Words with air, ear, are

Write a word from the box to complete each sentence. Then read the complete sentence.

<table>
<thead>
<tr>
<th>airfare</th>
<th>hear</th>
<th>wear</th>
</tr>
</thead>
<tbody>
<tr>
<td>airline</td>
<td>pear</td>
<td>year</td>
</tr>
<tr>
<td>dairy</td>
<td>share</td>
<td></td>
</tr>
<tr>
<td>prepare</td>
<td>tear</td>
<td></td>
</tr>
</tbody>
</table>

1. The ____________ has ten airplanes.
2. Gently ____________ the paper into two pieces.
3. The teacher will ____________ the lesson for the day.
4. Did you ____________ the bell ring?
5. You must pay the ____________ before you can ride on the plane.
6. Milk and cheese are in the ____________ food group.
7. You and I were born in the same ____________.
8. It’s cold outside, so you’ll need to ____________ your coat.
9. This is a juicy ____________!
10. It’s kind to ____________ your toys.
Adjectives That Tell What Kind

_**Adjectives**_ are words that describe, or tell about, nouns. Some adjectives tell what kind.

We went for a ___ walk. (What kind of walk?)

An adjective usually comes before the noun it describes.

Write the adjective that tells about the underlined noun.

1. Our class started a recycling **project**. ______________
2. Mr. Thomas put several big **bins** in the room.
   ______________
3. The blue **bin** was for paper. ______________
4. Jason added a stack of old **newspapers**.
   ______________
5. Lee Ann brought wrapping **paper**. ______________
6. Melissa used the colorful **paper** for a collage.
   ______________
7. We added our cereal **boxes** to the bin. ______________
8. Our small **class** collected a lot of paper.
   ______________
9. We took the bins to a green **truck**. ______________
10. The workers wore thick **gloves**. ______________
An adjective is a word that describes, or tells about, a noun. Some adjectives tell how many. An adjective that tells how many comes before the noun it describes.

She saw three birds in a nest. (How many birds?)

Write the adjective that tells about the underlined noun.

1. There are two paths along the river. ________________
2. My dad hikes to the river with four friends. ________________
3. They bring five bags to collect trash. ________________
4. My dad picks up many cans. ________________
5. Soon two bags are filled with trash. ________________
6. Then they see several cans in the shallow river. ________________
7. Three men have boots and wade into the water. ________________
8. They use a net and pull seventeen cans out of the river. ________________
9. A few more pieces of trash are under the bench. ________________
10. Their walk home is about one mile. ________________
## Spelling Word Sort

Write each Basic Word under the correct heading.

<table>
<thead>
<tr>
<th>Vowel + /r/ Sound in air spelled air</th>
<th>Vowel + /r/ Sound in fear spelled ear</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vowel + /r/ Sound in air spelled ear</th>
<th>Vowel + /r/ Sound in air spelled are</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>

### Review
Add one Review Word to your Word Sort.

Which Review Word cannot be added to the Word Sort?

---

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

<table>
<thead>
<tr>
<th>Spelling Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic</td>
</tr>
<tr>
<td>1. air</td>
</tr>
<tr>
<td>2. wear</td>
</tr>
<tr>
<td>3. chair</td>
</tr>
<tr>
<td>4. stairs</td>
</tr>
<tr>
<td>5. bare</td>
</tr>
<tr>
<td>6. bear</td>
</tr>
<tr>
<td>7. hair</td>
</tr>
<tr>
<td>8. care</td>
</tr>
<tr>
<td>9. pear</td>
</tr>
<tr>
<td>10. pair</td>
</tr>
<tr>
<td>11. share</td>
</tr>
<tr>
<td>12. near</td>
</tr>
<tr>
<td>13. ear</td>
</tr>
<tr>
<td>14. beard</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>buy</td>
</tr>
<tr>
<td>year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>earring</td>
</tr>
<tr>
<td>compare</td>
</tr>
</tbody>
</table>
Focus Trait: Ideas
Introducing the Topic and Opinion

A persuasive letter tries to make someone believe something or take an action. Good writers state their opinion clearly and convince readers it is correct by giving specific reasons. For example, Monique does not like the school lunch menu because it includes too much junk food. She wants to convince the school board to change the menu so it includes more healthful foods, like fruits and vegetables. She might offer reasons, such as healthful foods help kids think better and have stronger bodies.

Read each writer’s opinion and think about the writer’s goal. Then read the reasons that could support the opinion. Underline the strongest, most convincing reasons.

1. We should help rescued dogs and cats. I want to convince people to adopt rescued animals.
   
   **REASONS**
   
   A. Pets are good.
   B. Adopting a rescued pet saves a life.
   C. Rescued pets have a lot of love to give owners.
   D. Some rescued pets are injured or sick.

2. We should clean up our local park. I want to convince my classmates to volunteer to help clean up the park.
   
   **REASONS**
   
   A. Kids are getting hurt on broken glass and metal litter.
   B. A lot of people use the park.
   C. We can be proud of the place where we play.
   D. Litter makes the park look bad.
Cumulative Review

Write a word from the box to complete each sentence in the story. Then read the story.

careful  energy  wear
center  shirt  worry
dirty  turned
disappeared  stairs

“I want to _______ my new clothes,” said Julia. She went up the _______ to her room and put them on.

Julia went back downstairs. She _______ the doorknob to go outside.

“Julia,” said Mom, “don’t get your new clothes _______.”

“Don’t _______, Mom. I’ll be _______!”

Julia _______ into the backyard. She used a lot of _______ playing outside. As she came back in, she saw a big spot in the _______ of her new _______. “Oh, no!” she gasped. “I should have listened to Mom!”
Judy Moody Saves the World!

Judy Moody’s Class Presentation

“Judy Moody will come up to the front of the class and talk about what she has learned about the environment,” said Mr. Todd.

Read pages 18–20. Use the information on these pages to help Judy tell the class how she got the idea to save the world.

Read pages 21–22. Use these pages to help Judy tell the class about the Crazy Strips contest.

Read pages 24–27. Use these pages to help Judy tell the class about her work the next morning. Then tell how her family felt about her plan.
Read pages 28–29. Use these pages to help Judy tell about her next plan.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Read pages 31–32. Help Judy tell how her family responded to this plan.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Read pages 35–36. Help Judy tell the class how she decided to save trees and energy.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
This, That and Articles

- The adjectives this and that tell “which one.”
- The words a, an, and the are adjectives called articles.
- Use a before nouns that begin with a consonant sound. Use an before nouns that begin with a vowel sound.

Underline the adjective that tells which one. Write the noun the adjective describes.

1. My friends and I helped clean this park. ______________
2. We put the trash we collected in that can. ______________
3. This playground could use a good cleaning. ______________

Choose the article in parentheses to go with the underlined word. Write the article.

4. I have (a, an) ___ to recycle. ______________
5. You should recycle (the, an) paper. ______________
6. There is (a, an) empty bin. ______________
7. (The, An) ___ is not full yet. ______________
Word Towers

Read each clue. Write the Basic Word that matches each clue.

Clues
1. A body part you use to hear
2. Two of something
3. Hair on a man’s chin
4. Fills the open space around you
5. A large, strong animal
6. Split something with a friend
7. Steps

Challenge Use Basic, Review, and Challenge Words to complete the Word Tower.

Clues
8. Pay money for something
9. Feel love and concern for someone
10. Furniture you can sit on
11. Steps
12. Tell how two things are alike

Spelling Words
Basic
1. air
2. wear
3. chair
4. stairs
5. bare
6. bear
7. hair
8. care
9. pear
10. pair
11. share
12. near
13. ear
14. beard

Review
buy
year

Challenge
earring
compare
Context Clues

Write the meaning of the underlined word as it is used in each sentence. Circle the words that help you know the meaning of the underlined word.

1. One weekend each fall, our family goes on a yearly campout.
   
2. When it gets dark, we gather kindling to start a campfire.
   
3. Last year, our tent was leaky. Rain dripped in while we were sleeping.
   
4. Our new tent is made from recycled bottles.
   
5. This year, we forgot to put our garbage in the trash can with a lid.
   
6. A raccoon gobbled up the food we threw away.
   
7. My brother and I quarreled with loud voices over who was supposed to put the lid on the trash can.
   
8. Pop got us to stop fighting when he suggested that we all go fishing.
   
9. We got the necessary gear to catch fish and headed to the pond.
   
10. We were sad to see the pollution in the pond.
More Plural Nouns

- Form the plural of a noun that ends with a consonant and y by changing the y to i and adding -es.
- Identify nouns that change their spelling to form their plurals.

The families enjoyed watching the geese.

Write the plural form of each singular noun in parentheses.

1. two beautiful (butterfly)
2. six new (hobby)
3. two intelligent (woman)
4. many falling (leaf)
5. a crowd of (child)

Write singular or plural for each underlined noun.

6. A man gathered bottles.
7. The geese flew over the recycling area.
8. Many families recycle their own garbage.
9. One city saves money by reusing paper.
10. Mice will eat garbage if it isn’t cleaned up.
Proofreading for Spelling

Read the following journal entry. Find and circle the misspelled words.

May 8

Today I went camping in a park near my home. Before I left, I took care as I decided what to wear. I put on a jacket because the air was crisp. I put a cap over my hair. I wore a pair of hiking boots, too.

I got to the campsite and set up my tent. I sat in my camp chair and started to eat a juicy pair. All of a sudden I saw a big, brown bear. He was looking at my food, but I did not want to share. I ended my camping trip right then and there!

Write the misspelled words correctly on the lines below.

1. __________  6. __________
2. __________  7. __________
3. __________  8. __________
4. __________  9. __________
5. __________ 10. __________

Spelling Words

Basic
1. air
2. wear
3. chair
4. stairs
5. bare
6. bear
7. hair
8. care
9. pear
10. pair
11. share
12. near
13. ear
14. beard

Review
buy
year

Challenge
earring
compare

Judy Moody Saves the World!
Spelling:
Vowel + /r/ Sounds in air and fear

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# Connect to Writing

<table>
<thead>
<tr>
<th>Short Sentences</th>
<th>Longer, Smoother Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our class watched a video about recycling. The video about recycling was interesting.</td>
<td>Our class watched an interesting video about recycling.</td>
</tr>
<tr>
<td>There was a talking can in the video. The talking can was green.</td>
<td>There was a green talking can in the video.</td>
</tr>
</tbody>
</table>

Combine two short sentences by moving an adjective to make one longer sentence. Write the new sentence on the line.

1. The video was about a recycling center. The recycling center was big.

2. Many people work in the recycling center. It is noisy in the recycling center.

3. One worker wore a hat. The hat was huge.

4. The wind blew paper into the air. The paper was yellow.

5. The workers take a bus home. The bus is new.
Words with /j/ and /s/  
Read each sentence. Choose the missing word from the box. Write the word. Then reread the complete sentence.

<table>
<thead>
<tr>
<th>season</th>
<th>decide</th>
<th>squirt</th>
</tr>
</thead>
<tbody>
<tr>
<td>jelly</td>
<td>scale</td>
<td>jumping</td>
</tr>
<tr>
<td>force</td>
<td>edge</td>
<td>engine</td>
</tr>
</tbody>
</table>

1. Which _____________ of the year is your favorite?
2. Close the door with ________________ .
3. I would love to drive a fire ________________ !
4. Place the apples on the ________________ .
5. Felice likes to put ________________ on her toast.
6. The ________________ on these scissors is too dull to cut cardboard.
7. “Did you ________________ who is the winner?” the girl asked.
8. If you ________________ me with water, I’ll have to change my clothes.
9. We saw grasshoppers ________________ into the bushes.


**Adding -er, -ier, or More**

- Add **-er** 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**.
- Add **more** before adjectives that have two or more syllables.

The pottery is **larger** than the arrowheads.

The arrowheads were **shinier** than the pottery.

The Native American exhibit is **more modern** than the dinosaur exhibit.

---

Choose the correct form of the adjective in parentheses. Write it on the line.

1. The (younger, more young) of the two students found an arrowhead made of stone. _______________

2. The arrowhead was in a location (deeper, more deep) than the clay pot. _______________

3. One of the bones was (tinier, more tiny) than the arrowhead. _______________

4. It was (difficulter, more difficult) to unearth the arrowheads than the bones. _______________

5. The circle of stones was (interestinger, more interesting) than the bones they found. _______________

---

**Thinking Questions**

Does the adjective have more than one syllable? Does it end in **-y**?

---

Grammar: **Adjectives That Compare**
One-Syllable Adjectives That Compare

- Add -er to most adjectives that have one syllable.
- For adjectives with one syllable that end in a single vowel followed by a consonant, double the last consonant and then add -er.

Are the Badlands hotter than a desert?

Write the correct form of the adjective that compares two nouns.

1. fresh ________________
2. green ________________
3. fat ________________
4. sad ________________
5. hard ________________
6. cool ________________
7. thin ________________
8. tight ________________
9. soft ________________
10. ripe ________________
Spelling Words with /j/ and /s/

1. Write the Basic Words that use the letter j to spell the sound /j/.

________________, ________________.
________________

2. Write the Basic Words that use the letter g to spell the sound /j/.

________________, ________________.
________________

3. Write the Basic Word that uses the letter s to spell the sound /s/.

________________

4. Write the Basic Words that use the letter c to spell the sound /s/.

________________, ________________.
________________

Challenge

1. gigantic Circle the letter in gigantic that makes one of this week’s spelling sounds.

2. excited Circle the letter in excited that makes one of this week’s spelling sounds.
Focus Trait: Voice

Convincing Voice

Good writers of opinion paragraphs use a convincing voice. If you provide interesting details, your opinion will be stronger and more convincing. Compare these sentences:

Weak Voice: I think computers are a waste of time.

Convincing Voice: Computers can be a big help doing some tasks, but it’s important to do more than just sit in front of a monitor all day. How about getting outside and playing with friends?

Read each sentence. Revise sentences with weak voice to be more convincing.

1. Weak Voice: Our cafeteria food is not very good.
   Convincing Voice: ____________________________________________

   ____________________________________________

2. Weak Voice: I think school sports are great.
   Convincing Voice: ____________________________________________

   ____________________________________________

3. Weak Voice: I think homework should be more fun.
   Convincing Voice: ____________________________________________

   ____________________________________________
Words with the VCCCV Pattern

Write a word from the box to complete each sentence. Then read the complete sentence.

<table>
<thead>
<tr>
<th>explore</th>
<th>partner</th>
<th>improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>instant</td>
<td>complaining</td>
<td>laundry</td>
</tr>
<tr>
<td>complicated</td>
<td>dolphin</td>
<td>athlete</td>
</tr>
</tbody>
</table>

1. I know that if I practice I will _____________.

2. We made _____________ oatmeal since we had no time to cook breakfast.

3. Cara is a great _____________ who swims and plays soccer.

4. When we paired up, I chose Gloria as my _____________.

5. Tran is always _____________ that it is too cold.

6. This puzzle is too _____________ for young children.

7. When we were at the beach, we saw a _____________ in the sea.

8. Mom is teaching me to do my own _____________.

9. I would like to travel and _____________ the world.
The Albertosaurus Mystery:
Philip Currie’s Hunt in the Badlands

Clues in the Attic

You are exploring an old attic and you find a large wooden chest. You read the name Barnum Brown scrolled across the back. The chest must belong to Barnum Brown! As you uncover each object inside the chest, help tell the story of Barnum Brown’s discoveries.

First, you find a photograph of an old plow.

Read page 64. Use what you learn on this page and write why Barnum Brown kept this photo.

You continue digging through the chest and find a photograph of T. rex bones.

Read page 65. Use information from this page to decide why this photograph was important to Barnum Brown.
Inside the wooden chest, you also find an old journal wrapped in cloth. You open to a page and begin reading Philip Currie’s journal entries.

Read pages 69–70. What did Philip Currie write in his journal about his findings in the museum basement? What did he do as a result? Write as if you are Philip Curie.

________________________________________

________________________________________

________________________________________

Read pages 71–72. Use this information to write in Philip Currie’s journal about his main question.

________________________________________

________________________________________

________________________________________

Read pages 73–75. Use this information to write in Currie’s journal about Rodolfo Coria and what the two scientists concluded.

________________________________________

________________________________________

________________________________________

________________________________________
Comparing More Than Two Nouns

• Add -est to most adjectives that have one syllable.
• For adjectives with two or more syllables, add the word most before the adjective.
• For adjectives with two syllables that end in -y, such as happy, replace the y with an i and then add -est.
• For adjectives that have one syllable and end in a single vowel followed by a consonant, first double the last consonant and then add -est.

Which of the world’s oceans is the deepest?
She chose the most expensive book.
Of the three jokes, Ben’s is the funniest.

Write the correct form of the adjective that compares more than two nouns.

1. happy ___________________
2. wonderful ___________________
3. fast ___________________
4. thin ___________________
5. sleepy ___________________
6. dangerous ___________________
Spelling Words with /j/ and /s/

1. Four of the words on the list are synonyms for big. Write them on the lines. You may write Basic Words and Challenge Words.

__________________________, ________________,
__________________________, ________________

2. Write three sentences about a dinosaur. Use four of the spelling words. Don’t use any synonyms for big!

__________________________
__________________________
__________________________

Spelling Words

Basic
1. age
2. space
3. change
4. jawbone
5. jacket
6. giant
7. pencil
8. circle
9. once
10. large
11. dance
12. jeans
13. bounce
14. huge

Review
nice
place

Challenge
excited
gigantic
Suffix -ly

Circle the word in each sentence that has the suffix -ly. On the line, write the meaning of the word.

1. The angry dog growled fiercely.

2. The truck driver honked the horn loudly when the light turned green.

3. Maria won the race easily because she is the fastest runner in our class.

4. We watched hopefully as Sean tried to score the winning goal.

5. When he saw his birthday present, Jason laughed happily.

6. The students read quietly in the library until the bell rang.

7. Mom told Sara that she sang beautifully in the school play.

8. We walked carefully across the shaky bridge.
Writing Proper Nouns

- A **proper noun** names a particular person, pet, place, holiday, person’s title, or book title.
- Always begin a proper noun with a capital letter.
  
  Aunt Liz took me to the Museum of Natural History.

Identify the proper nouns in each sentence. Then write each sentence correctly.

1. My favorite holiday is hanukkah and it is in december.

   
   

2. That is one of mrs. hubbard’s favorite movies.

   

Use proofreading marks to write each proper noun in this letter correctly.

Dear grandma,

Last week our class at beacon school learned about cats. We looked at a book called all kinds of cats. My friend tracy brought her cat to class.

Her cat’s name is fuzzy. Her cat was a valentine’s day present.

Love,

Amy
Proofreading for Spelling

Find the misspelled words and circle them.

A long, long time ago, a jiant ship flew through outer spase. It was the shape of a pensil, but it was ginjantic. It flew in a sircle around the Earth. It flew around the Earth once, then twice, then three times. In fact, it flew around the Earth a hundred times! What was it doing? What was it looking for? No one knows. Maybe the people on the ship wanted to changue planets. Maybe they liked to bounse from world to world and never stop. Maybe their world was not larje enough for them. I have a different answer, though. I think they were looking for a place to buy geans. They just came here thousands of years too soon.

Write the misspelled words correctly on the lines below.

1. _______________ 6. _______________  
2. _______________ 7. _______________  
3. _______________ 8. _______________  
4. _______________ 9. _______________  
5. _______________ 10. _______________
Connect to Writing

Use adjectives to describe how people, places, or things are different. To compare two nouns, add -er to most adjectives. To compare more than two nouns, add -est to most adjectives.

<table>
<thead>
<tr>
<th>Compare Two</th>
<th>Compare More Than Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>This bone is older than that one.</td>
<td>This is the oldest bone we have found.</td>
</tr>
<tr>
<td>It is hotter today than yesterday.</td>
<td>We went digging on the hottest day of the week.</td>
</tr>
</tbody>
</table>

Use the correct form of the adjective in parentheses. Write the sentence.

1. **Tyrannosaurus Rex** was (big) than **Albertosaurus**.

2. The (long) dinosaur measured more than 100 feet in length.

3. Sauropod eggs are (thick) than chicken eggs.

4. One of the (large) dinosaur eggs was found in China.
Words with /k/ and /kw/

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

<table>
<thead>
<tr>
<th>croaking</th>
<th>music</th>
<th>squeal</th>
</tr>
</thead>
<tbody>
<tr>
<td>jacket</td>
<td>quiet</td>
<td>joke</td>
</tr>
<tr>
<td>squirrel</td>
<td>sock</td>
<td>tractor</td>
</tr>
</tbody>
</table>

1. Kim told a silly ____________ that made us all giggle.

2. It is cold outside, so wear a warm ____________.

3. After everyone went to bed, the house was very ____________.

4. My brother’s band plays loud ____________.

5. “Here is my shoe, but where is my ____________?” Ana asked.

6. We saw a ____________ in a tree at the park.

7. Mr. Martin got a new ____________ for his farm.

8. The scared little pig let out a loud ____________.

9. You can hear frogs ____________ down by the pond.
The Verb *be*

The verb *be* has different forms. Different subjects use these different forms. *Am, is,* and *are* show present tense. *Was* and *were* show past tense.

Ms. Greene ___ our teacher last year.
We ___ interested in her book on deserts.
One large desert ___ in Africa.

Choose the correct verb in ( ), and write it on the line.

1. My science project (am, is) finished. __________

2. Ms. Burns (was, were) happy that I finished.
   __________

3. Leaves (was, were) part of my project. __________

4. They (was, were) very colorful. __________

5. Mike's project (is, are) also finished. __________

6. Forest animals (is, are) in his project. __________

7. They (was, were) fun for him to draw. __________

8. We (am, are) proud of our projects. __________

9. The projects (is, are) on a table. __________

10. Our room (is, are) ready for Parent Night. __________
Helping Verbs

Helping verbs work with the main verb to help show time. Singular and plural subjects use different forms.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Helping Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular nouns</td>
<td>is, was, has</td>
</tr>
<tr>
<td>Pronouns: he, she, it</td>
<td></td>
</tr>
<tr>
<td>Plural nouns</td>
<td>are, have, were</td>
</tr>
<tr>
<td>Pronouns: you, we, they</td>
<td></td>
</tr>
<tr>
<td>Pronoun: I</td>
<td>am, was, have</td>
</tr>
</tbody>
</table>

The tree was growing taller.
It has grown many branches.
The two friends were talking quietly.
We have tried to count the leaves.
They are blowing in the wind.
I am going to stop counting.
I was excited about the falling leaves.

Write the correct verb in ( ) to complete the sentence.

1. Those workers (is, are) planting trees in the park. ____________
2. My brother (is, are) helping the workers. ____________
3. He (has, have) asked me to come with him. ____________
4. I (am, is) going to walk with them. ____________
5. One tree’s leaves (has, have) already turned brown. ____________
6. Some squirrels (was, were) collecting acorns. ____________
Spelling the /k/ and /kw/ Sounds

Write each Basic Word where it belongs in the chart.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>kite</td>
<td>trick</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>camp</td>
<td>quack</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Challenge: Add the Challenge Words to your Word Sort.

Challenge Words
- shark
- check
- queen
- circus
- flake
- crack
- second
- squeeze
- quart
- squeak
- quick
- coldest
- quart
- Africa
- Mexico

Review
- black
- thank

Challenge
- correct
- question
Focus Trait: Word Choice

Exact Words

Good writers of persuasive problem-and-solution paragraphs use exact words—nouns, adjectives, adverbs, and verbs—to express clearly what they want to say. Compare a sentence without exact words and a sentence with exact words.

**Without Exact Words:** The dog chased the cat.

**With Exact Words:** The large, playful golden retriever chased the tiny calico cat.

Rewrite each sentence, adding exact words to express the writer’s thoughts more clearly. Make up your own specific details and exact words.

1. The piano fell.

2. The puppy tripped.

3. The store manager told me to leave.

4. From the window, you can see many things.

5. The food was great.
Write a word from the box to complete each sentence about one family’s love for the zoo. Then read the complete sentence.

<table>
<thead>
<tr>
<th>complain</th>
<th>kiss</th>
<th>quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>exchange</td>
<td>monkey</td>
<td>question</td>
</tr>
<tr>
<td>instead</td>
<td>pick</td>
<td>surprise</td>
</tr>
</tbody>
</table>

1. I have never heard anyone ________ about our local zoo.

2. It isn’t a huge zoo, but its ________ is very good.

3. Our zookeepers have managed to ________
   animals with zoos in faraway places.

4. My favorite animal is a ________ from India.

5. He likes to blow you a ________ when you visit
   his exhibit.

6. My little brother would ________ the zebra as
   his favorite animal.

7. It’s probably no ________ that my sister likes
   the koalas best.

8. Our family would choose a visit to the zoo ________
   of almost any other form of entertainment.

9. We all often ask the ________, “Can we go to
   the zoo this weekend?”
A Tree Is Growing

Label a Growing Tree

What did you learn about trees? Use the features in A Tree Is Growing to help you draw and label a growing tree.

Read pages 94–96. Draw and label three different leaves. Write a caption telling what leaves do for trees.

__________________________  ________________________  ________________________

Read pages 97–99. What is sap? What is special about some kinds of sap? Use the captions to find some of this information.

__________________________  ________________________  ________________________

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Read pages 100–101. What are some important things about a tree’s roots?

Read pages 102–105. What are some important things about a tree’s bark?

Now draw a picture of your own growing tree. Use the information from the text and illustrations to label your tree’s parts.
Using Verbs

Choose the correct verb in ( ), and write it on the line.

1. The pine tree (is, are) the tallest tree in the woods. ________________
2. The lakes in our state (is, are) very pretty. ________________
3. The Hudson River (is, am) the longest river in New York State. ________________
4. Our trip to Lake Erie (was, were) interesting. ________________
5. We (was, were) happy viewing the lake. ________________

Write has or have to complete each sentence correctly.

6. We ________________ read books about the ocean.
8. My friends ________________ worked hard on their desert project.
9. The librarian ________________ shown me books on mountains.
10. I ________________ found pictures of tall mountains for my report.
Spelling the /k/ and /kw/ Sounds

Write the Basic Word that best replaces the underlined word or words in each sentence.

1. The recipe called for four cups of milk.
2. The mouse let out a high, little sound and then ran away.
3. The little piece of snow melted as soon as it touched my warm skin.
4. This is the chilliest winter day we have had this year.
5. Will you look over my report for spelling mistakes?
6. We have tickets to go to the fun show in the big tent!
7. With one fast kick, the player scored the winning goal.
8. When the king died, the king’s wife became the country’s leader.
9. Hold the egg carefully so that it won’t break open.
10. My baby sister likes to grab my finger and hold tightly to it.

1. ___________  6. ___________
2. ___________  7. ___________
3. ___________  8. ___________
4. ___________  9. ___________
5. ___________ 10. ___________

Challenge: On a separate sheet of paper, write a sentence using each Challenge Word. Then rewrite your sentences replacing each Challenge Word with a synonym. Use a dictionary or thesaurus if you need help.

Spelling Words

Basic
1. shark
2. check
3. queen
4. circus
5. flake
6. crack
7. second
8. squeeze
9. quart
10. squeak
11. quick
12. coldest
13. Africa
14. Mexico

Review
black
thank

Challenge
correct
question
Word Roots

Identify the root and tell its meaning. Use the meaning of the root to figure out the meaning of the word.

1. telephone
   Root: 
   Meaning of the root: 
   Meaning of the word: 

2. telescope
   Root: 
   Meaning of the root: 
   Meaning of the word: 

3. autocorrect
   Root: 
   Meaning of the root: 
   Meaning of the word: 

4. autopilot
   Root: 
   Meaning of the root: 
   Meaning of the word: 

5. automatic
   Root: 
   Meaning of the root: 
   Meaning of the word:
Abstract Nouns

• Nouns are words that name people, places, or things.
• **Abstract nouns** name things that *cannot* be seen, touched, heard, smelled, or tasted.

  idea  energy  growth  happiness

  Mira had a good idea about saving energy.
  The growth of my plants fills me with happiness.

Write the abstract noun in each sentence.

1. Fear stopped him from opening the door. ____________
2. Ben’s disappointment made him very quiet. ____________
3. The puppy barked with joy. ____________
4. Jan had the freedom to pick her own books. ____________
5. Jill was filled with relief when she found her lost hamster. ____________
Dear Sam,

I am having a great time in Mexico. On the second day of our trip, Dad took me snorkeling. I had to wear a wetsuit because the water here is the coldest I’ve ever felt! Before we got in the water, Dad called the beach patrol to ask a very important question. He had to check and make sure there was no shark danger!

Snorkeling was fun. We saw all kinds of fish. I even saw one called a clownfish. It was as colorful as a real circus clown! Dad pointed out a fish trying to catch a little squid. We watched the squid squeeze out black ink. Then it made a quick getaway. It was amazing to see!

Today my parents and I went to the market. We used some of the Spanish words we’ve learned. People smile and try to understand us even when we don’t say things the correct way. Sometimes we get the words all mixed up and just crack up laughing.

We are having a lot of fun. I hope you are having fun back at home. I’ll see you in a few days.

Your friend,

Mark

On a separate sheet of paper, write the misspelled words correctly.
**Connect to Writing**

<table>
<thead>
<tr>
<th>Short Sentences</th>
<th>Longer, Smoother Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mount Whitney is very high.</td>
<td>Mount Whitney and White Mountain are very high.</td>
</tr>
<tr>
<td>White Mountain is very high.</td>
<td></td>
</tr>
<tr>
<td>Elise has hiked in the woods.</td>
<td>Elise and Jamik have hiked in the woods.</td>
</tr>
<tr>
<td>Jamik has hiked in the woods.</td>
<td></td>
</tr>
</tbody>
</table>

Combine two short sentences by moving one subject to make one longer sentence with two subjects. Write the new sentence on the line. Be sure to change the forms of the verbs to match the subject of the new sentence.

1. A goat lives in the mountains. A wolf lives in the mountains.

2. A hiker has stopped at the ranger station. A camper has stopped at the ranger station.

3. My aunt likes hiking in the woods. My uncle likes hiking in the woods.

4. Ellen has reached the top of the mountain. Steven has reached the top of the mountain.

5. Ali was on the bridge. Jane was on the bridge.
Vowel Sounds in *spoon* and *wood*

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

<table>
<thead>
<tr>
<th>hooded</th>
<th>juicy</th>
<th>screws</th>
</tr>
</thead>
<tbody>
<tr>
<td>sunroof</td>
<td>reduce</td>
<td>shouldn’t</td>
</tr>
<tr>
<td>clue</td>
<td>youth</td>
<td>rules</td>
</tr>
</tbody>
</table>

1. Max hid a present for his mother and left a very good ________________ about where to look for it.

2. To help the environment, we are trying to ________________ the amount of trash we create.

3. We should use ________________, not nails, to put the birdhouse together.

4. The large dog stuck his head out the ________________ when his owner took him for a ride in the sports car.

5. My grandfather likes to tell stories about what life was like in his ________________.

6. Before the game, the umpire reminded us to play by the ________________.

7. You ________________ run when the sidewalk is slippery.

8. Dad told me to wear my ________________ jacket to keep my ears warm.

9. The ________________ watermelon dripped on my shirt.
Come, Do, Go, Run, and See

The verbs **come**, **do**, **go**, **run**, and **see** are irregular and have special spellings to show past tense. These verbs may also have other spellings when they are used with **has**, **had**, or **have**.

- A mouse had **gone** into our house.
- The mouse **ran** into the woods yesterday.

Write the correct past tense of the verb in parentheses to complete each sentence.

1. My sister had **(went, gone)** outside. _______________
2. Tammy **(saw, seen)** the mouse in a pile of leaves. _______________
3. My brother has **(ran, run)** outside, too. _______________
4. Our neighbors had **(saw, seen)** the mouse on the bird feeder. _______________
5. The mice also **(did, done)** some damage to some feed bags. _______________
6. They have **(ran, run)** through the gardens. _______________
7. The baby mice **(go, went)** into the nest. _______________
8. I **(did, done)** a drawing of a mouse last night. _______________

Thinking Questions: Is the verb in the past tense? Is the verb used with **has**, **have**, or **had**?
**Eat, Give, Grow, Take, and Write**

The verbs *eat, give, grow, take,* and *write* have special spellings to show past tense. These verbs also have other spellings when they are used with *has, had,* and *have.*

My mother **gave** me a book about bears.
The author has **written** books about other animals.

Write the correct past tense of the verb in parentheses to complete each sentence.

1. I *(wrote, written)* my name on the cover of my book. ____________
2. The first chapter *(gave, given)* facts about bears. ____________
3. I have *(took, taken)* the book to my friend’s house. ____________
4. She *(gave, given)* me a book about mountain lions. ____________
5. She had *(wrote, written)* her name in her book, too. ____________
6. Her dog had *(ate, eaten)* a corner of the book. ____________
7. That dog has *(grew, grown)* a lot this year! ____________
8. I *(ate, eaten)* a cookie before leaving. ____________
## Vowel Sounds in *spoon* and *wood*

Write each Basic Word under the correct heading.

<table>
<thead>
<tr>
<th>Vowel Sounds in <em>spoon</em></th>
<th>Vowel Sounds in <em>wood</em></th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

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

**Challenge Words:**
- loose
- jewel

**Spelling Words**

**Basic**
1. mood
2. wooden
3. drew
4. smooth
5. blue
6. balloon
7. true
8. crooked
9. chew
10. tooth
11. hooves
12. cool
13. food
14. pooch

**Review**
- blew
- foot

**Challenge**
- loose
- jewel
Focus Trait: Ideas
Thinking About Your Audience

Good writers ask, “What reasons will convince my audience to agree with me?”

Marla is writing to convince her parents to let her go on a class trip to the zoo. Marla brainstormed reasons. Then she chose the ones that her audience, her parents, would care most about.

• She can learn many things about animals, such as bears, at the zoo.
• The teacher, principal, and five other parents will be on the trip.
• She will promise to follow safety rules.

Read about each writer and his or her goal. Underline the reason that the writer’s audience would care most about. Then add another reason that the audience would care about.

1. Jovan is writing to convince his older brother to follow their mother’s rules.
   A. When we follow Mother’s rules, she is happier.
   B. Mother likes to go to the gym in the afternoons while we are at school.

   Another reason: ______________________________________

2. Stephanie is writing to convince her father to let her join the soccer team.
   A. Soccer is one of the most popular sports in the world.
   B. Soccer is great exercise, and lots of players make new friends.

   Another reason: ______________________________________
Cumulative Review

Choose a word from the box to complete each sentence. Write the word on the line. Then read the sentence.

<table>
<thead>
<tr>
<th>shampoo</th>
<th>woof</th>
<th>lookout</th>
</tr>
</thead>
<tbody>
<tr>
<td>chewing</td>
<td>clues</td>
<td>food</td>
</tr>
</tbody>
</table>

1. In comic strips, dogs often say “arf” or “____________.”

2. To keep its owner safe, a guide dog is always on the ______________.

3. Some dogs use their noses to find ______________ about the right trail to follow.

4. Most grown dogs eat twice a day, but puppies need ______________ four times a day.

5. Dogs should be washed with ______________ made just for dogs. Try not to get the suds in the dog’s eyes.

6. Sometimes a dog enjoys ______________ on a special treat to keep its teeth healthy and strong.
Two Bear Cubs

Write a Theater Review

Write a review of *Two Bear Cubs* for your local newspaper. First, use details from the text and illustrations to gather information about the play.

Read pages 134–136. Describe the setting and main characters.

Read page 137. How does the end of Scene 1 change the story?

Read pages 139–143. What happens in Scene 2? How does it end?

Read pages 145–149. Who is the hero of Scene 3? Why?

Read page 151. What is the message at the very end of the play?
Now use all the details from the previous page to write your review. Include the characters, the setting, and the plot. At the end, be sure to say whether you like the play and why.
Come, Do, Go, Run, See, Eat, Give, Grow, Take, and Write

Write the correct past tense of the verb in parentheses to complete each sentence.

1. The class (go, went) to the play downtown. ________________
2. Some parents (come, came) with us last year. ________________
3. The actors have (grow, grown) stronger since last year. ________________
4. One person (took, taken) her camera to the play. ________________
5. We have (wrote, written) about the play for class. ________________

Write the correct past-tense form of the verb in parentheses to complete the sentence.

6. In the play, actors ________________ their best to please the crowd. (do)
7. The actors pretended to have ________________ a huge feast. (eat)
8. A friend ________________ to my seat during the play. (come)
9. He ________________ a few pictures with his camera. (take)
10. We have ________________ some interesting plays this year. (see)
Vowel Sounds in *spoon* and *wood*

Use the Basic Words to complete the puzzle.

**Across**
2. used to bite
3. to eat
7. not straight
8. what you eat
10. It is filled with air.

**Down**
1. small dog
4. made of boards
5. traced or sketched
6. opposite of warm
9. feeling

**Basic**
1. mood
2. wooden
3. drew
4. smooth
5. blue
6. balloon
7. true
8. crooked
9. chew
10. tooth
11. hooves
12. cool
13. food
14. pooch

**Review**
blew
foot

**Challenge**
loose
jewel
Prefixes **pre-**, **re-**, **bi-**

In each sentence, circle the word with the prefix **pre-**, **re-**, or **bi-**. Then write the base word, the prefix, and the word meaning.

1. My mom can fix just about anything that goes wrong on a bicycle.
   - base word: __________
   - prefix: __________
   - meaning: __________

2. I always go get popcorn during the previews at the movies.
   - base word: __________
   - prefix: __________
   - meaning: __________

3. Jenna liked the book so much that she reread it three times.
   - base word: __________
   - prefix: __________
   - meaning: __________

4. Hector and I meet biweekly to work on our social studies project.
   - base word: __________
   - prefix: __________
   - meaning: __________

5. Our class visited a museum to see an exhibit of prehistoric art.
   - base word: __________
   - prefix: __________
   - meaning: __________
Pronoun-Verb Agreement

- Add -s or -es to a verb in the present tense when the pronoun in the subject is he, she, or it.
- Do not add -s or -es to a verb in the present tense when the pronoun in the subject is I, you, we, or they.
- Change the y to i and add -es to form the present tense of verbs that end with y when the subject is he, she, or it.

  I toss the ball. I fly kites.
  She splashes into the lake. She flies kites.

Write the correct verb in parentheses to go with each underlined subject.

1. He (drive, drives) to the theater. ________________
2. We (watch, watches) the actors. ________________
3. They (perform, performs) really well. ________________
4. She (study, studies) acting. ________________

Combine each pair of sentences. Change the underlined words to pronouns. Write the new sentences on the lines.

5. Aunt Clara goes to plays. Aunt Clara goes to concerts, too.

6. A bus takes them to the theater. A bus brings them back, too.
Dear Grandma,

Thank you for the wonderful day at the petting zoo. It put me in such a good mood. I remember hearing hooves as we walked across the wuden bridge. Seeing a mule up close was cule! I liked feeding it hay to chue.

It was fun to feed the animals handfuls of their special fuud. I liked petting the deer’s smoath fur. I think the lamb smiled at me. It had a cute crooked tooth!

I really like the blue ballone you got me. It reminds me of our fun day. I droo a picture that I am sending to you. It shows you, me, the lamb, the mule, and the black pooch we saw. It is true that this day was the best one ever!

Love,
Quinn

Write the misspelled words correctly on the lines below.

1. ____________  5. ____________
2. ____________  6. ____________
3. ____________  7. ____________
4. ____________  8. ____________
Connect to Writing

Using exact verbs helps the reader better picture what you are describing in your writing.

<table>
<thead>
<tr>
<th>Less Exact Verb</th>
<th>More Exact Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>run</td>
<td>sprint, jog, dash, race</td>
</tr>
<tr>
<td>talk</td>
<td>whisper, chatter, gossip, debate</td>
</tr>
</tbody>
</table>

For each verb, write a sentence that shows its exact meaning. Use a dictionary if you need help.

1. sprint

2. jog

3. dash

4. race

5. whisper
Compound Words

Write a word from the box to answer each clue. Then answer the question below by reading the word in the shaded boxes.

chalkboard  flashlight  outside  toothbrush
cookbook  homework  snowshoes  underwater
fireplace  newspaper

1. This helps you see in the dark.
2. You wear these to walk in snow.
3. You need this to brush your teeth.
4. Look here to see fish in a lake.
5. You do this work after school.
6. This is a book of recipes.
7. You might play here after school.
8. A fire in here will warm a room.
9. A teacher may write on this in a classroom.
10. You read this to learn the news.

What is the coldest place on Earth? ________________________
Adverbs That Tell *How*

- Words that describe verbs are called **adverbs**.
- Adverbs can tell *how* an action happens. Most adverbs that tell *how* end in *-ly*.
- Adverbs can come before or after the verbs they describe.

  Lynne **happily** went skating.

  The skaters moved **smoothly** across the ice.

**Write the adverb that tells about the underlined verb in each sentence.**

1. They tied their laces tightly.  
2. Lynne and Lamont **moved** cautiously at first.  
3. Lamont **watched** the skaters carefully.  
4. Then he **skated** effortlessly around the rink.  
5. Proudly, Lynne **spun** on the ice.  
6. Lynne’s lace **broke** unexpectedly.  
7. Slowly, she **moved** to a bench.  
8. She **arrived** at the bench safely.
Adverbs That Tell *Where* and *When*

- **Adverbs** can tell *how* an action happens. They can also tell *where* and *when* something happens.
- Adverbs can come before or after the verbs they describe.

The scientists flew **there** in an airplane.
Then they cleaned the airplane.

Write the adverb that tells about each underlined verb. Then write *where* or *when* to show how each adverb describes the verb.

1. It’s too snowy to **leave** tonight.
2. First, we will **make** a shelter.
3. Then we will **drink** hot chocolate.
4. We can **build** a shelter there.
5. We will **ride** snowmobiles tomorrow.
6. We can **skate** nearby.
7. They **hiked** away, but then they came back.
8. The iceberg **lies** ahead.
**Spelling Word Sort**

Read each Basic Word. Listen to the number of syllables. Write each word under the correct heading.

<table>
<thead>
<tr>
<th>Words with Two Syllables</th>
<th>Words with Three Syllables</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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

**Challenge:** Which Challenge Word has four syllables?

Add the other Challenge Word to your Word Sort.

**Spelling Words**

**Basic**
1. birthday
2. anyone
3. sometimes
4. everything
5. homework
6. afternoon
7. airplane
8. grandmother
9. something
10. without
11. himself
12. faraway
13. sunburned
14. daylight

**Review**
someone
cannot

**Challenge**
scorekeeper
everybody
Focus Trait: Organization

Paragraphs for Reasons

Good writers make a separate paragraph for each reason in a persuasive essay.

<table>
<thead>
<tr>
<th>Reasons Together</th>
<th>Reasons in Paragraphs</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Antarctica, scientists can learn about pollution. For example, they can find ash from Mount Vesuvius. They learn about how the climate is changing. They can see how quickly ice is melting.</td>
<td>In Antarctica, scientists can learn about pollution. For example, they can find ash from Mount Vesuvius. Additionally, they learn about how the climate is changing. They can see how quickly ice is melting.</td>
</tr>
</tbody>
</table>

Rewrite the following paragraph so that each reason has its own paragraph. Add linking words between paragraphs.

A century ago, explorers built huts in Antarctica. Today, the huts are falling apart. We should save the huts because they are an important part of history. The huts are full of food and clothing. These items can teach us what the explorers’ lives were like. The huts are full of books. By reading them, we can learn how explorers prepared for their trip.
Cumulative Review

Read each sentence. Choose two words from the Word Bank to form a compound word to complete each sentence. Then read the complete sentence.

<table>
<thead>
<tr>
<th>bare</th>
<th>brush</th>
<th>eye</th>
<th>sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>bath</td>
<td>brow</td>
<td>fire</td>
<td>room</td>
</tr>
<tr>
<td>boat</td>
<td>butter</td>
<td>fly</td>
<td>sail</td>
</tr>
<tr>
<td>glasses</td>
<td>camp</td>
<td>foot</td>
<td>paint</td>
</tr>
</tbody>
</table>

1. When you do not have a shoe or sock on your foot, you are ______________.
2. You use ______________ to protect your eyes.
3. To make a colorful picture, you use a ______________.
4. The hair that grows just above your eye is called an ______________.
5. You take a shower in a room called a ______________.
6. An insect that uses its pretty wings to fly from flower to flower is called a ______________.
7. A boat that uses wind and sails is called a ______________.
8. When you want to cook something while you are camping, you build a ______________.
Life on the Ice

A Travel Guide to the Poles

Gather information about the North and South Poles. Use the information to create a travel guide.

Read pages 170–171. Where are the Poles? What are they like?

________________________________________________________________________

Read pages 174–175. What is traveling to the Poles like?

________________________________________________________________________

Read pages 180–181. How do you need to dress at the Poles?

________________________________________________________________________

Read pages 182–183. What are the different seasons like for people who live at the Poles?

________________________________________________________________________
Now use the information you collected to design a travel guide for the North and South Poles. Be sure to point out interesting details that would make visitors eager to go. Remember to let your excitement show!

Come to the North and South Poles! An adventure awaits you!
Adverbs That Tell *How*, *Where*, and *When*

Write the adverb that tells *how* the underlined verb happened.

1. The airplane noisily _landed_ on the runway. __________ 
2. The engines _roared_ loudly as we waited. __________ 
3. Cheerfully, we _waved_ at the scientists. __________ 
4. The pilots sternly _nodded_ at us. __________ 

Write the adverb that describes the underlined verb. Then write *where* or *when* to show how each adverb describes the verb.

5. First, we showed the scientists their rooms. __________ 
6. We _talked_ with them inside. __________ 
7. We _walked_ upstairs for a snack. __________ 
8. Another group _arrives_ tomorrow. __________
Spelling Compound Words

Read each book title. Add a Basic Word to complete each title.

1. *Teacher, My Dog Ate My* ____________!
2. *Using Sunblock to Avoid Getting* ____________
3. *Happy* ____________, *Rosalinda!*
4. *Sixteen Hours of* ____________
5. *Traveling in an* ____________
6. *Scott’s* ____________ *Pen Pal*
7. *Spending the Summer with* ____________ *and Grandpa*
8. *An* ____________ *at the Zoo*
9. *In the Rain* ____________ *an Umbrella*
10. *Does* ____________ *Know What Time It Is?*

**Review:** Choose a Review Word. Use it in a book title.

__________________________________________

**Challenge:** Choose a Challenge Word. Use it in a book title.

__________________________________________
Dictionary/Glossary

Read each word. Write the base word to use to find its dictionary entry. Then find each entry word in a dictionary. Write the words with all their endings.

<table>
<thead>
<tr>
<th>Word</th>
<th>Entry Word in Dictionary</th>
<th>Part(s) of Speech</th>
<th>Word with Endings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. gliding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. hesitate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. dripping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. rippling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. horrifying</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now write a sentence for one form of each word.

1. ________________________________

2. ________________________________

3. ________________________________

4. ________________________________

5. ________________________________
Simple Verb Tenses

- A verb that tells about an action that has already happened shows **past tense**. Add *-ed* to most verbs to show past tense.
- A verb that tells about an action happening now shows **present tense**. Add *-s* to the verb when the noun in the subject of a sentence is singular. Do not add *-s* to the verb when the noun in the subject is *I*, *you*, or a plural.
- A verb that tells about an action that will happen in the future shows **future tense**. Use the helping verb *will* for verbs in the future tense.

Write the correct past tense of the verb in parentheses.

1. They ____________ to get inside. (hurry)
2. The snow ____________ after two hours. (stop)

Write the correct present tense of the verb in parentheses.

3. The girl ____________ in the snow. (play)
4. The adults ____________ for the skaters. (clap)

Write the correct future tense of the verb in parentheses.

5. We ____________ the snow from the steps. (sweep)
6. The snow ____________ when the sun comes up. (melt)
Dear Grandmother,

Thank you for my birthday card. It came in the mail this afternoon. I love everything you send me.

I wish you didn’t live in such a faraway place. Sometimes I wish I had an airplane. I would fly to see you all the time. I could be back home when it was still daylight.

Yesterday, I came home from school and played outside. I got sunburned. I cannot play outside today. I have a lot of homework to do.

I can’t say goodbye without saying I love you and I miss you. I hope you can come see us soon!

Love,
Tony

Write the misspelled words correctly on the lines below.

1. ____________ 7. ____________
2. ____________ 8. ____________
3. ____________ 9. ____________
4. ____________ 10. ____________
5. ____________ 11. ____________
6. ____________ 12. ____________
Connect to Writing

Short, choppy sentences can be combined to make your writing smoother. Combine two sentences by moving an adverb.

<table>
<thead>
<tr>
<th>Short Sentences</th>
<th>Longer, Smoother Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam walked up the hill.</td>
<td>Sam walked up the nearby hill.</td>
</tr>
<tr>
<td>The hill was nearby.</td>
<td></td>
</tr>
<tr>
<td>They wait to skate.</td>
<td>They wait eagerly to skate.</td>
</tr>
<tr>
<td>They wait eagerly.</td>
<td></td>
</tr>
</tbody>
</table>

Combine two short, choppy sentences by moving the adverb.

Write the sentence.

1. We rode our sleds. We rode today.

2. I screamed as I flew downhill. I screamed loudly.

3. I ran back up the hill. I ran eagerly.

4. I reached the top. I reached it first.
Boy, Were We Wrong About Dinosaurs!

An Ancient Chinese Scroll

Imagine you were in ancient China and helped find the giant bones! You will write on a Chinese scroll to explain what you saw. First, answer some questions that will help you write about your findings.

Read pages 4–6. How were the first dinosaur bones found?

________________________________________________________

Why did wise men think the bones came from dragons?

________________________________________________________

Why didn’t they know the bones came from dinosaurs?

________________________________________________________

How do you think the men in ancient China felt once they discovered the huge bones?

________________________________________________________
Name ___________________________ Date _____

Now use your answers to write a scroll. Tell how you found the bones. Tell what you thought they were. Tell how you felt about your find.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Then and Now Pictures

Scientists had some wrong ideas about dinosaurs! Draw pictures that show how scientists’ ideas about dinosaurs have changed. First, use the text and illustrations to answer the questions below.

Read page 8. What did scientists first think about the horn-shaped bone of the iguanodon?

__________________________________________________________________________

__________________________________________________________________________

Read page 9. What did scientists realize later about the horn-shaped bone?

__________________________________________________________________________

__________________________________________________________________________

Read page 10. What did scientists first think about the elbows and knees of dinosaurs?

__________________________________________________________________________

__________________________________________________________________________

How did scientists first think that dinosaurs moved?

__________________________________________________________________________

__________________________________________________________________________
Name ____________________________  Date _____

Now use your answers to draw two pictures of an iguanadon. First, draw what scientists used to think they looked like. Next, draw what scientists now believe. Write captions to explain your drawings.

Iguanodon Then

Iguanodon Now
Now answer some questions about dinosaurs’ tails. You will use your answers to draw more Then and Now pictures.

Read page 12. What did scientists think about dinosaurs’ tails?

What evidence made them believe that?

Read page 13. Now what do scientists think that dinosaurs did with their tails?

What clues helped them to realize this?
First, draw what scientists used to think about dinosaurs’ tails. Next, draw what scientists now believe about their tails. Write captions to explain your drawings.

**Then**

Then drawing of dinosaur bones

**Now**

Now drawing of dinosaur bones
Boy, Were We Wrong About Dinosaurs!

A Letter to the Past

You are going to send a letter in a time machine! The letter will go to scientists who worked and lived hundreds of years ago. What will you tell them about dinosaurs? First, gather facts from the text. Then, write your letter.

Read page 14. How did scientists think dinosaurs were like lizards?

What do lizard bones look like inside?

How do dinosaur bones compare with lizard bones?
Read page 15. How do scientists think dinosaurs were like birds?

Read pages 16–18. Why do scientists think big dinosaurs did not have fur or feathers?

Read page 19. Why do scientists think little dinosaurs had feathers?

Read page 20. What do scientists now think about the colors of dinosaurs?
Now use this information to write a letter to scientists of the past. Explain in this letter what we now know about the bones, blood, feathers, and colors of dinosaurs.

Dear Scientists of the Past,

Sincerely yours,

[Blank lines for writing]

Sincerely yours,
Look Under the Microscope

Suppose you are the leader of a group of scientists who are digging up dinosaur bones. When your group has gathered all the fossils you need, you will be looking at the fossils under a microscope. Draw and label everything you find. Then write a lab report.

Read page 14. You have just found a dinosaur bone and sliced it open. Draw and label what you see under the microscope.

Read page 16. You have just found a fossil with some marks that look like feathers. Draw and label what you see under the microscope.
Read page 18. You have just found the skin of a large dinosaur. Is it smooth or bumpy? Does it have feathers or fur? Draw and label what you see under the microscope.

Read page 19. Now you have found the skin of a small dinosaur. Is it smooth or bumpy? Does it have feathers or fur? Draw and label what you see under the microscope.
Name __________________________ Date _____

Now use what you saw under the microscope to write a lab report. Describe your discoveries about the different parts of dinosaurs.
Boy, Were We Wrong About Dinosaurs!

Dinosaur Short Story

After reading this book, you know a lot about baby dinosaurs! Use the text and illustrations to write a short story about a baby dinosaur. First, answer the questions below to get the main details.

Read pages 22–23. What is the same about dinosaur babies and lizard babies?

________________________________________________________________________
________________________________________________________________________

What is different about dinosaur babies and lizard babies?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Read page 24. What did the nests of dinosaurs tell us about them?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What did fossil footprints of dinosaurs tell us about dinosaur babies?

________________________________________________________________________
________________________________________________________________________
Now write your story about a baby dinosaur. You can include details about how the baby was born, how the mother took care of it, and how it traveled with its family.
Draw a Comic Strip

Scientist had many different ideas about what killed off the dinosaurs. Use the text and illustrations to draw a comic strip showing what you think might have happened. The questions below will help you think of some ideas.

Read page 26. What did scientists first think killed off the dinosaurs?

_____________________________________________________________________

_____________________________________________________________________

Why did scientists change their minds about what killed off the dinosaurs?

_____________________________________________________________________

_____________________________________________________________________

Read page 27. Why would dinosaurs die if the sun was blocked?

_____________________________________________________________________

_____________________________________________________________________
Now draw a comic strip showing how scientists think the dinosaurs died.
Write a Speech

We may still be wrong about the dinosaurs. Scientists keep making discoveries. Be a scientist! You have just made an important discovery about dinosaurs. Plan the speech you are going to give to a group of scientists about your discovery. Then write the speech.

Read pages 22–24. What don’t we know about dinosaur babies?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Read pages 26–27. What don’t we know about why dinosaurs died?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Read page 29. Why do some scientists believe that some dinosaurs are still alive?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What are some other things we don’t know about dinosaurs yet?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Now write your speech about your latest discovery. You are going to talk to a group of scientists. Describe the new information you have about dinosaurs and why you believe it is true.