

Name \_\_\_\_\_

create

dazzling

imagination

seconds

**A. Choose the word that makes sense for each clue.  
Write the word on the line.**

1. something that is very bright \_\_\_\_\_
2. to make or invent something \_\_\_\_\_
3. the small parts of a minute \_\_\_\_\_
4. the ability to form ideas in your mind \_\_\_\_\_

**B. Complete each sentence with a word from the box above.**

5. How fast can you run in sixty \_\_\_\_\_?
6. The \_\_\_\_\_ sun was so bright it hurt my eyes.
7. Use your \_\_\_\_\_ to write a story.
8. My sister likes to \_\_\_\_\_ new kinds of cookies in the kitchen.

**C. Choose one vocabulary word from the box above.  
Write the word in a sentence of your own.**

9. \_\_\_\_\_

**r-Controlled Vowel Syllables /Three (or more) Syllable Words**

Name \_\_\_\_\_

When a vowel or a pair of vowels is followed by the letter *r*, it changes the vowel sound. The vowels and the *r* stay in the same syllable.

**A. Read the sentences. Circle two words in each sentence that have an *r*-controlled syllable. Write each word and divide it into syllables.**

1. This morning is perfect for walking in the meadow.

\_\_\_\_\_

2. The artist paints a portrait at his easel.

\_\_\_\_\_

3. The farmer grows garlic to sell to people.

\_\_\_\_\_

When you divide a longer word into syllables, each syllable must have a vowel sound.

**B. Read each word. Draw a line between each syllable.**

4. important

5. respectful

6. operator

7. afternoon

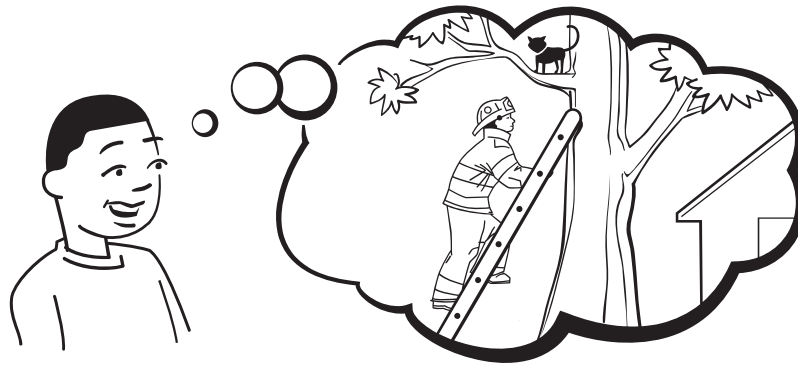
Name \_\_\_\_\_

**Read the poem. Use the summarize strategy to retell the poem in your own words.**

## Growing Up in One Day

If I could grow up in just one day,  
09 how would I work to get my pay?  
17 I could be a teacher  
22 in a class,  
25 helping children  
27 to learn and pass.  
31 The moving children  
34 would be an army of ants,  
40 walking to class in  
44 a happy trance.  
47 I could be a chef  
52 in a busy kitchen,  
56 I'd have helpers  
59 that would always pitch in.  
64 If a diner's stomach  
68 was a bottomless pit,  
72 My cooks and I  
76 would never sit.

Name \_\_\_\_\_



79 I could be a firefighter  
84 in a truck,  
87 putting out fires  
90 and helping cats that are stuck.  
96 My legs would be machines.  
101 I'd climb so fast  
105 and bring the cat down  
110 safe at last.

113 I won't grow up  
117 for quite awhile,  
120 but I have some ideas  
125 that make me smile.

pdfelement

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. How does the boy feel about being a teacher when he grows up?

\_\_\_\_\_  
\_\_\_\_\_

2. How does the boy feel about being a firefighter when he grows up?

\_\_\_\_\_  
\_\_\_\_\_

3. What is the boy's point of view in the poem?

\_\_\_\_\_  
\_\_\_\_\_

**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		–		=	

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Name \_\_\_\_\_

**Read the selection. Complete the Point of View chart.**

Character	Clue	Point of View



Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how to make the writing better by using strong words.**

**Draft Model**

I paint the adventures in my mind.  
I make pictures of every kind.

1. Where could you add strong adjectives?
2. Where could you add strong adverbs?
3. Which words could you replace with stronger words?

**B. Now revise the draft by adding strong words.**

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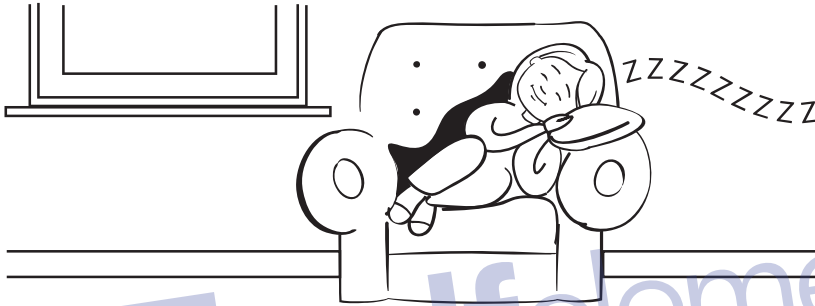
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Name \_\_\_\_\_

## My Imagination

I dive with a whale deep into the sea,  
I climb with a monkey up a tall tree.  
I fly with an eagle and off we zoom,  
I have lots of adventures  
Without leaving my room.



Answer the questions about the text.

1. How do you know this text is a poem?

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2. Which words at the end of lines rhyme?

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3. What do rhyming words add to the poem?

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Name \_\_\_\_\_

A **metaphor** compares two different things, but it does not use the word *like* or *as*.

**Read the lines. Write the two things the author compares. Then explain what each metaphor means.**

1. The children were an army of ants, walking to class in a happy trance.

What two things are compared? \_\_\_\_\_

Both things \_\_\_\_\_.

2. My legs were a machine, moving me to the finish line.

What two things are compared? \_\_\_\_\_

Both things \_\_\_\_\_.

3. His smile was sunlight that lit up the room.

What two things are compared? \_\_\_\_\_

Both things \_\_\_\_\_.

4. The runner was lightning in the race.

What two things are compared? \_\_\_\_\_

Both things \_\_\_\_\_.

Write About Reading: **Write an Analysis**

Name \_\_\_\_\_

**Reread “Growing Up in One Day.” Complete the sentences by writing your opinion about the poet’s word choices. Use text evidence to support your opinion.**

**1.** In the poem, the author uses words such as \_\_\_\_\_

\_\_\_\_\_

to help me understand \_\_\_\_\_

\_\_\_\_\_ .

**2.** I like the words \_\_\_\_\_

because they help me imagine \_\_\_\_\_

\_\_\_\_\_ .

**3.** I think the poet does a good job of expressing how he or she

feels about \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ .