

Mrs. Blackburn's Homeroom Class

Reading

Name \_\_\_\_\_

risks  
bluffing

desperate  
neglected

obedience  
endured

appreciated  
misunderstood

Draw lines to match each vocabulary word with its meaning.

- 1. almost without hope
- 2. ignored
- 3. did not understand
- 4. dangers
- 5. following orders
- 6. was grateful
- 7. pretending to have something
- 8. suffered through

- a. risks
- b. desperate
- c. obedience
- d. appreciated
- e. bluffing
- f. neglected
- g. endured
- h. misunderstood



Name \_\_\_\_\_

Sometimes you have to **draw a conclusion** to understand what is happening in a story. To draw a conclusion, read what the text says and think about what you already know.

*Tarsha let out a big yawn. She could barely keep her eyes open.*

The writer doesn't come out and say, "Tarsha is tired." But you can draw that conclusion on your own.

**Read the passage and answer the questions.**

Brittany had wanted a dog for as long as she could remember. One day, her parents finally said yes. Her mom took her to the animal shelter, and they walked down a long row of cages until Brittany made her decision. In the very last cage sat a black dog with long ears. It did not bark or whine. It stared at Brittany with soft, dark eyes like shining stars. Brittany smiled.

1. How do you know that Brittany had never had a dog before?

\_\_\_\_\_

2. What happened at the end of the passage?

\_\_\_\_\_

3. How do you know Brittany didn't choose the first dog she saw?

\_\_\_\_\_

4. How do you think Brittany felt?

\_\_\_\_\_



**At Home:** Read a story with the student. Then have him or her draw a conclusion about something that the story does not tell outright.

Name: \_\_\_\_\_

## Pronouns

Read each sentence. Choose the correct pronoun that can replace the underlined word(s) in each sentence.

1. Carol is writing a report on Thomas Edison.

- a. Them
- b. Her
- c. It
- d. She

2. Dad rented a movie for my brother and me to watch tonight.

- a. us
- b. he
- c. we
- d. they

3. Miguel and his sister got a new puppy.

- a. we
- b. he
- c. their
- d. they

4. An ice cream truck drove down the street.

- a. it
- b. her
- c. they
- d. him

5. Do you want to go to the party with Hanna and Jamie?

- a. her
- b. they
- c. we
- d. them

Name: \_\_\_\_\_

# Pronouns

Match the word or group of words on the left with the corresponding pronoun on the right.

- |                           |         |
|---------------------------|---------|
| _____ 1. Pat and I        | a. he   |
| _____ 2. Joseph           | b. she  |
| _____ 3. Alyssa           | c. we   |
| _____ 4. the big truck    | d. they |
| _____ 5. Kevin and Martin | e. it   |



Write a pronoun that could replace the underlined word(s) in each sentence.

- |  |       |
|--|-------|
| 6. <u>Joseph</u> loves to sing.                                  | _____ |
| 7. <u>Jennifer and Carl</u> enjoy listening to Joseph's singing. | _____ |
| 8. Joseph will sing a duet with <u>Olivia</u> .                  | _____ |
| 9. <u>Olivia</u> has a beautiful voice too.                      | _____ |
| 10. <u>The concert</u> will be tomorrow evening.                 | _____ |
| 11. <u>Freddy and I</u> will be sitting in the front row.        | _____ |
| 12. Freddy will go with <u>Joseph's parents</u> .                | _____ |

Dear Mrs. LaRue

1. What genre is this story? \_\_\_\_\_
2. What is the setting of the story? \_\_\_\_\_
3. What information on p. 416 lets you know this story is not true-to-life?  
\_\_\_\_\_  
\_\_\_\_\_
4. What conclusion can you draw about Ike from his letters? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. On p. 420 what is the topic sentence of Ike's letter on October 3?  
\_\_\_\_\_  
\_\_\_\_\_
6. What do you notice about the printing of the text in Ike's letter of October 5?  
\_\_\_\_\_  
\_\_\_\_\_
7. What conclusions can you draw about Ike's illness? \_\_\_\_\_  
\_\_\_\_\_
8. How does Ike "escape" from the academy? \_\_\_\_\_  
\_\_\_\_\_
9. On p. 430 what are some of the clues that show the author wants to entertain us with this story? \_\_\_\_\_  
\_\_\_\_\_
10. Has Ike's experience at obedience school and afterward changed him? \_\_\_\_\_

Name \_\_\_\_\_

Comprehension:  
Draw Conclusions

As you read *Dear Mrs. LaRue*, fill in the Conclusions Chart.

Text Clues	Conclusions

How does completing the Conclusions Chart help you to generate questions about *Dear Mrs. LaRue*?



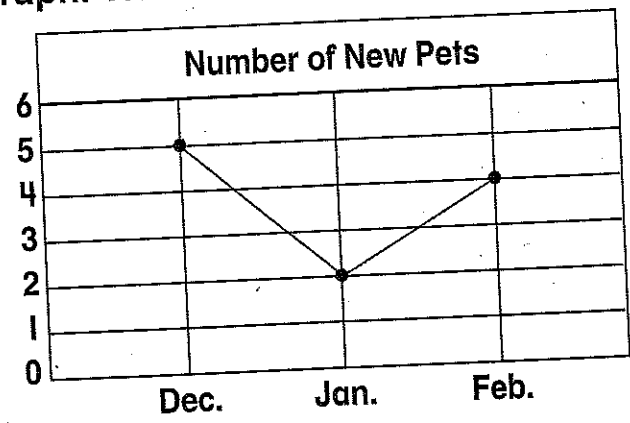
Name \_\_\_\_\_

A **line graph** is a clear way to see some kinds of information. Line graphs usually show changes over time.

- The **title** at the top tells what the graph is about.
- The **time information** usually runs along the bottom.
- The **quantity** usually runs up the left side of the line graph.

Mario took a survey to find out how many of his classmates had new pets each month and made a line graph to show the results.

Look at the line graph. Then answer the questions.



- What is the title of this line graph?
  - Number of New Pets
  - Dec. Jan. Feb.
- How many new pets were there in December?
  - 2
  - 5
- How many new pets were there in February?
  - 2
  - 4
- Were there more new pets in January or in February?
  - January
  - February
- In which month were there the most new pets?
  - December
  - January





Name \_\_\_\_\_

Prefixes are **word parts**. They can be attached to the front of words to change the words' meanings. Every prefix has its own meaning.

The prefix *mis-* means "badly" or "in a wrong way." For example, if you put *mis-* in front of *understood*, you get the word *misunderstood*. This means "understood in a wrong way."

Read each word in the box below. Then write each word next to its correct meaning.

misread  
misspell

misbehave  
misuse

mistrust

1. spell incorrectly \_\_\_\_\_
2. use in a wrong way \_\_\_\_\_
3. read incorrectly \_\_\_\_\_
4. behave in the wrong way \_\_\_\_\_
5. not really trust \_\_\_\_\_

Write sentences using three of the words.

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



Name \_\_\_\_\_

The endings *-ed* and *-ing* can be added to many words. But sometimes you have to add or drop a letter before you add the ending.

- Add a letter if the word has a **short** vowel sound and ends in a consonant, like *rip*. Double the last letter before adding *-ed* or *-ing*.

rip + ing = ripping      rip + ed = ripped

- Drop a letter if the word ends in **e**. Just drop the **e** before adding the ending.

save + ed = saved      save + ing = saving

Follow the rules above to complete these word equations.

1. have + ing = \_\_\_\_\_

2. skip + ed = \_\_\_\_\_

3. hug + ing = \_\_\_\_\_

4. taste + ing = \_\_\_\_\_

5. slam + ed = \_\_\_\_\_

6. chase + ed = \_\_\_\_\_

7. clap + ed = \_\_\_\_\_

8. write + ing = \_\_\_\_\_

9. score + ed = \_\_\_\_\_

10. sit + ing = \_\_\_\_\_



Name \_\_\_\_\_

**C. Choose a synonym for each word from the list of vocabulary words.**

numerous    foolishness    inspire    awkward    amazement

11. clumsy

\_\_\_\_\_

12. many

\_\_\_\_\_

13. surprise

\_\_\_\_\_

14. motivate

\_\_\_\_\_

15. silliness

\_\_\_\_\_

**D. Draw a line from the vocabulary word to its meaning.**

16. proclaimed

a. in the middle of

17. magnify

b. wounds

18. injustice

c. wrongdoing

19. sores

d. to make bigger

20. midst

e. announced in public



Name \_\_\_\_\_

**A. Answer each question with a word from the box.**

blizzard      numerous      magnify      enterprising      avoided

1. If you walked across the street so that you wouldn't have to talk to someone, what did you do? \_\_\_\_\_
2. What would you call a storm that brings a lot of snow?  
\_\_\_\_\_
3. If you make something look much bigger, what are you doing to it?  
\_\_\_\_\_
4. What is another word for "many"? \_\_\_\_\_
5. How would you describe a friend who started his own business?  
\_\_\_\_\_

**B. Finish the sentences with words from the box.**

responsibility      interfere      microscope  
segregation      identified

6. It's sometimes OK to \_\_\_\_\_ if you think you can help.
7. \_\_\_\_\_ in schools was once legal.
8. I \_\_\_\_\_ the problem and tried to solve it.
9. It is our \_\_\_\_\_ to return library books.
10. It looked much larger under the \_\_\_\_\_.

