STUDY GUIDE

Unit 3- Week 1- Hatchet

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| **Comprehension Skill** |
| Sequence | This is the order of events in a story. Clue words such as next, then, and yesterday help to indicate the sequence in which events occur. |
| **Comprehension Strategy** |
| Visualize | Good readers create pictures in their mind of what they read. This helps them hear the sounds, smell the smells , and touch and feel objects. |
| **Vocabulary Words** |
| hatchet | registered |  |
| ignite | smoldered |  |
| painstaking | stiffened |  |
| quill |  |  |
| **Spelling Words** |
| crescent | rhyme | rhinoceros |
| language | penguin | bureau |
| vehicle | exertion | hygiene |
| exhibit | exotic | chauffeur |
| examine | brochure | ricochet |
| Michigan | symptom | chandelier |
| parachute | antique | chalet |
| unique | exhausted |  |
| conquer | heirloom |  |
| **English** |
| Principal parts of regular verbs | A verb’s tenses are formed from its principal parts.**Regular verb:** forms its past and past participle by adding –ed or –d to the present form |

STUDY GUIDE

Unit 3- Week 2- When Marian Sang

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| **Comprehension Skill** |
| Generalize | These are broad statements that apply to many examples. Clue words such as most, all, sometimes, always, and never help to identify generalizations. |
| **Comprehension Strategy** |
| Asking Questions | Active readers ask questions while they read. This can help them understand the text, make predictions, and determine the author’s purpose. |
| **Vocabulary Words** |
| application | formal | prejudice |
| dramatic | momentous | privileged |
| enraged | opera | recital |
|  |  |  |
| **Spelling Words** |
| international | constitution | unthinkable |
| prehistoric | unbreakable | predicament |
| untrustworthy | biodegradable | inappropriately |
| constellation | coordination | nonnegotiable |
| honorary | compassionate | nondiscriminatory |
| disagreement | impossibility | instantaneously |
| preparation | entirety | decaffeinated |
| Philadelphia | executive |  |
| promotional | companionship |  |
| **English** |
| Principal parts of irregular verbs | The four principal parts of a verb are the present, present participle, past, and past participle.**Irregular verb:** Does not add –ed to form the past tense |

STUDY GUIDE

Unit 3- Week 3- Learning to Swim

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| **Comprehension Skill** |
| Sequence | In both fiction and nonfiction, sequence is the order of events. The time of day and clue words such as before and after can help you determine the order. |
| **Comprehension Strategy** |
| Predicting | This is when you tell what you think might happen in a story or article based on what has already happened. Sometimes you need to revise a prediction when you learn new information in the text. |
| **Vocabulary Words** |
| customary | stunned |  |
| emphasized | treaded |  |
| frantic |  |  |
|  |  |  |
| **Spelling Words** |
| nuclear | Washington | icicles |
| helicopter | pastime | escort |
| anxious | exquisite | judgmental |
| appreciate | lantern | argumentative |
| plastic | fulfill | excursion |
| familiar | souvenir | consumable |
| athletic | tragedy | pavilion |
| escape | sherbet |  |
| apologize | algebra |  |
| **English** |
| Verbs, objects, and subject complements | **Direct object:** Follows and action verb and tells who or what receives the action of the verb**Indirect object:** Follows an action verb and tells to whom or from whom the action of the verb is done.**Subject complement:** Follows a linking verb and tells who or what the subject is or is like. |

STUDY GUIDE

Unit 3- Week 4- Juan Verdades

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| **Comprehension Skill** |
| Generalize | A broad statement or rule that applies to many examples. Valid generalizations are supported by examples, facts, or good logic. Invalid generalizations are not supported. |
| **Comprehension Strategy** |
| Predicting | Good readers try to predict what will happen next. If you make a generalization about the way people act, you can use it to predict how someone might act. |
| **Vocabulary Words** |
| confidently | flourish | repay |
| dismounted | fulfill | vigorously |
| distressed | permission |  |
|  |  |  |
| **Spelling Words** |
| field trip | whitewash | hour hand |
| someone | lightning rod | rain forest |
| snowflakes | myself | graham cracker |
| Polka dot | life jacket | rhinestone |
| roller coaster | bulldozer | chain reaction |
| solar system | masterpiece | racquetball |
| thunderstorm | area code | thoroughbred |
| leftovers | cliffhanger |  |
| cell phone | wheelchair |  |
| **English** |
| Troublesome Verbs | Some pairs of verbs are confusing because they have similar meanings or because they look alike. Some examples are sit/set, lie/lay and leave/let. |

STUDY GUIDE

Unit 3- Week 5- Elizabeth Blackwell

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| **Comprehension Skill** |
| Draw Conclusions | This is when you form a reasonable opinion about something you have read. It’s also called making inferences. |
| **Comprehension Strategy** |
| Text Structure | You can use the structure of an article or story to help you understand what you read. First look at the title, headings, and illustrations. Then, look for patterns of ideas in the story. |
| **Vocabulary Words** |
| absurd | dean | hovers |
| behalf | delirious | obedient |
| candidate | diploma | reject |
|  |  |  |
| **Spelling Words** |
| heel | capitol | sheer |
| heal | capital | shear |
| symbol | straight | bread |
| cymbal | strait | bred |
| herd | aisle | martial |
| heard | isle | marshall |
| patients | stationery | discreet |
| patience | stationary | discrete |
|  | adolescents | adolescence |
| **English** |
| Prepositions | Shows a relationship between a noun or pronoun and another word in the sentence. **Prepositional phrase:** Begins with a preposition and usually ends with a noun or pronoun.**Object of the preposition:** The noun or pronoun in a prepositional phrase. |