

Name _____

endless
sensible

universe
astronaut

protested
paralyzed

realistic

Replace the underlined words with one of the words from the vocabulary list.

1. He was an excited space traveler zooming toward Mars. _____
2. I complained about traveling alone. _____
3. A trip in space may seem without a finish. _____
4. The film about space travel was the way things are. _____
5. His plan for launching a rocket was not well thought-out.

6. Scientists are studying everything in space. _____
7. The astronaut seemed unable to move when he climbed outside the spaceship. _____

Use three of the vocabulary words in sentences of your own.

8. _____

9. _____

10. _____

Name _____

Understanding the **characters** and the **setting** can help you understand what happens in a story.

Read the passage. Then answer the questions that follow.

When she was little, Andrea lived near the Kennedy Space Center. Her mother always took her there to watch the rockets launch. As Andrea grew up, she realized that she wanted to do more than just watch rocket launches. More than anything, she wanted to be an astronaut, but she wasn't sure that she could be one.

Her mother told her, "If you want something, the important thing is that you try your best." Andrea ate well and exercised. She studied hard in all her subjects. After college she learned to fly jet planes.

Andrea's dream came true. She became an astronaut and took many trips into space.

1. Who are the characters in this story?

2. What is the setting when Andrea is a little girl?

3. How did Andrea's mother help her achieve her goal?

4. In most plots, a character changes. How did Andrea change in the story?

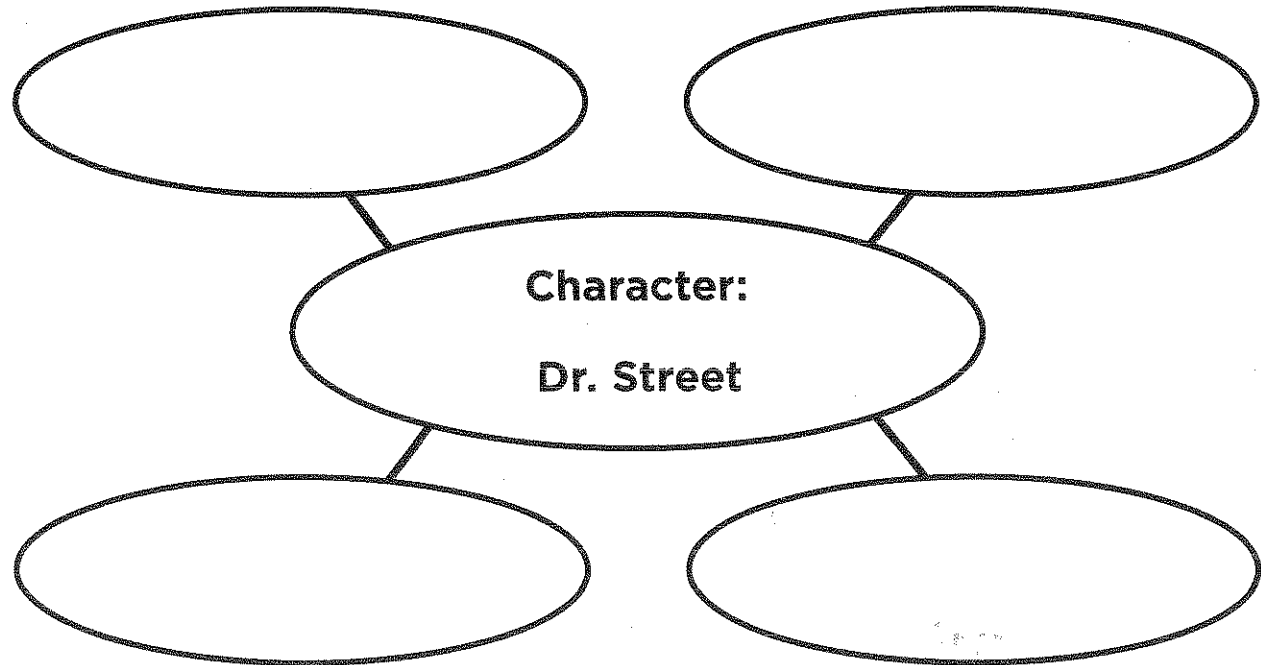
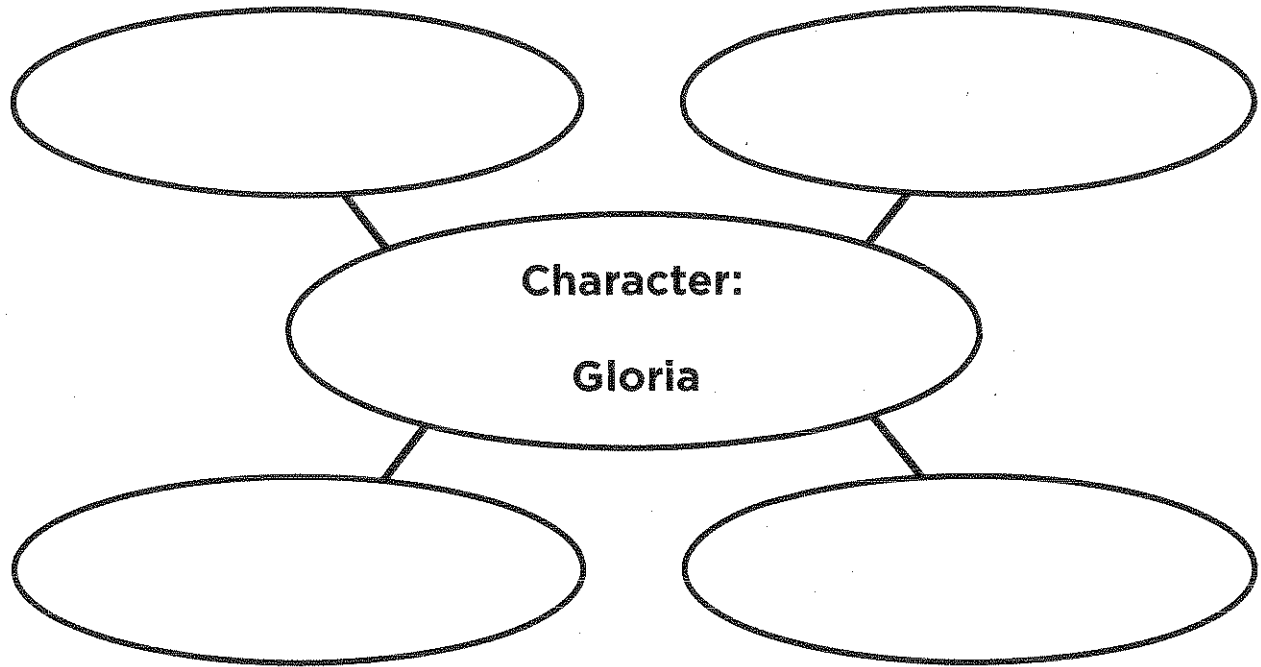
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At Home: Ask the student to describe a character from a favorite story.

Name _____

As you read *The Astronaut and the Onion*, fill in the Character Web.



How does the information you wrote in the Character Web help you analyze and make inferences about *The Astronaut and the Onion*?



Name _____

Fluency

As I read, I will pay attention to pauses, stops, intonation, and the characters' words.

Rahul was staring anxiously out the spaceship window.
 8 "Mom, how long 'til we get there again?" he asked.
 18 His sister Shona laughed. "Rahul, didn't you just ask her
 28 ten minutes ago? And she said two hours?"
 36 From her seat at the control panels, **Astronaut** Amla
 45 Gupta smiled. "Now kids," she said, "there's no point in
 55 arguing about it. We'll get there when we get there. Why
 66 don't you play with the other kids? I thought I saw Carlos
 78 and Keisha and Fatima playing space tag on the landing."
 88 The Guptas were on their way to Space Station 88
 97 for the summer with ten other families. The station had
 107 been abandoned for 50 years.
 111 Now the space station was needed for research. So the
 121 families would spend the summer fixing it up. In the fall,
 132 a caretaker would live there. 137

Comprehension Check

1. What are the families going to do at Space Station 88? **Character**
2. What kind of people are Rahul and Shona? **Character**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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At Home: Help the student read the passage, paying attention to the goal at the top of the page.

Name _____


A **diagram** is a drawing that presents information. Some information is easier to understand by looking at a diagram.

Lengths of American Rivers

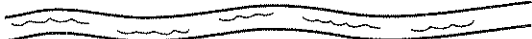
St. Lawrence—760 miles



Brazos—840 miles



Columbia—1,150 miles



Colorado—1,450 miles



Mississippi—2,350 miles



Use the diagram to answer the questions.

1. What is the diagram about? _____
2. What rivers are included? _____

3. Which river is longest? Which is shortest? _____

4. What can you use this diagram to do? _____

5. Where in the diagram would you put a river that is 1,320 miles long?



Name _____

When you are reading and come to a word you do not know, a dictionary can tell you what the word means and how to say it.

dis•tort (di stôrt´) *verb.* 1. to twist the meaning of something. *The reporter distorts what people say.* 2. to twist out of shape. *The mirror distorts my face when I look into it.*

A phonetic spelling tells you how to say the word. Notice that *distort* is divided into two parts. Each part is called a **syllable**.

The accent mark (´) after the second syllable shows you which syllable to stress when pronouncing the word.

Use the dictionary entry above to answer these questions.

1. Which meaning of *distort* do you find in the following sentence?

Eduardo twisted the hanger and distorted its shape.

a. Meaning #1

b. Meaning #2

2. True or false: *distort* has two syllables.

a. true

b. false

3. Which is the correct way to say *distort*?

a. dí stôrt

b. di stôrt´

4. Use *distort* in a sentence of your own. Then write the number of the meaning you used.

I used meaning # ____.



Name _____

Phonics: Long *i*

Remember the following common spellings for the **long *i*** sound: *ie, i-e, igh, i,* and *y*.

Complete the following sentences with one of these long *i* words.

kind	drive	kite	wipe	pride	sky	prime
sly	sigh	fright	pies	spy	twice	find

- The rocket rose up into the _____.
- What _____ of person becomes an astronaut?
- Fernando went outside on a windy day to fly his _____.
- The spaceship orbited the moon not once, but _____.
- The astronauts wanted to _____ life on Mars.
- It's much easier to _____ a car than to pilot a spaceship.

Circle the word in each pair that has the long *i* sound.

- fit fight
- dine done
- fleas flies
- rip ripe
- trim try
- high hog

