

Name _____

Sequence

- **Sequence** is the order in which things happen. Clue words such as *next*, *then*, and *yesterday* help to indicate the sequence in which events occur.
- Some events in a story happen simultaneously, or at the same time. Clue words such as *meanwhile* and *at the same time* signal simultaneous events.

Directions Read the following passage. Then complete the diagram below.

Janie and Finn walked down the campground road to get some fresh water. It was getting dark, but Janie remembered the way to the water pump—a left at the fork in the road and then a right. When they got there, Janie pumped the cool water while Finn held the bucket. Then Finn started to splash Janie with the water. Janie was furious, and yelled at him to put

the bucket down and let her get the water. Janie refilled the bucket. Meanwhile, Finn ran away. Janie called his name, but there was no response. She raced back to the campground to tell her mother that Finn was lost, all the while worried about him. To her surprise, Finn had already made it back and was sitting quietly by the fire.

End

4.

3.

2.

1.

Beginning

5. What did you visualize Janie’s face to look like at the end of the story?



Home Activity Your child identified the sequence of events in a story. Discuss a time when someone or something got lost. Together, identify the sequence of events in the memory.

Writing for Tests

Prompt: Think about your favorite animal and what makes it special. Write a speech about a type of animal and why you think people should learn more about it.

Scorpion . . . Feared or Famed?

Scorpions are one of the oldest and most fascinating animals on Earth, and we can help them stay that way. Around the world people are destroying their habitats. If people learn more about these unusual creatures, maybe they'll learn how to conserve resources and survive hardships like the scorpion does.

Fans who like to observe scorpions in nature must be adventurous and patient. Scorpions are nocturnal (active at night) and hide under stones, bark, and other things during daylight. Scorpions glow under ultraviolet light, so scorpion researchers use ultraviolet lights to find the animals at night when they are active.

Scorpions often live in habitats near humans, where insects can be more plentiful. A scorpion's favorite foods are yummy insects, spiders, small lizards, snakes, and mice. However, many animals

eat scorpions too—birds, shrews, meat-eating grasshopper mice, and bats. Scorpions can actually slow down their metabolism, making it possible for them to survive on eating 1 insect a year!

Another amazing thing about scorpions is that they are able to regulate the amount of venom they use. They release more venom into larger prey and use less for smaller animals. They conserve the venom as much as possible since it may be needed some day to save their life!

You already know that scorpions cause pain with their venom-filled sting, but did you know that only about 40 of the thousands of species of scorpions are deadly to humans? Scorpions have amazing abilities that are interesting to scientists. You have to decide whether you are fan or foe of the scorpion.

1. Circle the thesis statement. What makes it a thesis?

2. Put a box around the topic sentence in each paragraph. Then underline supporting details in that paragraph.
3. Sentence variety gets attention. Draw brackets around three *different types* of sentences. Label their type (declarative, interrogative, imperative, or exclamatory).

Principal Parts of Regular Verbs

A verb's tenses are made from four basic forms. These basic forms are called the verb's **principal parts**.

Present	Present Participle	Past	Past Participle
watch	(am, is, are) watching	watched	(has, have, had) watched
carry	(am, is, are) carrying	carried	(has, have, had) carried

A **regular verb** forms its past and past participle by adding *-ed* or *-d* to the present form.

- The present and the past forms can be used by themselves as verbs.
- The present participle and the past participle are always used with a helping verb.

Remember, when a verb ends with a consonant and *y*, change the *y* to *i* before adding *-ed*: *cried*.
When a one-syllable verb ends with a vowel and a consonant, double the consonant before adding *-ed*: *hopped*.

Directions Write *present*, *present participle*, *past*, or *past participle* to identify the principal part of the underlined verb.

- The bobcat limped away into the trees. _____
- Sparks from the rock are raining down on the cave floor. _____
- She places more wood on the fire. _____
- The darkness has filled him with fear. _____
- He scrapes bark from the tree with his hatchet. _____
- The plane slammed into the forest. _____
- Mosquitoes are swarming around Brian's head. _____

Directions Underline the verb in each sentence. Write *present*, *present participle*, *past*, or *past participle* to identify the principal part used to form the verb.

- Alex is hiking along the path with his two brothers. _____
- His grandfather owned a twin engine plane. _____
- Steve and Mike are wiping the grease from the engine. _____
- The snakes have slithered away from the fire. _____
- Jane picks the roots from the ground. _____



Home Activity Your child learned about principal parts of regular verbs. Have your child describe activities in your home using present participle forms of verbs: *My sisters are playing outside. Mom is reading the mail.*

Name _____

Unusual Spellings

Spelling Words

crescent	language	vehicle	exhibit	examine
Michigan	parachute	unique	conquer	rhyme
penguin	exertion	exotic	brochure	symptom
antique	exhausted	heirloom	rhinoceros	bureau

Missing Words Write the list word that best completes each statement.

1. My socks are in the middle drawer of the ____.
2. If you went to Antarctica, you might see a baby ____.
3. The movie about an African safari showed a charging ____.
4. It can take days to recover from the ____ of running in a marathon.
5. I can't bear to part with this precious family ____.
6. The tropical garden has many ____ plants.
7. The movers were ____ after moving all the furniture.
8. The pictures in this ____ make the hotel look luxurious.
9. That ____ shop was filled with beautiful treasures from the past.
10. Your cough could be a ____ of the flu.
11. I can make words ____ all the time.
12. The ____ moon looks beautiful tonight.
13. The Roman Empire was able to ____ much of the ancient world.
14. I would like to learn to speak the Japanese ____.
15. That special type of pine tree is ____ to this area.

Analogies Write a list word to finish each analogy.

16. Car is to ____ as house is to building.
17. Life vest is to sink as ____ is to fall.
18. Hide is to conceal as show is to ____.
19. ____ is to state as Japan is to nation.
20. Inspect is to ____ as hunt is to search.



Home Activity Your child wrote words with unusual spellings. Say a word from the list and ask your child to define it and spell it.

Scoring Rubric: Speech

	4	3	2	1
Focus/Ideas	Clear, focused thesis statement addresses the prompt	Thesis is clear or focused, may be too broad or too narrow	Thesis is vague or misses the prompt	Thesis statement missing or unintelligible
Organization	Strong topic sentences and many supporting details	Most details support topic sentence of paragraph and central thesis	Some topic sentences and some supporting details	Few details support thesis; few topic sentences
Voice	Sincere and interested	Mostly sincere and interested	Voice at times uninterested	Writer without feeling or interest
Word Choice	Most details are unique and vivid	Many details are unique or vivid	Some details are unique or vivid	Most details are vague or cliché
Sentences	Uses short and long sentences, of varying types	Some variety in sentence type and length	Variety only in sentence type or length	Sentences all of one type or length
Conventions	Excellent control; few or no errors	Good control; few errors	Little control; many errors	Many serious errors

Name _____

Vocabulary • Word Endings *-ed, -ing*

- An **ending** is a letter or letters added to the end of a base word. For example, the ending *-ed* can be added to verbs to show past action, and the ending *-ing* can be added to verbs to show ongoing or current action.
- Sometimes the *-ed* or *-ing* form of the verb is used as an adjective.

Directions Read the following passage. Then answer the questions below.

Joseph took his hatchet with him into the thick forest. He had to find the plant before the skin on his palm stiffened and became crusty. Moments before he had been walking past his fading campfire, which had smoldered for a half-hour. He had tripped and landed hands-first in the still-hot embers. When it finally registered with Joseph that his right palm was badly

burned, he cried out in pain. He knew the only cure for the burn was a special plant that grew deep in the forest. It was a painstaking task to locate this single plant in so much vegetation, but he had no choice. The pain was now throbbing in his palm. It was unbearable. Finally, Joseph saw the long stems of the plant among some bushes in front of him.

1. What is the base word in *stiffened*? What does it mean?

2. What is the ending in the word *smoldered*? What does the word mean?

3. Is there a word ending in *painstaking*? Why or why not?

4. *Registered* is in what tense? Rewrite the sentence using the *-ing* ending instead of *-ed* for *registered*.

5. Write a word that can change from a verb to an adjective when the ending *-ing* is added. Use the word in a sentence.



Home Activity Your child identified word endings to determine the meanings of words. While reading an article with your child, have your child underline word endings. Use the endings to help your child define the words.

Poster/Announcement

- An **announcement** makes something known to the public.
- A **poster** is a type of announcement that gives specific facts about an event. It should answer the questions *Who? What? When? Where?* and *Why?*

Directions Read the poster below.

If you were stranded on a deserted island, would you know how to survive? We would!

On Friday, February 5, at the Yukon Memorial Library, the Survival Enthusiasts of Tri-City are hosting their annual *Be Smart: Learn All There Is to Know About Survival* seminar. Eight mini-sessions will teach you how to prepare yourself for just about anything.

The chart below gives you just a sampling of what is in store for you at the seminar.

Name	Description	Time	Location
Survival Kits	Learn what items everyone must have in order to make a survival kit for almost any circumstance. Make your own survival kit during the session.	8:00 A.M.– 8:45 A.M.	Hendricks Room
Natural Disasters Awareness	Have you ever witnessed a hurricane, tornado, or earthquake? If you haven't, then come to this session to learn what you need to do to prepare yourself for these natural disasters.	9:00 A.M.– 10:00 A.M.	Conference Room B

If you're interested in joining us for a hands-on look at how to survive just about any situation, please **call us at 555-2000** to get more information or to request the registration form. You may send the form directly to the *Survival Enthusiasts of Tri-City, P.O. Box 580, Yukon, Minnesota, 55509*, with your check made out to the organization for the seminar fee of \$150. The price of the seminar includes the mini-sessions, a survival kit, lunch, and your very own *Learn How to Survive* packet. The **deadline for registration is January 20**. Hope to see you there!

Name _____

Directions Use the poster to answer the following questions.

1. What event is this poster announcing?

2. Where is this event being held?

3. When is it too late to register for the event?

4. What will you learn about in Conference Room B at 9 A.M.?

5. How does this poster try to get your attention?

6. How would you get more information about the event?

7. Where would you post this poster if you were part of the organization putting on the event?

8. Why do you think the poster tells you what is included in the registration price?

9. What kind of people might be interested in this event?

10. What might you add to this poster to make it more appealing?



Home Activity Your child learned about posters and announcements. Have your child create a small announcement or poster that describes an upcoming event in your family (such as a birthday party, special dinner, or gathering).

Name _____

Unusual Spellings

Proofread a Report Circle six spelling errors in the report. Write the words correctly. Find a sentence with a punctuation error. Write it correctly.

Antique Hunting

I'm completely exausted after all the antikue hunting, we did today. Everything we saw was interesting and unikue. We took time to examen many family heirlooms, an old TV, even a farm vehikle from the 1930s that still worked! One shop had a beautiful bureau that I almost bought and an exotic oriental rug. Another offered a broshure that told us how to hunt for antiques using the Internet.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | |
| _____ | |

Spelling Words

crescent
 language
 vehicle
 exhibit
 examine
 Michigan
 parachute
 unique
 conquer
 rhyme

 penguin
 exertion
 exotic
 brochure
 symptom
 antique
 exhausted
 heirloom
 rhinoceros
 bureau

Proofread Words Circle the word that is spelled correctly. Write it on the line.

- | | | | |
|-------------|----------|----------|-----------|
| 8. crescent | cresant | crecent | 8. _____ |
| 9. langwige | language | laneguge | 9. _____ |
| 10. exhibit | exhibit | exhibet | 10. _____ |
| 11. conquer | concur | conquer | 11. _____ |
| 12. rhyme | ryme | rihm | 12. _____ |
| 13. exotic | exzotic | exatic | 13. _____ |
| 14. penqwin | pengin | penguin | 14. _____ |
| 15. symptom | simptom | syntom | 15. _____ |
| 16. burro | bureau | burea | 16. _____ |

Frequently Misspelled Words

TV
 Christmas

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Home Activity Your child identified misspelled words with unusual spellings. Ask your child to spell and use list words in sentences.

Principal Parts of Regular Verbs

Directions Read the passage. Then read each question. Circle the letter of the correct answer.

Abraham Lincoln's War

(1) The American people elected Abraham Lincoln president of the United States at a time of great national conflict. (2) The Southern slave states had planned to withdraw from the country. (3) This issue divided the American people. (4) Lincoln (believe) that his most important job was to preserve the Union. (5) Scholars have stated that he tried to prevent the Civil War, but he pursued victory for the North by choosing the best generals. (6) For years, Americans consistently (rank) Lincoln as one of the greatest American presidents because he saved the Union.

- 1 What is the present form of the underlined verb in sentence 1?
 - A is electing
 - B elect
 - C am electing
 - D are electing
- 2 What term identifies the principal part of the underlined verb in sentence 2?
 - A Past
 - B Present
 - C Present participle
 - D Past participle
- 3 Which form of the verb in parentheses best completes sentence 4?
 - A believes
 - B believed
 - C has believed
 - D had believed
- 4 What terms identify the principal parts of the two underlined verbs in sentence 5?
 - A Present/Past
 - B Past participle/Past
 - C Present participle/Past
 - D Present participle/Past participle
- 5 Which form of the verb in parentheses best completes sentence 6?
 - A has ranked
 - B have ranked
 - C is ranking
 - D are ranking



Home Activity Your child prepared for taking tests on principal parts of regular verbs. Ask your child to write four regular verbs that tell about things he or she can do (*play, kick, skate, dance*) and then write the four principal parts for each verb.