Today’s Challenge
Read the dialogue to yourself. Then work with two partners to read aloud. Each of you read what one character says.

A Short Recess

“Do you want to play volleyball?” Jenna asked.
“Sure,” said Carlos and Dan.
“Okay, I’ll serve first,” said Jenna.
“NO! I’ll serve first!” yelled Carlos.
Dan stepped in. “STOP!” he said. “Let’s not argue. Let’s get a game going.”
“Okay, you’re right, Dan,” said Jenna and Carlos.
“Hey, look. The sky is getting very dark,” said Jenna.
Dan shouted back, “What? The wind is so loud I can hardly hear you!”
“I said, THE SKY IS GETTING VERY DARK!” screamed Jenna.
“Let’s head for the school door!” Carlos boomed.

Go Further
What words and punctuation marks helped you know how to read your part?

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ____________________________ Date ____________________________
**Today's Challenge**
Read the dialogue on page 1. Look for clues that will help you predict what may happen next.

<table>
<thead>
<tr>
<th>What I Predict</th>
<th>Story Clues</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**Go Further**
Compare your predictions with those of your reading partners. How are they alike? How are they different?

---

**On today's activity:**
- [ ] I did great!
- [ ] I did OK.
- [ ] I need some help.

Name ___________________________  Date ___________________________
Today’s Challenge
Circle the letter of the correct choice.

1. Which word is the homophone of feet?
   A. leg       B. seat       C. feat

2. Which word is a synonym for happy?
   A. funny     B. glad       C. sad

3. Which word is an antonym of near?
   A. far        B. close      C. hear

4. Which word means “smile”?
   A. frown      B. grin       C. laugh

5. Which word is a synonym for sleep?
   A. snooze     B. bed        C. work

6. Which word is a homophone of beet?
   A. best       B. beat       C. bean

7. Which word is a homophone of sea?
   A. sell       B. water      C. see

8. Which word is an antonym of excited?
   A. calm       B. scared     C. angry

9. Which word is an antonym of heavy?
   A. strong     B. light      C. weigh

Go Further
Choose two words from the activity that are homophones. Write each word in a sentence. Then try writing both words in one sentence.

On today’s activity:  ☐ I did great!  ☐ I did OK.  ☐ I need some help.
Today's Challenge
Read each set of clues. Then write the word.

1. Mix black and white to get me.
   I am a color word that rhymes with day.

2. I am another word for talk.
   I rhyme with weak.

3. I am what you did yesterday if you took part
   in a game. I rhyme with stayed.

4. I am the opposite of arrive. I rhyme with weave.

5. I am the name of an animal with flippers.
   I rhyme with wheel.

6. I am what you did last night if you watered
   the garden with a hose. I rhyme with played.

Go Further
Choose one of these words: meal, clay, or sealed. Write clues. Have a partner guess the word.

---

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date ___________________________
Today’s Challenge
Read the passage. Rule out two. Write why. Fill in the correct circle.

It was close to recess time, but it was still raining. This was the third straight day of rain! How Jenna, Carlos, and Dan longed to go outdoors to play. Their teacher, Ms. Suarez, was getting out the board games again. Dan called them “bored” games. Suddenly a little ray of sun shone on the window pane. Yes! It had stopped raining.

1. What do you predict the children will do?
   A. They will choose a board game to play.
   B. They will hope that the rain stops soon.
   C. They will go outdoors for recess.
   D. They will skip recess and do worksheets.

2. How do you predict the children will feel if it rains again tomorrow?
   A. The children will be happy.
   B. The children will be afraid of the storm.
   C. The children will be excited to play board games.
   D. The children will be unhappy.

Go Further
Predict the weather from what you know about the season and what has happened the day before.

On today’s activity: □ I did great! □ I did OK. □ I need some help.

Name ___________________________ Date ___________________________
Today’s Challenge
Read the speech below silently. Next, work with your group to decide who will read which lines aloud. Then practice reading your lines out loud.

My Dream

I have a dream that the world could be at peace. Can you imagine that? People everywhere would like one another! We could all help one another.

Without peace, many people are badly hurt. Some have no money or food, and they go hungry.

That is why my dream is very, very important. Just think, if no one fought and no one argued, wouldn’t we be in a wonderful world?

If everyone helps, we can have peace. People everywhere could say, “That’s it! We don’t want to fight anymore.” That’s my dream.

Go Further
Write three more sentences about the dream of peace. Share them with a partner. Tell each other if there are any punctuation changes that could make the meaning clearer.

On today’s activity: □ I did great! □ I did OK. □ I need some help.

6 Name ___________________________ Date _______________
Today’s Challenge
Read the speech on page 6. Think about the ideas in the speech. How are they like ideas or feelings you may have in your own life? Write in the boxes.

<table>
<thead>
<tr>
<th>Ideas in the Speech</th>
<th>My Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>When people don’t fight, they like each other.</td>
<td></td>
</tr>
<tr>
<td>Bad things happen to people when they fight.</td>
<td></td>
</tr>
<tr>
<td>It would be a wonderful world if people stopped fighting.</td>
<td></td>
</tr>
<tr>
<td>We can stop fighting by getting everyone to help.</td>
<td></td>
</tr>
</tbody>
</table>

Go Further
Write the first two sentences of a speech you would like to give.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name _____________________________ Date __________________
Today's Challenge
Write the word that makes part of the equation. Write a new word that completes the equation.

1. air + _______________ = _______________
2. grand + _______________ = _______________
3. _______________ + pack = _______________
4. skate + _______________ = _______________
5. _______________ + tub = _______________
6. bird + _______________ = _______________

Go Further
Make up three word equations of your own.

________________________________________

________________________________________

________________________________________

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

8 Name ___________________________________ Date ____________________
**Today’s Challenge**
Write the words with the sound of *ow* as in *blow* in the first column. Write the word with the sound of *ow* as in *cow* in the second column.

<table>
<thead>
<tr>
<th>row</th>
<th>now</th>
<th>know</th>
<th>vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>bow</td>
<td>howl</td>
<td>grow</td>
<td>throw</td>
</tr>
<tr>
<td>mow</td>
<td>towing</td>
<td>towel</td>
<td>owe</td>
</tr>
<tr>
<td>town</td>
<td>showing</td>
<td>snow</td>
<td>plow</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><em>ow</em> as in <em>blow</em></th>
<th><em>ow</em> as in <em>cow</em></th>
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**Go Further**
Use three words from the chart in sentences.

**On today’s activity:**  
☐ I did great!  ☐ I did OK.  ☐ I need some help.

Name __________________________ Date ________________
Today's Challenge
Read the speech. Rule out two. Write why. Fill in the correct circle.

Today I'd like to tell you about Martin Luther King, Jr. In the 1950s and 1960s, African Americans still did not have the same rights as white Americans. Dr. King had a dream of equal rights. He led large groups of people to tell the government about this dream. Dr. King's dream began to come true. His dream still lives on.

1. Which connection can you make to this speech?
   A) I've also led people to tell how I feel about America.
   B) I listened to Dr. King in the 1950s.
   C) I dream a lot at night.
   D) I believe in equal rights, too.

2. Which connection could you NOT make to the speech?
   A) I learn about Martin Luther King, Jr., in school.
   B) I think I could learn more about Dr. King on the Internet.
   C) My parents are friends of a Dr. King.
   D) I believe in equal rights, too.

Go Further
Tell more about a connection you can make to the speech. Share your ideas by talking to a partner.

On today's activity:  ☐ I did great!  ☐ I did OK.  ☐ I need some help.

10 Name ____________________________ Date ______________
Today's Challenge
Read the play below silently. Work in a group of four students. Decide who will read each part out loud. Practice reading aloud. Then perform the play for all the other groups. Remember to pay attention to punctuation to help you understand how to say your lines.

At the Tide Pool

Scene 1: Oliver's tide pool.

**Oliver Oyster:** Hi, my name is Oliver Oyster. I live in a tide pool in Long Island Sound. I have an electric guitar. *(turns to Harry)* Meet my friend Harry Horseshoe Crab. We play music together.

**Harry Horseshoe Crab:** Hey, there! Want to hear some cool tunes? Oliver and I are just getting ready to play. I play the electric piano. *(He pretends to play the piano.)*

**Oliver Oyster:** Wait, Harry. What's that wading through the water? *(He points.)* Oh, no! It's those kids again. Remember their last visit?

Scene 2: Oliver's tide pool, a few weeks earlier.

**Boy:** *(turns to girl)* Here's an oyster. Hand me the bucket. *(Plop!)*

**Girl:** That oyster seems all squishy. Should we keep him?

Scene 3: Oliver's Tide pool, in the present again.

**Oliver Oyster:** Can you believe it? They pulled me off my rock. Ouch, it hurt a lot! They put me back in the water, but that day was really scary! Today will be different. Come on, Harry, let's hide.

Go Further
How did your group members vary the voices of the different characters? How did the sea creatures sound compared to the kids?

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date ___________
Today's Challenge
Read the play on page 11. Think about how the characters are alike or different. Then answer the questions.

1. How are Oliver Oyster and Harry Horseshoe Crab alike?

How are they different?

2. What do Oliver Oyster and Harry Horseshoe Crab do at the end of Scene 3?

How is this different from what happens to Oliver Oyster in Scene 2?

Go Further
Work with a partner to find out how your favorite things to eat are alike and different from one another.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

12 Name ____________________________ Date ___________________
Today’s Challenge
Write a sentence that uses each word.

1. wing

2. park

3. leaves

4. fly

5. trip

6. fall

Go Further
Choose two words from the activity. Write a sentence for each that shows the other meaning of the word.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date _______________
Today's Challenge
Fill in the chart. The first row has been done for you.

<table>
<thead>
<tr>
<th>1. words that end in -s</th>
<th>drives</th>
<th>flaps</th>
<th>trucks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. forms of the word <em>wash</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. words that end in <em>-ing</em></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. forms of the word <em>shout</em></td>
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<tr>
<td>5. words that end in <em>-ed</em></td>
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<td></td>
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<tr>
<td>6. forms of the word <em>climb</em></td>
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<tr>
<td>7. forms of the word <em>walk</em></td>
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</tr>
<tr>
<td>8. forms of the word <em>laugh</em></td>
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</tbody>
</table>

Go Further
Write about what you did yesterday.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.
Today’s Challenge
Read the reports. Rule out two. Write why. Fill in the correct circle.

**Nathaniel:** My oral report is about fish called black bass. They live in fresh water, such as lakes and rivers. There are six kinds of black bass. One kind can grow to two feet long.

**Ming:** My oral report is about horseshoe crabs. They live in the ocean. They have shells in the shape of a horse’s hoof. Horseshoe crabs are not crabs. They are cousins of a spider. They have six legs! There are four kinds of horseshoe crabs. One kind can get to be about two feet long.

1. How are horseshoe crabs and black bass alike?
   - **A** Some kinds can grow to two feet long.
   - **B** They walk on legs.
   - **C** They have shells.
   - **D** Some live in the Atlantic Ocean.

2. How are black bass and horseshoe crabs different?
   - **A** There are different kinds of each.
   - **B** One lives in lakes and rivers, the other in oceans.
   - **C** They can grow to two feet long.
   - **D** They are both water animals.

---

**Go Further**
Work with a partner to interview each other. Talk about the things you like to do. Then share what you learn with another set of partners.

**On today’s activity:**  □ I did great! □ I did OK. □ I need some help.

Name ___________________________________ Date __________
Today's Challenge
Read the folk tale below silently. With your group, decide who will read each part out loud. Practice reading your part aloud. Then perform the folk tale for the class.

Fawn lived in a small village with her people. Everyone in the village, young and old alike, had to work for the good of the village.

Fawn's brothers fished and hunted with their father. He was very proud of their skill and hard work. Fawn worked with her mother making baskets, gathering plants, and cooking. Her mother was proud of the work.

But Fawn wanted to do something special—something that would get her father's attention. She decided to make a small garden. It would be a flower garden.

She had some tiny seeds she had saved. When the rains came, she planted the seeds. Little by little the seeds grew. They grew and grew into beautiful flowers.

Fawn's father was surprised to see his young daughter's garden. He praised her hard work and told everyone in the village how proud he was. Fawn was happy.

Go Further
How did knowing your audience would be listening to and not reading the story affect the pace at which you read?

On today's activity: ☐ I did great! ☐ I did OK. ☐ I need some help.

16 Name ___________________________ Date ___________________________
Today’s Challenge
Read the folk tale on page 16. Think about what happened. Think about why it happened. Then use the sentences to fill in the causes and effects in the chart.

<table>
<thead>
<tr>
<th>Cause (why things happen)</th>
<th>Effect (what happens)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fawn wanted to do something special.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Then she planted the seeds.</td>
</tr>
<tr>
<td>3. The seeds grew into flowers.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Her father told everyone.</td>
</tr>
</tbody>
</table>

Go Further
Give an example of a cause-and-effect relationship from your life.

On today’s activity: ☐ I did great! ☐ I did OK. ☐ I need some help.

Name ____________________________ Date ________________
Today's Challenge
Look at each word web. Then write in each blank circle a word that goes with the label in the center circle. An example has been done for you.

- kinds of fruit
  - apple

- wild animals

- sports

Go Further
Create a new word web. Trade it with a partner for one he or she makes. Add words to complete the web.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.
Today’s Challenge
Read the clues below. Write the correct word on the line. Then add -s to make the word mean “more than one.” Write the new word on the line.

1. You use me to think. I am a ___________________.
   More than one: ___________________

2. You can call me an ache. I am a ___________________.
   More than one: ___________________

3. You can use me to cook in. I am a ___________________.
   More than one: ___________________

4. You can use me to cool off. I am a ___________________.
   More than one: ___________________

5. You wear me on your head. I am a ___________________.
   More than one: ___________________

6. You wipe your feet on me. I am a ___________________.
   More than one: ___________________

Go Further
See how many words you can make from the letters in the word straightened. For example, you can make the words head and hat.

__________________  ____________________  ____________________
__________________  ____________________

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ______________________  Date _______________
Today's Challenge
Read the passage. Rule out two. Write why. Fill in the correct circle.

The Lakota were a group of Native Americans. They came from an area where the state of Minnesota is today. These people lived in villages and told stories while they sat around fires at night. In this way, the Lakota were like people all around the world. They all told stories about how Earth came to be or why blackbirds are black. The stories helped the people understand their world.

The Lakota built their homes with tree bark. They made maple syrup from tree sap, and they gathered wild rice. In the 1640s, however, the French took lands in the Lakota area. The Lakota also had to fight with other Native Americans. These two problems forced the Lakota to move west.

1. What caused the Lakota to move west?
   A. Their villages were too small.
   B. They needed more stories.
   C. The French invaded their lands.
   D. They had run out of tree sap.

2. Why did the Lakota and others tell stories?
   A. They needed to do something while they sat around fires.
   B. The stories were a way to make sense of their world.
   C. The French stole their stories.
   D. They did not have time to do other activities.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

20 Name _______________________________________ Date __________________
Today’s Challenge
Read the story below silently. With your group, decide who will read which lines. Underline the lines that you will read. Then practice reading your part out loud.

A Day with the Redwoods

“I wish I weren’t so tired,” said Mona. “I would really like to study these redwoods. They’re so tall.” But Mona wanted to go home.

Jack wasn’t looking up. He was looking at the ground, about 20 feet away. There stood a black-tailed jackrabbit with very large ears. Jack was holding his camera, ready to take a picture. He didn’t really hear what Mona said.

Mona cried, “Please, let’s go home!”

The rabbit jumped away, farther into the forest. Jack snapped at Mona saying, “Now I lost the rabbit. It’s a very rare rabbit. I’ve been trying to get a picture of it all day!”

Mona could see how upset Jack was. “I’m really sorry. We’ll stay and you can get a picture of something else.

“There is nothing else,” sighed Jack.

“There’s nothing?” Mona asked.

Both Jack and Mona looked around but did not say anything. Then the two of them looked up.

“The redwoods!” they shouted at once, and they both laughed.

Go Further
Talk with a partner about something each of you would like to take a picture of. Tell each other why.

On today’s activity: □ I did great! □ I did OK. □ I need some help.

Name ___________________________ Date ___________________________
Today’s Challenge
Read the passage. Try to figure out the meaning of each underlined word. Then write a definition for each word.

I make music with other children. We all play together in our school orchestra. Joey plays the trumpet. He blows into it, and out come these amazing sounds. Judy plays the violin. She holds it under her chin and moves a long bow across the strings. To me, it makes the prettiest sounds in our orchestra. I beat sticks on the top of the timpani. It makes a boom-boom-boom sound.

We practice only twice a week because our leader has many engagements he must go to on other days. Our practice lasts for one hour. We do an incredible amount of work in such a short time. Next week is our first recital. I think our audience will like what they hear.

1. orchestra
2. trumpet
3. violin
4. timpani
5. engagements
6. incredible
7. recital

Go Further
Think of words. Give a partner clues that tell about the words. Have your partner guess the words.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

22 Name ____________________________ Date __________
**Today’s Challenge**
For each question, write the answer. Then use the word in a sentence.

1. unlike
   Does the word have a prefix or a suffix? What is it?
   My sentence

2. warmly
   Does the word have a prefix or a suffix? What is it?
   My sentence

3. restart
   Does the word have a prefix or a suffix? What is it?
   My sentence

4. unimportant
   Does the word have a prefix or a suffix? What is it?
   My sentence

**Go Further**
Think about the meaning of each word. What meaning does the prefix or suffix give to each word? Talk over your ideas with a partner.

**On today’s activity:**  □ I did great!  □ I did OK.  □ I need some help.

Name __________________________ Date __________________________
Today’s Challenge
Move around the letters in each word to make another word. (You should use all the letters.) Write the words on the lines. Then write a sentence for each of your new words.

1. cheat
2. mean
3. mashed
4. leap
5. bake
6. deal

Go Further
Write two “change around” words like those in the activity. Trade them with a partner. Can your partner “change around” the letters to make another word?

On today’s activity: ☐ I did great! ☐ I did OK. ☐ I need some help.

24 Name ________________________ Date _______________
Today’s Challenge

Read the sentences carefully. Rule out two. Then choose the word that best completes the sentence. Fill in the circle.

1. I ___________ to be a princess in a magic land.
   A jumped          B pretended          C slept          D cried

2. I was ___________ with her for pulling my hair.
   A singing          B pleased          C eating          D furious

3. The ___________ slip will allow me to go on the field trip.
   A notebook          B diary          C permission          D artwork

4. We went to the ___________ to hear our teacher talk to the whole school.
   A auditorium          B beach          C store          D house

Go Further

Use the words you chose to write a short story. Exchange your story for a partner’s story.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date ___________________
Today’s Challenge
Read the poem silently. With your group, decide who will read which lines aloud. Underline the lines that you will read. Then practice reading your part out loud.

Clouds Everywhere
Clouds, clouds everywhere,
But that doesn’t bother me!
I see things up in the air,
Others may not see.

A carnival up in the sky!
Candy cotton way up high.
A cow is floating far away,
How I wish they all could stay.

Oh, look there, did you see that?
There’s a kitten in a hat!
Popcorn puffs just out of reach,
Now I see an all-white peach.

I wish this day would never end.
Every cloud is my best friend.
But tomorrow I will see
Clouds and more clouds just for me.

Go Further
How did your group sound? What could you do better next time?

On today’s activity: □ I did great! □ I did OK. □ I need some help.

26 Name ___________________________ Date _________________________
Today’s Challenge
Read the poem on page 26. Draw two things the poet sees in the clouds.

Go Further
On separate sheet of paper, draw something that you could see in the sky. Talk about your drawing with the group.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________  Date ______________  27
Today's Challenge
Use at least five of the nine words listed below to write a poem or a story. You may use other forms of the word if you wish. For example, instead of solve, you can use solves, solving, or solved.

- baggy
- solve
- mystery
- burst
- awoke
- neighbor
- imagine
- haunted
- beneath

Go Further
Write two sentences that tell what your story or poem is about. Share your story or poem and your two sentences with a partner.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

Name __________________   Date __________________
Today's Challenge
Find the plural words in the word maze below. You will find them going across and down. Circle each word. Then list the words. One has been done for you.

Words that end in -s

commands

Words that end in -es

Go Further
Tell why some words end in -s and other words must use -es to name more than one.

On today's activity:  □ I did great! □ I did OK. □ I need some help.

Name ____________________________ Date ________________________
Today's Challenge
Read the passage. Rule out two. Write why. Fill in the correct circle.

What makes up a cloud? Clouds seem to appear from nowhere. Then they are gone. A cloud is made up of millions of tiny droplets of water. The three main kinds of clouds are cirrus clouds, cumulus clouds, and stratus clouds. The thin, feathery clouds you see are cirrus clouds. On sunny days, you will probably see them or cumulus clouds. Cumulus clouds are puffy and rounded. They are often scattered throughout the sky. Stratus clouds form a sheet of clouds across the sky like a pale gray blanket. These clouds usually mean it will rain. So, of you see them, be sure to carry an umbrella.

1. Which words did the author use to help you see cumulus clouds?
   A puffy and rounded
   B sheet
   C thin, feathery
   D tiny droplets of water

2. Which words did the author use to help you see stratus clouds?
   A dry, sunny
   B scattered throughout the sky
   C pale gray blanket
   D cirrus, cumulus, and stratus

Go Further
On another sheet of paper, write about the type of cloud you like best.

On today’s activity:  ☐ I did great! ☐ I did OK. ☐ I need some help.

30 Name ___________________________ Date ___________________________
Today’s Challenge
Read the news report silently. Decide who will take each part. Practice reading the skit aloud with members of your group. Then work together to present the skit.

The Six O’clock News

(Elena Ramirez is seated at the news desk)

Elena Ramirez: Good evening. Our top story tonight is that the three lion cubs missing from the Springfield Zoo have been found! Robin Wilson has the full story at the zoo.
(Robin Wilson is standing with the zookeeper at the zoo.)

Robin Wilson: Elena, I am here with the zookeeper. (to the zookeeper) How did the cubs escape?

Zookeeper: The rain from last night’s big storm washed away dirt under a fence in the lion area. The cubs crawled under the fence and ran away.

Robin Wilson: Where were they found?

Zookeeper: They were found in a doghouse at a nearby farm! A young boy heard his dog barking. Then he saw the cubs in the doghouse. They were asleep.

Robin Wilson: Where are the cubs now?

Zookeeper: They are back with their mother.

Robin Wilson: How are they doing?

Zookeeper: Our vet says they are doing just fine.
(Elena Ramirez is seated at the news desk.)

Elena Ramirez: We are all glad the story has a happy ending!

Go Further
Write two questions and two explanations related to the news about the cubs. Trade papers with a partner. Read your partner’s sentences out loud.

On today’s activity:  □ I did great! □ I did OK. □ I need some help.
Today’s Challenge
Read the news report on page 31. What is the news story mostly about? Write this main idea in the palm of the hand. Then write at least two details that tell about that main idea in the fingers.

The Six O’clock News

Main Idea: What the passage is mostly about

Details: Information that tells about the main idea

Go Further
Write two more details that could be added to the story. Make sure details support the main idea of the story.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

32  Name  Date
Today’s Challenge

Read each sentence. Think about the meaning of the underlined word. Then read the three words below. Circle the antonym of the underlined word. Then write a sentence using the circled word.

1. The house is quiet when my brother is not home.
   A. noisy       B. still       C. distant

2. Her new belt is very stiff and hard to buckle.
   A. beautiful   B. flexible    C. colorful

3. It is a wise plan to leave early and beat the traffic.
   A. sick        B. smart      C. foolish

4. The generous serving of cake was too much for me to eat.
   A. good        B. angry      C. stingy

5. The horse was wild and could not be caught.
   A. weak        B. excited    C. tame

6. Only a very rude person would slam the door in someone’s face.
   A. strong      B. polite     C. good

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.
## Today's Challenge

Fill the chart with as many words as you can make by combining the word parts. One example is done for you.

<table>
<thead>
<tr>
<th></th>
<th>-s</th>
<th>-ed</th>
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<tbody>
<tr>
<td>stare</td>
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<td>table</td>
<td></td>
<td>tables</td>
</tr>
<tr>
<td>bake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>carpet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>blame</td>
<td></td>
<td></td>
</tr>
<tr>
<td>allow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shoe</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Go Further

Choose any word from the chart. Write a riddle. Your word will be the answer. Share it with a partner. Here's an example:

I am always underfoot.
I am like a rug.
What am I? (carpet)

---

**On today's activity:**
- I did great!  
- I did OK.  
- I need some help.

---

34

Name ____________________________  Date ___________________
Today’s Challenge
Read the passage. Rule out two. Write why. Fill in the correct circle.

Lions live in Africa. They live in big groups called prides. A pride can have as many as 30 lions in it! Each pride has an area of land for itself. The pride hunts and lives in this area. The female lions do most of the hunting. A big male lion protects the females and baby lions. He also keeps other prides away. Male lions have thick, long fur around their face. This fur is called called a mane. It makes them look bigger. Female lions do not have manes.

1. What is the main idea of this paragraph?
   A Female lions don't have manes.
   B A big male lion is the leader of the pride.
   C A pride can have as many as 30 lions in it.
   D Lions live in prides.

2. What is NOT a detail that supports the main idea?
   A Female lions do most of the hunting for the pride.
   B A male lion keeps other prides away.
   C Male lions have manes.
   D Each pride lives in its own area.

Go Further
Look at the passage again. Tell a partner three details that support the main idea.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date _____________
Today's Challenge
Read the story below silently. With your group, decide who will read which lines aloud. Then practice reading your part out loud.

Emily's Bus Ride

Everybody on the bus was making a lot of noise. All I wanted was some peace and quiet. I hadn't done my math homework, and I only had 15 minutes to finish it. That's how long the bus ride is. Luckily, I got a seat by myself in the back.

Then Helen sat down next to me. Helen is my best friend. I mean my true-blue best friend in the whole world. "Look what my Mom and I baked last night," she said, holding out a bag of cookies. "Want one?"

"I'm not hungry," I snapped. "In fact, I don't think I'm ever going to eat again."

Helen looked at me like she was going to cry. Then she actually cried. Not a lot. Not so much that anybody else would notice.

"What's the matter with you?" I said grumpily. "I was just doing my math homework."

"Why didn't you just say so?" Helen said. Right away I knew she had a very good point.

"I'm sorry," I said. "Next time I will."

"Do you need help with your homework?" she asked, brightening up a little.

"I sure do," I said.

Go Further
With a partner, role-play disagreeing and then coming to an agreement.

On today's activity:  ☐ I did great!  ☐ I did OK.  ☐ I need some help.
Today's Challenge
Read the story on page 36. Then fill in the chart.

Characters

Setting
Where:

When:

Main Events

Go Further
Write what might happen next.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date ________________ 37
Today's Challenge

Read each sentence and look at the underlined word. Circle to tell what kind of word it is. Explain your answer. The first answer is given.

1. Jillian is wearing a beautiful dress.
   Naming Word  Action Word  Describing Word
   The word beautiful describes the dress.

2. I sailed my toy boat across the lake.
   Naming Word  Action Word  Describing Word

3. What is your favorite movie?
   Naming Word  Action Word  Describing Word

4. He locked the door.
   Naming Word  Action Word  Describing Word

5. It was a huge door with three metal locks.
   Naming Word  Action Word  Describing Word

6. I rocked the chair back and forth.
   Naming Word  Action Word  Describing Word

7. A rocky path led to the house.
   Naming Word  Action Word  Describing Word

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

38  Name ___________________________  Date ____________
Today's Challenge

Look for and circle these kinds of words in the puzzle:
- words with the same vowel sound as car
- words with the same vowel sound as stare
- words with the same vowel sound as bake
- words ending in -er

There are seven words going across and four words going down. One word is circled for you.

Go Further

Work with a partner to list the words circled in the puzzle. Then take turns giving each other clues to the words. See who can guess the most words and who can give the best clues.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date ___________________
Today's Challenge
Read the passage. Rule out two. Write why. Fill in the correct circle.

Kids at school teased Emily because she liked to read. They called her “bookworm.” They said, “When you grow up, you’re going to live in an old book. Just like a little worm.”

Emily told them that reading is her favorite thing to do. “Why should I give up what I like?” she said, boldly. She went back to reading her book.

Then, one day Emily met Helen in the library. Helen liked to read, too. They became best friends. They even started a book club for third graders.

1. Who are the characters?
   - A. The characters are Helen and Helen’s Mom.
   - B. The characters are the kids at school and Emily.
   - C. The characters are Emily and her books.
   - D. The characters are the kids at school, Emily, and Helen.

2. What is the setting?
   - A. school
   - B. library
   - C. school and library
   - D. book club and library

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.
Today’s Challenge
Read the scene below silently. With your group, decide who will read which parts aloud. Underline the lines that you will read. Then practice reading your part out loud.

**Narrator:** Two weeks ago, Mel was followed home by a very big and very furry dog. The dog had no collar and must have been far from its own home. Mel’s parents let him keep the dog until they could find its owners. Mel and Big Foot, as Mel called the dog, have become great friends.

**Mel:** *(excited)* Dad, look at the trick I taught Big Foot! We’ve practiced all morning!

**Dad:** *(smiling)* Good work. You and Big Foot are quite a team. Remember, though, that Big Foot will have to go home soon.

**Mel:** *(upset)* Home? Big Foot IS home!

**Dad:** Son, dogs are happiest in their own homes. Big Foot has a family that is very worried about him. A family saw the picture we posted and called. They are coming to get the dog tonight.

**Mel:** *(shouting)* I won’t let him go! I’ll take Big Foot and go away somewhere.

**Dad:** I want you to think about this, Mel. I know you will decide what the right thing to do is.

Go Further
How did the words in () help you and your partners read the scene? Would you have read it differently without the words? Why?

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date ___________________
Today’s Challenge
Read the scene on page 41. Read each prediction in the chart below. Circle Yes or No. Then write to explain why.

<table>
<thead>
<tr>
<th>Did you predict that…</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mel would want to keep the dog?</td>
<td>Yes</td>
</tr>
<tr>
<td>A family would come for the dog?</td>
<td>Yes</td>
</tr>
<tr>
<td>Mel would become very upset?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

What do you predict Mel will decide to do? Explain your answer.

---

Go Further
What would you do if you were Mel’s dad?

---

On today’s activity:  □ I did great! □ I did OK. □ I need some help.
Today's Challenge
Read the word. Write either a synonym, an antonym, or a homophone for the word. Challenge: Fill in two columns for each numbered word.

<table>
<thead>
<tr>
<th>Synonyms</th>
<th>Antonyms</th>
<th>Homophones</th>
</tr>
</thead>
<tbody>
<tr>
<td>fast–speedy</td>
<td>fast–slow</td>
<td>blue–blew</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonym</th>
<th>Antonym</th>
<th>Homophone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sleep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. know</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. choose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. won</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. laugh</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. see</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. huge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. break</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Go Further
Write your own pairs of synonyms, antonyms, and homophones.

9. Synonyms
   ____________________  ____________________

10. Antonyms
    ____________________

11. Homophones
    ____________________  ____________________

On today’s activity:   ☐ I did great!   ☐ I did OK.   ☐ I need some help.

Name __________________________  Date ___________________ 43
**Today's Challenge**
Sort the words in the box to fill in the chart. Then circle the ending on each word. Some words will fit in both columns.

- brushes
- strolled
- crying
- pens
- wanted
- bananas
- peaches
- talking
- speeches
- visited
- seeing
- packages

<table>
<thead>
<tr>
<th>Words That Name More Than One Thing</th>
<th>Forms of Action Words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Go Further**
Choose one naming word and one action word from the activity above. Write a silly sentence using the words. (For example: Two bananas strolled in the park.) Then draw a picture to go with the sentence.

---

**On today's activity:**

- I did great!
- I did OK.
- I need some help.

44 Name ____________________________ Date ____________________________
Today’s Challenge
Read each item. Rule out two. Write why. Fill in the correct circle.

1. Look at the words. Find the word that has the base word underlined.
A asking
B uncover
C trying
D hopeful

2. Read the words. Find the word that can be added to rain to make a compound word.
A puddle
B sun
C coat
D day

3. Look at the words Find the word that has the base word underlined.
A knowing
B decided
C rethink
D friendly

4. Read the words. Find the word that can be added to sun to make a compound word.
A way
B night
C light
D drop

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date _______________
Today’s Challenge
Read the interview below silently. With your group, decide who will read which lines aloud. Underline the lines that you will read. Then practice reading your part out loud.

**Narrator:** A reporter interviews Hare who has just lost a race to Tortoise.

**Reporter:** Hare, what do you have to say about your loss today?

**Hare:** *(angrily)* I’m hopping mad! I demand a rematch!

**Reporter:** Are you saying that you think the race was unfair?

**Hare:** I certainly am! Everyone knows that the slowest hare in the world is faster than any tortoise.

**Reporter:** But, Hare, you finished the race two hours after Tortoise!

**Hare:** That’s only because no one woke me from my nap.

**Reporter:** And why were you taking a nap?

**Hare:** Don’t be silly. Every hare needs beauty rest!

**Reporter:** Well, Tortoise didn’t take a nap.

**Hare:** Just my point, and it shows!

**Reporter:** Let’s not be mean.

**Hare:** All I’m saying is that Tortoise better get ready for the next race.

**Reporter:** *(laughing)* Hare, I think the only thing that will help you in the next race is an alarm clock!

**Hare:** Very funny! Laugh now because I’ll have the last laugh in the next race.

Go Further
Write one thing that one of the groups did well.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

46  Name ___________________________________________ Date __________________
Today’s Challenge
Read the interview on page 47. Think about races, games, or contests you have played. Then complete the chart.

Make Your Connections

| To your own experiences  
(How do you feel when you lose a game or contest? Is it similar to or different from the way Hare feels?) |  |
|---|---|
| To other stories  
(What stories have you read that have characters who acted like bad losers?) |  |
| To your responses  
(What advice would you give Hare? What do I like about the story?) |  |

Go Further
Write about a race you have been in or watched.

On today’s activity:  □ I did great! □ I did OK. □ I need some help.

Name ___________________________ Date ___________
Today's Challenge
Read the word in the center circle. Read the labels in the other circles. Then fill in each circle to complete the word web.

Go Further
Make a web for another word. Trade your word web with a partner. Complete each other’s web.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.
Today’s Challenge
Choose seven words from the box. Use each one in a sentence.

painter   buyer   runner   dancer
singer   worker   teacher   farmer

1. __________________________

2. __________________________

3. __________________________

4. __________________________

5. __________________________

6. __________________________

7. __________________________

Go Further
Which word in the box might describe you now or in the future?
Tell why.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name __________________________ Date __________________________
Rule Out 2

Today's Challenge
Read the passage. Rule out two. Write why. Fill in the correct circle.

Nobody likes to lose a game or a race. Sometimes it takes many losses before you can win. Part of being a winner is learning how to accept losing. Think about the athletes who train for the Olympics. They spend hours every day to make sure they can do the best they can. In the end, not everyone will win a medal at the Olympics. Being a part of the Olympics is what all the athletes can share. So the next time you are in a race, remember that how you play the game is more important than if you win.

1. Which of the following statements is a reasonable connection to make?
   A. You should train for the Olympics.
   B. You cannot be a loser.
   C. You cannot be a winner.
   D. You should play a game well.

2. Which of the following statements is NOT a reasonable connection to make?
   A. Winning is always the most important thing.
   B. Athletes spend many long hours training to be in the Olympics.
   C. It is more important to play a game well than to win.
   D. It may take many losses before you can win.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

50  Name ____________________________ Date ____________________________
Today’s Challenge
Read the play to yourself. With your group, decide who will read which parts aloud. Then practice reading your part out loud. Pay attention to the punctuation marks so you have a better idea about how to read each line.

Meeting of the Sports Club

Sage: Okay, everybody, listen up! Let’s start the meeting. Today we have to choose our next sport. I suggest basketball. It’s my favorite sport. We can play it here at school. Ten players can play.

Adrien: No way! Basketball is boring. I say that we play soccer. There’s a field at the park. Everyone likes soccer. Also, more people can play soccer at one time. Basketball has only five players on a team. Soccer teams have six, or even more, on a big field.

Julie: Well, my vote is for baseball. That would make room for nine players on a team. Also, baseball isn’t as rough. Some kids don’t want to get pushed to the ground. We can play baseball at school or at the park. What do you think, Helen?

Helen: Wow, I guess my vote really does count. I choose basketball. It will be the best for everyone. We won’t have to leave school. Let’s play on only half the court. That way we can have two games at once. This will make room for twenty players.

Go Further
Read this line several ways. How does the meaning change?

Wow, I guess my vote really does count.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date ____________  51
Today’s Challenge
Read the play on page 51. Compare and contrast Sage’s and Helen’s reasons for voting as they did. Fill in the diagram. Remember to put the differences in the outside circles and the similarities in the overlapping center circle. Use a sheet of paper if you need more space to write.

Go Further
How would you vote? Which character makes the best case? Explain.

On today’s activity:  ☐ I did great!  ☐ I did OK.  ☐ I need some help.
Today's Challenge
Read the words. Write a homophone of each word. Homophones are words that sound the same but have different spellings and meanings. Use the clues to help you.

1. wait ____________________ (tells how heavy something is)
2. one ____________________ (opposite of lost)
3. dear ____________________ (an animal with antlers)
4. red ____________________ (what you did with a book yesterday)
5. rowed ____________________ (place where cars travel)
6. sale ____________________ (travel on a boat powered by wind)
7. flour ____________________ (a daisy is one)
8. whole ____________________ (bagels have one in the middle)

Go Further
Some words have two homophones. Write two homophones for each word below.

9. rowed ____________________ ____________________
10. to ____________________ ____________________
11. their ____________________ ____________________

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ____________________ Date ____________________
Today’s Challenge
Look at the words in the box. Write one of the words to complete each sentence.

misstep  misunderstanding  misbehave  misleading
misread  misplaced  mismatched  miscounted

1. Noah bought the wrong book because he ___________ the title.

2. Students who ___________ will not have recess in the afternoon.

3. Bett wore one blue and one black sock because she had ___________ the pair.

4. Mom looked everywhere for the car keys she had ___________.

5. The directions we got were ___________, so we got lost.

6. Rico had to count the money again because he had ___________ the first time.

7. A ___________ of what each had said caused the friends to argue.

8. Ellie took a ___________ on the icy path and slipped.

Go Further
Choose a word from the box. Write a sentence that uses both the word (with its prefix) and the base word it is made from.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

54 Name ___________________________ Date ___________________________
Today’s Challenge

Read the passage. Rule out two. Write why. Fill in the correct circle.

Some of our favorite games are ball games. Read about them.

**Baseball:** A player on one team throws the ball to a player from the other team. That player tries to hit the ball with a bat. The ball is about the size of a grown-up’s fist. It is made of leather.

**Golf:** Players put the ball on grass. They use a club to hit the ball toward a small hole in the ground. The ball is small and very hard.

**Football:** Two teams line up opposite each other on a field. The team with the ball tries to carry or throw it past the other team. The ball is an oval shape. It is made of leather.

**Ping-Pong:** Players use a special table with a net across the middle. They use small paddles to hit a ball back and forth. The ball is about the same size as a golf ball. It is made of plastic.

1. What is one way that Ping-Pong balls and golf balls are alike?
   A. They are both hard.
   B. They are about the same size.
   C. They are both made of leather.
   D. They are both oval.

2. What is one way that football and baseball are different?
   A. Both use balls.
   B. One has two teams; the other has two players.
   C. In one the ball is hit; in the other it is thrown or carried.
   D. In both games, the players try to win.

**On today’s activity:**  □ I did great! □ I did OK. □ I need some help.

Name ___________________________ Date ___________________
Today’s Challenge
Read the interview below silently. Think about how the interviewer and doctor would sound. Practice reading the interview aloud with your partner. Then perform the interview for the group.

Warning! Peanuts Can Make You Sick

Child: I get sick when I eat peanuts. Why does that happen, and what should I do about it?
Doctor: You might have an allergy to peanuts. If you do, eating them can make you very sick. You should ask your parents to take you to your family doctor for an exam.
If you are allergic to peanuts, you must be very careful. Don’t eat foods with peanuts. Sometimes a food may have peanuts without you knowing it. Ask grown-ups to help you read food boxes to learn if a food has peanuts or peanut oil. Tell your friends that they should not even eat peanuts near you.
Child: What if there is a tiny, tiny bit of peanut in something? Can even that make me sick?
Doctor: Yes, it could. It could make it very hard for you to breathe. Ask your doctor about a new test. It can find very small bits of peanuts in food. You can use this test to make sure that the food you’re eating doesn’t have peanuts in it.

Go Further
Tell your partner about a topic that you know a lot about. Interview each other on this topic.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.
**Today’s Challenge**

What must people who have an allergy to peanuts be careful about?
Read the interview on page 56. Then complete the cause-effect chart below.

**Cause**
Some people have an allergy to peanuts.

**Effect One**

**Effect Two**

**Effect Three**

**Go Further**

Fill in each sentence with an effect.

1. I woke up late, so I _____________________________.

   Then I _____________________________.

   Then I _____________________________.

Fill in each sentence with a cause.

2. I got to practice early because _____________________________.

   A second reason is _____________________________.

   A third reason is _____________________________.

**On today’s activity:**  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________________ Date __________________
Today’s Challenge

Synonyms are words with nearly the same meaning. Write a word from the box to complete each synonym pair.

let    stroll    shy    destroy

courageous    recall    frightened    cut

1. allow
2. remember
3. snip
4. break
5. scared
6. brave
7. timid
8. walk

Go Further

Play a synonym game with a partner. On a separate sheet of paper, write a word and three answer choices. Make sure that only one of the answers is a synonym for the word. Trade papers with your partner. You can use a dictionary to help you choose the correct word.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

58  Name ___________________________  Date ___________________________
Today’s Challenge

Look at the word in the smaller box. Then look at the word parts around it. Add one or more of these parts to the base word. Write the new words you make on the lines. Remember to change spellings if you need to.

- **toss**
  - ed
  - s
  - ing

- **trust**
  - s
  - ed
  - ing
  - mis-

- **ride**
  - er
  - s
  - ing

- **heat**
  - er
  - re-
  - ing
  - ed

- **read**
  - able
  - ing
  - er
  - mis-

- **vote**
  - er
  - s
  - ing
  - ed

Go Further

Pick three of the new words that you made. Give clues to a partner to guess the word.

On today’s activity: □ I did great! □ I did OK. □ I need some help.

Name ___________________________ Date ________________
Today’s Challenge

Read the passage. Rule out two. Write why. Fill in the correct circle.

Often people in the same family have allergies. But often they are completely different allergies. These different allergies cause different problems for each person. For example, the mother might be allergic to pollen. So she would sneeze a lot in the spring. The father might get skin spots from eating strawberries. The son might get headaches in the winter because the temperature drops.

1. What is one cause of sneezing in the spring?
   A eating strawberries
   B the temperature dropping
   C an allergy to pollen
   D skin spots

2. What is one effect of an allergy to strawberries?
   A sneezing in the spring
   B skin spots
   C headaches in winter
   D trouble with parents

Go Further

Write a cause on a separate sheet of paper. Trade papers with a partner and write a reasonable effect.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

60 Name ____________________________ Date ____________________________
Today’s Challenge
Read the poem silently. With your group, decide who will read which lines aloud. Underline the lines that you will read. Then practice reading your part out loud.

Yesterday, Today, Tomorrow
I thought of an amazing plan,
To make a castle out of sand.
At the beach was my friend Dan,
Who said, “This castle will be grand!”

We worked for hours by the bay,
And yet we needed one more day.
I said that we would meet at nine.
And Dan replied, “That will be fine.”

Today we’re working in the sun,
And we are having so much fun!
BOOM! And it begins to pour.
Now our castle is no more.

Tomorrow comes in just one day,
And we will come and we will play.
There’ll be a castle by the sea,
Built by Dan and built by me.

Go Further
Write what your group did well. Then talk about what you could have done better.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name   Date
Today's Challenge
Read the poem on page 61. Number the events in the order in which they happened. One is done for you.

<table>
<thead>
<tr>
<th>1</th>
<th>I thought of an amazing plan,</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I said that we would meet at nine.</td>
</tr>
<tr>
<td></td>
<td>Today we’re working in the sun,</td>
</tr>
<tr>
<td></td>
<td>Tomorrow comes in just one day,</td>
</tr>
<tr>
<td></td>
<td>BOOM! And it begins to pour,</td>
</tr>
<tr>
<td></td>
<td>At the beach was my friend Dan,</td>
</tr>
</tbody>
</table>

We worked for hours by the bay,
There’ll be a castle by the sea,

Go Further
What things have to be done in order? For example, you can't pour pancake batter on the griddle before you mix together the ingredients.

On today's activity: □ I did great! □ I did OK. □ I need some help.

Name ___________________________ Date ___________________________
Today’s Challenge

Read the clues Across and Down. Then fill in each word in the crossword puzzle.

Across

1. I rhyme with *dime*. Use a watch to tell me.
2. I mean the same as *indoors*.
3. Use me to sit at and write on. I am more than one of these.
4. I rhyme with *pie*. You can find me if you look up.
5. I rhyme with *think*. Wash dishes in me.
6. I cover your bones and muscles.
7. I tell what your eyes do.
8. I am the opposite of *out*.

Down

2. I mean the same as *indoors*.
3. Use me to sit at and write on. I am more than one of these.
4. I rhyme with *pie*. You can find me if you look up.
6. I am the opposite of *out*.

Go Further

Make your own crossword puzzles. Use grid paper if available.

On today’s activity: □ I did great! □ I did OK. □ I need some help.

Name ___________________________ Date _______________
Today’s Challenge

Fill in each sentence. The word you use will have one of the letter groups shown in the box. It will also have letters that are not shown. The first one is done for you.

aw th thr wh

1. People ______ yawn _______ when they are tired.

2. There are two _____________ on my bicycle.

3. In art class, we _______________ with colored pencils.

4. There are two people before me. I am _______________ in line.

5. The king sits on a _______________.

6. The _______________ is the largest creature in the ocean.

7. When I was sick yesterday, I had a sore _______________.

8. I like numbers, so I like _______________ class.

Go Further

Write other words that contain the letter combinations shown.

9. aw _______________ _______________

10. th _______________

11. thr _______________

12. wh _______________ _______________

On today’s activity:  ☐ I did great!  ☐ I did OK.  ☐ I need some help.

64 Name ___________________________ Date __________________
Today’s Challenge
Read the passage. Rule out two. Write why. Fill in the correct circle.

Nick and Jenna went hiking in the woods. Soon Nick put his arm out to stop Jenna from going farther. He pointed to the field. A soft-brown deer was bent over eating berries from a plant. The children watched the deer for minutes. Suddenly, however, the deer lifted its head and looked around. It smelled the human beings nearby. The deer leaped away into the woods. Nick and Jenna went home. What could they see that would be more exciting?

1. What happened after Nick stopped Jenna from going on?
   A. The deer leaped away.
   B. The children went home.
   C. Jenna saw the deer, too.
   D. The children went hiking.

2. What happened just before the deer went into the woods?
   A. The children saw the deer.
   B. The deer smelled human beings.
   C. Nick put his arm out.
   D. The children watched the deer.

Go Further
What do you think you would see in the woods? What do you think would happen? Talk about the trip you might have in the woods. Work with a partner to put the sights and events in order.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ____________________________ Date __________________
Today’s Challenge
Read the skit below silently. With your group, decide who will read which lines aloud. Underline the lines that you will read. Then practice reading your part out loud.

Narrator: John and Shira walk by an old house on their block.
Shira: (scared) This house is creepy. I think we should keep going.
John: Don’t worry. Nobody lives here anymore.
Shira: Shhh. Did you hear that?
John: You mean the wind blowing?
Shira: Quiet! I think we’re not alone.
Narrator: Whoo, whoo, whoo.
John: (nervous) I think we should go.
Shira: It’s coming from the house.
John: And that’s where it can stay.
Let’s go!
Shira: No, let’s go over there and check it out.
John: Get real.
Shira: Okay. I’m going. But if I go, you’re going, too.
Narrator: Shira and John step into the yard. The sound gets louder.
Narrator: Whoo, whoo, whoo.
John: (excited) It’s an owl!
Shira: (laughing) I guess somebody lives here after all.
Narrator: John and Shira keep on walking.

Go Further
Notice that the words scared, nervous, excited, and laughing help you know how to read certain lines. Add two similar words to the skit.

On today’s activity:  □ I did great! □ I did OK. □ I need some help.
Today's Challenge
Write the words that best complete the sentences.

frighten  camera  gorgeous  silently
practice  wildflowers  cutest  busily

Josh was learning to take pictures with his new

(1)_______________. Today he wanted to

(2)______________ taking close-up pictures. So Josh set
off for the woods. The first thing he spotted was a patch of
colorful (3)_______________. Josh knelt on the ground
to get really close. He snapped picture after picture of the
(4)_______________ flowers.

Then Josh spotted the (5)_______________ little squirrel
he'd ever seen. It was (6)_______________ gathering nuts for
the winter. Josh didn't want to (7)_______________ the little
creature away. So he tiptoed (8)_______________ up to a tree
and hid behind it. He took some good pictures before the squirrel
scampered way.

Josh was very happy with his pictures. He thought one might even
win a prize in the school's photography contest.

Go Further
Circle the clues that helped you choose the correct words.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

Name _____________________________ Date _______________
Today's Challenge
Write clues for six of the words in the box. Exchange papers with a partner. See if your partner can figure out the words from your clues.

<table>
<thead>
<tr>
<th>strange</th>
<th>fright</th>
<th>moment</th>
<th>feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>moon</td>
<td>break</td>
<td>loose</td>
<td>excite</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clues:</th>
<th>Clues:</th>
</tr>
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<td>Word:</td>
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<td>Clues:</td>
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<tr>
<td>Word:</td>
<td>Word:</td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

68 Name ___________________________ Date ________________
Today's Challenge

Make a word from the letters. The clues will help you.

1. a n g o r ___________  
   Clue: I am a homophone of grown.

2. a w k e ___________  
   Clue: I am an antonym of strong.

3. s a o t ___________  
   Clue: Horses like to eat me.

4. d a h e ___________  
   Clue: I rhyme with red.

5. a d o t ___________  
   Clue: I rhyme with road.

6. k c r a e ___________  
   Clue: I rhyme with leak.

7. b e r a d ___________  
   Clue: I come in a loaf.

8. o l e d a d ___________  
   Clue: I am the past tense of load.

Go Further

Write a scrambled word for a partner to unscramble. Add a clue to help your partner. Use the activity above as a model.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ____________________________  Date ____________  69
Today’s Challenge

Read each item. Rule out two. Then fill in the correct circle.

1. Read the sentence. Find the meaning of the underlined word.
   Peter was ill, but he is feeling better now.
   A traveling      B sick      C clean      D cheap

2. Choose the word that best completes the sentence.
   The ______ told the players that they could win the game.
   A detective      B doctor     C coach      D neighbor

3. Read both sentences. Choose the word that best completes
   the first sentence.
   Rosie and Michele ______ their hats. Rosie wore Michele’s hat
   with feathers, and Michele wore Rosie’s hat with beads.
   A traded          B bought    C fixed      D lost

4. Read the sentence. Choose the sentence below in which the underlined
   word has the same meaning.
   Miguel was his dad’s biggest fan.
   A The fan blew the papers off the table.
   B I fan myself when I’m hot.
   C Peter moved the fan closer to cool off.
   D Anne is a fan of a 16-year-old pop singer.

Go Further
Choose one item from above. Tell how you ruled out two.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

70 Name ___________________________________________ Date ___________________
Today’s Challenge
Read the directions below silently. With a partner, take turns reading and following directions.

Directions for Making a Window Flower Garden

1. Use a spoon to put dirt in a cup. Stop about an inch from the top.
2. Stir the dirt with the spoon. Break up any big pieces.
3. Water the dirt a little. It should stick together if you squeeze it.
4. Choose the seeds you want to plant. Ask the teacher how many you need.
5. Make holes in the dirt. Make one hole for each seed. Use the toothpick.
6. Put the seeds into the holes. Cover them with dirt. Press down a little.
7. Water your seeds gently. Place the cup on a plate. Put them on a sunny window sill.

Go Further
Comment on the pace of your reading. Was it too fast? Was it too slow? Do you think it was even? How can you improve?

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date ________________________  71
Today’s Challenge
Read the passage below. Then complete the chart.

Flower Gardens

Flowers are good for us. They clean the air. They add color
to a place. They usually have a wonderful scent. They also give
us something to care for. You can make a flower garden right
at school.

<table>
<thead>
<tr>
<th>Main Idea:</th>
<th>Detail:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tbody>
</table>

Go Further
Write why a vegetable garden may be good for people, too. Trade
papers with a partner. Circle the main idea. Underline the details.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

72  Name ___________________________  Date ___________________
Today's Challenge
Write three words that match each category.

<table>
<thead>
<tr>
<th>1. Actions you would do in gym class</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Words than name your favorite sports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Words that describe how you skate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Actions you would do on vacation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Words that describe your room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Words that describe how you eat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Words that name places in the neighborhood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Words that describe winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Go Further
Write a new category in the last row of the chart. Have your partner fill in the chart.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date _______________
Building Words

Today’s Challenge
Fill in the chart. Use the letters in the box to help you. One example has been done for you.

<table>
<thead>
<tr>
<th></th>
<th>b</th>
<th>br</th>
<th>c</th>
<th>f</th>
<th>l</th>
<th>m</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>r</td>
<td>s</td>
<td>sc</td>
<td>spr</td>
<td>st</td>
<td>t</td>
<td>th</td>
<td></td>
</tr>
</tbody>
</table>

| 1. Words formed from -ead |   |   |   |
| 2. Words formed from -ew  |   |   |   |
| 3. Words formed from -oad |   |   |   |
| 4. Words formed from -oast |   |   |   |
| 5. Words formed from -ore |   |   | sore |

Go Further
Add -ed or -ing to one of the words you made above. Create a riddle for the word. Trade papers with your partner. Then guess each other’s word.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

74 Name  Date
Today's Challenge

Read the passage. Rule out two. Write why. Fill in the correct circle.

A park is a public area where people go to relax. Some parks have gardens. Others just have trees, bushes, and grass. People who live in cities often do not have yards for flowers or trees. So they especially value parks. In parks, they can be in touch with nature.

Parks offer other ways to relax. People play games, such as baseball or tag. People also come to exercise. They ride bicycles or jog. Children like parks because they can use the playground.

1. What is the main idea of the first paragraph?
   A. Some parks have flowers.
   B. Some parks have trees and bushes.
   C. Parks are used by people to relax.
   D. People in cities value parks.

2. What is NOT a detail in the second paragraph?
   A. People play games in parks.
   B. Parks are good places for people to exercise.
   C. Parks provide other ways to relax.
   D. Children use playgrounds in parks.

Go Further

On another sheet of paper, write about a place where you go to have fun. Use details to describe the place. Read your text to a partner. Ask your partner what the main idea is.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date _______________
Today's Challenge
Read the story below silently. With your group, decide who will read which part aloud. Then practice reading your part out loud.

Ariel and Ezra looked out the window. The world was flashing by. City was turning into town. Town was turning into country. The two boys grinned at each other.

"This is cool!" said Ariel. "I wish we'd ride a train every day."

"Yeah," said Ezra. "Too bad it takes only an hour to get to Aunt Beth's town. I could stay on this train all day."

Then it happened. The train stopped. "A tree fell on the tracks," the conductor announced. "There's going to be a delay."

After an hour, Ariel looked up from his book and turned to his mother. "I'm tired of being on the train, Mom," he said. "I want to see Aunt Beth."

"Me, too!" said Ezra.

"Be patient, boys," their mother said.

A short while later the train started to move. The boys cheered. "I think we're almost there," said Ezra, looking out the window. "Isn't this the town next to Aunt Beth's?"

"Yes, you're right," said Ariel.

The boys put on their jackets and got their bags. Soon the train was pulling into the station. Ezra shouted, "Look! There she is!" Aunt Beth was standing on the platform, looking excited.

Go Further
Write dialogue for the boys and Aunt Beth when they finally get together.

On today's activity:  □ I did great! □ I did OK. □ I need some help.
Today’s Challenge
Read the story on page 76. Look over the chart. Then fill in the chart.

<table>
<thead>
<tr>
<th>Characters: Who is in the story?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Setting: Where does the story happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plot: What happens in the story?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme: What does the author want you to remember?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Go Further
Write about when this story takes place. Give details.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________________________ Date _____________
Today’s Challenge
For each category, list as many words as you can. The first category has been started for you.

1. Relatives
   - aunt
   - cousin

2. Pets

3. Plants

4. Tools

Go Further
List three words with something in common. Have your partner guess what the words have in common.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

78 Name ___________________________ Date ________________
Building Words

Today's Challenge
Combine each numbered word with two words from the box to make two compound words. Note: The numbered word can go before OR after the word from the box.

1. sun

2. house

3. light

4. time

Go Further
Write a compound word. Tell a partner one of the words in your compound word. Ask your partner to guess the other word.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date ___________________________
Today's Challenge
Read the passage. Rule out two. Write why. Fill in the correct circle.

"I don't like trains," Harvey said to himself as the class approached the train. "They're so slow and noisy. I don't see why everybody thinks this is a fun class trip."

"This way, everyone," called the conductor. Today we're going to have a special treat. We're going to ride a maglev train."

"What's a maglev train?" asked Harvey.

"A maglev train works with magnets," answered the conductor. "It goes faster than regular trains. And it's quieter, too."
The children piled inside the train car. The train soon took off.
"Wow! This is fast and quiet," said Harvey.

1. What is the setting of the story?
   A  a train station
   B  Harvey's house
   C  school
   D  a bus stop

2. Which is NOT part of the plot of the story?
   A  The children get on the train.
   B  Harvey asks questions about the train.
   C  Harvey is a student.
   D  The conductor tells the children about maglev trains.

On today's activity:  □ I did great! □ I did OK. □ I need some help.

80   Name ___________________________ Date ___________________________
Today's Challenge
Read the story below silently. With your group, decide who will read which lines aloud. Underline the lines that you will read. Then practice reading your part out loud.

Theo saw the sign on the school bulletin board. “Tryouts for the Thanksgiving Day play. Singers and actors are welcome.” The tryouts would be tomorrow. Theo realized that he would have no time to practice. He really wanted to be in the play, though. He asked himself, “What do I know? What should I sing?”

The next day, Theo went to the auditorium. One by one, the students went up to the stage. Some students forgot the words to their songs. Theo had the words to his song with him. Still, there were some very good singers. Each singer sounded better and better. He became more and more nervous as he listened to each student. He told himself, “I’ll never be good enough to be in this play! Should I leave now?”

Before he could get up to leave, Theo heard the music director say, “Okay, Theo. Just relax and enjoy what you’re singing.” Theo hadn’t thought about having fun!

The day after the tryouts, the list of students in the play was on the school bulletin board. Theo was afraid to look. He had done the best he could, and he did have fun singing his song, but...

Go Further
Work with a partner. Choose a sentence from the passage and say the sentence in different ways. For example:

Theo was afraid to look.
Theo was afraid to look.
Theo was afraid to look.

Talk about how the meaning of the sentence changes with each word you say stronger than others.

On today’s activity: □ I did great! □ I did OK. □ I need some help.

Name ___________________________ Date ___________
Today's Challenge
Read the story on page 81. Use the graphic organizer below to help you make a prediction about what you think will happen to Theo next. Will his name be on the list? How may he react? Be sure to give reasons for your prediction.

<table>
<thead>
<tr>
<th>Clues from the Story</th>
<th>What I Know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+</td>
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<tr>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

My Prediction

Go Further
On a separate sheet of paper, write the ending to the story based on your prediction. Use what you wrote in the graphic organizer to help you.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

82 Name ___________________________ Date ___________________________
Today’s Challenge
Read each riddle. Add a word from the box to the word shown to make a compound word that solves the riddle.

book  clip  cup  glasses
sick  ant  brush  ball

1. You might find one of these in a picnic area. _______ hill
2. Use this to paint a picture. paint _______
3. This is something you throw. base _______
4. You can keep things to read in this. _______ case
5. This looks like a frosted muffin. _______ cake
6. You can fasten things with this. paper _______
7. Wear these to help you see better. eye _______
8. This is how you might feel on a boat. sea _______

Go Further
Make up riddles for three compound words. Have a partner guess the words.


On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date ________________
## Today's Challenge

For each item, read the rhyming word and the clue. Then write in the missing word to complete the chart.

<table>
<thead>
<tr>
<th>Rhymes With</th>
<th>Clue</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. more</td>
<td>the middle of an apple</td>
<td></td>
</tr>
<tr>
<td>2. test</td>
<td>home for a bird</td>
<td></td>
</tr>
<tr>
<td>3. cost</td>
<td>what you are when you can’t find your way</td>
<td></td>
</tr>
<tr>
<td>4. locks</td>
<td>things that tell time</td>
<td></td>
</tr>
<tr>
<td>5. wore</td>
<td>a task or a job</td>
<td></td>
</tr>
<tr>
<td>6. led</td>
<td>something to sleep in</td>
<td></td>
</tr>
</tbody>
</table>

## Go Further

Think of a word that rhymes with *ten*. Make up a clue for the word.

---

**On today’s activity:**  
☐ I did great!  ☐ I did OK.  ☐ I need some help.

---

84  Name ___________________________  Date _______________
Today’s Challenge
Read the passage. Rule out two. Write why. Fill in the correct circle.

It was a beautiful, sunny day. Gia had a choice of going to the beach or to the movies. She packed her bathing suit and a sandwich and walked out the door. She saw a cloud floating in front of the sun. To the right, she saw larger, darker clouds. The air had a heavy feeling. Gia went back into the house.

1. What do you predict Gia will do next?
   A. She will go to the beach.
   B. She will get an umbrella.
   C. She will go to the movies.
   D. She will watch television.

2. What details helped you make your prediction?
   A. Gia packed her bathing suit and a sandwich.
   B. Gia saw large, dark clouds.
   C. The television is in the house.
   D. Gia went outdoors.

Go Further
Predict something else Gia might do on a cloudy, rainy day. Explain why she might do it.

On today’s activity:  I did great!  I did OK.  I need some help.

Name_________________________  Date_________________________
Today's Challenge
Read the e-mail messages below silently. With your group, decide who will read which message or part of a message. Underline the lines that you will read. Then practice reading your part out loud.

Hi, Brad,
It's about 9 p.m. Whew! I'm so tired that tonight I can't wait to get into bed. Not the usual, huh? But, what a day I had today. It was nothing but fun, fun, fun at the water park. Diving, swimming, surfing the Great Mohani. One big splash, one big laugh all day long.
Hope you're okay.
Nikko

Nikko,
No, I'm not okay. While you were splish-splashing, I was working, working, working, AND working. Mowing, painting, cleaning my room. You know how that is! I'm so tired, I can hardly eat anymore—well, not really.
Brad

Go Further
Write one thing that your group did especially well.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

86 Name ______________________ Date __________________
**Today’s Challenge**

Read the e-mail messages on page 87. Think about how Nikko and Brad are feeling. Have you ever felt the same way as Nikko? Have you ever felt the same way as Brad? Write to complete the chart.

<table>
<thead>
<tr>
<th>What Connections Can I Make?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can connect to my own experiences. (Have I had days like Nikko? Have I had days like Brad? Do I e-mail my friends?)</td>
</tr>
<tr>
<td>I can connect the e-mails to other messages. (What messages have I written or received that are similar to Nikko's and Brad's?)</td>
</tr>
<tr>
<td>I can connect the e-mail messages to my personal responses. (Did I like one e-mail message more than the other? Why?)</td>
</tr>
</tbody>
</table>

**Go Further**

On a separate sheet of paper, write a message to a friend. Tell about a great day or a not-so-great day you had.

**On today’s activity:**  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date ___________________________
Today's Challenge
Select the best answer for each of the terms from the numbered definitions. Put the number of the definition in the proper space in the Magic Square box. If the total of the numbers is the same both across and down, you have found the magic number!

Term
A. command
B. borrow
C. grateful
D. voyage
E. defeat
F. inform
G. timid
H. patient
I. courageous

Definition
3. shy
4. thankful
6. to use something from someone, knowing that it will be returned
7. a long trip
8. to give someone information
9. able to put up with trouble calmly
15. to win a victory over; to beat
18. brave
20. to give an order

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>E</td>
<td>F</td>
</tr>
<tr>
<td>G</td>
<td>H</td>
<td>I</td>
</tr>
</tbody>
</table>

The magic number is

Go Further
Create your own Magic Square activity. Use the one you completed as a model.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.
**Today’s Challenge**

A compound is a word that is made up of two smaller words. Match a word in column A with a word in column B to make a compound word. Then write the compound words in column C.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
</tr>
</thead>
<tbody>
<tr>
<td>earth</td>
<td>light</td>
<td></td>
</tr>
<tr>
<td>farm</td>
<td>glasses</td>
<td></td>
</tr>
<tr>
<td>candle</td>
<td>where</td>
<td></td>
</tr>
<tr>
<td>bed</td>
<td>out</td>
<td></td>
</tr>
<tr>
<td>any</td>
<td>paper</td>
<td></td>
</tr>
<tr>
<td>sun</td>
<td>room</td>
<td></td>
</tr>
<tr>
<td>news</td>
<td>quake</td>
<td></td>
</tr>
<tr>
<td>when</td>
<td>house</td>
<td></td>
</tr>
<tr>
<td>through</td>
<td>ever</td>
<td></td>
</tr>
</tbody>
</table>

**Go Further**

Add words that could go in column A to make more compound words. Keep the words in column B the same.

---

**On today’s activity:**  
☐ I did great!  ☐ I did OK.  ☐ I need some help.

Name ______________________  Date ______________________
Today’s Challenge

Read the e-mail message. Rule out two. Write why. Fill in the correct circle.

Hi, Nikko,

I feel much better than I did a couple of days ago when I e-mailed you. I got a real surprise today. Dad gave me a game I’ve wanted for months. He said that I had done a great job helping around the house and that he was proud of me for hardly complaining at all. He thought I deserved a little reward. I’m sure glad he didn’t see that message I sent you! Remember how much I whined?

Hey, let me know the next time you plan to go the water park. I’ll join in on all the splashing and laughing.

Brad

1. Which of the following statements is a reasonable connection to make?
   A I have no games to play.
   B I can feel bad but then feel better again.
   C I like people who complain.
   D I deserve a little reward.

2. Which of the following statements is NOT a reasonable connection to make?
   A I like to send messages to friends.
   B I help around the house sometimes.
   C I hide my feelings from everyone.
   D I enjoy going to the water park.

Go Further

On a separate sheet of paper, write about a personal connection you made to Brad’s e-mail message.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

90  Name ____________________________ Date ____________________________
Today's Challenge
Read the interview below silently. With your group, decide who will read which lines. Then practice reading your part out loud.

Young Pup: Hello, Gray Whiskers. Thanks for talking with me.
Gray Whiskers: Yes, my boy. What is it you want to know?
Young Pup: I need to know about long ago. How did we beavers live then? What was life like?
Gray Whiskers: Ah, it was very different from today. Today, we are safe much of the year. People cannot hunt us during those times. We can go about our daily routine—catching food, building our homes. You pups can grow and learn our ways.
Young Pup: But, what was it like long ago? I really, really need to know.
Gray Whiskers: Long ago, there were many more of us. We could be found just about anywhere. We worked hard and thrived, but we were watchful all the time. We were prized by people for our fur and as food. We were hunted us in great numbers.
Young Pup: What changed things?
Gray Whiskers: Over time people no longer had such a great interest in fur. They did not need us for food. And laws were made to protect us and our brother animals.
Young Pup: Thank you, Gray Whiskers. I'm glad to know about long ago. I am happy to be a beaver today.

Go Further
What are some questions you might ask an older member of your family or community about the past? Read your questions aloud to a partner as if you were doing an interview.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date ___________________
Today’s Challenge
Read the interview on page 91. Compare and contrast the life of a beaver long ago and today.

Long Ago   Both Times   Today

Go Further
Compare and contrast yourself with a family member or friend. Tell two ways you are alike and two ways you are different.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date ___________________
Today’s Challenge
Read each word. Put a ✓ in each column with a label that tells about the word. The first one is done for you.

<table>
<thead>
<tr>
<th>Word</th>
<th>2 or more syllables</th>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Has a suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>dancer</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>mysterious</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>mistake</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hopeful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tire</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>restless</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>frown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Go Further
Work with a partner to “grow” a sentence. One of you begins by suggesting a noun. The other adds a verb. Then one of you adds an adjective. Use the labels in the chart above for ideas. See how long you can grow your sentence.

---

On today’s activity:  
☐ I did great!  ☐ I did OK.  ☐ I need some help.

Name ___________________________ Date _____________
Today’s Challenge
Write words from the box to complete the sentences.

please    cleaner    retake    breeze    freezer

greet    eraser    plate    reheat    flame

1. The camera didn’t work, so let’s __________________ the picture.
2. I need an __________________ to change my test answer.
3. The cool __________________ was welcome on the hot day.
4. Carlos works hard to try to __________________ his parents.
5. Put the ice cream in the __________________.
6. The __________________ got the spot out of my shirt.
7. We need one more __________________ to set the table.
8. He will __________________ the pizza in the oven.
9. A candle’s __________________ gives very little light.
10. Our teachers __________________ guests at school.

Go Further
_Refill_ means “to fill again.” What are four things you can refill?

____________________________________________________________________

____________________________________________________________________

On today’s activity:  □ I did great! □ I did OK. □ I need some help.

94 Name ___________________________ Date ______________________
Today's Challenge
Read the passage. Rule out two. Write why. Fill in the correct circle.

Can you tell a beaver from an otter? Both animals are prized for their beautiful fur. Both, too, make their homes along river banks and lakes. Beavers and otters, as you might expect, are excellent swimmers and divers, and they enjoy the water.

Otters are smaller than beavers. You can recognize an otter by its thick tail that comes to a point. Otters make their homes in burrows or under rocky ledges.

You can spot a beaver by its broad, flat, paddle-like tail. Beavers feel at home in lodges they build from tree cuttings and other woody materials. The lodges are tent-shaped and some are as tall as 6 feet! The lodges have underwater entrances and tunnels.

1. How are otters and beavers alike?
   A They live in the same kinds of homes.
   B They are prize winners.
   C They are excellent swimmers and divers.
   D They are the same size.

2. How are otters and beavers different?
   A They enjoy the water.
   B They have beautiful fur.
   C They live near waterways.
   D They have either pointy or flat tails.

On today's activity: ☐ I did great! ☐ I did OK. ☐ I need some help.

Name ___________________________ Date ___________________________
Today's Challenge

Read the passage below silently. Decide with your group who will read which lines aloud. Practice reading your part of the passage out loud.

"I'd like you all to work on your reports for next week," said Mr. Borden. "You should be checking the Iditarod website every day."

"But, Mr. Borden, I'll be away," said Logan. "Don't you remember? Next week is vacation."

"You're right. I guess some of you may have a problem. Here's what we'll do. Tell me today if you can't work because you will be away. I'll give you a little extra time after vacation," said Mr. Borden. "But remember that you can follow the Iditarod race in the news. You might find information in the newspaper or on television. You don't have to rely on a computer."

"Okay," said Logan. "But tell us again why we're studying the Iditarod."

"One big reason is that it teaches about history. The Iditarod trail is in Alaska. It once was one of the only ways to travel in Alaska. People have used the Iditarod trail since the early 1900s. Today, people race across the Iditarod. They use sleds pulled by dogs. It is an exciting race that is fun to watch. That, by the way, is another reason we study the Iditarod. It's fun!"

Go Further

Is dialogue more or less interesting to listen to than a retelling of what happened? Why?

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

Name __________________________________ Date ____________________
Today’s Challenge
Read the passage on page 96. Think about what happens and why. Then answer the questions about causes and effects.

1. What causes a problem for Logan and some others in the class? Write about at least two causes.

2. What two things will Logan and the others do as a result of their problem?

3. Why is Mr. Borden teaching about the Iditarod? Write two reasons.

Go Further
The Iditarod is an exciting race. What causes people to attend different kinds of racing events? Tell a partner.

On today’s activity: I did great! I did OK. I need some help.

Name __________________________ Date __________________________
**Today’s Challenge**
Read each clue or sentence. Unscramble the letters. Then write the word correctly.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It warms Earth.</td>
<td>USN</td>
<td></td>
</tr>
<tr>
<td>2. A redwood is one kind.</td>
<td>RETE</td>
<td></td>
</tr>
<tr>
<td>3. These birds honk.</td>
<td>SEEGE</td>
<td></td>
</tr>
<tr>
<td>4. You get this when you add.</td>
<td>UMS</td>
<td></td>
</tr>
<tr>
<td>5. This is a planet.</td>
<td>AMRS</td>
<td></td>
</tr>
<tr>
<td>6. This falls from clouds.</td>
<td>IRNA</td>
<td></td>
</tr>
<tr>
<td>7. Not all, but OMES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. One of five on your foot</td>
<td>ETO</td>
<td></td>
</tr>
<tr>
<td>9. A parent’s boy child</td>
<td>SNO</td>
<td></td>
</tr>
<tr>
<td>10. A kind of truck that pulls your car away</td>
<td>WTO</td>
<td></td>
</tr>
<tr>
<td>11. This is the opposite of day.</td>
<td>HITGN</td>
<td></td>
</tr>
<tr>
<td>12. Cat feet</td>
<td>AWPS</td>
<td></td>
</tr>
</tbody>
</table>

**Go Further**
Use the activity above as a model. Write two new items. Have a partner complete the items.

---

**On today’s activity:**

☐ I did great!  ☐ I did OK.  ☐ I need some help.

98 Name ___________________________ Date ___________________
Today’s Challenge
Read each incomplete sentence. Think about the meaning of the underlined word. Write to finish the sentence.

1. Something I would trade for a video game is ____________________________

2. When I unwrap a gift, ____________________________

3. I once was unfairly blamed for ____________________________

4. I greet my neighbors by ____________________________

5. I often dream about ____________________________

6. I think it is unhealthy to ____________________________

Go Further
Choose one of these words: unkind, unfair, unsure, unknown. Write about a person or situation that can be described by your word.

______________________________

______________________________

On today’s activity: □ I did great! □ I did OK. □ I need some help.

Name ____________________________ Date __________ 99
Today's Challenge

Read each item. Rule out two. Fill in the correct circle.

1. Look at the words. Find the word that has the prefix underlined.
   A unimportant
   B under
   C repeat
   D really

2. Look at the words. Find the word that has the base word underlined.
   A careful
   B contest
   C computer
   D counted

3. Look at the words. Find the word that has the suffix underlined.
   A rerun
   B racer
   C rewrite
   D winter

4. Read the underlined word. Find the word that can be added to it to make a compound word. snow
   A cold
   B storm
   C weather
   D freeze

Go Further

Write two more compound words you can make with snow.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

100 Name ___________________________ Date _______________
Today’s Challenge
Read the skit below silently. With your group, decide who will read which lines. Underline the lines that you will read. Then practice reading your part out loud.

(It is April 1st in Highville. Tony, Grace, and Mickey are playing in front of their houses.)

Tony: Where’s Abby?
Mickey: She’s got soccer practice today. What should we do today?
Grace: I’m bored.
Mickey: Let’s walk down to the corner.
Grace: I wish something exciting would happen.
Tony: Me, too!
(Grace and Mickey smile a secret smile.)
Tony: Hey! What’s that thing down there?
Mickey: Oh, it’s probably nothing.
Grace: Maybe it’s special. First one there gets to keep it.
Tony: Oh, wow! It’s a CD player.
(As Tony bends down to pick it up, the player mysteriously slides under a car. Abby comes around from the car carrying the player.)

Mickey, Grace, and Abby: April Fool!
Abby: It’s my CD player. I had a string tied to it, and I pulled it under the car.
(Tony looks annoyed. Then he laughs.)
Tony: Okay. But you better watch out the rest of the day. You never know what can happen to you!

Go Further
Work with three other students. Each of you decide which character from the skit you will be. Make up additional lines to place in the skit.

On today’s activity: □ I did great! □ I did OK. □ I need some help.

Name ___________________________ Date ____________ 101
**Today’s Challenge**
Read the skit on page 102. The events from the skit are scrambled below. Number the events to show the correct sequence.

<table>
<thead>
<tr>
<th>Correct Order of Events</th>
<th>Events in Scrambled Order</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Whoever got to the player got to keep it.</td>
</tr>
<tr>
<td></td>
<td>Abby explained about the string tied to the player.</td>
</tr>
<tr>
<td></td>
<td>The children were playing in front of their houses.</td>
</tr>
<tr>
<td></td>
<td>Tony laughed and made a threat.</td>
</tr>
<tr>
<td></td>
<td>Tony wanted to know where the other friend was.</td>
</tr>
<tr>
<td></td>
<td>The children cried, “April Fool!”</td>
</tr>
<tr>
<td></td>
<td>The children walked down the street.</td>
</tr>
<tr>
<td></td>
<td>The player disappeared under the car.</td>
</tr>
<tr>
<td></td>
<td>Tony saw something on the sidewalk.</td>
</tr>
<tr>
<td></td>
<td>The children wanted something special to happen.</td>
</tr>
</tbody>
</table>

**Go Further**
On small strips of paper, write down three things you do to get ready for school in the morning. With a partner, mix up all your pieces of paper. Then put them in the correct order.

**On today’s activity:**  □ I did great!  □ I did OK.  □ I need some help.

102  Name __________________________  Date __________________________
Today’s Challenge
Read the word across. Write the word down that sounds the same but is spelled differently and has a different meaning.

1. P A I L
2. M A I L
3. B E E T
4. G R A T E
5. B E A R
6. S T E E L
7. R E A L
8. F L E E

Go Further
Choose two sound-alike words from the puzzle. Write both words in one sentence.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date ________________
**Today's Challenge**

Fill in the chart. Two examples have been done for you.

<table>
<thead>
<tr>
<th>1. words that end in <em>-ing</em></th>
<th></th>
<th>hearing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. words that end in <em>-ed</em></td>
<td></td>
<td>wanted</td>
</tr>
<tr>
<td>3. words that end in <em>-er</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. words that begin with <em>un-</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. words that begin with <em>re-</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Circle the base word in each of the following.

6. repl yed
7. unfeeling
8. mixer

**Go Further**

With your partner, make as many words as you can using the letters in *reheating*.

__________________________  __________________________
__________________________  __________________________
__________________________  __________________________

**On today's activity:**  
☐ I did great!  ☐ I did OK.  ☐ I need some help.

104  Name ___________________________  Date ___________________________
Today’s Challenge
Read the passage. Rule out two. Write why. Fill in the correct circle.

First, Terry put on his kneepads and helmet. Then he went outside. He sat on the stoop and put on his skates. The street he lived on was closed to cars today to celebrate the 100th anniversary of his town. Terry waved at his friend’s parents. They were watching out for all the children skating up and down the street. Terry skated down a driveway and joined the other skaters. He zoomed down, and then he zoomed up. He did circles and circles. When the day was over, Terry knew he was a great skater.

1. Which event comes just after Terry skated down the driveway?
   A. He skated around in circles.
   B. He put on his skates.
   C. He joined the other skaters.
   D. He raced down the street.

2. Which event comes just before Terry waved to his friend’s parents?
   A. He sat down on the stoop.
   B. He put on kneepads.
   C. He raced up the street.
   D. He skated down the driveway.

Go Further
Think of a sport that you play. Talk about three things you do to get ready to play or three things you do while you’re playing.

On today’s activity: □ I did great! □ I did OK. □ I need some help.

Name ___________________________ Date ____________
Today’s Challenge

Read the article below silently. With your group, decide who will read which lines. Underline the lines that you will read. Then practice reading your part out loud.

Getting Some ZZZZZs

People need to sleep every night. When we do, our breathing slows down, and our bodies refresh themselves. Did you know that most animals need to sleep or rest every day, too?

Among animals, there are long sleepers and short sleepers. Cats are among the long sleepers. They sleep up to 16 hours a day. And they can fall asleep anytime—day or night. Bats and hamsters are long sleepers, too. Bats get about 20 hours of shut-eye, while hamsters get about 14 hours a day.

Donkeys and elephants are among the short sleepers. Animals that sleep out in the open need to stay watchful for danger, so they sleep for shorter periods. Donkeys and elephants get about 4 hours of sleep. Rabbits, too, are short sleepers. They need to be alert to danger, or they could end up as a tasty meal to a predator. Rabbits doze or nap during the day—as many as 20 times.

Generally, animals that have little to fear from other animals tend to be long sleepers. Animals that might end up as prey tend to be short sleepers.

Go Further

Choose an animal. Use what you learned in the article. Tell your group if you think it is a long sleeper or a short sleeper and why.

On today’s activity: □ I did great! □ I did OK. □ I need some help.

106 Name ____________________________ Date ______________
Today’s Challenge
Read the article on page 106. Try to picture in your mind each animal sleeping. Use what you know about where each animal lives and some of its habits or behaviors.

1. Choose one long sleeper. List words or phrases that would help someone picture that animal sleeping.

2. Choose one short sleeper. List words or phrases that would help someone picture that animal sleeping.

Go Further
Make up a new animal. Combine parts of real animals. On another sheet of paper, list words or phrases to describe the new animal. Have a partner use the list to try to “see” the animal. Then have your partner draw its picture.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date ______________________
Today’s Challenge
Write two clues that would help someone guess each word. Name the part of speech. Give a definition. Name a synonym, an antonym, or give examples. Give whatever clues you think will help.

1. protect
   
2. switch
   
3. danger
   
4. engine
   
5. volunteer
   
6. watch

Go Further
Take three of the words from the activity. Read the clues to a partner. Can your partner guess the word from your clues?

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date _______________
Today’s Challenge
Read the word and the clue. Add a letter or take away a letter to make the new word that matches the clue. The first one is done for you.

<table>
<thead>
<tr>
<th>Word</th>
<th>Clue</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.   stake</td>
<td>grab hold of</td>
<td>take</td>
</tr>
<tr>
<td>2.   age</td>
<td>box with bars</td>
<td></td>
</tr>
<tr>
<td>3.   maid</td>
<td>give help</td>
<td></td>
</tr>
<tr>
<td>4.   frail</td>
<td>not to succeed</td>
<td></td>
</tr>
<tr>
<td>5.   rain</td>
<td>what you think with</td>
<td></td>
</tr>
<tr>
<td>6.   grace</td>
<td>a running contest</td>
<td></td>
</tr>
<tr>
<td>7.   plate</td>
<td>opposite of early</td>
<td></td>
</tr>
<tr>
<td>8.   rail</td>
<td>a hiking path</td>
<td></td>
</tr>
</tbody>
</table>

Go Further
Use the items in the activity as models. Write two new items. Have a partner write the answers.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date _______________
Today's Challenge
Read the passage. Rule out two. Write why. Fill in the correct circle.

Manny made a creature out of clay. It's hard to say just what it is, though. It has a long, thin, slithery body that is green with pink spots. There’s a little curl at the end of its tail. The creature has a beard, long ears, and a scraggly mane. When it opens its mouth, you see a red tongue and wiggly teeth. If you can picture Manny’s creature, what might be a good name for it?

1. What words help you picture the creature's head?
   A hairless, long ears
   B beard, long ears, scraggly mane
   C beard, toothless, short ears
   D scraggly mane, short wiggly ears

2. What words help you picture the creature's body?
   A chubby, almost fat
   B beard, scraggly mane
   C long, thin, slithery
   D red, wiggly

Go Further
On a separate sheet of paper, draw a picture of what you think Manny's creature looks like. Write its name. Then compare your picture and name with those created by others in your group.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

110 Name ___________________________ Date ___________________________
Today’s Challenge
Read the report silently. With your group, decide who will read which lines. Mark your lines and practice reading them out loud.

Electricity

You can’t see electricity, but you surely can see what it does. Electricity makes a big difference in our lives. Electricity makes our lives more comfortable. Think about it. Electricity lights our lamps. It keeps our refrigerators cold. It powers our stoves and heaters. Electricity also “entertains” us. It runs our television sets, CD players, and video games. Electricity enables us to surf the Net.

Did you know that your body runs on electricity, too? Our brains send messages with little bits of electricity. These messages tell our hearts to pump and our other muscles to move. There is just the right amount of electricity running through your body. Too much electricity would hurt your body. It could even kill you.

Remember—never touch broken electrical wires! Never put your fingers inside an electric socket (the part at the wall)! You could get a charge of electricity that is more than your body can take.

Go Further
What are two pieces of information in the report that interest you most? Explain why. Read your answers to a partner.

On today’s activity:  □ I did great! □ I did OK. □ I need some help.

Name ___________________________ Date ____________ 111
Today's Challenge
Read the report on page 111. Write the main idea of each paragraph.
Give three details to support each main idea.

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 1:</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 2:</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>

Go Further
Suppose there was a power failure and you had no electricity.
What would you do to pass the time?

On today's activity:  
☐ I did great!  ☐ I did OK.  ☐ I need some help.

112 Name ______________________  Date __________
Today’s Challenge

Think about how the two words in the first column are related. Then write a word to show the same relationship in the third column.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Brave is to courageous</td>
<td>as</td>
<td>leap is to</td>
</tr>
<tr>
<td>2. Win is to lose</td>
<td>as</td>
<td>tall is to</td>
</tr>
<tr>
<td>3. Tail is to tale</td>
<td>as</td>
<td>hear is to</td>
</tr>
<tr>
<td>4. Annoy is to bother</td>
<td>as</td>
<td>happy is</td>
</tr>
<tr>
<td>5. Shy is to timid</td>
<td>as</td>
<td>scared is to</td>
</tr>
<tr>
<td>6. Leaf is to tree</td>
<td>as</td>
<td>petal is to</td>
</tr>
<tr>
<td>7. Huge is to tiny</td>
<td>as</td>
<td>dark is to</td>
</tr>
<tr>
<td>8. Ignore is to notice</td>
<td>as</td>
<td>open is to</td>
</tr>
<tr>
<td>9. Teem is to team</td>
<td>as</td>
<td>see is to</td>
</tr>
<tr>
<td>10. Mosquito is to insect</td>
<td>as</td>
<td>bear is to</td>
</tr>
</tbody>
</table>

Go Further

Write two more items for the activity. Use the ones above as models. Trade your items with a partner. Complete each other’s items.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ________________________ Date _______________
Today's Challenge
Write a sentence that shows you know the meaning of the word.

1. alarm

2. tune

3. count

4. larger

5. wade

6. harmless

7. fountain

8. wider

Go Further
Find the two words in the activity that can be used to compare things. Use the words to compare two things you see around you.

On today's activity:  □ I did great! □ I did OK. □ I need some help.

114 Name ____________________________ Date ____________________________
Today's Challenge
Read the paragraph. Rule out two. Write why. Fill in the correct circle.

Imagine what life must have been like without electricity. Certainly it was less comfortable and less convenient. Candles and fireplaces lit homes. Laundry was done in a washtub and hung on a line to dry. Keeping a home tidy was harder, too. There were no vacuum cleaners or floor polishers—just a lot of elbow grease. After some people got electrical lighting, they still had to keep food cold in an icebox. The ice man was a well-known figure in the neighborhood!

1. What is the main idea of the paragraph?
   A. Vacuum cleaners cannot run without electricity.
   B. Life without electricity was less comfortable and convenient.
   C. Iceboxes were a good substitute for refrigerators.
   D. Clothing had to be hand washed.

2. Which detail does NOT support the main idea?
   A. Candles and fireplaces lit homes.
   B. Iceboxes kept food cold.
   C. There were no electric floor cleaners.
   D. The ice man was a well-known figure in the neighborhood.

Go Further
What would you miss most if you didn't have electricity? Why?
Tell a partner.

On today's activity: ☐ I did great! ☐ I did OK. ☐ I need some help.

Name ___________________________ Date ___________
Today's Challenge
Read the story silently. With your group, decide who will read which lines aloud. Then practice reading your part aloud.

Why Bears Have Stubby Tails

One fine but very cold day, Bear met Fox. Fox had a long string of freshly caught fish. Oh, he hadn’t caught them himself, but he pretended he had when Bear asked about them. “I’ve been ice fishing in the lake and caught these for supper,” said Fox.

Now Bear wanted to learn how to catch a fine string of fish, too. So, he asked, “Fox, can you teach me to fish?”

Fox smiled slyly. “Of course,” he said. “Cut a hole in the ice. Stick your long tail down into the hole and into the water. Keep it there until it tingles and then stings. That’s when you will know that the fish are biting. Then with a quick tug, yank up your tail and all those wonderful fish.”

Well, Bear did just that, and his tail, now fast frozen in the lake, snapped off short. And that’s why to this very day all bears have short, stubby tails.

Go Further
Suppose that you are Bear. What would you say to Fox after being tricked by him?

On today’s activity: □ I did great! □ I did OK. □ I need some help.

Name __________________________ Date _______________
Today’s Challenge
Read the story on page 116. Then complete the chart.

<table>
<thead>
<tr>
<th>Characters: Who is in the story?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting: Where does the story happen?</td>
</tr>
<tr>
<td>Plot: What happens in the story?</td>
</tr>
<tr>
<td>Theme: What does the author want you to remember?</td>
</tr>
</tbody>
</table>

Go Further
How does knowing the setting, characters, and plot of a story make it easier to retell?

On today’s activity: □ I did great! □ I did OK. □ I need some help.

Name ___________________________ Date ____________________
Today’s Challenge
Choose a card—any small card. Match it with a large card that shows the word’s meaning. Write the word on the large card. Continue until you match all the cards.

<table>
<thead>
<tr>
<th>revolve</th>
<th>inquire</th>
<th>A place</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>explore</td>
<td>varieties</td>
<td>Turn or spin around</td>
<td>Look around</td>
</tr>
<tr>
<td>stall</td>
<td>location</td>
<td>Delay for a time</td>
<td>Ask about</td>
</tr>
<tr>
<td>frequently</td>
<td>ordinary</td>
<td>Dig down into</td>
<td>Kinds of something</td>
</tr>
<tr>
<td>burrow</td>
<td>spectator</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Someone who watches</td>
<td></td>
</tr>
</tbody>
</table>

Go Further
Use the letters in each of these words to make as many other words as you can: stall, revolve. How many other words did you make in all for each word you started with? Compare your lists with a partner’s lists.

On today’s activity:  □ I did great! □ I did OK. □ I need some help.

118 Name __________________________ Date __________________________
**Today’s Challenge**
Read each sentence. Combine two words in the box to make a compound word that makes sense in the sentence. Write the compound word on the long line. One has been done for you.

walk  flow  stairs  flower  night  
ground  side  horse  water  play  
down  back  over  sun  proof  

1. We put our lemonade stand on the _____.  
   ___sidewalk___

2. Our ____ just got a new swing set.
   
3. The art room is ____ on the first floor.
   
4. Cowboys rode on ____ many hours each day.
   
5. Stop or the bath water will ____.
   
6. I love to eat seeds from a giant ____.
   
7. Can Jenna stay ____ at my house?
   
8. This ____ jacket will keep you dry.
   
**Go Further**
Make a compound word puzzle. Write a compound word on a long strip of paper. Then cut or tear the strip apart to make two puzzle pieces. Each puzzle piece should have one of the words that makes the compound word. Put your puzzle pieces with everyone else’s. Mix them up. Everyone can take turns choosing puzzle pieces to try to make a compound word!

**On today’s activity:**  
☐ I did great!  ☐ I did OK.  ☐ I need some help.

Name ___________________________ Date _________________
Today's Challenge
Read the passage. Rule out two. Write why. Fill in the correct circle.

Fox is a very clever fellow, but he is also quite lazy. He is always thinking of ways to get food without working at all.

One noon, Fox saw Crow sitting on the branch of a tree at the edge of the forest. Crow had a lovely piece of cheese in her beak. "Good day, beautiful one," said Fox. Then Fox wondered aloud.

"Is your song as lovely as your feathers? Please sing for me." Now Crow was very vain. That means she thought highly of herself. She opened her beak to sing. Out popped the lovely piece of cheese—right down into the smacking lips of clever Fox.

1. What is the setting of the story?
   A on a road in the morning
   B in the forest at noon
   C near a tree at night
   D near the forest at noon

2. What do you know about the character named Crow?
   A She dislikes cheese.
   B She can't sing.
   C She is easily tricked.
   D She thinks Fox is lazy.

Go Further
On a separate sheet of paper, write what Crow and Fox might say next. Read your dialogue aloud to a partner.

On today's activity: □ I did great! □ I did OK. □ I need some help.

120 Name ___________________________ Date ___________________________
Today's Challenge

Read this portion of a story below silently. With your group, decide who will read which lines aloud. Then practice reading your part aloud.

Fay had a soft spot for Gram. In case you don’t know, that means she loved Gram. Gram was always happy to see her. How did Fay know? The answer is easy if you have any common sense. Gram always greeted her with a big hug. Once she totally disappeared inside Gram’s winter coat. She felt safe and warm there. And if you don’t think that’s a good thing, get over it.

No wonder Fay was worried when Mom told her that Gram wasn’t feeling well. Fay was just about to go to the movies with her best friend Alice and Alice’s mom. Now she was thinking that she should go visit Gram instead.

Just then the phone rang. Fay picked it up. “Hi, Gram,” she said. “I was just thinking about going to see you.” Fay listened as Gram told her not to visit her because she wasn’t feeling well. “But Gram,” Fay said, “you always take care of me when I’m sick. Will you be okay?” Gram told Fay not to worry because Fay’s mom was going to stop by.

Go Further

Write the dialogue of Fay and Gram on the phone. Read your dialogue out loud with a partner.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

Name __________________________ Date ____________
Today’s Challenge
Read the portion of a story on page 121. Predict what Fay will do. Support your prediction with clues from the story and from your own experiences.

**Prediction:** I predict that Fay will

**Clues from the story:**

**Clues from my personal experience:**

Go Further
Write about what happens next in the story. Use your prediction to help you. Read your story event to the rest of the class.

---

**On today’s activity:**  
☐ I did great!  
☐ I did OK.  
☐ I need some help.

122 Name ___________________________ Date ___________________
Today's Challenge
Read the clues for Across and Down. Then write the words to complete the crossword puzzle.

Across
1. I am a two-syllable noun that is a synonym for store.
4. I am a synonym for wash.
5. I am a synonym for welcomes.

Down
1. I am a noun that rhymes with flat and means “a small rug.”
2. I rhyme with settle and mean “a teapot for the stove.”
3. I am an antonym of wild. I rhyme with blame.

Go Further
Write clues so that a partner can make a word cross. For example, say: The first word is an antonym of go. The other word rhymes with fair and names a place to sit.

S
T
C H A I R
Y

On today's activity: □ I did great! □ I did OK. □ I need some help.

Name __________________________ Date ________________
## Today’s Challenge
Read the clue. Add or take away a letter to make a new word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Clue</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. snow</td>
<td>opposite of later</td>
<td></td>
</tr>
<tr>
<td>2. our</td>
<td>60 minutes</td>
<td></td>
</tr>
<tr>
<td>3. grow</td>
<td>use oars to do this</td>
<td></td>
</tr>
<tr>
<td>4. flew</td>
<td>not many</td>
<td></td>
</tr>
<tr>
<td>5. dew</td>
<td>made a picture</td>
<td></td>
</tr>
<tr>
<td>6. low</td>
<td>not fast</td>
<td></td>
</tr>
<tr>
<td>7. stew</td>
<td>use a needle and thread</td>
<td></td>
</tr>
<tr>
<td>8. pout</td>
<td>not in</td>
<td></td>
</tr>
<tr>
<td>9. down</td>
<td>to possess something</td>
<td></td>
</tr>
<tr>
<td>10. flower</td>
<td>opposite of higher</td>
<td></td>
</tr>
<tr>
<td>11. loud</td>
<td>a gray one signals rain</td>
<td></td>
</tr>
<tr>
<td>12. sole</td>
<td>past tense of steal</td>
<td></td>
</tr>
</tbody>
</table>

## Go Further
Go back and circle each new word that has a different vowel sound from the original word.

### On today’s activity:  
☐ I did great!  ☐ I did OK.  ☐ I need some help.

124 Name ___________________________ Date __________________
Today’s Challenge
Read the story. Rule out two. Write why. Fill in the correct circle.

Mira had saved her allowance for a long time to buy a new video game. Her Mom agreed to drive her to the video store. As they were getting into the car, Mira spotted her friend, Jason. “Hey, Jason! Do you want to come help me pick out a video game?” asked Mira cheerfully.

“I can’t. I’m helping out at the animal shelter,” answered Jason.

“Oh, that’s such a cool place. That’s where I got Stanley when he was just a kitten,” said Mira. “What do you do there?”

“I’m helping to plan an event to raise money to keep the shelter from closing,” Jason said.

“Closing! That’s awful!” exclaimed Mira.

1. What do you think Mira will do next?
   A  She will go to the movies.
   B  She will go on vacation.
   C  She will get a dog from the animal shelter.
   D  She will give her allowance to the animal shelter.

2. What clue did you use to make your prediction?
   A  Mira has to travel by car to get to the video store.
   B  Jason is Mira’s best friend.
   C  Mira thinks the animal shelter is a cool place.
   D  Mira plays video games.

Go Further
Add a clue to the story that will help support a prediction. Read your new clue to a partner.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date ___________________________
Today’s Challenge
Read the poem below silently. With your group, decide who will read which lines aloud. Underline the lines that you will read. Then practice reading your part out loud.

The Squirrel
Whisky, frisky
Hippity hop,
Up he goes
To the treetop!

Whirly, twirly
Round and round,
Down he scampers
To the ground.

Furly, curly
What a tail!
Tall as a feather,
Broad as a sail!

Where’s his supper?
In the shell,
Snippity, crackity,
Out it fell!

Go Further
What would you do to read your part even better?

On today’s activity:  □ I did great!   □ I did OK.   □ I need some help.

126   Name _____________________________ Date ______________
Today's Challenge
Read the passage. Use clues in the text to figure out the meaning of each numbered and underlined word. Choose and circle the word’s meaning.

People with gardens like toads. That is because toads eat many of the bugs that wreck their gardens. The bugs (1) **ruin** gardeners' plants and vegetables. Unlike fast-moving (2) **creatures** such as birds, toads are slow-movers. So how does a slow and awkward creature like a toad capture thousands of bugs each summer? A toad has an especially long tongue, with a tip that points back into its throat. When a toad looks around and (3) **spies** an insect flying nearby, it flips out its tongue and catches the bug on the sticky tip.

When cold weather arrives and insects disappear, toads (4) **burrow** deep into the ground. They hibernate, or fall into a kind of deep sleep. When in this (5) **state**, the toad hardly breathes and its heart barely beats.

1. ruin  help  destroy  save
2. creatures  pests  insects  animals
3. spies  sees  visits  scars
4. burrow  climb  jump  dig
5. state  nation  condition  yard

Go Further
Choose two of the numbered words. Write each word and beside it write the words in the text that helped you figure out the meaning.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

Name __________________________ Date ____________
**Today's Challenge**
Read the clue to help you unscramble the word. Then write the word.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Something used to cook or bake</td>
<td>VTOES</td>
<td></td>
</tr>
<tr>
<td>2. Animal that builds dams</td>
<td>REBAVE</td>
<td></td>
</tr>
<tr>
<td>3. A word that sounds like <em>weak</em></td>
<td>EKEW</td>
<td></td>
</tr>
<tr>
<td>4. Ahhchoo!</td>
<td>ESNZEE</td>
<td></td>
</tr>
<tr>
<td>5. What many movie stars and sports figures are</td>
<td>USFMAO</td>
<td></td>
</tr>
<tr>
<td>6. Part of a tree or an elephant's nose</td>
<td>RNUKT</td>
<td></td>
</tr>
<tr>
<td>7. You might do this on ice.</td>
<td>ELISD</td>
<td></td>
</tr>
<tr>
<td>8. Uniforms are worn by players on this.</td>
<td>EMAT</td>
<td></td>
</tr>
</tbody>
</table>

**Go Further**
You can unscramble words 1 and 8 more than one way. Write another way you can unscramble each. Write a clue to go with each word.


**On today’s activity:**  
☐ I did great!  ☐ I did OK.  ☐ I need some help.

128 Name ___________________________ Date ________________________
Today's Challenge
Sort the words by vowel sound. Write them in the correct box.

- cattle
- blast
- best
- stamp
- free
- speck
- feast
- slender
- bell
- stale
- crate
- week
- trace
- able
- dream
- thank

Short a (camp) | Long a (lake)
---|---
| |

Short e (leg) | Long e (feet)
---|---
| |

Go Further
Add one more word to each of the four lists.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

Name __________________________ Date ____________
Today's Challenge
Read the sentence. Choose the sentence in which the underlined word has the same meaning. Fill in the correct circle.

1. My aunt has a ring and a matching bracelet.
   A. The lunch bell will ring soon.
   B. He put the ring in a small black box.
   C. Form a ring to play this game.
   D. Did you hear the phone ring?

2. There will be contests at the fair.
   A. You must follow the rules and play fair.
   B. I baked a cake to take to the fair.
   C. The weather should be fair tomorrow.
   D. It is not fair to take a bigger share.

3. Use a pencil rather than a pen.
   A. We keep the goats in a special pen.
   B. I must refill the pen with ink.
   C. Who let the pigs out of the pen?
   D. We'll use wire and wood to make a pen.

4. I'm a fan of this baseball team.
   A. The fan will cool the room.
   B. Wind will only fan the flames.
   C. I made a pleated paper fan.
   D. Each fan got a signed picture.

Go Further
The word fly has two meanings. Write two sentences to show the different meanings.

On today's activity: ☐ I did great! ☐ I did OK. ☐ I need some help.

130     Name ____________________________________     Date __________
Today’s Challenge

Read the interview below silently. Then work in a group of four students. Decide who will be each character. Practice reading your part. Then as a group perform for the other students.

**Team Manager:** We asked you all here together because we need to choose one player for our team. Can you each tell us about yourself? Why should we choose you? Gina, please start.

**Gina:** I play first base. I have a great record. I’ve made ten outs just this week! I also hit four home runs. I’ve been playing baseball for two years. My past teams are the Fliers and the Steamers. You should choose me. I get along with people. I play well.

**Gavin:** I also play first base. I’ve played baseball for almost three years. I know what I’m doing. I have a great batting record. Last week I hit four home runs and made eleven outs! The Red Hats have been my team all along. You should choose me. I’ll stick with the team for a long time. I’ll get a lot of runs for you.

**Carlos:** Well, I don’t play first base. I play shortstop. I made fifteen outs last week! I also hit five home runs! I’m kind of new to baseball. I’ve been playing for only one year. My team was the Steamers. You should choose me. I’ve got a lot of energy, and I’ve never been hurt. Plus, I can hit and field really well.

**Team Manager:** Thank you so much, everyone. We’ll let you know tomorrow.

Go Further

How do you think you might improve your reading? How might members of your group improve, as well?

---

**On today’s activity:**  
☐ I did great!  ☐ I did OK.  ☐ I need some help.

Name __________________________  Date ____________
**Today's Challenge**

Read the interview on page 131. Think about how the three players are alike and different. Fill in the chart.

<table>
<thead>
<tr>
<th></th>
<th>Gina</th>
<th>Gavin</th>
<th>Carlos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team position</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of outs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of home runs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years of playing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of teams played for</td>
<td></td>
<td></td>
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</tbody>
</table>

Choose two of the players. Use the information in the chart to compare and contrast their baseball experiences. Write in complete sentences.

---

**Go Further**

At the end of their interviews, the three players give reasons they should be chosen. Compare and contrast their reasons. Who would you pick? Why?

---

**On today's activity:**  
- I did great!  
- I did OK.  
- I need some help.
**Today’s Challenge**
Write a word to complete each sentence. The word below the blank tells what part of speech the word should be.

We got to our seats at the stadium just as the ______ noun came to bat. He ______ verb the first pitch. The ball ______ verb toward center field. The center fielder ______ verb the ball. What a(n) ______ adjective catch he made! He is a really ______ adjective ball player. The fans ______ verb loudly from the ______ noun. The whole game was just as ______ adjective, and everyone went home ______ adjective.

**Go Further**
Work with your group. Each of you share the passage you completed. Are the words you chose similar? Are they very different?

**On today’s activity:**  □ I did great!  □ I did OK.  □ I need some help.

Name ______________________  Date _______________ 133
**Today’s Challenge**

Look at the base word. Look at the suffix on each side of it. Add the first suffix and write the new word. Then add the second suffix and write a different new word. Look out! For two of the base words, only one of the suffixes will work. One item has been done as an example.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Base Word</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. -ful</td>
<td>use</td>
<td>-less</td>
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<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. -ful</td>
<td>thought</td>
<td>-less</td>
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<tr>
<td></td>
<td></td>
<td>thoughtless</td>
</tr>
<tr>
<td>3. -ful</td>
<td>mind</td>
<td>-less</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>4. -ful</td>
<td>fear</td>
<td>-less</td>
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<td></td>
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<tr>
<td>5. -ful</td>
<td>cheer</td>
<td>-less</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>6. -ful</td>
<td>limit</td>
<td>-less</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. -ful</td>
<td>weight</td>
<td>-less</td>
</tr>
</tbody>
</table>

**Go Further**

Write a short paragraph contrasting two objects or people who are opposites. For example, one person might be thoughtful, while the other is thoughtless.

**On today’s activity:**  

- I did great!  
- I did OK.  
- I need some help.

134 Name ___________________________ Date ______________
Today’s Challenge
Read the passage. Rule out two. Write why. Fill in the correct circle.

Baseball teams get their names in many different ways. Some teams are named for animals. For example, the Detroit Tigers are named for the tiger. The Florida Marlins are named for the marlin. This is a kind of fish. Other teams are named for places. Usually team owners pick something about the team’s city. For example, the Colorado Rockies are named for the Rocky Mountains. Colorado is a state in the Rocky Mountains. The Minnesota Twins are named for two cities in Minnesota that are very close to each other—Minneapolis and St. Paul, otherwise known as the “Twin Cities.”

1. How are the Detroit Tigers and the Florida Marlins alike?
   A Both are named for animals.
   B Both are named for places.
   C Both are football teams.
   D Both play in two cities.

2. How are the Florida Marlins and the Colorado Rockies different?
   A One is a football team. The other is a baseball team.
   B One is named for a place. The other is named for a place.
   C One is named for an animal. The other is named for a place.
   D One is from Detroit. The other is from Minnesota.

Go Further
Choose two games played with balls. Explain how the games are alike and different.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date _______
Today’s Challenge
Read the passage below silently. Decide with your group who will read which lines. Practice reading your lines aloud. Then, with your group, read the passage aloud for other students.

Some people think that sunflowers have personalities. After all, a sunflower’s round head and tall, thin body makes it look somewhat like a person! Although some sunflowers are giants that grow as tall as twelve feet, many kinds of sunflowers grow only to about three feet.

Most sunflowers have big, sunny yellow petals and brown centers. Some, though, have orange or dark red petals.

Did you know that in the bud stage, sunflowers turn their heads to follow the sun? When the flowers open up, they turn their heads away from the sun.

Sunflowers are popular today. They were also popular in the past. Aztecs respected and honored sunflowers. Their royal princesses used the flowers to make golden crowns to wear. Spanish settlers liked the flowers so much that they sent sunflower seeds back to their families in Spain.

Sunflowers are certainly the most interesting flowers of the summer!

Go Further
What is one thing you learned about sunflowers that surprised you? Why? Write. Then share your answer with the group.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

136 Name ___________________________ Date ___________
**Today’s Challenge**
Read the passage on page 136. As you read, think about which statements are facts and which are opinions. Write in the boxes as many facts and opinions as you can find.

<table>
<thead>
<tr>
<th>Facts About Sunflowers</th>
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</thead>
<tbody>
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<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Opinions About Sunflowers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

**Go Further**
Choose a flower or other object. Write two facts about the flower or object. Then write one opinion.

---

**On today’s activity:** □ I did great! □ I did OK. □ I need some help.

Name ___________________________ Date ____________

137
Today's Challenge

Read the words in the box. Then look at the labels in the chart. Write each animal name in the correct part of the chart.

<table>
<thead>
<tr>
<th>bear</th>
<th>parrot</th>
<th>mouse</th>
<th>mosquito</th>
</tr>
</thead>
<tbody>
<tr>
<td>turtle</td>
<td>lizard</td>
<td>fox</td>
<td>elephant</td>
</tr>
<tr>
<td>robin</td>
<td>beetle</td>
<td>snake</td>
<td>wasp</td>
</tr>
<tr>
<td>chick</td>
<td>kangaroo</td>
<td>goose</td>
<td>grasshopper</td>
</tr>
<tr>
<td>bluejay</td>
<td>crocodile</td>
<td>butterfly</td>
<td>alligator</td>
</tr>
</tbody>
</table>

Insects | Reptiles

Birds | Mammals

Go Further

Work with a partner. Choose one of the categories above. Try to write as many more animal names as you can for the category you choose.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

138 Name _____________________________ Date _____________________________
Today's Challenge
Write a word or words to complete each comparison.

1. A hill is high, but a _______________ is higher.

2. A stone is light, but a _______________ is lighter.

3. Ketchup is spicy, but _______________ is spicier.

4. Dogs are frisky, but _______________ are friskier.

5. A candle is bright, but a light bulb is brighter, and the _______________ is the brightest.

6. A leopard is mighty, but a _______________ is mightier, and a lion is mightiest of all.

7. A park bench is wide, but a _______________ is wider.

8. A pillow is light, but a _______________ is lighter, and a _______________ is the lightest.

9. A raindrop is wet, but a _______________ is wetter, and a lake is the wettest.

10. A fly is peesty, but a _______________ is pestier, and a wasp is the pestiest.

Go Further
Draw a picture that compares three things. Label each of the three parts of the picture. Use a separate sheet of paper.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date ____________
Today’s Challenge
Read the passage. Rule out two. Write why. Fill in the correct circle.

Goats will eat anything—tin cans, clothing left on a line to dry. That’s what many people think. But that’s true only in stories and movies. Real-life goats like to nibble and feel just about everything with their sensitive lips. They eat only clover, corn, beets, and other foods that are good for them. People should have more respect for good old goats!

1. Which is a fact?
   A  All old goats are good.
   B  Goats will eat anything.
   C  Goats eat only what’s good for them.
   D  Goats should get more respect.

2. Which is an opinion?
   A  Goats appear in stories and movies.
   B  Goats eat clover, corn, and beets.
   C  People should have more respect for goats.
   D  Goats feel their food with their sensitive lips.

Go Further
Write one fact and one opinion about an animal. Have a partner decide which is which and then tell how he or she knows.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

140  Name ____________________________  Date _____________
**Today’s Challenge**

Read the story below silently. With your group, decide who will read which lines aloud. Underline the lines that you will read. Then practice reading your lines out loud.

“I’d like to be on the school track team,” said Tara.

“Great!” smiled Dad. “You’ll have to start practicing, though.”

“How do I begin?” asked Tara excitedly.

“First, you’ve got to exercise your legs to make them stronger,” suggested Dad.

For the next two weeks, Tara rode her bicycle every day. She could feel her muscles get stronger.

“You’ve done a good job,” said Dad. He gave Tara a small hug.

“Now you begin to run,” Dad said firmly.

“How far should I run?” asked Tara.

“Run only small distances at first. Go down the block and back. And don’t try to go fast for now.” Tara ran and ran.

A few days later, Dad said, “Now try running faster. Run a little faster each day.” Tara ran faster and faster.

The day of the tryouts, Tara ran with six other children. She was not first to the finish line, but she was only one or two seconds behind the leader. Both girls made the team. When Tara got home, she screamed, “I made it, Dad! I made it.”

Dad gave her a great big hug. “Tara, you went about something slowly, but you did it every day. That’s the way to get where you’re going,” Dad said proudly.

**Go Further**

What is something your group did well?

---

**On today’s activity:**  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date ___________________________ 141
Today’s Challenge
Read the story on page 141. Five events from the story are listed. Write them in the correct order.

- Tara screams that she made the team.
- Tara wants to be on the track team.
- Tara ran faster and faster each day.
- Dad says that Tara reached her goal by going slowly.
- Tara rode her bicycle every day.

1.

2.

3.

4.

5.

Go Further
Talk about something you have done and the steps you took to reach your goal. Write the steps in the correct order.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

142 Name ___________________________ Date ______________________
Today's Challenge

Fill in the Magic square:

- Choose the best answer for each word from the numbered definitions.
- Put the number of the definition in the proper space in the Magic Square.
- If the total of numbers is the same both across and down, you have found the magic number.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. reform</td>
<td>1. one who lends</td>
</tr>
<tr>
<td>B. weep</td>
<td>3. to make better</td>
</tr>
<tr>
<td>C. uncertain</td>
<td>4. the sound a bee makes</td>
</tr>
<tr>
<td>D. buzz</td>
<td>6. pay again</td>
</tr>
<tr>
<td>E. hint</td>
<td>7. cry</td>
</tr>
<tr>
<td>F. confusing</td>
<td>9. unclear</td>
</tr>
<tr>
<td>G. journey</td>
<td>10. clue</td>
</tr>
<tr>
<td>H. repay</td>
<td>13. not sure of</td>
</tr>
<tr>
<td>I. lender</td>
<td>16. trip</td>
</tr>
</tbody>
</table>

The magic number is ________

Go Further

Work with a partner. Try to make your own Magic Square activity.

On today’s activity: □ I did great! □ I did OK. □ I need some help.

Name _____________________________ Date ___________________
Today's Challenge

Read each clue to write the correct word. The letters you need to write the word are in the boxes below. Each time you use a letter, cross it out. When you have finished the activity, there should be no boxes left.

1. Rearrange the letters in eat to name a hot drink.

2. Find the homophone for a word that names something a dog wags.

3. This word names someone who reads a book.

4. This word means the same as big.

5. Rearrange the letters in gas to find a word that means “to droop.”

6. This word names someone who grows corn, wheat, and potatoes.

Go Further

Make your own game with a partner. Use the activity above for ideas.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.
Today’s Challenge

Read the passage. Rule out two. Write why. Fill in the correct circle.

Barbara Jordan was born in Texas in 1936. She was the first African American student at Boston University Law School. Barbara Jordan returned to Texas in 1960 to work on John F. Kennedy’s campaign for president. In 1966, she was elected the first African American state senator in Texas since 1863! Then, in 1972, she became president of the Texas legislature. She decided to become a teacher in 1982 at the University of Texas. Barbara Jordan died in 1996, but her achievements have made it easier for other women to work in government.

1. After Barbara Jordan was a student at Boston University Law School, which event happened next?
   A. Barbara Jordan became a teacher at the University of Texas.
   B. Barbara Jordan worked on John F. Kennedy’s presidential campaign.
   C. Barbara Jordan was elected state senator in Texas.
   D. Barbara Jordan became president of the state legislature.

2. Which event is out of sequence?
   A. Barbara Jordan was born in Texas.
   B. Barbara Jordan went to law school.
   C. Barbara Jordan became a teacher.
   D. Barbara Jordan became Texas state senator.

Go Further

Think about key events in your life and make a personal time line.

On today’s activity:  ☐ I did great! ☐ I did OK. ☐ I need some help.

Name ___________________________ Date ________________ 145
Today’s Challenge
Read the poem silently. With your group, decide who will read which lines aloud. Practice reading your lines out loud. Then read aloud with the group.

Grasshopper Green
Grasshopper Green is a comical chap;
He lives on the best of fare.
Bright little trousers, jacket, and cap,
These are his summer wear.
Out in the meadow he loves to go,
Playing away in the sun;
It’s hopperty, skipperty, high and low.

Grasshopper Green has a quaint little house;
It’s under the hedge they say.
Grandmother Spider, as still as a mouse,
Watches him over the way.
Gladly he’s calling the children, I know,
It’s hopperty, skipperty, high and low,
Summer’s the time for fun.

Go Further
Suppose your group wanted to make a tape recording of the poem. Talk together about how you might make your reading of the poem even more enjoyable for listeners.

On today’s activity:  ☐ I did great!  ☐ I did OK.  ☐ I need some help.

Name ___________________________ Date ___________________
Today's Challenge
Read the poem on page 146. Look for words and phrases that help you picture in your mind the grasshopper, where he lives, and what he does. Write as many words and phrases as you can.

**Picture the Setting** (Where and When)

**Picture the Character**

**Picture What Happens**

Go Further
Draw a picture that goes with the poem.

On today's activity: ☐ I did great! ☐ I did OK. ☐ I need some help.

Name ___________________________ Date ___________
Today's Challenge
Use at least six of the words listed below to write a story. You may use other forms of the word if you wish. For example, instead of dark, you can use darkest or darkness. Be sure to give your story a title.

clouds bang pond colorful howl
tumble faraway dark hear

Go Further
Read your story to a partner. Ask your partner what he or she likes best about the story: the setting, the characters, or the events that take place. Have your partner explain his or her choice.

On today's activity:  □ I did great! □ I did OK. □ I need some help.

148 Name ___________________________ Date __________________
**Today’s Challenge**
Write a three-way comparison about some animals or their characteristics. The first one is done as an example.

1. small
   A mouse is small. A butterfly is smaller.
   An ant is the smallest of all.

2. long

3. fast

4. mighty

5. heavy

6. fierce

7. large

8. speedy

**Go Further**
Compare yourself to two other people. Choose one characteristic and then write a three-way comparison.

**On today’s activity:**  □ I did great! □ I did OK. □ I need some help.

Name ___________________________ Date ____________
Today's Challenge

Read the passage. Answer the questions. Fill in the correct circle.

Quilting is an art that people have practiced for hundreds of years! You may have a bed cover that is a quilt. Quilting is sewing two pieces of cloth together (with padding in between). When a piece of clothing was no longer able to be worn, it would be cut into pieces for a quilt. You could say quilting was an early form of recycling! You probably have good memories tied to your favorite shirt, skirt, or pants. Imagine a beautiful patchwork quilt that shows your personal history. Now that’s priceless!

1. Which one of the following words contains a prefix?
   A quilting  B clothing  C recycling  D together

2. Which one of the following words contains a suffix?
   A priceless  B cover  C history  D piece

3. Which one of the following words is a compound word?
   A between  B imagine  C able  D patchwork

4. Which one of the following words has a suffix?
   A beautiful  B favorite  C sewn  D early

Go Further

Quilts come in all kinds of colors and patterns. Describe to a partner a quilt you would like to have.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

150 Name ____________________________ Date ____________________________
Today’s Challenge

Read the passage below silently. With your group, decide who will read which lines aloud. Then practice reading your lines out loud.

“This way, children. Follow our guide,” said the teacher. “There are many rooms that are part of this exhibit. We need to get started, so we don’t miss anything!”

“This room has many interesting objects,” said the museum guide. “Most are from long, long ago. This mask comes from Egypt. It shows a great pharaoh. Over here, we have a model of a pyramid. The Egyptians built huge pyramids. They used them to bury important people. Any questions?”

“What are those funny squiggles on the wall over there?” asked Leeza.

“That’s the way Egyptians wrote. They used picture writing. Each picture stood for something,” explained the guide.

“Now let’s go in this room. These drawings show the Nile River long ago. The Nile River has always been very important to Egyptians. The ancient Egyptians used the river’s water to help them grow crops. Notice the many small farms in these pictures. Also, the river was a trade route. It allowed the ancient Egyptians to exchange goods with their neighbors by boat.

“This ends our tour of the Egypt exhibit. I hope you all enjoyed it and learned a little, too,” said the guide.

“Thank you, from all of us,” said the teacher. “We have learned a lot about Egypt.”

Go Further

Talk with your group about how you might make your oral reading even better. Jot down some ideas.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name __________________________ Date ___________
Today's Challenge
Read the passage on page 151. Think about its main idea and details so you can write a summary of the passage. A summary is a very short way of saying what the most important ideas of the passage are. Fill in the chart.

<table>
<thead>
<tr>
<th>Main Idea:</th>
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<table>
<thead>
<tr>
<th>Most Important Details:</th>
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</thead>
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<td></td>
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<table>
<thead>
<tr>
<th>Summary:</th>
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</tbody>
</table>

Go Further
On another sheet of paper, write a summary of a favorite story. Read your summary to a partner.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

152 Name __________________________ Date __________
Today's Challenge
Read each sentence. Think about what the underlined word means in that sentence. Then write a new sentence that shows a different meaning for the word. Reminder: Some words can be pronounced two different ways!

1. A rock will sink to the bottom of the lake.

2. My family has owned this land forever.

3. You can't buy a lead pencil anymore.

4. The child is content to play alone.

5. We will record the song we made up.

6. Won't you show me your history project?

7. My little brother loves his toy train.

Go Further
Look again at the underlined words. Sort them into lists of nouns, verbs, and adjectives. Compare your lists with those of a partner.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date ___________________
Today's Challenge

Choose a word from the box to solve each riddle. Write it on the line.

beard          smear          underwear
fear            tear

1. This is what a man would have if he didn't shave.
   What is it? ____________________________

2. This is a tiny drop of salty liquid that comes from an eye.
   What is it? ____________________________

3. This is what you put on before anything else.
   What is it? ____________________________

4. This what someone might feel if startled.
   What is it? ____________________________

5. This is what you might get on your paper if your pen leaks.
   What is it? ____________________________

Go Further

Say each word softly. Write the number of syllables in the word. Then circle the syllable you should put stress on. What can you say about words that end with er?

6. summer ____________________________ 8. smarter ____________________________
7. rider ____________________________   9. together ____________________________

On today's activity: □ I did great! □ I did OK. □ I need some help.

154 Name ____________________________ Date ____________________________
Today’s Challenge
Read the passage. Rule out two. Write why. Fill in the correct circle.

Museums are places where people can see collections of objects. Most museums offer their visitors guided tours.

There are different kinds of museums people can visit. Art museums show collections of paintings, statues, and other artwork. History museums tell about the past through objects such as furniture, clothing, and everyday tools. Science museums have exhibits that may show many kinds of animal and plant life.

Many people enjoy museums, but some don’t.

1. Which sentence is a main idea that might start a summary of the passage?
   - (A) Many people enjoy museums, but some don’t.
   - (B) History museums tell about the past.
   - (C) There are different kinds of museums with different collections.
   - (D) Some museums show art.

2. Which statement belongs in a summary of the passage?
   - (A) There are art, history, and science museums.
   - (B) Most museums offer guided tours.
   - (C) All museums show collections that are alike.
   - (D) History museums show animal and plant life.

Go Further
If you had a museum of your own, what kinds of things would you show in your collection. Why? Tell a partner.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name __________________________________________ Date _____________ 155
Today’s Challenge
Read the letter below silently. With your group, decide who will read which lines aloud. Practice reading your lines out loud. Then read with the group.

Dear Tamara,

You’ll never guess what happened to me! I had to get eight stitches right near my eye. A group of us went out in a boat at camp. Picture this. We were putting the boat away at lunchtime. It sure was heavy! Anna and I pulled and pulled. All of a sudden, the boat slid up on the beach. Meanwhile, Graham was taking out the oars. He thought we were still pulling. He was tossing an oar on the beach when—wham! He hit my face. Crack! My glasses broke. I shouted, “Owwww!” My face really hurt AND it was bleeding like a river. Graham yelled, “We need help, RIGHT NOW!” Then he came over to me and said how sorry he was.

Anyway, the nurse called my dad at work. He took me to the doctor’s office. Getting stitches was NO fun. Still, I look kind of exciting now—sort of like a pirate. That’s because I have a patch over my eye.

So what’s up with you? Write soon and tell me all your news.

Your friend,

Dee

Go Further
On a separate sheet of paper, write a short response from Tamara in letter form. Read the letter aloud to a partner.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

156 Name ____________________________ Date ____________________________
**Today’s Challenge**

The letter on page 156 tells a story. Read the letter. Then answer the questions. Use your answers to write a short summary of Dee’s letter.

**Who are the main characters in the story?**

**What is the setting? (where and when)**

**What are the most important events?**

**Story Summary**

**Go Further**

Compare your summary with that of a partner. Talk about how the summaries are alike and different.

**On today’s activity:**  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date _____________
Today’s Challenge
Each sentence shows a relationship between pairs of words. Read each sentence. Write a word to complete each sentence.

1. Danger is to safety as failure is to ____________.
2. Mammal is to lion as insect is to ____________.
3. Sour is to sweet as cold is to ____________.
4. Eat is to sandwich as drink is to ____________.
5. Thoughtful is to caring as tired is to ____________.
6. Clock is to time as thermometer is to ____________.
7. Wide is to narrow as long is to ____________.
8. Finish is to complete as to start is to ____________.
9. Oak is to tree as daisy is to ____________.
10. Finger is to hand as toe is to ____________.
11. Hammer is to tool as chair is to ____________.
12. Mean is to kind as rude is to ____________.

Go Further
Write two sentences that show how pairs of words are related. Use the sentences activity above as a model.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

158 Name ___________________________ Date ___________
**Today’s Challenge**

Sort the words in the box into four groups. Some words will belong in more than one group. Write those words in both places.

<table>
<thead>
<tr>
<th>redo</th>
<th>beam</th>
<th>sorted</th>
<th>rewrite</th>
<th>death</th>
</tr>
</thead>
<tbody>
<tr>
<td>yelled</td>
<td>lead</td>
<td>wheat</td>
<td>restart</td>
<td>heap</td>
</tr>
<tr>
<td>health</td>
<td>stream</td>
<td>signaled</td>
<td>started</td>
<td>reread</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Short e Words</th>
<th>Long e Words</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Words with a Prefix</th>
<th>Past-Tense Words</th>
</tr>
</thead>
</table>

**Go Further**

Choose a word from one of the boxes. Try to rearrange the letters in the word to make a different word. If it doesn’t work, choose another word and try again.

**On today’s activity:**  
☐ I did great! ☐ I did OK. ☐ I need some help.

Name ___________________________ Date ____________
Today's Challenge
Read the passage. Rule out two. Write why. Fill in the correct circle.

"Graham, I heard about what happened today," said Mom. She opened the car door to let Graham in. He waved to his little brother in the back seat. "Are you okay?" asked Mom.

"I'm fine. It's Dee I'm worried about. I didn't mean to hurt her, Mom," explained Graham.

"I know that. I'm sure that Dee and her parents do, too. Try not to feel bad. We all know it was an accident," said Mom.

"I'd like to do something nice for Dee," said Graham. "It would help me say 'I'm sorry' one more time. What could I do?"

"What a nice idea. Let's see. She's probably going to miss a few days of camp. Maybe we could find something to help her pass the time. How about a game or a tape?" suggested Mom.

1. Which characters would be important to include in a summary?
   A. Graham, Mom, and little brother
   B. Dee, Graham, and Mom
   C. Dee and her parents
   D. Graham, little brother, and Dee

2. Which event would you NOT put in a summary?
   A. Graham is sorry for what happened to Dee.
   B. Graham wants to buy a gift for Dee.
   C. Mom agrees that a gift is a good idea.
   D. Mom opens the door to let Graham in the car.

Go Further
On a separate sheet of paper, write a summary of the passage.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

160 Name ___________________________ Date ___________________________
Today's Challenge
Read the mystery below silently. With your group, decide who will read which lines. Then practice reading your lines out loud.

The Chunk-O-Chip Mystery

Fay and Sandy went to their uncle’s bakery. “Hi, Uncle Lee,” said the children. “Could we have some chunk-o-chip cookies before we go home?”

“They’re all gone!” complained Uncle Lee. “Let’s go find them in the back of the store. We’ll each go a different way.” Uncle Lee rushed away.

“It’s really dark and quiet back here,” said Sandy uncertainly. “It gives me goose bumps!”

Just then, the watchman and his dog Sheba came out of nowhere. “Oh!” cried the startled children.

“Are you looking for those cookies? There aren’t any back here,” said Hank angrily. He left.

“I hope Hank doesn’t have the cookies,” whispered Sandy in a shaky voice.

In an “I-don’t-want-to-do-this” voice, Fay said, “Cookie crumbs on the floor!”

The children crept along, and the crumbs led to Hank, sitting by the back door. “Oh, no!” they groaned. But the trail went past Hank to a spot behind him. There was Sheba, with a chunk-o-chip cookie in her mouth!

“Well, I’ll be. I never saw her take even one!” said Hank, amazed.

The children laughed, greatly relieved.

Go Further
With a partner, make up a mystery story. Put cue words in your mystery to tell readers how to say their lines.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.
Today's Challenge
Read the story on page 161. Complete the charts by writing what made the children frightened and how the children said things because they were frightened. An example is given in each chart.

<table>
<thead>
<tr>
<th>Effect</th>
<th>The children were frightened.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Causes</td>
<td>It was dark and quiet.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cause</th>
<th>The children were frightened, so they said things in certain ways.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effects</td>
<td>uncertainly</td>
</tr>
</tbody>
</table>

Go Further
Write what kinds of things cause you to be frightened.

On today's activity:  □ I did great!   □ I did OK.   □ I need some help.

162 Name ___________________________ Date ____________
Today’s Challenge
Circle the nouns and verbs in the puzzle. There are six nouns, and they all go across. There are six verbs, and they all go down.

<table>
<thead>
<tr>
<th>P</th>
<th>C</th>
<th>L</th>
<th>Z</th>
<th>F</th>
<th>S</th>
<th>N</th>
<th>P</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>F</td>
<td>B</td>
<td>O</td>
<td>T</td>
<td>T</td>
<td>L</td>
<td>E</td>
<td>S</td>
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<tr>
<td>I</td>
<td>C</td>
<td>E</td>
<td>B</td>
<td>Y</td>
<td>A</td>
<td>V</td>
<td>E</td>
<td>T</td>
</tr>
<tr>
<td>S</td>
<td>T</td>
<td>H</td>
<td>C</td>
<td>H</td>
<td>Y</td>
<td>R</td>
<td>L</td>
<td>S</td>
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<td>S</td>
<td>N</td>
<td>A</td>
<td>I</td>
<td>L</td>
<td>Z</td>
<td>S</td>
<td>X</td>
<td>L</td>
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<td>F</td>
<td>P</td>
<td>V</td>
<td>R</td>
<td>T</td>
<td>M</td>
<td>Z</td>
<td>N</td>
<td>E</td>
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<tr>
<td>L</td>
<td>F</td>
<td>E</td>
<td>L</td>
<td>L</td>
<td>O</td>
<td>W</td>
<td>U</td>
<td>A</td>
</tr>
<tr>
<td>Z</td>
<td>K</td>
<td>Q</td>
<td>P</td>
<td>S</td>
<td>H</td>
<td>I</td>
<td>P</td>
<td>V</td>
</tr>
<tr>
<td>X</td>
<td>A</td>
<td>N</td>
<td>S</td>
<td>T</td>
<td>A</td>
<td>P</td>
<td>L</td>
<td>E</td>
</tr>
<tr>
<td>D</td>
<td>F</td>
<td>B</td>
<td>T</td>
<td>S</td>
<td>X</td>
<td>E</td>
<td>D</td>
<td>S</td>
</tr>
</tbody>
</table>

Go Further
Make your own word-search puzzle for nouns and verbs. Have a partner find the hidden words.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________  Date ___________________________  163
**Today's Challenge**

Fill in the chart. Add *pre-, dis-, un-, -ed, or -ing* to the beginning or end of each word to make other forms of the word. Two examples are done for you.

<table>
<thead>
<tr>
<th>Word</th>
<th>Other Forms of the Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. like</td>
<td>dislike</td>
</tr>
<tr>
<td>2. appear</td>
<td></td>
</tr>
<tr>
<td>3. intend</td>
<td></td>
</tr>
<tr>
<td>4. record</td>
<td></td>
</tr>
<tr>
<td>5. cover</td>
<td>covered</td>
</tr>
<tr>
<td>6. pave</td>
<td></td>
</tr>
<tr>
<td>7. fold</td>
<td></td>
</tr>
</tbody>
</table>

**Go Further**

Choose three of the words you wrote. Write them all in one sentence. Be careful! The sentence must make sense.

---

**On today's activity:**  □ I did great!  □ I did OK.  □ I need some help.
Today's Challenge

Read the questions. Rule out two. Fill in the correct circle.

Which word has a prefix?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>A resting</td>
<td>A matching</td>
<td>A unclear</td>
</tr>
<tr>
<td>B dialer</td>
<td>B mismatched</td>
<td>B under</td>
</tr>
<tr>
<td>C redial</td>
<td>C matched</td>
<td>C cleared</td>
</tr>
<tr>
<td>D remember</td>
<td>D matcher</td>
<td>D unite</td>
</tr>
</tbody>
</table>

Which word has a suffix?

<p>| | | |</p>
<table>
<thead>
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<th></th>
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</thead>
<tbody>
<tr>
<td>4.</td>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>A wonderful</td>
<td>A crest</td>
<td>A unclear</td>
</tr>
<tr>
<td>B wonder</td>
<td>B unrest</td>
<td>B under</td>
</tr>
<tr>
<td>C unwind</td>
<td>C respect</td>
<td>C careless</td>
</tr>
<tr>
<td>D wander</td>
<td>D useful</td>
<td>D caretaker</td>
</tr>
</tbody>
</table>

Go Further

Give your partner a scrambled word that has a prefix or a suffix. Give your partner a meaning clue. Your partner should unscramble the word and tell what prefix or suffix is added to the word.

On today's activity:  □ I did great! □ I did OK. □ I need some help.

Name ___________________________ Date _____________ 165
Today’s Challenge

Read the skit about the town meeting silently. With your group, decide who will read which lines aloud. Underline the lines that you will read. Then practice reading your lines out loud.

**Mayor:** The people in the United States use more energy than any other people in the world! We are here today to discuss how we can save energy.

**Speaker 1:** Public transportation is the best way to help save energy! Think about how many more people can fit into a bus or a train than into a car.

**Audience Member:** I don’t live near a bus station, so I need my car to get to work. I feel your idea isn’t fair to people like me!

**Speaker 2:** Car pooling would be a good solution for you. Find people in your neighborhood who would be willing to share driving. You could save energy and money!

**Speaker 1:** If anyone here is thinking about buying a car, buy one that uses less gas. Some cars made today travel nearly twice as far on a gallon of gas as those produced years ago.

**Mayor:** That’s good advice so far.

**Speaker 2:** We can all help save energy in our homes, too! Set the temperatures at home at 67°F for heating and 77°F for cooling.

**Audience Member:** What if you live in a large old house? I think it’s hard to keep a large house comfortable with the temperature so low for heating.

**Speaker 1:** It will help to replace old windows, but make sure all the windows and doors in your home are closed, too.

Go Further

Write your opinion: Should people leave their cars home and take public transportation? Read your opinion to the group.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.
**Today’s Challenge**
Read the skit on page 166. Then write three facts and three opinions you found in the text.

<table>
<thead>
<tr>
<th>Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
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</tbody>
</table>

**Go Further**
What do you think about the ideas in the passage?

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date ____________ 167
Today’s Challenge
Choose at least eight words from the box to write a story. You can use other forms of the words, if you wish, such as rescues, rescued, rescuing. Remember to give your story a title.

plane  dinner  octopus  rescue
visit  island  draw  shiny
dream  sports  undo  clothing

Go Further
Draw a picture to go with your story. Then read your story to a partner and share the picture.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.

168  Name ___________________________ Date ___________________________
Today’s Challenge
Read each sentence. Think about the meaning of the underlined word.
Complete the sentence to show the meaning of the word.

1. I have a washable ______________________________________________________

2. A treat for me is _______________________________________________________

3. It’s acceptable for my friends and me to ___________________________________

4. My most comfortable shirt is ____________________________________________

5. If my boat started to leak, I would _______________________________________

6. One breakable thing in this room is ______________________________________

7. A likeable person is one who ____________________________________________

8. The water in the stream is _____________________________________________

Go Further
Read aloud your completed sentences to a partner.

On today’s activity: □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date _________________ 169
Today’s Challenge
Read the passage. Rule out two. Write why. Fill in the correct circle.

Most of the world’s energy supply comes from the burning of fuels (coal, petroleum, and natural gas). These energy sources cause pollution and are in limited supply. For this reason, many people believe that the sun is the best source of energy. It would be free, not polluting, and limitless! The only problem is collecting and storing the sun’s energy. Right now solar panels are used in thousands of buildings in the United States. Many people, though, think solar panels are too expensive. Scientists are working on solar cells that would make solar power cheaper.

1. Which statement is a fact?
   A Solar power is the best way to provide energy.
   B Burning fuels causes pollution.
   C Most of the world’s energy supply comes from burning fuels.
   D Solar panels are far too expensive.

2. Which statement is an opinion?
   A Solar panels are used in many buildings.
   B Solar energy is the best way to provide energy.
   C The sun’s energy is free, not polluting, and limitless.
   D Scientists are working to make solar cells cheaper.

Go Further
On a separate sheet of paper, write your opinion about using the sun’s energy for power.

On today’s activity: □ I did great! □ I did OK. □ I need some help.

170   Name ___________________________   Date ___________________________
Today's Challenge
Read the school report below silently. With your group, decide who will read which parts aloud. Then practice reading your part out loud.

What are the first things you think of when someone says the word *fish*? Right! You’d probably say that they live underwater and spend all their time swimming. But I can tell you that there’s more to fish than those facts.

There are over 24,000 different kinds of fish. Most fish—over 23,000—have backbones. Most also share other basic features.

Fish have scales. The scales are attached to a fish’s skin. They are hard and help to protect a fish’s soft body. Fish breathe with gills. Gills take oxygen out of the water. All animals need oxygen.

If you’ve ever watched fish swim, you know that they move their tails back and forth in the water. The muscles near their tails help move them through the water.

Fish live everywhere—in oceans, rivers, lakes, and streams. There are plenty of ordinary-looking fish swimming around, but there are interesting ones, too. If you’re curious, find out about seahorses, swordfish, or puff fish.

Go Further
Write to tell what other information might you like to learn about fish. Then read your ideas to a partner.

On today’s activity:  □ I did great! □ I did OK. □ I need some help.

Name ___________________________ Date ____________

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Today's Challenge
Read the report on page 171. Think about its main idea and details so that you can write a summary of the passage. A summary is a very short way to say the most important ideas of a piece of writing. Fill in the chart.

Main Idea:

Most Important Details:

Summary:

Go Further
Compare your summary with that of a partner. How are they alike? How are they different?

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

172  Name ___________________________  Date ___________________________
**Today's Challenge**
Read the labels at the top of the chart. Then read each numbered word. Draw a little star (☆) in the column if the word fits the label.

<table>
<thead>
<tr>
<th>2 or More Syllables</th>
<th>Noun</th>
<th>Verb</th>
<th>Has a Prefix or Suffix</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. danger</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. clever</td>
<td></td>
<td></td>
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<tr>
<td>3. revisited</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4. slide</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. excellent</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>6. right</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7. enjoyable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. general</td>
<td></td>
<td></td>
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</tbody>
</table>

**Go Further**
Count your stars. If you count 20, you have a perfect score. If you counted more or fewer, go back and look at the words again. Work with a partner, if you wish.

**On today's activity:**  
□ I did great!  
□ I did OK.  
□ I need some help.

Name _______________________________ Date ___________________________

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**Building Words**

**Today's Challenge**
Say each word in the box softly to yourself. Decide in which column you should write it. Then tell how many syllables the word has. If the word has more than one, circle the syllable you would stress more.

- invade
- oath
- approach
- shame
- replace
- soapy
- became
- coastal
- distaste
- mistake

<table>
<thead>
<tr>
<th>Words with long <strong>a</strong></th>
<th>Words with long <strong>o</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word</strong></td>
<td><strong>Number of</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Syllables</strong></td>
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<td></td>
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</table>

**Go Further**
Look at the words that have two syllables. What can you say about most of them?

**On today's activity:**
- [ ] I did great!
- [ ] I did OK.
- [ ] I need some help.

174 Name ____________________________ Date ____________________________
Today's Challenge
Read the passage. Rule out two. Write why. Fill in the correct circle.

Earth's oceans are home to more than just fish. For example, seals and whales live in or near the ocean. You can also find tiny, tiny plants and animals in the ocean. Many large creatures live by eating these tiny things. Some ocean creatures live in warm, shallow waters. Others live in deep, cold waters. Ocean animals look different, depending on where they live. For example, some creatures live way out in the open ocean. They have nowhere to hide from enemies. The shape of their bodies helps them move fast.

1. Which sentence should start a summary of the passage?
   A. Many fish live in warm, shallow waters.
   B. Many ocean creatures eat plants.
   C. Many fish have bright colors.
   D. Many different animals live in the ocean.

2. Which detail belongs in a summary of the passage?
   A. Ocean creatures look different depending on where they live.
   B. Tiny ocean creatures eat plants.
   C. Some ocean creatures have sharp teeth.
   D. Seals and whales live in or near the ocean.

Go Further
"A girl breaks into a house, eats porridge, and destroys furniture." This is a one-sentence summary of "Goldilocks and the Three Bears." Try writing a one-sentence summary of a favorite story or book.

On today's activity:   ■ I did great!   ■ I did OK.   ■ I need some help.

Name ___________________________ Date ___________________________
Today’s Challenge
Read the dialogue below silently. With your group, decide who will read which lines. Underline the lines that you will read. Then practice reading your part out loud.

(Max, Julie, and their mother are at the supermarket.)

**Announcer:** Yummy Yogurt is made with the best ingredients. We use only fresh fruit and pure yogurt. Don’t miss your chance to try our newest flavors. What’s your favorite?

**Max:** (loudly) Yuck! I hate yogurt. *(to Mom)* Why did you make me come to the supermarket?

**Julie:** Don’t be such a loser. Yogurt is FANtastic, especially banana flavor. *(to the announcer)* I’ll try some. What kind do you have?

**Announcer:** I have Super Sweet Strawberry, Perfect Peach, and our newest, Crunchy Creamy Toffee.

**Julie:** (eagerly) Super! I’ll try them all.

*(Julie steps to the Announcer’s table. Bells ring! Ring, ring, ring!)*

**Mom:** (surprised) What’s going on?

**Announcer:** (excitedly) It’s your lucky day. You’re the twenty-fifth person to test our yogurt. You win a case of each flavor to enjoy at home.

**Max:** (angrily) Geeeee, that’s NOT fair! She has all the luck. I never win anything.

**Julie:** (teasing) Yeah, I told you that you were a loser.

**Announcer:** But there are no losers. *(to Max)* Look inside the yogurt case. You’ll find posters of your favorite sports players.

Go Further
Write one thing you think a group did very well. Share what you wrote with the group.

On today’s activity:  □ I did great! □ I did OK. □ I need some help.

176 Name ___________________________ Date ______________________
Today's Challenge

Read the passage. Think about the meaning of each underlined word. Then circle the word that shows its meaning.

Supermarkets today are (1) enormous. They get bigger and bigger every day. You can (2) purchase just about anything there, too. You can buy food, of course, but you can also buy logs for a fireplace or beach chairs. If you're (3) famished, there's no better place to be than at the supermarket. There are all kinds of free samples to eat—chunks of cheese, tiny cups of pudding, cubes of watermelon. Yum!

My brother and I like to help fill the huge food cart. Sometimes the supermarket is very crowded. Then Mom reminds us not to propel the cart down the aisles and to be careful of other shoppers.

Some people think that going to the supermarket is (5) grueling work. To me, it is just the opposite. I find a trip to the supermarket to be relaxing, even refreshing!

1. enormous  small  large  empty
2. purchase  buy  sell  trade
3. famished  tired  hungry  angry
4. propel  move  stroll  stop
5. grueling  enjoyable  tiring  amazing

Go Further

Look back at the passage. Circle the words that helped you choose your answers.

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________ Date ____________
**Today’s Challenge**

Read each clue. Write the word. Then find and circle the word in the puzzle.

<table>
<thead>
<tr>
<th>SBXUMPYR</th>
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<tr>
<td>ITOSLEQU</td>
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<td>NUWOHAGY</td>
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<td>JIABVEW</td>
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<td>KWATNOUX</td>
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<td>BAREGLCT</td>
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1. the opposite of *float* ____________________________
2. a multiple-meaning word that names a bug ____________________________
3. names both a round dish and a game ____________________________
4. the opposite of *sleep* ____________________________
5. means almost the same as *mountain* ____________________________
6. the opposite of *smooth* ____________________________
7. a word that describes hairless bear ____________________________
8. means almost the same as *tardy* ____________________________

**Go Further**

Make your own word search puzzle. Choose words and write clues that will help a partner find each word.

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**On today’s activity:**  
☐ I did great!  ☐ I did OK.  ☐ I need some help.

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Today's Challenge
Match a word part from the first box with a base word from the second box to make a new word. Make ten new words.

un- less -er  
re- ful -ed  
dis- ing  

kind  trust  walk  flavor  speak  
friend  use  comfort  taste  watch

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

Write two of your own base words. Add a word part from the first box to each one to make two more new words.

___________________________  ___________________________
___________________________  ___________________________

Go Further
Choose two of the new words you wrote. Mix up the letters. Have a partner unscramble the letters to write the word correctly.

___________________________
___________________________

On today's activity:  □ I did great!  □ I did OK.  □ I need some help.

Name ___________________________  Date ________ 179
Today’s Challenge
Read carefully to complete each sentence. Rule out two. Fill in the correct circle.

1. Toula struggled with an ______ of books.
   A armload
   B anchor
   C addition
   D agency

2. The ______ quacked and waddled into the pond.
   A calf
   B kitten
   C duckling
   D puppy

3. Fireworks ______ in the sky with a bang!
   A floated
   B exploded
   C grew
   D vanished

4. Oh, no! The cat will ______ on that mouse.
   A purr
   B lick
   C sleep
   D pounce

Go Further
Choose one of the words that is an answer choice on the page. Write a sentence that gives a clue about its meaning. Have a partner tell what the word is.

On today’s activity:  □ I did great!  □ I did OK.  □ I need some help.
PRETEST

Section I: Fluency

Name: ___________________________ Date __________

Directions: Read the following passage silently at least one time. Then read it aloud when your teacher is ready to listen to you.

Marcus held his breath. Scrich, scrich. There it was again! What was that sound? Marcus pulled the sleeping bag over his head. His heart was beating so hard that he could hear it.

Scrich, scrich. The faint sound was coming from the window. Scrich... scrich, scrich. Was someone trying to get in?

Marcus squeezed his eyes shut. He was spending the night at Ben's house. He didn't know what to do. Finally, he couldn't stand it anymore.

"Ben," Marcus whispered. "Ben, wake up!"

Ben rolled over and mumbled, "What is it?"

"Shhshh," said Marcus. "Someone is in the room."

Scrich, scrich. Marcus pointed toward the sound.


Ben turned on the light. "Meet Sparky," Ben said taking a hamster out of the cage. "Hamsters are active only at night. Sparky was just playing on his wheel."

"Boy, do I feel silly," Marcus laughed. "I guess I let my imagination get the best of me!"
Section II: Comprehension Part A

Directions: Read the questions at the end of the passage. Then read the passage. Finally, read the questions again. Fill in the circle before the correct answer.

Megan came back from the hospital with a big, bulky cast on one leg. She was told to keep her leg up on cushions for about a week. "What will I do just sitting in this chair?" asked Megan.

She read for an hour but soon became bored. She looked out the window and saw a small brown bird fluttering its wings as it stood on a tree branch. Megan watched the little bird come and go all day.

The next morning, Megan saw another little bird on the branch. Her mom looked at Megan watching the birds. Then she smiled and said, "I’m going to the store, and I’ll have something special when I come home."

Later, Megan saw her mother hang a small tube from one of the trees. The tube had a hole in it, and a small stick below the hole. Her mom poured something into the tube.

When her mother came in, she told Megan that she had hung a bird feeder and put seed in it. Just then a bird came, stood on the stick, and ate some of the seeds. All during the day, birds came to feed. Over the weeks, Megan saw all kinds of different birds.

"Mom," said Megan, "I wouldn’t want to break a leg again, but I’m so glad I know all about our birds now. I’m going to learn more when I get back to school!"
1. Where does the story take place?
   - **A** the hospital
   - **B** next to a window
   - **C** school
   - **D** the kitchen

2. Who are the characters in the story?
   - **A** Megan
   - **B** Mom
   - **C** the birds
   - **D** Megan and her mom

3. What is something that did NOT happen in the story?
   - **A** Megan hung a bird feeder in the yard.
   - **B** Megan's mom put seeds in the bird feeder.
   - **C** Megan watched the birds each day.
   - **D** Megan learned all about birds.

4. What does the author want you to remember about the story?
   - **A** Birds eat seeds.
   - **B** Megan had nothing to do.
   - **C** Good things can come from bad things.
   - **D** Mothers hang bird feeders for sick children.

5. What is the best summary of the story?
   - **A** When you are ill, you can watch birds.
   - **B** Megan's mother was a good person because she fed the birds and took care of Megan.
   - **C** Megan had a broken leg, and her mother hung a bird feeder from a tree.
   - **D** Megan learned about the birds outside her window when she could not go to school.
6. What is a logical connection to make to the story?
   A. I could buy a bird feeder.
   B. I like learning about new things, too.
   C. I know what it’s like to be sick for weeks.
   D. I know birds eat to be healthy.

7. What happened right after Megan watched the bird on the branch?
   A. Her mother hung a bird feeder.
   B. The doctor told her to stay still for about a week.
   C. She looked forward to learning more about birds.
   D. She had a cast on her leg.

8. What is something that will probably happen when Megan goes back to school?
   A. Megan will get books about birds from the library.
   B. Megan will break her leg again.
   C. Megan will take down the bird feeder in her yard.
   D. Megan will forget all about birds.

9. Why did Megan’s mom hang the bird feeder?
   A. Megan was going back to school soon.
   B. Megan had her leg up on cushions.
   C. She saw Megan watching the birds.
   D. She wanted the backyard to look nice.

10. What detail can help you visualize the story?
    A. Megan had a big, bulky cast on one leg.
    B. Megan read for a while but then got bored.
    C. Megan doesn’t want to break her leg again.
    D. Megan wants to learn more about birds when she goes back to school.
Section II: Comprehension Part B

Directions: Read the questions at the end of the passage. Then read the passage. Finally, read the questions again. Fill in the circle before the correct answer.

It is February 2nd, Groundhog Day. A small furry animal comes out of its hole in the ground and looks around. Onlookers cheer—there is no shadow behind the groundhog. Spring will come soon. How did we ever come to honor a groundhog and laughingly believe it could tell us about the weather?

Hundreds of years ago, people celebrated the day on which winter was halfway over. Spring was only six weeks away. Groundhogs hibernate, or take a long sleep, from October to February. Since the groundhog comes out of its hole in the beginning of February, it came to be connected to the change of seasons. If it came out of its hole and did not see its shadow, the weather would get warmer and warmer. If it did see its shadow, the groundhog would go back into its hole for six more stormy, cold weeks until spring.

Each year now, people wait to know what the Pennsylvania groundhog, Punxsutawney Phil, will see on February 2nd. This famous groundhog was named after the First Americans who used to live in the area. Television cameras send pictures of Phil poking out of his hole all over America.

Phil has become so famous that Hollywood made the movie Groundhog Day about him. After all, Phil once traveled to Washington, D.C., to meet with President Ronald Reagan. We might not believe Phil is right about the weather, but he does make the second day of February a fun day.
11. Which statement is a summary of the passage?
   A  Groundhogs sleep from October to February.
   B  A movie was made about Punxsutawney Phil.
   C  A groundhog can predict the weather.
   D  Groundhog Day goes back hundreds of years, and we still celebrate it now.

12. What happens if the groundhog does not see its shadow?
   A  The weather will be stormy and cold.
   B  Hollywood will make a movie.
   C  The groundhog will stay above ground.
   D  The groundhog will visit the president.

13. Which statement is an opinion?
   A  A groundhog pokes its head out of its hole.
   B  Groundhogs hibernate until February.
   C  People celebrated Groundhog Day long ago.
   D  Groundhogs seem to make February 2nd a fun day.

14. What happens after a groundhog sees its shadow?
   A  Phil goes to Washington, D.C.
   B  It goes back into its hole.
   C  A movie is made.
   D  It comes out of its hole.

15. Which detail helped you visualize a groundhog?
   A  Phil poking out of his hole
   B  taking a long sleep
   C  small, furry animal
   D  meeting the president

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16. What is a logical connection to make to the passage?
   A. I like making movies.
   B. I like celebrating happy days.
   C. I like hibernating.
   D. I like spring.

17. What is something that is most likely to happen?
   A. Groundhogs will come out in March.
   B. Phil will come out of his hole again next year.
   C. Phil will move to Hollywood.
   D. Onlookers will not cheer when a groundhog comes out of its hole.

18. How are today’s beliefs different from those of hundreds of years ago?
   A. We don’t hibernate today.
   B. We don’t watch groundhogs any more.
   C. We don’t care if the weather is warm or cold.
   D. We don’t believe groundhogs can predict the weather.

19. What does the author want you to remember about the passage?
   A. Groundhog Day is a long and fun tradition.
   B. Punxsutawney Phil is famous.
   C. People watched groundhogs long ago.
   D. People watch groundhogs on television.

20. What happens after the groundhog comes out of its hole?
   A. It waits for spring to come.
   B. It looks for its shadow.
   C. It becomes famous.
   D. It looks at all the people who are cheering.
Section III: Word Study

Directions: Fill in the circle before the word that best completes each sentence.

1. The word ______ has two syllables.
   A) pain     B) peaceful     C) match     D) cared

2. The plural of friend is ________.
   A) pals     B) friendship   C) friends   D) friendly

3. The word that has a prefix is ________.
   A) trusted   B) trusting     C) trusts    D) mistrust

4. A word that sounds the same as night is ________.
   A) need      B) knight       C) note      D) evening

5. The word with a suffix is ________.
   A) believable  B) disbelief   C) believe   D) leave

6. A word that means the same as drop is ________.
   A) droop      B) fall         C) rise      D) fly

7. The word that ends with the same sounds and letters as stain is ________.
   A) main       B) mine         C) might     D) may

8. A word that rhymes with ski is ________.
   A) sky        B) kiss         C) kick      D) knee

9. The word ________ can be added to door to make a compound word.
   A) open       B) knob         C) window    D) close

10. The word that has the same vowel sound as mean is ________.
    A) feed       B) head         C) bend      D) meant
11. The word that means something is “the most bright” is __________.
   A brighter   B brightest   C bright   D brightly

12. The word __________ tells what Maria did yesterday when she reached the end of her book.
   A stopped   B stops   C stop   D stopping

13. The word that means “twine” when you add st to the beginning is __________.
   A rain   B one   C roll   D ring

14. The word __________ has the same vowel sound as wear.
   A heard   B chair   C weed   D stain

15. The word that is the opposite of fearless is __________.
   A fearful   B feared   C mean   D brave

16. The word __________ means making a movie.
   A flying   B field   C filming   D flaming

17. The word that does NOT have the same vowel sound as stay is __________.
   A maid   B weigh   C sew   D rain

18. The noun that has the same vowel sound as cap is __________.
   A hat   B hate   C hope   D heat

19. The word that is a noun is __________.
   A greasy   B grease   C greased   D ungreasy

20. The word that means “more than hot” but not “the hottest” is __________.
   A hotter   B hot   C hotly   D cool