

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.

1. 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.

Short o, Long o/Inflectional Endings -ed, -ing

Name _____

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 nose rope lock pot cone dog home

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.

- 1. save _____ _____
- 2. trip _____ _____
- 3. hug _____ _____
- 4. joke _____ _____

Name _____

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.

Comprehension and Fluency

Name _____



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

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

187 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!

Name _____

A. Reread the passage and answer the questions.

1. 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		–		=	

Comprehension: **Character, Setting, Plot**

Name _____

Read the selection. Complete the Character, Setting, Plot chart.

Character
↓
Setting
↓
Plot

pdfelement

Name _____

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!

1. 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.

Name _____

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.

1. 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?

Name _____

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.

1. 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.

Write About Reading: **Write an Analysis**

Name _____

Reread “Looking for Animals.” Think about how the author used details to support the genre of the story. Use the words and picture to complete the sentences.

1. The story is realistic fiction because the author wrote about

2. I know it is realistic fiction because the characters _____

3. The author included realistic events such as _____

to help support the genre.