

Name \_\_\_\_\_

exploration

important

machines

prepare

repair

result

scientific

teamwork

**Choose the word that makes sense in each blank. Then write the word on the line.**

1. Lawn mowers are machines that make it easier to cut grass.
2. She will study the honeybees in a scientific way.
3. I need to repair this broken computer.
4. It's important to listen when someone speaks to you.
5. The scientists planned for a rain forest exploration.
6. The result of the heavy rain was a flood.
7. How will you prepare for your camping trip?
8. Use teamwork to do a job that is too big for one person.

Name \_\_\_\_\_

When a word ends in a consonant plus **-le**, **-el**, or **-al**, the consonant and the letters **-le**, **-el**, or **-al** often make the last syllable in the word, as in **needle**, **bagel**, and **local**.

**A. Draw a line between the syllables in each word. Then write each syllable.**

- |           |                 |                 |
|-----------|-----------------|-----------------|
| 1. hazel  | _____ ha _____  | _____ zel _____ |
| 2. purple | _____ pur _____ | _____ ple _____ |
| 3. sandal | _____ san _____ | _____ dal _____ |
| 4. cable  | _____ ca _____  | _____ ble _____ |

A **contraction** is used to combine two words. An apostrophe takes the place of a missing letter or letters: **do not = don't**.

A **possessive noun** has an apostrophe and the letter **s** to show ownership: **Mom's car**.

**B. Read each sentence. Look at the underlined word. If it is a contraction, write the two words. If it is a possessive noun, write to tell who or what owns or has what.**

5. The boy couldn't get his toy robot to work.

\_\_\_\_\_ could not \_\_\_\_\_

6. The boy's father put in a new battery.

\_\_\_\_\_ The father belongs to the boy \_\_\_\_\_

Name \_\_\_\_\_

**Read the passage. Use the summarize strategy to tell the important ideas in your own words.**

## An Antarctic Team

Teams of people explore places all over the globe.

09 Why do they work in teams? Each person has special  
19 skills that help out the whole team.

26 The Antarctic is an incredible place to explore. Each  
35 year, teams travel there to study the region. Each team  
45 member has an important job to do.

52 One of the first jobs is to set up a research station,  
65 or base camp. This is where people live and work and  
76 set off on field trips. Some team members construct the  
85 camp's buildings.

87 People can reach the camp by air. Pilots fly planes  
97 and helicopters. They transport people and equipment  
104 to the camp.

Name \_\_\_\_\_



A plane flies team members home from the camp.

107 Scientists work as part of the team to learn more  
117 about the Antarctic. Each scientist conducts a different  
125 project. Some study the animal and plant life. Some  
134 study the climate and weather. Some study the glaciers.

143 Other team members take care of buildings and  
151 vehicles. Some people inspect the camp's electricity  
158 system to make sure it is working. Some people fix  
168 broken equipment.

170 A doctor and a nurse take care of sick team members.  
181 There are firefighters who work to prevent fires.

189 Exploring the Antarctic is not a job for one person.  
199 A whole team must be involved. And each team  
208 member must do the job he or she knows best.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What was one key detail from the passage?

**Possible response: Some people on an Antarctic team set up a research station.**

2. What was another key detail from the passage?

**Possible response: Some people on an Antarctic team did scientific work.**

3. What is the main idea of the passage?

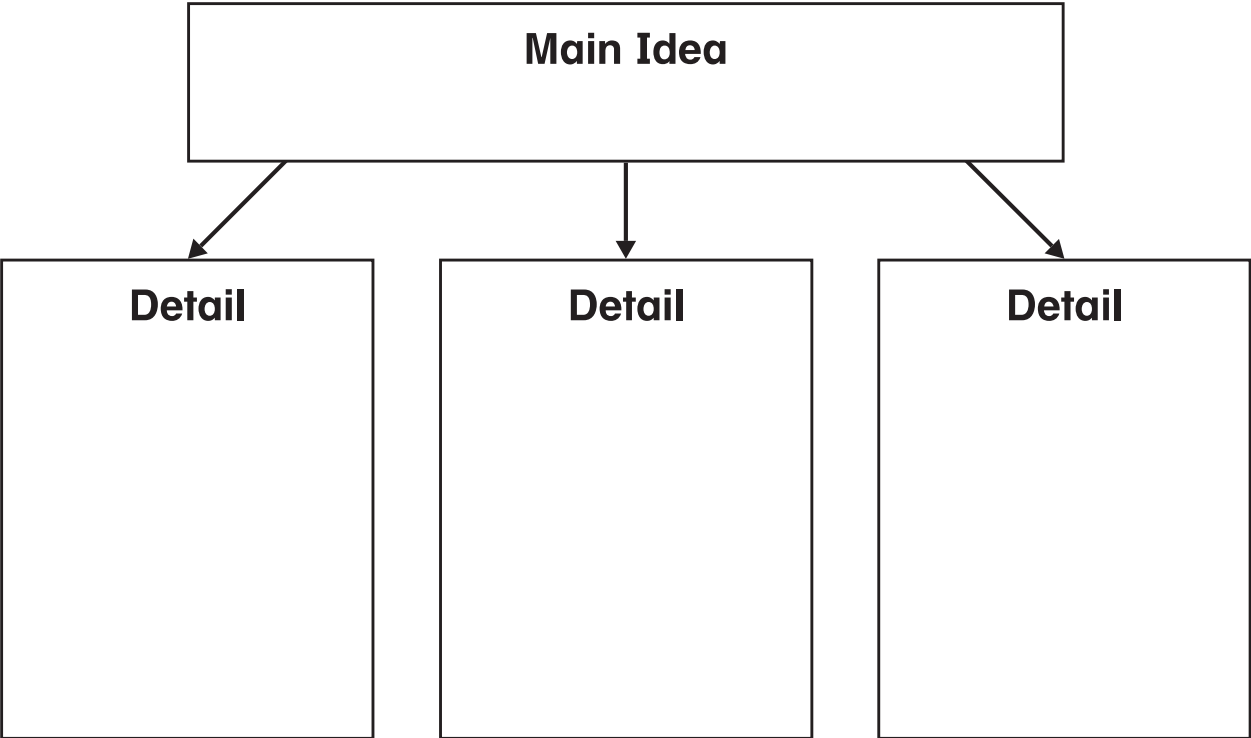
**It takes a team of people to explore a place like the Antarctic.**

**B. Work with a partner. Read the passage aloud. Pay attention to how you pronounce the words. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name \_\_\_\_\_

**Read the selection. Complete the Main Idea and Key Details chart.**



Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about details you can add to support the main idea.**

### Draft Model

Teamwork is important for jungle explorers. There are many different jobs for team members. One team member reads maps so that the other team members know where they are.

1. Why does the team need maps?
2. What other kinds of jobs might team members have?
3. What other details can you add to show why teamwork is important?

**B. Now revise the draft by adding details that support and explain the main idea of teamwork.**

**Answers will vary but should include supporting details that give more**

**information about the main idea of teamwork.**

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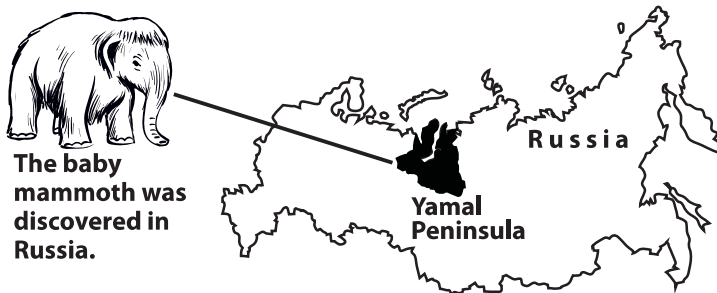


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Name \_\_\_\_\_

## A Baby Mammoth

A reindeer herder in Russia found a baby mammoth's body. She was moved to a museum. Scientists from around the world studied the baby. She was sent to Japan for tests. Scientists tried to learn all they could.



Answer the questions about the text.

1. How do you know this is expository text?

**It gives facts about a baby mammoth. It has a map to show where the baby was discovered.**

2. How did people work as a team when the baby mammoth was discovered?

**Many scientists from around the world studied and ran tests on her.**

3. What information can you learn from the map?

**You can learn the area in Russia where the baby mammoth was found.**



Name \_\_\_\_\_

You can figure out the meaning of unfamiliar words by looking for **word roots**. Some English words have Greek or Latin roots.

cred = to believe	spect = to look
duc = to lead	sta = to stand
port = to carry	struct = to build

**Read each sentence. Circle the word root in each bold print word. Then write a definition for the word.**

1. The Antarctic is an **incredible** place to explore.

**hard to believe**

2. One of the first jobs is to set up a research **station**, or base camp.

**a place to stand as a base**

3. Some team members **construct** the camp's buildings.

**to build by putting parts together**

4. They **transport** people and equipment to the camp.

**to carry from one place to another**

5. Some people **inspect** the camp's electricity system to make sure it is working.

**to look over carefully**

Name \_\_\_\_\_

Reread “An Antarctic Team.” Write your opinion about how the author used details to support the main idea of the text. Use the words and picture to help you complete the sentences below. Possible responses provided.

1. The author wrote this text to tell about how a team of scientists  
work together to explore the Antarctic

2. I think the most important details are how the team sets up a  
research station  
and how they work on projects together

3. These details are important because they show how different  
groups of people work together