

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 L17	Signal Words	4
Core5 L17	Passage Fluency 6	5
Core5 L17	Shades of Meaning	4
Core5 L17	Passage Comprehension 6	8
Core5 L18	Passage Fluency 7	5
Core5 L18	Complex Analogies	5
Total		31

Name: _____



Read the sentences below and underline the signal word or phrase. Then, complete the sentence. Remember to pay attention to the signal word so that you add the correct information to the sentence.

1 Thunderstorms can be thrilling to see and hear although...
they can be dangerous.

2 After hours and hours, the snow stopped falling. Then...

3 My uncle does not enjoy the beach. On the contrary,...

4 The dog became covered in mud as...

5 My brother loves to put unusual toppings on his pizza such as...

6 The octopus is a unique creature. It has no bones, a huge head, and...

7 Ostriches do not fly like other birds. Instead,...

8 Forty years ago, many people wrote using pen and paper. Now...

9 Planting a vegetable garden can be rewarding. On the other hand,...

10 The garbage truck was noisy and foul-smelling. Moreover,...

11 Skateboarding without a helmet is dangerous. For example,...

12 I had done all my homework and studied for the test, yet...

★ Choose one sentence from above to use as a short story starter. Write at least one paragraph, and be sure to use signal words.

Name: _____



Read the sentences below and underline the signal word or phrase. Then, complete the sentence. Remember to pay attention to the signal word so that you add the correct information to the sentence.

1 Over time, a tadpole's body changes. For example,...
it grows legs.

2 There are many benefits to playing a team sport. Primarily,...

3 We watched the fireworks shoot up into the night sky as...

4 Sam hung the laundry outside to dry. Later...

5 We wanted to have a picnic at the park today, but...

6 Farmer Bill enjoyed his visit to the city though...

7 The American flag stands for freedom. The Statue of Liberty, too,...

8 The park is a beautiful place to visit in the spring. Similarly,...

9 My sister does not enjoy playing sports. On the other hand,...

10 Bottlenose dolphins do not often swim alone. Instead,...

11 At the restaurant, he ordered a hamburger and fries along with...

12 I was not always a good swimmer. At first,...

★ Choose one sentence from above to use as a short story starter. Write at least one paragraph, and be sure to use signal words.

Name: _____



Read the three types of signal words in the box. Then, underline the signal word or phrase in each sentence and write another word or phrase with a similar meaning above it.

addition	and, additionally, in addition to, moreover, furthermore, as well as, plus
summary	in brief, in short, in summary, in the end, ultimately, eventually, to sum up
example	for instance, for example, in particular, specifically, remarkably, notably

- 1
The Conquistadors brought tomato and as well as potato plants back to Europe.
- 2
In Braille, raised dots stand for letters. Additionally, each set of dots fits under a fingertip.
- 3
Some plants make seeds that float. Remarkably, coconut seeds are ocean voyagers.
- 4
Komodo dragons have teeth, scaly skin, four legs, and clawed feet.
- 5
Many plants grow from seeds. In particular, lilacs and tomatoes start as seeds.
- 6
My favorite book takes the reader on an adventure through time. To sum up, it has something for everyone!
- 7
Coral reefs are home to a variety of sea life. For example, some reefs have thousands of species of fish.
- 8
Ostriches are flightless birds with sharp eyesight. Additionally, they are fast runners.
- 9
The road race course circled around the lake and wove through the park. Eventually, the runners completed a loop that took them all over town.
- 10
In the end, kudzu had a new nickname: “the vine that ate the South.”

★ Work with a partner to find at least ten signal words or phrases in a classroom book or textbook.

Name: _____



Read the three types of signal words in the box. Then, underline the signal word or phrase in each sentence and write another word or phrase with a similar meaning above it.

time	currently, as, now, at first, later, subsequently, while, initially
comparison	likewise, also, in the same way, as well, too, similarly
contrast	although, however, on the other hand, in contrast, on the contrary, yet

- 1 In contrast
My brother likes chocolate ice cream the best. On the other hand, my favorite ice cream is vanilla.
- 2 Almost 30,000 species of fish have been named by scientists, yet many more undiscovered species exist.
- 3 The kudzu vine covers trees while it climbs toward sunlight.
- 4 People tried to save the scared hippo. Initially, the hippo thrashed at the rescuers.
- 5 He used to be afraid of dogs but later got a puppy of his own.
- 6 Bats can fly and hunt in the dark by listening to sound waves. Similarly, submarines locate other objects in the ocean by tracking underwater echoes.
- 7 The yo-yo became popular in the United States in the 1930s. At first, millions were sold.
- 8 I grew up on a farm in the country. In contrast, my cousins grew up in the city.
- 9 Our solar system used to have nine planets. Currently, there are eight.
- 10 Cumulus clouds have puffy tops. Stratus clouds, however, look like flat sheets.

★ Work with a partner to find at least ten signal words or phrases in a classroom book or textbook.



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 If you watch scary movies, you know what plant keeps vampires away. The garlic plant. Vampires won't go near garlic because the smell is sickening to them. So wise people in vampire films hang garlic all around their homes. Every window and door has the plant dangling from the top.

Yes, garlic is bad for the vampires in films and in books. But it is absolutely fantastic for real live humans!

Garlic belongs to the family of vegetables that includes onions and leeks. For thousands of years, this powerful plant has been used in cooking and as a medicine. Yes, it tastes delicious when added to food. But it has many health benefits as well.

Garlic bulbs grow underground. Each bulb, called a head, consists of several sections, known as cloves. One garlic head may contain anywhere from four to 20 cloves.

Garlic tastes good in food and is good for your health. Various scientific studies have shown that garlic helps keep your heart healthy. It can help you fight off the flu, chicken pox, and the common cold. It can kill certain germs.

Each garlic clove has an outer covering that must first be removed. Crushing or chopping up a clove releases the strong aroma and taste that garlic lovers love. But be sure to brush after meals. Eating garlic can make your breath smell exactly like garlic!

2 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 Mrs. Cantu’s students were performing in a piano recital. As she sat in her seat in the front row, Yuki tried not to fidget. She’d be performing her piece halfway through the recital.

The first performer, Parker Mills, was playing now. Poor Parker was having a difficult time with his piece. He was hitting one wrong note after another. When he finished, the audience clapped politely.

“They’re probably just glad he’s done,” Ida muttered to Yuki, who laughed.

Then she felt guilty they were making fun of Parker. “I’ll probably be just as bad, or even worse,” Yuki whispered.

Suddenly, it was her turn. Yuki tried to look confident as she walked onto the stage.

Yuki set her music on the piano stand with shaky hands. It was her turn to play in the piano recital.

“Relax,” she told herself, “you’ve practiced this piece over and over again. You know what to do.” She decided to ignore the audience and concentrate on the music. Taking a deep breath, Yuki began to play.

She had chosen a piece called “SeeSaw” by a composer named Bartok. It had a silly name but it was a beautiful piece. Her hands skillfully danced across the keys.

Before she knew it, Yuki was done and had made only one minor mistake. She faced the audience with a carefree grin as they loudly applauded for her.

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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 You know the function served by most parts of your body. For example, you have eyes to see and a nose to smell. But do your fingernails have a function? Or are they just something you can decorate with fingernail polish?

Actually, fingernails are useful tools, if you think about it. They help you pick things up, peel fruit, scrape away dried paste, tie knots, and scratch itches.

Human nails are similar to animals' claws and hooves. All are made of the same material, keratin. Hair is also made of this substance. Keratin consists of dead cells, so it's not living tissue. This is why it's not painful to cut your hair or your nails.

You know that your nails grow. After all, they need to be trimmed from time to time. A nail starts growing at the root, the part of the nail that is still underneath the skin. As it grows, it slides over the nail bed toward the end of your finger or toe. It separates from the skin when it gets near the top.

Fingernails grow three or four times faster than toenails. The slowest-growing fingernail is the thumb. Toenails are thicker than fingernails, especially the big toe. That's why it is so hard to cut it. Try trimming your toenails after a bath or shower when the nails are softer and easier to cut.

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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 Stars are scattered across the universe. Over a thousand of them fill our night sky. Long ago, people connected some of these glittering dots to form patterns. We call these patterns constellations. Looking for a constellation is a quick way to locate a particular star. In the past, constellations served another purpose for farmers. As Earth orbits the sun, the night sky changes. Different constellations are visible at different times of the year. Early farmers used constellations like calendars, to identify the season. If they saw a certain constellation, it was time to plant crops.

In 1929, scientists arranged stars into 88 constellations so that each star in the sky belonged to just one constellation.

What constellations are easy to find in the night sky? It depends on where you live. In the northern hemisphere, most people are familiar with Ursa Major, the Great Bear. This constellation reaches its highest point in summer. It can be found directly over the North Pole. You'll have a hard time finding it in winter, when the Great Bear drops below the horizon.

Even better known is one part of this constellation. This pattern of seven bright stars looks like a square with a crooked tail. It goes by various names in various countries. In the United States, it's known as The Big Dipper. In Great Britain, it's sometimes referred to as The Wagon.

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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 The Greek hero Hercules was the strongest man in the world. He served a king who ordered him to perform difficult tasks. The king demanded that Hercules bring him golden apples from a secret garden. The apples belonged to the goddess Hera and were guarded by three sisters.

Hercules did not know where the garden was. But he knew that the three sisters' father was Atlas, the giant who held up the heavens on his shoulders. Hercules asked Atlas for help. Atlas agreed to visit the secret garden and request the apples from his daughters. He told Hercules, "Hold up the heavens while I am gone." Hercules placed the burden on his own back.

The giant Atlas held up the heavens as punishment from the god Zeus. He passed that weighty burden to Hercules while he went off to get the golden apples that Hercules needed. But Atlas was not eager to take back his burden. When he returned with the golden apples, he said to Hercules, "I'll deliver these apples to your king. Keep holding up the heavens."

Hercules said he was willing, but wanted to put a pad on his shoulders first. Atlas agreed to hold the heavens for a moment while Hercules made the adjustment. Hercules shifted the heavens onto Atlas' shoulders, picked up the golden apples, and proceeded to the king.

2 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.

Name: _____



Write the words in order based on their shades of meaning. Then, write a descriptive sentence using at least one of the words.

1 enormous small tiny	<u>tiny</u> <u>small</u> <u>big</u> <u>enormous</u> <u>The pin made a tiny hole in my shirt.</u>
2 alert drowsy energized	<u>exhausted</u> _____ _____ _____ _____
3 clean dirty spotless	_____ _____ _____ <u>filthy</u> _____
4 funny grim hilarious	_____ <u>serious</u> _____ _____ _____
5 grandparent newborn teen	_____ _____ <u>adult</u> _____ _____
6 mumble shout speak	_____ _____ _____ <u>whisper</u> _____
7 dab scour wipe	_____ <u>scrub</u> _____ _____ _____
8 impolite kind mean	<u>cruel</u> _____ _____ _____ _____
9 huge large microscopic	_____ <u>little</u> _____ _____ _____
10 antique modern outdated	_____ _____ _____ <u>ancient</u> _____

★ Choose one sentence from above to use as a short story starter. Write at least one paragraph.

Name: _____



Write the words in order based on their shades of meaning. Then, write a descriptive sentence using at least one of the words.

1 bright dark glaring	<u>dark</u> <u>dim</u> <u>bright</u> <u>glaring</u> <i>The petrified actor stood frozen in the glaring spotlight.</i>
2 abundant limited sufficient	<u>nonexistent</u> _____ _____ _____ _____
3 beaming grimacing pouting	_____ <u>smiling</u> _____ _____ _____
4 flow drip trickle	_____ _____ _____ <u>gush</u> _____
5 jog sprint stand	_____ _____ <u>walk</u> _____ _____
6 easy grueling tricky	_____ _____ <u>challenging</u> _____ _____
7 tasty unappetizing scrumptious	_____ <u>bland</u> _____ _____ _____
8 bad mediocre fabulous	_____ _____ _____ <u>atrocious</u> _____
9 bizarre common offbeat	_____ <u>peculiar</u> _____ _____ _____
10 balmy cool sweltering	<u>freezing</u> _____ _____ _____ _____

★ Choose one sentence from above to use as a short story starter. Write at least one paragraph.

Name: _____



Read the sentences below. Choose the two words that best complete the sentence. Then, write your own sentence using the remaining word.

1 bright dark glaring	Although trekking across the desert dunes may be <u>easy</u> for a camel, it would be a <u>grueling</u> experience for us. <u>Tying your shoes while wearing mittens can be tricky.</u>
2 alert drowsy exhausted	After a long day at the beach, I started to feel a bit _____ on the car ride home. In contrast, my sister was _____ and chatty. _____
3 worried confident panicked	At first he felt _____ about taking the test. However when he finished, he was _____ that he had done well. _____
4 fearless terrified uneasy	Usually I am _____ when it comes to rock climbing, but the height of the rock wall made me slightly _____. _____
5 irritated furious happy	She was _____ when her neighbor's dogs barked during the day, but she became _____ when they kept her awake at night. _____
6 stride dawdle dash	If you _____ to the bus stop, you'll eventually need to _____ to catch the bus. _____
7 scrumptious unappetizing bland	One simple recipe for chicken soup was too _____, but another included too many spices and looked completely _____. _____
8 bad fabulous mediocre	She was just a _____ trumpet player until her new music teacher inspired her to become _____ by practicing every day. _____
9 noisy quiet thunderous	We thought a trip to the mountains would be a _____ retreat from the city, but birds and animals can be as _____ as cars and people. _____
10 frequently never rarely	She _____ visits the new restaurant in town because she loves the food, but she _____ sees the chef because he stays in the kitchen. _____

★ Choose one set of words (e.g., dawdle, stride, dash) to act out. Have a partner try to guess the words.

Name: _____



Read the sentences below. Choose the two words that best complete the sentence. Then, write your own sentence using the remaining word.

1 always never rarely	Jorge loves soccer and <u>always</u> brings his ball to school, but he is so shy that he only <u>rarely</u> asks anyone to play with him. <u>Linda wants to do well in school, so she never forgets her homework.</u>
2 gushes flows drips	When there is a knot in the hose, water just _____ out. Normally, water _____ out of the hose in a steady stream. _____
3 careless fastidious attentive	I made several _____ errors on my spelling quiz last week, so I resolved to be more _____ when I take the quiz this week. _____
4 happy annoyed livid	Alysha felt merely _____ when her sister borrowed her clothes, but she was _____ when her sister spilled paint on her favorite dress. _____
5 cold tepid boiling	After my brother took a long shower, the water was only _____ when it was my turn. It soon became completely _____. _____
6 spotless clean filthy	He washed his _____ football uniform twice, but a few stains remained even though it was basically _____. _____
7 discouraged fearful content	Jasmine felt _____ when she broke her wrist before the basketball tournament. She had to be _____ with watching from the bench. _____
8 hot warm frigid	Plants and animals that thrive in the _____ temperatures of the Mojave Desert could never survive in the _____ climate of the Arctic. _____
9 modern antique ancient	_____ technology allows us to communicate in ways that _____ civilizations could never have imagined. _____
10 drenched damp dry	I was _____ after waiting for the bus in the rain. My clothes were still _____ at the end of the day. _____

★ Choose one set of words (e.g., fearful, discouraged, content) to act out. Have a partner try to guess the words.



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

engineer (noun) An engineer is a person who designs technologies to solve problems.

- 2 **Reread the informational text on the next page**, “Borrowing Nature’s Designs.” Informational texts give facts about a topic. **Use the glossary** to help you with the meaning of unfamiliar words.
- 3 The main idea of this text is in Paragraph 1. **Put a star (★) in the margin next to the main idea of the text.**
- 4 Informational texts often have subheadings that can help you identify the main ideas in different sections of the text. **Focus on the main idea and key details of one section.**
 - a **Put a checkmark (✓) next to one subheading.** The subheading can help you think about the main idea of the section.
 - b **Underline 3 to 4 key details in this section.** Key details in each section can also help you think about the main idea of the section.
- 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.

text main idea	
subheading	
section main idea	
section key details	

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

★ **Work with a partner to research another technology based on a design from nature. Use an approved search engine and the key word *biomimetic*. Then, create a multimedia presentation using video, photos, or diagrams to explain what you learn.**



Borrowing Nature's Designs

1 Imagine a day when doctors could help a person grow a replacement body part—just like starfish and lizards can do. What if bridges were built from something much stronger than steel—fibers made of spider silk! Some engineers study nature's designs in order to develop new technologies. These engineers are using a kind of science called biomimetics. Biomimetics comes from the Greek words *bios* “life” and *mimesis* “to imitate.”

2 *Prickly Plant Parts*

In 1941, a Swiss engineer named George de Mestral went for a hike with his dog. Afterward, picking off burrs from his clothes and dog's fur, he became curious. How did the burrs manage to stick so well? He studied the structure of each burr and discovered that the spines ended in tiny hooks. He went on to invent a kind of fastener made of tiny hooks. He helped start a company to produce the fasteners. Velcro® is still a trade name for these burr-inspired fasteners. They are used on clothing, shoes, school binders, and many other products.

3 *Sticky Feet*

Little lizards called geckos have an astounding ability to cling to walls, ceilings, and other surfaces. For decades, scientists have studied gecko feet to figure out what makes them so sticky. Experiments show that millions of microscopic hairs on each toe are mainly responsible for a gecko's grip. But geckos don't just stick to a surface—they unstick, too. To do that, a gecko tugs the foot in the opposite direction, releasing the grip. Engineers have developed gecko-inspired robots that climb walls. They've made a fabric-like material that can stick to smooth surfaces. They're also working on grippers that might someday be used to pick up junk floating in space.

4 What problems will biomimetic engineers try to solve next? One thing is for sure: nature will provide inspiration for new solutions.

GLOSSARY

burrs (noun, plural) A burr is a prickly covering of a nut or seed.

surfaces (noun, plural) A surface is the outer layer.

structure (noun) A structure is the way parts are arranged.



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

natural hazard (noun) A natural hazard is an event in nature that causes damage.

- 2 **Reread the poem on the next page, “Hail”** by J. Patrick Lewis. Poets use the sound, as well as the meaning, of words to express feelings and ideas.

- 3 Poets often use figurative language to help readers form pictures in their minds. A metaphor is a type of figurative language in which two unlike things are compared without using *like* or *as*.

- a Go back to the poem, and **circle the two nouns in Lines 1 and 2**.
 - b **What does this comparison help you imagine?**
-

- 4 Alliteration is the repetition of beginning sounds in words. Poets often use alliteration to put emphasis on words and ideas.

- a Go back to the poem, and **underline two pairs of words with repeated beginning sounds in Lines 1 and 2**.
 - b **Write the words** below.
-

- 5 The rhythm of a poem is like a drumbeat the goes with groups of words.

- a **Read the poem aloud, and listen for the rhythm**.
 - b **What does the rhythm help you imagine?**
-

- 6 The narrator in a poem is called the speaker. **How does the speaker seem to feel in Line 6?**
-

- 7 The poem has a central message, or theme, about nature. **Write a sentence to state this theme.**
-

- ★ **A haiku is a three-line, 17-syllable poem that paints a clear picture about a single moment or image, usually from the natural world. The syllable pattern is 5-7-5. Write a haiku about a natural hazard, such as an earthquake or blizzard.**



Hail
by J. Patrick Lewis

- 1 The hail flies
- 2 on furious hooves.

- 3 It batters cars
- 4 and rooftops,
- 5 slamming anger,
- 6 and then melts away.

WORDS TO KNOW

batters (verb) To batter is to pound or hit with force.

furious (adjective) Furious means powerfully fast or violent.

hooves (noun, plural) A hoof is a horse's foot.

Name: _____



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

contribute (verb) To contribute means to give help to a person, a group, or a cause.

- 2 **Reread the persuasive text on the next page**, “Join the North School Walkers.” Authors of persuasive texts state their opinion or position and often give reasons and evidence to support it.
- 3 The authors state their position in Paragraph 1. **Put a star (★) in the margin next to their position.**
- 4 In Paragraphs 3 to 5, the authors give three reasons and evidence to support their position.
 - a **Put a checkmark (✓) in the margin next to each reason.**
 - b **Underline evidence that supports each reason.**
- 5 **Complete the chart below by rewriting the information *in your own words*.** Use the markings you made on the text to help you paraphrase the text.

opinion	
reason 1	
evidence	
reason 2	
evidence	
reason 3	
evidence	

- 6 On another page, **write a summary of the text.** Use information from your chart to help you.

- ★ **Create a poster to illustrate and explain a program that—in your opinion—would contribute to your community. Clearly state your opinion and give reasons and evidence to support it.**



Join the North School Walkers

Dear Parents of North School Students:

- 1 Have you heard about our walking-school-bus program? It began last year with 30 students. As the new school year begins, 50 students have enrolled. It would be great to see 100 or more students participate because this program has many benefits that will help our children and our community.
- 2 Here's how the program works. Your child waits for the "bus" each morning at an assigned time and place. The bus is not a vehicle but a group of students with one adult leading and one adult following. All the walkers stay together, with the adults making sure that everyone crosses streets safely. At the end of the school day, the walkers reverse their route. Right now, the adults are volunteers, but we hope to find the money to pay workers soon.
- 3 The walking-school-bus program is good for everyone's health. Health experts point out that today's youngsters are not getting enough exercise and are at risk of developing health problems as a result. Walking is a simple and effective physical activity. And it doesn't pollute the air with vehicle fumes!
- 4 In addition, students have a safer way to get to school. The walking-school-bus program reduces not just the number of school buses but also the number of parent-driven cars that clog the streets by North School. When students no longer have to dodge traffic to enter the building, safety will be improved.
- 5 There has been an unexpected bonus to the program—a greater sense of community among the walkers. What better way to feel part of a neighborhood than by taking a daily walking tour! Help your child and our community by enrolling in the North School Walkers program. Sign-up sheets are in the school office.

Sincerely yours,

Edda Freeman and Tony Palermo
Parent Coordinators of the North School Walkers



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

resource (noun) A resource is a supply of something you need.

- 2 **Reread the story on the next page**, “An Uninvited Guest.” It is realistic fiction—a story about events that could actually happen to lifelike characters in a believable setting.
- 3 Go back to the story, and **circle the three main characters**.
- 4 Most events in the story take place in one setting, which is described in Paragraph 1. The events at the end of the story take place in a different setting, which is described in Paragraph 12. **Put a box around each setting**.
- 5 The characters must solve a problem when an “uninvited guest” wants to share a resource: their home! **Put a star (★) in the margin next to the problem**.
- 6 The characters solve their problem in a series of events. **Put a checkmark (✓) in the margin next to each major event**.
- 7 The characters’ problem is solved in the resolution, near the end of the story. **Put a smiling face (☺) next to the resolution** in Paragraph 10.
- 8 **Complete the chart below**. Use the markings you made on the text to help you.

main characters	
settings	
problem	
major events	
resolution	

- 9 **Why do the characters react differently to the bat’s need for two resources: somewhere to live and something to eat?** Use information from your chart and details from the story to help you answer the question on another page.

★ **This story is told from the point of view of a third-person narrator. What if the story were told from the point of view of the bat? Rewrite the story from this first-person point of view.**



An Uninvited Guest

1 The dark-winged, unidentified flying object swooped from the ceiling toward the family seated in the kitchen and back up again. Bashir screamed, and his sister Aisha slid off her chair to hide under the table.

2 “Don’t worry,” their grandmother said calmly. “It’s just a bat.”

3 “What do you mean it’s just a bat?” Bashir shrieked, “Those things carry rabies!”

4 Aisha peered out from under her hiding spot. “Babies? I don’t see its babies.”

5 Bashir shook his head and answered, “Not babies—rabies, rabies! It’s a disease you get from bats. They bite you, and then you die.”

6 Aisha started to cry, and their grandmother said, “Let’s not overreact. First, very few bats carry rabies. Second, there’s a medical treatment for rabies. And third, this poor bat is probably just as afraid of you as you’re afraid of it.”

7 “Who’s afraid?” asked Bashir in the bravest voice he could muster. Just then, the bat spread its wings and glided toward Bashir’s head. He screamed again and ducked behind Aisha under the table.

8 After a few more swoops around the room, the bat settled on a shelf. With a toss of a blanket, Bashir’s grandmother succeeded in trapping the bat in its soft folds.

9 Bashir crept closer to the bundle in his grandmother’s arms and saw that the bat’s eyes were fixed on him with a combination of what he thought might be curiosity and fear. “Now what should we do with it?” he asked in a hushed tone.

10 “We need to set it free, of course,” their grandmother asserted, walking to the door and opening it. “I’m not sure if this bat wants to make a home in our attic or if it’s lost, but it will be much more comfortable outside.” She shook the blanket gently to release the bat, and they watched it soar into the distance until it disappeared.

11 Bashir breathed a sigh of relief, and his grandmother smiled. “I’m always happy to see bats outside because they devour mosquitoes,” she remarked. “We need them, even though we don’t like to share our indoor spaces with them.”

12 One evening not long after the visit with his grandmother, Bashir noticed familiar black figures circling against the sky outside his window. He recognized them immediately and murmured, “Hello, my mosquito-eating friends,” pleased that this time he did not feel afraid at all.



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 What kind of home would you like to live in someday? Maybe you picture yourself in a country cottage or a skyscraper apartment. How about a home that's more... unusual?

Near the city of Zurich, Switzerland, are homes that are underground. Their roofs blend into the surrounding meadow; each building is dome-shaped, and the walls are curved. There are windows that face south, so natural light comes inside.

These homes have all the up-to-date conveniences, and the architect designed the dwellings to use less energy than above-ground dwellings. These underground houses are naturally cool in summer and easy to heat in winter. Homeowners feel close to nature here, living under their gardens.

An underground house might be a good choice if you like privacy, but if privacy is not important, consider a different kind of unusual house--one made of glass. A glass house was a very modern idea back in 1949 when the American architect Philip Johnson built one in Connecticut.

The Glass House has four sides of clear glass supported by steel. The house cannot be seen from the road, so curious onlookers are not a problem. The house overlooks a pond and woods, so being inside feels just like being outside.

Johnson lived in the house until his death in 2005. This leading architect's unusual house is now a historic site.

2 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 In stories about the future, there are often robot helpers. But the idea of robots has been around for a long time.

In the middle ages, clockmakers created machines that looked and moved like people. They were called clock jacks. For example, a clock jack might signal the hour by striking a bell with its hammer. In the eighteenth century, toymakers created wind-up mechanical toys. Those that imitated people or animals were very popular.

The word robot first appeared in a play written in 1921. The play was about a mechanical man who could think. The author called it a robot, an old word that described hard work. In his play, the robot destroys the man who made him.

The robots in use today don't look like people. They are machines that are programmed to do certain tasks. These tasks are ones that are boring, dangerous, or impossible for people to do.

Robots were first used in industry, to build cars. The first robot run by computer was designed in 1963. A computer-controlled robot was able to do more complicated tasks.

There are now robots that can approach and study erupting volcanoes. Some can explore the ocean floor or outer space. Others can carry dangerous materials.

Scientists keep trying to create robots that can think on their own. Robots are able to do a lot, but so far they aren't able to carry on a real conversation with us!

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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 Atalanta was a beautiful woman and a mighty athlete. She could beat any man who dared to wrestle with her or to race her. She was also considered to be a great hunter.

Her father, who was a king, wanted her to wed. Many men were attracted to this beautiful young woman. But Atalanta did not feel she was ready for marriage. She desperately looked for a way to avoid a wedding.

Then she came up with a brilliant idea. Any man who wanted to be her husband would have to beat her in a race. Many men tried and failed, until Melanion came along.

Melanion managed to convince the goddess of love to help him win the race. The goddess of love had given him three golden apples. His plan was to use the gleaming apples to attract Atalanta's attention and slow her down.

The race began and Melanion was soon behind. He cleverly threw the first golden apple just ahead of Atalanta. Curious, she stopped to examine it and Melanion sped ahead. After grabbing the apple, Atalanta overtook Melanion and dashed past him.

Tossing the second apple, Melanion briefly regained the lead. He purposely held onto the third apple until they were near the finish line. Tossing it gave him enough time to win.

Melanion's determination and cleverness had earned him Atalanta's hand.

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1 Lucas sat in the water, his feet in the skis. The water-skiing instructor gave some final reminders. “Keep the ski tips pointed toward the boat and your knees together. Arms straight, slight bend at elbows. Got it?”

“Got it,” said Lucas. Under his breath, he added, “I hope.”

The motorboat started off. Holding the rope handle above his knees, Lucas felt himself being pulled through the water. As the boat picked up speed, Lucas tumbled to the side. He didn’t make it to a standing position on the second try either. But on the third try, Lucas rose out of the water. He felt the wind rushing toward him. His skis bumped over the lake surface. “I’m up!” Lucas screamed.

On water-skis for the first time, Lucas was surprised by how bumpy the ride was. “Chest out, shoulders back,” the instructor had said. Lucas tried not to hunch, but he felt too off-balance to straighten up fully.

His skis began to veer left and he couldn’t control them. As they cut through the choppy wake, he screamed. But he stayed upright! Then he veered to the right, through both wakes. Then back again!

At last, the boat slowed and Lucas sank into the water. The boat circled back to pick him up. The instructor said, “It’s hard to believe you’ve never water-skied before. You handled those wakes like a pro!”

“Thanks,” Lucas said. His voice was hoarse from screaming.

2 Discuss each reading with your partner.

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1 In 1818, the English writer Mary Shelley published a story that became her best-known work. She wrote about a scientist who combines parts from dead bodies to build a monster. The scientist, whose name is Frankenstein, then uses electric current to bring the monster to life. The monster looks too different and frightening to join human society, and he is terribly lonely. At the end, the monster destroys his creator.

English speakers today use the term Frankenstein or Frankenstein’s monster to name something that people make and then cannot control.

Shelley’s story is considered the very first work of science fiction. Writers of science fiction imagine what might happen as a result of developments in science and technology.

Ever since Mary Shelley wrote her famous story about the Frankenstein monster, science fiction writers have explored a similar theme: Human technology can lead to destruction. Science fiction also explores the opposite theme: The future will be better because of advances in technology.

Writers of science fiction imagine time travel, aliens, space travel, and machines that don’t yet exist. The setting is often the future—on Earth, on another planet, or in a spacecraft.

Science fiction is a genre, or category, of literature, though not all the stories are in books. Science fiction is also popular in movies and video games. Science fiction is for everyone who looks at modern technologies and wonders, “What would happen if...?”

2 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.

Name: _____

Read the word pairs and think about the relationship between the words. Use the key at the top of the page to label each word pair.

Person to Task = PT

Person to Object = PO

Person to Location = PL

Object to Category = OC

Cause and Effect = CE

1 baker : mixes _____	2 hungry : eat _____
3 writer : pen _____	4 baby : crib _____
5 tennis : sport _____	6 reporter : writes _____
7 sleepy : rest _____	8 funny : laugh _____
9 pitcher : baseball _____	10 circle : shape _____
11 singer : stage _____	12 drum : instrument _____
13 soldier : protects _____	14 florist : flower _____
15 lifeguard : beach _____	16 student : book _____
17 goalie : net _____	18 tulip : flower _____
19 doctor : helps _____	20 happy : smile _____

★ Write your own analogies for each of the five given relationships.

Name: _____

Read the word pairs and think about the relationship between the words. Use the key at the top of the page to label each word pair.

Person to Task = PT

Person to Object = PO

Person to Location = PL

Object to Category = OC

Cause and Effect = CE

1 plumber : wrench _____	2 thirsty : drink _____
3 child : plays _____	4 pecan : nut _____
5 shopper : mall _____	6 sad : cry _____
7 chef : kitchen _____	8 pine : tree _____
9 firefighter : hose _____	10 baby : cries _____
11 apple : fruit _____	12 red : color _____
13 teacher : classroom _____	14 waiter : tray _____
15 tired : sleep _____	16 pitcher : throws _____
17 carpenter : hammer _____	18 student : learns _____
19 deer : forest _____	20 yo-yo : toy _____

★ Write your own analogies for each of the five given relationships.

Name: _____



Read the first pair of words and think about how they are related. Then, use this relationship to help you choose a word from the box to complete the second pair.

learns	month	fruit	serves	writes
tools	swings	hospital	fish	book
cry	bird	builds	crib	teaches
cuts	farm	flood	bowl	plane

1	actor:performs AS professor: <u>teaches</u>
2	baby:rattle AS student: _____
3	child:plays AS reporter: _____
4	baker:mixes AS golfer: _____
5	driver:taxi AS pilot: _____
6	teacher:classroom AS baby: _____
7	baker:mixes AS waiter: _____
8	florist:flowers AS carpenter: _____
9	deer:forest AS cows: _____
10	plum: fruit AS trout: _____
11	soldier: protects AS barber: _____
12	pitcher: baseball AS baker: _____
13	tired: sleep AS sad: _____
14	blue: color AS grape: _____

★ Discuss the relationship between these words with a partner. Challenge each other to come up with different answers for five of the analogies.

Name: _____

Read the words and think about how they are related. Then, write a sentence that explains this relationship.

1 hawk : bird	<u>A hawk is a type of bird.</u>
2 rudder : boat	_____
3 stumble : fall	_____
4 enter : exit	_____
5 city : state	_____
6 finger : hand	_____
7 walk : stroll	_____
8 leopard : tail	_____
9 architect : plans	_____
10 read : newspaper	_____
11 lettuce : vegetable	_____
12 scared : scream	_____
13 tree : leaf	_____
14 hopeful : optimistic	_____
15 scissors : cut	_____
16 singer : voice	_____
17 triangle : shape	_____
18 sick : healthy	_____

★ Write five additional word pairs. Then, challenge a partner to explain how the words in each pair are related.

Name: _____



Read the words and think about how they are related. Then, write a sentence that explains this relationship.

1	flute : instrument	<u>A flute is a type of instrument.</u>
2	graceful : clumsy	_____
3	stove : kitchen	_____
4	spin : dizzy	_____
5	word : sentence	_____
6	horse : mammal	_____
7	gigantic : huge	_____
8	zebra : stripes	_____
9	doctor : hospital	_____
10	mountain : steep	_____
11	carpenter : build	_____
12	strum : guitar	_____
13	cook : kitchen	_____
14	wing : bird	_____
15	funny : hilarious	_____
16	shell : walnut	_____
17	gas : car	_____
18	artist : studio	_____

★ Write five additional word pairs. Then, challenge a partner to explain how the words in each pair are related.