

Name _____

Compare and Contrast

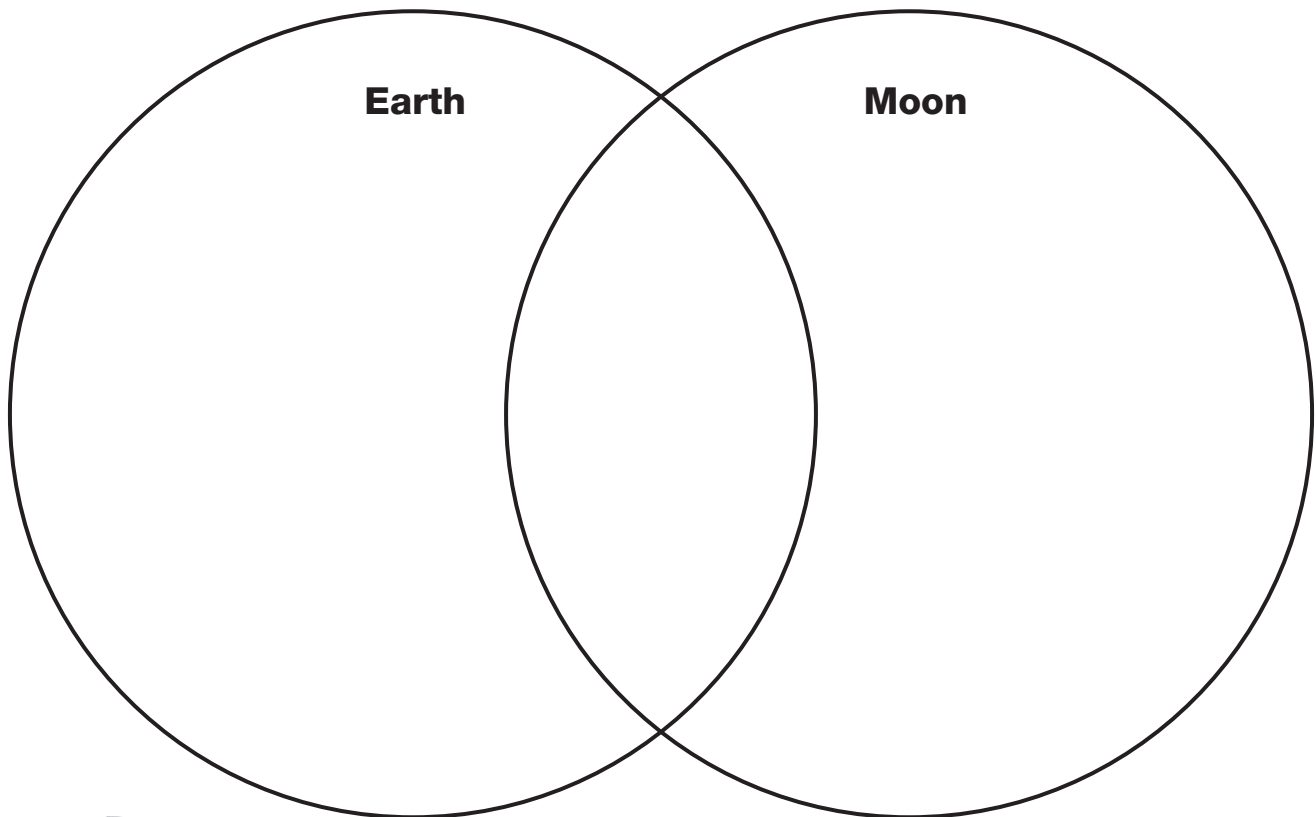
- When you **compare and contrast**, you tell how two or more things are alike and how they are different.
- Clue words such as *like*, *as*, and *similarly* can show similarities. Clue words such as *however* and *instead* can show differences.

Directions Read the following passage. Then complete the diagram below by giving details that compare and contrast the characteristics of Earth and its moon.

If you ever travel to the moon, you will experience low gravity. As you know, both Earth and its moon are spheres. Yet the moon, with a diameter of about 2,000 miles, is only one-quarter the size of Earth. As a result, the moon's gravity is much lower. In fact, it has only one-sixth of Earth's gravity. For that reason, walking on the moon is like bouncing on a mattress.

In 1969, astronauts were delighted to learn how easily they could leap and bounce upon the lunar surface.

The difference in gravity also affects how much objects weigh. Objects on Earth weigh six times as much as they do on the moon. In other words, if a person weighs 120 pounds on Earth, he or she would weigh only 20 pounds on the moon!



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Home Activity Your child used details from a nonfiction passage to compare Earth and its moon. Work with your child to compare and contrast details of individual paragraphs in a magazine article about outer space. Challenge your child to ask questions to clarify points and check understanding.

Writing for Tests

Prompt: Imagine a middle school hundreds of years from now. Write a short fantasy story about what it would be like to be a student there.

Day 1 @ Orion

Jack3Bn was the last student to step down from the heli-bus. It was his first day at Orion Middle School and he was a little nervous. “Have a good day,” said the robot driver as the solar-powered heli-bus prepared to lift off.

“How am I supposed to have a good day when I don’t know anyone at this school?” Jack thought. Then he remembered what his mother had told him that morning as they’d IM’d from their heli-buses. “Day 1 = alwAz hardest. Nx week = U have > nu frenZ!!” He hoped his mother was right.

As Jack walked through the front door, a robotic voice droned, “Jack3Bn, you are late. Please proceed immediately to homeroom 118A.” A map of the school flashed onto the wall and a laser light traced the way to get there.

The door to room 118A slid open automatically just as Jack arrived. He

scanned the room, looking for a familiar face, as he took his assigned seat. Just as he expected, he recognized no one. “Please take out your laser pens and answer the following questions,” the robot teacher snapped. Jack wished the programmers had given the robots more friendly voices.

“Oh, no,” Jack said as he realized he had forgotten his laser pens. “Here,” the student next to him whispered, placing an extra laser pen on Jack’s floating desk.

“Thanks,” Jack said as he picked up the pen and turned to see who had given it to him. The girl smiled shyly and then went back to her work. The heli-bus driver’s words suddenly sounded in Jack’s mind, their chirpy robot cheer taking him back to the sunny ride. Maybe it would be a good day after all.

1. How can you tell this story belongs to the fantasy genre?

2. Underline examples of story elements that are based on imagination.
3. Stories sometimes include flashbacks. Circle two flashbacks in the story.

Name _____

Vocabulary

Directions Choose the word from the box that best matches each definition below. Write the word on the line.

- _____ 1. going through its regular reduction in the amount of its visible portion
- _____ 2. passed across, over, or through
- _____ 3. act or process of burning
- _____ 4. lacking brightness or freshness; dirty-looking
- _____ 5. to talk over and arrange terms; confer; consult

Check the Words You Know

- ___ combustion
- ___ dingy
- ___ negotiate
- ___ traversed
- ___ waft
- ___ waning

Directions Choose the word from the box that best matches each clue below. Write the word on the line.

- _____ 6. This occurs when something burns.
- _____ 7. This might describe a dirty, dark room.
- _____ 8. An example of this is a small breath of perfume.
- _____ 9. This is what you do to make a bargain.
- _____ 10. This happens to the moon as its visible bright side gradually faces away from Earth.

Write a Weather Report

On a separate sheet of paper, write a weather report you might make the day after an unusual weather event. Use as many vocabulary words as you can.



Home Activity Your child identified and used vocabulary words from *Good-bye to the Moon*. Read a story or nonfiction article with your child. Have him or her point out unfamiliar words. Work together to figure out the meaning of each word by using other words that appear near it.

Name _____

Subject-Verb Agreement

The subject and verb in a sentence must **agree**, or work together. A singular subject needs a singular verb. A plural subject needs a plural verb.

Use the following rules for verbs that tell about the present time.

- If the subject is a singular noun or *he, she, or it*, add *-s* or *-es* to most verbs.
The star *shines*. The girl *looks* at the star. She *smiles*.
- If the subject is compound, a plural noun, or *I, you, we, or they*, do not add *-s* or *-es* to the verb.
The stars *shine*. Sarah and Renee *look* at the stars. They *smile*.
- For the verb *be*, use *am* and *is* to agree with singular subjects and *are* to agree with plural subjects.
I *am* a space traveler. The astronaut *is* leaving.
The scientists *are* here. The pilots *are* on the plane.
- A **collective noun** names a group, such as *family, team, and class*. A collective noun is singular if it refers to a group acting as one: The class *is learning* about the universe. A collective noun is plural if it refers to members of the group acting individually: The class *are disagreeing* about the size of the Milky Way.

Directions Write *Yes* if the subject and the verb in the sentence agree. If they do not agree, write *No* and the correct form of the verb.

1. The science lessons intrigues the students. _____
2. Space travelers realize the risks of lunar landings. _____
3. Passengers sometimes waits in the cramped quarters for hours. _____
4. Jordan is interested in space travel. _____
5. Her eyes is red from the smog. _____

Directions Underline the verb in () that agrees with the subject.

6. Their heads (throbs, throb) from the enormous pressure.
7. Derek (are, is) ashamed of his torn jacket.
8. The stewardess (volunteers, volunteer) to get him a wheelchair.
9. Renee and Eric (marvels, marvel) at the Earth fashions.
10. The landscape (enthrall, enthralls) Sarah.



Home Activity Your child learned about subject-verb agreement. Underline several sentences in a newspaper or magazine article and ask your child to identify the subject and verb in each sentence and tell why they agree.

Schwa

Spelling Words

different	sentence	American	brilliant	substitute
opinion	material	complete	jewelry	dramatic
instance	communicate	hesitate	elementary	vitamin
ingredients	invitation	discipline	lasagna	desperate

Missing Words Write the list word that finishes each sentence below.

1. Difficult times call for ___ measures. 1. _____
2. My favorite Italian food is _____. 2. _____
3. When speaking, it is important to ___ clearly. 3. _____
4. Self-___ is important when you try to perfect a skill. 4. _____
5. If you ___, you may lose an opportunity. 5. _____
6. I received an ___ to a party. 6. _____
7. There is an ___ school at the end of my street. 7. _____
8. The ___ for the recipe are listed on the package. 8. _____
9. I take ___ C every day. 9. _____
10. The final scene of the play is very _____. 10. _____
11. These two shades of red are very _____. 11. _____
12. I'll get my mom a bracelet at the ___ store. 12. _____
13. A paragraph needs a strong opening _____. 13. _____
14. I will ___ my report tonight. 14. _____

Word Meaning Write the list word that matches each definition.

15. example 15. _____
16. belonging to or coming from the United States 16. _____
17. fabric or cloth 17. _____
18. intensely bright; highly intelligent 18. _____
19. point of view 19. _____
20. replacement 20. _____



Home Activity Your child used list words to finish sentences. Say a word from the list and ask your child to spell it and define it.

Scoring Rubric: Fantasy

	4	3	2	1
Focus/Ideas	Clear, focused fantasy that addresses the prompt	Ideas are clear and focused; needs more supporting details	Writing is vague or misses the prompt	Missing fantasy genre elements or unintelligible
Organization	Strong beginning, middle, and end; well-organized paragraphs	Recognizable beginning, middle, and end	Plot events do not build to a climax or resolution	Plot events are random or unordered
Voice	Engaging and interesting narrator and character voices	Interesting character(s) but no narrator voice	Little drama or personality in the voice	No compelling voice
Word Choice	Vivid, precise language brings the story to life	Clear details, adequate language	Limited or redundant language	Vague, dull, or cliché language
Sentences	Excellent variety of sentences, natural rhythm	Correctly constructed sentences; some variety	Little variety; many awkward sentences	Choppy; many incomplete or run-on sentences
Conventions	Excellent control; few or no errors	Reasonable control; few distracting errors	Weak control with distracting errors	Many errors that prevent understanding

Name _____

Vocabulary • Unfamiliar Words

- When you are reading and see an unfamiliar word, you can use **context clues**, or words around the unfamiliar word, to figure out its meaning.
- Context clues include definitions, explanations, examples, and synonyms.

Directions Read the following passage about outer space. Then answer the questions below.

Gil was at the controls of the space shuttle, and he was under pressure because Governor Otis of the Moon and his son were on board. Suddenly, the smell of combustion reached him. A waft of a burnt odor was coming from the back of the craft. Gil inched his way to the dingy, dirty engine room to check the status. If necessary, he was prepared to

consult with Mission Control to negotiate for emergency repairs. As he traversed, or crossed, the space shuttle to the food court, he saw the problem. A meal was burning in the service cell.

“How’s everything going?” called the Governor.

“Just great!” Gil answered with a smile as he hurried back to the controls.

1. What does *combustion* mean? What clues help you to determine the meaning?

2. What is a *waft*? What clues help you to determine the meaning?

3. How do context clues help you determine the meaning of *dingy*?

4. What does *negotiate* mean as it is used in this text? How can you use context clues to determine this meaning?

5. What does *traversed* mean? What clues help you to determine the meaning?



Home Activity Your child identified and used context clues to understand unfamiliar words in a passage. Work with your child to identify unfamiliar words in an article or fiction story. Have him or her find context clues to help clarify the meanings of the unfamiliar words.

Name _____

Dictionary and Glossary

- A **dictionary** is a book of words and their meanings. Words are listed in alphabetical order, and each entry shows a word's spelling, syllable parts, pronunciation, and parts of speech. Many entry words contain more than one definition and more than one part of speech.
- A **glossary** is a short dictionary at the back of some books. It includes definitions of words used in the book. Often it tells the page number where the word can be found.
- Entry words in dictionaries and glossaries are usually printed in boldface. Using guide words can help you find entry words quickly. Pairs of guide words appear at the top of each page and show the page's first and last entry words.

Directions Use the following glossary entries to answer the questions below.

oppose to be against (page 289)

orbit to travel in an orbit or circle (page 231)

orbiter a person or object that travels in an orbit (page 231)

organism a living thing (page 38)

1. Under which pair of guide words—*operate* and *orient*, *oak* and *oral*, or *orchard* and *outer*—would you find the four glossary entries shown above?

2. In what order are these four entry words presented?

3. Which of these four words appears earliest in the main text? On what page does the word appear?

4. Why is only one definition listed for each entry word above?

5. To find out all possible parts of speech for the word *orbit*, what resource could you use?



Name _____

Directions Use this dictionary entry for *orbit* to answer the questions below.

or•bit (ôr' bit) **n.** 1. eye socket; 2. the path of a heavenly body or spacecraft revolving around a heavenly body; 3. the scope of a person's activity; **v.** 1. to travel in an orbit or circle; 2. to put into motion in a circle in space
 SYN path, course [*<Latin orbita, path <orbis, a circle*]

6. How many definitions are listed in this entry?

7. Which parts of speech for *orbit* are listed? What is a synonym for *orbit*?

8. Which definition listed above best fits the meaning of *orbit* in the sentence, "Mars, Neptune, and Pluto orbit the sun"?

9. How many syllables does orbit have? Where do the syllables divide? Which syllable is accented?

10. What is the origin of the word *orbit*? How does this origin relate to the meaning of the word?

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Home Activity Your child learned about using dictionaries and glossaries as resources. Look at a dictionary together. Ask your child to locate several entries, using guide words. Discuss the elements of the entry, including pronunciation, word history, part(s) of speech, and definition.

Schwa

Proofread a List Circle six misspelled words in the list. Write the words correctly. Find a sentence with a capitalization error. Write it correctly.

How to Conserve Energy

There are many ways you can conserve Energy.

For instence:

- Install insulating matiriel and different, energy-efficient doors and windows.
- Plant trees to block the wind and to provide shade.
- Turn lights off when you don't need them, and use less brilliant bulbs.
- Use less hot water, turn down the thermostat on your water heater, and insulate your water heater and pipes.
- Drive slower and keep your car properly maintained.
- If you can, substatute public transportation for driving a car.
- Disipline yourself to recycle, and don't hesatate to reuse anything you can.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | |

Spelling Words

- different
- sentence
- American
- brilliant
- substitute
- opinion
- material
- complete
- jewelry
- dramatic

- instance
- communicate
- hesitate
- elementary
- vitamin
- ingredients
- invitation
- discipline
- lasagna
- desperate

Frequently Misspelled Word

outside

Proofread Words Circle the word that is spelled correctly. Write it.

- | | | | |
|---------------|-----------|-----------|-----------|
| 8. discipline | disipline | discplane | 8. _____ |
| 9. jewelery | jewelry | jewlry | 9. _____ |
| 10. hezitate | hesutate | hesitate | 10. _____ |
| 11. lasana | lasanya | lasagna | 11. _____ |
| 12. opinion | opinyun | opineon | 12. _____ |



Home Activity Your child identified misspelled words. Read list words your child did not write on this page and have your child spell them.

Name _____

Subject-Verb Agreement

Directions Read the passage. Then read each question. Circle the letter of the correct answer.

Tomatoes Galore

(1) My grandfather have a green thumb. (2) He and my grandmother grow every type of vegetable. (3) The whole family enjoy the rewards of their backyard summer garden. (4) The beautiful round and red tomatoes are their best product. (5) They is plentiful in the summer garden, too many for us to use. (6) We have cooking contests to see who makes the best pasta sauce with their fresh tomatoes. (7) Last summer my mother, father, brother, and I was winners of the family contest! (8) We will still have sauce next summer when Grandma and Grandpa have a new crop of fresh tomatoes.

- | | |
|--|---|
| <p>1 What change, if any, should be made in sentence 1?</p> <p>A Change <i>have</i> to has</p> <p>B Change <i>My</i> to our</p> <p>C Add <i>-s</i> to <i>grandfather</i></p> <p>D Make no change</p> | <p>4 What is true about sentence 5?</p> <p>A The subject is singular.</p> <p>B The verb is an action verb.</p> <p>C The subject and verb agree.</p> <p>D None of the above</p> |
| <p>2 What change, if any, should be made in sentence 3?</p> <p>A Change <i>family</i> to families</p> <p>B Delete <i>-s</i> from <i>rewards</i></p> <p>C Change <i>enjoy</i> to enjoys</p> <p>D Make no change</p> | <p>5 What change, if any, should be made in sentence 7?</p> <p>A Delete <i>-s</i> from <i>winners</i></p> <p>B Change <i>was</i> to were</p> <p>C Change <i>I</i> to me</p> <p>D Make no change</p> |
| <p>3 How would you describe the subject in sentence 4?</p> <p>A Plural noun</p> <p>B Singular noun</p> <p>C Collective noun</p> <p>D None of the above</p> | |



Home Activity Your child prepared for taking tests on subject-verb agreement. Ask your child to read aloud and correct sentences 2 and 8.