

Summer



Practice



Sheridan Hills Christian School ACE Summer Program Entering 2nd through 6th Grade

Welcome to the Sheridan Hills Christian School's **Academic Challenge for Excellence** program. Google "summer learning loss," "summer brain drain," or "summer slide", and you will come across thousands of articles and websites discussing how students can lose 2-3 months of learning if they are not mentally engaged over the summer months! Not only is there a loss of learning; but when students return to school, they often take 4-5 weeks to re-engage and get up to speed with concepts they have mastered previously.

After a challenging 15 months during the pandemic, we want to ensure that our students do not lose any additional learning time and are ready for the 2021-2022 school year. Our desire at SHCS is to partner with your family during the summer months in order to prepare students for a quick start to a strong academic year at each grade level. All children entering 2nd through 6th Grade at SHCS will participate in this program. To encourage participation, students will receive grades upon their return to school in August based on their participation. **Students can earn additional rewards by exceeding the required assignments or by being the top performer in their class.** Children that do not fully engage in this program may find themselves struggling to keep up with the academic pace.

There are four components for success in our ACE Summer Program:

1. **Weekly scripture and devotional:** Developing the discipline of regular devotions and Bible study is critical to our growth in character and faith. **Complete summer devotions/readings.** Take time throughout the week to read the bible together and discuss how it relates to your family. You may even pick a verse together to memorize for the week. Jump in and see where God leads your family! Google "Focus on the Family" or "Keys for Kids" to find many online daily devotions for families.
2. ****Summer Work Packet:** The Summer Work Packets contain daily assigned work in math, reading, and writing. Students should complete the worksheets each day to receive full credit.
3. ****Summer AR Goals:** The Summer AR Goal is a personal reading challenge. Students will receive a grade in August based on the percentage of their goal achieved. They can also earn rewards for surpassing their goal, so have some fun!
4. ****Khan Academy:** Khan Academy assignments have been tailored to each student's needs. Students will receive a grade based on the number of assignments completed. They may also earn rewards for going above and beyond!

****REQUIRED FOR GRADES AND PRIZES!**



SHCS ACE Summer Program Prizes Entering 2nd – 6th Grades

Our top students will earn rewards for each component of the ACE Summer Program. Prizes will go to the following students:

Category:

Prize:

Top Achievers in each class:

Ice Cream Party

- Khan Academy - most lessons completed
- AR - highest % of goal
- Work Packets - Most work completed

#3 Achiever in Lower School

\$5 gift certificate for the SHBC Bookstore

#2 Achiever in Lower School

\$10 gift certificate for the SHBC Bookstore

#1 Achiever in Lower School

\$15 gift certificate for the SHBC Bookstore

Will you achieve excellence this summer?

SHCS Summer ACE **Third Grade Level** Suggested Reading/Book List

Students should continue to practice reading throughout the summer. We suggest reading for at least a minimum of 20-30 minutes per day. Please have your child choose books appropriate to their reading skill level as well as books that appeal to them. Students may choose books that are not on this list, preferably chapter books, but here are a few suggestions that are popular for this grade level. These books are suggested for independent reading or for parents to read aloud. After reading the book, students should take the AR quiz to get points.

Third Grade

Title	Author
Animal Ark Series	Ben Baglio
Arthur Series	Marc Brown
Baby Mouse Series	Jennifer and Matthew Holm
Bad Kitty Series	Nick Bruel
Back to School, Mallory	and other books by Laurie Friedman
Baseball Pals	Matt Christopher
Because of Winn Dixie	and other books by Kate Dicomillo
Cam Jansen Series	David A. Adler
Charlie and the Chocolate Factory	and other books by Roald Dahl
Charlotte's Web	E. B. White
Childhood of Famous American Series	by various authors
Clementine Series	Sara Pennypacker
Commander Toad Series	and other books by Jane Yolen
Encyclopedia Brown Series	Donald J. Sobol
Geronimo Stilton Series	Geronimo Stilton
Grace's Letter to Lincoln	Peter Roop
Henry and Mudge Books	and other books by Cynthia Rylant
How to Eat Fried Worms	Thomas Rockwell
Ivy + Bean Series	Annie Barrows
Junie B. Jones Series	Barbara Park
Magic Tree House Series	Mary Pope Osborne
Mr. Popper's Penguins	Richard Atwater
My Weird School Daze Series	Dan Gutman
Nancy Clancy Super Sleuth	Jane O'Connor
Nate the Great Series	Marjorie Weinman Sharmat
No Grownups Allowed	Beverly Lewis
No Talking	Andrew Clements
Poppy	and other books by Avi
Ramona Quimby Series	Beverly Cleary
Sarah, Plain and Tall	and other books by Patricia MacLachlan
Snake and Lizard	Joy Cowley
The Adventures of Benny and Watch:	A Boxcar Children Early Reader Series
The Basket Counts	Matt Christopher
The Baby Pony	Jeanne Betancourt
The Best School Year Ever	Barbara Robinson
The Black Lagoon Series	Mike Thaler
The Boxcar Children Series	Gertrude Chandler Warner
The Keeping Quilt	and other books by Patricia Polacco
The Littles Series	John Peterson
The Mouse and the Motorcycle	and other books by Beverly Cleary

***Please feel free to choose some of your child's favorite books to read! Have a wonderful summer!**

SHCS Summer Reading Instructions

1. Go to <https://global-zone08.renaissance-go.com/welcomeportal/64337>. You can also find the Accelerated Reader login by navigating to the Parent / Student Login page on our school website.
2. Login using the information provided below:
 - Username: _____
 - Password: _____
 - Book Level Range: _____
3. Students should read daily. See the grade level book lists for daily reading goals. Our weekly schedule sets aside time each Friday to take an AR test.
4. Important notes:
 - **Integrity:** Students should take the AR tests independently. If the book was read to the student - please check the appropriate box to indicate this.
 - **Rigor/Challenge:** Students must choose books at their reading level. Please see the range listed above and choose books within that range.
 - **Due date:** The challenge begins the last day of school in May and ends the day before school starts in August. AR goals will be checked on the first day of school.
 - **Grading:** Students will receive a reading grade in August based on the percentage of their reading goal earned. For example, a student achieving 95% of their AR points will receive a 95% for the reading grade in August.
 - **Achieve 100% or more of your goal and get rewarded!**

<u>% of Goal</u>	<u>Award(s)</u>
100%	Certificate of Achievement/No Homework Coupon
101 - 120%	Eat Lunch Outside Coupon
121 - 140%	Extra Recess Coupon
141 - 160%	Dress Down Coupon
> 160%	Bring Your Device to School Coupon

*All of the prizes and awards listed above are cumulative at each level.

Note: Students, all books read should be at or above your grade level. A fourth or fifth grader should not be reading picture books. They may raise your total points, but what you learn is minimal. **Rise to the challenge!*

SHCS Khan Academy Math Instructions

Entering 2nd - 6th Grades

1. Go to www.khanacademy.org
2. Login using the information provided below:
 - Username: _____
 - Password: _____
3. Students should work through the assigned tasks. You will find videos which teach/explain each concept and then provide practice problems. Assigned tasks have been personalized by your child's teacher and are designed to prepare them for the 2021-2022 school year. Please note that Khan Academy is not our platform and SHCS does not control the content of questions - we are only able to choose the math topics.
4. Important notes:
 - **Integrity:** Students must complete ALL work on their own. For best results, work should be paced over the entire summer. Should it become clear that the work is not the student's own, then the assignments will not be counted.
 - **Online only:** All work is submitted online. There is nothing to print and nothing to turn in.
 - **Due date:** To receive credit, work must be completed in Khan Academy BEFORE the first day of school.
 - **Grading:** Students are expected to complete 32 graded assignments. This represents one graded assignment Monday - Thursday for 8 weeks this summer. They will receive a grade based on the percentage of those 32 assignments completed. **Please note - all lessons must be passed with a 90% or higher to be counted.**
 - **Example 1:** You complete 32 graded assignments. $32/32 = 100\%$
 - **Example 2:** You complete 20 graded assignments. $25/32 = 78\%$
 - **Example 3:** You completed 0 graded assignments. $0/32 = 0\%$
 - **Complete 32 or more lessons and get rewarded!**
 - 32 - 40 lessons completed: No Homework Coupon
 - 41 - 50 lessons completed: Eat Lunch Outside Coupon
 - 51 - 60 lessons completed: Extra Recess Coupon
 - 60 - 70 lessons completed: Dress Down Coupon
 - More than 70 lessons completed: Bring Your Device to School Coupon

Week One



Summer Practice

Write the sentences correctly.

1. "I seen an giant balloon in the sky this morning," Ben said.

2. "It were shinny and shape like an egg," he say.

Rewrite the sentence so it is not a run-on sentence.

3. "That was a blimp you saw it was part of a parade," I told Ben.

Add punctuation to the sentence.

4. The blimp is named *Spirit of America* I said.

Write the sentences correctly.

1. A circus is a group of much performers animals and clowns.

2. If you go at a circus you mite see clowns who is act silly.

Rewrite the sentences to make a compound sentence. Use a comma and the word **and**.

3. You will see colorful costumes at a circus. You will also hear loud music there.

Use context clues to figure out the meaning of the bold word. Then write the meaning on the line.

4. Circus **vendors** sell popcorn, peanuts, and drinks to the crowd.

Write the sentences correctly.

1. Americans eat much Ice Cream then anyone else in the world.

2. Vanilla, Chocolate, and Strawberry are popular flavors but the popularest is vanilla.

Identify the part of speech of the bold words. Explain what the words do in the sentence.

3. Ice cream is a **cold**, **sweet**, and **creamy** treat that tastes good on a hot summer day.

Part of speech: _____

Explain: _____

Complete the analogy.

4. ice cream : creamy :: popcorn : _____

Write the sentences correctly.

1. My mom don't eat no meet and that makes she a vegetarian.

2. Some times mom eat rice and beens or spagetti with tomatoe sauce.

Rewrite the sentences to make a compound sentence. Use a comma and the word *but*.

3. Mom eats lots of veggies. She doesn't get bored because they are so tasty.

Write the missing word.

4. The vegetable _____ Mom and I like best is broccoli.

who that which



Add variety to your writing by using complex sentences.

Read the timeline. It shows events in the life of Hank Aaron, a famous baseball player. Use the timeline to write a short paragraph about Hank Aaron. Use the conjunctions in the box to write at least three complex sentences.

- 1934 — Henry Louis “Hank” Aaron is born in Mobile, Alabama.
- 1948 — Hank sees Jackie Robinson, the first African American to play in the Major Leagues. He decides his dream is to play in the Majors, too.
- 1954 — Hank plays his first major-league game for the Milwaukee Braves. He scores a home run the first time at bat!
- 1974 — Hank bats his 715th home run, breaking Babe Ruth’s record!
- 1976 — Hank retires from baseball, having set many records.
- 2002 — President George W. Bush awards Hank the Medal of Freedom.

Conjunctions			
after	because	until	while
although	before	when	

Snakes: Love Them or Leave Them?

Why do you think snakes are not popular?

¹ I think it is safe to say that most people really don't like snakes. It would be hard to find a person who is neutral, or simply doesn't care one way or the other. What I can't figure out is why something that doesn't even have any legs causes such alarm.

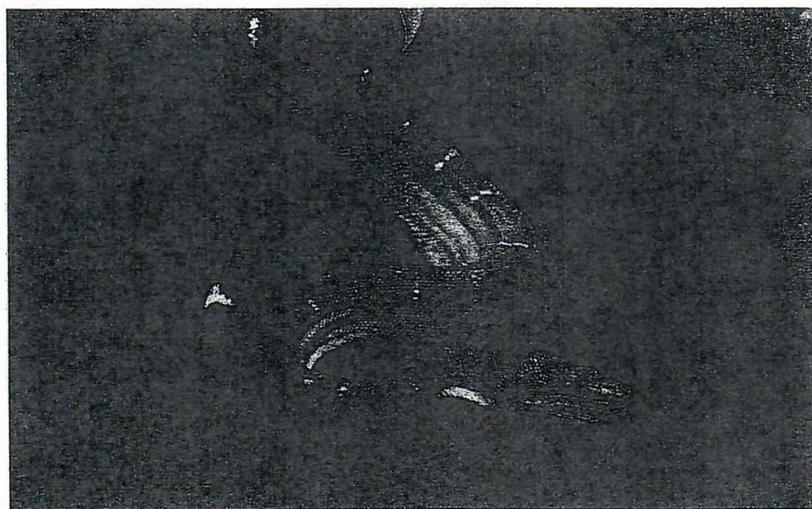
² Snakes are reptiles, of course, not mammals. Do you think there is some ancient hatred between mammals and reptiles? Maybe their cold-bloodedness is what makes us dislike snakes. Or perhaps age-old stories about frightening creatures with scales cause us to turn away from our neighbors, the snakes.

³ Snakes are quite useful, but that doesn't seem to matter. Snakes help control the rodent population. Without snakes, perhaps we would be overrun with mice. Most of us, however, would rather see a mouse than a snake.

⁴ The poison argument is a strong one. Some snakes are poisonous, and people all over the world do die from snake bites each year. However, the poisonous varieties are only a small percentage of the world's snakes. We can't say the whole batch is bad just because of a few rotten ones.

⁵ And what do we do with the people who really like snakes? They like snakes even more strongly than we dislike them. These people learn about them, seek them out, and observe them. Why? The only reason I can think of is that these people are truly generous and open-minded. They are able to put aside differences and welcome the snake as a fellow living being.

⁶ Whatever the reason for our like or dislike, snakes are a vital part of the circle of life. They would prefer to be left alone, and that is what we should do. If you're lucky, you might not run across more than a few of them in an entire lifetime. That would be fine with most of us.



The author of this article chose to share her own point of view. Find a sentence in which the author uses the word *I*. What idea is the author sharing in that sentence?

1. The sentence begins with

The author is saying _____

2. Do you think the author likes snakes, dislikes snakes, or is neutral? Write a sentence from the article that supports your answer.

Write **F** next to each sentence that is a fact. Write **O** next to each sentence that is an opinion.

3. _____ People dislike snakes because they have no legs.

4. _____ Snakes control the rodent population.

5. _____ Not meeting many snakes is a good thing.

6. Name one difference between mammals and reptiles.

7. What is one way in which snakes are useful?

8. What is the main idea of paragraph 4?

_____ If you get bitten by a poisonous snake, seek medical help.

_____ Some snakes are poisonous, but that's not a good reason to dislike all snakes.

_____ Poisonous snakes are very vicious.

9. Tell how you feel about snakes and why.

One Tent...What Next?

What do the boys expect to happen?

1 "Then, there was the time my brother and I nearly got blown away with the tent! Did I tell you about that one?" Sam shook his head and tried not to look impatient. His dad had been telling camping stories for almost an hour. *How can I get him to stop without saying anything?* thought Sam to himself. He really wanted to get out to the tent.

2 Finally, his dad stopped for a bite of dessert, and Sam asked to be excused. When his mom nodded her head okay, it took only four trips to clear the table. Then, he was off and across the backyard.

3 "Caught you!" yelled Sam as he flipped back the tent flap. Kent jumped and turned red. "Ha! I knew it! In the crackers already." Then, he laughed. "Have you been waiting long?"



4 Kent shook his head because his mouth was full. Finally, he said, "Not long. My dad got home late."

5 Sam shrugged. "Oh, well. We're here now. Let's get ready."

6 "Ready for what?" asked Kent.

7 "For whatever's going to happen," answered Sam. *Well, he must know,* thought Kent. He helped Sam straighten the sleeping bags and stash stuff in the corners. They played catch across the tent for a little while. *Ah, the baseball glove,* thought Kent. They played badminton with crackers, but then Sam discovered crumbs in his sleeping bag, so they stopped.

8 They turned on the lantern and read. After a while, Sam retold some of his dad's camping stories. Then, Kent turned out the light, and they listened for noises in the dark. They didn't hear any for a very long time.

9 Finally, Kent heard something at the tent flap. He half crawled and half flew across the tent to warn Sam. Sam yelled when Kent landed on top of him.

10 "Hey, are you guys all right?" It was Sam's mom. "Breakfast is ready."

11 Sam and Kent looked at each other in disbelief. They had slept through the whole night, and nothing had happened.

-
1. Which sentence best describes this story?
_____ Nothing exciting happens to the boys in the tent.
_____ The boys have a crazy night in the tent.
_____ In the morning, Kent plays a trick on Sam and scares him.
2. Why did the boys stop playing badminton?

3. Read the sentences below. Write **F** next to sentences that are facts and **O** next to sentences that are opinions.
_____ Kent eats too many crackers.
_____ Sam's dad had been telling camping stories for almost an hour.
_____ Breakfast is ready.
_____ Sam's dad tells the best camping stories.
4. What do you think the boys were hoping would happen?

5. In paragraph 3, why does Kent turn red?

6. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.
_____ Kent landed on top of Sam.
_____ Sam's mom startled the boys.
7. This story has two settings. What are they?
_____ and _____

The Dirt on Soil

Read to find out what soil is.

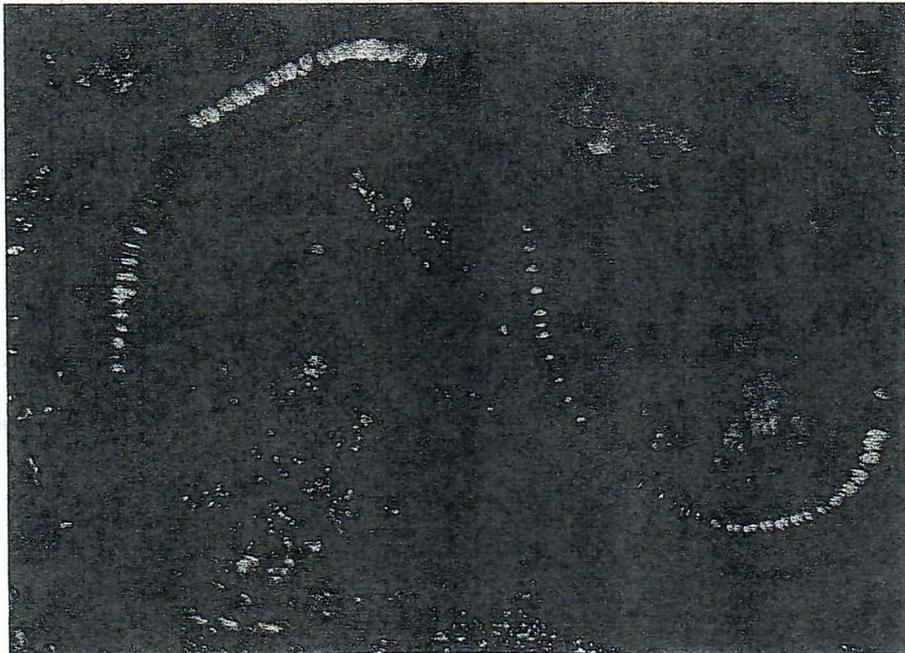
¹ Are dirt and soil the same thing? If you ask a gardener, she'll say that dirt is what is under her fingernails. Your mother will say that dirt is what you tracked into the house after walking through the garden. The gardener, however, will say that the stuff out in the garden is soil.

² The dictionary says that soil is the upper layer of Earth's surface. Scientists and gardeners know it as the layer in which things grow. In most of North America, the soil is from 6 to 10 inches thick.

³ Soil is made up of three main parts. First, there are minerals. These minerals come from nearby rocks that have been broken into tiny pieces, or **fragments**, by rain, frost, sun, or wind. Mineral pieces might be large, in the form of gravel, or tiny, such as the small particles that make up clay.

⁴ The second part of soil is the remains of dead plants and animals. When plants and animals die, they provide food for countless living organisms. These organisms make up the third part of soil. Most of them are bacteria, but fungi, insects, and earthworms do their part as well. The job of the living organisms is to break down the dead materials. The result is **humus**, a dark, slightly sticky substance that helps plants grow in the soil.

⁵ So, now you have the dirt on soil. It is not just a lifeless thing lying on the ground outside. It is full of life itself and is the source of all growing things.



Nonfiction articles and books sometimes have words in bold type. The author is pointing out a new or important word. Find the two bold words in the article. Then, look nearby for their meanings. Write them here.

1. Bold word: _____

Meaning: _____

2. Bold word: _____

Meaning: _____

3. What three things make up the soil?

4. When was the last time you dug in the soil? What did you see there?

5. Now, look at the picture on page 72. What do you see there?

6. How does this compare with what you saw when you dug in the soil yourself?

7. How thick is the soil in most of North America?

_____ to _____ inches

8. What organisms help break down the dead material?

9. Write **T** for **true** or **F** for **false** next to each statement below.

_____ Not everyone has the same definition of dirt and soil.

_____ Minerals come from rocks that have been broken into fragments.

_____ Soil does not contain any living things.

_____ Humus is harmful to plants.

Week Two



Summer Practice

Write the sentences correctly.

1. Many childs ride onto a bus every day.

2. Its important to stay in youse seat when an bus is moving.

Write the missing word.

3. There is a law that buses _____ stop at railroad tracks.
must should can

4. People who drive buses must be very _____ drivers.
helpful friendly careful

Write the sentences correctly.

1. My Grandma made me a party dress and she made me the school dress.

2. The dress for mine party have big purple polka dots.

Draw a line between the prefix and the root word of the underlined word. Then write the meaning on the line.

3. My sister spilled paint on my school dress, so I am unable to wear it.

Circle the meaning of the bold word.

4. I know my sister didn't **mean** to ruin my dress.

a. unkind, selfish b. to do on purpose

Write the sentences correctly.

1. Ride a bike is fun but there is many rools you have to follow.

2. You must always where a helmut, whether you ride slowly or quick.

Draw a line between the prefix and the root word of the underlined word. Then write the meaning on the line.

3. Before you ride your bike next time, you should review the rules.

Complete the analogy.

4. rules : follow :: helmet : _____

Write the sentences correctly.

1. You should wore the right kind of shoes when you plays Soccer.

2. If your shoes dont fit good, you mite get hurt in the soccer field.

Write the missing word.

3. You _____ get blisters if you wear the wrong size shoes.

could must should

4. For the best fit, measure your feet _____ you are standing up.

where when why

Thunder and Lightning

What causes thunder and lightning?

¹ The story of thunder and lightning is a lesson on electricity. Lightning is really just a giant electrical spark. Thunder is a direct result of the activity of that spark.

Lightning First

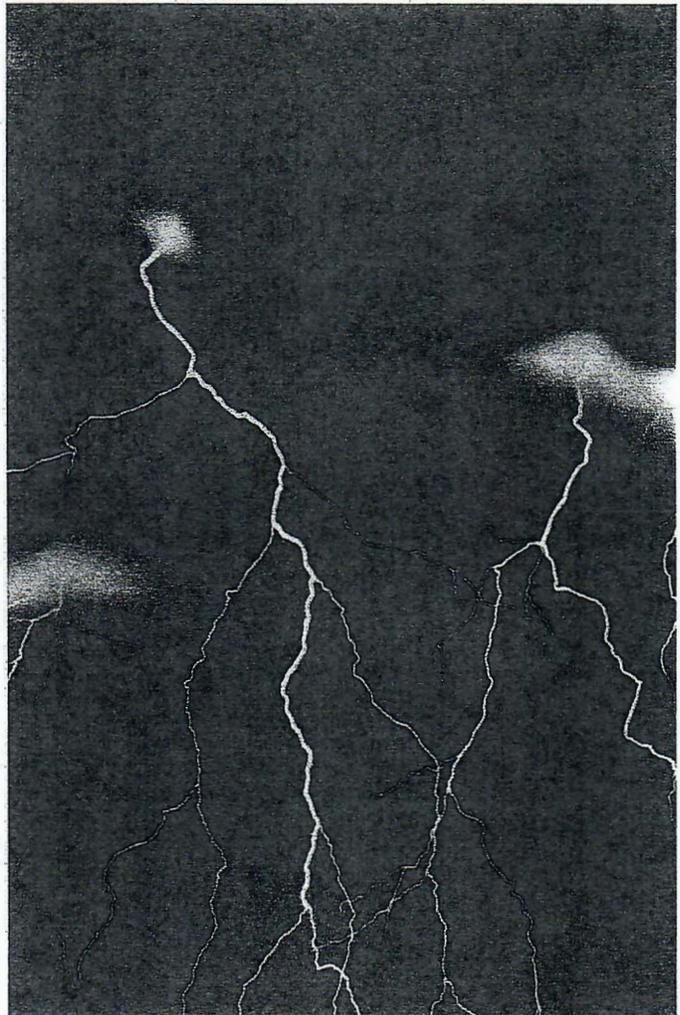
² Imagine a single water droplet high above Earth. It is in a cloud among millions of other water droplets. As this water droplet falls toward Earth, it gets bigger by collecting more moisture. When the droplet gets to just about the size of a pea, it splits. This splitting action causes an electrical charge to build up on the two new droplets.

³ If the droplets fall straight to Earth, the electrical charge is very small and will have no effect. If the droplets get swept upward by air currents, however, the whole process begins again. The droplets fall, grow, split, and become more strongly charged with electricity each time.

⁴ In time, the electrical charge in the droplets becomes so strong that it has to discharge itself. The result is a huge spark. It may leap from a cloud to the ground in less than one-tenth of a second. We know it as lightning.

Thunder Second

⁵ When lightning flashes, the air is suddenly heated, and then it quickly cools. These rapid changes in the air cause the cracking sound of thunder. During a storm, we see lightning first, and then wait to hear the thunder. That's because light travels faster than sound. We see the lightning as it happens, but the sound of the thunder may take any number of seconds to reach us, depending on how far away the lightning was. The rumbling sound of thunder is actually an echo from the sound waves bouncing off Earth or off the clouds.



1. The author wrote this article to

_____ entertain.

_____ give information.

_____ persuade.

2. Which comes first, thunder or lightning?

3. What causes lightning? Give a brief answer.

4. How does lightning cause thunder?

5. If you read only the two headings in this article, what would you learn?

6. Write **T** for true or **F** for false next to each statement below.

_____ Thunder always takes the same amount of time to reach Earth.

_____ Light travels faster than sound.

_____ Thunder and lightning are not related to each other.

7. What is the main idea of paragraph 4?

8. Which of the following is the purpose of paragraph 1?

_____ introduction _____ author's purpose _____ conclusion

Volcanoes

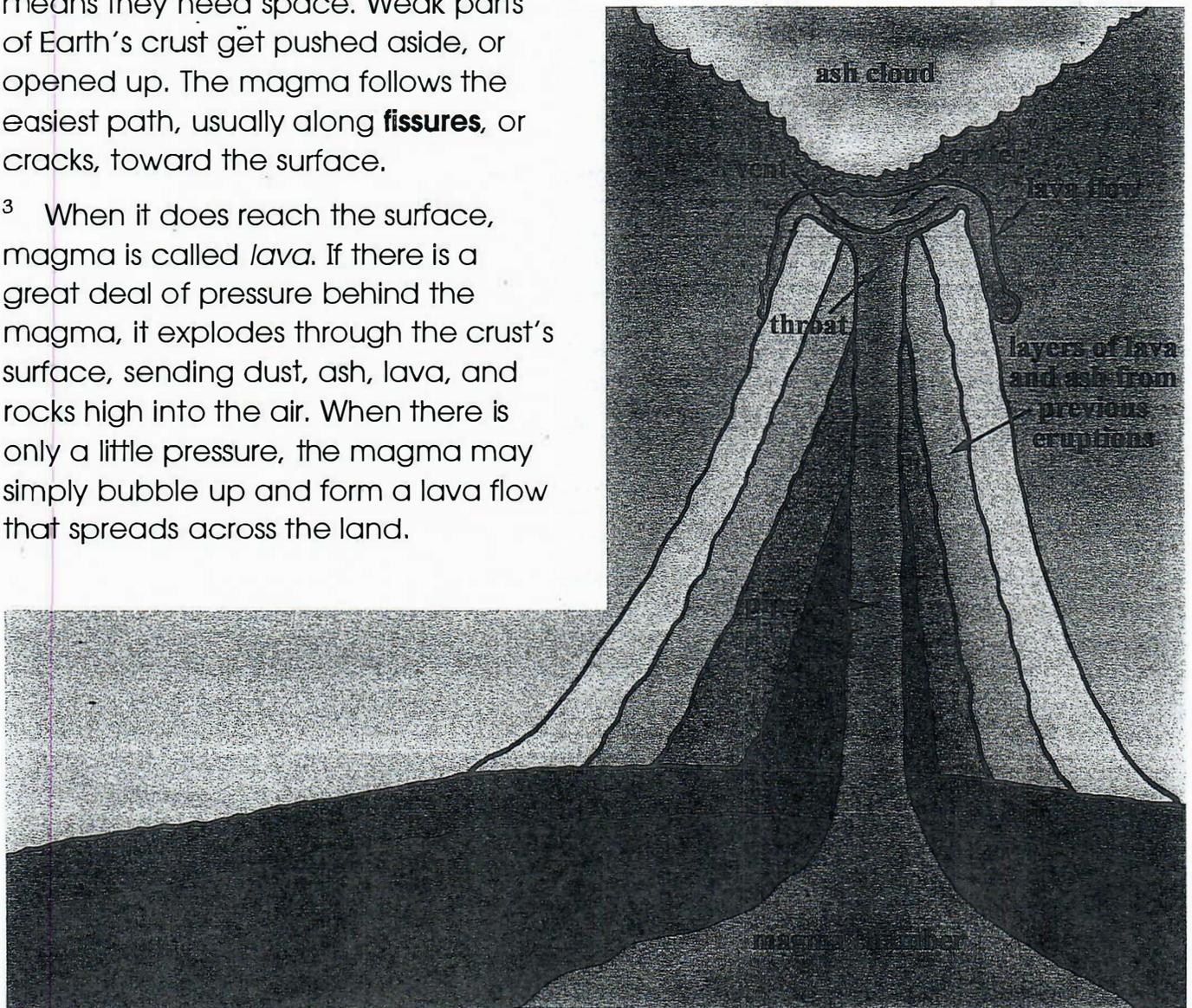
Read to find out why volcanoes erupt.

¹ The surface of Earth is not a solid place. There are many holes, some of which allow magma to reach Earth's surface from deep inside.

² Magma comes from deep inside Earth where it's hot. It's so hot that rocks melt. Magma is **molten**, or melted, rock. Because of the heat, there is also pressure. When things such as air, gases, or molten rock get hot, they **expand**, or get bigger. That means they need space. Weak parts of Earth's crust get pushed aside, or opened up. The magma follows the easiest path, usually along **fissures**, or cracks, toward the surface.

³ When it does reach the surface, magma is called *lava*. If there is a great deal of pressure behind the magma, it explodes through the crust's surface, sending dust, ash, lava, and rocks high into the air. When there is only a little pressure, the magma may simply bubble up and form a lava flow that spreads across the land.

⁴ A volcano may be **active**, or experience eruptions, on a fairly regular basis. Or it may lie **dormant**, or inactive, for hundreds of years. Scientists, called *volcanologists*, are always ready to learn more because each volcano is unique and may teach them something new about the inner workings of Earth.



In nonfiction writing, the author sometimes calls attention to words that the reader may not know. Those words appear in **bold** type. The author usually gives the meaning of the bold word in the same sentence.

Below are the bold words from the article. Write the meaning of each word.

1. molten _____

2. expand _____

3. fissures _____

4. active _____

5. dormant _____

Write **F** next to each sentence that is a fact. Write **O** next to each sentence that is an opinion.

6. _____ Volcanic eruptions are one of the most striking natural events.

7. _____ A volcanic eruption is more frightening than a hurricane.

8. _____ Volcanoes are located in many places in the world.

9. What does the illustration show?

10. Trace with your finger the path that magma would take from under Earth's crust to the surface. Describe the path in your own words.

11. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.

_____ Parts of Earth's crust open up.

_____ The molten rock gets very hot and expands.

12. What are scientists who study volcanoes called?

Read to see what's at the beach and why.

The Beach

¹ When you close your eyes and imagine a beach, what do you see? Do you see steep cliffs and rocks washed by waves? Or do you see a long strip of gleaming sand, with waves gently lapping at the edges? Both pictures are correct. It just depends where on Earth you are standing.

² In addition to sandy beaches and rocky beaches, many other beaches are covered with gravel or stones that would be unpleasant or difficult to walk on. One thing is common among beaches, though. They all have some kind of rock or stone material. Why?

³ It starts with the constant motion of water against a shore. Soil and plant material get washed away. Then, add wind, rain, and frost, which all work with the water to break down solid rock into smaller pieces. The temperature, the strength of the waves, and the type of rock all affect

how quickly, or slowly, the rock breaks down.

The Waves

⁴ Now, what about those waves? If you've been to the shore, you've seen them. They can nibble at your toes in the sand, or they can be loud and crashing and dangerous. You can blame the wind.

⁵ When the wind blows over the ocean or even a lake, it gives some of its energy to the water. The water, in turn, moves. The hard part to understand is that a wave does not move forward across the surface. The water in a wave moves up and down. Think of how a rug acts when you shake it. A wave appears to roll along the surface of the rug, but any point on that rug moves only up and down, not forward.

⁶ The next time you are on a beach, think about all these processes—the water and wind, the rain and frost. Without them, there would be no beach.



1. What do all beaches have in common?

2. Why do beaches have stones or sand on them?

3. What causes waves?

4. Why does the article mention a rug?

5. This article has two sections. What are they titled?

6. If you were especially interested in water, what section would you look under?

7. "They can nibble at your toes in the sand, or they can be loud and crashing and dangerous." What is the author describing?

8. What forces work together to break down rock into smaller pieces?

9. Is this selection fiction or nonfiction?

10. Have you ever been to the beach? If so, describe it. If not, tell about what kind of beach you would like to visit.

Week Three



Summer Practice

Write the sentences correctly.

1. Last year on mine Birthday, I telled my mom that I wanted to get a pet snake

2. Even though she knowed how bad I wanted a snake, her still said no.

Write the prepositional phrase to complete the sentence.

3. When Mom was little, a snake _____ crawled up her leg.
slowly at a pet shop named Pete

Use context clues to figure out the meaning of the bold word. Then write the meaning on the line.

4. I don't think snakes are scary, but I don't want a pet that **frightens** my mom.

Write the sentences correctly.

1. I can't wait to visit my friend on Saturday April 5.

2. My friend lives on a farm when there are lots of geeses.

Write the word that best completes the sentence.

3. Sometimes the geese chase us and we _____ to the barn.
jog skip run

Use context clues to figure out the meaning of the bold word. Then write the meaning on the line.

4. One time I was **injured** when I fell on some rocks and scraped my knee.

Write the sentences correctly.

1. Our class are doing a play called all my friends have four legs.
-

2. My teacher, Mrs. Brown, asked me to be one of the main character's.
-

Add punctuation to the sentence.

3. I am glad you asked me I said to Mrs. Brown I would love to be in the play

Write the word that correctly completes the complex sentence.

4. _____ I got my costume, I was surprised to see a bunny suit.

Where When Why

Write the sentences correctly.

1. At Gatorland in Orlando Florida, you can learn how to train an alligator.
-

2. If you visit Dinosaur World in Cave City Kentucky, you can dig for fossils.
-

Write the missing word.

3. At the goat museum in Oregon, you _____ learn all about goats.

may must can

Write the word that best completes the sentence.

4. It is fun to _____ new and exciting places when you travel.

discover view notice

Name: _____

Week 5 • Day 1



Use statements, questions, and exclamations in the same paragraph to make your writing sound interesting.

Read these book reviews. Find and correct each sentence fragment. Then answer the questions.

Book Review A

Charlotte's Web is about two animals. It was written by E.B. White. Wilbur is a pig. Charlotte is a spider. Wilbur's owner wants to kill him. Charlotte tries to save him. She writes messages in her webs. You should read this book. You will see what happens. Is happy and sad.

Book Review B

Charlotte's Web is by E.B. White. The main characters are Wilbur and Charlotte. Wilbur is a friendly pig, and Charlotte is a clever spider. When Wilbur's owner wants to turn him into a Christmas ham, Charlotte tries to save Wilbur. She writes messages in her webs! Clever messages about him. So, what happens? Read the book and find out! The ending is both happy and sad.

1. Which review has statements, questions, and exclamations? ____
2. Which review has only statements? ____
3. Which review sounds better while reading it aloud? Why?

Power Snack

Have you ever had a power snack?

Energy Bars

1 c. brown sugar

1 c. vegetable oil

2 eggs

2 c. oats

1½ c. flour

1 c. raisins

1 c. peanuts (optional)

1 c. coconut (optional)

½ tsp. ground cinnamon

½ tsp. ground cloves

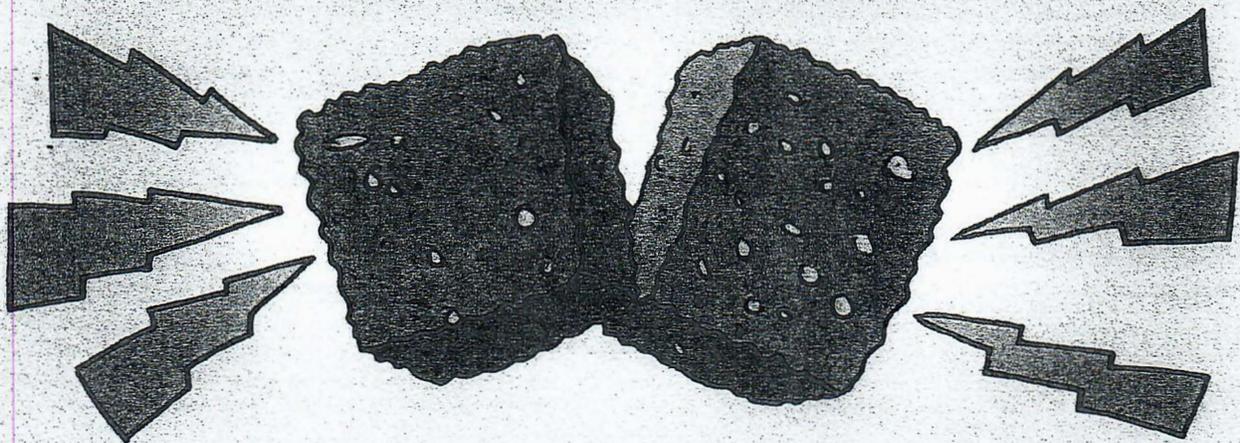
1 tsp. baking soda

¼ tsp. salt

Heat oven to 350° F. Grease 11" x 17" pan. Mix brown sugar, oil, and eggs until smooth. Stir in remaining ingredients. Spread mixture into pan, pressing with fingers until even. Bake until center is set, but not firm, 16–22 minutes. Remove from oven and cool for 15 minutes. Drizzle honey glaze* over bars. Let cool completely. Cut into squares. Store covered for two weeks. Or, wrap tightly and freeze for up to six months.

*Directions for honey glaze: Place ¼ c. honey and 2 T. butter or margarine in a sauce pan. Heat and stir until well blended and heated through. Drizzle over bars.

(Note: Always ask a grown-up for help in the kitchen.)



Write these steps in the correct order. (Not all of the recipe's steps are here.)

- spread mixture into pan
- drizzle glaze
- grease the pan
- mix sugar, oil, and eggs
- remove from oven and cool

1. _____

2. _____

3. _____

4. _____

5. _____

6. How long do the directions say to bake the bars?

7. The directions say to "drizzle honey glaze over bars." How did you know what honey glaze was?

Recipes often use short forms of words called **abbreviations**. Match the common recipe words in the box with their abbreviations.

cup	teaspoon
Fahrenheit	tablespoon

8. T. _____ 10. F _____

9. c. _____ 11. tsp. _____

12. The directions say, "Bake until center is set but not firm." What does this mean?

13. How long do the energy bars need to cool?

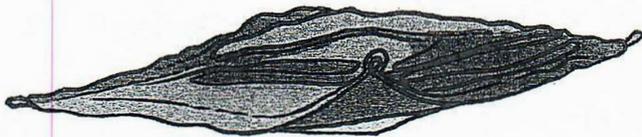
14. What is the longest you could keep these bars? What would you need to do to them?

HOW TO PITCH A TENT

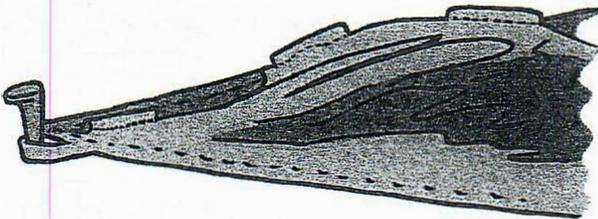
Follow these instructions to learn how to pitch a tent.

These general instructions should allow anyone to pitch any size or style of tent. Keep in mind that pitching a tent alone, even if you have experience, is difficult.

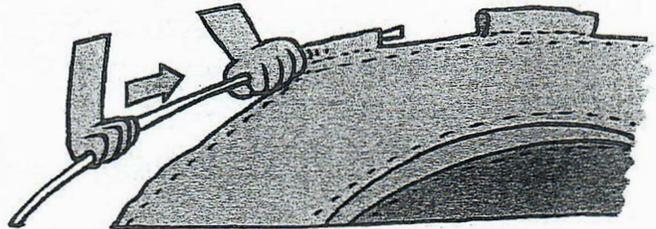
1. Choose a flat area on which to pitch your tent. Remove any stones or rocks that might poke through the tent's floor.
2. Take the tent and all equipment out of the storage bag. Lay everything on the ground neatly.
3. Spread a groundcloth over the chosen spot. Then, lay the tent floor over the groundcloth. Fold the edges of the groundcloth under, so they do not stick out from the edges of the tent.



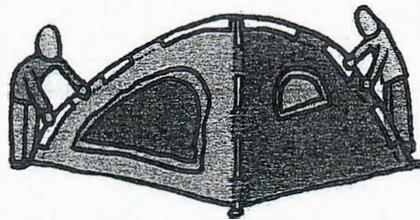
4. Make sure the tent door is zipped shut. Then, pound a stake through each loop, pulling snugly as you go so the floor gets stretched to its full size.



5. Put together the tent poles, if necessary. Thread each one through its loops or channels. Do not step or walk on the tent to do this. If necessary, crawl or lie down on your stomach to reach the center of the tent.



6. Raise the poles. If you have a partner, work on opposite sides of the tent.



7. Pull the guy lines straight out from the sides of the tent. Peg each one.



1. What do you know about pitching a tent? Do you have anything to add to these instructions?

2. Number the sentences to show the order of steps to pitch a tent.

- _____ Spread out groundcloth.
- _____ Tighten and peg guy lines.
- _____ Choose and clear an area.
- _____ Put together tent poles.
- _____ Lay out equipment.
- _____ Pound stakes through loops.
- _____ Raise the poles.

3. If you don't know or understand what a guy line is, which illustration helps you figure it out? Tell how.

4. Choose one illustration. Explain what it shows.

5. In the first paragraph, the author says that pitching a tent alone is difficult. Why do you think this is?

6. What is the purpose of a groundcloth?

7. Which two steps explain what to do with the poles?

_____ and _____

8. After reading these instructions, do you think you could pitch a tent? Why or why not?

Read to see what this newspaper article has to say about baking bread.

Baking Today

¹ You may think that baking bread is a lost art. For one local woman, though, it is a daily event. Evelyn Seeley is the retired owner of A Loaf a Day bakery. Now that her grown children are running the bakery, Seeley has time to follow her own interests.

² And what are her interests? Bread, of course! Almost every day, Seeley bakes a different kind of bread. She finds recipes among her many cookbooks, or she searches for them on her computer. "With the computer now, I don't think I'll ever run out of recipes," says Seeley. She doesn't think that she has repeated a recipe in her two years of retirement.

³ Seeley offers this recipe for our readers today. She says, "It's an oldie but a goody." Try it for yourself and see.

Sally Lunn Yeast Bread

1 pkg. dry yeast

$\frac{1}{4}$ c. warm water

6 T. butter

2 T. plus 1 tsp. sugar

2 eggs

$\frac{3}{4}$ c. milk

3 c. flour

$1\frac{1}{2}$ tsp. salt

⁴ Sprinkle yeast into the lukewarm water and set aside. In a bowl, cream

butter and sugar. Beat in eggs. Blend in milk alternately with flour and salt. Beat after each addition. Then, add water and yeast. Beat until very smooth. Cover bowl and set in warm place. Let rise until double in bulk. Beat down with a wooden spoon and pour batter into a greased 9-in. tube pan. Let rise until just above edge of pan. Bake in preheated 350° F oven for 40–45 min.



1. What did Evelyn Seeley do before she retired?

2. What does she do now that she's retired?

3. Number the sentences to show the order of the steps in the bread recipe.

- _____ Add eggs.
- _____ Let rise.
- _____ Add milk, flour, and salt.
- _____ Put yeast in water.
- _____ Add yeast.
- _____ Cream butter and sugar.

4. What type of selection is this?

- _____ a biography
- _____ a newspaper article
- _____ a short story

Recipes often use short forms, or **abbreviations**, of words. Look at the common recipe words in the box. Write each word next to the correct item from the recipe.

cups
Fahrenheit
minutes

package
tablespoons
teaspoons

5. 40-45 min. _____

6. 6 T. butter _____

7. 350° F _____

8. 3 c. flour _____

9. 1 pkg. dry yeast _____

10. 1½ tsp. salt _____

11. Does the photo add anything to the article? Explain.

12. Why does Seeley think she'll never run out of recipes now?

13. Who runs Seeley's bakery today?

Week Four



Summer Practice

Write the sentences correctly.

1. Lions is big cats who are best known for their loud rore.

2. Did you know that a lion can be heard from five miles away

Rewrite the sentences to make a compound sentence. Use the word **because**.

3. Sometimes people capture lions. People want to save lions from harm.

Use context clues to figure out the meaning of the bold word. Then write the meaning on the line.

4. The lions that are kept in the zoo are in **captivity**.

Write the sentences correctly.

1. I axed my dad if they would let me start a pet-sitting business?

2. My dad sayed me could start a business if i gotted good grades.

Identify the part of speech of the bold word. Explain what the word does in the sentence.

3. My mom **nicely** said that I would have to work very hard.

Part of speech: _____

Explain: _____

Complete the sentence with the comparative adverb.

4. Dad said that I would have to work _____ than ever before.

harder

hardest

Write the sentences correctly.

1. You will take well pitchers if you no how to use an camera.

2. If you practise much, you'll soon be a well photographer.

Rewrite the underlined part to put the words in the correct order.

3. If you have a digital modern camera, be sure to read the instruction manual.

Draw a line between the prefix and the root word of the underlined word. Then write the meaning on the line.

4. A digital camera is handy because it lets you preview your pictures.

Write the sentences correctly.

1. for a class projekt, I wrote a letter to the famous person.

2. I picked me a person who is very important to the united states

Write the words that correctly complete the sentence.

3. The person _____ I wrote a letter is Barack Obama.
to who to whom

Add punctuation to the sentence.

4. The first sentence of my letter said I am very proud to write to a U.S. president



Use short and long sentences in the same paragraph.
Different sentence lengths help your writing flow.

- A. Read this paragraph. Then rewrite the paragraph so it flows better.
Combine some of the short, choppy sentences into longer sentences.

I love mangoes. I eat fresh mangoes. I eat mango ice cream.
I eat mango salsa. One day, I wanted a mango. Aunt Molly said,
“No.” I took it. Aunt Molly wasn’t looking. It wasn’t ripe. It was
hard! I dropped the heavy thing on my foot. Ouch! That hurt.

- B. Read each sentence. Write *F* if the sentence is a fragment. Write *C*
if the sentence is complete. Then choose two fragments. Turn each
one into a complete sentence. Write the new sentences on the lines.

1. Kelly sat. _____

2. A lot of cute, furry rabbits. _____

3. Grandpa Miguel lives there. _____

4. In a house in the country. _____

5. New Sentence: _____

6. New Sentence: _____

Caring for a Pet Hamster

What does it take to care for a hamster?

¹ You and your parents agree that you are ready for a pet. A dog is too big. Mom is allergic to cats. So a hamster is everyone's number one choice. What will it take to keep your new pet safe and happy?

² Choose a hamster from a pet store that is clean and whose staff seems to know about the animals and is willing to answer your questions. If the hamsters are not used to being handled, you probably want to choose a younger one. You'll be able to tame and handle a younger one more easily than an older one.

³ Before you get your hamster, you should have its new home all set up. Hamsters need several pieces of equipment, but the only one that is somewhat expensive is the cage. Here are the items your hamster must have: a cage, bedding (wood shavings), nesting material (cotton), an exercise wheel, a water bottle, a food dish, and food.

⁴ Almost all of your hamster's life will be spent in the cage, and it needs room to move around. Buy the largest cage you can afford. A wire cage is best if you have a draft-free place for it. If the cage has to sit near a vent, window, or door, then a plastic or glass type with a screen top is better.

⁵ Make sure that your hamster has fresh water at all times. A general hamster mix from the pet store will make up most of your pet's diet. Beyond that, learn what other foods you can give as treats. Some examples are carrots, raisins, cheese, dog biscuits, and acorns. In general, do not feed your hamster sweets or prepared foods, such as crackers or chips.

⁶ With daily food and water, regular attention, and a weekly cage cleaning, your hamster should be a happy addition to your household for several years.



1. What do you know about taking care of a pet? How is taking care of a hamster the same or different from taking care of other kinds of pets?

2. In the wild, hamsters sleep during the day and gather food during the night. Pet hamsters tend to follow the same schedule. If someone is thinking of getting a hamster, why is this important information to know?

The author forgot to include headings in the article. Write where each heading should go.

3. **Equipment** should go before the _____ paragraph.

4. **Feeding Time** should go before the _____ paragraph.

5. **Choosing a Pet** should go before the _____ paragraph.

6. List the equipment you'll need to buy for your hamster.

7. The _____ is the most expensive thing you will need to purchase.

8. What are some examples of good treats for a hamster?

9. After reading this article, would you like to own a hamster? Why or why not?

The Hamster from Room 144

What is unusual about this hamster?

¹ I always knew Felix was special. He had been Mrs. Raymond's class pet for about 24 years. This summer, I was the lucky one who got to take him home. Felix, by the way, is a hamster.

² As I said, I always knew he was special. Every school day when I checked on him, he would say, "Good morning, Tommy." That struck me as a little odd. When I saw him sitting in his cage counting on his claws during math class, I knew something was up for sure.

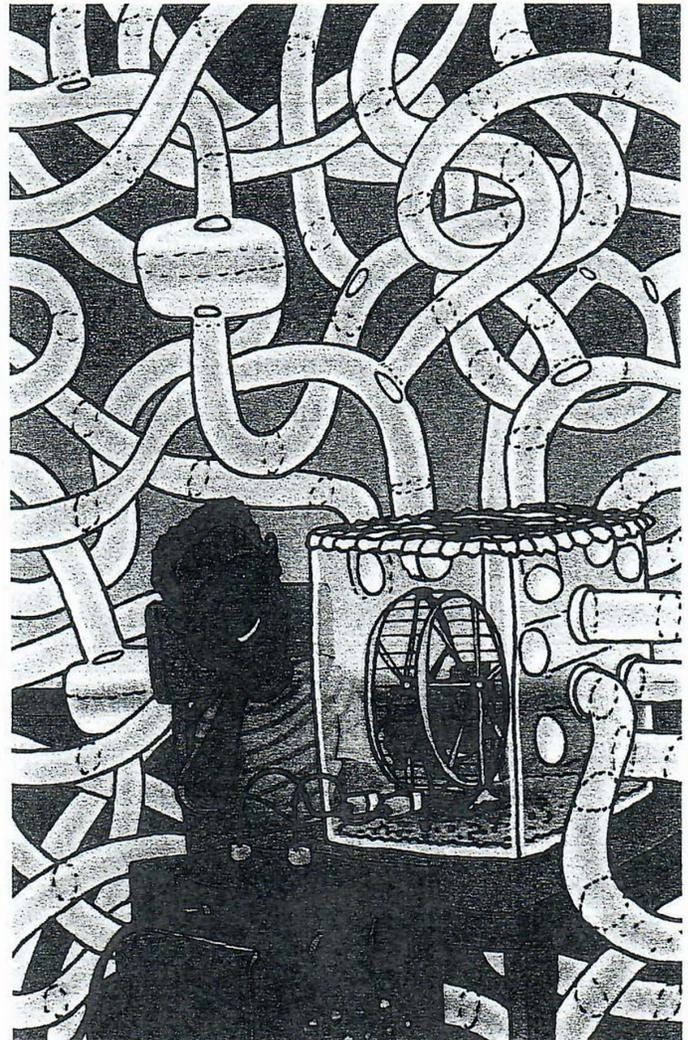
³ On the first day of summer, I took my allowance and my mom to the pet store. I bought some tunnels to add to Felix's cage. Felix loved his tunnels. By the end of the first week, Mom said, "Enough already," so I stopped adding tunnels. There were 376 feet of them.

⁴ One night, I couldn't fall asleep, so I went down to talk to Felix. He was running on his wheel. He apologized for not being able to chat, but he was trying to break a speed record. I watched for a while. I clocked him at 41 miles per hour.

⁵ The next night, Dad came down to watch. He had a brilliant idea. He hooked up a generator to Felix's wheel. Now, Felix makes electricity for us. We haven't had a bill from the electric company for two months.

⁶ Here's another reason I knew Felix was special. Back in Room 144, whenever it was time for music, I would see Felix tapping his little claws against the bars of the cage. He had excellent rhythm. During the summer, Felix took to writing his own songs. He even wrote one for Mrs. Raymond.

⁷ Now that summer is almost over, I'm kind of sad about having to take Felix back to Mrs. Raymond. Dad says he'll miss not having to pay any electric bills. Felix says not to worry. He has a plan for a new generator. Good old Felix.



In a tall tale, the author uses details that can't possibly be true to make the story funny. This is called **exaggeration**. Exaggeration is what makes a tall tale a tall tale.

1. Caleb, the narrator, tells us that the hamster has lived for 24 years. That is an exaggeration. Find another exaggeration in the story.

2. Look at what you wrote for question 1. Why or how is it an exaggeration?

3. What was the author's purpose in writing this story?

4. Do you think this story is realistic or a fantasy? Explain why.

5. **Personification** means giving human characteristics to an animal or a thing. Give two examples of how the author personifies Felix.

6. In the story, how does Felix make electricity for Caleb's family?

7. **Felix is a musical hamster.** Find a line from the story to support this statement.

SKYWAY SWEEPER

What does Frederick think about as he works?

¹ *Swish, swush. Swish, swush.* Frederick had always thought the broom had two different sounds to it. *Swish* was the outward stroke; *swush* was the inward stroke. It was the only sound he heard all day, really. The padded plastorub floors of the skyways didn't make any noise. Most people wore shoes made of plastorub as well, so there was no chance of making a sound.

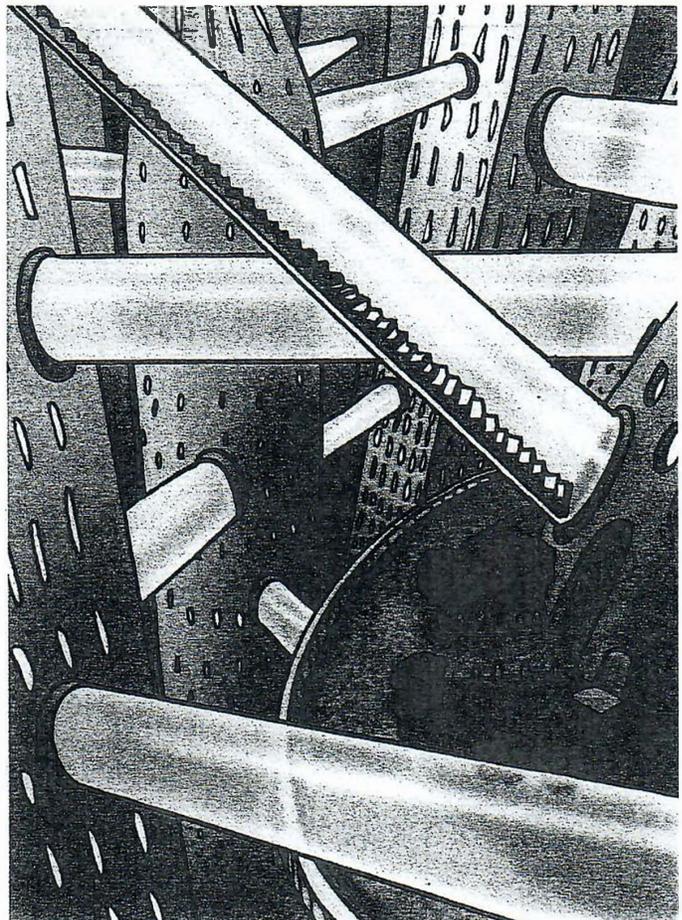
² Noise had become a big issue about a century ago. There were so many people making so much noise that no one could stand it. People wore ear plugs. New illnesses were blamed on noise pollution. Governments passed laws against noise. Then, a team of scientists came up with plastorub. People put it everywhere, and the noise died down.

³ Between plastorub and the big building boom, things were pretty quiet now. The buildings were so big and so tall that people didn't even have to go outside. People lived, worked, and shopped all in the same building.

⁴ Not Frederick, though. Frederick was a sweeper. Each night he slept in a different sweeper's lodge as he made his rounds from skyway to skyway. *Swish, swush. Swish, swush.*

⁵ Frederick liked his job. He liked seeing how things changed from one year to the next. Buildings went up or came down. Skyways sprouted and branched off to new places. He always liked the view, no matter what it was.

⁶ Through all of his sweeping travels, though, Frederick had never set foot on the ground. He had seen it a few times, through a window, but he had never actually stepped on it. People said it was hard and unpleasant. He imagined taking off his plastorub shoes and walking barefoot, just to feel the solid planet underneath him. Frederick wondered what it was like to hear a footstep.



1. The story gives details about Frederick and the world in which he lives. Number these details in the order in which the story gives them.

- _____ Noise had been a problem.
- _____ Frederick liked his job.
- _____ Frederick is a skyway sweeper.
- _____ The skyway floors are padded.
- _____ People stayed inside all the time.
- _____ Frederick had never stepped on the ground.

2. As the story gives details, several sounds are mentioned. What are they?

3. Which of these best describes the story?

- _____ realistic fiction
- _____ a fairy tale
- _____ science fiction

4. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.

- _____ Noise had become a big issue.
- _____ Plastorub was put down everywhere, and the noise died down.

5. What does Frederick like about his job?

6. What is the setting for this story?

7. Would you like to live in a world of skyways, like Frederick does? Explain.

Week Five



Summer Practice.

Write the sentences correctly.

1. Everybody in my family like to lissen at music

2. My parents favoritest kind of music is jazz.

Rewrite the sentences to make a compound sentence. Use a comma and the word **but**.

3. My sister and I stream music. Mom and Dad listen to CDs.

Circle the meaning of the bold word.

4. Mom and Dad play CDs and sing loudly into a **microphone**.

- a. a machine that makes sounds louder
b. a machine that lets you see objects up close

Write the sentences correctly.

1. Weet is one of the importanest crops in the World.

2. Their is seven main kinds of potatos that grew in the united states.

Write the missing words.

3. Lettuce grows well in _____ tomatoes grow well when it's hot.
winter, but winter but

Rewrite the underlined part to put the words in the correct order.

4. Spinach is a green leafy vegetable that can be planted in spring, fall, and winter.

Write the sentences correctly.

1. Did you no that there are a difference between bugs and insects

2. While bugs mouths work like a straw, insects chew they food.

Complete the bold word with the suffix that means **can be done**.

3. Insects have **mov**_____ mouth parts, but bugs' mouths don't move.
 able ment ing

Circle the meaning of the bold word.

4. Another difference between them is that bugs have three **stages** of life, and most insects have four.
- a. steps in a process b. raised floors or platforms

Write the sentences correctly.

1. A man on TV said that its raining cats and dogs so I runned outside to look.

2. My sister said, "it cant really rain cats and dogs but once it rains frogs in england."

Explain what the underlined idiom means.

3. I don't know if it can rain frogs, but once when I tried to sing, I had a frog in my throat.

Complete the analogy.

4. rain : weather :: dog : _____

Name: _____



Use your unique voice to tell about personal experiences.

Draw a comic strip that tells about a personal experience you've had. Use the ideas in the box to think of a good topic. Then draw what happened in the boxes.

- Use a speech balloon to show what was said. 
- Use a thought bubble to show what was thought. 

Topic Ideas

a funny moment • a scary moment
an embarrassing moment • being proud of yourself
meeting a new friend • winning or losing a game

1

2

3

4

Redwood Giants

Read to learn about America's biggest trees.

¹ From a seed that is smaller than a pea grows the tallest of trees. The coast redwood is the unchallenged giant of North America's trees.

What's special about redwoods?

² Redwoods are special for a couple of reasons. The first is their size. Imagine standing next to a tree that is the height of a 20- or 30-story building. The second is their age. Redwoods commonly make it to 600 years or so. Some have been found that are more than 2,000 years old.

Where do redwoods grow?

³ To find a coast redwood, you'll have to go to Oregon or California. A strip of coastline about 450 miles long and up to 35 miles wide is home to the redwoods. Coast redwoods do not grow anywhere else in the world.

Why do redwoods grow there?

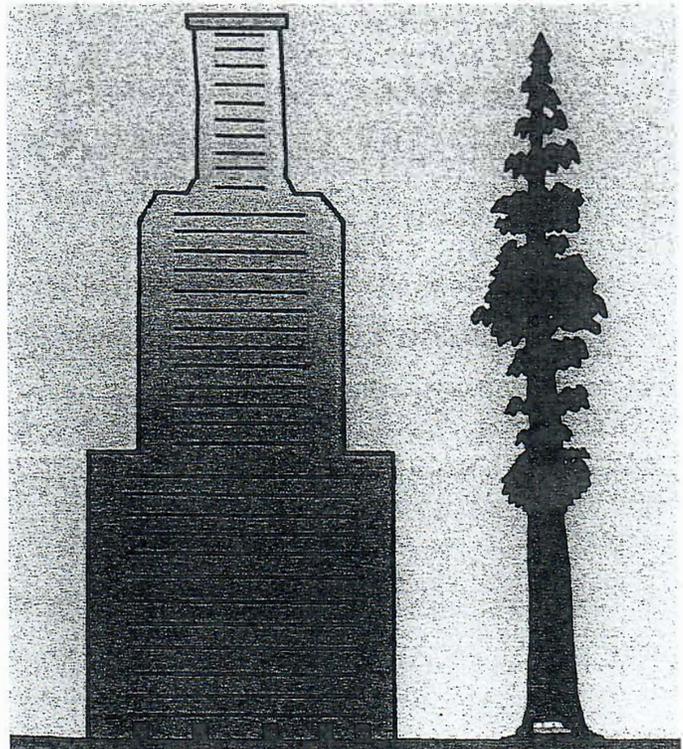
⁴ The coast of the Pacific Ocean provides a special environment for the redwoods. Cool, moist air comes off the ocean and keeps the trees moist all year. That is important because almost all of the area's rain falls between October and May. During the dry summer months, the trees depend on moisture from the thick fog that often hangs over the coast.

How do redwoods survive?

⁵ Redwoods have a couple of built-in protection systems. Most of a redwood's branches and leaves are high up on the tree. This keeps them safe from forest fires. Also, the bark of a mature redwood tree is as much as 12 inches thick. The thick covering protects the lower part of the tree from fire damage. Redwoods are safe from insect damage because the wood contains a bitter-tasting chemical called *tannin*.

What should I do?

⁶ If you ever get a chance, visit a redwood forest. Look among the tree trunks and imagine who might have camped there a thousand years ago. Look upward and just imagine how high the trees might grow if we preserve and protect them.



1. To see a redwood tree, you have to go to _____

2. Why do redwoods grow there?

3. What might happen if someone tried to grow a redwood tree in Kansas or Missouri, for example?

4. What do you think is most special about redwood trees? Write why.

5. Why do you think the author chose to use questions for the headings?

6. If you want to find out what conditions redwoods need to grow, under which heading would you look?

7. If you wonder what the big deal is about redwoods, under which heading should you look?

8. What three objects are shown in the diagram?

9. What is the author's purpose for writing this selection?

_____ to entertain

_____ persuade

_____ to inform

10. About how long can a redwood live?

Forest Mammals

Do you know what a mammal is?

Common Characteristics

¹ What does a moose have in common with a porcupine? How about a bear with a mouse? How can more than 4,000 different kinds of mammals have much of anything in common? In fact, mammals have four distinct characteristics:

1. Mammals have warm blood, which means they can maintain a steady body temperature.
2. Mammals have backbones.
3. Female mammals produce milk to feed their babies.
4. Mammals have fur or hair, though the amount of it varies widely.



Spectrum Reading Grade 3

North American Forest Dwellers

² Forest mammals are alike in that they live in the same natural conditions, or **habitat**. Trees and the leafy undergrowth provide shelter and food for the many types of mammals that live in a North American forest.

³ **Insect eaters** Moles and shrews are just two types of **insectivores** that live on or under the forest floor. They find insects in the dirt or in rotting tree trunks or leaf matter.

⁴ **Gnawing animals** This large family of mammals, called **rodents**, includes beavers, squirrels, mice, and porcupines. Whether on the ground or in trees, these animals gnaw on nuts, seeds, and branches with their strong front teeth.

⁵ **Hare-like animals** Rabbits and hares make up this group. Leafy sprouts and sometimes the bark of young trees are the main diet of these animals.

⁶ **Meat eaters** In North America, the largest meat eaters, or **carnivores**, are bears and mountain lions. Wolves and coyotes are also members of this group. They eat smaller mammals such as rabbits, mice, and moles.

⁷ **Hoofed animals** In North America, moose and deer are the most common forest-dwelling hoofed animals. The forest provides both shelter and food for them.

1. What four common characteristics do mammals have?

In the article, the author showed some words in bold type. The meanings of those words are given as well. Find the meanings of the words, and write them here.

2. habitat _____

3. insectivores _____

4. rodents _____

5. carnivores _____

6. Hoofed animals are named for the kind of _____ they have.

7. Give one example of each kind of forest dweller.

insect eaters: _____ gnawing animals: _____

hare-like animals: _____ meat eaters: _____

hoofed animals: _____

8. Why do you think a forest is a good habitat for many different kinds of mammals?

9. Think about what you know about mammals. Name two kinds of mammals that are not mentioned in the article.

_____ and _____

10. **Meat eaters eat smaller mammals, such as rabbits, mice, and moles.** Is this sentence a fact or an opinion?

Smokey the Bear

Read to find out how Smokey the Bear became famous.

¹ Smokey the Bear's story doesn't start with a bear. It starts with a problem, a solution, and then a drawing.

² In the 1940s, during World War II, the leaders of the United States had a problem. They were worried about having enough wood to build ships and other equipment for the war. The solution: To protect America's forests (and the wood that might be needed for ships), the U.S. Forest Service started a campaign to prevent forest fires.

³ The Forest Service created posters reminding people about fire safety. The posters featured a deer named Bambi from a popular movie. Before long, however, the poster images were switched to a popular toy animal—a bear. An illustrator, Albert Staehle, drew that first bear with a park ranger's hat in 1944 and named him *Smokey*.

⁴ Six years later, while fighting a forest fire in New Mexico, firefighters found a black bear cub clinging to a tree. They rescued the cub and called it Hotfoot. Soon, however, the cub was renamed Smokey after the drawings on the posters.

⁵ Once he recovered from his injuries, Smokey was taken to the National Zoo in Washington, D.C. Thousands of people visited him there until he died in 1976. Smokey was 26 years old. His message is still with us, however, as we see him reminding us to prevent forest fires all across the nation.



Put a check next to the sentences that are true.

1. _____ The idea for Smokey the Bear started in the 1940s.
2. _____ Smokey the Bear lives in New Mexico.
3. _____ The Forest Service made posters in honor of a bear cub that died in a fire.
4. _____ Smokey the Bear was a drawing first, and then a real bear.

Write **M** next to the sentences that tell about make-believe things.

5. _____ Smokey the Bear lived in a zoo for many years.
6. _____ Smokey the Bear speaks to campers about the danger of forest fires.
7. _____ Smokey the Bear used to help firefighters put out fires.
8. Why was Smokey the Bear created? Write the phrase or sentence from the article that tells you.

9. In paragraph 2, what problem did U.S. leaders have?

10. What was the solution?

11. What organization created the fire safety posters?

12. In the posters, did Smokey the Bear look realistic? Explain.

Week Six



Summer Practice

Write the sentences correctly.

1. People who sets a world record do something more better then anyone else.

2. If a person sets a world record, their name could be in the book guinness world records.

Write the word or words that best complete the sentence.

3. In 2010, the _____ drummer in a band was only five years old.
most young younger youngest

Use context clues to figure out the meaning of the bold word. Then write the meaning on the line.

4. I like bubble gum so much, I think I will **attempt** to blow the most bubbles.

Write the sentences correctly.

1. At school, me and my friends picks up trash we find laying on the ground.

2. Litter is a big problum because it makes the school look badly.

Write the word or words that best complete the sentence.

3. Littering is bad for people and even _____ for the planet.
badder more worser worse

Add punctuation to the sentence.

4. I made a flier that said Litter is not cool Please don't pollute our school



Voice

Be creative by telling a story from a different point of view.

A. Look at the pictures. Read the sentences.



Kristen finds a shiny marble.



The marble falls out of her pocket.



Eddie finds his missing marble.



He puts it back in his collection.

B. Imagine the story from the marble's point of view. Imagine it is telling the story to another marble. Finish this conversation between the marbles. Remember to start a new paragraph each time someone new speaks.

“Boy, am I glad to be back!” said the striped marble.

“Where have you been?” asked a white marble.

A Farm from Long Ago

What will the students learn about at the farm?

¹ When the bus stopped, everyone filed out and waited under some large shade trees. Luisa and Steven practiced making wings out of their jackets.

² "Wow!" said Steven over the wind. "It's even more windy here than it was at school!"

³ Just then, Luisa noticed a woman coming from the big white house. She wore a dress that dragged on the grass. On her head was a small white cap, tied under her chin. Luisa was amazed at how different her own shirt, jeans, and sneakers were from the woman's clothing.

⁴ Mrs. Mason spoke to the woman for a minute, and then motioned for the students to gather around and listen.



⁵ "Welcome to Fairfield Farm, children," began the smiling woman. "My name is Mrs. Hoff, and my job is to help you learn about what life was like many years ago."

⁶ "Hello, Mrs. Hoff," the students echoed.

⁷ "First, let me tell you a little bit about Fairfield Farm. The Owen family started this farm about 140 years ago. Most of the tools and machines that you will see on the farm today are from the 1860s." Just then, a gust of wind caught Mrs. Hoff's full skirt and nearly pushed her backward. The students giggled.

⁸ "You will notice," Mrs. Hoff continued, "that life in the 1860s was a little different than it is now. I notice that every time I put this dress on and come to work." Mrs. Hoff grinned, and the students giggled again. "But there are many wonderful things to learn from how farmers and their families lived and worked all those years ago.

⁹ "Now, I'd like half of you to come with me to the barn first. The rest of you will go with Mrs. Mason to see what's happening in the farm kitchen. Okay?" With a swing of her skirt, Mrs. Hoff set off toward the barn. Luisa and Jason waved to Steven as their groups separated. Luisa crossed her fingers and hoped for lots of animals in the barn.

1. What kind of day is it?

2. What are the children going to learn about?

3. How is Luisa's clothing different from Mrs. Hoff's?

4. Have you ever been on a field trip? What kinds of things did you do?

5. Why is Mrs. Hoff dressed in old-fashioned clothing?

6. About how old is the farm?

_____ 100 years old

_____ 140 years old

_____ 160 years old

7. Is this story realistic? Why or why not?

8. What is the setting for this story?

9. What do you think will happen next?

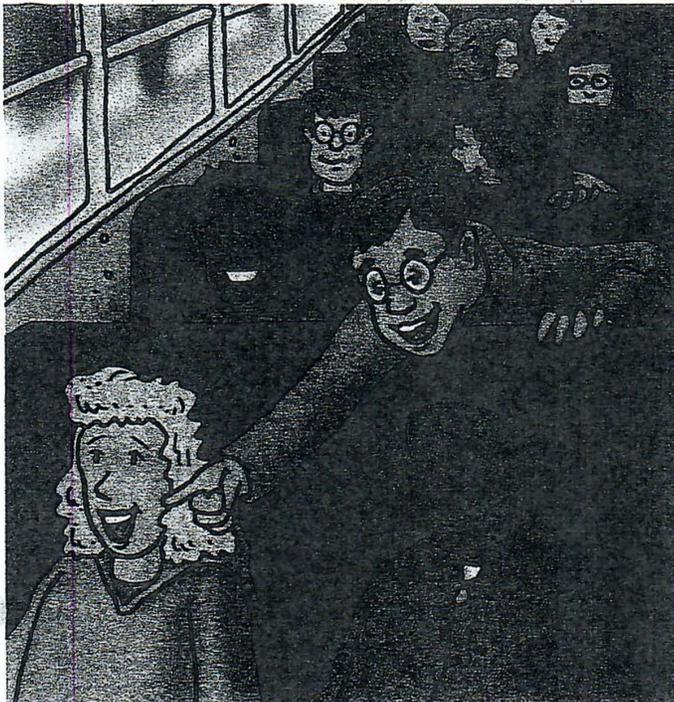


What do the children see during their bus ride?

¹ The crisp wind tore at the children. They held their jackets out, letting them puff up with air. The October wind only added to the excitement. Today was a field trip day. The children were in line, being counted before they got onto the rumbling yellow bus. Counting was taking a long time because of the movement of the wind and the children.

² At last they were on the bus, two to a seat, sometimes three. A few parents spread themselves out and settled in for the noisy, bumpy ride.

³ As the trip began, Mrs. Mason and Steven were playing riddley-riddley-ree in the front seat when Jason tapped their shoulders and pointed. "Oh, look at that neat building!" he cried.



⁴ Mrs. Mason turned her attention out the window. "This is a little town called *Rockville*," she said. "It's been here for more than 150 years. Some of those neat buildings are that old."

⁵ "Wow!" said Steven. "What's in them?"

⁶ "Well, I see a hardware store, a grocery store, a card shop, a diner..."

⁷ "And there's a candle shop and a shoe store," added Jason. He, Luisa, and Steven named all the stores they saw. It was easy because there weren't really very many. All of a sudden, the bus was rolling along between tall, dry cornfields waiting to be harvested.

⁸ "Well," said Jason, "that really was a little town."

⁹ Riddley-riddley-ree continued, and it was a while before anyone really looked out the window. Riddley-riddley-ree wasn't fair, after all, unless you named something that was inside the bus that everyone could see.

¹⁰ When he did look out the window again, Steven saw a long gray wall. It went on and on beside the bus on both sides of the highway. It was so tall that he couldn't see over it. *What could be behind that wall?* Steven wondered.

1. The children notice that the town of Rockville is _____.
2. What three sights do the children see out the bus window? Write the parts of the sentences from the story that tell you.

The place where a story happens is the **setting**. An author might describe how a place looks, how it feels, or how it smells. The author of this story described the setting in the first paragraph. Answer these questions.

3. During what time of year does this story take place?

4. What kind of day is it?

5. What detail tells you that it might be a little chilly?

6. How do the students feel about the field trip?

- _____ annoyed
- _____ worried
- _____ excited

7. Name one detail from the story that helped you answer question 6.

8. Write **C** next to the sentence below that is the cause. Write **E** next to the sentence that is the effect.

- _____ No one is really looking out the windows much.
- _____ The students are playing a game.

9. What do you think might be behind the long wall?

In the Kitchen

What does Steven learn in the kitchen?

¹ Steven couldn't believe the smell coming from the kitchen as he walked across the back porch. It was great.

² Mrs. Mason held the squeaky screen door open. Steven and the rest of the group went through it. *Ahhh*, thought Steven, *fresh bread!*

³ Inside the big square kitchen was an old wooden table. On the far side was a huge stove. Above it was a round pipe going up and then out through the wall. A woman dressed almost like Mrs. Hoff was standing behind the table. There was one difference though. This woman had her sleeves rolled up. It was hot in this kitchen. The woman began talking just as if the group had been there all along.

⁴ "When the Owens ran this farm in the 1860s, Saturday would have been bread-baking day. A farm wife baked a week's worth of bread for her family and any hired hands who lived at the farm." While she talked, she kept right on pulling and pushing a huge mound of bread dough on the table.

⁵ "Did anyone notice that it's rather warm in here?" the woman asked.

⁶ "I sure did!" answered Steven right away. His classmates nodded their heads.

⁷ "That's one of the reasons a farm wife baked bread only once a week. It's quite a process, and it means that the kitchen is really going to heat up," explained the woman. She brushed some hair back with her arm.

⁸ "Speaking of heat, the stove is hungry again." She looked up at the students. "Would each of you go and get a piece of wood from the porch to fill my wood box? Then, we'll slice one of these loaves and see how the bread turned out. Okay?"

⁹ *With pleasure*, thought Steven, and he led the way out to the woodpile on the porch.



1. It's hot in the kitchen because

2. What does the woman mean when she says, "The stove is hungry"?

3. Is Steven eager to taste the bread? How can you tell?

Write **F** next to each sentence that is a fact. Write **O** next to each sentence that is an opinion.

4. _____ Some people still bake their own bread.

5. _____ Bread is best when baked in a wood stove.

6. _____ All bread smells good when it's baking.

7. Why did farm wives bake bread only once a week?

8. After they fill up the wood box, what will the students do next?

_____ get back on the bus

_____ start a fire

_____ sample the bread

9. On the farm in the 1860s, Saturday was _____

10. Have you ever baked something from scratch before? Tell about it.

Week Seven



Summer Practice

Write the sentences correctly.

1. When the children ran thru the house, they was shout loudly.

2. The childrens' babysitter said, "Stop! You must slow down and play quiet"

Write the missing word.

3. "The children _____ disobey me may not watch TV," she said.
that who which

Complete the bold word with the prefix that means **completely**.

4. The children were _____ **joyed** when the babysitter said they could watch TV.
over non under

Write the sentences correctly.

1. Appleton Wisconsin, is the sity when I used to live.

2. We moved, because my Dad getted a new job.

Write the word that correctly completes the sentence.

3. Green Bay is the city _____ we live now.
which that where

What is wrong with the sentence? Circle the answer.

4. I like Green Bay, I like Appleton better.

a. run-on sentence b. sentence fragment

Write the sentences correctly.

1. I seen a poster at school that said "enter the school writing contest."

2. I writed a story about an elephunt that can draw and paint

Use context clues to figure out the meaning of the bold word. Then write the meaning on the line.

3. A lot of students entered the contest to **compete** for first prize.

Draw a line between the root word and the suffix of the underlined word. Then write the meaning on the line.

4. My story won the contest, and I got a prize for Best Writer.

Write the sentences correctly.

1. Before there was tranes, mens and womens rided horses or walked.

2. People wanted to move more fast so they invent trains that move on tracks.

Circle the meaning of the bold word root.

3. My favorite ride at the park is the locom**otive** because it goes fast.

a. to pedal b. to move c. to push

Make the word **speedy** a comparative adverb.

4. The train is fast, but the roller coaster is even _____.

speedy



Use your unique voice to tell about personal experiences.

If you had to write a journal entry about how this year has been, what would you tell about? Answer the questions to help you think of ideas.

1. What was the best thing that happened this year? What was good about it?

2. What was the worst thing that happened this year? What was bad about it?

3. Name three things you've done this year. Use a contraction in your answer.

4. If you could live this year over again, what would you do differently?
Use *I've* or *I'd* in your answer.

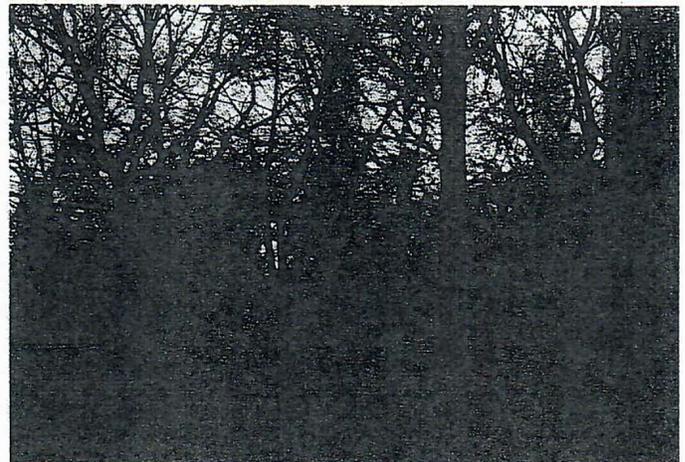
New York City's Gem

Find out what there is to see and do in Central Park.

- 1 It has been called "a wonder" and "an oasis." People go there to exercise or to relax. It is included on almost every tour of New York City because of its beauty. It is neither a historic building nor a skyscraper. It is Central Park.
- 2 Lying in the heart of Manhattan, Central Park is still the green space that its founders hoped it would be. As the city's population grew rapidly in the early 1800s, a few wise men saw the need to set aside some space that would give residents a break from the crowded city's hurry and noise.
- 3 The park's plan, developed in 1858, was a daring one. The chosen land was rocky, swampy, and muddy. For these reasons, the area was completely transformed in a project that took 20 years. Top soil from New Jersey came in horse-drawn carts. Lakes were dug. Boulders were blasted out, then carted away. Four million trees, shrubs, and plants were carted in and planted.
- 4 Though its appearance has changed during the last 150 years, Central Park continues to be an important place for tourists and New Yorkers alike.

Central Park by the Numbers

25,000,000	Number of visitors to Central Park each year
26,000	Number of trees growing in Central Park
8,968	Number of benches in Central Park
843	Total acres of Central Park
275	Different types of birds found in Central Park
250	Number of acres of lawn in Central Park
150	Number of acres covered by water in Central Park
136	Number of wooded acres in Central Park
58	Total miles of walking paths in Central Park
6	Distance, in miles, around outside edge of Central Park



1. The article contains a feature box titled "Central Park by the Numbers." What kind of information is in the box?

2. Why do you think this information was shown in a separate list instead of in the text?

3. When was Central Park planned?

4. The park was a daring project because

5. If you walked on all of the walking paths in the park, you would walk

6. Which is greater, the number of trees or the number of benches?

7. For what reason was Central Park created?

8. How is Central Park different from an average city park?

9. Have you ever visited Central Park? If you have, tell what it was like. If you haven't, tell what you might like to do there.

One Great Wall

Where is the Great Wall of China, and why was it built?

¹ A wall has many uses. It may hold things in. It may keep things out. It may hold things up. In the case of China's Great Wall, the purpose was to keep things out. Tribes of people wanted to move across China's northern mountains and down into China. China's emperors preferred to keep those people out of China. So, four different walls started going up as early as 700 B.C.

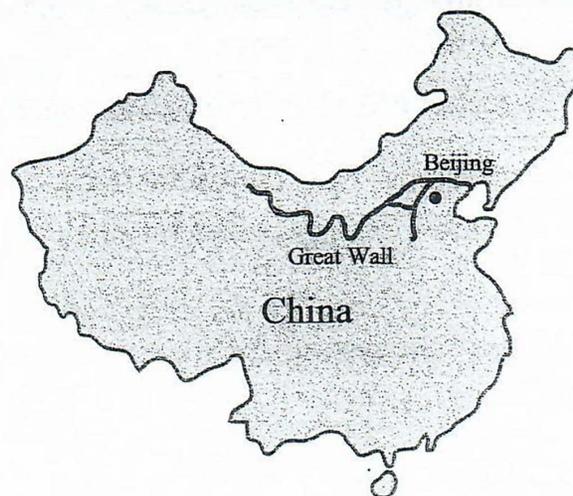
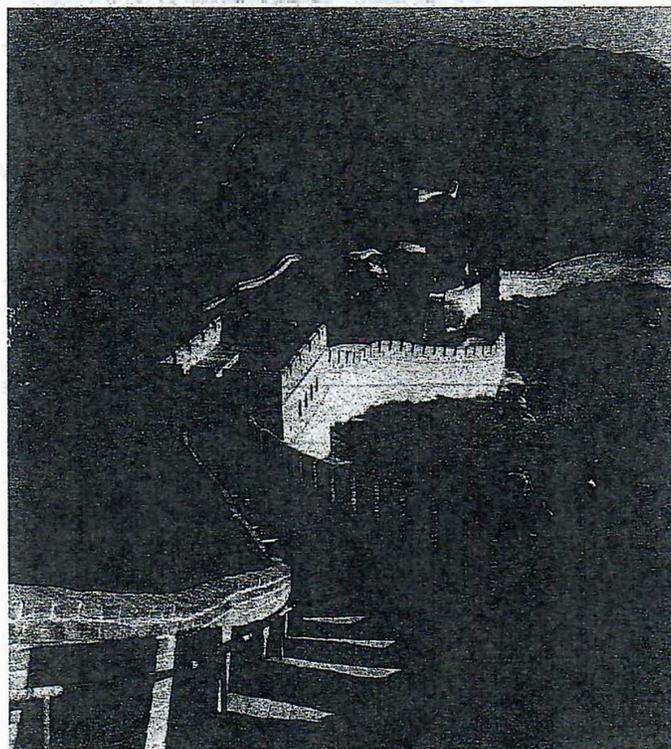
² About 500 years later, the emperor got tired of fighting off the northern tribes. He wanted to connect the four main sections of the wall that had already been built. He sent thousands of peasants, poor people who did not have farms, to work on the wall. Soldiers were there to make sure the peasants stayed and worked. They did work hard, and many of them died.

³ Then, 1,500 years after that, another emperor wanted to make the wall even stronger. He started a program that lasted more than 200 years! The wall got longer, and watch-towers and cannons were added at points all along the length of the wall.

⁴ In spite of the wall, China did suffer a number of invasions over the years. Still, the wall's size and the human effort that went into it earn it a place on the list of greatest human feats.

The Facts on the Great Wall

Length	1,500 mi.
Width	15–30 ft. at base; 12 ft. at top
Height	25 ft. (average)
Materials	bricks, rocks, packed earth



1. The Great Wall of China was built _____ as a place for soldiers to live, _____ to protect China, _____ to honor the emperors.

Write the best word to complete each sentence below.

2. It took hundreds of years to _____ the Great Wall of China.
(move, build, climb)
3. Peasants were poor _____ who did not have farms.
(people, emperors, walls)
4. Today, people may _____ the Great Wall and walk along it.
(twist, visit, hear)
5. What does the map show?

6. Based on the map, describe how the Great Wall might look from high above Earth.

Write the correct abbreviation in each blank.

_____ mi. ft.

7. If you are standing on the Great Wall, you could be about 25 _____ above the ground.
8. The top of the wall was made 12 _____ wide so soldiers and carts could travel along the wall.
9. If every curve of the wall is measured, it is 1,500 _____ long.
10. If a straight line were drawn from one end of the wall to the other, the line would be 1,200 _____ long.
11. **The Great Wall of China was built by a single emperor.** Is this true or false?

12. Why do you think watchtowers and cannons were added along the wall?

13. What else can you think of that is another great human feat?

ROMAN WALL ART

Read to see what Romans put on their walls.

¹ Do you have pictures all over the walls of your home? If you don't, maybe you would like to. How about a scene from an old, famous story? Or maybe you would like a picture of a famous world leader having a meeting with other important people.

² If you had lived in Rome about 2,000 years ago, you could have had pictures like these on a wall in your home. I don't mean just "on" a wall. I mean the whole wall could have been the picture.

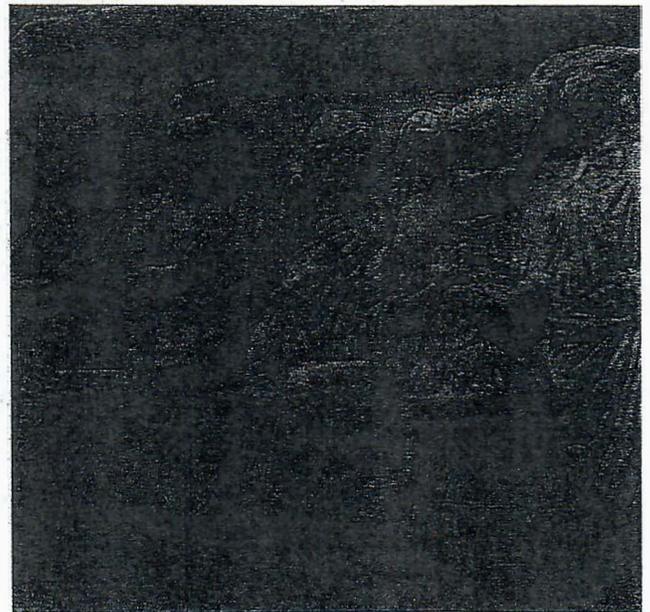
³ Romans would often create sculptures on the sides of their buildings, near the top. These sculptures, called **bas-relief**, would be raised out of the flat exterior wall. This would create the illusion of the sculptures coming out of the background.

⁴ An artwork that covers a wall is a **mural**. *Mural* comes from *murus*, the Latin word for "wall." That seems fitting because the Romans (who spoke Latin) were great muralists. Some of their murals showed characters from Rome's many **myths**, or traditional stories. Other scenes showed important historical events. And others showed common events. One mural that still exists shows a bakery. In front, customers wait in line. The baker stands behind a counter, and behind

him are bakery supplies. The mural gives us much information about the Rome of 2,000 years ago.

⁵ Sometimes, instead of painting a mural, Romans used an art form called **mosaic**. A mosaic is a picture formed by tiles, or tiny pieces of glass or pottery. The pieces are arranged, and then held in place with glue or something similar to cement. One Roman mosaic is so large that it is made up of about a million tiny tiles. The size of this mosaic tells us that the person who owned the home was either very important, very wealthy, or both.

⁶ What if murals for our homes were still popular? What pictures do you suppose would be on the walls at your house? And what might people 2,000 years from now learn about your family and your world from those pictures?



1. Would you like to have a mural in your home? Write why or why not.

2. Do you think the author wrote this article to make you laugh, give you information, or persuade you to do something?

3. The author included some bold words in the article. He wanted readers to learn those words, so he included their meanings nearby. Find one of the words and look for its meaning. Write the word and its meaning here.

Write the best word to complete each sentence below.

4. I would like a _____ of a garden on my wall.

(jacket, picture, notebook)

5. The bread in the Roman _____ mural looks yummy.

(bakery, crown, sticky)

6. Would you like to use a million tiny _____ to make a mosaic?

(pieces, motions, signs)

7. Write **T** for **true** or **F** for **false** next to each statement below.

_____ Romans created sculptures on the sides of their buildings..

_____ A mosaic is carved into a stone wall.

_____ Murals do not tell us much about the ancient Romans.

_____ Myths are traditional stories.

8. What is paragraph 4 mostly about?

9. What kind of artwork hangs on the walls of your home? What does it say about your family?

Week Eight



Summer Practice

Write the sentences correctly.

1. One of the popularest pets in america is tropical fishes.

2. If you want pet fish, you have to buy aquarium food and deckorations.

Identify the part of speech of the bold words. Explain what the words do in the sentence.

3. My aquarium has **colored** rocks, **plastic** plants, and a **treasure** chest.

Part of speech: _____

Explain: _____

Use context clues to figure out the meaning of the bold word. Then write the meaning on the line.

4. When you first buy an aquarium, you have to **assemble** all of the parts and pieces.

Write the sentences correctly.

1. They're are many facts about Camels but some things people believe are not true.

2. Camels do has curlee eyelashes but they no have water in its humps.

Write the word that best completes the sentence.

3. Some people think camels are _____ because they spit and groan.

ugly dirty unpleasant

Write the missing word.

4. Camels work hard for people, but camels _____ also hurt people.

must should could

Write the sentences correctly.

1. Its a well idea to save your money so you can bye something you realy want.

2. If you is a kid who wants to save money, you should get some piggy bank.

Underline the prepositional phrases in this sentence.

3. After school, I'm walking to the bank that is near the mall.

Explain what the underlined expression means.

4. I felt like a million dollars when I bought myself a baseball cap.

Write the sentences correctly.

1. I like getting in girl scouts because we do lots of fun activitys.

2. The very first groop of scouts gotted together on March 12 1912.

Write the noun that best completes the sentence.

3. When girls join the group, they make the Girl Scout _____.

uniform Promise cookies

Underline the part of the sentence that shows someone's exact written words.

4. The Girl Scout website says that "girls discover fun and friendship."



Details tell what your main character is like.
They help the character seem like a real person.

Look at the pictures of the characters. Pretend you are writing a story about each one. Answer the questions to add details.



1. What is the character's name?

2. What does he look like?

3. What does he like to do?

4. What would he say if his bike were stolen?



5. What is the character's name?

6. What does she look like?

7. What does she like to do?

8. What does she say when she looks in the mirror?

History of Soccer

Read to see how soccer had its start.

Earliest Record

¹ The earliest written evidence of a soccer-like game comes from China. During the second and third centuries B.C., Chinese soldiers took part in an activity that involved kicking a ball into a small net. Historians think the game was a skill-building exercise for the soldiers.

Years of Development

² In ancient Greece and Rome, teams of up to 27 players played a soccer-type game. In Britain hundreds of years later, during the thirteenth century A.D., whole villages played against each other. With hundreds of people playing, these games were both long and rough. Kicking, punching, and biting were common and allowed.

³ In 1331, English King Edward III passed a law in an attempt to put a stop to the popular but violent game. The king of Scotland spoke against the game a hundred years later. Queen Elizabeth I, during the late 1500s, passed a law that called for a week of jail for anyone caught playing "football," or soccer, as we call it. But the game could not be stopped.

The Modern Game Emerges

⁴ Two hundred and fifty years later, people in Britain were still playing a game we would recognize as soccer. A well-known English college, Eton, developed a set of rules in 1815. A number of other colleges soon agreed to use the same rules, and those schools played against each other. Finally, 50 years later, a formal association formed to oversee the playing of the game and its rules. In 1869, a rule against handling the ball with the hands transformed the game into the sport of soccer that is wildly popular all around the world.



-
1. This article is mostly about
_____ how soccer was named.
_____ the rules of soccer.
_____ soccer's history.
 2. Historians think that soccer might have started out as a

 3. Why did King Edward III pass a law against soccer?

 4. What punishment did Queen Elizabeth have for soccer players?

 5. What important rule change made the game into what we know as soccer?
When did it happen?

 6. If you wanted to find out about the beginnings of soccer, under which heading should you look?

 7. Under which heading would you find information about soccer during the last century or so?

 8. Write **T** for **true** or **F** for **false** next to each statement below.
_____ Today, you are allowed to touch the ball with your hands in soccer.
_____ Kicking and biting were common in soccer games long ago.
_____ In Britain, soccer is called "football."
 9. At the end of paragraph 3, it says, "the game could not be stopped." Why do you think this was true?

 10. What was the author's purpose for writing this article?

What does Lucy share with her pen pal?

Dear Isabel,

¹ First, I have to say that I just love your name. When my teacher was assigning pen pals, I hoped I would get you, and I did. I'm glad our teachers were pen pals when they were younger, because now we get to be pen pals.

² I am Lucy. My name is really Lucinda, but no one ever calls me that. I am the only person in the whole third grade with red hair. I pretend that I don't like it, but secretly I don't mind. It sets me apart from the crowd. Mom says it's easy to spot me in the third-grade choir.



³ I have a mother, a father, and a little brother. My dad plans houses for people. Sometimes he works at his office, and sometimes he works at home. Mom takes care of us. She also paints things, like flower pots and little signs for people's gardens, and sells them. My little brother plays with trucks. That's pretty much all he does.



⁴ The neatest thing we did this summer was go to the beach. It was my first trip to the ocean. We drove all day from West Virginia to South Carolina and stayed in a hotel not too far from the beach. I loved the sand! We walked all along the shore and found pretty stones and little sea creatures that I had never seen before. I'll never forget the sound of the waves as they rolled and rolled into the beach.



⁵ Do you realize that it's possible that you and I have touched the same water? My teacher says that currents in the ocean keep it moving all the time. Maybe the water on the beach in South Carolina had come from the Dominican Republic.

⁶ I know that's kind of a goofy idea, but it helps me to think that we're not very far away from each other. I hope you can write back soon. I am eager to hear all about you and your family.

Your pen pal,
Lucy

1. The members of Lucy's family are

2. What is Lucy's real name?

3. Where does Lucy's pen pal live? How do you know?

4. What details do we learn about Lucy from her letter?

5. What do you think will happen after Lucy finishes writing her letter?

6. How do Lucy's teacher and Isabel's teacher know each other?

7. What makes Lucy feel closer to Isabel?

8. What is paragraph 4 of Lucy's letter mostly about?

9. If you had a pen pal, what important details would you share about yourself?

How Many Are There?

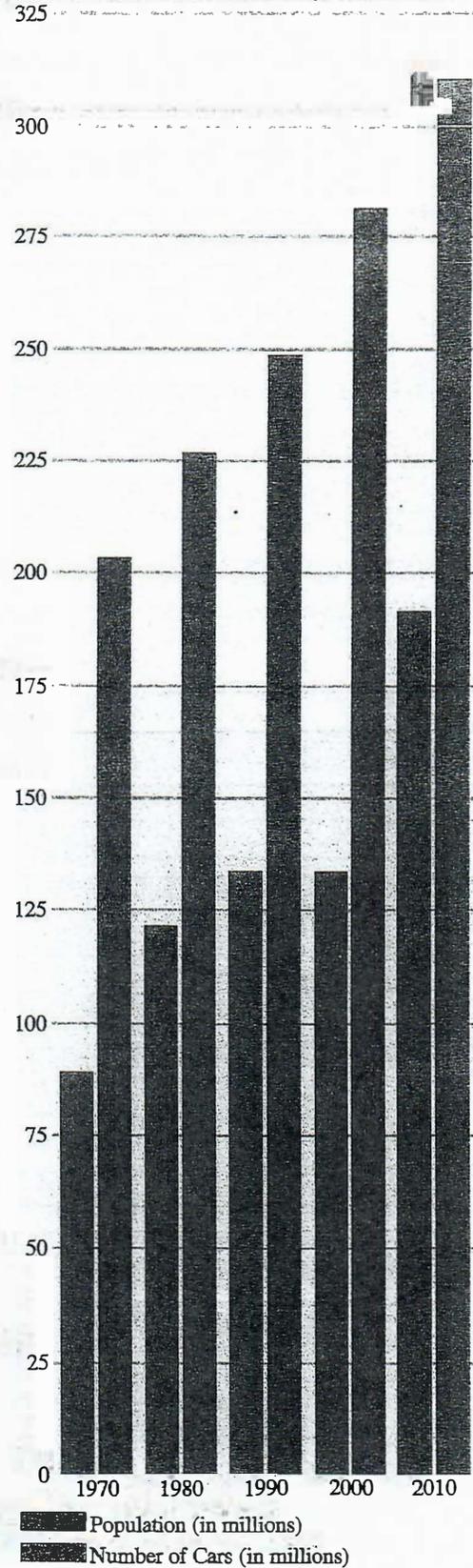
Read to see why we count things.

¹ Look in any newspaper and you are likely to see numbers. We like to know how many inches of rain we've had, or how many students are in our schools. We want to know how much the city government is spending, or how many people have voted. We like to see numbers.

² Fortunately, many people like to count or keep track of things. They count traffic accidents and help us decide where to put stop signs and traffic lights. They count people to help us decide when we need more houses or more schools. They count how many people catch the flu and tell us when to get shots.

³ Some numbers help us see that we need to change something. Other numbers show how things are changing. The numbers in the graph on this page show how the population and the number of cars in the United States have changed. How has the growth in population affected or changed the United States? How has the increase in the number of cars affected the country? Think about how this growth has affected you and your community.

Population and Number of Cars in the United States (1970-2010)



1. What kinds of things do we count? List two examples from the article.

2. What do we learn from counting things?

3. How do you think the information shown in this graph affects you and your community?

4. What can the number of traffic accidents tell us?

5. How many years does this chart cover?

6. Why is the title of the chart important?

Use the bar graph to answer these questions.

7. For each year, which is greater, the population or the number of cars?

8. If you want population data for 1950, would this graph help you? How can you tell?

9. What was the population of the United States in 1970?

10. How many cars were there in 1990?
