## Contents

### Unit 1 • Let’s Explore

<table>
<thead>
<tr>
<th>Mysteries</th>
<th>Vocabulary</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Mystery of the Missing Lunch</td>
<td>Comprehension: Problem and Solution</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Comprehension: Problem and Solution Chart</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fluency</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Text Feature: Chart</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Strategy: Unfamiliar Words</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Phonics: Short Vowels</td>
<td>7</td>
</tr>
<tr>
<td>Adapting to Survive</td>
<td>Vocabulary</td>
<td>8</td>
</tr>
<tr>
<td>A Walk in the Desert</td>
<td>Comprehension: Main Idea and Details</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Comprehension: Main Idea Chart</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Fluency</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Literary Elements: Assonance and Metaphor</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Strategy: Surrounding Words</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Phonics: Long a.</td>
<td>14</td>
</tr>
<tr>
<td>Our National Parks</td>
<td>Vocabulary</td>
<td>15</td>
</tr>
<tr>
<td>Animals Come Home to Our National Parks</td>
<td>Comprehension: Main Idea and Details</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Comprehension: Main Idea Chart</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Fluency</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Study Skill: Dictionary</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Strategy: Compound Words</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Phonics: Long e.</td>
<td>21</td>
</tr>
<tr>
<td>Astronauts</td>
<td>Vocabulary</td>
<td>22</td>
</tr>
<tr>
<td>The Astronaut and the Onion</td>
<td>Comprehension: Plot Development</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Comprehension: Character Web</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Fluency</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Text Feature: Diagram</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Strategy: Using a Dictionary</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Phonics: Long i.</td>
<td>28</td>
</tr>
<tr>
<td>Wildlife Watchers</td>
<td>Vocabulary</td>
<td>29</td>
</tr>
<tr>
<td>The Raft</td>
<td>Comprehension: Plot Development</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Comprehension: Setting Chart</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Fluency</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Text Feature: Map</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Strategy: Paragraph Clues</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Phonics: Long o.</td>
<td>35</td>
</tr>
<tr>
<td>Unit 1 Vocabulary Review</td>
<td></td>
<td>36, 37</td>
</tr>
</tbody>
</table>
Unit 3 • Making a Difference

Friend or Foe? Vocabulary .................................................. 75
Roadrunner’s Dance Comprehension: Author’s Purpose ............... 76
Comprehension: Author’s Purpose Map .............................. 77
Fluency ................................................................. 78
Text Feature: Flow Chart ............................................. 79
Vocabulary Strategy: Synonyms ..................................... 80
Phonics: Words with /ûr/ ............................................. 81

People Who Made a Difference Vocabulary ..................................... 82
My Brother Martin Comprehension: Author’s Purpose .......... 83
Comprehension: Author’s Purpose Map .......................... 84
Fluency ................................................................. 85
Text Feature: Salutation and Body .................................. 86
Vocabulary Strategy: Prefixes un- and re- ...................... 87
Phonics: Silent Letters kn-, -mb, -lm, wr- ......................... 88

Kids Get It Done Vocabulary ............................................. 89
Kid Reporters at Work Comprehension: Compare and Contrast .... 90
Comprehension: Venn Diagram .................................... 91
Fluency ................................................................. 92
Study Skill: Use the Library ........................................ 93
Vocabulary Strategy: Inflected Verb Endings .................. 94
Phonics: Soft c and g .............................................. 95

Great Plains Indians Vocabulary ............................................. 96
Mystic Horse Comprehension: Chronological Order ............ 97
Comprehension: Sequence Chart ................................. 98
Fluency ................................................................. 99
Text Feature: Links .................................................. 100
Vocabulary Strategy: Homophones .................................. 101
Phonics: Plural Words .............................................. 102

Precipitation Vocabulary .................................................. 103
Snowflake Bentley Comprehension: Main Idea and Details .... 104
Comprehension: Main Idea Web ................................... 105
Fluency ................................................................. 106
Literary Elements: Imagery and Figurative Language ......... 107
Vocabulary Strategy: Multiple-Meaning Words ................ 108
Phonics: Compound Words ........................................ 109

Unit 3 Vocabulary Review .................................................. 110, 111
<table>
<thead>
<tr>
<th>Section</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 4 • Viewpoints</strong></td>
<td></td>
</tr>
<tr>
<td>Man’s Best Friend</td>
<td>112</td>
</tr>
<tr>
<td><em>Dear Mrs. LaRue</em></td>
<td></td>
</tr>
<tr>
<td>Comprehension: Cause and Effect</td>
<td>113</td>
</tr>
<tr>
<td>Comprehension: Cause and Effect Chart</td>
<td>114</td>
</tr>
<tr>
<td>Fluency</td>
<td>115</td>
</tr>
<tr>
<td>Text Feature: Line Graph</td>
<td>116</td>
</tr>
<tr>
<td>Vocabulary Strategy: Prefixes</td>
<td>117</td>
</tr>
<tr>
<td>Phonics: Inflected Endings</td>
<td>118</td>
</tr>
<tr>
<td>Creative Solutions</td>
<td>119</td>
</tr>
<tr>
<td><em>The Blind Hunter</em></td>
<td></td>
</tr>
<tr>
<td>Comprehension: Compare Characters</td>
<td>120</td>
</tr>
<tr>
<td>Comprehension: Character Chart</td>
<td>121</td>
</tr>
<tr>
<td>Fluency</td>
<td>122</td>
</tr>
<tr>
<td>Text Feature: Glossary</td>
<td>123</td>
</tr>
<tr>
<td>Vocabulary Strategy: Word Families</td>
<td>124</td>
</tr>
<tr>
<td>Phonics: Changing y to i</td>
<td>125</td>
</tr>
<tr>
<td>Energy: Power Sources</td>
<td>126</td>
</tr>
<tr>
<td><em>The Power of Oil</em></td>
<td></td>
</tr>
<tr>
<td>Comprehension: Author’s Purpose</td>
<td>127</td>
</tr>
<tr>
<td>Comprehension: Inference/Opinion Web</td>
<td>128</td>
</tr>
<tr>
<td>Fluency</td>
<td>129</td>
</tr>
<tr>
<td>Study Skill: Media Center</td>
<td>130</td>
</tr>
<tr>
<td>Vocabulary Strategy: Definitions</td>
<td>131</td>
</tr>
<tr>
<td>Phonics: /ü/, /ü/, and /ü/ Sounds</td>
<td>132</td>
</tr>
<tr>
<td>Whales</td>
<td>133</td>
</tr>
<tr>
<td><em>Adelina’s Whales</em></td>
<td></td>
</tr>
<tr>
<td>Comprehension: Chronological Order</td>
<td>134</td>
</tr>
<tr>
<td>Comprehension: Sequence Chart</td>
<td>135</td>
</tr>
<tr>
<td>Fluency</td>
<td>136</td>
</tr>
<tr>
<td>Literary Elements: Meter and Rhyme Scheme</td>
<td>137</td>
</tr>
<tr>
<td>Vocabulary Strategy: Homographs</td>
<td>138</td>
</tr>
<tr>
<td>Phonics: Words with /oi/ and /ou/</td>
<td>139</td>
</tr>
<tr>
<td>The Sea</td>
<td>140</td>
</tr>
<tr>
<td><em>At Home in the Coral Reef</em></td>
<td></td>
</tr>
<tr>
<td>Comprehension: Compare and Contrast</td>
<td>141</td>
</tr>
<tr>
<td>Comprehension: Venn Diagram</td>
<td>142</td>
</tr>
<tr>
<td>Fluency</td>
<td>143</td>
</tr>
<tr>
<td>Text Feature: Diagram</td>
<td>144</td>
</tr>
<tr>
<td>Vocabulary Strategy: Descriptions</td>
<td>145</td>
</tr>
<tr>
<td>Phonics: Words with /ô/</td>
<td>146</td>
</tr>
<tr>
<td>Unit 4 Vocabulary Review</td>
<td>147, 148</td>
</tr>
</tbody>
</table>
Unit 5 • Relationships

Going to the Library

Because of Winn-Dixie

Vocabulary ........................................ 149
Comprehension: Chronological Order .... 150
Comprehension: Summarizing Chart .... 151
Fluency ............................................ 152
Literary Elements: Onomatopoeia and Simile ... 153
Vocabulary Strategy: Connotation/Denotation . 154
Phonics: The VC/CV Pattern ............... 155

Putting on a Play

Ranita, the Frog Princess

Vocabulary ........................................ 156
Comprehension: Cause and Effect ....... 157
Comprehension: Cause and Effect Chart . 158
Fluency ............................................ 159
Text Feature: Interview ..................... 160
Vocabulary Strategy: Antonyms .......... 161
Phonics: V/CV and VC/V Patterns ...... 162

Explorations

Exploring the Undersea Territory

Vocabulary ........................................ 163
Comprehension: Compare and Contrast ... 164
Comprehension: Venn Diagram .......... 165
Fluency ............................................ 166
Study Skill: Skim and Scan ............... 167
Vocabulary Strategy: Relationship ...... 168
Phonics: Accented Syllables ............. 169

Artists at Work

Me and Uncle Romie

Vocabulary ........................................ 170
Comprehension: Compare Characters .... 171
Comprehension: Character Web .......... 172
Fluency ............................................ 173
Text Feature: Directions ................... 174
Vocabulary Strategy: Descriptions ....... 175
Phonics: Final /ә/ ............................. 176

Wild Horses

Wild Horses

Vocabulary ........................................ 177
Comprehension: Cause and Effect ....... 178
Comprehension: Cause and Effect Chart . 179
Fluency ............................................ 180
Literary Elements: Hyperbole and Figure of Speech ... 181
Vocabulary Strategy: Paragraph Clues ...... 182
Phonics: Final /əl/ ............................. 183

Unit 5 Vocabulary Review ..................... 184, 185
## Unit 6 • Discovery

### The Gold Rush
- **Vocabulary**: 186
- **Comprehension: Cause and Effect**: 187
- **Comprehension: Cause and Effect Chart**: 188
- **Fluency**: 189
- **Text Feature: Timeline**: 190
- **Vocabulary Strategy: Suffixes**: 191
- **Phonics: Final /an/**: 192

### Wild Visitors
- **Vocabulary**: 193
- **Comprehension: Essential Message/Theme**: 194
- **Comprehension: Theme Chart**: 195
- **Fluency**: 196
- **Text Feature: Advertisement**: 197
- **Vocabulary Strategy: Paragraph Clues**: 198
- **Phonics: Homophones**: 199

### Discovering Nature’s Secrets
- **Vocabulary**: 200
- **Comprehension: Main Idea and Details**: 201
- **Comprehension: Main Idea and Details Chart**: 202
- **Fluency**: 203
- **Study Skill: Functional Documents**: 204
- **Vocabulary Strategy: Latin Roots**: 205
- **Phonics: Prefixes dis-, mis-, non-, un-**: 206

### Airplanes
- **Vocabulary**: 207
- **Comprehension: Author’s Purpose**: 208
- **Comprehension: Author’s Purpose Map**: 209
- **Fluency**: 210
- **Literary Elements: Repetition and Personification**: 211
- **Vocabulary Strategy: Inflectional Endings**: 212
- **Phonics: Suffixes -y, -ly, -ful, -less, -ness**: 213

### Ants
- **Vocabulary**: 214
- **Comprehension: Relevant Facts and Details**: 215
- **Comprehension: Main Idea Web**: 216
- **Fluency**: 217
- **Literary Elements: Plot and Moral**: 218
- **Vocabulary Strategy: Greek Roots**: 219
- **Phonics: /ūr/ in Stressed Syllables**: 220

### Unit 6 Vocabulary Review
- **Vocabulary**: 221, 222
Write a complete sentence to answer each question below. In your answer, use the vocabulary word in bold type.

1. Why would a detective be **suspicious** if someone got caught telling a lie?

2. How does a detective make sure that **evidence** is not destroyed?

3. What does a detective give careful **consideration** to?

4. Will a detective **accuse** someone when all the clues are in?

5. Did the suspects come to the table only to **consume** a meal?

6. If Tanya has **allergies**, can she avoid sneezing at the crime scene?

7. Do detectives get **assignments** every day?

Now use one of the words above in a sentence of your own.

8. ____________________________________________
A story usually begins by introducing a character and the **problem** he or she has. The steps the character takes to solve the problem are the **events** of a story. A story ends with the **solution** to the problem. The problem, events, and solution make up the **plot** of a story.

**Read the passage and each question. Underline the answer in the passage and then write the answer.**

A box came in the mail for Denisha, but it had no return address. When Denisha opened the box, she found a blue jacket and matching pants. She tried on the pants and jacket. They fit perfectly, and blue was Denisha’s favorite color. She wanted to thank the sender. She asked her mother and sister if they had mailed the package, but they both said no. Denisha looked again at the outside of the box, and then she smiled. “I figured it out! The stamp says that the box was mailed from Detroit. Grandma lives there. She must have sent it.”

1. **Who is the main character?** ________________________________

2. **What is the problem?** __________________________________
   _________________________________________________________
   _________________________________________________________

3. **What is the first thing Denisha does to solve her problem?** __________
   _________________________________________________________

4. **How does Denisha solve her problem?** _______________________
   _________________________________________________________

5. **What might happen next?** _________________________________
   _________________________________________________________

**At Home:** Have the student select two or three favorite books and tell you the main character, problem, and solution in each.
As you read *The Mystery of the Missing Lunch*, fill in the Problem and Solution Chart.

Problem

Action

Action

Action

Solution

How does the information you wrote in the Problem and Solution Chart help you to analyze *The Mystery of the Missing Lunch*?

At Home: Have the student use the chart to retell the story.
As I read, I will pay attention to end punctuation in each sentence.

Todd’s mother had a problem. “I’ve lost my favorite white scarf,” she said. Todd wanted to help her find it. He searched under tables and behind chairs. He looked in closets and under the beds. He didn’t see the scarf anywhere.

Todd wasn’t worried, however. He was an experienced detective. He had solved many cases in the past. Once he found his father’s lost baseball cap behind an old paint can in the garage. Another time he found his mother’s keys among the leaves of a houseplant. In fact Todd had solved every case he had ever worked on. He thought he could complete this assignment, too.

Todd took out his handy detective notepad and pen. He asked his mother several questions, as any good detective would.

Comprehension Check

1. What problem is Todd trying to solve? Problem and Solution

2. How does Todd plan to find the scarf? Problem and Solution

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<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>=</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>-</td>
<td>=</td>
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<td>Second Read</td>
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</tr>
</tbody>
</table>
A chart is a good way to organize information.

Erik asked third-, fourth-, and fifth-graders in his school what kind of mysteries they have solved. The chart below shows what he learned.

Use the information in the chart to answer the questions.

<table>
<thead>
<tr>
<th>Kind of Mystery</th>
<th>Number of Students</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Found a missing object</td>
<td>47</td>
<td>58%</td>
</tr>
<tr>
<td>Found out who did something</td>
<td>21</td>
<td>27%</td>
</tr>
<tr>
<td>Found out what happened</td>
<td>12</td>
<td>15%</td>
</tr>
</tbody>
</table>

1. What kind of mystery did most students solve? ________________

2. How many students found out what happened? ________________

3. What percent of students found out who did it? ________________

4. What percent of students found a missing object? ________________

5. Were there more students who found out what happened or more students who found a missing item? ________________

6. If some students said they had never solved a mystery, how would you change the chart? ________________

At Home: Look in the student’s nonfiction books or in newspapers and magazines for charts. Help the student read the information.
Vocabulary Strategy: Unfamiliar Words

Look at this dictionary entry for an unfamiliar word. Use the definition and sample sentence to help answer the questions that follow.

**purloin** verb 1. to steal; to take something secretly and without permission. *He planned to purloin the diamonds.*

1. What does *purloin* mean, in your own words?

2. Use *purloin* in another sentence.

3. How would you find the meaning of the word *abscond*?

4. Write the meaning of *abscond* below.

---

At Home: Find unfamiliar words. Together, determine the meanings of the words and create sample sentences for each word.

---

The Mystery of the Missing Lunch
Grade 4/Unit 1
Each vowel has a long and a short sound. The **short vowel sounds** are as follows:

- **a** as in *flat*
- **e** as in *shelf*
- **i** as in *mill*
- **o** as in *blot*
- **u** as in *sum*

When a vowel is in the middle of two consonants, it usually has a short sound.

Read the sentences below. Circle each word that has a short vowel between two consonants.

1. The police found the cash behind the shelf.
2. One thief ran to the dock.
3. One thief had a plot to steal the bell.
4. The thieves hid behind a big tree.
5. They lay flat on the grass.

Circle the words with short vowel sounds. Then use three of them in sentences.

- plate
- left
- bleat
- cove
- load
- past
- neat
- leave
- crunch
- plum

6. _____________________________________________

   _____________________________________________

7. _____________________________________________

   _____________________________________________

8. _____________________________________________

   _____________________________________________

**At Home:** Go through a favorite story or magazine article with the student and challenge him or her to find as many short-vowel words as possible.
Substitute a vocabulary word for the underlined word or words in each sentence.

1. The rattlesnake’s rattle makes a scary sound, warning us to keep out of its way. ________________

2. Alligators often lie in wait in the reeds until small animals come near. ________________

3. A bear’s heavy, awkward step warns small creatures in its path. ________________

4. The surface of frozen ponds glow brightly in the winter sunlight. ________________

5. Cacti are plants adapted to dry weather for most of the year. ________________

6. A snake gulps its prey without chewing. ________________

7. A spider’s web is made of soft, smooth strands. ________________

Choose three vocabulary words and use them in one sentence.

______________________________________________________________

______________________________________________________________

______________________________________________________________
The main idea of a selection tells you what it is all about. The supporting details in the selection help you to understand the main idea. The main idea is often, but not always, stated in the first sentence.

Read the passage and answer the questions that follow.

Many newborn rattlesnakes do not survive their first year of life. A baby rattlesnake is only about 10 inches long. Although they have short fangs and a poisonous bite, they are often eaten by birds and animals. The adult rattlesnakes do not raise their young. The young snakes are entirely on their own. Many die of hunger. In the winter they die if they do not find a warm place where they can hibernate.

1. What is the main idea of this passage?

________________________________________________________________________

2. What supporting details tell you how young rattlesnakes are in danger? List two details on the lines below.

________________________________________________________________________

________________________________________________________________________

3. What supporting detail tells you how baby rattlesnakes can survive in the winter?

________________________________________________________________________

4. What supporting detail tells you how baby rattlesnakes can attempt to defend themselves?

________________________________________________________________________

At Home: Together, look for short paragraphs in books and newspapers and ask the student to identify the main idea and supporting details.
As you read *A Walk in the Desert*, fill in the Main Idea Chart.

<table>
<thead>
<tr>
<th>Main Ideas</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</tbody>
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How does the information you wrote in the Main Idea Chart help you to summarize *A Walk in the Desert*?
As I read, I will pay attention to tempo.

The Sahara is the world’s largest desert. It is nearly 10 times the size of the United States. The Sahara extends over 20 countries in northern Africa. Like all deserts, it gets 29 fewer than 10 inches (24 cm) of rain a year.

In parts of the Sahara, you can see nothing but sand for 37 miles. A sand dune forms when wind carries sand over a 49 large rock. The sand drops, and gradually a hill of sand 60 grows.

However, about 80 percent of the world’s deserts are 72 not sandy. This is true within the Sahara as well. Deserts 80 begin as rock. The rock is worn away and broken apart by 91 wind, rainstorms, and changing temperatures. Over time, 103 the rock is broken into smaller and smaller pieces. The 120 rock breaks down first into boulders, then into stones, and 130 finally into sand. In some places, the Sahara is made up of 142 huge rocks and gravel.

Comprehension Check
1. What makes the Sahara a desert? **Main Idea and Details**

2. State the details of how a desert is formed. **Main Idea and Details**

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<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>-</td>
<td>=</td>
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<tr>
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<td>=</td>
</tr>
</tbody>
</table>
**Assonance** is the repetition of the same or similar vowel sounds in two or more words. For example:

We played in the rain today.

A **metaphor** compares two different objects or ideas and states that one is the other. For example:

A hawk is a feathered airplane circling in the desert.

Read the poem and then answer the questions.

**Cactus**

Tough spiny plant.

Water hiding inside.

A secret, shaded oasis for me.

1. What two things are being compared in this metaphor?

2. How is a cactus like an oasis?

3. What words in the poem are an example of assonance?

4. On the lines below, write a metaphor about one of the following.

   desert tortoise  wood rat  rattlesnake  roadrunner  lizard

---

**At Home:** Have the student write a metaphor about a common household object.
Sometimes **surrounding words** can provide the context you need to figure out the meaning of an unfamiliar word.

Read the following sentences. Circle the answer with the words that best fits in the blank.

1. A border _____ often separates one country from another.
   a. of green flowers     b. such as a river

2. Venomous snakes, _____, kill prey with their poisonous bite.
   a. including rattlesnakes     b. in the zoo

3. In the west, the open **range** of _____ gradually became fenced in.
   a. empty plains     b. deep lakes

4. Many desert animals hide from **predators** _____.
   a. like cows     b. such as foxes

5. At high **elevations** _____ there are fewer trees and plants.
   a. under the ocean     b. near the top of mountains

6. Fledglings, _____ hatch from eggs in the spring.
   a. such as baby wrens     b. such as full-grown hawks

7. Nocturnal animals, _____, look for food between dusk and dawn.
   a. like bats and owls     b. like whales and dolphins

8. Western farmers plant **orchards** full of _____.
   a. orange and lemon trees     b. chickens

**At Home:** Think of a word that is unfamiliar to the student. Then give him or her the word in a sentence with words around it that help explain its meaning.
The long a sound can be spelled the following ways:

- **ay**: today, stray
- **ai**: rail, drain
- **a_e**: slate, graze
- **ei**: neigh, sleigh
- **ea**: break, great

Read the following sentences. Write the words in the sentences that have a long a sound on the lines below.

1. The baby wood rats played outside today.

2. Does it take long to make a crate for a rattlesnake?

3. Rain in the desert can cause a great flood.

4. Desert sunsets paint the sky bright colors.

5. Did you see the snake that just slithered across the trail?

6. Don’t break away from the trail when walking in the desert.

7. We heard the stray horses neigh as they grazed on desert bushes.

8. We hiked in the desert until my legs ached and I felt faint.

At Home: Have the student write three sentences that each use at least two words with the long a sound.
Read the vocabulary words. Use the clues to complete the puzzle.

roamed completed journey natural wildlife

Across
3. finished
4. trip
5. untamed animals

Down
1. wandered
2. not artificial

Write a sentence using two of the words.

6. __________________________________________________________
   __________________________________________________________
The **main idea** of a selection tells you what it is about. The supporting **details** in the selection help you understand the main idea.

**Practice**

**Comprehension:** Main Idea and Details

Read the paragraph below. Then identify the main idea and three details that support it.

Cumberland Gap National Park is under attack! A plant called *kudzu* threatens the park’s ecosystem. Few animals eat kudzu and it grows so fast it’s been called “the vine that ate the South.” It can grow a foot a night! It grows even after it has been dosed with herbicide, or plant killer. That’s bad news for native plants and trees. Kudzu grows right over them. It takes the sunlight plants need to live. Bits of kudzu came to Cumberland stuck to truck tires. The trucks were there to build a road. Now park rangers cut kudzu back. They apply herbicide to the plant’s huge root. They could bring in goats because goats eat kudzu. But goats also eat native plants. Solving the kudzu problem will be tricky.

1. Main idea:

2. Supporting detail:

3. Supporting detail:

4. Supporting detail:

**At Home:** Together, choose a topic that someone might write about. Talk about what the main idea might be and what details could be used to support it.
As you read *Animals Come Home to Our National Parks*, fill in the Main Idea Chart.

<table>
<thead>
<tr>
<th>Main Ideas</th>
<th>Details</th>
</tr>
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<tr>
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</tbody>
</table>

How does the information you wrote in the Main Idea Chart help you to summarize *Animals Come Home to Our National Parks*?

**At Home:** Have the student use the chart to retell the story.
As I read, I will pay attention to the pronunciation of vocabulary words and other hard words.

Acadia National Park has dark green mountains. When you look down from these mountains you see the icy Atlantic Ocean. You see ocean waves crashing against rocky shores. These 48,000 acres (194 sq km) of natural beauty have a long history. It is a history full of stories about people who loved this land of mountain and sea. These people worked to make sure that everyone could enjoy it.

Acadia National Park is spread out over a group of islands off the coast of Maine. Most of the park is on Mount Desert Island. The park has beautiful freshwater lakes and ponds. There are trails for hiking in the mountains or walking by the shore.

As you read, you will learn about the history of this park.

Comprehension Check
1. What is the main idea of the first paragraph? **Main Idea and Details**

2. What details would you use to describe the natural beauty of the park? **Main Idea and Details**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
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<tr>
<td>Second Read</td>
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</table>
A dictionary entry lists more than just a word’s meanings. It also includes its pronunciation, part of speech, and examples of how to use the word.

Read the dictionary entry below. Then answer the questions that follow.

lively

1. What is the entry word? ________________

2. How many syllables does this word have? ________________

3. To pronounce the word lively, is the vowel in the first syllable long or short? ________________

4. What part of speech is lively? ________________

5. Which definition best describes a fourth-grade class at recess?

 ________________

6. What other forms of lively are listed in the entry? ________________

 ________________

At Home: Have the student write two sentences using both meanings of the word lively.
Vocabulary Strategy: Compound Words

A compound word is made up of two words. If you know the meaning of both smaller words, you can usually figure out the meaning of the compound word.

Put a mark in the underlined word to show the two separate words. Then answer the question.

1. Becky wanted to find an old Cherokee arrowhead on her family's camping trip.
   What does it mean? __________________________

2. They built a campfire on high ground to make supper.
   What does it mean? __________________________

3. When the park ranger stopped by, Becky's dad gave him a handshake.
   What does it mean? __________________________

4. The park they were in had birds, deer, and other wildlife.
   What does it mean? __________________________

5. The woods were full of evergreen trees, such as pine and fir.
   What does it mean? __________________________

At Home: Help the student identify compound words that describe objects you find around or near the house, such as mailbox.
The letters **ea**, **ee**, and **ie** often stand for the long **e** sound, as in **mean**, **meet**, and **thief**.

Use the following words to complete the riddles.

leave   beef   please   bee   piece   peeling   cheese

1. What do you call a cow on the ground?
   
   ground ____________

2. What do you call a fly with one wing and two noses?
   
   I don’t know, but when you find out, ____________ let me know.

3. Why did the boy eat his homework?
   
   His teacher told him it was a ____________ of cake.

4. Where do you ____________ your dog while you shop?
   
   at a barking lot

5. Why did the banana go to the doctor?
   
   He wasn’t ____________ well.

6. What kind of mouse does not eat ____________?
   
   a computer mouse

Circle any other words you find in the riddles with the letters ee, ea, and ie.

At Home: Together, look for words with the long **e** sound in books or magazines.
Replace the underlined words with one of the words from the vocabulary list.

1. He was an excited space traveler zooming toward Mars. ________________
2. I complained about traveling alone. ________________
3. A trip in space may seem without a finish. ________________
4. The film about space travel was the way things are. ________________
5. His plan for launching a rocket was not well thought-out. ________________
6. Scientists are studying everything in space. ________________
7. The astronaut seemed unable to move when he climbed outside the spaceship. ________________

Use three of the vocabulary words in sentences of your own.

8. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

9. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

10. __________________________________________________________
    ___________________________________________________________
Understanding the **characters** and the **setting** can help you understand the **plot development**—what happens in a story.

**Read the passage. Then answer the questions that follow.**

When she was little, Andrea lived near the Kennedy Space Center. Her mother always took her there to watch the rockets launch. As Andrea grew up, she realized that she wanted to do more than just watch rocket launches. More than anything, she wanted to be an astronaut, but she wasn’t sure that she could be one.

Her mother told her, “If you want something, the important thing is that you try your best.” Andrea ate well and exercised. She studied hard in all her subjects. After college she learned to fly jet planes.

Andrea’s dream came true. She became an astronaut and took many trips into space.

1. **Who are the characters in this story?**

2. **What is the setting when Andrea is a little girl?**

3. **How did Andrea’s mother help her achieve her goal?**

4. **In most plots, a character changes. How did Andrea change in the story?**
As you read *The Astronaut and the Onion*, fill in the Character Web.

**Character:**

- Gloria

**Character:**

- Dr. Street

How does the information you wrote in the Character Web help you analyze and make inferences about *The Astronaut and the Onion*?
As I read, I will pay attention to pauses, stops, intonation, and the characters’ words.

Rahul was staring anxiously out the spaceship window.

“Mom, how long ’til we get there again?” he asked.

His sister Shona laughed. “Rahul, didn’t you just ask her ten minutes ago? And she said two hours?”

From her seat at the control panels, Astronaut Amla Gupta smiled. “Now kids,” she said, “there’s no point in arguing about it. We’ll get there when we get there. Why don’t you play with the other kids? I thought I saw Carlos and Keisha and Fatima playing space tag on the landing.”

The Guptas were on their way to Space Station 88 for the summer with ten other families. The station had been abandoned for 50 years.

Now the space station was needed for research. So the families would spend the summer fixing it up. In the fall, a caretaker would live there.

Comprehension Check

1. Why are Rahul and Shona arguing? **Plot Development**

2. What are the families going to do at Space Station 88? **Plot Development**

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</table>
A diagram is a drawing that presents information. Some information is easier to understand by looking at a diagram.

**Lengths of American Rivers**

St. Lawrence—760 miles

Brazos—840 miles

Columbia—1,150 miles

Colorado—1,450 miles

Mississippi—2,350 miles

**Use the diagram to answer the questions.**

1. What is the diagram about? ____________________________________________

2. What rivers are included? ____________________________________________

3. Which river is longest? Which is shortest? _____________________________

4. What can you use this diagram to do? _________________________________

5. Where in the diagram would you put a river that is 1,320 miles long? _______
When you are reading and come to a word you do not know, a dictionary can tell you what the word means and how to say it.

**dis•tort** (di stôrt´) verb. 1. to twist the meaning of something. *The reporter distorts what people say.* 2. to twist out of shape. *The mirror distorts my face when I look into it.*

A phonetic spelling tells you how to say the word. Notice that *distort* is divided into two parts. Each part is called a syllable. The accent mark (´) after the second syllable shows you which syllable to stress when pronouncing the word.

Use the dictionary entry above to answer these questions.

1. Which meaning of *distort* do you find in the following sentence?
   
   Eduardo twisted the hanger and distorted its shape.
   
   a. Meaning #1
   
   b. Meaning #2

2. True or false: *distort* has two syllables.
   
   a. true
   
   b. false

3. Which is the correct way to say *distort*?
   
   a. di´ stôrt
   
   b. di stôrt´

4. Use *distort* in a sentence of your own. Then write the number of the meaning you used.
   
   I used meaning # ___.

**At Home:** Have the student underline the words and phrases that helped him or her figure out each word’s meaning.
Phonics: Long /i/

Remember the following common spellings for the long /i/ sound: ie, i-e, igh, i, and y.

Complete the following sentences with one of these long /i/ words.

kind  drive  kite  wipe  pride  sky  prime
sly  sigh  fright  pies  spy  twice  find

1. The rocket rose up into the ________________.
2. What ________________ of person becomes an astronaut?
3. Fernando went outside on a windy day to fly his ________________.
4. The spaceship orbited the moon not once, but ________________.
5. The astronauts wanted to ________________ life on Mars.
6. It’s much easier to ________________ a car than to pilot a spaceship.

Circle the word in each pair that has the long /i/ sound.

7. fit     fight
8. dine    done
9. fleas   flies
10. rip    ripe
11. trim   try
12. high   hog

At Home: Challenge the student to think of words with the long /i/ sound. Then ask him or her to spell each word.
Fill in each blank with the correct vocabulary word.

 raft scattered disgusted
downstream cluttered nuzzle

1. I’ll never forget the first time I floated down a river on a _____________.

2. The river rushed me ________________.

3. On the side of the river, leaves were ________________ here and there.

4. I passed a house. The front porch was ________________ with old furniture and newspapers.

5. I saw a mother dog ________________ her puppy.

6. I was ________________ when I saw paper and cans in the water.

Write four more sentences about the end of this trip. Use an antonym of the words from the box in each sentence.

7. __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

8. __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

9. __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

10. __________________________________________
    __________________________________________
    __________________________________________
    __________________________________________
The **setting**, where and when a story takes place, is important to the development of the plot. The setting can also affect the characters' experiences.

At last we arrived at the ocean cottage. My brother and I were too excited to look around the house. We ran out to explore the shore. There were tide pools and seaweed, and minnows swimming in a tide pool. When I stuck my hand in the water, the little fish darted under a piece of seaweed. Farther down the rocky coast, we saw a seal resting on a rock!

My brother and I were so excited about seeing the seal that we had a hard time falling asleep that night. The next morning we ran to find the seal again. It was gone! But then we heard barking. In the shallow water near the shore, a dark head looked at us, barked once again, and disappeared below the water.

1. Name the setting of the passage.

2. Who is the main character?

3. What happens in the first part of the story?

4. What important discovery do they make while they are exploring?

5. How does the story end?
As you read *The Raft*, fill in the Setting Chart.

How does the information you wrote in the Setting Chart help you to analyze and make inferences about *The Raft*?

*At Home:* Have the student use the chart to retell the story.
As I read, I will pay attention to the pace and tempo and try to match the action of the story.

“Are we there yet?” Jamal asked, crossing his arms across his chest.

“Almost, honey,” his mom replied. “Look out the window. Isn’t it beautiful?”

Jamal didn’t answer, but he did look. Out his mom’s window, all he could see was a rising, rocky cliff. Out his own window, the cliff dropped down, and Jamal could see the road winding below them. Below that were green fields. A few houses and farms were scattered about.

The city was a long way away. It felt like they had been driving forever.

They were driving up into the mountains to spend a week at a ranch. His mom had lived at this ranch when she was a little girl. “Some vacation,” Jamal thought to himself.

Comprehension Check

1. How does Jamal feel about his vacation? **Plot Development**

2. How does Jamal’s mom feel about the vacation? **Plot Development**

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</table>
A compass rose shows north, south, east, and west. The map key, or legend, explains the symbols on the map.

Use the map to answer each question.

1. The picnic area is to the east of ________________________________.

2. Which trail would you take to walk through the forest area?
   ________________________________

3. Can you take the Cedar trail to get to the Redwood trail? Explain.
   ________________________________

4. It is possible to get from the Visitor Center to the Rose Garden. What is missing from the map? ________________________________

At Home: Have the student make a map of a room in your house, using a map key with symbols and a compass rose.
Sometimes you will find a word in a story that you do not know. Read the sentence the word is in, as well as the sentences around the word. They will often give a clue to its meaning.

Look for a clue to the meaning of disappeared below:

Dust rose up behind Dad’s car as it disappeared into the pines. Then I could no longer see it.

The phrase could no longer see it is a context clue.

Circle the letter next to the word or words that help you find the meaning of the underlined word.

1. The exchange student looked wistfully at her sister’s photo.
   a. looked at
   b. sister’s photo

2. We were going to the swamp, and I was sure I would hate the soggy, wet land.
   a. I was sure I would hate
   b. the soggy, wet land

3. The otters slid down the riverbank and jumped into the water. It was such fun to watch the furry, playful animals.
   a. slid down the riverbank
   b. furry, playful animals

4. I swam out to the raft and pulled myself up using the rope that held the logs together.
   a. the rope that held the logs together
   b. and pulled myself up

5. We paddled upstream, forcing our boat to move against the river’s flow.
   a. paddled
   b. move against the river’s flow

At Home: Find paragraphs in books and newspapers to read with the student. Use context clues to determine the meaning of any unfamiliar words.
Phonics: Long o

The long o sound can be spelled several different ways.

stole (o_e)  foam (oa)  flow (ow)  mold (o)

Fill in the blanks using each long o word in the box once.

boat  close  floating  shallow  know
most  don’t  home  soaked  go
rowed  owned  Cole  foal  hoped

1. We were _____________ in our _____________.
2. Along the bank we saw the _____________ beautiful white horse.
3. I asked _____________ if he knew who _____________ her.
4. He answered, “I _____________ _____________.”
5. Just then I caught sight of something small and brown and whispered,

   “She has a _____________!”
6. “How _____________ do you think we can get?” I asked.
7. I _____________ to feed them the leftover apples from our lunch.
8. We _____________ until the bottom scuffed against something below us and I stepped out to wade through the _____________ water to shore.
9. To my surprise I promptly sank instead. I got _____________!
   Cole thought it was hysterical!

At Home: Take turns spelling long o words with the student. See how many words you can come up with.
A. Draw a line to match the vocabulary word to the word or words that mean the opposite.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. suspicious</td>
<td>a. agreed willingly</td>
</tr>
<tr>
<td>2. silken</td>
<td>b. dull and rough</td>
</tr>
<tr>
<td>3. natural</td>
<td>c. trusting</td>
</tr>
<tr>
<td>4. protested</td>
<td>d. moving gracefully</td>
</tr>
<tr>
<td>5. lumbering</td>
<td>e. artificial</td>
</tr>
<tr>
<td>6. scattered</td>
<td>f. caused to go off in the same direction</td>
</tr>
</tbody>
</table>

B. Write the vocabulary word that has the same, or almost the same, meaning as the underlined word or words.

1. The moon seemed to **shine faintly** in the sky. ________________
2. He became **unable to move** with fear. ________________
3. They **wandered** through the desert for days. ________________
4. Finally, after two years, their **long trip** was over. ________________
5. You can’t **blame** him without any proof. ________________
6. The **normal weather** in Siberia is cold and snowy. ________________
7. When our work was **finished**, we returned home. ________________

Now write a sentence of your own using two of the words in the box.

________________________________________________________
A. Read each meaning. Write the vocabulary word in the puzzle grid.

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. in the direction of the current</td>
<td>1. having or showing good sense or sound judgment</td>
</tr>
<tr>
<td>4. animals living in nature</td>
<td>3. proof</td>
</tr>
<tr>
<td>6. moving in a clumsy manner</td>
<td>5. to hide in a sneaky manner</td>
</tr>
<tr>
<td>7. to touch or rub with the nose</td>
<td></td>
</tr>
</tbody>
</table>
Choose the correct word from the box to complete each sentence.

1. Jorge was angry because Tammy kept _____________ when he struck out.

2. Jackie Robinson was a _______________ baseball player. He was famous for his many skills.

3. When she missed the throw to first base, Danisha _______________ quietly to herself.

4. I was so shocked when we won the baseball game that I _______________ at my teammates in surprise.

5. When a baseball team wins by 12 runs, you hope it isn’t just a _______________.

6. I _______________ when the ball came close to me.

7. Carla told Jefferson that he was a bad player. That was an _______________.

Use three of the above words in sentences of your own.

8. ______________________________________________________________________

9. ______________________________________________________________________

10. ______________________________________________________________________
Read the passages and answer the questions.

Theo sat on the bench and watched as Molly went to bat. She took a big swing at the first pitch and missed. On the next pitch she surprised everyone and bunted the ball. It rolled slowly towards third base, and Molly sprinted to first. She got to first safely. Theo thought to himself, “Wow, that was pretty tricky. The fielders thought that she was going to hit the ball hard, so they weren’t ready for that bunt. Maybe I could try that some time.”

1. What was the author’s purpose in writing this story? ________________

2. What helped you decide on the author’s purpose?

Jackie Robinson is a member of the Baseball Hall of Fame. Born in 1919 in Cairo, Georgia, Robinson went to college at the University of California in Los Angeles. He played baseball after college and became the first African American baseball player in the major leagues. He played for the Brooklyn Dodgers for ten years. During that time they won six pennants. Robinson stole home 19 times and was named the Most Valuable Player in 1949.

3. What was the author’s purpose in writing the passage? ________________

4. What helped you decide on the author’s purpose?

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At Home: Together, read passages from newspapers and magazines and decide on the author’s purpose for writing them.
As you read *Mighty Jackie*, fill in the Author’s Purpose Map.

Clue  

Clue  

Clue  

Author’s Purpose

How does the information you wrote in the Author’s Purpose Map help you to analyze and make inferences about *Mighty Jackie*?
As I read, I will pay attention to pauses, stops, and intonation.

Mildred Ella Didrikson was born on June 26, 1914, in Port Arthur, Texas. Mildred’s father built a gym for his children in the backyard. The children played many sports, including baseball. Mildred was a good hitter. So the boys started calling her “Babe,” after the legendary baseball player Babe Ruth. Ruth was famous for hitting home runs. It was no fluke that Babe Didrikson became a good athlete. Babe’s father read newspaper articles about the 1928 Olympic Games aloud to his children. Babe was 14 years old at the time. She began to dream about competing in the Olympics someday. Babe attended high school during the late 1920s. She excelled in every sport she tried. At only 5 feet (152 cm) tall and 105 pounds (48 kg), Babe was small. But she was strong.

Comprehension Check

1. Why does the author make it a point to explain Mildred Didrikson’s nickname? **Author’s Purpose**

2. How did Babe Didrikson’s homelife help her to become an athlete? **Plot Development**

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</tbody>
</table>
A **table** presents factual information—such as names, places, and numbers—in a compact form.

Look at the table from a sports almanac. Then use the table to answer the questions that follow.

**The Top Five Pitchers in Baseball History**

<table>
<thead>
<tr>
<th>Name</th>
<th>Career Length</th>
<th>Games Won</th>
<th>Games Lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walter Johnson</td>
<td>21 years</td>
<td>417</td>
<td>279</td>
</tr>
<tr>
<td>Christy Matthewson</td>
<td>17 years</td>
<td>373</td>
<td>188</td>
</tr>
<tr>
<td>Sandy Koufax</td>
<td>12 years</td>
<td>165</td>
<td>87</td>
</tr>
<tr>
<td>Lefty Grove</td>
<td>17 years</td>
<td>300</td>
<td>141</td>
</tr>
<tr>
<td>Cy Young</td>
<td>22 years</td>
<td>511</td>
<td>316</td>
</tr>
</tbody>
</table>

1. What does this table tell you about these pitchers?  
   ____________________________________________________________

2. Which of the pitchers had the shortest career?  
   ____________________________________________________________

3. Which pitcher won the most games?  
   ____________________________________________________________

4. Which pitcher lost the fewest number of games?  
   ____________________________________________________________

5. Which pitchers had careers that lasted the same number of years?  
   ____________________________________________________________

6. Who scored highest in all three categories?  
   ____________________________________________________________

---

**Practice**

Name ____________________________________________________________

Create a table together that presents key facts about members of a favorite sports team.

**At Home:** Create a table together that presents key facts about members of a favorite sports team.
When you come to a word you do not know in a passage, read the entire sentence. Other words in the sentence may give clues to the meaning of the unfamiliar word.

Circle the clue words in each sentence that help you figure out the meaning of the word in dark type.

1. The crowd was **stupefied** by how amazingly bad the team played.

2. The children were afraid of the **cantankerous** old man because he was angry and always yelled at them.

3. The whole-grain cereal was full of **nutrients** that keep athletes healthy.

4. Aldo hit the ball so hard that no one even saw the ball fly **swiftly** through the air.

5. The new stadium was so **colossal** that you could fit 80,000 people into it and still have tickets left over.

Write your own definitions for three of the words above. First write the word, then write what it means.

6. ____________________________

7. ____________________________

8. ____________________________

At Home: Together, read a paragraph from a newspaper. Encourage the student to figure out the meaning of unfamiliar words from context clues.
The letters **ch** and **tch** stand for the sound you hear in the following words.

chopped  marching  each  pitcher  match

Write the correct word on the line. Then circle the letters that make the **ch** sound.

1. I like to play _______________.
   a. coach       b. catch       c. cheat

2. Shannon wants to _______________ her brother how to play baseball.
   a. chat        b. catcher      c. teach

3. The fans _______________ when Tanika hits a home run.
   a. cheer       b. reach        c. hatch

4. There is _______________ all around the baseball.
   a. inch        b. chin         c. stitching

5. Mario thinks there is too _______________ talk about how he won the game.
   a. change      b. twitch       c. much

6. Write a silly sentence using words with **ch** and **tch**.

   ______________________________________
   ______________________________________
   ______________________________________
Choose the correct word from the box to complete each sentence.

1. Sometimes workers go on ____________ to demand higher pay.

2. In America a ____________ can vote to choose leaders in the government.

3. Some workers join ____________ with other people who do the same job.

4. Mexico shares a ____________ with the United States.

5. Robert ____________ his parents whispering about their exciting plans for the new year.

6. People move from one country to another for different reasons, but all of them are looking for ____________ to better their lives.

7. People will sometimes start ____________ against companies and refuse to buy things from them.

Write sentences using three of the vocabulary words.

8. ____________________________________________________________

9. ____________________________________________________________

10. ____________________________________________________________
Authors may not tell you everything about characters and events in a story. However, you need the information to understand the plot development. You can use clues to make inferences.

Sheila hopped and skipped to school. Today was the first day of school.

You know that Sheila is happy because she is hopping and skipping.

The yellow bus picked Xian up at the corner. He did not know anyone on the bus. He sat next to a girl in a red sweater. “Hi,” she smiled. Xian knew the word and said hi back. “My name’s Nancy.” Xian just looked at her.

“Do you have Mr. Bellino this year?” Xian said nothing. “You’re new, aren’t you?” Xian bit his lip and stared at Nancy.

When the bus stopped, Nancy led Xian up the walk. “I’ll show you around.” Xian had a friend, and he gave Nancy a big smile.

Use the passage to answer the questions.

1. Where is Xian going? ________________

2. How do you know where Xian is going?

3. Why doesn’t Xian answer some of Nancy’s questions?

4. How does Xian feel at the end of the passage? How do you know?
As you read *My Diary from Here to There*, fill in the Inferences Word Web.

How does the information you wrote in the Inferences Word Web help you to generate questions about *My Diary from Here to There*?
As I read, I will pay attention to end punctuation in each sentence.

Paolo stood on the deck of the steamship SS Laconia, which was anchored in New York Harbor. He was trying to see the island, but it was covered with morning mist. It almost seemed dangerous, lurking in the water like a sea monster. Paolo was very nervous, and the worst part was he didn’t know why. Paolo coughed. His cough was getting worse. It was the air down in steerage, he thought. Deep down in the ship was a large, open area filled with bunk beds. It was called steerage. Paolo and his parents had spent the trip from Italy in this big room. It was crowded with immigrants who couldn’t afford the expensive tickets. Paolo went up on deck to get a breath of air whenever he could. The air blowing in from the ocean was a relief.

Comprehension Check

1. What is Paolo doing on a steamship? **Plot Development**

2. Why might Paolo be nervous? **Plot Development**

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A primary source is a first-person account of historical events told in letters, journals, or oral histories.

The following oral history was told by a woman named Sarah Thal. She settled in the United States in 1882. Read the story. Then answer the questions.

My husband had brothers in Milwaukee who sent home glowing reports of conditions in America. We wished to try our luck in that wonderful land. . . . We sailed from Antwerp and landed in Boston. I brought with me my linen chest, feather beds, pillows, bedding, etc. I have some bits of these things today. As most of the immigrants of that time were German, we reached Milwaukee without difficulty. Here my brother-in-law met us and took us to his home.

1. How can you tell the passage is a primary source?

2. Give an example of the kind of information you find in the primary source that you would not find in another passage about moving to a new country.

3. How do you think Sarah felt about moving to America? Why?

4. How might an oral history by Sarah’s brother-in-law be different from this one?
Vocabulary Strategy: Word Origins

A dictionary sometimes tells you where a word comes from. Knowing the origin of a word can help you understand it.

mesa noun. a hill or mountain with a flat top
word history: In Spanish the word mesa means “table.” How does the history help you understand the word? You can picture how flat a mesa is by thinking of a table top.

jumbo adjective. very, very large. word history: comes from Jumbo, the name of a large elephant famous over 100 years ago

petroleum noun. an oily liquid found beneath Earth’s surface. word history: comes from two Greek words meaning “rock” and “oil”

typhoon noun. a storm with violent winds. word history: comes from two Chinese words meaning “great wind”

zero noun. the number 0, which means no amount at all. word history: comes from an Arabic word that means “empty”

Use the dictionary entries above to answer the questions.

1. How does the word history of jumbo help you understand the word?

2. How does the word history of typhoon help you understand the word?

3. How does the word history of petroleum help you understand the word?

4. How does the word history of zero help you understand the word?

At Home: If you have a dictionary at home, leaf through it together to find words with word histories. Then talk about them.
The letter pairs \textit{sh, th, wh,} and \textit{ph} have one sound, even though there are two letters in the pair. Say the following words aloud and listen to the one sound made by the letter pairs.

- **th** thirty, bother
- **sh** shove, washer
- **ph** phrase, headphone
- **wh** whirl, anywhere

Use the clues to fill in the blanks with words that have the \textit{sh, ph, wh,} or \textit{th} sounds.

1. I gave the money to my mother and _____________.
2. I made a _____________ before I blew out the candles on my birthday cake.
3. _____________ is the library? Is it near Flower Street?
4. My camera helps me take good _____________.
5. The _____________ is a large and dangerous fish.
6. I’m going to the dentist because I have a cavity in one _____________.
7. I picked up the _____________ and called my friend.
8. I sailed home on a big _____________.
9. I put the plates, forks, and knives into the _____________ and turned it on.
10. I made a bar _____________ to show the daily sales of my lemonade stand.

\textbf{At Home:} Have your child write a paragraph using new words with \textit{sh, th, ph,} or \textit{wh.}
Use the vocabulary words in the box to complete the sentences below.

1. Many people try to _____________ beautiful old buildings.
2. The Han family was one of China’s ruling _____________.
3. The museum director was _____________ when the police found the ancient statues.
4. People often gather in _____________ to practice the rituals of their religions.
5. Many see ancient artwork as an important part of China’s _____________.

Write sentences using three words from the list in the spaces provided.

6. ______________________________________________________________________

7. ______________________________________________________________________

8. ______________________________________________________________________
A relevant fact is a statement you can prove that supports the main idea. An opinion is a statement of belief that cannot be proved. Look for opinion signal words such as all and should.

Suppose you are reading a magazine article about the looting of treasures. Read each of the following statements and decide if it is a relevant fact or an opinion. Circle Fact or Opinion and write a sentence to explain your answer.

1. The looting of treasures should not be allowed.
   Fact  Opinion
   Explanation: 

2. Looting is just human nature and will never stop.
   Fact  Opinion
   Explanation: 

3. Police from many countries cooperate to stop the looting of treasures.
   Fact  Opinion
   Explanation: 

4. No one would want to buy something that was stolen.
   Fact  Opinion
   Explanation: 

At Home: Watch a television news report with the student. Make statements to each other about it and decide whether they are fact or opinion.
As you read *Stealing Beauty*, fill in the Fact and Opinion Chart.

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<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
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How does the information you wrote in the Fact and Opinion Chart help you to analyze and make inferences about *Stealing Beauty*?
As I read, I will pay attention to tempo.

Thousands of years ago in China, people made an important discovery. They found out that caterpillars of one kind of moth spin cocoons of silk. And better yet, they found out that the cocoons could be unwound and the silk thread could be woven into fabric.

Silk fabric is shiny. It is soft and smooth to the touch. It is very light in weight. And it can be dyed in beautiful colors.

For thousands of years, the Chinese were the only people who knew how to produce silk cloth. People in other countries wanted to trade for the precious silk fabric. Traders traveled to and from China on one main road. They traded goods such as spices, glass, and gold for silk. Sometimes they even traded horses for silk. Over time this route became known as the Silk Road.

Comprehension Check

1. Are the statements in the second paragraph facts or opinions? Relevant Facts and Details

2. What is the main idea of the third paragraph? Main Idea and Details

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Answer each question below by writing the name of the book part in the space provided.

1. Which two parts of a book tell you the title of the book and the name of its author?

2. Which two parts of a book include page numbers?

3. Where can you find a brief description of what the book is about?

4. Where could you find the meaning of a difficult word?

5. What part of a book tells you how many chapters are in the book?

6. Where would you look to find out quickly how much information on one topic is in the book?
Most nouns can be made plural in one of the following ways:
• add –s
• add –es
• if noun ends with a consonant and y, change y to i and add –es

Fill in each blank with the plural of the word written below.

1. People travel to ______________ and ______________ all over the world.
   temple church

2. There are ______________ and greedy people in all ______________.
   looter ______________
   country

3. Ancient ______________ can be found in ______________.
   treasure museum

4. People pass down ______________ from ______________ ago.
   story year

Write four sentences, each with a plural word. Use each kind of plural at least once.

5. ____________________________________________________

6. ____________________________________________________

7. ____________________________________________________

8. ____________________________________________________
Some words begin with three consonants.

**shrimp**  **thrash**  **sprout**  **scramble**  **splinter**

Listen to the sound the letters make. The sounds will help you recognize words that may seem unfamiliar.

Use three-consonant clusters, like those shown in the box, to create words that complete the following sentences.

1. As a social studies project, students dug up some mysterious objects from the old town dump and __________aped the dirt off them.

2. The students gently __________ubbed the objects.

3. They searched __________ough the library for books about their objects.

4. They came upon __________endid examples of old objects in the library books, but none showing the ones they had found.

5. Then one girl __________ieked because she had stumbled upon one of their finds.

6. Everyone __________ang to their feet to see the picture.

Write four sentences using *shr-, thr-, spr-, scr-,* and *spl-* words. You may continue with the story above or not.

7. ____________________________________________________________________________

8. ____________________________________________________________________________

9. ____________________________________________________________________________

10. ____________________________________________________________________________

At Home: With the student, find words that begin with the three-consonant clusters above. Keep a list and determine which combination you found most often.
Fill in the sentences below with words from the box. Then use the words in the blanks to complete the puzzle.

1. I never get into __________ when I’m inventing something!
2. But when success goes to my head, I feel __________!
3. Ideas come to me suddenly. They blow in like a __________.
4. My next invention will come in __________ for people who hate waiting.
5. I am __________ that I will make millions!
In both fiction and nonfiction stories, someone may face a **problem** then find a **solution**, or a way to solve it.

**Read the passage. Then answer the questions that follow.**

Wangari Maathai is an African woman who wanted to help her people. She knew that the land of her country, Kenya, needed more care. She also knew that many Africans did not have enough food. She had an idea. She got women to start planting trees. Since 1976 the Green Belt movement has helped 80,000 women plant and care for more than 20 million trees! The environment has improved, and people now eat the bananas, mangoes, and papayas that grow on the trees.

Tree planting is not the only way Maathai has helped the environment. When plans were made to build a skyscraper in Nairobi’s only park, she organized demonstrations against it and wrote letters to stop it. She was put in jail, but her letters and the public protests stopped the building from being built. For her work Wangari has received many honors, including the Nobel Peace Prize.

1. Who is this passage about? ______________________

2. What is one problem Maathai faced?

   _____________________________________________

3. What other problem did Maathai face?

   _____________________________________________

4. What solution did she come up with?

   _____________________________________________
As you read *How Ben Franklin Stole the Lightning*, fill in the Problem and Solution Chart.

How does the information you wrote in the Problem and Solution Chart help you to generate questions about *How Ben Franklin Stole the Lightning*?

*At Home:* Have the student use the chart to retell the story.
As I read, I will pay attention to match my tempo with the energy of the passage.

What would the world be like without light bulbs?
- We have Thomas Edison to thank for that bright idea!
- He also invented the phonograph and motion pictures.
- Thomas Edison is the most famous American inventor.
- He came up with more than 1,000 new devices. He worked with electricity and technology to make our daily lives better.
- Find out how this one man changed history through his inventions.
- The 1800s have been called “The Age of Invention.”
- That is because many things were invented at that time.
- It seemed like a whirlwind of inventions!
- The first steamboat, steam-engine train, and airplane were invented during this time. The telephone was invented too. These inventions changed the way people lived and worked.

Comprehension Check

1. How did Thomas Edison’s inventions solve problems? **Problem and Solution**

2. When the author says that Thomas Edison is the most famous American inventor, is this statement a fact or opinion? **Relevant Fact and Details**

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Figurative language, such as metaphor and similes, uses words in fresh ways to suggest vivid images.
Metaphor: Sam is a tower of strength.
Simile: That man was as strong as a horse!
**Alliteration** is the repetition of the same first letter or consonant sound in a series of words. It was Blake’s Blue Blanket.

Read the poem. Then circle or fill in the correct answer.

The wonderful wheel, which changed the world,
is as round as a ring and rolls and twirls
for carts and coaches,
cabbies and kings.
The wonderful wheel—oh, what bustle it brings!

1. What is this poem about?
   a. a wheel  
   b. a ring

2. Which words in the poem show alliteration?
   a. round, rolls, ring  
   b. twirls and changed

3. Which is a simile?
   a. carts and coaches  
   b. as round as a ring

4. What is simile a type of?
   a. alliteration  
   b. figurative language

5. What are the two reasons why “carts” was placed with “coaches” and “cabbies” was placed with “kings”?

At Home: Together, with your child, make up a phrase using words that all start with the same sound.
Idioms are words or groups of words that cannot be understood by figuring out the meaning of each word. Example: pulling my leg. This group of words means “to trick or to tease.” You can use context clues to help you understand the meaning of an idiom.

1. Read the sentence; then circle the meaning of “out of the blue.”

   The news came out of the blue, so Isaac was shocked.
   
   a. suddenly  
   b. out of the sky

2. Use “out of the blue” in a sentence.

   ______________________________________________________

3. Read the sentence; then circle the meaning of “to wind up.”

   The meeting was almost over when Janet said, “Let’s wind up by six o’clock.”
   
   a. change time on the clock  
   b. finish

4. Use “wind up” in a sentence.

   ______________________________________________________

5. Read the sentence; then circle the meaning of “under the weather.”

   Zachary was rarely sick, so his teacher was surprised to hear that he was under the weather.
   
   a. to lay under a cloud  
   b. to feel sick

6. Use “under the weather” in a sentence.

   ______________________________________________________
Sometimes when the letter r comes after a vowel, the sound of the short vowel changes. Say the following words aloud and notice the sound of the vowels.

bat  bar  cat  cart  fox  floor

The sounds of these vowels is shown as /är/ and /ôr/.

**Circle the word with /är/ or /ôr/ to complete each sentence. Then write /är/ or /ôr/ on the blank at the end.**

1. Please close the _____ when you leave. ________
   dear  door  dare

2. The _____ used watercolors to finish his painting. ________
   roar  rear  artist

3. The _____ on the rosebush are sharp. ________
   horns  thorns  stars

4. Ben Franklin’s inventions _____ still in use today. ________
   care  core  are

5. We are going to have a birthday _____ . ________
   party  pat  trap

6. My new scarf is nice and _____ . ________
   warm  calm  pretty
Use the correct vocabulary word from the box to fill in the blank.

1. On our hike a snake ________________ across the trail.

2. The reptile exhibit at the zoo is open ________________ from 10 A.M. to 5 P.M.

3. My encyclopedia says that the green snake we saw in my garden is ________________.

4. An ________________ rushed the snakebite victim to the hospital.

5. Evan should ________________ for leaving a rubber snake on his sister’s pillow.

6. The box I used for my snake’s house was made of ________________ and decorated with hearts and flowers.

7. Danielle’s snake is ________________, not rubber!

Write a sentence using one of the vocabulary words.

8. ________________
Sometimes you have to use clues and what you know from your own experiences to help you make inferences about what’s happening in the plot of a story.

Read the story. Then make inferences to answer the questions.

Evangeline didn’t look up from her book when the new student said hello. The book was called *Adventures with Reptiles*. She’d already read it twice, but she just couldn’t put it down. At the end of a chapter, she finally looked up from her book.

“I have that book,” Jae said. “It’s great. Do you want to come over after school to meet my pet lizard?”

“You bet!”

1. How does Evangeline feel when Jae says hello? How do you know?

________________________________________________________________________

________________________________________________________________________

2. Is the book Evangeline is reading one of her favorites? Why or why not?

________________________________________________________________________

________________________________________________________________________

3. What kinds of books would the new student like to read? How do you know?

________________________________________________________________________

________________________________________________________________________

4. Do you think Evangeline and the new student will become friends? Why or why not?

________________________________________________________________________
As you read *Dear Mr. Winston*, fill in the Inferences Web.

How does the information you wrote in the Inferences Web help you to generate questions about *Dear Mr. Winston*?
As I read, I will pay attention to tempo.

North America is a large area of land. It contains many different climates and landscapes. Most of Mexico and the southwestern United States is hot and dry. Other areas, including the northeastern states and parts of Canada, are cool and wet. Some areas have large mountain ranges, like the Rocky Mountains in the West. Others have flat, rolling plains, like the Midwest.

Snakes can be found in just about all of these places. Snakes live in forests, canyons, and deserts. One might even be living in your own backyard. Most snakes don’t do well in the cold. In fact, the hardy garter snake is the only serpent that can survive in Alaska.

North America has five snake families. Two of these families are poisonous, and three are not. Meet the five families. As you read this book, you will get to know them a lot better.

Comprehension Check

1. What is the main idea about snakes in this passage? **Main Idea and Details**

2. Why is there only one kind of snake in Alaska? **Cause and Effect**

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An encyclopedia is a set of books with information on a wide variety of topics. An electronic encyclopedia has the same information but it is on a CD-Rom. You can use the toolbar to find the information you want.

Study the pages above to answer these questions.

1. What information is the computer user looking for? ______________
   ______________

2. How many entries are shown for python in the encyclopedia? ______________

3. Which button on the toolbar should the user click on to print out a copy of the page? ______________

4. If you are looking for a good map of Australia, what button on the toolbar would you click? ______________

5. If you are looking for more information about snakes, what button would you click? ______________

At Home: Look at the second screen and discuss why the keyword python brings up such different results.
Prefixes and suffixes can be added to a word. The original word is called the **base word**. If you know what the base word is, you can figure out the meaning of the word with a prefix or suffix. You can find the meaning of prefixes and suffixes in a dictionary.

**unhappy**
The base word is **happy**. It means “feeling good.”
The prefix **un-** means “the opposite of.”
The word **unhappy** means “not feeling good.”

Circle the base word in the sentence. Then tell what the word with the suffix or prefix means.

1. The snake’s markings were colorful, with red and blue bands.

2. Even small snakes can be dangerous sometimes.

3. Knowing that the snake was hidden somewhere in the room made us all uncomfortable.

4. The water moccasin swam under Khalid’s boat and disappeared.

5. Casey was successful in finding a picture of a rattlesnake in the book.

**At Home:** Look through books to find words with prefixes and suffixes. Decide what the base word means, then decide what the word with the prefix or suffix means.
Some parts of words that are spelled differently are pronounced the same.

air and are:      lair   blare
ear and ere:      dear   mere

Read the following sentences. Circle the words in the sentences that have an air/are spelling. Then underline the words that have an ear/ere spelling.

1. Please put the rocking chair over here by the fire.
2. Ms. Delgado was sincere when she said that she wanted to get a pair of snakes to keep as pets.
3. Her earrings shone in the bright glare of the noonday sun.
4. Severe weather can sometimes force airports to close.
5. It has been nearly three months since Maria’s father shaved his beard.
6. Doesn’t Aunt Greta have the same hairdo that she did last year?

Write two sentences, each using two words with air/are spellings or ear/ere spellings.

7. __________________________________________
   __________________________________________

8. __________________________________________
   __________________________________________
A. For each word in Column 1 write the letter of its meaning in Column 2.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
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<tbody>
<tr>
<td>1. preserve ______</td>
<td>a. grumbled</td>
</tr>
<tr>
<td>2. muttered ______</td>
<td>b. sincere</td>
</tr>
<tr>
<td>3. convinced ______</td>
<td>c. persuaded</td>
</tr>
<tr>
<td>4. handy ______</td>
<td>d. protect from harm</td>
</tr>
<tr>
<td>5. slithered ______</td>
<td>e. moved like a snake</td>
</tr>
<tr>
<td>6. genuine ______</td>
<td>f. useful</td>
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B. Answer each question with a sentence that includes the underlined word.

7. When was the last time you gaped at something?
   ____________________________________________

8. What happened the last time someone flinched?
   ____________________________________________

9. Why would someone be proud to be a citizen of the United States?
   ____________________________________________
   ____________________________________________

10. What opportunities might you get from going to college?
    ____________________________________________
    ____________________________________________
Practice

C. Supply an answer using the vocabulary word in your response.

11. **legendary**  Name a person you admire and explain why.

12. **fluke**  Write about something that will never happen again.

13. **mischief**  What might a puppy do if left alone?

14. **weekdays**  What activities do you have after school?

15. **overjoyed**  Tell about a time you felt extremely happy.

D. Write a word from the list that has the same meaning as the underlined word or words.

- harmless
- overheard
- snickering
- cardboard
- hilarious

16. I saw her *laughing* behind his back. _______________

17. I *learned* the other team’s plays for Saturday’s game at the library today. They didn’t know I was sitting right behind them! _______________

18. My father told us the *most* *extremely* funny story. _______________

19. Don’t worry, that snake is *not able* to hurt you. _______________

20. My notebook cover is made out of *thick, stiff paper*. _______________
Use the context clues in each sentence to help you decide which vocabulary word fits best in the blank.

Small Snake couldn’t move like the other snakes. “I’m so ___________,” he cried.

Caterpillar offered to lend Small Snake a few legs. The young reptile stumbled and ___________ on them.

Raven stuck out her chest and ___________, “I am the one who can make this poor snake ___________ enough to slither here and there.”

Mr. Caterpillar offered to help, but Raven waved him away and said, “Do not ___________ with what I am doing.”

She made a straight line of poles in the ground. “Now, go in and out from each pole to the next.”

Small Snake found that he was curving and slithering. “I know how to do it now!” he cried.

Raven said, “Caterpillar, you will watch out for Small Snake and be his ___________ until he grows up.”
When authors write, they have a **purpose**, or reason, for what they want their work to do. They write fiction to **entertain**. They write nonfiction to **inform** or **explain**. And they write essays to **persuade**.

Read the story excerpt below and decide on the author's purpose.

Squirrels did not always have big, bushy tails. Once upon a time, they had long, pointed tails, which did nothing to help them balance high up in the trees. Squirrels had to move slowly and were always afraid of falling. Also, they had to remember to hold up their tails or the scales that covered them would scrape against the tree bark and let predators know where they were.

Armadillos, on the other hand, had very bushy tails, but it was difficult to tuck all that lovely fur in when they had to roll up in protective little balls.

1. What was the author’s purpose in writing this story? _________________
2. How did you decide on the author’s purpose? _____________________
   _____________________
   _____________________
3. If the author wanted to inform readers, what would the author write?
   _____________________
   _____________________
   _____________________
4. If the author wanted to persuade readers, what would the author write?
   _____________________
   _____________________
As you read Roadrunner’s Dance, fill in the Author’s Purpose Map.

Clue

Clue

Clue

Author’s Purpose

How does the information you wrote in the Author’s Purpose Map help you to evaluate Roadrunner’s Dance?

At Home: Have the student use the chart to retell the story.
As I read, I will pay attention to pauses, stops, intonation, and the characters’ words.

The monkey was having a simply splendid day. Then she spotted a tiger bounding toward her through the jungle. The monkey was sure the tiger would eat her on the spot. She had to think fast. The monkey covered a big pile of coconuts with some banana leaves. She marched back and forth in front of it. The tiger was intrigued by the monkey’s odd behavior and didn’t attack. “What are you doing?” the tiger demanded.

“I’m the king’s guardian,” proclaimed the monkey. “I am guarding the king’s food.” “Hmm,” the tiger thought. “The king’s food is bound to be more delicious than that skinny monkey. Perhaps I can trick the monkey into giving it to me.” “You are too small to be the king’s guardian,” said the tiger. “A big animal like me should be the protector of his food.”

Comprehension Check

1. What is the author’s purpose in this passage? **Author’s Purpose**

2. What problem does the monkey face? How does she try to solve it? **Problem and Solution**

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</table>
A **flow chart** is a good way to show a process from start to finish. It uses words joined by arrows to show the order of steps.

Look at the flow chart below. Then answer the questions.

The Water Cycle

**EVAPORATION**
The sun heats the water in oceans, lakes, or rivers and turns it into steam. Then, the steam, or vapor, rises in the air.

**COLLECTION**
Water that falls back to earth can be soaked up into the ground, or it can run back into the oceans, lakes, or rivers.

**CONDENSATION**
The vapor in the air cools and changes to liquid. That liquid is held in the clouds.

**PRECIPITATION**
When enough water collects in the clouds, the clouds can't hold it. The water can fall as rain, snow, or hail.

1. What natural process does this flow chart show?

2. What happens after collection?

3. What happens during condensation?

4. What two things can happen to water during collection?
Replace each of the words in parentheses with one of the following synonyms.

1. “Don’t (interfere) ______________ with my plans to be king of the road!”

2. The roadrunner was (awkward) ______________ when he first tried to run and jump.

3. He (tottered) ______________, but he did not fall.

4. Later, when Roadrunner danced in circles, you could see how (agile) ______________ he had become.

5. “Roadrunner is our hero!” the animals (proclaimed) ______________.

Write a sentence using a synonym for both of the words in dark type.

6. frightened and trembled ____________________________

7. yelled and bragged ____________________________

8. hopped and quick ____________________________
The /ûr/ sound can be spelled er, ir, ur, and ear. The sound is found in words such as serpent, bird, turkey, and heard.

Underline the vowel + r combination that represents the /ûr/ sound in each of these words.

1. burden 6. whirlwind
2. sternly 7. learner
3. serpent 8. purpose
4. birth 9. person
5. turnip 10. pearl

Now read the paragraph below. Find and circle six words that have the /ûr/ sound. Then continue the story. Circle the words with the /ûr/ sound.

One day, a raccoon climbed in the window of a house. He found a pearl necklace on the floor. Holding it carefully in his mouth, he took it outside. Then he returned and carried away a small purse. Finally, he emerged with a purple shirt.
Use the clues below to complete the vocabulary word puzzle.

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. kept away from</td>
<td>2. unfairness, an unjust act</td>
</tr>
<tr>
<td>5. not aware, not expecting</td>
<td>3. people from whom one is descended</td>
</tr>
<tr>
<td>7. unjust, unreasonable</td>
<td>4. the practice of separating one racial group from another</td>
</tr>
<tr>
<td>6. many</td>
<td>7. ancestors</td>
</tr>
</tbody>
</table>
Authors write stories and plays to **entertain**. They write articles and books to **inform** or **explain**. When authors write to **persuade**, they give reasons for their point of view, which is what the authors believe and want you to believe, too. What they write is not always backed up by facts.

**Read the following sentences. Think about the author’s purpose. After each sentence write** inform or **persuade**.

1. In the South before 1955, African-American people had to drink from water fountains labeled “Colored Only.” __________

2. Laws that separated African Americans from other Americans were unjust and should never have been made. __________

3. People should rise up and demand justice when they are treated unfairly. __________

4. You need to keep hope alive by believing in yourself and in a better world. __________

5. In 1955, Rosa Parks was arrested for refusing to give up her seat near the front of a bus. __________

**Write a sentence to persuade readers to support your point of view on a topic you feel strongly about.**

________________________________________________________________________
________________________________________________________________________

**At Home:** Have the student write two sentences about the same topic: one intended to inform and one intended to persuade.
As you read *My Brother Martin*, fill in the Author’s Purpose Map.

Clue

Clue

Clue

Author’s Purpose

How does the information you wrote in the Author’s Purpose Map help you to evaluate *My Brother Martin*?
As I read, I will pay attention to punctuation in each sentence.

Coretta Scott King never planned on being a civil rights leader. She thought she would become a teacher or a singer. Instead, she became a leader in the fight for equal rights. Coretta Scott was born in 1927 in a small town in Alabama. She walked three miles to get to school each morning. And she walked three miles back each afternoon. Every day she watched school buses drive white children to their school.

In those days segregation was the law in the South. African Americans could not go to certain restaurants. They could not drink from certain water fountains. They had to sit in the back of public buses. Black children and white children went to separate schools.

Coretta’s father Obadiah (oh-buh-DIGH-uh) was the first African American in his county to own his own truck. Some white truckers felt that he was taking away their business. One day the Scotts came home from church to find that their home had burned down.

Comprehension Check
1. What is the author’s purpose? Author’s Purpose

2. Why do you think the Scotts’ house was burned down? Cause and Effect

<table>
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Letters have specific formats, but they all have the same three parts.  
• A **salutation** is the line in the letter in which the writer greets the person to whom it was written.  
• The **body** of the letter is the main part of the letter, containing the writer’s message.  
• The **complimentary closing** is the line above where the writer signs his or her name.

Read the letters below. Identify each part by drawing a line to the correct label below. On the blank, write whether it is a business or a personal letter.

---

**Personal Letter**

7325 Hastings Road  
San Diego, CA 90124  
October 17, 2008  
Hi, Jamal and Linda,  
It was awesome to see you guys last week! The food was great and the company couldn’t be beat.  
Thanks again for having me over for the weekend. Next time, it’s my turn.  
Love,  
Erica

---

**Business Letter**

7325 Hastings Road  
San Diego, CA 90124  
October 20, 2008  
Levinson Randall, Inc.  
62941 Chuckwalla Way  
El Paso, TX 79901  
Attn: Ms. Ann Gregory, Customer Service  
Dear Ms. Gregory:  
I am sending this letter to inform you that two of the four vases I ordered arrived damaged due to poor packaging.  
Kindly send me two more of the Ballymoney crystal vases as soon as possible, and let me know how I should return the broken vases to you.  
Sincerely,  
Erica Eliades

---

Body

Salutation

Complimentary Closing

---

At Home: Together, write a personal and a business letter, using the models above. Have the student make sure the letters have a salutation, a body, and a complimentary closing.
The prefix **un-** means “not.” **Unfair** means “not fair.”
The prefix **re-** means “again.” **Retell** means “tell again.”

Circle the phrases in the story that would sound better using the prefixes **un-** or **re-**. Then write the new words below.

“It’s terribly not fair, Grandmother!” Cordelia exclaimed. “Wilson School is just three blocks away. Why can’t I just keep attending my classes there?”

Cordelia’s grandmother looked at the bowl of cold, not eaten soup and left Cordelia’s question not answered. “Let me warm again that pea soup for you, honey. You’ll feel better after you have had your dinner.”

“I know you do not like this, Grandmother. Even though you’re not saying anything, I know you’re terribly not happy with the new laws. So, why can’t you admit that scheduling again our classes miles away is not acceptable!”

Marion looked over her glasses at her granddaughter. “No use talking about it around our kitchen table, child. But there will be talk all over this great land of ours. And mark my words, Cordelia, these not fortunate days will not go not noticed.”

_________________  __________________

_________________  __________________

_________________  __________________

_________________  __________________

_________________  __________________

_________________  __________________
Say these words aloud:

knives  plumber  calm  wriggle

In these words, the letter in dark type is silent.

Quietly read the sentences aloud to yourself. Then circle the letter in the underlined word that you did not pronounce.

1. Rosa Parks knew that staying in her seat was the right thing to do.
2. Taking a risk might make the palms of your hands sweaty.
3. Christine kneeled down on the floor to pick up the paper she had dropped.
4. Martin’s father needed a wrench to fix the piano bench.
5. The tombs in the cemetery remind us of those who came before us.

Using a dictionary, find at least 5 other words that begin with kn and wr. Write these words on the lines below and circle the silent letter in each one.

<table>
<thead>
<tr>
<th>kn- words</th>
<th>wr- words</th>
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At Home: Read passages together and ask the student to identify words with silent letters and pronounce them.
Fill in the vocabulary word for each sentence. Write the numbered letter in the mystery word below.

1. Gary worked in the garden, sold newspapers, and created an Internet page. He is a very __ __ __ __ __ __ __ __ __ __ __ __ person.
   1

2. Gina’s idea to sell vegetables in farm country is a risky __ __ __ __ __ __.
   2

3. After six years of farming, Kinesha keeps trying to reach her goal. She has a lot of determination and __ __ __ __ __ __ __ __ __ __ __ __.
   5 6 3

4. Tessa __ __ __ __ __ __ __ __ __ __ the stray dog. It lived with the family three houses away from her.
   4

5. Find the missing letter for the Mystery Word in the word DEDICATED.
   __

6. MYSTERY WORD:
   __ __ __ __ __ __
When you **compare** two or more things, you are looking for how they are similar. When you **contrast** two or more things, you are looking for how they are different.

### Comparison Words

<table>
<thead>
<tr>
<th><strong>Words that Signal a Comparison</strong></th>
<th><strong>Words that Signal a Contrast</strong></th>
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<tbody>
<tr>
<td>alike</td>
<td>each</td>
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<tr>
<td>also</td>
<td>in addition to</td>
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<tr>
<td>both</td>
<td>same</td>
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Write whether you think each sentence below is part of a **comparison** or a **contrast**. Circle the word or words that you base your answer on.

1. Jennifer and Jeffrey were twins, but they had very different ideas about how to run a business. __________

2. Monique’s second business was also quite successful. __________

3. Both of the students have their own business. __________

4. The first job David had was boring; on the other hand, his second job was interesting. __________

5. Walking dogs was fun, while mowing lawns was hard. __________

6. Keisha liked spending; however, Julie wanted to save. __________

7. Sandy and Pedro mowed lawns and were alike in the way they treated their customers. __________

8. Pedro worked on weekends instead. __________

---

**Kid Reporters at Work**

**Grade 4/Unit 3**

**At Home:** Pick two items in your house and ask the student to compare and contrast them.
As you read *Kid Reporters at Work*, fill in the Venn Diagram.

How does the information you wrote in the Venn diagram help you to summarize *Kid Reporters at Work*?

At Home: Have the student use the chart to retell the story.
As I read, I will pay attention to tempo.

Everyone needs money, even kids. Some kids get allowances. And some enterprising kids work to earn extra money. They have paper routes or run lemonade stands. They shovel snow or mow grass. They baby-sit or pet-sit. You may do these things yourself.

But some kids have jobs that are special. They are dream jobs. These jobs are hard to get. They are so good that you might do them for free!

If you love baseball, your dream job might be working as a bat boy or girl. If you love performing, your dream job might be working as an actor.

Why are dream jobs so hard to get? To begin with, there aren’t many of these jobs. And there are many children who want them. Laws also limit when, where, and how many hours children can work. That’s good. In the 1800s, kids often worked instead of going to school. Those kids had hard lives. Laws make sure that can’t happen now.

**Comprehension Check**

1. How are dream jobs different from ordinary jobs? In which ways are they alike? **Compare and Contrast**

2. Name the main idea and supporting details in the last paragraph. **Main Idea and Details**

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</table>
You can search for a book in a library’s electronic card catalog by subject, author, or title. The books you find will show up in a screen that looks something like this.

**Electronic Card Catalog**

- **Call Number**: 539.7 C
- **Author**: Thompson
- **Title**: Teen Entrepreneurs
- **Publisher**: Young Publishing, New York, © 2002
- **Description**: 84 p.; ill.; 28 cm.
- **Subject**: Business ideas for teenagers—United States—Juvenile
- **Bibliography**: Includes bibliographical references
- **Summary**: Provides detailed ideas for creating and running a business. Ideas for different businesses are included.
- **ISBN**: 0362959248

**Circle the correct information from the card-catalog card above.**

1. The title of the book is:
   - Young Publishing Teen Entrepreneurs
2. The author of the book is:
   - Thompson Young
3. The library location for this book is:
   - 539.7 C 0362959248
4. In what year was the book published?
   - 539.7 C 2002

**Read the summary on the card to answer the question.**

5. Would this book help you find ideas for classroom projects? Why?
Read the passage. Circle the words with \textit{-ed} and \textit{-ing} that are spelled correctly. Underline the words with \textit{-ed} and \textit{-ing} that are spelled incorrectly and spell them correctly on the lines below.

Lateesha, Toby, and Margarita decideed to start buying notebooks for seventy cents and selling them for a dollar a book. Lateesha was in charge of geting the notebooks. Toby was supposed to make signs telling everyone about their sale. Margarita was investigatieng where they could sell their books. Things did not go well. Toby kept forgetting to make the signs. Margarita couldn’t get anyone to let them sell the books in school. Lateesha decided to quit and beged the others to forgive her.

Toby and Margarita told Lateesha that they were clossing the notebook business and openning a dog wash instead. They hurryed to the store to buy soap and towels. Margarita and Toby were hopping it would be a success. Lateesha was worryed, especially when she realizeed that their first customer was a Saint Bernard.

“Well, I’ve enjoied knowing you guys,” Lateesha said.

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

Different verbs follow different rules for adding \textit{-ed} and \textit{-ing}

\begin{tabular}{lll}
seemed & admitted & arriving \\
obeyed & carried & answering \\
\end{tabular}

Kid Reporters at Work

Grade 4/Unit 394

At Home: Together, find verbs in books or magazines with the ending \textit{-ed} or \textit{-ing}. Ask the student how to spell the verb without the ending.
When the letters c and g are followed by e, i, or y, they usually have a soft sound. Say the following words aloud.

- ceiling
- circus
- cycle
- genius
- giant
- gyroscope

Circle the word with soft c or g and write it on the line.

1. The young people were _____________ their plan would work.
   - careful
   - certain
   - concerned

2. They wanted to work in the ________________.
   - city
   - country
   - crowd

3. They could help people exercise in a ________________.
   - gymnasium
   - grade school
   - gang

4. Or they could give ________________ care to sick pets.
   - glad
   - grateful
   - gentle

5. Maybe they could feed the pets ________________.
   - cereal
   - corn
   - cupcakes

6. They could play with the ________________ while they were not working.
   - game
   - goose
   - gerbil

7. They could make sure the animals were free of ________________.
   - grease
   - gags
   - germs

8. Shelby has been learning to play the ________________.
   - clarinet
   - cymbals
   - castanets

At Home: Have the student make a list of five soft c and five soft g words.
Choose the correct vocabulary word from the list to complete the sentence. Write the words on the lines.

David had a dog. He knew it was his 1. ________________ to take care of Spot. Of course, they had fun together. They played and ran and explored. Then one day, in the 2. ________________ of having fun, Spot ran through some poison ivy. He soon was covered with painful 3. ________________. David took his dog home and washed Spot as best he could. To comfort Spot, David found an old 4. ________________ quilt. He wrapped Spot up in it and sat with him on the porch. At first, Spot tried to scratch. Then a 5. ________________ thing began to happen. Spot stopped wriggling and trying to scratch. David 6. ________________ the quilt and looked at Spot’s legs in 7. ________________. They were still red and swollen. Somehow, having his owner take care of him had calmed him down.

Add a sentence to the passage.

8. ________________
Read the passage below. Then number the sentences below to show the sequence of events.

The Plains Indians lived in North America before the Europeans came. Since they had no horses, the Plains Indians traveled on foot. To hunt buffalo, they would surround a herd and shoot the buffalo with bows and arrows.

This changed when Spanish explorers came to North America and brought horses with them. Now the Plains Indians hunters were able to ride horses and follow buffalo over long distances. They carried tipis with them and set up camps. The hunters could kill buffalo and pull them back to camp using their horses.

Later guns again changed the way that Plains Indians hunted.

1. _____ Spanish explorers brought horses to North America.
2. _____ The Plains Indians used horses and traveled long distances to hunt buffalo.
3. _____ The Plains Indians hunted buffalo on foot before the Europeans came to North America.
4. _____ The Plains Indians used guns to hunt buffalo.

Add an event to the paragraphs and tell where it belongs in the sequence of events.

______________________________
As you read *Mystic Horse*, fill in the Sequence Chart.

How does the information you wrote in the Sequence Chart help you to summarize *Mystic Horse*?
As I read, I will pay attention to tempo and match the energy and enthusiasm of the passage.

But there came a time when many days of heavy rain made the Quillayute River overflow. The houses washed away. Then the Quileute moved to the prairies.

Not long after, the weather grew cold. The rain turned into hail and sleet. The fishermen could not break through the ice in the rivers to go fishing. Falling hailstones were so big that people were killed. The people grew afraid to go outside. They were running out of food. Men, women, and children were becoming weak and sick.

At this time, the Great Chief of the Quileute called a meeting of all the people in the tribe. He stood before them in a patchwork shawl made up of buffalo skins stitched together. The people begged the chief to do something. The responsibility of watching over his people weighed heavily upon him. “We will ask the Great Spirit who soars above Earth for help,” said the chief.  

Comprehension Check

1. What were the events that caused the Great Chief of the Quileute to call a meeting? Name the events in the order in which they occurred. **Chronological Order**

2. What is the purpose of a legend such as this? **Author’s Purpose**
Read this excerpt from an online encyclopedia article about tepees. Then answer the questions that follow.

Tipis
by Kendra Lundquist

The Plains Indians lived in the area now called the Midwest. They built tipis for their homes. These were upside-down cone shapes, built with long poles. Animal skins were pinned and fastened to the outside of the cone, providing a roomy home. The Plains Indians made fires within the tipis. They were usually built in a small fireplace. The walls of the tent reflected the heat back into the middle of the tipi so that a small fire kept the tipi very warm in winter.

1. What is the title of the article that was found at this address? __________

2. What is the article about? _____________________________

3. What underlined link is part of the article? ________________

4. What will happen if you click on the underlined link?
   _____________________________
   _____________________________

You can find online articles on the Internet. Each online article has its own web address, or URL. In an article, clicking on underlined words, called links, takes you to other articles related to your topic. Larger articles can be broken up into several pages. If they are, clicking a link called Next will take you to the next page.
Homophones are pairs of words that are pronounced the same but have different spellings and meanings.

- here / hear
- there / their
- rain / rein
- blue / blew
- needed / kneaded
- seen / scene
- four / for
- through / threw
- plains / planes
- buries / berries
- road / rode

Read the passage. Write correct on the lines below if the right homophone is used. If the wrong homophone is used, write the correct word on the line.

Some Native Americans lived on the planes in the middle of our country.

The land their is beautiful. The sky is blue and tall grass seems to go on forever. Even today, the miles of grass are a beautiful scene. The Indians road their horses threw the plains hunting four buffalo to eat. They also ate berries and nuts to add to there diet. It was a hard life but the Indians were proud of the life they lived.

1. ________________ 6. ________________
2. ________________ 7. ________________
3. ________________ 8. ________________
4. ________________ 9. ________________
5. ________________ 10. ________________

At Home: Look at words in books or magazines and see if you can find homophones.
Write the correct plural form of the underlined word on the line.

1. The horse ___________ of the Plains Indians carried their belongings.
2. The men carried arrow ___________ to hunt for buffalo.
3. They sometimes suffered loss ___________ when a buffalo attacked.
4. The buffalo herds had thousands of acres to roam in and eat the different grass ___________ on the plains.
5. The Indians ate berry ___________ as part of their diet.
6. When in camp, the Indians built fire ___________ in their tipis to keep warm.
7. They moved their camp ___________ when food became scarce.
8. The Plains Indian ___________ were proud people.
Choose a word in the box to replace the underlined word or words in each sentence.

- technique
- foolishness
- inspire
- evaporate
- microscope
- magnify
- negatives
- blizzard

1. Lucky for him, Bentley’s mother never said, “Stop this silliness! Come in out of the storm at once!”

2. Bentley used a scientific instrument that makes small things appear bigger to study snowflakes.

3. Bentley’s favorite kind of weather was a heavy snowstorm.

4. Bentley had to develop a special method to photograph snowflakes.

5. Bentley used the opposites of positives when photographing snowflakes.

6. Bentley had to work fast to make sure a snowflake didn’t dry up.

Use each word correctly in a sentence:

7. magnify

8. inspire
Hail is small, round pieces of ice that fall to the ground like a shower of rain. Hail often falls in warm weather, even though it is frozen. There are snowflakes in clouds during thunderstorms. The snowflakes that fall melt in the warm air before they land on the ground. In some thunderstorms, raindrops stick to the snowflakes in the clouds and freeze. The frozen raindrop becomes a small ball of hail. As the small piece of hail begins to fall, air currents push it back up into the clouds. The hail falls through the clouds again. More rain attaches to the hail, and the hail gets bigger. This cycle can happen again and again. At a certain point, the hail is too heavy to be pushed back up. It leaves the cloud and falls to the ground. Hail doesn’t melt on its way down. It travels too fast to warm up and turn into rain.

1. How does hail begin to form?

2. What happens as hail begins to fall?

3. When does the hail drop to the ground?

4. Why doesn’t hail melt as it falls?
As you read *Snowflake Bentley*, fill in the Main Idea Web.

How does the information you wrote in the Main Idea Web help you evaluate *Snowflake Bentley*?
As I read, I will pay attention to the pronunciation of vocabulary words.

Tornadoes begin with warm, humid air. Humid air is air that holds a lot of moisture. This humid air meets up with colder air. As the air masses come together, the warm air rises. As the warm air moves upward, it holds more and more moisture. Huge, dark clouds called thunderheads begin to develop. These clouds can spread as wide as 100 miles (161 km) across the sky. There is so much moisture in the clouds that it can’t just evaporate into the air. So it falls as rain. The thunderheads produce giant storms with thunder and lightning. These storms are called supercells.

Winds high up in the storm clouds blow faster than the winds lower down. The winds also blow in different directions. This causes the air to spin. Then, as the winds spin, they form a long funnel cloud. However, one last thing needs to happen for the funnel cloud to become a tornado. It needs to touch the ground.

Comprehension Check

1. Describe the conditions needed to form a thunderhead. **Main Ideas and Details**

2. What is the author’s purpose? **Author’s Purpose**

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Imagery is the use of words to create a picture in the reader's mind. Figurative language uses words differently from their usual meaning.

Read each haiku and answer the questions that follow.

This light rain falling
Tickles my skin like feathers.
A hot bath calls me.

1. What is light rain compared to? ____________

2. Can a hot bath really call someone? What does this mean? __________________________________________________________________________

Sun after gray days,
Like Fourth of July fireworks,
Bursts forth bright with joy.

3. What is the sun compared to? ______________

4. What figurative language is used in the poem? How can you tell? _______________________________________________________________________

A summer hailstorm—
Daisies burrow underground.
They're not meant for ice!

5. What words in this haiku describe something that could not happen? ____________________________________________________________________

At Home: Play a language game with the student. Challenge each other to describe things using figurative language.
Multiple-meaning words are words that have more than one meaning. You can use the dictionary to find the correct meaning.

**pick** verb. 1. to select or choose. **Pick a card from the deck.** 2. to gather with the fingers. **We picked blueberries for a pie.** 3. to pull at and let go; pluck. **She picked the strings on the banjo.** noun. 1. a tool with a wooden handle and a metal head, used for breaking rocks and loosening dirt. **He used a pick to break the rocks into chunks.** 2. a thin piece of metal or plastic used for playing a stringed instrument. **I bought a new pick at the guitar shop.** 3. the best of something. **Take your pick of the books on the table.**

Use the dictionary entry above to answer the questions.

1. **Pick** one: playing in the snow or jumping in rain puddles.
   
   Is *pick* a noun or a verb? ____________ Write the definition.

2. The gold miner’s *pick* was worn down from breaking rocks.
   
   Is *pick* a noun or a verb? ____________ What is the meaning of *pick* in this sentence? _____________________________________________________________________

3. Did you *pick* enough blueberries for a pie?
   
   Is *pick* a noun or a verb? ____________ Write the definition.

4. I strum the guitar with a *pick*.
   
   Is *pick* a noun or a verb? ____________ Write the definition.
A compound word is made up of two short words. The two words together make a new word with a new meaning.

When I was at camp this summer, we built a campfire to keep warm at night.

camp + fire = campfire
camp: an outdoor place with tents or cabins.
fire: the flame, heat, and light given off when wood burns.
campfire: an outdoor fire for cooking or keeping warm in a camp.

Draw a line between the two words that make up the compound word. Write the meaning of each word.

1. We had a bad snowstorm.  __ and __ a. long, thin rope
2. Bentley loved snowflakes.  __ and __ b. coming into being
3. Hail is made from raindrops.  __ and __ c. small, thin, flat pieces
4. The child took the towels off the clothesline when the hail came.  __ and __ d. plants with many long, thin leaves
5. The child’s birthday was in January.  __ and __ e. white crystals of ice
6. The grasshopper hid during the storm.  __ and __ f. what people wear
g. windy, unsettled weather
h. water from clouds
i. twenty-four hours
j. small balls of something
k. someone or something that jumps

At Home: Challenge the student to think of compound words. You might focus on words about one topic, such as the weather.
A. Locate and circle the listed vocabulary words in the puzzle below. Words can be spelled from left to right, right to left, top to bottom, bottom to top, and diagonally.

loosened
injustice
interfere
segregation
evaporate
awkward

sores
ancestors
unfair
avoided
midst
agile

B. Write a sentence using each vocabulary word below.

1. tottered

2. numerous

3. patchwork

4. enterprising
C. Answer each question using the underlined vocabulary word in your response.

5. What is one kind of **foolishness** that you learned by experience?

_____________________________________________________________________

6. What would your dream **venture** look like?

_____________________________________________________________________

7. What was the most **mysterious** civilization you have heard about?

_____________________________________________________________________

8. What can happen when you **magnify** a problem?

_____________________________________________________________________

D. Choose the vocabulary word that correctly completes the sentence and write it on the line. Then make up a sentence that includes that word.

9. **technique**  **responsibility**  We all have a _________________ to be good citizens.

_____________________________________________________________________

10. **proclaimed**  **identified**  It was _________________ throughout the kingdom that the prince planned to marry.

_____________________________________________________________________

11. **mysterious**  **unsuspecting**  The hunters waited in the tall grass for the _________________ ducks.

_____________________________________________________________________

12. Write a sentence using the word **guardian**.

_____________________________________________________________________

_____________________________________________________________________
Use the words in the box to complete the sentences below.

risks  desperate  obedience  appreciated
bluffing  neglected  endured  misunderstood

1. My dog has often taken ______________ to save me from danger.

2. Once I ______________ to look both ways before crossing the street, and I almost walked into a bus.

3. I really ______________ that my clever dog barked and jumped up on me. He probably saved my life!

4. The only time I scold Sparky is when he tries to eat food from our table. Each time he looks at me as if he has ______________ great suffering.

5. Once I sent him to ______________ school.

6. Sparky pretended to learn all the commands, but he was only ______________.

Write two sentences, each using one of the vocabulary words.

7. ________________________________

   ________________________________

8. ________________________________

   ________________________________
A cause makes something happen. An effect is what happens. Story plots contain several causes and effects. Using what you know and what the author tells you to draw conclusions can help you figure out the plot.

Read the story. Look for causes and effects to answer the questions.

Fred and Roberto lived next door to each other. Whenever Roberto looked out the window and saw that Fred’s owner was taking him for a walk, Roberto would scratch at the front door and whine until Mrs. Marsh got his leash and took him out.

One day Fred came bounding into Roberto’s backyard. “I’m running away,” he told Roberto. “Mr. Gomez doesn’t appreciate the way I bring him his slippers when he comes home from work.”

“Don’t do it,” he advised Fred. “Give Mr. Gomez a little more time to get to know you. He will appreciate you when he gets to know you better.”

“You may be right,” Fred agreed. “I’ll give him another chance.”

1. What caused Roberto to scratch on the door?

2. What effect did Roberto’s scratching have?

3. What caused Fred to want to run away?

4. What is the effect of Roberto’s advice?

At Home: Have the student read a story or article and look for causes and effects.
As you read *Dear Mrs. LaRue*, fill in the Cause and Effect Chart.

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<tr>
<th>Cause</th>
<th>Effect</th>
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</table>

How does completing the Cause and Effect Chart help you to generate questions about *Dear Mrs. LaRue*?
As I read, I will pay attention to punctuation.

Presidents have kept a wide range of pets. These animals have included cows, mice, goats, and birds. But dogs have been the most popular presidential pets. Dogs are loyal and loving. They make their owners feel appreciated. Like other dog owners, many Presidents have enjoyed the special friendship that dogs can give. Many people believe that dogs help Presidents gain support from Americans. Pictures of Presidents playing with their dogs can make the Presidents seem likable and help them win votes. More than 200 dogs of various breeds have lived at the White House. Some of these White House dogs served as guard dogs. Others played with the Presidents’ children. And others clearly belonged to the Presidents and were their personal four-legged friends. A few presidential pooches were even as well known as their masters. Let’s take a look at some of the famous “First Dogs” of America.

Comprehension Check

1. Why might people vote for a candidate who has a dog as a pet? Cause and Effect

2. Why did the author write this passage about presidential dogs? Author’s Purpose

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<tr>
<th>Words Read</th>
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A line graph is a good way to show how something changes over time. Points on the graph are connected by lines that make it easy to tell whether the occurrences of something increased or decreased as time passed.

Look at the line graph below and answer the questions.

Number of Search Dog Requests in Vail, Colorado

1. During which two months were the largest number of search dogs needed? __________________________

2. How many search dogs were needed in May? ________________

3. In which month were 5 search dogs needed? ________________

4. Which two months had the same number of searches? ________________

5. How many more searches were requested in January than in July? ________________
When you put the prefix *mis*- in front of a word, it changes the meaning of the word. *Mis*- means “badly” or “incorrectly.”

Add the prefix *mis*- to each word. Then write a sentence with the new word.

**New Word**

1. judge __________
2. spell __________
3. treat __________
4. read __________
5. behave __________

**Sentence**

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

**At Home:** Have the student identify and define two other words that include the prefix *mis*.-
When you add *-ed* or *-ing* to a word, sometimes you have to add or drop a letter before adding the ending.

- If the word has a short vowel sound and ends in a single consonant, double the last letter before adding the ending.
- If the word ends in *e*, drop the *e* before adding the ending.

Complete the table by writing the correct *-ed* and *-ing* forms of each of these words.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Word + <em>ing</em></th>
<th>Word + <em>ed</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. hop</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>2. hope</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>3. flip</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>4. force</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>5. tap</td>
<td>___________</td>
<td>___________</td>
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<tr>
<td>6. tape</td>
<td>___________</td>
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</table>

Write four sentences, each using one of the words above.

7. ____________________________________________________________________

8. ____________________________________________________________________

9. ____________________________________________________________________

10. ___________________________________________________________________
Answer each question by using a vocabulary word that means the same as the underlined phrase.

1. Does light grow dim after the sun sets?

2. Is it hard to hear a very slight, soft whisper?

3. Do older people have more good sense than younger people?

4. Was the snowy parking lot marked by crossed lines with tire tracks?

5. Did the student enter the principal’s office hesitantly?

6. At the costume party, who came dressed up as someone famous?

7. Do silver-medal winners look at the gold medal with envy?

8. Now write your own question and answer following the model.

   Question: ____________________________________________

   Answer: ____________________________________________
Characters often change throughout a story. To help you compare characters as you read, pay attention to how character’s traits, how they act, and what they say.

Read the story below. Answer the questions that follow.

“I hate math. I’ll never learn how to divide fractions!” Matthew groaned, throwing his pencil in the air.

“Don’t say that. All you need to do is practice. You’ll figure it out in no time!” Abby picked the pencil up and put it back on Matthew’s book.

“Come on. I’ll help you. We’ll start from the beginning and I’ll teach you everything I know.” Abby smiled.

Matthew frowned. “Really? You’ll help me?”

“Of course! You’re my friend!”

Matthew smiled. “Okay, I’ll give it a try! With you helping me, I’m sure I can figure it out. Thanks, Abby!”

1. What has made Matthew upset? What does this tell you about his character? ______________________________________________________

2. What does Abby say to Matthew when she sees he’s upset? What does this tell you about his character? ______________________________________________________

3. How has Matthew from the beginning to the end of the story? ______________________________________________________

At Home: Have the student choose a favorite character from TV or the movies. Compare characters using their actions and traits.
As you read *The Blind Hunter*, fill in the Character Chart.

<table>
<thead>
<tr>
<th>Event</th>
<th>Character Trait</th>
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</table>

How does completing the Character Chart help you to generate questions about *The Blind Hunter*?
As I read, I will pay attention to pauses and stops in each sentence.

You may know people who like to talk about themselves. Marie Curie was not that kind of person. She went about her work quietly and cautiously. She didn’t brag about what she did, although she could have. She was a woman of great wisdom. Marie Curie made discoveries that changed the world. Marie Curie’s work opened up a new field of medicine called radiology. Her experiments led to better ways of treating people with cancer and other diseases. She was the first woman ever to win a Nobel Prize. This is a special prize given each year to people who do important work. Years later, Marie won a second Nobel Prize. She was the first person ever to do so. Marie Curie lived at a time when few women were able to be scientists. She was born poor and was often ill. Yet she rose above all that to become a hero to the world.

Comprehension Check

1. What happened as a result of Marie Curie’s hard work? **Cause and Effect**

2. What kind of person was Marie Curie? **Relevant Facts and Details**

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<td>Second Read</td>
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A **glossary** is like a small dictionary found at the back of a book. It lists important or difficult words found in the book in alphabetical order. The glossary gives the meanings and pronunciations of the words.

**Use the glossary below to answer the questions.**

**landscape** 1. The stretch of land that can be seen from a place; view. The train passengers watched the passing *landscape*.
2. A picture of such a view. The artist painted a *landscape*. Noun
   To make an area of land more beautiful by planting trees, shrubs, and by designing gardens. A gardener will *landscape* the grounds. Verb **land•scape** (land´ skā´p ), **noun**, plural **landscapes**; **verb** **landscaped**, **landscaping**

**laser** A device that makes a narrow but strong beam of light. A laser may be used to perform surgery, cut metal, or send messages. **la•ser** (lā´ zәr) **noun**, plural **lasers**.

1. How are the glossary words arranged?

   ____________________________________________________________

2. As what parts of speech may *landscape* be used?

   ____________________________________________________________

3. How might a laser be used?

   ____________________________________________________________

4. Why wasn’t the word *lantern* in the glossary?

   ____________________________________________________________

**At Home:** Have the student write a sentence with each glossary word.
Word families are groups of words that all share a word root or other part. You can use what you know about one word to find out the meanings of other members of its family. For example, the word wisdom belongs to a family of words that includes kingdom and freedom.

The syllable *wis* is related to “wise.” One meaning of the suffix *-dom* is “state or condition of being a certain way.” Based on this meaning of *-dom*, write a definition of wisdom.

1. __________________________________________________________________________

   The syllable *-dom* can also mean “land ruled by.” Classify kingdom, freedom, and dukedom according to which meaning of *-dom* they have.

   Land Ruled By

2. __________________________________________________________________________
3. __________________________________________________________________________

   State or Condition of Being

4. __________________________________________________________________________

   Fit the above words into these sentences.

5. She was the loveliest lady in the __________________________.
6. We have the __________________________ to vote in this country.
When words end in a consonant + y, you do two things to add endings like -er or -ed. First you change the y to i. Then you add the ending.

Change y to i and add the indicated ending to each word. Then write the new word in the blank.

<table>
<thead>
<tr>
<th>Word</th>
<th>New Word</th>
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<tr>
<td>lazy + er</td>
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<tr>
<td>reply + ed</td>
<td></td>
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<tr>
<td>worry + es</td>
<td></td>
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<tr>
<td>happy + est</td>
<td></td>
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<tr>
<td>empty + er</td>
<td></td>
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<tr>
<td>family + es</td>
<td></td>
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<tr>
<td>dizzy + est</td>
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<tr>
<td>funny + er</td>
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Follow the model and write four more words.

<table>
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<tr>
<th>Word</th>
<th>New Word</th>
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</table>
Complete each sentence with a word from the box.

1. The new ____________ cars will help use less gasoline.
2. A horrible smell comes from the remains of animals that have ____________.
3. Scientists are always trying to produce better ____________ and make them burn cleaner.
4. Countries from around the ____________ will participate in the conference.

Now write a paragraph in which you use each vocabulary word at least once.
Read the selection below. Then answer the questions that follow.

No matter where you live, it is a good idea to walk rather than use a car. Walking is good for you! The exercise helps to keep you healthy. My dad stopped driving last year and now he’s running in races!

Walking also cuts down on automobile use. This helps reduce pollution and is a good way to make our town safer. If fewer people are driving, there will be fewer automobile accidents.

1. What is the author trying to persuade you to do?

2. What is one of the reasons the author gives for his or her point of view?

3. Write an additional reason that supports the author’s point of view.

4. What example does the author give to support the statement that walking is good for you?

5. Has the author persuaded you to walk instead of ride? Why or why not?

Clue

Clue

Inference

Clue

Clue

How does the information you wrote in the Inference/Opinion Web help you generate questions about *The Power of Oil*?
As I read, I will pay attention to my pronunciation of vocabulary words and other difficult words.

The Hoover Dam brought the Colorado River under control. The dam also created a reserve of water. The water was used to irrigate dry farmland. It was also used as a water supply by nearby cities and towns.

But the biggest benefit of Hoover Dam is its hydroelectric power. The Hoover Dam makes a huge amount of electricity. Every year it brings power to 1.3 million people in California, Nevada, and Arizona.

As an energy source, the Hoover Dam is clean and cheap to run. It does not pollute the air the way fossil fuels would. However, this huge dam has had some bad effects on the environment. The landscape of the area will never be the same. The river can no longer carry rich soil to the lands it flooded. Fish and other wildlife have lost their homes.

But the Hoover Dam is here to stay. It is a modern wonder of the United States.

Comprehension Check

1. How do you know that the author’s purpose is to persuade the reader that the Hoover Dam is helpful? **Author’s Purpose**

2. Compare the effects of fossil fuels with the effects of the dam. **Compare and Contrast**

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</table>
You can use a search engine to find information on the Internet. Type one or more keywords that describe your topic into the search engine. Then click Search. The search results will bring up a list of Web pages that have the keywords you entered. Click a page name to see it on your computer.

Look at the page of search results below. Then answer the questions that follow.

1. How many total results did the search return? ________________
2. What was the search keyword? ________________
3. What’s another keyword you could use to bring up more information about nuclear energy? ________________________________
4. What would happen if you clicked on the USS Nautilus link? ________________________________
5. Where on the page would you enter more keywords for another search? ________________________________

Practice

You can use a search engine to find information on the Internet. Type one or more keywords that describe your topic into the search engine. Then click Search. The search results will bring up a list of Web pages that have the keywords you entered. Click a page name to see it on your computer.

Look at the page of search results below. Then answer the questions that follow.

1. How many total results did the search return? ________________
2. What was the search keyword? ________________
3. What’s another keyword you could use to bring up more information about nuclear energy? ________________________________
4. What would happen if you clicked on the USS Nautilus link? ________________________________
5. Where on the page would you enter more keywords for another search? ________________________________
When you’re reading, you may find words that you do not know. When this happens, look in the text for **context clues**. You may find words and phrases that give you the **definition** of an unfamiliar word.

**Read each sentence. Define each underlined word. Write your definition on the line and circle the context clues that helped you determine the word’s meaning.**

1. We spun the **globe** of the world, looking for the countries of Africa.

2. You need electricity to run TVs, refrigerators, and other **electrical** appliances.

3. Do your parents use several **fuels** to create energy to heat your home?

4. Since the animals’ remains had **decayed**, they had broken down to the point that we couldn’t tell what they were.

**Now answer the following questions about each word.**

5. What shape is a **globe**?

6. Name two **fuels**.

---

**At Home:** Read a newspaper article with the student. When you come to an unfamiliar word, have the student look for context clues to determine the word’s meaning.
Phonics: /ü/, /u˙/, and /u¯/ Sounds

- Words like *spool*, *grew*, *move*, *soup*, and *suit* have the /ü/ sound.
- Words like *brooks* and *should* have the /u˙/ sound.
- Words like *cubes* and *mule* have the /u¯/ sound.

Notice that *oo* and *ou* can stand for different sounds. Remember which sound they stand for in each word you learn.

Read the words in the box. Then put each word under the correct heading.

<table>
<thead>
<tr>
<th>/ü/</th>
<th>/u˙/</th>
<th>/u¯/</th>
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<tbody>
<tr>
<td>would</td>
<td>knew</td>
<td>books</td>
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<tr>
<td>dune</td>
<td>looking</td>
<td>wood</td>
</tr>
<tr>
<td>you’ll</td>
<td>scoop</td>
<td>used</td>
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<tr>
<td></td>
<td>food</td>
<td>prove</td>
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<td></td>
<td></td>
<td>cute</td>
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</tbody>
</table>
Fill in each blank with the correct vocabulary word from the list at the top of the page.

1. The __________ boulder weighed over ten tons.
2. After a day at the ocean, the girl’s long hair became a mess of __________.
3. Candidates who run in elections are called __________.
4. To make sure that her quilt would be __________, Grandma used an unusual pattern for organizing her patches.
5. The hawk __________ quickly to catch the rabbit.
6. My grandfather’s loud __________ eventually woke him up.
7. The __________ of the thunder scared my dog.

Choose three vocabulary words and use them in one sentence.

8. ___________________________________________________________________
The chronological order of events in a story is the order in which things happen. Keeping track of the sequence, or order of events helps you make sense of what is happening in a story.

Read the story below. Then number the events that follow to show the chronological order.

Miranda’s parents were planning a trip to Mexico to go whale watching. Miranda’s mother bought airline tickets on a travel Web site. Miranda’s father asked his boss for time off. Miranda asked a neighbor to feed the family pets. Miranda’s mother asked the post office to hold their mail.

On the day of the trip, the family drove to the airport. They stood in line and went through security. Finally they boarded the airplane and took off for Mexico.

1. Miranda’s mother asked the post office to hold the mail. ______
2. They stood in line and went through security. ______
3. The family boarded the plane and took off for Mexico. ______
4. Miranda’s parents were planning a trip to Mexico. ______
5. Miranda’s father asked his boss for time off. ______
6. Miranda’s mother bought airline tickets on a travel Web site. ______
7. Miranda asked a neighbor to feed the family pets. ______
8. On the day of the trip, the family drove to the airport. ______
As you read *Adelina’s Whales*, fill in the Sequence Chart.

How does the information you wrote in the Sequence Chart help you to analyze the text structure of *Adelina’s Whales*?
Did you know that whales talk to each other? Whales make sounds for different reasons. Some sounds are used to locate calves. Others are used to find mates. Whales even use sounds to warn other pod members that a predator is around.

Toothed whales click and whistle in order to locate food. Baleen whales make knocking, moaning, snores, and rumbling noises. Humpback whales sing, but not during feeding season. They save their tunes for the warmer waters where they spend their breeding season. Some scientists believe they are singing love songs. Other scientists think they are sending out threats, like “Go away!” We may never know exactly why whales sing.

Some humpback whales swim up to the surface and take a few breaths. Then they dive under the water and start to sing. They do not move when they sing. Their underwater songs can be heard for miles. Sometimes they sing for a half hour without stopping.

**Comprehension Check**

1. What does a humpback whale do before it sings? **Chronological Order**

2. Why might a whale need to communicate with another whale? **Relevant Facts and Details**

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<th>Words Correct Score</th>
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<td>First Read</td>
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<td>Second Read</td>
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</table>
The **rhyme scheme** of a poem is the pattern of rhymes at the end of each line. The poem’s **meter** is the way that accented and unaccented syllables are arranged in the poem. You can think of it as the poem’s rhythm.

1. Read the following limerick by Edward Lear. Circle the rhyming words at the end of each line. Then put an **a** next to the first set of rhyming words and a **b** next to the second set of rhyming words to identify the poem’s rhyme scheme.

   There was an Old Man with a beard, ______
   Who said “It is just as I feared!— ______
   Two Owls and a Hen, ______
   Four Larks and a Wren, ______
   Have all built their nests in my beard!” ______

2. Read the first line of the poem. How would you describe the meter of this line?

   ____________________________________________

3. Now write your own limerick below.

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

---

**At Home:** Have the student explain the rhyme scheme and meter for the limerick above.
Homographs are words that have the same spelling but different meanings. They may also have different pronunciations.

Read the list of homographs and their meanings. Then read the sentences and decide the meaning of the underlined homograph. Write the letter of the correct meaning in the blank next to the sentence.

- **dove** – a. past tense of dive b. a kind of bird
- **fluke** – c. part of a whale’s tail d. something lucky

1. The whale splashed the surface of the water with its **fluke**. ______
2. The eagle **dove** for its prey. ______
3. It was a **fluke** that my mother won the game. ______
4. The bird watchers saw a mourning **dove** sitting in a tree. ______

Pick another homograph. Write one sentence for each meaning of the word.

5. ____________________________________________________________
6. ____________________________________________________________
The /oi/ sound can be spelled with **oi** as in *foil* or with **oy** as in *boy*. The /ou/ sound can be spelled with **ou** as in *couch* or with **ow** as in *now*. Keep in mind, though, that not all words containing **oi** have the /oi/ sound and not all words spelled with **ou** and **ow** have the /ou/ sound.

In each row of words below, there is one word that does not belong. If the word does not have the same sound as the others, make an X over it. If the word is a homograph, sometimes pronounced like the other words and sometimes pronounced differently, put an asterisk (*) next to it. Then on the blank line, add another word that belongs with the group you made.

<table>
<thead>
<tr>
<th>1. joy</th>
<th>foil</th>
<th>employ</th>
<th>onion</th>
<th>_______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. bow</td>
<td>allowed</td>
<td>south</td>
<td>outside</td>
<td>_______________</td>
</tr>
<tr>
<td>3. coil</td>
<td>destroy</td>
<td>oil</td>
<td>going</td>
<td>_______________</td>
</tr>
<tr>
<td>4. mouth</td>
<td>doubt</td>
<td>through</td>
<td>how</td>
<td>_______________</td>
</tr>
<tr>
<td>5. broil</td>
<td>doing</td>
<td>spoil</td>
<td>noise</td>
<td>_______________</td>
</tr>
<tr>
<td>6. sow</td>
<td>tower</td>
<td>frown</td>
<td>sprout</td>
<td>_______________</td>
</tr>
<tr>
<td>7. couch</td>
<td>dough</td>
<td>cloud</td>
<td>crowd</td>
<td>_______________</td>
</tr>
<tr>
<td>8. enjoy</td>
<td>soil</td>
<td>shooing</td>
<td>toys</td>
<td>_______________</td>
</tr>
<tr>
<td>9. now</td>
<td>enough</td>
<td>crown</td>
<td>proud</td>
<td>_______________</td>
</tr>
<tr>
<td>10. brow</td>
<td>cow</td>
<td>low</td>
<td>down</td>
<td>_______________</td>
</tr>
<tr>
<td>11. annoy</td>
<td>voices</td>
<td>boil</td>
<td>porpoise</td>
<td>_______________</td>
</tr>
<tr>
<td>12. thought</td>
<td>shower</td>
<td>loud</td>
<td>trout</td>
<td>_______________</td>
</tr>
</tbody>
</table>

At Home: Have the student write a silly poem using some of the **oi** and **ou** words from the above list.
Complete each sentence with a word from the box.

1. On our vacation we went snorkeling and saw pink ________________.

2. The blizzard closed the airport for several hours, but planes ________________ were able to take off.

3. My father took the train from our station in the ________________ into the city each morning.

4. During the storm the wind snapped the ________________ tree branch.

5. The hidden ________________ ripped into the bottom of the boat.

6. The fast-moving ________________ of the river swept the dead tree out to sea.

7. My friends and I set up a business ________________.

Choose five of the vocabulary words and use them in three sentences.

8. ________________

9. ________________

10. ________________
When you **compare** two things, you look at ways in which they are alike. When you **contrast** them, you focus on how they are different.

Read the passage about sharks and dolphins below. Then answer the questions that follow.

Dolphins and sharks both live in the ocean, but they are different in many ways. Dolphins are not fish, but warm-blooded mammals. Dolphins have lungs and come up to the surface to breathe.

Sharks are fish, with gills instead of lungs. Some sharks live deep in the ocean, while others live near the surface.

Sharks and dolphins are alike in some ways, too. Both eat fish, and some kinds live together in rivers and lakes in Central and South America.

**Compare sharks and dolphins and list two ways that they are alike.**

1. ___________________________________________________________________

2. ___________________________________________________________________

**Contrast sharks and dolphins and list two ways in which they are different.**

3. ___________________________________________________________________

4. ___________________________________________________________________

At Home: Ask the student to compare and contrast two other animals.
As you read *At Home in the Coral Reef*, fill in the Venn Diagram.

**Different**

- Soft Polyps
- Hard Polyps

**Alike**

**Different**

- Gobies/Grouper
- Polyps/Plants

**Alike**

How does completing the Venn Diagram help you to analyze the text structure of *At Home in the Coral Reef*?
As I read, I will pay attention to my pronunciation of vocabulary words.

Life in a tide pool is difficult. The temperature may range from very hot in the daytime to very cold at night.

Twice a day, during high tide, ocean waves rush in and fill the tide pool with water. At low tide the water goes out again. The same tide pool may be completely dry.

Tide pool animals must hang on tight at high tide and keep themselves wet at low tide. They must adapt to both heat and cold. And they must defend themselves against becoming another creature’s lunch. Only the most adaptable tide pool animals can survive.

The barnacle is an example of a true tide pool survivor. A barnacle is born swimming freely. But soon after that, it finds a rock or other hard surface in a tide pool. The animal cements itself there for life.

Comprehension Check

1. How is a tide pool different from a part of the ocean that is always under water? **Compare and Contrast**

2. Why does the barnacle need to cement itself to a rock? **Cause and Effect**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
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<tr>
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<tr>
<td>Second Read</td>
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</tbody>
</table>
A diagram is a good way to show all the parts of something.
• The title at the top tells you what the diagram is of.
• It uses arrows to point to a specific part.
• The arrows point to a label that tells you the exact name of the part.

Look at the diagram. Answer the questions below based on the diagram.

1. Where on the flower are the petals?

2. What does the pot do?

3. The leaf is connected to

4. Based on this diagram, what do you think is the most important part of the flower? Explain and support your opinion using the diagram.
**Context clues** can help readers determine the meaning of an unfamiliar word. Sometimes writers will provide context clues through a description that makes the meaning of a word clearer.

Example: *My uncle could never eat clams or oysters because he was allergic to mollusks.* You can use the context clues clams and oysters to figure out the meaning of the word mollusks.

Underline the context clues that describe the word in dark type. Then write the word’s definition.

1. I saw all kinds of marine life swimming underwater at the aquarium.

   **Definition:** __________________________________________________________

2. After the earthquake, there were a few smaller tremors that shook the ground.

   **Definition:** __________________________________________________________

3. Some fish feed on plankton because these tiny plants and animals are very nutritious.

   **Definition:** __________________________________________________________

4. To put out the fire, the man doused the flames with a bucket of water.

   **Definition:** __________________________________________________________

5. The captain pulled the rudder hard to the left to steer the ship away from the rocks.

   **Definition:** __________________________________________________________

6. The brilliant sunshine streamed in through the window and lit up the room.

   **Definition:** __________________________________________________________

**At Home:** Choose two other words. Then ask the student to write a sentence that includes descriptive context clues for each one.
The underlined letters in the following words show you different ways to spell the /ô/ sound: **bald, stalk, straw, caught**. Notice that in **bald** you pronounce the *l*, but that in **stalk** you do not.

Read the list of words below. Then sort the words into two columns. The left column is for words with the /ô/ sound. The right column is for other words.

<table>
<thead>
<tr>
<th>Words with /ô/</th>
<th>Other Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>laws</td>
<td>bows</td>
</tr>
<tr>
<td>sale</td>
<td>talking</td>
</tr>
<tr>
<td>wail</td>
<td>strawberry</td>
</tr>
<tr>
<td>catch</td>
<td>malt</td>
</tr>
<tr>
<td>wall</td>
<td>band</td>
</tr>
<tr>
<td>mall</td>
<td>taught</td>
</tr>
</tbody>
</table>

At Home in the Coral Reef
Grade 4/Unit 4

At Home: Ask the student to identify four other words with the /ô/ sound.
A. Find and circle the vocabulary words in the puzzle. Words can be spelled left to right, right to left, top to bottom, bottom to top, and diagonally.

```
crisscrossed endured electrical unique snoring politicians
```

B. Complete each sentence with a vocabulary word from Exercise A.

1. The sound of my dog ______________ loudly in his sleep woke me up.

2. How many ______________ appliances are there in your home?

3. Ralph’s dog ______________ training classes just to get the treats.

4. What makes humpback whales ______________ among all whales?

5. Our class wrote to ______________ to ask them to pass laws that would protect sea life.
C. Draw a line to match the definition to the vocabulary word.

6. not properly cared for  a. massive
7. pretending or fooling, usually by acting bigger or more powerful b. disguised
c. desperate
d. neglected
e. bluffing
8. willing to do anything to get what you want
9. very large
10. changed the appearance of in order to hide

D. Write the vocabulary word that means almost the same thing as the underlined word.

eventually    globe    tangles    brittle    cautiously

11. I had to be very careful handling the breakable coral. ______________________
12. Sam finally collected a new quarter from each of the fifty states. ______________________
13. After our walk in the woods, I had to comb the knots out of my dog’s fur. ______________________
14. Maria carefully crossed the street. ______________________
15. How many times did that satellite circle the Earth? ______________________
Complete each sentence with a word from the box.

1. The dog ____________ loudly as he sniffed for more food in his dish.

2. Ted had trouble ____________ a different book because he liked to read only mysteries.

3. “You have a ____________ taste in music,” Tobie told Andre. “I never thought I would meet a nine-year-old who liked Bach.”

4. Andre’s choices at the library always ____________ of history books about the period too.

5. “I am absolutely ____________ that you will love this book about horses,” Laura assured Marie.

6. Both girls then argued over which of the two was the more ____________ reader.

Write a sentence using the word listed.

7. peculiar ________________________________

8. selecting ________________________________

Write a definition of the listed word, using your own words.

9. snuffled ________________________________

10. advanced ________________________________
The order in which events happen in a story is the **chronological order**. To list events in chronological order, look for key words like *first, then,* and *last.*

**Read the passage below. Then answer the questions that follow.**

It was our town’s worst storm. The next morning we saw our library had been struck by lightning and then caught fire. After seeing my favorite building in ruins, I decided something needed to be done.

First, I wrote a letter to our town’s mayor. I emphasized the importance of having a library and why we needed to rebuild. Then, I decided to raise money. I asked some friends to help. Together, we baked cupcakes, washed cars, and collected money. I even got people to sign a petition—a piece of paper asking for something—saying that we needed to build a new library.

Finally, I took all the money we had raised along with the petition to the mayor’s office. It turned out that the mayor had already been busy trying to design a new library. He was really impressed with all the work I had done and asked me to continue raising money for the new library!

1. **What was the first thing that happened to the public library? How do you know?**

2. **What was the first thing the narrator did? What was the second thing?**

3. **What was the last thing the narrator did for the library?**
As you read Because of Winn-Dixie, fill in the two Sequence Charts.

How does the information you wrote in the Sequence Chart help you to evaluate Because of Winn-Dixie?
As I read, I will pay attention to end punctuation.

Nate Jasper fumbled for his library card and handed it to Ms. Kim, the librarian. He was checking out books about life in the American colonies for a social studies report. He hadn’t realized it was his turn because he was distracted by a sign taped to the wall beside the circulation desk.

The sign read: “First Annual Highland Drawing Contest. Prizes to be awarded for drawings that best show the exciting and unique beauty of Highland, Vermont.”

“I see that our drawing contest has caught your eye,” said Ms. Kim. “Are you an artist?”

“Yeah, I guess I am,” said Nate. “But I’ve never entered a contest.”

“Well, why not consider making this your first?” asked Ms. Kim. “We have a Young Artists division, and we need people like you to help make the contest a success. The winning drawings will be displayed here in the Highland Public Library. Here, take a flyer and think about it.”

Comprehension Check

1. What does Ms. Kim say to Nate? **Plot Development**

2. Why is Nate a good candidate to enter the contest? **Relevant Facts and Details**

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</table>
Onomatopoeia is the use of a word to imitate a sound. A simile compares two different things using like or as.

Read the poem below. Then answer the questions that follow.

Books
What can you do with books, anyway?
You can laugh at them,
frown at them, slam them shut.
You can stack them cover to cover
till they’re as tall as a skyscraper.
You can stuff them in your backpack
till it’s heavy like an elephant.
Or you can take one, crack it open,
and read.

1. Which word in the third line of the poem is an example of onomatopoeia?

2. Write the two similes that appear in the poem.

3. What two things are being compared in the similes you wrote above?

4. Why is the poet’s use of the word slam an example of onomatopoeia?

At Home: Together with the student, take turns using similes to compare items in your home.
The dictionary definition of a word is its **denotation**. The feelings associated with a word are its **connotation**.

The bold words in each pair of sentences below have similar denotations, but their connotations are different. Write the feelings you associate with each word.

1. The day was **crisp**—just perfect for taking a walk.

2. The day was **raw**. How I wish I’d worn my gloves.

3. Alicia is really **goofy**.

4. Alicia is really **funny**.

5. Juan was **thrifty** and saved his money.

6. Juan was **cheap** and spent hardly any of his money.

**At Home:** Together, discuss the connotations of the following word pairs: task, chore; say, announce; grab, take.
A two-syllable word with the VC/CV pattern is usually divided between the two consonants.

swal low  wel come

The first syllable of a VC/CV word is a closed syllable. That means it has a short vowel sound and ends in a consonant.

Divide each word below into syllables. Write the syllables in the blanks provided.

1. copper __________ __________
2. member __________ __________
3. planner __________ __________
4. market __________ __________
5. summer __________ __________
6. slender __________ __________
7. fossil __________ __________
8. blanket __________ __________
9. fiction __________ __________
10. witness __________ __________
11. litter __________ __________

Which syllable is accented in these words?

12. ________________

At Home: Ask the student to name three two-syllable words with the vowel-consonant-consonant-vowel pattern.
Choose a vocabulary word from the list that has the opposite meaning of the word(s) in dark type and makes each sentence true. Write it on the line.

1. Mariel is **happy** because she slept for only four hours last night.
   ________________

2. I had only a bag of peanuts for lunch, so I was **stuffed** by the time dinner came. ________________

3. The **graceful** waiter kept dropping and spilling everything.
   ________________

4. It would be **generous** not to share your lunch with a hungry friend.
   ________________

5. My mom felt **pleased** when I forgot to take out the garbage for the fourth time. ________________

6. Tyler’s dog caused a **peaceful pause** when it escaped and ran through a grocery store. ________________

7. Knowing how to bake bread well is a real **inability**. ________________

8. Use one of the vocabulary words in a sentence of your own.
   ________________
As you read a story, think about the events and why things are happening. This will help you identify the story’s **cause and effect**.

Read the passage below. As you read, identify cause and effect. Then answer the questions below.

Carmen’s fourth grade class was planning a play. Tryouts for the part of the prince had been held earlier. It was Carmen’s job to figure out which of the boys made the best prince. “You should choose me,” said Eddie. “If you do, tickets will sell out immediately.”

“No, you should choose me,” said Kevin. “I have the loudest voice and everyone will hear me.”

Mitchell didn’t say anything, but Carmen could see that he wanted the part, too.

Carmen started to feel bad about having to make a choice. “I don’t think this should be my decision only,” she thought. “Let’s have the whole class vote on who should be the prince. And the other two boys can be attendants of the prince! This way no one is left out.”

1. What did Eddie say would be the effect if he was chosen as the prince?

2. What caused Carmen to feel bad?

3. What was the final result of the tryouts?
As you read *Ranita, the Frog Princess*, fill in the Cause and Effect Chart.

<table>
<thead>
<tr>
<th>Action</th>
<th>Judgment</th>
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</table>

How does the information you wrote in the Cause and Effect Chart help you to evaluate *Ranita, the Frog Princess*?
As I read, I will pay attention to dialogue and characters’ roles.

[Dean Dragon’s kitchen. Matthew is struggling to light a fire with a match under a cauldron of stew. Dean Dragon steps up and lights it with his dragon breath. Priscilla uses a large wooden spoon to stir the stew, while Matthew starts chopping carrots.]

Princess Priscilla: (inhaling a spoonful of stew with a look of pleasure) Mmm. That smells good already.

Matthew: Wait until it’s finished. It’s delicious.

Dean Dragon: (smiling) My vegetable stew is good, if I do say so myself. It’s famous among dragons.

Princess Priscilla: I can see why. (She smiles at Dean, then goes back to stirring the stew.) I’d just like to get my hands on that Knight Never-Do-Well. He woke me up in the middle of the night and told me that my family was in danger. So of course I came. Then when we got here, he tied me to the tree and told me not to worry, he’d be back to rescue me soon. I’d like to take a can opener to that shiny armor of his.

Comprehension Check

1. Do you think Knight Never-Do-Well is a reliable person? Plot Development

2. Do these characters enjoy working together? Why? Plot Development

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</table>
An interview is an account of the questions asked by one person and the answers given by another.

Read the following interview and then answer the questions.

As a reporter for the local newspaper, I recently met with Harry Buck. This ten-year-old is performing in a play put on by our local community theater. Here’s part of the interview.

Q: What’s the name of the play you are performing in?
A: It’s called *Columbus Sails for the New World*.

Q: What part are you playing?
A: I’m playing Christopher Columbus.

Q: Did you have to audition for the role? If so, how many people tried out for it?
A: Yes, I had to audition. I think 4 or 5 of us tried out for the role.

Q: Can anyone try out for a play at the community theater?
A: Yes. We’ve put on plays with kids as young as 5 and adults as old as 70.

Q: How often do you rehearse?
A: For this play, we practice three nights a week and on the weekends.

1. Who is being interviewed? __________________________________________________________________________

2. What role is Harry playing? __________________________________________________________________________

3. What does the Q stand for? __________________________________________________________________________

4. What does the A stand for? __________________________________________________________________________
Name ____________________________

Words that have opposite meanings are called **antonyms**. A word can have more than one antonym.

<table>
<thead>
<tr>
<th>Word</th>
<th>Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>glad</td>
<td>sad, unhappy</td>
</tr>
<tr>
<td>angry</td>
<td>calm, pleased</td>
</tr>
</tbody>
</table>

Draw lines to match each word in Column 1 with an antonym from Column 2.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. selfish</td>
<td>a. full</td>
</tr>
<tr>
<td>2. hungry</td>
<td>b. calm</td>
</tr>
<tr>
<td>3. noisy</td>
<td>c. slow</td>
</tr>
<tr>
<td>4. speedy</td>
<td>d. unselfish</td>
</tr>
<tr>
<td>5. excited</td>
<td>e. quiet</td>
</tr>
</tbody>
</table>

In the blank, write an antonym for each underlined word.

6. My dad was **happy** _______________ when he saw my report card.

7. The fabric of the cushion felt very **smooth** _______________.

8. The light in the room was **dim** _______________.

9. Thalia made a fruit salad with cherries that were so **sweet** _______________.

10. I looked out the window and saw **sunny** _______________ weather.

At Home: Together, name an antonym for the word friendly, peace, or happiness.
An **open syllable** ends with a long vowel sound. Open first syllables have the **V/CV pattern**.

A **closed syllable** ends with a consonant. The vowel sound is short. Closed first syllables may have the **VC/V pattern**.

Read the words below. Listen for the vowel sound in the first syllable and draw a slash to show where to divide each word. If you have doubts, look up the word in a dictionary. Then, on the line, write whether the first syllable is open or closed.

1. habit _____________
2. never _____________
3. wiper _____________
4. talent _____________
5. robin _____________
6. meter _____________
7. cider _____________
8. level _____________
9. promise _____________
10. famous _____________
11. limit _____________
12. finish _____________

**At Home:** Ask the student to explain why the first syllable of each word above is open or closed.
Choose a vocabulary word to replace the underlined word(s) in each sentence. Write the word on the line.

period vessels valuable documenting estimated

1. Columbus sailed three ships on his voyage to the New World.
   ________________

2. Many explorers were looking for gold and other priceless objects.
   ________________

3. A length of time of over three hundred years was spent exploring the New World. ________________

4. Explorers guessed at how much food and what supplies they would need on their long journeys. ________________

5. Recording everything that happened on a voyage required a lot of discipline. ________________

Now write a sentence that uses two of the vocabulary words in context.

6. _______________________________________________________
   _______________________________________________________
   _______________________________________________________
Read the passage below. Then answer the questions that follow.

Pirates and the Spanish explorers from the 1500s had much in common. Both groups used ships to travel and explored new areas. The Spanish looted the lands they explored, filling their ships to the brim with gold and treasure to carry back to Spain. Pirates also ransacked the places they explored and filled their ships with the treasure they found.

There are also major differences between pirates and the Spanish explorers. Pirates would explore new areas to steal from the explorers. Many Spanish explorers traveled because they wanted to bring glory to their countries. Pirates traveled because they wanted to get rich quick.

It is hard to say if pirates and explorers are truly alike. Many people would say yes since they both explored and brought back treasures. Others would say no because most explorers had good intentions when they traveled. Pirates only had one intention: to get rich.

1. In what ways are the Spanish explorers and pirates alike?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. In what ways are the pirates and Spanish explorers different?

________________________________________________________________________
As you read Exploring the Undersea Territory, fill in the Venn Diagram.

Different

Alike

Earle

Ballard

How does the information you wrote in the Venn Diagram help you to evaluate Exploring the Undersea Territory?

At Home: Have the student use the chart to retell the story.
As I read, I will pay attention to pronunciation of vocabulary words and other difficult words.

A coral reef is a shelf that runs along the coastlines of countries throughout the world. Coral reefs are found in shallow, warm waters all over the world. Among all these reefs, there is one that stands out. It is the Great Barrier Reef along the coast of Australia. It is remarkable for many reasons. One is its length—over 1,250 miles. It is the largest coral reef ecosystem in the world, and the largest organic structure on the planet. It is also home to numerous kinds of sea life.

About 40,000 years ago, the Aboriginal peoples were the only humans living on the Australian continent. They fished and hunted along parts of the Great Barrier Reef. For a long period of time they were the only people who knew the reef existed. When sailors began to explore the world, their boats sometimes hit the sharp coral that was under the water, sinking their vessels. The reef remained a mystery.

Comprehension Check

1. What details support the idea that the Great Barrier Reef is remarkable? Main Idea and Details

2. Why were the sailors unaware of the coral reef? Cause and Effect
When you **skim**, you look quickly through a selection to find out what it is about. You look for its main idea and important details.

When you **scan**, you run your eyes through a text looking for a specific word or phrase. You don’t read every word.

Read the information below. Then answer the questions that follow.

### How to Scan for Information

When you scan for information, follow these steps.

- Identify the key words and phrases that you are looking for.
- Pass your eyes over each line of print quickly.
- Don’t stop until you see your key word or phrase.
- Double-check to be sure that you have found the information.

1. Why would it not have been useful to skim the passage above the box?

   ____________________________________________
   ____________________________________________
   ____________________________________________

2. If you’re looking for key words and phrases, are you skimming or scanning? ______________

3. Which of the following is the best key word or phrase that you would use for scanning?
   a. hammerhead   b. sharks   c. marine life

4. Which do you think is more useful, skimming or scanning? Explain your answer. ____________________________________________

---

**At Home:** Together, skim a passage. Discuss what the passage is about.
An analogy shows how two pairs of words are related. The first pair of words has to be related to the second pair in the same way.

An example of an analogy is *hot* is to *summer* as *cold* is to *winter*.

Complete each analogy with a word from the box.

- enormous
- listening
- submarine
- evening
- elated
- ocean
- sights
- painter
- expensive
- furious

1. *Saltwater* is to ________________ as *freshwater* is to *stream*.
2. *Breakfast* is to *morning* as *dinner* is to ________________.
3. *Ship* is to *above water* as ________________ is to *below water*.
4. *Camera* is to *photographer* as *paintbrush* is to ________________.
5. *Big* is to ________________ as *small* is to *tiny*.
6. *Watching* is to *movie* as ________________ is to *music*.
7. *Sad* is to *miserable* as *angry* is to ________________.
8. ________________ are to *eyes* as *smells* are to *nose*.

Write two more analogies below.

9. ________________ is to ________________ as ________________
   is to ________________.
10. ________________ is to ________________ as ________________
    is to ________________.
When you say a two-syllable word, one of the syllables is pronounced with more emphasis. The syllable pronounced with more emphasis is the **accented syllable**.

In the word *between*, the second syllable is accented.

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<thead>
<tr>
<th>Word</th>
<th>First Syllable</th>
<th>Second Syllable</th>
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<tbody>
<tr>
<td>between</td>
<td>be</td>
<td>tween</td>
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</table>

Say each word from the list above aloud. Then sort the words into two groups: words with an accented first syllable and words with an accented second syllable.

<table>
<thead>
<tr>
<th>First Syllable Accented</th>
<th>Second Syllable Accented</th>
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<tr>
<td>cancel</td>
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<td>action</td>
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<td>remind</td>
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</table>
Answer each question, substituting the vocabulary word for its underlined definition.

1. Have you seen Jason? Why was he walking in a proud manner down the hall?
   ________________________________

2. Why were there great numbers of people at the mall?
   ________________________________

3. Did the horse get you when she snapped her tail?
   ________________________________

4. What kinds of food do you like to eat at an outdoor gathering at which meat is roasted over an open fire and served?
   ________________________________

5. Where can you go to see very tall buildings?
   ________________________________

6. How would you describe an exceedingly beautiful or splendid day?
   ________________________________

7. What materials are you using to make that artistic composition made by pasting or gluing materials together on a surface?
   ________________________________

Use two of the words above in one sentence.

8. ________________________________
Characters are the people, and sometimes animals, that you read about in a story. The main character is the story’s most important character. Pay attention to the things characters say, do, and feel to compare how they change throughout the story.

Read the following passage. Then answer the questions that follow.

Brian said to his mom, “I’m worried about going to art camp. I won’t know anyone there.”

“Don’t worry about it,” his mom said. “You’ll see. It’ll be fine.”

When Brian walked into the camp meeting room, he swallowed hard. Most of the tables were full of kids talking and laughing with each other. There was only one spot open, and it was at a table way in the back.

There were three other kids at the table—Alex, Kenya, and Mike. They all knew each other, but they were happy to talk to Brian, too. Brian no longer felt nervous. By the time he went home, he knew he had a new set of friends for the summer.

1. Who is the main character? _______________

2. Name the other characters in the story.

3. What kind of person is Brian in the beginning of the story? _______________

4. How did Brian change at the end of the story? _______________

At Home: Together, read a story. Then identify the main character and discuss what he or she is like. Describe how the character changes throughout the story.
As you read *Me and Uncle Romie*, fill in the Character Webs.

**Uncle Romie**

How does the information you wrote in the Character Webs help you to monitor your comprehension of *Me and Uncle Romie*?
As I read, I will pay attention to my tempo in order to match the action in the story.

Carly held her breath as the broad-tailed hummingbird fluttered near the cluster of wildflowers. She stared into her camera, waiting. A fly landed on Carly’s arm. She flicked it away with a finger. The bird flew near a flower. The flower wasn’t red enough, though. Carly waited. The bird flew to another flower. This one was too small. Finally, the bird hesitated over the largest, reddest flower. Carly began to snap pictures. She was certain that these would be some of the best pictures she had ever taken. Carly raced home and uploaded the pictures onto her computer. She couldn’t wait to see the results. But when the pictures came up on the screen, she was disappointed. Carly studied them, then opened her photo journal. She wrote: “Hummingbird pictures: The bird’s wings are a blur, not enough detail on flower, bird isn’t close enough to the flower in any shot. Why aren’t these the way I thought they would be?”

Comprehension Check
1. What do you learn about Carly in this passage? Plot Development

2. How might the journal help Carly take better pictures in the future? Plot Development

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At Home: Help the student read the passage, paying attention to the goal at the top of the page.
Directions explain how to do something. Sometimes numbered steps are given to tell the reader the order in which things should be done. Sequence words, such as first, then, next, and last, can also help readers follow directions. Sometimes a list of needed materials is included in the directions.

Read the following directions. Then answer the questions.

How to Paint a Room

Materials
- paint
- drop cloth
- paint stirrer
- roller
- painter’s tape
- paintbrushes
- paint tray

Directions
1. Put drop cloths on the floor and furniture to protect them.
2. Place blue painter’s tape around the areas that you do not want painted, like windows, for instance.
3. Open the paint cans and mix the paint with a stirrer.
4. Pour the paint into a paint tray. Use a roller to paint the walls.
5. Use a paintbrush to paint the corners, edges, and other spots the roller can’t reach.
6. When you are finished, wash the brushes and rollers with warm water.

1. How many materials are needed to paint a room? ___
2. What is the first thing you should do before you paint a room?

___________________________________________________________________________

3. What do you pour the paint into? ________________________________

4. What would happen if you skipped Step 2?

___________________________________________________________________________
Vocabulary Strategy:

Descriptions

Underline the context clues that describe the meaning of the
boldfaced word. Then write the word's definition.

1. We decided that the **theme** of our collage would be what we did during
   our vacation.
   
   **Definition:**

2. The chef felt her masterpiece was not complete until she **shredded**
   cheese into tiny strips and sprinkled it on top of the omelette.
   
   **Definition:**

3. The young artist worked with many different ** mediums**— oil and acrylic
   paints, colored pencils, and chalk.
   
   **Definition:**

4. My neighbor offered me the **proposition** of getting $20 each time it
   snows for shoveling his stairs and sidewalk.
   
   **Definition:**

5. My two uncles are starting a business together as **joint** owners.
   
   **Definition:**

6. After we paid our **admission**, we could enter the museum and stay as
   long as we wished.
   
   **Definition:**

**Context clues** can help readers determine the meaning of
an unfamiliar word. Sometimes writers use description to help
readers define unfamiliar words.

---

At Home: Together, read a story. Then try to figure out the
meanings of unfamiliar words by looking for context clues in
surrounding text.
The schwa + r or /әr/ sound is what you hear at the end of *collar*, *danger*, and *victor*. Notice that this sound can be spelled in three different ways—*ar*, *er*, and *or*.

Use the words in the box to complete each sentence. Underline the letters that make the /әr/ sound in each word.

1. Every time my clever _______________ cuts my hair, he creates a work of art.

2. The Flemish oil paintings in the north tower are the most _______________ exhibit in the museum.

3. My favorite collage is the one I made with the _______________ from an old pair of trousers.

4. Aunt Susie finished her watercolor painting of the clipper ships in the _______________.

5. I put a _______________ and leash on my dog when we go for a walk in the park.

6. Uncle Tim thinks the old rusty tanker _______________ in his front yard is beautiful!

Now look for other examples of the /әr/ sound in the sentences and underline them as well.
Label each statement True or False. If the statement is false, explain why.

1. Something is \textit{fragile} if it is hard to break.
   
   

2. The desert is the whale’s natural \textit{habitat}.
   
   

3. When you try to force someone strongly to do something, you are \textit{coaxing} them.
   
   

4. Children are \textit{descendants} of their grandparents.
   
   

5. If you think you are safe from harm, you may feel \textit{threatened}.
   
   

6. A \textit{sanctuary} is a place where wild animals can live safely.
   
   

7. When clouds are blocking the sun, the ocean water is \textit{glistening}.
   
   

8. Write a sentence that contains two of the above vocabulary words.
   
   

A cause makes something else happen. When you ask the question “Why did that happen?” the answer is the cause. What happens as a result of the cause is its effect. When you ask the question “What happened?” the answer is the effect.

Read the passage below. Then answer the questions that follow.

Every spring my family goes on a camping trip. My parents like to get out of the city, and they want my brother and me to enjoy nature. When we first leave the city I’m always surprised by the quiet. There are no more sirens or blaring horns because there is no traffic.

Since we love to “rough it,” we bring only what we really need. We have sleeping bags, cooking equipment, and food. We set up camp near a mountain river. Because the river water comes from melting snow, we keep food that can spoil in a container in the water. We put a big rock on top so our food doesn’t float away.

Our week in the mountains is fun for the entire family. It brings us together and, for a little while, we forget about our hectic city lives. We all look forward to our yearly camping trip when we all slow down and enjoy the peace and beauty of nature.

1. What causes the family to go on a camping trip every spring?

2. What is the effect of driving where there is no traffic?

3. What causes the river’s cold temperature?

4. What effect does the yearly camping trip have on the family?
As you read *Wild Horses*, fill in the Cause and Effect Chart.

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How does the information you wrote in the Cause and Effect Chart help you to monitor your comprehension of *Wild Horses*?
As I read, I will pay attention to my pronunciation of vocabulary words.

By the 1800s, huge herds of wild horses were roaming the open range.

Picture this: You must catch a wild animal that can run as fast as a train. You must tame that wild animal by riding on its back. You must teach that animal to follow your every command. And you must trust that animal with your life.

That is exactly what cowboys did when they caught, tamed, and rode wild mustangs.

Capturing a wild mustang was a team effort. One cowboy could not do it alone. Cowboys rode together on tamed horses in order to catch the wild mustangs. The cowboys used their fastest and strongest horses to chase the wild mustangs.

When the wild mustangs were exhausted, the cowboys drove them into a fenced corral. The mustangs couldn’t see the fence until it was too late. Tired and thirsty from the long chase and glistening with sweat, the mustangs could run no more.

Comprehension Check

1. What was the effect that a cowboy obtained by following these steps? **Cause and Effect**

2. How were mustangs captured? **Relevant Facts and Details**

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A **figure of speech** is a way to use vivid or poetic language to express oneself.
Example: The thirsty earth soaked up the rain.
When the figure of speech is an extreme exaggeration, it is called **hyperbole**.
Example: She was dying of thirst by the end of the tennis match.

---

Read the following sentences. Put an X over those that have no figures of speech. For those that do, underline them. When the figure of speech is hyperbole, put a check in the box.

1. The runaway mare stood there calmly, munching the long grass and allowing the men with the lassoes to get a little bit closer. ✓

2. Timothy was as strong as a horse. ☐

3. Our team’s best batter hit that ball into the next county. ☐

4. When Jim asked his father whether he could stay out until midnight, he never expected his dad to bite his head off. ☑

5. Jim’s dad got hopping mad. He really blew his top! ☑

6. Jim’s older brother asked him if he wanted him to speak to their dad, but Jim told him not to stick his neck out. ☐

7. Omar winked and said, “We’re having ice cream cake at the party, but keep it under your hat.” ☑

8. Rather than preparing a speech for Open House, Samantha thought she would play it by ear. ☑

9. Roger would give his right arm for a new skateboard. ☐

10. Pedro’s great-grandmother is older than the hills. ☑

---

**At Home**: Read and discuss together the meanings of the figures of speech above.
Context clues can help readers determine the meaning of unfamiliar words. Sometimes, you can gather context clues by reading the paragraph in which an unfamiliar word appears.

A. Read the passage below. Use context clues to help you figure out the meanings of the words in dark type.

We were standing around the corral, leaning on the fence and watching the horses. “Midnight’s a good mother,” I said, as the black mare’s foal followed closely behind her. Only two days old, it was still getting used to walking on its long, wobbly legs.

My aunt sighed. “Sometimes I wonder if they would have been better off in the canyon, living in the wilderness instead of around people,” she said.

B. Write the definition for each word, along with the context clues that helped you identify the word’s meaning.

1. corral definition: 
   context clues:

2. foal definition: 
   context clues:

3. wobbly definition: 
   context clues:

4. wilderness definition: 
   context clues:
Phonics: Final /әl/

The /әl/ sound is what you hear at the end of double, medal, vessel, and fossil. Notice the four different letter pairs that can stand for the sound.

Choose a word from the box to fill in each blank. Underline the letters that make the /әl/ sound in each word.

1. A ________________ community group is working to protect the ________________ habitat of wild horses.

2. ________________ Cal, my grandfather’s brother, used to work on a farm that caught and tamed wild horses.

3. For homework, the ________________ watched a documentary about wild horses on the nature ________________.

4. Wild horses are not the most ________________ animals, which makes them difficult to tame.

5. When working with horses, the trainer would call out ________________ commands.

6. I poured a ________________ more water from the ________________ into my tea cup.

At Home: Together with the student, choose two other words from the box and use them in sentences. Identify the /әl/ spelling of the words you chose.
A. Answer each question using the underlined vocabulary word.

1. What have you done to make someone feel **exasperated**?

2. If you are **documenting** something, what are you doing?

3. Where are you likely to find **skyscrapers**?

4. How would you describe the **habitat** of a polar bear?

5. Where is there often a lot of **commotion**?

B. Read each vocabulary word. Then draw a line to the word that has the opposite meaning.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
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<tbody>
<tr>
<td>6. fragile</td>
<td>a. exact</td>
</tr>
<tr>
<td>7. positive</td>
<td>b. pleasant</td>
</tr>
<tr>
<td>8. valuable</td>
<td>c. unsure</td>
</tr>
<tr>
<td>9. cranky</td>
<td>d. sturdy</td>
</tr>
<tr>
<td>10. estimated</td>
<td>e. worthless</td>
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</table>
C. Write the vocabulary word that means almost the same thing as the underlined word or words.

strutting  coaxing  peculiar  famished  glistening

11. I thought the artist’s style was rather strange. _______________
12. Larry was very hungry and couldn’t wait for lunch. _______________
13. Kim was walking proudly down the hall after getting an “A” on her test. _______________
14. The sparkling sunlight on the water made the ocean look as if it were filled with diamonds. _______________
15. Convincing a toddler to eat isn’t always easy. _______________

D. Write the vocabulary word that completes each sentence.

selfish  swarms  vessels  bumbling  threatened

16. The _______________ princess never thought of anyone but herself.
17. When most lizards feel _______________ they hurry to the nearest hiding place.
18. The captain hoped to find treasure in the _______________ that lay for so many centuries on the bottom of the sea.
19. When my sister tried the advanced dance class, she felt like a _______________ beginner.
20. In the summer, _______________ of people head to the beach.
A. Draw a line to match the vocabulary word to its meaning.

1. reference  
   a. reaching out

2. prospectors  
   b. sparkled

3. disappointment  
   c. round, like a circle

4. annoyed  
   d. upset

5. circular  
   e. people who search for gold

6. outstretched  
   f. the feeling when something doesn’t happen the way you hoped it would

7. glinted  
   g. a source of reliable information

B. Write a paragraph or two using as many of the vocabulary words as possible.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
A **cause** is what makes something happen. If you can answer the question “Why did that happen?” then you know the cause.

What happens as a result of the cause is the **effect**. If you can answer the question “What happened?” then you know the effect.

Read the passage below. As you read, think about causes and effects. Then answer the questions.

Sam Brannan was a merchant in San Francisco. When he heard that gold had been found near the American River, he knew just what to do. He bought up every pickax, shovel, and pan in the entire city. Then he ran through the streets of San Francisco spreading the news about the discovery of gold.

Because Brannan was the only merchant who had tools to sell, he could charge as much as he wanted. Prospectors were willing to spend $15.00 for a pan that was worth only 60 cents. It wasn’t long before Brannan became one of the richest men in California—without ever panning for gold!

1. What caused Sam Brannan to buy up all the mining tools?

2. What was the effect of Brannan’s spreading the news about gold?

3. What caused miners to pay $15.00 for a 60-cent pan?

4. What was the effect of so many prospectors buying Brannan’s tools?
As you read *The Gold Rush Game*, fill in the Cause and Effect Chart.

<table>
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<th>Cause</th>
<th>Effect</th>
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How does the information you wrote in the Cause and Effect Chart help you to analyze the story structure of *The Gold Rush Game*?
As I read, I will pay attention to pauses, stops, and intonation.

In the early 1800s, the United States needed room to grow. Most people lived in the East. The cities were crowded. New land was expensive. Young families couldn’t afford to buy farms. Then the United States government purchased land from France. The government also acquired land from Mexico. Soon the country stretched all the way to the Pacific Ocean. People looked to the setting sun with outstretched arms and said, “Go west!” Settlers rode in wagons or on horses. They followed long, dusty trails across hot plains for thousands of miles. There was no shelter. People slept in tents on the ground. They had to watch out for wild animals like wolves and snakes. The trip west could take months. Then a railroad was built that stretched from the East Coast almost to the West Coast. The railroad made travel faster. More people poured into the new lands. The settlers quickly built small towns where the farming, fishing, and mining were good.

Comprehension Check
1. What was life like in the East in the 1800s? Relevant Facts and Details

2. What enabled people to move west? Cause and Effect

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A timeline is a visual way to show a sequence of events in a period of time. Events that happened during that time period are placed on the timeline in the order in which they happened.

**Use the timeline to answer the questions.**

1. What is the subject of this timeline?
   - [Blank line]

2. When did Texas become a state? ________

3. Which states became states in 1889? _________________

4. How many years does the timeline cover? ___________________

5. Arizona and New Mexico became states in 1912. Where would you put that event on the timeline:—at point A, point B, or point C? ________

6. What is the earliest date on this timeline? The latest date? __________

**At Home:** Together, make a timeline of the student's own life. Show one event for every year or two of life.
Vocabulary Strategy: Suffixes

A suffix is a word part that can be added to the end of a base word. Adding a suffix to a base word changes its meaning. When added to the end of a verb, the suffix -er or -or means “a person who.”

- teach + er = teacher (a person who teaches)
- act + or = actor (a person who acts)

Look for the verb. Then add the correct suffix to make a word that means the same as the entire phrase in bold.

1. A person who travels across time is a time ________________.

2. A person who mines for gold is a ________________.

3. In the 1800s, many people traveled by sea. And a person who worked on the sailing ships was called a ________________.

4. Wong Daido was a person who survived the river current. He was a ________________.

5. A person who settled in California was a ________________.

6. A person who bikes on California’s mountain trails is a mountain ________________.

7. A person who visits the site of Sutter’s Mill is a ________________.

8. A person who researches the history of the California Gold Rush is a ________________.

At Home: Together, think of other words that have the suffix -er or -or and mean “a person who.”
The final /en/ sound is what you hear at the end of the following words:

wooden  often  raisin  reason  bacon

The /en/ sound can be spelled -en, -in, or -on.

Write a word from the box to complete each sentence. Underline the letters that represent the /en/ sound.

1. Were there any ______________ at the mining camps?

2. Nine plus two is one less than a ______________.

3. Do you know the ______________ why the computer turned into a time machine?

4. Miners fried up lots of ______________ for their breakfasts.

5. General stores in San Francisco sold yards of ______________ for all the clothes the miners would need.

6. My great-grandfather had a ______________ who was a gold miner.

7. The earthquake left them feeling very ______________ up.

8. I love to ______________ to stories about the Gold Rush.

9. Most of the miners could sew a patch or a ______________ on their clothes.

10. The pigeon is a ______________ bird in many cities.
eavesdropping    scuffling    wistfully    logical
jumble           scornfully  acquaintance

Answer the questions using a vocabulary word that means the same as the underlined word or phrase.

1. Did the raccoon leave a big mess when it turned over the garbage can?

2. Was the seagull gazing hopefully at the crab on the rocks below?

3. Was the owl in the tree listening in on your conversation by the campfire?

4. What do you think is making that scraping or dragging sound in the woods?

5. Is it reasonable to expect an animal to act like a person?

6. Would a mouse be the not-too-close friend of a cat in real life?

7. Would an owl look at a wolf with dislike and disrespect?

8. Use two of the vocabulary words in a sentence about a wild animal.
Read the passage. As you read, think about the theme. Then answer the questions that follow.

Mario Mouse did not always do as he was told. His mother had told him never to leave the safety of their mouse hole, because the world outside was dangerous. But Mario was an adventurous mouse. One evening he ran out of the hole to see the world.

My, the world was big! He found himself in a huge room. It had chairs, a couch, and low tables. In one corner, he saw a big box that had bright pictures and spoke! Mario crept forward to look at the bright pictures.

Just then a big furry animal bounded into the room, making snarling noises. Mario was terrified. He let out a squeak and scurried back to his mouse hole. He dove through it, back to safety. “Mom was so right,” he thought.

1. What is one of the themes of this story? ________________________________

2. On the lines below, list three story events that support the theme that you identified.

a. ____________________________________________

b. ____________________________________________

c. ____________________________________________

At Home: Discuss the essential messages/themes of some of your favorite movies.
As you read *The Cricket in Times Square*, fill in the Theme Chart.

Clue

Clue

Clue

Clue

Clue

Theme

How does the information you wrote in the Theme Chart help you to analyze the story structure of *The Cricket in Times Square*?
As I read, I will pay attention to end punctuation in each sentence.

Stripes raised his eyes and blinked at Jani. He was a lovely striped cat. Jani thought he looked like a little tiger. She picked the cat up. She sat with him on a chair, stroking his head. “You’ll never believe what we learned in school today,” she told Stripes. Stripes looked up at her with wise green eyes. “People used to make leopard-skin coats,” she told him. “Some people still do. A coat made from a cat, Stripes. It makes me so mad!” Jani could not be sure, but she thought that Stripes scrunched up his nose in disgust. That night, Jani fell into a restless sleep. She tossed and turned. She dreamed about animals who could talk. In her dream, she hid nearby, eavesdropping on their conversation. The animals were in danger. And they needed help. Suddenly she woke up. It was almost midnight, but there was a light in her room. “Who’s there?” she asked.

Comprehension Check

1. Why does Jani fall into a restless sleep? **Plot Development**

2. Why might Jani feel sympathy for leopards? **Cause and Effect**

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<tr>
<td>Second Read</td>
<td>0</td>
<td></td>
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</table>
Advertisements use pictures and text to get people to buy or do something. Advertisements use several techniques of persuasion:
- loaded language, such as best, better, and special
- bandwagon, or urging that you join many other people
- testimonials, or the backing of a celebrity
- warnings that the offer is good for a limited time only

Read each advertisement. Then answer the questions.

Our world-class bird feeder will blow you away! It’s the best there is. As Bob Wells of the Nature Channel says, “You won’t find a better feeder anywhere.”

1. What techniques does the advertisement use? ____________________________

2. What words or phrases did you use to figure out the advertisement’s approach? _____________________________________________

Join your friends and neighbors by donating to the Save the Tigers fund. Act now and receive this beautiful tote bag.

3. What techniques does the advertisement use? ____________________________

4. What words or phrases did you use to figure out the advertisement’s approach? _____________________________________________

At Home: Discuss the techniques used by your favorite or least favorite television ads.
Context clues are words in the same or surrounding sentences that help a reader figure out the meaning of an unfamiliar word.

Read the passage below. Then write the meaning of each word in dark type and the context clues that helped you figure it out.

The audience streamed into the theater to hear Regina Jackson’s talk. Hundreds of people moved smoothly but quickly into their seats. Jackson was the world’s leading authority on jaguars. No one else knew more than she did about the lives of these big cats. From the moment she began to speak everyone sat quietly. You could see by their interested expressions that they were fascinated by what she had to say. When Regina finished, everyone stood up and began to applaud.

1. audience  Definition: ____________________________________________
   Context clues: ____________________________________________

2. streamed  Definition: ____________________________________________
   Context clues: ____________________________________________

3. authority  Definition: ____________________________________________
   Context clues: ____________________________________________

4. jaguars  Definition: ____________________________________________
   Context clues: ____________________________________________

5. fascinated  Definition: ____________________________________________
   Context clues: ____________________________________________
Homophones are words that sound the same but are spelled differently and have different meanings. The words *right* and *write* are homophones.

- right = correct
- write = make marks on paper

Fill in each blank with the correct homophone.

1. **tale / tail**  
   He told a _____________ about a lion that lost its ____________.

2. **patience / patients**  
   The doctor encouraged his _____________ to have more _____________ while they waited to see him.

3. **dough / doe**  
   The _______________ and her fawns ate the _______________ that the baker left on the window sill.

4. **wade / weighed**  
   She tried to _______________ across the river wearing a backpack that _______________ ninety pounds.

5. **bolder / boulder**  
   The skier grew _______________ after he jumped over the _______________.

6. **plain / plane**  
   We flew in a _______________ over the _______________ where the buffalo were.

7. **week / weak**  
   I felt _______________ for a _______________.

8. **aloud / allowed**  
   “There are no photos _______________,” the guide said _______________.

At Home: Together, think of as many other homophone pairs as you can.
Write a vocabulary word to replace the underlined words in each sentence below. Then make up a sentence that includes the word.

1. The team looked carefully at ____________ the sunken ship.

2. Researchers came unexpectedly to ____________ a brilliant conclusion.

3. The scientist who studied things from millions of years ago ____________ knew that what looked like a stick of wood was really an ancient bone.

4. The preserved remains ____________ of two ants in amber proved that the insect has not changed much over the past 90 million years.
The **main idea** is what the selection is about. **Details** support and give information about the main idea.

**Read each paragraph and answer the questions that follow.**

Scientists are not sure what caused dinosaurs to go extinct. But they have theories. One theory is the Sun moved too close to Earth and dinosaurs died from exposure to heat. Another theory is that a meteor crashed into Earth, killing all life. Hopefully one day scientists will know for sure!

1. What is the main idea of this paragraph?

2. What details support the main idea?

Scientists use fossils to learn more about the lives of dinosaurs. Dinosaur fossils have been found in nearly all the continents of the world. Because of the location of the fossils, scientists can figure out where on Earth dinosaurs lived. Scientists also use fossils to figure out the physical appearance of dinosaurs. Tyrannosaurus rex was about 40 feet long while Compsognathus was about the size of a chicken! Fossils have taught us much about dinosaurs.

1. What is the main idea of this paragraph?

2. What details support the main idea?

---

**At Home:** Together, discuss the main ideas above. How do the details support the main ideas?
As you read *Meet a Bone-ified Explorer*, fill in the Main Idea Chart.

<table>
<thead>
<tr>
<th>Main Ideas</th>
<th>Details</th>
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<tbody>
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<td></td>
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</table>

How does the information you wrote in this Main Idea Chart help you analyze the text structure of *Meet a Bone-ified Explorer*?
As I read, I will pay attention to the pronunciation of vocabulary and other difficult words.

Thousands of years ago pharaohs ruled the great kingdom of Egypt. When pharaohs died, they were buried in tombs with their treasures. One of these pharaohs was very young. His name was King Tutankhamen (TOOT-ahngk-ah-muhn).

The entrance to Tutankhamen’s tomb was well hidden. The Egyptians built tombs that were hard to find and even harder to enter. They made secret entrances and false passages.

Soon after the king was buried, robbers broke into the tomb and took some of the treasures. The tomb was then resealed. It stayed buried in the sand for thousands of years.

In the early 1900s, an Englishman named Lord Carnarvon began the search for this pharaoh’s tomb. Carnarvon believed that the king was buried in the Valley of the Kings.

In 1907, Carnarvon began working with a man named Howard Carter. Carter was an artist for paleontologists. He made drawings of the fossils and other findings. Carter and Carnarvon began a search for King Tutankhamen’s tomb. It was a search that would last for many years.

Comprehension Check

1. How do you know that King Tutankhamen’s tomb was hard to find? Relevant Facts and Details

2. Why did the Egyptians build tombs that were hard to find? Cause and Effect
For items 1–12, read the passage and fill in the information asked for in the form. Then answer the questions that follow.

Mr. Carter’s fourth-grade class plans to visit the York Science Museum on Friday, April 22. The bus will leave at 8:00 A.M. and return at 4:00 P.M. Students should bring a bag lunch on the day of the trip. Permission forms must be returned to Mr. Carter by Friday, April 8.

Field Trip Permission Form

1. Student’s Name ________________________ 2. Date of trip ________
3. Student’s Address ____________________________________________
4. Home Phone # ________________________________________________
5. Destination ___________________________________________________
6. Transportation by □ Bus □ Car □ Subway
7. Time Departing __________ 8. Time Returning ____________
9. Parent’s Name _________________________________________________
10. □ I give permission for my son/daughter to go.
11. Parent’s Signature _____________________________________________
12. Today’s Date __________________________________________________

13. Should the student write in the space next to item 11 on the form? Explain why.

_________________________________________________________________

14. What is the latest date that should appear in the space next to item 12?

_________________________________________________________________
Many English words are formed by adding word parts, such as prefixes and suffixes, to a basic word, or root word. Many words have roots that come from Latin, the language of ancient Rome.

- All words that have the root *aud-* have something to do with sound or hearing.
- All words that have the root *spec-* have something to do with sight or seeing.

**Complete each sentence with a word from the box that takes the place of the underlined words.**

| auditable | audio | audience | spectacles | spectator | spectacular |

1. From the back of the auditorium, we could hardly hear the part that can be heard portion of the paleontologist’s presentation. ________________

2. A person who watches at the dinosaur exhibit knew so much more than I did about fossils. ________________

3. The museum fire alarms had both flashing lights and an able to be heard signal. ________________

4. The people who came to hear the scientist speak applauded at the end. ________________

5. Dinosaurs must have been amazing to see. ________________

6. Ping left his eyeglasses in the pocket of his coat, so he couldn’t read where the bones of the ichthyosaurus were found. ________________
When added to the beginning of a word, a prefix changes the meaning of the word. The prefixes *un-, non-,* and *dis-* mean “not” or “the opposite of.”

- **dis** + trust = distrust to not trust
- **non** + sense = nonsense something that doesn’t make sense
- **un** + covered = uncovered the opposite of covered

The prefix *mis-* means “badly” or “incorrectly.”

- **mis** + spell = misspell to spell incorrectly

Each of these prefixes has a short vowel sound.

Underline the prefix in the following words. Then write the meaning of the word.

1. disobey
2. unsure
3. misbehave
4. nonsense
5. unhappy
6. dislike
7. misunderstand
8. disconnect
9. unbelievable
10. miscalculate

Meet a Bone-ified Explorer

Grade 4/Unit 6

At Home: Together, make up sentences using the words in the exercises above.
Write the word that matches each meaning. Then write your answer in the crossword puzzle.

Across
2. the distance between the tips of a plane’s wings ________________
4. certain ________________
5. a light aircraft that uses air currents to fly ________________
6. not steady ________________

Down
1. clapped to show appreciation for a performance ________________
3. newspaper article titles ________________
An author’s purpose is the reason he or she wrote the selection.

Read each passage. Then answer the questions that follow.

One thing that everyone hates about flying is the seat arrangement on planes. Most economy seats in an airplane don’t have enough leg room for people to comfortably stretch out their legs. This becomes a problem for people whose flights are more than a couple of hours long. Also, the seats and aisles are so small that it is hard for people to get in and out of their seats without disturbing the people around them. This is a problem that anyone flying for the first time should know about.

1. What is the author’s purpose? ____________________________________

   Packing for a trip can be hard for someone who hasn’t ever done it before. There are a couple of things every first time packer should know. The first thing you should do is check the weather at the place you are going to. If it’s going to be cold there, you should pack a lot of sweaters and warm clothing. If it’s going to be hot there, you should pack clothing that will allow you to keep cool. After you’ve found out the temperature, make a list of the things you need to bring. This will make packing much easier!

2. What is the author’s purpose? ____________________________________
As you read *My Brother’s Flying Machine*, fill in the Author’s Purpose Map.

How does the information you wrote in the Author’s Purpose Map help you to monitor your comprehension of *My Brothers’ Flying Machine*?
As I read, I will pay attention to my tempo in order to match the action in the story.

In 1903 Wilbur and Orville Wright built an airplane with an engine. They became the first people to fly a power-driven aircraft safely. Flight became safer and more popular in the decades after the Wright Brothers’ first flight. Many people dreamed of becoming pilots. James Banning was one of them.

Banning knew that learning to fly was not going to be easy for him because of racial segregation. Blacks and whites usually attended separate schools, ate in separate restaurants, and drank from separate water fountains. There were many people who did not think African Americans should have the opportunity to be pilots. But James Banning was determined.

James Banning was born in the territory of Oklahoma in 1899. His parents, like many other formerly enslaved people, had moved there after the Civil War. The Homestead Act allowed them to claim 160 acres of land to farm. They hoped to have better lives far from where they had worked as captives.

Comprehension Check

1. What kind of character did James Banning have? **Main Idea and Details**

2. What was the opinion that people held about African American pilots during segregation? **Relevant Facts and Details**
Read the poem. Then answer the questions that follow.

**Operation Migration**

A new millennium approaches, filled with hope and cheer.  
But will it see the whooping crane for many of its years?  
A forgotten resolution to migrate and survive  
Keeps the birds from knowing the route or how or why.

A pilot has a brainstorm, filled with hope and cheer.  
But will it teach the whooping crane to live for many years?  
A pilot and a glider would lead the way and show  
The whooping cranes that followed where the route is, so they’d know.

The pilot glances back and he’s filled with hope and cheer.  
Two rows of flapping whooping cranes follow in the rear.  
Suspended in the balance between the Earth and sky,  
Will the birds remember? Will the birds survive?

Another nest of hatchlings, filled with hope and cheer.  
Another brood of whooping cranes to follow late this year.  
A pilot in a glider between the Earth and sky.  
Each year more birds remember and the whooping crane survives.

1. Which phrases in the poem are examples of repetition?

_________________________________________________________________

2. What is one example of personification in the poem?

_________________________________________________________________
Vocabulary Strategy: Inflectional Endings

When added to most present-tense verbs, the ending -ed makes them past tense.

\[
\text{jump + ed} = \text{jumped} \quad \text{turn + ed} = \text{turned}
\]

Use past-tense verbs to speak or write about events that have already happened.

Answer the questions using the past-tense form of each underlined verb.

1. Did Orv and Will leap up to catch the flying machine?

2. Did the boys fix their toy when it broke?

3. Did the printer climb over the baby-buggy press?

4. What did Will and Orv repair in their bicycle shop?

5. Did Will and Orv learn about lift and drag?

6. Did people appear to witness the first flight?

At Home: With the student, take turns making up new sentences using each past-tense verb.
Suffixes are word endings that change the meaning of a base word.
The suffixes -y and -ful mean “full of.”
- **dirty** = full of dirt
- **joyful** = full of joy

The suffix -ly means “in a certain way.”
- **nicely** = in a nice way

The suffix -less means “without.”
- **breathless** = without breath

*The suffix -ness means “the state of being.”*
- **sickness** = the state of being sick

Circle the suffix in each word. Then circle the correct meaning of the word.

1. cloudy
   - a. full of clouds
   - b. without clouds
   - c. in a clouded way

2. suddenly
   - a. full of sudden
   - b. the opposite of sudden
   - c. in a sudden way

3. powerful
   - a. without power
   - b. the state of being powered by
   - c. full of power

4. shoeless
   - a. full of shoes
   - b. without shoes
   - c. the state of having shoes

5. kindness
   - a. the state of being kind
   - b. full of kind
   - c. without any kind

6. loudly
   - a. without loud
   - b. full of loud
   - c. in a loud way

At Home: Take turns making up sentences that include the words above.
Read each sentence and decide whether it is true or false. If it is true, write True. If it is false, write False, and explain why.

1. An ant investigates new discoveries of food with its antennae.

2. An astronomer is a scientist who studies ants.

3. Ants overcome problems by working alone.

4. Ants guard the territory in which they live.

5. Ants are not prehistoric creatures because they’ve been around for only about 500 years.

6. Some insects are solitary, which means they like living in groups.

7. Like ants, we get our nutrients from the foods we eat.

8. Ants use communication to tell each other where to find food.
Writers use **relevant facts and details** to give their readers interesting facts and details about a topic. Relevant facts and details help readers better understand the main idea.

**Read the passage. Then answer the questions that follow.**

**The Life Cycle of the Ant**

**Egg**
Ants begin life as tiny white or yellowish eggs. The eggs are oval in shape and less than 1/16th of an inch long. They hatch in two to six weeks.

**Larva**
Larvae look like small white worms. They don’t have legs, and they can’t move much. They grow for several weeks to several months. Larvae shed their skin over and over as they grow.

**Pupa**
During this stage, the ants change into their adult bodies. In the end, they look like white ants. Their legs and antennae are snug against their bodies. After this stage, they are full-grown.

1. Give two details from the passage that relate to the main idea.

   ..............................................................................................................................................................

   ..............................................................................................................................................................

2. Why does the author mention the detail that the eggs are 1/16 of an inch long?

   ..............................................................................................................................................................

   ..............................................................................................................................................................

**At Home:** Have the student identify relevant facts and details in a newspaper article.
As you read *The Life and Times of the Ant*, fill in the Main Idea Web.

How does completing the Main Idea Web help you analyze the text structure of *The Life and Times of the Ant*?
As I read, I will pay attention to the pronunciation of vocabulary words.

Did you know that only the male cricket sings? A male cricket sings to attract a female cricket. This cricket communication is made when the male cricket scrapes its front wings together. Each wing has a sharp edge and a bumpy part like a file. First, the cricket lifts its wings. Then, it rubs the sharp edge of one wing against the file of the other. It is almost as if it is playing a violin. Each type of cricket has a different song.

Crickets don’t have very good eyesight. They depend on their hearing. But their ears aren’t on their heads. Crickets have ears on their front legs. Each ear is a small hole with a thin covering.

A long time ago, house crickets could be found near warm kitchen stoves. The crickets fed on crumbs that had fallen from the stove. They would also sit near the warm fireplace that heated the home. People often felt comforted by listening to the chirping crickets on cold nights. Today crickets inside homes must find a warm place to hide.

Comprehension Check
1. Describe crickets’ ears. Main Idea and Details

2. Compare how crickets could live in houses in the past and today. Compare and Contrast

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<td>Second Read</td>
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</table>
A **fable** is a short story that teaches a lesson, or **moral**. Fables often have animal characters that behave like people. The **plot** of a fable or other story is what happens in the story.

**Read each fable and answer the questions.**

A fire ant fell into a river and started to panic. A dove saw this happen, plucked a leaf from a tree, and dropped it near the ant. The ant climbed on the leaf and got safely to shore. “Thank you,” said the ant. “I wish I could repay you for your help.” The dove waved her wing and flew away. Soon after, a hunter came by and aimed at the dove. The ant ran up to the hunter and stung him on the foot. The hunter missed his target.

1. **Why do you think the ant helps the dove?**

2. **What might the moral of this fable be?**

   A crow was very thirsty. He found a pitcher and tried to drink from it but couldn’t reach the water. Then he started dropping pebbles into the pitcher. With each pebble the water rose higher until, at last, it rose high enough for him to drink.

3. **What is the most important event in the story?**

4. **What do you think the moral of this story is?**
Many English words came from other languages. Some words came from Greek, the language of Greece. Knowing the meaning of Greek roots can help you understand other words that use the same root.

Column 1

dino- = terrifying
astro- = star
tele- = far
bio- = life

Column 2

-logy = the study of
-scopes = see
-saur = lizard
-naut = sailor

Match a Greek root from Column 1 with one from Column 2 to get the English word described. Then use the word in a sentence.

1. star sailor _______________
   _______________________________________________________

2. see far _______________
   _______________________________________________________

3. terrifying lizard _______________
   _______________________________________________________

4. the study of life _______________
   _______________________________________________________
Three different letter pairs can stand for the /ûr/ sound.

* er as in alert
* ir as in thirsty
* ur as in furnace

Notice that /ûr/ does not occur in unstressed syllables. When er appears in an unstressed syllable (as in mother), the sound is represented with /әr/.

Complete each sentence with a word from the list. Circle the stressed syllable in each word.

1. Ants come to the ________________ to look for food.

2. They ________________ along the ground, leaving scent trails.

3. The leaves and petals they bring back are used as ________________.

4. The queen ant flies into a cloud of ________________ male ants.

5. The queen ant ________________ to dig a hole and begin laying her eggs.

6. Nurse ants feed and ________________ the larvae.

7. Digging holes is hard, ________________ work, but that doesn’t seem to bother the ants.

8. Their mandibles are ________________ for scooping the soil to make new tunnels.

At Home: Ask the student to identify the letters that stand for the /ûr/ sound in each of the words above.
A. Draw a line to match each definition to the vocabulary word that has a similar meaning.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. one who studies the stars and planets</td>
<td>a. overcome</td>
</tr>
<tr>
<td>2. sparkled or flashed</td>
<td>b. hoisting</td>
</tr>
<tr>
<td>3. lifting a heavy object, usually with a machine</td>
<td>c. eavesdropping</td>
</tr>
<tr>
<td>4. listening in on someone else’s conversation without them knowing you are there</td>
<td>d. astronomer</td>
</tr>
<tr>
<td>5. be victorious over</td>
<td>e. glinted</td>
</tr>
</tbody>
</table>

B. Complete each sentence with a vocabulary word listed in the box.

6. The baby walked towards my grandmother’s ___________ arms.

7. Dad and I scanned the _______________ to find the article about dinosaurs.

8. I wonder what it’s like to fly in a ________________.

9. It doesn’t seem ________________ to carry an umbrella on a sunny day.

10. Jon watched ________________ as the ice cream truck drove away.
C. Write the vocabulary word that completes each sentence.

stumbled upon  inspected  annoyed  wingspan  communication

11. The inventors must have been ____________ when their first attempts to fly failed.

12. After having ____________ the dinosaur skeleton, the archaeology student became famous.

13. Do you know which airplane has the greatest ____________?

14. What means of ____________ do ants use to warn the rest?

15. We ____________ the nugget closely to determine if it was real gold.

D. Match each vocabulary word to its definition.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. circular</td>
<td>a. living or being alone</td>
</tr>
<tr>
<td>17. unstable</td>
<td>b. certain</td>
</tr>
<tr>
<td>18. reference</td>
<td>c. a source of reliable information</td>
</tr>
<tr>
<td>19. assured</td>
<td>d. round</td>
</tr>
<tr>
<td>20. solitary</td>
<td>e. not steady</td>
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</tbody>
</table>