

Name \_\_\_\_\_

fossil      inspected      paleontologist      stumbled upon

Write a vocabulary word to replace the underlined words in each sentence below. Then make up a sentence that includes the word.

1. The team looked carefully at \_\_\_\_\_ the sunken ship.

\_\_\_\_\_

\_\_\_\_\_

2. Researchers came unexpectedly to \_\_\_\_\_ a brilliant conclusion.

\_\_\_\_\_

\_\_\_\_\_

3. The scientist who studied things from millions of years ago \_\_\_\_\_ knew that what looked like a stick of wood was really an ancient bone.

\_\_\_\_\_

\_\_\_\_\_

4. The preserved remains \_\_\_\_\_ of two ants in amber proved that the insect has not changed much over the past 90 million years.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

A **generalization** is a broad statement about something. Based on certain facts or instances, a general rule is formed. This general rule may not always be true each time that it is applied. Most generalizations that are true use words such as *many*, *most*, and *usually*. If a generalization uses words such as *all*, *none*, or *never*, the statement may be too broad to be true.

**True:** Many dinosaurs were meat-eaters.

**Not True:** All dinosaurs were meat-eaters.

Read the facts. Then write a generalization that is true, based on the facts presented and on what you already know.

1. • Eagles, wrens, cardinals, hawks, and robins are birds that can fly.
  - Gulls, crows, condors, bluejays, and egrets are birds that can fly.
  - Ostriches are birds that can't fly.

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2. • Dinosaur fossils have been found in North and South America.
  - Dinosaur fossils have been found in Europe and Asia.
  - Dinosaur fossils have been found in Africa and Australia.

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3. • Tyrannosaurus rex was about 40 feet long.
  - Brachiosaurus was about 70 feet long.
  - Compsognathus was about the size of a chicken.

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4. • Mrs. Vega's fourth-grade class loves to read about dinosaurs.
  - Ms. Kim's fourth-grade class loves to read about dinosaurs.
  - Some fourth graders in my class are not very interested in dinosaurs.

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**At Home:** Together, discuss the generalizations above. How might you reword each generalization to make the sentence false?

Name \_\_\_\_\_

As you read *Meet a Bone-ified Explorer*, fill in the Generalizations Chart.

Information from Text	What I Know	Generalization

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How does the information you wrote in this Generalizations Chart help you analyze the text structure of *Meet a Bone-ified Explorer*?



Name \_\_\_\_\_

As I read, I will pay attention to the pronunciation of vocabulary and other difficult words.

Thousands of years ago pharaohs ruled the great kingdom  
 9 of Egypt. When pharaohs died, they were buried in tombs  
 19 with their treasures. One of these pharaohs was very young.  
 29 His name was King Tutankhamen (TOOT -ahngk-ah-muhn).  
 34 The entrance to Tutankhamen's tomb was well hidden.  
 42 The Egyptians built tombs that were hard to find and even  
 53 harder to enter. They made secret entrances and false passages.  
 63 Soon after the king was buried, robbers broke into the  
 73 tomb and took some of the treasures. The tomb was then  
 84 resealed. It stayed buried in the sand for thousands of years.  
 95 In the early 1900s, an Englishman named Lord Carnarvon  
 103 began the search for this pharaoh's tomb. Carnarvon believed  
 112 that the king was buried in the Valley of the Kings.  
 123 In 1907, Carnarvon began working with a man named  
 131 Howard Carter. Carter was an artist for **paleontologists**.  
 139 He made drawings of the **fossils** and other findings. Carter  
 149 and Carnarvon began a search for King Tutankhamen's  
 157 tomb. It was a search that would last for many years. 168

**Comprehension Check**

- How do you know that the two men were dedicated in their search for the tomb? **Draw Conclusions**
- Why did the Egyptians build tombs that were hard to find? **Cause and Effect**

	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 \_\_\_\_\_

For items 1–12, read the passage and fill in the information asked for in the form. Then answer the questions that follow.

Mr. Carter's fourth-grade class plans to visit the York Science Museum on Friday, April 22. The bus will leave at 8:00 A.M. and return at 4:00 P.M. Students should bring a bag lunch on the day of the trip. Permission forms must be returned to Mr. Carter by Friday, April 8.

### Field Trip Permission Form

1. Student's Name \_\_\_\_\_
2. Date of trip \_\_\_\_\_
3. Student's Address \_\_\_\_\_  
\_\_\_\_\_
4. Home Phone # \_\_\_\_\_
5. Destination \_\_\_\_\_
6. Transportation by  Bus  Car  Subway
7. Time Departing \_\_\_\_\_
8. Time Returning \_\_\_\_\_
9. Parent's Name \_\_\_\_\_
10.  I give permission for my son/daughter to go.
11. Parent's Signature \_\_\_\_\_
12. Today's Date \_\_\_\_\_

13. Should the student write in the space next to item 11 on the form? Explain why.

\_\_\_\_\_

14. What is the latest date that should appear in the space next to item 12?

\_\_\_\_\_



Name \_\_\_\_\_

Many English words are formed by adding word parts, such as prefixes and suffixes, to a basic word, or root word. Many words have roots that come from Latin, the language of ancient Rome.

- All words that have the root *aud-* have something to do with sound or hearing.
- All words that have the root *spec-* have something to do with sight or seeing.

Complete each sentence with a word from the box that takes the place of the underlined words.

audible audio audience spectacles spectator spectacular

1. From the back of the auditorium, we could hardly hear the part that can be heard portion of the paleontologist's presentation. \_\_\_\_\_
2. A person who watches at the dinosaur exhibit knew so much more than I did about fossils. \_\_\_\_\_
3. The museum fire alarms had both flashing lights and an able to be heard signal. \_\_\_\_\_
4. The people who came to hear the scientist speak applauded at the end. \_\_\_\_\_
5. Dinosaurs must have been amazing to see. \_\_\_\_\_
6. Ping left his eyeglasses in the pocket of his coat, so he couldn't read where the bones of the ichthyosaurus were found. \_\_\_\_\_



Name \_\_\_\_\_

When added to the beginning of a word, a prefix changes the meaning of the word.

The prefixes *un-*, *non-*, and *dis-* mean “not” or “the opposite of.”

- **dis** + trust = distrust to not trust
- **non** + sense = nonsense something that doesn't make sense
- **un** + covered = uncovered the opposite of covered

The prefix *mis-* means “badly” or “incorrectly.”

- **mis** + spell = misspell to spell incorrectly

Each of these prefixes has a short vowel sound.

**Underline the prefix in the following words. Then write the meaning of the word.**

1. disobey \_\_\_\_\_
2. unsure \_\_\_\_\_
3. misbehave \_\_\_\_\_
4. nonsense \_\_\_\_\_
5. unhappy \_\_\_\_\_
6. dislike \_\_\_\_\_
7. misunderstand \_\_\_\_\_
8. disconnect \_\_\_\_\_
9. unbelievable \_\_\_\_\_
10. miscalculate \_\_\_\_\_

