

UNIT
2

How are growth and change related?

Reading 1: "How Seeds and Plants Grow" / "A Tale of Two Brothers"

Vocabulary

Key Words Use with Student Edition page 81.

Write each word in the box next to its definition.

develop	embryo	germination	inactive	protective	straighten
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1. germination : the process in which a seed starts to grow
2. _____ : used to keep something safe from harm
3. _____ : become or make straight
4. _____ : grow or change into something bigger or more advanced
5. _____ : not doing anything; not active
6. _____ : a tiny young plant contained within the seed

Use the words in the box at the top of the page to complete the sentences.

1. Many animals and plants have a _____ covering, such as a shell.
2. A plant _____ is the plant in its earliest stage of development.
3. Plants can only _____ when they have the right amount of light, water, and food.
4. Until a seed begins to germinate, we say it is _____.
5. Many plants are curved when they first sprout, but they _____ as they grow.

Vocabulary**Academic Words** *Use with Student Edition page 82.*

Read the paragraph. Pay attention to the underlined Academic Words.

The saguaro cactus is a very tough plant. It is able to survive in the hot, dry environment of deserts in Arizona and Mexico. The saguaro has sharp spines, which function as a form of protection. They keep potential predators from eating the plant. The saguaro cactus can live up to 250 years, but its growth process is very slow.

Write Academic Words from the paragraph next to their correct definitions.

1. environment: the land, water, and air in which plants live
2. _____: a series of actions, developments, or changes that happen in a sequence
3. _____: possible
4. _____: the usual purpose of a thing

Use Academic Words from the exercise to complete the sentences.

1. Plants that grow in a dry _____ must be able to live without much water.
2. The _____ of the seed coat is to protect the plant.
3. All seeds contain _____ plants, but some of them never develop into actual plants.
4. Different kinds of plants follow the exact same _____ for growth.

Complete the sentences with your own ideas.

1. In the process of germination, a seed _____ begins to grow into a plant _____.
2. The function of the seed coat is _____.
3. The environment a plant grows in can be _____.
4. Each seed has a potential _____ inside it.

Word Study**Related Words** *Use with Student Edition page 83.*

REMEMBER Related words are words that are in the same word family, they share the same base word, and have related meanings. There are similarities and differences between the words. Knowing the meaning of the base word can help you figure out the meaning of other words in that family.

Example: transport (verb) = move or carry goods or people from place to place

transportation (noun) = the process of transporting

transported (adjective) = taken or carried from place to place

Look at the words in the first column of the chart. Write a related noun and adjective for each word.

Verb	Noun	Adjective
1. improve	improvement	improved
2. pollute		
3. develop		
4. relate		
5. correct		
6. combine		
7. amaze		

Look at the words in the chart below. Write a related word. Then write a sentence using the related word.

Word	Related Word	Sentence
1. fascinate	fascination	He had a fascination with plants.
2. inspire		
3. communicate		
4. alternate		
5. conceal		
6. add		
7. compose		
8. refresh		
9. infect		
10. amend		

Reading Strategy Recognize Sequence

Use with Student Edition page 83.

REMEMBER To recognize sequence, look for signal words as you read, such as *first*, *then*, *next*, *finally*, and *after*. Also look for time expressions, such as *every morning*, *yesterday*, *last night*, or *next February*. Keep track of events by listing them in order, or make a chart showing the steps.

Read the paragraph and underline the words that indicate sequence.

The life cycle of a plant begins with a seed. First, the seed coat swells and breaks open. Next, a tiny root grows down into the soil. Then a stem grows up toward the surface of the soil. Later, leaves form on the stem. Finally, the plant forms more seeds, and the life cycle begins again.

Read the passage. Then answer the questions.

After school, the phone rang. It was my friend Julia. She said, "I forgot my house key. Can I come over to your house and wait there till my mom can come for me?"

I said, "Sure." Then the phone rang again. This time, it was my friend Alfred. He said, "My Dad has to go to a meeting. Can I do my homework at your house?"

I said, "No problem." While I was hanging up the phone, the doorbell rang. Both Julia and Alfred were standing there. "That was quick!" I laughed.

Later, my Dad came home. "What are all these kids doing here?" he asked.

Finally, both Julia's mom and Alfred's dad came to pick them up. After they left, I got ready for bed and went to sleep.

1. What was the first thing that happened in the story?

2. What happened while the narrator was hanging up the phone after speaking with Alfred?

3. What happened next?

4. Who picked up Julia and Alfred?

5. What did the narrator do before going to sleep?

Comprehension*Use with Student Edition page 88.*

Choose the *best* answer for each item. Circle the letter of the correct answer.

1. A seed has three important parts, which are _____.
 - a. the stem, roots, and leaves
 - b. the embryo, stored food, and seed coat
 - c. the plastic wrap, roots, and embryo
2. The time when an embryo first begins to grow is called _____.
 - a. photosynthesis
 - b. germination
 - c. protection
3. Photosynthesis happens when _____.
 - a. a plant has no seed coat
 - b. a plant fails to germinate
 - c. a plant makes its own food
4. The swallow rewarded Heungbu for his help with _____.
 - a. a melon
 - b. a seed
 - c. a good harvest
5. Nolbu was punished for being _____.
 - a. cruel and greedy
 - b. full of pride
 - c. afraid of birds

Extension*Use with Student Edition page 89.*

Some plants go through the whole life cycle in one year, starting as seeds and dying when they have produced new seeds. They are called annual plants. (*Annual* means “yearly.”) Some plants keep growing and getting bigger for years. They may die back at the end of the season, but they sprout up again in the spring. They are called perennial plants. (*Perennial* means “living more than one year.”) Write the names of four kinds of plants in the chart below. Then research the plant in order to find out if it is an annual or a perennial plant. Complete the chart.

Plant	Type
morning glory	annual

Grammar**Sequence Words and Phrases**

Use with Student Edition page 90.

REMEMBER Sequence words and phrases show the order of events. Frequently used sequence words and phrases include *first*, *then*, *next*, *after that*, *afterward*, *following that*, *last*, and *finally*. Use a comma after all sequence words except for *then*.

The following sentences present events in the order in which they happened. Insert a sequence word or phrase from the box to show the order of the events.

Finally,	Next,	Following that,	First,	Then
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1. _____ she awoke.
2. _____ she got dressed.
3. _____ she went to the kitchen.
4. _____ she ate breakfast.
5. _____ she left for school.

The following sentences present a series of events in the wrong order. Write *first*, *next*, *afterwards*, *following that*, and *last* to show the correct order.

1. _____ go to the store and buy the ingredients you do not have.
2. _____ put the mixture in a pan and put it in the oven.
3. _____ decide what kind of cake you want to make.
4. _____ mix the ingredients together.
5. _____ check that you have all the ingredients.

Grammar**Using Dashes to Explain or Clarify**

Use with Student Edition page 91.

REMEMBER Writers use dashes (—) to emphasize certain information on the page so that the reader notices it. The dash can be used for different purposes: to set off information for emphasis, to give more specific information, or to give a definition.

Identify the purpose for using the dash in the sentences below.

- a. to set off information for emphasis
 - b. to give more specific information
 - c. to give a definition
1. a I got the best gift of all—money!
 2. _____ He was described as being petulant—bad tempered in a childish way.
 3. _____ Epiphytic plants don't need soil to grow—they grow attached to other plants.
 4. _____ Some plants and animals are able to tolerate an arid environment—an environment with little or no rain.
 5. _____ You won't believe where we're going on vacation—Hawaii!
 6. _____ An essay has three parts—the introduction, the body, and the conclusion.

Add the missing dash to the sentences below.

1. That animal is a mammal—it is warm-blooded.
2. We all need the same thing love.
3. Those animals are nocturnal they only come out at night.
4. We loved everything about the island the soft sand, the sparkling water, the warm sun.
5. I finally figured out what it was a pineapple plant.
6. The studio apartment has three rooms a tiny kitchen, a living area, and a tiny bathroom.

Writing**Write a Story with a Starter** *Use with Student Edition pages 92–93.*

Complete your own sequence-of-events chart using a story starter.

First,



Next



Finally,

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the story begin with “It was the most incredible thing I’d ever seen in nature”?
- ☐ Does the writer use the story starter to lead into the story events?
- ☐ Does the paragraph describe the incredible thing in nature that the story is about?
- ☐ Are sequence and time words and phrases used to present the events of the story in order?
- ☐ Are present and past progressive used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?

UNIT
2**How are growth and change related?****Reading 2: The Test****Vocabulary****Literary Words** *Use with Student Edition page 95.*

REMEMBER The **point of view** is the angle a story is told from. In a first-person point of view, the narrator uses the pronoun *I*. In a third-person point of view, the narrator uses the pronouns *he*, *she*. The **plot** is the sequence of connected events that make up the story. They can be presented in a logical order that is linear or in a mixed-up order that is nonlinear. **Suspense** in a story is a feeling of uncertainty about the outcome of events.

Read the paragraph. Then answer the questions.

Alia ran into the room, her eyes shining. She exclaimed, "I won the art competition! They have offered me a scholarship. I will be able to go to art school next year!"

Her parents frowned. They wanted her to go to business school. They wanted her to be a bookkeeper, maybe even an accountant. These were reliable, well-paying jobs.

Before her parents could say a word, Alia continued. "Here, look at the information my art teacher gave me. There are a lot of good jobs for people with an art degree. Studying art does not mean I will never have a steady job."

Alia's parents took the pages she was holding and began to read. After a few minutes, her father looked up and smiled. "Yes, Alia," he said. "I can see that studying art will give you a lot of options. Since you want this so much, I think your mother and I will have to agree."

Alia ran forward and threw her arms around her mother and father. "Thank you!" she cried.

1. Whose point of view is the story written in? _____
2. What is a point of suspense in the story? How does it get resolved?

3. Summarize the plot in one sentence. _____
4. Imagine the story was told from Alia's perspective, in the first-person point of view. Write the first two sentences in the first-person point of view.

Vocabulary**Academic Words** *Use with Student Edition page 96.*

Read the paragraph. Pay attention to the underlined Academic Words.

I saw a movie about a teenage girl who faced discrimination when she tried out for a boys' high school soccer team. Before trying out for the team, she was very excited and filled with anticipation. During the tryout, some of the boys laughed and teased her. She was hurt by their reaction, but she didn't let it affect her playing. She had to work hard, but she finally made it on the team.

Match each word with its definition.

- | | |
|---------------------------------|---|
| <u> b </u> 1. affect | a. a feeling of excitement because something good or fun is going to happen |
| <u> </u> 2. reaction | b. cause a person to feel strong emotions |
| <u> </u> 3. anticipation | c. the practice of treating one group of people differently from another in an unfair way |
| <u> </u> 4. discrimination | d. something you say or do because of what has happened or been said to you |

Use the Academic Words from the exercise above to complete the sentences.

1. The Civil Rights Movement of the 1960s worked to end _____.
2. I was filled with _____ as I waited for my sister at the airport.
3. When everyone yelled "Happy Birthday!" I had a surprised _____.
4. My decision will _____ the whole family.

Complete the sentences with your own ideas.

1. His reaction to the funny movie _____ made me laugh too _____.
2. The anticipation of the holidays _____.
3. Discrimination is wrong because _____.
4. I didn't let _____ affect my concentration.

Word Study**Homographs** Use with Student Edition page 97.

REMEMBER Homographs are two or more words that have the same spelling but different meanings. **Example:** Can we *address* this issue later? *versus* What is your *address*? Homographs are not always pronounced the same. Often homographs are different parts of speech. The context will help you decide which meaning is appropriate.

Read each sentence and circle the meaning of the underlined homograph.

1. The famous actor gave his autograph to a fan. ((a follower) / a cooling device)
2. It is so hot today, I need to turn on the fan. (a follower / a cooling device)
3. I'll just open a can of tuna for dinner tonight. (to be able to / container)
4. Please don't tear my shirt. It's all new! (liquid from one's eyes / to break)
5. This party is fun. I am having a ball! (sports equipment / great fun)
6. The students this year are exceptionally bright. (light / intelligent)

Read the definitions in the box. Choose the two definitions that go with the homographs, and write them in the chart.

secure	child	part of the alphabet	solid
to annoy	to care for	similar	
to offer	container for valuables	written communication	
to joke	gift	insect	

Homograph	1 st definition	2 nd definition
1. bug	insect	to annoy
2. kid		
3. letter		
4. like		
5. present		
6. safe		

Use with Student Edition page 97.

REMEMBER When you **compare**, you see how things are similar. When you **contrast**, you see how things are different.

Read each paragraph and answer the questions about how the characters feel.

Kevin sat at the end of the dock and dipped his toe into the water. It was freezing. Kevin turned when he heard his sister's voice. Lily was smiling. "Oh, the water looks great," she cried. "I can't wait to jump in and cool off!" Lily dove right in and shouted to Kevin, "Come on in! The water is great!" "It is freezing!" Kevin said. "I think I am going to wait right here." Even though he really wanted to swim, the cold water was just too cold for him.

1. **Compare** the way Kevin and Lily feel. How do they feel alike?

2. **Contrast** the way Kevin and Lily feel. How do they feel different?

Nola and Terry looked at the yard in shock. They had agreed to mow Mrs. Power's lawn, but they hadn't expected this. The grass hadn't been cut in weeks. Terry said, "There's no way we'll ever get it all done. And it's so hot!" "I know how you feel," said Nola, "but Mrs. Powers is counting on us. Until her ankle is better, she really can't do the work herself. She's always been so nice to us. I feel we should do something for her in return."

3. **Compare** the way Nola and Terry feel. How do they feel alike?

4. **Contrast** the way Nola and Terry feel. How do they feel different?

5. How does the skill of comparing and contrasting help you to understand a story better?

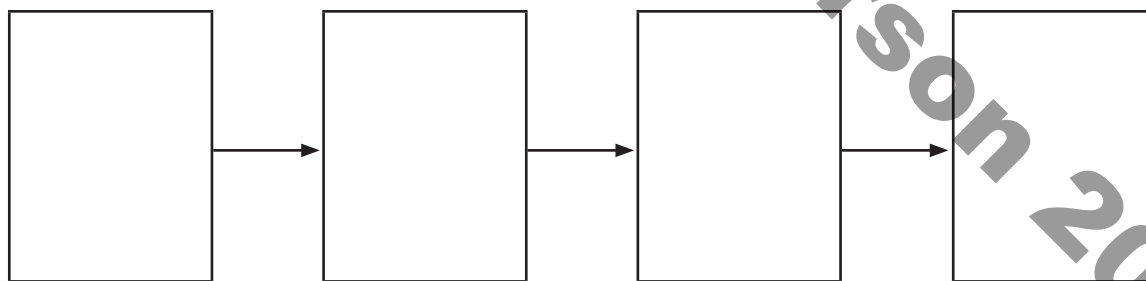
Comprehension*Use with Student Edition pages 102–103.*

Choose the *best* answer for each item. Circle the letter of the correct answer.

1. Gramps wants Lucas to come with him to the test because _____.
 - a. he wants Lucas to help him with the test
 - b. he wants Lucas to register to vote too
 - c. he thinks Lucas will bring him good luck
2. Gramps didn't finish the test because _____.
 - a. he couldn't read the questions
 - b. he thought it was unfair
 - c. he didn't have enough time
3. After Gramps left the building, Lucas _____.
 - a. wanted to take the test
 - b. believed Mama would do something
 - c. wanted to return to the office
4. Gramps wants Mama to _____.
 - a. go back to school
 - b. get a better job
 - c. teach him how to read
5. Gramps plans to _____.
 - a. take the test again soon
 - b. get a job to support the family
 - c. help Mama register to vote

Response to Literature*Use with Student Edition page 103.*

In this excerpt, connected events make up the plot of the story. Fill in the graphic organizer with four of these connected events.



Use with Student Edition page 104.

REMEMBER Use the simple past to show that an action began and ended at a definite point in the past. Use the present perfect to show that an action began in the past and ended at an unspecified time or continues into the present.

Write *SP* on the line if the sentence is in the simple past. Write *PP* if the sentence is in the present perfect.

- ____ *SP* 1. Scientists believe that modern humans appeared on Earth over 200,000 years ago.
- ____ 2. From 1960 until today, the global population has nearly tripled in size.
- ____ 3. In 2011, the world population exceeded 7 billion.
- ____ 4. In the last thirty years, Europe has seen a decline in its population.
- ____ 5. In the past, diseases and hardship contributed to shorter human lives.

Complete the following sentences with the correct form of the verb in parentheses. Depending on the context of the sentence, use either the simple past or the present perfect.

1. (shrink) The population of Europe has shrunk in recent years.
2. (grow) The population in some African countries by about 3% in the last decade.
3. (be) For many centuries, California a popular destination for immigrants.
4. (move) In recent years, more people to the United States from China and India than from any other countries.
5. (leave) Tim's family France two years ago. They now live in Thailand.
6. (live) People who in another country often report both positive and negative experiences.

Grammar**Past Perfect: Active and Passive**

Use with Student Edition page 105.

REMEMBER The past perfect indicates that something happened (or did not happen) in the past prior to another event. The active form of a verb in the past perfect is *had (+ not / never) + past participle*. The passive form of the past perfect is *had (+ not / never) + been + past participle*.

Write the active and passive past perfect forms of the verbs in the chart.

Verb	Active Past Perfect	Passive Past Perfect
1. give	had given	had been given
2. assign		
3. paint		
4. drink		
5. see		
6. fight		
7. teach		
8. deliver		

Complete the sentences with the active or passive past perfect form of the verb in parentheses.

- All of the free t-shirts had been taken (take) by the time I got there.
- I realized almost immediately that I _____ (see) the movie before.
- Every student _____ (finish) the test before time ran out.
- By the time firefighters arrived, the building _____. (destroy)
- The plane tickets _____ (buy) before the hotel reservations were made.
- She _____ (already / decide) before I even made my argument.

Writing**Rewrite a Familiar Story** *Use with Student Edition pages 106–107.*

Add events from the story in the first column and Mama's reaction in the second column.

Event	Mama's Reaction

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the paragraph have a point of view that is different from the original story?
- ☐ Does the writer use a voice that reflects the narrator's point of view?
- ☐ Does the narrator use the correct pronouns to relate the story and use *I* and *me* to refer to themselves?
- ☐ Are the simple past and past perfect used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?

UNIT
2
How are growth and change related?
Reading 3: “Climate Change Puts Nature on the Move”
Vocabulary
Key Words Use with Student Edition page 109.

Write each word in the box next to its definition.

colony	decline	migrate	species	stable	ecosystems
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1. decline: a decrease in value or amount
2. _____: land and sea areas with their unique plants, animals, water, and air
3. _____: not expected to change; steady
4. _____: move from one place to another
5. _____: a group of similar plants or animals living together
6. _____: a group of similar plants or animals that can produce young

Use the words in the box at the top of the page to complete the sentences.

1. In that one _____ alone, there are more than 100,000 penguins!
2. Not all animals _____. Some stay in the same environment year round.
3. That animal population is _____ now thanks to protection from the government.
4. I’m not sure what _____ of bird they are.
5. The lack of food caused a _____ in the number of animals in the colony.
6. One of the Earth’s most delicate _____ is the coral reef, where animals and plants live in a marine environment.



Vocabulary**Academic Words** *Use with Student Edition page 110.*

Read the paragraph below. Pay attention to the underlined Academic Words.

The distribution of people living in India is very uneven. The population is most dense in coastal areas. While the prediction is for the overall population to continue to expand significantly, not every region of the country is growing at the same rate. When lots of people migrate to a new area, both residents and migrants need to adapt.

Write Academic Words from the paragraph above next to their correct definitions.

1. region: fairly large area of a state or country, usually without exact limits
2. _____: scattering or spreading of something over an area
3. _____: statement that something is going to happen
4. _____: become larger or to make something become larger
5. _____: to gradually change behavior in order to become successful.

Use Academic Words from the exercise above to complete the sentences.

1. The _____ of wealth in the world is very uneven.
2. I'd like everybody to make one _____ for the new year.
3. Does water _____ or contract when it freezes?
4. What _____ of your country has the greatest population?
5. Some animals _____ to a new environment by changing their diet.

Complete the sentences with your own ideas.

1. The distribution of freshwater on the Earth's surface _____ is extremely uneven.
2. My prediction for next year is that _____.
3. I think it's important to expand _____.
4. The region of my country that is most heavily populated is _____.
5. It can be difficult to adapt to _____.

Word Study**Long a, i, o Spelling Patterns**

Use with Student Edition page 111.

REMEMBER The long vowel sounds can be spelled several different ways. Long *a* can be spelled *a_e* as in *make*, *ai* as in *maid*, and *ay* as in *day*. Long *i* can be spelled *i_e* as in *mile* and *igh* as in *night*. Long *o* can be spelled *o_e* as in *stone* and *ow* as in *mow*.

Read the words in the box. Then write each word in the correct column in the chart.

shape	flight	below	promote	slime	hay
bow	grape	afraid	mime	might	remote

Long <i>a</i>	Long <i>i</i>	Long <i>o</i>
<i>a_e</i>	<i>i_e</i>	<i>o_e</i>
shape		
Long <i>a</i>	Long <i>i</i>	Long <i>o</i>
<i>ai, ay</i>	<i>igh</i>	<i>ow</i>

Look at each row of words. Circle the word in each row that contains the long vowel sound in parentheses.

- (long *a*) hassle betray clap
- (long *o*) shop mope plot
- (long *i*) life little list
- (long *a*) flat maid battle
- (long *o*) grow lost lobster

Reading Strategy Scan

Use with Student Edition page 111.

REMEMBER When you **scan** something, look for particular things that you want to know. Look at the title, visuals, and move your eyes quickly over the words. Stop scanning and begin reading when you see the words you need.

Scan the paragraphs below. Look for information about what Jacinda has done over her summer break. List three things she did below.

I was really excited to go back to school. I missed all my friends and my favorite teachers. I had a great summer though. We spent July in a cabin near a lake. My family goes there every year. I spent the days swimming, and seeing other kids my age who also spend their summers there. My favorite part was at night because my parents would grill food and we'd eat outdoors at a picnic table and look at the stars.

In August we came back home. I started taking tennis lessons at the nearby club. I'm a good player but I want to be even better. Me and my friend Denise played just about every day.

A week before school started we went to visit my Grandmother in North Carolina. I hadn't seen her since last year so it was great to spend some time with her again. She's a photographer. We hung out in her darkroom and I helped her develop photographs. It was a lot of fun!

1. _____
2. _____
3. _____
4. Scan the above paragraphs. Write what was Jacinda's favorite part about her month at the lake.

5. Scan the above paragraphs. What did Jacinda do with her grandmother? Write your answer below.

Comprehension*Use with Student Edition pages 116–117.*

Choose the *best* answer for each item. Circle the letter of the correct answer.

1. According to the article, about _____ of animal and plant species are now on the move due to climate change.
 - a. 40%
 - b. one third
 - c. 50%
2. The biggest problem for the Adélie penguins is that _____.
 - a. other animals are killing their chicks
 - b. the food they eat has migrated away
 - c. their environment is getting much colder
3. The “tree line” is _____.
 - a. where the northernmost forests are located
 - b. a region of Alaska in the United States
 - c. the place trees stop growing and thriving
4. The changes in the North Slope’s ecosystem seem to be benefitting _____.
 - a. the moose
 - b. the caribou
 - c. both moose and caribou
5. Climate change is causing animal and plant species to move _____.
 - a. away from the poles
 - b. toward the coasts
 - c. away from the equator

Extension*Use with Student Edition page 117.*

The article on climate change describes how several different species are being affected. Research how some other animal and plant species around the world are being affected by climate change. Write the name of the species and the effect of climate change in the chart below.

Species	Effects of Climate Change
polar bear	loss of habitat as Arctic sea ice melts, bears must hunt on land

Grammar**Comparison Structures: Comparative Adjectives**

Use with Student Edition page 118.

REMEMBER A comparative adjective compares one thing to another. To form comparatives, add *-er* to most one-syllable adjectives. Add *-r* to most one-syllable adjectives ending in *-e*. Double the final consonant and add *-er* to most one-syllable adjectives with a consonant-vowel-consonant pattern. Add *more* to adjectives with two or more syllables. Change the *-y* to *-ier* in adjectives ending in *-y*. Memorize irregular adjectives. Phrases with *than* are common with comparative adjectives.

Complete the sentences with the correct comparative form of the adjective in parentheses.

1. My brother is lazier than I am. (lazy)
2. I have a lot of stuff so I prefer the _____ backpack. (big)
3. The Chinese phone is _____ than the American phone. (cheap)
4. The American phone is _____ than the Chinese phone. (expensive)
5. The room is _____ than I thought it would be. (large)
6. The weather today is even _____ than it was yesterday. (bad)
7. My mother was _____ than my father. (angry)

Complete the sentences with the correct comparative form of the adjective in parentheses and the word *than*, when needed.

1. Sea levels around the world are higher than they were a decade ago. (high)
2. I got a _____ phone so I can easily carry it in my pocket. (small)
3. People pay attention because that species is _____ many others. (cute)
4. I'm afraid that the effects of climate change will get even _____ in the future. (bad)
5. Humans are _____ to the planet than any other species. (dangerous)
6. As the population gets _____, more pressure is put on the planet's resources. (big)
7. I really don't know if things can get any _____ this. (crazy)

Grammar**Adjectives with *Too* and *Enough***

Use with Student Edition page 119.

REMEMBER Writers often use *too* and *enough* with adjectives to indicate a degree. Writers use *not* and *enough* with an adjective to mean not as much as needed. In this case, *not* + adjective + *enough* has the opposite meaning from *too* + adjective. Writers sometimes follow expressions with *too* and *not . . . enough* with infinitives to clarify a result.

Circle the correct phrase to complete the sentence.

1. Yes, my friend is *too old* / *old enough* to drive.
2. The poles are *too warm* / *not warm enough* and the ice is melting.
3. I can't finish the room with this paint. There's *too much* / *not enough*.
4. The water was *too rough* / *rough enough* to swim in.
5. There's no way I can buy that. I'm *too rich* / *not rich enough*.
6. She can solve that problem. She's *too smart* / *smart enough*.

Complete the paragraph with *too* or *enough*.

I don't think that we are trying hard (1) enough to solve the problem of climate change. Maybe people think that the problem is just (2) _____ tough to solve. I agree that it can seem overwhelming, but if the whole world works together, there's no problem that's (3) _____ difficult. We are intelligent (4) _____. I mean, if we can walk on the moon, I think we're creative (5) _____ to come up with some solutions to this problem. I just hope that it's not (6) _____ late to stop even more damage to our fragile planet.

Writing**Write a Personal Letter** *Use with Student Edition pages 120–121.*

Complete your own word web for a personal letter to a friend or family member.

Date:	
Greeting:	
Body:	
Closing: Signature:	

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the writer include all five parts of a friendly letter?
- ☐ Are the ideas and events in the letter clear?
- ☐ Are descriptive words used to help the reader picture the action?
- ☐ Do the sentences flow smoothly, helping the reader move from one action to the next?
- ☐ Are comparative structures used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the letter?

UNIT
2
How are growth and change related?
Reading 4: “Abuela Invents the Zero”
Vocabulary
Literary Words Use with Student Edition page 123.

REMEMBER Writers use **characterization** to show what a character is like by describing what the character thinks and does. One way to show that is through **dialogue**—conversations between characters. Dialogue always appears in quotation marks. **Sarcasm** is a form of speech that expresses criticism or annoyance sometimes with humor. It often means the opposite of what is said.

Label each sentence with the literary word it refers to.

- I called Jenna and asked, “Do you want to come over and hang out?”
_____ dialogue _____
- This is great weather, it has rained for five days straight. _____
- I did well on the quiz even though I was very nervous. _____
- Jeremy and Ida both enjoy going to the movies. _____
- Ty looked at his friend and said, “I thought we agreed on this.” _____
- I just love taking tests, it’s my favorite thing to do. _____

Write sentences that use dialogue to show characterization and express each emotion in the chart.

1. anger	“I can’t believe you just did that!” she shouted.
2. sadness	
3. happiness	
4. surprise	
5. nervousness	
6. curiosity	

Vocabulary**Academic Words** *Use with Student Edition page 124.*

Read the paragraph. Pay attention to the underlined Academic Words.

I was shopping with my little brother when he saw an expensive toy he wanted. I told him we didn't have enough money for it, and he began crying and screaming. At first, I tried to ignore him. My brother's conduct, though, was making other shoppers turn to look. I tried to firmly instruct him to be quiet. I told him that if he didn't stop crying, we would have to leave. With reluctance, my brother finally quieted down and I was very relieved.

Match each word with its definition.

- | | |
|----------------------------|--|
| <u> c </u> 1. reluctance | a. pay no attention to someone or something |
| <u> </u> 2. ignore | b. officially tell someone what to do or how to do something |
| <u> </u> 3. instruct | c. unwillingness to do something |
| <u> </u> 4. conduct | d. the way someone behaves |

Use the Academic Words from the exercise above to complete the sentences.

1. When she gets angry, she will _____ people until she gets over it, acting as if they are not even there.
2. I cannot do what you _____ me to do.
3. To avoid detention, we promised to have better _____ in the future.
4. With _____, I lent my friend my weekly allowance.

Complete the sentences with your own ideas.

1. Don't ignore signs of the flu or you'll end up feeling worse.
2. My best friend's conduct was _____.
3. People can sometimes overcome their reluctance to _____.
4. Before you start to _____ you should have someone instruct you how to do it.

Word Study**Idioms** Use with Student Edition page 125.

REMEMBER An idiom is a group of words with a special meaning. Sometimes you can figure out the meaning from context. Other times, you may need to use a dictionary.

Read the sentences. Think about the meaning of each underlined idiom. Next to each sentence, write the letter of the correct definition for each idiom from the chart below. Use a dictionary if needed.

1. _____ When her dog ran away, she went to pieces.
2. _____ You should come clean and tell your friend that you lost her sweater.
3. _____ We were at a loss for words and just stood there silently.
4. _____ Something is not right, but I can't put my finger on it.
5. _____ The test was a piece of cake and he got all the answers right.
6. _____ I'd like to help you out, but my hands are tied.

Definitions	
a. be very easy	d. be unable to control one's emotions
b. know or be able to explain something	e. be unable to do something
c. be unable to think of what to say	f. tell the truth or admit one was wrong

Write sentences using four different idioms from the exercise above.

1. _____
2. _____
3. _____
4. _____

Use with Student Edition page 125.

REMEMBER When you make inferences, you “read between the lines” to figure out what the author is trying to tell you. Think about what the author has hinted at but not said. Think also of your own experiences.

Read the paragraph. Then answer the questions that follow.

Aaron and Jim felt they had been sitting there for hours. They could hear the steady sound of their teacher’s voice as he gave his account. Once or twice they heard the principal interrupt him. Her voice was loud, but they couldn’t make out any words. Aaron tried to catch Jim’s eye, but Jim kept staring at his feet. Only his hands moved, twisting constantly. Aaron sighed and leaned back in his chair.

1. Where do you think Aaron and Jim are sitting?

2. What do you think the teacher is telling the principal?

3. How do you think Jim is feeling?

4. What clues in the text help you to infer how Jim is feeling?

5. How does reading between the lines, or inferring, help you to understand a text?

Comprehension*Use with Student Edition pages 132–133.*

Choose the *best* answer for each item. Circle the letter of the correct answer.

1. Abuela is _____.
a. Connie's aunt b. Connie niece c. Connie's grandmother
2. Connie feels embarrassed that Abuela is _____.
a. the last to leave the airplane b. wearing a huge coat c. four feet eleven inches tall
3. Connie doesn't want to take Abuela to _____.
a. the mall b. school c. church
4. When Abuela cannot find her seat, Connie _____.
a. hides her face b. hurries to help c. leaves the building
5. Connie does not apologize, but thinks that she has been _____.
a. right all along b. unkind c. treated badly by her family

Response to Literature*Use with Student Edition page 133.*

This story ends with Connie in her room, thinking about what it feels like to be a zero. Imagine that you are the narrator and you want to apologize to your grandmother. On the following lines, write a letter to your grandmother apologizing for your behavior.

Grammar**Have to + Verb** Use with Student Edition page 134.

REMEMBER To express necessity or lack of necessity, use *have to* + the base form of a verb.

Example: I have to do my homework. The present of *have to* is *have to* / *has to*. The past is *had to*.

Example: Yesterday, I had to do my homework. To form the negative, and express lack of necessity, use *don't* / *doesn't have to* in the present and *didn't have to* in the past.

Complete the sentences with phrases from the box.

have to visit	has to write	had to clean	don't have to buy	didn't have to go
---------------	--------------	--------------	-------------------	-------------------

1. I _____ my grandmother tomorrow because it's her birthday.
2. We _____ to school yesterday because there was a snow storm.
3. We _____ a new car because the one we own is in good condition.
4. After the party last weekend, we _____ the house.
5. He _____ a report for English class by next week.

Complete each sentence with *have to*, *has to*, *had to*, *don't have to*, or *didn't have to* and the verb in parentheses.

1. (feed) When my father was away, I _____ the fish every day.
2. (learn) My sister _____ to drive a car before she can go to college next year.
3. (go) I _____ to the library yesterday because I did research for my science project on the Internet.
4. (remove) We _____ our shoes when we enter the house so that we don't damage the new floor.
5. (wear) The party will be casual, so you _____ a jacket and tie.

Grammar**Conditional Sentences**

Use with Student Edition page 135.

REMEMBER The factual conditional describes the future and often uses *will* in the result clause. Unreal conditionals are used to talk about present unreal conditions and their results. It uses the simple past in the *if* clause and *could*, *would*, or *might* + the base form of a verb in the result clause. If the verb in the *if* clause is *be*, use *were* for all persons.

Write **F** on the line if the sentence contains a factual conditional statement. Write **U** if the sentence contains an unreal conditional statement.

- _____ 1. If she were rich, she might travel all over the world.
- _____ 2. We will win this game if he hits a home run.
- _____ 3. If you freeze water, it becomes solid.
- _____ 4. If I had a car, I would pick you up from school.

Complete the sentences below. Follow the directions in parentheses, and write the verbs in the correct form.

1. (Use *work* and *be* to express the unreal conditional.) He would work outside most of the time if he were a farmer.
2. (Use *cancel* and *rain* to express the factual conditional.) The coaches _____ the game if it _____.
3. (Use *invade* and *try* to express the unreal conditional.) If aliens from another planet _____ Earth, our teacher _____ to teach them English.
4. (Use *win* and *compete* to express the factual conditional.) If we _____ the city baseball championship, we _____ for the state title.

Writing**Write a Personal Narrative** Use with Student Edition page 136.

Complete your own chart about a memorable experience you had with a family member or an adventure you had with a friend.

who	
what happened	
what was said	

Have your partner complete (✓) the Peer Review Checklist. Use this feedback to help you edit your final draft.

Peer Review Checklist

- ☐ Does the narrative begin with the starter, "I will always remember ____"?
- ☐ Does the writer discuss the experience in a clear and logical way?
- ☐ Does the narrative answer the 5 Ws?
- ☐ Do the sentences flow smoothly, helping the reader move from one action to the next?
- ☐ Are conditionals and *have to* used correctly?
- ☐ Was the paragraph checked for errors in grammar, word usage, spelling, or mechanics?
- ☐ Could changes be made to improve the paragraph?

Writing Workshop*Use with Student Edition pages 142–145.*

Read the paragraph carefully. Look for mistakes in spelling, punctuation, and grammar. Correct the mistakes with the editing marks on Student Edition page 467. Then rewrite the paragraph correctly on the lines below.

My friends and i decided to be tourists in our own town and sea all the local attractions. We have wanted to do it all summer. First, we has to find out what the best places are. we went to the tourist bureau. They gave us a list of places to go and a map showing how to got there. We went to the art musuem and took the walking history tour. Finally, we had thirsty so we had a cold drink. Next, we looked at our map again and decided to see won more place. We climbed the observatory, where people used to watch the bay for ships. We enjoyed our day as tourists so much that we Want to do it again soon.

Learning Log

Use after completing Student Edition page 146.

Underline the vocabulary items you know and can use well. Review and practice any you haven't underlined. Underline them when you know them well.

Literary Words	Key Words	Academic Words
point of view plot conflict characterization dialogue sarcasm	develop embryo germination inactive protective straighten	colony decline migrate species stable survive
		environment function potential process affect anticipation discrimination reaction
		distribution expand prediction region conduct ignore instruct reluctance

Put a check by the skills you can perform well. Review and practice any you haven't checked off. Check them off when you can perform them well.

Skills	I can . . .
Word Study	<input type="checkbox"/> recognize and use related words. <input type="checkbox"/> recognize and use homographs. <input type="checkbox"/> recognize and use long <i>a, i, o</i> spelling patterns. <input type="checkbox"/> recognize and use idioms.
Reading Strategies	<input type="checkbox"/> recognize sequence. <input type="checkbox"/> compare and contrast. <input type="checkbox"/> scan. <input type="checkbox"/> make inferences.
Grammar	<input type="checkbox"/> use sequence words and phrases. <input type="checkbox"/> use dashes to explain or clarify. <input type="checkbox"/> use simple past and present perfect. <input type="checkbox"/> use past perfect in the active and passive. <input type="checkbox"/> use comparison structures: comparative adjectives. <input type="checkbox"/> use adjectives with <i>too</i> and <i>enough</i> . <input type="checkbox"/> use present perfect. <input type="checkbox"/> use <i>have to</i> + verb. <input type="checkbox"/> use conditional sentences.
Writing	<input type="checkbox"/> write a story with a starter. <input type="checkbox"/> rewrite a familiar story. <input type="checkbox"/> write a personal letter. <input type="checkbox"/> write a personal narrative. <input type="checkbox"/> write a fictional narrative.

Test Preparation**Test 1****DIRECTIONS**

Read the selection. Then answer the questions that follow it.

The Water Cycle

Most of Earth is covered with water. The amount of water on Earth never changes, but the water often changes from one form to another. For example, the water in the ocean is one form, or kind, of water.

The water cycle is the way that Earth's water changes its form and moves. A cycle is a series of things that happens over and over again in the same order. Earth's water moves from the oceans up into the air. Then it moves from the air down to the land and back into the oceans.

The sun's heat makes some of Earth's water evaporate. The water turns to water vapor, a gas that you can't see. The water vapor rises in the air. When the water vapor cools, it becomes rain, snow, sleet, or hail and falls to the land. The rain runs into lakes, rivers, and oceans. The sun's heat melts some snow and ice back to water. This water also runs into lakes, rivers, and oceans. Then the water cycle starts all over again.

- 1 In this passage, the word *form* means the same as _____.
 - A ice
 - B many
 - C kind
 - D amount
- 2 When water evaporates, it becomes _____.
 - A rain
 - B snow
 - C a gas
 - D a river

Test 2

DIRECTIONS

Read the selection. Then answer the questions that follow it.

When You Were Young

When you were young, you sat in a field for hours looking at the shoots of grass. Now that you're grown, you mow instead of marvel.

When you were young, five minutes took hours and you made characters out of your hands to pass the time. Now that you're grown, a day lasts five minutes, and you call to make appointments while you wait for appointments.

When you were young, you laughed and you snickered at things that shouldn't be said in the classroom. Now that you're grown, you'd never dare giggle at meetings or lunches or dinners.

When you were young, you wanted to be grown. Now that you're grown, you want to be young.

Now that you're grown, cancel appointments and sit in a field while you stare at the plants.

Now that you're grown, keep the pockets of your suit lined with silly trinkets and toys.

Now that you're grown, remember you're young. You'll always be young until you stop growing.

- 1 What is the purpose of comparing youth and maturity in the passage?
 - A To demonstrate the loss of play that can happen in adulthood
 - B To persuade the reader that maturity is more important
 - C To highlight the growth process in the human person
 - D To underscore the need to take responsibility in life
- 2 What purpose do the last three lines of the poem serve?
 - A To answer a question
 - B To show regret
 - C To give advice
 - D To continue an argument

Visual Literacy: Smithsonian American Art Museum

Use with Student Edition pages 148–149.



Learning to Look

Look at *Wheat* by Thomas Hart Benton on page 148 in your Student Edition. Imagine that you are from the city on a visit to a farm. You walk through the wheat field in Benton's painting. Write six things you see in this artwork. State facts, not opinions.

1. _____ The wheat is tall. _____
2. _____ 5. _____
3. _____ 6. _____
4. _____ 7. _____

Interpretation

Look at *Untitled (Mixed Flowers)* by Mary Vaux Walcott on page 149 in your Student Edition. Answer the following questions.

1. What did Mary Vaux Walcott paint? _____

2. Why do you think she painted it? _____

3. Where do you think Walcott was when she painted *Untitled (Mixed Flowers)*?
 Describe the scene.
 She was in the mountains. _____

5W&H

Look at *Lupin Wedding Crown* by Heikki Seppä on page 149 in your Student Edition. Use Who, Where, When, What, Why, and How to answer the following questions.

1. (WHO) _____
might wear this bracelet.
2. The artist grew up (WHERE) _____
and saw a wedding ceremony called the Dance of the Crowns, which inspired the design of his bracelet.
3. If you could wear this bracelet, you would wear it (WHEN) _____

4. The (WHAT) _____
of the bracelet is shaped like a honeycomb flower.
5. The artist included an extra loop around the “stem” of the flower tip in his bracelet
because (WHY) _____
6. The artist created the details on the honeycomb flower by (HOW) _____

Media Literacy

Now that you have read about our place in the natural world and life cycles, go to your Digital Resources for links to the Smithsonian website. Follow the online instructions to compare the artwork in your student book with other media that convey similar messages. Which messages are conveyed more directly through visual media? Which ideas are conveyed more effectively through print or audio?