

Macmillan/McGraw-Hill

READING  
**Triumphs**  
INTERVENTION

GRADE 4

# Practice Book

## Annotated Teacher's Edition

- Decoding/Structural Analysis
- Fluency
- Vocabulary/Vocabulary Strategies
- Comprehension
- Writing
- Take-Home Stories





**Dear Family Member or Caregiver:**

**Welcome! This year your child will be building important reading skills. By working together, you and your child can become partners in learning.**

**Each week your child will bring home**

- **a Fluency passage that he or she will read to you.**
- **a Take-Home Story for the two of you to read together and discuss.**

**Using these brief texts, you can help your child review vocabulary words and practice key reading skills taught that week.**

**Your interest, praise, and encouragement are sure to lead to your child's success in school. Here's to an exciting year of learning!**

**Yours truly,**

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Name \_\_\_\_\_

In a **consonant blend**, you can hear the sound of each consonant. Examples are *st*, *nd*, and *mp*.

**A. Underline the final blends in the words below.**

send	hat	hint	lot	jump
sang	bulb	past	web	junk

**B. Circle the word in each pair that has a consonant blend. Write the consonant blend on the line.**

- |         |      |           |
|---------|------|-----------|
| 1. mend | mat  | <u>nd</u> |
| 2. sung | sit  | <u>ng</u> |
| 3. fuss | fist | <u>st</u> |
| 4. lump | sell | <u>mp</u> |
| 5. pot  | pink | <u>nk</u> |

**C. Circle the short vowel in each word. Underline the consonant blend.**

- raft
- tend
- cost
- sink
- bump

Name \_\_\_\_\_

**A. As you read, pay attention to end punctuation, pauses, stops, and intonation.**

11 At ten, the kids went to Miss Tan's class. Miss Tan  
was not in. Miss Tan had left an odd note.

21 **Class Task:** This is work, but it is fun. Get set and  
33 learn! Find hint number one!

38 **Hint:** Drums tap and bells ring. Where does Miss Beck  
48 sing?

49 "Miss Beck sings in the band room!" yelled Max.  
58 "Run!"

59 Jon got the next hint.

64 **Hint:** Rocks and sand, bugs and ants. Can you find a  
75 class on plants?

79 "It is the science room!" yelled Lin. "Run!" 87

**B. Read these words. Then have a partner time you. Do it two more times to see if you can beat your score!**

gift	belt	dump	band	last
left	felt	lump	hand	sent
lift	melt	pump	send	list
raft	tilt	camp	wind	junk
soft	bump	lamp	bent	mask

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

Add *-ed*, *-ing*, *-s*, or *-es* to the end of a word to change the meaning.

**A. Fill in the missing parts to make the word in bold.**

1. A cat **hissed** at a bug.

hiss + **ed** = **hissed**

2. Lin is **getting** up.

**get** + t + **ing** = **getting**

3. Pam is **running** past a bus.

**run** + **n** + **ing** = **running**

4. Tim **taps** on a desk.

**tap** + **s** = **taps**

5. Jan **kisses** the cat.

**kiss** + **es** = **kisses**

**B. Write two sentences about your class. Use the word *taps* in one sentence. Use the word *getting* in the other.**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

hunt

gym

hint

odd

news

**A. Vocabulary Words** Write the missing words that best complete the sentences.

1. Dan thinks it is odd that his cat is missing.
2. I saw the news on TV.
3. Bob wants to go on a duck hunt.
4. I do not know why Dad laughs, so he gives me a hint.
5. I like to run in the gym.

**B. Vocabulary Strategy: Word Origins** Use these dictionary entries to answer the questions that follow.

1. What is the origin of the word **news**?

Middle English

2. What is the origin of the word **gym**?

Greek

3. What is the origin of the word **hunt**?

Old English

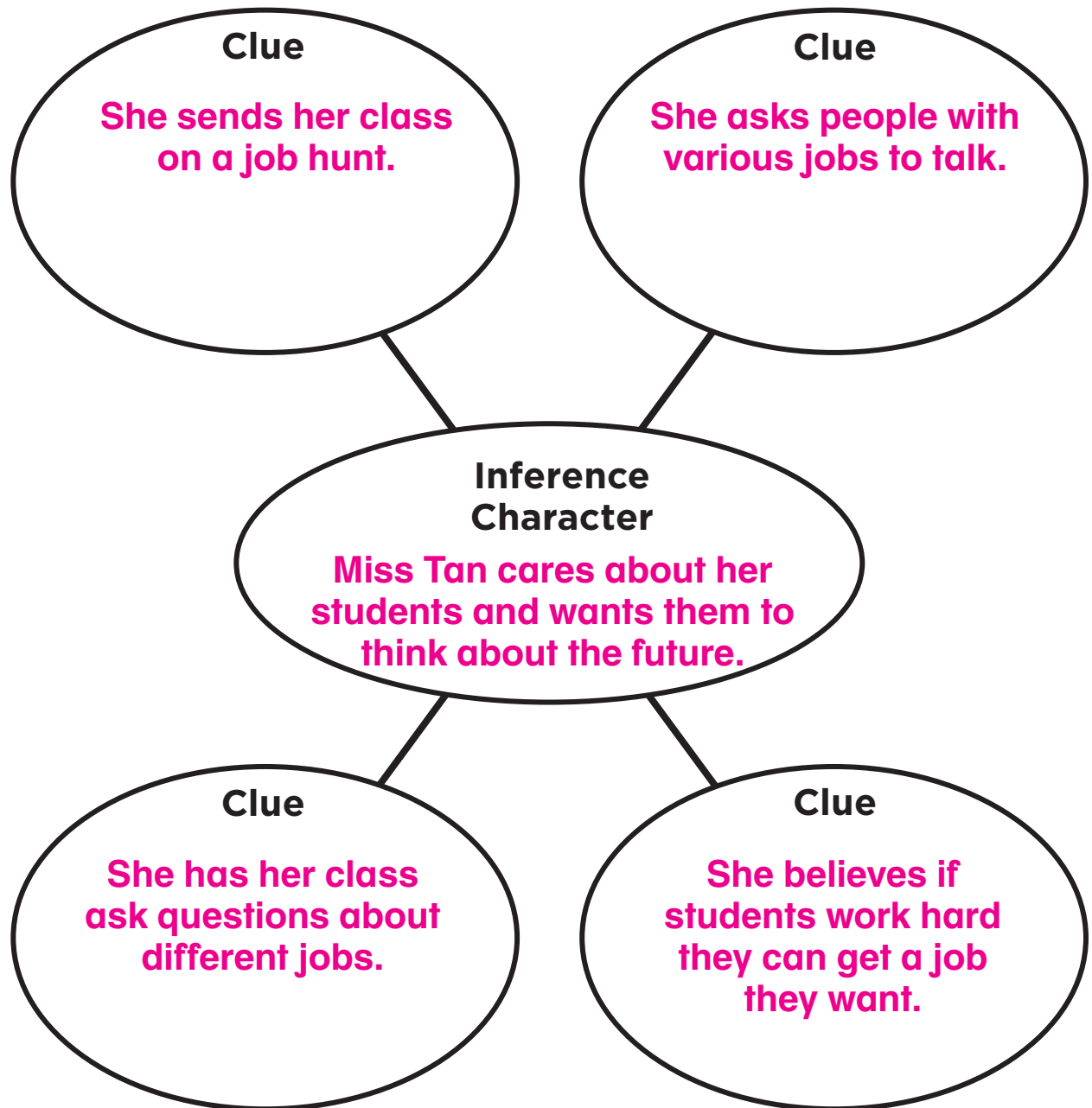
**gym** (*noun*): a building or room where indoor sports are played (Origin: Greek)

**hunt** (*noun*): the act of searching for something (Origin: Old English)

**news** (*noun*): a report of important events (Origin: Middle English)

Name \_\_\_\_\_

As you reread “Miss Tan’s Hints,” use the Inferences Web to write clues to help you make inferences.



Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**The Best Job for Ann**

Ann had fun hunting for Miss Tan's hints. The job hunt led the kids to the gym. Miss Tan had on a pink top and red pants. Next to Miss Tan were a man in a big hat, a man in a cap with a bat, and a man from the TV news. The kids had to ask about odd jobs. But Ann could not pick a job. Ann asked Miss Tan for help.

“Well,” said Miss Tan, “You are still just a kid. You can jump, yell, run, and sing. No need to pick a job just yet, Ann! But you can ask about jobs! It is fun!”

“I am glad,” said Ann. “Being a kid is the best job!”

1. Underline words in the passage that end in consonant blends.
2. Circle the words with inflectional endings.
3. What inference can you make about the man in a cap with a bat?

He is a baseball player.

4. How does Ann feel after talking to Miss Tan?

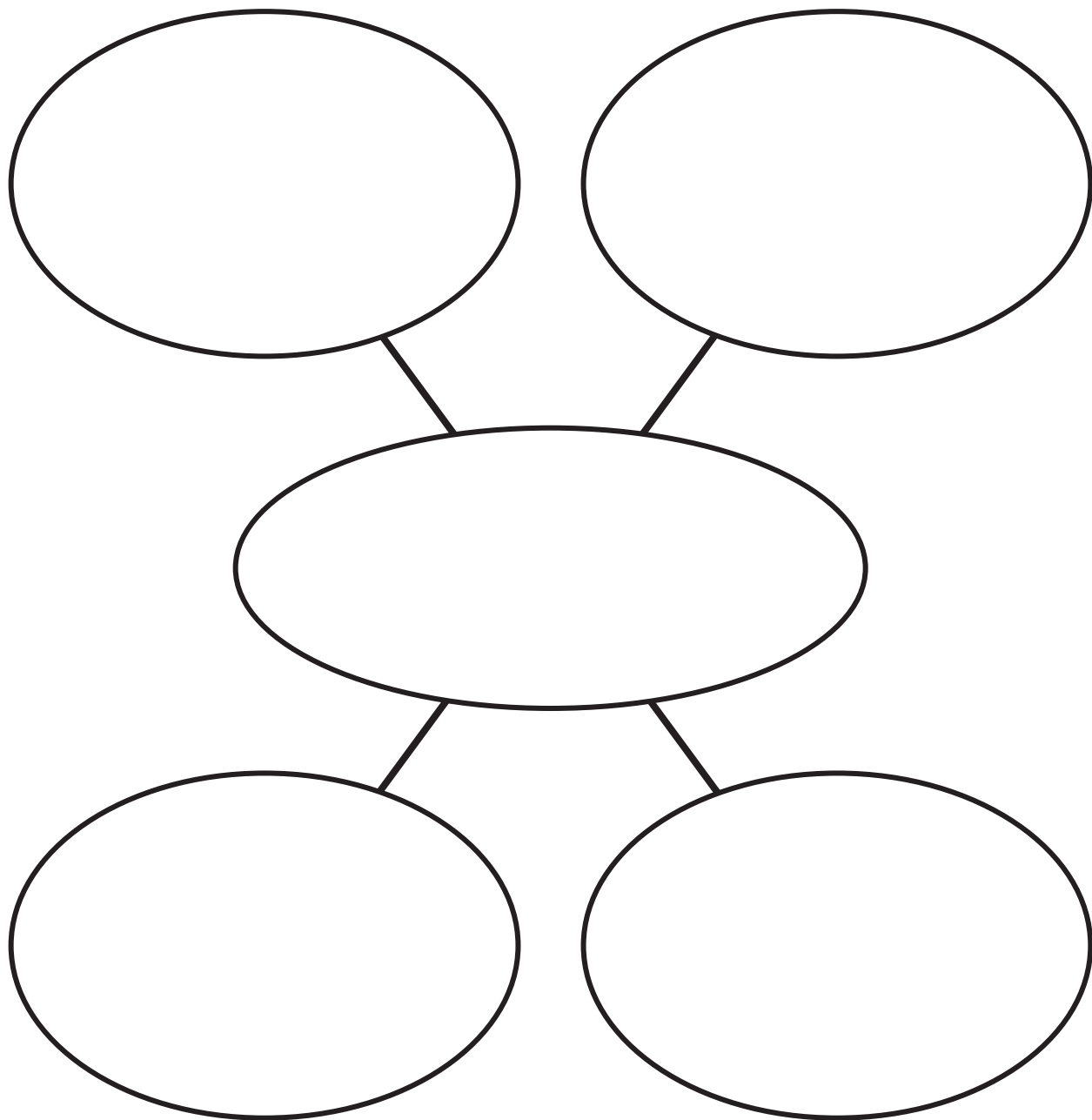
Ann feels better about the job hunt. She's  
happy she can still be a kid.

5. A \_\_\_\_\_ is where school sports events are held.  
hunt    job    gym



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



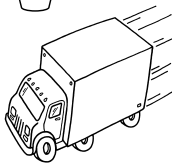
Name \_\_\_\_\_

Some examples of beginning blends are *cr*, *dr*, *fl*, and *pr*.**A. Circle the word with the beginning consonant blend. Then write the word in the blank to complete the sentence.**

1. I set a plant in a pot.  
plant pant lot



2. A truck went fast.  
 tuck truck tick



3. Ted will not drop the box.  
 dip rip drop

4. Pam did a flip on a mat.  
flip tip lip

5. It can sting us.  
 sink sting ant

**B. Underline the beginning consonant blends in the answer choices above.**



Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.  
Record your scores below.**

15 I sat next to Pat and Ken. Mr. Mack had just asked us to work  
31 on a class project. But I did not want to. I worked well alone. Pat and  
44 Ken just had fun in class. I did not act up in class.  
58 Mr. Mack let us pick a project. We had ten days to do it.  
65 “Let’s do it on frogs!” yelled Ken.  
69 “No, trucks!” yelled Pat.  
76 I did not want to do it on frogs or trucks. It had to teach a  
77 lesson.

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner’s reading.**

<b>Rate</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

You can put two short words together to make a longer word.  
This is called a **compound word**.

**A. Form each compound word and write it on the line.**

**Example:**

hand

bag

handbag

1. sun

set

sunset

2. wet

lands

wetlands

3. back

pack

backpack

4. bed

bug

bedbug

5. him

self

himself

**B. Fill in the blanks with the compound word from above that best completes each sentence. Draw a line between the two short words in your answer.**

1. Bill runs at sun/set.
2. Is that a bed/bug?
3. I pack pens in my back/pack.
4. I step in mud in the wet/lands.
5. Ted pats him/self on his back.

Name \_\_\_\_\_

**A. Vocabulary Words** Check true or false for each statement.

- When you **practice** something, you do it again and again.  
 true  false
- When you do a **project**, you may make something.  true  false
- You use your hand to think up **ideas**.  true  false
- When you **perform** something, you are *not* doing it.  true  false
- You never get a **lesson** in a class.  true  false

**B. Vocabulary Strategy: Synonyms** Write the word or phrase from the box that you can use to replace the word in bold in each sentence.

activity

plans

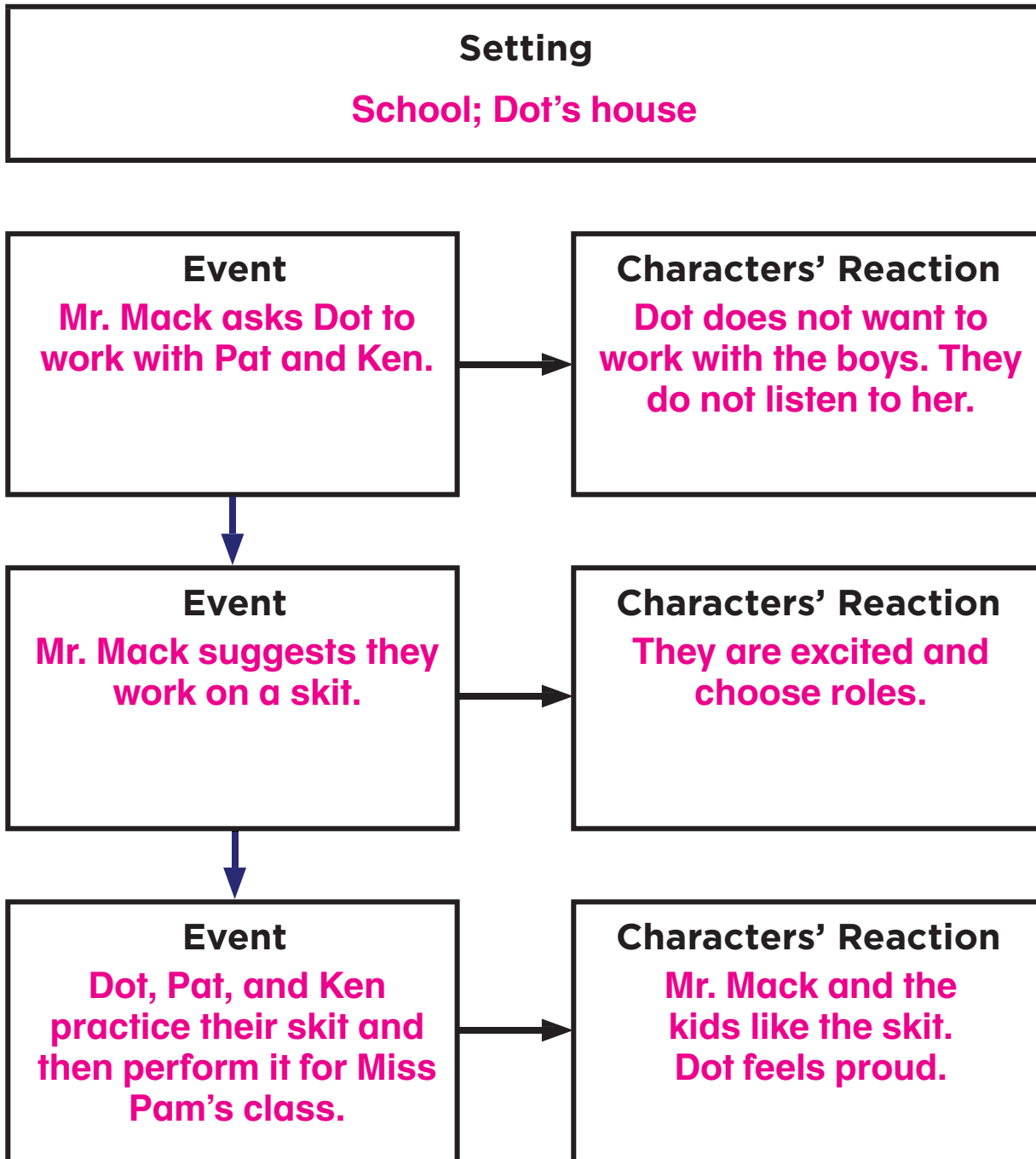
put on

class

- I had a **lesson** on how to do handstands. class
- I spent a long time doing a **project** with my pal. activity
- We will **perform** a play on Sunday. put on
- I have some good **ideas** for what to do on Monday. plans

Name \_\_\_\_\_

As you reread “Dot’s Lesson,” fill in the Story Flowchart to show how plot, character, and setting affect each other.



Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Fun with Dot and Greg

Greg was the new kid in Dot's class. He sat by himself and drummed his fingers on the desk. Mr. Mack asked Greg to stop drumming and tell about himself. Greg got up and tripped on Dot's backpack. As he fell he tucked his head and flipped over! The class clapped as Greg landed on his feet.

Greg had a list of stuff he liked: maps, backflips, sprints, sunsets, skits, and his penpal Pam. Ken, Pat, and Dot jumped up and gasped. "We like to perform skits, too," they yelled. Mr. Mack and the rest of the class laughed.

1. Underline words in this passage with beginning blends.
2. Circle the compound words in the passage.
3. Place a box around the setting of the story.
4. How do you know that Greg is fun?

Greg has many interests and can do flips!

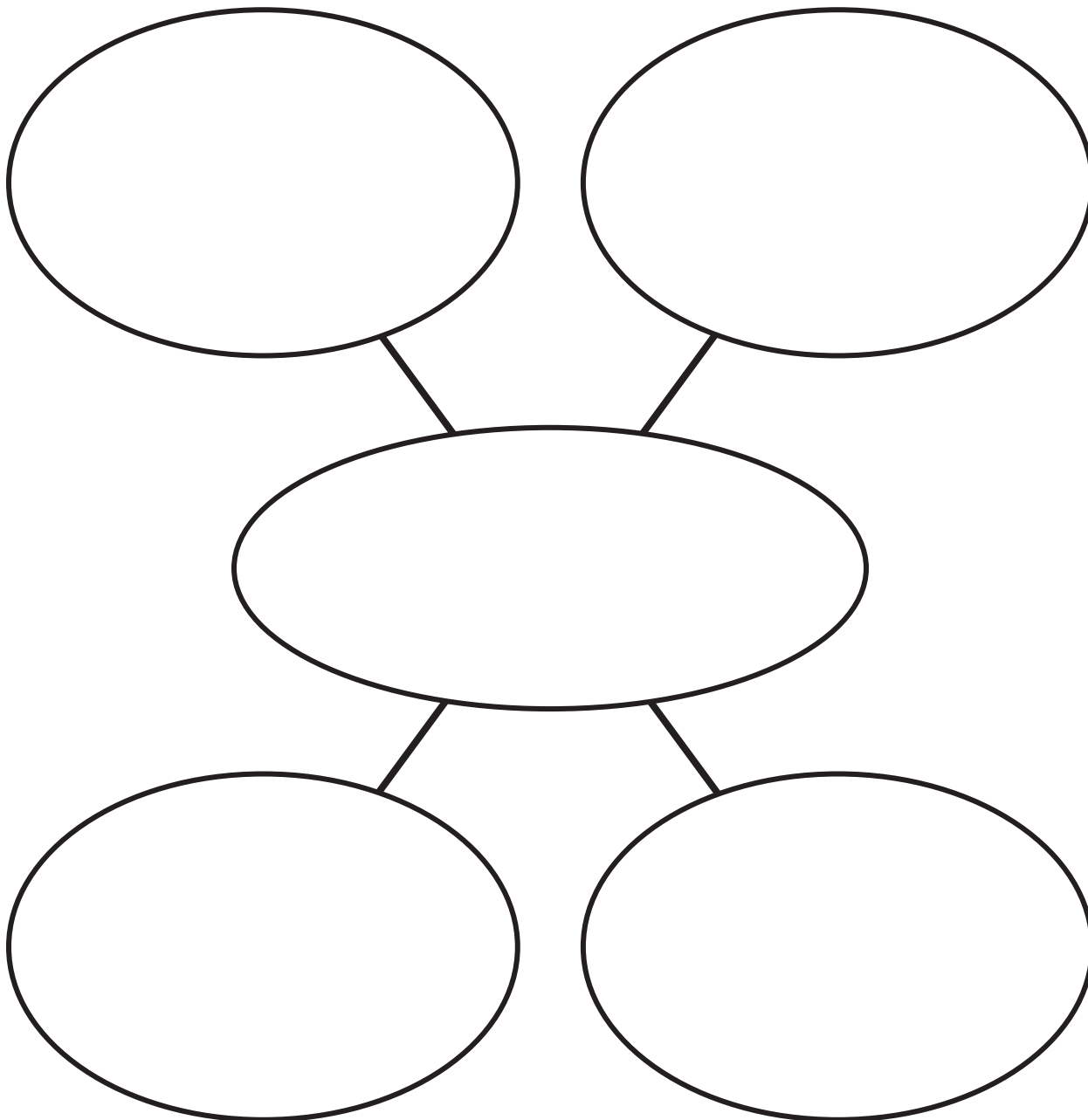
5. Another word for perform is \_\_\_\_\_.

act    eat    skit



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Pink Hat!**

Pat grabbed his hat and **gasped**. His hat was pink! But Pat did not get a pink hat. “This is the pits,” he **sobbed**

This tells how Pat feels.

“Mom!” Pat yelled. “Did you get a pink hat?”

“No, Pat!” his mom yelled back.

Pat went to ask his dad. “Did you get a pink hat?” he asked.

“I did not, Pat,” his dad said.

Pat went back and sat on his bed. Next to him was a red hat on top of some pink socks. His socks had been as white as his hat before his mom did the wash. “That’s it!” he yelled. Pat ran to tell mom and dad how his hat turned pink.

1. How does Pat feel about the pink hat?

**He is shocked and upset.**

2. Put a box around the clue words that tell how Pat feels.
3. How did Pat’s hat turn pink? Underline the clues that helped you make an inference.

**The red hat and white hat got washed together,**

**and the red hat turned the other white hat pink!**

Name \_\_\_\_\_

Read the passage. Then complete the questions.

### Cat Hunt

Tom went running down to the dock. His cat, Jack, got out. Jack had been napping on Tom's lap. But Tom started nodding off. He went to his bed and cracked open the window. When Tom got up, Jack was missing!

Tom stopped at the end of the dock. He heard a duck quacking and a cat hissing. Tom spotted Jack in the grass and went running. But Tom was not fast enough. The duck got mad and chased Jack into the pond. Then a fish jumped up and smacked Jack with its fins! Tom grabbed his wet cat and went back home. The hunt for Jack was over, but now Tom was stuck with a cat that smelled like a skunk!

1. Underline the main characters.
2. Put a box around the setting.
3. On the lines below, tell the plot of this story.

**Tom's cat, Jack, got out. Tom found Jack**

---

**hissing at a duck. The duck got mad and**

---

**chased Jack into the pond. Tom brought home**

---

**a wet cat.**

---



Name \_\_\_\_\_

Two letters that make one sound are called **digraphs**.  
Examples are *wh*, *th*, *ph*, and *sh*.

**A. Underline the digraphs in the words below.**

wet                  think                  when                  rub                  whip  
has                  wish                  that                  graph                  shop

**B. Use the correct words from above to complete each sentence. Fill in the missing digraphs.**

1. Max will w h ip up a mix.
2. T h at cat is soft.
3. Ken can s h op with ten cents.
4. Meg has a wi s h .
5. W h en will Fred get up?

**C. Circle the word in each pair that has a digraph. Write the digraph on the line.**

1. push                  past                  sh
2. then                  trip                  th
3. shut                  sat                  sh
4. graph                  gift                  ph
5. with                  went                  th

Name \_\_\_\_\_

**A. As you read, pay attention to accuracy.**

Trish is helping Phil plan a trip. Phil likes plants and  
 11 animals. Phil could visit a national park! A park is protected  
 22 land. But each park is different.

28 Phil can visit parks in the west with big canyons. He will  
 40 see cactus plants in hot sand.

46 On the other hand, Phil can visit parks with ponds. He can  
 58 take a raft out and spot duck nests with eggs.

68 Or Phil can swim at a beach and dig in wet sand for shells.

82 Which spot will Phil pick? 87

**B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!**

them	where	shed	black	drag
then	when	shop	click	drink
thin	why	shock	flash	cost
this	whip	shin	crash	stomp
things	she	ship	stand	flat

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

**A. Fill in the missing parts to make the word in bold.**

1. I was
- unwell**
- and went to bed.

un + well = unwell

2. Peg will
- unplug**
- the lamp.

un + plug = unplug

3. Dan cannot
- unclip**
- his pin.

un + clip = unclip

4. Kim felt Mom was
- unjust**
- .

un + just = unjust

5. Can Sam
- unlock**
- it?

un + lock = unlock**B. Write two sentences about something you did. Use the word *unlock* or *unwell*.**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

national

protected

canyons

different

trek

**A. Vocabulary Words** Fill in the blank with the word that best completes the sentence.

You can go on a 1. trek through some of our  
2. national parks. You may see many 3. different things  
there. You can also go in big 4. canyons! All this national  
land is 5. protected.

**B. Vocabulary Strategy: Antonyms** Circle the word you can look up in the thesaurus for each word in bold. Then use a thesaurus to find two antonyms for one of the words you circled.

1. We all do things **differently**.

different    difficult    did

2. We go on **treks** up many hills.

trekked    trekking    trek

3. Mom is **performing** in a play.

performed    perform    performs

4. possible response: same, alike

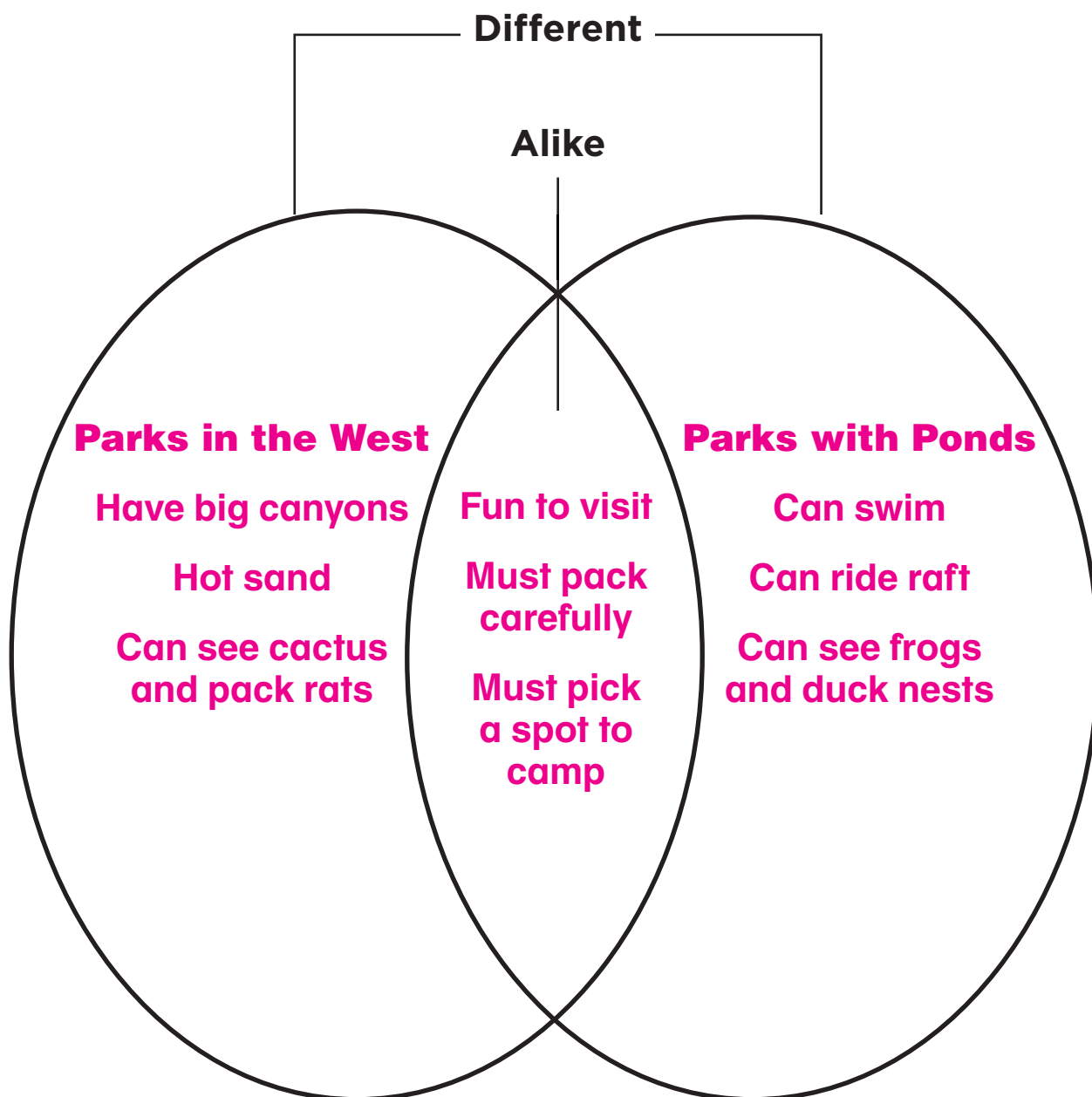
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---

Name \_\_\_\_\_

As you reread “Phil Plans a Trip,” use the Venn Diagram to compare and contrast two types of parks that Phil could visit.



Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Phil Treks West**

Phil had made a trip west to a national park. At sunrise he got up. He sat with his map and planned his day. At last, Phil set off down the path with his backpack. He wanted to trek into the canyons. Then Phil would swim in the pond with the fish.

At sunset, Phil dropped his backpack on the sand. He unpacked his things and sat down. Next Phil set up camp and fed himself. He would then think about his day in the hot sun and grin. Phil's days and nights in the west were so different!

1. Circle words that have a digraph.
2. Underline the word with the prefix *un-*.
3. What does Phil have with him both at sunrise and sunset?

**Phil has his backpack with him.**

4. How are Phil's days and nights different?

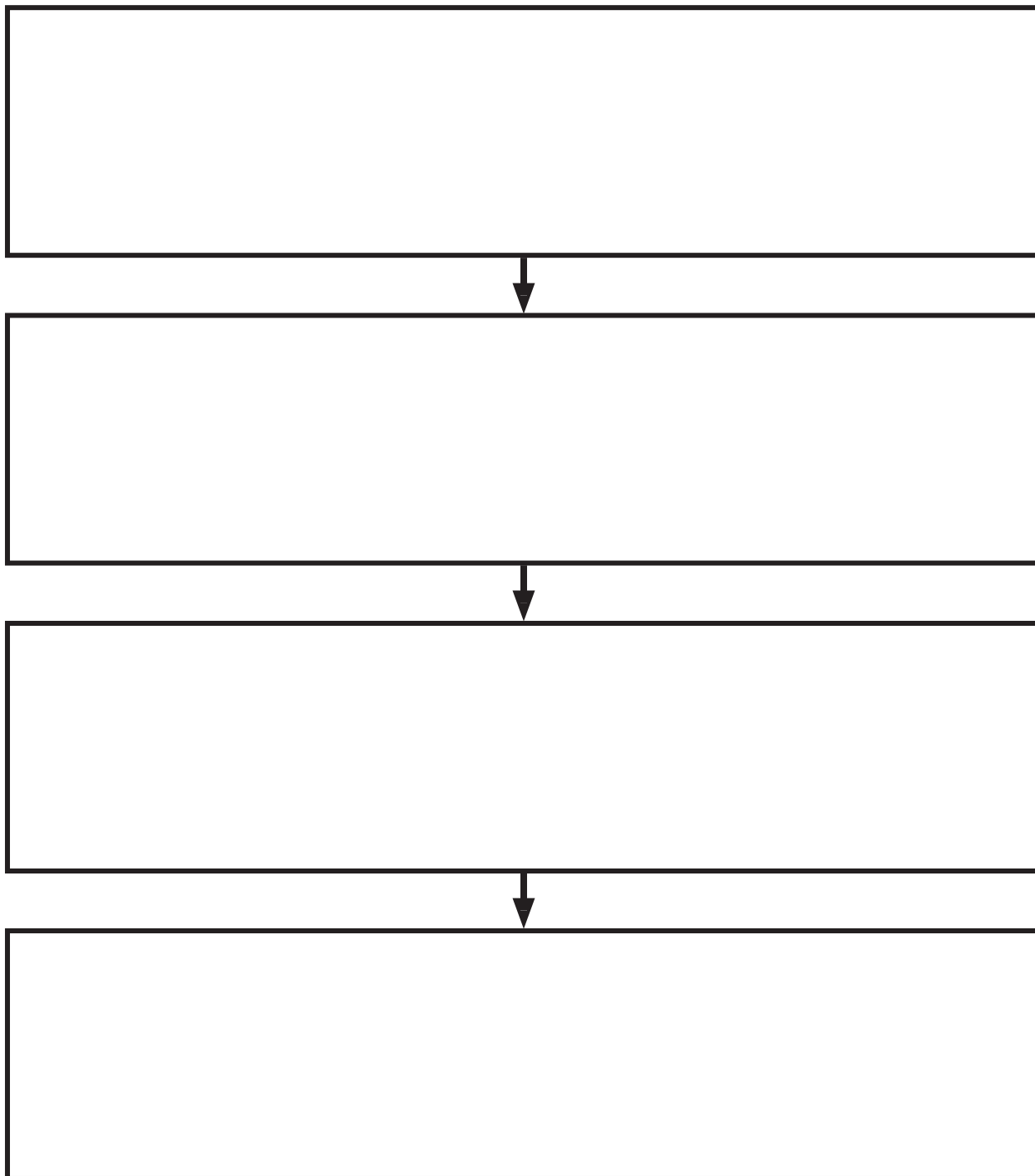
**Phil gets up, makes plans, and goes swimming during the day. At night, he eats, rests, and thinks about his day.**

5. Two things that are not the same are \_\_\_\_\_ .  
planned      protected      **different**



Name \_\_\_\_\_

To help you plan your writing, fill out a sequence chart.



Name \_\_\_\_\_

When there is an e at the end of a word, the vowel sound is long, as in *make*, *theme*, and *ride*. The final e is silent.

**A. Draw a line under the word with a long vowel and a silent e. Write the word in the blank to complete the sentence.**

- These plants will get sun.  
these this them
- Fran can bake a cake.  
cake cost kick
- Jake did not rest on the long hike.  
hot that hike
- Can Bob tame his pet?  
tent tame ran
- Hank will take his time.  
take hill pest
- Matt rides his bike.  
bike bat bent

**B. Go back and circle the letter that makes the long-vowel sound in each correct answer choice above. Do not circle the silent e.**



Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.  
Record your scores below.**

11 Kate sent in a page to the national Space Ride Contest.  
 22 Kate filled her page with facts about her life. These facts  
 33 tracked Kate's love of space. Pete Chase, of Space Ride, called  
 41 Kate to tell her that she had won!  
 53 Kate's prize was a trip to the moon! Take-off was at ten!  
 65 Kate felt brave for taking a ride in space. Kate did not  
 76 stop thinking about this trip. What did Earth look like from  
 88 space? What tales would she relate to her pals? Kate could not  
 89 wait!

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Rate</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

When you read a word that has *-ed* or *-ing*, often an *e* is dropped before the ending is added.

**A. Fill in the missing word to complete each sentence.**

1. She **sided** with Tim and Min.

Drop the *e* in side to make **sided**.

2. Dad **baked** a cake.

Drop the *e* in bake to make **baked**.

3. Is Len **saving** that cat?

Drop the *e* in save to make **saving**.

4. Ron was **biking** on the grass.

Drop the *e* in bike to make **biking**.

5. Fran was **skating** fast.

Drop the *e* in skate to make **skating**.

**B. Write two sentences about things you can do outside. Use the word *biking* in one sentence. Use the word *skating* in the other.**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

bases

pit

vanished

chamber

relate

**A. Vocabulary Words** Choose the word from above that best completes each statement. Write the word on the line to the right.

**Example:**

*Clean* is to *messy* as *hot* is to cold.

1. *Came* is to *appeared* as *gone* is to vanished.
2. *Garden* is to *flower* as *building* is to chamber.
3. *Hike* is to *hill* as *fall* is to pit.
4. *Hints* is to *tips* as *centers* is to bases.
5. *Look* is to *see* as *tell* is to relate.

**B. Vocabulary Strategy: Using a Dictionary** Use this dictionary entry to answer the questions that follow.

1. Which guide word comes before **vanish** in the dictionary?

\_\_\_\_\_ **van** \_\_\_\_\_

2. How many syllables are in **vanish**?

\_\_\_\_\_ **2** \_\_\_\_\_

3. Which syllable do you stress when you pronounce **vanish**?

\_\_\_\_\_ **van/1st syllable** \_\_\_\_\_

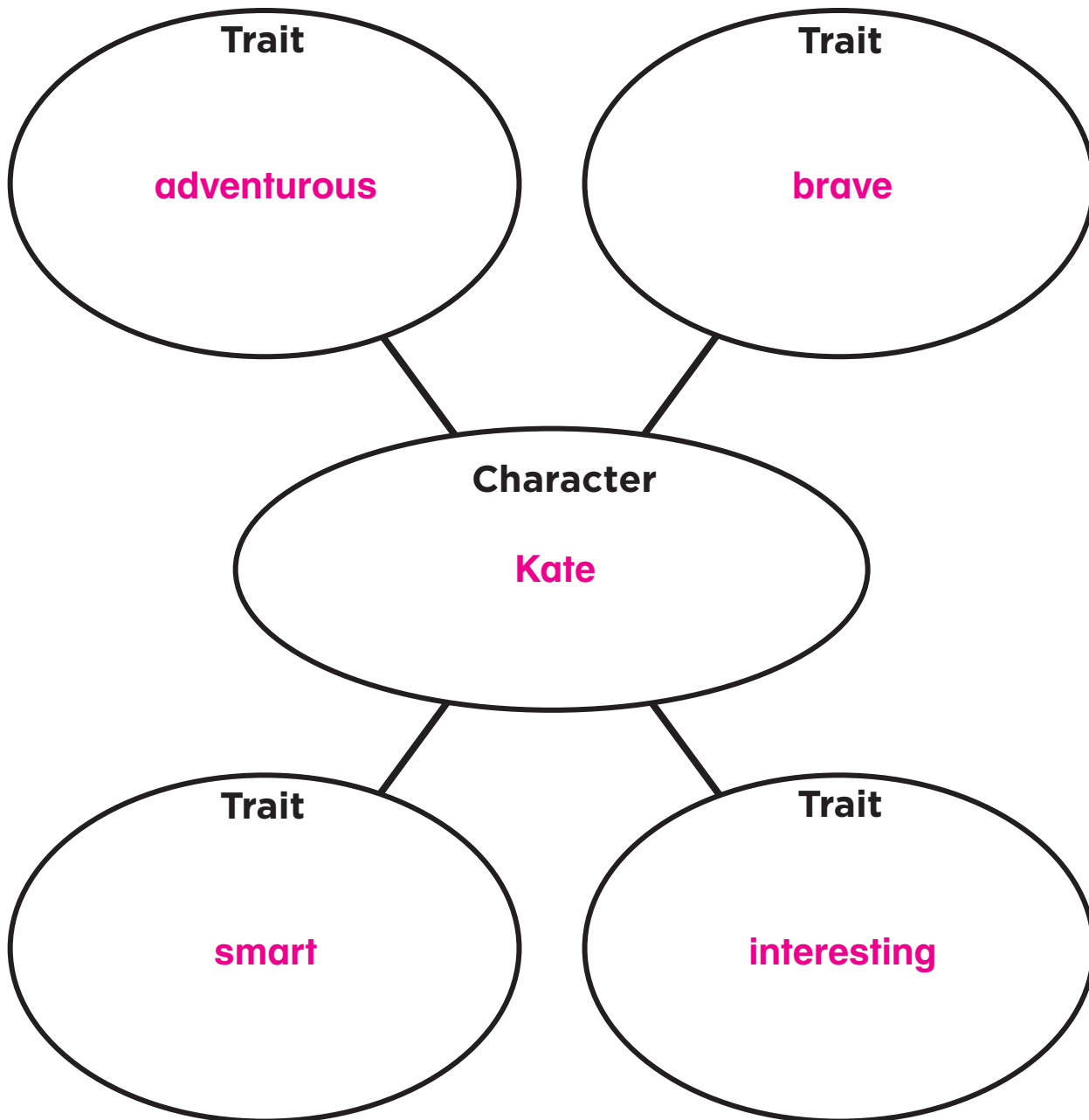
van/vanity

**vanish** (van'ish) *verb*

1. to go away suddenly
2. to stop existing

Name \_\_\_\_\_

As you reread “Kate in Space,” use the Character Web to identify Kate’s traits.



Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Space Ride

Kate gazed into space as they flew to the moon. She felt brave aboard the spacecraft this time. Kate sat next to her brother, Nate. He hugged his stuffed dog. "I am scared, Kate!" he yelled.

Kate got up and gave Nate a hug. "It will be fine," Kate said. "You will like outer space. We can relate our trip to Dad when we get to the space base on the moon. You can ride in a space truck!"

Soon it was time to land. Nate smiled. "Can I hold your hand, Kate?" Kate gave him a hug as their space ride came to an end.

1. Circle words in the passage that contain long a, e, or i with silent e.
2. Underline words with inflectional endings.
3. What detail shows that Kate has been on the moon before?

"She felt brave aboard the spacecraft this time."

4. How do you know that Kate is kind?

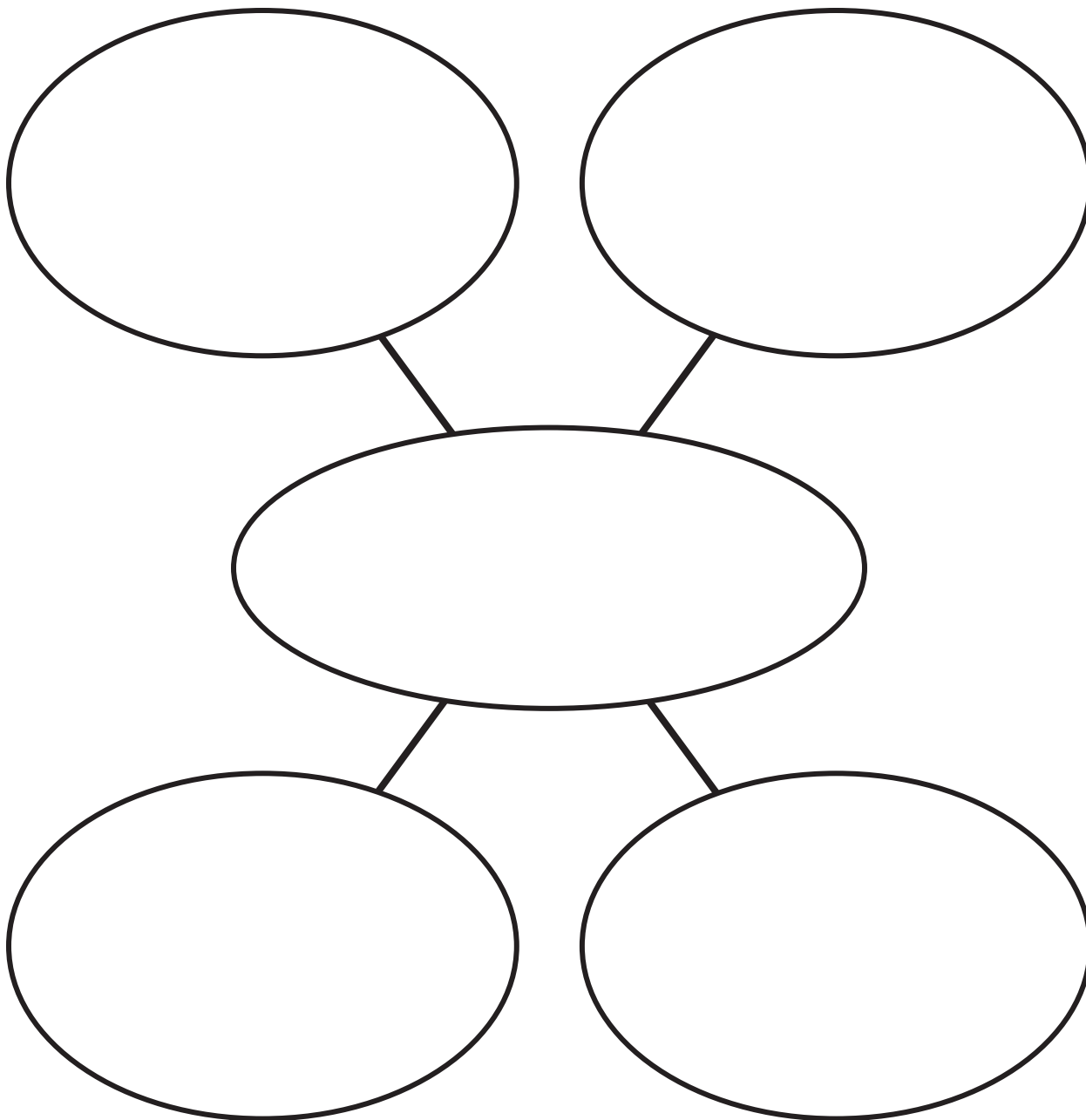
She tells her little brother everything will be fine.

5. If you tell a story about something, you \_\_\_\_\_ it.  
base      relate      chamber



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



Name \_\_\_\_\_

Remember that an e at the end of a word can make the vowel sound long.

**A. Draw a line under the word with a long vowel and a silent e. Write the word in the blank to complete the sentence.**

1. I can use a map to find it.  
use fast stick
2. Sam rode a long time on his bike.  
sat rod rode
3. Stan made a cake with a hole in it.  
cut plot hole
4. Jill picked a rose.  
hat rose trip
5. That kitten is cute.  
cute big thin

**B. Circle the letter that makes the long-vowel sound in each correct answer choice above. Do not circle the silent e.**

Name \_\_\_\_\_

**A. Use this passage to perform a choral reading or Readers Theater.**Schedule for *The Duke*

- 4 | 9:00: *The Duke* sets out to sea.  
 11 | 10:30: There is a class on humpback whales.  
 19 | 11:30: *The Duke* goes five miles out to sea.  
 28 | 12:00: There is open sea whale watching.  
 35 | 1:00: *The Duke* goes two miles west.  
 42 | 3:00: *The Duke* passes Cape Smith.  
 48 | 3:30: There is open sea whale watching.  
 55 | 4:30: *The Duke* sets sail back to Cape Smith.  
 64 | 5:30: *The Duke* gets home. 69

**B. Read these sentences aloud to yourself or a partner. Pause when you see (/) and stop when you see (//). Make sure to change your voice when you read a question mark (?) or an exclamation mark (!).**

1. You think whales are grand?// They get as big as my home!//
2. I rode down the slope on the tube.// I held on to the rope.//
3. Wow!// Cole can ride a horse.// Did you see him go fast?//
4. Point the hose at the cute pink roses.// They must drink!//
5. I have one rule:// Vote for the one you think is best.//





Name \_\_\_\_\_

When a syllable ends with a consonant, it is called a **closed syllable**. A closed syllable usually has a short-vowel sound.

**A. Put the pieces together to form a word. Write the word on the line.**

**Example:**

	rep	tile	reptile
1.	rab	bit	rabbit
2.	take	mis	mistake
3.	cake	pan	pancake
4.	vite	in	invite
5.	in	rob	robin

**B. Fill in the blanks with the word from above that best completes each sentence. Circle the closed syllables in your answers.**

- That rabbit is so cute and soft!
- Pat will invite Greg to bike with him.
- Do you want the last pancake?
- Mom made a bad mistake.
- A robin uses its wings.

Name \_\_\_\_\_

**A. Vocabulary Words** Check **yes** or **no** for each question.

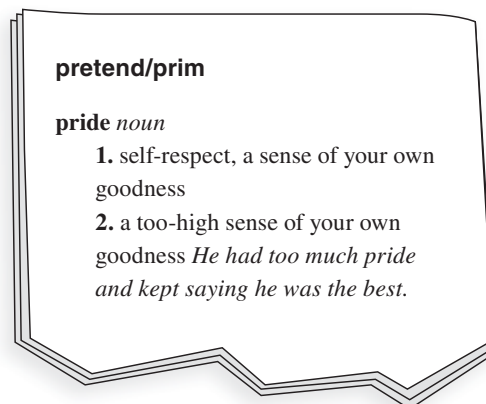
1. If you have a **role** in a play, do you act?  yes  no
2. Can you find **fins** on a fish?  yes  no
3. If you **peered**, would you have looked?  yes  no
4. Is **pride** an object that you can hold in your hands?  yes  no
5. Does **locate** mean to spill something?  yes  no

**B. Vocabulary Strategy: Connotation and Denotation**

Use this dictionary entry to answer the questions that follow.

1. What is the denotation of
- pride**
- ?

self-respect, a sense of your own goodness; a too-high sense of your own goodness



2. What is the connotation of
- pride**
- in the example sentence?

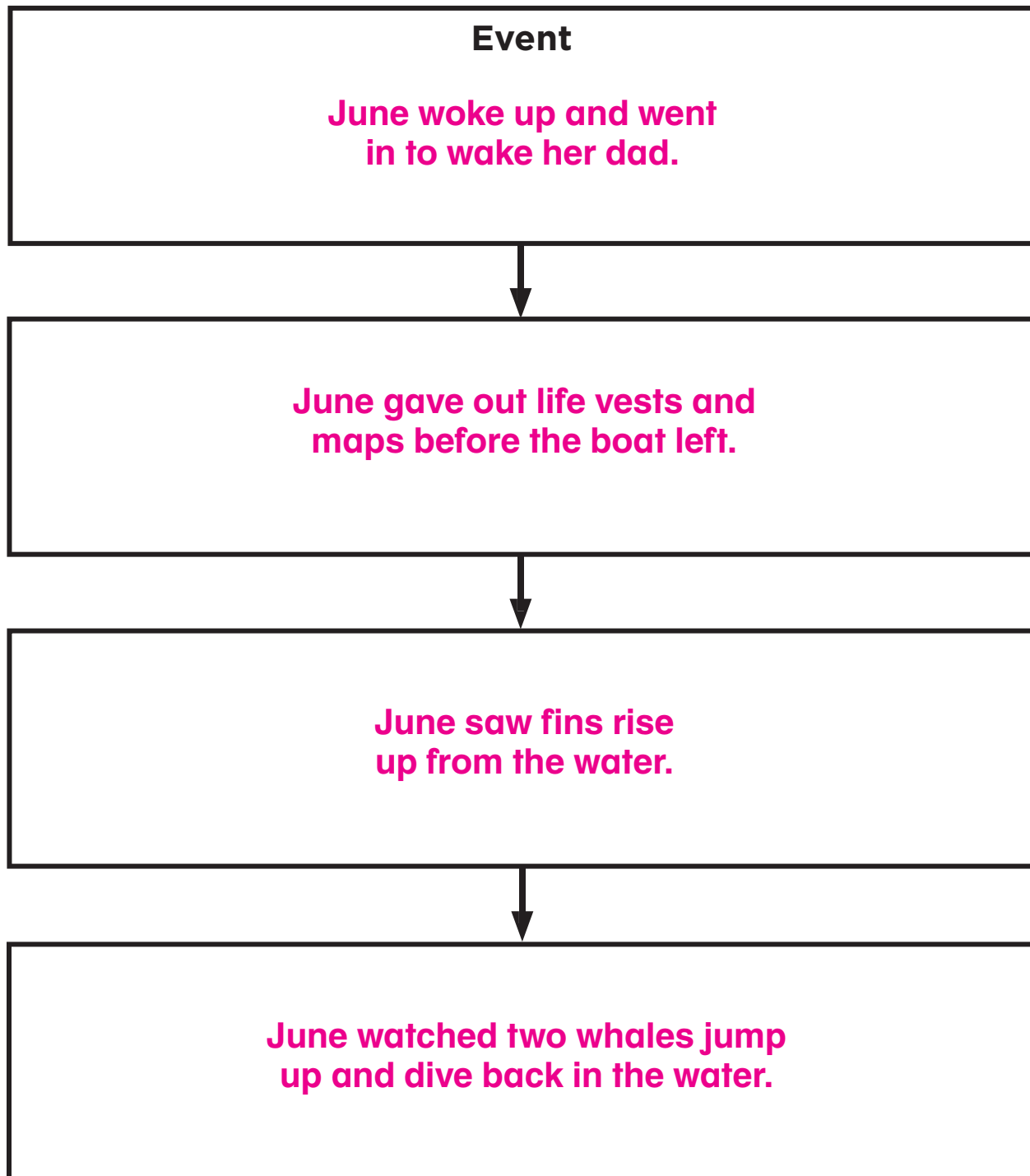
possible response: Pride is not a good thing.

3. What ideas and feelings do you associate with
- pride**
- ?

possible responses: feeling happy about what I can do; people bragging

Name \_\_\_\_\_

As you reread “At Home with Whales,” use the Sequence Chart to write down the events in the order they happen.



**Sample responses are provided.**

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Dad's Gift**

June got good grades. Dad's gift to her was a trip to see foxes! They drove to Pine Forest with June's **stepmom**.

"Today it is your job to locate the pack," Dad said with pride. He gave June the radio. When it buzzed, they could track a fox with a tag.

They hiked for miles. When they stopped for a snack, June peered into the forest and **spotted** tracks in the snow. Then something buzzed. "Did a fox make these tracks, Dad?" June asked.

"Yes! And that hole is a den — a home for a fox!" Dad said. Finally, June saw a fox poke its nose out of the den. It was the best gift!

1. Underline words in the passage that contain long *o* and *u* sounds with silent *e*.
2. Circle multisyllable words with two closed syllables.
3. What happened after June spotted tracks in the snow?

**Something buzzed.**

4. Which signal word tells you what happens last in the story?

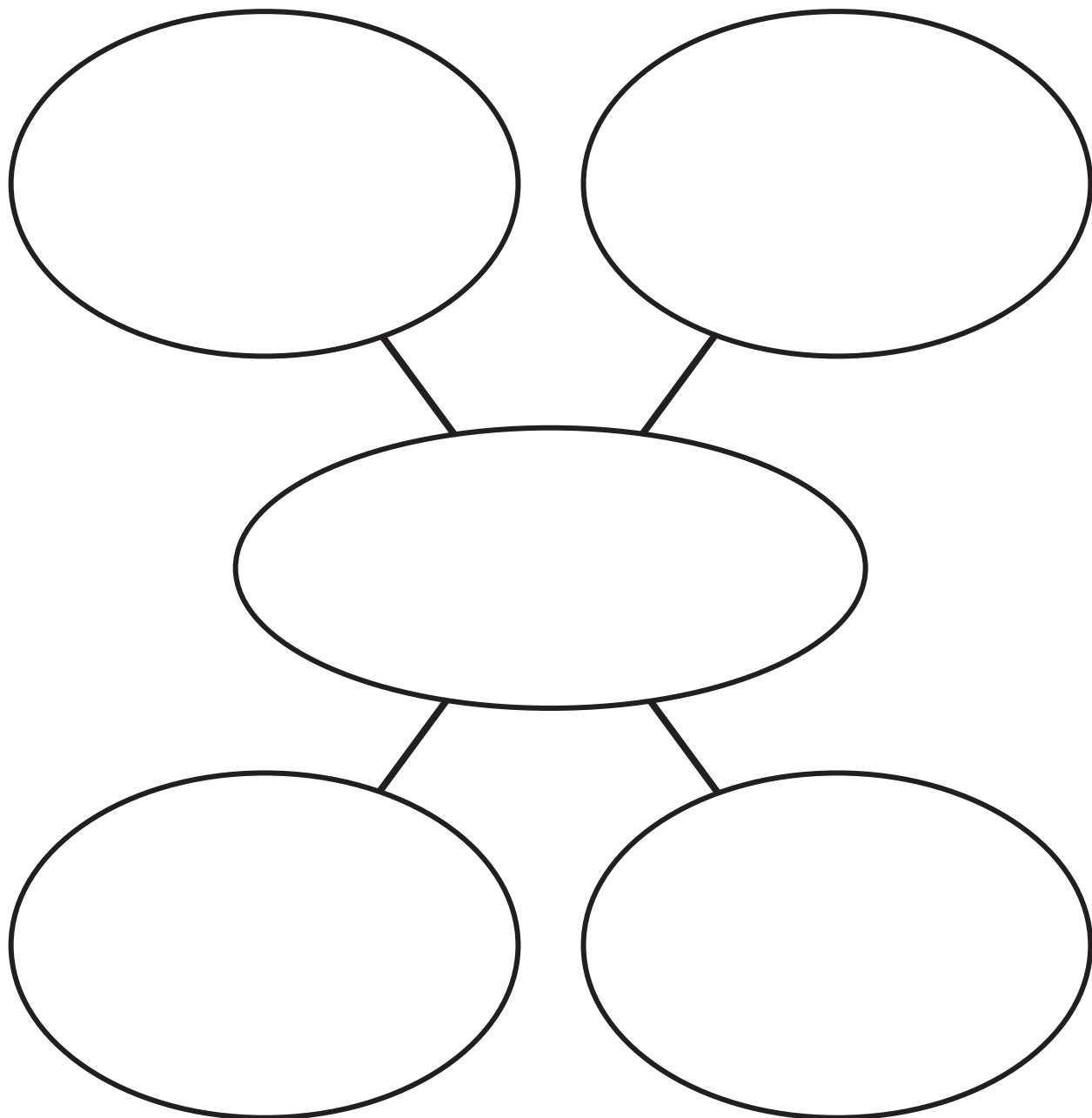
**finally**

5. To \_\_\_\_\_ means to find the place of something.  
pride    dove    **locate**



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Striking Snakes!**

The black pine snake makes its home in pine woodlands. It rests in gopher holes when it is too hot to hunt. A black pine snake hunts small mammals at sunrise or sunset. Its scales are black or brown. If the snake is scared, it will make its head very flat. Then it will hiss and shake its tail before it strikes.

Unlike the black pine snake, a king snake has striped scales.

This makes it look venomous. The king snake gets its name because it likes to eat other snakes as well as mammals. It can make its home in pine woodlands, just like the black pine snake, but it can also be found in grasslands, forests, and swamplands. Both snakes use their tongues to smell!

This is a difference between the snakes.

- Underline the following signal words in the passage:  
**unlike      because      also      both**
- What does the author compare and contrast?

**black pine snakes and king snakes**

- Name one way the snakes are different.

**King snakes eat other snakes; black pine**

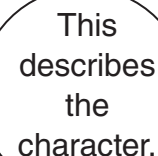
**snakes do not.**

Name \_\_\_\_\_

Read the passage. Then complete the questions.

## A Brave Trip to Space

As a kid, Roz Brave liked space. She was quite smart and did well in class. Brave liked to skate as well. But Brave quit skating after seeing an ad to take a space trip. The ad was for a contest to make the best spacecraft.



This describes the character.

Roz Brave did not know how to make a spacecraft. But she was set on going up into space. She spent a lot of time learning how a spacecraft works. Soon Brave had a craft that stood out from the rest. She waved as it took her up into space. Roz Brave felt this space ride was the adventure of a lifetime.

1. Underline the character's name.
2. Put a box around the words that describe the character.
3. How do you know that the character was determined to go to space?

**She did not know how to make a spacecraft; she spent a lot of time learning how a spacecraft works.**

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Frank and the Fox**

The tree line around Lake Sunset went on for miles. Frank gazed at it, trying to take it all in.

Later that day, Frank hiked up the cliff to see the sunset, but it was too late. His mom and dad were back at camp. Frank felt sad that he had hiked up the cliff and missed this big event.

Before he got back to camp, Frank saw a red fox! He picked up his step and followed the fox. This fox left prints on the path! Then Frank stopped as the fox ran into the shrubs to hide. It was time to get back to camp.

Frank had missed the sunset, but the fox made him smile. It was worth the trip!

This tells what Frank saw.

This is a signal word.

- Underline the following signal words:  
**later    before    then**
- What did Frank see before he got back to camp?

**He saw a red fox.**

- What did Frank do last?

**He stopped as the fox ran into the shrubs to**

**hide.**



Name \_\_\_\_\_

**A. Underline any prefixes or inflectional endings in the words below. Circle the blends and digraphs. Draw a line between the parts of a compound word.**

ridesesplantgraphsunsetshadeundowhenthemeusedhumpback

**B. Now use words from above to complete these sentences. Use the hint below each sentence to help you.**

- Can we plant the seeds?  
**Hint:** This word has two consonant blends.
- Jan rides home on a red bike.  
**Hint:** This word has a long *i*.
- The theme of my party is space travel.  
**Hint:** This word has a long *e*.
- You can watch the sunset at a national park.  
**Hint:** This word is a compound word.
- Maria's class went to the bay and saw humpback whales.  
**Hint:** This word has a short *a* and two closed syllables.
- You can hit a button to undo the mistake.  
**Hint:** This word has a prefix.

Name \_\_\_\_\_

When you see *a\_e*, *ai*, and *ay*, the vowel sound is long a, as in *grape*, *pain*, and *say*. The letter a sometimes spells long a, as in *basic*.

**A. Underline the long a sounds (*a\_e*, *ai*, *ay*) in the words below.**

drain      gray      grain      play      plain  
cap      stain      lane      fat      frame

**B. Use the correct words from above to complete each sentence. Fill in the missing long a sounds.**

- I hope it will not rain and be gr a y on Sunday.
- Kate's dress is pl a i n red.
- Peg lost a ring in the dr a i n.
- Todd can skate in the bike l a n e.
- Josh can pl a y a flute.

**C. Circle the word in each pair that has a long a sound. Write the letters that make the long a sound on the line.**

- |           |         |                |
|-----------|---------|----------------|
| 1. (pail) | pats    | _____ ai _____ |
| 2. (tray) | trap    | _____ ay _____ |
| 3. task   | (train) | _____ ai _____ |
| 4. (stay) | stand   | _____ ay _____ |
| 5. man    | (main)  | _____ ai _____ |

Name \_\_\_\_\_

**A. As you read, pay attention to pauses, stops, and end punctuation.**

13        When I was nine, Dad went away. A lot of men did. It  
was 1942, and there was a big war.

21        Mom and I stayed at home. I sent notes to Dad. I  
33 liked to tell him about classes and about our gray  
43 cat, Snail.

45        A lot of what I sent Dad was about baseball. Dad had  
57 helped train me when he was at home.

65        The boys in my class were rude. Ray and Duke said,  
76 “Gail, girls cannot play baseball! Get lost!” But I still  
86 played at home until Dad left. 92

**B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!**

may	train	rain	close	theme
say	pain	wait	stone	rule
pay	tail	sail	name	game
day	paid	play	hide	tune
stay	brain	sway	hope	tube

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

You can add *-er* to a verb to turn it into a noun. The new word means a person who does that action.

**A. Fill in the missing parts to make the word in bold.**

1. That man is a dog **washer**.

wash + **er** = washer

2. Brett is the shop's **baker**.

bake - e + **er** = baker

3. Is Fred a **singer**?

**sing** + **er** = singer

4. Liz is a **runner**.

run + **n** + **er** = runner

5. That man is a **golfer**.

golf + **er** = **golfer**

**B. Write two sentences about riding a bus. Use the word *driver* in one sentence. Use the word *rider* in the other.**

1. \_\_\_\_\_

2. \_\_\_\_\_

Name \_\_\_\_\_

fame

rude

arranged

secured

spite

**A. Vocabulary Words** Write the word from above that best completes each statement.

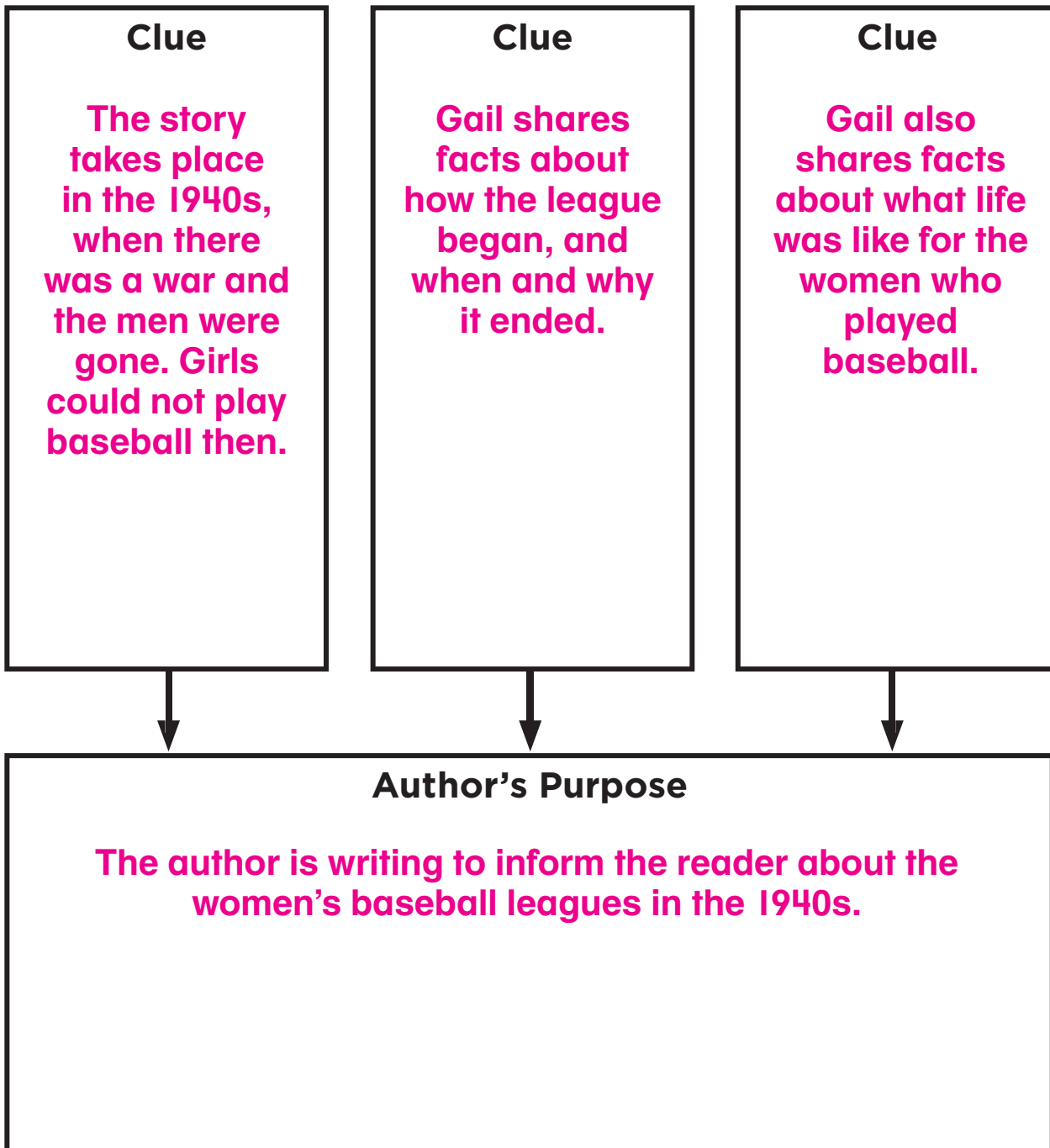
1. *Kind* is to *polite* as *selfish* is to       **rude**      .
2. *Saved* is to *protected* as *planned* is to       **arranged**      .
3. *Found* is to *hidden* as *unlocked* is to       **secured**      .
4. *Good* is to *kind* as *yet* is to *in*       **spite**       *of*.
5. *Respect* is to *pride* as *credit* is to       **fame**      .

**B. Vocabulary Strategy: Prefixes and Suffixes** Complete the word in each sentence with the prefix *pre-* or the suffix *-ful*.

1. I       **pre**       arranged for us to eat at Bud's Place.
2. I will       **pre**       set the clock so I wake up on time.
3. He was a respect       **ful**       and wise leader.
4. She was hope       **ful**       that things would work out.

Name \_\_\_\_\_

As you reread “Gail at the Game,” use the Author’s Purpose Map to write down clues that help you find the author’s purpose.



Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

### Training for the Game

I coached baseball in May of 1942. I trained players to be good hitters and runners. But when war came, all the men left.

A team owner arranged games with women players. Many people did not like this, and they were rude to the players. In spite of this, the teams did well and had fun. One player even hit a home run! In time, baseball watchers liked the games.

The women I trained made history. They had gained jobs in a game only played by men. These baseball players did not fail. The games ended after nine years, but the women made it into a baseball hall of fame.

1. Underline words in the passage with the long *a* sound spelled *a*, *ai*, or *ay*.
2. Circle the words with the suffix *-er*.
3. What does the author think about baseball in 1942?

**The author thinks the women did well in place of the men and should be remembered.**

4. How does the coach feel about his women players?

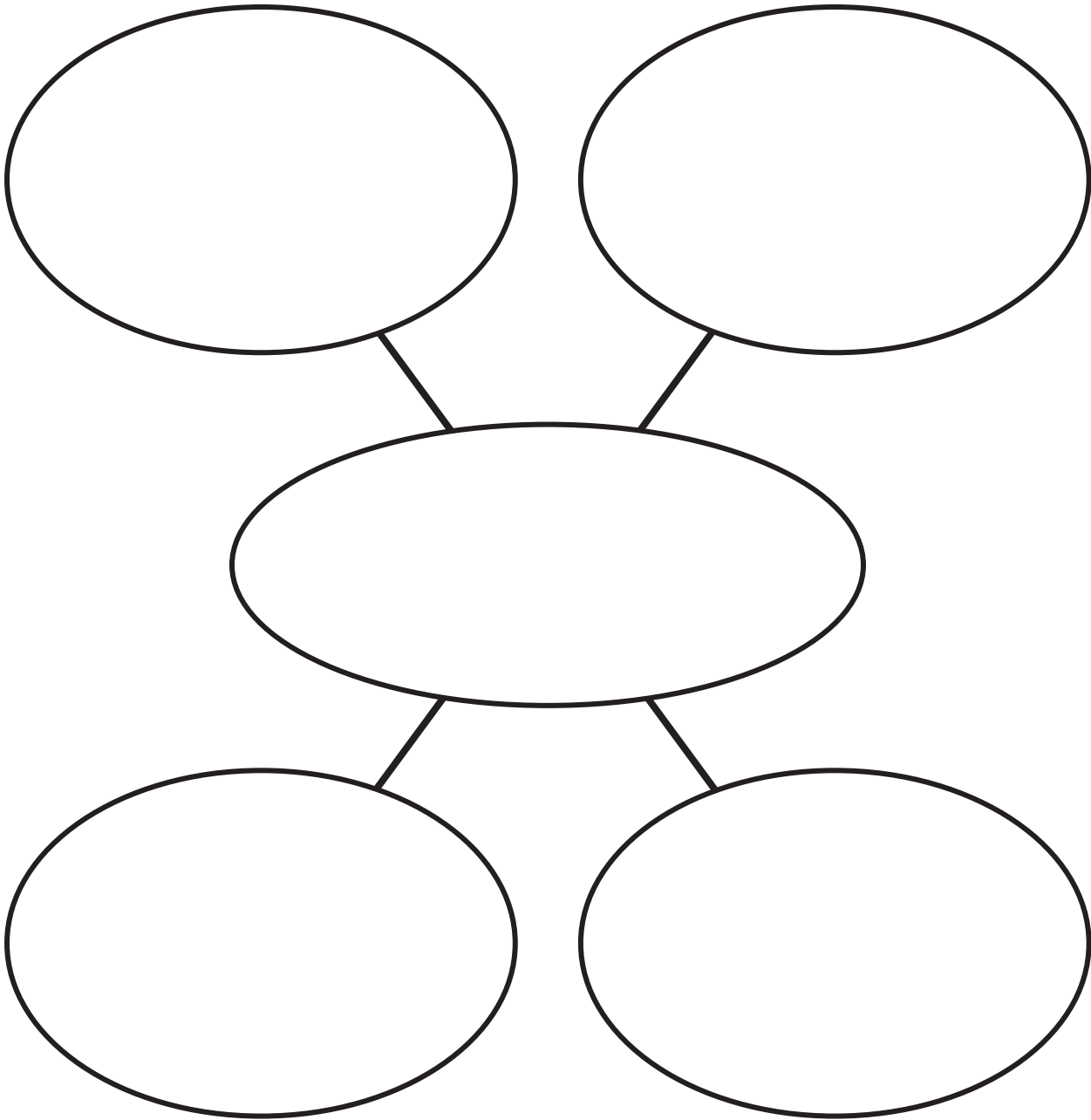
**He is proud of them.**

5. A person who is not nice is \_\_\_\_\_.  
spite rude plain



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.





Name \_\_\_\_\_

The long e sound can be spelled y, ee, and ea. Words such as *happy*, *feet*, and *seat* have a long e sound. Sometimes the letter e spells long e, as in *we*.

**A. Underline the long e sounds (ee, ea, y) in the words below.**

lazy z      teeth      clean      handy      nest  
 green      tea      red      neat      ladye

**B. Circle the word in each pair that has the long e sound. Write the letters that make the long e sound on the line.**

- |    |             |              |                       |
|----|-------------|--------------|-----------------------|
| 1. | <u>baby</u> | babe         | _____ <u>y</u> _____  |
| 2. | felt        | <u>feast</u> | _____ <u>ea</u> _____ |
| 3. | <u>weed</u> | wed          | _____ <u>ee</u> _____ |
| 4. | <u>meet</u> | met          | _____ <u>ee</u> _____ |
| 5. | stem        | <u>steam</u> | _____ <u>ea</u> _____ |

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.  
Record your scores below.**

April 15, 1839

3 My name is Bea, and I am nine. Granddad gave me this  
15 diary to make notes in. We will leave our home in Kentucky  
27 and go to Texas. There is a lot of cheap land in Texas. We will  
42 set up a farm there.

47 April 18, 1839

50 My brother Reed is ten. His best friend Gabe gave him  
61 a rock as a gift. I gave my bed to my best friend, Wendy. We  
76 can't take it with us. I hope that she has lots of sweet dreams in  
91 it. 92

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Rate</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

A **contraction** is a shortened form of a word or two words. An apostrophe shows where letters were left out. For example, the contraction *don't* is a shortened form of *do not*.

**A. Draw a line from each pair of words to its contraction.**

have not	wasn't
did not	isn't
is not	haven't
was not	can't
cannot	didn't

**B. Read each sentence. Write the contraction for the underlined word or words.**

1. I have not taken the snacks.

haven't

2. She did not wash the dishes.

didn't

3. We are not going shopping.

aren't

4. Do not play in the rain.

don't

5. Bill cannot ride his bike today.

can't

Name \_\_\_\_\_

feast

frame

cheap

gulf

steamboat

**A. Vocabulary Words** Write the words from above that best complete the sentences.

My grandpa and I went for a ride on a 1. **steamboat**.

We rode all the way to the 2. **Gulf** of Mexico.

The tickets did not cost much, and the snacks were

3. **cheap**, too. Grandpa said the 4. **frame**

of the steamboat was made of steel. After we got home, we ate a

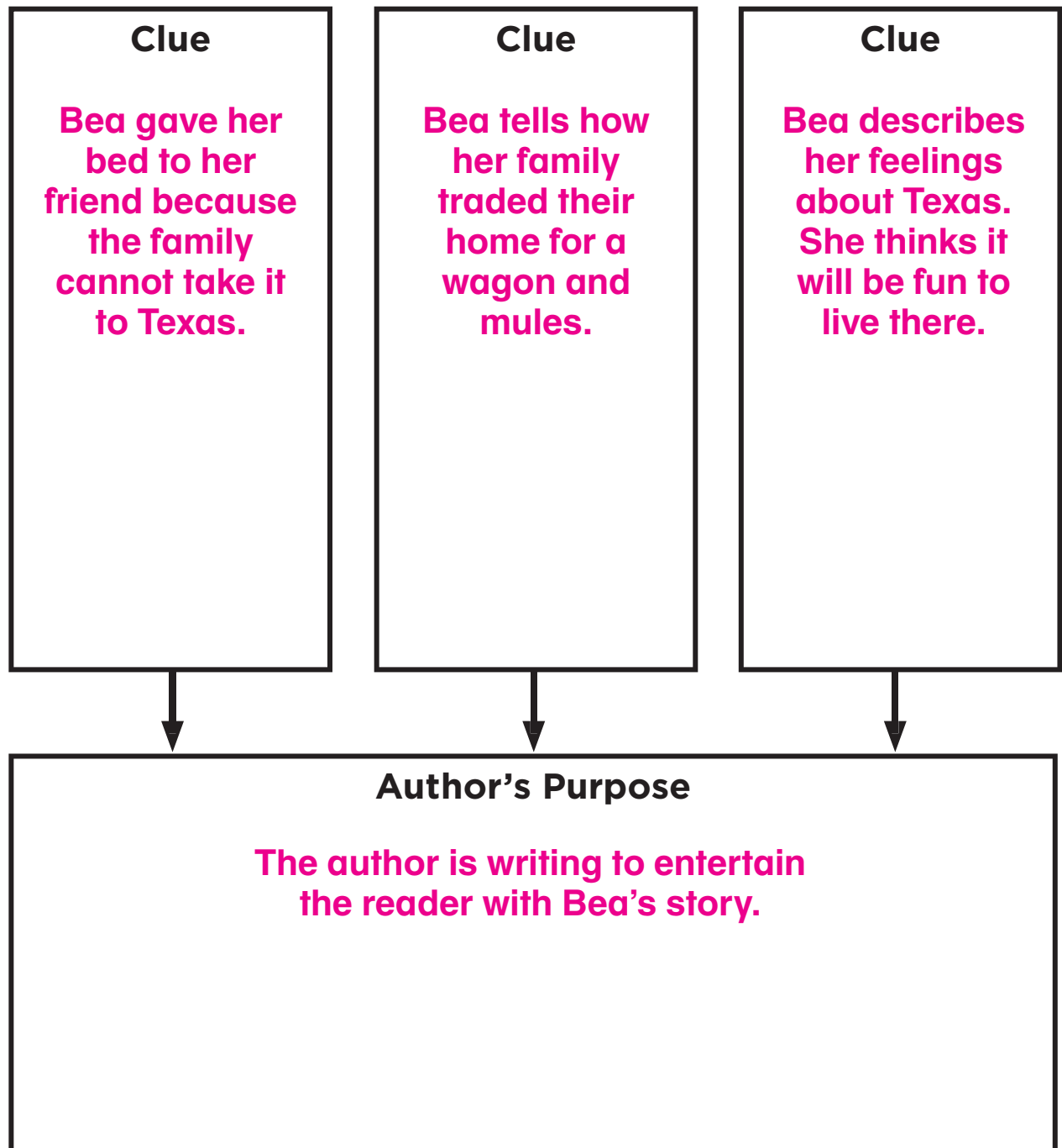
big 5. **feast**!

**B. Vocabulary Strategy: Context Clues** Underline the words or phrases in each sentence that describes the word in bold.

1. The **gulf** was warm and blue, and we had fun swimming in it.
2. The **steamboat** was as big as ten elephants!
3. The **frame** of our new home was made of many parts.
4. The **cheap** trinkets were not made of real gold and fell apart easily.

Name \_\_\_\_\_

As you reread “A Year in My Life,” use the Author’s Purpose Map to write down clues that help you find the author’s purpose.



Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

### The Queen Bee

I like my job. Every day I work on the gulf, driving a steamboat named the *Queen Bee*. I see neat things, like green trees and painted houses. Pioneer families ride the *Queen Bee*. They want to begin new lives out west.

The gulf is a busy place. There is a town by the gulf. Its main street is filled with shops and homes. They sell cheap goods. Wagons come from all over. Sometimes I wish I could see new places, too. It feels strange to never leave the gulf.

Life on the gulf is good. It isn't easy, but I wouldn't trade it for anything. The *Queen Bee* is my home. My favorite part is when we have a feast on board.

1. Circle words with the long e sound spelled e, ee, ea, or y.
2. Underline two contractions in this passage.
3. Does the author include any persuasive details in the passage?

**No, the author is not trying to persuade the reader.**

4. What is the author's purpose?

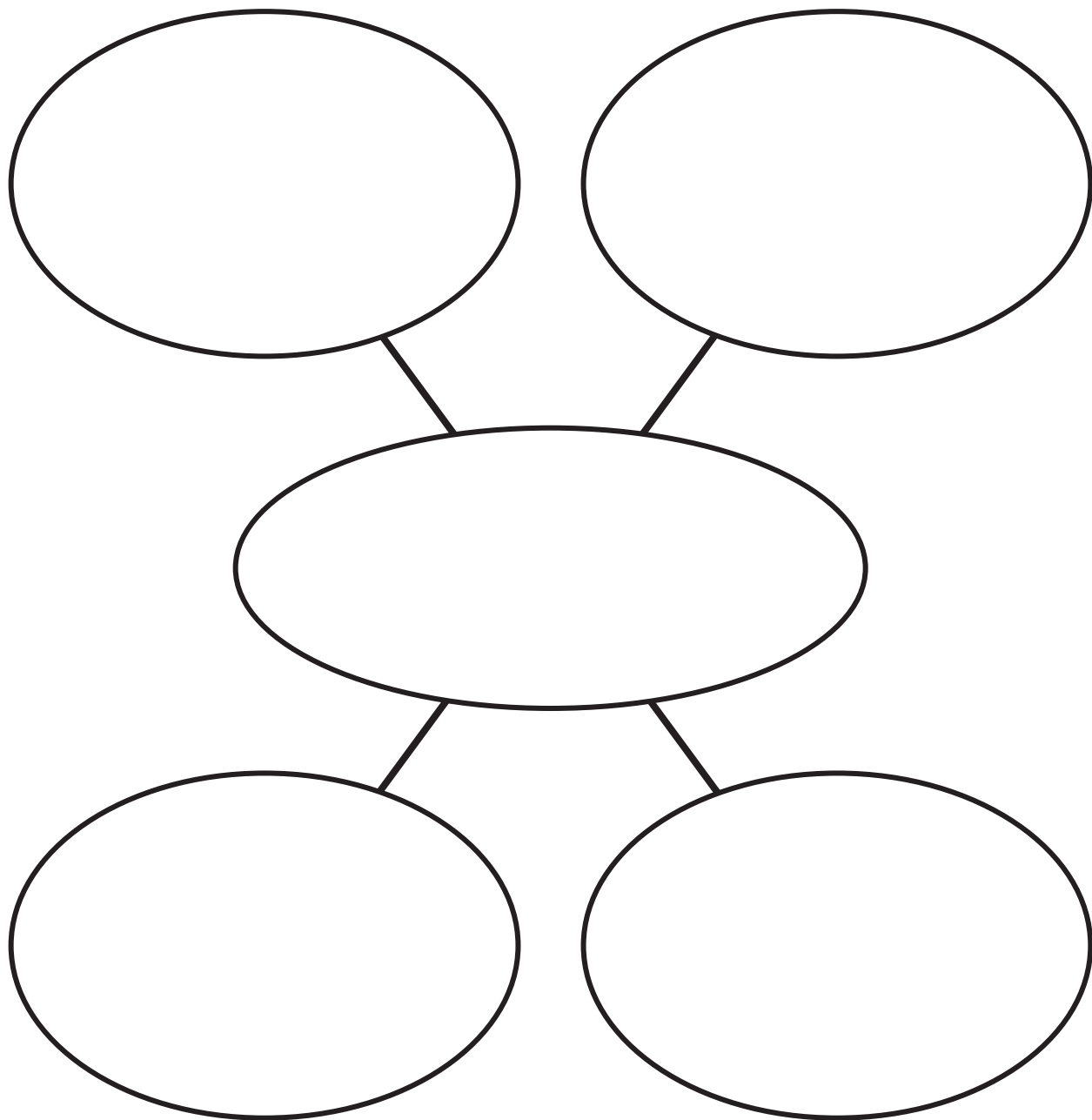
**to entertain the reader by telling a personal story**

5. A large meal is a \_\_\_\_\_.
- feast    cheap    frame



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



Name \_\_\_\_\_

Read the passage. Then complete the questions.

**The Tryout**

Jay hoped to make the baseball team at school. Jay's dad helped him train in the summer. Jay felt fine until the day of tryouts. He swung his bat hard when he was at the plate. But he still did not get a hit. Then Jay missed a catch and had to run for it. When he threw the ball to first base, it was too late.

Jay felt sure that he did not make the team. But the next day, he had a shock: he did make the team! Coach Pane saw that Jay did not stop trying. He picked players who always did their best.

This story is fiction. That is a clue to the author's purpose.

1. Underline what happens to Jay at tryouts.
2. Why does Jay make the team?

He keeps trying his best, and Coach Pane

wants players who never stop trying.

3. Is the author's purpose to inform, entertain, or persuade? Explain.

The author's purpose is to entertain. The author

tells a happy story about a boy trying out for the

baseball team.



Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Life on the Sea

There has never been a better time to be a mate on the *Sea*

*Breeze!* The *Sea Breeze* is a ship that sails all over the world. Captain Jon Seaweed gets up early and greets his shipmates. He dresses in green and drinks a lot of tea. Then he takes the wheel of the ship and steers it from one port to the next. Jon Seaweed's shipmates eat meat for every meal – what a treat! They may also sleep in the heat of the day! Anyone who works on the *Sea Breeze* leads a life fit for a queen!

←.....  
This is a  
clue to the  
author's  
purpose.

Jon Seaweed loves his job. Don't you want to love your job, too? Be a mate on the *Sea Breeze*.

1. What kind of life do the shipmates lead on the *Sea Breeze*?

A good one – they eat meat for every meal and sleep in the heat of the day.

2. Underline clues that tell you whether this passage is meant to persuade, entertain, or inform.
3. What is the author's purpose?

to persuade you to become a mate on the *Sea Breeze*

Name \_\_\_\_\_

The long *i* sound can be spelled *y*, *igh*, *i*, and *i\_e*. In words such as *my*, *sight*, and *final*, the vowel sound is long.

**A. Underline the *i*, *y*, *i\_e*, and *igh* spellings for long *i*.**

find      fly      fight      trip      time  
sigh      milk      mist      mind      sly

**B. Circle the word in each pair that has the long *i* sound. Write the letters that make the long *i* sound on the line.**

- |            |         |                 |
|------------|---------|-----------------|
| 1. drip    | (dry)   | _____ y _____   |
| 2. hill    | (high)  | _____ igh _____ |
| 3. list    | (light) | _____ igh _____ |
| 4. (cry)   | crib    | _____ y _____   |
| 5. (child) | chill   | _____ i _____   |

**C. Complete each sentence using words from Part A.**

- When I am sad I tend to s i g h.
- We didn't m i n d writing.
- Go fly a k i t e.
- That fox is s l y.
- A clock tells t i m e.

Write the boxed letters from above to spell a secret message!

s m i l e!  
1 2 3 4 5

Name \_\_\_\_\_

**A. As you read, pay attention to your reading rate.**

15 Take a trip up a hill on a windy day. What is flying high in  
the skies? It isn't a bird or a plane. It is a kite!

28 Kids and grown-ups like flying kites. Long ago, the first  
38 kites were made by people in China. Then, people around the  
49 world began flying kites.

53 One tale claims a man's hat got lifted off by wind. He had  
66 fun chasing it, so he did it again! His hat became the first kite.

80 Other tales say that people liked watching leaves on windy  
90 days. They tied leaves to strings and watched them fly. 100

**B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!**

try	night	wild	weed	team
fly	right	find	brain	stay
shy	fight	kind	peel	meal
why	tight	mind	play	tail
dry	sight	bind	leap	speak

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

When adding *-ed* to a word ending in a consonant and *y*, change the *y* to *i*.

**A. Fill in the missing parts to make the word in bold.**

1. She **spied** a rabbit sitting in the grass.

spy –   **y**   + i +   **ed**   = **spied**

2. Jake **tried** to lift the bucket of rocks.

try –   **y**   +   **i**   +   **ed**   =   **tried**  

3. I **cried** when my granddad told me to go to bed.

cry –   **y**   +   **i**   +   **ed**   =   **cried**  

4. He **fried** six fish sticks.

  **fry**   –   **y**   +   **i**   +   **ed**   = **fried**

**B. Write two sentences about the beach. Use the word *dried* in one sentence. Use the word *untied* in the other.**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

eager

various

dazzling

festival

soar

**A. Vocabulary Words** Check **yes** or **no** for each question.

1. Does a cat **soar** when it sleeps?  yes  no
2. Does **eager** mean you can't wait to begin?  yes  no
3. Would plain paper be called **dazzling**?  yes  no
4. Do people have **various** ideas?  yes  no
5. Do families have **festivals** for their mops?  yes  no

**B. Vocabulary Strategy: Idioms** Draw a line from the idiom to its meaning. Then write a sentence using one of the idioms below.

1. A dime a dozen. ~~do more than you have to~~
2. Go the extra mile. ~~think a lot~~
3. Put on your thinking cap. ~~common and easy to get~~

**Responses will vary.**


---



---

Name \_\_\_\_\_

As you reread “Up in the Sky,” use the Main Idea Charts to write down details that will help you find the main ideas.

**Detail**

One tale claims the first kite was a hat that a man enjoyed chasing.

**Detail**

Other tales say the first kites were leaves tied to strings.

**Main Idea**

Kites were invented long ago in China, but stories differ about how.

**Detail**

Fishing line can be tied to a kite. It can then be used to catch fish.

**Detail**

Kites may announce a baby or marriage or wish someone luck.

**Main Idea**

A kite can be used to catch fish or send messages.

Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Lights in the Sky**

Fireworks are a well-known sight. The bright, flying lights soar high in the night sky. It is a tradition to use them to celebrate.

Fireworks were first used by the Chinese. They wanted to fend off evil spirits who spied on them. They used green bamboo plants in a big bonfire. The air pockets in the green bamboo expanded in the heat of the fire and then exploded. The popping sound was thought to fill the spirits with fright. The bursts of light and sound helped make people feel safe.

Fireworks are used for events around the world. These dazzling lights in the sky keep kids wide-eyed at picnics and various festivals. It is a fun custom with a thrilling blast from the past.

1. Underline words that have long *i* sounds spelled *i*, *igh*, or *y*.
2. Circle the word with an inflectional ending where *y* becomes *i*.
3. List two details that describe or explain how fireworks were first used.

Green bamboo was put into the bonfire. Air pockets  
expanded and exploded, making a loud noise. This was  
intended to fend off evil spirits.

4. What is the main idea of the passage?

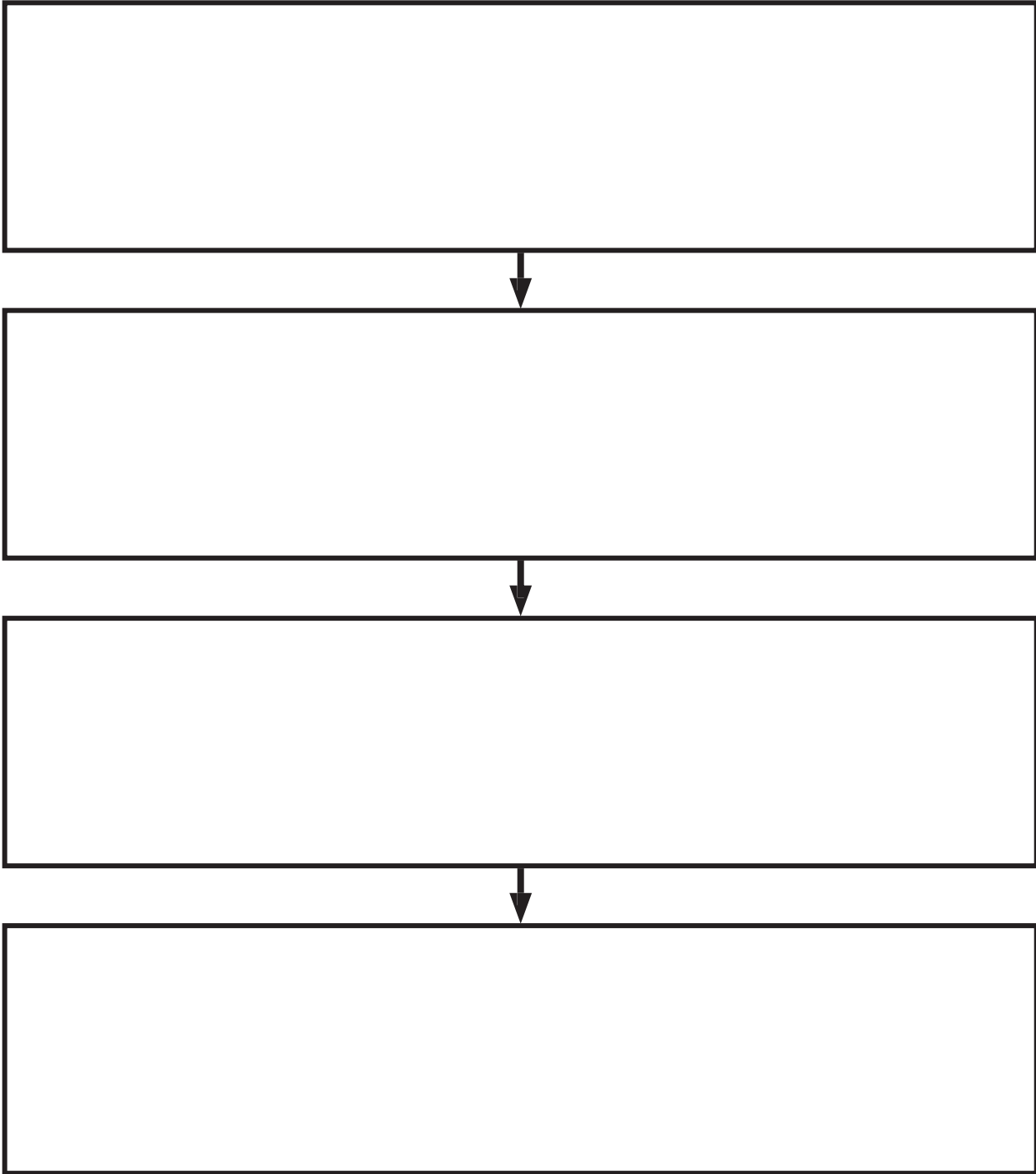
Fireworks are used around the world to celebrate events.

5. If something is full of bright light it is \_\_\_\_\_.  
dazzling      various      protected



Name \_\_\_\_\_

**To help you plan your writing, fill out a sequence chart.**





Name \_\_\_\_\_

The long o sound can be spelled oa, ow, and o. In these examples (boat, blow, phony), the vowel sound is long.

**A. Underline long o spellings (o, ow, oa) in the words below.**

go                  open                  follow                  coat                  show  
no                  snow                  pillow                  soap                  pony

**B. Use the words above to fill in the missing letters. Circle the long o sound in your answers.**

1. Take a c o a t. It is cold!
2. Is the pil l o w soft and fluffy?
3. My class put on a s h o w.
4. It is late, so we must g o.
5. I got to ride a p o n y.
6. F o l l o w me to the back of the line.
7. Can you o p e n the box?
8. Use lots of s o a p in the bath.
9. I like to make a s n o w man.

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.  
Record your scores below.**

12 We need light for most things these days. We need light to  
24 work and play. We need power to make lights glow. But 150  
years ago, no one had power for lights!

32 Thomas Edison liked inventing things. The most famous  
40 thing he made was the light bulb. Long ago, people used gas  
52 lamps. Edison made a light bulb that operated on electricity. He  
63 set up electrical plants and lines. This provided light for a lot of  
76 people.

77 As a result, Edison helped people to lead better lives. Think  
88 of him when you see light bulbs glowing! 96

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Rate</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always

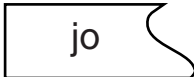




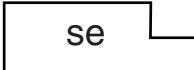
Name \_\_\_\_\_


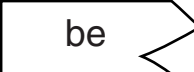
A **closed syllable** ends in a consonant and has a short-vowel sound. A syllable that ends in a vowel has a long-vowel sound. It is called an **open syllable**.

**A. Write the words that the syllables make when they are put together.**


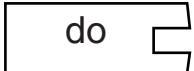
Example:   open

1.   joking

2.   secret

3.   beside

4.   pretend

5.   donut

**B. Fill in the blanks with the word from above that makes sense. Circle the open syllables in your answers.**

1. I like to pretend that I can drive a bus.

2. Mom is joking with us.

3. The donut had a big hole.

4. I sat beside my cat.

5. Bob told Kate a secret.

Name \_\_\_\_\_

experiments   improve   inventions   operated   provided

**A. Vocabulary Words** Circle the word or phrase in the group that does not belong with the word in bold.

- |                       |          |            |        |
|-----------------------|----------|------------|--------|
| 1. <b>experiments</b> | tests    | window     | lab    |
| 2. <b>improve</b>     | mess     | help       | better |
| 3. <b>inventions</b>  | projects | plans      | trash  |
| 4. <b>operated</b>    | stopped  | controlled | ran    |
| 5. <b>provided</b>    | given    | taken      | handed |

**B. Vocabulary Strategy: Context Clues** Underline the words or phrases in each sentence that give clues to the meaning of the word in bold.

On Sunday, I did many tests and **experiments** in my lab. So many people say the **inventions** I make are helpful new ways of doing things each day. I hope my new dog-walking invention will **improve** the way people walk their dogs and make their walks so much better! I **operated** the keys and buttons of my new invention all day Sunday, but so far it is not working.

Name \_\_\_\_\_

As you reread “Edison Shows the Way,” use the Cause and Effect Chart to write down causes and effects.

Cause	→	Effect
Edison wished to know about things.	→	He asked lots of questions.
Edison was eager to help people.	→	It led him to invent many new things.
Edison set up a factory.	→	He got people to help him make and sell his inventions.
Edison invented and fixed many things.	→	He helped people to lead better lives.

Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**On the Phone with Bell**

Alexander Graham Bell had a goal. From the time he was a child, he strived to help people communicate. He spoke to his deaf mother in low tones that helped her hear vibrations. As a result of this close bond, Bell devoted his life to teaching the deaf to speak.

Sending speech over a wire was Bell's next goal. It led him to invent what he is best known for: the telephone. Though most of his early experiments failed, in 1876 he made the first telephone call. Because of his hope to improve communication, Bell became a bold inventor.

1. Circle words in the passage that contain long o sounds spelled o, ow, or oa.
2. Underline the multisyllable words in this passage.
3. What was the effect of Bell's close bond with his mother?

**He devoted his life to teaching the deaf to speak.**

4. What caused Bell to become a bold inventor?

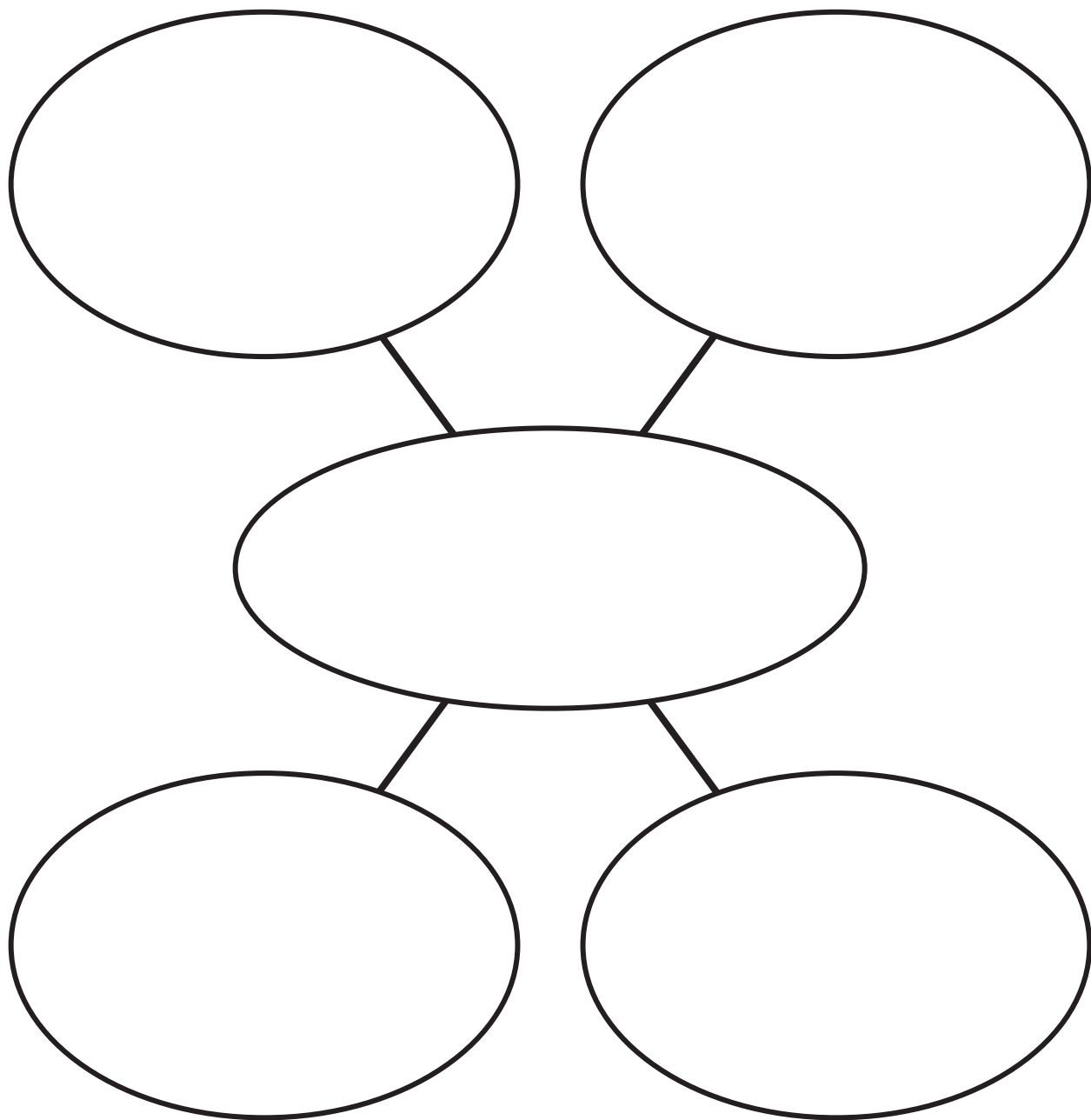
**His hope to improve communication.**

5. To make something better is to \_\_\_\_\_ it.  
provide    operate    improve



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



Name \_\_\_\_\_

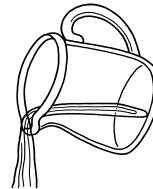
In words such as *chop* and *catch*, **ch** and **tch** are pronounced as one sound.

**A. Circle the word with the digraph *ch* or *tch*. Then write the word on the line to complete the sentence.**

1. Please pitch this to me.  
 pitch  camp  dent



2. Dad gave me a drink with lunch.  
 math  lunch  cup

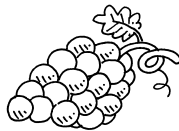


3. The cold day had made Jim's lips chapped.  
 capped  hopped  chapped

4. Mike had an itch.  
 flop  itch  wish



5. Lenny had a bunch of grapes.  
 pack  bunch  pink



**B. Underline the digraphs *ch* and *tch* in the answer choices above.**



Name \_\_\_\_\_

**A. Use this passage for a choral reading or Readers Theater.****ZOO TO OPEN SNAKE RANCH!**

5       Next week the zoo will open Snake Ranch, a home for  
16 snakes from around the world. Get chills from the scary  
26 rattlesnakes! Hear about the coral snake's poison! Watch the  
35 deep blue indigo snake! Stop and munch lunch at the Sidewinder  
46 Snack Bar! The zoo will also host snake experts. It has a library  
59 of snake books and articles so you can learn more about all this.  
72 Are you ready? 75

**B. Read these sentences aloud to yourself or a partner. Pause at the single slashes (/) and stop at the double slashes (//). Make sure to change your voice when you read a question mark (?) or an exclamation mark (!).**

1. /Can we play a game?// That show gives me the chills!//
2. Watch this!// I will throw the baseball,/ and you can catch it.//
3. My class went to the zoo.// We saw shy snakes,/ wild pigs,/ and slimy eels.//
4. I love to soak in a bath full of soap.// I even bring my boat.//
5. I ate my sandwich before lunch!//



Name \_\_\_\_\_

The suffix *-less* means “without.” For example, the word *endless* means “without end.”

**A. Which word has the suffix *-less*? Write the word, and circle the suffix.**

Example: lesson     hatless     hatless

1. mope     hopeless     hopeless

2. sockless     lost     sockless

3. sunless     lean     sunless

4. sled     petless     petless

5. windless     last     windless

**B. Complete each sentence with a word from above that makes sense.**

1. When my cat got lost, I was petless.

2. The sunless side of the hill is so cold.

3. I left my socks at home and went sockless.

4. I felt hopeless when we didn't win.

5. We tried to fly a kite, but the day was windless.

Name \_\_\_\_\_

**A. Vocabulary Words** Circle the word in each group that does not belong with the word in bold.

- |                    |             |                |             |
|--------------------|-------------|----------------|-------------|
| 1. <b>clutched</b> | grabbed     | tight          | <b>sent</b> |
| 2. <b>escape</b>   | leave       | exit           | <b>stay</b> |
| 3. <b>nervous</b>  | shake       | <b>relaxed</b> | tense       |
| 4. <b>rattle</b>   | snake       | <b>sneeze</b>  | shake       |
| 5. <b>poison</b>   | <b>good</b> | venom          | sickness    |

6. Which would you want to **escape** from? Tell why on the lines below.  
a. the beach    b. work

**Possible response: I would want to escape from**

**the beach because I do not like to swim.**

**B. Vocabulary Strategy: Homophones** Use the dictionary entry below to answer the questions about homophones.

1. What are the homophones on this page?

**read/reed**

2. Write a sentence using the word **read**.

**Possible response: I will  
read for a long time today.**

3. Write a sentence using the word **reed**.

**Possible response: I  
picked a reed by the creek.**

**read** *verb*

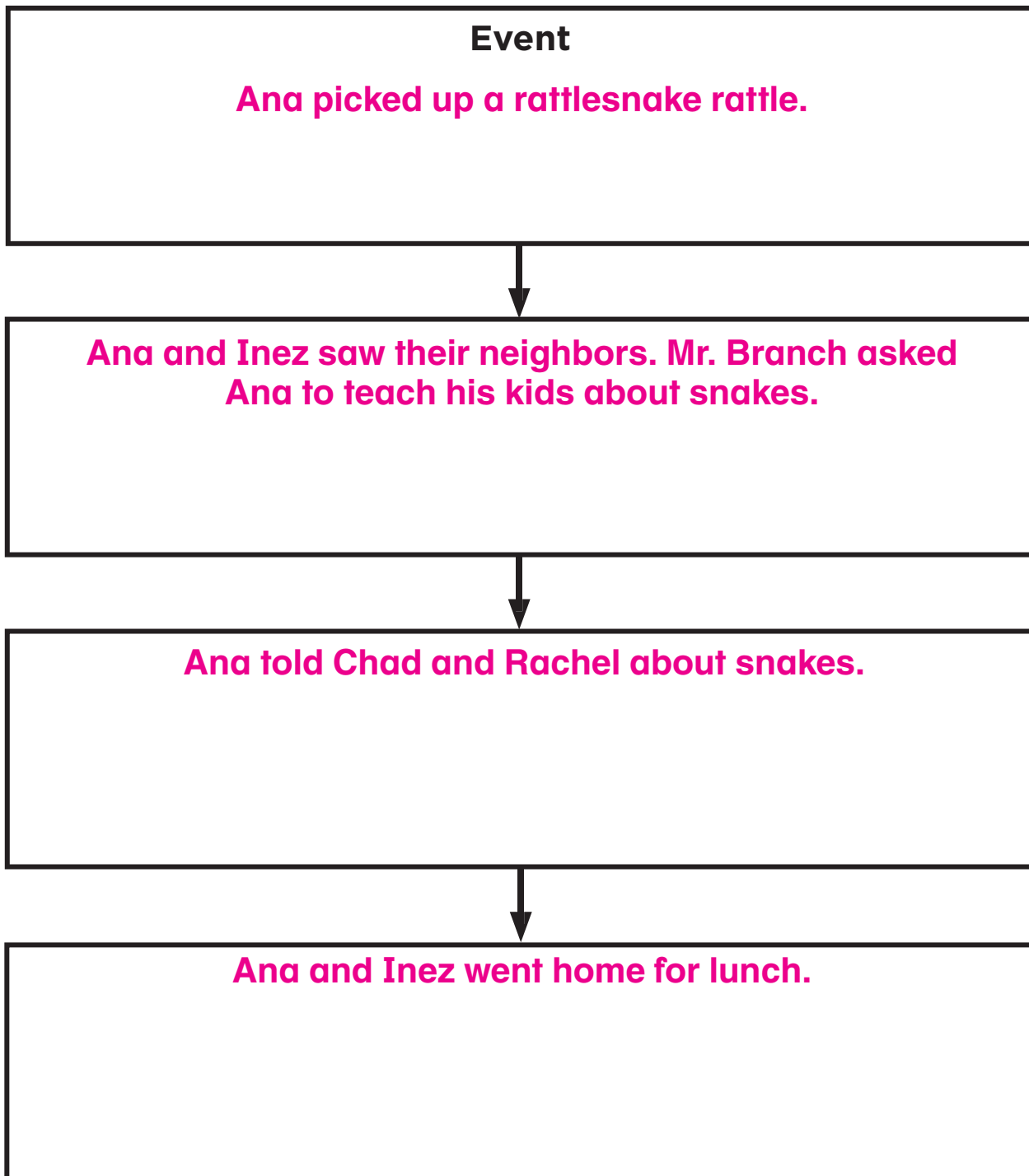
1. to look at and understand the meaning of something written

**reed** *noun*

1. a tall grass with long, narrow leaves and jointed stems

Name \_\_\_\_\_

As you reread “The Snake Watcher,” use the Sequence Chart to write down the events in the order they happen.



**Sample responses are provided.**

Name \_\_\_\_\_

**Read the passage. Then complete the questions.****No Escape**

One sunny day, Chad and Rachel rode their bikes to the park. Chad sat down on a bench to eat lunch. Before he could take a bite, he heard an odd sound. It was a rattle!

Nervous, Rachel checked under the bench. She saw a snake beneath it! Rachel clutched her bag. Their friend Ana had told them that snakes with rattles had poison. Ana said, “A snake shaking its rattle means it is time to escape.”

Feeling helpless, Rachel clutched Chad’s arm. Next, they stood up and backed slowly away from the bench. Then they biked back home. They didn’t even finish lunch!

1. Underline words in the passage that contain *ch* or *tch* digraphs.
2. Circle the word with the suffix *-less*.
3. What happened after Chad sat down to eat lunch?

He heard an odd sound; he heard a rattle.

4. What sequence clue words are in the passage?

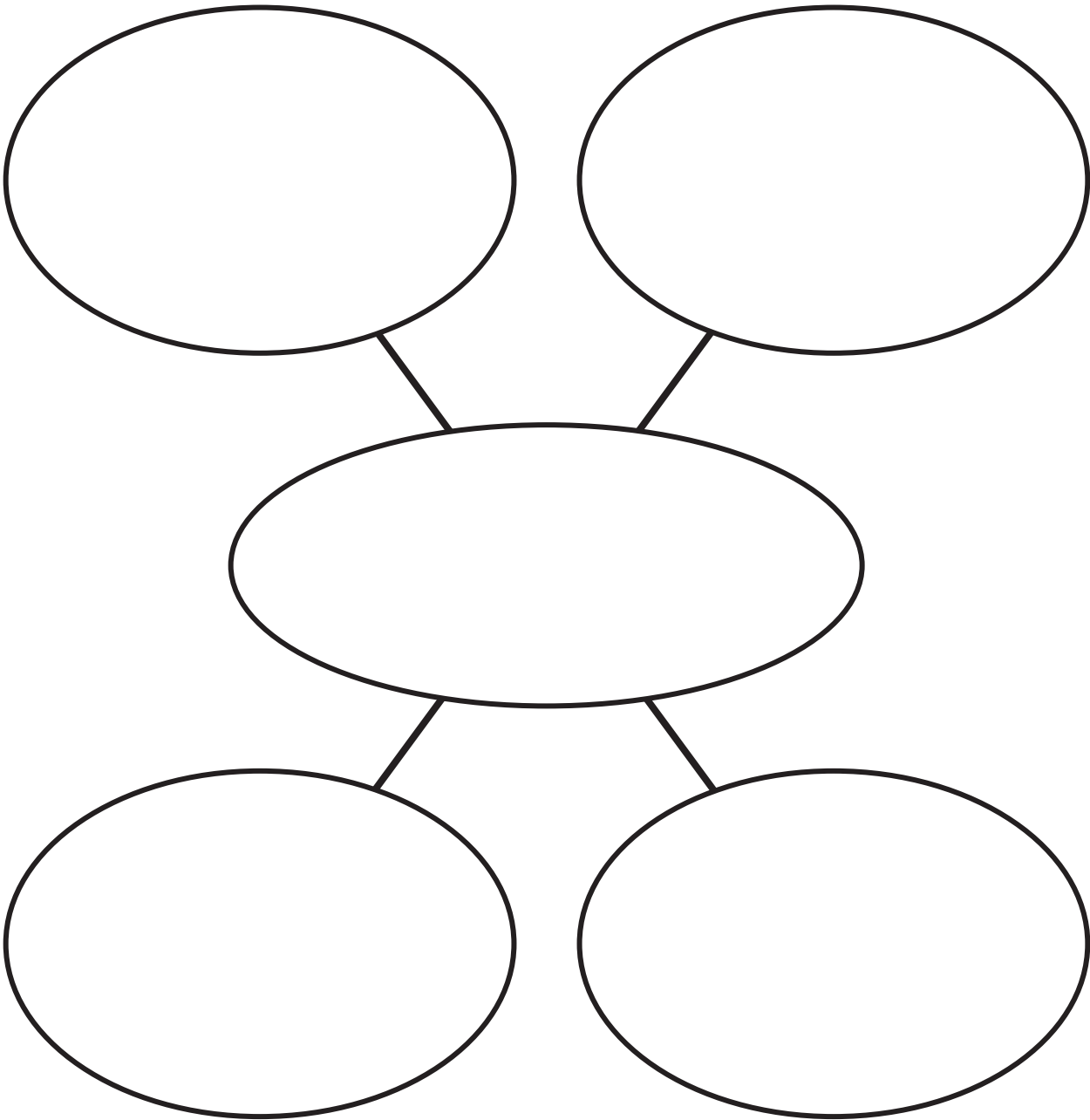
then, next, before

5. When things get free, they \_\_\_\_\_.  
rattle    reach    escape



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



Name \_\_\_\_\_

Read the passage. Then complete the questions.

## A Clay Army

China's first leader had an army made to protect him after his death. Many people tried to kill him and he became frightened. He slept in different places every night. He did not want to die and spent much of his life trying to find a way to keep on living.

This detail tells why an army was made.

While he looked for a life-extending remedy, his people helped make his last resting place. They dug deep pits and filled them with thousands of clay fighters. Each clay man was five to six feet tall, had on armor, and held a spear or a bow. These fighters were quite lifelike. When China's first leader died, he was laid to rest with his fighters posed to strike anyone who came into his tomb.



1. Why did China's first leader have an army made to protect him?

**People tried to kill him; he was afraid of death.**

2. How are the details connected? What do they have in common?

**The details tell why China's first leader had a clay army made and what they looked like.**

3. State the main idea.

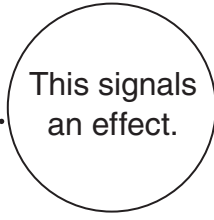
**China's first leader wanted to be protected by an army, even in death.**

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**A Man of Many Roles**

Benjamin Franklin played many roles in his lifetime. His goal was to help people. As a result, he invented various things, such as swim fins, a stove, glasses, and a lightning rod. He even had a hand in helping America become the land of the free!



This signals  
an effect.

Ben's skills as a leader led him to take on an important role. He became a diplomat for the colonies in a time of war. Because of his tact and determination, Ben spent years with French and English leaders helping to set our nation free. As a result of this relationship, peace treaties were signed. If not for Benjamin Franklin, America might not be the land of the free it is today.

- Underline the following signal words and phrases in the passage:  
**as a result**    **because**
- What was the effect of Ben wanting to help people?

He invented various things.

- What caused Ben to spend years with the French and English?

his tact and determination to help set our nation

free



Name \_\_\_\_\_

Read the passage. Then complete the questions.

**The Lost Pet**

“Fang is gone!” cried Chip. Fang’s tank was empty. Now Fang was loose in the room. Chip’s sister jumped up on the bed. She didn’t like pets that had no legs! Chip needed a plan.

First Chip checked the laundry basket. Then he picked up all his things off of the floor. Next Chip looked under the bed and behind his desk. He did not see Fang anywhere! Chip sat down to think about where Fang might be hiding. It suddenly came to him – Fang liked to curl his long body up in small, dark places. He ran to his closet and looked in each corner. Finally he picked up his rain boots and peered in each one. Chip smiled. “Silly snake! These boots are smelly! Let’s get you back home.”

This signals  
the first  
event.

- Underline the following signal words:  
**first    then    next    finally**
- What did Chip do first?

He looked for Fang in the laundry basket.

- Where does Chip find Fang?

He finds Fang in a rain boot in his closet.

Name \_\_\_\_\_

**A. Underline the long-vowel sounds. Circle digraphs and suffixes.**

snow          loaned          night          isn't          basic  
 teacher          play          itches          needless          copy

**B. Now use words from above to complete these sentences. Use the hint below each sentence to help you.**

- We go to bed at night.  
**Hint:** This word has a long *i*.
- My history teacher is very nice.  
**Hint:** This word has a suffix that means "one who does."
- It stopped raining. We can go out and play.  
**Hint:** This word ends with a long *a* sound.
- In the winter we get a lot of snow.  
**Hint:** This word ends with a long *o* sound.
- If your hand itches, don't scratch it!  
**Hint:** This word has a digraph and an inflectional ending.
- Needless to say, our cat and hamster are not friends.  
**Hint:** This word has both a long *e* and a suffix.
- My little brother likes to copy everything I do.  
**Hint:** This word ends with a long *e* sound.
- He isn't going to the dance on Saturday.  
**Hint:** This word is a contraction.

Name \_\_\_\_\_

**Triple consonant blends** are blends of three consonant sounds. Here are examples: strike, splash, scratch.

**A. Choose the word with a triple consonant blend. Write the word on the line to complete the sentence.**

1. I like to float my boat in the \_\_\_\_\_ **stream** \_\_\_\_\_.  
sea    stream    bath



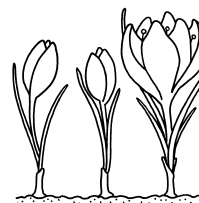
2. Mandy has \_\_\_\_\_ **striped** \_\_\_\_\_ pants.  
green    striped    pain

3. She can \_\_\_\_\_ **splash** \_\_\_\_\_ in the pool.  
swim    dive    splash



4. The green house is on the left side of the \_\_\_\_\_ **street** \_\_\_\_\_.  
lawn    street    road

5. Roses pop up in the \_\_\_\_\_ **spring** \_\_\_\_\_.  
spring    grass    back



6. I will \_\_\_\_\_ **scream** \_\_\_\_\_ if that dog bites me.  
run    yell    scream

**B. Find the triple consonant blends in the answer choices above. Then circle them.**

Name \_\_\_\_\_

**A. As you read, pay attention to pauses, stops, and end punctuation.**

Spring went to see Dad in his lab. He was studying seeds.  
 12 “Hi, Dad,” said Spring. “What experiment are you working  
 21 on?”

22 “I’m growing a beanstalk,” said Dad.

28 “Is it like the one in *Jack and the Beanstalk*?” asked  
 39 Spring.

40 “Yes,” said Dad. “It’s right outside.”

46 Spring strolled into the garden and looked at the beanstalk.  
 56 She felt it would be splendid to reach the top. She stepped onto  
 69 the plant. Suddenly she was lifted with it up into the sky!

81 As Spring strained to escape, a deep voice yelled, “I’m  
 89 Strom the Giant! Stay still!” 96

**B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!**

string	spring	splash	lunch	coat
strap	spray	scream	bunch	no
street	spread	scrub	boat	match
stripe	sprint	screen	chase	patch
strong	split	scrape	glow	crunchy

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

The suffix *-ly* is added to a word to describe how or when something is done.

**A.** Add the suffix *-ly* to the words on the left. Then write the new word on the line.

**Example:**

light      lightly

1. quiet      quietly

2. quick      quickly

3. sad      sadly

4. brave      bravely

5. soft      softly

**B.** Fill in the blanks with the new words you wrote on the lines above. Circle the suffix *-ly* in your answers.

Our teacher had us line up quietly.

1. I can run very quickly.

2. Jan spoke sadly when she told us the cat was lost.

3. Kristin ran softly so she wouldn't wake the baby.

4. The queen bravely defeated the dragon.

Name \_\_\_\_\_

strained    strolled    thunderstorm    sprinted    scruffy

**A. Vocabulary Words** Check **yes** or **no** for each question.

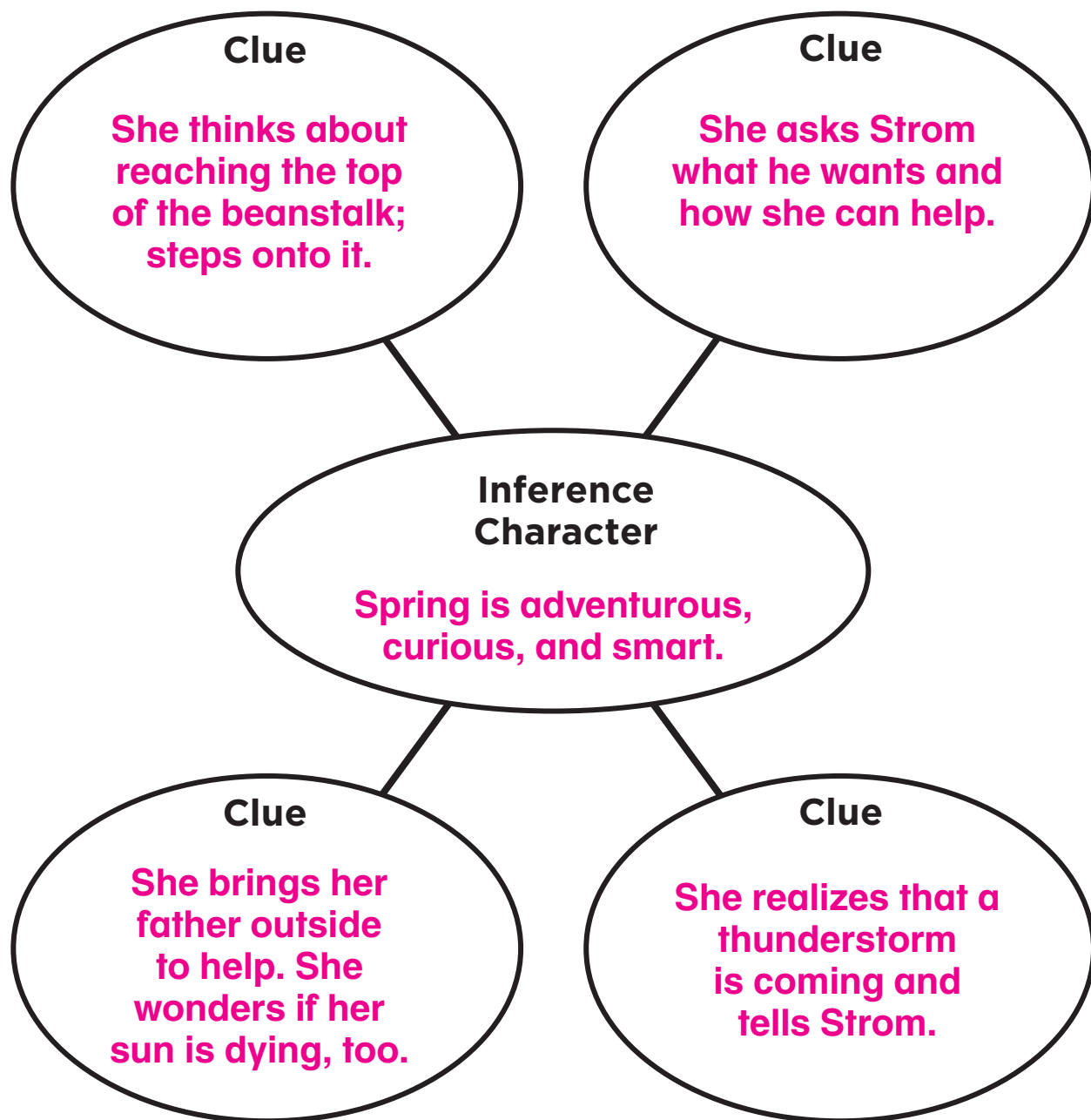
1. If something you did was **strained**, was it easy?  yes  no
2. If we **strolled** along the grass, did we take our time?  yes  no
3. Is a **thunderstorm** rainy?  yes  no
4. If you **sprinted**, would you be taking your time?  yes  no
5. If you are neat and tidy, would you be **scruffy**?  yes  no

**B. Vocabulary Strategy: Base Words** Underline the base word in each word in bold in the sentences.

1. I sprinted across the track as fast as I could.
2. Dad strained his back when he picked up the box.
3. My teacher gave us a pop quiz today.
4. We were walking home when we saw the stray cat.
5. Ken reaches for the most grapes.

Name \_\_\_\_\_

As you reread “Spring and the Beanstalk,” use the Inference Web to write down clues that help you make inferences.



Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Strom the Giant**

Strom the scruffy giant lived on a patch of sky over Spring's home. One night, Spring woke up when a spray of tears splashed on the roof. Quickly, she sprinted to the beanstalk and saw Strom crying at the top. "What's wrong?" she asked. He was fine on sunny days, but at times, he cried when it got dark.

"The moon is so bright that I can't sleep! It's completely hopeless!" he sobbed.

Spring woke Dad and explained Strom's problem. Dad then made a big blindfold with a strap. Strom reached down and took it. Suddenly Spring heard Strom snoring. Dad had saved the night!

"Let's get back to bed, Dad," she said with a yawn.

1. Underline the words with triple consonant blends.
2. Circle the words that end in *-ly*.
3. Why does Strom cry when it gets dark?

He is scared.

4. What clues tell you that Spring is tired?

She wants to go back to bed; she yawns.

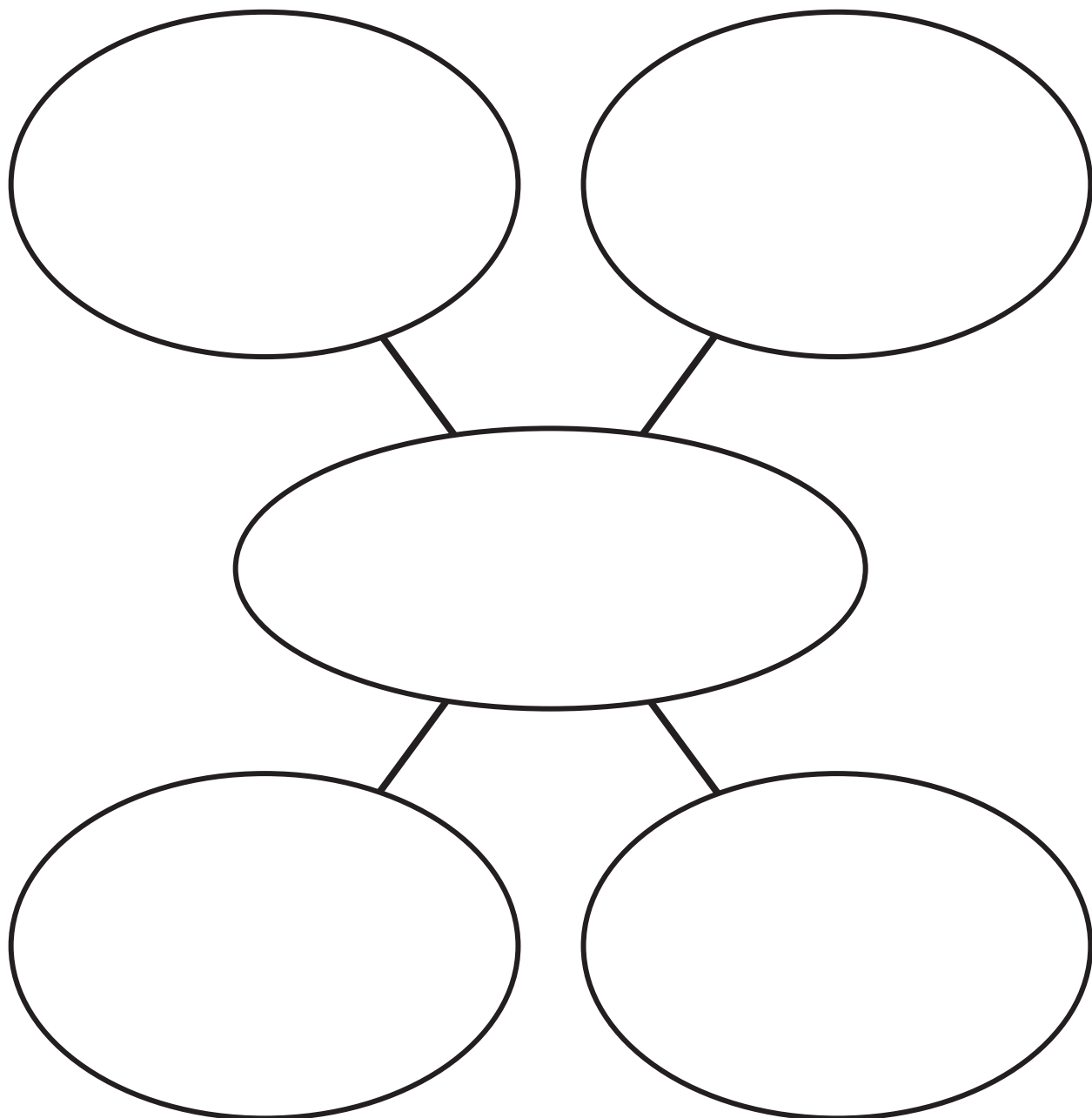
5. If someone has taken off running very fast, the person has \_\_\_\_\_.  
lingered sprinted jumped





Name \_\_\_\_\_

To help you plan your writing, fill out an organizing web.



Name \_\_\_\_\_

**Silent consonants** are consonants that do not make a sound. For example, *climb* and *knock* have silent consonants.

**A. Underline the silent consonants in the words below. The first and second ones have been done for you.**

thumbu      signn      know      debtt      numbb  
doubt      lambb      wreck      write      knob

**B. Circle the word in each pair that has a silent consonant. Write the silent consonant on the line.**

- |          |       |       |   |
|----------|-------|-------|---|
| 1. rode  | wrote | _____ | w |
| 2. knew  | new   | _____ | k |
| 3. dump  | dumb  | _____ | b |
| 4. crumb | cram  | _____ | b |
| 5. need  | kneel | _____ | k |

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.  
Record your scores below.**

Picking crops is hard work. Farm hands know how to  
 10 follow the crops. They may start with peaches, then move on  
 21 to pick peas, apples, and potatoes. They keep moving to find  
 32 crops that need picking. It is not an easy life. This was the life  
 46 of César Chávez.

49 César felt that farm hands must have better lives. He spoke  
 60 with the farm owners about pay raises and better conditions.  
 70 Most farm hands were nervous about what might happen if  
 80 they helped César. César made a strong stand. He would fight  
 91 by himself to improve unfair conditions. 97

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**


<b>Rate</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always

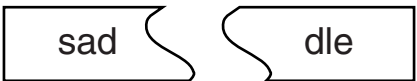


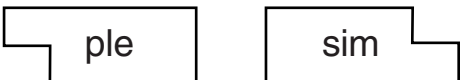
Name \_\_\_\_\_

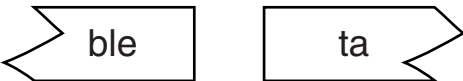
In words with more than one syllable, the last syllable can end in a consonant plus *-le* or *-al*. Syllables containing the letters *-le* or *-al* are **unaccented syllables**.


**A. Combine syllables to form a word.**

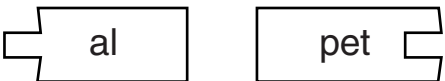
Example:  pebble

1.  saddle

2.  simple

3.  table

4.  equal

5.  petal

**B. Fill in the blanks with the word from above that makes sense. Circle *-al* or *-le* in your answers.**

- Six is equal to three plus three.
- This map is quite simple to follow.
- Don't pick a petal from that rose.
- I use a saddle on my horse when I ride him.
- Will Jack set the table ?

Name \_\_\_\_\_

allow attend united conditions permanent debt

**A. Vocabulary Words** Write the word from above that best completes each sentence.

1. We made a permanent home with bricks.
2. The three classes united for lunch on their field trip.
3. Are the conditions good for grass to grow?
4. I like to attend new films.
5. Please pay any debt that you owe.
6. I can't allow you to walk my dog.

**B. Vocabulary Strategy: Prefixes** Complete the word in each sentence with the prefix *un-* or *re-*.

1. Matt and I were reunited at summer camp in June.
2. Matt will help me untie this rope so I can set the boat free.
3. We can retie the boat's rope to the dock after our ride.
4. It is unsafe to lean over the boat's side when it is going fast.

Name \_\_\_\_\_

As you reread “César Chávez: Righting a Wrong,” write down text clues in the Conclusions Chart. Use the clues to draw conclusions about the selection.

Text Clues	Conclusions
<p><b>César’s grandfather left Mexico. He hoped for a better life in the United States.</b></p>	<p><b>Life in Mexico must have been difficult. He felt life in the U. S. would be easier.</b></p>
<p><b>César and his family roamed across California picking crops.</b></p>	<p><b>The family had to move constantly to find work.</b></p>
<p><b>Farm hands were nervous about fighting for their rights. César vowed to fight by himself.</b></p>	<p><b>César was brave.</b></p>
<p><b>César’s wife, Helen Fabela, helped start a group to fight for farm hands’ rights.</b></p>	<p><b>Like her husband, she believed in equality for farm hands.</b></p>

**Sample responses are provided.**

Name \_\_\_\_\_

Read the passage. Then complete the questions.

### The Dust Storms

The line of cars stretched down the road. Most were wrecks, going nowhere. People kept coming, running from the dust.

I always wanted to be a writer. I got my chance in 1930, when the dust storms hit our town. The fields fell dead and dry. Families left their homes. I couldn't attend class. I felt like the dust wouldn't allow us to stay. It seemed unfair.

As my family left, I wrote down several things that I saw on the trip. I wrote about the bad conditions. Mothers had no food for their kids. People were in debt, with no jobs and little hope. I wrote because I didn't want to forget a single thing.

1. Circle words in the passage that contain silent consonants.
2. Underline words ending in syllables with *-le* or *-al*.
3. What clues tell you that life was difficult during the dust storms?

The fields were dead and dry; families left their homes; no food; people were in debt; no jobs; little hope.

4. What conclusion can you draw about the writer's experience during the dust storms?

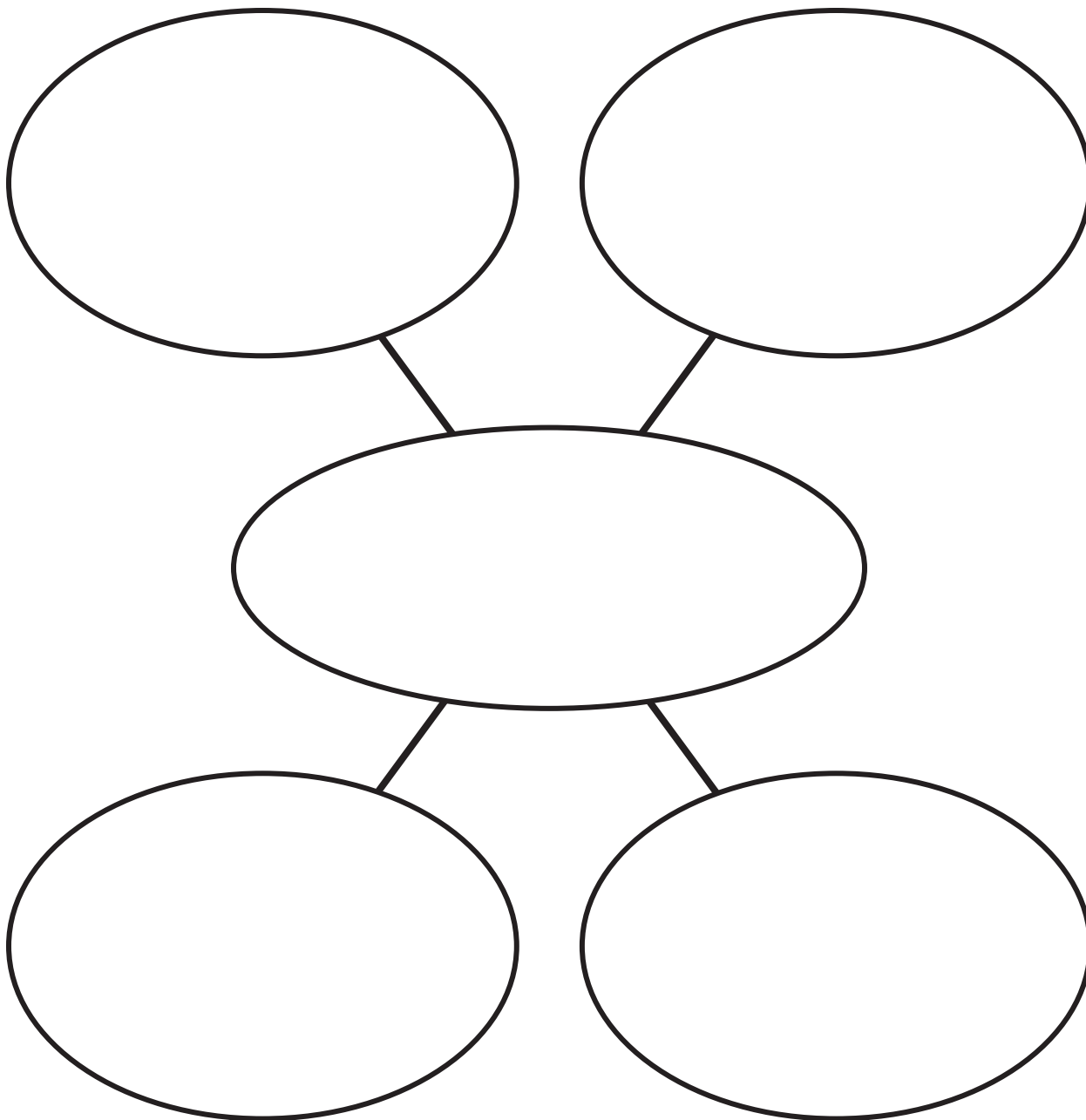
The experience was life-changing; it inspired him/her to write.

5. To \_\_\_\_\_ an event means to be present for it.  
allow    roam    attend



Name \_\_\_\_\_

To help you plan your writing, fill out an organizing web.





Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Mitch and the Giant**

One day, Mitch took his dog Splash for a stroll. Splash sprinted away from him and ran into the woods. Mitch tried not to think about how dark and quiet the woods were.

He timidly ran after his dog but tripped and fell over a branch. Then Mitch heard a crash

close by. It was a giant taking a massive step toward him!

Mitch closed his eyes. He felt like he was in a bad dream.

But the giant smiled and sat down. “Are you okay?” he asked.

The kind giant helped Mitch stand up. Then they set out to find his dog. They found Splash digging up an old bone. Now Mitch and Splash visit the woods every day!



1. How does Mitch feel about entering the woods?

**He is scared.**

---



---

2. Underline the clues that tell you how Mitch feels.
3. Explain why Mitch is not afraid of the woods anymore.

**He meets a kind giant in the woods. The giant helps Mitch when he falls.**

---

Name \_\_\_\_\_

Read the passage. Then complete the questions.

### The First Female Doctor

Elizabeth Blackwell faced a lot of struggles in 1849. At that time, most women stayed at home with the children. But Blackwell did not wish to stay home with children. Instead, she wanted to become a doctor.

This is a clue that tells you about a struggle faced by Blackwell.

Many people did not think that women should be doctors. Blackwell applied to twenty-nine schools before one would take her as a student. **No one spoke to Elizabeth Blackwell when she went to class.** Despite the way she was treated, she worked hard. The other students and teachers saw this and then were kind to Blackwell. She finished at the top of her class and became the first female doctor.

1. What clues tell you about the struggles faced by Elizabeth Blackwell?

Many did not think women should be doctors;

Blackwell applied to 29 schools before one took

her as a student; no one spoke to Blackwell at first.

2. Underline a clue that proves Blackwell worked hard in school.

3. What conclusions can you draw about Elizabeth Blackwell?

She was a hard worker who did not let others stop

her from becoming the first female doctor; she was

determined to prove that women could be doctors.

Name \_\_\_\_\_

The letters *ar* can sound like the “ar” in *part*.**A. Write the word on the line that has the *ar* sound to complete each sentence.**

1. I like to paint in art class.  
art gym math
2. At night it gets dark.  
cold chilly dark
3. Chickens, sheep, and pigs stay on a farm.  
farm pet lawn
4. It is time to start the game.  
begin start end
5. I like to climb trees in my yard.  
time yard home
6. My dog likes to bark at cars.  
bark run stand
7. That knife is sharp!  
clean soft sharp

**B. Go back and circle *ar* in the answer choices above.**

Name \_\_\_\_\_

**A. As you read, pay attention to your reading rate.**

12 Being a kid is hard! You have to attend class, study, and  
 24 wash the dishes. You are not alone. Kids have had jobs for  
 24 ages.

25 As long as there have been farms, kids have had to help.  
 37 When people settled out west, they had to start new lives. They  
 49 had to plant crops and make new homes.

57 Kids helped out in hard times. In the Civil War, boys  
 68 became drummers. In World War II, kids planted gardens that  
 78 gave people extra food, so more could be sent to the soldiers.  
 90 Kids also collected newspapers and books to send. 98

**B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!**

car	arm	tarp	crumb	splash
star	start	bark	thumb	screech
far	part	tar	strict	knock
card	lard	target	wrap	knob
dark	hard	garden	sprang	limb

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

The suffix *-er* can mean “more than.” The suffix *-est* means “most.” They can be used to compare two or more things.

**A. Fill in the missing parts to make the word in bold.**

1. Her bike is **faster** than mine.

fast + er = faster

2. That is the **smallest** kitten in the bunch.

small + est = smallest

3. Rock is **harder** than paper.

hard + er = harder

4. She is the **brightest** student in my class.

bright + est = brightest

5. I can climb **higher** than my sister.

high + er = higher

**B. Write two sentences about the outdoors. Use the word *faster* in one sentence. Use the word *brightest* in the other.**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

accepted interested theater activities advisers duty

**A. Vocabulary Words** Check **yes** or **no** for each question.

1. If your test is collected, is it **accepted**?  yes  no
2. If you want to know something, are you **interested** in it?  yes  no
3. Is a **theater** a place you go to pet animals?  yes  no
4. Are games and crafts types of **activities**?  yes  no
5. Do **advisers** help you make plans?  yes  no
6. Is a **duty** just something to think about?  yes  no

**B. Vocabulary Strategy: Latin Prefixes** Complete the word in each sentence with the Latin prefix *dis-* or *non-*.

1. I was displeased with the play and left the theater.
2. She only drank nonfat milk because she wanted to stay fit.
3. Do not disrespect your teacher.
4. If something is nontoxic, it is safe to use.

Name \_\_\_\_\_

As you reread “Hard-Working Kids,” use the Fact and Opinion Chart to list facts and opinions.

Fact	Opinion
<p>King Tut became a king when he was only nine.</p> <p>Sparta was a city in Greece long ago.</p> <p>In Sparta, kids played athletic games.</p> <p>Males had to join the army.</p> <p>Phillis Wheatley was America’s first black poet.</p> <p>Her first poem was published at the age of 14.</p> <p>In World War II, kids helped by planting gardens.</p>	<p>Being a kid is hard!</p> <p>Being king is a hard job!</p> <p>It is good to be fit.</p> <p>Kids in Sparta had to be in top shape.</p> <p>Conditions were tough, but kids in Sparta did the job well.</p> <p>Kids can do the greatest things when they try!</p>

Sample responses are provided.

Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Game Testers**

What if you had a job that was more play than work? This is the life that video game testers have accepted. But playing games is not always easy. In fact, it's hard!

Beginning a video game is simple: Just press the "Start" button. But testing a game is not all fun. Testers act as advisers. Their high or low marks tell if a game is completed and ready to go to stores or home theaters. If a game is too easy, the tester tells the makers to make it harder. Sometimes the hardest game activities seem too difficult for players and must be made easier. It is a tester's duty to ask for each change. Being a game tester is still a job, even if you get to play. It is a tough job but not the worst! It is fun, too.

1. Underline words in the passage that contain *ar*.
2. Circle words that compare with the suffixes *-er* and *-est*.
3. State one fact about game testers.

**A tester's marks tell if a game is completed and ready for stores and home theaters.**

4. What is the author's opinion of a game tester's job?

**It is a tough job but not the worst.**

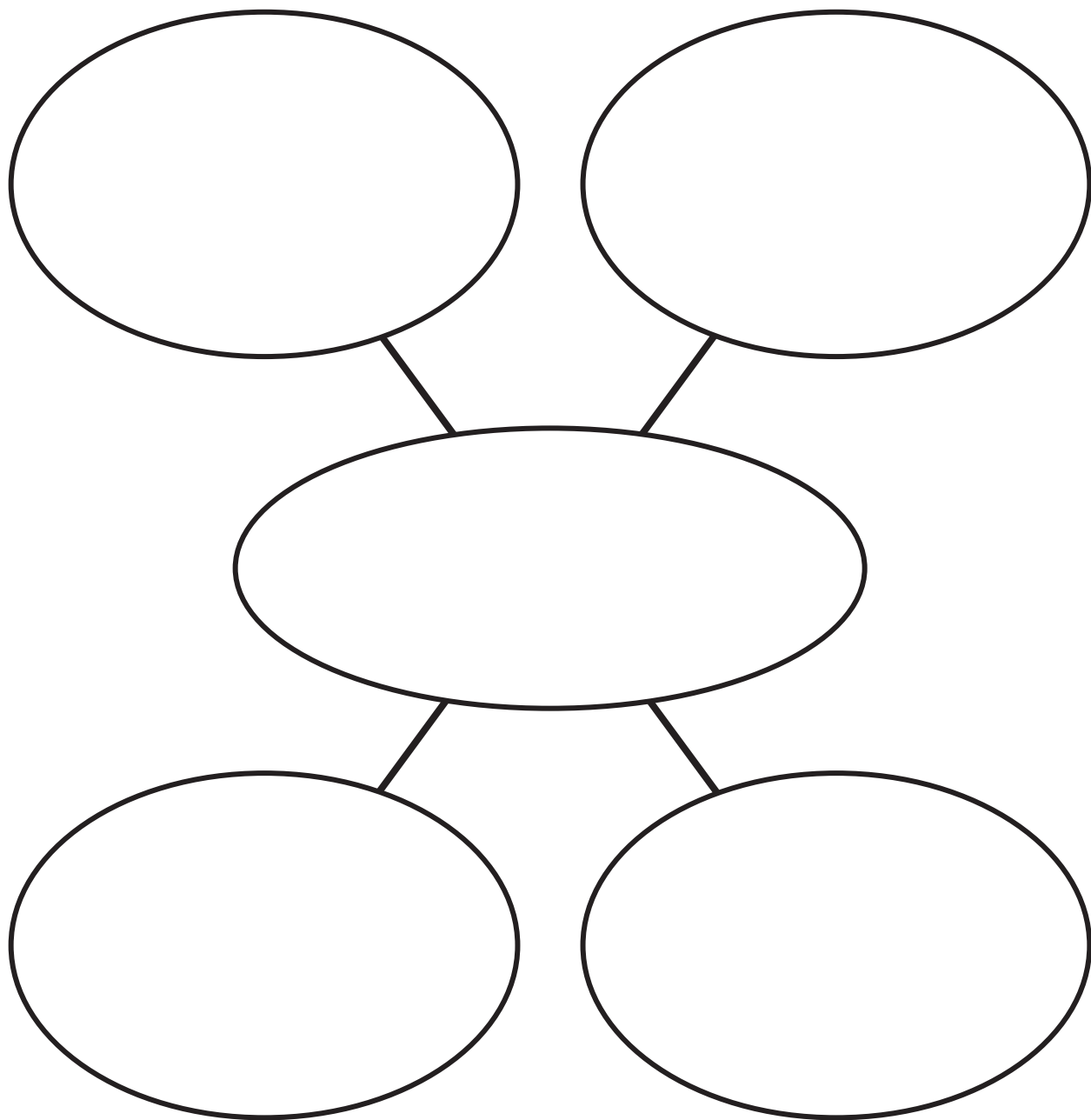
5. If someone must do something, it is their \_\_\_\_\_.  
activities duty debt





Name \_\_\_\_\_

To help you plan your writing, fill out an organizing web.





Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.  
Record your scores below.**

9 Long ago, some people were starving and distressed. They  
had to roam to hunt deer and pick acorns. But they never had  
22 much, and they had to divide it up.

30 “We need to find a permanent home where we can grow  
41 more food,” a wise leader stated.

47 The leader stuck a staff in a pile of stones.

57 “We will let this staff decide our path!” he declared.

67 The people packed their things and started marching. Each  
76 night, the leader stuck his staff in a pile of stones. Each morning,  
89 the staff leaned toward the sun. 95

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner’s reading.**





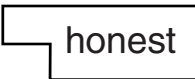

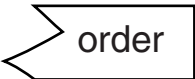





<b>Rate</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

The prefix *dis-* can change the word it goes in front of to mean its opposite.

**A.** Put the puzzle pieces together to form words with *dis-*. Write each word on its line.

Example:			<u>  distrust  </u>
1.			<u>  discomfort  </u>
2.			<u>  dishonest  </u>
3.			<u>  disorder  </u>
4.			<u>  dislike  </u>
5.			<u>  disagree  </u>

**B.** Fill in the blanks with a word from above that best completes each sentence. Circle the prefix *dis-* in your answers.

- I disagree with my mom a lot.
- We dislike cold, rainy days.
- I distrust kids when they don't tell the truth.
- I'm not dishonest, so I do not steal.
- I had a lot of discomfort when I broke my leg.

Name \_\_\_\_\_

declared    rich    fetch    starving    staff    distressed

**A. Vocabulary Words** Fill in the blank with the word that best completes the sentence.

The people who lived long ago on the Great Plains have a

1. rich history. They have
2. declared that they have lived on the Great Plains for ages. The people had to hunt and
3. fetch water to live. They had to hunt animals to keep themselves from
4. starving. A hunter might have used a spear, which is a long
5. staff with a sharp tip. The people did not feel
6. distressed in their way of life.

**B. Vocabulary Strategy: Analogies** Use a word from the box to complete each analogy.

staff                  declared                  fetch                  distressed

1. *Start* is to *begin* as *pole* is to staff.
2. *Out* is to *in* as *throw* is to fetch.
3. *Quiet* is to *silent* as *spoke* is to declared.
4. *Fast* is to *slow* as *happy* is to distressed.

Name \_\_\_\_\_

As you reread “A Nation Is Born,” use the Theme Chart to list clues that will help you find the story’s theme.

**Clue**

**A wise leader felt it was his duty to find more food for his people.**

**Clue**

**The people followed their leader even though they were tired and hungry.**

**Clue**

**The leader led his people to a new home where they could grow corn to eat.**

**Theme**

**By trusting their wise leader, the people found a better life.**

**Sample responses are provided.**

Name \_\_\_\_\_

**Read the passage. Then complete the questions.****More Than a Chore**

Long ago, a boy lived with his people by the shore of a creek. One day, the older men declared that it was time to fetch corn to eat for the winter. But the boy did not want to help, and he sneaked off into the forest to look for quail.

A storm began to blow, and in the rain the boy became lost. He grew distressed and afraid of starving without food. He hiked through the forest. At the end, he found a field rich with corn, and he stared in disbelief.

The boy knew he had found this field to help his people. He would never run away from chores again.

1. Underline words in the passage that contain *or* or *ore*.
2. Circle the word with the prefix *dis*-.
3. What clues tell you that the boy will learn a lesson about life?

He ran away to escape his chores; he grew distressed and afraid; he came upon a corn field.

4. What is the theme of the passage?

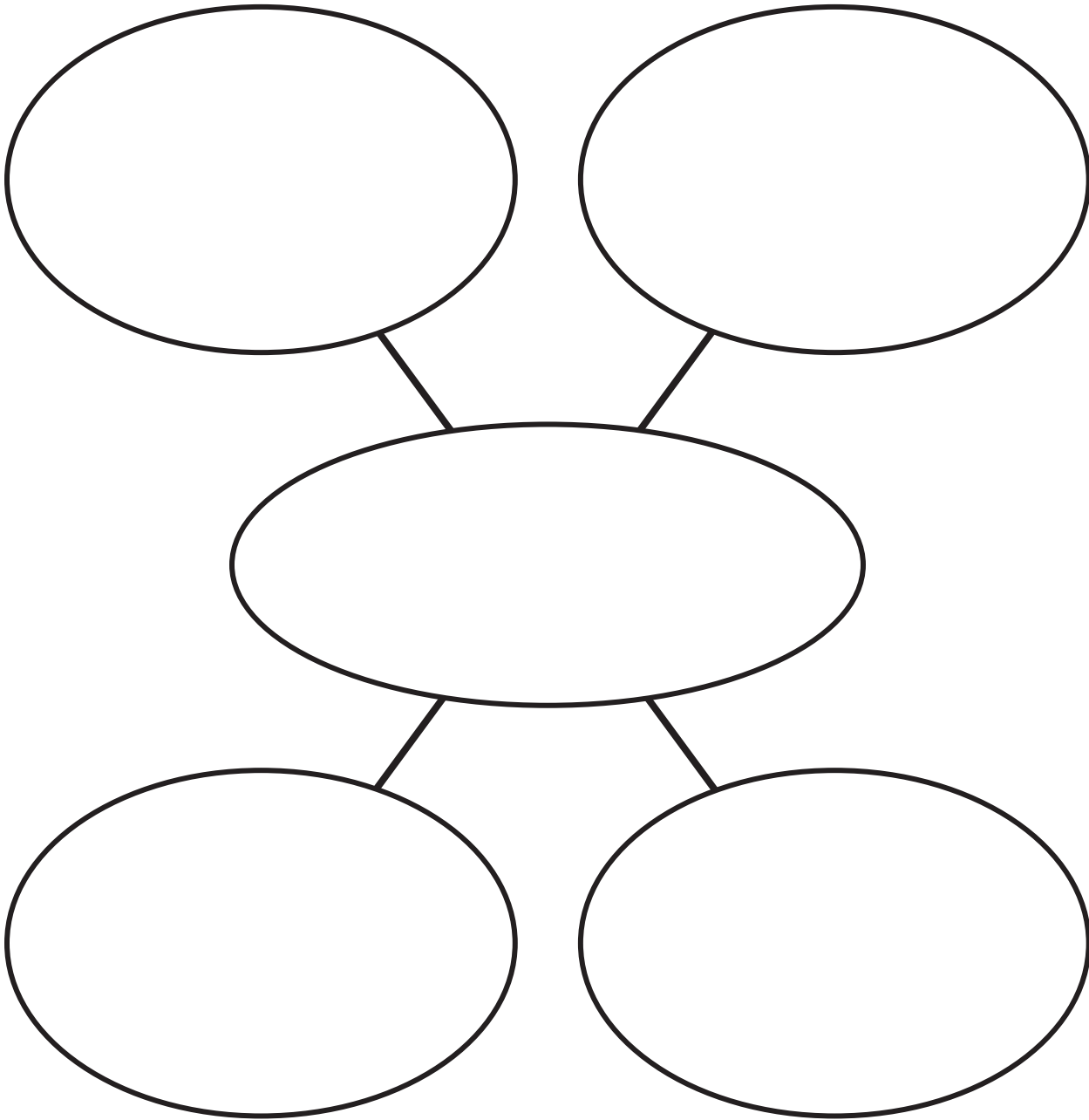
It is important to work together and not run away from your responsibilities.

5. When you are in great need or trouble, you are \_\_\_\_\_.  
distressed rich    accepted



Name \_\_\_\_\_

To help you plan your writing, fill out an organizing web.



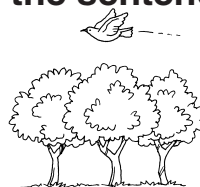


Name \_\_\_\_\_

The letters *er* and *ir* can stand for the sound “ur”, as in *her* and *third*.

**A.** Circle the word with the same vowel sound as in *her* and *dirt*. Write the word in the blank to complete the sentence.

1. The bird went high in the sky.  
tree    bird    fly

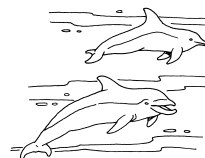


2. My sister and I like the same sports.  
sister    stop    stake

3. The robin chirped in its nest.  
chirped    sang    whip



4. The dolphins swam in the deep water.  
wild    water    crack



5. I am afraid of that tiger!  
streak    tiger    puppy



**B.** Circle the letters *er* and *ir* in the answer choices above.

Name \_\_\_\_\_

**A. As you read, pay attention to your reading rate.**

“I miss my old friends. What if there are no kids my age here?”

14 Amber sat on a rock in her garden. There were no kids in sight.

28 Then, she spotted an older girl. “Hi,” yelled Amber.

37 The girl made an unfamiliar motion with her hands.

46 “Mom,” said Amber at lunch. “I think the girl next door is

58 deaf.”

59 After lunch, Mom asked Amber to look at a Web site. It stated

72 that it doesn’t take long to learn a few signs.

82 When Liz came over, Amber signed “hello.” Liz smiled and

92 signed back. They became best friends! 98

**B. Read these sentences aloud to yourself or a partner. Pause at the single slashes (/) and stop at the double slashes (//). Make sure to change your voice when you read a question mark (?) or an exclamation mark (!).**

1. I love the pattern on your shirt!// Oh,/ it’s just dirt.// Sorry.//
2. Her clever sister always knew the weather a day early.//
3. Here’s a tip:/ Plant seeds in spring when the ground is warm.//
4. Mornings on the seashore are cool and brisk.//
5. Some baby birds were born on the farm.//



Name \_\_\_\_\_

Some examples of multisyllable words with *r*-controlled vowel sounds are *party*, *monster*, and *bordering*.

**A. Which word has multisyllables with *r*-controlled vowel sounds? Write the word on the line and draw a line between the two syllables.**

Example: person      baby      per/son

- |             |        |                |
|-------------|--------|----------------|
| 1. heated   | garden | <u>gar/den</u> |
| 2. hammer   | repeat | <u>ham/mer</u> |
| 3. dirty    | first  | <u>dir/ty</u>  |
| 4. bringing | corner | <u>cor/ner</u> |
| 5. forget   | card   | <u>for/get</u> |

**B. Fill in the blanks with a word from above that best completes the sentence. Circle the *r*-controlled syllables in your answers.**

1. My rake is by the corner of the barn.
2. We can plant roses in the garden.
3. Don't forget to bring your sneakers home.
4. Mom has a hammer and nails on the bench.
5. The dog is dirty and needs a bath.

Name \_\_\_\_\_

**A. Vocabulary** Circle the word in each group that does not belong with the word in bold.

- |                      |              |            |               |
|----------------------|--------------|------------|---------------|
| 1. <b>approaches</b> | methods      | plans      | <b>dreams</b> |
| 2. <b>faint</b>      | <b>noisy</b> | soft       | quiet         |
| 3. <b>unfamiliar</b> | odd          | new        | <b>same</b>   |
| 4. <b>wisdom</b>     | <b>dumb</b>  | smart      | know          |
| 5. <b>Web site</b>   | Internet     | <b>cat</b> | computer      |

**B. Vocabulary Strategy: Context Clues** Read each group of sentences. Underline the definition and circle the example for the word in bold.

- I went on the Internet to find a **Web site** for how to make your own comics. A Web site is a location on the Internet that contains a home page and related documents. When I found a Web site on comics, I clicked on **different links to find out who to contact** about classes for making comics.
- My grandma is full of **wisdom**. People who have wisdom know a lot about a lot of things. My grandma knows how to **make the smartest plans** and **solve any problem you can name!**

Name \_\_\_\_\_

As you reread “A New Language,” fill in the Story Flowchart to show how plot characters and setting affect each other.

<p><b>Setting</b></p> <p><b>Amber’s garden; Amber’s house</b></p>
---

<p><b>Event</b></p> <p><b>Amber greets the girl next door, who motions with her hands.</b></p>	→	<p><b>Characters’ Reaction</b></p> <p><b>Amber waves and goes inside. The girl seems upset.</b></p>
--	---	---

<p><b>Event</b></p> <p><b>Amber’s mom invites Amber to look at a Web site.</b></p>	→	<p><b>Characters’ Reaction</b></p> <p><b>Amber feels better having learned about sign language.</b></p>
--	---	---

<p><b>Event</b></p> <p><b>Liz comes over. Amber signs “hello,” and Liz signs back.</b></p>	→	<p><b>Characters’ Reaction</b></p> <p><b>They become best friends. They are happy they can communicate.</b></p>
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**Sample responses are provided.**

Name \_\_\_\_\_

Read the passage. Then complete the questions.

## My Sister's Birthday

The first time I met Liz she seemed lonely, like she needed a friend. I needed a friend, too. But Liz made unfamiliar motions with her hands that I didn't understand. After looking at a Web site with my mom, I learned how to communicate with her. I quickly became an expert. Now it seems like we've been using sign language forever.

For Liz's thirteenth birthday, I planned an outdoor party. But bad weather made me bring the party inside. The thunder roared as I set up the pink and green patterned decorations.

When Liz arrived, her friends all signed "Surprise! Happy Birthday!" with their hands. My mom served us cake. Liz smiled as I handed her the first gift. It was a shirt that said, "Liz and Amber—sisters at heart."

1. Circle the words with *er* or *ir* that make the /ûr/ sound (*her*; *bird*).
2. Underline the multisyllable words with *r*-controlled vowels.
3. How did Amber learn to communicate with Liz?

She looked at a Web site about sign language.

4. Amber planned a special party for Liz. What does this tell us about her character?

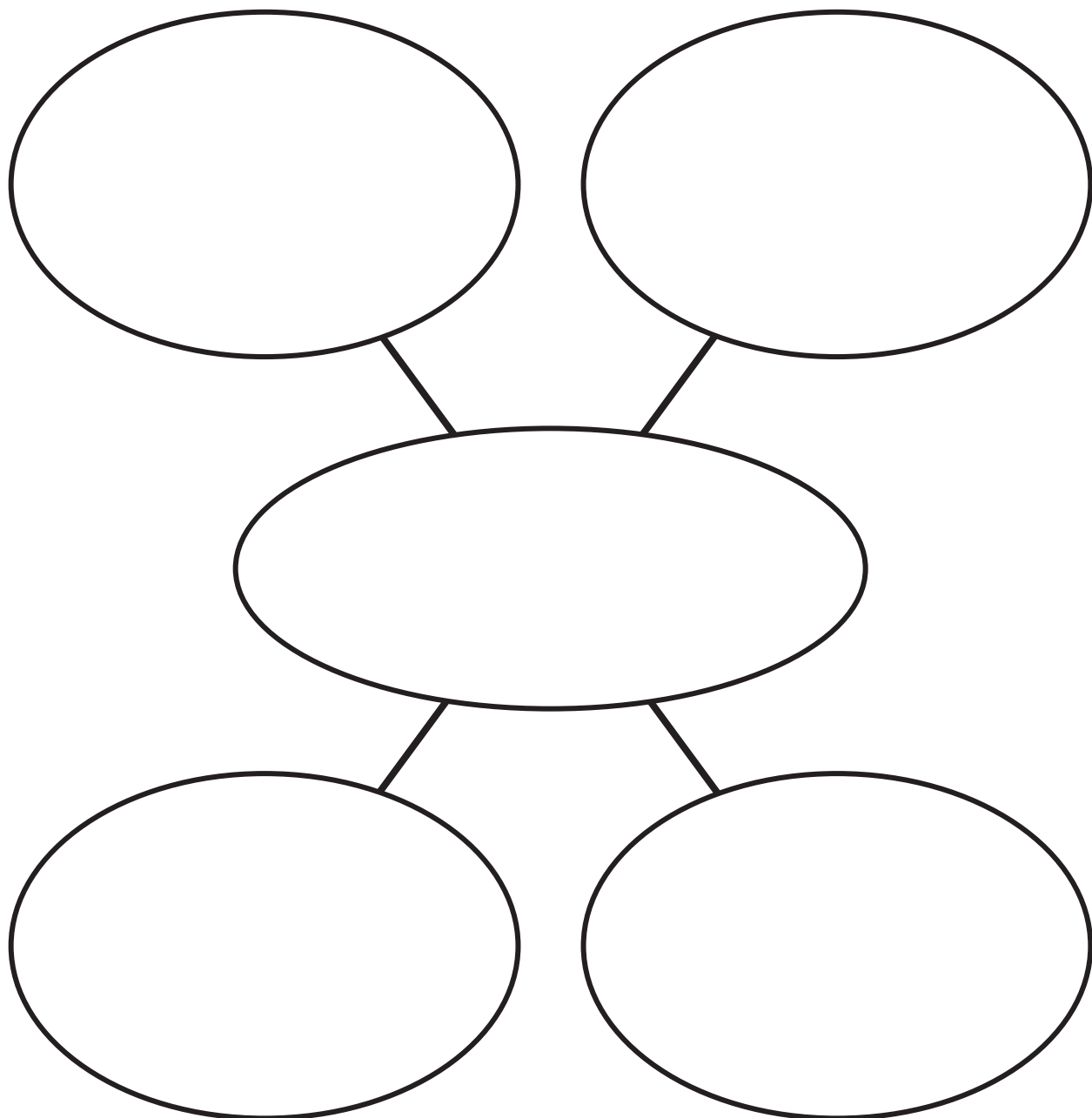
She is a good friend; she cares about Liz.

5. Something that has not been experienced is \_\_\_\_\_.  
wisdom unfamiliar faint



Name \_\_\_\_\_

To help you plan your writing, fill out an organizing web.



Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Tribe Games**

Native American kids played many games together. Because they lived off the land in tribes, these kids made toys and played games using things they found in their environment.

Kids in tribes made dolls from corn husks. The husks would be bunched together to make the doll's body and then stuffed with leaves. Corn silk was used to give the doll hair. Tribe kids must have had a lot of fun dressing the dolls in cloth or hide!

This is a fact.

Most games played by tribe kids helped them become skilled at hunting, gathering, and staying safe. One such game used stones to improve memory. Stones of various shapes, sizes, and colors were used to create a pattern. Tribe kids would study it and then try their best to remake it. These kids were amazing!

This is an opinion.

1. Underline two facts in the passage.
2. Put a box around the opinions in the passage.
3. What is your opinion of the games and toys made by tribe kids?

**Answers will vary.**

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Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Short-Sighted**

Jordan didn't like being short. "I will never amount to much," she always said. Everyone in her family was tall. Her friends seemed even taller. She felt helpless, like she was drowning in a sea of tall people.

One day, Jordan was strolling by the shore. The wind picked up, making the hair on her arms stand on end. She knew a storm was coming. Jordan turned around to head back home but saw someone waving in the water. Her years of swim training kept her alert at all times. Without delay, Jordan jumped into the lake. Her quick response helped bring a lost child back to shore. The shivering child looked up at Jordan. "You're a super-hero! You saved my life!" As Jordan walked him home, she smiled. He was right—she could be anything if she put her mind to it!

This tells how Jordan feels about being short.

1. Underline how Jordan feels about being short.
2. Put a box around how Jordan feels after saving the lost child.
3. What is the theme of this story?

**You can be anything you want to be if you believe in yourself and your abilities.**

Name \_\_\_\_\_

Read the passage. Then complete the questions.

### Irma and Herman

**Irma** was the new girl at the Third Street School. **Herman** noticed that she had a teacher with her in class at all times. The teacher used her hands to talk to Irma. Herman had never heard Irma speak. He wanted to get to know her but didn't know sign language.

In art class, Herman and Irma sat next to each other. Their teacher, **Miss Bird**, asked them to draw their favorite place. Herman drew a picture of ocean waves crashing on a sandy shore. He looked at Irma's drawing and smiled. The beach was her favorite place, too! He grabbed a clean sheet of drawing paper. Herman was happy he now had a way to talk to Irma!



1. Underline the setting of the story.
2. Put a box around the names of the characters in the story.
3. Summarize the plot on the lines below.

Herman wanted to talk to Irma, but he didn't know sign language. In art class, Herman realizes he can communicate with Irma by drawing pictures.

Name \_\_\_\_\_

**A. Underline the letters that spell *r*-controlled vowel sounds in the words below. Circle the silent letters and 3-letter blends.**

shortest      harder      dislike      scream      knee  
order      wrong      thirst      slowly      final

**B. Now use words from above to complete these sentences. Use the hint below each sentence to help you.**

1. Lisa was the shortest of all of us.  
**Hint:** This word has a suffix that means “most.”
2. On Friday nights, we sometimes order pizza.  
**Hint:** This word has the same vowel sound as *more*.
3. I’m so mad I want to scream, but I will not.  
**Hint:** This word begins with a triple consonant blend.
4. Do you like or dislike rainy days?  
**Hint:** This word has a prefix and both a long *i* and short *i*.
5. I hurt my knee when I tripped.  
**Hint:** This word has a long *e* and a silent *k*.
6. The hot sun made my thirst great.  
**Hint:** This word rhymes with *burst*.

Name \_\_\_\_\_

Words with the *r*-controlled vowel sounds can be spelled with *ur*, as in *hurt* and *turn*.

**A. Circle the word with the same vowel sound as *hurt* and *turn*. Write the word in the blank to complete the sentence.**

- It is my turn to wash the dishes.  
 turn     ton     ten
- Please put a log on the fire to burn.  
 born     barn     burn
- We had yogurt for lunch.  
 yogurt     rest     luck
- My cat has a lot of fur.  
 fur     far     fun
- Did I disturb Mom's sleep?  
 disturb     bust     dream
- Can I curl my hair?  
 curl     cloth     car
- I wrote a news blurb for the paper.  
 unfold     darkest     blurb
- Please return my skates when you finish.  
 return     torn     pitcher

**B. Draw a line under the letters *ur* in the answer choices.**

Name \_\_\_\_\_

**A. As you read, pay attention to pauses, stops, and intonation.**

11 Uncle Bob had lived with Jim's family for years. But Uncle  
 Bob required extra help now, so he moved to a nursing home.  
 23 Before he moved, he gave Jim his books and his dog, Murphy.  
 35 Murphy had thick golden fur. Jim always had a good time with  
 47 Murphy.  
 48 "Jim, I need to cut your hair before we visit Uncle Bob,"  
 60 called Mom.  
 62 Jim did not like sitting still for a haircut. But he was  
 74 anxious to talk to his mom about Uncle Bob.  
 83 "Do you think Uncle Bob misses us?" asked Jim.  
 92 "Yes, he does," said Mom. "But he has made friends at his  
 104 new place." 106

**B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!**

purse	girl	turn	fern	clerk
her	fur	church	store	morning
curb	nurse	burst	thirst	never
third	murmur	curl	clever	report
hurt	return	purr	fever	shirt

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

The suffix *-ful* means “full of.” For example, *harmful* means “full of harm.”

**A. Write the word on the line and draw a line before the suffix.**

**Example:**

thankful      thank/ful

1. helpful      help/ful
2. playful      play/ful
3. wonderful      wonder/ful
4. painful      pain/ful
5. restful      rest/ful

**B. Use the correct word from above that best completes each sentence. Circle the suffix in each of your answers.**

1. The soft bed helps me feel restful.
2. My kitten is so cute and playful.
3. When I cut my finger, it was painful.
4. The sunset is wonderful.
5. The extra reading lessons are helpful for me.

Name \_\_\_\_\_

**A. Vocabulary Words** Circle the word in each group that does not belong with the word in bold.

- |                    |        |           |         |
|--------------------|--------|-----------|---------|
| 1. <b>disturb</b>  | bother | upset     | help    |
| 2. <b>promise</b>  | keep   | agree     | walk    |
| 3. <b>required</b> | vital  | important | fish    |
| 4. <b>hurdles</b>  | snag   | easy      | problem |

Which of these is **required**? Tell why on the lines below.

- a. homework    b. video games

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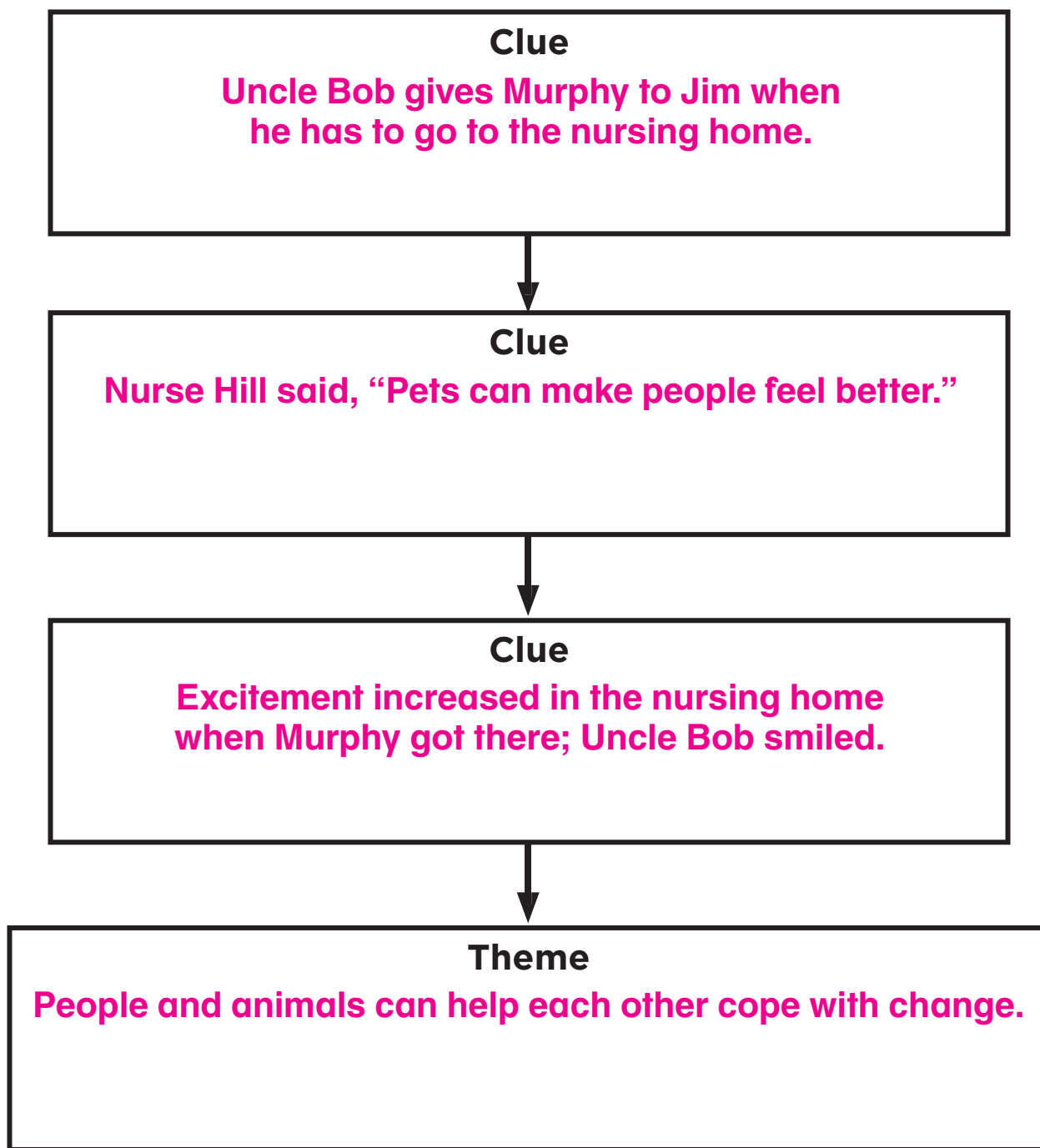
**B. Vocabulary Strategy: Context Clues** Underline the words or phrases that give clues to the meaning of each word in bold.

My sister has singing lessons every week. Because she has a show next week, she has to practice and get over her last **hurdles**. She repeats a song until she can sing it without tripping over any words.

She made a **promise** and told me she would never sing at times when I have to concentrate. She tries not to **disturb** me and gives me peace when I do my homework, even when I tell her it does not bother me.

Name \_\_\_\_\_

As you reread “Uncle Bob and Nurse Murphy,” use the Theme Chart to list clues that will help you find the story’s theme.



Sample responses are provided.



Name \_\_\_\_\_

Read the passage. Then complete the questions.

## A Great Day

Jim stood on the curb outside the nursing home. He watched his dog Murphy run up to Uncle Bob. Uncle Bob stroked Murphy's golden fur. Jim had worried that the playful dog and the quiet nursing home were a mismatch. But when Jim and Murphy visited the home, they had fun. They planned to return every Saturday.

Jim found bright cones to use as hurdles and spent all week teaching Murphy to jump over them. On Saturday, he set up the cones in the nursing home's yard. Nurse Hill was helpful by making sure none were disturbed.

Everyone clapped as Murphy jumped hurdles. Jim had never seen Uncle Bob smile so much. It was a great day. Jim could not wait to see what next week would bring!

1. Underline words with the letters *ur* that make the vowel sound in *turn*.
2. Circle words with the suffix *-ful*.
3. What clue tells you that Jim cares about Uncle Bob?

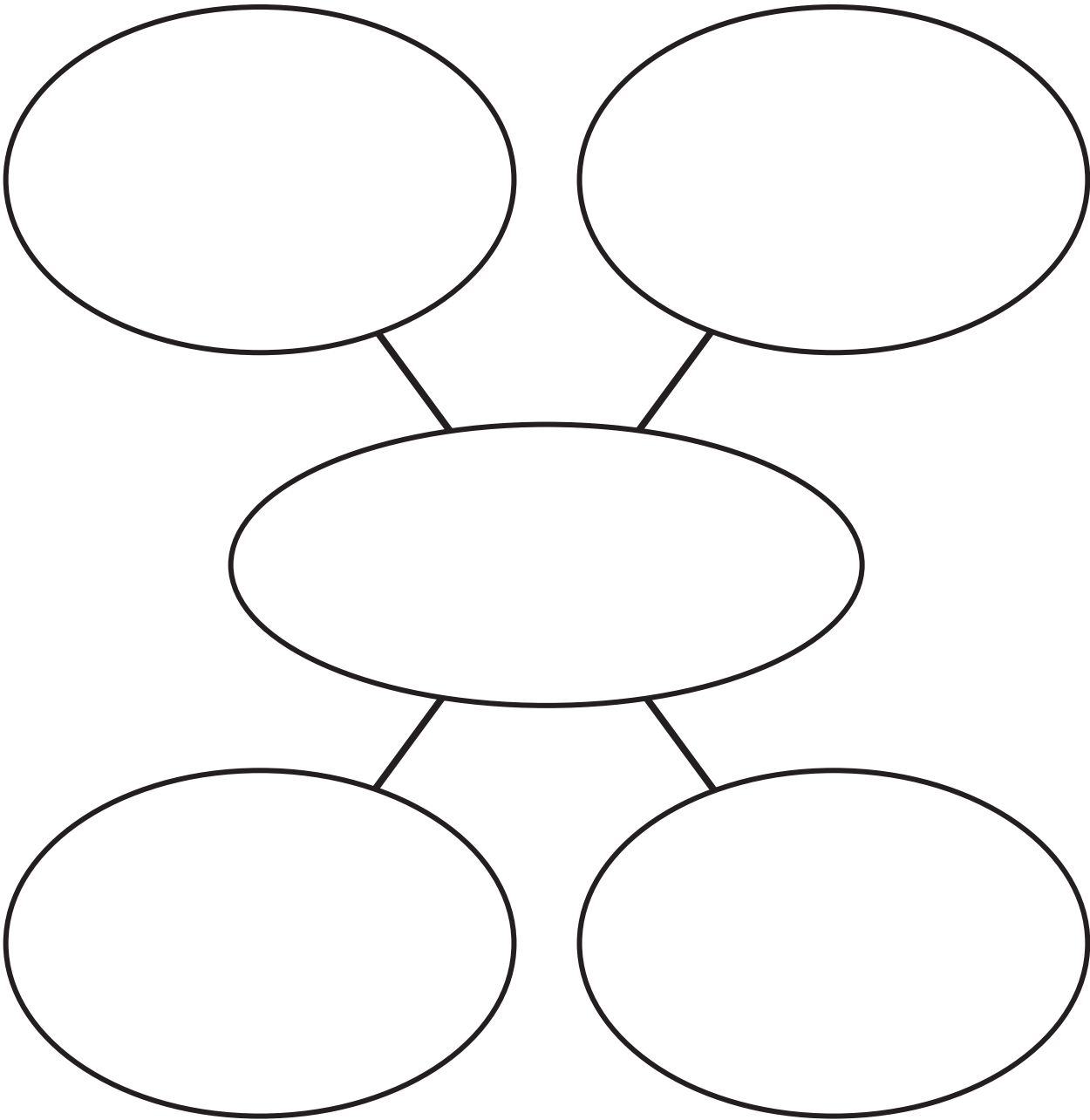
He plans to visit Uncle Bob every Saturday and bring Murphy with him.

4. What is a possible theme for this story?  
Showing others you care will bring them happiness.
5. If something is interrupted or bothered it is \_\_\_\_\_.  
disturbed hurdles required



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



Name \_\_\_\_\_

The letters oo can make the vowel sound as in *took* and *look*.

**A. Underline the oo spelling in the words below.**

book      hook      broke      wood      pole  
hood      good      cook      log      stood

**B. Use the correct words from above to complete each sentence.**

- I hang my hat on a h o o k.
- Paper is made from w o o d.
- Brett put up the h o o d on his coat.
- At night, I read a b o o k before I go to bed.
- I like to help c o o k dinner.
- Jess did a g o o d job making her bed.

**C. Circle the word in each pair that has the oo sound, as in look.**

- took                      top
- hot                      foot
- shook                      shake
- crook                      road
- note                      nook

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.  
Record your scores below.**

“That’s a neat job!” That is what most people say about  
11 storm chasing. Storm chasers try to get close to storms. They  
22 like to watch and study them. But storm chasing is not an easy  
35 job. Storm chasers need to know a lot about the weather.

46 Storm chasing has increased during the last 40 years. Most  
56 storm chasers just like observing storms. Others take photos  
65 or make films of storms. Many chase storms because they love  
76 the adventure.

78 Storm chasers need a lot of equipment. Storm chasers  
87 use phones to make distress calls. Cameras are used to take  
98 photographs of storms. 101

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner’s reading.**

<b>Rate</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

Multisyllable words can end in *an*, *en*, *in*, or *on*. The final syllables will be unaccented.

**A. Write the syllables that make up the word on the lines.**

**Example:**

carton      car      ton

- |            |       |     |
|------------|-------|-----|
| 1. garden  | gar   | den |
| 2. person  | per   | son |
| 3. chicken | chick | en  |
| 4. human   | hu    | man |
| 5. cabin   | cab   | in  |

**B. Use the correct words from above to complete each sentence. Circle *an*, *en*, *in*, or *on* in your answer.**

- On the farm, I ran after a chicken.
- He likes to plant carrots in his garden.
- A person is a human.
- Was the cabin by the lake?
- The farmer is the person who grows crops.

Name \_\_\_\_\_

weather equipment occur predictions method observing

**A. Vocabulary Words** Write the word from above that best completes each sentence.

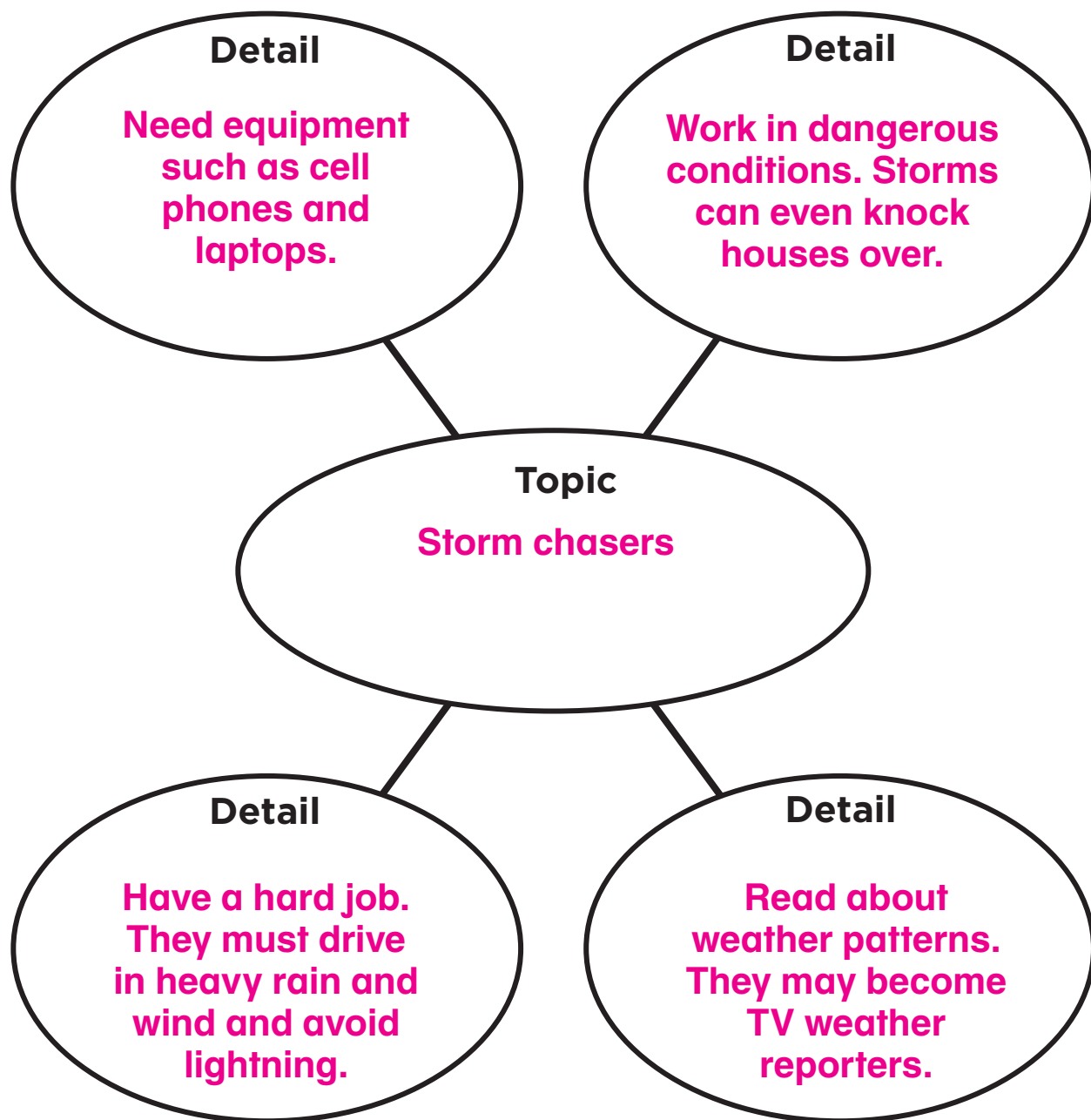
- To do his job, he needs the right equipment.
- I like observing birds in the trees.
- Will the weather be warm or cold on Sunday?
- When will the event occur?
- You can use this method to solve the math problem.
- We make predictions about what will happen next.

**B. Vocabulary Strategy: Greek and Latin Roots** Write the letter of the word on the right that has the Greek or Latin root in bold on the left.

- |   |                |
|---|----------------|
| 1. <b>tact</b> means <i>arrange</i> <u>e</u>    | a. type        |
| 2. <b>typ</b> means <i>print</i> <u>a</u>       | b. thermometer |
| 3. <b>scop</b> means <i>to look at</i> <u>d</u> | c. memorize    |
| 4. <b>therm</b> means <i>heat</i> <u>b</u>      | d. microscope  |
| 5. <b>mem</b> means <i>remember</i> <u>c</u>    | e. tactics     |

Name \_\_\_\_\_

As you reread “Storm Chasers,” use the Description Web to write down details that tell you about the topic.



Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Storm Safety**

When thunderstorms occur, there are many things a person must remember to do. Because thunderstorms can be dangerous, it is good to be prepared. For example, listen to the radio if at all possible. Reporters have special equipment that tracks bad weather. They can continue observing a storm while you try to stay safe.

In the midst of a storm, it is safest to stay indoors. However, if you get stuck outside, there are a few basic rules to keep in mind. These rules include staying away from wooded areas and water, remaining calm, and looking for shelter. If you are in a car, stay inside it and don't go out. Dangers like flash floods and lightning strikes are a reason for every person to know how to stay safe during a thunderstorm.

1. Circle words with the letters *oo* that make the vowel sound in *took*. Watch out for pretender words.
2. Underline the multisyllable words with *en* and *on*.
3. What signal word or phrase points to details about being prepared during a thunderstorm?

**for example**

---

4. Which details describe what to do if you get stuck outside in a storm?

**Stay away from wooded areas and water,**  
**remain calm, and look for shelter.**

---

5. If something happens, it \_\_\_\_\_.  
methods      occurs      observes





Name \_\_\_\_\_

To help you plan your writing, fill out a narration/dialogue chart.


Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Curly Shows the Way**

I moved to a new town last week. I felt **very lonely** and hoped to make new friends. **At lunch I sat at a table by myself waiting for someone to sit with me. At recess I sat on the swing waiting for someone to ask me to play.** After school, I went straight home to my yellow lab, Curly. He was my only friend.

These are clues to the story's theme.

On Saturday I took Curly out for a walk in the park. There were many other dog walkers there. A big husky ran by us to fetch a stick. Curly wagged his tail and barked. I took a deep breath and let him off the leash. Now it was my turn. Curly didn't sit around waiting for someone to play with. If Curly could make friends with a bark and a wag, why couldn't I?

1. Put a box around the words that tell how the character feels in her new town.
2. The character says that she was waiting for someone to sit with her at lunch. She also waited for someone to play with her at recess. Why might these be clues to the story's theme?

**These clues tell us that the character wasn't**

**trying hard enough to make friends.**

3. What is a possible theme for this story?

**You must take an active role in meeting new**

**people.**

Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Weather Forecasters

Weather forecasters have really important jobs. **For** **example**, they find out before anyone else if a rain storm will soak us, or if it will be very hot. These scientists study the weather as it is now. They look for hints about what the weather will be like tomorrow or next week. **Also**, many people depend on weather forecasters when they make plans. If you hear a big storm is coming, for instance, you might call off a picnic. **For these reasons**, weather forecasters make our lives much easier!

This phrase signals a description.

1. Put a box around these signal words and phrases for description:  
**also for these reasons**
2. Underline the different things a weather forecaster does.
3. In your own words, describe how weather forecasters make our lives easier.

Weather forecasters make our lives easier by  
telling what the weather will be. People listen to  
forecasts when making plans.

Name \_\_\_\_\_

The letters oo in a word can stand for the vowel sound in *fool* and *cool*.

**A. Underline the oo sound in the words below.**

boost      bloom      hope      hoop      bamboo  
stole      stool      cartoon      moon      proof

**B. Use the words above to complete the sentences. Circle the oo sound in your answers.**

1. I can use a hula hoop.
2. Bamboo is a plant.
3. Boost me up so I can see better!
4. I look at the moon at night.
5. I need to sit on a stool at the high desk.
6. I like to watch that cartoon.
7. He wants proof that I am telling the truth.

Name \_\_\_\_\_

**A. As you read, pay attention to accuracy.**

Fossil fuels are composed of plants and animals that died  
 10 millions of years ago. The remains fell deep into the sea and  
 22 decayed in the dark water. Sand and clay covered them. The  
 33 sand and clay became rocks. The rocks pressed hard on the  
 44 plants and animals, turning them into coal, oil, and gas.

Oil has many uses. Did you know that plastic is made  
 54 from oil? Most toothbrushes, milk cartons, and plastic spoons  
 65 started as oil. The thick, black goop can be made into a lot of  
 74 things. One of those things is the liquid gas used to run cars,  
 88 ships, and planes. 104

**B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!**

bloom	spoon	soon	order	burnt
doom	noon	food	fir	shirt
toot	groom	boot	border	summer
choose	ooze	school	curl	teacher
goop	cartoon	scoop	turn	birth

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

The prefix *re-* means “again.”**A. Fill in the missing parts to make the word in bold.**

1. We will
- resend**
- the letter later today.

re + send = resend

2. We try to
- reuse**
- old cans and bottles as art.

re + use = reuse

3. June can
- recycle**
- old paper to help save trees.

re + cycle = recycle

4. May I
- retake**
- that shot until I get it right?

re + take = retake

5. Hank broke the shelf, but he can
- restore**
- it with a hammer and nails.

re + store = restore**B. Write two sentences about nature. Use the word *reuse* in one sentence. Use the word *recycle* in the other.**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Vocabulary Words** Check true or false for each statement.

1. Cheese is **composed** of milk.  true  false
2. Sleeping hurts the **environment**.  true  false
3. Some plants are **sources** of food.  true  false
4. A math problem has a **solution**.  true  false
5. **Experts** know a lot and have skills.  true  false

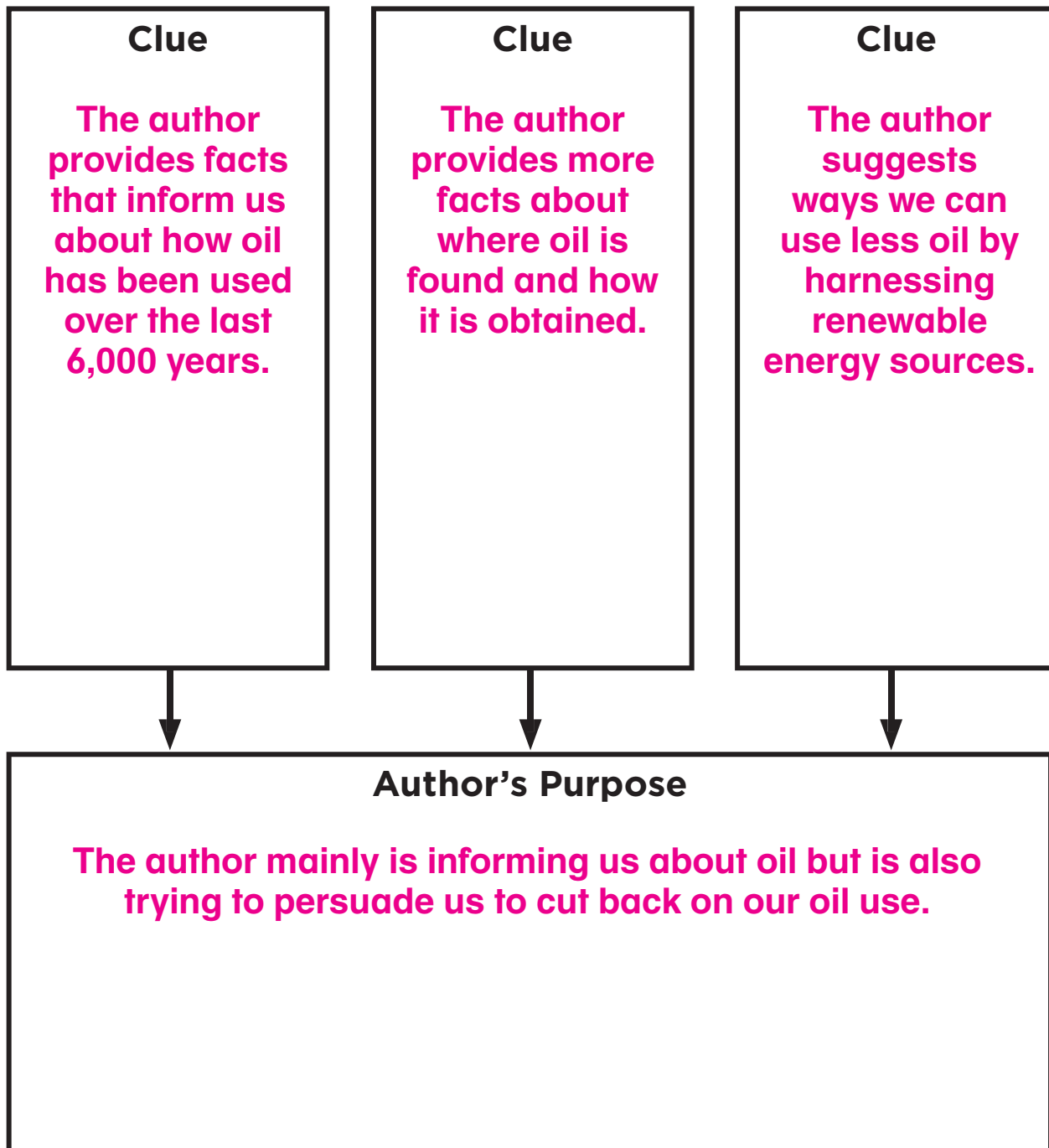
**B. Vocabulary Strategy: Context Clues** Write the word from the box that completes each definition.

source      experts      composed      solution      environment

1. Experts are people who are highly skilled at something.
2. The source of something is the start of it.
3. The environment is a place with many plants and animals.
4. If something is composed of things, it is made of them.
5. A solution is a correct result.

Name \_\_\_\_\_

As you reread “Oil: From Fuels to Tools,” use the Author’s Purpose Map to write down clues that will help you find the author’s purpose.



Sample responses are provided.



Name \_\_\_\_\_

Read the passage. Then complete the questions.

### A New Kind of Power

Oil from decayed plants and animals is used as power. It runs motors used in many different kinds of machines. It is also used to light homes. But we use so much oil that it is harming the air. It is time to choose a new kind of power that won't hurt the planet.

Experts say we need to look for ways to use less oil. One idea is to reuse the rays of the sun. A solar panel is a tool composed of smooth shiny squares that can change pools of sunlight into energy. Another idea is recycling the wind by using windmills. These big metal fans spin in the wind, turning cranks that make power.

Nature gives us many ways to find power. What if your home or car was powered by a waterfall? You can make it happen!

1. Underline words with the *oo* sound in *cool*.
2. Circle the words with the prefix *re-*.
3. What clue tells you how the author feels about using oil for power?

**“It is time to choose a new kind of power that won't hurt the planet.”**

4. What is the author's purpose?

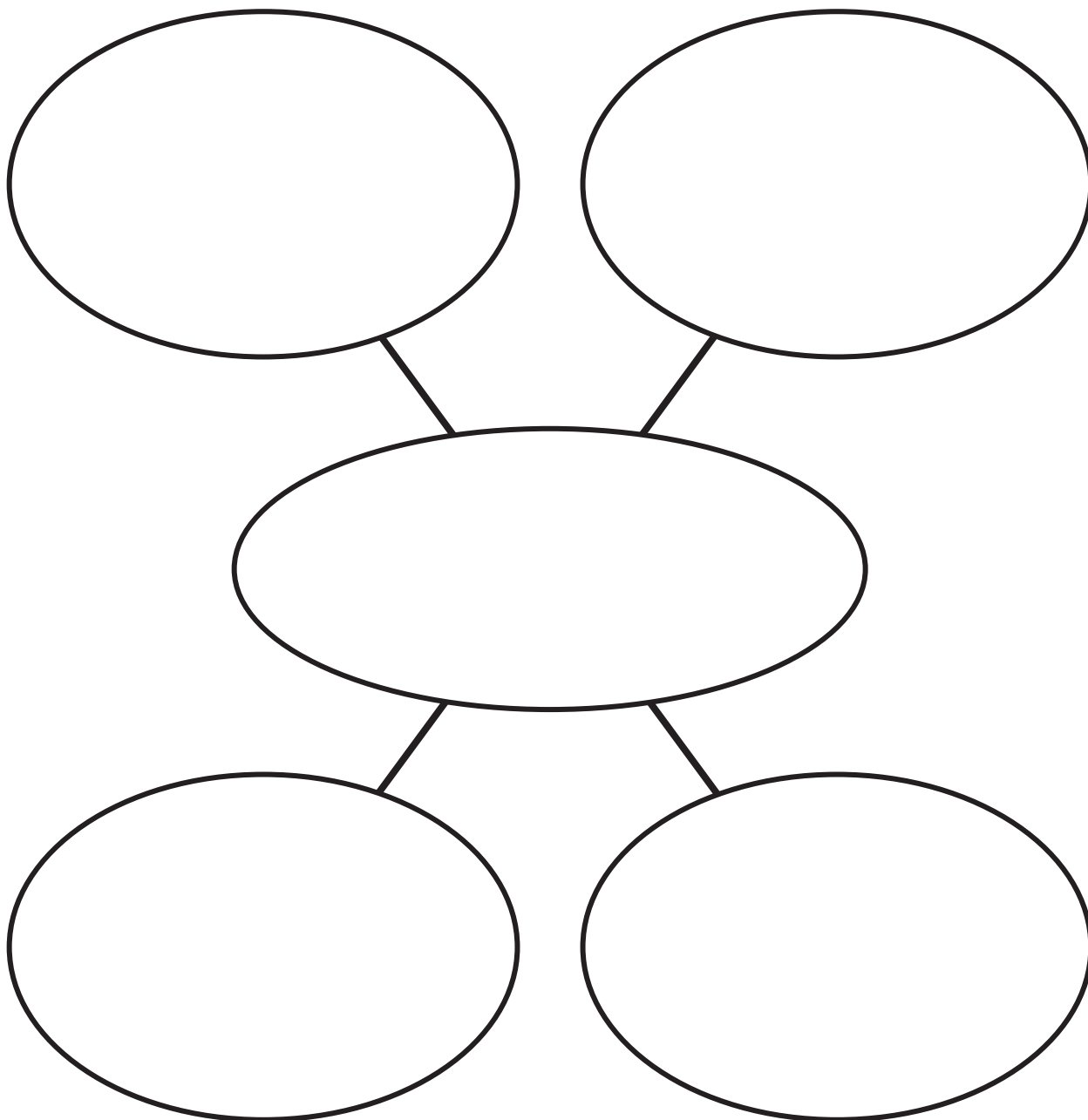
**to inform you about and persuade you to use sources of power that do not hurt the environment**

5. \_\_\_\_\_ means “to be made of” or “full of.”  
**composed**    solution    decayed



Name \_\_\_\_\_

To help you plan your writing, fill out a character web.



Name \_\_\_\_\_

The letters *oi* and *oy* can spell the vowel sound *oi*, as in *join* and *soy*.

**A. Underline the word with the same vowel sound as *join*. Write the word on the line to complete the sentence.**

- I did not save bills, but I did save lots of coins.  
time coins cash
- A jump rope is my sister's favorite toy.  
toy thing sport
- Fran wanted to play the game, so we let her join.  
stay join pitch
- The girl was happy and full of joy.  
joy smiles jokes
- Do not point that finger at me!  
point wag aim
- A boy in my class went home sick.  
boy girl child

**B. Go back and circle the vowel sound *oi* (*oi, oy*) in the answer choices above.**

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.  
Record your scores below.**

Whales spend their lives in the sea. But whales are not  
 11 fish. Whales have lungs. Whales have hair and are warm-  
 21 blooded. Their young weigh three thousand pounds when they  
 30 are born. They drink one hundred pounds of milk each day.

41 Humpback whales live in every sea. They can weigh as  
 51 much as ninety thousand pounds. That's as heavy as thirty cars.

62 These whales can live fifty years. Scientists can tell a  
 72 whale's age by looking in its ears. Rings form in the wax that  
 85 builds up inside their ears. Experts check the number of rings  
 96 to find out a whale's age. 102

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Rate</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

A **contraction** is a short way of writing two words. An apostrophe (') replaces the letters that are removed. For example, *it is* becomes *it's*.

**A. Draw a line to match each pair of words with its contraction.**

I am	wasn't
let us	it's
you will	I'm
was not	you'll
it is	let's

**B. Read each sentence. Write the contraction for the underlined words.**

1. You will be my teacher.
2. He did not clean his room.
3. She will swim in the lake this summer.
4. That bird was not flying.
5. I have been to the park many times.

you'll

didn't

she'll

wasn't

I've

Name \_\_\_\_\_

liquid

motion

avoid

coil

**A. Vocabulary Words** Circle the word in each group that does not belong with the word in bold.

- |                  |              |                 |                |
|------------------|--------------|-----------------|----------------|
| 1. <b>liquid</b> | water        | wet             | <b>solid</b>   |
| 2. <b>motion</b> | <b>still</b> | run             | hop            |
| 3. <b>avoid</b>  | skip         | away            | <b>promise</b> |
| 4. <b>coil</b>   | around       | <b>straight</b> | twist          |

**B. Vocabulary Strategy: Analogies** Use a word from the box to complete each analogy.

motion

coil

liquid

expert

1. *Tune* is to *song* as *spiral* is to **coil**.
2. *Hard* is to *soft* as *beginner* is to **expert**.
3. *Glad* is to *mad* as *stillness* is to **motion**.
4. *Solid* is to *firm* as *wet* is to **liquid**.

Name \_\_\_\_\_

As you reread “Humpback Whales,” write down text clues in the Conclusions Chart. Use the clues to draw conclusions about the story.

Text Clues	Conclusions
<p>Whales are warm-blooded. They have hair and lungs. Their young drink milk.</p>	<p>Whales are mammals, not fish.</p>
<p>Whales weigh up to 90,000 pounds. They can hold their breath for 20 minutes.</p>	<p>Like humans, whales are mammals, but they are very different from us.</p>
<p>Whales work together to hunt.</p>	<p>Whales are smart.</p>
<p>Oil spills, trash, and poison harm whales.</p>	<p>People must take care of the sea.</p>

Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

### Narwhals

Narwhals aren't massive, but they have long, pointy horns that make them look scary. You don't have to avoid the narwhal! These whales eat their choice of many fish, and they live deep in the sea.

The narwhal's horn is called a "tusk." It looks like a long, coiled shell with a sharp tip. The tusks can tear or fall off.

A long time ago, people found these tusks on beaches. They believed they belonged to a made-up horse called a unicorn. This began to change when people first saw live narwhals in the wild. Now people know that narwhals are animals, not fairy-tale creatures!

1. Circle words with *oi* or *oy*.
2. Underline the contractions.
3. Why does the author tell us that "we don't have to avoid the narwhal"?

People may think that a whale with a pointy horn is dangerous, but it doesn't eat humans.

4. Why were tusks found on beaches once thought to belong to a unicorn?

No one had seen a narwhal; the mythical unicorn was said to have a long horn on its head.

5. To wind in circles is to \_\_\_\_\_.

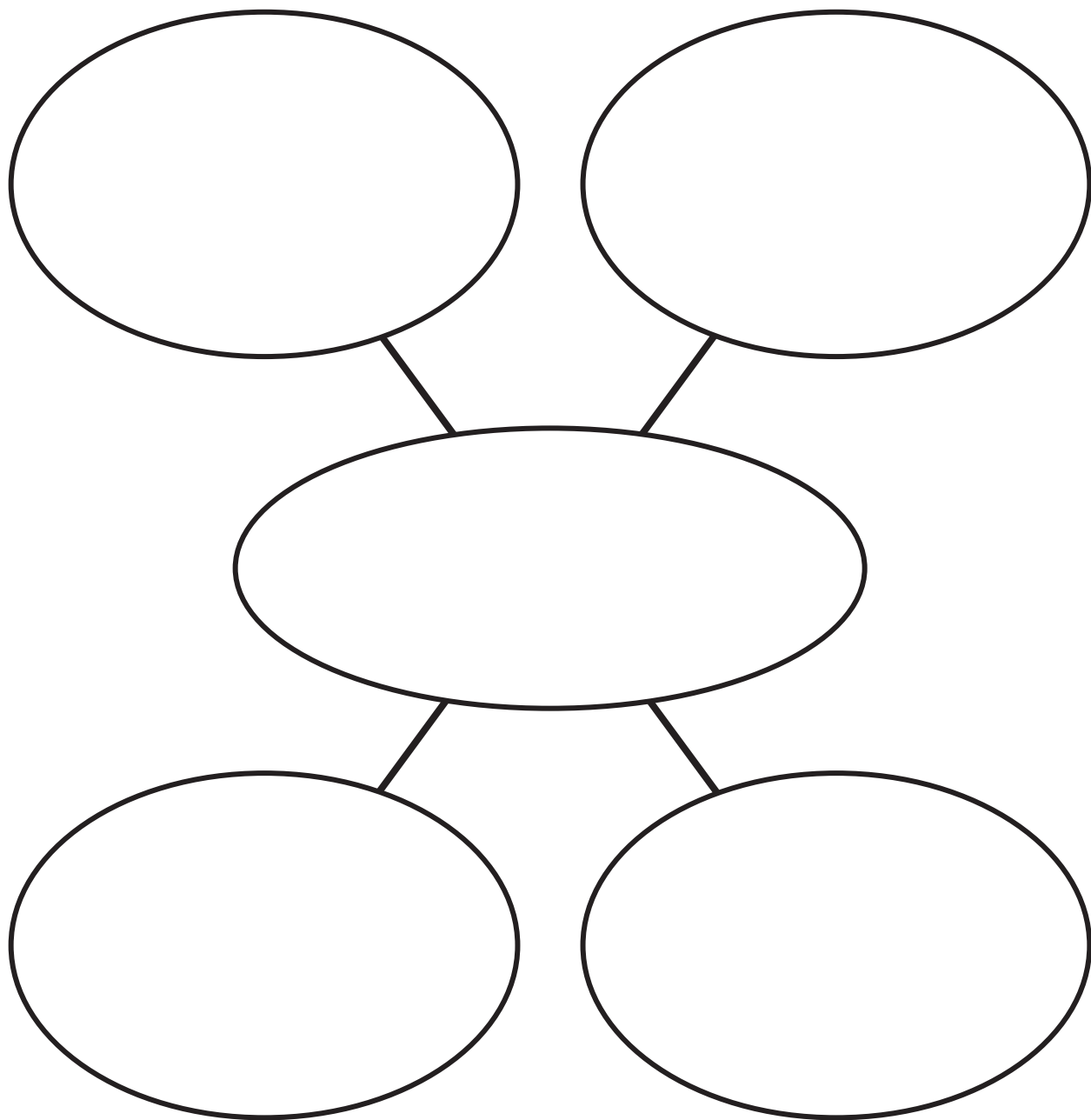
avoid    liquid    coil





Name \_\_\_\_\_

To help you plan your writing, fill out a character web.



Name \_\_\_\_\_

The *aw* sound can be spelled *aw* or *au*. Examples are *fawn* and *causing*. The *awl* sound can be spelled *awl*, *all*, or *al*. Examples are *crawl*, *tall*, and *already*.

**A. Underline the letters spell the *aw* or *awl* sound in the words below.**

sprawl      want      small      lawn      cake  
dawn      saw      always      aim      call

**B. Use the words above to fill in the missing letters. Circle the *aw* sound in your answers.**

- I always look both ways before I cross the street.
- We sawa show last weekend.
- That lawn has the greenest grass!
- Mom will call you on the phone.
- My sister likes to sprawl on the sofa.
- We woke up at dawn for the boat trip.
- His mistake was small.

Name \_\_\_\_\_

**A. Use this passage to perform a choral reading or Readers Theater.**

TO HOTEL GUESTS:  
TIDES CAN CAUSE TROUBLE!

3  
7      Our beach is known for powerful tides. Tides can make the sea  
19 too deep or unsafe to dive. When the tide retreats into the sea, you  
33 may search the beach for seashells. The best time for finding shells  
43 is low tide. The water isn't as high.

53      A hotel calendar has been established to show what times are  
64 safe for swimming and what times are not. Pause before you go into  
77 the water. You do not want to get caught in the tide and then pulled  
92 in. 93

**B. Read these sentences aloud to yourself or a partner. Pause at the single slashes (/) and stop at the double slashes (//). Make sure to change your voice when you read a question mark (?) or an exclamation mark (!).**

1. I did not like the look of the claws on that dog's paws.//
2. The cause of my anger was a small walnut.//
3. It was John's fault that he crawled across the muddy floor.//
4. She caught a cold and was forced to wear a shawl all the time.//
5. Who taught that boy to draw?// He is awesome!//



Name \_\_\_\_\_

The prefix *pre-* means “before.”**A. Put the pieces together and write the word on the line.**Example: 

pre
-----

sort
------

      presort      1. 

pre
-----

heat
------

      preheat      2. 

read
------

pre
-----

      preread      3. 

order
-------

pre
-----

      preorder      4. 

pack
------

pre
-----

      prepack      5. 

test
------

pre
-----

      pretest      **B. Fill in the blanks with the word from above that best completes the sentence. Circle the prefix in each of your answers.**

1. Before I filled my bag, my mother wanted to prepack an extra toothbrush.
2. Will you please preheat the oven to 350 degrees?
3. We know how to preread by looking at the titles of a story.
4. Before we begin this unit, we will have a pretest.
5. I had to preorder the book before it was in the store.

Name \_\_\_\_\_

supply

careful

retreats

established

**A. Vocabulary Words** Choose the word from above that best completes each statement. Write the word on the line.

Example:

*Neat is to messy as smooth is to* rumpled.

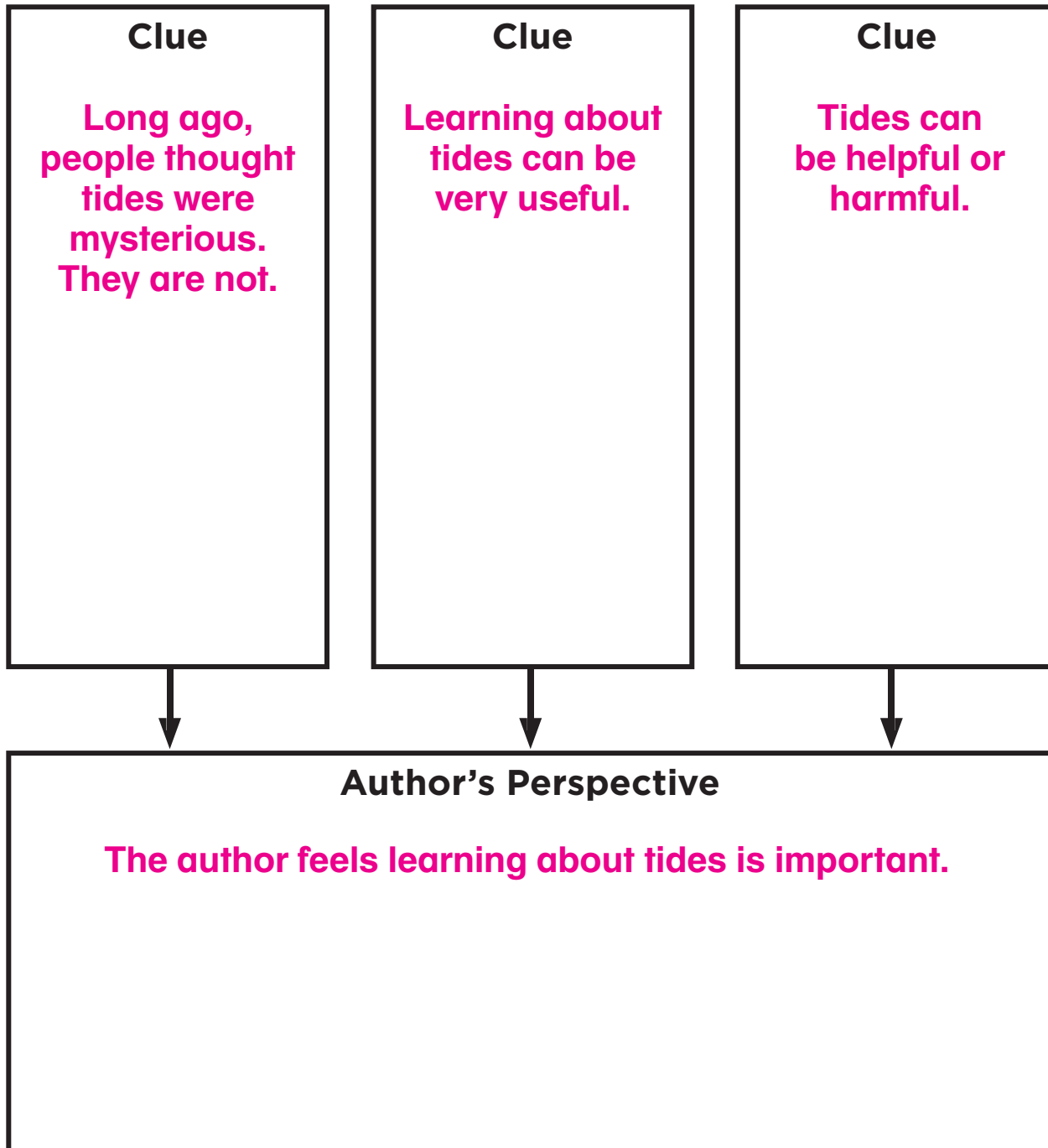
1. *Ask is to request as give is to* supply.
2. *Tore down is to destroyed as made is to* established.
3. *Tired is to awake as sloppy is to* careful.
4. *Sends in is to calls back as goes forward is to* retreats.

**B. Vocabulary Strategy: Suffixes** Draw a line to match the word in bold with its definition.

- |                    |                     |
|--------------------|---------------------|
| 1. <b>baker</b>    | a. one who teaches  |
| 2. <b>supplier</b> | b. one who observes |
| 3. <b>observer</b> | c. one who acts     |
| 4. <b>actor</b>    | d. one who supplies |
| 5. <b>teacher</b>  | e. one who bakes    |

Name \_\_\_\_\_

As you reread “The Rise and Fall of Tides,” use the Author’s Perspective Map to write down clues that will help you find the author’s perspective.



Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Riding the Waves**

Most people think of small islands as rest spots. They can relax, visit a coral reef, or gather brittle seashells. But surfers visit the islands for excitement, always hoping for an endless supply of waves!

The sport of surfing was established hundreds of years ago, when the first surfers taught themselves to ride ocean waves. At first, they just let themselves get caught in the swell. They soon learned the causes of each wave. Now surfers watch waves break and retreat as they ride premade boards.

After hundreds of years, surfing remains one of the most thrilling sports!

1. Underline words with *aw*, *au*, or *al*.
2. Circle the word with the prefix *pre*-.
3. Which word in the first paragraph provides a clue to the author's perspective on "riding the waves"?

**excitement**

4. How does the author feel about surfing?

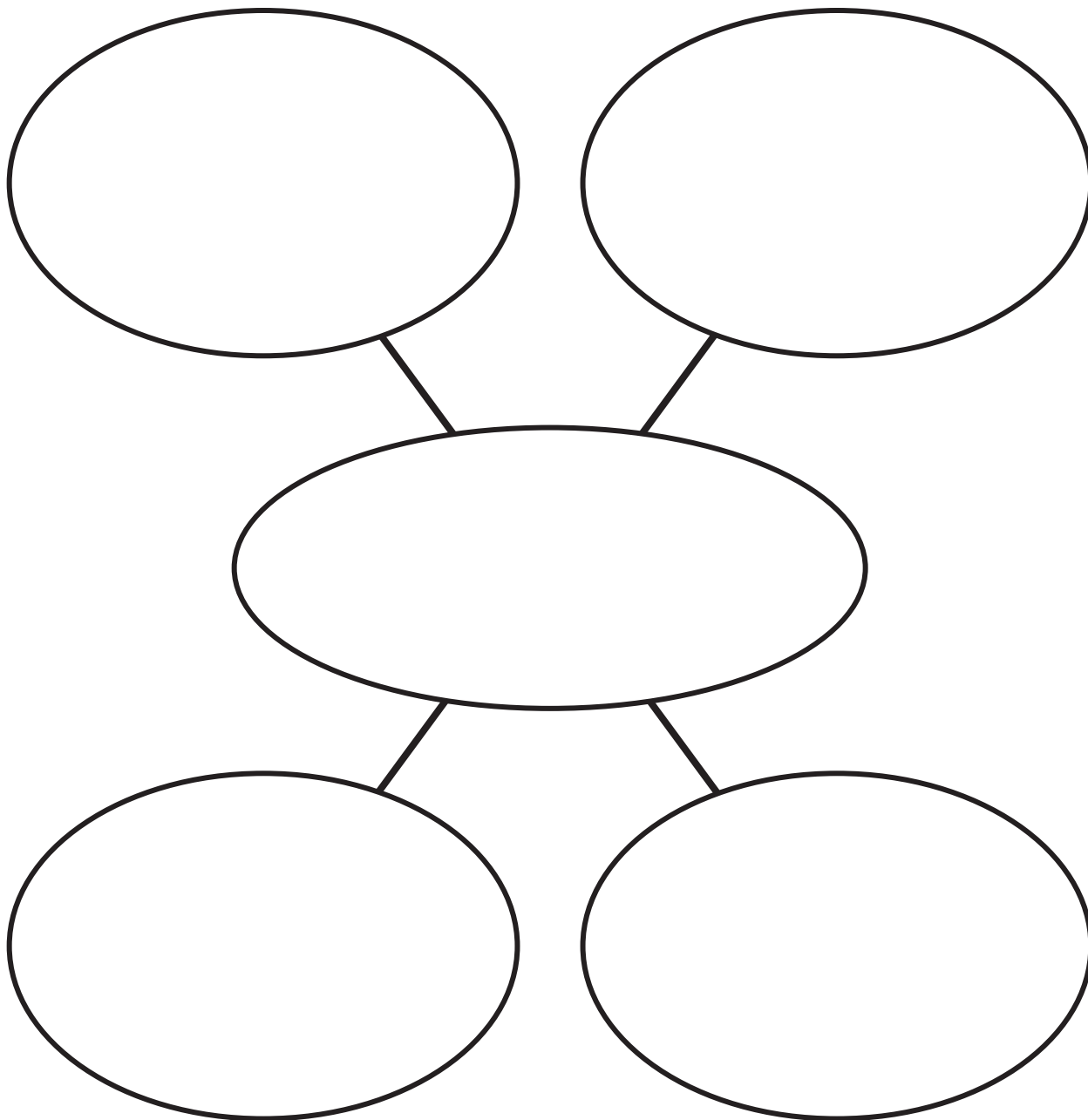
**It is one of the most thrilling sports.**

5. If something moves back, it \_\_\_\_\_.  
retreats supplies established



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.

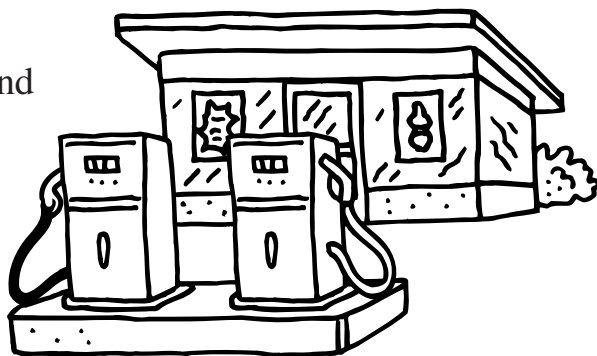




Name \_\_\_\_\_

**Read the passage. Then complete the questions.****All Aboard**

The best way to travel is by using mass transit. Many people use buses and subways to go to work and school. Instead of sitting in traffic jams for hours, they ride subways or trains. They know that mass transit keeps many cars off the road. This is good because smoke from cars makes the air dirty and unhealthy to breathe. The fewer cars there are on the road, the better it is for our environment. Millions of people do not use cars when they travel. This helps our air! So we should use mass transit when we can.



1. Underline three ways people travel to work and school using mass transit.
2. Why is mass transit good for our planet?

It keeps many cars off the road, which makes the air cleaner.

3. What is the author's purpose?

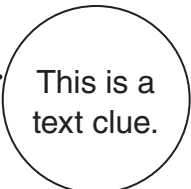
to persuade us to use mass transit when we can

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Taking a Whale-Watching Trip**

Whales are a joy to watch. To get the most out of whale-watching, find out what kind of whales you will see and what time of year is best to see them. Next, ask if your boat will have food on board. Then, check to see what the weather will be like on the day of your trip. You should bring rain gear if it will rain. You don't need to bring toys. Finally, have fun on your trip!



This is a text clue.

1. Underline text clues that tell what you should do to get the most out of whale-watching.
2. Why wouldn't you need to bring toys on the whale-watching trip?

You will be looking for whales and enjoying the boat; there is no time to play with toys.

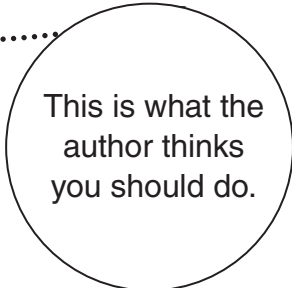
3. What conclusion can you draw about taking a whale-watching trip?

You should do some planning before the trip.

Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Calling All Predators**

Sharks have a bad reputation. One look at all those **sharp teeth** fills most people with fear. Some people are even afraid to swim in the ocean. If they spot the dreaded fin sticking out of the water, they quickly swim to shore as if they are being hunted.

If you think sharks pose a threat, **you should do some research**  On average, there are only about 50 **shark attacks** each year worldwide. Only five of those attacks result in human death. More people are killed by lightning strikes or coconuts falling off of trees each year! On the other hand, humans kill hundreds of thousands of sharks each year for sport, food, or to make a profit. Many sharks are endangered of becoming extinct.

So, who is the more dangerous predator?

1. Put a box around the reasons people fear sharks.
2. Underline what the author thinks you should do if you think sharks pose a threat.
3. What is the author's perspective on sharks? On humans?

**The author believes that sharks have a bad reputation for attacking people when they are the ones being hunted; humans are far more dangerous predators than sharks.**

Name \_\_\_\_\_

**A. Underline the letters that spell the same vowel sounds as *hurt*, *boil*, or *took* in the words below. Circle prefixes and suffixes. Put a box around contractions.**

foot      kitchen      salt      enjoy      repainted  
harmful      burst      they'll      prebake      spoon

**B. Now use words from above to complete these sentences. Use the hint below each sentence to help you.**

1. They **repainted** the walls of the house.  
**Hint:** This word has a prefix that means “again.”
2. I hope you **enjoy** the show!  
**Hint:** This word rhymes with *toy*.
3. He eats yogurt with a **spoon**.  
**Hint:** This word has the same vowel sound as *pool*.
4. That poison is very **harmful**.  
**Hint:** This word has a suffix.
5. My father likes to **prebake** dinner rolls.  
**Hint:** This word has a prefix that means “before.”
6. Ow! She stepped on my **foot**!  
**Hint:** This word has the same vowel sound as *book*.
7. Could you please pass me the **salt** and pepper?  
**Hint:** This word has the same vowel sound as *fall*.
8. **They'll** go to the assembly as a class.  
**Hint:** This word is a contraction.

Name \_\_\_\_\_

You can hear each consonant in a **consonant blend**.  
Examples of final and triple consonant blends are *fast* and  
*stronger*.

**A. Underline the word with the triple or final consonant blend. Then write the word in the blank.**

- The monkey will screech if you yell at it.  
screech run cry
- We play baseball in the field.  
summer fool field
- We like to splash in the water.  
splash go run
- He broke his toe, and so he needed a splint.  
splint cane chair
- This is a very difficult task.  
job game task
- The kids went up in the hay loft.  
pile hill loft

**B. Circle the triple or final consonant blends in the answer choices above.**

Name \_\_\_\_\_

**A. As you read, pay attention to end punctuation, pauses, stops, and intonation.**

14 Are you a “pack rat”? A pack rat is a person who collects a  
lot of stuff. But a desert pack rat is an animal.

25 A pack rat is a kind of rodent. It is also called a wood rat.  
40 These rodents are common in the Southwest desert.

48 A pack rat looks like most rats, but it has a soft tail. It has  
63 big ears and big eyes. It can be tan, gray, or black. Its toes are  
78 long and thin. It has strong feet made for grasping branches or  
90 rocks.

91 Pack rats mainly eat cactus plants, flowers, fruits, and  
100 leaves, but they will eat almost anything. 107

**B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!**

scram	split	strap	paw	pause
scrub	splat	strong	noise	fault
scream	splash	stripe	toys	annoy
scrape	sprint	stretch	straw	shawl
scratch	spring	stream	avoid	small

**Record Your Scores**

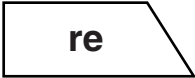


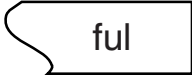

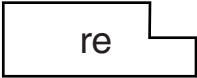



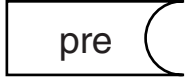


Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

Examples of **suffixes** are *-ful* and *-ly*. Examples of **prefixes** are *re-* and *pre-*.

**A.** Put the word together with its suffix or prefix. Write **S** if you use a suffix. Write **P** if you use a prefix.

Example:			<u>return</u>	<u>P</u>
1.			<u>hurtful</u>	<u>S</u>
2.			<u>rewrite</u>	<u>P</u>
3.			<u>harmful</u>	<u>S</u>
4.			<u>premade</u>	<u>P</u>
5.			<u>kindly</u>	<u>S</u>

**B.** Use the words from above to complete each sentence.

- Poison is very harmful.
- The children like to rewrite old tales and make up plays.
- Treat others kindly, as you want to be treated.
- We will use premade costumes in our class play.
- You must not say hurtful things to your best pal.

Name \_\_\_\_\_

nocturnal    solitary    shimmer    obtain    material    cactus

**A. Vocabulary Words** Write the word from above that best completes each sentence.

Our family has felt **1. solitary** since our car broke and we could not visit anyone. Now it is fixed so we drove to the tent store. We need to **2. obtain** a tent so we can camp in the desert with friends. One tent was made of a really cool **3. material**. It seemed to **4. shimmer** in the light! This trip will be fun because I can stay up late and take photos of **5. nocturnal** animals. I plan to hide behind a prickly **6. cactus** until I see one.

**B. Vocabulary Strategy: Context Clues** Underline the words or phrases in each sentence that give clues to the meaning of the word in bold.

1. At night, by the light of the moon, the forest comes alive with **nocturnal** animals.
2. A **solitary** person may enjoy being alone, away from the chatter of others.
3. If you want to **obtain** supplies, you will need to get bags and boxes to put them in.
4. My clothes are made of different **materials**: cotton, silk, and wool.
5. If you go to the desert, watch out for the long, prickly arms of a **cactus**!



Name \_\_\_\_\_

As you reread “In the Hot Sand,” use the Main Idea Chart to help you summarize details and then the main idea.

<b>Detail</b> <p>Pack rats live in the desert.</p>
<b>Detail</b> <p>They look like rats with soft tails. They have strong feet.</p>
<b>Main Idea</b> <p>A pack rat is a desert rodent with unique features.</p>

<b>Detail</b> <p>Pack rats may use cactus, bushes, trees, rock piles, or people’s homes or cars.</p>
<b>Detail</b> <p>They often reuse empty nests.</p>
<b>Main Idea</b> <p>Pack rats can nest in many places.</p>

Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Skunk Spray**

Skunks are nocturnal mammals known for their smelly spray. It is used when a skunk feels threatened. This dreadful spray is an oily liquid made by glands under its bushy tail. When a predator approaches, a skunk can turn around and release an unpleasant mist that can reach as far as ten feet.

Skunk spray doesn't hurt its victims, though it does make them uncomfortable. The smell can linger for days and is very difficult to get rid of. For this reason, predators will usually reconsider hunting skunks unless no other food is available. Thankfully, a skunk is easily identified by its black coat and white stripe or spots. This vivid contrast is a warning to stay away. As a defensive technique, skunk spray is very effective. It helps these animals thrive in the wild.

1. Underline words in the passage with triple consonant blends.
2. Circle the words with prefixes *pre-* and *re-* or suffixes *-ful* and *-ly*. Watch out for pretender words.
3. List two details that tell how skunk spray is used to keep predators away.

**If a skunk feels threatened, it can spray a predator ten feet away; the smell can linger for days.**

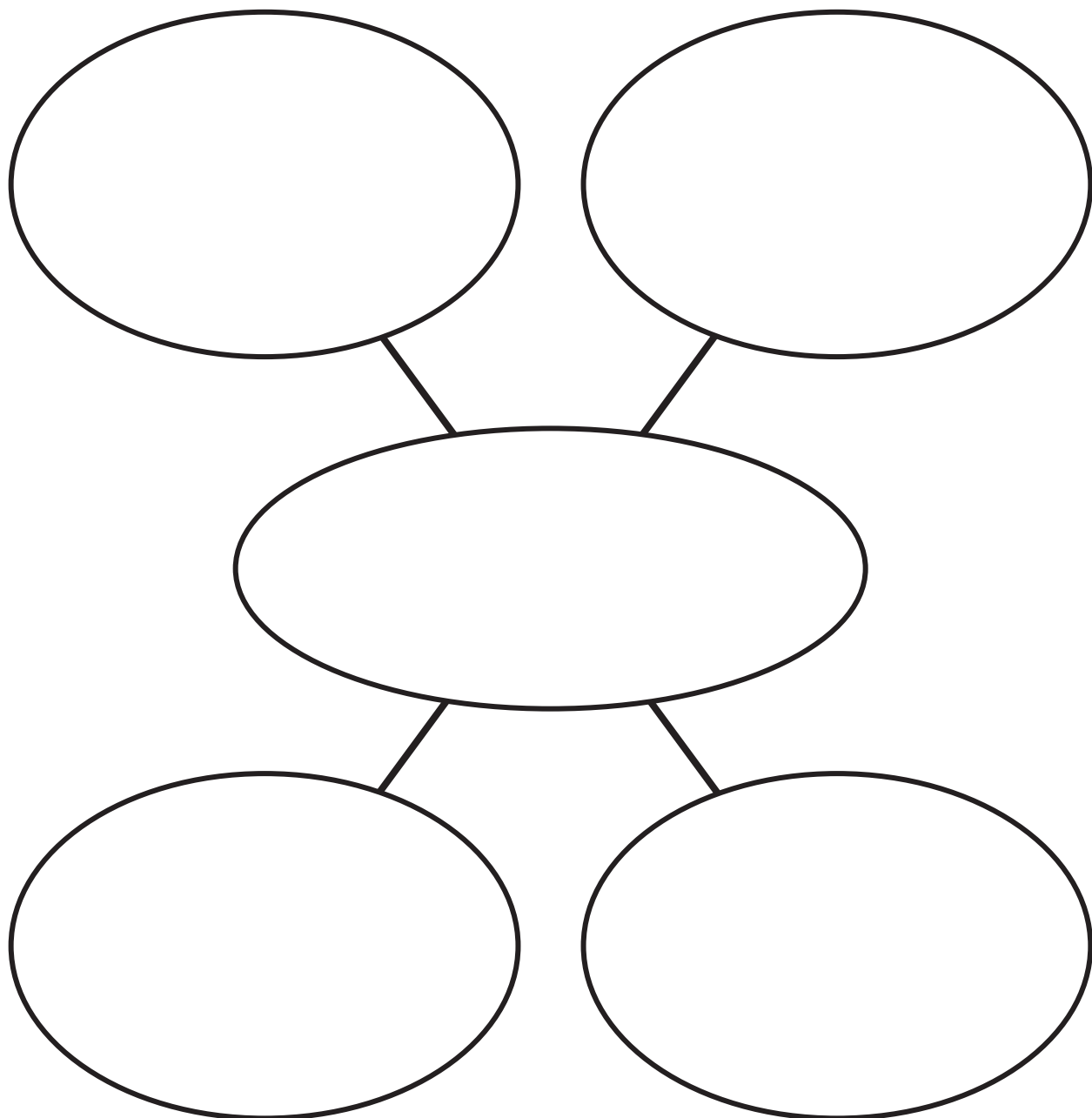
4. What is the main idea of the passage? Is it stated or unstated?  
**The main idea is stated: Skunk spray is an effective defensive technique.**

5. An animal that is active at night is \_\_\_\_\_.  
material      solitary      nocturnal



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



Name \_\_\_\_\_

The vowel sound *ou* can be spelled *ou* or *ow*, as in *sound* and *down*.

**A. Choose the word with the same vowel sound as *down*. Write the word on the line to complete the sentence.**

1. The queen took off her           **crown**           after the ball.  
hat    lace      crown



2. The report called for clouds and light           **showers**          .  
  showers      rain    wind



3. Lift your hand; don't just           **shout**           out.  
yell      shout      call



4. In the store, we were           **surrounded**           by crowds.  
greeted    stopped      surrounded

5. The truck           **rounded**           the corner and almost hit us.  
jumped    missed      rounded

6. That small           **town**           is very cute!  
won      town      rule



7. The trumpet was very           **loud**          .  
lost    lunch      loud



**B. Go back and circle *ou* and *ow* in the answer choices above.**

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.  
Record your scores below.**

Miss Brown: Let's thank Bob's dad for coming to Job Day.  
 11 Now we understand what it's like to make and sell ice cream.  
 23 Howie: The best part is that you get to taste all the ice cream!  
 37 Bob's Dad: We do more tasting than that. We sample the  
 48 ingredients we need from local farms before we buy them.  
 58 Kim: That sounds like fun!  
 63 Bob's Dad: I have a treat for all of you. Each of these cards  
 77 is good for a free ice-cream cone.  
 85 All: Wow! Thanks!  
 88 Bob: Dad says they can count on farmers for the freshest  
 99 ingredients. Then the ice cream tastes better. 106

**Record Your Scores Here**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Rate</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

*Over-* means “too much.” *Under-* means “too little.” These words can be added before other words to make **compound words**.

**A. Break each word into its parts on the line.**

**Example:**

underpaid

under/paid

1. overbake

over/bake

2. overact

over/act

3. overuse

over/use

4. undercook

under/cook

5. underfeed

under/feed

**B. Use the correct words from above to complete each sentence. Circle the words *over* and *under* in your answers.**

- If I underfeed my dog, he will get sick.
- Jon didn't want to overbake the chicken, so he took it out of the oven.
- Try not to undercook the yams so we can mash them easily.
- I hope Tom will not overact in the play.
- If you overuse that toy, it will break.

Name \_\_\_\_\_

lovely      lawn      ingredients      split      fabulous      funds

**A. Vocabulary Words** Write the words from above that best complete the sentences.

1. Jenna and Walter arranged to split up their chores.
2. She brushed her hair until it was lovely and smooth.
3. Do you have the funds to buy a new dress?
4. That was the most fabulous and astonishing trick I ever saw!
5. We weeded the lawn.
6. Do you know the ingredients for blueberry pie?

**B. Vocabulary Strategy: Synonyms** Use this thesaurus entry to answer the questions that follow.

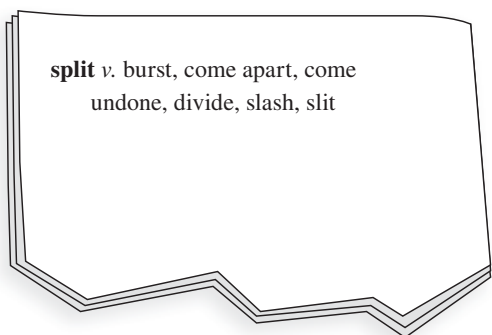
1. What is the best synonym for “We will **split** the muffin in equal parts”?

divide

2. What is the best synonym for “The farmer raised his mighty axe to **split** the log apart”?

slash

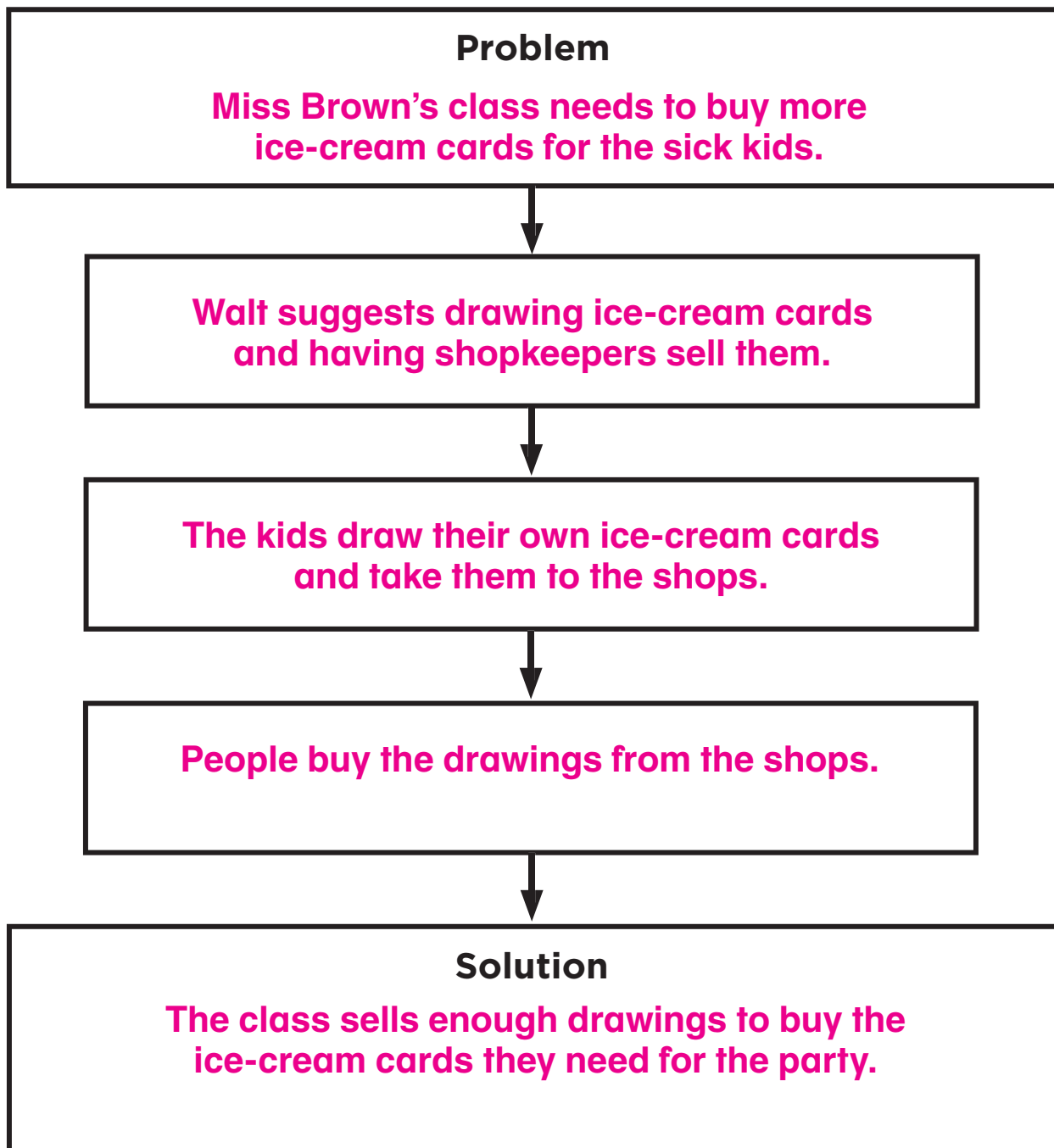
3. What is the best synonym for “The piñata **split** when I hit it”?

burst


**split** v. burst, come apart, come undone, divide, slash, slit

Name \_\_\_\_\_

As you reread “Miss Brown’s Class Helps Out,” use the Problem and Solution Chart to write the problem and the steps taken to solve it.



Sample responses are provided.



Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Party Problems

On the day of the party, Miss **Brown's** class **counted** their funds. They had the toys and ice cream but needed to pay for the **clown** they hired. When the class went **outside** to make sure everything was set up, they couldn't find the **clown**, the toys, or the ice cream! Miss **Brown's** entire class **frowned**. "There must have been a mistake," she said, looking **around** for the answer to everyone's question.

Just then, Bob's dad **found** the upset class and explained what had happened. "We had to move the party indoors. The **underground** sprinklers came on this morning and made the hospital lawn too wet for a party." Miss **Brown's** class was relieved. They all went inside and enjoyed the party. Overall, everyone had a fabulous time!

1. Circle words with the *ou* sound as in *down* and *mouth*.
2. Underline compound words with *over-* and *under-*.
3. What is the problem in the story?

**The party is not set up outside.**

4. How is the problem solved?

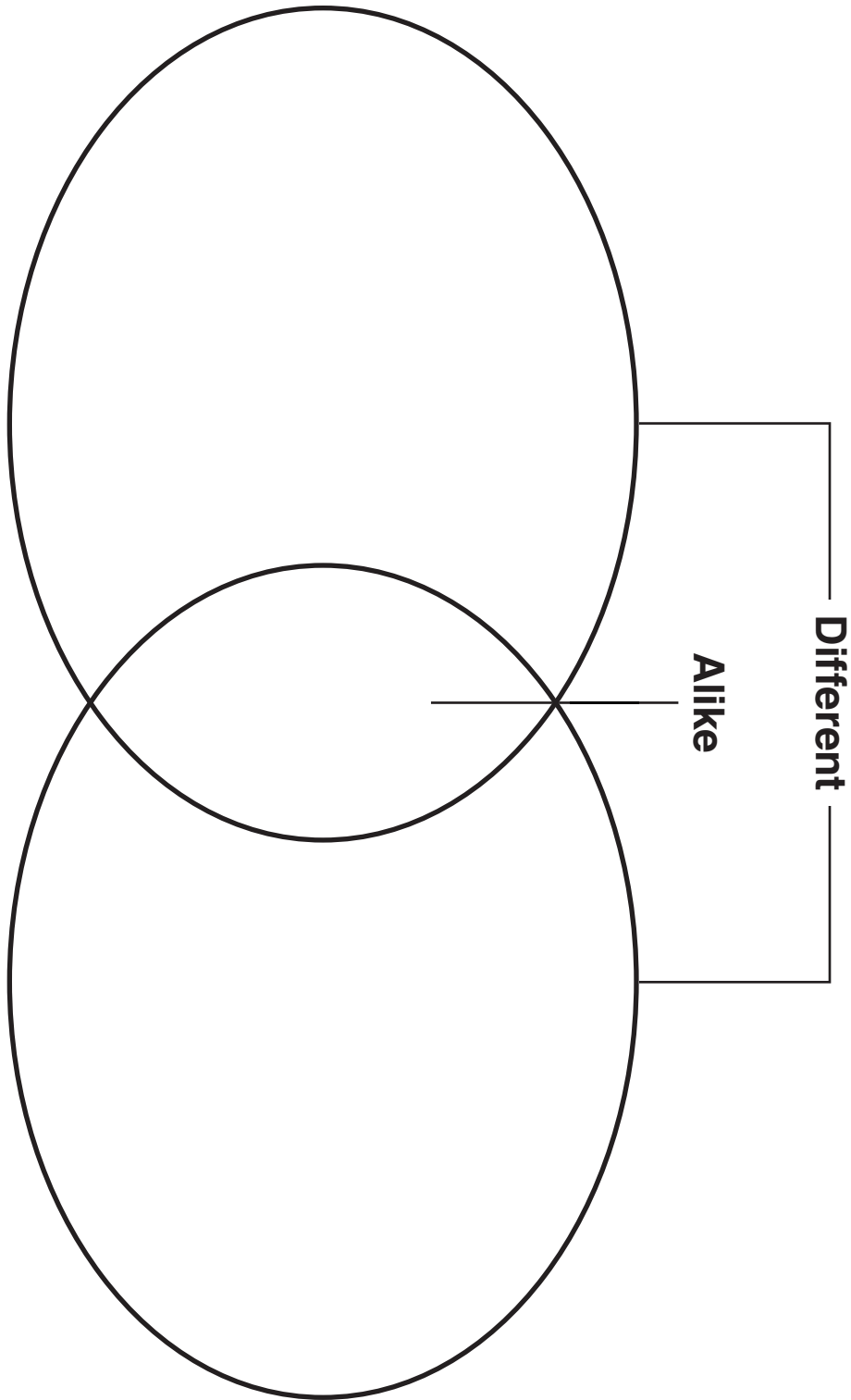
**Bob's dad informs them that the party had to be moved indoors due to the lawn being too wet.**

5. If you have money that is available, you have \_\_\_\_\_.  
**funds**    ingredients    lawn



Name \_\_\_\_\_

To help you plan your writing, fill out a Venn diagram.



Name \_\_\_\_\_

**Read the passage. Then complete the questions.****After Sunset**

In the heat of the day, life in the desert is difficult. There is little water, and the air is so hot that it makes the sand shimmer. This harsh environment forces many animals to stay in the shade during the day. When the sun sets, the desert returns to life.

After sunset, the air and ground are much cooler. Nocturnal animals like bobcats, foxes, and pack rats hunt for food in the dark. Birds and insects awaken to fill the desert night with new sights and sounds. There are also plants that only bloom in the dark. A night in the desert is a different world.

This is a supporting detail.

1. Underline a sentence that explains why life in the desert is difficult in the heat of the day.
2. Place a box around a detail that explains why the desert returns to life after sunset.
3. State the main idea of the passage.

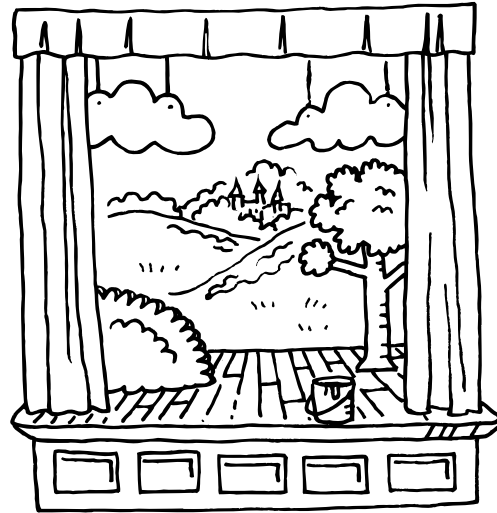
At night, desert animals can escape the heat of the day to search for food and water.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**King of the Play**

Mr. Powell's class will put on a play for the younger students of the school. It is a fairy tale about a king. Pete and Rob both want to be the king and argue over who it should be. Mr. Powell decides that neither boy will be king since they can't think about others. He gives the part to Andy and has Pete and Rob work together on painting.



1. Underline the problem in the story.
2. How did Mr. Powell solve the problem?

Mr. Powell gave the part to someone else.

---

3. What is another way the boys could have solved the problem of who would play the king?

Answers will vary; possible solutions may

include tryouts, sharing role.

Name \_\_\_\_\_

Examples of words with a soft *c* and *g* are *trace* and *page*.Circle the word with soft *c* or soft *g*. Write the word on the line to complete the sentence.

1. The girl keeps her rabbit in a cage.  
cog cage pear

2. Ed tries to exercise each day to stay fit.  
exercise expect exact



3. At first, the boy was afraid of the huge giant.  
man garden giant



4. After going to the circus, I want to be a clown.  
show clock circus

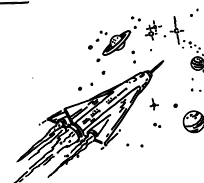


5. The students had fun at the dance.  
dance dream game

6. Don't force the lock.  
force fork push



7. I'd like to go to outer space?  
case gain space



Name \_\_\_\_\_

**A. As you read, pay attention to accuracy.**

Robert Peary was an explorer with a dream. He wanted  
 10 to stand on the North Pole. The North Pole was too cold  
 22 for humans, and the winters were too dark. How would  
 32 he get there?

35 When Peary decided to reach the North Pole, he spent  
 45 years making his plan. He had to study how to sail the sea. He  
 59 had to learn how to store food for a long time. He also learned  
 73 to use sled dogs.

77 He knew this would be a long and hard trip. He estimated  
 89 that it would take years. He also needed another explorer to  
 100 help him. Peary called on Matthew Henson for assistance. 109

**B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!**

city	nice	giant	count	town
gym	face	pencil	shout	loudly
age	cage	cell	down	explain
germ	race	gentle	brand	stretch
cent	large	arrange	sprint	found

**Record Your Scores**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

Examples of words with unaccented endings *-en*, *-an*, and *-on* are *garden*, *pardon*, and *American*.

**A. Fill in the word parts to make the word in bold.**

1. My uncle wore a red
- woolen**
- cap.

wool + en = woolen

2. My books came in a huge
- carton**
- .

car + ton = carton

3. All of a
- sudden**
- , the lights went out.

sud + den = sudden

4. The
- kitten**
- played in the grass.

kit + ten = kitten**B. Circle the word in each pair that has an unaccented ending. Write the unaccented syllable on the line.**

- |                  |                |            |
|------------------|----------------|------------|
| 1. <u>dragon</u> | hello          | <u>gon</u> |
| 2. afraid        | <u>African</u> | <u>can</u> |
| 3. missing       | <u>mitten</u>  | <u>ten</u> |
| 4. debate        | <u>Indian</u>  | <u>an</u>  |

Name \_\_\_\_\_

courage  
advancedexplorer  
achievementtaming  
estimated**A. Vocabulary Words** Write the word from above that best completes each sentence.

1. **Taming** wild animals should not be done by just anyone. Only 2. **advanced** experts should do this. It takes 3. **courage** to work with wild animals. Even a brave 4. **explorer** may not have what it takes. Wild animals are not used to people and might try to hurt a person out of fear. It is an 5. **achievement** to take a wild animal and make it like a pet. Some people have pet cats that were born in the wild. Experts have 6. **estimated** that it takes two weeks to a year to tame these cats.

**B. Vocabulary Strategy: Latin Roots** Write the letter of the word on the right that has the Latin root in bold on the left.

- |   |             |
|---|-------------|
| 1. <b>aud</b> means <i>hearing</i> <b>c</b>   | a. dictate  |
| 2. <b>dict</b> means to <i>say</i> <b>a</b>   | b. inspect  |
| 3. <b>spec</b> means <i>look</i> <b>b</b>     | c. auditory |
| 4. <b>port</b> means to <i>carry</i> <b>e</b> | d. eject    |
| 5. <b>ject</b> means to <i>throw</i> <b>d</b> | e. import   |



Name \_\_\_\_\_

As you reread “The Edge of the World!” use the Main Idea Chart to help you summarize details and then the main ideas.

**Detail**

Peary studied how to sail the sea.

**Detail**

He learned how to store food and use sled dogs.

**Main Idea**

Peary spent years carefully planning and preparing for the trip.

**Detail**

They set out with only four helpers, light sleds, and their best dogs.

**Detail**

They traveled fast because the weather was good.

**Main Idea**

With good weather and a small team, Peary and Henson reached the North Pole.

Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**A Dangerous Climb**

Mount Everest is the world's highest mountain. **Humans** have been attempting to reach the peak since the first successful ascent in 1953. Everest is located on the border of Nepal and China. At 29,035 feet, this giant mountain requires advanced climbing skills from people willing to trek its icy cliffs.

Each year climbers face danger and risk their lives to reach the summit. It takes skill, teamwork, good weather, and luck to get to the top. On Mount Everest, every **person** must be especially prepared for bad weather. Strong winds, sudden blizzards, and avalanches **happen often** and without warning. Since the air is thin, climbers must hike slowly to help their bodies adapt. It takes a good deal of training and courage to climb Mount Everest and stay safe!

1. Underline words in the passage with soft *c* and soft *g*.
2. Circle multisyllable words that end in *-an*, *-en*, and *-on*.
3. What dangers do climbers face when trekking Mount Everest?

**Bad weather and thin air**

4. What is the main idea of the passage?

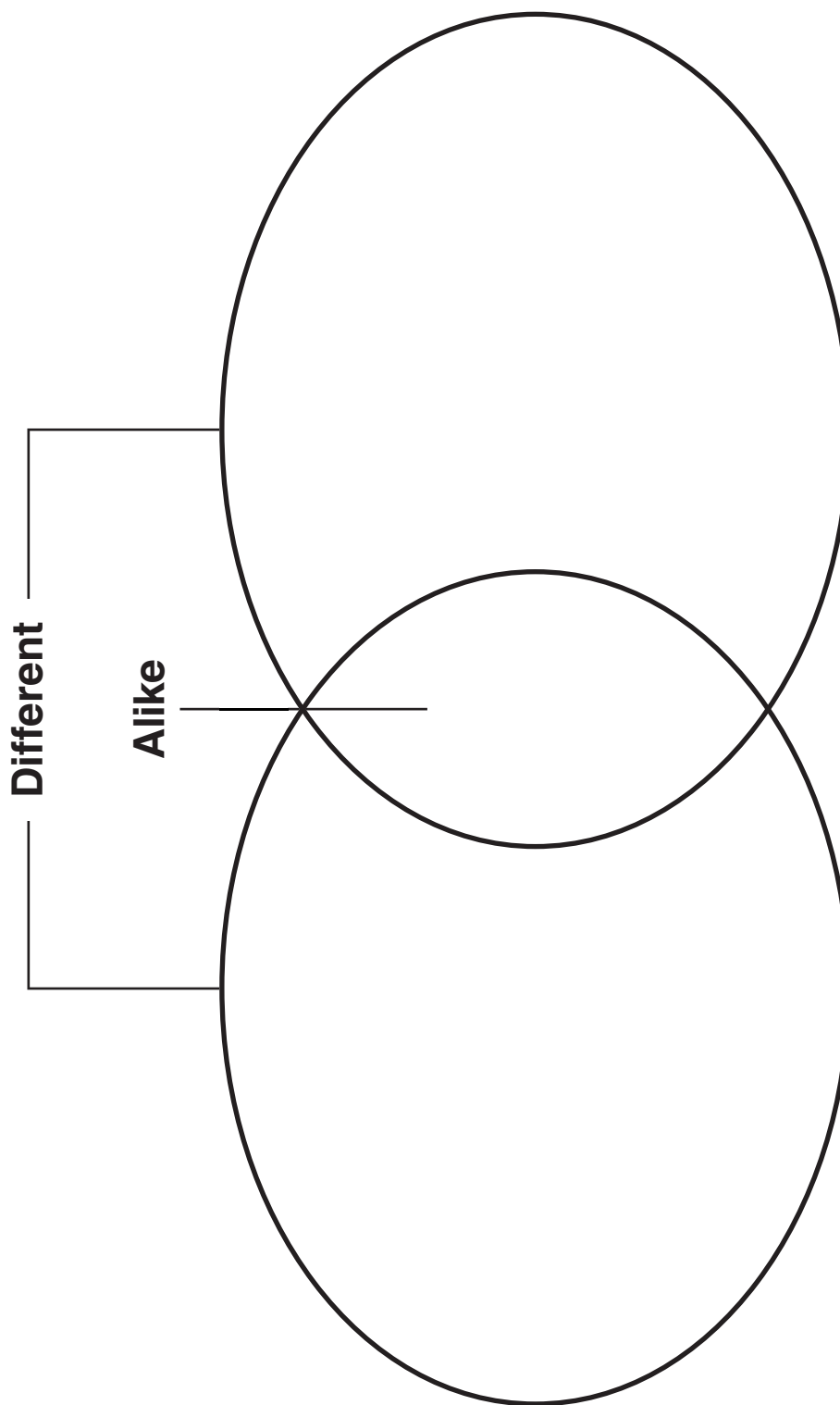
**People need to be prepared to safely climb****Mount Everest.**

5. Facing fear or danger shows \_\_\_\_\_.  
 advancement      achievement      **courage**



Name \_\_\_\_\_

To help you plan your writing, fill out a Venn diagram.



Name \_\_\_\_\_

Examples of words that end in *-el* or *-le* are *trouble* and *rebel*.

**A. Write the word on the line that ends in *-el* or *-le* to complete each sentence.**

- Ms. Hubble told the class to settle down.  
calm   sit   settle
- She made a model airplane.  
model   toy   blue
- She wasn't very hungry, but she did nibble on a carrot.  
chew   nibble   almost
- He kept his pet turtle in his bedroom.  
stamps   turtle   bat
- The soccer players dribble the ball across the field.  
dribble   kick   hit
- I had a bagel for lunch.  
bag   bagel   lady
- Be careful when you use a candle to see in the dark.  
candle   lead   even
- Watch out! That chair will wobble if you stand on it.  
fall   standing   wobble

**B. Go back and underline *-el* and *-le* in the answer choices above.**

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.  
Record your scores below.**

One night, Chen was eating dinner with his mom and dad.  
 11 “I have big news!” Chen’s dad said. “In three weeks, we will  
 23 move to a new town.”  
 28 Chen’s face fell. “How far away will we move?” he asked.  
 39 “We are only moving fifty miles away. We will be much  
 50 closer to my new job,” Chen’s dad said.  
 58 “We’ll be near your job, but fifty miles is far from the zoo,”  
 71 Chen mumbled.  
 73 Chen liked playing baseball. He liked doing puzzles, too.  
 82 But he liked drawing animals best of all. He liked seeing birds  
 94 and bobcats take shape in the middle of his notebook pages.  
 105 The zoo was Chen’s favorite place in the world. 114

**Record Your Scores**

First Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

Second Read: Words Read \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner’s reading.**

<b>Rate</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

The suffixes *-ible* and *-able* mean “capable of” or “able to.”  
For example, *changeable* means “capable of change.”

**A. Fill in the missing parts to make the word in bold. Circle the suffix in your answers.**

1. That book is very **readable**.

read + able = readable

2. The skirt was **unwashable**.

un + wash + able = unwashable

3. Is that milk **drinkable**?

drink + able = drinkable

4. This tube is very **flexible**.

flex + ible = flexible

5. The fabric was **stretchable**.

stretch + able = stretchable

**B. Write a sentence about an animal. Use the word *agreeable*.**

1. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

**A. Vocabulary Words** Check true or false for each statement.

1. You go to a museum to **admire** works of art.  true  false
2. You can clearly hear someone who has **mumbled**.  true  false
3. A dancer must be very **flexible**.  true  false
4. You need **skills** to find a good job.  true  false
5. People have **discovered** dinosaur bones.  true  false
6. A **capable** person isn't able to do a job.  true  false

**B. Vocabulary Strategy: Multiple-Meaning Words** Use the dictionary entry below to answer the questions about the multiple-meaning word.

1. How many definitions are there for **skip**?

3

2. What part of speech is **skip**?

verb

3. What definition of **skip** helps you understand how a body moves?

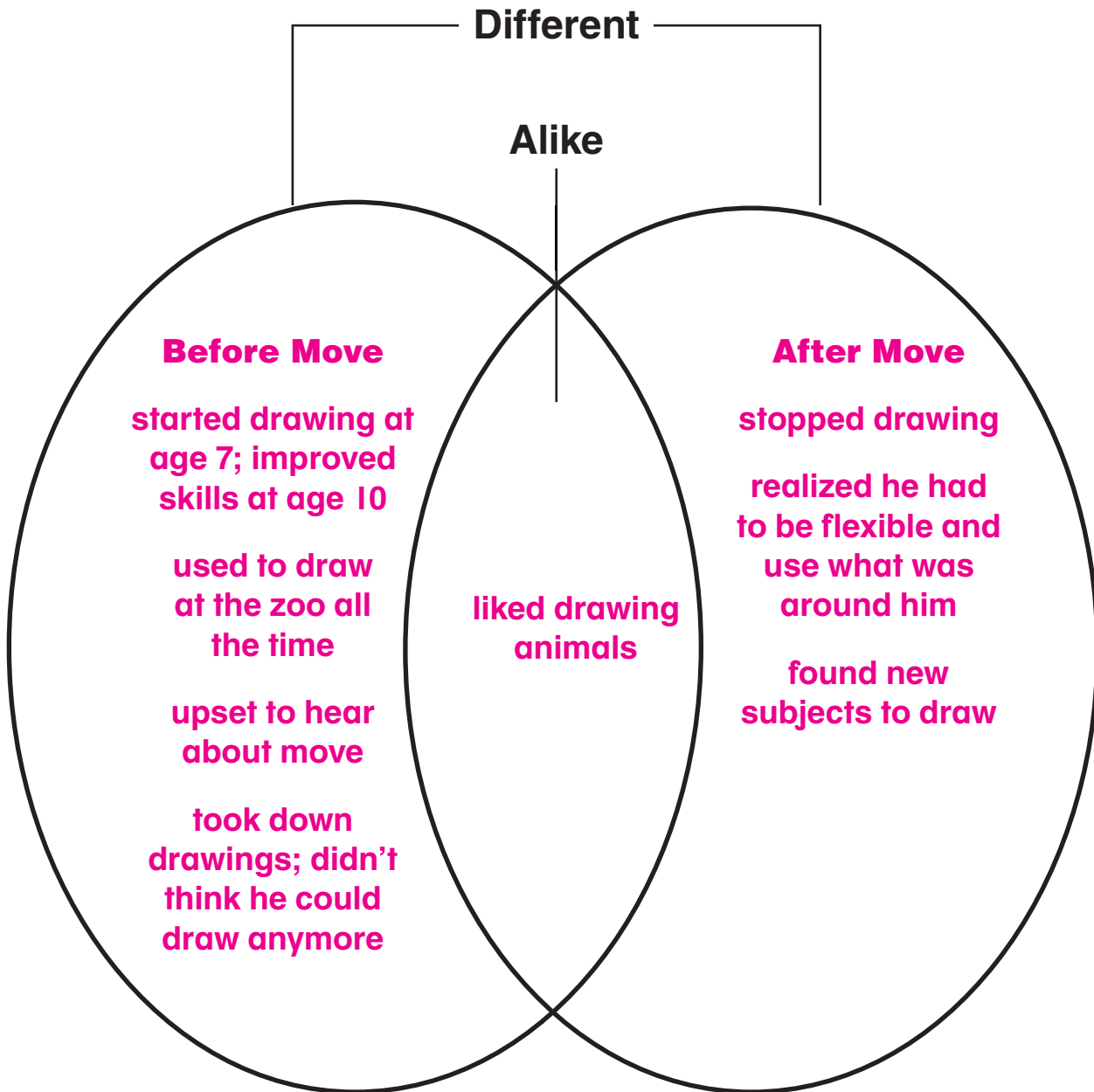
1

**skip** verb

1. To move along in a bouncy way, hopping on each foot in turn. *I will skip along the sidewalk.*
2. To leave something out or to pass over. *I skip number three on the test and will come back to it later.*
3. To go past one grade in school by going to the next one. *I will skip seventh grade.*

Name \_\_\_\_\_

As you reread “A Challenge for Chen,” use the Venn Diagram to compare and contrast Chen’s actions and feelings about art before and after his family moves.



**Sample responses are provided.**



Name \_\_\_\_\_

Read the passage. Then complete the questions.

### Traveling Artist

Chen sat in the middle of the Big Cat Refuge. With his notebook and pencil in hand he felt comfortable, the way a capable artist should feel. As Chen approached the lion's den on the right, he saw the king of the jungle himself standing on a rock. Chen quickly drew the lion's muscular shape and outlined his fuzzy mane. He added a tuft of hair to the end of the lion's tail.

By the time Chen got to the tiger sanctuary, all of the big cats were being fed an all-meat lunch. Chen admired the beauty and strength of the tiger before sketching. He was able to see that the tiger was slightly larger than the lion, had striped fur, and did not have a mane. Chen couldn't deny the irresistible urge to travel and see these amazing cats in the wild.

1. Underline words that end with *-el* and *-le*.
2. Circle the words with the suffix *-able* and *-ible*.
3. How are lions and tigers similar?

They are big cats, eat meat, and have muscular bodies.

4. How are lions and tigers different?

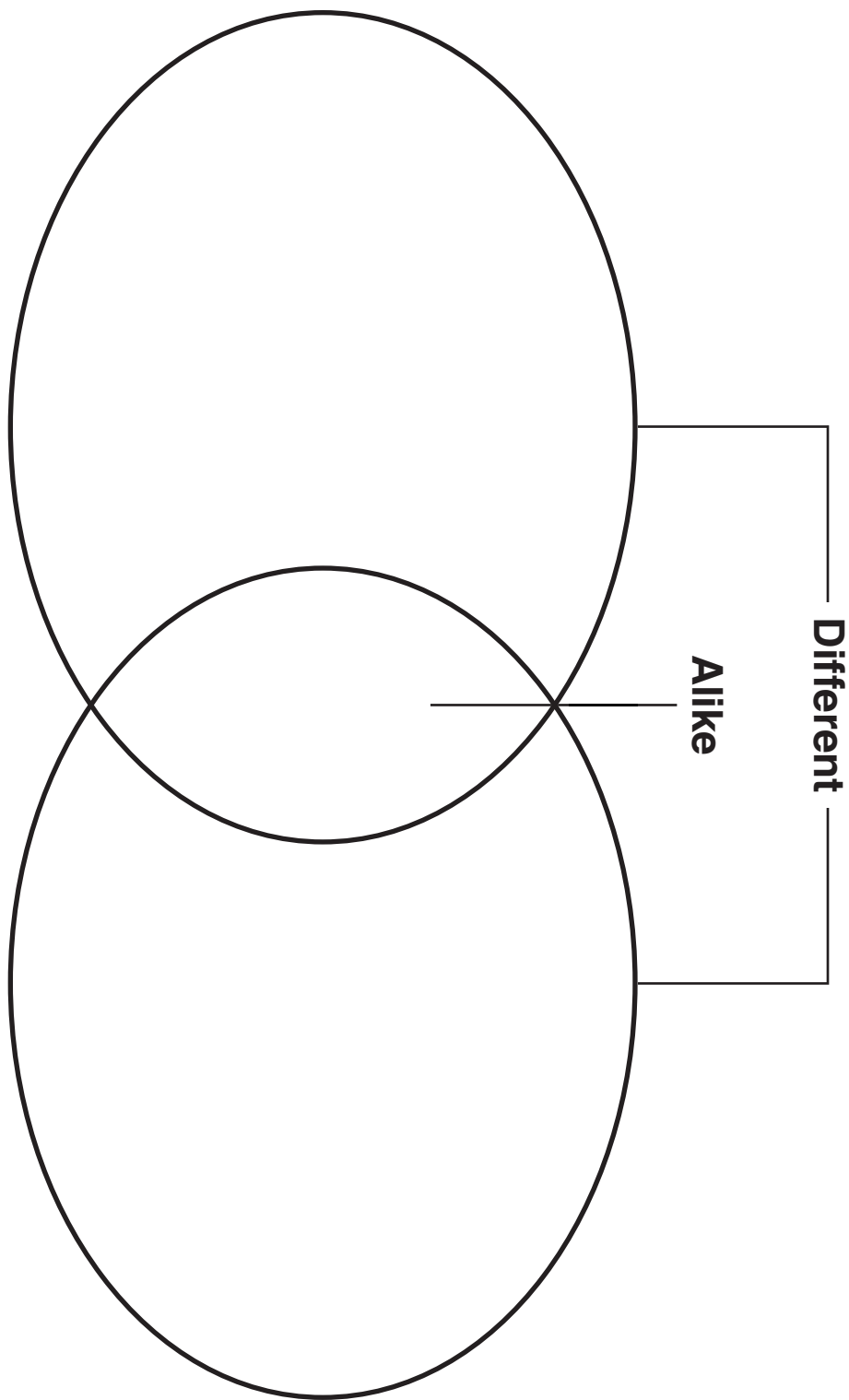
Male lions have fuzzy manes and tufts of hair on their tails; tigers are slightly larger, with striped fur.

5. If you have the skill to do something you are \_\_\_\_\_.  
capable    admired    flexible



Name \_\_\_\_\_

To help you plan your writing, fill out a Venn diagram.



Name \_\_\_\_\_

Examples of words that end in *-er*, *-ar*, and *-or* are *sadder*, *sugar*, and *minor*.

**A. Underline the endings -er, -ar, and -or in the words below.**

brother      mirror      polar      doctor      solar  
organ      wander      ladder      around      very

**B. Now use the correct words from above to complete each sentence.**

1. Climb up the ladder.
2. You go to the doctor when you get sick.
3. He looked at himself in the mirror.
4. I have a brother and six sisters.

**C. Circle the word in each pair that ends in -er, -ar, or -or. Write the -er, -ar, or -or ending on the line.**

- |                  |              |           |
|------------------|--------------|-----------|
| 1. <u>dollar</u> | chain        | <u>ar</u> |
| 2. mark          | <u>mayor</u> | <u>or</u> |
| 3. <u>father</u> | farm         | <u>er</u> |
| 4. metric        | <u>meter</u> | <u>er</u> |
| 5. <u>manor</u>  | race         | <u>or</u> |

Name \_\_\_\_\_

**A. Use this passage to perform a choral reading or Readers Theater.**

12 | There is no other river like Sugar River, the West's safest home  
for wild horses!

15 | Sugar River was discovered in the year 1768, when thirsty  
25 | explorers followed a wild herd of horses to the river shore. Since  
37 | then, the ranch has become a place for all protectors of wild horses.

50 | You will spend nights sleeping under the desert moon in a  
61 | beautiful solar-powered guest room. Each morning, your breakfast  
69 | will offer a new flavor as you eat food from all over the West.

83 | Want excitement? How about a tour of the horse ranch by  
94 | helicopter?

95 | Come to Sugar River! 99

**B. Read these sentences aloud to yourself or a partner. Pause at the single slashes (/) and stop at the double slashes (//). Make sure to change your voice when you read a question mark (?) or an exclamation mark (!).**

1. Polar bears are the worst actors I've ever seen!//
2. Sugar adds flavor to food,/ but it is not good for teeth.//
3. Winter turns my mother and father into bigger protectors.//
4. Other than the singer,/ the only one with honor was the polar explorer.//
5. I wore a razor-thin collar when I flew the helicopter!//



Name \_\_\_\_\_

The suffixes *-er*, *-ar*, and *-or* at the end of the word mean “someone who does that.”

**A. Write the word with the suffix on the line. Circle the suffix in your answers.**

Example: teacher                      today                      teacher

- |              |          |                  |
|--------------|----------|------------------|
| 1. fallen    | farmer   | <u>farmer</u>    |
| 2. conductor | coming   | <u>conductor</u> |
| 3. collector | more     | <u>collector</u> |
| 4. explain   | explorer | <u>explorer</u>  |
| 5. beggar    | began    | <u>beggar</u>    |

**B. Fill in each blank with the word from above that best completes the sentence.**

1. She is a collector of baseball cards.
2. The farmer grows lots of corn and carrots.
3. A beggar needs help and kindness.
4. The train conductor checked our tickets when we boarded.
5. Do you want to be a space explorer ?

Name \_\_\_\_\_

**A. Vocabulary Words** Check **true** or **false** for each statement.

1. Your **descendants** come after you.  true  false
2. **Beggars** have a lot of money.  true  false
3. People who try to hurt you are your **protectors**.  true  false
4. A **sanctuary** is noisy and uncomfortable.  true  false

**B. Vocabulary Strategy: Homographs** Use the dictionary entries below to answer the questions about homographs.

1. How many definitions are there for **nail**?

2

2. What part of speech is **nail**?

noun

3. Which definition of **nail** helps you understand this sentence: *I tried to hit the **nail** with my hammer, but I hit my thumb instead!*

the first one

**nail**<sup>1</sup> *noun* A small pointed metal object that you hammer into something.

**nail**<sup>2</sup> *noun* The hard covering at the ends of your fingers and toes.

Name \_\_\_\_\_

As you reread “Wild Horses of the West,” use the Sequence Charts to write down events in the order they happen.



Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Protectors of Wild Horses**

Ten thousand years before Spanish explorers came to the “New World,” wild horses roamed North and South America. But experts believe that changes in the environment, disease, and overhunting then may have caused them to become extinct in this part of the world. Spanish visitors later brought the surviving descendants of the ancient horses with them in the 1500s. Finally, horses had returned to America!

Now, hundreds of years later, wild horses that run across the plains in herds are often seen as a problem. Limited food sources are turning some wild horses into beggars. This upsets farmers and city officials who do not want wild horses eating their crops or grass. Wild horses who wander into cities and towns are often trapped and sold to be tamed.

After all that they have been through, we must be the protectors of wild horses!

1. Underline words that end with *-er*, *-ar*, and *-or*.
2. Circle words with *-er*, *-ar*, and *-or* as suffixes. Include plural forms.
3. When did the Spanish bring horses to America?

**The Spanish brought horses to America in the 1500s.**

4. Which signal words are used in the passage to indicate a sequence of events?

**then, before, later, finally, after, now**

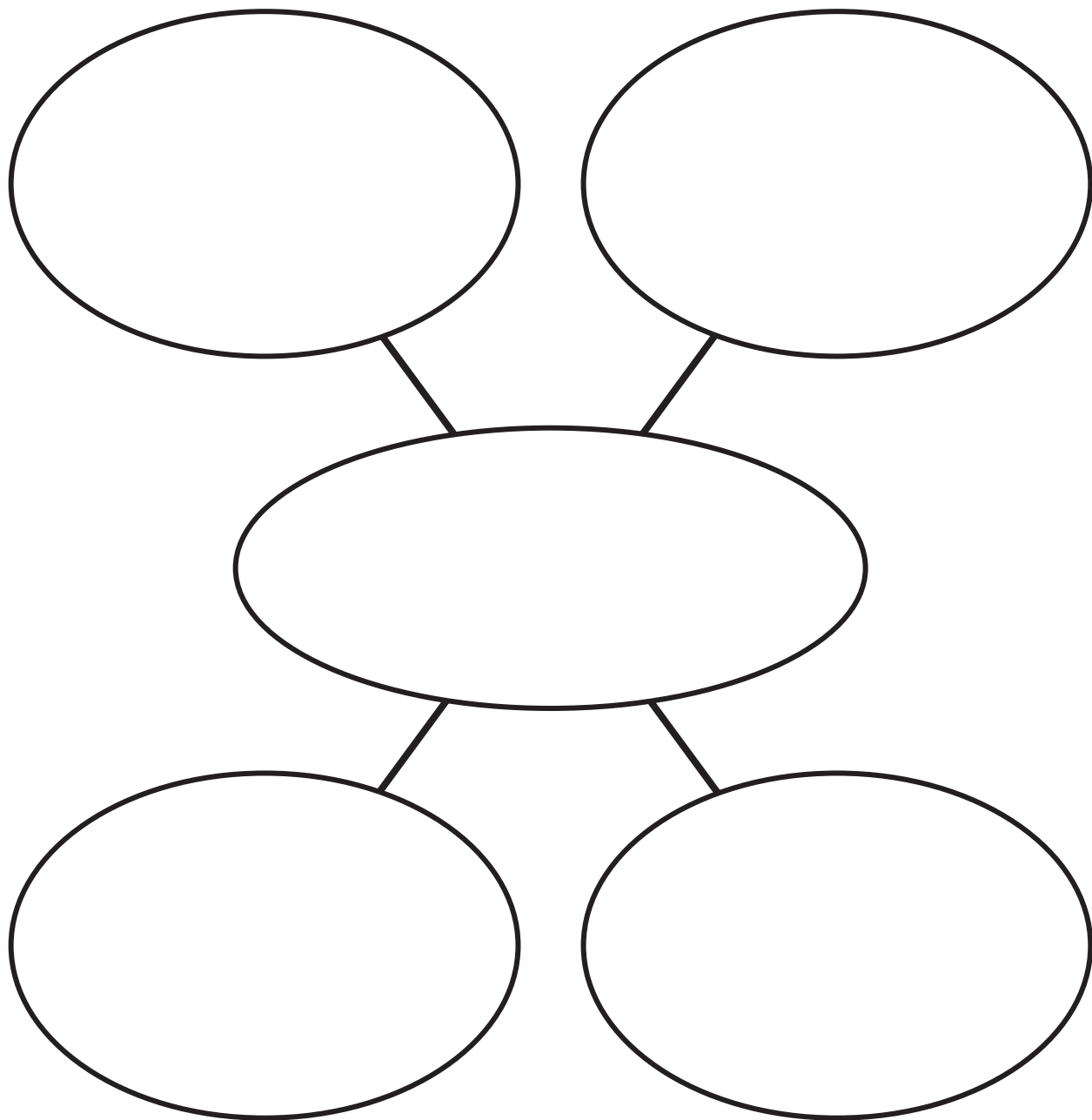
5. One who must ask others for food or help is called a \_\_\_\_\_.  
explorer beggar protector





Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.

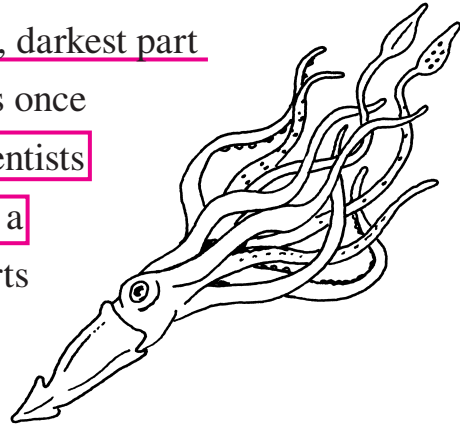


Name \_\_\_\_\_

**Read the passage. Then complete the questions.**

### Giant Squid

Because the giant squid lives in the deepest, darkest part of the ocean, not much is known about it. It was once thought to be a mythical sea monster. **What scientists do know they have learned from sperm whales, a predator of the giant squid.** Beaks and other parts of giant squid have been found in the whales' stomachs. Experts have also found sucker marks on the skin of sperm whales. That indicates a struggle between these two large underwater predators.



In 2006, Japanese scientists videotaped and captured a live giant squid. It now is displayed at the Japanese National Museum. Using this specimen and research, scientists continue to learn more about giant squids.

1. Underline the detail that tells why not much is known about giant squid.
2. Place a box around a detail that explains how scientists have learned about giant squid.
3. State the main idea of the passage.

**Scientists are still learning about the giant squid.**

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Farm and Jungle Life**

Jenny loved to take pictures of the family farm. Each photo captured an aspect of farm life—her mother milking the cows or her father fetching eggs from the hen house. She also took pictures of the pigs in their dirty pens and the horses behind the white picket fence.

When she got older, Jenny took a trip to the rainforest. She pulled out her camera to capture the amazing plant and animal life around her. Unlike the animals on the farm, these creatures weren't confined to a pen—they roamed the entire jungle at will! Jenny took pictures of giant bugs, colorful toucans, and spider monkeys. Her parents would be interested in seeing how different the rainforest was from home.

This tells how farm animals are different from jungle animals.

- Underline the following compare-and-contrast signal words in the passage:  
**weren't    unlike    different**
- Name one way that farm and jungle life are similar.

**Animals live on a farm as well as in the jungle.**

- How is farm life different from life in the jungle?

**Animals on a farm are penned up and put to**

**work by humans; animals in the jungle are free**

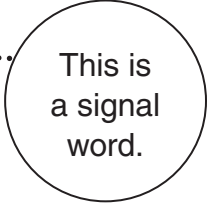
**to roam.**

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Pryor Mountain Mustangs**

Wild horses have roamed Pryor Mountain for some 200 years. They are believed to be the descendants of Spanish horses brought to America. But in the 1950s, these mustangs were in danger of going extinct. People wanted to use the horses' land. They **then** planned to **sell the mustangs to farms**. Before the horses were wrongfully displaced, a group of people stood up for them. After a legal battle, a law was finally passed stating that Pryor Mountain belonged to the wild mustangs. It became the first wild horse range in America.



This is a signal word.

1. Underline the following sequence signal words in the passage:  
**before after finally**
2. Place a box around what people planned to do with the horses after taking their land.
3. When was a law protecting the mustangs and their land passed?

The law was passed after a legal battle.

---



---

Name \_\_\_\_\_

**A. Underline the soft c and g sounds in the words below.  
Circle the prefixes and suffixes.**

geography    button    towel    overwork    retry  
center    strangely    editor    watchable    ground

**B. Now use words from above to complete these sentences. Use the hint below each sentence to help you.**

1. Use this towel to dry the dishes.  
**Hint:** This word rhymes with *vowel*.
2. The newspaper editor checks the stories before they are printed.  
**Hint:** This word has a suffix that means “one who does.”
3. The boy tripped and fell to the ground.  
**Hint:** This word begins and ends with consonant blends.
4. That cat is acting strangely.  
**Hint:** This word has a suffix and a triple consonant blend.
5. I’m missing a button on my shirt.  
**Hint:** This word ends with an unaccented syllable.
6. Chen got an A in geography.  
**Hint:** This word has four syllables.

Name \_\_\_\_\_

**A. Underline the words with short a and circle the words with long a.**

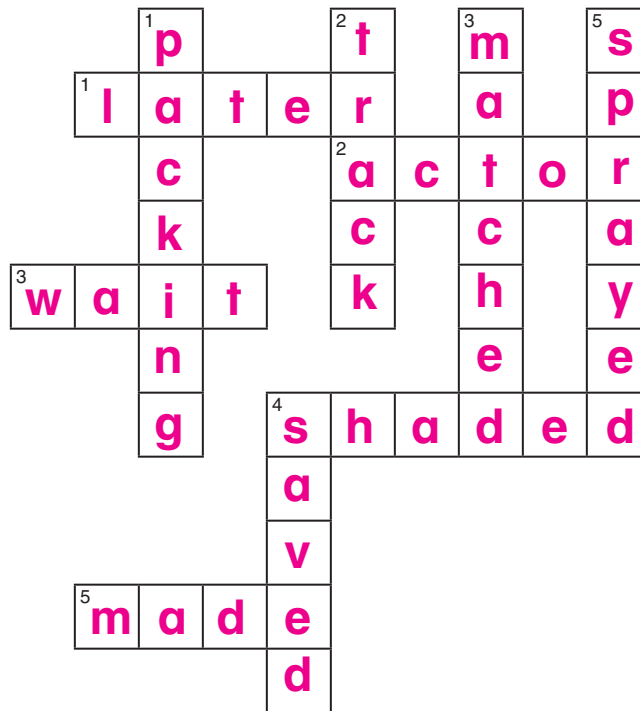
later      matched      saved      sprayed      made  
 packing      shaded      actor      wait      track

**B. Read the clues. Then use the words from above to fill in the blanks and solve the puzzle. Circle the short a and put a box around the long a spelling in your answers.****Across**

1. Not now, let's go

I at e r.

2. Josh's face made him a

great ac t o r.3. I don't want to w ai t.4. The picnic table was  
sh a d e d by the tree.5. Mom m a d e a pumpkin  
pie today.**Down**1. Dad was p ac k i n g  
for the trip to Florida.2. That train runs on a long t ra c k.3. Carly's mittens m at c h e d her socks.4. Carlos s av e d the day!5. The water sp r ay e d all over the kitchen.

Name \_\_\_\_\_

**A. As you read, pay attention to pauses, stops, and end punctuation.**

10 The animals of Nature Forest spent most of their time  
 20 alone. They ate, slept, relaxed, and even played by themselves.  
 32 They did not visit each other or help each other. The animals  
 were not friends.

35 One day, however, all of the animals came together for a  
 46 meeting. They had to discuss an important situation. There was  
 56 an odd mixture of sounds in the forest.

64 Owl led the meeting. He asked the animals to describe the  
 75 odd noises they had been hearing.

81 Bear explained, "I hear a loud jingle. It sounds like a long  
 93 chain being dragged. I do not like it."

101 "I hear strange thumping sounds," said Deer. "I am scared." 111

**B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!**

jack	pass	wave	flavor	sugar
ask	path	plane	table	polar
clap	glad	same	honor	model
fast	last	save	actor	winter
flag	past	gave	pepper	sailor

**Record Your Scores Here**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_



Name \_\_\_\_\_

The suffixes *-ture* and *-ure* are parts of a word, as in *pressure* or *feature*.

**A. Fill in the missing parts to make the word in bold. Circle the endings in your answers.**

1. We kept the wild fox in an **enclosure**.

enclose – e + ure = enclosure

2. Mom replaced the light **fixture**.

fix + ture = fixture

3. I made a **sculpture** out of clay.

sculpt + ure = sculpture

4. Spending time with my friends brings me great **pleasure**.

please – e + ure = pleasure

5. The **exposure** of that photo is too dark.

expose – e + ure = exposure

**B. Write two sentences you might use in a story about exploring. Use the word *mixture* in one sentence. Use the word *creature* in the other.**

1. \_\_\_\_\_

2. \_\_\_\_\_



Name \_\_\_\_\_

relaxed    situation    creature    shelter    guard    treasure

**A. Vocabulary Words** Write the word from above that best completes each sentence.

1. The knight was a guard at the palace.
2. Before I fall asleep, I am relaxed.
3. In the story, he saw a strange creature.
4. When it rains, you need to find shelter.
5. We keep the priceless treasure locked in a safe.
6. Walking alone in the dark can be a scary situation.

**B. Vocabulary Strategy: Dictionary** Use the dictionary entry below to answer the questions.

1. How do the guide words help you locate **creature** in the dictionary?

**Creature comes between crank**  
**and creek alphabetically.**

crank/creek

**creature** *noun*

1. A living being, human or animal.

2. What part of speech is **creature**?

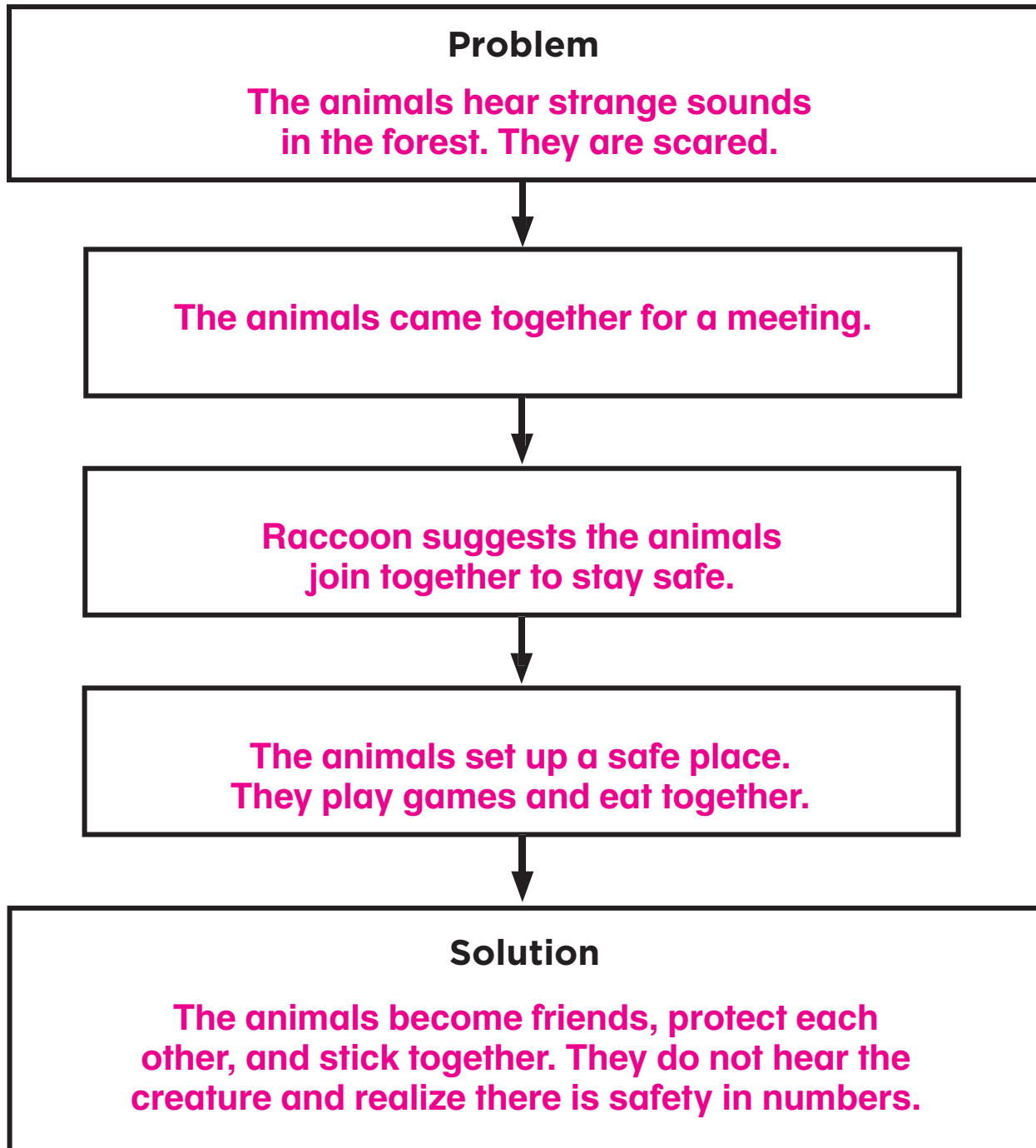
**noun**

3. Write a sentence using the word **creature**. Use the dictionary entry to help you.

**Possible response: All creatures need water to live.**

Name \_\_\_\_\_

As you reread “Fright in the Forest,” use the Problem and Solution Chart to write the characters’ problem, the actions they take, and the solution.



Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

## A Kind Creature

Dear Animals of Nature Forest,

I have lived here in Nature Forest since I was a tiny baby. Yet every day I must hide myself from anyone who lives here. I do not know the reason. Something made you all afraid of me. I do not want to keep moving. Nature Forest is my home, too. I would like to have a meeting this Friday to become friends.

From,  
The Kind Creature

Dear Kind Creature

All of the animals in Nature Forest are sorry about this situation! Please join us at Picture Point for cake on Friday.

From,  
Owl and Raccoon

1. Underline words in the passage with long *a* and short *a* sounds.
2. Circle the words with the endings *-ture* and *-ure*.

3. What is the problem?

**The creature does not want to keep hiding from the animals of Nature Forest.**

4. How does the creature solve his problem?

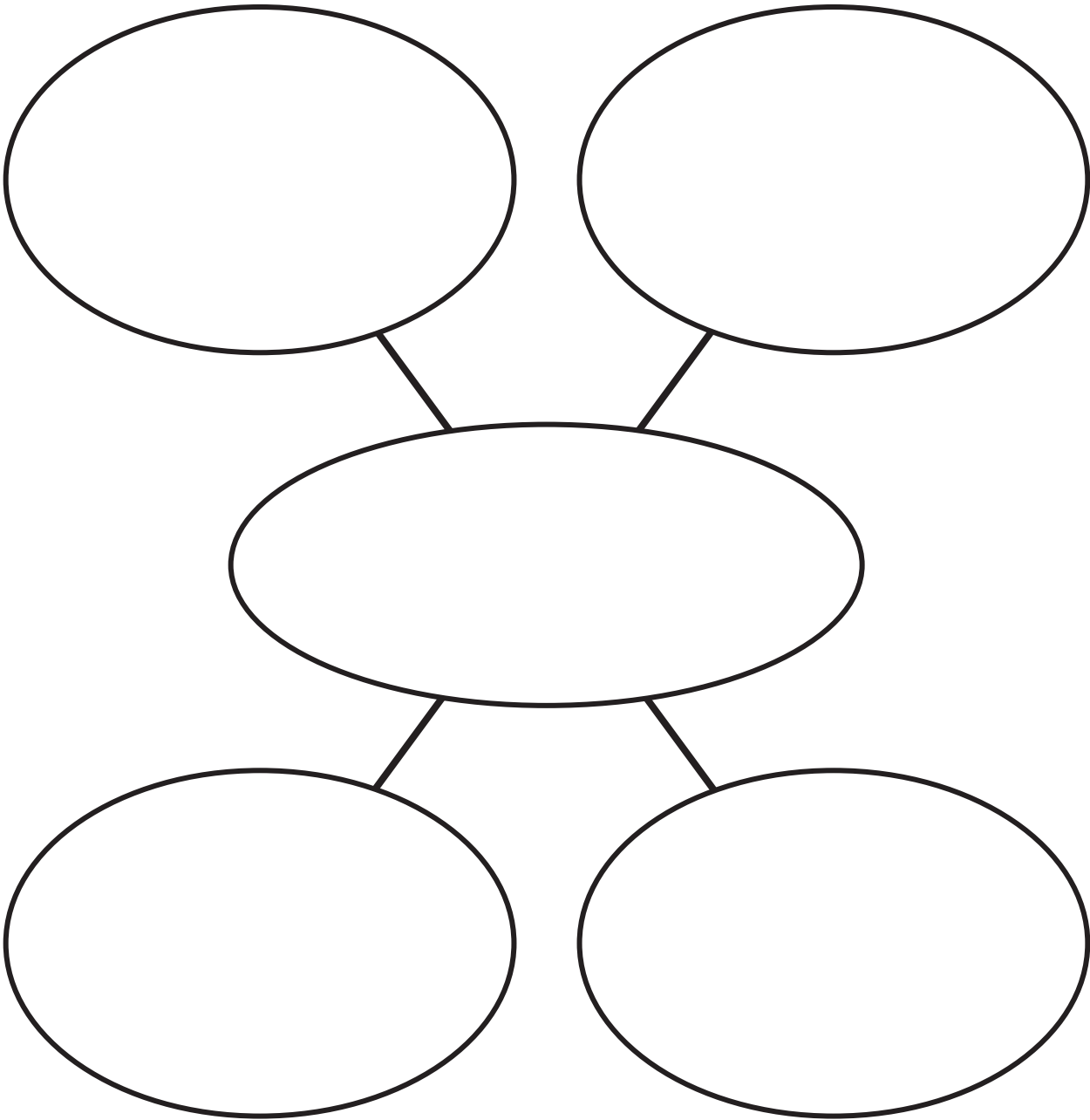
**He writes a letter to the animals of Nature Forest. The animals write a letter of apology back and invite him to Picture Point.**

5. To protect something is to \_\_\_\_\_ it.  
relax guard creature



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



Name \_\_\_\_\_

**A. Underline the long *i* sound and put a box around the short *i* sound in the words below.**

reply      thick      grind      pilot      lightning  
 bridge      swift      milk      drive      frighten

**B. Use the correct words from above to complete each sentence.**

1. Wild horses are s w i f t and strong.
2. Elena sent a r e p l y to my email.
3. M i l k keeps our bones strong.

**C. Circle the word in each pair that has a long *i* or short *i* sound. Write long *i* or short *i* on the line.**

- |                  |               |                |
|------------------|---------------|----------------|
| 1. <u>sight</u>  | sat           | <u>long i</u>  |
| 2. <u>kitten</u> | catch         | <u>short i</u> |
| 3. toe           | <u>time</u>   | <u>long i</u>  |
| 4. dent          | <u>deny</u>   | <u>long i</u>  |
| 5. <u>find</u>   | feel          | <u>long i</u>  |
| 6. matter        | <u>mitten</u> | <u>short i</u> |

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.  
Record your scores below.**

14 My name is Jack. My ma, my pa, and I came to California in  
26 1849. That was three years ago. My parents had a dream. They  
wanted to find gold and be rich.

33 We left our house in Wisconsin in March of 1849. We rode  
45 all the way to California on mules. We were not going  
56 to stop until we found gold.

62 It was a hard trip. The days were long and burning hot.  
74 Water was hard to find. We saw men on the road selling water. It  
88 cost as much as \$100 for a single cup!

97 When we arrived in California, we were so happy. My pa felt  
108 hopeful. He was going to find gold. 116

**Record Your Scores**

Timed Read 1: Number of Words \_\_\_\_\_ Time \_\_\_\_\_

Timed Read 2: Number of Words \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Rate</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

A suffix at the end of a word can change the meaning. Suffixes *-tion*, *-ion*, *-sion*, *-ation*, and *-ition* all make a word a noun, as in the word *discussion*.

**A. Fill in the missing parts to make the word in bold. Circle the suffix in your answers.**

1. What is the **location** of our camp?

locate – e + ion = location

2. My math teacher had a lot of **information** to teach.

inform + ation = information

3. It is always important to make a good **decision**.

decide – de + sion = decision

4. Rose had to do **addition** in math class.

add + ition = addition

5. Joseph made a good **impression** on my dad.

impress + ion = impression

**B. Write two sentences about going on a trip you went on or want to go on. Use the word *vacation* in one sentence. Use the word *decision* in the other.**

1. \_\_\_\_\_

2. \_\_\_\_\_

Name \_\_\_\_\_

**A. Vocabulary Words** Circle the word in each group that does not belong with the word in bold.

- |                       |              |                |                |
|-----------------------|--------------|----------------|----------------|
| 1. <b>wealthy</b>     | well-off     | <u>poor</u>    | rich           |
| 2. <b>mission</b>     | goal         | <u>tricks</u>  | purpose        |
| 3. <b>description</b> | explain      | report         | <u>nothing</u> |
| 4. <b>discussion</b>  | talking      | <u>staring</u> | speaking       |
| 5. <b>nation</b>      | <u>dream</u> | government     | land           |

6. Which is more likely to be used as a **description** in everyday life?  
Explain your answer on the lines below.
- a. a wealthy woman    b. a wealthy germ

**Possible response: "A wealthy woman" is more likely because germs cannot be rich.**

**B. Vocabulary Strategy: Suffixes** Read each sentence. Find the missing word with the suffix *-er*, *-ar*, or *-or* at the right. Draw a line from the sentence to the missing word. Then rewrite the word in the blank.

- |   |          |
|---|----------|
| 1. The <u>dreamer</u> has lots of dreams and ideas.   | biker    |
| 2. Greg liked to ride his bike. He's a <u>biker</u> . | dreamer  |
| 3. One who copies or imitates is an <u>imitator</u> . | beggar   |
| 4. The <u>beggar</u> asked people for money.          | visitor  |
| 5. The <u>traveler</u> goes all around the world.     | imitator |
| 6. A <u>visitor</u> came by the house today.          | traveler |



Name \_\_\_\_\_

As you reread “They Came to California,” use the Cause and Effect Chart to write down what happens and why it happens.

Cause	→	Effect
In 1848, a man discovered gold. It made him rich.	→	Other people wanted gold, and the California Gold Rush began.
Water was hard to find.	→	People sold water for \$100 a cup!
A man told Jack’s father that gold was easy to dig up.	→	Jack’s father worked hard digging every day.
Jack’s father never struck gold. The family needed money.	→	Jack’s father started a boarding house for miners.

Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Finding Gold!**

All my life I have wanted to be wealthy. So when I read the description of a man who found gold in California, I knew I had to take action.

I packed my things and traveled across the country. I found a place to stay in a boarding house run by a boy named Jack and his parents. Every day I dug with the other prospectors, working my hands to the bone.

But even I was surprised when one morning I went to the same location I had every day, swung my pickaxe, and struck gold!

1. Underline words in the passage with long *i* and short *i*.
2. Circle the words with the suffixes *-tion* and *-ion*.
3. What caused the main character to move to California?

**He read about a man who found gold.**

4. The main character never gave up. What effect did this have in the end?

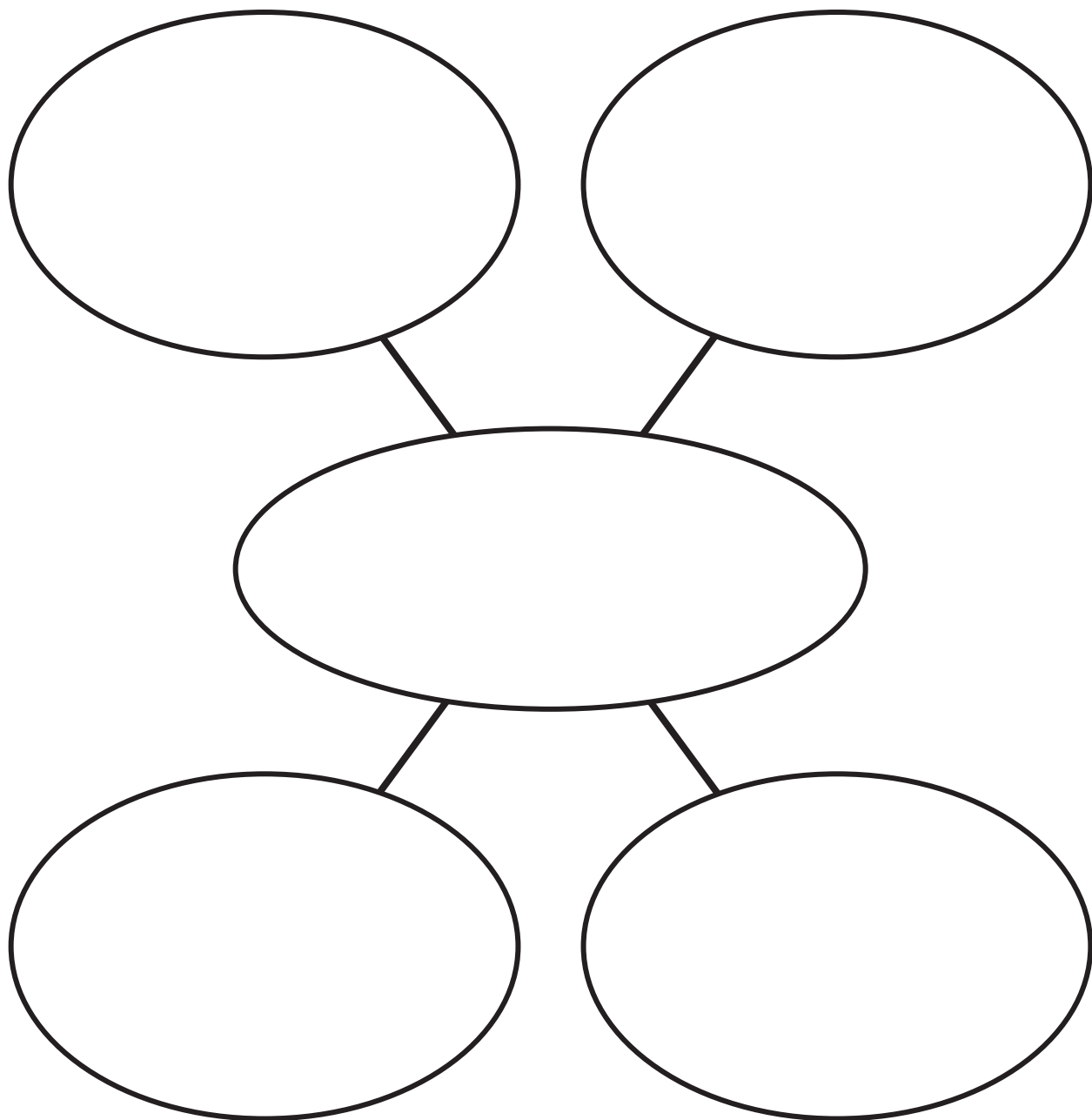
**He found gold.**

5. If you are rich, you are \_\_\_\_\_.  
wealthy    capable    mission



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.

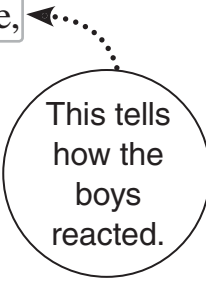


Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Strange Sounds**

Ray and Jack wanted to build a tree house this summer. Jack's dad helped the boys make a frame on a sturdy branch. He then went inside to make lunch for the boys.

As Jack and Ray admired their work, they heard a strange sound coming from the woods. Calmly, they climbed up the tree, but they could see nothing but leaves rustling as the creature moved toward the yard. Thinking it might be a bear, the boys started talking loudly to one another. They knew that a bear would avoid them if it knew where they were. The creature paused upon hearing Jack and Ray's voices, and then it turned around and headed back into the woods.



This tells  
how the  
boys  
reacted.

1. Underline the problem in the passage.
2. Put a box around the solution.
3. How did the boys react to the problem?

**They calmly climbed a tree.**

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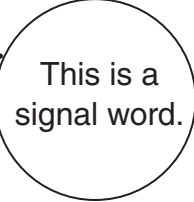
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Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Looking for Gold

The night of the first thunderstorm was the best night of George's life. He and his father had moved to California from Canada looking for gold. They were ready to give up **because** they hadn't found gold at all that year. It was getting harder to find gold **due to** the fact that it hadn't rained for months. The miners needed to mix dirt with water in pans to see any gold. Now, everyone was excited because it was raining at last. The rain lasted for five days. **As a result**, the river was full again, and the miners collected lots of gold!



This is a signal word.

- Put a box around the following cause-effect signal words and phrases in the passage:  
**due to**    **as a result**
- Underline the reason it was getting harder to find gold.
- What happened as a result of the rain?

**The rain filled up the river with water, and the miners collected lots of gold.**

---



---

Name \_\_\_\_\_

**A. Underline the short e and put a box around the long e sound in the words below.**

complete    elephant    seat    leaks    weekend  
secret    setting    seek    letting    creaked

**B. Use the words from above to complete the puzzle. Circle the short e and put a box around the long e sounds in your answers.**

**Across**

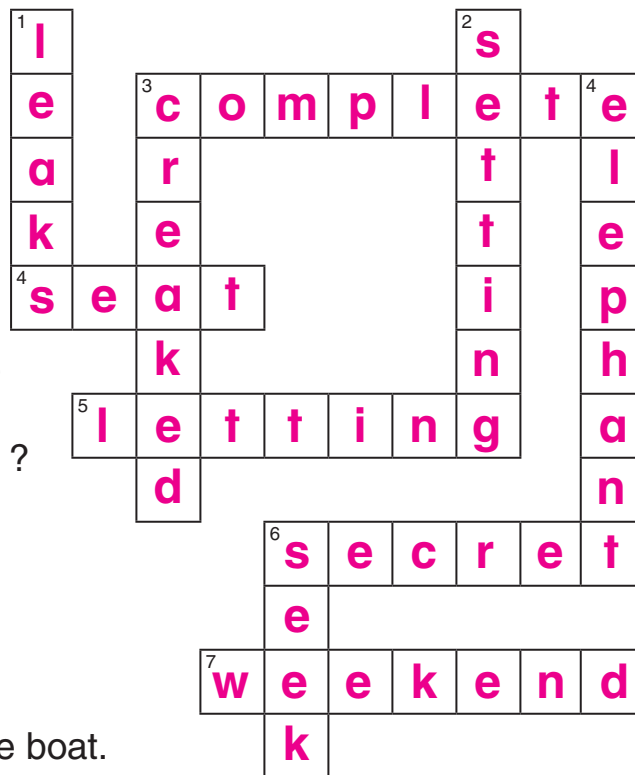
3. At last, our project was  
c o m p l e t e!

4. The boy stayed in his  
s e a t until the teacher  
told him to stand.

5. Is Mom l e t t i n g Jim go?

6. Can she keep a s e c r e t?

7. What will you do this  
w e e k e n d?



**Down**

1. Mom fixed the l e a k s in the boat.

2. What is the s e t t i n g and the  
plot of the story?

3. The rocking chair cr e a k e d when Grandma  
rocked.

4. The e l e p h a n t was afraid of mice.

6. My brother likes to play hide and s e e k.

Name \_\_\_\_\_

**A. As you read, pay attention to accuracy.**

10 In this big world of ours, there are many remarkable  
23 places to see. One such place is a chain of islands near South  
32 America. This place is called the Galapagos Islands. The  
41 islands are home to strange and amazing animals. These  
creatures can't be found anywhere else.

47 The Galapagos tortoise is the most famous creature on the  
57 islands. The islands were named after this large animal. It can  
68 weigh more than three people!

73 The tortoise grows a round and thick shell that keeps it  
84 safe. The shell's thickness makes it hard for hungry enemies to  
95 sink their teeth into them.

100 This tortoise has a long life span. It can live to be 150  
113 years old! 115

**B. Read these words to yourself. Then have your partner time you. Do it two more times to see if you can beat your score!**

team	dead	tell	fly	dish
reach	speech	kept	child	chip
steam	greet	vest	back	king
clean	mess	bell	might	twin
bean	rest	men	wipe	trade

**Record Your Scores Here**

Time 1: \_\_\_\_\_ Time 2: \_\_\_\_\_ Time 3: \_\_\_\_\_




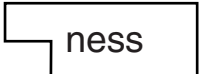

Name \_\_\_\_\_

Suffixes change the meaning of a word. The suffix *-ness* means “the condition of being,” as in the word *kindness*.

**A. Combine the word parts to form a word with the suffix *-ness*. Put the word on the line. Circle the suffix in your answers.**

Example:   \_\_\_\_\_ sadness

1.   \_\_\_\_\_ bitterness

2.   \_\_\_\_\_ selfishness

3.   \_\_\_\_\_ rudeness

4.   \_\_\_\_\_ goodness

5.   \_\_\_\_\_ sweetness

**B. Fill in each blank with the correct word from above.**

- When you do good things, you are full of goodness.
- The orange was full of sweetness.
- Her selfishness made her want to take everything for herself.
- Although our team lost, we spoke without bitterness about the game.
- His mean remarks to us showed off his rudeness.



Name \_\_\_\_\_

marine      survive      tortoise      remarkable      span

**A. Vocabulary Words** Write the words from above that best complete the sentences.

1. It is easy to survive with food, clothing, and shelter.
2. The tortoise has a thick shell.
3. Over the span of many years, people grow up.
4. The speech was so good, it was remarkable.
5. Sue's class studied marine life at the beach.

**B. Vocabulary Strategy: Latin, Greek, and Other Linguistic Roots** Write the letter of the word on the right that has the linguistic root in bold on the left.

- |  |              |
|--|--------------|
| 1. <b>du</b> means <i>two</i> <u><b>b</b></u>      | a. temporary |
| 2. <b>ex</b> means <i>to go</i> <u><b>d</b></u>    | b. duplicate |
| 3. <b>multi</b> means <i>many</i> <u><b>e</b></u>  | c. pedal     |
| 4. <b>ped</b> means <i>foot</i> <u><b>c</b></u>    | d. exit      |
| 5. <b>tempor</b> means <i>time</i> <u><b>a</b></u> | e. multiply  |
| 6. <b>frag</b> means <i>break</i> <u><b>f</b></u>  | f. fragile   |
| 7. <b>mar</b> means <i>sea</i> <u><b>g</b></u>     | g. marine    |
| 8. <b>tele</b> means <i>far</i> <u><b>h</b></u>    | h. telescope |

Name \_\_\_\_\_

As you reread “Galapagos: Exploring a Dream,” use the Fact and Opinion Chart to write down facts and opinions from the selection.

Fact	Opinion
<p>The tortoise grows a round and thick shell that keeps it safe.</p> <p>The waved albatross can only be found on one of the islands, called Española. This huge bird has a wingspan of over eight feet.</p> <p>A penguin holds its wings over its feet to block the sun.</p> <p>The Galapagos Islands are made up of lava from underwater volcanoes.</p>	<p>There are many remarkable places to see. One such place is a chain of islands near South America.</p> <p>The islands are home to strange and amazing animals.</p> <p>The Galapagos tortoise is the most famous creature on the island.</p> <p>It might be strange to think that a penguin can live in a warm place.</p> <p>These islands are a treasure that makes such dreams come true.</p>

Sample responses are provided.

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**This Lizard Is No Pet!**

The Komodo dragon is the world's **biggest** lizard, a **meat-eater** that can span up to **ten feet** long and weigh 200 pounds. This dragon lives on an island in the Pacific Ocean. It survives by making **meals** out of its island neighbors, **marine** life, wild pigs, and **deer**. Its only **real weakness** is the disappearance of its natural habitat.

It is **remarkable** that the outside world had **never seen** a **spectacle** like the Komodo dragon until about 75 years ago. **Then** a crashed airplane pilot swam onto a nearby **beach**. The first **creature** to **greet** him was not a tortoise or a **seal** but an amazing Komodo dragon.

1. Circle words in the passage with a long e or short e sound.
2. Underline the word with the suffix *-ness*.
3. List one fact about Komodo dragons.

**They can span up to ten feet long and weigh 200 pounds.**

4. What is the author's opinion of Komodo dragons?

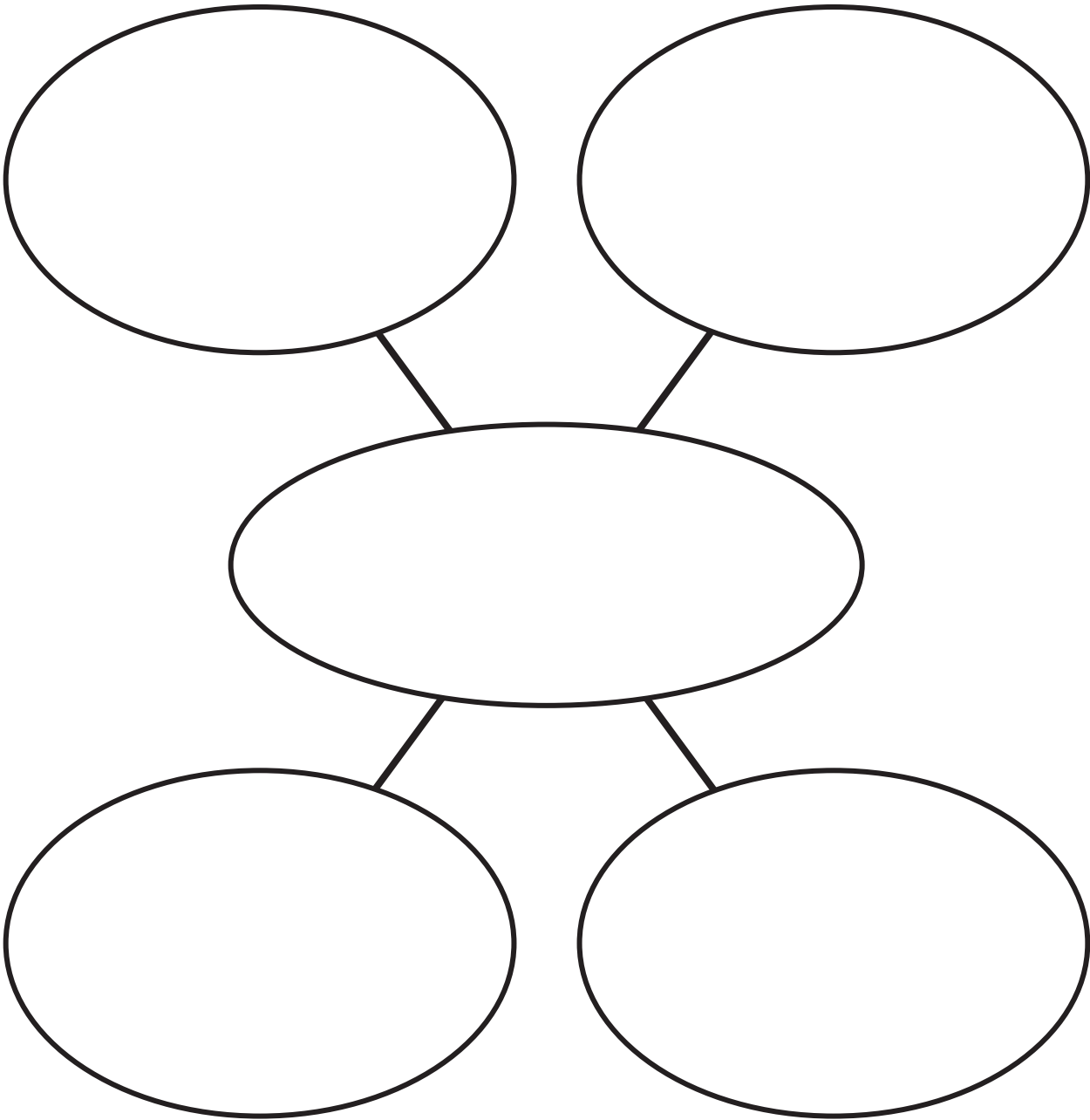
**They are amazing.**

5. A \_\_\_\_\_ animal is an animal that comes from the sea.  
**marine** survive span



Name \_\_\_\_\_

To help you plan your writing, fill out an idea web.



Name \_\_\_\_\_

**A. Choose the word with long or short o. Write the word on the line to complete the sentence.**

1. A yellow cab dropped us off at the airport.  
fast    yellow    helpful
2. My dad's clock chimes every hour.  
clock    watch    desk
3. We like to roast meat and vegetables over a fire.  
cook    grill    roast
4. He set down a bright cone to block the driveway.  
cent    cone    cane
5. Don't toss clothes onto the rug.  
toss    dump    bring
6. What role will you play in the show?  
part    role    run

**B. Go back and circle long o sounds in the answer choices above. Then underline all of the short o sounds.**

Name \_\_\_\_\_

**A. Have a partner time you as you read the passage.  
Record your scores below.**

Over a hundred years ago, people only dreamed about flying.  
10 Wilbur and Orville Wright changed all that in 1903. They flew in  
22 an airplane that they had made after years of hard work.

33 Wilbur and Orville Wright did not invent the airplane. People  
43 made gliders and large kites years before the Wright brothers'  
53 flight. But the kites had no pilots, and the gliders had no controls.  
66 The Wright brothers made the first airplane that could be  
76 controlled in the air.

80 To give the plane the power to fly, they made an engine that  
94 did not rely on wind. Then they added propellers. This was  
105 something that no one had tried before. 112

**Record Your Scores**

Timed Read 1: Number of Words \_\_\_\_\_ Time \_\_\_\_\_

Timed Read 2: Number of Words \_\_\_\_\_ Time \_\_\_\_\_

**B. Partners Use this chart to check your partner's reading.**

<b>Rate</b>	<input type="checkbox"/> too slow	<input type="checkbox"/> too fast	<input type="checkbox"/> just right
<b>Paid attention to periods, commas, end punctuation</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always
<b>Accuracy</b>	<input type="checkbox"/> skipped words	<input type="checkbox"/> self-corrected	<input type="checkbox"/> read every word
<b>Read with feeling</b>	<input type="checkbox"/> never	<input type="checkbox"/> sometimes	<input type="checkbox"/> always



Name \_\_\_\_\_

**Inflectional endings** are endings that change the meaning of the word, such as *-ed*, *-es*, and *-ing*.

**A. Fill in the missing parts to make the word in bold.**

1. I **tried** my best on the quiz

try –   **y**   +   **i**   +   **ed**   = tried

2. My cat **pushes** the ball of yarn with its nose.

  **push**   +   **es**   = pushes

3. Today we are **baking** a cake.

bake –   **e**   +   **ing**   = baking

4. I **picked** apples at the farm.

  **pick**   +   **ed**   =   **picked**  

5. We went **swimming** in the cold brook.

  **swim**   +   **m**   +   **ing**   = swimming

6. The dog **begged** for more treats.

  **beg**   +   **g**   +   **ed**   = begged

7. My sister **kisses** the puppy.

  **kiss**   +   **es**   = kisses

Name \_\_\_\_\_

gliders

controls

machine

coast

relying

**A. Vocabulary Words** Check **yes** or **no** for each statement.

1. **Gliders** jump on the water.  yes  no
2. **Controls** help a pilot fly a plane.  yes  no
3. A **machine** may have a motor.  yes  no
4. The **coast** is far from the water.  yes  no
5. We **rely** on the police to arrest robbers.  yes  no

**B. Vocabulary Strategy: Multiple-Meaning Words** Use the dictionary entry below to answer the questions about the multiple-meaning word.

1. How many definitions are there for **control**?

3

2. Which definition helps you understand the sentence: *I try to control my anger.*

3

3. Which definition helps you understand the sentence: *I want to control my puppy, but he is too wild.*

1**control**

1. *verb* To make something or someone do what you want.
2. *noun* Power or authority over people or a situation.
3. *verb* To hold back.



Name \_\_\_\_\_

As you reread “Wilbur and Orville Wright: Heroes of Flight,” use the Conclusions Chart to write down text clues that help you draw conclusions.

Text Clues	Conclusions
<p><b>They did what others dreamed of doing.</b></p>	<p><b>The author admires the Wright brothers.</b></p>
<p><b>They did not stop thinking about flying, even at the bike shop.</b></p>	<p><b>The Wright brothers remained interested in flight.</b></p>
<p><b>The gliders did not fly well; the Wrights could not control them or lift them high enough.</b></p>	<p><b>The first flights were unsuccessful.</b></p>
<p><b>Orville and Wilbur Wright got a remarkable idea off the ground.</b></p>	<p><b>The Wright brothers laid an important foundation for future flight.</b></p>

**Sample responses are provided.**

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Hot Air Goals**

Steve Fossett was a man in love with the sky. He was a millionaire who used his courage—and income—to break flying records in airplanes, gliders, and balloons. He risked everything for the thrill of adventure.

One of his goals was to be the first person to circle the world alone propelled in a hot air balloon. He did it after six tries! During one try, the controls to Fossett's balloon broke and he crashed in Russia. Another time he got lost in a storm that rolled his balloon into the Coral Sea.

But in 2002 he succeeded soaring over the coast of Australia and into the history books.

- Underline words in the passage with long o or short o sounds.
- Circle words with inflectional endings.
- What conclusion can you draw about Steve Fossett?

**He was determined.**

- How does the author feel about Steve Fossett? Which clues help you draw a conclusion?

**The author feels that Steve Fossett was impressive.**

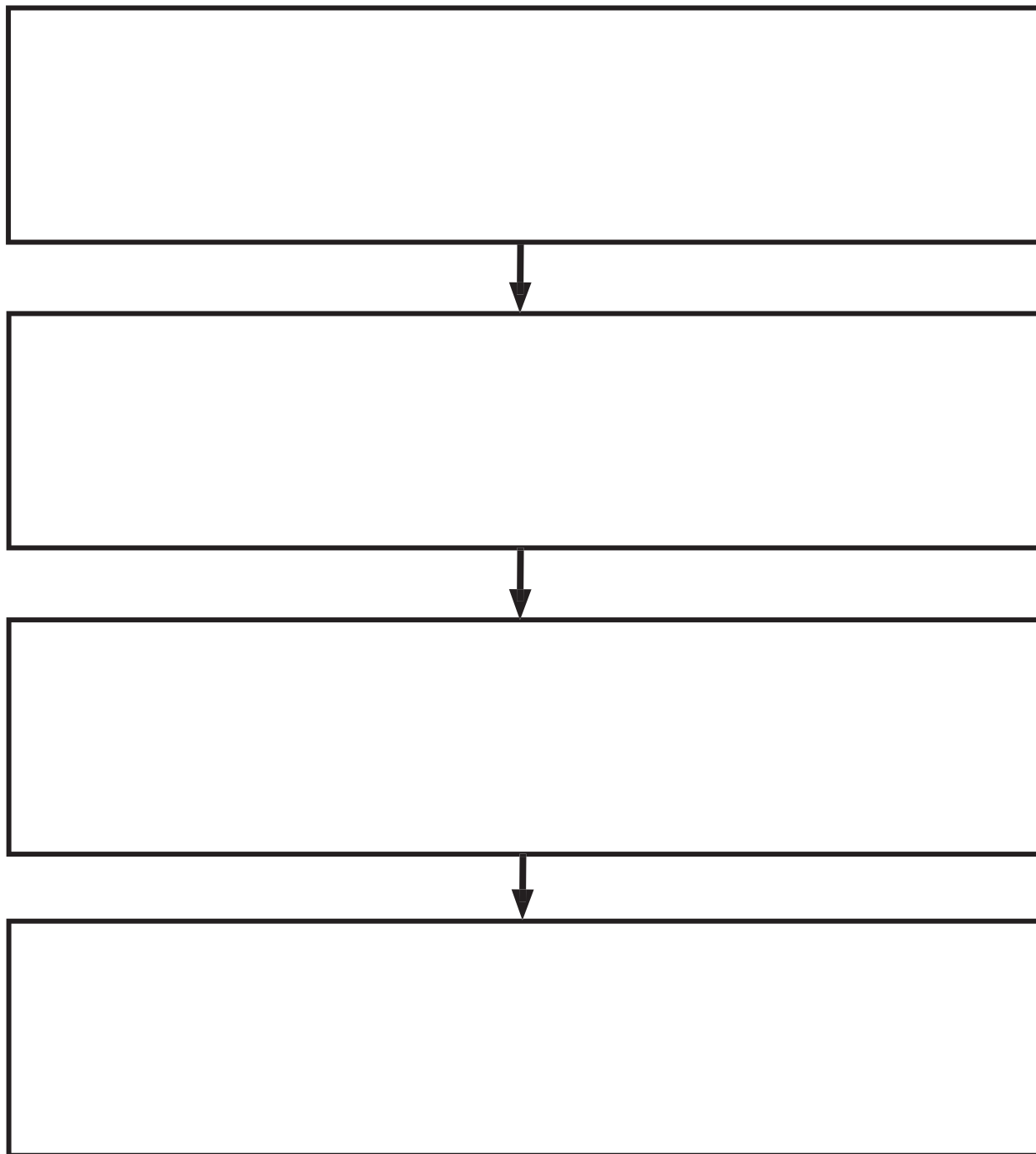
**The author says Fossett was “in love with the sky” and “courageous.”**

- Money received for work is \_\_\_\_\_ .  
glider income coast



Name \_\_\_\_\_

To help you plan your writing, fill out an organization map.



Name \_\_\_\_\_

Remember that the vowels *oo* can sound like the vowel sounds in the words *book* and *fool*.

**A. Underline the word with *oo* as in *took* or *cool*. Write the word on the line to complete each sentence.**

- Many families make a lot of food during a holiday.  
gifts homes food
- Mom has a cool box for the tools in our closet.  
pants tools toys
- We swam in the pool today.  
sea pool lake
- When you wash your hair, you use shampoo.  
shampoo soap care
- She stood on the deck and shook the carpet out.  
folded ran shook
- The crooks robbed another bank today.  
crooks robbers men

**B. Go back and circle *oo*, as in *look*, and underline *oo*, as in *cool*, in the answer choices above.**

Name \_\_\_\_\_

**A. Use this passage to perform a choral reading or Readers Theater.**

## DINNER MENU

2 *Welcome to the Ant Diner. We serve the best food found*  
 13 *underground! Seat yourself in a booth or on a stool. Your server*  
 25 *will help you shortly.*

29 Starters:

30 Fungus served with a spoonful of tree sap.  
 38 Fungus from bamboo shoots with a side of wood chips.  
 48 Fungus from freshly harvested leaves and roots.

55 Main Dishes:

57 Fungus Ooze *Soft fungus warmed to a fine goo.*  
 66 Cool Fungus *Uncooked fungus chilled in water from*  
 74 *the brook.*

76 Happy Colony Special *Choose one starter and both main*  
 85 *dishes.*

86 Desserts:

87 *For guests with a sweet tooth! Choose from our selection of cookie*  
 99 *pieces, pie crusts, cake icing, and other loot from picnics.* 109

**B. Read these sentences aloud to yourself or a partner. Pause at the single slashes (/) and stop at the double slashes (//). Make sure to change your voice when you read a question mark (?) or an exclamation mark (!).**

1. Hoot, hoot!// I can look and sound like an owl.//
2. The raccoon took a cookie and other food,/ too.//
3. The dog said, "Woof!"/ and shook its head.//
4. At the zoo,/ a baboon took a broom and stood on a stool.//



Name \_\_\_\_\_

Many words have more than one syllable, such as *flying* and *copycat*.

**A. Draw a line to connect the syllables and make a word.**

- |         |       |
|---------|-------|
| 1. rub  | ries  |
| 2. ex   | ple   |
| 3. re   | ber   |
| 4. cher | plore |
| 5. ap   | pair  |
- 

**B. Read each sentence. Write the underlined word and draw lines between its syllables. Write the number of syllables in each of your answers.**

- The tradition was part of the holiday. tra/di/tion 3
- We saw a lot of traffic on the road. traf/fic 2
- Ms. Reader will write an article tonight. ar/ti/cle 3
- The editor will renumber the pages. re/num/ber 3
- The team presented a project. pre/sent/ed 3

Name \_\_\_\_\_

**A. Vocabulary Words** Check **yes** or **no** for each question or statement below.

1. Can a **cocoon** bite you?  yes  no
2. Ants have many **colonies** the size of Texas.  yes  no
3. All trains run **underground**.  yes  no
4. It is important to **communicate** when you write a report.  yes  no
5. Is your favorite **scent** a color?  yes  no

**B. Vocabulary Strategy: Idioms** Use the dictionary entry below to answer the questions about the idiom in the sentence below.

Bob was thrilled to participate in the school Spelling Bee.  
Winning the contest was the icing on the cake.

1. What is the definition of **icing**?

a sweet mixture used on  
baked goods

**icing**

1. *noun* A sweet mixture used to cover or decorate baked goods

2. How does the definition of **icing** help you understand the idiom in the sentence above?

Icing is a sweet mixtue added to make  
something taste even better. Bob winning the  
contest made participating in it even better.

Name \_\_\_\_\_

As you reread “Zoom In on Ants!” use the Author’s Perspective Chart to write down clues that will help you understand the author’s point of view.

Clue	Clue	Clue
<p><b>Ants are impressive insects, so it’s worth taking a closer look.</b></p>	<p><b>Big and little worker ants are an incredible example of teamwork.</b></p>	<p><b>Ants might bother us at times, but they are very important to our world.</b></p>
<p><b>Author’s Perspective</b></p> <p><b>The author feels that ants are important to our world and an excellent model of teamwork.</b></p>		

**Sample responses are provided.**



Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Army Ants**

Deep in the woods, an incredible army is at work. Tiny army ants, as small as asterisks, are marching! Army ants work in colonies. They eat insects and small animals in their path, on land or underground. An odd biological fact is that all the workers are blind! They communicate by scent.

One army ant doesn't look big, but a troop of them can be huge. Other ants send scouts to look for food, but not army ants. The whole colony goes. They really work together. On the go, these ants are pretty cool!

1. Underline words in the passage with the sounds *oo* as in *cool* and *oo* as in *took*.
2. Circle the word with the Greek root *bio* in the passage.
3. What words does the author use to describe army ants?

incredible, cool, tiny

4. What is the author's perspective on army ants?

They are amazing insects that work well together.

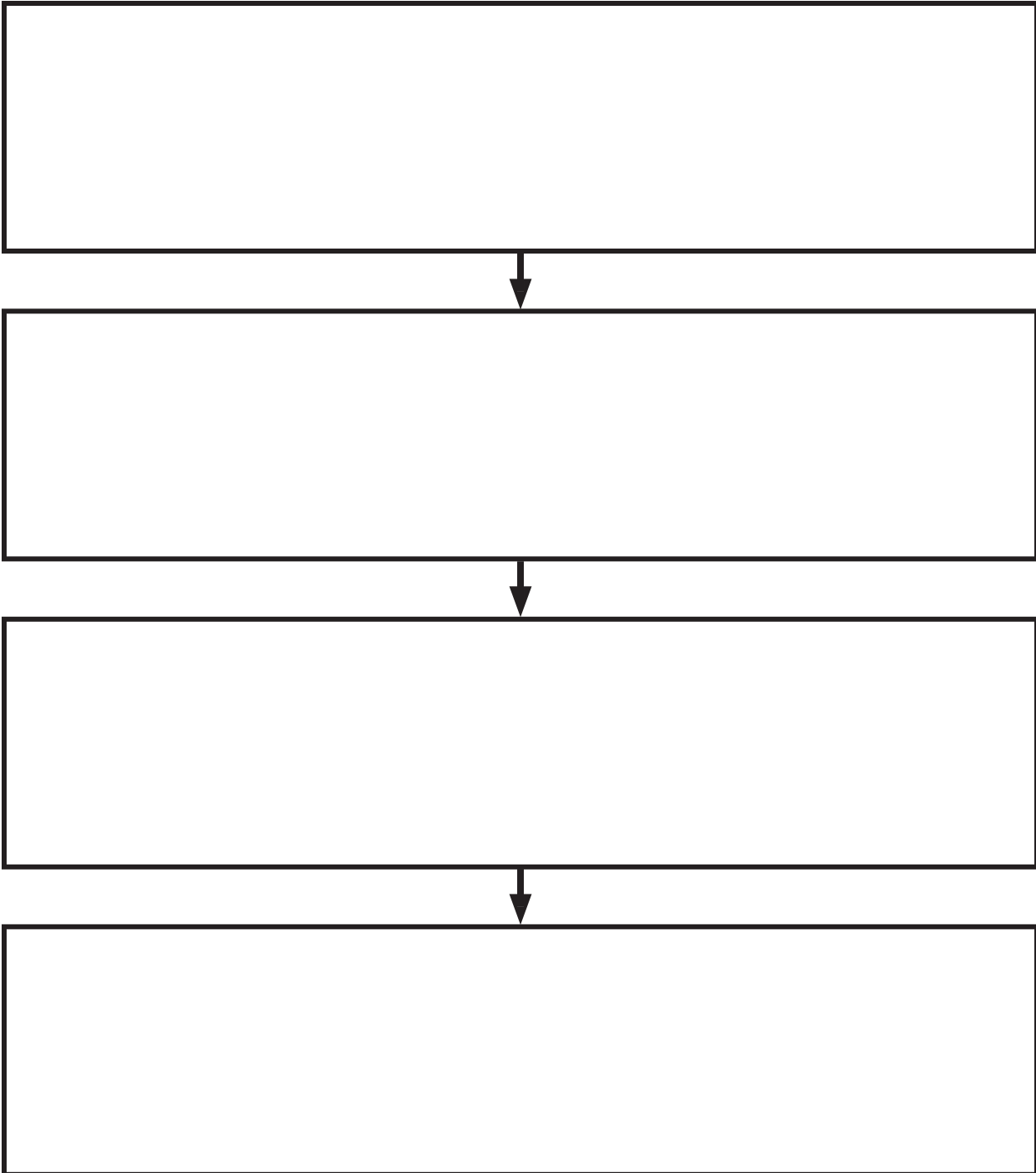
5. A place where ants work is in a \_\_\_\_\_.

colony    cocoon    troop



Name \_\_\_\_\_

To help you plan your writing, fill out an organization map.

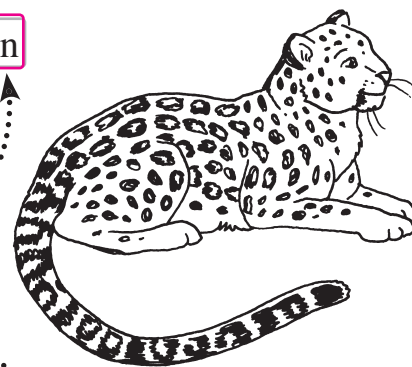


Name \_\_\_\_\_

Read the passage. Then complete the questions.

## Wild Sights in Costa Rica

Everyone who has visited Costa Rica has been amazed at the wildlife there. This small country has more kinds of animals than the United States and Canada together! You might see jaguars in the rainforest. Usually these big jungle cats are active at sunrise and sunset. Poison dart frogs also live here. They have bright colors like blue, red, or green. All of them have poison in their skin. This keeps other animals from eating them. There is also a type of lizard that can grow up to three feet long. It can run across water. No one could ever forget a trip to Costa Rica!



This is an opinion.

1. Underline the following signal words in the passage:  
**everyone**    **no one**
2. Put a box around the opinions in the passage.
3. Rewrite one fact from the passage as an opinion.

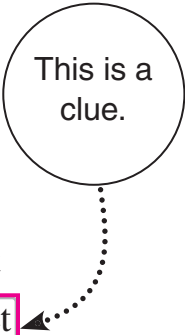
**Example: Poison dart frogs are the most amazing creatures.**

Name \_\_\_\_\_

Read the passage. Then complete the questions.

**Fast in Flight**

The Concorde jet had some ups and downs in its history. On the one hand, this was the first and only jet to carry people at twice the speed of sound. One of these jets could take you across the Atlantic Ocean in under four hours. A flight on a regular airplane would take twice as long. However, a ticket on a Concorde jet cost about \$8,000. This was much more than a regular flight cost. For this reason, the Concorde stopped flying in 2003.



This is a clue.

1. Underline the following signal words and phrases in the passage:  
**however**    **on the one hand**
2. Put a box around a clue that might explain why the Concorde jet stopped flying in 2003.
3. What conclusion can you draw about the Concorde jet?

**Most people could not afford to fly on it.**

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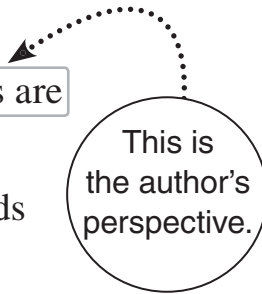


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Name \_\_\_\_\_

**Read the passage. Then complete the questions.****Dairy Ants**

Of all the different ant species in the world, dairy ants are the most fascinating! Just as people herd sheep and cattle, dairy ants herd tiny plant-eating bugs called aphids. Aphids suck plant juices and give off the excess as honeydew, a favorite treat of the dairy ant. The ants use their antennae to stroke the aphids. That causes them to produce more of the sweet, sugary liquid. In return for this sweet treat, dairy ants keep the aphids together and protect them from predators. These insects have a very special relationship!



This is the author's perspective.

1. Put a box around what aphids produce after sucking juice from plants.
2. Underline what dairy ants do for aphids.
3. What is the author's perspective about dairy ants?

The author finds dairy ants fascinating.

Name \_\_\_\_\_

**A. Underline the suffixes and inflectional endings in the words below. Circle the long-vowel sounds.**

exploration    balloon    pressure    cooked    invention  
goodness    mixture    confusion    crocodile    joking

**B. Fill in the missing parts of the words below.**

1. The **exploration** of space continues today.

explore - e + a + tion = exploration

2. Make a **mixture** of flour and eggs.

mix + ture = mixture

3. Rob and Mike were **joking** and laughing.

joke - e + ing = joking

4. The **invention** of the car has changed the way we live.

invent + ion = invention

5. The kind boy was a model of **goodness**.

good + ness = goodness

6. The wrong signs caused a lot of **confusion**.

confuse - e + ion = confusion