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Use the clues to complete the following crossword puzzle.

trudged                nonsense                nervous
fumbled                downstairs              chuckled

Across
3. dropped
5. laughed in a quiet way
6. silly or untrue idea

Down
1. afraid or worried
2. walked slowly
4. down the stairs
The **plot** includes the important events that happen in the beginning, middle, and end of a story. The **characters** are the people or animals in the story. The **setting** is when and where the story happens.

**Read the story, then answer the questions below.**

At 9:00 A.M. on his first day of work at the supermarket, Josh was given shopping cart duty. It was cold out, and Josh did not want this task, but he was a good worker.

Josh started his search for carts by walking up and down the supermarket parking lot. He started a train of shopping carts and after an hour Josh had twenty-five carts. He pushed them all into the front of the store.

Josh was about to go out for more carts when his boss called out to him, “Hold on there, Josh. You’re such a good worker that we are making you a cashier. Come on in and start your training.”

1. **When does this story take place?**

2. **Where does this story take place?**

3. **Who is the main character in this story? How can you tell?**

4. **What is the first important event in this story?**

5. **What is the last important event in this story?**

---

**At Home:** Ask your child to make up a story about Josh’s second day on the job. Have your child tell who the main character is and where his or her story takes place.
As you read *First Day Jitters*, fill in the Story Map.

Characters

Setting

Beginning

Middle

End

How does the information you wrote in this Story Map help you analyze story structure in *First Day Jitters*?

**At Home:** Have your child use the chart to retell the story.
As I read, I will pay attention to punctuation.

One Monday in November, Jay and his mother drove to a yellow brick building with a sign in front that said: “Rosewood Middle School.” It was a big building—much taller than Jay’s old school.

Jay’s mother filled out lots of forms. Before they left, the school principal, Ms. Tucker, came out of her office and shook Jay’s hand. “Welcome to Rosewood,” she said.

“We’ll see you tomorrow.”

On Tuesday morning, Jay’s older sister, Eva, gave him a ride to school. “Are you nervous?” she asked.

Jay shrugged and then nodded. “I hate being the new kid,” he admitted.

Comprehension Check

1. Who is the main character and what is the story about? Plot Development

2. Why is Jay nervous? Plot Development

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<th>Number of Errors</th>
<th>Words Correct Score</th>
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<tr>
<td>Second Read</td>
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</table>
Look at a **bar graph** to compare the numbers represented by the bars. The title tells what the graph is about. Labels tell you what each row is about. The numbers show amounts.

Use the bar graph to answer the questions below.

**How Did You Feel on Your First Day of School?**

<table>
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<tr>
<th>Feelings on First Day of School</th>
<th>Number of Students</th>
</tr>
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<td>happy</td>
<td>6</td>
</tr>
<tr>
<td>afraid</td>
<td>5</td>
</tr>
<tr>
<td>excited</td>
<td>4</td>
</tr>
<tr>
<td>curious</td>
<td>3</td>
</tr>
<tr>
<td>total</td>
<td>18</td>
</tr>
</tbody>
</table>

Use the bar graph to complete each sentence.

1. Most of the students said they felt _____.
   a. afraid  
   b. curious

2. Four students said they felt _____.
   a. happy  
   b. afraid

3. The total number of students that felt either happy or curious was _____.
   a. 10  
   b. 2

4. More students felt _____ than _____.
   a. afraid, excited  
   b. excited, happy

5. You can use the graph to find out _____.
   a. how many more students felt happy than excited  
   b. why more students felt curious than afraid

*At Home:* Ask your child to make up another question to answer using the bar graph. Have your child explain what the bar graph shows.
A **compound word** is one word made up of two smaller words. The meaning of a compound word is different from the two smaller words that form it.

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<th>Meaning</th>
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<td>fire + wood</td>
<td>firewood</td>
<td>wood used for a fire</td>
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</table>

A. Read the words in the first column. Use a word from the box to make a compound word. Then write the compound word on the line.

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<th>ball</th>
<th>side</th>
<th>book</th>
<th>body</th>
<th>stairs</th>
<th>boat</th>
<th>day</th>
</tr>
</thead>
</table>

1. out + ___________ = ___________
2. no + ___________ = ___________
3. basket + ___________ = ___________
4. birth + ___________ = ___________
5. row + ___________ = ___________
6. story + ___________ = ___________
7. class + ___________ = ___________
8. up + ___________ = ___________

B. Choose two compound words you formed. Write their meanings.

9. ____________________________
10. ____________________________

**Vocabulary Strategy:** Compound Words

- room
- ball
- side
- book
- body
- stairs
- boat
- day

**First Day Jitters**  
• **Book 3.1/Unit 1**

**At Home:** Ask your child to name three more compound words and tell you what they mean.
Fill the blank in each word below with a vowel letter. You should make a word with a short-vowel sound that makes sense in the sentence.

1. Please st_______p to the rear of the bus.
2. Our new baby sleeps in a cr_______b.
3. This is the first time I have eaten carrots for a sn_______ck.
4. I just learned how to j_______mp rope.
5. Our first time at the park we saw ducks in the p_______nd.
6. Sandy forgot to put a st_______mp on the first letter she wrote.
7. The audience will cl_______p at the beginning of the show.
8. Mom and Dad will sh_______p for a new car.
9. I have to p_______ck my clothes before I leave.
10. Pat will p_______ck the place to go on vacation.
11. My room was a m_______ss after my little brother played in it.
12. Would you like a peach or a pl_______m?

The short vowel sounds are the vowel sounds that the letters a, e, i, o, and u stand for in the following words:
pack step pick sock truck

At Home: Ask your child to find objects around the house that have short vowel sounds in their names, such as pen, pin, hat, cat, socks, and tub.
I couldn’t believe it when my father announced we would be moving to Oregon. My best friend Jacob was even more upset. We promised to stay in touch, but we knew it wouldn’t be the same as seeing each other face to face.

A month later, as our plane soared from New York to our new home, the crinkle of my little brother’s pretzel bag woke me. I looked out at the starry night sky and came up with a great idea. If Jacob can’t see me face to face, I’ll just have to send him a photograph. “Perfect,” I thought as I held out my arms in front of me to snap my own picture. The next day I sent it to him.

One week later the mail carrier delivered an envelope from Jacob to me! Inside was his picture and a letter. If we can’t see each other face to face, at least we can see each other face to picture.
The **characters** are the people and animals in a story. The **setting** is where and when the story takes place. The **plot** is the important events in the beginning, middle, and end of the story.

**Read the letter and answer the questions below.**

Dear Jesse,

Wait until I tell you what happened in school today! Remember that new boy, Jake? Well, it turns out he is not as mean as I thought he was.

Today, a little girl was crying in the playground. Her ball was stuck on a tree branch. Guess what Jake did? He actually climbed the tree and got the ball for her. She didn’t even ask him for help. He gave it to her and actually played until the end of recess. I never expected him to be nice. Maybe I should have gotten to know Jake before I judged him.

Your friend,

Helen

1. What characters did Helen write about? __________________________

2. What are the important events that help Helen change her mind about Jake? ______________________________________________________
   ______________________________________________________
   ______________________________________________________

3. Where did Jake show his true personality? __________________________

4. How has Helen’s opinion of Jake changed? __________________________
   ______________________________________________________
   ______________________________________________________
As you read Dear Juno, fill in the Character Web.

Dear Juno

How does the information you wrote in this Character Web help you analyze story structure in Dear Juno?

At Home: Have your child use the chart to retell the story.
As I read, I will pay attention to dialogue and punctuation.

A week earlier, Mr. Wilson had announced that his class was going to become pen pals with a classroom of students in Africa.

Mr. Wilson rolled up the map. He picked up a piece of chalk. “Please raise your hand if you know what you’d like to say in the letter.”

He wrote a greeting at the top of the chalkboard. Dear students of Mr. Addo’s class,

Danny’s hand shot up. “We’re very excited to be your pen pals,” he said.

Mr. Wilson wrote those words under the greeting.

Then Sonya raised her hand. “It’s autumn here in Iowa. What is the weather like now in Ghana?”

Comprehension Check

1. To which country in Africa is Mr. Wilson’s class going to send a letter? **Plot Development**

2. What are some other things Mr. Wilson’s class might want to know about or share with Mr. Addo’s class? **Plot Development**

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<th>Words Correct Score</th>
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<td>First Read</td>
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<td>Second Read</td>
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</tbody>
</table>
Use the time line to answer the questions below.

**Approximate Number of Households with Cable Television**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Households</th>
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<tbody>
<tr>
<td>1990</td>
<td>55 million</td>
</tr>
<tr>
<td>1992</td>
<td>59 million</td>
</tr>
<tr>
<td>1994</td>
<td>66 million</td>
</tr>
<tr>
<td>1996</td>
<td>73 million</td>
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</tbody>
</table>

1. About how many households had cable television in 1990?
   ____________________________

2. In which year did about 66 million households have cable television?
   ____________________________

3. About how many households had cable television in 1993?
   ____________________________

4. About how many more households had cable television in 1997 than in 1990?
   ____________________________

5. Between what years did the number of households with cable television increase by 14 million?
   ____________________________
Context clues are words or sentences before or after an unfamiliar word. Use them to help you figure out the meaning of the unfamiliar word.

Read the sentences. Circle the context clues that help you understand the meaning of the underlined word. Write the meaning of each word.

1. Because it took so long to ride across the country, only **rapid** horseback riders rode for the Pony Express.
   
   Rapid means ______________________

2. The **memorandum** was left on the notepad next to the phone.
   
   Memorandum means ______________________

3. The plane we took to visit our aunt **ascended** quickly up to the sky.
   
   Ascended means ______________________

4. I received an email from a **random** person I had never heard of.
   
   Random means ______________________

5. The **chat** between the two friends ended when Tim hung up the phone.
   
   Chat means ______________________

6. Blue whales are **mammoth** and can grow to one hundred feet.
   
   Mammoth means ______________________

At Home: Review the context clues your child used to figure out the meaning of each underlined word.
Long vowel sounds are the sounds the letters *a*, *e*, *i*, *o*, and *u* stand for in the following words:

make  Steve  ride  joke  cube  

Add as many rhyming words as you can to each list. Each word must have the CVCe pattern.

<table>
<thead>
<tr>
<th>bake</th>
<th>dine</th>
<th>blame</th>
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**At Home:** Ask your child to read and make up sentences for the following words: *kit, kite, cap, cape, hop, hope*. Then have him or her read them aloud, noting the different sounds the words make.
Read the sentences below.

neighborhood  content  addressing  resort

a. We began addressing the problem of disappearing bird seed.

b. We had to resort to a squirrel-proof bird feeder.

c. Nearly everyone in our neighborhood has a dog.

d. The cat was content to doze by the fire.

Now match up the underlined words above with the correct definition listed below.

1. turn to for help
2. dealing with
3. satisfied
4. people living in the same area

Choose any two of the words above and write a sentence for each word.

5. _____________________________

_______________________________

6. _____________________________

_______________________________
The main idea is the most important point that an author wants readers to understand. Details are the examples and evidence that explain more about the main idea.

Read the following article. List four details that give more information about the main idea.

Zora Neale Hurston was one of the talented African-American writers of the 1920s. She wrote short stories, novels, plays, and musical shows. She also wrote about what happened in her own life. She grew up in the South. Although she left school to work, she later earned money to attend college.

Hurston collected African-American stories and songs. She began in Harlem in New York City. Later she traveled through the South in a car she named “Sassy Susie.” Hurston asked people to tell her folk tales they had heard. She wrote them down so they would never be forgotten.

Circle the sentence that tells you the main idea.
Zora Neale Hurston used her talents to preserve African-American culture.
or Zora Neale Hurston earned money to attend college.

Details:
1. 
2. 
3. 
4. 

At Home: Work with your child to think of the main idea for a story. Then develop three supporting details. Encourage your child to write the story.
As you read *Whose Habitat Is It?*, fill in the Main Idea Web.

How does the information you wrote in this Main Idea Web help you summarize *Whose Habitat Is It?*?
As I read, I will pay attention to my pronunciation of vocabulary words and other difficult words.

Rainforests are home to over half the world’s plants and animals. When the rainforest is lost, the circle of life breaks down. The climate changes. The plants and animals die off.

People have come up with many ways to address this problem. One way to save the forests is to learn all about them.

Another way is to get wood from somewhere else. Now there are tree farms where wood is grown. If you can get trees from a farm, then you don’t need to cut down a forest.

Cutting a rainforest tree should only be done as a last resort.

Comprehension Check

1. What happens when the rainforest is lost? **Main Idea and Details**

2. What are ways to help save the forests? **Main Idea and Details**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
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<tbody>
<tr>
<td>First Read</td>
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<tr>
<td>Second Read</td>
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</tbody>
</table>
Dictionaries give useful information about words. They are arranged in alphabetical order and show you how to spell or pronounce a word.

Look at this sample dictionary entry.

<table>
<thead>
<tr>
<th>entry word</th>
<th>pronunciation</th>
<th>part of speech</th>
<th>first meaning of word</th>
</tr>
</thead>
<tbody>
<tr>
<td>splash</td>
<td>(splash)</td>
<td>verb</td>
<td>to throw liquid on something:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>My baby brother likes to splash in the bathtub.</td>
</tr>
<tr>
<td>noun</td>
<td>1. a vivid impression: We wanted to make a big splash at the costume party. 2. a small amount: Use just a splash of olive oil in the salad dressing.</td>
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</tbody>
</table>

Use this dictionary entry to answer the questions below.

structure (stru̇k′cher) noun 1. something, like a building, that is constructed: The steel structure was twenty stories high. 2. something arranged in a pattern: The leaf structure of an evergreen is different from that of a maple. verb to give form or arrangement to something: I need to structure my time each day to include enough sleep.

1. What is the entry word? ________________

2. How many syllables does structure have? ________________

3. What is the second meaning of the noun? ________________

4. If structure means “to give form or arrangement,” what part of speech is structure? ________________

5. What does structure mean in this sentence? “All but two percent of Antarctica’s land structure is covered by ice.” ________________
Use a dictionary to find and write the part of speech and meaning of each word below. Then write a sentence that shows the word’s meaning.

1. vast

2. speck

3. cargo

4. fade

5. odor

6. hoarse
When a vowel says its name, it is a long vowel. When a syllable has two vowels, the letters stand for the sound of the first vowel. The letters *ai* or *ay* stand for the long *a* sound.

**A. Read each sentence. Circle the word that has the long *a* sound.**

1. My dog is afraid of thunderstorms.
2. I like to paint using watercolors.
3. The kitten plays with yarn until it is tired.
4. “Don’t knock over that pail!”
5. May is one of the loveliest months of the year.
6. My dog laid by my feet during dinner.

**B. Write rhyming words for each of the words with the long *a* sound.**

7. afraid
8. paint
9. plays
10. pail
11. May
12. laid

---

**At Home:** Look together through a magazine or catalog. Find words with the long *a* sound, spelled with *ai* or *ay.*
A. Choose the correct word from the box to complete each sentence below. Write the word on the line.

A. Choose the correct word from the box to complete each sentence below. Write the word on the line.

down  echoes  fierce  huddle  junior  shuffles  whips

1. Peter Penguin’s father _______________ instead of walks to keep Peter’s egg from breaking.

2. When Peter Penguin is born, he is covered in a soft _______________ coat.

3. He stays with his father to keep warm while the _______________ winds blow.

4. The wind blows so hard it _______________ snow into the air.

5. It _______________ and whistles as it blows.

6. While penguin mothers look for food, the fathers gather together in a _______________ to stay warm.

7. When the _______________ penguins are old enough, they play while the adults look for food.

B. Choose any three words above and write a sentence for each of them on the lines below.

8. __________________________________________________________________________

9. __________________________________________________________________________

10. __________________________________________________________________________
The main idea is the major point that an author wants readers to understand. Details are examples and reasons that explain the main idea.

For each main idea below, write some possible supporting details.

Main Idea: It was very cold when we traveled to the Arctic.
Details:
1. The wind is fierce.
2. ____________________________________________________________
   ____________________________________________________________
3. ____________________________________________________________
   ____________________________________________________________

Main Idea: I think traveling to __________________________ would be exciting.
Details:
4. ____________________________________________________________
   ____________________________________________________________
5. ____________________________________________________________
   ____________________________________________________________
6. ____________________________________________________________
   ____________________________________________________________

At Home: Together, look at a brief newspaper article or one of your child’s books. Help your child find the main idea and supporting details.
As you read *Penguin Chick*, fill in the Main Idea Chart.

<table>
<thead>
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<th>Main Idea</th>
<th>Details</th>
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How does the information you wrote in this Main Idea Chart help you summarize *Penguin Chick*?
As I read, I will pay attention to tempo.

A seal pup weighs about 55 pounds (25 kilograms) at birth. In just ten days, the pup doubles its weight. At seven weeks, it doubles its weight again. How does this happen? Like all mammals, the pup drinks milk from its mother’s body. But seal milk is special. More than half of it is fat. This helps the baby grow quickly.

After two weeks, the mother gives her pup a swimming lesson in the cold Arctic waters. The pup shuffles to the water’s edge. The mother pushes her young one into the water. Soon the pup is swimming.

Comprehension Check

1. How much would a seal pup weigh after ten days? **Draw Conclusions**

2. How does a seal pup learn to swim? **Main Idea and Details**
The **rhythmic pattern** of a poem is a set beat, or sound pattern. Repeating accents in a poem make up the beat.

**A. Write words you might use in a poem about a trip to the Arctic. Then write rhyming words. Use the words and rhyming words to write a brief poem about the trip. Make sure your poem has a set rhythm, or beat.**

<table>
<thead>
<tr>
<th>Words</th>
<th>Rhyming Words</th>
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Poem

_________________________

_________________________

_________________________


**Imagery** is the use of words to create vivid pictures in the reader's mind.

**B. Read the line below from “Antarctic Anthem” and then write what image you get in mind on the lines provided.**

Skyscraping icebergs roam

_________________________

_________________________
Homographs are words that are spelled the same, but have more than one meaning. The meaning depends on how the word is used.

For example, the word down can mean two different things.

The leaves on the tree began to fall down.
When baby birds hatch, they are covered with soft down.

Use the homographs in the box to answer the following questions.

<table>
<thead>
<tr>
<th>tear</th>
<th>palm</th>
<th>clip</th>
<th>fan</th>
</tr>
</thead>
</table>

1. What is a part of your hand? ________________
2. What is a drop of water that comes from your eye? ________________
3. What do you do to make hair shorter? ________________
4. What do you wave to cool you off? ________________
5. What is a tree in hot tropical areas? ________________
6. What is a rip in your jacket? ________________
7. What holds papers together? ________________
8. What is a person who loves sports called? ________________

At Home: Look around your home and community for other common examples of homographs.
Here are several spelling patterns that stand for the long o sound:
The letters oa stand for the long o sound. (coat)
The letters ow stand for the long o sound. (row)
When the letter o comes before the letters lid, the letter stands for the long o sound.

A. Fill in the missing letter or letters so that the following words have the long o sound. Check the rules above if you have questions.

1. s ____ ____ k
2. s n ____ ____
3. b l ____ ____
4. c ____ ____ s t
5. g ____ l d
6. l ____ ____ f
7. s c ____ l d
8. r ____ ____ s t
9. k n ____ ____
10. f l ____ ____ t
11. m ____ ____ t
12. s h ____ ____
13. b ____ ____ s t
14. f l ____ ____
15. l ____ ____ n
16. g r ____ ____

B. Follow the directions above to review these words with the long a sound.

17. g r ____ ____
18. p l ____ ____ n
19. s t r ____ ____ g h t
20. d e l ____ ____

At Home: Scan a brief magazine article together looking for words with the long o sound. Write them in a list.
Read the sentences. Then write the underlined word next to its definition below.

a. Rabbits eat very little. They have a small appetite.
b. It is sometimes difficult to satisfy a hungry pet.  
c. A good diet keeps rabbits healthy.
d. They even manage to find food when it snows.  
e. Taking care of a pet can sometimes be a challenge.  
f. Rabbits scratch holes in the ground to hide.  
g. All people make mistakes because no one is perfect.

1. to scrape with claws  ____________________
2. to be enough or give enough to meet the need, desire, or demand  ____________________
3. to succeed at doing something  ____________________
4. a need to eat  ____________________
5. without a fault or mistake  ____________________
6. well; not sick  ____________________
7. something calling for work, effort, and the use of one’s talents  ____________________

8. Choose three words and use them in one sentence. Underline the words.

______________________________________________________________________________  
______________________________________________________________________________
Like someone in real life, a character in a story may have a difficulty or problem. What the character does to solve the difficulty or problem is called the solution or conflict resolution.

Read the passage and answer the questions about it.

Kim rescued a dog that was very sad. She wanted to make the dog happy, so she named her Joy. She bought toys for Joy, but Joy would not play. She gave Joy treats, but Joy would not eat. When she came home she would say, “Come, Joy. How about a hug?” She talked to her on their daily walks. She hugged her every day and rubbed noses with her. It took a while, but soon Joy was wagging her tail all the time. Joy was happy.

1. What problem does Kim have? What does she want to do?

2. What steps does Kim take to solve her problem?

3. Why do you think Joy becomes happy?

4. What kind of person do you think Kim is?
As you read *The Perfect Pet*, fill in the Problem and Solution Chart.

How does the information you wrote in this Problem and Solution Chart help you analyze story structure in *The Perfect Pet*?
As I read, I will pay attention to punctuation.

Charlie called Emma. “I’ve got a problem,” he told her as soon as she picked up the phone. “How can I show my mom I can take care of a pet?”

“Howmm…,” said Emma. “What if you did some research on pets?”

“Yeah, I could do that,” he said.

“Listen,” Emma said. “Lucy needs a bath. She keeps scratching her fur, and I’m worried that she has fleas. Let’s talk about this tomorrow, okay?”

Charlie called Josh. Josh said, “I can’t talk. I’m feeding Prince. I can’t believe this dog’s appetite! If I don’t get this food in his bowl, I’m afraid he’s going to cook for himself.”

Comprehension Check

1. What is Charlie’s problem? **Problem and Solution**

2. Why can’t Charlie’s friends talk with him about his problem? **Plot**

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A diagram is a drawing that explains information. Some information is easier to understand by looking at a diagram than by reading about it.

Use these terms to answer the questions below. Then write the words in the diagram.

1. What does the diagram show? ________________________________
2. What is the first part of the life cycle? __________________________
3. What is the name of the adult animal? ___________________________
4. What is the name of the animal in the middle of the life cycle?
   ___________________________

At Home: Help your child make a diagram of an animal or plant. Explain that it is important to label a diagram so that people can easily read it.
Some dictionary entries contain multiple meanings of words.

**bowl** *noun* 1. a rounded dish: *Mom put our dog’s food in a bowl.* 2. something shaped like a bowl: *We are going to the Greentown Bowl to see the football game.*

*verb* to roll a ball down an alley: *Frank is going to bowl tonight.*

**beat** *verb* 1. to hit again and again or pound: *Don’t beat the drum in the house!* 2. to do better than or defeat: *We beat Sharon’s team in soccer.* 3. to throb or thump: *You could feel the kitten’s heart beat.*

*noun* 1. a blow made over and over again: *The steady beat of the hammer kept us awake.* 2. a pounding sound, rhythm, or sensation: *That song has a great beat.* 3. a regular route: *The police officer was patrolling his beat.*

Use the dictionary entry to answer each question.

1. What is the entry word? _________________

2. What is the second meaning of the noun *beat*?

3. Use the first verb meaning of the word *beat* in a sentence.

4. Use the first noun meaning of the word *beat* in a sentence.

---

**At Home:** Find words in your child’s books or in newspapers and magazines. Ask your child what the word means. Together, make up a new sentence using the word.
Remember the following common spellings for the long i sound: i, ie, y, and igh.

A. Find the two words in each sentence that have the long i sound and write them in the spaces provided.
1. Why is the sky so blue? __________________ _________
2. The child got into a fight. __________________ _________
3. Dad went to buy a tie at the store. __________________ _________
4. I might ask the cook to fry the food. __________________ _________
5. Can you find a bright red paint for the barn? __________________ _________

B. Write the word in each sentence that has the long i sound. Underline the letter or letters that stand for the sound.
6. Did you know that pilot fish swim near blue sharks? __________________
7. A bear once walked in front of my dad’s car. __________________
8. We need to pry open this box. __________________
9. The lights went out during the storm. __________________
10. What is your favorite pie? __________________
11. The pesky fly almost ruined our picnic. __________________
12. Sam eats only mild food. __________________

At Home: Look at some of your child’s books or magazines and newspapers. Help your child look for words with the long i sound and help him or her to pronounce them.
A. Circle the word that answers the question.

1. What soared up into the sky?
   sun  kite  train

2. Which animal would be most likely to scratch in the dirt?
   fish  snake  chicken

3. What can crackle?
   paper  television  fork

4. Which animal is covered with down?
   swan  dog  bear

5. If you are lost, what might you resort to doing?
   keep walking  ask for help  go shopping

B. Answer each question with a word from the box.

6. What do you use to mail a letter? __________________

7. What do you take with a camera? __________________

8. What is the opposite of upstairs? __________________

9. What makes people feel that it is time to eat? ______________

10. What do you call an area or section of town where people live?
    __________________
A. Draw lines to match each vocabulary word with its correct meaning.

1. chuckled  a. handled in a clumsy way
2. nervous  b. young
3. fumbled  c. laughed quietly
4. whips  d. moves suddenly
5. junior  e. afraid or worried

B. Read each sentence. Use a word from the box to complete each sentence.

- addressing
- echoes
- content
- healthy
- huddle
- perfect
- fierce

6. It was so cold and the wind was so ________________ that we had to stay inside.

7. I am never ________________ after I argue with my brother.

8. Eating fruits and vegetables is part of a ________________ diet.

9. When Mom is ________________ me, I listen.

10. Your voice ________________ when you call out in a cave.

11. The boys had to ________________ together against the strong, cold wind.

12. The teacher said my test was the only one with no wrong answers and a ________________ score.
A. Read the sentences. Fill in the blanks with the correct words from the box.

1. Jim wanted to make the stage prettier, so he _______________ it with flowers.

2. Megan drew a picture of a dove on the cover of the program. She said that it was a _______________ that stood for peace.

3. At the end of the play, the stage was _______________ so there wasn’t as much light as there was at the beginning.

4. Some of the costumes have holes in them. The stage hands think a mouse _______________ on them at night.

5. The guards are _______________ the theater by locking the doors to make it safe.

6. The _______________ stage helper has the least amount of strength to lift the stage props.

B. Write new sentences for two of the vocabulary words used above. Then underline the vocabulary word.

7. ____________________________________________________________________________

8. ____________________________________________________________________________
The main idea is the major point an author wants readers to understand. When you **summarize** a story or selection, you write the most important information or main idea.

Read each summary below. Then write the main idea.

1. Last night was the final performance of the school play. The theater was packed. Every seat was taken. The play went on without any problems. In the end the audience stood up and clapped. They all agreed it was the best play they had ever seen.

   Main Idea: ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. A new movie with Ray’s favorite superhero was coming to the theater. He did not have enough money to go. He really wanted to see this movie. Ray decided he would earn the money. He washed his dad’s car. He cleaned his sister’s room, and he put away his mom’s clothes for her. By the time the movie got to the theater, Ray had enough money to see the movie and have some popcorn!

   Main Idea __________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
As you read *The Strongest One*, fill in the Story Map.

**Character**

**Setting**

**Beginning**

**Middle**

**End**

How does the information you wrote in this Story Map help you identify the main idea in *The Strongest One*?
As I read, I will pay attention to punctuation.

Narrator: One evening when John was out in the woods digging up the roots of an old tree for King George, his shovel hit something hard.

John: What’s this? An old trunk with a mysterious symbol on it! Oh goodness, it’s a pile of gold coins—really buried treasure!

Narrator: John danced for joy, but then he realized he had a big problem.

John: If the king finds out about this treasure, he will keep all of it. If I tell Maria about it, she will tell the whole world.

Narrator: John thought of a plan to fool the king and keep the treasure for the villagers.

Comprehension Check

1. What is John’s problem? **Problem and Solution**

2. Why does John want to keep the treasure a secret? **Plot**

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Photos with captions are photographs with a sentence or two under them telling about the photo. These captions give you more facts about a topic. Sometimes photos and captions are part of a photo essay.

Performances Throughout the Year

The students in the third grade sing at the Winter Concert. Maddy Winfield plays “Nocturne” at the opening PTA meeting in September.

Look at the photos and captions. Use them to answer the questions below.

1. What did the third graders do for the Winter Concert? ______________

2. Who plays the piano? ____________________________________________

3. What song did the PTA hear? _____________________________________

4. How many students sang at the Winter Concert? ____________________

5. Which PTA meeting did Maddy Winfield perform at? ________________
Antonyms are words that have opposite meanings. Read the examples of antonym pairs:

- soft/hard
- dark/light
- fast/slow
- happy/sad

A. In each group of words, circle the two words that are antonyms.

1. rough  take  smooth  hide
2. pull  rush  chase  push
3. gray  true  proud  false
4. strike  near  far  eat
5. narrow  round  wide  red

B. Write a sentence using the antonym of the word given. Underline the antonym in the sentence.

6. weakest __________________________________________________________
    __________________________________________________________

7. awake __________________________________________________________
    __________________________________________________________

8. clean __________________________________________________________
    __________________________________________________________

9. high __________________________________________________________
    __________________________________________________________

10. cry ___________________________________________________________
    ___________________________________________________________

At Home: Ask your child to tell you antonyms for the following words: rough, up, long, light.
Say the following words that have the long e sound. Notice there are three different spellings for the long e sound:

\[ e - me \quad ee - feet \quad ea - heat \]

A. Fill in the missing letters e, ee, or ea to make a word that makes sense in the blank in each sentence.

1. I asked my sister to come to the play, but sh____ did not want to come.
2. Let’s s____l the letter and mail it.
3. That movie is about a m____n man named Scrooge.
4. Many performers f____l nervous before going on stage.
5. The conductor lost the sh____t music for the song.

B. Write a sentence for each of the following words with the long e sound.

6. freeze __________________________________________________
   __________________________________________________

7. free __________________________________________________
   __________________________________________________

8. bean __________________________________________________
   __________________________________________________
A. Write the correct word from the word box on each line.

1. The exciting games made the party the most ________________ ever!
2. The wolf was scared in the dark and ________________ forest.
3. I ________________ the paintings of a good artist.
4. The wolf’s paw ________________ after he stepped on a sharp rock.
5. A person who has a strong feeling has ________________.
6. The buzzing bee kept ________________ me when I picked the flowers.
7. I had to ________________ while I read a hard part of the story.

B. Use the words from the box to answer the questions.

8. Which word from the box has one syllable? ________________
9. Write the words from the box that are two-syllable words.
   ________________  ________________  ________________
10. Write the words from the box that are three-syllable words.
    ________________  ________________  ________________
Read the following paragraph and answer the questions below.

Sally and Mike are students in Mrs. Stine’s classroom. They both like to read. On Friday they both went to the library to choose a book for a report. Sally chose a sports book about basketball. Mike chose a sports book about baseball. Sally wrote a long report. Mike’s report was short. Mike went back to the library to check out two extra books about baseball.

1. How are Sally and Mike alike?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. How are Sally and Mike different?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

When you **compare** characters, settings, or events, you tell how they are alike.
When you **contrast** characters, settings, or events, you tell how they are different.

At Home: Have your child make up two short stories to tell you about wolves, one fantasy and one reality. Ask your child to explain what makes one story fantasy and the other reality.
As you read *Wolf!,* fill in the Compare and Contrast Chart.

<table>
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<tr>
<th>Alike</th>
<th>Different</th>
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How does the information you wrote in the Compare and Contrast Chart help you generate questions about *Wolf!*?
As I read, I will pay attention to punctuation and intonation.

“You haven’t eaten any lunch, Katie,” my grandmother said. She was right. The pile of mashed potatoes was a round ball. My broccoli pieces still looked like perfect little trees. And I had eaten only a spoonful of bean chili.

The next day, Granny was leaving on a trip to Europe. She was staying on a sheep farm in Ireland for a month. Traveling the world was Granny’s passion, but I was worried.

“With all those sheep, there might be wolves,” I told her. “It could be dangerous.”

“You’ve been reading too many fairy tales,” Granny said.

I had read plenty of fairy tales. But I had also read a lot of nonfiction.

Comprehension Check

1. Why is Katie worried? Plot

2. What does Granny think of Katie’s fear about the wolves? Make Inferences

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Look at the numbered parts of the article. Identify each text feature from the list below. Write the correct feature on each line.

boldface type
heading
italics
pronunciation key

(1) Animals in the Wild

Animals living in the wild know they must take care of themselves. Animals know this because they were born with (2) **instinct** (3)(in´• stingkt´) and don’t have to learn how to do things. For example, wolves know to make their home in a place called a (4) **den**. They know that the den must be well hidden to keep the young wolves safe.

1. 
2. 
3. 
4. 
5. Based on the information in the article, what is the definition of instinct?

   ___________________________________________________________
   ___________________________________________________________
Suppose you find a word you don’t understand as you are reading. You look up the word in the dictionary and find it has more than one meaning. How do you know which meaning is correct?
• Read the definitions.
• Try each meaning in the sentence to see if it makes sense.

Read the dictionary entry. Then write the letter of the correct meaning on the line next to each sentence below.

**load noun**
1. something carried: *There is a load of hay in the wagon.*
2. the amount that can be carried: *One load of stones will fill in the ditch.*
3. something that weighs on the mind: *Leaving the dentist’s office took a load off my mind.*

**verb**
4. to put a load in or on something: *Let’s load the hay into the wagon.*
5. to put something into a device: *Do you know how to load film into that camera?*

a. Finishing his book report took a load off Justin’s mind. ______

b. Ms. Gomez will show us how to load that program into the computer. ______

c. Will one load of bricks be enough to build the wall? ______

d. The truck carried a load of fresh fruit to the market. ______

e. Tomorrow morning we will load the car and start our trip. ______
You may see the letters ch at the beginning, middle, or end of a word. Say each of these words aloud: charge, munching, bench.
You may see the letters tch at the middle or end of a word. Say these words aloud: stretch, matching.

Look at the pictures below. Choose the one that has ch or tch and answer the question. Write its name on the line next to the question it answers.

1. Which tells the time? _______________
2. Which lays an egg? _______________
3. Who instructs the class? _______________
4. Which is covered in sand? _______________
5. Which will help you measure a piece of ribbon? _______________
6. Which melts on pizza? _______________
7. Which is on the roof of a house that has a fireplace? _______________
8. Which is put over a hole in your shirt? _______________

At Home: Join your child in looking around your home to find objects with names that have the letters ch or tch. Invite your child to make a list and place it on the wall or refrigerator.
A. Use the vocabulary words from the box to complete each sentence.

predictions   objects   computers   entertainment

1. Our principal asked several large companies to donate software for the _____________.

2. In the winter our _______________ is usually playing board games indoors.

3. Many of these _______________ have come true, but some have not.

4. Look around the classroom and find _______________ that your parents used in school when they were young.

B. Read each definition and write the correct vocabulary word next to it.

5. something that interests or amuses people _______________

6. things that you can touch or see _______________

7. statements about what someone thinks is going to happen _______________

8. electronic machines that store and organize information _______________
A fact is something that can be proven to be true.  
An opinion is a belief that may or may not be supported by facts.  
Facts and opinions are kinds of details.

Read each sentence. Decide if it is a fact or an opinion. Write fact or opinion on the line.

1. George Washington was the first president of the United States.  
   ______________

2. Soon voters will elect the first female president of the United States.  
   ______________

3. Anything important has already been invented. ______________

4. People can use their computers to keep in touch with their friends and family. ______________

5. Solar energy is probably the best type of energy for the future.  
   ______________

6. In the year 2050, young people will have to work harder than they do today. ______________

At Home: With your child, read a short newspaper feature, such as a movie review. Discuss which information is fact and which is opinion.
As you read *What’s in Store for the Future?*, fill in the Fact and Opinion Chart.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
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How does the information you wrote in the Fact and Opinion Chart help you summarize *What’s in Store for the Future?*?
As I read, I will pay attention to my pronunciation of vocabulary words and other difficult words.

There are many predictions about the future of computers. Most people agree that progress will be made in the way computers look and in the way people will use them. Some experts think that hand held computers will take the place of books. Others think we’ll have computers we can wear. Some may hook on to eyeglasses. This would help pilots. They will be able to look at the sky and see their gauges at the same time. Computers sewn in jackets will let people keep track of their heart rate. Computer screens that show 3-D images are predicted too. This will make game playing far more exciting.

Comprehension Check
1. How will computers help in the future? Main Idea and Details

2. How do you think computers will help in the future? Fact and Opinion

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The parts of a book help you find information.

The **title page** shows the book’s title and author.
The **table of contents** lists chapter titles.
The **glossary** shows the meanings of words.
The **index** lists the topics.
**Headings** tell what each chapter is about.

Read each description. Choose the answer that fits the description. Circle the letter of your answer.

1. This part lists all the chapters in a book.
   - a. index
   - b. glossary
   - c. title page
   - d. table of contents

2. A small dictionary in the back of a book is called _____.
   - a. an index
   - b. a glossary
   - c. a table of contents
   - d. a title page

3. Most books are divided into _____.
   - a. headings
   - b. subheadings
   - c. chapters
   - d. titles

4. An index _____.
   - a. lists all topics found in the book with page numbers
   - b. lists all names in the book
   - c. lists all chapter titles in the book
   - d. lists all page numbers in the book

5. The first page in a book is _____.
   - a. the table of contents
   - b. the title page
   - c. the glossary
   - d. the index
Name ________________________________________________

**Plural nouns** name more than one person, animal, place, or thing. Add \(-s\) to most singular nouns to form the plural.

Add \(-es\) to nouns that end in \(s, x, ch,\) or \(sh\) to form the plural.

Add \(-es\) to nouns that end in \(y\). Be sure to change the \(y\) to \(i\).

Read each sentence. Add \(-s\) or \(-es\) to each word in parentheses ( ) to form the plural. Write the plural form of the word on the line.

1. The (scientist) found fish bones in the cave.
   ______________________________

2. We filled all the (box) with cans of foods.
   ______________________________

3. Organically grown (vegetable) can be found more easily now. ____________________

4. By 2050 (robot) will do most of the hard work.
   ______________________________

5. The students used (dictionary) to look up unfamiliar words. ____________________

6. There are twelve (inch) in one foot.
   ______________________________

**At Home:** Point to common objects in a room and ask your child to spell the singular and plural forms of the word.
The letters *th*, *ph*, *wh*, and *sh* can be found at the beginning, in the middle, or at the end of many words.

For example:

*th* can be heard at the end of the word *south*

*ph* can be heard in the middle of the word *hyphen*

*wh* can be heard in the beginning of the word *which*

*sh* can be heard in beginning of the word *shore*

Use each word clue to answer the question. Write your answer on the line.

1. It swims around in the sea. It has four letters and ends in *sh*. What is it? 
   _______________

2. A question that asks how to get someplace might start with this word. It begins with *wh*. _______________

3. This can happen to you if you touch a live wire. The word starts with *sh*. _______________

4. The first one in every year is January. It ends in *th*. _______________

5. You might use this to talk with a friend. The word has *ph* in the middle. _______________

6. Cats have these. The word starts with *wh*. _______________

7. The opposite of south. It ends with *th*. _______________

8. It is a kind of picture. It begins and ends with *ph*. _______________
A. Fill in the blanks with the vocabulary words in the box to complete the sentences.

1. The new telescope could ____________ be put together because it had only two pieces.

2. The light of the star was so ____________ that we couldn’t even see it with a telescope.

3. The ____________ that planets are from the Sun, the colder their temperatures are.

4. Jeremy got a ____________ for a gift so that he can look at planets and stars at night.

5. Everyone agreed that the ____________ problem was the thick clouds that kept us from seeing any constellations.

6. ____________ on planets are different due to their distance from the sun.

7. We spent three weeks learning about the planets and objects that make up the ____________.

8. Michele ____________ won’t get to see any stars tonight because of all the rain.
The main idea is a major point the author wants readers to understand. Details help support the main idea. Summarizing can help you better understand the main idea.

Read each passage. Write a summary for each one.

1. Mark told his younger sister about the stars. He pointed to the Big Dipper. He told her how it had gotten its name. Then Mark told his sister about Orion and other stars. A light rain began to fall. Mark told his sister they had to go in, but he promised to teach her more about the stars the following night.

   **Summary:** ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Would you like to fly to the moon the way people fly on airplanes to places on our own planet? Moon flights may become common in the future. Today’s scientists are doing work that might make such travel possible soon. What would you like to do on the moon? Some might search for rocks or water. Others might want to draw what they see in the sky. Whatever you’d like to do, it may be possible someday.

   **Summary:** ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
As you read *The Planets in Our Solar System*, fill in the Main Idea Chart.

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<th>Main Idea</th>
<th>Details</th>
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How does the information you wrote in the Main Idea Chart help you generate questions about *The Planets in Our Solar System*?
As I read, I will pay attention to my pronunciation of vocabulary words.

When something breaks on the space station, what does the crew do? They fix it. To repair the outside of the space station they must take a space walk.

The temperature in space can be very hot or very cold. Astronauts wear space suits for protection. Their suits also provide air, since there is no oxygen in space.

What happens if gravity pulls astronauts away during a space walk? They use a jet-pack “life jacket” to easily fly back to the station.

Each year new tools make the job of fixing the space station a bit easier. A new kind of radio lets up to five people talk at one time. Heaters help keep fingers warm. New lights on the space helmets shine on dim and dark work areas.

Comprehension Check

1. How does the space suit protect the astronauts? **Main Idea and Details**

2. How do new tools make fixing the space station easier? **Main Idea and Details**

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You can go to a Web page by typing in its URL, or its address. The main page for a Web site is its homepage. The homepage often has a dropdown menu that lists the names of other pages on the site. Click on one of the words in the menu to go to the new page.

Many Web sites have **Internet articles**. Along with the main article, you might see sidebars. These are shorter pieces of information about the same subject.

**Answer these questions about the Internet in complete sentences.**

1. What is a dropdown menu?

   ________________________________________________________________
   ________________________________________________________________

2. What happens if you click on a word in a dropdown menu?

   ________________________________________________________________
   ________________________________________________________________

3. What is another name for the address of a Web page?

   ________________________________________________________________

4. Suppose you are reading an Internet article with the title *Looking at the Night Sky*. Which of these would more likely be a sidebar? Why?

   *In Our Classroom*  or  *Bright Stars*

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

At Home: Ask your child to tell you about each of the following terms: URL, dropdown menu, homepage, Internet article, sidebar.
Read the paragraph. Then write the definitions of the words in italics. Use each word in a new sentence.

When Rosita passed her *examination*, or test, she knew she would one day be flying to Pluto. For as long as she could remember, Rosita had wanted to be an *astronaut*, a person who travels in space. Now she would be a space *pioneer*, one of the first people to go to a new place. There was nothing brighter than Rosita’s *future*, or the time to come.

1. future ____________________________________________
   New sentence: ______________________________________
   ____________________________________________________

2. astronaut __________________________________________
   New sentence: ______________________________________
   ____________________________________________________

3. pioneer ____________________________________________
   New sentence: ______________________________________
   ____________________________________________________

4. examination __________________________________________
   New sentence: ______________________________________
   ____________________________________________________

Authors sometimes have their readers use context clues, the surrounding words, to find the definition of a word. They sometimes use *italics* to show the word being defined.

**At Home:** Invite your child to write a sentence that includes both a word and its definition. Ask why an author might use this way to give a reader clues to a word’s meaning.
Fill in the missing letters str, scr, spr, or thr to complete each word. Then use the word in a sentence.

1. __ + ong = ____________
   Sentence: ____________________________________________________________

2. __ + ow = ____________
   Sentence: ____________________________________________________________

3. __ + ape = ____________
   Sentence: ____________________________________________________________

4. __ + out = ____________
   Sentence: ____________________________________________________________

5. __ + one = ____________
   Sentence: ____________________________________________________________

At Home: Say the following words, then ask your child to tell you the first three letters of each word: throw, scrap, strong, spray.
A. Use the following words to complete each sentence below.

proper  talented  useful  single  excitement  acceptance

1. A snow shovel is the most __________ tool for clearing snow off a sidewalk.

2. The __________ ballet dancer moved gracefully across the stage.

3. The writer was thrilled when he received a letter of __________ for his poem.

4. Eating breakfast is the __________ most important part of the morning.

5. We were careful to use __________ manners at the table.

6. Our __________ grew as we waited for the author’s plane to land.

B. Write the definitions for the following words.

7. acceptance ____________________________
   ____________________________

8. talented ____________________________
   ____________________________

9. excitement ____________________________
   ____________________________

10. proper ____________________________
    ____________________________
There are three common purposes or reasons why authors write: to inform, or give facts to readers; to persuade, or convince readers to believe or do something; to entertain, or tell a good story.

Read each passage. Circle the author’s purpose. Then explain your answer.

1. Writing is my favorite thing to do when I get home from school. You should definitely try it. After school go home and just write about your thoughts for the day. Who knows, maybe your thoughts will turn into a story!

   1. The author’s purpose is to:
      a. persuade
      b. entertain
      c. inform

   2. because ____________________________________________

2. Getting a book published is a long process. You have to write your story and then send it to a publisher. The publisher will decide if they like the story you wrote and then will publish it. Sometimes publishers do not like the story and you have to start the process over again.

   3. The author’s purpose is to:
      a. persuade
      b. entertain
      c. inform

   4. because ____________________________________________

3. The funniest thing happened to me on my walk home from school. This cat in a tiny airplane flew over my head. I chased the plane and it landed in someone’s backyard. Then I noticed a little boy with a remote that was flying the small plane. Turns out the cat was not real!

   5. The author’s purpose is to:
      a. persuade
      b. entertain
      c. inform

   6. because ____________________________________________
As you read Author: A True Story, fill in the Author’s Purpose Chart.

Clues

Author’s Purpose

How does the information you wrote in the Author’s Purpose Chart help you summarize Author: A True Story?
As I read, I will pay attention to sentence length.

Elwyn Brooks White was born on July 11, 1899. He was the baby in his family. He had three sisters and two brothers. His brother, Stanley, taught him to read before he even started school.

All six White children learned music. After dinner, the Whites played music together.

They also did their homework. Mr. and Mrs. White had been too poor to stay in school. But they wanted their children to get a good education.

The Whites lived in Mount Vernon, a city near New York City. Mount Vernon was more like a rural town in those days. A boy could still find many wild animals.

White always had a dog and lots of other pets.

Comprehension Check

1. What did the Whites do for entertainment? **Main Idea and Details**

2. How did Mr. and Mrs. White feel about school? **Make Inferences**

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<td>Second Read</td>
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**Repetition** happens when words or phrases are repeated throughout a poem. Think of a song you know, such as "Twinkle, twinkle, little star." The word *twinkle* is repeated. At the end of the song, the first line is repeated. The repetition of the same beginning sound in a series of words is **alliteration**. "Lucy likes lemonade" is an example of alliteration.

A. **Complete the alliteration in the following sentences.**

1. Dave drew a dark ________________.

2. Robert rode a rather ________________ rhino.

3. Sarah saw a silly ________________.

4. Ned needs nothing but ________________.

B. **Read the following poem. Look for repetitive lines.**

Staring out the window
watching the rain
my dog and I sit
watching the rain
we want to go outside
but we can only sit
watching the rain.

5. Which line is repeated in the poem? _____________________________

6. Why do you think the author chose to repeat this line?
   _____________________________
Read the sentences below. Use context clues to figure out the meaning of the underlined words. Write the meaning on the line.

1. We waited in line to get an autograph. The writer sat at a small table signing copies of her book.

autograph means ________________________________

2. The illustrator of the book was nearly as famous as the author. He was known for his detailed pen and ink drawings.

illustrator means ________________________________

3. I sent my completed book to a publisher. The publisher decided to print my book.

publisher means ________________________________

4. Every day I eagerly checked the mailbox for a letter that didn’t come. I was very frustrated by the delay.

frustrated means ________________________________

5. The fireworks quickly fizzled out. The rain made it hard for them to burn.

fizzled means ________________________________

6. The author was very proud of her book. She showed all her friends the acceptance letter.

proud means ________________________________
Some words have **silent consonants**. They are usually part of a pair of consonants. The first consonant in the consonant patterns *wr*, *kn*, and *gn* is silent.

For example: *wrong*, *knife*, and *gnaw* all have silent consonants at the beginning of the word.

Write the two consonants that complete the word in each sentence below. Then write the sound they stand for.

```
| gn | kn | wr |
```

1. The author likes to ___ ___ i t e her stories as she listens to music. ___
2. I ___ ___ o w how to play the violin. ___
3. The s i ___ ___ was printed in three languages. ___
4. The author’s first book was about a ___ ___ i g h t who rescued a princess from the tower. ___
5. We each ___ ___ o t e letters to the author telling her how much we liked the story. ___
6. The ___ ___ a t was buzzing around my face. ___
7. We had to tie a ___ ___ o t in the rope so the boat wouldn’t drift away. ___
8. I had to ___ ___ a p the book I was giving my friend so he wouldn’t know what it was. ___

**Author: A True Story • Book 3.1/Unit 2**

**At Home:** Look together through some of your child’s favorite story books to find words that have the silent consonant pairs *wr*, *kn*, or *gn.*
A. Complete each sentence with a word from the box.

symbol splendid decorated solar system

1. Our flag is a ______________ of the United States of America.

2. Stamps, paintings, and clothing are often ______________ with pictures of the flag.

3. Astronauts have studied the planets in our ______________.

4. From space there are ______________ views of Earth.

B. Read each statement. If it is true, write True on the line. If the statement is false, rewrite the sentence to make it true.

5. Going to the movies is one type of entertainment. 
   ________________________________

6. It is easy to see people’s clothing in a darkened theater. 
   ________________________________

7. People often like to make predictions about how a movie will begin. 
   ________________________________

8. Most people admire bad acting. 
   ________________________________
A. Read each sentence. Think about the meaning of the underlined word. Then circle the letter of the words that best describe its meaning.

1. If you concentrate on your tasks, you are more likely to do them well.
   a. hide something  b. play a game  c. put your mind to something

2. When you read, you should think about the main idea of a paragraph.
   a. most important  b. many details  c. all the facts

3. You probably have learned a lot about the stars and planets.
   a. absolutely  b. most likely  c. perhaps

4. You may know that astronomers use a telescope in their work.
   a. an instrument to see things far away  b. an instrument to see things close up  c. an instrument that calls other scientists

5. They see many kinds of objects in outer space.
   a. falling stars  b. spaceships  c. things

B. Complete the paragraph with words from the box.

Our ________________ and keyboards were put on a long table. Our principal had the job of ________________ them to our desks so they would not fall. Our teacher gave us the ________________ instructions about using our keyboards. She pointed out some ________________ keys. Our ________________ grew as we learned new things. Some kids have a real ________________ for finding new facts about outer space.
A. Write the vocabulary word from the box that completes each sentence below. You will need to use some words more than once.

| gaze | agreeable | guests | banquet | untrusting | curiosity |

1. The visitors and ________________ at the hotel lined up for the breakfast ________________.
2. Our server at dinner was pleasant and ________________.
3. All the wedding ________________ clapped after the bride and groom cut their cake.
4. Sometimes peanut butter is an unusual ________________ in other countries because people are afraid to try it.
5. Meat eaters are sometimes suspicious and ________________ of soy burgers.
6. The tiger fixed its stare and ________________ on the herd of cattle as if it were about to feast at a ________________.

B. Write synonyms for the following words.

7. agreeable ________________
8. curiosity ________________
An inference is a conclusion you make about a character or an event using information or clues in the text and your own knowledge and experience. Inferences help readers understand how the plot develops.

Read the passage and make inferences by answering the questions below.

A Special Dinner

Dad and Annie went out for dinner every December 18. This year was special. Dad surprised Annie by saying, “I am taking you to a new restaurant. It serves foods from around the world.”

Annie sighed. “I’m not sure about foods from other countries. I like my old favorites.” Dad smiled. Annie frowned. She looked forward to this dinner and didn’t want anything to go wrong.

When they arrived at the restaurant, Annie saw the sign and exclaimed, “Oh, that’s what you meant by foods from around the world!” The sign said, “Grand Opening. World’s Best Pizza, Tacos, and Egg Rolls!”

1. How does Annie feel about trying new things? How can you tell?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. How do Annie and her dad get along? How can you tell?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

At Home: Ask your child to explain, using clues from the story, the joke Dad played on Annie.
As you read *Stone Soup*, fill in the Inference Map.

Clue → Clue → Clue → Inference

Clue → Clue → Clue → Inference

How does the information you wrote in this Inference Map help you understand plot development in *Stone Soup*?

At Home: Have your child use the chart to retell the story.
As I read, I will pay attention to punctuation.

“I’m feeling extremely woozy,” said the fox. He wiggled around, trying to get comfortable.

“Maybe you ate too much,” said the bird.

The fox bubbled and burped and moaned and groaned.

HICK! The fox spit out a mouthful of seeds.

“Excuse me,” said the fox, “I have the hiccups.”

HICK! The fox spit out another mouthful of seeds.

The bird bucked and rocked with each hick. At last they reached the mountaintop, and the bird skidded in for a landing.

The fox climbed down from the bird’s aching back. He felt dizzy from the bumpy trip.

“Thank you!” said the fox, spitting seeds.

“I will -HICK! -see you soon.”

“Are you sure you will be all right?” asked the bird.

“I will be -HICK! -fine,” said the fox.

Comprehension Check

1. What happens when the fox hiccups? **Plot Development**

2. What do you think will happen to the seeds? **Make Predictions**

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<tr>
<th>Words Read</th>
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<tbody>
<tr>
<td>First Read</td>
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</tr>
<tr>
<td>Second Read</td>
<td>-</td>
<td>=</td>
</tr>
</tbody>
</table>
Charts arrange information into columns and rows. The headings of the columns form the categories. The information in each category is arranged to help the reader compare information in categories.

Read the paragraph below. Use the information in it to fill in the missing information in the Nutritional Information for Selected Foods chart.

Eating a healthy diet means eating foods from the five different food groups: dairy, meat, fruit, breads and grains, and vegetables. You should also keep track of how many calories you consume each day. An ounce of cheddar cheese has 115 calories, and a two-ounce hamburger patty has 240 calories. Vegetables usually do not contain as many calories as breads and grains. A serving of broccoli has only 50 calories, but a bagel has 200 calories. Some fruits have very few calories, but others have many more. A serving of watermelon may have about 155 calories.

Nutritional Information for Selected Foods

<table>
<thead>
<tr>
<th>Food</th>
<th>Food Group</th>
<th>Serving Size</th>
<th>Calories</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheddar cheese</td>
<td>dairy</td>
<td></td>
<td>115</td>
</tr>
<tr>
<td>hamburger</td>
<td>meat</td>
<td></td>
<td>240</td>
</tr>
<tr>
<td>watermelon</td>
<td></td>
<td>1 slice</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>200</td>
</tr>
<tr>
<td>broccoli</td>
<td>vegetables</td>
<td>1 cooked spear</td>
<td></td>
</tr>
</tbody>
</table>
Synonyms are words that have the same, or almost the same, meaning.

Read these pairs of words that are synonyms:

happy/glad    afraid/scared    chair/seat    tool/instrument

Use a word from the box to write a synonym for the word given. Then write a sentence using both of the words.

| branch | banquet | problem | cool | fast | story |

1. Word: quick
   Synonym: ________________
   Sentence: ________________________________________________________

2. Word: twig
   Synonym: ________________
   Sentence: ________________________________________________________

3. Word: chilly
   Synonym: ________________
   Sentence: ________________________________________________________

4. Word: tired
   Synonym: ________________
   Sentence: ________________________________________________________

At Home: Ask your child to tell you three other pairs of words that are synonyms.
When the letter *a* is followed by *r*, it usually stands for the /är/ sound you hear in *barn*. When the letter *o* is followed by *r*, it usually stands for the /ôr/ sound you hear in *horn*. Other words with the vowels sounds /är/ and /ôr/ include *farm* and *shore*.

A. Fill in the missing letters *ar* or *or* in the blanks to make a word that makes sense in each sentence.

1. I received a birthday c _____ d in the mail from my grandmother.
2. When we have a lot of people over for dinner, I always go to the st _____ e with my mother to help her.
3. When my dog wants to be let in the house she b _____ ks at the back door.
4. The walls were painted d _____ k blue.
5. When it is nice outside I like to go to the p _____ k with my sister and swing on the swings.
6. Jennifer is so sm _____ rt, she can solve hard puzzles.

B. Write a sentence to show the meaning of the following words.

7. born
8. part
9. more
10. cart
A. Read the sentences. Then write each underlined word next to its definition below.

1. The author observed the silly things happening all around her.
   a. observed  
      saw and paid attention to

2. Some would have been discouraged by the silliness, but she was not.
   b. discouraged  
      not hopeful

3. The silliness was suitable for someone writing a book of riddles.
   c. suitable  
      right for a certain purpose

4. Her editor advised the author about how to write a book of riddles.
   d. advised  
      gave a suggestion or told someone how to do something

5. The author was so tired from her work that she wearily decided to take a break.
   e. wearily  
      in a tired way

6. She decided to depart for a vacation and finish the riddle book later.
   f. departed  
      leave or go away

7. The author had new ideas to increase the number of riddles.
   g. increase  
      grow in number

B. Use one vocabulary word in a sentence about riddles.

8. ______________________
   ______________________
   ______________________
   ______________________
   ______________________
   ______________________
   ______________________
   ______________________
   One Riddle, One Answer
The plot is the series of events that take place in a story. The setting is where and when a story takes place. The setting is an important part of a story’s plot development.

Read each story. Tell the plot and setting of each.

1. Tasha never wanted to try anything new. She refused every time she was asked. When Tasha went to school on Monday, her friends and teachers asked her to play on the school soccer team. Tasha was strong in sports, but she had never played soccer. She didn’t want to try a new sport. Tasha knew that the school would get new gym equipment if the team was the best in the city. Tasha thought and thought about her fear of trying new things. Finally she decided to play on the school soccer team. Her friends and teachers cheered.

   Setting: ____________________________________________________________
   Plot: __________________________________________________________________

2. Mike loved attention. He always wanted everyone’s eyes on him. Mike and his best friend, Eduardo, tried out for a play at a theater in town one Saturday. During the tryout they took turns asking and answering riddles. Mike knew Eduardo wanted a part in the play more than anything else. At first Mike interrupted each time it was Eduardo’s turn to talk. Then Mike saw how sad Eduardo looked. He stopped interrupting and let Eduardo say his lines. They both got parts in the play!

   Setting: ____________________________________________________________
   Plot: __________________________________________________________________

At Home: Have your child tell you the setting and plot of a favorite story. Ask how recognizing setting and plot can help a reader better understand a story.
As you read One Riddle, One Answer, fill in the Setting Web.

How does the information you wrote in this Setting Web help you understand plot development in One Riddle, One Answer?

At Home: Have your child use the chart to retell the story.
As I read, I will pay attention to pauses and intonation.

Once, long ago in Mexico, three brothers lived on a small farm. The soil was rocky. There was not much rain.

Their crops did not grow well. For these reasons, they were very poor.

Each day Pablo the youngest brother got up before sunrise. Then he crept silently out of the house while his brothers, Manuel and Juan, snored. Pablo walked many miles to the nearest school.

He couldn’t spend the whole day at school because he had to return home to help his brothers on the farm.

“Here comes Mr. Smart Guy,” Manuel would tease Pablo when he returned. Manuel had never gone to school and he didn’t want to go. He didn’t understand why Pablo liked it so much.

Comprehension Check

1. Why does Pablo get up before his brothers? **Plot Development**

2. Why does Manuel tease Pablo? **Plot Development**

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Consonance is the repetition of the same consonant sound at the end of two or more words. 

A metaphor is a statement in which one thing is compared to another to suggest a similarity.

A. Choose a word from the word box that shows consonance and completes the sentence. Some words will not be used at all.

hug  floor  mud  eight  gain  den  feel  tone

1. See you tonight. We’ll meet at __________.
2. That flower should never be near the __________.
3. The bug and the dog were in a bag and needed a __________.
4. We walked around the flowerbed covered in __________.

B. Tell why each sentence below is an example of a metaphor. Then tell what each sentence means.

1. My friend Denise is a walking dictionary.

_____________________________________________________
_____________________________________________________

2. My flashlight is my shining star.

_____________________________________________________
_____________________________________________________
You can use many different kinds of clues when you are trying to figure out a word’s meaning. Words and clues in a sentence may help you figure out the meaning of the unfamiliar words. Breaking a word into its parts may help you find clues to the word’s meaning. Other times you need to look it up in a dictionary.

Read each sentence. Figure out the meaning of the underlined word. Then write the correct meaning of the word.

1. I like riddles, but my sister tries to pry hints from Mom before she will guess the answer.

   pry means ________________________________

2. That riddle is not suitable for young children.

   suitable means ________________________________

3. The new bedding is much softer than the old bedding.

   bedding means ________________________________

4. Some whales are so mammoth that they grow to be over 100 feet long. Let’s think of a riddle that uses this fact.

   mammoth means ________________________________

5. We read the entire book while we were at the library. We didn’t know when we would be back again.

   entire means ________________________________
The sound of /âr/ as in dare, /âr/ as in fair, and /âr/ as in bear all stand for the same sound, but are spelled differently.

Answer each riddle with a word that has the sound /âr/ as in dare, fair, and bear.

1. I am a tasty fruit. I may be green or yellow. What am I? ____________
2. I can have arms. You sit in me. What am I? ____________
3. I have long ears, and I hop. I'm another word for rabbit. What am I? ____________
4. I am a synonym for the word rip. What am I? ____________
5. I grow from people’s heads. What am I? ____________
6. If you have only one shoe, you need another to make me. What am I? ____________
7. I am what you pay the bus driver when you get on the bus. What am I? ____________
8. You walk up and down me to get to another floor. What am I? ____________
9. I am another word for something that doesn’t happen often, like a rainbow. What am I? ____________
10. I am what you do to clothes, socks, shoes, hats, and gloves. What am I? ____________

At Home: Ask your child to tell you a riddle in which the answer has the letters are, air, or ear to create the sound in dare, fair, and bear.
A. Use the correct vocabulary word from the box to complete each sentence.

1. Our science class measured the ___________ that our town gets in the spring and compares it to the rain that the town gets in the other seasons.

2. Mrs. Anderson taught us the different ways to _____________ beaches from eroding.

3. The people who lived near the beach _____________ during the storm when the waves washed away their homes.

4. Planting trees is a great way to _____________ areas that used to be forests.

B. Write a sentence using each of the vocabulary words.

5. preserve ____________________________

   ____________________________

6. restore ____________________________

   ____________________________

7. suffered ____________________________

   ____________________________

8. rainfall ____________________________

   ____________________________
Write a sentence for a cause and an effect that makes sense for each picture.

Cause:  

Effect:  

Cause:  

Effect:  

At Home: Choose a photograph from a newspaper or magazine. Ask your child to tell you possible causes and effects that led to the event shown in the photograph.
As you read *Saving the Sand Dunes*, fill in the Cause and Effect Chart.

<table>
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<tr>
<th>Cause</th>
<th>Effect</th>
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How does the information you wrote in this Cause and Effect Chart help you analyze text structure in *Saving the Sand Dunes*?
As I read, I will pay attention to my pronunciation of vocabulary words and other difficult words.

A kangaroo rat lives off water in its own body. It also saves water. It builds an underground home or burrow.

When the rat breathes, it gives off some water droplets. This water stays inside the burrow.

Pack rats store seeds and nuts in their burrows. The seeds and nuts absorb water from the air. This helps pack rats get enough to drink. They chew on a cactus plant only if they are suffering from thirst. Those cactus spines are sharp.

Many birds live in the desert. There are owls, hawks, and roadrunners. Desert birds get all their water from the bugs, lizards, and small animals they eat.

In the desert sun, water evaporates quickly. To keep cool many desert animals hunt for food at night.

Comprehension Check

1. How do pack rats get enough water? **Main Idea and Details**

2. How do birds get their water? **Main Idea and Details**
The library offers many resources.

- You can look up a topic, author, and title online in the **electronic card catalog** to find out if the library has the book you are looking for.
- A **telephone directory** gives addresses and telephone numbers of people and businesses. The directory may be in a book or online.
- **Newspapers** and **magazines** offer information about people, places, and things. You can learn about events that have just happened. Newspapers and periodicals are available in print or online.

Write the name of the resource you would use to complete each of the following statements.

1. Eduardo wants to know if the library has a book about whales.  
   He should check the ______________________________.

2. Anna wants to read an article about the storm that eroded her favorite beach yesterday. She should check the ____________________________.

3. Alex is interested in finding the telephone number of the local pet store.  
   He should check the ________________________________.

4. Mrs. McConnel wants to read an article on new scientific research about the causes of beach erosion. She should check a ________________________.
Some words have more than one meaning. These are **multiple-meaning words**. The dictionary has each definition of these words. Try each meaning and choose the one that makes sense.

Read the dictionary entry. Answer the questions below using information from the dictionary entry.

**roll**  
*noun* 1. a list of names: *The teacher read the roll to see who was in the class.* 2. something wrapped around a tube: *We ripped off pieces from the roll of paper.*  
*verb* 1. to move on wheels: *I saw the car roll down the street.* 2. to turn again and again: *Please roll up the dog’s leash.* 3. to move forward: *We watched the fog roll in.*

1. The storm began to **roll** in around noon. The part of speech of the word **roll** is a ____________.

2. Use the second meaning of the word **roll** as a noun in a sentence.

________________________________________________________________________

________________________________________________________________________

3. Use the first meaning of **roll** as a verb in a sentence.

________________________________________________________________________

________________________________________________________________________

4. Use the second meaning of **roll** as a verb in a sentence.

________________________________________________________________________

________________________________________________________________________

**At Home:** Ask your child to write two sentences that use the word **bite**. Explain that **bite** should have a different meaning in each sentence.
The sound /ûr/ can be spelled in different ways. For example:

- *er* in the word *her*
- *ear* in the word *learn*
- *ir* in the word *skirt*
- *ur* in the word *nurse*

**A. Answer each question with a word from the word box that has the /ûr/ sound.**

<table>
<thead>
<tr>
<th>large</th>
<th>dart</th>
<th>birth</th>
<th>dirty</th>
<th>burn</th>
<th>search</th>
<th>scared</th>
<th>first</th>
<th>learn</th>
<th>guard</th>
<th>fern</th>
<th>early</th>
<th>purse</th>
<th>hurry</th>
</tr>
</thead>
</table>

1. When my room is __________________ my mom makes me clean it before I can play outside.

2. We always get to the museum __________________ so we don’t have to wait in line.

3. I am usually the _________________ to wake up. I like to read before the house gets too noisy.

4. Sarah can never find her wallet in her _________________ because it is filled with other things.

5. The scientists found nothing in their _________________ for dinosaur bones in the desert.

**B. Choose two other words from the box that have the /ûr/ sound and use them in the same sentence. Underline the words.**

6. ____________________________________________________________

___________________________________________________________
A. Choose a word from the box to complete each sentence below.

annual  potential  politely  wrapping
aisles   expensive  innocent  package

1. This year we changed the place for our ________________ family picnic.
2. Use this paper for ________________ the big presents.
3. My sister thinks that I broke her suitcase, but I am ________________.
4. You should speak ________________ to everyone, not just adults.
5. The travel-supply store has ________________ that are very narrow.
6. The airplane tickets were so ________________ that we took the bus instead.
7. I had to wrap the ________________ before I could mail it to Grandma.
8. The spaceship journey may be dangerous, but it has great ________________ for new information about Mars.

B. Write a sentence using the vocabulary words correctly.

9. annual ________________
   ________________
10. expensive ________________
    ________________
Sometimes readers need to infer, or figure out, what is happening in a story from clues that the author gives. To make **inferences**, add what you know to what the author tells you.

Read the paragraph and answer the questions.

Last year my brothers, my mom, and I took a trip to Chicago. Dad stayed home. This year we’re planning a trip to New York City. Dad is making up our sightseeing schedule again. We always follow his advice and have a great time. I like to call him every day and tell him what we did. Dad says he doesn’t have to leave home to travel to cities in the United States because they are as close as his travel magazines and books. Next year we may even go to Mexico.

1. How does Dad feel about his family taking trips without him?

2. Explain how you know.

3. Do you think Dad will travel with his family to Mexico? Why or why not?

4. Do you think the narrator would like Dad to travel with the family? Why or why not?
As you read *The Jones Family Express*, fill in the Inference Chart.

<table>
<thead>
<tr>
<th>Clues</th>
<th>Inference</th>
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<tbody>
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How does the information you wrote in this Inference Chart help you understand plot development in *The Jones Family Express*?
As I read, I will pay attention to punctuation and dialogue.

“How are you two doing?” the conductor asked Marie.

“Fine, thanks,” Marie said **politely**.

Marie then asked her dad, “How’s Rosie?” She was talking about her tiny black poodle. Her mom was holding the tiny dog in a baby carrier around her neck.

“She’s just fine,” Mr. Diaz told her. “Rosie is sleeping.”

Her parents wanted to leave Rosie home, but Marie insisted that her new puppy was too young to leave behind.

She was so small she’d be no trouble at all. Her parents finally agreed.

Marie spent the last hours of the trip reading. Her new book was so interesting that it made the hours pass quickly.

Soon she felt the train slow down. Her heart began to beat fast.

**Comprehension Check**

1. How did Maria convince her parents to bring Rosie on their trip? **Plot Development**

2. Why did Maria’s heart begin to beat faster? **Plot Development**

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Reading directions often involve numbered steps of what to do. They are numbered because that is the order they are to be followed in. Begin with the first step, number 1, and continue through all the remaining steps in order.

Read the paragraph and the directions. Then answer the questions that follow.

Carlos and some friends plan to take the bus to Zoo Land Amusement Park. They called the local bus company for directions. They learned the following information.

1. Catch the #4 crosstown bus on the corner of Elm and Spruce. You need exact change for the fare. The fare is 50 cents for students under 18 and $1.00 for adults. Get a transfer.
2. Ride the #4 crosstown bus to the corner of State and Main. It is about a ten-block bus ride.
3. At State Street transfer to the #7 downtown bus. You do not need to pay again.
4. Ride the #7 bus to the last bus stop.
5. When you leave the bus, you will see the entrance sign, “Zoo Land Amusement Park.”
6. Have fun!

1. How will Carlos and his friends get to the amusement park? __________
2. What transportation will they take first? __________________________
3. How much will it cost them? _________________________________
4. Where will Carlos and his friends transfer buses? _________________
5. Where will they ride the #7 bus to? _____________________________

At Home: Give your child specific directions for a household task. Have your child write down the steps in order. Provide help as needed.
Homophones are words that sound alike but have different meanings and are spelled differently.

A. Circle the correct word to complete each sentence.
1. We brushed the horse’s (main, mane) before the show.
2. I used butter, (flour, flower), and sugar to make the cookies.
3. Dad and I need to tighten the (break, brake) on my bike.
4. We need more wind to (sail, sale) the boat.
5. There was a (wrap, rap) on the window.
6. What is the name of the (mane, main) street near your house?
7. I picked this beautiful red (flower, flour) for my aunt.
8. Tasha dropped the glass but it did not (brake, break).
9. Mom and I went to the back-to-school (sale, sail) to buy jeans and jerseys.
10. I had to (rap, wrap) the present before we left for the party.

B. Write the correct homophone next to each word below.

Example: rows _______ rose

11. knot _______
12. haul _______
13. tacks _______
14. flea _______
15. scene _______
16. be _______
17. deer _______
18. steal _______
19. affect _______
20. hoarse _______

At Home: Help your child think of a homophone. Have your child use the two definitions of the word in sentences.
Circle the words in the boxes below that have the same vowel sounds as in the examples.

/ü/ (oo, ue) as in pool or duel
- poodle
- hood
- cruel
- boost
- mule
- cure
- stood
- stoop

/ʊ/ (oo) as in wood or cook
- goose
- shook
- boom
- wool
- good
- smooth
- flood
- hoof

/ü/ (CVCe, ue) as in Yule or fuel
- mute
- excuse
- news
- cube
- amuse
- lose
- fumes
- sue
A. Read the story. Then fill in the blanks with the correct words from the box.

instance illustrate style textures sketches suggestions

From the time she was a child, Jenna knew she wanted to ________________ children’s books. Jenna had her own ________________ of drawing. It was different from that of any artist she had ever seen. Her ________________ had something special in them. For ________________, Jenna always drew a piece of hair sticking up from the heads of all of her characters.

Jenna loved to paint with oil paints. Some of her paintings had smooth ________________. In others, the paint was thick and rough.

As she grew up, Jenna took several classes in drawing and painting. ________________ from her teachers helped Jenna improve her work. When Jenna finished the pictures for her first children’s book, she thanked all the teachers who had helped her along the way.

B. Using the clues in the story, write the definitions of these vocabulary words. Check your definitions with a dictionary.

1. instance ________________
2. illustrate ________________
3. style ________________
4. textures ________________
In a story, events take place in a certain sequence, or **chronological order**.

**Read the events. For each event, write what you think might happen next. Use clue words, such as first, next, then, and finally.**

1. Bryan went to the art store.

   ____________________________________________

   ____________________________________________

2. The end of Natasha’s pencil broke.

   ____________________________________________

   ____________________________________________

3. Naomi finished sketching the tree on her paper.

   ____________________________________________

   ____________________________________________

4. He took out his sketch pad and reached for his pencil box.

   ____________________________________________

   ____________________________________________

5. Naomi painted the last few details on her painting.

   ____________________________________________

   ____________________________________________
As you read *What Do Illustrators Do?*, fill in the Sequence Chart.

How does the information you wrote in this Inference Chart help you understand chronological order in *What Do Illustrators Do*?
As I read, I will pay attention to tempo and punctuation.

Most of us wish we could draw people. Whether you want to illustrate a story or design a poster, the ability to draw people comes in handy.

We all look at faces every day. But beginning artists still have trouble putting what they see on paper. For instance, they often draw the eyes too low. They make the top of the head too small. The people they draw look like pinheads!

You don’t need special supplies to learn to draw. All you really need to get started is an ordinary pencil and a good eraser. Use any kind of plain white paper.

It’s a good idea to start by copying other drawings and photographs. You will get better with practice.

Then you can surprise your friends and family by drawing them.

Comprehension Check

1. What are some common mistakes for beginning artists? **Main Idea and Details**

2. What is a way to become a better artist? **Main Idea and Details**

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An interview is a written record of a conversation in which the interviewer asks someone questions in order to gather information.

Read the interview. Then answer the questions.

**Interviewer:** When did you open your art school?

**Cora Amble:** I opened the art school last year. At first, I worked with students I knew from being an art teacher at their school.

**Interviewer:** What kind of classes can students take in your school?

**Cora Amble:** They can take classes in watercolor, oil paint, pastels, or pottery. Also, they can learn to make pots, mugs, or animal figures out of clay.

**Interviewer:** Do you have many students in your school?

**Cora Amble:** Twenty-five students are enrolled right now. I would like to hire another teacher so I can take more students.

1. What does Cora Amble do for a living?

2. When did Cora’s art school first open?

3. What kind of art do Cora’s students learn?

4. Why does Cora want to hire another art teacher?

At Home: Ask your child to come up with two questions he or she would like to ask a teacher at school.
Sentence clues are other words in the same or a nearby sentence that come before or after an unfamiliar word. Sentence clues can help you figure out the meaning of a word.

Circle the context clues that help you figure out the meaning of the underlined word in each sentence. Write a possible definition of the word.

1. The artist looked at the barren canvas and filled the blank space with drawings of bright flowers.
   barren: ________________________________________________________________________

2. Illustrators need to consider all the scenes in a story as they think about what pictures to draw.
   consider: _______________________________________________________________________

3. The famous painting was obscured by the large crowd standing in front of it.
   obscured: ______________________________________________________________________

4. The sketches an illustrator makes at first are quick and rough.
   sketches: _______________________________________________________________________ 

5. Some illustrators excel at drawing faces, but others cannot draw faces very well.
   excel: _________________________________________________________________________ 

6. The artist makes outlines of what will go on the pages of his book before he paints them.
   outlines: ______________________________________________________________________
Follow the directions for changing letters in each word. Write the new word in the blank column.

<table>
<thead>
<tr>
<th>Original Word</th>
<th>Subtract and add</th>
<th>New Word</th>
<th>New Word’s Meaning</th>
</tr>
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<tbody>
<tr>
<td>royal</td>
<td>drop the r, add l</td>
<td>faithful to someone or something</td>
<td></td>
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<tr>
<td>boy</td>
<td>drop the b, add j</td>
<td>a feeling of happiness or excitement</td>
<td></td>
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<tr>
<td>foil</td>
<td>drop the f, add t</td>
<td>hard work or labor</td>
<td></td>
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<tr>
<td>voice</td>
<td>drop the v, add ch</td>
<td>a decision or selection</td>
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<tr>
<td>noise</td>
<td>drop the n, add p</td>
<td>balance or gracefulness</td>
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<tr>
<td>employ</td>
<td>drop the empl, add ann</td>
<td>bother or upset someone</td>
<td></td>
</tr>
<tr>
<td>coin</td>
<td>drop the n, add an l</td>
<td>wind in rings or spirals</td>
<td></td>
</tr>
<tr>
<td>point</td>
<td>drop the p, add a j</td>
<td>place where two parts meet</td>
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<tr>
<td>soil</td>
<td>add a p after the s</td>
<td>ruin or go bad</td>
<td></td>
</tr>
<tr>
<td>toy</td>
<td>drop the t, add all</td>
<td>a mixture of two or more metals</td>
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<tr>
<td>moist</td>
<td>drop the m, add an h</td>
<td>to lift something up in the air</td>
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<tr>
<td>destroy</td>
<td>drop the destr, add ster to the end of the word</td>
<td>ocean mollusk that lives in shells</td>
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At Home: Ask your child to say and write as many words as possible that rhyme with foil.
A. Write the letter of the definition in front of the correct vocabulary word that it matches.

1. _____ gaze  a. likable or pleasing
2. _____ guests  b. people who come to visit
3. _____ depart  c. leave or go away
4. _____ banquet  d. to bring back to an original condition
5. _____ agreeable  e. to look at in a steady way
6. _____ restore  f. a special meal prepared for a lot of people

B. Write the word from the box that is the opposite of the boldfaced word.

expensive    increase    discouraged    politely

7. My friends and I were **encouraged** by the pale and weak look of the dog. ________________

8. We decided to **decrease** the amount of food it was getting. ________________

9. The food was very **cheap** to buy. ________________

10. At our sale, we **rudely** asked people to buy baked goods so we would have money to feed our dog. ________________
Practice
Unit 3 Vocabulary Review

A. Answer each clue with a word from the box.

- innocent
- package
- rainfall
- sketches

1. It sometimes comes covered with pretty paper. It’s a _________________.
2. This person was incorrectly accused of doing something wrong. The person is _________________.
3. These drawings are done quickly. They are _________________.
4. It can make you very wet. It’s _________________.

B. Use a complete sentence to answer each question with a vocabulary word from the box.

- suffered
- observed
- suggestions
- illustrate

5. Have you ever felt miserable with a sore throat?
   ____________________________________________________________

6. Do you like to draw pictures for your stories?
   ____________________________________________________________

7. Do you have any ideas to help me improve my drawing?
   ____________________________________________________________

8. Have you noticed how I use many shades of blue in my paintings?
   ____________________________________________________________
A. Write the vocabulary word that best completes each of the sentences below.

recipes  magnificent  ingredient

tasty  masterpiece

1. José read many ________________ until he found the best one for chocolate cake.

2. He planned to bake the most ________________ cake ever for his grandmother’s birthday.

3. The only missing ________________ was the chocolate!

4. Chocolate would make the cake very ________________.

5. José put the finished cake on the counter. It looked like a ________________.

B. Write the definitions for two of the vocabulary words.

7. ____________________________

8. ____________________________
When you **compare and contrast** things, you look at the characteristics of each and point out how they are alike and how they are different.

**Read the following paragraph and answer the questions below.**

George the rooster and Stu the chicken have been friends for many years. They both loved being in the kitchen, but George liked to bake cookies and Stu liked to bake pies. Stu made his pies with different types of fruit, and George made his cookies with different nuts and chips. Both the cookies and pies were very tasty. Because everyone liked their cookies and pies, George and Stu decided to open a bakery so everyone could try them. George sells his cookies by the pound, and Stu sells his pies one at a time. Both of them sold everything on their first day.

1. **Compare the similarities between George and Stu.**

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

2. **Contrast what you read about George and Stu.**

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

**At Home:** Have your child tell you what is alike and what is different about two characters from a fairytale.
As you read *Cook-a-Doodle-Doo!*, fill in the Venn Diagram.

Rooster  Both  Little Red Hen

Pig  Both  Turtle

How does the information you wrote in this Venn Diagram help you compare and contrast characters in *Cook-a-Doodle-Doo!*?
As I read, I will pay attention to punctuation.

Even kids can be inventors. Frank Epperson was eleven years old when he proved it! One night he mixed powdered fruit flavor in a cup of soda water. He stirred it with a stick. That’s how people made fruit drinks in 1905. But after a sip or two, Frank left his drink on the back porch. The night grew very cold. By morning, Frank had a magnificent surprise. His fruit soda had frozen to the stick. Frank showed it to his friends. At first everyone thought Frank had lost his marbles. They thought he was crazy. But after one lick, everyone cheered. Frank’s invention was a masterpiece. A work of art! Frank called it an Epsicle. Frank decided to sell the icy treats.

Comprehension Check
1. How was a fruit drink made in 1905? Main Idea and Details
2. How did Frank Epperson discover popsicles? Main Idea and Details

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A **diagram** is a drawing that explains information. Some information is easier to understand by looking at a diagram than by reading about it.

All the food that you eat needs to be digested. Look at the diagram that shows how food is digested. Use these words to help you answer the questions.

- mouth
- esophagus
- stomach
- pancreas
- liver
- intestine

1. What would be a good title for this diagram? ______________________

2. On the correct line in the diagram, label the body part you use to chew food. _________________

3. On the correct line in the diagram, label the body part that leads to the stomach. _________________

4. The pancreas makes juices that help you digest food. Which body part is nearest the pancreas? _________________
An **idiom** is a phrase with a meaning that is different from the meaning of each word in it.

Authors use **idioms**, or special words or phrases, to make their language more colorful. To figure out the meaning of an idiom, read the sentence carefully to understand how it is used.

A. **Circle the idiom in each sentence below. Write the meaning of the idiom on the next line.**

1. Both Dad and Mom work hard to bring home the bacon.
   
   

2. Hitting a home run was a piece of cake for our best batter.
   
   

3. She had to use her noodle to figure out how to fix the bike.
   
   

4. Sam is the big cheese because he was elected president.
   
   

5. That’s the recipe in a nutshell.
   
   

B. **Write a sentence using one idiom from above.**

6. 


---

**At Home:** Explain to your child that sometimes idioms are used to add humor. Discuss the following idiom with your child: “Eyes are bigger than your stomach.”
The letters aw that you hear in draw may also be spelled al as in walks, or au as in haul and stand for the /ô/ sound.

A. Read the words in each row. Circle the words that have the /ô/ vowel sound you hear in the word lawn.

1. math
2. cash
3. talk
4. frown
5. tour
6. route
7. launch
8. year
9. caught
10. heal
11. false
12. snout
13. salmon
14. fawn
15. take
16. salt
17. land
18. hare
19. catch
20. hawk

B. Write rhyming words for each word below that has the /ô/ vowel sound in lawn.

11. fall ____________________
12. law ____________________
13. chalk ____________________
14. yawn ____________________

At Home: List words for your child that have the /ô/ sound. Have your child identify the words with the /ô/ sound.
A. Use the words below to fill in each blank in the story.

argued  beamed  fabric  quarreling  possessions  purchased

One rainy day, Juan and Maria ______________ about what to do.

“Let’s look through our ______________ to see what we don’t need. We can give away toys we do not play with,” said Juan.

Their mother ______________ at his idea. “I am glad that you are not greedy children!” she said. This is a much better way to spend time than ______________. A long time ago I ______________ a lot of ______________ to make a dress, and I never used it. Take it and bring it with you. Maybe some children can make costumes with it.”

B. Write a definition for each vocabulary word.

1. argued ____________________________
2. beamed ____________________________
3. fabric ____________________________
4. quarreling ____________________________
5. possessions ____________________________
6. purchased ____________________________
A conclusion is a decision you make after looking at all the information about a specific topic. You can **draw conclusions** by considering the information the author gives you and your own experiences. Drawing conclusions helps you understand **plot development**.

Read the information below. On the lines below each story, write a conclusion based on information given.

1. Sam walks into the classroom. There is a sign on the bulletin board that says “Welcome Sam!” The other students invite Sam to join their activity and to sit at their lunch table.

   Conclusion: ____________________________________________

2. Neighborhood children walk together to a park, carrying trash bags, rakes, and buckets. Three children work together picking up litter in a park. One child rakes leaves, and another shoves leaves into a trash bag. When they are finished, all the children play in the park.

   Conclusion: ____________________________________________

   ___________________________________________

3. Kayla brings her box of games over to Jen, and they open it together. They choose a game from the box and play.

   Conclusion: ____________________________________________

4. Tyler and Grace wash the dishes, sweep the floor, rake leaves, take out the trash, take their baby brother out in his stroller.

   Conclusion: ____________________________________________
As you read *Seven Spools of Thread*, fill in the Conclusion Map.

```
Clue

Clue

Clue

Clue

Conclusion

Clue

Clue

Clue

Conclusion
```

How does the information you wrote in this Conclusion Map help you understand plot development in *Seven Spools of Thread*?

*At Home:* Have your child use the chart to retell the story.
As I read, I will pay attention to punctuation.

The old man could give the diamond to only one son.

Which one should it be? He loved them all equally. Finally
he came up with a solution.

The next morning, the old man called his three sons
before him.

“My sons, I have a problem,” he told them. “I love all
three of you, but I can give my most precious possession
to only one of you. Therefore, I will give my diamond to
the son that best meets my challenge.”

“The one of you who proves to be a true hero will get
the diamond,” said the old man.

“That is fair,” said the three sons in unison.

“To decide who is the true hero, I will give you a task,”
said their father.

Comprehension Check

1. What is the old man’s problem? Problem and Solution

2. How does the old man decide which son should get the diamond? Plot Development

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Rules are directions or guides for people to behave and act properly in different situations. There are rules for behaving in school. Games have rules to play by, and clubs have rules for members to follow.

Answer the questions below.

1. Why are rules important?

2. List some places where rules are important and why.

3. What are rules in your classroom?

4. What are some rules that you have in your home?
Some words have more than one meaning. Use a dictionary to find two meanings for each word below and write each meaning under the word.

1. stick
   definition 1: ____________________________________________
   definition 2: ____________________________________________

2. corner
   definition 1: ____________________________________________
   definition 2: ____________________________________________

3. row
   definition 1: ____________________________________________
   definition 2: ____________________________________________

4. raise
   definition 1: ____________________________________________
   definition 2: ____________________________________________

5. block
   definition 1: ____________________________________________
   definition 2: ____________________________________________

6. Write a sentence that uses both meanings of one of the words above. Your sentence should tell something about getting along with others.

   ____________________________________________
   ____________________________________________
When two vowel sounds are blended together in the same syllable, they are pronounced as one sound. The letters **ou** and **ow** can stand for the /ou/ sound, as in **found** or **crowd**.

**Use the words in the box with the /ou/ sound to complete the sentences.**

- bow
- shout
- bounce
- scout
- scowl
- round
- doubt
- towel
- found
- sound
- proud
- ground

1. The ball took a bad __________________ and got past me.
2. Please do not __________________ in the library because many people are studying and reading.
3. The cast of the play came out and took a __________________.
4. I hurt my leg when I slipped on the ice and fell on the hard __________________.
5. After winning the science contest, I was very __________________.
6. When Fiona got to the pool, she found the __________________ that she thought she had put in her bag.
7. The __________________ of the dog barking outside woke me up.
8. My dad had a __________________ on his face when I broke the window.

**At Home:** Together, create more riddles with one-word answers that have the /ou/ sound.
A. Fill in the blank in each sentence with the correct vocabulary word.

1. Students will ____________ the climate in a desert during their trip.

2. This cactus is a ____________ plant of the desert.

3. Visitors ____________ harm the plant life in the desert.

4. We walked along the path among ____________ of grass.

5. The weather conditions are so harsh that most plants can’t ____________ from seeds.

B. Write the definition next to each vocabulary word.

6. shouldn’t ________________________________

7. native ________________________________

8. clumps ________________________________

9. sprout ________________________________

10. research ________________________________
When you compare and contrast two things, you show how they are alike and how they are different.

When comparing two things, look for signal words, such as like, just as, similar, both, also, and too.

When contrasting two things, look for signal words, such as different, but, and on the other hand.

Read this paragraph and answer the compare and contrast questions below.

My cousin lives in California, and I live in Connecticut. We enjoy visiting each other. I like the sunny, sandy beaches in California. We have sandy beaches in Connecticut, too, but they are not as big. Also it stays warm in parts of California all year long, so you can go to the beach any time you want. Back home, on the other hand, it’s too cold to go to the beach in the winter.

1. What two things are compared in this selection?

2. How are the beaches alike?

3. How are they different?

4. What signal words are used to alert you that they are comparing and contrasting?

At Home: Ask your child to compare and contrast places he or she likes to go in the summer.
As you read *Washington Weed Whackers*, fill in the Venn Diagram.

How does the information you wrote in this Venn Diagram help you monitor comprehension in *Washington Weed Whackers*?
As I read, I will pay attention to my pronunciation of vocabulary words and other difficult words.

Our Earth has beautiful caves that people can explore. Sometimes these explorers wear harnesses and hard hats and climb walls inside the caves. Cave explorers may see unusual rock shapes. A stalactite is a form of rock that hangs from the roof or sides of the cave. A stalagmite forms on the bottom of the cave. These big clumps of rock sprout and build up slowly over years. They are made of limestone and water. Other people like to climb rocks. Beginners use ropes and put their hands and feet in holes drilled for their use. Experts make their own routes up the rocks. They’ve learned to climb without looking down. This, they say, helps to keep them safe. Other people enjoy nature by hiking in mountains, deserts, or the deep, quiet woods.

Comprehension Check

1. Compare and contrast stalactites and stalagmites. Compare and Contrast

2. What tip do expert rock climbers use? Main Idea and Details

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</table>
A media center in the library is a place where you can do research. One way to do research is on a computer using the Internet.

- **Search engine**: a computer program system that looks for information on the Internet using key words
- **Key words**: important words that identify a subject
- **URLs**: addresses for where you want to go on the Internet

**A. Choose which URL in the box would likely have information about the topics below.**

http://www.Arctictundras.com  
http://www.desertplantsandanimals.com

1. How animals survive in the harsh desert climate  
   URL: _________________________________________________

2. Why trees cannot grow in some tundras  
   URL: _________________________________________________

**B. Answer the questions about key words and search engines.**

3. What key words would you type in a search engine to learn about protecting oceans from pollution? _____________________________
   _____________________________

4. What key words would you type in a search engine to learn about how plants survive in a desert? _____________________________
   _____________________________
Contractions are made when two words are put together in a shortened form. An apostrophe is used to show that one or more letters have been left out to form the contraction.

A. Write the contraction for each pair of words.

1. I am ____________
2. they are ____________
3. do not ____________
4. we will ____________
5. we are ____________
6. that is ____________
7. did not ____________
8. she is ____________
9. have not ____________
10. could not ____________

B. Fill in the blank in each sentence with the correct contraction from the box.

they’ll wouldn’t it’s he’ll

11. When the team is ready, ____________ run onto the field.
12. Everyone agrees that ____________ about time to go home.
13. Did Hector say when ____________ be arriving?
14. It ____________ hurt to bring an umbrella because there is a chance of rain.

At Home: While reading a book with your child, have him or her point out any contractions he or she finds, then have your child rewrite the word as a pair.
The letters *c* or *g* usually stand for a soft sound when they are followed by the vowel letters *e*, *i*, or *y*. Read the following words. Notice the **soft c** or **soft g** sound in each.

gentle  engine  cell  city

A. Fill in the blank in each word with a *c* or a *g*.

| cycle | center | iceberg | core | danger | fence | stage |

1. The life ____ycle of a butterfly begins with an egg.
2. It is common to see an i____eberg floating in the arctic waters.
3. The hot, dry climate of the desert can be a dan____er to a hiker who is not prepared.
4. Many rain forests are located near the _____enter of Earth.
5. Some people build a fen____e to protect the flowers and trees in their yard.

B. Circle the words in each group that have a soft *c* or soft *g* sound.

6. central, nice, cute, cherry
7. gem, get, germ, garden
8. ghost, guess, stage, gesture
9. circle, can’t, celery, cactus
10. guppy, giraffe, gerbil, goldfish

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At Home: Have your child read the words he or she circled in exercises 6 through 10. Ask him or her to choose three of these words, and tell you a sentence that uses each.
Complete each sentence with the vocabulary word that makes the most sense.

community
deserve
grownups
interviewed
slogan
thrilled
tour
volunteers

1. My friends and I are ____________ at the city food bank.

2. We were ____________ when we found out we were taking a field trip to the zoo.

3. My favorite ____________ at the zoo is of the reptile house.

4. To get to the zoo, ask your parents or other ____________ for a ride.

5. A good motto or ____________ is “Every little bit helps.”

6. Everyone thinks that the zoo animals ____________ a safe place to live.

7. I read in the paper that the zookeepers were ____________ by a reporter.

8. People who lived in the ____________ helped raise money for the zoo.
Authors write for three main reasons: to entertain, to inform, or to persuade. Identifying an author’s purpose in writing can tell readers what to expect.

Read the following passages. Tell the author’s purpose for writing each one.

1. Animals do not eat the same food as humans so some zoos sell food that you can feed to the animals. This food is part of their diet and is healthy for them. All animals need a proper diet to thrive.

   The author’s purpose is ________________________________.

2. Dad bought me a helium balloon. Suddenly, a monkey grabbed it from my hand. Off the monkey went, soaring into the air. A zookeeper sat on a giraffe to try and reach the silly monkey as it floated toward the clouds. That monkey has been grounded for a week!

   The purpose of this paragraph is ________________________________.

3. Keep our zoos and nature parks clean. Use the trash cans that are placed throughout the parks. Animals can cut themselves on soda cans. Their necks can get caught in plastic rings. They can swallow objects that make them choke. We need everyone’s help. We all lose if we don’t protect our animals.

   The purpose of this paragraph is ________________________________.

4. My class wanted to help out the community so we planted a vegetable garden in an empty lot near our school. We grew tomatoes, beans, and squash. We gave all the vegetables to a local food bank.

   The purpose of this paragraph is ________________________________.

At Home: Read a magazine article with your child and discuss the author’s purpose.
As you read *Here’s My Dollar*, fill in the Author’s Purpose Chart.

<table>
<thead>
<tr>
<th>Clues</th>
<th>Author’s Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

How does the information you wrote in this Author’s Purpose Chart help you monitor comprehension in *Here’s My Dollar*?
All playgrounds should be safe. But some of them are not. Sometimes playground equipment breaks down. And a broken piece of equipment can be dangerous. Sometimes there are holes in the ground where children can trip and fall. Kids and even grownups don’t always recognize these dangers.

One nine-year-old girl did spot dangers on a playground, and she decided to take action. She came up with a wonderful plan for making the playground safe. She’s Devan Hickey, a fun-loving girl who lives in Bryan, Ohio.

First Devan got all her facts together. Then she reported her plan to a group of people in her community who could help her. She also asked family and friends to help out. She didn’t give up until the playground was safe. Read her story.
A rhyme scheme is the pattern of rhymes in a poem. In many poems there is repetition, or repeated words or phrases. A line that is repeated in a poem is called a refrain.

Read the poem. Underline the rhyming words and circle the refrain. Draw a square around words or phrases that show repetition.

Harbor

Down at the harbor
I did see,
A little gray mouse
as frisky as can be.

He scampered aboard a tugboat
and pulled a ship to sea.
He skittered aboard a motorboat
and helped the skiers ski.
He scuttled onto a fishing boat
and set the dolphins free.

Down at the harbor
I did see,
A little gray mouse
As frisky as can be.

The rhyme scheme of this poem is formed by rhyming the words in which lines?


At Home: Discuss the rhyme scheme and any refrains in your child’s favorite poems.
When you are reading, you sometimes come across an unknown word. You can often figure out its meaning by looking at context clues, the words and phrases around it. Some context clues will contain **examples** of the unfamiliar word. Example clues help readers better understand unfamiliar words by providing related information about the unfamiliar words.

**Circle the example clues that help you understand each underlined word. Then write a possible definition for the underlined word. Check your work using a dictionary.**

1. The panel was made up of people of all **occupations**, including lawyers, physical therapists, and hairdressers.
   
   **Meaning:**

2. My best friend has two **siblings**, but I have four: two brothers and two sisters.
   
   **Meaning:**

3. From our window we could see many **structures** such as bridges, skyscrapers, and docks.
   
   **Meaning:**

4. Every cello, clarinet, trombone, and violin in the **orchestra** sounded beautiful during the grand finale.
   
   **Meaning:**

---

**At Home:** Have your child write a sentence with the word **coins** and an example to define it.
A homophone is a word that has the same sound of another word, but the words are spelled differently and have different meanings.

Underline the two homophones in each of these sentences. Then write the definition of each homophone.

1. Your donations to our zoo helped so much that you’re invited to visit the zoo whenever you wish.
   
   __________________________________________________________
   __________________________________________________________

2. I need to know where we are going so I can decide what to wear.
   
   __________________________________________________________
   __________________________________________________________

3. I pretended that I was on the high sea and could see other parts of the world.
   
   __________________________________________________________
   __________________________________________________________

4. Have you seen the scene in the movie where the kids win the soccer game?
   
   __________________________________________________________
   __________________________________________________________

At Home: Have your child make up sentences using the homophones beat and beet.
A. Fill in the blank with the word from the box that best completes each sentence.

1. Rose’s family had planned their trip with great _____________.

2. Rose wrapped a few boxes and packed them in a wooden _____________.

3. The family’s furniture was put into a room for ____________ on the ship.

4. The ship sailed at the ____________ time it was supposed to leave.

5. Rose used a sheet to ____________ her space from the rest of her family.

6. She thought she was the ____________ person on the ship. She had her own quiet space to write in her journal.

7. Rose unpacked at her new home. Some boxes had been squashed. Nothing had been broken or ____________ during the move.

B. Write a sentence using one of the vocabulary words.

8. ____________________________________________________________________
When you make a **prediction**, you tell what will probably happen next. As you continue reading, you can **confirm** your prediction, or find out if you were right.

Each poem tells about characters who spend time in a place of their own. Read the poem. Read the title of the poem to help you predict what will happen. Choose the words that tell what will probably happen next and write the words on the line.

1. **Finally We Can Play**
   Rain has fallen for days and days.
   We’ve been bored in many ways.
   The sun is finally out today.
   We can’t wait _________________________________.
   a. for the sky to turn gray.
   b. to run out and play.

2. **The Tired Queen**
   The queen went to sleep late last night.
   She stayed up almost ’til dawn.
   When she wakes up late this morning,
   You’ll _________________________________.
   a. find her mowing her lawn.
   b. probably see her yawn.
As you read *My Very Own Room*, fill in the Predictions Chart.

<table>
<thead>
<tr>
<th>What I Predict</th>
<th>What Happens</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

How does the information you wrote in this Predictions Chart help you understand plot development in *My Very Own Room*?
As I read, I will pay attention to dialogue.

“What are your plans for today?” Mr. Sanchez asked his son Carlo.

“I’m hiking with my nature club,” Carlo said, “from the state park entrance to Turtle Lake. Jimmy’s father, Mr. Gordon, is going with us.”

“It’s colder than yesterday,” his mother said. “Please take your warmest jacket and your gloves.”

“Hold on,” Carlo’s father said. “I need to get your warm blue jacket from the storage crate in the attic. Then I’ll drop you off.”

A short time later, Carlo met up with Mr. Gordon and the other members of the club, Jimmy, Julie, and Tyrone.

Mr. Gordon packed them in his van and drove them to the state park.

When they arrived he checked his compass. “The old logging trail is somewhere directly west of here,” he said.

Comprehension Check

1. What are Carlo’s plans? **Main Idea and Details**

2. What is the weather like? **Plot Development**
Vincent van Gogh’s Life
Vincent van Gogh was born
Early paintings  Van Gogh’s early paintings were

Vincent van Gogh painted beautiful pictures.

Answer the following questions about this encyclopedia article below.

1. What is the page number ____________________________________________

2. What is the guide word? ____________________________________________

3. What is the heading? ______________________________________________

4. What is the subheading? ____________________________________________

5. What is the caption? _______________________________________________
The inflectional endings -er and -est show comparison. The
ending -er means “more.” The ending -est means “most.”

A. Fill in the blank with the correct form of the adjective that
follows each sentence. Use -er or -est to compare the items.

1. The giraffe was the _____________ of all the giraffes in the zoo.
   tall

2. She had the _____________ neck of all the animals in the zoo.
   long

3. She was even _____________ than her brother.
   big

4. She thought that the leaves at the very tops of the trees were the
   _____________.
   sweet

5. She shared the _____________ of the three spaces in their home
   large
   with two other giraffes.

6. The breezes were _____________ at night than in the day.
   cool

7. When the giraffe grew a little _____________, she got a big surprise.
   old
   She got her own space!

B. Add -er or -est to the word great and use it in a sentence.

8. ___________________________________________________________________
   ___________________________________________________________________
The **plural** of many nouns is formed by adding **-s** to the base word, as in *pears*. Nouns ending in *x, ch, and sh* form the plural by adding **-es**, as in *wishes*.

To form the plural of most nouns that end in a consonant plus *y*, change the *y* to *i* and add **-es**.

**Write the plural form of each word. Then use each plural form in a sentence.**

- **rock**
  1. Plural form ________________

- **branch**
  2. Plural form ________________

- **bush**
  3. Plural form ________________

- **country**
  4. Plural form ________________

- **library**
  5. Plural form ________________

**At Home:** Write these words: *daisy, puppy*. Then have your child write the plural form of each word and use both plurals in the same sentence.
A. Choose a word from the box that has the same meaning as the underlined word or words.

community  crate  interviewed  purchased  thrilled  tour

1. We took a short trip around our neighborhood. ________________
2. We spoke with many people who work and live in our area. ________________
3. We asked questions and got information from different workers. ________________
4. We helped a senior citizen carry a big box to his car. ________________
5. We were extremely pleased to help out. ________________
6. Before leaving, we all bought fresh fruit at the farmers’ market. ________________

B. Fill in the blanks and complete the sentences correctly.

argued  exact  ingredient  tasty

7. We needed to know the ________________ number of people coming to the party so we would have enough seats.
8. The cake was missing one ________________, which is why it didn’t taste that good.
9. The two men ________________ about who caused the traffic accident.
10. The cupcakes were so ________________ that I ate three of them.
A. If the underlined word or words have almost the same meaning as the vocabulary word, write S on the line. If they mean the opposite, write O.

1. **beamed**  John frowned when he finished his test. ______

2. **fabric**  Charlie put up some **cloth** on the bulletin board. ______

3. **sprout**  Seeds **grow** into plants throughout the wetlands. ______

4. **clumps**  Bunches of grass were growing all over the beach. ______

B. Answer each question by using a vocabulary word in a complete sentence.

5. Has your dog ever destroyed your homework? ______________________

6. Did you work to gather information about saving desert animals? ______________________

7. When you divide coins, what do you do? ______________________

8. Have prairie dogs always lived in the southwest, or were they brought there by people? ______________________
Name ____________________________

lonesome wailed traders blossomed sidewalks grumbled

A. Use a word from the box to answer each question. Use each word only once.

1. How might you feel if you moved to a new town where you did not know anyone? _____________

2. What is another word for complained in a low voice?
   ______________

3. What is the safest place for people to walk?
   ______________

4. What word might describe an idea that grew very quickly?
   ______________

5. Who might be upset if they couldn’t sell their goods?
   ______________

6. What did the coyote do when it lifted its head toward the moon?
   ______________

B. Write a sentence using each of the vocabulary words below.

7. lonesome ____________________________
   ____________________________

8. grumbled ____________________________
   ____________________________
In a story, the events happen in chronological order or **sequence**.

Read the events below, which are out of order. Then write the events in the order that they happened.

a. Many people liked the shirt that Jessica had sewn for her brother.

b. As the business grew, Jessica could not keep up with all the work.

c. Soon Jessica started a children’s clothing business.

d. Jessica and her family moved to California to seek gold.

e. Jessica cut up an old sheet to make a shirt for her brother.

f. When Jessica convinced her brother and two friends to help, her business blossomed.

1. 

2. 

3. 

4. 

5. 

6.
As you read *Boom Town*, fill in the Sequence Chart.

Sequence Chart

Event

Event

Event

Event

Event

Event

How does the information you wrote in this Sequence Chart help you understand chronological order in *Boom Town*?

**At Home:** Have your child use the chart to retell the story.
As I read, I will pay attention to punctuation.

They came by horse and wagon. They came by flatboat down rivers. They came with everything they owned. Most made the trip west with their parents. Some came alone.

From the 1780s to the 1880s, thousands of children moved to the frontier. They started a new life at the western edge of settled land in the United States.

Families moved west for many reasons. Some wanted their own land to start a new life. Others wanted to find gold. Still others came for adventure.

In 1862 the Homestead Act made moving to the frontier possible for these families. They paid the government $18 for 160 acres of land. To keep the land, the family had to build a house on it. Then they had to live in it for at least five years.

Comprehension Check

1. Why did families move west? **Main Idea and Details**

2. What was the Homestead Act? **Main Idea and Details**

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td>–</td>
<td>=</td>
</tr>
<tr>
<td>Second Read</td>
<td>–</td>
<td>=</td>
</tr>
</tbody>
</table>
A calendar helps you organize and keep track of important dates.

Use the information below to fill in the calendar. Enter the words in boldface type on the calendar.

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
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<td>30</td>
<td>31</td>
<td></td>
<td></td>
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</tbody>
</table>

2. July 8: Make posters and signs to advertise lemonade stand.
4. July 10, 11, 12, and 13: Sell lemonade at corner of Main and First Streets.
5. July 14: Count money earned and take it to bank.

At Home: Use a monthly calendar or make one with your child. Discuss the best ways to use the monthly calendar. Then fill in important dates together.
Sometimes you can figure out the meaning of **compound words** from the meanings of the two smaller words. Other times you need to look up the words in a dictionary to find the meaning.

Underline the compound word in each sentence. Then write its definition. Use a dictionary to help you.

1. Anna and her family traveled by stagecoach to California.
   
   

2. Anna spent her daytime hours sewing clothing.
   
   

3. Anna would use a landmark so she would not get lost while walking to the store.
   
   

4. The blacksmith in town traded some tools for a new shirt.
   
   

5. One day a cowboy rode into town and asked Anna to sew him a new shirt.
   
   

**At Home:** Share a storybook with your child. Afterwards ask your child to point out compound words that were included in the story.
A **compound word** is made by joining two smaller words. You can use the meaning of the smaller words to help figure out the meaning of the compound word.

A. Read each definition. Then complete the chart.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Compound Word</th>
<th>Two Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. case to store books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. material that covers a table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. the part of a day after the morning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. person who raises bees and collects honey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. no shoes or socks on your feet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. a book used for cooking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Write sentences for two of the compound words above.

7. ________________________________________________
   _______________________________________________
   _______________________________________________

8. ________________________________________________
   _______________________________________________
Use the words in the box to complete the puzzle.

sturdy  
yearned  
produce  
gift  
tend  
kindhearted  
schoolhouse

Across
2. building where students get an education
6. generous and thoughtful
7. strong

Down
1. having a strong want to do something
3. to look after; to care for
4. a present
5. to make or create something
Events in a story can often be organized by **cause** and **effect**. One event causes another to happen. Look for clue words such as *because, since, so,* and *as a result.* These words signal cause-and-effect statements.

**A. Read the selection below. Then circle the words that signal cause-and-effect statements.**

Marian Anderson was a famous opera singer during the 1930s. She was supposed to sing in Washington, D.C., at Constitution Hall. Because she was African American, the group in charge would not let her sing. As a result, the president’s wife, Eleanor Roosevelt, resigned from this organization. Mrs. Roosevelt made arrangements so Marian Anderson could perform instead at the Lincoln Memorial. Since the concert was outdoors and free, many more people heard her. Seventy-five thousand people, including politicians, listened. She later sang for presidents and toured the world. So Marian Anderson’s fame grew. Her voice made a difference in the lives of people who heard her. She never became bitter. She just kept making music.

**B. Read the statements below and write the cause and effect in the spaces provided.**

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marian was not allowed to sing at Constitution Hall.</td>
<td>Effect: Marian Anderson performed instead at the Lincoln Memorial</td>
</tr>
</tbody>
</table>

**At Home:** Throughout a day or evening, discuss with your child, instances of cause and effect in daily life. For example, the microwave cooks food quickly so that is why people like to use it.
As you read *Beatrice’s Goat*, fill in the Cause and Effect Chart.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why something happens</td>
<td>What happens</td>
</tr>
</tbody>
</table>

How does the information you wrote in this Cause and Effect Chart help you make inferences and analyze *Beatrice’s Goat*? 

**At Home:** Have your child use the chart to retell the story.
As I read, I will pay attention to the genre of the passage.

One man who came to the United States as a boy helped
to save Yosemite’s natural wonders for you to enjoy. His
name was John Muir.

John Muir was born in a small town in Scotland in
1838. His family moved to the United States when he was
eleven. They moved to what is now Wisconsin and set up a
farm there. They were pioneers.

Muir went to school in a small schoolhouse. He liked
being a schoolboy. The rest of the time he worked on the
farm. He was busy from sunup until sundown. But Muir
yearned for more. He knew he didn’t want to tend the farm
all his life. Muir liked to read and he read often. He also
liked to invent things. He made a special thermometer.
And he made something he called his “early-rising
machine.”

Comprehension Check
1. What interests did John Muir have? Main Idea and Details

2. What does the word pioneer mean? Context Clues

<table>
<thead>
<tr>
<th>Words Read</th>
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<tr>
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</tbody>
</table>
Newspapers include factual articles, columns, and **editorials**. Persuasive editorials are articles that give opinions of the publisher or editor of the paper. Editorials use words such as *should*, *must*, *need*, and *ought* to persuade the reader to do or believe something.

A. Read the article below. Then underline the words or phrases that are meant to persuade you.

**Vegetables to Help the Community**

There are people from our community that are in need. We should not think only about ourselves, but about each member of our community. Planting a school vegetable garden is one way to help the people in need from our community. Together, we should plant a large garden in the empty lot near the elementary school. Everyone ought to help to take care of it. That way the community is working together to help others. When we give the ripe vegetables to the food bank in town, we will be making a difference in the life of a hungry person.

B. Use the article to answer the following questions.

1. Why is the author of the article trying to persuade people to plant vegetables?

2. Why is working together a good way to help?
Word families are groups of words that have the same main word part, or base word. Different parts, such as prefixes, suffixes, or another base word, may be added. For example, the base word *connect* becomes *connecting* when the suffix *–ing* is added. It becomes *disconnect* when the prefix *dis-* is added. When two base words are joined they form a compound word, like *sidewalk*.

A. For each word below, underline the base word. Sometimes this word part is the entire word. Then write another word in the same word family on the line.

1. discovered
2. disbelief
3. arrange
4. bookcase
5. carefree
6. handful

B. Look at the group of words and decide what the base word is. Underline the base word. Then come up with another word that contains the base word.

7. doghouse, birdhouse, townhouse, houseplant

8. sideline, outside, sidetrack, sideburns

At Home: Make cards with a word part written on each. Then scramble the cards and take turns putting two cards together to make words.
The **inflected endings** -s, -es, -ed, or -ing added to the end of a verb shows when action happens, as in: *He calls to his sister; He called his sister yesterday; He is calling his sister right now.* Some words drop the final e before adding -ed or -ing, as in *decided, deciding.* Words with the CVC pattern double the final consonant before adding -ed or -ing, as in *ripped, ripping.*

Add the inflected endings to the words below. Then choose one form of the word and write a sentence using the word.

1. drop ______________________________
   ______________________________

2. wrap ______________________________
   ______________________________

3. stomp ______________________________
   ______________________________

4. clear ______________________________
   ______________________________

5. name ______________________________
   ______________________________

6. stop ______________________________
   ______________________________
A. Fill in the blank in each sentence with the correct word from the box.

declared  artist’s  existed  pride  powered

1. My computer is ________________ by electricity.
2. “We will be landing in five minutes,” ________________ the pilot.
3. The pilot took great ________________ in landing the plane smoothly.
4. It is hard to understand how people traveled long distances before trains ________________.
5. This ________________ drawing of a carousel is very detailed.

B. Write a sentence using each vocabulary word.

6. pride ________________________________

______________________________

7. artist’s ________________________________

______________________________

8. declared ________________________________

______________________________

9. existed ________________________________

______________________________

10. powered ________________________________

______________________________
A fact is something that can be proven to be true.  
Example: The lawn mower was invented in 1831.  
An opinion is the writer’s feelings or beliefs.  
Example: The best summer job is mowing lawns.

Identify three facts and two opinions in the passage.  
Then write each on the lines below.

Skateboarding is fun. It is also one of the fastest and best ways to get from place to place. Skateboarding began in the 1950s. Back then surfers wanted a way to get around when the weather and waves were not good for surfing. Surfers nailed the bases of roller skate wheels to the front and back of wooden boards. They used these boards to skateboard up and down the streets.

In 1959 people could buy skateboards in stores. In 1963 the first skateboard contest was held in a school in Hermosa, California. The first outdoor skateboard park was built in Florida in 1976.

Today skateboarding is still fun. I believe it is also one of the safest sports as long as you wear the right safety equipment.

1. Fact: ________________________________________________________

2. Fact: ________________________________________________________

3. Fact: ________________________________________________________

        ________________________________________________________

4. Opinion: ____________________________________________________

5. Opinion: ____________________________________________________

        ________________________________________________________

At Home: Ask your child to tell you one fact and one opinion about a favorite sport.
As you read *A Carousel of Dreams*, fill in the Fact and Opinion Chart.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
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How does the information you wrote in this Fact and Opinion Chart help you understand relevant details in *A Carousel of Dreams*?
As I read, I will pay attention to my pronunciation of vocabulary words and other difficult words.

Around the time the Pilgrims were landing in the New World, the Russians were building the first roller coaster. They built huge wooden slides. Then they poured water on them. In the cold winter, the water turned to ice. Large sleds would race down these icy slides.

Over one hundred years later, Empress Catherine the Great of Russia asked workmen to build her a special slide. She wanted one that could be used in the summer. In 1784, they built one that could be ridden on by a cart on wheels. Many people think this was the first real roller coaster.

An artist painted Empress Catherine’s slide. People said that the artist’s work was fit for a queen.

The first American roller coaster was built in the mountains of Pennsylvania. It was called the Mauch Chunk Switchback Railway.

Comprehension Check

1. Compare and contrast the first roller coaster in Russia and the roller coaster built for Empress Catherine the Great. Compare and Contrast

2. List one fact and one opinion about Empress Catherine’s slide. Relevant Facts and Details

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Skim means to read over a passage quickly to identify the main ideas. Scan means to search through a passage for key words or ideas.

Skim and scan the passage to help you answer the following questions.

Many people think of a motorcycle as a bicycle with a motor. In some ways they are right. Today’s motorcycles run by gas engines. But that was not always the case.

The motorcycle was invented in 1867 by Sylvester Howard Roper. It was powered by a steam engine. Mr. Roper also invented a steam-engine car.

The first gas-powered motorcycle was invented in 1885 in Germany. Gottlieb Daimler built this motorcycle by attaching an engine to a wooden bicycle.

1. What is the main idea of this passage? ________________________________  
   ________________________________

2. What did you do to figure out the main idea? ________________________________  
   ________________________________

3. Draw a circle around the key words. How did they help you figure out the main idea? ________________________________

4. When was the first motorcycle invented? ________________________________
Possessives are nouns that show ownership. They show who or what another noun belongs to.

Marie’s skates are very sharp.

A. Circle the possessive noun in each group of words. On the line at the right, write correct if the example is correct. If the example is incorrect write the correct possessive noun.

1. many trains windows ________________
2. one childs’ bike ________________
3. a skateboard’s wheels ________________
4. five boats’ steering wheels ________________
5. my only sisters’ shoes ________________
6. a man’s hat ________________
7. several teammate’s uniforms ________________
8. two brothers bicycles ________________

B. Rewrite each phrase using a possessive noun.

Example: wheels of the car car’s wheels

9. ship of the captain _______________________
10. wings of two airplanes _______________________
11. cars of the women _______________________
12. motorcycle of the officer _______________________

At Home: Ask your child to write the possessive form of his or her name along with a favorite toy to show ownership.
The inflected endings -es and -ed can be added to the end of a verb to show when an action happens. If the letter before the y is a consonant, change the y to i and add –es or –ed. Notice how the word worry changes to worries and worried.

| hurry | supply | study | dry | display | copy |

Fill in the blank in each sentence with the correct inflected form of a verb from the box. Think about when you need to change the y to i and add –es or –ed.

1. Club members __________________ to catch the bus for their trip downtown.
2. Ana __________________ hard for the quiz on transportation.
3. Walt __________________ old photographs and uses them as guides when he draws antique cars.
4. Marla’s grandmother __________________ her teacup collection on a shelf in the living room.
5. I have to wait until my shirt __________________ before I can go outside and play again.
6. The conductor __________________ all the passengers with blankets when the heat went off.

At Home: Make a list with your child of verbs that end in y. Then add -ed or -es to each word you list and write the new word.
A. Read the paragraph. Then fill in each blank with the word from the box that makes the most sense.

fled screamed numb escape shuddered image newspaper

Julio read an article in the _________________ about a dog whose name used to be Rover.

**Rover Saves the Day!**

Rover had _________________ from her owner’s living room after she saw a huge ball bouncing toward a playground where children were playing. She made her _________________ through the front door which had been left open. Mr. Greene, her owner, _________________ at Rover to stop the ball before it hit the children. Mr. Greene said he couldn’t move. He felt _________________ when he saw the ball bouncing toward three children who were playing at the playground. Rover dashed over and hit the ball with her nose. Luckily, the ball bounced away from the children. Rover’s owner was shaking. He _________________ when he thought about how the ball might have hurt the children. Rover saved the day and got a new name, too. It was Hero!

Julio smiled when he saw the _________________ of Hero with the three children.

B. Write a sentence or two using as many vocabulary words as possible.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
What you learn in a story can help you **predict** what will happen next. As you read on, **confirm** your prediction, or find out if you were right.

There are four predictions in the box. Choose a prediction for each paragraph. Then write it on the line.

She will go see the movie.  
He will go to the competition.  
She will work on the project.  
He will stay home and find something else to do.

1. Juanita’s hero is her teacher. She wants to make her teacher proud of her. Juanita has a project due tomorrow. Her friend has just invited her to see a movie that Juanita has yearned to see. There is not enough time to finish the project and see the movie.

2. Pedro has been an in-line skater for two years. He has been practicing for a big competition. Heavy rain has been falling all day. The competition has been delayed until the rain stops. Pedro is disappointed.

3. Lily’s heroes are actors. She has just learned that she might get a role in a movie. She wants to watch a lot of movies to learn more about acting. Lily’s friend has invited her to see a new movie in town.

4. Carl wants to learn more about bike racing. He knows that a good way to learn is by watching others race. There’s a big competition in town.

---

**At Home:** The next time your child reads a book, ask him or her to predict an outcome, and then confirm or reevaluate it at the end of the book.
As you read *The Printer*, fill in the Predictions Chart.

### Predictions Chart

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<th>What I Predict</th>
<th>What Happens</th>
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How does the information you wrote in this Predictions Chart help you understand plot development in *The Printer*?
As I read, I will pay attention to punctuation.

Winds scream. Rain pelts down. Buildings shudder. Trees sway back and forth. Branches break and fall to the ground. It’s a hurricane!

You’ve probably seen pictures or images of hurricanes in a newspaper or on TV. What makes a storm a hurricane? A hurricane is a storm with very strong winds and heavy rain. It starts over warm waters in an ocean. The storm might take the shape of a circle or an oval. It can be up to 400 miles (640 km) wide.

How do people prepare for hurricanes? How do “hurricane heroes” do their work? They do their jobs in offices and shelters. They are important before, during, and after a big storm. They help save lives.

How do people find out if a bad storm is coming? Air Force pilots called hurricane hunters fly into the eye of the storm.

Comprehension Check

1. What is a hurricane? Main Idea and Details

2. Who are hurricane hunters? Main Idea and Details

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A **diagram** is a drawing that explains information. Some information is easier to understand by looking at a diagram than by reading about it.

Use the diagram to answer each question below.

1. Where is the frog’s ear located? ____________________________________________

2. How are the upper and lower legs of the frog different? How are they alike? ____________________________________________

3. How do the frog’s webbed feet help it in its habitat? ____________________________
**Figurative language** makes unexpected comparisons between people or things.
Example: Her eyes *screamed* with terror.

Read each sentence. Underline the figurative language. Then write a sentence of your own that includes the underlined words.

1. My hero is an inventor who was as smart as a whip.

2. He was a hurricane of action, rushing from one task to another.

3. He was as busy as a bee as he worked to create his inventions.

4. He must have been as happy as a lark when he invented the light bulb.

5. His eyes were shining diamonds when he created the light bulb.

At Home: Ask your child to use one of the phrases on this page to tell about a favorite hero.
Some words have the **VC/CV** pattern: Vowel, Consonant, Consonant, Vowel. A word with this pattern usually divides into syllables between the two consonants, as in *better*.

Divide a word into syllables by dividing the word between the consonants.

```
  r     a     b     |     b     i     t
  V     C     C     V
  vowel  consonant  consonant  vowel
```

**A. Write the six words from the box that have the VCCV pattern on a line. Draw a line to divide it into syllables. Then write the letters VCCV below the letters that form the pattern.**

- lemon
- fifteen
- baths
- pepper
- tender
- friends
- cotton
- hero
- spinal
- market
- writer
- winter

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________

**B. Write two sentences each using two words from above with the VCCV pattern.**

7. ___________________________________________________________
8. ___________________________________________________________
Fill in the blank with the correct word from the box. Some words will be used more than once.

architects shallow structures contain
retreats shelter hives

1. Animals are like ________________ because they build their own homes.
2. Termites build tall ________________.
3. Some ________________ study animal homes for ideas about solving problems with buildings.
4. Honeybees build ________________ made of waxy honeycombs.
5. The tortoise builds a ________________ hole to keep cool.
6. A polar bear, however, needs a very different type of ________________.
7. Bears may get stung if they poke around in honeybees’ ________________.
8. If you come across a spider’s web, be careful because it may ________________ an insect.
9. A turtle ________________ into its shell when it senses danger.
10. A hermit crab finds ________________ in an empty shell.
Nonfiction articles that have information about a topic often use **description**. In this description, the author uses **relevant facts and details** to identify characteristics or qualities that help you understand the topic. These examples and details also help you remember what you read.

**Read the passage below. Summarize it by writing the main topic, the example, and any supporting details on the lines.**

Trees are important habitats for gray squirrels. The young are raised in holes in the trees while the older squirrels usually nest in piles of leaves near the trees. The trees provide many sources of food for the gray squirrels, such as acorns, hickory nuts, insects, flower buds, bark, and roots. Trees are very important to the gray squirrel.

**Topic:**

**Example:**

**Detail:**

**Detail:**

**Detail:**
As you read *Animal Homes*, fill in the Description Web.

**Topic**

**Main Idea**

**Detail**

**Detail**

How does the information you wrote in this Description Web help you understand relevant facts and details in *Animal Homes*?

---

At Home: Have your child use the chart to retell the story.
As I read, I will pay attention to the genre of the passage.

Many different kinds of animals build their own homes. Their homes are structures that shelter them from the cold and the rain. They are also places where they can retreat from danger. Beavers build lodges, bees build hives, and birds build incredible nests where they hatch their eggs and raise their babies.

Have you ever seen a bird’s nest? Some are made of twigs and are round and shallow. Others are made of grass and are long and deep. Still others are made from mud and look like small cups. There are even birds that use their own saliva, or spit, when they build a nest.

Many birds’ nests contain feathers and hair. This makes the nest a soft place for their babies, or chicks, to sleep. Birds are some of the most amazing architects in the animal world!

Comprehension Check

1. Compare and contrast different birds’ nests? Compare and Contrast

2. What does the word saliva mean? Context Clues

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A simile compares two different things by using the words like or as.

The giraffe's neck is as tall as a house.
The giraffe's neck is like a tall slide.

A rhythmic pattern is a series of stressed and unstressed syllables that create a beat.

Read the poem and answer the questions below.

At the Sea-side

When I was down beside the sea, My holes were empty like a cup.
A wooden spade they gave to me In every hole the sea came up,
To dig the sandy shore. Till it could come no more.

—Robert Louis Stevenson

1. Which lines rhyme? ____________________________________________

2. How many syllables are in each line? ___________________________

3. What is the pattern of stressed and unstressed syllables in each line?

   ______________________________________________________________

4. How do the syllable patterns affect the poem?

   ______________________________________________________________

5. What is the simile in the poem? _________________________________

6. Why are the holes being compared to cups? _______________________

   ______________________________________________________________

At Home: Encourage your child to use similes to describe items at home.
An analogy shows how two pairs of words are alike. Analogies can help you understand the meanings of words based on their relationship to other words. The relationship may show similarities, opposites, parts of a whole, or some other connection.

wing is to bird as paw is to cat

A. Circle the correct word to complete each analogy.

1. bee is to hive as bear is to _____________
   a. den    b. nest    c. mound    d. burrow

2. fast is to rabbit as slow is to _____________
   a. prairie dog    b. snail    c. shallow    d. long

3. shallow is to deep as small is to _____________
   a. tiny    b. hollow    c. big    d. bottom

4. lodge is to pond as nest is to _____________
   a. tall    b. tree    c. water    d. woods

5. insect is to spider as worm is to _____________
   a. bird    b. bear    c. ant    d. fish

B. Complete the analogy.

6. cup is to _____________ as bowl is to _____________

7. sneaker is to foot as _____________ is to wrist.

8. peanuts is to elephant as fish is to _____________
Two-syllable words may have the **V/CV pattern** or the **VC/V pattern**. When the first syllable ends with a vowel, it has the V/CV pattern and is pronounced with the long vowel sound.

- fla / vor
- si / lent

When the first syllable ends with a consonant, it has the VC/V pattern and is pronounced with the short vowel sound.

- nap / kin
- wat / er

Divide each underlined word into syllables. Then write whether the vowel sound of the first syllable is long or short.

1. The **pilot** spotted a buffalo herd from the plane. _______________

2. Would that monkey eat a **lemon**? _______________

3. A turtle is one animal with a **mobile** home. _______________

4. Many animals seem **clever** because they build such good shelters. _______________

5. The nature center has a **model** of a prairie dog’s burrow. _______________

6. The snake was **silent** as it slithered toward the rabbit. _______________

7. Can you name an animal that lives in the **desert**? _______________

8. The bear sleeps **soundly** in its **cozy** den. _______________

**At Home:** Point to objects in your home with names that have two syllables. Then ask your child to tell whether the first syllable has a short or a long vowel sound.
A. Read each word in Column 1. Then find a word in Column 2 that means the opposite. Write the letter of that word on the line.

1. sturdy ___  a. capture  
2. kindhearted ___  b. died  
3. escape ___  c. deep  
4. shallow ___  d. weak  
5. existed ___  e. mean

B. Complete each sentence with a word from the box.

6. You often see _____________ exchanging goods at farmers’ markets.
7. They set up tables on the _____________ where people are always moving.
8. Someone looking for a birthday _____________ may find the perfect thing.
9. Many people _____________ that the paths were too crowded.
10. The farmers firmly _____________ that they would have wider paths next time.
11. I read all about the market in our morning _____________.
A. Draw lines to connect each vocabulary word with its correct meaning.

1. lonesome  
   a. trembled
2. blossomed  
   b. satisfaction in your work
3. yearned  
   c. developed
4. fled  
   d. feeling all alone
5. pride  
   e. cried out
6. shuddered  
   f. ran away
7. wailed  
   g. to create
8. produce  
   h. longed for

B. Read each sentence. Then circle the word that has the same or almost the same meaning as the underlined word or words.

9. That painter’s watercolor of the city scene was interesting.
   a. traders       b. artist’s       c. architects

10. It showed structures that were created by planners and designers of buildings.
    a. architects     b. hives       c. shelter

11. The houses that bees live in were fascinating.
    a. hives       b. buildings     c. schoolhouses

12. I think you know what the homes of bees hold.
    a. shelter     b. contain       c. produce

13. That car is fueled by electricity and is very healthy for the environment.
    a. existed     b. screamed       c. powered

14. I have the picture in my mind of my hero hitting the homerun to win the championship game.
    a. image       b. structures     c. gift
A. Fill in the blank with the word from the box that best completes each sentence.

leaky
owners
equipment
downtown
construction
appliances

1. New _____________ are usually quieter than older washers and dishwashers.

2. The _____________ pipe dripped all over the bathroom floor.

3. My cousins are the new ______________ of the house across the street.

4. It will take a year of ______________ to complete the new buildings.

5. We needed some large ______________ to finish building the house.

6. Many of the stores that were ______________ are moving to shopping malls in the suburbs.

B. Choose four vocabulary words. Then use two of them in each sentence you write below.

7. __________________________________________________________

8. __________________________________________________________
Read the passage. Answer the questions that follow.

Carrie was invited to a costume party, but she did not have a costume. She called her Aunt Harriet. She told Carrie to come right over. Aunt Harriet had dozens of costumes. In fact, she had a huge collection because she saved every costume she had ever worn to a party. She still had costumes that she had worn in high school! Aunt Harriet was sure Carrie would find something to wear. She was right!

1. Put a check next to the theme of the passage.
   ___ Aunt Harriet enjoys hearing from Carrie.
   ___ Never throw anything away; it may be worth a lot of money.
   ___ Being resourceful pays off.

2. Was the theme stated or unstated? _____________

3. What information in the passage helped you decide your answer?
   ____________________________________________
   ____________________________________________

4. Write a short paragraph that has a theme about helping others.
   ____________________________________________
   ____________________________________________
   ____________________________________________

An essential message or theme is the message or overall idea that the author wants to tell readers. The theme is not always stated. Sometimes readers need to identify the theme by reading carefully.
As you read, *A Castle on Viola Street*, fill in the Theme Map.

How does the information you wrote in this Theme Map help you understand the essential message in *A Castle on Viola Street*?
As I read, I will pay attention to inflection and punctuation.

Aunt Claire was the owner of a store called The Junque Shoppe. That was a fancy way of saying that she sold junk. Some of the things in the store were antiques, but others were just old. Aunt Claire did give good presents, though. This time she had a pretty box filled with old beads for Susan. For four-year-old Emma she had a stuffed alligator. The minute Emma saw the alligator she forgot all about saying goodbye to her mom and dad. “Fluffy can sit on my bed,” she announced. “Fluffy isn’t a good name for an alligator,” Susan said. “Don’t upset your sister,” her mom warned. Susan rolled her eyes. She was just trying to be helpful. Mom and dad finally said their goodbyes and left. After dinner, Emma sat down to watch a video about dinosaurs. Susan looked at her beads.

Comprehension Check

1. How does Emma feel about her stuffed alligator? **Plot Development**

2. Why does Susan think the name Fluffy is not a good name for an alligator? **Plot Development**

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Textbooks often have special features to help you understand what you are reading. Each chapter usually begins with an introduction that prepares you for what to look for as you read. Other features, such as headings, boldface type, and picture captions, can help you pick out important words and concepts.

Read the passage below and answer the questions.

Foods Around the World

Some foods have different names in different countries. Think about your favorite foods at home. You may be surprised to learn what they are called in other countries.

Confusing Food Names

A biscuit in England is not the same as a biscuit in America. A biscuit in England is called a cookie in the United States. In England a pie is called flan, french fries are called chips, and potato chips are called crisps.

1. Which words begin the introduction? _________________

2. What is special about the words biscuit and flan?
   a. They are in boldface type.   b. They are italicized.

3. Why do you think the words biscuit and flan appear the way they do?
   ___________________________________________________________________________

4. Why are the words “Foods Around the World” in the largest type on the page?
   ___________________________________________________________________________

5. What words make up the heading? ________________________________
When you see an unfamiliar word while reading, using the words around it can help you figure out its meaning. These words are **paragraph clues** and can be synonyms, antonyms, or examples.

Read each sentence. Use context clues to decide what each underlined word means. Circle the correct answer, then write the correct meaning on the line.

1. It will take the workers a year to **renovate** the oldest buildings.

   In the sentence, *renovate* means ____________________________.
   a. improve by repairing
   b. study plans
   c. tear down

2. The plumber was **frustrated** when he could not fix the leaky faucet.

   In the sentence, *frustrated* means ____________________________.
   a. successful
   b. discouraged
   c. very jolly

3. The owner came to the building site **disguised** as a worker so no one would know he was there.

   In the sentence, *disguised* means ____________________________.
   a. not ready
   b. not forgotten
   c. changed one’s looks to hide

4. The neighbors may **oppose** the construction of a building that is much larger than the others.

   In the sentence, *oppose* means ____________________________.
   a. carry too far
   b. whisper about
   c. be against

5. The owners were **ecstatic** when the real estate agent turned over the keys to their new house.

   In the sentence, *ecstatic* means ____________________________.
   a. delighted
   b. frightened
   c. very shy
In two-syllable words with a final unstressed syllable ending in *el* or *le*, the final vowel sound is usually the sound you hear.

- When two or more consonants come between two vowels, the syllables are usually divided between the consonants, as in *shut/tle*.
- When a single consonant comes between two vowels, the word is usually divided after the consonant as in *show/er*.
- It is divided before the consonant if the vowel sound is long, as in *la/bel*.

Fill in the blank with a word from the box. Then write the word again, showing how it is divided into syllables.

- travel
- pickle
- riddle
- stall
- shovel
- hall
- simple
- little

1. I like to _______________ to different states. _______________

2. My new bedroom is not as _______________ as my old bedroom. _______________

3. Everytime my uncle visits he always tells me a _______________. _______________

4. In the winter I always have to _______________ the snow off the sidewalk. _______________

5. I like to put a _______________ on my sandwich. _______________

6. Luckily, picking out a color to paint my bedroom walls was _______________. _______________
Whenever you read a ______________ between two animals, you know that you are reading a fantasy. My friend wrote a story about a peacock that would not stop ______________ about his beautiful tail feathers. The peacock’s bragging was suddenly ______________ by a noisy bluebird. The bird complained that last night’s storm had blown his nest out of the tree. Now he had to find twigs and grasses to ______________ the nest. The peacock ______________ the opportunity to spread his feathers and ______________ back and forth with his head held high. He kept ______________ about how grand he looked. The bluebird just flew away.

Then a squirrel ______________ by and sat in front of the peacock. “Watch me. I bet you can’t do this,” he said, as he juggled five acorns high in the air. The peacock said, “What a show-off you are! Stop your ______________!”
Read the passage and answer the questions below.

Eli Whitney invented the cotton gin in 1793. Before the machine was invented, people had to use their hands to separate the cotton fibers from the seeds. This process took a lot of time and was very expensive. For these reasons, cotton was not yet important in America. Whitney’s new technology now meant that a machine could process large amounts of cotton faster and cheaper than any human. In 1790, the U.S. shipped 25,000 pounds of raw cotton fiber to England where the fibers were turned into cloth. By 1858, the United States was shipping over 1 billion pounds of cotton fiber to English factories.

Back in the United States, the South was turning into a “sea of cotton.” More enslaved people than ever before were needed to work in the cotton fields. In Mississippi and Louisiana, the number of enslaved workers rose from 8,000 in 1785 to 450,000 in 1858. In England, the factories also needed more cheap workers. Children as young as 7 worked at the weaving looms making cloth out of cotton fibers. Sometimes the children fell into the looms. The lives of English factory workers and enslaved Americans were alike in many ways.

1. What judgment did people make about cotton before the cotton gin?

2. What judgment can you make about the cotton gin? Explain whether you think it was a helpful or harmful invention.
As you read *Wilbur’s Boast*, fill in the Judgment Chart.

<table>
<thead>
<tr>
<th>Action</th>
<th>Judgment</th>
</tr>
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</table>

How does the information you wrote in this Judgment Chart help you understand plot development in *Wilbur’s Boast*?

At Home: Have your child use the chart to retell the story.
As I read, I will pay attention to punctuation.

Mike Drake worked as the night custodian at Riverside School. Each night, he went from classroom to classroom, mopping and cleaning. Mike liked to take his late-night snack break when he got to Room 4. While he ate his snack, he taught Artie, the Room 4 parakeet, to talk. He gave Artie a lesson almost every night. “Yoo-hoo, Artie.” Mike seized the cover of the parakeet’s cage and pulled it off. “It is your good buddy, Mike. How is my pretty bird?”

Mike always interrupted Artie’s sleep. Artie was never prepared for this nightly wake-up call. He blinked and looked around. “Artie, are you ready for your vocabulary lesson?” asked Mike. “Okay,” said Artie. He hopped onto his swing and began to sway. “Who is that pretty bird?” said Mike. “What is that pretty bird’s name?” “R-T,” said Artie. The swing squeaked as it went back and forth.

Comprehension Check

1. Why does Mike Drake like to take his snack break in Room 4? **Plot Development**

2. What does the word seized mean? **Context Clues**

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A. The directions for making a dragon puppet are written below, but they are out of order. Next to each step, write a number from 1 to 6 to show the correct order.

**Materials:** colored paper, scissors, crayons or markers, glue, and two straws

___ Cut out the head and tail, and glue one to each end of the body.

___ Finally, glue the straws onto the backs of the tail and body.

___ First, fold a piece of paper in half the long way. Cut along the folded line.

___ Draw a head and a tail on another sheet of paper.

___ Then fold each piece of paper like an accordion.

___ Glue the two folded pieces together to make a long body.

B. Now that you have figured out how to make a dragon puppet, write down the steps you would take to make an animal costume for a costume party.

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

4. ____________________________________________

5. ____________________________________________
Add the prefix re-, pre-, un-, or dis- to the words in the box. Then complete the sentences below with the new words.

re + appear = reappear         pre + cut = precut
un + even = uneven             dis + order = disorder

cycling      heat      obey
cover        happy      trained

1. I need to ______________ the oven before I start baking.

2. It would be good for my owner to train me so I do not ______________ him.

3. My owner needs to be ______________ so she can better understand what a puppy like me needs.

4. I know that my kind owner would never be ______________ enough to sell me.

5. I love to go with my owner when he drives to the ______________ center with used cans and bottles.

6. I hope that she will ______________ my dish before she puts it on the floor.

Vocabulary Strategy: Prefixes

The prefixes re-, pre-, un-, and dis- are word parts that can be added to the beginning of base words. The prefix re- means “to do again,” pre-means “before,” and dis- and un- mean “not or opposite.” They form a new word with a new meaning.

At Home: Ask your child to make up sentences using three of the words in the box.
A **prefix** is a word part that can be added to the beginning of base words. It forms a new word with a different meaning.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Base Word</th>
<th>New Word</th>
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</thead>
<tbody>
<tr>
<td>dis-</td>
<td>not or opposite</td>
<td>dis + like</td>
<td>dislike</td>
</tr>
<tr>
<td>pre-</td>
<td>before or ahead of time</td>
<td>pre + school</td>
<td>preschool</td>
</tr>
<tr>
<td>un-</td>
<td>not or opposite</td>
<td>un + lucky</td>
<td>unlucky</td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>re + learn</td>
<td>relearn</td>
</tr>
</tbody>
</table>

Read each sentence and write the correct prefix for the word. Then write the meaning of the word.

1. When you ______ scramble the letters, ipxref, you get the word prefix.

   ____________________________________________________________

2. I had to ______ organize my notes on pigs.

   ____________________________________________________________

3. Have you ever gone to a ______ view of a children’s film about animals?

   ____________________________________________________________

4. It is important to train dogs that ______ obey commands.

   ____________________________________________________________

5. Learning about an animal’s behavior before touching it is a good ______ caution to take.

   ____________________________________________________________

6. Finding a wild tiger is ______ common in the United States.

   ____________________________________________________________

**At Home:** Discuss with your child some common words to which prefixes can be added.
A. Fill in each blank in the paragraph below with the word from the box that makes the most sense.

historical  dispute  automatically  requirements

The results of the local election were in ______________ for weeks. One of the ______________ for winning depended on an accurate count of the votes. Some people thought the current mayor would ______________ win because he was already in office. When all the votes were finally counted, it turned out to be a ______________ event for the town. Maria Nuncio became the first woman to be elected mayor!

B. Write the definition for each of the vocabulary words.

1. historical: ____________________________________________
2. dispute: ____________________________________________
3. automatically: _______________________________________
4. requirements: _______________________________________
Sometimes articles are organized in **chronological** or time order. Look for signal words, such as *first, next, then,* and *last.*

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

During the 1960s, farm workers in California worked long hours for very little pay. Often they had to travel far to get to a farm for work. Sometimes they would get sick from chemicals put on the crops to help them grow.

A man named Ceasar Chavez decided to start a union to help the farm workers. A union is a group of people who act together to improve their working conditions. First, he helped people learn about his union: The National Farm Workers Association. Then he organized a strike to help the grape workers. In 1965, union members went on strike against the grape growers. Chavez and others marched across California to gather support for the workers. In 1968, Chavez even went on a hunger strike.

Chavez convinced stores and companies to boycott, or not to buy, the grapes from these farms. Finally, the grape growers signed contracts or agreements with the union workers.

1. **What did Cesar Chavez do after he formed the National Farm Workers Association?**

2. **What happened before grape workers signed contracts with union workers?**

3. **Describe the working conditions the grape workers had before Chavez helped.**
As you read *An American Hero Flies Again*, fill in the Sequence Chart.

How does the information you wrote in the Sequence Chart help you understand chronological order in *An American Hero Flies Again*?
As I read, I will pay attention to my pronunciation of vocabulary words and other difficult words.

During the time of the American colonies very few people could vote. You had to be a rich white man who owned land.

Back then leaders felt that voting was too important to be left to just anyone. These men elected others who were very much like themselves.

This system continued on even after the United States became a free nation.

In the 1820s some states began changing the rules. Voters did not have to own property anymore—but they still had to be white males.

By the 1840s all white men were automatically allowed to vote. But women couldn’t vote. Neither could African American people.

In 1863 slavery ended. In 1870 the Fifteenth Amendment to the Constitution gave African American men the right to vote. This was an important historical event. But not all Southern states wanted to share power with African Americans. So they set up ways to keep them from voting.

**Comprehension Check**

1. **Who can vote now?** **Main Idea and Details**

2. **What historical event allowed African American men the right to vote?** **Main Idea and Details**

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A **functional document** gives people information or helps them know how to do something.

- Forms, menus, advertisements, pamphlets, and brochures give information and help us do things.
- Flyers, posters, and schedules are handed out or put in public places to announce the times, places, and dates that an event will take place.

Imagine that your class is having a bake sale to raise money for the field trip to the museum in the city. Informing a lot of people is a good way to raise money.

**Answer the questions below about the bake sale.**

1. What do you think is the best way to advertise the bake sale? Why?

   ____________________________________________________________

   ____________________________________________________________

2. Where would you ask if you wanted to hang posters?

   ____________________________________________________________

   ____________________________________________________________

3. What information would you include on your functional document?

   ____________________________________________________________

   ____________________________________________________________

4. What kinds of events have you seen advertised on functional documents?

   ____________________________________________________________

   ____________________________________________________________

**At Home:** Together, look at advertisements that come in the mail. Discuss how to determine whether or not they are accurate.
Many words we use in English today are formed from root words from other languages, such as Greek. You can often figure out the meaning of a new word if you know what the Greek root word means.

A. Each word below comes from the Greek word *bio*, which means “life; living things.” Complete each sentence using *biography* or *biology*. Then write the meaning of the word on the line below.

1. Jessica’s favorite science subject is ________________.
   Meaning: ______________________________________

2. Someday I would like to write a ________________ of my hero, John Glenn.
   Meaning: ______________________________________

B. Each word below comes from the Greek word *auto*, which means “self.” Complete each sentence using *autograph* or *autobiography*. Then write the meaning of the word on the line below.

3. I can’t wait to read the new ________________ of my favorite singer.
   Meaning: ______________________________________

4. If I ever meet the President, I will ask for his ________________.
   Meaning: ______________________________________
When *er*, *ar*, or *or* come at the end of a final unstressed syllable, it stands for the */әr/* sound, as in *writer*, *cellar*, and *sailor*.

A. Fill in each blank with a word from the box that has the final */әr/* sound.

1. The election was held during the first week of ________________.
2. Each ________________ made sure to cast a vote before the polls closed.
3. There was big turnout to elect a ________________ for the city.
4. My ________________ wrote a letter to the newspaper encouraging everyone to vote.
5. He also suggested that every voter should give a ________________ to the candidates’ favorite charity.
6. The jazz ________________ donated the fee for her performance to the food bank.

B. Use the following */әr/* words in a sentence.

7. sailor: __________________________________________________________
   __________________________________________________________

8. editor: _________________________________________________________
   ___________________________________________________________
A. Use a word from the box to complete each sentence.  
Some words may be used more than once.

Vocabulary

crouch grace official pitiful sleek sleepy strolled

1. My mother told me that we would be an ________________ foster family to a service dog in training.
2. I was so excited that I was not tired or ________________ anymore.
3. Later a trainer ________________ into our house with the dog.
4. The dog's coat was shiny black and ________________.
5. The dog stood tall and walked proudly with a kind of ________________.
6. Our dog, Tuck, whimpered in the corner, looking ________________.
7. I had to ________________ down and pet him.
8. Our new dog was ________________ and dozed off.

B. Write a sentence for each vocabulary word below.

9. official

________________________________________
________________________________________

10. pitiful

________________________________________
________________________________________
Read each passage. Then write the author’s purpose and the reason for your choice.

Balto, a husky, was a brave dog. He led a team of sled dogs through a big snowstorm. The dogs traveled over 600 miles, carrying life-saving medicine to very sick people in Nome, Alaska. A statue honoring Balto stands in Central Park in New York City. Many children enjoy seeing and petting this statue of Balto.

1. Author’s purpose: ________________________________

2. Reason: ______________________________________

I don’t think people should keep wild animals as pets. Some wild animals could hurt their owners and others. Sometimes owners don’t have enough space for a wild animal to live or grow. Often wild animals like snakes and alligators are dumped outside when their owners have problems with them. This causes trouble for everyone. So please, adopt a cat or dog, but not a wild animal!

3. Author’s purpose: ________________________________

4. Reason: ______________________________________
As you read *Mother to Tigers*, fill in the Author’s Purpose Chart.

<table>
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<tr>
<th>Clues</th>
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How does the information you wrote in this Author’s Purpose Chart help you monitor comprehension in *Mother to Tigers*?

**At Home**: Have your child use the chart to retell the story.
As I read, I will pay attention to phrasing and intonation.

Picture some chimpanzees in the African rainforest.

One young chimp rides on its mother’s back. Two chimps romp and play tag. Two others sit and groom one another.

Sitting quietly nearby is a young woman. She waits. She watches. She jots down notes. She wants to learn as much as she can about the chimps’ behavior. Her name is Jane Goodall.

Jane’s interest in animals began when she was a child. She was eager to learn about all kinds of creatures. Once her parents found Jane in bed with earthworms under her pillow!

When Jane grew up, she wanted to go to Africa to see animals in their natural home. She got her chance when a school friend invited her to visit her parents’ farm in Kenya in east Africa. Jane saved money for the trip and left for Africa.

After her visit to the farm, she went to Kenya’s capital, Nairobi.

Comprehension Check

1. How does Jane Goodall learn about chimps’ behavior? **Main Idea and Details**

2. What chimp behaviors has Jane Goodall observed? **Main Idea and Details**

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<td>Second Read</td>
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</table>
Personification is the giving of human characteristics to an animal or thing. Examples:

- a talking tree
- a smiling sun
- a frog that swings on a trapeze
- a cow that sings

Fables are stories that teach a lesson and often have animal characters that talk and act like people.

A moral is the lesson a fable teaches. The reader can apply it to his or her own personal experiences.

Read the fable below. Then answer the questions.

One day an ant was drinking from the river. He fell in and was carried along by the stream. A dove saw the ant and threw a twig into the water. The ant crawled onto the twig and made it safely to the bank of the river. “Thank you,” said the ant. “You saved my life.” Soon after, the ant spotted a hunter who was aiming his rifle toward the dove. The ant crawled onto the hunter’s foot and bit him hard. The hunter dropped his rifle. The dove’s life was saved.

1. How does the author use personification in the fable? __________________________

   ________________________________________________________________

   ________________________________________________________________

2. What is the moral of this story? __________________________

   ________________________________________________________________

   ________________________________________________________________

At Home: Have your child describe a family pet or a neighbor’s pet in a way that personifies it.
The **suffixes** \(-y\) and \(-ly\) are word parts that can be added to the end of words. Adding a suffix creates a new word with its own meaning. The suffix \(y\) means “full of.” The suffix \(-ly\) means “in a certain manner or way; like.”

**Read each question below. Add the suffix \(-ly\) or \(-y\) to the word in the box that best answers the question. Write the new word on the line after the question. Then write a sentence using the word.**

- **friend**
- **happy**
- **quiet**
- **wind**
- **swift**
- **greed**
- **fun**

1. How do you speak in the library? __________

   __________________________________________

2. How does a dog move when it chases a ball? __________

   __________________________________________

3. What do you call someone who makes you laugh? __________

   __________________________________________

4. What is probably true about a dog that wags its tail? __________

   __________________________________________

5. When would a cat’s fur move in the breeze? __________

   __________________________________________
Suffixes are word parts that can be added to the end of words. A suffix forms a new word with a new meaning.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>–ful</td>
<td>full of, tending to</td>
<td>useful</td>
</tr>
<tr>
<td>–less</td>
<td>not having, without</td>
<td>sleepless</td>
</tr>
<tr>
<td>–ly</td>
<td>in a certain manner or way; like</td>
<td>mostly</td>
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</table>

Below each sentence, write the word that includes a suffix. Then write the meaning of the word.

1. Mrs. Linwood is always very cheerful when I bring my puppy over to play.
   
   ______________________
   
   Meaning: ______________________

2. Newborn puppies and kittens are helpless without their mothers.
   
   ______________________
   
   Meaning: ______________________

3. Standing in the sun without sunscreen is harmful to your skin.
   
   ______________________
   
   Meaning: ______________________

4. I would like to visit the animals at the zoo weekly.
   
   ______________________
   
   Meaning: ______________________

5. Meat seems to be a flavorful food for many dogs.
   
   ______________________
   
   Meaning: ______________________

At Home: Have your child write a few sentences that include common words with the suffixes –ful, –ly, and –less.
Read each clue. Then fill in the crossword puzzle with the correct word from the box.

disappear  protect  harming  involved
supply  capture  enclosure

Across
1. causing injury
4. a structure that keeps things closed in
6. to catch or get hold of
7. to go away completely

Down
2. included in an activity or group
3. to keep from harm
5. an amount available for use
A conclusion is what you decide after you have thought about something. You can also use your own experience and relevant details to help you **draw conclusions** in a story.

**Draw your conclusions about the story provided by answering each question.**

At a recent neighborhood meeting, people talked about planting a vegetable garden. There was a vacant lot nearby, but it was filled with garbage. Ivan raised his hand and said, “I have a great idea, but it will take a lot of work.” That was it! The next Saturday, we all got to work.

Ivan took charge. He asked people what they wanted to do. Then he helped them get started. Some people cleared garbage from the vacant lot. Other people loaded garbage bags onto a truck. Everyone worked hard.

We were all tired at the end of the day, but the lot looked great. Now we were ready for the next step.

1. From the information in the passage, what makes you think Ivan is a good leader?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. What do you think will happen next? What leads you to this conclusion?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

**At Home:** Ask your child to draw a conclusion about what will happen when the neighbors plant a garden together.
As you read *Home-Grown Butterflies*, fill in the Conclusion Map.

Clue

Clue

Clue

Conclusion

How does the information you wrote in this Conclusion Map help you understand relevant details in *Home-Grown Butterflies*?
As I read, I will pay attention to tempo.

Purple loosestrife has been around a long time. It is a native plant in Europe and Asia. The plant did not become a pest in those places. It didn’t grow out of control as it has here. In fact, some people thought it was a helpful herb. They used it as a medicine. How did it get from there to here?

Purple loosestrife came to North America in the 1800s, but no one is sure how it traveled. Could seeds have been carried across the sea in ships? Many people believe a supply of seeds arrived in the baggage of new immigrants. They planted the seeds in their new gardens. The purple flowers may have reminded them of home.

Purple loosestrife did not grow out of control in Europe and Asia. It did not kill its plant neighbors. Why? The answer is simple. Purple loosestrife had natural enemies in its homeland.

Comprehension Check

1. How was purple loosestrife controlled in Asia and Europe? **Problem and Solution**

2. What might be a good way to control loosestrife in America? **Plot Development**

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Personification and assonance are literary devices that poets use to create pleasing images and sounds. Personification gives human characteristics to animals or things. Assonance is the repetition of the same or similar middle vowel sound in a series of words grouped closely together.

Read the poem. Then answer the questions.

One day a girl went walking
And stepped into a store;
She bought a pound of sausages
And laid them on the floor.

The girl began to whistle
A merry little tune;
Soon the sausages jumped up
And danced around the room.

1. Find the two words that create assonance in the first set of lines. Write the words on the line. _________________________________

2. Find the three words that create assonance in the second set of lines.
   Write the words on the line. _________________________________

3. In the poem, what things talk or act the way a person might?
   _________________________________

4. What do they do or say in the poem? _________________________________

At Home: Together, read a few poems or rhymes with obvious assonance. Have your child find the words that have the same vowel sound.
In a dictionary, you may find different meanings for a word. The correct meaning depends on the way the word is used in the sentence.

**Use the dictionary entry to answer each question.**

**duck (duk) Noun**
1. A water bird that has a broad, flat bill and webbed feet that help it to swim. There are both wild and tame ducks. Tame ducks are often raised for food.

   Verb 1. to lower the head or bend down quickly: *The batter ducked to keep from being hit by the ball.*
   2. to avoid; evade: *I ducked the embarrassing question by bringing up another subject.*

1. We can fool my brother if you duck under the table as soon as you see him.

   *Duck* means ____________________________.

2. We saw only one duck on the partly frozen lake.

   *Duck* means ____________________________
   ____________________________

3. She ducked out of the room through a side door to escape.

   *Duck* means ____________________________

4. Did you duck when all the butterflies flew near you?

   What part of speech is the word *duck*? ____________

**At Home:** Have your child give you two meanings for the words *building* and *spot.*
In a two-syllable word, the **accented syllable** is given more stress than other syllables. The vowel sound in the unaccented syllable is often the /ә/ sound.

**A. Read each word below. Then circle the word that is correctly divided into syllables. Then place an accent mark behind the accented syllable.**

*Example:* rubber  
- a. rub´ber  
- b. ru bber´

1. hammer  
- a. ha mm er  
- b. ham mer

2. defense  
- a. def ense  
- b. de fense

3. protect  
- a. prot ect  
- b. pro tect

4. rescue  
- a. res cue  
- b. re scue

5. locker  
- a. lock er  
- b. lo cker

**B. Read each word. Write it on the line and divide it into syllables. Then mark the accented syllable.**

*Example:* before  
- be/fore´

6. attend  

7. about  

8. people  

9. kettle  

10. because  

11. believe  

12. perform  

13. giant  

14. riddle  

15. winter  

---

At Home: Point to two-syllable objects around your home. Have your child name each object, write the word, then divide it into syllables.
A. Complete the paragraph with words from the box.

appliances  construction  downtown
equipment  historical  rebuild

Our home is in the ____________ district of town. Nearby houses are one hundred years old. The middle of ____________ is a mile away. Mom told me that we need to ____________ part of our house. The ____________ will begin soon. Mom said that the workers will bring tools and large ____________ to do the job. They will put new ____________ in our kitchen, too.

B. The sentences below are false. Rewrite each one to make it true.

1. When you sway, you jump up and down.
   __________________________________________________________

2. If you were to disappear, everyone would see you.
   __________________________________________________________

3. A person who looks pitiful is often happy.
   __________________________________________________________

4. When you capture a lightning bug, you set it free.
   __________________________________________________________
A. Complete each sentence with a word from the box. Write one letter on each short line. After the sentences, write the boxed letters in order to discover another vocabulary word.

boasting protect sleek strolled supply

1. He put on his shiny, ___ ___ ___ coat.
2. Then he ___ ___ ___ ___ ___ slowly toward the pet store.
3. He had to ___ ___ ___ ___ ___ his puppy from the rain.
4. He wanted to buy a large ___ ___ ___ ___ ___ of dog food.
5. He couldn’t stop ___ ___ ___ ___ ___ ___ ___ ___ about his adorable cocker spaniel.
6. What word do the boxed letters spell? ________________

B. Match each vocabulary word with its definition. Write the letter of each definition on the line.

7. interrupted ___ a. an argument about something
8. dispute ___ b. operating by itself
9. automatically ___ c. stopped suddenly, causing a break
10. requirements ___ d. things that are necessary
11. conversation ___ e. to get close to the ground with knees bent
12. crouch ___ f. a structure to keep objects
13. enclosure ___ g. delicate or elegant
14. grace ___ h. two or more people talking to each other