

Name \_\_\_\_\_

created	interfere	timid	awkward
furiously	attempt	cooperation	involved

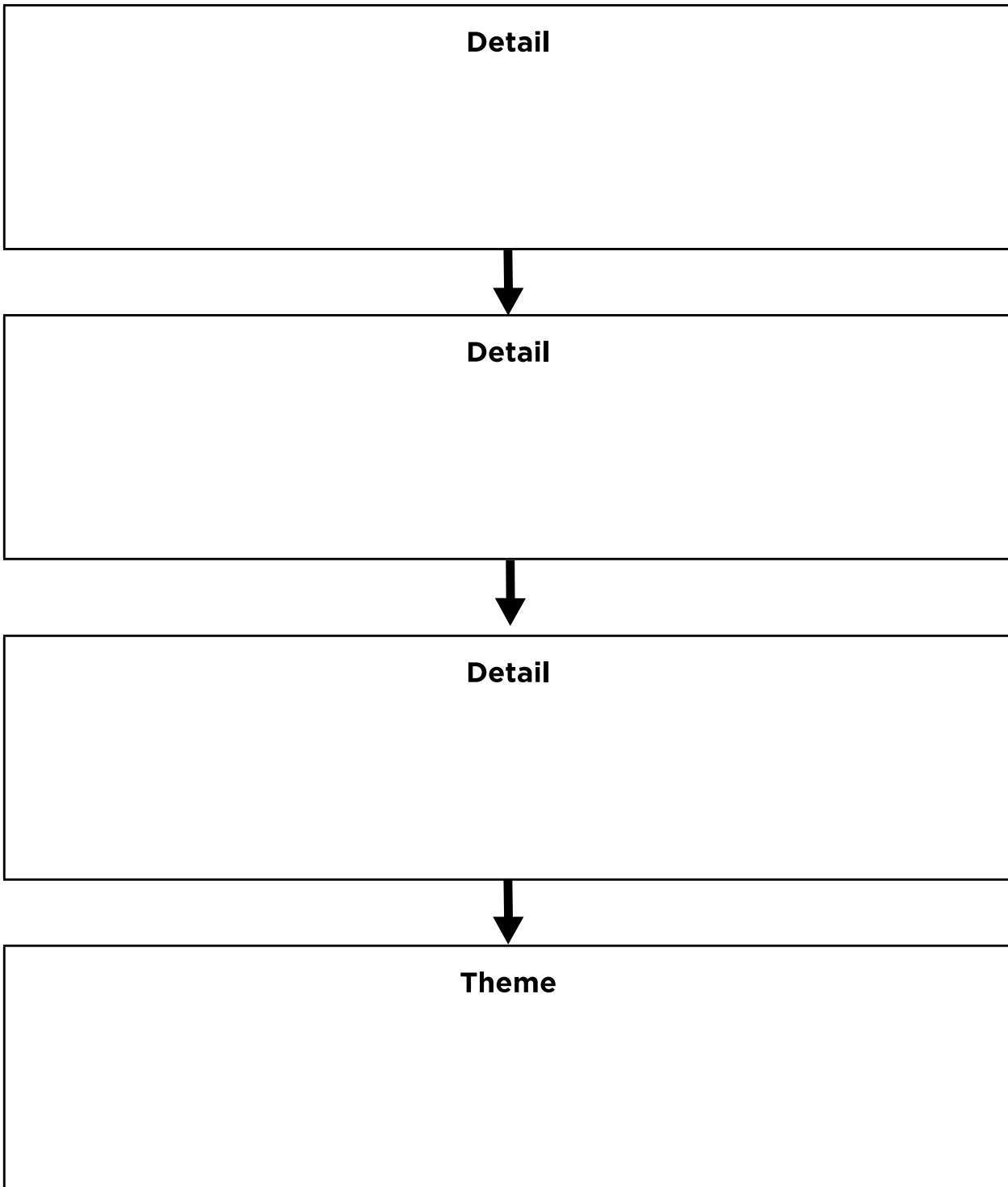
**Finish each sentence using the vocabulary word provided.**

- (awkward)** The chair has one leg that is shorter than the others,  
\_\_\_\_\_ .
- (timid)** He had not met many new people, \_\_\_\_\_  
\_\_\_\_\_ .
- (created)** My sister and I \_\_\_\_\_  
\_\_\_\_\_ .
- (furiously)** The energetic dog \_\_\_\_\_  
\_\_\_\_\_ .
- (interfere)** I was annoyed \_\_\_\_\_  
\_\_\_\_\_ .
- (involved)** We can become \_\_\_\_\_  
\_\_\_\_\_ .
- (attempt)** I sat down with my mom \_\_\_\_\_  
\_\_\_\_\_ .
- (cooperation)** Chores go more quickly \_\_\_\_\_  
\_\_\_\_\_ .

Copyright © The McGraw-Hill Companies, Inc.

Name \_\_\_\_\_

Read the selection. Complete the theme graphic organizer.



Name \_\_\_\_\_

Read the passage. Use the make, confirm, and revise predictions strategy to predict what will happen in the story.

## Why People and Birds Are Friends

13 A long time ago, people of the world were far apart. It was  
26 easier to get lost then. People and animals did not talk to each  
other. It was easier that way. But things change.

35 Jungles are enormous. It is easy to lose your way and feel  
47 tiny. This is what happened to two brothers on a hunting trip.  
59 They planned to be gone for two days. But five days later, they  
72 were lost. They were farther from home than they had ever been.  
84 Every day they would walk in one direction. They thought it  
95 would take them home. Every day they would stop when it got  
107 dark. But they would be no closer to being found by anyone.

119 Luckily, they knew how to camp. They also knew how to find  
131 food and firewood. The older brother went to find firewood, and  
142 the younger brother went to gather food and water. He looked  
153 for more than an hour. But he could not find anything to feed his  
167 brother and himself. He was very tired, so he sat down to rest.

180 The young boy sat, listening to the warm wind in the leaves.  
192 He noticed a bird in the tree above him. He watched as it jumped  
206 about. Then he heard a voice.

212 “I know where your parents are! I know where your parents  
223 are!”

Name \_\_\_\_\_

The boy looked around to see who was talking to him. He didn't see anyone. He was confused. He heard the words again. In a moment, he understood that the bird was talking to him!

The young boy stared at the bird for a minute. Then he said, "Can you really help my brother and me get home?"

The bird hopped from one branch to the next. She said, "Yes, I can. I know the village you live in. I can take you back there. I only ask for something in return: I require three insects to eat. That will make me strong enough to guide you home."

The young boy quickly agreed to feed the bird. He ran back to his camp as fast as he could. He found his brother sitting in front of the fire. He told his brother about the bird. His brother did not believe him at first. But finally he slowly agreed to go with the boy to meet the talking bird.



When they found the bird again, it repeated the offer to the older boy. He also immediately agreed. The boys went to find insects for the bird. It waited patiently on a tree branch. They found several insects. The bird chose a few and gulped them down, one, two, three! "We leave in the morning," she said.

The next morning, the boys followed the bird home. It took several days. The bird always waited for the boys to catch up before flying ahead. When they finally got home, the boys' parents were very happy to see them. The family promised that they and their children's children would always feed hungry birds. That is why birds sing to humans, and humans feed birds.

Name \_\_\_\_\_

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

**1. Why does the younger brother in the story need help?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2. What does the bird ask for in return for her help?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. What is the theme of this story?**

\_\_\_\_\_

\_\_\_\_\_

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

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

Name \_\_\_\_\_

## The Ant and the Dove

One day, an ant was drinking water from a stream. Suddenly, he slipped and fell into the water. A dove was sitting in a nearby tree and saw the ant drowning. She pulled a leaf from the tree and dropped it into the water. The ant climbed onto the leaf and floated to the shore.

The next day, the ant saw a hunter sneaking up behind the dove with a net. The dove did not see the hunter. The ant crept up and bit the hunter on the foot. The hunter shouted in pain and dropped his net. The dove heard the shout and flew to safety.

Answer the questions about the text.

1. How can you tell this is a folktale?

---

---

2. What literary element does the text include?

---

3. What does the ant do for the dove? Why does he do this?

---

---

4. What do you think the lesson of this story is?

---

---

Name \_\_\_\_\_

**A. Read the sentences from the passage. Then circle the antonym of the word in bold and write a simple definition for the word in bold on the line.**

1. Jungles are **enormous**. It is easy to lose your way and feel tiny.

\_\_\_\_\_

2. He was **confused**. He heard the words again. In a moment, he understood that the bird was talking to him!

\_\_\_\_\_

3. The young boy **quickly** agreed to feed the bird. . . . His brother did not believe him at first. But finally he slowly agreed to go with the boy to meet the talking bird.

\_\_\_\_\_

**B. Choose two words from the passage and use each word in a sentence. Use antonyms as context clues to define the words.**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read each sentence and circle the word with the long *i* or long *u* sound. Write the word on the line.**

1. The sun is very bright today. \_\_\_\_\_
2. I made a few clay animals in art class. \_\_\_\_\_
3. She tied a string around the box. \_\_\_\_\_
4. The gray kitten is so cute. \_\_\_\_\_
5. He can see that the sky will be gray. \_\_\_\_\_

**B. Write the plural form of each noun on the line. Use the correct plural form from the word box. Mark the incorrectly spelled plural forms in the box with an X.**

armies	ladies	ponies	relays
relays	armys	ladys	cities
plays	cityes	plays	ponys

1. lady - y + ies = \_\_\_\_\_
2. relay + s = \_\_\_\_\_
3. army - y + ies = \_\_\_\_\_
4. pony - y + ies = \_\_\_\_\_
5. play + s = \_\_\_\_\_
6. city - y + ies = \_\_\_\_\_



Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer’s ideas. The student who wrote the paragraph below found text evidence that shows how the author uses what the characters do and say to share the theme of this folktale.

<b>Topic sentence</b>	→	In “Why People and Birds are Friends,” the author uses what the characters do and say to share the theme about helping.
<b>Evidence</b>	→	At the beginning of the story, the brothers were lost and hungry. Then a bird says she will show them the way home if they feed her. The boys feed the bird, and the bird takes the
<b>Concluding statement</b>	→	brothers home. The author uses how the brothers and the bird help each other to share the message that when we help others, they often help us in return.

**Write a paragraph about a folktale you have read. Find text evidence to show how the author uses what the characters do and say to share the theme, or message.**

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 how you can use linking words to connect ideas.**

### **Draft Model**

I want to play a board game. My sister wants to play a video game.  
My mom wants us to clean up the yard.

1. What linking word would show how the first two ideas are different?
2. What linking word would connect the third idea to the first two ideas?
3. What other linking words could you add?

**B. Now revise the draft by adding linking words to show how ideas are connected.**

---

---

---

---

---

---

---

---