

Name _____

common

costume

customs

favorite

parades

surrounded

travels

wonder

Read the story. Choose words from the box to complete the sentences. Then write the answers on the lines.

My family _____ around the country. We see different _____ and celebrations wherever we go.

We visited a town that is _____ by farms. In summer the people gather in a shared space, or _____ area for a harvest fair.

We also visited a city that has many _____ in the streets. The marching clowns are my _____ part. Each clown wears a funny _____.

I _____ what we will see next!

r-Controlled Vowels *or, ore, oar* and *ar*/Irregular Plurals

Name _____

The letters ***or, ore,*** and ***oar*** can make the same sound. You can hear the sound in the words ***short, chore,*** and ***soar.***

The letters ***ar*** can stand for the sound you hear in the word ***arm.***

A. Read the words in the box. Circle the letters that stand for the vowel sound. Then write each word below the picture with the same vowel sound.

park

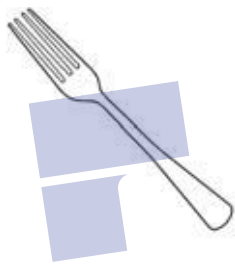
roar

scarf

yard

score

north



1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

Some nouns change their spelling to name more than one, as in ***man*** and ***men.***

B. Write the plural form for each word.

7. tooth _____

8. child _____

Name _____

Read the passage. Use the visualize strategy to form pictures in your mind about what happens in the story.

Giving Thanks Two Times

It was a cool November day. The dim sun hung like
11 a nickel in the sky. My friend Riku and I were walking
23 home from school. I hugged my arms when I felt
33 a breeze as sharp as a knife.

40 That day at school, we had studied Thanksgiving.
48 We learned that the early settlers celebrated their first
57 harvest at this very time of year. They had a big feast to
70 give thanks for all they had.

76 “My dad bought a turkey as big as a pillow. Are you
88 having a big turkey for Thanksgiving?” I asked Riku.

97 He grinned wide as he answered. “Yes, we’re having a
107 turkey. And we’re having rice, too!”

Comprehension and Fluency

Name _____



113 Riku explained that his family was celebrating Labor
121 Day Thanksgiving. It was a holiday in Japan, where
130 his family had lived. He told me that this holiday was a
142 harvest celebration, just like American Thanksgiving.

148 “Both holidays are in November, too!” I exclaimed.

156 Riku told me that last year he missed American
165 Thanksgiving. He had spent Labor Day Thanksgiving
172 in Japan. He was visiting his grandparents. He saw
181 parades. There were displays of fruits and vegetables,
189 like colorful rainbows.

192 “That was to give thanks for good crops,” explained
201 Riku.

202 “You’re lucky,” I said. “You get to have two
211 Thanksgivings.”

212 Riku said, “Why don’t you visit my family for
221 Labor Day Thanksgiving? Then you can have two
229 Thanksgivings also!”

Name _____

A. Reread the passage and answer the questions.**1.** How are Thanksgiving and Labor Day Thanksgiving alike?

2. How are Thanksgiving and Labor Day Thanksgiving different?

3. How do the narrator and Riku celebrate their holidays in the same way?

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		—		=	

Comprehension: **Compare and Contrast**

Name _____

Read the selection. Complete the Compare and Contrast chart.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you add words, descriptions, and punctuation to show the writer's feelings.

Draft Model

Dear Frank,

Last week I went to a Cinco de Mayo celebration. There was music and dancing. Bands played Mexican music. People wore costumes. There was even Mexican food.

Your friend,

Maxine

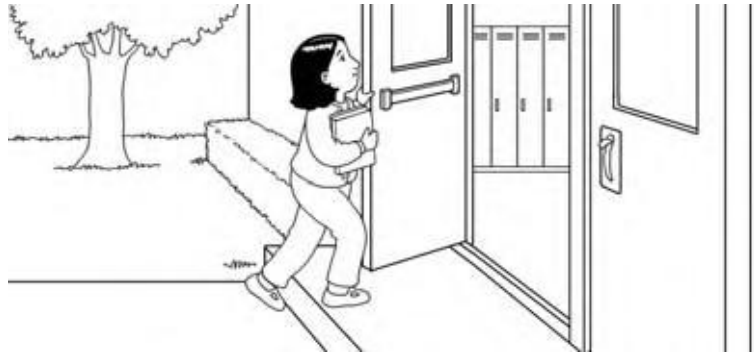
1. How does the writer feel about the celebration?
2. What words might describe the music, dancing, and costumes?
3. Where can you add punctuation to show how the writer feels?

B. Now revise the draft by adding words, descriptions, and punctuation to show how the writer feels about the Cinco de Mayo celebration.

Name _____

Going to School

My name is Alba. I go to school in Mexico. I study six subjects, including Spanish and English. At lunchtime, I buy food at the school store and eat outside with my friends.



Answer the questions about the text.

1. How can you tell that this is realistic fiction?

2. Who is telling the story? How do you know?

3. What is one realistic event that Alba tells about?

Name _____

A **simile** compares two unlike things. It uses the word *like* or *as* to make the comparison.

Read the sentences. Then answer the questions.

1. The dim sun hung **like** a nickel in the sky.

What two things does the author compare? _____

What does the simile mean? _____

2. My dad bought a turkey **as big as** a pillow.

What two things does the author compare? _____

What does the simile mean? _____

3. There were displays of fruits and vegetables, **like** colorful rainbows.

What two things does the author compare? _____

What does the simile mean? _____

Write About Reading: **Write an Analysis**

Name _____

Reread “Giving Thanks Two Times.” Complete the sentences by writing about how the author used comparing and contrasting. Use text evidence.

- 1.** In “Giving Thanks Two Times,” the author compares and contrasts

- 2.** They are different because _____

- 3.** They are alike because _____

- 4.** The author’s use of compare and contrast in this story helped me understand _____
