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## READING



## Spelling: Short Vowels

Vowels are the letters $\mathbf{a}, \mathbf{e}, \mathbf{i}, \mathbf{0}, \mathbf{u}$, and sometimes $\mathbf{y}$. There are five short vowels: $\overline{\mathbf{a}}$ as in apple, $\overline{\mathbf{e}}$ as in egg and breath, $\overline{\mathbf{i}}$ as in sick, $\overline{\mathbf{o}}$ as in top, and $\overline{\mathbf{u}}$ as in up.

Directions: Complete the exercises using words from the box.

| blend | insist | health | pump | crop |
| :---: | :---: | :---: | :---: | :---: |
| fact | pinch | pond | hatch | plug |

1. Write each word under its vowel sound.
ă

è

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

Here's an interesting ( $\mathbf{a}$ ) $\qquad$ about your (ё) $\qquad$ .

Henry was very pleased with his corn (ö) $\qquad$ .

The boys enjoyed fishing in the (厄्ठ) $\qquad$ .

They ( $\overline{\mathbf{i}}$ ) $\qquad$ on watching the egg ( $(\mathbf{a})$ $\qquad$ .
( $\mathbf{e}$ ) $\qquad$ in $a(\overline{\mathbf{i}})$ $\qquad$ of salt.

The farmer had to ( $\overline{\mathbf{u}}$ ) $\qquad$ water from the lake for his cows to drink.

Did you put the ( $\mathbf{u}$ ) $\qquad$ in the bathtub 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 |
| :---: | :---: | :---: |
| 1. struck | 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.

Example: Ann, can, hand, Pam
Ann can give Pam a hand.


1. $\qquad$
$\qquad$
2. $\qquad$
$\qquad$

## 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 | pinch |
| health | kiss | reach | ripe | come |
| crop | dear | bath | top | head |
| hope | stock | drip | strap |  |

Directions: Write the words from the box that answer the questions.
blend insist health pump crop fact pinch fond hatch plug

1. Which two words have the same vowel as the first vowel in bundle?
$\qquad$ ,
2. Which two words have the same vowel as the first vowel in bottle?
$\qquad$ , $\qquad$
3. Which two words have the same vowel as the first vowel in wilderness?
$\qquad$ , $\qquad$
4. Which two words have the same vowel as the first vowel in manner?
$\qquad$ , $\qquad$
5. Which two words have the same vowel as the first vowel in measure?

## Spelling: Long $E$ and $A$

Long $\overline{\mathbf{e}}$ can be spelled ea as in real or ee as in deer. Long $\overline{\mathbf{a}}$ can be spelled $\mathbf{a}$ as in apron, ai as in pail, ay as in pay or a-e as in lake.


1. Write each word in the row with the matching vowel sound.
$\qquad$
2. Complete each sentence, using a word with the vowel sound given. Use each word from the word box only once.

Everyone in fourth ( $\overline{\mathbf{a}}$ ) $\qquad$ ate an ice-cream ( $\overline{\mathbf{e}}$ ) $\qquad$ .

Every time I ( $\overline{\mathbf{e}}$ ) $\qquad$ I feel ( $\overline{\mathbf{a}}$ ) $\qquad$ in my chest.

When I (्̄е) $\qquad$ with yarn, I put a piece of ( $\overline{\mathbf{a}}$ ) $\qquad$ on the loose ends so they won't come undone.

You ( $\overline{\mathbf{a}}$ ) $\qquad$ you got a good ( $\overline{\mathbf{e}}$ ) $\qquad$ on your
new bike, but I still think you paid too much.

We camped beside a ( $\overline{\mathbf{e}}$ ) $\qquad$ .

We forgot to wrap up our ( $\overline{\mathbf{a}}$ $\qquad$ and it dried out.

## 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 $\overline{\mathbf{a}}$ 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. speech | 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 | shape |
| :--- | :--- | :--- | :--- |
| may | seel |
| cream | feel |
| laid | leave |
| leet | drain |
| fen | trees |

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

| klā | $\square$ | klām |
| :--- | :--- | :--- |
| wēv | $\square$ | trēt |
| dḕ | grād |  |
| strēm | $\square$ | pān |
| tāp | $\square$ | snēz |

## Spelling: Making New Words

Directions: Unscramble these letters to spell the $\overline{\mathbf{a}}$ and $\overline{\mathbf{e}}$ 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.


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

1. We made statues out of fley
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.

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
E
7. Would you share your fret with me?
8. He is gradeing our papers right now.
9. She is weeving a placemat of ribbons.
10. What is the big deal, anyway?

## Spelling: Long I and $O$

Long $\overline{\mathbf{i}}$ can be spelled $\mathbf{i}$ as in wild, igh as in night, $\mathbf{i}-\mathbf{e}$ as in wipe, or $\mathbf{y}$ as in try. Long $\overline{\mathbf{o}}$ can be spelled $\mathbf{o}$ as in most, oa as in toast, ow as in throw, or o-e as in hope.
stripe groan glow toast grind fry sight stove toads giflight
Directions: Complete the exercises with words from the box.

1. Write each word from the box with its vowel sound.
$\bar{i}$
© $\qquad$
2. Complete these sentences, using a word with the given vowel sound. Use each word from the box only once.

We will ( $\overline{\mathbf{i}}$ ) $\qquad$ potatoes on the ( $\overline{\mathbf{0}}$ ) $\qquad$ .

I thought I heard a low ( $\overline{\mathbf{0}}$ ) $\qquad$ , but when I looked, there was nothing
in ( $\overline{\mathbf{i}})$ $\qquad$ .

The airplane for our ( $\overline{\mathbf{i}}$ ) $\qquad$ had a ( $\overline{\mathbf{i}}$ ) $\qquad$ painted on its side.

I saw a strange ( $\overline{\mathbf{0}}$ ) $\qquad$ coming from the toaster while
making ( $\mathbf{0}$ ) $\qquad$ .

Do ( $\overline{\mathbf{o}}$ ) $\qquad$ live in the water like frogs?


We need to ( $\overline{\mathbf{i}}$ ) $\qquad$ up the nuts before 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.


Vowel
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

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

1. thrōn $\qquad$
2. skōld $\qquad$
3. prīz $\qquad$
4. rōst $\qquad$
5. brī $\dagger$
6. grī nd
7. plīwood $\qquad$
8. mīself
$\qquad$
$\qquad$
$\qquad$

## 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 $\mathbf{u}$ but are not true $\mathbf{u}$ sounds, such as the $\mathbf{0 0}$ 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 $\qquad$ so hard it knocked down a tree on our street.
2. My favorite instrument is the $\qquad$ .
3. The little puppy in the window is so $\qquad$ .
4. I love $\qquad$ because it's so warm, and we get out of school.
5. For that project, you will need scissors, construction paper, and $\qquad$ .
6. I recognize that song because it has a familiar $\qquad$ .
7. My grandmother's beef $\qquad$ is the best I've ever tasted.

## Spelling: The $K$ Sound

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

Directions: Answer the questions with words from the box.

| Christmas <br> accused | freckles <br> castle | command <br> stomach | cork <br> rake |
| :--- | :--- | :--- | :--- |

2. Which two words spell $\mathbf{k}$ with $\mathbf{c k}$ ?
$\qquad$
3. Which two words spell $\mathbf{k}$ with $\mathbf{c h}$ ?
$\qquad$
$\qquad$
$\qquad$
4. Which five words spell $\mathbf{k}$ with $\mathbf{c}$ or $\mathbf{c c}$ ? $\qquad$

$\qquad$
$\qquad$
$\qquad$
$\qquad$
5. Complete these sentences, using a word with $\mathbf{k}$ spelled as shown. Use each word from the box only once.

Dad gave Mom a garden (k) $\qquad$ for (ch) $\qquad$ .

There are (ck) $\qquad$ on my face and (ch) $\qquad$ .

The people (cc) $\qquad$ her of taking a (ck) $\qquad$ .

The police took (c) $\qquad$ after the (cc) $\qquad$ .

The model of the (c) $\qquad$ was made out of
(c and k) $\qquad$ .

## Spelling: The $K$ Sound

Directions: Underline the letters that spell $\mathbf{k}$ in each word. The first one has been done for you.

1. toothpick


Directions: Under each spelling for $\mathbf{k}$, write five words that have the same $\mathbf{k}$ spellings.


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

## Spelling: The F Sound

The $\mathbf{f}$ sound can be spelled with $\mathbf{f}$ as in fun, $\mathbf{g h}$ as in laugh, or ph as in phone.
Directions: Answer the questions with words from the box.

| fuss <br> defend | paragraph <br> flood | phone <br> alphabet | friendship <br> rough | freedom <br> laughter |
| :--- | :--- | :--- | :--- | :--- |

1. Which three words spell $\mathbf{f}$ with $\mathbf{p h}$ ?
$\qquad$
2. Which two words spell $\mathbf{f}$ with $\mathbf{g h}$ ?
$\qquad$
$\qquad$
3. Which five words spell $\mathbf{f}$ with an $\mathbf{f}$ ?
$\qquad$
$\qquad$
$\qquad$
4. Complete these sentences, using a word with $\mathbf{f}$ spelled as shown. Use each word from the box only once.

I don't know why my teacher makes so much (f) $\qquad$ over writing a (ph) $\qquad$ -.

A (f) $\qquad$ can help you through (gh) $\qquad$ times.

The soldiers will (f) $\qquad$ our (f) $\qquad$ .

Can you say the (ph) $\qquad$ backwards?

When I answered the (ph) $\qquad$ all I could hear was (gh) $\qquad$ .

If it keeps raining, we'll have a (f) $\qquad$ .


## Spelling: The F Sound

Directions: Read the following words. Underline the letters that spell $\mathbf{f}$ in each word.


Directions: Under each spelling for the $\mathbf{f}$ sound, write five words with the same f letter or letters. Use words other than those above.
f
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

## Spelling: Unscrambling Letters

Directions: Put the letters in order to spell the $\mathbf{f}$ words. If you need help with spelling, look on page 18.
feeddn $\qquad$ odolf
dspiienfhr
gruho
taalbehp
ghaaprpar

## droefem

$\qquad$

$$
\text { RTUAH } \operatorname{AGBLRT}
$$

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

1. Which two words each have one syllable and spell $\mathbf{f}$ with an $\mathbf{f}$ ?
2. Which word has two syllables and spells $\mathbf{f}$ with $\mathbf{g h}$ ? $\qquad$
3. Which word has one syllable and spells $\mathbf{f}$ with $\mathbf{p h}$ ? $\qquad$
4. Which three words each have two syllables and spell $\mathbf{f}$ with an $\mathbf{f}$ ?
$\qquad$
$\qquad$
$\qquad$
5. Which two words each have three syllables and spell $\mathbf{f}$ with a ph?
6. Which word has one syllable and spells $\mathbf{f}$ with $\mathbf{g h}$ ?

## Spelling: The S Sound

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

Directions: Answer the questions using words from the box.

| exciting <br> slice | medicine <br> scientist | lettuce <br> sauce | peace <br> bracelet | scissors <br> distance |
| :--- | :--- | :--- | :--- | :--- |

1. Which four words spell $\mathbf{s}$ with just an $\mathbf{s}$ ?
$\qquad$
$\qquad$
$\qquad$
$\qquad$
2. Which two words spell s with just a c?
3. Which six words spell s with a ce?
$\qquad$
$\qquad$
4. Which two words spell $\mathbf{s}$ with $\mathbf{s c}$ ?
$\qquad$
5. Complete these sentences, using a word with s spelled as shown. Use each word from the box only once.

My (ce) $\qquad$ fell off my wrist into the tomato (s and ce).


My salad was just a (s and ce) $\qquad$ of (ce) .

It was (c) to see the lions, even though they were a long
(s and ce) $\qquad$ away.

The (sc and s) $\qquad$ invented a new (c) $\qquad$ .

If I lend you my (sc) $\qquad$ , will you leave me in
(ce) $\qquad$ ?

## Spelling: The S Sound

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

1. impassive
2. assortment
3. castle
4. placement
5. ignorance
6. scamper
7. question
8. precious
9. sociable
10. conscious
11. judicious
12. muffins
13. excellence
14. difference
15. scissors
16. assertive
17. lifeless
18. insurance
19. scepter
20. solvent
21. scamp
22. scoundrel
23. scope
24. science


Ssss.


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

$$
\sin \square \square \square \square
$$

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

## Word

1. amphibian
2. liter
3. guild
4. chili
5. vegetarian
6. comedian
7. warm
8. piano
9. barbarian
10. chef

Syllables
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

Word
11. want
12. communication
13. pedestrian
14. kilo
15. autumn
16. dinosaur
17. grammar
18. dry
19. solar
20. wild

Syllables
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

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

## 1

$\qquad$ $\longrightarrow$ $\longrightarrow$ $\qquad$
2 $\qquad$
$\qquad$
$\qquad$
3 $\qquad$
$\qquad$
$\qquad$
4 $\qquad$
$\qquad$
5 $\qquad$
$\qquad$

## Spelling: Syllables

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

| fuss <br> defend | paragraph <br> flood | phone <br> alphabet | friendship <br> rough | freedom <br> laughter |
| :---: | :---: | :---: | :---: | :---: |

One:
Two: $\qquad$
$\qquad$
$\qquad$
$\qquad$

Three: $\qquad$


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

happy

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.
$\qquad$
2. Many of my classmates joined the discussion about $\qquad$ choices we had considered.
3. "You will need to $\qquad$ your report on ancient Greece before you sign up for computer time," said Mr. Rastetter.
4. Your $\qquad$ 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'† 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.

| friend vanish quit safety liquids scatter help noisy |
| :--- | :--- | :--- | :--- |

## ACROSS:

2. Opposite of gather
3. Opposite of enemy
4. Opposite of prevent
5. Opposite of begin
6. Opposite of silent

DOWN:

1. Opposite of appear
2. Opposite of danger
3. Opposite of solids


## 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 strong winds will scatter the leaves.

2. The fourth graders were learning about the many solids in their classroom.
3. "It's time to begin our lesson on the continents," said Ms. Haynes.
4. "That's strange. The stapler decided to appear all of a sudden," said Mr. Jonson.
$\qquad$
$\qquad$
5. The doctor said this new medicine should prevent colds.
$\qquad$
$\qquad$
6. "She is our enemy, boys, we can't let her in our clubhouse!" cried Paul.
7. I'm certain that dark cave is full of danger!
$\qquad$
$\qquad$
8. Give me a chance to make the situation 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 $\mathbf{S}$. Next to the $\mathbf{A}$, write an antonym. The first one is done for you.

| appear | proud <br> under <br> melted <br> embarrassed <br> icy | merry <br> unnecessary <br> bloomy <br> bent <br> immediate | straight <br> late <br> break <br> old | repair <br> new <br> fancy <br> bumpy | plain <br> smooth <br> above <br> vanish |
| :---: | :---: | :---: | :---: | :---: | :---: |

5. important

S: $\qquad$
A: $\qquad$
6. ashamed

S: $\qquad$
11. disappear

S: $\qquad$
A: $\qquad$

S: $\qquad$
A: $\qquad$
7. cheerful

S: $\qquad$
12. ancient
$S$ : $\qquad$
A: $\qquad$
$\qquad$
8. elegant

S: $\qquad$
A: $\qquad$
9. rough

S: $\qquad$
A: $\qquad$

## 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 $\qquad$
2. What you typically call your father $\qquad$
3. Short for Nancy
4. What one does with one's eyes $\qquad$
5. Female sheep $\qquad$
6. An instrument used to locate airplanes $\qquad$
7. To choke $\qquad$
8. Boat used by $\qquad$
9. Time for lunch
10. A paper that shows legal ownership of property $\qquad$
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 $\qquad$ the streets lined with many cheering people.
2. $\qquad$ for me by the flagpole.
3. One of our strict rules at school is: Never $\qquad$ from another person.
4. Could you estimate the $\qquad$ of this bowling ball?
5. The bleachers have $\qquad$ rods on both ends and in the middle.
6. He walked in the door and $\qquad$ 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 $\qquad$
each bite of his food 20 times!
2. As we walked through her garden, we detected the $\qquad$ of roses.
3. It was very peaceful sitting on the hillside watching the $\qquad$ of cattle grazing.

4. Which flavor of ice cream did you $\qquad$ ?
5. The friendly clerk let me buy the jacket, even though I was one $\qquad$ short.
6. You will need $\qquad$ sandpaper to make the wood smoother.

## Vocabulary: Words That Sound Alike

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

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

## 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 |
| :--- | :--- |
| two or twice |  |
| to make |  |
| within |  |
| wrong |  |
| not or without |  |
| before |  |
| again |  |
| not |  |

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. $\qquad$
3. I didn't do a very good job on my homework, so I will have to (write it again)
it. $\qquad$
4. The newspaper article about the event has some (wrong facts).
5. I hope I get a (vehicle with two wheels) for my birthday. $\qquad$
6. The story he told was complete (words without meaning)! $\qquad$
7. Did you go to (school that comes before kindergarten) before you went to kindergarten? $\qquad$
8. The ability to read words upside down is most (not usual). $\qquad$

## Vocabulary: Prefixes

Directions: Circle the correct word for each sentence.

1. You will need to $\qquad$ the directions before you complete this page.
reread
repair
2. Since she is allergic to milk products, she has to use $\qquad$ products.
nondairy
nonsense
nonmetallic

3. That certainly was an $\qquad$ costume he selected for the Halloween party.
untied
unusual
unable
4. The directions on the box said to $\qquad$ the oven before baking the brownies.
preheat
preschool
prevent
5. "I'm sorry if I $\qquad$ you as to the cost of the trip," explained the travel agent.
misdialed misread misinformed
6. You may use the computer to $\qquad$ the picture so the whole class can see it.

## 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 $\mathbf{y}$ in the root word to $\mathbf{i}$ 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 <br> have or tend to be <br> ive <br> less <br> able <br> ness <br> ment <br> er/or <br> ward to be lacking <br> state of <br> act of <br> person that does something <br> in the direction of |

1. Ivan was (full of thanks) for a hot meal. $\qquad$
thankful
2. I was (without thinking) for forgetting your birthday. $\qquad$
3. The mouse trap we put out doesn' $\dagger$ seem to be (have an effect). $\qquad$
4. In spring, the flower garden is (full of beauty). $\qquad$
5. Malia is such a (able to be liked) gir!! $\qquad$
6. Tim fell over (in the direction of the back) because he wasn't watching where he was going. $\qquad$
7. Jill's wedding day was one of great (the state of being happy). $\qquad$
8. The (person who performs) was very good in the play. $\qquad$
9. I have to make a (act of paying) for the car I bought. $\qquad$

## 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 $\qquad$ apartment. "Be
$\qquad$ with those," cautioned Colleen's mother. "All the things in that box are $\qquad$ ." 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 $\qquad$ made with Colleen's mother earlier that day.
"It won't do any good to get $\qquad$ with your work. Just keep at it, and the job will be done quickly," she spoke with a $\qquad$ in her voice.
"It's hard to see where I'm going when I have to walk $\qquad$ ," 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
$\qquad$ ."These are so light," remarked Lena. "What's in them?"
"These have the $\qquad$
$\qquad$ hats I was telling you about. We can take them to the play tryouts with us," answered Colleen. "I bet we'll impress the $\qquad$ . 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 summer
2. If the category is musical instruments, I don't need a:
piano trombone beach ball tuba
3. If the category is months of the year, I don't need:
Friday January July October
4. If the category is colors on the U.S. flag, I don't need:
white
blue
black
red
5. If the category is types of weather, I don't need:
sleet
stormy
roses
6. If the category is fruits, I don't need:
kiwi
orange
spinach
7. If the category is U.S. presidents, I don't need:

## Lincoln

Jordan
Washington
Adams
8. If the category is flowers, I don't need:
oak
daisy
tulip
sunny
das
banana

9. If the category is sports, I don't need:
pears soccer wrestling baseball

## Reading Skills: Classifying

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


## Reading Skills: Classifying

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

| 1 - Cooking | 3-Sports | 5 - Humor |
| :---: | :---: | :---: |
| $2-$ Nature | $4-$ Mystery | 6- Famous People |

$\qquad$

## 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.
$\qquad$ 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


## 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!"

## Jobs

1. $\qquad$
2. $\qquad$
3. $\qquad$
4. $\qquad$

## Seasons

1. $\qquad$
2. $\qquad$
3. $\qquad$

Sports
1.
2.
3.
4. $\qquad$

## Houses

1. $\qquad$
2. $\qquad$
3. $\qquad$

## 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.

1. Cup is to saucer as glass is to $\qquad$ coaster
2. Paris is to France as London is to $\qquad$ .
3. Clothes are to hangers as $\qquad$ are to shelves.
4. California is to $\qquad$ as Ohio is to Lake Erie.
5. $\qquad$ is to table as blanket is to bed.
6. Pencil is to paper as $\qquad$ is to canvas.
7. Cow is to $\qquad$ as child is to house.
8. State is to country as $\qquad$ is to state.
9. Governor is to state as $\qquad$ is to country
 10. $\qquad$ is to ocean as sand is to desert.
10. Engine is to car as hard drive is to $\qquad$ .
11. Beginning is to $\qquad$ 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 tennis as $\qquad$ is to golf.
2. Glass is to drink as $\qquad$ is to eat.
3. Wheel is to steer as $\qquad$ is to stop.
4. Roof is to house as $\qquad$ is to floor.
5. Rain is to storm as $\qquad$ is to blizzard.
6. Clock is to time as $\qquad$ is to directions.
7. Lid is to pan as $\qquad$ is to head.
8. Hammer is to pound as $\qquad$ is to cut.
9. Mother is to daughter as $\qquad$ is to son.
10. Shoe is to foot as $\qquad$ is to hand.
11. Five is to ten as $\qquad$ is to twenty.
12. Shade is to Iamp as $\qquad$ is to bed.
13. Toe is to foot as $\qquad$ is to hand.
14. Frame is to picture as $\qquad$ is to yard.
15. Green is to grass as $\qquad$ is to $\mathbf{s k y}$.


## Review

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

1. $\square$
forehead
$\square$ jaw
$\square$ cheek
They are all parts of the face.
They are all parts of the arm.
2. $\qquad$ $\square$ cuff
$\square$ sleeve
$\square$ heart
$\square$ trumpet
$\square$ flute

They are all parts of your body.
They are all parts of a shirt.

They are all used to make music.
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.
$\square$ cottage
$\square$ princess
$\square$ nut
$\square$ castle

Directions: Write a word to complete each analogy.

1. Car is to drive as $\qquad$ is to fly.
2. Basement is to bottom as attic is to $\qquad$ .
3. Calf is to cow as colt is to $\qquad$ .
4. Bark is to dog as $\qquad$ is to cow.
5. Laugh is to happy as $\qquad$ is to sad.


## 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 $\qquad$ .

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.

$\qquad$ Stick a toothpick in the center of the brownies to make sure they are done.
$\qquad$ Mix in chopped nuts.
$\qquad$ Melt chocolate and butter in a mixing bowl over a pan of hot water.
$\qquad$ Cool brownies and cut into squares.
$\qquad$ Beat in sugar and eggs.
Spread mixture in a baking dish.
$\qquad$ Stir in flour, baking powder and salt.
$\qquad$ Bake for 30 to 35 minutes.
$\qquad$ 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.
$\qquad$ Say some magic words.
$\qquad$ Find a clear salt shaker with a screw-on top.
$\qquad$ Open your hand, and pour out the pepper.
$\qquad$ Take off the top of the salt shaker.
$\qquad$ Show the audience the shaker full of salt.
$\qquad$ Place the napkin over the opening of the salt shaker.
$\qquad$ 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.

## Following Directions: Recipes

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!

Recipe for: $\qquad$

1. $\qquad$
2. $\qquad$
3. $\qquad$
4. $\qquad$
5. $\qquad$
6. $\qquad$

## 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
5:00 A.M.
6:38

7:50
9:04
10:15
12:20 р.м.
1:46
3:30
5:20
6:02

Oak St. at Green Ave.

5:14 A.M.
6:52
8:05
9:18
10:29
12:34 Р.м.
2:00
3:44
5:34
6:16

Fourth St. at
Buyall Ninth Ave. Shopping Center

> 5:23 A.M.

5:30 A.м.
7:01
7:08
8:14
8:21
9:27
9:34
10:38 10:47
12:43 р.м. 12:50 р.м.
2:09 2:16
$\begin{array}{ll}\text { 2.09 } & \text { 2.16 } \\ \text { 3:53 } & 4: 00\end{array}$
5:43 5:50
$\begin{array}{ll}\text { 6:25 } & \text { 6:32 }\end{array}$

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?

## Reading Skills: Train Schedules

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 | $7: 15$ A.M. | $4: 30$ P.M. |
| Cambridge | 398 | $8: 15$ A.M. | $1: 14$ P.M. |
| Cincinnati | 242 | $5: 00$ A.M. | $7: 25$ P.M. |
| Detroit | 415 | 1:45 P.M. | $4: 40$ A.M. |
| Evansville | 623 | 3:00 P.M. | 8:28 A.M. |



1. What is the number of the train that leaves latest in the day? $\qquad$
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 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? $\qquad$
2. How often can this medicine be taken? $\qquad$
3. How do you know how much medicine to give a 1 -year-old? $\qquad$
4. Who should not take this medicine? $\qquad$

## 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? $\qquad$
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

## Reading Skills: Advertisements

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

## New-Look Fashions

Final Week!
Spring Suit Sale
Buy one suit at the regular price, and get a second one for only $\$ 50$ !

Suits: From \$75 to \$150
New-Look Fashions
5290 Main Street
Hours: Monday-Friday 10-7; Saturday 10-6; closed Sunday


1. What is the regular price for a suit? $\qquad$
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? $\qquad$
4. What hours is the store open on Wednesday? $\qquad$
5. When is the sale? $\qquad$

## Reading Skills: Advertisements

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

## House of Plants

Colorful Flowering Trees
Flowering Crab Apple Trees
Sizes up to 10 ft .
Beautiful Spring Flowers
Dark Green Foliage
Red, Pink, White Blossoms
25\% OFF
Reg. \$29.99 to \$149.99
NOW \$22.49 to \$112.50
House of Plants
6280 River Road


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 Р.м.

Clerk/Typist. Law firm seeks part-time help. Duties include typing, filing, and answering telephone. Monday-Friday, 1-6 р.м. 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 $\mathbf{F}$ for fact or $\mathbf{O}$ 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.
$\qquad$ 5. California is a state.
2. California is the best state in the west.

Directions: Write three facts and three opinions.


Facts:

1) $\qquad$
2) $\qquad$
3) $\qquad$
Opinions:
4) $\qquad$
5) $\qquad$
6) $\qquad$

## Facts and Opinions

Directions: Write $\mathbf{F}$ before the facts and $\mathbf{O}$ before the opinions.
$\qquad$ 1. Our school football team has a winning season this year.
$\qquad$ 2. Mom's spaghetti is the best in the world!
__ 3. Autumn is the nicest season of the year.
$\qquad$ 4. Mrs. Burns took her class on a field trip last Thursday.
$\qquad$ 5. The library always puts 30 books in our classroom book collection.
$\qquad$ 6. They should put only books about horses in the collection.
$\qquad$ 7. Our new art teacher is very strict.
$\qquad$ 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.
$\qquad$ 9. The bus to the mall goes right by her house at 7:45 A.M.
$\qquad$ 10. Our new superintendent, Mr. Willeke, is very nice.


## Reading Skills: Context Clues



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.

## Reading Skills: Context Clues

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. $\qquad$
$\qquad$
2. $\qquad$
$\qquad$

## Reading Skills: Context Clues

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

Our fourth-grade class will be $\qquad$ castles for the next four weeks. Mrs. Oswalt will be helping with our study. She plans to share her $\qquad$ of castle models with the class. We are all looking forward to our morning in the sand at the school's volleyball court. We all get to try our own $\qquad$ to see how they work.

| breath | excited | quietly |
| :--- | :--- | :--- |

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

| responsibility | chooses | messages |
| :--- | :--- | :--- |

Each week, our teacher $\qquad$ classroom helpers. They get to be part of the Job Squad. Some helpers have the $\qquad$ of watering the plants. Everyone's favorite job is when they get to take $\qquad$ to the office or to another teacher's room.

## Reading Skills: Context Clues

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 $\qquad$ is a large, strong dog.

An $\qquad$ is a member of the group of people who live on the Arctic coasts of North America and in parts of Greenland.
$\qquad$ are houses made of packed snow.
A $\qquad$ is a one-person canoe made of animal skins.
$\qquad$ are spears with a long rope attached. They are used for spearing whales and other large sea animals.


## Reading Skills: Context Clues

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, pears or bananas?
fruit salad purple
3. The dinlay outside this morning was very chilly; I needed my sweater.
tree vegetable temperature
4. The whole class enjoyed the weat. They wanted to see it again next Friday.
colorful plant video
5. Ashley's mother brought in a zundy she made by hand.
6. "Why don't you sit over here, Ronnie? That sloey is not very comfortable," said Mr. Gross.
chair
car
plant
temperature
quilt

## Reading Skills: Sequencing

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

$\qquad$ The fourth-grade class walked quietly to a safe area away from the building.
$\qquad$ The teacher reminded the last student to shut the classroom door.
$\qquad$ The loud clanging of the fire alarm startled everyone in the room.
$\qquad$ 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.
$\qquad$ 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."
4. 
5. It wasn't long until he felt a tug on the line, and we watched the bobber go under.
6. He was the only one to go home with something other than bait!

7. The little girl cried as she stood looking up into the maple tree.
8. Between her tears, she managed to say, "My kitten is up in the tree and can' $\dagger$ get down."
9. $\qquad$
10. Dad hung up the phone and turned to look at us.
11. $\qquad$
12. "This would be a good time to get out those old board games in the hall closet," he said.

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

3. $\qquad$
4. The volleyball game was very boring at first.
5. $\qquad$
6. The home crowd cheered so loudly that I had to cover my ears.
7. 
8. The boys gathered all the garden tools and put them in the wheelbarrow.
9. "Well, it was hard work, but we got it done, boys!" said Eduardo.
10. The teacher gave us our homework assignment early in the day.
11. Since the school assembly had to be cancelled, we had an extra study hall.
12. $\qquad$
13. Our cat has been acting very strange lately.
14. We heard unusual noises coming from the hall closet.
15. $\qquad$

## 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-MORE-fa-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.
$\qquad$ The front legs pop out. The lungs are ready to use for breathing.
$\qquad$ The cells in the egg multiply and grow.
$\qquad$ The tadpole has become a frog.
$\qquad$ Back legs slowly form.
$\qquad$ 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.
3. 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 $\mathbf{X}$ 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?


$\qquad$ Playing in the snow with friends is an enjoyable activity.
$\qquad$ 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? $\qquad$
$\qquad$
2. What is the main idea of the second paragraph? $\qquad$
3. What is the main idea of the third paragraph? $\qquad$
4. What do beavers use for their dams? $\qquad$
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?
$\qquad$ Bats are mammals.
$\qquad$ Bats are unusual animals.
$\qquad$ Some people are afraid of bats.
2. What covers a bat's body? $\qquad$
3. How do bats in the United States help people? $\qquad$

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

## Across:

2. Vampire bats live in hot $\qquad$ .
3. What do bats eat?
4. Most bats are what color?

## Down:

1. Bats are not $\qquad$ .
2. 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.

$\qquad$
$\qquad$
$\qquad$
$\qquad$

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

$\qquad$
$\qquad$
$\qquad$
$\qquad$

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.


1. Who cannot hear the sounds bats make? $\qquad$
2. Why do bats sleep all day? $\qquad$
3. When do bats eat? $\qquad$
4. Where do bats that eat only parts of flowers live? $\qquad$
5. Why do bats make sounds? $\qquad$
6. What does hibernate mean? $\qquad$
7. What is the main idea of this selection? $\qquad$
8. Do you think a bat would make a good pet? Why or why not?

## 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: $\qquad$

Middle: $\qquad$

End: $\qquad$

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


## 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? $\qquad$
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. $\qquad$
b. $\qquad$
C. $\qquad$
3. What business did Miss Haynes need to take care of before the class could leave on its trip? $\qquad$

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
$\qquad$


## 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 1/2-year-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.

The appointment was scheduled for later that afternoon. Jonny's mom picked him up from the sitter's and found that Jonny had slept most of the day. He also had a fever. "I'm glad you have an appointment for him at the doctor's,"


## 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: $\qquad$
$\qquad$
$\qquad$
Middle: $\qquad$
$\qquad$
$\qquad$
End: $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

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.
$\qquad$ Jonny limped to the top of the stairs.
$\qquad$ The pediatrician thought Jonny might have JRA.
$\qquad$ The sitter told Jonny's mom that he had slept most of the day.
$\qquad$ The doctor gave them a prescription for an antibiotic.
$\qquad$ 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? $\qquad$
2. Why did Jonny's mom stay home from work the second day? $\qquad$
$\qquad$
3. What do the letters JRA stand for? $\qquad$
4. When Jonny and his mom were waiting to see the doctor, how did Jonny's mom know he must not be feeling well? $\qquad$
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
$\qquad$ pediatrician
$\qquad$ antibiotic
$\qquad$ confirmed
$\qquad$ limped
$\qquad$ juvenile


## READING COMPREHENSION



## 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? $\qquad$
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?

$\qquad$
$\qquad$
2. Why does the Princess have trouble sleeping? $\qquad$
$\qquad$
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? $\qquad$
$\qquad$
$\qquad$
$\qquad$
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?

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

## 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? $\qquad$
2. Where does the Princess put the frog when she leaves the lake? $\qquad$
$\qquad$
3. Why could only a princess break the spell? $\qquad$

## Comprehension: "The Frog Prince"

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

1. What does the Princess lose in the lake? $\qquad$
2. How does she get it back? $\qquad$
$\qquad$
$\qquad$
3. How does the frog turn back into a prince? $\qquad$
$\qquad$
4. What phrases are used to begin and end this story? $\qquad$
$\qquad$
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?

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

## 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? $\qquad$
2. How do fairy tales usually begin? $\qquad$
$\qquad$
3. How do fairy tales usually end? $\qquad$
$\qquad$
Directions: 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? $\qquad$
$\qquad$
$\qquad$
$\qquad$
5. How are they different? $\qquad$
$\qquad$
$\qquad$
$\qquad$
6. Which story is best developed by the author? $\qquad$
7. Which story did you like best? Why? $\qquad$


## Review

Most of us have read many fairy tales and have seen them in movies. Fairy tales have a certain style and format they usually follow.

Directions: Use another sheet of paper to write another fairy tale. Use the following questions to help you brainstorm ideas.

1. What is the name of the kingdom? $\qquad$
2. What is the size of the kingdom, its climate, trees, plants, animals, etc.? $\qquad$
$\qquad$
$\qquad$
3. What kind of magic happens there? $\qquad$
$\qquad$
4. Who are the characters?

> Good guys Bad guys
$\qquad$
$\qquad$
$\qquad$
5. What does each character look like? $\qquad$
$\qquad$
6. What kind of spell is cast on a particular character 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.)
$\qquad$ Tortoises are faster than hares.
$\qquad$ Hares need more sleep than tortoises.
$\qquad$ Slow and steady wins the race.
2. The hare brags that he is faster than what? (Check one.)
$\qquad$ a bullet __ a greyhound

$\qquad$ 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 because he continued on, slowly but steadily.

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

1. Who are the two main characters? $\qquad$
2. Where does the story take place? $\qquad$
3. What lessons can be learned from this story? $\qquad$
$\qquad$
4. The lesson that is learned at the end of a fable has a special name. What is that special name?
$\qquad$
5. Why did the tortoise want to race the hare? $\qquad$
$\qquad$
6. How do you think the hare felt at the end of the story? $\qquad$
$\qquad$
7. How do you think the tortoise felt at the end of the story? $\qquad$
$\qquad$
$\qquad$

## 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!"
$\qquad$ The crow drops the cheese.
$\qquad$ The crow flies to a tree with the cheese.
$\qquad$ The fox tells the crow he is beautiful.
$\qquad$ The fox runs off with the cheese.
$\qquad$ A workman loses the cheese from his sandwich.
$\qquad$ The fox comes along.
$\qquad$ The fox tells the crow he has heard that crows sing beautifully.
$\qquad$ 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? $\qquad$
2. What other type of story often begins with these same words? $\qquad$
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? $\qquad$
$\qquad$
$\qquad$
5. How is the crow in this story like the hare in the last fable? $\qquad$
$\qquad$
$\qquad$
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?

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

## 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.
3. When no one came, the wolf
$\qquad$ all the sheep.
4. Sheep are $\qquad$ and easy to take care of.

## Down:

1. The people who come are from here.
2. At first, when the boy cries, "Wolf!" the $\qquad$ 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? $\qquad$

$\qquad$
$\qquad$
5. How is this story like the two other fables you read? $\qquad$
$\qquad$
$\qquad$
$\qquad$
6. Is the boy in the story more like the fox or the hare? How so? $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$


# 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? $\qquad$

## 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.
$\qquad$
$\qquad$
$\qquad$
$\qquad$
Directions: Answer these questions about the fable.

1. How do the two mice feel about each other? $\qquad$
$\qquad$
2. Which mouse do you think is most like the hare? Why? $\qquad$
$\qquad$
$\qquad$

## 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.
$\qquad$ The man puts his bag down by the fireplace.
$\qquad$ The man chases the snake.
$\qquad$ A kind man rescues the snake.
$\qquad$ The snake warms up and crawls out of the bag.
$\qquad$ The man plans to take the snake home.
$\qquad$ The man eats a bowl of soup.
$\qquad$ The snake hisses at people.
$\qquad$ A snake is nearly frozen in the road.
$\qquad$ 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.
$\qquad$ Sun sent warm beams to the traveler.
___ Sun and North Wind argued.
$\qquad$ The traveler threw off his cloak and ran to the shade.
$\qquad$ The traveler pulled his cloak tightly around his body.

Directions: Answer the questions. (Check one.)
What is the moral of this fable?
$\qquad$ Sun is stronger than North Wind.
$\qquad$ North Wind is cold.
$\qquad$ A kind and gentle manner works better than force.
$\qquad$ Travelers should hold on to their cloaks when the wind blows.
$\qquad$ Stay out of arguments between Sun and North Wind.
Who do you think is stronger, North Wind or Sun? Why?

## 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? $\qquad$
$\qquad$
$\qquad$
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" $\qquad$
"The Fox and the Crow" $\qquad$
"The Boy Who Cried Wolf" $\qquad$
"The City Mouse and the Country Mouse" $\qquad$
"The Man and the Snake" $\qquad$
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" $\qquad$
$\qquad$
"The Wind and the Sun" $\qquad$
$\qquad$
"The City Mouse and the Country Mouse" $\qquad$
$\qquad$
"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 $\qquad$
Type of conflict between the animals $\qquad$
$\qquad$
$\qquad$
How the conflict is settled $\qquad$
$\qquad$
$\qquad$
$\qquad$
Moral of the story $\qquad$

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'† 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? $\qquad$
2. What did Paul's father make for Paul to use as a cradle? $\qquad$
3. What happened when Paul rolled over in his cradle? $\qquad$
$\qquad$
4. What did Paul's father tell Paul to do to towns and farms that were in his way?

## 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?
2. What did Paul find in the snow?
3. How big was the distance between Babe's eyes? $\qquad$
4. What did Babe do to the crooked road? $\qquad$

## 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.

1. Which definition is correct for fantasy?
$\square$ from the imagination and not real
$\square$ real
$\square$ living in the sea
2. Which definition is correct for fable?
$\square$ a true story
$\square$ a made-up story with a moral
$\square$ a story about fish
3. Which definition is correct for torso?
$\square$ the head $\square$ the upper body but not the head $\square$ the lower body
4. Which definition is correct for survived?
swam
$\square$ died
$\square$ continued to live

## 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.
$\qquad$ Selu and Kanati try to tame the boy from the river.
$\qquad$ The little boy tells Selu and Kanati about the other boy.
$\qquad$ The little boy's parents are puzzled.
$\qquad$ The new boy grows up with magic powers.
$\qquad$ The elders tell Selu and Kanati they heard two children playing.
$\qquad$ 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? $\qquad$
2. What does he tell Bear to do? $\qquad$
$\qquad$
3. Why does Bear do as Fox tells him? $\qquad$
$\qquad$
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?
$\qquad$
$\qquad$
2. Why does Bear want to know how to fish? $\qquad$
$\qquad$
3. In reality, are bears able to catch their own fish? How? $\qquad$
$\qquad$
4. Is Bear very smart to believe Fox? Why or why not? $\qquad$
$\qquad$
5. How would you have told Bear to catch his own fish? $\qquad$
$\qquad$
6. What is one word you would use to describe Fox? $\qquad$
Explain your answer. $\qquad$
$\qquad$
7. What is one word you would use to describe Bear? $\qquad$
Explain your answer. $\qquad$
$\qquad$
8. Is this story realistic?
9. 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? $\qquad$
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? $\qquad$
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?
$\qquad$
2. Why do they decide to name the animals? $\qquad$
3. What is the first animal they name? $\qquad$
4. Besides being impatient, what else is the woman? $\qquad$
5. What did the people do each time they reminded Donkey of his name? $\qquad$
$\qquad$
6. Which thingamajigs are yellow? $\qquad$
7. Which thingamajig is pink? $\qquad$
8. What is the thingamajig they ride? $\qquad$
9. Why don't they call the donkey Horse? $\qquad$
Directions: Imagine that you are the one who gets to name the animals. Write names for these new "animals."
10. A thingamajig with yellow spots that swims $\qquad$
11. A thingamajig with large ears, a short tail, and six legs $\qquad$
12. A thingamajig with purple wings that flies and sings sweet melodies
$\qquad$
13. A thingamajig that gives chocolate milk $\qquad$

## 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? $\qquad$
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 $\qquad$
$\qquad$
2. How the elephant got his big ears $\qquad$
$\qquad$
3. Why birds fly $\qquad$
$\qquad$
4. Why rabbits are timid $\qquad$
$\qquad$
5. How the giraffe got a long neck $\qquad$
$\qquad$
6. How the mouse got his tail $\qquad$
$\qquad$
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? $\qquad$
2. Why didn'† Dog have to work? $\qquad$
3. What animals talk about finding the paper? $\qquad$
4. Who destroys the paper? $\qquad$
5. Who finds the paper? $\qquad$

## 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? $\qquad$
$\qquad$
$\qquad$
2. Does their plan work? $\qquad$
3. Why not? $\qquad$
4. When does the easy time stop for the cat and dog? $\qquad$
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.
$\qquad$
$\qquad$
6. What other animal pair could you compare to Cat and Dog? $\qquad$
7. Why did you select this animal pair? $\qquad$
8. Does the quarreling of Dog and Cat with the other animals remind you of your own quarrels with your brothers or sisters? Explain.
$\qquad$
$\qquad$
$\qquad$
9. 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.)

$\qquad$ Fox is cornered but uses her wits to outsmart Wolf and save her own life.
$\qquad$ Wolf is in a terrible mood and wants to eat Fox.
$\qquad$ Wolf thinks the moon was made of cheese.
2. Why did Fox say she will not make a good meal for Wolf? $\qquad$
3. What happens to Wolf at the end? $\qquad$

## 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? $\qquad$
$\qquad$
$\qquad$
$\qquad$
2. What does Fox say she will have to use to get away from Wolf? $\qquad$
3. Where does Fox tell Wolf he can find a nice fat meal? $\qquad$
$\qquad$
4. How does Fox finally rid herself of Wolf? $\qquad$
5. What does Fox say as she trots home? $\qquad$
6. Have you ever been in a situation where you used words to solve a problem instead of fighting with someone? Write about it.
$\qquad$
$\qquad$
$\qquad$
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 l'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.

"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? $\qquad$
3. Which animal is the first to join the rabbit? $\qquad$
4. What does the lion call the rabbit? $\qquad$
5. Who suggests naming the lion "King of the Beasts"? $\qquad$

## 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"? $\qquad$
2. Instead of panicking about Earth breaking apart, what should the rabbit have done?
$\qquad$
$\qquad$
$\qquad$
3. Instead of following the rabbit around in a circle, what should the monkey, deer, and fox have done?
$\qquad$
$\qquad$
$\qquad$
4. Do you think naming the lion "King of the Beasts" was a good idea? Why or why not?
$\qquad$
$\qquad$
$\qquad$
5. What does this story teach you about peer pressure? Explain.
$\qquad$
$\qquad$

$\qquad$
$\qquad$

## 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? $\qquad$
2. What is the sheep actually doing? $\qquad$
$\qquad$
3. Where does the boy see the sheep? $\qquad$
$\qquad$
4. Why does the boy look sad? $\qquad$
$\qquad$
5. How does the boy apologize? $\qquad$
$\qquad$

## 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, 'l'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 $\qquad$ .
4. She gets meat from the butcher and gives it to $\qquad$ .
5. She gets hay from the farmer and gives it to $\qquad$ .
6. She gets milk from the cow and gives it to $\qquad$ .
7. That's when she

## 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?

$\qquad$
$\qquad$
$\qquad$
2. Have you ever done anything similar to a brother, sister, or friend when they asked for something? Explain.
$\qquad$
$\qquad$
$\qquad$
$\qquad$
Directions: List the things the mouse has to do to get his tail back.
First
$\qquad$
Second $\qquad$
$\qquad$
Third $\qquad$
$\qquad$
Fourth $\qquad$
$\qquad$
Fifth $\qquad$

## 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. $\qquad$
$\qquad$
$\qquad$
3. Write words and phrases to show events you plan to include in your legend. $\qquad$
$\qquad$
$\qquad$
4. Summarize how you plan to settle the conflict or solve the problem. $\qquad$
$\qquad$
$\qquad$
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. $\qquad$
$\qquad$
$\qquad$
$\qquad$
2. Explain how "King of the Beasts" and "The Sheep" are different.
$\qquad$
$\qquad$
$\qquad$
3. Compare and contrast the rabbit to the mouse. $\qquad$
$\qquad$
$\qquad$
$\qquad$
4. Compare and contrast one animal legend with one animal fable. $\qquad$
$\qquad$
$\qquad$
$\qquad$
5. Read one of Kipling's Just So Stories. Write your reaction to the story. $\qquad$
$\qquad$


## Sequencing: "Mr. Nobody"

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

I know a funny little man
As quiet as a mouse,
Who does the mischief that is done
In everybody's house!
No one ever sees his face.
And yet we all agree
That every plate we break was cracked By Mr. Nobody.

It's he who always tears out books, Who leaves the door ajar,
He pulls the buttons from our shirts,
And scatters pins afar;
That squeaking door will always squeak,
The reason is, you see,
We leave the oiling to be done By Mr. 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.
$\qquad$ Putting finger marks on walls
$\qquad$

Leaving the door ajar
___ Spilling soup
Tearing out books
$\qquad$ Leaving the blinds open
$\qquad$

Scattering pins
___ Breaking plates
___ Pulling buttons off shirts
__ Squeaking doors


## Comprehension: "The Chickens"

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


Said the first little chicken
With a weird little squirm,
"I wish I could find A fat little worm!"

Said the next little chicken With an odd little shrug.

"I wish I could find A fat little bug!"


Said the third little chicken
With a small sigh of grief,
"I wish I could find
A green little leaf!"
Said the fourth little chicken
With a faint little moan,
"I wish I could find
A small gravel stone!"
"See here!" said the mother From the green garden patch,
"If you want any breakfast, Just come here and scratch!"


1. What does the second little chicken want? $\qquad$
2. Which meal are all the chickens wishing for? $\qquad$
3. Where is the mother hen? $\qquad$
4. Which of the following do the chickens not want?
$\qquad$
$\qquad$ corn $\qquad$ worm $\qquad$ bug $\qquad$ stone
5. What does the mother hen tell her chicks to do if they want breakfast?

## Following Directions: "I'm Glad"

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


## Across:

3. The sky is painted this color.
4. How what we breathe is placed between Earth and sky
5. This is what we breathe, and it's between Earth and sky.

## Down:

1. The color of Earth in the poem
2. How the speaker feels
3. Painted blue
4. Painted green

## Comprehension: "Over the Hills and Far Away"

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


Tom, Tom the piper's son, Learned to play when he was one, But the only tune that he could play Was "Over the Hills and Far Away."

Now Tom with his pipe made such a noise That he pleased the girls and he pleased the boys, And they all danced when they heard him play "Over the Hills and Far Away."

Tom played his pipe with such great skill, Even pigs and dogs could not keep still. The dogs would wag their tails and dance, The pigs would oink and grunt and prance.


Yes,Tom could play, his music soaredBut soon the pigs and dogs got bored. The children, too, thought it was wrong,

For Tom to play just one dull song.


1. How old is Tom when he learns to play? $\qquad$
2. What tune does Tom play? $\qquad$
3. What do the dogs do when Tom plays? $\qquad$
$\qquad$
4. Why does everyone get tired of Tom's music? $\qquad$
$\qquad$
5. What do the pigs do when Tom plays? $\qquad$
6. What instrument does Tom play? $\qquad$

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

## Comprehension: "Grasshopper Green"

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


Grasshopper Green is a comical guy, He lives on the best of fare.
Bright little trousers, jacket, and cap,
These are his summer wear.
Out in the meadow he loves to go, Playing away in the sun.
It's hopperty, skipperty, high and low, Summer's the time for fun.

Grasshopper Green has a cute little house, He stays near it every day. It's under the hedge where he is safe, Out of the gardener's way.

Gladly he's calling the children to play Out in the beautiful sun
It's hopperty, skipperty, high and low, Summer's the time for fun.

1. What does comical mean in this poem? $\qquad$
2. What are three things Grasshopper Green wears in the summer?
3. Where does he love to go and play? $\qquad$
4. Whom does Grasshopper Green call to play? $\qquad$
5. What is summer the time for? $\qquad$
6. Use a dictionary. What does fare mean in this poem? $\qquad$
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 catAway 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.)
$\qquad$ The robin is smarter than the cat and a lot faster, too.
$\qquad$ When people see a robin, it means spring is near.
$\qquad$ 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? $\qquad$
4. Where does the robin go after the cat climbs the tree? $\qquad$
5. What does the robin say to the cat? $\qquad$

## Sequencing: "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.

$\qquad$ Beware of mice in your clocks and flying pigs.
2. Why do you think the mouse runs down the clock? $\qquad$

1. What is the main idea? (Check one.)
$\qquad$ Mice and pigs can cause a lot of problems for clocks and men in brown suits.
$\qquad$ There is no main idea. This poem is just for fun.
$\qquad$
Directions: Number these events in order.
$\qquad$ The clock strikes one.
$\qquad$ The mouse runs back down the clock.
$\qquad$ The mouse runs up the clock.
$\qquad$ The man in brown brings the pig down.
$\qquad$ 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"?

$\qquad$
$\qquad$
$\qquad$
2. Which of the poems that you read did you like the best? $\qquad$
Why? $\qquad$
$\qquad$
$\qquad$
3. Which of the poems that you read did you like the least? $\qquad$
Why? $\qquad$
$\qquad$
$\qquad$
$\qquad$
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
$\square$ yards. $\quad \square$ windows. $\quad \square$ doors.

## Recognizing Details: The Pueblo People "At the edge of the world <br> It grows light. <br> The trees stand shining." (Pueblo poem) <br> Directions: Read more about the Pueblo people. Then, answer the questions. <br> 

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? $\qquad$
2. Who made pottery? $\qquad$
3. What did some of the Pueblo people wear when they danced? $\qquad$
$\qquad$
4. Why did the Pueblo people dance for the gods? $\qquad$
5. Where did newly married couples live? $\qquad$
$\qquad$
6. Why would a man move back home after marriage? $\qquad$

## 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? $\qquad$
2. The article specifically names three of the Pueblo tribes. Where could you find the names of the other Pueblo tribes?
$\qquad$
$\qquad$
3. How did the Pueblo people build their adobe homes? $\qquad$
$\qquad$
4. How did the location and climate affect their lifestyle? $\qquad$
$\qquad$
$\qquad$
$\qquad$
5. How were the jobs of the men and women of a Pueblo tribe alike? $\qquad$
$\qquad$
$\qquad$
6. How were their jobs different? $\qquad$
$\qquad$
7. How do the responsibilities of the Pueblo men and women discussed differ from those of men and women today?
$\qquad$
$\qquad$
$\qquad$


## 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?
2. What did the Yuma use acorns for? $\qquad$
3. What was a beautiful craft made by the Yuma? $\qquad$
4. How old was a Yuma bride? $\qquad$
5. What types of homes did the Yuma live in? $\qquad$
6. How did the Yuma feel about death? $\qquad$

## 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? $\qquad$
$\qquad$
$\qquad$
3. How were they different? $\qquad$
$\qquad$
$\qquad$
4. Why did the Yuma have homes different than those of the Pueblo tribes?
$\qquad$
$\qquad$
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?
$\qquad$
$\qquad$
6. Why do you suppose the Yuma never spoke a person's name after he or she died?
$\qquad$
$\qquad$
7. Do you think this would be an easy thing to do? Explain your answer. $\qquad$
$\qquad$

## 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? $\qquad$
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?
$\qquad$
6. Verify your answer. Were you correct? $\qquad$
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? $\qquad$ Made fishing baskets? $\qquad$
Fished? $\qquad$ Gathered roots and berries? $\qquad$
Hunted game? $\qquad$ Made fishing nets? $\qquad$
8. The homes of the Sailor Native Americans could be compared to what type of modern dwelling?


## 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.
$\qquad$
$\qquad$
2. Why did each of the tribes have a different lifestyle? $\qquad$
$\qquad$
$\qquad$
3. How did their location influence how each of the tribes functioned? $\qquad$
$\qquad$
$\qquad$
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? $\qquad$
$\qquad$
2. What does hover mean? $\qquad$
3. How often do hummingbirds need to eat? $\qquad$
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.

Directions: Answer these questions about bats.

1. Bats are the only mammals that
$\square$ eat insects. $\square$ fly. $\square$ live in caves.
2. Most bats eat
$\square$ plants. $\square$ other animals. $\square$ fruits and insects.
3. Bats always sleep
$\square$ with their heads down. $\square$ lying down. $\square$ during the night.
4. Bats are blind.
5. Bats use a built-in sonar system to guide them.
6. Bats are confused by the squeaks of other bats. True

## 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?

1. What is the weight of a full-grown male giraffe? $\qquad$
2. What is the weight of an adult female? $\qquad$
3. When does a giraffe run 35 miles an hour?
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? $\qquad$
4. What is protective coloration? $\qquad$
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? $\square$ two $\quad \square$ four $\quad \square$ 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 $\qquad$ .
7. The continent where giraffes live
9. Another name for a black giraffe is

## Down:

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

## Recognizing Details: Giraffes

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

1. How are a giraffe's spots helpful? $\qquad$

$\qquad$
2. Is it easy to sneak up on a giraffe? Why not? $\qquad$
$\qquad$
3. What makes a giraffe look so gentle? $\qquad$
$\qquad$
4. How do you know when a giraffe is angry? $\qquad$
$\qquad$
5. Do you think a giraffe in a zoo is as observant as a giraffe in the wilds of Africa? Why or why not?
$\qquad$
$\qquad$
6. Do you think giraffes have any other enemies besides lions? $\qquad$ What animals might they be? $\qquad$
$\qquad$
7. Why do you suppose giraffes grow so large? $\qquad$
$\qquad$
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 of wild horse called?
2. What were men called who captured wild horses?
3. About how many wild horses were running free in the U.S. in 1925 ?
4. The wild mustangs were killed and turned into $\square$ cars. $\square$ pet food. $\square$ lunch meat.
5. The largest herds of wild horses are now in

| $\square$ Oregon. | $\square$ Ohio. | $\square$ New Mexico. | $\square$ Wyoming. |
| :--- | :--- | :--- | :--- |
| $\square$ California. | $\square$ Nevada. | $\square$ Kansas. | $\square$ Arkansas. |

6. Who is in charge of the horses that 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.)
$\qquad$ Wild horses need plenty of water.
$\qquad$ Wild horses move in bands protected by a stallion.
$\qquad$ Wild horses eat grass.

2. What are two reasons why wild horses need water? $\qquad$
3. Why do wild horses move around so much? $\qquad$
4. What do wild horses most like to eat?
5. What do wild horses spend half their time doing? $\qquad$

## 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? $\qquad$
2. Why is it so difficult to capture, tame, and train wild horses? $\qquad$
3. Do you think it was right of the government to allow the killing of wild horses? $\qquad$ Explain your answer. $\qquad$
$\qquad$
4. Do you think the remaining wild horses should be protected? $\qquad$ Explain your answer. $\qquad$
$\qquad$
5. What is the role of the lead stallion in a wild horse herd? $\qquad$
$\qquad$
6. What are some things wild horses have in common with giraffes? $\qquad$
$\qquad$
$\qquad$
$\qquad$
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? $\qquad$
2. Which is the largest and deepest ocean? $\qquad$
3. What is the science of studying the oceans? $\qquad$
4. What new equipment do oceanographers use? $\qquad$

## 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? $\qquad$
2. List four things proving that whales are mammals and not fish.
a. $\qquad$
b. $\qquad$
C. $\qquad$
d. $\qquad$
3. What are two "cousins" to the whale? $\qquad$
4. What is the thick layer of fat under a whale's skin called? $\qquad$

## 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


Directions: Answer these questions about dolphins and porpoises.

1. The small members of the whale family with the pointed faces are $\qquad$ .
2. Those members of the whale family with short faces are $\qquad$ .
3. What do you call the special way dolphins and porpoises swim? $\qquad$ .
4. Do dolphins breathe with lungs or gills? $\qquad$
5. How did ancient Greeks describe dolphins? $\qquad$
6. Where have dolphins been reported to help people? $\qquad$

## 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.

Directions: Answer these questions about sharks.

1. Sharks are the hunters of the sea.
2. There are thousands of kinds of sharks.
3. All sharks are dangerous to humans.
4. Sharks actually have very few teeth.
5. Sharks spend most of their time eating and looking for food.

True
True
True
True
True

False
False
False
False
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 $\qquad$ .
2. As a boy, Cousteau liked to swim and to $\qquad$ .
3. Cousteau's ship was called $\qquad$ .
4. Cousteau's undersea films won him $\qquad$ .

## 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? $\qquad$
2. What are two problems that must be overcome in deep-sea diving?
a. $\qquad$
b. $\qquad$
3. How deep could a diver go wearing a metal suit? $\qquad$
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? $\qquad$
$\qquad$
$\qquad$
$\qquad$
2. Why do sea lions look intelligent? $\qquad$
3. What tricks can sea lions be taught to do? $\qquad$
4. As a reward, trainers give sea lions
$\square$ fish.
$\square$ hugs.
$\square$ 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?
2. How do sea lions stay warm in cold water? $\qquad$
$\qquad$
3. When do cows begin to leave their pups?
4. Where do the cows go?
5. What are small groups of pups called? $\qquad$
6. How can a cow tell which pup is hers? $\qquad$

## 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? $\qquad$
$\qquad$
2. Why isn'† pupping time ever a surprise? $\qquad$
$\qquad$
3. How does a cow take her pup along when she goes for a cool dip?

First, she grabs the $\qquad$ .

Then, she drags $\qquad$ .

After the swim, she sniffs $\qquad$ .
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
$\qquad$ drag their pups along.
__ Pups are born in June.


## Comprehension: Sea Lions

Directions: Review what you read about sea lions. Then, answer the questions.

1. What makes sea lions so friendly looking? $\qquad$
2. How are people like sea lions? $\qquad$
$\qquad$
$\qquad$
3. Pretend you are a pup in a pod. What would your day be like? What would you do? What would you play?
$\qquad$
$\qquad$
$\qquad$
$\qquad$
4. Why do sea lions go into the water so much? $\qquad$
$\qquad$
5. How do you think sea lions protect themselves? $\qquad$
$\qquad$
6. What is the sea lion's habitat like? $\qquad$

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

## Review

Directions: Follow the instructions. Write your answers.

1. Create a wild animal alphabet, and illustrate it on drawing paper.

$$
\begin{array}{ll}
\text { Example: } & A-A L L I G A T O R \\
& B-B E A R \\
& C-C R O C O D I L E
\end{array}
$$


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 $\qquad$
$\qquad$
$\qquad$
4. What physical characteristics of the three animals help them survive? Which do you think is the best and why?
$\qquad$
$\qquad$
$\qquad$
5. How do these animal stories differ from the animal legends and fables you read?
$\qquad$
$\qquad$
$\qquad$

## 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? $\qquad$
2. What does orbit mean? $\qquad$
3. When did John Glenn orbit Earth? $\qquad$
4. What was the name of John Glenn's spaceship? $\qquad$
5. Who orbited Earth before John Glenn? $\qquad$
6. How long after the Russian orbited Earth did John Glenn make his journey? $\qquad$
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?
$\qquad$ Chimpanzees are better astronauts than people.
$\qquad$ Chimpanzees went into space before humans did.
$\qquad$ Only chimpanzees with names could become astronauts.
2. Who were the first chimpanzees to ride in a rocket? $\qquad$
3. Which chimpanzee orbited Earth before John Glenn? $\qquad$
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? $\qquad$
2. How old was Sally Ride when she went into space? $\qquad$
3. What was the name of her spaceship? $\qquad$
4. What was her title on the trip into space? $\qquad$
5. How long did Sally Ride's journey last? $\qquad$
6. What was the name of the book she wrote? $\qquad$
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?
$\qquad$ Life in space is much different than it is on Earth.
$\qquad$ Without gravity, people on Earth would float around.
$\qquad$ Gravity makes life on Earth much different than life in space.

2. What does gravity do? $\qquad$
$\qquad$
3. How do astronauts sleep? $\qquad$
$\qquad$
4. What do astronauts do in space? $\qquad$
5. How do astronauts drink water? $\qquad$
6. Would you like to be an astronaut? Why or why not? $\qquad$

## 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
$\qquad$ since 1920.

People have thought about going into space
$\qquad$ for many years.

People like Jules Verne had many ideas about
$\qquad$ how to get to the moon.
2. Who wrote a book called From the Earth to the Moon? $\qquad$
3. What did he write about? $\qquad$
4. When was that book written? $\qquad$
5. In what country did Jules Verne live? $\qquad$
6. What did scientists in the 1920 s think we needed to go to space? $\qquad$
7. How did Yuri Gagarin and Alan Shepard help future astronauts? $\qquad$

## 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? $\qquad$
$\qquad$
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? $\qquad$

## 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? $\qquad$
$\qquad$
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? $\qquad$
5. What kind of big, fluffy clouds look flat on the bottom? $\qquad$

## Recognizing Details: Clouds

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

1. How are clouds a good indicator of the weather? $\qquad$
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? $\qquad$
$\qquad$
3. What does this have to do with clouds? $\qquad$

Directions: Use cotton balls to make models of the three types of clouds.
$\square$
$\square$

## 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.
3. Falls when the water droplets become too heavy for the clouds.
4. 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 $\qquad$ _.

## 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? $\qquad$
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? $\qquad$

## 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? $\qquad$
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? $\qquad$

2. Do you think thunderstorms are scary? Explain. $\qquad$
$\qquad$
3. What is thunder? $\qquad$
$\qquad$
4. Why do you think some thunder is louder or softer than other thunder? $\qquad$
$\qquad$
5. Why shouldn' $\dagger$ you be outside in a storm? $\qquad$
$\qquad$
6. Name ways you can seek shelter during a storm if you are: outside: $\qquad$
in the woods: $\qquad$
in a field: $\qquad$
in a field with no hole:
7. What makes a car a safe place during a storm? $\qquad$
$\qquad$
8. Would you have thought this to be true? Why or why not? $\qquad$
$\qquad$

## 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?
$\qquad$
2. Where do all hurricanes begin? $\qquad$
$\qquad$
3.What direction does a hurricane's spiral move?

3. 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 destructive type of storm on Earth? $\qquad$
2. What makes them so destructive? $\qquad$
$\qquad$
$\qquad$
3. What makes hurricanes scarier than thunderstorms? $\qquad$
$\qquad$
4. How do hurricanes form? $\qquad$
$\qquad$
$\qquad$
5. What parts of the United States are most likely to be struck by a hurricane?
$\qquad$
$\qquad$
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.
$\qquad$
$\qquad$
$\qquad$
$\qquad$
7. What does counterclockwise mean? $\qquad$
$\qquad$
$\qquad$

## 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.)
$\qquad$ Tornadoes form over land, and hurricanes form over water.
$\qquad$ Tornados sound like a rushing train.
Tornadoes, which form over land under certain
$\qquad$ weather conditions, are dangerous and frightening.

2. How fast can the winds around the funnel cloud move? $\qquad$
$\qquad$
3. Why is it hard to stay out of the path of a tornado? $\qquad$
4. What household appliance can a tornado be compared to? $\qquad$

## Recognizing Details: Tornadoes

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

1. How do tornadoes form? $\qquad$
$\qquad$
2. What shape is a tornado? $\qquad$
3. What makes a tornado so dangerous? $\qquad$
$\qquad$
4. Which type of storm do you think is more dangerous, a tornado or a hurricane? Why?
$\qquad$
5. What types of weather conditions are not dangerous? $\qquad$
$\qquad$
6. What types of winter storms are also dangerous? Why? $\qquad$
$\qquad$
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.
$\qquad$

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 $\qquad$
3. One feeling you can never get used to is $\qquad$ .
4. All parts of your body have the same amount of feeling.
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

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 $\qquad$ .
2. The sense of smell is linked closely to the sense of $\qquad$ .
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.

1. It is difficult to taste your food if you can' $\dagger$ $\qquad$ .
2. The tiny taste sensors on your tongue are called $\qquad$ .
3. The four tastes that your tongue can recognize are $\qquad$ -
4. All other flavors are a mixture of $\qquad$ .

## 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 $\qquad$ , there would be no sight.

## 2. Reflect means

$\qquad$ .
3. The part of the eye that controls the amount of light entering your eye by getting bigger and smaller is called the $\qquad$ .
4. To correct nearsightedness or farsightedness, you can wear $\qquad$
5. What is the name of the special printing system for blind people? $\qquad$

## 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 $\qquad$ .
2. The flap of skin stretched over the inner end of the tube inside your ear is called the $\qquad$ .
3. People who cannot hear are said to be $\qquad$
4. The language of making pictures with your hands is called $\qquad$ .
5. Read this word in sign language.

It says $\qquad$ .


## 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.

| music <br> honking <br> crying <br> salty | rainbow <br> fragrant <br> stinky <br> skunk | talking <br> butterfly <br> sweet <br> cold | hot <br> green <br> smoky <br> smooth | sour <br> book <br> bitter |
| :---: | :---: | :---: | :---: | :---: |
| Touch | Sight |  | Taste |  |
| silky |  |  |  |  |

$\qquad$
$\qquad$
$\qquad$
$\qquad$

Smell
Hearing
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

$\qquad$


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' $\dagger$ 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 leamed 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:


Directions: Answer these questions about Helen Keller.

1. What caused Helen to be blind and deaf? $\qquad$
2. What happy thing happened when Helen was 6 years old? $\qquad$
3. What was her teacher's name? $\qquad$

## Review

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.
3. The Plains tribes did not use sign language.
4. Many Native Americans today still use this sign language.
5. Sign language is still necessary among Native Americans.

True
True
True
True

False
False
False
False

## ENGLISH



## 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:

NS A pinch of salt in the soup.
S Grandmother was fond of her flower garden.
$\qquad$ 1. Tigers blend in with their surroundings.
$\qquad$ 2. Our crop of vegetables for this summer.
$\qquad$ 3. Don't forget to put the plug in the sink.

$\qquad$ 4. Usually older people in good health.
$\qquad$ 5. Fond of lying in the sun for hours.
$\qquad$ 6. Will ducks hatch a swan egg?
$\qquad$ 7. I hope he won't insist on coming with us.
$\qquad$ 8. Regular exercise will pump up your muscles.
$\qquad$ 9. A fact printed in all the newspapers.
$\qquad$ 10. Did you pinch the baby?
$\qquad$ 11. Plug the hole with your finger.
$\qquad$ 12. A new teacher today in health class.
$\qquad$ 13. I insist on giving you some of my stickers.
$\qquad$ 14. A blend of peanut butter and honey.
$\qquad$ 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 (?).


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.
statement
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. command
2. Wow! Those fireworks are beautifu!!
3. Come to dinner now.
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. $\qquad$
9. Brush your teeth before bedtime.
10. Wash your hands before you eat!
$\qquad$
$\qquad$
Directions: Write two commands and two exclamations below.
Commands:

Exclamations:

## Writing: Four Kinds of Sentences

Directions: Write S for statement, $\mathbf{Q}$ for question, $\mathbf{C}$ for command, or $\mathbf{E}$ for exclamation. End each sentence with a period, question mark, or exclamation mark.
Example: $\quad$ You better watch out!
$\qquad$ 1. My little brother insists on coming with us
$\qquad$ 2. Tell him movies are bad for his health
$\qquad$ 3. He says he's fond of movies
$\qquad$ 4. Does he know there are monsters in this movie
$\qquad$ 5. He says he needs facts for his science report

$\qquad$ 6. He's writing about something that hatched from an old egg
$\qquad$ 7. Couldn't he just go to the library
$\qquad$ 8. Could we dress him like us so he'll blend in
$\qquad$ 9. Are you kidding
$\qquad$ 10. Would he sit by himself at the movie
$\qquad$ 11. That would be too dangerous
$\qquad$ 12. Mom said she'd give us money for snacks if we took him with us
$\qquad$ 13. Why didn't you say that earlier
$\qquad$ 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?
Command: Pump the water as fast as you can.


1. pinch health
$\qquad$ :
$\qquad$ :
2. fond fact
$\qquad$ :
$\qquad$ :
3. insist hatch
$\qquad$ :
$\qquad$ :


## 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. The birthday cake 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. $\qquad$
The ice in my water was melting in the heat.
2. $\qquad$ ran down the steep hill.
3. $\qquad$ are full of colors.
4. $\qquad$ sang a cheerful tune.
5. $\qquad$ made her a beautiful dress.
6. $\qquad$ hopped, skipped, and jumped all the way home.
7. $\qquad$ wrote a long letter.
8. $\qquad$ 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.
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.


1. Sam and Libby $\qquad$ .
2. At school, the children $\qquad$ .
3. The football team $\qquad$ .
4. Seven silly serpents $\qquad$ .
5. At the zoo, the animals $\qquad$ .

## 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.

Twelve students were absent from my class today!
2. Our whole family went to the science museum last week.
$\qquad$
$\qquad$
3. The funny story made us laugh.
$\qquad$
$\qquad$
4. The brightly colored kites drifted lazily across the sky.
$\qquad$
$\qquad$
5. My little brother and sister spent the whole day at the amusement park.
$\qquad$
$\qquad$
6. The tiny sparrow made a tapping sound at my window.

## Subjects and Predicates

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

Sharon
The horse
My mom's car
Trinity

## Predicate

writes to her grandmother every week. ran around the track quickly. is bright green. 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.

## Subjects and Predicates

Directions: Write subjects to complete the following sentences.

1. $\qquad$ went to school last Wednesday.
2. $\qquad$ did not understand the joke.
3. $\qquad$ barked so loudly that no one could sleep a wink.
4. $\qquad$ felt unhappy when the ball game was rained out.
5. $\qquad$ wonder what happened at the end of the book.
6. $\qquad$ jumped for joy when she won the contest.

Directions: Write predicates to complete the following sentences.
7. Everyone $\qquad$
8. Dogs $\qquad$
9. 1 $\qquad$
10. Justin $\qquad$
11. Jokes $\qquad$
12. Twelve people $\qquad$

## Subjects and Predicates

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.
$\qquad$ 1. Which one of you?
$\qquad$ 2. We're happy for the family.
$\qquad$ 3. We enjoyed the program very much.
$\qquad$ 4. Felt left out and lonely afterwards.
$\qquad$ 5. Everyone said it was the best party ever!
$\qquad$ 6. No one knows better than I what the problem is.
$\qquad$ 7. Seventeen of us!
$\qquad$ 8. Quickly before they.
$\qquad$ 9. Squirrels are lively animals.
$\qquad$ 10. Not many people believe it really happened.
$\qquad$ 11. Certainly, we enjoyed ourselves.
$\qquad$ 12. Tuned her out.

SUBJECTS \&
PREDICATES


## Subjects and Predicates

Directions: On the previous page, some of the groups of words are not sentences. Rewrite them to make complete sentences.

1. $\qquad$
$\qquad$
2. $\qquad$
$\qquad$
3. $\qquad$
$\qquad$
4. $\qquad$
$\qquad$
5. $\qquad$

## 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.

$\qquad$
2. A bee stung Elizabeth. A hornet stung Elizabeth.
3. Tasha is smiling. Mia is frowning.
$\qquad$
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.

$\qquad$
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.
$\qquad$
$\qquad$
3. Everyone had a great time at the pep rally. Then, everyone went out for a pizza.
$\qquad$
$\qquad$
4. Cassandra built a model airplane. She painted the airplane bright yellow.

$\qquad$
$\qquad$
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 $\qquad$ ?
2. The $\qquad$ works many long hours to plant crops.
3. I had to help my little $\qquad$ when he wrecked his bike yesterday.

Directions: Write nouns that name places.

4. I always keep my library books on top of the so I can find them.
5. We enjoyed watching the kites flying high in the $\qquad$ .
6. Dad built a nice fire in the $\qquad$ to keep us warm.

Directions: Write nouns that name things.
7. The little $\qquad$ purred softly as I held it.
8. Wouldn't you think a $\qquad$ would get tired of carrying its house around all day?
9. The $\qquad$ scurried into its hole with the piece of cheese.
10. I can tell by the writing that this $\qquad$ is mine.
11. Look at the $\qquad$ I made in art.
12. His $\qquad$ blew away because of the strong wind.


## 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 | proper | 9. Dr. DiCarlo |
| :---: | :---: | :---: |
| 2. house | common | 10. man |
| 3. car |  | 11. Rock River |
| 4. Ohio |  | 12. building |
| 5. river |  | 13. Iawyer |
| 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.

C

1. My teddy bear's name is \&ocoa.
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 $\mathbf{s}$ is added to most nouns to make them plural. However, if the noun ends in $\mathbf{s}$, $\mathbf{x}, \mathbf{c h}$ or $\mathbf{s h}$, then $\mathbf{~ e s}$ is added to make it plural.

Directions: Write the singular or plural form of each word.


## Singular

9. $\qquad$
10. mess
11. box
12. dish
13. $\qquad$
14. path
15. $\qquad$
16. $\qquad$


Plural
tricks
$\qquad$
$\qquad$
$\qquad$
boats
arms
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.

1. 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.

## Spelling: Plurals

When a word ends with a consonant before $\mathbf{y}$, to make it plural, drop the $\mathbf{y}$ and add ies.

## Examples:



However, if the word ends with a vowel before $\mathbf{y}$, just add $\mathbf{s}$.
Examples:

boys toys monkeys


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.
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

## 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.


No Change
Singular
deer deer



## Singular

goose
ox
man
child
leaf

Directions: Write the singular or plural form of each word. Use a dictionary to help if necessary.

## Singular

1. moose
2. woman
3. $\qquad$
4. $\qquad$
5. $\qquad$

Plural
$\qquad$
$\qquad$
deer
children
hooves

## Singular

6. leaf
7. 
8. scissors
9. tooth
10. wharf

Plural
geese
oxen
men


Plural
$\qquad$
sheep
$\qquad$
$\qquad$
$\qquad$
Directions: Write four sentences of your own using two singular and two plural words from above.

## Review

Review these rules for making singular words plural.
For most words, simply add s.
Examples: one book - two books one house - four houses


For words ending with $\mathbf{s}, \mathbf{s s}, \mathbf{s h}, \mathbf{c h}$, and $\mathbf{x}$, add es.
Examples: one class - two classes one church - three churches one box - four boxes one crash - five crashes


For words ending with a consonant before $\mathbf{y}$, drop the $\mathbf{y}$ and add ies.
Examples: one daisy - three daisies one cherry - two cherries


For words ending with a vowel before $\mathbf{y}$, just add $\mathbf{s}$.
Examples: one key — eight keys


Directions: Write the singular or plural form of each word.

## Singular

1. mattress
2. $\qquad$
3. sandwich
4. fry
5. $\qquad$
6. marsh
7. $\qquad$
8. donkey
9. $\qquad$
supplies
stoves

## Singular

10. 
11. try
12. 
13. copy
14. $\qquad$
15. $\qquad$
16. ax
17. berry
18. day
$\qquad$
$\qquad$

Plural
candies
$\qquad$ - turkeys
$\qquad$
foxes

## factories

$\qquad$
$\qquad$
$\qquad$

## 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.

## 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.

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, $\mathbf{L}$ for linking verb, and $\mathbf{H}$ 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 | present | 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 |  |

## 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.
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.
$\qquad$ 6. Do you think this project is worthwhile?
$\qquad$ 7. No one has been able to repair the broken plate.
6. Thoughtful gifts are always appreciated.

$\qquad$ 9. I liked the way he sang!
$\qquad$ 10. With a voice like that, he will go a long way.
$\qquad$ 11. It's my fondest hope that they visit soon.
$\qquad$ 12. I wanted that coat very much.
$\qquad$ 13. She'll be happy to take your place.
$\qquad$ 14. Everyone thinks the test is easy.
$\qquad$ 15. Collecting stamps is her favorite hobby.


## Writing: Using ing Verbs

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 were raking
the leaves.
When the soldiers marched up that hill, Captain Stevens was commanding them.


1. Now, the police $\qquad$ them of stealing the money.
2. Look! The eggs $\qquad$ .

## hatch

3. A minute ago, the sky $\qquad$ .

## glow

4. My dad says he $\qquad$ us to ice cream! treat
5. She $\qquad$ the whole time we were at the mall.

## sneeze

6. While we were playing outside at recess, he $\qquad$ our tests.
grade
7. I hear something. Who $\qquad$ ?
groan
8. As I watched, the workers $\qquad$ the wood into little chips.
grind

## 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.

Example: run
Mia runs to the store.

1. hatch

2. check
$\qquad$
$\qquad$
3. spell
$\qquad$
$\qquad$
4. blend
$\qquad$
$\qquad$
5. lick
$\qquad$
$\qquad$
6. cry
7. write
$\qquad$
$\qquad$
8. dream
$\qquad$
$\qquad$

## Writing: Verb Tense

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 play + ed = played When a verb ends in a silent e, drop the e and add ed.

## Examples:

$$
\text { hope }+ \text { ed }=\text { hoped } \text { hate }+ \text { ed = hated }
$$



When a verb ends in $\mathbf{y}$ after a consonant, change the $\mathbf{y}$ to $\mathbf{i}$ 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.


1. call called
2. copy $\qquad$ 12. top
3. frown $\qquad$ 13. clean
4. smile
5. live
6. talk $\qquad$ 16. mop
7. name $\qquad$ - 17. soap
8. list $\qquad$ 18. choke
9. scurry
$\qquad$
10. scream
11. clap
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
12. phone $\qquad$ 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 $\mathbf{e}$, you usually drop the $\mathbf{e}$ 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 $\mathbf{e}$.)

Example: stream
The rain streamed down the window.
The rain was streaming down the window.


1. grade
$\qquad$
$\qquad$
2. tape
$\qquad$
$\qquad$
3. weave
$\qquad$
$\qquad$
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 <br> Irregular Verb <br> Irregular Verb | Past-Tense Irregular Verb <br> 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 | hav/has/had sung |
| drive | drove | have/has/had driven |
| swim | swam | have/has/had swum |
| sleep | slept | have/has/had slept |



Directions: Choose four words from the chart. Write one sentence using the past-tense form of the verb without a helping verb. Write another sentence using the past-tense form with a helping verb.

1. $\qquad$
$\qquad$
2. $\qquad$
$\qquad$
3. $\qquad$
$\qquad$
4. $\qquad$
$\qquad$

## The Irregular Verb Be

$\mathbf{B e}$ 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 $\qquad$ so happy for you!
2. Jared $\qquad$ unfriendly yesterday.
3. English can $\qquad$ a lot of fun to learn.
4. They $\qquad$ among the nicest people I know.
5. They $\qquad$ late yesterday.
6. She promises she $\qquad$ going to arrive on time.
7. 1 $\qquad$ nervous right now about the test.
8. If you $\qquad$ satisfied now, so am l.
9. He $\qquad$ as nice to me last week as I had hoped.
10. He can $\qquad$ very gracious.
11. Would you $\qquad$ offended if I moved your desk?
12. He $\qquad$ watching at the window for me yesterday.

## Verbs: Was and Were

| Singular <br> I was <br> you were <br> he, she, it was | Plural |
| :--- | :--- |
| we were |  |
| they were 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.
$\qquad$ 1. He was/were so happy that we all smiled, too.
2. Was/Were you at the party?

$\qquad$ 3. She was/were going to the store.
$\qquad$ 4. He was/were always forgetting his hat.
$\qquad$ 5. Was/Were she there?
$\qquad$ 6. Was/Were you sure of your answers?
$\qquad$ 7. She was/were glad to help.
$\qquad$ 8. They was/were excited.
$\qquad$ 9. Exactly what was/were you planning to do?
$\qquad$ 10. It was/were wet outside.
11. They was/were scared by the noise.
$\qquad$ 12. Was/Were they expected before noon?
$\qquad$ 13. It was/were too early to get up!
$\qquad$ 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 $\mathbf{C}$ in the blank if the verb is used correctly. Draw an $\mathbf{X}$ in the blank if the verb is not used correctly.


1. She has gone to my school since last year.
$\qquad$ 2. Has he been gone a long time?
$\qquad$ 3. He has went to the same class all year.
$\qquad$ 4. I have went to that doctor since I was born.
$\qquad$ 5. She is long gone!
$\qquad$ 6. Who among us has not gone to get a drink yet?
$\qquad$ 7. The class has gone on three field trips this year.
$\qquad$ 8. The class went on three field trips this year.
$\qquad$ 9. Who has not went to the board with the right answer?
$\qquad$ 10. We have not went on our vacation yet.
$\qquad$ 11. Who is went for the pizza?
$\qquad$ 12. The train has been gone for two hours.
$\qquad$ 13. The family had gone to the movies.
$\qquad$ 14. Have you went to visit the new bookstore?
$\qquad$ 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.
$\qquad$ 1. She will help him study.
$\qquad$ 2. She helped him study.
$\qquad$ 3. She helps him study.
$\qquad$ 4. She promised to help him study.

Directions: Write the past-tense form of these verbs.
5. cry
6. sigh $\qquad$
7. hurry $\qquad$
8. pop $\qquad$


Direction: Write the past tense of these irregular verbs with helpers.
9. (go) have
10. (sleep) have $\qquad$
11. (sing) have $\qquad$
12. (see) have

Directions: Write the correct form of be.
13. They $\qquad$ my closest neighbors.
14. 1 $\qquad$ very happy for you today.
15. He $\qquad$ there on time yesterday.
16. She $\qquad$ 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.

| pale <br> faint | soft <br> shivering | sticky <br> slippery | burning <br> gleaming | furry <br> gentle | glistening <br> foggy | peaceful |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| tangled |  |  |  |  |  |  |

Example: The stripe was blue. The wide stripe was light blue.

1. The frog had eyes.
2. The house was a sight.
3. A boy heard a noise.
$\qquad$
4. The girl tripped over a toad.
5. A tiger ran through the room.
$\qquad$
6. They saw a glow in the window.
7. A pan was sitting on the stove.
$\qquad$
8. The boys were eating tacos.

## 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.

Form: Line 1 - noun
Line 2 - two adjectives
Line 3 - three sounds
Line 4 - four-word phrase
Line 5 - noun

Example:


Apple
red,smooth
cracking, smacking, slurping drippy, sticky, sour juice

Apple
$\qquad$
$\qquad$
$\qquad$ , $\qquad$ , $\qquad$
$\qquad$
$\qquad$

## 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)
When an adjective ends in $\mathbf{y}$, change the $\mathbf{y}$ to $\mathbf{i}$ before adding er.

## Examples:

```
easy - easier
greasy - greasier
breezy - breezier
```



Directions: Use the correct rule to add er to the words below. The first one has been done for you.

1. fast faster
2. thin $\qquad$ 12. fat
3. long $\qquad$ 13. poor
4. few $\qquad$ 14. juicy
5. ugly $\qquad$ 15. early
6. silly $\qquad$ 16. clean
7. busy $\qquad$ 17. thick
8. grand $\qquad$ 18. creamy
9. lean $\qquad$ 19. deep
10. young $\qquad$ 20. Iazy

## 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 $\mathbf{y}$, change the $\mathbf{y}$ to $\mathbf{i}$ 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
2. skinny $\qquad$ 12. trim
3. cheap $\qquad$ 13. silly
4. busy $\qquad$ 14. tall
5. loud $\qquad$ 15. glum
6. kind $\qquad$ 16. red
7. dreamy $\qquad$ 17. happy $\qquad$
8. ugly $\qquad$ 18. high
9. pretty $\qquad$ 19. wet
10. early $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
11. clean $\qquad$

## 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
Directions: Write more before the adjectives that fit the rule.
Draw an $\mathbf{X}$ 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.


$\qquad$
11. awful
$\qquad$ 12. delicious
$\qquad$ 13. embarrassing
$\qquad$ 14. nice
$\qquad$ 15. often
$\qquad$ 16. hard
$\qquad$ 17. valuable
$\qquad$ 18. close
$\qquad$ 19. fast
$\qquad$ 20. important

## 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 more interesting than the movie. (interesting)
2. Do you want to carry this box? It is $\qquad$ than the one you have now. (light)
3. If we take the $\qquad$ route to school, we will probably be late. (slow)
4. Thomas Edison is probably $\qquad$ 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
$\qquad$ than mine!" (big)
6. Mom said my room was $\qquad$ 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.

1. My uncle is intelligent.

My aunt is more intelligent.
My cousin is the $\qquad$ most intelligent
2. I am thankful.

My brother is more thankful.
My parents are the $\qquad$ .
3. Your sister is polite.

Your brother is more polite.
You are the $\qquad$ .
4. The blouse was expensive.

The sweater was more expensive.
The coat was the $\qquad$ .
5. The class was fortunate.

The teacher was more fortunate.
The principal was the $\qquad$ .
6. The spinach and cheese dip was delicious.

The grilled chicken was even more delicious.
The homemade bread was the $\qquad$ .
7. That painting is elaborate.

The sculpture is more elaborate.
The finger painting is the $\qquad$ .

## Adjectives Using est or Most

Directions: Add the word or words needed to complete each sentence. The first one has been done for you.

1. The star over there is the $\qquad$ brightest of all! (bright)

2. "I believe this is the $\qquad$ time I have ever had," said Mackenzie. (delightful)
3. That game was the $\qquad$ of the whole year! (exciting)
4. I think this tree has the $\qquad$ leaves. (green)

5. We will need the $\qquad$ knife you have to cut the face for the jack-o-lantern. (sharp)
6. Everyone agreed that your chocolate chip cookies were the $\qquad$ of all. (delicious)


## Writing: Adverbs

Like adjectives, adverbs are describing words. They describe verbs. Adverbs tell how, when, or where action takes place.

| Examples: How | When | Where |
| :--- | :--- | :--- |
| slowly | yesterday | here |
| gracefully | today | there |
| swiftly | tomorrow | everywhere |
| quickly | soon |  |



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 quickly home from school. $\qquad$
2. They will have a spelling test tomorrow. $\qquad$
3. Slowly, the children filed to their seats. $\qquad$
4. The teacher sat here at her desk. $\qquad$
5. She will pass the tests back later. $\qquad$
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.
downstairs $\qquad$
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? $\qquad$
$\qquad$
9. She ran outside. $\qquad$

## 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 <br> soon <br> two days ago now <br> tonight |



1. We had a surprise birthday party for him $\qquad$ .
2. Our science projects are due $\qquad$
3. My best friend will be moving $\qquad$ .
4. Justin and Ronnie need our help $\qquad$ !
5. We will find out who the winners are $\qquad$ .
6. Can you take me to ball practice $\qquad$ ?
7. She said we will be getting a letter $\qquad$ .
8. Diane made the quilt $\qquad$ .

## Adverbs of Place

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. Each child took a new library book $\qquad$
2. We looked $\qquad$ for his jacket.

3. We will have recess $\qquad$ because it is raining.
4. From the top of the mountain, we could see the village far
$\qquad$ .
5. My sister and I share a bedroom $\qquad$ -.
6. The teacher warned the children, "You must play with the ball
$\qquad$ ."
7. Mom said, "I know that recipe is $\qquad$ in this file box!"
8. You can put the chair $\qquad$


## 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 crossed the old bridge $\qquad$ .
2. We watched the turtle move $\qquad$ across
 the yard.
3. Everyone completed the math test $\qquad$ .
4. The quarterback raced $\qquad$ down the sideline.
5. The mother $\qquad$ cleaned the child's sore knee.
6. The fire was caused by someone $\qquad$ tossing a match. $\square$

7. The alarm rang $\qquad$ while we were 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.


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.
$\qquad$ 6. She hummed a popular tune.
$\qquad$ 7. Her sunny smile warmed my heart.
$\qquad$ 8. I hung your coat there.
$\qquad$ 9. Bring that here this minute!
$\qquad$ 10 We all walked back to school.

$\qquad$ 11. The skinniest boy ate the most food!
$\qquad$ 12. She acts like a famous person.
$\qquad$ 13. The silliest jokes always make me laugh.
$\qquad$ 14. She must have parked her car somewhere!
$\qquad$ 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-rree lights suddenly shone.
Dad said, "I guess the surprise is on you two!"

Adverbs
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

## 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 $\qquad$ and the word $\qquad$ are used when comparing two things.
2. One example of an adverb of time is $\qquad$ .
3. When an adjective ends with $\qquad$ , you change the $\mathbf{y}$ to $\mathbf{i}$ before adding er or est.
4. An $\qquad$ is a word that tells when, where, or how.
5. An example of an adverb of place is $\qquad$ .
6. The suffix $\qquad$ and the word $\qquad$ are used when comparing more than two things.
7. An $\qquad$ is a word that describes a noun.
8. An example of an adverb of manner is $\qquad$ .


## Review

Directions: For the bold word in each sentence, write $\mathbf{N}$ for noun, $\mathbf{V}$ for verb, ADJ for adjective, or ADV for adverb.
$\qquad$ 1. She is the tallest one outside.
$\qquad$ 2. She is the tallest one outside.
$\qquad$ 3. She is the tallest one outside.
$\qquad$ 4. She is the tallest one outside.


Directions: For the bold word in each sentence, write $\mathbf{P}$ for adverb of place, $\mathbf{T}$ for adverb of time, or $\mathbf{M}$ for adverb of manner.
$\qquad$ 5. Your shoes are downstairs.
$\qquad$ 6. His response was speedy.
$\qquad$ 7. Here is my homework.

$\qquad$ 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 $\qquad$
11. serious $\qquad$
12. easy

Directions: For the bold word in each sentence, write ADV for adverb or ADJ for adjective.
$\qquad$ 13. Grumpy people are not pleasant.
$\qquad$ 14. Put the package there, please.
$\qquad$ 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, $\qquad$ would you rather go to the game?
3. She went right home after school, $\qquad$ he stopped at the store.
4. Mom held the piece of paneling, $\qquad$ Dad nailed it in place.
5. She babysat last weekend, $\qquad$ her big sister went with her.
6. She likes raisins in her oatmeal, $\qquad$ I would rather have mine with brown sugar.
7. She was planning on coming over tomorrow, $\qquad$ I asked her if she could wait until the weekend.
8. Tomato soup with crackers sounds good to me, $\qquad$ 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 $\qquad$ they would be ready in the morning.
2. Dad called home complaining of a sore throat, $\qquad$ Mom stopped by the pharmacy.

3. His bus will be running late $\qquad$ it has a flat tire.
4. We all worked together $\qquad$ we could get the job done sooner.
5. We took a variety of sandwiches on the picnic $\qquad$ we knew not everyone liked cheese and olives with mayonnaise.
6. All the school children were sent home $\qquad$ the electricity went off at school.
7. My brother wants us to meet his girlfriend, $\qquad$ she will be coming to dinner with us on Friday.
8. He forgot to take his umbrella along this morning, $\qquad$ now his clothes are very wet.

## When and After

Directions: Write when or after to complete the sentences.

1. I knew we were in trouble $\qquad$ I heard the thunder in the distance.

2. We carried the baskets of cherries to the car $\qquad$ we were finished picking them.
3. Mom took off her apron $\qquad$ I reminded her that our dinner guests would be here any minute.
4. I wondered if we would have school tomorrow $\qquad$ I noticed the snow begin to fall.
5. The boys and girls all clapped $\qquad$ the magician pulled the colored scarves out of his sleeve.
6. I was startled $\qquad$ the phone rang so late last night.
7. You will need to upload your photos to Mom's laptop $\qquad$ you have taken all the pictures.
8. The children began to run $\qquad$ the snake started to move!

## Conjunctions

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.

$\qquad$
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.
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.

I started shaking.
3. Is that a freckle?

Is that dirt?
$\qquad$
4. I forgot my jacket.

I had to go back and get it.
$\qquad$
5. I like Christmas.

I don’t like waiting for it.
$\qquad$
6. Would you like to live in a castle?

Would you like to live on a houseboat?
$\qquad$
7. The general gave the command. The army marched.
$\qquad$
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.


1. Our team could use a good/well captain.
$\qquad$ 2. The tiny kitten doesn't look good/well.
$\qquad$ 3. He did his job so good/well that everyone praised him.
$\qquad$ 4. Whining isn't a good/well habit.
$\qquad$ 5. I might just as good/well do it myself.
$\qquad$ 6. She was one of the most well-/good- liked girls at school.
$\qquad$ 7. I did the book report as good/well as I could.
$\qquad$ 8. The television works very good/well.
$\qquad$ 9. You did a good/well job repairing the TV!
$\qquad$ 10. Thanks for a job good/well done!
$\qquad$ 11. You did a good/well job fixing the computer.
$\qquad$ 12. You had better treat your friends good/well.
$\qquad$ 13. Can your grandmother hear good/well?
$\qquad$ 14. Your brother will be well/good soon.

## 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.


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?
$\qquad$ 7. It's none of your/you're business!
6. Your/You're bike's front tire is low.
$\qquad$ 9. Your/You're kidding!
$\qquad$ 10. Have it your/you're way.
__ 11. I thought your/you're report was great!
7. He thinks your/you're wonderful!
_13. What is your/you're first choice?
$\qquad$ 14. What's your/you're opinion?
__ 15. If your/you're going, so am I!
8. 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 $\qquad$ enough to read with the lighting you have?
2. $\qquad$ going to need a paint smock when you go to art class tomorrow afternoon.
3. I can see $\qquad$ having some trouble. Can I help with that?
4. The music department needs to buy a speaker system that has $\qquad$ quality sound.
5. The principal asked, "Where is $\qquad$ hall pass?"
6. You must do the job $\qquad$ if you expect to keep it.

7. The traffic policeman said, "May I please see $\qquad$ driver's license?"
8. The story you wrote for English class was done quite $\qquad$ .
9. That radio station you listen to is a $\qquad$ one.
10. Let us know if $\qquad$ unable to attend the meeting on Saturday.

## 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.


1. Its/lt's never too late to learn something new!
$\qquad$ 2. Its/It's eyes are already open.
$\qquad$ 3. Its/It's your turn to wash the dishes!
$\qquad$ 4. Its/It's cage was left open.
$\qquad$ 5. Its/It's engine was beyond repair.
$\qquad$ 6. Its/It's teeth were long and pointed.
$\qquad$ 7. Did you see its/it's hind legs?
$\qquad$ 8. Why do you think its/it's mine?
$\qquad$ 9. Do you think its/it's the right color?
$\qquad$ 10. Don't pet its/it's fur too hard!
$\qquad$ 11. Its/It's from my Uncle Harry.
$\qquad$ 12. Can you tell its/it's a surprise?
$\qquad$ 13. Is its/it's stall always this clean?
$\qquad$ 14. Its/It's not time to eat yet.
$\qquad$ 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.


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?
$\qquad$ 15. Mother, can/may I go to the movies?

## 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. $\qquad$ I help you with some of those things?" asked Michele.
2. The squirrel $\qquad$ 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
$\qquad$ color.
4. How many laps around the track $\qquad$ you do?
5. Sometimes you can tell what a story is going to be about by looking at
$\qquad$ title.
6. Our house $\qquad$ need to be painted again in two or three years.
7. Mom asked, "Jon, $\qquad$ you open the door for your father?"
8. $\qquad$ going to be a while until your birthday, but do you know what you want?
9. I can feel it in the air; $\qquad$ going to snow soon.

10. If I'm careful with it, $\qquad$ 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.
$\qquad$ 5. She's a person who can't sit/set still.
$\qquad$ 6. Sit/set the baby on the couch beside me.
$\qquad$ 7. Where did you sit/set your new shoes?
$\qquad$ 8. They decided to sit/set together during the movie.
___ 9. Let me sit/set you straight on that!
$\qquad$ 10. Instead of swimming, he decided to sit/set in the water.
_11. He sit/set the greasy pan in the sink.
$\qquad$ 12. She sit/set the file folder on her desk.
_ 13. Don't ever sit/set on the refrigerator!
$\qquad$ 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.


1. They're/Their/There is the sweater I want!
$\qquad$ 2. Do you believe they're/their/there stories?
2. Be they're/their/there by one o'clock.
3. Were you they're/their/there last night?
4. I know they're/their/there going to attend.
5. Have you met they're/their/there mother?
6. I can go they're/their/there with you.
7. Do you like they're/their/there new car?
8. They're/Their/There friendly to everyone.
$\qquad$ 10. Did she say they're/their/there ready to go?
$\qquad$ 11. She said she'd walk by they're/their/there house.
$\qquad$ 12. Is anyone they're/their/there?
9. I put it right over 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. $\qquad$ your pencil on your desk when you finish working.
2. When we choose our seats on the bus, will you $\qquad$ with me?
3. $\qquad$ is my library book! I wondered where I had left it!
4. My little brother and his friend said $\qquad$ not going to the ball game with us.
5. Before the test, the teacher wants the students to sharpen
$\qquad$ pencils.

6. She blew the whistle and shouted, "Everyone $\qquad$ down on the floor!"
7. All the books for the fourth graders belong over $\qquad$ on the top shelf.
8. The little kittens are beginning to open $\qquad$ eyes.
9. I'm going to $\qquad$ the dishes on the table.
10. $\qquad$ going to be fine by themselves for a few minutes.

## 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.
these 1. I will take this/these cookies with me.
$\qquad$ 2. Do you want this/these seeds?
$\qquad$ 3. Did you try this/these nuts?
$\qquad$ 4. Do it this/these way!
$\qquad$ 5. What do you know about this/these situation?
$\qquad$ 6. Did you open this/these doors?
$\qquad$ 7. Did you open this/these window?
$\qquad$ 8. What is the meaning of this/these letters?
$\qquad$ 9. Will you carry this/these books for me?
$\qquad$ 10. This/These pans are hot!
$\qquad$ 11. Do you think this/these light is too bright?
$\qquad$ 12. Are this/these boots yours?
$\qquad$ 13. Do you like this/these rainy weather?


## Review

Directions: Complete the sentences by writing the correct words in the blanks.
$\qquad$ 1. You have a good/well attitude.
$\qquad$ 2. The teacher was not feeling good/well.
$\qquad$ 3. She sang extremely good/well.
$\qquad$ 4. Everyone said Josh was a good/well boy.
$\qquad$ 5. Your/You're going to be sorry for that!
$\qquad$ 6. Tell her your/you're serious.
$\qquad$ 7. Your/You're report was wonderful!
$\qquad$ 8. Your/You're the best person for the job.

$\qquad$ 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?
$\qquad$ 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.
$\qquad$ 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. $\qquad$ is an adjective that refers to a particular thing.
2. Use $\qquad$ to tell or ask how something is done or to describe someone's health.
3. $\qquad$ is a contraction for it is.
4. $\qquad$ describes a plural noun and refers to particular things.
5. $\qquad$ means "to rest."
6. $\qquad$ means "am able to" or "to be able to."
7. $\qquad$ is a contraction for they are.
8. $\qquad$ , $\qquad$ , and $\qquad$ show
ownership or possession.
9. Use $\qquad$ to ask politely to be permitted to do something.
10. $\qquad$ is a contraction for you are.
11. $\qquad$ means "to place or put."
12. $\qquad$ describes a noun.
13. Use $\qquad$ to show direction or placement.

## WRITING



## 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 $\mathbf{X}$ 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.

$\qquad$ 2. Mr. and Mrs. Francesco were friends of the DeVuonos.
$\qquad$ 3. Dr. Daniel Long and Dr Holly Barrows both spoke with the patient.
$\qquad$ 4. Did you get Mr. MacMillan for English next year?
$\qquad$ 5. Mr. Sweet and Ms. Petrov were both at the concert.
$\qquad$ 6. When did the doctor. tell you about this illness?
$\qquad$ 7. Dr. Donovan is the doctor that Mr. Winham trusted.
$\qquad$ 8. Why don't you ask Doctor. Bautista her opinion?
$\qquad$ 9. All three of the doctors diagnosed Ms. Twelp.
$\qquad$ 10. Will Ms. Davis and Ms Aziz be at school today?
$\qquad$ 11. Did Dr Samuels see your father last week?
$\qquad$ 12. Is Judy a medical doctor or another kind of specialist?
$\qquad$ 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 $\mathbf{C}$ if the sentence is punctuated correctly. Draw an $\mathbf{X}$ if the sentence is not punctuated correctly. The first one has been done for you.


1. No, I don't plan to attend.
$\qquad$ 2. I told them, oh yes, I would go.
__ 3. Her birthday is March 13, 1995.
$\qquad$ 4. He was born in May, 2012.
$\qquad$ 5. Yes, of course I like you!
__ 6. No I will not be there.
__ 7. They left for vacation on February, 14.

$\qquad$ 8. No, today is Monday.
___ 9. The program was first shown on August 12, 2014.
__ 10. In September, 2020 how old will you be?
$\qquad$ 11. He turned 12 years old on November, 13.
$\qquad$ 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.
$\qquad$ 15. No I would not like more dessert.

## 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 $\mathbf{C}$ if the sentence is punctuated correctly. Draw an $\mathbf{X}$ if the sentence is not punctuated correctly. The first one has been done for you.
$\qquad$ 1. She ordered shoes, dresses and shirts to be sent to her home in Oakland California.
$\qquad$ 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.
$\qquad$ 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 The One and Only Ivan?
(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 Applewhite's at Wit's End 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 $\mathbf{a}$, an, 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.

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 $\mathbf{C}$ if the sentence is punctuated correctly. Draw an $\mathbf{X}$ if the sentence is not punctuated correctly. The first one has been done for you.
c

1. "I want it right now!" she demanded angrily.
__ 2 "Do you want it now? I asked."
__ 3. She said "she felt better" now.
$\qquad$ 4. Her exact words were, "I feel much better now!"
$\qquad$ 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.
$\qquad$ 9. "Did you know her mother?" I asked.
$\qquad$ 10. I asked "whether you knew her mother."
$\qquad$ 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 $\mathbf{C}$ if the sentence is punctuated correctly. Draw an $\mathbf{X}$ 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"?
$\qquad$ 2. We sang The Stars and Stripes Forever" at school.
2. My little brother's favorite song is "The Eensy Weensy Spider."

$\qquad$ 4. Turn the music up when "A Hard Day's "Night comes on!
$\qquad$ 5. "Yesterday" was one of Paul McCartney's most famous songs.

$\qquad$ 6. Calef Brown's poems, like "Polkabats" and "Kansas City Octopus," are very silly!
$\qquad$ 7. A song everyone knows is "Happy Birthday."
$\qquad$ 8. "Swing Low, Sweet Chariot" was first sung by slaves.
$\qquad$ 9. Do you know the words to Home on "the Range"?
$\qquad$ 10. "Hiawatha" is a poem your grandparents may have memorized in school.
$\qquad$ 11. The reggae song "Three Little Birds always makes me happy when I'm feeling down.
$\qquad$ 12. My sister danced to "The Way You Look Tonight."
$\qquad$ 13. The words to "Rain, Rain" Go Away are easy for young children to learn.
$\qquad$ 14. My mom loves an old jazz standard called "Summertime."
$\qquad$ 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: $\wedge$. It is called a caret.
went

Example: We^to the dance together.
To show that a letter should be capitalized, put three lines under it.
Example: Mrs. castellano drove us to school.

$$
\equiv
$$

To show that a capital letter should be small or lowercase, draw a diagonal line through it.


Example: Mrs. Castellano ゆ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 welros 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 $\mathbf{C}$ if the sentence has no errors. Draw an $\mathbf{X}$ 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!
$\qquad$ 2. Another thing I liked was the litehouse.
$\qquad$ 3. Do you remember Hemingway's address in Key West?
$\qquad$ 4. The Key West semetery is on 21 acres of ground.
$\qquad$ 5. Ponce de eon discovered Key West.
$\qquad$ 6. The cemetery in Key West is on Francis Street.

$\qquad$ 7. My favorete tombstone was the sailor's.
$\qquad$ 8. His wife wrote the words on it. Remember?
$\qquad$ 9. The words said, "at least I know where to find him now!"
$\qquad$ 10. That sailor must have been away at sea all the time.
$\qquad$ 11. The troley ride around Key West is very interesting.
$\qquad$ 12. Do you why it is called Key West?
$\qquad$ 13. Can you imagine a lighthouse in the middle of your town?
$\qquad$ 14. It's interesting to no that Key West is our southernmost city.
$\qquad$ 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.


## 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.


## 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.

## Writing: Punctuation

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:(1) sister accused me of not helping her rake the leaves. that's silly! (3) helped at least a hundred times.

1. 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' $\dagger$ 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

## 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.
3. The pond is full of toads.

The field 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.
$\qquad$
7. A sandwich 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.
$\qquad$
2. We need to find the scissors.

We need to buy some tape.
$\qquad$
3. The stream runs through the woods.

The stream empties into the East River.
$\qquad$
$\qquad$
4. Katie tripped on the steps.

Katie has a pain in her left foot.
$\qquad$
$\qquad$
5. Grandpa took me to the store.
6. Charity ran 2 miles.

Grandpa bought me a treat.
$\qquad$
$\qquad$
$\qquad$

## 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.

The big, friendly girls laughed and helped the little girls.
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.
$\qquad$
4. Jayna is my cousin. Jayna helped me move into my new apartment.
5. Romeo is a big tomcat. Romeo loves to hunt mice.

## Name

## 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.

We 1. My friends and I like to go ice skating in the winter. Dyrnall usually fall down a lot, but my and 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.
$\qquad$ 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.
$\qquad$ 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!
$\qquad$ 5. I know Mr. Garcia needs a copy of this history report. Please take it to Mr. Garcia when you finish.

## 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.
$\qquad$ 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.
$\qquad$ 3. The new art teacher brought many ideas from the city school where the art teacher worked before.
2. 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.
$\qquad$ 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?
3. My grandmother makes very good apple pie. My grandmother said I could learn how to make one the next time we visit.
4. 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.
$\qquad$
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?

## 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.
$\qquad$
2. Maysie can help you with the spelling words now, Tasha.
$\qquad$
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.
$\qquad$
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.
$\qquad$
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?

Friendships can make you happy or make you sad. 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: $\qquad$

Television: $\qquad$

## 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' $\dagger$ stop for 2 weeks. All the rivers flooded. Some people living near the rivers had to leave their homes. Farmers couldn'† 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: <br> Topic Sentences and Supporting Details

Directions: For each topic below, write a topic sentence and four supporting details.

## Example:

Playing with friends: (†opic sentence) Playing with my friends can be lots of fun. (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: $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
Summer vacation: $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
Brothers or sisters: $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

## Writing: <br> 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.

## Characters:

Setting: (time, place)

Problem: (what needs to be fixed or solved)

Goal: (what characters want to accomplish)

Action: (events, reasons)

Outcome: (results of action)

## 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?
5. Make any necessary changes, and write your report below.
6. Read your report to someone.

OFFICIAL POLICE REPORT


Reporting officer: $\qquad$
Date of accident: $\qquad$ Time of accident: $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

## 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:
$\qquad$
$\qquad$
$\qquad$
What happened:
$\qquad$
$\qquad$
$\qquad$
Why it happened:

## 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.
$\qquad$ found a bird caught in a kite string
$\qquad$ plays outside a lot
$\qquad$ in Grade 4 at Center School
$\qquad$ knew the bird was wild
$\qquad$ untangled the bird
$\qquad$ likes pets
$\qquad$ wouldn't want to live in a cage
$\qquad$ 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.

## Example:

## Details



## Details

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.
5. Shoes: white sneakers, comfortable, good for walking and standing
4. Sweater: red with yellow and blue designs, white buttons, warmth for cold day, cotton, long sleeves

1. Introduction: working in yard, autumn-cool weather

।

Clothes for Saturday
6. Closing: busy, but ready
2. Pants: blue jeans, old, cotton, good for yard work, comfortable
3. Shirt: yellow, short-sleeved, matches pants and sweater, not too hot

## 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 <br> homework | holidays <br> family | all about me <br> pets | sports |
| :--- | :--- | :--- | :--- |
| nocation |  |  |  |

## Writing: Idea Web

## Details



Details

## 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 $\qquad$
Important Points
Paragraph 1 $\qquad$
$\qquad$
$\qquad$
Paragraph 2 $\qquad$
$\qquad$
$\qquad$
Paragraph 3 $\qquad$
$\qquad$
$\qquad$

## 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

(Title)
Paragraph or Chapter Numbers

Important Points


1 $\qquad$
$\qquad$

2 $\qquad$
$\qquad$

3 $\qquad$
$\qquad$
$\qquad$

From Grapes to Raisins
(Title)
Paragraph or
Chapter Numbers
1 $\qquad$
$\qquad$
2 $\qquad$
$\qquad$

3 $\qquad$
$\qquad$
$\qquad$

## 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 $\qquad$ .
2. Penguins can dive deep and $\qquad$ .
3. Penguins lay only $\qquad$ .
4. Father penguins keep the egg $\qquad$ .
5. Mother penguins return when the egg $\qquad$ -.

## 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. $\qquad$
$\qquad$
2. $\qquad$
$\qquad$
$\qquad$
3. $\qquad$
4. $\qquad$

## 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. $\qquad$
$\qquad$
2. $\qquad$
$\qquad$
3. $\qquad$
$\qquad$
4. $\qquad$
$\qquad$

## Compare and Contras $\dagger$

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.

## 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:
I. First main idea
A. A smaller idea

1. An example
2. An example
II. Second main idea
A. A smaller idea
B. Another smaller idea
III. Third main idea
A. A smaller idea
B. Another smaller idea
3. An example
I. Planting a garden
A. Choosing seeds
4. Tomatoes
5. Lettuce
II. Taking care of the garden
A. Pulling the weeds
B. Watering the garden
III. Harvesting
A. Are they ripe?
B. How to pick them
6. Pick only the tomato off the vine

Directions: Use the outline for planting a garden to answer the questions.

1. What are the three main ideas?

a) $\qquad$
b) $\qquad$
C) $\qquad$
2. What are the two smaller ideas listed under "Taking care of the garden"?
a) $\qquad$
b) $\qquad$
3. What are the smaller ideas listed under "Harvesting"?
a) $\qquad$
b) $\qquad$
4. What is listed under the smaller idea "How 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

1. 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?
B. $\qquad$
II. Gather supplies
A. $\qquad$
B. $\qquad$

1. Hammer and nails
2. $\qquad$
III. Build the tree house
A. $\qquad$
B. $\qquad$
C. $\qquad$

## 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.

Sisters and brothers
Parents
Tables
Chairs
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. $\qquad$

1. Cans of paint
2. $\qquad$
II. Putting furniture in the tree house
A. $\qquad$
B. $\qquad$
III. Making a visitors' policy
A. $\qquad$
3. Friends
4. $\qquad$
5. $\qquad$
B. $\qquad$

## Outlining: The Mayflower's Voyage

Directions: Read about the Mayflower. Then, complete the outline for an essay.
The Mayflower left England in 1620. It carried 101 passengers. Some of those passengers were called Pilgrims. Pilgrims were people who had wandered from country to country looking for a place to make their home.

It took 66 days to cross the Atlantic Ocean. The ship was crowded. There were some accidents on board. The Mayflower landed at the tip of Cape Cod in Massachusetts. Several men searched the area to find the best place to start a colony. They finally settled on Plymouth.

The Pilgrims lived on the Mayflower through the winter. The Mayflower returned to England in April 1621. None of the Pilgrims went back with it.

I. The Mayflower leaves England
A. $\qquad$
B. $\qquad$
II. The journey
A. $\qquad$
B. $\qquad$
C. $\qquad$
III. Landing in America
A. $\qquad$
B. $\qquad$

## 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. $\qquad$
B. $\qquad$
II. Spring
A. $\qquad$
B. $\qquad$
III. Fall
A. $\qquad$
B. $\qquad$

1. $\qquad$
2. $\qquad$


## 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
I. Book information
A. Title
B. Author
C. Illustrator
D. Publisher and publishing date
II. Fun facts of book
A. Setting
B. Characters
C. Plot
III. Good points
A. What I liked best about book

1. Why?
IV. Not so good points
A. What I didn't like about book
2. Why?
V. Should others read book?
A. Why or why not?

## Your Book Review

I.
$\qquad$
B. $\qquad$
$\qquad$
D. $\qquad$
II.
A. $\qquad$
B. $\qquad$
$\qquad$
III. $\qquad$
A. $\qquad$

1. $\qquad$
IV.
A. $\qquad$
2. $\qquad$
V. $\qquad$
A. $\qquad$

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
3. Eye color
4. Hair color
5. 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.
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

## 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 giffs 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: $\qquad$
Author: $\qquad$
The main points are:

1. $\qquad$
2. $\qquad$
3. $\qquad$
4. $\qquad$
5. $\qquad$
Directions: Use the format you learned to outline this story or book.
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
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 $\mathbf{T h e}, \mathbf{A}$, or $\mathbf{A n}$, ignore it, and use the second word of the title.

Directions: Look at the list of authors, subjects, and titles. Write A for author, $\mathbf{S}$ for subject, or $\mathbf{T}$ for title in the blanks. Then, write each on the card where it belongs in alphabetical order. Some have been done for you.
A
Murphy, Stuart J.

T The Cricket in Times Square
S gardens
___ The White House
___ Simon, Seymour
___ The Pony Express

## 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? $\qquad$
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? $\qquad$
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:

J551.21 Furgang, Mary
Everything 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.
$\qquad$
First Dinosaur Encyclopedia
The Tree Book for Kids and Their
Grown-Ups
ChopChop: The Kids' Guide to
Cooking Real Food with Your Family
13 Planets: The Latest View of the
Solar System
Amazing Baseball Records

## The New Big Book of U.S. Presidents



Mummies Made in Egypt How to Raise Monarch Butterflies

## Cathedral: The Story of Its

 Construction
## 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.


Fossils


Dewey Decimal System directory:

| 390-399 Costumes | 590-599 Big Foot | 790-795 Magic | 920-929 Presidents |
| :--- | :--- | :--- | :--- |
| 560-569 Fossils | $610-619$ Human Body | $796-799$ Gymnastics |  |
| $580-589$ Plants | $630-639$ Pets | $910-919$ Japan |  |

## 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 $\mathbf{B}$, shelved in the 920 s, 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 $\mathbf{B}$ if it is a biography, $\mathbf{A}$ if it is an autobiography, or $\mathbf{F}$ if it is fiction. Then, circle the titles that would not be shelved by the Dewey Decimal System.
$\qquad$ Tales of a Fourth Grade Nothing
$\qquad$ Who Was Steve Jobs?
$\qquad$ Ramona the Pest
$\qquad$ Bill Peet: An Autobiography
$\qquad$ Abraham Lincoln
$\qquad$ Charlotte's Web

Homesick: My Own Story
$\qquad$ Through a Window: My Thirty Years with the Chimpanzees of Gombe

Sarah, Plain and Tall
$\qquad$ Michael Jordan: Legends in Sports
$\qquad$ Luis A/varez: Wild Idea Man
$\qquad$ 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? $\qquad$
$\qquad$
2. What is the call number for that book? $\qquad$
3. Who is the author of that book? $\qquad$
4. Go to the shelf, and look for the book. Did you find it? $\qquad$
5. Use the library catalog to find the author of the book Mummies Made in Egypt. Who wrote it?
$\qquad$
6. Use the library catalog to find other books by that author. What are the names of four other books by that author?
$\qquad$
$\qquad$
$\qquad$
$\qquad$
7. Use the library catalog to find a book written by Judy Blume with the word "fudge" in the title. What is its title?
$\qquad$
8. What is the library's most recent book by Lenore Look? $\qquad$
$\qquad$


## Review

Directions: Write A for author, $\mathbf{S}$ for subject, or $\mathbf{T}$ for title to show how you would look for each item in the library catalog.

1. $\qquad$ dinosaurs
2. $\qquad$ Russia
3. $\qquad$ Scarry, Richard
4. $\qquad$ Christopher, Matt
5. $\qquad$ Milne, A.A.
6. $\qquad$ Arctic and Antarctic
7. $\qquad$ The Mummy, the Will, and the Crypt

8. $\qquad$ Eskimos

Directions: Write $\mathbf{T}$ for true or $\mathbf{F}$ for false in the blanks.
9. $\qquad$ A biography is a story that someone writes about himself or herself.
10. $\qquad$ A fiction book is based on facts.
11. $\qquad$ A fiction book is a story someone made up.
12. $\qquad$ Nonfiction books use facts.
13. $\qquad$ An autobiography is a story that someone writes about himself or herself.
14. $\qquad$ A biography is the story of someone's life.

Directions: Identify the parts of this library catalog listing.
15. $\qquad$ 552
16. $\qquad$ Juvenile Geology
17. $\qquad$ Evert, Laura
18. $\qquad$ Rocks, Fossils, and Arrowheads
19. $\qquad$ Cooper Square Publishing LLC
20. 2001

## 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.

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. $\qquad$ flamingos
2. $\qquad$ a tornado that touched down in Oklahoma last week
3. $\qquad$ undersea explorer Jacques Cousteau
4. $\qquad$ the part of speech for the word enthusiastic
5. $\qquad$ the pyramids of ancient Egypt
6. $\qquad$ the weather in your town for the next five days
7. $\qquad$ types of fungi
8. $\qquad$ directions from Charlotte, N.C., to Asheville, N.C.
9. $\qquad$ the upcoming presidential elections
10. $\qquad$ 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? $\qquad$
2. What two topics are found under the heading for extinction? $\qquad$
3. What information is found on page 187 ? $\qquad$
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 $\qquad$
$\qquad$
2. the space shuttle Discovery $\qquad$
$\qquad$
3. President Barack Obama $\qquad$
$\qquad$
4. the Amazon River $\qquad$
$\qquad$
5. artist Mary Cassatt $\qquad$
$\qquad$
6. the wolves of Yellowstone National Park $\qquad$
$\qquad$
7. basketball player LeBron James $\qquad$
$\qquad$
8. riders for the Pony Express $\qquad$
$\qquad$

## 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? $\qquad$
$\qquad$
3. What keyword(s) could you use find out what the diet of the Inuit is like? $\qquad$
$\qquad$
4. What keyword(s) could you use to find out what towns Laura Ingalls Wilder lived in during her childhood?
$\qquad$
5. What keyword(s) could you use to find out how Peyton Manning got his start in football?
$\qquad$
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? $\qquad$
$\qquad$
$\qquad$
$\qquad$
2. What are two other kinds of jays? $\qquad$
3. What do blue jays eat? $\qquad$
$\qquad$
4. Are blue jays friendly to other types of birds? $\qquad$
5. How do blue jays sound? $\qquad$
$\qquad$
6. What do you think blue jays do if they want to eat from a bird feeder where other birds are eating?
$\qquad$
$\qquad$
7. Are all jays blue? $\qquad$
8. Can blue jays be tamed?
9. How would you tame a blue jay? $\qquad$


## 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? $\qquad$
2. What does "comet" mean in Greek? $\qquad$
3. Were comets recently discovered? $\qquad$
$\qquad$
4. What do you have to use sometimes to see comets? $\qquad$
5. Can you ever see comets with your eyes only? $\qquad$
6. Name the comet that came close to Earth in 1986. $\qquad$
7. Who discovered that comet? $\qquad$
8. Name the comet that came close to Earth in 1997. $\qquad$
9. Who discovered that comet? $\qquad$
10. What did Sir Isaac Newton discover about comets? $\qquad$
$\qquad$
11. Are comets lighter or heavier than moons? $\qquad$
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? $\qquad$


## Review

Directions: Write $\mathbf{T}$ for true or $\mathbf{F}$ for false.

1. $\qquad$ Every subject you look up in an online encyclopedia will have a whole article written about it.
2. $\qquad$ If you can't find what you're looking for with one search, try searching using a different key word.
3. $\qquad$ You may find more than one entry for a particular subject.
4. $\qquad$ 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) $\qquad$
b) $\qquad$
6. Name two possible keywords you could use to find information about George Washington in an encyclopedia.
a) $\qquad$
b) $\qquad$
7. What keyword search would include information about ants, flies, bees, and gnats?

Directions: Number these encyclopedia entries in alphabetical order.

| $\ldots$ | Bush, George |
| :--- | :--- |
| $\ldots$ | planets |
| $\ldots$ | bush |
| ___ | whole wheat flour |
| Bell, Alexander Graham |  |




## 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? $\qquad$
2. What was the name of the Apollo mission that went to the moon? $\qquad$
3. What was the exact date of the first moon landing? $\qquad$
4. Why was the U.S. racing Russia to the moon? $\qquad$

Directions: John Glenn first orbited Earth in 1962. Use reference sources to answer these questions.
5. How old was he then? $\qquad$
6. When did John Glenn return to space? $\qquad$
7. How old was he on this second trip? $\qquad$
8. Why did he return to space? $\qquad$
$\qquad$
Directions: Compare and contrast Glenn's two trips.
9. $\qquad$
$\qquad$

## Using Reference Sources: Out of This World

Directions: Use reference sources to answer these questions.

1. What caused the "Space Race" in the 1950s? $\qquad$
$\qquad$
$\qquad$
$\qquad$
2. In testing rockets, why were chimps used instead of other animals? $\qquad$
$\qquad$
$\qquad$
3. What is the astronaut training program like? $\qquad$
$\qquad$
$\qquad$
4. Why do you think the training is so difficult? $\qquad$
$\qquad$
$\qquad$
Directions: Use what you learned to answer these questions.
5. Do you think being an astronaut is a career for you? Explain. $\qquad$
$\qquad$
$\qquad$
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.

## 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.

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?
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
3. Where will you find information about the planet? $\qquad$
$\qquad$
$\qquad$
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?

## Putting It All Together

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?
$\qquad$
$\qquad$
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) $\qquad$
b) $\qquad$
c) $\qquad$
d) $\qquad$
3. Name at least two sources that you will use for your report.
a) $\qquad$
b) $\qquad$
4. Read the books, and take notes. Your notes should cover the main points. Use separate sheets of paper to write your notes.

## Putting It All Together

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? $\qquad$
$\qquad$
$\qquad$
2. What other websites might be helpful in your research? $\qquad$
$\qquad$
$\qquad$
3. Read the article or articles. Then, write notes about your planet.

## Putting It All Together

Once you have gathered information and made notes, it's time to make an outline of your report.

Directions: Complete the outline using the information you found in books, online encyclopedias, and other sources.
I. The location of the planet
A. $\qquad$

1. $\qquad$
2. $\qquad$
B. $\qquad$
II. What does the planet look like?
A. $\qquad$
B. $\qquad$
III. What is the surface of the planet like?
A. $\qquad$
B. $\qquad$
C. $\qquad$
IV. Could we live there? Why or why not?
A. $\qquad$
B. $\qquad$
C. $\qquad$
Now, you are ready to write!

## Putting It All Together

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.
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

## 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

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 <br> a sparrow | summer <br> joy | spring <br> sadness | fall <br> 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!

- D.S. Underwood

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.

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

Directions: Trade your haiku with a partner. Write a tanka in response to your partner's haiku.

## 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.

## Example:




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.

$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$


## 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.

Directions: Write the numbers in the correct boxes to find how far the car has traveled.
one thousand six hundreds
eight ones
nine ten thousands
four tens
two millions

five hundred thousands
How many miles has the car traveled? $\qquad$

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.

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.


Example:


Standard Form
4,567
$\qquad$
$\qquad$

Directions: Write the number words for the numerals above.

# 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.

## Example:

| Housonds | hundieds | tens | ones |
| :---: | :---: | :---: | :---: |
| 8 | 6 | 2 | 4 |

Standard Form 8,624

Expanded $8,000+600+20+4$
Notation

| thousands | hundreds | tens | ones |
| :--- | :--- | :--- | :--- |
|  |  |  |  |

Standard Form
Expanded
Notation


Standard Form $\qquad$
Expanded Notation $\qquad$


Standard Form $\qquad$
Expanded Notation $\qquad$
Directions: Write the value of the 4 in each number below.
742,521 $\qquad$
456 $\qquad$
1,234,567 $\qquad$
65,504 $\qquad$
937,641 $\qquad$

## Add 'Em Up!

Addition is "putting together" or adding two or more numbers to find the sum.

Directions: Add the following problems as quickly and as accurately as you can.

| $\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ +9 \\ \hline \end{array}$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 4 | 9 | 7 | 8 | 8 |
| +2 | +1 | +6 | +6 | + 7 | +9 |
| 9 | 1 | 4 | 7 | 5 | 5 |
| +4 | + 8 | + 7 | +9 | + 6 | + 3 |



## 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


## 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?


## 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.

## Examples:

730
$+265$

267
$\begin{array}{r}+\quad 12 \\ \hline\end{array}$

$$
\begin{equation*}
4,254 \tag{111}
\end{equation*}
$$

+82
+

727
$\begin{array}{r}+51 \\ \hline\end{array}$

## 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.


## Leafy Addition

Directions: Add, and then color according to the code.
Code:

| green - 79 | orange -35 | red -78 |
| :--- | :--- | :--- |
| yellow - 87 | purple -56 | brown -94 |



## Subtraction

Subtraction is "taking away" or subtracting one number from another.


How quickly did you complete this page?

## 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.

359

| $-\quad 55$ |
| :--- |

7,678
$-4,321$

9,876
$-1,234$

## Subtraction: Regrouping

Directions: Subtract using regrouping.


| $\begin{array}{r} 81 \\ -53 \\ \hline \end{array}$ | $\begin{array}{r} 76 \\ -49 \\ \hline \end{array}$ | $\begin{array}{r} 94 \\ -38 \\ \hline \end{array}$ | $\begin{array}{r} 156 \\ -\quad 77 \\ \hline \end{array}$ | $\begin{array}{r} 341 \\ -\quad 83 \end{array}$ | $\begin{array}{r} 726 \\ -\quad 29 \\ \hline \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 568 | 806 | 743 | 903 | 647 | 254 |
| -173 | -738 | -550 | -336 | -289 | -69 |
| 730 | 961 | 573 | 604 | 265 | 372 |
| -518 | -846 | - 76 | - 55 | - 19 | - 59 |


| $\begin{array}{r} 111 \\ -\quad 82 \\ \hline \end{array}$ | $\begin{array}{r} 358 \\ -\quad 99 \\ \hline \end{array}$ | $\begin{array}{r} 147 \\ -\quad 49 \\ \hline \end{array}$ |
| :---: | :---: | :---: |
| 180 | 325 | 873 |
| -106 | - 68 | - 35 |



## Addition and Subtraction

Directions: Add or subtract, using regrouping when needed.


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.

## Addition and Subtraction

Directions: Add or subtract, using regrouping when needed.

| 38 | 1,269 |  | 629 | $\begin{array}{r} 4,697 \\ -2,988 \\ \hline \end{array}$ |
| :---: | :---: | :---: | :---: | :---: |
| 43 | 2,453 | 5,792 | 491 |  |
| +21 | +8,219 | -4,814 | + 308 |  |
|  | 68 | 197 |  |  |
| 5,280 | 27 | 436 | 7,321 | 456 |
| -3,147 | +42 | +213 | -2,789 | +974 |
|  | 492 |  |  |  |
| 3,932 | 863 | 9,873 | 4,978 | 6,235 |
| + 4,681 | + 57 | +5,483 | +2,131 | + 2,986 |

Anya stocked her pond with 263 bass and 187 trout. 97 fish swam away in a flood. How many fish are left?

## 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.
If the ones digit is 4 or less, round down to the nearest ten.

## Examples:

- Round 81 to the nearest ten.
- 1 is the key digit.
- If it is less than 5, round down.
- Answer: 8 0
- Round 246 to the nearest ten.
- 6 is the key digit.
- If it is more than 5 , round up.
- Answer: 250


## Directions:

Round these numbers to the nearest ten.


## 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.

## Examples:



Round 871 to the nearest hundred.
7 is the key digit.
If it is more than 5 , round up.
Answer: 900

Round 421 to the nearest hundred.
2 is the key digit.
If it is less than 4, round down.
Answer: 400

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.
9 is the key digit.
If it is more than 5, round up.
Answer: 8,000

Round 1,368 to the nearest thousand.
3 is the key digit.
If it is less than 4, round down.
Answer: 1,000

Directions: Round these numbers to the nearest thousand.

| 8,631 | 1,248 | 798 |
| :---: | :---: | :---: |
| 999 | 6,229 | 8,461 |
| 9,654 | 4,963 | 99,923 |

## Rounding

Directions: Round these numbers to the nearest ten.

18 $\qquad$ 33 82 $\qquad$ 56 $\qquad$
24 $\qquad$ 49 $\qquad$ 91 $\qquad$ 67 $\qquad$

Directions: Round these numbers to the nearest hundred.


243 $\qquad$ 689 $\qquad$ 263 $\qquad$ 162 $\qquad$
389 $\qquad$ 720 $\qquad$ 351 $\qquad$ 490 $\qquad$
463 $\qquad$ 846 $\qquad$ 928 $\qquad$ 733 $\qquad$

Directions: Round these numbers to the nearest thousand.

| 2,638 | 3,940 | 8,653 |
| :---: | :---: | :---: |
| 6,238 | 1,429 | 5,061 |
| 7,289 | 2,742 | 9,460 |
| 3,109 | 4,697 | 8,302 |

Directions: Round these numbers to the nearest ten thousand.
11,368 38,421
$\qquad$
75,302 67,932
$\qquad$ 49,926
$\qquad$
93,694 81,648
$\qquad$
26,784
87,065
57,843 $\qquad$ 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?

## 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.

## Examples: <br> Hundred

| $74 \longrightarrow 70$ |  |
| ---: | ---: | ---: |
| $+39 \longrightarrow+40$ |  |
| 110 | $\xrightarrow{64} \longrightarrow$60 <br> -25 |


| $352 \longrightarrow 400$ |
| ---: |
| $-164 \longrightarrow-200$ |
| 200 |

Thousand

$$
\begin{array}{|r}
7,681 \longrightarrow \\
+4,321 \longrightarrow+\frac{4,000}{12,000} \\
\hline
\end{array}
$$

Round these numbers to the nearest ten.
$18 \longrightarrow$
$+24 \longrightarrow$

$$
\begin{array}{r}
49 \longrightarrow \\
-33 \longrightarrow
\end{array}
$$

$$
\begin{array}{r}
67 \longrightarrow \\
-56 \longrightarrow
\end{array}
$$

Round these numbers to the nearest hundred.

| 255 |  | 526  <br> -99 +145 |
| ---: | :--- | ---: |

Round these numbers to the nearest thousand.

| 8,361 |  |
| :--- | :--- |
| +889 |  |$\quad$|  | 9,926 |
| ---: | :--- |$\longrightarrow$



## 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 |
| :---: | :---: |
|  | - 100 |
| estimate | 300 |



| $\begin{array}{r} 258 \longrightarrow \begin{array}{r} 300 \\ +117 \\ \hline 375 \end{array} \frac{100}{400} \end{array}$ | $\begin{array}{r} 493 \longrightarrow \\ +114 \longrightarrow \end{array}$ | $\begin{array}{r} 837 \longrightarrow \\ -252 \longrightarrow \end{array}$ |
| :---: | :---: | :---: |
| $\begin{array}{r} 928 \longrightarrow \\ -437 \longrightarrow \end{array}$ | $\begin{array}{r} 700 \longrightarrow \\ -491 \longrightarrow \end{array}$ | $\begin{array}{r} 319 \longrightarrow \\ +630 \longrightarrow \\ \hline \end{array}$ |
| $\begin{array}{r} 332 \longrightarrow \\ +567 \longrightarrow \end{array}$ | $\begin{array}{r} 493 \longrightarrow \\ -162 \longrightarrow \end{array}$ | $\begin{array}{r} 1,356 \longrightarrow \\ +2,941 \longrightarrow \end{array}$ |

## 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, $\qquad$ , $\qquad$ , $\qquad$ 8, $\qquad$ , $\qquad$ 14, $\qquad$ , $\qquad$ , $\qquad$
Directions: Skip count by threes by filling in the rocks across the pond.


## Multiples

A multiple is the product of a specific number and any other number. For example, the multiples of 2 are $2(2 \times 1), 4(2 \times 2), 6,8,10,12$, and so on.


## Review

Directions: Add or subtract using regrouping.

| 67 |  | 732 |  |  |
| ---: | ---: | ---: | ---: | ---: |
| 93 | 5,029 | 801 | 2,467 | 8,453 |
| +48 | $-3,068$ | $\underline{+18}$ | $\underline{+3,184}$ | $-6,087$ |
|  |  |  |  |  |
|  |  |  |  |  |
| 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 <br> thousands | ten <br> thousands | thousands | hundreds | tens | ones |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |  |  |

eight millions, four hundred thousands, zero ten thousands, zero thousands, nine hundreds, five tens, two 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, $\qquad$ , 30, $\qquad$ 3, $\qquad$ , $\qquad$ , 12,15

4, $\qquad$ 12,16, $\qquad$ 24

- 10, 15, $\qquad$ ,


## 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 | 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 | 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 |  |



## Multiplication: Tens, Hundreds, Thousands

When multiplying a number by 10 , the answer is the number with a 0 . It is like counting by tens.

## Examples:

$$
\begin{array}{r}
10 \\
\times 10 \\
\hline 10
\end{array} \begin{array}{r}
10 \\
\times 20 \\
\hline 20
\end{array} \begin{array}{r}
10 \\
\times 30
\end{array} \begin{array}{r}
10 \\
\hline 40
\end{array} \begin{array}{r}
\times 5 \\
\hline 50
\end{array}
$$

When multiplying a number by 100 , the answer is the number with two 0's. When multiplying by 1,000 , the
 answer is the number with three 0's.


## Multiplication: One-Digit Numbers Times Two-Digit Numbers

Follow the steps for multiplying a one-digit number by a two-digit number using regrouping.

Directions: Multiply.

| 27 |
| ---: |
| $\times \quad 33$ |
| $\times \quad 4$ |
| $\times \quad \times \quad 91$ |

$\begin{array}{r}64 \\ \times \quad 5 \\ \hline\end{array}$

$\begin{array}{r}93 \\ \times \quad 6 \\ \hline\end{array}$


The chickens on the Smith farm produce 48 dozen eggs each day. How many dozen eggs do they produce in 7 days?

## 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 ones. Step 2: Multiply the tens. Regroup.

$$
\begin{array}{r}
2 \\
63 \\
\times 68 \\
\hline
\end{array}
$$

Directions: Multiply. Regroup. Add.

$$
\begin{array}{r}
1 \\
63 \\
\times 68 \\
\hline 3,780
\end{array} \begin{array}{r}
63 \\
\times 68 \\
\hline 504 \\
+3,780 \\
\hline 4,284
\end{array}
$$


$\begin{array}{r}27 \\ \times 15 \\ \hline\end{array}$
$\begin{array}{r}65 \\ \times 27 \\ \hline\end{array}$
$\begin{array}{r}19 \\ \times 39 \\ \hline\end{array}$
$\begin{array}{r}99 \\ \times 13 \\ \hline\end{array}$
35
$\begin{array}{r}12 \\ \times 55 \\ \hline\end{array}$

## Multiplication: Two-Digit Numbers Times Three-Digit Numbers

Follow the steps for multiplying a two-digit number by a three-digit number using regrouping.

Example: Step 1: Multiply the ones.
Regroup.
$\begin{array}{r}22 \\ 287 \\ \times \quad 43 \\ \hline\end{array} \begin{array}{r}287 \\ \hline 861\end{array}$
Directions: Multiply.
Step 2: Multiply the tens. Regroup. Add.

$$
\begin{array}{r}
287 \\
\times 43 \\
11,480
\end{array} \begin{array}{r}
287 \\
\times 43 \\
\hline 861 \\
+11,480 \\
\hline 12341
\end{array}
$$



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.


## Multiplication: Three-Digit Numbers Times Three-Digit Numbers

Directions: Multiply. Regroup when needed.

Example:

| 563 |
| ---: |
| $\times 248$ |
| 4,504 |
| 22,520 |
| $+112,600$ |
| 139,624 |

Hint: When multiplying by the tens, start writing the number in the tens place. When multiplying by the hundreds, start in the hundreds place.
$\begin{array}{r}842 \\ \times 167 \\ \hline\end{array}$
$\times 167$

383
x 476
$\begin{array}{r}932 \\ \times 272 \\ \hline\end{array}$
$\times 272$
$\begin{array}{r}759 \\ \times 468 \\ \hline\end{array}$

229
189
$\begin{array}{r}738 \\ 513 \\ \hline\end{array}$

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?

## Multiplication Drill

Directions: Multiply.


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 $6 \longdiv { \frac { 6 } { 3 6 } }$ These are the parts of a division problem: dividend $\underset{\text { divisor }}{\longrightarrow} \div 36=6 \leftarrow$ quotient Directions: Divide. divisor $\longrightarrow 6 \longdiv { 3 6 }$ quotient


## 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:

Divide 18 butterflies into groups of 5 . You have 3 equal groups, with 3 butterflies left over.
$18 \div 5=3 R 3$


Directions: Divide. Some problems may have remainders.

$9 \longdiv { 8 4 }$
$7 \longdiv { 6 5 }$
$8 \longdiv { 2 5 }$
$5 \longdiv { 3 5 }$
$5 \longdiv { 3 4 }$
\&

$4 \longdiv { 2 5 }$
$6 \longdiv { 5 6 }$
$4 \longdiv { 7 }$
4 16
$8 \longdiv { 3 7 }$

$7 \longdiv { 2 7 }$
$2 \longdiv { 5 }$
$2 \longdiv { 4 }$
$8 \longdiv { 7 3 }$
$4 \longdiv { 9 }$


04096
$5 \longdiv { 1 7 }$
$2 \longdiv { 3 }$
4 $\longdiv { 1 3 }$
$5 \longdiv { 2 5 }$


## Division: Larger Numbers

Follow the steps for dividing larger numbers.
Example: Step 1: Divide the tens first.
$3 \longdiv { 6 6 }$

$$
\begin{aligned}
& \frac{2}{3 \longdiv { 6 6 }} \\
& -6 \\
& \hline 06
\end{aligned}
$$

Directions: Divide.
Step 2: Divide the ones next.
$\begin{array}{r}22 \\ 3 \longdiv { 6 6 } \\ -6 \\ \hline 06 \\ -\quad 6 \\ \hline 0\end{array}$
$4 \longdiv { 8 4 }$
$2 \longdiv { 9 0 }$
$2 \longdiv { 6 4 }$
$2 \longdiv { 5 0 }$
$3 \longdiv { 4 5 }$
$3 \longdiv { 7 5 }$
$3 \longdiv { 3 6 }$
$4 \longdiv { 9 2 }$
$2 \longdiv { 7 6 }$
$5 \longdiv { 6 5 }$

In some larger numbers, the divisor goes into the first two digits of the dividend.

## Example:

9) 729

$$
\begin{array}{rr}
8 \\
9) \\
929 \\
-72 & 927 \\
\hline 09 & -729 \\
\hline 09
\end{array}
$$



Directions: Divide.
$7 \longdiv { 6 3 0 }$
$5 \longdiv { 1 2 5 }$
$6 \longdiv { 4 8 6 }$
$5 \longdiv { 1 0 0 }$
$6 \longdiv { 5 4 0 }$

## Division

Directions: Divide.


## Division: Checking the Answers

To check a division problem, multiply the quotient by the divisor. Add the remainder. The answer will be the dividend.

Example:

$58 \longleftarrow$ quotient
x $3 \longleftarrow$ divisor
174
$+\quad 1 \longleftarrow$ remainder
$175 \longleftarrow$ 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:


Check:


| Divide | Check |
| :---: | :---: |
| $3 5 \longdiv { 4 6 8 }$ |  <br> 29 <br> 568 |
|  |  |

## Division: Two-Digit Divisors

Directions: Divide. Then, check each answer on another sheet of paper by multiplying it by the divisor and adding the remainder.


## Averaging



An average is found by adding two or more quantities and dividing by the number of quantities.

## ठ 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? $\qquad$


## 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?


The baseball team played 6 games. They had 12 hits, 6 hits, 18 hits, 36 hits, 11 hits, and 7 hits. What is the average number of hits in a game?

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?


## Review

Directions: Divide.


Directions: Find the averages.
22,38 $\qquad$ 105,263,331
48, 100, 62 $\qquad$ $248,325,250,69$
$17,18,36,28,6$ $\qquad$ $87,91,55,48,119$

## 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
circle is shaded. $\frac{1}{4}$


8 equal parts or eighths One-eighth of the circle is shaded. $\frac{1}{8}$


2 equal parts or halves One-half of the circle is shaded.
$\frac{1}{2}$


5 equal parts or fifths One-fifth of the
circle is shaded. $\frac{1}{5}$


10 equal parts or tenths One-tenth of the circle is shaded. $\frac{1}{10}$


3 equal parts or thirds One-third of the circle is shaded. $\frac{1}{3}$


6 equal parts or sixths One-sixth of the
circle is shaded. $\frac{1}{6}$


12 equal parts or twelfths One-twelfth of the circle is shaded.$\frac{1}{12}$

## Fractions

Directions: Name the fraction that is shaded.

## Examples:

3 of 4 equal parts are shaded.


12 of 16 equal parts are shaded.

$\frac{12}{16}$




## 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.


## Page is blank for cutting exercise on previous page.

## 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.


## Page is blank for cutting exercise on previous page.

## Fractions: Addition

When adding fractions with the same denominator, the denominator stays the same. Add only the numerators.
Example:

$$
\begin{array}{r}
\text { numerator } \\
\text { denominator }
\end{array} \frac{1}{8}+\frac{2}{8}=\frac{3}{8}
$$

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. $\frac{3}{8}-\frac{2}{8}=\underline{\frac{1}{8}}$
2. $\frac{11}{12}-\frac{7}{12}=$
T $\frac{1}{8}$
P $\frac{5}{24}$
H $\frac{1}{4}$
3. $\frac{2}{4}-\frac{1}{4}=$
4. $\frac{7}{8}-\frac{3}{8}=$
F $\frac{4}{12}$
E $\frac{2}{7}$
J $\frac{3}{12}$
5. $\frac{5}{9}-\frac{3}{9}=$
6. $\frac{4}{7}-\frac{2}{7}=$
E $\frac{3}{9}$

- $\frac{2}{9}$
F $\frac{4}{8}$

4. $\frac{2}{3}-\frac{1}{3}=$ $\qquad$ 12. $\frac{14}{16}-\frac{7}{16}=$ $\qquad$

$$
R \frac{7}{16} \quad O \frac{2}{8} \quad Y \frac{8}{20}
$$

5. $\frac{8}{12}-\frac{7}{12}=$
6. $\frac{18}{20}-\frac{13}{20}=$
Q $\frac{1}{32} \quad M \frac{1}{3}$
S $\frac{5}{20}$
7. $\frac{4}{5}-\frac{1}{5}=$
8. $\frac{13}{15}-\frac{2}{15}=$
A $\frac{1}{12}$ R $\frac{12}{15}$ S $\frac{3}{5}$
9. $\frac{6}{12}-\frac{3}{12}=$
10. $\frac{5}{6}-\frac{3}{6}=$
11. $\frac{4}{9}-\frac{1}{9}=$ $\qquad$ N $\frac{2}{6}$

- $\frac{11}{15}$

Who helped write the Declaration of Independence?

$$
\frac{T}{T} \frac{}{3} \frac{T}{4} \frac{}{6}
$$

$$
\overline{7} \overline{8} \overline{10} \overline{11} \overline{12} \overline{13} \frac{14}{15}
$$

## 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.

$$
\frac{1}{3}=\frac{1}{6} \quad \frac{1}{2}=\frac{3}{4}=\frac{}{8} \quad \frac{1}{3}=\frac{}{9}
$$

Directions: Circle the figures that show a fraction equivalent to figure a. Write the fraction for the shaded area under each figure.
a.


d.

e.

f.


h.


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.

$$
\frac{1}{4}=\frac{3}{8} \quad \frac{3}{4}=\frac{4}{16}=\frac{8}{8}=\frac{3}{24}
$$

## Reducing Fractions

Reducing a fraction means to find the greatest common factor and divide.
Example: 5 factors of 5: 1,5
$\overline{15}$ factors of 15: $1,3,5,15$

$$
\begin{array}{r}
5 \div 5=1 \\
15 \div 5=\frac{1}{3}
\end{array}
$$

5 is the greatest common factor. Divide both the numerator and denominator by 5 .

Directions: Reduce each fraction. Circle the correct answer.
$\frac{2}{4}=\frac{1}{2}, \frac{1}{6}, \frac{1}{8} \quad \frac{3}{9}=\frac{1}{6}, \frac{1}{3}, \frac{3}{6} \quad \frac{5}{10}=\frac{1}{5}, \frac{1}{2}, \frac{5}{6} \quad \frac{4}{12}=\frac{1}{4}, \frac{1}{3}, \frac{2}{3} \quad \frac{10}{15}=\frac{2}{3}, \frac{2}{5}, \frac{2}{7}$
$\frac{12}{14}=\frac{1}{8}, \frac{6}{7}, \frac{3}{5}$
$\frac{3}{24}=\frac{2}{12}, \frac{3}{6}, \frac{1}{8}$
$\frac{1}{11}=\frac{1}{11}, \frac{2}{5}, \frac{3}{4}$
$\frac{11}{22}=\frac{1}{12}, \frac{1}{2}, \frac{2}{5}$

Directions: Find the way home. Color the boxes with fractions equivalent to $\frac{1}{8}$ and $\frac{1}{3}$.


## Fractions: Mixed Numbers

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.

## Example:

$$
\frac { 1 4 } { 6 } = 2 \frac { 2 } { 6 } \quad 6 \longdiv { \frac { 2 ~ R 2 } { 1 4 } }
$$

## Example:

$$
3 \frac{1}{7}=\frac{22}{7} \quad(7 \times 3)+1=\frac{22}{7}
$$

Directions: Write each fraction as a mixed number. Write each mixed number as a fraction.
$\frac{21}{6}=$ $\qquad$
$\qquad$

$$
\frac{10}{3}=
$$

$\qquad$
$\frac{21}{4}=$ $\qquad$
$\frac{11}{6}=$ $\qquad$
$\frac{13}{4}=$ $\qquad$
$\frac{12}{5}=$ $\qquad$
$\frac{10}{9}=$ $\qquad$
$4 \frac{3}{8}=\frac{\square}{8}$
$2 \frac{1}{3}=\frac{\square}{3}$
$4 \frac{3}{5}=\frac{\square}{5}$
$3 \frac{4}{6}=\frac{\square}{6}$
$7 \frac{1}{4}=\frac{\square}{4}$
$2 \frac{3}{5}=\frac{\square}{5}$
$7 \frac{1}{2}=\frac{\square}{2}$
$6 \frac{5}{7}=\frac{\square}{7}$
$\frac{11}{8}=$
$\frac{21}{4}=$
$\frac{33}{5}=$
$\frac{13}{6}=$ $\qquad$
$\frac{23}{7}=$
$8 \frac{1}{3}=$
$9 \frac{3}{7}=$ $\qquad$ $\frac{32}{24}=$

## Fractions: Adding Mixed Numbers

When adding mixed numbers, add the fractions first. Then, add the whole numbers.
Examples:

$$
\begin{array}{r}
9 \frac{1}{3} \\
+3 \frac{1}{3} \\
\hline 12^{\frac{2}{3}} \\
\hline+1 \frac{1}{6} \\
\hline 3 \frac{4}{6}
\end{array}
$$

Directions: Add the number in the center to the number in each surrounding section.


## 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.

| $\begin{array}{r} 7 \frac{3}{8} \\ -4 \frac{2}{8} \end{array}$ | $\begin{array}{r} 4 \frac{5}{6} \\ -3 \frac{1}{6} \\ \hline \end{array}$ | $4 \frac{1}{2}$ <br> -3 | $\begin{array}{r} 7 \frac{5}{8} \\ -6 \frac{3}{8} \end{array}$ | $\begin{array}{r} 6 \frac{6}{8} \\ -1 \frac{1}{8} \end{array}$ | $\begin{array}{r} 5 \frac{3}{4} \\ -1 \frac{1}{4} \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $3 \frac{1}{8}$ |  |  |  |  |  |
| $\begin{array}{r} 5 \frac{2}{3} \\ -3 \frac{1}{3} \end{array}$ | $\begin{array}{r} 4 \frac{8}{10} \\ -3 \frac{3}{10} \end{array}$ | $\begin{array}{r} 9 \frac{8}{9} \\ -4 \frac{3}{9} \end{array}$ | $\begin{array}{r} 7 \frac{2}{3} \\ -6 \frac{1}{3} \end{array}$ | $\begin{gathered} 7 \frac{2}{3} \\ -5 \end{gathered}$ | $\begin{array}{r} 9 \frac{8}{10} \\ -6 \frac{3}{10} \end{array}$ |
| $4 \frac{7}{9}$ | $6 \frac{7}{8}$ | $6 \frac{3}{4}$ | 57 | 77 |  |
| -2 | $-5 \frac{3}{8}$ | $-3 \frac{1}{4}$ | -3 ${ }^{\frac{1}{7}}$ | $-2 \frac{4}{7}$ |  |



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.
$\begin{array}{r}4 \frac{7}{8} \\ -2 \frac{5}{8} \\ \hline\end{array}$
$\begin{array}{r}8 \frac{3}{9} \\ +2 \frac{5}{9} \\ \hline\end{array}$
$\begin{array}{r}3 \frac{1}{8} \\ +1 \frac{3}{8} \\ \hline\end{array}$
$4 \frac{5}{6}$
$7 \frac{5}{11}$
$+3 \frac{3}{11}$
$\frac{4}{12}+\frac{3}{12}=$ $\qquad$ $\frac{3}{5}+\frac{1}{5}=$

$$
\frac{3}{8}-\frac{1}{8}=
$$

$$
\frac{3}{4}-\frac{2}{4}=
$$

$\qquad$

## Directions:

Reduce the fractions.

$$
\begin{array}{ll}
\frac{4}{6}= & \frac{7}{21}= \\
\frac{9}{12}= & \frac{2}{4}= \\
\frac{6}{24}= & \frac{8}{32}=
\end{array}
$$

Directions: Change the mixed numbers to fractions and the fractions to mixed numbers.

$$
3 \frac{1}{3}=\frac{\square}{3} \quad \frac{14}{4}=\quad \frac{26}{6}=\quad 3 \frac{7}{12}=\frac{\square}{12} \quad \frac{22}{7}=
$$

## 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.


| $\frac{6}{10} \quad 0.6$ |
| :--- |



## Decimals

Directions: Add or subtract. Remember to include the decimal point in your answers.


| 8.1 | 4.1 | 0.5 | 7.6 | 7.2 | 1.2 | 8.7 |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| +1.7 | +6.2 | +1.6 | -6.5 | -2.6 | +5.0 | -3.9 |



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 | hundreaths |
| :---: | :---: | :---: |
| 0 | 3 | 4 |



Directions: Write the decimal for the shaded parts of the following figures.









## Fractions and Decimals

Directions: Compare the fraction to the decimal in each box. Circle the larger number.

## Example:



## Adding and Subtracting Decimals

Directions: Add or subtract the problems. Then, fill in the circle next to the correct answer.

Example: | $2.4 \bigcirc 2.5$ |
| ---: |
| +1.7 |

| $\begin{array}{r}  \\ 2.8 \\ \bigcirc \\ +3.4 \\ \hline \end{array} \bigcirc$ | $\begin{array}{r}  \\ 5.7 \\ \bigcirc \\ -3.8 \\ \hline \end{array}$ | $\begin{array}{r}  \\ 7.6 \bigcirc 15.9 \\ +8.9 \bigcirc 16.5 \\ \hline \end{array}$ |
| :---: | :---: | :---: |
| $\begin{array}{r}  \\ 16.3 \bigcirc 25.11 \\ +9.8 \bigcirc 26.1 \\ \hline \end{array}$ | $\begin{array}{r}  \\ 28.6 \\ \hline \end{array} \begin{array}{r} 73.6 \\ +43.9 \\ \hline \end{array}$ | $\begin{array}{r}  \\ 43.9 \\ \hline \end{array} \begin{array}{r} 100.4 \\ +56.5 \\ \hline \end{array}$ |
| $\begin{array}{r}  \\ 12.87 \bigcirc 16.32 \\ -3.45 \bigcirc 1.31 \\ \hline \end{array}$ | $\begin{array}{r} 47.56 \bigcirc 13.61 \\ -33.95 \bigcirc 80.41 \\ \hline \end{array}$ |  |
| $\begin{array}{r} 11.57 \bigcirc 22.21 \\ +10.64 \bigcirc 1.93 \\ \hline \end{array}$ | $\begin{array}{r}  \\ 27.83 \bigcirc 14.09 \\ -14.94 \\ \hline \end{array}$ | $\begin{array}{r} 106.935 \\ -95.824 \\ -\quad 111.1 \\ \hline \end{array}$ |
| 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? $\qquad$ |  |  |

## 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 foot
2. The width of your hand
3. The length of this page
4. The width of this page
5. The length of a large paper clip $\qquad$
6. The length of your toothbrush $\qquad$
7. The length of a comb
8. The height of a juice glass
9. The length of your shoe
10. The length of a fork
$\qquad$

$\qquad$
$\qquad$

$\qquad$


## 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.


Directions: Use a ruler to measure each line to the nearest quarter of an inch. The first one is done for you.

## 1. $\frac{3}{4}$ inch

2. $\qquad$

3. $\qquad$
4. $\qquad$
$\qquad$
5. $\qquad$
$\qquad$
6. $\qquad$
$\qquad$
7. $\qquad$
$\qquad$

## Measurement: Fractions of an Inch

Directions: Use a ruler to measure to the nearest quarter of an inch.


How far did the grasshopper jump?
$\qquad$ $+$ $\qquad$ $+$ $\qquad$ $+$ $\qquad$ $=$ $\qquad$


What is the total length of the paintbrushes?
$\qquad$ $+$ $\qquad$ $+$ $\qquad$ $+$ $\qquad$ $+$ $\qquad$ $=$ $\qquad$

## Measurement: Foot, Yard, Mile

Directions: Choose the measure of distance you would use for each object.
1 foot $=12$ inches
1 yard $=3$ feet
1 mile $=1,760$ yards or 5,280 feet

inches


## 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 ( $100 \mathrm{~cm}=1$ meter). Kilometers (km) measure long distances, such as the distance from Cleveland to Cincinnati or the width of the Atlantic Ocean ( $1,000 \mathrm{~m}=1 \mathrm{~km}$ ).

Directions: Write whether you would use $\mathrm{cm}, \mathrm{m}$, 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.
$\square=1$ square unit


Perimeter $=18$ units
Area $=\underline{17}$ sq. units


Perimeter $=$ $\qquad$ units Area = $\qquad$ sq. units


Perimeter $=$ $\qquad$ units

Area $=$ $\qquad$ sq. units



Perimeter $=$ $\qquad$ units

Perimeter $=$ $\qquad$ units

Area = $\qquad$ sq. units


Perimeter $=$ $\qquad$ units
Area $=\ldots$ sq. units
$\qquad$

## Measurement: Perimeter

Perimeter is calculated by adding the lengths of the sides of a figure.

## Examples:


$2+2+2+2+6+6=20$
The perimeter of this hexagon is 20 ft .

$10+10+3+3=26$
The perimeter of this parallelogram is 26 yd .

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: $\mathrm{A}=\mathbf{I} \times \mathbf{w}$.
Directions: Calculate the perimeter of each figure.


Directions: Calculate the area of each figure.


5 ft .

$\stackrel{+}{*}$


## 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.


4
cubic units

$\qquad$ cubic units

$\qquad$ cubic units

$\qquad$ cubic units

$\qquad$ cubic units

$\qquad$ cubic units
$\qquad$ cubic units

## Measurement: Volume

The volume of a figure can also be calculated by multiplying the length times the width times the height.
Use the formula: $\mathrm{V}=\mathbf{I} \times \mathbf{w} \times \mathbf{h}$.

## 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.


6 cubic inches


## Metric Measurement: Perimeter

Directions: Calculate the perimeter of each figure.

## Example:

$4+5+4+1+2+3+2=21$ meters




## Metric Measurement: Area and Volume

Directions: Calculate the area of each figure. Use the formula: $A=\mathbf{I} \times \mathbf{w}$.


Directions: Calculate the volume of each figure. Use the formula: $V=I \times \mathbf{w} \times \mathbf{h}$.


## 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 fubs, one filled with water, sand, or rice; measuring cups; pint container; quart container; gallon container. Then, answer the questions, and complete the chart.

1. Use the cup measure to pour water, sand, or rice into the pint container. How many cups did it take?
$\qquad$ cups = 1 pint
2. Use the cup measure to find out how many cups are in a quart and a gallon.
$\qquad$ cups $=1$ quart
$\qquad$ cups $=1$ gallon
3. Use the pint container to pour water, sand, or rice into the quart container. How many pints are in a quart?
$\qquad$ pints $=1$ quart
4. How many pints does it take to fill a gallon?
$\qquad$

$$
\text { pints }=1 \text { gallon }
$$

5. Use the quart measure to find out how many quarts are in a gallon.
$\qquad$ quarts $=1$ gallon

## Measurement Chart

$$
\begin{aligned}
& \text { cups }=1 \text { pint } \\
& \text { cups }=1 \text { quart } \\
& \text { cups }=1 \text { gallon }
\end{aligned}
$$

## 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．

$P P B=$苗用角


## Metric Measurement: Milliliter and Liter

Liters and milliliters are measurements of liquid in the metric system. A milliliter $(\mathrm{mL})$ 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.

$\qquad$


## Metric Measurement: Weight and Liquid

Directions: Choose grams (g) or kilograms (kg) to weigh the following objects. The first one is done for you.


Directions: Choose milliliters ( mL ) or liters (L) to measure the liquids in the following containers. The first one is done for you.

| swimming pool | $L$ | 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. ${ }^{\circ}$ F stands for degrees Fahrenheit.


Directions: Use the thermometer to answer these questions.

At what temperature does water boil?

At what temperature does water freeze?

What is normal body temperature?

Is a $100^{\circ} \mathrm{F}$ day warm, hot, or cold?

Is a $0^{\circ} \mathrm{F}$ day warm, hot, or cold?

Which temperature best describes room temperature? $58^{\circ} \mathrm{F} \quad 70^{\circ} \mathrm{F} \quad 80^{\circ} \mathrm{F}$

Which temperature best describes a cold winter day? $22^{\circ} \mathrm{F} \quad 38^{\circ} \mathrm{F} \quad 32^{\circ} \mathrm{F}$


## Temperature: Celsius

Celsius is used to measure temperature in the metric system. ${ }^{\circ} \mathbf{C}$ stands for degrees Celsius.


Directions: Use the thermometer to answer these questions.
At what temperature does water boil?

At what temperature does water freeze?

What is normal body temperature?

Is it a hot or cold day when the temperature is $30^{\circ} \mathrm{C}$ ?

Is it a hot or cold day when the temperature is $5^{\circ} \mathrm{C}$ ?

Which temperature best describes a hot summer day? $5^{\circ} \mathrm{C} 40^{\circ} \mathrm{C} 20^{\circ} \mathrm{C}$

Which temperature best describes an icy winter day? $0^{\circ} \mathrm{C} 15^{\circ} \mathrm{C} 10^{\circ} \mathrm{C}$


## Review

Directions: Find the perimeter and area of each figure.


Directions: How much does it equal?

$\qquad$ pints

$\mathbb{D} \mathbb{P}=$ $\qquad$ quarts

Directions: Write whether you would use ounce, pound, or ton to weigh the 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.
$\qquad$ height of a tree
$\qquad$ distance around Earth
$\qquad$ length of your yard
$\qquad$ length of a shoe
$\qquad$ height of a building
$\qquad$ 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?

## 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.
$(4,7)$
$(9,10)$
$(2,1)$
$(5,6)$
$(2,2)$
$(1,5)$
$(7,4)$
$(3,8)$


## 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.
book
globe $\qquad$ bike $\qquad$ suitcase $\qquad$ house
$\qquad$ cup $\qquad$ triangle $\qquad$ airplane $\qquad$


Directions: Identify the objects located at the following points. The first one is done for you.
$(9,1)$ trophy
$(3,5)$
$(2,2)$
$(6,4)$
$(1,9)$
$(5,1)$
$(1,7)$

## 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.


A line has no end points and goes on in both directions.


A ray is part of a line and goes on in one direction. It has one end point.


Directions: Identify each of the following as a line, line segment, or ray.


## Geometry: Angles

The point at which two line segments meet is called an angle. There are three types of angles - right, acute, and obtuse.
$\hbar$ A right angle is formed when the two lines meet at $90^{\circ}$.
$\measuredangle$ An acute angle is formed when the two lines meet at less than $90^{\circ}$.
b An obtuse angle is formed when the two lines meet at greater than $90^{\circ}$.
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.

right


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.

right

acute

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.
Example:


Circle
Radius
Diameter


Circle
Radius
Diameter $\qquad$

## 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.

line



## 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) $20,21,19,20,18,19,17$, $\qquad$ , 16, 17, 15, $\qquad$ , $\qquad$ , $\qquad$ , $\qquad$ , $\qquad$ -.
b) $1,6,16,31,51$, $\qquad$ , $\qquad$ 141, $\qquad$ , 226.
c) $3,5,9,15$, $\qquad$ , $\qquad$ 45 $\qquad$ 75.
d) $55,52,50,49,46$, $\qquad$ , $\qquad$ , $\qquad$ , $\qquad$ , $\qquad$ 34.
e) $1,3,6,10,15,21$, $\qquad$ , $\qquad$ , $\qquad$ , 55, 66, 78.
f) $10,16,13,19,16$, $\qquad$ , 19, $\qquad$ , $\qquad$ 28, $\qquad$ .
g) $3,4,7,12$, $\qquad$ , $\qquad$ . 39, $\qquad$ . 67, $\qquad$ .
h) $100,90,95,85,90,80,85$, $\qquad$ , $\qquad$ , $\qquad$ , 75.

Directions: Make up a number pattern of your own. Have a parent, brother, or sister figure it out!
$\qquad$ , $\qquad$ , $\qquad$ , $\qquad$ , $\qquad$ , $\qquad$ , $\qquad$ , $\qquad$ , $\qquad$ , $\qquad$ .

Directions: Follow the instructions to solve the 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.
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.
AE I OJ

These are not Pee-Wees.
B CM W Z

Circle the Pee-Wees.
S OT UR 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.
2.
3.

| These are Wobbles. | These are not Wobbles. |
| :--- | :--- |
| These are Whimzees. | These are not Whimzees. |


3.

These are Dibbles.

$$
\begin{array}{llll}
48 & 32 & 72 & 56
\end{array}
$$

$$
\begin{array}{llll}
28 & 54 & 36 & 12
\end{array}
$$

4. 



These are not Zanies.


Circle the Whimzees.

$\begin{array}{lllll}16 & 18 & 4 & 24 & 40\end{array}$


Directions: Write your own attribute puzzle in the boxes.
$\square$

## Probability

One thinking skill to get your brain in gear is figuring probability. Probability is the likelinood 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.

1. Using the spinner shown, what is the probability of spinning a 4 ?
2. Using the spinner show, what is the chance of not spinning a 2 ?
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?


Directions: Toss a coin 20 times, and record the outcome of each toss. Then, answer the questions. $\qquad$ Heads $\qquad$ Tails
5. What was the ratio of heads to tails in the 20 tosses?
6. Was the outcome of getting heads or tails in the 20 tosses the same as the probability ratio? $\qquad$
7. Why or why not? $\qquad$
The probability ratio of getting any number on a cube of dice is $1: 6$.
Directions: Toss a die 36 times, and record how many times it lands on each number. Then, answer the questions.

$\qquad$ one $\qquad$ two $\qquad$ three $\qquad$ four $\qquad$ five $\qquad$ six
8. What was the ratio for each number on the die?
$\qquad$ one $\qquad$ two $\qquad$ three $\qquad$ four $\qquad$ five six
9. Did any of the numbers have a ratio close to the actual probability ratio? $\qquad$
10. What do the outcomes of flipping a coin and tossing a die tell you about the probability of an event happening?

## 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.


1. 6,047

2. $\qquad$

3. $\qquad$

4. $\qquad$

5. $\qquad$

6. $\qquad$

## 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


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?
$\qquad$ ones $\qquad$ fives $\qquad$ 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? $\qquad$
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? $\qquad$

Abacus: A frame with sliding beads for doing math.
Acute Angle: An angle formed when two lines meet at less than $90^{\circ}$.
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. ${ }^{\circ} \mathrm{C}$ 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 affer 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. ${ }^{\circ}$ 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 0.00 l 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 I,000 grams or 2.2 pounds.
Kilometer (km): A metric system measurement of length. One kilometer equals $\mathrm{I}, 000$ 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 I,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.

## GLOSSARY

Mile (mi.): A unit of length in the standard system equal to I,760 yards or 5,280 feet.
Milliliter (mL): A metric system measurement of liquid. One milliliter equals 0.00 I 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 $2(2 \times I), 4(2 \times 2), 6,8,10,12$, 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 $90^{\circ}$.
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 $\frac{16}{16}$ 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 (lb.): A unit of measure in the standard system for weight. One pound equals 16 ounces.

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: I: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 $90^{\circ}$ 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 $90^{\circ}$.
Rounding: Expressing a number to the nearest ten, hundred, thousand, and so on. Examples: Round I8 to 20; round II 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 $90^{\circ}$ 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



## ANSWER KEY



## ANSWER KEY



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## Spelling: The S Sound

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

| 1. impassive | 9. assortment | 17. castle |
| :---: | :---: | :---: |
| 2. placement | 10. ignorance | 18. scamper |
| 3. question | 11. precious | 19. sociable |
| 4. conscious | 12. judicious | 20. muffins |
| 5. excellence | 13. difference | 21. scissors |
| 6. assertive | 14. Ifeleless | 22. insurance |
| 7. scepter | 15. solvent | 23. scamp |
| 8. scoundrel | 16. scope | 24. science |

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## Spelling: Unscrambling Letters

## Directions: $P$. on page 18 .

age 18.

| feeddn | defend | odolf | flood |
| :---: | :---: | :---: | :---: |
| nopeh | phone | dspienffr | friendship |
| gletharu | laughter | gruho | rough |
| ssfu | fuss | taalbehp | alphabet |
| droefem | freedom | ghaaprpar | paragraph |

RTUAH $P$ GBLRT
Directions: Use the correctly spelled words to answer the questions.

1. Which two words each have one syllable and spell $\mathbf{f}$ with an $f$ ?
fuss flood
2. Which word has two syllables and spells $\mathbf{f}$ with $\mathbf{g h}$ ?__ laughter
3. Which word has one syllable and spells $\mathbf{f}$ with $\mathbf{p h}$ ?___ phone
4. Which three words each have two syllables and spell $\mathbf{f}$ with an $\mathfrak{f}$ ?
defend freedom friendship
5. Which two words each have three syllables and spell $\mathbf{f}$ with a ph?
alphabet paragraph
6. Which word has one syllable and spells $\mathbf{f}$ with $\mathbf{g h}$ ? ___rugh

## Spelling: The $S$ Sound

The $\mathbf{s}$ sound can be spelled with $\mathbf{s}$ as in super or ss as in assign, $\mathbf{c}$ as in city
or sc as in scene. In some words, though, sce is pronounced $\mathbf{s k}$, as in scare Directions: Answer the questions using words from the box.


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## Spelling: Syllables

A sylable is a word-or part of a word- with only one vowel sound. Some words have just
one syllable, such ds cat dog ond 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 ifyou know how many syllables =syl-la-bles


Directions: Next to each number, wite words with the same number of syllables. 1 Answers will vary.
$\qquad$

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## ANSWER KEY



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## 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 $B$.


Directions: Choose a word from Column A or Column B to comple
each senter
. Dad was very excited when he discovered the rare/unusual
for sole on the display counter.
2. My dog is a real magician: he can vanish/disappear
air when he sees me getting his bath ready!
3. Many of my classmates joined the discussion about career/vocation choices
we had considered.
4. "You will need to finish/complete your report on ancient Greece before you
sign up for computer time," said Mr. Rastetter.
5. Your_beautiful/lovely $\qquad$

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## Vocabulary: Antonyms

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

| friend | vanish | quit | satety | liquids | help | scatter |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| worse |  |  |  |  |  |  |

The strong winds will scatter the leaves.
2. The fourth graders were learning about the many solids in their classroom Answer should include "liquids."
3. "It's time to begin our lesson on the continents," said Ms. Haynes.

Answer should include "quit."
4. "That's strange. The stapler decided to appear all of a sudden," said Mr. Jonson. Answer should include "vanish."
5. The doctor said this new medicine should prevent colds. "hel

Answer should include "help."
6. "She is our enemy, boys, we can'tlet her in our clubhousel" cried Paul

Answer should include "friend."
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."

## Vocabulary: Synonyms

| tired | greedy | easy | rough | minute | melted | friend |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

Directions: For each sentence, choose a word from the box that is a synonym for the
bold word. Wite the synonym above the word.
rough
minute
2. The opeactor sadid oulliay. -One minument please
3. Myparents cre susualu fired
4. Dont bes greeedy
5. That puzzle was actually quite simple.


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## ANSWER KEY

## Palindromes

Can you think forwards and backwards? Ifso, you should have no problem with palindrome Palindromes are words or sentences that are spelled the same forward or backward. Examples: noon, eve, mom, wow
a man a plan a canal
 with a partner.

1. Another name for a soff drink
pop
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

| pop |
| :---: |
| dad or pop |
| Nan |
| sees |
| ewe |
| gadar |
| gayak |
| noon |
| deed |

Directions: Witite as many palindromes as you can. A few have been done for you.
bib, Bob, did, dad
Answers may include: dad, mom, madam, pip, pep, pup, sis, level, Bob

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

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## Vocabulary: Homophones

Directions: Write the correct homophone in eat
cent - a coin having the value of one penny
cent - a coin having the
scent - odor or aroma
chews - grinds with the teeth
to select
course - the path along
coarse - rough in texture
heard - received sounds in the ear
herd - a group of animals
. My uncle Mike always chews
each bite of his food 20 times!
2. As we walked through her garden, we detected the scent of roses.
3. It was very peaceful sitting on the hillside watching
the herd $\qquad$
choose?
4. Which flavor of ice cream did you choose ?
5. The friendly clerk let me buy the jacket, even though I was one_cent_short.
6. You will need coarse_sandpaper to make the wood smoother.

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## ANSWER KEY

## Vocabulary: Suffixes

A suffix is a syllable at the end of a word that changes its meaning. In most cases, when adding becomes famous. Also. change a find $y$ in the root word to $i$ before fame becomes famous. Also. change a final y in the
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

effect like thought pay beauty thank back act happy

1. Ivan was (full of thanks) for a hot meal. thankful
2. I was (without thinking) for forgetting your birthday._thoughtless 3. The mouse trap we put out doesn't seem to be (have an effect). Cffective

4 In spring the flower garden is (full of beautr) bequtiful
5. Malia is such a (able to be liked) girl! likable
6. Tim fell over (an the direction of the back) because he wasn watching where he was going. backwards
7. Jili's wedding day was one of great (the state of being happy). happiness
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

## Vocabulary: Suffixes

Directions: Read story. Choose the sentences.

| beautiful <br> breakable <br> caraless <br> basement | colorful <br> careful <br> director <br> forward | payment <br> backward <br> agreement <br> firmness |
| :---: | :---: | :---: |

Colleen and Lena carried the boxes down to the basement apartment." "Be careful with those," cautioned Colleen's mother. "All the things in that box are breakable. "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 agreement made with Colleen's mother earlier that day.
"It won't do any good to get_Careless_with your work. Just keep at it,
and the job will be done quickly." she spoke with a firmness in her voice.
"It's hard to see where I'm going when I have to walk backward ", 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 forward ."These are so light," remarked Lena. "What's in them?" "These have the beautiful colorful_hats I was telling you about. We can take them to the play tryouts with us," answered Colleen."I bet we'll impress the director. 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 betl" Colleen shouted as the girls ran down the sidewalk.

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## Reading Skills: Classifying

Classitying is placing similar things into categories.
Directions: Classify each group by crossing out the word that does not belong.


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## Reading Skills: Classifying

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

| $1-$ Cooking <br> $2-$ Nature | $3-$ Sports <br> $4-$ Mystery | $5-$ Humor <br> $0-$ Famous People |
| :--- | :---: | :---: |

4 The Secret of the Lost Locket
3 Learn Tennis with the Pros
2 Birds in the wild

| 2 | Birds in the Wild |
| :--- | :--- | The Life of George Washington

1 Great Recipes from Around the World
5 A Laugh a Minute
Directions: Read the description of each TV show. Write the number of each show above
in the blank. Directions: R
in the blank.
6 The years before he became the first president of the United States are examined The years before he became
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


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## ANSWER KEY



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## Review

Directions: Check the three words that belong together. Then, draw a line under the
sentence

1. A forehentels how they are alike.
2. $A$ forehead
$\square$ shoulder
$\begin{array}{lll}\text { 2. } \text { M }_{\text {collar }} & \text { They are all parts of your body. } \\ \text { cuff } & \square \text { neart } & \text { They are all parts of a shirt. } \\ & & \\ & & \end{array}$
3. D $_{\text {camera }}^{\text {guitar }}$ frumpet $\quad \frac{\text { They are all used to make music. }}{\text { They are all used to take pictures. }}$

Directions: Check the three words that belong together. Then, witit a sentence to tell
$X^{\prime}$ cotloge
$\square$ princess $\quad \boldsymbol{X}_{\text {nut }} \quad \boldsymbol{X}_{\text {castle }}$
They are all types of homes.

Answers may vary. Possible answers:
Directions: Write a word to complete each analogy,

1. Caris to drive as __ plane is to tiy.
2. Basement is to bottom os attic is to top
3. Calt is to cow as colt is to horse

4. Laugh is to happy as Cry__ is to sad.


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## ANSWER KEY

## Following Directions: Salt into Pepper

our friends. Then, number th steps in order to do the trick.

```
Imagine doing this trick for your friends. Pick up a
some int your hand. Tlllyour qudience that you will
such as "Fibbiddy, dibbiddy, milkshake and malt: What
will be pepper once was sam.-Then, open your han
H.
a screw-on top.You also need a paper napkin and a 
l
small pocket. Flll the pocket with pepper. Put the top back on the salt shaker and tear of
The extra napkin. Now you are ready tor the trick.
Iinto your hand. Close your fist so no one can see that it is really pepper.Say the magic
-
\ ( Find a clear salt shaker with a screw-on top.
```

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## Following Directions: Recipes

Directions: Follow these steps for making
a peanut butter and jelly sandwich. a peanut butter and jelly sandwich. 1. Get a jar of peanut butter, ajar of jelly,
two silices of bread. and a knife. 2. Open the jar lids.
3. Using the knife, spread peanut butter
3. Using the knife, spread
on one slice of bread.
4. Spread jelly on the other slice of bread.
5. Put the two slices of bread together to 5. Put the two 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! give the recipe to a friend to make. You will know right away if any steps are missing!
Recipe for:


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## Reading Skills: Labels

( is good to know how to read the label of a medicine bottle. Read the label to answer


1. How much medicine should a 5 -year-old take? _ I teaspoon 2. How offten can this medicine be taken? every 4 to 6 hours
2. How do you know how much medicine to give a l-year-old:ask a physician
3. Who should not take this medicine? children with heart disease

## Reading Skills: Bus Schedules

schedules are important to our daily lives. Your parents' jobs, school, even watching foo. Most forms of public transportation, such as subways, buses, and trains, run on schedules. These timetables tell passengers will leave each stop or station.
Directions: Use the following city bus schedule to answer the questions.


The first bus of the day leaves the State St./Park Way stop at at 6:02 P.M.
The bus that leaves the Oak St./Green Ave. stop at 8:05 A.M. $\quad$ 8:21 A.M.
leaves the Buyall Shopping Center at what time? $8: 05$ A.M
3. What time does the first afternoon bus leave the

Fourth St./Ninth Ave. stop?


How many buses each day run between the
State St./Park Way stop and the Buyall Shopping Center? 10


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## ANSWER KEY



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Reading Skills: Advertisements
Dirioctions: Use the forlowing nempapere a
Colorfus Flowering Trees

Sizes up to 10 ft .
Beautiful Spring Flowers
Dark Green Foliage
Red, Pink, White Blossoms
25\% OFF
Reg. $\$ 29.99$ to $\$ 149.99$
NOW $\$ 22.49$ t $\$ 112.50$
House of Plants
House of Plants
6280 River Road

How big are the biggest flowering crab apple trees for sale? up to 10 ft .
2. What are the regular prices?
$\$ 29.99$ to $\$ 149.99$
3. What are the sale prices?
\$22.49 to \$112.50

## 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 home. $25-30$ hours per week. Must have own transportation. References required. Cal
$725-1342$ after 7 P.M.
Clerk/Typist. Law firm seeks part-time help. Duties include typing, fling, and answering telephone. Monday-Friday, 1-6 P.M. Previous experience preferred. Apply in person.
1392 E. Long St. 1392 E. Long St.
Diver for Disabled. Van provided.
necessary. Call Mike at $769-1533$.
Head Nurse. Join in the bloodmobile team at the American Red Cross. Full- and part-
time positions available. Great benefits. Apply Monday thru Friday $9-4.1495 \mathrm{~N}$. State 5 t.
Teachers. For new child-care program. Prefer degree in early childhood development Teachers. For new child-care program.
and previous experience. Call $291-5555$.

1. For which job would you have to work some evenings and Saturdays? driver for disabled
2. Which job calls for a person who has a degree in early childhood development? teacher
3. For which job would you have to have your own transportation? babysitter
4. For which job must you apply in person?
clerk/typist
5. Which ad offers both par-time and full-time positions?
head nurse

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Reading Skills: Context Clues
 When you read you may confuse words that look alike. You can tell when you read a
word incorectly 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 words in the sentence or the sentences before or affer) 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 vord) word).
4. I'm not sure I heard the teacher correctly. Did he say what I (through (thought)) esaid?
5. I was not with them on vacation, so I don't know a (think. (hing) about what happened.
6. My favorite montr)mouth) of the year is July because I love freworks and parades!
7. You will do better on your book report if you (thinke)thing) about what you are going
to say.

## ANSWER KEY



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## ANSWER KEY



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## Reading Skills: Main Idea in Sentences



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## 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 gnow 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 exactiv
dams. They use mud from the stream to make their dams stay together. They use their tails to pat down the mud.
Bood underwater Beavers eat the top of their dams for their babies. They store their ers eat the bark from the trees that they cut down!
han is the main idea of the first paragraph?
Beavers are very busy.
What is the main idea of the second paragraph?
Beavers are clever builders.
Beavers homes provide a snug place to raise their babies and store their food.
4. What do beavers use for their dams? sticks, rocks, trees, and mud 5. What parts of their bodies do beavers use to build their homes?

They use their teeth to cut down trees and their tails to pat down mud.


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## ANSWER KEY



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## Recognizing Details

The main idea of a paragraph or story is supported by details. Details tell the who, what, when, where, why
remember what you have read.
Directions: Reread "Snow Fun." Then, write two detail sentences that support the main
Answers will vary.


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


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## 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 begins to tall. bats wake up. They fiy around easily and quickly at night Beats make sounds that help them firs 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 a There are many differe
the evening or the early morning of bats. Some bats fly all night, while others fly only in 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 som
Bats that live in cold areas of the country sometimes sleep all winter. That means they hibemate. Other bats that live in
for the winter. We call this migration.
. Who cannot hear the sounds bats make? people
2. Why do bats sleep all day?They cannot see well in bright sunlight 3. When do bats eat? at night
4. Where do bats that eat only parts of flowers live? Very hot areas
5. Why do bats make sounds? to tell if something is in their way
. What does hibernate mean? to sleep all winter
What is the main idea of this selection? Bats are active at night because they cannot see well in bright sunlight.
Do you think a bat would make a good pet? Why or why not?
Answers will vary.

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## Reading Skills: Sequencing

Directions: Reread the story, if necessary. Then choose an im
beginning, middle, and end of the story, and write it below.
Beginning:
Answers will vary

1. Who were the two adult helpers that would be going on the trip with Miss Haynes's
class? Ms. Diehl and Mrs. Ramirez
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. They got to ride the bus
b.They enjoyed learning about their town's history.
c. They got a day out of school.
3. What business did Miss Haynes need to take care of before the class could leave on
its trip? check attendance and pass out name tags
Directions: Write the lefter 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 dou
b. easyly members that lived in the past
c. family
such as grandparents
c ancestors
d fortunately
a plopped
b obviously


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## ANSWER KEY

## Reading Skills: Recalling Details

1. How old was Jonny when his ankle began to bother him? $31 / 2$ years
2. Why did Jonny's mom stay home from work the second day
$\qquad$
because Jonny was feeling worse
3. What do the leflers JRA stand forfiuvenile rheumatoid arthrithis 4. When Jonny and his mom were waiting to see the doctor how dild Jonny's mom know ne must not be feeling well? because he slept the whole time mhere dia Jonny's mom take nim

Directions: Wite the lefter 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 specia
e. did not walk correctly

C pediatrician
a antibiotic
b confirmed
e limped
d juvenile


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## Comprehension: "The Frog Prince"

Directions: Read the story "The Frog Prince." Then, answer the que
Once upon a time, there lived a beautiful princess who liked to Once upon a time. there lived a beautifl princess who liked
play alone in the woords. One day, as she was playing with her
golden ball golden balli, it rolled into a lake. The water was so deep she could not see the ball. The Princess was very sad.
give anything to have my golden ball backl"
 give anything to have my golden bal backl" "
suddenly, large ugly trog popped out of the water. "Anything?" he croaked. The Princess looked at $h$ im with distaste." Yes." she said, "I would give anything " "Will get your golden ball", said the trog." "In return, you must take me back to the castle. "Whatever you want," said the Princess Sh Solden plate. 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
atapping at her door. She ran th "Who are you?" asked the Princess, already half in love.
"I am the prince you rescued at the lake," scid the handsome Prince."I was turned into promises, only a beautifu princess could break the spell. You are a liftle forgettul but you promises, only a bel
did keep your wordl
Can
Can you guess what happened next? Of course, they were maried and lived happily
wh
What does the frog ask the Princess to promise? to take him back to $\frac{\text { the castle, let him live with her, and eat from her }}{\text { golden plate }}$ 2. Where does the Prince
in her pocket
Why could only a princess break the spell?
because they always keep their promises

Comprehension: "The Princess and the Pea"
Fair tales ree shont stories witten for chidren involving magical charactis
Directions: Read the story. Then, answer the questions.
Once there was a prince who wanted to get maried. The catch
ws, he had to marry a real pinincess. The P Pince knew that real
 princesses were few and far between. When they hearcal he was
looking for a bride, many young women came to the palace. All claimed to be real princesses,
"Hmmm," thought the Prince. "I I must think of a way to sort out the Luckily, since he was a prince, the Queen was also his mother. her son's best interests at heart. "A real princess is very sensitive," solid the course she had must sleep on a mattress as soft as a cloud. If there is even a small lump, she will hot be
"Why not"" asked the Prince. He was a nice man but not as smart as his mother Because she ts sens her. Beter stil.er me down to the lobby of the castle. A very pretty but humble-lokking 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." you about whether you are a real princess.
fluffy and clean. "A princess is sensitive," said the Queen. "Sweet dreamsl"" 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.
a "tound fils under the fourth mattress when I got up this moming." she said. She handed a small green pea to the Queen. "No wonder I couldn't sleepl
If this peal put under the mattress kept you awake, you are defnitely a princess is sensitive, "Ot course I am," said the Princess. Now may I please take a nap?" 1. Why does the Prince worry about finding a bride? His bride must be a real princess, and real princesses are hard to find.
2. According to the Queen, how can the Prince tell who is a real princess?

A real princess is very sensitive.
3. Who hides something under the girl's mattress? the Queen

Comprehension: "The Princess and the Pea" Directions: Re
the questions.

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

Many young women wanted to marry him, but the Prince could only marry a "real" princess.
2. Why does the Princess have trouble sleeping?

There was a pea under her mattress.
3. In this story, the Queen puts a small pea under a pile of matresses to see if the girl is Answers will vary.

The story does not tell whether or not the Prince and Princess get maried
and live happily ever after, only that the Princess wants to take a nap. Directions: Wite a new ending to the stor
4. What do you think happens after the Princess wakes up?

Answers will vary.

$\qquad$
$\square$
$\qquad$
$\qquad$

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## Directions: Review the story The Frog Pince. Then, answerme ques

Comprehension: "The Frog Prince"
2. How does she get it back? A frog dove to the bottom of the lake and got it for her in return for a promise from the Princess.
3. How does the frog turn back into a prince? The spell is broken when the Princess keeps her word. $\qquad$
4. What phrases are used to begin and end this story? "Once upon a time" and "happily ever after" 5. Are these words used frequently to begin and end fairy tales? yes There is more than one version of most fariry tales. In another version of this story, the Princess bis Directions: Write your answers.
6. What do you think would happen in a story where the
 Answers will vary

What kinds of problems would a princess have with a bossy frog in the castle? Brainstorm
deas, and write them here
Answers will vary
8. Rewrite the ending to "The Frog Prince" so that the frog remains a frog and does not turn Answers will vary

## ANSWER KEY



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## Sequencing: "The Fox and the Crow"



2 The crow picks up the cheese.

## Main Idea: "The Hare and the Tortoise"

 The story of "The Hare and the Tortoise" is called a fable. Fables are usually short storie As you read this story and the other fables on the next few pages, look for two Dir One day, the hare and the tortoise were talking. Or rather, the hare was bragging
and the tortoise was istening "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 fifld". the field Slowly
"Hal" scoffed the hare. "You must be kidding! You will most certainly be the loserl But,
 across the field.
The hare stood back and laughed. "How sad that he should compete with mel" he
said. His chesto said.tins chest puffed up with pride." "I will take a little nap while the poor old tortoise lumbers
along. 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. $\overline{\text { X }}^{\text {Hares need more sleep than tortoises }}$ - Slow and steady wins the race.
2. The hare brags $t$

$$
ـ_{\text {___ a bullet }}
$$

$X^{\text {the wind }}$
3. Who is modest, the tortoise or the hare? the tortoise

Cause and Effect: "The Hare and the Tortoise" Another important skili 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 underined 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 because he
continued on, slowly but steadily.
Directions: Review the fable "The Hare and the Tortoise." Then, answer the questions.

1. Who are the two main characters? the hare and the tortoise
2. Where does the story take place? in a field with trees
3. What lessons can be learned from this story? slow and steady wins the race; people shouldn't brag
4. The lesson that is learned at the end of a fable has a special name. What is that special a moral
5. Why did the tortoise want to race the hare?
to prove that he could beat the hare
6. How do you think the hare felt at the end of the story?

Answers will vary.
7. How do you think the tortoise felt at the end of the story?

Answers will vary.

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? "Once upon a time" 2. What other type of story often begins with these same words? fairy tale 3. Athough it is not stated, where do you think the story takes place? in the woods or forest
2. How does the fox get what he wants from the crow?

The fox appealed to the crow's vanity by saying he heard that crows sing beautifully.
5 How is the crow in this story like the hare in the last fable?
They are both proud, and when they bragged and tried to show off, they lost.
Predicting is telling or guessing what you think might hapen Predicting is telling or guessing what you think might
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? Answers will vary.

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

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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. 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 It the cried "Wofll" the men in the vilpe will one thing would bring people quickly to him. If he cried. "Woifl" the men in the willage 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 horm.
Quick as a wink, a dozenen men camer eunning. 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 were very angry. The boy promised never to do it again. But a week later, he greww bored
and cried, "Wolft" again. Again, the men ran to him. This time they were very soon afterwards, a wolf really came. The boy was scared. "Wolfl" he cried. "Wolfl Wolfl
SoltI" Woltil
He


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Answers will vary $\qquad$ 2. This is where the boy tends sheep.
4. When no one came, the wolf
5. all the sheep.
5. Sheep are _- and easy to take
care of.

Down:

1. The people who come are from here.
2. Af first, when the boy cries, "Wolfl" he come running.
3. When a wolf really comes, this is how the
boy feels.

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## ANSWER KEY



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## Comprehension:

"The City Mouse and the Country Mouse" Directions: Read the fable"
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 vist
him. Finally the cily mouse agreed. him. Finally, the city mouse agreed. asked, wrinkling his nose. "All you have was not very polite. "How do you stand it here?" he atsed, wrinking 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
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 its try? clothes. Still, the city sounded exciting. Why not give it a try?
since ene had no clothes to pack. the country mouse was ready in no time. His cous told him stories about the city as they traveled. The buildings were so hight The food was so goodl The girl mice were so beautifull
is only herne in the wall." said thas 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, "butit is a very nice wall indeedl"
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. the country mouse's taill He barely made it to the hole in the wall in time. That did iff ? in exciting for me. I am going home where it it peacefuli. I can't wait to seitle exciting for me.I am going home where it is peaceful. I can't wait to settle my
stomach with some corn and barley." stomach with some corn and barley." no good food; only old clothes to wear; animal noises 2. Why doesn't it take the country mouse long to get ready to leave with the city mouse?
He has no clothes to pack.
. Why does the country mouse secretly think his cousin is slly?
because he wears fancy clothes

Sequencing:
"The City Mouse and the Country Mouse"


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

Directions: Answer these questions about the fable.
How do the two mice feel about each other?
They do not understand each other's way of life.
2. Which mouse do you think is most tike the hare? Why?
Answers will vary.

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## ANSWER KEY



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## Reading Comprehension: Paul Bunyan

 crooked that men starting home for camp would meet themselves
coming back! Well, Paul hitched Babe to the end of that coming back Well, Paul hitched Babe to the end of that crooked road. Babe pulled and 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.
.What was Paul Bunyan particularly good at doing? cutting down trees
$\qquad$
3. How big was the distance between Babe's eyes? 42 axe handles
4. What did Babe do to the crooked road? $\frac{\mathrm{He} \text { pulled it completely }}{\text { straight }}$ straight.

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## Recognizing Details:

 "Why Bear Has a Short Tail"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. was his favorite food.
lwas out tishing 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
So the mean Fid Fox said tow to fish?" asked Bear.
It will get cold, but soon the fish will begin to bite. When you can stand it no longer pull your fail out.It will be covered with fish|"
g his tail.
sh you will cotch.", "admilted fox. "But the longer you leave your tail in the water, the more ish you wir catch:"
Bear did as fox told him. He loved fish, so he leff his tail in the icy water a very, very long hat is why bears today bears shat tails he pulled tree, his tail remained stuck in the ice.

1. How does Fox get his string of fish? He steals it.
2. What does he tell Bear to do? to put his tail in a hole in the ice to catch fish
3. Why does Bear do as Fox tells him? He loves to eat fish but does not know how to catch them.
4. How many fish does Bear catch? none
5. What happens when Bear tries to pull his tail out?

His tail is stuck in the ice

## ANSWER KEY

## Recognizing Details:

 "Why Bear Has a Short Tail"1. When Bear asks Fox where he got his fish, is Fox truthtul in his response? Why or why not? No. Fox lies to trick Bear.
2. Why does Bear want to know how to fish?

He loves to eat fish.
3. In reality, ore bears able to catch their own fish? How?

Yes, with their paws.
4. Is Bear very smart to believe Fox? Why or why not? No. Bear should have known that Fox was sly and tricky.

Answers will vary.
6. What is one word you would use to dessitibe fox? sly; tricky; crafty; liar

Explain your answer. Answers will vary.
7. What is one word you would use to describe Bear? silly; trusting

Explain your answer: Answers will vary.
8. 15 this story realisici? No
9. Could it have really happened? Explain your onswer.

Answers will vary.

Predicting: "How the Donkey Got Long Ears"

## Directions: wit your predictions to answer these questions

1. How do you think animal got their names?

Answers will vary.
2. Why would if be contusing if onimals did not have names?

Answers will vary
Directions: Read the legend "How the Donkey Got Long Ears."Then, answer the questions. In the begining, when the word was young, animals had no names. It was very contungol
A woman would say, "Tell the thingamolig to bing in the poper." The man would say, "What
 thingamolig?" She was taking obout the dog, of course, but the man didint know thot
Together they decided to name the onimals on their tomm. First, they named their thingandig Dog. They named the ink. thingomalig that oinked Pig. They named the red tringomolig. that crowed Rooster They named the white thingomolig that laid egas her They named the IItle yellow thingamoigs that cheeped Chicks. They named the big brown
thingamoilg they rode Horse. thingamoig they yode Horse. Then ther thingamaigg. It looked ike Horse, but was smaller. It would be contusing yo coll the smale, thingomaligig Hosse, they decided.
Soon, all the animals knew their names. All but Donkey, that is. Donkey kept forgetling "What kind of athingamalig aml Iagain" he would askthe mon. "You are Donker" "the man would answer Each time Donkey forgoot,
the man tugged on Donkeys ears to helo him remember: Soon however Donkey wuid torget $t$ is nome egain. "Uh, horts my nomer)" he would osk the woman. She would answer "Donkey| Donkeyl Donkeyl" and pull his ears each Inm..5newas a clever woman but hot very patient. they were puled. Donkey was patient but not very clever.l.t took him a long time to lead
his nome. By the time he remembered his nome was Sonkey his sacs were much longer than Horse's ears. That is why donkeys have long ears.
then
3. What words could you use to describe Donkey? forgetful; patient

Explain your choice. Answers will vary

Comprehension: "How the Donkey Got Long Ears"
Directions: Review the legend "How the Donkey Got Long Ears." Then, answer the thingamajigs
2. Why do they decide to name the animals? because it was too confusing when animals did not have names
3. What is the fist onimal they name? dog
4. Besides being imparient, what etse is the woman? clever
5. What did the people do each time they reminded Donkey of his name?

They fugged on his ears.
6. Which thingamaligs rere yellow? chicks
7. Which thingamailig s pink? pig
8. What is the thingamailg they ide? horse
9. Why don't they call the donkey Horse? Donkey is smaller.

Directions: Imagine that you are the one who gets to name the animals. Wirite names for
nese new -onimals. Answers will vary.
10. A thingamolig with yellow spotst that swims
11. A thingamails with large ears, a short tail. and six legs
12. A thingamalig with purple wings that flies ond sings sweet melocilies
13. A thingamailg that gives chocolate milk

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## Comprehension: "Why Owls Have Big Eyes"

 Directions: Rethe questions.
Creator made all the animals, one by one. He made each one the way they wanted to look. Owl interrupted when CMeator was making Rabbif
"Whooo, whooo," he said. "Make me now. I want a longneneck like Swan, red feathers like
Cardinal, and a sharp beak like Eagle. Ma. Mae me the most beautifiu bird in the world." Cardinal, and a sharp beak like Eagle. Make me the most beautifil bird in the world.
"Quiet|" shouted Creator. "I am making Rabbit. Tum around, and wail your turn. Creator made Rabbit's long ears and long back legs. Betore he could make Rabbit long front legs, Owl interupted again.
"Whooo, whooo," Owl said. "Make
beautifulu bird in the world."
beolkid "Close your eyes. No one mor
your turn. Do not interupt again.
Owl would not wait. He was very.
"All right then," said Creator." "I will make you now," 1 want to," he said
He pushed Ow's head untili 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 Ow'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 me with them. T 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. Ow flew wavay. Creator turned to finish Rabbit, but
Rabbit had run oway before Creator cold finish his tront legs or give him sharp clows to 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 owis, and cannot defend themselves. And that's why owis have short necks, big eyes, brownish feathers,
and ears that stick out. and ears that stick out

1. According to this legend, who made all the animals? Creator
2. Why did Rabbit run away before Creator finished making him?

He was afraid.
3. Why didn't Creator make Owl beautiful?
because Owl would not wait his turn
4. Why are rabbits afraid of ows? Owls hunt rabbits.


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## ANSWER KEY

## Comprehension: "Why Cats and Dogs Fight"

Directions: Read the legend "Why C
Long ago, Cat and Dog were friends. They played together. They ate together. They
even slept near one another. 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 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. had time to play. They enjoyed themselves very much. 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 a play.
The old m
a woman signed the paper. Then, Dog buried it in the ground with his "The people arent't here any more to protect them. Why should they get off so easy?"
Ox asked Cow.
The old man
the old man and woman signed the paper. Then, Dog buried it in the ground with his Ox and Cow looned edeverywhere, but they could
nof find the paper Findlly not find the paper. Finally, they asked Rat to help. Rat
sniffed and sniffed. At last ulled it to pulled it from the ground and gave it to $O x$. Ox grouna
it under his hoof and destroyed it. Then, Dog had to It under his hoof and destroyed it. Then, Dog had to g
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? Cat was so clean.
2. Why dian't Dog have to work? Dog was so loyal.
3. What animals talk about finding the paperi? Ox and Cow
4. Who destroys the paper? OX
5. Who finds the paper? Rat

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Comprehension: "Why Cats and Dogs Fight"

## Directions: Review the legend "Why Cats ond Dogs fight:" Then, answer the questions

1. What do Car and Dog do to make sure ther life stays easy?

They make their owners sign a paper saying they would never have to work.
2. Does their plan work? No
3. Why not? The other animals were jealous.
4. When does the easy time stop tor the cat and dog? when OX destroys 5. Cat gets mad at Dog for buring the paperin a place wheere Rapt can easily find it. Do

Answers will vary.
6. What other animal pair could you compare to Cat and Dog? Answers will vary. 7. Why did you select this onimal pair? Answers will vary.
8. Does the quarreling of Dog and Cat with the other animals remind you of your own
quarels with your brothers or sisters? Explain.
Answers will vary.
9. What fi Rat never found the paper| Rewite the end of the stor, beginning with these
worcss: And to this doy, thots why cats and dogs.... Answers will vary.
$\square$

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## Main Idea: "The Sly Fox"

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

One evening, Fox met Wolt in the forest. Wolf was in a terible mood. He felf hungry, too
so he said to Fox, "Don't movel I'm going to eat you this minute."
So he said to Fox. "Don't movel I'm going to eat you this minute.
"I will have to use my wits instead of my legs," she thought to herself. Aloud to Wolft fox said calmly, "I would have made a good dininer for you last year. But Ive had three little babies since then. I spend all my time looking for food to feed them."
Before she could go on, Wolf interupted."I don't care how many children you havel m going to eat you right now." Wolf began closing in on Fox.
"Stopl" shouted Fox. "Look how skinny lam. I ran oft
"Stapl" shouted Fox. "Look how skinny I am. I ran off fill my fat looking for food for my
shildren. But I know where you can find something that's good and fatt" Wolt backed
Chilaren. But 1 know where you can find something that 's good and fatt 'Woif
to isten.
There's a well near here. In the bottom of it is a big fat piece of cheese. don't like cheese, so it's of no use to me. Come, 'III 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 cheese. Fox jumped up quickly and pushed Wolf in. "Iam a sly old thing," Fox chuckled as she trofted home to her children. And to this day, that's why foxes are sly.

What is the main idea of this legend? (Check one.) A. Fox is cornered but uses her wits to outsmart Wolf and save her own life. _Wolf is in a terible 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?

She was to thin because she spent all her time searching for food for her babies.

Fox pushes Wolf into the well.


## Comprehension: "King of the Beasts"

Directions: Review the legend "King of the Beasts". Then, answer the questions.
He discovers that Earth is not breaking apart.
2. Instead of panicking about Earth breaking apart, what should the rabbit have done? Answers may vary. Possible answer: He could have looked to see what made the loud noise.

## 3. Instead of followi fox have done? <br> Answers will vary.

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

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

$\qquad$

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## ANSWER KEY



## ANSWER KEY



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## ANSWER KEY

Sequencing: "Hickory, Dickory, Dock"
Directions: Read the poem Hickory, Dick
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.

2. Why do you think the mouse runs down the clock? Answers will vary. Possible answer: The mouse is scared by the noise.

Directions: Number these events in order.
2 The clock strikes one.
3 The mouse runs back down the clock.
1 The mouse runs up the clock.
5 The man in brown brings the pig down. 4 The pig flies in the air.


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## 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 South, and parts of Califomia and Colorado. Twenty-five different tribes lived in this Indians lived area. Several of the tribes ived in villoges called pueblos. The Hopi (hope-ee) 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 pullea. Native Americans prayed for rain to make their crops grow. As par harvest, the women helped.
The land was bountiful to the Pueblo people. They grew many different crops. They planted beans, squash, and 19 different tinds of corn. They gathered wild nuts and
berries. They hunted tor deer and rabits. They also thed 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 The adobe homes of long Southwest The Pueblo people entered through a type of

nindoows and was top used for storage. These adobe homes were clustered around had no 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.
What were the five states where the Pueblo people lived?
Arizona, New Mexico, Utah, California, Colorado
beans squash
. The early pueblo houses had no
$\square$ yards. $\quad \square$ windows. $\quad \mathbf{X}$ doors

## Review



Page 133

## Recognizing Details: The Pueblo People

## "At the edge of the wo <br> It grows light. The trecs stand fountom poom $)$



Directions: Read more about the Pueblo people. Then
The Pueblo people were peaceful. They loved nature, and they seldom fought in wars. 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 die cefore.)
members who have lived and died befor 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 of the things they made with people from other tribes.
Both boys and giris needed their parents' o mary. After they married, they the groom moved back home again

1. Among the Pueblo people, who made jewelry? men
2. Who made pottery? WOMen
3. What did some of the Pueblo people wear when they danced
masks called kachinas
4. Why did the Pueblo people dance for the gods?
to ask for rain, sunshine, or children
5 Where did newly married couples live?
in a room next to the bride's mother
5. Why would a man move back home after mariage?

He would move back home if the marriage did not work out.

Following Directions: Early Native Americans

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

There were about 300 Native American tribes in North America when the first white seftlers came to New England in the 1500 s. These Native Americans loved and respected
the earth. They hunted buffico on the plains. They fished in the clear rivers. They planted the earn. They hunted butialo on the plains. They fished in the eliear fivers. They planted
com and beans on the rich land. They gathered roots and herbs. Before the white setliers 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 fribe of Native Americans was different. Some Native Americans lived in special tents
pueblos. Some lived in simple huts called hogans.


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## Recognizing Details: The Pueblo People

1. How many different tribes lived in the Southwestern part of the United States? 25
Ine 2. The article specifically names three of the Pueblo tribes. Where could you find the names The article specifically nam?
of the other Pueblo tribes?
reference sources like encyclopedias or the Internet
2. How did the Pueblo people build their adobe homes? They shaped mud into bricks, dried them, then built with them.
. How did the location and climate affect their lifestyle?
Location and climate affected what they wore.
what crops they grew, the animals they hunted and materials used for building homes.
3. How were the jobs of the men and women of a Pueblo tribe alike?

Both helped care for crops.
6. How were their jobs different? Men made jewelry. Women made pottery.
How do the responsibilities of the Pueblo men and wom discussed difter form the of men and women today? Answers will vary.
$\qquad$


## ANSWER KEY

## Comprehension: A California Tribe

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

 California was home to many Native Americans. The weatherwas warm, and food was plentiful. Colifornia was an ideal place was warm, and food was plenifitul. California was an ideal place
to live.
One California tribe that made good use of the land was the
 One Caifornia tribe that made good use of the land was the harvested dozens of wild plants. They gathered acorns, ground them up, and used them 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 akind 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. 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 wover The women also wove cradles, hats, bowls, and other useful items for the tribe. The women also wove cradies, hats, , bowis, and other Usefulitems tor the tibee.
When it was time to marry, a boy's porents chose a 15 -year-old girl for him. The girl was a Yuma, too, but from another village. Except fort 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.

The weather was warm, and the food was plentiful.
2. What did the Yuma use acorns for? They ground them up and used them in cooking
3. What was a beautifu 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

How did the Yuma feel about death?
They had great respect for death.

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## Following Directions: Sailor Native Americans

Directions: Review what you read about the Sailor Native Americans. Witte your answers. . How were the housing
those of the Yuma?
Many families lived together in large buildings.
How was the diet of the Sailor Native Americans like those of the Yuma and Pueblo? All three hunted and gathered berries. 3. How was it different? Yumas and Pueblos grew their own crops.
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 canoes, boats or rafts
5. Where cou
reference sources like encyclopedias and the
Interne
berify your answer. Were you correct? Answers will vary

Built homes? $\qquad$ Answers will vary.

Fished? $\qquad$ Gathered roots and berries? Made fishing nets?
Hunted game $\qquad$
8. The homes of the Sailor Native Ameri
to what type of modern dwelling? apartment buildings or condos कणने

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## Recognizing Details: The Yuma

 Directions: Review what you read about the Yum1. How did the Yuma make good use of the land?

## How did the Yuma make good use

They farmed and gathered roots, acorns, and berries. They fished and hunted.
How were the Yuma ilke the Pueblo people? gathered berries, and made crafts.
3. How were they different? The Yuma fished, made baskets and lived in huts. The Pueblos made pottery and jewelry and lived in adobe homes.
Why did the Yuma have homes different than those of the Pueblo tribes? Answers should indicate differences in natural materials available due to different climates.
5. When it was time for a young Yurma man to marry, his parents selected a 15 -year-old Answers will vary.
6. Why do you suppose the Yuma never spoke a person's name after he or she died?

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

Answers will vary.

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 solmon. They trapped the salmon in large baskets. someimes, 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 we
Their homes were amazing! They built big wooden buildings without nails. They did not use saws to cut the wood. The walls and roots were tied together.
homes inside. As many as 50 tamilies lived in each big building.


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## Reading Comprehension: Hummingbirds


 hummingbird
upside down!
HHummingbirds got their narme because their
wings move very quickly when they fly. This chuses wings move very quickly when they fly. This causes
a humming sound. Their wings move so fast that youmming sound. Their wings move so tast that
you can't see them at all. This takes alot of energy. These little
birds must have food about every birds must have food about every 20 minutes to have enough ffower. It never touches the flower with its wings or feet. can change its color from reddish-brown to purple to redl from a spider's web.
Directions: Answer these questions about hummingbirds.
2. What does hover mean? to hang in the air
silk from a spider's web
strength to fly. Their favorite foods are insects and nectar. Necctar is the
sweet water deep inside a flower. Hummingbirds use their long, thin bill sweer 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
bil the birds in the world. the fummingbird's scolors are also one of the prettiest birds. Of all tine 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 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

1. How did hummingbirds get their name? Their wings move very quickly as they fly and make a humming sound.
2. How offen do hummingbirds need to eat? every 20 minutes
3. Name two things that hummingbirds eat. insects and nectar

What is one of the things a mother hummingbird uses to build her nest?


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

Answers will vary
2. Why did each of the tribes have a different lifestyle? because of their location, different climates and resources were available.
3. How did their location influence how each of the tribes functioned? Food, plants, animals, fish, climate, and building materials all influenced the people and how they lived.
Directions: Select two of the Native American tribes you read about. Compare and contrast their homes, clothing, and lifestyle in the Venn diagram. Wite words and phrases
that were unique to one group or the other in the correct parts of the circle. Wirite words and phrases that are common to both groups in the section where the circles intersect.


## ANSWER KEY

## Reading Comprehension: Bats

Bats are the only mammals that can fly. They have wings made of thin skin stretched between long fingers. Bats can fiy amazing distances. Some small bats have been known
to fly more than 25 miles in one night. 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 hoa may h
don't however, use their eyes to guide their flight or to fofd the insects they eat. A bat nakes a high-pitched squeak and then waits for the echo to returnts it This echo tells it how far away an object is. This is often called the bat's sonar system. Using this system, a how tar away an object is. This is often called the bat ssonar system. Using this system, a
bat can fiy through a dark cave without bumping into anything. Hundreds of bats can fily 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.


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Page 145

## Following Directions: Puzzling Out Giraffes

## Directions: Revile 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 are checking to see if danger is near. are checking to sy nature, girattes are gentle. They do not attack unless they are in danger. A giraffe will
By


## Recognizing Details: Giraffes

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

Giraffes are tall beautiful. graceful animals that live in Africa. Wh
giraffes are about 18 feet tall. Adult females are about 14 feet tall. Giraftes 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 ful height when they are 4 years old. They continue to gain weight until they are abou
If you have ever seen giraffes, you know their necks and legs are very long. They are not Thew word, thought Giraftes can move very quickly. They ine to Jump over fences and stream They do this gracefully. They do not trip over their long legs. are sometimes off the groundl Usually, young and old giraffes move of about 10 miles an hour.
Giraffes are strong. They can use their back legs as weapons. A lion can run faster than Giraffes do goraffe can kill a lion with one quick kick from its back legs. Grafies do not look scary. Their long eyelashes make them look gentle.

1. What is the weight of a full-grown male giraffe? 2,800 pounds
2. What is the weight of an adult female? 2,400 pounds
3. When does a giraffe run 35 miles an hour? When it is frightened. 4. What do giraffes use as weapons? their back legs 5. For how long do giraffes continue to gain weight? until they are about 8 years old 6. When do giraftes reach their full height? when they are 4 years old Use a dictionary. What does gallop mean? to run quickly; to run at full speed
$\qquad$


## 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 giratifes have small sopts. Other spericies have larenge spots. Some species have spots
that are very regular. You can tell where one spot ends and another begins. Other that are very regular. You can tell where one spot ends and another begins. Other other as clearly. There are many other kinds of spot patterns. The pattern of a girafte's. spots is called "markings." No two giraffes have exactly the same markings. There is one very rare type of giraffe. It is totally blackl Have you ever seen one? This 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 he
lion can't see a giraffe, he certainly can't eatit. This is colled"protective coloration." The animal's color hells protect it. Another protection girarfes have is their keen eyesight. Their large They can see another animal a mile awayay It it very hard to sneak up
Thes a girafte. Those who try usually get a quick kick with a powertul backleg.

1. What are markings? the pattern of a giraffe's spots
2. How far away can a giraffe see another animal? a mile away
3. Where are a giraffe's eyes? the sides of its head
4. What is protective coloration? being able to blend in with it 5. What color is the very rare type of giraffe? black giraffe surroundings 6. How do giraffes protect themselves? They kick with their back legs. 7. How many kinds of spot patterns do giraftes have? $\square^{\text {two }} \quad \square$ four $\quad$ many
a group of animals closely related and capable of breeding with others in the same species

 -

Across:
head and opens its nose it and mouth
Girattes look this way because they Be always paying attention.
6. By nature, giraftes are
. Ane continent where giraffes live
9. Another name for a black giraffe is

## Recognizing Details: Giraffes

Directions: Review what you learn
They help them blend in with their surroundings 2. Is it easy to sneak up on a giraffe? Why not? No, because they are always paying attention and can see a long ways.
3. What makes a girafte look so gentle?

They have long eyelashes.
4. How do you know when a giraffe is angry? It will lower its head and open its nostrils and mouth.
5. Do you think a giraffe in a zoo is as observant as a giraffe in the wilds of Africa? Why or
why not? Answers will vary.

Do you think giraffes have any other enemies besides lions? Yes what animals might they be? Answers may include: hyenas,

Thy do you suppose giraffes grow so large?
Answers will vary.
Use a dictionary. What does habitat mean? Describe the giraffe's natural habitat. Habitat is a place where an animal lives in its natural state. Giraffes live on open grassy plains and sometimes near trees.

## ANSWER KEY

## Main Idea: More About Wild Horses

## Directions. Read more about wid horses. Then, answer the question

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 tor danger. If a bear or other animal comes close, he lets outa 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. Offen, 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 new grass.
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 Wild horses also need plenty of water. It is offen hot in the places where they roam. At 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 Wild horses also use water

1. What is the main idea? (Check one.)
$\bar{X}$ Wild horses need plenty of water.
Wild horses need plenty of water.
Wild

2. What are two reasons why wild horses need water?
to drink and to cool their skin
3. Why do wild horses move around so much? to find new grass

What do you think will happen to wild horses as the prail
 Answers will vary.
ses mos ine to eat? prairie grass
eating and looking for food


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Page 150

Reading Comprehension: Whales
 largest animal that ever lived. It it is even bigger than the great dinosaurs
of long goo. 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 They are not. They are mammals. fo that whales are fish whales are mammals instead of fish: 1) Whales breathe with lungs instead of gills. A whale must come to the
sur face to breathe lto out of hole in the top of its head. 2) They are
outs lun
warm-blooded. 3) They have hait-4 warm-blooded. 3) They have hair-though not
very much 4) Baby wholes are born alive and very muchil
get milk from their mothers.
Becouse
Because whales offer live in cold water,
they have a thick layer of fatunder their skin

## protect them. This fat is called blubber. For many

 including clicks, whistles, squeaks, thumps, and low moans. Because sound waves trowa
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? blue whale
2. List four things proving that whales are mammals and not fish.
a. They breathe air.
b. They are warm-blooded
c. They have hair.
d. Their babies are born alive and get milk from
3. What are two "cousinss to the whale? dolphins and porpoises
4. What is the thick layer of fat under a whale's skin called? blubber

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. It 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 sufface waters diving down and then leaping up-sometimes into the air. As their The surface waters, diving down and then leaping up-sometimes into the air. As their
heads come out of the water they breathe in iir. 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 tiendly, helpful creatures. There have been


Directions: Answer these questions about dolphins and porpoises.

1. The small members of the whale family with the pointed faces are dolphins 2. Those members of the whale family with short faces are___ porpoises 3. What do you call the special way dolphins and porpoises swim? porpoising
2. Do dolphins breathe with lungs or gills? $\qquad$ ungs
3. How did oncient Gieersc desactibe dopphnss friendly, helpful creatures
4. Where have dolphins been reported to help people? on the seas

## ANSWER KEY



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## Comprehension: Sea Lions

Directions: Read about sea lions. Then, answer the questions.
Sea lions are triendly-looking animals. Their round faces and whiskers remind people of Sea ions are friendiy-10oking animals. Their round faces and whiskers remind people Whether it is true or not, sea lions offen look as though they ore thinking. Sea lions behave like playtul children. They push each other off rocks. They silde into the
water. Sometimes, they body surfl Like people, they often ide the crest of waves. They water. Sometimes, they body surfl Like people, they often ride the crest of waves. They
let the waves carry them near the shore. Then, they swim back out to ide 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. Yuckl They must not mind They toss it
the tastel
If you have been to a marine park. you may have watched sea lions.
Sea lions can be taught many ticks. They can balance balls on their noses. Sealions can be taught many tricks. They can balance balls on their noses. They can jump through hoops. Their trainers give them fish to reward
for doing tricks. seal lions look verp pleased with themselves when
hey perform. They love fish, and they grow to love applause.

They push each other off rocks, slide into the water, body surf, and play with seaweed.

Why do sea lions look intelligent?
They have almond-shaped eyes
What tricks can sea lions be taught to do?
balance balls on their noses, jump through hoops
A. As a reward, trainers give sea lions
$\boldsymbol{X}$ fish. $\quad \square^{\text {nugs. }} \quad \square$ applause.

## Reading Comprehension: Jacques Cousteau



## Reading Comprehension: Deep-Sea Diving



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## Recognizing Details: More About Sea Lions

Direcions: Read more about sea lions. Then, answer the questions. Sall lions love waterl That is a good thing, because they spend most of their Ilives in
Usually the water is very cold. People cannot stay in cold water very long. The coldnes 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 calle bone-chilling cold out. Like people, sea lions are mammals. They have warm blood. They breathe air. Baby sed lions are born on land. The mother sea lions produce milk for their babies. Like human
babies, sea lions snuggie up with their mothers when they nurse. The mother knows iust what her baby smells like. This is how she tells which baby is hers. She will only nurse her own baby.
Baby
lions are called pups. Female sea lions are called cows. Male sea lions are called bulls. When pups
are a few days old theil each day. They go into the ocean to them for a while don't seem to mind. They gather together in smail
groups called groups called pods. The pods are like a nursery schooll
But no teacher is in charge. As many as 200 pups ma spend the day together playing, swimming, and
sleeping.


1. What are male, female, and baby sea
male - bulls, females - cows, babies - pups
2. How do sea lions stay warm in cold water? Their bodies are covered with a layer of fat, called blubber
3. When do cows begin to leave their pups? when the pups are a few days old
4. Where do the cows go? into the ocean to hunt fish
5. What are small groups of pups called? pods
6. How can a cow tell which pup is hers? by its smell

## 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." in one spot for pupping time. The cow stays with her pup for about a week after birth. During that time, she never
 doesn'thurt the pup.
Iand. To cool offt she takes must go is to the water. Because of her blubber, she gets hot on make sure she's got the right baby. Then, she drags him back again to a spot she ha staked out. After a week of being dragged around, do you think the pup is ready to play?

Why do thousands of sea lions gather together at a certain time? $\qquad$
for pupping time
Why isn't pupping time ever a surprise?
It always occurs in June.
How does a cow take her pup along when she goes for a cool dip?
First, she grabs the skin around the pup's neck with her teeth.
Then, she drags the pup along.
After the swim, she sniffs, the pup to make sure it's the right baby What is no manideat (Cheek
X. Thousands of cows gather at pupping time to give Thousands of sea lions take cools dips and usually drag their pups along.
Pups are born in June.


## ANSWER KEY

## Comprehension: Sea Lions

1. What makes sea lions so triendly looking?

their round faces and whiskers
2. How are people like sea lions?

Possible answer: They both like to play in the water.
3. Pretend you are a pup in a pod. What would your day be like? What would you do?

What would you play?
Answers will vary
4. Why do sea lions go into the water so much?
to cool off and to hunt for food
5. How do you think sea lions protect themselves? Answers will vary


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Page 162

## Main Idea: Chimpanzees Went First

Directions: Read about chimpanzeesin space then, answer the questions Chimpanzees went into space before astronauts I In the 1950 s, scientists decided to
try sending chimps into space because they 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,
named Enos, had circled Earth twice

1. What is the main idea?
armpanzees are better astronauts than people.
X
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? Pat and Mike 3. Which chimpanzee orbited Earth before John Glenn? EnOS
2. How many times did he circle Earth? twice

Directions: Circle the names of the four chimpanzees mentioned in the story.


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Page 166

## Recognizing Details: Orbiting Earth

## John Glenn was the first Americ

 it is called "orbiting.trip around Earth Th. On oround Earth. The name of his spaceship was Frien into space. They knew what it was like to have no
gravity Their work helped don gravity. Their work helped John Glenn when he took
his fight into space. John Glenn went around Earth all by himself. He was the only astronaut on board Friendship 71
John Glen
though. The year before Glenn orbbited our plan
a Russian man did it. Yuri Gagarin was the first
person to travel around Earth.

1. Who was the first American to orbit Earth? John Glenn
2. What does orbit mean? to circle a planet
3. When did John Glenn orbil Earth? February 20, 1962
4. What was the name of John Glenn's spaceship? Friendship 7
5. Who orbited Earth before John Glenn? Yuri Gagarin
6. How long after the Russian orbited Earth did John Glenn make his journey? a year 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.
Answers will vary. $\qquad$

## ANSWER KEY

## Main Idea: Floating in Space



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## Comprehension: Clouds

Directions: Read about clouds. Then, answer the questions. billions of tiny water droplets in the cir. 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 avery cold dar? Y Yur breath is warm and
Clouds come in many sizes and shapes. On some days, clouds blanket the whole sky. Weather experts have named clouds. Big, flufy clouds that look flot on the bottom ar called cumulus clouds. Stratocumulus is the name for rounded clouds that are packed very close together. You can still see paiches of sky, but stratocumulus clouds are thicker If you spot cumulonimbus clouds, go inside. These clouds are wide at the bottom and
man have thin tops. The tops of these clouds are filled with ice crystals. On hot summer days, you may even have seen cumulo nimbus 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 clouds. Why? Because clouds are good indicators of weather.

1. How are clouds formed? Water droplets form clouds when warm, moist air rises and is cooled
2. How can you make your own cloud? Look at your breath outside on a very cold day

Go inside
4. What often happens after you see cumulonimbus clouds? There may be a violent thunderstorm with hail.
5. What kind of big, fluffy clouds look flat on the bottom? Cumulus clouds

## 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 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 They decided that liquid fuel was needed. Since then, space exploration has come a long wayl
A Russia
Ahussian named Yuri A. Gagarin was the first person in space. An American. Alan astronauts in their trips to toce next. Both men did experiments that later helped other .

## What is the main idea?

## - since 1920 . <br> X People have thought about going into space <br> People have tor many years. for

People like Jules Verne had many ideas abour


- how to get to the moon

2. Who wrote a book called From the Earth to the Moon? Jules Verne 3. What did he write about? men being shot into space from a huge cannon
3. When was that book witten? 1864
4. In what country did Jules Verne live? France
5. What did scientists in the 1920s think we needed to go to space? liquid fuel
6. How did Yuri Gagarin and Alan Shepard help future astronauts?

They did experiments. $\qquad$

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## Reading Comprehension: Telescopes

 How will lit end? How did there othe uniliverse begin
problems that keep scientistst from clearly seeing the heavens. The lights from the main are so bright that they wash out the lights from the stars. A bigger problem is the blanke of air that covers Earth. If blurs the view. These aren't problems for the HST, because in pace there are no clouds and no bright cily lights.
The HSI I s a huge telescope. II is 43 feet long and 14 feet across. It weighs 24,250 pounds. It is very powerrul. too. Scientists say that if you put a aime on the top of the
Wastington Monument in Washinton. D... you would be abbe to clearly read the date
on it from New York C City using the HST. That is 175 miles away!

Directions: Answer these questions about a special telescope,
What is a telescope? an instrument that makes distant objects seem closer and bigger
What is the name of the giant telescope that was launched into space in 1990 ? the Hubble Space Telescope
3. What are two problems for scientits trying to look at the stars and planets from Earth?
the bright lights from the cifties and the blanket of air that covers Earth and blurs the view
4. How much does the HST weigh? 24,250 pounds

## Recognizing Details: Clouds

1. How are clouds a good indicator of the weather? Some types of clouds can bring rain, snow, or hail.
2. When you take something out of the freezer on a warm day, why do you think it looks

Answers will vary.
Answers will vary.
3. What does this have to do with clouds?

Clouds are formed in the same way.
Directions: Use cotton balls to make models of the three types of clouds.
$\square$
$\qquad$

## 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 torm 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 the raindrop and turns tif back into water vapor before thit the ground. his s s wha thappens
in the summer when it tooks as though it will rind but doesn't. The rain begins to fall, but it
dries up before it talls 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. Raindrops measure about 0.02 inches $(0.5 \mathrm{~mm})$ when it

## ANSWER KEY

## Comprehension: Thunderstorms

## Directions: Read about thunderstorms. Then, answer the question

Thunderstorms can be scaryl The sky darkens. The air feels heavy. Then,
the thunder begins. Sometimes, the thunder sounds like a low rumble. Oth the thunder begins. Sometimes, the thunder sounds ike a oway 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 a air as it cuts through it Some people call this quick, sharp sound thunderclap. Sometimes, thunder soun as thenbly. inis fumble is the thunder's sound wave bouncing off hills and mountains
Weather experts say there is an eas . ound of thund for find ther 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 second the sound of thunder? Twenty divided by five is tour miles. What if you count only five seconds? One milel Get inside quickly. The air is charged with electricty, You could be struck by lightning. It is not safe to be outside in a thunderstorm.

1. Where do thunderstorms begin? inside big cumulonimbus clouds 2. When is thunder heard? after lightning flashes
2. What causes thunder to sound rumbly? The sound wave bounces off hills and mountains.
3. To find out how far away a storm is, count the seconds between the thunder and lightring
and divide by what number?
5
If you count 40 seconds between the lightning and thunder how far away is the storm?
8 miles
4. What comes first, thunder or lightning? lightning

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## Comprehension: Hurricanes

Directions: Read about huricanes. Then, answer the questions Have you ever been in a huricane? If you are lucky, you have not. Hurricanes are deadly I Thunderstorms are scary and can cause damage, but hurricanes are the most
destructiv storms on Earth. There are three "ingredients" in a huricane. They are turbulent oceans, fierce winds, and
lashing rains. Hurricane winds can blow cas fast 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 poths There are other names for hurricanes. In some parts of the world, they are called cyclones some people use a funny name to describe these terrible storms. They call them "willy-
willes." Although huricanes can occur in most parts of the world, they all start in
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 hof. 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 wifl The spiral of heated air and moist air begins spins foster and faster in a counterclock kwise direction. This mwists, fin grows. As fif grows, it tom the way a clock's hands move.) Huge rain clouds form at the top of the spiral as the gir at the top is cooled. The combination of rain, hot air, and spiraling winds creates a hurricane.
What are other names for hurricanes? cyclones,
typhoons, willy-willies
over the ocean, near the equator What direction does a hurricane's spiral move?
 counterclockwise $\qquad$
What thee ingedients are needed to proatce a huricane? turbulent oceans, fierce winds, and lashing rains

## Recognizing Details: Lightning Safety

## Directions: Read about safety rules for lightning. Then, answer the questions.

 During a storm, ilithning can be very dangerous. If you are outside when a thunderstormbegins. look for shelter in a building. If you are in the woods. look for a cave. If you are in
 Standing in an open field your body is like a lightning rod. Never look for shelter under a tree during a thunderstorm. Lightig ise 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
has
out of the poom leven beforere 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.
Lightring 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 lightning rod
3. Why do lifeguards order people from the pool before a thunderstorm

Water is a good conductor of electricity.
4. Where is a good place to be during a thunderstorm?
in a car or a building
5. Besides the human body, name two things that attract lightning.

Answers may include: trees, water, metal objects

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## Recognizing Details: Hurricanes

Directions: Review what youlearmed about huricanes. Then, answer the 2. What makes them so destructive? The high winds can pull up trees, buildings, people, and cars

What makes hurricanes scarier than thunderstorns
They are more destructive.
4. How do huricanes 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
to twist and grow. What parts of the United States are most likely to be struck by a huricane? areas in the southern United States along the coast
of the ocean

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 huricane happened? Explain. Answers will vary

What does counterclockwise mean?
in the opposite direction from the way a clock's hands move

## Review

Directions: Review what yo
Then, answer the questions
How are thunderstorms different from rain showers?
Ihunderstorms include lightning, thunder strong winds, and sometimes hail.
Do you think thunderstorms are scary? Explain.
Answers will vary.
3. What is thunder? The noise made when lightning heats the air as it cuts through it.
Why do you think some thunder is louder or softer than other thunder?
because it's closer (louder) or farther away (softer)
Why shouldn't you be outside in a storm?
You could be struck by lightning.
Name ways you can seek shefter during a storm if you are
outside: in a building
in the woods: in a cave
in a field: in a hole or ditch
in a field with no hole: flat on the ground
7. What makes a car a safe place during a storm? The rubber tires
"ground" the car's body and remove its charge.
Would you have thought this to be true? Why or why not?
Answers will vary.

## Main Idea: Tornadoes

Directions: Read about tomadoes. Then, answer the questions Another type of dangerous weather condition is a tormado. While huricanes form over
water, tomadoes form over land. Tornadoes are more likely to form in some locations than others. The areas where tornadoes trequently form ikely to form in some locations the United States, a major tornado bell is the bastin of tand are colled "tornado belts." In the Tormadoes are tormed when masses of hot air meet masses of cold air. When these air meve sto upward and begins to spiral.
The tornado forms a funnel cloud. The funnel is narrow at the base and broad at the top.The tomado's funnel cloud can move very fast. The winds around the funnel can move vacuum miles hour. The winds inside the tunnel are tast, too. The tomado acts ike a giant all in danger when a tomado 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 the most frightening experience of their lives.

1. What is the main idea? (Check one.)
-_ Tomadoes form over land, and hur
X Tornadoes, which form over land under certain

. How fast can the winds ground the funnel cloud move

300 miles an hour
Why is it hard to stay out of the path of a tornado?
The way it moves is unpredictable
What household appliance can a tornado be compared to
a giant vacuum cleaner

## ANSWER KEY

## Recognizing Details: Tornadoes

irections: Review what you learned abouttomadoes, Then answer the questio Directions: Review what you learned about tomadoes. Then, answer the questions.

1. How do tornadoes form? Tornadoes form when masses of hot air meet masses of cold air.
2. What shape is a tornado? a funnel
3. What makes a tornado so dangerous? Iornadoes have high winds and an unpredictable path.
4. Which type of storm do you think is more dangerous, a tornado or a hurricane? Why? Answers will vary.
5. What types of weather conditions are not dangerous? Answers may include: rain showers and snow showers
6. What types of winter storms are also dangerous? Why? blizzards, ice storms; Answers will vary.



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## Reading Comprehension: Smell

Your nose is your sense organ for smelling. Smells are mixed into the air around you. They 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 itis you are smelling. Smeling can be a pleasant sense. Sometimes smells can remind you of a person or
lace. For instance, have you ever smelled a particular scent and then suddenly tho about your grandmother's house? Smell also can make you feel hungry. In fact, your sens of smell is linked very closely to your sense of taste. Without your sense of smell, you would Smelling also can be a
sin il ift is spole quite unpleasant. But this, too, is important. By smelling food you can tell ifitit is spoiled and not ift to eat. Your sense of smell also can sometimes warn you
of danger such as a fire. of danger such as a fire
The sense of smell tire
to some everyday smells on more quickly than your other senses. This is why you get used
Directions: An
. Smells are mix
in the air around you
2. The sense of smell is inked closely to the sense of taste
. Give an example of why smelling bad smells can be important to you
It can tell you if food is spoiled and unsafe to eat or if danger, like a fire, is nearby.


## Reading Comprehension: Your Five Senses

 where you are and what is going on around you. Your senses are sight, hearing, touch. where you are and what is going on around you. Your senses are sight, hearing, touch,smell. and taste. smeli and taste.
Try yo imagine for a minute that you were suddenly unable to use your senses. Imagin
for instance, that you are in a cave and your only source of light is a candle. Without for instance, that you are in a cave and your only source of light is a candle. Without
waming, 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 soffness as you stroke a puppy. Your ears tell you that a storm is approaching. will burn you. They keep you from looking ot a light that is too bright, and they tell you if a war is coming up behind you. Each of your senses collects information and sends it as a message to your brain. The brain is ilie 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 trom harm


3. Which part of your body acts as the control center? your brain

## Reading Comprehension: Touch



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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 shap
see anything at all. see anything at all.
Light reflects or b fo your eyes. The light enters your eye through the the then then the pupil. The pupili 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 shrin 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 million of tiny cells that are very sensitive to light. When an image is formed in the eye, it is upsidid down. This image is sent to your brain.
The brain receeves the message and turns the picture right side up 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. better if they are close by. Glasses or contact lenses can help correct these problems.
Some people can see only a liftle bit or perhaps not at all. This is called being blind Bind people rely on their sense of touch to learm more about the world. They can even Use their sense of touch to read. Some blind people read with a special printing system
called Braile. The system is named for the man who invented it. Braille has smal raised dots instead of lefters on a page.
Directions: Answer these questions about the sense of sight

1. Without light $\qquad$ . there would be no sight
2. Reflect means bounces off
3. The part of the eye that controls the amount of light entering your eye by getting
bigger and smaller is called the pupil
4. To correct nearsightedness or farsightedn
glasses or contact lenses
5. What is the name of the special printing system for blind people? Braille

## ANSWER KEY

## Reading Comprehension: Hearing

```
air.vers sound you hearis made by the movement of
```

```
air.vers sound you hearis made by the movement of
```



``` Sirl he eararum, atiop of skin stitetched across the innel caled the hammer moves back and toth. This helps
```



``` The impulses trovel to the brain where they are recognized as sounds. at all. This sis colled being deof. Some deat people can lins move. They use their yeyss as their earis. Somentimes.
```






``` of the alphabet has a sign. These signs are shown above
Directions: Answer these questions about the sense of heaine
1. Soundi is made by movements of the air called vibrations
The flop of skin stre
the eardrum
. People who cannot hear are sald to be deai
4. The language of making pictures with your hands is called sign language
5. Read this word in sign language.
It says hear
(3)
```

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## Reading Comprehension: Helen Keller




The story of Helen Keller has given courage and
robblems, 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 shinking or feeling. And she didn't
know how others thought of fell. Helen was bilind and deaf. now how others with fert. Helen was bind and de
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
As a child. Helen was angry and lonely. But when she was 6 years old, her parents got 0 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 8 years old, she was becoming very famous. People were amazed at what she could do. Helen continued to lear. She even learned how to speak. When she was 20 years old, she went to college. Helen did so well in college that a magacine paid her to wite the stov of her life. After college, she earned money by witing and giving speeches. She traveled dal
wrote many books. including one about her teacher. Anne Sullivan
Here is how "Helen" is written in Bralle: $\quad . \quad$ : $\bullet$ :
What caused Helen to be blind and deat? She had a serious illness with a high fever
What happy thing happened when Helen was o years old? Helen's parents found a teacher for her.
3. What was her teacher's name? Anne Sullivan
Reading Comprehension: The Five Senses
Directions: Before each sentence, wite the sense-hearing, sight, smell, taste, or
hearing
touch
hearing
sight
taste/sight I think this tree is taller than that one.
smell 6. The odor of the bread baking in the oven was wond
sight 7. There was a rainbow in the sky today.
-touch 8. The kitten was soft and fultry,
smell 9. Her perfume filled the air when she walked by
sight 10. An airplane wrote a message in the sky.
taste I. The trail mix we made was yummy.
hearing 12


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Reading Comprehension: The Five Senses
Directions: Each word in the word box mokes you think ot hearing, sight, smell. toste, of
touch. White each word under the sense thot issed. One is done tor youl.


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## ANSWER KEY



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## Writing: Four Kinds of Sentences

Directions: For each pair of words, wite two kinds of sentences (any combination
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?
Command: Pump the water as fast as you can. Answers will vary.

1. pinch neath
$\qquad$
2. fond fact

3. insist hatch
exc/a/mation command statement question

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## Writing: Four Kinds of Sentences

Directions: Write $\mathbf{S}$ tor statement. $\mathbf{Q}$ tor auustion. $\mathbf{C}$ tor cormmand. or E for exclamation
End tach sentence with a period, question maik, or exclamation mark.
Example: E You better watch out
S. 1. My ilitle brother insists on coming with us.

C 2 Tell him movies rere bad for his health.
S 3 . He says he's fond of movies.
Q 4. Does he know there are monsters in this movie?
S 5. He says he needs facts for his science report.


S 6. He's withing about somenthing that hatched from an old egg.
Q. 7. Couldn't he just go to the library?
Q. 8. Could we dress him Ike us so heill blend in?

Q 9. Are you kidding?
Q 10 . Would he st by himself ot the movie?
E 11 . That would be too dangerous !
S. 12. Mom salid she'd give us money for snocks if we took him with us.

Q 13. Why didn't you say that eariler?
E or $\mathrm{G}_{4}$ Get your brother, and let's go! or

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## Sentences: Predicates

The predicate of a sentence tells wh
action, linking, oond/or helping vero.
Examples: Sue went to the store
Went to the store is
The tired boys and giris 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: Und
done for you.

1. The choir sang joytully.
2. Their song had both high and low notes
3. Sal played the plano while they sang.
4. This Sunday, the orchestra will have a concert in the park. 5. John is working hard on his homework.
5. He will write a report on electricity.
6. The report will tell about Ben Frankin's kite experiment
7. Lydia, Stella, and Yoko played on the swings.
8. Lydia, Stella, and Yoko played on the s
9. They
10. Sam and Libby Answers will vary
11. Af schoot, the children
12. The football team
13. Seven silly serpents
14. Seven silly serpents
15. At the zoo, the animals

## ANSWER KEY



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## Subjects and Predicates

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 fell tired and went to bed early Not a sentence: Went to bed early
Directions: Write $\mathbf{S}$ if the group of words is a complete sentence. Write $\mathbf{N S}$ if the group
of words is not a sentence.
NS 1. Which one of you?
S 2. We're happy for the family.
S 3. We enjoyed the program very much.
NS 4. Felt leff out and lonely afferwards.
S 5. Everyone said it was the best party ever!
S 6. No one knows better than I what the prob
NS 7. Seventeen of ust
NS 8. Quickly before they.
S 9. Squirrels are lively animals.
S 10. Not many people believe it rea S 11. Certainly, we enjoyed ourselves.
NS 12. Tuned her out.


## Subjects and Predicates

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 prealicate.

## Examples:



1 My sister) s a very happy person
2.0 wish we had more holidays in the year.

3 Laura) sone of the nicest girls in our class.
4 Enzo s fun to have as a friend.
5. the rain nearly ruined our picnicl
6. My birthday present was exactly what I wanted.
7. (our bicyclo lis parked beside my skateboard.
8. The printer will need to be filled with paper before you use it.
9. (ix dogs) hased my cat home yesterday:
10. Anthony ikes to read anything he can get his hands on.
11. Welve studentss signed up for the dance committee.

12 Vour teacherseems to be a reasonable person.

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## Subjects and Predicates

Direction
Rewrite then to make complete sentences.
Answers will vary. Possible answers shown. 1. Which one of you will help me?
2. I felt left out and lonely afterwards.
3. Seventeen of us are going to the park!
4. Let's hide quickly before they come inside
5. She was complaining, so I tuned her out.

## Compound Subjects

A compound subject is a subject with two parts joined by th
Example:
Her shoes were covered with mud. Her ankles were covered with mud, tod
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.

Bill and Kassie sneezed
2. Kristin made cookies. Joey made cookies.

Kristin and Joey made cookies
3. Fruit flies are insects. Ladybugs are insects.

Fruit flies and ladybugs are insects.
4. The girls are planning a dance. The boys are planning a dance

The girls and boys are planning a dance.
5. Our dog ran after the ducks. Our cat ran after the ducks.

Our dog and our cat ran after the ducks
6. Joshua got lost in the parking lot. Daniel got lost in the parking lot

Joshua and Daniel got lost in the parking lot.

## ANSWER KEY

## Compound Subjects

If sentences do not share the same predicate, they cannot be combined to create a sentence with 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.
with compound subjects.

1. Pete loves swimming. Jake loves swimming.


Pete and Jake love swimming.

## 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


Leah jumped on her bike and rode around the block
Dad roled out the pie crust. Dad put the pie crust in the pan
Dad rolled out the pie crust and put it in the pan.
3. Malik slipped on the snow. Malik nearly fell down.

Malik slipped on the snow and nearly fell down.
4. My friend lives in a green house. My friend rides a red bicycle

My friend lives in a green house and rides a red bicycle.
I opened the magazine. I began to read it quietly.
Lopened the magazine and began to read it
6. My fatherly.

My father bought a new plaid shirt and wore his new red tie.

## Compound Predicates

te new sentences with compound predicates

1. Maddy picked a bouquet of flowers. Maddy put the flowers in a va Maddy picked a bouquet of flowers and put the flowers in a vase.
2. I really enjoy ice cream. She really enjoys ice cream.

Cannot be combined using a compound predicate.
3. Everyone had a great time at the pep rally. Then, everyone went out for a pizza. Everyone had a great time at the pep rally and then went out for a pizza.
4. Cassandra built a model airplane.

She painted the airplane bright yellow.
Cassandra built a model airplane and painted it bright yellow.
5. Her brother was really a hard person to get to know. Her sister was very shy, too. Cannot be combined using a compound predicate.

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Review
Directions: Circle the subjects.

1. Everyondelt the day had been a great success.
2. Christina and Andrea were both happy to take the
3. No onereally understood why he was crying.
4. Mr. Winston, Ms. Fuller, and Ms. Yangtook 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 sigh Elizabeth and George ate everything in sight
10. Wishing something will happen won't make it so. Dreaming something will Wishing and dreaming something will happen won't make it so
Directions: Combine the sentences to make
11. I jumped for joy. I hugged all my friends.

Lumped for joy and hugged all my friends.
12. She ran around the track before the race. She warmed up before the race. She ran around the track and warmed up before
fte race.


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## ANSWER KEY

## Writing: Common and Proper Nouns

Examples: boy, girl, cat, dog, park, cily, building Proper nouns name specific persons, places, and things. Examples: Eman, Amina, firify, Rover, Central Park Proper nouns begin with capital lefters. Directions: Read the following nouns. On the blanks, indicate whether the nouns are common or proper. The first two have been done for you

| New York City | proper | 9. Dr. DiCarlo | proper |
| :---: | :---: | :---: | :---: |
| house | common | 10. man | common |
| 3. car | common | 11. Rock River | proper |
| 4. Ohio | proper | 12. building | commo |
| 5. river | common | 13. lawyer | common |
| 6. Rocky Mountains | proper | 14. Grand Canyon | proper |
| 7. Mrs. Ali | proper | 15. city | commo |
| 8. nurse | common | 16. state | commo |

On another sheet of paper, write proper nouns for the above common nouns.
Directions: Read the following se

1. (Ana's) bithday is Eindo (October)
2. She likes having her bithday in a fall month
3. Her fiends will meet her at the video arcade for a party.
4. (Ms. McCarthy) and Mr. Landr) will help with the bithday party games
5. Anas')riends will play video games all ofternoon
6. (Gabby) and Rarim will bring refreshments and games to the party.

Proper Nouns: Capitalization


Directions: Cross out the lowercase lefters 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 $X_{0}$ coa


2. I am sure our teacher said the book report is due on M onday.
3. I believe you can findake L .
4. Will your family be able join our family for dinner at B (unger B (arn?
5. The weather forecasters think the storm will hit the coast oftuisiana) Fiday afternoon.
6. My family went to Xashington. DC

## this summer.

9. Remember, we don't have school on Xiesday because of the teachers' meeting.
10. Who do you think will win the game, the Cougars or the A

## Spelling: Plurals

Nouns come in two forms: singular and plural. When a noun is singular, it means there is
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 sildes, six boxes, three buses
Usually an $\mathbf{s}$ is added to most nouns to make them plural. However, if the noun ends in $\mathbf{s}$. $\mathbf{x h}$ or sh, then es is added to make it plural.


## Singular

2. bush
3. wish fox
4. rule

| switch |
| :--- |

8. barn

| Plural cars |
| :---: |
| bushes |
| wishes |
| foxes |
| rules stitches |
| switches barns |

9. $\frac{\text { singular }}{\text { trick }}$
10. mess
11. box
12. dish
13. boat
14. path
15. arm
16. stick

Directions: Rewrite the following sentences, and change the bold nouns from singular to
She took a book to school
She took books to school.
Tommy made wishes at his birthday party
Tommy made a wish at his birthday party.
The fox ran away from the hunters
The foxes ran away from the hunters
The house was painted white.

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## ANSWER KEY



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## Verbs: Present, Past, and Future Tense

Directions: Read the following sentences. Write PRES if the sentence is in present tense. The first one has been done for you.
FUT 1.1 will be thrilled to accept the award.
FUT 2. Will you go with me to the dentist?
PAST 3. I thought he looked familiar


PAST 4. They ate every single slice of pizza.
PRES 5 . I run myself ragged sometimes.
PRES 6. Do you think this project is worth while?
PAST 7. No one has been able to repair the broken platit
PRES 8. Thoughtful giffs are always appreciated.
PAST 9. I liked the way he sang!
FUT 10. With a voice like that, he will go a long way.
PRES il. It's my fondest hope that they visit soon.
PAST 12. I wanted that coat very much.
FUI 13. She'll be happy to take your place.
PRES 14. Everyone thinks the test is easy.
PRES 15. Collecting stamps is her favorite hobby.


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## 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 tens
There are three verb tenses: past, present, ond 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
Eil 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
Fuurre-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
Directions: Read the following verbs. Write whether the verb tense is past, present, or fut

| Verb | Tense | Verb | Tense |
| :---: | :---: | :---: | :---: |
| 1. watches | present | 8. wites | present |
| 2. wanted | past | 9. vauted | past |
| 3. will eat | future | 10. were sleeping | past |
| 4. was squawking | past | 11. will sing | future |
| 5. yawns | present | 12. is speaking | present |
| 6. crawled | past | 13. will cook | future |
| 7. will hunt | future | 14. likes | present |

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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
Answers will vary. Possible answers shown. GROCERIES
Example: run

hatch egg hatches. The egg is hatching.
I check my hair. I am checking my hair.
. spell
spell spells the word. She is spelling the word.
4. blend

He blends the ingredients. He is blending the ingredients.
Ilick the ice cream. I am licking the ice cream.
She cries. She is crying.

They write their reports. They are writing their reports.
8. dream

Ava dreams about being a dancer. Ava is dreaming about being a dancer.

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## ANSWER KEY



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## Irregular Verbs: Past Tense

Irregular verbs change completely in the past tense. Unlike regular verbs, past-tense forms of iregular 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
$\begin{array}{llll}\text { Present-Tense } \\ \text { Itregular Vast-Tense } & \text { Past-Tense Irregular Verb }\end{array}$
$\begin{array}{lll}\begin{array}{l}\text { Presen-T-Tense } \\ \text { Irregular Verb } \\ \text { go }\end{array} & \begin{array}{l}\text { Past-Tense } \\ \text { Irregular Verb }\end{array} & \begin{array}{l}\text { Past-Tense Irre } \\ \text { With Helper }\end{array} \\ & & \end{array}$
 have/has/had sw
have/has/had slep

Directions: Choose four words from the chart. Write one sentence using the past Directions: Choose four words from the chart. Write one sentence using the past-tens
form of the verb without a helping verb. Write another sentence using the past-tense form with a helping verb.
Answers will vary
$\qquad$

## Adding ed to Make Verbs Past Tense

## to make many vabs pasterso, add ed

Examples:
cook + ed $=$ cooked wish + ed $=$ wished play + ed $=$ playe When a verb ends in a silent $\mathbf{e}$, drop the $\mathbf{e}$ and add ed. Examples:
hope + ed $=$ hoped hate + ed $=$ hated
When a verb ends in $\mathbf{y}$ affer a consonant, change the $\mathbf{y}$ to $\mathbf{i}$ and add ed.
Examples:
hurry $+e d=$ hurried $\quad$ marry $+e d=$ 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.

| 1. call | called | 11. reply | replied |
| :---: | :---: | :---: | :---: |
| 2. copy | copied | 12. top | topped |
| 3. frown | frowned | 13. clean | cleaned |
| 4. smile | smiled | 14. scream | screamed |
| 5. Iive | lived | 15. clap | clapped |
| 6. talk | talked | 16. mop | mopped |
| 7. name | named | 17. soap | soaped |
| 8. list | listed | 18. choke | choked |
| 9. spy | spied | 19. scurry | scurried |
| 10. phone | phoned | 20. drop | dropped |

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## Writing: Past-Tense Verbs

## o write about something that already happened, you can add ed to the ve

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 $\mathbf{e}$, you usually drop the $\mathbf{e}$ before adding ing
Examples: grade - was grading
fape - wastaping $\begin{aligned} & \text { weave - were weaving } \\ & \text { sneeze - were sneezing }\end{aligned}$
Directions: Write two sentences for each verb below. Tell about something that has already happened, and witite the verb both ways.
(Watch the spelling of the verbs that end with e.)
Example: stream Answers will vary. Possible answers shown The rain streamed down the window.
The rain was streaming down the window.


The teacher graded the papers
The teacher was grading the papers.
I taped the ribbon to the package. I was taping the ribbon to the package.
3. weave

My grandma weaved a blanket. My grandma was weaving a blanket.
sneeze
She sneezed.
She was sneezing.

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Be is an iregular verb. The presenif-ense
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.

2. Jared was
3. English can be
4. They are
e
$\qquad$
, were
$\qquad$ late yesterday.
$\qquad$ going to arive on time
6. She promises she
7.1 am nervous right now about the test.
8. If you are__ satisfied now, so am I.
9. He WaS__ as nice to me last week as I had hoped.
10. He can be very gracious.
11. Would you be offended if I moved your desk?
12. He Was watching at the window for me yesterday.



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## Adjectives That Add er

Example:
My feet are large.
Your feet are larger than my feet
When a one-syllable adiective ends in a single consonant double the final consonant before adding er. When a word ends in two or more consonants, add er.
Examples:
nis.
big - bigger (single consonant)
bold - bolder (two consonants)
Examples:
easy - easier
greasy - greasier
breezy - breezier


Directions: Us
done for you. correct rule to add er to the words below. The first one has been

1. fast
2. Hhin
3. long
4. lo
5. few
6. ug
7. ugly $\quad$ few

young you aster - 11. ski $\qquad$

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## Writing: Adjectives



Directions: Add at
words from the box

| pale <br> faint | soft <br> shivering | sticky <br> slippery | burning <br> gleaming | furry <br> gentle | glistening <br> foggy |
| :--- | :--- | :--- | :--- | :--- | :--- | | peaceful |
| :--- |
| tangled |

$\qquad$
Ixample mide trio was llinh blue
Answers will vary. Possible answers shown. trog had eyes.
The green frog had pale eyes.
2. The house wos a sight.

The purple house was a shocking sight.
Aboy heard a nolse.
The gentle boy heard a loud noise.
The gir tripped over a toad.
The young girl tripped over a slippery toad.
A striped tiger ran through the cold room.
They saw a glow in the window.
They saw a warm glow in the front window.
A hot pan was sitting on the yellow stove.
The three boys were eating chicken tacos.


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## Adjectives That Add est

| 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) <br> steep - steepest (long vowel) |  |  |  |
| When an adjective ends in $\mathbf{y}$, change the $\mathbf{y}$ to $\mathbf{i}$ 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 | thinnest | 11. quick | quickest |
| 2. skinny | skinniest | 12. trim | trimmest |
| 3. cheap | cheapest | 13. silly | silliest |
| 4. busy | busiest | 14. tall | tallest |
| 5. loud | loudest | 15. glum | glummest |
| 6. kind | kindest | 16. red | happiest |
| 7. dreamy | dreamiest | 17. happy | highest |
| 8. ugly | ugliest | 18. high | ugliest |
| 9. pretty | prettiest | 19. wet | wettest |
| 10. early | earliest | 20. clean | cleanest |

## ANSWER KEY



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## ANSWER KEY



## 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
    Answers may vary. Possible answers shown.
    1.The scouts crossed the old bridge carefully
        N
    2. We watch}\mathrm{ the yard.
    the yard.
3. Everyone completed the math test ___ easily
4. The quarterback raced__quickly down
    the sideline.
    5.The mother
    child's sore knee.
        _ cleaned the
```



```
    6. The fire was caus
    T.The alarm rang
    loudly
                __ while we were eating.
7. The alarm rang
loudly _ while we were 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

$\qquad$
ADV
2. The squirel was neab

ADJ $\qquad$ 3. Her delicious cookies were all eaten. ADV 4. Everyone rushed indoors.
$\qquad$ .

## Adjectives and Adverbs

Directions: Read this story. Underline the adjectives. Circle the adverbs. Write the Directions: Read this story. Underine the adjective
words in the correct column at the end of the stor Surprise!

Emily and Elizabeth tiptoed uieitly through the dark hallway. Even though none of the lights were lit, they knew the presents were here) 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 ecretly plotted to look arriy the morning efore 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 a awaken on their own?" asked Elizabeth uietly. Emily whispered, "Click the overhead ligh
"You don't have to whisper," said a voice.
There sat Mom and Dad as the Christmas-tree lights uddenlyshone.
Dad said, "I guess the surprise is on you twol"

$\qquad$ .He quickly zipped his jacket 6. She hummed a popular tune
$\qquad$ 7. Her sunny smile warmed my he
ADV 8. I hung your coat there. ADV 9. Bring that here this minute! ADV 10 We all walked back to school

$\qquad$
ADJ 11. The skinniest boy ate the most food 12. She acts like a famous person.
ADJ 13. The silliest jokes always make me laugh 14. She must have parked her car somewhere ADV 15. Did you take the test today?

## ANSWER KEY



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## Conjunctions

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
$\qquad$

1. I like Leah. l like Ben

I like Leah, and I like Ben.
2. Should l eat the orange? Should l eat the apple?

Should I eat the orange, or should the apple?
3. You will get a reward. You turned in the lost item.
You will get a reward because you turned in the lost 4. It really mean what I say! You had better listen!

I really mean what I say, so you had better listen!
5. I like you. You're nice, friendly, helpful, and kind.

I like you because you're nice, friendly, helpful, and
kind.
You can have dessert because you ate all your
7. Tilike your shirt better. You should decide for yourself.

I like your shirt better, but you should decide for y. We walkedf out of the building. We heard the fire alarm.

We walked out of the building when we heard the
9.1 like to sing folk songs. I like to play the guitar.

I like to sing folk songs, and I like to play the guitar.

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## Your and You're

## Examples:

Is that your book
I visited your clas
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 leff 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

## You're 1. Your/You're the best friend I have

You're 2. Your/You're going to drop that!
Your ${ }^{3 .}$ Your/You're brother came to see me.
your 4. Is that your/you're cat?
you're 5. If your/you're going, you'd better hurry!
your 6. Why are your/you're fingers so red?
your 7. It's none of your/you're business!
You'r 8. Your/You're bike's front tire is low.
You're 9. Your/You're kidding!
your 10. Have it your/you're way
you're 12.1 noughtyouryou're report was great!
you're 12. He thinks your/you're wonderfull
your 14. What's your/you're opinion?
you're 15 . If your/you're going so
You're 16 . Your/You're welcone

## Writing: Using Conjunctions

Directions: Combine each pair of sentences using the conjunctions
or when. You may need to change the word order in the sentences. or when.
Example:
My stomach huris.
My stomach hurts, but I still want to go to the movies.

He accused me of peeking
Ifell very angry.
I felt very angry after he accused me of peeking.
I started shaking.
When the accident was over, I started shaking.
3. Is that a freckle? Is that dirt?

Is that a freckle, or is that dirt?
4. I forgot my jacket. I had to go back and get it.

I forgot my jacket, and I had to go back and get it.
5. I like Christmas. I don't like waling for it.

I like Christmas, but I don't like waiting for it.
6. Would you like to live in a castle? Would you like to live on a houseboat?

Would you like to live in a castle, or would you like the general gave the command.
The general gave the command, and the army
marched. We the tees dropped all their leaves. Whem up.
The trees dropped all their leaves, and we raked
them up.
them up.

## Good and Well

Example: She is a good teacher.
se the word well to tell or ask
Use the word well to tell or ask how something is don
or to describe someone's health. Well is an adverb.
${ }^{1 t}$ It describes a verb.
Example: She is not feeling well.
Directions: Write good or well in
first one has been done for you.
good 1. Our team could use a good/well captain.
Well 2. The tiny kitten doesn't look good/well.
Well 3. He did his job so good/well that everyone praised him.
good 4. Whining isn't a good/well habit.
Well 5.1 might just as good/well do it myself.
well 6. She was one of the most well-/good- liked girls at school
well 7. I did the book report as good/well as I could.
Well 8. The television works very good/well.
good 9. You did a good/well job repairing the TV!
Well 10. Thanks for a job good/well done!
good 11. You did a good/well job fixing the computer.
Well 12. You had better treat your friends good/well.
Well ${ }^{13}$. Can your grandmother hear good/well?
Well 14. Your brother will be well/good soon.

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## 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 __ Well
``` \(\qquad\)
``` enough to read with the lighting
```

you have?
2. $\frac{\text { You're }}{\text { tomorrow afternoon. going to need a paint smock when you go to art class }}$
3. I can see you're_having some trouble. Can I help with that?
4. The music department needs to buy a speaker system that has good quality sound.
5. The principal asked, "Where is your hall
6. You must do the job Well if you expect to keep
7. The traffic policeman said, "May I please see __ Your
_ driver's
license?"
8. The story you wrote for English class was done quite $\quad$ Well
9. That radio station you listen to is a_good one
10. Let us know if you're $\qquad$

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Its and It's

## The word its

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
been done for you.
It's
Its
Its 2. It//It's eyes are already open
It's 3. Itt/tt's your turn to wash the dishest
Its $4.1 \mathrm{lts} / \mathrm{It}^{\prime} \mathrm{s}$ 基

its 6. Its/It's teeth were long and pointed. 7. Did you see its/it's hind legs?
$\frac{\text { it's }}{\text { it's }}$
 Why do you think its/it's mine? its It's
it's 1 I. Its/It's from my Uncle Harry.
its ${ }^{12}$. Can you tell its/it's a surprise?
Its ${ }^{13}$. Is its/it's stall always this clean?
_ 14. Its/It's not time to eat yet.
it's 15. She says its/it's working now.


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## ANSWER KEY



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## They're, Their, and There

Examples
They're our very best friends
Ask them if they're coming ore
The word their shows ownership.
Examples:
Their dog is friendly.
It's their bicycle.
Examples:

## There it is.



Directions: Write they're, thei
one has been done for you
There
here 1. They're/Their/There is the sweater I want!
$\begin{array}{lll}\text { there } & \text { 2. Do you believe they're/their/there stories? } \\ \text { 3. } & \text { 3e they're/their/there by one o'clock }\end{array}$
there 4. Were you they're/their/there last night?
thev're 5. I know they're/their/there going to attend
their 6. Have you met they're/their/there mother?
there 7.1 can go they're/their/there with you-
their 8. Do you like they're/their/there new cal
They're 9. They're/Their/There friendly to everyone.
they're 10 . Did she say they're/their/there ready to go?
their 11. She said she'd walk by they're/their/there house.
there 12. Is anyone they're/their/there?
there 13 . I put it right over they're/their/there

## Its and Its; Can and May

Directions: Choose the correct word for each sentence from the following choices Directions: Choose
its, it's. can. or may.

1. "It looks as though your arms are full, Eva. May__ I help you with some of those things?" asked Michele.
2. The squirrel_can climb up the tree quickly with his mouth
full of acoms.
3. She has had her school jacket so long that it is beginning to lose its color.
4. How many laps around the track can_you do?
5. Sometimes you can tell what a story is going to be about by looking at
6. Our house may need to be painted again in two or three years.
7. Mom asked, "Jon, can_you open the door for your father?
8. It's $\qquad$
9. I can feel it in the air: it's $\qquad$
$\qquad$

10. If I'm careful with it,_may_1 borrow your MP3 playen

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## This and These

The word this is an adjective that refers
a singular noun. Singular means one.
Example:
${ }^{1}$ 'II 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:
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.
these 1.1 will take this/these cookies with me.
these 2. Do you want this/these seeds?
these 3. Did you try this/these nuts?
this 4. Doit this/these way!
this 5. What do you know about this/these situation?
these 6. Did you open this/these doors?
this 7. Did you open this/these window?
these 8. What is the meaning of this/these letters?
these 9 . Will you carry this/these books for me?
These 10. This/These pans are hot!
this 11 . Do you think this/these light is too bright?
these 12. Are this/these boots yours?
this 13. Do you like this/these rainy weathen

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## ANSWER KEY



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## Punctuation: Commas

Use a comma to separate the number of the day of a month and the year. Do not
use a comr
Examples:
June 14, 1999
June 1999
Use a comm

## Yes, I will do it right now

No, I don't want any


Directions: Write $\mathbf{C}$ if the sentence is punctuated correctly. Draw
is not punctuated correctly. The first one has been done for you
C 1. No. I don't plan to attend.
2. I told them, oh yes, I would go

X 3. Her birthday is March 13, 199 . He was born in May, 2012.
C 4. He was born in May, 2012
5. Yes. of course lilike you
-6 . No I will not be there.
7. ${ }^{6}$. To I will not be thet for vacation on February, 14

C 8. No, today is Monday.

10. In Sopetember. 2020 how ld will you be?
-11. He tumed 1 IVears old on November 13.
C 13 . Yes, she is a friend of mine.
C 14. His bitthday is June 12,2006 ,

$\boldsymbol{X}^{-14 . \text {. }}$ Nol would


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## Punctuation: Commas

Use
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 $\mathbf{C}$ if the sentence is punctuated correctly. Draw an $\mathbf{X}$ if the sentence
is not punctuated correctly. The first one has been done for you.
X. 1. She ordered shoes, dresses and shirts to be sent to her home in Oakland California.
C. 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.

C 5. Send your letters to her in College Park, Maryland.
Х. Orlando Florida is the home of Disney World.

C- 7. Mickey, Minnie, Goofy, and Daisy are all favorites of mine.
C 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.

C 11. She mailed postcards, and lefters to him in Lexington, Kentuck
C
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.


## Capital Letters and Periods

The first lefter of a person's first, last, and middle nar
Example: Elizabeth Jane Marks is my best friend.
The first letter of a person's titile is always capitalized. The firss letter of a person's title is always capitalized.
It the title is abbreviated, the title is followed by a period Example: Her mother is Dr. Susan Jones Marks. Ms. Lia Choudhy was a visitor.
Directions: Write $\mathbf{C}$ if the sentence is punctuated and capitalized correctly. Draw an $\mathbf{X}$ if the sentence is not punctuated and cap
X 1. I asked Elizabeth if 1 should call her mother Mris marks or dr. Marks.


C 2. Mr. and Mrs. Francesco were friends of the
DeVuonos.
X 3. Dr. Daniel Long and Dr Holly Barrows both spoke with the patient.
C 4. Did you get Mr. MacMillan for English next year?
5. Mr. Sweet and Ms. Petrov were both at the concert.
5. Mr. Sweet and Ms. Petrov were both at the concet
6. When did the doctor. tell you about this illness?

C ${ }^{7}$. Dr. Donovan is the doctor that Mr. Winham trusted.

- 8. Why don't you ask Doctor. Bautista her opinion?
$\frac{\mathrm{C}}{\mathrm{X}}$ 9. All three of the doctors diagnosed Ms. Twelp.
X 10 . Will Ms. Davis and Ms Aziz be at school today?
X ${ }^{11}$. Did Dr Samuels see your father last week?
$\mathrm{C}^{\text {X }}{ }^{\text {12. Is Judy a medical doctor or another kind of specialist? }}$

12. Is Judy a medical doctor or another kind of specialist?
13. We are pleased to introduce Ms King and Mr. Tanaka.

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## Book Titles

## Al words in

Wonder by R. J. Palacio was a best-sellerl (Wonder) Have you read The One and Only Ivan?
(The One and Only lvan)
Directions: Underline the book titles in these sentenc
The first one has been done for you.

1. I thought that Applewhite's at Wits End was a hilarious book.
2. Have you read Breakoway by Trever Kew?
3. James and the Giant Peach and Fantastic Mr. Fox were both written by Roald
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 Charie and the Chocolate Factory aloud to our class.
7. Ukulele Haviley is about a girl who has to find a way to perform in a school talent
8. Befter to Wish and The Long Way Home are the first and second books by author

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 Bea Wilderness Detective for his birthday.
12. If you like mysteries, I would recommend Malcolmat Midniaht.
13. Two books about baseball are Baseball's Bigaest Bloopers and The Bov Whe Saved Baseball.

## ANSWER KEY



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## 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)

I saw Mr. Johnson reading Stuart Little to his class.
2. Do you like to sing "Take me Out to The Ballgame"? (2)

Do you like to sing "Take Me Out to the Ballgame"?
3. He recited the poem Stopping by Woods on a Snowy Evening to Miss. Simpson's class. (2)
He recited the poem "Stopping by Woods on a Snowy Evening" to Miss Simpson's class.
4. Bananas, and oranges are among Dr Wu's favorite fruits. (2)
$\frac{\text { Bananas and oranges are among Dr. Wu's favorite }}{\text { fruits. }}$ 5. My gra
5. My grandpa used to sing me the song "You Are my Sunshine. (2)

My grandpa used to sing me the song "You Are My 6. Owen \& Mzee is became friends. (1)
Owen \& Mzee is a wonderful book about a baby hippo and a giant turtle who became friends. 7. Alvin $\mathrm{Ho:Al}$
book. (5)

Alvin Ho: Allergic to Camping, Hiking, and Other $\frac{\text { Natural Disasters is a really funny book. }}{8 \text {. Peanut butter, jelly, and bread are Miss. Lee's favorite treats. (1) }}$
Peanut butter, jelly, and bread are Miss Lee's favorite freats.

## Punctuation: Quotation Marks

## Examples: <br> Iasked Aunt Martha, "How do you feel?

 "| 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 $\mathbf{C}$ if the sentence is punctuated correctly. Draw an $\mathbf{X}$ if the sentence is not punctuated correctly. The first one has been done for you.
C- 1. "I want it right nowl" she demanded angrily.
2 "Do you want it now? lasked."
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. "Im 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
12. "No, I don't know the answerl" he snapped.
13. He said "yes he'd take her on the trip.
14. Be patient he said. "it will soon be over.


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## 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 witing or someone else's.

It is called a caret.
Example: Went We the dance together.
To show that a letter should beapitalized puthe
Example: Mrs. castellano drove us to school.
To show that a capital lefter should be small or lowercase, draw a
diagonal line through it.
Example: Mrs. Castellano фrove us to school.
To show that a word is spelled incorrectly, draw a horizon
line through it and witte the correct spelling above it.
Example: The walrus is an amazing animal.


Directions: Proofread the two paragraphs using the prootreading marks you learned. The author's last name, Towne, is spelled correctly.

$$
\begin{aligned}
& \text { The Modern ark } \\
& \text { ern Ark }
\end{aligned}
$$

My book report is he Modern Ark Cecilia Fitssimmons. The book tells abut 80 of worlds endangered animals. The book has als, ank and animals inside for kids put together

Their House $\qquad$ author's named
a girl Molly. Molly's family buy an old house from some people named warren. Then,
their their big problems begin!

## Punctuation: Quotation Marks

Use quotatio
Have you heard "Still Cruising" by the Beach Boys?
"Ode to a Nightingale" is a famous poem.


Directions: Write $\mathbf{C}$ if the sentence is punctuated correctly. Draw
is not punctuated correctly. The first one has been done for you.
C. 1. Do you know "My Bonnie Lies Over the Ocean"?

X 2. We sang The Stars and Stripes Forever" at school.

$\frac{\mathrm{C}}{\text { X }}$ 3. My liftle brother's favorite song is "The Eensy Weensy Spider."
X 4. Turn the music up when "A Hard Day's "Night comes on!
$\frac{\mathrm{C}}{}{ }^{\text {5. "Yesterday" was one of Paul McCartney's most famous songs. }}{ }^{\text {6. Calef Brown's poems, ilie "Polkabats" and "Kansas City Octopus," are very }}$ - silly!
C. 7. A song everyone knows is "Happy Birthday
$\frac{\mathrm{C}}{\mathrm{X}}$ 8. "Swing Low, Sweet Chariot" was first sung by slaves.
A. Do you know the words to Home on "the Range"?
$\frac{\text { C }}{}{ }^{10}$. "Hiawatha" is a poem your grandparents may have memorized in schoo
11. The reggae song Three Little Birds always makes me happy when Im feeling down.
$\frac{\mathrm{C}}{\text { X }}$ 12. My sister danced to 'The Way You Look Tonight:
X 13. The words to "Rain, Rain" Go Away are easy for young children to learn.
C 14. My mom loves an old jazz standard called "Summertime."
C 15. Little children like to hear "The Night Before Christmas."

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## Proofreading

Directions: Proofread the sentences. Write $\mathbf{C}$ if the sentence has no errors. Draw an xif the sentence contains missing words or other errors. The first one has been done for you.


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## ANSWER KEY



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## Run-On Sentences

A run-on sentence occurs wh
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?
Two sentences with correct punctuation: I lost my way once
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

How can you stand that noise? I can't!
3. The crackers are gone I see only crumbs.

The crackers are gone. I see only crumbs.
4. The dogs were barking they were hungry

The dogs were barking. They were hungry.
5. She is quite ill please call a doctor immediately!

She is quite ill. Please call a doctor immediately!
6. The clouds came up we knew the storm would hit soon.

The clouds came up. We knew the storm would hit
s. You weren't home he stopped by this morning.

You weren't home. He stopped by this morning.

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## 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). the verbs or some sentences-from is to are, for example
Our house and car were flooded
 Carrie sees a glow in the
Kenny sees a glow in the sky. Carrie see a glow in the sky.
2. Our new stove came today. Our new refrigerator came today Our new stove and refrigerator came today.

4. Stripes are on the flag.
Stripes and stars are the filag.
Sthe flag.
5. The ducks took fight. The geese took fight.

The ducks and geese took flight.
b. Joe reads stories.
Joe and Dana read stories.
7. A sandwich is a good choice for lunch. Soup is a good choice for lunch. A sandwich and soup are good choices for lunch. Amira heard someone groan.
Amira and Keven heard someord someone groan.
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.


Zola won the contest and claimed the prize.
We need to find the scissors. We need to buy some tape. We need to find the scissors and buy some tape.
3. The stream runs through the woods. The stream empties into the East River. The stream runs through the woods and empties into the East River.
Katie tripped on the steps. Katie has a pain in her leff foot, Katie tripped on the steps and has a pain in her left foot.
5. Grandpa took me to the store. Grandpa bought me a treat

Grandpa took me to the store and bought me a
b. Charity ian 2 miles. She walked 1 mile to cool down afterwards. Charity ran 2 miles and walked I mile to cool down afterwards.

## ANSWER KEY

## Combining Sentences


simple sentences: The bird sang. The bird was tiny The bird was in the tre
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 liftle girls.

The big, friendly girls laughed and helped the little girls.
2. The dog was hungry. The dog whimpered. The dog looked at its bowl. The hungry dog whimpered and looked at its bowl.
3. Be quief now. I want you to listen. You listen to my joke!

Please be quiet now because I want you to listen to my joke!
I lost my stubby pencil on the bus.
5. I see my mother. My mother is walking. My mother is walking down the street I see my mother walking down the street.
6. Do you like scrambled eggs? Do you like cheddar cheese? Do you like mushrooms?
Do you like scrambled eggs, cheddar cheese, and 7. Tell me you'll do it Tell me you will tell me right now!

Tell me right now that you'll do it!

## Writing: Using Fewer Words

## Writing can be more interesting when fewer words are used. Comb

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 liftle more complicated.
Notice how commas are used to "set offti information
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 Eduardo played soccer after school with his best friend Tom.
My dog, Spot, likes to chase cats.
2. Sierra and Jada both love ice skating. Jada is Sierra's cousin

Sierra and her cousin, Jada, both love ice skating.
4. Jayna is my cousin. Jayna helped me move into my new apartment.

My cousin, Jayna, helped me move into my new
apartment.
Romeo, a big tomcat, loves to hunt mice.

## Combining Sentences in Paragraph Form

in Parag

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 ne garage. He quickly ate breakfast. He dressed warmly. He got his sled. He went outside e 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 garage. He quickly ate breakfast and dressed warmly. He went outside, got his sled, and went to play in the snow.
$\square$
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## Nouns and Pronouns

To make a story or r
for overused nouns.
Example:
Mom mader Th
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
We 1. My friends and I like to go ice skating in the winter. Ny trenderal usually fall down a lot, but heo have fun!
they 2. All the children in the fourth-grade class next to us must have been having a party. hitherl were very loud. Ally hilent were happy it was Friday
he 3. Itry to help my father with work around the house on the weekends.2\$ works many hours during the week and would not be able to get everything done.
they 4. Can I share my birthday treat with the secretary and the principal? she secreand thind could probably use a snack right now
him 5 . I know Mr. Garcia needs a copy of this history report. Please take it to Dis $^{2}$ \$col when you finish.


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## Pronoun Antecedents

A pronou
,
Green beans, corn, and potatoes are
my favorite vegetables.
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. they
2. Tori is a high school cheerleader. She spends many hours at practice.

She
3. The football must have been slippery because of the rain. The quarterback could not hold on to it.
it
4. Aunt Donna needs a babysitter for her 3 -year-old tonight.
her
5. The art projects are on the table. Could you please put them on the top shelf along
$\qquad$

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## ANSWER KEY



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## Writing: Topic Sentences

## A paragraph is a group of sentences that tells about one main idea. A topic sentence

 AlMany topic sentencess come first in the paragraph. The topic sentence in the paragraph
below is underined. Do you see how it tells the reader what the whole paragraph is about? platendships can make you happy or make you sad. You feel happy to do things and go 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 messages if you answer the phone for someone else.
Directions: After you read the paragraph below, witie a topic sentence for it
Ihere are many ways you can earn money.


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 older brothers or sisters would pay you to do some of their chores. You also could ask
your parents it 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: Answers will vary.

Television:

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 "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
swion


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. Witite a five-sentence paragraph about it. Don't forget the topic sentence, the e supporing details, and to indent your paragraph. Make sure the
detail sentences stick to the topic. Paragraphs will vary.
$\square$
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## ANSWER KEY



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## Taking Notes



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## ANSWER KEY

## Taking Notes: Penguins Are Unusual Birds <br> \section*{Directions}

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 tyy, but they can swim very fast
through ice-cold through ice-cold water. They con diviv deeein 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 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 penguins ive in very cold parts of the world. Others ive in warmer climates. All penguins
live south of the equator. Unlike other birds, penguins lay only one egg of a time. Right ofter 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 fother penguin takes a turn looking for food.
Whe Under the wenguin 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 the
.
Directions: Use your notes to complete these sentences

1. Penguins cannot fly, but they can swim fast
2. Penguins can dive deep and jump high out of the water
3. Penguins lay only one egg at a time
4. Father penguins keep the egg warm
5. Mother penguins return when the egg is ready to hatch

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## Compare and Contras

To compare means to look tor
Directions: Use the Venn diagram to compare and contrast penguins (page 304) with
most birds you see where youllive


To witte a comparison paragraph, begin with a topic sentence that states your main Idea. Write sentences that provide supporting detais. End your paragraph with a , paragraph. Possible paragraph: 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!

Taking Notes: From Grapes to Raisins

[^0]
## Taking Notes: Graham Crackers

Directions: Use a piece of paper to cover
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?
5. Why w
$\begin{aligned} & \text { Directio } \\ & \text { of pape }\end{aligned}$
f paper. Graham crackers were invented around 1830. A minister named Sylvester Graham
wanted people to eat healthier foocds. He did not think that people should eat meat or white bread. He wanted people to eat more fuits and vegetables and wheat bread that were brown instead of white 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.
Graham crackers were invented by Sylvester Graham around 1830
Sylvester Graham

They are made of whole-wheat flour

Sylvester Graham wanted people to eat healthier foods.

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## Outlining: Building a Tree House

Directions: Study the sample outline for building a house. Then, use words and phrases
om the box to fill in the missing parts of the outine on how to build a tree house.
A. On a hill
B. By a lake
B. By a lake
C. In the city
li. Gather materia
II. Gather material
A. Buy wood
B. Buy nails
B. Buy nails
C. Buy tools
C. Buy tools

1. Hammer
2. Screwdriv
3. Screwdrive
4. Drill
5. Saw
III. Build the house
A. Who will use the tools?
B. Who will carry the wood?

Find a tree
A. Is it sturdy?
B. Can we climb it easily?
1.Gather supplies
A. Collect wood scraps
B. Gather tools
er and nalls
2. Saw
III. Build the tree house
A. Who will hold the boards?
в. Who will use the hammer?
c. How will we get things off the ground?

## ANSWER KEY

| The Mayflower left England in 1620 . It carried 101 passengers. Some of those passengers were called Pilgrims. Pilgrims were people who had wandered from country to country looking for a place to make their home. <br> It took 66 days to cross the Atlantic Ocean. The ship was crowded. There were some accidents on board. The Mayflower landed at the tip of Cape Cod in Massachusetts. Several men searched the area to find the best place to start a colony. They finally settled on Plymouth. <br> The Pilgrims lived on the Mayflower through the winter. The Mayflower returned to England in April 1621. <br> None of the Pilgrims went back with it. |
| :---: |
|  |  |
|  |  |
|  |  |

The Maytiower leaves England
A. 101 passengers
B. Some people were Pilgrims
. The journey
A. Took 66 days
B. Crowded
c. Some accidents
III. Landing in America
A. Landed at Cape Cod. Massachusetts
B. Pilgrims settled on Plymouth

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Page 312
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 pla peas, wheat, beans, corn, and pumpkins. When fall came, the Pilgrims were so glad to have enough food that they invited garden, they also shared wild geese that they had killed and other food, like sweet
potatoes and fresh berries
A. Came right away
B. Many people died
11. Spring Befriended Squanto
B. Squanto helped them plant gardens
${ }^{\text {III. }}$ A. A. Had enough food from their gardens
в. Had a Thanksgiving dinner 1. Invited Native Americans
2. Ate harvest from garden


## Using an Outline to Write an Essay



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## Using an Outline to Write a Book Review



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Outlining: The First Thanksgiving

Summarizing: Writing an Autobiography
When you summarize an article, book, or speech, you are simply witing 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 fact.

1. Yourself
A. Name
A. Name
B. Age and grade in school


Directions: Follow the format above to wite an outtine about your life. Feel free to add
more main ideas, smaller ideas, or examples.
Outline should follow format.
$\qquad$
$\qquad$
$\qquad$

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## ANSWER KEY



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## Summarizing: On Your Own

| Summarizing: On Your OWn <br> Directions: Read a story or a short book from your library. Write the title and author, and <br> then list the main points. <br> Title: Answers will vary. <br> Author:The main points are: <br> 1. <br> 2. <br> 3. <br> 4. <br> 5. <br> Directions: Use the format you learned to outine this story or book. <br> Outlines will vary. |
| :--- |

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## Summarizing: The North Pole

## Directions: Read about the North Pole. Then, use the main points of the article to wite a <br> paragraph summarizing conditions at the North Pole.

At the North Pole, the sun does not shine for half of the year. II stays dark outside for
six months, but for the other six months of the year, the sund does not set. It is light six months, but for the
throughout the night.
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 of the No Arth Pole, it stays very told for a very 10 ng time.
The cold winds that blow oft 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 fise to 38 degrees Fahrenheit in places that are sheltered from the temperature can nise to 38 degrees Fahrenhelt in places that are sheltered from the
wind. But that is stil very cold. Wind. A A rctic Ocean is of 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, tool
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
surrounds the Norn Pole.
Paragraph should include the main points listed.
$\square$
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## Library Skills: Using the Library Catalog

 Catalog. DVDs. CDS. and other materials mayalso be included. Today, all library catalogs
are computerized. Here is an example of a are computerized. Here is an example of a
listing in a library catalog:
A librany'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. 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, titile, or subbect 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, titile, or subject?
4. Joseph Bruchach has writ
4. Joseph Bruchac has wiften books about Native
Americans. To find one of his books, would you look
Americans. To tind 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 Cooking Real Food with Your family, would you
look under the author, title, or subject? 7. Ancoren has witena book abo 7. Ann McGovern has written a book about the
Mayflower. Would you look under the author, ititle or subject to find it?
$\qquad$
$\qquad$ fifle
author or subject
subject
title
author or subject

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## Summarizing: Settler Children

## Directions: Re of the article.

 In the 1700s and 1800s, many children from other countries came with their parents Hamerica. In the beginning, they had no time to go to school. They had to help theirfamilies work in the filld Care for their younger brothers and sisters.
cor
Sometimes, settler children helped build houses and schools. Usuly, these erily
Sometimes, settler children helped build houses and schools. Usually, these early
school buildings were fust 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 litle time to play. There were not
many things settler children could do jus 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. Msons sertielatives, children did read not honfiction books.
many toys. The toys they owned were made by their pary toys. The grandparents They were usually made of cloth or carve
trom wood. The "cat's cradele." They also made up games with string, like as seesaws. Settler children did not have oll the toys we
have today, but they managed to

1. Seftler children worked hard.
2. Settler children had many jobs.
3. Settler children liked school.
4. Settler children had little time to play.
5. Settler children had few toys.

Directions: Use the main points to wite a summary of this article on a separate sheet of
paper. Summaries will vary.

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## Library Skills: Using the Library Catalog



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## ANSWER KEY



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Library Skills: The Dewey Decimal System


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## Putting Library Skills to Use

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? $\qquad$
4. 
5. 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?
$\qquad$
7. Use the library catalog to find a book witten by Judy Blume with the word "fudge" in
the title. What is is titile?
8. What is the library's most recent book by Lenore Look?


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Library Skills: The Dewey Decimal System Allibraries that use the Devey Decimal System follow the same order. All books betwe 500 and 599 are related to sciencce. All books between 900 and 999 are history.


Directions: Look at the number on each book. Then. use the Dewey Decimal system
direction tat the bottom of the page to tind out what the bookkis sobout. Wite the subject
on the line.


Fossils Japan Costumes Human Big Foot
 Dewey Decimal System directory.
$\begin{array}{lll}\text { 390-399 Costumes } & \text { 590-599 Big Foot } & \text { 790-795 Magic } \\ 560-569 \text { Fossils } & 610-619 \text { Human Body } & 796-799 \text { Gymnastics }\end{array} \quad 920$-929 Presidents $580-589$ Plants $\quad 630-639$ Pets 910-919 Japan

## 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 $\mathbf{B}$, shelved in the 920 s, or assigned a call number
by subject. by subjec
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
iretions for $B$
Directions: For each title, wite $\mathbf{B}$ if it it a biography, $\mathbf{A}$ ifit is an autobiography, or $\mathbf{F}$ if it is
fiction. Then, circle the titles that would not be shelved by the Dewey Decimal System.
F-ales of a Fourth Grade Nothing
B Who Was Steve Jobs?
F Ramona the Pest
A Bill Peet: An Autobiography
B Abraham Lincoln
F Charolte's Web
A Homesick: My Own Story
A Through a Window: My Thit
B Michael Jordan: Legends in Sports
B Luis Avorez: Wild Idea Man
A Helen Keller: The Story of My Life


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## Review

Directions: Write $\mathbf{A}$ for author, $\mathbf{s}$


## Encyclopedia Skills

## Encyclopedias provide information about different subjects. If you want to know w cars were first made or what countries fought in World Worl 1 , you could find the

 cars were first made or what countries fought in World War L. you could find the Today, many encyclopedias are available online. Two onlinechildren's encylopedias are Encyclopedia Brittanica Kids and Fat Chiliren sencylo pedias are Encyclopedia Bittitanica Kids and
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, Directions: Rear an en paricular subject. encyclopedion each topic below. If you would look for the information in an encyclopecia, make a check mark in ine. If another source of information wo frul, make an $X$ on the line.
flamingos
a tornado that touched down in Oklahoma last week
undersea explorer Jacques Cousteau
the part of speech for the word enthusiastic
the pyramids of ancient Egypt
the pyramids of anclent Egypt the weather in your town for the next five days
the weather in y
types of fungi
directions from Charlofte, N.C., to Asheville, N.C.
the upcoming presidential elections
the Vietnam War

Encyclopedia Skills: Using an Index


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## Putting Encyclopedia Skills to Use

 Directions: Read the questions below about blue jays. With an adult's help, use anoniline encyclopedia to find an article about blue jays. Then, answer the questions. 1. What does a blue jay look like?

Answers will vary.
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?


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## 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 an online children's encyclopedia 1. Tyrannosaurus Rex Answers will vary
2. the space shuttle Discovery
3. President Barack Obama
-
4. the Amazon River_
5. aritist Mary Cassatt
6. the wolves of Yellowstone National Park
7. basketball player LeBron James
B. riders for the Pony Express
$\qquad$

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## Putting Encyclopedia Skills to Use



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## ANSWER KEY



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## Using Reference Sources: Out of This World

 The history of the American space program is a very fascinating topic. The articles presentedearlier 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: Neill 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?

Buzz Aldrin and Michael Collins
2. What was the name of the Apollo mission that went to the moon? Apollo II
3. What was the exact date of the first moon landing? July 20, 1969
4. Why was the U.S. racing Russia to the moon?

Answers may vary.
Directions: John Glenn first orbited Earth in 1962 . Use reference sources to answer these questions.
5. How old was he then? 40
6. When did John Glenn return to space? $\frac{998}{}$
7. How old was he on this second trip? 77
8. Why did he return to space? Answers may vary.

Directions: Compare and contrast Glenn's two trips.
Directions: Compare and contrast Glenn's two trips.
Answers will vary.
$\qquad$

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Using Reference Sources: Out of This World : Use reference sources to answer these question

1. What caused the "Space Race" in the 1950s?

Answers will vary.
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 triaining centers in Alabama

Putting It All Together You have learned many new skills. Now, It's time to use those skills to
witte a report about a planet. Answers will vary Answers will vary. Directions: Choose a planet in our solar system other than Earth.
Then, answer the following questions about the report you will witte.

1. What planet will you wifte about?

2. Decide on questions you want to answer about your planet. What are they?
$\qquad$
$\qquad$
3. Where will you find information about the planet?
4. What should you do while you read about the planet?
$\qquad$
5. After you have taken notes about your planet, what should you do next?
$\qquad$


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| Putting It All Together <br> Directions: use your outline and notes to write a report about your planet. Use your own <br> paper to finish this witing project. Add illustrations to make your report more interesting. <br> Answers will vary. |
| :--- |
| $\left.\begin{array}{l}\hline \\ \hline \\ \hline\end{array}\right]$ |

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## ANSWER KEY



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Place Value:
Expanded Notation and Standard Form
Directions: Use the number cube or spinner to create numbers for the place Directions: Use the number cube or spinner to create numbers for the
value boxes below. Then, write the number in expanded notation and standard form.


| moveren | wrateos | tens | ores | Expanded | Answers will vary. |
| :---: | :---: | :---: | :---: | :---: | :---: |

## 

Standard Form
Expanded Notation Answers will vary.

Standard Form Answers will vary
Expanded Notation
Directions: Write the value of the 4 in each number below.
742,521 ten thousands
456 hundreds
1,234,567 thousands
65,504 ones
937,641 tens

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## ANSWER KEY

## 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.
Example:

$\approx$| 4 | 9 | 2 |
| :---: | :---: | :---: |
| 3 | 5 | 7 |
| $\underline{15}$ |  |  |
| 8 | 1 | 6 |
| 15 |  |  |$\chi$

1. 

| 7 | 2 | 1 |
| :--- | :--- | :--- |
| 3 | 4 | 8 |
| 5 | 9 | 6 |

$\frac{10}{15}$

| 6 | 11 |  |
| :---: | :---: | :---: |
| 5 | 7 |  |
| 10 | 3 | 8 |
| 21 | 21 | 21 |

$*$ Magic? yes Magic? _no
-

Magic? Yes
$3^{4 .}$

| 2 |
| :--- |
| 1 |
| 6 |
| 9 | | 2 | 7 | 0 |  |
| :--- | :--- | :--- | :--- |
| 1 | 3 | 5 |  |
| 6 | 9 | 4 |  |
| 9 | 9 | 9 |  | $-\frac{12}{\text { Magic? }} \frac{12}{12} \underline{12}$ 6. | 7 | 12 | 5 |
| :---: | :---: | :---: |
| 6 | 8 | 10 |
| $\mathbf{2 4}$ |  |  |
| 11 | 4 | 9 |
| $\mathbf{2 4}$ |  |  |

$42^{7}$

squares? Try to make a magic square of your own.


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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.

|  | $\begin{array}{r} 63 \\ +\quad+2 \\ \hline 85 \end{array}$ | $\begin{array}{r} 5,268 \\ 4,910 \\ +1,883 \\ \hline 11,861 \end{array}$ | $\begin{array}{r}248 \\ +463 \\ \hline 711\end{array}$ | $\begin{array}{r}291 \\ +543 \\ \hline 834\end{array}$ | $\begin{array}{r}2,934 \\ +\quad 112 \\ \hline 3,046\end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{array}{r} 1,736 \\ +5,367 \\ \hline 7,103 \end{array}$ | $\begin{array}{r} 2,946 \\ +7,384 \\ \hline 10,330 \end{array}$ | $\begin{array}{r} 3,245 \\ 1,239 \\ +\quad 981 \\ \hline 5,465 \end{array}$ | $\begin{array}{r}738 \\ +692 \\ \hline 1,430\end{array}$ | $\begin{array}{r}896 \\ +788 \\ \hline 1,624\end{array}$ | 594 <br> +738 <br> 1,332 |
| $\begin{array}{r} 2,603 \\ +5,004 \\ \hline 7,607 \end{array}$ | $\begin{array}{r} 4,507 \\ +\quad 289 \\ \hline 4,796 \end{array}$ | $\begin{array}{r} 1,483 \\ +6,753 \\ \hline 8,236 \end{array}$ | $\begin{array}{r} 1,258 \\ +6,301 \\ \hline 7,559 \end{array}$ | $\begin{array}{r} 27 \\ 469 \\ +6,002 \\ \hline 6,498 \end{array}$ | $\begin{array}{r}4,637 \\ +7.531 \\ \hline 12,168\end{array}$ |
| 782 <br> +65 <br> 847 | $\begin{array}{r}485 \\ +276 \\ \hline 761\end{array}$ | $\begin{array}{r} 3,421 \\ +8,064 \\ \hline 1,485 \end{array}$ |  |  |  |
| $\begin{array}{r}48 \\ 93 \\ +26 \\ \hline 167\end{array}$ | $\begin{array}{r}90 \\ 263 \\ +864 \\ \hline 1,217\end{array}$ | $\begin{array}{r}362 \\ 453 \\ +800 \\ \hline 1,615\end{array}$ |  |  |  |

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## ANSWER KEY



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## 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
less, round down to the nearest hundred.


## Examples

Round 871 to
than 5 , round up.
Answer: ${ }^{900}$
Directions: Round these numbers to the

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 tho
the hundreds digit is 4 or less, round down to the nearest thousand.
Examples:
Examples:
Round 7,932 to the nearest thousand.
9 is the key digit.
If it is more than 5 , round up.


3 is the key digit.
Answer: $8,000 \quad$ Answer: 1,000
Directions: Round these numbers to the nearest thousand.

| 8,631 | 9,000 | 1,248 | 1,000 |
| :--- | :--- | :--- | :--- |
|  | 798 | 1,000 |  |


$9,654 \xrightarrow{10,000} \quad 4,963 \xrightarrow{5,000} \quad \begin{array}{lll}100,923 & \end{array}$

## Rounding

Directions: Round these numbers to the nearest ten $18 \frac{20}{20} 3^{33} \frac{30}{50} 82 \frac{80}{90} 56 \frac{60}{70}$

> Directions: Round these numbers to the nearest hundred.


| 24 | 200 | 700 | 263 | 300 | 162 | 200 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 38 | 400 | 700 | 351 | 400 | 490 | 500 |
| 46 | 500 | 800 | 928 | 900 | 733 | 700 |

Directions: Round these numbers to the nearest thousand.
$2,638-3,000-3,940-4,000-8,653-9,000$

| 6,238 | 6.000 | , 429 | 1.000 | 5,061 | 5,000 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 7,289 | 7,000 | 2,742 | 3,000 | , 60 | 9,000 |
|  |  |  |  |  |  |

$3,109 \xrightarrow{3,000} 4,697 \longrightarrow 5,000-8,302 \longrightarrow 8,000$

Directions: Round these numbers to the nearest ten thousand.

| 11,368 | 10,000 | 40,000 |
| :--- | :--- | :--- |
| 75,302 | 80,000 | 38,421 |
| 14,569 | 10,000 | 70,000 |
| 93,694 | 49,926 | 50,000 |
| 90,000 | 81,648 | 80,000 |
| 57,843 | 30,000 | 87,065 |
| 60,000 | 29,399 | 90,000 |

## ANSWER KEY



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## 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
$0,2 \quad 4 \quad 6 \quad 8,10,12,14,14,16,18$
Directions: Skip count by threes by filling in the rocks across the pond.


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## ANSWER KEY



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Multiplication: Tens, Hundreds, Thousands


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## Division with Remainders



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## Division: Larger Numbers

Follow the steps for dividing lager numbers.


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## ANSWER KEY



## ANSWER KEY



## ANSWER KEY

## Fractions: Mixed Numbers

## A mixed number a number writen a who number and a fraction

 such as $6 \frac{5}{8}$.To change a fraction into a mixed number. Example:
divide the denominator (bottom number) into the numerator (top number). Write the
o chan a he denominator.
$\frac{14}{6}=2 \frac{2}{6} \quad \begin{aligned} & 2 R_{2} \\ & \frac{12}{2}\end{aligned}$
To change a mixed number into a fraction, Example:
multiply the denominator by the whole
$\begin{aligned} & \text { multiply the denominator by the whole number, } \\ & \text { add the numerator, and write it on top of the } \\ & \text { denominator. }\end{aligned} \quad 3 \frac{1}{7}=\frac{22}{7} \quad(7 \times 3)+1=\frac{22}{7}$
denominator.
Directions: Write each fraction as a mixed number. Write each mixed
number as a fractio
$\begin{array}{llll}\frac{21}{6}=\frac{3 \frac{3}{6}}{} & \frac{24}{5}=\underline{4} 5 & \frac{10}{3}=3 \frac{1}{3} & \frac{21}{4}=5 \frac{1}{4} \\ \frac{11}{6}=\underline{1 \frac{5}{6}} & \frac{13}{4}=\underline{3 \frac{1}{4}} & \frac{12}{5}=\underline{2 \frac{2}{5}} & \frac{10}{9}=\underline{1 \frac{1}{9}} \\ 4 \frac{3}{8}=\frac{35}{8} & 2 \frac{1}{3}=\frac{77}{3} & 4 \frac{3}{5}=\frac{23}{5} & 3 \frac{4}{6}=\frac{22}{6} \\ 7 \frac{1}{4}=\frac{29}{4} & 2 \frac{3}{5}=\frac{13}{5} & 7 \frac{1}{2}=\frac{15}{2} & 6 \frac{5}{7}=\frac{47}{7} \\ \frac{11}{8}=\frac{1 \frac{3}{8}}{2} & \frac{21}{4}=\underline{5 \frac{1}{4}} & \frac{33}{5}=\underline{6 \frac{3}{5}} & \frac{13}{6}=\underline{2 \frac{1}{6}} \\ \frac{23}{7}=\underline{3 \frac{2}{7}} & 8 \frac{1}{3}=\underline{\frac{25}{3}} & 9 \frac{3}{7}=\frac{66}{7} & \frac{32}{24}=\underline{\frac{8}{24}}\end{array}$

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## Review

Directions: Add or subtract the fractions and mixed numbers. Reduce if possible.


$$
3 \frac{5}{5}=\frac{10}{7} \quad \frac{14}{4}=3 \frac{2}{4} \quad \frac{26}{8}=4 \frac{2}{6} \quad 3 \frac{7}{2}=\frac{133}{12} \quad 22=3 \frac{1}{7}
$$

Fractions: Adding Mixed Numbers


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## 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

$\frac{3}{10}$ or 0.3 of the square is shaded

Directions: Write the decimal and fraction
for the shaded parts of the following figures.

$\frac{3}{10} \quad 0.3$


## 0


$1 \frac{5}{10}$


Fractions: Subtracting Mixed Numbers When subtracting mixed numbers, subtract the fractions first. Then, subtract When subtracting m
the whole numbers.
Directions: Subtract the mixed numbers. The first one is done for you


Nora needs $1 \frac{3}{3}$ yards of cloth to make a dress. She
has $4 \frac{5}{8}$ yards. How much cloth will be left over?

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Page 404

## ANSWER KEY



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Adding and Subtracting Decimals Directions: Add or subtract the problems. Then, $\quad$ Oxale $\quad 2.5$ \begin{tabular}{llll}

fill in the circle next to the correct answer. \& Example: | 2.4 |  |
| ---: | :--- |
| +1.7 | 0 | \(\begin{array}{ll}3.1 <br>

4.1\end{array}\) <br>
\hline
\end{tabular}

| $\begin{array}{rrr}  & \bigcirc & 5.2 \\ 2.8 & \bigcirc 7.4 \\ +3.4 & \boxed{4} .2 \\ \hline 6.2 & & \end{array}$ |    <br> 5.7 O 1.9 <br> -3.8   <br> -3.8   <br> 1.9   | $\begin{array}{rrr}  & \bigcirc & 15.9 \\ 7.6 & \bigcirc & 16.5 \\ +8.9 & \bigcirc & 17.3 \\ \hline 16.5 & & \end{array}$ |
| :---: | :---: | :---: |
| $\begin{array}{rr} 16.3 & \bigcirc 25.11 \\ +\quad 926.1 \\ \hline 26.1 & \bigcirc 26.01 \\ \hline 26.1 \end{array}$ |  | $\begin{array}{rrr}  & \text { 43.9 } & 100.4 \\ +56.5 & \text { ○ } & 107.4 \\ +100.4 & & 101.4 \end{array}$ |
| $\begin{array}{rrr} 12.87 & 0 & 16.32 \\ 0 & 1.31 \\ \hline-3.45 & \bigcirc & 9.42 \end{array}$ | $\begin{array}{rrr} 47.56 & \bigcirc 13.61 \\ -33.95 & 80.41 \\ \hline 13.61 & \circ & 14.61 \end{array}$ | $\begin{array}{rlr}  & \begin{array}{rl} 93.6 & 14.8 \\ -79.8 \\ \hline & \text { O } 15.3 \\ \hline 13.8 & 13.8 \end{array} \end{array}$ |
|  | $\begin{array}{rrr} 27.83 & \bigcirc 14.09 \\ -14.94 & \bigcirc 12.89 \\ \hline 12.89 & & 11.97 \end{array}$ |  |
|  |  |  |
|  |  |  |

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## Measurement: Inches

An inch is a unit of length in the standard system equal to $\frac{1}{\overline{1}}$ of a foot. A
ruler is used to measure inches.
This illustration shows a ruler measuring a 4 -inch pencil. which can be witten
as 4 " or 4 in.


Answers will vary
Directions: Use a ruler to measure each object to the nearest inch.

1. The length of your foot
2. The width of your hand
3. The length of this page
4. The width of this page
5. The length of a large paper clip
6. The length of your toothbrush
7. The length of a comb
8. The height of a juice glass
9. The length of your shoe
10. The length of a fork


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Measurement: Fractions of an Inch an inch is divided into smaller units, or fractions of an inch. xxample: This stick of gum is $2 \frac{3}{4}$ inches long


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## ANSWER KEY



## ANSWER KEY



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## ANSWER KEY



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## 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.

1. Use the cup measure to pour $\quad$ 3. Use the pint container to pou water, sand, or rice into the pint water, sand, or rice into po container. How many cups did it quart container. How ma
take?
2 cups = 1 pint 2
2. Use the cup measure to find out
how many cups are in a quart $\quad \begin{aligned} & \text { 4. How many pints does it take to fill } \\ & \text { a gallon? }\end{aligned}$ how many cups are in a quart and a gallon. 8 pints $=1$ gallon
$\frac{4}{16}$ cups $=1$ quart 5. Use the quart measure to find out how many quarts are in a gallon. 4 quarts $=1$ gallon

|  | Measurement Chart |  |  |
| :---: | :---: | :---: | :---: |
|  | cups $=1$ pint | $2$ | pints $=1$ quart |
| 4 | cups $=1$ quart | 8 | pints $=1$ gallon |
| 16 | cups $=1$ gallon | 4 | quarts $=1$ gallon |



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Metric Measurement: Milliliter and Liter Liters and milliliters are measurements of liquid in the metric system. A mililiter (mL) equals 0.001 liter or 0.03 fluid ounces. A drop of water equals about 1 a liter. One liter measures 1.06 quarts. Soft drinks are offen sold in 2 -liter botlin Directions: Choose milliliters or liters to measure these liquids.

milliliters
milliliters
liters

liters

liters

Metric Measurement: Weight and Liquid Directions: Choose grams (g) or kilograms (kg) to weigh the following objects. The first one is done for you.

Directions: Choose mililiters (mL) or iters ( $L$ ) to measure the liquids in the following containers. The first one is done for you.

| swimming pool | L |  | baby bottle | mL |
| :--- | :--- | :--- | :--- | :---: |
| small juice glass | mL |  | teapot | -L |
| gasoline tank | -L |  | outdoor fountain | -L |
| test tube | mL |  | ink pen | mL |
| washing machine | L |  | Lake Erie | -L |

## ANSWER KEY




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## Review

Directions: Choose centimeters, meters, or kilometers to measure the
following. meters height of a tree centimeterslength of a shoe kilometers distance around Earth meters height of a building meters length of your yard kilometers distance a plane files

Directions: Choose grams or kilograms to measure the following.

kilograms
 kilograms
kilograms

Directions: Choose liters or milliliter
liters or
millilititers

milliliters

liters

liters


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## ANSWER KEY



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## Geometry: Angles

the point at which two line segments meet is called an angle. There are three types of angles - right, acute, and obtuse.
$\therefore$ A right angle is formed when the two lines meet at $90^{\circ}$.
$\measuredangle$ An acute angle is formed when the two lines meet at less than $90^{\circ}$ $\xrightarrow[\longrightarrow]{\longrightarrow}$ An obtuse angle is formed when the two lines meet at greater than $90^{\circ}$ 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. ray an mber
right $\xrightarrow{\infty}$ acute
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


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## ANSWER KEY



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## Probability



Directions: Toss a coin 20 times, and record the
outcome of each toss. Then, answer the questions. Answers will vary. ${ }_{\text {Head }}$ Hail
5 what was the ostion heads to tails questions _Heads ${ }^{\text {Tails }}$
6. Was the outcome of getting heads or tails in
6. Was the outcome of getting heads or tails in
the 20 tosses the same as the probability ratio?
7. Why or why not?

The probability ratio of getting any number on a cube of dice is $1: 6$.
Answers will vary.
Directions: Toss a die 36 times, and record will vary.
Directions: Toss a die 36 times, and record how many
it lands on each number. Then, answer the questions.

8. What was the ratio for each number on the die?
__one _-_wo _-inne $\qquad$ _five _s six
9. Did any of the numbers have a ratio close to the actual probability ratio? _-_
10. What do the outcomes of flipping a coin and tossing a die tell you about the probability
of an event happening?


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## Computing

Many people use computers on a a alily basis ot haty
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. hundreds, and thousands.
The beads on the boltom haff of the abacus are worth one unit. The beads on the top half of the unit are
worth five units.
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 s.
The first one has been done for you.


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## Problem Solving: A Garden Puzzle

 Grace is planting a garden. The garden will be a semicircle in shape and have tworows. The first tow will have three secctions, and the back row will have six sections. Grace rows. The first row will have three sections, and the back row will have six sectio
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


Directions: Arrange the digits 1 hrough 9 in the circles on the triangle


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## ANSWER KEY

Problem Solving: Sorting Information

## When you have two sets of items, they can be grouped in pairs (with one item from each sef) in many ways.

Example:
While shopping. Imani bought three pairs of shorts and three blouses. How many different
difirs can she make from these items?


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 - Yellow shorts
Green shirt - Purple shorts
There are nine possible combination
3 (shirfs) $\times 3$ (shorts) $=9$ (ouffits)
Directions: Elther draw a picture or make a list to solve the problem. Then, write the
answer: ones, some are fives, and some are tens.

Pictures or lists will vary.

How many ones, fives and tens does Imani have?
7 ones $\quad 2$ fives 2 tens

## Problem Solving: Sorting Information <br> <br> Diretions:

 <br> <br> Diretions:}answers.

1. Jodie stopped at the Food Court for lunch. She can have a chicken
2. 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 sandwich or hot dog to eat and a smoothie, milk, or emonade to
drink. Make a list or draw a picture to show all possible combinations.
chicken sandwich - smoothie hot dog-smoothie chicken sandwich - milk
hot dog - milk chicken sandwich - lemonade hot dog-lemonade

How many lunch possibilifies does she have? 6
2. Jodie saw Maria and Avery sitting on a bench in the Food Court. Jodie can't decide
possible combinations of the three giris on the bench
Jodie, Maria, Avery
Jodie, Avery, Maria
Maria, Jodie, Avery
Maria, Avery, Jodie
Avery, Jodie, Maria
Avery, Maria, Jodie

How many different ways can the three girls sit on the bench? 6
3. After shopping, Jodie can participate in any two of these activities: swimmin crafts, socccer, and t tenis. Make a list or draw a picture to show all possible mbinations of activities Jodie could select
swimming, crafts swimming, soccer swimming, tennis
many different choices does Jodie have? 6
crafts, soccer crafts, tennis soccer, tennis 6

## 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

## TEACHING SUGGESTIONS

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.

## TEACHING SUGGESTIONS

## 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.

## TEACHING SUGGESTIONS

## 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."

$$
\begin{array}{lllll}
\text { Examples: } & 7 \times 9=63 & 9 \times 7=63 & 63 \div 7=9 & 63 \div 9=7 \\
& 6 \times 5=30 & 5 \times 6=30 & 30 \div 6=5 & 30 \div 5=6
\end{array}
$$

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

## TEACHING SUGGESTIONS

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 furn 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

## TEACHING SUGGESTIONS

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 I2. Help your child practice these facts with multiplication

## TEACHING SUGGESTIONS

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.

## TEACHING SUGGESTIONS

## 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).

## TEACHING SUGGESTIONS

## 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

## TEACHING SUGGESTIONS

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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## Complete coverage of key skills for grade-level success!

## COMPREHENSIVE CURRICULUM of Basic Skills

With over 10 million copies in print, the Comprehensive Curriculum of Basic Skills series offers an entire curriculum of educational activities and instruction for young learners!

- Fun, challenging activities in skills needed for school success
- Review lessons to measure progress
- Teaching suggestions to extend learning
- Answer key
- Available in prekindergarten through Grade 6


[^0]:    Directions: Use a plece
    Then, read the questions
    . 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, Califfornia 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 ralisins. After the grapes are picked, they ar
    put on big wooden or paper trays. They sit in the sun for many days. Slowly, the grapes begin to to change colors, Grapes turn brown as they become raisins. Machines take off the that have hot air blowing around inside. These ovens make the grapes shirivel and dry: Raisins are made in many countries that grow grapes. Besides the United States,

    Directions: Use your notes to answer the four questions at the top of the page. Write you Directions: Use your notes
    answers on the lines below.

    1. After the grapes are picked, they are put on wooden or paper trays to dry in the sun for many days.
    2. When the grapes become raisins, machines take off the stems. The raisins are washed and dried. Then they are put into boxes.
    3. As the sun dries the raisins, they turn brown 4.United States, Greece. Turkey, Iran, Spain, Australia
