

Name _____ Date _____

Key Words

Use with Student Edition pages 202–203.

A. Match each Key Word with its definition.
Write the letter of the correct answer.

vine
bean
celebration
gardener
roots

- | | |
|----------------------|--|
| 1. vine _____ | A. a seed that you can eat |
| 2. bean _____ | B. someone who grows vegetables, flowers, or plants |
| 3. celebration _____ | C. part of a plant that takes in water and keeps it in place |
| 4. gardener _____ | D. a plant that climbs |
| 5. roots _____ | E. a party to mark a special occasion |

B. Read each sentence. Write TRUE or FALSE.

6. A vine cannot grow up and around a tree. _____
7. Gardeners can grow vegetables and fruits. _____
8. The roots of a plant are underground. _____
9. A celebration never includes eating good food. _____
10. If you plant a bean, it can grow into a new plant. _____

Academic Words

Use with Student Edition page 204.

affect
eliminate
outcome

A. Complete the sentences with an Academic Word from the box.

1. You can _____ your bad mood by exercising.
2. Too much water may _____ how well a plant grows.
3. If you don't study for a test, the _____ is usually not good.

B. Choose the Academic Word from the box that *best* matches the meaning of the underlined words. Write the word.

4. The gardener can put an end to animals eating her vegetables by putting a fence around the garden. _____
5. Advertisements usually don't have an influence on me.

6. The end of the football game was a tie. _____

C. Answer the questions.

7. What can your class do to help **eliminate** poverty?

8. When you are finished with school, what would you like the **outcome** to be?



Home-School
Connection

Use two Academic Words to tell a family member what you know about plants.

Name _____ Date _____

Phonics: Soft and Hard c

Use with Student Edition page 205.

The letter **c** usually has the soft /s/ sound when it is followed by **e**, **i**, or **y**, as in *price*. Otherwise, the letter **c** usually has the hard /k/ sound as in *carry*.

A. Read each sentence. Underline the words that have the soft /s/ sound spelled **c**. Draw a box around the words that have the hard /k/ sound spelled **c**.

1. She can skate on ice.
2. The prince danced all night.
3. Who has the loudest voice in class?
4. Our cat was rescued by a firefighter.
5. This sentence was written correctly.

B. Write each word in the correct column of the chart.

face fact cool center policy candy

Soft c as in <i>mice</i>	Hard c as in <i>can</i>



Think of two more examples of words with a soft **c** as in *mice* and two with a hard **c** as in *can*. Show your words to a family member.

Comprehension: The Trouble with Kudzu

Use with Student Edition pages 206–209.

Answer the questions about the reading.

Recall

1. In the story “Jack and the Beanstalk,” what did Jack plant?

2. What is kudzu?

3. When did the United States receive kudzu as a gift? Why?

Comprehend

4. At first, why was kudzu a big success?

Analyze

5. Why is kudzu called a weed?

Name _____ Date _____

Reader's Companion

Use with Student Edition pages 206–209.

The Trouble with Kudzu

Kudzu is a native plant of China and Japan. That means it grew naturally in those countries. Kudzu was brought to the United States from Japan in 1876 as a gift for a special celebration. The United States was celebrating its first 100 years as a nation.

Soon, every gardener and farmer wanted to plant kudzu seeds. Gardeners grew kudzu because it looked pretty and smelled good. Farmers grew it to feed their animals.

At first kudzu was a big success! But it did not stop growing. It blocked sunlight that other plants needed. It killed trees and whole forests. Nothing was safe!

Genre

Underline one sentence that tells you *The Trouble with Kudzu* is informational text.



Comprehension Check

List three things you know about kudzu.

1. _____
2. _____
3. _____

Use What You Know

What is the main idea of the second paragraph?

Use the Strategy

Where did kudzu come from? What details in the passage helped you find the answer?

Retell It!

Retell the passage as if you are a farmer. Describe what happened when you planted kudzu on your farm.

Reader's Response

What are two ways that kudzu became a problem?



Summarize the passage for a family member.

Name _____ Date _____

Learning Strategies: Main Idea and Details

Use with Student Edition pages 210–211.

Read the newspaper article. Then answer the questions.

Corey Runs for Office

Corey James wants to be the next Student Council President! Every year, Lincoln Middle School has an election. Election Day will be on Tuesday, September 29. Susanna Clemons and Arturo Diaz are also running for the same office. “They are both good candidates,” said Corey. “But I have more experience.” Last year, Corey was the captain of the baseball team. He also was vice president of his class. “I know how to lead,” said Corey. One of Corey’s goals is to have a holiday fair. Many students like this idea. Maybe Corey will win the election.

1. What is the main idea of the paragraph?

2. What details tell you that Corey may be a good candidate?

3. What other details do you know about the election?



Find an article in the newspaper about something happening in your town today. How do the main idea and details help you understand the article? Share your ideas with a classmate.

Grammar: Comparative Adjectives

Use with Student Edition pages 212–213.

Review the forms of **comparative adjectives**.

soft → softer	hot → hotter	happy → happier	beautiful → more beautiful
good → better	far → farther	bad → worse	fun → more fun

Write comparative sentences. More than one answer is sometimes possible.

1. math / history (interesting) Math is more interesting than history.
OR History is more interesting than math.

2. Mt. Everest / Mt. Fuji (high)

3. Carlos / Tina (good student)

4. the Sun / the Moon (far away)

5. the steak / the fish (expensive)

6. the flu / a cold (bad)



Home-School
Connection

Write five sentences using comparatives to describe which foods you like and dislike. Share your sentences with a family member.

Name _____ Date _____

Spelling: /g/ and /dʒ/ Sounds Spelled g

Use with Student Edition pages 214–215.

Write the word that matches each clue.
Then circle what sound the letter *g* makes in each word.

game	giraffe
great	gold
glad	

Spelling Tip

The letter *g* stands for two sounds: /g/ and /dʒ/. Many words beginning with *g* have the /g/ sound. If the vowels *i* or *e* follow *g*, the sound may be /dʒ/.

- | | | | |
|----------------------------|-------|-----------|------------|
| 1. very good | _____ | /g/ sound | /dʒ/ sound |
| 2. shiny yellow | _____ | /g/ sound | /dʒ/ sound |
| 3. animal with a long neck | _____ | /g/ sound | /dʒ/ sound |
| 4. something you play | _____ | /g/ sound | /dʒ/ sound |
| 5. happy | _____ | /g/ sound | /dʒ/ sound |



Use three of the spelling words in sentences.



Look through the *Gs* in the dictionary. Find two words each that begin with the /g/ and /dʒ/ sounds spelled *g*. Show your words to a family member.

Writing: Write a Persuasive Business Letter

Read the letter. Then read each question and circle the correct answer.

- (1) *Dear Ms. Hughes.*
(2) *We have a favor to ask you.*
(3) *The students at Webster School love their art classes.* (4) *Art is fun!*
(5) *Also, art skills are most important today than ever before.*
(6) *The problem is we need art supplies.* (7) *Can you donate any supplies to our school?* (8) *We would be very happy and thankful.* (9) *Please, please, we beg you, help us out!*
(10) *Thank you for your help.*
(11) *Sincerely,*
(12) *Tony Liu*

1. What change, if any, should be made in sentence 1?

- A** Change *Dear* to *Deer*
- B** Change *Ms. Hughes* to *Kim Hughes*
- C** Change the period to a comma
- D** Make no change

2. What change, if any, should be made in sentence 5?

- A** Change *Also* to *But*
- B** Change *most* to *more*
- C** Change *before* to *after*
- D** Make no change

3. Which sentence does NOT belong in this letter?

- A** Sentence 2
- B** Sentence 4
- C** Sentence 7
- D** Sentence 9

Name _____ Date _____

Key Words

Use with Student Edition pages 216–217.

flatter
praise
advice
guzzled
scampered

A. Complete the sentences with a Key Word from the box.

1. If you want to _____ someone, just tell them something you really like about them.
2. The dog _____ under the bed every time there was a thunderstorm.
3. They should _____ the firefighters for rescuing their cat from the tree.
4. He liked to ask the _____ of his grandparents because they were very wise.
5. After the race she _____ ice water to cool herself off.

B. Write the correct Key Word for each sentence.

6. The team (guzzled / scampered) water after the game.

7. She will (flatter / scamper) you and tell you how good you look when she wants to borrow something. _____
8. My mom always gives me good (praise / advice) when I am not sure what to do. _____
9. I can never tell if he's being honest or just polite when he (guzzles / praises) my cooking. _____
10. He (scampered / guzzled) up the mountain to get away from the bear. _____

Academic Words

Use with Student Edition page 218.

evaluate
resourceful
scheme

A. Complete the sentences with an Academic Word from the box.

1. I liked that movie because you didn't know the thief's _____ for stealing the jewels.
2. If you _____ the advertisement carefully, you can tell it is not true.
3. On rainy days you need to be _____ to avoid being bored.

B. Choose the Academic Word that *best* matches the meaning of the underlined words. Write the word.

4. Her projects always look great because she's so creative. _____
5. It's not simple to judge which plan is better. _____
6. We missed one detail when we planned our strategy. _____

C. Answer the questions.

7. How do you **evaluate** if an advertisement is honest?

8. How can you be **resourceful** in finding out the answer to a difficult homework problem?



Home-School
Connection

Use a thesaurus to find synonyms for three of the Academic Words.

Name _____ Date _____

Word Study: Thesaurus

Use with Student Edition page 219.

A dictionary tells the meaning of a word.
A thesaurus lists synonyms or words with similar meanings.

Read the sentence and the definition for each underlined word. Then write the synonym that is closest in meaning to the underlined word.

1. My answer to the last question was wrong. _____

wrong / not correct: *a wrong turn*

SYNONYMS: **incorrect** / inaccurate, faulty: *an incorrect conclusion*

bad / below an accepted level: *bad quality*

2. The last bus left at midnight. _____

last / final in a series: *the last stop*

SYNONYMS: **final** / the end position: *the final station*

previous / most recent: *previous job*

3. Will you correct this mistake? _____

correct / to remove the errors from: *correct the spelling mistakes*

SYNONYMS: **improve** / to make better: *improve your work habits*

fix / to make right: *fix a broken bike*



Find three synonyms for the word *good*. Look up each word in the dictionary and use it in a sentence. Show your sentences to a family member.

Comprehension:

The Fox and the Crow/The Fox and the Goat

Use with Student Edition pages 220–223.

Answer the questions about the reading.

Recall

1. What did Ms. Crow have that Mr. Fox wanted?

2. What did Mr. Fox say about Ms. Crow's feathers and eyes?

3. How did Mr. Fox get out of the well?

Comprehend

4. How did Mr. Fox fool Ms. Crow and Mr. Goat?

Analyze

5. Evaluate the actions of Mr. Fox. Do you think what he did was wrong?

Name _____ Date _____

Reader's Companion

Use with Student Edition pages 220–223.

The Fox and the Crow

Just then, Mr. Fox heard wings flapping overhead, and he looked up to see a crow with a large piece of cheese in its beak. The crow landed in a tree nearby and Mr. Fox thought to himself, *That cheese looks very tasty. I must find a way to get it.* Being a clever fellow, he soon came up with an idea.

The Fox and the Goat

Mr. Fox fell into a well one day and could not find a way to get out. But just as he was about to give up hope, Mr. Goat looked over the edge of the well.

“Oh, I am so thirsty, Fox,” he said. “Is the water good? And by the way, what are you doing in the well?”

Right away, Mr. Fox saw his chance to escape, so he said, “I am enjoying the water, of course! You should jump in and have a drink.”

Use What You Know

List three things you know about fables.

1. _____
2. _____
3. _____

Learning Strategy



Circle one thing that is the same about the fox in both passages.

Comprehension Check

Who is the fox trying to help in the stories? Underline the information that tells you this.



Use the Strategy

Compare the fox in both passages. What one characteristic does the fox show in the two fables?

Retell It!

Retell the passage as if you were the crow or the goat talking about what happened.

Reader's Response

Is the fox good or bad in these stories? Why do you think so?



Summarize the passage for a family member.

Name _____ Date _____

Learning Strategies: Compare and Contrast

Use with Student Edition pages 224–225.

A. Compare and contrast the items. List two ways they are alike. Then list two ways they are different.

1. a house and an apartment building

alike _____

different _____

2. the Sun and the Moon

alike _____

different _____

B. Read the travel article. Compare and contrast the two cities.

Two Cities

Chicago and London are big cities. Chicago is in the middle of the United States. It is on the shore of Lake Michigan. London is in England. The Thames River goes through London. There are parks and paths in both cities. But unlike London, Chicago also has beaches on the lake.



Think of two cities you want to visit. Write two sentences that compare the cities. Then write two sentences that contrast the cities. Show your sentences to a family member.

Grammar: Superlatives

Use with Student Edition pages 226–227.

Superlative adjectives show that something or someone is at the top compared to the rest of the members of a group. Review the forms of superlative adjectives.

Adjective	Comparative	Superlative
warm	warmer	the warmest
beautiful	more beautiful	the most beautiful
good	better	the best
bad	worse	the worst

Change each adjective to a superlative. Add **-est** or **most**. Remember to add **the**. Write the sentences.

- The blue whale is (large) animal on earth. The blue whale is the largest animal on earth.
- It was (bad) snowstorm in twenty years.

- Is that race car (expensive) car in the world?

- I think it's (good) movie I've ever seen!

- Mt. Everest is (high) mountain in the world.

- She is (intelligent) person I know.



Home-School
Connection

Write five sentences using superlatives. Share your sentences with a family member.

Name _____ Date _____

Spelling: Use a Dictionary

Use with Student Edition pages 228–229.

Use the dictionary definitions to answer the questions.

cool /kul/

1. **adjective** A little bit cold. *The weather will be cool tonight.*
2. **verb** To lower the temperature of something. *We can't eat the cookies until they cool.*
3. **adjective** Not very friendly. *My friend's cool manner made me realize she was annoyed with me.*

Spelling Tip

How can you find a word in the dictionary if you don't know how to spell it? Say the word. What is the first sound? Write that letter. Then say the word again, listen to the next sound, and write it down. Soon, you will have enough letters to help you find the word.

1. What does /kul/ tell you? _____
2. How many definitions are given for *cool* when it is used as an adjective? _____
3. Write the definition of *cool* as a word that refers to temperature.



Write a short email announcement about an art exhibit. Use two forms of the word *show* in your writing.



Look up the dictionary definitions for the word *research*. Explain how the word is used. Use two forms of the word in sentences. Share your sentences with a family member.

Writing: Write an Advertisement

Read the advertisement. Then read each question and circle the correct answer.

- (1) *The “Pack Light” is today’s newest backpack!*
- (2) *It’s the most lightweight backpack sold!*
- (3) *It holds books and supplies in five different compartments!*
- (4) *Its easy to pack and unpack!*
- (5) *Its zippers are the strongest!*
- (6) *More than 10,000 “Pack Lights” sold, so that proves this is a top-of-the-line pack!*
- (7) *Carrying a “Pack Light” makes a different.*
- (8) *Be the coolest kid in class.*
- (9) *Buy one today.*

1. What change, if any, should be made in sentence 3?

- A** Change *five* to *5*
- B** Change *supplies* to *supplys*
- C** Change *different* to *difference*
- D** Make no change

2. What change, if any, should be made in sentence 4?

- A** Change *and* to *or*
- B** Change *Its* to *It’s*
- C** Change the exclamation point to a period
- D** Make no change

3. What change, if any, should be made in sentence 7?

- A** Add a comma after *Light*
- B** Change *makes* to *make*
- C** Change *different* to *difference*
- D** No revision is needed.

Name _____ Date _____

Key Words

Use with Student Edition pages 230–231.

solve
communities
purpose
concerned
waste

A. Complete the sentences with a Key Word from the box.

1. I don't understand what the _____ of this homework is.
2. The city has many different interesting _____.
3. I hate to _____ food, but I really don't like the taste.
4. If we all work together we can _____ the problem.
5. I was a little _____ when my friend didn't meet me.

B. Unscramble the letters to form a Key Word. Then use the word in a sentence.

6. t e w a s _____

7. s r p p e u o _____

8. e r n d n c c o e _____

9. e o l s v _____

10. t m e u c o m n i s i _____

Academic Words

Use with Student Edition page 232.

objective
restore
creative

A. Complete the sentences with an Academic Word from the box.

1. His hobby is to _____ old bicycles to their original condition.
2. The architect has a very _____ design for the new building.
3. The most important _____ for the skater was not to fall.

B. Choose the Academic Word from the box that *best* matches the meaning of the underlined words. Write the word.

4. The purpose of the meeting was to decide who had the best plan.

5. I thought it was a very interesting and new way to solve the problem.

6. The choice was between repairing the car and buying a new one.

C. Answer the questions.

7. Which of your toys can you **restore** instead of buying a new one?

8. What are some jobs in which you think it's important to be **creative**?



Think of a second answer for each of the questions. Share your answers with a family member.

Name _____ Date _____

Phonics: Digraph: ow

Use with Student Edition page 233.

The **digraph ow** can have the long o sound you hear in *grow* or the vowel sound you hear in *how*.

A. Read each sentence. Underline the words with *ow* that have a long o sound. Draw a box around the words with *ow* that have the vowel sound as in the word *how*.

1. The clown was in the show.
2. Do you know what town she lives in?
3. Plow trucks come out when it snows.
4. I like red and yellow flowers the best!
5. Will you throw the ball to me now?

B. Write each word in the correct column of the chart.

allow	below	now	slow	throw	towel
-------	-------	-----	------	-------	-------

ow spells the long o sound as in <i>grow</i>	ow spells the vowel sound as in <i>how</i>



Think of three more examples of *ow* words for each vowel sound.
Show your words to a family member.

Comprehension: Creative Problem Solving

Use with Student Edition pages 234–237.

Answer the questions about the reading.

Recall

1. What is the name of the South Korean company?

2. Where does Maya Pedal do business?

3. How does Zéro-Gâchis communicate with its customers?

Comprehend

4. Why are sell-by dates on food necessary in the first place?

Analyze

5. In what ways do you think Maya Pedal has improved people's lives?

Name _____ Date _____

Reader's Companion

Use with Student Edition pages 234–237.

Creative Problem Solving

Electricity powers many things that help us. Think about refrigerators, washing machines, and lights. But some communities don't always have electricity. Life can be very difficult with no electricity.

Maya Pedal is a business in Guatemala. They recycle old bicycles into power machines. People pedal the bicycles to power the machines. Everything from a water pump to a kitchen blender! People can do their work much quicker. Maya Pedal is non-profit. Their purpose is not to make money. They are concerned with helping people.

Genre

Underline one sentence that tells you *Creative Problem Solving* is an informational text.



Reading Strategy

Circle one sentence that gives an example of a cause and its effect.



Comprehension Check

List three kinds of machines that could be powered with Maya Pedal bicycles.

1. _____
2. _____
3. _____

Use the Strategy

What happens when people have access to electricity? To find the answer, look for cause and effect in the reading.

Retell It!

Retell the passage as if you are a person using a Maya Pedal bicycle. Tell how it has changed your life.

Reader's Response

Think about creative problem solving in your community. What are some problems in your community that you would like to see solved creatively?



Summarize the passage for a family member.

Name _____ Date _____

Learning Strategies: Cause and Effect

Use with Student Edition pages 238–239.

A. Match each cause with its effect. Write the letter of the correct answer.

Cause	Effect
_____ 1. We lost power after a big storm.	A We couldn't use the computer
_____ 2. My dad got a new job.	B She did well on the test.
_____ 3. Erin studied every night.	C A police officer had to direct traffic.
_____ 4. A traffic light broke.	D We moved to another city.

B. Read the passage. Then complete the chart.

Our New House

Mom and Dad saved money for a long time. Finally, they could buy a new house. The house was very old. It needed many repairs. There was a lot of work to be done, so everybody had to help. My sister and I painted the kitchen. My brothers planted trees. Now our yard looks like a forest!

Cause	Effect
Mom and Dad saved money.	
	The house needed repairs.
My brothers planted trees.	



Pretend it snowed last night. Write three sentences that explain the snowstorm's effect. Show your sentences to a family member.

Grammar: Adverbs of Frequency and Intensity

Use with Student Edition pages 240–241.

Review the uses of adverbs of frequency and adverbs of intensity in these examples:

He is **always** late. He **usually** comes to class late. (adverbs of frequency)
 Today, he is **very** late. He arrived **too** late for the test. (adverbs of intensity)

Fill in the blanks with an adverb from the box.

always	usually	sometimes	very	never	too
--------	---------	-----------	------	-------	-----

1. My teacher _____ gives surprise quizzes because she thinks they are unfair. I'm _____ happy about that!
2. I _____ eat a sandwich for lunch, but today I'm having pizza.
3. The dentist reminds him to _____ brush his teeth before going to bed.
4. Our family _____ eats meat because we are all vegetarians!
5. We were all _____ tired to go to the movies.

Name _____ Date _____

Spelling: The /f/ Sound Spelled *ph*

Use with Student Edition pages 242–243.

alphabet	dolphin	elephant
Joseph	nephew	paragraphs

Spelling Tip

Sometimes the /f/ sound is not spelled with the letter *f*. The letters *ph* also can spell /f/.

Write each word in the correct category.

Animals	
People	
Things You Learn in English Class	



Choose one of the categories. Write two sentences using the words from that category.



Write two more words with the /f/ sound spelled *ph*. Show your words to a family member.

Writing: Write a Persuasive Brochure

Read the brochure. Then read each question and circle the correct answer.

(1) Come to the Community Clean Up Our Park day. (2) People love Downtown Park, but maybe it needs a cleanup. (3) We'll recycle all of the trash. (4) We'll use separate bins. (5) We'll also have fun playing games. (6) There will be prizes! (7) And all volunteers are welcome to a free barbeque. (8) Yum! (9) Please mark the day on your calendar! (10) Friday, September 10 at 9 A.M. at Downtown Park. (11) Let's meet at the kids' playground. (12) We are looking forward to seeing you there! (13) Show some community spirit!

1. What is the best way to revise sentence 2?
 - A People use Downtown Park, but maybe it needs a cleanup.
 - B People love Downtown Park, but it really needs a cleanup.
 - C People love Downtown Park, but it's filthy dirty.
 - D No revision is needed.
2. What is the BEST way to revise sentences 3 and 4?
 - A We separated the trash and used different bins.
 - B We will recycle trash, or we will use separate bins.
 - C We will separate the trash into different bins and recycle it.
 - D No revision is needed.
3. What is the best way to revise sentence 12?
 - A We will look forward to seeing you!
 - B We are looking for you there!
 - C We are looking forward to you!
 - D No revision is needed.

Name _____ Date _____

Review

Use with Student Edition pages 196–243.

Answer the questions after reading Unit 4. You can go back and reread to help find the answers.

1. Which question is not answered by the end of *Creative Problem Solving*? Circle the letter of the correct answer.
 - A What are some of the effects of deforestation?
 - B How many trees has Tree Planet planted?
 - C How many bicycles has Maya Pedal recycled?
 - D Why do supermarkets throw away a lot of food?
2. Write a sentence telling why some problems need creative solutions.

3. Underline the sentence that does not have a frequency adverb in it. Circle the letter of the correct answer.
 - A She often volunteers at events in her community.
 - B The demand for recycled bicycles is too high.
 - C He always comes up with creative solutions.
 - D Community volunteers clean the park sometimes.
4. Write the frequency adverbs that appear in the three other sentences.

5. Circle the word that has the hard c sound.
campaign change policy dance

Read this passage from *The Trouble with Kudzu*. Then answer questions 6 and 7.

Over the years, people have learned to use every part of the kudzu plant. Cooks and artists use it to make jelly, paper, clothes, baskets, and chairs. This weed might be useful after all.

6. Identify the genre of the passage. Circle the letter of the correct answer.
A friendly letter **B** informational text **C** how-to poster
7. What is the main idea of the paragraph? _____

Read this passage from *The Fox and the Crow*. Then answer questions 8 and 9.

He continued, "Your voice must be even more beautiful than the lovely picture you make sitting in that tree. I am sure if I could hear you sing, I would call you the Queen of All Birds!" Ms. Crow opened her beak to caw. Out fell the cheese, and Mr. Fox snapped it up.

8. When the fox says this to the crow, he is _____ her.
A praising **B** guzzling **C** flattering **D** scampering
9. Which sentence best completes the Cause and Effect Chart?

Cause	Effect
	The fox gets the crow's cheese.

- A** The fox asks the crow to sing.
B The fox says the crow is beautiful.
C The fox gave the crow some advice.
D The fox said the crow is lovely.



Home-School
Connection

Tell a family member something new you learned from this unit.

Name _____ Date _____

Writing Workshop: Write a Review

Read the passage. Then read each question on the next page and circle the correct answer.

My Book Review

(1) I read a great book called *2030: A Day in the Life of Tomorrow's Kids* by Amy Zuckerman and Jim Daly. (2) This book talks about a day in the life of some students in 2030. (3) The kids does regular things, like getting up and going to school, but many new inventions make their day different.

(4) I like this book because it is not really science fiction. (5) You can find it in a bookstore or a library. (6) The authors are guessing about life 2030. (7) They asked many scientists for advice on the inventions in the book.

(8) If you like science, or if you like science fiction, you will like this book. (9) It is exciting to see the future.

1. What is the BEST way to revise sentence 2?
 - A This book talks about the life in a day some students in 2030.
 - B About a day in the life this book talks of some students in 2030.
 - C One day this book talks about the life of some students in 2030.
 - D No revision is needed.
2. What change, if any, should be made in sentence 3?
 - A Change *make* to *makes*
 - B Change *inventions* to *invention*
 - C Change *does* to *do*
 - D Make no change
3. What change, if any, should be made in sentence 6?
 - A Change *2030* to *in 2030*
 - B Change *2030* to *at 2030*
 - C Change *2030* to *on 2030*
 - D Make no change
4. What change, if any, should be made in sentence 8?
 - A Change *this* to *these*
 - B Change *Science* to *science*
 - C Change *or* to *but*
 - D Make no change
5. Which sentence does NOT belong in this story?
 - A Sentence 2
 - B Sentence 4
 - C Sentence 5
 - D Sentence 8

Name _____ Date _____

Fluency

Use with Student Edition page 251.

How fast do you read? Use a clock. Read the text from *Creative Problem Solving*. How long did it take you? Write your time in the chart. Read three times.

We all know that problems are a part of life. What's interesting is how we deal with problems. Today we'll look at three problems and three companies trying to solve them.	11 22 31
Deforestation, the removal of forests, is a problem all over the world. And deforestation has effects. Plant and animal species lose their habitats. The air becomes more polluted. If we don't restore the forests, there will be more climate change.	41 50 60 71
Tree Planet is a company in South Korea. They developed a mobile game about trees. Their objective is to plant trees in the real world. Players plant trees online and then Tree Planet plants trees in the ground. They have planted hundreds of thousands of trees in many different countries.	81 93 104 114 121

My Times

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Learning Checklist

Word Study and Phonics

- ☐ Soft and Hard c
- ☐ Thesaurus
- ☐ Digraph: ow

Strategies

- ☐ Identify Main Idea and Details
- ☐ Compare and Contrast
- ☐ Identify Cause and Effect

Grammar

- ☐ Comparative Adjectives
- ☐ Superlatives
- ☐ Adverbs of Frequency and Intensity

Writing

- ☐ Write a Persuasive Business Letter
- ☐ Write an Advertisement
- ☐ Write a Persuasive Brochure
- ☐ Writing Workshop: Write a Review

Listening and Speaking

- ☐ Give a Speech

Name _____ Date _____

Test Preparation

Use with Student Edition pages 252–253.

Read the selection. Look for any corrections and improvements that may be needed, then answer the questions.

(1) At tonight's town meeting, the City Council will announce its decision to make skateboarding on the sidewalk against the law. (2) Too many skateboarders have run into people and cars. (3) These accidents are making people verry angry. (4) But responsible skateboarders are angry, too. (5) Parents of skateboarders may be angrier than the kids. (6) They will have to pay fines if their kids are caught skateboarding on the sidewalk. (7) Mr. Ikeda has offered to give the town a plot of land to build a skateboard park. (8) It's a great offer, but we need money to build it. (9) Come to the town meeting, and shar your ideas!

- | | |
|--|---|
| 1. What change, if any, should be made in sentence 3?
A Change <i>accidents</i> to <i>accident</i>
B Change <i>are</i> to <i>is</i>
C Change <i>These</i> to <i>This</i>
D Change <i>verry</i> to <i>very</i> | 3. What change, if any, should be made in sentence 8?
A Change <i>money</i> to <i>mony</i>
B Change <i>It's</i> to <i>Its</i>
C Delete it
D Make no change |
| 2. Which change, if any, is needed in sentence 5?
F Change <i>Parents</i> to <i>Parents'</i>
G Change <i>are</i> to <i>is</i>
H Change <i>angrier</i> to <i>angrier</i>
J Make no change | 4. What change, if any, should be made in sentence 9?
F Change <i>town</i> to <i>towns</i>
G Change <i>shar</i> to <i>share</i>
H Delete <i>meeting</i>
J Make no change |

Read the selection. Look for any corrections and improvements that may be needed, then answer the questions.

(1) Plainfield schools are thinking about changing the starting time of the skool day. (2) Now school starts at 7:45 A.M. (3) They want to move the starting time to 9:15 A.M. (4) Why should we start our school day later? (5) Some Scientists say that students need more sleep. (6) Many students at plainfield schools wake up at 6:00 A.M. (7) Because of this, they are tire at school. If the starting time is 9:15 A.M., students can sleep more. (8) Students who sleep more can do a better job. (9) Please call the Plainfield school office. (10) Tell them you agree with their plan.

1. What change, if any, should be made in sentence 1?
 - A Change *changing* to changeing
 - B Change *skool* to school
 - C Change *thinking* to think
 - D Make no change
2. Which change, if any, is needed in sentence 5?
 - F Change *need* to needing
 - G Change *students* to student
 - H Change *Scientists* to scientists
 - J Make no change
3. What change, if any, should be made in sentence 6?
 - A Change *plainfield* to Plainfield
 - B Change *wake* to woke
 - C Delete at
 - D Make no change
4. What change, if any, should be made in sentence 7?
 - F Delete *more*
 - G Change *this,* to this
 - H Change *tire* to tired
 - J Make no change