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Name ____________________________

Which sentence makes more sense? Underline it.

Use what you know about the Vocabulary Words to answer the questions below. Write your answers in complete sentences. Possible responses are shown.

7. What kind of present would cause you to become ecstatic? ____________________________
   I would become ecstatic if someone gave me a new laptop computer.

8. What perishable foods do you enjoy eating most? ____________________________
   The perishable foods I enjoy eating most are yogurt and peaches.

With your child, discuss the Vocabulary Words. Have your child tell you what each one means. Then ask him or her to think of one example sentence for each word.
## Reader's Guide Lesson 1

### Read each section of “Maxx Comedy: The Funniest Kid in America.” Then fill in the corresponding section of your story map.

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<th>Characters Max, Maude, Olivia, Ellen Plunkett, and Dr. Carmody</th>
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<tr>
<td>Resolution</td>
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<td>Resolution</td>
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<td>Resolution</td>
</tr>
</tbody>
</table>

Max Carmody wants to be named the Funniest Kid in America. He is running late on his way to an audition.

**Possible responses are shown.**

- The car Max is riding in to get to Chicago breaks down.
- Max's stepfather picks up the group in his big rig.
- Maude has an allergic reaction to cherries, which slows down the group.
- Max gets to the audition as the winner is being announced.

### Read the passage below. Then write your answers to the questions in the appropriate box in the story map.

Last week, Charles agreed to give a funny speech at a school assembly. However, he hadn't realized that Ms. Lind would want to read a complete copy of his speech the day before! The deadline passed, and Charles still didn't have his speech ready. He walked to Ms. Lind's office to apologize. Ms. Lind looked up from her desk. "How's the speech?" she asked. At that moment Charles knew that he had to fess up. "Ms. Lind," he said, "I didn't have time to finish it."

Ms. Lind said she would help him write the speech, if he would stay after school. Charles breathed a sigh of relief and thanked her. The next day, the school auditorium shook with laughter while Charles gave his speech.

**Possible responses are shown.**

- Charles goes to Ms. Lind's office.
- Charles tells Ms. Lind the truth.
- Ms. Lind offers to help Charles.

Charles has to write a speech for a school assembly, but he misses a deadline.

Charles's speech is a success.
Forms of Fiction
Lesson 1

Each sentence below describes a form of fiction. Fill in each blank to name the form.

1. It is not as long as a novel and can often be read in one sitting.
   - Short story

2. It teaches a lesson about right and wrong and often includes talking animals.
   - Fable

3. It is a story that has been told in a culture for many generations.
   - Folktale

4. It usually takes place in the future and often includes amazing inventions.
   - Science fiction

5. It is a humorous story about the adventures of an American folk hero.
   - Tall tale

Read the following short paragraphs. Then fill in the blank to name the form of fiction.

6. The snake began to hiss. "I will dry out this land," he said. After many years of work, the snake had finally created Death Valley.
   - Historical fiction

7. The clouds lifted over the Great Pyramid. The workers had finally finished building it. Ra-El looked at his father and smiled.
   - Myth

8. Thomas felt great about the school play. He knew he was a very good actor and would probably get a big part. His parents and friends agreed.
   - Realistic fiction

The Forms of Fiction
- Realistic fiction
- Fable
- Historical fiction
- Myth
- Short story
- Folk tale
- Science fiction
- Tall tale

Have your child describe the different forms of fiction. Select one. Work together to create a story that your child can share with classmates.

Name

Words with Short Vowels and Vowel Digraphs
Lesson 1

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. absences
2. against
3. album
4. circuit
5. bronze
6. chess
7. biscuit
8. depth
9. cabinet
10. drenched
11. glimpse
12. nozzle
13. feather
14. plastic
15. publish
16. pulse
17. rapid
18. snack
19. solve
20. system

Practice Book
Have your child write the Spelling Words and underline the letter or letters that stand for the short vowel sound in each word.
Add words to the following to make complete sentences. Use correct punctuation and capitalization. Then identify the type of sentence.

Possible responses are shown.

1. world's largest catsup bottle in Illinois
   The world's largest catsup bottle is in Illinois. declarative

2. stand Mayor's statue
   Stand next to the Mayor's statue. imperative

3. the model of the planet Saturn
   Where can I find the model of the planet Saturn? interrogative

4. America's Leaning Tower
   Where is America's Leaning Tower? interrogative

5. my favorite stop Metropolis, Illinois
   My favorite stop is Metropolis, Illinois. declarative

Rewrite each sentence with correct punctuation and capitalization. Underline the interjections.

6. there is a lot of traffic ahead
   There is a lot of traffic ahead.

7. we are not on the right road
   We are not on the right road.

8. hey, settle down in the back seat
   Hey, settle down in the back seat!

9. do you have your seat belt fastened
   Do you have your seat belt fastened?

10. Wow, the view is beautiful
    Wow, the view is beautiful!

With your child, discuss the Vocabulary Words. Have your child explain the meaning of each one. Then ask him or her to think of two good examples for each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence 1</th>
<th>Sentence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. survey</td>
<td>A man peers out of the window of his second-floor window and looks over the neighborhood.</td>
<td>A man goes to his second-floor bedroom and lies on his bed.</td>
</tr>
<tr>
<td>2. hovered</td>
<td>A butterfly zoomed quickly through the yard on its way to a flower.</td>
<td>A butterfly seemed to hang in the air while it drank from a flower.</td>
</tr>
<tr>
<td>3. meandering</td>
<td>A stream has a lot of gentle twists and turns.</td>
<td>A flowing river rushes toward a waterfall.</td>
</tr>
<tr>
<td>4. frolicked</td>
<td>The children laughed as they played tag on the field.</td>
<td>The children played a serious game of baseball on the field.</td>
</tr>
<tr>
<td>5. inquired</td>
<td>A student understood the directions for the homework assignment.</td>
<td>A student asked her teacher questions about the homework assignment.</td>
</tr>
<tr>
<td>6. emerged</td>
<td>The bear slowly crept out from the cave.</td>
<td>The bear slowly crept into the cave.</td>
</tr>
<tr>
<td>7. tormented</td>
<td>She was really bothered by all the loud noise.</td>
<td>She was excited when she heard all the noise.</td>
</tr>
<tr>
<td>8. subtle</td>
<td>The changes in her style were obvious.</td>
<td>You could barely notice the changes in her style.</td>
</tr>
</tbody>
</table>

Ask your child to draw a four-column chart. Label the columns “declarative,” “interrogative,” “imperative,” and “exclamatory.” Ask him or her to write two example sentences in each column.
Read "The Color of My Words." Then complete the story map.

**Characters**
- Ana Rosa
- Mami
- Papi
- Angela
- Guario
- Señor Garcia

**Setting**
A village in the Dominican Republic

**Plot Events**
- Ana Rosa dreams of being a writer when she grows up, but writing is discouraged where she lives.
- She tells her village about the sea monster.
- Everyone decides that Ana Rosa should write a story about the sea monster.

**Conflict**
Ana Rosa is a talented writer, but writing is discouraged where she lives.

**Resolution**
Ana Rosa writes her story, and everyone sees that she is a talented writer.

Review your story map. Then, on a separate sheet of paper, write a summary of the selection.

Possible responses are shown.

Sharonda, Patches, Laurie

1. What are the names of the characters?
2. What is the main conflict in this story?
3. What event in the rising action makes the conflict worse?
4. How might the setting make the conflict worse?
5. What do you think will be the resolution to the conflict?

Have your child explain rising action to you. Watch a TV program together and work as a team to identify the events of the rising action.

Sharonda, Papi, Mami, Angela, Guario, Señor Garcia

Patches licks Laurie, and she says she’s allergic.

Laurie is staying with Sharonda’s family, so she will be around Patches for a few days.
Poetic Devices

Lesson 2

1. The same beginning sound is repeated. ____________
   ____________
   ____________
   ____________

2. The poet uses periods, question marks, or exclamation marks at the ends of sentences. ____________
   ____________
   ____________
   ____________

3. Every other line of a poem ends with a word that has the same final sound. ____________
   ____________
   ____________
   ____________

4. The poet uses vivid sensory words to describe a scene. ____________
   ____________
   ____________
   ____________

5. The poet uses the same word three times in a row. ____________
   ____________
   ____________
   ____________

6. The word imitates a sound. ____________
   ____________
   ____________
   ____________

Pretend you are a poet! Follow each direction below. Write your answers on the blanks. Possible responses are shown.

7. Write two words that rhyme with day.
   ____________
   ____________
   ____________
   ____________

8. Make up a line of poetry that repeats the word when.
   ____________
   ____________
   ____________
   ____________

9. Choose two vivid words to describe the sun.
   ____________
   ____________
   ____________
   ____________

10. Write a line that uses the same rhythm as “I had a funny dream last night.”
    ____________
    ____________
    ____________
    ____________

Spelling Words

1. sneeze
   2. arcade
   3. vacuum
   4. breathe
   5. belief
   6. proclaim
   7. entertain
   8. quaint
   9. aglow
  10. saying
  11. essay
  12. tomorrow
  13. coffee
  14. stride
  15. approach
  16. globe
  17. polite
  18. duty
  19. grief

Work with your child to write a sentence for each Spelling Word. Have your child circle the vowel pairs in each Spelling Word that make the long vowel sound.
Name ____________________________

**Subjects and Predicates**

**Lesson 2**

Complete each sentence with one of the simple subjects or simple predicates in the box.

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<th>Simple Predicates</th>
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<td>crash</td>
</tr>
<tr>
<td>people</td>
<td>takes</td>
</tr>
<tr>
<td>Kim</td>
<td>look</td>
</tr>
<tr>
<td>sister</td>
<td></td>
</tr>
</tbody>
</table>

1. _______ enjoys swimming in the ocean.
2. The _______ swoop down for food.
3. My little _______ digs a hole in the sand.
4. The waves _______ on the beach.
5. My aunt always _______ an umbrella to the beach.
6. Many _______ forget sunscreen.
7. _______ at the dolphins.

Write complete sentences by adding complete subjects or complete predicates or both. Possible responses are shown.

8. friend Susan
   My friend Susan writes in her journal.

9. read stories
   I like to read exciting stories.

10. have surprise endings
    My favorite stories have surprise endings.

**Robust Vocabulary**

**Lesson 3**

Write the Vocabulary Word that matches each definition.

- schemes
- exerts
- rigged
- astounding
- replica
- stabilize
- disbanded

1. _______ very surprising
2. _______ stopped operating as a group
3. _______ a copy or model
4. _______ plans for getting something you want
5. _______ uses physical effort
6. _______ to make something less likely to break or topple over
7. _______ made something with available materials

Use what you know about the Vocabulary Words to respond to the items below. Write complete sentences. Possible responses are shown.

8. If your baseball team _______, what would you do?
   I’d join a different one.

9. Describe the expression on your face when you see something _______.
   I open my mouth wide in surprise and raise my eyebrows.

10. Would you want to climb a ladder that was not _______
    Why or why not?
    I would not want to climb on that kind of ladder because it might fall over or break.
Read each section of “The Wright Brothers: A Flying Start.” Then answer the questions in the chart. Possible responses are shown.

**Section 1** pages 84–89
When and why did Orville and Wilbur first decide to build a flying machine?

In 1896, Orville and Wilbur decided to build a flying machine after they read an article about Otto Lilienthal and his flying machines.

**Section 2** pages 90–93
What did the Wright Brothers build in 1900? What important information did they learn in 1901?

In 1900, they built a glider strong enough to carry a person. In 1901, they learned how air moves over a wing.

**Section 3** pages 94–97
What happened on December 17, 1903?

The Wright brothers made history with the first powered and controlled flight.

**Section 4** pages 98–101
When did people finally recognize what the Wright brothers had accomplished?

After the brothers broke flight records in Europe, people finally took notice of what they’d done.

Use the information in the chart to write a summary of the selection.

---

**Text Structure: Chronological Order**

Read the paragraph below. Then figure out the correct chronological order for the five statements. In the sequence chart, write the letters of the statements in correct chronological order.

In 1593, doctors did not yet understand what the heart did or how blood circulated throughout the body. That year a teenager named William Harvey began studying medicine in England. He settled in London as a doctor in 1602. Seven years later, he was appointed to an important post at the only hospital in London. Harvey always felt that his education about the heart had not been correct. So in 1610 he began conducting research on animals. For eighteen years he studied the heart, the lungs, and the route that blood takes through animals' bodies. In 1628, he published a book called *The Motion of the Heart and Blood in Animals*. Later, his discoveries were shown to apply to humans too.

A. William Harvey's discoveries were proved to apply to humans.
B. William Harvey settled in London as a doctor.
C. William Harvey began conducting research on animals.
D. William Harvey began studying medicine.
E. William Harvey was appointed to an important post in a London hospital.

1. First
2. Next
3. Then
4. Next
5. Finally

A
B
E
C
D

---

School Home Connection: Work with your child to list eight events that happen every weekday in your home. Have your child create a sequence chart and fill it in with these events.
You can save time doing research if you know which reference source is most likely to contain the information you need. Read each question below. Then choose the reference source that is most likely to answer the question.

1. Where is England in relation to France? ________ atlas
2. How do you pronounce the word scheme? ________ dictionary
3. What were the earliest bicycles like? ________ encyclopedia
4. What are the world’s three highest mountains? ________ almanac or encyclopedia
5. What word means the opposite of stabilize? ________ thesaurus
6. What is the definition of replica? ________ dictionary
7. How far apart are Ohio and North Carolina? ________ atlas
8. What is the world’s fastest airplane? ________ almanac
9. In what year did Orville Wright die? ________ encyclopedia
10. What is a synonym for creativity? ________ thesaurus

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. authentic
2. launch
3. boycott
4. turquoise
5. withdrawn
6. awkward
7. feisty
8. applauded
9. pigeons
10. curfew
11. pound
12. awesome
13. corduroy
14. shrewd
15. soothing
16. booklet
17. drowsy
18. moisture
19. flaunt
20. enough

Have your child write the Spelling Words in alphabetical order. Then have him or her write them in reverse alphabetical order.
Underline the compound subject or compound predicate.

Then circle the conjunction.

1. Airplanes and ships carry passengers over long distances.

2. John rides his bicycle or walks to school.

3. The driver fastens her seat belt, checks her mirrors, and starts the car.

4. Buses, trucks, and cars filled the parking lot.

Combine each pair of sentences to make one sentence with a compound subject or a compound predicate.


6. A bicycle has two wheels. A bicycle is steered with handlebars.

7. Adults enjoy riding bicycles. Children enjoy riding bicycles.

8. Ten-speed bikes have multiple gears. Twelve-speed bikes have multiple gears.

9. Three-speed bikes are heavy. Three-speed bikes do not go very fast.

10. Michael has a BMX bike. Keyshawn has a BMX bike.

Use what you know about the Vocabulary Words to answer the questions below.

Write complete sentences.

7. What would you do if the race were too intense for you to watch?

I would take a walk to clear my head and then go back to see who won.

Possible responses are shown.

I would use a pair of oars, because a rope would be used to pull the boat, but the oars make a boat go forward.

Possible responses are shown.
Read "Wilma Unlimited." Then write the major events from Wilma Rudolph's life in chronological order.

Possible responses are shown.

At age five, Wilma Rudolph is diagnosed with scarlet fever and polio. Many people believe she will never walk again.

Wilma proves everyone wrong when she walks down the aisle at church without her leg brace.

Wilma impresses a college coach during her high school basketball game, and she gets an athletic scholarship to college.

Wilma competes in the Olympic Games in Rome, Italy. She wins individual gold medals in the 100-meter dash and the 200-meter dash.

Wilma leads the 400-meter relay team to victory and becomes known as the fastest woman in the world.

Think about the information on the chart. Then, on a separate sheet of paper, write a summary of the selection.

Text Structure: Chronological Order

Read the passage below. Then write the events in the sequence chart in the correct order. Underline the word or words that indicate the sequence.

The first Olympic Games were held in ancient Greece in 824 B.C. It was a time for the warring city-states to put down their weapons and compete in peace. The Games were played for almost twelve centuries, until A.D. 394.

In 1863, Pierre de Coubertin decided the world again needed the Olympic Games. He believed games such as the Olympics would encourage peace and goodwill. One year later, delegates met in Paris to discuss Pierre's idea. They voted for the first modern Olympics to be held in Athens in 1896, and the Olympics have been held every four years since. Today, the Olympics still stand for peace and goodwill among nations.

Work with your child to list six events that have occurred in his or her life. Have your child fill in a sequence chart to show the order of the events.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
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<th>5.</th>
<th>6.</th>
<th>7.</th>
<th>8.</th>
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<th>12.</th>
<th>13.</th>
<th>14.</th>
<th>15.</th>
<th>16.</th>
<th>17.</th>
<th>18.</th>
<th>19.</th>
<th>20.</th>
</tr>
</thead>
<tbody>
<tr>
<td>decorating</td>
<td>applying</td>
<td>delaying</td>
<td>employed</td>
<td>studying</td>
<td>supposed</td>
<td>excelling</td>
<td>married</td>
<td>envied</td>
<td>studied</td>
<td>frightened</td>
<td>panicked</td>
<td>relayed</td>
<td>preparing</td>
<td>replied</td>
<td>invited</td>
<td>multiplied</td>
<td>planning</td>
<td>lying</td>
<td>served</td>
</tr>
</tbody>
</table>

Rewrite each sentence with a correct coordinating conjunction. Possible responses are shown.

1. Mary McLeod Bethune was born in South Carolina she later moved to Florida.
   **Mary McLeod Bethune was born in South Carolina, but she later moved to Florida.**

2. Bethune went to college she had to work, too.
   **Bethune went to college, and she had to work, too.**

3. She worked as a teacher she traveled throughout the South.
   **She worked as a teacher, and she traveled throughout the South.**

4. Bethune was president of a college she was active in politics.
   **Bethune was president of a college, and she was active in politics.**

5. Bethune was a community leader, she advised Presidents.
   **Bethune was a community leader, and she advised Presidents.**

6. The U.S. Supreme Court made segregation illegal in 1954; the court case was Brown v. Board of Education.
   **The U.S. Supreme Court made segregation illegal in 1954. The court case was Brown v. Board of Education.**

7. The bus boycott was a success, and Rosa Parks had sparked it.
   **The bus boycott was a success. Rosa Parks had sparked it.**

8. Many people joined the protest, and the boycott lasted from 1955 to 1956.
   **Many people joined the protest. The boycott lasted from 1955 to 1956.**

Ask your child to write a paragraph about a topic of his or her choice. It should include simple and compound sentences. Ask your child to underline the compound sentences and circle the conjunctions.
Your child rewrote a story, substituting Vocabulary Words for other words and phrases. Have your child read both versions of the story to you and explain how they are different.
Mysterious Light over City

CHICAGO—A strange glow was seen over the city last night. It hovered for about five minutes and then disappeared. Reports are scattered about the glow and its origin, but some people said that it came from the East as a small point of light traveling fast. Many thought it was a shooting star or a meteor. The glow grew larger and larger until it practically covered the downtown area. When the glow hovered, it shed light on the entire lakefront. Traffic stopped. Night turned into day, and a few brave souls ventured outside. Some said that the light gave them a sense of warmth and a feeling of joy. Others said it felt as if the sun had come back out. Then the light rose into the sky and disappeared, bringing back night. For a moment, the whole city seemed eerily quiet. Then traffic started flowing again, and the city noises returned. Just what the light was and what effect it may have on the future are unsolved mysteries.

1. What happened first with the strange light?
   It seemed to come quickly from the East.

2. Once the light reached downtown Chicago, what did it do?
   It hovered for about five minutes, lighting up the sky and turning night into day.

3. What happened while the light hovered over the city?
   Traffic stopped and some people went out into the light.

4. What happened to the light after five minutes?
   The light rose up into the sky and disappeared. Night came back.

5. What happened last?
   Traffic started flowing again and the sounds of the city came back.

Forms of Fiction

Father and I are planning to go to the public baths today. The public baths offer a place to cool off and learn what is going on in the Senate. I learn so much about politics and the running of a large city like Rome. I especially like when the men discuss Caesar. Father once let me go down to the stables and look at his chariot and horses. It is always a grand time there.

The pony named Edgar neighed, recognizing Jamie as she approached his stall. It had been a while since she had ridden her favorite pony. Edgar nudged Jamie's hand, looking for the carrot she always brought him on her visits. The pony wasn't disappointed as Jamie opened her palm. While Edgar ate, Jamie rubbed his mane and talked to him gently. She apologized for not visiting for so long. Then she found the saddle and bridle. She'd ride Edgar today—she needed to feel the wind on her face.

"Doesn't Earth look lovely tonight?" Carlo asked his wife. "Yes, dear," she replied. "It gives off a wonderful blue glow in the night sky."

"We must go visit your mother soon," Carlo said. "Space travel is just too much for her, and it's been a while since she's seen the children. They'd love to hear the stories she tells about the great flood of 2121."

Carlo's wife nodded. "It's also been some time since I've been to my childhood home on Earth. My old high school is planning a reunion this year. It would be nice to see old friends again. Let's plan our visit around that."

Carlo nodded. "Yes. Let's plan a trip home."

1. Form of Fiction: historical fiction
   A Day in the Life of a Boy in Ancient Rome

2. Possible Title: A Day with Edgar

3. Form of Fiction: realistic fiction

4. Possible Title: A Trip to Earth
Your child is reviewing reference sources. With your child, review the kinds of information various reference sources provide, as shown, partly in the examples on this page.

1. How many definitions are given for **fountain**?

2. What part of speech is **fountain**?

3. From what Old French word is **fountain** derived?

4. What are three synonyms for **imperfect**?

5. What are three antonyms for **imperfect**?

6. How fast is the elderly population projected to grow between 1990 and 2020?

---

**Dictionary Entry**

**fountain** (fon´t en) n. 1. flow of water rising into the air in a spray. 2. spring or source of water. 3. place to get a drink: water fountain. [Old French fontaine; Latin font¯ana, of a spring]

**Thesaurus Entry**

**imperfect** adj. deficient, defective, faulty, blemished, flawed, marred, unfinished, undeveloped, below par. Antonyms: perfect, absolute, ideal, utopian, flawless, unmarred.

**Almanac Entry**

Population Explosion Among Older Americans: The United States saw a rapid growth in its elderly population during the 20th century. The number of Americans age 65 and older climbed above 34.9 million in 2000, compared with 3.1 million in 1900. For the same years, the ratio of elderly Americans to the total population jumped from 1 in 25 to 1 in 8. The trend is guaranteed to continue in the next century as the baby-boom generation ages. Between 1990 and 2020, the population age 65 to 74 is projected to grow 74%.

Source: Based on U.S. Census Bureau data

---

**Spelling Words**

1. circuit
2. against
3. cabinet
4. feather
5. system
6. sneeze
7. proclaim
8. grief
9. approach
10. arcade
11. aglow
12. breathe
13. pound
14. applaud
15. turquoise
16. awkward
17. delaying
18. employed
19. replied
20. preparing
(1) Who inspired the talk shows of today? (2) Phil Donahue inspired them. (3) He heard his voice on a college radio station. (4) He was instantly hooked on radio. (5) Later he worked in radio as an announcer, news director, and morning newscaster. (6) A TV talk show hired him as the host in 1967.

1. Which type of sentence is Sentence 1?
   A declarative
   B imperative
   C exclamatory
   D interrogative

2. Which sentence is missing an end mark?
   A Sentence 1
   B Sentence 2
   C Sentence 3
   D Sentence 4

3. Which type of sentence is Sentence 4?
   A declarative
   B imperative
   C exclamatory
   D interrogative

4. Which is the complete subject of Sentence 6?
   A A TV talk show
   B A TV
   C talk show
   D show

5. Which is the simple predicate of Sentence 5?
   A as the host
   B as an announcer, news director, and morning newscaster
   C worked
   D worked in radio

6. Which is the complete predicate of Sentence 3?
   A heard
   B heard his voice
   C heard his voice on a college radio station
   D voice on a college radio station

(1) Television became a part of Americans' lives after World War II when the first large TV audience watched the World Series of 1947. (2) TV producers and script writers learned what people liked through trial and error. (3) Milton Berle's Texaco Star Theater was a popular show. (4) Milton Berle's Texaco Star Theater had many acts. (5) Today three of the first networks are popular and still operate. (6) Competition for viewers is more fierce than ever.

1. Which two sentences have the same subject and can be rewritten as one sentence?
   A Sentences 1 and 2
   B Sentences 3 and 4
   C Sentences 4 and 5
   D Sentences 5 and 6

2. Which sentence has a compound subject?
   A Sentence 1
   B Sentence 2
   C Sentence 3
   D Sentence 4

3. Which sentence has a compound predicate?
   A Sentence 1
   B Sentence 2
   C Sentence 3
   D Sentence 5

4. Which of the following sentences is a run-on?
   A Sentence 1
   B Sentence 2
   C Sentence 3
   D Sentence 4

5. Which of the following terms best describes Sentence 2?
   A compound
   B simple
   C run-on
   D comma splice

6. Which is the correct way to combine Sentences 5 and 6?
   A , but
   B ,
   C , or
   D ; with
**Robust Vocabulary Lesson 6**

**Name** ___________________________

**Which sentence makes more sense? Underline it.**

<table>
<thead>
<tr>
<th>Sentence 1</th>
<th>Sentence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The woman was cautious while driving on the sinuous mountain roads.</td>
<td>The woman sped up while driving on the sinuous mountain roads.</td>
</tr>
<tr>
<td>2. Jim found it difficult to touch his toes because he was so supple.</td>
<td>Jim found it easy to touch his toes because he was so supple.</td>
</tr>
<tr>
<td>3. During the electrical storm, the television went haywire.</td>
<td>After I turned it off, the television went haywire.</td>
</tr>
<tr>
<td>4. I can always tell when Dad is speaking in jest, because his voice is so loud.</td>
<td>I can always tell when Dad is speaking in jest, because of the twinkle in his eyes.</td>
</tr>
</tbody>
</table>

**Use what you know about the Vocabulary Words to answer the questions below. Write your answers in complete sentences.**

**Possible responses are shown.**

5. **How would you fuse together two broken pieces of a candle?** *I would use heat to melt the ends of the pieces and press them together.*

6. **How do you change the intonation of your voice to show that you are asking a question?** *At the end of a question, my voice raises to a higher pitch.*

7. **Is a statue made of bronze or a statue made of plastic more likely to be immobile?** *A statue made of bronze is more likely to be immobile because it is heavier.*

**Resolution**

How does Becky resolve her conflict?

**Characters**

How is Mr. Freeman different from Becky?

**Possible responses are shown.**

- **Mr. Freeman is confident, and Becky is shy and unsure of herself.**

**Setting**

Where does the story take place?

- **It takes place in Becky and Benjy’s apartment.**

**Conflict**

What conflict does Mr. Freeman see within Becky?

- **He understands that she is self-conscious and this makes her tense about playing her violin.**

**Plot Events**

What does Mr. Freeman do to help Becky solve her problem?

- **Mr. Freeman tosses a vase toward Becky to show her how to be unafraid.**
- **He teaches Becky to stand in a more relaxed way.**

**Resolution**

How does Becky resolve her conflict?

- **She learns to stand in a firm but relaxed stance and play freely without fear of mistakes.**

**Use the information in your story map to write a summary on a separate sheet of paper.**

**Reader’s Guide Lesson 6**
Brian could make anybody laugh—especially his best friend, Zach. The boys were waiting to try out for the lead in the school play. Zach was really nervous.

"Zach, don't be shy. Stand up and let them see what you've got!" (Zach, who was short and very sensitive about it, was already standing up.) Zach grew very quiet, but Brian continued, "You shouldn't let things get you down. That's the long and the short of it." Zach sighed and walked away.

"I really blew it," Brian thought. He talked to Ms. Abel, the director of the play.

"Hi, Zach!" he said. "I'm sorry about my lame jokes. Guess what? Ms. Abel needs a great reader like you to be the narrator for the play. She said she'd like for you to try out today." Zach's big smile was as sweet as applause to Brian.

**Resolution**

Brian apologizes to Zach and gets him a tryout with the play's director.

**Plot Events**

- Brian tells a joke to ease Zach's nerves.
- Brian realizes that he has probably hurt Zach's feelings.
- Brian talks to the play's director.

**Characters' Qualities**

Brian is a joker, and Zach is shy and self-conscious.

**Setting**

It takes place at Brian and Zach's school.

**Conflict**

Brian wants to help his friend Zach, who is nervous about trying out for the play.

**School Home Connection**

Talk with your child about a story you have both read. Describe the main character's qualities and tell one way these traits affected what happened in the story.

---

**Vocabulary Strategies**

**Lesson 6**

Practice Book

**Name**

Read the story below. Then fill in the story map.

**Possible responses are shown.**

- Brian tells a joke to ease Zach's nerves.
- Brian realizes that he has probably hurt Zach's feelings.
- Brian talks to the play's director.

**Characters' Qualities**

Brian is a joker, and Zach is shy and self-conscious.

**Setting**

It takes place at Brian and Zach's school.

**Conflict**

Brian wants to help his friend Zach, who is nervous about trying out for the play.

**Plot Events**

- Brian tells a joke to ease Zach's nerves.
- Brian realizes that he has probably hurt Zach's feelings.
- Brian talks to the play's director.

**Resolution**

Brian apologizes to Zach and gets him a tryout with the play's director.

---

**Read each sentence in column 1. Match the italicized word with the correct definition in column 2.**

- 1. That note sounded flat.  
- 2. The car had a flat tire.  
- 3. The dog lay flat on its back.  
- 4. The bank charged a flat rate.  
- 5. The lawyer won her case.  
- 6. The detective solved the case.  
- 7. Put your violin in its case.  
- 8. In case of fire, use the stairs.

**Possible responses are shown.**

- B. having lost its air  
- C. below the proper pitch  
- D. pressed together with a scraping motion  
- E. a box for holding an object  
- F. an action taken in court  
- G. a particular instance or example  
- H. a situation calling for investigation

**Read the sentences. Circle the letter of the meaning that fits the context for the italicized word.**

- 9. The injured player ground her teeth in pain but did not cry out.  
- 10. The teacher will address the class about rules for the field trip.  
- 11. We tried to stall him so that he wouldn't arrive early for his surprise party.  
- 12. The tired children did not object when they were told to go to bed.

**Possible responses are shown.**

- A. wore down by friction  
- B. a speech  
- C. direct or send  
- D. a location or place  
- E. speak to  
- F. a booth  
- G. delay  
- H. article  
- I. a compartment  
- J. break down  
- K. target

**Read the sentences. Circle the letter of the meaning that fits the context for the italicized word.**

- 14. The car had a flat tire.  
- 15. The dog lay flat on its back.  
- 16. The bank charged a flat rate.  
- 17. The lawyer won her case.  
- 18. The detective solved the case.  
- 19. Put your violin in its case.  
- 20. In case of fire, use the stairs.

**Possible responses are shown.**

- A. having lost its air  
- B. below the proper pitch  
- C. stretched out horizontally  
- D. fixed; not changing  
- E. a box for holding an object  
- F. an action taken in court  
- G. a particular instance or example  
- H. a situation calling for investigation

**Read the sentences. Circle the letter of the meaning that fits the context for the italicized word.**

- 21. That note sounded flat.  
- 22. The car had a flat tire.  
- 23. The dog lay flat on its back.  
- 24. The bank charged a flat rate.  
- 25. The lawyer won her case.  
- 26. The detective solved the case.  
- 27. Put your violin in its case.  
- 28. In case of fire, use the stairs.

**Possible responses are shown.**

- A. having lost its air  
- B. below the proper pitch  
- C. stretched out horizontally  
- D. fixed; not changing  
- E. a box for holding an object  
- F. an action taken in court  
- G. a particular instance or example  
- H. a situation calling for investigation

**Read the sentences. Circle the letter of the meaning that fits the context for the italicized word.**

- 29. That note sounded flat.  
- 30. The car had a flat tire.  
- 31. The dog lay flat on its back.  
- 32. The bank charged a flat rate.  
- 33. The lawyer won her case.  
- 34. The detective solved the case.  
- 35. Put your violin in its case.  
- 36. In case of fire, use the stairs.

**Possible responses are shown.**

- A. having lost its air  
- B. below the proper pitch  
- C. stretched out horizontally  
- D. fixed; not changing  
- E. a box for holding an object  
- F. an action taken in court  
- G. a particular instance or example  
- H. a situation calling for investigation

**Read the sentences. Circle the letter of the meaning that fits the context for the italicized word.**

- 37. That note sounded flat.  
- 38. The car had a flat tire.  
- 39. The dog lay flat on its back.  
- 40. The bank charged a flat rate.  
- 41. The lawyer won her case.  
- 42. The detective solved the case.  
- 43. Put your violin in its case.  
- 44. In case of fire, use the stairs.

**Possible responses are shown.**

- A. having lost its air  
- B. below the proper pitch  
- C. stretched out horizontally  
- D. fixed; not changing  
- E. a box for holding an object  
- F. an action taken in court  
- G. a particular instance or example  
- H. a situation calling for investigation

**Read the sentences. Circle the letter of the meaning that fits the context for the italicized word.**

- 45. That note sounded flat.  
- 46. The car had a flat tire.  
- 47. The dog lay flat on its back.  
- 48. The bank charged a flat rate.  
- 49. The lawyer won her case.  
- 50. The detective solved the case.  
- 51. Put your violin in its case.  
- 52. In case of fire, use the stairs.

**Possible responses are shown.**

- A. having lost its air  
- B. below the proper pitch  
- C. stretched out horizontally  
- D. fixed; not changing  
- E. a box for holding an object  
- F. an action taken in court  
- G. a particular instance or example  
- H. a situation calling for investigation

**With your child, discuss the meanings for ground, address, stall, and object in the sentences shown. Then help your child write another sentence for each word, using one of the other meanings.**

**1. It was very flat.**

- 1. Having lost its air  
- 2. Below the proper pitch  
- 3. Stretched out horizontally  
- 4. Fixed; not changing

**2. The car had a flat tire.**

- 1. Having lost its air  
- 2. Below the proper pitch  
- 3. Stretched out horizontally  
- 4. Fixed; not changing

**3. The dog lay flat on its back.**

- 1. Having lost its air  
- 2. Below the proper pitch  
- 3. Stretched out horizontally  
- 4. Fixed; not changing

**4. The bank charged a flat rate.**

- 1. Having lost its air  
- 2. Below the proper pitch  
- 3. Stretched out horizontally  
- 4. Fixed; not changing

**5. The lawyer won her case.**

- 1. Having lost its air  
- 2. Below the proper pitch  
- 3. Stretched out horizontally  
- 4. Fixed; not changing

**6. The detective solved the case.**

- 1. Having lost its air  
- 2. Below the proper pitch  
- 3. Stretched out horizontally  
- 4. Fixed; not changing

**7. Put your violin in its case.**

- 1. Having lost its air  
- 2. Below the proper pitch  
- 3. Stretched out horizontally  
- 4. Fixed; not changing

**8. In case of fire, use the stairs.**

- 1. Having lost its air  
- 2. Below the proper pitch  
- 3. Stretched out horizontally  
- 4. Fixed; not changing

---

**Name**

**Vocabulary Strategies**

**Lesson 6**

Practice Book

© Harcourt • Grade 6

Student Edition pp. 34-35
Name

Spelling Words

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. nestle
2. mangle
3. feeble
4. crinkle
5. wobble
6. frazzle
7. obstacle
8. tickle
9. hustle
10. bridle
11. jumble
12. kindle
13. dwindle
14. swindle
15. assemble
16. mantle
17. brittle
18. freckle
19. muzzle
20. cuticle

Prepositional Phrases

Complete each sentence. Then label what you wrote as a prepositional phrase, preposition, or object.

1. Musical theater combines story, song, and dance on one stage.
2. The plot of a musical is simple.
3. Many musicals end with a finale.
4. Many musicals are often based on books or historical events.
5. Many people enjoy seeing a show with their family.

Rewrite each sentence by adding a prepositional phrase. Use the words in parentheses () in the phrase. Possible responses are shown.

6. I listen to a concert. (concert)
7. The symphony plays. (fireworks)
8. The city broadcast the symphony on the radio. (radio)
9. We stayed until the end. (end)
10. Let's move near the stage. (stage)

Possible responses are shown.

I listen to a concert. During the fireworks, the symphony plays. The city broadcast the symphony on the radio. We stayed until the end. Let's move near the stage.

Prepositional Phrases

Complete each sentence. Then label what you wrote as a prepositional phrase, preposition, or object.

1. Musical theater combines story, song, and dance on one stage.
2. The plot of a musical is simple.
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10. Let's move near the stage. (stage)

Possible responses are shown.

I listen to a concert. During the fireworks, the symphony plays. The city broadcast the symphony on the radio. We stayed until the end. Let's move near the stage.

Prepositional Phrases

Complete each sentence. Then label what you wrote as a prepositional phrase, preposition, or object.

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10. Let's move near the stage. (stage)

Possible responses are shown.

I listen to a concert. During the fireworks, the symphony plays. The city broadcast the symphony on the radio. We stayed until the end. Let's move near the stage.
Name

Robust Vocabulary

Lesson 7

Practice Book

Read the sentences. Then write the Vocabulary Word that best completes each sentence.

1. It was no __________ day. Our team had to __________ Coach Bensen to let us play one more game. He had __________ our earlier plea. It just didn't __________ his purpose to have us play anymore. We had __________ played so badly the day before that we thought he might __________ us. His __________ rejection felt like __________, I thought, because we were the school team. We had to stop our __________ attitude and start winning.

Vocabulary Words:
- ordinary
- suit
- treason
- convince
- rejected
- disown
- defeatist

Possible responses will vary but should show understanding of the Vocabulary Words.

Students can keep track of where they encounter this week's Vocabulary Words by making a chart and writing in it the word and the place where they heard or read it.

Write the next paragraph in the story above. Use at least four of the Vocabulary Words in your paragraph.

Reader's Guide

Lesson 7

Practice Book

Read "S.O.R. Losers." Then answer the questions in the story map.

Characters

Who are the main characters?

What are their qualities?

Conflict

What conflict do the South Orange River soccer players have?

Plot Events

What are the main events of the story?

Resolution

How do the South Orange River soccer players resolve their conflict?

Use the information in your story map to write a summary of the selection on a separate sheet of paper.

Answers will vary but should show understanding of the

Vocabulary Words.

It takes place at and near South Orange River School, because that is where the soccer team plays and goes to school. The main characters are Ed, Saltz, and the rest of the South Orange River soccer team. They are good at many things but bad at sports. It is the final game of the season, and they have not won a game all year. They are not good at sports, but their friends and families really want them to win. The S.O.R. team meets and decides to prove that it is okay to lose. Ed makes t-shirts for the team. The team loses the last game. They decide not to worry about winning and to just have fun playing the game.
Read the passages below. Then answer the questions.

Passage 1

Mei and her family moved recently so that her dad could get a better job. It hasn't been easy for her to make new friends. Though Mei enjoys being around people, actually getting to know them is hard. She was active in clubs and sports at her old school, she held a job off-school time. She missed going to the movies, attending sporting events, and talking with them. Mei wants to make friends at her new school.

Passage 2

Calvin loves music. He took piano lessons in first and second grades, and in third grade he took trumpet lessons. He played with borrowed instruments until his parents bought him a trumpet of his own. Calvin has been playing in his school's band for the past two years. Now in sixth grade, Calvin is going to be a section leader. His parents expect him to continue with the trumpet, but Calvin is tired of that instrument and is ready to try the viola.

Possible responses are shown.

1. What is the conflict in this paragraph? Mei has moved to a new place and doesn’t have any friends.

2. How can Mei’s qualities help solve her problem? She is very social so she could join a club at school to meet new friends.

3. Calvin wants to play viola in the orchestra, but his parents want him to continue playing the trumpet in the band. Calvin is creative, talented, and enjoys trying new things.

4. What kind of person is Calvin? Calvin is resourceful, determined, and enjoys trying new things.

5. What is Calvin’s conflict? Calvin wants to play viola in the orchestra, but his parents want him to continue playing the trumpet in the band.

6. What kind of person is Calvin? Calvin is creative, talented, and enjoys trying new things.

7. The earthquake caused the whole house to shake. (shake, shiver)

Students’ sentences will vary but should reflect the meanings of the words.

Decide which word best completes the sentence. Write it on the line. Use a dictionary if you need help.

1. Neighbors were annoyed by Josh’s (blaring, loud) radio. (blaring, loud)

2. The (large, humongous) building downtown is one of the biggest in the state. (large, humongous)

3. Because I was (diseased, sick), I couldn’t go to school today.

4. Even though he went (alone, isolated), Roger had a great time at the dance.

5. Lauren broke (broken, destroyed) her arm when she fell off her bike.

6. Alice does not ride roller coasters because she is (alarmed, afraid) of heights.

7. The earthquake caused the whole house to shake. (shake, shiver)

Write sentences using the words above that did not fit in the sentences. Make sure your sentences show what the words mean. Students’ sentences will vary but should reflect the meanings of the words.

broke
alone
blaring
humongous
shake
sick
afraid
Words with VCCV and VCCCV

Lesson 7

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. pattern
2. associate
3. exhale
4. bulletin
5. collapse
6. complaint
7. instance
8. dessert
9. difficulty
10. franchise
11. emphasize
12. exclude
13. disturb
14. mammoth
15. necessary
16. impact
17. splendid
18. stampede
19. survival
20. wander

Work with your child to sort the Spelling Words into categories, such as Words with Double Letters or Words with the Same Vowel Sound.

Underline each dependent clause and circle each subordinating conjunction.

1. A basketball game starts with a jump ball. When each of two opposing players taps the ball to a teammate, the game begins.
2. Although Jessica is usually a good shooter, she missed this time.
3. A game, when it is played in the NBA, has 48 minutes of playing time.
4. Because basketball is such a popular sport, it is difficult to get tickets to a game.
5. Our player was out of bounds. The other team put the ball back in play.

Write each pair of sentences as one complex sentence, using a subordinating conjunction. Add commas where needed.

6. Our player was out of bounds. The other team put the ball back in play.
7. The ball went into the basket, and bounced out. We did not score.
8. Kelly is small. She is a very strong player.
9. Although Kelly is small, she is a very strong player.
10. Since this is an important game, we will try to play our best.

Since our player was out of bounds, the other team put the ball back in play.
When the ball went into the basket and bounced out, we did not score.
Although Kelly is small, she is a very strong player.
Since this is an important game, we will try to play our best.
Because both teams had the same score at the end, the game went into overtime.

Work with your child to write a letter to his or her teacher describing something enjoyable that he or she did in class. Hint: use the words when, because, before, after, or while.

Student Edition pp. 42–43
Which sentence makes more sense? Underline it.

1. intercept
   Someone's got to intercept Mom or she'll never get up in time to write a note to my teacher.
   Someone's got to intercept Mom and keep her from coming home before her surprise party.

2. seeped
   Six inches of water in our living room indicated that water had seeped through the roof.
   A stain on our living room ceiling indicated that water had seeped through the roof.

3. diagnosed
   The doctors haven't diagnosed Jan's mystery illness.
   The doctors know what Jan's illness is, but they haven't diagnosed it.

4. devoured
   After the long hike, I devoured my dinner.
   After snacking all day, I devoured my dinner.

5. lethal
   A medicine should be lethal if taken as directed.
   Some medicines may be lethal if not taken as directed.

Use what you know about the Vocabulary Words to answer the questions below.

6. Why might someone make a plea while swimming?
   The swimmer might be in trouble and need to call for help.

7. What might you say to a friend if you are arranging a rendezvous at the movie theater?
   Meet me at the movies at half-past three.

Possible responses are shown.

With your child, discuss the Vocabulary Words. Have your child tell you what each one means. Ask him or her to use one of the words in a sentence about something that happened during the day.

Possible responses are shown.

Review your graphic organizers. Then, on a separate sheet of paper, write a summary of the selection.

Possible responses are shown.

Student Edition pp. 44–45
Read the paragraph below. Then write your responses to the numbered items.

Shortly after World War II, tensions arose between two of the world’s most powerful countries. The United States and the Soviet Union had very different values. Neither wanted the other to be the world’s only superpower. And both countries possessed many nuclear bombs. Just one of these terrible weapons could destroy an entire city. If a war broke out, experts warned, millions of innocent people would die. Children practiced air raid drills in school. Strangely, the fear of war prevented war from breaking out. For more than forty years, these two enemies built more and more weapons, but they fought only with words. This period is known as the Cold War.

1. What would be a good title for this paragraph?

2. In a sentence or two, briefly identify the main idea of this paragraph.

3. Write three important details from this paragraph that support the main idea.

4. Copy a sentence that you could delete from this paragraph without taking away from the main idea.

The Cold War

After World War II, tensions between the United States and the Soviet Union caused fears of nuclear war during a period known as the Cold War.

The United States and the Soviet Union were enemies. Both countries had many nuclear weapons. The period is known as the Cold War because an actual war did not occur.

Children practiced air raid drills in school.

Possible Responses Are Shown.

1. What would be a good title for this paragraph?

2. In a sentence or two, briefly identify the main idea of this paragraph.

3. Write three important details from this paragraph that support the main idea.

4. Copy a sentence that you could delete from this paragraph without taking away from the main idea.

Pronunciation Chart

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Underline the independent clauses, and circle the dependent clauses.

1. When we leave, you can drive, and we will sit in the back seat.
2. We want to see all the sights, if it is okay with you, and then we will head back.
3. Because Alaska is big, we cannot see everything, but let’s see as much as possible.
4. The camera is out of film, but when we find a store, we can buy more.
5. Though we won’t see all the sights, we will enjoy the trip, and we will take photos.

Combine each set of three sentences to write a compound-complex sentence.

7. Temperatures are cold in Alaska. They get warmer in the summer. Many people enjoy Alaska during the summer.
   Although temperatures are cold in Alaska, they get warmer in the summer, and many people enjoy Alaska then.

8. It can be difficult to travel in Alaska during the winter. The terrain is icy. Many people visit during other seasons.
   Because the terrain is icy, it can be difficult to travel in Alaska during the winter, so many people visit during other seasons.

9. Many people enjoy living in Alaska. They like the breathtaking sights. They are willing to put up with the long winters.
   Because they like the breathtaking sights, many people enjoy living in Alaska, and they are willing to put up with the long winters.

10. Juneau is difficult to get to. It can only be reached by air or sea. There are no roads to or from the city.
    Juneau is difficult to get to, and it can only be reached by air or sea because there are no roads to or from the city.

Circle the letter of the best answer for each question.

1. Which one is equipped?
   A patient B plumber C customer

2. Which would be a good reserve?
   A water B flashlight C parachute

3. On whom do you rely?
   A enemy B stranger C friend

4. Which has a high altitude?
   A plain B valley C mountain

5. To what extent does a goose giggle?
   A always B never C sometimes

6. What would hamper you most?
   A chains B thread C ribbon

7. Which news overshadows joy?
   A good B bad C silly

Use what you know about the Vocabulary Words to answer the questions below. Write complete sentences.

8. How would you get equipped for a bike ride?
   I’d collect a helmet, biking gloves, and a water container.

9. If your soccer team was hampered by too many absences, what would you do?
   I would explain the importance of attending practices and games and working together.

10. Describe the expression on your face when you have been overshadowed by someone else.
    I look serious and a little sad.
Read each section of "Smokejumpers." Then complete the main idea and details charts.

Main Idea and Details

Section 1 pages 234–237

When a call comes to report a wildfire, smokejumpers quickly move into action. The supervisor plots the fire’s location.

Section 2 pages 238–241

They identify the safety zone. They set up fire shelters. They define the wildness fire area with marked and unmarked firelines.

Section 3 pages 242–245

The smokejumpers conduct the mop-up phase of the operation before heading back to the base.

Possible responses are shown.

Use the information in your charts to write a summary of the selection on a separate sheet of paper.
Read the paragraph. Then write each cause and effect in the chart. Possible responses are shown. Possible responses are shown.

Because of increased population, many urban centers in the United States are spreading out. As a result, more people are building homes in areas that border on wildlands. These places are called interface areas. Often homes in interface areas cannot be reached quickly by roads. When wildland fires occur, the buildings in interface areas are threatened. Families are in danger of losing their homes and possessions. Consequently, those homeowners must take precautions to protect their property.

1. Population in urban areas increase.
2. Urban areas spread out.
3. Homes in interface areas cannot be reached quickly.
4. Families in danger of losing homes and possessions.
5. Urban areas are built on areas that border on wildlands.
6. Families are in danger of losing their homes and possessions.
7. Homeowners take safety precautions.
8. Families are in danger of losing possessions.
9. Homeowners take safety precautions.
10. Population in urban areas increase.
11. Urban areas spread out.
12. Homes in interface areas cannot be reached quickly.
15. Families are in danger of losing possessions.
16. Homeowners take safety precautions.
17. Urban areas are built on areas that border on wildlands.
18. Families are in danger of losing their homes and possessions.
19. Homeowners take safety precautions.
20. Families are in danger of losing possessions.

Ask your child to identify the clue words that signal cause-and-effect relationships.

1. Population in urban areas increased.
2. Urban areas spread out.
3. Families are in danger of losing their homes and possessions.
4. Urban areas spread out.
5. Homes are built on areas that border on wildlands.
6. Homes in interface areas cannot be reached quickly.
7. Families are in danger of losing possessions.
8. Homeowners take safety precautions.
9. Homeowners take safety precautions.
10. Population in urban areas increase.
11. Urban areas spread out.
12. Homes in interface areas cannot be reached quickly.
14. Urban areas are built on areas that border on wildlands.
15. Families are in danger of losing their homes and possessions.
16. Homeowners take safety precautions.
17. Families are in danger of losing possessions.
18. Homeowners take safety precautions.
19. Urban areas are built on areas that border on wildlands.
20. Families are in danger of losing possessions.

Easily Confused Words

1. accept
2. adapt
3. adopt
4. affect
5. allusion
6. complement
7. compliment
8. device
9. devise
10. effect
11. except
12. formally
13. formerly
14. illusion
15. incite
16. insight
17. principal
18. principle
19. precede
20. proceed

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.
Common and Proper Nouns  Lesson 9

Rewrite each sentence. Replace the common noun in parentheses ( ) with a proper noun. Remember to use correct capitalization.

Possible responses are shown.

1. (Name of city) is the capital of (state).
   Tallahassee is the capital of Florida.

2. The (building) is in (city).
   The White House is in Washington, D.C.

3. The (river) flows through (place).
   The Mississippi River flows through Louisiana.

4. (country) is part of (continent).
   Canada is part of North America.

5. (relative) likes to go to (place).
   Uncle Iggie likes to go to California.

Rewrite the sentences to correct mistakes in capitalization. Write the full words in place of the abbreviations in parentheses ( ).

6. Mr. berkowitz is our science teacher.
   Mister Berkowitz is our science teacher.

7. Every (tues.), we do experiments.
   Every Tuesday, we do experiments.

8. During the experiments, we measure liquids in (ml), and we weigh powders in (g).
   During the experiments, we measure liquids in milliliters, and we weigh powders in grams.

9. (prof.) jones was a guest teacher on (nov.) 18.
   Professor Jones was a guest teacher on November 18.

10. (Capt.) Small works at a Laboratory (mi.) south.
    Captain Small works at a laboratory 10 miles south of here.

Robust Vocabulary  Lesson 10

Read the Vocabulary Words. Then write the Vocabulary Word that best completes each sentence.

alibi  concede  confidential  confront
culprit  justification  scandal  sheepishly
unearthed  vying

Most adults would (1) _______ concede _______ that they need to take more time to relax. However, if you catch them just sitting, they often feel the need to offer some (2) _______ justification _______. They seem to believe that others will (3) _______ confront _______ them and charge them with "just loafing." How did we reach the point of feeling that too much vacation is a(n) (4) _______ scandal _______ and resting is a crime? You don't need a(n) (5) _______ alibi _______ when you take a day off!

Most people work hard at their jobs. (6) _______ Vying _______ for a promotion or just meeting the demands of the job can be stressful. In fact, medical science has (7) _______ unearthed _______ some alarming facts about stress. It is the (8) _______ culprit _______ in many illnesses. Americans need to find ways to leave work behind more often.

Write the Vocabulary Word that best completes each sentence.

9. A word that means the opposite of boldly is _______ sheepishly _______.

10. A word that means the opposite of public is _______ confidential _______.

11. A word that means the opposite of dispute is _______ concede _______.

12. A word that means the opposite of buried is _______ unearthed _______.

13. A word that means the opposite of cooperating is _______ vying _______.

14. A word that means the opposite of hero is _______ culprit _______.

Vocabulary Words

alibi  concede  confidential  confront
culprit  justification  scandal  sheepishly
unearthed  vying
Read the passage and then answer the questions.

Possible responses are shown.

Jared called to his dog, “Farley! Here, Farley! Come here, boy!” But in answer, he heard only the measured chirping of crickets. It was ten at night and dark outside. Where could Farley be?

Jared had begged for months until, finally, his mom let him get the beagle. Jared thought he had never seen a cuter floppy-eared dog. For the past two weeks, Jared and Farley had been inseparable. They played together and Jared even shared his lunch with Farley.

Three times a day, Jared was supposed to take Farley out for a walk. Tonight, it had gotten dark before Jared remembered, and Jared was terrified of the dark! He had thought, “Just this once, I will let Farley out by himself. He will surely come back!”

Now it had been half an hour and Farley was nowhere in sight. Jared felt terrible. Farley was lost, and it was his fault—he didn’t have a choice—he had to go. He grabbed the leash and a flashlight, and stepped into the darkness.

He stumbled around the yard, calling his dog. Scary dark shapes loomed around him. Strange noises startled him. Still, he kept on. Finally, he heard a baying sound from the woods across the pasture behind the house. Farley! That was how he sounded when he chased a rabbit! Without thinking, Jared raced across the field. This time when he called, Farley heard him and came running with his tail wagging.

“Farley! You aren’t supposed to run off like that!” Jared happily snapped the leash onto Farley’s collar. As they started back to the house, Jared realized that his eyes had adjusted to the darkness. He could see just fine. Best of all, he wasn’t a bit scared with Farley at his side.

2. What are three of Jared’s character traits? What actions show these traits?

- Fear of darkness shown by not taking Farley out;
- Responsibility shown by going after Farley;
- Affection for animals shown by closeness to and feelings for Farley

3. How do Jared’s qualities affect the conflict and resolution of this story?

If Jared had not been afraid of the dark, Farley would not have run off. If he had not loved Farley and felt responsible, he would not have gone out and cured his fear.

Possible responses are shown.

Name ________________________

Main Idea and Details
Lesson 10

Read the paragraph below. Then write your responses to the numbered items on the lines provided.

Possible responses are shown.

Meerkats, which live in colonies in the deserts of South Africa, teach their young about hunting using human-like techniques. A meerkat colony may contain as many as 40 meerkats. Many adults are “helpers” (not parents) who assist in raising the young. When the pups are about 30 days old, they begin to follow hunting parties of adults. The adult helpers make sure the young learn how to handle live prey. Over time, the pups are encouraged to approach live scorpions that have been disabled. Helpers may nudge the prey toward the young. These lessons are useful to the young meerkats. If the pups are not taught how to deal with dangerous live prey, they risk getting stung when they hunt for themselves.

1. What would be a good title for this paragraph?

The Meerkats’ School of Hunting

2. Write one or two sentences briefly identifying the main idea of this paragraph.

Adults in a meerkat colony help the young learn to handle live prey. Supervised practice gives youngsters essential hunting skills.

3. Write several details necessary to support the main idea of this paragraph.

Helper adults accompany 30-day-old pups as they follow hunting parties. They nudge prey that have disabled toward the young. These lessons help the pups learn how to handle dangerous prey without getting hurt.

4. Write a sentence from the paragraph that does not support the main idea.

A meerkat colony may contain as many as 40 meerkats.

Work with your child to write a general, true statement about a bird or other type of animal. Have your child think of three or four details to support the statement.
Ask your child to use the following pairs of words in sentences that show how they are different in meaning:

- calm, sluggish
- admiring, flattering
- gentle, soft

Read each sentence and the words that follow it. Then choose the word in parentheses that best completes the sentence.

1. The thief walked away so the homeowners would not wake up. (quietly, calmly)
2. The next day, the whole neighborhood was abuzz with about the theft. (chat, gossip)
3. The homeowners said they had not seen anyone acting lately. (suspicious, jealous)
4. They were honestly that anyone would take their hula-hoop collection. (amazed, startled)
5. Their daughter Amy, however, was to lose her prize hula-hoop. (excited, devastated)
6. She believed it was taken by her for the hula-hoop championship. (rival, enemy)
7. This person, however, had an for the previous evening. (excuse, alibi)

Write sentences using three words that did not fit in the sentences above. Make sure each sentence shows the word’s precise meaning.

- The thief calmly answered the detectives’ questions so as to go unnoticed.
- Others in the annual hula-hoop competition were jealous of Amy’s abilities.
- Amy used the theft as an excuse for not finishing her homework the next day.

Read the sentences. Circle the letter of the meaning that fits the context for the italicized word.

9. Once eggs hatch, the parent birds are busy getting food. (A) to produce young (B) to mark with lines (C) to think out or invent in secret (D) a small door or opening
10. The first stage of a bird’s adult life is mating. (A) a raised platform (B) a step in a process (C) the plan of action for a notable event (D) a horse-drawn coach

Vocabulary Strategies

Read each sentence in column 1. In column 2, find the correct meaning of the italicized word as it is used in that sentence. Write the letter of the correct meaning on the line.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The hikers crossed a stream.</td>
<td>A. to gush or pour out freely</td>
</tr>
<tr>
<td>2. There was a steady stream of birds coming and going.</td>
<td>B. to move with a wavelike motion</td>
</tr>
<tr>
<td>3. Juice streamed from the pitcher. (straw, garnish)</td>
<td>C. a flowing body of water</td>
</tr>
<tr>
<td>4. The flag streamed in the wind. (rock, railroad)</td>
<td>D. continuous passage or flow</td>
</tr>
<tr>
<td>5. They divided the colony into parts (group, group)</td>
<td>E. to divide by combining in different directions</td>
</tr>
<tr>
<td>6. The mouth parts are needle-like.</td>
<td>F. portions of a whole</td>
</tr>
<tr>
<td>7. There are seven parts in the play. (act, part)</td>
<td>G. roles for actors</td>
</tr>
<tr>
<td>8. She parted her hair on the right. (channel, part)</td>
<td>H. organs of a plant or animal</td>
</tr>
</tbody>
</table>

Possible response is shown.

- gossip
- suspicious
- amazing
- devastated
- rival
- alibi
- for the previous evening
- for the hula hoop championship (rival, enemy)

Read the sentences. Circle the letter of the meaning that fits the context for the italicized word.

9. Once eggs hatch, the parent birds are busy getting food. (A) to produce young (B) to mark with lines (C) to think out or invent in secret (D) a small door or opening
10. The first stage of a bird’s adult life is mating. (A) a raised platform (B) a step in a process (C) the plan of action for a notable event (D) a horse-drawn coach

Meaning

A. to gush or pour out freely
B. to move with a wavelike motion
C. a flowing body of water
D. continuous passage or flow
E. to divide by combining in different directions
F. portions of a whole
G. roles for actors
H. organs of a plant or animal
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

<table>
<thead>
<tr>
<th>Spelling Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. mangle</td>
</tr>
<tr>
<td>2. tickle</td>
</tr>
<tr>
<td>3. bridle</td>
</tr>
<tr>
<td>4. swindle</td>
</tr>
<tr>
<td>5. muzzle</td>
</tr>
<tr>
<td>6. bulletin</td>
</tr>
<tr>
<td>7. difficulty</td>
</tr>
<tr>
<td>8. exclude</td>
</tr>
<tr>
<td>9. survival</td>
</tr>
<tr>
<td>10. franchise</td>
</tr>
<tr>
<td>11. ego</td>
</tr>
<tr>
<td>12. lemon</td>
</tr>
<tr>
<td>13. minor</td>
</tr>
<tr>
<td>14. veto</td>
</tr>
<tr>
<td>15. vital</td>
</tr>
<tr>
<td>16. complement</td>
</tr>
<tr>
<td>17. complement</td>
</tr>
<tr>
<td>18. formally</td>
</tr>
<tr>
<td>19. formerly</td>
</tr>
<tr>
<td>20. precede</td>
</tr>
</tbody>
</table>

1. On Friday night the basketball team beat the Pirates and won the state championship.
2. During the game the crowd cheered wildly.
3. Although both teams were undefeated this season, the Bulldogs took the lead early in the game.
4. The league named Manuel Dias the Most Valuable Player because he kept the Bulldogs in the lead.
5. Dias almost did not play on Friday.
6. He recently hurt his knee.

1. Which preposition should be inserted in Sentence 3?
   A for 
   B with 
   C in 
   D on

2. Which of the following is the prepositional phrase in Sentence 2?
   A During the game 
   B the crowd cheered 
   C the game the crowd 
   D cheered wildly

3. Sentence 1 begins with which of the following?
   A a dependent clause 
   B an independent clause 
   C a phrase 
   D a subordinating conjunction

4. Which two sentences can be combined with because to make a complex sentence?
   A Sentences 1 and 3 
   B Sentences 2 and 3 
   C Sentences 3 and 4 
   D Sentences 5 and 6

5. Which is the subordinating conjunction in Sentence 3?
   A Although 
   B both 
   C early 
   D in

6. Which subordinating conjunction should be inserted in Sentence 4?
   A when 
   B because 
   C although 
   D which
Name ____________________________

Read this part of a student’s rough draft. Then answer the questions that follow.

(1) Professor Brown will announce a plan to build a new Library. (2) The school will call the new library “the learning lab.” (3) Since the Learning Lab will be twice as big as the Current library, it will have more books and periodicals. (4) The Learning Lab will have workspace for quiet group work. (5) Professor Brown will raise money, and he will ask the whole community for help, because the school board will not pay for the project.

1. Which of the following is incorrect in Sentence 1?
   A punctuation
   B no prepositional phrase
   C the capitalization of Professor Brown
   D the capitalization of Library

2. Which complex and simple sentences could be combined to make a compound-complex sentence?
   A Sentences 1 and 2
   B Sentences 2 and 4
   C Sentences 3 and 4
   D Sentences 1 and 4

3. Which type of sentence is Sentence 5?
   A simple
   B compound
   C compound-complex
   D complex

4. Which two words should be capitalized in Sentence 2?
   A new library
   B library, lab
   C learning, lab
   D school, library

5. Which abbreviation could be used in Sentences 1 and 5?
   A prof.
   B Prof.
   C Pr.
   D Mr.

6. Which word in Sentence 3 should be lowercase?
   A Learning
   B Lab
   C Since
   D Current

---

Vocabulary

Lesson 11

Word | Example 1 | Example 2
--- | --- | ---
1. refuge | Sol goes to the mall to shop and hang out with friends. | Sol goes to her room to relax after a busy day.
2. phenomenon | The northern sky is full of dancing, multi-colored lights. | The sky is always blue with scattered clouds.
3. bearable | Jaime put on cream to relieve her itching. | Jaime couldn’t find anything to relieve her itching.
4. abundant | My uncle has fished here for years and has only caught an old boot. | My uncle says the fish here jump out of the lake and into his boat.

---

Use what you know about the Vocabulary Words to answer the questions below. Write your answers in complete sentences. Possible responses are shown.

5. Describe what someone who is thriving at school might be like.
   This person enjoys school, is doing well in class, and has many friends.

6. What illuminates your classroom?
   Ceiling lights illuminate our classroom.
Before reading "Life Under Ice," fill in the first two columns of the chart with what you know and what you want to know about Antarctica. Then read each section and fill in the third column with information you have learned.

**Possible responses are shown.**

<table>
<thead>
<tr>
<th>K</th>
<th>What I Know</th>
<th>W</th>
<th>What I Want to Know</th>
<th>L</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antarctica is a continent.</td>
<td>Antarctica is like?</td>
<td>Antarctica is the coldest, driest, windiest, and highest continent.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Antarctica is mostly ice and snow. | What is it like working in Antarctica? | You can only stay under water for half an hour, and you need lots of food for energy. |
| There are lots of fish in Antarctica. | What kinds of creatures live in Antarctica’s oceans? | Sea creatures in Antarctica’s oceans include Weddell seals, sea anemones, sponges, sea stars, soft corals, whales, seabirds, fish, squid, penguins, and krill. |

Review what you have learned from your chart. Then, on a separate sheet of paper, write a summary of the selection.

---

Read the paragraph below. Then write your responses to the questions in complete sentences on the lines provided.

**Possible responses are shown.**

1. What kind of figurative language is found in sentence 1?
   
   Sentence 1 has personification.

2. What human qualities do the clouds have in sentence 2?
   
   They dash and spit.

3. Three sentences in this paragraph include similes. Which sentences are these?
   
   Sentences 3, 6, and 7 have similes.

4. What human qualities does the moon have in sentence 4?
   
   It gazes down like a person.

5. Sentence 5 contains a metaphor. What is being compared?
   
   The moon is compared to a lamp.

6. How do you know that sentence 8 includes an example of personification?
   
   The sun doesn’t smile in real life.
Read the paragraph. Use the chart to help you determine the meaning of each underlined word. Then write the correct meaning on the line.

Because I scored high on my grammar pretest today, I was allowed to take one of the portable laptop computers to my desk and use the new art program. The graphics are incredible! In the advanced mode, movable puzzle pieces fall from the top of the screen and must be arranged into special color patterns to form digital pictures. I printed one of my masterpieces when I was finished, and my teacher said it looked like a real artist had made it. My father and older sister are lawyers, and most of my family likes to predict that I will be one, too. However, I would rather use graphics tablets than legal pads!

Ask your child to form other words by using the prefixes and suffixes in the chart.

1. Pretest
   A. a test given before material has been taught
   B. a test that is not given has been taught

2. Portable
   A. able to be carried
   B. one who carries things

3. Incredible
   A. not able to be believed
   B. not able to be spoken

4. Movable
   A. one who moves things
   B. able to be moved

5. Artist
   A. one who makes art
   B. able to make art

6. Predict
   A. said beforehand
   B. not ever spoken

Words with Suffixes -able, -ible

1. Noticeable
2. Passable
3. Convertible
4. Wearable
5. Avoidable
6. Capable
7. Profitable
8. Applicable
9. Accessible
10. Breakable
11. Destructible
12. Excitable
13. Invincible
14. Sensible
15. Edible
16. Comprehensible
17. Credible
18. Returnable
19. Permissible
20. Reproducible

Ask your child to form other words by using the prefixes and suffixes in the chart.
Write the correct plural form of each underlined noun.

1. We watched movie about animals in a variety of climates.  
   movies

2. The penguin waddled across the ice.  
   penguins

3. Some slipped and fell into snowy ditch.  
   ditches

4. Spotted deer raced through a forest.  
   deer

5. Orange butterfly flew across the field.  
   butterflies

6. Arctic fox have thick white fur.  
   foxes

7. Huge moose galloped into the distance.  
   moose

8. Speckled trout swam in the stream.  
   trout

Write the plural form of the noun. Then use the plural to write a sentence.

9. camera  
   cameras  
   Marisa has several cameras.  
   Possible responses are shown.

10. hobby  
    hobbies  
    Nature photography is one of her hobbies.

11. mouse  
    mice  
    Today she is taking pictures of mice.

12. bush  
    bushes  
    She waits quietly near the bushes.

--

Read the Vocabulary Words. Then write the Vocabulary Word that best completes each sentence.

pelting  wedged  ideal  perched  stranded  blurted  slunk

I thought it was an (1) ___________ day for a bike ride until I hit a rock and was (2) ___________ in the middle of nowhere with a flat tire. While I was walking my bike home, I saw a squirrel (3) ___________ in a nearby tree. It was watching a cat slowly (4) ___________ under the hedge. Suddenly the squirrel (5) ___________ out a loud screech. I looked and saw a baby squirrel (6) ___________ between the tree trunk and a rock. My initial reaction was to begin (7) ___________ the cat with some fruit snacks I had in my pocket. I didn’t want to hurt it—just scare it away.

Continue the story above. Choose three or more Vocabulary Words. Write a sentence for each word about what happened to the squirrels, the cat, and the narrator.  
Accept reasonable responses.
**Resolution**

1. Antoine tells his father why he was late. His father is proud of his actions.
2. The teacher’s clap for attention was as loud as thunder booming through the stormy sky.
3. The kite was a bird in flight, fighting to be free.
4. At the end of a long day, my blanket is a fluffy chick, soft and warm.

**Possible responses are shown.**

- Antoine tells his father why he was late. His father is proud of his actions.
- The man who helped me reach the top shelf was as tall as a sky scraper.
- At the end of its string, the kite was a bird in flight, fighting to be free.
- The teacher’s clap for attention was as loud as thunder booming through the stormy sky.
- The blanket was a fluffy chick, soft and warm.

**Fill in the story map as you read “The Long Bike Ride.”**

**Plot Events**

- Antoine finds a stranded sea lion pup and wants to help it.
- Antoine tells his father why he was late. His father is proud of his actions.
- Antoine shows his friends the sea lion pup, but he doesn’t want to be late getting home.
- Antoine leaves the sea lion pup and gets home late.
- Antoine’s father gets angry.
- Antoine reads that the sea lion pup freed itself.

**Possible responses are shown.**

- Antoine shows his friends the sea lion pup.
- Antoine leaves the sea lion pup and gets home late.
- Antoine’s father gets angry.
- Antoine reads that the sea lion pup freed itself.

**Figurative Language**

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Type of Figurative Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>We swam like hungry sharks after a school of fish.</td>
<td>Simile</td>
</tr>
<tr>
<td>The calm sea spoke to me like a mother to her child.</td>
<td>Personification</td>
</tr>
<tr>
<td>The sea lion pup’s eyes were like dark pools of ink.</td>
<td>Simile</td>
</tr>
<tr>
<td>At the edge of the beach, the water was a lapping tongue.</td>
<td>Metaphor</td>
</tr>
<tr>
<td>The turtle was as clumsy as a newly crawling baby.</td>
<td>Simile</td>
</tr>
<tr>
<td>Tiny crabs scurried like ants running across the hot sand.</td>
<td>Simile</td>
</tr>
<tr>
<td>The whale’s fin looked like a drooping flag sticking up out of the water</td>
<td>Simile</td>
</tr>
</tbody>
</table>

**Write a sentence using each simile or metaphor.**

1. As tall as a sky scraper.
2. As loud as thunder. 
3. As a fluffy chick.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. poisonous
2. glamorous
3. joyous
4. adventurous
5. courageous
6. disastrous
7. generous
8. miraculous
9. studious
10. hilarious
11. envious
12. industrious
13. infectious
14. mysterious
15. suspicious
16. advantageous
17. gorgeous
18. nutritious
19. nauseous
20. outrageous

Have your child write two Spelling Words that have a common letter so that they criss-cross. Have them repeat until they write each word.

1. the swimsuit that belongs to a child: a child's swimsuit
2. the beach ball that belongs to the girls: the girls' beach ball
3. the towels that a family owns: a family's towels
4. the lunches that belong to the women: the women's lunches
5. the basket that belongs to my grandparents: my grandparents' basket
6. the beaks of two birds: two birds' beaks
7. the fins of a fish: a fish's fins
8. the teeth of the whales: the whales' teeth
9. the pattern of the shell: the shell's pattern
10. mouse
11. deer
12. goose

Possible responses are shown.

The mouse's whiskers twitched when it was scared.
The deer's antlers were shed in the spring.
The goose's feathers were white and gray.

Ask your child to write the names of four animals. Have your child write sentences that include the singular and plural possessive forms of each name.
Write the Vocabulary Word that goes with each idea.

1. sensing something
2. looks on the bright side
3. Right now!
4. tide washing out
5. to do something in a sloppy manner
6. dazed and confused
7. sorrow over an action

Use what you know about the Vocabulary Words to answer the questions below.

8. When might remorse be helpful?

9. How can you tell if someone is an optimistic person?

10. If you wrote a paper haphazardly, what might your teacher say?

Possible responses are shown.

It can be helpful when it teaches someone a lesson.

That person is usually smiling and enthusiastic about life.

Please write this paper again, and be more careful this time.

Kyle and BeeBee survive the tsunami and find out their parents are safe. Kyle overcomes his fear of Daren.

Read each section of “Escaping the Giant Wave.” Then fill in the corresponding section of your story map.

Possible responses are shown.

• Kyle, BeeBee, Pansy, Daren, Norm, Josie

Kyle and BeeBee are trying to protect themselves from the dangers of a tsunami.

Kyle and BeeBee survive one giant wave when they hide with Pansy behind a giant tree.

Kyle and BeeBee worry about the safety of their parents and Norm and Josie.

At daylight, Kyle and BeeBee return to the beach. They find Daren and Norm safe.
Read the story below. Then fill in the graphic organizer.

**Possible responses are shown.**

“The John Adams School has challenged us to a poetry contest,” said Mr. Watson, the English teacher. “You can write on any subject, but I need all poems by the end of the day. The top three will be entered in the contest.”

Ali smiled. She had been writing poems for years. She was free the last hour of the day and would whip something up then. She was sure to win the contest.

Mark wanted to win, too. Maybe if he started now, he would have a few lines by the end of the day. He pulled out his notebook and wrote down some ideas. After first period, he chose a topic. During lunch, he wrote the first three lines.

“You don’t have a chance of winning,” said Ali as she walked by with her tray.

By the last period, Mark had a three-stanza poem. It had been rewritten four times and was neatly printed on a clean sheet of paper.

“Oh no!” Mark heard Ali’s wail. “I just spilled water all over my poem. I don’t have time to do it over.”

Mark read his poem again. It might not win the contest for his school, but it was a good try. And it would be in on time.

**Theme**

- **Characters’ Qualities**
  - Ali—overconfident
  - Mark—hardworking

- **Characters’ Actions**
  - Ali—writes poem during last period
  - Mark—starts right away

- **Setting**
  - modern day school

-Language Hello to the last. It’s better to plan ahead than to wait until the last minute.

**Name ____________________________**

**Lesson 13 Practice Book**

**Author’s Purpose**

Each sentence below is a topic sentence for a story or an article. In the blank, write the author’s purpose for writing. Choose from the following purposes: to entertain, to inform, or to persuade.

1. Max was taking his dog for a walk when he saw something sparkle in the grass. **to entertain**

2. Once upon a time, in a kingdom far away, a lonely giant lived in the middle of a dark forest. **to entertain**

3. Dear Mom, I’m writing this letter to let you know why I would like to spend this summer on Grandpa’s farm. **to persuade**

4. The Chinese invented many things we use today, including paper, boat rudders, fans, and spaghetti. **to inform**

- **Write the first sentence for a story or an article that fits each purpose listed below.**
  - to entertain: ____________
  - to inform: ____________
  - to persuade: ____________

Accept reasonable responses.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. actual
2. beckon
3. burden
4. captain
5. comparison
6. example
7. foreign
8. people
9. informal
10. label
11. medal
12. peddle
13. personal
14. pigeon
15. several
16. special
17. sudden
18. natural
19. veteran
20. usual

Choose ten words and scramble the letters. Have your child unscramble the letters and write the Spelling Words.

Subjective and Objective Case Pronouns; Antecedents Lesson 13
Write the correct pronoun to replace the underlined word or words.

1. Omar and his classmates arrived for a beach clean up. They
2. The teacher asked the students to work in pairs. him
3. Ms. Kwan told the students to ask Mr. Johnson for trash bags. them
4. Omar spied an old shoe, and he put the shoe in a trash bag. it
5. Then Omar noticed unusual shells near Ms. Kwan. he
6. Ms. Kwan was interested in discussing the shells with Omar. she

Rewrite the sentences. Replace the incorrect pronouns with correct pronouns.

7. Michael planted trees, so him could help Uncle Luke. he
8. "You and I (or We) will make a good team," Uncle Luke said. you
9. Ann came by, and her helped with the planting. she
10. "Thanks for helping Michael and me (or us)," Uncle Luke said. us

Have your child write four sentences, each of which includes the name of one or more family members. Then have your child rewrite the sentences, replacing the nouns with pronouns.

Student Edition pp. 78–79
Match the Vocabulary Word in the box with the situation it fits best. Write the word in the blank.

1. Which word describes the way a person tries walking on a sprained ankle? cocky

2. Which word best describes rotten food? gingerly

3. Which word describes a cold that never seems to go away? terminal

4. Which word best describes someone with excessive pride? rank

Use what you know about the Vocabulary Words to answer the questions below. Write complete sentences.

5. When was the last time you winced? What caused you to do this? I winced when I bumped my sore arm on a table.

6. What is the difference between an acquaintance and a friend, in your opinion? An acquaintance is someone you know a little, but a friend is someone you know well and trust.

7. What possession would you be willing to retrieve from the trash if it were accidentally thrown away? Why? I would be willing to retrieve my yellow socks because whenever I wear them, something good happens.

8. What could you do when you are stymied about what to do for your mom on Mother's Day? I could talk to Mom about her favorite meal and then have someone help me make it.

With your child, discuss the Vocabulary Words. Take turns using the words in sentences that tell about your day or a shared experience.
Read the story below. Then fill in the graphic organizer with information from the text.

Setting

outdoors around Penny’s house and at Bald Knob

Character

Penny is determined.

Character’s Qualities

Penny wants to earn the Outdoor Expert badge. She exercises and prepares for a five-mile hike up Bald Knob.

Character’s Actions

She finishes the hike easily.

Theme

Extra effort can make all the difference in achieving your goals.

Possible Responses are shown.

Penny didn’t think she had a chance of earning the Outdoor Expert badge. She knew how to make a good fire and how to put it out safely. She also knew how to build a lean-to with branches. Those parts of the competition were timed, but she was confident she could finish within the time allowed. It was the five-mile hike that worried her. Contestants were given three hours and one canteen of water to make it up Bald Knob—a steep mountain with a rocky path. To prepare, Penny decided to exercise and strengthen her legs. Then she practiced walking up slopes. After a month, she felt much stronger. On the day of the event, Penny made it up the slope with ease. As she held her badge, she smiled happily.
Circle the appropriate possessive pronoun to complete each sentence.

1. Next week, (theirs, our, mine, hers) school will celebrate Earth Day.
2. Has (yours, your, their, our) ever celebrated it?
3. Students at (mine, yours, our, my) school have done research for months.
4. The students are ready to present (yours, mine, their, hers) projects.
5. Because Jan's presentation is more fragile than Bob's, she displays (its, her, our, my) very carefully.
6. Unlike ours, Ana and Bob's project is about forests, and (your, theirs, its, her) may win a blue ribbon.
7. I hope people like the climate change display, because it's (my, our, mine, their).
8. Let me know whether (yours, theirs, mine, your) school ever celebrates Earth Day.

Underline the pronoun in each sentence. Then write reflexive or indefinite to describe the pronoun.

9. Monday was a day when everyone wanted to sled. __________ indefinite
10. None of the neighbors had expected so much snow. __________ indefinite
11. Richard carried his sled to the hill himself. __________ reflexive
12. The neighbors had been preparing themselves for sledding. __________ reflexive
13. Richard heard someone yell, "Luz is going down the hill!" __________ indefinite
14. Somebody was filming with a video camera. __________ indefinite
15. Watching the video, Luz saw herself sledding. __________ reflexive

Underline the sentence that uses the Vocabulary Word in a way that makes sense.

<table>
<thead>
<tr>
<th>Sentence 1</th>
<th>Sentence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It is prudent to know when to go and when to stay.</td>
<td>It is prudent to never brush one's teeth.</td>
</tr>
<tr>
<td>2. Walking the sandy beach was arduous for us.</td>
<td>Walking the rocky trail was arduous for us.</td>
</tr>
<tr>
<td>3. Your impossible demands made it too hard to continue.</td>
<td>Your impossible demands made the meeting go smoothly.</td>
</tr>
<tr>
<td>4. I am indebted to you for the confusion at the train station.</td>
<td>I am indebted to you for your help at the train station.</td>
</tr>
<tr>
<td>5. The frown you showed me implied you were pleased with the results.</td>
<td>The frown you showed me implied that you are dissatisfied.</td>
</tr>
<tr>
<td>6. Your phone call with the good news put me in a state of bliss.</td>
<td>Your disturbing phone call put me in a state of bliss.</td>
</tr>
<tr>
<td>7. I would rather have a stationary bridge than a swinging one.</td>
<td>I would rather have a stationary bridge than a solid one.</td>
</tr>
<tr>
<td>8. The letters on the top of the card were entwined to look like one.</td>
<td>The letters on the top of the card were entwined at opposite corners.</td>
</tr>
<tr>
<td>9. The communal bicycle race was for everyone in the neighborhood.</td>
<td>The communal bicycle race was by invitation only.</td>
</tr>
<tr>
<td>10. It became apparent that we knew the sun would shine next week.</td>
<td>It became apparent that the sun was going to shine.</td>
</tr>
</tbody>
</table>
Read each sentence. Then identify the words that form the type of figurative language listed in parentheses.

1. Raphael tore through the crowd like a hurricane. (simile)
2. Rain danced on the windowpane. (personification)
3. The girl was a cat on tiptoe as she walked through the house. (metaphor)
4. The flower grew toward the window for a kiss from the sun. (personification)
5. The ball bounced as if it had a spring in it. (simile)

Use each phrase below in a sentence of your own.

6. as light as a balloon:
7. laughing stars:
8. like a tiger on the prowl:
9. was a howling monkey:
10. the pencil danced:

Possible responses are shown.

He was as light as a balloon as he danced across the floor.
The laughing stars smiled down on our late-night game of tag.
Like a tiger on the prowl, she hunted for a snack in the empty pantry.
He was a howling monkey as he shouted over the rattle of the cafeteria.
The pencil danced across my page as I wrote my final essay of the school year.

Read each fable. Then write a theme that reflects its meaning.

Cat and Mice
Some mice decided to hold a meeting about a certain cat that had been bothering them. They were trying to find a way to warn each other when the cat was close by.

Everyone agreed that a bell would warn them the cat is coming, but none thought about how to get the bell on the cat.

Theme: The mice agree that a bell would warn them the cat is coming, but none thinks about how to get the bell on the cat.

Crow's Plan
A very thirsty crow saw a pitcher with water in it. When he flew down to drink, he found that the mouth of the pitcher was too narrow, and the water too low to reach.

Then he saw some pebbles nearby and proceeded to drop them one by one into the pitcher. The water rose higher and higher until it was near the top of the pitcher, and the crow could finally get a drink of water.

Theme: Necessity is the mother of invention.

Possible responses are shown.

A good plan must be well thought out.
Necessity is the mother of invention.
The mice agree that a bell would warn them the cat is coming, but none thinks about how to get the bell on the cat.
The crow thought of a creative solution for getting water because he was thirsty.
Preﬁxes, Sufﬁxes, and Roots

Lesson 15

Combine a preﬁx or sufﬁx (or both) from Box A with a root word from Box B to complete each sentence. Possible responses are shown.

Box A

prefixes: in-, im-, re-, un-, de-
sufﬁxes: -ful, -ment, -ible

Box B

root words: able, assure, commit, correct, hope, take
roots: cred, struct

1. I was _________ to pass the test.
2. They answered most of the questions _________ and received a high grade.
3. I believed Lauren because her answers were _________.
4. The wrecking ball will _________ the buildings.
5. Jason will _________ the test next week.
6. Everyone should make a _________ to study.
7. Lauren was _________ that Jason could pass on his second try.
8. She tried to _________ him that he would do well.

Make two more words using word parts from Box A, from Box B, or from other word parts you know. Use each word in a sentence of your own. Possible responses are shown. Jason’s answers were _________ He knew he would have to recommit himself to studying for the test.

Poetic Devices

Lesson 15

Read the poem and look for the following poetic devices: repetition, rhyme, alliteration, onomatopoeia. Then answer the questions below.

Winter

(1) The ground was aglow
(2) a reflection of stars on new snow below.
(3) The soft ﬂutter of falling ﬂakes
(4) had awakened birds from their sleep.
(5) The sang a distant chirp
(6) to a moon hung high over this clear, clear night.

1. What poetic device is used at the end of lines 1 and 2? _________
2. What words are used in line 3 to create alliteration? _________
   and flakes
3. In what line did the poet use onomatopoeia? How do you know? _________
   Onomatopoeia is used in line 5 because the word chirp is also a sound.
4. What two poetic devices are used in line 6? _________
   alliteration and repetition

Use poetic devices to write lines from a poem. Identify the type of poetic device you use. Accept reasonable responses.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

Spelling Words

1. convertible
2. breakable
3. sensible
4. permissible
5. profitable
6. glamorous
7. infectious
8. advantageous
9. gorgeous
10. joyful
11. beckon
12. example
13. foreign
14. informal
15. sudden
16. consumer
17. monitor
18. rumor
19. vinegar
20. whimper

1. Which is the correct plural form of the underlined noun in Sentence 1?
   A butterfly
   B butterflies
   C butterflys
   D butterflies

2. Which change, if any, should be made to Sentence 2?
   A Change garden's to gardens.
   B Change flowers to flowers'.
   C Change flowers to flower's.
   D Make no change.

3. Which plural noun in Sentence 3 is NOT correct?
   A Trouts
   B streams
   C fish
   D pads

4. Which word in Sentence 4 is a singular possessive noun?
   A scene
   B boy's
   C bike
   D friends'

5. Which is the correct way to write the underlined noun in Sentence 5?
   A Juans
   B Juans'
   C Juane's
   D correct as is

6. Which is the correct plural form of the underlined noun in Sentence 6?
   A leaf's
   B leaves
   C leave's
   D leafs
Read this part of a student’s rough draft. Then answer the questions that follow.

Mia and Ralph wanted to build a birdhouse in their backyard, near the spot where they liked to have lunch.

They knew that everyone in town bought building supplies at Chang’s Hardware.

Mia asked her dad for their help in bringing home the building supplies.

“Mom and I can both help you,” Dad told her.

“Me and you together can get the supplies quickly,” Mom said to Dad.

Within a few days, the family had built itself a new birdhouse.

1. Which word in Sentence 1 is a possessive pronoun?
   A Mia
   B Ralph
   C their
   D they

2. Which word in Sentence 2 is an indefinite pronoun?
   A They
   B everyone
   C Chang’s
   D Hardware

3. Which pronoun should replace the underlined word in Sentence 3?
   A your
   B our
   C his
   D Make no change.

4. Which word in Sentence 4 is a subject pronoun?
   A Mom
   B I
   C you
   D her

5. Which change should be made to the underlined words in Sentence 5?
   A You and I
   B I and you
   C You and me
   D Make no change.

6. Which change should be made in Sentence 6?
   A Change family to families
   B Change itself to themselves
   C Change it's to it's
   D Make no change.

The problem with a perfectionist is that he or she has to have everything right, down to the last detail. In writing, the most precise word will do. In making something, every detail must be attended to. If a flaw is found, it’s back to the drawing board. This need to do everything without mistakes causes the person to regulate all aspects of the project. Since I need someone with these qualities to run this experiment, I’m going to compensate my instructor for a partner.

Write the Vocabulary Word that best completes each analogy.

7. Hot is to cold as sloppy is to ________________________.
   A precise
   B trial
   C perfectionist
   D regulated

8. Helpful is to beneficial as test is to ________________________.
   A precise
   B trial
   C perfectionist
   D regulated

9. Cheerful is to optimist as demanding is to ________________________.
   A precise
   B trial
   C perfectionist
   D regulated

10. Practiced is to rehearse as control is to ________________________.
    A precise
    B trial
    C perfectionist
    D regulated

11. Slow is to cold as sloppy is to ________________________.
    A precise
    B trial
    C perfectionist
    D regulated

12. Destroyed is to damaged as prevented is to ________________________.
    A precise
    B trial
    C perfectionist
    D regulated
As you read "The Man Who Made Time Travel," fill in the sequence chart with events from John Harrison’s life.

Review the information in your graphic organizer. Then, on a separate sheet of paper, write a summary of the section.

Possible responses are shown.

As a boy, John Harrison was a bell ringer. His curiosity led him to learn about mathematics and laws of motion. Harrison became a carpenter and experimented with making clocks.

In 1714, Britain offered the Longitude Prize to anyone who could find a way to measure longitude at sea.

Harrison created his final clock, H5. H5 was never given the Longitude Prize; so Harrison petitioned the King, who gave him the remaining prize money. However, the Longitude Prize was never officially awarded to anyone.

Point of View

Read each passage. Then answer the questions.

1. What is the point of view?
2. What clues tell you this?
3. This paragraph is an example of what genre?
4. What is the point of view?
5. What clues tell you this?
6. This paragraph is an example of what genre?

With your child, rewrite one of the passages on this page, changing its point of view. Talk about how the language and the outlook changed when the point of view changed.

Nevil Maskelyne sniff ed impatiently as the clock was brought before the Board of Longitude. He was sure the monstrosity would not keep accurate time. After all, it had been cobbled together using cheap materials—mostly wood—and made by a mere carpenter. Nevil was still learning about the heavens but certainly that the stars were a more reasonable and reliable resource for measuring longitude.

It was almost too much to bear! That self-important man carried away my precious clocks. The largest part of my life—all my years of thought and care and labor—burned away with them. I knew Maskelyne would leave no test untried and would subject them to every extreme of the elements in order to discredit my work. I could only turn my back. Then came the horrific, splintering noise. The careless laborers had dropped H1. It lay in fragments on the stones. At that moment, my heart seemed to shatter, too.

third person

The passage uses the pronouns he, his and him. It is told by an outside observer.

first person

The passage uses the pronouns I and my. It is told by the principal character, who relates his own experience.

biography

The passage uses the pronouns he, his and him. It is told by an outside observer.

autobiography

The passage uses the pronouns I and my. It is told by the principal character, who relates his own experience.

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The passage uses the pronouns he, his and him. It is told by an outside observer.

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The passage uses the pronouns I and my. It is told by the principal character, who relates his own experience.

biography

The passage uses the pronouns he, his and him. It is told by an outside observer.

autobiography

The passage uses the pronouns I and my. It is told by the principal character, who relates his own experience.
As our friends wished us bon voyage, we boarded the cruise ship. After we found our stateroom and unpacked our bags, we were ready for a bite to eat. To our surprise, everything in the dining room was à la carte. We had expected to have only buffet service. As soon as the waiter delivered our food and said “bon appetit,” the ship began to rock. We had hit some rough seas.

When the waiter returned to refresh our drinks, the boat suddenly tilted. The drinks slid off his tray and onto our laps. The waiter was very apologetic and repeated one mea culpa after another. He later returned to our table with a complete set of clothes from the boutique on board. He also gave us carte blanche to help ourselves to anything in the dining room. Wow! We were definitely fans of this cruise line.

Find another foreign word in the paragraph. Use a dictionary to describe what it means and to identify its origin.

boutique; it is a French word for a small store

buffet; it is a French word for a meal in which guests serve themselves
Lesson 16

If the underlined adjective is correct, write correct. If not, write the correct adjective.

1. One of Gina’s least favorite activities is making a schedule. __________
2. She likes to do many creative things than that. __________
3. Her happier moments of all are spent hammering and sawing. __________
4. Gina built the longest skate ramp in her neighborhood. __________
5. She also built the large of all the bookcases in her house. __________
6. Gina wanted most time to build than she already had. __________
7. She ended up spending an hour creating a schedule. __________
8. Following that schedule gave her more time to build. __________
9. Gina no longer thinks making a schedule is the worse thing to do. __________

10. John was flying on the __________ plane he had ever seen. (big)
11. From high in the sky, the cars looked __________ than ants. (small)
12. Frightened, John decided to be __________ about future travel. (careful)
13. He thought that the __________ way to travel might be by car. (good)
14. Then John saw one of the __________ sunsets ever. (beautiful)
15. Maybe flying was not the __________ way to travel, after all. (awful)

Complete each sentence. Use the correct form of the adjective in parentheses ( ).

With your child, discuss the Vocabulary Words and their meanings. Ask your child to read the sentences to you and explain why he or she chose each ending.

Name __________________________

Adjectives

Lesson 16

Name __________________________

Robust Vocabulary

Lesson 17

Name __________________________
As you read “Maniac Magee,” fill in the story map to help keep track of important events in the story.

### Possible responses are shown.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maniac Magee, Amanda, Mr. Cobble</td>
<td>The setting is the street in front of Cobble’s Corner in Two Mills, present day.</td>
</tr>
</tbody>
</table>

**Conflict**

Maniac Magee wants to untie Cobble’s Knot to change the town’s opinion of him and become a hero.

**Plot Events**

- People gather around to watch Maniac work on the knot.
- Maniac takes a nap.
- Maniac makes progress on the knot, and it slowly starts to come undone.

**Resolution**

Maniac unties Cobble’s Knot and the town celebrates. He wins the prize of a year of free pizzas.

Review the information in your story map. Then write a summary of the selection on a separate sheet of paper.

---

Read the story below. Then answer the questions in complete sentences.

**The Inverted Hand-Walker**

Marshall Mathews could do one strange and amazing thing—he could walk for blocks on his hands. No one knew why or how he learned to do this. One day, it seemed, he just flipped his feet to the sky and began walking on the palms of his hands.

“Well, he won’t wear out his shoes,” said his mother as she smiled nervously. “Yes,” agreed his father, even though he felt the habit was rather bizarre.

Mrs. Mathews sighed and shook her head. Long ago, she had stopped being concerned with what the neighbors thought of her unusual son. She knew that people would eventually realize that Marshall was very talented.

---

1. What is the point of view?

   **It is told from third-person omniscient point of view.**

2. What clues tell you this?

   **The passage uses the pronouns he, his, and him, so it is third-person. It is told by an outside observer who knows the thoughts of multiple characters, so it is omniscient.**

3. Imagine that the story were told from first-person point of view. How would the story be different?

   **Possible response: The story would not involve what others think of Marshall, except as he experiences their reactions to him. It would include pronouns such as me and I.**
Words with Prefixes -im, -in, ir-, il-

Lesson 17

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. inability
2. inaccessible
3. inadequate
4. inadmissible
5. inappropriate
6. inattentive
7. impress
8. inaudible
9. indigestion
10. irrational
11. insecure
12. irresponsible
13. immobile
14. immovable
15. impartial
16. impassive
17. ineffective
18. illogical
19. illuminate
20. improper

Main and Helping Verbs

Circle each verb. Then identify it as main verb only or helping verb and main verb.

1. Sports and art have been important in our school.
   Helping verb and main verb
2. We take them very seriously.
   Main verb only
3. Each student has worked hard in an area of personal interest.
   Helping verb and main verb
4. Did you see our case of trophies and awards?
   Helping verb and main verb
5. Our team challenged another team to a volleyball competition.
   Possible responses are shown.
   Helping verb and main verb
6. The new student had said he was a good volleyball player.
   Helping verb and main verb
7. The net stretched across the field.
   Helping verb and main verb
8. The players take their positions.
   Helping verb and main verb
9. We played our best.
   Main verb only
10. Our school achieved first place in the league.
    Helping verb and main verb
11. Our team had challenged another team to a volleyball competition.
    Helping verb and main verb
12. The new student had said he was a good volleyball player.
    Helping verb and main verb
13. The net was stretched across the field.
    Helping verb and main verb
14. The players were taking their positions.
    Helping verb and main verb
15. We have played our best.
    Helping verb and main verb
16. Our school has achieved first place in the league.
    Helping verb and main verb

Possible responses are shown.

Ask your child to look around outside your home and tell you what is happening. Have him or her write four sentences with helping verbs to explain the action.
Underline the sentence that uses the Vocabulary Word in a way that makes sense.

<table>
<thead>
<tr>
<th>Sentence 1</th>
<th>Sentence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Everyone marveled when the cat licked her fur.</td>
<td>Everyone marveled when the cat found her way back home.</td>
</tr>
<tr>
<td>2. The beacon on the hill showed us the way to safety.</td>
<td>The beacon on the hill helped everyone hear better.</td>
</tr>
<tr>
<td>3. If we raise a clamor, maybe we can stop the barn from being torn down.</td>
<td>If we raise a clamor, maybe no one will pay attention to us.</td>
</tr>
<tr>
<td>4. The only disturbance was the fire sirens blaring all night long.</td>
<td>The only disturbance was the child's soft breathing.</td>
</tr>
<tr>
<td>5. She was so enthralled by the music that she started dancing in the store.</td>
<td>She was so enthralled by the music that she turned it off.</td>
</tr>
<tr>
<td>6. When the sore throat persisted, Sally's mother took her to the doctor.</td>
<td>When the sore throat persisted, Sally's mother was relieved.</td>
</tr>
</tbody>
</table>

Use what you know about the Vocabulary Words to answer the questions below.

7. When might people have an objection to my playing the drums?
   People might object when they are trying to rest or sleep.

8. Why would it be a coincidence if two friends ran into each other in a distant city?
   It would be a coincidence because it would be unusual to meet someone you know so far from home.

Read each section of "The Kid Who Named Pluto." Then fill in the graphic organizers to identify the main idea and details for each section. Possible responses are shown.

Section 1 pages 468–471

- Clyde Tombaugh discovered Planet X.
- Astronomers agreed that Pluto was the perfect name for Planet X.

Section 2 pages 472–475

- Clyde Tombaugh saw an unknown object in the solar system.
- Pluto was a god of the dark and distant underworld; Planet X was dark and distant.
- Astronomers believed a ninth planet might exist.
- The god Pluto could make himself invisible; Pluto had been "invisible" to scientists for centuries.
- Pluto begins with the letters PL; PL would be a tribute to Percival Lowell.

Review your graphic organizer. Then write a summary of the selection.
Read the paragraph. Then fill in the boxes with evidence from the paragraph that supports the judgment, or assertion.

**Evidence**

Scientists estimate that there are more than 25,000 underwater volcanoes, many of them active. When they erupt, hot gases stored deep inside earth rise up and dissolve the minerals on the sides of the volcanoes. The debris settles in a mound. One such mound, off the coast of Japan, is almost five miles underwater. The mound is really a "mountain" ten stories high and more than three miles in diameter. Scientists believe that it contains gold, silver, copper, and other precious and nonrenewable minerals and metals. So far, they have only been able to carry small lumps of the debris to the ocean's surface, using the mechanical arms on the outside of their small deep-water submarine. Tests done on the lumps show they contain an unusually high percentage of gold. Now scientists are looking for economical ways to extract the minerals and precious metals from the debris.

**Judgment/Assertion**

A large amount of gold, silver, and copper can be mined from the bottom of the ocean.

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**Follow Multiple-Step Instructions**

Read the instructions on the application form for a library card. Fill in the blanks with the proper information.

The Everytown Public Library
222 Main Street
Everytown, USA 00000

Library Card Application

Instructions:
1) Complete the application in full.
2) Sign the application.
3) Give the completed application to your teacher.

PART A

(Please Print)

LAST NAME ______________________ FIRST NAME ______________________
CITY ______________________ STATE ______ ZIP ______
E-MAIL ADDRESS ______________________
SCHOOL NAME ______________________

PART B

Please check the boxes next to the programs that most interest you:

- [ ] lectures
- [ ] arts and crafts
- [ ] homework help
- [ ] author readings
- [ ] poetry contests
- [ ] book fairs
- [ ] book clubs
- [ ] workshops

Signature ______________________

STAFF USE ONLY: Date __________ ID NUMBER __________

Help your child get an application from your local public library or another location and work together to fill it out.
Words with Suffixes -ant, -ent, -ist

Lesson 18

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. compliant
2. contestant
3. immigrant
4. informant
5. inhabitant
6. significant
7. irritant
8. observant
9. resident
10. panelist
11. participant
12. scientist
13. biologist
14. columnist
15. medalist
16. cartoonist
17. efficient
18. pollutant
19. obedient
20. confident

Write each of the Spelling Words backwards and have your child write the words correctly.

Identify the underlined word in each sentence as direct object or indirect object.

1. My neighbor gives me a book about the solar system.
2. I say that I will return it after I finish reading it.
3. I carefully read each chapter with great interest.
4. I return the book and tell my friend really like it.

Possible responses are shown.

Simon feels happy when he paints flowers.
He feels the bristles of the paintbrush.

Write a sentence for each verb, using the form identified in parentheses ( ).

5. feels (linking verb)
6. feels (action verb)
7. smells (linking)
8. smells (action)
9. looks (linking)
10. looks (action)

Possible responses are shown.

Simon feels happy when he paints flowers.
He feels the bristles of the paintbrush.

The painting looks almost finished.
Simon looks at it carefully.

Ask your child to write four sentences about a favorite family activity. Tell him or her to use linking verbs in two of the sentences and action verbs in the other two.
Circle the letter of the best answer for each question.

1. Which one is eager?
   A loser  B referee  C winner

2. What might be neglected?
   A chores  B parties  C movies

3. Which one is severe?
   A drizzle  B flurry  C downpour

4. Which one is beloved?
   A stranger  B friend  C enemy

5. Which one can be demolished?
   A river  B shopping center  C performance

6. Which might be humongous?
   A lake  B creek  C stream

7. Which might be abandoned?
   A ocean  B current  C ship

Use what you know about the Vocabulary Words to answer the questions below. Write complete sentences. Possible answers are shown.

8. Why might you be eager to do well on a test?
   I'd be eager because it would improve my grade for the subject.

9. What would you wear in a severe snowstorm?
   I'd wear boots, long pants, heavy socks, a parka with a hood, a scarf, and mittens.

10. How would you feel if you had demolished your friend's science project?
    I would feel guilty and responsible for fixing it.

Read each section of “Buildings in Disguise.” Then complete each chart below. Possible responses are shown.

**Section 1 pages 490–495**

**Main Idea**
Lucy is an important example of mimetic architecture, and people want to preserve it.

**Detail**
Lucy is a giant building shaped like an elephant.

**Detail**
More buildings were modeled after Lucy.

**Detail**
People saved Lucy from being torn down.

**Section 2 pages 496–499**

**Main Idea**
Mimetic buildings were a very popular way to attract attention.

**Detail**
The Big Duck increased sales of ducks and eggs.

**Detail**
The Corn Palace showcased crops.

**Detail**
 Larger Corn Palace buildings were built.

**Section 3 pages 500–503**

**Main Idea**
People preserve mimetic buildings because they represent a unique and interesting part of the nation’s story.

**Detail**
Storybook parks were built in the early 1950s.

**Detail**
Some mimetic buildings are museums.

**Detail**
Preservationists began to focus on mimetic buildings.

Use the information in the charts to write a summary of the selection.
Read the paragraph below. Then write your responses to the numbered items on the lines provided.

1. What assertion could you make about the Town Hall based on this paragraph?
2. Write three examples of evidence that you used to make your assertion.
3. Copy a sentence you could delete from the paragraph because it doesn't support your assertion.
4. What other evidence from the paragraph might support your assertion?

The Town Hall of River Village was 200 years old. It stood at the end of Main Street. Some historic town events had taken place there, but now, the building was in dreadful shape and was no longer being used. It needed a new heating system, and the roof needed to be replaced. Wind, rain, and snow blew through the aging window frames. The floors had rotted in many places and were unsafe. To repair and paint the exterior would cost many thousands of dollars. River Village had received a small-town grant from the state for the purpose of improving the quality of life in the town. The money could be used for new construction or for renovation. After much deliberation, the town leaders voted to use the funds to build a community swimming pool instead of restoring the Town Hall.

Work with your child to read a short newspaper article and make an assertion about it. Have your child point out evidence that supports the assertion.

Possible responses are shown.

1. The Town Hall was a historic building that needed too much work to be restored.
2. The building needed a new heating system. It needed a new roof. Repainting and painting the exterior would cost many thousands of dollars.
3. It stood at the end of Main Street.
4. The building was in dreadful shape and was no longer being used.

Name

Spelling Words

<table>
<thead>
<tr>
<th>Word Parts</th>
<th>Lessons 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>over-</td>
<td>Lessons 19</td>
</tr>
<tr>
<td>under-</td>
<td>Lessons 19</td>
</tr>
<tr>
<td>sub-</td>
<td>Lessons 19</td>
</tr>
</tbody>
</table>

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.
If the underlined verb is correct, write correct. If not, write the verb correctly. Use the present tense.

1. We build birdhouses for our science project. correct
2. They are part of the unit on animal habitats. are
3. I make the floor and walls. make
4. My partner hammers the roof on top. hammers
5. She puts the finished product into the car. correct

Write a sentence that begins with the pronoun given and includes the correct present-tense form of the verb in parentheses ( ).

Possible responses are shown.

6. I (go) to the architecture exhibit.
7. He (guess) the name of my favorite architect.
8. She (design) many different buildings.
9. They (have) a unique style.
10. We (take) pictures of the exhibit.
11. You (run) back to the car.
12. It (be) time to go home.

Read the Vocabulary Words. Then write the Vocabulary Word that best completes each sentence.

aficionados astute avid brainchild
commemorate conventional traction unison
utilitarian wage

1. Was the big fundraiser your __________?
2. My parents consider themselves __________ when it comes to growing orchids.
3. The statue was erected to __________ their hard work and heroism.
4. Grandpa's old truck is strictly __________.
5. We are going to __________ a campaign to get a new playground.
6. __________ wisdom tells me that your plan will not succeed.
7. We sound like one voice when we sing in __________.
8. My brother is a(n) __________ golfer.
9. The girl made a(n) __________ observation about the magician's trick.
10. A car's rubber tires give it __________ on the road.

Write two new sentences using Vocabulary Words from the box above.

Possible responses are shown.

11. We are planning a party to commemorate our graduation from sixth grade.
12. The choir sings the school song in unison before every basketball game.
Read the passage below. It is told from third-person omniscient point of view. Rewrite the passage to show first-person point of view. Accept reasonable responses.

Isabelle laced up her skates and took to the ice. She glided around twice before deciding to practice a few jumps and spins. She was glad to have the ice to herself this morning. It was hard getting practice in now that the ice rink was open to the public more often. She stopped and turned when she heard her name called. There were her friends, Colleen and Marla, skates laced and gliding toward her.

"Trying to get a practice skate in?" Marla asked her. She smiled at Colleen who winked at her. Both knew that Isabelle wanted to be a champion ice skater, and they loved to tease her about it.

Isabelle shrugged and smiled. "Trying," she told them. "You know it'll be open to the public in half an hour, don't you?"

"Of course," Colleen told her as she started to skate away.

"That's why we came early, too!"

I laced up my skates and took to the ice. I glided around twice before deciding to practice a few jumps and spins. I was glad to have the ice to myself this morning. It was hard getting practice in now that the ice rink was open to the public more often. I stopped and turned when I heard my name called. There were my friends, Colleen and Marla, skates laced and gliding toward me.

"Trying to get a practice skate in?" Marla asked me. She smiled at Colleen who winked at her. Both knew that I wanted to be a champion ice skater, and they loved to tease me about it.

I shrugged and smiled. "Trying," I told them. "You know it'll be open to the public in half an hour, don't you?"

"Of course," Colleen told me as she started to skate away.

"That's why we came early, too!"

Your child is learning about point of view. Have your child read to you the passage he or she wrote and explain how it is the same as the one above it, told from a different point of view.

Read the passage below. It is told from third-person omniscient point of view. Rewrite the passage to show first-person point of view. Accept reasonable responses.

Roald Engebreth Amundsen wanted to be the first person to reach the South Pole. He had dreamed of this adventure for a long time. Amundsen, a Norwegian, was descended from a long line of merchant sea captains and ship owners. He trained his body to adapt to the Polar Regions by sleeping at night with his windows open, even in winter. He led expeditions through the Northwest Passage between northern mainland Canada and its Arctic islands. This trip took three years to complete.

In the meantime, Ernest Shackleton, an Englishman, set out to be the first person to reach the South Pole. However, Shackleton’s journey ended 97 miles short of his goal. Amundsen’s childhood dream was still alive. He studied Shackleton’s mistakes to learn what to do and what not to do. Finally, Amundsen set out with his crew, which he had hand-picked for their seacoyness and ability to handle the frigid Antarctic weather. Telling no one he was going south, Amundsen waited until the crew was well at sea before telling them his real destination. With stubbornness of heart and a good plan, Amundsen and his crew reached the South Pole on December 14, 1911.

1. What assertions can you make about Amundsen?

   He was a determined, smart man who planned well for his adventures.

2. Cite two pieces of evidence for your assertion.

   Amundsen trained to withstand the polar cold. He also learned from others’ mistakes.

3. Why do you think Amundsen waited to tell his crew about the trip to the South Pole?

   He knew others might try to beat him to the South Pole.

4. What assertions can you make about Shackleton?

   Shackleton may have been a poor planner or may have run into bad luck since he was only 97 miles from the pole when he quit.
Read the answers below. Notice that there are no questions given. Choose a word from the box that matches each answer and use it to write an appropriate question.

albatross • atlas • auburn • bagel
blank • cake • pajamas • taco

Possible responses are shown.

Question
1. What are pajamas?
2. What is an atlas?
3. What is auburn?
4. What is a taco?
5. What is an albatross?
6. What is a bagel?
7. What is blank?
8. What is cake?

Possible responses are shown.

I like to eat bagels with cream cheese in my pajamas on Saturday mornings. I enjoy using colorful frosting to decorate blank cakes.

Follow Multiple-Step Instructions

Read the instructions below. Fill in the form correctly.

VILLAGE OF ASHTON

Dog License Application

2007

Is the dog vaccinated? ☑ Yes ☐ No

Name

WATSON

Street Address
1871 Seminole Road

Telephone Number
780-3882

Dog's Name
MELLY

Color
black

Vaccinated By
Dr. Julia Thomas

Vaccination
Date
2/11/07

License Fee
$25.00

License Due
MARCH 1

Signature of Owner
Marcus D. Watson

Fee Enclosed
$25.00

ALL DOGS OVER 2 MONTHS OF AGE MUST HAVE LICENSE

LICENSE EXPIRES IN FEBRUARY OF THE FOLLOWING YEAR.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. adobe
2. mosquito
3. tornado
4. bouquet
5. envelope
6. inability
7. irrational
8. immobile
9. illuminate
10. indigestion
11. informant
12. significant
13. participant
14. medalist
15. columnist
16. overdraft
17. overdevelop
18. underwent
19. submerge
20. subtitle

Read this part of a student’s rough draft. Then answer the questions that follow.

(1) We had waited a week for our journalism teacher to post the newspaper staff assignments. (2) He had not want to give the assignments without serious planning. (3) He announced that he was posting the assignments when class ended. (4) He told us this year’s decisions had been the more difficult ever. (5) The teacher held up the list and said, “This positions are for next semester.” (6) He added, “I expect this to be the best staff we have ever had!”

1. Which words in Sentence 1 create a verb phrase?
   A. had waited
   B. waited a week
   C. to post
   D. staff assignments

2. Which is the correct way to write the underlined words in Sentence 2?
   A. had not wants to give
   B. do not wants to give
   C. did not want to give
   D. has not wants to gives

3. Which verb in Sentence 3 is a helping verb?
   A. announced
   B. was
   C. posting
   D. ended

4. Which is the correct way to write the underlined word in Sentence 4?
   A. many
   B. much
   C. most
   D. correct as is

5. Which is the correct way to write the underlined word in Sentence 5?
   A. That
   B. These
   C. Them
   D. correct as is

6. Which is the correct way to write the underlined word in Sentence 6?
   A. better
   B. most good
   C. most best
   D. correct as is
(1) Celia watches as the plane rises high in the sky, and then she sets down on a bench to roll the newspapers.

(2) She gives me a wave before she starts on her paper route through our neighborhood.

(3) She carry the newspapers in a big bag over her shoulder.

(4) Her paper route seems long today.

(5) She feels happy when she finishes the route, but she looks exhausted.

(6) Now, she have homework to finish!

1. Which change, if any, should the student make in Sentence 1?
   A. Change watches to watch.
   B. Change rises to raises.
   C. Change sets to sits.
   D. It is correct as it is.

2. Which word in Sentence 2 is an indirect object?
   A. me
   B. she
   C. her
   D. our

3. Which is the correct present-tense form of the underlined word in Sentence 3?
   A. carrying
   B. carries
   C. carried
   D. correct as is

4. Which identifies the underlined word in Sentence 4?
   A. linking verb
   B. predicate adjective
   C. helping verb
   D. predicate nominative

5. Which is true about the underlined verbs in Sentence 5?
   A. Both are action verbs.
   B. Feels is an action verb, and looks is a linking verb.
   C. Both are linking verbs.
   D. Looks is an action verb, and feels is a linking verb.

6. Which is the correct form of the underlined verb in Sentence 6?
   A. is have
   B. did having
   C. has
   D. correct as is

Use what you know about the Vocabulary Words to answer the questions below. Write complete sentences. Possible responses are shown.

6. Why should people in business have to study ethics?

   Business people should know how to gain the respect of the public through honest business practices.

7. What might someone in pursuit of popularity do?

   He or she might work to excel in school or to become a good athlete, actor, or musician.

8. Why might dogs be banned from a playground?

   Some dogs might scare children, bark too loudly, or make a mess.
Read “Ancient Greece.” Then write how you would complete the Venn diagram to compare and contrast the two people or events in each item. Possible responses are shown.

1. Herodotus and Aesop
   - Herodotus wrote history and explored the Mediterranean around 450 B.C. He is called the “father of history.”
   - A.
   - B. Both are famous Greek writers.
   - C. Aesop wrote fables during the 500s B.C. His fables are still told today.

2. Socrates and Plato
   - Socrates was the first to study ethics; he developed a method known as the Socratic method; he taught Plato.
   - A.
   - B. Both men were Greek philosophers.
   - C. Plato was Socrates’s student, wrote a book, and founded a school.

3. Ancient Olympics and modern Olympics
   - Ancient Olympics honored the Greek gods and were held every four years in Athens.
   - A.
   - B. Events include wrestling, boxing and pentathlon; athletes participate in many different sports.
   - C. Modern Olympics are held every two years in different cities; athletes from 200 countries participate.

Check your answers on pages 124 and 125.
Study Techniques

Lesson 21

The five steps of the SQ3R study technique are listed out of order below. Rewrite the steps in the correct order.

SQ3R Steps
Read the selection carefully.
Review your questions and answers.
Write questions to which you want to find the answers.
Survey the entire selection.
Recite the answers to your questions.

1. Survey the entire selection.
2. Write questions to which you want to find the answers.
3. Read the selection carefully.
4. Recite the answers to your questions.
5. Review your questions and answers.

Five topics for a report are listed out of order below. Rewrite the topics in an appropriate order in the outline form provided.

Passage Topics
Entertainment
The army
Soldiers organized into legions
Ancient Rome
Gladiators fought wild animals

6. Ancient Rome
7. Entertainment
8. Gladiators fought wild animals
9. The army
10. Soldiers organized into legions

Spelling Words
1. pedal
2. peddler
3. pedestrian
4. pedestal
5. dental
6. dentist
7. dentures
8. vocalize
9. manual
10. manuscript
11. manipulate
12. manufacture
13. vocalist
14. memoir
15. memorial
16. memorize
17. tripod
18. podium
19. memorable
20. maneuver

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling the words you missed.
Simple Tenses: Past and Future
Lesson 21

If the underlined verb and its tense are correct in the sentence, write correct. If they are not, write the correct verb form.

1. Tomorrow, we worked on our volleyball skills again. will work
2. We play to improve our volleyball skills last week. played
3. Last Friday, the coach complimented the way we will pass the ball. passed
4. Yesterday afternoon, we will practice for two hours. practiced
5. Last night, we talked about the new season. correct
6. At the meeting last night, the coach hurry to discuss everything. hurried
7. Next year, we competed at a higher regional level. will compete

Use the pronoun and the past-tense form of the verb to write a sentence. Underline the correct past-tense form of the verb in your sentence.

Possible responses are shown.

8. She; train
   She trained for the marathon.
9. They; identify
   They identified the players.
10. We; jog
    We jogged around the track.

Robust Vocabulary
Lesson 22

Read the passage. Fill in each blank with a Vocabulary Word from the box. Use each word only once.

preceded trespass strategically restored
prolong resigned temperaments

The Tigris and Euphrates rivers flow from the mountains of modern-day Turkey through Syria and Iraq, and on to the Persian Gulf. But what preceded these modern day countries? In ancient times the land between these two rivers was known as Mesopotamia, a Greek word meaning “between two rivers.”

Mesopotamia was a varied area with cedar trees in the northern mountains and wide, barren plains in the south. In ancient times, people made the strategically sound decision to settle in this area to farm and enjoy the bounty that the land offered. The climate suited their temperaments, and they soon established cities. There were disputes, however, when people from neighboring cities would trespass on each other’s land. These disputes eventually were settled, and one of the earliest civilizations, Sumer, was established here.

People in southern Mesopotamia were not at all resigned to just living near the water; they thrived there. They learned how to irrigate their crops and prolong the growing season using water from the rivers.

Mesopotamia was truly a lush and growing land.

Modern times have not been kind to this land, as wars and other disruptions have hurt it. But slowly things are improving. Swampy areas that once were drained are now being restored, to the glory that they once had. The rivers are being cleaned up. Mesopotamia, the land between two rivers, will be beautiful once again.

Write a sentence that explains what might make something lustrous. Accept reasonable responses.

Your child is learning new Vocabulary Words this week. Review the words with your child, and have him or her tell you what each word means.
As you read “The Emperor’s Silent Army,” look for the items below that are compared or contrasted. Write the similarities and differences in the Venn diagram.

**“The Quest for Immortality” (pages 571–573)**

Compare and contrast the emperor’s tomb with his real world.

- **Emperor’s Tomb**
  - pearls on a domed ceiling to represent sun, moon, stars; bronze map of world; hills of bronze; rivers and sea of mercury; models of palaces and cities
  - had a sky, hills, rivers, a sea, palaces and cities

- **World**
  - sun, moon stars, hills, rivers and sea of water; palaces and cities

**“Buried Soldiers” (pages 573–576)**

Compare and contrast Pit 1 with Pit 2.

- **Pit 1**
  - about 6,000 soldiers and horses; front the eastern end of the area where they were found
  - contain soldiers and horses; front the eastern end of the area where they were found

- **Both**
  - about 900 soldiers and 500 horses; a back-up force to the main troops in Pit 1

- **Pit 2**
  - The Incas of South America

The Incas had one of the largest civilizations of native peoples in the Americas. But with an army of 40,000 soldiers, they were still no match for fewer than 200 Spanish conquistadores. What happened to the Incan people in the 1500s?

A well-established society, the Incan empire consisted of various tribal groups. When the Incan army captured a group of people, it assimilated those people into the Incan empire. If the group pledged allegiance to the Incan ruler, its members were treated as members of the empire. Although captured people were treated well, they were not able to participate in the Incan political structure. Though they pledged loyalty to the Incas, they were still considered a conquered people, and were subject to Incan rules.

The Spanish understood these policies and used them against the Incas. They easily turned the conquered tribal groups against the Incan authority by making promises to them. With a fighting force increased by the members of those tribes, the Spanish used weapons that were far superior to Incan weaponry. With the death of the central Incan authority, the Spanish managed to wipe out Incan rule and declare the lands Spanish territory. By 1535, a great South American society had come to an abrupt end. And Spain, not the Incas, ruled the New World empire.
Your child has been learning how to use graphic aids to help in understanding nonfiction texts. Help your child find and interpret graphic aids in everyday reading, including magazines and newspapers.

Use the information shown on the map of ancient Greek city-states to answer the questions. Write complete sentences.

1. Which city-state is located the farthest south?
   Sparta is located the farthest south.

2. What two seas are shown on the map?
   The Aegean and the Ionian Seas are shown.

3. What is the name of the mountains in the west?
   The mountains are the Pindos Mountains.

4. Where is Mount Olympus located?
   Mount Olympus is shown in northeast Greece.

5. What city-state is closest to Athens?
   Thebes is the city-state closest to Athens.

Words with Greek and Latin Word Parts—Social Studies and Science Words

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice spelling the words you missed.

1. biology
2. biography
3. biome
4. democracy
5. epidemic
6. demonstrate
7. geology
8. geography
9. geometry
10. archaic
11. microwave
12. psychology
13. archaeology
14. microscopic
15. political
16. metropolis
17. police
18. cosmopolitan
19. policy
20. politician
**Principal Parts of Verbs**

**Lesson 22**

Circle the correct form of the verb in parentheses ( ).

1. Athletes **had competed** (are competing) in chariots long ago.
2. Chariots **are rolling** (had rolled) around the track during the earliest Olympic Games.
3. Horses **had pulled** (are pulling) them during those races many years ago.
4. Today, we **are watching** (had watched) a film about chariot races.
5. Right now, the teacher **is looking** (has looked) forward to teaching more information about chariots.

Write the present participle and the past participle of each verb. Then write a sentence that includes the specified verb part.

6. **fade**  
   - Sentence with present participle: The colors on the figures are **fading** away.
   - Sentence with past participle: The colors on the figures **faded** away.

7. **nod**  
   - Sentence with present participle: The archaeologist **nodded** his head.
   - Sentence with past participle: The archaeologist **nodded** his head.

8. **find**  
   - Sentence with present participle: He had **found** many important artifacts.
   - Sentence with past participle: He had **found** many important artifacts.

9. **display**  
   - Sentence with present participle: Museums are **displaying** them.
   - Sentence with past participle: Museums are **displayed** them.

10. **hope**  
    - Sentence with present participle: Archaeologists are **hoping** to find more.
    - Sentence with past participle: Archaeologists are **hoped** to find more.

**Vocabulary**

**Lesson 23**

Underline the sentence that best uses the Vocabulary Word.

1. Everyone **tolerated** the loud noise from the street-cleaning machine.  
   - Everyone **tolerated** the sunny day at the beach.

2. The group’s **disposition** turned pleasant when they were refused entrance to the theater.  
   - The group’s **disposition** turned pleasant when the speaker finally arrived.

3. The **dispute** over what kinds of flowers to plant in the park became heated.  
   - The **dispute** over what kinds of flowers to plant in the park made everyone happy.

4. It was unsettling knowing a tornado had been spotted.  
   - It was unsettling to watch the sunrise.

5. She wore an apron **befitting** a princess.  
   - She wore a gown **befitting** a princess.

6. The mother cat **vigilantly** watched over her newborn kittens.  
   - The mother cat **vigilantly** watched over the pie baking in the oven.

Use what you know about the Vocabulary Words to answer the questions below. Write complete sentences. Possible responses are shown.

7. When someone asks for a **savory** dish at a restaurant, what kind of food does he or she want to eat?  
   - He or she wants to eat salty or spicy food, not food that is sweet.

8. Why would someone be inspired by a **revered** person in the community?  
   - Revered people are those who are admired for something they have done.
Read the paragraph. Then write an example from the paragraph for each literary device below.

Many years ago in a land of plenty, a young man set off to make his way in the world. He took with him his favorite horse. "Only when my steed and I prosper," he said, "will we return to our village." After many miles, they came to a valley with a stream. "We will work this land," said the man. But instead of going into the field, the horse tied its harness to a rock and said, "My horse is so clever, he can plow the field by himself," and he took a nap. The horse worked the field until his back sagged and his hooves became sore from the rocks. He kept working until the crops grew well, and then he handed the grain every year. He never complained, even though he became thin and weak while the young man became fat and his hands stayed soft. When the man and the fat man returned to the village, the people saw the weak, thin horse and the fat man with soft hands, and they knew what had happened. They welcomed the horse with oats and with salve for its hooves. But the man sent on his way.

1. Dialogue: "Only when my steed and I prosper will we return to our village." This literary device is used to show action that furthers the plot.

2. Symbol: "His hands stayed soft." This literary device symbolizes the laziness of the young man. If the worked hard in his fields, his hands would be hard and calloused.

3. Irony: "Many years ago in a land of plenty..." This shows in the story, "soft hands" hard in his fields, his hands would be hard and calloused.

4. Tone: "They welcomed the horse with oats and with salve for its hooves. But the man sent on his way." This tells the reader that the story is a folk tale or fable and should be read for entertainment, while it reveals a lesson.

With your child, write a simple folktale using the literary devices of dialogue, symbol, irony, and mood and tone.

1. Dialogue: "Only when my steed and I prosper will we return to our village." This literary device is used to show action that furthers the plot.

2. Symbol: "His hands stayed soft." This literary device symbolizes the laziness of the young man. If the worked hard in his fields, his hands would be hard and calloused.

3. Irony: "Many years ago in a land of plenty..." This shows in the story, "soft hands" hard in his fields, his hands would be hard and calloused.

4. Tone: "They welcomed the horse with oats and with salve for its hooves. But the man sent on his way." This tells the reader that the story is a folk tale or fable and should be read for entertainment, while it reveals a lesson.
Lesson 23

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling the words you missed.

1. polygon
2. monopoly
3. century
4. centimeter
5. quadruple
6. centennial
7. centipede
8. tricycle
9. triangle
10. diameter
11. dialogue
12. diagram
13. diagonal
14. biannual
15. bicoastal
16. bifocals
17. monochromatic
18. monarch
19. monologue
20. monotone

Assign each letter of the alphabet a number from 1 to 26. Then have your child write the Spelling Words along with their codes.

Circle the correct form of the verb. Then write the infinitive form.
1. Only boys (go, went, gone) to school in the American colonies.
2. The students had (write, written, wrote) the alphabet many times.
3. If a student (speak, spoke, spoken) out of turn, he was punished.
4. They tried not to (come, came, comes) late to school.
5. I drew an illustration for my essay on colonial America.
6. I had drawn many illustrations in the past.
7. The colonists rarely drank water.
8. In England they had not drunk water, either.
9. They had not eaten corn before coming to this country.

Write the stated form of each verb. Then write a sentence with that form.
5. draw
6. draw
7. drink
8. drink
9. eat
10. eat

Ask your child to write four sentences about history. In the four sentences, have your child use the past tense and the present participle of the verbs to begin and to know.

I drew an illustration for my essay on colonial America.
I had drawn many illustrations in the past.
We learned that colonists rarely drank water. In England they had not drunk water, either.
The colonists ate a lot of corn. They had not eaten corn before coming to this country.
7. What would you want your descendants to know about you?
   I would want them to know that I tried to help others.

8. What are some ways that people are immortalized?
   People are immortalized in statues, songs, stories, pictures, and scholarships in their names.

---

Use what you know about the Vocabulary Words to answer the questions below. Write your answers in complete sentences. Possible responses are shown.

7. What would you want your descendants to know about you?
   I would want them to know that I tried to help others.

8. What are some ways that people are immortalized?
   People are immortalized in statues, songs, stories, pictures, and scholarships in their names.

---

Read each pair of sentences. Which sentence makes more sense? Underline it.

<table>
<thead>
<tr>
<th>Sentence 1</th>
<th>Sentence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Primitive people made tools from bones and rocks.</td>
<td>Cars are primitive compared to bikes.</td>
</tr>
<tr>
<td>2. The land by the river was fertile, and many crops grew there.</td>
<td>He was a fast kid and could run fertile and very far.</td>
</tr>
<tr>
<td>3. Sadly, the town was flourishing and many people were leaving.</td>
<td>The region was flourishing with new businesses and new people.</td>
</tr>
<tr>
<td>4. The Egyptians had special rituals for burying the dead.</td>
<td>The Egyptians liked to build rituals for their dead.</td>
</tr>
<tr>
<td>5. Without its nose, the Great Sphinx was intact.</td>
<td>The Great Sphinx is not intact, because it has no nose.</td>
</tr>
<tr>
<td>6. The walls were reinforced with heavy stones.</td>
<td>The walls were reinforced with many coats of paint.</td>
</tr>
</tbody>
</table>

---

Read "Secrets of the Sphinx." Use the K-W-L chart to help keep track of what you already know, what you want to know, and what you learned. Possible responses are shown.

<table>
<thead>
<tr>
<th>K What I Know</th>
<th>W What I Want to Know</th>
<th>L What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>This selection is going to give me information on the Great Sphinx and the pyramids.</td>
<td>What does the author mean by &quot;giant creature is almost invisible&quot;?</td>
<td>The author is describing the Great Sphinx and how it appears to the viewer at sunrise.</td>
</tr>
<tr>
<td>The building of the pyramids had something to do with ancient Egyptian religion.</td>
<td>What is the connection between Egyptian religion and the pyramids?</td>
<td>Pharaohs' bodies had to be intact in the afterworld. As a religious ritual, their bodies were mummified and put in pyramids.</td>
</tr>
<tr>
<td>The people who built the pyramids lived in a settlement.</td>
<td>What kind of settlement did the people live in?</td>
<td>Craftspeople and skilled laborers lived in mud-brick houses. Unskilled laborers lived near them in barracks. The settlement was like a city.</td>
</tr>
</tbody>
</table>

---

Review the information in your chart. On a separate sheet of paper, write a summary of the selection.
### Word Parts

- \textbf{-ation, -ition, -sion, -ion}

### Spelling Words

1. accusation
2. adaptation
3. animation
4. application
5. conversation
6. dehydration
7. destination
8. preparation
9. specialization
10. variation
11. definition
12. rejection
13. ignition
14. opposition
15. recognition
16. observation
17. emotion
18. duplication
19. celebration
20. transportation

### Practice Book

**Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper, and check your work. Practice spelling the words you missed.**

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
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<th>17.</th>
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</tbody>
</table>

**Literary Devices**

Rewrite each sentence to make the imagery stronger. Make sure you use imagery that appeals to the sense shown in bold type. Possible responses are shown.

1. **The wool coat was uncomfortable.**
   - The wool coat was hot and itchy.

2. **The soup smelled good.**
   - The soup cooking on the stove filled the air with the smell of carrots, onions, and freshly picked herbs.

3. **The boy was crying.**
   - Two steady trails of tears made their way down the little boy’s face.

4. **The milk tasted awful.**
   - The milk was so old and sour that I gagged when I took a sip.

5. **The wailing sirens screeched through the streets.**
   - The wailing sirens screamed through the streets.

**Student Edition pp. 142–143**
Perfect Tenses  Lesson 24

Circle the tense of the verb in each sentence.

1. We will have gone on four field trips by the end of next semester.
   - present perfect
   - past perfect
   - future perfect

2. We had visited the museum on one field trip last month.
   - present perfect
   - past perfect
   - future perfect

3. Our class has looked for interesting places to go.
   - present perfect
   - past perfect
   - future perfect

4. Earlier, the teacher had suggested a visit to the new exhibit on ancient Egypt.
   - present perfect
   - past perfect
   - future perfect

Write a sentence, using each verb in the tense shown in parentheses ( ).

5. try (present perfect)
   I have tried to find the exhibit of King Tut's tomb.

6. pay (future perfect)
   If I can't find it, I will have paid for nothing!

7. think (past perfect)
   I had thought for a long time about visiting it.

8. give (past perfect)
   The guide had given the last tour at 4:00 P.M.

9. provide (present perfect)
   However, he has provided a map of the sixth floor.

10. see (future perfect)
    After we explore this room, we will have seen everything!

11. overwhelming = overpowering

12. aggravated = upset

13. imposing = impressive

14. ornery = irritable

15. unassuming = modest
The graduation party was just around the corner, and Marcy and Jack had been chosen to decorate the gym for the festivities. The principal said they could decorate however they wanted, as long as they stayed within the budget.

Marcy had hardly slept the night before meeting with the principal. She was thinking of how the gym would look—pink and white streamers, floating balloons, and a big glittery sign.

Before he went to bed, Jack thought about plans for the decorations. He had drawn sketches and made lists. "We can make the gym look spooky," he told his mom, displaying his drawings. "The door will be draped with spider webs. We can keep the lights low. I can even play a recording of an owl hooting. Won't it be cool?"

Before school, Marcy and Jack met with the principal in the library. Marcy described her plans. She waved her hands to show streamers swaying back and forth. She released imaginary balloons. She described how the light would sparkle off the glittery sign.

When it was Jack’s turn, he carefully clipped his drawings to the board. He pulled out his notebook and turned to the page marked Proposal for Graduation Decorations. In a firm voice, he read his lists. "I’ve priced all the items, and we are within budget," he announced.

1. How are Marcy and Jack similar in their thinking? They both want to spend time and money making the gym look great for graduation.


3. How are Marcy and Jack different in their presentation styles? Marcy talks without notes, creates an imaginary picture, and talks with excitement. Jack talks firmly and uses his notes.

Many years ago in an opening in a thick forest, there lived a father and his little son. They gathered juicy red berries for their breakfast, collected speckled eggs from their chickens for lunch, and had thick slabs of brown bread for dinner.

Yet, with all of this, the little boy couldn’t help asking, “Papa, do you think there is another child for me to play with in this dark forest?”

The father said, “I will go into the forest and see if there is anyone for you to play with. Do not stray far from our house while I am gone.”

“Yes, Papa,” the boy said gleefully.

The boy waited by the window for his father to return. Then he went outside and sat under a tree. Soon he heard a rustle in the bushes.

It was a little chipmunk—and it could talk! "I am alone, too, and I’m looking for a friend. Would you like to play with me?"

When the father got home, he found the boy and the chipmunk snuggled together fast asleep by the warmth of the hearth.

<table>
<thead>
<tr>
<th>Literary Device</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>dialogue</td>
<td>“Papa, do you think there is another child for me to play with in this dark forest?”</td>
</tr>
<tr>
<td>irony</td>
<td>The child found his own friend nearby while the father was out looking for one far away.</td>
</tr>
<tr>
<td>words for overall mood or tone</td>
<td>opening in a thick forest; juicy red berries; speckled eggs</td>
</tr>
</tbody>
</table>
Name __________________________

**Study Techniques**

Lesson 25

Each of the following situations describes a person’s choice of a study technique. Tell whether the choice was good and why.

1. Richard read a chapter about thermal energy. To help him study, he outlined the chapter after reading it. **Richard made a good choice. Outlining after you read is a good way to remember important points in a passage.**

2. Leanne made a K-W-L chart to help her study the ancient civilization in the Indus Valley. She had never heard of the Indus Valley before. **Leanne doesn’t know anything about the Indus Valley, so this is not a good choice. To use a K-W-L chart, readers should know something about what they are reading and about what they want to learn.**

3. The next chapter in Kevin’s social studies book is on economic policies in ancient China. Kevin wanted a complete guide to studying this chapter. He decided to use the SQ3R study technique. **Kevin chose a good study technique. He can make a survey, ask questions, and then answer his questions. Then Kevin can review.**

Your child is reviewing graphic aids and how to read a time line. Help your child make a time line of significant events in his or her life. Leave the time line open-ended for future events, and add them as they occur.

**Graphic Aids**

Lesson 25

Read the time line. Then write complete sentences to answer the questions.

- 753 B.C. Rome founded;
- 753–509 B.C. Rule of Etruscan Monarchy
- 509 B.C. Overthrow of Monarchy, Beginning of Roman Republic
- 264–146 B.C. Punic Wars
- 60–49 B.C. Rule of Julius Caesar
- 27 B.C. End of Republic, Rise of Roman Empire;
- 27 B.C.–A.D. 14 Rule of Augustus Caesar
- A.D. 476 End of Roman Empire

1. What information is given in this time line?
   **The time line shows a brief history of ancient Rome, from its founding to the end of its empire.**

2. What two rulers are noted on the time line?
   **The two rulers noted are Julius Caesar and Augustus Caesar.**

3. In how many different forms did ancient Rome exist? What were they?
   **Ancient Rome had three forms; it was a monarchy, a republic, and an empire.**

4. What wars are mentioned on the time line?
   **The Punic Wars are mentioned on the time line.**

5. What do the numbers on the time line signify?
   **The numbers on the time line signify years for the events.**
fold the paper along the dotted line. as each spelling word is read aloud, write it in the blank. then unfold your paper and check your work. practice writing any spelling words you missed.

1. pedal
2. dentures
3. manuscript
4. memorial
5. tripod
6. memorable
7. biology
8. democracy
9. geography
10. archaeology
11. cosmopolitan
12. century
13. tricycle
14. diagram
15. bifocals
16. monocline
17. conversation
18. rejection
19. celebration
20. definition

(1) we had worked for hours last month to build a model sailboat for competition. (2) we learned of a problem with one of the sails when we first started. (3) we will fix it before we compete. (4) we are thinking about how to make the final adjustments. (5) last week, the organizers of the competition __________ us all the information we needed. (6) yesterday, we look at the plans to keep the model safe on the way to the competition.

1. which form of the verb is underlined in sentence 1?
   a. past
   b. past participle
   c. present participle
   d. infinitive

2. which change, if any, should be made in sentence 2?
   a. change "learned" to "learns".
   b. change "learned" to "have learned".
   c. change "learned" to "will have learned".
   d. make no change.

3. which is the tense of the underlined verb in sentence 3?
   a. future perfect tense
   b. present tense
   c. past tense
   d. future tense

4. which identifies the underlined verb form in sentence 4?
   a. present participle
   b. past
   c. past participle
   d. infinitive

5. which verb could complete sentence 5?
   a. have offered
   b. has offered
   c. will offer
   d. offered

6. which change, if any, should be made in sentence 6?
   a. change "look" to "looked".
   b. change "look" to "looked".
   c. change "look" to "are looking".
   d. make no change.
Lesson 25

Read this part of a student's rough draft. Then answer the questions that follow.

Grammar – Writing Connection

(1) Today, my friend has taken a special trip to the lake. When she comes back, she will have swum farther than any student in our school.

(2) She has broken every record in the county!

(3) Last month, she about ways to improve at her sport.

(4) She me a full report on the phone by the time she gets home.

(5) I had made up my mind long ago to find a sport I enjoy as much as my friend enjoys swimming.

1. Which identifies the tense of the underlined verb in Sentence 1?
   A past 
   B past perfect 
   C infinitive 
   D present perfect

2. How should the underlined verb in Sentence 2 be written?
   A had swum 
   B had swimmed 
   C will have swam 
   D correct as is

3. Which change, if any, should be made in Sentence 3?
   A Change has break to have breaked.
   B Change has break to has broken.
   C Change has break to broken.
   D Make no change.

4. Which verb could complete Sentence 4?
   A had thought 
   B is thinking 
   C have thought 
   D has thinked

5. Which verb could complete Sentence 5?
   A will has given 
   B had gave 
   C will have given 
   D give

6. How should the underlined verb in Sentence 6 be written?
   A have make 
   B had made 
   C am making 
   D correct as is

Vocabulary

Ask your child to draw a picture or point out an object that illustrates the meaning of each Vocabulary Word.

When viewed from Earth, the moon appears to have a face. This illusion comes from a pattern of dark and light regions on its surface. Up close, you see that the surface is b(y) many craters and irregularities in its surface. These craters formed long ago from the impact of asteroids striking the moon's surface. Covered with dust and rock, the uneven surface is o(f) all life. Perhaps the most p(rominent) feature is the South Pole–Aitken Basin, a crater 1,550 miles in diameter.

Use a Vocabulary Word from the box above to complete each sentence.

6. The opposite of not easily seen is .
7. The opposite of fertile is .
8. The opposite of ordinary is .
9. The opposite of clear is .
10. The opposite of straight is .

Write a sentence using the Vocabulary Word shown.

11. scale

12. chasm

Distinctive, prominent, barren, warped, mottled, impact, scale, chasm

Accept reasonable responses.
### Draw and Evaluate Conclusions

**Lesson 26**

Read the paragraph and the three numbered conclusions below. Write evidence from the paragraph that supports the conclusion.

If you live in the northern part of the Earth, you may get to see an amazing sight in the sky on clear nights. It's called the northern lights. The northern lights are great sheaves of light in the sky that seem to wave and ripple. Watch closely and you may see flickers of red or green light, too. The sun causes the light show. The magnetic pole near the North Pole attracts particles from the sun. These particles enter the Earth's atmosphere and energy is given off. In the Northern Hemisphere, the same phenomenon occurs, but there it is called the aurora borealis or northern lights.

#### Conclusions

1. **Without the sun, the aurora borealis would not exist.**
   - The sun causes the northern lights, and the Earth's magnetic field guides the solar particles towards the Earth.

2. **The aurora australis cannot be seen in cloudy weather.**
   - Cloudy weather can block the visibility of the aurora australis, but it is not the only factor; the presence of solar particles and the Earth's magnetic field also play significant roles.

3. **People who live near Earth's equator are unable to see the aurora borealis.**
   - The Earth's magnetic field deflects the solar particles away from the equator, making it less likely for auroras to be visible there.

#### Evidence from the Paragraph

- **The sun's particles collide with particles in Earth's atmosphere** and energy is given off, leading to the northern lights.
- **The Earth's magnetic field** directs these particles towards the Earth's polar regions, creating the phenomenon.
- **Space probes** have landed on Mars and sent back information about the planet, indicating its different characteristics compared to other planets.
- **Saturn's rings** are made of pieces of rock and ice, which can be observed from Earth when the conditions are right.

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**Student Edition pp. 154–155**
Read the letter to the editor with numbered sentences below. Underline statements of opinion.

Dear Editor:

(1) This weekend we have an opportunity to experience something amazing.
(2) Between midnight and 5 a.m. on Saturday, August 11, the Perseid meteor shower will occur. (3) The Perseid meteors become visible from Earth every year at about this time. (4) Because the skies will be clear Saturday night, conditions will be perfect for viewing the meteors. (5) Meteors are rocks traveling through our solar system. (6) They are too small to be seen with the naked eye unless they enter our atmosphere. (7) If they do, friction makes them very hot, and we see the streak of light we call a "shooting star" or a "falling star." (8) Few things are as thrilling as seeing dozens of these graceful arcs of light streak across the night sky. (9) Objects in the night sky are easier to see if you view them from a darkened location, away from city lights. (10) It means staying up late, but this show is so spectacular that we should all wake the family and have them watch it.

Sincerely,
Dr. Daniel Vesta
Professor of Astronomy

Choose one of the facts from the letter above. Write the number of the sentence on the lines below. Then explain why it is a fact. A possible response is shown.

9. The statement can be checked by viewing the night sky from a dark location and from a lit location and comparing how much can be seen. Once it is checked, the statement will be proved true.

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. postponement
2. misinformation
3. uncertainly
4. improvement
5. indestructible
6. uncomfortable
7. unbeatable
8. unexpectedly
9. reexamination
10. unmistakable
11. telescope
12. thermometer
13. microscope
14. mischievous
15. prescription
16. telephone
17. octopus
18. process
19. transport
20. aquatic
Name ________________________________

Progressive Forms Lesson 26

Circle the progressive-verb phrase. If it is correct, write correct. If it is not, write the correct progressive-verb phrase.

1. Last month, we will be doing experiments. were doing
   correct

2. During the past week, we are starting new experiments. were starting
   correct

3. If I was writing experiment results last week. was writing
   correct

4. The teacher will be giving new information yesterday. was giving
   correct

5. We will be finishing the experiments next week. will be finishing
   correct

6. Next year, students were completing new experiments. will be completing
   correct

Replace each past-tense verb with its past-progressive form, each present-tense verb with its present-progressive form, and each future-tense verb with its future-progressive form.

7. The sunspots (interfered) with radio reception. were interfering

8. Scientists (predicted) ongoing problems. were predicting

9. They (do) all they can to learn more about sunspots. are doing

10. Next year, the sunspots (will occur) often. will be occurring

11. Researchers (write) about the effects of sunspots. are writing

12. One day, researchers (will discover) even more. will be discovering

13. I (hope) to study astronomy in college. am hoping

14. I (looked) into the best programs last year. was looking

15. My aunt and I (drove) to visit a nearby college. were driving

Robust Vocabulary Lesson 27

Read the Vocabulary Words in the box below. Then write the Vocabulary Word that best completes each sentence in the paragraph.

- murky remains lavish
doomed dreaded ascent

Our annual Fourth of July party was a gala event. The picnic table groaned under the weight of a lavish spread of food. Earlier in the week, we had feared the party would be doomed because of thunderstorms, but the day dawned brilliant and clear. Once everyone had feasted, we whisked the remains of our feast into the refrigerator. By then it was dusk and the evening sky had grown murky. But our moods weren't dampened, because it was time for fireworks! In the darkness, we traced the ascent of the flares and waited for the glorious explosions of color, shape, and light. Only the dog trembled and hid from the dreaded noise.

Write the Vocabulary Word that best completes each sentence.

7. A word that means the same as *fancy* is *lavish*.

8. A word that means the same as *leftovers* is *remains*.

9. A word that means the same as *climb* is *ascent*.

10. A word that means the same as *feared* is *dreaded*.

11. A word that means *sure to be ruined* is *doomed*.

12. A word that means the same as *dark* is *murky*.

School/Home Connection

Ask your child to write three sentences about his or her future. Have your child use each of these verb’s forms: past-progressive, present-progressive, and future-progressive.
Read each section of "The Incredible Quest to Find the Titanic." Then fill in the chart with the main idea and the supporting details of the section.

### Section 1: Titanic's Voyage, pages 694–702

<table>
<thead>
<tr>
<th>Detail</th>
<th>Detail</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Titanic made its first voyage in 1912.</td>
<td>Titanic sank after colliding with the iceberg.</td>
<td>There were not enough lifeboats. Only 712 people survived.</td>
</tr>
</tbody>
</table>

**Main Idea:** Titanic hit an iceberg and sank to the bottom of the ocean in 1912. There were only 712 survivors.

### Section 2: Finding the Wreck, pages 703–709

<table>
<thead>
<tr>
<th>Detail</th>
<th>Detail</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 1985, Ballard and his crew found Titanic's remains at the bottom of the ocean.</td>
<td>In 1986, Ballard's crew returned to explore Titanic using a submarine and a small robot.</td>
<td>They made fifteen dives and learned that Titanic sank because its steel plates came apart.</td>
</tr>
</tbody>
</table>

**Main Idea:** Explorers found Titanic in 1985 and used a small submarine and tiny robot to get close to the wreck on the bottom of the ocean. During their many dives, they learned more about the ship and why it sank.

**Possible responses are shown.**

Use the information in your charts to write a summary of the selection on a separate sheet of paper.

---

Read the paragraph below and underline the author's conclusion. On the lines, write evidence that supports the conclusion. **Possible responses are shown.**

At 2:20 a.m. on April 15, 1912, Titanic sank to the ocean floor. To reach it, explorers had to descend 12,400 feet, or more than 2 miles. To understand what this was like, consider these facts. No scuba diver has gone more than 437 feet beneath the surface. Naval submarines will only go down 1,500 feet because, beyond this, the ocean is in total blackness. In waters a mile deep, one might see glowing sea creatures. At two miles, there is only darkness, crushing pressure, and water just above the freezing point.

**Conclusion:** People can only stand the temperature and pressure to a depth of about 450 feet. A submarine can only go 1,500 feet deep. Nothing lives 2 miles down, where it is pitch black, the water is freezing, and the pressure would crush a person instantly.

**Explanation:** With your child, reread the first paragraph above. Think of another conclusion that could be drawn from the facts.

---

Read the paragraph below and use the evidence given to draw a conclusion. Then write an explanation of why your conclusion is valid.

Of the 2,228 people on board Titanic, just over 700 survived. That is less than 32 percent. However, if you look at the survivors based on their wealth, the numbers are different. Sixty percent of all first-class passengers lived; this number included most of the women and children in first class. Forty-four percent of second-class passengers made it to lifeboats. But of the poorest passengers, only 25 percent survived. Fewer than half of the women and children in steerage lived to tell their stories.

**Conclusion:** The lives of wealthy passengers on Titanic were valued more than the lives of the poor.

**Explanation:** More than half of the wealthiest passengers were saved, while only one in four of the poorest passengers survived.
Lesson 27

Connotation/Denotation

Write four sentences, using a synonym from the table in each to create a positive or negative connotation.

For each word in bold type in the first column, write a synonym that you associate with favorable or positive feelings and another synonym that causes unfavorable or negative feelings. Use a dictionary or thesaurus if you need help.

<table>
<thead>
<tr>
<th>Neutral Word</th>
<th>Synonym with Positive Connotation</th>
<th>Synonym with Negative Connotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. large</td>
<td>helping</td>
<td>bulky</td>
</tr>
<tr>
<td>2. old</td>
<td>furniture</td>
<td>antique</td>
</tr>
<tr>
<td>3. ask</td>
<td>for help</td>
<td>beg for help</td>
</tr>
<tr>
<td>4. talk</td>
<td>about an issue</td>
<td>argue</td>
</tr>
<tr>
<td>5. make</td>
<td>joke</td>
<td>wisecrack</td>
</tr>
<tr>
<td>6. smell</td>
<td>odor</td>
<td>rank; foul</td>
</tr>
<tr>
<td>7. make</td>
<td>a joke</td>
<td>fragrant</td>
</tr>
<tr>
<td>8. talk</td>
<td>a joke</td>
<td></td>
</tr>
<tr>
<td>9. ask</td>
<td>a help</td>
<td></td>
</tr>
<tr>
<td>10. talk</td>
<td>an issue</td>
<td></td>
</tr>
<tr>
<td>11. ask</td>
<td>a help</td>
<td></td>
</tr>
<tr>
<td>12. talk</td>
<td>an issue</td>
<td></td>
</tr>
<tr>
<td>13. ask</td>
<td>a help</td>
<td></td>
</tr>
<tr>
<td>14. talk</td>
<td>an issue</td>
<td></td>
</tr>
<tr>
<td>15. ask</td>
<td>a help</td>
<td></td>
</tr>
<tr>
<td>16. talk</td>
<td>an issue</td>
<td></td>
</tr>
<tr>
<td>17. ask</td>
<td>a help</td>
<td></td>
</tr>
<tr>
<td>18. talk</td>
<td>an issue</td>
<td></td>
</tr>
<tr>
<td>19. ask</td>
<td>a help</td>
<td></td>
</tr>
<tr>
<td>20. talk</td>
<td>an issue</td>
<td></td>
</tr>
</tbody>
</table>

With your child, read a letter to the editor. Highlight words that have strong negative or positive connotations, and discuss their effect.

Possible responses are shown.

Ms. Watson said Ben had better stop making wisecracks or he'd get in trouble.
I always enjoy my Saturday morning chats with Grandpa.
We ordered an excessive amount of food.
We knew a skunk was in our yard by the foul odor in the air.

Words with Silent Letters

Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

<table>
<thead>
<tr>
<th>Spelling Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. aisle</td>
</tr>
<tr>
<td>2. align</td>
</tr>
<tr>
<td>3. rhythm</td>
</tr>
<tr>
<td>4. confidence</td>
</tr>
<tr>
<td>5. football</td>
</tr>
<tr>
<td>6. knobby</td>
</tr>
<tr>
<td>7. knuckle</td>
</tr>
<tr>
<td>8. jungle</td>
</tr>
<tr>
<td>9. jungle</td>
</tr>
<tr>
<td>10. skin</td>
</tr>
<tr>
<td>11. skin</td>
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<tr>
<td>12. skin</td>
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<td>13. skin</td>
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<td>14. skin</td>
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<td>15. skin</td>
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<tr>
<td>16. skin</td>
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<tr>
<td>17. skin</td>
</tr>
<tr>
<td>18. skin</td>
</tr>
<tr>
<td>19. skin</td>
</tr>
<tr>
<td>20. yolk</td>
</tr>
</tbody>
</table>

Have your child write the Spelling Words and draw a line through the silent letter or letters.
Write a contraction to correctly complete each sentence.

1. We knew that better hurry if we wanted to be on time.
2. "What will happen if we do not get to the dock before time to sail?" I asked.
3. "Going be on time," my grandmother said.
4. waving to us from the house.
5. If we call ahead, I think wait for us.
6. right; that is a very good idea.

If the sentence is correct, write correct. If it is not, write the sentence correctly.

7. The Morse code book is your's.
8. I saw the old Morse code book, and its cover was torn.
9. The radio officer said we were the best students of all.
10. I can't (or cannot) read the author's name on the cover.
11. Their classes in Morse code are excellent.
12. The radio officer won't be late to class today.

Use what you know about the Vocabulary Words to answer the questions below. Complete sentences. Possible responses are shown.

7. How might an officious person act while waiting in line for something?
8. If someone believes something that is contrary to what you believe, do you agree with him or her? Explain.

Possible responses are shown.

He or she might try to make the line move faster or tell people where to stand.
We would not agree because our beliefs are not the same.
Read the selection “Eager.” Then fill in the chart with examples of the appropriate character traits and clues from the story. Possible responses are shown.

<table>
<thead>
<tr>
<th>Character and Character Trait</th>
<th>Clues from Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Bell is a concerned parent.</td>
<td>“a qualm seized her at the last moment”</td>
</tr>
<tr>
<td>Eager is still inexperienced and learning about Charlotte.</td>
<td>“She pushed it away with unexpected strength.”</td>
</tr>
<tr>
<td>Eager has good intentions. He wants to be helpful and good.</td>
<td>“Eager was feeling pleased with himself. This was obviously the right thing to do.”</td>
</tr>
<tr>
<td>Grumps has a temper.</td>
<td>“What are you doing?” thundered a voice; “Grumps unleashed a torrent of words.”</td>
</tr>
</tbody>
</table>

Write a summary of “Eager” on a separate sheet of paper.

Read the story. In the chart, write Charlie’s and Zozo’s character traits. Then write clues from the story that reveal each character’s traits. Possible responses are shown.

When Charlie stepped outside his front door, his first thought was that it looked like an ordinary day. The sun was shining, the flowers were blooming, and the spaceship was parked in front of the house. He wondered if, as usual, he had forgotten something important for school that day. Absentminded is what his friends sometimes called him. And now, something seemed…

“Spaceship?! Did I see a spaceship parked in front of my house?” Charlie said.

There was indeed a spaceship, and coming out the door was a little green man. “My name is Zozo, and I am afraid I am lost. Could you help me find my way east?” He held out his hand hesitantly.

“Wow, sure, cool,” said Charlie. “By the way, my name is Charlie.” He held out his left hand.

“Good morning, Charlie,” said Zozo as he shook Charlie’s hand hesitantly. “I don’t want you to be late for anything. If you show me the way east, I’ll surely find my home.”

Then Charlie had an idea. If he could get a picture of Zozo, the kids at school might call him Charlie the Great instead. He ran into the house for a camera.

Five minutes later, Charlie came back out. The street was empty. Zozo’s spaceship was a dot in the sky. Charlie stared at it until it disappeared. Then he laughed.

“Serves me right,” he said to himself. “If I just kept track of my things, I might be famous today.”

<table>
<thead>
<tr>
<th>Character and Character Traits</th>
<th>Clues from Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlie; forgetful</td>
<td>His nickname is Absentminded Charlie. He wonders what he might have forgotten.</td>
</tr>
<tr>
<td>Zozo; polite, shy</td>
<td>Zozo has a polite way of speaking; Zozo shakes hands hesitantly.</td>
</tr>
</tbody>
</table>
Name _____________________________________________

Write the word in parentheses ( ) that correctly completes the sentence. Use each word to write a sentence. Be certain to use the word as an adverb.

Possible responses are shown.

1. Visitors couldn't go ______ outside the viewing area.
   (nowhere, anywhere)

2. Nobody would ______ believe the things the robots could do.
   (ever, never)

3. The results hadn't been reported in ______ newspapers. (no, any)
   (had, hadn't)

4. No previous experiment ______ even come close to this.

5. ______ earliest

6. I carefully built my robot from spare parts.

7._______

8. ________ fastest of all the robots in the competition.

9. ________

10. I happily accepted my trophy.

Ask your child to write three sentences about a school activity. Have your child include one of the following adverb forms in each sentence: positive, comparative, superlative.

Possible responses are shown.
Name ____________________________

Underline the sentence that best uses the Vocabulary Word.

<table>
<thead>
<tr>
<th>Sentence 1</th>
<th>Sentence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The imposter insisted he was the true prince.</td>
<td>At daybreak, we took a ride in the imposter.</td>
</tr>
<tr>
<td>2. I spoke very clearly to make sure there wouldn’t be any misapprehension.</td>
<td>There was a misapprehension, so I was easily able to follow the directions.</td>
</tr>
<tr>
<td>3. The man was in a hurry and decided to linger a bit more before going.</td>
<td>&quot;I miss my friends,&quot; Marta said dejectedly.</td>
</tr>
<tr>
<td>4. &quot;I’m so glad you all came!” Marta said dejectedly.</td>
<td>Jake wanted to linger at the party even though it was way past his bedtime.</td>
</tr>
<tr>
<td>5. The evil king was banished from the kingdom and never seen again.</td>
<td>After I was banished, I came back to visit the next day.</td>
</tr>
</tbody>
</table>

Use what you know about the Vocabulary Word to answer the questions below. Possible responses are shown.

6. What can you do to get out of the doldrums?
   I could make plans with a friend, do a physical activity, start a project, or read an exciting book.

7. What are some rules you must abide by at your school?
   At my school we must be on time for class, complete our homework, and listen to and follow instructions.

8. What is the most strenuous activity that you have recently done?
   I ran a mile, and then I helped my mom carry heavy boxes up two flights of stairs.

© Harcourt • Grade 6
Write a character trait for the underlined character name in each paragraph. Possible responses are shown.

1. Everyone was happy that Raymond had decided to come to the party. Raymond always told such good jokes and made a lot of people laugh.
   Character Trait: funny

2. “Are we almost there yet?” Star asked her father. They were on their way to visit Star’s cousin, who lived an hour away. Star’s father sighed. They had been driving for only fifteen minutes, and this was already the third time Star had asked that question.
   Character Trait: impatient

3. Martha looked around her room. It was a mess. It would take way too much time to put everything away. Martha would much rather just plunk herself down in front of the TV and watch her favorite show.
   Character Trait: lazy

4. Rose stood at the edge of the high-dive board. Secretly she was afraid of diving from so high up. But if she wanted to be part of the swim team, she had to overcome her fear and just do it. Rose waved to her coach and took a deep breath. Then she got into position, gave a bounce, and dove toward the cold, blue water.
   Character Trait: brave, determined

5. Isaac put the bag of candy under his shirt. No one would see it there. Isaac’s brother was in the living room reading. Isaac carefully sneaked past the living room and went quietly upstairs to his own room. No one saw him, which was good because he had no intention of sharing the candy with his brother. Isaac happily dumped the bag on his bed and began sorting out all the different kinds of candy.
   Character Trait: sneaky, selfish

Have a discussion with your child about a favorite character from a book, play, or movie. Discuss the traits of the character. Talk about the story clues that reveal those traits.

Have your child write ten sentences using all the Spelling Words. Check to be sure they used the words correctly.

### Unusual Plurals

- allergies
- data
- bacteria
- yourselves
- potatoes
- pianos
- loaves
- leaves
- canoes
- thieves
- scarves
- chiefs
- lenses
- quizzes
- heroes
- oxen
- batteries
- mosquitoes
- spacecraft
- crises
- vetoes
Add the correct punctuation mark where it belongs in each sentence.

1. **Grandma said,** "It's a long trip, so take several books to read."
2. "I'll take the book about the adventures of a boy named Milo, said Lisa.
3. Milo meets the following characters: Tock, King Azaz, and the Mathemagician.

Read each sentence. If capitalization and punctuation are used correctly, write correct. If they are not, rewrite the sentence correctly.

4. "Because the words are long," said Ms. Jackson, "you'll need to study hard.
5. "These are the subjects we'll cover: spelling, grammar, and word choice," she said.
6. Be sure to take plenty of notes during the lecture," Dave said.
7. "Very good. If you run out of paper, let me know," the teacher said.
8. "While we'll try to have breaks," Grandma mentioned, "we'll study many long hours.
10. Because Jan's pain was acute, we rushed her to the hospital.

**Possible responses** are shown.

- **Correct**
- **Incorrect**

Underline the sentence that best uses the **Vocabulary Word**.

- Sentence 1
- Sentence 2

Have your child use quotation marks while writing four sentences that tell about a conversation that took place at school today.

- **Sentence 1**
- **Sentence 2**

Then ask your child to make up two sentences for each word — one using it correctly and one using it incorrectly. Discuss what makes the sentences right or wrong.

- **Sentence 1**
- **Sentence 2**

Underline the sentence that best uses the **Vocabulary Word**.

- **Sentence 1**
- **Sentence 2**

Have your child read the sentences above. Then ask your child to make up two sentences for each word — one using it correctly and one using it incorrectly. Discuss what makes the sentences right or wrong.

- **Sentence 1**
- **Sentence 2**
Your child is reviewing how to draw and evaluate conclusions. With your child, watch a program for children about science on television. Help your child take notes on the program and discuss its conclusions.

**Evidence**

- Comets are made up of frozen water, gas, and dust.
- Some comets can be seen at regular intervals.
- Chinese astronomers observed Halley’s Comet in 240 B.C.
- About 878 comets have been cataloged.

**Conclusion**

- “Dirty snowball” and “icy mudball” are appropriate names for comets.
- Comets have orbits.
- Many cultures have been interested in the skies for centuries.
- Astronomers continuously study comets.

Possible responses are shown.

**Characterization**

Your child is reviewing characterization this week. With your child, think of a person you both know. Write down that person’s character traits. Then, using the traits, help your child write a short character study of that person.

**AUNT MINNIE**

Aunt Minnie is my aunt. I like her very much. She looks pretty normal and I guess she is, but she loves me and is always nice to me. This makes me feel special around her. My mom likes her, too, and even my cat likes to sit on her lap.

**AUNT MINNIE**

I always hear my Aunt Minnie before I see her. She has a big booming laugh, which is surprising because she is a tiny person. Tiny, but full of OOMPH, my mom says. When she comes into view, she gives me the high-five sign, and then a big hug follows. Those hugs make me feel like the most special person in the world. Next she asks where Gruffy, my cat, is. She knows that next to her, I love Gruffy almost more than anything in the world.

**Possible response:** Aunt Minnie is fun to be around. She is a happy person and very vibrant. She is not afraid to show people she loves them. She is also considerate, because she asks about the cat that the narrator loves, too.
Your child is reviewing fact and opinion. Take a walk with your child. Together, observe what is around you, and make a factual statement and then an opinion statement about each thing you see.

1. The sun is our nearest star. **Fact.** This can be confirmed in a science text or encyclopedia.

2. We should work to save the Earth’s endangered animals. **Opinion.** This is a reasonable statement, but it still represents how someone feels about something.

3. Going up in a hot-air balloon is always dangerous. **Opinion.** The word *always* is a clue that this is an opinion.

4. Poison ivy causes welts and itching on many people’s skin. **Fact.** This can be verified.

5. You don’t want to get poison ivy! **Opinion.** Although this is reasonable, it still is someone’s opinion about the irritation of poison ivy.

6. People ought to get more sleep. **Opinion.** The word *ought* indicates an opinion.

7. Some doctors say to drink eight glasses of water a day. **Fact.** It can be verified that some doctors say this, even though others may disagree.

8. Comets are made up of frozen gases and water and cosmic dust. **Fact.** This is the definition of a comet.

Your child is learning about connotation and denotation. Read some poems with your child and discuss which words express denotation and which express connotation.

**Shimmering Chimneys**

We heard a tale of shimmering chimneys of gold and silver, copper and zinc, diamonds even buried deep under the placid turquoise waters in the sea off Japan. ... thousands of them, spouting fishtails of precious metals and gems in lines on the sea floor. The metals settle in mounds. Some have seen these chimneys. Some have come back to tell of their splendor. I can only gaze at the clear water. No matter how far down I look, it isn’t far enough.

beauty, sparkly, light

quiet, uneventful; beautiful

geysers

denotation

denotation

magnificence

mesmerize

denotation

denotation

denotation

denotation

In lines on the sea floor. The metals settle in mounds. Some have come back to tell of their splendor. I can only gaze at the clear water. No matter how far down I look, it isn’t far enough.
Fold the paper along the dotted line. As each Spelling Word is read aloud, write it in the blank. Then unfold your paper and check your work. Practice writing any Spelling Words you missed.

1. postponement
2. uncertainly
3. unexpectedly
4. microscope
5. aquatic
6. rhythm
7. plumber
8. reign
9. soften
10. wrinkled
11. muscle
12. muscular
13. precise
14. precision
15. offense
16. offensive
17. pianos
18. canoes
19. chiefs
20. oxen

Name ______________

Name ______________

Read this part of a student's rough draft. Then answer the questions that follow.

(1) Sulima and Jon were studying deep-sea diving last year. (2) "Their the best divers in the class," the instructor told the coach. (3) The instructor said, "Next year, I be checking to see if they are still diving in these waters." (4) Then the instructor told Sulima and Jon, "I am looking for divers now to help with the big coral dive. (5) The job is yours, if your interested. (6) __________, you agree to make the dive?"

1. Which change, if any, should be made to the underlined words in Sentence 1?
   A. is studying
   B. will be studying
   C. are studying
   D. Make no change.

2. Which is the correct way to write the underlined word in Sentence 2?
   A. There
   B. They're
   C. Their
   D. The're

3. Which change, if any, should be made to the underlined word in Sentence 3?
   A. I'll
   B. It's
   C. I've
   D. I'm

4. Which describes the underlined verb in Sentence 4?
   A. present-progressive form
   B. past-progressive form
   C. future-progressive form
   D. infinitive

5. Which change should the student make to Sentence 5?
   A. Change yours to you're.
   B. Change yours to your's.
   C. Change your to you're.
   D. Change your to your.

6. Which could complete Sentence 6?
   A. Won't
   B. Won't
   C. Won't
   D. Won't
Read this part of a student’s rough draft. Then answer the questions that follow.

(1) I had never seen nothing so beautiful as the boat.
(2) “Because you have been interested in sailing for such a long time,” my aunt said, we are going sailing.”
(3) I couldn’t hardly believe my luck!
(4) “I am so glad you are happy,” my aunt said.
(5) “Before you board, be sure you are carrying the following life jacket, sunglasses, sunscreen, and your camera.”
(6) I got on the boat ______.

1. Which change, if any, should be made to Sentence 1?
   A. Change never to ever.
   B. Change nothing to anything.
   C. Change had never to hadn’t never.
   D. Change had never to haven’t ever.

2. Which change should the student make to Sentence 2?
   A. Remove the quotation mark before the word Because.
   B. Remove the comma after the word time.
   C. Add a quotation mark before the word we.
   D. Add a comma after the word are.

3. Which is the correct way to write Sentence 3?
   A. I could not hardly believe my luck!
   B. I couldn’t never believe my luck!
   C. I could hardly believe my luck!
   D. I could hardly not believe my luck!

4. Which punctuation mark is missing from Sentence 4?
   A. colon
   B. semicolon
   C. comma
   D. quotation mark

5. Which punctuation mark is missing from Sentence 5?
   A. colon
   B. semicolon
   C. comma
   D. quotation marks

6. Which word or words could complete Sentence 6?
   A. eager
   B. more eager
   C. more eagerly
   D. eagerly

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