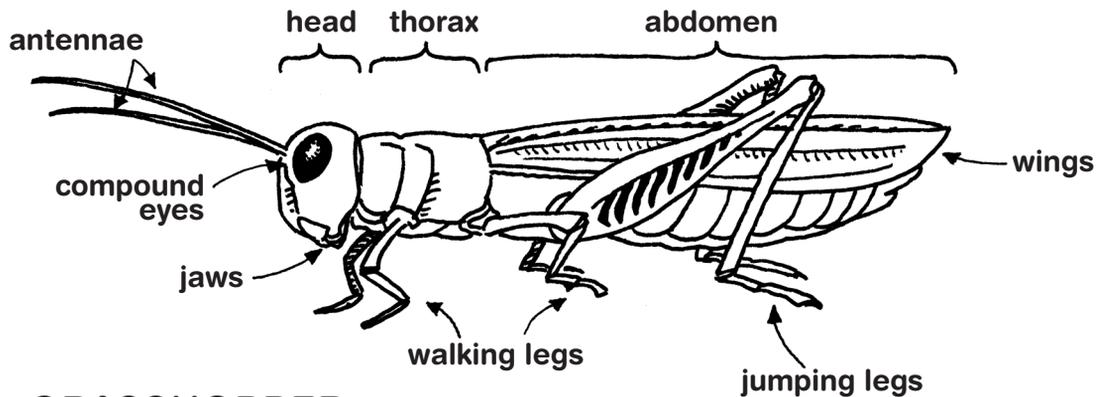


Name \_\_\_\_\_

## Graphic Sources

- A **graphic source**, such as a picture, diagram, or chart, organizes information visually.
- Preview the graphic sources to help you predict what you will be reading about.

**Directions** Study the following diagram. Then answer the questions below.



### GRASSHOPPER

1. What is the purpose of this diagram?

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2. What are the three main sections of the grasshopper's body?

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---

3. What do grasshoppers use to hop, walk, and fly?

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4. How many legs does the grasshopper have? How does the diagram show you this?

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5. What is the location of the grasshopper's two front legs? What other job might the front legs perform in addition to walking?

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**Home Activity** Your child used a graphic source to answer questions. Together, read a newspaper or magazine article that includes a graphic source. Ask your child to answer questions about the article based on the information shown in the graphic source.

Name \_\_\_\_\_

## Writing • Formal Letter

### Key Features of a Formal Letter

- has a purpose, such as asking for information
- includes a *heading* with your address, the address of the person you are writing to, and the date you are writing the letter
- has a greeting, or *salutation*, at the beginning and a *closing* at the end, followed by your name and your signature
- uses polite, respectful language in the body

Dr. Willa Ayers  
 Oxbow Animal Hospital  
 222 State Road 202  
 Oxbow, TX 73330

August 11, 20\_\_

Dear Dr. Ayers,

I asked my mother for a dog or a cat as a pet, but she has allergies to dogs and cats. She thought that I might like a Bearded Dragon and wants me to research this kind of lizard. Could you help me decide whether a Bearded Dragon would be a good pet by answering some questions or sending me information about where I can find out more about Bearded Dragons?

I would like to know whether a Bearded Dragon lizard likes to be petted. What kind of home does it need? What do I have to do to properly care for a Bearded Dragon? How big will it get? How long will it live? Is it friendly? Does it like to play? What toys should I get for it?

Thank you taking the time to answer my questions about Bearded Dragons. If you have information about Bearded Dragons, could you send it to me?

Yours sincerely,

Laura Moleen

Laura Moleen  
 86 Elm Street  
 Oxbow, TX 73333

1. What are the salutation and the closing in this letter?

2. Which sentence tells the purpose of this letter? Underline that sentence.

Name \_\_\_\_\_

## Vocabulary

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

- \_\_\_\_\_ 1. a slimy substance produced in the nose and throat to moisten and protect them
- \_\_\_\_\_ 2. free from germs
- \_\_\_\_\_ 3. gives ability, power, or means to; makes able
- \_\_\_\_\_ 4. to develop in a special way
- \_\_\_\_\_ 5. being important to the outcome of a situation

### Check the Words You Know

- \_\_\_critical
- \_\_\_enables
- \_\_\_mucus
- \_\_\_scarce
- \_\_\_specialize
- \_\_\_sterile

**Directions** Circle the word or group of words that has the same or nearly the same meaning as the first word.

<i>Example:</i> melody	words	tune	ringing
6. scarce	plenty	many	rare
7. critical	important	useful	relaxed
8. sterile	dirty	germ-free	bacteria
9. enables	teaches	makes empty	allows
10. specialize	stretch	adapt	organize

## Write a Description

On a separate sheet of paper, write a description of a grasshopper or another insect with which you are familiar. Your description should include as many details as possible. Use as many vocabulary words as you can.



**Home Activity** Your child identified and used vocabulary words from *Exploding Ants*. Pretend each of you is a research scientist. Use the vocabulary words to discuss a new species of insect you have discovered together.

Name \_\_\_\_\_

## Possessive Pronouns

**Possessive pronouns** show who or what owns, or possesses, something. *My, mine, your, yours, her, hers, his, its, our, ours, their, and theirs* are possessive pronouns.

- Use *my, your, her, our,* and *their* before nouns.  
Is that your cat? It was her gerbil. They pet our dog.
- Use *mine, yours, hers, ours,* and *theirs* alone.  
The cat is yours. That gerbil is hers. The dog is ours.
- *His* and *its* can be used both before nouns and alone.  
He lost his ferret. The ferret is his.  
The dog lost its collar. The collar is its.
- Do not use an apostrophe with a possessive pronoun.

**Directions** Replace the underlined words or phrases with possessive pronouns. Rewrite the sentences.

1. An ant colony relies on the ant colony's queen.

---



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2. Both males and females have wings on the males' and females' bodies.

---



---

3. The queen ant flies to a new location to start a colony and then sheds the queen's wings.

---



---

4. Ants are very strong for ants' size and can carry 25 times ants' weight.

---



---

5. Most of us think that ants are pests to be swept out of most of us's way.

---



---



**Home Activity** Your child learned about possessive pronouns. Ask your child to make up sentences about objects at home that belong to him or her, to the family, and to others. Have your child identify the possessive pronouns he or she uses.

Name \_\_\_\_\_

## Homophones

### Spelling Words

cent	sent	scent	threw	through
weather	whether	their	there	they're
chili	chilly	tide	tied	pale
pail	aloud	allowed	course	coarse

**Words in Context** Write homophones to complete the sentences.

On a (1)\_\_\_\_ day, hot, spicy (2)\_\_\_\_ with cheese really tastes good.

1. \_\_\_\_\_ 2. \_\_\_\_\_

We made sure the boats were (3)\_\_\_\_ down securely against the rising (4)\_\_\_\_\_.

3. \_\_\_\_\_ 4. \_\_\_\_\_

The (5)\_\_\_\_ will determine (6)\_\_\_\_ or not we play the game.

5. \_\_\_\_\_ 6. \_\_\_\_\_

I (7)\_\_\_\_ away for that special one- (8)\_\_\_\_ offer for my favorite perfume (9)\_\_\_\_\_.

7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_

Speaking (10)\_\_\_\_ is not (11)\_\_\_\_ in the library.

10. \_\_\_\_\_ 11. \_\_\_\_\_

You (12)\_\_\_\_ the ball so far that it went (13)\_\_\_\_ the window!

12. \_\_\_\_\_ 13. \_\_\_\_\_

(14)\_\_\_\_ starting (15)\_\_\_\_ lemonade business over (16)\_\_\_\_ near the bakery.

14. \_\_\_\_\_ 15. \_\_\_\_\_ 16. \_\_\_\_\_

The golf (17)\_\_\_\_ is designed to be challenging. It has sand, water traps, woods, and smooth and (18)\_\_\_\_ grass.

17. \_\_\_\_\_ 18. \_\_\_\_\_

The (19)\_\_\_\_ child carried the (20)\_\_\_\_ onto the beach.

19. \_\_\_\_\_ 20. \_\_\_\_\_



Name \_\_\_\_\_

### Writing • Formal Letter

Sender's Name _____
Address _____
City, ST Zip _____
Date _____

Recipient's Name _____ , [Title]
Address _____
City, ST Zip _____

Salutation _____
------------------

Opening: Statement of Purpose:

---



---

Supporting Details:

---



---



---

Desired Action:

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---



---

Thank you in advance for:

---

Closing _____
Signature _____

Name \_\_\_\_\_

## Vocabulary • Synonyms

- A **thesaurus** is a book that lists words, their **synonyms**, and their **antonyms**.
- **Synonyms** are different words that mean the same or almost the same thing, while **antonyms** are words that have the opposite meaning of each other.
- Sometimes authors write synonyms next to difficult words to help readers understand the word. To find synonyms, look for the words *or*, *such as*, and *like*, or a phrase set off by commas.

**Directions** Read the following passage about insects. Then answer the questions below. You may use a thesaurus.

**T**o some people, insects such as mosquitoes are simply pests. But many insects are useful. Honeybees, for example, make honey. They also pollinate plants by carrying pollen from one plant to another. This enables, or allows, the plant to grow and develop. Pollination is essential, or critical, for many things

we eat. Growers use honeybees in apple orchards, for example. Beekeepers raise colonies, or communities, of bees.

Some insects eat garbage. Others specialize in or focus on eating harmful insects. Caterpillars eat lots of plants but don't usually do permanent damage. Butterflies eat very little.

1. What word in the passage is a synonym for *enables*? How do you know it is a synonym?

2. What suggests that *essential* and *critical* are synonyms?

3. The word *mosquitoes* follows the words *such as*. How do you know it is not a synonym for *insects*?

4. What is another word for *colonies*? What context clue helps you to identify the synonym?

5. Rewrite the last sentence to provide a synonym for the word *scarce*.



**Home Activity** Your child identified and used synonyms to help him or her understand other words. Together, read an article about a scientific subject in a newspaper or magazine, noting any challenging vocabulary. Try to use synonyms and other context clues to clarify the meanings of these words.

Name \_\_\_\_\_

## Magazine/Periodical

- **Magazines** and **periodicals** are excellent sources of current information. They contain news articles, opinion columns, reports, reviews, letters, cartoons, advertisements, and other features.
- A table of contents helps readers locate particular stories and other information.
- Many magazine and periodical articles follow the “5 Ws and H” format. That is, they tell you *Who? What? When? Where? Why? and How?* in the first few paragraphs.

**Directions** Read this table of contents for an issue of a magazine. Then answer the questions that follow.

**December Issue    Volume 237 Number 4**

### CONTENTS

#### Year in Review

- 24** Annual salute to the people who made discoveries that have changed our lives
- 39** Year-end updates on works-in-progress

#### Features

- 44** The longest-living lungfish
- 51** New vaccine for a dangerous disease
- 67** Discovery of a new species of grasshopper

#### World News

- 72** Monarchs winter in Mexico in record numbers
- 80** Alaskan dinosaurs and the Bering Strait

#### Columns

- 12** Letters to the editor
- 18** Ask the experts
- 93** Calendar
- 128** Book reviews

1. How would you describe the subject of this magazine?

---



---

2. On what page could you find information about lungfish?

---



---

3. Where could you read what people think about a new book?

---



---

4. Do you think this is a new magazine or one that has been published for some time? How do you know?

---



---

5. If you wrote to the magazine, where might you find your comments published in the next issue?

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---

Name \_\_\_\_\_

**Directions** Read this passage from a magazine and answer the questions below.**Who's Got the Longest-Living Lungfish?**

Two cities are competing for the honor of possessing the nation's longest-living lungfish. On Monday, the city of Will announced that its aquarium is celebrating the 67th birthday of its Australian lungfish on April 9. On Tuesday, one day later and fifty miles east, the city of Franklyn declared its plans to celebrate the 70th birthday of its lungfish on April 9. However, neither aquarium can prove the exact age of its lungfish.

Why the interest in elderly lungfish? Perhaps because it is a most unusual creature. It has both gills and lungs, leading scientists to believe that it is the missing link between fish and amphibians. The lungfish has the ability to be, as the saying goes, "a fish out of water." In other words, it can survive on land as well as in water. This adaptation is a big reason why the lungfish has survived for ages. Fossils show that it existed some 400 million years ago. Today the lungfish is an endangered species.

6. What part of the passage gives you a first impression of the article's subject?

---

7. What would you identify as the *Who* of this article?

---

8. What would you say is the *What* of the article?

---

9. What is the *When* of the article?

---

10. When might you use the information in this article?

---



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**Home Activity** Your child learned about reading tables of contents and articles in magazines. Look at a current issue of a magazine together and discuss the *Who*, *What*, *When*, *Where*, *Why*, and *How* of one of the articles.

Name \_\_\_\_\_

## Homophones

**Proofread an Ad** Circle six spelling errors. Write the words correctly. Find one capitalization error. Write the sentence correctly.

On a chilly day, shout allowed for our delicious chilly! It will warm you through and threw! Ask about our ninety-nine sent special. If the whether is bad, call us. We Deliver for free! Of course, their is no finer tasting treat!

1. \_\_\_\_\_ 2. \_\_\_\_\_  
 3. \_\_\_\_\_ 4. \_\_\_\_\_  
 5. \_\_\_\_\_ 6. \_\_\_\_\_  
 7. \_\_\_\_\_

**Proofread Words** Circle the correct spelling of the list word. Write the word.

8. Burlap is a \_\_\_\_ fabric. 8. \_\_\_\_\_  
 corse                  cuarse                  coarse
9. I think \_\_\_\_ going on a class trip tomorrow. 9. \_\_\_\_\_  
 they're                  their                  they'ar
10. Sky blue is a \_\_\_\_ color. 10. \_\_\_\_\_  
 pail                  pale                  paile
11. Your perfume has a lovely \_\_\_\_\_. 11. \_\_\_\_\_  
 scent                  cent                  sent
12. I am not sure \_\_\_\_ I can go. 12. \_\_\_\_\_  
 wheather                  whether                  weather
13. The sailor \_\_\_\_ down the ship's hatch. 13. \_\_\_\_\_  
 tide                  teid                  tied
14. The candy cost one \_\_\_\_\_. 14. \_\_\_\_\_  
 scent                  cent                  sent
15. The score was even and the game was \_\_\_\_\_. 15. \_\_\_\_\_  
 tide                  teid                  tied

### Spelling Words

cent  
 sent  
 scent  
 threw  
 through  
 weather  
 whether  
 their  
 there  
 they're

chili  
 chilly  
 tide  
 tied  
 pale  
 pail  
 aloud  
 allowed  
 course  
 coarse

### Frequently Misspelled Words

their  
 there  
 they're



**Home Activity** Your child identified misspelled and misused homophones. Say a homophone in a sentence and have your child spell it.

Name \_\_\_\_\_

## Possessive Pronouns

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

# Our Owls

(1) When I was young, my brother and I heard a haunting sound outside their window. (2) We ran into our yard to see what it was. (3) “It’s just a screech owl,” Rich said, but \_\_\_\_\_ hoot still made me nervous. (4) After that, owls became a hobby of ours. (5) Did you know that owls can turn owls’ heads almost completely around? (6) This is an adaptation of theirs that allows them to turn their heads to follow a moving object. (7) Now biologists, my brother and I spend our time studying these birds of prey.

- |   |   |
|---|---|
| <p><b>1</b> What change, if any, should be made in sentence 1?</p> <p><b>A</b> Change <i>my brother and I</i> to <b>my brother and me</b></p> <p><b>B</b> Change <i>was young</i> to <b>were young</b></p> <p><b>C</b> Change <i>their</i> to <b>our</b></p> <p><b>D</b> Make no change</p> | <p><b>4</b> Which possessive pronoun replaces the underlined word in sentence 5?</p> <p><b>A</b> their</p> <p><b>B</b> our</p> <p><b>C</b> theirs</p> <p><b>D</b> its</p> |
| <p><b>2</b> Which possessive pronoun best completes sentence 3?</p> <p><b>A</b> its</p> <p><b>B</b> my</p> <p><b>C</b> our</p> <p><b>D</b> their</p>  | <p><b>5</b> How many possessive pronouns are in sentence 6?</p> <p><b>A</b> 0</p> <p><b>B</b> 1</p> <p><b>C</b> 2</p> <p><b>D</b> 3</p>                                   |
| <p><b>3</b> What change, if any, should be made in sentence 4?</p> <p><b>A</b> Change <i>became</i> to <b>have become</b></p> <p><b>B</b> Change <i>ours</i> to <b>our</b></p> <p><b>C</b> Change <i>ours</i> to <b>yours</b></p> <p><b>D</b> Make no change</p>                            |   |



**Home Activity** Your child prepared for taking tests on possessive pronouns. Have your child choose a magazine article and find possessive pronouns in it. Ask him or her to name the person or thing each possessive pronoun stands for.