

Name _____

tormentors	fashioned	shortage	devise
civilization	complex	resourceful	cultivate

Write a complete sentence to answer each question below. In your answer, use the vocabulary word in bold.

1. What is a common obstacle that every **civilization** must face?

2. What is something you **fashioned** with your own hands?

3. Why is it important for farmers to **cultivate** their land?

4. What would happen if there was a **shortage** of books at the library?

5. What is a **complex** problem that you helped solve? _____

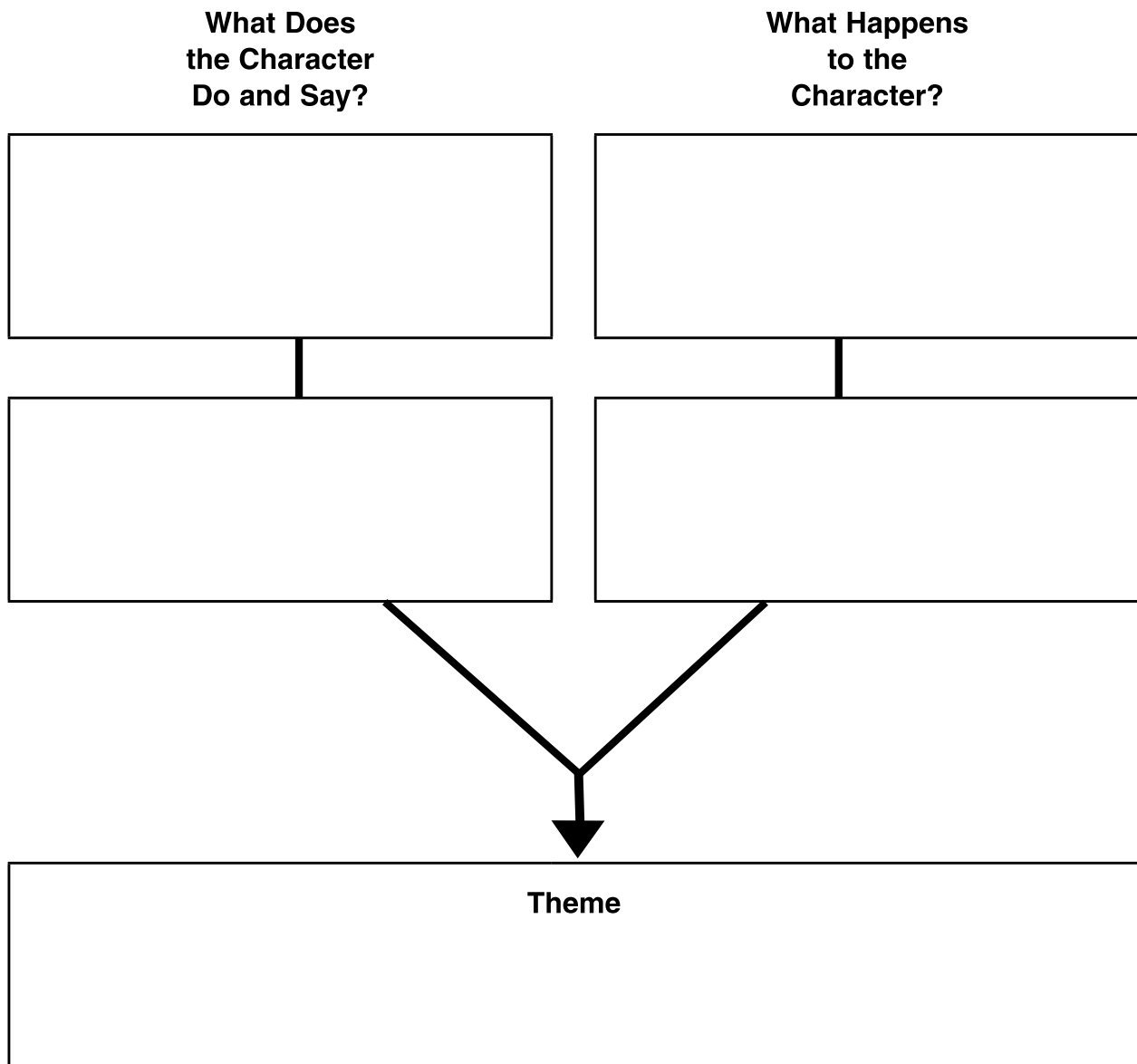
6. How would you **devise** a plan for eating better? _____

7. How can dogs be **tormentors** to cats? _____

8. Why would it be helpful to have a **resourceful** person as a friend?

Name _____

Read the selection. Complete the theme graphic organizer.



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Name _____

Read the passage. Use the summarizing strategy to make sure you understand what you have read.

The Cup that Shines at Night

12 Ann's eyes fluttered open and she found herself lying in a moonlit
 23 grassy field by her friend Mia who was slowly waking up.
 23 "Where are we?" Mia asked groggily. "How did we get here?"
 34 "I don't know," Ann replied. "I wonder how we'll get home."
 45 An odd purple house with a crooked front door stood nearby. Spying a
 58 note tacked to the door, Ann got up and pried it loose. It read: "The cup
 74 that shines at night will show the way home."
 83 "What in the world is the cup that shines at night?" asked Mia.
 96 "Do you think maybe it's inside this weird-looking house?"
 105 As if the house understood them, the door creaked open. Creeping
 116 inside, they saw a table whose surface was covered with all kinds of cups.
 130 A tall crystal cup waited to be filled with water. A hefty mug sat next to a
 147 delicate china coffee cup, making it appear even more fragile. Towering
 158 over the others was a polished silver cup. It looked like the trophy Ann had
 173 won in the school science fair.
 179 Puzzled, they went outside and collapsed on the porch. They had seen
 191 dozens of cups, but none of them was shining. Mia asked if Ann thought
 205 they'd ever get home.
 209 As she considered Mia's question, Ann sighed sadly. She gazed at the
 221 moonlit sky, hoping desperately that an answer might suddenly appear
 231 above them.
 233 Then she leapt up, gesturing eagerly skyward. "Look, it's the Big
 244 Dipper! A dipper is a kind of cup, and that dipper is certainly shining! The
 259 Big Dipper is made up of seven stars!"
 267 "How will the Big Dipper help us get home?" demanded Mia.
 278 Ann explained that drawing a line through the two stars at the front of
 292 the dipper leads to Polaris, the North Star.
 300 "I'll bet that's what the note means," she exclaimed. "We should let
 312 Polaris lead us home."

Name _____

Keeping their eyes glued to Polaris, they started walking north. Soon they found themselves on the steep banks of a wide, rolling river. There was no visible means of getting across.

Ann wondered if they had made a mistake. Then she spotted a scrap of paper beside the road. Another note, it read: "The wrongly named bird will carry you across."

Mia knew several different types of birds, such as cardinals, seagulls, and hummingbirds. However, she believed none of them was wrongly named. What could be the meaning of the note?

Then, from the shadows, a bat flapped silently toward them. Mia turned to run away. She had heard that bats were blind and got tangled in people's hair.

Ann told her that many bats can see as well as people can. They can also find their way by using echoes.

By this time, the bat had vanished quietly in the distance.

Rounding a curve in the road, they discovered an old covered wooden bridge. A weathered sign said "Bald Eagle River Bridge."

"That's it!" cried Ann. "The bald eagle is a wrongly named bird! It isn't bald at all. Its body is covered in brown feathers and it has white feathers on its head. The contrast makes it look bald."

Mia doubtfully eyed the ancient bridge. However, Ann grinned confidently. She was sure the bridge was their route home, and reminded Mia that they would have missed it if she had run away from the bat.

They raced eagerly over the bridge. On the other side stood their houses gleaming coldly in the moonlight.

Mia wondered why they hadn't noticed the bridge before.

"I don't know," mused Ann. "Maybe it's because we're . . ."

Suddenly her eyes popped open, and she found herself in her suburban backyard as the sun began climbing over the horizon. Snoring at a tremendous volume, Mia lay twitching, then shuddered, and struggled to sit up. Wearing a dazed expression she stammered, "I just had the strangest dream!"



Ann and Mia believed following Polaris, the North Star, would help them find their way home.

Name _____

A. Reread the passage and answer the questions.

1. How does Ann figure out the meaning of the first note, “The cup that shines at night will show the way home”?

2. How does Ann figure out the meaning of the second note, “The wrongly named bird will carry you across”?

3. What might be the theme, or message, of this story?

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

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

Name _____

The Kingfisher Train

Kellen entered “1964 Japan bullet train” on the touchpad. It blinked and suddenly Kellen was taken back to the studio of Hideo Shima. He floated, invisible, above Hideo’s drawing board. Kellen was thrilled to see his favorite inventor at work. On it was a sketch of a bullet train and a kingfisher, diving for fish. Hideo said, “When the train leaves a tunnel at over 300 kilometers per hour, it creates a shock wave that booms like thunder. Residents don’t like the noise.” Hideo continued, “I’ll change the train’s shape to mimic the kingfisher’s long, thin beak. It will move quietly. Now technology and Nature will work together.”

Answer the questions about the text.

1. How do you know this text is fantasy?

2. Describe the setting of this text.

3. Find two examples of sensory language in the text. What sense does each involve?

4. How does the author use personification in the text?

Name _____

Read each passage. **Underline the word or phrase that completes the comparison with the word in bold. Then write the meaning of the word in bold on the line.**

1. A **hefty** mug sat next to a delicate china coffee cup, making it appear even more fragile.

hefty: _____

2. “The **bald** eagle is a wrongly named bird! It isn’t bald at all. Its body is covered in brown feathers and it has white feathers on its head.”

bald: _____

3. Mia **doubtfully** eyed the ancient bridge. However, Ann grinned confidently. She was sure the bridge was their route home, and reminded Mia that they would have missed it if she had run away from the bat.

doubtfully: _____

Name _____

A. Read the words in each row. Underline the word with the V/V pattern. Then circle the vowels that form the V/V pattern.

- | | | |
|------------|---------|----------|
| 1. treat | trial | train |
| 2. diary | distant | dairy |
| 3. gentle | genuine | gemstone |
| 4. meander | mean | mention |
| 5. flood | float | fluid |

B. Read each word. Draw a slanted line (/) between the two vowels that form the V/V pattern. Then write the sound of the first vowel in the pattern.

6. riot _____
7. casual _____
8. meteor _____
9. diet _____
10. ideas _____

Name _____

Evidence is details and examples from a text that support a writer’s opinion. The student who wrote the paragraph below cited evidence that supports his or her opinion about the author’s use of theme.

Topic sentence	→	In “The Cup that Shines at Night,” the author does a good job of developing the theme that creativity and persistence can help people solve their problems.
Evidence	→	Ann and Mia wake up in a strange place. They want badly to get back home. They work hard to piece together clues. In the end, they wake up at home. As a reader, you are happy for them. The writer explores the theme well.
Concluding statement	→	The story makes you think about how important it is to never give up.

Write a paragraph about the text you have chosen. Show how the author developed the theme and give your opinion about whether it comes across in a clear and meaningful way. Cite evidence from the text. Remember to support your opinion with strong evidence and to use verb tenses correctly.

Write a topic sentence: _____

Cite evidence from the text: _____

End with a concluding statement: _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what words you can add to show how Sam feels about the setting.

Draft Model

Sam awoke to the sound of waves. He felt the sun on his skin, and he tasted oranges. He smelled trees.

1. What words can you add to the first sentence to help the reader understand how pleasant the sound of waves is?
2. What words can you add to tell how the sun feels on Sam's skin?
3. Why does he taste oranges? What words describe the taste?
4. What positive words can be added to describe the trees?

B. Now revise the draft by adding words to show how Sam feels about the setting.
