Name _____ Date _____

Key Words

Use with Student Edition pages 136–137.

| fuel |
| flashlight |
| device |
| electricity |
| software |

A. **Choose the Key Word that *best* completes each sentence. Write the word.**

1. Cars need _____ to operate.

2. We used a _____ to explore the dark cave.

3. The library's new computer _____ helps students learn new vocabulary.

4. Before people had _____, they used candles for light.

5. A camera is a _____ that you can take pictures with.

B. **Write TRUE or FALSE.**

6. A book is a type of device. _____

7. Gasoline is a type of fuel. _____

8. Most electronics use electricity to function. _____

9. A flashlight helps you see in the dark. _____

10. Computers need software to send email. _____

Academic Words

Use with Student Edition page 138.

infer
initially
enable

A. **Choose the Academic Word that *best* completes each sentence. Write the word.**

1. Tablets _____ people to search the internet, send emails, and play games.

2. You can _____ how someone feels by the sound of their voice.

3. _____, I thought the story was fiction and then I realized it was true.

B. **Underline the Academic Word in each row of letters. Then write a sentence for each word.**

4. wgenabletvctefrlvumxo _____

5. frqywbqawinferhmovjtx _____

6. zerjrwsimdinitiallytp _____

C. **Answer the questions.**

7. How can you **infer** what someone is feeling?

_____

8. What does electricity **enable** us to do?

_____

9. What do you do **initially** when you wake up in the morning?

_____

🏠 **Home-School Connection** **Use each Academic Word in a sentence. Share your sentences with a family member.**

80

Name _____ Date _____

Phonics: *R*-Controlled Vowels: *ar, or, ore*

Use with Student Edition page 139.

> The letters *ar* usually have the vowel sound found in *arm*. The letters *or* and *ore* usually have the vowel sounds found in *torn*.

Read each row of words. Circle the two words that have the same vowel sound.

1. bark   door   art

2. important   crown   corner

3. march   arm   more

4. orange   order   harm

5. horn   hard   horse

6. chart   party   more

7. farm   work   garden

8. store   share   shore

9. purpose   porch   story

10. rather   farther   charm

Home-School Connection

Write a poem using rhyming word pairs with *ar*, and *or* and *ore*. Share your poem with a family member.

Comprehension: The Six Amazing Inventions

Use with Student Edition pages 140–145.

Answer the questions about the reading.

Recall

1. What did Azza Abdel Hamid discover?

_____

2. What did Richard Turere learn about lions?

_____

3. What did Angelo Casimiro invent?

_____

_____

Comprehend

4. How does the Vaxxwagon help others?

_____

_____

Analyze

5. Do you think the kids in the story will think of other inventions to help people? Why or why not?

_____

_____

_____

Name _____ Date _____

Reader's Companion
Use with Student Edition pages 140–145.

Electric Shoes

When Angelo Casimiro was 15 years old, he invented a device that allows people to charge a battery by walking. His charging shoes have two small disks inside. When a person's feet press down on the disks, they create electricity. The shoes can connect to cell phones, flashlights, or radios—just plug the cord into the shoes.

Angelo thinks his invention can help people who don't have electricity where they live. Since he created his charging shoes, other people around the world have invented similar charging devices.

Angelo uploaded the instructions for his charging shoes to the internet, and anyone can download and use them. He hopes that people will continue to make better charging devices in the future.

Use What You Know

List three things you know about Angelo Casimiro's invention.

1. _____

2. _____

3. _____

Comprehension Check

Circle the text that shows what "device" means.

MARK THE TEXT

Reading Strategy

MARK THE TEXT

What inference can you make about why Angelo invented the electric shoes? Underline where you found your answer in the text.

Use the Strategy

How did making inferences help you understand the passsage?

_____

_____

_____

Retell It!

Retell this passsage as if you are Angelo telling others about your invention.

_____

_____

_____

_____

_____

Reader's Response

Do you think Angelo cares about other people? Why or why not?

_____

_____

_____

Home-School Connection   **Retell the passage to a family member.**

Name _____   Date _____

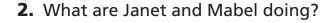# Learning Strategies: Make Inferences

Use with Student Edition pages 146–147.

Read the passage. Then answer the questions.

Feeding Time at the Zoo

It was 7:00 on Monday morning. All the animals were pacing back and forth in their cages. They always made a lot of noise when Janet came. It was almost as if they were happy to see her. Janet started cutting large slabs of meat. Mabel came over to watch. It was her first day on the job. "It's like this every day," Janet said. "Same time, same place." Suddenly, there was a loud roar. "Oh dear!" Mabel said. "I think Max is tired of waiting!" "Here," Janet said. "Throw this meat into his cage. Be careful, though. Breakfast is his favorite meal!"

1. Where are Janet and Mabel?

_____

_____

2. What are Janet and Mabel doing?

_____

_____

3. How do you know?

_____

_____

⌂
Home-School Connection

Have a family member tell or read you a story. (Your family member can use his or her own language.) Talk about the inferences you can make from the story.

Grammar: Necessity (*should, have to, must*)

Use with Student Edition pages 148–149.

Review the example sentences with *should, have to,* and *must*. Remember to use *shouldn't*, *didn't/don't have to*, and *won't have to* in negative sentences.

You **should** be on time.	You **have to** be on time.	You **must** be on time.

A. **Complete the sentences with the correct form of *should, have to,* or *must*. More than one answer may be possible.**

1. You _____should_____ try to come to the show.

2. They _____ take the train because they don't have a car.

3. You _____ make a card for her birthday.

4. She _____ sit in the back seat because she is only eight years old.

5. You _____ litter or throw trash on the street.

6. Today is Sunday. You _____ come to class today.

B. **Circle the word or phrase that best completes each sentence below.**

1. He (should / has to) take the dog for a walk every afternoon.

2. We (shouldn't / need to) do everything we can to save energy.

3. If you want to be a member of the team, you (must not / have to) wear the uniform.

4. You (shouldn't / have to) have a ticket to see the concert.

5. You (must / shouldn't) feed animals in a zoo.

Home-School Connection — **Write five sentences using *should*, *have to*, and *must*. Share your ideas with a family member.**

Name _____ Date _____

Spelling: Words with *ght*

Use with Student Edition pages 150–151.

Read each clue. Write the word in the box that matches each clue.

bought	caught	daughter
eight	fought	light
night	right	straight
tight		

1. comes after the number *seven* _____

2. opposite of *left* _____

3. past tense of *buy* _____

4. comes after *day* _____

5. opposite of *curved* _____

6. what you get from the *sun* _____

7. past tense of *fight* _____

8. not loose _____

9. female child _____

10. past tense of *catch* _____

Write a journal entry using at least three of the words in the box.

Home-School Connection | Write sentences for five of the words in the box. Share your sentences with a family member.

Writing: Write a Review

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

(1) *Into the Future* is a really interesting movie to watch. (2) It tells about what life might be like in the year 2050.

(3) I liked finding out about what life might be like in the future. (4) Today we have to do our own chores. (5) But in the future, robots might do them for we. (6) Robots might also be able to do fun things with us, such as play ping-pong. (7) I have to sweep the floor and make my bed.

(8) I also liked learning what people will wear in the future. (9) It might be strange to spray clothes on each day.

(10) If you are looking for a good movie to watch you should try this one.

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

   A Change *we* to *us*.
   B Change *might* to *must*.
   C Change *do* to *does*.
   D No change is needed.

2. What is the BEST way to revise sentence 10?

   A If you are looking, for a good movie to watch, you should try this one.
   B If you are looking for a good movie to watch, you should try this one.
   C If you are looking for a good movie to watch you should, try this one.
   D No revision is needed.

3. Which sentence does NOT belong in this story?

   A Sentence 2
   B Sentence 3
   C Sentence 7
   D Sentence 9

Name _____ Date _____

Key Words

Use with Student Edition pages 152–153.

A. **Choose the Key Word that *best* completes each sentence. Write the word.**

1. I enjoyed learning about the new computer _____ in class.

2. Carmen _____ in relief when she found her missing homework.

3. Heated seats and back-up cameras are nice _____ in some cars.

4. I have many _____ after I read a sad book.

5. Belts are _____—they can be loosened or tightened.

6. Several _____ on my street have a party each year.

B. **Underline the Key Word in each row of letters. Then write a sentence for each word.**

7. sefdiuadjustablezook _____

8. wereialfeatureskaod _____

9. proxisighedsamaip _____

10. quelivyemotionsslexif _____

sighed
program
emotions
features
adjustable
residents

Academic Words

Use with Student Edition page 154.

circumstances
capable
function

A. Choose the Academic Word that *best* completes each sentence. Write the word.

1. Robots are _____ of performing many tasks.

2. One _____ of a computer is to search the internet.

3. Do not make a decision until you know all the _____.

B. Match each Academic Word with its definition. Write the letter of the correct answer.

4. circumstances _____ **A** what something can do

5. function _____ **B** conditions, details, and facts

6. capable _____ **C** able to do something

C. Answer the questions.

7. What are you **capable** of doing that someone who is two years younger than you can't do?

_____

8. What is your favorite **function** of a smartphone?

_____

9. What **circumstances** make you smile?

_____

Home-School Connection   **Use each Academic Word in a sentence. Share your sentences with a family member.**

Name _____ Date _____

Phonics: Consonant Digraphs c*h*, *sh*, and *th*

Use with Student Edition page 155.

> The letters *ch, sh,* and *th* are called **consonant digraphs**. Each consonant digraph stands for one sound. The letters *ch, sh,* and *th* can be at the beginning, in the middle, or at the end of a word.

Find the words with the letters *ch, sh,* or *th* in each sentence. Write the words. Then underline *ch, sh,* or *th*.

1. She likes to wear matching shoes and shirts.

_____

2. When I am thirsty, I drink chocolate milkshakes.

_____

3. There are many light switches in the room.

_____

4. I did the wash without my mother's help.

_____

5. Children have more fun when they share their toys.

_____

6. The girls chased seagulls at the seashore.

_____

Home-School Connection | **Think of five words that have the consonant digraphs *ch, sh,* or *th*. Write the words. Then read them to a family member.**

91

Comprehension: A Robot's Smile

Use with Student Edition pages 156–159.

Answer the questions about the reading.

Recall

1. Who is Hana?

   _____

2. Why did Chimlin's mom say that Hana can't be Chimlin's best friend?

   _____

3. How many human emotions could Hana recognize?

   _____

Comprehend

4. Why did Chimlin spend most of her time with Hana?

   _____

   _____

Analyze

5. How is Chimlin's life different from your life?

   _____

   _____

   _____

Name _____ Date _____

Reader's Companion

Use with Student Edition pages 156–159.

A Robot's Smile

"Hana can't be your best friend," sighed Mom.

"Why not?" asked Chimlin. "Hana plays games with me, listens when I'm sad, and even tells me my favorite stories.

"But Hana is a robot. The things it does are its functions. It's just following a program."

"I don't care," said Chimlin. She grabbed one of Hana's three mechanical hands and dragged the metal box into her room.

"Don't listen to Mom," said Chimlin once they were alone. She was patting Hana on what might have been a head if Hana had a head. Hana was a box with four wheels for feet and three metal arms. It had several lights and switches, but nothing that looked like a face.

Use What You Know

List three features that Hana has.

1. _____

2. _____

3. _____

Comprehension Check

Underline three things that Hana does with Chimlin.

MARK THE TEXT

Reading Strategy

MARK THE TEXT

Circle the main idea.

Use the Strategy

How did identifying the main idea and details help you understand the passage?

_____

_____

_____

Summarize It!

Summarize the passage.

_____

_____

_____

_____

Reader's Response

If you designed a robot, what features would it have?

_____

_____

_____

Home-School Connection | **Summarize the passage for a family member.**

Name _____ Date _____

Learning Strategies: Main Idea and Details

Use with Student Edition pages 160–161.

Read the passage. Circle the main idea. Underline three details.

The Summer Holidays

Summer finally arrived. The Holden family rented a beach house for the month of July. Mr. Holden was really excited because the house was bigger than the one they rented last year. There was enough room in the garage for all of his fishing tackle. He could even fit a boat in there! He was really looking forward to taking his son, Jimmy, deep-sea fishing.

After the family unpacked, they decided to rent a boat. They went to the boat rental place in town that was near the dock. The salesperson asked Mr. Holden what kind of boat he wanted.

"The biggest one you have," Mr. Holden replied. "Make sure the motor works! It would be great to have a refrigerator, too."

"I want a place to put my new fishing tackle," said Jimmy.

Mrs. Holden, Emma, and Ann didn't really care about the boat. They were more interested in renting some bikes and exploring shops along the boardwalk. They wanted Jimmy and Mr. Holden to hurry up. They got tired of waiting, so while Jimmy and Mr. Holden spoke with the salesperson, they went to the bike rental shop.

Home-School Connection | **Have a family member tell or read you a story. (Your family member can use his or her own language.) Identify the main idea and at least one detail in the story.**

Grammar: Nouns

Use with Student Edition pages 162–163.

Review the **singular and plural forms** of some common nouns.

robot → robots	man → men
spy → spi**es**	foot → feet
potato → potato**es**	child → children
wolf → wol**ves**	

A. Complete the sentences using the correct singular or plural form of the word in parentheses.

1. The (wolf) _____wolves_____ live in the forest.

2. The (shirt) _____ are all on sale.

3. The (child) _____ visit their grandmother every week.

4. The (man) _____ from the store called me yesterday.

5. My (foot) _____ are very painful after a race.

6. There are some (tomato) _____ on the table.

B. Circle the word that best completes the sentence.

1. A (group / groups) of children crossed the street.

2. There were three (team / teams) in the competition.

3. The teacher asked a (student / students) to read aloud.

4. It took three (company / companies) to create the new car.

5. There is a lot of (proof / proofs) against him.

Home-School Connection **Write five sentences about nouns that you use every day. Share your ideas with a family member.**

Name _____ Date _____

Spelling: Endings *-le*
Use with Student Edition pages 164–165.

**Read each clue. Then complete
the words.**

	Spelling Tip
	If the vowel sound is short, double the consonant before *-le*. If the vowel is long, you don't need to double it.

1. something used to sew cloth   need _____

2. opposite of *big*   lit _____

3. more than one person   peop _____

4. a crossword   puz _____

5. not doing anything   id _____

6. something to carry water in   bot _____

7. can do something   ab _____

8. to break into little pieces   crumb _____

9. mix up a deck of cards   shuf _____

10. it helps you hold something   hand _____

11. holds paper together   stap _____

**Write a message to a friend. Use at least three words
with *-le* endings.**

_____

_____

**Home-School
Connection** **Think of five more words with *-le* endings. Write your own clue for each
word. Share your work with a family member.**

Writing: Write a Persuasive Article

Use with Student Edition pages 164–165.

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

(1) There are several advantages and disadvantages to driverless cars.
(2) I think driverless cars are not a good idea for several reasons. (3) First,
driverless cars are expensive. (4) Many people cannot afford to buy one.
(5) The price would need to be lowered for more people to buy the cars.

(6) Second, they are dangerous on bad weather. (7) Driverless cars
might not be be a safe way to travel when it is raining or snowing outside.
(8) This could cause many bad car accidents. (9) The last reason is that people,
such as taxi drivers, could lose their jobs. (10) Making cars is hard work.

1. What change, if any, should be made in sentence 2?
   A Add commas after *cars* and *several*.
   B Add *and* between *driverless* and *cars*.
   C Change *reasons* to *reason*.
   D No change is needed.

2. What is the BEST way to revise sentence 6?
   A Second, in bad weather, dangerous.
   B Second, in bad weather they should be dangerous.
   C Second, they are dangerous in bad weather.
   D No revision is needed.

3. Which sentence does NOT belong in this story?
   A Sentence 3
   B Sentence 7
   C Sentence 8
   D Sentence 10

Name _____ Date _____

Key Words

Use with Student Edition pages 166–167.

A. Choose the Key Word that *best* completes each sentence. Write the word.

1. The _____ gave more information about the inventor's life.

2. Many people carry their smartphone in their back _____.

3. I listen to music that I _____ from the internet.

4. She uses her _____ to listen to audio books.

5. His _____ taught him how to kick the ball farther.

6. We created a _____ in science class to show the results from our experiment.

B. Write TRUE or FALSE.

7. People can put their hands in their pockets when they are cold. _____

8. You can use headphones to listen to music. _____

9. A timeline gives dates and information. _____

10. A bar graph shows vocabulary definitions. _____

11. You can't download pictures from the internet. _____

12. A tennis coach helps players learn to serve a ball. _____

Academic Words

Use with Student Edition page 168.

element
issue
contact

A. Choose the Academic Word that *best* completes each sentence. Write the word.

1. Reducing our use of plastic is an important _____ in the world today.

2. Please _____ me when you want to study for the test.

3. Learning how to park is an important _____ in driving.

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

4. The topic of high gas prices makes my parents angry. _____

5. A memory chip is an important part of a computer. _____

6. I communicate with my cousins each week. _____

C. Answer the questions.

7. What is one important **element** of being a good student?

_____

8. What is an important **issue** that you care about?

_____

9. Who do you **contact** every day?

_____

🏠 **Home-School Connection** Write a new question for each Academic Word. Try to answer your question. Then show your work to a family member.

Name _____ Date _____

Word Study: Synonyms and Antonyms

Use with Student Edition page 169.

> **Synonyms** are words that have the same or similar meanings.
>
> **Antonyms** are words that have opposite meanings.

A. Match each word with its antonym. Write the letter of the correct answer.

1. huge _____   **A** weak

2. mean _____   **B** old

3. light _____   **C** tiny

4. strong _____   **D** nice

5. young _____   **E** dark

B. Read each word. Then draw a box around its synonym.

6. remove   take off / stick to

7. close   open / shut

8. healthy   ill / well

9. leave   go away / stay

10. begin   start / end

Home-School Connection | **Think of synonyms and antonyms for these words:** *short, wet, freezing, soft, furry,* **and** *sad*. **Show your words to a family member.**

Comprehension: Our Digital Lives

Use with Student Edition pages 170–177.

Answer the questions about the reading.

Recall

1. What could early cell phones do?

_____

2. When was the first text message sent?

_____

3. How many smartphone subscribers were there in 2018?

_____

Comprehend

4. Why didn't people put early cell phones in their pocket or purse?

_____

_____

Analyze

5. Look at the bar graph. Which age group gets the most sleep? Which group spends more time online? Which group exercises the most?

_____

_____

_____

Name _____   Date _____

Reader's Companion

Use with Student Edition pages 170–177.

The Development of Smartphones

Today most people don't think twice when they reach into their pocket, pull out their smartphone, and use it to go online, take a photo, or send a text.

But cell phones weren't always so "smart." When cell phones were first invented, just a few people had them. Often these first cell-phone customers only used their mobile phones for emergencies. They couldn't text or take a photo, much less search the internet with their phones. The only thing these early users could do with their cell phones was talk. They couldn't even put them in their pocket or purse because they were too large.

It took a series of small improvements over many years before the modern smartphone was a part of everyday life.

Use What You Know

List three things early cell phones couldn't do.

1. _____

2. _____

3. _____

Comprehension Check

Circle the text that shows what early cell phones could do.

MARK THE TEXT

Reading Strategy

MARK THE TEXT

Underline a part of the passage that states something you already know about.

Use the Strategy

How did using prior knowledge help you understand the passsage?

_____

_____

_____

Retell It!

Retell this passsage as if you are giving a presentation to your class.

_____

_____

_____

_____

Reader's Response

Why do you think the first smartphone was invented?

_____

_____

_____

Home-School Connection | **Summarize the main points of the passage for a family member.**

Name _____ Date _____

Learning Strategies: Use Prior Knowledge

Use with Student Edition pages 178–179.

Read the passage. Answer the questions.

What Do Nurses Do?

Nurses work hard to keep people healthy. They keep an eye on patients' temperature, blood pressure, and vital signs. Nurses work in many different places. Some nurses work in doctors' offices. Other nurses work in hospitals. Some of them even work in the operating room.

Nurses work with both patients and doctors to make sure patients get the best care. They teach patients about their conditions and how to take care of themselves. They tell the doctors if the patient is having trouble with medication or medical equipment. They call the doctor right away if the patient has a life-threatening condition. They are often the first people an accident victim sees in the emergency room.

1. Describe something you knew about nurses before you read this passage.

_____

_____

_____

2. Describe something you learned about nurses from reading this passage.

_____

_____

_____

🏠
Home-School Connection   **Share what you have learned about nurses with a family member.**

Grammar: Compound Sentences

Use with Student Edition pages 180–181.

Review these common types of **compound sentences**.

> **The sky was blue, and the sun was bright.**
> **Yang brought a ball, but he forgot his glove.**
> **We can go see a movie, or we can go ice skating.**

Use the connecting words *and*, *but*, or *or* to combine the sentences.

1. She waited for an hour. The bus didn't come.

   She waited for an hour, but the bus didn't come.

2. He wanted to be an actor. Now he is famous.

   _____

3. She's cheerful. She isn't a very nice person.

   _____

4. For our vacation, we could go to the beach. We could go to the mountains.

   _____

5. We can eat dinner at a restaurant. We can eat at home.

   _____

6. Tina has two cats. She has one dog.

   _____

🏠 **Home-School Connection** — **Write five compound sentences about things you noticed today. Share your ideas with a family member.**

Name _____ Date _____

Spelling: **Spelling *i* and *e* Together**

Use with Student Edition pages 182–183.

A. Write the word that *best* fits each clue.

ceiling	fried	friend
neighbor	receiving	tie

1. the top of a room

_____

2. someone you play with _____

3. a person who lives next door _____

4. something you do to your shoelaces _____

5. Giving is better than _____ .

6. some foods are cooked this way _____

✏ **Write a paragraph using some of the words in the box.**

_____

_____

_____

🏠 **Home-School Connection** **Write five more words that have the letters *i* and *e* together. Explain the Spelling Tip to a family member.**

Writing: Write a Persuasive Poster

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

---

(1) **COME TO COOPER MIDDLE SCHOOL'S SCIENCE FAIR!**

ACTIVITIES

(2) There will be many fun activities to do with your family and friends.

DEMONSTRATIONS

(3) There will be many interesting experiments to do. You can make slime, volcanoes, and even small robots!

PRIZES!

(4) We will even have a raffle, and you would win a really great prize!

(5) I won a prize last year.

(6) **COOPER MIDDLE SCHOOL'S SCIENCE FAIR WILL BE FUN!**

---

1. What change, if any, should be made in sentence 2?
   A Change *activities* to *activity*.
   B Add a comma after *family*.
   C Change *activities* to *activityes*.
   D No change is needed.

2. What change, if any, should be made in sentence 4?
   A Change *great* to *greater*.
   B Change *have* to *had*.
   C Change *would* to *could.*
   D No change is needed.

3. Which sentence is NOT necessary in this poster?
   A Sentence 2
   B Sentence 3
   C Sentence 4
   D Sentence 5

Name _____   Date _____

Review

For use with Student Edition pages 130–183.

Answer the questions after reading Unit 3. You can go back and reread to help find the answers.

1. What does the title *A Robot's Smile* mean? Explain.

_____

_____

2. What is the meaning of the term *vaccine*? Circle the letter of the correct answer.

   A a substance that helps protect from disease

   B a substance that is easy to make

   C a substance that anyone can buy

   D a substance that is found in nature

3. Complete a 5 W Chart for *A Robot's Smile*. Have a partner help you write answers to your questions.

5 W	Questions	Answers
Who?		
What?		
Where?		
When?		
Why?		

4. What important event took place in 2007 in *The Development of Smartphones?* Circle the letter of the correct answer.

    A first emoji sent   **C** first smartphone

    B first phone with Wi-Fi   **D** first phone that could take pictures

5. What did Easton LaChappelle invent to help others?

_____

_____

6. List the steps Lalita Srisai took to create her water filter in *Six Amazing Inventions.*

_____

_____

7. Why did Hana make Chimlin's room move?

_____

_____

8. The average teenager

    A gets enough exercise.   **C** gets enough sleep.

    B creates inventions.   **D** spends time online.

Home-School Connection   **Tell a family member something new you learned in this unit.**

Name _____ Date _____

Writing Workshop: Write a Persuasive Essay

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

Let's Make a Bike-Friendly Town

(1) Many people ride bikes in our town, but it is difficult. (2) If we had bike lanes on our roads, cycling would be easier and safer. (3) Let's ask the mayor to make bike lanes for cyclists.

(4) Without bike lanes, bikes and cars are always try to share the road. (5) Sometimes there are accidents between cars and bikes. (6) With bike lanes, cyclists have its own space, and drivers can remember we are there.

(7) If cycling becomes the easier, maybe more people will ride bikes instead of driving. (8) You can buy a used bike online. (9) If more people ride bikes, there will be less pollution, to.

(10) Please write a letter to the mayor's office. (11) Let's ask the mayor to make bike lanes. (12) It's good for everyone in our town.

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

   A Change *are* to *have*.

   B Change *to share* to *shared*.

   C Change *try* to *trying*.

   D No change is needed.

2. What change, if any, should be made in sentence 6?

   A Change *its* to *it's*.

   B Change *its* to *their*.

   C Change *its* to *theirs*.

   D No change is needed.

3. What is the BEST way to revise sentence 7?

   A If cycling becomes the easier, maybe more person will ride bikes instead of driving.

   B If cycling becomes the easier, maybe more people will ride bikes instead driving.

   C If cycling becomes easier, maybe more people will ride bikes instead of driving.

   D No revision is needed.

4. What change, if any, should be made in sentence 9?

   A Change *less* to *least*.

   B Change *to* to *too*.

   C Change *will* to *is*.

   D No change is needed.

5. Which sentence does NOT belong in this story?

   A Sentence 2

   B Sentence 7

   C Sentence 8

   D Sentence 10

Name _____ Date _____

Fluency

Use with Student Edition page 191.

How fast do you read? Use a clock. Read the text about *Six Amazing Inventions.* How long did it take you? Write your time in the chart. Read three times.

Easton LaChappelle built his first robotic arm when he was only	11
14 years old. He used simple objects, like LEGO© blocks and	22
fishing wire, together with a few small motors. At a science fair,	34
Easton met a girl with a prosthetic arm. He learned that her arm	47
cost $80,000. He wanted to make a prosthetic arm for less than	59
$1,000.	60
Easton studied how the body works and how the brain controls	71
muscles. He also learned to use special software to build 3D	82
models. After a few years, Easton invented a new robotic,	92
prosthetic arm and hand using a 3D printer. His invention has	103
many small parts and works with the brain to move like a real	116
human arm and hand.	120
After Easton finished his work, he uploaded the instructions to	130
the internet. Anyone can download them for free. He wants	140
other people to use this information to make better prosthetic	150
body parts and help people around the world.	158

My Times

Learning Checklist

Check off what you have learned well. Review as needed.

Word Study and Phonics

☐ *R*-Controlled Vowels: *ar, or, ore*

☐ Consonant Digraphs: *ch, sh,* and *th*

☐ Synonyms and Antonyms

Strategies

☐ Make Inferences

☐ Main Idea and Details

☐ Identify Fact and Opinion

☐ Use a K-W-L Chart

Grammar

☐ Necessity: *should, have to, must*

☐ Nouns

☐ Compound Sentences

Writing

☐ Write a Review

☐ Write a Persuasive Article

☐ Write a Persuasive Poster

☐ Writing Workshop: Write a Persuasive Essay

Listening and Speaking

☐ Listening and Speaking Workshop: Give a Speech

Name _____ Date _____

Test Preparation

Use with Student Edition pages 192–193.

Read the selection. Then choose the correct words to fill in the blanks.

There was once an armadillo who loved the sound of ____1____.
He decided he wanted to learn to sing. He asked the frogs, the crickets, and
the birds in the forest if they would teach him to sing. They all said the same
thing, "No, silly! Armadillos don't sing." The armadillo was very ____2____.
Why didn't the animals want to teach him to sing?

Then one day, an old man came walking in the ____3____. The armadillo
asked the old man if he could teach him how to sing. The old man picked up
a stick and tapped the armadillo on its ____4____. The shell-tapping made
beautiful music! Soon all the animals in the forest came to listen to the old
man and the armadillo make their beautiful songs.

1.
- **A** driving
- **B** singing
- **C** reading
- **D** fishing

2.
- **F** unhappy
- **G** joyful
- **H** athletic
- **J** musical

3.
- **A** forest
- **B** house
- **C** school
- **D** ocean

4.
- **F** foot
- **G** head
- **H** shell
- **J** doo

Read the selection. Then choose the correct words to fill in the blanks.

A long time ago, Wind and Thunder were fighting. "The green earth needs me more than you," said Wind. "No, I am more ___1___ for the earth," said Thunder.

"I am stronger," said Wind. Wind blew hard to show its ___2___. Thunder got angry. It made a loud noise and went far away from the Wind.

"I can work alone," Wind thought. "I can make the tall grass grow by myself." So Wind blew and blew. But no grass grew. Slowly the earth changed from green to brown.

Wind went to Thunder and said, "The earth needs both of us. I am sorry." Thunder made a noise. The noise grew louder and louder. Then ___3___ fell on the earth.

Soon the earth was green, and Wind was happy to blow the tall grass again. From that day, Wind and Thunder always worked ___4___.

1.
- **A** important
- **B** interesting
- **C** beautiful
- **D** better

2.
- **F** interest
- **G** beauty
- **H** peace
- **J** power

3.
- **A** light
- **B** snow
- **C** leaves
- **D** rain

4.
- **F** alone
- **G** hard
- **H** together
- **J** slowly