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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.

How does the information you wrote in the Problem and Solution Chart help you to analyze *The Mystery of the Missing Lunch*?
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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<th>Number of Errors</th>
<th>Correct Score</th>
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<tr>
<td>Second Read</td>
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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>
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<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>
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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.
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.
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
- mill
- 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?

   ____________________________________________
As you read *A Walk in the Desert*, fill in the Main Idea Chart.

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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 20 times the size of the United States. The Sahara extends over 20 countries in northern Africa. Like all deserts, it gets fewer than 10 inches (24 cm) of rain a year.

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

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

Literary Elements:
Assonance and Metaphor

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
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.

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:
As you read *Animals Come Home to Our National Parks*, fill in the Main Idea Chart.

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

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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. full of energy. The *lively* puppies romped around the room.

2. bright. The walls of Emma’s room were painted a *lively* pink.

**live·ly** livˈleˉ adjective, *livelier, liveliest.*

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.*
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 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
- 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. What are the families going to do at Space Station 88? Character

2. What kind of people are Rahul and Shona? Character

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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.

**distort** (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 # ____.
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.

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
Fill in each blank with the correct vocabulary word.

- raft
- downstream
- scattered
- cluttered
- disgusted
- 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 **characters** are the people, and sometimes animals, in a story. The **setting** is where and when a story takes place. The **plot** is what happens in the story.

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?

   ______________________________________

At Home: Have the student think of a favorite story and describe the setting in the story.
As you read *The Raft*, fill in the Setting Flow Chart.

How does the information you wrote in the Setting Flow 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? **Character, Setting, Plot**

2. How do you know that Jamal’s mom probably enjoyed the ranch? **Character, Setting, Plot**

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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.
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.

Column 1
1. suspicious
2. silken
3. natural
4. protested
5. lumbering
6. scattered

Column 2
a. agreed willingly
b. dull and rough
c. trusting
d. moving gracefully
e. artificial
f. caused to go off in the same direction

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.

Across
2. in the direction of the current
4. animals living in nature
6. moving in a clumsy manner
7. to touch or rub with the nose
8. careful thought

Down
1. having or showing good sense or sound judgment
3. proof
5. to hide in a sneaky manner
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. ___________________________________________________________________________________
Comprehension: Author’s Purpose

An author has a purpose when he or she writes. Usually authors write to **entertain**, to **inform**, or to **persuade**.

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?

   ____________________________________________________________

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? 
   **Setting**

---

**Words Read**

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**Number of Errors**

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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>
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<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? ________________
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 story. 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? **Make Inferences**

2. Why might Paolo be nervous? **Character**

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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?

At Home: With the student, create a primary source about your life in your town or city. Use a letter or journal entry.
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 **sh, th, wh,** and **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 *sh, ph, wh,* or *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.

**At Home:** Have your child write a paragraph using new words with *sh, th, ph,* or *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 **fact** is a statement you can prove. An **opinion** is a statement of belief that cannot be proved. Look for signal words such as *all, no one, probably, should,* and *everyone* to spot opinions.

Suppose you are reading a magazine article about the looting of treasures. Read each of the following statements and decide if it is fact or 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.

<table>
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<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? Fact and Opinion

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. ________________________________________________

At Home: Ask the student to tell you the plural form of words found in a newspaper or magazine.
Some words begin with three consonants.

 règle, 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.

hilarious  dizzy  nowadays  independence  handy  whirlwind  mischief  convinced

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.

![Diagram of 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? **Fact and Opinion**

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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”? ___________________________
   ____________________________________
   ____________________________________
   ____________________________________
   ____________________________________
   ____________________________________
   ____________________________________
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 find this phrase in the dictionary under the word leg.

1. Under which word in the dictionary are you most likely to find this idiom?
   out of the blue ______________

2. 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

3. Use “out of the blue” in a sentence.
   ________________________________________________________________

4. 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

5. Use “wind up” in a sentence.
   ________________________________________________________________

Look up wind up in a dictionary. Write other meanings below.

6. ____________________________________________________________________
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 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?

At Home: Watch a TV show with the student. Share any inferences you can make about the characters while watching.
As you read *Dear Mr. Winston*, fill in the Inferences Word Web.

How does the information you wrote in the Inferences Word 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. Make an inference about how snakes have adapted to their environments. Make Inferences

2. What is the main idea of this passage? Name three supporting details. Main Idea and Details

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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.
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. 

**At Home:** Together, make up sentences that have two words with the same sound but different spellings.
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>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

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?
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.

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.”
Comprehension: Author’s Purpose

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**. 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?

Roadrunner’s Dance
Grade 4/Unit 3

At Home: Pick a word such as **dog**, **eating**, or **feet**. Use the word to make up a brief passage that entertains, informs, or persuades.
As you read *Roadrunner’s Dance*, fill in the Author’s Purpose Map.

How does the information you wrote in the Author’s Purpose Map help you to evaluate *Roadrunner’s Dance*?
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. How does the monkey serve the author’s purpose? **Author’s Purpose**

2. What inference can you make about the tiger? **Make Inferences**

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<th>Words Read</th>
<th>–</th>
<th>Number of Errors</th>
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<th>Words Correct Score</th>
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<td>First Read</td>
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<tr>
<td>Second Read</td>
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</table>
• **Foreshadowing** is the use of clues to hint at what is going to happen.
• **Symbolism** is the use of an object to represent an idea.

Read each passage. Then on the blank line, indicate whether the passage had any examples of **symbolism** or **foreshadowing**. Explain your answer.

1. Yoko thought again about her dream. It was such a strange dream. In it, she was feeling confused, as if her thoughts were far away. Then an enormous yellow rhinoceros charged her from the left and almost trampled her.

   Stepping off the curb to cross the avenue, Yoko wondered what her dream meant. Suddenly she heard a blaring horn and the screech of brakes. Yoko looked to her left and saw the school bus. She jumped back to safety.

2. Sheriff Crawford reached for his cowboy hat and looked his deputy in the eye. “If Jed and his gang are headed this way, I plan to head them off at the pass. Round up the boys and meet me there.”

   “But how will we know that it’s Jed, Sheriff?” Barney asked.

   “He always wears a mask that covers his whole face and rides a troublesome horse.”

---

At Home: Help the student write a story that contains foreshadowing or symbolism.
A **synonym** is a word that means the same or almost the same as another word. For example, a synonym for *guardian* is *protector*.

Replace each of the words in parentheses with one of the following synonyms.

clumsy nimble announced meddle wobbled

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** ____________________________
   ____________________________

Name ____________________________________________

© Macmillan/McGraw-Hill
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
2. sternly
3. serpent
4. birth
5. turnip
6. whirlwind
7. learner
8. purpose
9. person
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.

___________________________________________
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At Home: Read a page from a newspaper or magazine together. Challenge the student to find as many words as possible that contain the /ûr/ sound.
Use the clues below to complete the vocabulary word puzzle.

Across
1. kept away from
5. not aware, not expecting
7. unjust, unreasonable

Down
2. unfairness, an unjust act
3. people from whom one is descended
4. the practice of separating one racial group from another
6. many

injustice ancestors unfair avoided numerous unsuspecting segregation
Authors write stories and plays to entertain. They write articles and books to inform. 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.

![Diagram with three boxes labeled Clue, Clue, and Clue, connected to a box labeled 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. Is the author’s purpose to persuade? If not, what is the author’s purpose? **Author’s Purpose**

2. Why do you think the Scotts’ house was burned down? **Make Inferences**

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</table>
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.

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

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
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!”

Cordelia 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.”

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__________________...
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>
</tr>
</thead>
<tbody>
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</table>

Say these words aloud:

knives       plumber       calm       wriggle

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

   ____  ____  ____  ____  ____  ____
Comprehension: Compare and Contrast

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.

<table>
<thead>
<tr>
<th>Words that Signal a Comparison</th>
<th>Words that Signal a Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>alike</td>
<td>different</td>
</tr>
<tr>
<td>each</td>
<td>in contrast</td>
</tr>
<tr>
<td>similar</td>
<td>separately</td>
</tr>
<tr>
<td>also</td>
<td>but</td>
</tr>
<tr>
<td>in addition to</td>
<td>while</td>
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<tr>
<td>too</td>
<td>opposite</td>
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<tr>
<td>both</td>
<td>on the other hand</td>
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<tr>
<td>same</td>
<td>instead</td>
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<tr>
<td></td>
<td>however</td>
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<td></td>
<td>separate</td>
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</table>

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. ________________

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.

**Different**
- U.N. Special Session on Children
- World Children Organization

**Alike**

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**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
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<th>Words Correct Score</th>
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<tr>
<td>First Read</td>
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<tr>
<td>Second Read</td>
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<td></td>
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</tr>
</tbody>
</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.

<table>
<thead>
<tr>
<th>Electronic Card Catalog</th>
<th>SEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call Number</td>
<td>539.7 C</td>
</tr>
<tr>
<td>Author</td>
<td>Thompson</td>
</tr>
<tr>
<td>Title</td>
<td>Teen Entrepreneurs</td>
</tr>
<tr>
<td>Publisher</td>
<td>Young Publishing, New York, © 2002</td>
</tr>
<tr>
<td>Description</td>
<td>84 p.; ill.: 28 cm.</td>
</tr>
<tr>
<td>Subject</td>
<td>Business ideas for teenagers—United States—Juvenile</td>
</tr>
<tr>
<td>Bibliography</td>
<td>Includes bibliographical references</td>
</tr>
<tr>
<td>Summary</td>
<td>Provides detailed ideas for creating and running a business. Ideas for different businesses are included.</td>
</tr>
<tr>
<td>ISBN</td>
<td>0362959248</td>
</tr>
</tbody>
</table>

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?
Vocabulary Strategy: Inflected Verb Endings

Different verbs follow different rules for adding -ed and -ing

- seemed
- admitted
- arriving
- obeyed
- carried
- answering

Read the passage. Circle the words with -ed and -ing that are spelled correctly. Underline the words with -ed and -ing that are spelled incorrectly and spell them correctly on the lines below.

Lateesha, Toby, and Margarita decided to start buying notebooks for seventy cents and selling them for a dollar a book. Lateesha was in charge of getting the notebooks. Toby was supposed to make signs telling everyone about their sale. Margarita was investigating 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 begged the others to forgive her.

Toby and Margarita told Lateesha that they were closing the notebook business and opening a dog wash instead. They hurried to the store to buy soap and towels. Margarita and Toby were hoping it would be a success. Lateesha was worried, especially when she realized that their first customer was a Saint Bernard.

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

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

Kid Reporters at Work
Grade 4/Unit 3

At Home: Together, find verbs in books or magazines with the ending -ed or -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
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. ___________________
Recognizing the sequence of events helps you understand the order in which things happen in a story.

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.

________________________________________________________________________

________________________________________________________________________

At Home: Together, look at a book or a newspaper or magazine article and identify the sequence of events.
As you read *Mystic Horse*, fill in the Sequence Chart.

<table>
<thead>
<tr>
<th>Event</th>
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</tbody>
</table>

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. **Sequence**

2. What is the purpose of a legend such as this? **Author’s Purpose**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
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<tbody>
<tr>
<td>First Read</td>
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<td>=</td>
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<tr>
<td>Second Read</td>
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</tr>
</tbody>
</table>
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.

**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?

   ________________________________
Homophones are pairs of words that are pronounced the same but have different spellings and meanings.

<table>
<thead>
<tr>
<th>here / hear</th>
<th>needed / kneaded</th>
<th>plains / planes</th>
</tr>
</thead>
<tbody>
<tr>
<td>there / their</td>
<td>seen / scene</td>
<td>buries / berries</td>
</tr>
<tr>
<td>rain / rein</td>
<td>four / for</td>
<td>road / rode</td>
</tr>
<tr>
<td>blue / blew</td>
<td>through / threw</td>
<td></td>
</tr>
</tbody>
</table>

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.
Plurals are formed in the following ways:

- Most plural words end in -s.
- When a word ends in s, -es is added to make the plural.
- When words end in e, the e is dropped and -es is added.
- When a word ends in y, the y is dropped and -ies is added.

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.

<table>
<thead>
<tr>
<th>technique</th>
<th>foolishness</th>
<th>inspire</th>
<th>evaporate</th>
</tr>
</thead>
<tbody>
<tr>
<td>microscope</td>
<td>magnify</td>
<td>negatives</td>
<td>blizzard</td>
</tr>
</tbody>
</table>

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 ________________________________________________________
________________________________________________________________
________________________________________________________________
Comprehension: Summarize

When you **summarize**, you list the important events in a story in your own words.

**Read the passage and then answer the questions that follow.**

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*?

**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.

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. Summarize the conditions needed to form a thunderhead. **Summarize**

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

<table>
<thead>
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<tr>
<td>Second Read</td>
<td>–</td>
<td>–</td>
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</tbody>
</table>
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.

**At Home:** Look for multiple-meaning words in books, magazines, or newspapers. Talk about the different meanings of the words.
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.

<table>
<thead>
<tr>
<th>1. We had a bad snowstorm.</th>
<th>2. Bentley loved snowflakes.</th>
<th>3. Hail is made from raindrops.</th>
<th>4. The child took the towels off the clothesline when the hail came.</th>
<th>5. The child’s birthday was in January.</th>
<th>6. The grasshopper hid during the storm.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>and</strong></td>
<td><strong>and</strong></td>
<td><strong>and</strong></td>
<td><strong>and</strong></td>
<td><strong>and</strong></td>
<td><strong>and</strong></td>
</tr>
<tr>
<td>a. long, thin rope</td>
<td>b. coming into being</td>
<td>c. small, thin, flat pieces</td>
<td>d. plants with many long, thin leaves</td>
<td>e. white crystals of ice</td>
<td>f. what people wear</td>
</tr>
<tr>
<td>g. windy, unsettled weather</td>
<td>h. water from clouds</td>
<td>i. twenty-four hours</td>
<td>j. small balls of something</td>
<td>k. someone or something that jumps</td>
<td></td>
</tr>
</tbody>
</table>
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. ____________________________________________________________________
Sometimes when you read a story, you have to **draw a conclusion** about a character or an aspect of the plot. To draw a conclusion, use what the author tells you and what you know from your own experience to make a statement about what’s happening in the story.

**Read the story. Then draw conclusions 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. How do you know that this story cannot be true?

2. How do you know that Fred has not been with Mr. Gomez for very long?

3. How do you know that Mrs. Marsh was good to Roberto?

4. How do you know that Fred doesn’t really want to run away?

---

**At Home:** Have the student read a story or article and draw conclusions about the characters.
As you read *Dear Mrs. LaRue*, fill in the Conclusions Chart.

<table>
<thead>
<tr>
<th>Text Clues</th>
<th>Conclusions</th>
</tr>
</thead>
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</table>

How does completing the Conclusions Chart help you to generate questions about *Dear Mrs. LaRue*?
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 prefer a president who has a dog as a pet? **Draw Conclusions**

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

<table>
<thead>
<tr>
<th>Words Read</th>
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<tbody>
<tr>
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<tr>
<td>Second Read</td>
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</table>
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 + ing</th>
<th>Word + ed</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>
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<tr>
<td>5. tap</td>
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<tr>
<td>6. tape</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: _____________________________
Sometimes when you read, you have to **draw conclusions** about something in the story. To draw a conclusion, use what the author tells you and what you know from your own experience.

**Read the story below. Then answer the questions that follow.**

“Look at my new invention,” Matthew said to his friend Abby. “It’s a math homework machine. I invented a robot that will do math problems.”

“How does it work?” Abby asked. She and Matthew were sitting side by side on the front porch of Matthew’s house, after school. Abby was interested in Matthew’s machine because they both had a lot of homework.

“You put the math page in here,” Matthew said, “and the answers come out there.” He put in a page of math problems to show Abby how the machine was supposed to work, but when the answer page came out, this short message was printed on it: “You need to do this work yourself, or you will never be as smart as I am. Your friend, Ricky Robot.”

1. How do you know that Matthew did not like to do math homework? ______

   ________________________________________________________________

2. What can you conclude about the robot that Matthew invented?

   ________________________________________________________________

   ________________________________________________________________

3. How do you know that Abby and Matthew’s teachers believed that homework was a good idea? ________________________________

   ________________________________________________________________

   ________________________________________________________________

4. How do you know this story is not true? ________________________________

   ________________________________________________________________

---

**At Home:** Have the student choose a favorite character from TV or the movies and draw conclusions about that character based on his or her actions.
As you read *The Blind Hunter*, fill in the Conclusions Chart.

<table>
<thead>
<tr>
<th>Text Clues</th>
<th>Conclusions</th>
</tr>
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<tbody>
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</tbody>
</table>

How does completing the Conclusions 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. How do you know that Marie Curie was taken seriously by the science community? **Draw Conclusions**

2. Summarize the description of Marie Curie. **Summarize**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
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<td>First Read</td>
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<tr>
<td>Second Read</td>
<td>–</td>
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</tbody>
</table>
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´skāp´), **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. **laser** (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?
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.

1. lazy + er
2. reply + ed
3. worry + es
4. happy + est
5. empty + er
6. family + es
7. dizzy + est
8. funny + er

**Follow the model and write four more words.**

9. 
10. 
11. 
12. 

**At Home:** Have the student find words in a magazine or newspaper article that end with a consonant + *y*. Have him or her add the endings *-es, -er, and -est.*
Complete each sentence with a word from the box.

- electrical
- globe
- fuels
- decayed

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.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**Persuasion** is convincing other people to agree with your ideas or opinions. Writers can use reasons, facts, examples, or feelings to try to persuade people.

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 writer trying to persuade you to do?

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

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

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

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

Inference

Clue

Clue

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 does the author persuade the reader that the Hoover Dam is helpful? Persuasion

2. Compare the effects of fossil fuels with the effects of the dam. Compare and Contrast
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.
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>prove</td>
</tr>
<tr>
<td>dune</td>
<td>looking</td>
<td>wood</td>
</tr>
<tr>
<td>you’ll</td>
<td>scoop</td>
<td>used</td>
</tr>
<tr>
<td></td>
<td></td>
<td>cute</td>
</tr>
</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 sequence of events in a story is the order in which things happen. Keeping track of the sequence 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 correct sequence.

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*?

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

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, snoring, 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 actions does a humpback whale take when it sings? Sequence

2. Why might a whale need to communicate with another whale? Draw Conclusions

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
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<tr>
<td>First Read</td>
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<tr>
<td>Second Read</td>
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</table>
The rhyming 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.

   ________________________________

   ________________________________

   ________________________________

   ________________________________
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. ________________________________________________________________
   ________________________________________________________________

At Home: Together with the student, think of another homograph pair. Are the pronunciations different or the same?
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.

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

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. ____________________________________________________________________
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. ________________________________

   ________________________________
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? Draw Conclusions

Words Read | Number of Errors | Words Correct Score
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First Read | – | =
Second Read | – | =
The main character in a story is called the **protagonist**. **Hyperbole** is the use of exaggeration to make a point or create a sense of drama.

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

Devin was amazed by what he saw when he jumped into the water. Through his mask, he could see different kinds of fish flitting around the coral. “There must be a million of them,” he thought to himself. Some shimmered so brightly that they must have been made of silver. Others were bright blue, red, and yellow. It was as if a museum full of paintings had been turned into fish and let loose among the coral.

To his left he could see his sister Brianna swimming near a big fan-shaped piece of coral. He motioned toward the surface, and they both swam up and stuck their heads out.

“Is this great or what?” Devin asked.

“Yeah!” said Brianna. “I’m going to spend my whole vacation out here.”

1. Who is the story’s protagonist? 

What are two examples of hyperbole from the story?

2. 

3.

Use hyperbole to create your own description of a coral reef.

4. 

---

**At Home in the Coral Reef**

Grade 4/Unit 4

**At Home:** Together with the student, take turns using hyperbole to describe things in your home.
**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>taught</td>
</tr>
<tr>
<td>catch</td>
<td>malt</td>
</tr>
<tr>
<td>wall</td>
<td>band</td>
</tr>
<tr>
<td>mall</td>
<td>strawberry</td>
</tr>
</tbody>
</table>
Name ________________________________

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.

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

8. willing to do anything to get what you want
   c. desperate

9. very large
   d. neglected

10. changed the appearance of in order to hide
    e. bluffing

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

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. snuffed _______________

10. advanced _______________
A summary is a short retelling of a story. To summarize what you have read, include only the most important information.

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

I love the public library in my town. It’s in an old building. I can find everything I need there. The books are organized by subject and author. That makes it easy to find what I need. Then I can take my books home.

Libraries have only a few rules. You must have a library card to take out a book. There is no charge for checking out a book, but many libraries ask that books be returned after three weeks. If you don’t return books on time, you must pay a fine. Some libraries limit the number of books you can check out at once.

Most libraries today have computers. If you have to write a report for a homework assignment, the computer can help you find the information you need to know.

1. What should you include in a summary?

2. If you were summarizing the passage above, would you include the information that you must have a library card to check out a book? Why?

3. If you were summarizing the passage above, would you include the information that the library is in an old building? Why?

4. Now write a summary of the passage above in your own words.

Because of Winn-Dixie
Grade 4/Unit 5

At Home: Together with the student, take turns giving summaries of your day. Make sure your summaries include only the most important information rather than every detail.
As you read *Because of Winn-Dixie*, fill in the Summarizing Chart.

How does the information you wrote in the Summarizing Chart help you to evaluate *Because of Winn-Dixie*?

At Home: Have the student use the chart to retell the story.
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? **Summarize**

2. Why is Nate a good candidate to enter the contest? **Draw Conclusions**

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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. ______________
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 what the characters do and say. This will help you make judgments about the plot and its characters.

Read the passage below. As you read, make judgments about the characters based on what they say and do. Then use your judgments to answer the questions below.

Carla’s fourth grade class was planning a play. “I should be the princess,” said Evelyn. “I am the best actress in class.”

“No, I should,” said Katerina. “I have the loudest voice and everyone will hear me.”

Madison didn’t say anything, but Carla could see that she wanted the part, too.

“Let’s have tryouts,” Carla suggested. “Everyone who wants to be the princess can read the same lines that the princess will say. Then the class can vote on who should have the part.”

1. What kind of person do you think Evelyn is? ________________

2. What judgment can you make about Katerina?

3. What kind of person is Madison? ________________

4. What kind of person is Carla? ________________
As you read *Ranita, the Frog Princess*, fill in the Make Judgments Flow Chart.

How does the information you wrote in the Make Judgments Flow Chart help you to evaluate *Ranita, the Frog Princess*?
Fluency

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? Make Judgments

2. Do these characters enjoy working together? Why? Make Inferences

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</table>
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? _________________________________________

At Home: Discuss who the student would like to interview if the person could be anyone in the world today. What questions would he or she ask?
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>selfish</td>
<td>a. full</td>
</tr>
<tr>
<td>hungry</td>
<td>b. calm</td>
</tr>
<tr>
<td>noisy</td>
<td>c. slow</td>
</tr>
<tr>
<td>speedy</td>
<td>d. unselfish</td>
</tr>
<tr>
<td>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.
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
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. _____________________________________________________________

_____________________________________________________________

_____________________________________________________________
A **fact** is something known to be true or real. A fact can always be proved true.

An **opinion** is a judgment one holds to be true, even though there are no facts to support that conclusion.

**Read the passage below. Then write fact or opinion after each statement.**

The Spanish explored Mexico and Peru in the 1500s. They looted the lands they explored and filled their ships to the brim with gold and treasure. The jewels they carried back to Spain were the most beautiful in the world.

Because of their valuable cargo, the treasure ships were prey for pirates. The ships usually traveled a route that took them through a stretch of water called “The Spanish Main.” Some pirates claimed to have captured hundreds of treasure ships there.

1. The Spanish explored Mexico and Peru in the 1500s.
   ____________

2. The Spanish looted the lands they explored. ________________

3. The jewels they carried back to Spain were the most beautiful in the world. ________________

4. The ships usually traveled a route that took them through “The Spanish Main.” ________________

5. Some pirates claimed to have captured hundreds of treasure ships. ________________
As you read *Exploring the Undersea Territory*, fill in the Fact and Opinion Chart.

<table>
<thead>
<tr>
<th>Facts</th>
<th>Opinions</th>
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</tbody>
</table>

How does the information you wrote in the Fact and Opinion Chart help you to evaluate *Exploring the Undersea Territory*?

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**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? **Make Inferences**

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<tr>
<td>Second Read</td>
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</table>
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. ____________________________________________
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 _______________.

At Home: Together, complete the following analogies: *Tires* is to *
bicycle* as *wheels* are to *rollerskates*. *Many* is to *few* as *
always* is to *never*.
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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<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>Cancel</th>
<th>Remind</th>
<th>Frosty</th>
<th>Behave</th>
<th>Tender</th>
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<tbody>
<tr>
<td>Action</td>
<td>Chamber</td>
<td>Gather</td>
<td>Belief</td>
<td>Confuse</td>
</tr>
<tr>
<td>Contain</td>
<td>Certain</td>
<td>Mustang</td>
<td>Convince</td>
<td>Damage</td>
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</tbody>
</table>

**First Syllable Accented**

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

**Second Syllable Accented**

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

**At Home:** Take turns saying the following words: *carpet, dentist, demand, noble*. Decide whether the accent in each word is on the first or second syllable.
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. You can learn about characters from the things they say, do, and feel.

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. The four of them wound up working on a project together. By the time Brian 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 do you think Brian is? ________________

____________________________________________________________________

____________________________________________________________________

4. Do you think that Alex, Kenya, and Mike are friendly? Explain your answer.

____________________________________________________________________

____________________________________________________________________

At Home: Together, read a story. Then identify the main character and discuss what he or she is like. Use examples from the story to support your description.
As you read *Me and Uncle Romie*, fill in the Character Web.

How does the information you wrote in the Character Web help you to monitor your comprehension of *Me and Uncle Romie*?
Fluency

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? Character

2. How might the journal help Carly take better pictures in the future? Draw Conclusions

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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?
   ___________________________________________________________
Context clues can help readers determine the meaning of an unfamiliar word. Sometimes writers use description to help readers define unfamiliar words.

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:**
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 *fragile* if it is hard to break.

   ____________________________________________________________

2. The desert is the whale’s natural *habitat*.

   ____________________________________________________________

3. When you try to force someone strongly to do something, you are *coaxing* them.

   ____________________________________________________________

4. Children are *descendants* of their grandparents.

   ____________________________________________________________

5. If you think you are safe from harm, you may feel *threatened*.

   ____________________________________________________________

6. A *sanctuary* is a place where wild animals can live safely.

   ____________________________________________________________

7. When clouds are blocking the sun, the ocean water is *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 Diagram.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
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How does the information you wrote in the Cause and Effect Diagram 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. Summarize this passage. **Summarize**

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<tr>
<th>Words Read</th>
<th>Number of Errors</th>
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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>
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. [ ]
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:
The /æl/ 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 /æl/ 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 /æl/ 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>
</tr>
</tbody>
</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.
Practice

Vocabulary

Practice

Name ____________________________________________

A. Draw a line to match the vocabulary word to its meaning.

1. reference
2. prospectors
3. disappointment
4. annoyed
5. circular
6. outstretched
7. glinted

a. reaching out
b. sparkled
c. round, like a circle
d. upset
e. people who search for gold
f. the feeling when something doesn’t happen the way you hoped it would
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?

________________________________________________________________________

At Home: Talk about the string of effects that might be caused by oversleeping on a school day.
As you read *The Gold Rush Game*, fill in the Cause and Effect Diagram.

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<tr>
<th>Cause</th>
<th>Effect</th>
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How does the information you wrote in the Cause and Effect Diagram 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 caused people to move west? **Cause and Effect**

2. What does the author feel towards people who lived in the East in the 1800s? **Author’s Perspective**

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<td>Second Read</td>
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</table>
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.

**Statehood Timeline**

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
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<tbody>
<tr>
<td>1787</td>
<td>Delaware</td>
</tr>
<tr>
<td>1845</td>
<td>Texas</td>
</tr>
<tr>
<td>1850</td>
<td>California</td>
</tr>
<tr>
<td>1889</td>
<td>North Dakota</td>
</tr>
<tr>
<td>1889</td>
<td>South Dakota</td>
</tr>
<tr>
<td>1889</td>
<td>Alaska</td>
</tr>
<tr>
<td>1889</td>
<td>Hawaii</td>
</tr>
</tbody>
</table>

1787 A 1845 B 1850 C 1959

1787 1959

**Use the timeline to answer the questions.**

1. What is the subject of this timeline?

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? ________
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 /әn/ sound is what you hear at the end of the following words:
wooden  often  raisin  reason  bacon
The /әn/ sound can be spelled -en, -in, or -on.

Write a word from the box to complete each sentence. Underline the letters that represent the /әn/ 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.

bacon  proven  button  eleven  cousin  dozen
women  reason  shaken  listen  common  cotton
Name ________________________________

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.
A **theme** is the subject, or topic, that an author is writing about. To identify a story’s theme, ask yourself, “What is the subject of this story?”

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 themes of some of your favorite movies.
As you read *The Cricket in Times Square*, fill in the Theme Map.

Clue

Clue

Clue

Clue

Clue

Theme

How does the information you wrote in the Theme Map 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? **Make Inferences**

2. Why might Jani feel sympathy for leopards? **Make Inferences**

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<td>Second Read</td>
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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.
A generalization is a broad statement about something. Based on certain facts or instances, a general rule is formed. This general rule may not always be true each time that it is applied. Most generalizations that are true use words such as many, most, and usually. If a generalization uses words such as all, none, or never, the statement may be too broad to be true.

**True:** Many dinosaurs were meat-eaters.
**Not True:** All dinosaurs were meat-eaters.

Read the facts. Then write a generalization that is true, based on the facts presented and on what you already know.

1. • Eagles, wrens, cardinals, hawks, and robins are birds that can fly.
   • Gulls, crows, condors, bluejays, and egrets are birds that can fly.
   • Ostriches are birds that can’t fly.

2. • Dinosaur fossils have been found in North and South America.
   • Dinosaur fossils have been found in Europe and Asia.
   • Dinosaur fossils have been found in Africa and Australia.

3. • Tyrannosaurus rex was about 40 feet long.
   • Brachiosaurus was about 70 feet long.
   • Compsognathus was about the size of a chicken.

4. • Mrs. Vega’s fourth-grade class loves to read about dinosaurs.
   • Ms. Kim’s fourth-grade class loves to read about dinosaurs.
   • Some fourth graders in my class are not very interested in dinosaurs.

At Home: Together, discuss the generalizations above. How might you reword each generalization to make the sentence false?
As you read *Meet a Bone-ified Explorer*, fill in the Generalizations Chart.

<table>
<thead>
<tr>
<th>Information from Text</th>
<th>What I Know</th>
<th>Generalization</th>
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<tbody>
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How does the information you wrote in this Generalizations 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 the two men were dedicated in their search for the tomb? **Draw Conclusions**

2. Why did the Egyptians build tombs that were hard to find? **Cause and Effect**

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<td>Second Read</td>
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</table>
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**

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>1. Student’s Name</td>
<td>2. Date of trip</td>
</tr>
<tr>
<td>3. Student’s Address</td>
<td></td>
</tr>
<tr>
<td>4. Home Phone #</td>
<td></td>
</tr>
<tr>
<td>5. Destination</td>
<td></td>
</tr>
<tr>
<td>6. Transportation by</td>
<td>☐ Bus ☐ Car ☐ Subway</td>
</tr>
<tr>
<td>7. Time Departing</td>
<td>8. Time Returning</td>
</tr>
<tr>
<td>9. Parent’s Name</td>
<td></td>
</tr>
<tr>
<td>10. ☐ I give permission for my son/daughter to go.</td>
<td></td>
</tr>
<tr>
<td>11. Parent’s Signature</td>
<td></td>
</tr>
<tr>
<td>12. Today’s Date</td>
<td></td>
</tr>
</tbody>
</table>

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?

________________________________________________________________________

Meet a Bone-ified Explorer

Grade 4/Unit 6

At Home: Together, discuss the different kinds of forms that you have used recently.
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.

**audible 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. ________________

**At Home:** Together, discuss the meanings of the words _auditorium_ and _inspect_.

---

Meet a Bone-ified Explorer

Grade 4/Unit 6

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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 perspective is his or her point of view. It may include the author’s attitudes and opinions about a subject.

Read each passage. Then answer the questions that follow.

Planes are so safe today that no one should be afraid to fly. Flying is one of the safest ways to travel. Far more people are hurt while riding in cars than flying in planes.

1. What is the author’s opinion about the safety of flying? 
   
   
2. What information does the author give to support this? 
   
   
   Today’s airplanes may hold a lot of people, but airlines have taken all the fun out of flying. No one likes to be crowded into a small space for a long time. Airlines make more money when they squeeze more passengers into planes, but passengers get more uncomfortable and less enthused about flying.

3. What is the author’s perspective on flying these days? 

   

4. What does the author use as evidence? 

   

5. Write a sentence that the author would agree with about how to make passengers happier to fly again. 

   

At Home: With the student, write a paragraph that has a clear point of view.
As you read *My Brother’s Flying Machine*, fill in the Author’s Perspective Map.

How does the information you wrote in the Author’s Perspective 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? Character, Setting, Plot

2. What was the opinion that people held about African American pilots during segregation? Fact and Opinion

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<thead>
<tr>
<th>Words Read</th>
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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?
When added to most present-tense verbs, the ending \textit{-ed} makes them past tense. 
\begin{align*}
\text{jump} + \textit{ed} &= \text{jumped} \\
\text{turn} + \textit{ed} &= \text{turned}
\end{align*}

Use past-tense verbs to speak or write about events that have already happened.

\textbf{Answer the questions using the past-tense form of each underlined verb.}

1. Did Orv and Will \underline{leap} up to catch the flying machine?

2. Did the boys \underline{fix} their toy when it broke?

3. Did the printer \underline{climb} over the baby- buggy press?

4. What did Will and Orv \underline{repair} in their bicycle shop?

5. Did Will and Orv \underline{learn} about lift and drag?

6. Did people \underline{appear} to witness the first flight?
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.
   ____________________________
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 readers’ sense of sight. __________________________________________
   __________________________________________

2. Why does the author mention the detail that the eggs are 1/16 of an inch long? __________________________________________
As you read *The Life and Times of the Ant*, fill in the Description Web.

How does completing the Description 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. **Description**

2. Compare how crickets could live in houses in the past and today. **Compare and Contrast**

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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.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
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<tbody>
<tr>
<td>dino- = terrifying</td>
<td>-logy = the study of</td>
</tr>
<tr>
<td>astro- = star</td>
<td>-scope = see</td>
</tr>
<tr>
<td>tele- = far</td>
<td>-saur = lizard</td>
</tr>
<tr>
<td>bio- = life</td>
<td>-naut = sailor</td>
</tr>
</tbody>
</table>

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 ________________
   ____________________________________________________________________

At Home: With the student, try to identify other words that have the Greek roots on this page.
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>
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<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.

- headlines
- glider
- outstretched
- logical
- wistfully

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>
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<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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