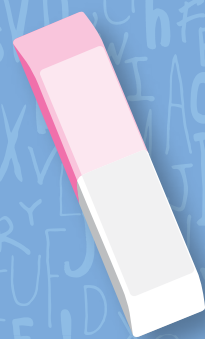


English Language Arts







# Home Learning KIT

GRADES 3-5



# Homophone Dice Game!







Directions: Each of the following sentences is missing a homophone. Read through them all first. Then roll your dice and find the column that matches the number you rolled. Read one of the sentences from that column and decide which homophone fits in the blank. Keep rolling until you fill up the whole game board.

					
There/Their/They're	It's/Its	Your/You're	To/Too/Two	Son/Sun	One/Won

1	2	3	4	5	6
I left my pencil over _____.	What time is it? _____ five o'clock.	_____ my very best friend!	I want to go, _____!	She has one daughter and one _____.	I _____ the game!
I really like these shoes. _____ my favorite pair.	The dog left _____ toy outside.	I'd love to go to _____ house!	Do you want _____ go with me?	The _____ is shining brightly today.	My team _____ the prize.
The bathroom is right _____.	The bird flew to _____ nest.	Did you finish _____ homework?	One plus one is _____.	I can't see the _____ because it's behind the clouds.	Which _____ do you want?
The students had _____ pizza party on Friday.	Have you seen my book? _____ not where I left it.	_____ going to have so much fun at the party.	I want some cake, but I'm _____ full from pizza.	The man's _____ was sitting next to him on the bus.	I only have _____ sister.

# Homophone Dice Game!

## ANSWER KEY

					
There/Their/They're	It's/Its	Your/You're	To/Too/Two	Son/Sun	One/Won







1	2	3	4	5	6
there	it's	You're	too	son	won
They're	its	your	to	sun	won
there	its	your	two	sun	one
their	it's	You're	too	son	one



Like Bingo, students can color or put stickers on the boxes they have filled in correctly!

# Homophone Dice Game!

Directions: Each of the following sentences is missing a homophone. Read through them all first. Then roll your dice and find the column that matches the number you rolled. Read one of the sentences from that column and decide which homophone fits in the blank. Keep rolling until you fill up the whole game board.







					
There/Their/They're	Which/Witch	Your/You're	Cents/Sense/Scents	Whether/Weather	Right/Write

1	2	3	4	5	6
I put my notebook over _____.	The scary _____ flew through the sky on her broom.	_____ my favorite teacher!	I'm getting so hungry from all the delicious _____ coming from the kitchen.	Do you know _____ you are going to the dance or not?	I only have three more sentences left to _____, and then I'll be done with my homework.
Who are those people? _____ my parents.	_____ one of these is your classroom?	I wish I could go to _____ house for a sleep over this weekend!	I'm trying to figure it out, but this math problem just doesn't make _____.	_____ you want to or not, you have to finish your homework.	I can't figure out the _____ way to solve this problem.
_____ was only one seat left on the bus when I got on.	I want to eat lunch, but I don't know _____ bag is mine.	I'm trying to make new friends, but _____ the only one I know in this class, so far.	Do you have fifty _____ I could borrow to get a drink?	This cold _____ is really strange for May.	What's the _____ direction to get to the gym?
My sisters left _____ toys all over the floor. See? _____ right over _____.	Last Halloween, I dressed up as a _____. _____ costume did you decide to wear?	Have you found _____ cat? I heard from _____ mom that she was lost!	Can you look at this map for me? I can't make _____ of it. I bought it for a few _____ at the thrift store.	Since the _____ has been so unpredictable lately, I wasn't sure _____ I should wear pants or shorts.	You were _____! Ms. Cole did make us _____ an essay today!



# Homophone Dice Game!

## ANSWER KEY

					
There/Their/They're	It's/Its	Your/You're	To/Too/Two	Son/Sun	One/Won

1	2	3	4	5	6
there	witch	You're	scents	whether	write
They're	which	your	sense	Whether	right
There	which	you're	cents	weather	right
their, They're, there	witch, which	your, your	sense, cents	weather, whether	right, write

### BONUS FUN!

Like Bingo, students can color or put stickers on the boxes they have filled in correctly!

# VOCABULARY LADDER

## VOCAB ROCKS

Word 1 \_\_\_\_\_  
 Synonyms: \_\_\_\_\_  
 Word 2 \_\_\_\_\_  
 Synonyms: \_\_\_\_\_  
 Here is a sentence with them both: \_\_\_\_\_

Word 1 \_\_\_\_\_  
 Word 2 \_\_\_\_\_  
 Here is a sentence with them both: \_\_\_\_\_

Word 1 \_\_\_\_\_  
 Word 2 \_\_\_\_\_  
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Word 1 \_\_\_\_\_  
 Word 2 \_\_\_\_\_  
 Here is a sentence with them both: \_\_\_\_\_

Word 1 \_\_\_\_\_  
 Word 2 \_\_\_\_\_  
 Here is a sentence with them both: \_\_\_\_\_

## I LOVE LEXICON

Word 3 \_\_\_\_\_  
 Synonyms: \_\_\_\_\_  
 Word 4 \_\_\_\_\_  
 Synonyms: \_\_\_\_\_  
 Here is a sentence with them both: \_\_\_\_\_

Word 3 \_\_\_\_\_  
 Word 4 \_\_\_\_\_  
 Here is a sentence with them both: \_\_\_\_\_

Word 3 \_\_\_\_\_  
 Word 4 \_\_\_\_\_  
 Here is a sentence with them both: \_\_\_\_\_

Word 3 \_\_\_\_\_  
 Word 4 \_\_\_\_\_  
 Here is a sentence with them both: \_\_\_\_\_

## WORDS ARE POWER

Word 5 \_\_\_\_\_  
 Synonyms: \_\_\_\_\_  
 Word 6 \_\_\_\_\_  
 Synonyms: \_\_\_\_\_  
 Here is a sentence with them both: \_\_\_\_\_

Word 5 \_\_\_\_\_  
 Word 6 \_\_\_\_\_  
 Here is a sentence with them both: \_\_\_\_\_

Word 5 \_\_\_\_\_  
 Word 6 \_\_\_\_\_  
 Here is a sentence with them both: \_\_\_\_\_

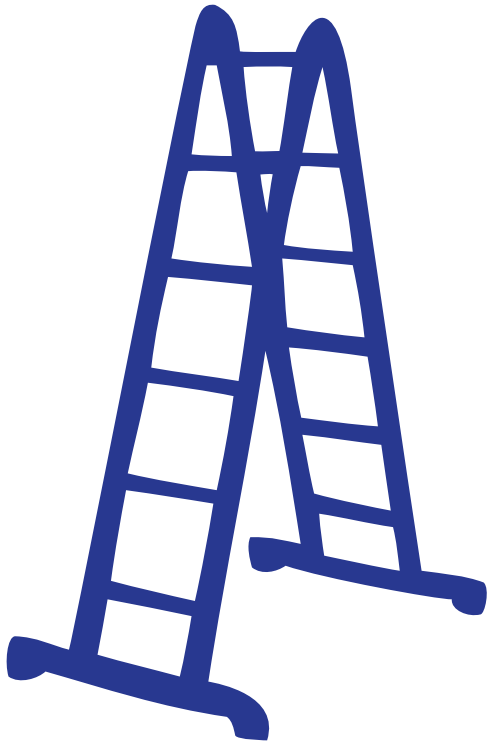
## I'M A WORDSMITH

Word 7 \_\_\_\_\_  
 Synonyms: \_\_\_\_\_  
 Word 8 \_\_\_\_\_  
 Synonyms: \_\_\_\_\_  
 Here is a sentence with them both: \_\_\_\_\_

Word 7 \_\_\_\_\_  
 Word 8 \_\_\_\_\_  
 Here is a sentence with them both: \_\_\_\_\_

## WORD NERD

Word 9 \_\_\_\_\_  
 Synonyms: \_\_\_\_\_  
 Word 10 \_\_\_\_\_  
 Synonyms: \_\_\_\_\_  
 Here is a sentence with them both: \_\_\_\_\_



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## GRAMMAR MINI LESSON &amp; PRACTICE SHEET

## Words Often Misspelled

## GUIDED INSTRUCTION

**Homophones** are words that sound alike but have different spellings and meanings. Homophones include word pairs such as *whole* and *hole*. They can also include pairs consisting of a possessive pronoun and a contraction, such as *its* and *it's*. Remember that possessive pronouns do not have apostrophes.

Homophone	Meaning
it's	it is or it has
its	belonging to it
you're	you are
your	belonging to you
they're	they are
their	belonging to them
there	that place
sense	meaning, reason, judgment
cents	a unit of money
whole	all of something
hole	a hollow place in a solid surface
ant	a small bug that lives in large groups or colonies
aunt	your mom's or dad's sister

## GUIDED PRACTICE

Read each sentence. If the **homophone** in boldface is used correctly, write *correct*. If the homophone is not used correctly, cross it out and write the correct homophone on the line.

- You're** dog is so silly! \_\_\_\_\_
- My dog wags **its** tail when I ask it to sit. \_\_\_\_\_
- We need clues to get to **their** house. \_\_\_\_\_

Write the word in parentheses that correctly completes each sentence.

- Do you know what goes up and down your \_\_\_\_\_ body without moving? (hole, whole)
- Why are so many students returning \_\_\_\_\_ math books? (their, there)
- That donut \_\_\_\_\_ eating looks delicious! (your, you're)

L.4.1.G



Name \_\_\_\_\_

**INDEPENDENT PRACTICE: Words Often Misspelled****Remember**

**Homophones** are words that sound alike but have different spellings and meanings. Homophones include word pairs such as *whole* and *hole*. They can also include pairs consisting of a possessive pronoun and a contraction, such as *its* and *it's*. Remember that possessive pronouns do not have apostrophes.

**Grammar Exercises**

Write the word in parentheses that correctly completes each sentence.

1. This is a lesson about the importance of common \_\_\_\_\_. (sense, cents)
2. Is \_\_\_\_\_ school planning an art fair? (your, you're)
3. In science class we learned about an \_\_\_\_\_ colony. (aunt, ant)
4. I like the building because \_\_\_\_\_ windows look like mirrors. (it's, its)
5. Luis and Laura invited \_\_\_\_\_ friends for tea. (there, their)
6. \_\_\_\_\_ sailing over to Moorhead Island. (There, They're)
7. Would you like a half or \_\_\_\_\_ sandwich? (hole, whole)

L4.1.G

Name \_\_\_\_\_

**INDEPENDENT PRACTICE: Words Often Misspelled****Remember**

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L4.1.G



Name \_\_\_\_\_

**INDEPENDENT PRACTICE:**

**Answer Key for Guided and Independent Practice: Words Often Misspelled**

**GUIDED PRACTICE**

Read each sentence. If the **homophone** in boldface is used correctly, write *correct*. If the homophone is not used correctly, cross it out and write the correct homophone on the line.

1. **You're** dog is so silly! \_\_\_\_\_ Your \_\_\_\_\_
2. My dog wags **its** tail when I ask it to sit. \_\_\_\_\_ correct \_\_\_\_\_
3. We need clues to get to **their** house. \_\_\_\_\_ correct \_\_\_\_\_

Write the word in parentheses that correctly completes each sentence.

1. Do you know what goes up and down your **whole** body without moving? (hole, whole)
2. Why are so many students returning **their** math books? (their, there)
3. That donut **you're** eating looks delicious! (your, you're)

L.4.1.G

Name \_\_\_\_\_

**INDEPENDENT PRACTICE: Words Often Misspelled**

**Remember**

**Homophones** are words that sound alike but have different spellings and meanings. Homophones include word pairs such as *whole* and *hole*. They can also include pairs consisting of a possessive pronoun and a contraction, such as *its* and *it's*. Remember that possessive pronouns do not have apostrophes.

**Grammar Exercises**

Write the word in parentheses that correctly completes each sentence.

1. This is a lesson about the importance of common **sense** . (sense, cents)
2. Is **your** school planning an art fair? (your, you're)
3. In science class we learned about an **ant** colony. (aunt, ant)
4. I like the building because **its** windows look like mirrors. (it's, its)
5. Luis and Laura invited **their** friends for tea. (there, their)
6. **They're** sailing over to Moorhead Island. (There, They're)
7. Would you like a half or **whole** sandwich? (hole, whole)

L.4.1.G

## GRAMMAR MINI LESSON &amp; PRACTICE SHEET

## Complex Sentences

## GUIDED INSTRUCTION

**REMEMBER:** You have learned about compound sentences. Compound sentences combine related ideas using a connecting word such as *and*, *but*, or *or*.

- A **complex sentence** also combines related ideas. The ideas are joined by a **subordinating conjunction**. Look at the sentence below.

**EXAMPLE:** The canyon is wide **because** the river has eroded its walls.

The subordinating conjunction *because* joins the two related ideas.

The following **subordinating conjunctions** are often used to connect related ideas.

SUBORDINATING CONJUNCTIONS			
after	although	because	before
since	until	when	while

- The subordinating conjunction may come in the middle of the sentence.  
**EXAMPLE:** Plains are mostly flat **although** some have small hills.
- The subordinating conjunction may come at the beginning of the sentence.  
**EXAMPLE:** **Although** some have small hills, plains are mostly flat.

**Notice that when the first idea in the sentence begins with a subordinating conjunction, a comma follows that idea.**

## GUIDED PRACTICE

Read each sentence. Write **complex** if the sentence is made up of two related ideas joined by a subordinating conjunction. Write **not complex** if it is not a complex sentence.

1. After we made the last turn, we reached the mountain.
2. We wanted to see the mountain because it is so majestic.
3. A mountain is higher than the area around it.
4. The taller mountains reach into the colder layers of the atmosphere.
5. Since the mountain slope is gentle, it is perfect for skiing.

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Name \_\_\_\_\_

**INDEPENDENT PRACTICE: Complex Sentences**

Read each complex sentence. Write the subordinating conjunction that joins the two related ideas. The first one is done for you.

- When an earthquake happens, you can take steps to be safe. When
- You should take cover until the ground stops shaking. \_\_\_\_\_
- Since earthquakes sometimes happen under the ocean, you may see waves on the surface. \_\_\_\_\_
- A tsunami can take place after an earthquake strikes. \_\_\_\_\_
- Some cities are prepared for an earthquake because they have had so many. \_\_\_\_\_
- Although some earthquakes are dangerous, most are not. \_\_\_\_\_
- Scientists could study an earthquake better when they had the latest tools. \_\_\_\_\_
- Before an earthquake hits, some animals seem nervous. \_\_\_\_\_
- We saw a wide crack in the ground while we were hiking. \_\_\_\_\_
- The ground cracked because parts of the earth had split apart. \_\_\_\_\_

L.3.1.i, 4.2.c

Name \_\_\_\_\_

**INDEPENDENT PRACTICE: Complex Sentences**

Read each complex sentence. Write the subordinating conjunction that joins the two related ideas. The first one is done for you.

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L.3.1.i, 4.2.c

## GRAMMAR MINI LESSON &amp; PRACTICE SHEET

## Complex Sentences

## ANSWER SHEET

## GUIDED PRACTICE

1. After we made the last turn, we reached the mountain.
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complexcomplexnot complexnot complexcomplex

## INDEPENDENT PRACTICE

1. When an earthquake happens, you can take steps to be safe.
2. You should take cover until the ground stops shaking.
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7. Scientists could study an earthquake better when they had the latest tools.
8. Before an earthquake hits, some animals seem nervous.
9. We saw a wide crack in the ground while we were hiking.
10. The ground cracked because parts of the earth had split apart.

WhenuntilSinceafterbecauseAlthoughwhenBeforewhilebecause



## GRAMMAR MINI LESSON &amp; PRACTICE SHEET

## Subject Pronouns

## GUIDED INSTRUCTION

A **subject pronoun** takes the place of a noun or nouns in the subject of the sentence. *I, he, she,* and *it* are singular subject pronouns. *We* and *they* are plural subject pronouns. *You* can be singular or plural.

A pronoun's **antecedent** is the noun the pronoun refers to. The pronoun must agree in number with its antecedent.

In a sentence, the subject pronoun and the present-tense verb must agree in number. Use a singular verb with a singular pronoun. Use a plural verb with a plural pronoun. Many verbs with an *-s* at the end are singular and without the *-s* are plural.

- Add *-s* or *-es* to a verb if the subject pronoun is *he, she,* or *it*. If the verb ends in *y*, change the *y* to *i* before adding *-es*.

*She studies* a map of Everglades National Park

*It stretches* across Florida's southern tip.

- Do not add *-s* or *-es* if the subject pronoun is *I, we, you,* or *they*.

*I enjoy* hiking. *You like* hiking, too.

*They photograph* the colorful birds. *We love* the pictures.

## GUIDED PRACTICE

Replace the **boldfaced** subject with the correct subject pronoun. Write the subject pronoun on the line.

1. **The Everglades** is a low, flat plain. \_\_\_\_\_
2. **Summer storms** turn the plain into a grassy river. \_\_\_\_\_
3. **Scientists and conservationists** try to protect the Everglades and its animals. \_\_\_\_\_

Write the present-tense form of the verb in parentheses to correctly complete each sentence.

1. We \_\_\_\_\_ Florida's Kennedy Space Center. (visit)
2. He \_\_\_\_\_ the takeoff of the Space Shuttle. (witness)
3. It \_\_\_\_\_ like silver in the sunlight. (flash)

Name \_\_\_\_\_

**INDEPENDENT PRACTICE: Subject Pronouns****Remember**

A **subject pronoun** takes the place of a noun or nouns in the subject of a sentence. In a sentence, the subject pronoun and the present-tense verb must agree in number. If the subject pronoun is *he, she, or it*, use a singular verb. If the subject pronoun is *I, we, you, or they*, use a plural verb. Many verbs with an *-s* at the end are singular and without the *-s* are plural. A pronoun's **antecedent** is the noun the pronoun refers to.

**Grammar Exercises**

Write the present-tense form of the verb in parentheses to correctly complete each sentence.

1. She \_\_\_\_\_ at a nearby library. (work)
2. We \_\_\_\_\_ the grass every Saturday. (mow)
3. They \_\_\_\_\_ an office at 350 Kennedy Street. (share)
4. I \_\_\_\_\_ these folk dances very much. (enjoy)
5. He \_\_\_\_\_ to the field after school. (hurry)
6. She \_\_\_\_\_ for the math test with her friends. (study)
7. It even \_\_\_\_\_ the pots and pans quite well. (wash)

L.3.1.A

Name \_\_\_\_\_

**INDEPENDENT PRACTICE: Subject Pronouns****Remember**

A **subject pronoun** takes the place of a noun or nouns in the subject of a sentence. In a sentence, the subject pronoun and the present-tense verb must agree in number. If the subject pronoun is *he, she, or it*, use a singular verb. If the subject pronoun is *I, we, you, or they*, use a plural verb. Many verbs with an *-s* at the end are singular and without the *-s* are plural. A pronoun's **antecedent** is the noun the pronoun refers to.

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L.3.1.A



Name \_\_\_\_\_

**INDEPENDENT PRACTICE:****Answer Key for Guided and Independent Practice: Subject Pronouns****GUIDED PRACTICE**

Replace the **boldfaced** subject with the correct subject pronoun. Write the subject pronoun on the line.

1. **The Everglades** is a low, flat plain. It
2. **Summer storms** turn the plain into a grassy river. They
3. **Scientists and conservationists** try to protect the Everglades and its animals. They

Write the present-tense form of the verb in parentheses to correctly complete each sentence.

1. We visit Florida's Kennedy Space Center. (visit)
2. He witnesses the takeoff of the Space Shuttle. (witness)
3. It flashes like silver in the sunlight. (flash)

L.3.1.A

Name \_\_\_\_\_

**INDEPENDENT PRACTICE: Subject Pronouns****Remember**

A **subject pronoun** takes the place of a noun or nouns in the subject of a sentence. In a sentence, the subject pronoun and the present-tense verb must agree in number. If the subject pronoun is *he, she, or it*, use a singular verb. If the subject pronoun is *I, we, you, or they*, use a plural verb. Many verbs with an *-s* at the end are singular and without the *-s* are plural. A pronoun's **antecedent** is the noun the pronoun refers to.

**Grammar Exercises**

Write the present-tense form of the verb in parentheses to correctly complete each sentence.

1. She works at a nearby library. (work)
2. We mow the grass every Saturday. (mow)
3. They share an office at 350 Kennedy Street. (share)
4. I enjoy these folk dances very much. (enjoy)
5. He hurries to the field after school. (hurry)
6. She studies for the math test with her friends. (study)
7. It even washes the pots and pans quite well. (wash)

L.3.1.A



## Vocabulary for Comprehension

Read the following passage in which some of the words you have studied appear in **dark print**. Then answer the questions.

### Pants as Good as Gold

I'm so glad I left New York for California. Most people came here to make their fortunes mining gold, but not me. I came to start my own business. I am not a **timid** man! I am not afraid to try new things. In New York, my family sold dry goods. I was confident that I would be successful doing the same in California. Most people would be busy looking for gold. I would have few dry goods merchants to **compete** with.

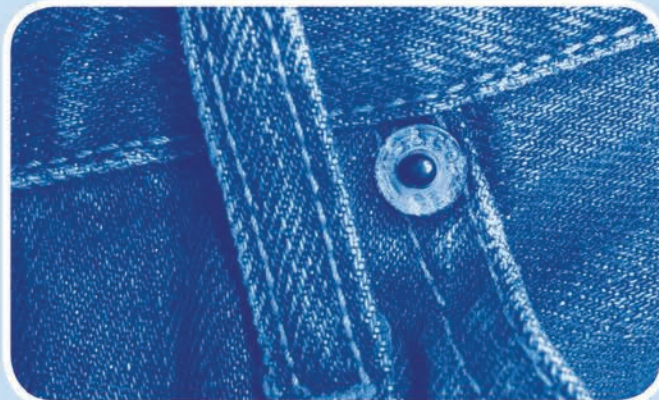
When I arrived in 1853, I opened my business and named it after myself, Levi Strauss. I sold goods to the small stores where miners bought supplies. My business has grown. I have moved several times to bigger locations.

In 1872, big became huge. I got a letter from a tailor named Jacob Davis. He

had a **clever** idea. Davis attached metal rivets to pants at the places where they stretch and pull. The rivets **performed** an important job. They made the pants stronger and last longer.

That made me think. I had often heard miners **remark** that their pants wore out too quickly. Most pants are just too **delicate** for digging for gold! So when Davis asked for my help, I agreed to join him. I knew that many miners would want these sturdy work pants.

Now I am proud when I see miners wearing denim pants with rivets. I like to hear them say their pants are both long lasting and comfortable. I intend to keep making these extraordinary pants. Who would have thought that pants would be as good as gold?



The rivets in the new design meant pants didn't wear out quickly.



Fill in the circle next to the choice that best completes the sentence or answers the question.

1. This passage is mostly about
  - (a) Strauss's journey out West.
  - (b) how Strauss got rich from making pants.
  - (c) why people looked for gold.
  - (d) miners in California.
2. The meaning of **timid** is
  - (a) bold.
  - (b) silent.
  - (c) not have courage.
  - (d) slow to decide.
3. Strauss would have few merchants to **compete** with because
  - (a) most people would be looking for gold.
  - (b) his family sold dry goods in New York.
  - (c) he named his business after himself.
  - (d) the merchants sold few supplies.
4. Another word for **clever** is
  - (a) strong.
  - (b) slow.
  - (c) smart.
  - (d) strange.
5. In this passage, **performed** means
  - (a) carried out a task.
  - (b) entertained.
  - (c) made.
  - (d) punched with holes.
6. The meaning of **remark** in this passage is
  - (a) to question.
  - (b) to wonder.
  - (c) to do again.
  - (d) to make a statement.
7. **Delicate** most nearly means
  - (a) sturdy.
  - (b) weak.
  - (c) fancy.
  - (d) small.
8. You can figure out that Strauss
  - (a) missed his family.
  - (b) wanted to dig for gold.
  - (c) made friends easily.
  - (d) was proud of his success.

### Write Your Own

*The pants that Levi Strauss and Jacob Davis made led to the many different kinds of blue jeans in stores today. Think about the effect of Strauss and Davis's creation. On a separate sheet of paper, describe how their creation affects us today. Use at least three boldfaced words.*

## Answer Key

Fill in the circle next to the choice that best completes the sentence or answers the question.

- This passage is mostly about
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### Write Your Own

*The pants that Levi Strauss and Jacob Davis made led to the many different kinds of blue jeans in stores today. Think about the effect of Strauss and Davis's creation. On a separate sheet of paper, describe how their creation affects us today. Use at least three boldfaced words.*



## Vocabulary for Comprehension

Read the following passage in which some of the words you have studied appear in **boldface**. Then answer the questions.

### Artist: Faith Ringgold

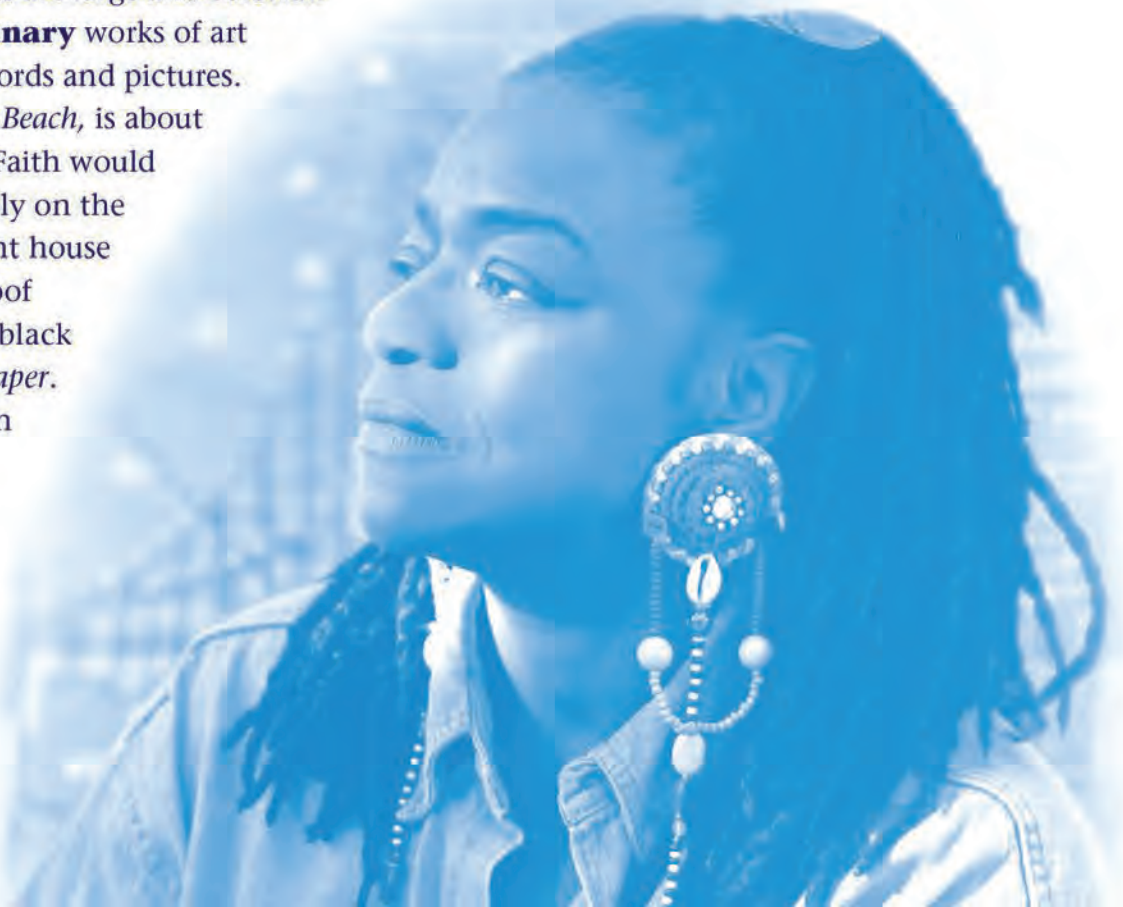
Faith Ringgold was born in New York City in 1930. Her mother was a fashion designer, a dressmaker, and a quilt maker. She taught Faith how to sew. She also took Faith to museums and to see great performers. These experiences seemed to **inspire** Faith. Even as a **juvenile**, she began to express her ideas through art.

When Faith was in college, she explored African-American subjects and art. She practiced mixing paints to create skin colors that looked real. Even after becoming an art teacher, Faith continued to study art. She also created an art style of her own by inventing the story quilt.

Faith's story quilts are large and colorful. They are **extraordinary** works of art that tell stories in words and pictures. One story quilt, *Tar Beach*, is about the summer nights Faith would spend with her family on the roof of the apartment house they lived in. The roof was covered with a black material called *tarpaper*. When you **focus** on

the details in *Tar Beach*, they **reflect** those summer nights. You see a painting of the New York City skyline and a table with a big meal. You see a girl and her brother on a blanket, as if they were on a real beach. At the top, you can read the story that Faith wrote. A **variety** of bright fabric scraps forms the border of the story quilt.

Today, Faith Ringgold is known for her paintings, masks, soft sculptures, and story quilts. Her work is in a museum in Harlem, where she grew up, and in museums around the world. Faith has also written and illustrated many children's books.





Fill in the circle next to the choice that best completes the sentence or answers the question.

1. This passage mainly tells about
  - (a) the life of Faith Ringgold.
  - (b) Faith's mother.
  - (c) Faith as a student.
  - (d) *Tar Beach*.
2. The word **inspire** means
  - (a) to ruin.
  - (b) to hold back.
  - (c) to scare and confuse.
  - (d) to encourage and excite.
3. Another word for **juvenile** is
  - (a) adult.
  - (b) person.
  - (c) child.
  - (d) daughter.
4. Another word for **extraordinary** is
  - (a) colorful.
  - (b) common.
  - (c) dull.
  - (d) exceptional.
5. To **focus** means
  - (a) to ignore.
  - (b) to learn.
  - (c) to concentrate.
  - (d) to like.
6. In this passage, to **reflect** means
  - (a) to show.
  - (b) to return.
  - (c) to absorb.
  - (d) to relax.
7. The meaning of **variety** is
  - (a) small amount.
  - (b) assortment.
  - (c) all the same.
  - (d) not at all.
8. Why did Faith call one story quilt *Tar Beach*?
  - (a) The story told about tar.
  - (b) The story happened at night.
  - (c) She painted the roof black.
  - (d) She imagined that the black tarpaper was the beach.

### Write Your Own

You read about Faith Ringgold and her story quilts on page 126. You also learned that *Tar Beach*, one of her story quilts, was based on a real childhood experience. Imagine that you wanted to make a story quilt about one of your childhood experiences. On a separate sheet of paper, describe what you would include in your story quilt and why. Use at least three boldfaced words.



## Answer Key

Fill in the circle next to the choice that best completes the sentence or answers the question.

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  - Tar Beach*.
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You read about Faith Ringgold and her story quilts on page 126. You also learned that *Tar Beach*, one of her story quilts, was based on a real childhood experience. Imagine that you wanted to make a story quilt about one of your childhood experiences. On a separate sheet of paper, describe what you would include in your story quilt and why. Use at least three boldfaced words.

## Vocabulary for Comprehension

Read the following passage in which some of the words you have studied appear in **boldface**. Then answer the questions.



### Trouble in Paradise

Far from anywhere, in the middle of the **vast** Pacific Ocean, lies the beautiful island nation of Nauru. Sandy beaches, swaying palm trees, and clear blue water circle the island. Some even claim that this isolated country is paradise.

Nauru is one of the smallest nations on Earth. It is only about 8 square miles in size. It is home to only about 14,000 people. Nauru used to be very rich. This was because its land held a lot of phosphate. Phosphate is a natural material used for farming and making new products. The phosphate on Nauru formed from droppings of birds flying by! People dug this unusual treasure from the ground. Then they loaded it onto ships for **transport** around the world.

The **aggressive** digging and selling of phosphate made Nauru very rich. For a

while, its people were some of the richest in the world. Unfortunately, the digging also destroyed Nauru's land. Then around the year 2000, the phosphate ran out. Suddenly, this tiny country had a big problem. Not only was its land ruined, but it also had no way to earn money.

Today, the people of Nauru struggle to build a new future for their country. They have many ideas. One idea is to attract visitors in search of a **luxurious** beach vacation. Visitors might bring money, and their presence might create new jobs for Nauru's residents. This will be a hard goal to **accomplish** because the island is so far away from most places. However, the people of Nauru hope their tiny, beautiful island and their **hospitality** will encourage others to vacation there.



Fill in the circle next to the choice that best completes the sentence or answers the question.

1. The meaning of **vast** is

- (a) very large.
- (b) dangerous.
- (c) cold.
- (d) important.

2. In this passage, **transport** means

- (a) the process of moving things.
- (b) the process of destroying land.
- (c) a large land vehicle.
- (d) to dig out of the ground.

3. Another word for **aggressive** is

- (a) weak.
- (b) determined.
- (c) useless.
- (d) angry.

4. What happened to much of the land on Nauru?

- (a) It was destroyed by birds.
- (b) It became great for farming.
- (c) It was destroyed by digging.
- (d) It no longer has beautiful beaches.

5. In this passage, **luxurious** means

- (a) frightening.
- (b) very pleasurable.
- (c) very cheap.
- (d) extremely unpleasant.

6. Another word for **accomplish** is

- (a) fail.
- (b) understand.
- (c) achieve.
- (d) withdraw.

7. In this passage, the meaning of **hospitality** is

- (a) friendliness.
- (b) illness.
- (c) hostility.
- (d) distance.

8. This passage was mainly written to

- (a) tell a funny story.
- (b) describe where phosphate comes from.
- (c) describe an island country and its problems.
- (d) encourage people to take vacations in Nauru.

### Write Your Own

*Many people in Nauru want to encourage travelers to vacation on their island. Imagine you are writing a travel brochure for the area you live in. Write to persuade others to come visit. Use at least three boldfaced words.*

## Answer Key

Fill in the circle next to the choice that best completes the sentence or answers the question.

- The meaning of **vast** is
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### Write Your Own

*Many people in Nauru want to encourage travelers to vacation on their island. Imagine you are writing a travel brochure for the area you live in. Write to persuade others to come visit. Use at least three boldfaced words.*



# Proofreading Activity

## Proofreading Cards Recording Sheet

Name \_\_\_\_\_

1 \_\_\_\_\_ 11 \_\_\_\_\_

2 \_\_\_\_\_ 12 \_\_\_\_\_

3 \_\_\_\_\_ 13 \_\_\_\_\_

4 \_\_\_\_\_ 14 \_\_\_\_\_

5 \_\_\_\_\_ 15 \_\_\_\_\_

6 \_\_\_\_\_ 16 \_\_\_\_\_

7 \_\_\_\_\_ 17 \_\_\_\_\_

8 \_\_\_\_\_ 18 \_\_\_\_\_

9 \_\_\_\_\_ 19 \_\_\_\_\_

10 \_\_\_\_\_ 20 \_\_\_\_\_

## Proofreading Cards

**1** **Directions:** Read the sentence. On your Recording Sheet, write the correct form of the underlined word.

Ramona is looks forward to an exciting year.

**2** **Directions:** Read the sentence. On your Recording Sheet, write the correct form of the underlined word.

There told in such a funny way that they make everyone laugh.

**3** **Directions:** Read the sentence. On your Recording Sheet, write the correct form of the underlined word.

Today, we had to write our favorite desert recipes.

**4** **Directions:** Read the sentence. On your Recording Sheet, write the correct form of the underlined word.

Ramona's World by Beverly Cleary are a very funny book.

**5** **Directions:** Read the sentence. On your Recording Sheet, write the correct form of the underlined word.

My favorit memory is going to the trampoline jumping store.

**6** **Directions:** Read the sentence. On your Recording Sheet, write the correct form of the underlined word.

The first step in my recipe is to by all the ingredients.

**7** **Directions:** Read the sentence. On your Recording Sheet, write the correct form of the underlined word.

They're illustrations are funny.

**8** **Directions:** Read the sentence. On your Recording Sheet, write the correct form of the underlined word.

Its a popular book among young readers.

**9** **Directions:** Read the sentence. On your Recording Sheet, write the correct form of the underlined word.

They gave our class advise on how to bake bread.

**10** **Directions:** Read the sentence. On your Recording Sheet, write the correct form of the underlined word.

On the bright side, Ramona and Daisy Kidd becomed friends.



## Proofreading Cards

**11** **Directions:** Read the sentence. On your Recording Sheet, write the correct form of the underlined word.

The author can right a good tale.

**16** **Directions:** Read the sentence. On your Recording Sheet, write the correct form of the underlined word.

Please send I a schedule for the swimming lessons.

**12** **Directions:** Read the sentence. On your Recording Sheet, write the correct form of the underlined word.

I read that book too times.

**17** **Directions:** Read the sentence. On your Recording Sheet, write the correct form of the underlined word.

Ribsy the dog wagged its tale.

**13** **Directions:** Read the sentence. On your Recording Sheet, write the correct form of the underlined word.

I are very interested in your swimming program.

**18** **Directions:** Read the sentence. On your Recording Sheet, write the correct form of the underlined word.

You are write about all those books.

**14** **Directions:** Read the sentence. On your Recording Sheet, write the correct form of the underlined word.

It was all ready time for lunch when the chef took the bread out of the oven.

**19** **Directions:** Read the sentence. On your Recording Sheet, write the correct form of the underlined word.

They're many book goods about adventure.

**15** **Directions:** Read the sentence. On your Recording Sheet, write the correct form of the underlined word.

I took a loaf of bread home to proof to my family that I am now a real baker.

**20** **Directions:** Read the sentence. On your Recording Sheet, write the correct form of the underlined word.

I heard that him will be offering violin lessons.

# Proofreading Activity

## Proofreading Cards Answer Sheet

- |    |          |    |           |
|----|----------|----|-----------|
| 1  | looking  | 11 | write     |
| 2  | They're  | 12 | two       |
| 3  | dessert  | 13 | am        |
| 4  | is       | 14 | already   |
| 5  | favorite | 15 | prove     |
| 6  | buy      | 16 | me        |
| 7  | their    | 17 | tail      |
| 8  | It's     | 18 | right     |
| 9  | advice   | 19 | There are |
| 10 | become   | 20 | he        |



# Proofreading Activity

**Directions:** Use the editing symbol to delete the incorrect word. Write the correctly spelled word, noun, or verb above the incorrect word.

PROOFREADING MARKS	
 Add	 Capital letter
 Period	 Small letter
 Take out	

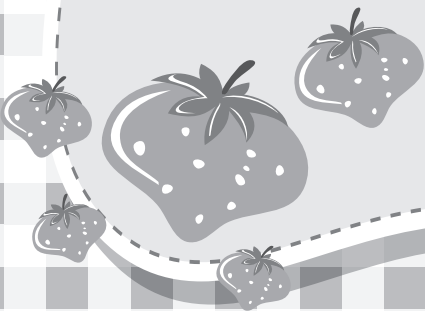
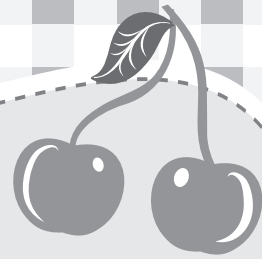
## The Farm

Are farm is on a busy roads. People in cars and buses stops to by our food. One family want fresh corn. Green beans grows on those low bushes. The radish grow faster than the other vegetables. I just dug up a bunch of those. I picks strawberries on most June mornings. Our peach get ripe in July. The cherry are bigger than ever this year. Many pumpkin turn orange by September.



# The Farm

~~Our~~ <sup>Are</sup> farm is on a busy roads. People in cars and buses stops <sup>buy</sup> to ~~by~~ our food. One family want <sup>s</sup> fresh corn. Green beans grows <sup>s</sup> on those low bushes. The radish <sup>es</sup> ~~grow~~ faster than the other vegetables. I just dug up a bunch of ~~those~~ <sup>them</sup>. I pick <sup>s</sup> strawberries on most June mornings. Our peach <sup>es</sup> ~~get~~ ripe in July. The ~~cherry~~ <sup>cherries</sup> are bigger than ever this year. Many pumpkin <sup>s</sup> ~~turn~~ orange by September.





## Introducing the Words

Read the following journal article about a place to live and work while in space. Notice how the highlighted words are used.

# The International Space Station

(Journal Article)

**I**n a brilliant flash of light, the space shuttle blasts off from a launching pad. It is heading towards the International Space Station, or ISS. The shuttle carries food, equipment, and supplies to this place where astronauts live and work.

The ISS circles Earth more than 150 miles above our planet's atmosphere. If you looked down on the ISS, you would see something that looks like a giant bird. The bird's wings are actually solar panels. These capture energy for the station. The body of the bird contains labs and a place to eat, sleep, and relax.

The International Space Station circles Earth every 90 minutes.



Both Russia and the United States had plans for a space station. They knew that building a station together would be cheaper. Once the two countries were convinced that the project could be successful, they united their plans and worked together. Then other countries plunged into the project. These countries included Japan, Canada, France, and Italy.

Since the year 2000, humans have lived on the space station. Their days are very busy. Some astronauts complete experiments. Others work as mechanics, using robot arms to fix machines. Some workers grow plants.

All astronauts are highly trained. Their actions must be swift and sure when problems arise.

Working in space is a dangerous job.

Sometimes, an astronaut must work outside.

To do so, he or she puts on a space suit and takes a space walk outside the station. Conditions in space are harsh. It is very cold outside the space station, and there is no air there. A human cannot endure these conditions without the special suit.

Moving around in space is not easy either.

Gravity doesn't hold the body in one place. There is always the danger of floating away! Astronauts must tie themselves down when sleeping, cooking, or exercising. On the plus side, heavy things seem

light in space. Astronauts can lift and move huge pieces of equipment in space.

The space station is as big as a football field. Keeping it clean is on the to-do list. Astronauts must cook for themselves, too. They must exercise two hours a day to stay strong. Free time is precious. It is often spent taking photographs, reading, writing e-mails home, or just glancing out the window at Earth below.

The International Space Station is a remarkable workplace in space. Exciting discoveries come from research being done there. Most important, countries are joining together to explore the ultimate frontier: space.



Astronaut taking a walk outside



## Introducing the Words


Read the following myth about a trick that led to victory in an ancient war. Notice how the highlighted words are used.

# Odysseus and the Trojan Horse

(Greek myth)







**F**or ten years, the Greeks and the Trojans (trō' jənz), who were from the city of Troy, had been at war with each other. The war began because a Trojan prince named Paris had stolen away Helen, wife of the Greek king Menelaus (men' ə lā' əs). Many times, the Greeks had tried to get past the Trojan army and enter Troy. However, they failed with each try.

Getting into Troy was especially difficult because a mighty wall had been **constructed** around the city to protect it. To the Greeks, the truth of the situation had become quite **evident**. They would have to find a different way to achieve their goal.

Odysseus (ō dis' ē əs) was a brave warrior on the Greek side, but when the war began, he felt little **zest** for joining in. He believed that there was no point in fighting a bloody war over Helen, and he **declined** to help bring her back to Greece. To make sure the Greeks would leave him alone, he pretended that he had lost his mind. He sowed salt with the seeds he was planting in a field. People **interpreted** his actions as madness. The salt would ruin the land and keep plants from growing. When Menelaus discovered that Odysseus was pretending, he ordered Odysseus to go to Troy.

It was Odysseus who at last came up with a plan to win the war. He **submitted** his scheme to Menelaus, who immediately approved it. In the next few months, the Greeks built a giant hollow wooden horse. The structure was not a **crude** representation. Instead, it **approximated** the shape of a real horse and was a stunning work of art.

The Greeks placed the horse at the gate of the city of Troy as if it were a good-bye gift and then pretended to sail away. Inside the horse's belly, thirty soldiers waited quietly. Meanwhile, the Greek ships hid behind a nearby island.


At first, the Trojans did not know how to interpret this gift. Why would the Greeks leave such a precious object? The horse was extremely well-crafted. Its beauty made a **distinct** impression on the Trojans.

Most Trojans were thrilled. Their first **impulse** was to bring the horse inside the city, believing that it was surely a blessing. Others warned that the horse would bring bad luck if it were brought in.

The Greeks left behind a man named Sinon (sī' nən). He told the Trojans that the Greeks had given up. He declared that the horse would bring them all good luck.

With much joy, the Trojans pushed the wooden horse inside the gates that were built into the wall. They took the wooden horse to one of the finest **sectors** of the city and began celebrating their victory. Meanwhile, the Greeks waited until they could spring into action.

Shortly after midnight, Sinon quietly unlatched an opening in the horse. By then, Sinon had **oriented** himself to where things were in the city. He showed Odysseus and the soldiers where to go to open the city gates. The Greek ships had returned to the harbor, and warriors finally entered the city. By dawn, Troy was burning and Helen had been taken to a Greek ship in the harbor. The war had been won, and Menelaus had his queen once again.





## Introducing the Words

Read the following tall tale about a larger-than-life hero of the Old West. Notice how the highlighted words are used.

# Pecos Bill Ends a Drought

(Tall Tale)

According to the tales that Texas cowboys used to tell, Pecos Bill was raised along the Pecos River by coyotes. That upbringing might have been a bit unusual, but it gave Bill superhuman powers.

Just about everything Pecos Bill did was a spectacle. He had a lariat as long as Texas, so he could rope a herd of cattle with just one throw. To keep those cattle safe, he decided to use New Mexico as his pasture. Fencing in that pasture would have complicated anyone else's life, but not Bill's. He just persuaded the prairie dogs to dig the postholes for him.

These stunts that Bill performed had universal appeal. Even the sun showed its curiosity, straining closer and closer to get a better look at whatever Bill was up to. That's what caused the great Texas drought. Never had the state been so dry before! The sun didn't mean any harm, but it got so close that it scorched the land. Every blade of grass dried up and turned brown because of the burning heat.

Talk about a hot summer! The heat was so severe that the chickens laid fried eggs. People wanted to cry and grieve, but there wasn't enough water for tears.

Pecos Bill felt the discomfort, too. After all, the tragic situation was partly his fault. A moral man, Bill always tried to do what was right. He was also a man of action, so he decided to end the drought.

Hopping onto his horse Widow-Maker, Bill galloped north across Oklahoma. Halfway up Tornado Alley, he spotted what he was looking for. A big, black twister had just torn up half of Kansas and was heading down toward Oklahoma for a repeat performance. Bill didn't hesitate for a second. Taking out his lariat, he roped the tornado and climbed onto its neck.

"Howdy, friend!" said Bill in his courteous way, looking directly into the eye of the storm. "I could use your help down in Texas."





“How dare this cowboy trifle with a tornado!” the twister snorted to itself. Bucking like a bronco, the big funnel-shaped cloud whirled, twirled, and zig-zagged south, hoping to throw Bill off. Bill held on, though, digging his spurs into the tornado’s sides and riding it south. Past Galveston and out into the Gulf of Mexico, the twister spun, quickly filling with water.

That’s just what Bill was planning. Full of water, the tornado slowed down a bit, allowing Bill to steer it west over Texas. There, with a few well-placed kicks, Bill turned the twister into a giant watering can.

Once the tornado had dropped all its water, it turned nasty again, so Bill rode it back to the Gulf for more. In all, Bill made six trips, bringing enough water to end the drought and eliminate the hardship he had caused.

Actually, only five trips would have been necessary. When Texans saw Bill coming back with his sixth load, they waved their hats and shouted, “No!” Any more water and they’d have a flood. In the end, Bill rode the twister over to Arizona and dumped all the water in one great swoosh, a washout that created the Grand Canyon.

