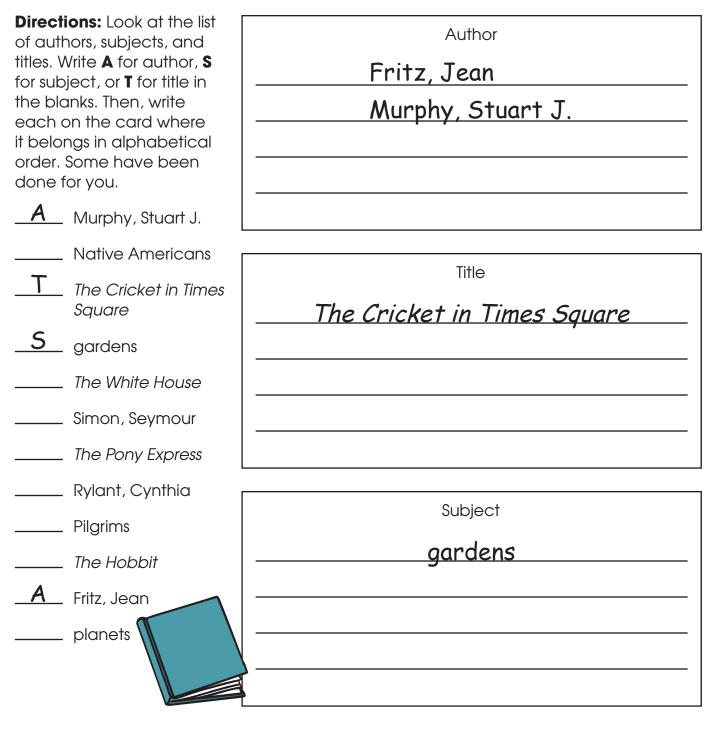
A library's computer catalog is organized by titles, authors, keywords, and subjects. To find a book, type in the title, subject, keyword, or author's name. Some catalogs also allow you to search by ISBN or series title.

Directions: Answer the questions about using a library catalog.

- 1. To find the book *Native American History for Kids*, would you look under the author, title, or subject?
- 2. To find a book about the Cherokee people, would you look under the author, title, or subject?
- 3. To find a book called *If You Lived with the Indians* of the Northwest Coast, would you look under the author, title, or subject?
- 4. Joseph Bruchac has written books about Native Americans. To find one of his books, would you look under the author, title, or subject?
- 5. To find books about the moon, would you look under the author, title, or subject?
- 6. To find the book *ChopChop: The Kids' Guide to Cooking Real Food with Your Family,* would you look under the author, title, or subject?
- 7. Ann McGovern has written a book about the *Mayflower*. Would you look under the author, title, or subject to find it?

Library Skills: Using the Library Catalog

In the fiction section of the library, books are organized in alphabetical order by the author's last name. For example, **Blume**, **Judy** would come before **Viorst**, **Judith**. In some libraries, like a school library or a personal library, books may be alphabetized by title. If a title begins with **The**, **A**, or **An**, ignore it, and use the second word of the title.



Library Skills: Call Numbers

The **call number** of a book tells where it can be found among nonfiction books.

Marie Curie: Scientist Who Made Glowing Discoveries

Venezia, Mike. Call Number: JB Curie New York: Children's Press, 2009. ISBN: 9780531222089 Subjects: Curie, Marie, 1867-1934 Women chemists---Poland---Biography

Ancient Egypt

Arlon, Penelope. Call Number: J932.01 New York, NY: Scholastic, Inc. 2014. ISBN: 9780545627399 Subjects: Egypt---Civilization Egypt---History---To 640 A.D.

The Horrible, Miserable Middle Ages: The Disgusting Details About Life During Medieval Times Allen, Kathy. Call Number: J940.1 Mankato, MN: Capstone Press, 2011. ISBN: 9781429663502 Subjects: Europe---Social life and customs---Juvenile literature Civilization, Medieval---Juvenile literature

Directions: Use the library catalog entries above to answer the questions.

1. Would a book with call number J918.24 be found before or after Ancient Egypt on the shelf?

- 2. What is the call number for *The Horrible, Miserable Middle Ages?_____*
- 3. In what year was the book about Marie Curie published?
- 4. Why does the call number for the Marie Curie book look different than the call numbers for the other two books?
- 5. What is one of the subjects listed for The Horrible, Miserable Middle Ages?_____
- 6. Who is the author of Ancient Egypt?_____

Library Skills: The Dewey Decimal System

Using a library catalog helps you find the books you want. All nonfiction books—except biographies and autobiographies—are shelved according to their call number. **Nonfiction books** are books based on facts. **Biographies** are true books that tell about people's lives. **Autobiographies** are books that people write about their own lives.

The call numbers are part of the
Dewey Decimal System. Each
listing in a library catalog will
include a book's call number.Example:
J551.21Everything Volcanoes and Earthquakes
Washington, D.C.: National Geographic, 2013.

All libraries using the Dewey Decimal System follow the same system for shelving books. The system divides all nonfiction books into 10 main groups, each represented by numbers. In the children's section of the library, a **J** (for Juvenile) comes before the call number.

0-099	General works (libraries, computers, etc.)
100–199	Philosophy
200–299	Religion
300–399	Social Sciences
400–499	Language
500-599	Pure Science (math, astronomy, chemistry, etc.)
600–699	Applied Science (medicine, engineering, etc.)
700–799	Arts and Recreation
800-899	Literature
900–999	History

Each book is given a specific call number. A book about ghosts could be 133.1.

This is where some subjects fall in the Dewey Decimal System.

Pets	630	Maps	910	Cathedrals	236	Dinosaurs	560
Baseball	796	Monsters	791	Trees	580	Presidents	920
Butterflies	595	Mummies	390	Space	620	Cooking	640

Directions: Write the Dewey Decimal number for the following books.

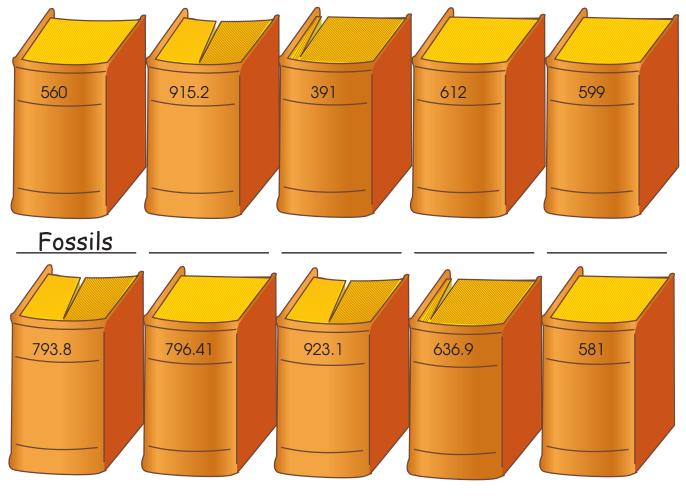
 First Dinosaur Encyclopedia The Tree Book for Kids and Their	 The New Big Book of U.S. Presidents
 Grown-Ups	 Mummies Made in Egypt
 ChopChop: The Kids' Guide to Cooking Real Food with Your Family	 How to Raise Monarch Butterflies
 13 Planets: The Latest View of the Solar System	 Cathedral: The Story of Its Construction
 Amazing Baseball Records	 Children´s World Atlas
323	Comprehensive Curriculum - Grade 4

Library Skills: The Dewey Decimal System

All libraries that use the Dewey Decimal System follow the same order. All books between 500 and 599 are related to science. All books between 900 and 999 are history.

Each library divides its system even further. For example, one library may have kites at 796.15, while another library may have kites at 791.13.

Directions: Look at the number on each book. Then, use the Dewey Decimal System directory at the bottom of the page to find out what the book is about. Write the subject on the line.



Dewey Decimal System directory:

390–399 Costumes	590–599 Big Foot
560–569 Fossils	610–619 Human Body
580–589 Plants	630–639 Pets

790–795 Magic796–799 Gymnastics910–919 Japan

920–929 Presidents

Library Skills

Some books in a library are not shelved by the Dewey Decimal System. Those books include biographies, autobiographies, and fiction. Biographies and autobiographies may be grouped together under the letter **B**, shelved in the 920s, or assigned a call number by subject.

Fiction books are stories that someone has made up. They are shelved in alphabetical order by the author's last name in the fiction section of the library.

Directions: For each title, write **B** if it is a biography, **A** if it is an autobiography, or **F** if it is fiction. Then, circle the titles that would not be shelved by the Dewey Decimal System.

_____ Tales of a Fourth Grade Nothing

 Who Was Steve Jobs?
 Ramona the Pest
 Bill Peet: An Autobiography
 Abraham Lincoln
 Charlotte's Web
 Homesick: My Own Story
 Through a Window: My Thirty Years with the Chimpanzees of Gombe
 Sarah, Plain and Tall
 Michael Jordan: Legends in Sports
 Luis Alvarez: Wild Idea Man
 Helen Keller: The Story of My Life

Putting Library Skills to Use

You can improve your library skills by using them at your local library.

Directions: While at the library, follow the instructions and answer the questions.

1. Use the library catalog to find a book about dinosaurs. What is its title?

2.	What is the call number for that book?
3.	Who is the author of that book?
4.	Go to the shelf, and look for the book. Did you find it?

5. Use the library catalog to find the author of the book *Mummies Made in Egypt*. Who wrote it?

6. Use the library catalog to find other books by that author. What are the names of four other books by that author?

- 7. Use the library catalog to find a book written by Judy Blume with the word "fudge" in the title. What is its title?
- 8. What is the library's most recent book by Lenore Look? _____





Review

Directions: Write **A** for author, **S** for subject, or **T** for title to show how you would look for each item in the library catalog.

- 1. _____ dinosaurs
- 2. _____ Russia
- 3. _____ Scarry, Richard
- 4. _____ Christopher, Matt
- 5. _____ Milne, A.A.
- 6. _____ Arctic and Antarctic
- 7. _____ The Mummy, the Will, and the Crypt
- 8. _____ Eskimos

Directions: Write **T** for true or **F** for false in the blanks.

- 9. _____ A biography is a story that someone writes about himself or herself.
- 10. _____ A fiction book is based on facts.
- 11. _____ A fiction book is a story someone made up.
- 12. _____ Nonfiction books use facts.
- 13. _____ An autobiography is a story that someone writes about himself or herself.
- 14. _____ A biography is the story of someone's life.

Directions: Identify the parts of this library catalog listing.

15	552
16	Juvenile Geology
17	Evert, Laura
18	Rocks, Fossils, and Arrowheads
19	Cooper Square Publishing LLC
20	2001



Encyclopedia"

Encyclopedia Skills

Encyclopedias provide information about different subjects. If you want to know when cars were first made or what countries fought in World War I, you could find the information in an encyclopedia. "Children's

Today, many encyclopedias are available online. Two online children's encylopedias are Encyclopedia Brittanica Kids and Fact Monster (which uses the Columbia Encyclopedia). Schools also often have subscriptions to encyclopedias that students can access.

Specialty encyclopedias, like the How Things Work Encyclopedia, Children's Encyclopedia of American History, and Human Body: A Visual Encyclopedia, contain information on one particular subject.

Directions: Read each topic below. If you would look for the information in an encyclopedia, make a check mark on the line. If another source of information would be more helpful, make an X on the line.

- 1. _____ flamingos
- 2. _____ a tornado that touched down in Oklahoma last week
- 3. _____ undersea explorer Jacques Cousteau
- 4. _____ the part of speech for the word *enthusiastic*
- 5. _____ the pyramids of ancient Egypt
- 6. _____ the weather in your town for the next five days
- 7. _____ types of fungi
- 8. _____ directions from Charlotte, N.C., to Asheville, N.C.
- 9. _____ the upcoming presidential elections
- 10. _____ the Vietnam War

Encyclopedia Skills: Using an Index

The **index** of a special-topic encyclopedia contains an alphabetical listing of all entries. To find information about a subject, decide on the best word to describe the subject. If you want to know about ducks, look up the word "duck" in the index of an encyclopedia about animal life or birds. Often, you will find more specific information about the topic listed below it. For example, under an entry for ducks, you may find listings such as diet, habitat, mating habits, and predators. The index shows the page number where the information is located.

Directions: Number these encyclopedia index entries in alphabetical order. The first one has been done for you.

	asteroids	 Hubble Space Telescope
	Ride, Sally	 Saturn
	International Space Station (ISS)	 space shuttles
	Mercury	 NASA
1	Armstrong, Neil	 Cape Canaveral

Directions: Use this index from an encyclopedia of the animal world to answer the questions.

E	amphibians, 118	reptiles, 187	skeleton, 302	dinosaurs, 8
eagles, 245	birds, 230	elephants, 302-306	environment, see	species, 346
earthworms, 90	fish, 96	diets, 304	habitats	
eggs	insects, 84	herds, 302, 305	extinction	

1. On what page would you look for information about earthworms?_____

2. What two topics are found under the heading for extinction?

- 3. What information is found on page 187? _____
- 4. If you wanted to know about animals' environments, what topic should you look up instead of *environment*?
- 5. If you were adding a new entry about egrets, between what two entries would you put it?

Encyclopedia Skills

Directions: On the line, write one fact about each of the following topics. You may use an online children's encyclopedia to find your facts, or you may use encyclopedias on specific topics from the library.

1.	Tyrannosaurus Rex
2.	the space shuttle <i>Discovery</i>
3.	President Barack Obama
4.	the Amazon River
5.	artist Mary Cassatt
6.	the wolves of Yellowstone National Park
7.	basketball player LeBron James
8.	riders for the Pony Express



Encyclopedia Skills

Directions: Answer the questions. There may be more than one possible correct answer to some items.

- 1. What keyword(s) could you use to find out how long baby pandas stay with their mothers?
- 2. What keyword(s) could you use to find out why Pluto is no longer a planet?_____
- 3. What keyword(s) could you use find out what the diet of the Inuit is like?_____
- 4. What keyword(s) could you use to find out what towns Laura Ingalls Wilder lived in during her childhood?
- 5. What keyword(s) could you use to find out how Peyton Manning got his start in football?
- 6. What keyword(s) could you use to find out what the population of Rhode Island is?
- 7. What keyword(s) could you use to find out how many plays William Shakespeare wrote?
- 8. What keyword(s) could you use to find out more about the Battle of Bunker Hill during the Revolutionary War?

Putting Encyclopedia Skills to Use

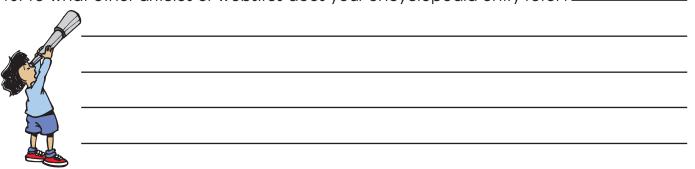
Directions: Read the questions below about blue jays. With an adult's help, use an online encyclopedia to find an article about blue jays. Then, answer the questions.

1. What does a blue jay look like? _____ 2. What are two other kinds of jays? 3. What do blue jays eat? 4. Are blue jays friendly to other types of birds? 5. How do blue jays sound? _____ 6. What do you think blue jays do if they want to eat from a bird feeder where other birds are eating? 7. Are all jays blue?_____ 8. Can blue jays be tamed? 9. How would you tame a blue jay? _____

Putting Encyclopedia Skills to Use

Directions: Read the questions below about comets. With an adult's help, use an online encyclopedia to find an article about comets. Then, answer the questions.

1. What did the Greeks call comets?
2. What does "comet" mean in Greek?
3. Were comets recently discovered?
4. What do you have to use sometimes to see comets?
5. Can you ever see comets with your eyes only?
6. Name the comet that came close to Earth in 1986.
7. Who discovered that comet?
8. Name the comet that came close to Earth in 1997
9. Who discovered that comet?
10. What did Sir Isaac Newton discover about comets?
11. Are comets lighter or heavier than moons?
12. Did the encyclopedia entry you read refer you to other articles or websites that include more information related to comets?
13. To what other articles or websites does your encyclopedia entry refer?



Review

Directions: Write T for true or F for false.

- 1. _____ Every subject you look up in an online encyclopedia will have a whole article written about it.
- 2. _____ If you can't find what you're looking for with one search, try searching using a different key word.
- 3. _____ You may find more than one entry for a particular subject.
- 4. _____ Entries in an encyclopedia are updated on a daily basis.

Directions: Write the answers.

5. Name two keywords you could use to find an entry about **Jupiter** in an encyclopedia.

a) ______ b) _____

6. Name two possible keywords you could use to find information about **George Washington** in an encyclopedia.

a)		
b)		

7. What keyword search would include information about ants, flies, bees, and gnats?

Directions: Number these encyclopedia entries in alphabetical order.

 Bush, George	 meteor
 planets	 Brazil
 bush	 William I
 whole wheat flour	 Lincoln, Abraham
 Bell, Alexander Graham	 Japan



Using Reference Sources: Out of This World

The history of the American space program is a very fascinating topic. The articles presented earlier in this book (pages 164–170) provided many interesting facts about some of the astronauts, what their jobs were, and what space travel was like.

In addition to books and magazine articles, the Internet is filled with good reference sources you can use to learn more about a topic.

Directions: Neil Armstrong was the first man to walk on the moon in July 1969. Use reference sources to answer these questions.

1. What two other astronauts were with him? _____

2. What was the name of the Apollo mission that went to the moon?_____

3. What was the exact date of the first moon landing?

4. Why was the U.S. racing Russia to the moon? _____

Directions: John Glenn first orbited Earth in 1962. Use reference sources to answer these questions.

5. How old was he then?_____

6. When did John Glenn return to space? _____

7. How old was he on this second trip? _____

8. Why did he return to space?

Directions: Compare and contrast Glenn's two trips.

9._____

Using Reference Sources: Out of This World

Directions: Use reference sources to answer these questions.

1. What caused the "Space Race" in the 1950s?

2. In testing rockets, why were chimps used instead of other animals?

3. What is the astronaut training program like? _____

4. Why do you think the training is so difficult?

Directions: Use what you learned to answer these questions.

5. Do you think being an astronaut is a career for you? Explain.

6. What do you think life would be like on a space station or in a space colony?

For fun, look up information on "Space Camp" at one of NASA's training centers in Alabama.



You have learned many new skills. Now, it's time to use those skills to write a report about a planet.

Directions: Choose a planet in our solar system other than Earth. Then, answer the following questions about the report you will write.

1. What planet will you write about?

2. Decide on questions you want to answer about your planet. What are they?

3. Where will you find information about the planet?

4. What should you do while you read about the planet?

5. After you have taken notes about your planet, what should you do next?



It's time to begin your research. You can use reference books as well as information from the Internet.



Directions: Fill in the information below to help you continue preparing to write a report about a planet.

1. Begin gathering information about your planet by looking for books with the planet's name in the title. What other subjects could you look under that might include information about your planet?

2. Use the library catalog to find the names of four books that contain information about your planet. List their titles, authors, and call numbers.

	Title	Author	Call Number
a)			
b)			
c)			
d)			

3. Name at least two sources that you will use for your report.

a).)		
b).)		

4. Read the books, and take notes. Your notes should cover the main points. Use separate sheets of paper to write your notes.

Now, it's time to move on and gather information from encyclopedias and other websites for your report.

Directions: Fill in the information below to help you continue preparing to write a report about a planet.

1. What keyword searches can you do to find the information you will need?_____

2. What other websites might be helpful in your research?_____

3. Read the article or articles. Then, write notes about your planet.



Once you have gathered information and made notes, it's time to make an outline of your report.

I. The location of the planet

Directions: Complete the outline using the information you found in books, online encyclopedias, and other sources.

A.	
	1
	2
D	
В.	
II. Wh	nat does the planet look like?
A.	
В.	
III. Wr	nat is the surface of the planet like?
A.	
В	
IV. Cc	ould we live there? Why or why not?
A.	
B.	
C	
<u> </u>	

Now, you are ready to write!

Directions: Use your outline and notes to write a report about your planet. Use your own paper to finish this writing project. Add illustrations to make your report more interesting.

Name _

Writing Haiku

Haiku is a form of unrhymed Japanese poetry. A haiku poem has only three lines. Each line has a specific number of syllables.

Haiku poems usually describe a season or something in nature. Sometimes haiku are written about feelings.

The haiku pattern:

Line 1 — 5 syllables Line 2 — 7 syllables Line 3 — 5 syllables **Example haiku:** Winter snow slides from The eave. Drops—plop—on my head, As I walk under.

— D.S. Underwood

When writing haiku, you do not count words per line. Count only the number of syllables.

Directions: To prepare for writing your poem, think of words about a snowy day. Write them on the lines. After each word, write the number of syllables in the word.

frosty (2) white (1) snowflakes (2)

When writing any type of poetry, it is a good idea to start on scrap paper so you can write, erase, cross out, and rewrite.

Directions: Write a haiku poem about a snowy day on scrap paper. When you are satisfied with your poem, rewrite it below. At the end of each line, write the number of syllables in the line.

Directions: Select one of the topics in the box. Prewrite your poem on scrap paper. Write it on good paper when you are satisfied with it.

rainy day	summer	spring	fall	
a sparrow	joy	sadness	friendship	

Tankas

Haiku poems are given to friends as gifts. A **tanka** is a poem written in response to haiku. If a person receives a haiku, he or she is supposed to send a tanka in reply! A tanka is much like a haiku but has two more lines.

The tanka pattern:

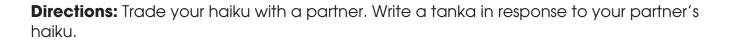
- Line 1 5 syllables Line 2 — 7 syllables
- Line 3 5 syllables
- Line 4 7 syllables
- Line 5 7 syllables

Example tanka:

The snow on your head It did plop—slop and slide down Your neck to your socks. The winter wind blew, gave you A chill, now you sneeze—Ah choo!

Remember to count syllables per line.

Directions: Write a tanka in response to one of the two haiku poems you wrote. Prewrite on scrap paper. When you are satisfied with your tanka, rewrite it below. At the end of each line, write the number of syllables in the line.



Cinquains

Another form of unrhymed poetry that can express many ideas in only a few words is the **cinquain**. A cinquain is a simple five-line verse.

In a cinquain, the number of syllables does not matter. What is important is the number of words in each line and the specific type of words used.

Cinquain pattern:

- Line 1 A noun
- Line 2 2 adjectives describing the noun in line 1
- Line 3-3 ing verbs describing the noun in line 1
- Line 4 A 4-word phrase
- Line 5 A noun that is a synonym for the word in line 1

Example cinquains: Apple

Shiny, smooth Crunching, munching, slurping Healthy snack to eat Fruit



Mary Young, active Trying, discovering, learning Anxious to grow up Daughter

Directions: Think of someone you know well. Write a cinquain about that person. Prewrite words and phrases to get started. Write your final draft on the lines.

Directions: Select your favorite holiday, and write a cinquain about it.

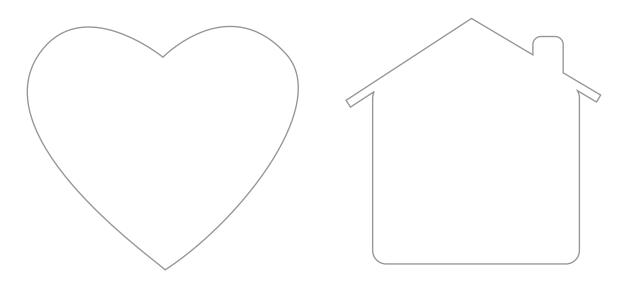


Shape Poems

A **shape poem** or **pattern poem** uses its shape or pattern of words to tell what the poem is about.

To make a shape or pattern poem, lightly sketch the shape you wish to describe. Then, use words to fill up the shape or go around the outline.

Directions: Write a shape poem for the heart and the house shown below.



Directions: On another sheet of paper, create a pattern poem in the shape of your choice.

Limericks

A limerick is a short, silly poem. Limericks are five lines long and follow a specific pattern.

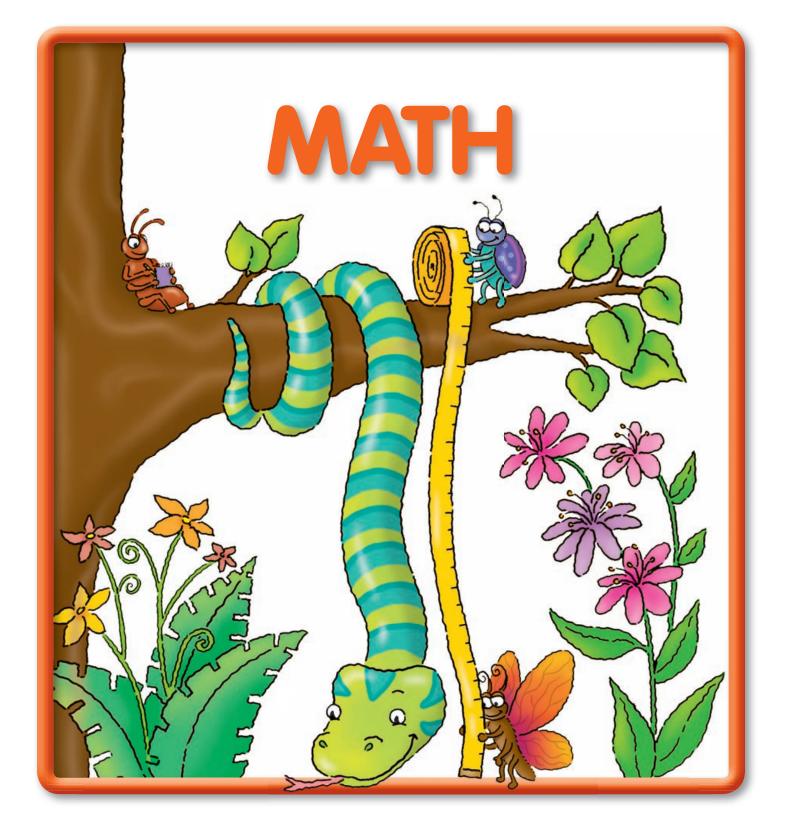
Limerick pattern:

Lines 1, 2, and 5 rhyme and have 8, 9, or 10 syllables per line. Lines 3 and 4 rhyme and have 5, 6, or 7 syllables per line.

Example limerick:

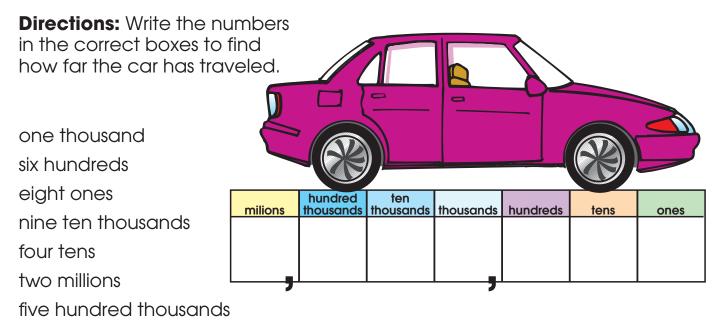
There once was a lion at the zoo Who in his mane got sticky goo. The situation looked grim, So they gave him a trim And turned his one mane into two.

Directions: Write two limericks. Prewrite on scrap paper. Write your final drafts below. Add a short title to your limericks.



Place Value

Place value is the value of a digit, or numeral, shown by where it is in the number. For example, in 1,234, 1 has the place value of thousands, 2 is hundreds, 3 is tens, and 4 is ones.



How many miles has the car traveled?_____

Directions: In the number . . .

2,386	is in the ones place.
-------	-----------------------

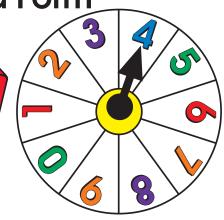
- 4,957 _____ is in the hundreds place.
- 102,432 _____ is in the ten thousands place.
- 489,753 _____ is in the thousands place.
- 1,743,998 _____ is in the millions place.
- 9,301,671 _____ is in the hundred thousands place.
- 7,521,834 _____ is in the tens place.

Place Value: Standard Form

For this activity, you will need a number spinner or number cube.

Example:

Directions: Roll the cube, or spin the spinner the same number of times as there are spaces in each place value box. The first number rolled or spun goes in the ones place, the second number in the tens place, and so on.



Standard Form

4,567

	-vallib					
	-		thousands	hundreds	tens	ones
			4	5	6	7
		6		hundreds	tens	ones
S.		1037				
			thousands	hundreds	tens	ones
	• 5					
	\sim	ten thousands	thousands	hundreds	tens	ones
	hundred thousands	ten thousands	thousands	hundreds	tens	ones
millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones

Directions: Write the number words for the numerals above.

Name _

Place Value: Expanded Notation and Standard Form

Directions: Use the number cube or spinner to create numbers for the place value boxes below. Then, write the number in expanded notation and standard form

				Standard Fo	orm <u>8,624</u>
thousands I	hundreds 6	tens 2	ones 4	Expanded Notation	8,000 + 600 + 20 + 4
				-	
s ones	;		-		
eds tens	ones	<u>; </u>			
on					
ands hundre	ds tens	one	<u>s</u>		
on					
te the	value	of the	e 4 in	each num	Ser below.
	s ones	s ones Sto Exp No eds tens ones on on on on te the value	8 6 2 s ones Standard Expande Notation eds tens ones on	8 6 2 4 s ones Standard Form Expanded Notation Standard Form Expanded Notation eds tens ones eds tens ones on	thousands hundreds tens ones 8 6 2 4 Expanded Notation s ones Expanded Notation s ones Expanded Notation eds tens ones

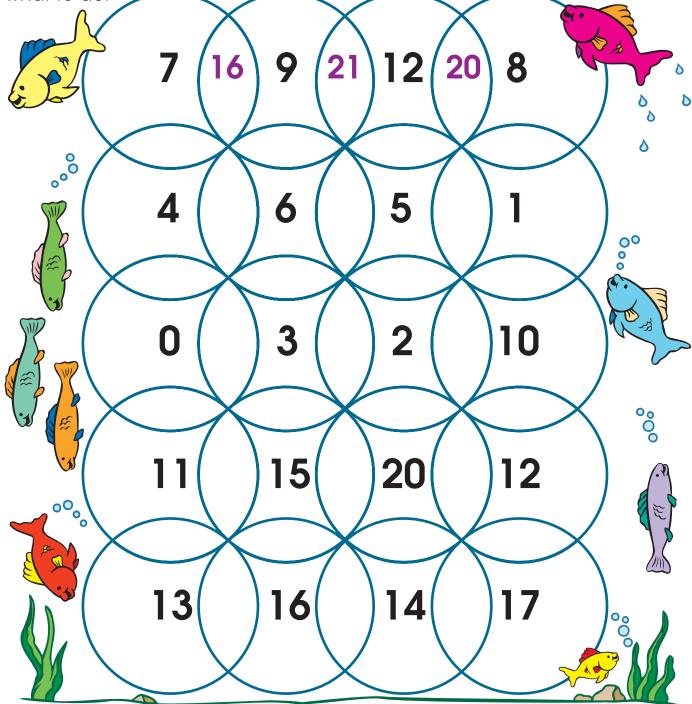


Addition is `	`putting toget	Add 'Ei	m Up! g two or more	Contraction of the second	7
Directions:	find the sum. Add the follov		s as quickly 🤇		- CO
3 + 2	urately as you 6 <u>+ 4</u>	5 <u>+ 4</u>	2 +9		
6 +2	4 + 1	9 + 6	7 + 6	8 + 7	8 + 9
9 + 4	1 + 8	4 + 7	7 +9	5 + 6	5 + 3
		6 + 6	8 + 8	7 + 7	4 + 4
il and it		2 + 8	5 +2	3 + 6	5 + 8
	How quic	kly did you co	omplete this po	age?	

Name _____

Going in Circles

Directions: Where the circles meet, write the sum of the numbers from the circles on the right and left and above and below. The first row shows you what to do.





10

- 4

+82

+ 6 =

67

+22

25

-15

Addition Games

Directions: Play the following addition games to practice your math facts.

1. ROLL 'EM!

For one or more players.

Materials: 2 number cubes or dice or 2 number spinners per player



How to play: Each player rolls his or her number cubes (dice) or spins his or her spinners at the same time. As quickly as possible, he or she adds the two numbers rolled out or spun. Whoever is first to add the numbers correctly wins the round.

Variation: Subtract the numbers.

2. FLASH 'EM!

For one or more players.

Materials: addition/subtraction flash cards

How to play: An adult shows the flash cards one at a time to each player, who solves the addition problem. Place correctly answered cards in one stack and incorrectly answered cards in another.

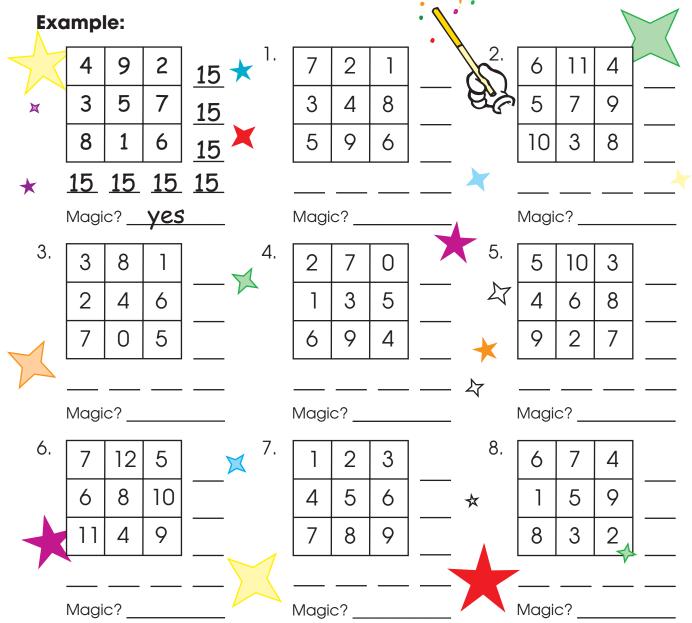
Which stack is larger? Try again. This time tr y to answer all the cards correctly.

Variations: Set a time limit for play. How many flash cards can be correctly answered in 5, 4, or 3 minutes?

Name _____

Magic Squares

Directions: Some of the number squares below are "magic," and some are not. Squares that add up to the same number horizontally, vertically, and diagonally are magic. Add the numbers horizontally and vertically in each square to discover which ones are magic.

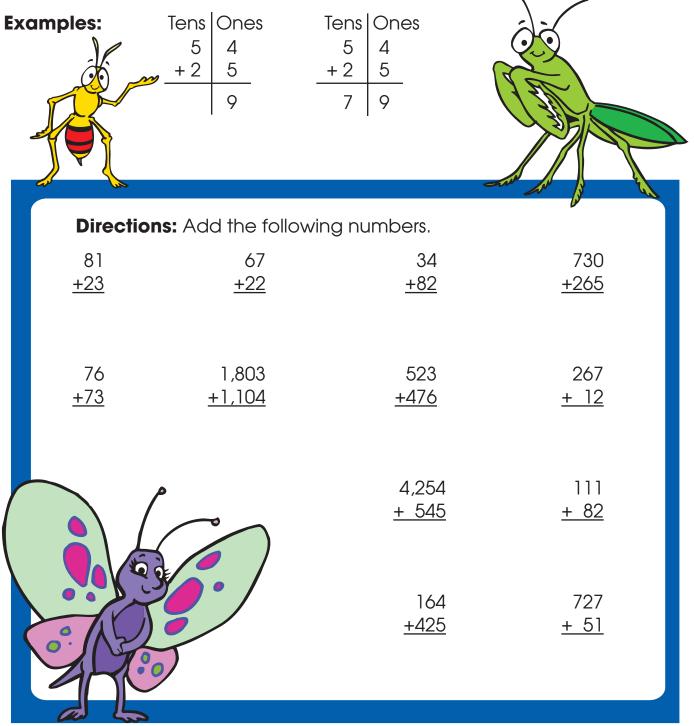


Challenge: Can you discover a pattern for number placement in the magic squares? Try to make a magic square of your own.



Adding Larger Numbers

When adding two-, three-, and four-digit numbers, add the ones first, then tens, hundreds, thousands, and so on.



MATH

Addition: Regrouping

Regrouping uses 10 ones to form one ten, 10 tens to form one hundred, one ten and five ones to form 15, and so on.

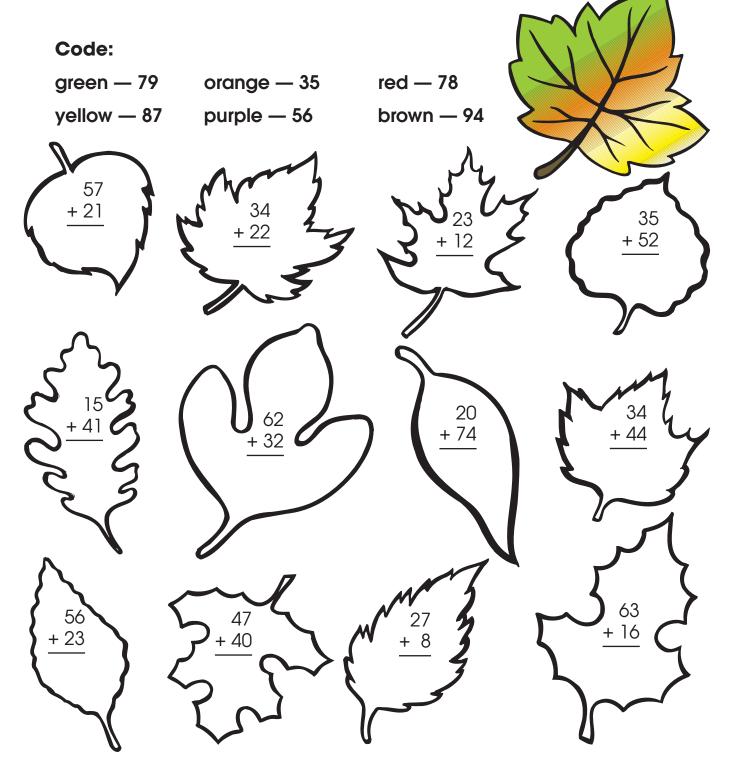
Directions: Add using regrouping. Color in all the boxes with a 5 in the answer to help the dog find its way home.

	63 <u>+ 22</u>	5,268 4,910 <u>+ 1,683</u>	248 <u>+ 463</u>	291 <u>+ 543</u>	2,934 + 112
1,736 <u>+ 5,367</u>	2,946 <u>+ 7,384</u>	3,245 1,239 <u>+ 981</u>	738 <u>+ 692</u>	896 <u>+ 728</u>	594 <u>+ 738</u>
2,603 <u>+ 5,004</u>	4,507 <u>+ 289</u>	1,483 <u>+ 6,753</u>	1,258 <u>+ 6,301</u>	27 469 <u>+ 6,002</u>	4,637 <u>+ 7,531</u>
782 <u>+ 65</u>	485 <u>+ 276</u>	3,421 <u>+ 8,064</u>			H
48 93 <u>+ 26</u>	90 263 <u>+ 864</u>	362 453 <u>+ 800</u>			



Leafy Addition

Directions: Add, and then color according to the code.



Subtraction

Subtraction is "taking away" or subtracting one number from another.

Directions: Complete the following problems as quickly and as accurately as you can.

E E	44			
18	13	12	17	16
- 9	- 6	- 5	- 8	- 8
12	10	5	14	15
<u>- 5</u>	- 4	- 3	- 6	- 9
9	8	6	5	10
- 5	- 3	- 2	- 4	- 7
11	12	16	11	10
<u>- 4</u>	- 8	- 9	<u>- 8</u>	-10

How quickly did you complete this page? _



9

Subtracting Larger Numbers

When you subtract larger numbers, subtract the ones first, then the tens, hundreds, thousands, and so on.

 Example: Tens
 Ones
 Tens
 Ones

 9
 4
 9
 4

 -2
 1
 -2
 1

 3
 7
 3

Directions: Solve these subtraction problems.

99 29 359 - 26 - 58 55 735 7,678 849 - 734 - 726 - 4,321 9,876 55 865 - 731 - 25 1,234 MATH

Name ____

Subtraction: Regrouping

Directions:	Subtract usi	ng regrouping.			
Examples:	23 <u>- 18</u>	$\frac{1}{23}$ - 18 5		$\begin{array}{cccc} & 1 & 13 \\ & & & & \\ & & & & \\ & &$	<mark>)</mark>
81 <u>- 53</u>	76 <u>- 49</u>	94 <u>- 38</u>	156 <u>- 77</u>	341 <u>- 83</u>	726 <u>- 29</u>
568 <u>- 173</u>	806 <u>- 738</u>	743 <u>- 550</u>	903 <u>- 336</u>	647 <u>- 289</u>	254 <u>- 69</u>
730 <u>- 518</u>	961 <u>- 846</u>	573 <u>- 76</u>	604 <u>- 55</u>	265 <u>- 19</u>	372 <u>- 59</u>
111 <u>- 82</u>	358 <u>- 99</u>	147 <u>- 49</u>			
180 <u>- 106</u>	325 <u>- 68</u>	873 <u>- 35</u>			the second



Addition and Subtraction

Directions needed.	: Add or subt	ract, using reg	prouping whe		
32 68 + 43	183 246 + 89	456 398 + 597	643 <u>- 377</u>	STOR	
1,563 - 941	3,586 + 4,218	8,711 - 4,937	9,361 - 7,452	E COPEN	
5,734 + 6,298	293 431 + 93	743 <u>- 529</u>	849 250 + 82		
1,227 2,431 + 5,792	9,117 - 3,828				
68 + 93 + 14	46 =	73	+ 246 + 1,579	2 =	
43 + 745 - 2			128 + 403 + 2,571 =		
156 + 627 +	- 541 =	97	+ 51 + 37 + 7	9 =	

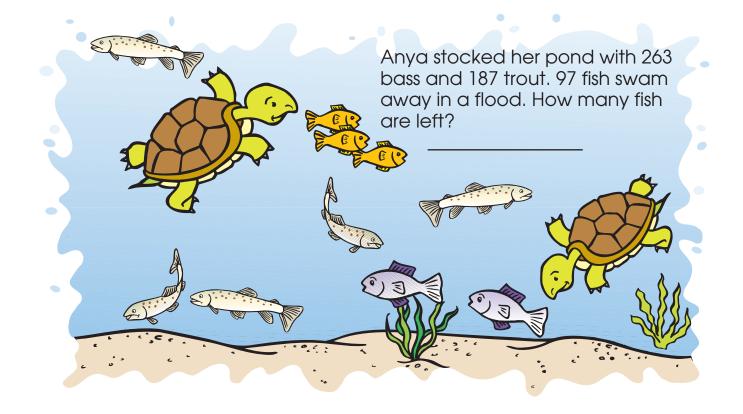
Xander walks 389 steps from his house to the toy store. It is 149 steps to Elm Street. It is 52 steps from Maple Street to the toy store. How many steps is it from Elm Street to Maple Street.

MATH

Addition and Subtraction

Directions: Add or subtract, using regrouping when needed.

38 43 + 21	1,269 2,453 + 8,219	5,792 - 4,814	629 491 + 308	4,697 - 2,988
5,280 - 3,147	68 27 + 42	197 436 + 213	7,321 - 2,789	456 + 974
3,932 + 4,681	492 863 + 57	9,873 + 5,483	4,978 + 2,131	6,235 + 2,986



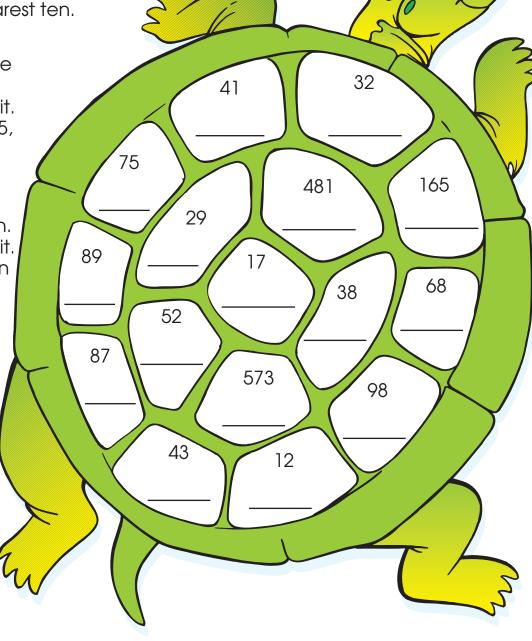
Rounding: Tens

Rounding a number means expressing it to the nearest ten, hundred, thousand, and so on. Knowing how to round numbers makes estimating sums, differences, and products easier. When rounding to the nearest ten, the key number is in the ones place. If the ones digit is 5 or larger, round up to the next highest ten. 6 If the ones digit is 4 or less, round down to the nearest ten. **Examples:** • Round 81 to the 32 nearest ten. 41 • 1 is the key digit. • If it is less than 5, round down. 75

- Answer: <u>80</u>
- Round 246 to the nearest ten.
- 6 is the key digit.
- If it is more than 5, round up.
- Answer: <u>250</u>

Directions:

Round these numbers to the nearest ten.



Name _

Rounding: Hundreds and Thousands

When rounding to the nearest hundred, the key number is in the tens place. If the tens digit is 5 or larger, round up to nearest hundred. If the tens digit is 4 or less, round down to the nearest hundred.



Round 871 to the nearest hundred. 7 is the key digit. If it is more than 5, round up. Answer: <u>900</u> Round 421 to the nearest hundred. 2 is the key digit. If it is less than 4, round down. Answer: <u>400</u>

Directions: Round these numbers to the nearest hundred.

255	368	443	578
562	698	99	775
812	592	124	10,235

When rounding to the nearest thousand, the key number is in the hundreds place. If the hundreds digit is 5 or larger, round up to the nearest thousand. If the hundreds digit is 4 or less, round down to the nearest thousand.

Examples:

Round 7,932 to the nearest thousand.	Round 1,368 to the nearest thousand.
9 is the key digit.	3 is the key digit.
If it is more than 5, round up.	If it is less than 4, round down.
Answer: <u>8,000</u>	Answer: <u>1,000</u>

Directions: Round these numbers to the nearest thousand.

8,631	1,248	798
999	6,229	8,461
9,654	4,963	99,923

	s: Round these 33	e numbers			
	49				689
Direction	s: Round these	e numbers	to the neare	est hundred	d.
243	689		263		_ 162
389	720		351		_ 490
463	846		928		_ 733
2,638		_ 3,940		8,653 _	
0,238					
-		_ 2,742		9,460 _	
7,289					
7,289 3,109 Directions 11,368 75,302	s: Round these	_ 4,697 e numbers	to the neare _ 38,421 _ 67,932	8,302 _	

26,784 _____ 87,065 _____

57,843 _____ 29,399 _____

Estimating

Estimating is used for certain mathematical calculations. For example, to figure the cost of several items, round their prices to the nearest dollar. Then, add up the approximate cost. A store clerk, on the other hand, needs to know

the exact prices in order to charge the correct amount. To estimate to the nearest hundred, round up numbers over 50. **Example:** 251 is rounded up to 300. Round down numbers less than 50. **Example:** 128 is rounded down to 100.



Directions: In the following situations, write whether an exact or estimated answer should be used.

Example:

You make a deposit in your bank account. Do you want an estimated total or an exact total?

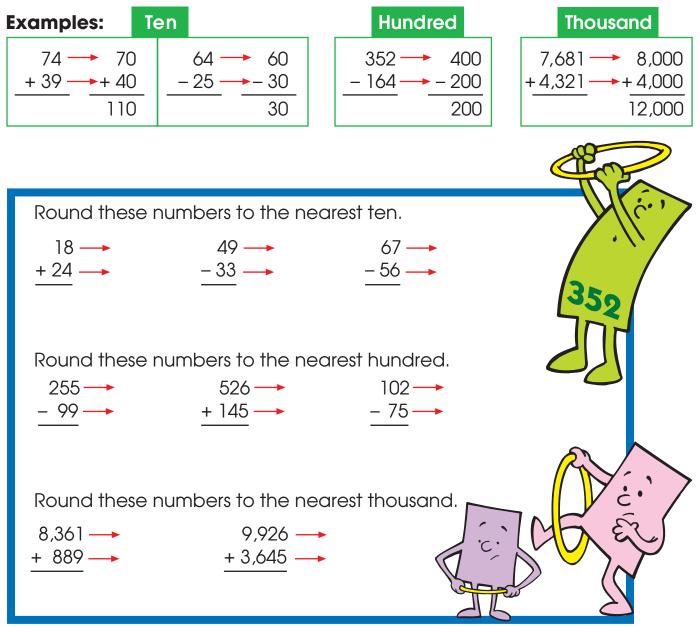
- 1. Your family just ate dinner at a restaurant. Your parents are trying to calculate the tip for your server. Should they estimate by rounding or use exact numbers?
- 2. You are at the store buying milk and eggs, and you want to know if you have enough money to pay for them. Should you estimate or use exact numbers?
- 3. Some friends are planning a trip from New York City to Washington, D.C. They need to know about how far they will travel in miles. Should they estimate or use exact numbers?
- 4. You plan a trip to the zoo. Beforehand, you call the zoo for the price of admission. Should the person at the zoo tell you an estimated or exact price?
- 5. The teacher is grading your papers. Should your scores be exact or estimated?

exact

Estimating

To **estimate** means to give an approximate, rather than an exact, answer. To find an estimated sum or difference, round the numbers of the problem. Then, add or subtract. If the number has 5 ones or more, round up to the nearest ten. If the number has 4 ones or less, round down to the nearest ten.

Directions: Round the numbers to the nearest ten, hundred, or thousand. Then, add or subtract.



Estimating

Directions: Round the numbers to the nearest hundred. Then, solve the problems.

Example:

Jack and Alex were playing a computer game. Jack scored 428 points. Alex scored 132. About how many more points did Jack score than Alex?

Round Jack's 428 points down to the nearest hundred, 400.

Round Alex's 132 points down to 100. Subtract.

400 <u>- 100</u> 300

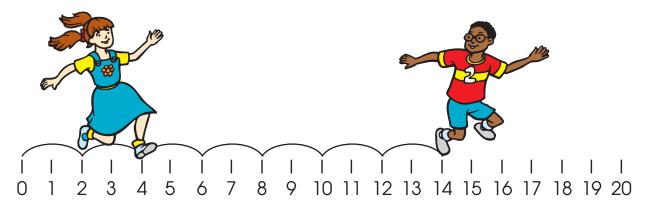


$\begin{array}{r}258 \longrightarrow 300\\ +117 \longrightarrow +100\\ \hline 375 \longrightarrow 400\end{array}$	$493 \longrightarrow$ $+114 \longrightarrow$	$\begin{array}{c} 837 \longrightarrow \\ -252 \longrightarrow \end{array}$
$928 \longrightarrow -437 \longrightarrow$	700	$319 \longrightarrow + 630 \longrightarrow$
$332 \longrightarrow + 567 \longrightarrow$	493 → - 162 →	1,356 → + 2,941 →

Skip Counting

Skip counting is a quick way to count by skipping numbers. For example, when you skip count by twos, you count 2, 4, 6, 8, and so on. You can skip count by many different numbers such as twos, fours, fives, tens, and hundreds.

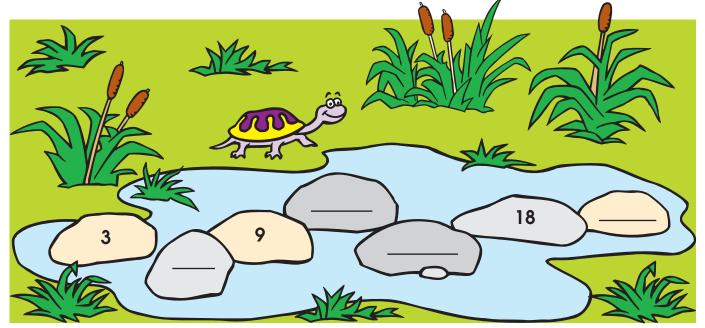
The illustration below shows skip counting by twos to 14.



Directions: Use the number line to help you skip count by twos from 0 to 20.

0, ____, ___, 8, ____, 14, ____, ___, ___,

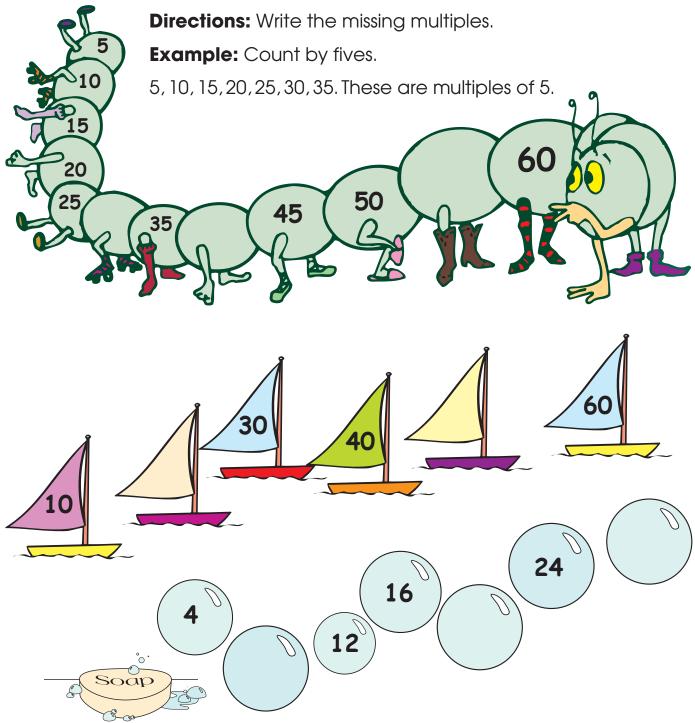
Directions: Skip count by threes by filling in the rocks across the pond.



Name _

Multiples

A **multiple** is the product of a specific number and any other number. For example, the multiples of 2 are 2 (2×1) , 4 (2×2) , 6, 8, 10, 12, and so on.



Review

Directions: Add or subtract using regrouping.

67 93 + 48	5,029 - 3,068	732 801 + 18	2,467 + 3,184	8,453 <u>– 6,087</u>
5,792	7,489	463	3,567	6,342
- 3,889	+ 5,938	- 209	- 2,394	+ 959

Directions: Write the numbers in the boxes. In the blanks, write the numbers in standard form.

millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones

eight millions, four hundred thousands, zero ten thousands, zero thousands, nine hundreds, five tens, two ones

hundre thousa	 ten thousands	thousands	hundreds	tens	ones

five hundred thousands, three ten thousands, five thousands, zero hundreds, four tens, one one

Directions: Write the missing multiples in the blanks.

6, 12, 18,, 30,	3,,, 12,15
4,, 12, 16,, 24	, 10, 15,,

Name _

Multiplication

Multiplication is a short way to find the sum of adding the same number a certain amount of times, such as $7 \times 4 = 28$ instead of 7 + 7 + 7 + 7 = 28.

Directions: Multiply as quickly and as accurately as you can.



How quickly did you complete this page? _

Fact Factory

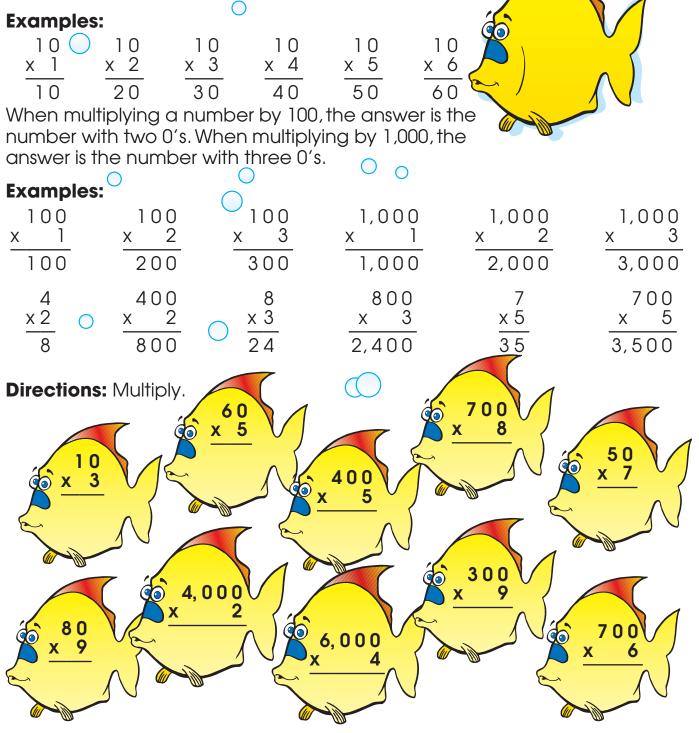
Factors are the numbers multiplied together in a multiplication problem. The **product** is the answer.

Directions: Write the missing factors or products.

X	5	X	9	X	7	X	3	X	1	X	8
1	5	8	72	2	14	7		1		9	
5		3		5		4		12		8	
4	20	4			42	6		10		4	
6		9		8		1		3	3	5	
3		6	54	7		3		5		6	
2	10	7		4		2		7		7	
7		2			21	5		6		3	
9	45	1	9	0		8		4		2	
X	2	X	4	X	6	X	10	Χ	11	Χ	12
	24	2		7			20	4		1	
	2	4		6		3		7		2	24
	22	6		5			40	9		3	
	4	8		4		5		10		4	48
	20		4	3			60	3		5	
	6		12	2		7		5		6	
	18		20	1			80	6		7	
	8		28	0		9		8		8	

Multiplication: Tens, Hundreds, Thousands

When multiplying a number by 10, the answer is the number with a 0. It is like counting by tens.



Multiplication: One-Digit Numbers Times Two-Digit Numbers

Follow the steps for multiplying a one-digit number by a two-digit number using regrouping.

Example:	Step 1: Multip Regro		7	Multiply the ten Add two tens.	x 7
Directions	Multiply.		8		378
x 27 x 3	x 4	x 52 x 5	x 91 x 9	45 x 7	x 2 x 2
x 5	x 3	x 6	x 87 x 4	x 66 x 7	x 2
an		47 <u>x 8</u>	x 9	51 <u>x 8</u>	x 3
Turi		13 <u>x 7</u>	x 32 x 4	x 25 x 8	15 <u>x7</u>

The chickens on the Smith farm produce 48 dozen eggs each day. How many dozen eggs do they produce in 7 days?

MATH

Name _

Multiplication: Two-Digit Numbers Times Two-Digit Numbers

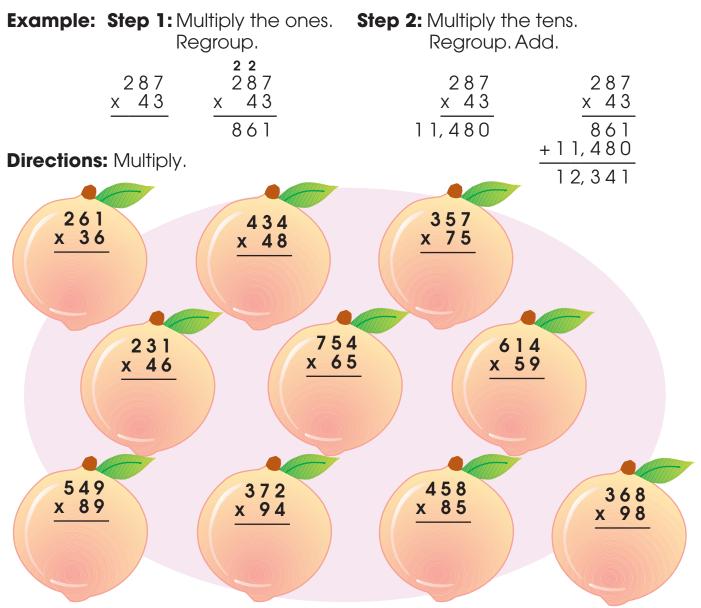
Follow the steps for multiplying a two-digit number by a two-digit number using regrouping.

Example:

Step 1:	Multiply the Regroup. 63 <u>x68</u>	e ones. Step 2: 2 6 3 <u>x 6 8</u> 5 0 4	Multiply the tens Regroup. Add. 1 63 x 68 3, 780	x 63 x 68 504 +3,780	
Directio	ons: Multiply.			4,284	
12 x55	27 x15	65 x27	19 x39	99 x13	35 x14
43 x26	38 x17	53 <u>x86</u>	47 x72	57 x62	48 x33
27 x54	93 x45	64 x16	53 x23		
produc	e 52 quarts c	s 24 cows that ea of milk a day. How d each day altog	many		M

Multiplication: Two-Digit Numbers Times Three-Digit Numbers

Follow the steps for multiplying a two-digit number by a three-digit number using regrouping.



At the Douglas farm, workers pick 378 baskets of peaches each day. Each basket holds 65 peaches. How many peaches are picked each day?

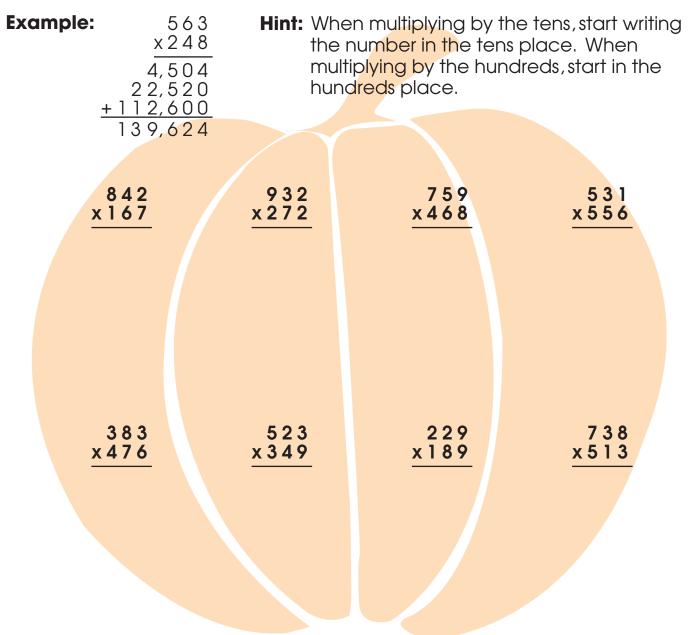
Multiplication: Two-Digit Numbers Times Two- and Three-Digit Numbers

Directions: Multiply.

an former	25	70	844	124
	x72	x66	x24	x 15
	45	76	74	261
	x41	x78	x69	x 88
	48	263	37	52
	x36	x 57	x64	x43
	321	544	797	998
	x 78	x 58	x 24	x 37
	249	24	48	817
	x 33	x19	x20	x 59
The sure sure				

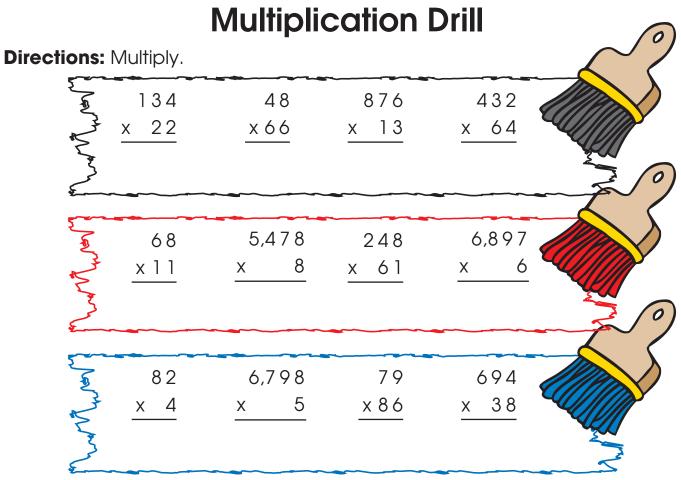
Multiplication: Three-Digit Numbers Times Three-Digit Numbers

Directions: Multiply. Regroup when needed.

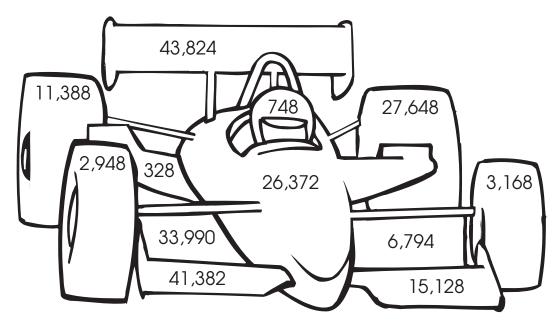


Jorge grows pumpkins on his farm. He has 362 rows of pumpkins. There are 593 pumpkins in each row. How many pumpkins does Jorge grow? MATH

Name _____



Directions: Color the picture by matching each number with its paintbrush.



Division

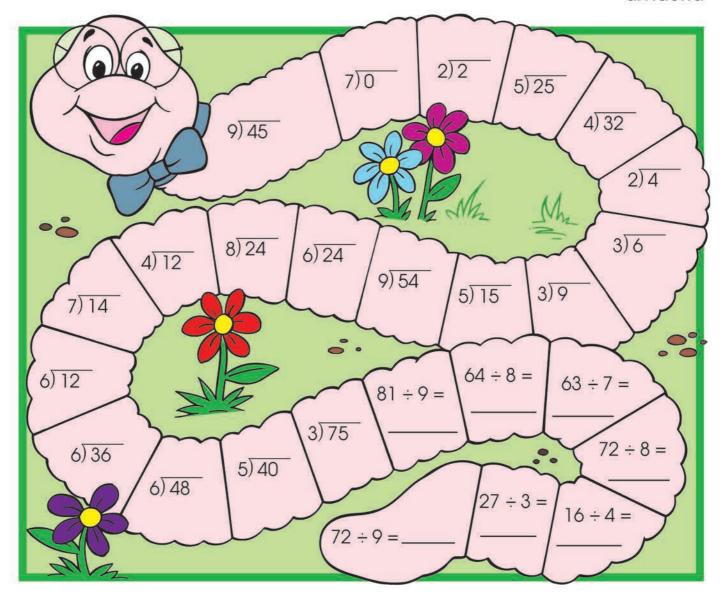
Division is a way to find out how many times one number is contained in another number. For example, $28 \div 7 = 4$ means that there are 4 groups of 7 in 28.

Division problems can be written two ways: $36 \div 6 = 6$ or $6)\overline{36}$

These are the parts of a division problem: $dividend \rightarrow 36 \div 6 = 6 \leftarrow quotient$

Directions: Divide.

divisor $\rightarrow 6^{\overline{)}36} \rightarrow 6^{\overline{)}36}$ dividend



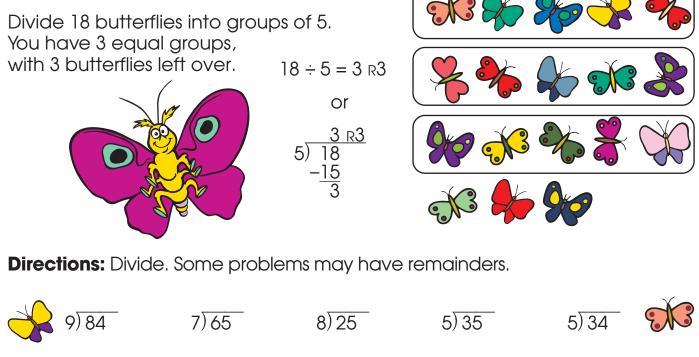
Name _

MATH

Division with Remainders

Sometimes, groups of objects or numbers cannot be divided into equal groups. The **remainder** is the number left over in the quotient of a division problem. The remainder must be smaller than the divisor.

Example:



4) 25	6) 56	4)7	4) 16	8) 37	
7)27	2)5	2)4	8)73	4)9	900
9) 46	5) 17	2)3	4) 13	5) 25	

Division: Larger Numbers

Follow the steps for dividing larger numbers.

Example:	Step 1: Divide	the tens first.	Step 2: Divide t	he ones next.
3) 66	$3) \frac{2}{60}$ $\frac{-6}{00}$	_	3)	22 66 6 06 6
Directions: D	Divide.		_	0
4)84	2)90	2)64	2)50	3) 4 5
3)75	3) 3 6	4)92	2)76	5)65

In some larger numbers, the divisor goes into the first two digits of the dividend.

Example: 9)72	$ \frac{8}{9} $ 9)729 -72 09	$ \begin{array}{r} $	Math Rocks	
Directions: Divi	de.			
7)630	5) 1 2 5	6)486	5)100	6)540

MATH

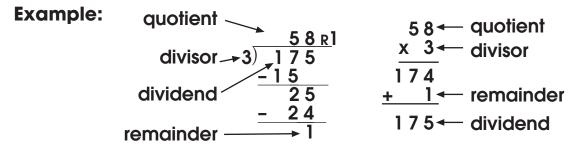
Name __

.	Division								
Directions: Divid	de.								
7)860	6)611	8)279	4) 3 3 8	6)979					
3)792	5)463	6)940	4)647	3) 8 1 4					
7)758	5) 3 5 6	4)276	8) 3 2 8	9)306					
4) 579	8)932	3)102	2) 8 2 1	6) 489					
	The sto How m	isic store has 49 re sells 8 CDs a any days will it t of the CDs?	day.						

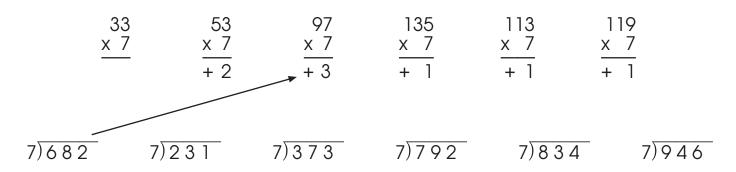


Division: Checking the Answers

To check a division problem, multiply the quotient by the divisor. Add the remainder. The answer will be the dividend.



Directions: Divide each problem. Then, draw a line from the division problem to the correct checking problem.

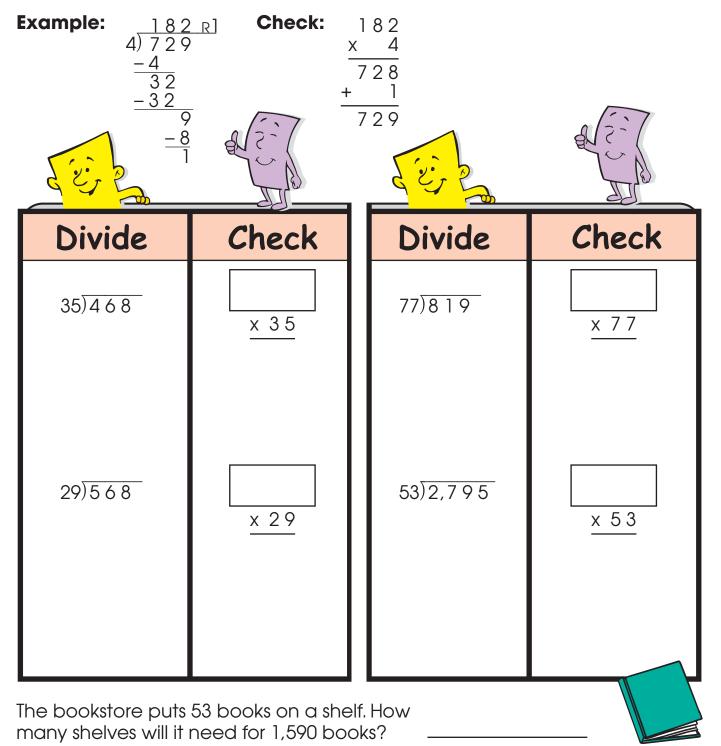


The toy factory puts 7 robot dogs in each box. The factory has 256 robot dogs. How many boxes will they need?



Division: Checking the Answers

Directions: Divide. Then, check your answers.



Example: $\begin{array}{c}
2 & 21 \ R4 \\
12)256 & 12)256 \\
\underline{-24} & \underline{-24} \\
1 & 16 \\
\end{array}$

 $\frac{-12}{4}$

81)913

Division: Two-Digit Divisors

Check: 2 1

<u>x</u> 12

 $\begin{array}{r}
42\\
210\\
252
\end{array}$

 $+\frac{4}{256}$

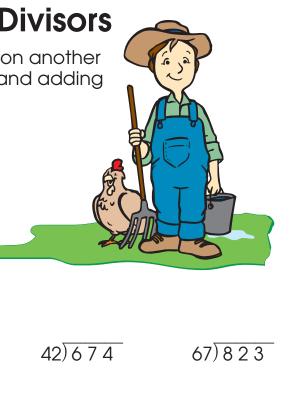
65)790

Directions: Divide. Then, check each answer on another sheet of paper by multiplying it by the divisor and adding the remainder.

72)977	54) 7 4 3	45) 8 6 3	24) 4 3 2	18) 3 7 2
28)175	49)538	77)936	37)603	63) 8 3 5
The Allen farr	n has 882 chicke	ns. The chickens	are kept	

in 21 coops. How many chickens are there in each coop?

27)880



MATH



Averaging

An **average** is found by adding two or more quantities and dividing by the number of quantities.

Example:

Step 1: Find the sum of the numbers. 24 + 36 + 30 = 90

Step 2: Divide by the number of quantities. $90 \div 3 = 30$

The average is 30.

Directions: Find the average of each group of numbers. Draw a line from each problem to the correct average.

12 + 14 + 29 + 1 =	410	
4 + 10 + 25 =	83	
33 + 17 + 14 + 20 + 16 =	40	
782 + 276 + 172 =	15	
81 + 82 + 91 + 78 =	13	
21 + 34 + 44 =	33	
14 + 24 + 10 + 31 + 5 + 6 =	14	
278 + 246 =	20	
48 + 32 + 18 + 62 =	262	

A baseball player had 3 hits in game one, 2 hits in game two, and 4 hits in game three. How many hits did she average over the three games?









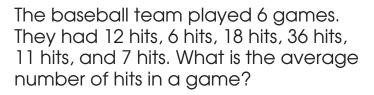
Averaging

Directions: Find the averages.



Ted went bowling. He had scores of 112, 124, and 100. What was his average?

Layla ran 3 races. Her times were 9 seconds, 10 seconds, and 8 seconds. What was her average?



In 3 games of football, Chris gained 156, 268, and 176 yards running. How many yards did he average in a game?



Jane scored 18, 15, 26, and 21 points in 4 basketball games. How many points did she average?



MATH		Nam	e	
Directions:	Divide.	Review		
3)268	15)165 27	7)489 48)0	595	
79)937	49)683	91)848	73)592	59)473
23)1,268	67)2,543	81) 3,608	37) 8, 4 3 2	97)4,528
Directions:	Find the average	S.		

22,38		105,263,331	
48,100,62		248,325,250,69	
17,18,36,28,6)	87,91,55,48,119	



Fractions

A fraction is a number that names part of a whole, such as $\frac{1}{2}$ or $\frac{1}{3}$.

A fraction is made up of two numbers—the **numerator** (top number) and the **denominator** (bottom number). The larger the denominator, the smaller each of the equal parts: $\frac{1}{16}$ is smaller than $\frac{1}{2}$.

Directions: Study the fractions below.



1 whole.



4 equal parts or fourths One-fourth of the $\frac{1}{4}$



8 equal parts or eighths One-eighth of the <u>1</u> circle is shaded. <u>8</u>



2 equal parts or halves One-half of the $\frac{1}{2}$



3 equal parts or thirds One-third of the $\frac{1}{3}$ circle is shaded. 3



5 equal parts or fifths One-fifth of the $\frac{1}{5}$



10 equal parts or tenths One-tenth of the $\frac{1}{10}$



6 equal parts or sixths One-sixth of the $\frac{1}{6}$ circle is shaded.



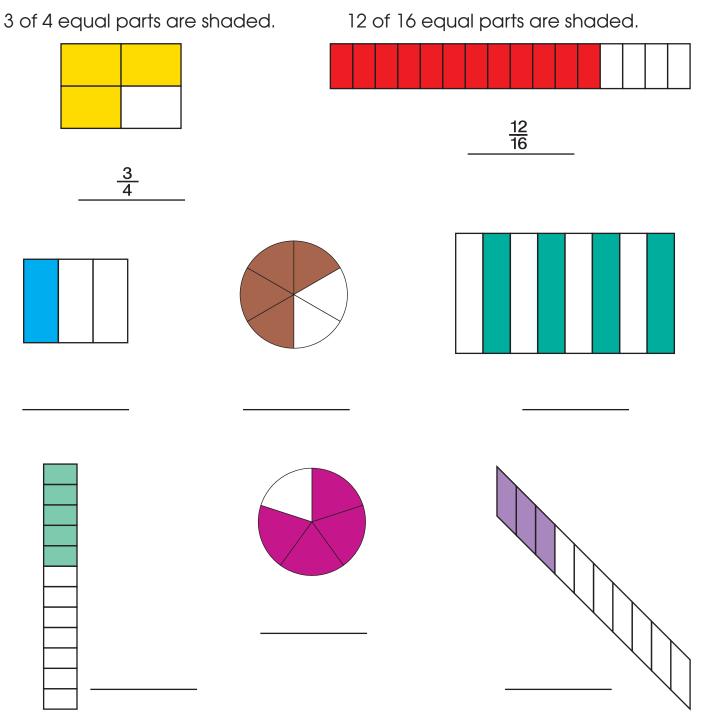
12 equal parts or twelfths One-twelfth of the $\frac{1}{12}$

Name _

Fractions

Directions: Name the fraction that is shaded.

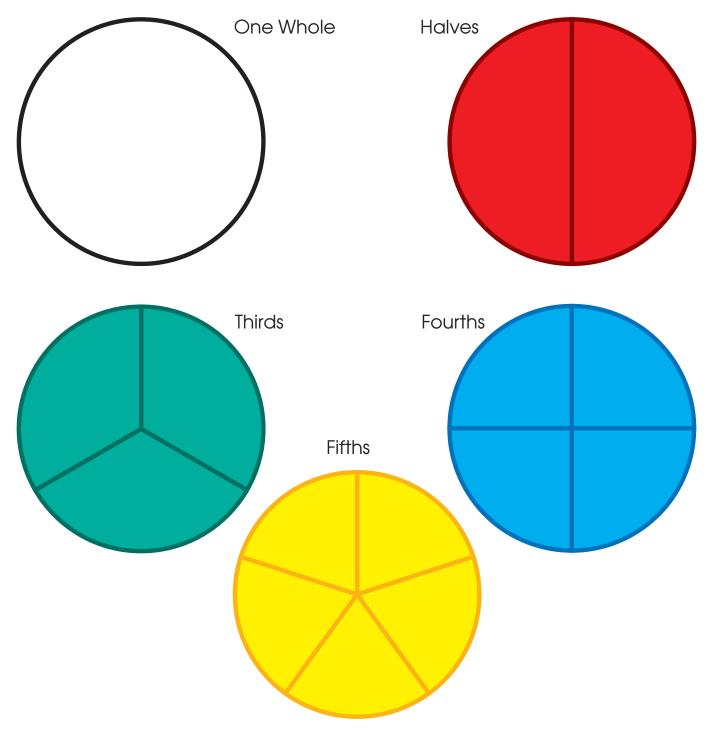
Examples:





Fraction Pieces

Directions: Cut apart the fraction pieces below. Use them to help you work with fractions. Store the fraction sets in separate plastic bags.

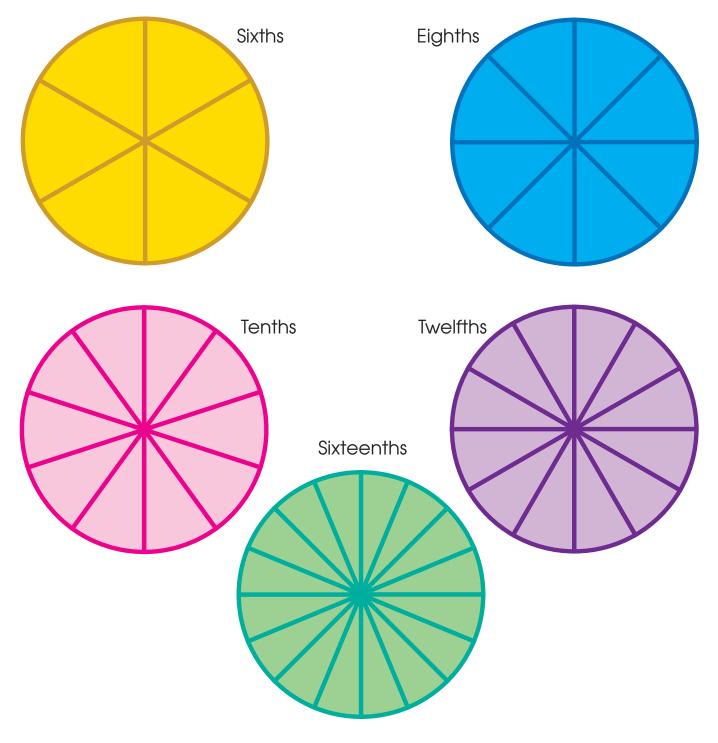


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Fraction Pieces

Directions: Cut apart the fraction pieces below. Use them to help you work with fractions. Store the fraction sets in separate plastic bags.



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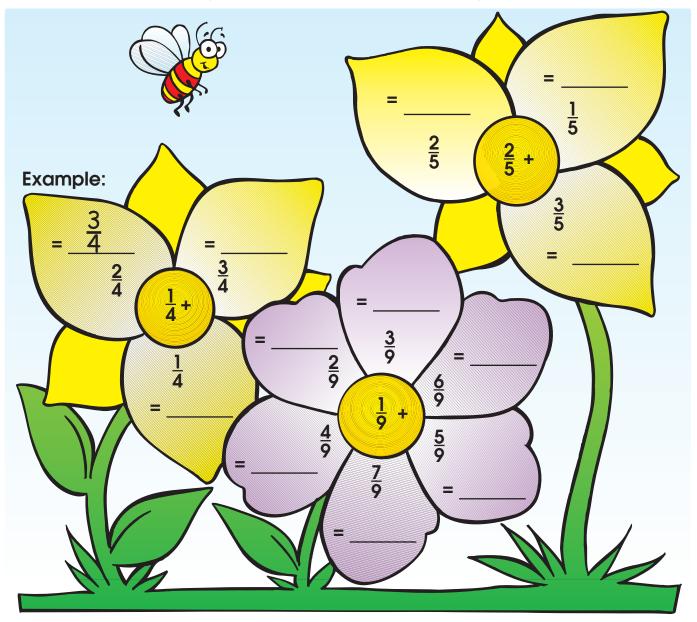


Fractions: Addition

When adding fractions with the same denominator, the denominator stays the same. Add only the numerators.

Example: numerator $\frac{1}{8}$ + $\frac{2}{8}$ = $\frac{3}{8}$

Directions: Add the fractions on the flowers. Begin in the center of each flower, and add each petal. The first one is done for you.



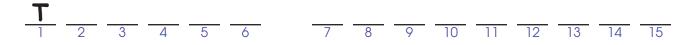
Fractions: Subtraction

When subtracting fractions with the same denominator, the denominator stays the same. Subtract only the numerators.

Directions: Solve the problems, working from left to right. As you find each answer, copy the letter from the key into the numbered blanks. The answer is the name of a famous American. The first one is done for you.

1. $\frac{3}{8} - \frac{2}{8} = \underline{\frac{1}{8}}$	9. $\frac{11}{12} - \frac{7}{12} =$	T $\frac{1}{8}$	P <u>5</u> 24	$H \frac{1}{4}$
2. $\frac{2}{4} - \frac{1}{4} = $	10. $\frac{7}{8} - \frac{3}{8} = $	$F \frac{4}{12}$	E ² / ₇	J <u>3</u> 12
3. $\frac{5}{9} - \frac{3}{9} = $	11. $\frac{4}{7} - \frac{2}{7} = $	E <u>3</u> 9	0 <u>2</u> 9	$F \frac{4}{8}$
4. $\frac{2}{3} - \frac{1}{3} = $	12. $\frac{14}{16} - \frac{7}{16} = $	R <u>7</u> 16	$O \frac{2}{8}$	Y <u>8</u> 20
$5.\frac{8}{12} - \frac{7}{12} = $	13. $\frac{18}{20} - \frac{13}{20} = $	Q $\frac{1}{32}$	M $\frac{1}{3}$	s <u>5</u>
6. $\frac{4}{5} - \frac{1}{5} = $	14. $\frac{13}{15} - \frac{2}{15} = $	02	-	
$7.\frac{6}{12} - \frac{3}{12} = $	15. $\frac{5}{6} - \frac{3}{6} = $	A $\frac{1}{12}$	R <u>12</u> 15	S <u>3</u> 5
8. $\frac{4}{9} - \frac{1}{9} = $		N $\frac{2}{6}$	0 <u>11</u> 15	

Who helped write the Declaration of Independence?





MATH

<u>3</u> 6

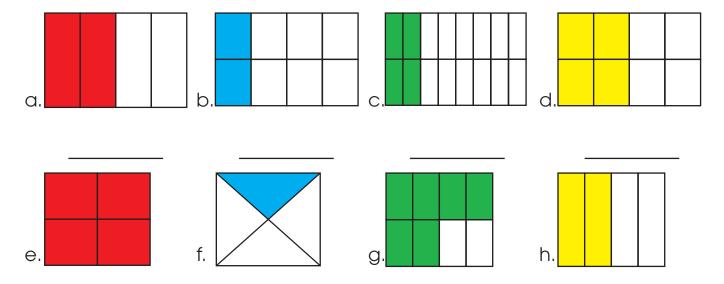
Equivalent Fractions

Equivalent fractions are two different fractions that represent the same number. **Example:**

Directions: Complete these equivalent fractions. Use your fraction pieces from pages 393 and 395.

$$\frac{1}{3} = \frac{1}{6}$$
 $\frac{1}{2} = \frac{1}{4}$ $\frac{3}{4} = \frac{1}{8}$ $\frac{1}{3} = \frac{1}{9}$

Directions: Circle the figures that show a fraction equivalent to figure a. Write the fraction for the shaded area under each figure.



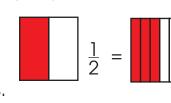
To find an equivalent fraction, multiply both parts of the fraction by the same number.

Example: $\frac{2}{3} \times \frac{3}{3} = \frac{6}{9}$

Directions: Find an equivalent fraction.

$$\frac{1}{4} = \frac{3}{8}$$
 $\frac{3}{4} = \frac{3}{16}$ $\frac{4}{5} = \frac{8}{38}$ $\frac{3}{8} = \frac{3}{24}$

399



Name ____

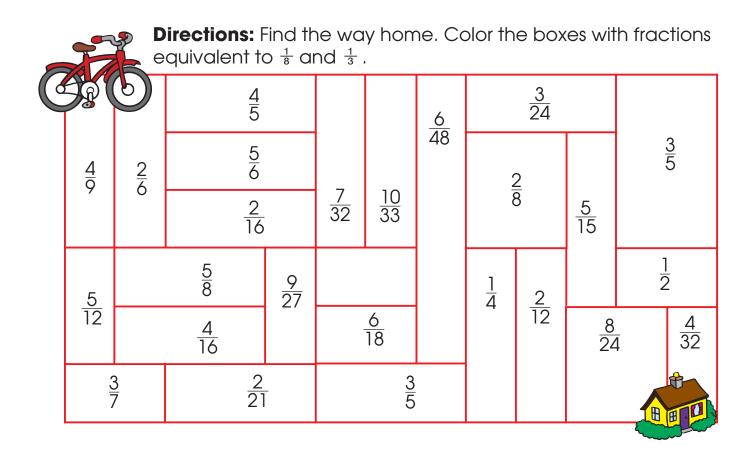
Reducing Fractions

Reducing a fraction means to find the greatest common factor and divide.

Example:		factors of 5: 1,5 factors of 15: 1,3,5,15
	-	$\begin{array}{l} \div 5 = \frac{1}{3} \\ \div 5 = \overline{3} \end{array}$

5 is the greatest common factor. Divide both the numerator and denominator by 5.

Directions: Reduce each fraction. Circle the correct answer.



A **mixed number** is a number written as a whole number and a fraction, such as $6\frac{5}{8}$.

To change a fraction into a mixed number, divide the denominator (bottom number) into the numerator (top number). Write the remainder over the denominator.

To change a mixed number into a fraction, multiply the denominator by the whole number, add the numerator, and write it on top of the denominator.

Directions: Write each fraction as a mixed number. Write each mixed number as a fraction.

Example:

Example:

 $\frac{14}{6} = 2\frac{2}{6}$

 $3\frac{1}{7} = \frac{22}{7}$ (7 x 3) + 1 = $\frac{22}{7}$

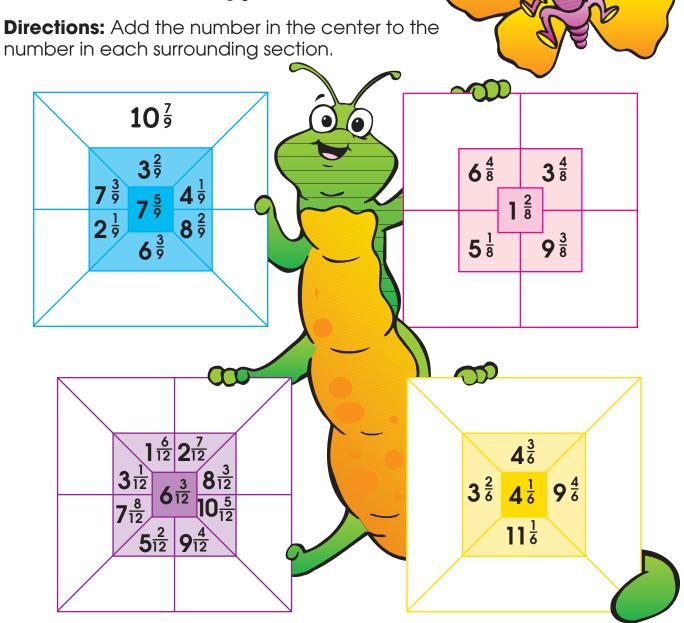
6) 14 <u>12</u> 2 **Examples:**

Name___

Fractions: Adding Mixed Numbers

When adding mixed numbers, add the fractions first. Then, add the whole numbers.

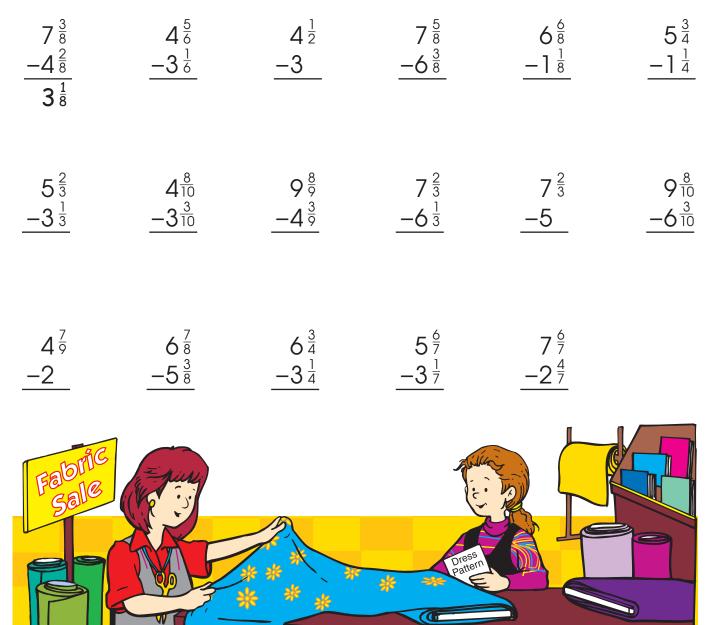
 $\begin{array}{ccc} 9^{\frac{1}{3}} & 2^{\frac{3}{6}} \\ \frac{+3^{\frac{1}{3}}}{12^{\frac{2}{3}}} & \frac{+1^{\frac{1}{6}}}{3^{\frac{4}{6}}} \end{array}$ **Directions:** Add the number in the center to the



Fractions: Subtracting Mixed Numbers

When subtracting mixed numbers, subtract the fractions first. Then, subtract the whole numbers.

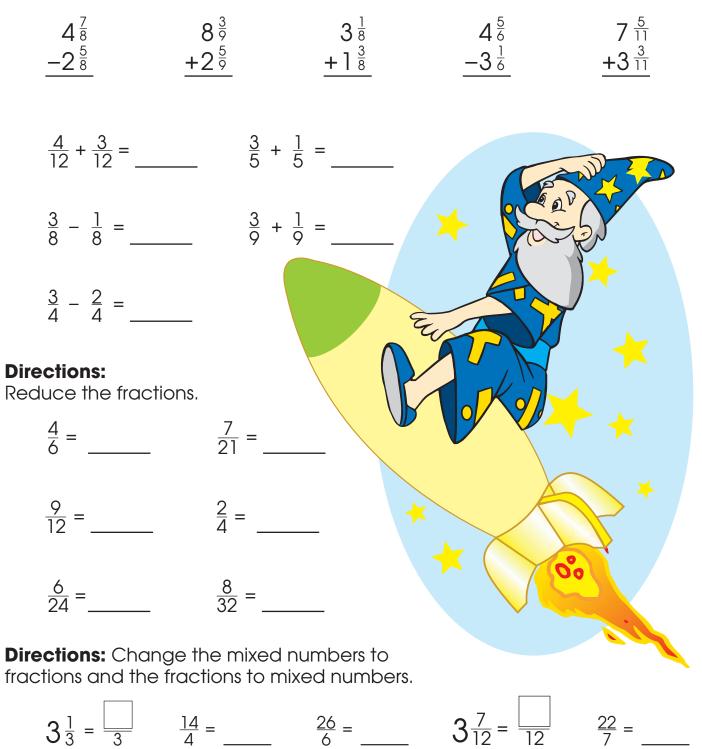
Directions: Subtract the mixed numbers. The first one is done for you.



Nora needs $1\frac{3}{8}$ yards of cloth to make a dress. She has $4\frac{5}{8}$ yards. How much cloth will be left over?

Review

Directions: Add or subtract the fractions and mixed numbers. Reduce, if possible.



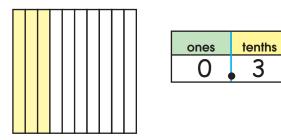
Comprehensive Curriculum - Grade 4



Fractions to Decimals

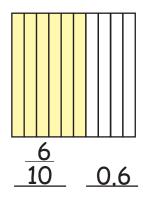
When a figure is divided into 10 equal parts, the parts are called tenths. Tenths can be written two ways—as a fraction or a **decimal**. A decimal is a number with one or more places to the right of a decimal point, such as 6.5 or 2.25. A **decimal point** is the dot between the ones place and the tenths place.

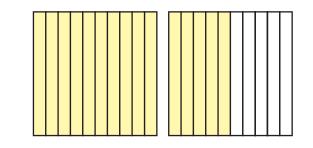
Examples:

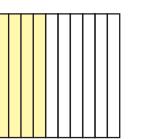


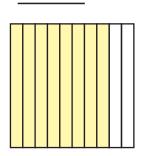
 $\frac{3}{10}$ or 0.3 of the square is shaded.

Directions: Write the decimal and fraction for the shaded parts of the following figures. The first one is done for you.









MATH

Name _

Decimals

Directions: Add or subtract. Remember to include the decimal point in your answers. Example:			$l \frac{3}{10} = 1.3$ $l \frac{6}{10} = 1.6$	1.3 + 1.6 2.9
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	7.6 7. - 6.5 <u>- 2.</u>		8.7 <u>- 3.9</u>	6.8 <u>- 3.7</u>
	7.8	16.5	6.4	10.0
	<u>- 6.8</u>	- 7.3	+ 5.3	+ 3.5
Gas	0.42	0.98	0.78	0.83
Special	+ 0.35	- 0.87	- 0.13	+ 0.12
	0.95	3.23	4.68	5.86
	- 0.14	+ 2.48	- 2.65	- 2.73
	6.98	3.27	4.65	5.97
	+ 1.40	+ 1.82	- 1.32	+ 2.77

Mr. Martin went on a car trip with his family. Mr. Martin purchased gas 3 times. He bought 6.7 gallons, 7.3 gallons, and 5.8 gallons of gas. How much gas did he purchase in all? –



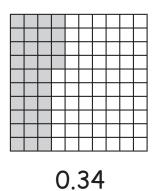
Decimals: Hundredths

The next smallest decimal unit after a tenth is called a hundredth. One hundredth is one unit of a figure divided into 100 units. Written as a decimal, it is one digit to the right of the tenths place.

Example:

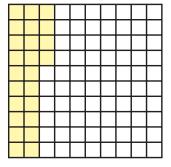
One square divided into hundredths, 34 hundredths are shaded. Write: 0.34.

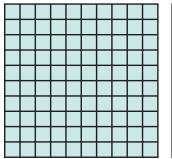
ones	tenths	hundredths
0	. 3	4

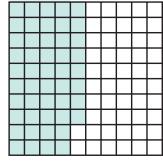


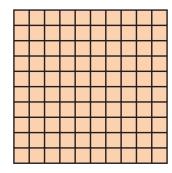


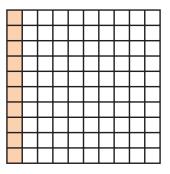
Directions: Write the decimal for the shaded parts of the following figures.





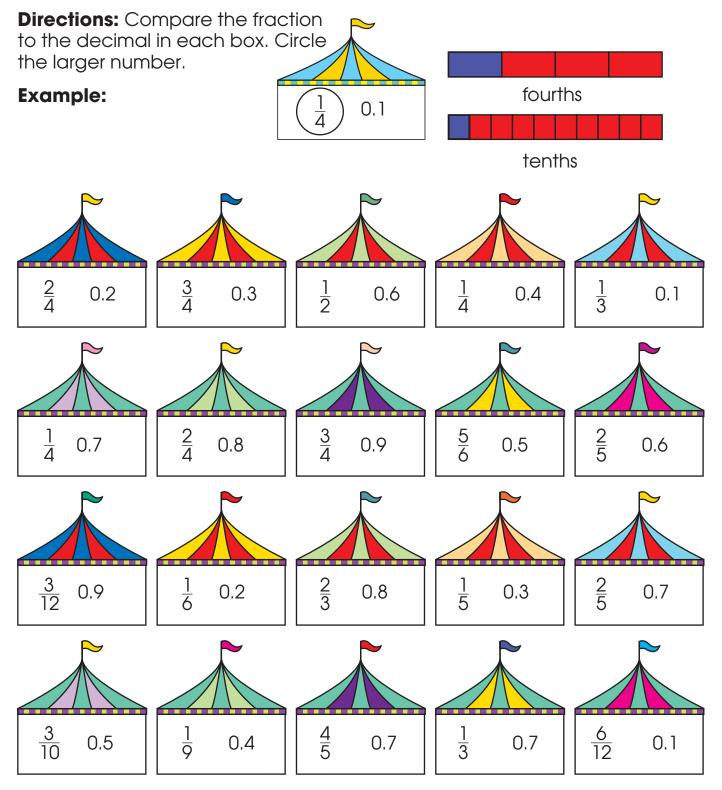






Name _____

Fractions and Decimals





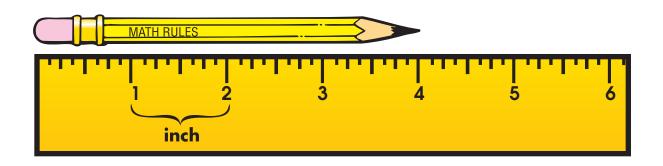
Adding and Subtracting Decimals

Directions: Add or subtract the problems. Then, 2.5 2.4 **Example:** fill in the circle next to the correct answer. 3.1 + 1.74.1 5.2 15.9 1.9 2.8 5.7 7.6 7.4 2.5 16.5 - 3.8 + 3.4+ 8.96.2 2.9 17.3 25.11 73.6 100.4 16.3 43.9 28.6 26.1 72.5 107.4 + 9.8 +43.9+ 56.526.01 71.9 101.4 16.32 13.61 14.8 12.87 93.6 47.56 10.31 80.41 15.3 - 33.95 - 3.45 - 79.8 14.61 13.8 9.42 22.21 14.09 111.1 11.57 106.935 27.83 12.89 1.93 111.11 - 95.824 - 14.94 +10.6411.97 21.12 11.111 _ Math Rules $\mathbf{0}$ 00 The high-speed train traveled 87.90 miles on day one, 127.86 miles on day two, and 113.41 miles on day three. How many miles did it travel in all?

Measurement: Inches

An **inch** is a unit of length in the standard system equal to $\frac{1}{12}$ of a foot. A ruler is used to measure inches.

This illustration shows a ruler measuring a 4-inch pencil, which can be written as 4" or 4 in.



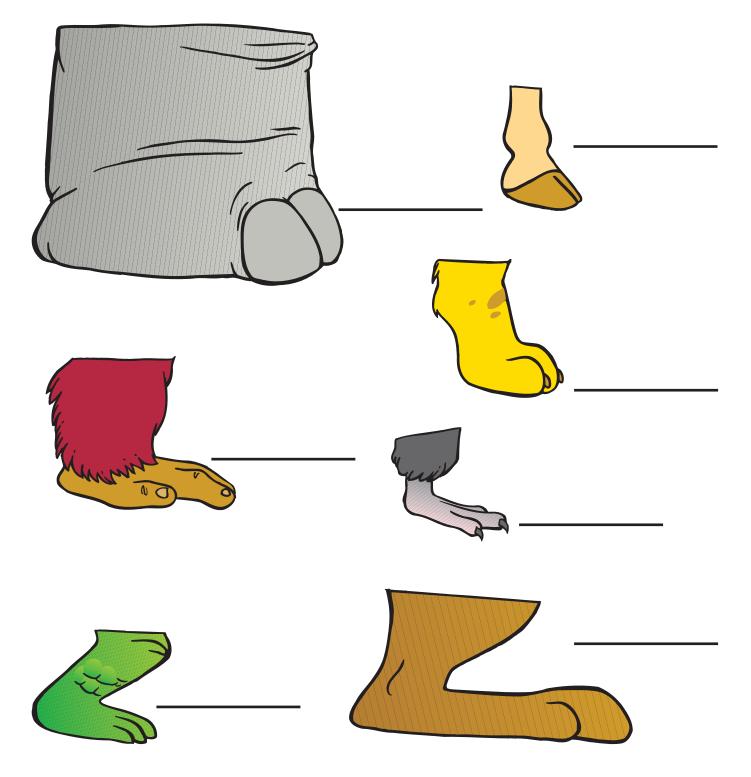
Directions: Use a ruler to measure each object to the nearest inch.

1. The length of your foot2. The width of your hand3. The length of this page4. The width of this page5. The length of a large paper clip6. The length of your toothbrush7. The length of a comb8. The height of a juice glass9. The length of your shoe10. The length of a fork



Measurement: Inches

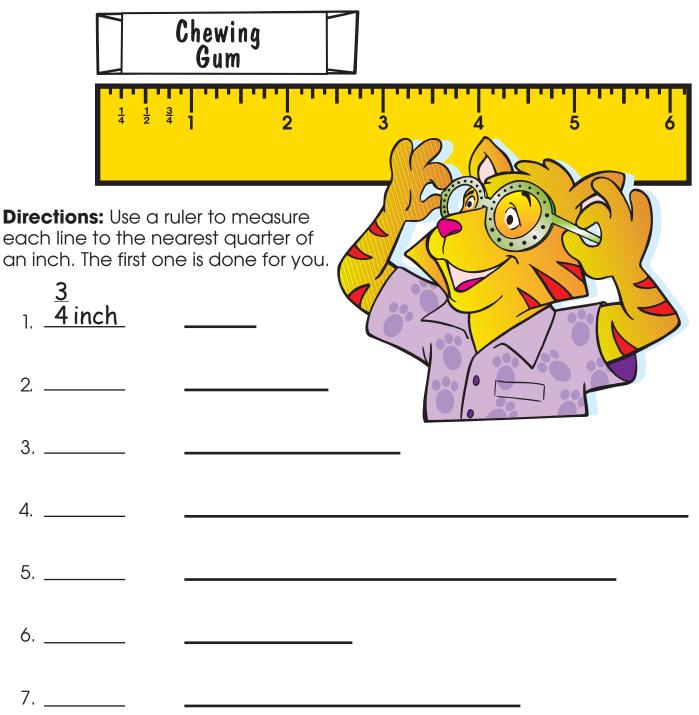
Directions: Use a ruler to measure the width of each foot to the nearest inch.



Measurement: Fractions of an Inch

An inch is divided into smaller units, or fractions of an inch.

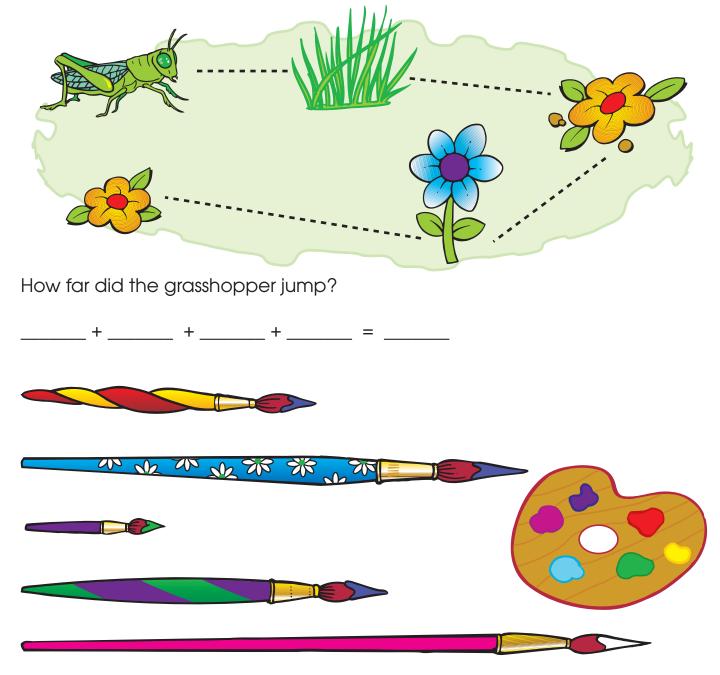
Example: This stick of gum is $2\frac{3}{4}$ inches long.





Measurement: Fractions of an Inch

Directions: Use a ruler to measure to the nearest quarter of an inch.



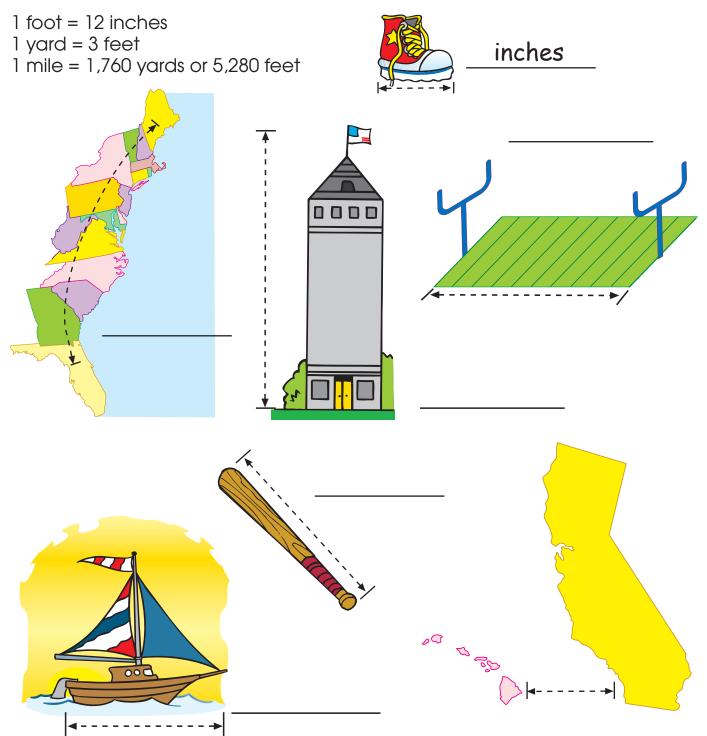
What is the total length of the paintbrushes?

+ _____ + _____ + _____ = _____



Measurement: Foot, Yard, Mile

Directions: Choose the measure of distance you would use for each object.



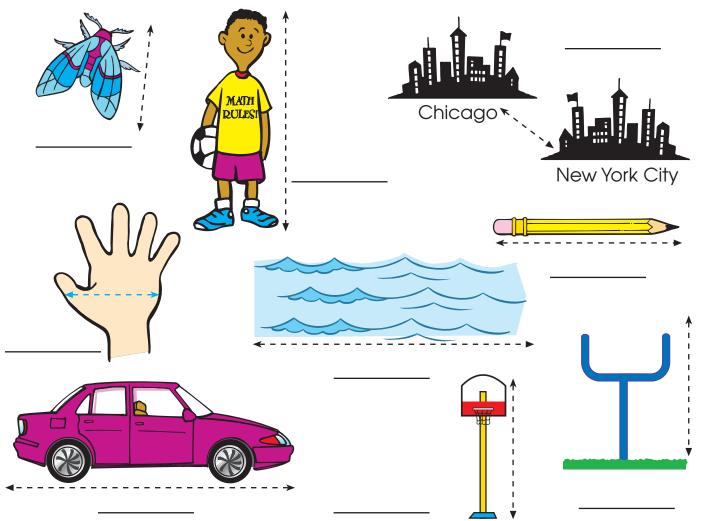


Metric Measurement: Centimeter, Meter, Kilometer

In the metric system, there are three units of linear measurement: centimeter (cm), meter (m), and kilometer (km).

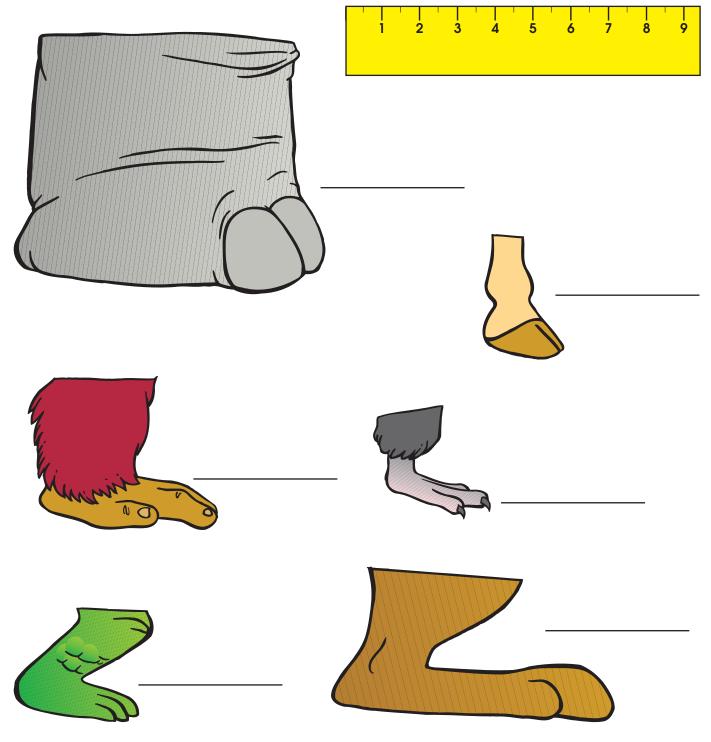
Centimeters (cm) are used to measure the lengths of small to medium-sized objects. **Meters (m)** measure the lengths of longer objects, such as the width of a swimming pool or height of a tree (100 cm = 1 meter). **Kilometers (km)** measure long distances, such as the distance from Cleveland to Cincinnati or the width of the Atlantic Ocean (1,000 m = 1 km).

Directions: Write whether you would use cm, m, or km to measure each object.



Metric Measurement: Centimeter

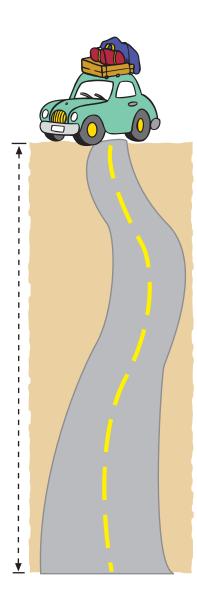
Directions: Use a centimeter ruler to measure the width of each foot to the nearest centimeter.



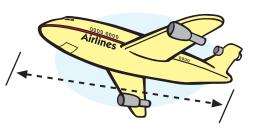
Metric Measurement: Meter and Kilometer

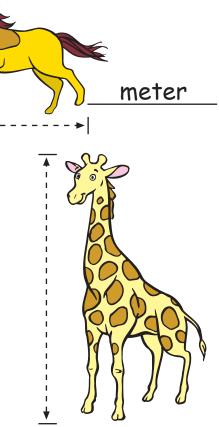
A meter is a little longer than a yard—39.37 inches (a yard is 36 inches). A kilometer is equal to about $\frac{5}{8}$ of a mile.

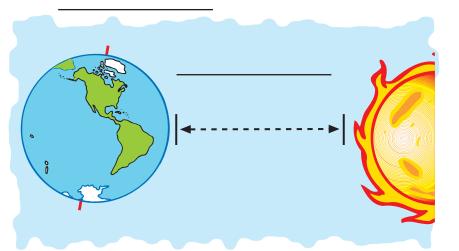
Directions: Choose the measure of distance you would use for the following.









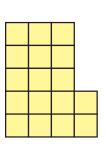


Measurement: Perimeter and Area

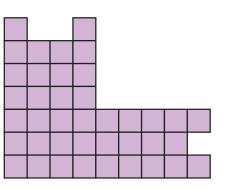
Perimeter is the distance around a figure. It is found by adding the lengths of the sides. **Area** is the number of square units needed to cover a region. The area is found by adding the number of square units. A unit can be any unit of measure. Most often, inches, feet, or yards are used.

Directions: Find the perimeter and area for each figure. The first one is done for you.

= 1 square unit

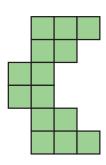


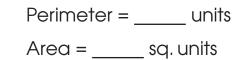
Perimeter = 18 units Area = 17 sq. units

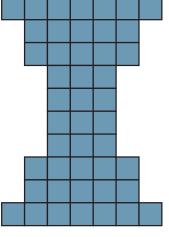


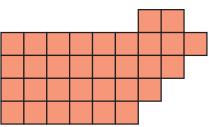
Perimeter = units

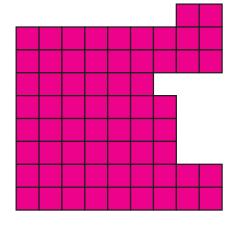
Area = sq. units

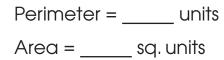


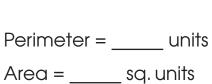


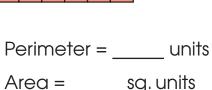










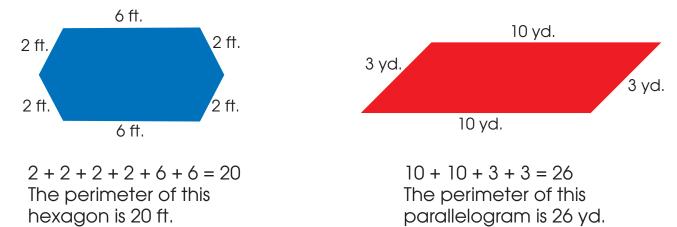




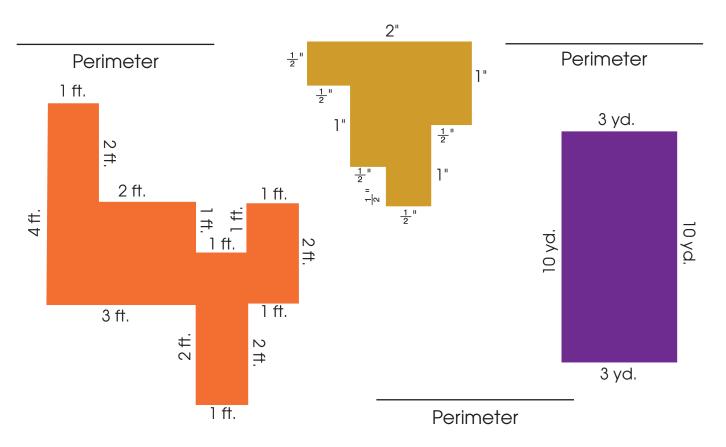
Measurement: Perimeter

Perimeter is calculated by adding the lengths of the sides of a figure.





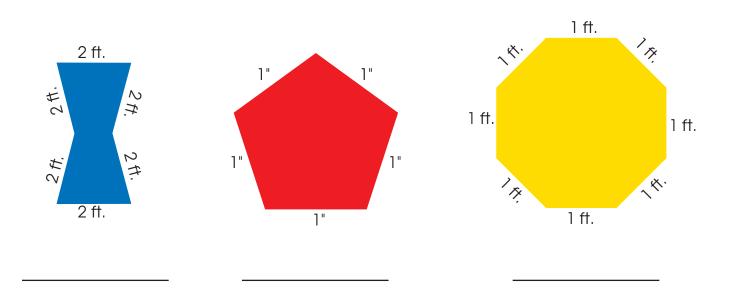
Directions: Find the perimeter of the following figures.



Measurement: Perimeter and Area

Area is also calculated by multiplying the length times the width of a square or rectangular figure. Use the formula: $A = I \times W$.

Directions: Calculate the perimeter of each figure.



Directions: Calculate the area of each figure.

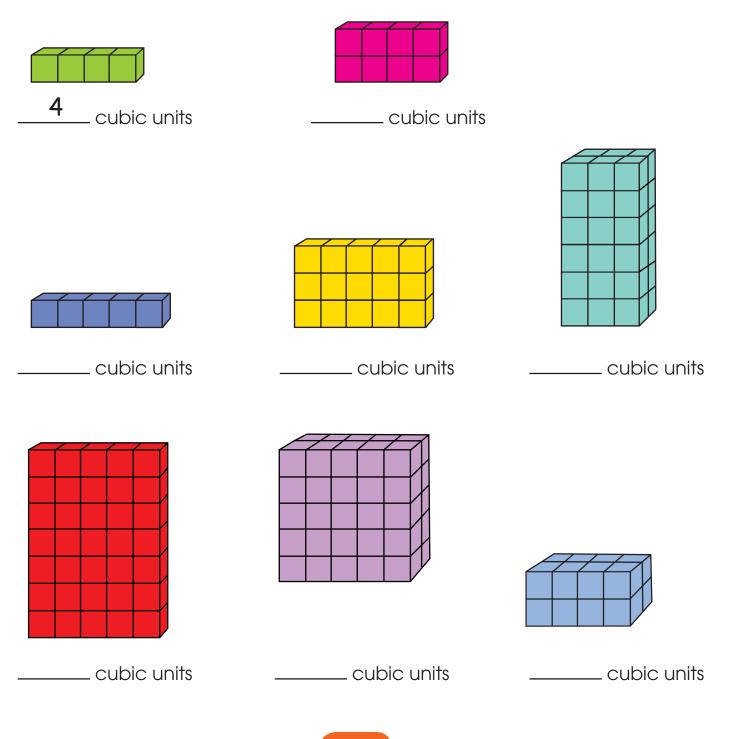




Measurement: Volume

Volume is the number of cubic units that fit inside a figure.

Directions: Find the volume of each figure. The first one is done for you.



MATH

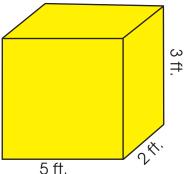
Name _

Measurement: Volume

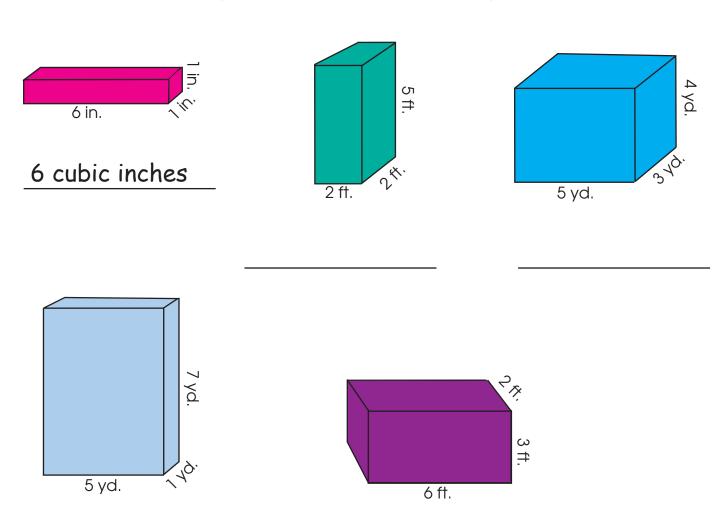
The volume of a figure can also be calculated by multiplying the length times the width times the height. Use the formula: $V = I \times w \times h$.

Example:

 $3 \times 5 \times 2 = 30$ cubic feet



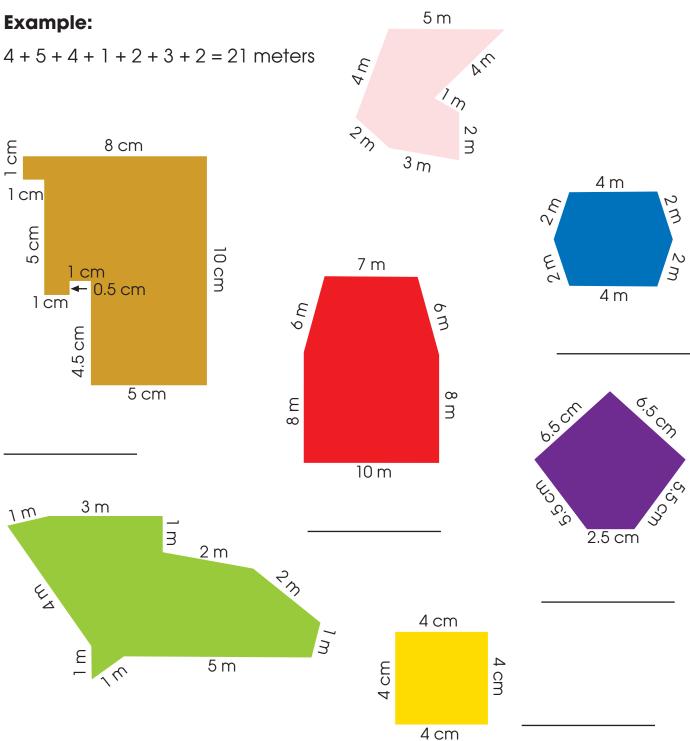
Directions: Find the volume of the following figures. Label your answers in cubic feet, inches, or yards. The first one is done for you.





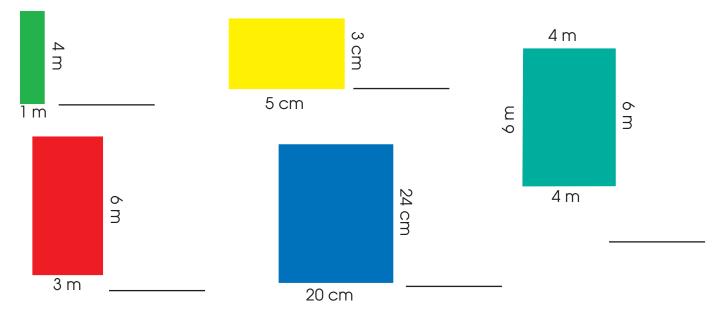
Metric Measurement: Perimeter

Directions: Calculate the perimeter of each figure.

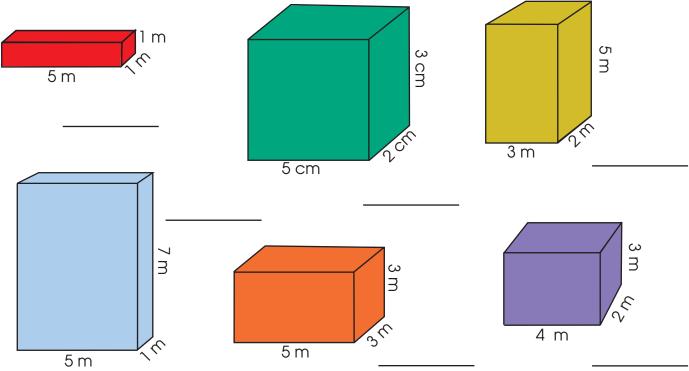


Metric Measurement: Area and Volume

Directions: Calculate the area of each figure. Use the formula: $A = I \times w$.



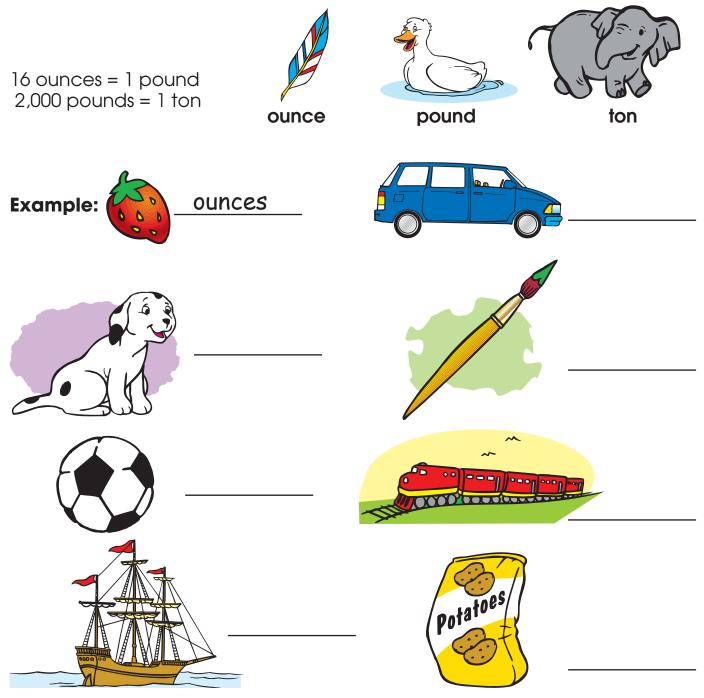
Directions: Calculate the volume of each figure. Use the formula: $V = I \times w \times h$.



Measurement: Ounce, Pound, Ton

The **ounce**, **pound**, and **ton** are units in the standard system for measuring weight.

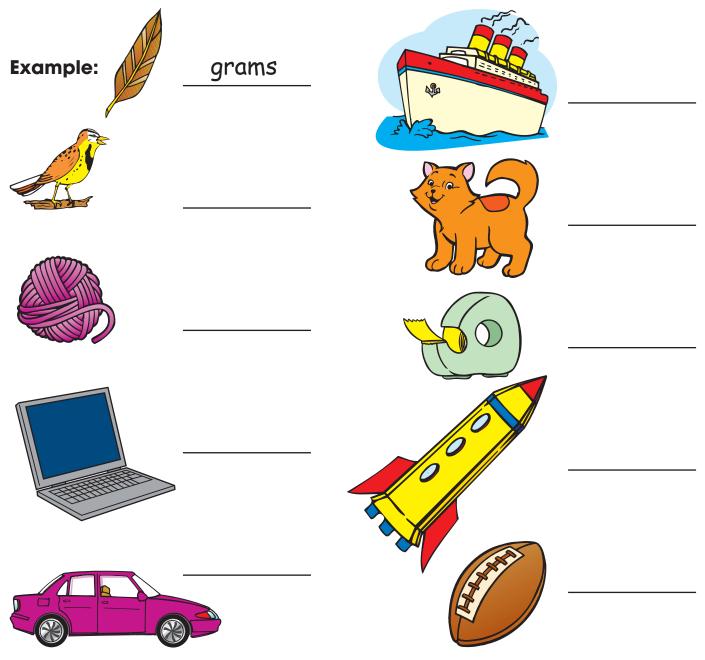
Directions: Choose the measure of weight you would use for each object.



Metric Measurement: Gram and Kilogram

Grams and **kilograms** are measurements of weight in the metric system. A gram (g) weighs about $\frac{1}{28}$ of an ounce. A grape or paper clip weighs about one gram. There are 1,000 grams in a kilogram. A kilogram (kg) weighs about 2.2 pounds. A brick weighs about 1 kilogram.

Directions: Choose grams or kilograms to measure the following.

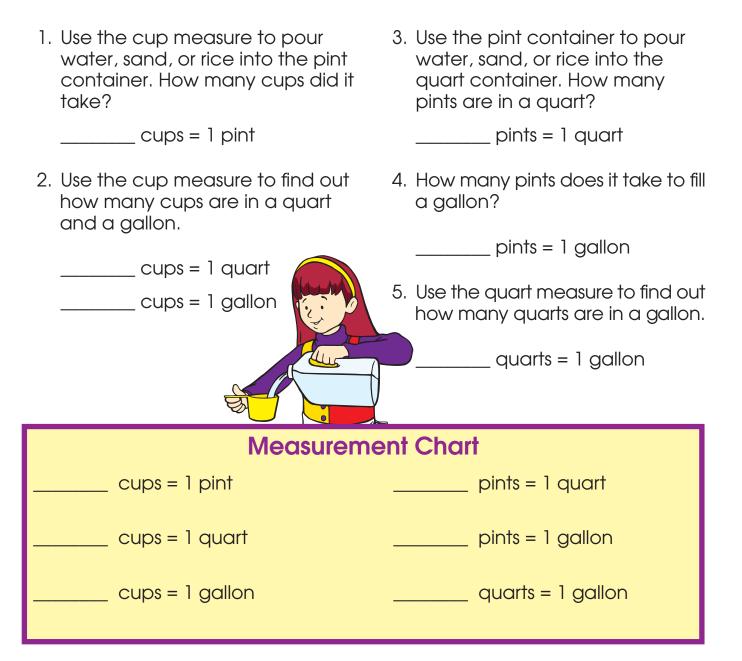




Measurement: Liquid

The **cup**, **pint**, **quart**, and **gallon** are units in the standard system for measuring liquids.

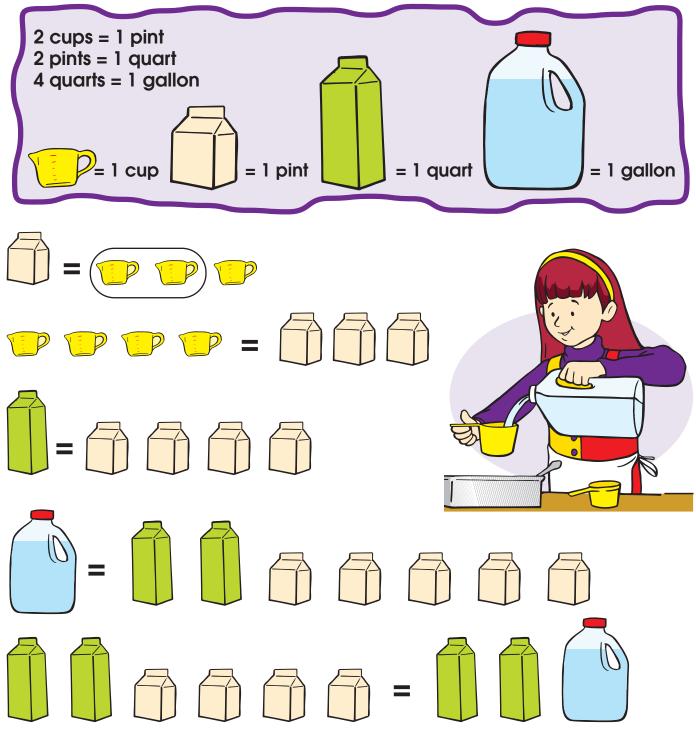
Directions: Gather the following materials: 2 dish tubs, one filled with water, sand, or rice; measuring cups; pint container; quart container; gallon container. Then, answer the questions, and complete the chart.



Name _

Measurement: Cup, Pint, Quart, Gallon

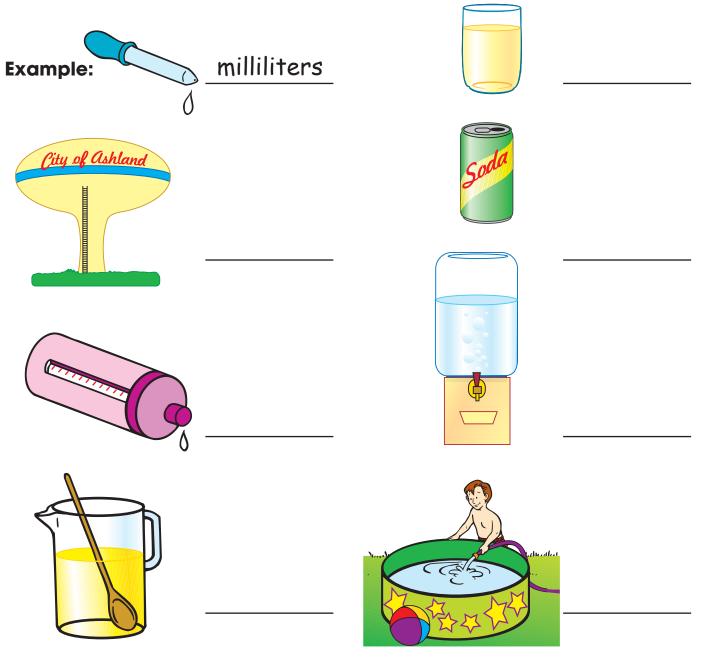
Directions: Circle the number of objects to the right that equal the objects on the left. The first one is done for you.



Metric Measurement: Milliliter and Liter

Liters and **milliliters** are measurements of liquid in the metric system. A milliliter (mL) equals 0.001 liter or 0.03 fluid ounces. A drop of water equals about 1 milliliter. Liters (L) measure large amounts of liquid. There are 1,000 milliliters in a liter. One liter measures 1.06 quarts. Soft drinks are often sold in 2-liter bottles.

Directions: Choose milliliters or liters to measure these liquids.



Metric Measurement: Weight and Liquid

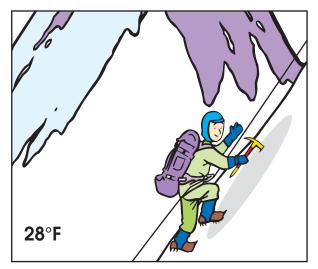
Directions: Choose grams (g) or kilograms (kg) to weigh the following objects. The first one is done for you.

rhinoceros	kg	person
dime		airplane
bucket of wet sand		spider
eyeglasses		pair of scissors
toy train engine		horse

Directions: Choose milliliters (mL) or liters (L) to measure the liquids in the following containers. The first one is done for you.

swimming pool <u>L</u>	baby bottle
small juice glass	teapot
gasoline tank	outdoor fountain
test tube	ink pen
washing machine	Lake Erie

Temperature: Fahrenheit



Fahrenheit is used to measure temperature in the standard system. °**F** stands for degrees Fahrenheit.



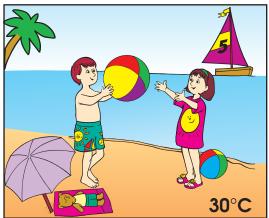
Directions: Use the thermome these questions.	ter to answer	water boils		°F
At what temperature does water boil?		210° F ►	210 190	200 180
At what temperature does water freeze?		_	170	160
What is normal body temperature?		body temperature	130 110	140 120
ls a 100°F day warm, hot, or cold?		98.6° F →→	90 70	100 80
ls a 0°F day warm, hot, or cold?		water freezes 32° F 	50	60 40
Which temperature best describes room temperature? 58°F 70°F 80°F		-	30 10 -10	
Which temperature best describes a cold winter day? 22°F 38°F 32°F		_		- -20

MATH

Temperature: Celsius

Celsius is used to measure temperature in the metric system. °**C** stands for degrees Celsius.



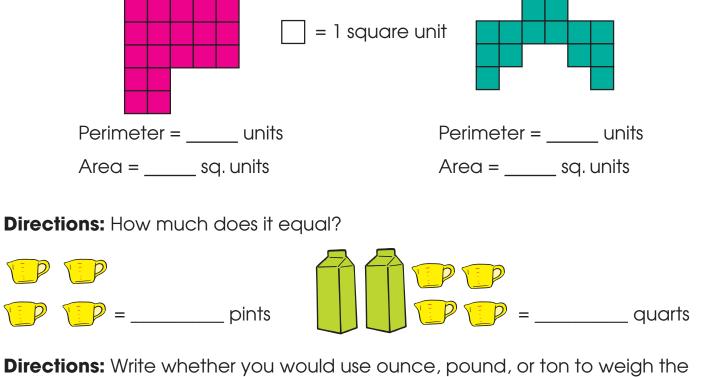


Directions: Use the thermome	eter to answer the	ese questions.	°C	
At what temperature does water boil?		water boils 100°C — ►	100	90
At what temperature does water freeze?			80	_
What is normal body temperature?			 60	70
ls it a hot or cold day when the temperature is 30°C?		body temperature 37°C	 40	50
ls it a hot or cold day when the temperature is 5°C?			20	_30
Which temperature best describes a hot summer day? 5°C 40°C 20°C		water freezes 0°C →→	0	_10
Which temperature best describes an icy winter day? 0°C 15°C 10°C				



Review

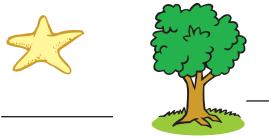
Directions: Find the perimeter and area of each figure.

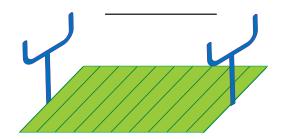


following.



Directions: Write whether you would use an inch, foot, yard, or mile to measure the following.



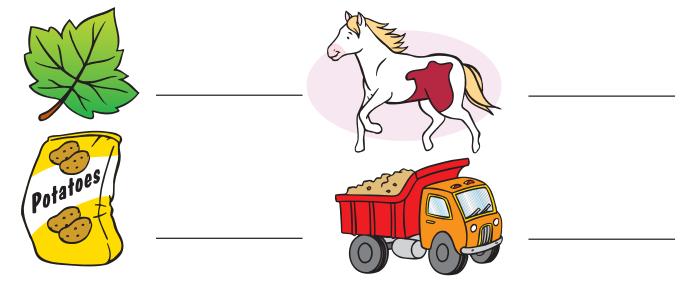


Review

Directions: Choose centimeters, meters, or kilometers to measure the following.

- _____ height of a tree _____ length of a shoe _____ distance around Earth _____ height of a building
 - _____ length of your yard _____ distance a plane flies

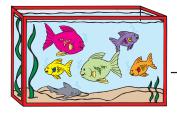
Directions: Choose grams or kilograms to measure the following.



Directions: Choose liters or milliliters to measure the following.









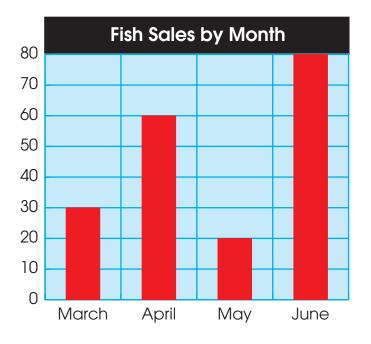


Graphing

A graph is a drawing that shows information about changes in numbers.

Directions: Answer the questions by reading the graphs.

Bar Graph

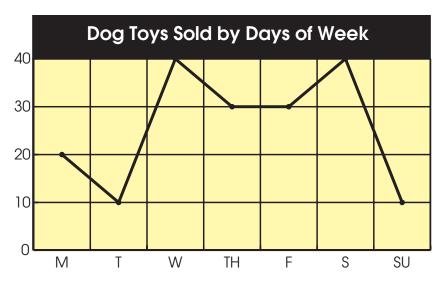


How many fish did the pet store sell in June?

In which month did the store sell the fewest fish?

How many fish did the store sell for all 4 months?

Line Graph



On which days did the pet store sell the fewest dog toys?

How many dog toys did the store sell in 1 week?

Name _____

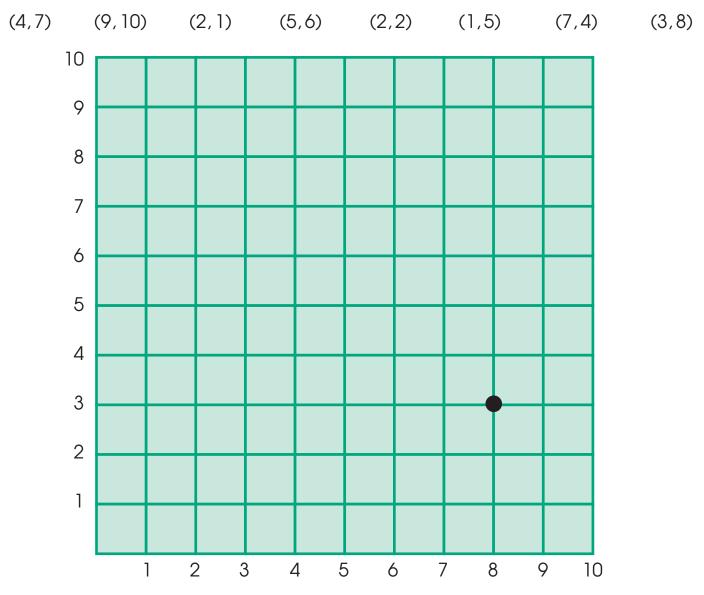
Ordered Pairs

An **ordered pair** is a pair of numbers used to locate a point.

Example: (8, 3)

Step 1: Count across to line 8 on the graph.Step 2: Count up to line 3 on the graph.Step 3: Draw a dot to mark the spot.

Directions: Map the following spots on the grid using ordered pairs.





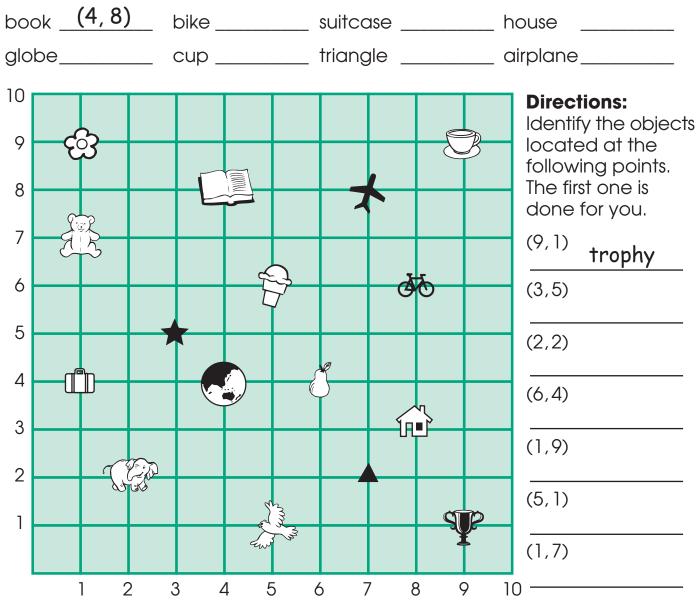


Graphing: Finding Ordered Pairs

Graphs or grids are sometimes used to find the location of objects.

Example: The ice-cream cone is located at point (5, 6) on the graph. To find the ice cream's location, follow the line to the bottom of the grid to get the first number — 5. Then, go back to the ice cream and follow the grid line to the left for the second number — 6.

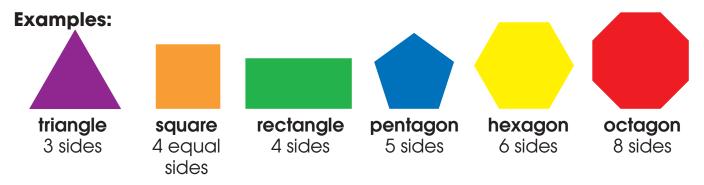
Directions: Write the ordered pair for the following objects. The first one is done for you.



Name _

Geometry: Polygons

A **polygon** is a closed figure with three or more sides.



Directions: Identify the polygons.









Geometry: Line, Ray, Segment A line segment has two end points. Write: AB В A line has no end points and goes on in both directions. Write: CD С D A ray is part of a line and goes on in one direction. It has one end point. Write: EF F Ε **Directions:** Identify each of the following as a line, line segment, or ray. А E В Μ Ρ Ο Ν

Geometry: Angles

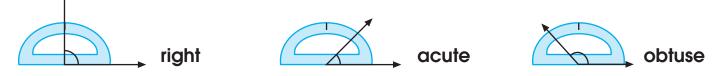
The point at which two line segments meet is called an **angle**. There are three types of angles — right, acute, and obtuse.

A **right angle** is formed when the two lines meet at 90°.

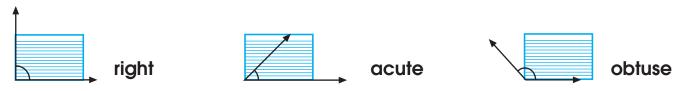
An **acute angle** is formed when the two lines meet at less than 90°.

 \rightarrow An **obtuse angle** is formed when the two lines meet at greater than 90°.

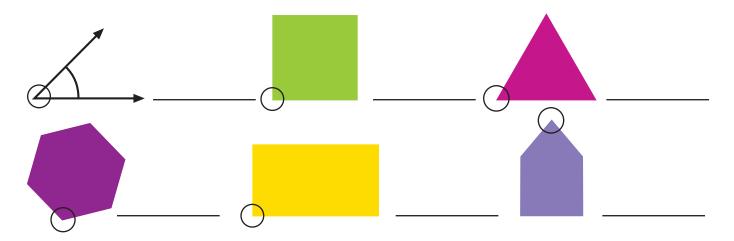
Angles can be measured with a protractor or index card. With a protractor, align the bottom edge of the angle with the bottom of the protractor, with the angle point at the circle of the protractor. Note the direction of the other ray and the number of degrees of the angle.



Place the corner of an index card in the corner of the angle. If the edges line up with the card, it is a right angle. If not, the angle is acute or obtuse.



Directions: Use a protractor or index card to identify the following angles as right, obtuse, or acute.

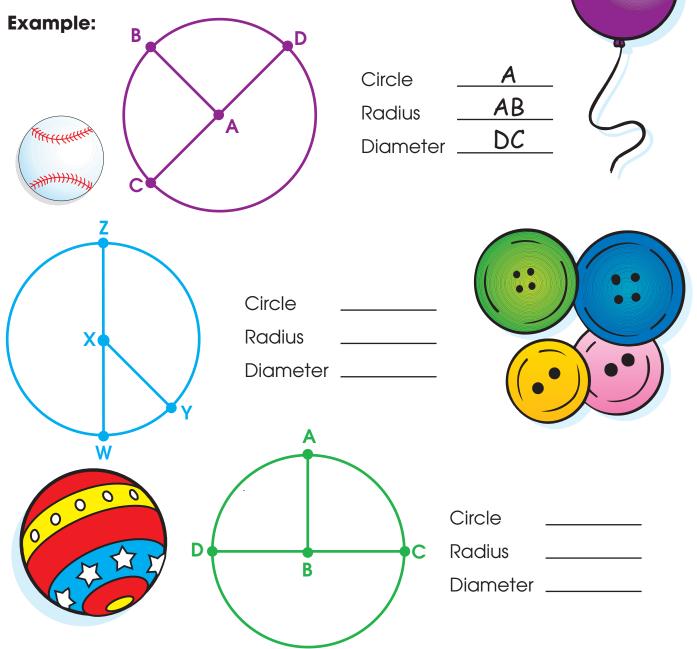




Geometry: Circles

A **circle** is a round figure. It is named by its center. A **radius** is a line segment from the center of a circle to any point on the circle. A **diameter** is a line segment with both end points on the circle. The diameter always passes through the center of the circle.

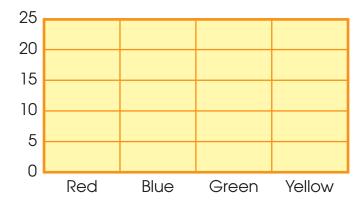
Directions: Name the radius, diameter, and circle.



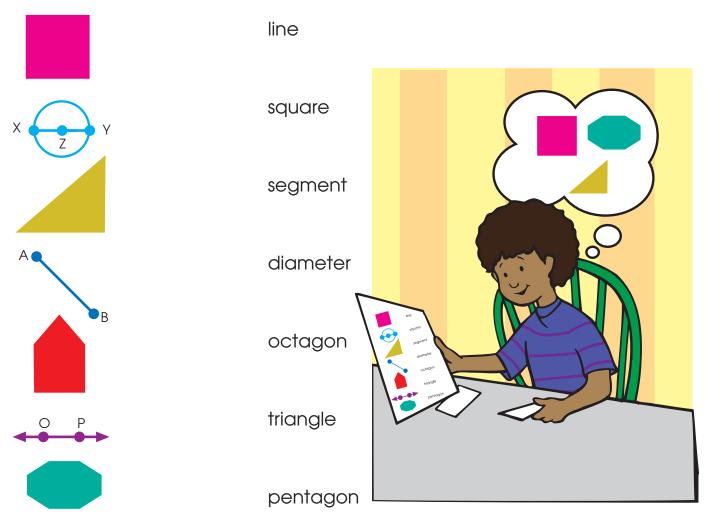
Review

Directions: Complete the line graph using the information in the box.

Team	Games Played
Red	10
Blue	20
Green	15
Yellow	25



Directions: Draw a line from the figure to its name.





Number Patterns

Figuring out the secret to a number pattern or code is fun—and it's a great way to sharpen your math skills, too!

Directions: Discover the pattern for each set of numbers. Then, write the missing numbers.

a) 20,21,19,20,18,19,17,, 16,17,15,,,,,,,,,,	
b) 1, 6, 16, 31, 51,,, 141,, 226.	
c) 3, 5, 9, 15,,, 45,, 75.	
d) 55, 52, 50, 49, 46,,,,,,, 34.	
e) 1,3,6,10,15,21,,,,, 55,66,78.	
f) 10, 16, 13, 19, 16,, 19,,, 28,	
g) 3, 4, 7, 12,,, 39,, 67,	
h) 100, 90, 95, 85, 90, 80, 85,,,,, 75.	

Directions: Make up a number pattern of your own. Have a parent, brother, or sister figure it out!

/////	
Directions: Follow the instructions to solve the	e number puzzler.
Use only these numbers: 2,4,5,7,8,11,13,14,	16.
Each number may only be used once.	
Write even numbers in the squares.	
Write odd numbers in the circles.	\sim \vdash \sim
Each row must add up to 26.	
Hint: Work the puzzle in pencil, so you can erase and retry numbers if needed.	

Finding Common Attributes

The things that items have in common are called **common attributes**. **Example:**

These are Pee-Wees.	These are not Pee-Wees.	Circle the Pee-Wees.
AEIOU	BCMWZ	S O T U R E

When you look at the Pee-Wees, you see what they have in common. They are all vowels. That is their common attribute. The items in the middle box are not Pee-Wees because they are all consonants. In the last box, only the vowels are circled.

Directions: Find the common attributes of the Wobbles, Whimzees, Dwibbles, and Zanies. Circle the correct answers.

1.	These are Wobbles.	These are not Wobbles.	Circle the Wobbles.
		$\operatorname{Columnation}$	b() D Z Z
2.	These are Whimzees.	These are not Whimzees.	Circle the Whimzees.
		$\Delta \Delta = 0$	
3.	These are Dwibbles.	These are not Dwibbles.	Circle the Dwibbles.
	48 32 72 56	28 54 36 12	16 18 4 24 40
4.	These are Zanies.	These are not Zanies.	Circle the Zanies.

Directions: Write your own attribute puzzle in the boxes.

Probability

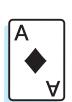
One thinking skill to get your brain in gear is figuring probability. **Probability** is the likelihood or chance that something will happen. Probability is expressed and written as a ratio.

The probability of tossing heads or tails on a coin is one in two (1:2).

The probability of rolling any number on a die is one in six (1:6).

The probability of getting a red on this spinner is two in four (2:4).

The probability of drawing an ace from a deck of cards is four in fifty-two (4:52).



Directions: Write the probability ratios to answer these questions.

- 1. There are 26 letters in the alphabet. What is the probability of drawing any letter from a set of alphabet cards?
- 2. Five of the 26 alphabet letters are vowels. What is the probability of drawing a vowel from the alphabet cards?
- 3. Matt takes 10 shots at the basketball hoop. Six of his shots are baskets. What is the probability of Matt's next shot being a basket?
- 4. A box contains 10 marbles: 2 white, 3 green, 1 red, 2 orange and 2 blue. What is the probability of pulling a green marble from the box?

A red marble?

5. What is the probability of pulling a marble that is not blue?

Probability

Directions: Write the probability ratios to answer these questions.

 Using the spinner shown, what is the probability of spinning a 4? 		3	
2. Using the spinner show, what is the chance of not spinning a 2?			5
3. Using the spinner shown, what is the probability of spinning a 6, 7, or 3?			
4. What is the probability of getting heads when you toss a coin?			L
Directions: Toss a coin 20 times, and reco outcome of each toss. Then, answer the q		Heads	Tails
5. What was the ratio of heads to tails in t	ne 20 tosses?		
6. Was the outcome of getting heads or t the 20 tosses the same as the probability			
7. Why or why not?			
The probability ratio of getting any numbe	r on a cube of dice	e is 1:6.	
Directions: Toss a die 36 times, and record it lands on each number. Then, answer the			
onetwot	nree four	five	six
8. What was the ratio for each number or	n the die?		
onetwot	nree four	five	six
9. Did any of the numbers have a ratio cl	ose to the actual pi	robability ratio?	
10. What do the outcomes of flipping a coir of an event happening?	n and tossing a die t	ell you about th	e probability

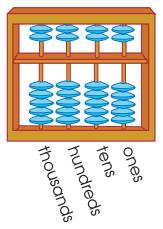
Computing

Many people use computers on a daily basis at home, work, or school. Computers help us to complete many tasks quickly and efficiently.

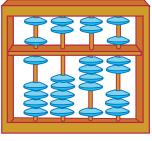
The Chinese used a computing device more than 4,000 years ago. It was called an abacus. An **abacus** is a wooden frame with four rows of beads representing ones, tens, hundreds, and thousands.

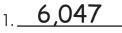
The beads on the bottom half of the abacus are worth one unit. The beads on the top half of the unit are worth five units.

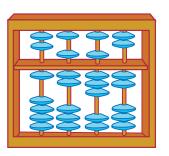
The bottom beads are pushed up to the middle bar of the abacus. The top beads are pushed down to the middle bar of the abacus.



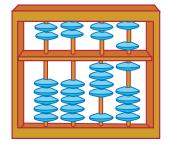
Directions: Determine the number shown on each abacus and write it on the blank. The first one has been done for you.



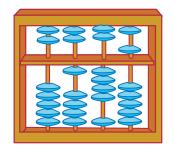


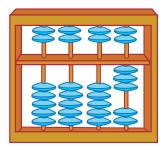


4._____

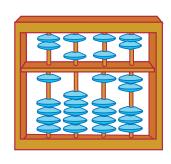












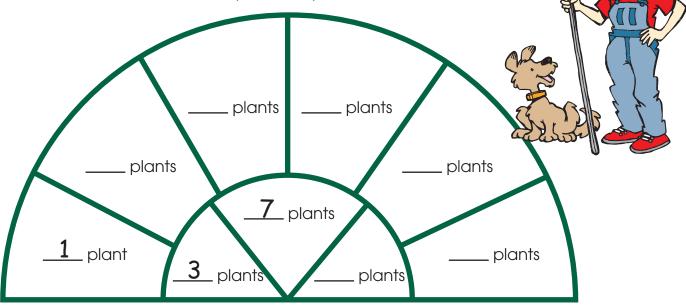


Problem Solving: A Garden Puzzle

Grace is planting a garden. The garden will be a semicircle in shape and have two rows. The first row will have three sections, and the back row will have six sections. Grace needs to decide how many plants she can put in each section of her garden.

She wants the total number of plants in the back row to be double the total number of plants in front.

Directions: Help Grace finish her garden plan by using the numbers 1, 2, 3, 4, 5, 6, 7, 8, and 9. Each number may only be used once. Three numbers have been written in place for you.



Directions: Arrange the digits 1 through 9 in the circles on the triangle so the numbers on each of the sides add up to 17.



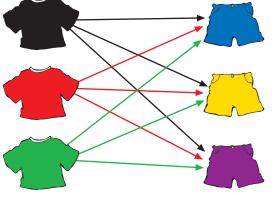
Problem Solving: Sorting Information

When you have two sets of items, they can be grouped in pairs (with one item from each set) in many ways.

Example:

While shopping, Imani bought three pairs of shorts and three blouses. How many different outfits can she make from these items?

To solve, you could draw a picture or make a list:



Black shirt — Blue shorts Black shirt — Yellow shorts Black shirt — Purple shorts Red shirt — Blue shorts Red shirt — Yellow shorts Red shirt — Purple shorts Green shirt — Blue shorts Green shirt — Yellow shorts Green shirt — Purple shorts

There are nine possible combinations. 3 (shirts) \times 3 (shorts) = 9 (outfits)

Directions: Either draw a picture or make a list to solve the problem. Then, write the answer.

Imani's mom gave her \$37.00 for shopping and lunch. She gave Imani 11 bills—some are ones, some are fives, and some are tens.

How many ones, fives, and tens does Imani have?

_____ ones ______ fives ______ tens

Problem Solving: Sorting Information

Directions: Solve these problems the same way you did on the last page. Then, write the answers.

1. Jodie stopped at the Food Court for lunch. She can have a chicken sandwich or hot dog to eat and a smoothie, milk, or lemonade to drink. Make a list or draw a picture to show all possible combinations.

How many lunch possibilities does she have? ____

2. Jodie saw Maria and Avery sitting on a bench in the Food Court. Jodie can't decide where to sit. Make a list or draw a picture to show all possible combinations of the three girls on the bench.

How many different ways can the three girls sit on the bench?_

3. After shopping, Jodie can participate in any two of these activities: swimming, crafts, soccer, and tennis. Make a list or draw a picture to show all possible combinations of activities Jodie could select.



How many different choices does Jodie have?_____



Abacus: A frame with sliding beads for doing math.

Acute Angle: An angle formed when two lines meet at less than 90°.

Addition: "Putting together" or adding two or more numbers to find the sum.

Adjective: A word that describes a noun. Examples: fuzzy sweater, green car, nice boy

Adverb: A word that tells when, where, or how. Example: The train will leave **early**.

Analogy: A way of comparing things to show how they are similar. Example: **Nose** is to **smell** as **tongue** is to **taste**.

Angle: The point at which two line segments meet.

Antonym: A word that means the opposite of another word. Example: in and out

Area: The number of square units needed to cover a region.

Autobiography: A book someone writes about his or her own life.

Average: The result of adding two or more quantities and dividing by the number of quantities.

Biography: A book written about someone's life by another person.

Call Number: The number assigned to all nonfiction books in a library.

Celsius: A metric system measurement of temperature. **°C** stands for degrees Celsius.

Centimeter: A metric system measurement of length. There are 2.54 centimeters in an inch.

Cinquain: A form of poetry with five lines consisting of one noun, two adjectives, three verbs, a four-word phrase, and a noun, respectively.

Circle: A round figure in which each point on the outside of the figure is equidistant from the center of the figure.

Classifying: Placing similar things into categories.

Command: A sentence that orders someone to do something. It ends with a period or exclamation mark.

Compound Predicate: A predicate with two parts joined by the word **and** or another conjunction.

Compound Subject: A subject with two parts joined by the word **and** or another conjunction.

Comprehension: Understanding what is seen, heard, or read.

Conjunction: A word that joins sentences or combines ideas. **And**, **but**, **or**, **because**, **when**, **after**, and **so** are conjunctions.

Context: The other words in the sentence or sentences before or after a word.

Context Clues: A way to figure out the meaning of a word by relating it to other words in the sentence.

Contraction: Two words joined together as one. An apostrophe shows where some letters have been left out. Example: **cannot—can't**

Cup: A unit of volume in the standard system equal to 8 ounces.

Decimal: A number with one or more places to the right of a decimal point, such as 6.5 or 2.25.

Decimal Point: The dot between the ones place and the tenths place in a decimal.

Denominator: The number below the fraction bar in a fraction.

Details: The who, what, when, where, why, and how of what is read.

Dewey Decimal System: A system used to file books in libraries by assigning call numbers to them and dividing them into 10 main groups.

Diameter: A line segment that passes through the center of a circle and has both end points on the circle.

Difference: The answer in a subtraction problem.

Digits: The symbols used to write numbers: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9.

Dividend: The larger number being divided by the smaller number, or divisor, in a division problem. Example: $28 \div 7 = 4$; 28 is the dividend.

Division: A way to find how many times a number is contained in another number. Example: $28 \div 7 = 4$ means that there are 4 groups of 7 in 28.

Encyclopedia: A print, electronic, or online resource that gives information about different subjects in alphabetical order.

Equivalent Fractions: Two different fractions that represent the same number, such as $\frac{1}{2}$ and $\frac{2}{4}$.

Estimate: To give an approximate, rather than an exact, answer.

Exclamation: A sentence that shows strong feeling. It ends with an exclamation mark (!).

Fact: To give an approximate, rather than an exact, answer.

Factors: The numbers multiplied together in a multiplication problem.

Fahrenheit: A standard system measurement of temperature. °F stands for degrees Fahrenheit.



Fiction: A book that contains made-up stories.

Following Directions: Doing what the directions say to do.

Foot (ft.): A unit of measure in the standard system equal to 12 inches.

Fraction: A number that names part of a whole, such as $\frac{1}{2}$ or $\frac{2}{3}$.

Future-Tense Verb: A verb form that tells what is going to happen. Examples: I will be happy. She will run fast.

Gallon: A unit of liquid measure in the standard system equal to 4 quarts.

Gram (g): A metric measurement of weight. One gram equals 0.001 kilogram, or $\frac{1}{28}$ of an ounce.

Graph: A drawing that shows information about changes in numbers.

Haiku: A form of Japanese poetry with three lines of five, seven, and five syllables, respectively.

Hexagon: A polygon with six sides.

Homophones: Two words that sound the same, but have different meanings and are usually spelled differently. Example: **write** and **right**

Inch (in.): A unit of length in the standard system, equal to $\frac{1}{12}$ of a foot.

Index: The section in the back of a nonfiction book that indicates the page number and/or volume number where information on a specific topic is located.

Kilogram (kg): A metric system measurement of weight. One kilogram equals 1,000 grams or 2.2 pounds.

Kilometer (km): A metric system measurement of length. One kilometer equals 1,000 meters or 0.62 miles.

Library Catalog: An alphabetical listing of books and other items in a library which lists items by author, title, and subject and also shows their call numbers. A library catalog may be on index cards or on a computer.

Limerick: A short, silly poem with five lines, in which lines one, two, and five rhyme, and lines three and four rhyme.

Line: A line with no end points that goes on in both directions.

Line Segment: A line with two end points.

Liter (L): A metric system measurement of liquid. One liter equals 1,000 milliliters or 1.06 quarts.

Main Idea: The most important idea, or main points, of a sentence, paragraph, or story.

Meter (m): A metric system measurement of length. One meter equals 39.37 inches.

Mile (mi.): A unit of length in the standard system equal to 1,760 yards or 5,280 feet.

Milliliter (mL): A metric system measurement of liquid. One milliliter equals 0.00 l liter or 0.03 fluid ounce.

Mixed Number: A number written as a whole number and a fraction, such as $3\frac{1}{16}$.

Multiple: The product of a specific number and any other number. Example: The multiples of 2 are 2 (2×1) , 4 (2×2) , 6, 8, 10, 12, and so on.

Multiplication: A short way to find the sum of adding the same number a certain amount of times, such as $7 \times 4 = 28$ instead of 7 + 7 + 7 + 7 = 28.

Nonfiction: A book that contains facts and information.

Noun: A word that names a person, place, or thing. Examples: **boy**, **town**, **radish**

Obtuse Angle: An angle formed when two lines meet at greater than 90°.

Octagon: A polygon with eight sides.

Opinion: A statement that tells how someone feels or what he or she thinks about something or someone.

Ordered Pair: A pair of numbers used to locate a point.

Ounce (oz.): A unit of measure in the standard system for weight. One ounce equals $\frac{1}{16}$ of a pound.

Outline: A written plan that helps organize the writer's thoughts in preparation for writing a report.

Palindrome: A word or sentence that is spelled the same forward and backward. Examples: **noon**, **dad**, **pop**, **radar**

Paragraph: A group of sentences that share the same idea.

Past-Tense Verb: A verb form that tells what has already happened. Example: I was happy.

Pentagon: A polygon with five sides.

Perimeter: The distance around a figure, found by adding the lengths of the sides.

Pint (pt.): A unit of liquid measure in the standard system equal to 2 cups.

Place Value: The value of a digit or numeral shown by where it is in a number.

Plural: A word that refers to more than one thing.

Polygon: A closed figure with three or more sides.

Pound (Ib.): A unit of measure in the standard system for weight. One pound equals 16 ounces.

GLOSSARY

Predicate: The part of the sentence that tells what the subject does, did, is doing, or will do. Example: I **am happy**.

Prefix: A syllable at the beginning of a word that changes its meaning.

Present-Tense Verb: A verb form that tells what is happening now.

Probability: The likelihood that something will happen, usually expressed as a ratio. Examples: 1:2, 6:48

Product: The answer in a multiplication problem.

Pronoun: A word that takes the place of a noun. Examples: **I**, **me**, **my**, **he**, **she**, **it**, **we**, **us**, **their**, **them**

Pronoun Referent: The noun or nouns that a pronoun refers to.

Proofreading: Searching for and correcting errors by carefully reading and rereading what has been written.

Proper Noun: Name of specific persons, places, or things. Examples: Abe Lincoln, Empire State Building, Magna Carta

Quart (qt.): A unit of liquid measure in the standard system, equal to 4 cups or 2 pints.

Question: A sentence that asks something. It ends with a question mark (?).

Quotient: The answer in a division problem.

Radius: A line segment from the center of a circle to any point on the circle. It is equal to half the length of the diameter.

Ray: A part of a line that goes on in one direction. It has one end point.

Recognizing Details: Being able to pick out and remember the who, what, when, where, why, and how of what is read.

Rectangle: A figure with four 90° angles and four sides. The sides opposite one another are the same length.

Reduce: To divide by the greatest common factor in a fraction.

Regroup: To use 10 ones to form one ten, 10 tens to form one hundred, one ten and five ones to form 15, and so on.

Remainder: The number left over in the quotient of a division problem.

Request: A sentence that asks someone to do something. It ends with a period or question mark.

Right Angle: An angle formed when two lines meet at 90°.

Rounding: Expressing a number to the nearest ten, hundred, thousand, and so on. Examples: Round 18 to 20; round 11 to 10.

Run-On Sentence: A run-on sentence occurs when two or more sentences are joined together without punctuation.

Sentence: A group of words that expresses a complete thought. It must have at least one subject and one verb.

Sequencing: Putting things or events in order.

Singular: A word that refers to only one thing.

Skip Counting: A quick way to count by skipping numbers.

Square: A figure with four 90° angles and four sides of equal length.

Statement: A sentence that tells something. It ends with a period (.).

Subject: The part of the sentence that tells who or what the sentence is about.

Subtraction: "Taking away" or subtracting one number from another.

Suffix: A syllable at the end of a word that changes its meaning.

Sum: The answer in an addition problem.

Summarizing: Writing a short report that gives the main points of a story or article.

Syllable: Part of a word. Each syllable has one vowel sound.

Synonym: A word that means the same, or nearly the same, as another word. Example: **brave** and **courageous**

Taking Notes: Writing important information from a story, book, article, or lecture that can be used later in writing a report or taking a test.

Tanka: A Japanese poem written in response to a haiku. It has five lines of five, seven, five, seven, and seven syllables, respectively.

Temperature: A unit of measurement that shows how hot or cold something is.

Ton: A unit of measure in the standard system for weight. One ton is 2,000 pounds.

Triangle: A closed figure with three angles and three sides.

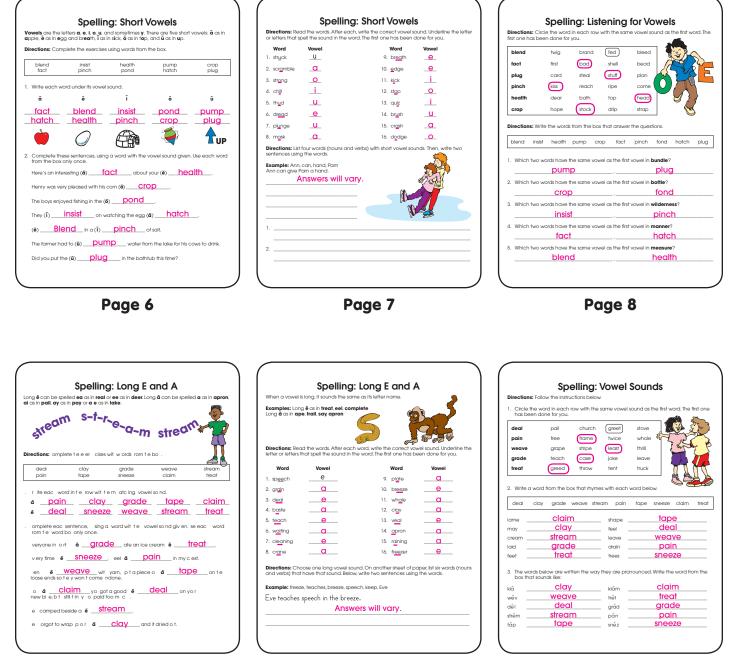
Verb: A word that tells what something does or that something exists. Example: Pete **ran** down the street.

Venn Diagram: A diagram used to chart information that shows similarities and differences between two things.

Volume: The number of cubic units that fit inside a figure.

Yard (yd.): A unit of distance in the standard system. There are 3 feet in a yard.

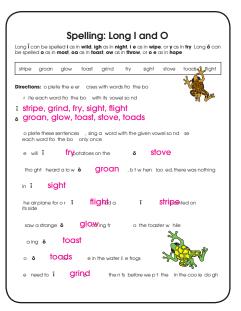
ANSWER KEY



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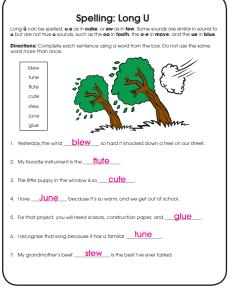


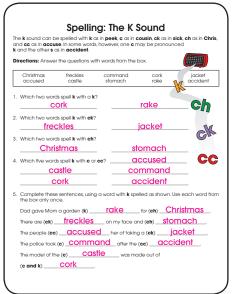


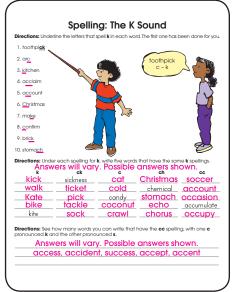
	he words. After eacl	Long I and h word, write the correct	vowel sound. Underline
	bi	right	
Word	مر Vowel	Word	Vowel
1. bright	<u> i </u>	9. white	i
2. globe	0	10. roast	0
3. plywood	i	11. light	i
4. unkind	<u> i </u>	12. shallow	0
5. coaching	<u> </u>	13. myself	<u> i </u>
6. prize	<u> </u>	14. throne	0
7. grind	<u> i </u>	15. cold	<u> </u>
8. withhold	0	16. snow	<u> </u>
Directions: Below a sound like:	are words written as	they are pronounced. V	Vrite the words that
1. thrôn	throne		right
2. skōld	scold		rind
3. prīz	prize	7. pliwoodply	
4. rõst	roast	8. mīself	yselt











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ANSWER KEY

Directions: Ansi	wer the questions wi	In words from the b	DOX.	
fuss defend	paragraph flood	phone alphabet	friendship rough	freedom laughter
. Which three	words spell f with ph	?		
parag	graph	phone	al	phabet
. Which two w	ords spell f with gh ?			
	rough		laug	hter
. Which five w	ords spell f with an f	,		
fu	SS	flood	frie	endship
	defend		freed	om
the box only				
	why my teacher mo Daragrap		TUSS	over writing
			roug	b .
				n times.
	/ill (f) defen			
Can you say	the (ph) <u>alph</u>	abet_backw	ards?	
	ered the (ph)\$) laughter		l I could	
		flood	(38311



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n page 18.		en me i words. Ir your	need help with spelling, lool
feeddn	defend	odolf	flood
nopeh	phone	dspiienfhr	friendship
gletharu	laughter	gruho	rough
ssfu	fuss	taalbehp	alphabet
droefem	freedom	ghaaprpar	<u>paragraph</u>
irections: Use	the correctly spelled v	vords to answer the a	
. Which two wo	rds each have one syl fuss		ant? flood
Which word h	as two syllables and sp		
	as one syllable and sp		
Which three v	vords each have two s	yllables and spell f wi	th an f ?
defe	ənd fr	eedom	friendship
	rds each have three s Ilphabet		

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Directions: Answer the questions using words from the box.

exciting medicine lettuce slice scientist sauce

1. Which four words spell **s** with just an **s**?

2. Which two words spell **s** with just a **c**? **exciting**

distance

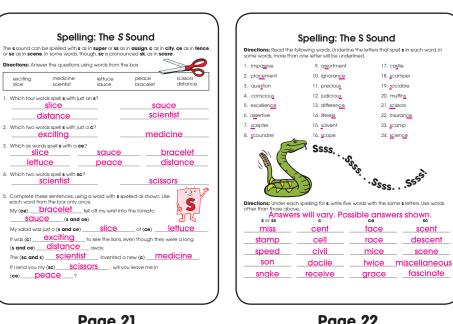
3. Which six words spell **s** with a **ce**?

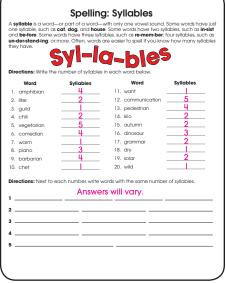
lettuce

SCIUCE (s and ce). My salad was just a (s and ce) ______Slice

4. Which two words spell **s** with **sc**?

scientist



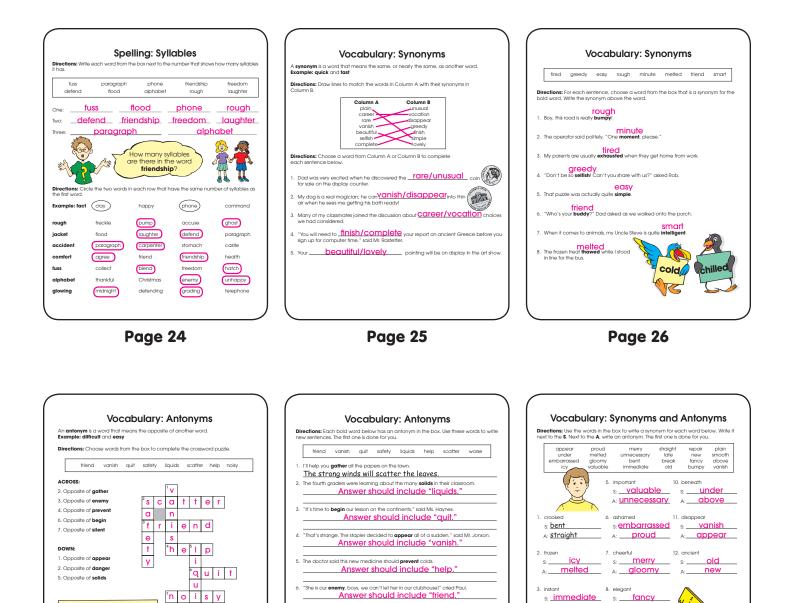






scent

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d

S

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7. I'm certain that dark cave is full of danger!
Answer should include "safety."

8. Give me a chance to make the situation **better**.
Answer should include "worse."



A: smooth

A: late A: plain

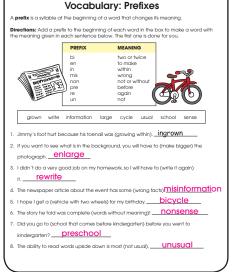
4. damage 9. rough s: <u>break</u> s: <u>bumpy</u>

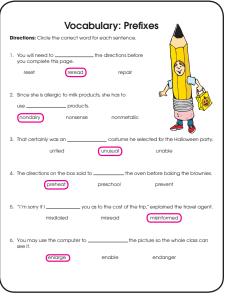
A: repair

ANSWER KEY

Answers may include: dad, mom, madam, pip, pep, pup, sis, level, Bob Directions: Write a paindrome sentence using these words: I'm, Madam, Adam, Madam, I'm Adam.		5. The friendly clerk let me buy the jacket, even though I was one <u>Cent</u> sh 6. You will need <u>COAISE</u> sandpaper to make the wood smoother.
Directions: Witle as many palindromes as you can. A few have been done for you. bib, Bob, did, dad	6. He waked in the door and <u>threw</u> his jacket down.	3. It was very peoceful sitting on the hillside watching the <u>herd</u> of cattle grazing. 4. Which flavor of ice cream did you <u>ChOOSE</u> ?
	Could you estimate the of this bowing bail? The bleachers have steel rods on both ends and in the middle.	the scent of roses.
8. Boat used by kayak	3. One of our strict rules at school is: Never <u>STEQI</u> from another person. 4. Could you estimate the <u>weight</u> of this bowling ball?	2. As we walked through her garden, we detected
7.To choke	2. Wait for me by the flagpole. 3. One of our strict rules at school is: Never. Steal from another person	each bite of his food 20 times!
5. Female sheep <u>ewe</u> 6. An instrument used to locate airplanes radar	1. The bands marched <u>through</u> the streets lined with many cheering people.	1. My uncle Mike always <u>Chews</u>
4. What one does with one's eyes SEES	steel – a heavy metal	- 21 - 1
3.Short for Nancy Nan	steal — to take something that doesn't belong to you	heard — received sounds in the ear herd — a group of animals
1. Another name for a soft drink DOD 2. What you typically call your father dad or pop	threw - tossed through - passing between	course — the path along which something moves coarse — rough in texture
Directions: Read the definitions. Write the palindromes on the lines. If you get stuck, work with a partner.	weight — how heavy something is wait — to be patient	chews - grinds with the teeth choose - to select
Examples: noon, eve, mom, wow a man, a plan, a canal, Panama	Example: write and right Directions: Write the correct homophone in each sentence below.	cent — a coin having the value of one penny scent — odor or aroma
Can you think forwards and backwards? If so, you should have no problem with palindromes. alindromes are words or sentences that are spelled the same forward or backward.	Homophones are two words that sound the same, have different meanings, and are usually spelled differently.	Directions: Write the correct homophone in each sentence below.
Palindromes	Vocabulary: Homophones	Vocabulary: Homophones

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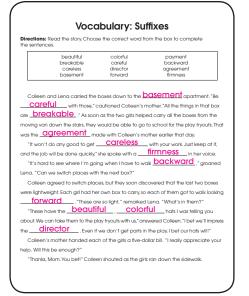


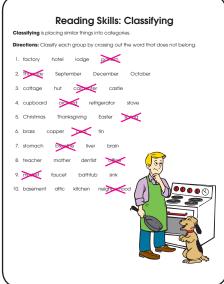






- 2. I was (without thinking) for forgetting your birthday. <u>thoughtless</u> 3. The mouse trap we put out doesn't seem to be (have an effect). effective
- In spring, the flower garden is (full of beauty). <u>beaut</u>
 Malia is such a (able to be liked) girl! <u>likable</u> beautiful
- 6. Tim fell over (in the direction of the back) because he wasn't watching where he
- was going. backwards
- 7. Jill's wedding day was one of great (the state of being happy). <u>happiness</u> 8. The (person who performs) was very good in the play. performer
- 9. I have to make a (act of paying) for the car I bought. payment

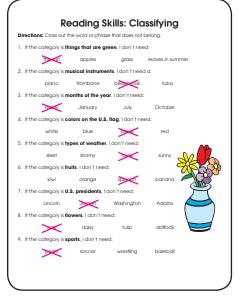


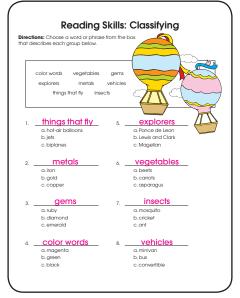


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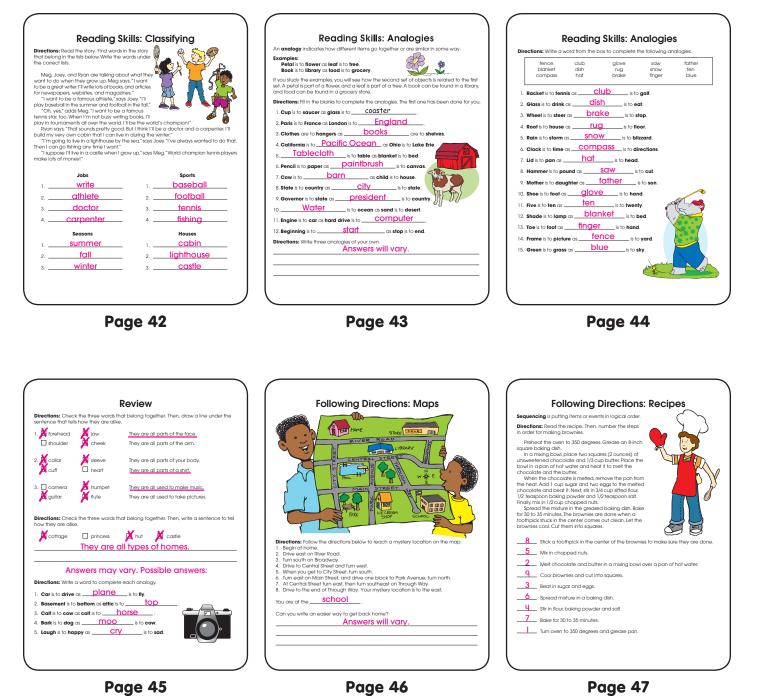


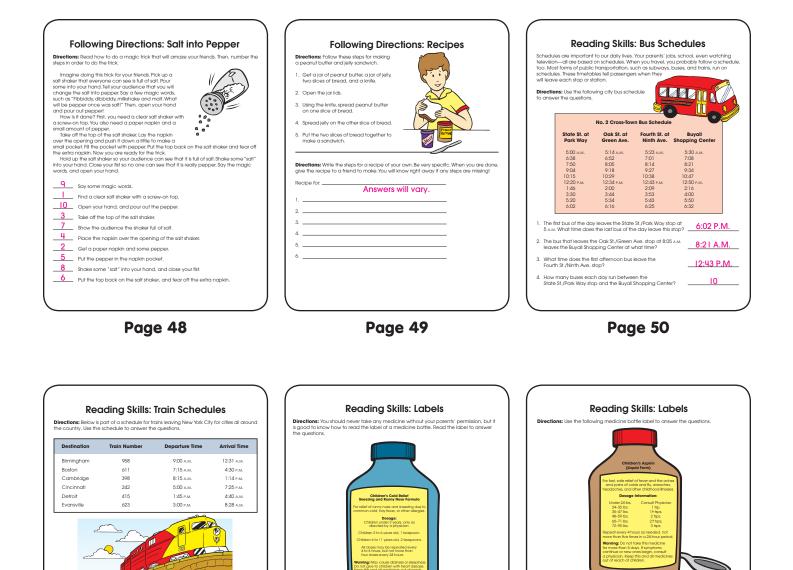
1 - Cooking 3 - Sports 5 - Humor 2 - Nature 4 - Mystery 6 - Famous People
The Secret of the Lost Locket
Learn Tennis with the Pros
Birds in the Wild
The Life of George Washington
Great Recipes from Around the World
A Laugh a Minute
Featured: eagles and owls
Clues lead Detective Logan to a cemetery in his search for the missing necko Famous players give tips on buying a racket.
Clues lead Detective Logan to a cemetery in his search for the missing necklo

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ANSWER KEY





623

Evansville

7:15 A.M.

4:40 A.M.

Cincinnati

5m

1. What is the number of the train that leaves latest in the day?

2. What city is the destination for train number 623?

3. What time does the train for Boston leave New York?

4. What time does train number 415 arrive in Detroit?

What is the destination of the train that leaves earliest in the day?



2. How often can this medicine be taken? _____ every 4 to 6 hours

3. How do you know how much medicine to give a 1-year-old? Ask a physician

1. How much medicine should a 5-year-old take?

l teaspoon

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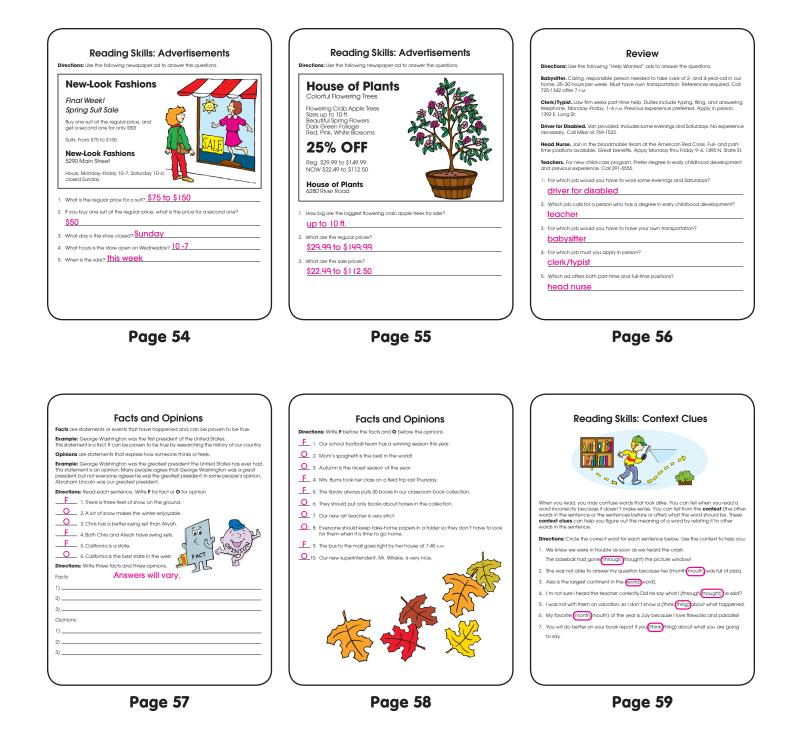
2. What is the correct dosage for a child weighing 51 pounds? 2 teaspoons

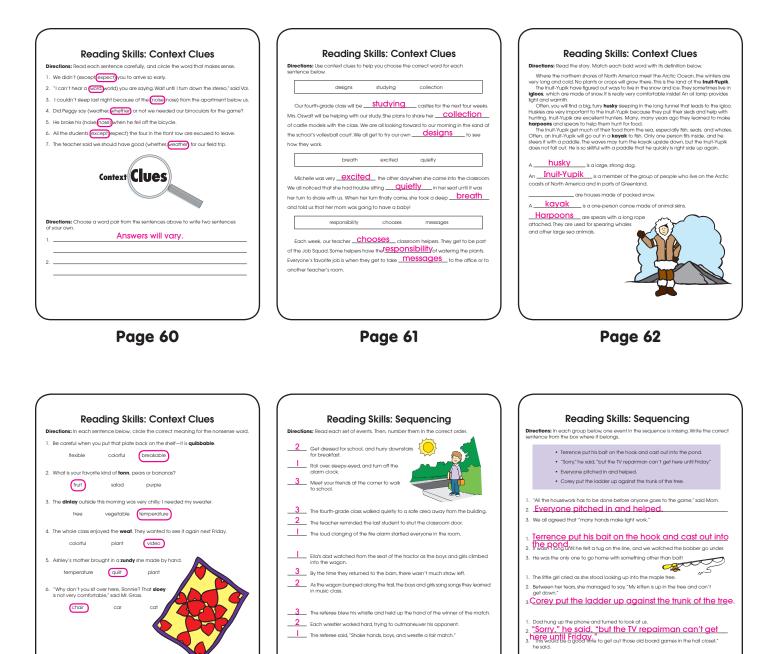
ircle the correct meaning of **dosage**. the kind of medicine (he amount of medicine to give at one time) the person who takes the medicine

3. Underline the correct meaning of **warning**. something that tells you of danger the instructions for how much medicine to give

the person who takes the medicine

ANSWER KEY

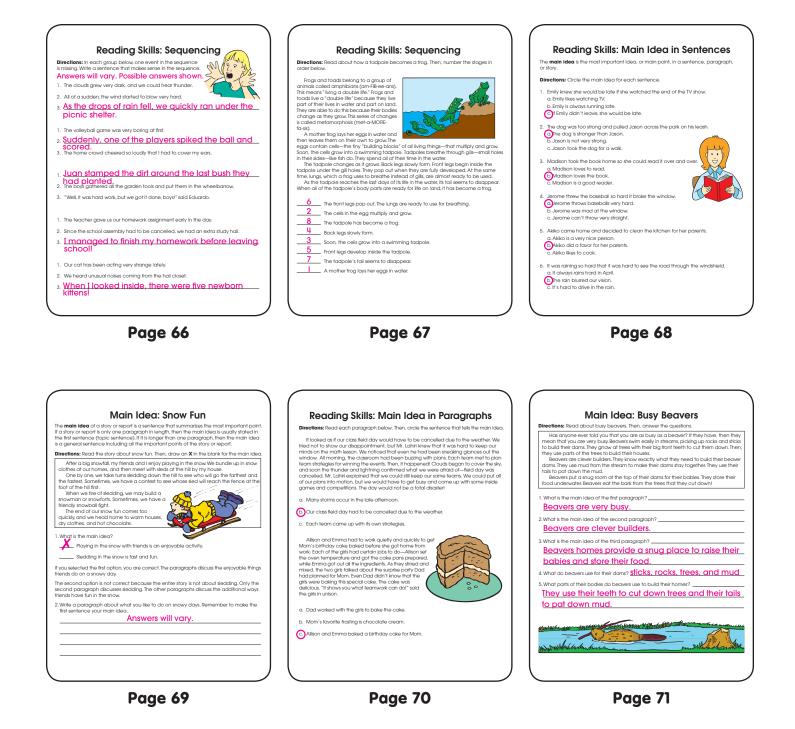


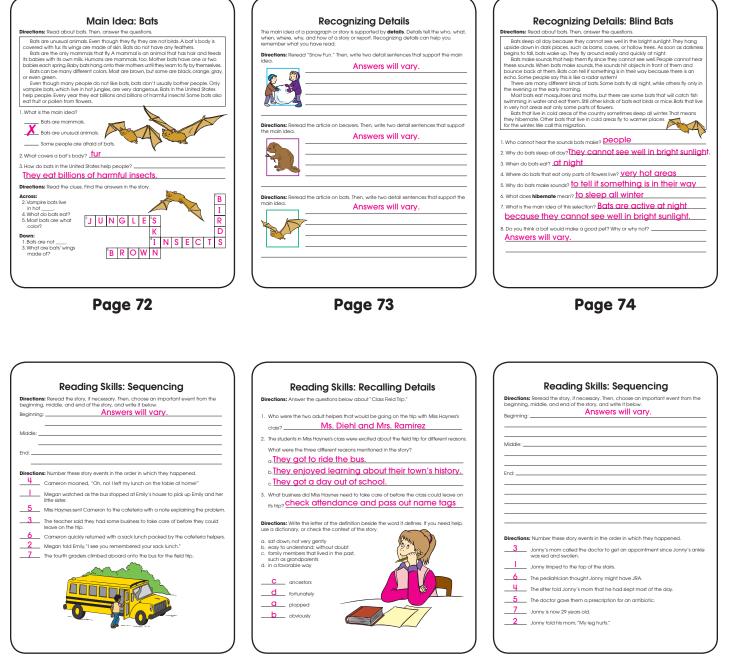


³ The referee blew his whistle and held up the hand of the winner of the match. _____ Each wrestler worked hard, trying to outmaneuver his opponent. _____ The referee said, "Shake hands, boys, and wrestle a fair match."



Comprehensive Curriculum - Grade 4

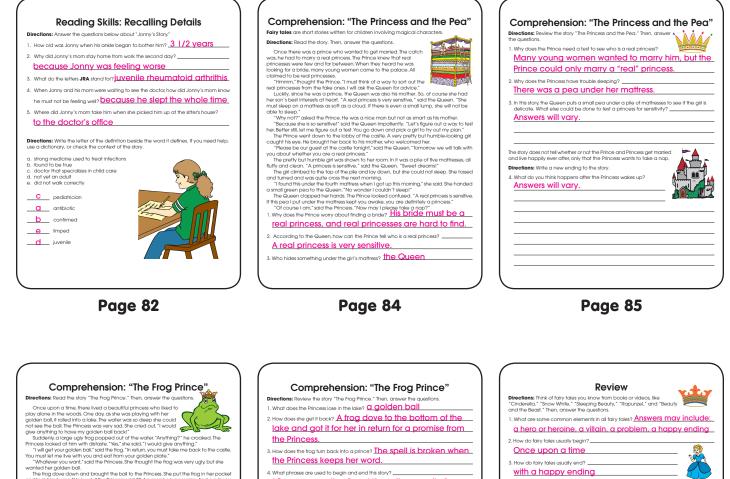




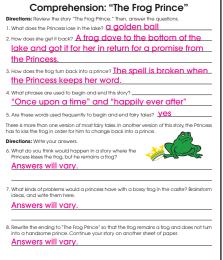








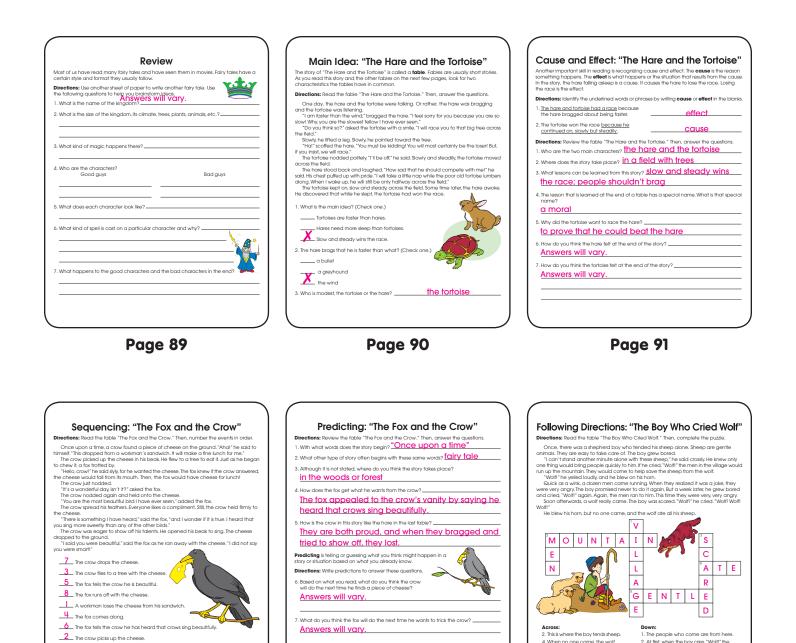
a close both it relied into a late. The water was is o deep the dot. It would give anything to have my golden both both?
Sudden's, darge uay ling opported out of the water. "Anything?" The acaiwat The measure way and the relied out. It would give anything to have my golden both both?
Sudden's, darge uay ling opported out of the water. "Anything?" The acaiwat The measure sole of the measure "Anything?" The acaiwat The measure sole of the measure "Anything?" The acaiwat The measure sole of the measure "Anything?" The acaiwat The measure sole of the measure "Anything?" The acaiwat The measure sole of the measure "Anything?" The acaiwat The measure sole of the measone of the measure s









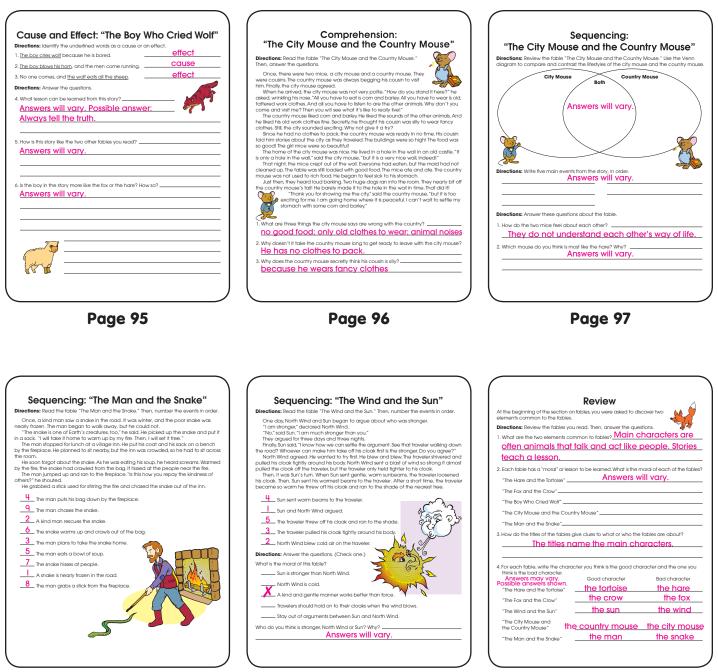




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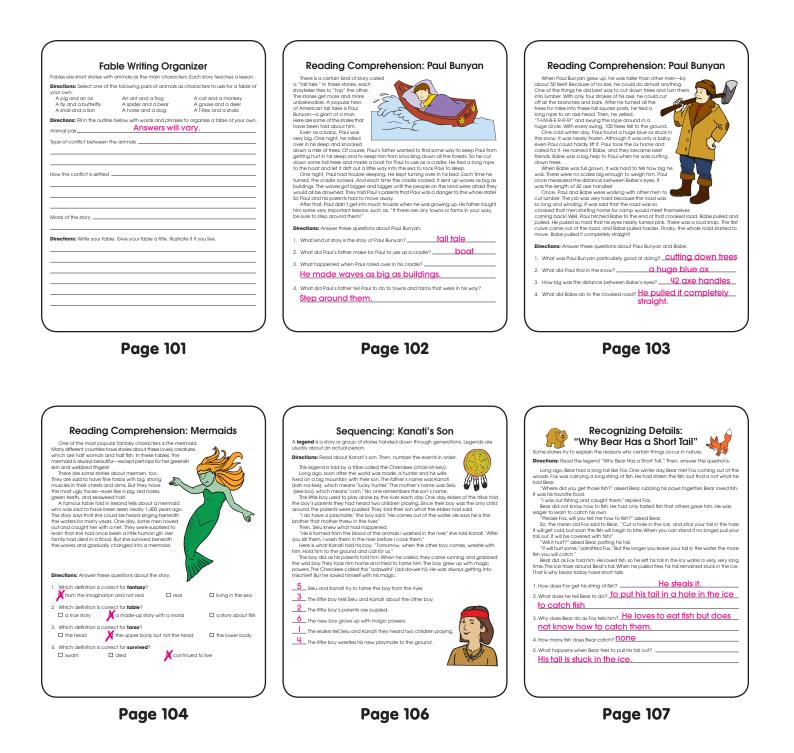
When no one came, the wolf
 _____ all the sheep.
 Sheep are _____ and easy to take care of.

 At first, when the boy cries, "Wolf!" the _____ come running.
 When a wolf really comes, this is how the boy feels.

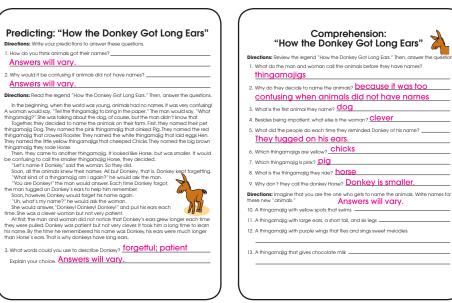








Direct	•Why Bear Has a Short Tail."
	an Bear asks Fox where he got his fish, is Fox truthful in his response? Why or why no . Fox lies to trick Bear.
	does Bear want to know how to fish?
He	e loves to eat fish.
	ality, are bears able to catch their own fish? How?
	ar very smart to believe Fox? Why or why not? <u>No. Bear should hav</u> own that Fox was sly and tricky.
5. How	would you have told Bear to catch his own fish?
	at is one word you would use to describe Fax? <u>sly; tricky; crafty; lia</u> ain your answer. <mark>Answers will vary.</mark>
7. Wh	at is one word you would use to describe Bear? silly; trusting
Expl	ain your answer. Answers will vary.
3. Is thi	is story realistic? No
Cou	ld it have really happened? Explain your answer.



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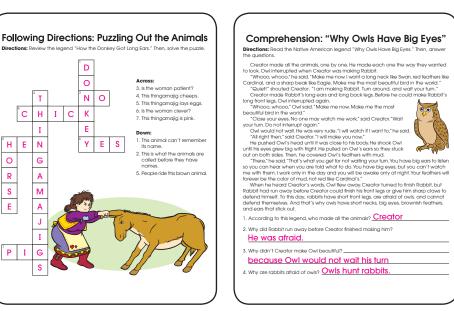
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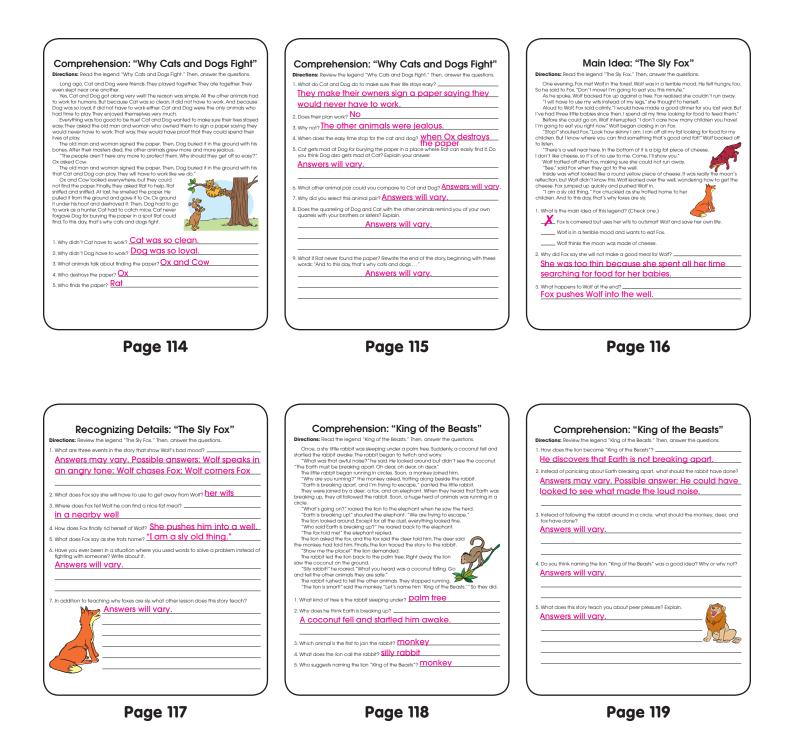
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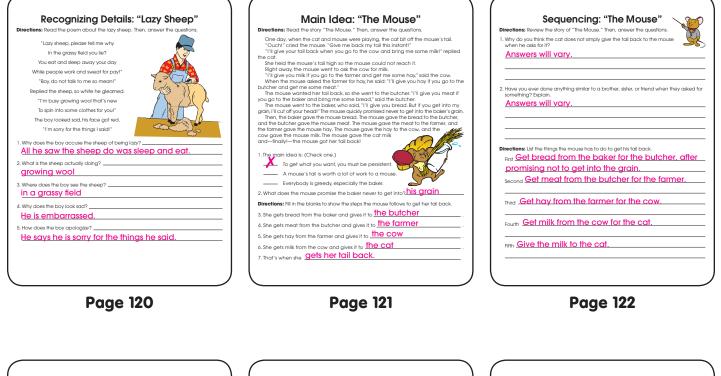
short	yard Kipling wrote many legends explaining such things as why bears have t tails, how the camel got his hump, and why a leopard has spots. He wrote
	tories in a book called Just So Stories for Little Children. You can find a copy pling's book at the library or a bookstore.
write	ctions: Think about how animals look and behave. Using your wildest imaginate a short explanation for the following situations.
1. W	The high has a short tail Answers will vary.
 2. Ho	ow the elephant got his big ears
_	
3. WI	hy birds fly
4. W	hy rabbits are timid
5. Ho	ow the giraffe got a long neck
6. Ho	ow the mouse got his tail
Dire	ctions: Illustrate one of your stories as a three- or four-panel cartoon.





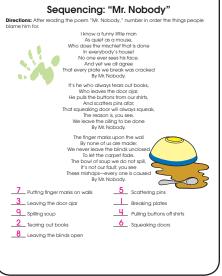






Animal Leg	gend Organizer
Directions: Follow the instructions to wri	te a legend of your own.
 Select one of the following tilles for yo How the Tiger Got Sinpos How the Giralle Got a Long Neck How the Gazelle Got Twidy Homs How the Blephant Got Big Ears Why Rabbits Are Timid How the Mouse Got a Long Tai How the Mouse Got a Long Tai 2. Briefly explain the type of conflict that 	ur legend. Circle the one you plan to use. How the Biophant Got of Jusk How the Kangaroo Got Her Pouch Why Bias As How the Grafte Got a Long Neck Why Bias Xwin Ges Will Vorty. Will be In your legend.
 Write words and phrases to show ever 	nts you plan to include in your legend.
4. Summarize how you plan to settle the	conflict or solve the problem.
Directions: Write your legend. Give it a	title. Illustrate it if you like.
-)



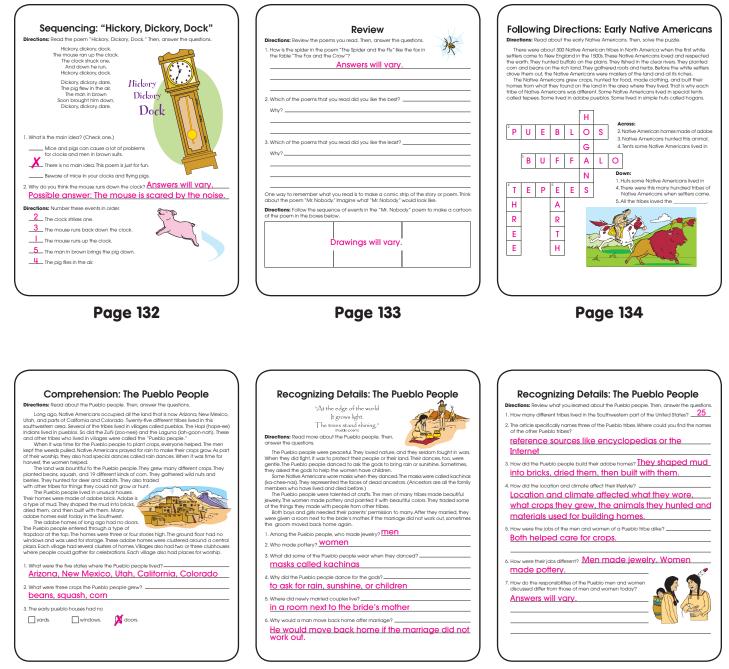














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Comprehension: A California Tribe



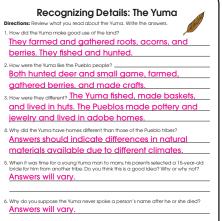


- Was warn, and food was pertritu. Collitionia was an deal place of the. Warns The Yame formed and gathered roots and berlaw sait her harvested dozens of wirkp joinst. They gathered acons, ground them up, and used them in cocking. The Yuma mixed acons with flour and water to make a kind of cotimeal. They thede in California's fich varters. They hunted dozens, ground them up, and used them in cocking. The Yuma mixed acons with flour and water to make a kind of cotimeal. They thede in California's fich varters. They hunted dozens, ground them up, and used them in cocking. The Yuma mixed acons with flour and water to make a kind of cotimeal. They there is the together in hig round buildings made with poles and waven grasses. As many Like other thems. The Yuma maked cock. Their waven backets wave expectedly boautiful. The women aliae wave cardes, bats, boxis, and other used litems for the tribe. When it was litten to many to boy's porent schees a 15-yeer-ol qift for him. The gift was a Yuma ided. bajo greanerony was held. The Yuma had gated respect for death. After someone died, his cher rame was never spoken updan.

1. What were two reasons why California was an ideal place to live? The weather was warm, and the food was plentiful.

- 2. What did the Yuma use acoms for? They ground them up and
- used them in cooking.
- 3. What was a beautiful craft made by the Yuma? Woven baskets 4. How old was a Yuma bride? 15 years old
- 5. What types of homes did the Yuma live in? huts made of dirt and grass
- 6. How did the Yuma feel about death?

They had great respect for death.



7. Do you think this would be an easy thing to do? Explain your answer. $_$

Answers will vary

Following Directions: Sailor Native Americans ad about the Sailor Native Americans of Puget Sound. Then, solve the pu

- Three tribes lived on Puget (pew-jit) Sound in Washington state. They made their living m the sea. Recipie later called them the "Sallor' Indians. These Native Americans that dori saiman. They trapped the salimon in large baskets. matimes, they used large nets. The sea was filled with fish. Their nets traely came up empty. The Salion Kallwa Americans also agathesed roots and beness. They hunded dee, block
- Sc
- The sator Nutive Artification and gumma for the sator state gumma for the sator nutive Artification and sator state and the sator sa



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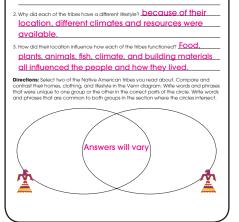
Review

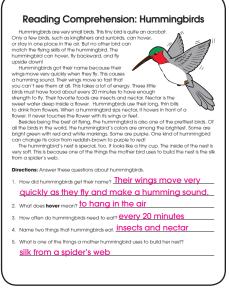
Directions: Review what you read about Native Americans. Then, answer the questions Of the tribes discussed, which one would you most like to have been a member of? Explain your answer.

Answers will vary

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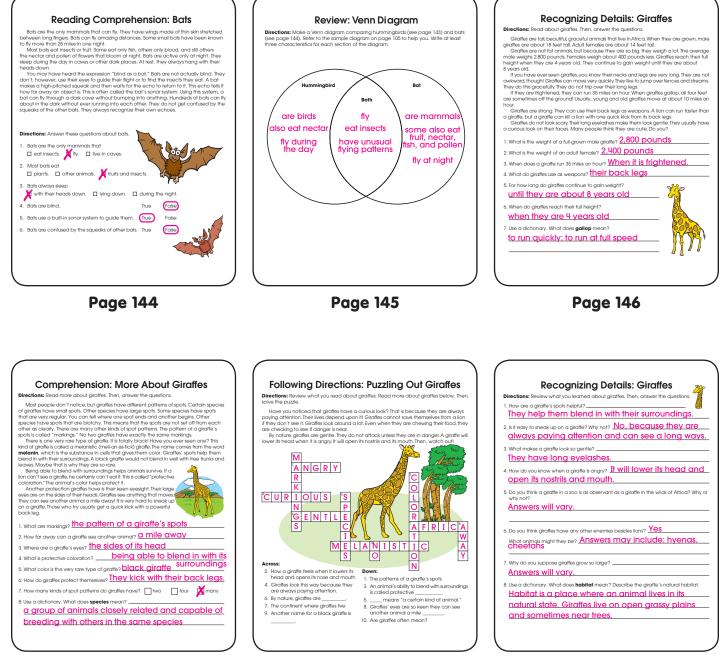








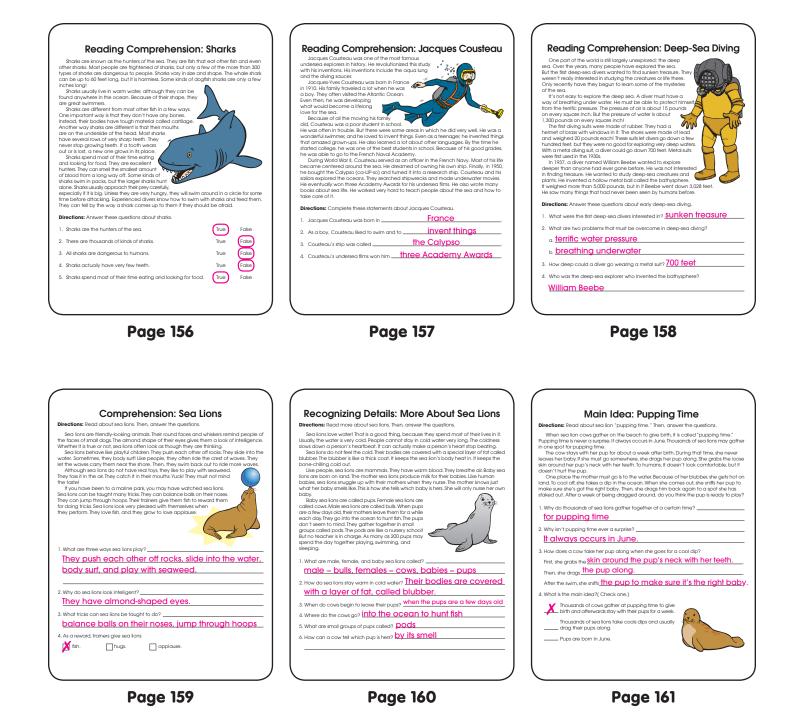


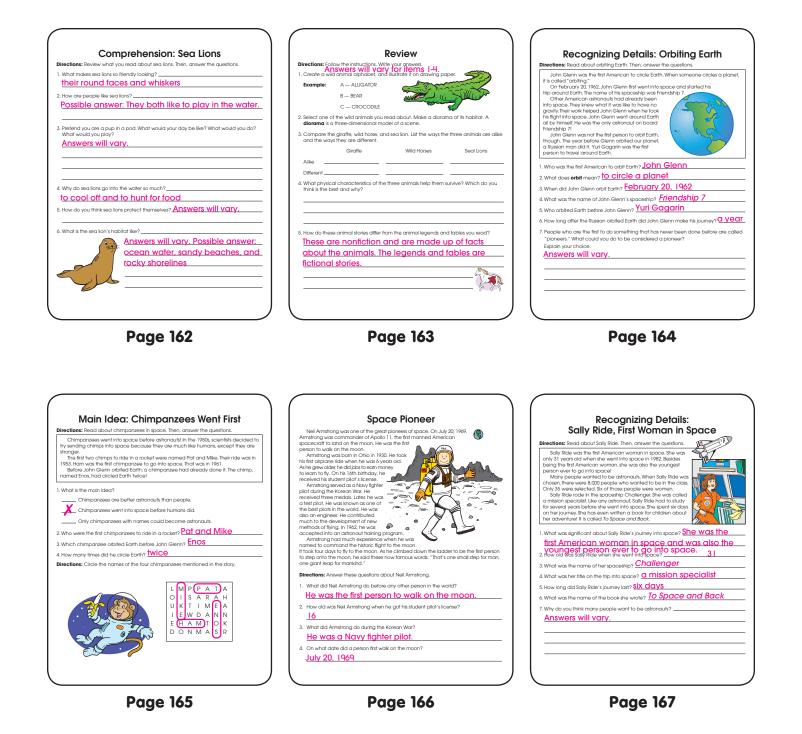


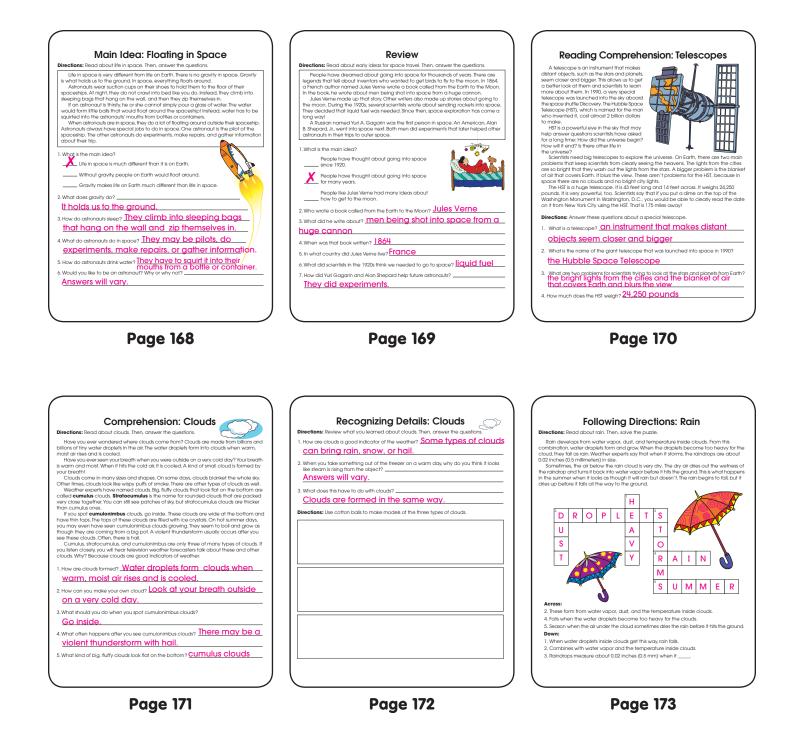












Comprehension: Thunderstorms

Directions: Read about thunderstorms. Then, answer the questions

Tundestorms con be scory the key dates. The of relet heavy then, the fhunder begins. Sometimes, the thunder sounds like a low unbide. Other times, thunder is very loud. Loud thunder can be heard 15 miles away. Thunderform begin hiske big cumulanithbus clouds. Remember, cumulanimbus are the summer clouds that seem to boil on adjow its as though there is a big pol under the

- The same inter clouds inclusement to definit give in 5 & indigit inter 4 and give the set of the global state intervent of the set o

1. Where do thunderstorms begin? inside big cumulonimbus clouds

2. When is thunder heard? after lightning flashes 3. What causes thunder to sound rumbly? The sound wave bounces

off hills and mountains.

4. To find out how far away a storm is, count the seconds between the thunder and lightning and divide by what number?

5 If you count 40 seconds between the lightning and thunder, how far away is the storm?

8 miles

6. What comes first, thunder or lightning?

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- Directions: Read about safely rules for lightning. Then, answer the questions. During a darm lightning can be very dangerous: If you are altide when a thundestrom begins look for shelter in a building. If you are in the woods, look for a caw. If you are in an open field, led own in a hole. If there is no hole, le fait on the ground. Standing in an open field, yout body is like a lightning not. Never look for helter under a time during a thundestorm. Lightning is even more likely to stifts there! You and the tree are two lightning rods standing together. Watter is late a good conductor of electricity(You must never go into the water when a starm is brewing. The air baccimes charged. The charge attracts lightning, the lightning has to go somewhere, and I many go into the water. That is with lightguards addre evenyone and of the pool even before a starm context. As or is a good, safe place to be in a thundentom. The rubber time's ground' the car's metal body and remove its hange. This means the electricity cannot go through the car's lightning does not strike cars. You are safe inside a car.

- What should you do if you are in a field when a thunderstorm begins? _ Lie down in a hole, or lie flat on the ground.
- 2. What is your body like if you are outside during a thunderstorm?
- a liahtnina rod
- 3. Why do lifequards order people from the pool before a thunderstorm?
- Water is a good conductor of electricity.

Where is a good place to be during a thunderstorm?

in a car or a building

sides the human body, name two things that attract lightning.

Answers may include: trees, water, metal objects

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Main Idea: Tornadoes

Review

3. What is thunder? The noise made when lightning heats the

Directions: Review what you learned about rain, thunder, and lightning. Then, answer the questions.

Why do you think some thunder is louder or softer than other thunder? because it's closer (louder) or farther away (softer)

What makes a car a safe place during a storm? The rubber tires

"ground" the car's body and remove its charge.

1. How are thunderstorms different from rain showers? Thunderstorms include lightning, thunder, strong winds, and sometimes hail.

2. Do you think thunderstorms are scary? Explain. Answers will vary.

air as it cuts through it.

Why shouldn't you be outside in a storm'

in a field: in a hole or ditch

outside: in a building

in the woods: in a cave

Answers will vary.

You could be struck by lightning.

6. Name ways you can seek shelter during a storm if you are:

in a field with no hole: flat on the ground

Would you have thought this to be true? Why or why not?

Directions: Read about tornadoes. Then, answer the questi

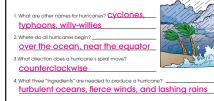
Comprehension: Hurricanes

Directions: Read about anes. Then, answer the questio

urerearons: keed about numcanes. Then, answer the questions. Have you ever been in a huricane? If you are lucky you have not. Huricanes are deadly! Thundenstorms are scory and can cause damage, but huricanes are the most destructive storms on Earth. There are there "ingredients" in a huricane. They are hubulent oceans, flerce winds, and lashing rains. Huricane winds can blow as last as 180 miles (200 läometers) on hour. They can plut ghrees huldings, can, and people. Huricanes can destruct anything in their paths. The people who is not list on and people. Huricanes can destruct anything in their paths. The people who is not list on the Canadi Cocen call them hybroons. In Australia, some people use a funny name to describe these terrible storms. They call them "willy-willies.

Although hurricanes can occur in most parts of the world, they all start in the same Although huriticanes can occur in mat parts of the workl, they al start in the same piace. The place nutricanes are: "born is over the occen near the equator. Here is how a huricane is born. At the equator, the sun is very, very hot. The socraching sun beats down on the occen water. It heats the water and the air bover the water. The heated air begins to spiral upward in tiny, hot cricles. When the heated air combines with most air. It is down of there up bower dhe sky. The spiral of heated air and most or begins to twist. As it hvists, it grows, at it grows, it spiral takes the normal could be sky.

spins reases and a second metabolism and the spin of t

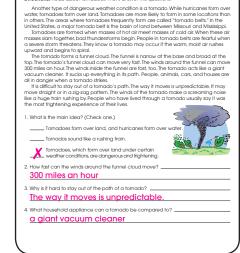


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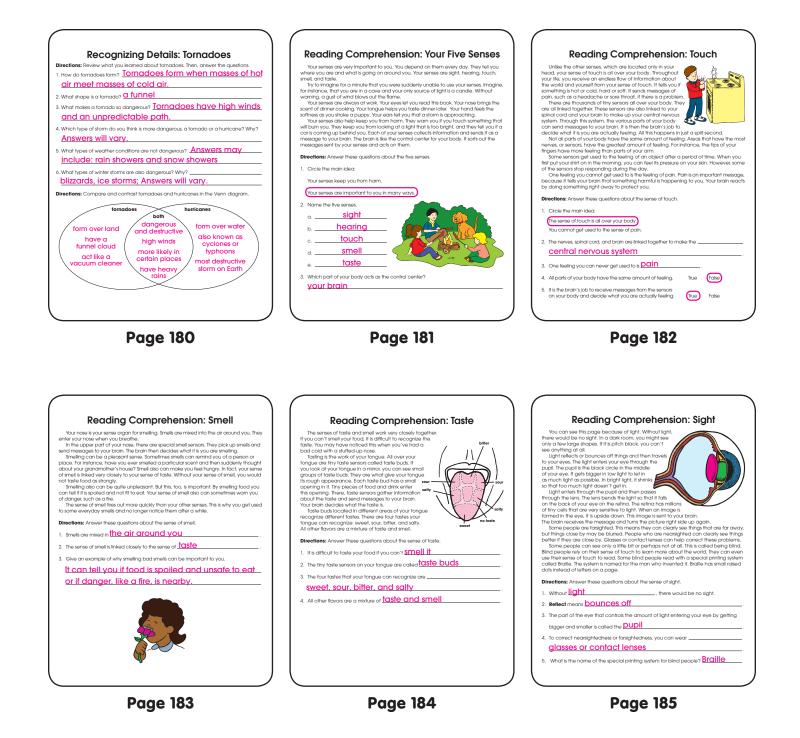
Recognizing Details: Hurricanes
Directions: Review what you learned about hurricanes. Then, answer the questions.
1. What is the most destructive type of storm on Earth? hurricanes
2. What makes them so destructive? The high winds can pull up
trees, buildings, people, and cars.
3. What makes hurricanes scarier than thunderstorms?
They are more destructive.
4. How do hurricanes form? The sun heats the ocean surface
and the air above it, the hot air rises in spirals, and
then the hot air combines with moist air and begins
5. What parts of the United States are most likely to be struck by a hurricane?
areas in the southern United States along the coast
of the ocean
 6. Many people enjoy living or vacationing in beach areas. Do you think they would feel the same way if they were on the coast when a hurricane happened? Explain.
Answers will vary.

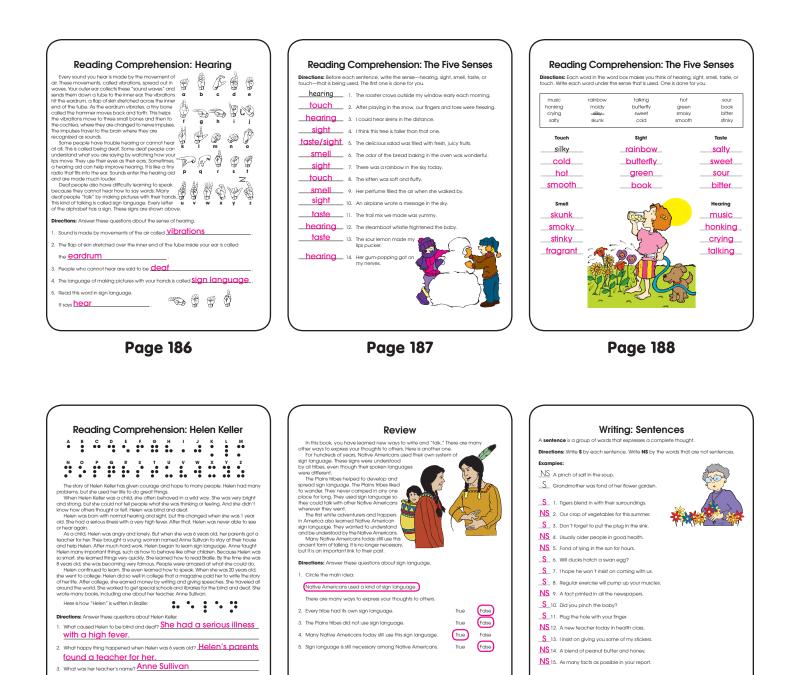
What does counterclockwise mean? in the opposite direction from the way a clock's

hands move



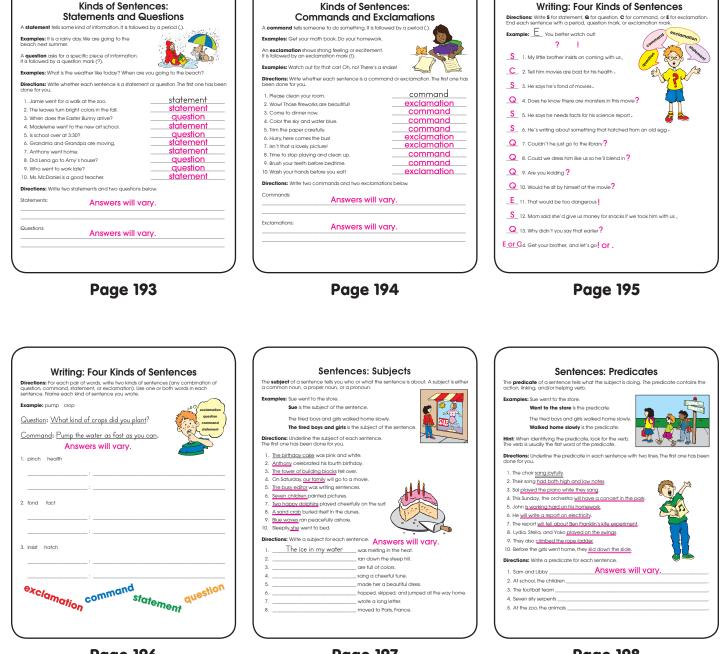






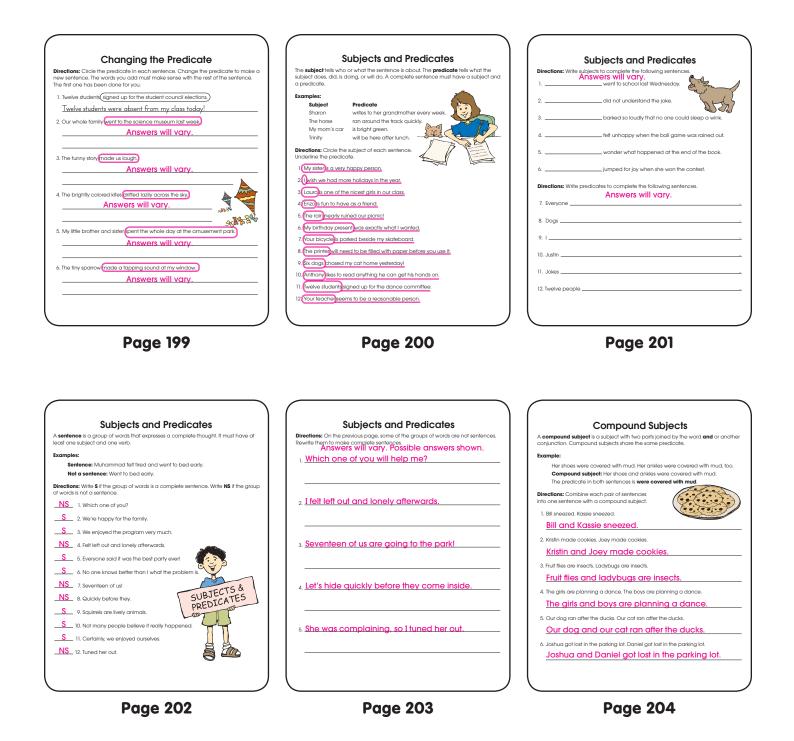




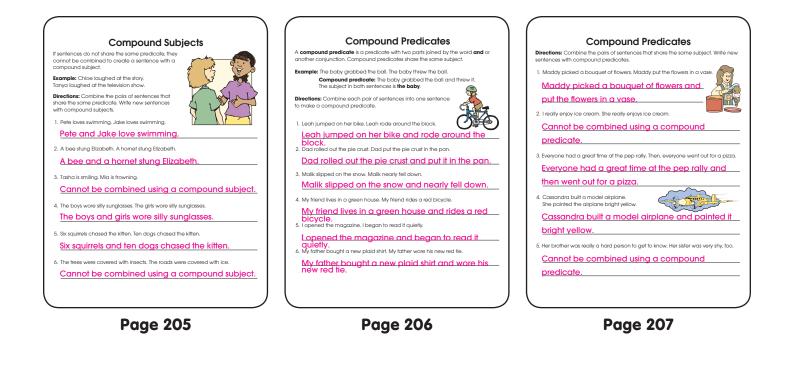


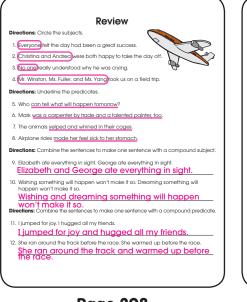
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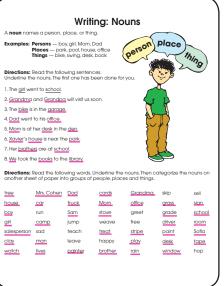


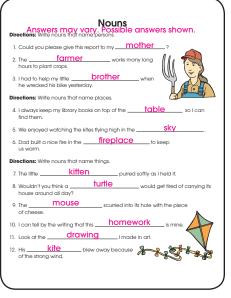


Comprehensive Curriculum - Grade 4



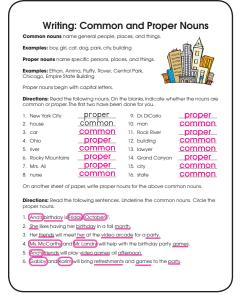


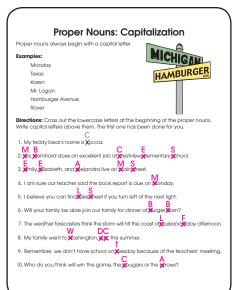




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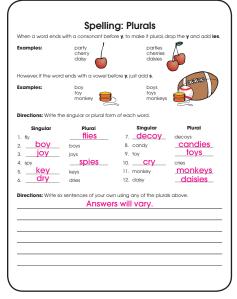


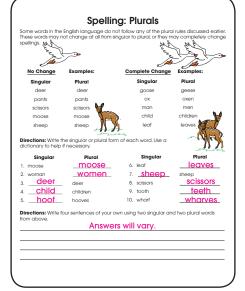


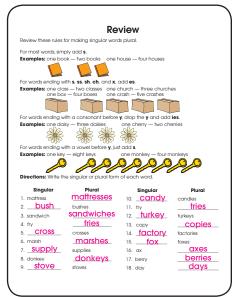
Nouns come in two only one person, plo	forms: singular and pl	ig: Plurals ural. When a noun is sing	gular, it means there is
Examples: car, swin	g, box, truck, slide, bus		
When a noun is plu	al, it means there is m	nore than one person, pl	ace, or thing.
Examples: two cars	, four trucks, three swir	ngs, five slides, six boxes,	three buses
x, ch or sh, then es i	d to most nouns to ma s added to make it pl e singular or plural forr		r, if the noun ends in s ,
Sinaular	Plural	Singular	Plural
1. car	cars	9. trick	tricks
2. bush	bushes	10. mess	messes
3. wish	wishes	11. box	boxes
fox	foxes	12. dish	dishes
i. rule	rules	13. <u>boat</u>	boats
i. stitch	stitches	14. path	_paths
switch	switches	15. <u>arm</u>	arms
8. barn	barns	16. <u>stick</u>	sticks
		es, and change the bol ne has been done for yo	
1. She took a book She took bo	to school. oks to school.		
	shes at his birthday p ade a wish c	arty. <mark>11 his birthday 1</mark>	oarty.
 The fox ran awar The foxes 		m the hunters.	
I. The houses were	painted white.	white	







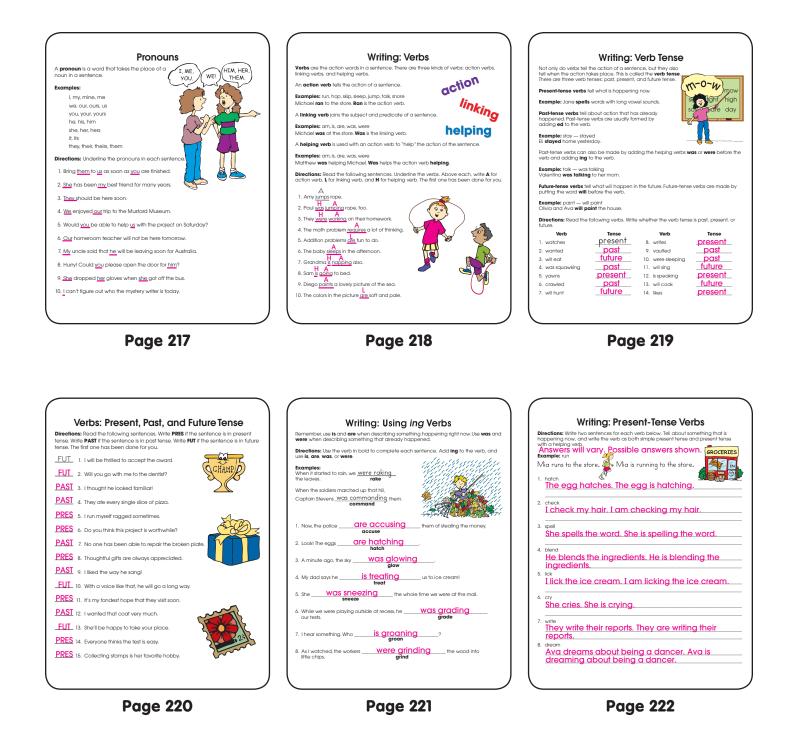


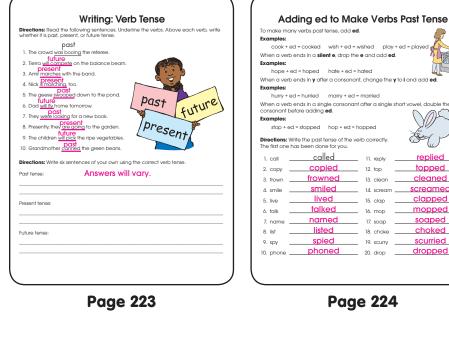


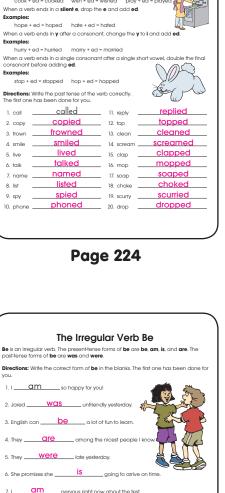


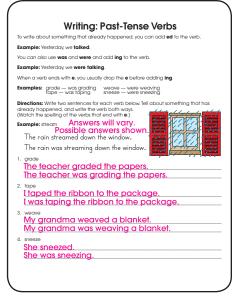
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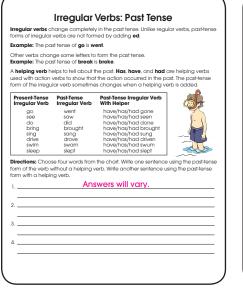
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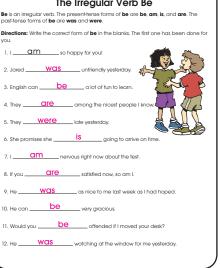


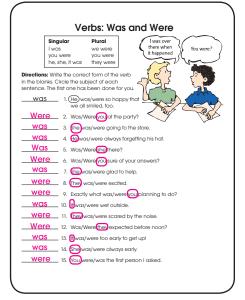












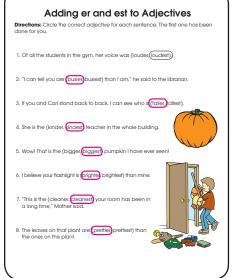




<section-header> Page 289 Page 330 Page 33</section-header>	Examples: Carect: Sucan has event to the store. Corect: Sucan has event to the store. Corect: Sucan care of the store. Corec: Sucan care of the store. Core	Directions: Write PRES for present tense, PAST for past tense, or RUT for future tense. FUT 1. She helpad him study. PASE 3. She helpad him study. PASE 3. She helpad him study. PASE 4. She promised to help him study. PASE 6. She promised to help him study. PASE 6. She promised to help him study. PASE 6. She promised to help him study. PASE 9. Op PASE 1. OP PASE	Writing: Adjectives Adjectives tell more about nours. Adjectives are describing works. Example: scary animals Fight glow we than the scars of the sca
Adjacthes tell a nour's size, color, shope, testure, brightness, darkness, personality sound. The suffix er is often added to adjectives to compare two things. Examples: color - med, yellow, green, black size - small, large, huge, frag The suffix er is often added to adjectives to compare two things. Examples: color - med, yellow, green, black size - small, large, huge, frag The suffix er is often added to adjectives to compare two things. Examples: color - med, yellow, green, black size - small, large, huge, frag The suffix er is often added to adjectives to compare two things. Examples: color - med, yellow, green, black size - small, size, color, shope, or the rive, corefully, and write so consonants. Follow the instructions beins to scope. The suffix er is often added to adjectives and an two things. 9. Get an opple, cording, could be the final consonant before adding er. Examples: big - bigg er (single consonant) bod - bidger (wa consonant) bod - bidger (wa consonant) bod - bidger (wa consonant) bod - bidger (wa consonant) The suffix er is often added to adjective and an ere consonants. Now or sonands Now or sonand source where a chargen than on discribe stis tost, texture, smell, and so charge of the odded to adjective and or or sonand to be to adject to a did or to the words below. The first one has been done for you. Now or sonand to be to adject the ond der to the words below. The first one has been done for you. 1. tost faither 3. long long	Page 229	Page 230	Page 231
2. Take a bite of your fuilt. Write adjectives that describe its taste, texture, smell, and greaxy - greader easy - caster easy - greader bready - greader breader			
Line 4 - four-word phrase dippy, sticky, sour jule 4, lew contain in , july a busy a busy a busy a busy a busy busy a busy busy a busy busy a busy busy _busy	Adjectives tel a noun's site, color, shape, texture, brightness, darkness, personality sound, tarie, and so on. Examples: color – red, yellow, green, black site – amalt, targe huga. Inny shapper – hund, supare, texture, brightness, a glittering, site work brightness – glittering, sitimmering, duit, pole personaliti – genite, gumpy, happy, sad Directions: Follow the instructions below. 1. Get on apple, crange, or other piece of full. Look at it very corefully, and write adjectives that describe it size, color, shape, and texture.	The suffix er is often added to adjectives to compare two things. Example: My feel are large. When a one-syllable adjective ends in a single consonant and the vowel is short, double the final consonant before adding er . Examples: Dig – biggar (single consonant) bold – bolder (two consonants) When an adjective ends in y, change the y to I before adding er .	The suffix est is often added to adjectives to compare more than two things. Example: My glass is full. Your glass is fullet. His glass is fullest. When a one-syllable adjective ends in a single consonant and the vowel sound is short, you usually double the final consonant before adding est. Examples: big = biggest (khort vowel) steep = steepest (long vowel)

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Adjectives Preceded by More

for you

more 11. awful

Most adjectives of two or more syllables are preceded by the word to show comparison between two thinas.

Directions: Write more before the adjectives that fit the rule

X 1. cheap

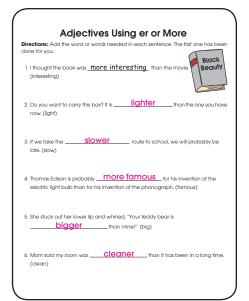
Draw an X in the blanks of the adjectives that do not fit the rule

To test yourself, say the words aloud using **more** and adding **er** to hear which way sounds correct. The first two have been done for

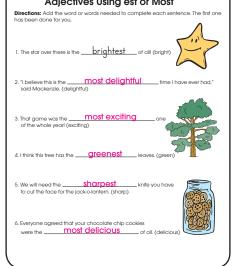
Correct: intelligent, more intellige

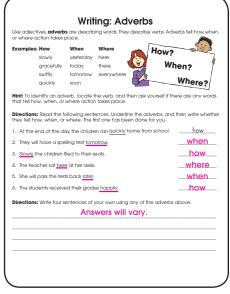
Incorrect: intelligenter Correct: famous, more famous Incorrect: famouser

nples: Ex





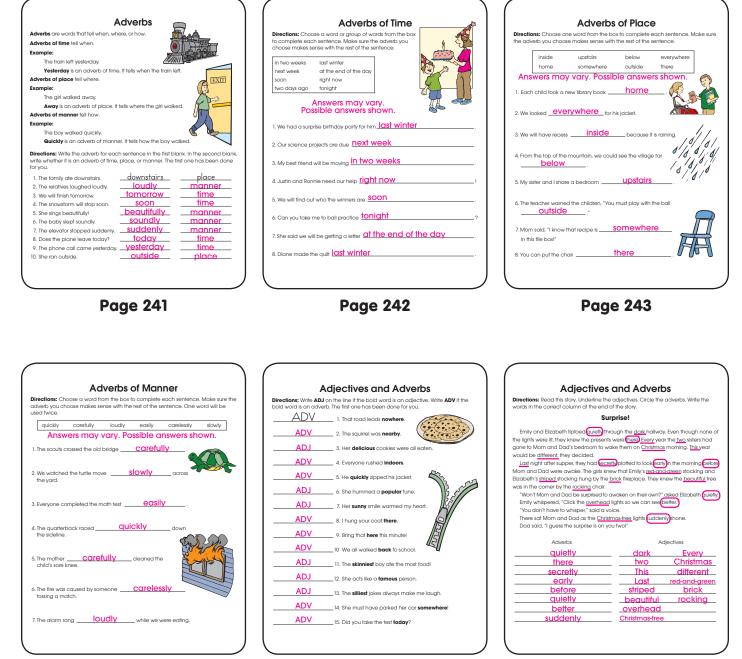






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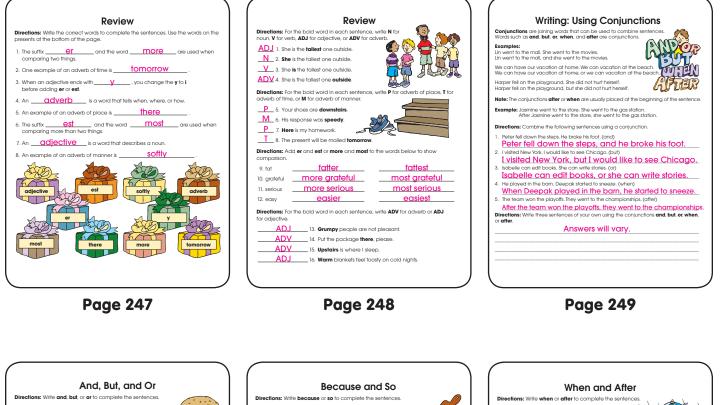
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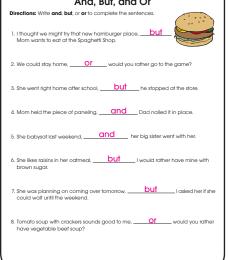


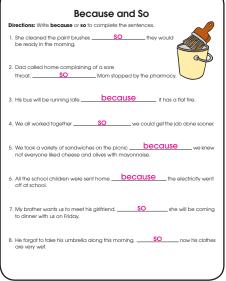


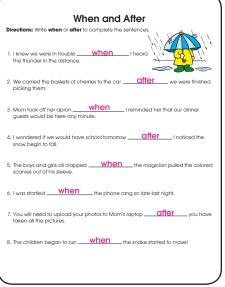








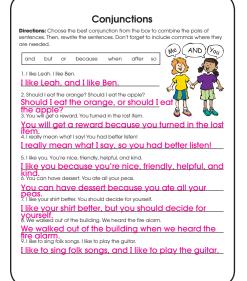


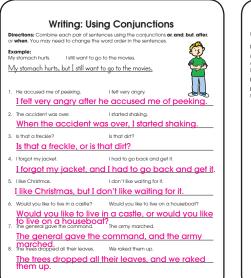


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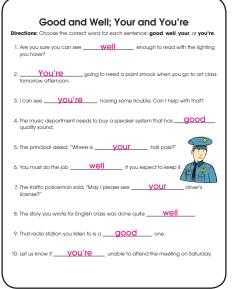




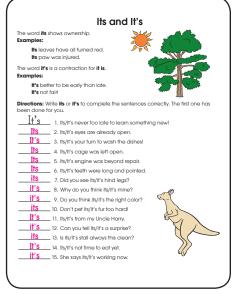
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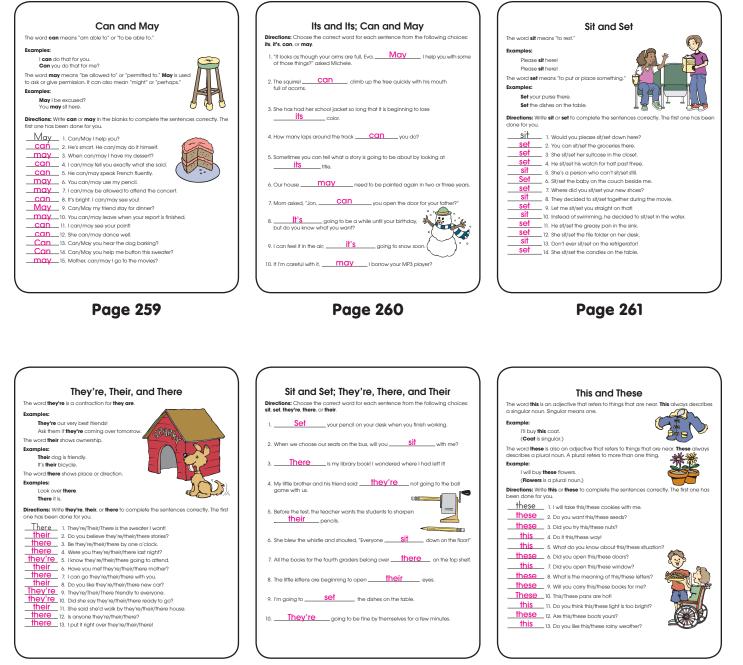


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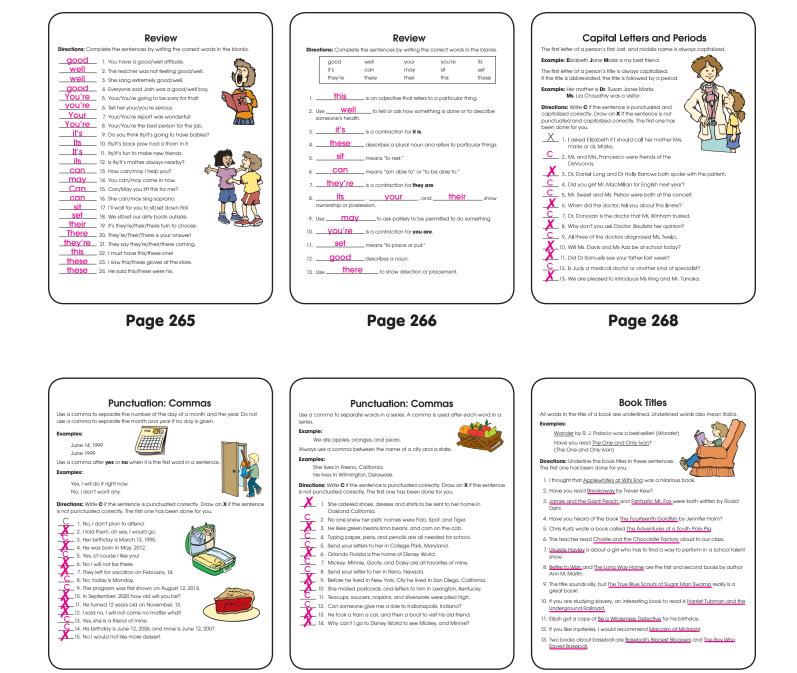


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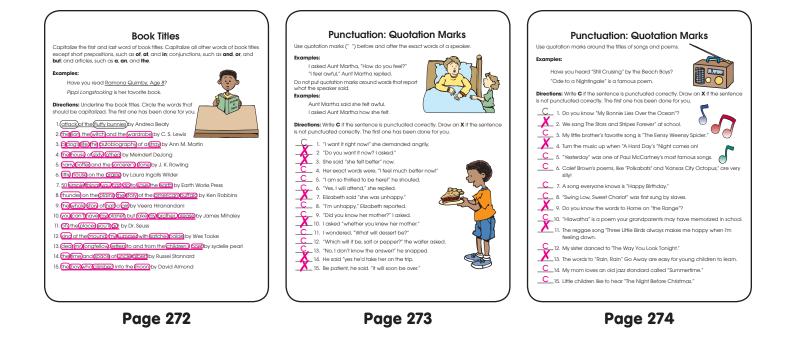


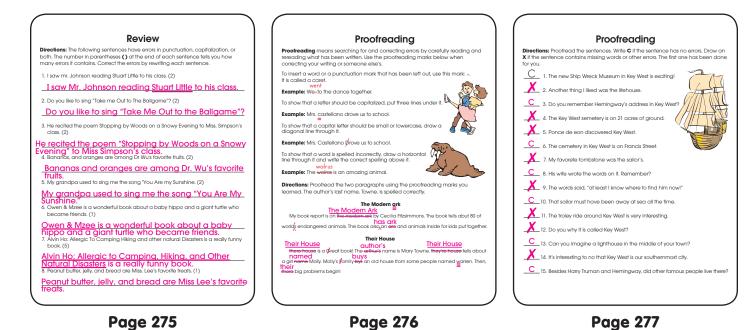




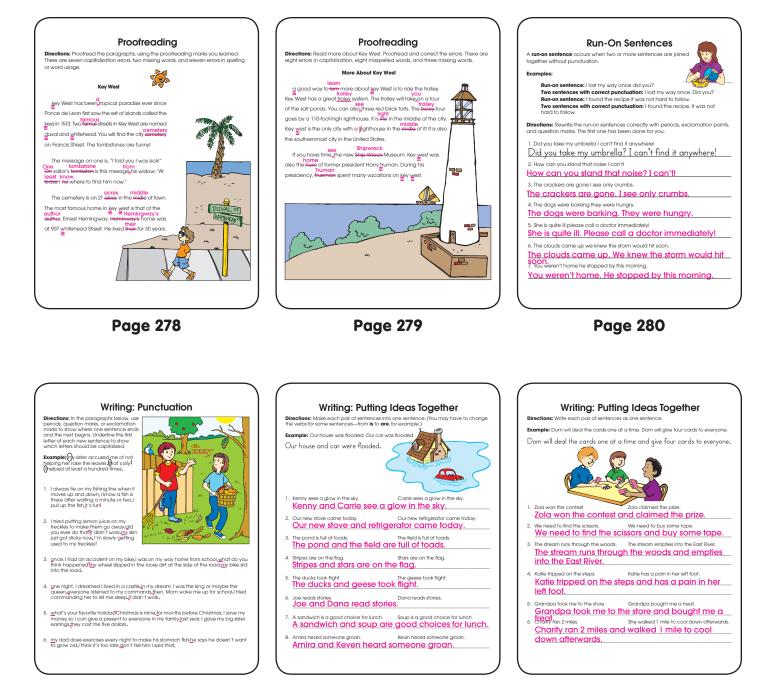






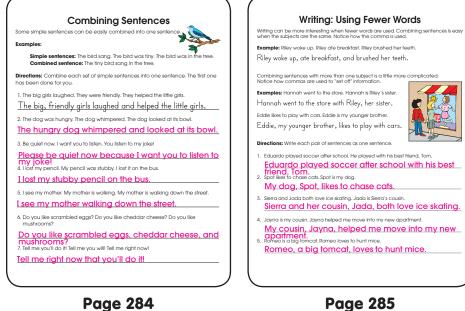












Combining Sentences in Paragraph Form

paragraph is a group of sentences that share the same id

Directions: Rewrite the paragraph by combining the simple sentences into longer sentences.

Jason awoke early. He threw off his covers. He ran to his window. He looked outside. He saw snow. It was white and fluffy. Jason thought of something. He thought of his sled. His sled was in the garage. He quickly ate breakfast. He dressed warmly. He got his sled. He went outside. He went to play in the snow. Answers may vary. Possible answer shown.



Jason awoke early, threw off his covers, and ran to his window. When he looked outside, he saw white, fluffy snow. Jason thought about his sled in the aaraae. He auickly ate breakfast and dressed warmly. He went outside, got his sled, and went to play in the snow.

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Nouns and Pronouns

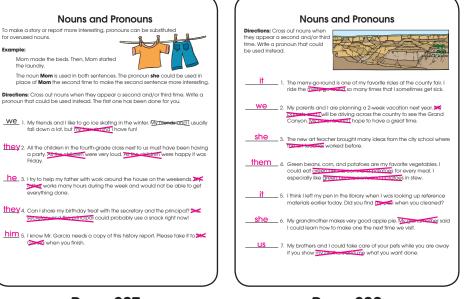
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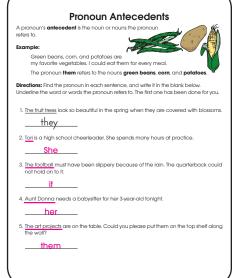
To make a story or report more interesting, pronouns can be substitute

Mom made the beds. Then, Mom started the laundry.

for overused p

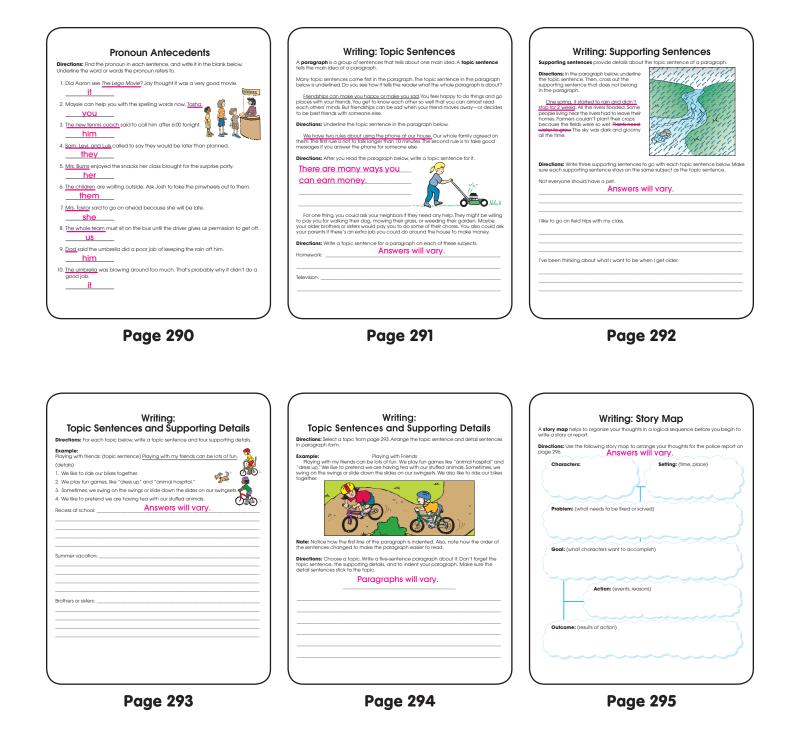
Example:

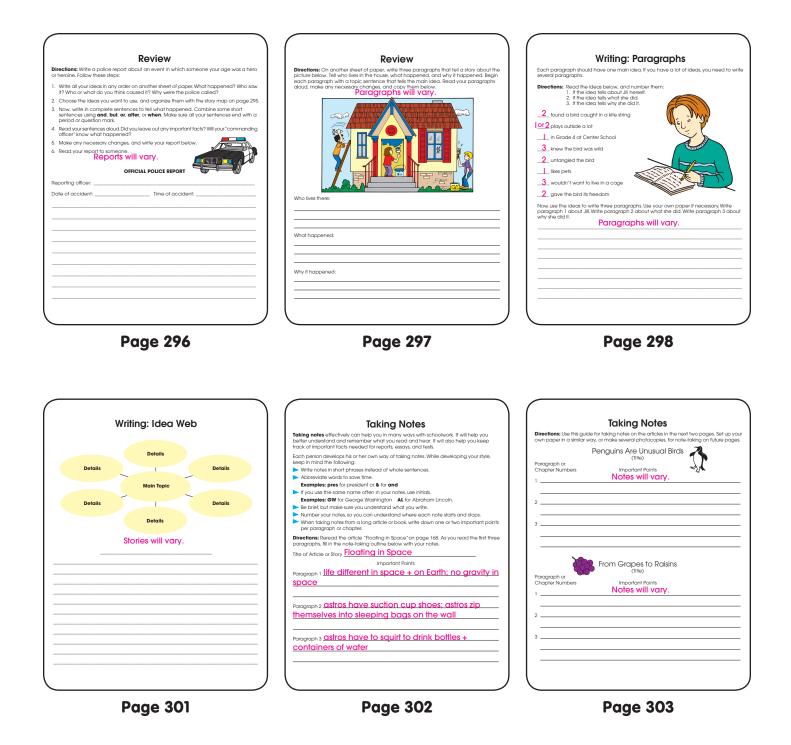


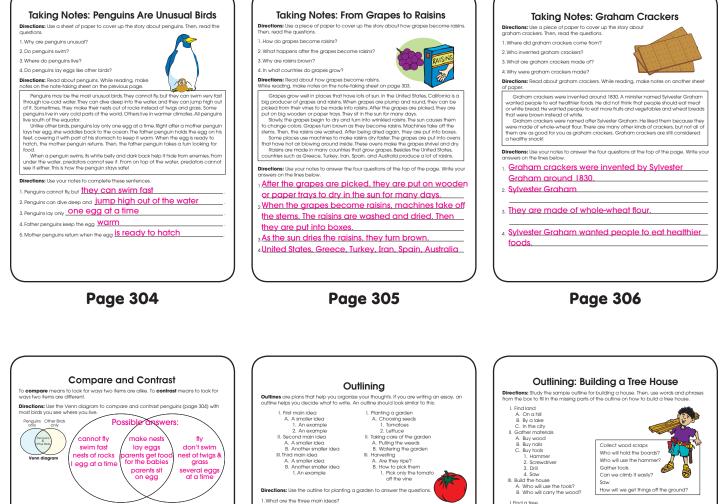


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To wills a comparticip graggraph, begin with a topic sentence that tables your main table. Will sentences that provide supporting details. End your prograph with a conclusion sentence affects the restricts the table sentence. A conclusion sentence affects metadates the table sentence. A conclusion sentence affects and the sentence table. Although they are birds, penguins are different from, the birds in my neighborhood. Penguins don't fly, but they do swim. These unusual birds make their nests out of rocks and have only one egg at a time. Penguins, however, are the same as other birds in some ways. They do sit on their eggs and get food for their babies like other birds do. Penguins are certainly a different kind of bird!



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o) Planting a garden

a) Pulling the weeds

b) Watering the garden

c) Harvesting

a) Are they ripe?

b) How to pick them

m Taking care of the garden

3. What are the smaller ideas listed under "Harvesting"?

hat is listed under the smaller idea "How to pick them"?

Pick only the tomato off the vine

2. What are the two smaller ideas listed under "Taking care of the garden"?

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c How will we get things off the ground?

Δ is it sturch/?

II. Gather supplies

R Can we climb it easily?

A Who will hold the boards?

B. Who will use the hammer?

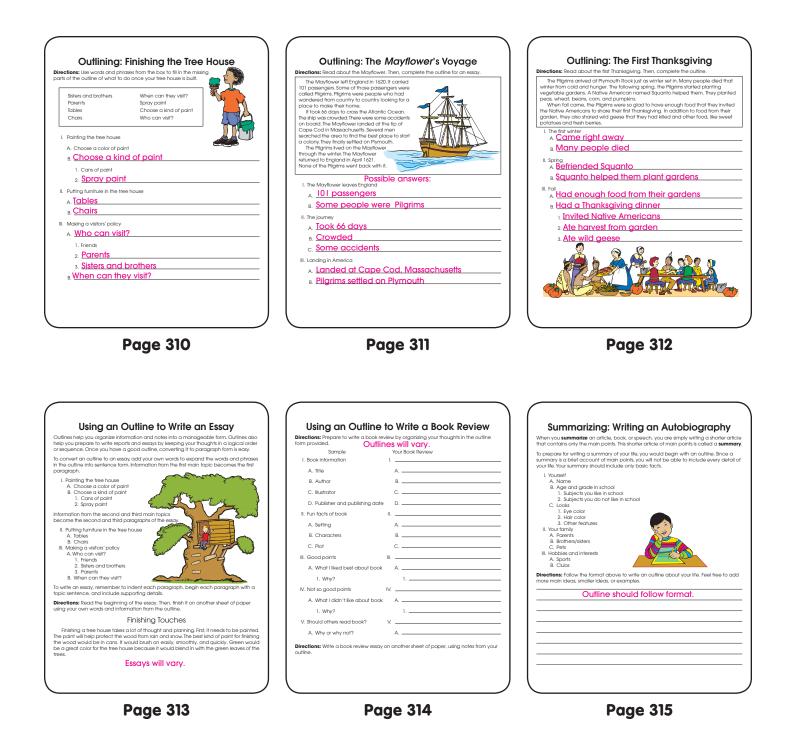
A Collect wood scraps

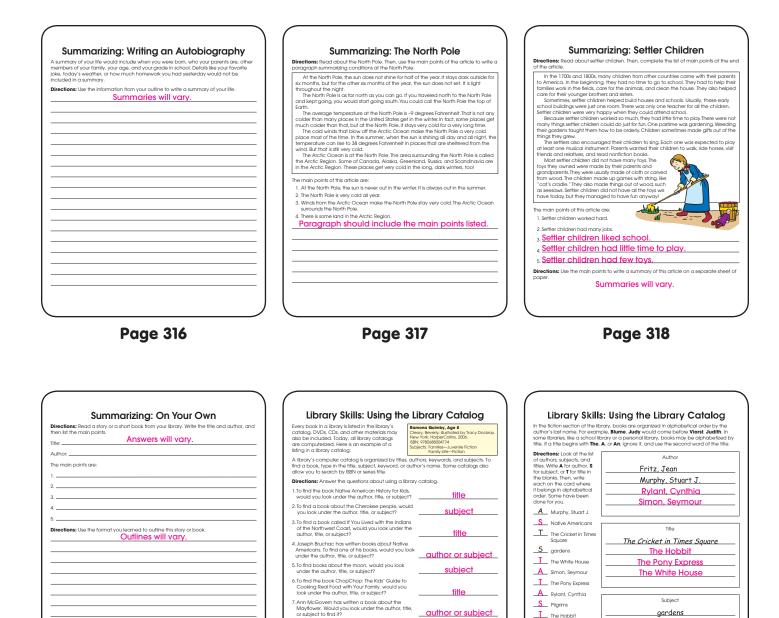
B. Gather tools

2. Saw

III. Build the tree house

1. Hammer and nails





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Directions: Use the main points you listed and your outline to write a summary of this book or story on another sheet of paper.

Summaries will vary.

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author or subject

____ The Hobbit

_____ Fritz, Jean

_____ planets

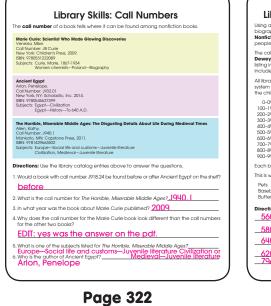
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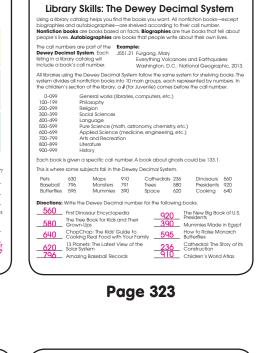
gardens

Native Americans

Pilarims

planets



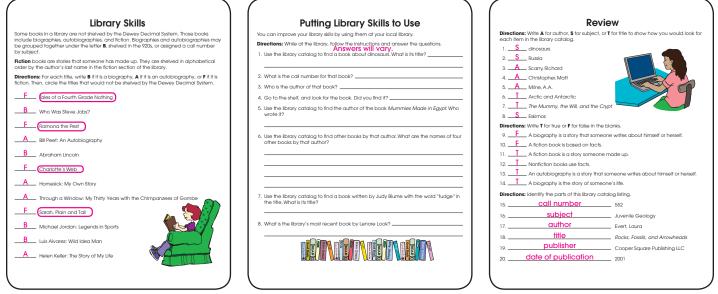


Appl. Bits partern even further. For example, one likrary may have kites at 701.3. Broch bits cosk at the number on each book. Then, use the Dewey Decimal System for the book to about. With the subject of the book to about. With the book to about. With the subject of the book to about. With the subject of the book to about. With the subject of the book to about. With the book to about. With the subject of the book to about. With the book to about. With the subject of the book to about. With the subject of the book to about. With the book to about the

Library Skills: The Dewey Decimal System

All libraries that use the Dewey Decimal System follow the same order. All books b 500 and 599 are related to science. All books between 900 and 999 are history.

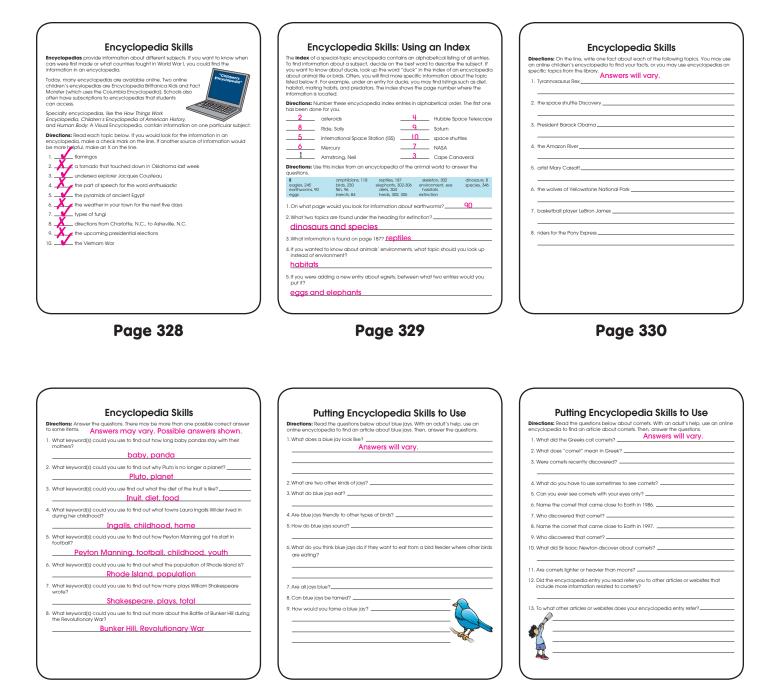




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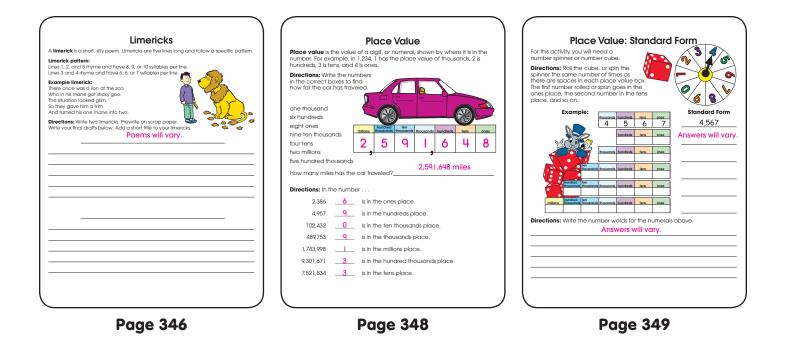
Ŋ		
Review	Using Reference Sources: Out of This World	Using Reference Sources: Out of This World
Directions: Write T for true or F for false.	The history of the American space program is a very fascinating topic. The articles presented	Directions: Use reference sources to answer these questions.
1 Every subject you look up in an online encyclopedia will have a whole	earlier in this book (pages 164-170) provided many interesting facts about some of the astronauts, what their jobs were, and what space travel was like.	1. What caused the "Space Race" in the 1950s?
article written about it.	In addition to books and magazine articles, the Internet is filled with good reference	Answers will vary.
 If you can't find what you're looking for with one search, try searching using a different key word. 	sources you can use to learn more about a topic.	
 3 You may find more than one entry for a particular subject. 	Directions: Nell Armstrong was the first man to walk on the moon in July 1969. Use reference sources to answer these questions.	
	1. What two other astronauts were with him?	2. In testing rockets, why were chimps used instead of other animals?
 Entries in an encyclopedia are updated on a daily basis. 	Buzz Aldrin and Michael Collins	
Directions: Write the answers.	2. What was the name of the Apollo mission that went to the moon? Apollo 11	
 Name two keywords you could use to find an entry about Jupiter in an encyclopedia. 	3. What was the exact date of the first moon landing? <u>JULY 20, 1969</u>	3. What is the astronaut training program like?
o) Jupiter		
b) Planets	4. Why was the U.S. racing Russia to the moon?	
 Name two possible keywords you could use to find information about George Washington in an encyclopedia. 	Directions: John Glenn first orbited Earth in 1962. Use reference sources to answer these	
a) George Washington	questions.	4. Why do you think the training is so difficult?
b) president	5. How old was he then? 40	
7. What keyword search would include information about ants, flies, bees, and gnats?	6. When did John Glenn return to space? 1998	
insects	7. How old was he on this second trip? 77	Directions: Use what you learned to answer these questions.
	8. Why did he return to space? Answers may vary.	5. Do you think being an astronaut is a career for you? Explain.
Directions: Number these encyclopedia entries in alphabetical order.		
Bush, George meteor	Directions: Compare and contrast Glenn's two trips.	
<u>8</u> planets <u>2</u> Brazil	9. Answers will vary.	6. What do you think life would be like on a space station or in a space colony?
3 bush 10 William I		
whole wheat flour Lincoln, Abraham		
Bell, Alexander Graham Japan		For fun, look up information on "Space Camp" at one of NASA's training centers in Alabama.
,		
	Dama 205	Dama 20/
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Page 334	Page 335	Page 336
Page 334	Page 335	Page 336
Page 334	Page 335	Page 336
Page 334	Page 335	Page 336
Page 334	Page 335	Page 336
Page 334	Page 335	Page 336
Page 334 Putting It All Together		
Putting It All Together	Putting It All Together It's time to begin your research. You can use reference books as well	Putting It All Together Now, it's time to move on and gather information from encyclopedias
Putting It All Together You have learned mary new skills. Now, It's time to use those skills for white a report about a planet. Answers will Vary.	Putting It All Together It's time to begin your research. You can use reference books as well as information from the interient.	Putting It All Together New, It's time to move on and gather information from encyclopedias and other websites for your report.
Putting It All Together You have learned many new skills. Now, it's time to use those skills to write a report about a planet. Answers will vary. Directions: Choose a planet hor us olar system other than Earth.	Putting It All Together It's line to begin you research. You can use reference books as well as information from the internet. Directions: Fill in the information below to help you continue preparing	Putting It All Together Now. It's time to move on and gather information from encyclopedias and other websites for you report. Directions: Fill in the information balow to help you continue preparing to
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Putting It All Together You have learned many new skills. Now, it's time to use trave skills to Answers will vary. Directions: Choose a planet in our solar system other than Earth. Then, answer the following questions about the report you will write. 1. Mort planet will you write about? 2. Decide on questions you want to answer about your planet. What are they?	Putting It All Together If time to begin your research. You can use reference books as well as information from the Internet. The time to begin your research. You can use reference books as well as information to the you continue preparing to write a report about a planet. Answers will vary. In the title. What other subjects could you look under that might include information about your planet? Use the library catalog to find the names of four books that contain information about	Putting It All Together Now, it's time to move on and gather information from encyclopedias and the vebsites for your report. Directions: Fill in the information below to help you continue preparing to write a report about a planet. Answers will Vary. 1. What keyword searches can you do to find the information you will need?
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Putting It All Together You have learned many new skills. Now, it's time to use have skills to Answers will vary. Directions: Choose a planet in our solar system other than Earth. Then, answer the following questions about the report you will write. 1. Mort planet will you write about? 2. Decide on questions you want to answer about your planet. What are they?	Putting It All Together It's time to begin your research. You can use reference books as well is information from the internet. Directions: Till in the information below to help you continue preparing to well ereport about op landt. Answers will voty. 1. segin gathering information about your planet by looking for books with the planet is about your planet by looking for books with the planet is about your planet by looking for books with the planet is about your planet by looking for books with the planet is about your planet with a time subjects could you boak under that might include information about your planet? 4. Use the library catclog to find the names of four books that contain information about your planet. List their titles, authors, and call numbers.	Putting It All Together Now, It's time to move on and gather information from encyclopedias and other websites for you repart. Directions: Fill in the information below to help you confirue preparing to with a report about a planet. Directions: Fill in the information below to help you confirue preparing to with a report about a planet. 1. What keyword searches can you do to find the information you will need?
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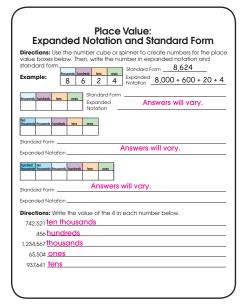


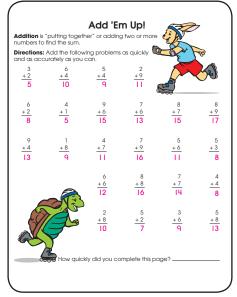


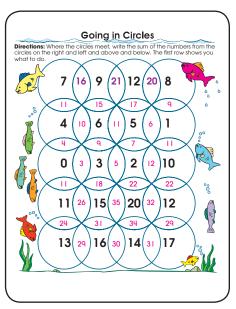


	Putting It All Together	Writing Haiku
e you have gathered information and made notes, it's to make an outline of your report.	Directions: Use your outline and notes to write a report about your planet. Use your own paper to finish this writing project. Add illustrations to make your report more interesting.	Haiku is a form of unrhymed Japanese poetry. A haiku poem has only three lines. Ec line has a specific number of syllables.
closedias, and other sources.	Answers will vary.	Haiku poems usually describe a season or something in nature.
The location of the planet		The haiku pattern: Example haiku:
A		Line 1 – 5 syllables Winter snow slides from Line 2 – 7 syllables The eave. Drops—plop—on my head,
1		Line 3 – 5 syllables As I walk under. – D.S. Underwo
2		When writing haiku, you do not count words per line. Count only the number of syllal Directions: To prepare for writing your poem, think of words about a snowy day. Writ
в		them on the lines. After each word, write the number of syllables in the word.
What does the planet look like?		
A		
B		
Vhat is the surface of the planet like?		When writing any type of poetry, it is a good idea to start on scrap paper so you car
A		write, erase, cross out, and rewrite.
B		Directions: Write a haiku poem about a snowy day on scrap paper. When you are satisfied with your poem, rewrite it below. At the end of each line, write the number
2		syllables in the line. Poems will vary.
Could we live there? Why or why not?		
A		
B		Disablena: Calactions of the topics is the two
ou are ready to write!		Directions: Select one of the topics in the box. Prewrite your poem on scrap paper. It on good paper when you are satisfied with it.
		rainy day summer spring fall
		a sparrow joy sadness friendship
Tankas	Cinquains	Shape Poems
poems are given to friends as gifts. A tanka is a poem written in response to haiku. Irson receives a haiku, he or she is supposed to send a tanka in reply! A tanka is	Another form of unrhymed poetry that can express many ideas in only a few words is the cinquain . A cinquain is a simple five-line verse.	
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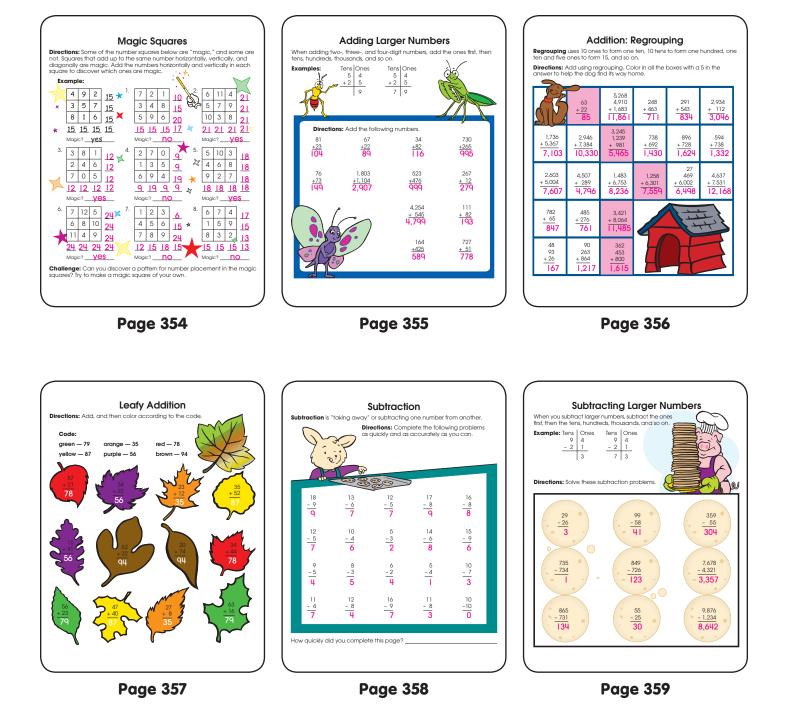


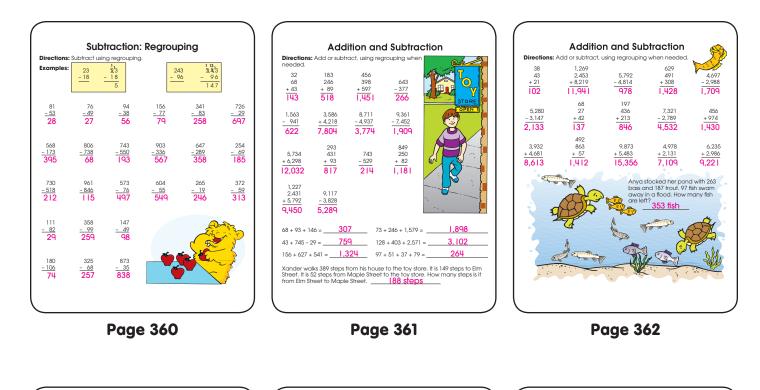


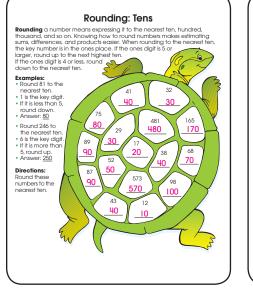


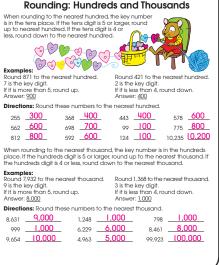


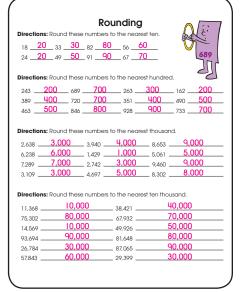








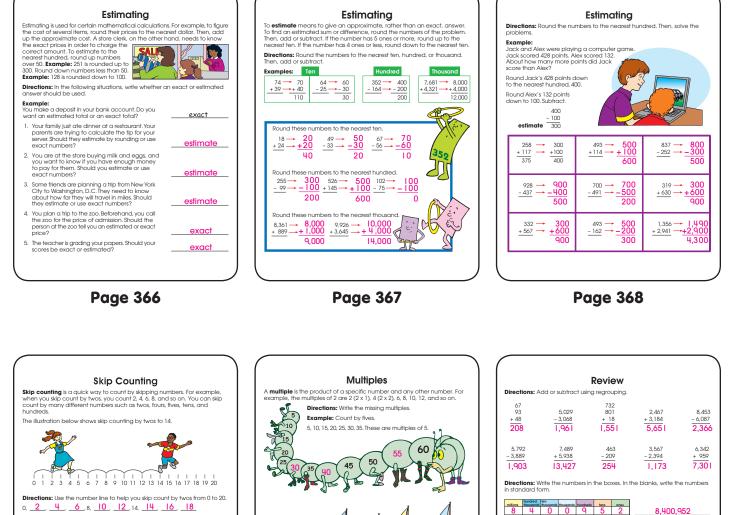


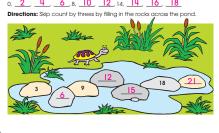




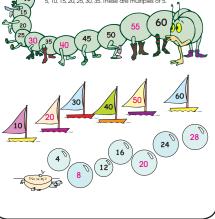
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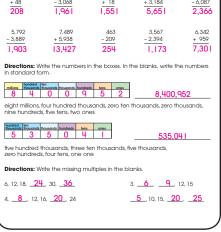
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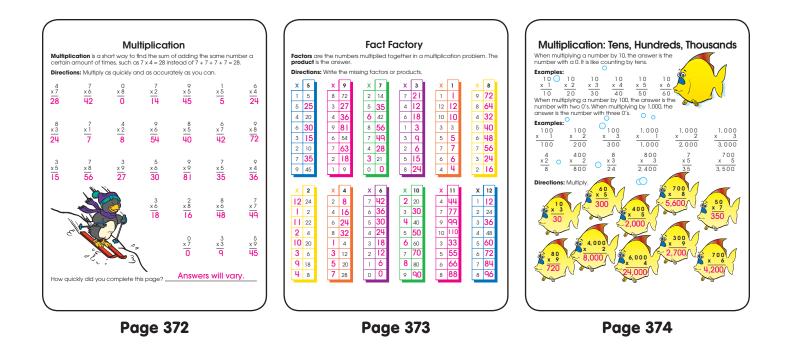


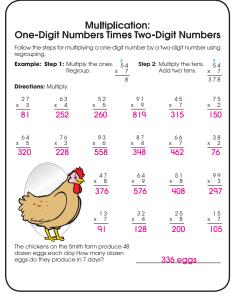


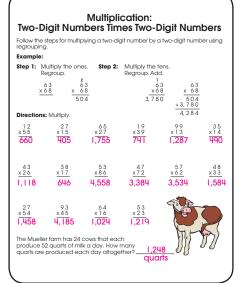


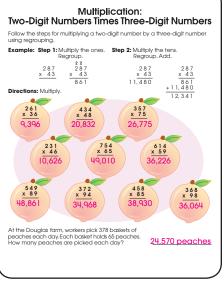
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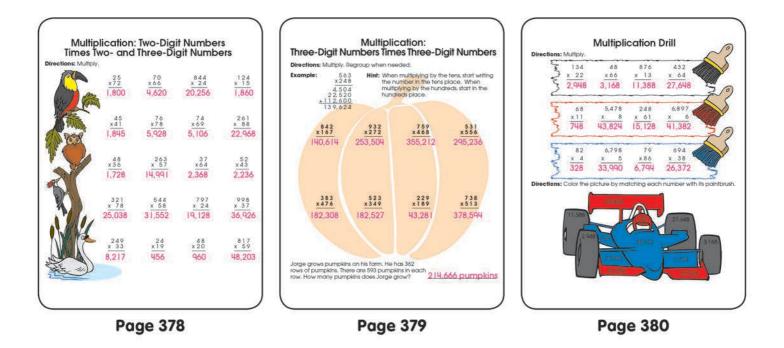


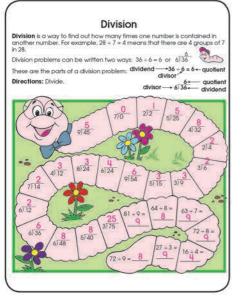


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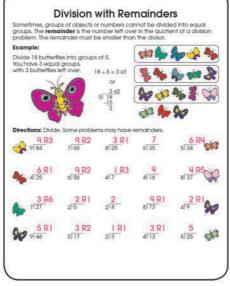


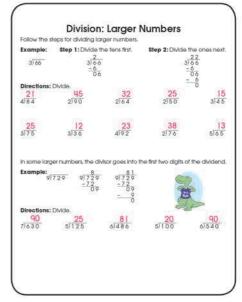
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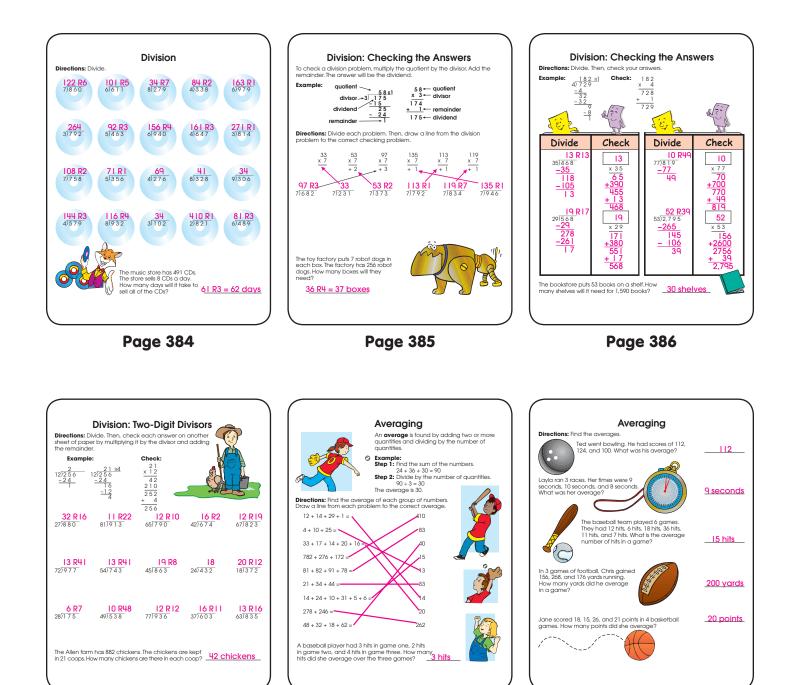






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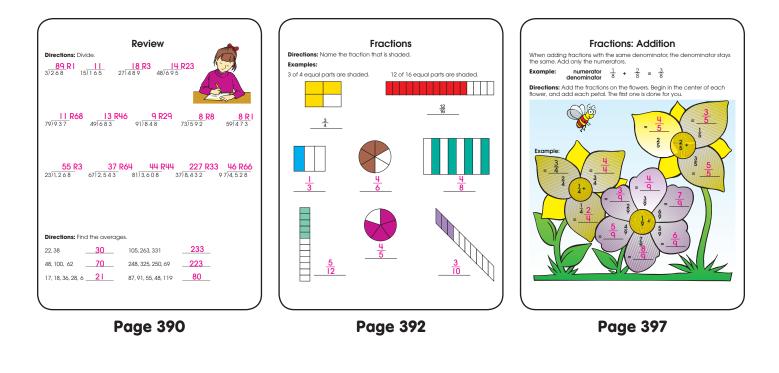


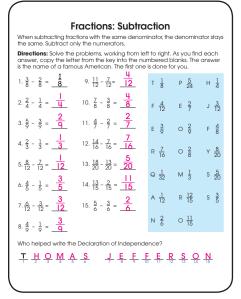


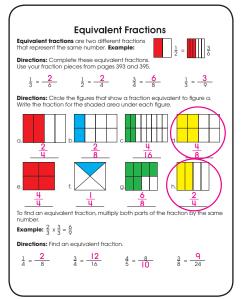


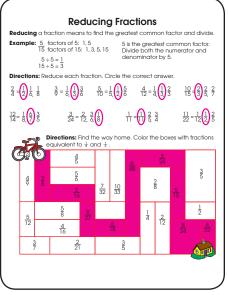


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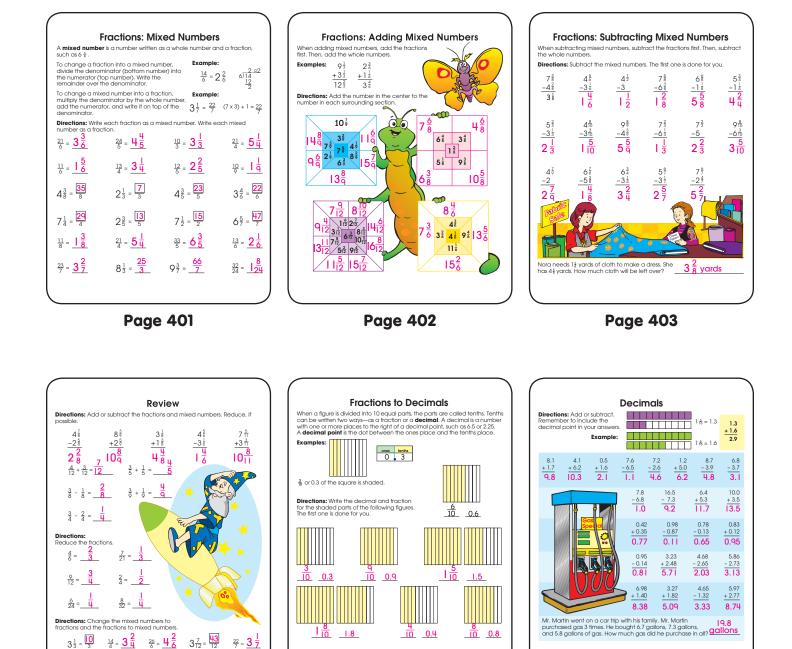










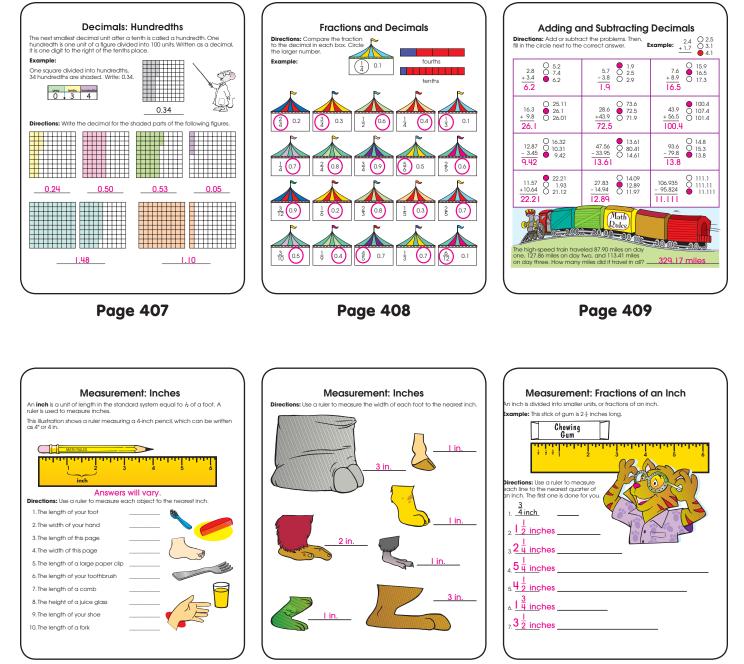


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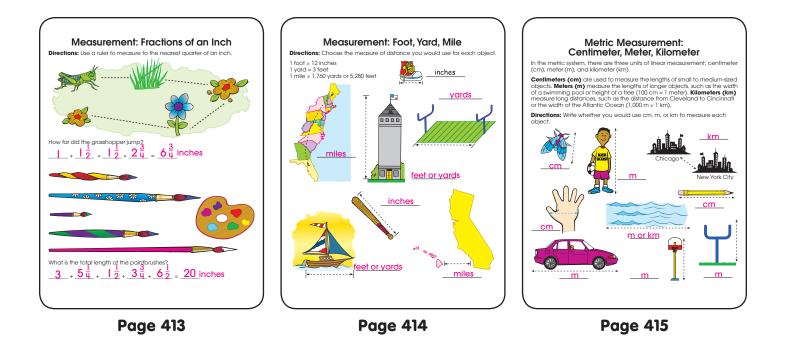


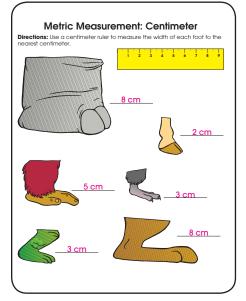




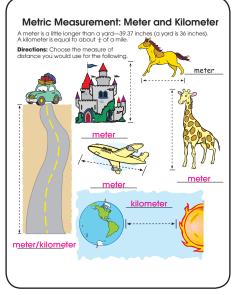


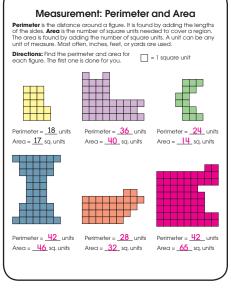






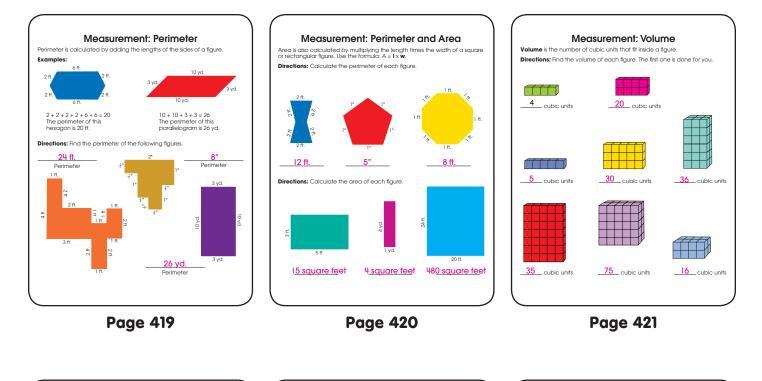


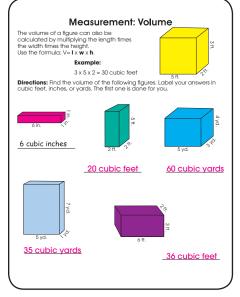


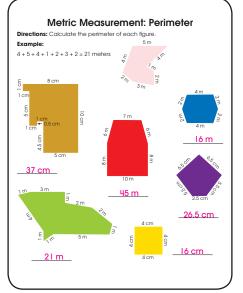


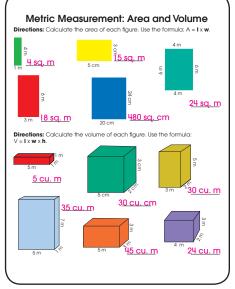
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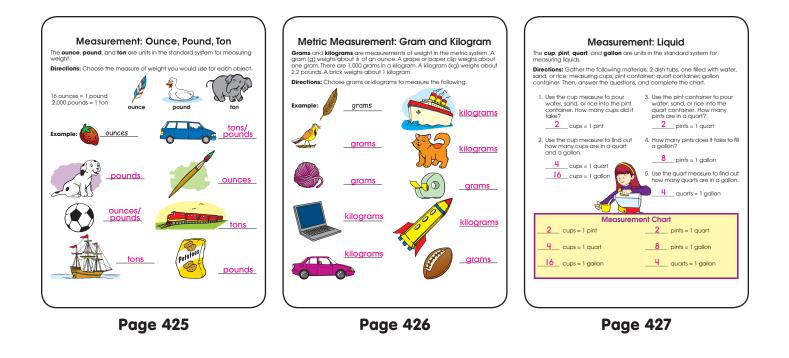


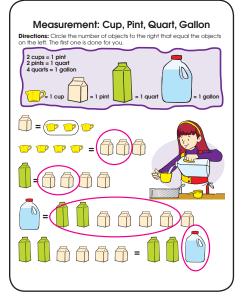


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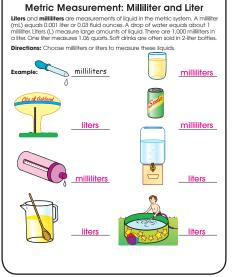








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rhinoceros	kg	person	_kg_
dime	g	airplane	kg
bucket of wet sand	kg	spider	_g_
eyeglasses	_ <u>g</u>	pair of scissors	g
toy train engine	g	horse	kg
rections: Choose milli lowing containers. The	liters (mL) or lit e first one is do	ers (L) to measure one for you.	the liquids in the
swimming pool	L	baby bottle	_mL_
small juice glass	mL	teapot	L
gasoline tank	L	outdoor founta	in
A state data	mL	ink pen	mL
test tube			

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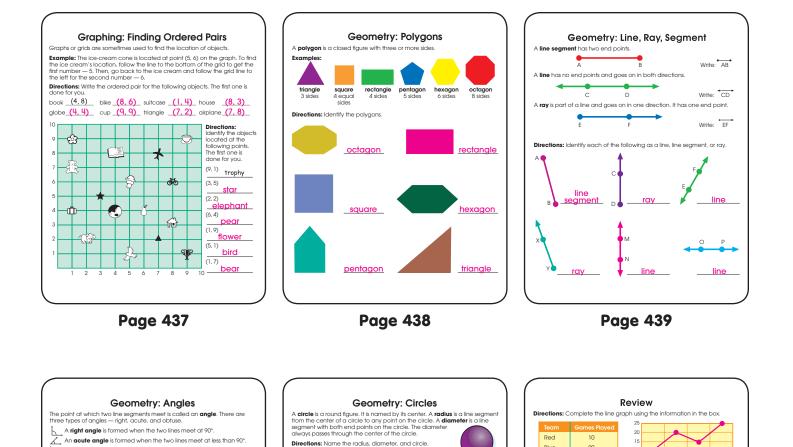
Temperature: Edhrenheit With temperature in the standard system. Standard Standard Standard S	<section-header></section-header>	Review Intertions: Find the perimeter and area of each figure. Perimeter = 20 units Perimeter = 21 units Perimeter = 20 units Perimeter = 20 units Perimeter = 20 units Perimeter = 21 units Perimeter = 21 units Perimeter = 21 units Perimeter = 21 units Perimeter = 20 units Perimeter = 20 units Perimeter = 20 units Perimeter = 21 units Perimeter = 21 units Perimeter = 20 units
Page 431	Page 432	Page 433
Review Directions: Choose centimeters, meters, or kilometers to measure the folowing: meters_ height of a tree kilometers distance around Earthmeters_ height of your yard Centimeters/siength of a shoe meters_ height of a building kilometers. distance a plane files Directions: Choose grams or kilograms to measure the following. grams kilograms	Craphing A graph is a drawing that shows information about changes in numbers. Directions: Answer the questions by reading the graphs. Ber Graph Fish Soles by Month To the fish Soles by Month To	Ordered Pairs An ordered pair is a pair of numbers used to locate a point. Example: (8, 3) Step 1: Count across to line 8 on the graph. Step 2: Count up to line 3 on the graph. Step 3: Draw a dot to mark the spot. Step 3: Draw a dot to mark the spot. Optimized and the spot. Step 4: Count up to line 3 on the graph. Step 5: Draw a dot to mark the spot. (4,7) (9, 10) (2,1) (5, 6) (2,2) (1,5) (7, 4) (3, 6) (2, 2) (1, 5) (1, 2) (2, 4) (3, 6)

(

Page 434







Circle Radius

XY

WZ

_

Page 441

Circle

Radius

Diamet

Diameter

AB _

DC

Circl Padius

Diameter _

BA

DC

Example:

An **obtuse angle** is formed when the two lines meet at greater than 90°.

Angles can be measured with a protractor or index card. With a protractor, align the bottom edge of the angle with the bottom of the protractor, with the angle point at the cricle of the protractor. Note the direction of the other ray and the number of degrees of the angle.

acute

acute

riaht

riaht

Place the corner of an index card in the corner of the angle. If the edges line up with the card, it is a right angle. If not, the angle is acute or obtuse.

Directions: Use a protractor or index card to identify the following angles as right, obtuse, or acute.

Page 440

Z

riaht

right

acute

obtuse

obtuse

h

obtuse

acute

acute

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Blue

Green

Yellow

Z

0 Р 20

15

25

Directions: Draw a line from the figure to its name

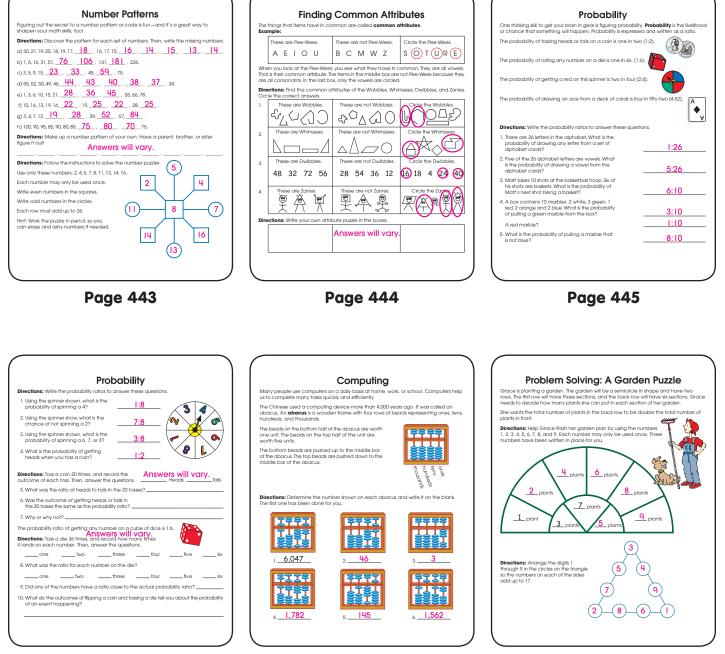
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10

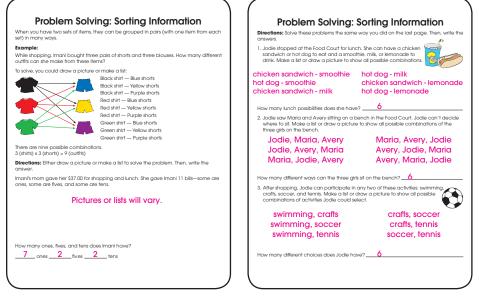
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Addition and Subtraction

Help your child practice basic facts with flash cards.

Play addition and subtraction games at the grocery store by adding and subtracting prices. Tally the total number of items to be purchased.

When adding or subtracting larger numbers, provide your child with counting sticks or another type of manipulative. When your child "carries" or "borrows" with concrete materials, he will better understand the operations involved.

Adjectives and Nouns

Remind your child that a noun names a person, place, or thing. Have him write nouns on plain white index cards. Remind your child that an adjective describes a noun. Have him write adjectives on colored index cards. Since adjectives are describing words, this can visually help your child connect adjectives with ways to make sentences more colorful. He could match the cards to show nouns and adjectives that would go together.

Practice recognizing adjectives and nouns when you and your child are in the car on a trip or waiting at a traffic light. Point out an object or a building. Ask your child to name adjectives to describe it. Challenge your child to come up with 10 describing words in a specified length of time.

Adverbs

Adverbs tell place, time, or manner. Have your child label three containers with those words. One container could be decorated to represent a building (place), one to represent a clock (time), and one with a big smiley face (manner). Give your child adverb word cards, and have him put them in the correct container. He could select an adverb and write a sentence using that word.

Averaging

Brainstorm daily situations with your child in which you use averaging: the

cost of groceries for a month, the cost of lunches for a week, the amount of gas used in a car for a month, and so on.

Capitalization

Help your child write a letter to a relative or friend. Remind her that proper nouns begin with capital letters. Check the return address and the mailing address to make sure capital letters are used where needed. You may want your child to practice addressing an envelope on a sheet of paper before writing on an envelope.

Help your child develop listening skills while playing a capitalization game. Have your child listen as you say a sentence. Have her say which word or words need to be capitalized and why those words should begin with a capital letter.

Your child can list the days of the week or months of the year, write down names of family members, stores in your community, or names of the streets in your neighborhood. This will provide good practice in writing proper nouns with capital letters.

Classifying

Play a game with your child to help her understand classifying. Tell your child three or four related words, such as oak, pine, elm, and maple. Then, ask her to tell you the group in which they belong: trees. If your child has trouble doing this mental activity, write the words on strips of paper, and have your child place them under the headings you have provided.

Invite your child to give you groups of objects to place under the headings. If your child can name several things that belong together, then she probably understands the concept. Your child may find that it is harder to come up with the words than it is to place them in the correct group, so use this as a challenge activity.

Comprehension

Enhance your child's understanding of a story by encouraging her to picture in her head what the characters look like or how a scene looks as the author describes it.

Comprehension involves understanding what is seen, heard, or read. To help your child with this skill, talk about a book, movie, or television program you've enjoyed together. Discuss the details of the story, and ask questions to guide your child to understand something important that happened in the beginning, middle, and end of the story. Many stories have a problem that needs to be solved or a situation that needs to be addressed. Discuss these details with your child to broaden her understanding. If your child comprehends what she has seen or read, she should be able to recount the main events in sequential order and retell the story in her own words. By listening to what she says, you can tell whether the book, movie, etc. was understood. If your child does not fully understand part of it, discuss that section further. Reread the book, or watch the program again, if possible.

Ask your child questions about a story before she begins to read it. For example: "What do you think the people in this picture are doing?" "What do you think the title means?" "Do you think this will be a true story or a made-up story?" Then, as your child reads, she will already be thinking about the answers to these questions.

Your child can make an advertising poster for a book or movie. Have her include the important events, most exciting parts, favorite part, and reasons why someone else should read or view it.

Creating a book jacket for a book she has read is another way for your child to show she has understood what was read. The jacket should include a picture depicting a main event in the story and a brief summary on the back. If the book belongs to your child, she could use the cover on the book.

Decimals

Using the sports section of the newspaper or a website that shows statistics from sporting events, help your child locate times from track meets, auto races, and so on. Point out that the times are in tenths and hundredths of seconds. Have your child practice by adding and subtracting the times of sporting events.

Details

It is important for your child to be able to recognize and remember details of what he has read and seen. After reading a book or watching a movie together, ask your child questions about details, like what the main character wore, when and where the story took place, names of minor characters, etc.

Play a game to help strengthen your child's attention to detail. Gather 20 to 25 common everyday objects, and set them out on a table (button, dice, pen, scissors, cup, spoon, small toys, book, paper clip, straw, spool of thread, disk, etc.). Ask your child to study the objects and see how many he can remember. Then, cover the objects with a towel, and ask him to name as many as possible. Do this several times with the same items, and then with a different set of items.

Division

Practice division facts in tandem with multiplication facts. Show your child how multiplication and division facts can be grouped into "fact families."

Examples:	7 x 9 = 63	9 x 7 = 63	63 ÷ 7 = 9	63 ÷ 9 = 7
	6 x 5 = 30	5 x 6 = 30	30 ÷ 6 = 5	$30 \div 5 = 6$

Give your child three numbers, such as 7, 8, and 56, and ask him to name the fact family. Have your child practice with other number groups.

Drill division facts with flash cards and oral quizzes. Point out division applications in real-world situations. If mastery of facts is still a problem, have

your child use counting sticks to divide large groups into smaller groups of equal size. This activity is also helpful when introducing division with remainders: $73 \div 8 = 9 RI$. Do not go on to more difficult division problems until your child has mastered the basics.

Estimating

Use the following situations to reinforce estimating with your child:

- a. Round the price of several grocery items, and estimate the total cost.
- b. Round the total cost at a restaurant, and calculate the tip.
- c. Estimate the number of miles between home and school or other destinations.
- d. Use a pizza carryout menu or the restaurant's website to estimate the costs of pizzas with various toppings.

Fables and Legends

Read fables and legends from many cultures with your child. Check your library or favorite bookstore for titles. After reading several together, make up your own. Brainstorm some ideas, and write them down in the form of questions: Why is the sky blue? Why do birds fly? How did a giraffe get such a long neck? Why are hummingbirds so small? Select one, and make up your story together. You can write it or tape it, and then read or play it back. Encourage your child to draw an illustration for your legend or fable.

Following Directions

By fourth grade, your child should be able to listen carefully and follow directions. Before your child begins an activity, remind him to read carefully and make sure he understands the directions.

Building models and making craft projects are other ways for your child to learn to follow directions. Reading the instructions and learning to play a new board game or video game helps your child practice this skill.

Let your child help with the cooking and baking. Not only does this give your child good experience in reading and following directions, but he will also use many math skills to measure ingredients. Have your child look for recipes on websites and in newspapers and magazines, as well as cookbooks. Most libraries have a large section of cookbooks.

Cooking is one of many daily activities that involves following directions. Whether it is heating a can of vegetables, cooking a frozen pizza, or making oatmeal, all involve following directions. Read the package directions with your child, and have her help you. Explain to your child why ingredients must be mixed in a certain order and why some steps must be done before others.

Ask your child to take a turn preparing a meal for the family once a week. Write out the directions, and be very specific. Remember, until she has had experience cooking, what seems obvious to you may not be obvious to your child. For example, if you tell your child to add a can of vegetables to make a casserole and don't mention that the vegetables should be drained first, you might end up with a very juicy casserole.

When you have a bicycle, toy, or other item to assemble, allow your child to help. Point to each step in the directions. Read each step together. Then, follow the steps in order. Like following package directions or a recipe, assembling an item enables your child to see that following directions is a skill used in everyday situations.

Fractions

Use foods such as pizza, apples, sandwiches, and casseroles to help your child identify halves, fourths, thirds, and so on. Review identification of numerators and denominators. With the foods listed above, practice adding and subtracting like fractions. Example: If Maya takes $\frac{1}{6}$ of the pizza and Oliver takes $\frac{2}{6}$ of the pizza, how much of the pizza is gone? How much is left over?

Geometry

Look for shapes in everyday objects. Point out the differences in the number of angles and sides of several figures: triangles, squares, rectangles, pentagons, and so on.

Have fun using a compass and protractor to draw circles and designs. Show your child that you set the compass measure for one-half of the size of the desired circle. The compass needs to be set at the radius measure.

Grammar

On index cards or poster board pieces, write the following words: **good**, **well**, **your**, **you're**, **its**, **it's**, **can**, **may**, **sit**, **set**, **they're**, **their**, **there**, **this**, and **these**. On additional pieces, write sentence that have one of the above words missing. After shuffling the word cards and the sentences cards, place them facedown on two separate areas. Have the first player turn over a word card and a sentence card and see if they match. If they do, the player keeps the match and takes another turn. If there is no match, turn the cards facedown and the next player selects two cards. Play continues until all the cards have been matched.

Graphing

Show your child that graphing has many practical applications in daily life. Use the business section of the newspaper to practice reading graphs. Have your child identify whether the graph is a line graph, bar graph, or pictograph. Help your child graph: weather for a month; food eaten for a week; number of books read over a specific period of time; favorite colors, music, sports, games; and so on.

Identifying Parts of Speech

Help your child learn or review parts of a sentence using a dictionary. Explain that a dictionary entry is a reference that will help identify parts of speech. Examine several dictionary entries together. When your child has difficulty recognizing what part of speech a word is, the dictionary can be a ready source.

Language Arts Challenges

Write sentences that need correcting. Your child's challenge is to correct the

grammar, punctuation, spelling, capitalization, etc.

Introduce new words. Challenge your child to look up the definitions and pronunciations. Encourage her to use the new words in conversation and writing and to learn the spelling of the new words.

Write book titles. Have your child find the author's name, locate the book in the library, and read it. Further the challenge by asking your child to tell you the main ideas of the book or to outline it.

List book character names. Challenge your child to find in what stories the characters are found. Include characters from unfamiliar books.

Main Idea

Newspapers (online or hard copies) are convenient and versatile learning tools. Encourage your child to read parts of the newspaper every day. If you notice a headline that looks interesting, ask your child to read the article and tell you what it is about. This helps him find the main idea of an article.

Look for articles of interest to your child—ones about neighborhood events, people you know, items relating to school and special hobbies, or sports of interest to your child.

Cut out or print out specific articles and let your child read one article a day. It can be less intimidating to start by reading one short article than to try to read an entire newspaper. Leave your newspaper folded in such a way that an interesting photo or headline is showing. That may help catch your child's attention and encourage him to read that article and others.

Encourage your child to read editorials and write an editorial to the paper expressing his views.

When an interesting story is developing in your local newspaper, encourage your child to follow it for several days to learn the latest developments. Have

him select the main idea of the story and write it down each day. After several days, he will have a sequential report of the story.

Synonyms and Antonyms

Play a synonym/antonym game when you and your child are together for an extended time, perhaps on a walk or a long car ride. Say a word, and ask your child to name a synonym or antonym for that word. If your child is correct, ask her to take a turn in thinking of a word.

Math Challenges

Write story problems with too much information. Before solving, have your child decide which information is not needed to solve the problem.

Write out number patterns like those in this book. Challenge your child to discover the pattern and write in the missing numbers.

Write story problems for your child to solve. Make sure the problems include an assortment of operations—addition, subtraction, multiplication, and division. Use the names of your child, his friends, relatives, pets, etc. to personalize the problems.

Measurement

Help your child see that you use measurement every day. You measure ingredients for recipes, mileage to and from work and school, and so on. Allow your child to help measure whenever possible. Help him find the area and volume of his room. Send your child on a "measuring safari" equipped with a ruler and a list of objects to measure. Have him assist in cooking by measuring ingredients. Note: Do not make comparisons of standard and metric measures. This will only confuse your child. Standard/metric conversions can be learned at a later time.

Multiplication

The key to success in multiplication is the mastery of single-digit multiplication facts from 0 to 12. Help your child practice these facts with multiplication

flash cards, bingo games, homemade activity sheets, and timed tests. Play multiplication games with number cubes, dice, or spinners. Have your child roll the number cubes and multiply the two numbers rolled or spun.

Make up multiplication story problems. Example: You make 9 pancakes. On each pancake, you want to place 5 blueberries. How many blueberries will you need in all?

Place Value

To enhance your child's understanding of place value, have him practice counting and grouping craft sticks or toothpicks into bundles of tens, hundreds, and thousands. Have your child manipulate these groupings on a place value chart to make various numbers. After making numbers with manipulatives, your child can write the numbers on the chart.

Poetry

Read poems you enjoyed as a child together with your own child. Ask your child to share his favorite poems with you. Libraries carry many good anthologies of poetry, from nursery rhymes to long, narrative poems. Sample many different kinds, including both rhymed and unrhymed verse. Limericks are always fun to read and write. If your child says he doesn't like poetry, try authors like Jack Prelutsky, Shel Silverstein, and Edward Lear.

Predicates and Subjects

Have your child dictate five to ten sentences to you. Write them on strips of paper. Cut the strips between the subject and the predicate. Mix up the subject sections, and place them in a pile. Place the predicate sections in another pile. Have your child put the sentences back together so they make sense. Example: He / caught the ball and ran for a touchdown.

Make silly sentences with your child by combining a subject and a predicate that usually don't belong together. Have your child glue the silly sentence to a sheet of drawing paper and illustrate it. Example: The cuddly kitten / caught the ball and ran for a touchdown.

Proofreading

As your child writes sentences and stories, she needs to be able to express her thoughts without concern for correct spelling and punctuation. The first draft of a story should be one in which the writer doesn't worry about mechanics. She needs to get her thoughts down. When the story is completed, you can guide your child in proofreading before making a final copy.

Proofreading should consist of looking for grammatical errors, overuse of words (synonyms could be used instead), misspellings, punctuation mistakes, and capitalization errors. Work with your child without being critical to enable her to see the types of mistakes she made. Make the corrections together until you see that your child is able to handle proofreading on her own.

You could do some practice sentences, providing written work with obvious mistakes and have your child correct them. The mistakes, at first, could be names of family members or pets. Help your child rewrite them with the corrections made. You may want to write sentences with blank spaces and have your child write the missing proper nouns. Progress to other types of errors, such as commas, quotation marks, question marks, and misspelled words.

Rounding

Give your child several numbers to round to the nearest ten, hundred, or thousand. Have her determine where the numbers would fall on the respective number lines. Then, she can round the number by deciding to which ten, hundred, or thousand it comes closest.

To help build your child's understanding of rounding numbers, make several number lines on adding machine tape. Number each as follows:

- a. from 0 to 100, counting by tens (for rounding to the nearest ten).
- b. from 0 to 1,000, counting by hundreds (for rounding to the nearest hundred).
- c. from 0 to 10,000, counting by thousands (for rounding to the nearest thousand).

Sequencing

Sequencing can be done in several ways. Words can be arranged in alphabetical order. Events can be arranged in chronological order. Steps to complete a task can be arranged in logical order. Items can be arranged by size or shape from largest to smallest.

Remind your child that letters have to be in a certain order to make words, words have to be in a certain order to make sentences that make sense, and paragraphs and story events have to be in a certain order.

As you are traveling, tell a story together. Begin the story. After a few sentences, have your child continue the story. Take turns until you arrive at your destination or get to the end of the story.

Present a math word problem for your child to solve. Have her explain and write in sequence how to solve the problem.

Find a comic strip that has three or four sections, and read it with your child. Cut the sections apart, and have your child put them back together.

Encourage your child to tell you about events that have occurred at school or other places where you were not present. As he recalls what happened, encourage him to recall the events in order and add details.

Have your child keep a journal. This not only helps with sequencing but is also a good way to record what is happening in his life for the future. Each night in the journal, have your child write in order four things that he did during the day. When the journal is full, put it away in a safe place, and save it for your child to reread when he is a few years older.

Skip Counting

To help your child practice skip counting, make a large number line on several sheets of construction paper, using one sheet per number. Number the sheets from 0 to 100. As your child practices skip counting, he can literally "skip" from one number to the next. The physical movement of skip counting will enhance your child's understanding of this concept.

Vocabulary Building

Encourage your child to learn a new word each week. She should learn its meaning and use it when applicable throughout the week. You may select the word from those your child brings home from his science, math, reading, spelling, or social studies school work.

Be aware of words your child may overuse in her language and writing. Decide together on synonyms that can be used in place of the overused words. Buy a thesaurus, and help your child use it when she is doing homework. This handy reference can also be used to decide on new "words of the week."

Play a matching game with your child. Write new vocabulary words on tagboard cut into playing-card size pieces. For each word card, make a definition card (synonym, antonym, and so on). Place the cards facedown on a table. Turn over two cards at a time to see if they match. If they don't match, the next player tries to locate a match.

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