

# “FOOD FIGHT!”

## Understand It!

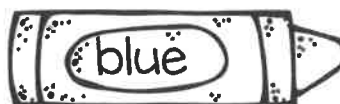
Answer the following questions after reading:

For several weeks now my friends and I have been planning and **scheming** the ultimate food fight at school. We know it's wrong. We know we'll probably get in trouble. But, the school year is almost over, and we have reasoned that whatever the **consequences**, it'll be worth it! We carefully study the cafeteria menu and decide the best day for the food fight will be on spaghetti Thursday. We imagined the noodles and spaghetti sauce flying over tables and plopping on top of kids' heads all over the room. Now that we have the date locked down, we discuss how we will start the fight. We decide that we will each sit at separate tables that day. That way we could all throw some noodles at the exact same time, making it look like the entire cafeteria just **erupted** in one giant fight! We talked and talked about our plan. When it was finally spaghetti day, we were all so excited. We were a little nervous too. But nothing was going to stop us from **fulfilling** our plan. Just as scheduled, we sat at separate tables. We waited for the lunch line to clear. As soon as the last kid sat down we each grabbed a fist of noodles, nodded at each other in silence, and tossed the saucy noodles all over the room. In less than 10 seconds the cafeteria exploded with the most **epic** food fight we'd ever seen. Noodles and sauce were flying across the room like flocks of birds. All that could be heard were screams of laughter. Until we heard the teachers' whistles. Our punishment was to clean the entire cafeteria. It took us 5 hours, but it was so worth it!


1. The main idea was...
  - a. spaghetti lunch
  - b. a food fight
  - c. the last day of school
  - d. bad lunch food
2. I predict the kids' parents were...
  - a. happy
  - b. excited
  - c. upset
  - d. laughing
3. How do you think most of the kids felt during the food fight?
  - a. excited
  - b. angry
  - c. scared
  - d. sad
4. What trait best describes this group of friends?
  - a. shy
  - b. quiet
  - c. trouble-makers
  - d. rule followers

**Word Work** Color the words in the passage that match each category below:

 red Contractions

 blue Plurals

 green Adjectives

 orange 4+ Syllable Words

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

# Comprehension: Thinking Deeper About Fiction

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

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think deeper about the passage to answer the questions below.

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What is your opinion of the story? Why?

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Who is telling the story? How do you know?

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How would you have acted in the story? Why?

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How are you alike and different from the main character?

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What big ideas can you infer and use in your own life?

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How did the characters change over time?

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# Vocabulary Words: Week 1

BASIC WORDS: Tier 1	CONTEXT WORDS: Tier 2	COMMON WORDS: Tier 1
<u>unnoticed</u> : to go without being seen	<u>clique</u> : a tight group of people that spend a lot of time together and don't always allow others to join them	<u>exclaimed</u> : to say in a loud, forceful way
<u>posed</u> : to share an idea with others and suggest they come in agreement with you	<u>puny</u> : very small, tiny	<u>scattered</u> : to go in various directions in a way that seems disorganized
<u>enthusiastic</u> : to be very excited and eager	<u>presence</u> : to exist and be present at a place at a certain time	<u>custom</u> : made for a specific person or group, not a common thing
<u>urgent</u> : in need of it happening right away, requires immediate attention	<u>contemplating</u> : to look thoughtfully for a long time at something or someone	<u>cruising</u> : to ride smoothly at a slow and steady pace
	<u>deviated</u> : to change from one way to another, changing how one thinks or feels	
	<u>unison</u> : happening all at once, at the same time	

# Defining Words: Week 1

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

**Directions:** Read the passage to yourself. Highlight all the vocabulary words listed below. Circle 5 of the vocabulary words from the passage and tell what each one means on the back of this page.

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

## The Biker Gang

Ever since kindergarten the boys of Whisper Woods neighborhood had been a tight clique. With 12 boys the same age living in the puny subdivision, their presence was impossible to go unnoticed. On the first day of summer break after 5<sup>th</sup> grade, Bryce had a brilliant idea. "Why don't we form a biker gang?" he posed the question as the boys sat under the big oak tree, bored and contemplating what to do next. Bryce continued to brainstorm, "we could use the dirt pile as our clubhouse. Let's make a name for our gang too!" The energy in the group deviated from bored to enthusiastic as they all agreed in unison that this was a superb idea. "We can call us The Whisper Woods Hood," exclaimed Damien. The energy level rose again with another unanimous shout of YES! "Quick, everyone, go get your bikes, and meet at the dirt pile," Bryce announced. And with that the group scattered to their homes. Within a week the boys had designed their own gang logo, cut off the sleeves of their mom's jean jackets, decked out their bikes with custom license plates, and were cruising through the neighborhood. They spent the entire summer protecting the streets, tormenting girls, and completing urgent missions they made up. They were never bored again.

# Returning to the Context: Week 1

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

**Directions:** Think about the passage we read that these vocabulary words were in and answer the questions below. Use your best thinking. Write answers in your own words.

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

What did the boys create that was custom?

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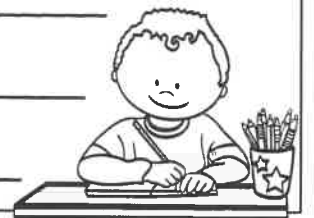
Describe why the boys had created a clique.

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What happened in the story that went unnoticed?

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# Sentence Stems: Week 1

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

**Directions:** Use what you know about each vocabulary word to finish these sentences. Use each vocabulary word one time as you complete each sentence.

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

1. I've been contemplating if I should \_\_\_\_\_.
2. I can't believe I'm in the presence of \_\_\_\_\_.
3. Max posed the idea to \_\_\_\_\_.
4. I had a puny supply of \_\_\_\_\_ after \_\_\_\_\_.
5. We deviated from the plan when \_\_\_\_\_.
6. Just like that, in unison, we \_\_\_\_\_.
7. I had an urgent need to \_\_\_\_\_.
8. Jack is enthusiastic about \_\_\_\_\_ because \_\_\_\_\_.
9. It didn't go unnoticed that \_\_\_\_\_.
10. The clique was annoying because \_\_\_\_\_.
11. My mom exclaimed loudly when \_\_\_\_\_.
12. The games were scattered \_\_\_\_\_.
13. I wanted a custom \_\_\_\_\_ because \_\_\_\_\_.
14. We went cruising \_\_\_\_\_.

# Common and Proper Nouns

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

**Directions:** A noun is a person place or thing. Writers use words to describe a person (*boy, girl, teacher*), place (*school, room, house*), or thing (*toy, book, car*). Writers can use common nouns or proper nouns. Read the passage and answer the questions. Then take the challenge!

## Uno Rage

“Uno!” Camar shouted. We looked at him nervously and counted our cards. Would we be able to get rid of them in time? It was my turn next. I had to play either a blue card or a nine. My eyes quickly searched my cards. No blues, no nines.

“Come on, Nancy, let’s go!” Gadi whined. I had to draw a card. My hands were sweating. I picked up my new card and it was a blue five! I played it.

“Finally!” Gadi remarked. He eyed Camar. We were probably wondering the same thing. Did Camar have another blue? The answer would make Gadi’s choice easier, but there was no way to know. Gadi finally selected a card from his hand and laid it down quickly. The card made a THWACK as it hit the pile. It was a green five.

“Please don’t have a green. Please don’t have a green,” I whispered. But as soon as I saw Camar’s grin, I knew luck was not on my side. He played his final card—a green seven. Gadi raged.

“Hey, it’s just a game,” I said, trying to calm him.

“You put up a good fight,” Camar added. Gadi seemed to calm down a bit. Then he said,

“Want to go again?!”



## Multiple Choice:

Answer the following questions after reading:

1a. Which best describes a common noun?

- (a) a generic name for a person, place, or thing
- (b) a capitalized word
- (c) the formal name of a person
- (d) words that are capitalized

1b. What evidence from the text includes a common noun that matches the description in 1a?

- (a) “Camar shouted”
- (b) “Gadi remarked”
- (c) “My hands”
- (d) “Nancy, let’s go!”

2a. Which best describes a proper noun?

- (a) a generic name for a person, place, or thing
- (b) a capitalized word
- (c) the formal name of a person
- (d) a specific name of a person, place, or thing

2b. What evidence from the text includes a proper noun that matches the description in 2a?

- (a) “good fight”
- (b) “Gadi raged.”
- (c) “his final card”
- (d) “a blue card”

3. Which of the following phrases includes both a common and proper noun?

- (a) “Camar added”
- (b) “I whispered”
- (c) “Gadi finally selected a card”
- (d) “played his final card”

**Write About It:** In your own words, tell the most important parts of the story. Circle the common nouns in your answer. Underline the proper nouns.

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**Challenge:** Use the codes to identify common and proper nouns in the text.



Common nouns in the text



Proper nouns in the text.

# "I Double Dog Dare You"

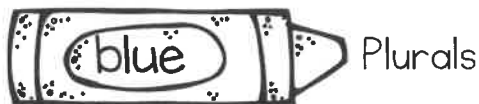
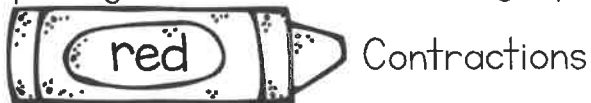
My teacher, Mrs. Woodall, is the coolest teacher in the entire school. I was so excited when I found out I'd be in her fifth grade homeroom this year. One of the main reasons Mrs. Woodall is so amazing is she does this thing called the 'monthly dare.' At the beginning of every month, she gathers us all in a big circle. We **brainstorm** ideas together about what goals we will set that month. We have to make a class goal for every subject area. Once we decide what our goals for the month will be, we get to the good part. We decide some **outrageous** thing Mrs. Woodall has to do if we meet all our goals. And she will do almost anything! Last month she had to kiss a pig! We **literally** watched her kiss a pig! A farmer brought this baby pig to school. We all went to the gym, where Mrs. Woodall was waiting. She put on this bright red lipstick and planted a five second kiss on this pig! Every month we try to come up with an even more crazy dare. And every month we hit our goals Mrs. Woodall doesn't even seem to **flinch**...she just takes the dare! It's now the last month of school and the class has gathered for our final monthly dare. We decided our reading goal would be to read 100 chapter books as a class this month. When we got to the dare part, it was a **unanimous** decision that Mrs. Woodall should shave her head if we reached all our goals! She says we'll have to read 200 books and then she'll do it. We're shocked that she is even considering this dare! Everyone is fully determined to read as many books as we can so that we can send Mrs. Woodall into summer vacation with a shaved head!

## Understand It!

Answer the following questions after reading:

- The main idea was...
  - reading 200 books
  - kissing a pig
  - monthly dares
  - reading goals
- I predict the class \_\_\_\_\_ meet their goals.
  - will
  - will change
  - will not
  - will forget to
- The class really \_\_\_\_\_ their teacher?
  - did not like
  - loved
  - teased
  - disrespected
- What trait best describes Mrs. Woodall?
  - impatient
  - daring
  - frustrated
  - tired

**Word Work** Color the words in the passage that match each category below:



**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____



# Comprehension: Thinking Deeper About Fiction

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

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think deeper about the passage to answer the questions below.

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What is your opinion of the story? Why?

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Who is telling the story? How do you know?

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How would you have acted in the story? Why?

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How are you alike and different from the main character?

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What big ideas can you infer and use in your own life?

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How did the characters change over time?

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# Associating Words: Week 1

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

**Directions:** Think carefully about your vocabulary words. Write the correct letter from each statement next to a word that makes the most sense.

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- |                         |   |
|-------------------------|---|
| 1. _____ exclaimed      | A. Oliver snuck into the kitchen and grabbed a snack without anyone seeing him.       |
| 2. _____ custom         | B. Cliff shared his idea for a tree house with his friends.                           |
| 3. _____ clique         | C. Penelope was so excited for the weekend she could barely stand to wait.            |
| 4. _____ presence       | D. Max fell off his skateboard and had to go to the doctor right away.                |
| 5. _____ unnoticed      | E. The girls were a tight group of friends that didn't do well at making new friends. |
| 6. _____ enthusiastic   | F. My allowance is so tiny, I can barely buy a pack of gum.                           |
| 7. _____ posed          | G. The choir put all their voices together perfectly.                                 |
| 8. _____ puny           | H. At first we planned to eat Mexican food but then we went to get Italian.           |
| 9. _____ scattered      | I. My dad shouted for us to hurry or we would be in big trouble.                      |
| 10. _____ cruising      | J. My clothes were always thrown all over my room.                                    |
| 11. _____ unison        | K. Everyone made it to the dinner party. No one was missing.                          |
| 12. _____ urgent        | L. Hank thought about buying the book for a long time.                                |
| 13. _____ deviated      | M. My grandma made me my very own special blanket.                                    |
| 14. _____ contemplating | N. We took our time skateboarding to the park.  |

# Singular and Plural Nouns

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

**Directions:** A noun is a person place or thing. Writers use words to describe a person (*boy, girl, teacher*), place (*school, room, house*), or thing (*toy, book, car*). Writers can use singular nouns or plural nouns. Read the passage and answer the questions. Then take the challenge!

## The Snowman

Airyana blinked her blue eyes a few times, then continued to stare at her writing notebook. The straight blue lines made her eyes go out of focus. The white background was blinding. She looked up and stared out the frosted window of her classroom.

“Why is this so hard?” she muttered to herself. She was supposed to be writing a poem, but she had no idea what to write about. She squinted to see what was outside. Maybe something would inspire her. Airyana noticed a snowman on the school yard. Some kids must have made him during recess.

“How cute,” Airyana whispered. The rest of the class was quietly scribbling away in their notebooks. She hoped it wasn’t obvious that she was the only one without a creative idea to write about. Airyana used her sweatshirt sleeve to wipe away some of the frost from the window. She took a better look at the snowman and gasped. Did that stick arm just move? It looked like the snowman had waved at Airyana!

“But that’s not possible,” she said. Then she thought for a minute. “Or is it?” Airyana quickly bent over her notebook, pencil in hand. She finally had an idea she could write about.



## Multiple Choice:

Answer the following questions after reading:

- 1a. Which best describes a singular noun?
- (a) a word that means more than one
  - (b) any word that means one
  - (c) a word that represents one person, place, or thing
  - (d) any word that ends in ‘s’
- 1b. What evidence from the text includes a singular noun that matches the description in 1a?
- (a) “a few times”
  - (b) “blue lines”
  - (c) “Some kids”
  - (d) “a creative idea”
- 2a. Which best describes a plural noun?
- (a) any word that ends in ‘s’
  - (b) a word that represents more than 1 person, place, or thing
  - (c) any word that ends in ‘es’
  - (d) a specific name of a person, place, or thing
- 2b. What evidence from the text includes a plural noun that matches the description in 2a?
- (a) “the snowman”
  - (b) “their notebooks”
  - (c) “for a minute”
  - (d) “pencil in hand”
3. Which of the following phrases includes both a plural and singular noun?
- (a) “sweatshirt sleeve”
  - (b) “frost from the window”
  - (c) “the class was scribbling in their notebooks”
  - (d) “blinked her blue eyes”

**Write About It:** In your own words, tell the most important parts of the text. Circle the singular nouns in your answer. Underline the plural nouns.

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**Challenge:** Use the codes to identify singular and plural nouns in the text.



Singular nouns in the text



Plural nouns in the text.

# "A Field Trip BACK in Time"

## Understand It!

Answer the following questions after reading:

Our class has gone on several incredibly awesome field trips this year. But my all-time favorite was the day we went to Heritage Hill. Heritage Hill is a state park that is a **replica** of a town that may have existed after the War of 1812 in America. The park is set up just as it would be during that time. I'm **fascinated** by the pioneer days. I often imagine how different life must have been so long ago. At the park there is an old hospital. Going inside, we got to see just how few **resources** were available to treat the sick. It was common for people to experience incredible pain and suffering. We went to the school next, which was really just one classroom with one teacher. The teacher was dressed as if the year was 1812. She **scolded** us for walking too slow and snapped her stick on the desks. She never smiled as she ordered us to sit down and be quiet. For the next 30 minutes she taught us a very boring math lesson. We were all so scared of her I don't think anyone took a deep breath the entire time. I couldn't imagine going to school with all the kids from kindergarten through eighth grade in one tiny room with one mean teacher! The last stop we made at Heritage Hill was at the Fur Trader's Cabin. This building was so awesome! It was loaded with beaver, squirrel, and fox furs. This was where the pioneers would come to barter for supplies. The furs were used to make clothing, including thick winter jackets and fancy top hats. Heritage Hill was such a special field trip because it was like being **transported** back

1. The main idea was...
  - a. Heritage Hill
  - b. hospitals
  - c. fur traders
  - d. pioneer schools
2. I predict life in pioneer days would be \_\_\_\_\_.
  - a. relaxing
  - b. easy
  - c. challenging
  - d. the same as today
3. How were pioneer schools?
  - a. huge
  - b. many teachers
  - c. strict
  - d. not boring
4. What characteristic best describes Heritage Hill?
  - a. like a museum
  - b. boring
  - c. present day
  - d. not unique

## Word Work

Color the words in the passage that match each category below:



Contractions



Plurals



Adjectives



4+ Syllable Words

## Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

# Comprehension: Thinking Deeper About Fiction

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

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think deeper about the passage to answer the questions below.

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What is your opinion of the story? Why?

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Who is telling the story? How do you know?

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How would you have acted in the story? Why?

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How are you alike and different from the main character?

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What big ideas can you infer and use in your own life?

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How did the characters change over time?

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# Vocabulary in My Life: Week 1

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

**Directions:** Think about all the questions below. Use your own words to answer each one.

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

1. Describe a time you deviated from the plan.

2. What are some careers you are contemplating for your future?

3. How has your life felt scattered in the past?

4. Describe something urgent that you need to finish.

5. Describe the last time you made a puny effort at something.

6. What are you most enthusiastic about doing?

# Collective and Possessive Nouns

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

**Directions:** A noun is a person place or thing. Writers use words to describe a person (*boy, girl, teacher*), place (*school, room, house*), or thing (*toy, book, car*). Writers can use collective nouns or possessive nouns. Read the passage and answer the questions. Then take the challenge!

## The Brave Mathematician

The numbers danced across the whiteboard. Mouamong stared at them with a confused look. Why did three times four make twelve? Where did Mrs. Mock get the one and the two from? "This doesn't make any sense," he mumbled to himself. He quickly looked back down at his paper, hoping no one heard him. He didn't want people to know that he was completely lost.

"Are there any questions?" Mrs. Mock asked. Her eyes searched the room, but Mouamong avoided Mrs. Mock's gaze. The seconds started to feel like hours. Mouamong was afraid to ask for help. He didn't want to look dumb.

"Maybe I should ask for help. Maybe Mrs. Mock would re-explain it. I don't want everyone else to be annoyed with me, but how else will I learn it?" Mouamong took a deep breath, swallowed, and raised his hand, "Could you go over that again?" Mouamong's face turned red, then he heard someone across the room,

"Yeah, I think I need to see it again too." It was Chadu. Mouamong was surprised that someone else was also struggling!

"I'd love to!" Mrs. Mock replied. The class breathed a sigh of relief, and Mouamong realized that maybe he was not alone in his confusion.



## Multiple Choice:

Answer the following questions after reading:

- 1a. Which best describes a collective noun?
- (a) a word that means more than one
  - (b) any word that means one
  - (c) naming a specific person, place, or thing
  - (d) naming a group of people, places, or things
- 1b. What evidence from the text includes a collective noun that matches the description in 1a?
- (a) "The class breathed"
  - (b) "His face turned red"
  - (c) "ask for help"
  - (d) "Mrs. Mock"
- 2a. Which best describes a possessive noun?
- (a) any word that ends in 's'
  - (b) shows ownership by adding an apostrophe and -s
  - (c) any word that ends in 'es'
  - (d) a specific name of a person, place, or thing
- 2b. What evidence from the text includes a possessive noun that matches the description in 2a?
- (a) "numbers danced"
  - (b) "three times four"
  - (c) "feel like hours"
  - (d) "Mouamong's face"
3. Which of the following phrases includes a possessive noun?
- (a) "any questions?"
  - (b) "eyes searched the room"
  - (c) "Mrs. Mock's gaze"
  - (d) "not alone in his confusion"

**Write About It:** In your own words, tell the most important parts of the text. Include at least one collective and one possessive noun in your answer.

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**Challenge:** Use the codes to identify collective and possessive nouns in the text.



Collective nouns in the text



Possessive nouns in the text.

# “Science Experiments”


## Understand It!


Answer the following questions after reading:

This year our class has done so many science experiments I couldn't even count them all. Lucky for us our teacher Mr. Sanders loves science more than any other subject in school. Before every experiment, Mr. Sanders asked us to **hypothesize** what we think will be the **outcome**. Our class always had many opinions as to what will happen, and we were often **incorrect** in our guesses. Even though every experiment was **captivating**, there were a few that really stood out way above the rest. The first one was the test we performed to measure just how greasy potato chips actually were. We collected small bags of chips from six different companies. Then we placed one serving size of chips on six separate sheets of graph paper. We put wax paper over the chips and then took a rolling pin and **pulverized** the chips between the graph and wax paper. Afterwards, we counted how many squares in the graph paper were coated in grease. The greasiest graph paper held the greasiest chips. This was a really cool experiment because we got to see just how much grease we eat when we devour chips. I kind of lost my appetite for chips after that one! My other favorite was when we tested different laundry detergents to see which was the best at getting out stains. I loved this one because we got to bring in old clothes and roll around in the dirt for 30 minutes! Then, we went inside to test several different stain removers. A bonus was I got to tell my mom which detergent was the best. She actually started to buy that detergent and it made me feel good to know I could help her out!

- The main idea was...
  - greasy chips
  - dirty clothes
  - Mr. Sanders
  - science experiments
- I predict the entire class was \_\_\_\_\_ science class.
  - disliking
  - anticipating
  - dreading
  - fearing
- What was the narrator excited about the most?
  - recess
  - science experiments
  - getting dirty
  - cleaning clothes
- What trait best describes Mr. Sanders?
  - fun
  - boring
  - annoying
  - mean

**Word Work** Color the words in the passage that match each category below:

 red Contractions

 blue Plurals

 green Adjectives

 orange 4+ Syllable Words

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____



# Comprehension: Thinking Deeper About Fiction

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

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think deeper about the passage to answer the questions below.

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What is your opinion of the story? Why?

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Who is telling the story? How do you know?

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How would you have acted in the story? Why?

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How are you alike and different from the main character?

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What big ideas can you infer and use in your own life?

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How did the characters change over time?

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# Word Relationships: Week 1

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

**Directions:** Think about the different events in the statements below. Answer each one in your own words. Be sure to give all the reasons you have for each answer.

Would you rather go unnoticed for doing good or get a reward? Why?

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Would you have a puny dog or a giant dog? Why?

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Would you rather have your clothes scattered or in order? Why?

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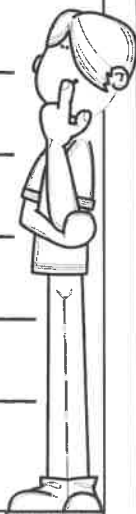
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Would you rather be in a clique or friends with everyone? Explain.

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# Action Verbs

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

**Directions:** A verb is a word used to describe either an action or a state of being. Writers use verbs to describe the action of a character (*jumped, yelled*), or the state of being (*love, doubt*). Read the passage and answer the questions about action verbs. Then take the challenge!

## Koalas

Have you ever seen pictures of those cute cuddly looking bears from Australia? The funny thing is they are not bears at all. They are marsupials. Marsupials are mammals that grow up in their mother's pouch. Koalas look fuzzy and have gray or brown fur. Their fur repels water, so they don't get wet when it rains.

Their paws have long sharp claws. Each paw has five digits like our five fingers. They use their paws for gripping and climbing trees. A koala's sense of smell helps them find the right leaves to eat. Their noses are important to them.

Koalas stay awake all night, which makes them nocturnal. Since they are so active at night they tend to sleep or rest for 18-20 hours a day. Nighttime works better for the koalas because it can be very hot during the day. When koalas are awake they are either grooming, eating or interacting with other koalas.

Koalas talk to each other. They do not speak like humans do; instead, they use different sounds that can be heard from far away. Mothers and babies make soft clicking and squeaking sounds. Koalas make a screaming sound when they are scared.

Koalas are cute, interesting creatures that are fun to learn about.



## Multiple Choice:

Answer the following questions after reading:

- 1a. Which best describes an action verb?
  - (a) a word that tells an action
  - (b) adds a sense of time or possibility
  - (c) appears after an action verb
  - (d) appears after a linking verb
- 1b. What evidence from the text includes an action verb that matches the description in 1a?
  - (a) "Nighttime works better for the koalas"
  - (b) "Koalas talk to each other"
  - (c) "Their paws have long sharp claws"
  - (d) "Their noses are important to them"
- 2a. How many action verbs are in paragraph 2?
  - (a) 1
  - (b) 3
  - (c) 4
  - (d) 5
- 2b. Which phrase from the text includes an action verb and is part of paragraph 2?
  - (a) "They are grooming, eating or interacting"
  - (b) "It can be hot during the day"
  - (c) "Nighttime"
  - (d) "They are nocturnal"
3. Which of the following phrases includes an action verb?
  - (a) Eighteen to twenty hours a day
  - (b) When they are scared
  - (c) Koalas climb trees
  - (d) There are different sounds

**Write About It:** In your own words, tell the most important parts of the text. Circle the action verbs in your answer.

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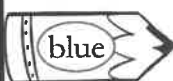
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**Challenge:** Use the codes to identify action verbs found in the text.



Action Verbs in Paragraph 1



Action Verbs in Paragraph 2



Action Verbs in Paragraph 3

# "What Planet Are You From?"


## Understand It!


Answer the following questions after reading:

"What planet are you from?" is the question Jordan **repeatedly** asked his big sister Beth. Beth was 16 years old and Jordan was five years younger. He just couldn't **comprehend** why she acted so **insanely** crazy. Just the other day Beth was singing love songs at the top of her lungs while trying to brush her teeth. Not only is she a horrible singer, but she woke everyone up with her screeching. As if Beth wasn't crazy enough, almost every weekend her equally hyper friends slept over. Jordan was awakened in the middle of the night just last weekend when he heard some loud pounding going on in the garage. He crawled out of bed to investigate. When he peeked in the garage he saw Beth and all her friends practicing some crazy dance moves and recording themselves. Jordan just shook his head and went back to bed. What planet are they from? He wondered. Jordan never imagined he would have anything in common with his sister. But one night when their parents weren't home that all changed. Jordan was trying to sleep when he **overheard** his sister talking with her friends. Beth's friends were complaining about how **lame** Jordan was. They were annoyed because they had to stay and babysit instead of going to some party. Jordan was shocked when Beth actually defended him. She said it wasn't Jordan's fault that he was younger. She told her friends to just leave if they wanted to go so bad. And she said she liked hanging out with Jordan anyways. After that, Jordan didn't think Beth was so weird. Instead, he started to join in on the crazy fun she seemed to always have!

- The main idea was...
  - sleepovers
  - dancing
  - getting along with your sister
  - all about planets
- How did Jordan feel when Beth sang in the bathroom?
  - annoyed
  - excited
  - happy
  - confused
- How did Jordan feel at the end of the story?
  - relieved
  - happy
  - sad
  - angry
- What trait best describes Beth?
  - fearful
  - quiet
  - goofy
  - mean

**Word Work** Color the words in the passage that match each category below:

 red Contractions

 blue Plurals

 green Adjectives

 orange 4+ Syllable Words

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

# Comprehension: Thinking Deeper About Fiction

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

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think deeper about the passage to answer the questions below.

---

What is your opinion of the story? Why?

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Who is telling the story? How do you know?

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How would you have acted in the story? Why?

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How are you alike and different from the main character?

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What big ideas can you infer and use in your own life?

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How did the characters change over time?

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# Vocabulary Assessment: Week 1

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

**Directions:** Write a vocabulary word in each blank that best completes the sentence.

unnoticed	urgent	puny	deviated	enthusiastic	exclaimed	custom
posed	clique	presence	unison	contemplating	scattered	cruising

1. The boys always did everything together in their tight little \_\_\_\_\_.
2. I thought the item inside the box would be huge, but it was actually \_\_\_\_\_.
3. Mary did her best to go \_\_\_\_\_ as she snuck out of the house.
4. The dance team practiced their routine until they were all in \_\_\_\_\_.
5. "Don't touch the pan, it's HOT!!" my mom \_\_\_\_\_.
6. Grace was so tired of her brother's toys \_\_\_\_\_ all over the living room.
7. At first we went north on the highway, but then we \_\_\_\_\_ our direction.
8. Mr. Farrell \_\_\_\_\_ a question to our class about taking our quiz now or later.
9. The whole class was very \_\_\_\_\_ about the upcoming trip to the waterpark.
10. My mom texted me and said to come home right away. It was \_\_\_\_\_.
11. I've been \_\_\_\_\_ all week whether to go to the movies Friday or not.
12. My \_\_\_\_\_ was requested at the wedding of my neighbors.
13. I had a \_\_\_\_\_ outfit made for my sister's wedding last summer.
14. Caleb loved to go \_\_\_\_\_ down the road with his buddies.

# Vocabulary Assessment: Week 1

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

**Directions:** Think carefully about your vocabulary words. Write the correct letter from each definition next to the word it describes.

- |                         |  |
|-------------------------|--|
| 1. _____ exclaimed      | A. To go without being seen.   |
| 2. _____ custom         | B. To be very excited and eager.   |
| 3. _____ clique         | C. To share an idea with others and suggest they come in agreement with you.                             |
| 4. _____ presence       | D. In need of happening right away, requires immediate attention.  |
| 5. _____ unnoticed      | E. Happening all at once, at the same time.  |
| 6. _____ enthusiastic   | F. To change from one way to another, changing how one thinks or feels.                                  |
| 7. _____ posed          | G. A tight group of people that spend a lot of time together and don't always allow others to join them. |
| 8. _____ puny           | H. Very small, tiny.   |
| 9. _____ scattered      | I. To exist and be present at a place at a certain time.   |
| 10. _____ cruising      | J. To look thoughtfully for a long time at something or someone.   |
| 11. _____ unison        | K. To say in a loud, forceful way.   |
| 12. _____ urgent        | L. To go in various directions in a way that seems disorganized.   |
| 13. _____ deviated      | M. Made for a specific person or group, not a common thing.  |
| 14. _____ contemplating | N. To ride smoothly at a slow and steady rate.   |

# Helping Verbs

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

**Directions:** A verb phrase is a set of words that work together to tell what is happening in a sentence. A helping verb is part of a verb phrase. It is used before an action verb or a linking verb to add a sense of time, (*was, did*), or possibility (*can, will*). Read the passage and answer the questions about helping verbs. Then take the challenge!

## Wildfires

Wildfires can be a scary thing. We have seen them in California and also in Australia. Wildfires are fires that burn out of control in a natural area. They can spread quickly and are hard to control. They will damage anything in their path such as homes and natural resources. They can threaten the safety of firefighters and people who are in the area.

Most wildfires are caused by humans. They can also happen because of natural causes. One way humans can cause wildfires is by not putting out their campfires completely. Another way humans can cause wildfires is by playing with matches or fireworks. Natural causes of wildfires can be because of lightning, dry weather, or volcanic eruptions.

There are several effects of wildfires. The soil in the area can be destroyed along with its nutrients, so things will not grow as well. Another effect is that animals are harmed or can lose their lives. Ash, and smoke that are released into the air can cause air pollution or health issues in humans. Trees and plants are destroyed in wildfires and this hurts humans and animals. Trees provide oxygen and help keep the air clean. Wildfires are very serious. Everyone needs to avoid being the cause of a wildfire.



**Write About It:** In your own words, tell the most important parts of the test. Circle the helping verbs in your answer.

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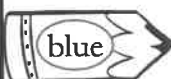
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**Challenge:** Use the codes to identify helping verbs found in the text.



Helping Verbs  
in Paragraph 1



Helping Verbs  
in Paragraph 2



Helping Verbs  
in Paragraph 3

## **Multiple Choice:**

Answer the following questions after reading:

- 1a. Which best describes a helping verb?
  - (a) a word that tells an action
  - (b) adds a sense of time or possibility
  - (c) appears before an action verb
  - (d) appears after a linking verb
- 1b. What evidence from the text includes a helping verb that matches the description in 1a?
  - (a) "Ash and smoke in the air"
  - (b) "Most wildfires are caused by humans."
  - (c) "The effects of wildfires"
  - (d) "playing with matches"
- 2a. How many helping verbs are in paragraph 1?
  - (a) 2
  - (b) 4
  - (c) 3
  - (d) 5
- 2b. Which verb phrase from the text includes a helping verb and is part of paragraph 1?
  - (a) "Homes and natural resources"
  - (b) "Firefighters and people in the area"
  - (c) "Wildfires are fires that burn out of control"
  - (d) "They will damage anything in their path"
3. Which of the following verb phrases includes a helping verb?
  - (a) Wildfires are smoky
  - (b) Wildfires are scary
  - (c) Wildfires can harm animals
  - (d) Wildfires are in California



# "Birthday Party Games"

## Understand It!

Answer the following questions after reading:

Greyson had big plans for his 12<sup>th</sup> birthday party. He had already done the **classic** parties, like the pool party, skate party, and bowling party. This year Greyson had plans to have the most ultimate, epic, game day challenge birthday party. Since his birthday is in the dead of summer and he lives in the hot south, it only made sense to create the best outdoor games that could ever be invented. Greyson's **mission** was for his friends to leave his party sloppy, sweating, **soaked**, and smiling. The first game they would play would be water balloon volleyball. There will be two teams and a net just like normal volleyball. But, the **unusual** part will be that the volleyball will be filled with muddy water! Whichever side the dirty balloon pops on will be the loser. Greyson plans to play up to 10 points with 10 balloons. The next game is called Blind Treasure Hunt. One teammate will be blindfolded and must hunt for special items **scattered** around the yard. The rest of the team give instructions on where to find each item. The items will each be worth a certain number of points. The team with the most points wins. Greyson's all-time favorite game idea is called Cheesy Head. This game is played with a partner. One player wears a shower cap. The other sprays shaving cream onto their partner's head. Next the partner's spread out. Each pair is given a big bag of fluffy cheetos. The partner not wearing the shower cap will try to throw as many cheetos onto the shower cap as possible. The pair of partners with the cheesiest head wins! The party is a week away and Greyson couldn't be more excited!

1. The word 'invented' in the passage means...
  - a. copied
  - b. remembered
  - c. created
  - d. found
2. Greyson's friends will probably leave the party feeling...
  - a. bored
  - b. soaked
  - c. irritated
  - d. confused
3. Birthday parties are most like...
  - a. any other day
  - b. going on vacation
  - c. following a routine
  - d. having a sleepover
4. Which game requires cheetos?
  - a. Blind Treasure Hunt
  - b. Volleyball
  - c. What's What
  - d. Cheesy Head

**Word Work** Color the words in the passage that match each category below:



Words with suffixes



Words with 2 vowels together



Words that end with a vowel



Conjunctions

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

# Comprehension: Thinking Deeper About Fiction

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

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think deeper about the passage to answer the questions below.

---

What is your opinion of the story? Why?

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Who is telling the story? How do you know?

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How would you have acted in the story? Why?

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How are you alike and different from the main character?

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What big ideas can you infer and use in your own life?

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How did the characters change over time?

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# Vocabulary Words: Week 2

BASIC WORDS: Tier 1	CONTEXT WORDS: Tier 2	COMMON WORDS: Tier 1
<u>afford</u> : to have enough money to pay for something	<u>literally</u> : something that is actually true, used to emphasize that something is true	<u>acknowledge</u> : to make it known that you heard or saw something
<u>humiliating</u> : to have something happen that completely embarrasses you	<u>gossiped</u> : to spread rumors and talk about people behind their backs	<u>unaware</u> : to not know, to be clueless
<u>run-down</u> : something that is old, messy, and looks like it could break at any time, not new	<u>confronted</u> : to face or deal with a problem instead of ignoring or running away from it	<u>assumed</u> : to think something is true when you do not know all the facts or have proof
<u>befriended</u> : to act as a friend to someone by offering support or help	<u>amusing</u> : something that happens to cause others to laugh or be entertained	<u>inspired</u> : to feel encouraged by something you hear or see, to be motivated by others
	<u>cordial</u> : to be warm and friendly to others	
	<u>disheveled</u> : a mess, all over the place, untidy	

# Defining Words: Week 2

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

**Directions:** Read the passage to yourself. Highlight all the vocabulary words listed below. Circle 5 of the vocabulary words from the passage and tell what each one means on the back of this page.

afford	run-down	literally	confronted	amusing	acknowledge	assumed
humiliating	befriended	gossiped	disheveled	cordial	unaware	inspired

## The Gossiper

“Did you hear that Maggie’s parents can’t afford to get her hair cut? Her dad literally cuts her hair,” Ellen gossiped to the girls at lunch. “It must be so humiliating,” Ellen stated smugly. The girls gave Ellen a half smirk to acknowledge her, but none of them found her amusing. Ellen was known for talking behind people’s backs and then being super cordial to their face. No one ever told her to quit, until a new girl named Ramona started school. Ramona had long, disheveled black hair. She wore the same pair of run-down black boots every day. Ellen befriended Ramona not to be nice, but to get the scoop on Ramona’s background. Ramona was unaware of Ellen’s plan and assumed Ellen was genuine. She told Ellen about how her family was struggling ever since her dad walked out on them. Ellen being Ellen, chose to share this with the rest of the girls the first chance she got. But this time was different. Lily told Ramona what Ellen had said. Enraged, Ramona confronted Ellen in front of everyone. She told Ellen that no one liked someone who spends their day gossiping. Ellen was completely embarrassed but no one felt sorry for her. Inspired by Ramona’s bravery, the other girls told Ellen to shut up every time she tried to gossip about anyone ever again.

# Returning to the Context: Week 2

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

**Directions:** Think about the passage we read that these vocabulary words were in and answer the questions below. Use your best thinking. Write answers in your own words.

afford	run-down	literally	confronted	amusing	acknowledge	assumed
humiliating	befriended	gossiped	disheveled	cordial	unaware	inspired

Describe why Ellen decided to befriend Ramona.

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What did Ramona do when she confronted Ellen?

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How was Ellen humiliating Ramona in the story?

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# Sentence Stems: Week 2

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

**Directions:** Use what you know about each vocabulary word to finish these sentences. Use each vocabulary word one time as you complete each sentence.

afford	run-down	literally	confronted	amusing	acknowledge	assumed
humiliating	befriended	gossiped	disheveled	cordial	unaware	inspired

1. James literally could not \_\_\_\_\_.
2. Fred was cordial because he \_\_\_\_\_.
3. I felt disheveled when \_\_\_\_\_.
4. Tom walked right up and confronted \_\_\_\_\_.
5. It was so amusing when \_\_\_\_\_.
6. Sophie always gossiped about \_\_\_\_\_.
7. I could never afford \_\_\_\_\_.
8. It was humiliating when \_\_\_\_\_.
9. The pants were so run-down that \_\_\_\_\_.
10. Emma befriended Lou when \_\_\_\_\_.
11. Wes didn't want to acknowledge that \_\_\_\_\_.
12. Adam was unaware that \_\_\_\_\_.
13. Jessica assumed that \_\_\_\_\_.
14. I was inspired when I saw \_\_\_\_\_.

# Adverbs

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

**Directions:** An adverb is a word used to describe either a verb, adjective, another adverb, or an entire sentence. Most adverbs are used to describe a verb, like the word *quietly* in the sentence, “She jumped quietly.” *Quietly* describes how the subject *jumped*. Read the passage and answer the questions about adverbs. Take the challenge!

## Brotherly Love

He carefully shut his locker door and turned to walk to class with his friends. Tyree saw three boys standing near his younger brother’s locker. The boys were laughing and bothering the things inside Jaden’s locker.

“Stop it!” Jaden firmly stated to the boys. “Knock it off!”

“What is this?” one of the boys mockingly asked as he handed a photo from his locker to another boy.

Tyree closely watched the boys as he continued to walk to class with his friends. These boys regularly bothered his brother. He was not going to allow it any longer. Tyree could clearly see the boys taunting his brother as he walked closer. Sometimes he and Jaden would argue at home, but he didn’t want someone else to pick on his brother.

“Give it back,” Jaden shyly ordered.

“He asked for the photo back. Give it to him,” Tyree sternly said to the boys while glaring at them. He stood beside his brother.

“We don’t want any trouble, Tyree,” one of the boys quickly said and handed the photo to Jaden.

“I never want to see you around my brother again,” Tyree sharply directed.

The boys rarely crossed Tyree. He was widely respected in the school. The group angrily turned and walked on.

“You’ll never have to worry about them again,” Tyree proudly said to his brother.



## Multiple Choice:

Answer the following questions after reading:

- 1a. Which best describes an adverb?
  - (a) a capitalized word
  - (b) a word that describes verbs
  - (c) a word used as a subject
  - (d) the last word in a sentence.
- 1b. What evidence from the text includes an adverb that matches the description in 1a?
  - (a) “Knock it off!”
  - (b) “Jaden firmly stated to the boys.”
  - (c) “He was not going to allow it any longer.”
  - (d) “We don’t want any trouble.”
- 2a. How many adverbs are in paragraph 4?
  - (a) 2
  - (b) 3
  - (c) 4
  - (d) 5
- 2b. Which phrase from the text includes an adverb and is part of paragraph 4?
  - (a) “He was not going to allow it.”
  - (b) “...he continued to walk to class with his friends.”
  - (c) “Tyree closely watched the boys.”
  - (d) “He did not want someone to pick on his brother.”
3. Which of the following phrases includes an adverb?
  - (a) “The boys rarely crossed Tyree.”
  - (b) “...and handed the photo to Jaden.”
  - (c) “Give it back,”
  - (d) “He asked for the photo back.”

**Write About It:** List 4 adverbs from the text. For each adverb, write the word or words it is describing.


**Challenge:** Use the codes to identify adverbs found in the text.



Adverbs in paragraph 1



Adverbs in Paragraph 4



Adverbs in Paragraph 9

# "Garage Sale Treasures"

## Understand It!

Answer the following questions after reading:

I think I may have the coolest grandma ever. One of my favorite things in the world to do with her is spend the day driving around town and garage sale shopping. We will randomly drive until we see signs for the next sale. We both are **addicted** to exploring through junk in the hopes of discovering a treasure. Finding a treasure in junk is like finding a needle in a haystack. It just doesn't happen often because there is so much junk to dig through. We have found some very interesting and **bizarre** things in our searches. Like the one time we spotted some used underwear. Ewww! Who wants to buy someone else's underwear!? We darted out of that garage sale quicker than a **herd** of kids chasing an ice cream truck. Or there was the time we **debated** purchasing someone's old toilet, just to use as a flower pot in my grandma's backyard. We were kidding of course, but the image of flowers growing out of a toilet was almost **tempting** enough to make it happen! Talk about taking old trash and turning it into a treasure. The look on grandpa's face when grandma came home with an old toilet would have been worth the deal! Of course we both desired those rare treasures that were so hard to find. But that wasn't the only reason we kept up our searches. We both enjoyed something even more each day we went on our adventures. We enjoyed our laughs together. We loved making the memories that each garage sale provided. Every time we spent the day together, the biggest treasure of all would always be found in the laughter and love we shared together.

1. The word 'randomly' in the passage means...
  - a. not planned
  - b. harmless
  - c. planned
  - d. positive
2. Most people probably consider garage sales...
  - a. overpriced
  - b. have all new things
  - c. a place for good deals
  - d. everything is broken
3. Garage sales can be compared best to...
  - a. grocery stores
  - b. malls
  - c. clothing stores
  - d. secondhand stores
4. What is the most important idea?
  - a. driving around
  - b. finding treasures
  - c. making memories
  - d. both B and C

**Word Work** Color the words in the passage that match each category below:



Words with suffixes



Words with 2 vowels together



Words that end with a vowel



Conjunctions

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_



# Comprehension: Thinking Deeper About Fiction

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

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think deeper about the passage to answer the questions below.

---

What is your opinion of the story? Why?

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Who is telling the story? How do you know?

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How would you have acted in the story? Why?

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How are you alike and different from the main character?

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What big ideas can you infer and use in your own life?

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How did the characters change over time?

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# Associating Words: Week 2

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

**Directions:** Think carefully about your vocabulary words. Write the correct letter from each statement next to a word that makes the most sense.

- |                      |  |
|----------------------|--|
| 1. _____ disheveled  | A. Amber finally had enough money to buy a cell phone.   |
| 2. _____ acknowledge | B. Rachel told us that there was supposed to be a big storm tomorrow and it was really true.           |
| 3. _____ literally   | C. I was so embarrassed when I went to school with 2 different shoes on.                               |
| 4. _____ afford      | D. I will always be warm and welcoming to my grandma.  |
| 5. _____ cordial     | E. My favorite restaurant is so messy it looks like it could fall apart at any time.                   |
| 6. _____ unaware     | F. When Jackson moved in across the street I helped him move in and we became best friends right away. |
| 7. _____ gossiped    | G. My dog's hair was such a mess we had to cut it all off.   |
| 8. _____ humiliating | H. I let my mom know that I heard her tell my dad I could go to the party.                             |
| 9. _____ amusing     | I. They liked to spread rumors all the time.   |
| 10. _____ assumed    | J. Faith had no idea they were getting a new puppy.  |
| 11. _____ run-down   | K. William was encouraged after his teacher told him he was smart.                                     |
| 12. _____ confronted | L. Philip was always doing things to make everyone laugh.  |
| 13. _____ inspired   | M. I thought the lunch food would taste awful, but I hadn't tried it yet.                              |
| 14. _____ befriended | N. Tracy faced her problem by asking for help.   |

# Adverbs of Manner

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

**Directions:** An adverb is a word used to describe either a verb, adjective, another adverb, or an entire sentence. Some adverbs are used to describe a manner, or way in which something is done. "She ran carefully." *Carefully* describes how she *ran*. Read the passage. Answer the questions. Then take the challenge!

## Shockingly Successful

Thomas Edison was an incredible inventor of his time. Today, he is widely respected for his knowledge and his inventions that successfully helped improve life for society.

Edison didn't allow his hearing loss to stand in the way of his success. He created a phonograph which precisely recorded sounds and played it back to listeners.

Thomas Edison carefully worked in his laboratory to develop a light bulb that could be easily used by all. He worked for many long hours on this invention that has given him the most fame.

Edison used his previous invention to create a unique picture. He successfully projected a picture that could move. His invention has influenced movies, videos, and television productions all over the world.

Thomas Edison is also known for his unusual demonstrations. He cruelly used animals to illustrate the dangers of electricity. One public demonstration shockingly claimed the life of a famous circus elephant.

He may be widely known for his successes, but he would tell you about his failures. Thomas Edison has effectively helped society through his inventions.



**Write About It:** List 4 adverbs of manner from the text. For each adverb, write the word or words it is describing.

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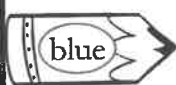
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**Challenge:** Use the codes to identify adverbs of frequency found in the text.



Adverbs of manner in paragraph 1



Adverbs of manner in paragraph 2



Adverbs of manner in paragraph 3

## Multiple Choice:

Answer the following questions after reading:

- 1a. What does an adverb of manner describe?
  - (a) where something happens
  - (b) the way something happens
  - (c) why something happens
  - (d) amount of time
- 1b. What evidence from the text includes an adverb of manner that matches the description in 1a?
  - (a) "Thomas Edison is credited as an incredible inventor of his time."
  - (b) "Thomas Edison carefully worked in his laboratory..."
  - (c) "He created a phonograph..."
  - (d) "Edison used his previous invention..."
- 2a. How many adverbs of manner are in paragraph 1?
  - (a) 4
  - (b) 3
  - (c) 2
  - (d) 1
- 2b. Which phrase from the text includes an adverb of manner and is part of paragraph 1?
  - (a) "...helped improve life for society."
  - (b) "...for his knowledge and his inventions..."
  - (c) "Thomas Edison is an incredible inventor..."
  - (d) "He is widely respected..."
3. Which of the following phrases includes an adverb of manner?
  - (a) "...all over the world."
  - (b) "One public demonstration..."
  - (c) "...used his previous invention"
  - (d) "...cruelly used animals."

# "Summer can feel so Long"

Sophie knew most of her friends were beyond excited about summer vacation. So many of them had big plans to sleep in every day, catch up on a bunch of TV series by **binge** watching all day and night, and just basically laying around. Sophie was excited for summer too, but she was a little worried things around her house would get a bit out of control. Sophie's family just adopted her little brother from Africa. His name is James and he is just seven years old. Since James has lived in an orphanage since he was two weeks old, he is still learning to be part of a family. James loves his school, especially knowing that he will wake up every day and have school to look forward to. He **thrives** on his daily school routine. It makes him feel safe and secure to have his day filled with all the things he knows will happen. So when the lazy days of summer arrive and he loses that **routine**, James struggles with learning to relax and just enjoy the freedom that summer days provide. Sophie knows she will be very busy helping to keep James' **anxiety** under control. Instead of sleeping in like her friends, Sophie will be up at 6am to help keep James busy before breakfast. When all her friends are binge watching TV shows, Sophie will be playing school, reading stories out loud, and coloring pictures with her little brother. It will be a lot of work. But Sophie loves her new little brother so much. And to her giving up a quiet, lazy summer to play with her brother doesn't feel like a **sacrifice** at all. It feels like a privilege.

## Understand It!

Answer the following questions after reading:

1. The word 'privilege' in the passage means...
  - a. a special gift
  - b. lazy
  - c. a bad choice
  - d. busy
2. Sophie's friends will probably \_\_\_\_\_ all summer.
  - a. be busy
  - b. feel overwhelmed
  - c. lay around
  - d. do homework
3. Having a little brother can be...
  - a. a lazy job
  - b. hard work
  - c. really quiet
  - d. not much work
4. What is the most important event?
  - a. watching TV
  - b. sleeping in
  - c. reading stories
  - d. keeping her brother happy in summer

**Word Work** Color the words in the passage that match each category below:



Words with suffixes



Words with 2 vowels together



Words that end with a vowel



Conjunctions

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

# Comprehension: Thinking Deeper About Fiction

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

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think deeper about the passage to answer the questions below.

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What is your opinion of the story? Why?

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Who is telling the story? How do you know?

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How would you have acted in the story? Why?

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How are you alike and different from the main character?

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What big ideas can you infer and use in your own life?

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How did the characters change over time?

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# Vocabulary in My Life: Week 2

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

**Directions:** Think about all the questions below. Use your own words to answer each one.

afford	run-down	literally	confronted	amusing	acknowledge	assumed
humiliating	befriended	gossiped	disheveled	cordial	unaware	inspired

1. Who is the most cordial person you know? Why?

2. What is something you can afford now? How do you know?

3. Name a person that has inspired you. Tell why?

4. Describe the last time you felt disheveled.

5. Describe what happened the last time you befriended someone.

6. If someone gossiped to you, how would it make you feel? Why?

# Conjunctions

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

**Directions:** A conjunction is a word that is used to join two words, phrases, or clauses together to help with meaning. Conjunctions are small words that pack a powerful punch. They add so much meaning to the text. Read the passage and answer the questions about conjunctions. Take the challenge!

## The Family Next Door

Neither my dad nor my mom agree with me, but I think the family that just moved next door must be from outer space. They cannot possibly be from our planet because everything they do is so strange.

Mom said I should not watch them from the window, but I can't help it. They play games in the backyard that look like a mix of baseball and croquet. Mom said it is a game called Cricket, and it is typically played in Europe. I'm not sure why they can't play the same games I do. I would really like a friend that could play catch outside with me.

Yesterday, they had a couple visitors stop by. They greeted everyone not only with a hug but with a kiss on each cheek. This didn't seem to bother anyone. The only time I am greeted with a kiss on the cheek is when my grandma comes over. She always gives me a huge hug, and then smooches each of my cheeks. Yuck! I can't imagine what kind of people they are.

DING DONG! The door bell rang.

"Julian, can you answer the door?" Mom yelled.

I quickly ran to the door and opened it up. My eyes saw the boy from next door. I smiled, for he was holding a baseball and a glove.



## Multiple Choice:

Answer the following questions after reading:

- 1a. Which best describes a conjunction?
  - (a) a descriptive word
  - (b) the end of a sentence
  - (c) joining words together
  - (d) the beginning of a sentence
- 1b. What evidence from the text includes a conjunction that matches the description in 1a?
  - (a) "I would really like a friend..."
  - (b) "...like a mix of baseball and croquet."
  - (c) "This didn't seem to bother anyone."
  - (d) "The door bell rang."
- 2a. How many conjunctions are in paragraph 2?
  - (a) 2
  - (b) 3
  - (c) 4
  - (d) 5
- 2b. Which phrase from the text includes a conjunction and is part of paragraph 2?
  - (a) "a game called Cricket, and it is..."
  - (b) "Mom said I should not..."
  - (c) "I would really like a friend."
  - (d) "I'm not sure why..."
3. Which of the following phrases includes a conjunction?
  - (a) "My eyes saw the boy..."
  - (b) "The door bell rang."
  - (c) "They had a couple visitors stop by."
  - (d) "I smiled, for he was holding a baseball..."

**Write About It:** List 2 conjunctions from the text. Describe the words, phrases, or clauses that each conjunction is joining together.

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**Challenge:** Use the codes to identify conjunctions found in the text.



Conjunctions in paragraph 1



Conjunctions in paragraph 2



Conjunctions in paragraph 3

# "Kids Can Start a Business Too"





## Understand It!

Answer the following questions after reading:

Billy was just ten years old when he took the first steps toward starting his own business. Billy always loved money. He would spend his birthday money so quickly and be broke again too soon. So Billy decided to do something about it. His mom was an **entrepreneur** so he thought, why not me too? He talked to his mom about starting his own business and she suggested Billy make a list of all the ideas he had. Billy spent the next few days **racking** his brain for ideas. His list of ideas included dog walking, lawn mowing, house cleaning, lemonade stand, pet daycare, and poop patrol (cleaning dog poop from people's yards). He examined his list and thought very carefully. He had to decide which business had the greatest need in his neighborhood. And he had to decide which business he thought he could make the most **profit**. Billy soon determined that the poop patrol idea was his best option. He always sees poop piles when he rides his bike through the neighborhood. Cleaning up poop may sound gross, but it's a quick and easy way to make money. Plus, who wants to clean up poop? Maybe all those neighbors with dogs wouldn't mind paying a few dollars per poop pile. Billy's mom agreed. He came up with the business name, "Poop **Patrol**." His **slogan** was, 'Scooping poop, so you don't have to.' Billy made flyers and posted them all over town. He created a website and shared it with everyone he knew. Soon, Billy's business was getting calls and he was hard at work. Billy's business took off and he was able to save his money for all the things he had always wanted.

1. The word 'suggested' in the passage means...
  - a. questioned
  - b. gave advice
  - c. understood
  - d. gave an order
  
2. There are probably \_\_\_\_\_ dogs in Billy's neighborhood.
  - a. just a few
  - b. noisy
  - c. many
  - d. only small
  
3. An example of an entrepreneur is...
  - a. a business owner
  - b. someone who gets a job
  - c. a volunteer
  - d. a teammate
  
4. A small business needs \_\_\_\_\_ to succeed.
  - a. a bad idea
  - b. a few customers
  - c. many workers
  - d. profits

**Word Work** Color the words in the passage that match each category below:

-  red Words with suffixes
-  blue Words with 2 vowels together
-  green Words that end with a vowel
-  orange Conjunctions

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



# Comprehension: Thinking Deeper About Fiction

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

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think deeper about the passage to answer the questions below.

---

What is your opinion of the story? Why?


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Who is telling the story? How do you know?


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



How would you have acted in the story? Why?


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



How are you alike and different from the main character?


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



What big ideas can you infer and use in your own life?


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



How did the characters change over time?


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Word Relationships: Week 2

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

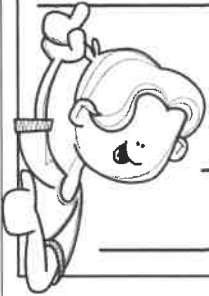
**Directions:** Think about the different events in the statements below. Answer each one in your own words. Be sure to give all the reasons you have for each answer.

Would you rather afford to give to others or buy things for yourself? Why?

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Would you rather wear run-down shoes or a jacket? Why?

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Would you rather be unaware of the future or be able to know it all? Why?

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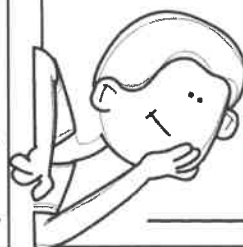


Would it be more amusing to be homeschooled or go to school? Why?

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# Conjunctions

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

**Directions:** A conjunction is a word that is used to join two words, phrases, or clauses together to help with meaning. Conjunctions are small words that pack a powerful punch. They add so much meaning to the text. Read the passage and answer the questions about conjunctions. Take the challenge!

## Number 23

One of the most widely recognized names in basketball is Michael Jordan, but he wasn't always the famous NBA basketball player who wore number 23 out on the court.

Michael Jordan grew up wanting to play basketball. He would regularly follow his older brothers to the park, and he would learn from them and their friends. When he was not playing with his brothers, he would practice his skills on his own hoop at home.

MJ, the nickname people called him, didn't have the height he needed to play basketball. His mother convinced Michael that in order to grow he needed to shake a little salt in his shoes, have patience, and a little faith. Michael did exactly what his mother told him because he believed her.

Michael finally had the chance to tryout for his high school basketball team. He had grown quite a bit, but he wasn't as tall as the other boys. He didn't play as well as them either, so the coach cut him. He didn't make the team.

Although these setbacks frustrated him, Michael Jordan continued to work hard. Eventually his efforts paid off because his name and talent are widely recognized in the NBA.



## Multiple Choice:

Answer the following questions after reading:

- 1a. Which best describes a conjunction?
- (a) a descriptive word
  - (b) the end of a sentence
  - (c) joining words together
  - (d) the beginning of a sentence
- 1b. What evidence from the text includes a conjunction that matches the description in 1a?
- (a) "He had grown quite a bit..."
  - (b) "Michael did exactly what his mother told him..."
  - (c) "...shake a little salt, in his shoes, have patience, and a little faith."
  - (d) "Michael Jordan continued to work hard."
- 2a. How many conjunctions are in paragraph 2?
- (a) 1
  - (b) 2
  - (c) 3
  - (d) 4
- 2b. Which phrase from the text includes a conjunction and is part of paragraph 2?
- (a) "Michael grew up wanting to play basketball."
  - (b) "...brothers to the park, and he would learn..."
  - (c) "...he would practice his moves..."
  - (d) "...his skills on his own hoop at home."
3. Which of the following phrases includes a conjunction?
- (a) "He didn't make the team."
  - (b) "...he wasn't as tall as the other boys."
  - (c) "...he wasn't always..."
  - (d) "because his name and his talent are..."

**Write About It:** List 2 conjunctions from the text. Describe the words, phrases, or clauses that each conjunction is joining together.

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**Challenge:** Use the codes to identify conjunctions found in the text.



Conjunctions in paragraph 1



Conjunctions in paragraph 2



Conjunctions in paragraph 3

# “Left Behind”

## Understand It!

Answer the following questions after reading:

My mom always tells me that life was different growing up when she was a kid. She says kids had a lot more **freedom**. They could ride their bikes anywhere in town, stay out until the sun went down, and show up at home like it was no big deal. She even told me that grandma would lock her and my aunt and uncle out of the house all day long in the summer and tell them not to come home until it was time for dinner. So I **suppose** it shouldn't be a shock about what my grandma did one day to my Uncle Ben at the store. Uncle Ben was about 12 years old at the time. He had a bad habit of wandering off in stores. One minute he would be right next to his mom, and the next he **vanished** into thin air. He was often found in the toy section or wherever he felt like going to explore. Well, one day my grandma got tired of trying to find him. So, after she checked out at the register, she got in her car, and she drove home. She literally left him at the store, wandering around in some random **aisle**. My mom reminds me there were no cell phones at the time. So Uncle Ben was left behind at the store with no way of contacting anyone for a ride home. The store was about 2 miles from home, with a few very busy roads in between. My grandma really wanted to teach him a lesson. She knew he would show up at home eventually. About an hour later he came walking through the front door. He was **irate** with grandma. He couldn't believe that she would just leave him behind. I guess he learned his lesson because he always stuck by grandma's side every time they went to a store after that!

1. The word 'contacting' in the passage means...
  - a. not talk
  - b. walking home
  - c. wandering off
  - d. get in touch
2. What choice would Ben likely make if this happened nowadays?
  - a. walk home
  - b. call or text his mom
  - c. ask a stranger for a ride
  - d. wait in the store
3. Ben was mad at his mom because...
  - a. she left him behind
  - b. she didn't buy him toys
  - c. he was hungry
  - d. she wandered off
4. The most important event is:
  - a. looking at toys
  - b. being mad
  - c. leaving Ben behind
  - d. checking out

**Word Work** Color the words in the passage that match each category below:



Words with suffixes



Words with 2 vowels together



Words that end with a vowel



Conjunctions

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

# Comprehension: Thinking Deeper About Fiction

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

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think deeper about the passage to answer the questions below.

---

What is your opinion of the story? Why?


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Who is telling the story? How do you know?


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How would you have acted in the story? Why?


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How are you alike and different from the main character?


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What big ideas can you infer and use in your own life?


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How did the characters change over time?


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# Vocabulary Assessment: Week 2

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

**Directions:** Write a vocabulary word in each blank that best completes the sentence.

afford	run-down	literally	confronted	amusing	acknowledge	assumed
humiliating	befriended	gossiped	disheveled	cordial	unaware	inspired

1. I'm so broke I can't even \_\_\_\_\_ a candy bar from the grocery store.
2. It was \_\_\_\_\_ when I forgot all my lines during the school play.
3. The moment I met Lucy we \_\_\_\_\_ each other right away.
4. My mom always tries to get my dad to throw away his old \_\_\_\_\_ shoes.
5. My aunt always \_\_\_\_\_ about what she thought of my uncle.
6. I \_\_\_\_\_ could not speak when I found out that I was going to Disneyland.
7. Destin \_\_\_\_\_ Zack after hearing that he was the one who stole his lunch.
8. Kate found it very \_\_\_\_\_ when her little sister was trying to walk on water.
9. I tried to be \_\_\_\_\_ to the neighbor's, but they were just so rude.
10. My hair was \_\_\_\_\_ after I jumped in the pool.
11. It was hard for Jonah to \_\_\_\_\_ when he was wrong.
12. We were completely \_\_\_\_\_ that a hurricane was on its way towards us.
13. Polly just \_\_\_\_\_ that everyone knew how to swim as well as she did.
14. I was \_\_\_\_\_ to write a book after listening to the author talk.

# Vocabulary Assessment: Week 2

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

**Directions:** Think carefully about your vocabulary words. Write the correct letter from each definition next to the word it describes.

- |                      |  |
|----------------------|--|
| 1. _____ disheveled  | A. Something that is actually true, used to emphasize that something is true.        |
| 2. _____ acknowledge | B. To spread rumors and talk about people behind their backs.                        |
| 3. _____ literally   | C. To face or deal with a problem instead of ignoring or running away from it.       |
| 4. _____ afford      | D. Something that happens to cause others to laugh or be entertained.                |
| 5. _____ cordial     | E. To feel encouraged by something you hear or see, to be motivated by others.       |
| 6. _____ unaware     | F. To be warm and friendly to others.  |
| 7. _____ gossiped    | G. A mess, all over the place, untidy.   |
| 8. _____ humiliating | H. To have enough money to pay for something.  |
| 9. _____ amusing     | I. To make it known that you heard or saw something.                                 |
| 10. _____ assumed    | J. To have something happen that completely embarrasses you.                         |
| 11. _____ run-down   | K. To not know, to be clueless.  |
| 12. _____ confronted | L. Something that is old, messy, and looks like it could break at any time, not new. |
| 13. _____ inspired   | M. To think something is true when you do not know all the facts or have proof.      |
| 14. _____ befriended | N. To act as a friend to someone by offering support or help.                        |

# Interjections

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

**Directions:** An interjection is a word or short phrase that stands alone in a sentence and expresses a strong emotion. There is usually a comma, exclamation mark, or ellipse that follows the interjection. “Wow! You really move quickly.” *Wow!* is an interjection. Read the passage and answer the questions. Take the challenge!

## Homework Dilemma

Jackson swung his backpack to the floor. “Phew! That was a long day,” he said to his mom.

“Oh really? Well it isn’t over yet. Where’s your homework?” Jackson’s mom asked, as she shuffled through the day’s mail.

“Aw! I thought you’d forget to ask. I guess I’ll get it out of my bag.” Jackson leaned over to unzip his bag, but as soon as he opened it, he gasped. “Oh no!”

“What’s wrong?” his mom asked.

“I left my reading notebook at school,” Jackson answered, his eyes wide. His mind started racing. What was he going to do? He knew Mr. Richie would not be happy if he showed up tomorrow without his reading homework done. He was supposed to read his chapter book and then write a summary of what he read. After thinking for a minute, Jackson exclaimed, “Aha! I know what to do!”

The next morning, Jackson proudly gave Mr. Richie his reading homework—written on the back of an envelope. “Look! I forgot my notebook, but I still got it done! That’s dedication right?!” Jackson said eagerly.

“Huh! Very resourceful, Jackson!” Mr. Richie smiled.



## Multiple Choice:

Answer the following questions after reading:

- 1a. Which best describes an interjection?
  - (a) a capitalized word
  - (b) a word that describes nouns
  - (c) a word that expresses strong emotion
  - (d) the last word in a sentence.
- 1b. What evidence from the text includes an interjection that matches the description in 1a?
  - (a) “Where’s your homework?”
  - (b) “he cried”
  - (c) “Jackson proudly gave Mr. Richie his reading homework”
  - (d) “Aw! I thought you’d forget to ask.”
- 2a. How many interjections are in paragraph 3?
  - (a) 1
  - (b) 2
  - (c) 3
  - (d) 4
- 2b. Which phrase from the text includes an interjection and is part of paragraph 5?
  - (a) “Phew! That was a long day”
  - (b) “homework—written on the back of an envelope”
  - (c) “Aha! I know what to do!”
  - (d) “What was he going to do?”
3. Which of the following phrases includes an interjection?
  - (a) “Oh no!”
  - (b) “What was he going to do?”
  - (c) “Jackson exclaimed”
  - (d) “he gasped”

**Write About It:** List 2 interjections from the text. For each one, describe which type of emotion it helps to express in the story.

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**Challenge:** Use the codes to identify interjections found in the text.



Interjections in paragraph 1



Interjections in paragraph 5



Interjections in paragraph 7



# “Colonial Settlement”

## Understand It!

Answer the following questions after reading:

European colonists first began living in America as far back as 1590. A group of people settled on the island of Roanoke, which is present day North Carolina. Their leader, John White, traveled back to Europe for more supplies. When he returned to Roanoke three years later, there were no survivors. It is still unknown what happened to those first **settlers**. In 1607 Virginia became the first **permanent** British colony in North America. In 1620 Massachusetts was **founded** by a group of people called the Puritans. Their two main goals were to spread their religion and grow the empire of Great Britain. Just three years later New Hampshire was **established**. And only one year after that Maryland was founded. Connecticut was the next colony to be founded in 1636. A Puritan named Thomas Hooker founded Connecticut after losing support in Massachusetts. He believed in a government led by the people and not just God's will. That same year Roger Williams also left Massachusetts because he believed in the **separation** of church and state. He moved on to colonize Rhode Island. Delaware was the next colony to be established. In 1653 a group of Virginia colonists form Carolina, which was later divided into North Carolina and South Carolina. New Jersey and New York were both founded in 1664. William Penn established Pennsylvania in 1682. In 1732 the last colony, Georgia, was established. The 13 colonies were formed. On July 4, 1776, they proudly declared their independence from Great Britain by signing the Declaration of Independence. They created the first American flag.

- Which is an example of descriptive language?
  - two main goals
  - established
  - proudly
  - he believed
- The biggest fact from the text is...
  - signing the Declaration of Independence
  - founding Delaware
  - founding New York
  - William Penn founded Pennsylvania
- One small fact from the text is...
  - the first settlers on Roanoke Island
  - founding New Jersey
  - creating the flag
  - the Declaration of Independence
- What is a colony?
  - a city
  - an independent country
  - an independent state
  - an area of land under another country's rule

**Word Work** Color the words in the passage that match each category below:



Descriptive language



Proper Nouns



Words with 3 or more syllables



Action verbs

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

# Comprehension: Thinking Deeper About Nonfiction

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

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think deeper about the passage to answer the questions below.

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What were some confusing parts in the passage?

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Describe some parts of the passage that did not match what you already know.

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What is your opinion of the passage? Why?

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Was the text easy to understand? Explain how.

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What else could have been included? Explain.

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Describe other texts you have read with similar topics.

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# Vocabulary Words: Week 3

BASIC WORDS: Tier 1	CONTEXT WORDS: Tier 2	COMMON WORDS: Tier 1
<u>longed</u> : to have a strong wish or desire for something	<u>enigma</u> : a person or thing that is hard to understand	<u>detected</u> : to identify or notice, to point out
<u>strategy</u> : a plan of action	<u>flustered</u> : to be uncomfortable and not settled, thrown off guard	<u>prevent</u> : to act in a way that stops something from happening
<u>rambled</u> : to talk on and on about things that don't seem to go together	<u>subconscious</u> : the part of your brain that you don't control but influences your actions and feelings	<u>chuckled</u> : to laugh quietly, often in response to something
<u>inquired</u> : to ask about something	<u>flaring</u> : to burn in a sudden intense way	<u>extensive</u> : a large amount of something
	<u>meager</u> : to try your best at something, but it's not a very good attempt	
	<u>bewildered</u> : to be confused, unsure	

# Defining Words: Week 3

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

**Directions:** Read the passage to yourself. Highlight all the vocabulary words listed below. Circle 5 of the vocabulary words from the passage and tell what each one means on the back of this page.

longed	rambled	enigma	subconscious	meager	detected	chuckled
strategy	inquired	flustered	flaring	bewildered	prevent	extensive

## Caleb Can't Keep His Cool

Everyone knew when Caleb became flustered because his cheeks turned as red as tomatoes. Caleb longed to be more of an enigma, but his face gave him away. It was a subconscious thing he had no control over. Caleb tried every strategy he could think of to prevent his cheeks from flaring up, but he failed each time. He begged for help and his mom agreed. He explained his problem to Dr. Greeves and rambled through his list of meager attempts to stop his cheeks from turning into shiny red blobs. Dr. Greeves interrupted Caleb when he got to the 28<sup>th</sup> type of lotion he had tried. "How is your diet?" he inquired. "My diet? What do you mean? I'm not on a diet." Caleb said, bewildered. "No, you are a 13-year-old and should not diet," Dr. Greeves chuckled, "I mean what do you eat?" Once again Caleb began rambling off an extensive list of junk food; pizza, chips, candy, cookies, ice cream. "Any vegetables? Fruits? Vitamins?" asked Dr. Greeves. Judging from how rosy Caleb's cheeks got, Dr. Greeves detected the answer. He explained that by simply changing his diet for the better and taking some vitamins, Caleb could prevent most of his rosiness. That was all the motivation Caleb needed and he immediately began eating better.

# Returning to the Context: Week 3

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

**Directions:** Think about the passage we read that these vocabulary words were in and answer the questions below. Use your best thinking. Write answers in your own words.

longed	rambled	enigma	subconscious	meager	detected	chuckled
strategy	inquired	flustered	flaring	bewildered	prevent	extensive

Describe what Caleb longed for in the story.

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What were some things that Caleb rambled about in the story?

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When Dr. Greeves chuckled at Caleb, what do you think he was thinking?

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# Sentence Stems: Week 3

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

**Directions:** Use what you know about each vocabulary word to finish these sentences.

Use each vocabulary word one time as you complete each sentence.

longed	rambled	enigma	subconscious	meager	detected	chuckled
strategy	inquired	flustered	flaring	bewildered	prevent	extensive

1. Max longed for the day that \_\_\_\_\_.

2. I did my best to prevent \_\_\_\_\_.

3. My dad chuckled when \_\_\_\_\_.

4. The \_\_\_\_\_ had extensive \_\_\_\_\_.

5. Jane was an enigma because \_\_\_\_\_.

6. Ben felt so flustered when \_\_\_\_\_.

7. Eddie's subconscious never forgot to \_\_\_\_\_.

8. My ears were flaring when \_\_\_\_\_.

9. Kate made a meager attempt to \_\_\_\_\_.

10. Timothy was bewildered when he \_\_\_\_\_.

11. The new strategy was to \_\_\_\_\_.

12. My sister always rambled about \_\_\_\_\_.

13. I inquired with the waitress about \_\_\_\_\_.

14. Adam detected a small \_\_\_\_\_.

# Interjections for Approval or Praise

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

**Directions:** An interjection is a word or short phrase that stands alone in a sentence and expresses a strong emotion. Certain interjections express approval or praise. "Bravo! You aced the text." *Bravo!* is an interjection that expresses praise. Read the passage and answer the questions. Take the challenge!

## Randy's Dream

"Write one page about what you want to be when you grow up." Randy read the directions for his homework assignment again. It was due on Monday. "Ugh! What am I going to do?" Randy whined.

"Cool! That's a fun assignment. What do you want to be when you grow up?" his older sister, Raina, asked. Randy didn't want to answer. The truth was, he knew exactly what he wanted to be when he grew up. He just didn't know if he wanted to share it with other people.

Randy's dream was to be a dancer. His parents had taken him to a musical at the theater and Randy had loved watching the dancers leap and twirl. When the show was over, he stood up clapping and yelling, "Bravo!"

He could imagine himself up on a stage, dancing and spinning, and the audience calling out, "Ooh! Aah!" as he braved moves no dancer had tried before. It would be so thrilling!

Randy looked up at his sister. Would she make fun of him? He gulped and said, "I want to be a dancer." Raina's face lit up.

"Awesome! You would be an amazing dancer," she said as she walked away. Phew! Randy thought. He felt relieved and decided he could finally start his homework.



## Multiple Choice:

Answer the following questions after reading:

1a. Which of the following is an example of an interjection for approval or praise?

- (a) Boo!
- (b) Awesome job!
- (c) Ugh!
- (d) Huh?!

1b. What evidence from the text includes an interjection for approval or praise that is similar to the example in 1a?

- (a) "be so thrilling!"
- (b) "Phew!"
- (c) "Ugh!"
- (d) "Awesome!"

2a. How many interjections for approval or praise are in the story?

- (a) 7
- (b) 5
- (c) 2
- (d) 8

2b. Which phrase from the text includes an interjection for approval or praise and is part of paragraph 3?

- (a) "Ooh!"
- (b) "Bravo!"
- (c) "Phew!"
- (d) "Ugh!"

3. Which of the following phrases includes an interjection for approval or praise?

- (a) "I want to be a dancer."
- (b) "Nice work!"
- (c) "Ew!"
- (d) "What?!"

**Write About It:** List 2 interjections for approval or praise from the text. For each one, describe how the injection adds meaning to the story.

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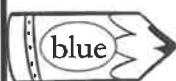
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**Challenge:** Use the codes to identify interjections found in the text.



Interjections in paragraph 1



Interjections in paragraph 3



Interjections in paragraph 6

# "The American Revolution"

## Understand It!

Answer the following questions after reading:

When the first 13 colonies were established, they were under the ruling of the King of England. At that time, America did not have their own government like they do today. As the colonies settled they began to desire their own government. This was one of the main reasons why a group of men gathered to write the Declaration of Independence. It was signed on July 4, 1776. This document was sent to the King of England. It **declared** that the settlers were forming their own country and they would no longer be under the ruling of England. This **enraged** the King of England. He wanted to continue ruling the colonies because they were paying lots and lots of taxes to England. There were many reasons the colonies wanted their independence, and the ridiculous amount they were paying England in taxes without their **consent** was just one of those reasons. The King of England sent British troops over to **maintain** order and stop the colonies from forming their own country. This began the American Revolution, a war between Great Britain and the American colonies that lasted between 1775-1783. There were many harsh battles over the years of war. Some were won by the British, and some were won by the American colonies. The final battle that led to America winning its independence occurred in Yorktown, Virginia on October 19, 1781. General Cornwallis became surrounded on land and sea by Americans. He **surrendered**. The British evacuated the American colonies throughout 1782. George Washington became the first president of the United States.

1. Which is an example of descriptive language?
  - a. colonies settled
  - b. harsh battles
  - c. one of those reasons
  - d. sent British troops
2. The biggest fact from the text is...
  - a. signing the Declaration of Independence
  - b. fighting many battles
  - c. winning the Yorktown battle
  - d. the king was mad
3. One small fact from the text is...
  - a. fighting many battles
  - b. the king was mad
  - c. the final war battle
  - d. some battles were won by the British
4. Why do you think the war lasted so long?
  - a. both sides really wanted to win
  - b. the troops moved slow
  - c. winters were too cold
  - d. summers were too hot

**Word Work** Color the words in the passage that match each category below:

 red Descriptive language

 blue Proper Nouns

 green Words with 3 or more syllables

 orange Action verbs

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____



# Comprehension: Thinking Deeper About Nonfiction

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

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think deeper about the passage to answer the questions below.

---

What were some confusing parts in the passage?

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Describe some parts of the passage that did not match what you already know.

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What is your opinion of the passage? Why?

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Was the text easy to understand? Explain how.

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What else could have been included? Explain.

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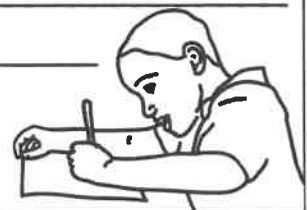


Describe other texts you have read with similar topics.

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# Associating Words: Week 3

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

**Directions:** Think carefully about your vocabulary words. Write the correct letter from each statement next to a word that makes the most sense.

- |                       |  |
|-----------------------|--|
| 1. _____ subconscious | A. Grace pointed out that there was a stain on my shirt.   |
| 2. _____ strategy     | B. After Halloween he had so many chocolate bars he couldn't count them all.                     |
| 3. _____ prevent      | C. My dad stopped me from running into the mailbox with my bike by yelling at me to brake.       |
| 4. _____ flaring      | D. I laughed under my breath when my brother fell over.  |
| 5. _____ enigma       | E. Theresa was so confused and unsure of every answer on the test because she was sick all week. |
| 6. _____ longed       | F. Jack tried to play football with the big kids but his efforts were nowhere near good enough.  |
| 7. _____ detected     | G. I had such a hard time trying to figure out what my teacher was thinking.                     |
| 8. _____ meager       | H. James was thrown off guard when his alarm didn't work.  |
| 9. _____ rambled      | I. Without thinking, I knew what to do when I jumped in the pool.                                |
| 10. _____ chuckled    | J. My ears got red so fast when I was embarrassed.   |
| 11. _____ bewildered  | K. Jonah always really wished he could buy gum at the store.                                     |
| 12. _____ inquired    | L. Andy had a plan to get all the weeds out of the yard.   |
| 13. _____ extensive   | M. Hayden went on and on about things I didn't understand.                                       |
| 14. _____ flustered   | N. Will always asked Mrs. Jones what time lunch was.   |

# Pronouns

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

**Directions:** A pronoun is a word that is used to take the place of a noun. Writers use pronouns to replace nouns that describe a person (*boy, girl, teacher*), place (*school, room, house*), or thing (*toy, book, car*). *He, she, they, it, and we* are all examples of pronouns. Read the passage and answer the questions. Then take the challenge!

## Count to Three

Today is an important soccer game for my team. We are playing the best team in the league, the Mountain Lions Team. My team is a great team and we have worked hard this year. My friend Alicia is a fantastic goalie and of course Mr. Gonzalez is the best coach. We are all very excited to play. However, I am a little worried about my friend Jorge. He has a bit of a temper. I am hoping he can keep it together because he is a really awesome player.

The game began and it was very tough. Our team was playing as hard as we could. That's when it happened. The biggest kid on the Mountain Lions team was about to shoot a goal when Jorge went to block and tripped. The Mountain Lions made the goal. Jorge got up and was so mad I could see his face turning red. He started yelling and screaming. I knew if he didn't stop he was going to get kicked out of the game.

Coach called time out and I went out on the field to try and get Jorge to follow me off the field. I brought him to the sidelines and I told him to count to three. He looked at me and asked me why. I told him if you count to three you can calm down and feel better. He said he would try it. He did it and told me he felt better. I told him next time just stop and count to three.



## Multiple Choice:

Answer the following questions after reading:

- 1a. Which best describes a pronoun?
  - a. a word that describes a specific place
  - b. a capitalized word
  - c. the formal name of a person
  - d. a word that takes the place of a noun
- 1b. What evidence from the text includes a pronoun that matches the description in 1a?
  - a. "The biggest kid on the team"
  - b. "We are all excited to play."
  - c. "Count to three"
  - d. "Coach called time out."
- 2a. How many pronouns are in paragraph 2?
  - a. 10
  - b. 3
  - c. 8
  - d. 5
- 2b. Which phrase from the text includes a pronoun and is part of paragraph 2?
  - a. "About to shoot a goal."
  - b. "The biggest kid on the team."
  - c. "Get kicked out of the game."
  - d. "He started yelling and screaming."
3. Which of the following phrases includes both a pronoun and a noun?
  - a. The kids won the game.
  - b. It was a tough game.
  - c. Mom said don't worry.
  - d. The family went on vacation.

**Write About It:** In your own words, tell the most important parts of the story. Circle the pronouns in your answer.

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**Challenge:** Use the codes to identify pronouns in the text.



Pronouns in paragraph 1



Pronouns in paragraph 2



Pronouns in paragraph 3

# "The United States Constitution" Understand It!

Answer the following questions after reading:

The United States Constitution was written in 1787, making it over 200 years old! The United States had just won the American Revolution, making them their own country after being ruled by England since the colonies were founded. Because it was a new country, the United States did not have a well written set of laws or established government. They **desperately** needed their own constitution. So a very important group of men called The Framers got together to write the Constitution. They called this meeting The Convention. The men were so famous you likely know their names today: James Madison, Ben Franklin, and George Washington were just a few. The men came from 12 of the 13 colonies, which all had their own sets of laws at the time. The Framers had many **debates**. They talked and talked and talked. All that talking helped them come up with a brilliant plan they could all agree with. There were a lot of **compromises**, but they finally all agreed it was as perfect as it could be. Once the Constitution was completed and The Convention ended, it needed to be approved. They knew that other people would have good ideas too. And they wanted to make it so that the Constitution could be **revised**. That is why they added an **amendment** process. An amendment is a change that can add to the Constitution or change an older part of it. Once the Constitution was approved, the government soon started meeting. One of the first things the congress did was create a Bill of Rights, a list of rights that belong to the people. The new government was off and running!

1. Which is an example of descriptive language?  
a. revolution  
b. government  
c. constitution  
d. brilliant
2. The biggest fact from the text is...  
a. it's 200 years old  
b. the writers were called The Framers  
c. It was approved  
d. they had debates
3. One small fact from the text is...  
a. Ben Franklin helped  
b. was written in 1787  
c. The US won the American Revolution  
d. It can be revised
4. Why was the Constitution written?  
a. revise old government  
b. make the British happy  
c. had no government  
d. to add colonies

**Word Work** Color the words in the passage that match each category below:

 red Descriptive language

 blue Proper Nouns

 green Words with 3 or more syllables

 orange Action verbs

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

# Comprehension: Thinking Deeper About Nonfiction

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

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think deeper about the passage to answer the questions below.

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What were some confusing parts in the passage?

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Describe some parts of the passage that did not match what you already know.

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What is your opinion of the passage? Why?

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Was the text easy to understand? Explain how.

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What else could have been included? Explain.

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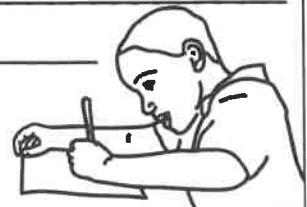


Describe other texts you have read with similar topics.

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# Vocabulary in My Life: Week 3

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

**Directions:** Think about all the questions below. Use your own words to answer each one.

longed	rambled	enigma	subconscious	meager	detected	chuckled
strategy	inquired	flustered	flaring	bewildered	prevent	extensive

1. Describe something you would like to prevent.

2. What would you like to receive extensive training on? Why?

3. Describe the last time you felt flustered.

4. Describe how it feels to have listened to someone who rambled.

5. What is the best strategy for getting your parents to say yes to you?

6. Describe the last thing you inquired about in school.

# Pronouns

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

**Directions:** A pronoun is a word that is used to take the place of a noun. Writers use pronouns to replace nouns that describe a person (*boy, girl, teacher*), place (*school, room, house*), or thing (*toy, book, car*). *He, she, they, it, and we* are all examples of pronouns. Read the passage and answer the questions. Then take the challenge!

## Margaret Thatcher

Margaret Thatcher was the first woman prime minister of Great Britain. She was often called the “Iron Lady” because she believed in being a strong leader. She was prime minister for 12 years. A prime minister is someone that is the leader of a government.

Margaret Thatcher was born on October 13, 1925 in a small town in eastern England. She had just one sister. Her family worked at a grocery store. They lived above the store in an apartment. When she was ten years old she helped her dad with a town election. He was a member of the town’s council (a group of people who come together to make decisions). He shared his knowledge with Margaret. Her inspiration for becoming prime minister was her dad.

Margaret had always worked hard in her life. She had a job as a chemist, she became a lawyer, and held many jobs in the government. Finally in May of 1979 she was elected prime minister, so her hard work had paid off. She found that her job of prime minister was difficult, but she continued to work hard for her government and her country. She was a strong woman that many people look up to today. She died in April of 2013, and she had a grand funeral that even the Queen of England attended.



## Multiple Choice:

Answer the following questions after reading:

- 1a. Which best describes a pronoun?
- (a) a word that describes a specific place
  - (b) a capitalized word
  - (c) the formal name of a person
  - (d) a word that takes the place of a noun
- 1b. What evidence from the text includes a pronoun that matches the description in 1a?
- (a) “She believed in being a strong leader”
  - (b) “A prime minister”
  - (c) “A small town in eastern England”
  - (d) “Margaret always worked hard”
- 2a. How many pronouns are in paragraph 3?
- (a) 5
  - (b) 9
  - (c) 7
  - (d) 13
- 2b. Which phrase from the text includes a pronoun and is part of paragraph 3?
- (a) “Many people look up to”
  - (b) “She was a strong woman”
  - (c) “The job of prime minister was difficult”
  - (d) “Even the queen attended”
3. Which of the following phrases includes both a pronoun and a noun?
- (a) She was jogging in the park.
  - (b) The girl was hungry.
  - (c) The kids played sports.
  - (d) The game was over.

**Write About It:** In your own words, tell the most important parts of the text. Circle the pronouns in your answer.

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**Challenge:** Use the codes to identify pronouns in the text.



Pronouns in paragraph 1



Pronouns in paragraph 2



Pronouns in paragraph 3

# "Lewis and Clark"

## Understand It!

Answer the following questions after reading:

Meriwether Lewis and William Clark were both born in the 1770's, right when the United States was fighting for freedom from England in the American Revolution War. By the time Lewis and Clark had grown up, America had won the war and the United States Constitution was written. The 13 original colonies were now the first 13 states in the United States of America. As the new country grew, they felt the need to **expand** their land. They purchased land known as the Louisiana **Territory**. The president of the United States at the time was Thomas Jefferson. Meriwether Lewis was Jefferson's private **secretary**. Jefferson asked Lewis to go explore the new territory. William Clark was in the army when he was asked to partner with Clark on the **expedition**. They gathered a team of about 40 men and all the needed supplies. They packed rifles, warm clothing, and lots of food. They even brought glass beads and other trinkets to trade with the Native Americans along the way. On May 14, 1804, Lewis and Clark and their team began their journey in St. Louis along the Missouri River. They met many Native Americans along the way. The most famous was a woman named Sacagawea. She joined the remainder of the journey so that she could **interpret** for Lewis and Clark when they met other tribes. It wasn't until November 1805, about a year and a half later, when they finally reached the Pacific Ocean. They spent the winter along the ocean before heading back to report all their adventures. It only took them 6 months to return home and share all they learned!

- Which is an example of descriptive language?
  - Meriwether Lewis
  - St. Louis
  - constitution
  - original
- The biggest fact from the text is...
  - Lewis was a secretary
  - Jefferson was president
  - they made it to the Pacific Ocean
  - they needed supplies
- One small fact from the text is...
  - they brought rifles
  - Sacagawea interpreted
  - they made it to the Pacific Ocean
  - Washington was president
- What likely happened after they returned?
  - things stayed the same
  - people started moving
  - no one believed them
  - no one moved

**Word Work** Color the words in the passage that match each category below:

 red Descriptive language

 blue Proper Nouns

 green Words with 3 or more syllables

 orange Action verbs

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____



# Comprehension: Thinking Deeper About Nonfiction

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

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think deeper about the passage to answer the questions below.

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What were some confusing parts in the passage?

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Describe some parts of the passage that did not match what you already know.

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What is your opinion of the passage? Why?

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Was the text easy to understand? Explain how.

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What else could have been included? Explain.

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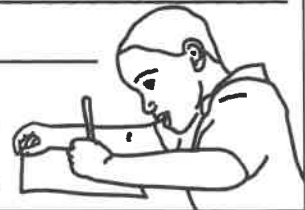


Describe other texts you have read with similar topics.

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# Word Relationships: Week 3

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

**Directions:** Think about the different events in the statements below. Answer each one in your own words. Be sure to give all the reasons you have for each answer.

Would you rather people think you are an enigma or easy to understand? Why?

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Would you rather feel flustered or prevent frustrations? Why?

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Would you rather have longed for a bigger house or group of friends? Why?

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Would you rather have rambled in class or at home? Why?

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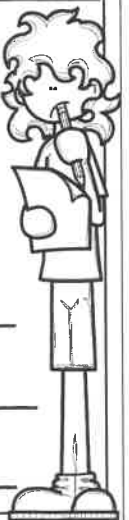
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# Adjectives

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

**Directions:** An adjective is a word that describes a noun or a pronoun. Writers use adjectives to add to details to a text. Adjectives are often found right before the word they are describing. There can be more than one adjective in a sentence. Read the passage and answer the questions. Then take the challenge!

## Wild Words

I have something important to say. I can feel my words running through my busy mind. My silent words are trapped inside. Those unspoken words want to blurt out loudly, but my teacher expects me to raise my hand.

My teacher is kind and patient, but she insists that I keep by loud words to myself. She swiftly reminds me to quietly raise a silent hand when I speak out loudly without permission. Although she wants to hear what I say, she tells me I have to wait for my turn.

My loud mouth shouts and talks whenever it pleases, and it gets me into big trouble. I try to control my words, but those talkative lips say whatever they wish. The thoughts busily swirl inside my head like a wild tornado fighting to get out. The words quickly creep inside my mouth and thrust themselves out into the class.

My kind and gentle teacher wants me to think before I speak. After I silently think, I can raise a quiet hand. She wants me to make sure I hold my hand still because sometimes my hand is like my mouth. It is silly and waves wildly while I wait.

I know I can follow the normal expectation. I can tame my noisy mouth and my enthusiastic hand.



**Write About It:** In your own words, tell the most important parts of the story. Circle the adjectives in your answer.

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**Challenge:** Use the codes to identify adjectives in the text.



Adjectives in paragraph 1



Adjectives in paragraph 2



Adjectives in paragraph 3

## Multiple Choice:

Answer the following questions after reading:

- 1a. Which best describes an adjective?
  - (a) a word that describes a verb
  - (b) a word that describes a noun or pronoun
  - (c) a word that describes the setting
  - (d) the first word in a sentence
- 1b. What evidence from the text includes an adjective that matches the description in 1a?
  - (a) "My teacher is kind and patient."
  - (b) "The words quickly creep..."
  - (c) "After I silently think..."
  - (d) "She swiftly reminds me..."
- 2a. How many adjectives are in paragraph 4?
  - (a) 3
  - (b) 4
  - (c) 5
  - (d) 6
- 2b. Which phrase from the text includes an adjective and is part of paragraph 4?
  - (a) "She wants me to make sure I can hold my hand still..."
  - (b) "Sometimes my mouth is like my hand..."
  - (c) "After I silently think, I can raise a quiet hand."
  - (d) "...and waves wildly while I wait."
3. Which of the following phrases includes an adjective?
  - (a) "She swiftly reminds me..."
  - (b) "I can tame my noisy mouth and enthusiastic hand."
  - (c) "...but my teacher expects me to wait for my turn."
  - (d) "...words are trapped inside."

# "Native Americans"

## Understand It!

Answer the following questions after reading:

The people who lived in North America first are called Native Americans. There were hundreds of Native American **cultures** stretching from one coast of America to the other. Even though each Native American tribe had its own set of unique customs, they all had certain **characteristics** in common. All Native Americans lived off the land. They grew crops, hunted for food, and used natural resources found in nature for shelter, clothing, and other basic needs. Most tribes used as much of the animals they hunted that they could. They would use the furs and skins for clothing and shelter coverings, meat for food, and bones for needles and weapons. The most important crops grown were corn, or maize as the Native Americans called it. Other crops grown included squash, potatoes, wild rice, tomatoes, sweet potatoes, beans, pumpkins, sunflowers, peanuts, peppers, avocados, and even chocolate. Native Americans also ate a lot of meat, including elk, deer, caribou, rabbit, salmon, fish, ducks, turkeys, and geese. All early Native Americans were very **spiritual** people. They had many religious beliefs and **rituals**. They also had many gods. They believed in a special relationship with nature. They respected the land and all its **creatures**. They worshiped the sun because they needed it to grow their crops. They also worshiped the rain for their crops to grow. Native Americans believed in the power of their dreams. They believed their dreams were signs of what is to come. Native Americans are a very important part of the history of the United States.

1. Which is an example of descriptive language?
  - a. needles and weapons
  - b. sunflowers
  - c. special
  - d. dreams
2. The biggest fact from the text is...
  - a. growing peanuts
  - b. religious beliefs
  - c. eating meat
  - d. they were the first Americans
3. One small fact from the text is...
  - a. they were the first Americans
  - b. growing maize
  - c. there were many tribes
  - d. there were few tribes
4. Why did the Native Americans respect the land?
  - a. it provided natural resources
  - b. so it would stay warm
  - c. so it would stay cold
  - d. because there were too many animals

**Word Work** Color the words in the passage that match each category below:

 red Descriptive language

 blue Proper Nouns

 green Words with 3 or more syllables

 orange Action verbs

**Vocabulary** Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____

# Comprehension: Thinking Deeper About Nonfiction

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

Passage Title: \_\_\_\_\_ Passage Number: \_\_\_\_\_

Directions: Think deeper about the passage to answer the questions below.

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What were some confusing parts in the passage?

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Describe some parts of the passage that did not match what you already know.

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What is your opinion of the passage? Why?

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Was the text easy to understand? Explain how.

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What else could have been included? Explain.

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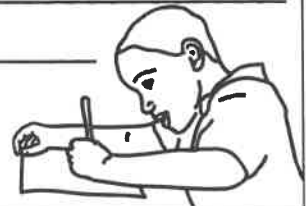


Describe other texts you have read with similar topics.

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# Vocabulary Assessment: Week 3

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

**Directions:** Write a vocabulary word in each blank that best completes the sentence.

longed	rambled	enigma	subconscious	meager	detected	chuckled
strategy	inquired	flustered	flaring	bewildered	prevent	extensive

1. My mom \_\_\_\_\_ all my dirty clothes hiding under my bed.
2. There was \_\_\_\_\_ damage to the car after the accident.
3. Fannie did all she could to \_\_\_\_\_ her mom from embarrassing her.
4. Mr. Starry \_\_\_\_\_ to himself every time we guessed the wrong answer.
5. My neighbors were an \_\_\_\_\_ to me. They never came outside ever.
6. Bryson was \_\_\_\_\_ when the girls came over to talk to him at school.
7. Confused, Kate stared with a \_\_\_\_\_ look on her face.
8. The \_\_\_\_\_ part of my brain helps me solve new words as I read.
9. Dorian's knee was \_\_\_\_\_ up in pain after she crashed her bike into the pole.
10. Valerie tried her best, but it was a \_\_\_\_\_ attempt at singing.
11. Ever since I was little I \_\_\_\_\_ to take my first trip on an airplane.
12. The study group had an awesome \_\_\_\_\_ for preparing for the test.
13. I \_\_\_\_\_ on and on when my mom asked me if I was ready for school.
14. Morgan \_\_\_\_\_ about whether they were going camping or not.

# Vocabulary Assessment: Week 3

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

**Directions:** Think carefully about your vocabulary words. Write the correct letter from each definition next to the word it describes.

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|-----------------------|--|
| 1. _____ subconscious | A. To ask about something.   |
| 2. _____ strategy     | B. To talk on and on about things that don't seem to go together.                          |
| 3. _____ prevent      | C. A plan of action.   |
| 4. _____ flaring      | D. To have a strong wish or desire for something.  |
| 5. _____ enigma       | E. To burn in a sudden intense way.  |
| 6. _____ longed       | F. The part of your brain that you don't control but influences your actions and feelings. |
| 7. _____ detected     | G. To be uncomfortable and not settled, thrown off guard.                                  |
| 8. _____ meager       | H. A person or thing that is hard to understand.   |
| 9. _____ rambled      | I. To try your best at something, but it's not a very good attempt.                        |
| 10. _____ chuckled    | J. To be confused, unsure.   |
| 11. _____ bewildered  | K. To identify or notice, to point out.  |
| 12. _____ inquired    | L. To act in a way that stops something from happening.                                    |
| 13. _____ extensive   | M. To laugh quietly, often in response to something.                                       |
| 14. _____ flustered   | N. A large amount of something.  |

# Adjectives

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

**Directions:** An adjective is a word that describes a noun or a pronoun. Writers use adjectives to add to details to a text. Adjectives are often found right before the word they are describing. There can be more than one adjective in a sentence. Read the passage and answer the questions. Then take the challenge!

## Man's Best Friend

Dogs have been called man's best friend for centuries, but today dogs are more than a friend. They are dependable. Dogs are training and certifying to become service dogs and therapy dogs. Service dogs and therapy dogs help humans in unique situations.

Dogs can have jobs just like humans. Their loving personalities make them perfect working companions. Therapy dogs go with their owners into homes, schools, nursing homes and hospitals. These dogs provide love to sick patients and individuals who need extra attention.

While some may think therapy dogs and service dogs are the same, many will argue that they are not. Service dogs include guide dogs. These animals are working for a blind person as their guide. The service dog tends to the blind person and leads him or her safely through daily routines. Service dogs, like therapy dogs, must train and certify before working with an individual.

Dogs have provided lasting relationships with humans in many cultures for a long time, but they are finding more responsibilities in modern days. Dogs continue to be best friends, close companions, and hard workers.



**Write About It:** In your own words, tell the most important parts of the text. Circle the adjectives in your answer.

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**Challenge:** Use the codes to identify adjectives in the text.



Adjectives in paragraph 1



Adjectives in paragraph 2



Adjectives in paragraph 3

## Multiple Choice:

Answer the following questions after reading:

- 1a. Which best describes an adjective?
- (a) a word that describes a verb
  - (b) a word that describes a noun or pronoun
  - (c) a word that describes the setting
  - (d) the first word in a sentence
- 1b. What evidence from the text includes an adjective that matches the description in 1a?
- (a) "...dogs go with their owners..."
  - (b) "Dogs can have jobs just like humans."
  - (c) "Service dogs include guide dogs."
  - (d) "Dogs have provided..."
- 2a. How many adjectives are in paragraph 4?
- (a) 6
  - (b) 7
  - (c) 8
  - (d) 9
- 2b. Which phrase from the text includes an adjective and is part of paragraph 4?
- (a) "best friends, close companions, and..."
  - (b) "Dogs have provided..."
  - (c) "...they are finding..."
  - (d) "Dogs continue to be..."
3. Which of the following phrases includes an adjective?
- (a) "...must train and certify before working with an individual."
  - (b) "...dogs help humans..."
  - (c) "...dogs are more than a friend."
  - (d) "These animals are working for a blind person..."