Practice Book

Annotated Teacher’s Edition

- Decoding/Structural Analysis
- Fluency
- Vocabulary/Vocabulary Strategies
- Comprehension
- Writing
- Take-Home Stories
Dear Family Member or Caregiver:

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

Each week your child will bring home
• a Fluency passage that he or she will read to you.
• a Take-Home Story for the two of you to read together and discuss.

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

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

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

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

- send  
- hat  
- hint  
- lot  
- jump  
- sang  
- bulb  
- past  
- web  
- junk

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

1. **mend**  mat  **nd**
2. **sung**  sit  **ng**
3. fuss  **fist**  **st**
4. lump  sell  **mp**
5. pot  **pink**  **nk**

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

1. raft
2. tend
3. cost
4. sink
5. bump
A. As you read, pay attention to end punctuation, pauses, stops, and intonation.

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

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

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

“Miss Beck sings in the band room!” yelled Max.

“Run!”

Jon got the next hint.

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

“It is the science room!” yelled Lin. “Run!”

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

<table>
<thead>
<tr>
<th>gift</th>
<th>belt</th>
<th>dump</th>
<th>band</th>
<th>last</th>
</tr>
</thead>
<tbody>
<tr>
<td>left</td>
<td>felt</td>
<td>lump</td>
<td>hand</td>
<td>sent</td>
</tr>
<tr>
<td>lift</td>
<td>melt</td>
<td>pump</td>
<td>send</td>
<td>list</td>
</tr>
<tr>
<td>raft</td>
<td>tilt</td>
<td>camp</td>
<td>wind</td>
<td>junk</td>
</tr>
<tr>
<td>soft</td>
<td>bump</td>
<td>lamp</td>
<td>bent</td>
<td>mask</td>
</tr>
</tbody>
</table>

Record Your Scores

Time 1: _____   Time 2: _____   Time 3: _____
Add -ed, -ing, -s, or -es to the end of a word to change the meaning.

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

1. A cat hissed at a bug.
   \[\text{hiss} + \underline{\text{ed}} = \text{hissed}\]

2. Lin is getting up.
   \[\underline{\text{get}} + \text{t} + \underline{\text{ing}} = \text{getting}\]

3. Pam is running past a bus.
   \[\underline{\text{run}} + \underline{\text{n}} + \underline{\text{ing}} = \text{running}\]

4. Tim taps on a desk.
   \[\underline{\text{tap}} + \underline{\text{s}} = \text{taps}\]

5. Jan kisses the cat.
   \[\underline{\text{kiss}} + \underline{\text{es}} = \text{kisses}\]

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

1. _______________________________________________________________
   _______________________________________________________________

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

1. Dan thinks it is ____odd____ that his cat is missing.
2. I saw the ____news____ on TV.
3. Bob wants to go on a duck ____hunt____.
4. I do not know why Dad laughs, so he gives me a ____hint____.
5. I like to run in the ____gym____.

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

1. What is the origin of the word ____news____?
   Middle English

2. What is the origin of the word ____gym____?
   Greek

3. What is the origin of the word ____hunt____?
   Old English
As you reread “Miss Tan’s Hints,” use the Inferences Web to write clues to help you make inferences.

**Clue**
She sends her class on a job hunt.

**Clue**
She asks people with various jobs to talk.

**Inference Character**
Miss Tan cares about her students and wants them to think about the future.

**Clue**
She has her class ask questions about different jobs.

**Clue**
She believes if students work hard they can get a job they want.

Sample responses are provided.
Read the passage. Then complete the questions.

The Best Job for Ann

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

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

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

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

He is a baseball player.

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

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

5. A ________ is where school sports events are held.

A: gym
To help you plan your writing, fill out an idea web.
Some examples of beginning blends are *cr*, *dr*, *fl*, and *pr*.

**A. Circle the word with the beginning consonant blend. Then write the word in the blank to complete the sentence.**

1. I set a **plant** in a pot.  
   - plant  pant  lot
2. A **truck** went fast.  
   - tuck  **truck**  tick
3. Ted will not **drop** the box.  
   - dip  rip  **drop**
4. Pam did a **flip** on a mat.  
   - flip  tip  lip
5. It can **sting** us.  
   - sink  **sting**  ant

**B. Underline the beginning consonant blends in the answer choices above.**
A. Have a partner time you as you read the passage. 
Record your scores below.

I sat next to Pat and Ken. Mr. Mack had just asked us to work 
on a class project. But I did not want to. I worked well alone. Pat and
Ken just had fun in class. I did not act up in class.

Mr. Mack let us pick a project. We had ten days to do it.

“Let’s do it on frogs!” yelled Ken.

“No, trucks!” yelled Pat.

I did not want to do it on frogs or trucks. It had to teach a

lesson.

Record Your Scores

First Read: Words Read _____ Time _____

Second Read: Words Read _____ Time _____

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

<table>
<thead>
<tr>
<th>Rate</th>
<th>too slow</th>
<th>too fast</th>
<th>just right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid attention to periods, commas, and end punctuation</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
<tr>
<td>Accuracy</td>
<td>skipped words</td>
<td>self-corrected</td>
<td>read every word</td>
</tr>
<tr>
<td>Read with feeling</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
</tbody>
</table>
You can put two short words together to make a longer word. This is called a **compound word**.

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

**Example:**

<table>
<thead>
<tr>
<th>hand</th>
<th>bag</th>
<th><strong>handbag</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>sun</td>
<td>set</td>
<td><strong>sunset</strong></td>
</tr>
<tr>
<td>wet</td>
<td>lands</td>
<td><strong>wetlands</strong></td>
</tr>
<tr>
<td>back</td>
<td>pack</td>
<td><strong>backpack</strong></td>
</tr>
<tr>
<td>bed</td>
<td>bug</td>
<td><strong>bedbug</strong></td>
</tr>
<tr>
<td>him</td>
<td>self</td>
<td><strong>himself</strong></td>
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</table>

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

1. Bill runs at **sun/set**.
2. Is that a **bed/bug**?
3. I pack pens in my **back/pack**.
4. I step in mud in the **wet/lands**.
5. Ted pats **him/self** on his back.
A. Vocabulary Words  Check true or false for each statement.

1. When you practice something, you do it again and again.  ✔ true  ❏ false

2. When you do a project, you may make something.  ✔ true  ❏ false

3. You use your hand to think up ideas.  ❏ true  ✔ false

4. When you perform something, you are not doing it.  ❏ true  ✔ false

5. You never get a lesson in a class.  ❏ true  ✔ false

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

| activity | plans | put on | class |

1. I had a lesson on how to do handstands.  lesson  class

2. I spent a long time doing a project with my pal.  project  activity

3. We will perform a play on Sunday.  perform  put on

4. I have some good ideas for what to do on Monday.  ideas  plans
As you reread “Dot’s Lesson,” fill in the Story Flowchart to show how plot, character, and setting affect each other.

**Setting**

School; Dot’s house

---

**Event**

Mr. Mack asks Dot to work with Pat and Ken.

**Characters’ Reaction**

Dot does not want to work with the boys. They do not listen to her.

---

**Event**

Mr. Mack suggests they work on a skit.

**Characters’ Reaction**

They are excited and choose roles.

---

**Event**

Dot, Pat, and Ken practice their skit and then perform it for Miss Pam’s class.

**Characters’ Reaction**

Mr. Mack and the kids like the skit. Dot feels proud.

---

Sample responses are provided.
Read the passage. Then complete the questions.

Fun with Dot and Greg

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

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

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

Greg has many interests and can do flips!

5. Another word for perform is __________.

act eat skit
To help you plan your writing, fill out an idea web.
Read the passage. Then complete the questions.

Pink Hat!

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

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

“No, Pat!” his mom yelled back.

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

“I did not, Pat,” his dad said.

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

1. How does Pat feel about the pink hat?
   **He is shocked and upset.**

2. Put a box around the clue words that tell how Pat feels.

3. How did Pat’s hat turn pink? Underline the clues that helped you make an inference.
   The red hat and white hat got washed together, and the red hat turned the other white hat pink!
Read the passage. Then complete the questions.

**Cat Hunt**

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

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

1. Underline the main characters.

2. Put a box around the setting.

3. On the lines below, tell the plot of this story.

   Tom’s cat, Jack, got out. Tom found Jack hissing at a duck. The duck got mad and chased Jack into the pond. Tom brought home a wet cat.
A. Underline the digraphs in the words below.

wet          think          when          rub          whip
has          wish          that          graph          shop

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

1. Max will _w_h_ ip up a mix.
2. _T_h_ at cat is soft.
3. Ken can _s_h_ op with ten cents.
4. Meg has a _w_i_s_h_.
5. _W_h_en will Fred get up?

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

1. push          past          _sh_
2. _t_h_en          trip          _th_
3. _s_h_ut          sat          _sh_
4. _g_r_a_h_ip          gift          _p_h_
5. _w_i_t_h          went          _th_
A. As you read, pay attention to accuracy.

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

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

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

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

Which spot will Phil pick?

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

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<td>things</td>
<td>she</td>
<td>ship</td>
<td>stand</td>
<td>flat</td>
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</table>

Record Your Scores

Time 1: _____  Time 2: _____  Time 3: _____
A. Fill in the missing parts to make the word in bold.

1. I was **unwell** and went to bed.
   \[ \textbf{un} + \underline{\text{well}} = \text{unwell} \]

2. Peg will **unplug** the lamp.
   \[ \underline{\textbf{un}} + \underline{\text{plug}} = \text{unplug} \]

3. Dan cannot **unclip** his pin.
   \[ \underline{\textbf{un}} + \underline{\text{clip}} = \text{unclip} \]

4. Kim felt Mom was **unjust**.
   \[ \underline{\textbf{un}} + \underline{\text{just}} = \text{unjust} \]

5. Can Sam **unlock** it?
   \[ \underline{\textbf{un}} + \underline{\text{lock}} = \text{unlock} \]

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

1. ________________________________________________________________

   ________________________________________________________________

2. ________________________________________________________________

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

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

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

1. We all do things differently.
   different   difficult   did

2. We go on treks up many hills.
   trekked   trekking   trek

3. Mom is performing in a play.
   performed   perform   performs

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

**Parks in the West**
- Have big canyons
- Hot sand
- Can see cactus and pack rats

**Parks with Ponds**
- Fun to visit
- Can swim
- Can ride raft
- Can see frogs and duck nests

### Alike
- Must pack carefully
- Must pick a spot to camp

### Different

Sample responses are provided.
Read the passage. Then complete the questions.

Phil Treks West

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

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

1. Circle words that have a digraph.

2. Underline the word with the prefix un-.

3. What does Phil have with him both at sunrise and sunset?

   Phil has his backpack with him.

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

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

5. Two things that are not the same are __________.

   planned  protected   different
To help you plan your writing, fill out a sequence chart.
Practice
Decoding: Long Vowels with Silent e

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

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

1. These plants will get sun.

2. Fran can bake a cake.

3. Jake did not rest on the long hike.

4. Can Bob tame his pet?

5. Hank will take his time.

6. Matt rides his bike.

B. Go back and circle the letter that makes the long-vowel sound in each correct answer choice above. Do not circle the silent e.
A. Have a partner time you as you read the passage. Record your scores below.

Kate sent in a page to the national Space Ride Contest.

Kate filled her page with facts about her life. These facts tracked Kate’s love of space. Pete Chase, of Space Ride, called Kate to tell her that she had won!

Kate’s prize was a trip to the moon! Take-off was at ten!

Kate felt brave for taking a ride in space. Kate did not stop thinking about this trip. What did Earth look like from space? What tales would she relate to her pals? Kate could not wait!

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

<table>
<thead>
<tr>
<th>Rate</th>
<th>too slow</th>
<th>too fast</th>
<th>just right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid attention to periods, commas, end punctuation</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
<tr>
<td>Accuracy</td>
<td>skipped words</td>
<td>self-corrected</td>
<td>read every word</td>
</tr>
<tr>
<td>Read with feeling</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
</tbody>
</table>
When you read a word that has -ed or -ing, often an e is dropped before the ending is added.

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

1. She sided with Tim and Min.
   Drop the e in ___side___ to make sided.

2. Dad baked a cake.
   Drop the e in ___bake___ to make baked.

3. Is Len saving that cat?
   Drop the e in ___save___ to make saving.

4. Ron was biking on the grass.
   Drop the e in ___bike___ to make biking.

5. Fran was skating fast.
   Drop the e in ___skate___ to make skating.

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

1. ____________________________________________________________

   ____________________________________________________________

2. ____________________________________________________________

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

Example:

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

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

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

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

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

3. Which syllable do you stress when you pronounce *vanish*?
   
   **van/1st syllable**
As you reread “Kate in Space,” use the Character Web to identify Kate’s traits.

Sample responses are provided.
At Home: Take turns reading this story aloud with a family member. Talk about what it would be like to travel in space.

Read the passage. Then complete the questions.

Space Ride

Kate gazed into space as they flew to the moon. She felt brave aboard the spacecraft this time. Kate sat next to her brother, Nate. He hugged his stuffed dog. “I am scared, Kate!” he yelled. Kate got up and gave Nate a hug. “It will be fine,” Kate said. “You will like outer space. We can relate our trip to Dad when we get to the space base on the moon. You can ride in a space truck!”

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

1. Circle words in the passage that contain long a, e, or i with silent e.

2. Underline words with inflectional endings.

3. What detail shows that Kate has been on the moon before?

   “She felt brave aboard the spacecraft this time.”

4. How do you know that Kate is kind?

   She tells her little brother everything will be fine.

5. If you tell a story about something, you _______ it.

   base relate chamber
To help you plan your writing, fill out an idea web.
Practice
Decoding: Long Vowels with Silent e

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

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

1. I can _____use_____ a map to find it.
   use  fast  stick

2. Sam _____rode_____ a long time on his bike.
   sat  rod  rode

3. Stan made a cake with a _____hole_____ in it.
   cut  plot  hole

4. Jill picked a _____rose_____.
   hat  rose  trip

5. That kitten is _____cute_____.
   cute  big  thin

B. Circle the letter that makes the long-vowel sound in each correct answer choice above. Do not circle the silent e.
A. Use this passage to perform a choral reading or Readers Theater.

Schedule for *The Duke*

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

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

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

At Home: Read these sentences to a family member and make up some together.
When a syllable ends with a consonant, it is called a closed syllable. A closed syllable usually has a short-vowel sound.

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

Example:

rep tile \(\rightarrow\) reptile

1. rab bit \(\rightarrow\) rabbit
2. take mis \(\rightarrow\) mistake
3. cake pan \(\rightarrow\) pancake
4. vite in \(\rightarrow\) invite
5. in rob \(\rightarrow\) robin

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

1. That rabbit is so cute and soft!
2. Pat will invite Greg to bike with him.
3. Do you want the last pancake?
4. Mom made a bad mistake.
5. A robin uses its wings.
A. Vocabulary Words  Check yes or no for each question.

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

B. Vocabulary Strategy: Connotation and Denotation
Use this dictionary entry to answer the questions that follow.

1. What is the denotation of pride?
   
   self-respect, a sense of your own goodness; a too-high sense of your own goodness

2. What is the connotation of pride in the example sentence?
   
   possible response: Pride is not a good thing.

3. What ideas and feelings do you associate with pride?
   
   possible responses: feeling happy about what I can do; people bragging
As you reread “At Home with Whales,” use the Sequence Chart to write down the events in the order they happen.

Event

June woke up and went in to wake her dad.

June gave out life vests and maps before the boat left.

June saw fins rise up from the water.

June watched two whales jump up and dive back in the water.

Sample responses are provided.
Read the passage. Then complete the questions.

Dad’s Gift

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

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

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

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

1. Underline words in the passage that contain long o and u sounds with silent e.

2. Circle multisyllable words with two closed syllables.

3. What happened after June spotted tracks in the snow?

Something buzzed.

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

finally

5. To _________ means to find the place of something.

pride  dove  locate
To help you plan your writing, fill out an idea web.
Read the passage. Then complete the questions.

**Striking Snakes!**

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

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

1. Underline the following signal words in the passage:
   - **unlike**
   - **because**
   - **also**
   - **both**

2. What does the author compare and contrast?

   **black pine snakes and king snakes**

3. Name one way the snakes are different.

   **King snakes eat other snakes; black pine snakes do not.**
Read the passage. Then complete the questions.

A Brave Trip to Space

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

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

1. Underline the character’s name.

2. Put a box around the words that describe the character.

3. How do you know that the character was determined to go to space?

   She did not know how to make a spacecraft; she spent a lot of time learning how a spacecraft works.
Read the passage. Then complete the questions.

Frank and the Fox

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

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

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

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

1. Underline the following signal words: 
   later       before       then

2. What did Frank see before he got back to camp?
   He saw a red fox.

3. What did Frank do last?
   He stopped as the fox ran into the shrubs to hide.
A. Underline any prefixes or inflectional endings in the words below. Circle the blends and digraphs. Draw a line between the parts of a compound word.

rides  plant  graph  sunset  shade
undo  when  theme  used  humpback

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

1. Can we _______ the seeds?
   Hint: This word has two consonant blends.

2. Jan _______ home on a red bike.
   Hint: This word has a long i.

3. The _______ of my party is space travel.
   Hint: This word has a long e.

4. You can watch the _______ at a national park.
   Hint: This word is a compound word.

5. Maria’s class went to the bay and saw _______ whales.
   Hint: This word has a short a and two closed syllables.

6. You can hit a button to _______ the mistake.
   Hint: This word has a prefix.
When you see \( a_e \), \( ai \), and \( ay \), the vowel sound is long \( a \), as in grape, pain, and say. The letter \( a \) sometimes spells long \( a \), as in basic.

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

drain  gray  grain  play  plain  
cap  stain  lane  fat  frame

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

1. I hope it will not rain and be gr\( a \)\( y \) on Sunday.
2. Kate’s dress is pl\( a \)\( i \)\( n \) red.
3. Peg lost a ring in the dr\( a \)\( i \)\( n \).
4. Todd can skate in the bike l\( a \)\( n \)\( e \).
5. Josh can pl\( a \)\( y \) a flute.

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

1. pail  pats  \( a i \)
2. tray  trap  \( ay \)
3. task  train  \( ai \)
4. stay  stand  \( ay \)
5. man  main  \( ai \)
A. As you read, pay attention to pauses, stops, and end punctuation.

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

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

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

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

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

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<td>tune</td>
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<tr>
<td>stay</td>
<td>brain</td>
<td>sway</td>
<td>hope</td>
<td>tube</td>
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Record Your Scores

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

At Home: Reread this passage with a family member and discuss women’s sports teams.
You can add -er to a verb to turn it into a noun. The new word means a person who does that action.

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

1. That man is a dog washer.
   wash + _____er_____ = washer

2. Brett is the shop’s baker.
   bake – e + _____er_____ = baker

3. Is Fred a singer?
   _____sing_____ + _____er_____ = singer

4. Liz is a runner.
   run + _____n_____ + _____er_____ = runner

5. That man is a golfer.
   golf + _____er_____ = _____golfer_____

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

1. ______________________________________________________________

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

1. Kind is to polite as selfish is to _____rude_____.
2. Saved is to protected as planned is to _____arranged_____.
3. Found is to hidden as unlocked is to _____secured_____.
4. Good is to kind as yet is to in _____spite_____ of.
5. Respect is to pride as credit is to _____fame_____.

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

1. I _____pre____ arranged for us to eat at Bud’s Place.
2. I will _____pre____ set the clock so I wake up on time.
3. He was a respect____ful____ and wise leader.
4. She was hope____ful_____ that things would work out.
As you reread “Gail at the Game,” use the Author’s Purpose Map to write down clues that help you find the author’s purpose.

**Clue**

The story takes place in the 1940s, when there was a war and the men were gone. Girls could not play baseball then.

**Clue**

Gail shares facts about how the league began, and when and why it ended.

**Clue**

Gail also shares facts about what life was like for the women who played baseball.

**Author’s Purpose**

The author is writing to inform the reader about the women’s baseball leagues in the 1940s.

Sample responses are provided.
Read the passage. Then complete the questions.

**Training for the Game**

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

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

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

1. Underline words in the passage with the long a sound spelled **a**, **ai**, or **ay**.

2. Circle the words with the suffix **-er**.

3. What does the author think about baseball in 1942?

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

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

   **He is proud of them.**

5. A person who is not nice is __________.

   spite  rude  plain
To help you plan your writing, fill out an idea web.
The long e sound can be spelled y, ee, and ea. Words such as happy, feet, and seat have a long e sound. Sometimes the letter e spells long e, as in we.

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

* lazy 
* teeth 
* clean 
* handy 
* nest 
* green 
* tea 
* red 
* neat 
* lady

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

1. baby 
   - babe 
   - ____________ y ____________
2. felt 
   - feast 
   - ____________ ea ____________
3. weed 
   - wed 
   - ____________ ee ____________
4. meet 
   - met 
   - ____________ ee ____________
5. stem 
   - steam 
   - ____________ ea ____________
A. Have a partner time you as you read the passage.
Record your scores below.

April 15, 1839
3 My name is Bea, and I am nine. Granddad gave me this
diary to make notes in. We will leave our home in Kentucky
27 and go to Texas. There is a lot of cheap land in Texas. We will
42 set up a farm there.
47 April 18, 1839
50 My brother Reed is ten. His best friend Gabe gave him
61 a rock as a gift. I gave my bed to my best friend, Wendy. We
76 can’t take it with us. I hope that she has lots of sweet dreams in
91 it. 92

Record Your Scores
First Read: Words Read _____ Time _____
Second Read: Words Read _____ Time _____

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

<table>
<thead>
<tr>
<th>Rate</th>
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<td>always</td>
</tr>
<tr>
<td>Accuracy</td>
<td>skipped words</td>
<td>self-corrected</td>
<td>read every word</td>
</tr>
<tr>
<td>Read with feeling</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
</tbody>
</table>
A contraction is a shortened form of a word or two words. An apostrophe shows where letters were left out. For example, the contraction don’t is a shortened form of do not.

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

- have not — wasn’t
- did not — isn’t
- is not — haven’t
- was not — can’t
- cannot — didn’t

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

1. I have not taken the snacks.       haven’t
2. She did not wash the dishes.      didn’t
3. We are not going shopping.        aren’t
4. Do not play in the rain.          don’t
5. Bill cannot ride his bike today.  can’t
Name ________________________________

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

   My grandpa and I went for a ride on a 1. **steamboat**.
   We rode all the way to the 2. **Gulf** of Mexico.
   The tickets did not cost much, and the snacks were
   3. **cheap**, too. Grandpa said the 4. **frame**
   of the steamboat was made of steel. After we got home, we ate a
   big 5. **feast**!

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

1. The **gulf** was _ and _ , and we had fun swimming in it.
2. The **steamboat** was _ as big as ten elephants!
3. The **frame** of our new home was _ made of _ many parts.
4. The **cheap** trinkets were _ not made of _ real gold and _ fell apart easily.
As you reread “A Year in My Life,” use the Author’s Purpose Map to write down clues that help you find the author’s purpose.

**Clue**

Bea gave her bed to her friend because the family cannot take it to Texas.

**Clue**

Bea tells how her family traded their home for a wagon and mules.

**Clue**

Bea describes her feelings about Texas. She thinks it will be fun to live there.

**Author’s Purpose**

The author is writing to entertain the reader with Bea’s story.

Sample responses are provided.
Read the passage. Then complete the questions.

The Queen Bee

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

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

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

1. Circle words with the long e sound spelled e, ee, ea, or y.

2. Underline two contractions in this passage.

3. Does the author include any persuasive details in the passage?
   
   No, the author is not trying to persuade the reader.

4. What is the author’s purpose?
   
to entertain the reader by telling a personal story

5. A large meal is a ________.
   
   feast  cheap  frame
To help you plan your writing, fill out an idea web.
Read the passage. Then complete the questions.

The Tryout

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

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

1. Underline what happens to Jay at tryouts.

2. Why does Jay make the team?

He keeps trying his best, and Coach Pane wants players who never stop trying.

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

The author’s purpose is to entertain. The author tells a happy story about a boy trying out for the baseball team.
Read the passage. Then complete the questions.

Life on the Sea

There has never been a better time to be a mate on the Sea Breeze! The Sea Breeze is a ship that sails all over the world. Captain Jon Seaweed gets up early and greets his shipmates. He dresses in green and drinks a lot of tea. Then he takes the wheel of the ship and steers it from one port to the next. Jon Seaweed’s shipmates eat meat for every meal – what a treat! They may also sleep in the heat of the day! Anyone who works on the Sea Breeze leads a life fit for a queen!

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

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

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

2. Underline clues that tell you whether this passage is meant to persuade, entertain, or inform.

3. What is the author’s purpose?

to persuade you to become a mate on the Sea Breeze
A. Underline the $i$, $y$, $i_e$, and $igh$ spellings for long $i$.

- find
- fly
- fight
- trip
- time
- sigh
- milk
- mist
- mind
- sly

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

1. drip $\downarrow$ dry $\underline{y}$
2. hill $\downarrow$ high $\underline{igh}$
3. list $\downarrow$ light $\underline{igh}$
4. cry $\downarrow$ crib $\underline{y}$
5. child $\downarrow$ chill $\underline{i}$

C. Complete each sentence using words from Part A.

1. When I am sad I tend to $\underline{s i g h}$.
2. We didn’t $\underline{m i n d}$ writing.
3. Go fly a $\underline{k i t e}$.
4. That fox is $\underline{s l y}$.
5. A clock tells $\underline{t i m e}$.

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

$s m i l e$!
A. As you read, pay attention to your reading rate.

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

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

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

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

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

<table>
<thead>
<tr>
<th>try</th>
<th>night</th>
<th>wild</th>
<th>weed</th>
<th>team</th>
</tr>
</thead>
<tbody>
<tr>
<td>fly</td>
<td>right</td>
<td>find</td>
<td>brain</td>
<td>stay</td>
</tr>
<tr>
<td>shy</td>
<td>fight</td>
<td>kind</td>
<td>peel</td>
<td>meal</td>
</tr>
<tr>
<td>why</td>
<td>tight</td>
<td>mind</td>
<td>play</td>
<td>tail</td>
</tr>
<tr>
<td>dry</td>
<td>sight</td>
<td>bind</td>
<td>leap</td>
<td>speak</td>
</tr>
</tbody>
</table>

Record Your Scores

Time 1: _____  Time 2: _____  Time 3: _____
When adding -ed to a word ending in a consonant and y, change the y to i.

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

1. She spied a rabbit sitting in the grass.
   spy – _____ y _____ + i + _____ ed _____ = spied

2. Jake tried to lift the bucket of rocks.
   try – _____ y _____ + _____ i _____ + _____ ed _____ = _____ tried _____

3. I cried when my granddad told me to go to bed.
   cry – _____ y _____ + _____ i _____ + _____ ed _____ = _____ cried _____

4. He fried six fish sticks.
   __fry____ – _____ y _____ + _____ i _____ + _____ ed _____ = fried

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

1. _________________________________________________________________
   _________________________________________________________________

2. _________________________________________________________________
   _________________________________________________________________
Vocabulary: Idioms

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

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

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

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

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

<table>
<thead>
<tr>
<th>Detail</th>
<th>Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>One tale claims the first kite was a hat that a man enjoyed chasing.</td>
<td>Kites were invented long ago in China, but stories differ about how.</td>
</tr>
<tr>
<td>Other tales say the first kites were leaves tied to strings.</td>
<td></td>
</tr>
<tr>
<td>Fishing line can be tied to a kite. It can then be used to catch fish.</td>
<td></td>
</tr>
<tr>
<td>Kites may announce a baby or marriage or wish someone luck.</td>
<td></td>
</tr>
</tbody>
</table>

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

Sample responses are provided.
Read the passage. Then complete the questions.

Lights in the Sky

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

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

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

1. Underline words that have long $i$ sounds spelled $i$, igh, or $y$.

2. Circle the word with an inflectional ending where $y$ becomes $i$.

3. List two details that describe or explain how fireworks were first used.

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

4. What is the main idea of the passage?

   Fireworks are used around the world to celebrate events.

5. If something is full of bright light it is _________.

   dazzling  various  protected
To help you plan your writing, fill out a sequence chart.
The long o sound can be spelled oa, ow, and o. In these examples (boat, blow, phony), the vowel sound is long.

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

<table>
<thead>
<tr>
<th>go</th>
<th>open</th>
<th>follow</th>
<th>coat</th>
<th>show</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>snow</td>
<td>pillow</td>
<td>soap</td>
<td>pony</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

Record Your Scores

First Read: Words Read _____ Time _____
Second Read: Words Read _____ Time _____

<table>
<thead>
<tr>
<th>Rate</th>
<th>too slow</th>
<th>too fast</th>
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<td>sometimes</td>
<td>always</td>
</tr>
</tbody>
</table>

At Home: Reread this passage aloud and talk about Edison's inventions.
A closed syllable ends in a consonant and has a short-vowel sound. A syllable that ends in a vowel has a long-vowel sound. It is called an open syllable.

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

Example:  

1.  jo  king  
   __joking__

2.  cret  se  
    __secret__

3.  side  be  
    __beside__

4.  tend  pre  
    __pretend__

5.  nut  do  
    __donut__

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

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

2. Mom is __joking__ with us.

3. The __donut__ had a big hole.

4. I sat __beside__ my cat.

5. Bob told Kate a __secret__.
A. Vocabulary Words  Circle the word or phrase in the group that does not belong with the word in bold.

<table>
<thead>
<tr>
<th></th>
<th>experiments</th>
<th>tests</th>
<th>window</th>
<th>lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>improve</td>
<td>mess</td>
<td>help</td>
<td>better</td>
</tr>
<tr>
<td>2</td>
<td>inventions</td>
<td>projects</td>
<td>plans</td>
<td>trash</td>
</tr>
<tr>
<td>3</td>
<td>operated</td>
<td>stopped</td>
<td>controlled</td>
<td>ran</td>
</tr>
<tr>
<td>4</td>
<td>provided</td>
<td>given</td>
<td>taken</td>
<td>handed</td>
</tr>
</tbody>
</table>

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

On Sunday, I did many tests and **experiments** in my lab. So many people say the **inventions** I make are helpful new ways of doing things each day. I hope my new dog-walking invention will **improve** the way people walk their dogs and make their walks so much better! I **operated** the keys and buttons of my new invention all day Sunday, but so far it is not **working**.
As you reread “Edison Shows the Way,” use the Cause and Effect Chart to write down causes and effects.

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

Sample responses are provided.
Read the passage. Then complete the questions.

On the Phone with Bell

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

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

1. Circle words in the passage that contain long o sounds spelled o, ow, or oa.

2. Underline the multisyllable words in this passage.

3. What was the effect of Bell’s close bond with his mother?

He devoted his life to teaching the deaf to speak.

4. What caused Bell to become a bold inventor?

His hope to improve communication.

5. To make something better is to ________ it.

provide  operate  improve
To help you plan your writing, fill out an idea web.
In words such as *chop* and *catch*, **ch** and **tch** are pronounced as one sound.

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

1. Please **pitch** this to me.
   - pitch  camp  dent

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

3. The cold day had made Jim’s lips **chapped**.
   - capped  hopped  chapped

4. Mike had an **itch**.
   - flop  itch  wish

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

**B. Underline the digraphs ch and tch in the answer choices above.**
A. Use this passage for a choral reading or Readers Theater.

**ZOO TO OPEN SNAKE RANCH!**

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

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

1. /Can we play a game?// That show gives me the chills!//

2. Watch this!/ I will throw the baseball,/ and you can catch it.//

3. My class went to the zoo.// We saw shy snakes,/ wild pigs,/ and slimy eels.//

4. I love to soak in a bath full of soap.// I even bring my boat.//

5. I ate my sandwich before lunch!///

At Home: Reread the passage above with expression as if acting it out.
The suffix *-less* means “without.” For example, the word *endless* means “without end.”

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

Example: lesson *hatless*  

1. mope *hopeless*  
2. sockless *lost*  
3. sunless *lean*  
4. sled *petless*  
5. windless *last*  

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

1. When my cat got lost, I was __________.  
2. The __________ side of the hill is so cold.  
3. I left my socks at home and went __________.  
4. I felt __________ when we didn’t win.  
5. We tried to fly a kite, but the day was __________.
A. Vocabulary Words  Circle the word in each group that does not belong with the word in bold.

1. clutched  grabbed tight  **sent**
2. escape  leave  exit  **stay**
3. nervous  shake  **relaxed**  tense
4. rattle  snake  **sneeze**  shake
5. poison  **good**  venom  sickness

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

   **Possible response:** I would want to escape from the beach because I do not like to swim.

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

1. What are the homophones on this page?
   **read/reed**

2. Write a sentence using the word **read**.
   **Possible response:** I will read for a long time today.

3. Write a sentence using the word **reed**.
   **Possible response:** I picked a reed by the creek.
As you reread “The Snake Watcher,” use the Sequence Chart to write down the events in the order they happen.

Event

Ana picked up a rattlesnake rattle.

Ana and Inez saw their neighbors. Mr. Branch asked Ana to teach his kids about snakes.

Ana told Chad and Rachel about snakes.

Ana and Inez went home for lunch.

Sample responses are provided.
Read the passage. Then complete the questions.

No Escape

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

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

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

1. Underline words in the passage that contain ch or tch digraphs.

2. Circle the word with the suffix -less.

3. What happened after Chad sat down to eat lunch?

   He heard an odd sound; he heard a rattle.

4. What sequence clue words are in the passage?

   then, next, before

5. When things get free, they __________.

   rattle reach escape
To help you plan your writing, fill out an idea web.
Read the passage. Then complete the questions.

A Clay Army

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

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

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

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

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

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

3. State the main idea.

   China’s first leader wanted to be protected by an army, even in death.
Read the passage. Then complete the questions.

A Man of Many Roles

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

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

1. Underline the following signal words and phrases in the passage: 
   **as a result**  **because**

2. What was the effect of Ben wanting to help people?
   **He invented various things.**

3. What caused Ben to spend years with the French and English?
   **his tact and determination to help set our nation free**
Read the passage. Then complete the questions.

The Lost Pet

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

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

1. Underline the following signal words:
   first    then    next    finally

2. What did Chip do first?
   ___________________________________________________________________________
   He looked for Fang in the laundry basket.

3. Where does Chip find Fang?
   ___________________________________________________________________________
   He finds Fang in a rain boot in his closet.
A. Underline the long-vowel sounds. Circle digraphs and suffixes.

- snow
- loaned
- night
- isn’t
- basic
- teacher
- play
- itches
- needless
- copy

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

1. We go to bed at ____night____.
   Hint: This word has a long i.

2. My history ____teacher____ is very nice.
   Hint: This word has a suffix that means “one who does.”

3. It stopped raining. We can go out and ____play____.
   Hint: This word ends with a long a sound.

4. In the winter we get a lot of ____snow____.
   Hint: This word ends with a long o sound.

5. If your hand ____itches____, don’t scratch it!
   Hint: This word has a digraph and an inflectional ending.

6. ____Needless____ to say, our cat and hamster are not friends.
   Hint: This word has both a long e and a suffix.

7. My little brother likes to ____copy____ everything I do.
   Hint: This word ends with a long e sound.

8. He ____isn’t____ going to the dance on Saturday.
   Hint: This word is a contraction.
Triple consonant blends are blends of three consonant sounds. Here are examples: strike, splash, scratch.

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

1. I like to float my boat in the ______ stream.  
   sea  stream  bath

2. Mandy has _____ striped _____ pants.   
   green  striped  pain

3. She can _____ splash _____ in the pool.   
   swim  dive  splash

4. The green house is on the left side of the ______ street.   
   lawn  street  road

5. Roses pop up in the ______ spring.   
   spring  grass  back

6. I will _____ scream _____ if that dog bites me.   
   run  yell  scream

B. Find the triple consonant blends in the answer choices above. Then circle them.
A. As you read, pay attention to pauses, stops, and end punctuation.

Spring went to see Dad in his lab. He was studying seeds.

12 “Hi, Dad,” said Spring. “What experiment are you working on?”

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

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

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

46 Spring strolled into the garden and looked at the beanstalk.

56 She felt it would be splendid to reach the top. She stepped onto the plant. Suddenly she was lifted with it up into the sky!

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

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

<table>
<thead>
<tr>
<th>string</th>
<th>spring</th>
<th>splash</th>
<th>lunch</th>
<th>coat</th>
</tr>
</thead>
<tbody>
<tr>
<td>strap</td>
<td>spray</td>
<td>scream</td>
<td>bunch</td>
<td>no</td>
</tr>
<tr>
<td>street</td>
<td>spread</td>
<td>scrub</td>
<td>boat</td>
<td>match</td>
</tr>
<tr>
<td>stripe</td>
<td>sprint</td>
<td>screen</td>
<td>chase</td>
<td>patch</td>
</tr>
<tr>
<td>strong</td>
<td>split</td>
<td>scrape</td>
<td>glow</td>
<td>crunchy</td>
</tr>
</tbody>
</table>

Record Your Scores

Time 1: _____ Time 2: _____ Time 3: _____
The suffix *-ly* is added to a word to describe how or when something is done.

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

Example:

- light  
  lightly
- quiet  
  quietly
- quick  
  quickly
- sad  
  sadly
- brave  
  bravely
- soft  
  softly

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

Our teacher had us line up *quietly*.

1. I can run very *quickly*.
2. Jan spoke *sadly* when she told us the cat was lost.
3. Kristin ran *softly* so she wouldn’t wake the baby.
4. The queen *bravely* defeated the dragon.
Vocabulary: Word Parts

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

1. If something you did was strained, was it easy?  
   □ yes  ✔ no

2. If we strolled along the grass, did we take our time?  
   ✔ yes  □ no

3. Is a thunderstorm rainy?  
   ✔ yes  □ no

4. If you sprinted, would you be taking your time?  
   □ yes  ✔ no

5. If you are neat and tidy, would you be scruffy?  
   □ yes  ✔ no

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

1. I sprinted across the track as fast as I could.

2. Dad strained his back when he picked up the box.

3. My teacher gave us a pop quiz today.

4. We were walking home when we saw the stray cat.

5. Ken reaches for the most grapes.
As you reread “Spring and the Beanstalk,” use the Inference Web to write down clues that help you make inferences.

**Clue**
She thinks about reaching the top of the beanstalk; steps onto it.

**Clue**
She asks Strom what he wants and how she can help.

**Clue**
She brings her father outside to help. She wonders if her sun is dying, too.

**Clue**
She realizes that a thunderstorm is coming and tells Strom.

**Inference Character**
Spring is adventurous, curious, and smart.

Sample responses are provided.
Read the passage. Then complete the questions.

Strom the Giant

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

“The moon is so bright that I can’t sleep! It’s completely hopeless!” he sobbed.

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

“Let’s get back to bed, Dad,” she said with a yawn.

1. Underline the words with triple consonant blends.

2. Circle the words that end in -ly.

3. Why does Strom cry when it gets dark?

   He is scared.

4. What clues tell you that Spring is tired?

   She wants to go back to bed; she yawns.

5. If someone has taken off running very fast, the person has _______.

   lingered  sprinted  jumped
To help you plan your writing, fill out an organizing web.
Silent consonants are consonants that do not make a sound. For example, *climb* and *knock* have silent consonants.

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

- thumb
- sign
- know
- debt
- numb
- doubt
- lamb
- wreck
- write
- knob

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

1. rode **wrote**
   - **w**
2. **knew** new
   - **k**
3. dump **dumb**
   - **b**
4. crumb cram
   - **b**
5. need **kneel**
   - **k**
A. Have a partner time you as you read the passage.
Record your scores below.

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

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

Record Your Scores

First Read: Words Read _____ Time _____
Second Read: Words Read _____ Time _____

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

<table>
<thead>
<tr>
<th>Rate</th>
<th>too slow</th>
<th>too fast</th>
<th>just right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid attention to periods, commas, end punctuation</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
<tr>
<td>Accuracy</td>
<td>skipped words</td>
<td>self-corrected</td>
<td>read every word</td>
</tr>
<tr>
<td>Read with feeling</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
</tbody>
</table>
In words with more than one syllable, the last syllable can end in a consonant plus -le or -al. Syllables containing the letters -le or -al are unaccented syllables.

A. Combine syllables to form a word.

Example: peb  ble  pebble

1. sad  dle  saddle
2. ple  sim  simple
3. ble  ta  table
4. qual  e  equal
5. al  pet  petal

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

1. Six is __equal__ to three plus three.
2. This map is quite __simple__ to follow.
3. Don’t pick a __petal__ from that rose.
4. I use a __saddle__ on my horse when I ride him.
5. Will Jack set the __table__?
A. Vocabulary Words  Write the word from above that best completes each sentence.

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

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

1. Matt and I were ______ re ______ united at summer camp in June.
2. Matt will help me ______ un ______ tie this rope so I can set the boat free.
3. We can ______ re ______ tie the boat’s rope to the dock after our ride.
4. It is ______ un ______ safe to lean over the boat’s side when it is going fast.
As you reread “César Chávez: Righting a Wrong,” write down text clues in the Conclusions Chart. Use the clues to draw conclusions about the selection.

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

Sample responses are provided.
Read the passage. Then complete the questions.

The Dust Storms

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

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

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

1. Circle words in the passage that contain silent consonants.

2. Underline words ending in syllables with -le or -al.

3. What clues tell you that life was difficult during the dust storms?

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

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

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

5. To ______ an event means to be present for it.

allow    roam    attend
To help you plan your writing, fill out an organizing web.
Read the passage. Then complete the questions.

**Mitch and the Giant**

One day, Mitch took his dog Splash for a stroll. Splash sprinted away from him and ran into the woods. Mitch tried not to think about how dark and quiet the woods were. He timidly ran after his dog but tripped and fell over a branch. Then Mitch heard a crash close by. It was a giant taking a massive step toward him! Mitch closed his eyes. He felt like he was in a bad dream. But the giant smiled and sat down. “Are you okay?” he asked. The kind giant helped Mitch stand up. Then they set out to find his dog. They found Splash digging up an old bone. Now Mitch and Splash visit the woods every day!

1. How does Mitch feel about entering the woods?

   **He is scared.**

2. Underline the clues that tell you how Mitch feels.

3. Explain why Mitch is not afraid of the woods anymore.

   **He meets a kind giant in the woods. The giant helps Mitch when he falls.**
Read the passage. Then complete the questions.

The First Female Doctor

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

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

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

Many did not think women should be doctors; Blackwell applied to 29 schools before one took her as a student; no one spoke to Blackwell at first.

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

3. What conclusions can you draw about Elizabeth Blackwell?

She was a hard worker who did not let others stop her from becoming the first female doctor; she was determined to prove that women could be doctors.
The letters *ar* can sound like the “ar” in *part*.

A. Write the word on the line that has the *ar* sound to complete each sentence.

1. I like to paint in _____ *art* class.
   art  gym  math

2. At night it gets _____ *dark*.
   cold  chilly  dark

3. Chickens, sheep, and pigs stay on a _____ *farm*.
   farm  pet  lawn

4. It is time to _____ *start* the game.
   begin  start  end

5. I like to climb trees in my _____ *yard*.
   time  yard  home

6. My dog likes to _____ *bark* at cars.
   bark  run  stand

7. That knife is _____ *sharp*!
   clean  soft  sharp

B. Go back and circle *ar* in the answer choices above.
A. As you read, pay attention to your reading rate.

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

As long as there have been farms, kids have had to help.

When people settled out west, they had to start new lives. They had to plant crops and make new homes.

Kids helped out in hard times. In the Civil War, boys became drummers. In World War II, kids planted gardens that gave people extra food, so more could be sent to the soldiers.

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

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

Record Your Scores

Time 1: _____  Time 2: _____  Time 3: _____
The suffix -er can mean “more than.” The suffix -est means “most.” They can be used to compare two or more things.

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

1. Her bike is faster than mine.
   fast + _____er____ = faster

2. That is the smallest kitten in the bunch.
   small + _____est____ = smallest

3. Rock is harder than paper.
   _____hard____ + _____er____ = harder

4. She is the brightest student in my class.
   _____bright____ + _____est____ = brightest

5. I can climb higher than my sister.
   _____high____ + _____er____ = higher

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

1. __________________________________________________________
   __________________________________________________________

2. __________________________________________________________
   __________________________________________________________
A. Vocabulary Words  Check yes or no for each question.

1. If your test is collected, is it accepted?  ✔yes  ☐no

2. If you want to know something, are you interested in it?  ✔yes  ☐no

3. Is a theater a place you go to pet animals?  ☐yes  ✔no

4. Are games and crafts types of activities?  ✔yes  ☐no

5. Do advisers help you make plans?  ✔yes  ☐no

6. Is a duty just something to think about?  ☐yes  ✔no

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

1. I was _______dis_____ pleased with the play and left the theater.

2. She only drank ______non_____ fat milk because she wanted to stay fit.

3. Do not ______dis_____ respect your teacher.

4. If something is ______non_____ toxic, it is safe to use.
As you reread “Hard-Working Kids,” use the Fact and Opinion Chart to list facts and opinions.

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

Sample responses are provided.
Read the passage. Then complete the questions.

Game Testers

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

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

1. Underline words in the passage that contain ar.

2. Circle words that compare with the suffixes -er and -est.

3. State one fact about game testers.

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

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

   It is a tough job but not the worst.

5. If someone must do something, it is their __________.

   activities duty debt
To help you plan your writing, fill out an organizing web.
The letters or and ore stand for the sound “or” as in torn and sore.

A. Underline the or and ore spellings in the words below.

fort born shore morning store
corn horn story report score

B. Read the clues. Then use the words with or and ore to complete the sentences. Circle the letters that make the or sound in your answers.

Across
1. I wrote a story.

   

2. Greg gave a report on snakes.

   

3. Both teams had the same score.

   

4. We ate corn on the cob.

   

5. Ming plays horn in the band.

Down
1. I pick up shells at the sea shore.

   

2. We wake up in the morning.

   

3. Ron shops at the store.

   

4. We made a frost in the snow.

   

5. My grandma was born in Mexico.
A. Have a partner time you as you read the passage. Record your scores below.

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

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

The leader stuck a staff in a pile of stones.

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

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

Record Your Scores

First Read: Words Read _____ Time _____
Second Read: Words Read _____ Time _____

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

<table>
<thead>
<tr>
<th>Rate</th>
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<tr>
<td>Paid attention to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>periods, commas,</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
<tr>
<td>end punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>skipped words</td>
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<td></td>
</tr>
<tr>
<td>always</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At Home: Reread this passage several times to a family member or friend.
The prefix *dis-* can change the word it goes in front of to mean its opposite.

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

Example:  

<table>
<thead>
<tr>
<th>dis</th>
<th>trust</th>
<th>distrust</th>
</tr>
</thead>
</table>

1. dis comfort  
   **discomfort**

2. honest dis  
   **dishonest**

3. order dis  
   **disorder**

4. like dis  
   **dislike**

5. agree dis  
   **disagree**

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

1. I **disagree** with my mom a lot.

2. We **dislike** cold, rainy days.

3. I **distrust** kids when they don’t tell the truth.

4. I’m not **dishonest**, so I do not steal.

5. I had a lot of **discomfort** when I broke my leg.
A. Vocabulary Words  Fill in the blank with the word that best completes the sentence.

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

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

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

| staff | declared | fetch | distressed |

1. Start is to begin as pole is to _______.
2. Out is to in as throw is to _______.
3. Quiet is to silent as spoke is to _______.
4. Fast is to slow as happy is to _______.
As you reread “A Nation Is Born,” use the Theme Chart to list clues that will help you find the story’s theme.

<table>
<thead>
<tr>
<th>Clue</th>
<th>Sample responses are provided.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A wise leader felt it was his duty to find more food for his people.</td>
<td></td>
</tr>
<tr>
<td>The people followed their leader even though they were tired and hungry.</td>
<td></td>
</tr>
<tr>
<td>The leader led his people to a new home where they could grow corn to eat.</td>
<td></td>
</tr>
<tr>
<td>By trusting their wise leader, the people found a better life.</td>
<td></td>
</tr>
</tbody>
</table>
Read the passage. Then complete the questions.

More Than a Chore

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

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

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

1. Underline words in the passage that contain or or ore.

2. Circle the word with the prefix dis-.

3. What clues tell you that the boy will learn a lesson about life?

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

4. What is the theme of the passage?

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

5. When you are in great need or trouble, you are _________.

   distressed  rich  accepted
To help you plan your writing, fill out an organizing web.
The letters *er* and *ir* can stand for the sound “ur”, as in *her* and *third*.

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

1. The ___**bird**___ went high in the sky.
   - tree
   - bird
   - fly

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

3. The robin ___**chirped**___ in its nest.
   - chirped
   - sang
   - whip

4. The dolphins swam in the deep ___**water**___.
   - wild
   - water
   - crack

5. I am afraid of that ___**tiger**___!
   - streak
   - tiger
   - puppy

B. Circle the letters *er* and *ir* in the answer choices above.
A. As you read, pay attention to your reading rate.

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

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

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

The girl made an unfamiliar motion with her hands.

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

After lunch, Mom asked Amber to look at a Web site. It stated that it doesn’t take long to learn a few signs.

When Liz came over, Amber signed “hello.” Liz smiled and signed back. They became best friends!

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

1. I love the pattern on your shirt!/ Oh,/ it’s just dirt./ Sorry./

2. Her clever sister always knew the weather a day early./

3. Here’s a tip:/ Plant seeds in spring when the ground is warm./

4. Mornings on the seashore are cool and brisk./

5. Some baby birds were born on the farm./
Some examples of multisyllable words with r-controlled vowel sounds are party, monster, and bordering.

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

Example: person baby ___per/son___

1. heated garden ___gar/den___
2. hammer repeat ___ham/mer___
3. dirty first ___dir/ty___
4. bringing corner ___cor/ner___
5. forget card ___for/get___

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

1. My rake is by the ___corner___ of the barn.
2. We can plant roses in the ___garden___.
3. Don’t ___forget___ to bring your sneakers home.
4. Mom has a ___hammer___ and nails on the bench.
5. The dog is ___dirty___ and needs a bath.
A. Vocabulary  Circle the word in each group that does not belong with the word in bold.

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

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

1. I went on the Internet to find a Web site for how to make your own comics. A Web site is a location on the Internet that contains a home page and related documents. When I found a Web site on comics, I clicked on different links to find out who to contact about classes for making comics.

2. My grandma is full of wisdom. People who have wisdom know a lot about a lot of things. My grandma knows how to make the smartest plans and solve any problem you can name!
As you reread “A New Language,” fill in the Story Flowchart to show how plot characters and setting affect each other.

**Setting**

Amber’s garden; Amber’s house

<table>
<thead>
<tr>
<th>Event</th>
<th>Characters’ Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amber greets the girl next door, who motions with her hands.</td>
<td>Amber waves and goes inside. The girl seems upset.</td>
</tr>
<tr>
<td>Amber’s mom invites Amber to look at a Web site.</td>
<td>Amber feels better having learned about sign language.</td>
</tr>
<tr>
<td>Liz comes over. Amber signs “hello,” and Liz signs back.</td>
<td>They become best friends. They are happy they can communicate.</td>
</tr>
</tbody>
</table>

Sample responses are provided.
Read the passage. Then complete the questions.

My Sister’s Birthday

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

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

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

1. Circle the words with er or ir that make the /ûr/ sound (her; bird).

2. Underline the multisyllable words with r-controlled vowels.

3. How did Amber learn to communicate with Liz?

   She looked at a Web site about sign language.

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

   She is a good friend; she cares about Liz.

5. Something that has not been experienced is __________.

   wisdom unfamiliar faint
To help you plan your writing, fill out an organizing web.
Read the passage. Then complete the questions.

**Tribe Games**

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

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

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

1. Underline two facts in the passage.

2. Put a box around the opinions in the passage.

3. What is your opinion of the games and toys made by tribe kids?

**Answers will vary.**
Read the passage. Then complete the questions.

**Short-Sighted**

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

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

1. Underline how Jordan feels about being short.

2. Put a box around how Jordan feels after saving the lost child.

3. What is the theme of this story?

**You can be anything you want to be if you believe in yourself and your abilities.**
Read the passage. Then complete the questions.

Irma and Herman

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

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

1. Underline the setting of the story.

2. Put a box around the names of the characters in the story.

3. Summarize the plot on the lines below.

Herman wanted to talk to Irma, but he didn’t know sign language. In art class, Herman realizes he can communicate with Irma by drawing pictures.
A. Underline the letters that spell r-controlled vowel sounds in the words below. Circle the silent letters and 3-letter blends.

- shortest
- harder
- dislike
- scream
- knee
- order
- wrong
- thirst
- slowly
- final

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

1. Lisa was the ___shortest___ of all of us.
   Hint: This word has a suffix that means “most.”

2. On Friday nights, we sometimes ___order___ pizza.
   Hint: This word has the same vowel sound as more.

3. I’m so mad I want to ___scream___, but I will not.
   Hint: This word begins with a triple consonant blend.

4. Do you like or ___dislike___ rainy days?
   Hint: This word has a prefix and both a long i and short i.

5. I hurt my ___knee___ when I tripped.
   Hint: This word has a long e and a silent k.

6. The hot sun made my ___thirst___ great.
   Hint: This word rhymes with burst.
Words with the r-controlled vowel sounds can be spelled with *ur*, as in *hurt* and *turn*.

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

1. It is my ___ **turn** to wash the dishes.
   - turn
   - ton
   - ten

2. Please put a log on the fire to ___ **burn**.
   - born
   - barn
   - burn

3. We had ___ **yogurt** for lunch.
   - yogurt
   - rest
   - luck

4. My cat has a lot of ___ **fur**.
   - fur
   - far
   - fun

5. Did I ___ **disturb** Mom’s sleep?
   - disturb
   - bust
   - dream

6. Can I ___ **curl** my hair?
   - curl
   - cloth
   - car

7. I wrote a news ___ **blurb** for the paper.
   - unfold
   - darkest
   - blurb

8. Please ___ **return** my skates when you finish.
   - return
   - torn
   - pitcher

**B. Draw a line under the letters *ur* in the answer choices.**
A. As you read, pay attention to pauses, stops, and intonation.

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

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

<table>
<thead>
<tr>
<th>purse</th>
<th>girl</th>
<th>turn</th>
<th>fern</th>
<th>clerk</th>
</tr>
</thead>
<tbody>
<tr>
<td>her</td>
<td>fur</td>
<td>church</td>
<td>store</td>
<td>morning</td>
</tr>
<tr>
<td>curb</td>
<td>nurse</td>
<td>burst</td>
<td>thirst</td>
<td>never</td>
</tr>
<tr>
<td>third</td>
<td>murmur</td>
<td>curl</td>
<td>clever</td>
<td>report</td>
</tr>
<tr>
<td>hurt</td>
<td>return</td>
<td>purr</td>
<td>fever</td>
<td>shirt</td>
</tr>
</tbody>
</table>

Record Your Scores

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

At Home: Reread the story aloud and talk about how you would feel if you were Jim.
The suffix *-ful* means “full of.” For example, *harmful* means “full of harm.”

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

Example:

helpful  help/ful
playful  play/ful
wonderful  wonder/ful
painful  pain/ful
restful  rest/ful

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

1. The soft bed helps me feel __restful__.
2. My kitten is so cute and __playful__.
3. When I cut my finger, it was __painful__.
4. The sunset is __wonderful__.
5. The extra reading lessons are __helpful__ for me.
A. Vocabulary Words  Circle the word in each group that does not belong with the word in bold.

1. disturb  bother  upset  help
2. promise  keep  agree  walk
3. required  vital  important  fish
4. hurdles  snag  easy  problem

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

a. homework  b. video games

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

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

She made a promise and told me she would never sing at times when I have to concentrate. She tries not to disturb me and gives me peace when I do my homework, even when I tell her it does not bother me.
As you reread “Uncle Bob and Nurse Murphy,” use the Theme Chart to list clues that will help you find the story’s theme.

Clue
Uncle Bob gives Murphy to Jim when he has to go to the nursing home.

Clue
Nurse Hill said, “Pets can make people feel better.”

Clue
Excitement increased in the nursing home when Murphy got there; Uncle Bob smiled.

Theme
People and animals can help each other cope with change.

Sample responses are provided.
Read the passage. Then complete the questions.

A Great Day

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

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

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

1. Underline words with the letters ur that make the vowel sound in turn.

2. Circle words with the suffix -ful.

3. What clue tells you that Jim cares about Uncle Bob?
   
   **He plans to visit Uncle Bob every Saturday and bring Murphy with him.**

4. What is a possible theme for this story?
   
   **Showing others you care will bring them happiness.**

5. If something is interrupted or bothered it is __________.

   disturbed  hurdles  required
To help you plan your writing, fill out an idea web.
The letters **oo** can make the vowel sound as in *took* and *look*.

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

book  hook  broke  wood  pole
hood  good  cook  log  stood

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

1. I hang my hat on a **hook**.
2. Paper is made from **wood**.
3. Brett put up the **hood** on his coat.
4. At night, I read a **book** before I go to bed.
5. I like to help **cook** dinner.
6. Jess did a **good** job making her bed.

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

1. **took**  top
2. hot  **foot**
3. **shook**  shake
4. **crook**  road
5. note  **nook**
A. Have a partner time you as you read the passage. 
Record your scores below.

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

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

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

Record Your Scores
First Read: Words Read _____ Time _____
Second Read: Words Read _____ Time _____

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

<table>
<thead>
<tr>
<th>Rate</th>
<th>too slow</th>
<th>too fast</th>
<th>just right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid attention to periods, commas, end punctuation</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
<tr>
<td>Accuracy</td>
<td>skipped words</td>
<td>self-corrected</td>
<td>read every word</td>
</tr>
<tr>
<td>Read with feeling</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
</tbody>
</table>
A. Write the syllables that make up the word on the lines.

Example:

carton  ____car____  ____ton____

1. garden  ____gar____  ____den____
2. person  ____per____  ____son____
3. chicken  ____chick____  ____en____
4. human  ____hu____  ____man____
5. cabin  ____cab____  ____in____

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

1. On the farm, I ran after a ____chicken____.
2. He likes to plant carrots in his ____garden____.
3. A person is a ____human____.
4. Was the ____cabin____ by the lake?
5. The farmer is the ____person____ who grows crops.
A. Vocabulary Words  Write the word from above that best completes each sentence.

1. To do his job, he needs the right __equipment__.  
2. I like __observing__ birds in the trees.  
3. Will the __weather__ be warm or cold on Sunday?  
4. When will the event __occur__?  
5. You can use this __method__ to solve the math problem.  
6. We make __predictions__ about what will happen next.

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

1. tact means arrange  __e__  
   a. type  
2. typ means print  __a__  
   b. thermometer  
3. scop means to look at  __d__  
   c. memorize  
4. therm means heat  __b__  
   d. microscope  
5. mem means remember  __c__  
   e. tactics
As you reread “Storm Chasers,” use the Description Web to write down details that tell you about the topic.

**Topic**
Storm chasers

**Detail**
Need equipment such as cell phones and laptops.

**Detail**
Work in dangerous conditions. Storms can even knock houses over.

**Detail**
Have a hard job. They must drive in heavy rain and wind and avoid lightning.

**Detail**
Read about weather patterns. They may become TV weather reporters.

Sample responses are provided.
Read the passage. Then complete the questions.

Storm Safety

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

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

1. Circle words with the letters oo that make the vowel sound in took. Watch out for pretender words.
2. Underline the multisyllable words with en and on.
3. What signal word or phrase points to details about being prepared during a thunderstorm?
   for example
4. Which details describe what to do if you get stuck outside in a storm?
   Stay away from wooded areas and water, remain calm, and look for shelter.
5. If something happens, it occurs.
To help you plan your writing, fill out a narration/dialogue chart.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
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</tbody>
</table>
Read the passage. Then complete the questions.

Curly Shows the Way

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

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

1. Put a box around the words that tell how the character feels in her new town.

2. The character says that she was waiting for someone to sit with her at lunch. She also waited for someone to play with her at recess. Why might these be clues to the story’s theme?

   These clues tell us that the character wasn’t trying hard enough to make friends.

3. What is a possible theme for this story?

   You must take an active role in meeting new people.
Read the passage. Then complete the questions.

Weather Forecasters

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

1. Put a box around these signal words and phrases for description: also for these reasons

2. Underline the different things a weather forecaster does.

3. In your own words, describe how weather forecasters make our lives easier.

Weather forecasters make our lives easier by telling what the weather will be. People listen to forecasts when making plans.
The letters oo in a word can stand for the vowel sound in *fool* and *cool*.

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

boost  bloom  hope  hoop  bamboo  
stole  stool  cartoon  moon  proof

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

1. I can use a hula *hoo*p.
2. B*a*mb*oo* is a plant.
3. B*oo*st me up so I can see better!
4. I look at the m*oo*on at night.
5. I need to sit on a s*oo*l at the high desk.
6. I like to watch that c*a*rtoon.
7. He wants p*r*oo*f that I am telling the truth.
A. As you read, pay attention to accuracy.

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

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

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

<table>
<thead>
<tr>
<th>bloom</th>
<th>spoon</th>
<th>soon</th>
<th>order</th>
<th>burnt</th>
</tr>
</thead>
<tbody>
<tr>
<td>doom</td>
<td>noon</td>
<td>food</td>
<td>fir</td>
<td>shirt</td>
</tr>
<tr>
<td>toot</td>
<td>groom</td>
<td>boot</td>
<td>border</td>
<td>summer</td>
</tr>
<tr>
<td>choose</td>
<td>ooze</td>
<td>school</td>
<td>curl</td>
<td>teacher</td>
</tr>
<tr>
<td>goop</td>
<td>cartoon</td>
<td>scoop</td>
<td>turn</td>
<td>birth</td>
</tr>
</tbody>
</table>

Record Your Scores

Time 1: _____  Time 2: _____  Time 3: _____
The prefix *re-* means “again.”

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

1. We will **resend** the letter later today.
   
   \[ \text{re} + \text{send} = \text{resend} \]

2. We try to **reuse** old cans and bottles as art.
   
   \[ \text{re} + \text{use} = \text{reuse} \]

3. June can **recycle** old paper to help save trees.
   
   \[ \text{re} + \text{cycle} = \text{recycle} \]

4. May I **retake** that shot until I get it right?
   
   \[ \text{re} + \text{take} = \text{retake} \]

5. Hank broke the shelf, but he can **restore** it with a hammer and nails.
   
   \[ \text{re} + \text{store} = \text{restore} \]

B. Write two sentences about nature. Use the word *reuse* in one sentence. Use the word *recycle* in the other.

1. ______________________________________________________________
   ______________________________________________________________

2. ______________________________________________________________
   ______________________________________________________________
A. Vocabulary Words  Check true or false for each statement.

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

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

```
source  experts  composed  solution  environment
```

1. **Experts** are people who are highly skilled at something.
2. The **source** of something is the start of it.
3. The **environment** is a place with many plants and animals.
4. If something is **composed** of things, it is made of them.
5. A **solution** is a correct result.
As you reread “Oil: From Fuels to Tools,” use the Author’s Purpose Map to write down clues that will help you find the author’s purpose.

**Clue**

The author provides facts that inform us about how oil has been used over the last 6,000 years.

**Clue**

The author provides more facts about where oil is found and how it is obtained.

**Clue**

The author suggests ways we can use less oil by harnessing renewable energy sources.

**Author’s Purpose**

The author mainly is informing us about oil but is also trying to persuade us to cut back on our oil use.

Sample responses are provided.
Read the passage. Then complete the questions.

A New Kind of Power

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

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

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

1. Underline words with the oo sound in cool.

2. Circle the words with the prefix re-.

3. What clue tells you how the author feels about using oil for power?

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

4. What is the author’s purpose?

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

5. composed means “to be made of” or “full of.”

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To help you plan your writing, fill out a character web.
The letters *oi* and *oy* can spell the vowel sound *oi*, as in *join* and *soy*.

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

1. I did not save bills, but I did save lots of ___ **coins** ___.
   - time  coins  cash

2. A jump rope is my sister’s favorite ___ **toy** ___.
   - toy  thing  sport

3. Fran wanted to play the game, so we let her ___ **join** ___.
   - stay  **join**  pitch

4. The girl was happy and full of ___ **joy** ___.
   - joy  smiles  jokes

5. Do not ___ **point** ___ that finger at me!
   - point  wag  aim

6. A ___ **boy** ____ in my class went home sick.
   - boy  girl  child

**B. Go back and circle the vowel sound *oi* (*oi*, *oy*) in the answer choices above.**
A. Have a partner time you as you read the passage. Record your scores below.

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

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

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

Record Your Scores

First Read:  Words Read _____  Time _____

Second Read:  Words Read _____  Time _____

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

<table>
<thead>
<tr>
<th>Rate</th>
<th>too slow</th>
<th>too fast</th>
<th>just right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid attention to periods, commas, end punctuation</td>
<td>never</td>
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<tr>
<td>Accuracy</td>
<td>skipped words</td>
<td>self-corrected</td>
<td>read every word</td>
</tr>
<tr>
<td>Read with feeling</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
</tbody>
</table>
A contraction is a short way of writing two words. An apostrophe (’) replaces the letters that are removed. For example, it is becomes it’s.

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

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

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

1. You will be my teacher.  you’ll
2. He did not clean his room.  didn’t
3. She will swim in the lake this summer.  she’ll
4. That bird was not flying.  wasn’t
5. I have been to the park many times.  I’ve
A. Vocabulary Words  Circle the word in each group that does not belong with the word in bold.

1. liquid  water  wet  solid
2. motion  still  run  hop
3. avoid  skip  away  promise
4. coil  around  straight  twist

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

1. Tune is to song as spiral is to ________ coil.
2. Hard is to soft as beginner is to ________ expert.
3. Glad is to mad as stillness is to ________ motion.
4. Solid is to firm as wet is to ________ liquid.
As you reread “Humpback Whales,” write down text clues in the Conclusions Chart. Use the clues to draw conclusions about the story.

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

Sample responses are provided.
Read the passage. Then complete the questions.

Narwhals

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

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

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

1. Circle words with oi or oy.

2. Underline the contractions.

3. Why does the author tell us that “we don’t have to avoid the narwhal”?

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

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

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

5. To wind in circles is to _______.

   avoid    liquid    coil

At Home: Reread the passage and retell what you learned about narwhals.
To help you plan your writing, fill out a character web.
The aw sound can be spelled aw or au. Examples are fawn and causing. The awl sound can be spelled awl, all, or al. Examples are crawl, tall, and already.

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

sprawl  want  small  lawn  cake 

dawn  saw  always  aim  call

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

1. I (a l) ways look both ways before I cross the street.
2. We s(a w)a show last weekend.
3. That I (a w)n has the greenest grass!
4. Mom will c(a l l) you on the phone.
5. My sister likes to s p r (a w l) on the sofa.
6. We woke up at d(a w)n for the boat trip.
7. His mistake was s m (a l l).
A. Use this passage to perform a choral reading or Readers Theater.

TO HOTEL GUESTS:

TIDES CAN CAUSE TROUBLE!

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

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

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

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

At Home: Reread the passage aloud and talk about how to stay safe in strong tides.
The prefix *pre-* means “before.”

**A. Put the pieces together and write the word on the line.**

Example: \[ \text{pre} \quad \text{sort} \quad \text{presort} \]

1. \[ \text{pre} \quad \text{heat} \quad \text{preheat} \]
2. \[ \text{read} \quad \text{pre} \quad \text{preread} \]
3. \[ \text{order} \quad \text{pre} \quad \text{preorder} \]
4. \[ \text{pack} \quad \text{pre} \quad \text{prepak} \]
5. \[ \text{test} \quad \text{pre} \quad \text{pretest} \]

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

1. Before I filled my bag, my mother wanted to **prepack** an extra toothbrush.
2. Will you please **preheat** the oven to 350 degrees?
3. We know how to **preread** by looking at the titles of a story.
4. Before we begin this unit, we will have a **pretest**.
5. I had to **preorder** the book before it was in the store.
A. Vocabulary Words Choose the word from above that best completes each statement. Write the word on the line.

Example:

Neat is to messy as smooth is to rumpled.

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

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

1. baker  a. one who teaches
2. supplier  b. one who observes
3. observer  c. one who acts
4. actor  d. one who supplies
5. teacher  e. one who bakes
As you reread “The Rise and Fall of Tides,” use the Author’s Perspective Map to write down clues that will help you find the author’s perspective.

**Clue**
Long ago, people thought tides were mysterious. They are not.

**Clue**
Learning about tides can be very useful.

**Clue**
Tides can be helpful or harmful.

**Author’s Perspective**
The author feels learning about tides is important.

Sample responses are provided.
Read the passage. Then complete the questions.

**Riding the Waves**

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

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

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

1. Underline words with aw, au, or al.

2. Circle the word with the prefix pre-.

3. Which word in the first paragraph provides a clue to the author’s perspective on “riding the waves”?

   excitement

4. How does the author feel about surfing?

   It is one of the most thrilling sports.

5. If something moves back, it ________.

   retreats  supplies  established
To help you plan your writing, fill out an idea web.
Read the passage. Then complete the questions.

All Aboard

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

1. Underline three ways people travel to work and school using mass transit.

2. Why is mass transit good for our planet?

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

3. What is the author’s purpose?

   to persuade us to use mass transit when we can
Read the passage. Then complete the questions.

**Taking a Whale-Watching Trip**

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

1. Underline text clues that tell what you should do to get the most out of whale-watching.

2. Why wouldn’t you need to bring toys on the whale-watching trip?

   \[\text{You will be looking for whales and enjoying the} \] \[\text{boat; there is no time to play with toys.} \]

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

   \[\text{You should do some planning before the trip.} \]
Read the passage. Then complete the questions.

Calling All Predators

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

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

So, who is the more dangerous predator?

1. Put a box around the reasons people fear sharks.

2. Underline what the author thinks you should do if you think sharks pose a threat.

3. What is the author’s perspective on sharks? On humans?

The author believes that sharks have a bad reputation for attacking people when they are the ones being hunted; humans are far more dangerous predators than sharks.
A. Underline the letters that spell the same vowel sounds as *hurt*, *boil*, or *took* in the words below. Circle prefixes and suffixes. Put a box around contractions.

foot  kitchen  salt  enjoy  repainted
harmful  burst  they’ll  prebake  spoon

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

1. They __**repainted**__ the walls of the house.
   Hint: This word has a prefix that means “again.”

2. I hope you __**enjoy**__ the show!
   Hint: This word rhymes with *toy*.

3. He eats yogurt with a __**spoon**__.
   Hint: This word has the same vowel sound as *pool*.

4. That poison is very __**harmful**__.
   Hint: This word has a suffix.

5. My father likes to __**prebake**__ dinner rolls.
   Hint: This word has a prefix that means “before.”

6. Ow! She stepped on my __**foot**__!
   Hint: This word has the same vowel sound as *book*.

7. Could you please pass me the __**salt**__ and pepper?
   Hint: This word has the same vowel sound as *fall*.

8. __**They’ll**__ go to the assembly as a class.
   Hint: This word is a contraction.
You can hear each consonant in a **consonant blend**. Examples of final and triple consonant blends are **fast** and **stronger**.

**A.** Underline the word with the triple or final consonant blend. Then write the word in the blank.

1. The monkey will **screech** if you yell at it.
   - screech  run  cry

2. We play baseball in the **field**.
   - summer  fool  field

3. We like to **splash** in the water.
   - splash  go  run

4. He broke his toe, and so he needed a **splint**.
   - splint  cane  chair

5. This is a very difficult **task**.
   - job  game  task

6. The kids went up in the hay **loft**.
   - pile  hill  loft

**B.** Circle the triple or final consonant blends in the answer choices above.
A. As you read, pay attention to end punctuation, pauses, stops, and intonation.

Are you a “pack rat”? A pack rat is a person who collects a lot of stuff. But a desert pack rat is an animal.

A pack rat is a kind of rodent. It is also called a wood rat. These rodents are common in the Southwest desert.

A pack rat looks like most rats, but it has a soft tail. It has big ears and big eyes. It can be tan, gray, or black. Its toes are long and thin. It has strong feet made for grasping branches or rocks.

Pack rats mainly eat cactus plants, flowers, fruits, and leaves, but they will eat almost anything.

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

<table>
<thead>
<tr>
<th>scram</th>
<th>split</th>
<th>strap</th>
<th>paw</th>
<th>pause</th>
</tr>
</thead>
<tbody>
<tr>
<td>scrub</td>
<td>splat</td>
<td>strong</td>
<td>noise</td>
<td>fault</td>
</tr>
<tr>
<td>scream</td>
<td>splash</td>
<td>stripe</td>
<td>toys</td>
<td>annoy</td>
</tr>
<tr>
<td>scrape</td>
<td>sprint</td>
<td>stretch</td>
<td>straw</td>
<td>shawl</td>
</tr>
<tr>
<td>scratch</td>
<td>spring</td>
<td>stream</td>
<td>avoid</td>
<td>small</td>
</tr>
</tbody>
</table>

Record Your Scores

Time 1: _____    Time 2: _____    Time 3: _____
A. Put the word together with its suffix or prefix. Write S if you use a suffix. Write P if you use a prefix.

Example: return

1. hurt ful
   hurtful S
2. write re
   rewrite P
3. ful harm
   harmful S
4. made pre
   premade P
5. ly kind
   kindly S

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

1. Poison is very __harmful__.

2. The children like to __rewrite__ old tales and make up plays.

3. Treat others __kindly__, as you want to be treated.

4. We will use __premade__ costumes in our class play.

5. You must not say __hurtful__ things to your best pal.
A. Vocabulary Words  Write the word from above that best completes each sentence.

Our family has felt 1. _____solitary_____ since our car broke and we could not visit anyone. Now it is fixed so we drove to the tent store. We need to 2. _____obtain_____ a tent so we can camp in the desert with friends. One tent was made of a really cool 3. _____material_____. It seemed to 4. _____shimmer_____ in the light! This trip will be fun because I can stay up late and take photos of 5. _____nocturnal_____ animals. I plan to hide behind a prickly 6. _____cactus_____ until I see one.

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

1. At _____night, by the light of the moon, the forest comes alive with _____nocturnal_____ animals.
2. A _____solitary_____ person may _____enjoy being alone, away from the chatter of _____others_____.
3. If you want to _____obtain_____ supplies, you will need to get _____bags and boxes_____ to put them in.
4. My _____clothes are made of different _____materials: cotton, silk, and wool._____ materials.
5. If you go to the _____desert, watch out for the long, prickly arms of a _____cactus!_____ cactus!
As you reread “In the Hot Sand,” use the Main Idea Chart to help you summarize details and then the main idea.

<table>
<thead>
<tr>
<th>Detail</th>
<th>Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pack rats live in the desert.</td>
<td>A pack rat is a desert rodent with unique features.</td>
</tr>
<tr>
<td>They look like rats with soft tails.</td>
<td></td>
</tr>
<tr>
<td>They have strong feet.</td>
<td></td>
</tr>
<tr>
<td>Pack rats may use cactus, bushes, trees, rock piles, or people’s homes or cars.</td>
<td></td>
</tr>
<tr>
<td>They often reuse empty nests.</td>
<td></td>
</tr>
<tr>
<td>Pack rats can nest in many places.</td>
<td></td>
</tr>
</tbody>
</table>

Sample responses are provided.
Read the passage. Then complete the questions.

**Skunk Spray**

Skunks are nocturnal mammals known for their smelly spray. It is used when a skunk feels threatened. This dreadful spray is an oily liquid made by glands under its bushy tail. When a predator approaches, a skunk can turn around and release an unpleasant mist that can reach as far as ten feet.

Skunk *spray* doesn’t hurt its victims, though it does make them uncomfortable. The smell can linger for days and is very difficult to get rid of. For this reason, predators will usually reconsider hunting skunks unless no other food is available. Thankfully, a skunk is easily identified by its black coat and white stripe or spots. This vivid contrast is a warning to stay away. As a defensive technique, skunk *spray* is very effective. It helps these animals thrive in the wild.

1. Underline words in the passage with triple consonant blends.

2. Circle the words with prefixes *pre-* and *re-* or suffixes *-ful* and *-ly*. Watch out for pretender words.

3. List two details that tell how skunk spray is used to keep predators away.

   *If a skunk feels threatened, it can spray a predator ten feet away; the smell can linger for days.*

4. What is the main idea of the passage? Is it stated or unstated?
   
   The main idea is stated: Skunk spray is an effective defensive technique.

5. An animal that is active at night is ________.
   
   material  solitary  **nocturnal**
To help you plan your writing, fill out an idea web.
The vowel sound *ou* can be spelled *ou* or *ow*, as in *sound* and *down*.

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

1. The queen took off her ______ after the ball.  
   hat  lace  crown  
   **crown**

2. The report called for clouds and light ______.  
   showers  rain  wind  
   **showers**

3. Lift your hand; don’t just ______ out.  
   yell  shout  call  
   **shout**

4. In the store, we were ______ by crowds.  
   greeted  stopped  surrounded  
   **surrounded**

5. The truck ______ the corner and almost hit us.  
   jumped  missed  rounded  
   **rounded**

6. That small ______ is very cute!  
   won  town  rule  
   **town**

7. The trumpet was very ______.  
   lost  lunch  loud  
   **loud**

**B. Go back and circle *ou* and *ow* in the answer choices above.**
A. Have a partner time you as you read the passage.
Record your scores below.

Miss Brown: Let’s thank Bob’s dad for coming to Job Day.
11  Now we understand what it’s like to make and sell ice cream.
23  Howie: The best part is that you get to taste all the ice cream!
37  Bob’s Dad: We do more tasting than that. We sample the
48  ingredients we need from local farms before we buy them.
58  Kim: That sounds like fun!
63  Bob’s Dad: I have a treat for all of you. Each of these cards
77  is good for a free ice-cream cone.
85  All: Wow! Thanks!
88  Bob: Dad says they can count on farmers for the freshest
99  ingredients. Then the ice cream tastes better.  106

Record Your Scores Here
First Read:  Words Read _____  Time _____
Second Read: Words Read _____  Time _____

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

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<td>Read with feeling</td>
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At Home: Reread the passage to a family member and talk about the story.
**Practice**

**Structural Analysis: Compound Words**

*Over-* means “too much.” *Under-* means “too little.” These words can be added before other words to make **compound words**.

**A. Break each word into its parts on the line.**

**Example:**

underpaid __under/paid__

1. overbake __over/bake__
2. overact __over/act__
3. overuse __over/use__
4. undercook __under/cook__
5. underfeed __under/feed__

**B. Use the correct words from above to complete each sentence. Circle the words *over* and *under* in your answers.**

1. If I **underfeed** my dog, he will get sick.

2. Jon didn’t want to **overbake** the chicken, so he took it out of the oven.

3. Try not to **undercook** the yams so we can mash them easily.

4. I hope Tom will not **overact** in the play.

5. If you **overuse** that toy, it will break.
**A. Vocabulary Words** Write the words from above that best complete the sentences.

1. Jenna and Walter arranged to ____split____ up their chores.
2. She brushed her hair until it was ____lovely____ and smooth.
3. Do you have the ____funds____ to buy a new dress?
4. That was the most ____fabulous____ and astonishing trick I ever saw!
5. We weeded the ____lawn____.
6. Do you know the ____ingredients____ for blueberry pie?

**B. Vocabulary Strategy: Synonyms** Use this thesaurus entry to answer the questions that follow.

1. What is the best synonym for “We will split the muffin in equal parts”?
   ____________
   divide

2. What is the best synonym for “The farmer raised his mighty axe to split the log apart”?
   ____________
   slash

3. What is the best synonym for “The piñata split when I hit it”?
   ____________
   burst
As you reread “Miss Brown’s Class Helps Out,” use the Problem and Solution Chart to write the problem and the steps taken to solve it.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss Brown’s class needs to buy more ice-cream cards for the sick kids.</td>
<td>The class sells enough drawings to buy the ice-cream cards they need for the party.</td>
</tr>
<tr>
<td>Walt suggests drawing ice-cream cards and having shopkeepers sell them.</td>
<td>The kids draw their own ice-cream cards and take them to the shops.</td>
</tr>
<tr>
<td></td>
<td>People buy the drawings from the shops.</td>
</tr>
</tbody>
</table>

Sample responses are provided.
Read the passage. Then complete the questions.

Party Problems

On the day of the party, Miss Brown’s class counted their funds. They had the toys and ice cream but needed to pay for the clown they hired. When the class went outside to make sure everything was set up, they couldn’t find the clown, the toys, or the ice cream! Miss Brown’s entire class frowned. “There must have been a mistake,” she said, looking around for the answer to everyone’s question.

Just then, Bob’s dad found the upset class and explained what had happened. “We had to move the party indoors. The underground sprinklers came on this morning and made the hospital lawn too wet for a party.” Miss Brown’s class was relieved. They all went inside and enjoyed the party. Overall, everyone had a fabulous time!

1. Circle words with the *ou* sound as in *down* and *mouth*.

2. Underline compound words with *over-* and *under-*.

3. What is the problem in the story?

   **The party is not set up outside.**

4. How is the problem solved?

   **Bob’s dad informs them that the party had to be moved indoors due to the lawn being too wet.**

5. If you have money that is available, you have _______.

   funds  ingredients  lawn
To help you plan your writing, fill out a Venn diagram.
Read the passage. Then complete the questions.

After Sunset

In the heat of the day, life in the desert is difficult. There is little water, and the air is so hot that it makes the sand shimmer. This harsh environment forces many animals to stay in the shade during the day. When the sun sets, the desert returns to life.

After sunset, the air and ground are much cooler. Nocturnal animals like bobcats, foxes, and pack rats hunt for food in the dark. Birds and insects awaken to fill the desert night with new sights and sounds. There are also plants that only bloom in the dark. A night in the desert is a different world.

1. Underline a sentence that explains why life in the desert is difficult in the heat of the day.

2. Place a box around a detail that explains why the desert returns to life after sunset.

3. State the main idea of the passage.

At night, desert animals can escape the heat of the day to search for food and water.
Read the passage. Then complete the questions.

**King of the Play**

Mr. Powell’s class will put on a play for the younger students of the school. It is a fairy tale about a king. Pete and Rob both want to be the king and argue over who it should be. Mr. Powell decides that neither boy will be king since they can’t think about others. He gives the part to Andy and has Pete and Rob work together on painting.

1. Underline the problem in the story.

2. How did Mr. Powell solve the problem?

   **Mr. Powell gave the part to someone else.**

3. What is another way the boys could have solved the problem of who would play the king?

   **Answers will vary; possible solutions may include tryouts, sharing role.**
Examples of words with a soft c and g are trace and page.

Circle the word with soft c or soft g. Write the word on the line to complete the sentence.

1. The girl keeps her rabbit in a ______ cage.  
   cog  cage  pear

2. Ed tries to ______ exercise each day to stay fit.  
   exercise  expect  exact

3. At first, the boy was afraid of the huge ______ giant.  
   man  garden  giant

4. After going to the ______ circus, I want to be a clown.  
   show  clock  circus

5. The students had fun at the ______ dance.  
   dance  dream  game

6. Don’t ______ force the lock.  
   force  fork  push

7. I’d like to go to outer ______ space?  
   case  gain  space
A. As you read, pay attention to accuracy.

Robert Peary was an explorer with a dream. He wanted to stand on the North Pole. The North Pole was too cold for humans, and the winters were too dark. How would he get there?

When Peary decided to reach the North Pole, he spent years making his plan. He had to study how to sail the sea. He had to learn how to store food for a long time. He also learned to use sled dogs.

He knew this would be a long and hard trip. He estimated that it would take years. He also needed another explorer to help him. Peary called on Matthew Henson for assistance.

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

<table>
<thead>
<tr>
<th>city</th>
<th>nice</th>
<th>giant</th>
<th>count</th>
<th>town</th>
</tr>
</thead>
<tbody>
<tr>
<td>gym</td>
<td>face</td>
<td>pencil</td>
<td>shout</td>
<td>loudly</td>
</tr>
<tr>
<td>age</td>
<td>cage</td>
<td>cell</td>
<td>down</td>
<td>explain</td>
</tr>
<tr>
<td>germ</td>
<td>race</td>
<td>gentle</td>
<td>brand</td>
<td>stretch</td>
</tr>
<tr>
<td>cent</td>
<td>large</td>
<td>arrange</td>
<td>sprint</td>
<td>found</td>
</tr>
</tbody>
</table>

Record Your Scores

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

At Home: Reread the passage aloud several times and talk about what you learned.
Examples of words with unaccented endings -en, -an, and -on are garden, pardon, and American.

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

1. My uncle wore a red woolen cap.
   wool + ___en___ = woolen

2. My books came in a huge carton.
   ___ar___ + ___ton___ = carton

3. All of a sudden, the lights went out.
   ___ud___ + ___den___ = sudden

4. The kitten played in the grass.
   ___it___ + ___ten___ = kitten

B. Circle the word in each pair that has an unaccented ending. Write the unaccented syllable on the line.

1. dragon   hello   ___gon___
2. afraid African ___can___
3. missing mitten ___ten___
4. debate Indian ___an___
A. Vocabulary Words  Write the word from above that best completes each sentence.

1. __________ wild animals should not be done by just anyone. Only 2. __________ experts should do this. It takes 3. __________ to work with wild animals. Even a brave 4. __________ may not have what it takes. Wild animals are not used to people and might try to hurt a person out of fear. It is an 5. __________ to take a wild animal and make it like a pet. Some people have pet cats that were born in the wild. Experts have 6. __________ that it takes two weeks to a year to tame these cats.

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

1. aud means hearing __________
   a. dictate
2. dict means to say __________
   b. inspect
3. spec means look __________
   c. auditory
4. port means to carry __________
   d. eject
5. ject means to throw __________
   e. import
As you reread “The Edge of the World!” use the Main Idea Chart to help you summarize details and then the main ideas.

<table>
<thead>
<tr>
<th>Detail</th>
<th>Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peary studied how to sail the sea.</td>
<td>Peary spent years carefully planning and preparing for the trip.</td>
</tr>
<tr>
<td>He learned how to store food and use sled dogs.</td>
<td></td>
</tr>
<tr>
<td>They set out with only four helpers, light sleds, and their best dogs.</td>
<td></td>
</tr>
<tr>
<td>They traveled fast because the weather was good.</td>
<td></td>
</tr>
<tr>
<td>With good weather and a small team, Peary and Henson reached the North Pole.</td>
<td></td>
</tr>
</tbody>
</table>

Sample responses are provided.
A Dangerous Climb

Mount Everest is the world’s highest mountain. Humans have been attempting to reach the peak since the first successful ascent in 1953. Everest is located on the border of Nepal and China. At 29,035 feet, this giant mountain requires advanced climbing skills from people willing to trek its icy cliffs.

Each year climbers face danger and risk their lives to reach the summit. It takes skill, teamwork, good weather, and luck to get to the top. On Mount Everest, every person must be especially prepared for bad weather. Strong winds, sudden blizzards, and avalanches happen often and without warning. Since the air is thin, climbers must hike slowly to help their bodies adapt. It takes a good deal of training and courage to climb Mount Everest and stay safe!

1. Underline words in the passage with soft c and soft g.
2. Circle multisyllable words that end in -an, -en, and -on.
3. What dangers do climbers face when trekking Mount Everest?
   Bad weather and thin air
4. What is the main idea of the passage?
   People need to be prepared to safely climb Mount Everest.
5. Facing fear or danger shows _________.
   advancement  achievement  courage
To help you plan your writing, fill out a Venn diagram.
Examples of words that end in -el or -le are trouble and rebel.

A. Write the word on the line that ends in -el or -le to complete each sentence.

1. Ms. Hubble told the class to ____ settle ____ down.
   calm  sit  settle

2. She made a ____ model ____ airplane.
   model  toy  blue

3. She wasn’t very hungry, but she did ____ nibble ____ on a carrot.
   chew  nibble  almost

4. He kept his pet ____ turtle ____ in his bedroom.
   stamps  turtle  bat

5. The soccer players ____ dribble ____ the ball across the field.
   dribble  kick  hit

6. I had a ____ bagel ____ for lunch.
   bag  bagel  lady

7. Be careful when you use a ____ candle ____ to see in the dark.
   candle  lead  even

8. Watch out! That chair will ____ wobble ____ if you stand on it.
   fall  standing  wobble

B. Go back and underline -el and -le in the answer choices above.
A. Have a partner time you as you read the passage.
Record your scores below.

One night, Chen was eating dinner with his mom and dad.

11 “I have big news!” Chen’s dad said. “In three weeks, we will
23 move to a new town.”

28 Chen’s face fell. “How far away will we move?” he asked.
39 “We are only moving fifty miles away. We will be much
50 closer to my new job,” Chen’s dad said.

58 “We’ll be near your job, but fifty miles is far from the zoo,”
71 Chen mumbled.

Chen liked playing baseball. He liked doing puzzles, too.
82 But he liked drawing animals best of all. He liked seeing birds
94 and bobcats take shape in the middle of his notebook pages.
105 The zoo was Chen’s favorite place in the world.

Record Your Scores
First Read: Words Read _____ Time _____
Second Read: Words Read _____ Time _____

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

Rate

☐ too slow    ☐ too fast    ☐ just right

Paid attention to periods, commas, and end punctuation

☐ never    ☐ sometimes    ☐ always

Accuracy

☐ skipped words    ☐ self-corrected    ☐ read every word

Read with feeling

☐ never    ☐ sometimes    ☐ always
The suffixes -ible and -able mean “capable of” or “able to.” For example, changeable means “capable of change.”

**A. Fill in the missing parts to make the word in bold. Circle the suffix in your answers.**

1. That book is very **readable**.
   
   read + **able** = readable

2. The skirt was **unwashable**.
   
   un**able** + wash + ab**le** = unwashable

3. Is that milk **drinkable**?
   
   **drink** + ab**le** = drinkable

4. This tube is very **flexible**.
   
   flex + **ible** = flexible

5. The fabric was **stretchable**.
   
   **stretch** + ab**le** = stretchable

**B. Write a sentence about an animal. Use the word agreeable.**

1. ____________________________________________________________

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

1. You go to a museum to admire works of art.  ☑ true  ☐ false
2. You can clearly hear someone who has mumbled.  ☐ true  ☑ false
3. A dancer must be very flexible.  ☑ true  ☐ false
4. You need skills to find a good job.  ☑ true  ☐ false
5. People have discovered dinosaur bones.  ☑ true  ☐ false
6. A capable person isn’t able to do a job.  ☐ true  ☑ false

B. Vocabulary Strategy: Multiple-Meaning Words  Use the dictionary entry below to answer the questions about the multiple-meaning word.

1. How many definitions are there for skip?

   3

2. What part of speech is skip?

   verb

3. What definition of skip helps you understand how a body moves?

   1. To move along in a bouncy way, hopping on each foot in turn. *I will skip along the sidewalk.*
   2. To leave something out or to pass over. *I skip number three on the test and will come back to it later.*
   3. To go past one grade in school by going to the next one. *I will skip seventh grade.*
As you reread “A Challenge for Chen,” use the Venn Diagram to compare and contrast Chen’s actions and feelings about art before and after his family moves.

**Different**

**Alike**

**Before Move**
- started drawing at age 7; improved skills at age 10
- used to draw at the zoo all the time
- upset to hear about move
- took down drawings; didn’t think he could draw anymore

**After Move**
- stopped drawing
- realized he had to be flexible and use what was around him
- found new subjects to draw

liked drawing animals

Sample responses are provided.
Read the passage. Then complete the questions.

**Traveling Artist**

Chen sat in the middle of the Big Cat Refuge. With his notebook and pencil in hand he felt **comfortable** the way a **capable** artist should feel. As Chen approached the lion’s den on the right, he saw the king of the **jungle** himself standing on a rock. Chen quickly drew the lion’s muscular shape and outlined his fuzzy mane. He added a tuft of hair to the end of the lion’s tail.

By the time Chen got to the tiger sanctuary, all of the big cats were being fed an all-meat lunch. Chen admired the beauty and strength of the tiger before sketching. He was **able** to see that the tiger was slightly larger than the lion, had striped fur, and did not have a mane. Chen couldn’t deny the **irresistible** urge to **travel** and see these amazing cats in the wild.

1. Underline words that end with -el and -le.
2. Circle the words with the suffix -able and -ible.
3. How are lions and tigers similar?
   **They are big cats, eat meat, and have muscular bodies.**
4. How are lions and tigers different?
   **Male lions have fuzzy manes and tufts of hair on their tails; tigers are slightly larger, with striped fur.**
5. If you have the skill to do something you are _________.
   **capable, admired, flexible**

At Home: Talk about what inspires you and what you do to express this inspiration.
To help you plan your writing, fill out a Venn diagram.
Examples of words that end in -er, -ar, and -or are saddler, sugar, and minor.

A. Underline the endings -er, -ar, and -or in the words below.
   brother  mirror  polar  doctor  solar
   organ  wander  ladder  around  very

B. Now use the correct words from above to complete each sentence.
   1. Climb up the ladder.
   2. You go to the doctor when you get sick.
   3. He looked at himself in the mirror.
   4. I have a brother and six sisters.

C. Circle the word in each pair that ends in -er, -ar, or -or. Write the -er, -ar, or -or ending on the line.
   1. dollar  chain  ar
   2. mark  mayor  or
   3. father  farm  er
   4. metric  meter  er
   5. manor  race  or
A. Use this passage to perform a choral reading or Readers Theater.

There is no other river like Sugar River, the West’s safest home for wild horses!

Sugar River was discovered in the year 1768, when thirsty explorers followed a wild herd of horses to the river shore. Since then, the ranch has become a place for all protectors of wild horses.

You will spend nights sleeping under the desert moon in a beautiful solar-powered guest room. Each morning, your breakfast will offer a new flavor as you eat food from all over the West.

Want excitement? How about a tour of the horse ranch by helicopter?

Come to Sugar River!

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

1. Polar bears are the worst actors I’ve ever seen!/\

2. Sugar adds flavor to food,/ but it is not good for teeth./\

3. Winter turns my mother and father into bigger protectors.//

4. Other than the singer,/ the only one with honor was the polar explorer.//

5. I wore a razor-thin collar when I flew the helicopter!//
The suffixes -er, -ar, and -or at the end of the word mean “someone who does that.”

A. Write the word with the suffix on the line. Circle the suffix in your answers.

Example: teacher today __teacher

1. fallen farmer __farmer
2. conductor coming __conductor
3. collector more __collector
4. explain explorer __explorer
5. beggar began __beggar

B. Fill in each blank with the word from above that best completes the sentence.

1. She is a ___collector___ of baseball cards.
2. The ___farmer___ grows lots of corn and carrots.
3. A ___beggar___ needs help and kindness.
4. The train ___conductor___ checked our tickets when we boarded.
5. Do you want to be a space ___explorer___?
A. Vocabulary Words Check true or false for each statement.

1. Your descendants come after you. ✓true ☐false
2. Beggars have a lot of money. ☐true ✓false
3. People who try to hurt you are your protectors. ☐true ✓false
4. A sanctuary is noisy and uncomfortable. ☐true ✓false

B. Vocabulary Strategy: Homographs Use the dictionary entries below to answer the questions about homographs.

1. How many definitions are there for nail?
   2
2. What part of speech is nail?
   noun
3. Which definition of nail helps you understand this sentence: I tried to hit the nail with my hammer, but I hit my thumb instead!
   the first one

nail\textsuperscript{1} noun A small pointed metal object that you hammer into something.

nail\textsuperscript{2} noun The hard covering at the ends of your fingers and toes.
As you reread “Wild Horses of the West,” use the Sequence Charts to write down events in the order they happen.

**Event**

Horses were brought over by Spanish explorers.

↓

People rode these horses to hunt and fight.

↓

Some horses ran off and formed herds with other horses. These horses became wild.

**Event**

Wild horses are rounded up.

↓

Then they are put up for adoption.

↓

Later these horses may be trained to help farmers or for riding.

Sample responses are provided.
Read the passage. Then complete the questions.

Protectors of Wild Horses

Ten thousand years before Spanish explorers came to the “New World,” wild horses roamed North and South America. But experts believe that changes in the environment, disease, and overhunting then may have caused them to become extinct in this part of the world. Spanish visitors later brought the surviving descendants of the ancient horses with them in the 1500s. Finally, horses had returned to America!

Now, hundreds of years later, wild horses that run across the plains in herds are often seen as a problem. Limited food sources are turning some wild horses into beggars. This upsets farmers and city officials who do not want wild horses eating their crops or grass. Wild horses who wander into cities and towns are often trapped and sold to be tamed.

After all that they have been through, we must be the protectors of wild horses!

1. Underline words that end with -er, -ar, and -or.

2. Circle words with -er, -ar, and -or as suffixes. Include plural forms.

3. When did the Spanish bring horses to America? The Spanish brought horses to America in the 1500s.

4. Which signal words are used in the passage to indicate a sequence of events? then, before, later, finally, after, now

5. One who must ask others for food or help is called a __________.

   explorer  beggar  protector
To help you plan your writing, fill out an idea web.
Giant Squid

Because the giant squid lives in the deepest, darkest part of the ocean, not much is known about it. It was once thought to be a mythical sea monster. What scientists do know they have learned from sperm whales, a predator of the giant squid. Beaks and other parts of giant squid have been found in the whales’ stomachs. Experts have also found sucker marks on the skin of sperm whales. That indicates a struggle between these two large underwater predators.

In 2006, Japanese scientists videotaped and captured a live giant squid. It now is displayed at the Japanese National Museum. Using this specimen and research, scientists continue to learn more about giant squids.

1. Underline the detail that tells why not much is known about giant squid.

2. Place a box around a detail that explains how scientists have learned about giant squid.

3. State the main idea of the passage.

Scientists are still learning about the giant squid.
Read the passage. Then complete the questions.

**Farm and Jungle Life**

Jenny loved to take pictures of the family farm. Each photo captured an aspect of farm life—her mother milking the cows or her father fetching eggs from the hen house. She also took pictures of the pigs in their dirty pens and the horses behind the white picket fence.

When she got older, Jenny took a trip to the rainforest. She pulled out her camera to capture the amazing plant and animal life around her. Unlike the animals on the farm, these creatures weren’t confined to a pen—they roamed the entire jungle at will! Jenny took pictures of giant bugs, colorful toucans, and spider monkeys. Her parents would be interested in seeing how different the rainforest was from home.

1. Underline the following compare-and-contrast signal words in the passage:
   **weren’t**  **unlike**  **different**

2. Name one way that farm and jungle life are similar.

   **Animals live on a farm as well as in the jungle.**

3. How is farm life different from life in the jungle?

   **Animals on a farm are penned up and put to work by humans; animals in the jungle are free to roam.**
Read the passage. Then complete the questions.

Pryor Mountain Mustangs

Wild horses have roamed Pryor Mountain for some 200 years. They are believed to be the descendants of Spanish horses brought to America. But in the 1950s, these mustangs were in danger of going extinct. People wanted to use the horses’ land. They then planned to sell the mustangs to farms. Before the horses were wrongfully displaced, a group of people stood up for them. After a legal battle, a law was finally passed stating that Pryor Mountain belonged to the wild mustangs. It became the first wild horse range in America.

1. Underline the following sequence signal words in the passage: before after finally

2. Place a box around what people planned to do with the horses after taking their land.

3. When was a law protecting the mustangs and their land passed?

   The law was passed after a legal battle.
A. Underline the soft c and g sounds in the words below. Circle the prefixes and suffixes.

geography  button  towel  overwork  retry
center  strangely  editor  watchable  ground

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

1. Use this ______ towel ______ to dry the dishes.
   Hint: This word rhymes with vowel.

2. The newspaper ______ editor ______ checks the stories before they are printed.
   Hint: This word has a suffix that means “one who does.”

3. The boy tripped and fell to the ______ ground ______.
   Hint: This word begins and ends with consonant blends.

4. That cat is acting ______ strangely ______.
   Hint: This word has a suffix and a triple consonant blend.

5. I’m missing a ______ button ______ on my shirt.
   Hint: This word ends with an unaccented syllable.

6. Chen got an A in ______ geography ______.
   Hint: This word has four syllables.
A. Underline the words with short a and circle the words with long a.

- later
- matched
- saved
- sprayed
- made
- packing
- shaded
- actor
- wait
- track

B. Read the clues. Then use the words from above to fill in the blanks and solve the puzzle. Circle the short a and put a box around the long a spelling in your answers.

Across
1. Not now, let’s go later.
2. Josh’s face made him a great actor.
3. I don’t want to wait.
4. The picnic table was shaded by the tree.
5. Mom made a pumpkin pie today.

Down
1. Dad was packing for the trip to Florida.
2. That train runs on a long track.
3. Carly’s mittens matched her socks.
4. Carlos saved the day!
5. The water sprayed all over the kitchen.
A. As you read, pay attention to pauses, stops, and end punctuation.

The animals of Nature Forest spent most of their time alone. They ate, slept, relaxed, and even played by themselves. They did not visit each other or help each other. The animals were not friends.

One day, however, all of the animals came together for a meeting. They had to discuss an important situation. There was an odd mixture of sounds in the forest.

Owl led the meeting. He asked the animals to describe the odd noises they had been hearing.

Bear explained, “I hear a loud jingle. It sounds like a long chain being dragged. I do not like it.”

“I hear strange thumping sounds,” said Deer. “I am scared.”

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

<table>
<thead>
<tr>
<th>jack</th>
<th>pass</th>
<th>wave</th>
<th>flavor</th>
<th>sugar</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask</td>
<td>path</td>
<td>plane</td>
<td>table</td>
<td>polar</td>
</tr>
<tr>
<td>clap</td>
<td>glad</td>
<td>same</td>
<td>honor</td>
<td>model</td>
</tr>
<tr>
<td>fast</td>
<td>last</td>
<td>save</td>
<td>actor</td>
<td>winter</td>
</tr>
<tr>
<td>flag</td>
<td>past</td>
<td>gave</td>
<td>pepper</td>
<td>sailor</td>
</tr>
</tbody>
</table>

Record Your Scores Here
Time 1: _____   Time 2: _____   Time 3: _____
The suffixes -ture and -ure are parts of a word, as in pressure or feature.

A. Fill in the missing parts to make the word in bold. Circle the endings in your answers.

1. We kept the wild fox in an enclosure.
   enclose – e + ____ure____ = enclosure

2. Mom replaced the light fixture.
   fix + ____ture____ = fixture

3. I made a sculpture out of clay.
   sculpt + ____ure____ = sculpture

4. Spending time with my friends brings me great pleasure.
   please – e + ____ure____ = pleasure

5. The exposure of that photo is too dark.
   expose – e + ____ure____ = ____exposure____

B. Write two sentences you might use in a story about exploring. Use the word mixture in one sentence. Use the word creature in the other.

1. ________________________________________________________________

2. ________________________________________________________________
Name ____________________________________________

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

1. The knight was a _______guard____ at the palace.
2. Before I fall asleep, I am _______relaxed____.
3. In the story, he saw a strange _______creature____.
4. When it rains, you need to find _______shelter____.
5. We keep the priceless _______treasure____ locked in a safe.
6. Walking alone in the dark can be a scary _______situation____.

B. Vocabulary Strategy: Dictionary Use the dictionary entry below to answer the questions.

1. How do the guide words help you locate creature in the dictionary?

   Creature comes between crank and creek alphabetically.

2. What part of speech is creature?

   noun

3. Write a sentence using the word creature. Use the dictionary entry to help you.

   Possible response: All creatures need water to live.
As you reread “Fright in the Forest,” use the Problem and Solution Chart to write the characters’ problem, the actions they take, and the solution.

**Problem**

The animals hear strange sounds in the forest. They are scared.

1. The animals came together for a meeting.
2. Raccoon suggests the animals join together to stay safe.
3. The animals set up a safe place. They play games and eat together.

**Solution**

The animals become friends, protect each other, and stick together. They do not hear the creature and realize there is safety in numbers.

Sample responses are provided.
Read the passage. Then complete the questions.

A Kind Creature

Dear Animals of [Nature] Forest,

I have lived here in [Nature Forest] since I was a tiny baby. Yet every day I must hide myself from anyone who lives here. I do not know the reason. Something made you all afraid of me. I do not want to keep moving. [Nature] Forest is my home, too. I would like to have a meeting this [Friday] to become friends.

From,
The Kind [Creature]

Dear Kind [Creature]

All of the animals in [Nature] Forest are sorry about this situation! Please join us at [Picture] Point for cake on [Friday].

From,
Owl and Raccoon

1. Underline words in the passage with long a and short a sounds.
2. Circle the words with the endings -ture and -ure.
3. What is the problem? The creature does not want to keep hiding from the animals of Nature Forest.
4. How does the creature solve his problem? He writes a letter to the animals of Nature Forest. The animals write a letter of apology back and invite him to Picture Point.
5. To protect something is to guard it. relax guard creature
To help you plan your writing, fill out an idea web.
A. Underline the long i sound and put a box around the short i sound in the words below.

reply  thick  grind  pilot  lightning
bridge  swift  milk  drive  frighten

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

1. Wild horses are **swift** and strong.
2. Elena sent a **reply** to my email.
3. **Milk** keeps our bones strong.

C. Circle the word in each pair that has a long i or short i sound. Write long i or short i on the line.

1. **sight**  sat  **long i**
2. **kitten**  catch  **short i**
3. toe  **time**  **long i**
4. dent  **deny**  **long i**
5. **find**  feel  **long i**
6. matter  **mitten**  **short i**
A. Have a partner time you as you read the passage.
Record your scores below.

My name is Jack. My ma, my pa, and I came to California in 1849. That was three years ago. My parents had a dream. They wanted to find gold and be rich.

We left our house in Wisconsin in March of 1849. We rode all the way to California on mules. We were not going to stop until we found gold.

It was a hard trip. The days were long and burning hot. Water was hard to find. We saw men on the road selling water. It cost as much as $100 for a single cup!

When we arrived in California, we were so happy. My pa felt hopeful. He was going to find gold.

Record Your Scores

Timed Read 1: Number of Words _____ Time _____
Timed Read 2: Number of Words _____ Time _____

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

<table>
<thead>
<tr>
<th>Rate</th>
<th>too slow</th>
<th>too fast</th>
<th>just right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid attention to periods, commas, end punctuation</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
<tr>
<td>Accuracy</td>
<td>skipped words</td>
<td>self-corrected</td>
<td>read every word</td>
</tr>
<tr>
<td>Read with feeling</td>
<td>never</td>
<td>sometimes</td>
<td>always</td>
</tr>
</tbody>
</table>
A suffix at the end of a word can change the meaning. Suffixes -tion, -ion, -sion, -ation, and -ition all make a word a noun, as in the word discussion.

**A. Fill in the missing parts to make the word in bold. Circle the suffix in your answers.**

1. What is the location of our camp?
   
   locate – e + _____ion_____ = location

2. My math teacher had a lot of information to teach.
   
   inform + _____ation_____ = information

3. It is always important to make a good decision.
   
   decide – de + _____sion_____ = decision

4. Rose had to do addition in math class.
   
   add + _____ition_____ = ______addition

5. Joseph made a good impression on my dad.
   
   impress + _____ion_____ = ______impression

**B. Write two sentences about going on a trip you went on or want to go on. Use the word vacation in one sentence. Use the word decision in the other.**

1. ________________________________________________________________

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

1. wealthy  well-off  **poor**  rich
2. mission  goal  **tricks**  purpose
3. description  explain  report  **nothing**
4. discussion  talking  **staring**  speaking
5. nation  **dream**  government  land

6. Which is more likely to be used as a description in everyday life? Explain your answer on the lines below.
   a. a wealthy woman  b. a wealthy germ

   **Possible response:** “A wealthy woman” is more likely because germs cannot be rich.

B. **Vocabulary Strategy: Suffixes**  Read each sentence. Find the missing word with the suffix -er, -ar, or -or at the right. Draw a line from the sentence to the missing word. Then rewrite the word in the blank.

1. The **dreamer** has lots of dreams and ideas.
2. Greg liked to ride his bike. He’s a **biker**.
3. One who copies or imitates is an **imitator**.
4. The **beggar** asked people for money.
5. The **traveler** goes all around the world.
6. A **visitor** came by the house today.
As you reread “They Came to California,” use the Cause and Effect Chart to write down what happens and why it happens.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 1848, a man discovered gold. It made him rich.</td>
<td>Other people wanted gold, and the California Gold Rush began.</td>
</tr>
<tr>
<td>Water was hard to find.</td>
<td>People sold water for $100 a cup!</td>
</tr>
<tr>
<td>A man told Jack’s father that gold was easy to dig up.</td>
<td>Jack’s father worked hard digging every day.</td>
</tr>
<tr>
<td>Jack’s father never struck gold. The family needed money.</td>
<td>Jack’s father started a boarding house for miners.</td>
</tr>
</tbody>
</table>

Sample responses are provided.
Read the passage. Then complete the questions.

Finding Gold!

All my life I have wanted to be wealthy. So when I read the description of a man who found gold in California, I knew I had to take action.

I packed my things and traveled across the country. I found a place to stay in a boarding house run by a boy named Jack and his parents. Every day I dug with the other prospectors, working my hands to the bone.

But even I was surprised when one morning I went to the same location I had every day, swung my pickaxe, and struck gold!

1. Underline words in the passage with long i and short i.

2. Circle the words with the suffixes -tion and -ion.

3. What caused the main character to move to California?

   He read about a man who found gold.

4. The main character never gave up. What effect did this have in the end?

   He found gold.

5. If you are rich, you are _________.

   wealthy  capable  mission
To help you plan your writing, fill out an idea web.
Read the passage. Then complete the questions.

Strange Sounds

Ray and Jack wanted to build a tree house this summer. Jack’s dad helped the boys make a frame on a sturdy branch. He then went inside to make lunch for the boys.

As Jack and Ray admired their work, they heard a strange sound coming from the woods. Calmly, they climbed up the tree, but they could see nothing but leaves rustling as the creature moved toward the yard. Thinking it might be a bear, the boys started talking loudly to one another. They knew that a bear would avoid them if it knew where they were. The creature paused upon hearing Jack and Ray’s voices, and then it turned around and headed back into the woods.

1. Underline the problem in the passage.

2. Put a box around the solution.

3. How did the boys react to the problem?

They calmly climbed a tree.
Read the passage. Then complete the questions.

Looking for Gold

The night of the first thunderstorm was the best night of George’s life. He and his father had moved to California from Canada looking for gold. They were ready to give up because they hadn’t found gold at all that year. It was getting harder to find gold due to the fact that it hadn’t rained for months. The miners needed to mix dirt with water in pans to see any gold. Now, everyone was excited because it was raining at last. The rain lasted for five days. As a result, the river was full again, and the miners collected lots of gold!

1. Put a box around the following cause-effect signal words and phrases in the passage:
   due to as a result

2. Underline the reason it was getting harder to find gold.

3. What happened as a result of the rain?

   The rain filled up the river with water, and the miners collected lots of gold.
A. Underline the short e and put a box around the long e sound in the words below.

complete _ elephant seat _ leaks _ weekend _
secret _ setting seek _ letting _ creaked _

B. Use the words from above to complete the puzzle. Circle the short e and put a box around the long e sounds in your answers.

Across
3. At last, our project was **c o m p l e t e**!
4. The boy stayed in his **s e a t** until the teacher told him to stand.
5. Is Mom **l e t t i n g** Jim go?
6. Can she keep a **s e c r e t**?
7. What will you do this **w e e k e n d**?

Down
1. Mom fixed the **l e a k s** in the boat.
2. What is the **s e t t i n g** and the plot of the story?
3. The rocking chair **c r e a k e d** when Grandma rocked.
4. The **e l e p h a n t** was afraid of mice.
5. My brother likes to play hide and **s e e k**.
A. As you read, pay attention to accuracy.

In this big world of ours, there are many remarkable places to see. One such place is a chain of islands near South America. This place is called the Galapagos Islands. The islands are home to strange and amazing animals. These creatures can’t be found anywhere else.

The Galapagos tortoise is the most famous creature on the islands. The islands were named after this large animal. It can weigh more than three people!

The tortoise grows a round and thick shell that keeps it safe. The shell’s thickness makes it hard for hungry enemies to sink their teeth into them.

This tortoise has a long life span. It can live to be 150 years old!

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

<table>
<thead>
<tr>
<th>team</th>
<th>dead</th>
<th>tell</th>
<th>fly</th>
<th>dish</th>
</tr>
</thead>
<tbody>
<tr>
<td>reach</td>
<td>speech</td>
<td>kept</td>
<td>child</td>
<td>chip</td>
</tr>
<tr>
<td>steam</td>
<td>greet</td>
<td>vest</td>
<td>back</td>
<td>king</td>
</tr>
<tr>
<td>clean</td>
<td>mess</td>
<td>bell</td>
<td>might</td>
<td>twin</td>
</tr>
<tr>
<td>bean</td>
<td>rest</td>
<td>men</td>
<td>wipe</td>
<td>trade</td>
</tr>
</tbody>
</table>

Record Your Scores Here

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

At Home: Reread the passage aloud and talk about the Galapagos Islands.
Suffixes change the meaning of a word. The suffix -ness means “the condition of being,” as in the word kindness.

A. Combine the word parts to form a word with the suffix -ness. Put the word on the line. Circle the suffix in your answers.

Example: sad ness — sadness

1. bitter ness — bitterness
2. ness selfish — selfishness
3. ness rude — rudeness
4. ness good — goodness
5. ness sweet — sweetness

B. Fill in each blank with the correct word from above.

1. When you do good things, you are full of goodness.
2. The orange was full of sweetness.
3. Her selfishness made her want to take everything for herself.
4. Although our team lost, we spoke without bitterness about the game.
5. His mean remarks to us showed off his rudeness.
A. Vocabulary Words  Write the words from above that best complete the sentences.

1. It is easy to ____survive____ with food, clothing, and shelter.  
2. The ____tortoise____ has a thick shell.  
3. Over the ____span____ of many years, people grow up.  
4. The speech was so good, it was ____remarkable____.  
5. Sue’s class studied ____marine____ life at the beach.  

B. Vocabulary Strategy: Latin, Greek, and Other Linguistic Roots Write the letter of the word on the right that has the linguistic root in bold on the left.

1. du means two ___b___   a. temporary  
2. ex means to go ___d___   b. duplicate  
3. multi means many ___e___   c. pedal  
4. ped means foot ___c___   d. exit  
5. tempor means time ___a___   e. multiply  
6. frag means break ___f___   f. fragile  
7. mar means sea ___g___   g. marine  
8. tele means far ___h___   h. telescope
As you reread “Galapagos: Exploring a Dream,” use the Fact and Opinion Chart to write down facts and opinions from the selection.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>The tortoise grows a round and thick shell that keeps it safe.</td>
<td>There are many remarkable places to see. One such place is a chain of islands near South America.</td>
</tr>
<tr>
<td>The waved albatross can only be found on one of the islands, called Españaola. This huge bird has a wingspan of over eight feet.</td>
<td>The islands are home to strange and amazing animals.</td>
</tr>
<tr>
<td>A penguin holds its wings over its feet to block the sun.</td>
<td>The Galapagos tortoise is the most famous creature on the island.</td>
</tr>
<tr>
<td>The Galapagos Islands are made up of lava from underwater volcanoes.</td>
<td>It might be strange to think that a penguin can live in a warm place.</td>
</tr>
<tr>
<td></td>
<td>These islands are a treasure that makes such dreams come true.</td>
</tr>
</tbody>
</table>

Sample responses are provided.
Read the passage. Then complete the questions.

This Lizard Is No Pet!

The Komodo dragon is the world’s biggest lizard, a meat-eater that can span up to ten feet long and weigh 200 pounds.

This dragon lives on an island in the Pacific Ocean. It survives by making meals out of its island neighbors, marine life, wild pigs, and deer. Its only real weakness is the disappearance of its natural habitat.

It is remarkable that the outside world had never seen a spectacle like the Komodo dragon until about 75 years ago. Then a crashed airplane pilot swam onto a nearby beach. The first creature to greet him was not a tortoise or a seal but an amazing Komodo dragon.

1. Circle words in the passage with a long e or short e sound.

2. Underline the word with the suffix -ness.

3. List one fact about Komodo dragons.

They can span up to ten feet long and weigh 200 pounds.

4. What is the author’s opinion of Komodo dragons?

They are amazing.

5. A __________ animal is an animal that comes from the sea.

marine

At Home: Reread this passage and talk about what you learned to a family member.
To help you plan your writing, fill out an idea web.
A. Choose the word with long or short o. Write the word on the line to complete the sentence.

1. A _______ cab dropped us off at the airport.
   fast    yellow    helpful

2. My dad’s _______ chimes every hour.
   clock    watch    desk

3. We like to _______ meat and vegetables over a fire.
   cook    grill    roast

4. He set down a bright _______ to block the driveway.
   cent    cone    cane

5. Don’t _______ clothes onto the rug.
   toss    dump    bring

6. What _______ will you play in the show?
   part    role    run

B. Go back and circle long o sounds in the answer choices above. Then underline all of the short o sounds.
A. Have a partner time you as you read the passage. 
Record your scores below.

Over a hundred years ago, people only dreamed about flying. Wilbur and Orville Wright changed all that in 1903. They flew in an airplane that they had made after years of hard work.

Wilbur and Orville Wright did not invent the airplane. People made gliders and large kites years before the Wright brothers’ flight. But the kites had no pilots, and the gliders had no controls. The Wright brothers made the first airplane that could be controlled in the air.

To give the plane the power to fly, they made an engine that did not rely on wind. Then they added propellers. This was something that no one had tried before.

Record Your Scores

Timed Read 1: Number of Words _____ Time _____
Timed Read 2: Number of Words _____ Time _____

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

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<td>Read with feeling</td>
<td>never</td>
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<td>always</td>
</tr>
</tbody>
</table>
Inflectional endings are endings that change the meaning of the word, such as -ed, -es, and -ing.

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

1. I tried my best on the quiz
   try - ______y____ + ______i____ + ______ed____ = tried

2. My cat pushes the ball of yarn with its nose.
   ______push_____ + _____es_____ = pushes

3. Today we are baking a cake.
   bake - ______e____ + ______ing_____ = baking

4. I picked apples at the farm.
   ______pick____ + ______ed_____ = ______picked____

5. We went swimming in the cold brook.
   ______swim____ + ______m____ + ______ing_____ = swimming

6. The dog begged for more treats.
   ______beg____ + ______g____ + ______ed_____ = begged

7. My sister kisses the puppy.
   ______kiss____ + ______es_____ = kisses
A. Vocabulary Words Check yes or no for each statement.

1. Gliders jump on the water.  yes  no
2. Controls help a pilot fly a plane.  yes  no
3. A machine may have a motor.  yes  no
4. The coast is far from the water.  yes  no
5. We rely on the police to arrest robbers.  yes  no

B. Vocabulary Strategy: Multiple-Meaning Words Use the dictionary entry below to answer the questions about the multiple-meaning word.

1. How many definitions are there for control?
   3

2. Which definition helps you understand the sentence: I try to control my anger.
   3

3. Which definition helps you understand the sentence: I want to control my puppy, but he is too wild.
   3
As you reread “Wilbur and Orville Wright: Heroes of Flight,” use the Conclusions Chart to write down text clues that help you draw conclusions.

<table>
<thead>
<tr>
<th>Text Clues</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>They did what others dreamed of doing.</td>
<td>The author admires the Wright brothers.</td>
</tr>
<tr>
<td>They did not stop thinking about flying, even at the bike shop.</td>
<td>The Wright brothers remained interested in flight.</td>
</tr>
<tr>
<td>The gliders did not fly well; the Wrights could not control them or lift them high enough.</td>
<td>The first flights were unsuccessful.</td>
</tr>
<tr>
<td>Orville and Wilbur Wright got a remarkable idea off the ground.</td>
<td>The Wright brothers laid an important foundation for future flight.</td>
</tr>
</tbody>
</table>

Sample responses are provided.
Read the passage. Then complete the questions.

**Hot Air Goals**

Steve Fossett was a man in love with the sky. He was a millionaire who used his courage—and income—to break flying records in airplanes, gliders, and balloons. He risked everything for the thrill of adventure.

One of his goals was to be the first person to circle the world alone propelled in a hot air balloon. He did it after six tries! During one try, the controls to Fossett’s balloon broke and he crashed in Russia. Another time he got lost in a storm that rolled his balloon into the Coral Sea.

But in 2002 he succeeded soaring over the coast of Australia and into the history books.

1. Underline words in the passage with long o or short o sounds.

2. Circle words with inflectional endings.

3. What conclusion can you draw about Steve Fossett?

   **He was determined.**

4. How does the author feel about Steve Fossett? Which clues help you draw a conclusion?

   The author feels that Steve Fossett was impressive. The author says Fossett was “in love with the sky” and “courageous.”

5. Money received for work is _________.

   glider income coast
To help you plan your writing, fill out an organization map.
Remember that the vowels oo can sound like the vowel sounds in the words *book* and *fool*.

**A. Underline the word with oo as in *took* or *cool*. Write the word on the line to complete each sentence.**

1. Many families make a lot of ___food___ during a holiday.
   gifts  homes  food

2. Mom has a cool box for the ___tools___ in our closet.
   pants  tools  toys

3. We swam in the ___pool___ today.
   sea  pool  lake

4. When you wash your hair, you use ___shampoo___.
   shampoo  soap  care

5. She stood on the deck and ___shook___ the carpet out.
   folded  ran  shook

6. The ___crooks___ robbed another bank today.
   crooks  robbers  men

**B. Go back and circle oo, as in *look*, and underline oo, as in *cool*, in the answer choices above.**
A. Use this passage to perform a choral reading or Readers Theater.

DINNER MENU

Welcome to the Ant Diner. We serve the best food found 
underground! Seat yourself in a booth or on a stool. Your server 
will help you shortly.

Starters:
Fungus served with a spoonful of tree sap.
Fungus from bamboo shoots with a side of wood chips.
Fungus from freshly harvested leaves and roots.

Main Dishes:
Fungus Ooze Soft fungus warmed to a fine goo.
Cool Fungus Uncooked fungus chilled in water from 
the brook.

Happy Colony Special Choose one starter and both main 
dishes.

Desserts:
For guests with a sweet tooth! Choose from our selection of cookie 
pieces, pie crusts, cake icing, and other loot from picnics.

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

1. Hoot, hoot!// I can look and sound like an owl.//

2. The raccoon took a cookie and other food,/ too.//

3. The dog said, “Woof!”/ and shook its head.//

4. At the zoo,/ a baboon took a broom and stood on a stool.//
Many words have more than one syllable, such as *flying* and *copycat*.

**A. Draw a line to connect the syllables and make a word.**

1. rub ries
2. ex ple
3. re ber
4. cher plore
5. ap pair

**B. Read each sentence. Write the underlined word and draw lines between its syllables. Write the number of syllables in each of your answers.**

1. The tradition was part of the holiday. **tra/di/tion** 3
2. We saw a lot of traffic on the road. **traf/fic** 2
3. Ms. Reader will write an article tonight. **ar/ti/cle** 3
4. The editor will renumber the pages. **re/num/ber** 3
5. The team presented a project. **pre/sent/ed** 3
A. Vocabulary Words  Check yes or no for each question or statement below.

1. Can a **cocoon** bite you?  
   - yes  
   - no

2. Ants have many **colonies** the size of Texas.  
   - yes  
   - no

3. All trains run **underground**.  
   - yes  
   - no

4. It is important to **communicate** when you write a report.  
   - yes  
   - no

5. Is your favorite **scent** a color?  
   - yes  
   - no

B. Vocabulary Strategy: Idioms  Use the dictionary entry below to answer the questions about the idiom in the sentence below.

Bob was thrilled to participate in the school Spelling Bee.
Winning the contest was the icing on the cake.

1. What is the definition of **icing**?  
   
   **a sweet mixture used on**  
   
   **baked goods**

2. How does the definition of **icing** help you understand the idiom in the sentence above?  
   
   **Icing is a sweet mixture added to make**  
   
   **something taste even better. Bob winning the**  
   
   **contest made participating in it even better.**
As you reread “Zoom In on Ants!” use the Author’s Perspective Chart to write down clues that will help you understand the author’s point of view.

**Clue**

Ants are impressive insects, so it’s worth taking a closer look.

**Clue**

Big and little worker ants are an incredible example of teamwork.

**Clue**

Ants might bother us at times, but they are very important to our world.

**Author’s Perspective**

The author feels that ants are important to our world and an excellent model of teamwork.

Sample responses are provided.
Read the passage. Then complete the questions.

**Army Ants**

Deep in the **woods**, an incredible army is at work. Tiny army ants, as small as asterisks, are marching! Army ants work in colonies. They eat insects and small animals in their path, on land or underground. An odd **biological** fact is that all the workers are blind! They communicate by scent.

One army ant doesn’t **look** big, but a **troop** of them can be huge. Other ants send scouts to **look** for **food**, but not army ants. The whole colony goes. They really work together. On the go, these ants are pretty **cool**!

1. Underline words in the passage with the sounds **oo** as in **cool** and **oo** as in **took**.

2. Circle the word with the Greek root **bio** in the passage.

3. What words does the author use to describe army ants?
   - **incredible, cool, tiny**

4. What is the author’s perspective on army ants?
   - **They are amazing insects that work well together.**

5. A place where ants work is in a **____________**.
   - **colony** **cocoon** **troop**
To help you plan your writing, fill out an organization map.
Read the passage. Then complete the questions.

Wild Sights in Costa Rica

Everyone who has visited Costa Rica has been amazed at the wildlife there. This small country has more kinds of animals than the United States and Canada together! You might see jaguars in the rainforest. Usually these big jungle cats are active at sunrise and sunset. Poison dart frogs also live here. They have bright colors like blue, red, or green. All of them have poison in their skin. This keeps other animals from eating them. There is also a type of lizard that can grow up to three feet long. It can run across water. No one could ever forget a trip to Costa Rica!

1. Underline the following signal words in the passage: everyone  no one

2. Put a box around the opinions in the passage.

3. Rewrite one fact from the passage as an opinion.

Example: Poison dart frogs are the most amazing creatures.
Read the passage. Then complete the questions.

**Fast in Flight**

The Concorde jet had some ups and downs in its history. On the one hand, this was the first and only jet to carry people at twice the speed of sound. One of these jets could take you across the Atlantic Ocean in under four hours. A flight on a regular airplane would take twice as long. However, a ticket on a Concorde jet cost about $8,000. This was much more than a regular flight cost. For this reason, the Concorde stopped flying in 2003.

1. Underline the following signal words and phrases in the passage: **however** on the one hand

2. Put a box around a clue that might explain why the Concorde jet stopped flying in 2003.

3. What conclusion can you draw about the Concorde jet?

   **Most people could not afford to fly on it.**
Read the passage. Then complete the questions.

Dairy Ants

Of all the different ant species in the world, dairy ants are the most fascinating! Just as people herd sheep and cattle, dairy ants herd tiny plant-eating bugs called aphids. Aphids suck plant juices and give off the excess as honeydew, a favorite treat of the dairy ant. The ants use their antennae to stroke the aphids. That causes them to produce more of the sweet, sugary liquid. In return for this sweet treat, dairy ants keep the aphids together and protect them from predators. These insects have a very special relationship!

1. Put a box around what aphids produce after sucking juice from plants.
2. Underline what dairy ants do for aphids.
3. What is the author’s perspective about dairy ants?

The author finds dairy ants fascinating.
A. Underline the suffixes and inflectional endings in the words below. Circle the long-vowel sounds.

exploration    balloon    pressure    cooked    invention

goodness    mixture    confusion    crocodile    joking

B. Fill in the missing parts of the words below.

1. The **exploration** of space continues today.

   explore  -  e  +  a____ +  tion____ = exploration

2. Make a **mixture** of flour and eggs.

   mix____ +  ture____ = mixture

3. Rob and Mike were **joking** and laughing.

   joke____ -  e____ +  ing____ = joking

4. The **invention** of the car has changed the way we live.

   invent____ +  ion____ = invention

5. The kind boy was a model of goodness.

   good____ +  ness____ = goodness

6. The wrong signs caused a lot of confusion.

   confuse____ -  e  +  ion____ = confusion