

Name _____

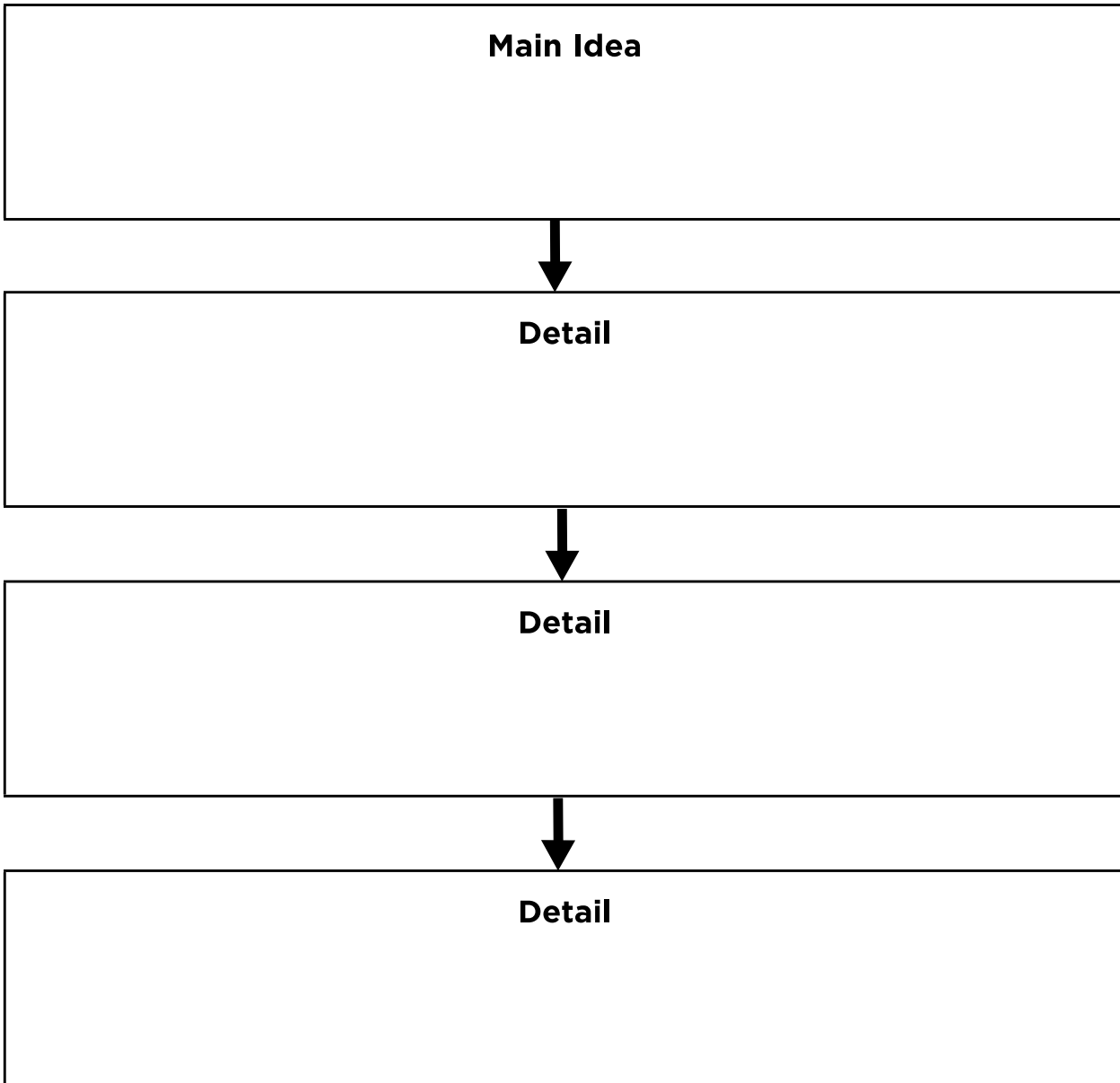
model	effective	example	observed
identical	similar	imitate	material

Use a word from the box to answer each question. Then use the word in a sentence. **Possible responses provided.**

- If two things are impossible to tell apart, what might they be? identical;
The book bag that I bought was *identical* to his.
- When making a poster, what is paper considered? material; He went to
the store to buy the *material* he needed to complete the project.
- How would you describe a plan that went the way it was intended?
effective; Our dog's barking is an *effective* warning signal.
- What is another word for *noticed something*? observed; We *observed*
as our gymnastic coach showed us how to do a flip.
- What might be used to show what something is like? _____
example; Playing basketball is a good *example* of how to get exercise.
- If two things are alike, what can they be considered? similar; All six
puppies looked very *similar*.
- What is another word for *copy*? imitate; She had to *imitate* the sound of
a lion in the school play.
- What would a smaller version of a much larger building be called? _____
model; The clay *model* looked like the real statue.

Name _____

Read the selection. Complete the main idea and key details graphic organizer.



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Name _____

Read the passage. Use the summarize strategy to find the most important ideas and details.

A Sticky Idea

11 Nature can inspire ideas. Take the tree frog for instance. Have
 12 you ever tried to stick a piece of tape on something after it has
 13 gathered dirt or dust? Take tape off of a surface and try to use it
 14 again. It does not stick. The tree frog may hold the solution.

15 A tree frog has sticky pads on its feet. The stickiness of the
 16 pads helps the frog to hold onto trees or rocks. Yet the pads do
 17 not pick up dirt. They stay clean as the frog moves around.

91 **New Ideas**

92 The way this frog's foot works can be copied and used for
 93 many purposes. It can give us ideas for other inventions.

104 For example, think about doctors and nurses at work. They
 105 could reuse bandages used for patients if they stayed clean and
 106 sticky. A smaller bandage used at home could also be taken off
 107 and used many times.

108 Tire and car makers also have a use for what a tree frog's
 109 foot can do. Material that can get a good grip and stay clean
 110 could improve tire performance. It could help cars stay on the
 111 road in bad weather.

112 A product like that could also make a good glue or tape. A
 113 clean adhesive that lasts long would be helpful at home and at
 114 school.

Name _____

Put to the Test

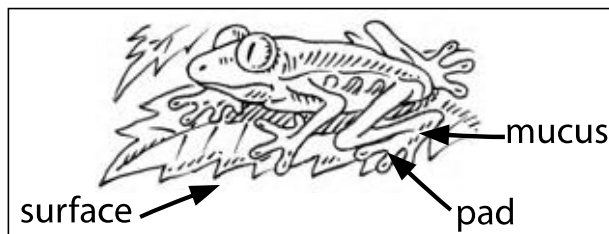
Researchers tested a group of tree frogs. They placed the frogs on platforms and then slanted and moved the platforms. They put dust on the frogs' feet. At first the research showed that these frogs lost their grip on the surface if they did not move. When they moved their feet, though, they were able to get back their hold.

How It Works

How do tree frogs' special feet clean themselves? Their feet produce a slimy substance called mucus. This secretion is released with every step the frogs take. The old mucus stays behind with the dust and dirt. The new mucus helps the frogs' feet stick. This process cleans their feet as they move forward.

Tree frogs' feet also have a pattern of six-sided shapes on the bottom. The shape of the pattern is good at keeping the frogs' pads in touch with the surface they are standing on. It also helps the mucus spread across the pad.

Studying frogs' feet is just one way that people can find inspiration in nature. Ideas come from things all around us. No one knows what is coming next. What is your prediction?



The mucus on the bottom of a frog's foot renews after every step, keeping the foot sticky and clean.

Name _____

A. Reread the passage and answer the questions.

Possible responses provided.

1. What are three key details in paragraphs 4, 5, and 6?

Doctors and nurses could reuse bandages that stayed clean and sticky.

Car tire makers could use a material that would help tire performance in

bad weather. An everyday glue or tape would be useful.

2. How are these details connected?

They are all ideas for products that can be made using frogs' feet as

inspiration.

3. Using the details, what is the main idea of the whole passage?

The way a frog's foot works can be copied and used for many purposes.

Its design can give us ideas for other inventions.

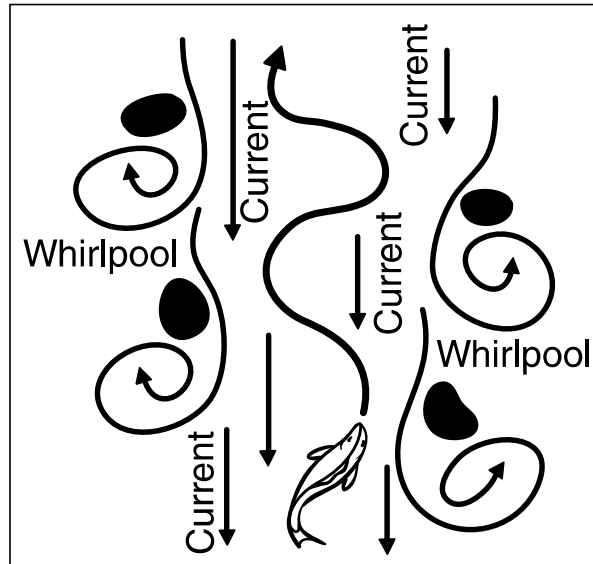
B. Work with a partner. Read the passage aloud. Pay attention to phrasing and rate. Stop after one minute. Fill out the chart.

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

Name _____

Against the Flow

Fish can use little energy to move in the opposite direction of flowing water. They use whirlpools to help them. Whirlpools are spinning pools of water around rocks. They pull in things around them. Fish move their bodies back and forth so they are pulled from whirlpool to whirlpool. Scientists study fish to build boats that use less energy.



Whirlpools pull the fish back and forth against the flow of water called the current.

Answer the questions about the text.

1. How do you know this is expository text?

It gives facts and information about a topic.

2. What text features does the text include?

diagram; caption

3. How does the diagram help you understand the text?

It lets you see how fish move against the current.

4. What does the caption do?

It explains what the diagram shows.

Name _____

Read each sentence below. Write the root word of the word in bold on the line. Then write the definition of the word in bold.

Possible responses provided.

1. Its design can give us ideas for other **inventions**.

invent; something new that is made

2. A product that can get a good grip and stay clean could improve tire **performance**.

perform; the way in which something works

3. **Researchers** tested a group of tree frogs.

research; people who study things.

4. Studying frogs' feet is just one way that people can find **inspiration** in nature.

inspire; something that brings about an idea.

5. What is your **prediction**?

predict; the act of predicting something

Name _____

A. The prefix *pre-* means “before.” The prefix *dis-* means “not.” The prefix *mis-* means “bad” or “wrong.” Read each set of words and circle the word that has a prefix. Write its meaning on the line.

- | | | | |
|-------------|----------|---------|-----------------------------|
| 1. problem | paper | preheat | <u>to heat before</u> |
| 2. daily | distrust | darling | <u>to not trust</u> |
| 3. memory | misspell | messy | <u>to spell incorrectly</u> |
| 4. parting | pencil | preview | <u>to view before</u> |
| 5. mistreat | misty | mindful | <u>to treat badly</u> |

B. Read each sentence and underline the word that has a VCe pattern in the final syllable. Write the word on the line and circle the letters that make the pattern.

- I think we will retake the photos. retake
- I had to fly in an airplane last year. airplane
- When do you think our friends will arrive? arrive
- They will plan a surprise party for Mom. surprise
- The sunshine is pouring through the window. sunshine

Name _____

Evidence is details and examples from a text that support a writer’s opinion. This student wrote about whether or not the author uses enough key details that go together to figure out the main idea, or most important point of the text.

Topic sentence	→	In “A Sticky Idea,” the author uses key details that go together to help me figure out the main idea. In the
Evidence	→	section “How It Works,” the author says that a tree frog’s feet produce mucous. Mucous is released every time the frog takes a step. I read that the old mucous stays behind and the new mucous cleans the frog’s feet as it moves forward. I can put the details together to figure out that the main idea is how the tree frog’s feet clean
Concluding statement	→	themselves. The author gives several key details that go together and help me figure out the main idea.

Write a paragraph about a text you read. Find text evidence to support your opinion about whether or not the author uses enough key details that go together to help you figure out the main idea.

Write a topic sentence: _____

Cite evidence from the text: **Answers will vary but should discuss whether the author used enough key details and put them together to support his or her point of view. Students should combine sentences correctly.**

End with a concluding statement: _____

Name _____

A. Read the draft model. Use questions that follow the draft to help you think about how to strengthen the conclusion.

Draft Model

I would like to invent a ride that is similar to a falling maple tree seed. I think kids would enjoy it. Like the seeds, it would start up high. Then it would spin down and land softly.

1. What is the main idea of the draft model? What points support it?
2. How could the conclusion be revised to better sum up the main idea and supporting points?
3. What details could be added to give the reader something further to think about?

B. Now revise the draft by adding and rearranging details to create a strong conclusion that sums up the main idea.

Answers will vary but should include a strong concluding sentence.
