

Name _____

create

dazzling

imagination

seconds

**A. Choose the word that makes sense for each clue.
Write the word on the line.**

1. something that is very bright dazzling
2. to make or invent something create
3. the small parts of a minute seconds
4. the ability to form ideas in your mind imagination

B. Complete each sentence with a word from the box above.

5. How fast can you run in sixty seconds?
6. The dazzling sun was so bright it hurt my eyes.
7. Use your imagination to write a story.
8. My sister likes to create new kinds of cookies in the kitchen.

**C. Choose one vocabulary word from the box above.
Write the word in a sentence of your own.**

Possible response provided.

9. I use my imagination to paint pictures.

Name _____

When a vowel or a pair of vowels is followed by the letter *r*, it changes the vowel sound. The vowels and the *r* stay in the same syllable.

A. Read the sentences. Circle two words in each sentence that have an *r*-controlled syllable. Write each word and divide it into syllables.

1. This morning is perfect for walking in the meadow.

_____ *morn/ing, per/fect* _____

2. The artist paints a portrait at his easel.

_____ *art/ist, por/trait* _____

3. The farmer grows garlic to sell to people.

_____ *far/mer, gar/lic* _____

When you divide a longer word into syllables, each syllable must have a vowel sound.

B. Read each word. Draw a line between each syllable.

4. im|port|ant

5. re|spect|ful

6. oper|ator

7. after|noon

Name _____

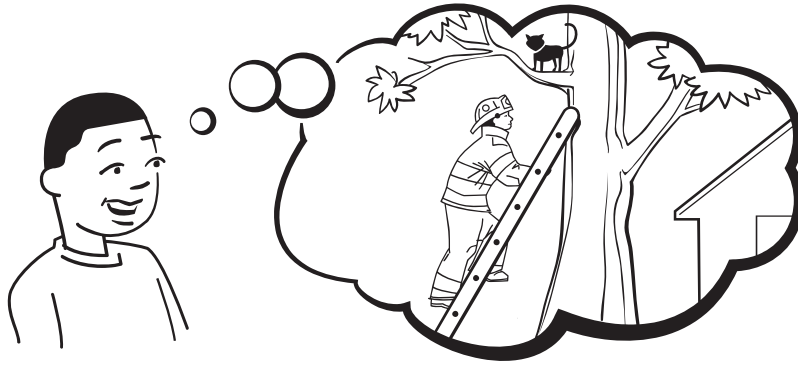
Read the poem. Use the summarize strategy to retell the poem in your own words.

Growing Up in One Day

If I could grow up in just one day,
09 how would I work to get my pay?
17 I could be a teacher
22 in a class,
25 helping children
27 to learn and pass.
31 The moving children
34 would be an army of ants,
40 walking to class in
44 a happy trance.

47 I could be a chef
52 in a busy kitchen,
56 I'd have helpers
59 that would always pitch in.
64 If a diner's stomach
68 was a bottomless pit,
72 My cooks and I
76 would never sit.

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79 I could be a firefighter
84 in a truck,
87 putting out fires
90 and helping cats that are stuck.
96 My legs would be machines.
101 I'd climb so fast
105 and bring the cat down
110 safe at last.

113 I won't grow up
117 for quite awhile,
120 but I have some ideas
125 that make me smile.

Name _____

A. Reread the passage and answer the questions.

1. How does the boy feel about being a teacher when he grows up?

The boy would like to be a teacher so he could help children learn and pass.

2. How does the boy feel about being a firefighter when he grows up?

The boy would like to be a firefighter so he could put out fires and save cats.

3. What is the boy’s point of view in the poem?

The boy thinks there are lots of interesting jobs he might do when he grows up.

B. Work with a partner. Read the passage aloud. Pay attention to how you use your voice to show feelings. 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 Point of View chart.

Character	Clue	Point of View

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how to make the writing better by using strong words.

Draft Model

I paint the adventures in my mind.
I make pictures of every kind.

1. Where could you add strong adjectives?
2. Where could you add strong adverbs?
3. Which words could you replace with stronger words?

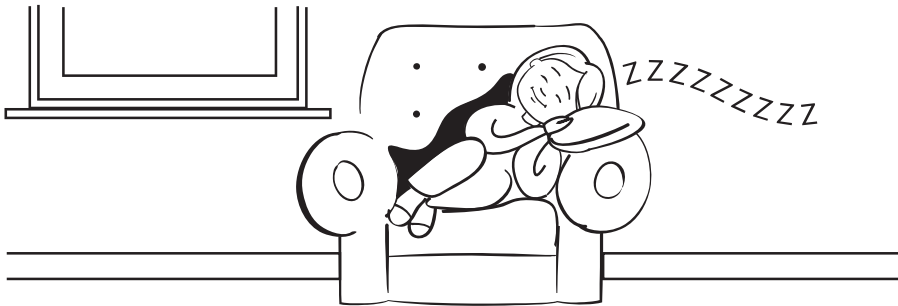
B. Now revise the draft by adding strong words.

Answers will vary but should use strong adjectives and adverbs that make sense and improve the writing.

Name _____

My Imagination

I dive with a whale deep into the sea,
 I climb with a monkey up a tall tree.
 I fly with an eagle and off we zoom,
 I have lots of adventures
 Without leaving my room.



Answer the questions about the text.

1. How do you know this text is a poem?

It has rhythm and rhyming words.

2. Which words at the end of lines rhyme?

sea, tree; zoom, room

3. What do rhyming words add to the poem?

Possible response: They make it fun to read the poem aloud.

Name _____

A **metaphor** compares two different things, but it does not use the word **like** or **as**.

Read the lines. Write the two things the author compares. Then explain what each metaphor means.

1. The children were an army of ants, walking to class in a happy trance.

What two things are compared? children and ants

Both things are moving together in a large group.

2. My legs were a machine, moving me to the finish line.

What two things are compared? legs and machines

Both things work hard.

3. His smile was sunlight that lit up the room.

What two things are compared? a smile and sunlight

Both things shine bright.

4. The runner was lightning in the race.

What two things are compared? the runner and lightning

Both things are fast.

Name _____

Reread “Growing Up in One Day.” Complete the sentences by writing your opinion about the poet’s word choices. Use text evidence to support your opinion. Possible responses provided.

1. In the poem, the author uses words such as army of ants, happy
trance

to help me understand what a class of students looks like

2. I like the words bottomless pit

because they help me imagine how hungry a person could feel

3. I think the poet does a good job of expressing how he or she
feels about growing up

because the poet uses the phrase “make me smile” when he talks

about ideas he has for the future