

Grade 3



Treasures

Practice Book



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Name _____

Use the clues to complete the following crossword puzzle.

trudged

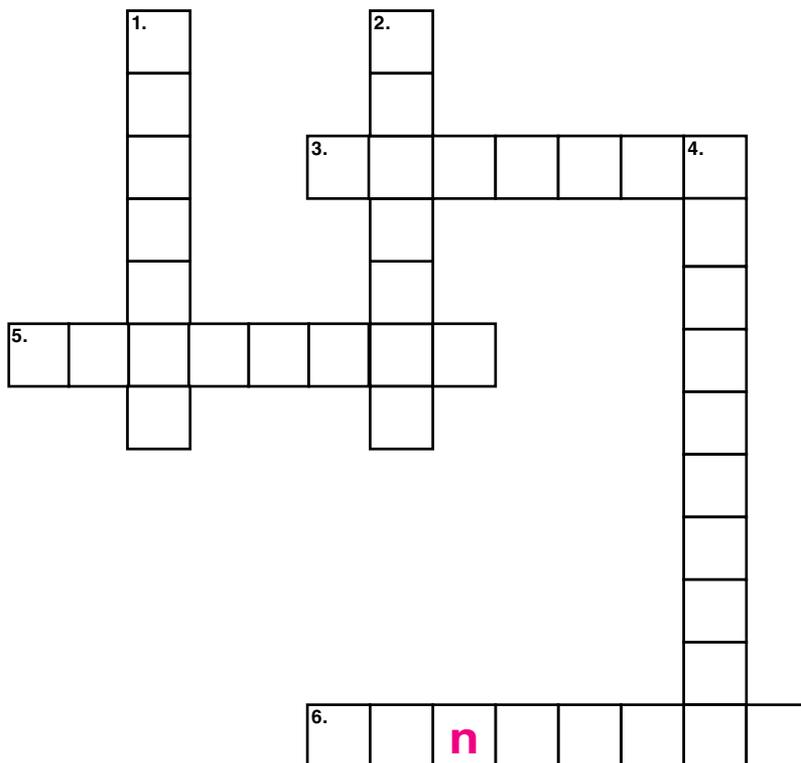
nonsense

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

Name _____

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?



Name _____

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.

Name _____

As I read, I will pay attention to punctuation.

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

35 Jay’s mother filled out lots of forms. Before they left,
 45 the school principal, Ms. Tucker, came out of her office
 55 and shook Jay’s hand. “Welcome to Rosewood,” she said.
 64 “We’ll see you tomorrow.”

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

86 Jay shrugged and then nodded. “I hate being the new kid,”
 97 he admitted. 99

Comprehension Check

1. Why is Jay nervous? **Plot**
2. What do you think will make Jay more comfortable at Rosewood? **Make Predictions**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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?



Use the bar graph to complete each sentence.

- Most of the students said they felt _____.
 - afraid
 - curious
- Four students said they felt _____.
 - happy
 - afraid
- The total number of students that felt either happy or curious was _____.
 - 10
 - 2
- More students felt _____ than _____.
 - afraid, excited
 - excited, happy
- You can use the graph to find out _____.
 - how many more students felt happy than excited
 - why more students felt curious than afraid



Name _____

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.

Smaller Words	Compound Word	Meaning
fire + wood	firewood	wood used for a fire

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.

room ball side book body stairs boat day

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. _____



Name _____

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

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?



Name _____

Read the story. Fill in the blanks with the correct words.crackle
starryannounced
envelopesoared
photograph**The Move**

I couldn't believe it when my father _____ 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 _____ from New York to our new home, the _____ of my little brother's pretzel bag woke me. I looked out at the _____ 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 _____. "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 _____ 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.



Name _____

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

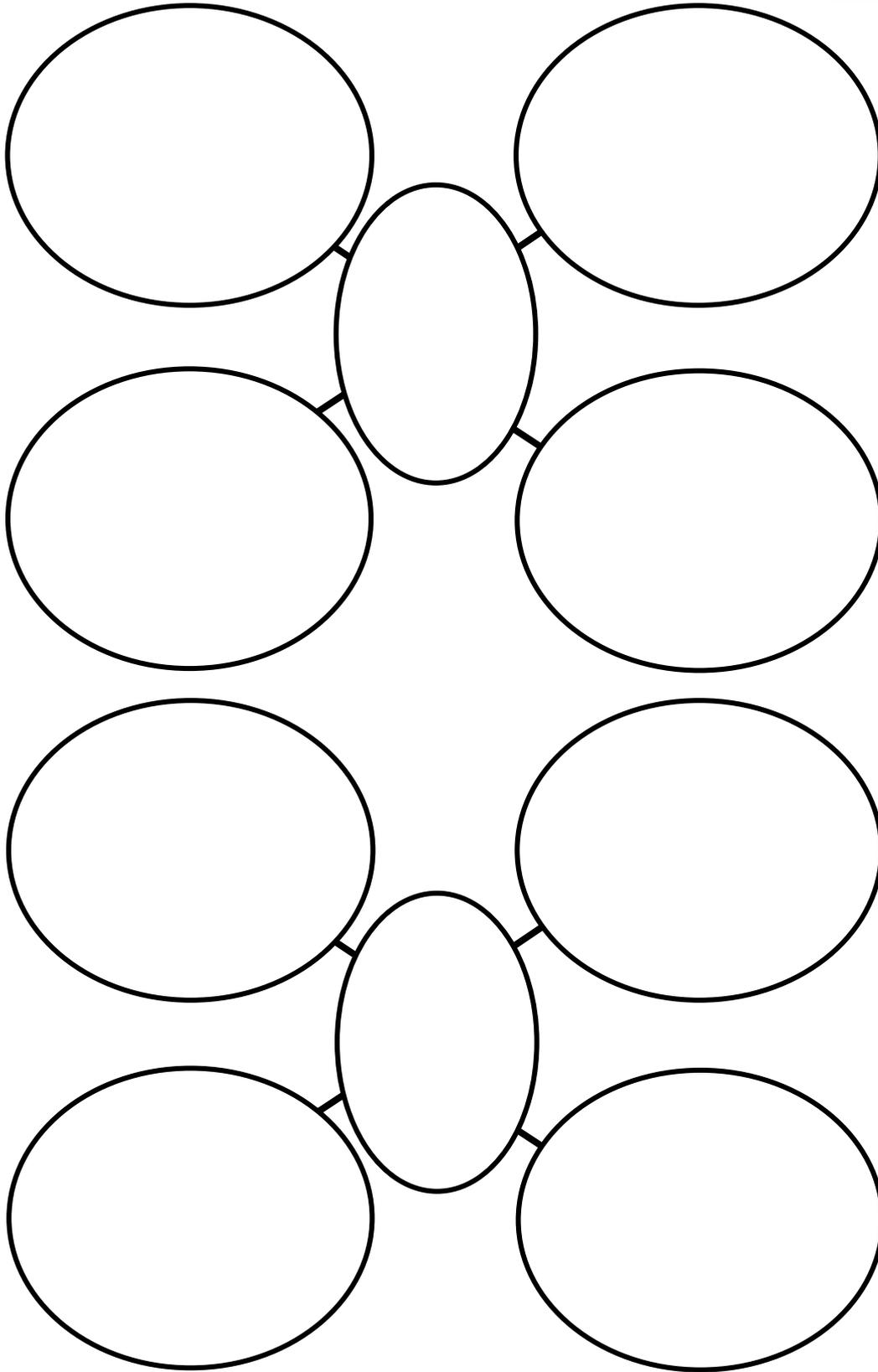
1. What characters did Helen write about? _____
2. What are the important events that help Helen change her mind about Jake? _____

3. Where did Jake show his true personality? _____
4. How has Helen's opinion of Jake changed? _____



Name _____

As you read *Dear Juno*, fill in the Character Web.



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



Name _____

As I read, I will pay attention to dialogue and punctuation.

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

23 Mr. Wilson rolled up the map. He picked up a piece of
 35 chalk. "Please raise your hand if you know what you'd like
 46 to say in the letter."

51 He wrote a greeting at the top of the chalkboard.

61 Dear students of Mr. Addo's class,

67 Danny's hand shot up. "We're very excited to be your
 77 pen pals," he said.

81 Mr. Wilson wrote those words under the greeting.

89 Then Sonya raised her hand. "It's autumn here in Iowa.

99 What is the weather like now in Ghana?" 107

Comprehension Check

1. To which country in Africa is Mr. Wilson's class going to send a letter?

Plot

2. What are some other things Mr. Wilson's class might want to know about or share with Mr. Addo's class? **Make Predictions**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

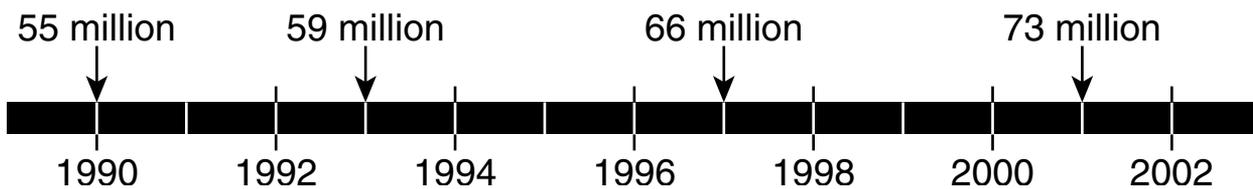


Name _____

A **time line** shows an order of events and the years they happened. To read a time line, read the year, then read the event or information connected to it.

Use the time line to answer the questions below.

Approximate Number of Households with Cable Television



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?



Name _____

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 _____



Name _____

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.

bake

dine

blame

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

bone

plate

bride

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



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.

Name _____

Read the sentences below.

neighborhood

content

addressing

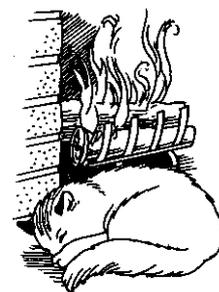
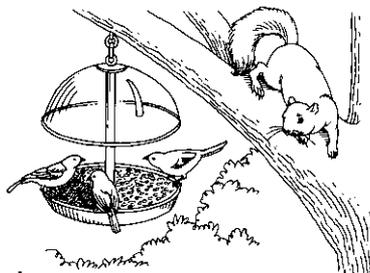
resort

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. _____

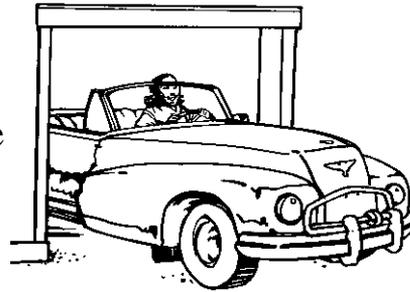
Name _____

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

Read the following article. List four supporting 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.

Supporting Details:

1. _____

2. _____

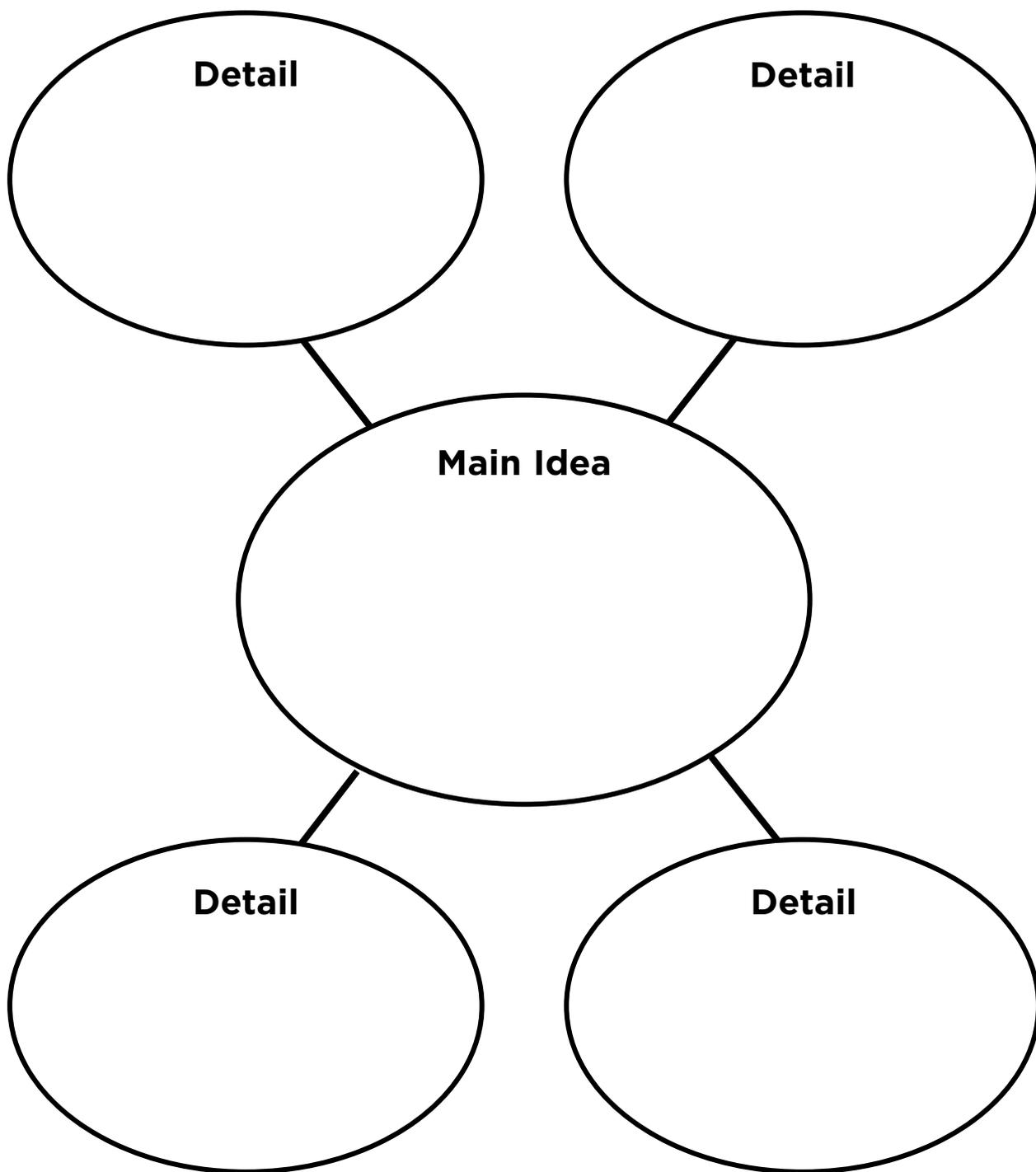
3. _____

4. _____



Name _____

As you read *Whose Habitat Is It?*, fill in the Main Idea Web.



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How does the information you wrote in this Main Idea Web help you summarize *Whose Habitat Is It?*



At Home: Have your child use the chart to retell the story.

Name _____

As I read, I will pay attention to my pronunciation of vocabulary words and other difficult words.

9 Rainforests are home to over half the world's plants
 20 and animals. When the rainforest is lost, the circle of life
 29 breaks down. The climate changes. The plants and animals
 31 die off.
 41 People have come up with many ways to **address** this
 53 problem. One way to save the forests is to learn all about
 54 them.
 64 Another way is to get wood from somewhere else. Now
 76 there are tree farms where wood is grown. If you can get
 89 trees from a farm, then you don't need to cut down a forest.
 100 Cutting a rainforest tree should only be done as a last
resort. 101

Comprehension Check

1. What happens when the rainforest is lost? **Main Idea and Details**
2. What are ways to help save the forests? **Problem and Solution**

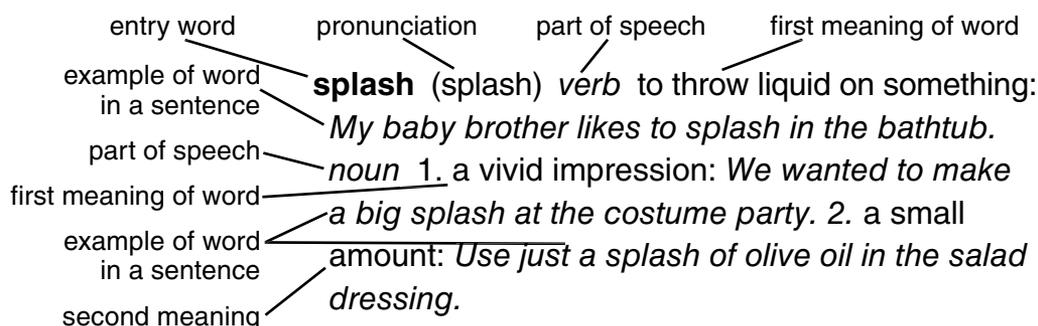
	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

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.



Use this dictionary entry to answer the questions below.

structure (struk'chər) *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.” _____



Name _____

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 _____



Name _____

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 _____



Name _____

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. _____

Name _____

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.

Supporting Details:

1. The wind is fierce.

2. _____

3. _____

Main Idea: I think traveling to _____ would be exciting.

Supporting Details:

4. _____

5. _____

6. _____



Name _____

As you read *Penguin Chick*, fill in the Main Idea Chart.

Main Idea	Details

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How does the information you wrote in this Main Idea Chart help you summarize *Penguin Chick*?



Name _____

As I read, I will pay attention to tempo.

7 A seal pup weighs about 55 pounds (25 kilograms)
 at birth. In just ten days, the pup doubles its weight. At
 19 seven weeks, it doubles its weight again. How does this
 29 happen? Like all mammals, the pup drinks milk from
 38 its mother's body. But seal milk is special. More than
 48 half of it is fat. This helps the baby grow quickly.
 59 After two weeks, the mother gives her pup a
 68 swimming lesson in the cold Arctic waters. The pup
 77 shuffles to the water's edge. The mother pushes her
 86 young one into the water. Soon the pup is swimming. 96

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**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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.

Words

Rhyming Words

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



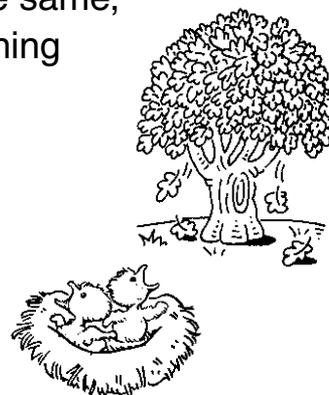
Name _____

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.

tear

palm

clip

fan

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? _____



Name _____

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

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

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



Name _____

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.

Name _____

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**.

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?

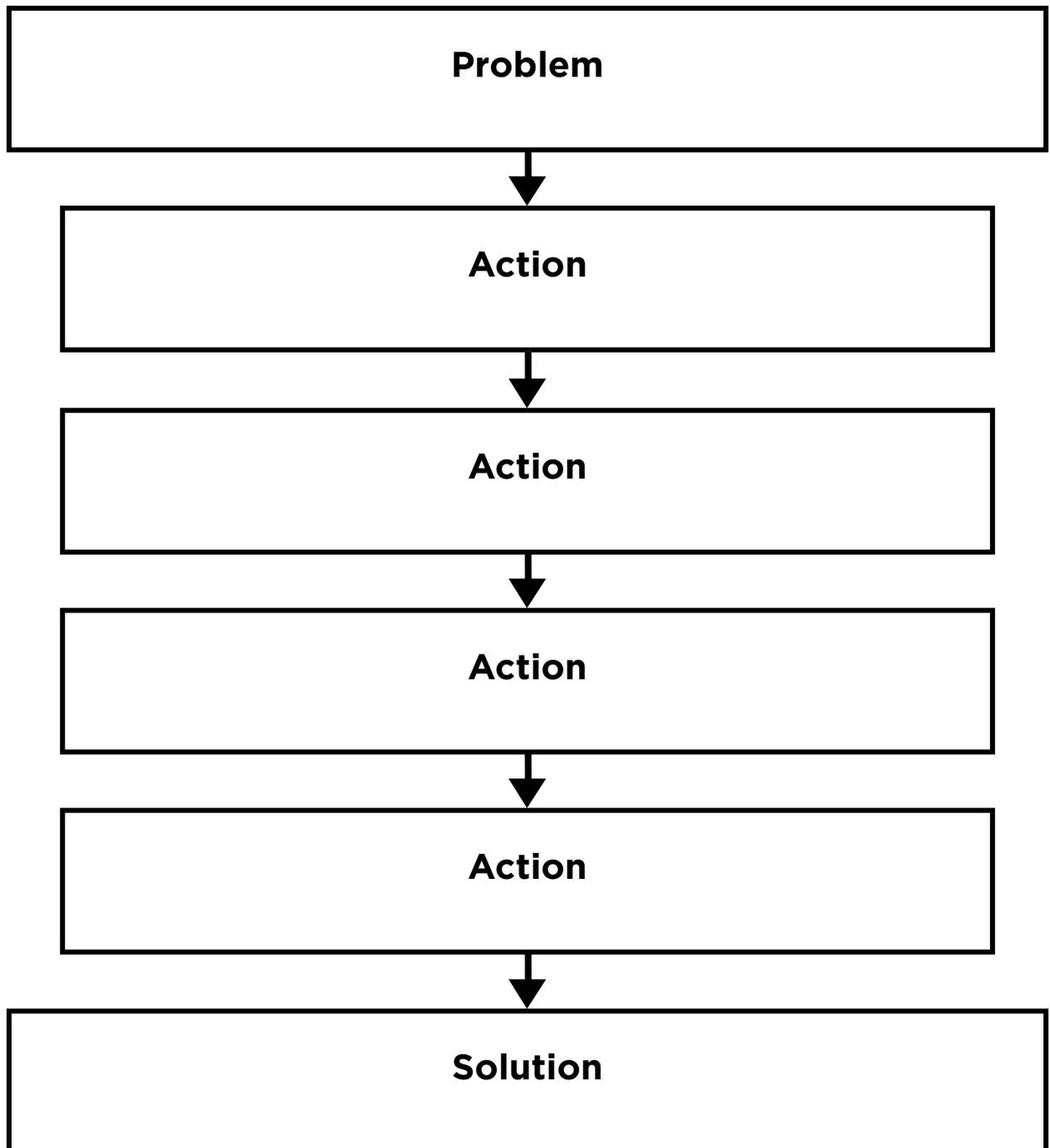
3. Why do you think Joy becomes happy?

4. What kind of person do you think Kim is?



Name _____

As you read *The Perfect Pet*, fill in the Problem and Solution Chart.



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How does the information you wrote in this Problem and Solution Chart help you analyze story structure in *The Perfect Pet*?



At Home: Have your child use the chart to retell the story.

Name _____

As I read, I will pay attention to punctuation.

Charlie called Emma. “I’ve got a problem,” he told her
 10 as soon as she picked up the phone. “How can I show my
 23 mom I can take care of a pet?”
 31 “Hmmm...,” said Emma. “What if you did some
 39 research on pets?”
 42 “Yeah, I could do that,” he said.
 49 “Listen,” Emma said. “Lucy needs a bath. She keeps
 58 scratching her fur, and I’m worried that she has fleas. Let’s
 69 talk about this tomorrow, okay?”
 74 Charlie called Josh. Josh said, “I can’t talk. I’m feeding
 84 Prince. I can’t believe this dog’s appetite! If I don’t get this
 96 food in his bowl, I’m afraid he’s going to cook for himself.” 108

Comprehension Check

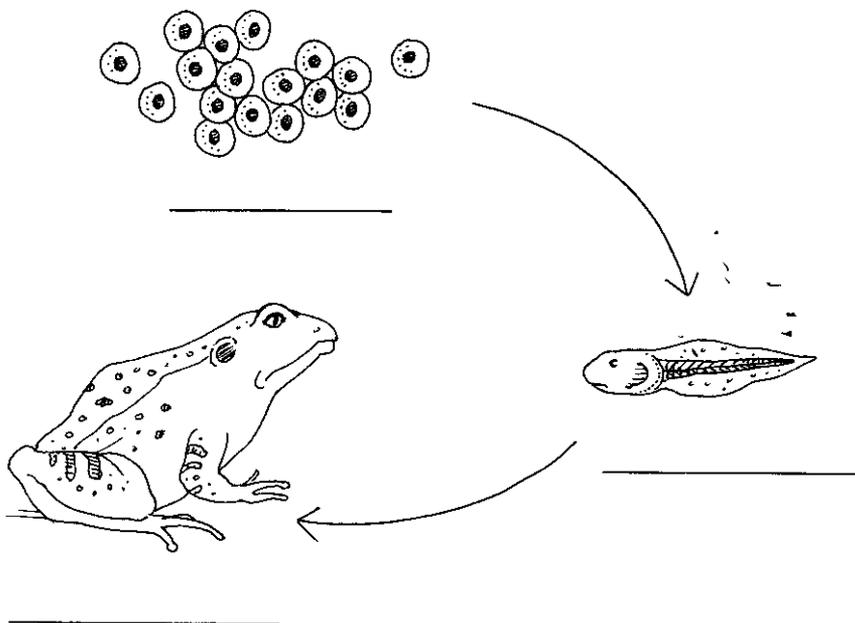
1. What is Charlie’s problem? **Problem and Solution**
2. Why can’t Charlie’s friends talk with him about his problem? **Plot**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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.

tadpole

eggs

frog

Life Cycle of a Frog

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?



Name _____

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.



Name _____

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. _____



Name _____

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.

appetite downstairs neighborhood envelope photograph

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?

Name _____

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.

Name _____

A. Read the sentences. Fill in the blanks with the correct words from the box.

securing decorated weakest darkened symbol gnaws

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. _____

Name _____

Comprehension:
Summarize

To **summarize** a story or selection, write the most important events or information using your own words.

Read each passage below. Then write a summary.

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.

Summary: _____

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!

Summary: _____



Name _____

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 generate questions about *The Strongest One*?



Name _____

As I read, I will pay attention to punctuation.

9 **Narrator:** One evening when John was out in the
 21 woods digging up the roots of an old tree for King George,
 26 his shovel hit something hard.
 35 **John:** What's this? An old trunk with a mysterious
 47 symbol on it! Oh goodness, it's a pile of gold coins—really
 49 buried treasure!
 59 **Narrator:** John danced for joy, but then he realized he
 63 had a big problem.
 74 **John:** If the king finds out about this treasure, he will
 89 keep all of it. If I tell Maria about it, she will tell the whole
 90 world.
 101 **Narrator:** John thought of a plan to fool the king and
 keep the treasure for the villagers. 107

Comprehension Check

1. What is John's problem? **Problem and Solution**
2. Why does John want to keep the treasure a secret? **Plot**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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? _____



Name _____

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 _____



Name _____

Say the following words that have the **long e** sound. Notice there are three different spellings for the long e sound:

*e-me**ee-feet**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 _____



Name _____

A. Write the correct word from the word box on each line.passion
botheringdangerous
admiresplendid
concentrate

ached

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.

Name _____

How do you know if a story and its characters are **fantasy** or **reality**?

- If story events could happen to the characters in real life, the story is **reality**.
- If story events could not happen to the characters in real life, the story is **fantasy**.

Read each sentence. Tell whether the sentence is fantasy or reality. Tell how you know.

1. I watched a wolf skate over the top of a rainbow.

2. Animals ate in their cages at the zoo.

3. The animals ran through the woods.

4. I saw the wolf dress his babies in hats and gloves.



Name _____

As you read *Wolf!*, fill in the Fantasy and Reality Chart.

Fantasy	Reality

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How does the information you wrote in the Fantasy and Reality Chart help you generate questions about *Wolf!*?



At Home: Have your child use the chart to retell the story.

Name _____

As I read, I will pay attention to punctuation and intonation.

8 “You haven’t eaten any lunch, Katie,” my grandmother
 19 said. She was right. The pile of mashed potatoes was a
 28 round ball. My broccoli pieces still looked like perfect
 40 little trees. And I had eaten only a spoonful of bean chili.
 51 The next day, Granny was leaving on a trip to Europe.
 63 She was staying on a sheep farm in Ireland for a month.
 72 Traveling the world was Granny’s passion, but I was
 73 worried.
 83 “With all those sheep, there might be wolves,” I told
 88 her. “It could be dangerous.”
 96 “You’ve been reading too many fairy tales,” Granny
 97 said.
 111 I had read plenty of fairy tales. But I had also read a lot
 of nonfiction. 113

Comprehension Check

1. Why is Katie worried? **Plot**
2. What does Granny think of Katie’s fear about the wolves? **Make Inferences**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

Boldface type, headings, italics, and pronunciation can help you better understand important information in the text.

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?



Name _____

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. _____

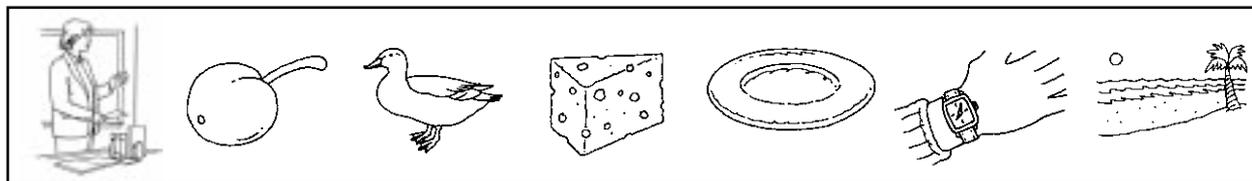
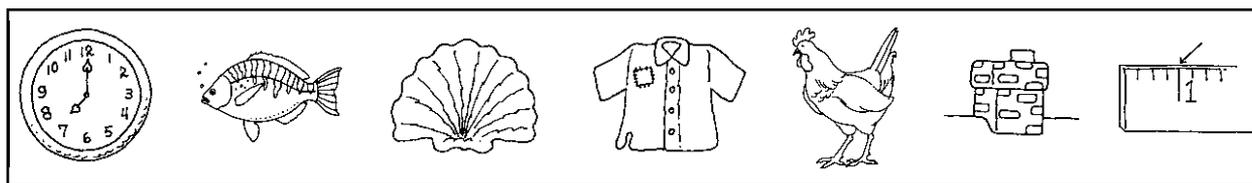


Name _____

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? _____



Name _____

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

Name _____

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.

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.

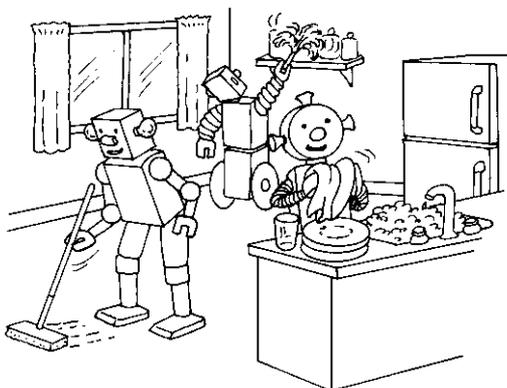
2. Soon voters will elect the first female president of the United States.

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. _____



Name _____

As you read *What's in Store for the Future?*, fill in the Fact and Opinion Chart.

Fact	Opinion

How does the information you wrote in the Fact and Opinion Chart help you summarize *What's in Store for the Future?*



Name _____

As I read, I will pay attention to my pronunciation of vocabulary words and other difficult words.

8 There are many **predictions** about the future of
 17 **computers**. Most people agree that progress will be made
 29 in the way **computers** look and in the way people will use
 them.

30 Some experts think that hand held **computers** will take
 39 the place of books. Others think we'll have **computers** we
 49 can wear. Some may hook on to eyeglasses. This would
 59 help pilots. They will be able to look at the sky and see
 72 their gauges at the same time. **Computers** sewn in jackets
 82 will let people keep track of their heart rate.

91 **Computer** screens that show 3-D images are **predicted**
 99 too. This will make game playing far more exciting. 108

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**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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.

- This part lists all the chapters in a book.
 - index
 - glossary
 - title page
 - table of contents
- A small dictionary in the back of a book is called _____.
 - an index
 - a glossary
 - a table of contents
 - a title page
- Most books are divided into _____.
 - headings
 - subheadings
 - chapters
 - titles
- An index _____.
 - lists all topics found in the book with page numbers
 - lists all names in the book
 - lists all chapter titles in the book
 - lists all page numbers in the book
- The first page in a book is _____.
 - the table of contents
 - the title page
 - the glossary
 - 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.

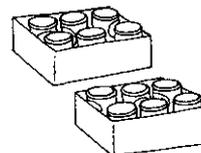
Add -es to nouns that end in *y*. Be sure to change the *y* to *i*.

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.

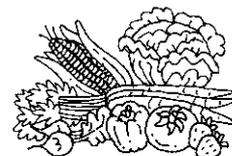
1. The (scientist) found fish bones in the cave.



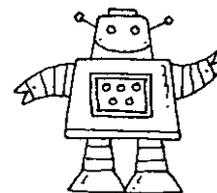
2. We filled all the (box) with cans of foods.



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.



Name _____

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*. _____



Name _____

solar system
dimeasily
temperaturesfarther
telescopemain
probably**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.

Name _____

To **summarize**, tell the most important information about the text in your own words. Summarizing can help you better understand what you have read.

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: _____



Name _____

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

Main Idea	Details

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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*?



At Home: Have your child use the chart to retell the story.

Name _____

As I read, I will pay attention to my pronunciation of vocabulary words.

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

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

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

82 Each year new tools make the job of fixing the space
 93 station a bit easier. A new kind of radio lets up to five
 106 people talk at one time. Heaters help keep fingers warm.
 116 New lights on the space helmets shine on **dim** and dark
 127 work areas. 129

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**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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*



Name _____

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.

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: _____



Name _____

The letters ***str***, ***scr***, ***spr***, or ***thr*** appear at the beginning of some words. Say each of these words: *stream*, *scrap*, *spread*, *throw*.

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: _____



Name _____

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 _____

Name _____

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.

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 _____

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 _____

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 _____



Name _____

As you read *Author: A True Story*, fill in the Author's Purpose Chart.

Clues
↓
Author's Purpose

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How does the information you wrote in the Author's Purpose Chart help you summarize *Author: A True Story*?



Name _____

As I read, I will pay attention to sentence length.

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

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

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

75 The Whites lived in Mount Vernon, a city near New
 85 York City. Mount Vernon was more like a rural town in
 96 those days. A boy could still find many wild animals.
 106 White always had a dog and lots of other pets. 116

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**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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?



Name _____

When you read an unfamiliar word, you can use **context clues**, or the words or sentences around the word, to figure out its meaning.

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 _____



Name _____

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

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



Name _____

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.

Name _____

A. Read each sentence. Think about the meaning of the underlined word. Then circle the letter of the words that best describe its meaning.

- If you concentrate on your tasks, you are more likely to do them well.
 - hide something
 - play a game
 - put your mind to something
- When you read, you should think about the main idea of a paragraph.
 - most important
 - many details
 - all the facts
- You probably have learned a lot about the stars and planets.
 - absolutely
 - most likely
 - perhaps
- You may know that astronomers use a telescope in their work.
 - an instrument to see things far away
 - an instrument to see things close up
 - an instrument that calls other scientists
- They see many kinds of objects in outer space.
 - falling stars
 - spaceships
 - things

B. Complete the paragraph with words from the box.

computers passion excitement useful proper securing

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.

Name _____

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 _____

Name _____

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.

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!”

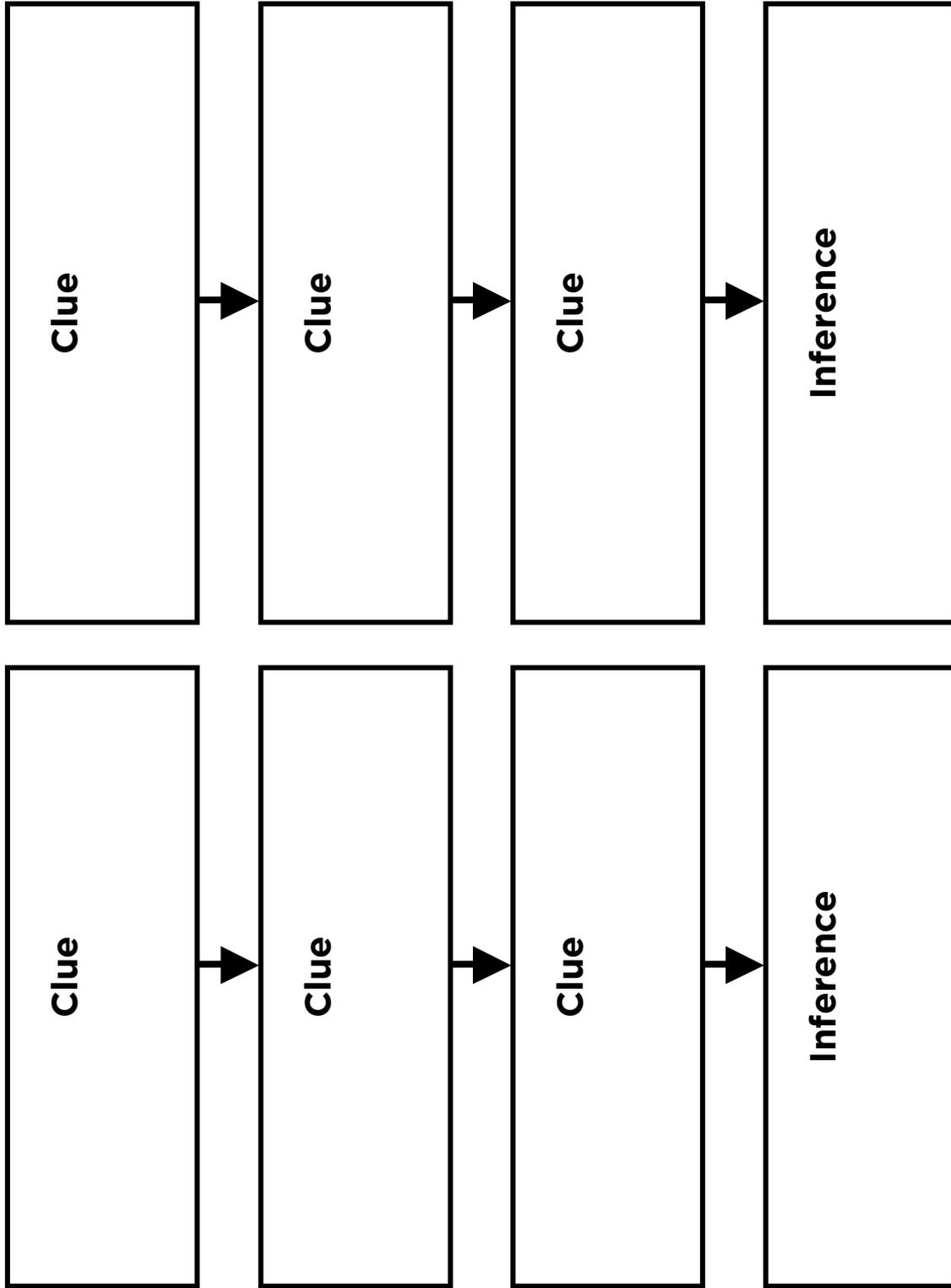
1. How does Annie feel about trying new things? How can you tell?

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



Name _____

As you read *Stone Soup*, fill in the Inference Map.



How does the information you wrote in this Inference Map help you visualize details in *Stone Soup*?



Name _____

As I read, I will pay attention to punctuation.

9 “I’m feeling extremely woozy,” said the fox. He wiggled
 14 around, trying to get comfortable.
 22 “Maybe you ate too much,” said the bird.
 31 The fox bubbled and burped and moaned and groaned.
 40 HICK! The fox spit out a mouthful of seeds.
 49 “Excuse me,” said the fox, “I have the hiccups.”
 58 HICK! The fox spit out another mouthful of seeds.
 69 The bird bucked and rocked with each hick. At last they
 79 reached the mountaintop, and the bird skidded in for a
 80 landing.
 90 The fox climbed down from the bird’s aching back. He
 96 felt dizzy from the bumpy trip.
 104 “Thank -HICK! you!” said the fox, spitting seeds.
 110 “I will -HICK! -see you soon.”
 121 “Are you sure you will be all right?” asked the bird.
 129 “I will be -HICK! -fine,” said the fox. 129

Comprehension Check

1. What happens when the fox hiccups? **Plot**
2. What do you think will happen to the seeds? **Make Predictions**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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

Food	Food Group	Serving Size	Calories
cheddar cheese	dairy		115
hamburger	meat		240
watermelon		1 slice	
		1	200
broccoli	vegetables	1 cooked spear	



Name _____

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: _____



Name _____

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 _____



Name _____

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.
2. Some would have been discouraged by the silliness, but she was not.
3. The silliness was suitable for someone writing a book of riddles.
4. Her editor advised the author about how to write a book of riddles.
5. The author was so tired from her work that she wearily decided to take a break.
6. She decided to depart for a vacation and finish the riddle book later.
7. The author had new ideas to increase the number of riddles.

- | | |
|----------------------------------------------------------|-------|
| a. gave a suggestion or told someone how to do something | _____ |
| b. leave or go away | _____ |
| c. not hopeful | _____ |
| d. right for a certain purpose | _____ |
| e. saw and paid attention to | _____ |
| f. grow in number | _____ |
| g. in a tired way | _____ |

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

8. _____

Name _____

The **plot** is the series of events that take place in a story.

The **setting** is where and when a story takes place.

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!

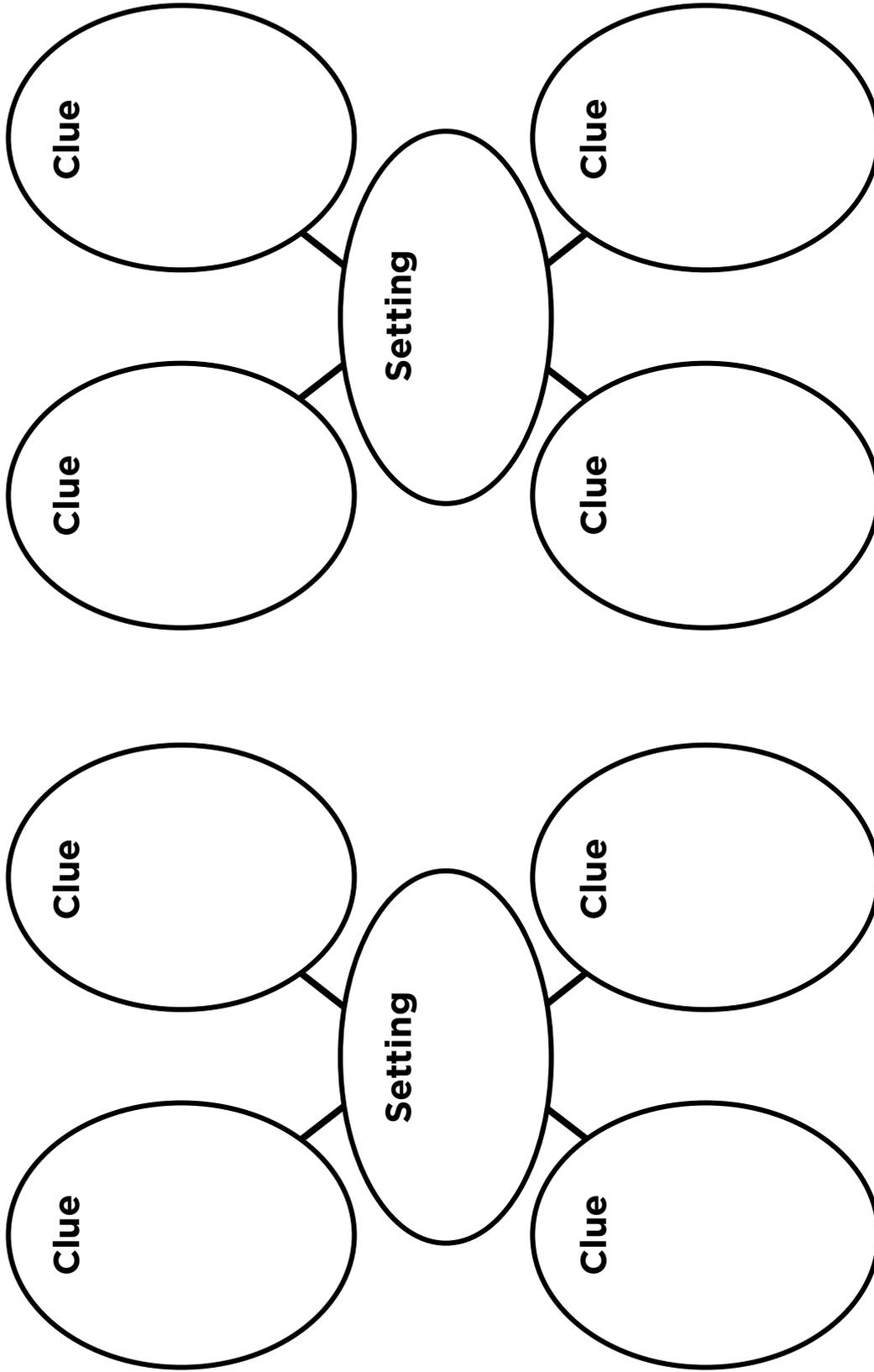
Setting: _____

Plot: _____



Name _____

As you read *One Riddle, One Answer*, fill in the Setting Web.



How does the information you wrote in this Setting Web help you analyze story structure in *One Riddle, One Answer*?



Name _____

As I read, I will pay attention to pauses and intonation.

10 Once, long ago in Mexico, three brothers lived on a
 21 small farm. The soil was rocky. There was not much rain.
 32 Their crops did not grow well. For these reasons, they were
 33 very poor.

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

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

88 "Here comes Mr. Smart Guy," Manuel would tease
 96 Pablo when he returned. Manuel had never gone to school
 106 and he didn't want to go. He didn't understand why Pablo
 117 liked it so much. 121

Comprehension Check

1. Why does Pablo get up before his brothers? **Plot**
2. Why does Manuel tease Pablo? **Plot**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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.



Name _____

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 _____



Name _____

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?



Name _____

preserve

suffered

restore

rainfall

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 _____

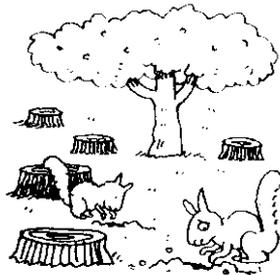
Name _____

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



Cause: _____

Effect: _____



Cause: _____

Effect: _____



Name _____

As you read *Saving the Sand Dunes*, fill in the Cause and Effect Chart.

Cause	Effect

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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*?



At Home: Have your child use the chart to retell the story.

Name _____

As I read, I will pay attention to my pronunciation of vocabulary words and other difficult words.

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

21 When the rat breathes, it gives off some water droplets.

31 This water stays inside the burrow.

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

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

108 In the desert sun, water evaporates quickly. To keep
117 cool many desert animals hunt for food at night. 126

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**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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 _____.



Name _____

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.



Name _____

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.

large	dart	birth	dirty	burn	search	scared
first	learn	guard	fern	early	purse	hurry

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. _____



Name _____

A. Choose a word from the box to complete each sentence below.annual
aislespotential
expensivepolitely
innocentwrapping
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 _____

Name _____

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? _____



Name _____

As you read *The Jones Family Express*, fill in the Inference Chart.

Clues	Inference

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How does the information you wrote in this Inference Chart help you visualize details in *The Jones Family Express*?



Name _____

As I read, I will pay attention to punctuation and dialogue.

9 “How are you two doing?” the conductor asked Marie.
 14 “Fine, thanks,” Marie said **politely**.
 23 Marie then asked her dad, “How’s Rosie?” She was
 33 talking about her tiny black poodle. Her mom was holding
 43 the tiny dog in a baby carrier around her neck.
 53 “She’s just fine,” Mr. Diaz told her. “Rosie is sleeping.”
 62 Her parents wanted to leave Rosie home, but Marie
 73 insisted that her new puppy was too young to leave behind.
 85 She was so small she’d be no trouble at all. Her parents
 87 finally agreed.
 98 Marie spent the last hours of the trip reading. Her new
 109 book was so interesting that it made the hours pass quickly.
 120 Soon she felt the train slow down. Her heart began to
 122 beat fast.

Comprehension Check

1. How did Maria convince her parents to bring Rosie on their trip? **Plot**
2. Why did Maria’s heart begin to beat faster? **Make Inferences**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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? _____



Name _____

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 _____ | 16. be _____ |
| 12. haul _____ | 17. deer _____ |
| 13. tacks _____ | 18. steal _____ |
| 14. flea _____ | 19. affect _____ |
| 15. scene _____ | 20. hoarse _____ |



Name _____

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
mule

hood
cure

cruel
stood

boost
stoop

/ù/ (*oo*) as in **wood** or **cook**

goose
good

shook
smooth

boom
flood

wool
hoof

/ū/ (*CVCe, ue*) as in **Yule** or **fuel**

mute
amuse

excuse
lose

news
fumes

cube
sue



Name _____

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 _____

Name _____

In a story, events take place in a certain **sequence**, or 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.



Name _____

Comprehension:
Sequence

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

Event
↓
Event

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How does the information you wrote in this Inference Chart help you analyze text structure in *What Do Illustrators Do?*



At Home: Have your child use the chart to retell the story.

Name _____

As I read, I will pay attention to tempo and punctuation.

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

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

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

102 It's a good idea to start by copying other drawings
 112 and photographs. You will get better with practice.
 120 Then you can surprise your friends and family by
 129 drawing them. 131

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**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Name _____

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?



Name _____

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: _____



Name _____

Follow the directions for changing letters in each word. Write the new word in the blank column.

	Original Word	Subtract and add	New Word	New Word's Meaning
1.	royal	drop the <i>r</i> , add <i>l</i>		faithful to someone or something
2.	boy	drop the <i>b</i> , add <i>j</i>		a feeling of happiness or excitement
3.	foil	drop the <i>f</i> , add <i>t</i>		hard work or labor
4.	voice	drop the <i>v</i> , add <i>ch</i>		a decision or selection
5.	noise	drop the <i>n</i> , add <i>p</i>		balance or gracefulness
6.	employ	drop the <i>empl</i> , add <i>ann</i>		bother or upset someone
7.	coin	drop the <i>n</i> , add an <i>l</i>		wind in rings or spirals
8.	point	drop the <i>p</i> , add a <i>j</i>		place where two parts meet
9.	soil	add a <i>p</i> after the <i>s</i>		ruin or go bad
10.	toy	drop the <i>t</i> , add <i>all</i>		a mixture of two or more metals
11.	moist	drop the <i>m</i> , add an <i>h</i>		to lift something up in the air
12.	destroy	drop the <i>destr</i> , add <i>ster</i> to the end of the word		ocean mollusk that lives in shells



Name _____

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. _____

Name _____

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?

Name _____

A. Write the vocabulary word that best completes each of the sentences below.recipes
tastymagnificent
masterpiece

ingredient

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. _____

Name _____

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.

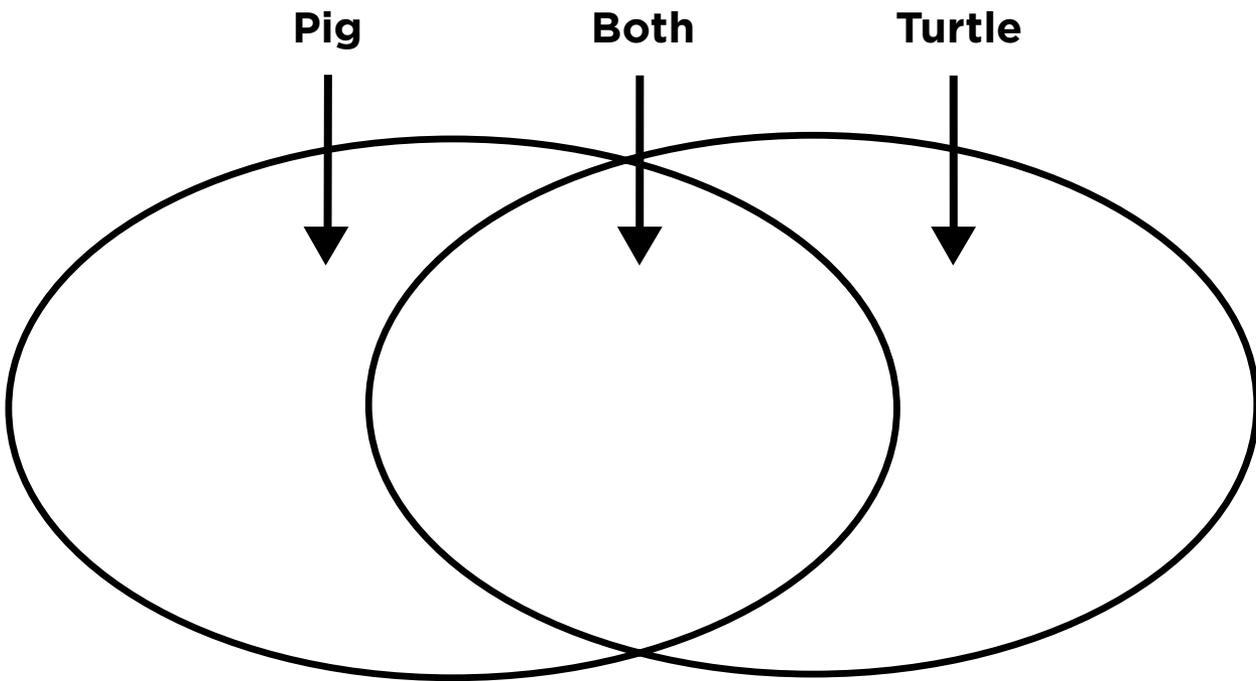
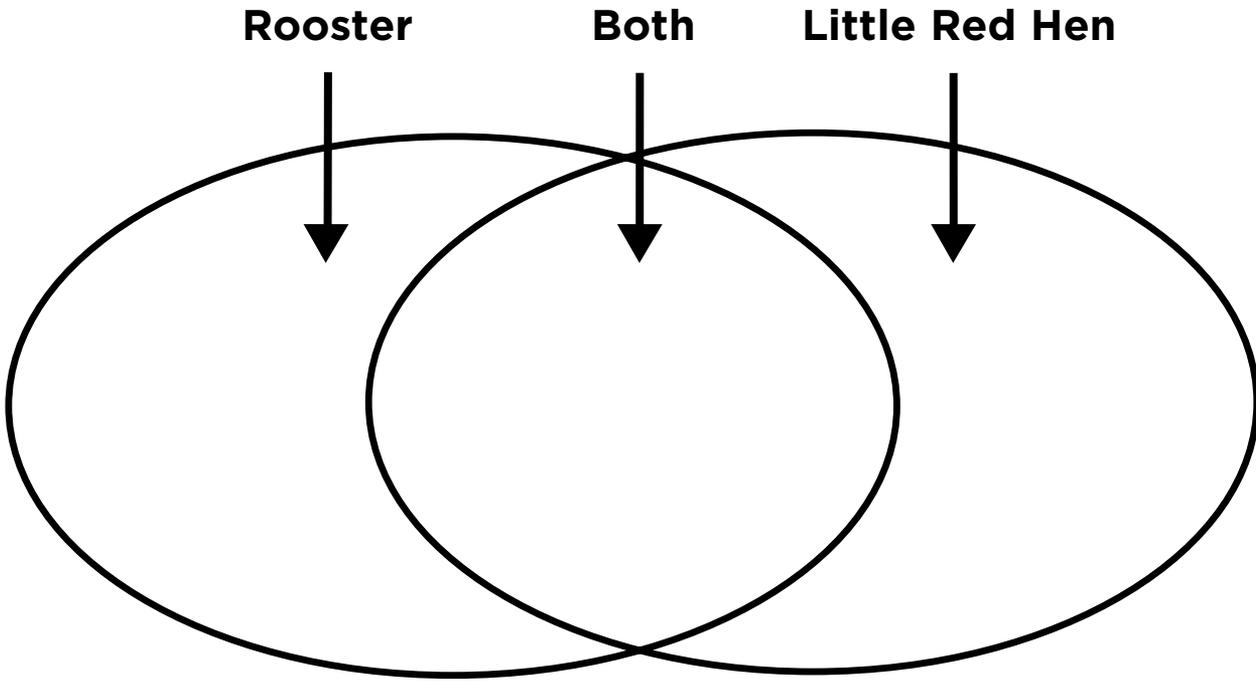
1. Compare the similarities between George and Stu.

2. Contrast what you read about George and Stu.



Name _____

As you read *Cook-a-Doodle-Do!*, fill in the Venn Diagram.



How does the information you wrote in this Venn Diagram help you make inferences and analyze *Cook-a-Doodle-Do!*?



Name _____

As I read, I will pay attention to punctuation.

9 Even kids can be inventors. Frank Epperson was eleven
 20 years old when he proved it! One night he mixed powdered
 34 fruit flavor in a cup of soda water. He stirred it with a stick.
 44 That's how people made fruit drinks in 1905. But after a
 55 sip or two, Frank left his drink on the back porch.
 65 The night grew very cold. By morning, Frank had a
 75 magnificent surprise. His fruit soda had frozen to the stick.
 85 Frank showed it to his friends. At first everyone thought
 95 Frank had lost his marbles. They thought he was crazy.
 104 But after one lick, everyone cheered. Frank's invention was
 115 a masterpiece. A work of art! Frank called it an Epsicle.
 Frank decided to sell the icy treats. 122

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**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

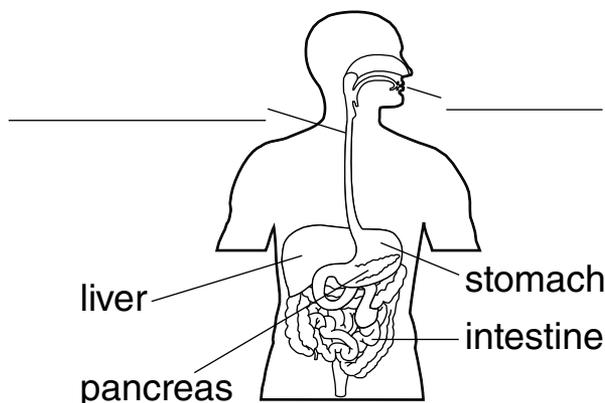


Name _____

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? _____



Name _____

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. _____



Name _____

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 | false | brake |
| 2. cash | snout | sauce |
| 3. talk | salmon | sail |
| 4. frown | fawn | fruit |
| 5. tour | take | taught |
| 6. route | salt | rate |
| 7. launch | land | month |
| 8. year | hare | yawn |
| 9. caught | catch | lost |
| 10. heal | hawk | hope |

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

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



Name _____

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 _____

Name _____

A conclusion is a decision you make after looking at all the information about a specific topic. You can **draw conclusions** about a story by considering the information the author gives you. You can also use what you know from your own experiences.

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: _____

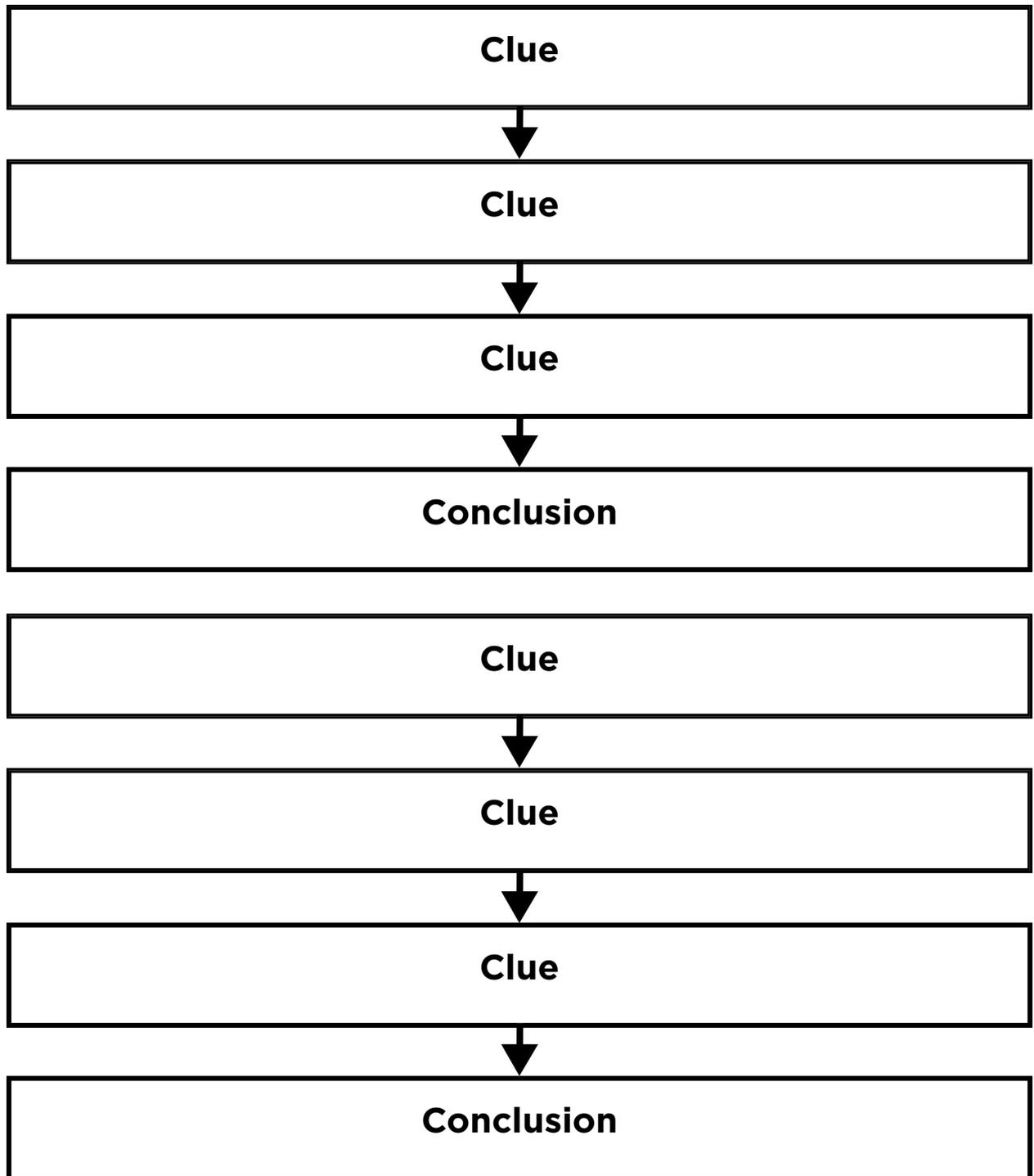
4. Tyler and Grace wash the dishes, sweep the floor, rake leaves, take out the trash, take their baby brother out in his stroller.

Conclusion: _____



Name _____

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



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How does the information you wrote in this Conclusion Map help you make inferences and analyze *Seven Spools of Thread*?



At Home: Have your child use the chart to retell the story.

Name _____

As I read, I will pay attention to punctuation.

11 The old man could give the diamond to only one son.
 22 Which one should it be? He loved them all equally. Finally
 28 he came up with a solution.
 38 The next morning, the old man called his three sons
 40 before him.
 52 “My sons, I have a problem,” he told them. “I love all
 63 three of you, but I can give my most precious possession
 75 to only one of you. Therefore, I will give my diamond to
 82 the son that best meets my challenge.”
 95 “The one of you who proves to be a true hero will get
 101 the diamond,” said the old man.
 110 “That is fair,” said the three sons in unison.
 123 “To decide who is the true hero, I will give you a task,”
 126 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**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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?



Name _____

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.



Name _____

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

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



Name _____

native

research

shouldn't

sprout

clumps

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 _____

Name _____

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? _____

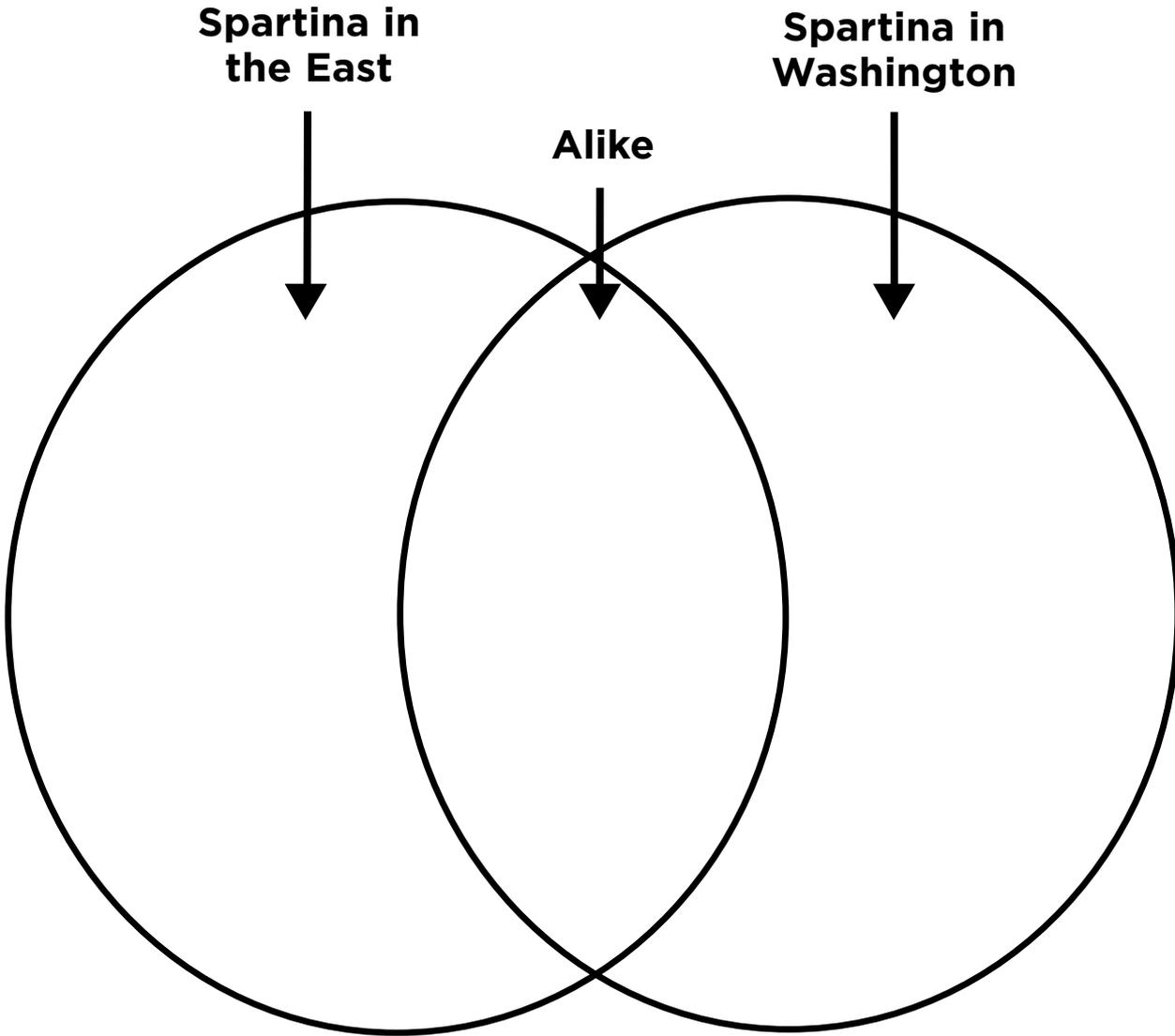
2. How are the beaches alike? _____
3. How are they different? _____

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



Name _____

As you read *Washington Weed Whackers*, fill in the Venn Diagram.



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How does the information you wrote in this Venn Diagram help you monitor comprehension in *Washington Weed Whackers*?



Name _____

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.
 9 Sometimes these explorers wear harnesses and hard hats
 17 and climb walls inside the caves.
 23 Cave explorers may see unusual rock shapes. A stalactite
 32 is a form of rock that hangs from the roof or sides of the
 46 cave. A stalagmite forms on the bottom of the cave.
 56 These big **clumps** of rock **sprout** and build up slowly
 66 over years. They are made of limestone and water.
 75 Other people like to climb rocks. Beginners use ropes
 84 and put their hands and feet in holes drilled for their use.
 96 Experts make their own routes up the rocks. They've
 105 learned to climb without looking down. This, they say,
 114 helps to keep them safe.
 119 Other people enjoy nature by hiking in mountains,
 127 deserts, or the deep, quiet woods. 133

Comprehension Check

1. Compare and contrast stalactites and stalagmites. **Compare and Contrast**
2. What tip do expert rock climbers use? **Main Idea and Details**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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? _____



Name _____

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 _____ | 6. that is _____ |
| 2. they are _____ | 7. did not _____ |
| 3. do not _____ | 8. she is _____ |
| 4. we will _____ | 9. have not _____ |
| 5. we are _____ | 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.



Name _____

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



Name _____

Complete each sentence with the vocabulary word that makes the most sense.

community
slogan

deserve
thrilled

grownups
tour

interviewed
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.

Name _____

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 _____.



Name _____

As you read *Here's My Dollar*, fill in the Author's Purpose Chart.

Clues

↓

Author's Purpose

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How does the information you wrote in this Author's Purpose Chart help you monitor comprehension in *Here's My Dollar*?



At Home: Have your child use the chart to retell the story.

Name _____

As I read, I will pay attention to tempo.

10 All playgrounds should be safe. But some of them are
 17 not. Sometimes playground equipment breaks down. And
 26 a broken piece of equipment can be dangerous. Sometimes
 37 there are holes in the ground where children can trip and
 46 fall. Kids and even grownups don't always recognize these
 46 dangers.

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

85 First Devan got all her facts together. Then she reported
 95 her plan to a group of people in her community who could
 107 help her. She also asked family and friends to help out. She
 119 didn't give up until the playground was safe. Read her
 129 story. 130

Comprehension Check

1. How do playgrounds become unsafe? **Main Idea and Details**
2. What steps did Devan follow to make a playground safer? **Sequence**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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**.

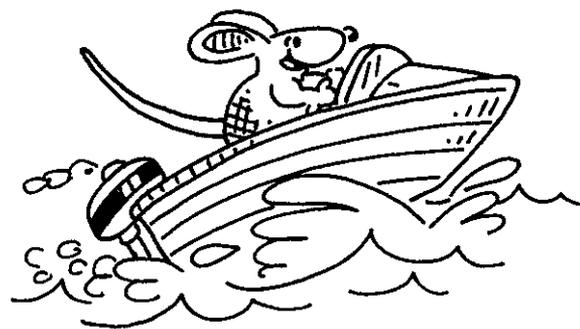
Read the poem. Underline the rhyming words and circle the refrain. Draw a square around words or phrases that show repetition.

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? _____



Name _____

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: _____



Name _____

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?



Name _____

determination
exactruined
separatestorage
luckiest

crate

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. _____

Name _____

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.



Name _____

As you read *My Very Own Room*, fill in the Predictions Chart.

What I Predict	What Happens

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How does the information you wrote in this Predictions Chart help you monitor comprehension in *My Very Own Room*?



Name _____

As I read, I will pay attention to dialogue.

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

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

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

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

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

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

111 When they arrived he checked his compass. “The
119 old logging trail is somewhere directly west of here,”
128 he said. 130

Comprehension Check

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

2. What is the weather like? **Make Inferences**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

An encyclopedia is a set of books filled with articles. The articles are in alphabetical order and give information about many subjects. On the top of each page is a **guide word** that tells the reader what will be on that page. Some articles have **headings** and subheadings in boldface type to summarize information and make it easy to find. Sometimes there are pictures with **captions** which explain the pictures.

210 Painters

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? _____



Name _____

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.

- The giraffe was the _____ of all the giraffes in the zoo.
tall
- She had the _____ neck of all of the animals in the zoo.
long
- She was even _____ than her brother.
big
- She thought that the leaves at the very tops of the trees were the
_____.
sweet
- She shared the _____ of the three spaces in their home
with two other giraffes.
large
- The breezes were _____ at night than in the day.
cool
- 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.

- _____



Name _____

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 _____



Name _____

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.

Name _____

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.

research

ruined

native

separate

- 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 _____

Name _____

In a story, the events happen in a certain **sequence**, or order.

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. _____



Name _____

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

Sequence Chart

Event
↓
Event

Sequence Chart

Event
↓
Event

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How does the information you wrote in this Sequence Chart help you summarize *Boom Town*?

At Home: Have your child use the chart to retell the story.

Name _____

As I read, I will pay attention to punctuation.

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

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

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

82 In 1862 the Homestead Act made moving to the frontier
 91 possible for these families. They paid the government \$18
 99 for 160 acres of land. To keep the land, the family had to
 111 build a house on it. Then they had to live in it for at least
 126 five years. 128

Comprehension Check

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

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

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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.

July

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- July 6 and 7: Buy **ingredients** for lemonade stand.
- July 8: **Make posters** and signs to advertise lemonade stand.
- July 9: **Put up posters** in town.
- July 10, 11, 12, and 13: **Sell** lemonade at corner of Main and First Streets.
- July 14: Count money earned and take it to **bank**.
- July 17: Leave for family **vacation**.



Name _____

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. _____



Name _____

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.

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

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

7. _____

8. _____



Name _____

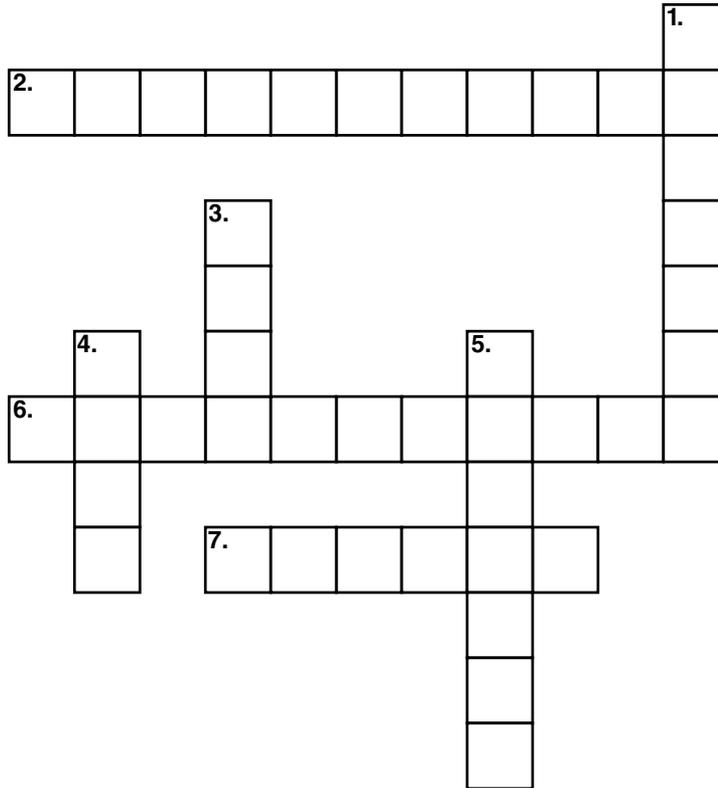
Use the words in the box to complete the puzzle.

sturdy
tend

yearned
kindhearted

produce
schoolhouse

gift



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

Name _____

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.

Cause

Marian was not allowed to sing at Constitution Hall.

Effect

Effect: _____

Cause: _____

Effect: Marian Anderson performed instead at the Lincoln Memorial



Name _____

As you read *Beatrice's Goat*, fill in the Cause and Effect Chart.

Cause Why something happens	→	Effect What happens
	→	
	→	
	→	
	→	
	→	

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



Name _____

As I read, I will pay attention to the genre of the passage.

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

26 John Muir was born in a small town in Scotland in
 37 1838. His family moved to the United States when he was
 47 eleven. They moved to what is now Wisconsin and set up a
 59 farm there. They were pioneers.

64 Muir went to school in a small schoolhouse. He liked
 74 being a schoolboy. The rest of the time he worked on the
 86 farm. He was busy from sunup until sundown. But Muir
 96 yearned for more. He knew he didn't want to tend the farm
 108 all his life. Muir liked to read and he read often. He also
 121 liked to invent things. He made a special thermometer.
 130 And he made something he called his "early-rising
 138 machine." 139

Comprehension Check

1. What interests did John Muir have? **Main Idea and Details**
2. What does the word pioneer mean? **Context Clues**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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? _____



Name _____

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



Name _____

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 _____



Name _____

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 _____

Name _____

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: _____



Name _____

Comprehension:
Fact and Opinion

As you read *A Carousel of Dreams*, fill in the Fact and Opinion Chart.

Fact	Opinion

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How does the information you wrote in this Fact and Opinion Chart help you make inferences and analyze *A Carousel of Dreams*?



At Home: Have your child use the chart to retell the story.

Name _____

As I read, I will pay attention to my pronunciation of vocabulary words and other difficult words.

10 Around the time the Pilgrims were landing in the New
19 World, the Russians were building the first roller coaster.
28 They built huge wooden slides. Then they poured water
40 on them. In the cold winter, the water turned to ice. Large
47 sleds would race down these icy slides.

55 Over one hundred years later, Empress Catherine the
66 Great of Russia asked workmen to build her a special slide.
77 She wanted one that could be used in the summer. In 1784,
90 they built one that could be ridden on by a cart on wheels.
90 Many people think this was the first real roller coaster.

100 An **artist** painted Empress Catherine's slide. People
107 said that the **artist's** work was fit for a queen.

117 The first American roller coaster was built in the
126 mountains of Pennsylvania. It was called the Mauch Chunk
135 Switchback Railway. 137

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. **Fact and Opinion**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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? _____



Name _____

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 _____



Name _____

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.

Name _____

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.

Name _____

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.

She will work on the project.

He will go to the competition.

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.



Name _____

As you read *The Printer*, fill in the Predictions Chart.

Predictions Chart

What I Predict	What Happens

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How does the information you wrote in this Predictions Chart help you make inferences and analyze *The Printer*?



Name _____

As I read, I will pay attention to punctuation.

Winds scream. Rain pelts down. Buildings shudder.

7 Trees sway back and forth. Branches break and fall to the
18 ground. It's a hurricane!

22 You've probably seen pictures or images of hurricanes
30 in a newspaper or on TV. What makes a storm a hurricane?

42 A hurricane is a storm with very strong winds and
52 heavy rain. It starts over warm waters in an ocean. The
63 storm might take the shape of a circle or an oval. It can be
77 up to 400 miles (640 km) wide.

82 How do people prepare for hurricanes? How do
90 "hurricane heroes" do their work? They do their jobs in
100 offices and shelters. They are important before, during, and
109 after a big storm. They help save lives.

117 How do people find out if a bad storm is coming?
128 Air Force pilots called hurricane hunters fly into the
137 eye of the storm. 141

Comprehension Check

1. What is a hurricane? **Main Idea and Details**
2. Who are hurricane hunters? **Main Idea and Details**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

A **map** is a drawing that shows the surface features of an area. Maps have a compass rose that shows directions and a map key that tells what the pictures on the map stand for.

There were many heroes in the Old West. Help one hero find her way to the campground. Then help her follow directions by answering the questions below.

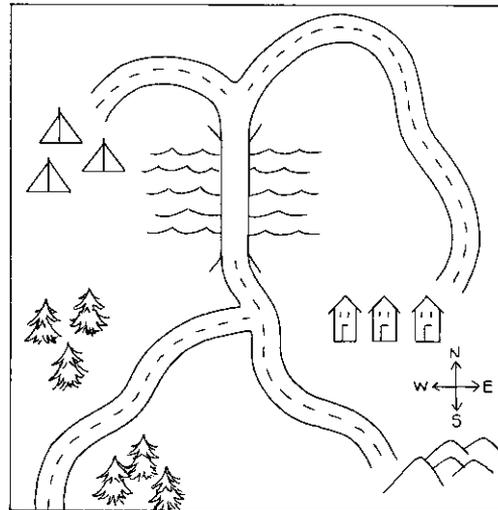
1. The hero begins her trip on the trail from the hills. She is traveling to the campground. In which direction should she travel?

2. Will traveling through the forest be a problem for the hero as she heads for the campground? Why or why not?

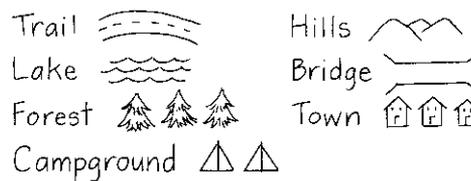
3. Why is the bridge important to the hero as she travels to the campground?

4. Is the campground north or south of the town? _____

Map to Campground



Map Key



Name _____

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.

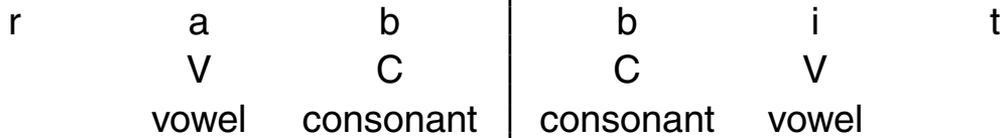
5. His eyes were shining diamonds when he created the light bulb.



Name _____

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 *bet/ter*.

Divide a word into syllables by dividing the word between the consonants.



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. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

B. Write two sentences each using two words from above with the VCCV pattern.

7. _____
8. _____



Name _____

**Fill in the blank with the correct word from the box.
Some words will be used more than once.**

architects
retreats

shallow
shelter

structures
hives

contain

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.

Name _____

Nonfiction articles that have information about a topic often use **description**. In this description, the author uses examples 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: _____

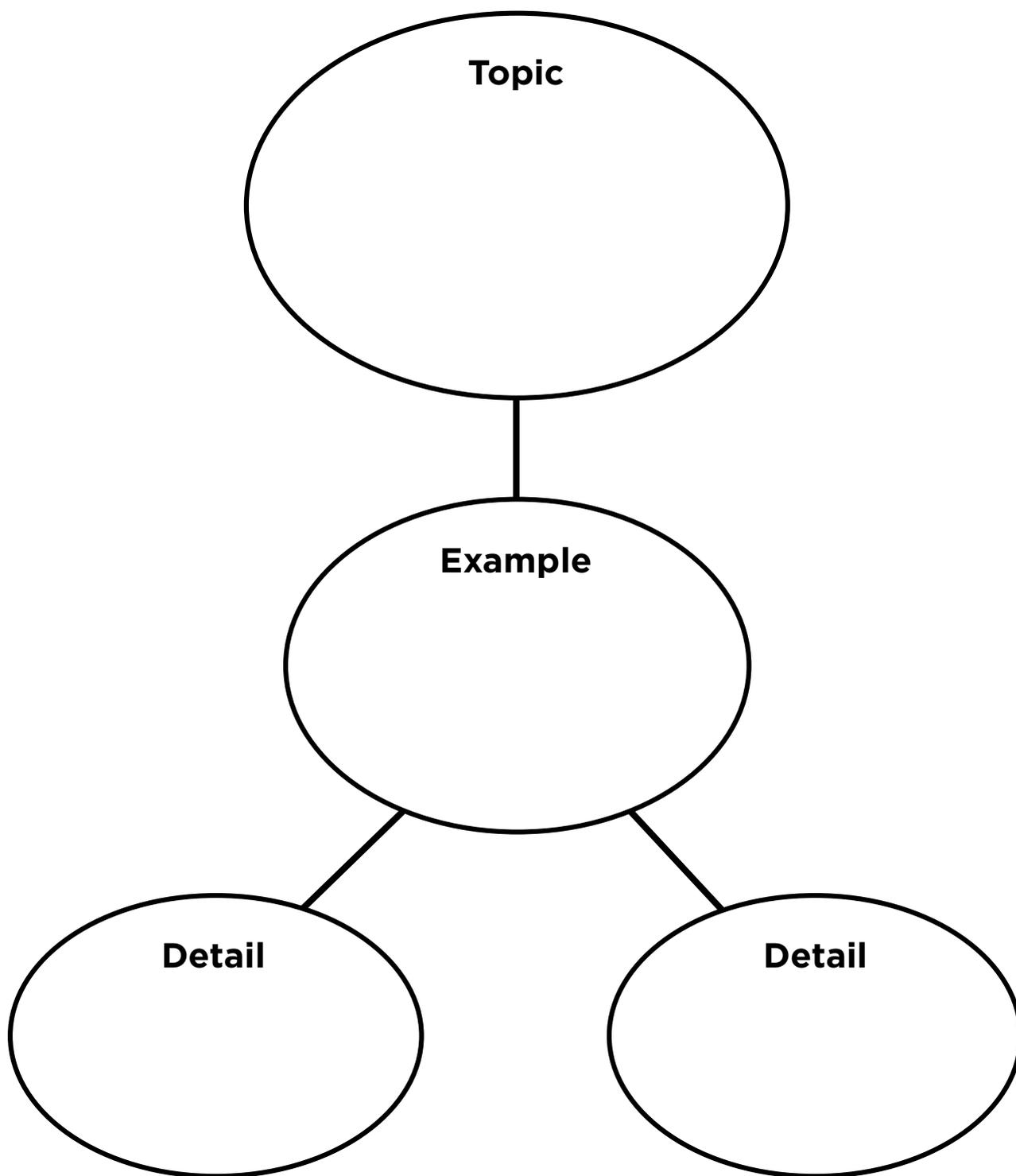
Detail: _____



Name _____

Comprehension:
Description

As you read *Animal Homes*, fill in the Description Web.



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How does the information you wrote in this Description Web help you summarize *Animal Homes*?



At Home: Have your child use the chart to retell the story.

Name _____

As I read, I will pay attention to the genre of the passage.

8 Many different kinds of animals build their own
 16 homes. Their homes are structures that shelter them
 27 from the cold and the rain. They are also places where
 36 they can retreat from danger. Beavers build lodges, bees
 45 build **hives**, and birds build incredible nests where they
 52 hatch their eggs and raise their babies.
 63 Have you ever seen a bird's nest? Some are made of
 73 twigs and are round and shallow. Others are made of
 84 grass and are long and deep. Still others are made from
 95 mud and look like small cups. There are even birds that
 106 use their own saliva, or spit, when they build a nest.
 116 Many birds' nests contain feathers and hair. This makes the
 128 nest a soft place for their babies, or chicks, to sleep. Birds
 138 are some of the most amazing **architects** in the animal
 world! 139

Comprehension Check

1. Compare and contrast different birds' nests? **Compare and Contrast**
2. What does the word saliva mean? **Context Clues**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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

- Which lines rhyme? _____
- How many syllables are in each line? _____

- What is the pattern of stressed and unstressed syllables in each line?

- How do the syllable patterns affect the poem?

- What is the simile in the poem? _____
- Why are the holes being compared to cups? _____



Name _____

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**

desert is to **hot** as **arctic** is to **cold**

A. Circle the correct word to complete each analogy.

- bee** is to **hive** as **bear** is to _____
a. den b. nest c. mound d. burrow
- fast** is to **rabbit** as **slow** is to _____
a. prairie dog b. snail c. shallow d. long
- shallow** is to **deep** as **small** is to _____
a. tiny b. hollow c. big d. bottom
- lodge** is to **pond** as **nest** is to _____
a. tall b. tree c. water d. woods
- insect** is to **spider** as **worm** is to _____
a. bird b. bear c. ant d. fish

B. Complete the analogy.

- cup is to _____ as bowl is to _____
- sneaker is to foot as _____ is to wrist.
- peanuts is to elephant as fish is to _____



Name _____

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. _____



Name _____

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.

gift grumbled newspaper sidewalks declared traders

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 _____.

Name _____

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

Name _____

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. _____

Name _____

A **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.

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.



Name _____

As you read, *A Castle on Viola Street*, fill in the Theme Map.

Clue



Clue



Clue



Theme

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How does the information you wrote in this Theme Map help you analyze story structure in *A Castle on Viola Street*?



Name _____

As I read, I will pay attention to inflection and punctuation.

11 Aunt Claire was the owner of a store called The Junque
 23 Shoppe. That was a fancy way of saying that she sold junk.
 34 Some of the things in the store were antiques, but others
 37 were just old.
 44 Aunt Claire did give good presents, though.
 56 This time she had a pretty box filled with old beads for
 65 Susan. For four-year-old Emma she had a stuffed alligator.
 75 The minute Emma saw the alligator she forgot all about
 87 saying goodbye to her mom and dad. “Fluffy can sit on my
 90 bed,” she announced.
 100 “Fluffy isn’t a good name for an alligator,” Susan said.
 107 “Don’t upset your sister,” her mom warned.
 118 Susan rolled her eyes. She was just trying to be helpful.
 128 Mom and dad finally said their goodbyes and left. After
 138 dinner, Emma sat down to watch a video about dinosaurs.
 Susan looked at her beads. 143

Comprehension Check

1. How does Emma feel about her stuffed alligator? **Make Inferences**
2. Why does Susan think the name Fluffy is not a good name for an alligator? **Draw Conclusions**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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? _____



Name _____

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



Name _____

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
_____. _____



Name _____

Fill each blank with the word from the box that makes the most sense. Some words may be used more than once.

boasting
rebuildconversation
scrambledinterrupted
sway

seized

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 _____!"

Name _____

When you **make judgments**, it means you form an opinion of the actions or decisions of characters in a story. Readers should use details from the story and their own experience to support their judgments.

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. _____



Name _____

As you read *Wilbur's Boast*, fill in the Judgment Chart.

Action	Judgment

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How does the information you wrote in this Judgment Chart help you monitor comprehension in *Wilbur's Boast*?



At Home: Have your child use the chart to retell the story.

Name _____

As I read, I will pay attention to punctuation.

Mike Drake worked as the night custodian at Riverside School.

10 Each night, he went from classroom to classroom, mopping and
20 cleaning. Mike liked to take his late-night snack break when he got
32 to Room 4. While he ate his snack, he taught Artie, the Room 4
44 parakeet, to talk. He gave Artie a lesson almost every night.

55 “Yoo-hoo, Artie.” Mike seized the cover of the parakeet’s cage
65 and pulled it off. “It is your good buddy, Mike. How is my pretty
79 bird?”

80 Mike always interrupted Artie’s sleep. Artie was never prepared
89 for this nightly wake-up call. He blinked and looked around.

99 “Artie, are you ready for your vocabulary lesson?” asked Mike.

109 “Okay,” said Artie. He hopped onto his swing and began to sway.

121 “Who is that pretty bird?” said Mike. “What is that pretty bird’s
133 name?”

134 “R-T,” said Artie. The swing squeaked as it went back and
145 forth. 146

Comprehension Check

1. Why does Mike Drake like to take his snack break in Room 4? **Make Inferences**
2. What does the word seized mean? **Context Clues**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

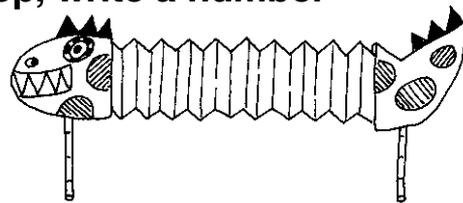


Name _____

Explain that **directions** help you do something by following steps in a process. The steps are usually numbered so that you can easily follow each step from first to last.

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. _____



Name _____

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.

re + *appear* = *reappear**pre* + *cut* = *precut**un* + *even* = *uneven**dis* + *order* = *disorder*

Add the prefix *re-*, *pre-*, *un-*, or *dis-* to the words in the box. Then complete the sentences below with the new words.

_____ 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.



Name _____

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.

Prefix	Meaning	Base Word	New Word
<i>dis-</i>	not or opposite	<i>dis + like</i>	<i>dislike</i>
<i>pre-</i>	before or ahead of time	<i>pre + school</i>	<i>preschool</i>
<i>un-</i>	not or opposite	<i>un + lucky</i>	<i>unlucky</i>
<i>re-</i>	again	<i>re + learn</i>	<i>relearn</i>

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.



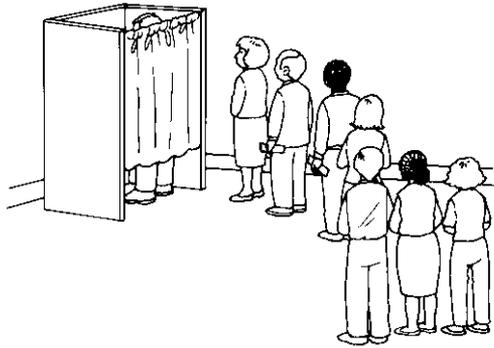
Name _____

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: _____

Name _____

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 the **solution**.

Read the passage below and answer the questions that follow.

During the early 1960s, farm workers in California worked long hours for very little pay. Often they had to travel far to get to farms where crops were ready for harvest. No one seemed interested in helping them. Then César Chávez decided to start a union to help them. In 1965 members of the union went on strike against the grape growers. The growers just hired other workers to take their place. César Chávez convinced the new workers to go on strike, too. Chávez wanted more people to know about how the farm workers were being treated. He and others marched across California to gather support for the workers. Later Chávez went on a hunger strike to make the growers pay the workers better wages. He didn't eat for 25 days. The growers finally signed contracts with the union workers.

1. What problem did the farm workers have?

2. How did César Chávez first try to solve the problem?

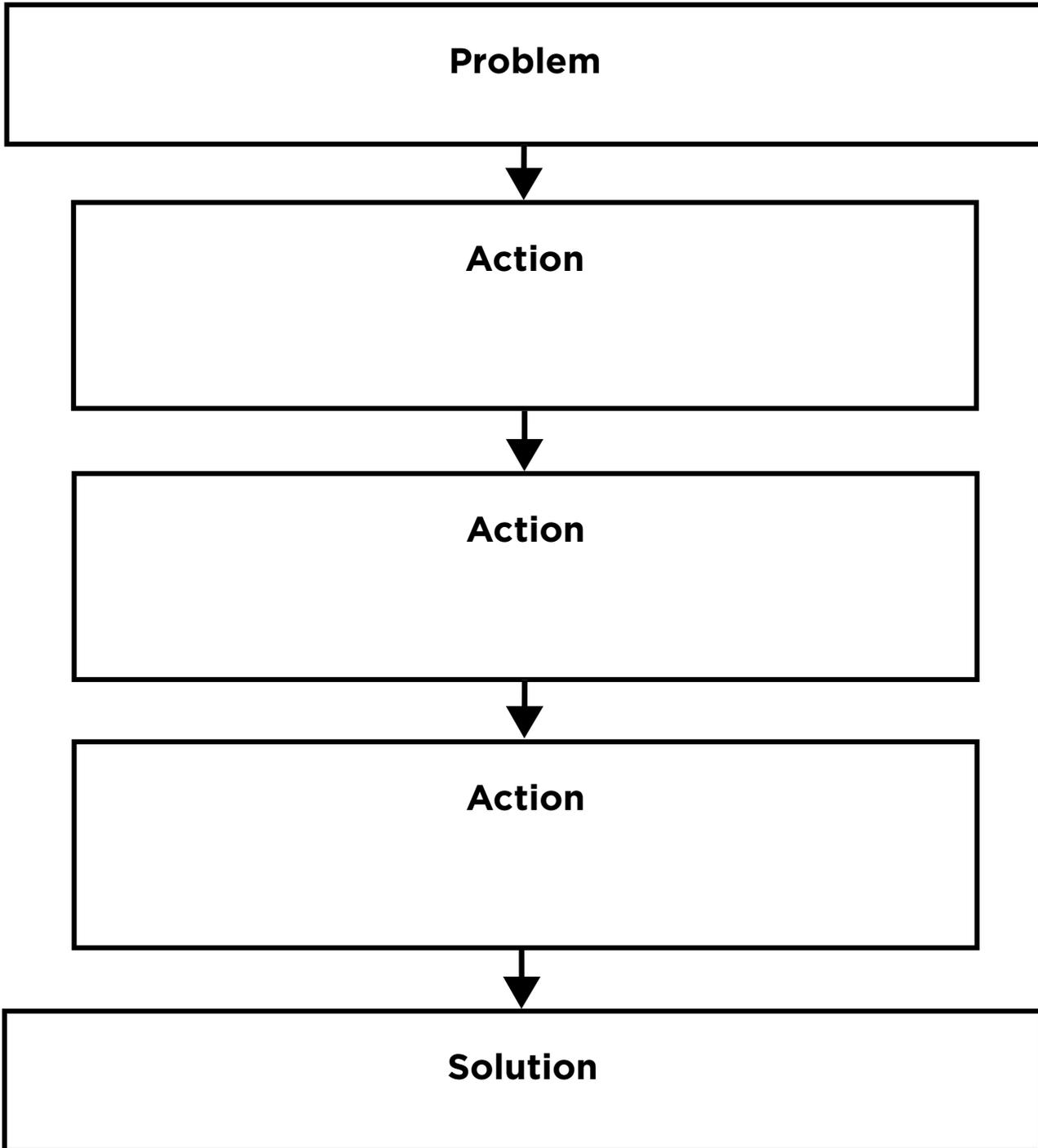
3. Why didn't a strike solve the problem?

4. What other solutions did Chávez try?



Name _____

As you read *An American Hero Flies Again*, fill in the Problem and Solution Chart.



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How does the information you wrote in the Problem and Solution Chart help you analyze text structure in *An American Hero Flies Again*?



Name _____

As I read, I will pay attention to my pronunciation of vocabulary words and other difficult words.

10 During the time of the American colonies very few people
could vote. You had to be a rich white man who owned land.

23 Back then leaders felt that voting was too important to be
34 left to just anyone. These men elected others who were very
45 much like themselves.

48 This system continued on even after the United States became
58 a free nation.

61 In the 1820s some states began changing the rules. Voters
70 did not have to own property anymore—but they still had to
82 be white males.

85 By the 1840s all white men were **automatically** allowed to
94 vote. But women couldn't vote. Neither could African American
103 people.

104 In 1863 slavery ended. In 1870 the Fifteenth Amendment to
112 the Constitution gave African American men the right to vote.
122 This was an important **historical** event. But not all Southern
132 states wanted to share power with African Americans. So they
142 set up ways to keep them from voting. 150

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

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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?



Name _____

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: _____



Name _____

Phonics:

Words with Final /ər/

When *er*, *ar*, or *or* come at the end of a final unstressed syllable, it stands for the /ər/ sound, as in *writer*, *cellar*, and *sailor*.

brother	mayor	voter	uncle	November	singer	nickel
trailer	editor	sailor	dollar	handle	April	

A. Fill in each blank with a word from the box that has the final /ər/ sound.

- The election was held during the first week of _____.
- Each _____ made sure to cast a vote before the polls closed.
- There was big turnout to elect a _____ for the city.
- My _____ wrote a letter to the newspaper encouraging everyone to vote.
- He also suggested that every voter should give a _____ to the candidates' favorite charity.
- The jazz _____ donated the fee for her performance to the food bank.

B. Use the following /ər/ words in a sentence.

- sailor: _____

- editor: _____



Name _____

**A. Use a word from the box to complete each sentence.
Some words may be used more than once.**

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

Name _____

The reason an author writes is the **author's purpose**. Authors usually write for one of three main purposes: to inform, or give readers facts; to persuade, or convince readers to believe or do something; to entertain, or tell a good story.

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: _____



Name _____

Comprehension:
Author's Purpose

As you read *Mother to Tigers*, fill in the Author's Purpose Chart.

Clues

↓

Author's Purpose

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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.

Name _____

As I read, I will pay attention to phrasing and intonation.

Picture some chimpanzees in the African rainforest.

7 One young chimp rides on its mother's back. Two chimps
17 romp and play tag. Two others sit and groom one another.

28 Sitting quietly nearby is a young woman. She waits.

37 She watches. She jots down notes. She wants to learn as
48 much as she can about the chimps' behavior. Her name is
59 Jane Goodall.

61 Jane's interest in animals began when she was a child.

71 She was eager to learn about all kinds of creatures. Once
82 her parents found Jane in bed with earthworms under
91 her pillow!

93 When Jane grew up, she wanted to go to Africa to see
105 animals in their natural home. She got her chance when a
116 school friend invited her to visit her parents' farm in Kenya
127 in east Africa. Jane saved money for the trip and left for
139 Africa.

140 After her visit to the farm, she went to Kenya's capital,
151 Nairobi. 152

Comprehension Check

- How does Jane Goodall learn about chimps' behavior? **Main Idea and Details**
- What chimp behaviors has Jane Goodall observed? **Main Idea and Details**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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? _____



Name _____

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? _____



Name _____

Suffixes are word parts that can be added to the end of words. A suffix forms a new word with a new meaning.

Suffix	Meaning	Example
<i>-ful</i>	full of, tending to	useful
<i>-less</i>	not having, without	sleepless
<i>-ly</i>	in a certain manner or way; like	mostly

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: _____



Name _____

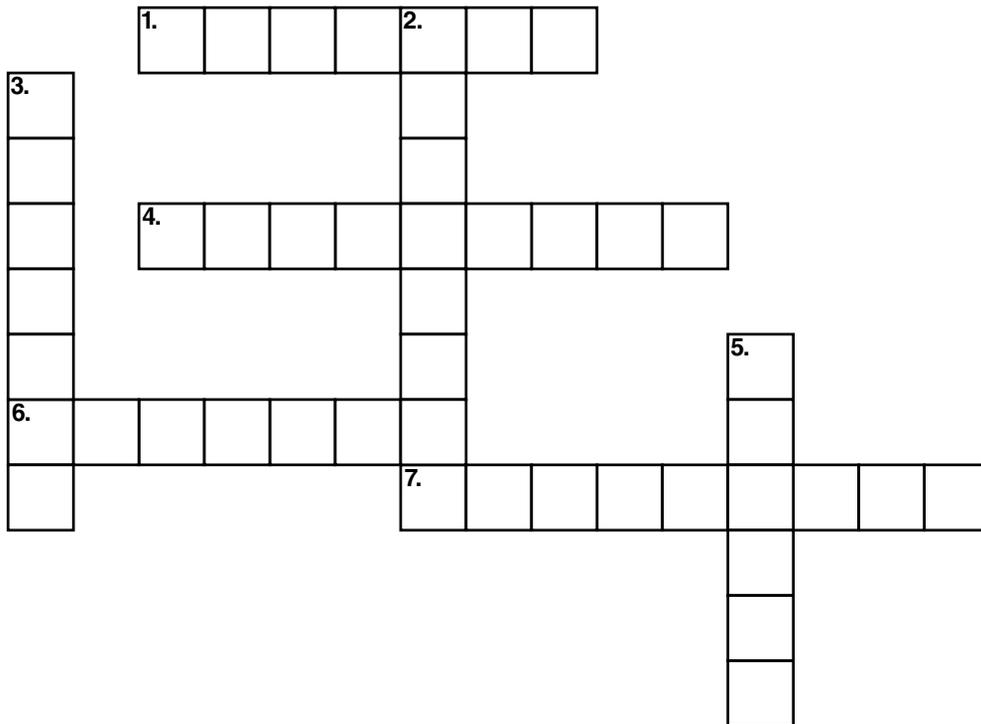
Read each clue. Then fill in the crossword puzzle with the correct word from the box.

disappear
supply

protect
capture

harming
enclosure

involved



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

Name _____

A conclusion is what you decide after you have thought about something. You can also use your own experience 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.

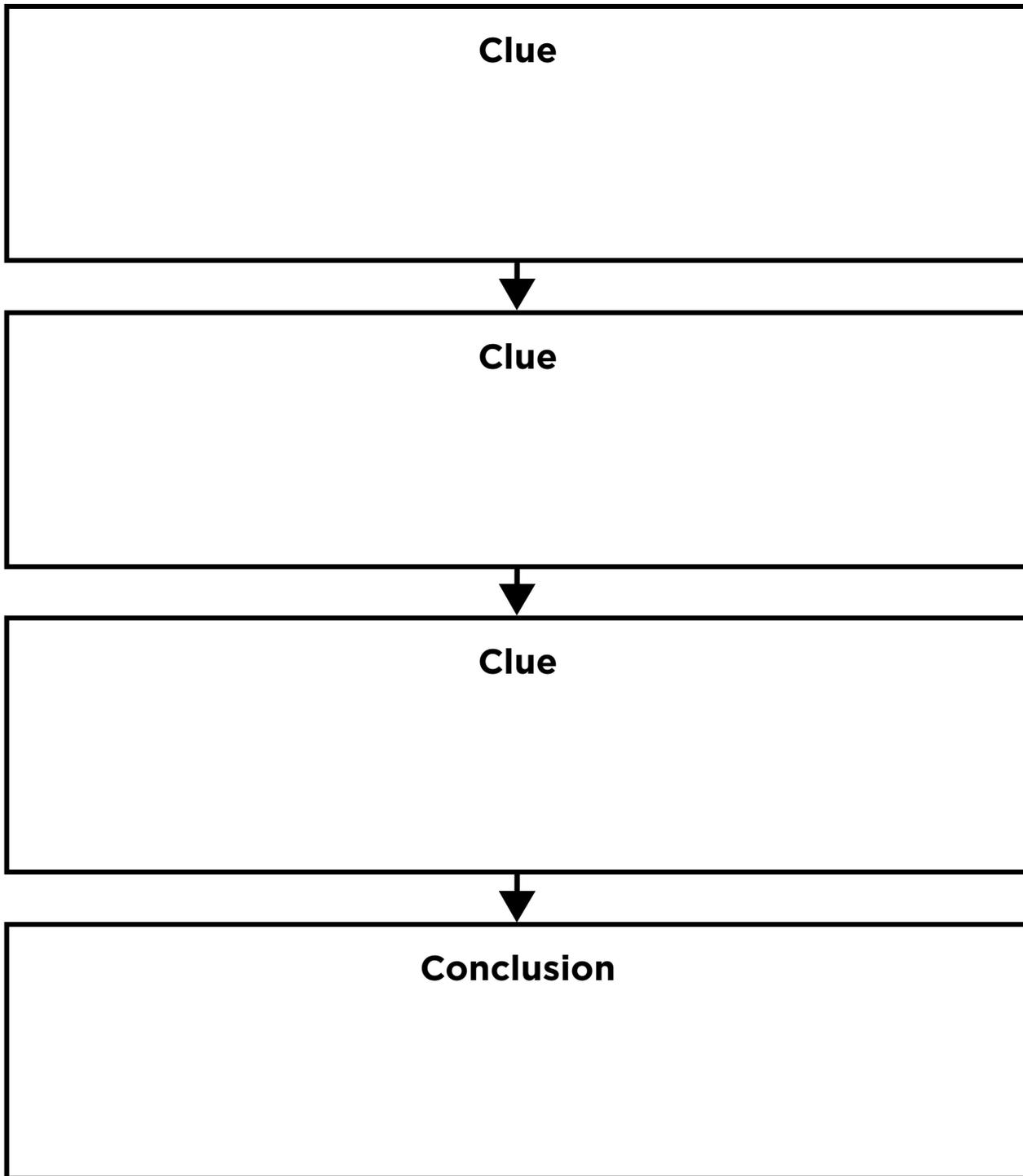
1. From the information in the passage, what makes you think Ivan is a good leader?

2. What do you think will happen next? What leads you to this conclusion?



Name _____

As you read *Home-Grown Butterflies*, fill in the Conclusion Map.



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How does the information you wrote in this Conclusion Map help you monitor comprehension in *Home-Grown Butterflies*?



Name _____

As I read, I will pay attention to tempo.

11 Purple loosestrife has been around a long time. It is a
 22 native plant in Europe and Asia. The plant did not become
 36 a pest in those places. It didn't grow out of control as it has
 47 here. In fact, some people thought it was a helpful herb.
 60 They used it as a medicine. How did it get from there to
 here?

61 Purple loosestrife came to North America in the 1800s,
 69 but no one is sure how it traveled. Could seeds have been
 81 carried across the sea in ships?

87 Many people believe a supply of seeds arrived in the
 97 baggage of new immigrants. They planted the seeds in
 106 their new gardens. The purple flowers may have reminded
 115 them of home.

118 Purple loosestrife did not grow out of control in Europe
 128 and Asia. It did not kill its plant neighbors. Why? The
 139 answer is simple. Purple loosestrife had natural enemies
 147 in its homeland. 150

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? **Draw Conclusions**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name _____

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? _____



Name _____

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*? _____



Name _____

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 /ə/ 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 mmer 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 _____ | 11. believe _____ |
| 7. about _____ | 12. perform _____ |
| 8. people _____ | 13. giant _____ |
| 9. kettle _____ | 14. riddle _____ |
| 10. because _____ | 15. winter _____ |



Name _____

A. Complete the paragraph with words from the box.appliances
equipmentconstruction
historicaldowntown
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.

Name _____

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 |