

Name _____

eavesdropping
jumble

scuffling
scornfully

wistfully
acquaintance

logical

Answer the questions using a vocabulary word that means the same as the underlined word or phrase.

1. Did the raccoon leave a big mess when it turned over the garbage can?

2. Was the seagull gazing hopefully at the crab on the rocks below?

3. Was the owl in the tree listening in on your conversation by the campfire?

4. What do you think is making that scraping or dragging sound in the woods?

5. Is it reasonable to expect an animal to act like a person?

6. Would a mouse be the not-too-close friend of a cat in real life?

7. Would an owl look at a wolf with dislike and disrespect?

8. Use two of the vocabulary words in a sentence about a wild animal.

Name _____

Comprehension:
Theme

A **theme** is the subject, or topic, that an author is writing about. To identify a story's theme, ask yourself, "What is the subject of this story?"

Read the passage. As you read, think about the theme. Then answer the questions that follow.

Mario Mouse did not always do as he was told. His mother had told him never to leave the safety of their mouse hole, because the world outside was dangerous. But Mario was an adventurous mouse. One evening he ran out of the hole to see the world.

My, the world was big! He found himself in a huge room. It had chairs, a couch, and low tables. In one corner, he saw a big box that had bright pictures and spoke! Mario crept forward to look at the bright pictures.

Just then a big furry animal bounded into the room, making snarling noises. Mario was terrified. He let out a squeak and scurried back to his mouse hole. He dove through it, back to safety. "Mom was so right," he thought.

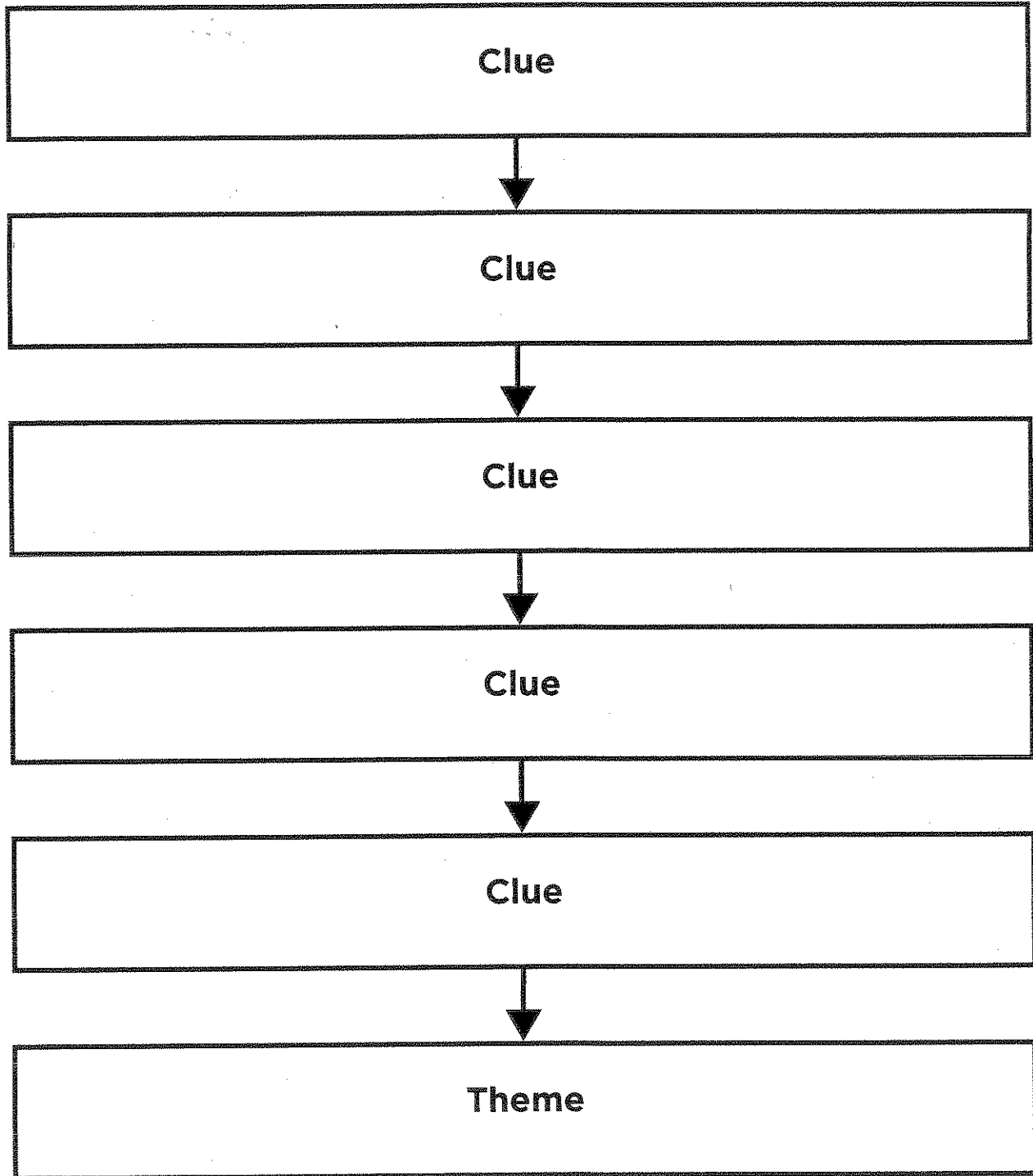
1. What is one of the themes of this story? _____

2. On the lines below, list three story events that support the theme that you identified.
 - a. _____
 - b. _____
 - c. _____



Name _____

As you read *The Cricket in Times Square*, fill in the Theme Map.



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How does the information you wrote in the Theme Map help you to analyze the story structure of *The Cricket in Times Square*?



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

Name _____

As I read, I will pay attention to end punctuation in each sentence.

12 Stripes raised his eyes and blinked at Jani. He was a lovely
 24 striped cat. Jani thought he looked like a little tiger. She picked
 37 the cat up. She sat with him on a chair, stroking his head.
 47 “You’ll never believe what we learned in school today,” she
 49 told Stripes.
 60 Stripes looked up at her with wise green eyes. “People used
 71 to make leopard-skin coats,” she told him. “Some people still
 84 do. A coat made from a cat, Stripes. It makes me so mad!”
 95 Jani could not be sure, but she thought that Stripes scrunched
 100 up his nose in disgust.
 111 That night, Jani fell into a restless sleep. She tossed and
 121 turned. She dreamed about animals who could talk. In her
 129 dream, she hid nearby, **eavesdropping** on their conversation.
 139 The animals were in danger. And they needed help. Suddenly
 152 she woke up. It was almost midnight, but there was a light in
 her room. “Who’s there?” she asked. 158

Comprehension Check

1. Why does Jani fall into a restless sleep? **Make Inferences**
2. Why might Jani feel sympathy for leopards? **Make Inferences**

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

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Name _____

Advertisements use pictures and text to get people to buy or do something. Advertisements use several techniques of persuasion:

- loaded language, such as *best*, *better*, and *special*
- bandwagon, or urging that you join many other people
- testimonials, or the backing of a celebrity
- warnings that the offer is good for a limited time only

Read each advertisement. Then answer the questions.

Our world-class bird feeder will blow you away! It's the best there is. As Bob Wells of the Nature Channel says, "You won't find a better feeder anywhere."

1. What techniques does the advertisement use? _____
2. What words or phrases did you use to figure out the advertisement's approach? _____

Join your friends and neighbors by donating to the Save the Tigers fund. Act now and receive this beautiful tote bag.

3. What techniques does the advertisement use? _____
4. What words or phrases did you use to figure out the advertisement's approach? _____



Name _____

Context clues are words in the same or surrounding sentences that help a reader figure out the meaning of an unfamiliar word.

Read the passage below. Then write the meaning of each word in dark type and the context clues that helped you figure it out.

The **audience streamed** into the theater to hear Regina Jackson's talk. Hundreds of people moved smoothly but quickly into their seats. Jackson was the world's leading **authority** on **jaguars**. No one else knew more than she did about the lives of these big cats. From the moment she began to speak everyone sat quietly. You could see by their interested expressions that they were **fascinated** by what she had to say. When Regina finished, everyone stood up and began to applaud.

1. **audience** Definition: _____

Context clues: _____

2. **streamed** Definition: _____

Context clues: _____

3. **authority** Definition: _____

Context clues: _____

4. **jaguars** Definition: _____

Context clues: _____

5. **fascinated** Definition: _____

Context clues: _____



Name _____

Homophones are words that sound the same but are spelled differently and have different meanings. The words *right* and *write* are homophones.

right = correct write = make marks on paper

Fill in each blank with the correct homophone.

1. **tale / tail** He told a _____ about a lion that lost its _____.
2. **patience / patients** The doctor encouraged his _____ to have more _____ while they waited to see him.
3. **dough / doe** The _____ and her fawns ate the _____ that the baker left on the window sill.
4. **wade / weighed** She tried to _____ across the river wearing a backpack that _____ ninety pounds.
5. **bolder / boulder** The skier grew _____ after he jumped over the _____.
6. **plain / plane** We flew in a _____ over the _____ where the buffalo were.
7. **week / weak** I felt _____ for a _____.
8. **aloud / allowed** "There are no photos _____," the guide said _____.

