

Name _____

dove
politicianssnoring
massivetangles
rumbling

unique

Fill in each blank with the correct vocabulary word from the list at the top of the page.

1. The _____ boulder weighed over ten tons.
2. After a day at the ocean, the girl's long hair became a mess of _____.
3. Candidates who run in elections are called _____.
4. To make sure that her quilt would be _____, Grandma used an unusual pattern for organizing her patches.
5. The hawk _____ quickly to catch the rabbit.
6. My grandfather's loud _____ eventually woke him up.
7. The _____ of the thunder scared my dog.

Choose three vocabulary words and use them in one sentence.

8. _____

Name _____

The **sequence of events** in a story is the order in which things happen. Keeping track of the sequence of events helps you make sense of what is happening in a story.

Read the story below. Then number the events that follow to show the correct sequence.

Miranda's parents were planning a trip to Mexico to go whale watching. Miranda's mother bought airline tickets on a travel Web site. Miranda's father asked his boss for time off. Miranda asked a neighbor to feed the family pets. Miranda's mother asked the post office to hold their mail.

On the day of the trip, the family drove to the airport. They stood in line and went through security. Finally they boarded the airplane and took off for Mexico.

1. Miranda's mother asked the post office to hold the mail. _____
2. They stood in line and went through security. _____
3. The family boarded the plane and took off for Mexico. _____
4. Miranda's parents were planning a trip to Mexico. _____
5. Miranda's father asked his boss for time off. _____
6. Miranda's mother bought airline tickets on a travel Web site. _____
7. Miranda asked a neighbor to feed the family pets. _____
8. On the day of the trip, the family drove to the airport. _____



Name _____

Comprehension:
Sequence

As you read *Adelina's Whales*, fill in the Sequence Chart.



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How does the information you wrote in the Sequence Chart help you to analyze the text structure of *Adelina's Whales*?



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

Name _____

As I read, I will pay attention to tempo and match the action in the story.

10 Did you know that whales talk to each other? Whales
 20 make sounds for different reasons. Some sounds are used to
 31 locate calves. Others are used to find mates. Whales even use
 42 sounds to warn other pod members that a predator is around.
 52 Toothed whales click and whistle in order to locate food.
 59 Baleen whales make knocking, moaning, **snoring**, and
 67 **rumbling** noises. Humpback whales sing, but not during
 77 feeding season. They save their tunes for the warmer waters
 85 where they spend their breeding season. Some scientists
 94 believe they are singing love songs. Other scientists think
 105 they are sending out threats, like "Go away!" We may never
 110 know exactly why whales sing.
 120 Some humpback whales swim up to the surface and take
 132 a few breaths. Then they dive under the water and start to
 142 sing. They do not move when they sing. Their underwater
 154 songs can be heard for miles. Sometimes they sing for a half
 hour without stopping. 157

Comprehension Check

1. What actions does a humpback whale take when it sings? **Sequence**
2. Why might a whale need to communicate with another whale? **Draw Conclusions**

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



Name _____

The **rhyme scheme** of a poem is the pattern of rhymes at the end of each line. The poem's **meter** is the way that accented and unaccented syllables are arranged in the poem. You can think of it as the poem's rhythm.

1. Read the following limerick by Edward Lear. Circle the rhyming words at the end of each line. Then put an *a* next to the first set of rhyming words and a *b* next to the second set of rhyming words to identify the poem's rhyme scheme.

There was an Old Man with a beard, _____

Who said "It is just as I feared!— _____

Two Owls and a Hen, _____

Four Larks and a Wren, _____

Have all built their nests in my beard!" _____

2. Read the first line of the poem. How would you describe the meter of this line?

3. Now write your own limerick below.



Name _____

Homographs are words that have the same spelling but different meanings. They may also have different pronunciations.

Read the list of homographs and their meanings. Then read the sentences and decide the meaning of the underlined homograph. Write the letter of the correct meaning in the blank next to the sentence.

- dove** – a. past tense of dive b. a kind of bird
fluke – c. part of a whale's tail d. something lucky

- The whale splashed the surface of the water with its fluke. _____
- The eagle dove for its prey. _____
- It was a fluke that my mother won the game. _____
- The bird watchers saw a mourning dove sitting in a tree. _____

Pick another homograph. Write one sentence for each meaning of the word.

- _____
- _____



Name _____

The /oi/ sound can be spelled with **oi** as in **foil** or with **oy** as in **boy**. The /ou/ sound can be spelled with **ou** as in **couch** or with **ow** as in **now**. Keep in mind, though, that not all words containing **oi** have the /oi/ sound and not all words spelled with **ou** and **ow** have the /ou/ sound.

In each row of words below, there is one word that does not belong. If the word does not have the same sound as the others, make an X over it. If the word is a homograph, sometimes pronounced like the other words and sometimes pronounced differently, put an asterisk (*) next to it. Then on the blank line, add another word that belongs with the group you made.

- | | | | | |
|-------------|---------|---------|----------|-------|
| 1. joy | foil | employ | onion | _____ |
| 2. bow | allowed | south | outside | _____ |
| 3. coil | destroy | oil | going | _____ |
| 4. mouth | doubt | through | how | _____ |
| 5. broil | doing | spoil | noise | _____ |
| 6. sow | tower | frown | sprout | _____ |
| 7. couch | dough | cloud | crowd | _____ |
| 8. enjoy | soil | shooing | toys | _____ |
| 9. now | enough | crown | proud | _____ |
| 10. brow | cow | low | down | _____ |
| 11. annoy | voices | boil | porpoise | _____ |
| 12. thought | shower | loud | trout | _____ |



At Home: Have the student write a silly poem using some of the *oi* and *ou* words from the above list.