

Name \_\_\_\_\_

interfere  
agileguardian  
proclaimedawkward  
tottered

Use the context clues in each sentence to help you decide which vocabulary word fits best in the blank.

Small Snake couldn't move like the other snakes. "I'm so \_\_\_\_\_," he cried.

Caterpillar offered to lend Small Snake a few legs. The young reptile stumbled and \_\_\_\_\_ on them.

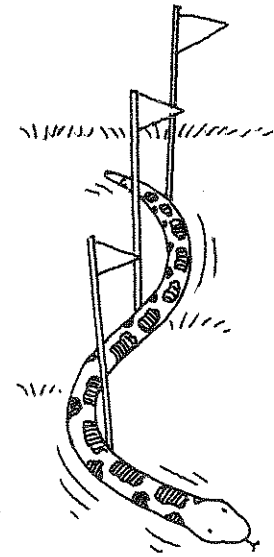
Raven stuck out her chest and \_\_\_\_\_, "I am the one who can make this poor snake \_\_\_\_\_ enough to slither here and there."

Mr. Caterpillar offered to help, but Raven waved him away and said, "Do not \_\_\_\_\_ with what I am doing."

She made a straight line of poles in the ground. "Now, go in and out from each pole to the next."

Small Snake found that he was curving and slithering. "I know how to do it now!" he cried.

Raven said, "Caterpillar, you will watch out for Small Snake and be his \_\_\_\_\_ until he grows up."



Name \_\_\_\_\_

When authors write, they have a **purpose**, or reason, for what they want their work to do. They write fiction to **entertain**. They write nonfiction to **inform**. And they write essays to **persuade**.

**Read the story excerpt below and decide on the author's purpose.**

Squirrels did not always have big, bushy tails. Once upon a time, they had long, pointed tails, which did nothing to help them balance high up in the trees. Squirrels had to move slowly and were always afraid of falling. Also, they had to remember to hold up their tails or the scales that covered them would scrape against the tree bark and let predators know where they were.



Armadillos, on the other hand, had very bushy tails, but it was difficult to tuck all that lovely fur in when they had to roll up in protective little balls.

1. What was the author's purpose in writing this story? \_\_\_\_\_
2. How did you decide on the author's purpose? \_\_\_\_\_  
\_\_\_\_\_
3. If the author wanted to inform readers, what would the author write?  
\_\_\_\_\_  
\_\_\_\_\_
4. If the author wanted to persuade readers, what would the author write?  
\_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

As you read *Roadrunner's Dance*, fill in the Author's Purpose Map.

<b>Clue</b>	<b>Clue</b>	<b>Clue</b>
↓	↓	↓
<b>Author's Purpose</b>		

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How does the information you wrote in the Author's Purpose Map help you to evaluate *Roadrunner's Dance*?



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

Name \_\_\_\_\_

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

9 The monkey was having a simply splendid day. Then  
 19 she spotted a tiger bounding toward her through the jungle.  
 31 The monkey was sure the tiger would eat her on the spot.  
 36 She had to think fast.  
 46 The monkey covered a big pile of coconuts with some  
 57 banana leaves. She marched back and forth in front of it.  
 66 The tiger was intrigued by the monkey's odd behavior  
 75 and didn't attack. "What are you doing?" the tiger  
 76 demanded.  
 83 "I'm the king's guardian," **proclaimed** the monkey.  
 89 "I am guarding the king's food."  
 99 "Hmm," the tiger thought. "The king's food is bound to  
 109 be more delicious than that skinny monkey. Perhaps I can  
 117 trick the monkey into giving it to me."  
 128 "You are too small to be the king's **guardian**," said the  
 139 tiger. "A big animal like me should be the protector of  
 his food." 141

## Comprehension Check

- How does the monkey serve the author's purpose? **Author's Purpose**
- What inference can you make about the tiger? **Make Inferences**

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



Name \_\_\_\_\_

- **Foreshadowing** is the use of clues to hint at what is going to happen.
- **Symbolism** is the use of an object to represent an idea.

Read each passage. Then on the blank line, indicate whether the passage had any examples of *symbolism* or *foreshadowing*. Explain your answer.

1. Yoko thought again about her dream. It was such a strange dream. In it, she was feeling confused, as if her thoughts were far away. Then an enormous yellow rhinoceros charged her from the left and almost trampled her.

Stepping off the curb to cross the avenue, Yoko wondered what her dream meant. Suddenly she heard a blaring horn and the screech of brakes. Yoko looked to her left and saw the school bus. She jumped back to safety.

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2. Sheriff Crawford reached for his cowboy hat and looked his deputy in the eye. "If Jed and his gang are headed this way, I plan to head them off at the pass. Round up the boys and meet me there."

"But how will we know that it's Jed, Sheriff?" Barney asked.

"He always wears a mask that covers his whole face and rides a troublesome horse."

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Name \_\_\_\_\_

A **synonym** is a word that means the same or almost the same as another word. For example, a synonym for **guardian** is **protector**.

Replace each of the words in parentheses with one of the following synonyms.

clumsy      nimble      announced      meddle      wobbled

1. "Don't (interfere) \_\_\_\_\_ with my plans to be king of the road!"
2. The roadrunner was (awkward) \_\_\_\_\_ when he first tried to run and jump.
3. He (tottered) \_\_\_\_\_, but he did not fall.
4. Later, when Roadrunner danced in circles, you could see how (agile) \_\_\_\_\_ he had become.
5. "Roadrunner is our hero!" the animals (proclaimed) \_\_\_\_\_.

Write a sentence using a synonym for both of the words in dark type.

6. **frightened** and **trembled** \_\_\_\_\_  
\_\_\_\_\_
7. **yelled** and **bragged** \_\_\_\_\_  
\_\_\_\_\_
8. **hopped** and **quick** \_\_\_\_\_  
\_\_\_\_\_



Name \_\_\_\_\_

The /ûr/ sound can be spelled **er**, **ir**, **ur**, and **ear**. The sound is found in words such as **serpent**, **bird**, **turkey**, and **heard**.

**Underline the vowel + r combination that represents the /ûr/ sound in each of these words.**

- |            |              |
|------------|--------------|
| 1. burden  | 6. whirlwind |
| 2. sternly | 7. learner   |
| 3. serpent | 8. purpose   |
| 4. birth   | 9. person    |
| 5. turnip  | 10. pearl    |

**Now read the paragraph below. Find and circle six words that have the /ûr/ sound. Then continue the story. Circle the words with the /ûr/ sound.**

One day, a raccoon climbed in the window of a house. He found a pearl necklace on the floor. Holding it carefully in his mouth, he took it outside. Then he returned and carried away a small purse. Finally, he emerged with a purple shirt.

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