

Name _____

flavorful

luscious

expect

aroma

variety

healthful

graceful

interrupted

Finish each sentence using the vocabulary word provided.

1. **(expect)** Each autumn _____
_____ .
2. **(flavorful)** I think the new recipe _____
_____ .
3. **(aroma)** My mother's perfume _____
_____ .
4. **(luscious)** It's the time of year when our garden _____
_____ .
5. **(graceful)** After many years of swimming lessons, _____
_____ .
6. **(interrupted)** I started to tell her the roof was leaking, _____
_____ .
7. **(variety)** My brother eats the same cereal every morning, _____
_____ .
8. **(healthful)** As a snack, fruit is _____
_____ .

Name _____

Read the selection. Complete the point of view graphic organizer.

Details



Point of View

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Name _____

Read the passage. Use the ask and answer questions strategy to find details and answer questions.

The Turtle and the Box of Riches

11 Long ago there was a young fisherman's helper sitting on a
26 dock. As he waited for his boat to head out for the day, he heard
37 a group of children laughing under the dock. He peeked down
and saw them teasing and pushing a small turtle.

46 "Leave that turtle alone!" the boy shouted and jumped down.

56 The children quickly ran away. The boy picked up the turtle.

67 "Thank you," the turtle said.

72 The boy jumped. "You can talk?"

78 "Yes," the turtle said. "I am a very powerful turtle in my
90 land. Your act was an inspiration. I want to reward you for your
103 kindness. Go to sleep tonight, and when you wake up, you will be
116 in a wonderful place."

120 The turtle swam out to sea. The boy went to bed that night in
134 disbelief. Yet, the next morning he woke up in a beautiful palace.

146 "Welcome to our home under the sea," the turtle greeted him.

157 The turtle took the boy through the underwater palace. Large
167 windows showed many types of fish and plant life. Gold walls
178 and mirrored ceilings shined brightly. The boy met all of the
189 friendly turtles that lived in the palace. Later that day, they had a
202 big feast, and the boy ate more than he had ever eaten before.

Name _____

As night came the boy asked to return to his home.

“Thank you so much for all you have shown and given me,” he said. “I have a lot of admiration for your home, but I must return to my home before morning. I have to work on a fishing boat and cannot afford to miss a day’s pay.”

“I understand,” the turtle said calmly. “Take a rest after your big meal, my friend. When you wake up, you will be back in your bed. But before you go, take this box.”

The turtle handed the boy a box with two drawers. Then he gave him a key. He told him to open the box at home.

“Take this key,” he said. “Use it to open one of the drawers—either one—but do not ever open the other. You must promise.”

The boy promised and fell asleep on some pillows. When he woke up, he was in his bedroom. There was the box sitting next to him. He took the key and opened the top drawer. It was filled with gold and jewels! The boy was rich and knew he wouldn’t have to work again.

The boy was filled with appreciation but could not help but wonder about the second drawer. What if he had opened it first? Might he have found even greater riches? He opened the drawer but it was empty. Quickly he opened the first drawer again. The gold and jewels had turned to dust. Instead of a rich man he was just a fisherman’s helper once more.



The box had one key and two drawers.

Name _____

A. Reread the passage and answer the questions.

1. What do the first seven lines of the passage tell you about how the narrator thinks about the fisherman's helper?

2. Do you think the narrator approves of what the fisherman's helper does? Use text evidence to support your answer.

3. What is the narrator's point of view about the fisherman's helper at the end of the passage? Does the narrator still think the same as at the beginning of the passage?

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

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

Name _____

Kyoto Frog and Osaka Frog

Two frogs lived in Japan. One frog was from Kyoto. The other was from Osaka. Each frog set out to see the other's town. They met halfway between Osaka and Kyoto. Both were very tired. Neither knew if he could go on. Then Osaka Frog had an idea.

"We should help each other stand on our hind legs. That way we can look out at the towns we want to visit. Then we'll know if we really want to keep walking," Osaka Frog said. Each frog faced the town he wished to see. Then each pushed the other up on his hind legs. But when they did this, their underbellies faced the town they wanted to go to and their eyes faced back home.

"Kyoto looks just like Osaka!" said Osaka Frog.

"And Osaka looks just like Kyoto!" said Kyoto Frog.

Each decided to go home rather than travel to a town that looked exactly like home. So each went home, not knowing that Kyoto and Osaka were as different as two cities could be.

Answer the questions about the text.

1. How do you know this is a folktale?

2. What problem do the frogs have to solve?

3. What do you think is the message or lesson of this folktale?

Name _____

Read each sentence below. Write the root word of the word in bold on the line. Then write the definition of the word in bold.

- 1.** I am a very **powerful** turtle in my land.

- 2.** Your act was an **inspiration**.

- 3.** I want to reward you for your **kindness**.

- 4.** I have a lot of **admiration** for your home, but I must return to my home before morning.

- 5.** The boy was filled with **appreciation** but could not help but wonder about the second drawer.

Name _____

A. Read each word in the box. Sort the words by writing each under the correct heading.

true	booth	look	glue
shook	tube	grew	should
would	spoon	flew	tune

oo as in *moon*

ew as in *chew*

u_e as in *rude*

ue as in *due*

oo as in *book*

ou as in *could*

B. Related words have a common root or base word. Read each set of words. Circle the related words.

- | | | |
|--------------|----------|------------|
| 1. metal | metallic | melted |
| 2. company | counting | companion |
| 3. able | action | actor |
| 4. telephone | totally | television |
| 5. reality | real | railroad |

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 details about events and other characters to share what the narrator thinks about the fisherman's helper.

Topic sentence

→ In "The Turtle and the Box of Riches," the author uses what the boy and the turtle do and say to share the narrator's point of view. At the beginning of

Evidence

→ the story, fisherman's helper saves the turtle. The narrator thinks helping animals is important. Then the turtle rewards the boy. The narrator thinks that acts of kindness should be rewarded. I read that at the end of the story, the narrator thinks the boy is still good, but he makes a mistake. The author

Concluding statement

→ uses what the boy does to show that the narrator thinks he is a good person. I agree with the narrator because the boy helped the turtle.

Write about a folktale you have read. Find text evidence to show how the author uses details to share the narrator's point of view.

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 using your voice to show feelings.

Draft Model

On Saturday mornings, I play soccer with my friend Lauren. We go to the fields at the high school. Lauren plays soccer on a neighborhood team. I do not play soccer for any team.

1. How do you feel about playing soccer?
2. How did you choose the high school for a place to play soccer?
3. What do you like about being able to play soccer with your friend Lauren?
4. Is there anything you wish were different about the time you spend with your friend?

B. Now revise the draft by adding your voice to show how you feel about participating in this activity.
