

**Sarah, Plain and Tall**Phonics:  
Base Words and *-ed, -ing*

# Base Words and *-ed, -ing*

Read each sentence. Choose the missing word from the box.  
Write the word. Then reread the complete sentence.

juggling  
rattled  
excusedskipped  
exciting  
tastingsliced  
practiced  
unzipped

1. Travis \_\_\_\_\_ his jacket, took it off, and hung it up.
2. The two girls \_\_\_\_\_ across the playground instead of walking.
3. The clown is \_\_\_\_\_ four balls high into the air.
4. The polite man \_\_\_\_\_ himself before he got up from the table.
5. "It was \_\_\_\_\_ to see real giraffes at the zoo!" Keisha said.
6. Did your eyes water when you \_\_\_\_\_ the onions?
7. When the snake \_\_\_\_\_ its tail, we took off running.
8. I \_\_\_\_\_ my spelling words over and over.
9. The chef is \_\_\_\_\_ the stew to see if it needs more salt.

# Adverbs That Compare

**Sarah, Plain and Tall**Grammar:  
Adverbs That Compare

- **Adverbs** can tell *where*, *when*, or *how* something happens. Adverbs are used to describe verbs. Adverbs can also be used to compare actions.
- To compare two actions, use the ending *-er* with most adverbs, such as *hard*, *late*, or *slow*.
- Use *more* before adverbs that end in *-ly*, such as *carefully* or *quickly*.

She practiced harder than her brother needed to practice.

She danced more awkwardly than her brother did.

**Thinking Question**

Are two actions compared?

**Choose the correct adverb in parentheses. Write it on the line.**

1. The brother and sister acted (bashfully, more bashfully) than their father. \_\_\_\_\_
2. Abby waited (eagerly, more eagerly) than her brother did. \_\_\_\_\_
3. The woman sang (gently, more gently) than the wind blew. \_\_\_\_\_
4. She swayed (gracefully, more gracefully) than the prairie grasses moved outside. \_\_\_\_\_
5. The song sounded (stronger, more stronger) that it did before. \_\_\_\_\_
6. The little girl held her toy bear (carefully, more carefully) than she would hold a ball. \_\_\_\_\_

# Adverbs That Compare

**Sarah, Plain and Tall**Grammar:  
Adverbs That Compare

- **Adverbs** can be used to compare two actions.
- Add *-er* to one-syllable adverbs to show comparison. If the adverb ends with *e*, drop the *e* before adding *-er*.
- Use *more* before adverbs that end in *-ly*. Sometimes, an adverb that ends with *-ly* will use an *-ier* ending.

The moon shines brighter than the stars.

Linda could see the moon earlier than she could notice the stars.

The stars twinkled more brilliantly than the moon glowed.

**Thinking Question**

Does the adverb have more than one syllable or does it end in *-ly*?

**Write the correct form of the adverb in parentheses to complete the sentence.**

1. The truck arrived (late) today than the bus did.  
\_\_\_\_\_
2. The cornstalks stood (rigidly) than the tall grass.  
\_\_\_\_\_
3. She watched the sheep (closely) than she watched the cows. \_\_\_\_\_
4. They climbed (high) than we could.  
\_\_\_\_\_
5. The wind is blowing (strong) now than it did this morning.  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Spelling Word Sort

**Sarah, Plain and Tall**  
**Spelling**  
Words with *-ed* and *-ing*

Write each Basic Word under the correct heading.

Words with <i>-ed</i>	Words with <i>-ing</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Review:** Add the Review Words to your Word Sort.

**Challenge:** Add the Challenge Words to your Word Sort.

## Spelling Words

### Basic

1. coming
2. swimming
3. dropping
4. tapping
5. taping
6. invited
7. saving
8. stared
9. planned
10. changing
11. joking
12. loved
13. gripped
14. tasted

### Review

making  
stopped

### Challenge

freezing  
scared

Name \_\_\_\_\_ Date \_\_\_\_\_

# Focus Trait: Ideas

## Setting the Scene

**Sarah, Plain and Tall**

**Writing:** Narrative Writing

Setting the scene means telling the reader who the main character or narrator is and what is happening as the story begins.

**The chart below lists questions that a writer answers to set the scene. Read the example answers, and then complete the chart with answers of your own.**

Questions	Example Answers	Your Answers
Who is the main character or narrator?	a young scientist	
What is he or she doing?	She is studying elephants, and she has found an injured baby elephant.	
Where and when are events taking place?	Events take place in the rain forest in Africa. It is early in the morning.	
What problem does the main character or narrator face?	The scientist must take care of the baby and bring it to an animal refuge.	

# Cumulative Review

**Sarah, Plain and Tall****Phonics:**  
Cumulative Review

Read each sentence. Choose the missing word from the box.  
Write the word. Then reread the complete sentence.

chopped  
described  
driveway  
driving

haircut  
included  
racing  
spinning

tripped  
watermelon

1. The man admired his new short \_\_\_\_\_ in the mirror.
2. In the dark, Lee Ann \_\_\_\_\_ and fell over a chair.
3. Martin \_\_\_\_\_ the carrot into small pieces.
4. Mr. Ward parked his truck in the \_\_\_\_\_.
5. The puppy is \_\_\_\_\_ in a circle, chasing its tail!
6. A cap is \_\_\_\_\_ as part of your baseball uniform.
7. We ate juicy \_\_\_\_\_ at the school picnic.
8. Braden \_\_\_\_\_ every detail of the painting.
9. It was fun to watch the two squirrels \_\_\_\_\_ up and down the tree.
10. I saw an electric car \_\_\_\_\_ past our school.

Name \_\_\_\_\_

Date \_\_\_\_\_



**Sarah, Plain and Tall**  
Independent Reading

# Sarah, Plain and Tall

## Write in Caleb's Diary

Help complete Caleb's diary entries with details from the story.

**Read pages 209–211. How did Caleb feel before Sarah arrived?**

Dear Diary,

---


---

**Read pages 213–215. What was it like when Caleb met Sarah?**

Dear Diary,

---

---




**Read page 216. How did Sarah feel about living with the family?  
What did this make Caleb think?**

Dear Diary,

---

---




Name \_\_\_\_\_ Date \_\_\_\_\_

**Read pages 217–218. How did Caleb feel when he and Anna picked flowers with Sarah?**

**Sarah, Plain and Tall**  
Independent Reading

Dear Diary,



---

---

---

**Read pages 219–220. How did Caleb feel later that evening?**

Dear Diary,

---

---

---

**Read page 221. What happened at the end of the evening?**

Dear Diary,

---

---

---

Name \_\_\_\_\_ Date \_\_\_\_\_

# Adverbs That Compare

**Sarah, Plain and Tall**

**Grammar:**  
Adverbs That Compare

**Write the correct form of the adverb that compares more than two actions.**

1. easily \_\_\_\_\_
2. furiously \_\_\_\_\_
3. late \_\_\_\_\_
4. perfectly \_\_\_\_\_
5. rigidly \_\_\_\_\_
6. high \_\_\_\_\_

**Write the form of the adverb that compares more than two actions in parentheses.**

1. Sam worked \_\_\_\_\_ of all the workers.  
(slowly)
2. Jim shoveled the \_\_\_\_\_ of all the adults.  
(quickly)
3. Sally worked the \_\_\_\_\_ of the three people  
on her team. (hard)
4. Jenny always arrived \_\_\_\_\_ at work. (early)

# Words with *-ed* and *-ing*

Write the Basic Word that replaces the underlined word or words in each book title.

1. *Kidding and Laughing* \_\_\_\_\_
2. *Moving to California* \_\_\_\_\_
3. *Stop Letting Go of the Ball* \_\_\_\_\_
4. *Sticking Together and Gluing Projects*  
\_\_\_\_\_
5. *Moving in Water Sports* \_\_\_\_\_
6. *Asked to the Party* \_\_\_\_\_
7. *Pets I Have Liked a Lot* \_\_\_\_\_
8. *Keeping Money in a Bank* \_\_\_\_\_
9. *We Arranged a Party* \_\_\_\_\_
10. *Making Different Weather* \_\_\_\_\_
11. *He Held a Baseball Bat* \_\_\_\_\_
12. *Hitting Lightly at the Door* \_\_\_\_\_
13. *Teas I Have Tried* \_\_\_\_\_
14. *The Monster Looked at Me!* \_\_\_\_\_

**Review** What Review Word completes this title?

*The Art of* \_\_\_\_\_ *Bread*

**Challenge** Write your own title using one of the Challenge Words.

\_\_\_\_\_

**Sarah, Plain and Tall**  
**Spelling:**  
Words with *-ed* and *-ing*

## Spelling Words

### Basic

1. coming
2. swimming
3. dropping
4. tapping
5. taping
6. invited
7. saving
8. stared
9. planned
10. changing
11. joking
12. loved
13. gripped
14. tasted

### Review

making  
stopped

### Challenge

freezing  
scared

Name \_\_\_\_\_ Date \_\_\_\_\_

# Prefix *non-*

**Sarah, Plain and Tall**  
Vocabulary Strategies:  
Prefix *non-*

Read each question. Add the prefix *non-* to the underlined word and write a new word. Use the new word to write an answer to each question.

1. A cat is a living thing. What is an example of something that is not living?

\_\_\_\_\_

2. Violent storms, such as tornadoes, can occur on the prairie. What kind of a storm is not violent?

\_\_\_\_\_

3. Anna and Caleb are productive when they do their chores. During the day, when are you not productive?

\_\_\_\_\_

4. Caleb could not stop talking to Sarah. What is something you would like to do and not stop?

\_\_\_\_\_

5. *Sarah, Plain and Tall* is fiction. What is your favorite book that is not fiction?

\_\_\_\_\_

6. Papa, Anna, and Caleb write letters to Sarah. What is another way of communicating with someone that is not verbal?

\_\_\_\_\_

# Kinds of Adjectives

**Sarah, Plain and Tall**Grammar:  
Spiral Review

Words that describe, or tell about, nouns are called **adjectives**. Adjectives can tell **what kind** or **how many** about a noun.

Jasmine loves sweet foods.

**Write the adjective that tells *what kind* or *how many* about the underlined noun.**

1. Tara made chocolate cake. \_\_\_\_\_
2. Our diet has little sugar. \_\_\_\_\_
3. We eat three kinds of vegetables. \_\_\_\_\_
4. We drink many glasses of water daily. \_\_\_\_\_
5. My mother makes healthful meals. \_\_\_\_\_

**Combine each pair of sentences. In the new sentence, use two adjectives to describe the same noun.**

6. The vegetables are healthful. The vegetables are delicious.

\_\_\_\_\_

7. The pie was sweet. It was also juicy.

\_\_\_\_\_

8. The drink was thick. It was icy, too.

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Proofreading for Spelling

**Sarah, Plain and Tall**

**Spelling:**

Words with *-ed* and *-ing*

Read the following invitation. Find and circle the misspelled words.

## You Are Invited To A Swiming Party!

Parents will be dropping kids at the planed meeting place: the changging rooms at Bayview Park. Everyone is coming at 11:00.

I have been saveing plastic flowers. We will be tapeing them onto our bathing caps. People stared when we did this at my sister's party. I think they all lovved how we looked and knew we were only jokeing.

We will play in the water until noon. We griped hands at my sister's party and jumped over waves. Maybe we can do that again! Then my dad will make a tapping signal. He will serve chicken and salad for lunch. I've tastted his cooking and it will be great! Finally, we'll have a second swim. It will be a fun party. I hope you can make it!

### Spelling Words

#### Basic

1. coming
2. swimming
3. dropping
4. tapping
5. taping
6. invited
7. saving
8. stared
9. planned
10. changing
11. joking
12. loved
13. gripped
14. tasted

#### Review

making  
stopped

#### Challenge

freezing  
scared

Write the misspelled words correctly on the lines below.

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

**Sarah, Plain and Tall****Grammar:**  
Connect to Writing

# Connect to Writing

You can make your ideas clearer by using adverbs that compare. To compare two actions, add *-er* to most adverbs. Use *more* before an adverb that ends in *-ly*. To compare more than two actions, add *-est* to most adverbs. Use *most* before an adverb that ends in *-ly*.

Incorrect Adverb Form	Correct Adverb Form
Mary will arrive soonest than Ellen.	Mary will arrive sooner than Ellen.
The gray kitten acts the more lively of all the cats.	The gray kitten acts the most lively of all the cats.

**Use the correct form of the adverb in parentheses. Write the sentence.**

1. Ellen ran to the barn (fast) than Mary.

---

2. Mary climbed the ladder (quickly) than Ellen.

---

3. The white kitten moved (slow) of all the kittens.

---

4. The gray kitten cried (loud) than the white kitten.

---

5. Mary played with the kittens (carefully) than Ellen did.

---

# Spelling Changes:

## ***-s, -es, -ed, -ing***

**The Journey:**  
**Stories of Migration**  
**Phonics: Spelling Changes:**  
*-s, -es, -ed, -ing*

Read each sentence. Choose the missing word from the box.  
Write the word. Then reread the complete sentence.

hurried	drying	cities
replied	pennies	grazed
traveled	memories	
pillows	paintbrushes	

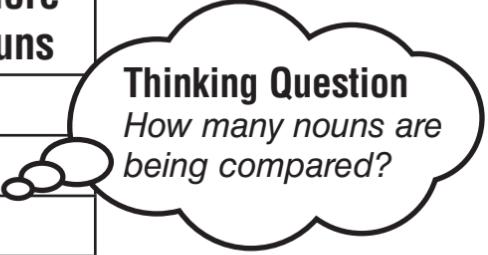
1. April \_\_\_\_\_ to the question with another question.
2. I have such good \_\_\_\_\_ of kindergarten!
3. Most of the big \_\_\_\_\_ in California are on the coast.
4. The goats \_\_\_\_\_ on the hillside.
5. Ten \_\_\_\_\_ equal one dime.
6. Alexander \_\_\_\_\_ to school so he wouldn't be late.
7. The class \_\_\_\_\_ to the zoo on a bus.
8. Joshua broke a plate as he was \_\_\_\_\_ the dishes.
9. Mom set two fluffy \_\_\_\_\_ on the bed.
10. The artist had many \_\_\_\_\_ of different sizes.

# Adjectives That Compare

**The Journey:**  
**Stories of Migration**  
**Grammar:**  
Making Comparisons

- **Adjectives** are used to describe nouns. Adjectives can also be used to **compare** two or more nouns.
- Add the ending *-er* to most adjectives to compare two nouns. Add *-est* to compare more than two nouns.

Adjective	Comparing Two Nouns	Comparing More Than Two Nouns
tall	taller	tallest
high	higher	highest
large	larger	largest

**Thinking Question**

*How many nouns are being compared?*

Kim's hair is long. Morgan's hair is longer than Kim's.  
Jamie's hair is the longest of all.

**Write the correct form of the adjective in parentheses.**

1. Monarch butterflies are (quick) than turtles.  
\_\_\_\_\_
2. One book showed that the butterfly was (bright) than the flower it landed on. \_\_\_\_\_
3. The (long) section in the book was about migration.  
\_\_\_\_\_
4. Male monarchs are (big) than female monarchs.  
\_\_\_\_\_

# Adverbs That Compare

- **Adverbs** tell *when*, *where*, or *how* something happened. They can also be used to **compare actions**.
- Add the ending *-er* to adverbs to compare two actions.
- To compare more than two actions, add the ending *-est*.

Adverb	Comparing Two Actions	Comparing More Than Two Actions
late	later	latest
quickly	more quickly	most quickly
fast	faster	fastest

**Thinking Question**  
*How many actions are being compared?*

Len jumped high. I jumped higher than Len. Lou jumped the highest of all.

**Write the correct form of the adverb in parentheses.**

1. I thought the whale swam (fast) than the dolphin. \_\_\_\_\_
2. Lee thought the dolphins swam the (fast) of all the animals we saw. \_\_\_\_\_
3. We talked (softly) than we do in school. \_\_\_\_\_
4. The dolphin dived (deep) than the school of fish. \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Spelling Word Sort

Write each Basic Word under the correct heading.

**The Journey:  
Stories of Migration**  
Spelling:  
Changing Final *y* to *i*

Words ending with <i>-es</i>	Words ending with <i>-ed</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Review:** Suppose you were asked to add a column for the Review Words. What would you name the heading of that column? \_\_\_\_\_

**Challenge:** Add the Challenge Words to your Word Sort.

## Spelling Words

### Basic

1. cities
2. cried
3. puppies
4. hurried
5. stories
6. flies
7. parties
8. tried
9. pennies
10. fried
11. carried
12. babies
13. spied
14. ponies

### Review

pretty  
very

### Challenge

countries  
libraries

# Focus Trait: Word Choice

## Using Similes

**The Journey:**  
**Stories of Migration****Writing:**  
Narrative Writing

Description	Simile Added
My face turned red.	My face turned as red as a tomato.

**A. Read each description. Create a clearer picture by adding a simile using *like* or *as*.**

Description	Simile Added
1. Huge rain clouds blocked the sun and made it dark outside.	Huge rain clouds blocked the sun and made _____.
2. The children walking in the hallway are loud.	The children walking in the hallway are _____.

**B. Read each description. Add a simile to each description to create a clearer picture for the reader. Write your new sentences.**

Description	Simile Added
3. The freshly washed floor was slippery.	
4. The new mall is huge.	

**Pair/Share** Work with a partner to brainstorm similes to add to each description.

# Less Common Plurals

Read each sentence. Choose the missing word from the box. Write the word. Then reread each complete sentence.

knives  
leaves  
hooves  
lives  
loaves

1. The blacksmith put shoes on the horses'  
\_\_\_\_\_.
2. Run for your \_\_\_\_\_! The volcano is erupting!
3. Do you have any \_\_\_\_\_ of wheat bread?
4. In autumn, the \_\_\_\_\_ fall from the trees.
5. Set the table with forks, \_\_\_\_\_, and spoons.

Name \_\_\_\_\_

Date \_\_\_\_\_



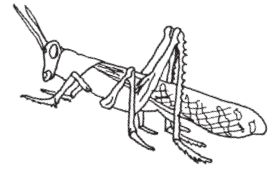
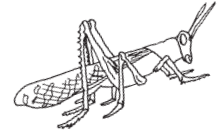
**The Journey: Stories  
of Migration**  
Independent Reading



# The Journey: Stories of Migration

## An Interview with Locust and Whale

Hello and welcome to the weekly radio program, *Animal Journeys*. Today we are going to talk with Locust and Whale, two animals that take amazing journeys.



**Read pages 241–242.** Locust, let's hear your story first. What makes you migrate?

**Locust:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Read page 243.** How interesting. What happens when you all land?

**Locust:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Read pages 246–247.** Now tell us more about how you travel.



**Locust:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**The Journey: Stories  
of Migration**  
Independent Reading

**Read pages 248–250.** Whale, you migrate too but for different reasons. Why do you migrate?

**Whale:** \_\_\_\_\_

\_\_\_\_\_

What do you do on your migration that is similar to what locusts do?

**Whale:** \_\_\_\_\_

\_\_\_\_\_

**Read pages 251–252.** When you arrive at the warm tropical waters in January, what happens?

**Whale:** \_\_\_\_\_

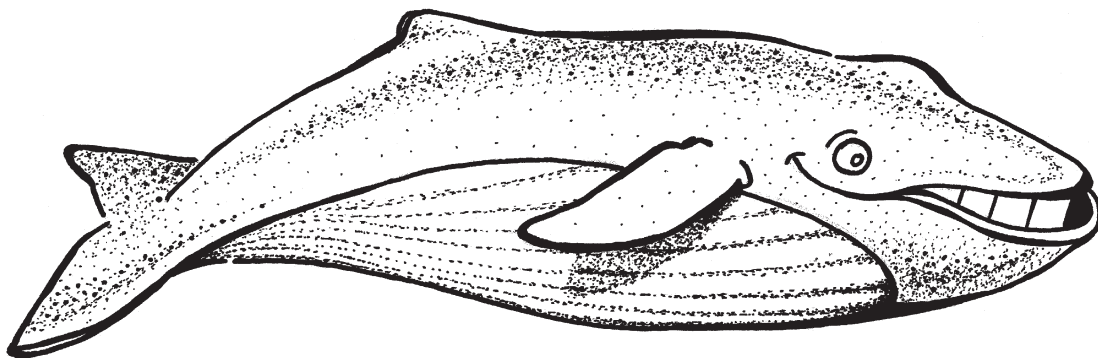
\_\_\_\_\_

**Read pages 252–253.** When spring comes, why do you migrate again?

**Whale:** \_\_\_\_\_

\_\_\_\_\_

Thank you both for joining us on *Animal Journeys*. We have learned a lot today about your journeys across the world!



# Adjectives and Adverbs That Compare

Review with students that adjectives compare nouns, and adverbs compare verbs, or actions.

**Write an adjective or adverb to complete each sentence. Then write *adjective* or *adverb* to identify the answer you gave.**

1. A butterfly's wings move \_\_\_\_\_ than a locust's wings. (quietly) \_\_\_\_\_
2. Locusts are the \_\_\_\_\_ of all insects. (hungry) \_\_\_\_\_
3. The waves splashed \_\_\_\_\_ than they had earlier in the day. (high) \_\_\_\_\_
4. The waters near the Arctic are \_\_\_\_\_ than the waters near Mexico. (cold) \_\_\_\_\_

**Write two sentences. Include an adjective that compares in one sentence and an adverb that compares in the other sentence.**

5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

# Changing Final *y* to *i*

Write the Basic Word or Words to answer each question.

**The Journey:**  
**Stories of Migration**  
Spelling:  
Changing Final *y* to *i*

## Spelling Words

### Basic

1. cities
2. cried
3. puppies
4. hurried
5. stories
6. flies
7. parties
8. tried
9. pennies
10. fried
11. carried
12. babies
13. spied
14. ponies

### Review

pretty  
very

### Challenge

countries  
libraries

1. Which word names big places? \_\_\_\_\_

2. Which words name living things?

\_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_

3. Which words rhyme with lied?

\_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_

4. Which word names money you can carry in a pocket?

\_\_\_\_\_

5. Which verb names what you did when you were late  
to something? \_\_\_\_\_

6. What words make you think of food?

\_\_\_\_\_, \_\_\_\_\_

7. Which word names things that you read?

\_\_\_\_\_

8. Write two words that name something small.

\_\_\_\_\_, \_\_\_\_\_

**Review** Name a word that is an adjective. \_\_\_\_\_

**Challenge** Write a word that names places. \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Word Roots

**The Journey: Stories  
of Migration**

**Vocabulary Strategies:**  
Word Roots

**Read each question. Write the word root or word roots in each underlined word. Then use the underlined word to write a complete sentence to answer each question.**

1. How do grasshoppers survive when there is not enough food?

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---

2. What happens when grasshoppers transform into locusts?

---

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3. Why are locusts so destructive to people's gardens?

---

---

4. How do locusts affect transportation?

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5. When do gray whales start to look for companions?

---

---

6. What do the bodies of the gray whales demand before the whales migrate south?

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# Adjectives and Articles

**The Journey:**  
**Stories of Migration**  
Grammar:  
Spiral Review

- The words *a*, *an*, and *the* are special adjectives called **articles**. Use *a* and *an* with singular nouns. Use *a* before words that begin with a consonant sound. Use *an* before words that begin with a vowel sound. Use *the* before both singular and plural nouns.
- An adjective formed from a proper noun should begin with a capital letter.

The class took a bus to see an exhibit of African zebras.

**Rewrite each sentence correctly. Capitalize proper adjectives.**

1. We also saw european deer.

\_\_\_\_\_

2. A irish scientist gave a talk.

\_\_\_\_\_

**Use proofreading marks to write *a*, *an*, and *the* correctly.**

Dear Diary,

We took a trip to see butterflies. We also saw a ant as big as a spider. An guide told us about butterflies in Mexico. He described the stages of an butterfly's life. I asked him an question, and he answered it.

Ken

# Proofreading for Spelling

Find and circle the misspelled words.

While helping Ms. Mancia in the library, I have spied many interesting things. I made a list of some of them.

- Two pennys were found in a book about banking!
- Once a man carried three babies in at one time. He held all three while he looked something up on the computer. Then he hurreed out.
- Two flies landed on a book titled *Insect Homes*.
- A girl cried as she looked at pictures of puppies.
- A cookbook showed fried chicken for Valentine's Day. Chicken on Valentine's Day?
- The title of one book was *Farm Storys from Our Big Cityes*.
- Two ponies tryd to climb in through a window. (Okay, I made that one up!)

Write the misspelled words correctly on the lines below.

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

**The Journey:**  
**Stories of Migration**  
**Spelling:**  
Changing Final *y* to *i*

## Spelling Words

### Basic

1. cities
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### Review

pretty  
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### Challenge

countries  
libraries

# Connect to Writing

**The Journey:**  
**Stories of Migration**  
**Grammar:**  
Connect to Writing

You can make your descriptions clearer by using adjectives and adverbs that compare. To compare two nouns or actions, add *-er* to most adjectives and adverbs. To compare more than two nouns or actions, add *-est* to most adjectives and adverbs.

Adjective	Adverb
The blue fish is big.	Dad eats fast.
The white fish is bigger than the blue fish.	My sister eats faster than Dad.
The gray fish is the biggest fish in the tank.	Mom eats the fastest in the family.

**Use the correct form of the adjective or adverb in parentheses. Write the sentence.**

1. This aquarium is (new) than the one in Tarpon.

\_\_\_\_\_

2. Tony got to the aquarium (late) than Katie.

\_\_\_\_\_

3. The jellyfish tank was the (dark) tank in the aquarium.

\_\_\_\_\_

4. Katie stayed at the seahorse display (long) than at the other displays.

\_\_\_\_\_

\_\_\_\_\_

# Suffixes *-ful, -y, -ous, -ly, -er*

**The Journey of  
Oliver K. Woodman****Phonics: Suffixes**  
*-ful, -y, -ous, -ly, -er*

Read each sentence. Choose the missing word from the box.  
Write the word. Then reread the complete sentence.

spoonful

messy

gardener

runner

closely

windy

nervous

bravely

graceful

joyous

1. On a \_\_\_\_\_ day, I have to hold onto my hat!
2. The first \_\_\_\_\_ of soup is the hottest.
3. The \_\_\_\_\_ dancer leaped across the stage.
4. Damian \_\_\_\_\_ walked across the swinging bridge.
5. The \_\_\_\_\_ planted flowers that would attract bees and butterflies.
6. The lamb followed \_\_\_\_\_ behind its mother so it wouldn't get lost.
7. My \_\_\_\_\_ dog spilled her food and tracked mud across the floor.
8. It was a \_\_\_\_\_ occasion at my house when I brought home a good report card.
9. Do you feel \_\_\_\_\_ about singing the solo in the school play?
10. When the \_\_\_\_\_ crossed the finish line, she held her hands over her head in celebration.

# Singular Possessive Nouns

**The Journey of  
Oliver K. Woodman****Grammar:**  
Possessive Nouns and Pronouns

- A **singular possessive noun** shows that a person, animal, place, or thing has or owns something.
- Add an *apostrophe* and *s* to form a singular possessive noun.

The backpack's straps were loose.

Oliver's backpack was once home to a mouse.

**Thinking Question**

*Which noun owns or has something?*

**Write the possessive for each noun below.**

1. friend \_\_\_\_\_
2. Emma \_\_\_\_\_
3. bus station \_\_\_\_\_
4. river \_\_\_\_\_
5. Florida \_\_\_\_\_
6. car \_\_\_\_\_

**Underline the noun that should be possessive and write the possessive form.**

7. The man hobby was to build furniture. \_\_\_\_\_
8. The workshop tools hung neatly on the wall. \_\_\_\_\_
9. His niece birthday was next week. \_\_\_\_\_
10. The day chores would have to wait until he completed the gift. \_\_\_\_\_

# Plural Possessive Nouns

**The Journey of  
Oliver K. Woodman****Grammar:**  
Possessive Nouns and Pronouns

- To form a **plural possessive noun**, add an *apostrophe* to the end of plural nouns that end in *s*.
- Add an *apostrophe* and *s* to the end of plural nouns that do not end in *s*.

Raymond put the sisters' postcards in the mail.

The children's letters were from all over the country.

**Thinking Question**  
*Which noun owns or  
has something?*

**Write the possessive form of the plural nouns.**

1. men \_\_\_\_\_

2. babies \_\_\_\_\_

3. books \_\_\_\_\_

4. fish \_\_\_\_\_

5. shelves \_\_\_\_\_

**Write sentences for three of the possessive plural nouns.**

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Spelling Word Sort

**The Journey of  
Oliver K. Woodman**

**Spelling:**  
The Suffixes *-ful*, *-ly*, and *-er*

Write each Basic Word under the correct heading.

Words that End with the Suffix <i>-ful</i>	Words that End with the Suffix <i>-ly</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
<b>Words that End with the Suffix <i>-er</i></b>	
_____	_____
_____	_____
_____	_____

**Review:** Add the Review Words to your Word Sort.

**Challenge:** Add the Challenge Words to your Word Sort.

## Spelling Words

### Basic

1. singer
2. loudly
3. joyful
4. teacher
5. fighter
6. closely
7. powerful
8. farmer
9. quickly
10. careful
11. friendly
12. speaker
13. wonderful
14. truly

### Review

hopeful  
safely

### Challenge

listener  
calmly

# Focus Trait: Voice

## Showing Characters' Feelings

<i>Instead of this...</i>	<i>...a writer wrote this to show feelings.</i>
Wendy is a good friend.	Wendy is lots of fun to spend a Saturday afternoon with!

**A. Read the sentence. Rewrite the sentence to show feelings.**

<i>Instead of this...</i>	<i>...the author wrote this to show feelings.</i>
1. I liked the food.	

**B. Read each event below from *The Journey of Oliver K. Woodman*. Look at the pictures on the pages listed below. Write a line of dialogue in which Oliver shows how he might have felt.**

**Pair/Share** Work with a partner to brainstorm words that show feelings.

<b>Event</b>	<b>Dialogue with Feelings</b>
2. Oliver rides with three sisters. (pp. 288–289)	
3. Oliver gets to Tameka's house. (pp. 292–293)	

# Cumulative Review

**The Journey of  
Oliver K. Woodman****Phonics:**  
Cumulative Review

Read each sentence. Choose the missing word from the box.  
Write the word. Then reread the complete sentence.

salty

handful

numerous

juicy

baker

happily

beautiful

butcher

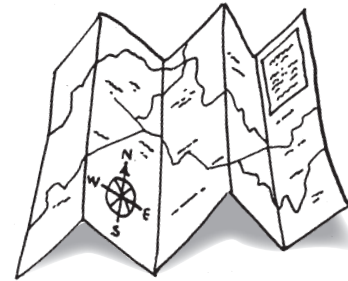
finely

dangerous

1. There are \_\_\_\_\_ kinds of snacks, and there are many healthful ones to choose from.
2. A \_\_\_\_\_ of raisins is a good snack. You can grab them and go!
3. Some people like \_\_\_\_\_ snacks like pretzels or nuts.
4. A \_\_\_\_\_ can make muffins and breads.
5. Not only do bakeries smell good but the items are \_\_\_\_\_ to look at.
6. \_\_\_\_\_ sliced cheese goes well with crackers.
7. There is nothing like a \_\_\_\_\_ orange as a snack. You can eat it or squeeze it into a glass and drink it.
8. A knife is a \_\_\_\_\_ tool. The sharp edge could cut a child's fingers.
9. A \_\_\_\_\_ is trained in using very sharp knives to cut meat.
10. After your snack, smile and go \_\_\_\_\_ on with your day!

**The Journey of  
Oliver K. Woodman**  
Independent Reading

# The Journey of Oliver K. Woodman



## A Timeline of Oliver's Journey

Oliver K. Woodman spent two months traveling from Uncle Ray's house to Tameka's house. First, use details from the text and illustrations to gather information. Then show Oliver's journey on a timeline.

**Read pages 274–278. According to Uncle Ray's second letter, when did Oliver K. Woodman begin his journey? Where did he start?**



---

---

**Read pages 279–280. When did Uncle Ray get news of Oliver again? Where was he?**

---

---

**Read page 281. When did Uncle Ray next hear about Oliver? Where was Oliver at that time?**

---

---

**Read page 282. When did Uncle Ray get news next? Where was Oliver?**

---

---

Name \_\_\_\_\_ Date \_\_\_\_\_

**Read pages 286–287. Uncle Ray and Tameka thought Oliver was lost. When did Uncle Ray get news from Oliver? Where was Oliver?**

**The Journey of  
Oliver K. Woodman**  
Independent Reading

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**Read pages 288–289. Where did Oliver end up next? When?**

---



---

Now use the details that you have gathered to complete the timeline below. Remember to use all the dates from the letters to Uncle Ray that told when Oliver was in each place.

<b><u>Date</u></b>	
<b><u>Places</u></b>	

# Possessive Pronouns

Read the sentences below. Underline the possessive pronouns.  
If the possessive pronoun is not written correctly, write the word correctly on the line.

1. Lucy, a friend of our's, is traveling with us to Tennessee.

\_\_\_\_\_

2. Is this his's map?

\_\_\_\_\_

3. My favorite part of a road trip is the snacks.

\_\_\_\_\_

4. That is hers backpack.

\_\_\_\_\_

5. Is this yours sandwich?

\_\_\_\_\_

Write a sentence for each of the possessive pronouns.

6. their

\_\_\_\_\_

7. our

\_\_\_\_\_

8. my

\_\_\_\_\_

# The Suffixes *-ful*, *-ly*, and *-er*

**The Journey of  
Oliver K. Woodman**  
Spelling:  
The Suffixes *-ful*, *-ly*, and *-er*

**Write a Basic Word to complete each sentence.**

1. A person singing in a choir is a \_\_\_\_\_.
2. If your friends yell during a game, they are playing \_\_\_\_\_.
3. A person who grows corn in the country is a \_\_\_\_\_.
4. If you run fast, you are moving \_\_\_\_\_.
5. If you are very happy, you are \_\_\_\_\_.
6. The person whose desk is in the front of your classroom is your \_\_\_\_\_.
7. Someone who is very strong is \_\_\_\_\_.
8. When you use scissors, you should be \_\_\_\_\_.
9. A person who smiles and asks you how you are feeling is \_\_\_\_\_.
10. If you are \_\_\_\_\_ sorry, you will make a sincere apology.

**Review:** Choose a Review Word that completes the sentence.

If you want something to happen, you are \_\_\_\_\_.

**Challenge:** Choose a Challenge Word. Use it in a sentence.

\_\_\_\_\_

## Spelling Words

### Basic

1. singer
2. loudly
3. joyful
4. teacher
5. fighter
6. closely
7. powerful
8. farmer
9. quickly
10. careful
11. friendly
12. speaker
13. wonderful
14. truly

### Review

hopeful  
safely

### Challenge

listener  
calmly

# Suffixes *-er, -est*

**The Journey of  
Oliver K. Woodman**  
Vocabulary Strategies:  
Suffixes *-er, -est*

Read the paragraph. Circle the words with the suffix *-er* or *-est*. Then write the words the suffixes were added to on the lines below.

Saturday was the loveliest, sunniest day we have had during our car trip. The weather in San Francisco was colder than I had expected, though. We walked across the Golden Gate Bridge and met the kindest people. They were nice to take photos of us. Leaving San Francisco was harder than leaving Salt Lake City had been, but we were all happier when we thought about our next adventure.

1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

Add the suffix *-er* or *-est* to create new words. Complete the sentence.

7. **nice:** Raymond Johnson is the \_\_\_\_\_ uncle in the world!
8. **dark:** The sky is \_\_\_\_\_ tonight than it was last night.
9. **strange:** This is the \_\_\_\_\_ trip I have ever taken!
10. **young:** My sister, Lucinda, is two years \_\_\_\_\_ than I am.

# The Special Verb *be*

**The Journey of  
Oliver K. Woodman****Grammar:**  
Spiral Review

- The verbs *am*, *is*, *are*, *was*, and *were* are forms of the verb *be*. They do not show action. They tell what someone or something is or was. *Am*, *is*, and *are* show present tense. *Was* and *were* show past tense.

The trip is fun.                      The trip was fun.

**Write the verb. Write *present* or *past* for each verb.**

1. The boys are tired of traveling. \_\_\_\_\_
2. We were away for one week. \_\_\_\_\_
3. I am ready to go on another trip. \_\_\_\_\_

**Combine two short sentences by moving one predicate to make one longer sentence with two predicates. Write the new sentence on the line.**

4. Father is a good driver. Father is tired of driving.  
\_\_\_\_\_

5. We are out of the car. We are ready to relax.  
\_\_\_\_\_

6. Mother and Jorge are happy. Mother and Jorge are in the house.  
\_\_\_\_\_

# Proofreading for Spelling

Read the following letter. Circle the misspelled words.

Dear Marcus,

My class heard a speaker today. His name was Mr. Brown. He showed us pictures of different parts of the country. We saw a picture of a farmer on his farm. I looked at the picture closely to see all the animals.

We saw pictures of the Rocky Mountains. What a wonderful trip that would be! I am hopeful that someday I will see the mountains.

Some of my friends were talking loudly. Mrs. Garcia told them to be quiet. Mrs. Garcia is our teacher.

Mr. Brown answered all of our questions. He was very friendly.

After the speech, we all went quickly back to our classrooms. I was careful not to bump into anyone on the way.

Your friend,  
Danny

## Spelling Words

### Basic

1. singer
2. loudly
3. joyful
4. teacher
5. fighter
6. closely
7. powerful
8. farmer
9. quickly
10. careful
11. friendly
12. speaker
13. wonderful
14. truly

### Review

hopeful  
safely

### Challenge

listener  
calmly

Write the misspelled words correctly on the lines below.

1. \_\_\_\_\_

6. \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

4. \_\_\_\_\_

9. \_\_\_\_\_

5. \_\_\_\_\_

10. \_\_\_\_\_

# Connect to Writing

You can make your sentences smoother by replacing repeated possessive nouns with possessive pronouns. Make sure the possessive pronoun matches the possessive noun you replace.

Awkward Sentence	Smoother Sentence
My brother's favorite toy is my brother's wooden car.	My brother's favorite toy is his wooden car.
"My cousins' friends are going to my cousins' house," she said.	"My cousins' friends are going to their house," she said.

**Replace the underlined possessive noun with a possessive pronoun. Write the sentence.**

1. Lucy's favorite aunt is Lucy's Aunt Debra.

\_\_\_\_\_

2. The family's first stop will be at the family's old house.

\_\_\_\_\_

3. Jack let Lucy borrow Jack's headphones for the trip.

\_\_\_\_\_

4. "Will Aunt Debra's new puppy be at Aunt Debra's house?" Lucy asked.

\_\_\_\_\_

5. Dad said, "Hand me Dad's car keys."

\_\_\_\_\_

# Prefixes *un-*, *pre-*, *re-*, *bi-*

**Dog-of-the-Sea-Waves**

Phonics: Prefixes

*un-*, *pre-*, *re-*, *bi-*

Read each sentence. Choose the missing word from the box.  
Write the word. Then reread the complete sentence.

refilled	preview	unsafe	unbroken
preheat	unopened	biweekly	bicycle
redo	pretest		

1. Did you see the old \_\_\_\_\_ zoom past?
2. It is \_\_\_\_\_ to skateboard without a helmet.
3. The \_\_\_\_\_ showed parts of a new movie.
4. I have to study the words I missed on the spelling  
\_\_\_\_\_.
5. The \_\_\_\_\_ magazine comes out every  
two weeks.
6. Mom \_\_\_\_\_ my glass after I finished the  
first glass of juice.
7. I was happy to find the vase \_\_\_\_\_ after  
I saw it fall.
8. Tomas had to \_\_\_\_\_ the poster after he  
misspelled a word on it.
9. I left the gifts \_\_\_\_\_ while I waited for my  
sisters to come home.
10. The recipe says to \_\_\_\_\_ the oven to  
325 degrees before putting the chicken in.

# Complex Sentences

**Dog-of-the-Sea-Waves**Grammar:  
Complex Sentences

- An **independent clause** is a simple sentence and tells a complete thought. It has a subject and a verb.
- A **dependent clause** has a subject and a verb, but it does not tell a complete thought.
- A **complex sentence** is formed by combining one independent clause and one or more dependent clauses.

Although the boat needed a repair. We went sailing.

Although the boat needed a repair, we went sailing.

**Thinking Question**

*Which part of the sentence tells a complete thought? Which part cannot stand alone?*

Write **complex** if the sentence has an independent clause and one or more dependent clauses. Write **dependent clause** if the sentence does not tell a complete thought.

1. When the boat's rope broke, the boys worked quickly to fix it.

\_\_\_\_\_

2. Jen retied the ropes since she was good with knots.

\_\_\_\_\_

3. While the captain carefully watched her.

\_\_\_\_\_

4. Everyone relaxed when they arrived at the dock.

\_\_\_\_\_

**Dog-of-the-Sea-Waves**Grammar:  
Complex Sentences

# Subordinating Conjunctions

- A complex sentence is formed by combining one independent clause and at least one dependent clause. If the dependent clause appears first, add a comma after it.
- **Subordinating conjunctions** begin dependent clauses. Some subordinating conjunctions are *after, although, because, before, even though, since, unless, until, when, while*.  
We had fun swimming. Because of the weather.  
We had fun swimming because of the weather.

**Thinking Question***Which subordinating conjunction can join the dependent clause to the independent clause?*

**Underline the dependent clause. Write the subordinating conjunction that begins the dependent clause.**

1. We will see the dolphins before we leave.  
\_\_\_\_\_
2. After we eat lunch we will see more of the zoo.  
\_\_\_\_\_
3. Because he forgot his lunch we went back to the car.  
\_\_\_\_\_
4. We will miss the dolphins unless we hurry.  
\_\_\_\_\_

# Spelling Word Sort

## Dog-of-the-Sea-Waves

**Spelling:**  
The Prefixes *re-* and *un-*

Write each Basic Word under the correct heading.

Prefix that means “again”	Prefix that means “not” or “opposite of”

**Review:** Add the Review Words to your Word Sort.

**Challenge:** Add the Challenge Words to your Word Sort.

### Spelling Words

#### Basic

1. unfold
2. rejoin
3. untie
4. reheat
5. unfair
6. unclear
7. repaid
8. rewrite
9. unhurt
10. recheck
11. unlucky
12. unwrap
13. reuse
14. unsure

#### Review

reread  
unsafe

#### Challenge

unbuckle  
unknown

# Focus Trait: Ideas

## Using Vivid Details

**Dog-of-the-Sea-Waves****Writing:**  
Narrative Writing

Good story writers use vivid details to paint a clear picture. Compare the sentence without vivid details to the one with vivid details.

**Without Vivid Details:** The beach was beautiful in the morning.

**With Vivid Details:** The sunrise cast a warm glow over the golden sands of the empty beach.

**Rewrite each sentence, adding vivid details. You may use ideas from the box below or think of your own.**

gently

sparkling

shady

cool

1. They had to cross the ocean to get home.

---

2. Manu cleaned the animal's wound.

---

3. He built a shelter from the sun.

---

4. He gathered berries.

---

5. He dived into the water.

---

# Cumulative Review

**Dog-of-the-Sea-Waves**Phonics:  
Cumulative Review

Read each sentence. Choose the missing word from the box. Write the word.

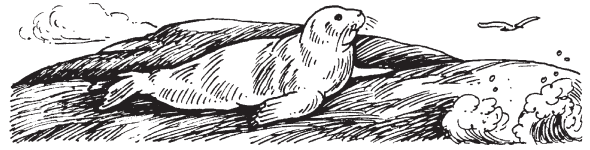
bimonthly  
reelectedrevisit  
preheatunequal  
unfriendlyrebuild  
unknown

1. I had so much fun at the park that I hope we \_\_\_\_\_ it next summer.
2. I asked Uncle Ramon to pour more water into my glass because the amounts in the two glasses were \_\_\_\_\_.
3. Be sure to \_\_\_\_\_ the oven before you put the biscuits in to bake.
4. The mayor was \_\_\_\_\_ for a second term after all the votes were counted.
5. The \_\_\_\_\_ school newspaper comes out on the first and fifteenth of the month.
6. The \_\_\_\_\_ store clerk did not look up when I said hello.
7. There was no card on the flowers that were sent by an \_\_\_\_\_ person.
8. The carpenter had to \_\_\_\_\_ the wobbly bookshelves.

**Dog-of-the-Sea-Waves**  
Independent Reading

# Dog-of-the-Sea-Waves

## Homes for Sale!



When the brothers returned home to the southern sea, they wanted to convince other people to move there. They decided to place an advertisement in the newspaper.

**Read page 315. What are some details on this page that will convince people to move to the Hawaiian Islands?**

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**Read pages 318–319. Here, Manu finds the hurt seal. How can the story of the seal help convince people to move to the islands?**

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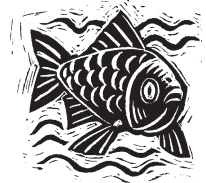
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**Read pages 320–321. On these pages, the brothers were gathering food. What kinds of food did they gather? Do you think these details can help convince other people that Hawaii is a good place to live?**

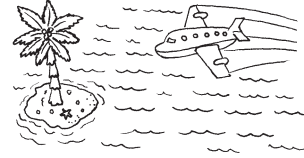
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Name \_\_\_\_\_ Date \_\_\_\_\_

**Dog-of-the-Sea-Waves**  
Independent Reading



Now make the advertisement! Show why Hawaii will be a good place to live. The illustration should show the thing you think people would like best about Hawaii. Label the illustration and use details you gathered to write a caption about Hawaii.

A large, empty rectangular box with a thin black border, intended for a student to draw an advertisement for Hawaii.

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# Forming Complex Sentences

## **Dog-of-the-Sea-Waves**

**Grammar:**  
Complex Sentences

**Combine the clauses to form complex sentences.**

1. Even though he is a dog. Rover is Lucy's best friend.

\_\_\_\_\_

2. She takes Rover to the park. After she comes home from school.

\_\_\_\_\_

3. Lucy worried she would be late. Unless she hurried.

\_\_\_\_\_

4. They stayed at the park. Until it started to rain.

\_\_\_\_\_

5. Because it was raining. They ran to the house.

\_\_\_\_\_

6. When they got home. Rover shook water everywhere.

\_\_\_\_\_

# Prefixes *re-*, *-un*

**Dog-of-the-Sea-Waves**Spelling:  
Prefixes *re-*, *-un***Write a Basic Word to answer each clue.****Spelling Words****Basic**

1. unfold
2. rejoin
3. untie
4. reheat
5. unfair
6. unclear
7. repaid
8. rewrite
9. unhurt
10. recheck
11. unlucky
12. unwrap
13. reuse
14. unsure

**Review**reread  
unsafe**Challenge**unbuckle  
unknown

1. You might do this with shoe laces. \_\_\_\_\_
2. You would do this to a present wrapped in paper.  
\_\_\_\_\_
3. You might feel this way if you didn't know the answer to a question. \_\_\_\_\_
4. To be sure your answers on a test were correct, you might do this. \_\_\_\_\_
5. If you thought someone had cheated in a game, you might think the game was this. \_\_\_\_\_
6. You could do this to make some leftover food warm again. \_\_\_\_\_
7. If you didn't like a poem you had written, you might do this to it. \_\_\_\_\_
8. You would do this to a shirt you found folded in a drawer. \_\_\_\_\_

**Review: Choose a Review Word. Write a clue for it.**  
  
\_\_\_\_\_**Challenge: Choose a Challenge Word. Write a clue for it.**  
  
\_\_\_\_\_

# Shades of Meaning

**Dog-of-the-Sea-Waves**  
**Vocabulary Strategies:**  
Shades of Meaning

**Read each sentence. Choose the word from the box that best completes each sentence. Explain your choice.**

knows	suspects	wonders	believes	hears
know	suspect	wonder	believe	hear

1. How does Hoku \_\_\_\_\_ that the star he discovered always points north?

---



---

2. As the brothers sail away from the island, Opuia \_\_\_\_\_ whether he sees smoke or a cloud.

---



---

3. For a while, the brothers \_\_\_\_\_ that Manu has drowned in the sea.

---



---

4. Although they are leaving the island, Manu \_\_\_\_\_ that he and his brothers will return.

---



---

# Possessive Nouns and Pronouns

**Dog-of-the-Sea-Waves**Grammar:  
Spiral Review

- A possessive noun shows that a person, place, or thing has or owns something.
- Add an apostrophe and *s* to a singular noun to make it possessive. Add an apostrophe to a plural noun that ends in *s*.
- Possessive pronouns can take the place of possessive nouns. Possessive pronouns show ownership: *my, your, his, her, its, our, their*.

The family's outing was to the zoo.

The seals' pool was new.

Their bodies moved quickly through the water.

**Use the correct possessive form of the noun in parentheses to complete each sentence.**

1. It was \_\_\_\_\_ first visit to the zoo. (Charlie)
2. The \_\_\_\_\_ Australia section has koalas. (zoo)
3. The \_\_\_\_\_ uniforms are a dark green. (workers)

**Use a possessive pronoun to take the place of the underlined possessive noun. Write the sentence.**

4. Yolanda saw the dolphin's head peek out of the water.  
\_\_\_\_\_

5. The dolphin splashed water onto Yolanda's shoes.  
\_\_\_\_\_

# Proofreading for Spelling

**Dog-of-the-Sea-Waves**Spelling:  
Prefixes *re-*, *-un*

Read each direction. Circle the misspelled words.

1.

Set up your tent.  
First, unfolde the tent.

5.

Do not reheet drinks  
or food. See your  
camp leader.

2.

Next, unrap the tent  
ropes. You need the  
ropes to set up  
your tent.

6.

Be sure to rejoin your  
group after lunch.

3.

If ropes are tied, you  
need to untye them.

7.

Always walk with a  
friend. Walking alone  
at camp is unsaff.

4.

Try to reus plastic  
bags while at camp.  
Do not throw  
them away.

8.

Are you sure you  
have everything?  
You should rechek  
your bag.

**Spelling Words**

1. unfold
2. rejoin
3. untie
4. reheat
5. unfair
6. unclear
7. repaid
8. rewrite
9. unhurt
10. recheck
11. unlucky
12. unwrap
13. reuse
14. unsure

**Review**

reread  
unsafe

**Challenge**

unbuckle  
unknown

Write the misspelled words correctly on the lines below.

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

# Connect to Writing

## Dog-of-the-Sea-Waves

**Grammar:**  
Connect to Writing

Short, choppy sentences can be combined to make your writing smoother. Use a subordinating conjunction to form complex sentences. Remember to use a comma after the dependent clause if it comes first in the sentence.

Short Sentences	Longer, Smoother Sentences
Sam taught his cat. He thought the cat was clever.	Sam taught his cat since he thought the cat was clever.
Dave played with his pet. He was happy.	While Dave played with his pet, he was happy.

Use a subordinating conjunction from the word bank to combine two short, choppy sentences. Write the new sentence on the line.

### Word Bank

since      while      though      because

1. Tara's dog swims with her. It is not fond of water.

\_\_\_\_\_

2. Ernesto worked with his bird. He waited for his friend.

\_\_\_\_\_

3. His bird escapes often. It knows how to open its cage.

\_\_\_\_\_

4. Bennie's cat is still healing. It needs to wear a bandage.

\_\_\_\_\_

# Suffixes *-less, -ness, -able*

**Mountains: Surviving on Mt. Everest****Phonics:**  
Suffixes *-less, -ness, -able*

Read each sentence. Choose the missing word from the box. Write the word. Then reread the complete sentence.

boneless	predictable	enjoyable	happiness
painless	weightless	shyness	softness
breakable	darkness		

1. Patricia got over her \_\_\_\_\_ when she met the new neighbors' puppy.
2. That story was so \_\_\_\_\_ that I guessed the ending.
3. The newborn chicks are so light that they almost feel \_\_\_\_\_.
4. I needed a flashlight to see in the \_\_\_\_\_.
5. Since I didn't need a shot, my doctor's visit was \_\_\_\_\_.
6. Chris smiled and clapped at the end of the \_\_\_\_\_ movie.
7. Be careful not to drop the box because it contains \_\_\_\_\_ items.
8. Mr. Griffin said, "The children in my classroom have brought me much joy and \_\_\_\_\_."
9. When you eat \_\_\_\_\_ chicken there are no bones left on the plate!
10. Bradley sank back into the \_\_\_\_\_ of the pillow.

# Adjectives That Compare

**Mountains: Surviving on Mt. Everest**

**Grammar:**  
Words That Compare

- Use *-er* and *more* to compare two nouns. Use *-est* and *most* to compare three or more nouns.
- Add *-er* or *-est* to most **adjectives** that have one syllable.
- For adjectives that have two syllables and end in *-y*, such as *happy*, replace the *y* with *i* and then add *-er* or *-est*.
- Add *more* or *most* before adjectives that have three or more syllables.

## Thinking Question

*How many does the adjective compare?  
Does it have more than two syllables?  
Does it end in -y?*

**Write the correct form of the adjective in parentheses. Then write *two* or *three* or *more* to explain the form you wrote.**

1. This backpack is (light) than that one.
2. I think that mountain climbing is (dangerous) than hiking trails.
3. The winds on this mountain are the (powerful) I have ever experienced.
4. The trail going up was (uneven) than the trail coming down.
5. Our pack mule was the (noisy) animal on the trail.

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# Adverbs That Compare

**Mountains: Surviving on Mt. Everest****Grammar:**  
Words That Compare

- Use *-er* or *more* to compare two verbs, or actions.  
Use *-est* or *most* to compare three or more.
- Add *-er* or *-est* to most **adverbs** that have one syllable.
- Add *more* or *most* before adverbs that end in *-ly*.

Caroline climbed more carefully than Elena.Jena climbed the most carefully.Elena climbed higher than Jena.Caroline climbed the highest.**Thinking Question***How many does the adverb compare?  
Does it end in -ly?*

**Write the correct form of the adverb in parentheses. Then write *two* or *three* or *more* to explain the form you wrote.**

1. Will waited (patiently) than Kyle for the storm to pass.

\_\_\_\_\_

2. Kyle handled the ropes for the tent (roughly) of all the climbers.

\_\_\_\_\_

3. The ropes were tied (tight) by the oldest climber.

\_\_\_\_\_

4. The climbers sitting by the fire felt (warm) than those inside the tent.

\_\_\_\_\_

5. Will slept (quietly) of all the campers.

\_\_\_\_\_

# Spelling Word Sort

Write each Basic Word under the correct heading.

**Mountains: Surviving on Mt. Everest**

**Spelling:**  
The Suffixes *-less* and *-ness*

Suffix that means "without"	Suffix that means "quality of being"
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Spelling Words

### Basic

1. painless
2. sickness
3. sadness
4. helpless
5. thankless
6. kindness
7. hopeless
8. darkness
9. fearless
10. thickness
11. careless
12. goodness
13. spotless
14. softness

### Review

useful  
weakly

### Challenge

breathless  
eagerness

**Challenge:** Add the Challenge Words to your Word Sort.

# Focus Trait: Word Choice

## Choosing Words for Effect

**Mountains: Surviving on Mt. Everest**Writing:  
Narrative Writing**Without strong words:** Very cold winds blew hard.**With strong words for effect:** Icy winds **roared by**.

Rewrite each sentence. Choose a stronger word or phrase from the box to replace the underlined word or phrase.

plunged  
foughtAfter nightfall  
crushtowering  
summitterrible  
be wary of

1. Mt. Everest is a very tall mountain.

---

2. Temba made a bad mistake and took off his gloves.

---

3. When it was dark, the temperature went way down.

---

4. Temba worked hard to reach the top.

---

5. Climbers must watch out for huge pieces of ice that could fall on them.

---

# Cumulative Review

**Mountains: Surviving on  
Mt. Everest****Phonics:**  
Cumulative Review

Read each sentence. Choose the missing word from the box. Write the word. Then reread the complete sentence.

redo

sleepless

freshness

crispness

preview

erasable

tasteless

valuable

1. Justin spent a \_\_\_\_\_ night at the campout because he was worried about bears.
2. To test the \_\_\_\_\_ of celery, see if it makes a snapping sound.
3. The painting is \_\_\_\_\_ because it is one of a kind.
4. After one sip of the \_\_\_\_\_ soup, Tessa switched and ate something with more flavor.
5. I like to draw in pencil because it is \_\_\_\_\_, and I can fix my mistakes.
6. Daniel always smells each melon to test its \_\_\_\_\_ before buying it.
7. I made so many mistakes, I had to \_\_\_\_\_ the whole assignment.
8. We got to \_\_\_\_\_ the movie before it came to the local theater.

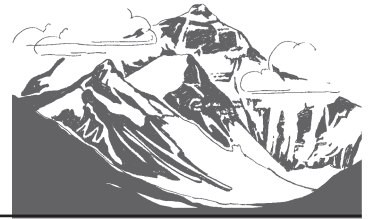
**Mountains: Surviving  
on Mt. Everest**  
Independent Reading

# Mountains: Surviving on Mt. Everest

## Create a Travel Brochure

You are writing a travel brochure about climbing Mount Everest. First, gather details for the brochure.

**Read pages 349 and 351. Write important details about Mount Everest and its mountain range.**



**Read page 354. What equipment should travelers bring?**

**Read pages 355 and 360. What should travelers know about the climb? What should they be careful *not* to do?**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Mountains: Surviving  
on Mt. Everest**  
Independent Reading

Now use all the details from the previous page to write a brochure that will tell climbers what to expect on Mount Everest and what to bring for the climb. Include a title and labeled illustrations on each panel of the brochure to show what that section talks about.

## Preparing to Climb Mount Everest.

	<hr/> <hr/> <hr/> <hr/> <hr/>	
<hr/> <hr/> <hr/> <hr/> <hr/>		<hr/> <hr/> <hr/> <hr/> <hr/>

Name \_\_\_\_\_ Date \_\_\_\_\_

# Adjectives and Adverbs That Compare

**Mountains: Surviving on  
Mt. Everest**

**Grammar:**  
Words That Compare

**Write an adjective or adverb to complete each sentence.**

**Then write *adjective* or *adverb* to tell about the word or phrase you used.**

1. Jeff explained the day's events \_\_\_\_\_ than Ella. (calm) \_\_\_\_\_
2. The water at the bottom of the stream was \_\_\_\_\_ than the water on the surface. (murky) \_\_\_\_\_
3. Laurie was the \_\_\_\_\_ worker of them all. (fast) \_\_\_\_\_
4. Jason had the \_\_\_\_\_ sneakers in the group. (muddy) \_\_\_\_\_

**Write two sentences. Include an adjective that compares in one sentence and an adverb that compares in the other sentence.**

5. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_

# The Suffixes *-less* and *-ness*

Write the Basic Word that makes sense in the sentence.

1. The hiker thanked the guide for her help and  
\_\_\_\_\_.
2. In high mountains, a lack of oxygen can cause  
\_\_\_\_\_.
3. Being \_\_\_\_\_ in the mountains is dangerous.
4. It is not wise to climb mountains in  
\_\_\_\_\_.
5. The \_\_\_\_\_ guide climbed the high cliff.
6. I was amazed at the \_\_\_\_\_ of the freshly fallen snow.
7. Scientists measured the \_\_\_\_\_ of the ice at the top.

**Challenge:** Choose a Challenge Word. Use it in a sentence.

\_\_\_\_\_

\_\_\_\_\_

**Mountains: Surviving on Mt. Everest**

**Spelling:**  
The Suffixes *-less* and *-ness*

## Spelling Words

### Basic

1. painless
2. sickness
3. sadness
4. helpless
5. thankless
6. kindness
7. hopeless
8. darkness
9. fearless
10. thickness
11. careless
12. goodness
13. spotless
14. softness

### Review

useful  
weakly

### Challenge

breathless  
eagerness

Name \_\_\_\_\_ Date \_\_\_\_\_

# Analogies

**Mountains: Surviving on  
Mt. Everest**

**Vocabulary Strategies:**  
Analogies

**Complete the analogies with a word from the box.**

danger	increase	assist	departure
succeed	brave	slope	strength

1. Believable is to unbelievable as weakness is to \_\_\_\_\_.
2. Force is to power as achieve is to \_\_\_\_\_.
3. Polite is to rude as fearful is to \_\_\_\_\_.
4. Excellent is to wonderful as risk is to \_\_\_\_\_.
5. Frequent is to often as aid is to \_\_\_\_\_.
6. Up is to down as arrival is to \_\_\_\_\_.
7. Sad is to happy as decrease is to \_\_\_\_\_.
8. Ocean is to wave as mountain is to \_\_\_\_\_.

# Forming Complex Sentences

**Mountains: Surviving on  
Mt. Everest****Grammar:**  
Spiral Review

- A **complex sentence** is formed by combining one independent clause and one or more dependent clauses. If the dependent clause appears first, add a comma after it.
- **Subordinating conjunctions** begin dependent clauses. Some subordinating clauses are: *after, although, because, before, even though, since, unless, until, when, while.*

## Combine the clauses to form complex sentences.

1. Even though he was tired. Tracy hiked up the hill.

\_\_\_\_\_

2. Torry planned to climb the hill. When her father could join her.

\_\_\_\_\_

3. Because she is afraid of heights. Rita will not climb.

\_\_\_\_\_

4. Until he saw the hill. Robbie was eager to climb.

- \_\_\_\_\_
5. They played catch. While they waited for the others to climb.

- \_\_\_\_\_
6. Mel climbed again. Before they went home.

\_\_\_\_\_

# Proofreading for Spelling

Read each journal entry. Circle the misspelled words.

**Mountains: Surviving on  
Mt. Everest**

**Spelling:**  
The Suffixes *-less* and *-ness*

## Journal of a Mountain Guide

**Monday:** We rescued a hiker who had become lost in the darkniss.

**Tuesday:** It is hopeless to teach some people how to be careful in the mountains. They just don't pay attention.

**Wednesday:** We took a short hike to the ranger station. It was paneless.

**Thursday:** Felt a strange thickness in my leg. I'll have a doctor check it tomorrow. Was glad for the softnes of my sleeping bag.

**Friday:** Found a hammer and some rope in the snow. Some careluss hiker must have dropped them.

**Saturday:** Some hikers thanked us for our kineness. I guess being a mountain guide is not always a thankliss job!

## Spelling Words

### Basic

1. painless
2. sickness
3. sadness
4. helpless
5. thankless
6. kindness
7. hopeless
8. darkness
9. fearless
10. thickness
11. careless
12. goodness
13. spotless
14. softness

### Review

useful  
weakly

### Challenge

breathless  
eagerness

Write the misspelled words correctly on the lines below.

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

# Connect to Writing

**Mountains: Surviving on Mt. Everest****Grammar:**  
Connect to Writing

Use adjectives and adverbs that compare to make your ideas easier for readers to picture. To compare two nouns or actions, add *-er* to most adjectives and adverbs. To compare more than two nouns or actions, add *-est* to most adjectives and adverbs. Use *more* or *most* before an adverb that ends in *-ly*.

	Compare Two	Compare More Than Two
Adjective	Molly's backpack is heavier than Jeff's.	Steven has the heaviest backpack of everyone in the class.
Adverb	Stacy climbs more easily than Brett.	Mike climbs most easily of everyone in the group.

**Choose the correct form of the adjective or adverb in parentheses. Write the sentence.**

1. Mrs. Brown's map is (newer, newest) than my map.

\_\_\_\_\_

2. Where are the (higher, highest) mountains in the world?

\_\_\_\_\_

3. Brynn spoke (more eagerly, most eagerly) about climbing than Jo.

\_\_\_\_\_

4. Of all the climbers, Lucas climbed (more powerfully, most powerfully).

\_\_\_\_\_