

Macmillan/McGraw-Hill

READING
Triumphs
INTERVENTION

GRADE 5

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,

B

The McGraw-Hill Companies

 **Macmillan/McGraw-Hill**

Published by Macmillan/McGraw-Hill, of McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc., Two Penn Plaza, New York, New York 10121.

Copyright © by The McGraw-Hill Companies, Inc. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, network storage or transmission, or broadcast for distance learning.

Printed in the United States of America

2 3 4 5 6 7 8 9 10 HES 15 14 13 12 II

Unit 1

Week 1: Lessons 1–5 Dan Can Rap!

Decoding: Short vowels	9
Fluency: Speed drill	10
Structural Analysis: Inflectional endings	11
Vocabulary: Homophones	12
Comprehension: Character and Setting	13
Take-Home Story	14
Writing: Cluster map	15

Week 2: Lessons 6–10 Jane Wins a Job

Decoding: Long vowels (silent e)	16
Fluency: Timed reading	17
Structural Analysis: Compound words	18
Vocabulary: Idioms and Adages	19
Comprehension: Make Inferences	20
Take-Home Story	21
Writing: Cluster map	22
Mid-Unit Additional Instruction: Character and Setting	23
Mid-Unit Additional Instruction: Make Inferences	24

Week 3: Lessons 11–15 Do They Make You Shudder and Shake?

Decoding: Consonant digraphs	25
Fluency: Speed drill	26
Structural Analysis: Closed syllables	27
Vocabulary: Inflectional endings	28
Comprehension: Main Idea and Details	29
Take-Home Story	30
Writing: Cluster map	31

Week 4: Lessons 16–20 Seeing Mars

Decoding: Long e	32
Fluency: Timed reading	33
Structural Analysis: Prefixes <i>re-</i> , <i>un-</i>	34
Vocabulary: Suffixes	35
Comprehension: Problem and Solution	36
Take-Home Story	37
Writing: Cluster map	38

Week 5: Lessons 21–25 Ray and Blaine Save the Day

Decoding: Long <i>a</i>	39
Fluency: Phrase cues	40
Structural Analysis: Prefix <i>mis-</i>	41
Vocabulary: Word families	42
Comprehension: Draw Conclusions	43
Take-Home Story	44
Writing: Cluster map	45
End-of-Unit Additional Instruction: Main Idea and Details	46
End-of-Unit Additional Instruction: Problem and Solution	47
End-of-Unit Additional Instruction: Draw Conclusions	48
End-of-Unit Review: Decoding/Structural Analysis	49

Unit 2

Week 1: Lessons 1–5 The Problem with Sy

Decoding: Long <i>i</i>	50
Fluency: Speed drill	51
Structural Analysis: Inflectional endings	52
Vocabulary: Greek and Latin roots	53
Comprehension: Sequence	54
Take-Home Story	55
Writing: Position/reasons chart	56

Week 2: Lessons 6–10 Large Trees with Large Jobs

Decoding: Soft <i>c</i> and <i>g</i>	57
Fluency: Timed reading	58
Structural Analysis: Open and closed syllables	59
Vocabulary: Context clues	60
Comprehension: Main Idea and Details	61
Take-Home Story	62
Writing: Position/reasons chart	63
Mid-Unit Additional Instruction: Sequence	64
Mid-Unit Additional Instruction: Main Idea and Details	65

Week 3: Lessons 11–15 Which Way to Freedom?

Decoding: Digraphs	66
Fluency: Speed drill	67
Structural Analysis: Suffixes <i>-er</i> , <i>-or</i>	68
Vocabulary: Greek and Latin roots	69
Comprehension: Author's Purpose	70
Take-Home Story	71
Writing: Position/reasons chart	72

Week 4: Lessons 16–20 A Ride in the Moonlight

Decoding: Long <i>o</i>	73
Fluency: Timed reading	74
Structural Analysis: Contractions	75
Vocabulary: Greek roots	76
Comprehension: Fact and Opinion	77
Take-Home Story	78
Writing: Position/reasons chart	79

Week 5: Lessons 21–25 A Cowboy's Life

Decoding: Diphthongs <i>ou</i> , <i>ow</i>	80
Fluency: Phrase cues	81
Structural Analysis: Suffix <i>-ly</i>	82
Vocabulary: Multiple-meaning words	83
Comprehension: Description	84
Take-Home Story	85
Writing: Position/reasons chart	86
End-of-Unit Additional Instruction: Author's Purpose	87
End-of-Unit Additional Instruction: Fact and Opinion	88
End-of-Unit Additional Instruction: Description	89
End-of-Unit Review: Decoding/Structural Analysis	90

Unit 3

Week 1: Lessons 1–5 Joan’s First Parade

Decoding: Variant vowel /ü/oo.	91
Fluency: Speed drill	92
Structural Analysis: Compound words	93
Vocabulary: Analogies.	94
Comprehension: Theme.	95
Take-Home Story	96
Writing: Narration/dialogue chart	97

Week 2: Lessons 6–10 Susan B. Anthony: Making Her Mark on the Women’s Rights Movement

Decoding: <i>r</i> -Controlled vowel /är/ar.	98
Fluency: Timed reading	99
Structural Analysis: Comparative endings	100
Vocabulary: Homophones.	101
Comprehension: Sequence	102
Take-Home Story	103
Writing: Narration/dialogue chart	104
Mid-Unit Additional Instruction: Theme	105
Mid-Unit Additional Instruction: Sequence.	106

Week 3: Lessons 11–15 A Place for Us to Breathe

Decoding: <i>r</i> -Controlled vowel /ôr/or, ore	107
Fluency: Speed drill	108
Structural Analysis: Prefixes and suffixes	109
Vocabulary: Homographs	110
Comprehension: Compare and Contrast.	111
Take-Home Story	112
Writing: Story map	113

Week 4: Lessons 16–20 A Desert Vacation

Decoding: <i>r</i> -Controlled vowel /ür/er, ir, or, ur.	114
Fluency: Timed reading	115
Structural Analysis: Suffix <i>-able</i>	116
Vocabulary: Context clues.	117
Comprehension: Theme.	118
Take-Home Story	119
Writing: Character web	120

Week 5: Lessons 21–25 Hope’s Trip to Planet Wren

Decoding: Silent consonants <i>kn, wr, mb</i>	121
Fluency: Phrase cues	122
Structural Analysis: Unaccented syllables	123
Vocabulary: Context clues.	124
Comprehension: Author’s Perspective	125
Take-Home Story	126
Writing: Cluster map	127
End-of-Unit Additional Instruction: Compare and Contrast.	128
End-of-Unit Additional Instruction: Theme	129
End-of-Unit Additional Instruction: Author’s Perspective	130
End-of-Unit Review: Decoding/Structural Analysis	131

Unit 4

Week 1: Lessons 1–5 Grandpop's Brave Choice

Decoding: Diphthong /oi/oi, oy	132
Fluency: Speed drill	133
Structural Analysis: Prefixes and suffixes	134
Vocabulary: Root, prefix, suffix	135
Comprehension: Problem and Solution	136
Take-Home Story	137
Writing: Cluster map	138

Week 2: Lessons 6–10 Big Ideas for Little Animals

Decoding: <i>-le</i> and <i>-el</i>	139
Fluency: Timed reading	140
Structural Analysis: Compound words	141
Vocabulary: Context clues.	142
Comprehension: Main Idea and Details	143
Take-Home Story	144
Writing: Venn diagram	145
Mid-Unit Additional Instruction: Problem and Solution	146
Mid-Unit Additional Instruction: Main Idea and Details	147

Week 3: Lessons 11–15 A New Government

Decoding: Variant vowels <i>au, aw, al</i>	148
Fluency: Speed drill	149
Structural Analysis: Suffix <i>-ment</i>	150
Vocabulary: Greek and Latin roots	151
Comprehension: Fact and Opinion	152
Take-Home Story	153
Writing: Venn diagram	154

Week 4: Lessons 16–20 Follow the Weather

Decoding: Long <i>o</i>	155
Fluency: Timed reading	156
Structural Analysis: Open and closed syllables	157
Vocabulary: Analogies.	158
Comprehension: Draw Conclusions	159
Take-Home Story	160
Writing: Venn diagram	161

Week 5: Lessons 21–25 Brook's Vase of Good Thoughts

Decoding: Variant vowel /ü/oo.	162
Fluency: Phrase cues	163
Structural Analysis: Prefixes and suffixes	164
Vocabulary: Multiple-meaning words.	165
Comprehension: Character and Setting	166
Take-Home Story	167
Writing: Cluster map	168
End-of-Unit Additional Instruction: Fact and Opinion	169
End-of-Unit Additional Instruction: Draw Conclusions	170
End-of-Unit Additional Instruction: Character and Setting	171
End-of-Unit Review: Decoding/Structural Analysis	172

Unit 5

Week 1: Lessons 1–5 The Loneliest Place on Earth

Decoding: Long and short <i>a</i>	173
Fluency: Speed drill	174
Structural Analysis: Multisyllable words	175
Vocabulary: Thesaurus	176
Comprehension: Cause and Effect	177
Take-Home Story	178
Writing: Cluster map	179

Week 2: Lessons 6–10 The Perfect Ingredient

Decoding: Long and short <i>i</i>	180
Fluency: Timed reading	181
Structural Analysis: Suffixes <i>-tion</i> , <i>-sion</i>	182
Vocabulary: Analogies	183
Comprehension: Make Inferences	184
Take-Home Story	185
Writing: Cluster map	186
Mid-Unit Additional Instruction: Cause and Effect	187
Mid-Unit Additional Instruction: Make Inferences	188

Week 3: Lessons 11–15 Plants That Can Heal

Decoding: Long and short <i>e</i>	189
Fluency: Speed drill	190
Structural Analysis: Roots	191
Vocabulary: Thesaurus	192
Comprehension: Cause and Effect	193
Take-Home Story	194
Writing: Cluster map	195

Week 4: Lessons 16–20 Joe and Nicole Crack the Code

Decoding: Long and short <i>o</i>	196
Fluency: Timed reading	197
Structural Analysis: Prefixes <i>im-</i> , <i>in-</i> , <i>ir-</i>	198
Vocabulary: Compound words	199
Comprehension: Plot and Setting	200
Take-Home Story	201
Writing: Organization map	202

Week 5: Lessons 21–25 Up, Up, and Away!!!

Decoding: Variant vowels / <i>ü</i> / <i>oo</i> , / <i>ü</i> / <i>oo</i>	203
Fluency: Phrase cues	204
Structural Analysis: <i>r</i> -Controlled vowels	205
Vocabulary: Word origins	206
Comprehension: Fact and Opinion	207
Take-Home Story	208
Writing: Organization map	209
End-of-Unit Additional Instruction: Cause and Effect	210
End-of-Unit Additional Instruction: Plot and Setting	211
End-of-Unit Additional Instruction: Fact and Opinion	212
End-of-Unit Review: Decoding/Structural Analysis	213

Unit 6

Week 1: Lessons 1–5 The Girl Who Talked to Animals

Decoding: Schwa endings	214
Fluency: Speed drill	215
Structural Analysis: Suffix <i>-ant</i>	216
Vocabulary: Context clues	217
Comprehension: Character and Plot	218
Take-Home Story	219
Writing: Sequence chart	220

Week 2: Lessons 6–10 An Outdoor Adventure

Decoding: Diphthong /ou/ou, ow	221
Fluency: Timed reading	222
Structural Analysis: Greek and Latin roots	223
Vocabulary: Context clues	224
Comprehension: Problem and Solution	225
Take-Home Story	226
Writing: Cluster map	227
Mid-Unit Additional Instruction: Character and Plot	228
Mid-Unit Additional Instruction: Problem and Solution	229

Week 3: Lessons 11–15 The Truth About Bullies

Decoding: Consonant digraphs	230
Fluency: Speed drill	231
Structural Analysis: Suffixes <i>-ous, -eous, -ious</i>	232
Vocabulary: Context clues	233
Comprehension: Persuasion	234
Take-Home Story	235
Writing: Sequence chart	236

Week 4: Lessons 16–20 Proof of Goodness

Decoding: Long and short vowels	237
Fluency: Timed reading	238
Structural Analysis: Multisyllable words	239
Vocabulary: Word origins	240
Comprehension: Theme	241
Take-Home Story	242
Writing: Sequence chart	243

Week 5: Lessons 21–25 Alvin: Underwater Exploration

Decoding: Long and short vowels	244
Fluency: Phrase cues	245
Structural Analysis: Multisyllable words	246
Vocabulary: Latin roots	247
Comprehension: Summarize	248
Take-Home Story	249
Writing: Sequence chart	250
End-of-Unit Additional Instruction: Persuasion	251
End-of-Unit Additional Instruction: Theme	252
End-of-Unit Additional Instruction: Summarize	253
End-of-Unit Review: Decoding/Structural Analysis	254

Name _____

The vowel sound is short in words such as *cat*, *red*, *sit*, *hop*, and *run*.

A. Underline the short vowels in the words below.

but sat sip hum miss
luck pot men fed last

B. Fill in the blanks with words from above that best complete each sentence. Write the short vowels you used in your answers on the lines.

Example: She has a lot of lu c k.

- The cat s a t on the mat. a
- The p o t is hot. o
- The m e n run. e
- I m i s s the bus. i
- Ted will run, b u t Peg will not. u

Name _____

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

15 Dan's class can tell he is in the hall before they see him. He raps
31 as he passes in the hall. Dan raps as he slips into class. And Dan raps
37 as he sits at his desk.

37 Dan is in a rap contest at school. When Dan raps, his pals will
51 clap. The kids think his rapping is grand. But can Dan win?

63 Dan did win! He got the top spot!

71 Back in class, Dan's pals give him a big hand. "Dan is a star in
86 our class!" Mal says. 90

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!

rap	pass	class	cop	hat
best	on	pen	stop	well
snap	that	not	trip	hop
help	clip	drop	Dan	fat
grip	will	flop	rat	pop

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

Add *-ed*, *-s*, or *-ing* to the end of an action word to change the meaning. The ending *-s* can be added to a noun to tell about more than one.

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

1. Ted **camped** in a tent.

camp + **ed** = camped

2. Mom **kissed** a pup.

kiss + **ed** = kissed

3. Pat **taps** fast.

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

4. Mary **hops** a lot.

hop + **s** = **hops**

5. Ted is **running**.

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

6. Rick **packed** a bag.

pack + **ed** = **packed**

7. Jim is **filling** a cup.

fill + **ing** = **filling**

8. Max has ten **pals**.

pal + **s** = **pals**

Name _____

gasps on edge slips hand worried nervous

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

- If you get lost, you may be **worried**. true false
- If you are **nervous**, you will be upset. true false
- If people yell at you, they give you a **hand**. true false
- She **slips** when the sidewalk is dry. true false
- You may be **on edge** if you have a big test. true false
- She **gasps** if she sees a big cat. true false

B. Vocabulary Strategy: Homophones Write the letter of the meaning that matches each **bold-faced** word. Use context clues in the sentences.

- She was the **belle** of the ball. _____ **b** a. a metal thing that rings
- He rang the **bell** with his hand. _____ **a** b. a pretty girl
- The bug is **in** my net. _____ **c** c. surrounded by
- I went to bed at the **inn**. _____ **d** d. a place to sleep

Name _____

As you reread “Dan Can Rap!,” use the Character and Setting Chart to list important details about characters and settings.

Character	Setting
Dan	The hall at school
Miss Mills, a teacher, and Dan's classmates	Dan's classroom
Nick and Mal, Dan's pals	On the phone after school
Dan and the crowd	The rap contest on TV

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

In Step!

Classes met in the gym for a step contest. Kids clapped for the fast steps and spins! One team stepped in time, stepping well. “The steps they did look good!” said Dan. Team two steps well, too. Dan is glad to see such good stepping. A hum of fun is in the air! Who will step best?

Team three is set to step. Gil, Ann, and Dan are led by Jen. They clap, step, and spin.

Then Jen slips! Each class gasps. Kids run to help Jen.

A girl named Lin slips over. “I can dance the steps.”

“Yes!” cries Jen. “We can win!”

Ann is worried. Gil grins. Lin begins. Lin is good at stepping! Ann, Gil, Dan, and Lin step, stomp, and spin as a team.

Jen has a big grin. “Lin is the best! We did win! Give Lin a hand.”

- Underline words in the passage that have short vowel sounds.
- Circle the words in the passage with inflectional endings.
- Who are the characters in the story?

Dan, Gil, Ann, Jen, and Lin

- Where does the story take place?

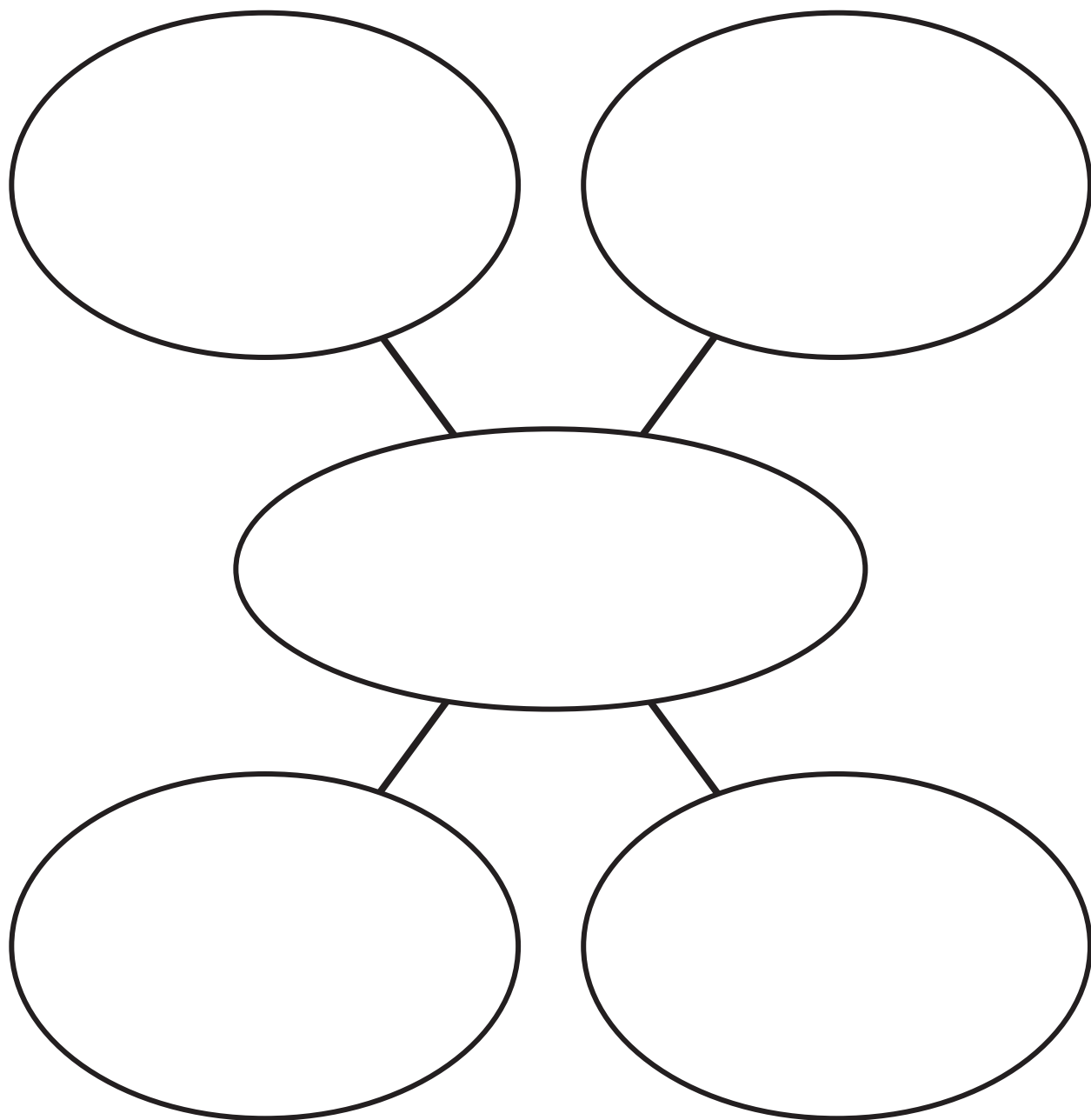
a school gym

- Jen might clap, or give the team a _____ for a good job.
hand band hold



Name _____

To help you plan your writing, fill out a cluster map.



Name _____

In a word with a long vowel sound, there may be a silent e at the end of the word. Examples are *tame*, *like*, and *role*.

A. Underline the long vowels in the words below. Circle the silent e.

kite cat lake pop cone pig cute time
rake tag pole tube rug dog mine rope

B. Circle the word in each pair that has a long vowel sound. Write the long vowel on the line.

- | | | |
|-----------------|--------------|------------------------------|
| 1. fit | b <u>ake</u> | <u> a </u> |
| 2. had | s <u>ole</u> | <u> o </u> |
| 3. c <u>ube</u> | jut | <u> u </u> |
| 4. b <u>ike</u> | rat | <u> i </u> |
| 5. h <u>ole</u> | hat | <u> o </u> |
| 6. mud | m <u>ule</u> | <u> u </u> |
| 7. c <u>ode</u> | cod | <u> o </u> |
| 8. lit | l <u>ake</u> | <u> a </u> |

Name _____

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

Paul Bunyan is the king of lumberjacks. His job is to cut tall trees.
 14 It is the best job for him because he is a mile long! Paul can create a
 31 log cabin in a snap.

36 But did you know that Paul is a dad? He has a kid named Jane.
 51 She is big, just like her dad.

58 When Jane was a tot, she was a lot bigger than her pals. Jane was
 73 so huge that she played in three states at the same time! As Jane got
 88 bigger, she chose to work with her dad. 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.

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



Name _____

A compound word is two short words put together to make a longer word.

A. Combine the words to make a compound word.

- | | | |
|---------|------|-----------------|
| 1. time | bed | <u>bedtime</u> |
| 2. dust | pan | <u>dustpan</u> |
| 3. hand | bag | <u>handbag</u> |
| 4. sick | home | <u>homesick</u> |
| 5. side | in | <u>inside</u> |

B. Fill in the blanks with the compound word from above that best completes the sentence. Draw a line between the two smaller words in your answers.

- Jan got a hand/bag as a gift.
- Dan is home/sick for his pals.
- Dad swept the dust in a dust/pan.
- I get in bed at bed/time.
- It is hot in/side!

Name _____

create cabin logging awoke enormous smokestack

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

1. You can **create** a fire from sticks and a flame. true false
2. Saws are never used in **logging**. true false
3. She **awoke** from a long nap. true false
4. An ant is an **enormous** insect. true false
5. A **smokestack** sits on top of a home. true false
6. A **cabin** can be made of logs. true false
7. Next to an elephant, a chicken is **enormous**. true false

B. Vocabulary Strategy: Idioms and Adages Use the dictionary entry below to answer the questions about the idiom and adage below.**Rocks are a dime a dozen.****A penny saved is a penny earned.**

1. What is the definition of dime?

Ten cents.

dime [n]. 1. Ten cents.
dozen [n]. 1. Twelve of something.
penny [n]. 1. One cent.

2. How do the definitions of
- dime*
- and
- dozen*
- help you understand the idiom in the following sentence?
- Rocks are a dime a dozen.**

If twelve of something costs ten cents, it must be easy to get. Rocks must be common and easy to get.

3. How does the definition of penny help you understand the adage, "A penny saved is a penny earned"?

A penny is one cent. Even a penny matters.

Name _____

As you reread “Jane Wins a Job,” use the Inferences Chart to help you make inferences about the story.

Text Clues	What You Know	Inferences
Jane played in three states at the same time.	No real child is that big.	This story is not realistic.
The chapter title is “Jane Spots a Problem.”	Paul and his men need a big cabin.	Jane and her dad will think of a way.
The new cabin is enormous. The sun is stuck.	In the story things are bigger than normal.	The sun may be stuck on the cabin.
Jane thinks of a plan.	Jane has solved other problems.	Jane will solve this problem, too.

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Paul's Ox

Paul Bunyan had an ox named Babe that helped with logging. Babe was huge, as huge as Paul and Jane. Babe ate nine bales of hay as a snack, and then ten bales more! Rain or shine, a driving trip from the tip of one horn to her other horn was a mile.

Now here is a tale! One time Paul awoke to land so cold not just his toes froze. The smoke in the smokestack froze! A pie on the hot stove froze! And the tail on Babe the ox froze! The cold was no joke. "It's time to call the Sun," Paul said. "Better safe than sorry."

So Babe and Paul told the Sun, "It's too cold! It's time for baseball, Mr. Sun." The Sun made a note of the date on his notepad.

"It's May!" the Sun cried. "Here's fire to warm it up. Easy does it!"

Fireflies lit up at sunset. And that's how Paul and Babe saved spring.

1. Underline words in the passage that contain silent e.
2. Circle the compound words in the passage.
3. What did the Sun use to warm up the world? Write your inference.

Fireflies warm the world up. The Sun said, "Easy does it."

4. How can you tell this is a tall tale and could not happen?

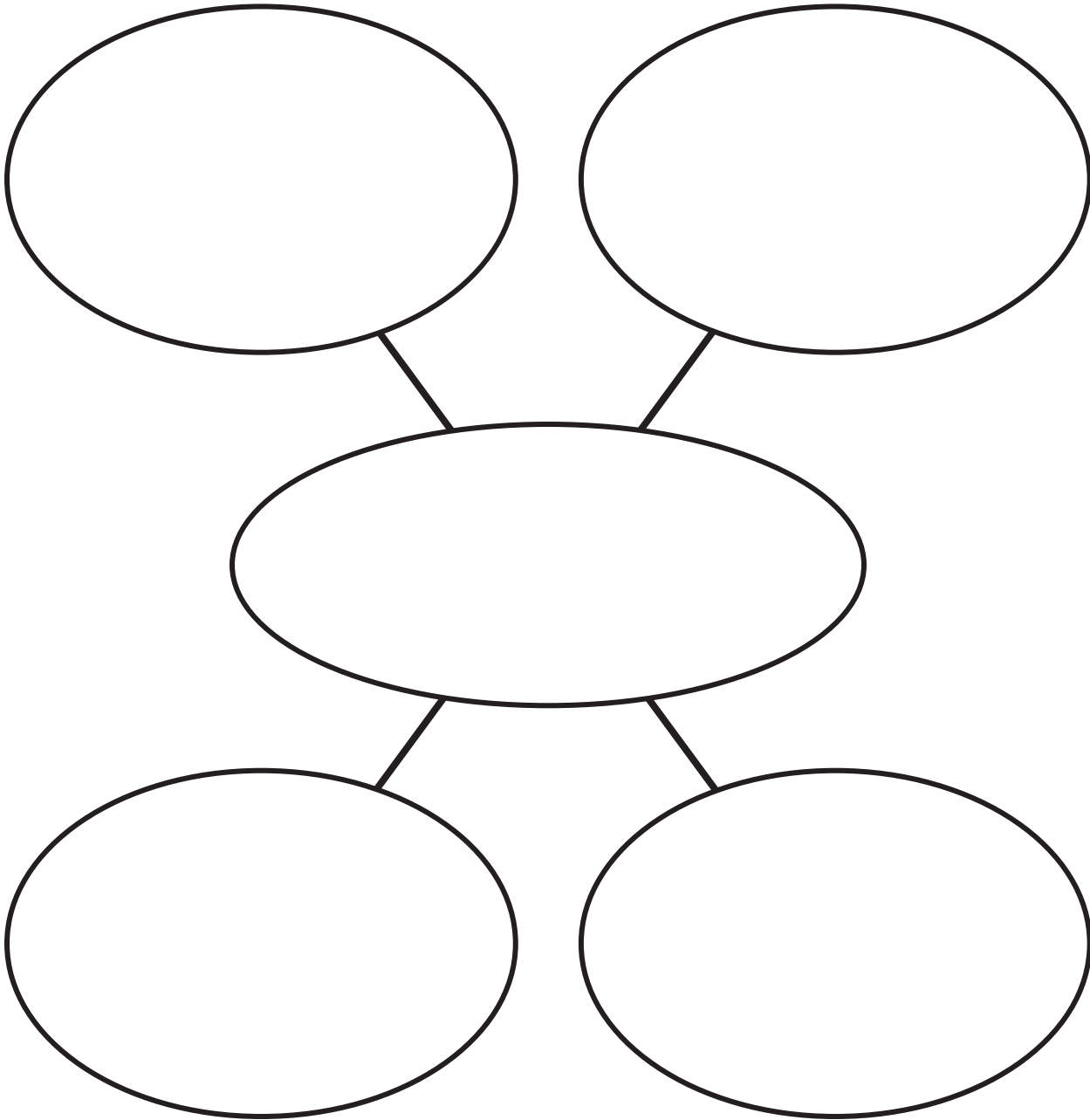
Babe's horns are not a mile apart, and the Sun is not really a person.

5. If you chop down a tree, you are _____.
singing logging treeing



Name _____

To help you plan your writing, fill out a cluster map.



Name _____

Read the passage. Then complete the questions.

Ben and Jack Stop Drumming

Ben and Jack are best friends at school. Ben drums well. Jack drums well.

One hot day in class, Miss Grand tells the kids that there will be a drum contest. She will pick the best kid to drum in the band. Will she pick Ben? Will she pick Jack?

Kids are characters in the story.

Ben and Dan drum. Ben drums with a stick. Jack drums with a pen. Ben drums on his desk. Jack drums as he steps up the hall. The kids say, “This is too much drumming!”

Miss Grand says, “Stop! No contest! I will pick both Ben and Jack to drum in the band. Just stop drumming!”

The kids in the class clap!

1. Underline the words and phrases that tell about setting in the passage.
2. Put a box around the names of three characters in the second paragraph.
3. On the lines below, tell about the characters and the setting.

Ben and Jack are best friends. They like to
drum. Their teacher, Miss Grand, wants to have
a drum contest. The story is set in a school.

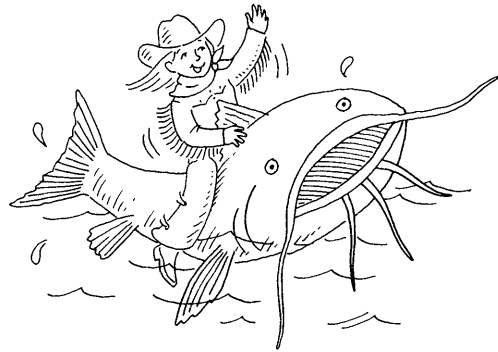
Name _____

Read the passage. Then complete the questions.

Bill's Bride

Bill was a fine cowboy in the West. He rode wild snakes as a kid. He did!

Bill met a gal by the name of Sue. Sue rode a catfish as big as a whale! Bill said, "I like you, Sue! Be my bride!" So Sue did that.



One day Sue said, "Bill, let me ride that horse." And Bill did.

And that horse threw Sue up, up, up in the sky! Sue hit the sun, and then the moon! She went up and down and off into the hills!

What was Bill to do?

1. Underline the sentences that help you infer this story is not true.
2. Put a box around a clue that tells you the story is not over.
3. What will happen in the story next? Make an inference.

Bill will get on his horse and run to catch his bride, Sue.

Name _____

Consonant digraphs are two consonants together that make one sound, such as *sh*, *th*, *wh*, and *ph*.

A. Underline the consonant digraphs in the words below.

same shame whine tin shake shed fine whale
red phone thin cone cash bathe ripe elephant

B. Underline the word with a consonant digraph. Write the word in the blank to complete the sentence. Circle the consonant digraphs in your answers.

- Tom will whip up a mix.
whip but tin
- That cat is big.
sale box that
- Kit can shop with a dime.
fed shop rag
- Bill makes a wish.
wish wide win
- When will Mom get up?
trust rid when
- I pick up the phone.
next bake phone

Name _____

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

16 It can slide on flat land, slip in grass, and swim in a lake. It makes
 32 a home in hot spots and slithers away if you get too close. What is it?
 48 It is a snake. But do not shudder! Do not shake! Get more facts on this
 48 reptile.

49 A snake is long and thin and has no legs. Snakes can be enormous.
 63 They can grow more than thirty feet long. That is longer than a big
 77 bus! Snakes can also be small and fit in a kid's hand.

89 What do you think about snakes? 95

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

shudder	path	phone	can	pal
photos	other	thick	dish	tell
what	through	think	get	pave
shake	that	wish	red	run
with	when	their	put	socks

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

A **closed syllable** ends in a consonant. Most closed syllables have a short vowel sound.

Fill in the missing syllables to make the word in bold. Underline the consonants that end each syllable in the words in bold.

1. The **kitten** likes me to pet it.

kit + **ten** = **kitten**

2. We won the **contest**.

con + **test** = **contest**

3. Is that made of **plastic**?

plas + **tic** = **plastic**

4. The **sunset** was pretty.

sun + **set** = **sunet**

5. What is your **address**?

ad + **dress** = **address**

6. Tom wipes his lips with a **napkin**.

nap + **kin** = **napkin**

Name _____

reptile

venom

stun

victim

A. Vocabulary Words Use the correct word from above to complete each sentence.

A snake is a 1. reptile. Many snakes have 2. venom that they use to 3. stun or kill animals. Then the snake will eat its 4. victim whole.

B. Vocabulary Strategy: Inflectional Endings Circle the word that best completes each sentence. Write the word on the line.

- Snakes are reptiles.
reptiler reptiles reptiled
- That snake has stunned its victim.
stunned stunning stunner
- I hope the snake is not killing that rat!
killer killed killing
- This snake is longer than that snake.
longest longed longer
- That snake is the biggest of all!
biggest bigger bigs

Name _____

As you reread “Do They Make You Shudder and Shake?” use the Main Idea Chart to list details that help you find the main idea of the selection.

Detail

A snake is a reptile that creates a new skin and sheds its old skin as it grows.

Detail

A snake can taste and smell dust to tell if prey is close.

Detail

Snakes help keep pests like rats away.

Main Idea

Snakes are interesting reptiles that have a special place in nature.

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Skinks

When you think of a reptile that is long and thin, you may think of a snake. But what if it had legs? That reptile would be a skink.

Skinks are lizards with a body like a snake. Skinks are timid. Like other animals, a skink does not want to be the victim of an attack. But unlike snakes, skinks have no venom. To escape when trapped, a skink can shed its tail! This tail is a phony trap to distract an enemy. When a skink sheds its tail, a new one grows in. A snake cannot shed its tail.

Skinks live in many places. Some skinks live in forests. Other skinks live in dry lands with lots of wind. Skinks find shelter and shade near logs, stumps, and rock piles.

Reptiles find ways to adapt, or a way to fit in and live in a place. A skink gives us a fine lesson in doing just that!

1. Underline words in the passage that contain digraphs *sh*, *th*, *wh* and *ph*.
2. Circle words that begin with a closed syllable in the last paragraph.
3. What are two details about skinks and snakes in the second paragraph?

Skinks do not have venom, and snakes do.

Skinks shed tails, and snakes do not.

4. What is the main idea of passage?

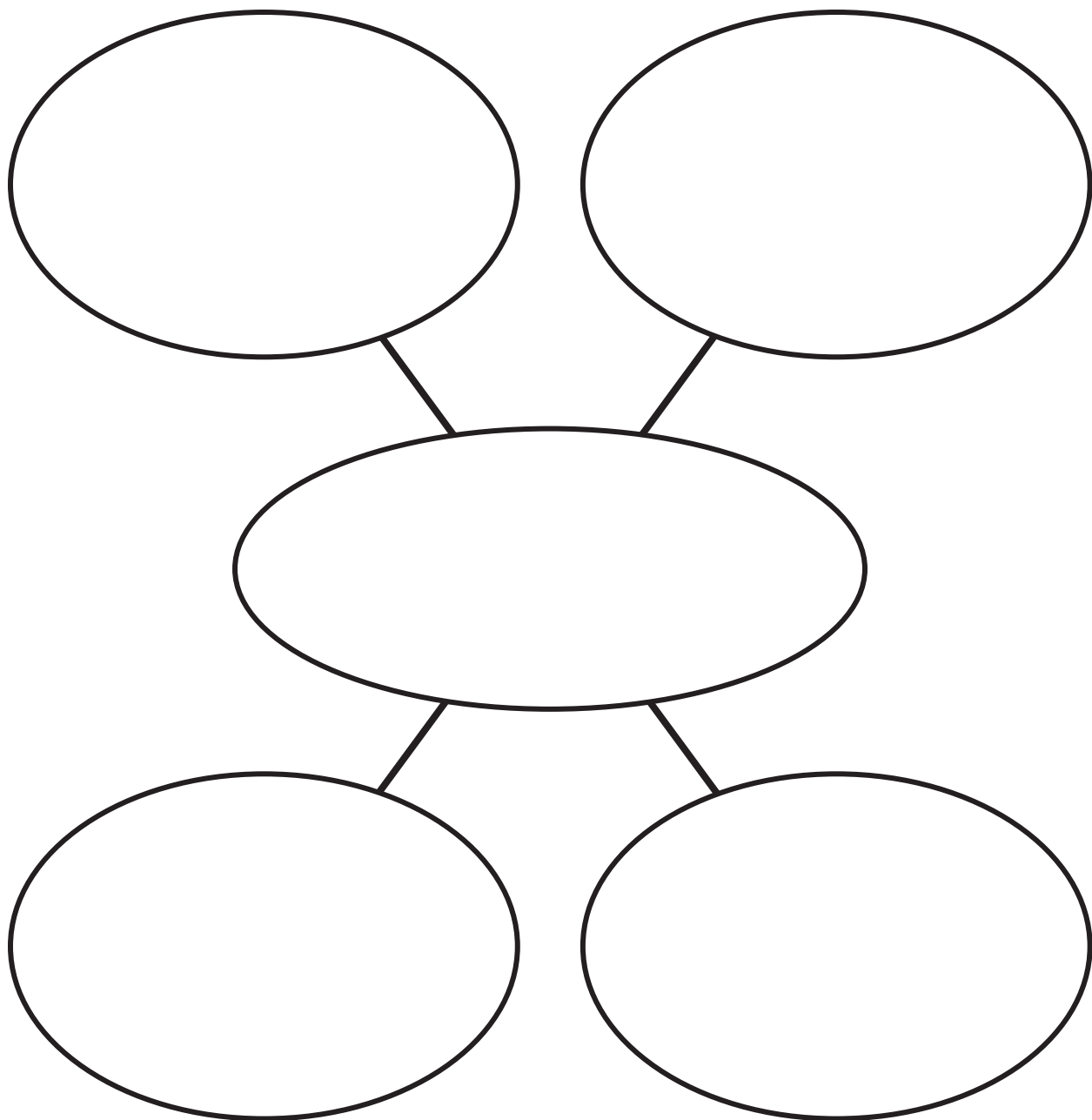
A skink gives us a good lesson in ways to adapt, or fit in.

5. A skink is a kind of _____.
mammal bird reptile



Name _____

To help you plan your writing, fill out a cluster map.



Name _____

The letters *e*, *ee*, and *ea* can all stand for the long e sound.
Examples are *be*, *meet*, and *seal*.

A. Circle the word with the long e sound. Write the word in the blank to complete the sentence.

1. When Dad runs, he uses his feet.
hip feet fed fit

2. Jill likes to tap to a beat.
bun bone beat

3. He is my pal.
hip he pen

4. Did Jack eat a meal?
meal mist met

5. Kate likes beans and peas.
bat base beans

6. Rick will feed his dog a bone.
wet feed bar

7. She can hide in a bush.
sun bud she

8. The cat likes me.
nest tone me

B. Underline the letters that stand for the long e sounds in the answer choices above.

Name _____

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

15 What is in that wide space in the sky? At night, you can see stars
shine. With luck, you can see planets.

22 A planet that can be seen with the naked eye is Mars. Mars orbits the
37 sun in a path near Earth. We can take a peek at Mars to try to unlock its
55 secrets!

56 Could we spend a lot of time on Mars? There is no water on
70 Mars that can be seen. It has no filled lakes, streams, or seas. The
84 air on Mars is too thin to breathe. In fact, Mars is quite unlike
98 Earth. 99

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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



Name _____

A **prefix** is a word part added to the front of a base word to change its meaning. The prefix *re-* can mean “again.” The prefix *un-* can mean “not.”

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

1. I need to **repack** my bag.

re + pack = repack

2. Do not **unmake** the bed.

un + make = unmake

3. Did you **resell** the hat?

re + sell = resell

4. I am **unhappy** and mad.

un + happy = unhappy

5. Dad will **retell** the tale.

re + tell = retell

B. Read each sentence. Circle the prefix in the bold words below. Then write the base word in the bold words on the lines.

1. Stan acted in an **unsafe** way.

safe

2. Min **refit** the plug into the socket.

fit

3. Bob's plan was **unwise**.

wise

Name _____

orbits

object

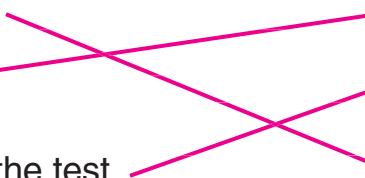


volcano

planets

A. Vocabulary Words Choose the correct word from above to complete each statement.

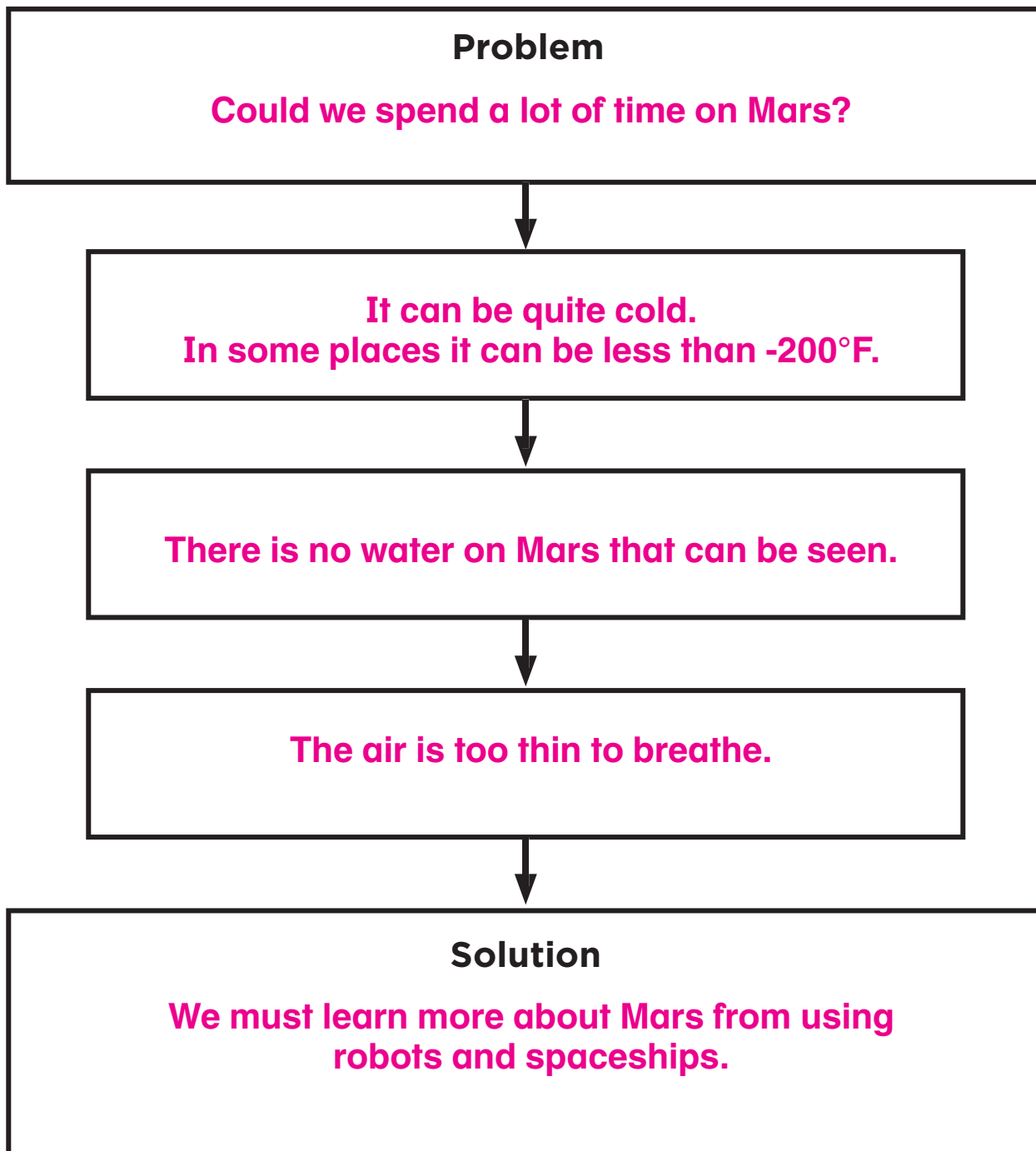
1. The way a bird flies around a tree seems like the way Earth orbits the sun.
2. We saw smoke, fire, and lava come out of the volcano.
3. At night, I can see the sky filled with stars, the moon, and planets.

B. Vocabulary Strategy: Suffixes Read each sentence and look closely at the bold-faced word. Find the meaning of this word in the phrases at the right. Draw a line from the word to its meaning.

1. That actress is **famous**.  full of joy
2. She felt **joyous**.  full of nerves
3. He was **nervous** about the test.  having great fame

Name _____

Use the Problem and Solution Map to help you figure out problems and solutions as you reread "Seeing Mars."



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Space Walk

Are you adventurous? Would a walk in space be neat? For a team of astronauts, a space walk is both exciting and dangerous. Before a ship can fly off, the team must meet, research the trip, and plan for problems as yet unseen.

The team needs space suits to help them breathe. These suits also help with ice and cold. The team needs tools, as well, to take the space walk and keep safe in space.

The team's spaceship orbits, or goes around, the earth. Space has no force to hold an object down. To walk in space, the team will use tethers, like leashes, which hold them to the ship. If the tether untied, people would be unable to get back to the spaceship. Without help from a team, a space walk can be disastrous!

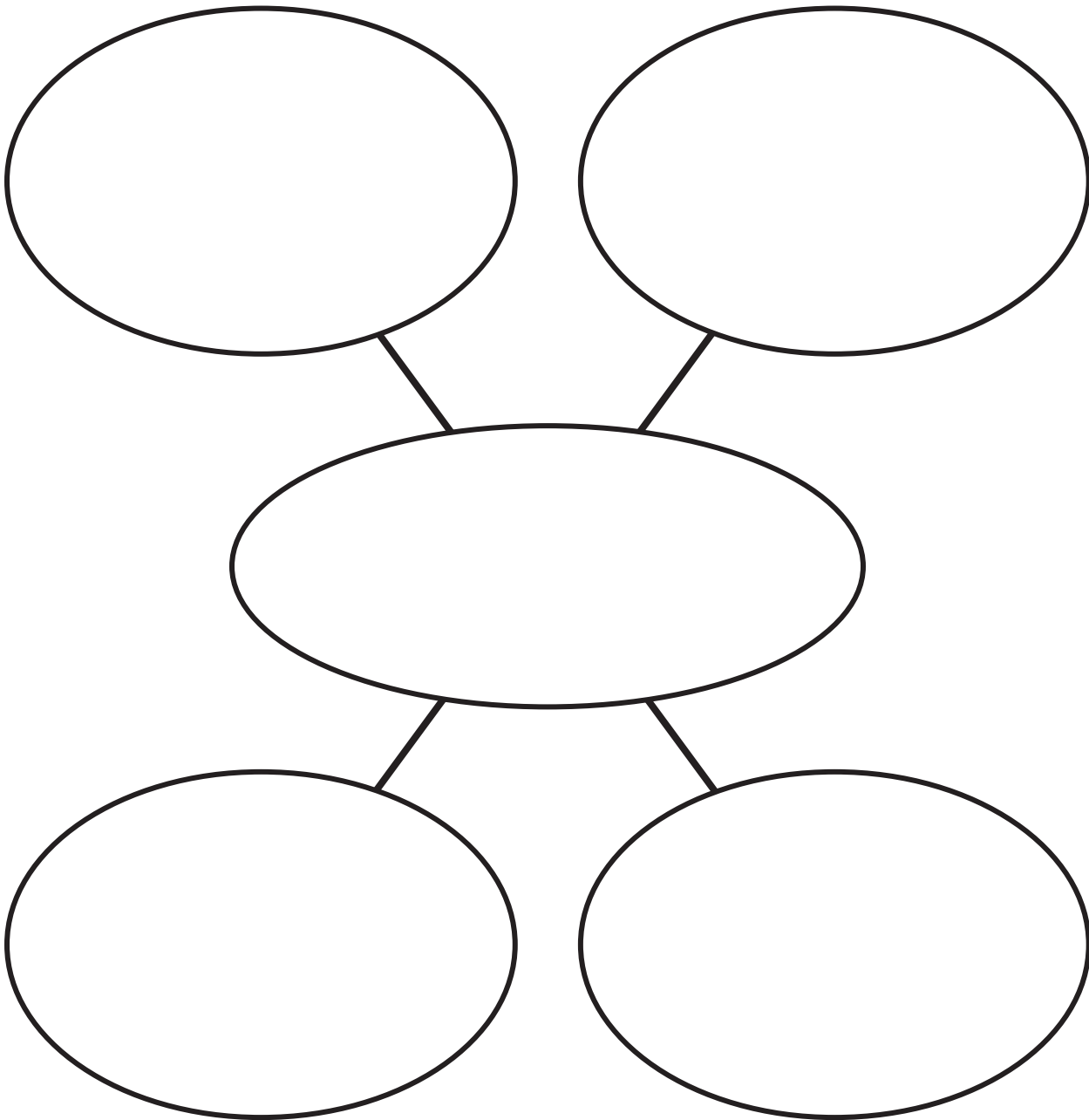
Safely held to the ship, astronauts can do many things. A team can replace parts on a space telescope. But they have to tie their tools to the ship, too!

- Underline words with the long e sound spelled e, ee, or ea.
- Circle the word in the passage that has the prefixes *un-* and *re-*.
- Explain the problem of a space walk. In space, there is no air to breathe and no force to hold people down.
- Explain the solution to the problem on a space walk. Astronauts wear space suits and tethers to stay safe.
- A spaceship goes around, or _____ the earth.
object tethers orbits



Name _____

To help you plan your writing, fill out a cluster map.



Name _____

The letters *a*, *ai*, and *ay* can stand for the long a sound.
Examples are *baby*, *bail*, and *bay*.

A. Circle the word with the long a sound. Write the word in the blank to complete the sentence.

- A dog can wag its tail.
tap tail pit
- It is a day full of rain.
day dad did
- Gail wailed when she did not get mail.
class am mail
- Cass will pay ten dimes.
pull pay pan
- Ann did not use crayons, but she did use paint.
tap wax paint
- It is a fine day in May.
Mom May man
- I will not say a thing.
say see sat
- Can Sal play in the game?
can pass play

B. Go back and underline the long a sound in the answer choices above.

Name _____

A. Use this passage for a choral reading or Readers Theater.**Instructions**

12 Thank you for helping us train our rescue dogs. You're going to
be a big hit as a victim!

19 We will bury you in a snow cave about three feet deep. The
32 dog will find your smell and dig an air hole for you. As you wait to
48 be found, follow these rules:

53 1) Lie still near your supplies.

58 2) Keep your radio close at all times.

65 3) When you see a paw and a nose, hand the rescue dog a treat.

79 4) If you feel really ill at ease, send us a plea for help on

93 your radio. We will dig you out without waiting for the dog. 105

B. Read these sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you see a question mark (?) or an exclamation point (!).

1. A quail rides a train with a snail on its tail!//
2. Wait!// My mail just dropped in the drain!//
3. Can May paint my braid?// She can take my pail.//
4. I wailed in pain.// In what way did I fail?//
5. My brain is gray and made of clay.//



Name _____

A **prefix** is a group of letters added to the front of a base word to change its meaning. Most prefixes have more than one meaning. The prefix *mis-* can mean “wrong.”

A. What word can be formed from combining the word parts in each row? Write the word on the line.

Example:

mis **file** misfile

1. **mis** **step** misstep

2. **mis** **quote** misquote

3. **cast** **mis** miscast

4. **spell** **mis** misspell

5. **take** **mis** mistake

B. Choose a word from above that best completes each sentence. Circle the prefix in your answers.

1. Bill did not misquote/misspell the lines of the play.

2. Greg acts well in the play, but he is miscast.

3. Dad made a bad mistake on a test.

Name _____

supplies dismay plea beamed recover cure

A. Vocabulary Words Use the correct word from above to complete each sentence.

In the land of Flaim, the king became ill. All the 1. supplies in the kingdom did not help. The queen was filled with 2. dismay. She felt the king was so sick that he would not 3. recover. She ran across the land to find a 4. cure for the king. Many people heard her 5. plea. At last she found a cure and went home. The king 6. beamed. “You saved me!” he said.

B. Vocabulary Strategy: Word Families Write the letter of the word on the right that is in the same word family as the word on the left.

- | | | |
|-----------|------------------|-------------|
| 1. supply | <u> c </u> | a. recover |
| 2. beam | <u> e </u> | b. cured |
| 3. cover | <u> a </u> | c. supplies |
| 4. cure | <u> b </u> | d. pleas |
| 5. plea | <u> d </u> | e. beamed |

Name _____

As you reread “Ray and Blaine Save the Day,” use the Conclusions Chart to organize text clues that will help you draw conclusions.

Text Clues	Conclusions
Two sick children need pills; a big storm is on the way.	Someone must go get the pills in the storm.
Dr. Aiken needs Ray to bring pills.	Heath and Dean must be seriously ill.
The trip was cold, with snow and ice.	The trip was very hard.
Dad says Ray and his dogs saved the day.	Dean and Heath will be okay.

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Hooray for Faith!

Mr. Reed had lived by himself for a long while. He felt well, but he could not see well. Now sunlight on a white wall seemed just a faint gray haze. Mr. Reed could not help this, and his son, Clay, wanted to make things better.

Mr. Reed could not live unassisted. That would be unwise. He needed an aide. So Clay got his dad a special dog named Faith. Faith was trained to help people who could not see. With Faith, Mr. Reed could rethink the way he did things.

One day, Mr. Reed took a misstep. He fell down the steps and sprained his ankle. He was filled with dismay and wailed in pain. Faith heard his plea. She hit the phone and pressed 9-1-1, as she had been trained to do. Then she barked into the phone.

Soon, people came to rescue Mr. Reed! Faith had saved the day. “And make no mistake,” Mr. Reed said, “Clay is the best son!”

1. Underline words in the passage that have the long a sound.
2. Circle the prefixes *re-*, *un-*, *mis-* in the passage.
3. Why did Mr. Reed need help?

Mr. Reed could no longer see well.

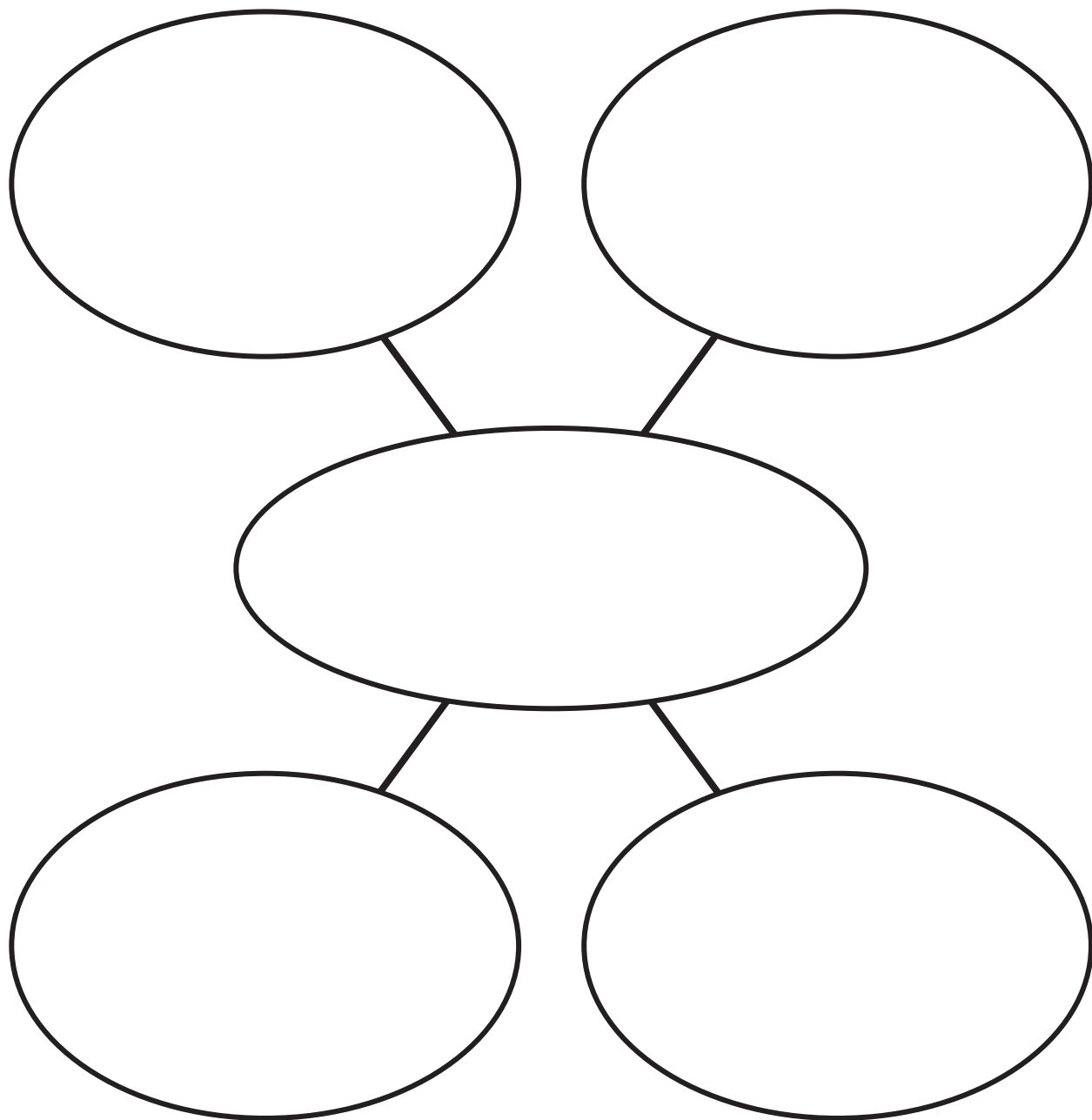
4. Who really saved Mr. Reed? Explain your conclusion. **Mr. Reed's son, Clay, got his dad the dog, so Clay saved the day.**

5. A call for help is a _____.
peal plea play



Name _____

To help you plan your writing, fill out a cluster map.



Name _____

Read the passage. Then complete the questions.

Land Snakes and Water Snakes

You can find snakes in many places. Water snakes spend a lot of time in the water. Land snakes are in the tall grass, woods, or even in the backyard.



Both snakes cool their bodies. Water snakes get cool in the water. Land snakes do this by hiding under logs and rocks. To get warm, they sit in the sun on rocks or on tree branches.

Land and water snakes live in ways that are not the same. **But** like all animals, snakes find a way to get cool and warm, as needed.

1. Underline two details in the first paragraph that tell where snakes live. Underline two details in the second paragraph that tell how the snakes are alike.
2. Put a box around the main idea of the passage.
3. Write a summary of the passage using the details, and state the main idea.

Both water snakes and land snakes have ways to stay cool. Both kinds of snakes also warm up in the sun. Like all animals, snakes need to be both cool and warm at times.

Name _____

Read the passage. Then complete the questions.

To Make a Spaceship Go

A space craft must get off the land and high into the sky. How does this work? To go up, a space craft has to have a way to push up and away from Earth.

To solve this problem, you must picture how the craft takes off. Say you put on skates. To move, you push off a wall. If you push very hard, you move very fast. A space craft must get off the land in the same way, by pushing off hard.

This sentence is one step for the solution.

To do this, scientists made a rocket engine. This took time to do! The engine pushes very hot gas down that sends the craft up into space. The rockets made space travel possible!

1. Underline the problem in the first paragraph.
2. Put a box around the first step for a solution in the passage.
3. Write a summary of the selection on the lines. Underline the solution.

How can a space craft push up and away from Earth? First you have to picture how you want the craft to push up. Then you have to make a rocket engine. The rockets made space travel possible.

Name _____

Read the passage. Then complete the questions.

Fang to the Rescue

Kit's dog, Fang, was trained to find people who were trapped and hidden under things. Kit and her mom brought Fang to sites to practice looking for people. Fang had to trace a smell and find where the person was covered up. Fang stayed for days practicing.

One day, a brick building fell. Many people got out in time. But everyone was afraid that someone could be trapped.

A team trainer put on Fang's leash. Fang sniffed around the site. Then Fang pulled at his leash and began to bark. The rest of the team ran over. They dug and moved walls that had fallen. When the team got in, they saw they were just in time.

Fang was a hero!

1. Underline text clues about Fang in the first paragraph.
2. Put a box around Fang's main action in the third paragraph.
3. What did Fang find? Explain your conclusion.

Fang must have found someone alive. First,
Fang trained to do that, and sniffed and barked.
Then people say Fang was just in time and a
hero, which means Fang saved someone.

Name _____

A. Underline words with short vowels. Circle words with long vowels. Underline consonant digraphs *ph*, *sh*, *th*, and *wh*.

pin tide while meets chain text phone
sheet snacks pals gray flat team ink

B. Draw a line under the word that best completes each sentence. Write the word on the line.

- If you wish to see the sea, you go on a ship.
shape shop ship
- Large animals that swim in the sea are whales.
whales phones mules
- At the end of the day, May must unbraid her ponytail.
braided paycheck unbraid
- I will give you the gift, but be sure you do not misplace it.
backpack misplace unfreeze
- Sam cleaned the mud off her feet in the bath|tub.
backrub bandstand bath|tub
- Can Dad toss that junk in the trash|can ?
trashcan weekend shopping
- When Pete kept messing up, it seemed un|like him.
misread un|like misplaced
- You made me get lost! You mis|led me!
mis|led unfilled sagged

C. Draw a line between each syllable of any multisyllable words in your answers.

Name _____

The letters *i*, *y*, and *igh* can stand for the long *i* sound. Examples are *bind*, *my*, and *night*.

A. Underline the long *i* sound in the words below.

high by flight grind sly
cry light kind myself pint

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

1. What k i n d of cake do you like?
2. I can read by m y s e l f.
3. Please get a p i n t of milk.
4. The l i g h t went off at night.

Write the letters from the boxes above to complete the sentence with a word that has a long *i* sound.

Cats l i k e to go up in trees.
4 3 1 2

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

1. might mitt igh
2. tick try y
3. lit find i
4. bright bit igh
5. why what y

Name _____

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

14 Twyla slid the glass door open and peeked up at the gray sky. She
sighed. It looked like it might rain.

21 As Twyla came back inside, a tan cat leaped up on a seat.

34 “Hi, Sy!” Twyla called. She picked up the cat and set him back on
48 the floor. Twyla smiled as her pet jumped and ran behind a plant. When
62 Twyla sat down to eat, she did not see Sy run for the sliding door.

77 Just as Twyla finished her meal, she heard a fierce barking and then
90 a shrill hiss! Twyla jumped up and saw that she had not closed the door. 105

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

Twyla	right	thigh	tree	clean
sighed	by	light	rain	leaf
cried	fine	why	peel	day
fright	liked	fly	stayed	waved
Brian	high	wild	dismay	safe

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

Inflectional endings are letters that you can add to the end of a base word to change the meaning of the base word. If a word ends with a consonant and a *y*, change the *y* to an *i* before adding *-es* or *-ed*.

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

1. The kite **flies** up.

fly – y + i + **es** = flies

2. She **studies** a lot and wins the spelling contest.

study – y + **i** + **es** = studies

3. He **hides** behind the big box.

hide + **s** = hides

4. She **emptied** the bucket.

empty – **y** + **ied** = emptied

5. Fred **tried** to pull the wagon.

try – **y** + **ied** = tried

B. Write two sentences about animals. Use the word *flies* in one sentence. Use the word *tried* in the other.

1. _____

2. _____

Name _____

fright perch fierce trembling escapes

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

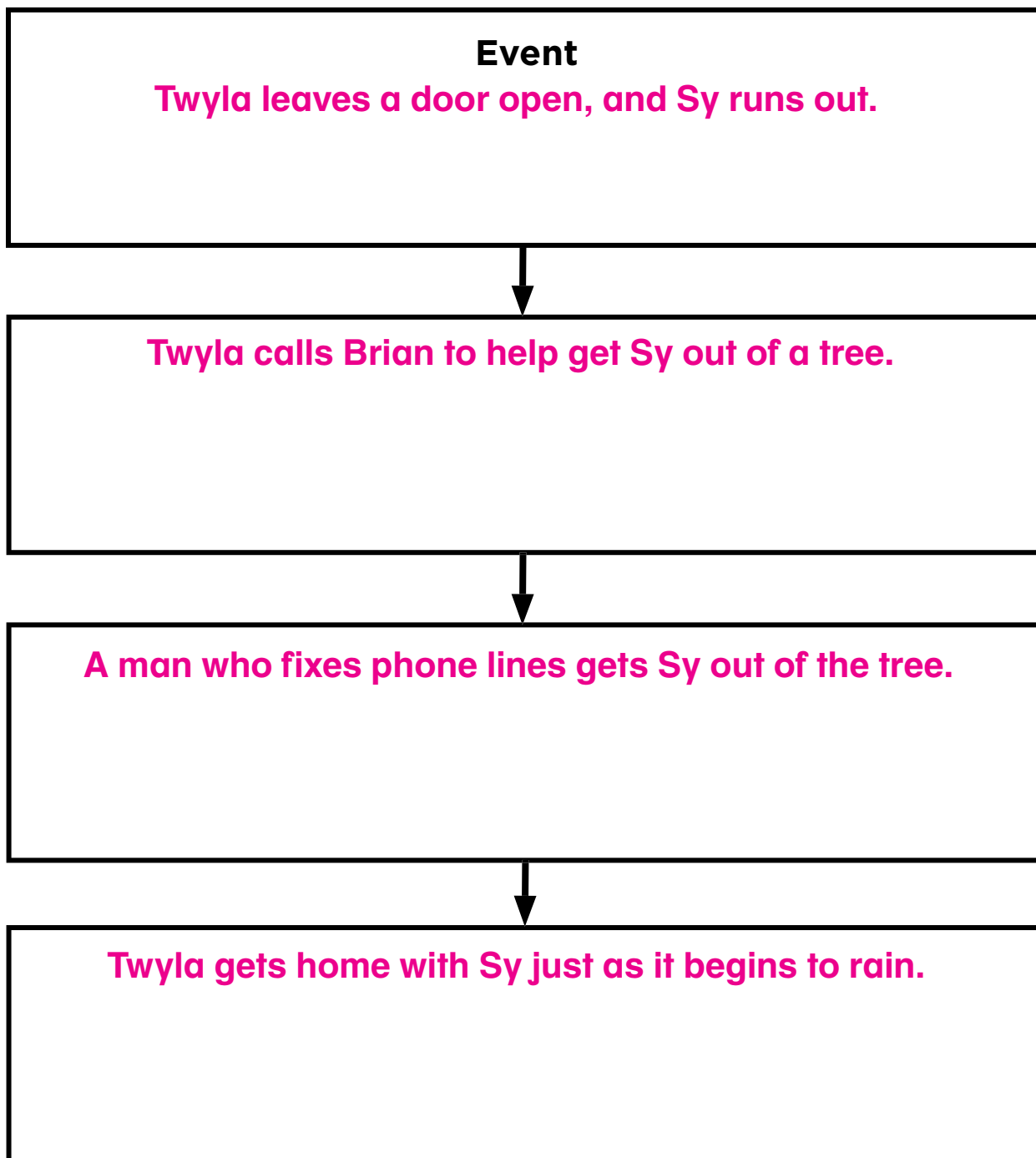
1. A pet who **escapes** from its home may get lost. true false
2. A baby can make a **fierce** speech. true false
3. You are still when you are **trembling**. true false
4. If you saw a monster, you would scream in **fright**. true false
5. A robin can rest on its **perch**. true false

B. Vocabulary Strategy: Greek and Latin Roots Write the letter of the word on the right that matches the Greek or Latin root and its meaning on the left.

- | | | |
|--|----------------------|--------------|
| 1. <i>phon</i> means <i>sound</i> | <u> e </u> | a. type |
| 2. <i>typ</i> means <i>print</i> | <u> a </u> | b. manual |
| 3. <i>scop</i> means to <i>look at</i> | <u> d </u> | c. memory |
| 4. <i>man</i> means <i>hand</i> | <u> b </u> | d. telescope |
| 5. <i>mem</i> means <i>remember</i> | <u> c </u> | e. phonics |

Name _____

As you reread “The Problem with Sy,” use the Sequence Chart to list the events in the order they happen.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

A Home for **Bats**

In shop class, Mr. Sung said, “Today we will make a bat house **using** our **manuals**.”

“**Bats?** No way!” Ty **cried**. He was **trembling** with fright.

“**Bats** are not fierce,” Mr. Sung **explained**. “And they only fly at night.”

“That’s right!” said Mika. “Plus, **bats** keep **pests** from **eating** **crops**.”

“So they need a safe home to escape **owls**,” said Mr. Sung.

The bat house was to be 2 feet high, 13 **inches** wide, and 3 **inches** deep. First, the class cut plywood. Next, they **nailed** a frame like the one in the handbook. After they **painting** the bat house, they hung it behind a stream’s bank. “Where is the perch?” Ty **asked**.

Mr. Sung **smiled**. “**Bats** don’t sit on **perches**,” he **reminded** Ty.

Finally, in a week, **bats** had come to stay. The shop class felt pride. “I am glad the **bats** have a home,” **sighed** Ty.

1. Underline words in the passage that have the long *i* sound.
2. Circle the words that contain inflectional endings in the passage.
3. What signal words help you see the sequence of events?

First, Next, After, Finally

4. What is the last event in the story? Circle the signal word.

Finally, in a week, bats had come to stay.

5. Birds, not bats, rest on a _____.
table **perch** chair



Name _____

To help you plan your writing, fill out a position/reasons chart.

Position	Reasons

Name _____

Sometimes the letter *g* is soft and sounds like a *j*. Sometimes the letter *c* is soft and sounds like an *s*. Examples of words with a soft *g* or *c* sound are *page* and *cent*.

A. Underline the word with a soft *c* or soft *g* sound. Write the word in the blank to complete the sentence.

- Mom's ring has a shiny gem.
get gem game
- The drink costs 95 cents.
cents clams crabs
- We went on a visit to a big city.
cot city cave
- I run and jump in gym class.
gym jelly trick
- Is this the best place to go for lemon ice?
play place pack
- Did you read that page yet?
peg plug page
- Can I use a pencil to do my math homework?
pack pencil pick
- Stan likes his milk cold so he adds ice.
ice cost candy

B. Go back and circle the letters that stand for the soft *c* and soft *g* sounds in the answer choices above.

Name _____

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

13 We value trees like gems because they help us in many ways. Trees
25 help people, plants, and animals stay alive. We need trees for things
37 like homes, note pads, and even paint and pancake mix. Trees and
plants also make air fresh and clean so we can breathe it.

49 Trees may grow in huge forests. Rain forests exist in hot places.
61 Many medicines are made by using species, or kinds, of plants that only
74 ripen in rain forests.

78 People are concerned that rain forests keep getting cut down.
88 We must work to try to keep them safe. 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.

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



Name _____

Open syllables end in a vowel and usually have a long vowel sound. **Closed syllables** end in a consonant and usually have a short vowel sound.

A. Write whether the word has an open or closed first syllable. Draw a line between the syllables in the words.

Example: limit closed

1. absent closed

2. dinner closed

3. broken open

4. vanish closed

5. siren open

B. Use the words from above that best complete each sentence. Draw a line between the syllables in your answers.

1. A siren went off, and we smelled smoke.

2. Kate will eat dinner with us.

3. I was absent on Monday.

4. The man will do a trick, and the rabbit will vanish.

Name _____

gems

protect

ripen

disputes

concerned

A. Vocabulary Words Choose the correct word from above to complete each statement.

1. My friend was worried about the project, but I was not concerned.
2. I think talking is better than yelling for stopping disputes.
3. After the melons ripen, they will taste sweet and good.
4. The blue gems looked shiny in the necklace.

B. Vocabulary Strategy: Context Clues Underline the restatement in each sentence that tells about the word in bold.

1. Sometimes we have **disputes**, or fight, about who is right.
2. I always try to **protect** my sister, or keep her safe.
3. I like to use **gems**, or jewels, when I make a craft.
4. I want the melon to **ripen**, or be ready to eat.
5. She was **trembling**, or shaking, from her fright.

Name _____

As you reread “Large Trees with Large Jobs,” use the Main Idea Chart to list details that help you find the main idea.

Detail

We need trees for homes, paper, food, and fresh air.

Detail

We need trees to block the sun and preserve water.

Detail

We need trees to make medicines.

Main Idea

Because trees are important for all our lives, we must work to keep trees safe.

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Places to Protect

What is your favorite wild place? You might like swimming in the sea, hiking on hillsides, or exploring a deep cavern, or cave. Maybe you like the desert sands, or maybe giant, leafy trees. No matter what it is, people are concerned about how wild places change over time.

We want to protect nature, but we also need the useful things nature provides. How do we do both? One way is by reclaiming, or using again. For example, old lumber, or wood, can be used to make new things, such as tables and chairs. This saves trees.

We can also use things that are biodegradable, or break down in a natural way. Sunlight can help things break down, or decay. Insects and worms help, too. Then, the land will not change in a bad way.

All of us must fight to save wild places. We cannot just use and like nature. We must check to see that it lasts.

- Underline all the words in the passage that have soft c and soft g.
- In the last paragraph, circle a word with a closed first syllable. Put boxes around two words with open first syllables.
- What are two details about ways to protect nature?

1. We can reclaim, or reuse, old wood to save trees.

2. We can use things that are biodegradable.

- What is the main idea of this passage?

We use and like nature, and we must also protect it.

- To keep something safe is to _____ it.
protect dispute gem



Name _____

To help you plan your writing, fill out a position/reasons chart.

Position	Reasons

Name _____

Read the passage. Then complete the questions.

Min's Club

Min wanted to start a club at her school.

This is
the first event
in the story.

There was already a club that played games and a club for tennis. There was a dance club and a chess club. "I want to make a new club," Min complained to her mom.

Mom said, "Well, you like to help animals. Maybe other kids would like to help animals, too."

Min liked this idea. She made posters and held a meeting. Many kids came. The kids had ideas.

"First, we can spend some time at the animal shelter," said Tom.

"Then we can raise funds for sick dogs," said Myra.

"Next, we can help birds in the park by making feeders and hanging them," said Ike.

"We can name the club All for Animals," stated Min. "I think this will be a fine club."

1. Underline what Min does to start the club.
2. Put a box around signal words for sequence.
3. Summarize the sequence of events in the passage. Include signal words.

First, Min said she wanted to start a club. Next, her mom had an idea to help animals. Then Min made a poster and held a meeting. Kids came and had good ideas. Last, Min named the club.

Name _____

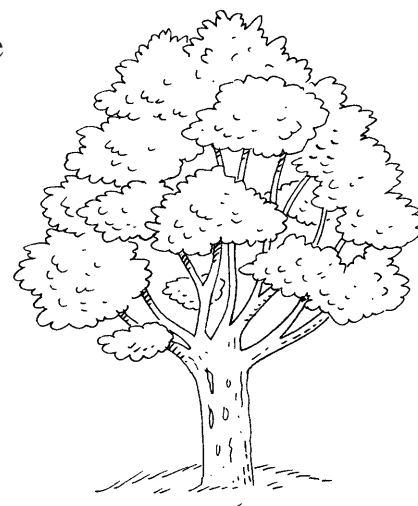
Read the passage. Then complete the questions.

Hope for the Chestnut Tree

In 1902, chestnut trees were found across most of the United States. By 1926, most of the chestnut trees were dying from the chestnut blight, a fungus that gets in the trees and kills them.

How did this happen? In 1876, chestnut trees from Japan carried the blight. Trees from Japan were sent all over the United States. Many chestnut trees got sick in a short time.

We need to learn more about what happens when we move plants from one place to another. In recent times, people have been trying to save the chestnut. Scientists know what keeps the trees from Japan healthy. They are helping trees in the United States stay healthy, as well.



1. Underline one important detail in the first paragraph. Underline two important details in the second paragraph.
2. Circle the main idea of the passage.
3. Write a summary of the passage and state the main idea.

In 1876, chestnut trees from Japan made chestnuts in the United States get sick and die. Scientists are trying to fix this. We need to learn more about what happens when we move plants from one place to another.

Name _____

Digraphs are two or more letters that work together to make one sound. Examples are *ch* and *tch*.

A. Underline the digraphs in the words below.

branch ditch check patch cheap
catch chin stretch chop crunch

B. Use the words from above that best complete each sentence.

- Pat will toss it, and Cindy will c a t c h it.
- I got the pants for a c h e a p price.
- My swing hung from the b r a n c h of a tree.
- When Will's pants ripped, he had to place a p a t c h on them.
- Dad will c h o p the meat.

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

What starts with a T, ends with a T, and is full of tea?

A t e a p o t!

1 2 3 4 5

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

- scratch scrap tch
- cold chill ch
- cheese claim ch
- tiles itch tch
- inch hate ch

Name _____

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

16 Being free is a key part of life in the United States. But long ago, life
29 was not free for enslaved people. Enslaved Africans did not have rights as
citizens.

30 Slaveholders in the South had big homes and a lot of land. Enslaved
43 people helped with hundreds of jobs that needed to be done. Men might
56 use 10 to 100 slaves to plant seeds and gather crops. Slaves also patched
70 fences, dug ditches, and hitched mules to wagons. They stitched clothes,
81 cleaned homes, and baked in kitchens.

87 Enslaved people helped make slaveholders' lives easy. But slaves
96 did not get paid. And they were not free to leave. 107

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

choose	hitch	chase	gel	ace
chick	chop	rich	age	try
coach	patch	teach	sight	cent
stitch	ditch	rice	huge	race
match	chin	cell	mile	rage

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

Suffixes are letters that are added to the end of a word. The suffixes *-er* and *-or* are used to tell what a person does. For example, a *waiter* is a person who waits on customers at a restaurant.

A. Fill in the missing word parts that make the word in bold.

1. The **teacher** smiled.

teach + er = teacher

2. We clapped as the **singer** sang a song.

sing + er = singer

3. The **sailor** sailed his ship on the sea.

sail + or = sailor

4. Mr. Chaps asked the **baker** to sell him a cake.

bake - e + er = baker

5. On my team, each of the **players** helps us win.

play + er + s = players

B. Write two sentences about jobs. Use the word *teacher* in one sentence. Use the word *baker* in the other.

1. _____

2. _____

Name _____

relief dedicated citizens advised succeeded

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

- All **citizens** must have rights. true false
- A winner is someone who has **succeeded**. true false
- Carrying a huge load will bring you **relief**. true false
- A **dedicated** team tries to work together. true false
- The parents **advised** the children. true false

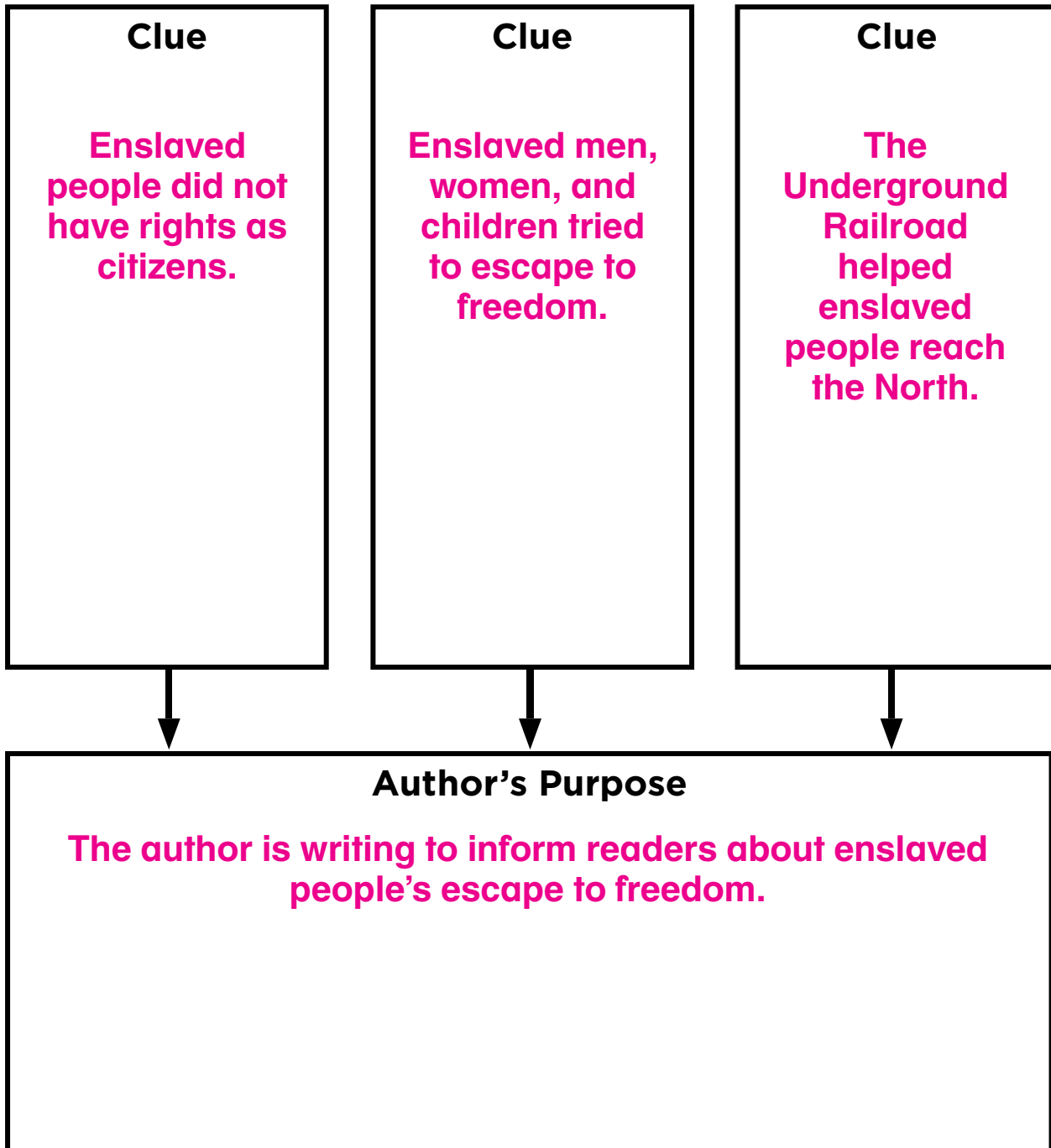
B. Vocabulary Strategy: Greek and Latin Roots Underline the Greek or Latin root in the bold-faced word in each sentence. Write the meaning of the word on the line below.

duct means to lead
astr means star

- The **astronomer** looked through his telescope at the stars.
one who studies stars
- I will **conduct** you to your class.
to lead
- An **astronaut** flies in a rocket ship.
one who travels to space
- I will read the **introduction** first to find out about the tale.
the first part of a text

Name _____

As you reread “Which Way to Freedom?,” use the Author’s Purpose Chart to write down clues that will help you identify the author’s purpose for writing the selection.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Why Martin Matters

For a long time, as told in many a history book and biography, life was not fair for the children of slaves. There were two sets of schools and educators, one for whites and one for blacks. Black men worked for cheap wages. Blacks had to sit in the back part of a bus as whites sat up front. For many citizens, the chains of slavery had not been unhitched.

Some black leaders advised that all people should be treated the same. A preacher dedicated his life to making this change. Martin Luther King, Jr., made speeches explaining that all people should have the same rights. He led marches. He helped workers hold strikes. We still look at the photographs and watch the films of this time. Such deeds changed history.

But this leader was killed before he saw all the results of his fine work. As we study the life of Martin Luther King, Jr., we must never forget his wise words for living his life: "I have a dream."

1. Underline words in the passage that contain *ch* and *tch*.
2. Circle the words in the passage that contain suffixes *-er* and *-or*.
3. Name two text clues that help show the author's purpose.

1. Such deeds changed history.

2. We must never forget his wise words.

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

to persuade

5. A person who works hard to meet a goal is _____.

dedicated succeeded advised



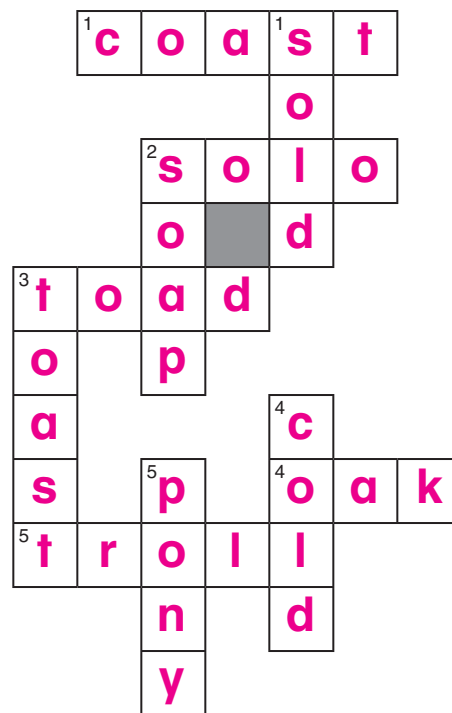
Name _____

To help you plan your writing, fill out a position/reasons chart.

Position	Reasons

Name _____

A long o sound can be made with the letters o and oa.

A. Underline the letters that make the long o sound in the words below.ponytoadtrolltoastcoldsoldoaksolosoapcoast**B. Read the clues. Then use the words from above to complete the sentences and fill in the puzzle. Circle the long o sound in your answers.****Across**1. Kate can see the sea from the coast.2. Matt will play a solo in the band.3. Ned's class has a pet toad.4. Ed takes care of his oak tree.5. The troll I had a mean face.**Down**1. The man sold Bob three pens.2. I wash my hands with soap.3. I eat toast with jam.4. I use ice to make my drink cold.5. Nat will ride a pony.

Name _____

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

13 Before the United States was its own country, it was led by the
British. The British made a lot of rules that people had to follow.

26 One rule told Americans they could only get tea at British stores.
38 It also placed a tax on the tea. Tea was a well-liked drink, but the
53 price was high.

56 Americans felt that the British did not treat them in a fair way.
69 Late one night, a bunch of men painted their faces to trick the British.
83 The men sneaked on to a ship loaded with tea. They stole the tea and
98 pitched whole chests of it in Boston Harbor! 106

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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



Name _____

Contractions combine and shorten two words using an apostrophe. The apostrophe usually takes the place of a vowel in the second word. Example: *hasn't = has + not*

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

did not	wasn't
have not	isn't
is not	didn't
do not	don't
was not	haven't

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

1. She is not late. isn't
2. I did not find the milk. didn't
3. She was not in the chess club. wasn't
4. We have not run in the race. haven't
5. Do not go to that film. Don't

Name _____

country troops idea sign boast patriots

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

1. Is Mexico a **country**? yes no
2. Can you bake an **idea** on the stove? yes no
3. Can a lot of clapping be a **sign** that you did a nice job? yes no
4. Are you being shy if you **boast**? yes no
5. Did **patriots** fight for freedom? yes no
6. Do **troops** march in parades? yes no

B. Vocabulary Strategy: Greek Roots Use a Greek root from the box to complete the words in the sentences.

idea	pat	ism
------	-----	-----

1. Meg was idealistic, but Jon liked her ideas.
2. A person who is optimistic has a lot of optimism.
3. A patriotic person is full of patriotism.
4. If you are pessimistic, you are full of pessimism.

Name _____

As you reread “A Ride in the Moonlight,” fill in the Fact and Opinion Chart.

Fact	Opinion
<p>The British placed a tax on tea.</p>	<p>Tea was a well-liked drink, but the price was high.</p>
<p>The patriots’ goal was to be free of British rules.</p>	<p>The British did not like the patriots.</p>
<p>Americans fought the British at Lexington.</p>	<p>In a daring move, Revere said Americans don’t like British rules.</p>
<p>The patriots made a new country, the United States of America.</p>	<p>Maybe some day, people everywhere will have a right to be free.</p>

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

He Rode to Be Free

Long ago, the patriot Paul Revere helped begin the American fight to end British rule. The tale of how Paul rode isn't just the subject of history. It's also told in a fine old poem by Longfellow.

Paul rode on April 18, 1775, to tell patriots about the coming of British troops. But he wasn't alone. Two men also told patriots along the road about the archenemy, the British. Those riders were William Dawes and Samuel Prescott, and they're big in history, as well.

On the road over to Concord, all three were held at a roadblock. Once let go, Paul helped John Hancock and his family escape as the first battle began. Hancock was a patriot, as well. So even if he didn't ride alone, Paul was still a real hero.

1. Underline words in the passage with the long o sound.
2. Circle all the contractions in the passage.
3. Identify three facts in the passage.

1. Paul rode on April 18, 1775. 2. William Dawes and Samuel Prescott also rode. 3. Paul helped John Hancock escape.

4. Identify two opinions in the passage.

1. a fine old poem by Longfellow 2. Paul was still a real hero.

5. British soldiers are also called _____.

troops patriots signs



Name _____

To help you plan your writing, fill out a position/reasons chart.

Position	Reasons

Name _____

The letters *ow* can stand for the vowel sound you hear in *cow* and *plow*. The letters *ou* can stand for the vowel sound you hear in *sound* and *house*.

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

- We can ride a bus to town.
top town told
- Fran stopped to smell the red flower.
flat floss flower
- At the end of the act, Ed clapped for the clown.
clown cone class
- Dad lost his hat so he checked the lost and found.
found fine flag
- Can a bug float on a cloud?
pond cold cloud
- We found a lot of change in the seats of the couch.
case couch core
- If you cannot swim, you might drown.
drag drop drown
- Do not speak if your mouth is full.
mouth month main

B. In the answer choices above, underline the letters that stand for the same vowel sound as *plow* and *sound*.

Name _____

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

10 **Interviewer:** Good morning, Mr. Roundhouse. Can I ask a few
questions?

11 **Cowboy:** Howdy! Go ahead. I know all about being a cowboy.

22 **Interviewer:** How do you round up cows?

29 **Cowboy:** I ride around and shout. The sound of my voice tells
41 them to move.

44 **Interviewer:** What does a rodeo clown do?

51 **Cowboy:** If a rider falls, the clown distracts the bull so that
63 we can get the rider to safety.

70 **Interviewer:** Wow! That sounds hard. I have one last question. Do
81 you like being in town or out on the range?

91 **Cowboy:** I'd rather be driving cows or roaming on the range. 102

B. Read these sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you see a question mark (?) or an exclamation point (!).

1. Did the cow take a bow for the crowd?//
2. Do you want to borrow a pound of round mounds?//
3. Let's go out and talk about a pig's snout.//
4. Wow!// The clown put on powder in the shower and ate chowder!//
5. Let's count nouns as we bounce on the couch!//



Name _____

Words that contain the suffix *-ly* usually describe something.**A. Combine the root word with the suffix *-ly* to make a word.**Example:

swift

ly

swiftly1.

soft

ly

softly2.

ly

real

really3.

ly

kind

kindly4.

ly

most

mostly5.

ly

final

finally**B. Fill in the blanks with the words from above that best complete each sentence. Circle the suffix in your answers.**1. After being awake for so long, the baby was finally asleep.2. The man kindly held the gate open.3. I mostly eat cake as a treat, but I will eat ice cream.4. Speak softly since the kids are sleeping.5. When the team lost the game, Zack was really upset.

Name _____

swiftly well-rounded prowling daring roaming

A. Vocabulary Words Choose the correct word from above to complete each statement.

Example:

Big is to *little* as *asleep* is to awake.

1. *Lazy* is to *energetic* as *afraid* is to daring.
2. *Softly* is to *loudly* as *slowly* is to swiftly.
3. *Sprinting* is to *running* as *wandering* is to roaming.
4. *Cat* is to *pouncing* as *thief* is to prowling.

B. Vocabulary Strategy: Multiple-Meaning Words Use this dictionary entry to answer the questions that follow.

1. How many definitions for *round* are nouns?

3

2. What definition of *round* in the first entry helps you understand this sentence: We played two **rounds** and then quit.

2. A game or series of games.

3. What part of speech is *round* in the following sentence?
The baby had a very **round** face.

adjective

round/round

round, [*n*]. 1. A round shape or object.

2. A game or series of games.

3. A song sung by several people, in which each person sings a different part of the song at the same time.

round, [*adj*]. 1. Shaped like a circle or a ball.

Name _____

As you reread “A Cowboy’s Life,” use the Description Chart to help you find facts and information.

Signal Words	Descriptive Facts
One example	Lucille Mulhall was a cowgirl who trained horses and roped cows.
Another	Nat Love was a cowboy who roped cows swiftly and rode a horse well.
When	When slavery ended, Nat found a job out West as a cowhand.
During	During a three-month trip, cowhands rode in all kinds of weather.
Today	We think it is an exciting life, but cowhands worked hard.

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Cowboy Tales

At night out West, cowhands young and old gather around a campfire for stories. Loudly, softly, or with a smile, they tell their best stories. Cowboys are proud of these tales. Sometimes, a well-rounded cowhand will share a poem. At other times, a singing cowhand might please the crowd with a rousing song.

Often the heroes in these tales and songs are brave and daring. They roam wildly across the West, get into fights, and accomplish amazing feats. For example, Pecos Bill is one of the most renowned. In one tale, Bill was raised by prowling coyotes. Some say he swiftly rode a tornado and drained a river to water his ranch!

Still today, rounding up cattle while out roaming the range can get lonely. The sounds of songs and stories around a campfire will make any cowhand smile.

1. Underline words in the passage that have the *ou* sound, as in *house*.
2. Circle the words in the passage that contain the suffix *-ly*.
3. What signal words do you see in the first paragraph?

At night out West; Sometimes; At other times

4. What description follows the signal word "Often" in the second paragraph?

the heroes in these tales and songs are brave

and daring

5. To do something fast is to do it _____.

swiftly prowling well-rounded



Name _____

To help you plan your writing, fill out a position/reasons chart.

Position	Reasons

Name _____

Read the passage. Then complete the questions.

Frederick Douglass

Frederick Douglass was a man who worked for freedom. He was born a slave in Maryland. When he was still young, he was sent away to work. Like other enslaved people, he got no pay and little sleep. He was often mistreated.

The law said that enslaved people were not to learn to read and write. But Frederick did learn these things. The wife of a man Frederick worked for taught him letters. After he learned to read, he wanted to be free. He planned escapes.

This is an example of information.

When Frederick got free, he told how enslaved people were beaten. He explained that all people should be respected. By 1865, all enslaved men and women were freed. For the rest of his life, Frederick worked for the rights of all.

1. Underline the first two things you learn about Frederick Douglass.
2. Circle the sentence that tells how Frederick learned to read.
3. Is the author's purpose to entertain, to inform, or to persuade? Use details to explain.

The author's purpose is to inform. We learn

information about where Frederick was born,

how he learned to read, and what he did with

his life.

Name _____

Read the passage. Then complete the questions.

Patriot Women!

Women gave aid in the American Revolution. Like men, women helped on both sides of the war. Women had no say in politics, but they did tell men what they thought. They also worked hard.

This is a fact. It can be proven.

One way ladies helped was by spinning and weaving. In 1796, ladies in Boston made 40,000 twists of yarn. In another town, ladies wove over 20,000 yards of cloth! Most important of all, ladies did the farm work when the men were at war.

This is an opinion. It cannot be proven.

Some women even became soldiers! They sneaked in to help in the fight. Other ladies went with the fighting men to cook and care for them.

Without the help of women, the war could not have been won!

1. Underline two facts in the second paragraph.
2. Put a box around a phrase in the second paragraph that signals an opinion.
3. Is the last sentence in the passage a fact or an opinion? Does the author support it? Explain.

The last sentence is an opinion. The author supports the opinion by showing how many things women did to help men in the war.

Name _____

Read the passage. Then complete the questions.

Rowdy Rodeo

Rodeo is a sport that tests cowboys and cowgirls. **For example,** they ride animals, use ropes, and do tricks to show their speed and skill. **Because of** the animals, the rodeo can be dangerous. Even skilled cowhands can get hurt.

Cowhands compete in many events, **such as** trick riding. **In trick riding,** riders do tricks while riding a horse. **For instance,** they might stand up on the saddle. This is risky riding. Any rider can fall and get hurt.

This phrase signals a description will follow.

Another event is riding a bull. The crowd watches as a rider hangs on to a wildly kicking bull. **Other events include** calf roping and steer roping. Cowhands are timed to see who can tie up an animal the fastest. Winning any prize means taking risks.

1. Put a box around any signal words and phrases in the passage.
2. Underline information that follows signal words in the first paragraph.
3. Summarize the information the author is describing.

The rodeo is a sport for cowboys and cowgirls.

They ride, rope, and do tricks using animals. It

takes a lot of skill, so it can be dangerous.

Name _____

A. Underline words with long vowels. Circle words with the same vowel sound as cow. Underline soft g, soft c, and digraph tch.

might crowd fetch found catch goal find
cage fries loud throat cent germ plow

B. Draw a line under the word that best completes each sentence. Write the word on the line.

- We haven't eaten all day.
hasn't haven't have't
- Jeff placed first in the race, so he is the winner.
winner wound minnow
- The man kindly held the door open for my mom.
kindly mostly rudely
- When Fred's bag is too heavy, his mom carries it for him.
candies carries cares
- When we leave the house for a bit we put our puppy in the cage.
pager fudge cage
- The doctor advised the child not to scratch his bug bites.
match scratch attach
- We walked along the coast and let the water touch our toes.
coast roast most
- I tried to read ten pages before I went to sleep.
pages bowls wage

C. Draw a line between each syllable of any multisyllable words in your answers.

Name _____

The letters oo sometimes make the same sound as the oo in *pool*.

A. Circle the word with the same sound as oo in *pool*. Write the word in the blank to complete the sentence.

1. Dad is not home, but he will be back soon.
son soon sod

2. Fran zips up her coat when she gets cool.
cool use home

3. Ed jumped when the owl made a hoot sound.
loud hoot hot

4. Kate was hungry, so she went to get food.
fowl mouse food

5. I want to go, too!
town ton too

6. A moose is bigger than a mouse.
moose song pond

7. My cat feels soft and smooth.
smooth stop sock

8. He used a spoon to mix the chocolate in the milk.
sponge soap spoon

B. Go back and underline the letters that stand for the oo sound in the answer choices above.

Name _____

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

13 “It’s time! It’s time!” a man yelled, running to the front of the
line. He held hoops and wore a crown.

21 It was what Joan and the others had been waiting to hear. The
34 actors in costumes got in line. Next came the band. Last, the dancers
47 stepped into their spots in line. Joan got in place with them. As the
61 drum began to boom, she took a deep breath. The parade swooped
73 by the bright cones lining the road.

80 The tunes got louder as the parade neared the core of the city.
93 People came out of their homes and lined the streets to see. Joan
106 stepped to the beat and smiled. 112

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!

tooth	stool	food	cow	loud
balloon	zoom	boot	sound	room
boom	moon	food	roof	pool
soon	fool	too	out	bow
tool	root	raccoon	pout	owl

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

Look for smaller words in a big word to figure out how to pronounce the big word. Sometimes finding the smaller words will help you figure out the meaning of the bigger word.

A. Circle the compound word in each pair of words. Write the compound word in the blank as two separate words.

Example: (sunshine) wedding sun shine

- | | | |
|---------------|-------------|-------------------|
| 1. complicate | (seashell) | <u>sea shell</u> |
| 2. (lunchbox) | dolphin | <u>lunch box</u> |
| 3. (windmill) | unwillingly | <u>wind mill</u> |
| 4. activity | (clubhouse) | <u>club house</u> |
| 5. chopped | (outside) | <u>out side</u> |

B. Fill in the blanks using the words from above that best complete each sentence.

- Matt watched the huge windmill spin.
- It was raining, so Cass did not go outside.
- When I place a seashell on my ear, I hear the sound of waves.
- Andy and his friends made a clubhouse to hold club meetings.
- Cathy put a sandwich, a peach, and a drink in her lunchbox.

Name _____

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

- | | | | |
|---------------|-----------|----------|----------|
| 1. excitement | dull | happy | smile |
| 2. refused | no | rejected | agreed |
| 3. fabric | cloth | milk | pants |
| 4. swooped | plummet | dip down | increase |
| 5. shrieked | whispered | screamed | yelled |
| 6. costumes | dress up | pets | play |

7. Which would you **refuse**? Tell why on the lines below.
 a. a hundred dollars b. a hundred bugs

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

swooped	refused	costumes	fabric
---------	---------	----------	--------

1. Yelled is to shrieked as cloth is to fabric .
2. Excitement is to thrill as outfits is to costumes .
3. Quiet is to silent as plunged is to swooped .
4. Quick is to slow as accepted is to refused .

Name _____

As you reread “Joan’s First Parade,” use the Theme Chart to write down what the characters say and do, and what happens to them, so you can find the story’s theme.

**What Does
the Character
Do and Say?**

Joan says she can’t wait
to be a parade dancer.

Joan gets in line and
takes a deep breath.

**What Happens
to the
Character?**

Joan learns from Mr.
Loman that a dancer has
a difficult job.

Joan dances and does
her best.

If you really want to do something, work hard and you’ll
have a great feeling of success.

Theme

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Logan's Trip

Logan and his mom were on a seaside trip. This momentous trip was important to Logan. He had been very ill and wanted to be well. Soon they reached a pool in bright noon sunshine. Logan boasted that he was going to swim and sail on a sloop!

His mom said gently, "Logan, you must rest, or you will be back in a sickbed." Logan sighed. Suddenly, he noticed costumes made with cool fabric. He could hear booming drums approaching.

"It's a festival! Look at the balloons!" said his mother.

"Let's go, too!" Logan shrieked happily.

Huge floats rolled by with dancers. Clowns and fools swooped around, advancing loosely. All the excitement put Logan in a good mood. At bedtime, hearing music in the moonlight, he knew he was not sad. He'd had fun after all!

- Underline words in the passage with the same vowel sound as *boot* spelled oo.
- Circle the compound words in the passage.
- What do Logan and his mom disagree about? Logan wants to swim and sail, and his mom wants him to rest.
- What is the theme or message of the story? There are many ways to have fun.
- Clowns wore _____ with many bright colors. costumes swooped excitement



Name _____

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

Name _____

When the letter *r* follows a vowel, the sound of that vowel changes. Examples are *car* and *hard*.

A. Underline the word with the same vowel sound as *car*. Write the word in the blank to complete the sentence.

- I didn't finish my painting yet, and Hope didn't even start hers.
stack start stay
- Dad put many things in the shopping cart.
cart cat chat
- Art fell off a swing and broke his arm.
ant aim arm
- You paint so well! You must be an artist !
last ask artist
- Patrick gazed up at the stars in the night sky.
stakes patch stars
- My nana spent hours in the garden.
garden found ranch
- Sara made a scarf to go with her new coat.
scarf grant tail
- I have a nightlight since I don't like to sleep in the dark.
hatch dark past

B. Go back and circle the letters that stand for the *ar* sound in the answer choices above.

Name _____

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

13 A hundred years ago, women in the United States did not have many
28 rights. Women could not own a farm. There were not a lot of jobs for
them. They could not vote.

33 Susan B. Anthony became well known for her part in the women's
45 rights movement.

47 In 1846 Susan became a teacher. She found out that male teachers got
60 paid five times more than female teachers! Susan was alarmed. She began
72 to speak out regarding the lack of equal treatment for females.

83 Susan marched and gave speeches to large crowds all over the country.
95 She hoped that the United States would grant women the same rights that
108 men had. 110

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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



Name _____

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

A. Draw a line to connect the word with its comparatives.

- | | | |
|---------|---------|----------|
| 1. tall | longer | thinnest |
| 2. long | taller | longest |
| 3. wild | thinner | tallest |
| 4. cold | colder | wildest |
| 5. thin | wilder | coldest |

B. Read each sentence. Circle the correct comparative to replace the underlined word.

- | | | |
|--|---------------|----------------|
| 1. That was the <u>wild</u> ride ever! | wilder | wildest |
| 2. Jill's hands were <u>cold</u> than mine. | colder | coldest |
| 3. This is the <u>late</u> in cell phones. | later | latest |
| 4. Eli is the <u>fast</u> runner on the whole team. | faster | fastest |
| 5. I think that puppy is <u>cute</u> than this kitten. | cuter | cutest |

Name _____

grant delay basis committee movement regarding

A. Vocabulary Words Use the correct word from above to correctly complete each sentence.

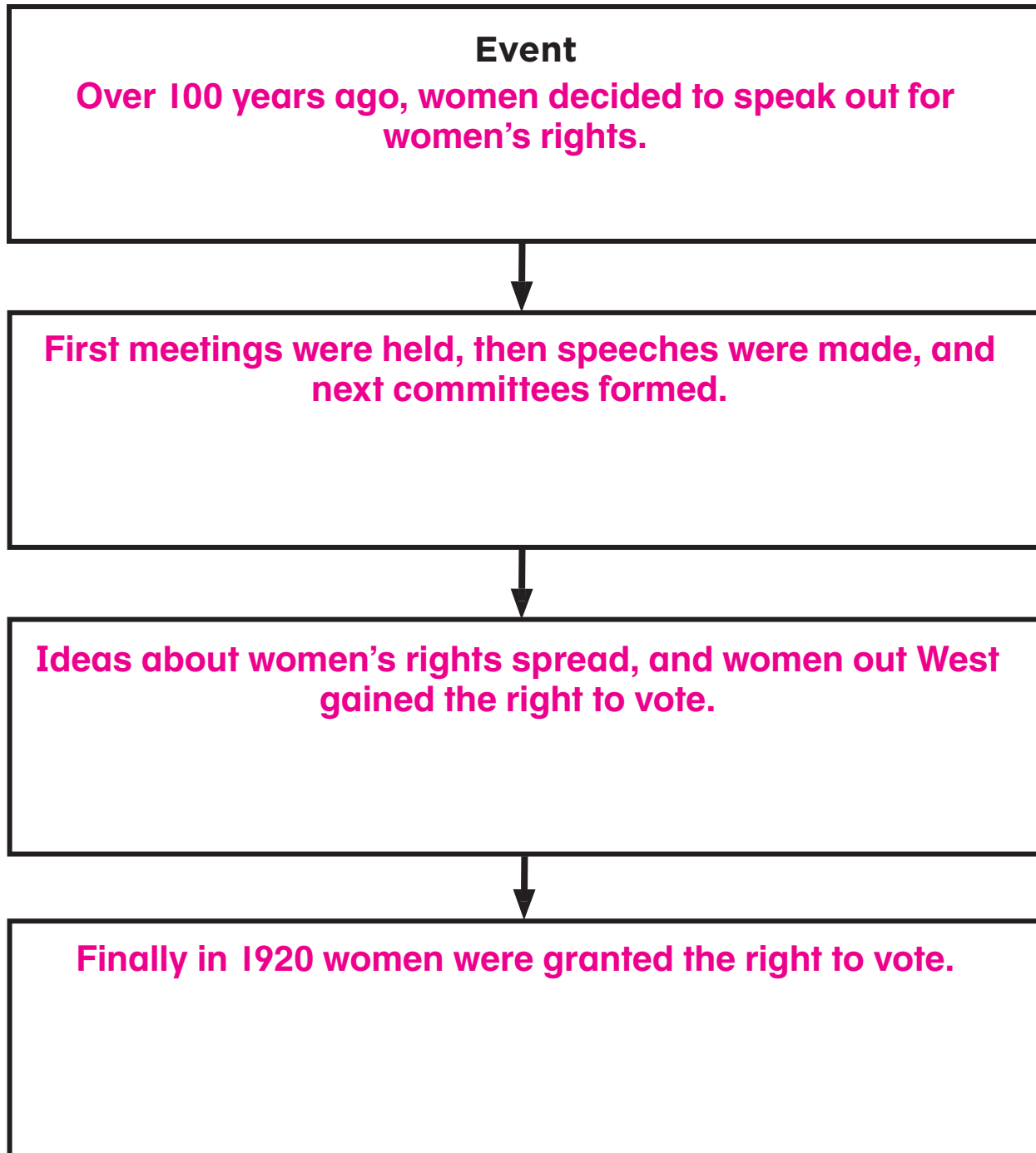
1. I think that we need to make a **committee** to decide on a plan.
2. What are your feelings **regarding** the class play?
3. “**Grant** us rights!” they shouted.
4. Your safety is the **basis** for these rules.
5. This **movement** will change citizens’ rights.
6. “Go as fast as you can! Do not **delay**!” Dad yelled.

B. Vocabulary Strategy: Homophones Read each sentence and look closely at the bold-faced word. Find the meaning of this word in the phrases at the right. Draw a line from the word to its meaning.

- | | |
|--|----------------------|
| 1. Let’s meet at the park. | not so strong |
| 2. What kind of meat is for dinner? | seven days |
| 3. Do you think my hand will heal ? | the back of a foot |
| 4. I bumped my heel on the step. | to become well again |
| 5. After I run far, I feel weak . | to get together |
| 6. Jed stayed at camp for a week . | food that people eat |

Name _____

As you reread “Susan B. Anthony: Making Her Mark on the Women’s Rights Movement,” use the Sequence Chart to list important events in the order in which they took place.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Ida Harper's Help

Regarding women's rights, no stronger fighter existed than Ida Harper. Born in 1851, Ida was first a schoolteacher and, later, she wed. Next, Ida made her finest mark by writing articles on the voting rights movement for women.

In 1896, Ida started working on committees with Susan B. Anthony. Susan was maybe the greatest leader of women of her time. With Susan as a partner, Ida published *The Life and Works of Susan B. Anthony*, beginning in 1899.

This work for voting rights was the basis for the 19th Amendment in 1920. After a delay, this would finally grant women the right to vote. This success came in large part from the work of women like Ida Harper. Susan's name may be bigger, but Ida's death in 1931 is also marked by women who are grateful for the right to vote.

1. Underline words in the passage that contain the *ar* sound, as in *car*.
2. Circle the words in the passage with comparative endings *er* and *est*.
3. List three signal words for sequence in the first paragraph.

first, later, Next

4. List the important dates in the correct sequence.

1851, 1896, 1899, 1920, 1931

5. If a game cannot start right away, there is a _____.
grant movement delay



Name _____

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

Name _____

Read the passage. Then complete the questions.**Mona's Chance**

Mona's family liked to make big family feasts. Mona's mama and dad had a hard time making the foods in time.

"Mama," Mona said, "I would like to help! I know I can do it."

Mona's mama smiled. "If I give you a task, you must complete it. We want all our favorite foods for the feast."

Mona's mama said she could make the hummus. Mona had watched her mama do this many times. Like her, Mona chopped the garlic, squeezed the lemons, and added the chickpeas and spices. It took a long time to mix!

When Mona's family and friends came to the feast, the hummus was the biggest hit! "Mama let me do it!" Mona said. "I'm so happy I got to try."

1. Underline the most important things that Mona and her mama say in passage.
2. Put a box around what Mona does in the passage.
3. What is theme or message of the passage?

Doing a good job means hard work, but success will make you feel happy.

Name _____

Read the passage. Then complete the questions.

Voting for All

The Bill of Rights went into effect in 1791. This contained the first ten amendments to the Constitution. But it did not give all men the right to vote. Each state could decide which men voted and which men didn't. In 1870, the 15th Amendment granted African-American men the right to vote.

After that, many states passed laws that made it hard for African-Americans to vote. Some states kept polling places secret or passed unfair laws to make voting hard!

In 1920, the 19th Amendment gave women the right to vote. Then in 1965, The National Voting Rights Act became law. It made sure that all citizens of the United States could vote easily. Finally, all people had polling places that were easy to find, and a simple way to vote.

1. Underline the first event in the passage.
2. Put a box around signal words and phrases that tell sequence.
3. Write a summary of voting rights. Underline any signal words and phrases.

In 1791, all people did not have the right to vote.

In 1870, African-American men got the right to

vote. Then some states made it hard to vote. In

1920, women got the right to vote. Finally, in 1965,

all citizens got the right to vote easily.

Name _____

When a vowel is followed by an *r* as in *bore* and *fork*, the vowel sound changes. This is an **r-controlled vowel**.

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

1. What was his **score** _____ on the test?
 score month time
2. Did the car sound its **horn** _____?
drove horn road
3. I was **born** _____ on a Sunday.
lost cold born
4. Sal will do **chores** _____ before dinner.
games chores tosses
5. I use a spoon and **fork** _____ to eat.
glass frost fork
6. Each **morning** _____, I eat toast with jam.
 morning globe broke
7. My brother **snores** _____ so loudly that I can't sleep!
stamps jokes snores
8. We sat on the **porch** _____ until the rain clouds went away.
slope porch box

B. Go back and underline the letters that stand for the r-controlled vowel sound in the answer choices above.

Name _____

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

12 Forests are popular places for campers to visit. At night, campers can
pitch tents and sleep beneath tall trees. During the day, they can hike on
26 forest paths and can see wild animals.

33 There was a time when people were not careful about protecting
44 forests. Forest fires burned down many trees. Logging companies cut
54 down many trees in order to build houses and ships. People also cut trees
68 down to make space for farms and towns. So forests began to get used up.

83 Fortunately, people worked very hard to save trees. They knew that
94 keeping our forests safe was important. Land was turned into national
105 parks that are protected both now and in the future. 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!

store	tore	sort	car	soon
coral	cork	port	cool	jar
chore	pork	horn	spark	loose
acorn	form	born	boot	dark
north	corn	more	charm	room

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

Prefixes are letters that appear before a word, such as *unreal*.
Suffixes are letters that appear after a word, such as *actor*.

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

1. Reread the book.

re + read = reread2. Tory was **unwilling** to help me.un + willing = unwilling3. Don't **mistreat** your sister.mis + treat = mistreat4. I was **brightly** dressed for our family photo.bright + ly = brightly5. My grandfather was a **painter**.paint + er = painter**B. Write two sentences about camping. Use the word *helpful* in one sentence. Use the word *remind* in the other.**

1. _____

2. _____

Name _____

lantern fortunately declared exposed fragile

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

1. If you need a **lantern**, is it dark? yes no
2. If the teacher **declared** that you did well on the test, would you be happy?
 yes no
3. If someone is **exposed**, are they hidden? yes no
4. Would you say, "**Fortunately**, I got lost today?" yes no
5. Is a hammer **fragile**? yes no

B. Vocabulary Strategy: Homographs Use this dictionary entry to answer the questions that follow.

1. What is the first definition for the word *wind*?

a movement of air

2. What is another definition for the word *wind*?

Possible answers: "to wrap around something,"

"to move in a twisting way"

3. Can you think of another word that has the same vowel sound as the one you hear in the first *wind*? Can you think of a word with the same vowel sound as the one you hear in the second *wind*?

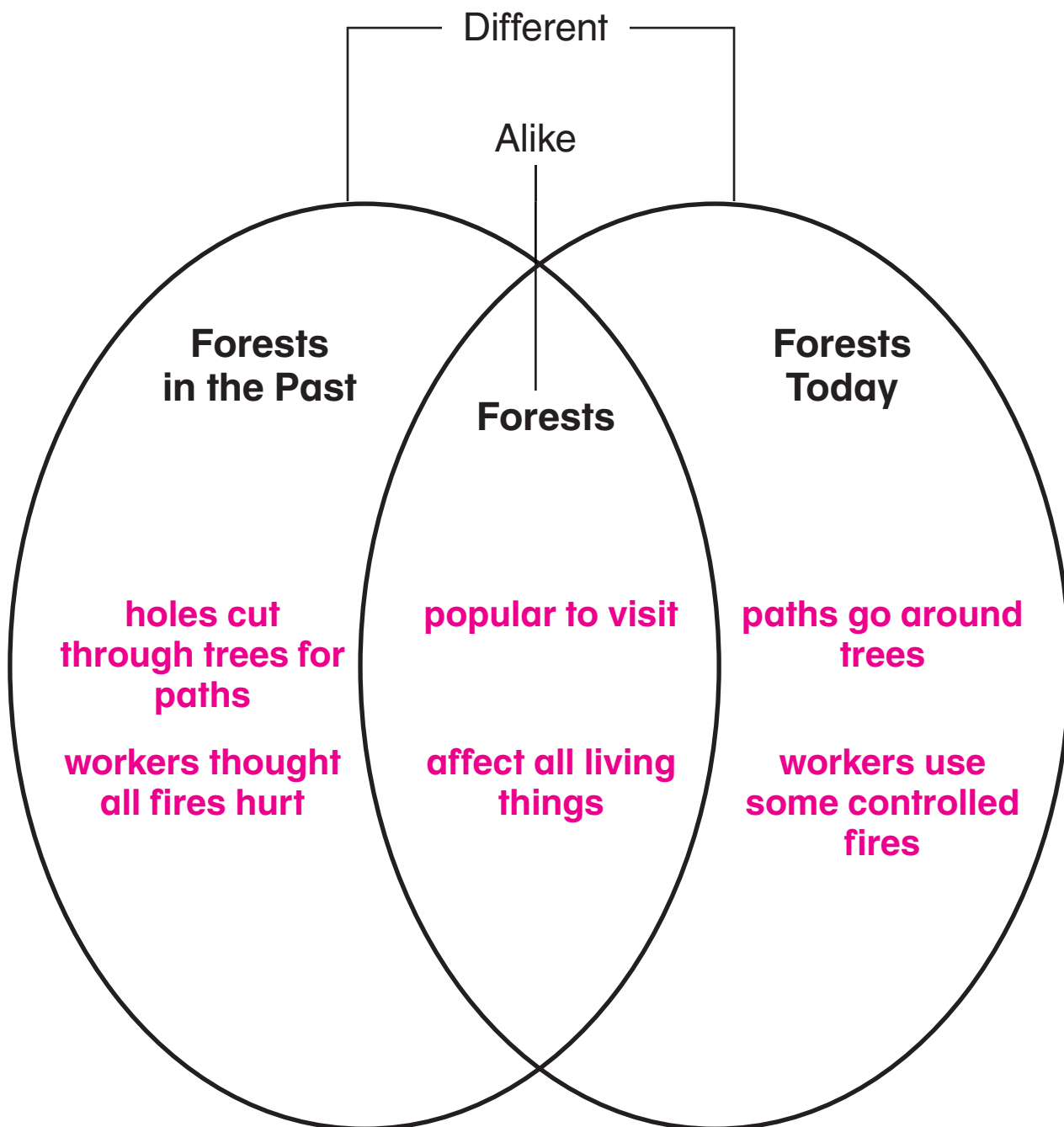
Answers should include one word with a short *i* and

one word with a long *i*, such as "pin" and "find."

wind/wind**wind** (wīnd), [n]. 1. a movement of air**wind** (wīnd), [v]. 1. to wrap around something. 2. to move in a twisting way

Name _____

As you reread “A Place for Us to Breathe,” use the Venn Diagram to compare and contrast two things.



© Macmillan/McGraw-Hill

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

What Makes a Pest?

In the forest, you might spy many forms of wildlife. You might see animals such as chipmunks, rabbits, and deer. Or if you look up into trees, you might see even more kinds of birds. Unlike these animals, far tinier insects may not be so easy to see!

Like mammals and birds, insects help the forest. Insects break apart fallen leaves and provide food for birds. Also like mammals and birds, if there are too many of them, they can be pests.

A pest is an animal or insect that does more harm than good to something. They might eat too much, for example, and destroy lands. Humans, too, can be pests, even if they do it mistakenly! Fortunately, we can all help.

For the forest to be in good form, we need to review how we treat it. It's important not to forget to watch over our fragile forests.

1. Underline words with the same vowel sound as *for* and *store*.
2. Circle the words in the passage with prefixes and suffixes.

3. Write one example of a contrast in the passage. Unlike these animals, far tinier insects may not be so easy to see.

4. Write two comparisons in the passage. _____

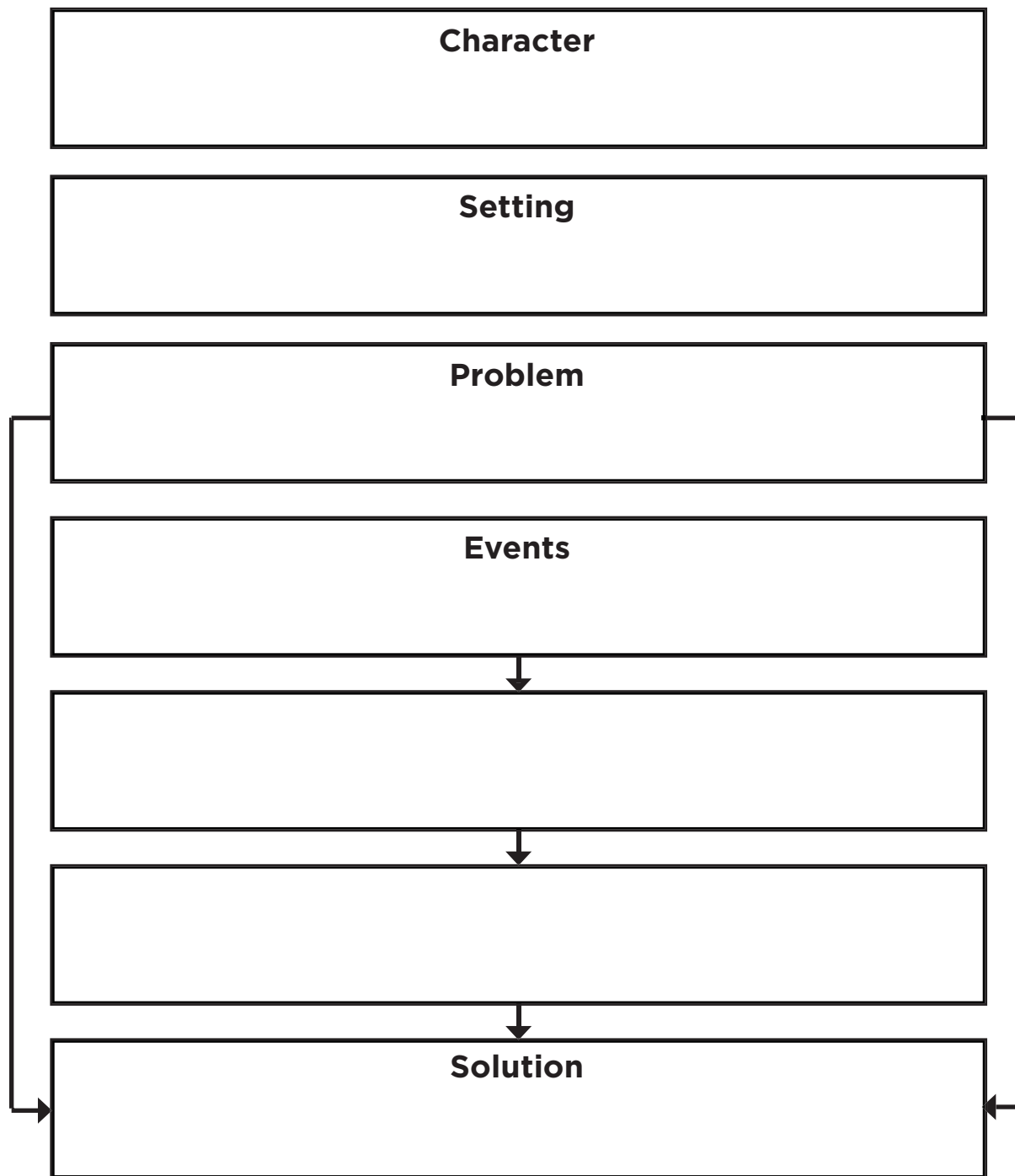
1. Like birds and mammals, insects help the forest. 2. Humans, too, can be pests.

5. A glass bowl breaks easily because it is _____.
declared fragile exposed



Name _____

To help you plan your writing, fill out a story map.



Name _____

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

11 Kurt saw many remarkable rocks in the distant cliffs. The sun
lit up the rocks, and Kurt could see a hundred shades of red. Black
25 shadows seemed to split the rocks in places.

33 “Rain, wind, and time made those shapes,” declared Asher. “It
43 took many years and plenty of rain.”

50 Asher’s sister, Fern, came over. “It’s better than TV, isn’t it?” she
62 asked, smiling.

64 Kurt kept looking at the cliffs in the sunset. He smiled. “The
76 rocks look like dancing flames. I’ve never seen anything that color.”

87 “The rocks look red in the sunset,” said Fern. “But in the day
100 they are all shades of tan, brown, gray, and pink.” 110

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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



Name _____

The suffix *-able* is used to tell that an action can be done.
Examples are *usable* and *drinkable*.

A. Fit the two word parts together to form a word.

Example:

			<u>fixable</u>
--	--	--	----------------

1.			<u>drinkable</u>
----	--	--	------------------

2.			<u>breakable</u>
----	--	--	------------------

3.			<u>workable</u>
----	--	--	-----------------

4.			<u>washable</u>
----	--	--	-----------------

5.			<u>stretchable</u>
----	--	--	--------------------

B. Fill in the blanks with the word from above that best completes the sentence. Circle the suffix in your answers.

- The napkins are washable.
- This shirt is stretchable so it will fit you when you get bigger, too!
- That lamp may be breakable.
- The milk sat out so long that it was no longer drinkable.

Name _____

fret remarkable unique images echoes

A. Vocabulary Words Use the correct word from above to correctly complete each sentence.

1. I'm sure everything will turn out fine, so there is no need to fret.
2. When you speak while standing in the Grand Canyon, you can hear the echoes of your words.
3. Melissa's unique painting was unlike her classmates' paintings.
4. The teacher told the students that they had done a remarkable job.
5. The children looked at their images reflected in the pond.

B. Vocabulary Strategy: Figurative Language Read the paragraph below. Underline the similes and metaphors.

Yesterday we went on a remarkable hike. We saw a canyon as deep as the end of the universe. We yelled into it and our echoes were drums in the sky. The day was so hot and dry we felt like we were in a clothes dryer. But the land was a golden paradise in the sunlight. All of these amazing images made our eyes sing. At the end of the day, we were as tired as babies who missed their naps.

Name _____

As you reread “A Desert Vacation,” use the Theme Chart to help you find the story’s theme.

**What Does
the Character
Do and Say?**

**Kurt says he doesn’t want
to go to the desert.**

**Kurt looks at a picture of
a Native American doll
that reminds people to be
upright.**

**What Happens
to the
Character?**

**Asher and Fern show
Kurt the cliffs at sunset.**

**Kurt visits Native
American stone buildings,
and he starts to like the
desert.**

**Only by trying things can you find out whether you
like them or not.**

Theme

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Kimberly's New Home

Kimberly and her mother just moved to Santa Fe. Before, they lived in a cold town in Canada. It snowed for nine months each year! The snow felt like a blanket. Strong fir trees stood tall.

Kimberly's mom is a remarkable artist who had an urge to paint unique images of purple mountains, red deserts, and different birds. Kimberly thinks a desert as warm as an oven is not a favorable place to be.

Kimberly is surprised by the echoes they hear in the canyons. She whispers a word to see whether a murmur will come back. Sounds make the space more comfortable.

“Don’t fret,” says her mom. “It will snow here, too! And you’ll like it better over time.” Wind stirs the sand. The afternoon sun burns low. Kimberly has to admit that she, too, likes this new light.

1. Underline words with the same vowel sound as *her* and *fur*.
2. Circle the words in the passage that end with the suffix *-able*.
3. What does Kimberly’s mom say about living in Santa Fe?

Her mom says Kimberly will like it better over time.

4. What is the theme or message of the passage?

Learning to like a new place takes time.

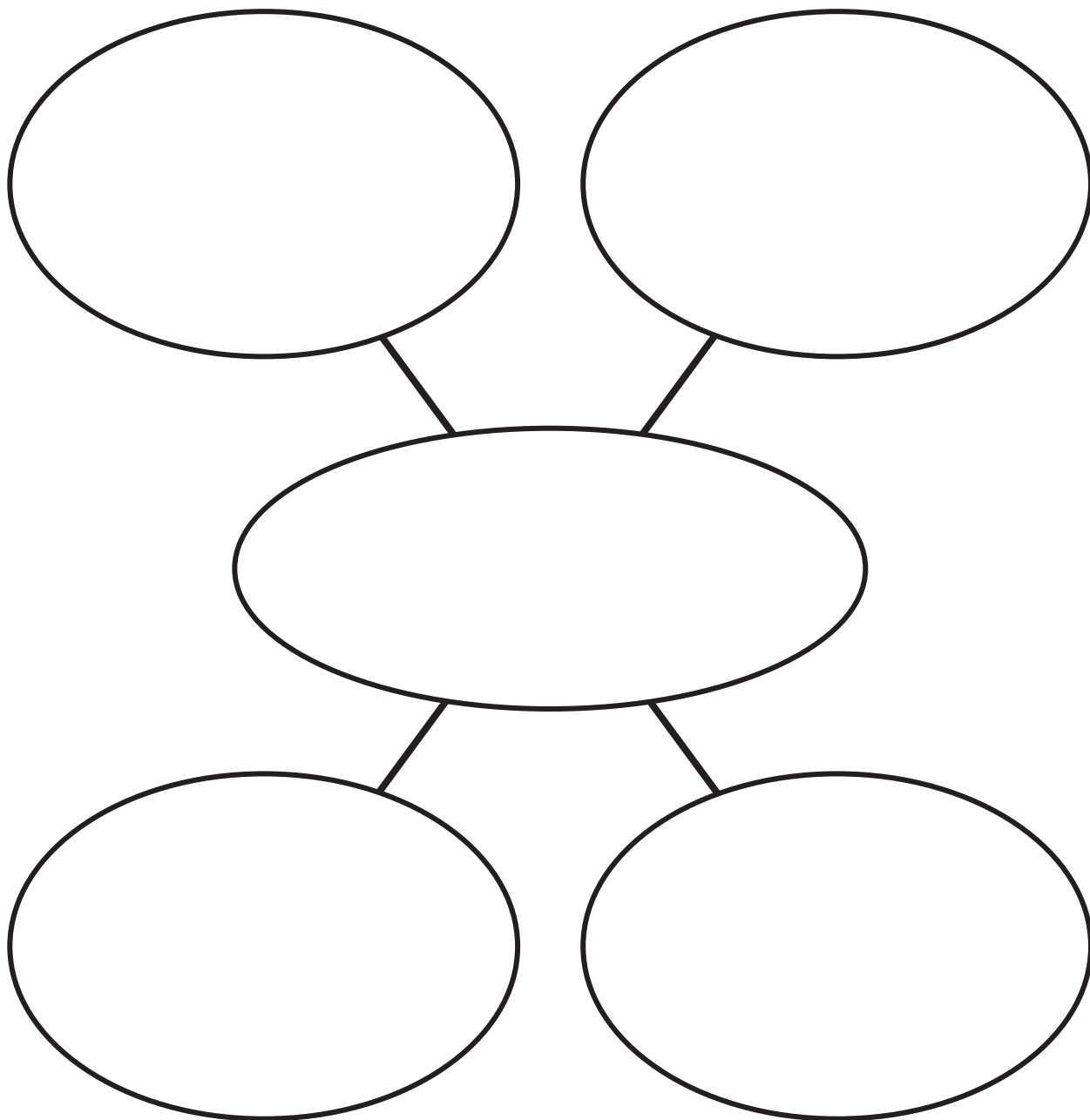
5. If an object is one-of-a-kind, it is _____.

echo fret unique



Name _____

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



Name _____

Silent consonants are consonants that do not make a sound. For example, *know*, *write*, and *lamb* have silent consonants.

A. Underline the silent consonants *k*, *w*, and *b* in the words below.

write leap knife thumbb hate know combb
lambb wrong rot climbb sun knee knock

B. Fill in the blanks with words from above that best complete the sentences. Circle the silent consonants in your answers.

1. W r i t e that down.
2. Cut the meat with a k n i f e.
3. I can c l i m b up the hill.
4. If you take a w r o n g turn, you might get lost.

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

Did you know that basalt is the most common r o c k on Earth?
1 4 3 2

C. Underline the word in each pair that has a silent consonant. Circle the silent consonant in your answers.

1. wrote role
2. slips knot
3. comb came
4. note numb
5. kneel keep

Name _____

A. Use this passage for a choral reading or Readers Theater.**Directions for using your *Space Knight Jet Pack!***

- 8 **Step 1:** Untie the knot on the wrapper. You can use your knee to hold
23 it while you unwrap it.
- 28 **Step 2:** Use your thumb to open TAB A. There will be a slight pop.
- 43 **Step 3:** Kneel to lift the jet pack onto your back.
- 54 **Step 4:** Straps should fit around your limbs snugly.
- 63 **Step 5:** Climb up the Safe-T-Girl Platform or on a grassy knoll. Bend
76 your knees slightly.
- 79 **Step 6:** Press the red button. Be careful! In ten seconds, the jet pack
93 will start and you will blast off! 100

B. Read these sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you see a question mark (?) or an exclamation point (!).

1. Did you know that if it snows my thumb goes numb?//
2. We like to walk and talk as often as we can.//
3. Put the balm on your palm and try to stay calm.//
4. The crumb was stuck on my thumb.// Now,/ isn't that fun?//
5. Wow!// I have a knack for rhyming!// Who knew?//



Name _____

When a multisyllable word ends in *-el*, *-en*, or *-le*, the last syllable can be unaccented, or not as noticeable when spoken.

A. Fill in the missing parts to make the bold-faced word. Sound out the syllables. Circle the unaccented syllable in each word.

1. We found a **kitten** in Grandma's barn.

kit + **ten** = kitten

2. They drove in the **tunnel**.

tun + **nel** = tunnel

3. Stand in the **middle** of the line.

mid + **dle** = middle

4. She had **written** the note.

writ + **ten** = **written**

5. Do you have a favorite **uncle**?

un + **cle** = **uncle**

B. Write two sentences about hiking. Use the word *tunnel* in one sentence. Use the word *middle* in the other.

1. _____

2. _____

Name _____

combing knoll variety wreck seized grave

A. Vocabulary Words Choose the correct word from above to complete each statement.

1. Car is to *crash* as ship is to wreck.
2. Teasing is to *joking* as looking for is to combing.
3. Sea is to *desert* as canyon is to knoll.
4. Smooth is to *bumpy* as sameness is to variety.
5. Won is to *lost* as let go is to seized.
6. Speedy is to *slow* as cheery is to grave.

B. Vocabulary Strategy: Context Clues Match the phrase with the **bold-faced** word to its context clue.

- | | |
|--|--|
| 1. Our home was a wreck , | or seeking, seashells at the beach. |
| 2. We spent the day combing , | and could see the valley below. |
| 3. I was standing on the knoll | about your problem because we can solve it. |
| 4. I hoped there would be a variety , | and all our clothes and furniture were a mess. |
| 5. Please do not fret | or a mix, of people at the party. |

Name _____

Use the Author's Perspective Chart to gather clues from "Hope's Trip to Planet Wren." Then identify the author's perspective.

Clues	Author's Perspective
<p>Students are excited to take a field trip in a spaceship to Planet Wren.</p>	<p>The author likes the characters in this science fiction story, and treats them seriously. He wants Hope to feel successful, and to not be afraid to discover new things.</p>
<p>After the students get rocks and leave, the spaceship has a problem.</p>	
<p>Hope and the others are worried about getting home.</p>	
<p>Hope supplies the rock so the spaceship can return. She learns her discovery is important.</p>	

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Hope's Return to Crumb Hill

Hope knelt at the lunch table. She unwrapped her lunch. Her pal, Ron, sipped his little garden salad drink. All of a sudden, Hope's robo-watch beeped. She seized it to listen and did not let go. "We need your help," it said.

She dusted crumbs off her shirt and ran to Mr. Knorr's classroom. Dr. Wright was there, waiting for another ship. "Kelly is stuck," Hope cried. "Her spaceship has been in a wreck. We need to help her fix it!"

"Hope," said Dr. Wright, "we've been combing planets looking for electric rocks to help Kelly. This is a grave situation. We must return to Crumb Hill to find more!"

Once they arrived, and the ship made a touchdown, Hope climbed up the knoll to look around. She spied electric rocks! They returned home, and Kelly's ship could be saved!

1. Underline words in the passage that have silent consonants.
2. Circle the words that have *-le* and *-en* endings in the first paragraph.
3. What details tell you this is a science fiction story?

garden salad drink, robo-watch, students in
spaceships, electric rocks

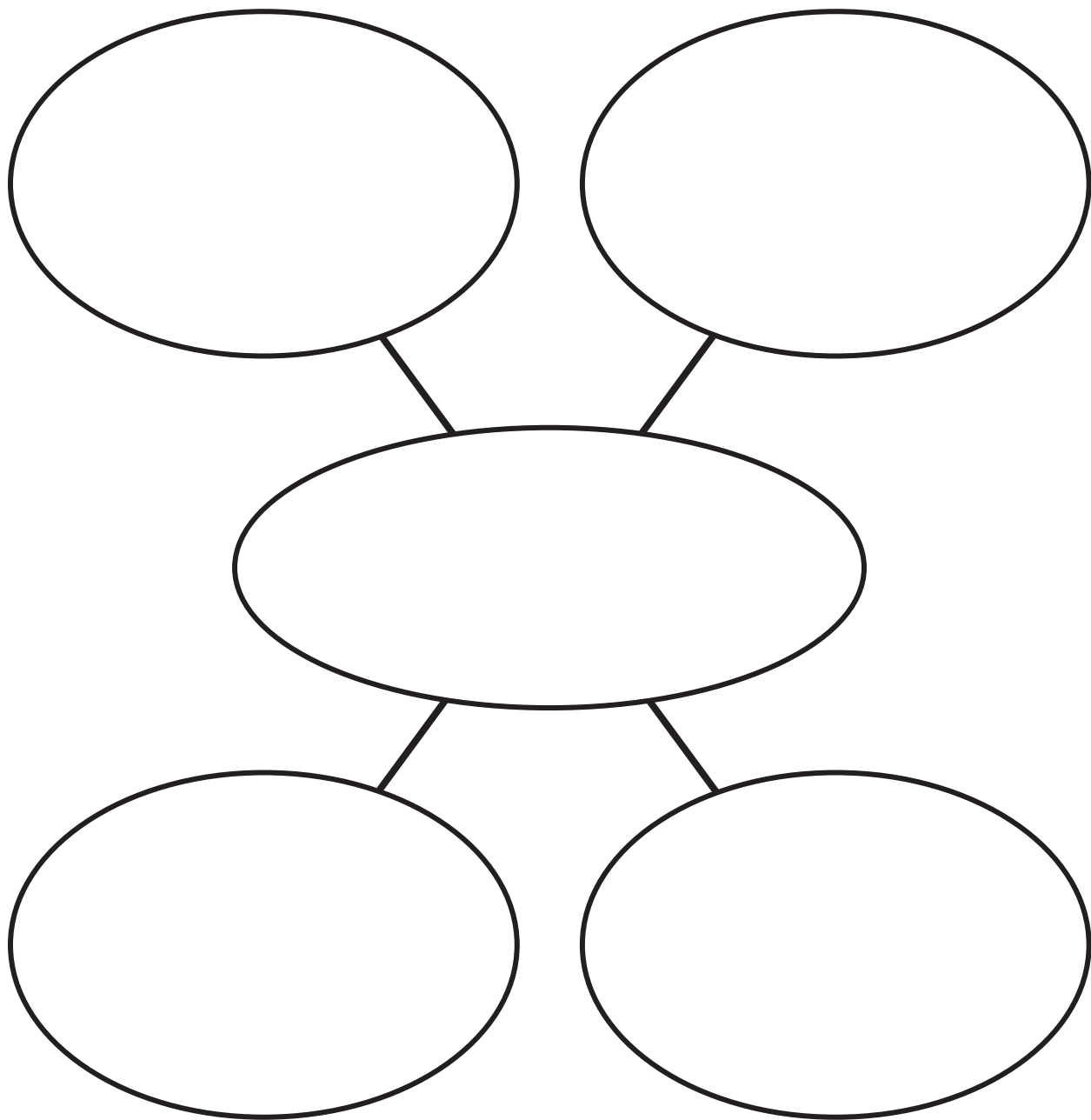
4. How does the author feel about Hope? Explain. The author thinks
Hope is smart. Dr. Wright needs Hope to help him.

5. A bad car crash is a _____.
wreck grave fret



Name _____

To help you plan your writing, fill out a cluster map.



Name _____

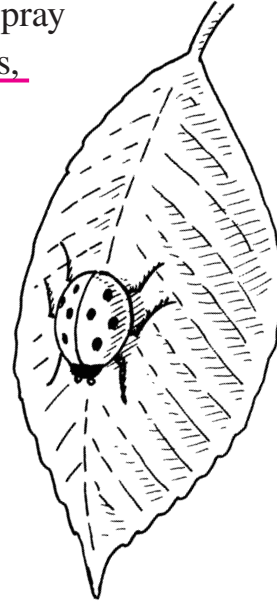
Read the passage. Then complete the questions.

A Better Way to Debug

Garden pests eat leaves and harm plants. Is an insect spray the best way to get rid of these bugs? Just like insect sprays, ladybugs and spiders can kill pests. **But unlike** sprays, ladybugs and spiders do not poison the land around the plants. Ladybugs and spiders munch on insects for food.

Gardeners may spray soapy water on some leaves. Insects will leave soapy leaves alone. Soap is not as harmful as insect spray. It smells better, too!

Just as insects can be pests, so can animals. Fences can help. Also, a dog in the yard can scare animals away. You can have a fine garden without doing harm.



1. Underline sentences that show comparisons in the passage.
2. Put a box around signal words that show contrast in the first paragraph.
3. After comparing and contrasting, what does the author think is the better way to deal with garden pests? Explain.

The author thinks it is better to use soap or other insects to kill pests than to use insect spray.

Though the sprays work, they also cause harm.

For the same reason, people should use fences or a dog to help keep animal pests away.

Name _____

Read the passage. Then complete the questions.

A Desert Trip

One summer, Aza and her parents went to visit the desert place across the sea where her parents grew up. Aza said, "I'll be bored." But Aza was in for a surprise.

This is a clue to the theme.

First, Aza met family she had never seen. They were so kind! Then Aza's dad took her to see his old school. "It's not like your school," he said. "This school had no windows. Still, the kids went, no matter how cold or hot it got."

Food did not come from a store. Each day, Aza and her mom picked dates from palm trees. They also had to fetch water from a well. "We must think about any water we use," her mom said.

After Aza returned home, she wrote a letter to her family far away. "Thank you for sharing so much with me," she told them. "I will never forget this trip."

1. Underline things that characters say in the passage.
2. Put a box around two things Aza and her mom do in the third paragraph.
3. What is the theme or message of the passage?

We can't know how we will feel about a place until we visit it and learn more about it.

Name _____

Read the passage. Then complete the questions.

Jack's First Flight

Jack Wrigley was ready to fly! He had practiced with his teacher on a Space Zoom 400 that everyone got at school. Kids had to wait until their eleventh birthdays to fly the little planes by themselves. Everyone in his class was already flying alone. Now it was Jack's turn! He couldn't wait.

Jack stepped outside. He walked over and climbed into the Space Zoom 400. He felt his hands shake. He pulled the straps tight. Then Jack flipped the switch and zoomed away.

Could he do it? At first, it was hard to control the plane. Jack bounced over space rocks and tried to stay close to home. After flying a bit, he zoomed back down. He'd made it!

"What a ride!" he yelled.

This
is a clue
to the author's
perspective.

1. Underline sentences that show how Jack feels.
2. Put a box around a clue in the third paragraph that shows how the author feels about Jack.
3. What is the author's perspective in this passage? Explain how you know.

I can tell the author likes Jack because even though Jack's hands shake, and he isn't sure he can do it, in the end Jack flies.

Name _____

A. Combine the word parts to make a word.

- | | | | |
|----|--------|-------|-------------------|
| 1. | prefer | able | <u>preferable</u> |
| 2. | takes | mis | <u>mistakes</u> |
| 3. | kles | wrin | <u>wrinkles</u> |
| 4. | est | hard | <u>hardest</u> |
| 5. | noon | after | <u>afternoon</u> |

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

- Finish the work so we can play this afternoon.
Hint: This word has a vowel sound the same as *boot*.
- Can you flatten out the wrinkles on your blanket?
Hint: This word has a silent consonant.
- My clay pot had a few mistakes, but I still liked it.
Hint: This word has a prefix.
- It is preferable to use black pen when filling out forms.
Hint: This word has a suffix.
- Mark has a harder time with math than English, but art is the hardest subject for him.
Hint: This word has the same vowel sound as *sharp*.

Name _____

The *oi* sound can be spelled with the letters *oi* and *oy* as in *coin* and *boy*.

A. Underline the word with the same vowel sound as *coin* and *boy*. Write the word in the blank to complete the sentence.

- Let the water boil before adding the tea.
boil froze fool
- The cloth did not dry completely, so it was still moist.
soap moist moss
- When Dan hit his first home run, he felt a rush of joy.
joy hope jay
- The pink doll was Ann's favorite toy.
prop toy phone
- "Join the game," Sam told Tom.
join stop note
- The crowd at the concert made a lot of noise.
nose noise fold
- Joe pointed at the dog he wished to bring home.
played painted pointed
- If divers do not watch out, they will destroy the reef.
cloak cross destroy

B. In the answer choices above, circle the letters that stand for the vowel sound as *coin* and *boy*.

Name _____

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

11 “Today is a special day!” Grandpop kept telling me, with a
look of joy on his face. “Today I get to vote!”

22 Grandpop stopped outside a big store. A sign hung in the
33 window. “Vote Here!” it said. Grandpop’s face broke into
42 a smile. He opened the door and walked in.

51 A man was reading a newspaper behind a desk. He looked
62 up and walked around his desk toward us. “Hello, Mr. Knox,” the
74 man said. “What brings you in today?”

81 “I came to vote, Mr. Boyd!” Grandpop said in a serious
92 voice. “The government says that I have the right to vote. Today
104 I’m going to do just that!” 110

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!

boil	loyal	coy	know	bird
void	oyster	foil	comb	turn
soil	choice	join	write	skirt
toy	annoy	soy	numb	her
spoil	foyer	oil	wrist	burn

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

Prefixes such as *un-* and *re-* are added to the beginning of a word to change its meaning. Suffixes such as *-able* and *-or* are added to the end of a word to change its meaning

A. Put the word parts together to create a whole new word. Write *P* if the word has a prefix. Write *S* if the word has a suffix.

Example:

act

or

actor S

1.

teach

er

teacher S

2.

un

known

unknown P

3.

mis

treat

mistreat P

4.

soft

ly

softly S

5.

re

take

retake P

B. Fill in the blanks with the word from above that best completes the sentence. Circle the prefix or suffix in your answer.

1. Clean up the classroom for the teacher.

2. The photograph didn't turn out right, so I will retake it.

3. Do not mistreat him.

4. The cat crept softly across the bed.

5. The result of the test is unknown.

Name _____

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

- | | | | |
|----------------------|-------------------|-------------|----------------|
| 1. confidence | coolness | boldness | nervous |
| 2. offices | pool | trust | responsibility |
| 3. confused | understand | lost | mixed-up |
| 4. assured | comforted | promised | ignored |
| 5. accept | take | give | understand |

6. Which would give you **confidence**? Tell why on the lines below.

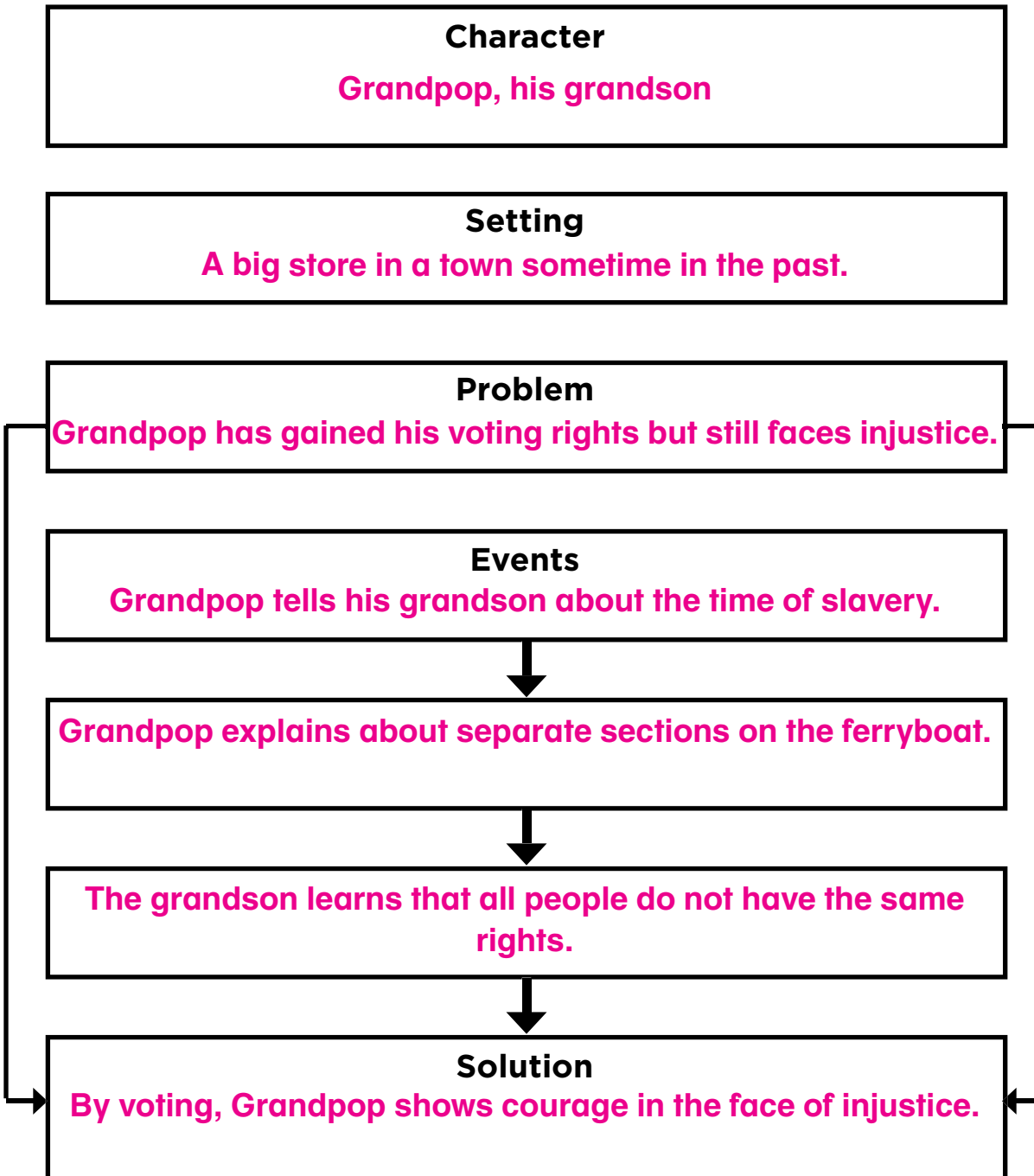
- a. knowing your lines for a play b. needing your script for a play

B. Vocabulary Strategy: Root, Prefix, Suffix Underline the root in each of the words in bold.

1. She felt un**accepted** and was unhappy about it.
2. The problem was very confusing to Jim, and he did not know how to solve it.
3. The cat had no problem accepting the stray kitten.
4. Grandpa retold the story as we sat around the fire.
5. She wept unhappily after her things were stolen.

Name _____

As you reread “Grandpop’s Brave Choice,” use the Story Map to help identify the problem and learn how the characters solve it.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

The First Day of School

The borders in Roy Township changed, and now kids were switching schools. “Being a new student again is hard,” thought Joyce. “How will I make new friends?”

Joyce looked around the classroom and noticed that all the new kids looked uncomfortable. Then Joyce saw that her friend Burt was in this class, too. “I guess we have no choice,” he said.

A girl named Marta let Burt sit in her seat. At first, Burt was confused. But Marta seemed to understand his disappointment. Joyce joined Burt, and Marta smiled sweetly at her. Joyce and Burt thought they would be unwelcome.

Joyce’s new teacher, Miss Lloyd, looked cheerful. She smiled with confidence. Miss Lloyd said in a clear voice, “This change might be hard for you to accept. But I assure you, it’s a joyous day at this school. We hope you enjoy it here.”

1. Underline words that have the same vowel sound as *soil* and *boy*.
2. Circle words that have prefixes or suffixes.
3. What is the problem in the story? _____

Joyce and Burt had to go to a new school.

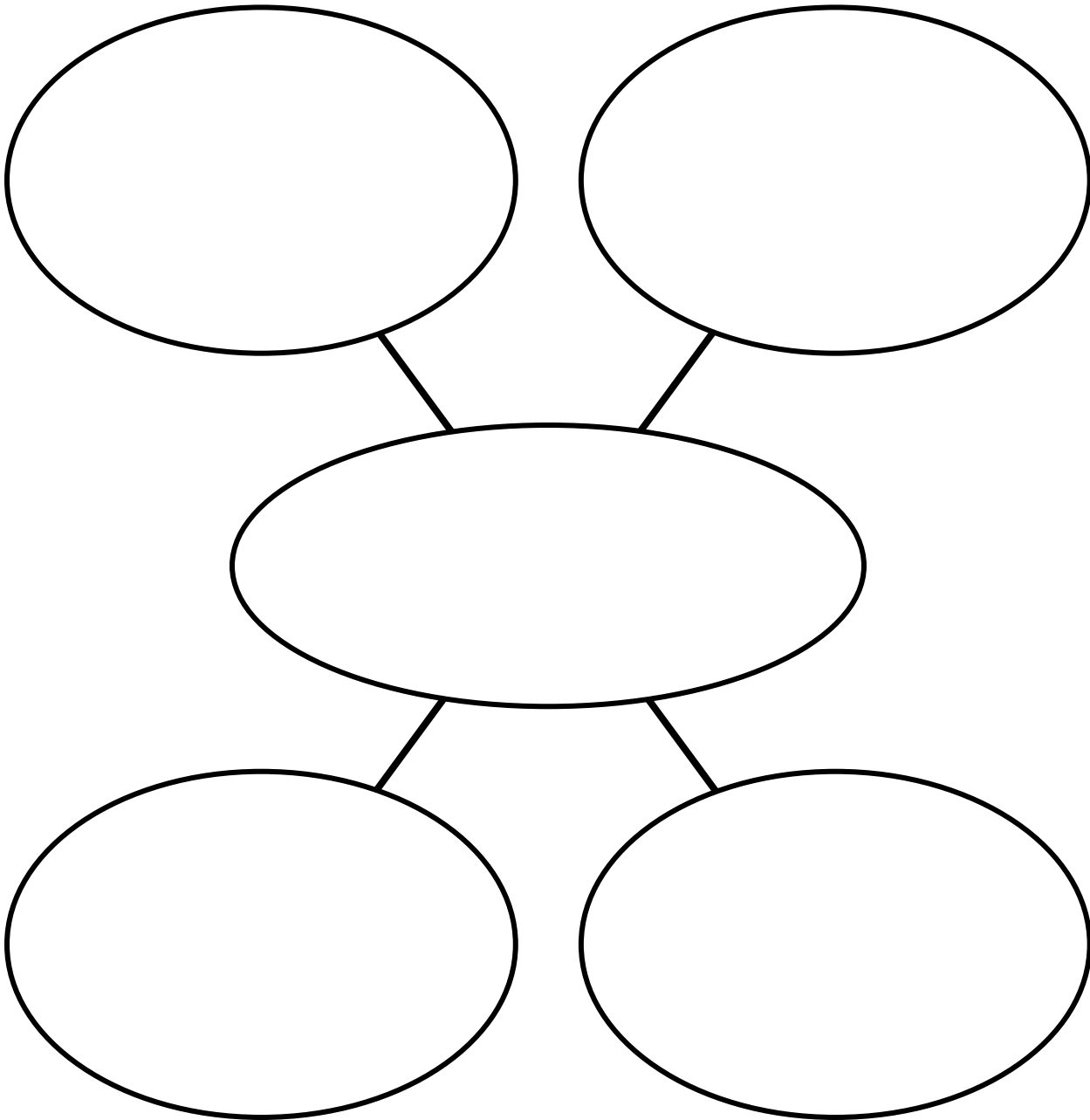
4. Explain the solution. **Accept the new school and make the best of it. Let Miss Lloyd help.**

5. A person who does not understand something is _____.
confused excited assured



Name _____

To help you plan your writing, fill out a cluster map.



Name _____

If a word ends in *-le* or *-el*, the consonant plus *-le* or *-el* form the last syllable. The last syllable is unaccented.

A. Underline the *-le* and *-el* endings in the words below.

rattle lady knuckle ankle noodle
tunnel late wiggle puddle model

B. Now fill in the blanks with words from above to complete each sentence. Circle the *-le* or *-el* ending in your answers.

- Todd gave the baby a r a t t l e to shake.
- Clem dug a t u n n e l in the mud.
- What kind of n o o d l e did Mom make?
- Dad told Will to sit still, but he just had to w i g g l e.

Write the letters from the boxes above to spell an interesting fact.

In 1907, the paper t o w e l was invented.
2 3 4 1 4

C. Underline the word in each pair that has the *-le* or *-el* ending. Write the ending on the line.

- travel coal el
- play example le
- cattle lead le
- last single le
- knife label el

Name _____

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

11 Some little animals can easily be eaten by bigger animals. If
they don't watch out, a bigger animal may gobble them up!

22 These weaker animals have different ways to survive. Some
31 have claws, teeth, or other body parts that help them fight back.
43 Some can run quickly. There are even animals that can
53 hide by changing colors. This way they blend in with
63 the things around them.

67 Some animals have unique tools to keep themselves out
76 of harm's way. A porcupine has a coat of very sharp quills on
89 its back. When it thinks it will be attacked, a porcupine makes
101 clicking noises as a warning. If it still feels scared, it rolls itself
114 into a ball and sticks out its quills. 122

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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

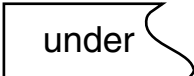
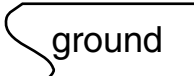
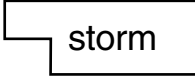

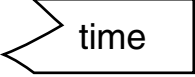

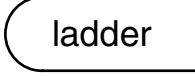
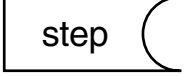
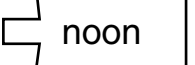



Name _____

A **compound word** is a large word made up of two smaller words.

A. Combine these word parts to make compound words.

Example:   knapsack

1.   underground
2.   thunderstorm
3.   summertime
4.   stepladder
5.   afternoon

B. Choose words from above that best complete each sentence. Draw a line to show the two smaller words in your answers.

1. My baby sister plays in the morning and naps in the afternoon.
2. The rabbit dug an underground tunnel.
3. Buck went to the beach in the summertime.
4. Molly hid under the covers when the thunderstorm started.
5. Mom climbed up on a stepladder to change a light bulb.

Name _____

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

1. If Jen's plant does not **survive**, it will not live. true false
2. It is nice to **injure** a pal. true false
3. If Carl **attempts** to read a line, it means he gives up. true false
4. **Ordinarily**, you sleep when it is dark outside. true false
5. A bad **odor** will make you shut your ears. true false

B. Vocabulary Strategy: Context Clues Underline the context clues that help you figure out the vocabulary words.

A person who **attempts**, or tries, to make a garden must follow certain rules. **Ordinarily**, unless you are making a shade garden, you need to plant your seeds in bright sunlight. If you do, your plants will **survive**. If you do not, they may die. You must not plant seeds in a windy place. Wind can **injure** the stems and leaves of the plants by snapping or ripping them. Place a layer of mulch over your plants, and try to ignore the bad **odor** that you smell.

Use the correct vocabulary word from above to complete each sentence.

1. The tar on the road gave off a bad odor.
2. Ordinarily, Mom drives us to class, but today we walked.
3. Living things need food and water in order to survive.
4. Pam attempts to climb the rope three times, but she cannot do it.
5. If you are not gentle with kittens, you may injure them.

Name _____

As you reread “Big Ideas for Little Animals,” use the Main Idea Chart to find details that will help you identify the main idea.

Detail

Porcupines have quills, rattlesnakes have venom, and skunks have spray.

Detail

Rabbits and monkeys can run fast from danger.

Detail

Seahorses and walking sticks have ways to hide.

Main Idea

Animal defenses help animals stay alive to keep the world full of life.

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Meet the Beetles!

As you travel outside, you may see many kinds of beetles. Some beetles are helpful, and each one has different ways to survive.

Darkling beetles, for example, gobble up dead plants. Like skunks, they defend themselves by making a stinky odor.

Lady beetles, also known as ladybugs or ladybird beetles, help plants by eating pests such as aphids. Be careful if you catch a lady beetle. It will not injure you, but it will leak red liquid that is venom to its victim, an insect!

Ladybird beetles use bright colors to warn away a predator. Other beetles can hide in underbrush beneath shrubs and bushes on a high butte to keep from being a victim. Remember, as you walk in a lush backyard garden some afternoon, don't step on a beetle!

- Underline words in the passage that have *-le* or *-el* endings.
- Circle the compound words in the passage.
- Write two details about how beetles are helpful. Place a box around a detail in the second paragraph that tells how a beetle survives.

1. Darkling beetles gobble up dead plants. 2. Lady

beetles help plants by eating pests such as aphids.

- What is the main idea of the passage?

Some beetles are helpful, and each one has

different ways to survive.

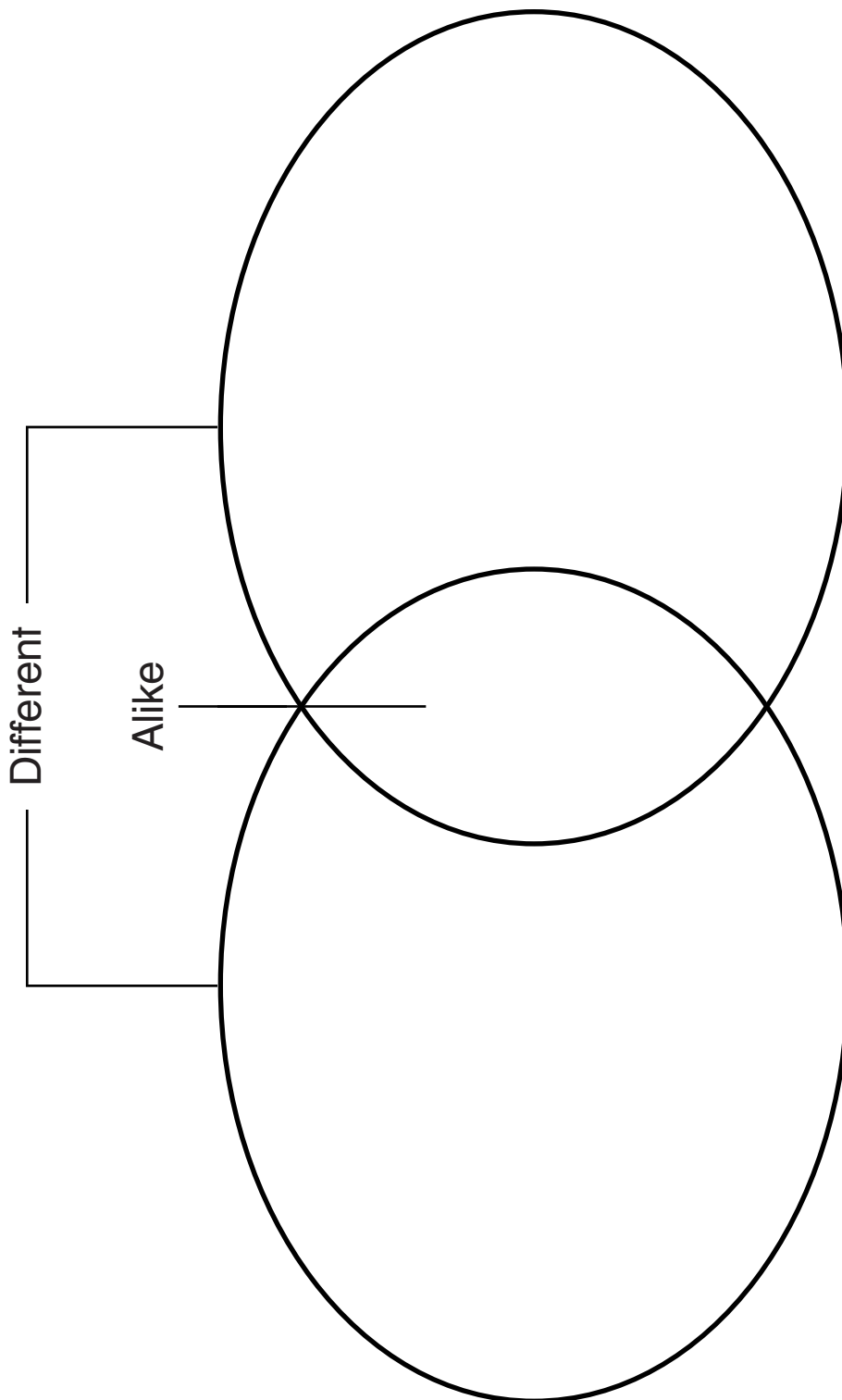
- To stay alive is to _____.

attempt survive injure



Name _____

To help you plan your writing, fill out a Venn diagram.

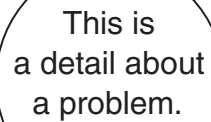


Name _____

Read the passage. Then complete the questions.

The Education of Joe Royal

In town, Joe Royal saw the signs “White,” “Colored,” and “Indian” on three sets of drinking fountains. He walked up to the one marked “Indian” and took a drink. When he turned back, his mother was holding a newspaper.



This is a detail about a problem.

“See, Joe,” she said as she pointed to a page that read *FLOYD HARPER FOR MAYOR*. “This man believes in equal rights.”

“Don’t we believe in equal rights?” asked Joe.

His mother pointed to the sign. “They call the law ‘separate but equal.’ It doesn’t make me feel equal to be separate. I’m going to vote for Floyd Harper.”

Joe did not know voting was so important. “I can’t wait until I can vote,” he said.

1. What is the problem in the passage?

In this town, each type of person, or race, has to use separate things, such as drinking fountains.

2. What information does Joe learn from his mother?

Joe learns that Floyd Harper is running for mayor and that he believes in equal rights.

3. How can voting for Floyd Harper solve the problem that Joe’s mother sees?

If Floyd Harper were elected mayor, he might be able to end the “separate but equal” law in town.

Name _____

Read the passage. Then complete the questions.

Stinky Animals

Animals need all their senses to survive, such as the sense of smell. Animals use the sense of smell in many ways.

Skunks may be well-known for their odor, but they are not the only stinky animal. A loris, which is a monkey-like animal that lives near deserts, makes a strong odor as a warning.

Some animals use smell to protect their space. Dogs sniff trees, fire hydrants, and shrubs to find their own smells and other odors. Tigers use a smelly liquid to mark territory, as well.

Animals use their excellent senses of smell to survive. They make smelly odors and use their senses of smell for protection. If you smell something funny, think carefully. It may be an animal saying, “Go away!”



1. According to the title, what will the passage be about?

The passage will be about animals and odors.

2. Underline one important detail in the second paragraph. Underline two important details in the third paragraph.

3. What is the main idea of the passage?

Animals use their odors and excellent senses of smell to survive.

Name _____

When the vowel *a* comes before the letters *u*, *w*, and *l*, it changes its sound. Examples are *haul*, *saw*, and *salt*.

A. Underline the *au*, *aw*, and *al* patterns in the words below.

won paw sat fault halt haunted
lawn straw runt sidewalk seesaw bake

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

- When you go up on the s e e s a w, I go down.
- Paul saw a monster in the h a u n t e d house.
- “It’s not my f a u l t,” Scott told his brother who blamed him.
- The lion hurt its p a w.

Write the letters from the boxes above to answer this riddle.

What travels around the world but stays in a corner? A s t a m p.
1 2 3 4

C. Underline the word in each pair that has the same vowel sound as in *haul*, *saw*, and *salt*. Write the letters that make the sound on the line.

- awful wait aw
- fawn ant aw
- same also al
- chalk take al
- author apple au

Name _____

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

11 The United States has been a country for just over two
21 hundred years. Before that, the states were all royal British
30 colonies. They were called American colonies because they were
in North America.

33 The British made laws that the colonists had to follow. They
44 also charged high taxes. The Americans did not like the laws.

55 People in America wished for a choice and a voice
65 in the government. They wanted to make their own rules.

75 Lawyers, silversmiths, farmers, and patriots met and
82 developed a model for a new kind of government. They
92 made a list of the rights for all citizens. This list became the
105 basis for our government today. 110

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

cause	claw	talk	coil	little
chalk	salt	flaw	boy	pickle
taunt	jaw	stalk	joyful	angel
crawl	lawn	halt	noisy	eagle
taught	walk	raw	annoy	tickle

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



At Home: Reread the passage. Then, make two sentences using the words in Part B and see how fast you can read them aloud.

Name _____

When the suffix *-ment* is added to a verb, it changes the verb to a noun. For example, *attach* becomes *attachment*.

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

1. Singing gives Jimmy a lot of **enjoyment**.

enjoy + ment = enjoyment

2. The crowd was filled with **excitement**.

excite + ment = excitement

3. Did the doctor provide a **treatment**?

treat + ment = treatment

4. When must I make the **payment**?

pay + ment = payment

5. Playing with my dogs gives me hours of **entertainment**.

entertain + ment = entertainment

B. Write two sentences about family. Use the word *entertainment* in one sentence. Use the word *enjoyment* in the other.

1. _____

2. _____

Name _____

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

- | | | | |
|--------------|-------------|--------------------|-----------|
| 1. developed | invented | to come into being | shrink |
| 2. foolishly | smart | silly | unwise |
| 3. absolute | limited | total | complete |
| 4. authored | wrote | created | destroyed |
| 5. structure | arrangement | disorder | form |
6. If you **authored** a report, what would it be about?
Tell why on the lines below.
- a. a branch of government b. a recent election
- _____
- _____

B. Vocabulary Strategy: Greek and Latin Roots Complete the word in each sentence with a word part from the box.

dem	uni	cracy	mon	arch
-----	-----	-------	-----	------

- In a **dem**ocratic society, everyone gets to vote.
- A queen is a **mon**arch who rules a kingdom.
- We live in the **Uni**ted States of America.
- Grandfather was the patri**arch** of our family.
- Some people do not like the bureau**cracy** of our government.

Name _____

As you reread “A New Government,” fill in the Fact and Opinion Chart.

Fact	Opinion
The paper became the basis for our government.	They had great ideas.
The United States was born.	The British did not like what they saw.
The third branch is the Supreme Court.	Some cases are very hard to understand.
Citizens must follow the laws and voice how they feel about them.	It can be hard to make a choice.

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Congress and the **Government**

The United States Congress, one branch of the U.S. **government**, has a two-part structure. One part is the House of Representatives. It has a different number of members from all 50 states. The second part is the Senate, which has two members from each state. The other two branches are the President and the Supreme Court. In this way, no branch has absolute power. The founding fathers developed this structure in response to the British **government's** **awful** **treatment** of the colonies.

Bills authored by members of Congress must be passed by both the House and the Senate. Once they reach an **agreement**, the bill always goes to the President to sign. If he or she has cause to think it should not be law, the bill is not signed. The Supreme Court may also review a law, if asked, to see if the law is faulty. This process seems awkward, but it's worked for a long time!

1. Underline words with the *au*, *aw*, or *al* pattern in the second paragraph.
2. Circle the words in the passage that contain the suffix *-ment*.
3. Underline two facts about Congress in the first paragraph.
4. What are two opinions in the passage?

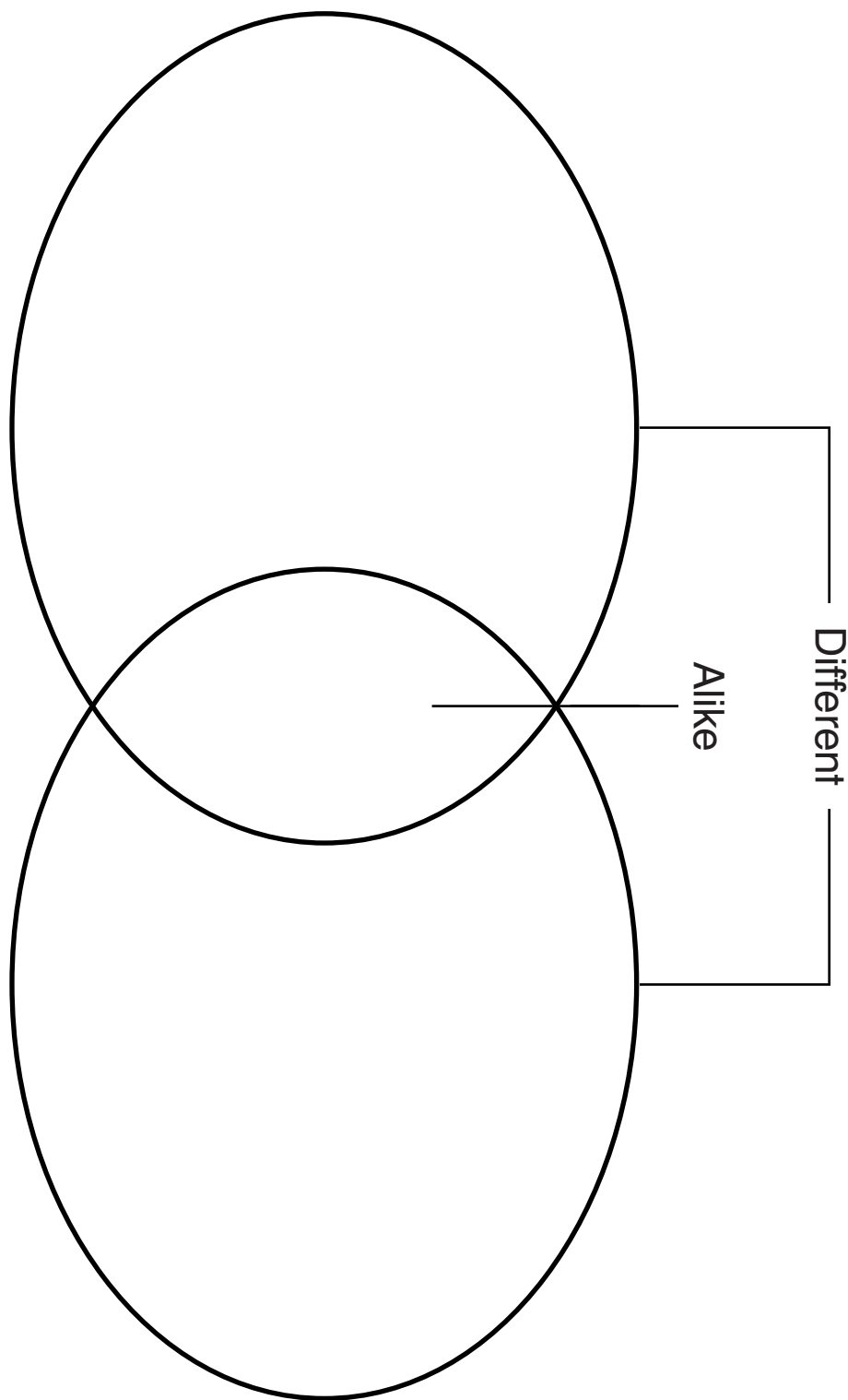
1. The British government's treatment of the colonies was awful; 2. This process seems awkward, but it's worked for a long time!

5. When something is written by people, it is _____.
absolute structured **authored**



Name _____

To help you plan your writing, fill out a Venn diagram.



Name _____

The letters *o*, *ow*, and *oa* can stand for the long *o* sound.
Examples are *old*, *low*, and *road*.

A. Underline the word with the long o sound. Write the word in the blank to complete the sentence.

- I use jelly on my toast.
toast town land
- Show me the secret place.
Show Stop Soft
- I like it when my dad lets me help him mow the lawn.
cross claw mow
- If the milk sits for too long, mold will grow.
mold sod catch
- The tree trunk was hollow so a squirrel went into it.
long notch hollow
- I got a loan from Ted to pay Ned back.
lack bond loan
- My favorite time is winter because I like snow.
frost snow math
- Ella had to post notes all over town about her missing dog.
post paste grasp

B. Go back and circle the letters that stand for the long o sound in the answer choices.

Name _____

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

13 The day begins with a big blue sky. A few fluffy clouds float
28 by us as the sun glows brightly. There is a gentle breeze. It is the
perfect day for a picnic.

33 Later, the wind begins to blow a little harder. Thick clouds
44 approach us, and the sky gets dark. Before long, thunder rumbles
55 and lightning streaks across the sky. It's a thunderstorm!
64 Rain pours down. People run for shelter. The picnic is over!

75 Weather can develop very quickly, changing from warm and
84 sunny one minute to cool and rainy the next. What causes the
96 weather to change?

99 There are layers of gas that cover the whole Earth.
109 The layer that is closest to Earth is made up of air.
121 This air is always moving. 126

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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



Name _____

Looking for the open and closed syllables in a multisyllable word can help you pronounce a word correctly.

A. Which word has an open syllable? Write the word. Circle the open syllable in your answers.

- Example:** pumpkin baker baker
1. siren stopwatch siren
2. rattle label label
3. fishing token token
4. female marker female
5. napkin table table

B. Write the words from above that best complete each sentence. Circle the open syllable in your answers.

1. Wash your hands before you sit at the table.
2. A token is a piece of metal that looks like a coin.
3. A female deer has no antlers.
4. Read the label before you take the pill.
5. My mom pulls the car over when she hears a siren.

Name _____

shelter

quarrel

destroyed

dense

treacherous

A. Vocabulary Words Use the correct word from above to correctly complete each sentence.

Sometimes in nature, the weather becomes 1. treacherous.

Natural disasters occur. Homes and parks are often 2. destroyed.

People are forced to seek 3. shelter in places that are

unknown to them. These places can be 4. dense and

crowded with people. The space is limited. People may

5. quarrel or argue. At times like this, it is important for

people to be kind and patient with each other.

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

dense	destroyed	treacherous	shelter
-------	-----------	-------------	---------

1. Stop is to halt as ruined is to destroyed.

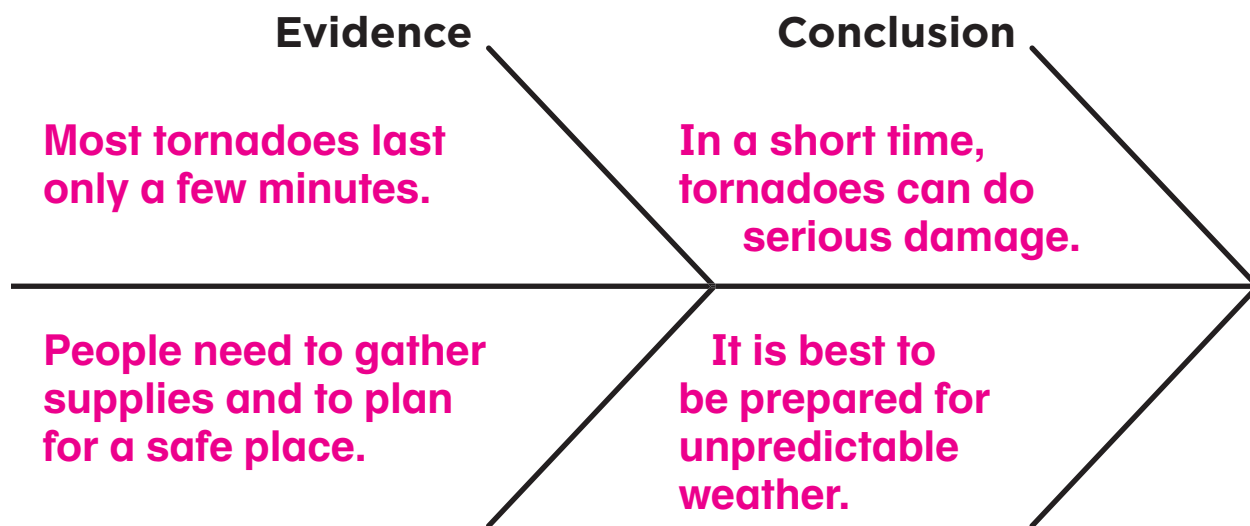
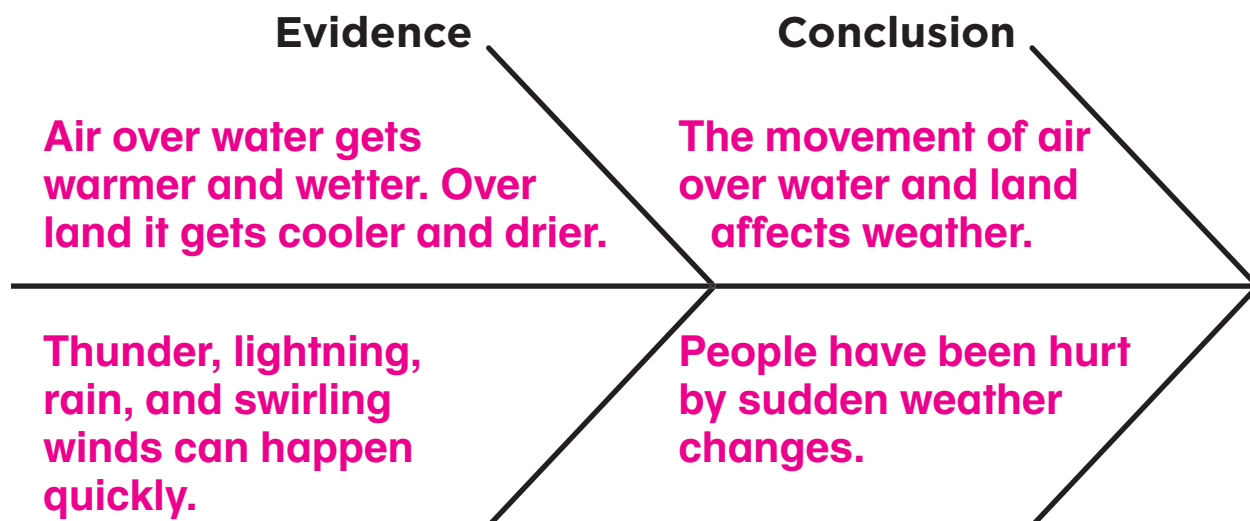
2. Quarrel is to argument as cover is to shelter.

3. Money is to cash as thick is to dense.

4. Sleepy is to tired as dangerous is to treacherous.

Name _____

As you reread “Follow the Weather,” use the Conclusions Diagram to organize important information that helps you draw conclusions.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Blizzards

On a cold winter day when a lot of snow falls, we call it a storm. But if the wind blows at more than 51 miles per hour, a storm is called a blizzard. If the wind blows less, it cannot be a blizzard. In a blizzard, the air is dense with snow. Howling winds blow the snow so hard you can hardly see out your window.

When adults tell you to stay inside during a blizzard, don't have a quarrel. It's important to know that blizzards can be treacherous. Some blizzards have destroyed buildings, made roads impossible for travel, and blown trees down.

Save the stroll for another frozen day! In a blizzard, it's best to locate a cozy shelter and watch the snow from a safe spot.

1. Underline the words in the passage that have the long o sound.
2. Circle multisyllable words in the first paragraph with closed syllables. Place a box around multisyllable words in the last paragraph with open syllables.
3. What evidence is there that blizzards are dangerous?

Blizzards have destroyed buildings, made roads impossible for travel, and blown trees down.

4. Is it safe to drive a car in a blizzard? Explain your conclusion.

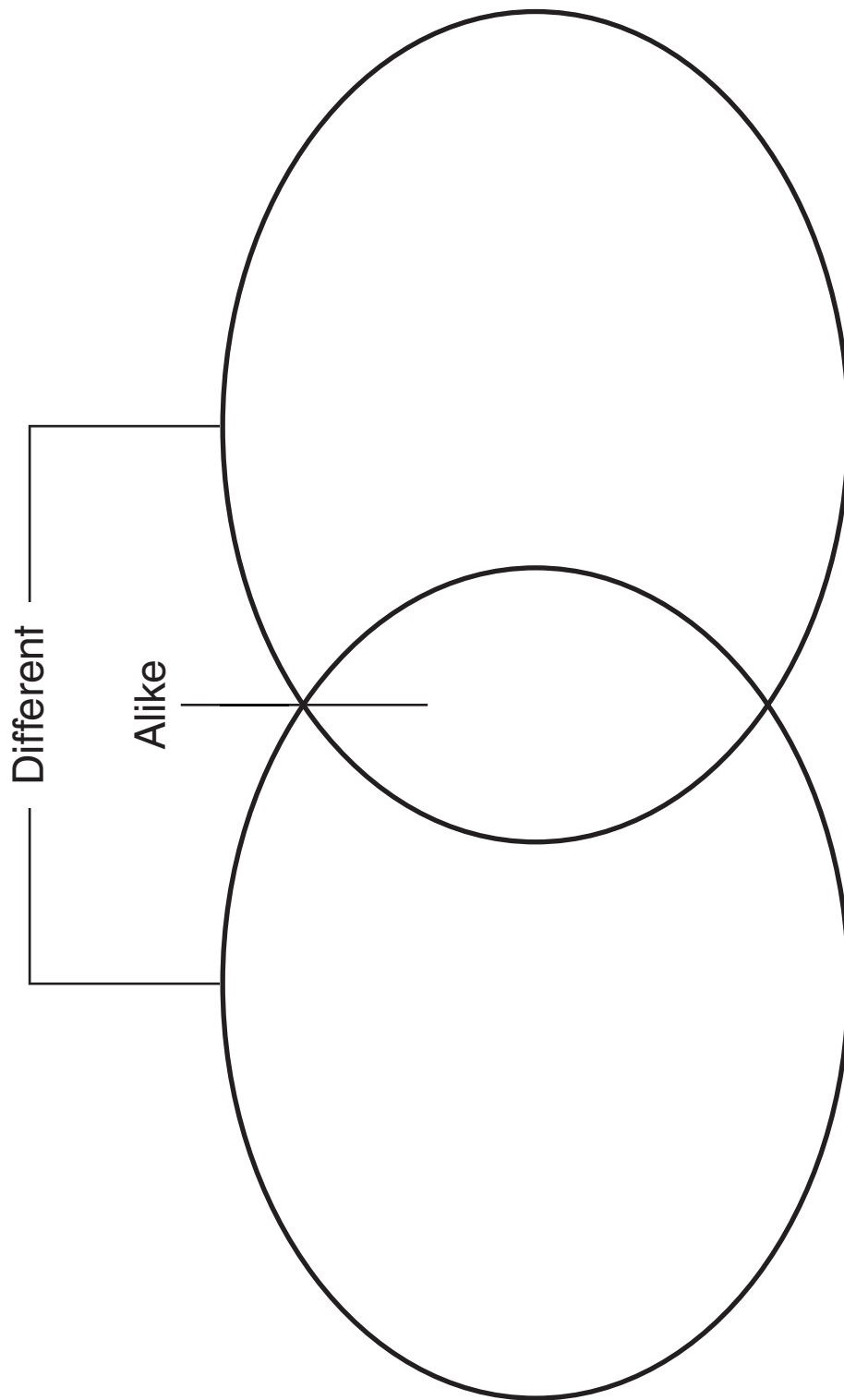
It is not safe to drive a car in a blizzard. The passage says blizzards make roads impossible for travel.

5. If you have a _____, you have an argument.
quarrel dense shelter



Name _____

To help you plan your writing, fill out a Venn diagram.



The letters *oo* can stand for the sound heard in words like *book* and *foot*.

A. Underline the letters *oo* in the words below that stand for the sound heard in *book*.

cook rotten foot hoof rope hood book
wood soap wool good top shook not

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

- Hank s h o o k the tree, and the apples fell to the ground.
- It was raining outside, so I put on my h o o d.
- My horse hit its h o o f on a rock, so it did not run for a week.
- We cut the w o o l off the sheep and made it into cloth.

C. Underline the word in each word pair that has the same vowel sound as in *book*. Write the letters that make the vowel sound on the line.

- | | | | |
|----|-------------------|----------------|-----------|
| 1. | <u>foot</u> print | paint | <u>oo</u> |
| 2. | <u>good</u> ness | grape | <u>oo</u> |
| 3. | wade | <u>wo</u> oden | <u>oo</u> |
| 4. | coops | <u>coo</u> ked | <u>oo</u> |
| 5. | shoot | <u>wo</u> olen | <u>oo</u> |

Name _____

A. Use this passage for a choral reading or Readers Theater.**Mr. Woods' Lesson Plan Book**5 **Monday, October 14**8 *Note: Introduction of Jimmy Cook—new student.*15 **Unit 6: Clay**18 **Objective:** The students will use their artistic talent and attention
28 to detail to make chess pieces.34 **Part I:** Hand out lumps of clay to the teams. Explain that students
47 must knead clay to work out air bubbles.55 **Part II:**57 • Bring out a wooden chessboard. Explain what all pieces look
67 like.

68 • Remind students that the final product must be a chessboard.

78 • Divide class into teams to make all the pieces. (Assign Brook the
90 rooks, since she likes castles. Find out which other students like
101 castles?)102 **Part III:** Set clay chess pieces out to dry. Bake them for Wednesday's
115 class! 116**B. Read these sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you see a question mark (?) or an exclamation point (!).**

1. Who took the book?// Look,/ it was a crook!//
2. Can a wood hood look good?//
3. I'm coated in soot from head to foot!//
4. By the brook sat a cook with a book and a hook.//



Name _____

An example of a word with a prefix is *redo*. An example of a word with a suffix is *dancer*.

A. Combine these word parts to make a word. Write *P* if the word has a prefix. Write *S* if the word has a suffix.

Example: re arrange rearrange P

1. mis quote misquote P

2. able un unable P

3. er sing singer S

4. ly sad sadly S

5. ment govern government S

B. Choose from the words above to complete each sentence. Circle the prefixes and suffixes in your answers.

- Todd was unable to reach the top bookshelf.
- "Please forgive me," Uncle Peter said sadly.
- In history class we read about our government.
- We will misquote the lines of the play if we don't study.
- The lead singer in the band was amazing.

Name _____

revolves

filthy

common

product

introduction

A. Vocabulary Words Choose the correct word from above to complete each statement.

1. Soap is to clean as mud is to filthy.
2. Gem is to limited as pebble is to common.
3. Finish is to end as beginning is to introduction.

B. Vocabulary Strategy: Multiple-Meaning Words Use the dictionary entry to answer the questions that follow.

Which definition of common is being used in each sentence? Circle the number that matches that definition.

common

common, (adj) 1. Existing in large numbers. 2. Shared by two or more people or things.

common, (n) 3. A place where people gather.

1. My sister and I have many traits in common. 1 2 3
2. We met on the town common and had a meeting. 1 2 3
3. Dirt and rocks are common on the trail. 1 2 3

As you reread “Brook’s Vase of Good Thoughts,” use the Character and Setting Chart to help you figure out how the characters and setting help shape what happens in the story.

Character	Setting
<p>Jimmy, a new student</p> <p>Mr. Woods, the teacher</p> <p>Brook, a student</p> <p>Joan, another student</p>	<p>An art classroom at Greenwood School in the present</p>
<p>Brook and Jimmy are working together; Jimmy is not successful making a vase.</p>	<p>Near the pottery wheel in the art classroom</p>
<p>Brook explains to Jimmy how the vases are baked.</p>	<p>Near the shelf and storage area of the art class</p>
<p>Brook and Jimmy are proud of the beautiful vase they made.</p>	<p>The art classroom</p>

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

A Cookie Solution

Setting: *Saturday afternoon, in a kitchen. Ken, a boy of 11, is covered in flour. His mother enters.*

Ken: Look at me! I'm filthy! I have stood here for an hour, Mom. I'm unable to get this cookie dough right.

Mom: You had good grades in your cooking class. Let's look at the cookbook.

[*Ken gives it to her.*]

Mom [*looking at the book*]: The introduction says that you need equipment. You have a bowl and a wooden spoon. [*She looks around.*] You overlooked the mixer.

Ken: I didn't need it. Everything except the milk is in this bowl.

Mom: You don't have to redo anything. Just add the milk as the bowl revolves and spins around! That was your misstep.

Ken: Thanks, Mom. I'm sure the final product will taste uncommonly good!

[*Mom finds the mixer and shows Ken how to use it.*]

1. Underline the words with the oo sound, as in *cook*.
2. Circle the words in the passage with prefixes or suffixes.
3. Who are the characters in the play?

Ken, a boy of 11, and his mother

4. What is the setting of the play?

Saturday afternoon, in a kitchen

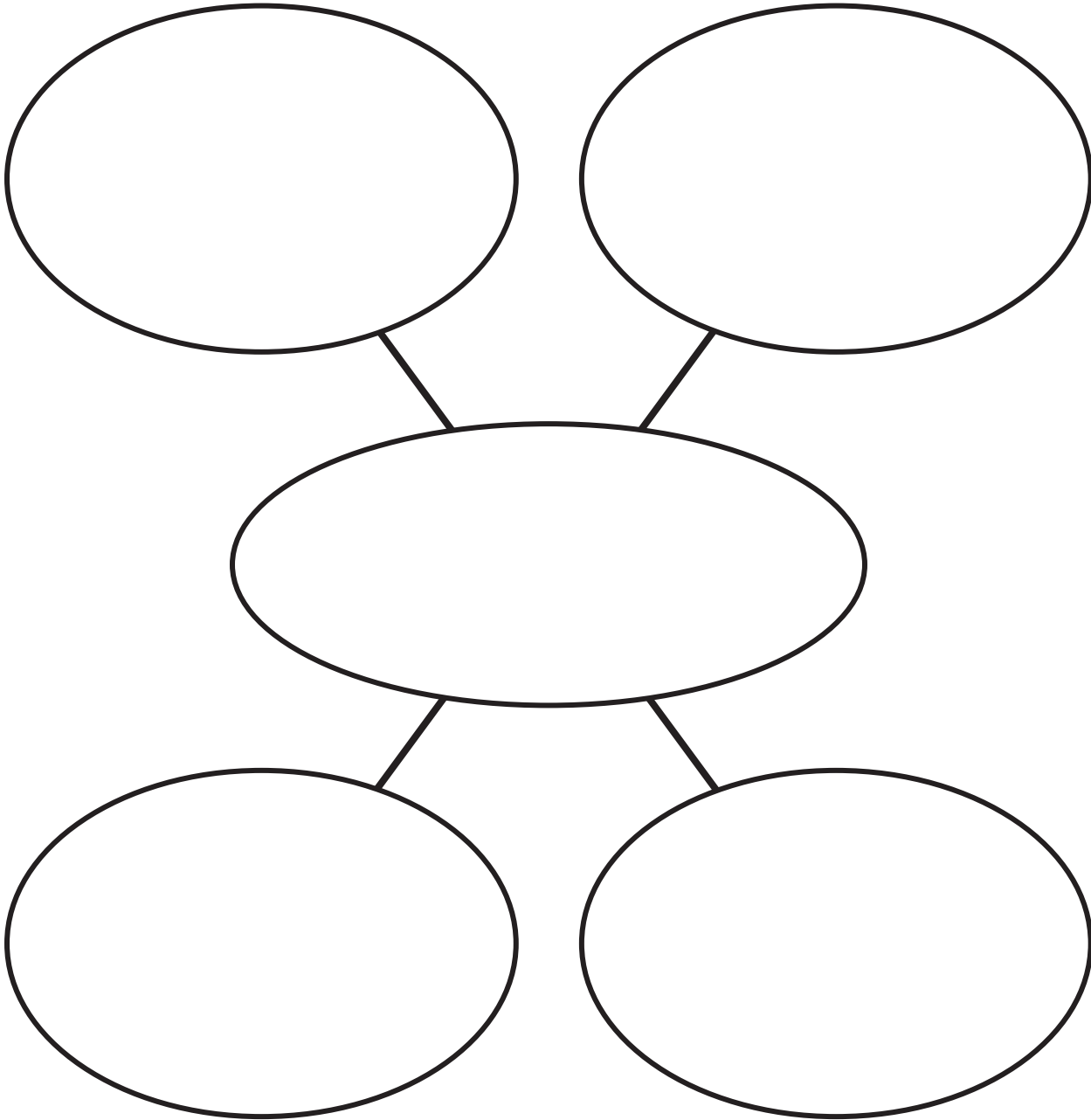
5. The beginning of something is the _____.

introduction product common



Name _____

To help you plan your writing, fill out a cluster map.



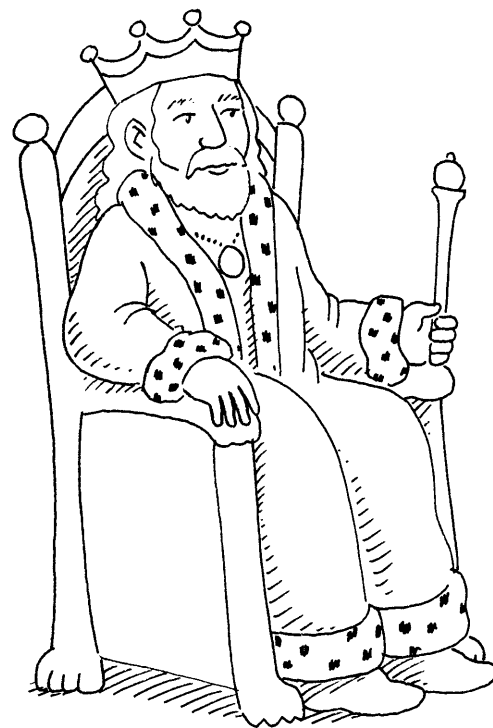
Name _____

Read the passage. Then complete the questions.

Monarchy

Monarchy is one of the oldest forms of government. Kings and queens still exist today in many countries around the world. But the way each monarchy works is different. For example, England has a monarchy. But the queen has very limited power. Even though they have a queen, the British people rely on their democracy for laws. The royal family is still really interesting to most people, though.

Another country that has a monarchy is Saudi Arabia. The king there rules the country. He has power over all parts of the government. He makes laws, rules over the courts, and directs the country's army.



1. Underline an opinion in the first paragraph.
2. According to the facts of the article, what are two examples of monarchies? What makes them different?

In England, the queen has limited power. In

Saudi Arabia, the king rules the country.

3. Reread the last sentence in the passage. Is this statement a fact or an opinion? Explain your answer.

This sentence states facts because all of the

details can be proven.

Name _____

Read the passage. Then complete the questions.

An Ice Storm

One of the most treacherous weather events is an ice storm. In an ice storm, raindrops freeze as they hit cold air. This freezing rain makes all surfaces very slippery. Frozen roadways can cause accidents.

This is what the passage is about.

To prepare for any storm, make sure you have flashlights and batteries. Keep enough food for a few days. For ice, sprinkle things on the ground outside your house, such as salt or kitty litter. This might help ice melt more quickly.

During an ice storm, stay inside! Dress warmly and use only safe heating sources. Remember that water pipes can freeze in cold like this, so let a small stream of water trickle through any faucet along an outside wall. Stay inside until the ice melts.

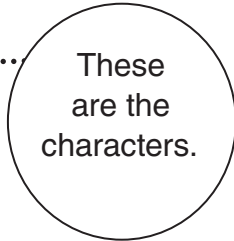
- Underline three details about ice storms in the first paragraph.
- How should you prepare for an ice storm?
- What can make an ice storm more treacherous than a rainstorm? Explain your conclusion.

Keep flashlights and batteries, have food for a few days, and have salt to help melt the ice.

An ice storm makes all surfaces slippery from ice. Pipes can freeze because of the cold, which would not happen in a rainstorm.

Name _____

Read the passage. Then complete the questions.

On the Way to the ZooCharacters: Raina and Brad, both age 11Setting: A sunny day on a school bus

 These
are the
characters.
Raina: I'm excited about the field trip, aren't you?**Brad:** I get bored riding a bus.**Raina:** Oh, I really like it. I get to read!**Brad:** I only like to listen to music, but I'm not allowed.**Raina:** But we're going to the zoo! It will be cool.**Brad:** I've never been to a zoo. What's so cool about it?**Raina:** You'll find out. You just have to be open to new things. Have you ever seen a real tiger before? [*Brad shakes his head, eyes wide.*] You will today!

1. What things do Raina and Brad like to do when riding on a bus?

Raina likes to read. Brad likes to listen to music.

2. Put a box around information about the setting

3. How are Raina and Brad different? Use text evidence to explain.

Raina is excited to go to the zoo. Brad is bored.

Raina is open to new things. She thinks that if

Brad learns to do this, too, he can have fun.

Name _____

A. Which word has a prefix or suffix? Write the word and circle the prefix or suffix. Then underline any compound words in the choices.

Example: unpinned seasick unpinned

- | | | |
|--------------------|-------------------|------------------|
| 1. breakable | <u>cottontail</u> | <u>breakable</u> |
| 2. elephant | enjoyment | <u>enjoyment</u> |
| 3. absolute | waiter | <u>waiter</u> |
| 4. mostly | <u>overlook</u> | <u>mostly</u> |
| 5. <u>railroad</u> | unsure | <u>unsure</u> |

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

- Cooking with his dad gives Paul a lot of enjoyment.
Hint: This word has a syllable that rhymes with *toy*.
- He spoke mostly about his trip to Mexico.
Hint: This word has a long o sound.
- Hazel's doll was breakable, so she kept it on her shelf.
Hint: This word has a syllable that rhymes with *shake*.
- Cal was unsure about which road led to our house.
Hint: This word has a closed first syllable.
- The waiter will bring our desserts soon.
Hint: This word has a suffix.

Name _____

The letter *a* can have different sounds, such as long *a* in *table* and short *a* in *strand*.

A. Draw a line under the word that best completes the sentence. Write the word on the line.

- I am cold and I need a hat.
snap hat ray
- I wrote my name at the top of the page.
page glass tape
- Eric clapped when the play was over.
raked clapped grabbed
- We had recess inside because it rained.
paid rained failed
- Wave to her so that she will see us.
Wait Tap Wave
- Jon and Tara boarded the plane to go home.
plan plane plain
- Can you pass the ball to Jack next?
pass pat pill
- I wore a mask to the ball.
mask microphone mattress

B. Read the sentences again. Circle all the long *a* words, such as *table*. Put a box around all the short *a* words, such as *strand*.

Name _____

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

14 If you stand at the South Pole, you can see for miles. But there
26 isn't much to see besides ice and snow. Antarctica has been called
the loneliest place on Earth!

31 Years ago, explorers tried to see if land existed so far south.
43 Does a trip to the South Pole sound like fun? Traveling that far
56 south took a long time and was difficult. Rough waves and wind
68 kept the wooden boats from reaching safety. Water froze into
78 chunks of ice, trapping and crushing ships.

85 Despite the hardships, explorers kept trying to reach the South
95 Pole. No one knows who saw Antarctica first. Then in 1911,
106 a Norwegian explorer became the first person to reach the South Pole. 118

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!

rain	stay	glad	book	hoof
clap	wave	slam	took	elbow
snap	mat	paper	good	owner
brand	clad	lamp	wool	grow
hat	flag	table	cook	shadow

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

Use **prefixes**, **suffixes**, and **endings** to change the meaning of a base word.

A. Use the puzzle pieces to form a word. Circle the base word in your answers.

Example:

	dis	ed	count	<u>discounted</u>
1.	able	re	turn	<u>returnable</u>
2.	ible	resist	ir	<u>irresistible</u>
3.	able	fix	un	<u>unfixable</u>
4.	end	un	ing	<u>unending</u>
5.	ment	re	pay	<u>repayment</u>

B. Use the correct words from above to complete each sentence. Circle the suffixes and endings in your answers.

- Jake thanked May for her repayment of the loan.
- The broken serving dish is unfixable.
- The irresistible smell of fresh bread drifted from the kitchen.
- Whatever you don't like and want to bring back is returnable.
- The movie was so long that it seemed unending.

Name _____

extreme frequently harsh inhabited contacting enable

A. Vocabulary Words Use the correct word from above to complete each sentence.

1. During a blizzard, the weather is extreme.
2. When someone yells, it is a harsh sound.
3. Our planet is inhabited by living beings.
4. Jane visits her grandmother frequently.
5. By calling his friend on the phone, Hal was contacting him.
6. This bag will enable Ken to carry his books.

B. Vocabulary Strategy: Synonyms Use this thesaurus entry to answer the questions that follow.

1. What is the best synonym for *contact* in “I am going to contact my teacher after class”?

approach**contact****contact**, [v]. approach, hit, touch**contact**, [n]. person to connect or do business with; connection

2. What is the best synonym for *contact* in “He is a great contact if you want to know more about history”?

connection

3. What is the best synonym for *contact* in “Her bat made contact with the baseball”?

hit

Name _____

As you reread “The Loneliest Place on Earth,” use the Cause and Effect Chart to write down what happens and why it happens.

Cause	Effect
<p>Waves, wind kept boats back; water froze and crushed ships.</p>	<p>Traveling was difficult.</p>
<p>At times, the sun shines day and night, or not at all.</p>	<p>The seasons in Antarctica are unlike other places.</p>
<p>Scientists study the past, and animals, birds, and fish.</p>	<p>Scientists learn about why Antarctica must be saved.</p>
<p>Antarctica is not owned by anyone.</p>	<p>World leaders promise to keep Antarctica as it first was.</p>

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

The Arctic Tern

The Arctic tern is an unusual seabird. Arctic terns migrate from the Arctic Circle to Antarctica and back each year. This is the most extreme journey of any known animal. Such a harsh trip would be unworkable for a human. This round-trip flight of over 44,000 miles would take many days on a plane and months on a sailboat!

As a result of their flights, Arctic terns enjoy two summers each year. They also see more daylight than any other animal on the planet.

Because Arctic terns fly so frequently, they land only once every one to three years in order to nest. Some nesting places are inhabited by cats and other predators, which can hurt the birds. But the time in flight can enable Arctic terns to live over 20 years.

1. Underline words with long a spelled *a*, *a_e*, *ay*, or *ai*. Circle words with short *a*, as in *pack*.
2. Put a box around words with three or more syllables that contain prefixes, suffixes, or inflectional endings.
3. According to the second paragraph, what is the effect of tern migrations?

Arctic terns have two summers each year and see more daylight than any other animal.

4. What causes Arctic terns to land once every one to three years?

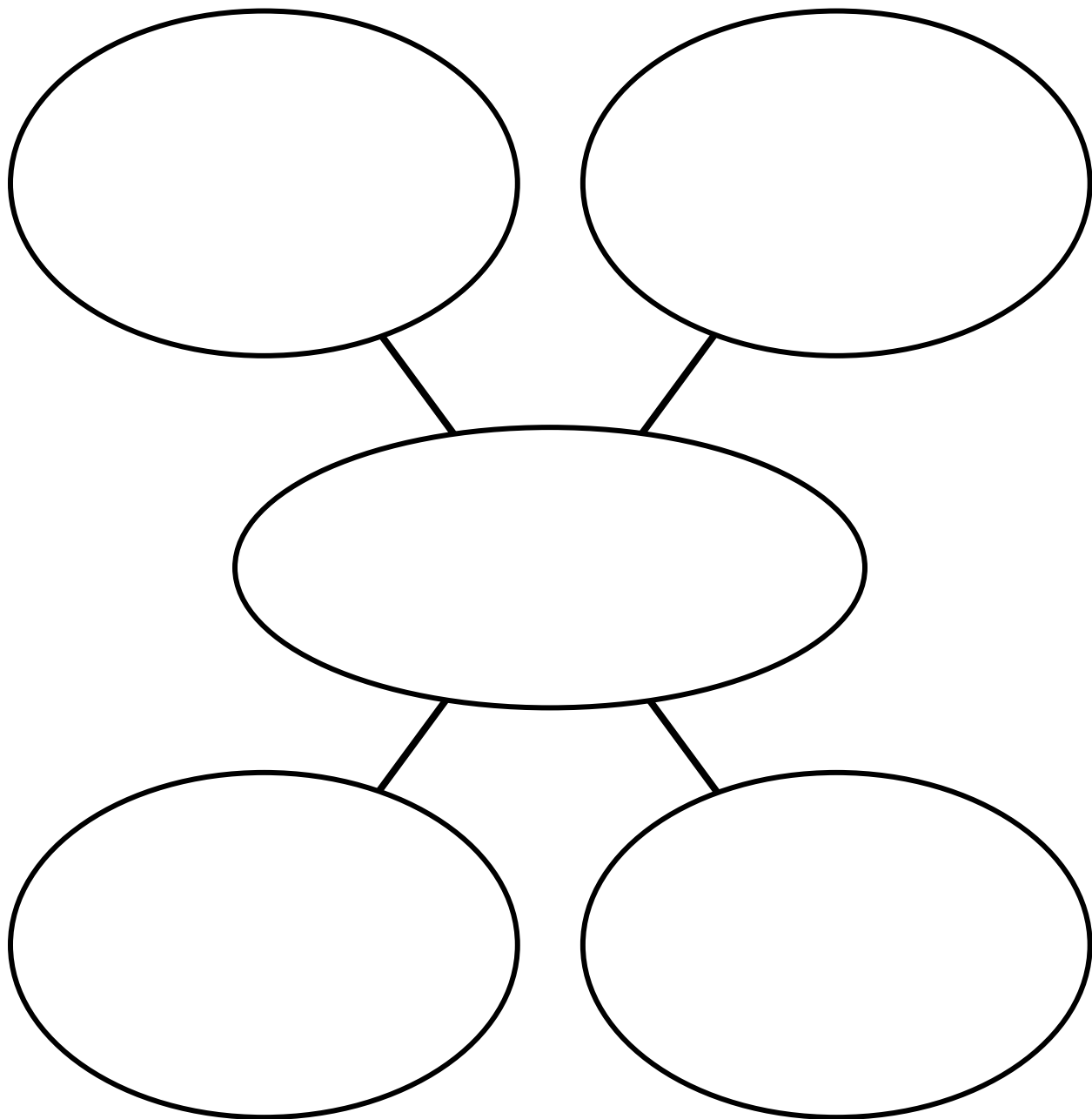
They land in order to nest.

5. If a place is _____, someone lives there.
extreme contacting **inhabited**



Name _____

To help you plan your writing, fill out a cluster map.



Name _____

The letter *i* can have different sounds, such as long *i* in *mine* and short *i* in *limit*.

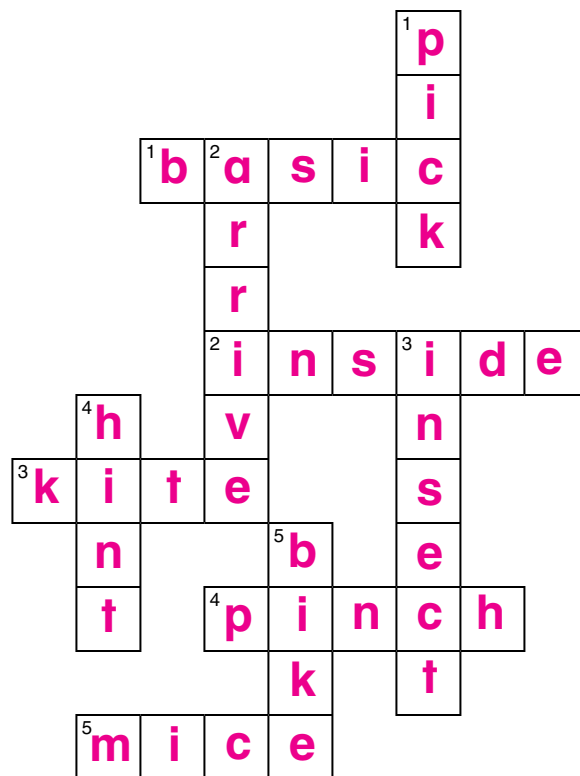
A. Underline the long *i* words, such as *mine*, and circle the short *i* words, such as *limit*.

bikekitemicebasicpickinsectpinchhintarriveinside

B. Use the words from above to complete the sentences and fill in the puzzle. Circle the letters that stand for the short *i* sounds and underline the letters that stand for the long *i* sounds in your answers.

Across

- I taught my sister how to do a basic dive.
- It is cold outside but not inside.
- On a windy day, I fly my kite.
- It is not nice to pinch or hit.
- Our cat chases mice in the barn.

**Down**

- Mom will pick us up after the party.
- Did Jen and Kim arrive yet?
- A beetle is a kind of insect.
- I will not tell the secret, but I can give a hint.
- I like to ride my bike.

Name _____

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

“Kim! Nila! It’s dinnertime!” Mom called.

6 It was Dad’s turn to cook. It was always our turn to set the table.

21 I put out salad. My little sister Nila rolled her eyes. “Salad again,”

34 she complained.

36 I shrugged. There would be salad every night this week.

46 We might have a little meat, sauce, or some noodles. But there

58 was no butter, cheese, or ice cream like we used to have so frequently.

72 “I don’t like being hungry,” Nila whined.

79 “We’re not really hungry,” I said. “There’s plenty of food.”

89 But I knew what she meant. Dad had been sick. The doctor

101 said he had to cut out salt and fat. Then Mom said that it would

116 be good for all of us. 122

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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



Name _____

Use *-tion* and *-sion* at the end of a word to change its meaning.**A. Fill in the missing parts to make the bold-faced word.**

1. There needs to be a
- separation**
- between those desks.

separate - te + tion = separation

2. The storm slowed the ship's
- progression**
- .

progress - s + sion = progression

3. This misunderstanding led to his
- confusion**
- .

confuse - se + sion = confusion

4. I do a perfect
- imitation**
- of a tiger.

imitate - te + tion = imitation

5. The teacher wanted each of her students to get a good
- education**
- .

educate - te + tion = education**B. Write two sentences about school. Use the word *separation* in one sentence. Use the word *education* in the other.**

1. _____

2. _____

Name _____

miserable eager grumbled suggested compressed

A. Vocabulary Words Use the correct word to complete each sentence.

1. Grandpa grumbled when he did not get his dinner.
2. Jill suggested that we go to the park since it was a nice day.
3. Kelly is miserable because she is too sick to go to Todd's party.
4. I was so eager to swim that I forgot to take my glasses off before I jumped in!
5. I compressed the pages together so the folder would be flat.

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

suggested eager grumbled harsh

1. *Sat* is to *stood* as *chirped* is to grumbled .
2. *Shy* is to *bold* as *afraid* is to eager .
3. *Inhabited* is to *vacated* as *demanded* is to suggested .
4. *Land* is to *sky* as *gentle* is to harsh .

Name _____

As you reread “The Perfect Ingredient,” use the Inferences Chart to help you make inferences.

Text Clues	What You Know	Inferences
<p>Kim and Nila’s dad cannot eat foods with too much salt or fat.</p>	<p>Nila misses eating these types of foods.</p>	<p>Nila imagines herself to be hungry.</p>
<p>Sweets might have too much fat and sugar.</p>	<p>Nila and Kim brainstorm about a new food.</p>	<p>It is a challenge to invent a new food.</p>
<p>Kim gives Nila instructions; Nila makes suggestions.</p>	<p>Kim and Nila are cooperating.</p>	<p>The sisters are getting along better.</p>
<p>The Perfect Ingredient seems to make each dessert taste different.</p>	<p>Kim and Nila put their loving effort into the desserts.</p>	<p>Mom and Dad will enjoy the treat no matter what.</p>

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Pike's Dinner Party

Pike was a kind fellow, so he invited his relations to the first dinner he would make. Eager to please them, he set out to shop. To his surprise, he found butter beside a cow! Pike took it with him. Soon he found fish and spices, too. He realized the shopping was easy! How did he get so lucky? Pike set off to cook!

When his guests arrived, Pike heard them grumbling to each other. "Why are you so miserable?" Pike asked in confusion.

"Someone took our food!" his uncle cried. "Making lunch tomorrow will be difficult when it should have been easy!"

Pike's face got hot. He asked for their attention. "Let's dine!"

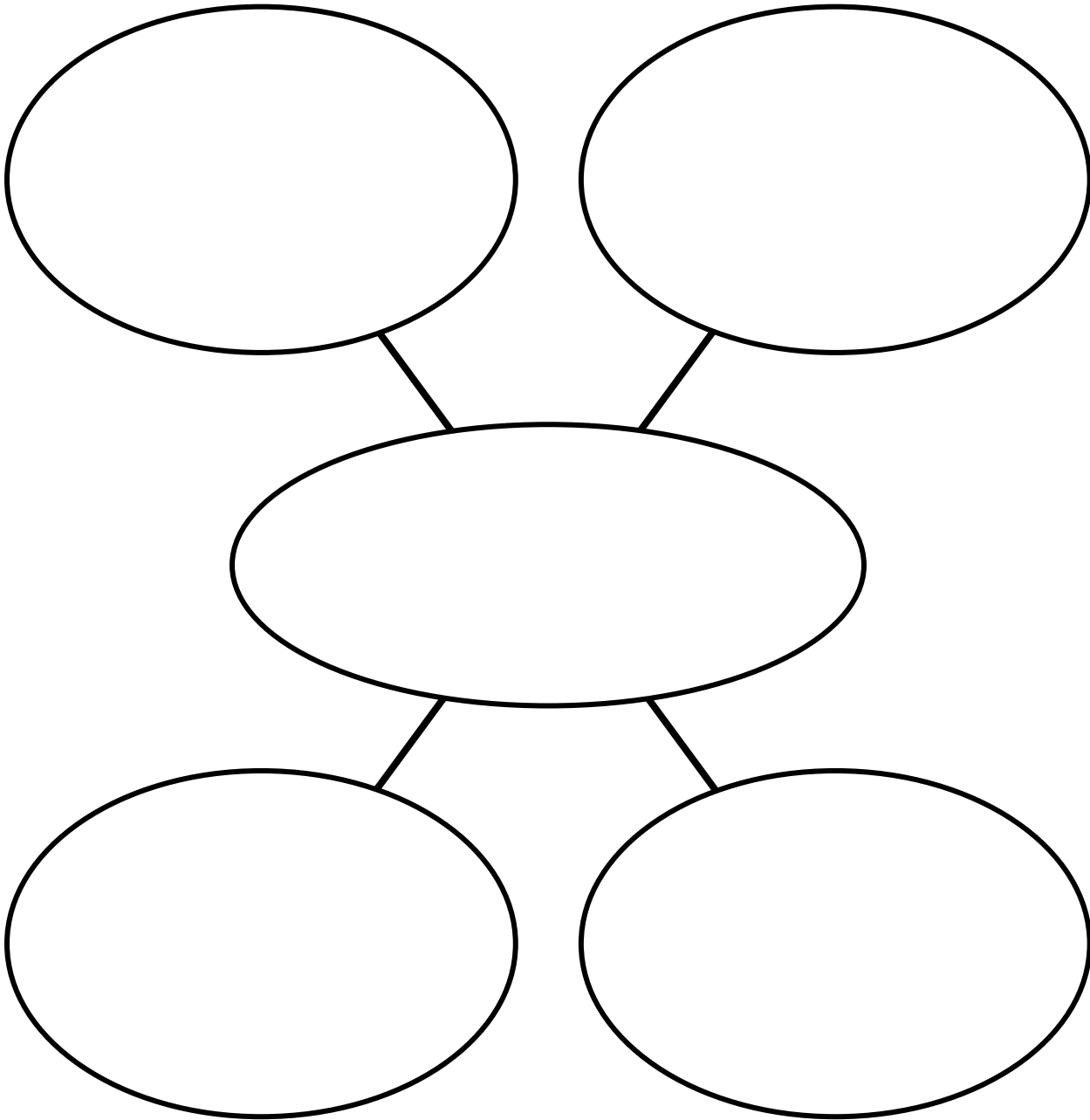
Pike waited for their reaction. "Our food is on the table!" they cried. Then Pike made his admission. He had been a fool. His relations came to the conclusion that Pike had made a mistake. They all decided to forgive him. Plus, the dinner was nice!

- Underline words with the long *i* spelled *i* or *i_e*.
- Circle words that have the suffixes *-tion* or *-sion*.
- What text clues tell you Pike is new to making a meal? This is Pike's first dinner. He doesn't pay for things he finds.
- Why did Pike's face get hot? Explain your inference. Pike saw that he was the one who had taken their food. Until then, he did not see that he had not been to a store.
- When someone feels bad for a mistake, he or she feels _____.
miserable eager compressed



Name _____

To help you plan your writing, fill out a cluster map.



Name _____

Read the passage. Then complete the questions.

Traveling to Antarctica

Travel to Antarctica is not easy. This is because of distance, weather, and modes of travel needed. But that hasn't stopped people from going. For a chance to see its beauty, as many as 20,000 people might travel there over one year.

This is
an example
of a
cause.

If you want to see Antarctica, you can travel by ship or by plane. Sea crossings and shore visits are what most people do. Others like to see the landscape by flying over it. But because of the ice, a plane cannot land there.

For researchers, there is a land base set up on Antarctica. Special land trips are possible with a guide. If you are not prepared, however, accidents can cause a person to get hurt or even killed. This is because of the extreme weather and cold. Travel to this beautiful, cold place is not for everyone!

1. What causes people to travel to Antarctica? Underline the cause in the first paragraph.
2. Put a box around the effect of ice on plane travel to Antarctica.
3. Explain the effect of not being prepared for a land trip to Antarctica. What causes this?

If you are not prepared for a trip, you can

have an accident and get hurt or killed. This is

caused by the extreme weather and cold.

Name _____

Read the passage. Then complete the questions.

Baking Day for the Red Hen

Hazy the red hen was longing to make some bread! She found some wheat seeds. “Who will help me plant these?” Hazy asked her barnyard friends.

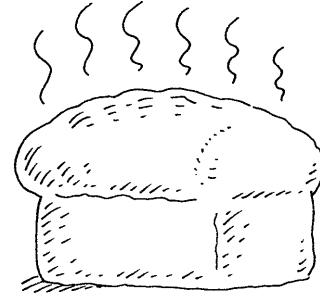
The pig said, “I’m too sleepy.”

So Hazy planted them herself. They grew tall. “Who will help me harvest the wheat?” she asked.

The barn cat said, “Not me-ow!”

So Hazy harvested the wheat herself and also milled the flour. “Who will help me bake the bread?” she asked. The horse just neighed.

When the bread came out of the oven, it smelled delicious. The animals all begged to eat a slice. Hazy said, “I don’t need any help with that, but thanks just the same.”



1. What do you learn about Hazy in the story?

Hazy likes to make things. She will do all the work herself, but she likes to include others.

2. What happens when Hazy the red hen asks others for help?

Each animal has a reason not to help Hazy.

3. Will Hazy share her bread with the others? Explain your inference.

Hazy will not share the bread. Hazy says she doesn’t need their help to eat it.

Name _____

The letter e can have different sounds, such as long e in *week* and short e in *wet*.

A. Underline the long e and circle the short e sounds in the words below.

rate speed cents green table step leash
dress spit teach shell hope slept teeth

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

- This pen cost me twenty-five c e n t s.
- I picked up a s h e l l from the beach.
- My dad drove the car when the light turned g r e e n.
- I s l e p t too little today.

Write the letters from the boxes above to spell out the answer to the riddle.

Who must you never play cards with in the jungle?

A c h e e tah!
1 2 3 4

C. Underline the word in each pair that has a short e or a long e sound. Write *long e* or *short e* on the lines.

- fresh fate short e
- beep tore long e
- shape sheet long e
- selling lake short e
- wetlands woke short e

Name _____

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

12 Plant medicines can cure diseases that have been around for a long
 26 time. For many years, people tried to find a cure for swamp fever. It
 37 struck people who inhabited or worked in the jungle. Swamp fever
 was caused by insect bites.

42 Those who were sick had fever, horrible chills, and muscle pains.
 53 Many were hospitalized, and a large number died.

61 Solving the problem wasn't easy. People tried to drain the swamps.
 72 Killing the insects didn't work because there were too many. A
 83 medicine that could prevent, treat, or cure swamp fever was needed.

94 For years, people in South America used a powder, made from
 105 the wood of a particular tree, to lower fevers. Doctors found that the
 118 powder worked on swamp fever, too! 124

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

sweet	nest	feast	bright	tilt
sleep	step	tent	packet	tray
bless	peel	treat	twist	gain
creep	sled	free	shrink	cliff
empty	beep	next	slime	stable

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

If you know the meaning of a word's root, you can figure out the meaning of the word.

A. Which word has a Latin root? You can use a dictionary to help you.

Example:

proceed	playground	<u>proceed</u>
1. reed	reduce	<u>reduce</u>
2. produce	prance	<u>produce</u>
3. recede	race	<u>recede</u>
4. sweeps	succeed	<u>succeed</u>
5. introduce	isotope	<u>introduce</u>

B. Use the correct word from above to complete each sentence.

- Beth feared she would fail, but then she saw she would succeed !
- The teacher said she would reduce our workload.
- Wow! How did you produce such a fine story?
- After the ocean began to recede, they could see shells on the beach.
- I would like to introduce you to my sister, Polly.

Name _____

reduce

available

scents

precise

preparation

A. Vocabulary Words Use the correct word from above to complete each sentence.

Baking an apple tart takes a lot of 1. **preparation**. You must know the 2. **precise** amounts of each thing that you put in it. Use the right ingredients, too. Do not just use whatever is 3. **available** in your house. To 4. **reduce** baking time, make the crust very thin. That will help it bake quickly. Then the sweet 5. **scents** of apple and crust will fill your home.

B. Vocabulary Strategy: Antonyms Use this thesaurus entry to answer the questions that follow.

1. What are the guide words on this page?

precise, prelude

2. List two antonyms for the word **precise**.

imprecise, unclear

3. Which of the following means the opposite of **prelude**: *preface*, *beginning*, or *conclusion*?

conclusion

precise/prelude

precise, [adj]. *exactly or sharply defined*
careful, exact, fixed, specific
ANT imprecise, unclear

predict, [v]. *think of an outcome*
forecast, foresee, suppose

prefer, [v]. *single out*
desire, pick, select, wish

prelude, [n]. *beginning of event*
introduction, preface, start
ANT conclusion, end, ending, finish

Name _____

As you reread “Plants That Can Heal,” fill in the Cause and Effect Chart to figure out what happened and why.

Cause	Effect
<p>Scientists are eager to discover if plant parts can be used in medicines.</p>	<p>Plant parts are studied, and plant elements can then be made into medicines.</p>
<p>Some people need medicine.</p>	<p>Parts of plants are used to make medicines that people might need.</p>
<p>The tomato is related to some other toxic plants.</p>	<p>For a long time, people thought that tomatoes were poisonous.</p>
<p>Scientists continue to look for new cures using plant parts.</p>	<p>With each new cure, scientists help people live happier, healthier lives.</p>

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Tea Tree Oil

What is a natural way to treat a small cut on the skin? Treatments that come from plants make many people cheerful. Tea tree oil is a treatment that comes from plants. This oil can reduce problems that come from dirty, untreated cuts.

Tea tree oil comes from one of the species of tea tree plant. People steam the leaves in order to release the oil. Tea tree oils have strong scents. Some think the oil might make one's mouth smell fresh and clean. But do not proceed to drink it! It will make you sick.

Tea tree oil should not be confused with tea you drink, or with tea oil used in cooking. Tea tree oil is available in creams, toothpastes, and gels. Scientists must use precise amounts, especially in the preparation of beneficial tooth cleaning products, or else it will be unhelpful.

1. Underline words in the passage with long e spelled e, e_e, ea, and ee.
2. Circle words in the passage with the Latin roots *duc*, *ceed*, and *cise*.
3. What is the effect of tea tree oil on a cut?

Tea tree oil reduces problems from dirty, untreated cuts.

4. What is the effect of drinking tea tree oil?

Drinking tea tree oil will make you sick.

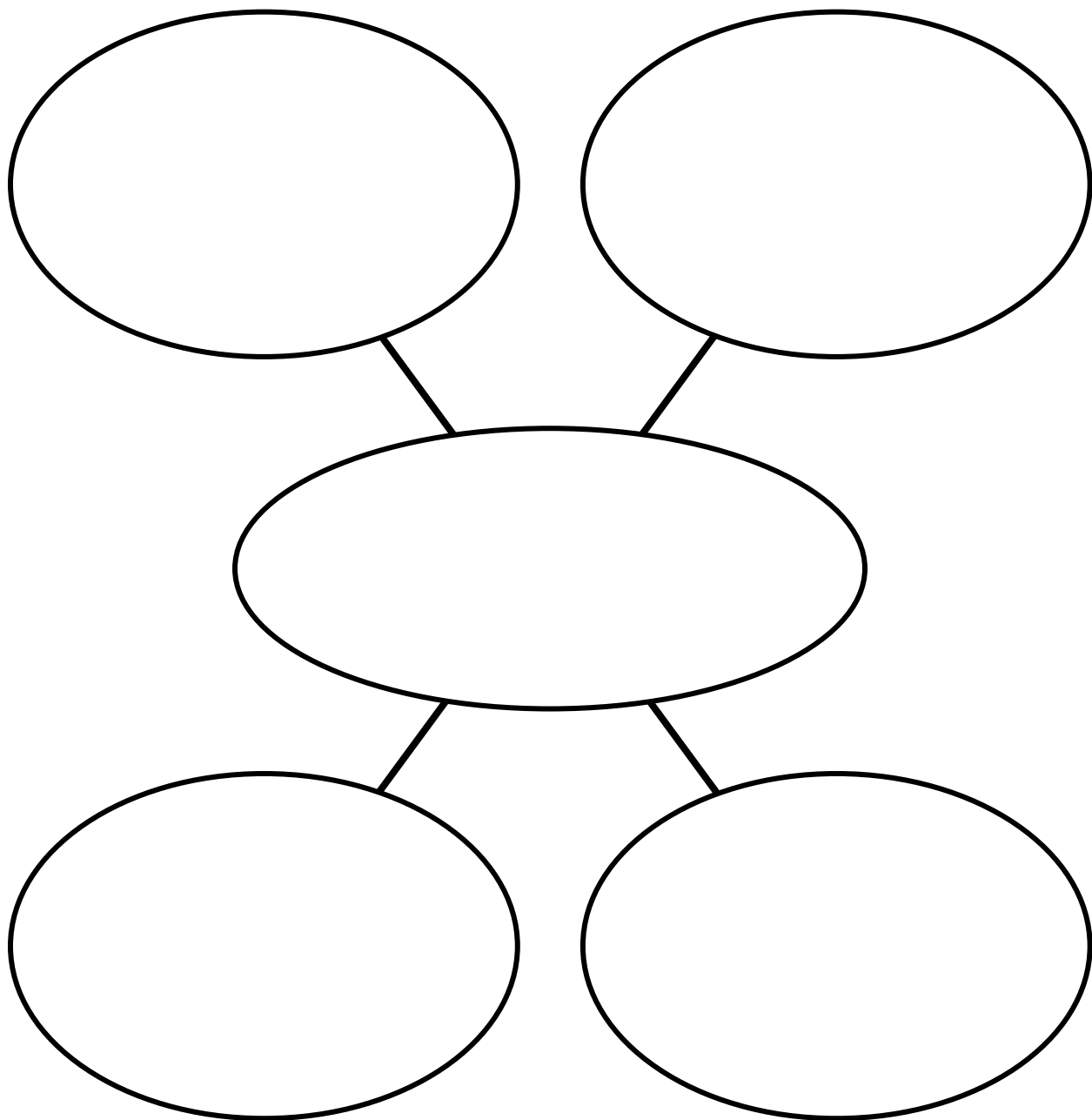
5. When something is here for you to use, it's _____.

precise preparation available



Name _____

To help you plan your writing, fill out a cluster map.



Name _____

The letter *o* may sound different in different words. Examples are the long *o* in *home* and the short *o* in *hop*.

A. Underline the words with long o, as in *home*. Circle the words with short o, as in *hop*.

float corn smock bowl poem knob spool
poppy spot smoke tape solar foot sob

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

- To stay clean while painting, Joe uses a s m o c k.
- We picked a red p o p p y for Mom's birthday.
- The logs burned brightly, and s m o k e rose up into the chimney.
- Jan ate her oatmeal out of a b o w l.

Write the letters from the boxes above to spell out the answer to the riddle.

What has teeth but cannot eat? A c o m b!

1 2 3 4

C. Underline the word in each pair that has a short o or a long o sound. Write *long o* or *short o* on the lines.

- topping tray short o
- holder dress long o
- broom bone long o
- soapy supper long o
- rock beach short o

Name _____

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

“I want you to find something from your family’s history,” said
 11 Ms. Jones. “It might be a clock your grandfather owned or an old letter.
 25 Then describe in writing what it means to you. This is due on Monday.”
 39 That night, Joe and Nicole climbed up the irregular attic stairs.
 50 Boxes sat in messy piles all over. The twins looked at each other. Who
 64 knew what could be hidden in there?
 71 “What a spooky room,” said Joe. “I bet an invisible monster lives here!”
 84 “It’s just a gloomy old attic,” replied Nicole.
 92 “Look!” said Joe. “Here are some old toys.”
 100 “Wow!” exclaimed Nicole. “There’s our old train set.” As she
 110 reached for it, her foot pushed up a floorboard. 119

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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



Name _____

Use the prefixes *im-*, *in-*, and *ir-* to change the word to mean its opposite. For example, *pure* becomes *impure*.

A. Fill in the missing parts to make the bold-faced word.

1. She was **impolite** and got punished.

im + polite = impolite

2. I did not finish and the job was **incomplete**.

in + complete = incomplete

3. The shirt was not a standard size because it was **irregular**.

ir + regular = irregular

4. Gravity is an **invisible** force.

in + visible = invisible

5. This puzzle is so hard, it is **impossible** to solve.

im + possible = impossible

B. Write two sentences about the weekend. Use the word *impossible* in one sentence. Use the word *incomplete* in the other.

1. _____

2. _____

Name _____

inappropriate treasure impatiently situations irregular

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

- Putting on shorts when it is cold out is **inappropriate**. true false
- If you are waiting **impatiently**, you are asleep. true false
- A **treasure** is usually junk you can throw away. true false
- If something is **irregular**, it is odd. true false
- Each of us deals with different **situations** in our lives. true false

B. Vocabulary Strategy: Compound Words Match the compound word on the left with its meaning on the right. Draw a line from the word to its meaning.

- | | |
|---------------|--|
| 1. firefly | a. the time of day between noon and night |
| 2. cupcake | b. a game played with a bat, ball, and bases |
| 3. afternoon | c. a small cake |
| 4. baseball | d. a pipe that smoke goes up through |
| 5. smokestack | e. a flying insect that makes flashes of light |

Name _____

As you reread “Joe and Nicole Crack the Code,” use the Plot and Setting Chart to understand how details about time and place affect the story’s plot.

Plot	Setting
Joe and Nicole must find something from their family history.	School on a Friday
Joe and Nicole find an old bottle that contains papers inside.	The family’s attic
Following the message’s instructions, they find a box containing a code book.	Rockglen Park
Mom hugs them for finding a family treasure that belonged to her grandfather.	The family’s home

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

A Code for Cole

In Miss Joss's classroom, students were studying situations when people used codes. "Long ago, a sailor sent this message to his friends:

Last for the sea was you, dear Rose!

"The sailor's friends left to meet him right away. The code seems impossible. So what do you think he was telling them?" asked Miss Joss. She noticed Cole.

Cole's behavior in class could be irregular. He often made inappropriate noises or tapped impatiently while other students read their textbooks. But today he raised his hand. Miss Joss called on him. "Treasure!" Cole said. "The clue is 'last.' The last letter of those words spells out 'treasure' when you put them together."

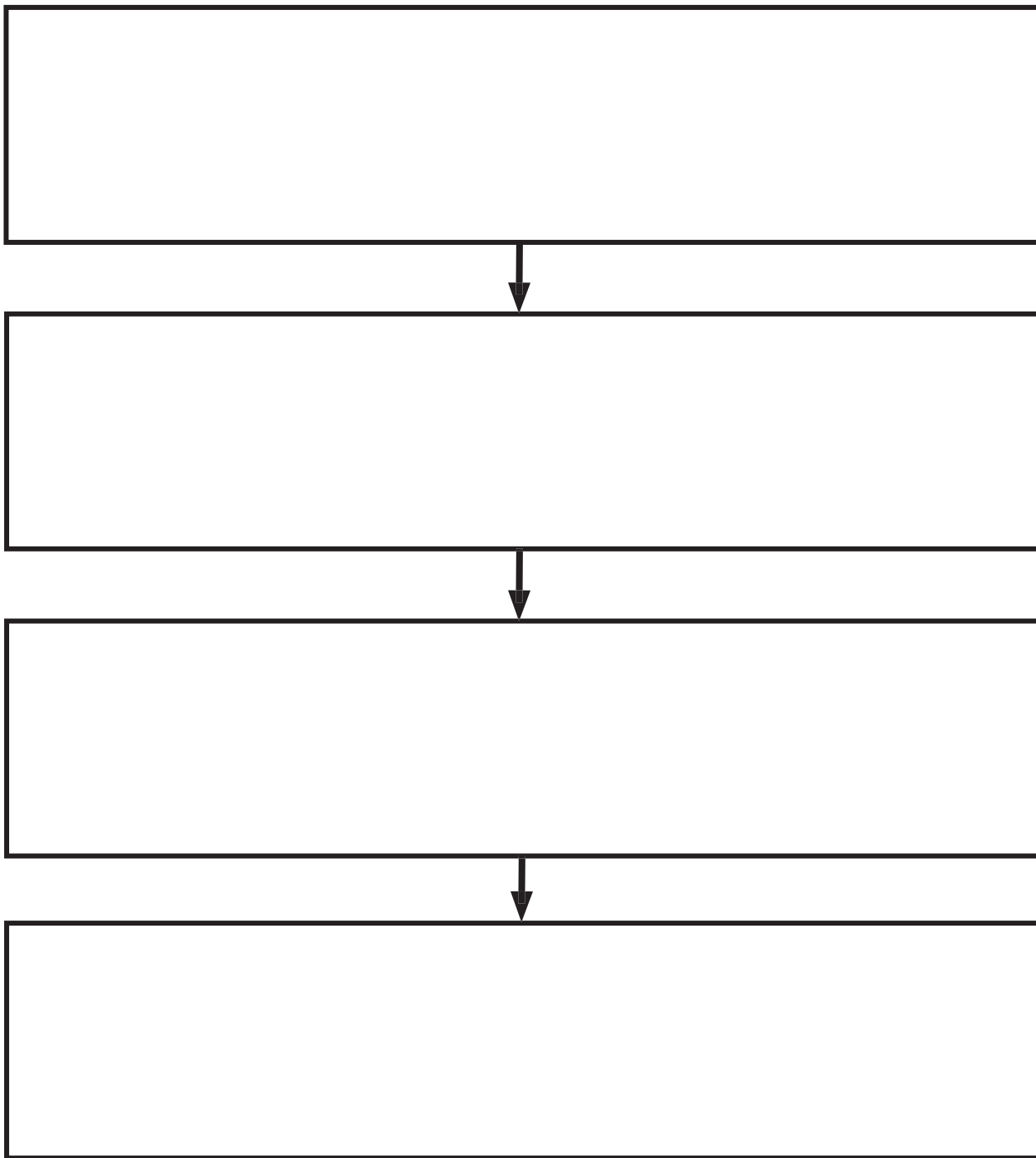
"Fine insight, Cole! The Rose was a ship that sank. Divers took sailboats to fetch gems from the shipwreck and made a fortune." Cole's face glowed.

1. Underline words with a long o spelled o, o_e, oa, and ow. Circle words with the short o sound.
2. Put a box around any words with the prefix *im*, *in*, or *ir*.
3. Where is the setting of the story? Miss Joss's classroom
4. What happens after Cole answers the question correctly?
Miss Joss praises Cole's insight, and Cole's face glows, so he feels happy.
5. Doing something rude or at the wrong time is _____ .
impatiently inappropriate situations



Name _____

To help you plan your writing, fill out an organization map.



Name _____

The letters oo can make two different sounds. They stand for the oo sound in the word *took* or the oo sound in the word *stool*.

A. Draw a line under the word that best completes each sentence. Write the word on the line.

- Late at night, I look into the dark sky and see the moon.
stoop moon sloop
- Go to your cubby and hang your coat on a hook.
hooting hook harp
- I did not want my feet to get wet, so I wore boots.
bowls books boots
- When it is hot outside, Bobby swims in the pool.
pool poodle pot
- Did I just step on your foot?
foul foo foot
- My hood was not tied so the wind whipped across my face.
room hood scooped
- The mood in the classroom was very happy.
moo mood mole
- Clem had food at home, so he made his lunch.
food fooled blooming

B. Go back and circle the oo sounds in the answer choices above.

Name _____

A. Use this passage for a choral reading or Readers Theater.**Whale Watch on *The Mongoose***

- 5 • There is plenty of room on the smooth-sailing *Mongoose*. We
16 have room for up to 50 people.
- 22 • Whale Watches are from noon to 7 P.M. every night. We have
33 moonlight cruises, too.
- 36 • Visit the Whale Watch museum to see harpoons and a real
47 whale's tooth!
- 49 What should you bring?
- 53 • On day cruises, we provide good cookies and juice.
62 • On evening cruises, snack food is provided at no cost.
- 72 • Wear a good waterproof rain slicker with a hood because you
83 will probably get wet!
- 87 • On winter cruises, wear a good wool sweater. It can get cool at
100 night.
- 101 You can depend on *The Mongoose* for the best whale watch deal! 113

B. Read these sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).

1. Oops!// Did the goofy goose drink the whole pool?//
2. Look at the hoof!// It is the foot of a moose.//
3. "Boo hoo!" / whooped the baboon.// "I have shampoo on my tooth!"//
4. A kangaroo zoomed across the room and shook its foot at a loose balloon.//
5. Can you woof like a snoozing dog?//



Name _____

When a vowel is followed by the letter *r*, its sound changes, as in *for* or *car*.

A. Which word has an *r*-controlled vowel? Circle the letters that stand for the *r*-controlled vowels in your answers.

Example:

personal	family	<u>personal</u>
1. repetition	important	<u>important</u>
2. argument	broken	<u>argument</u>
3. dragonfly	grandfather	<u>grandfather</u>
4. rainforest	jackrabbit	<u>rainforest</u>
5. right	market	<u>market</u>

B. Use the correct word from above to complete each sentence. Circle the syllables with *r*-controlled vowels in your answers.

1. Mark and I made up after our argument, and I forgave him.
2. I see lots of interesting animals in the rainforest.
3. Write this down because it is very important.
4. After school, I went to the market to buy food.
5. Todd likes it when his grandfather tells stories from long ago.

Name _____

permission tended launch visible expedition solo

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

1. Is it polite to ask **permission**? yes no
2. If you have not **tended** to houseplants, will they grow? yes no
3. If you **launch** a boat, will it begin its voyage? yes no
4. Can a telescope make something more **visible**? yes no
5. Can an **expedition** take place in a jungle? yes no
6. Will a **solo** singer sound like three voices combined? yes no

B. Vocabulary Strategy: Word Origins Use this dictionary entry to answer the questions that follow.

1. Where does the word *expedition* come from?

Latin

2. Which Latin root did *expedition* come from?

pedis

3. According to the word *origin*, what does *pedis* mean?

foot**expedition****ex•ped•i•tion**, [n]. 1. a trip made for a specific purpose or to discover something[Latin, from Latin root *pedis* meaning foot]

Name _____

As you reread “Up, Up, and Away!!!,” use the Fact and Opinion Chart to record facts and opinions you find in the selection.

Fact	Opinion
<p>The balloon was as tall as a four-story building.</p>	<p>Then an anxious crowd watched it hurtle to the ground.</p>
<p>They learned that animals were able to breathe the air up high.</p>	<p>Recently pilots have set amazing records.</p>
<p>A balloon can travel beyond where roads can take us.</p>	<p>It’s a really fun way to travel!</p>
<p>The pilot turns on the propane burners to heat air in the balloon.</p>	<p>The balloon seems to dangle before the basket touches the ground.</p>

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

A Famous Flight Across the Atlantic

In 1978, people rushed to look at and photograph a gas-powered balloon as it became visible just above Paris. No balloon had flown from the United States to France before! Who made this first ever flight?

Maxie Anderson and Ben Abruzzo were friends. Ben and Maxie were both brave pilots who tended to like adventure. Maxie wanted to try the expedition solo, but his wife was concerned. She did not give permission. So Maxie took Ben along. In 1977, they departed on the 5,000 kilometer flight. It failed.

But like good troopers, they didn't give up. They decided to restart and launch again in 1978. This time the friends made history. They deserved to celebrate!

1. Underline words in the passage with the oo sounds, as in *book* or *scoop*.
2. Circle the multisyllable words that contain *r*-controlled vowel sounds.
3. What is one fact in the first paragraph?

**No balloon had flown from the United States to
France before.**

4. What are two opinions in the last paragraph?

1. Like good troopers, they didn't give up.

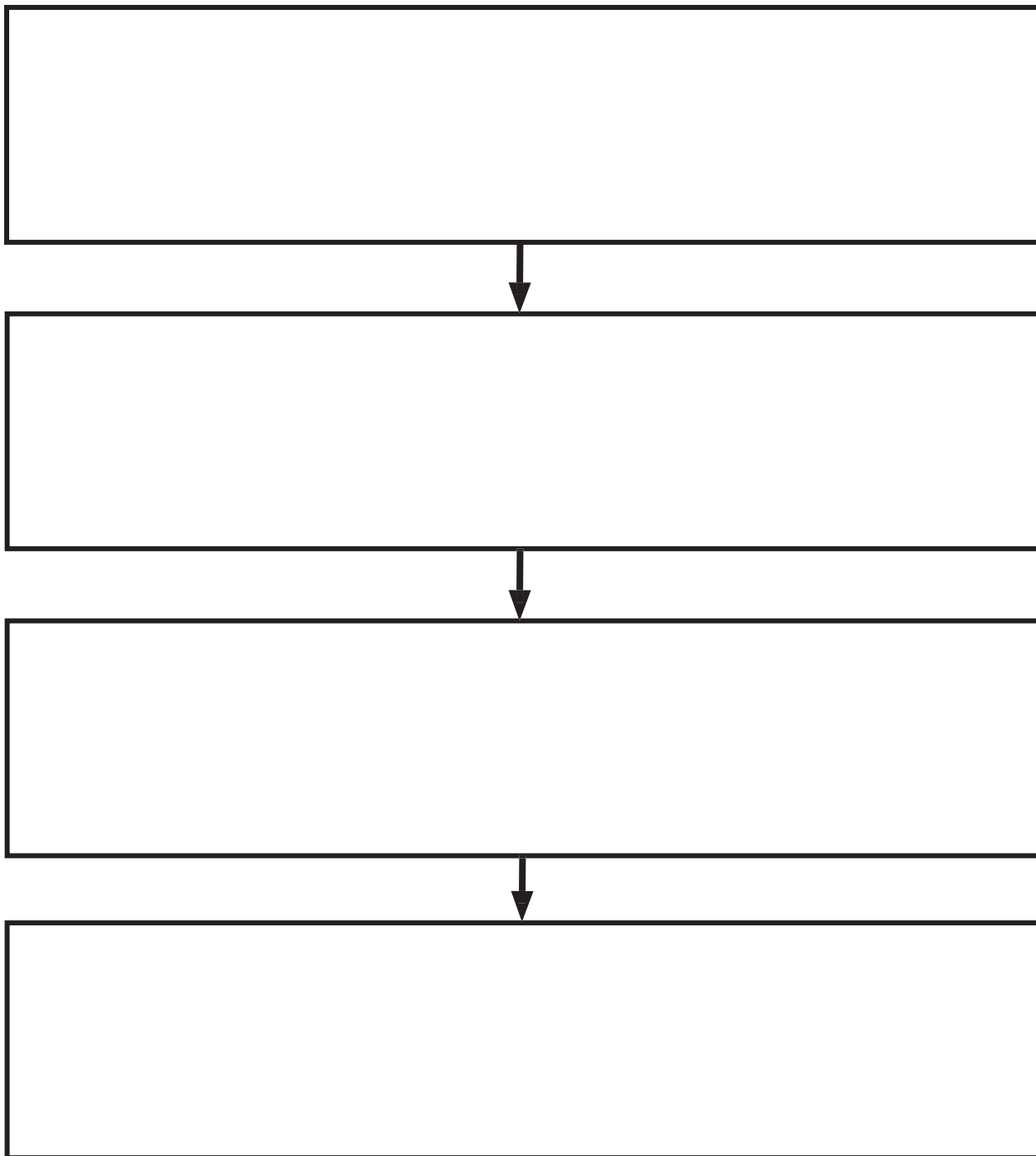
2. They deserved to celebrate!

5. If you are on the _____, you are on the trip.
expedition permission tended



Name _____

To help you plan your writing, fill out an organization map.



Name _____

Read the passage. Then complete the questions.

How Nature Teaches Us

Humans get many great ideas from watching nature. For example, people may have learned about making dams from watching beavers at work. Beavers make dams in order to stop the flow of water and form a pond or small lake. We make some dams to hold the water that goes to our homes.

Watching water rush downstream, we see how the water moves sticks, leaves, and other items. We learned to use the water's movement to push wheels that give power to a motor, for example.

By watching birds gather sticks and twigs to form a nest, we may have gotten the idea for mattresses. Our beds are similar to nests. The first mattresses for humans were even stuffed with straw!

1. What need may have caused humans to make dams? Underline the cause in the passage.
2. What is the effect of rushing water in a stream? Put a box around the effect.
3. What effect has watching nature had on humans? Explain with text evidence.

Humans have gotten great ideas from watching nature. From beavers we may have learned how to build dams. Rushing water gave people the idea to use its power. From birds we may have learned to make mattresses.

Name _____

Read the passage. Then complete the questions.

A Camping Trip

One summer day, Simone asked her mom, “May I invite some friends to camp in the backyard? We have two tents!” Her mom agreed.

That evening, Cass, Jenna, and Lin came over. On the soft grass near her parents’ bedroom window, Simone showed them how to pitch tents. As the moon rose, they sang their favorite songs and told scary stories. Finally, it was time for bed, but Simone and Cass were not tired.

“I know!” said Cass. “At camp, Jenna and I learned Morse code to send messages. I can use the flashlight!” Cass poked her head out of their tent and flashed her light on Jenna and Lin’s tent. “I just flashed, ‘WAKE UP!’” she said, laughing. Then Jenna flashed her light on Cass and Simone’s tent, and Cass read: “GO TO BED.” Cass said, “I guess I won’t sing anymore tonight, either.” Simone giggled.

This gives a clue to the setting.

1. What is the setting of the story?

The story is set in Simone’s backyard in the summer. The girls are in two tents.

2. Which two characters affect the plot the most? Put a box around the names where they first appear in the story.

3. Summarize the events of the plot.

Simone invites her friends to camp in the backyard.

Cass tries to keep Jenna and Lin awake by using a

flashlight to send Morse code, and then they go to bed.

Name _____

Read the passage. Then complete the questions.

Gas-Powered Balloons

Flying in balloons is exciting! But when balloon flight first started, hot-air balloons were often unsafe. For example, the fire to heat the balloons sometimes burned the fabric above it. Also, early hot-air balloons were not strong enough to fly for long periods of time.



People found that using a gas that was lighter than air could help a balloon work better. Gas balloons came with their own dangers, though. For example, if the gases mixed with air, a fire could start. This could be terrible!

Today, safer gas balloons are still visible in the skies. During a large sporting event, you might see a blimp filled with helium gas just below the clouds. **Seeing balloons is still a thrill.**

1. Underline two facts in the first paragraph.
2. Put a box around an opinion in the third paragraph.
3. Reread the following opinion in the second paragraph: "This could be terrible!" What fact does the author use to support the opinion?

Before the opinion, the author explains that gas balloons could be dangerous if the gases mixed with air. This would start a fire, which could hurt people.

Name _____

A. Combine the word parts to make a word.

- | | | | |
|----|---------|---------|-------------------|
| 1. | im | perfect | <u>imperfect</u> |
| 2. | sion | conclu | <u>conclusion</u> |
| 3. | ability | in | <u>inability</u> |
| 4. | vaca | tion | <u>vacation</u> |
| 5. | cooked | un | <u>uncooked</u> |

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

- The meal tasted uncooked.
Hint: This word has a vowel sound the same as *book*.
- Carter's inability to run quickly made him finish last in the race.
Hint: This word has short *i* sounds and a prefix.
- The napkin holder was imperfect, but Kate's mom still liked it!
Hint: This word has three syllables.
- The book had such a good conclusion that I was excited for Iris to finish reading it.
Hint: This word has a Latin root.
- Are you going to the beach with us for a vacation?
Hint: This word has two long *a* sounds.

Name _____

The schwa is a vowel sound that can be found in final unaccented syllables. It can be heard in the ending of words such as *waiter*, *angel*, and *bubble*.

A. Underline the syllable with the schwa ending in the words below.

wooden apple saddles motor needeles
 letters bagel slogan older better

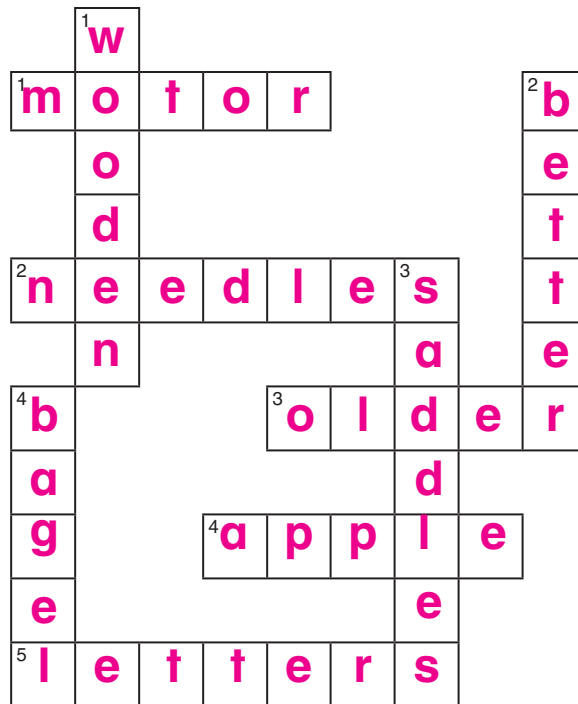
B. Read the clues. Then use the words from above to complete the sentences and fill in the puzzle. Circle the syllable with the schwa ending in your answers.

Across

- Turn on the car's m o t o r.
- Jim uses n e e d l e s to knit.
- Con is o l d e r than Bob.
- Pick an a p p l e from that tree.
- I write l e t t e r s to Mom.

Down

- Pete carved a w o o d e n doll.
- Mine was good, but his was b e t t e r.
- We use s a d d l e s on the horses.
- I ate a b a g e l with butter.



Name _____

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

13 Arden had a very rare talent. She could talk to animals, and she
could hear them, too.

17 All over town, Arden saw animals doing peculiar things that
27 confused most people. When sheep got thirsty they would hop on
38 their hind legs. Insects were eating all of the food in the fields.
51 Friendly dogs would bark until people ran away.

59 One day Arden took a long trip to see the king and queen. She
73 wanted to tell them how her talent could help the town.

84 “I can speak with the animals and tell them to behave,” said
96 Arden. “I can explain why the animals are acting this way.”

107 “She’s lying!” said the king. “No one can speak with a wild beast.”

120 “That’s impossible!” agreed the queen. 125

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!

battle	ever	bottle	look	shook
enter	open	taken	soot	pool
eagle	able	pickle	hoot	roof
ripen	after	funnel	loop	hoof
tickle	safer	broken	tool	cook

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

When *-ant* is added to the end of a word, it can change the meaning of the word. For example, *ignore* becomes *ignorant*.

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

1. Why are you so **hesitant** to do what you are told?

hesitate – ate + ant = **hesitant**

2. Pay attention, because this is very **important**.

import + ant = **important**

3. Jane will cook dinner, and Paul will be her **assistant**.

assist + ant = **assistant**

4. The **attendant** in the parking lot smiled at us.

attend + ant = **attendant**

5. **Pollutants** in the water can harm animals and humans.

pollute – e + ant + s = **pollutants**

B. Write two sentences about feelings. Use the word *important* in one sentence. Use the word *hesitant* in the other.

1. _____

2. _____

Name _____

peculiar communicate innocent bustling deserve

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

- | | | | |
|-----------------------|----------|----------|-----------|
| 1. peculiar | strange | normal | odd |
| 2. bustling | silent | fast | lively |
| 3. communicate | write | speak | silence |
| 4. innocent | at fault | harmless | blameless |
| 5. deserve | earn | waste | worthy of |

6. Which is more **peculiar**? Tell why on the lines below.
 a. a human boy from Earth b. a space boy from Mars

B. Vocabulary Strategy: Synonyms Underline the synonym that gives a context clue to the meaning of the **bold-faced** word.

- The man was dressed oddly and had a **peculiar** way of speaking as well.
- I wrote an e-mail to **communicate** and share my ideas.
- The child was honest and **innocent**.
- The pace of city life is quick and **bustling**.

Name _____

As you reread “The Girl Who Talked to Animals,” use the Character and Plot Chart to write down how the characters affect the events of the plot.

Character	Plot
Arden is a girl who can talk to animals.	Arden wants to tell the king and queen how she could help the town.
A soldier tells Arden to be quiet; he doesn't believe she understands animals.	There is a law against telling lies.
The gardener knows Arden is telling the truth.	She realizes it is the only way her birds would have known to set Arden free.
Animals and people understand each other thanks to Arden.	The kingdom becomes a nicer place.

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

A Princess for Prince Pindle

A princess was arriving to meet Prince Pindle. The ballroom was bustling. A bugle blew! In walked Princess Ellen with four attendants. She stiffened. The prince smiled expectantly, but Ellen turned away. A show began. Ellen rolled her eyes, yawned, and fell asleep.

Just then, a girl jester juggled ten blue bottles. Prince Pindle wandered over to communicate with the juggler. “That’s a pleasant trick!” Pindle said. “Please share how you do it. What is your name?”

“I’m Hester,” the jester said. “I’m just the assistant, but I would be happy to show you.” Later they walked in the garden. Hester admitted she was no real jester. “I’m really a princess,” she said, “a peculiar princess, I know.” Prince Pindle was smitten! He knew he’d found his perfect princess.

1. Underline words with the schwa sound heard with *-el*, *-le*, *-er*, or *-en*.
2. Circle words with the suffix *-ant*.
3. What kind of a person is Prince Pindle? Explain with examples.

Prince Pindle likes shows and tells Hester she is a good juggler. Though Hester is a peculiar princess, he likes her for herself.

4. What event causes Prince Pindle to notice the jester?

Princess Ellen fell asleep during the show.

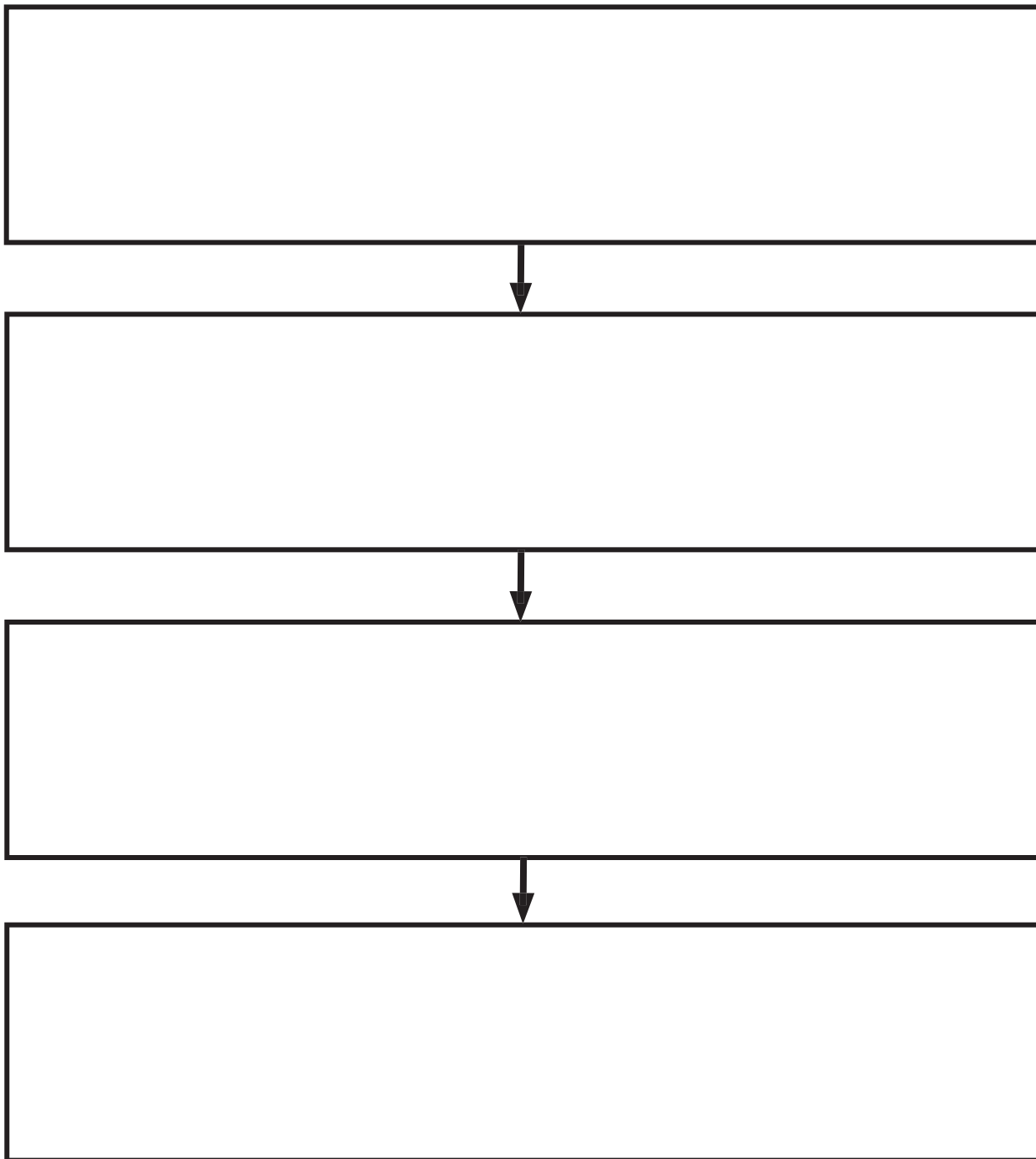
5. If something is unusual or different, it is _____.

peculiar bustling innocent



Name _____

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



Name _____

Sometimes the letters *ow* and *ou* stand for the sound heard in *brown* and *sound*.

A. Underline the words with the same vowel sound as *brown* and *sound*.

bow use loud towel tool owl crown went
cube scout town pond now pound coat clown

B. Now use the correct words from above to complete each sentence.

- Jon will s c o u t out the trail before we hike it.
- At Chip's party, we will have p o u n d cake for dessert.
- The queen wore a gold c r o w n.
- N o w it is time to finish your chores.

Write the letters from the boxes above on the lines below to answer the riddle.

What is full of holes, but still holds water?

A s p o n ge!
1 2 3 4

C. Underline the word in each pair that has the same vowel sound you hear in *now* and *loud*. Write the letters that make the vowel sound on the lines.

- | | | | |
|----|---------------|---------------|-----------|
| 1. | bent | <u>down</u> | <u>ow</u> |
| 2. | <u>ground</u> | grand | <u>ou</u> |
| 3. | took | <u>trowel</u> | <u>ow</u> |
| 4. | <u>cloudy</u> | cooking | <u>ou</u> |
| 5. | <u>power</u> | poke | <u>ow</u> |

Name _____

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

“This will be the best trip ever!” Becky said.

9 Her older brother, Lance, and her Uncle Logan had to agree.
20 The three of them would be camping alone in a national park.
32 “Now, don’t worry,” Mom said. “We’ll be staying at the hotel down
44 the road if you need us.”

50 “Camping can teach you about looking out for each other,” added Dad.
62 After breakfast, they all drove to Big Bend. They found the
73 perfect spot to pitch their tent. It was in a clearing surrounded by
86 tall trees.

88 “Can you give me a hand over here?” asked Mom. Becky
99 helped her unroll the huge tent. Uncle Logan held the tent pins
111 secure while Dad hammered them. Soon the tent was fastened to
122 the ground. 124

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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



Name _____

Knowing the meanings of Greek and Latin roots can help you define many words. For example, knowing *mono* (one), *bi* (two), and *tri* (three) can help you define *monotone*, *binoculars*, and *triplet*.

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

1. A **monoplane** has only one set of wings.

mono + plane = **monoplane**

2. Ed is giving his old **tricycle** to his little sister.

tri + cycle = **tricycle**

3. A **triangle** has three sides.

tri + angle = **triangle**

4. The town newsletter is sent out **biweekly** every other Saturday.

bi + weekly = **biweekly**

5. Jan saved her money to get a **bicycle**.

bi + cycle = **bicycle**

B. Write two sentences. Use the word *bicycle* in one sentence. Use the word *triangle* in the other.

1. _____

2. _____

Name _____

Vocabulary:
Context Clues

surrounded secure concluded scuttle eerie

A. Vocabulary Words Use the correct word from above to complete each sentence.

1. In the woods, we were surrounded by trees.
2. After reading a lot about birds, I concluded that they are smart.
3. Terry had an eerie feeling when she entered the old house.
4. To keep the sail secure, we had to tie many knots in the rope.
5. When the rain started, Todd had to scuttle into his house.

B. Vocabulary Strategy: Context Clues Read the paragraph. Underline the context clues that help you understand the meanings of the **bold-faced** words.

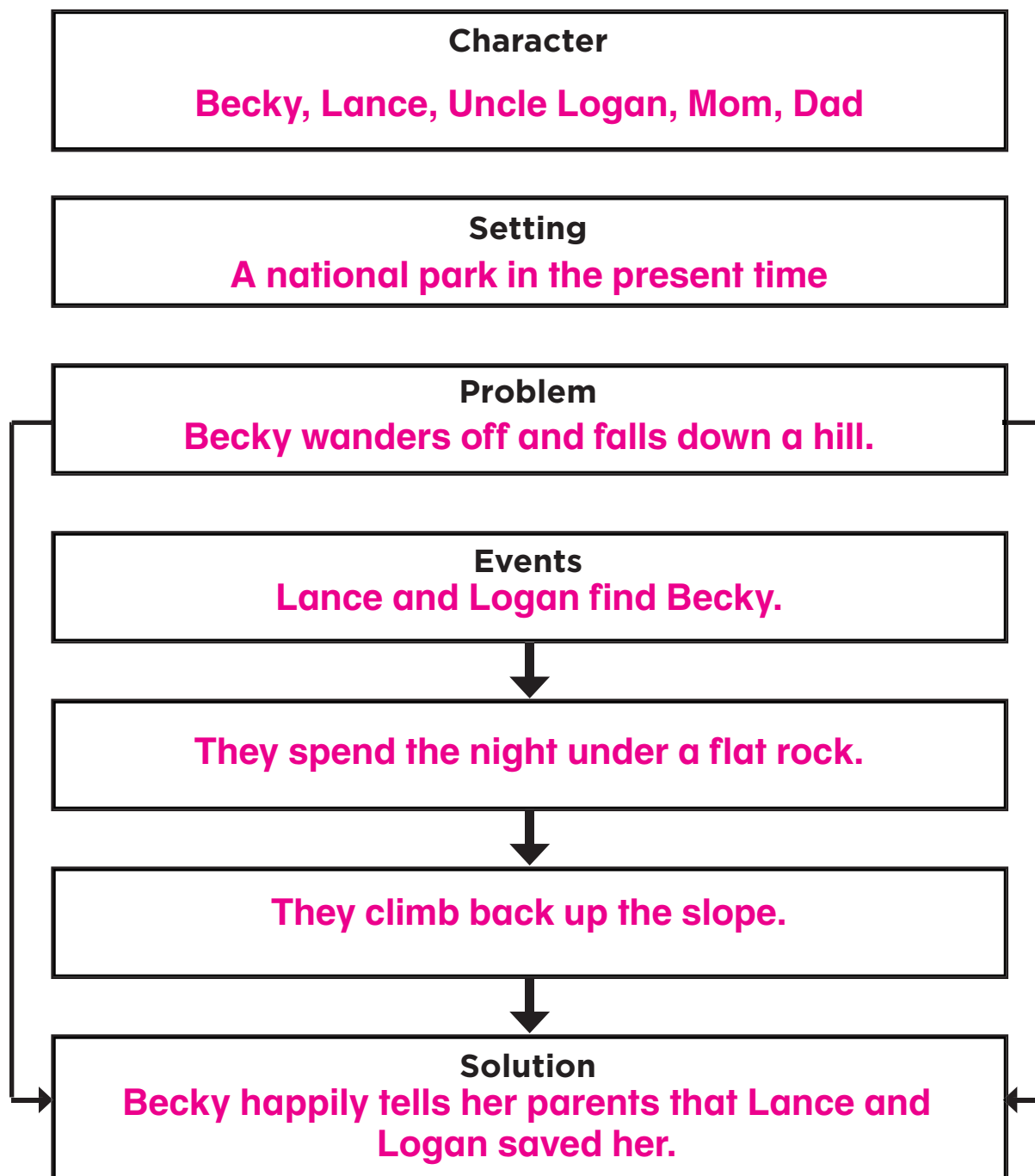
The house at the end of our street is **eerie** in a haunted-house kind of way. Rats **scuttle** and bustle around it at all hours. It is completely **surrounded** on all sides by weeds. After studying the house for many weeks, I have **concluded** that I never want to go inside it. Fortunately, there is a huge lock on the front gate that **secures** the house from visitors!

Use the correct vocabulary word from above to complete each sentence.

1. If you are surrounded by something, it is all around you.
2. When something is eerie, it may be frightening.
3. If you hear a bug scuttle on your pillow at night, you may jump out of bed.

Name _____

As you reread “An Outdoor Adventure,” use the Story Map to identify the problem and how the characters solve it.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

The Sounds Outside

Justin and his dad were camping out on the south rim of the Grand Canyon. They arrived, secured their tent to the ground, and went for a short hike. The canyon's beauty was unique. "Wow!" Justin exclaimed. "I can't wait to use my binoculars!"

As the moon rose, Justin saw they were surrounded by shapes that cast eerie shadows. He heard whooshing noises of wind, water, and sounds he could not name. Justin became afraid of the power of the outdoors. His dad didn't seem to notice things scuttle around the way Justin did. "Dad," he began in quiet monotone. "What are those strange noises?"

Dad turned on a flashlight, pointing it to face the noise. "Let's go take a look," he said. About ten feet away, a rock squirrel was scrounging nuts from his dad's backpack! Justin concluded that it would be a good idea to hide food supplies better next time.

1. Underline the words with the same vowel sound as *round* and *brown*.
2. Circle words with the Latin roots *uni* and *bi* and the Greek root *mono*.
3. What is the problem in the passage? _____

**Justin hears the sound of a squirrel taking nuts
from a backpack outside the tent.**

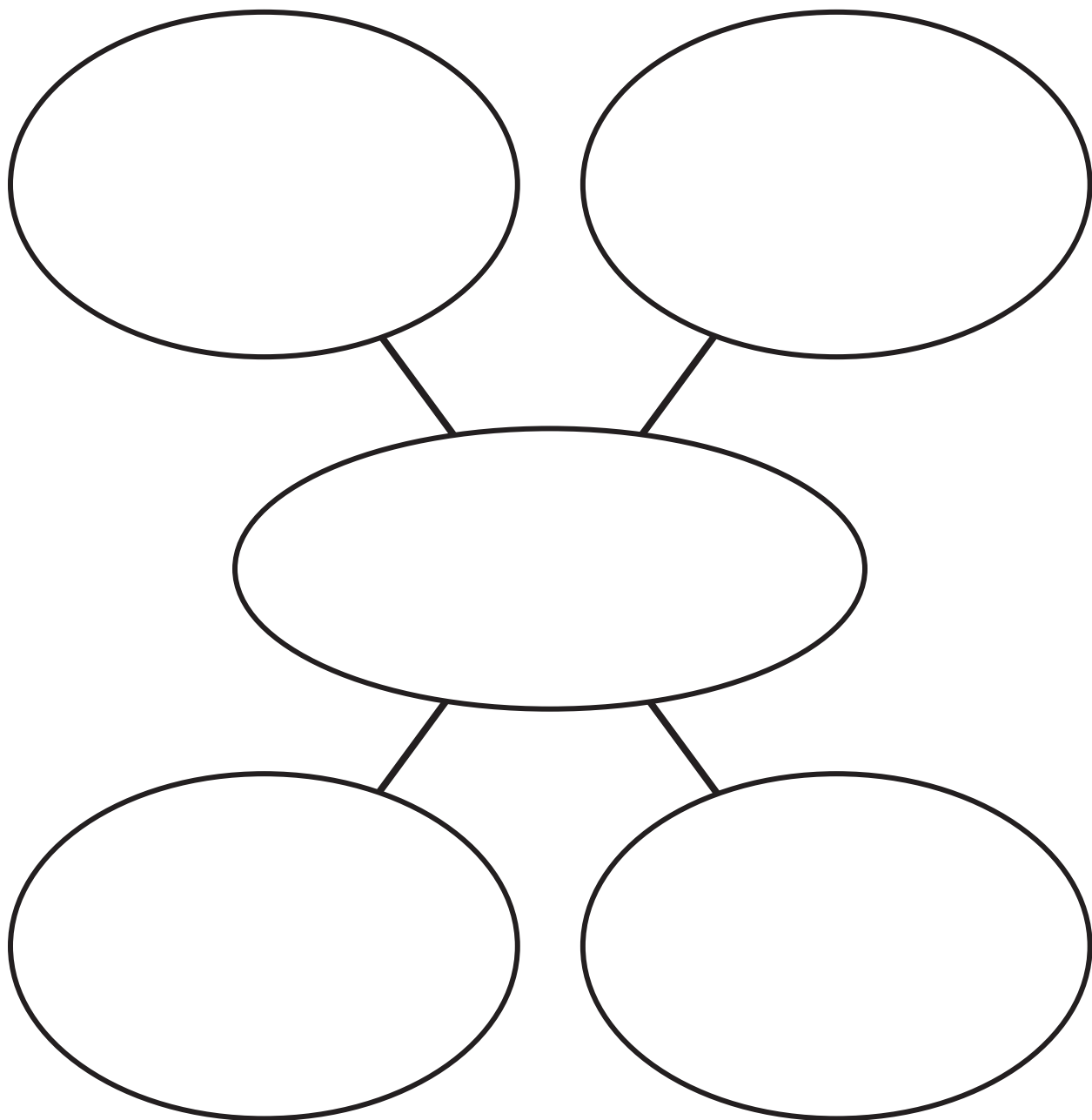
4. What is the solution to the problem? **Justin and his dad need to
hide their food supplies so animals cannot get them.**

5. If you are covered on all sides, you are _____.
surrounded concluded eerie



Name _____

To help you plan your writing, fill out a cluster map.



Name _____


Read the passage. Then complete the questions.

The Monster in Mabel's Kingdom

While the king was away, **Muzzle the Monster** came to bother the kingdom. So **Princess Mabel** told the people, "Let's just ignore him." When Muzzle stomped, roared, and rattled around, Mabel gave all the people earplugs. But when Muzzle took a nap in the middle of Main Street, he was hard to ignore. No one could move that big monster.

Princess Mabel got an idea. She carried her biggest feather pillow to town and tore it open. Feathers flew! They flew up the monster's nose and gave his underarms a tickle. Muzzle sneezed and giggled all the way out of town.

When the king returned he asked, "Was all quiet while I was away?" Princess Mabel coughed up a feather. The people only smiled.



This is the first event in the plot.

1. Put a box around the names of the two main characters.
2. Underline Princess Mabel's idea to fix the problem.
3. List the five main events of the story.

1. Muzzle the Monster comes to the kingdom.

2. The Monster naps in Main Street.

3. Princess Mabel uses feathers to tickle the monster.

4. The monster leaves the kingdom.

5. The king returns and people smile.

Name _____

Read the passage. Then complete the questions.

The Hike Story

Mari, Juanita, and Patti had talked their parents into a camping trip. That night, while their parents read in the tent, Juanita suggested they explore. “Mom and Dad said to stay right here by the tent,” Mari said. But against their parents’ wishes, Juanita and Patti wanted to walk a little way in the dark woods.

After walking a few minutes, the sisters realized they were lost. Mari whispered, “I told you this would happen! How do we get back?” Just then a twig snapped. An owl hooted. A wind picked up. Was that rain?

Suddenly a flashlight clicked on. Juanita had it. “I would never walk without one,” she said. She flashed the light around, and there was the tent, ten feet away! “We sure didn’t get very far!” Just then, their mom called out.

This is
a problem in
the story.

1. Underline the problem in the second paragraph.
2. What is the first step in the solution? Put a box around this.
3. Summarize the problem and solution below.

**The sisters walk in the woods without their
parents’ permission. Then they get lost. To
solve this, Juanita takes out a flashlight. Then
their mom calls them back to safety.**

Name _____

Sometimes two consonants together stand for one sound. This is called a **consonant digraph**. For example, the letters *sh* stand for the sound in the word *show*. Other consonant digraphs include *th*, *ph*, and *wh*.

A. Underline the digraphs in the words below.

party graph birth thorns shell think pain
 photo step tea wash when phone whisper

B. Read the clues. Then use the words from above to complete the sentences and fill in the puzzle. Circle the consonant digraphs in your answer.

Across

1. Roses have sharp th or ns.

2. I found a shell on the beach.

3. To show results of the poll, make a graph.

¹ b									
i		³ p		² s	h	e	l	l	
r		h				i			
¹ t	h	o	r	n	s				⁴ w
h		t			p				a
		o			e				s
				³ g	r	a	p	h	

Down

1. She gave birth to a baby boy.

2. We must whisper since the child is asleep.

3. Mom wants to take a family photo.

4. Wash your hands before dinner.

Name _____

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

10 Everyone in school knows about bullies. A bully is someone
21 who mistreats another person on purpose. In order to rid our
32 schools of this problem, we need to understand the facts about
bullies and bullying.

35 Bullying is a big deal. Thousands of kids in this country are
47 bullied every day. Someone is bullied on a playground once every
58 seven minutes. In classrooms, bullying happens about twice every
67 hour. No one learns well in a school when surrounded by bullying.

79 You know that hitting someone does harm. So if you get mad,
91 you know not to hit another person. A bully, though, may hit, push,
104 or kick another person.

108 Words can also hurt. Bullies may say mean things or make
119 teasing faces and gestures. 123

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!

birth	bath	when	apple	sound
photo	phony	throw	better	fowl
shell	while	shout	bagel	cloud
thorn	phrase	graph	broken	howl
shy	think	whirl	wooden	owl

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____



Name _____

The suffixes *-ous*, *-eous*, and *-ious* are found in words that are used to describe something. Examples are *delicious* and *poisonous*.

A. Combine the puzzle pieces to make a word. Circle the suffix in your answers.

Example: joyous

1. humorous

2. furious

3. dangerous

4. courteous

5. nervous

B. Fill in the blanks with the words from above that best complete each sentence.

- The tour guide was courteous to the guests.
- Riding your bike without a helmet is dangerous.
- I am nervous about making the speech in front of the entire class.
- When my dad is furious, he uses a very firm tone of voice.
- The comedy show was very humorous.

Name _____

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

1. You can **thrive** at baseball when you are sleeping. true false
2. If you see a crime, you **witness** it. true false
3. A car should come to a **halt** at a red light. true false
4. A child who makes **gestures** at you is ignoring you. true false
5. An **anxious** person is relaxed. true false

B. Vocabulary Strategy: Context Clues Underline the context clues that help you figure out each of the vocabulary words.

If you **witness** a crime, you should **halt**. Stopping and telling the police exactly what you saw is important. Do not get overly nervous. It is easier to make a report when you are not **anxious**. You will be better able to give a good account of what happened. Sometimes even small details like a simple movement of the hand, or other **gestures**, matter. This information helps police **thrive**. They may succeed in solving the crime because of your help!

Use the correct vocabulary word from above to complete each sentence.

1. When you succeed at something, you thrive at it.
2. If you do not want to yell over the crowd, make gestures to me.
3. Jimmy was anxious about starring in his first big role.
4. Susan told us what happened, but what did you witness?
5. The traffic guard yelled “Halt!” to the cars, because people were still crossing the street.

Name _____

As you reread “The Truth About Bullies,” use the Fact and Opinion Chart to help you determine whether the author is supporting opinions with fact.

Fact	Opinion
A bully is someone who mistreats another person on purpose.	This is a common phrase that isn't always true.
Both boys and girls can be bullies.	However, girls often bother others with mean words.
Scientists say adults only notice four of every one hundred bullying acts.	Adults might not always be suspicious of bullies who isolate others.
Kids are in school to learn.	When everyone learns the truth about bullies, school will be a better place.

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Be a Leader, Not a Bully

A bully is someone who harms another, weaker person, often numerous times. Their continuous abuse may include harsh phrases, hitting, or other mean acts. Why do bullies do these monstrous things? Bullies thrive on attention. By showing off in front of witnesses, bullies think their behavior shows strength. Bullies do not understand that being mean is not the same as being strong.

Leaders, unlike bullies, are people who use their power and abilities to help people do good work. Good leaders are important. According to experts, a good leader works for the team and sees who has the best skills for a task.

A leader does not punish, tease, or use force to get others to work. Instead, a serious leader looks for strengths and uses them. Leaders help halt bullying by showing bullies why they need to stop outrageous, dangerous actions. Be a leader and not a bully!

1. Underline words with digraphs *ph*, *th*, *wh*, and *sh*.
2. Circle words with *-ous*, *-ious*, or *-eous*.
3. The author says, "Good leaders are important." Is this a fact or an opinion?

It's an opinion. It tells how the author feels.

4. What persuasive facts does the author use to support opinions?

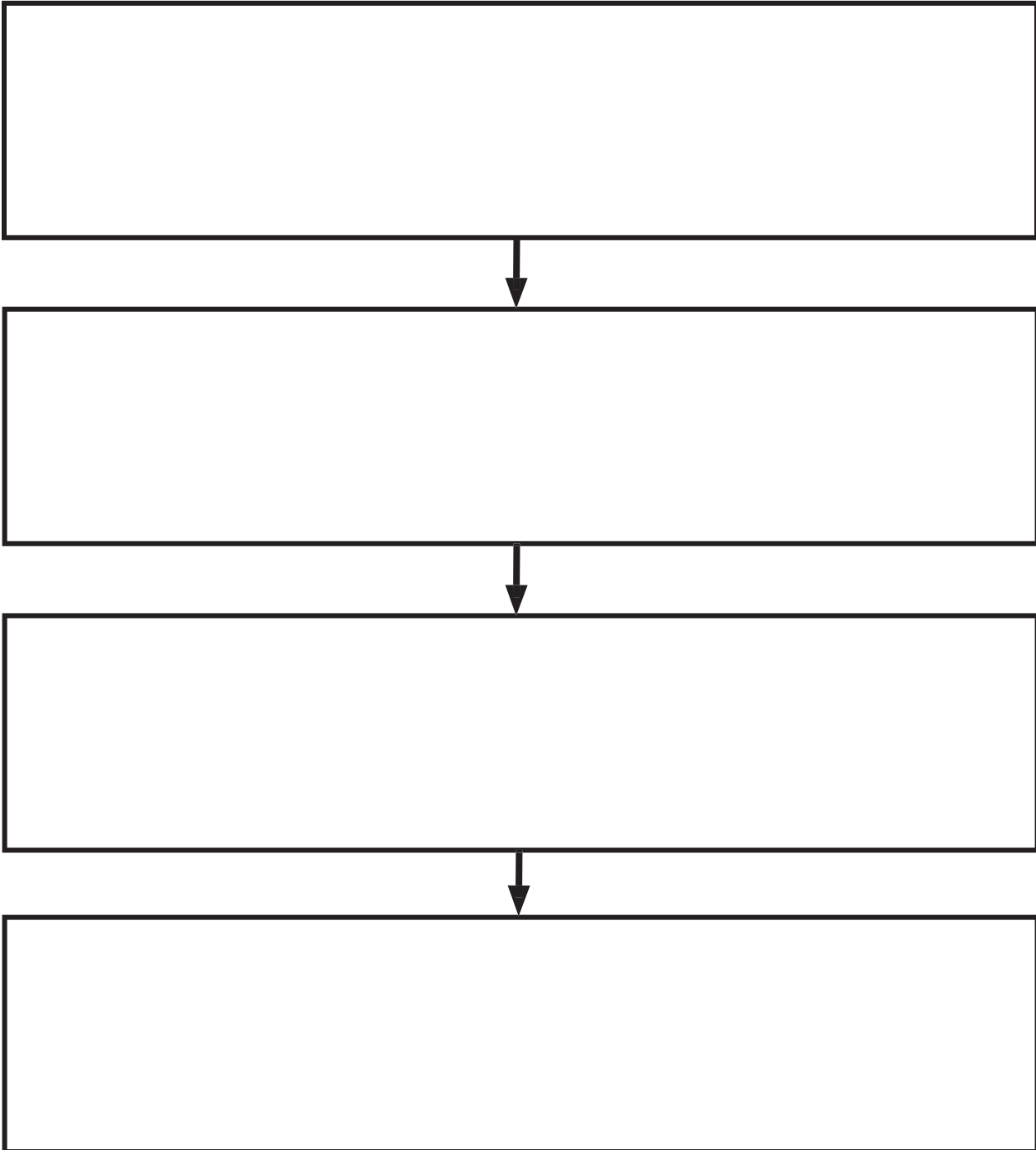
Experts say that a good leader works for the team and sees who has the best skills for a task.

5. To stop something from happening is to _____ it.
thrive witness halt



Name _____

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



Name _____

Vowels can stand for more than one sound. Examples include the short *e* in *pet* and the long *e* in *me*. Other examples are the short *o* in *got* and the long *o* in *go*.

A. Draw a line under the word that best completes each sentence. Write the word on the line.

- When I am speaking, you must not interrupt.
behave interrupt boil
- It is cool in the shade, but it is hot in the sunlight.
unheated hardboiled sunlight
- The doll has long arms, long legs, and even long fingernails.
fingernails baseball afternoon
- Will you go on the swings with me at the playground?
underneath basement playground
- Rich kept a list of places he wanted to visit in his notebook.
powder pencilcase notebook
- Maisy wore a ring with her birthstone in it.
cookbook birthstone bathtub
- I keep my books on shelves in my bookcase.
bookcase bathrobe headline
- When Uncle Dan introduces himself, he has a very strong handshake.
downhill handshake feedback

B. Circle the long vowel sounds in the answer choices above.

Name _____

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

12 In the northern lands, a family lived in a small wooden cabin
23 on the bay. Rose lived with her grandchildren, Byron and Holly,
whom she raised.

26 Rose taught Byron and Holly all they needed to know. She
37 taught them to melt snow for cooking and laundry. She taught
48 them to use waterproof skin from seals to make warm clothes. She
60 helped them carve pointed spears so they could hunt for meat.

71 One day as the three of them worked together, Rose told Byron
83 and Holly something important. It was about the whales that lived
94 far out in the sea. "We depend on the whales," she told them. "They
108 are a treasure. They give us meat to eat all winter. They give us
122 their bones so we can make tiny needles and big boats." 133

RECORD YOUR SCORES

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

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



Name _____

Prefixes and suffixes are often added to a root word to change its meaning. They can help you understand the meaning of the word.

A. Which word has a prefix or a suffix? Write the word and show the prefix or suffix.

Example: unhappy uncle un/happy

1. quickly blackboard quick/ly

2. ponytail misread mis/read

3. incomplete nowhere in/complete

4. playground replace re/place

5. willful winter will/ful

B. Fill in the blanks with the word from above that best completes the sentence. Circle the prefix or suffix in your answers.

1. I was late, so I ran very quickly.

2. Curt tried to replace his frown with a smile.

3. If you misread the label, you might get sick.

4. The test was incomplete so she lost points on it.

5. She was a willful girl and always needed to get her way.

Name _____

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

- | | | | |
|---------------|-----------|-----------|----------|
| 1. delicious | tasteless | yummy | good |
| 2. vanished | leave | fade away | seen |
| 3. reflection | mirror | darkness | light |
| 4. majesty | queen | humble | royalty |
| 5. depend | distrust | rely | count on |

6. Who would people rather **depend** on? Tell why on the lines below.
- a. their best pals b. a monster

B. Vocabulary Strategy: Word Origins Use this dictionary entry to answer the questions that follow.

1. Where does the word *delicious* come from?

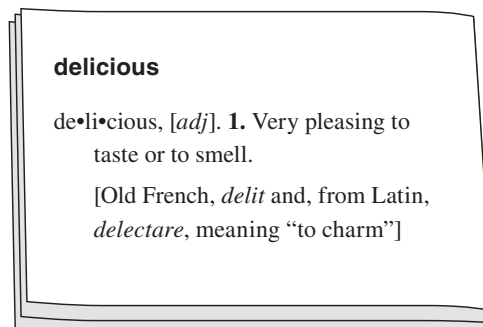
Old French and Latin

2. Which Latin word did *delicious* come from?

delectare

3. According to the word origin, what does *delectare* mean?

to charm



Name _____

As you reread “Proof of Goodness,” use the Theme Chart to write down what the characters say and do, and what happens to them, so you can find the story’s theme.

What Does the Character Do and Say?

Rose taught Byron and Holly all they need to know.

Rose tells the children that she will die soon.

Byron feels sad; then he goes to the sea to go hunting.

Byron tells Holly that he now understands what Rose meant.

What Happens to the Character?

The children learn to cook, make clothes, and hunt for food.

Byron has a dream of a whale; Rose dies.

Byron sees a whale and runs back to tell his sister.

Byron knows that Rose put herself into all she taught them.

Theme

Our loved ones can always be with us in our memories.

Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

Caitlin Sees a Whale

Caitlin and her dad saw a golden reflection on the water. Soon, they were sailing smoothly. The sun was rising in all its majesty. After a long day out, Caitlin caught a striped bass! It would be delicious when they cooked it for dinner.

Just then, in the distance, a large hump rose up out of the water. It was a whale! “Let’s follow it!” said Caitlin. “But not too closely!” She took a photograph of the whale leaping out of the water. The whale disappeared. Caitlin looked around. The land had vanished! “Are we lost, Dad?” Caitlin asked.

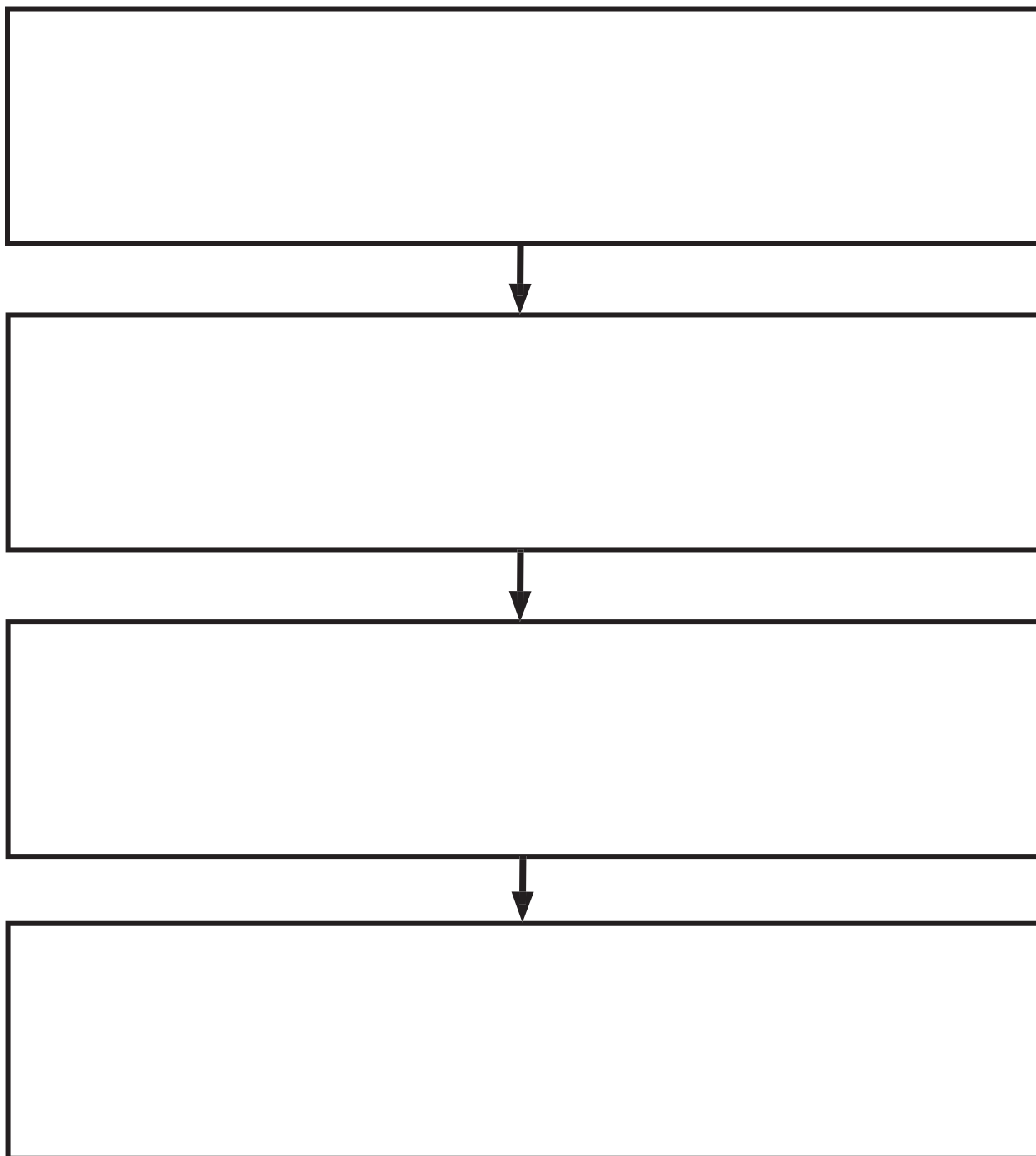
Her dad smiled. “We can steer home by the direction of the sun. The sun is in the southwest, so we head the other way!” Soon they were about one kilometer from shore. “It’s unsafe to go on a chase unless you know how to get home,” Dad said.

- Underline words that have long vowel sounds.
- Circle multisyllable words with prefixes and suffixes.
- Who are the characters? Explain what each character does. The
characters are Caitlin and her dad. Caitlin fishes
and takes pictures of the whale, and her dad sails
the boat.
- What is the theme or message of the story?
Don’t let your excitement cause you to forget safety.
- Something that can no longer be seen has _____.
reflection vanished majesty



Name _____

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



Name _____

The same vowel can sound long or short. Make sure to notice if a vowel sounds long, like the *a* in *bake*, or short, like the *a* in *back*.

A. Draw a line under the word that best completes each sentence. Write the word on the line.

- Tina gave her teacher an apple.
apple anthill airplane
- Bakers use wheat to make muffins.
shine wheat raincoat
- My favorite food tastes sweet.
swim bone sweet
- Jake wore a smock when he painted to protect his shirt.
game smock chat
- Lois stopped the car at the red light.
flowed paid stopped
- When the sky is full of clouds, it is overcast.
overcast frame outrage
- Ron wore his yellow raincoat to play outside in the rain.
raindrop raincoat rainbow
- Ellen liked the sea but didn't like it when seaweed got stuck on her feet.
season table seaweed

B. Go back and circle the short vowels in the answer choices above.

Name _____

A. Use this passage for a choral reading or Readers Theater.**Mary Elaine's Logbook on the *Alvin*****06 February 5**

08 My name is Mary Elaine Stafford. This is my first logbook entry.
20 I've been part of this expedition for one week. I hope to find many
34 things to study.

37 February 6

38 Today we found a shipwreck. The damage was extensive and we
50 decided to investigate. It seems the wreck has been in place for a few
64 hundred years!

66 February 8

68 We just saw a cookie-cutter shark! In this part of the ocean, they are
82 extremely rare. They can tear neat wounds in the flesh of other fish.

95 February 10

97 We found fragments of a coral reef that had been broken up by
110 a recent hurricane. It's sad how natural disasters can destroy such
121 beautiful sea life. I hope tomorrow I see something that isn't destroyed
133 and is still in good condition. 139

B. Read these sentences aloud. Pause when you see (/) and stop when you see (//). Change your voice when you read a question mark (?) or an exclamation point (!).

1. Scram,/ ram!// You shouldn't eat my ham!//
2. Did Jim skin his shin by climbing on a limb?//
3. The cat sat on a mat until she ran into a rat.//
4. We gave a standing hand to the band on the sand.//
5. Jake?// Will you shake that rake and bake a cake?//



Name _____

Words with many syllables often have prefixes and suffixes.
Prefixes and suffixes may change a word's meaning.

A. Circle the word that has a prefix or suffix. Then write the word on the line with slashes between the syllables.

- Example: **unlike** beyond un/like
1. **incorrect** backbone in/cor/rect
2. applesauce **enormous** e/nor/mous
3. lesson **misbehaving** mis/be/hav/ing
4. **tolerant** calendar tol/er/ant
5. **education** balloon ed/u/ca/tion

B. Fill in the blanks with the word from above that best completes the sentence. Circle the prefix or suffix in your answers.

1. Mike studies a lot because he cares about his education.
2. I thought your answer was incorrect, but you were right!
3. Dad is tolerant of our kidding around.
4. That tower is not just large. It's enormous!
5. My sister was misbehaving, so she was grounded for a week.

Name _____

investigate chemicals energy snatching damage request

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

1. **Snatching** food from a baby is a nice thing to do. true false
2. One way to **investigate** is to ask questions. true false
3. It is dangerous to mix **chemicals**. true false
4. Most people would be happy about car **damage**. true false
5. When I make a **request**, I give you something. true false

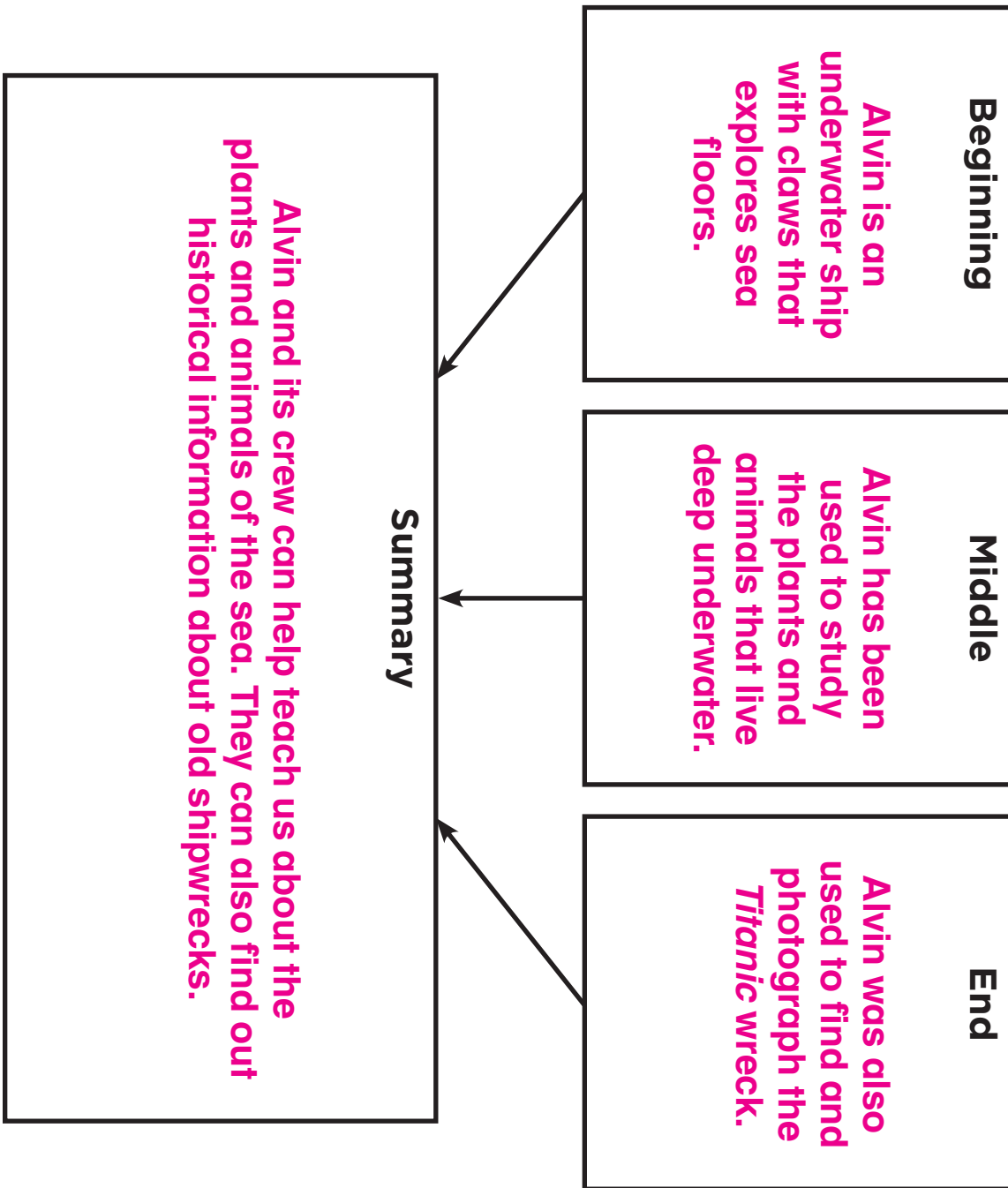
B. Vocabulary Strategy: Latin Roots Use a Latin root from the box to complete the words in the sentences.

sub	aqua
-----	------

1. I have a necklace with a sea-green-colored **aqua** marine stone.
2. I want to get a used bike, but I don't want to get anything that is **sub** standard.
3. Last summer, I got to stand on an **aqua** plane as Mom towed me in a motor boat.
4. We have thirty different fish in our **aqua** rium.
5. If you **sub** tract too many bricks, the tower will fall down.
6. I went scuba diving and saw many **aqua** tic plants in the sea.

Name _____

As you reread “Alvin: Underwater Exploration,” use the Summary Chart to write down the most important details. Use them to help you write a summary of the selection.



Sample responses are provided.

Name _____

Read the passage. Then complete the questions.

The *Aquarius*: An Undersea Laboratory

Most of what people could know about ocean life came from snatching glances. You could stay under water for only as long as you could hold your breath. The invention of air tanks changed all that. Air tanks hold chemicals that allow divers to submerge their bodies and stay under water for some time.

But diving has limits. To do longer studies of sea life, now there is an undersea lab called the *Aquarius*. It was built so that humans can live and work for weeks in a tank deep under water without damage to their bodies. Divers can leave and investigate reefs, for example. Humans can even stay dry while sitting outside on a “wet porch,” which is like an upside-down glass bowl.

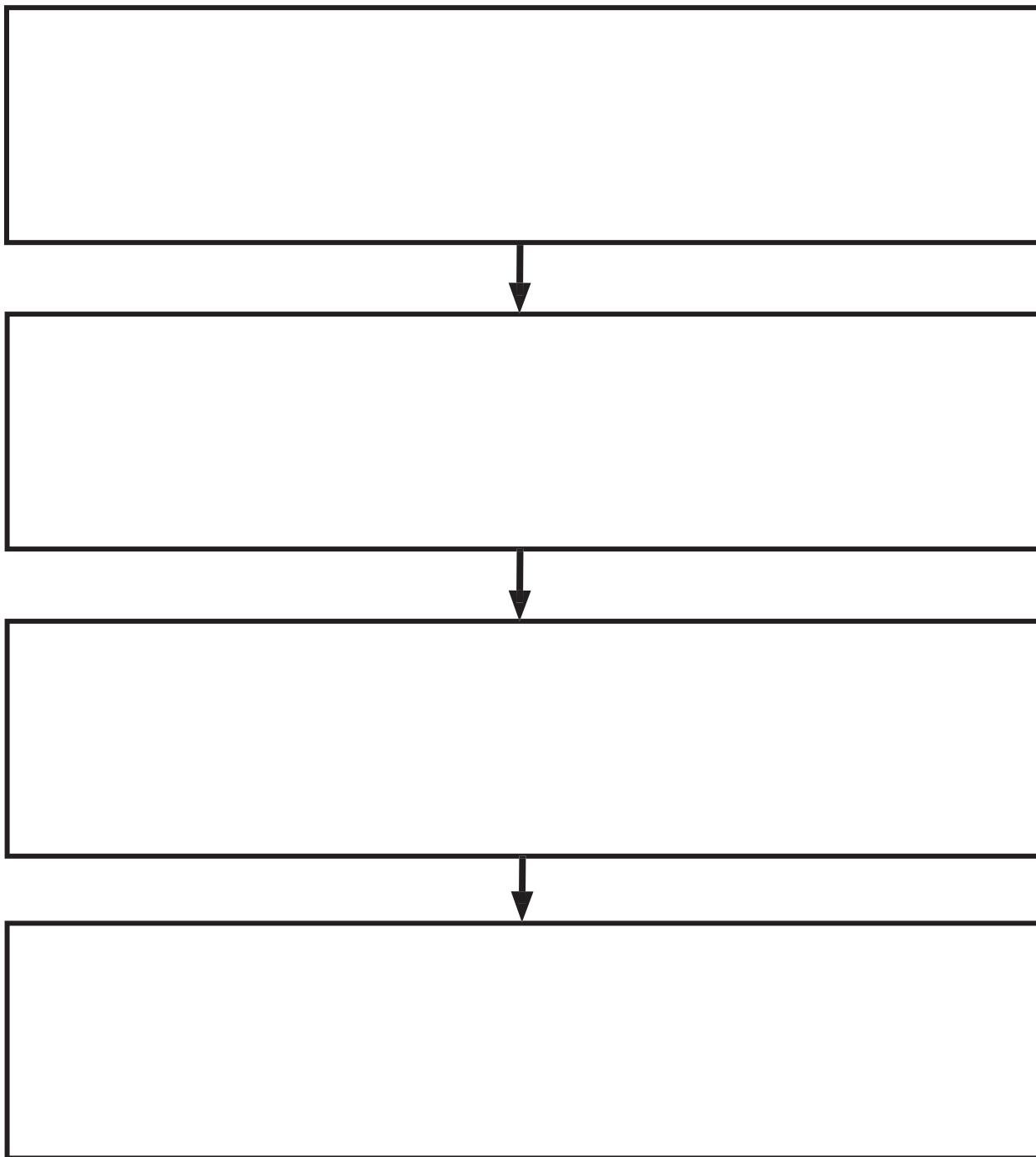
The desire to learn more about our world keeps inventors busy. Who knows what other ways we will find to study sea life?

- Underline words in the second paragraph with long vowel sounds.
- Circle multisyllable words with prefixes and suffixes in paragraph one.
- List two important details in the passage. **1. The invention of air tanks allowed divers to stay under water. 2. To do longer studies of sea life, the sea lab *Aquarius* was invented.**
- Use the details to write a summary of the passage. **To learn more about sea life, people invented air tanks for diving and the sea lab *Aquarius*. Someday, another invention will help us learn more about sea life.**
- When we want to know more about something we _____ it.
request investigate damage



Name _____

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



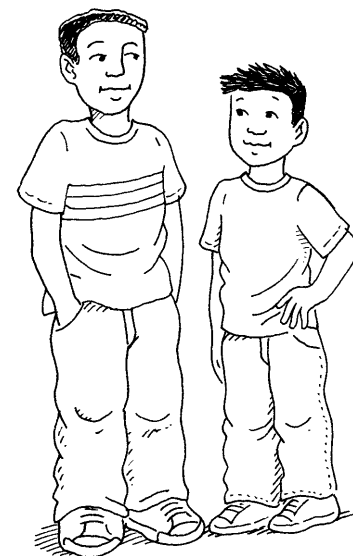
Name _____

Read the passage. Then complete the questions.

Being a Mentor

Sometimes kids do not have adults they can talk to. For kids like these, a mentor can make a big difference. A mentor is a person who gives support to another person. He or she is an adult that a kid can trust. Studies show that mentors can have a good effect on young people.

A mentor is often a coach, a teacher, a friend's parent, or another trusted adult. The kid and the mentor might meet at school or at a team practice, for example. They can talk about life, share a meal, or do an activity. Just having someone to chat with can give a kid a real boost. When you are older, you might want to be a mentor.



1. Underline the first fact about mentors in the first paragraph.
2. The author says “a mentor can make a big difference.” How does the author support this opinion?

The author says that studies show that mentors can have a good effect on young people.

3. What is the writer trying to persuade the reader to do? How do you know?

The author is trying to persuade readers to think about being mentors when they grow up. This is stated in the last sentence.

Name _____

Read the passage. Then complete the questions.

Visiting the Whales

When Jeff stayed at his grandfather's beach house, huge baleen whales often came close to the shore. "Look at the whales!" his grandfather would say. "Whales have families, too." Jeff did not see animals as being in families, not like his.

When Jeff got older, he missed watching whales with his grandfather. One weekend at the old beach house, Jeff watched the whales traveling south with their newborn calves. The baby whales stuck close by the bodies of their mothers. As Jeff watched, he thought, "They really are families." He told his mom, "When I see the whales, I can think of my grandfather. I think of all of us together."

What a character says can help you find the theme.

1. Underline what Jeff's grandfather tells him about whales in the story.
2. Put a box around what Jeff watches in the second paragraph.
3. What is the theme or message of the story? Use text evidence to support it.

The theme is that remembering what we shared with others can keep them close to us. Jeff says that when he sees the whales, he can think of his grandfather.

Name _____

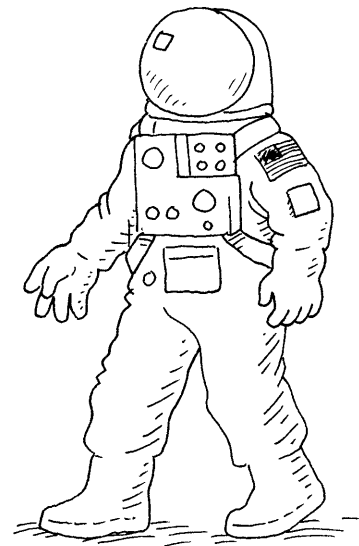
Read the passage. Then complete the questions.

Training to Explore Space

Some people dream of diving in the sea, or taking a rocket into space. ~~To explore the sea, you must learn how to sail and dive.~~ If you want to be an astronaut, you have to learn how to live in space.

A big part of being an astronaut today is living on a space station. Astronauts study math and science and learn to be pilots. They must also be able to use many tools to make repairs.

Astronauts learn how to live in small spaces where there is no gravity. They also must work well in teams. If this kind of life sounds exciting, find out more. It is never too soon to start training!



1. Cross out the unimportant detail from the first paragraph.
2. Underline the first important detail from the second paragraph.
3. Use important details to help you summarize the passage.

Before you can explore space, you have to train
to be an astronaut. Part of the long training is
studying math and science, learning to be a pilot,
and living in space.

Name _____

A. Which word has a prefix or suffix? Write the word and circle the prefix or suffix.

Example: unpinned seasick unpinned

1. servant suspend servant

2. curious pamphlet curious

3. secure impress impress

4. birdbath courageous courageous

5. tremble assistant assistant

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

1. Miss Blatt's classroom assistant this week is Phil.
Hint: This word has a Latin root.

2. He will impress the class with his wonderful project.
Hint: This word has two short vowels.

3. In the story, the servant prepared dinner for the rich family.
Hint: This word has two closed syllables.

4. I think that firefighters are courageous !
Hint: This word has a long a vowel sound.

5. Josh was curious about what was in the box, so he ripped it open quickly.
Hint: This word has three syllables.