

Print these **Lexia Skill Builders®** to use as pencil and paper practice activities that will reinforce and extend skills acquired online.








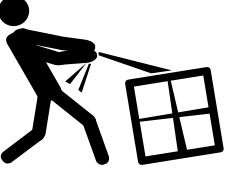

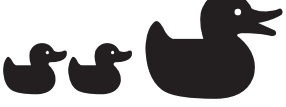

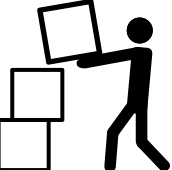
| Level | Activity | # of pages |
|-----------|-------------------------|------------|
| Core5 L15 | Root Meanings | 5 |
| Core5 L15 | Sight Words 7 | 4 |
| Core5 L15 | Passage Fluency 4 | 5 |
| Core5 L15 | Passage Comprehension 4 | 8 |
| Core5 L16 | Spelling Rules 3 | 5 |
| | Total | 27 |

Name: _____



Read the Latin roots in the box and think about their meanings. Then, write each root next to the picture that best shows its meaning. Then, write a word that uses the Latin root. You may need to use a dictionary.

| | | | |
|-----------------|-------|--------|-------|
| port | ject | struct | rupt |
| dict | scrib | pel | spect |
| duct | vis | aud | tract |

| | |
|--|---|
| 1 port portable  | 2  |
| 3  | 4  |
| 5  | 6  |
| 7  | 8  |
| 9  | 10  |
| 11  | 12  |

★ Write a short story using at least three of the words you wrote above.

Name: _____



Circle the word to complete the sentence. Then, write the word on the line. Remember, the root will give you a clue about the meaning.

| | | |
|----|---|---------------------------|
| 1 | The noisy teenagers were thrown out of the museum. They were <u>ejected</u> . | ejected imported |
| 2 | The boat will carry the shipment across the ocean. It will _____ the goods. | disrupt transport |
| 3 | My brother likes to build with his blocks. He likes to _____ tall towers. | construct interrupt |
| 4 | Did you see the lava break out of the volcano? I can't believe it _____. | erupted contracted |
| 5 | For the test, our teacher will say our spelling words aloud. She will _____ the words to us. | dictate disrupt |
| 6 | The plane will be driven forward by the engine. The blades on the _____ spin quickly. | porter propeller |
| 7 | Many fans came to watch the high school football game. The team is lucky to have many _____. | scribes spectators |
| 8 | Her words were easy to understand. She has very clear _____. | vision diction |
| 9 | The famous author has written many books. I have seen some of her early _____. | manuscripts injections |
| 10 | The man helped me carry my bags to my hotel room. He is a _____ for the hotel. | dictator porter |
| 11 | It took many years to build that new hotel. It is one of the tallest _____ in the city. | structures propellers |
| 12 | The road became flooded when the underground pipe broke. They will now have to fix the _____ pipe. | exported ruptured |
| 13 | Be sure to write neatly on your test. You are not supposed to _____. | rupture scribble |
| 14 | We watched the fireworks light up the night sky. It was a beautiful _____. | spectacle traction |

★ Choose three words you did not use and write a sentence for each. Then, read your sentences to a partner.

Name: _____



Read the words at the top of the page. Then, match each word to a definition and write it on the line. Underline the word or words in the definition that match the meaning of the root.

| | | | | |
|--------------------|-------------|-----------|----------|------------|
| tractor | aqueduct | expect | obstruct | rupture |
| dictate | perspective | reject | contract | portable |
| distract | scribble | audio | revise | contradict |
| inscribe | predict | audiology | inspect | instruct |

| | | | |
|----------------------------------|----------------|------------------------------------|-------|
| 1 a vehicle that <u>pulls</u> | <u>tractor</u> | 2 a structure that brings water | _____ |
| 3 to throw back | _____ | 4 to build knowledge | _____ |
| 5 easily carried | _____ | 6 to tell before it happens | _____ |
| 7 to look into carefully | _____ | 8 to break | _____ |
| 9 to pull together | _____ | 10 the study of hearing | _____ |
| 11 to look at again | _____ | 12 to write carelessly | _____ |
| 13 to pull attention away | _____ | 14 to build up or block | _____ |
| 15 to speak against | _____ | 16 a way to look at something | _____ |
| 17 related to sound | _____ | 18 to write in or on | _____ |
| 19 to say aloud | _____ | 20 to look out for | _____ |

★ Choose three words from the box at the top of the page and write a sentence for each. Then, read your sentences to a partner.

Name: _____



Read the words at the top of the page. Then, match each word to a definition and write it on the line. Underline the word or words in the definition that match the meaning of the root.

| | | | | |
|-------------------|------------|------------|------------|-----------|
| reduce | supervise | inject | audience | erupt |
| propel | inaudible | trajectory | dictionary | extract |
| manuscript | projectile | diction | spectacle | structure |
| spectator | export | compel | visit | vision |

| | | | |
|--|---------------|-------------------------------------|-------|
| 1 to <u>bring</u> down or lessen | <u>reduce</u> | 2 to pull out | _____ |
| 3 an object thrown forward | _____ | 4 something that is built | _____ |
| 5 to carry out of | _____ | 6 writing by an author | _____ |
| 7 someone who watches | _____ | 8 the path of a thrown object | _____ |
| 9 to drive or push forward | _____ | 10 the act of seeing | _____ |
| 11 a public show to watch | _____ | 12 to drive to act | _____ |
| 13 to break out | _____ | 14 listeners at a performance | _____ |
| 15 to go see a person | _____ | 16 to oversee | _____ |
| 17 how words are said | _____ | 18 collection of spoken words | _____ |
| 19 cannot be heard | _____ | 20 to throw or force into | _____ |

★ Choose three words from the box at the top of the page and write a sentence for each. Then, read your sentences to a partner.



Name: _____

Read the list of words at the top of the page and think about the meaning of the root word in each. Then, use the clues to complete the crossword puzzle.

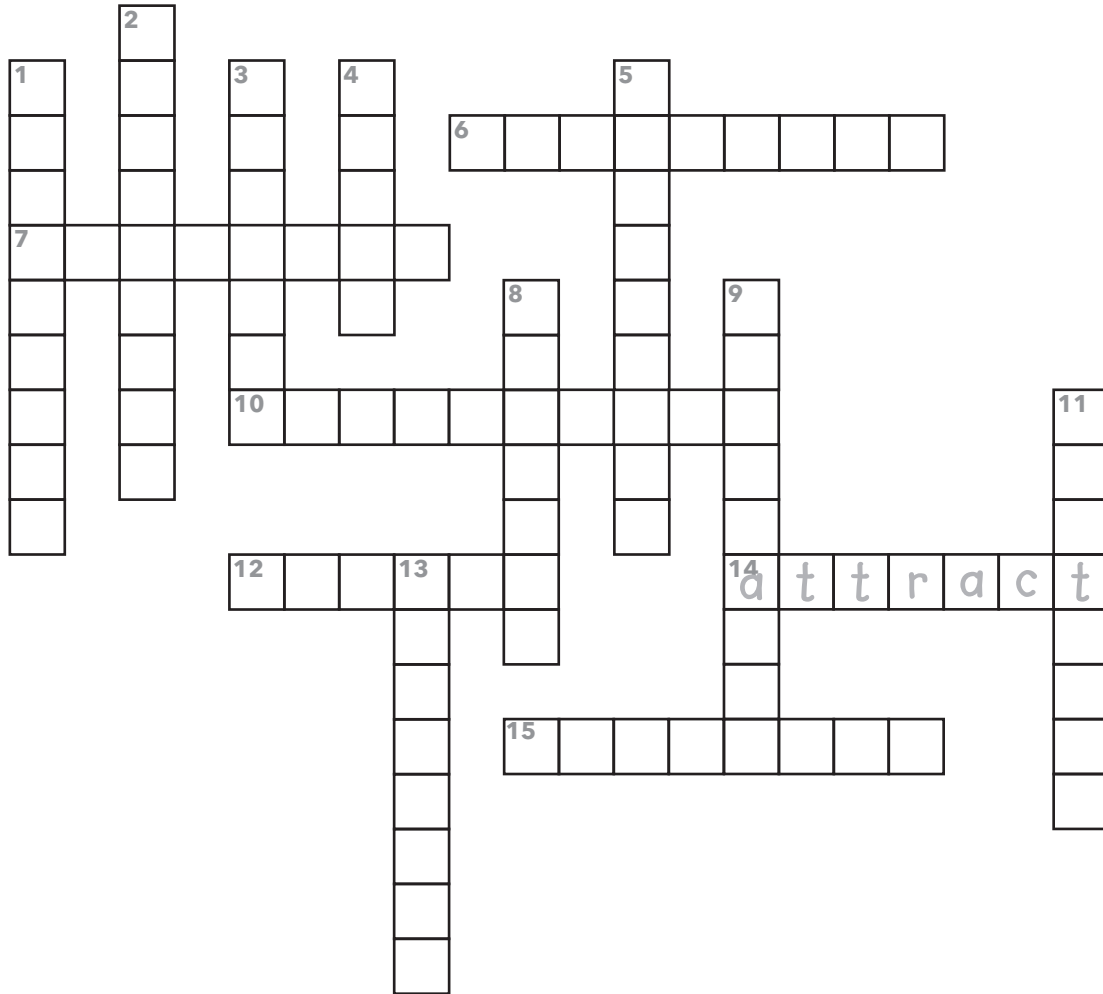
attract
inscribe
import

instruct
transcribe
extract

eject
dictate
spectator

supervise
inaudible
ruptured

audiology
transport
obstruct



ACROSS

- 6. cannot be heard
- 7. to build knowledge
- 10. to write down
- 12. to carry into
- 14. to pull toward
- 15. to write on or in

DOWN

- 1. the study of hearing
- 2. to carry across
- 3. to pull out
- 4. to throw out
- 5. to oversee
- 8. to say aloud
- 9. someone who watches
- 11. broken
- 13. to build up or block

★ Choose three words you used in the puzzle and write a sentence for each. Then, read your sentences to a partner.

Name: _____

Write each word on the line. Then, find these words hidden in the puzzle below.

although although
 beautiful _____
 separate _____
 usually _____
 opinion _____
 except _____
 answer _____
 through _____
 caught _____
 together _____

instead _____
 though _____
 either _____
 ocean _____
 certain _____
 earth _____
 whose _____
 young _____
 danger _____
 during _____

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K | C | E | X | C | E | P | T | C | T | B | T | X | N | K | O |
| D | U | R | I | N | G | B | L | E | H | C | H | W | Z | A | P |
| T | O | G | E | T | H | E | R | R | R | A | O | H | S | L | I |
| H | P | E | A | D | L | A | J | T | O | U | U | O | E | T | N |
| D | Y | I | N | O | U | U | S | A | U | G | G | S | P | H | I |
| A | O | T | S | C | S | T | M | I | G | H | H | E | A | O | O |
| N | U | H | W | E | E | I | I | N | H | T | O | E | R | U | N |
| G | N | E | E | A | X | F | Q | E | A | R | T | H | A | G | Y |
| E | G | R | R | N | H | U | S | U | A | L | L | Y | T | H | Q |
| R | K | L | W | L | S | L | V | U | I | N | S | T | E | A | D |

★ Choose five words from above and write a sentence for each. Then, read your sentences to a partner.

Core5 Level 15
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Name: _____

Read the words in the box. Use the given letters to help you fill in the blanks. Then, write the word on the line.

| | | | | |
|------------------|---------|----------|---------|-----------|
| earth | answer | although | opinion | together |
| instead | through | either | usually | caught |
| though | during | danger | young | beautiful |
| separate | except | ocean | whose | certain |

| | | | |
|-------------------------|-------------------|-----------------------|-------|
| 1 e a r t h | _____ earth _____ | 2 y _ _ _ _ | _____ |
| 3 _ _ _ w _ r | _____ | 4 _ e _ _ _ a _ _ | _____ |
| 5 w _ _ _ _ | _____ | 6 _ a _ _ h _ | _____ |
| 7 _ _ r _ _ _ | _____ | 8 _ _ s _ _ a _ | _____ |
| 9 _ l _ _ _ _ _ h | _____ | 10 _ _ _ _ _ n | _____ |
| 11 _ _ n _ e _ | _____ | 12 t _ _ u _ _ | _____ |
| 13 _ i _ _ _ _ | _____ | 14 _ e _ _ _ _ n | _____ |
| 15 _ p _ _ _ o _ | _____ | 16 _ x _ _ _ _ | _____ |
| 17 _ _ _ u _ _ _ u _ | _____ | 18 t _ _ e _ _ _ _ | _____ |
| 19 _ h _ _ _ g _ | _____ | 20 u _ _ a _ _ _ | _____ |

★ Write the words in alphabetical order. Then, read the words to a partner.

Name: _____



Read the words at the top of the page and think about the meaning of each. Then, choose a word to complete each sentence and write it on the line.

~~beautiful~~ opinion usually during through
certain together danger either although
instead caught though young except

1 We enjoyed a beautiful day at the beach.

2 The class sat quietly _____ the school play.

3 The group of kids hiked together _____ the forest.

4 He was certain when he chose apple pie _____ of blueberry.

5 I _____ like to eat popcorn while I watch television.

6 The _____ boy caught a huge fish from the dock.

7 We had to write an answer to all of the questions, _____ for the last one.

8 Dad ate one more piece of cake even _____ he was full.

9 The report can be about _____ the earth or the ocean.

10 During the storm, the ocean waves became a _____.

11 I had a chance to share my _____ about the book.

12 She fished in the deep ocean and _____ many fish.

13 The class had to work _____ to answer the questions.

14 It was a beautiful day _____ it was chilly.

15 I am _____ that the answer is correct.

★ Read these sentences to a partner.



Read the passages below with a partner. Take turns being the reader and the listener.

THE READER SHOULD:

- ❶ Read the words carefully and clearly.
- ❷ Pay attention to punctuation and read with expression.

THE LISTENER SHOULD:

- ❶ Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 One night, Julia sat in bed reading a story. The story told about a prince who could understand the language of animals. It was a long story, but she wanted to finish it before she fell asleep. “It would be awesome to understand what animals are saying,” Julia thought as she read. She looked at her beagle Grover. His tail was wagging. “Tell me what you’re thinking,” she said to Grover. “Please take me to the dog park again,” said Grover. “It’s been too long.”

When Julia awoke, she saw her open book. She remembered reading a story about talking animals. “That story made me dream that Grover talked,” Julia thought. “He asked to go to the dog park.” Grover looked up from his dish when Julia entered the kitchen. “Let’s take Grover to the dog park,” Julia said to her mother. “We haven’t been there in a while.”

Grover trotted over to Julia. When he looked up at her, one of his eyes blinked. “Grover, are you winking at me?” Julia asked.

“Yip!” barked Grover.

2 During a rainstorm, people may say, “It’s raining cats and dogs.” That saying is hundreds of years old. Why is heavy rain compared to cats and dogs? One reason may be that cats and dogs were symbols of storms in old tales. It’s also said that long ago, dead animals such as cats and dogs washed down flooded streets after heavy rains. It might just be that a loud rainstorm reminded people of cats and dogs fighting. In fact, nobody knows why the saying began. But it has lasted a long time.

It’s never really “raining cats and dogs.” But there have been reports of other raining animals! People have described hundreds of fish falling from the sky onto city streets. There have been stories about thousands of frogs suddenly dropping from above.

Fish and frogs live in water. Maybe they are sucked up into a swirling wind called a waterspout. As the waterspout loses its energy on land, the animals could fall to the earth. But proof is still needed. Nobody has yet seen a waterspout sucking up fish or frogs.

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.



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- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 Have you ever seen an igloo? An igloo is a house made of snow blocks that's used as a shelter in the snow. People of the north invented the igloo. They could build one in 20 or 30 minutes. An igloo is dome-shaped. Its walls are made of large blocks of hard snow. The blocks are stacked in a spiral to form the dome. A long narrow entrance is added, big enough for one person to use. The person has to crawl. This low entrance prevents wind from getting in.

Since an igloo is a house made of snow block, how can it be warmer inside than it is outside? The snow walls actually trap heat. So if a small fire is built, the heat stays inside. There's a hole at the top of an igloo. This hole lets the smoke escape.

The walls do melt a little. But the air outside is much colder, so the melting snow freezes. It becomes an outside coating of ice. This makes the walls get thicker, keeping out more of the cold!

2 Mira's class was putting on a play. Her friends were going to play different parts in the play, but Mira was afraid to act. She was shy.

"I'll be the only one who's not in the play!" she complained to Dad.

"There's more than one way to be in a play," Dad said. "You could make costumes for the actors to wear."

"I can't sew!"

"I love the pictures you paint," said Dad. "Plays need sets."

"I have no talent for acting, but I can paint!" Mira said happily.

The one-act play took place on a farm. Mira was in charge of designing the set. She sketched a picture on a huge piece of cloth. She showed a barn with goats, sheep, chickens, and cows.

She and her team painted in the picture. When they completed the picture, they let the paint dry. The cloth was hung at the back of the stage.

The play was a hit, a real success. All the actors took a bow. Then Mira and her team came on stage while everyone clapped.

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- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 Babies must learn how to speak. No one has to teach babies to laugh. They do it on their own when they're three or four months old. We laugh when something is funny. But that's not the main reason people laugh. We laugh mainly because it feels good to laugh with others.

Children of five or six laugh more than older children or adults. This is probably because young children play more. And playing is something fun to do with others. No one laughs harder than a young child having fun.

Are human beings the only creatures who can laugh? We used to think so. But now some people believe that apes laugh, too. Chimps are apes. Their laughing is most like our laughing.

When chimps laugh, they make panting sounds. This kind of laughing is unlike the way most of us laugh. But chimps laugh at things that we would laugh at. They laugh when they're tickled. They laugh when they're playing with others or chasing one another. But chimps can't speak, so they can't laugh at each other's jokes!

2 Long ago, Deer had no horns. This story tells how he got them.

Deer was a fast jumper, and Rabbit was a fast runner. The other animals decided to hold a race to see who was faster. The prize was a fine pair of horns.

The race course went through an area of dense shrubs. Deer and Rabbit would have to run through this thicket and back.

On the day of the race, Rabbit said he wanted to take a look at the race course first. He ran off to explore. He went into the thicket to check out the race course. Rabbit was gone a long time. The animals sent a wise owl to see what Rabbit was up to.

The owl reported, "Rabbit is in there chewing on the bushes to clear a path for himself."

The animals agreed that tricky Rabbit did not deserve to be in the race at all. They gave the prize to Deer, who has worn the horns ever since.

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- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 What does a nose do? It breathes air, and it smells scents. But if the nose belongs to an elephant, it does a whole lot more. Elephants are the only animals with a trunk for a nose. The trunk is a stretched-out nose combined with an upper lip.

An elephant has an excellent sense of smell. It lifts its trunk to sniff the air. It lowers its trunk to follow scents on the ground. An elephant also sucks water into its trunk. It blows the water over its body in a cooling shower.

An elephant's trunk can work like a long arm and hand. The elephant uses its trunk to snatch leaves from branches and to bring the food to its mouth.

African elephants have two moving parts at the tip of the trunk. Asian elephants have one. These parts are like fingers that sense and grip. Using its trunk tip, an elephant can grasp objects as small as a peanut.

Trunks are strong, too. Trained Asian elephants carry logs with their trunks. Not many noses can do that!

2 Some race cars look more like airplanes than cars. They even have wings in the front and back. Air flowing over the wings holds the car low to the ground. The engine is in the rear. Each car has open wheels and no roof. The driver sits in an open cockpit.

These are Formula One cars. They get that name from the formula, or set of rules, that each car's builder must follow. Each car is specially made. Formula One cars are super-high-tech machines. They are the most expensive race cars in the world.

Formula One cars race on road tracks. The road twists, rises, and dips. On the straight sections, the cars really zoom. But they must slow for sharp curves. These races test a driver's skill. The races also test the team that built the car and the crew that keeps it in top shape.

Worldwide, Formula One racing has hundreds of millions of fans. A Formula One World Champion is the driver who wins the most points in a yearly series of races. Champions become sports heroes in their home countries.

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THE LISTENER SHOULD:

- ❶ Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 Most races are held to see which runner is the fastest. But some races are silly and are just for fun. A three-legged race is one such race. Instead of having single runners, two people run as a team. The two runners stand next to each other. Their ankles are tied together. When the race begins, the pair tries to run as fast as they can. This isn't as easy as it sounds because their ankles are tied together! The team who crosses the finish line first is the winners.

Another fun race to try is called the penny spoon race. Each runner gets a large spoon. Each spoon is filled with the same number of pennies. At a signal, everyone starts running. If a penny falls out, the runner must stop and pick up the coin. It's put back in the spoon. The runner continues running. The first to cross the finish line with a full spoon wins the race. The trick to keeping coins on the spoon is to run quickly and smoothly.

2 The whale shark is a shark that's as big as a whale. The largest fish in the sea, it can be longer than a school bus. The shark's back and sides are grayish-brown and speckled with white spots and its belly is white. Its head is flattened and it has very tiny eyes for its size. But its mouth is as wide as a teacher's desk.

These giants like to swim in warm waters. They can dive down quite deep. But they usually swim near the surface.

Big sharks tend to be dangerous hunters. But the biggest sharks of all are easy-going and gentle. Whale sharks mainly eat tiny fish called plankton. When they feed, they open their huge mouths and swallow lots of water. The water and plankton passes through their gills. The plankton then remain inside the whale shark.

A whale shark lives by itself. But it doesn't mind being around humans. It can even be playful with divers. This slow-moving shark sometimes lets a diver grab its fin and hitch a ride.

3 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.



- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

climate (noun) Climate is what the weather is usually like in a certain area.

- 2 **Reread the informational text on the next page**, “Tropical Snow.” Informational texts give facts about a topic. Explore the diagram to help you understand the written information.
- 3 The main idea of this text is in bold print in Paragraph 3. **Put a star (★) next to the main idea.**
- 4 This text has key details that support the main idea. Four key details are underlined. **Put a checkmark (✓) in the margin next to each key detail.**
- 5 **Complete the chart by rewriting the information *in your own words*.** Use the markings you made on the text to help you paraphrase the text.

| | |
|---------------------|--|
| main idea | |
| key detail 1 | |
| key detail 2 | |
| key detail 3 | |
| key detail 4 | |

- 6 Underline the last sentence in Paragraph 8. **Explain the comparison.** Use quotation marks for any direct quotes from the text.

- 7 **Write a summary of the text** on another page. Use information from your chart and information from the diagram to help you.

- ★ **Work with a partner to research a region in the world with an extreme or unusual climate. Create a poster that illustrates and explains what you learn.**



Tropical Snow

- 1 An imaginary line divides planet Earth halfway between the North and South poles. The line is called the equator, and it passes through regions called the tropics. In the tropics, the sun rises high in the sky. Tropical lands generally have warm to hot temperatures all year. People who live in the tropics never see snow. Almost never, that is.
- 2 The country of Tanzania (TAN-zuh-NEEuh) lies in the tropics of eastern Africa. Along the coast of the Indian Ocean, the Tanzanian climate matches what the word tropical suggests: hot and humid. But in northern Tanzania, the land rises. There are mountains here, including Mount Kilimanjaro (kil-uh-mun-JAR-oh), a dormant volcano. Kilimanjaro is the tallest mountain in Africa. Its highest peak rises 19,340 feet (5,895 meters) above sea level.
- 3 Mountain climbers from all over the world come to tackle Kilimanjaro. It takes several days to reach the top. **On their way up the mountain, climbers encounter changing climates.**
- 4 The low hills at the base of Kilimanjaro receive the most rain, along with water that streams down the mountain. The rich volcanic soil is good for farming. Above these foothills, thick forests grow on the mountainside.
- 5 Higher up, wild grasses replace the forest trees. The wind becomes stronger, and less rain falls at this height. It can be very hot during the day, but night temperatures may drop below freezing.
- 6 At about 13,000 feet (4,000 meters), the mountainside becomes a desert. Little rain falls. The days are hot, the nights cold.
- 7 Higher than about 16,000 feet (5,000 meters), ice fields cover the slopes. Snow falls here. Temperatures drop well below freezing. At the summit are glaciers. The thick ice is massive, though the glaciers have been shrinking in recent decades.
- 8 Every year, thousands of people take guided hikes up Mount Kilimanjaro. This unique adventure has been compared to climbing from the equator to the North Pole.



- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

theme (noun) A theme is a central message or lesson in a story, play, or poem.

- 2 **Reread the folktale on the next page**, “The Crowded House.” A folktale is a story told by a group of people and retold over time.
- 3 Go back to the folktale, and **put a box around the setting**.
- 4 **Circle the names of the three main characters**.
- 5 One character gives advice to help the others solve a problem. This problem is in bold print in Paragraph 1. **Put a star (★) in the margin next to the problem**.
- 6 The characters solve their problem in a series of events. Three major events are underlined in the story. **Put a checkmark (✓) in the margin next to each major event**.
- 7 **Complete the chart in your own words**. Use the markings you made on the text to help you paraphrase the text.

| | |
|------------------------|--|
| main characters | |
| setting | |
| problem | |
| major event 1 | |
| major event 2 | |
| major event 3 | |

- 8 What lesson about life does this folktale teach? **Write a complete sentence to state this theme.**

- 9 Use information from your chart to help you **write a summary of the folktale** on another page. Use the words *first*, *then*, and *finally* to describe the major events.
- ★ **Create a board game based on the folktale you read. Include key details about characters, setting, and events, as well as the theme.**



The Crowded House

1 Long ago, eight members of **the Rubin family lived in a little house that seemed terribly cramped and crowded.** Papa, Mama, their four children, Aunt Gert, and Grandmother Rubin were always getting in each other's way. They complained unhappily that one day they might burst right through the walls. So Papa and Mama went to the wisest man in the village, Reb Solman, to ask for advice.

2 Reb Solman stroked his beard thoughtfully as he listened. Then he said, "Yes, I can help you, but you must do exactly as I say, no questions asked." Papa and Mama eagerly agreed.

3 "The first thing you must do," Reb Solman told Mama, "is to invite your sister and her family to visit."

4 "But, Reb Solman," said Mama worriedly, "my sister and brother-in-law have three big sons, so how will five more people in our crowded house solve our problem?"

5 Reb Solman replied, "Remember, you promised to obey and ask no questions."

6 So the five relatives arrived, and everyone was elbowing each other and tripping over feet, and the walls trembled as if about to explode. After several days, Papa ran back to Reb Solman and pleaded, "Oh, it is unbearably crowded and noisy now. Please, what should we do?"

7 Reb Solman said, "Bring your chickens, goat, and cow into the house." Papa blinked hard when he heard that, but he had promised to obey, so he did as he was told.

8 A few days later, Papa returned to Reb Solman. In an exhausted voice, Papa said, "The noise, the smells, the crowding, the situation is impossible."

9 Reb Solman said, "Send your relatives home, and put the animals outside."

10 So the visitors left, and the animals went outside where they belonged. The eight members of the Rubin family breathed a big sigh of relief. "I never knew that our house could feel so big and spacious," said Mama as she looked around.

11 "It certainly feels as if our house has grown bigger," said Papa. "Reb Solman is a very wise man." And everyone, smiling in agreement, relaxed in their remarkably roomy house.



- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

impression (noun) An impression is an opinion about someone or something.

- 2 **Reread the story on the next page**, “A Change of Heart.” It is realistic fiction—a story about events that could actually happen to lifelike characters in a believable setting.
- 3 Flora’s first impression of Otis, the dog who lives next door, is in Paragraph 1. Her final impression of Otis is in Paragraph 10. **Put a star (★) in the margin next to these two different impressions.**
- 4 A series of events causes Flora to change her impression of Otis. Four major events are underlined in the story. **Put a checkmark (✓) in the margin next to each major event.**
- 5 **Complete the chart in your own words.** Use the markings you made on the text to help you paraphrase the text.

| | |
|-------------------------|--|
| first impression | |
| final impression | |
| major event 1 | |
| major event 2 | |
| major event 3 | |
| major event 4 | |

- 6 The story has a central message about first impressions. **Write a complete sentence to state this theme.**
-
- 7 On another page, **describe the sequence of events that causes Flora to change her impression of Otis.** Use your chart and details from the text to support your answer. Use quotation marks for any direct quotes from the text.
- ★ **What if the story had been told from another character’s point of view? What first impression might Manny have formed about Flora’s dog? Rewrite the story from Manny’s point of view.**



A Change of Heart

1 When Flora walked her little dog, Bella, past the house of the new family next door, she made sure to stay as far away as possible. A Rottweiler was living at that house, and Flora knew that Rottweilers were a fierce breed, trained to guard and protect. The dog's sharp teeth, muscular body, and enormous size made Flora shudder. In addition, Bella always barked when she glimpsed the Rottweiler sitting silently and menacingly on the front porch, so Flora tried to hurry her dog past the danger zone.


2 One time, the Rottweiler stood up as Flora walked Bella, and seemed to be heading their way. Flora let out a yelp and ran home as fast as she could. That night, she had a nightmare about the big dog. It sat beside her, growing ever more gigantic.

3 On one walk, a boy approached Flora and asked if he could pet Bella. As he patted the little dog, he introduced himself. "I'm Manny, and we just moved in," he said, pointing to the house with the scary dog. "Does your dog want to play with Otis?"

4 "Is Otis your Rottweiler?" asked Flora. When Manny said yes, Flora said, "That dog could eat Bella for breakfast."

5 "Otis?" said Manny, laughing. "He just looks fierce, but he's very obedient and well-behaved." Then he called out, "Otis, come!" The monstrous creature bounded from the porch toward them, making Flora gasp in horror.

6 But Bella seemed delighted, and the two dogs began play-fighting. Otis was careful to treat Bella gently, and Flora was impressed by how the big dog knew his own strength. "He seems so smart!" she blurted.

7 "He's our gentle giant," said Manny. "He loves people." As if on cue, Otis stepped over to Flora, wagging his tail, and looked up at her with smiling eyes.  Before she knew it, Flora was stroking his sleek back. Otis had won her over.

8 "I met the family who moved in next door," Flora told her mother that evening.

9 "The ones with that huge, nasty guard dog?" her mother asked.

10 "Oh, that's just Otis," said Flora breezily. "He's a big sweetie-pie."

- 1 Read and underline the definition of the word below.** Knowing this word and its definition will help you complete the following activities.

detect (verb) To detect is to notice or discover something.

- 2 Reread the informational text on the next page, “Sniffing the World.”** Informational texts give facts about a topic. **Explore the diagram** to help you understand the written information.
- 3** The main idea of this text is in bold print in Paragraph 1. **Put a star (★) in the margin next to the main idea.**
- 4** This text has key details that support the main idea. Four key details are underlined. **Put a checkmark (✓) in the margin next to each key detail.**
- 5 Complete the chart by rewriting the information *in your own words*.** Use the markings you made on the text to help you paraphrase the text.

| | |
|---------------------|--|
| main idea | |
| key detail 1 | |
| key detail 2 | |
| key detail 3 | |
| key detail 4 | |

- 6** A diagram supports information in the text. Look back at the diagram, and **circle the three labels.**
- 7 Explain how the diagram supports the information in the text.**

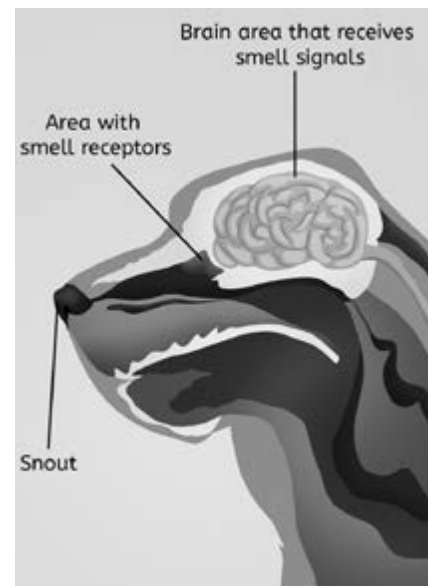
- 8 Write a summary of the text** on another page. Use information from your chart to help you.

- ★ Research an animal with an extraordinary sense, such as sight or hearing, that helps it survive. Create a poster or presentation to share the information you find.**



Sniffing the World

- 1 Whenever dogs go for a drive, they love sticking their heads out the car window. Why? The most likely reason is that they're sightseeing—or rather, smellsniffing. **Sniffing smells is how dogs get information about the world.**
- 2 The human sense of smell is fine for detecting rotten food or enjoying perfumed blossoms. But no human nose could detect a teaspoonful of sugar dissolved in a tank of water the size of two Olympic pools. That's what a sniffing dog could identify, according to scientist Alexandra Horowitz. Some scientists say that a dog's sniffing ability is at least ten thousand times stronger than a human's.
- 3 Dogs are stupendous sniffers because of their nose design. Each doggy sniff brings air through the nostrils into the snout. As the air flows through the moist snout, it is cleaned. The air carries odor molecules. They reach an area at the back of the snout. Here, special cells catch and sort the odor molecules. The molecules are picked up by nerve-cell structures called smell receptors. A dog has hundreds of millions of smell receptors. (Humans have about six million) The nerves connect to the brain. The brain interprets the signals from the smell receptors. The whole process happens quickly. The dog "knows" what the combination of odors means. "Hey, a squirrel ran across this lawn!"
- 4 The connections between a dog's nose and brain make for some amazing achievements. Trained dogs help rescue people buried in snow or in earthquake rubble. They follow a trail to a criminal or a lost child. They locate illegal material in luggage. Some dogs even identify diseases.
- 5 Of all dogs, the bloodhound is the best at tracking a scent. Bloodhounds put their noses to the ground. Their floppy ears stir up odor molecules for the dog to sniff. A trained bloodhound can follow a scent that is more than 10 days old. It can follow a trail for more than 100 miles (160 kilometers). Somehow, it is not distracted by countless other odors. It's no wonder that a bloodhound has been called "a nose with a dog attached."





Name: _____

Read the words in the box below. Use the spelling rules you have learned to spell the word that matches each clue. Then, find the words in the word search puzzle.

| | | | | |
|------------------|-------|-------|-------|-------|
| cliff | block | doll | match | drill |
| bridge | bell | clock | grill | hill |
| glass | badge | shell | dress | duck |

- | | | | |
|----------------------------|--------------|--------------------------------------|-------|
| 1. a steep rock face | <u>cliff</u> | 9. it is used to make windows | _____ |
| 2. an article of clothing | _____ | 10. a bird that quacks | _____ |
| 3. it is used to tell time | _____ | 11. it is used to cook outside | _____ |
| 4. a wooden toy | _____ | 12. it can be found on the beach | _____ |
| 5. a pin worn by a sheriff | _____ | 13. a child's toy | _____ |
| 6. a power tool | _____ | 14. it makes a ringing sound | _____ |
| 7. it is used to make fire | _____ | 15. it is used to cross over a river | _____ |
| 8. a raised area of land | _____ | | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M | B | F | L | Y | F | H | X | V | N | U | I | E | C |
| G | E | Y | V | I | D | M | A | T | C | H | I | L | L |
| L | L | B | U | W | S | F | E | P | U | M | O | A | C |
| A | L | R | R | M | G | H | U | S | C | H | D | M | D |
| S | F | I | G | X | Y | M | P | B | L | O | C | K | T |
| S | D | D | R | I | L | L | X | S | O | D | S | V | A |
| R | R | G | R | I | L | L | B | E | C | G | H | R | O |
| L | E | E | X | D | O | F | A | V | K | Y | E | C | G |
| F | S | K | I | H | D | Z | D | D | N | O | L | L | X |
| G | S | L | Z | F | O | W | G | U | V | P | L | I | Z |
| F | P | H | J | Q | L | E | E | C | V | N | G | F | S |
| Q | U | O | U | Z | L | B | N | K | I | B | B | F | Q |

★ Practice spelling these words.



Name: _____

Add the suffix to the base word and write the new word on the line. Remember the rules to help you spell these words.

| | |
|---------------------------------|-----------------------------|
| 1 drop + ing <u>dropping</u> | 2 shop + er _____ |
| 3 music + al _____ | 4 wise + er _____ |
| 5 joke + ing _____ | 6 sad + est _____ |
| 7 seven + ty _____ | 8 rot + en _____ |
| 9 joy + ous _____ | 10 move + able _____ |
| 11 confuse + ing _____ | 12 fame + ous _____ |
| 13 love + ly _____ | 14 thin + est _____ |
| 15 loud + er _____ | 16 slide + ing _____ |
| 17 wed + ing _____ | 18 grab + ed _____ |
| 19 hot + est _____ | 20 hope + ing _____ |

★ Choose five words and write a sentence for each.

Name: _____



Add the suffix to the base word and write the new word on the line. Then, complete the crossword puzzle.

Across

1. marry + ing = marrying

3. party + es = _____

4. fly + ing = _____

6. penny + less = _____

9. lazy + er = _____

13. easy + est = _____

16. sunny + er = _____

17. pretty + er = _____

18. baby + es = _____

19. tricky + est = _____

20. spy + ing = _____

Down

2. apply + ing = _____

5. busy + er = _____

7. lady + es = _____

8. happy + ness = _____

10. messy + er = _____

11. rely + ing = _____

12. study + ed = _____

14. hurry + ing = _____

15. cozy + ness = _____

1 m a r r y i n g

3

4

5

6

7

8

9

10

11

12

13

14

16

17

18

19

20

★ Practice spelling these words.



Name: _____

Add the suffix to the base word and write the new word on the line. Remember the rules to help you spell these words. Then, use both words in a sentence.

1 sticky + est = stickiest fly + es = flies
Flies are attracted to the stickiest messes like spilled maple syrup

2 spy + es = _____ marry + ed = _____

3 study + ed = _____ penny + less = _____

4 carry + ed = _____ rely + able = _____

5 busy + er = _____ apply + ed = _____

6 puppy + es = _____ happy + ness = _____

7 sunny + er = _____ awake + en = _____

8 easy + er = _____ fly + ing = _____

9 lazy + ness = _____ messy + est = _____

10 crazy + er = _____ party + es = _____

★ Read your sentences to a partner.



Name: _____

Add the suffix to the base word and write the new word on the line. Remember the rules to help you spell these words. Then, use both words in a sentence.

1 berry + es = berries chomp + ing = chomping
The bears have been chomping on berries all afternoon

2 sad + er = _____ cry + ing = _____

3 win + ing = _____ lady + es = _____

4 clap + ed = _____ skate + er = _____

5 slime + y = _____ trip + ed = _____

6 smile + ed = _____ silly + ness = _____

7 hop + ing = _____ bunny + es = _____

8 hike + ing = _____ mud + y = _____

9 shake + ing = _____ stripe + ed = _____

10 state + ment = _____ shop + er = _____

★ Practice spelling these words.