

Name _____

fade	cautiously	crisscrossed	wisdom
jealousy	disguised	faint	

Answer each question by using a vocabulary word that means the same as the underlined phrase.

1. Does light grow dim after the sun sets?

2. Is it hard to hear a very slight, soft whisper?

3. Do older people have more good sense than younger people?

4. Was the snowy parking lot marked by crossed lines with tire tracks?

5. Did the student enter the principal's office hesitantly?

6. At the costume party, who came dressed up as someone famous?

7. Do silver-medal winners look at the gold medal with envy?

8. Now write your own question and answer following the model.

Question: _____

Answer: _____

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Name _____

Sometimes when you read, you have to **draw conclusions** about something in the story. To draw a conclusion, use what the author tells you and what you know from your own experience.

Read the story below. Then answer the questions that follow.

“Look at my new invention,” Matthew said to his friend Abby. “It’s a math homework machine. I invented a robot that will do math problems.”

“How does it work?” Abby asked. She and Matthew were sitting side by side on the front porch of Matthew’s house, after school. Abby was interested in Matthew’s machine because they both had a lot of homework.

“You put the math page in here,” Matthew said, “and the answers come out there.” He put in a page of math problems to show Abby how the machine was supposed to work, but when the answer page came out, this short message was printed on it: “You need to do this work yourself, or you will never be as smart as I am. Your friend, Ricky Robot.”

1. How do you know that Matthew did not like to do math homework? _____

2. What can you conclude about the robot that Matthew invented?

3. How do you know that Abby and Matthew’s teachers believed that homework was a good idea? _____

4. How do you know this story is not true? _____



Name _____

As you read *The Blind Hunter*, fill in the Conclusions Chart.

Text Clues	Conclusions

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How does completing the Conclusions Chart help you to generate questions about *The Blind Hunter*?



At Home: Have the student use the chart to retell the story.

Name _____

As I read, I will pay attention to pauses and stops in each sentence.

9 You may know people who like to talk about
 19 themselves. Marie Curie was not that kind of person. She
 28 went about her work quietly and **cautiously**. She didn't
 39 brag about what she did, although she could have. She was
 48 a woman of great **wisdom**. Marie Curie made discoveries
 that changed the world.

52 Marie Curie's work opened up a new field of medicine
 62 called radiology. Her experiments led to better ways of
 71 treating people with cancer and other diseases.

78 She was the first woman ever to win a Nobel Prize.
 89 This is a special prize given each year to people who do
 101 important work. Years later, Marie won a second Nobel
 110 Prize. She was the first person ever to do so.

120 Marie Curie lived at a time when few women were able
 131 to be scientists. She was born poor and was often ill. Yet
 143 she rose above all that to become a hero to the world. 155

Comprehension Check

1. How do you know that Marie Curie was taken seriously by the science community? **Draw Conclusions**
2. Summarize the description of Marie Curie. **Summarize**

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

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Name _____

A **glossary** is like a small dictionary found at the back of a book. It lists important or difficult words found in the book in alphabetical order. The glossary gives the meanings and pronunciations of the words.

Use the glossary below to answer the questions.

landscape 1. The stretch of land that can be seen from a place; view. The train passengers watched the passing *landscape*.
2. A picture of such a view. The artist painted a *landscape*. *Noun*
To make an area of land more beautiful by planting trees, shrubs, and by designing gardens. A gardener will *landscape* the grounds. *Verb*
land•scape (land´ skāp´), *noun, plural landscapes; verb landscaped, landscaping*

laser A device that makes a narrow but strong beam of light. A laser may be used to perform surgery, cut metal, or send messages. **la•ser** (lā´zər) *noun, plural lasers*.

1. How are the glossary words arranged?

2. As what parts of speech may *landscape* be used?

3. How might a laser be used?

4. Why wasn't the word *lantern* in the glossary?



Name _____

Word families are groups of words that all share a word **root** or other **part**. You can use what you know about one word to find out the meanings of other members of its family. For example, the word **wisdom** belongs to a family of words that includes **kingdom** and **freedom**.

The syllable *wis* is related to “wise.” One meaning of the suffix *-dom* is “state or condition of being a certain way.” Based on this meaning of *-dom*, write a definition of *wisdom*.

1. _____

The syllable *-dom* can also mean “land ruled by.” Classify *kingdom*, *freedom*, and *dukedom* according to which meaning of *-dom* they have.

Land Ruled By

2. _____

3. _____

State or Condition of Being

4. _____

Fit the above words into these sentences.

5. She was the loveliest lady in the _____.

6. We have the _____ to vote in this country.



Name _____

Phonics:
Changing *y* to *i*

When words end in a consonant + *y*, you do two things to add endings like *-er* or *-ed*. First you change the *y* to *i*. Then you add the ending.

Change *y* to *i* and add the indicated ending to each word. Then write the new word in the blank.

lazy + er 1. _____

reply + ed 2. _____

worry + es 3. _____

happy + est 4. _____

empty + er 5. _____

family + es 6. _____

dizzy + est 7. _____

funny + er 8. _____

Follow the model and write four more words.

9. _____

10. _____

11. _____

12. _____

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At Home: Have the student find words in a magazine or newspaper article that end with a consonant + *y*. Have him or her add the endings *-es*, *-er*, and *-est*.