Name				
adapt	climate	eager	freedom	
fresh	sense	shadows	silence	

Use what you know about the words in the sentences to choose the word that makes sense in each blank. Then write the word on the line.

- My sister is excited and \_\_\_\_\_\_ to learn about polar bears.
- 2. The quiet \_\_\_\_\_ ended when birds began to chirp.
- 3. Desert animals must \_\_\_\_\_\_ to hot, dry weather.
- 4. The air feels cool in the dark \_\_\_\_\_ under the trees.
- 5. The eagle has the \_\_\_\_\_ to fly where it wants.
- **6.** A rainforest has a warm, wet \_\_\_\_\_.
- 7. The air outside felt \_\_\_\_\_ and clean.
- **8.** A wild animal will run away if it feels a \_\_\_\_\_ of danger.

The letter **o** can stand for the short **o** sound you hear in **not**. The long o sound you hear in note can be spelled o\_e.

### A. Read each word. Circle the words with the short o sound. Underline the words with the long o sound.

box rope lock pot dog home nose cone

Before adding **-ed** or **-ing** to some verbs with short vowels, double the final consonant. Before adding -ed or -ing to some verbs with long vowels ending in e, drop the final e.

### B. Add -ed and -ing to the end of each verb. Write the two new words.

- **L** save
- 2. trip
- 3. hug
- 4. joke

Name _			
NICHTIA			

Read the passage. Use the make predictions strategy to predict what will happen in the story.

## **Looking for Animals**

Ms. Lee takes her class to the woods for a hike. She

- 12 tells her students to look for woodland animals. All the
- 22 children carry notebooks. They plan to sketch and take
- 31 notes about the animals they will see.
- 38 The group sets off down the path. High above, birds
- 48 sing in the trees. One boy points to what he thinks is a
- 61 robin. The others disagree. They say it is just a leaf.
- 72 The children hear hooting. It is unlike the other
- 81 sounds. They look up but are unable to see anything.
- 91 An owl looks down at them. Its brown feathers blend in
- 102 with the leaves. The children can not see the owl.

149

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The children pass by a small pond. A deer is drinking there, but it stands still as the group walks by. Its brown coat makes it seem to disappear into the woods. The deer slips away unseen.

One girl looks down at the uneven path. She sees what look like small lumps of dirt. Then she stops watching. The lumps jump away. No one has seen the tiny toads that blend in with the ground.

The hike is over. The class retraces their steps back to 198 the bus. The driver unlocks the door. Maybe the class 208 can return another day to look for more animals!

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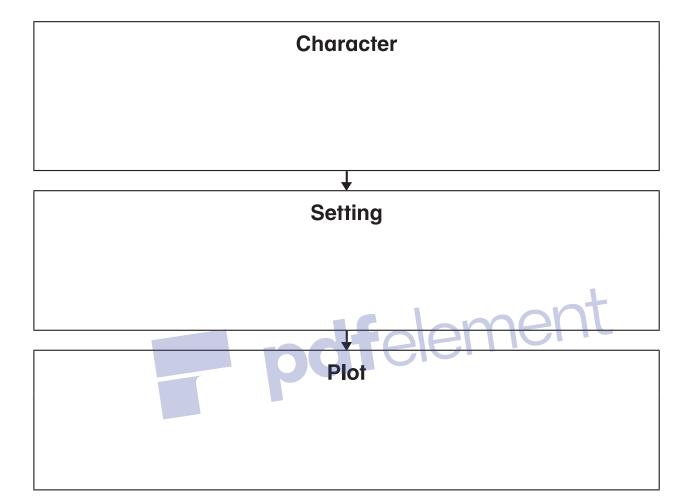
No	ime
A.	Reread the passage and answer the questions.
ı.	What happened at the beginning of the story?
2.	What happened in the middle of the story?
3.	What happened at the end of the story?

B. Work with a partner. Read the passage aloud. Pay attention to where you pause as you read. 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 Character, Setting, Plot chart.



Writing	Traits:	Ideas
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Name		
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### A. Read the draft model. Use the questions that follow the draft to help you add descriptive details.

#### **Draft Model**

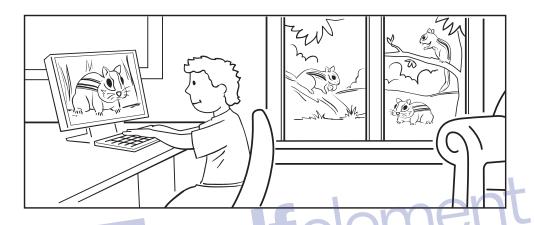
Meg and Tom go to the beach. They swim in the water. Meg sees birds flying in the sky. Tom finds shells on the beach. Then they see a crab near the water!

- I. What kind of beach is this? What kind of day is it?
- 2. What details can tell more about the birds, shells, and crab that Meg and Tom see?
- 3. What details might tell how Meg and Tom feel about their day at the beach?
- B. Now revise the draft by adding descriptive details that help readers learn more about the setting and characters.


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# **Surviving the Winter**

In the summer, Jerry saw a family of chipmunks in his yard. What would they do in the cold winter? Jerry looked up chipmunk habits and learned they would hibernate all winter.



Answer the questions about the text.

ı.	How do you know this text is realistic fiction?
2.	How does Jerry find out information about chipmunk habits?
3.	How does Jerry know the chipmunks will survive the cold winter?

To figure out a new word, look for a **prefix**, or word part at the beginning of the word.

The prefix re-means "again."

The prefix un-means "not."

The prefix dis-means "opposite of."

Read each sentence. Underline the word that has a prefix. Then write the word and its meaning.

- **I.** The others disagree.
- 2. They look up but are unable to see anything.
- 3. Its brown coat makes it seem to disappear into the woods.
- 4. The deer slips away unseen.
- 5. The class retraces their steps back to the bus.

No	ime
us	eread "Looking for Animals." Think about how the author sed details to support the genre of the story. Use the words ad picture to complete the sentences.
ı.	The story is realistic fiction because the author wrote about
2.	I know it is realistic fiction because the characters
	ndfelement
3.	The author included realistic events such as

to help support the genre.